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English Poetry in Korean High School English Classroom: Pedagogical Strategies and Benefits

Goeun Jeong[*]
(Mokwon University)
Jongbok Lee[**]
(Mokwon University)

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This study investigates the use of English poetry as an instructional tool in English education in Korea, with a focus on high school students. Recognizing the unique qualities and expressive power of poetry, the research highlights its effectiveness as a pedagogical resource. By exploring various definitions and intrinsic characteristics of poetry, the study lays a foundation for understanding its role in English education in EFL setting. It underscores how poetry can be utilized to enhance language learning and cultivate a deeper appreciation of literature among students. Key features of poetry, such as its ability to engage emotions and stimulate imagination, are identified as valuable for English education. Poetry gives authenticity to language learning at cultural, epistemological, and aesthetic levels, and induces learners' participation and trains language skills in classroom teaching. Furthermore, the study proposes a teaching model tailored specifically to the Korean EFL context for high school students, providing practical lesson plan using poetry. The research aims to advance English education by demonstrating poetry's potential as a versatile tool that enriches the learning experience and fosters greater student engagement with English. Ultimately, the study seeks to create a more dynamic and meaningful learning environment in Korean high school English classrooms.

[poetry/ELT/pedagogical strategy/language skills/teaching models]

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[*] First author [**] Corresponding author

I. INTRODUCTION

In English education, poetry has garnered recognition for its unique characteristics and potential as a valuable teaching resource. As educators increasingly incorporate poetry into their curricula, it is crucial to understand the concept of poetry and its key characteristics to appreciate its utility in language learning. This introduction explores various definitions of poetry, its intrinsic qualities, and its pedagogical value, laying the groundwork for a deeper exploration of its role in English education.

Poetry is a literary genre that centers around the artistic use of words and expressions, aiming to convey emotions and thoughts in an aesthetic, powerful, and unique manner. This genre offers a whimsical understanding of the poet's emotions while providing insights into diverse cultures. According to Mittal (2014), poetry is a form of writing where words are arranged beautifully and rhythmically, characterized by rhythm, elegant pronunciation, and sophisticated grammar. Antika (2016) further elaborates that poetry appeals to the imagination through vivid visual imagery, rhythm, and word choice, stimulating readers' aesthetic senses through emotions and imagination. The crafted language of poetry evokes similar emotions in the reader, making it a refined medium that encapsulates human thoughts and emotions, appealing to both our senses and intellect. According to Kim (2021), learning English through English poetry is not a short-term, mechanical method, but a long-term, sustainable approach that fosters creative thinking.

Reading poetry is a unique experience that involves not only comprehending the text but also empathizing with, rejecting, or revising the writer's emotions and thoughts. It is an interactive process where the reader actively engages with the poet's crafted language, making the reading of poetry both an experience and a response. Beyond personal engagement, poetry serves the broader purpose of sharing societal, cultural, and historical heritage, as noted by Park (2001). Poetry, though not always a direct reflection of reality, originates from real-life experiences and must resonate with the reader's sense of reality. It employs a language that is more intense and metaphorical than everyday language, which is typically used for conveying knowledge and information. While novels and dramas expand literature through detailed narratives, poetry maximizes the unconscious by employing restraint and compression in both form and language.

English poetry allows students to experience the aesthetic value and cultural depth of the English language, going beyond mere language learning. This engagement can enhance emotional involvement, stimulate imagination, and encourage critical thinking as students learn the language. However, systematic research on effectively utilizing poetry in Korean high school English education still needs to be completed and expanded.

This study proposes instructional strategies for effectively incorporating English poetry into high school English classes in Korea, enriching and making students' language learning

more meaningful. Additionally, this research aims to suggest ways to integrate poetry into the curriculum, helping students develop literary sensitivity and fostering a deeper understanding and appreciation of the English language. Through these efforts, the study seeks to increase high school students' active participation in English learning and contribute to cultivating long-term interest and confidence in the language.

