

# Development And Demonstration Of A Structured Lesson Plan: Enhancing Poetry Instruction

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## **Abstract**

The Bachelor of Education (B.Ed.) curriculum in Indian universities offers a plethora of experiences to enable prospective teachers to gain mastery over the content designed for their teaching subjects. Talking specifically about Teaching of English as one of the pedagogy subjects, it includes a vast array of topics like the perspectives and objectives of teaching English, planning and implementation of strategies in teaching concepts of English etc. However, the weakness of the curriculum lies in its theoretical overload and prospective teachers remain unsure about the practical application of these skills even after the completion of the B.Ed. course (Suryani et al., 2018; Raina, 2020). To mitigate these challenges, an expert-led Demo lesson on Teaching of Poetry was organized for 36 prospective teachers of the Department of Education, Chitkara University, Panjab, India. This article examines how far an expert-led demo lesson on 'Teaching of Poetry' can facilitate the prospective teacher's training gaining expertise in teaching skill and prepare them for authentic teaching-learning situations. The study followed the mixed method approach to data collection and analysis of both the qualitative and quantitative paradigm. Also, the article outlines a lesson plan for teaching poetry, analyses of the feedback received on the students' comprehension of the various steps of lesson planning and their practical application for enhanced poetry teaching skills post demo session (Avan et al., 2024; Vethamani, 2019). The study is informed by Vygotsky's Sociocultural Theory, emphasizing learning within the Zone of Proximal Development through guided participation and scaffolded instruction (Vygotsky, 1978). This research adds to teacher training literature by showing how demo lessons conducted by experts act as scaffolds to facilitate the professional learning of pre-service teachers. It offers a potential model for incorporating experiential elements into pedagogy courses that is consistent with national education policy and international standards. Having a formalized poetry lesson plan included also provides pragmatic utility for teachers and curriculum developers.

**Keywords:** Demo Lesson, Lesson Plan, Prospective Teachers, Poetry Teaching, Language Proficiency

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## 1. INTRODUCTION

### 1.1 Theoretical Background

The study is grounded in Lev Vygotsky's Sociocultural Theory of Learning (1978), which emphasizes the critical role of social interaction and cultural tools in the development of cognition. According to Vygotsky, learning is a socially mediated process that occurs most effectively within the Zone of Proximal Development (ZPD), the gap between what a learner can achieve independently and what they can achieve with guidance and support from a more knowledgeable other.

In the context of teacher education, this theory highlights the importance of guided practice, scaffolding and peer interaction in enabling prospective teachers to internalize teaching skills. Demo lessons, particularly those led by experienced educators, function as scaffolds that help trainees observe, analyse and emulate effective teaching strategies. They also create an environment where cognitive apprenticeship can take place, novices learn by observing experts and then gradually taking on greater responsibility as their competence increases.

When applied to the teaching of English poetry, Vygotsky's framework justifies the use of structured and modelled lesson demonstrations. Through participation in such collaborative learning experiences, prospective teachers gain deeper understanding of lesson planning, classroom interaction strategies and subject-specific pedagogy. Moreover, these experiences help them move beyond theoretical understanding into the realm of practical, context-sensitive application, which is crucial for their professional identity formation and classroom readiness.

Therefore, the demo lesson on poetry teaching in this study serves as a scaffolded instructional strategy within the ZPD, enabling prospective teachers to bridge the gap between theory and practice through expert modelling, reflection and shared dialogue.

## 1.2 Context and Background

Teaching of pedagogy subjects the core modules in the B.Ed. curriculum, aimed at preparing prospective teachers with competencies in formulating instructional objectives, teaching methods and techniques, lesson planning and in the development of teaching material. The module also includes training in both micro and macro-teaching skills, structured in alignment with National Council for Teacher Education (NCTE, 2014), National Education Policy (NEP, 2020), Curriculum and Credit Framework for Undergraduate Programs (CCFUP, 2022), National Credit Framework (NCrF, 2023), National Curriculum Framework for School Education (NCF-SE, 2023) and the United Nations Sustainable Development Goals (UN SDGs) 2023 agenda. Prospective teachers select two pedagogy subjects based on their undergraduate specialization as Pedagogy subject-I (main subject) and Pedagogy subject-II (main/opted subject). Despite the strengths of the curriculum, a notable limitation remains its theoretical overload (APG, 2023). Internationally, studies point to the increasing worth of experiential methods such as demo lessons in the pursuit of closing this theory-practice gap. For example, case studies into autonomous ELT classes reveal considerable learner benefits in the teaching of poetry through real-life, engrossing approaches (Pushpa & Savaedi, 2014). Similarly, professional development research works with poet-educators demonstrate the strategies of well-designed vignettes of practice improve pre-service teachers' pedagogical reasoning and engagement strategies (Creely, Bao & Waterhouse, 2022). Research from India confirms this necessity: a flipped-classroom intervention in teacher training, encompassing poetry pedagogy, recorded increased student engagement and attainment (Shermila, 2017). Another action-research in blended learning classrooms proved that integration of multimedia during poetry classes yielded better engagement and language achievement (Think India, 2019).

