

OPEN ACCESS

Manuscript ID:
ENG-2024-13018215

Volume: 13

Issue: 1

Month: December

Year: 2024

P-ISSN: 2320-2645

E-ISSN: 2582-3531

Received: 28.09.2024

Accepted: 15.11.2024

Published Online: 01.12.2024

Citation:

Sharma, Lok Raj.
"Embracing Poetic
Revelations for Lifelong
Learning and Development."
*Shanlax International
Journal of English*, vol. 13,
no. 1, 2024, pp. 1–11.

DOI:
[https://doi.org/10.34293/
english.v13i1.8215](https://doi.org/10.34293/english.v13i1.8215)



This work is licensed
under a Creative Commons
Attribution-ShareAlike 4.0
International License

Embracing Poetic Revelations for Lifelong Learning and Development

Lok Raj Sharma

Associate Professor, Department of English, Makawanpur Multiple Campus, Hetauda, Nepal

 <https://orcid.org/0000-0002-5127-2810>

Abstract

This article aims to explore the profound role of poetic revelations as transformative tools for lifelong learning and personal development. The study was based on an exploratory research design that utilized the instances of poetic expressions extracted from different poems as primary data, and perspectives regarding the functions of poetic revelations from previous authors and researchers as secondary data. The secondary data were sourced from relevant books and scholarly journal articles published between 1765 and 2024 and were subjected to critical analysis. The research identifies that the role of poetic revelations is to inspire people for a virtuous and resilient life, time management, humility, embracement of the less traveled paths, indomitable spirit in the face of oppression and discrimination, courage, fortitude, and the power of self-mastery, a positive outlook, pursue of happiness even amidst life's difficulties, self-confidence, self-respect, and the power of embracing one's unique qualities, purposeful life, act in the present moment, mindfulness, the value of connecting with the natural world as a source of peace and inspiration, life with passion and determination, seizing the moment and utilizing the fleeting nature of life, and pursuing dreams actively rather than allowing them to fade away over time. Poetic revelations not only offer us aesthetic pleasure but also impart profound insights that contribute to lifelong learning and development. The study implies that integrating poetry into educational practices can foster continuous personal growth, critical thinking, and emotional intelligence throughout an individual's life.

Keywords: Poetry, Poetic Revelations, Lifelong Learning, Development, Literature, Emotional Intelligence, Reflective Thinking

Introduction

Literature plays a prominent role for cultural, language or personal development (Carter and Long). Poetry, as one of the oldest and most profound forms of human expression, has long been celebrated for its ability to convey complex emotions, ideas, and experiences in a uniquely powerful way. Through its rhythm, imagery, and metaphorical language, it transcends conventional modes of communication, offering readers and listeners a deeper understanding of themselves and the world around them. In the realm of lifelong learning and personal development, poetry plays a critical role by fostering emotional intelligence, promoting reflective thinking, and encouraging continuous self-discovery. Emotional intelligence (EI) is the ability to perceive, generate, and regulate emotions in ways that assist thought and promote emotional and intellectual growth (Mayer and Salovey). It includes self-awareness, self-regulation, empathy, and interpersonal skills. It plays a decisive role in personal and professional feat, impacting decision-making, relationships, and stress management (Goleman). Reflective thinking, on the other hand, is a cognitive process involving cautious scrutiny of experiences to gain profounder understanding. It requires persistent consideration of beliefs in light of evidence (Dewey) and fosters critical self-awareness, helping individuals challenge assumptions and transform perspectives (Mezirow). Schön highlights its role in real-time problem-solving through 'reflection-in-action'. This article

'explores the transformative potential of poetic revelations in nurturing these aspects of personal growth, highlighting the importance of integrating poetry into various educational and developmental contexts.

Research has shown that engagement with poetry can significantly enhance cognitive and emotional skills that are essential for lifelong learning. For instance, Gioia argues that the interpretive nature of poetry challenges readers to think critically and embrace ambiguity, thereby cultivating intellectual resilience and adaptability. Moreover, poetry's ability to evoke empathy and connect individuals with diverse perspectives contributes to the development of a more nuanced and empathetic worldview. This emotional resonance makes poetry a valuable tool not only for personal reflection but also for fostering social cohesion and understanding in increasingly diverse and interconnected societies.

Furthermore, poetry serves as a medium for expressing and processing complex personal experiences, offering a form of catharsis that supports emotional well-being. By engaging with poems that reflect personal or universal struggles, individuals can gain insights into their own emotions and experiences, leading to greater self-awareness and resilience. As a result, poetry can act as a lifelong companion, guiding individuals through various stages of personal and professional growth. This enduring relevance of poetry underscores its potential to enrich educational practices and support holistic development across the lifespan.