II. PEDAGOGICAL BENEFITS OF POETRY

Using poetry in English classrooms has demonstrated significant advantages from both linguistic and literary perspectives. Linguistically, poetry serves as a rich source of language input (Duff & Maley, 2007), facilitating vocabulary expansion (Lazar, 1996), improving pronunciation, enhancing grammatical knowledge (Kırkgöz, 2008), and training language functions and forms (Tomlinson, 1986). Moreover, poetry enhances literary understanding by fostering cross-cultural awareness (Lazar, 1996), improving expressive abilities (Iida, 2016), and strengthening social connections among learners (Chanmann-Taylor et al., 2016). Poetry also increases individual engagement in language classes, providing a foundation for expressing personal ideas within the broader human reality (Hess, 2003). Consequently, reading poetry fosters both linguistic and cultural knowledge.

Cullinan et al. (1995) posit that poetry, with its use of language in its most beautiful form, is particularly suitable for language learning. Through poetry, students can learn language structures and sentence elements, acquiring various techniques to enhance linguistic performance by connecting thoughts. Furthermore, poetry provides excellent opportunities for developing the four language skills - listening, speaking, reading, and writing - and enhances linguistic knowledge, including grammar, vocabulary, and pronunciation. Ezenandu (2012) also emphasizes poetry as a fundamental resource for developing learners' comprehension, listening, speaking, reading, and writing skills.

Beyond enhancing language skills, poetry positively influences learners' personalities by increasing their confidence in sharing thoughts and emotions. Poetry, as an ordinary and universal means of human expression, addresses universal themes and allows learners to express their emotions and sentiments (Heath, 1996).

Additionally, poetry plays a crucial role in conveying cultural knowledge. It helps students understand various cultures, ideologies, and social behaviors, thus broadening their perspectives. According to Lazar (1996), poetry provides learners with insights into diverse cultural awareness, enabling them to gain fluency in the target culture. Poetry reveals cultural values and opens new vistas to life in different cultures. Learning a new language encompasses learning new cultures, beliefs, linguistic patterns, social customs, and arts. Therefore, poetry promotes inclusive discourse, bridging cultural differences for both

learners and teachers. Poetic texts offer students authentic language models, providing natural language within context (Kırkgöz, 2008). Authentic texts make language learning more enjoyable and bring learners closer to the target language culture.

Panavelil (2011) outlines several advantages of using poetry in language classrooms:

- Poetry exposes learners to authentic language within context, enhancing language proficiency.
- Poetry enhances learners' vocabulary by providing meaningful contexts for practical training.
- Poetry fosters creativity, allowing learners to explore ideas for creative writing.
- Poetry motivates learners by eliciting strong emotional responses.
- Poetry provides insights into different cultures, aiding fluency in the target language.
- Poetry addresses universal themes and human concerns, enabling learners to express their thoughts and emotions and fostering personal engagement.

Summarizing the contributions of Duff and Maley (2007), Lazar (1996), Tomlinson (1986), Iida (2016), Chanmann-Taylor et al. (2016), Hess (2003), and others, the pedagogical benefits of poetry in the English classroom include authenticity, motivation, fostering active participation, enhancing language skills, developing creativity, providing cultural experiences, and suitability for classroom teaching.

Poetic texts embody authentic language, conveying realistic stories and emotions, delving into the experiences and dreams of individuals. Consequently, poetic language is vibrant, capturing learners' interest and enthusiasm, especially with texts addressing real-life issues. Although poetic texts may lack linguistic control, teachers can mitigate this by selecting appropriate materials.

Khansir (2012) highlighted several educational benefits of poetry, including providing diverse perspectives on language beyond grammar and syntax, encouraging motivation through exploration and interpretation, and familiarizing learners with figurative expressions. Poetry undeniably offers new words and memorable phrases, giving learners ample opportunities to expand their vocabulary. Meaningful contexts help learners acquire and use vocabulary more effectively and memorably.

The universal elements of human desires, emotions, and sentiments inherent in poetry can evoke intense emotional responses, engaging language learners lacking motivation. According to Hess (2003), poetry elicits a level of interest and engagement in learners unmatched by other texts. Learners acquire language by extending and affirming their personal experiences alongside the broader human experience. Poetry fosters personal engagement by allowing students to affirm their thoughts, engage with universal human concerns, and express these themes. Presenting poetic texts as enjoyable rather than as study

targets heightens learners' interest. When students find texts enjoyable, they achieve half the learning goal, motivating deeper comprehension and better retention.

