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## Effect of educational courseware on appreciation of English poetry among secondary school students

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### Abstract

The purpose of the study was to determine whether the using of Educational Courseware is effective in the teaching of English Poetry in enhancing Secondary School Students' Appreciation of English Poetry. In compliance with this purpose, the study seeks to answer the following question: Are there any statistically significant differences between the pre-test and post-test scores of Experimental and Control Groups when taught using Educational Courseware on English Poetry and Issue Based Learning.

The participants of the study were 287 secondary school students selected from six schools within Kottayam District. The Experimental method with the Pretest-Posttest Non-equivalent Groups Design was used to conduct the study. A Test on Appreciation of English Poetry was employed for gathering data. The result of the study showed that there were statistically significant differences between the groups taught using Educational Courseware on English Poetry and Issue Based Learning.

**Keywords:** English Poetry, Educational Courseware, Appreciation of English Poetry

### 1. Introduction

The great poet Coleridge has defined prose as 'words in their best order' and poetry as 'the best words in their best order'. Poetry frequently has a marked surprise element due to an unexpected ending or a precipitous transformation in imagery or thought, conveyed by extreme abridgment, and the high voltage of metaphor, paradox and symbol. Poetry often uses particular forms and precepts to suggest alternative meanings in the words, or to evoke sensitive or sensual rejoinders. Poetry is often open to manifold elucidations due to the use of ambiguity, symbolism, irony, and other stylistic features of poetic diction. Likewise, metaphor, simile, and metonymy generate a resonance between otherwise contrasting images – a layering of meanings that form relations that are previously not perceived.

Poetry by its very virtue is often difficult to comprehend as a result of which it is received in a hostile spirit. If all children came from highly literate families and were engaged in reading habits, then it would only be necessary to place in their hands plenty of appropriate materials. Poetry would then teach itself. But in reality, this does not happen. Appreciation of poetry is an experience. The subject-matter of a poem is not the most important factor while dealing with a poem. A poem not only contains the theme or subject matter but also contains the rhythm of verse, poetic diction and figurative features. In order to appreciate a poem, it is necessary to learn how to identify these special qualities and to understand what effect they have throughout the poem.

### 2. Need and Significance of the Study

Vivacity and diversity are the main principles in inventing methods of teaching poetry. In the teaching of poetry, the educator is required to envisage things more evidently, thereby helping the students to appreciate the poem. In the teaching of poetry, veracious relationship of ideas is more important than mere 'meanings' of words. For appropriate appreciation of the poetic beauty, the teacher must be able to hoard the images related to those in the poet's mind. Modern technology makes available various techniques for successful language acquisition. Teachers of Language can make use of these technological aids. Video is a resource which is rich in potential to fire the imagination of language learners. Video materials help in successful language acquisition. With the help of Video poems, learners can

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be asked to interpret what they see. The outstanding feature of video poems is their ability to present the complete poem with the help of images. The material being presented should be motivating. By generating interest and motivation, the video poems can create an optimum climate for successful learning. The application of Educational Courseware in the classroom will bridge the gap between teaching and learning of poetry in an innovative way.

**3. Objective of the Study**

The objective of the study is to compare the effectiveness of Educational Courseware on English Poetry and Issue Based Learning in enhancing Appreciation of English Poetry among Secondary School Students.

**4. Hypothesis of the Study**

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

**5. Methodology**

- Experimental method with the Pretest-Posttest Non-equivalent Groups Design was used to conduct the study.
- The sample comprised 287 Standard IX Students.
- An Educational Courseware on English Poetry for Standard IX was developed and validated for the study.
- A Test on Appreciation of English Poetry was employed for gathering data.
- The data was tabulated and analysed using the statistical measures like Arithmetic Mean, Standard Deviation, Critical Ratio (t-test), Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA).

**6. Result and Discussion**

The Arithmetic Mean and Standard Deviation of the Pre-test, Post-test and Gain Scores on Appreciation of 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 appreciation of English poetry

Scores	Groups	N	AM	SD	't' value	P
Pre-test	Experimental	148	23.38	5.89	1.20	*P>0.05
	Control	139	22.61	4.89		
Post-test	Experimental	148	45.48	5.32	20.74	**P<0.01
	Control	139	31.79	5.82		
Gain	Experimental	148	22.10	4.56	27.51	**P<0.01
	Control	139	9.19	3.32		