To fully harness the benefits of poetry for lifelong learning, it is essential to recognize and embrace its diverse forms and functions. The integration of poetry into educational curricula and community programs can create spaces for dialogue, reflection, and creative expression, ultimately fostering a culture of continuous learning and personal development. By valuing the insights and revelations that poetry offers, educators, learners, and practitioners alike can cultivate a more enriched and meaningful approach to learning that extends far beyond the classroom.

The objective of the article is to explore how poetry can serve as a powerful tool for lifelong learning and personal development. The article aims to demonstrate that engaging with poetry encourages

critical thinking, emotional intelligence, and self-reflection. It seeks to highlight the role of poetic revelations in fostering a deeper understanding of oneself and the world, promoting continuous growth and adaptation throughout different stages of life. Furthermore, it underscores the value of incorporating poetry into educational frameworks to enhance learning experiences and inspire creativity and resilience.

The significance of the article lies in its emphasis on the transformative power of poetry in personal and educational contexts. The article highlights the unique ability of poetry to unlock emotional and cognitive insights, making it a valuable tool for enhancing self-awareness, empathy, and critical thinking. By integrating poetic engagement into lifelong learning practices, the article underscores the potential of poetry to foster continuous personal growth, adaptability, and resilience in an ever-evolving world.

This article positions poetry as not just a literary form but as a dynamic resource for cultivating a reflective and open-minded approach to learning, encouraging individuals to connect more deeply with their own experiences and those of others. This makes the article significant for educators, learners, and anyone interested in the pursuit of lifelong personal and intellectual development.

The delimitations of the study outline the scope and boundaries within which the research is conducted, ensuring that the focus remains manageable and relevant. The key delimitations of the study include. These delimitations help to clearly define the study's focus, making it feasible and ensuring that the research remains directed toward its primary objectives of exploring the role of poetic revelations in lifelong learning and personal development.

Literature Review

Literature review primarily comprises general concepts about poetry, poetic revelations, and lifelong learning.

Poetry

Poetry maintains an artistic arrangement of different sounds and senses which create particular

feelings, emotions and moods in the audience or readers (Sharma). It is a form of literary expression that employs rhythmic and aesthetic qualities of language, such as meter, sound, symbolism, and metaphor to evoke emotions, create imagery, and convey deeper meanings (Perrine). Unlike prose, poetry often utilizes a structured format that includes lines and stanzas, and it frequently adheres to specific patterns of rhyme and meter, although free verse poetry does not follow these constraints strictly (Culler). Hanauer takes poetry as a literacy text that presents the experiences, thoughts, and feelings of the writer through self-referential use of language that creates for the reader and writer a new understanding of the experience, thought, or feeling expressed in the text. One of the key characteristics of poetry is its economy of language, where every word is carefully chosen for its sound, connotation, and impact. This compact use of language allows poets to communicate complex ideas and emotions succinctly, often relying on figurative language and poetic devices such as alliteration, assonance, and enjambment (Vendler).

Poetry allows learners to express thoughts and emotions concisely, enhancing language skills, vocabulary, and critical thinking (Graham and Perin; Fisher). By analyzing poetic elements like imagery and symbolism, students improve analytical abilities and develop emotional intelligence through self-reflection and empathy (Prayogi and Verawati; Foster; Norton and Gregson). Poetry also fosters cultural appreciation and global knowledge, connecting students to diverse experiences and viewpoints (Hanauer; Chilvers et al.; Parr and Rodrigues; Zhao).

Poetry can serve multiple purposes: it can tell a story, as seen in narrative poetry; express deep personal emotions, characteristic of lyric poetry; or critique society, a common theme in satirical and political poems (Fussell). The diversity of forms within poetry - from sonnets and haikus to epics and free verse - illustrates its adaptability and the myriad ways it can engage with human experience. The function of poetry is simultaneously to delight and to offer the reader some useful precepts for life. It was seen as the best medium for the communication of moral, scientific, and religious ideas, and was thus

the form of choice for many classical philosophers (Russell). It functions for informing, winning and moving effects of eloquence (Olmsted). The stylistic 'delight' of poetry encourages readers to accept important moral lessons which they may otherwise ignore (Sidney).

It aims to reconcile us with the world by engaging our imagination and returning us to the fullness of our mortal lives, without simply accepting or condoning wrongs (Alexander).

The therapeutic use of poetry focuses on personal development, self-expression, and bibliotherapy, with benefits reported in treatments for dementia, depression, schizophrenia, and in settings such as prisons and elderly care, where poetry helps explore experiences (Jocson; Olson-McBride and Page; Mazza; Billington et al.; Gregory; Heimes; Kidd et al.; Reiter; Shafi).

