AN ANALYTICAL STUDY ON THE STUDENTS PERCEPTION OF POETRY IN INDIA'S SECOND LANGUAGE CLASSROOMS

[1]S.Devamatha,   [2]M.Maheswaran,   [3]K.Jangaiah

[1,2,3]Assistant Professor, Department of H & S, Brilliant Institute of Engineering and Technology, Hyderabad, India

ABSTRACT

The purpose of this study is to learn how students view poetry while also taking a look at various methods for teaching English language and literature, specifically poetry. The goal of this study is to provide an engaging and practical method for teaching poetry to learners by enhancing their capacity for reflection, expression, and organization in Indian second-language classrooms. The acquisition of additional language abilities by pupils must be facilitated through language education. They must use grammar to understand the material they are studying, communicate with others' thoughts and feelings, and as certain their own thoughts and ideas. Studying grammar is not just for the language's sake. In this case there searcher would like to state to the effect of poetry in developing learners' language skills. In general, no teacher can ever apply only one methods or technique and a good

teacher of teaching poetry in English Language probably uses various techniques and strategies. But the effective teacher will comprise the unification of all the possible techniques together in the second language classroom. Numerous techniques and methods are there for teaching poetry in English language in the Indian classroom scenario. The objective of the suggested Confederation of Techniques is to felicitate the learners 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 student to accomplish their learning outcome.

Key words: contemplative, confederation, fascinating, strategies, unification.

I. Introduction

The purpose of this study is to learn how students view poetry while also taking a look at various methods for teaching English language and literature, specifically poetry. The goal of this study is to provide an engaging and practical method for teaching poetry to learners by enhancing their capacity for reflection, expression, and organisation in Indian second-language classrooms. The acquisition of additional language abilities by pupils must be facilitated through language education. They must use grammar to understand the material they are studying, communicate with others' thoughts and feelings, and as certain their own thoughts and ideas. Whenever the student is learning poetry, he/she (learner) could possibly interact with authentic notes, determine others' feelings, ideas, culture and have 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.
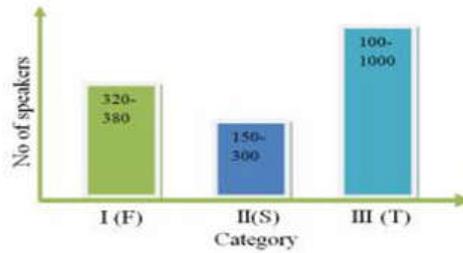
The implications of the use of English in the world today will have an impact on our perception of what constitutes 'good' English and, as a corollary, the teaching of both its spoken and written forms. Since English is a highly visible language in the world today, it is often seen as the villain of the piece, responsible for the waning and death of many local languages.

orally. Reading and writing follow the oral work.
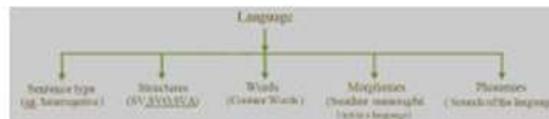
The Audio-Lingual Method (AL)

The audio lingual method treated each language skills separately (LSRW). But it focused primarily on the skills of listening and speaking. The first few stages concentrate on listening and speaking skills. Language was introduced through dialogues which contained common structures used in everyday communications as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listening carefully to all the features of the spoken target language.
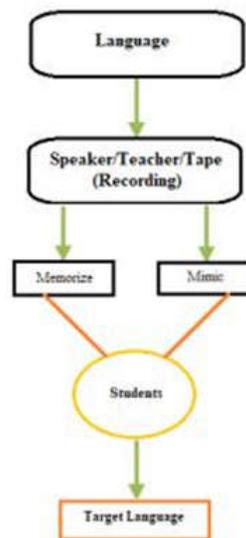
Grammar Translation Method (GT)

The GTM is a method of learning language during the vast study of its grammar. 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 1840's to the 1940's.

The Structural – Oral- Situational Method (SOS)

The SOS method came into being as an alternative to the direct method. It is the systematic presentation and practice of carefully selected and graded grammatical structures of English in effective and meaningful situations. In this method language items are first taught

Kristina Robertson (2009) states that points out that splendid opportunities for LSRW (Listening, Speaking, Reading and Writing) proffered by Poetry. It also facilitates students a chance to develop vocabulary knowledge to play with language, and to work with various rhyme patterns. The cultural and linguistic multiplicity of the students plays a vital role in Indian classrooms. The students those who have not studied English as their first language, (The nonnative speakers of English) English language teaching has always been a stumbling block to those students. Teaching literature, particularly poetry has always been very complex. Hence it is terribly exigent not only for the student but so very difficult for the teacher. Teaching an individual poem engages various problems which are different from in designing an entire course. The researcher has identified the three widespread methods of teaching poetry as follows: will comprise the unification of all the possible techniques together. He/she may also blend personal experiences with literary background, movie clips with intense readings and biography with prosody.
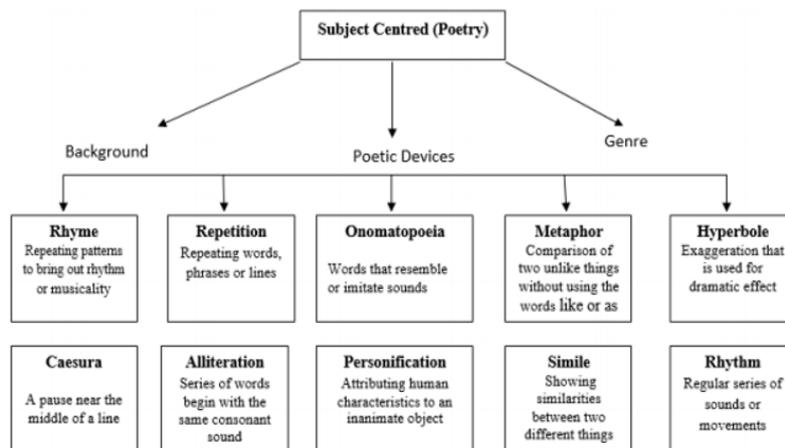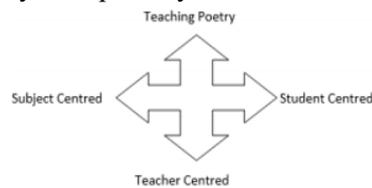
Hence the teachers of poetry in English will be able to broaden numerous aids and tactics to craft their teaching more competent to facilitate their student to accomplish their learning outcome.