Poetic texts often offer alternative perspectives or wisdom about life, providing ample discussion opportunities for teachers and students. Since these discussions lack fixed answers, students feel empowered to share their thoughts and experiences without hesitation, increasing participation. The unique nature of poetic texts sparks curiosity and interest in creative problem-solving, making it easier for teachers to involve motivated students in classroom activities.

Poetic texts, with their varied language expressions intricately intertwining sound and meaning, are suitable for training all four language functions. They sensitize English learners to stress, rhythm, and phonetic similarity, aiding in pronunciation, rhythm, and intonation training. Their well-organized sound patterns, such as alliteration, assonance, and rhythmic systems, help learners acquire natural intonation and pronunciation in English. Furthermore, they provide opportunities to experience the power of language beyond standard sentence structures or vocabulary constraints, which is beneficial for expression training. With their rhythm and rhyme, poetic texts are memorable and contain sophisticated expressions useful in speaking and writing activities.

Poetry nurtures students' creativity and fosters a positive language environment. Unlike typical classroom topics, poetry helps students develop creativity. Collie and Slater (1987) note that poetry naturally leads to creative writing expressions. McKay (1982) suggests that poetry is an excellent model for creative writing, generating interesting ideas for creative expression.

Language is determined within a socio-cultural context, so a lack of cultural background knowledge can hinder communication. Poetic texts intricately express cultural background knowledge, allowing learners to gain cultural experiences and facilitate effective communication.

Poetry is highly suitable for classroom instruction and can be condensed into single sessions. It explores universal topics and concretizes life experiences, observations, and emotions. The conciseness and powerful imagery of poetry have a holistic impact on learners, increasing their interest in English learning.

III. STRATEGIES FOR TEACHING LANGUAGE SKILLS USING POETRY

As previously discussed, poetry can serve as a valuable resource in English language instruction. Poetry can enhance students' language skills by providing rich, authentic language input that helps expand vocabulary, improve pronunciation, and strengthen

understanding of grammar and sentence structure. Furthermore, engaging with the rhythm, rhyme, and imagery of poetry encourages students to develop listening, speaking, reading, and writing skills in a more dynamic and meaningful way. When appropriately selected and implemented, poetic materials and activities can effectively support the development of various language skills.

1. Teaching Pronunciation

Poetic texts, characterized by their enjoyable oral reading qualities and use of various sound effects, provide an excellent medium for teaching English pronunciation, stress, rhythm, and intonation. Activities such as tongue twisters can effectively address difficult consonants absent in the native language, while nursery rhymes, chants, and wordplay using alliteration, assonance, consonance, and repetition also prove beneficial. These materials help students become more comfortable with English, reducing their fear of the language.

The acquisition of English pronunciation begins at the initial stages of language learning, and the use of poetic texts facilitates a natural learning method akin to acquiring one's native language. Although the rhythm and intonation of poetic language may differ from everyday speech, they serve as a foundational practice applicable to various communicative situations. Poetry is instrumental in addressing students' weaknesses in pronunciation, stress, rhythm, and intonation.

Song (1998) posits that the rhythmic, stress, and meter elements inherent in poetic texts provide an effective medium for practicing oral communication. Various methods for reading poetry aloud include choral reading, group rotation reading, group reading, reading with expression, and role play reading. Each of these activities offers unique advantages:

- Choral Reading: The teacher reads the poem aloud, followed by the learners reading it together. This activity helps learners practice pronunciation, stress, rhythm, and intonation while experiencing the poem's rhythm and melody.
- Group Rotation Reading: Suitable for longer poems with refrains or divided sections, each group reads a section or takes turns reading lines.
- Group Reading: Effective for poems with clear section divisions, each subgroup reads a section or the entire poem collectively. The teacher can evaluate which group best conveyed the poem's emotions.
- Reading with Expression: This involves selecting a poem allowing speed and intensity adjustments, with learners deciding on reading styles for various parts.
- Role Play Reading: Learners practice speaking by assuming roles in dialogue-style poems, expressing emotions and moods as if conversing.