Identifying these needs, a demonstration lesson on English poetry by the author was arranged for pre-service teachers of Chitkara University. It sought to offer practical, real-life insights so that teacher trainees could gain skills in lesson planning, classroom strategies and genuine poetry teaching.

### Research Questions

The following research questions served as the foundation for the author's investigations:

1. How does a structured lesson plan in poetry teaching benefit prospective teachers?
2. What pedagogical actions are expected of prospective teachers during the delivery of a poetry lesson?
3. In what ways can an expert-led demo-lesson contribute in enhancing prospective teachers' proficiency in teaching English poetry?

## 2. Literature Review

The literature review revealed how demo lessons have been employed effectively to support English poetry teaching drawing on some theoretical and empirical insights from research studies.

### 2.1 Teaching of Poetry

Poetry teaching within the classroom tends to focus on engagement of the reader, language skill acquisition and awareness of culture. Teaching styles are commonly set within transactional theory where a method (the stylistic approach) examines the formal linguistic forms; vocabulary, grammar, discourse, phonology (Short, 1996) and another (reader-response) emphasizes the reader's relation with the poem (Hirvela, 1996). Rosenblatt's transactional model (1994) considers that meaning emerges from the active interaction between reader and text. Research emphasizes that successful poetry instruction ought to assist pre-service teachers in creating an aesthetic inquiry and encouraging personal investment in poetic documents.

Gönen (2018) laid out a Poetry-Teaching (POT) model for bridging literature and language teaching, championing the ability of poetry to enhance linguistic consciousness and enrich experience. Sigvardsson (2019) highlighted that development in secondary-level teaching of poetry necessitates organized support, illustrating the necessity of explicit pedagogic direction.

Creely, Bao, and Waterhouse (2022) offered empirical data on incorporating poetry into teacher training through selected vignettes of teacher-educators. Their dialogic strategy found that poetry promotes affective, social and cognitive advantages for future teachers.

### 2.2 Lesson Planning

Good teaching relies on careful planning: According to Frotan (2007), pre-planned lesson designs provide unity and clarity of instruction. Lesson design serves as a guide, providing sequence and structure to classroom activities. In language teaching, Habibi (2018) posits that teacher education programs should prioritize planning aligned with communicative everyday contexts as opposed to discrete grammar instruction. Clasquin-Johnson (2016) emphasizes second-language teachers build learning spaces and

function as facilitators of long-term language acquisition. Khan (2020) underscores the less-examined potential of literature in ELT classrooms to engage learners by tapping into its own subtleties.

### **2.3 Demo lesson**

The idea of demo lessons resonates with the Japanese lesson study tradition, formalized in the Meiji period as a collaborative teacher-research approach that focuses on observation and reflection (Takahashi & McDougal, 2016). Taylor and Parson (2017) observe that demo lessons are now central to professional development, replacing passive workshop sessions with active and collaborative learning. Darling-Hammond, Hyler and Gardner (2017) determined that extended, classroom-embedded teacher growth is the most powerful type of professional learning. Johnson (2018) showed that demo lessons provide personal reflection and peer learning opportunities, significantly improving instructional quality and professional development.

### **2.4 Who is an Expert**

Gardner (1978) explains how a demonstration by an expert may create the 'wow' effect among learners, triggering curiosity and higher-level cognitive activity. Empirical observations indicate that expert guidance tends to be more effective than learners' own exploratory learning. An expert, according to Caley et al. (2014), is a person whose authorizing knowledge or ability supersedes that of beginners. Expert scaffolding may bring learners' Zone of Proximal Development to a higher level and speed up mastery.

### **Overview of the Literature Review**

The overview of literature recommends equipping prospective teachers with poetry structured, sequenced and engaging lesson plans, especially for poetry instruction. Moreover, demo lessons led by experienced educators provide authentic, scaffolded models of practice that support teacher trainees in moving beyond theory to classroom-ready competence.

## **3. METHODOLOGY**

### **3.1 Sample of the Study**

The sample of the study was comprised of 36 prospective teachers of B.Ed. course from the Department of Education, Chitkara University. Out of which 9 teachers had Teaching of English as Pedagogy Subject-I, 20 as Pedagogy Subject-II and 7 teachers were from teaching subject areas other than English but wished to attend the Dem lesson.

