

ACCOMPLISHING LANGUAGE COMPREHENSION THROUGH TEACHING POETRY IN INDIAN CLASSROOMS

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Abstract - The aim of this study is to search out the students' perception towards poetry and conjointly to glimpse at totally different techniques in teaching English language and Literature, Poetry in especially. The main target of this study is to suggest a desirable and convenient approach to introducing poetry to the learners by enriching the contemplative, expressive, and systematic capabilities of the students within the second language classroom in India. Language teaching should facilitate the students to realize different language skills. Learning grammar is not only for the sake of the language but conjointly, they should utilize to understand things that they study, commune with others' thoughts, feelings and figure out their thoughts and ideas. In this case, the researcher would like to state the impact of poetry in developing learners' language skills. In general, no teacher will ever apply just one methodology or technique and a good teacher of teaching poetry within the English Language in all probability uses numerous techniques and methods. However, the effective teacher can comprise the unification of all the potential techniques within the second language classroom. Numerous techniques and methods are there for teaching poetry in the English language in the Indian classroom scenario. The objective of the suggested Confederation of Techniques is to felicitate the learners to achieve and enrich their language skills. Hence the teachers of poetry in English will be able to broaden numerous aids and tactics to craft their teaching more competent to facilitate their students to accomplish their learning outcome.

Index Terms - contemplative, confederation, fascinating, strategies, unification.

I. INTRODUCTION

The purpose of teaching the English Language is for enlightening the learners to be aware of English

language grammar. It is an essential development where the learners are supposed to know about or to study by heart the notes prescribed in the syllabus. Language teaching must facilitate the students to attain other language skills. Learning grammar is not only for the sake of the language but also, they must utilize it to comprehend things that they study, commune with others' thoughts, feelings and figure out their thoughts and ideas. In this case, the researcher would like to state the effect of poetry in developing learners' language skills. Teaching and learning poetry engross sundry processes and not within a single step. Whenever the student is learning poetry, he/she (learner) could possibly interact with authentic notes, determine others' feelings, ideas, culture, and have the opportunity to convey their opinions.

Kachru (1985) segregates English in the world into three categories; the first category consists of native speakers for whom English is the first language; the second category consists of people using English as their official (second) language, and the speakers learning English as a Foreign Language comprises the final category.

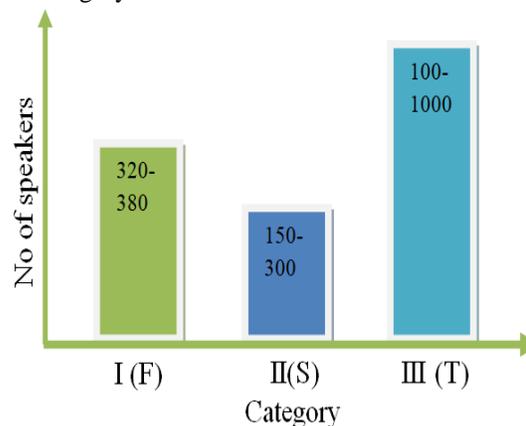
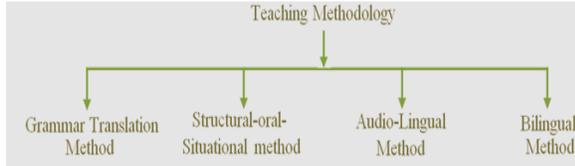


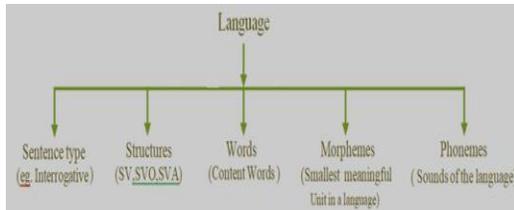
Figure:

The implications of the use of English in the world today will have an impact on our perception of what constitutes ‘good’ English and, as a corollary, the teaching of both its spoken and written forms. Since English is a highly visible language in the world today, it is often seen as the villain of the piece, responsible for the waning and death of many local languages.

