

Educational courseware: A catalyst for enhancing students' creativity in English poetry

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Abstract

Poetry is the creativity of a person's imagination. Student's writing cannot be creative until they themselves feel that they have something to say or until they are satisfied with the way in which they are saying something about a particular subject. Modern technology makes available various techniques and Teachers of Language can make use of these technological aids for enhancing students' creativity. The purpose of the study was to evaluate the effectiveness of Educational Courseware on Creativity in English Poetry among Secondary School Students. The Experimental Method with the Pretest-Posttest Nonequivalent-Groups Design was used for the study. An Educational Courseware on English Poetry for Standard IX was developed and validated for the study. A Test on Creativity in English Poetry was employed for gathering data. The findings of the study showed that Educational Courseware on English Poetry is very effective in enhancing Creativity in English Poetry among Secondary School Students.

Keywords: Poetry, Educational Courseware, Creativity

1. Introduction

Poetry is the creativity of a person's imagination. Poetry conveys universal human veracities. It is a medium to make us see life and live it more passionately. The great poet Coleridge has defined prose as 'words in their best order' and poetry as 'the best words in their best order'. While compared to prose, Poetry is a more powerful form of expression. Student's writing cannot be creative until they themselves feel that they have something to say or until they are satisfied with the way in which they are saying something about a particular subject. The role of a teacher is to provide stimulus which will release ideas, feelings and sensory awareness so that even the most imaginative child will feel that he has something worth giving expression to. Poets use specific devices which help to convey the sense of what they are saying concisely.

Most of the poems include metaphors and similes. Students can make comparisons between two different things by using their cognitive skills thereby finding their similarities. Hence, it is not simply enough to provide any initial stimulus to write, but the teacher must help to provide various techniques for creative expression. Innovation of new classroom practices and innovative approaches to designing language programmes and materials signals the need to find more competent and effective techniques of teaching poetry to arouse the interest of students in the learning of English poems effectively. It is, therefore, imperative to formulate a technology-oriented teaching-learning stratagem that will make learning enjoyable. Modern technology makes available various techniques for successful language acquisition. Teachers of Language can make use of these technological aids. It makes teaching motivating, operative and genuine, heightens thinking, gives an opportunity to appreciate, handle and manipulate things, and helps to express views and comments. Various studies and research oriented papers have empirically established that teaching of poems through the medium of technology have

significant and positive relationship with students' creativity in English Poetry.

Emert (2015) ^[11], in his article on the pairing of poetry and technology, described an initiative on the Transpoemation project in which a group of ninth graders in an urban high school interacted with poetry in unexpected ways. The multi-phased assignment climaxed with the creation of digital shots that combine text, images and shots. The students read, interpreted, discussed, translated, imagined, revised, visualized, analysed, synthesized, evaluated, and created skills that are prized in the classrooms to negotiate the requirements of the project. The films later became part of a premiere event, during which each student introduced their poetry project to classmates.

Brown and Bunpermkoon (2014) ^[7] conducted a study among 10th grade honors English students of suburban high schools located in a mid-sized city in the south eastern United States. In the study, Students listened and responded to oral performances of poetry through video and audio media. Students then wrote reflections on the impact of the different performance types and different techniques used in their performances. Next, students participated in activities where they performed poetry themselves. The study culminated with students creating and staging performances of their own poetic texts using any available means as long as an oral component was involved. The findings of the study showed that students gained more confidence in their analyses of poetry performances, which resulted in greater openness to studying poetry in general.

Yesilbursa (2012) ^[13] conducted a study on the teaching of poetry with multimedia materials among Turkish undergraduate students. The purpose of the study was threefold: first, to discuss the role of literature within the Communicative Language Teaching paradigm; second, to present a lesson plan based on the language-based approach to teaching literature aimed at introducing the story of

Tennyson’s poem *The Lady of Shallot* through a series of communicative activities; and finally, to present students’ views on the lesson, which they made as contributions to a course blog set up by the course instructor/researcher. The findings of the study showed that students made positive comments regarding the materials, the activity and the poem. The visual materials and the activities helped them to comprehend the plot of the poem.