### **3.1 Subject Matter of the demo-lesson**

The poem 'A Photograph' written by Shirley Toulson from the book titled 'Hornbill' of NCERT (National Council of Educational Research and Training) prescribed for grade XI of CBSE (Central Board of Secondary Education) schools in India was taken for the demo-lesson. The investigator developed a structured lesson plan so as to enhance prospective teachers' perception of poetry from something too complex to interesting and easy to teach when planned well. The teaching framework was guided by the recommendations from the National Education Policy 2020; Teacher Education (15); Holistic Development (4.4); Experiential Learning (4.6); Art Integration (4.7); Global Citizenship (4.24) (NEP, 2020), UN Sustainable Development Goal 4: Quality Education (UN SDGS, 2015) and 21st Century Skills (Wikipedia).

### **3.2 Development of the Lesson Plan**

A structured eight-part lesson plan (Fig. 1) was developed by the investigator outlined from the available literature wherein the first part of the lesson plan included the General Objectives of 'Teaching of Poetry' which were outlined from the available literature. The objectives included helping students develop their aesthetic sense, improving their listening, speaking, reading, and writing (LSRW) skills, fostering a love and appreciation for the beauty of the English language, and delving deeper into their imaginative and visionary perceptions.

The second part included the Instructional Objectives which were framed in the background of Bloom's Taxonomy of framing objectives (Nurmatova & Altun, 2023). Bloom's Taxonomy gives teachers the tools they need to design more structured, varied and student-focused sessions taking into consideration their cognitive, affective and psychomotor domains. Poetry encourages more intimate participation in language classes and provides a platform for sharing individual thoughts within a broader human factual (Hess, 2003). There are several linguistic benefits, such as the ability of poems to expand vocabulary, increased cross-cultural awareness, which fosters literary appreciation (Lazar, 1996). EFL teachers can assist the development of language skills and cognitive capacities appropriate for all learner types by using Bloom's Taxonomy as a guide (Nurmatova & Altun, 2023). A clear alignment of educational objectives with local,

state and standards are essential so as to enable teachers to make difficult decisions about how to spend their classroom time (Forehand, 2005).

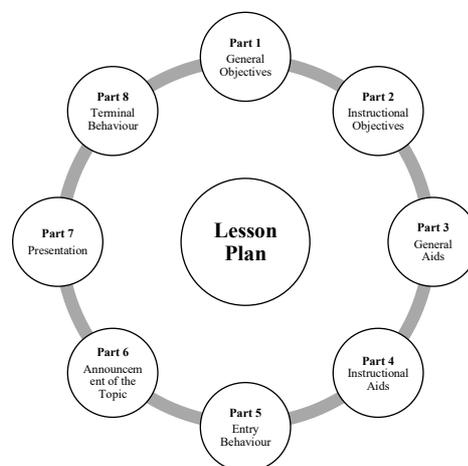
The third part of the lesson plan outlines the General Aids, which included a blackboard or whiteboard and internet connectivity. These tools form the foundation of audio-visual pedagogy and are recognized for their efficiency in improving student engagement and understanding in the digital-age classroom.

The fourth part focussing on the Instructional Aids specific to the poem 'A photograph' which included a PowerPoint presentation, printed handouts, a thematically linked YouTube video, a symbolic portrait of mother and flash cards etc. These learning aids strive to create emotional and intellectual ties with the poem. Studies indicate that incorporating multimedia in language and literature courses dramatically improves learners' understanding, vocabulary development, and interpretative abilities (Alqahtani & Al-Enezi, 2023).

The fifth section, titled Entry Behaviour involves initiating the lesson with leading questions to activate the prior knowledge and stimulate curiosity. This leads seamlessly into the sixth part, Announcement the Topic, where the poem is introduced contextually.

The seventh section, Presentation, is the most detailed and structured part of the plan. It is organized into four columns; Content, Teacher's Activity, Student's Activity and Teaching Aids, and follow ten methodical steps; Life Sketch of the Poet, Brief Summary of the Poem, Model Reading-1, Pronunciation and Drill, Model Reading -II, Vocabulary, Imitation Reading, Identifying the Theme of the Poem, Recapitulation of Literary Devices, Identifying Literary Devices in the Poem. This scaffolded approach shows effective practices in teaching literature. It encourages modelling, student-led discovery and active participation (Tuan, 2010; Ayalew, 2022).

The eighth section, Terminal Behaviour, promotes students to relate the poem's theme to their own experience and cultural references, enhancing personal connection and critical thinking. Engaging strategies like case studies and debates are integrated to stimulate interpretive discussion and critical literacy. These methods have been shown to greatly improve engagement and analytical capacities in poetry teaching (Carminati, 2021; Garbe et al., 2021).