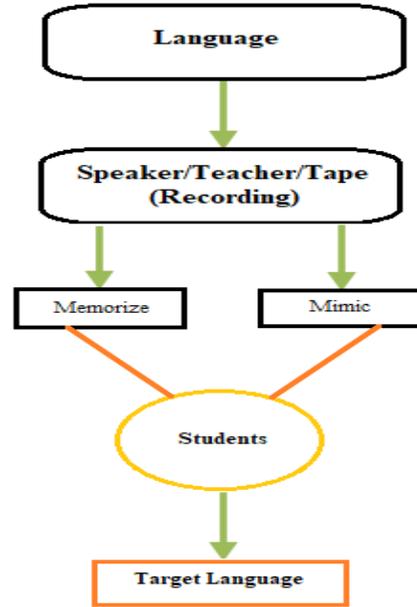


II. TYPES OF METHODS

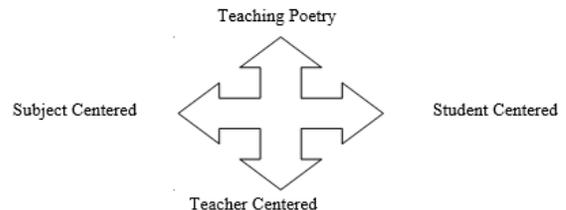
- The learner could translate the sentence from the mother tongue into the target language by applying the GTM method. It aims primarily on the skills of reading and writing with little emphasis on listening or speaking and also it is not too demanding on the teacher. GTM had its origin in Germany and was popular from the 1840s to the 1940s.
- The SOS method came into being as an alternative to the direct method. It is a systematic presentation and follows rigorously selected and graded grammatical structures of English in effective and meaningful situations. In this methodology, language things are first instructed orally.



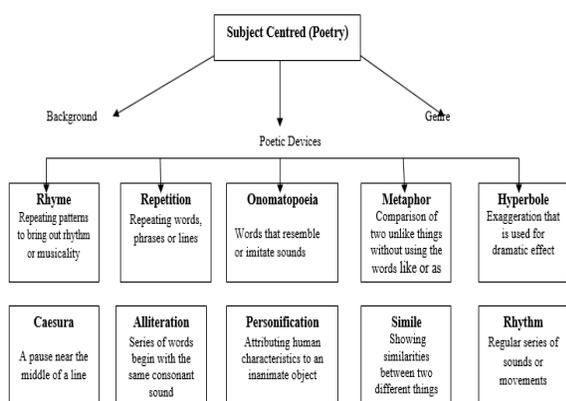
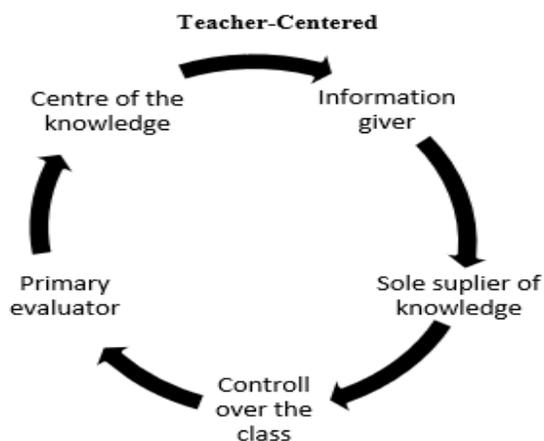
- The audio-lingual method treated every language ability severally (LSRW). But it centered primarily on the ability to listen and speak. The primary few stages consider listening and speaking skills. The language was introduced through dialogues that contained common structures utilized in everyday communications yet as helpful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to any or all the options of the spoken target language.



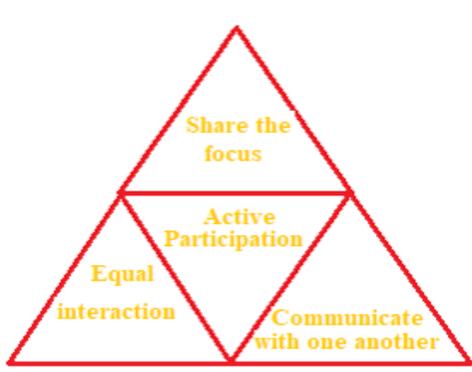
Kristina Robertson (2009) states that points out that splendid opportunities for LSRW (Listening, Speaking, Reading, and Writing) are proffered by Poetry. It conjointly facilitates students an opportunity to develop the vocabulary information to play with language and to figure with various rhyme patterns. The cultural and linguistic multiplicity of the students plays a vital role in Indian classrooms. The students who have not studied English as their first language, (The non-native speakers of English) English language teaching has always been an obstacle to those students. Teaching literature, significantly poetry has forever been very complex. Therefore, it is terribly exigent not just for the student but so terribly troublesome for the teacher. Teaching an individual poem engages various issues that are different from planning a whole course. The researcher has known the three widespread strategies of teaching poetry as follows:



Hence the teachers of poetry in English will be able to broaden numerous aids and tactics to craft their teaching more competent to facilitate their students to accomplish their learning outcome.



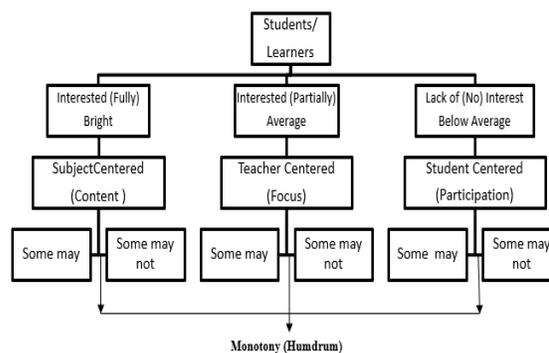
Student (Learner) Centered



III. CONFEDERATION STRATEGY

In general, no teacher can ever apply one of the given methods and a good teacher of teaching poetry in the English Language probably uses various techniques and strategies. But the effective teacher will comprise the unification of all the possible techniques together. He/she may also blend personal experiences with a literary background, movie clips with intense readings, and biography with prosody.