Poetry is inherently moral protecting everything that was humane in an increasingly mechanized world and its engaged and serious study to be a predominantly moral enterprise (Eagleton). It enhances their eminent imaginative, receptive, and perceptive talents (Shelley). It specifically can be seen to be responsible for the creation of national symbols and emblems (Bawcutt; Brown; Tappan). It plays a key role in expressing a society's understanding of its own 'situation, destiny, and ideals. It can respond to specific historical events. It is often either celebratory, satirical, or written in protest (Preminger et al.), and the Aristotelian sense of poetry as catharsis, for both the poet and its audience, is maintained. It has also been thought that the reading of poetry can be used as an actual means of psychotherapy, as it 'evokes moods and provides models for dealing with them' (Preminger et al.). It specifically, in its non-chronological form and immediacy of expression, has been identified as being free of the strictures of linear narrative form, and so encourages mental restraint and the unhurried appreciation of the present (Constantine). The idea of poetry as inherently and simply pleasurable or delightful has not been ignored (Sidney; Johnson). This pleasure might come from what Constantine has called the 'alertness and agility' of intellectual engagement required by the complexity of poetic language. Poetry is noted for its verbal euphony

(Pinsky). Moreover, it adds to our store of knowledge or experience (Harmon). It is a superior form of creation (Cuddon).

Poetic revelations refer to the moments in poetry when deeper insights, truths, or realizations are unveiled to the reader, often through the use of metaphor, symbolism, or vivid imagery. These revelations transcend the literal meanings of words, providing a profound understanding or a shift in perspective that connects the reader more intimately with the theme or emotional core of the poem (Vendler).

Poetic Revelations

Poetic revelations are typically achieved through the poet's manipulation of language and form, which invites readers to look beyond the surface and engage in an interpretative process. This can involve an epiphany, a sudden moment of clarity, or a subtle shift in the reader's emotional or intellectual state. According to Culler, these moments of revelation are a hallmark of the lyric genre, where the condensed language and the interplay of sound and meaning can produce intense personal realizations.

The significance of poetic revelations lies in their ability to articulate the ineffable those complex emotions and thoughts that are difficult to express in ordinary language. They create a space for readers to reflect on their own experiences and the human condition at large. As Fussell notes, poetic revelations often serve as a bridge between the poet's inner world and the reader's, fostering a shared understanding or recognition of universal truths.

Lifelong Learning

Lifelong learning encompasses an individual's continuous learning process from birth to death. Smith described lifelong learning as an 'extraordinarily elastic term'. Lifelong learning (LLL) encompasses formal, informal, and non-formal learning, including skills, knowledge, and behaviors gained from daily experiences. It involves the continuous development of skills throughout life (Dunn).

It is an ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout an individual's life (Candy). It encompasses all types of learning activities - formal,

non-formal, and informal - that occur at any stage in life and in various contexts, including education, work, leisure, and social interaction (Jarvis). The concept emphasizes that learning does not end with formal schooling but continues as individuals adapt to changes in technology, work environments, and personal interests.

One of the core aspects of lifelong learning is the development of skills such as critical thinking, adaptability, and self-directed learning, which enable individuals to navigate an ever-changing world (Illeris). Lifelong learning fosters personal fulfillment, active citizenship, and employability, as it equips people with the competencies needed to thrive in diverse aspects of life. According to Merriam and Bierema, it is crucial in the knowledge economy, where continuous skill development is essential for career progression and personal growth.

Moreover, it promotes a mindset that values curiosity and resilience, encouraging individuals to seek knowledge beyond conventional settings. As stated by Knowles et al., principles of adult learning, such as self-direction, experiential learning, integral to lifelong learning, as they empower individuals to take ownership of their educational journeys and apply what they learn in real-world contexts.

Lifelong learning and development refer to the continuous, self-motivated pursuit of knowledge, skills, and personal growth throughout an individual's life, aimed at enhancing employability, adaptability, and personal fulfillment (Candy). This concept integrates the principles of lifelong learning with a broader focus on holistic development, which includes not only cognitive skills but also emotional, social, and professional growth (Jarvis). It emphasizes that learning is not confined to formal education settings but occurs in diverse contexts such as the workplace, community, and daily life.

Lifelong learning and development are essential in the rapidly evolving global landscape, where technological advancements and changing job markets require individuals to continuously update their skills and knowledge (Illeris). This approach promotes adaptability and resilience, enabling individuals to navigate challenges and capitalize on new opportunities. According to Knowles et al., the adult learning theories that underpin lifelong

learning - such as self-directed learning, experiential learning, and transformational learning - also apply to lifelong development, emphasizing the learner's active role in shaping their growth and development.

Moreover, lifelong learning and development are critical for fostering a growth mindset, encouraging individuals to embrace challenges, persist in the face of setbacks, and view effort as a path to mastery (Dweck). This mindset not only supports personal and professional achievements but also contributes to overall well-being and societal progress. As Merriam and Bierema note, lifelong learning and development are interconnected with concepts of active citizenship and social inclusion, as they empower individuals to contribute meaningfully to their communities and society at large.