**Figure 1:** A Structured Eight-part Lesson Plan Framework for Teaching of Poetry

### **Demonstration of the lesson**

In the context of the present study, a demonstration lesson based on the structured lesson plan described earlier was delivered to a selected sample of prospective teachers. The session was facilitated by the investigator, while the prospective teachers actively observed the teaching process. They were first oriented to the General Objectives (Part 1) and Instructional Objectives (Part 2) of teaching English, along with the General and Instructional Aids (Parts 3 and 4), which were specifically mapped to the poem "A Photograph" by Shirley Toulson.

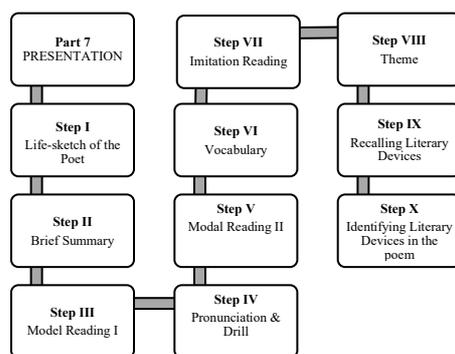
To initiate Entry Behaviour (Part 5), an animated short film depicting a touching mother-daughter relationship was screened. The intent was to create an emotional and cognitive bridge between the learners' personal experiences and the themes embedded in the poem. Following the screening, students were prompted with reflective questions such as:

"Do you think the situations depicted in the film resonate with your own life in any way?" and "Would anyone like to share a moment of joy or sorrow shared with their mother?"

This initial activity served as a powerful ice-breaker, encouraging students to share personal anecdotes and memories. The emotional engagement fostered at this stage aligns with affective learning principles, which emphasize emotional connection as a precursor to deeper cognitive processing in literature classrooms (Nikolajeva, 2014; Carminati, 2021).

Once a meaningful emotional context had been established, the instructor proceeded to Announce the Topic (Part 6):

“Students, today we’ll read a poem titled ‘A Photograph’ written by Shirley Toulson. Through the lens of a simple photograph, she explores the transient nature of human life and the emotional complexity of memory.”



**Figure 2:** Ten-steps Presentation of Lesson Plan Framework for Teaching of Poetry

The Presentation (Part 7) of the lesson followed a ten-step structure, implemented using a four-column approach (Content, Teacher Activity, Student Activity, Teaching Aids), and aligned with multimodal learning strategies.

Life Sketch of the Poet: A brief biographical introduction to Shirley Toulson was provided., Summary of the Poem: An overview of the central idea of the poem set the stage for interpretation. Model Reading I (Listening Activity): The teacher recited the poem with appropriate pauses, rhythm, stress, and intonation. Students listened with their books closed to focus solely on auditory perception., Pronunciation and Drill (Speaking Activity): Difficult words such as terribly, transient, and wry were practiced aloud. This technique has proven effective in improving oral proficiency and confidence among second-language learners (Alqahtani & Al-Enezi, 2023)., Model Reading II (Reading Activity): The poem was read again, this time with students following along in their textbooks., Vocabulary: The meanings of complex words were explained using simple definitions and visual cues., Imitation Reading: Students took turns reciting the poem, mirroring the teacher’s earlier reading style. Theme Identification: Learners were invited to interpret the poem’s central message. Their diverse responses were discussed, and the teacher synthesized key themes, including loss, memory, and the passage of time., Recapitulation of Literary Devices: Using flashcards, the teacher facilitated a review of previously learned literary devices relevant to the text., Identification of Literary Devices in the Poem: Students then identified specific devices such as alliteration, allusion, oxymoron, personification, and transferred epithet in “A Photograph”. This analysis supported critical literacy and poetic interpretation (Tuan, 2010)., To add cultural depth, the teacher drew parallels between the poet’s depiction of the mother and Indian mythological archetypes, particularly the figure of Maa Durga, revered as a symbol of strength and motherhood. To globalize the discussion, Mother Teresa was referenced as an embodiment of universal motherhood and compassion, extending the emotional and thematic range of the lesson. These culturally responsive teaching strategies align with inclusive pedagogical practices and global citizenship education (Banks, 2009; Garbe et al., 2021).

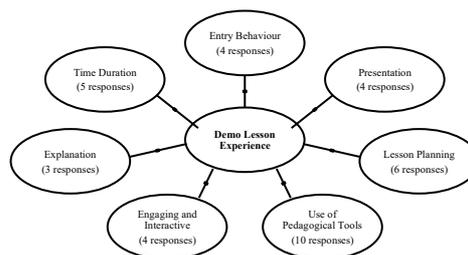
As part of the Art Integration and Extended Reading component, innovative teaching tools were employed. A case study titled “Migration of Adult Children and Mental Health of Older Parents ‘Left Behind’: An Integrative Review” (Chan et al., 2021) was shared digitally. Students were then invited to engage in a debate on themes of emotional displacement and familial responsibility, drawing connections between the poem and contemporary issues, a practice shown to improve analytical reasoning and socio-emotional engagement (Carminati, 2021). To further enhance emotional resonance, the teacher played Taylor Swift’s song “The Best Day,” which mirrors the sentiments of nostalgia and maternal love. Such musical integration in literature classes supports multimodal learning and emotional engagement (Alqahtani & Al-Enezi, 2023).