Indian Classroom Students (ICS)



Example:

No man is an island
-John Donne

No man is an island,
Entire of itself,
Every man is a piece of the continent,
A part of the main.
If a clod be washed away by the sea,
Europe is the less.

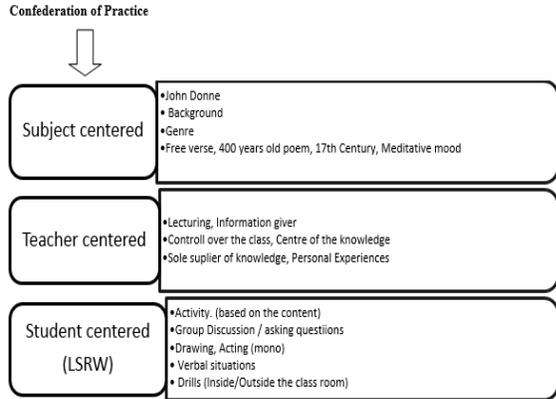
As well as if a promontory were.
As well as if a manor of thy friend's
Or of thine own were:

Any man's death diminishes me,
Because I am involved in mankind,
And therefore, never send to know for whom the bell
tolls;
It tolls for thee.

IV. ANALYSIS

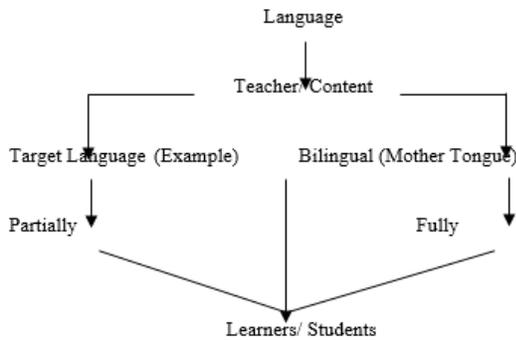
John Donne's short poem, (the above) No Man is an Island tied all human beings in the world are as one. The poet insists on the value of humanity and unity among human beings. When they (people) isolate from others, they could not experience the prosperity of life. The man who is living alone has compared with the person living on an isolated island. God has created the man to relish his life with others; he cannot lead his life in mere isolation. The poet compares mankind as one author and is one book. Hence the death of a man is meant to be the end of the chapter in the book. The life cycle of mankind is interdependent. Donne highlighted that the anger of one person will affect his relationships with others. Death plays a vital role in everyone's life and it can isolate a person from another; even in the case of death, the person remains alive in the hearts of his loved ones. Living life by

oneself is not possible. Loneliness or emptiness in the heart can never protract from the growth of a person. If a man wants to succeed in his life, he must fill (load) his heart with love and joy. Mutual love, caring, support, and guidance are what make a happy man.



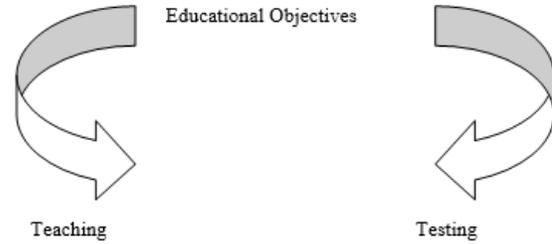
V. THE BILINGUAL METHOD

This method was developed by Dr. C.J. Dadson. It made use of the language of the native speaker (the mother tongue) and the intended language. This method was not formally followed in our country. Most of the English language teachers made use of the mother tongue while handling English irrespective of the institution. The use of the mother tongue is permitted in the bilingual method. It is built around situations.



VII. TEACHING AND TESTING

Teaching and testing are seen as two separate areas of operation. The feedback from testing is the associate assessment of however well the academic objectives are complete.



A test may be either progressive or backward-looking testing and teaching are closely linked or one will influence the opposite either positively or negatively. More and more people these days need to seek out however practiced the students are in English. This can be as a result of English has become a world language.

VII. OUTCOME

Learners should run time to soak up the new language before they are asked to speak. They learn best by doing things. Learning takes place best during a relaxed and happy atmosphere also active participation facilitates the learning of recent material. The total physical response permits learners to realize a high degree of success. Hence fine arts (music, art, drama) aid suggestions and may be integrated with the teaching/learning method.

IX. CONCLUSION

The researcher would like to state the truth that the obtained skills are engaged during the poetry teaching process, these skills are developed and this would facilitate the learner’s competence. There are so many approaches. Numerous techniques and methods are there for teaching poetry in the English language in the Indian classroom scenario. The objective of the suggested Confederation of Techniques is to facilitate the learners achieve and enrich their language skills.

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