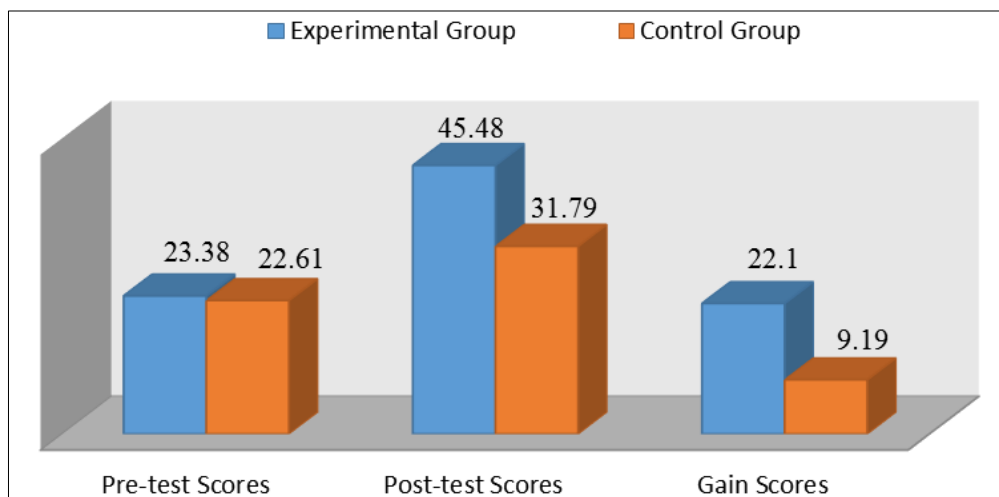
**Result:** \*t value is not significant at 0.05 level \*\*t value is significant at 0.01 level

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'= 1.20). From the Mean scores of the Experimental (23.38) and Control (22.61) Groups, it can be concluded that both the Groups of Secondary School Students are identical with regard to their Pre-test scores on Appreciation of 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'= 20.74). From the Mean scores of the Experimental (45.48) and Control (31.79) Groups, it can be seen that the Experimental Group far excels the Control Group on Appreciation of English Poetry.

In Table 1, it can also be seen that the Gain scores on Appreciation of English Poetry of Students in the Experimental and Control Groups differ significantly at 0.01 level ('t'= 27.51). From the Mean Gain scores of the Experimental (22.10) and Control (9.19) Groups, it can be seen that the Experimental Group far excels the Control Group. This finding reveals that Educational Courseware is more effective than Issue Based Learning in enhancing Appreciation of English Poetry and thus substantiates the previous finding.

The comparison of Pre-test, Post-test and Mean Gain scores of Experimental and Control Groups on Appreciation of English Poetry is graphically presented in Figure 1.



**Fig 1:** Pre-test, Post-test and Mean Gain Scores on Appreciation of English Poetry of Experimental and Control Groups for the Total Sample

The analysis of variance for the Pre-test Scores (X) and Post-test Scores (Y) on the Appreciation of English Poetry

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 of Experimental and Control Groups on Appreciation of English Poetry

Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	MS <sub>X</sub>	MS <sub>Y</sub>	F <sub>X</sub>	F <sub>Y</sub>
Among Means	1	42.15	13416.6	42.15	13416.55	1.43	432.48
Within Groups	285	8393.83	8841.3	29.45	31.02		
Total	286	8435.99	22257.9	-	-		

**Result:** F<sub>X</sub> value is not significant F<sub>Y</sub> value is significant at 0.01 level

Table 2 shows that the F<sub>X</sub> value obtained is 1.43, 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<sub>Y</sub> value obtained is 432.48, which is greater than the Table value and hence is significant at 0.01 level. The significant F<sub>Y</sub> value indicates

that both the Experimental and Control Groups differ significantly in their Post-test scores for Appreciation of English Poetry.

The Total Sum of Squares and Adjusted Mean Square Variance for Post-test scores for Appreciation of 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 of Experimental and Control Groups on Appreciation of English Poetry

Source of Variation	df	SS <sub>X</sub>	SS <sub>Y</sub>	SS <sub>XY</sub>	SS <sub>YX</sub>	MS <sub>YX</sub>	SD <sub>YX</sub>	F <sub>YX</sub>
Among Means	1	42.15	13416.55	752.04	12245.93	12245.93	3.79	852.86
Within Groups	284	8393.83	8841.3	12245.9	4077.85	14.36		
Total	285	8435.99	22257.85	12997.96	16323.78	-		

**Result:** F<sub>YX</sub> value is significant at 0.01 level

From Table 3, it can be seen that since the F<sub>YX</sub> ratio (852.86) 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 of Experimental and Control Groups on Appreciation of English Poetry

Groups	N	M <sub>X</sub>	M <sub>Y</sub>	M <sub>YX</sub> (adjusted)	't' value	P
Experimental	148	23.38	45.5	44.92	28.07	P<0.01
Control	139	22.61	31.8	32.36		
General Means	287	22.99	38.64	-		

**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 (28.07) was found to be significant at 0.01 level. This points to the fact that Appreciation of 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 Appreciation of 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 Appreciation of English Poetry among Secondary School Students.

### 6.1 Tenability of Hypothesis

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

### 7. Conclusion

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

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