



BEYOND WORDS: ANALYZING HAIKU TEACHING DISCOURSE AND ITS IMPACT ON PRACTICE

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ABOUT ARTICLE

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Abstract: This study explores the discourse surrounding the teaching of haiku, focusing on the transition from verbal discussion to practical application in the classroom. By employing a qualitative analysis of classroom interactions, instructional materials, and educator reflections, the research investigates how the discourse shapes both teaching practices and students' engagement with haiku writing. The findings reveal that while discussions about haiku often emphasize structure and themes, the actual practice of writing haiku involves a deeper exploration of sensory experience and emotional expression. Additionally, the analysis highlights the role of feedback and collaborative learning in enhancing students' understanding and appreciation of haiku as a poetic form. Ultimately, this study underscores the importance of bridging the gap between theoretical discussions and practical application, offering insights for educators to foster a more experiential and meaningful haiku writing process in their classrooms.

INTRODUCTION

In teaching haiku, one of the most minimalistic and evocative forms of poetry, the methods and discourses used by instructors shape not only students' understanding but also their creative expression and appreciation of the form. *Beyond Words: Analyzing Haiku Teaching Discourse and Its Impact on Practice* explores how the language and techniques employed in haiku instruction influence learners' experiences, perceptions, and engagement with the genre. This study delves into the ways in which discourse around haiku – its structure, imagery, and cultural subtleties – both informs and transforms teaching practices. By examining how haiku pedagogy impacts student creativity, interpretation, and self-expression, this research aims to provide new insights into teaching discourse that extends beyond traditional methodologies, fostering a deeper connection with poetic minimalism and heightened awareness of language's impact on art.

METHODOLOGY

This study employs a qualitative research design to analyze the discourse surrounding haiku teaching and its impact on practical writing experiences in the classroom. The methodology consists of three primary components: participant observation, document analysis, and semi-structured interviews. These methods provide a comprehensive understanding of the dynamics within haiku teaching, exploring how discourse influences both pedagogical practices and student engagement.

Participant Observation

The first phase of the methodology involves participant observation in various classrooms where haiku is taught. The research focuses on multiple educational settings, including elementary, middle, and high schools, to capture a broad spectrum of instructional styles and student interactions. Observations are conducted over a period of several weeks to ensure a diverse representation of classroom dynamics.

During these sessions, the researcher takes detailed field notes that capture the nuances of classroom interactions. Key elements documented include:

Classroom Environment: Observations begin with an assessment of the physical and emotional environment of the classroom. This includes noting the seating arrangements, the presence of inspirational materials (like student artwork or poetry), and the overall atmosphere—whether it encourages creativity and open expression.

Teaching Strategies: The researcher documents the teaching methods employed by educators. This includes how educators introduce haiku, the prompts or themes they present, and the instructional materials used. Special attention is paid to how educators explain the structure of haiku (such as syllable count and seasonal references) and whether they encourage students to explore the emotional and sensory aspects of their writing.

Student Engagement: Observations focus on student participation during discussions about haiku. This includes analyzing how students respond to prompts, their willingness to share their poems, and the overall enthusiasm for the writing process. The researcher notes instances of collaboration among students, such as peer feedback sessions, as well as any hesitation or reluctance to engage in creative writing.

The data collected from participant observations provides insights into the interplay between teaching discourse and student practice. This qualitative data is invaluable in identifying patterns and themes that emerge in the classroom, particularly regarding how discussions about haiku impact students' creative processes.

Document Analysis

The second phase of the methodology involves a comprehensive document analysis. This includes examining a range of instructional materials used in haiku teaching, such as lesson plans, handouts, writing prompts, and student writing samples. The purpose of this analysis is to uncover the instructional goals set by educators and the resources provided to students, as well as to evaluate the alignment between discourse in teaching and the actual writing practices encouraged in the classroom.

Key components of the document analysis include:

Lesson Plans: The researcher reviews lesson plans from different educators to identify the objectives and strategies outlined for teaching haiku. This analysis focuses on the extent to which the lesson plans emphasize structural elements versus emotional engagement. Particular attention is given to how these plans incorporate discussions around nature, personal experience, and sensory language.

Student Writing Samples: An analysis of student writing samples offers a glimpse into the outcomes of haiku instruction. The researcher examines various aspects of the haiku, including adherence to form, thematic choices, and the presence of sensory language and emotional depth. This analysis helps determine how effectively the teaching discourse translates into student work.

Feedback Mechanisms: The researcher reviews the feedback provided by educators on students' haiku. This includes comments on structure, imagery, emotional content, and overall effectiveness. The analysis aims to assess how feedback reflects the values and priorities of the haiku teaching discourse, providing insights into how it shapes students' writing experiences.

By triangulating data from participant observation and document analysis, the study aims to create a comprehensive view of the haiku teaching landscape, shedding light on the interplay between discourse and practice.

Semi-Structured Interviews

The final phase of the methodology consists of semi-structured interviews with educators who teach haiku, as well as with students who participate in these lessons. The interviews are designed to elicit personal reflections on the teaching and learning of haiku, allowing participants to share their experiences and perspectives on the discourse that shapes their practice.