The lesson concluded with Terminal Behaviour (Part 8), where extract-based comprehension questions were used to assess the learning outcomes. Keeping in mind the principles of inclusive education, students were offered choice-based assignments to express their understanding and feelings about their mothers. Options included: Drawing, Poem composition, Comic strip creation, Recitation of a selected or self-written poem. This flexible approach to assessment recognizes multiple intelligences and learner diversity, fostering creativity and emotional intelligence (Gardner, 2006; Mishra & Koehler, 2006).

#### 4. Data Analysis

##### 4.1 Qualitative Analysis

The qualitative analysis of the feedback provided by the 36 prospective teachers who attended the demo lesson on Teaching of Poetry brought to light six major themes: entry behaviour, presentation, use of pedagogical tools, lesson planning, engagement and interaction, and explanation. These are visually represented in Figure 3.



**Figure 3:** Themes of Feedback on Demo Lesson Experience

The thematic analysis of feedback on the demo lesson experience reveals seven key themes that encapsulate participants' perspectives. Entry Behaviour (4 responses) highlighted the importance of an engaging and well-structured opening that effectively connected learners to the lesson's objectives. Presentation (4 responses) emphasized clarity, confidence, and fluency in delivering content, contributing to sustained learner interest. Lesson Planning (6 responses) emerged as a critical theme, with participants appreciating the logical sequencing and alignment of activities to objectives. Similarly, Use of Pedagogical Tools (6 responses) underscored the role of varied teaching aids in enhancing comprehension and retention. Engaging and Interactive Approach (4 responses) reflected the value of participatory learning strategies that actively involved students. The theme of Explanation (3 responses) pointed to the clarity and depth of content elaboration, while Time Duration (6 responses) indicated satisfaction with the pacing of the lesson, balancing coverage and interaction. Overall, the feedback suggests that the demo lesson was well-received, with strengths in planning, resource use, and interactive delivery, while also reinforcing the significance of a strong start and effective explanation in teaching.

A few selected verbatim comments from participants include:

'Boosted my confidence and has increased my knowledge about how to maintain the interest of students by making them participate actively in the class.'

'It helped me learn how I should teach in class.'

'It gave me a glimpse of how I can teach my students using different teaching tools.'

'It explained how to connect with students.'

'The essence of the poem was not lost.'

'I learnt how to create an engaging environment and use innovative tools.'

'Presentation was nice, it was easy to understand the method.'

'I liked the literary devices puzzle game.'

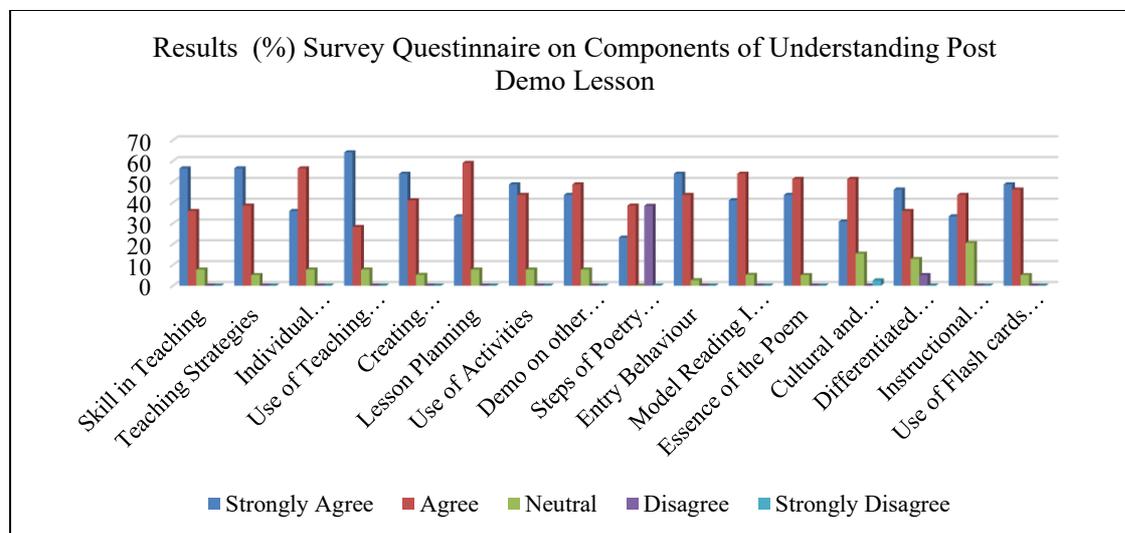
'Due to the time limit some points were explained fast.'