2. Teaching Listening

Due to its brevity, poetry is easier to comprehend in terms of overall context compared to essays or novels. For listening instruction, audio or video recordings of native speakers reciting the poem can help learners grasp the general atmosphere without relying on the text. Partial dictation is a commonly used method in listening instruction, with activities such as fill-in-the-blanks and line reordering:

- Fill-in-the-Blanks: The teacher provides worksheets with blanks. Initially, learners listen to the entire poem, then fill in the blanks during subsequent listening.
- Line Reordering: Learners correct the order of shuffled lines or stanzas based on their listening.

3. Teaching Reading

While poetic texts may seem challenging due to grammatical deviations, complex metaphors, and symbols, Yeo (2007) argues that these characteristics make poetry a valuable resource for enhancing reading comprehension. Poetry aids in improving comprehension skills for both literary texts and practical documents. There are two approaches to reading using poetry: short and long texts (Song, 1998).

- Short Poetic Texts: These include proverbs, advertisements, slogans, and epigrams. The teacher distributes the text, clarifies its type, and provides auditory or visual aids if necessary. Learners read the poem and answer questions to assess comprehension.
- Long Poetic Texts: These texts are approached through three stages: pre-reading, while-reading, and post-reading. The pre-reading stage involves introducing the text type and content, guiding learners on how to approach it. During the while-reading stage, learners silently read the text, with allocated reading time slightly longer than for texts in their native language. The post-reading stage focuses on confirming comprehension through questions and discussions.

4. Teaching Writing

One of the most significant challenges for teachers in English classrooms is finding materials that address all writing skill goals. Poetry, encompassing interesting topics, stories, and life experiences, can be highly effective for this purpose. The use of relatively simple patterns and free sentence structures in poetry can alleviate the pressure on learners to produce prose-like sentences in English, stimulating intrinsic motivation and providing

opportunities for creative expression. Poetry writing enables learners to generate ideas, discuss drafts, and engage in collaborative interactions (Maley & Duff, 1989). Methods for writing activities using poetic texts include:

- Writing Poetry Using Models: Providing pre-written examples based on a foundational structure helps learners understand sentence structures and reduces the burden of creating original forms.
- Writing Poetry Using Words: Techniques such as acrostics, matching first and last letters of words, listing specific parts of speech, or using antonyms can enhance vocabulary skills and practice writing.
- Writing Poetry Using Free Association: This involves linking unrelated thoughts, objects, or words, often resulting in creative outcomes. Activities include writing lines of poetry based on alphabet letters, word association games, and imagining outcomes to create poetry.

In conclusion, the integration of poetry into language instruction offers multifaceted benefits across pronunciation, listening, reading, and writing skills. Poetry not only enriches linguistic proficiency but also fosters cultural understanding, creativity, and personal expression.

IV. CLASSROOM ACTIVITIES UTILIZING POETRY

In structuring classroom activities around poetry, lessons can be divided into pre-reading, while-reading, post-reading, and follow-up activities (Lazar, 2000). Follow-up activities, in particular, provide opportunities for deeper content exploration beyond the constraints of a single class session. Given the nature of poetic texts, these post-reading activities are optional, allowing students to engage selectively based on their linguistic and literary interests.

1. Pre-Reading Activities

Pre-reading activities aim to stimulate students' motivation and explore the poem's theme. These activities help learners engage with the poem by understanding and imagining its content, arousing curiosity and expectations, and fostering emotional and intellectual involvement. The following activities are recommended:

1) Research and Investigation Activity: This involves students researching literary movements, historical contexts, biographical elements, critical papers, interviews, magazine and newspaper articles, lectures, reviews, and websites to understand the characteristics of

the poems or poets (Bassnett & Grundy, 1995). Depending on class level and material accessibility, tasks can range from simple article searches to more complex intellectual challenges. It is important to encourage the use of English materials and ensure the quantity and complexity do not overwhelm learners. Providing video or DVD materials related to the poem and summarizing key points can be beneficial, as can using non-English literature with similar themes.