Zhang (2012) investigated the usage of multimedia English teaching from the students’ point of view. The results of the study was drawn by comparing traditional English teaching with that of multimedia English teaching based on investigation and interview methods. Results revealed that multimedia courseware plays a significant role in changing the traditional method of teaching, helps in relaxing the classroom atmosphere and enhances student’s creativity.

Thus, application of technology in the classroom has indeed facilitated both teaching and learning. In the classroom, using poetry naturally leads on to a stress free written creative expression. Indeed, poems have the ability to produce effective response from the reader, and this memorable passion motivates further reading of poetry in the foreign language. Giving learner’s openings to use media to create poems or respond to and annotate existing poems provide them with sufficient scope to use technology in meaningful ways. Hence, the present study is an attempt to make the teaching of English Poetry an interesting one. The present study aims at developing an Educational Courseware for enhancing Creativity in English Poetry and tests its effectiveness among Secondary School Students.

1.1 Hypothesis of the study

The following hypothesis is formulated for the study:

- Educational Courseware on English Poetry is significantly more effective than Issue Based Learning in enhancing Creativity in English Poetry among Secondary School Students.

1.2 Objectives of the study

The major objective of the study is:

- To compare the effectiveness of Educational Courseware on English Poetry and Issue Based Learning in enhancing Creativity in English Poetry among Secondary School Students.

2. Methodology

Experimental Method with Pretest-Posttest Nonequivalent-Groups design was used to conduct the study. Teaching using Educational Courseware on English Poetry and Issue Based Learning were the independent variables, while Creativity in English Poetry was the dependent variable. The sample comprised 287 Standard IX Students.

The materials and tool used for the study were:

- Educational Courseware on English Poetry.
- Lesson Plans using Issue Based Learning.

- Test on Creativity in English Poetry.

The data was gathered, tabulated and analysed using statistical measures like Arithmetic Mean, Standard Deviation, Critical Ratio (t-test), Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA).

2.1 Analysis of the Data

The Arithmetic Mean and Standard Deviation of the Pre-test, Post-test and Gain Scores on the Creativity in English Poetry of the Experimental and Control Groups were computed and the data and results of the test of significance of difference in the Mean Scores are given in Table 1.

Table 1: Data and Results of Test of Significance of Difference between Mean Pre-test, Post-test and Gain Scores of Experimental and Control Groups on Creativity in English Poetry for the Total Sample

Scores	Groups	N	AM	SD	‘t’ value	P
Pre-test	Experimental	148	83.65	9.07	1.13	*P>0.05
	Control	139	82.48	8.43		
Post-test	Experimental	148	138.92	11.24	12.72	**P<0.01
	Control	139	123.74	8.89		
Gain	Experimental	148	55.26	6.29	22.15	**P<0.01
	Control	139	41.26	4.28		
Result: *t value is not significant at 0.05 level **t value is significant at 0.01 level						

Table 1 shows that the Pre-test scores of Students in the Experimental and Control Groups do not differ significantly even at 0.05 level (‘t’= 1.13). From the Mean scores of the Experimental (83.65) and Control (82.48) Groups, it can be concluded that both the Groups of Secondary School Students are identical with regard to their Pre-test scores on Creativity in English Poetry.

Table 1 also shows that the Post-Test scores of Students in the Experimental and Control Groups differ significantly at 0.01 level (‘t’= 12.72). From the Mean scores of the Experimental (138.92) and Control (123.74) Groups, it can be seen that the Experimental Group far excels the Control Group in Creativity in English Poetry.

In Table 1, it can also be seen that the Gain scores on Creativity in English Poetry of Students in the Experimental and Control Groups differ significantly at 0.01 level (‘t’= 22.15). From the Mean Gain scores of the Experimental (55.26) and Control (41.26) Groups, it can be seen that the Experimental Group far excels the Control Group for the Creativity in English Poetry. This finding reveals that Educational Courseware is more effective than Issue Based Learning in enhancing Creativity in English Poetry and thus substantiates the previous finding.

The Analysis of Variance for the Pre-test Scores (X) and Post-test Scores (Y) of the students taught using Educational Courseware and Issue Based Learning is presented in Table 2.