##### Quantitative Analysis

The quantitative analysis of the post-lesson survey provides insights into participants' perceptions of various components of the demo lesson on Teaching of Poetry. Survey responses, measured on a 5-point Likert scale, reveal patterns in prospective teachers' agreement levels across multiple teaching components. The analysis highlights the strengths of the demo lesson while also identifying specific areas for further enhancement based on participant ratings.

**Table: 1 Showing Results of the Components of Understanding Post Demo Lesson on a 5 Point Likert Scale**

Components of Understanding	Results (in %) on 5-point Likert Scale				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Skill in Teaching	56.4	35.9	7.7	0	0
Teaching Strategies	56.4	38.5	5.1	0	0
Individual Learning Needs	35.9	56.4	7.7	0	0
Use of Teaching Aids	64.1	28.2	7.7	0	0
Creating Engaging Learning Environment	53.8	41	5.2	0	0
Lesson Planning	33.3	59	7.7	0	0
Use of Activities	48.7	43.6	7.7	0	0
Demo on other Topics	43.6	48.7	7.7	0	0
Steps of Poetry Teaching	23.1	38.5	0	38.4	0
Entry Behaviour	53.8	43.6	2.6	0	0
Model Reading I & II	41	53.8	5.2	0	0
Essence of the Poem	43.6	51.3	5.1	0	0
Cultural and Global Dimension Integration	30.8	51.3	15.4	0	2.5
Differentiated Instruction for Multiple Assessment	46.2	35.9	12.8	5.1	0
Instructional Objectives (Bloom's Taxonomy)	33.3	43.6	20.5	0	0
Use of Flash cards	48.7	46.2	5.1	0	0



**Figure: 4 Graphical Representation of the Components of Understanding Post Demo Lesson on a 5 Point Likert Scale**

Table 1 and Figure 4 shows the analysis of the participants' responses on the 5-point Likert scale. It reveals an overwhelmingly positive perception of the components of understanding related to poetry teaching. Across most indicators, a majority of respondents either strongly agreed or agreed, with minimal neutral responses and almost no disagreement. Skills in teaching (92.3%), teaching strategies (94.9%), and addressing individual learning needs (92.3%) were rated highly, reflecting confidence in core pedagogical abilities. Similarly, the use of teaching aids (92.3%) and creating an engaging learning environment (94.8%) were widely endorsed. Lesson planning (92.3%), the use of activities (92.3%), and conducting demonstrations on other topics (92.3%) also received strong approval. However, certain areas reflected relatively lower consensus—particularly the steps of poetry teaching, where only 61.6% agreed or strongly agreed, while 38.4% disagreed, indicating a possible need for clarity or training in this aspect. Cultural and global dimension integration (82.1%) and differentiated instruction for multiple assessment (82.1%)

showed moderate endorsement with slightly higher neutral or negative responses compared to other items. Instructional objectives aligned with Bloom's Taxonomy (76.9%) had a higher proportion of neutral responses (20.5%), suggesting room for improved understanding. Overall, the data point to a strong alignment with most teaching competencies, but also highlight targeted areas—such as structured steps for poetry teaching and deeper integration of global and differentiated approaches—that could benefit from further professional development.

## 5. FINDINGS AND DISCUSSION

This section discusses the key findings from both the qualitative reflections of the participants and the quantitative responses gathered through the Likert-scale questionnaire. Together, these analyses provide a comprehensive understanding of how the expert-led demo lesson on poetry teaching impacted the pedagogical preparedness of prospective teachers.

### 5.1 Qualitative Findings

The thematic analysis of participant feedback revealed six major areas of impact: entry behaviour, presentation, pedagogical tools, lesson planning, engagement and interaction, and clarity of explanation. Prospective teachers expressed that the entry behaviour, which included a thought-provoking YouTube video and guiding questions, created a strong initial engagement with the topic. Several participants highlighted the presentation phase as particularly beneficial, as it offered a step-by-step understanding of how a poetry lesson can be effectively structured and delivered. The use of teaching aids including flash cards, a PowerPoint presentation and visual prompts was highly appreciated. Participants noted that these tools made literary devices more accessible and the session more dynamic. Some expressed that they were previously intimidated by the idea of teaching poetry, but the model lesson has given a newfound confidence. Another frequently mentioned benefit was the session's interactive nature, which helped participants reflect on their own teaching methods. A few teachers, particularly those from non-English pedagogy backgrounds, recommended organizing similar demo lessons for other subjects as well. However, challenges were also noted. Several participants wished for more time for discussion and one-on-one interaction post-session. Some also pointed out that technical glitches disrupted the flow of the presentation momentarily. These reflections point to the importance of allocating ample time for reflection and ensuring technical readiness in future sessions.