2) Filling Prose Passage Activity: Students receive a prose passage with simple vocabulary summarizing or paraphrasing the poem, or with blanks to fill while reading the original poem (Duff & Maley, 2007). This can introduce the poem's content effectively within a single class session, particularly when multiple poems are covered. Comparing the original poem with the simplified prose version can lead to discussions on poetic tendencies and characteristics, integrating writing, discussion, reading, and critical understanding.

3) Predicting Activity: Students predict the poem's content based on its beginning, middle, or end (Duff & Maley, 2007). This activity increases engagement by creating anticipation about whether the poem's content matches their predictions. It also helps understand cultural, cognitive, and emotional differences in discourse construction. Predicting the content based on the title and part of the poem, or creating a title, enhances students' integration and description skills and interest in the poem.

4) Understanding Key Vocabulary: Identifying and understanding difficult but crucial words or expressions in advance can alleviate linguistic challenges. Students can write and present short essays on these terms or exchange them with peers, reducing the burden of linguistic difficulty. Discussing differences between dictionary meanings and contextual meanings enhances pragmatic language use, which is essential for communicative competence. This can also be an ongoing activity during reading.

5) Connecting Feeling to Poetry Activity: Playing a recording of the poem and asking students to describe associated feelings and images can help them engage with the poem's sound and intuitive meaning. This activity leverages the world of sound in English poetry to foster a more active understanding through "intuition" and confirm these intuitions through analysis and understanding, thereby increasing interest in the poem.

2. While-Reading Activities

While-reading activities aim to develop an objective and comprehensive understanding of the text. Activities during this stage include:

1) Comparative Reading Activity: Students compare different readings of the same poem, including the author's own reading if available. Recording their own readings and comparing them with native speakers or the author can highlight differences in intensity, tone, and mood, enhancing understanding of the relationship between sound and meaning. Various recitation

methods, such as group recitation or individual recitation, can be applied depending on the poem's characteristics (Collie & Slater, 1997; Duff & Maley, 2007).

2) Inferring Meaning in Context Activity: This activity involves inferring the literary meaning of metaphorical expressions, images, abstract expressions, or sounds in the poem in relation to the context. Discussions on different interpretations can broaden linguistic learning and literary understanding, providing an opportunity to learn pragmatic meaning use beyond dictionary definitions.

3) Discourse Prediction Activity: Students predict what happens next in the poem or after a specific part, enhancing literary understanding and maintaining engagement. Discussing why content and meaning develop in particular ways helps students understand cultural discourse impacts. Presenting their composition methods for the poem and comparing them with the original enhances their understanding of poetic efficiency.

4) Understanding the Atmosphere of Poetry Activity: Identifying factors that affect the theme, such as the writer's attitude, the poem's atmosphere, the speaker's feelings, and the overall nuance, and analyzing their influence on the theme from various perspectives, improves strategic and sociolinguistic skills.

5) Finding Stylistic and Musical Regularity Activity: Students identify repetitive syntactic forms and phonological regularities, engaging in stylistic and phonological analysis to understand their interaction with meaning and atmosphere. This activity helps students appreciate the role of repetitive style and sound in rhythm and meaning formation (Duff & Maley, 2007).

3. Post-Reading Activities

Post-reading activities involve reflecting on the text and evaluating the learning content. These activities encourage emotional responses and creative follow-up activities, with minimal teacher judgment or correction. Recommended activities include:

1) Storytelling Activity: Students connect the poem's story to their own lives, deepening self-awareness through the mediating text. This activity should avoid overly personal content and improve subjective and contextual English use.

2) Summary and Paraphrase Activities: Students write or choose the most appropriate summary or paraphrase of the poem, discuss their choices, and fill in important expressions or content from a set of options (Maley & Moulding, 1998).

3) Role-Play Activity: Students create role-plays based on dialogues in the poem, considering factors such as the speaker's feelings, dialogue partner's attitude, overall atmosphere, intended message, and expected effect. This deepens understanding and enhances language learning.

4) Writing Parody and Pattern Poems Activity: Students create their own poems by

changing elements of the original, comparing and discussing the form's effect on meaning. Writing pattern poems helps understand the role of patterns in meaning formation and can lead to creative poetry creation activities. The focus should be on enjoying English use rather than professional poetry creation.