Table 2: Summary of Analysis of Variance of Pre-test (X) and Post-test (Y) Scores on Creativity in English Poetry of Experimental and Control Groups for the Total Sample

Source of Variation	df	SS _X	SS _Y	MS _X	MS _Y	F _X	F _Y
Among Means	1	98.69	16512.7	98.69	16512.72	1.28	159.47
Within Groups	285	21898.13	29511.7	76.84	103.55		
Total	286	21996.82	46024.4	-	-		

Result: F_X value is not significant F_Y value is significant at 0.01 level

Table 2 shows that the F_X value obtained is 1.28, which is less than the Table value and hence not significant. This indicates that there is no significant difference between the Pre-test scores of Secondary School Students in the Experimental and Control Groups.

Table 2 also shows that the F_Y value obtained is 159.47, which is greater than the Table value and hence is significant at 0.01

level. The significant F_Y value indicates that both the Experimental and Control Groups differ significantly in their Post-test scores of Creativity in English Poetry.

The Total Sum of Squares and Adjusted Mean Square Variance for Post-test scores of Creativity in English Poetry are computed and the results of the Analysis of Covariance are presented in Table 3.

Table 3: Summary of Analysis of Covariance of Pre-test (X) and Post-test (Y) Scores on Creativity in English Poetry of Experimental and Control Groups for the Total Sample

Source of Variation	df	SS _X	SS _Y	SS _{XY}	SS _{YX}	MS _{YX}	SD _{VX}	F _{YX}
Among Means	1	98.69	16512.72	1276.58	14034.92	14034.92	5.42	477.41
Within Groups	284	21898.13	29511.7	14034.9	8349.12	29.40		
Total	285	21996.82	46024.43	15311.51	22384.04			

Result: F_{YX} value is significant at 0.01 level

From Table 3, it can be seen that since the F_{YX} ratio (477.41) is greater than the Table value, it is significant at 0.01 level. This significant F-ratio for the Adjusted Post-test scores shows that the final Mean scores of Students in the Experimental and Control Groups differ significantly after they are Adjusted for the Difference in the Pre-test scores.

The Adjusted Means for the Post-test scores (Y Means) of Students in the Experimental and Control Groups were computed. The data and results are shown in Table 4.

Table 4: Data for Adjusted Means of Post-test Scores on Creativity in English Poetry of Experimental and Control Groups for the Total Sample

Groups	N	M _X	M _Y	M _{YX} (adjusted)	't' value	P
Experimental	148	83.66	138.9	138.54	22.53	**P<0.01
Control	139	82.48	123.7	124.12		
General Means	287	83.07	131.33	-		

Result: ** t value is significant at 0.01 level

In Table 4, it can be seen that the difference in Adjusted Means for the Post-test scores of the Experimental and Control Groups was tested for significance and 't' value (22.53) was found to be significant at 0.01 level. This points to the fact that Creativity in English Poetry of Students in the Experimental Group is far better than that of the Students in the Control Group. It may therefore be concluded that the Students exposed to Educational Courseware have enhanced Creativity in English Poetry as compared to those exposed to Issue Based Learning. In other words, Educational Courseware is more effective than Issue Based Learning in enhancing Creativity in English Poetry among Secondary School Students.

2.2 Tenability of Hypothesis

The formulated Hypothesis is accepted based on the findings in this regard.

3. Conclusion

From the findings of the study it can thus be inferred that Educational Courseware on English Poetry is effective in enhancing Creativity in English Poetry among Secondary School Students.

3.1 Implications of the Study

- Educational Courseware helps in holding the attention of students. They engage students and provide valuable learning opportunities. They also help each student to understand the content area and retain their knowledge better. Hence Educational Courseware acts as a catalyst for better learning.
- It is found that students enjoy learning through the Courseware. So teachers should incorporate Educational Courseware in the teaching learning process.
- The outcome of the present study brings to light the fact that Educational Courseware is more effective than Issue Based Learning for enhancing Creativity in English Poetry. So Pre-service and In-service teacher training programmes should focus on the importance of Courseware integration in teaching and learning of English Poetry as it promotes cognitive processing in students.
- Educational Courseware makes learning a pleasant experience through Video Poems. It makes the Students eager to receive the content and helps in holding the attention of Students. Therefore, Teachers should engage the Students in meaningful poetry related tasks to provide them enjoyment and valuable learning experience.

4. References

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