Confederation Strategy

In general, no teacher can ever apply one of the given methods and a good teacher of teaching poetry in English Language probably uses various techniques and strategies. But the effective teacher

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'sOr 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.

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 intend 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 in the irrespective of the institution. The use of the mother tongue is permitted in the bilingual method. It is built around situations.
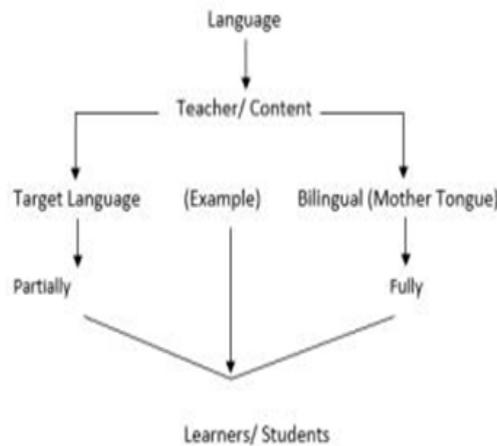
Teaching and Testing
John Donne's short poem, (the above) No Man is an Island tied all human beings in the world are as one. The poet insists the value of humanity and unity among the human beings. When they (people) isolate from others, they could not experience the prosperity of life. The man who is living alone has compared with the person living in an isolated Island.
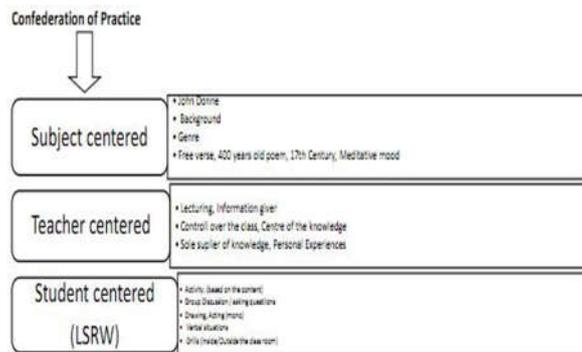
Teaching and testing are seen as two distinct areas of operation. The feedback from a person from another; even in the case of death, the person remains alive in the hearts of his loved ones. Living a life by oneself is not possible. Loneliness or emptiness in the heart can neverprotract the growth of a person. If a man wants to be succeed in his life, he must fill (load) his heart with love and joy. Mutual love, caring, support and guidance is what make the happy man.

 Outcome
Learners must be given time to absorb the new language before they are asked to speak. They learn best by doing things. Learning takes place best in a relaxed and happy atmosphere also active participation facilitates in the learning of new material. Total physical response allows learners to achieve a high degree of success.

Conclusion

The researcher wants to make it clear that acquired abilities are used and improved during the poetry teaching process, which will help learners become more competent. There are several strategies. There are several strategies and approaches available for teaching English poetry in the context of an Indian school. The recommended Confederation of Methods seeks to help students improve and advance their language abilities.

Reference

1. Bright, J.A. and McGregor, G.P. Teaching English as a Second Language: Theory and Techniques fo r the Secondary Stage, London: Longman, 1973.
2. Bamon, J.K. "The Real Classroom : Their Challenges to Pedagogy," Journal of English Language Teaching (India), 41(1), 2005: 15-25
3. Das, Mahajiteswar. Papers on English Language Teaching, Cuttak: Friends' Publishers, 1990.
4. Finocehiaro, Marry. "Motivation in Language Learning," English Teaching Forum, XTV (3), July, 1976: 4-8.
5. Haycraft, John. An Introduction to English Language Teaching, London: Longman, 1978.
6. Rivers, Wilga M. A Practical Guide to the Teaching of English as a Second or Foreign Language. New York: Oxford University Press, 1983.
7. Millrood, Radislav. "Unsuccessful Learners: in Search of a Neglected Cornerstone," ELT Journal, 55(4), October, 2001:405-407.
8. Neelakantan, Mangalam. "Language Learning Anxiety - Bridging the Gap: The Teacher's Role," Journal of English Language Teaching (India), 40(1), 2004: 25-28.
9. Sanjaya, Pramila. Teaching and Learning of English, Jaipur. Bohra Prakashan. 1996
10. Ramanujam, P. "The use of the mother tongue in the ESL Classroom," The Journal of English Language Teaching (India), 39(4), 2003: 30- 35.
11. Tickoo, M.L. "New Technologies in ELT: a case for cautious optimism," Journal of English Language Teaching (India), 40(2), 2004: 7- 13.
12. Thaine, Craig. "The assessment of Second Language Teaching," ELT Journal, 58(4), October, 2004: 336-345