### 5.2 Quantitative Findings

Quantitative data collected from the 5-point Likert scale questionnaire further substantiated the qualitative insights. A high percentage of participants either "Strongly Agreed" or "Agreed" with most components evaluated. Notably:

Skill in Teaching (92.3%), Teaching Strategies (94.9%), and Engaging Learning Environment (94.8%) were rated highly, indicating that the demo lesson contributed significantly to pedagogical awareness and readiness. Use of Teaching Aids received the strongest agreement (64.1% strongly agreed), confirming the positive impact of multimedia and hands-on tools on learning. Lesson Planning was rated positively by 92.3%, validating the usefulness of the structured eight-part plan presented during the session. Entry Behaviour (97.4%) and Model Reading (94.8%) were also favourably evaluated, emphasizing the effectiveness of initial hooks and fluency demonstrations in drawing student interest. However, only 61.6% of participants agreed or strongly agreed about having clearly understood the Steps of Poetry Teaching, with 38.4% marking disagreement. This disparity suggests that although the overall presentation was impactful, the sequential structuring of poetry instruction could be more explicitly emphasized or reiterated in future sessions. Similarly, there was moderate agreement on understanding Bloom's Taxonomy-based Instructional Objectives (76.9%) and Cultural and Global Integration (82.1%), indicating a need for clearer contextual examples or scaffolding.

### 5.3 DISCUSSION

Taken together, both qualitative and quantitative data underscore the importance of practical exposure to demonstration lessons in enhancing prospective teachers' confidence and competence in teaching English poetry. The demo lesson addressed a commonly noted gap in B.Ed. curricula where theoretical learning often outweighs practice by providing a replicable framework and real-time experience of lesson delivery. The study aligns with Vygotsky's Sociocultural Theory, particularly his concept of the Zone of Proximal Development (ZPD). The expert in this session functioned as a "more knowledgeable other," scaffolding the learning experience for prospective teachers and allowing them to engage with strategies

that they might not have independently mastered. The collaborative and reflective setting of the demo lesson fostered a deeper internalization of teaching methods, supporting the belief that learning is most effective when it occurs through social interaction and guided practice. These findings also reinforce the need for institutionalizing demo lessons across pedagogy subjects to ensure experiential learning, as emphasized in the National Education Policy (NEP) 2020 and the Sustainable Development Goal 4 (Quality Education). The findings of this study align with those of Aghaei and Zhang (2020), who argue that guided support through structured pedagogical approaches—such as demonstration lessons—can significantly enhance learner engagement and performance, in line with Vygotsky's concept of the Zone of Proximal Development (ZPD). Similarly, Chandran and Nordin (2022) highlight that demonstration lessons play a crucial role in strengthening pre-service teachers' pedagogical content knowledge, thereby fostering greater classroom readiness and confidence.

### **5.1 Insights from the Demo Lesson Experience**

The carefully designed demo lesson served as a powerful learning experience for prospective teachers. It not only showcased effective pedagogical strategies but also provided a live model of how these strategies could be implemented in real classroom situations. Many participants expressed that the session helped them understand how to foster student engagement through interactive teaching methods. The experiential nature of the session allowed them to observe and reflect on best practices, something that traditional lectures often fail to provide.

### **5.2 Relevance of Mastery in Micro-Teaching Skills**

Beyond the broader structure of a macro lesson plan, the demo session illuminated the importance of mastering micro-teaching skills such as framing instructional objectives, introducing content effectively, utilizing teaching aids, presenting with clarity, and applying techniques like stimulus variation. These foundational skills, often overlooked in theory-heavy teacher training, were observed in action, providing a blueprint for prospective teachers to emulate in their future classrooms.

### **5.3 Importance of Demo Lessons for Enhanced Learning**

The demo lesson significantly enriched the learning experience, offering far more than a typical professional development session. It addressed diverse learning needs and was deeply appreciated by the participants, many of whom expressed a desire for similar expert-led sessions on other aspects of language teaching. Importantly, even those training to teach subjects other than English found value in the session, reinforcing the broader applicability of such pedagogical models. Their feedback pointed to a strong need for subject-specific demo lessons that extend across the curriculum.

### **Answering the Research Questions**

This study set out to explore three central research questions:

How would a lesson plan on poetry teaching help prospective teachers?

The structured lesson plan acted as a guide, helping prospective teachers understand the sequencing, scaffolding and execution of a poetry lesson. It made visible the otherwise implicit processes involved in delivering an engaging and effective literature class.

What are prospective teachers expected to do if they were to teach a poetry lesson?

Through the demo, they recognized the importance of active planning, the thoughtful selection of teaching aids, and the integration of learner-centred strategies. The session offered clarity on how to break down complex poetic texts while maintaining their aesthetic and emotional essence.