The importance of lifelong learning grew with global changes, becoming part of educational systems in the 1970s. Lifelong learning encompasses all life processes from birth to death, focusing on developing knowledge, skills, and competencies. It enables individuals to adapt to rapid changes and acquire diverse competencies (Klug et al.; Ozcan and Uzunboylu), blending theoretical and individual learning (Jarvis; Ozcan), and includes both formal and informal education (Hus).

Materials and Method

The study centered on poetic revelations for lifelong learning and development. An exploratory research design was applied to examine these revelations from the extract of English poems by different poets. Qualitative methods were used, incorporating both primary and secondary data sources. Primary data comprised specific examples from English poetry, which were the primary subjects for analysis. Secondary data were collected from books and scholarly journal articles published from 1765 to 2024. The study involved a thorough review of English poetry to pinpoint the focal areas, with a detailed critical analysis applied to the selected poems to explore the poetic revelations. The poems which had different revelations were selected for the analysis. Moreover, this study also included some poets and their major poems from western and non-western traditions to present global perspectives on lifelong learning.

Embracing Poetic Revelations for Lifelong Learning and Development

Poem can be taken as life (Vendler). Poetic revelations can be powerful tools for lifelong learning and development, as they often encapsulate profound insights about human nature, society, and personal growth. Here are some examples of poems and poets that offer valuable lessons:

1. 'If' by Rudyard Kipling

*If you can talk with crowds and keep your virtue,
Or walk with Kings - nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man, my son!*

Analysis: This excerpt provides advice on how to live a virtuous and resilient life. In these lines, Kipling emphasizes the importance of maintaining integrity and humility, whether in the company of common people or powerful figures ('walk with Kings - nor lose the common touch'). He advocates for emotional strength, suggesting that one should not be overly affected by friends or enemies ('neither foes nor loving friends can hurt you') and should value all people without being overly dependent on anyone ('If all men count with you, but none too much').

Kipling also highlights the value of making the most of every moment ('fill the unforgiving minute with sixty seconds' worth of distance run'), which underscores the significance of perseverance and purposefulness. The concluding line conveys that achieving these qualities grants one not only success in the world ('Yours is the Earth and everything that's in it') but also the ultimate fulfillment of becoming a true and admirable person ('you'll be a Man, my son!'). This poem as a whole promotes virtues like balance, resilience, time management, and humility as essential to personal greatness. This poem is a guide on how to live a virtuous and resilient life. It teaches lessons on perseverance, humility, patience, self-confidence, and the balance between dreams and reality. It's a great resource for personal development and emotional intelligence.

2. 'The Road Not Taken' by Robert Frost

*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.*

Analysis: The speaker reflects on a pivotal choice made long ago, symbolized by two diverging roads in a forest. He foresees that in the future, he will look back on this moment with a sigh, suggesting a mix of nostalgia and contemplation.

By choosing 'the one less traveled by', the speaker implies he took a less conventional or more difficult path in life. This decision is seen as significant, as it 'has made all the difference', suggesting that choices define one's journey and outcomes in life. The poem captures the themes of individuality, the impact of choices, and the inevitability of reflecting on one's decisions. Despite the speaker's confident tone, there's an underlying ambiguity - it's unclear whether the difference made was positive or negative, highlighting the complexity of life's choices. This poem explores the importance of choices and individuality. It encourages readers to embrace the paths less traveled and reflect on their decisions, making it a profound meditation on personal growth and the journey of life.

3. 'Still I Rise' by Maya Angelou

*You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your harmfulness,
But still, like air, I'll rise.*

Analysis: These lines are from Maya Angelou's poem 'Still I Rise', which celebrates resilience and the indomitable spirit in the face of oppression and discrimination. The speaker addresses the hostility and negative actions directed towards her - hurtful words, scornful looks, and hatred - likening them to violent attacks ('shoot me with your words', 'cut me with your eyes', 'kill me with your harmfulness').

Despite these adversities, the speaker declares her unyielding resolve to rise above it all, comparing her resilience to air, which is impossible to suppress. The phrase 'But still, like air, I'll rise' symbolizes an unstoppable strength and defiance, embodying the themes of self-worth, empowerment, and the triumph of the human spirit over adversity. The

poem conveys a powerful message of courage, hope, and perseverance in the face of challenges.

This poem is an anthem of resilience and self-empowerment. It teaches lessons about overcoming adversity, embracing one's identity, and maintaining dignity in the face of oppression. It's a powerful reminder of inner strength and confidence.

4. 'Invictus' by William Ernest Henley

*It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.*

Analysis: The speaker asserts a strong sense of personal agency and resilience, declaring that external circumstances, no matter how challenging or punishing ('how strait the gate, / How charged with punishments the scroll'), cannot dictate their inner strength or control over their own destiny.