5) Critical and Creative Writing Activities: Students write reports, interview articles, review articles, or letters from characters' perspectives, presenting their work. Reading and comparing different reviews, commentaries, or interpretations of the same work can enhance understanding of differing perspectives and interpretations (Bassnett & Grudny, 1995; Collie & Slater 1997). Using actual interviews, articles, biographies, and critical books can provide deeper insights into the poetry studied.

V. TEACHING MODEL USING ENGLISH POETRY

This section provides practical methods for utilizing poetry in high school English classes, applying previously discussed teaching principles. A specific poem will be selected, and a sample lesson plan incorporating various learner-centered activities will be presented to demonstrate effective use of poetry in actual high school English classes.

1. Class Activity Steps

The general reading instruction method using poetry, as proposed by various scholars, can be divided into pre-reading activities, while-reading activities, and post-reading activities. These stages facilitate efficient student participation and understanding of class activities. The purpose and utilization of each stage are as follows:

1) Pre-Reading Activities

The goal of the pre-reading stage is to create a classroom atmosphere that stimulates learners' interest, arouses curiosity, and activates background knowledge about the poem's topic. This stage helps learners form schemas for the text and prepares them for active participation. Activities include understanding the vocabulary and concepts of the poem, brainstorming, discussing the poem's theme, filling in semantic webs, and predicting the title of the poem by looking at phrases on the book cover.

2) While-Reading Activities

During the while-reading stage, activities help students maintain their interest in the work,

based on their initial impressions from the pre-reading stage, and engage with the text smoothly. Teachers should facilitate interactions with the text without hampering learners' imagination. Activities include reading the poem aloud to understand pronunciation, intonation, and rhythm, reciting the poem individually or in groups, analyzing symbols and images, and discussing personal interpretations of the theme.

3) Post-Reading Activities

In the post-reading stage, learners internalize their interpretations of the work and freely express their responses. This stage involves organizing thoughts and applying them to discussions or writings based on students' feelings and understandings. Activities include writing about the poem's main themes, reflecting on personal experiences, composing original poems, creating visual representations of the poem, and reviewing literary concepts and vocabulary learned.

2. Text Selection

A sample lesson plan is provided using Robert Frost's poem "The Road Not Taken" to enhance English learners' language skills and cultural understanding. Frost's poems, with their concise, vivid expressions and depiction of New England rural culture, are effective and accessible teaching materials for English learning (Shin, 2002).

3. Sample Lesson Plan Using Poetry

The sample lesson shown below in Figure 1 focuses on teaching Robert Frost's poem *"The Road Not Taken"* to high school students in Korea. The lesson plan is structured into five distinct periods, with each period having specific activities designed to guide students through different stages of understanding and engagement with the poem.

FIGURE 1
Lesson Plan

Grade: High School 2nd Grade
Level: Intermediate
Title: The Road Not Taken
Learning Objectives:
1) Students will understand the overall content of the poem.
2) Students will comprehend the verbal characteristics used in the poem.
Teaching and Learning Process/Procedure:

**Period	Steps	Activities**
1st	Before-reading	Prediction Activity, Vocabulary and Expression Learning
2nd	While-reading	Listen to Poem Recitation and Fill in the Blanks, Poetry Recitation
3rd	While-reading	Understanding the Poem
4th	Post-reading	Debating
5th	Post-reading	Writing a Short Story

1. Period 1

1.1 Prediction

Before reading the poem, it is essential to activate learners' motivation and background knowledge. Learners guess the poem's title by examining its phrases, predicting the content, and discussing the relationship between the title and the content.

Worksheet 1.1 Prediction

The Road ( )( )

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,

And that has made all the difference.

1.2 Vocabulary and Expression Learning

Key vocabulary and expressions necessary for understanding the poem are presented. Learners write and present short essays on the meanings and roles of these words, facilitating comprehension and reducing linguistic difficulties.

Worksheet 1.2 Vocabulary and Expression Learning

• diverge:
• undergrowth:
• fair:
• better claim:
• grassy:
• wanted wear:
• trodden:

2. Period 2

2.1 Listen to Poem Recitation and Fill in the Blanks

Learners compare the author's recitation with other recordings, enhancing their understanding of the relationship between sound and meaning. They fill in blanks in the poem during the recitation.