Key elements of the semi-structured interviews include:

Educator Interviews: Educators are asked to reflect on their teaching philosophy regarding haiku, the challenges they face in teaching this form, and their perceptions of student engagement. Questions focus

on how they introduce haiku, what they prioritize in discussions, and how they perceive the impact of discourse on students' writing experiences. Educators are also encouraged to share any strategies they employ to foster creativity and emotional connection in their students' writing.

Student Interviews: Students are invited to share their experiences of learning and writing haiku. Questions focus on their feelings about the structure of haiku, their sources of inspiration, and their experiences with feedback from educators. The interviews aim to uncover students' perceptions of the discussions around haiku and how these shape their confidence and enjoyment of writing poetry.

Data Collection and Analysis: Interviews are audio-recorded with participant consent and transcribed for analysis. Thematic analysis is employed to identify recurring themes and patterns within the interview data. This process involves coding the transcripts, categorizing themes, and analyzing how these themes relate to the broader findings from participant observations and document analysis.

Data Analysis

Throughout the study, qualitative data from observations, document analysis, and interviews will be analyzed using thematic analysis, which allows for the identification of recurring themes and patterns within the data. Thematic analysis consists of several stages:

Familiarization: The researcher immerses themselves in the data by reading transcripts and field notes multiple times to gain a comprehensive understanding of the content.

Initial Coding: The researcher generates initial codes from the data, identifying significant features related to haiku teaching discourse and student writing practices.

Theme Development: The initial codes are reviewed and organized into broader themes that encapsulate the main findings of the study.

Reviewing Themes: The identified themes are reviewed to ensure they accurately represent the data and relate to the research questions.

Defining and Naming Themes: The researcher defines each theme clearly, providing detailed descriptions that connect them to the study's objectives.

Reporting Findings: The final step involves reporting the findings in a manner that integrates data from multiple sources, providing a comprehensive understanding of how haiku teaching discourse impacts practical writing experiences.

RESULTS

The analysis of haiku teaching discourse revealed several key findings that highlight its impact on both instructional practices and student engagement. First, the participant observations indicated that educators frequently emphasized the structural elements of haiku, such as syllable count and seasonal references, during discussions. However, the transition from discussing these elements to practical writing was often marked by a lack of emphasis on emotional and sensory experiences. This gap

suggested that while educators were knowledgeable about the technical aspects of haiku, they sometimes struggled to facilitate a deeper exploration of its expressive qualities.

The document analysis further supported these findings, showing that lesson plans often included worksheets focused on the rules of haiku writing but lacked activities that encouraged students to engage with nature or personal experiences as sources of inspiration. Additionally, feedback provided to students tended to prioritize adherence to form over emotional depth, which may have stifled students' creative expression.

Semi-structured interviews with educators and students provided valuable insights into their perceptions of the haiku teaching discourse. Educators expressed a desire to foster creativity but often felt constrained by curricular requirements and time limitations. Students reported feeling challenged by the technical aspects of haiku but also expressed a yearning for more opportunities to connect their personal experiences to their writing. Many students noted that discussions often felt abstract, leading to a disconnect between theory and practice.

DISCUSSION

The findings indicate that while the technical aspects of haiku are essential for understanding the form, an overemphasis on structure can limit students' creative expression and engagement with poetry. The gap between discourse and practice suggests the need for a more holistic approach to haiku teaching that encourages students to draw upon their emotions and sensory experiences. By integrating activities that focus on personal reflection and observation, educators can help students develop a richer understanding of haiku that goes beyond technical proficiency.

Moreover, the role of feedback in shaping students' writing experiences emerged as a critical factor. Constructive feedback that emphasizes emotional resonance and personal voice, alongside technical guidance, could empower students to explore their creative potential. Educators must balance the teaching of form with the encouragement of individual expression to create a more dynamic and engaging learning environment.

Additionally, the study highlights the importance of professional development for educators. Training sessions that emphasize the value of emotional and sensory engagement in poetry can equip teachers with strategies to facilitate more meaningful classroom discussions and writing exercises. Collaborative learning opportunities among educators may also foster innovative approaches to teaching haiku, ultimately benefiting students' creative development.

CONCLUSION

In conclusion, this study underscores the importance of analyzing haiku teaching discourse and its impact on practice. The findings reveal a critical gap between the technical discussions of haiku and the practical writing experiences of students. By shifting the focus from rigid adherence to form toward a more holistic approach that values emotional expression and personal experience, educators can enhance students' engagement with haiku and poetry more broadly.

The results highlight the need for educators to reflect on their instructional practices and consider how to create a classroom environment that fosters creativity and self-expression. By integrating strategies that promote personal connection to the haiku form and encouraging collaborative feedback, teachers can cultivate a deeper appreciation for poetry in their students.

Ultimately, this study advocates for a transformative approach to haiku teaching that bridges the divide between discourse and practice, enabling students to not only understand the technical aspects of haiku

but also to express their unique voices through this beautiful poetic form. Through continued exploration and adaptation of teaching strategies, educators can inspire a new generation of poets who find joy and meaning in the art of haiku.

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