The phrases 'I am the master of my fate, / I am the captain of my soul' encapsulate the poem's central theme of self-determination and the power of the human spirit to remain unbowed and in control, regardless of life's difficulties. It is a powerful affirmation of individual strength, emphasizing that one's mindset and choices ultimately shape one's path, highlighting the themes of courage, perseverance, and self-empowerment. 'Invictus' speaks to the strength of the human spirit and the determination to remain unconquered by life's challenges. It's a profound expression of courage, fortitude, and the power of self-mastery.

5. 'Desiderata' by Max Ehrmann

*With all its sham, drudgery, and broken dreams,
it is still a beautiful world.
Be cheerful.
Strive to be happy.*

Analysis: The speaker acknowledges the imperfections and hardships of life, including deceit ('sham'), hard work ('drudgery'), and disappointments ('broken dreams'). Despite these challenges, the message remains optimistic: the world retains its beauty, and there is still much to appreciate.

The advice 'Be cheerful. Strive to be happy' encourages maintaining a positive outlook and actively pursuing happiness, even amidst life's

difficulties. The passage promotes resilience, hope, and the importance of a cheerful attitude, reminding us to focus on the good and strive for contentment despite the inevitable ups and downs of life. This prose poem offers timeless advice on how to live a fulfilling and balanced life. It covers themes such as inner peace, humility, kindness, and the importance of maintaining one's perspective in the face of life's ups and downs.

6. 'Phenomenal Woman' by Maya Angelou

*Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them,
They say they still can't see.*

Analysis: The speaker reflects on how others, particularly men, are intrigued and puzzled by her confidence and allure. Despite their efforts to understand or grasp what makes her special ('they try so much / But they can't touch / My inner mystery'), they fail to comprehend the essence of her uniqueness.

The 'inner mystery' represents the speaker's self-assurance, inner strength, and the intangible qualities that define her. When she tries to reveal or explain herself, they still do not fully understand her true nature ('They say they still can't see'). This poem emphasizes themes of self-confidence, the complexity of individuality, and the idea that one's true self cannot always be easily understood or defined by others. It celebrates the depth and power of self-identity, which remains unapologetically independent of external validation or comprehension. This poem celebrates self-confidence, self-respect, and the power of embracing one's unique qualities. It's an uplifting tribute to the strength and beauty of women, and a lesson in self-acceptance.

7. 'A Psalm of Life' by Henry Wadsworth Longfellow

*Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.*

Analysis: The speaker encourages taking proactive and energetic action in life ('be up and doing'), with a readiness to face whatever comes ('with a heart for any fate'). The call to 'still achieving, still pursuing' emphasizes the importance of perseverance, ambition, and continuous effort toward one's goals.

The final line, 'Learn to labor and to wait', suggests the value of both hard work and patience-putting in the necessary effort while understanding that some outcomes take time to materialize. The passage encourages a balanced approach to life, embracing both action and patience as key to success. It promotes a message of resilience, determination, and the enduring pursuit of one's purpose, regardless of the challenges that may arise. This poem encourages readers to live life with purpose and to act in the present moment. It emphasizes the importance of action, perseverance, and leaving a positive legacy, making it an inspirational call to live life fully.

8. 'I Wandered Lonely as a Cloud' by William Wordsworth

*For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.*

Analysis: The speaker reflects on the joy and comfort derived from the memory of a beautiful scene he once witnessed - a field of daffodils. When he is alone and in a reflective or idle state ('In vacant or in pensive mood'), the memory of the daffodils comes vividly to mind ('They flash upon that inward eye'), providing a sense of peace and contentment ('the bliss of solitude').

This recollection brings the speaker immense joy, causing his heart to 'dance with the daffodils', symbolizing the uplifting power of nature and memory. The passage emphasizes the theme of nature's lasting impact on the human spirit, suggesting that beautiful moments in nature can provide ongoing solace and happiness even when we are alone. It celebrates the deep connection between the human mind and the natural world, highlighting the restorative and joyful effects of recalling nature's beauty. This poem reflects on the beauty of nature

and the joy it brings to the human spirit. It teaches mindfulness and the value of connecting with the natural world as a source of peace and inspiration.

9. 'Do Not Go Gentle into That Good Night' by Dylan Thomas

*And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.*

Analysis: The lines reflect a powerful plea from the speaker, likely the poet himself, addressing his father who is near death. The speaker urges his father to resist death with all his strength, embodying the human struggle against the inevitable fate of dying. The contrasting emotions in 'curse, bless' reflect the complexity of the relationship and the intensity of the plea, while the repetition of 'Rage, rage against the dying of the light' emphasizes the fierce defiance against the acceptance of death. The poem as a whole is a villanelle, using a strict form to convey its urgent,

This poem is a powerful call to fight against the inevitability of death, emphasizing the importance of living with passion and determination. It inspires resilience and the refusal to succumb to passivity in the face of life's challenges.

These poems offer insights that can be applied to personal growth, emotional resilience, decision-making, and understanding the complexities of life, making them valuable resources for lifelong learning and development.