Worksheet 2.1 Listen to Poem Recitation and Fill in the Blanks

The Road Not Taken

Two roads ( ) in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the ( );
Then took the other, as just as fair,
And having perhaps the better ( ),
Because it was grassy and wanted ( );
Though as for that the passing there

Had worn them really about the same,
And both that morning ( ) lay
In leaves no step had ( ) black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I ( ) if I should ever come back.
I shall be telling this with a ( )
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less ( ) by,
And that has made all the difference.

2.2 Poetry Recitation

Learners listen to an audio recording to grasp the poem's rhythm, then read the poem together and individually in groups, enhancing their understanding and appreciation.

3. Period 3

3.1 Understanding the Poem

Learners read the poem carefully and discuss thought-provoking questions to deepen their understanding beyond translation.

Worksheet 3.1 Understanding the Poem

1. In each stanza, what is the state of the poet's mind or emotions?
   Stanza 1:
   Stanza 2:
   Stanza 3:
   Stanza 4:

2. In which stanzas is the poet's struggle at the crossroads well represented?

3. What does the "lonely road" chosen by the poet signify?

4. In choosing the title *The Road Not Taken,* what is the poet's mind reflected?

5. What is the implied meaning of "road" in this poem?

4. Period 4

4.1 Debating

Learners engage in group discussions to broaden their perspectives on the poem's themes.

Worksheet 4.1 Debating



1. Look at the two 'roads' in the pictures and tell me what each one makes you feel.

2. If the two roads symbolize 'life's path', think about which path each road would lead to and tell me.

5. Period 5

5.1 Writing a Short Story

Learners reflect on significant decision-making moments in their lives, share experiences, and write short stories related to the poem's themes.

By following this structured approach, learners engage deeply with the poem "The Road Not Taken," enhancing their linguistic skills and cultural understanding through a series of well-defined, interactive, and reflective activities.

VI. CONCLUSION

In conclusion, this study has demonstrated the significant pedagogical potential of incorporating English poetry into the language education curriculum for high school students in Korea. By exploring the various definitions, intrinsic qualities, and key characteristics of poetry, we have highlighted how poetry's unique blend of rhythm, rhyme, imagery, and emotive expression can effectively enhance language learning. Poetry's ability to evoke emotions, stimulate the imagination, and present cultural insights makes it an invaluable

resource for educators aiming to engage students in a deeper and more meaningful exploration of the English language.

The proposed teaching model for the Korean EFL setting emphasizes the practical integration of poetry into classroom activities, providing strategies that cater to different learning styles and proficiency levels. By utilizing poetic texts, educators can create a dynamic and interactive learning environment that fosters not only linguistic competence but also cultural awareness and critical thinking skills.

Furthermore, the study underscores the importance of selecting appropriate poetic materials that resonate with students' experiences and interests. This approach ensures that poetry remains accessible and enjoyable, thereby increasing students' motivation and engagement. Ultimately, the incorporation of poetry into the English curriculum can contribute to a more holistic and enriching language education experience, preparing students to appreciate the aesthetic and expressive power of literature while developing their language skills.

By recognizing and harnessing the multifaceted benefits of poetry, educators can transform their teaching practices and inspire a lifelong appreciation for literature among their students. This study serves as a foundation for future research and practical applications, encouraging continued exploration of poetry's role in English language education.

However, the limitations of this study include the need for empirical analysis regarding the effects on students, which limits the generalizability of the results. Additionally more specific guidelines and methodologies need to be developed for utilizing poetry in actual settings.

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Examples in: English
Applicable Languages: English
Applicable Levels: Secondary

Goeun Jeong (instructor)
Department of English Education
Mokwon University
35349 Doanbuk-ro 88, Seo-gu, Daejeon, Korea
Email: goeun311@naver.com

Jongbok Lee (professor)
Department of English Education
Mokwon University
35439 Doanbuk-ro 88, Seo-gu, Daejeon, Korea
Email: jblee@mokwon.ac.kr

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