How can a demo lesson by an expert contribute to the development of prospective teachers' proficiency in poetry teaching?

The session bridged the gap between theory and practice. Often, student-teachers experience dissonance between what is taught during their training and what is expected in real classrooms. By watching an expert, they were able to internalize not just what to teach, but how to teach it an experience aligned with Vygotsky's concept of the Zone of Proximal Development, where learners benefit immensely from guided, scaffolded learning interactions. It is evident from the responses that expert-led demonstration lessons, especially in poetry teaching, empower prospective teachers to visualize their teaching role more effectively. It allows them to view the classroom experience through both teacher and student lenses, reinforcing the importance of relationship-building, lesson engagement, and pedagogical creativity.

### **Implications and Suggestions**

This study strongly recommends the inclusion of expert-led demo lessons as an integral part of B.Ed. curricula. Such lessons should span all subject areas, not just English, and should be facilitated by individuals with proven excellence in their teaching domains whether through accolades, innovation or

demonstrated impact. The structured poetry lesson presented in this study can serve as a model for language teachers, who are encouraged to adapt and personalize it based on the specific poems and contexts they work with. While this study focused solely on poetry, there is significant scope for developing similar structured demo lessons in other areas such as prose, grammar, and composition. Additionally, prospective teachers would benefit greatly from similar initiatives in their respective subject areas beyond English, such as science, mathematics, or social studies.

### Acknowledgements

I would like to express my heartfelt gratitude to the Department of Education, Chitkara University, Punjab, for providing the platform and support to conduct this demo lesson for aspiring language educators. I am also deeply thankful to the enthusiastic participants whose reflections and feedback enriched this study. Lastly, I wish to acknowledge the scholarly contributions of authors and educators referenced throughout this work they have been instrumental in shaping my understanding and have inspired the development of this paper.

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### Annexure: Structured Lesson Plan for Teaching Poetry

Title of the Poem: A Photograph by Shirley Toulson  
Grade Level: XI (CBSE Curriculum)

Duration: 45 - 60 minutes

#### 1. General Objectives

- To develop the aesthetic sense of learners.
- To promote the four essential language skills (Listening, Speaking, Reading, and Writing).
- To enhance appreciation for the beauty of poetic language.
- To develop imaginative, critical, and emotional engagement with poetry.

#### 2. Instructional Objectives (Based on Bloom's Taxonomy)

- **Knowledge:** Recall facts about the poet and poem.
- **Comprehension:** Summarize the poem in their own words.
- **Application:** Identify and use literary devices.
- **Analysis:** Interpret meaning from metaphors and symbols.
- **Synthesis:** Create personal responses through discussion or writing.
- **Evaluation:** Express critical opinions about themes in the poem.

#### 3. General Aids

- Blackboard/Whiteboard
- Laptop/Desktop with internet access
- Projector or Smartboard

#### 4. Instructional Aids

- PowerPoint presentation
- Printed handouts of the poem
- YouTube video of poem recitation

- Flashcards (literary terms, vocabulary)
- Image of a mother and daughter

#### 5. Entry Behaviour

- Ask students: “What does an old photograph mean to you?”
- Discuss memories and emotional connections to personal photos.

#### 6. Announcement of the Topic

- Introduce the poem title and poet.
- Write on the board: “A Photograph” by Shirley Toulson.

#### 7. Presentation (Structured Steps)

Step	Content	Teacher's Activity	Student's Activity	Teaching Aids
1	Life Sketch of the Poet	Narrates key facts about the poet	Listen and take notes	PPT Slide
2	Summary of the Poem	Briefly explains storyline	Listen attentively	Chart or Slide
3	Model Reading - I	Reads the poem aloud	Listen and observe tone	Poem Text
4	Pronunciation and Drill	Highlights difficult words	Repeat and note pronunciation	Flashcards
5	Model Reading - II	Reads again with intonation	Follow along silently	Poem Text
6	Vocabulary	Explains key terms (e.g., cardboard, paddling)	Ask meaning/use in sentence	Flashcards
7	Imitation Reading	Students read aloud in pairs	Read and practice fluency	Printed Poem
8	Theme of the Poem	Asks about central idea	Discuss and respond	Whiteboard
9	Recapitulation of Literary Devices	Recall simile, alliteration, etc.	Participate in Q&A	Flashcards
10	Identifying Literary Devices	Explore poem for devices	Mark and explain	Printed Poem

#### 8. Terminal Behaviour

- Teacher connects the poem to Indian family values, memories, and mythology.
- Facilitates a class **debate** on the role of memory in literature.
- Introduces a **case study** for homework: “Compare this poem with your own family photo and write a reflective paragraph.”

**Note:** This lesson plan aligns with NEP 2020, SDG 4, and promotes Art Integrated, Experiential and 21st Century Skills.