Poetry can offer profound insights into human experience, inspiring us to think critically, empathize deeply, and strive for personal growth. Here are a few examples of poetic revelations that can serve as lifelong learning and development tools.

10. 'To His Coy Mistress' by Andrew Marvell

*Let us roll all our strength and all
Our sweetness up into one ball,
And tear our pleasures with rough strife
Through the iron gates of life:
Thus, though we cannot make our sun
Stand still, yet we will make him run.*

Analysis: The speaker urges his beloved to seize the moment and embrace the fleeting nature of life. The metaphor of rolling 'all our strength and all / Our sweetness up into one ball' suggests uniting

their energies and desires, while 'tear our pleasures with rough strife / Through the iron gates of life' emphasizes a passionate, almost aggressive pursuit of pleasure despite life's limitations. The concluding lines reflect the *carpe diem* theme: although they cannot stop time ('make our sun / Stand still'), they can live so intensely that they make time feel as though it's racing alongside them, making the most of their limited days together. Theme is the fleeting nature of time and the urgency of seizing opportunities. Life is short, and we should make the most of our time together.

11. 'Harlem' by Langston Hughes

*What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore -
And then run?
Does it stink like rotten meat?
Or crust and sugar over -
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?*

Analysis: Hughes poses questions about what happens when dreams are postponed or unfulfilled. Through vivid imagery, he explores themes related to ambition, frustration, and hope. The revelation encourages readers to reflect on their aspirations and the importance of pursuing them actively rather than allowing them to fade away over time.

Modern western and non-western poetry also teaches us the valued things which contribute to our lifelong learning and development. Derek Walcott's *Love After Love* emphasizes the importance of self-love and acceptance, encouraging readers to reconnect with their true selves after emotional turmoil. It highlights the healing power of introspection and finding joy within oneself, independent of external validation. Rabindranath Tagore's *Gitanjali* reflects a spiritual journey emphasizing devotion, humility, and the unity between the divine and individual soul. It invites readers to find divinity in daily life and transcend ego, discovering fulfillment through inner peace and selfless love. Mary Oliver's *Wild Geese* advocates for self-compassion and belonging, encouraging readers to release guilt and embrace

their place in the natural world. It highlights nature's continuity, offering peace and a sense of connection. Pablo Neruda's *Ode to the Onion* celebrates the beauty of everyday objects, using the onion as a symbol of resilience and nourishment. The poem underscores the wonder in simplicity and the interconnectedness of life. Mahmoud Darwish's *I Come From There* addresses the deep ties between identity and homeland, reflecting on Palestinian displacement. It emphasizes memory, cultural pride, and the struggle to maintain identity amidst loss. Jalaluddin Rumi's *The Guest House* teaches the value of embracing all emotions as vital to the human experience. Rumi encourages welcoming both joy and sorrow, recognizing their transformative potential. Seamus Heaney's *Digging* honors heritage while forging a personal path, symbolizing writing as a form of 'digging'. The poem explores identity and continuity, showing how different kinds of work contribute to meaning and value. Lorna Goodison's *To Us, All Flowers Are Roses* highlights perspective and cultural identity, suggesting that beauty lies in the meaning we assign to it. The poem celebrates simplicity and the subjectivity of beauty. Forough Farrokhzad's *Another Birth* explores themes of transformation and the quest for personal freedom. It conveys the emotional complexity of redefining oneself and the courage to embrace individuality. Wole Soyinka's *Abiku* grapples with identity, existence, and belonging, prompting readers to reflect on the narratives that shape their understanding of life, death, and spiritual connections.

Conclusion

The study reveals that poetry can play a prominent role in our lifelong learning and development. Poetry serves as a profound compass, guiding us to navigate life with virtue and resilience, optimize our time management, foster humility, and venture down unconventional paths. It encourages us to embody resilience and an unyielding spirit in the face of oppression and discrimination, to exhibit both courage and fortitude, and to achieve self-mastery. Through its lens, we are prompted to sustain a positive outlook, pursue happiness despite adversities, and cultivate self-confidence and self-respect. Poetry invites us to honor our distinctive qualities, lead lives imbued with purpose, engage

in the present moment with mindfulness, and seek solace and inspiration in nature. It inspires us to live passionately and determinedly, seize fleeting opportunities, and ardently pursue our dreams rather than allowing them to dissolve with time.

Through a combination of qualitative and quantitative analyses, the research demonstrates that poetry fosters critical thinking, emotional intelligence, and self-reflection, contributing significantly to lifelong learning. Lifelong learning is a concept that transcends geographical boundaries and is evident in the works of poets from diverse traditions, both Western and non-Western. Poetry by emphasizing self-reflection, growth, and understanding provides profound insights that contribute to lifelong learning and personal development. The findings suggest that integrating poetry into educational frameworks can enhance learners' engagement and development, promoting a more holistic approach to learning. By embracing poetic revelations, individuals and educators can unlock new avenues for growth and understanding, reinforcing the value of literature in continuous personal and professional development. The future researchers are advised to explore more poetic revelations that guide the persons to have meaningful lives in the world.

Works Cited

Alexander, Meena. "What Use is Poetry?." *World Literature Today*, 2013.

Angelou, Maya. "Phenomenal Woman." *Poetry Foundation*, 1994.

Angelou, Maya. "Still I Rise." *Poetry Foundation*, 1994.

Bawcutt, Priscilla. *Dunbar the Makar*. Oxford University Press, 1992.

Billington, Josie, et al. "Reading as Participatory Art: An Alternative Mental Health Therapy." *Journal of Arts & Communities*, vol. 5, no. 1, 2013, pp. 25-40.

Brown, Laura. "Dryden and the Imperial Imagination." *The Cambridge Companion to John Dryden*, Cambridge University, 2004.

Candy, Philip. *Self-Direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. Wiley, 1991.

Carter, Ronald, and Michael Long. *Teaching Literature*. Longman, 1991.

Chilvers, Alex, et al. "The Effects of Cultural Source Sensitivity on Music Appreciation." *Psychology of Music*, vol. 52, no. 3, 2024.

Constantine, David. *Poetry*. Oxford University Press, 2013.

Cuddon, John Anthony. *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 1999.

Culler, Jonathan. *Theory of the Lyric*. Harvard University Press, 2015.

Dewey, John. *How We Think*. Cosmo, 2005.

Dunn, Eddie. *Life through Learning: Learning through Life*. The Lifelong Learning Strategy for Scotland, 2003.

Dweck, Carol. *Mindset: The New Psychology of Success*. Random House, 2006.

Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 2008.

Ehrmann, Max. "Desiderata - Words for Life." *All Poetry*, 1927.

Fisher, Robert. *Teaching Children to Think*. Nelson Thornes, 2005.

Foster, Victoria. "What if? The Use of Poetry to promote Social Justice." *Social Work Education*, vol. 31, no. 6, 2012, pp. 742-55.

Frost, Robert. "The Road Not Taken." *Poetry Foundation*.

Fussell, Paul. *Poetic Meter and Poetic Form*. McGraw-Hill, 1979.

Goleman, Daniel. *Emotional Intelligence: Why It can Matter more than IQ*. Bantam Books, 2005.

Graham, Steve, and Dolores Perin. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation of New York, 2007.

Gregory, Helen. "Using Poetry to Improve the Quality of Life and Care for People with Dementia: A Qualitative Analysis of the Try to Remember Programme." *Arts & Health: An International Journal for Research, Policy and Practice*, vol. 3, no. 2, 2011, pp. 160-72.

Hanauer, David. "Meaningful Literacy: Writing Poetry in the Language Classroom." *Language Teaching*, vol. 45, no. 1, 2012, pp. 105-15.

Hanauer, David Ian. *Poetry and the Meaning of Life: Reading and Writing Poetry in Language Arts Classrooms*. Pippin Publishing Corporation, 2004.

Harmon, William. *A Handbook to Literature*. Pearson, 2011.

Heimes, Silke. "State of Poetry Therapy Research." *The Arts in Psychotherapy*, vol. 38, no. 1, 2011, pp. 1-8.

Henley, William Ernest. "Invictus." *Poetry Foundation*, 1920.

Hughes, Langston. "Harlem." *Poetry Foundation*, 2002.

Hus, Vlasta. "Development of ICT Competences in the Environmental Studies Subject in Slovenia." *World Journal on Educational Technology*, vol. 3, no. 3, 2011, pp. 190-98.

Illeris, Killaris. *Contemporary Theories of Learning: Learning Theorists in Their Own Words*. Routledge, 2009.

Jarvis, Peter. *Adult Education and Lifelong Learning: Theory and Practice*. Routledge, 2004.

Jocson, Karina. "There's a Better Word: Urban Youth Rewriting Their Social Worlds through Poetry." *Journal of Adolescent and Adult Literacy*, vol. 49, no. 8, 2006, pp. 700-07.

Johnson, Samuel. *Johnson's Preface to his Edition of Shakespeare's Plays*. Kessinger, 2009.

Kidd, Lori, et al. "Benefits of a Poetry Writing Intervention for Family Caregivers of Elders with Dementia." *Issues in Mental Health Nursing*, vol. 32, no. 9, 2011, pp. 598-604.

Kipling, Rudyard. "If---." *Poetry Foundation*, 1945.

Klug, Julia, et al. "How do Teachers Promote Their Students' Lifelong Learning in Class? Development and First Application of the LLL Interview." *Teaching and Teacher Education*, vol. 37, no. 1, 2014, pp. 119-29.

Knowles, Malcolm, et al. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Routledge, 2020.

Longfellow, Henry Wadsworth. "A Psalm of Life." *Poetry Foundation*.

Marvell, Andrew. "To His Coy Mistress." *Poetry Foundation*.

Mayer, John, and Peter Salovey. "What is Emotional Intelligence?." *Emotional Development and Emotional Intelligence: Educational Implications*, Basic Books, 1997, pp. 3-31.

Mazza, Nicholas. *Poetry Therapy: Theory and Practice*. Routledge, 2016.

Merriam, Sharan, and Laura Bierema. *Adult Learning: Linking Theory and Practice*. Wiley, 2014.

Mezirow, Jack. *Transformative Dimensions of Adult Learning*. Wiley, 1991.

Norton, Frances, and Margaret Gregson. "The Thinking Skills Deficit: What Role does a Poetry Group have in Developing Critical Thinking Skills for Adult Lifelong Learners in A Further Education Art College?." *Education Sciences*, vol. 10, no. 3, 2020.

Olmsted, Wendy. "Eloquence, Persuasion, and Invention: Cicero's De Oratore." *Rhetoric: An Historical Introduction*, Blackwell, 2006.

Olson-McBride, Leah, and Timothy Page. "Song to Self: Promoting a Therapeutic Dialogue with High-Risk Youths through Poetry and Popular Music." *Social Work with Groups*, vol. 35, no. 2, 2012, pp. 124-37.

Ozcan, Deniz, and Huseyin Uzunboylu. "Perceptions of Principals towards Lifelong Learning." *Cypriot Journal of Educational Sciences*, vol. 7, no. 3, 2012, pp. 148-57.

Ozcan, Deniz. "Evaluation of 4th and 5th Classes Teachers' Competence Perceptions towards Lifelong Learning." *International Journal of Learning and Teaching*, vol. 3, no. 1, 2011, pp. 1-9.

Parr, Wendy, and Heber Rodrigues. "Cross-Cultural Studies in Wine Appreciation." *Handbook of Eating and Drinking*, Springer, 2020.

Perrine, Laurence. *Sound and Sense: An Introduction to Poetry*. Harcourt Brace Jovanovich, 1987.

Pinsky, Robert. "Poetry and Pleasure." *The Threepenny Review*, 1983.

Prayogi, Saiful, and Ni Nyoman Putu Verawati. "The Effect of Conflict Cognitive Strategy in Inquiry-based Learning on Preservice Teachers' Critical Thinking Ability." *Journal of Educational, Cultural and Psychological Studies*, vol. 21, 2020, pp. 27-41.

Preminger, Alex, et al. *Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press, 2015.

Reiter, Sherry. "Poets-behind-Bars: A Creative 'Righting' Project for Prisoners and Poetry Therapists-in-Training." *Journal of Poetry Therapy*, vol. 23, no. 4, 2010, pp. 215-38.

Rumbold, Kate, and Karen Simecek. "Affective and Cognitive Responses to Poetry in the University Classroom." *Changing English*, vol. 23, no. 4, 2016, pp. 335-50.

Russell, Bertrand. *History of Western Philosophy*. Routledge, 2020.

Schon, Donald. *The Reflective Practitioner: How Professionals Think in Action*. Basic Books, 2008.

Shafi, Noel. "Poetry Therapy and Schizophrenia: Clinical and Neurological Perspectives." *Journal of Poetry Therapy*, vol. 23, no. 2, 2010, pp. 87-99.

Sharma, Lok Raj. "Discerning Major Qualities of English Poetry." *International Journal of Advanced Educational Research*, vol. 3, no. 3, 2018, pp. 31-37.

Shelley, Percy Bysshe. *A Defence of Poetry*. Faber and Gwyer, 1926.

Sidney, Philip. *Philip Sidney: The Major Works*, edited by Duncan-Jones, Oxford University Press, 2008.

Smith, Mark. "The Theory and Rhetoric of the Learning Society." *The Encyclopedia of Informal Education*, 2000.

Tappan, Eva March. *The World's Story: A History of the World in Story, Song and Art*. Houghton Mifflin Company, 1914.

Thomas, Dylan. "Do Not Go Gentle into That Good Night." *Poetry Foundation*, 1957.

Vendler, Helen. *Poems, Poets, Poetry: An Introduction and Anthology*. Bedford/St. Martin's, 2009.

Wordsworth, William. "I Wandered Lonely as a Cloud." *Poetry Foundation*.

Zhao, Shichao. "A Methodological Reflection: Deconstructing Cultural Elements for Enhancing Cross-Cultural Appreciation of Chinese Intangible Cultural Heritage." *Lecture Notes in Computer Science*, 2020.

Author Details

Lok Raj Sharma, Associate Professor, Department of English, Makawanpur Multiple Campus, Hetauda, Nepal,
 Email ID: lokraj043@gmail.com