

THE POETRY ON TEACHING OF ENGLISH

Mr. Brijesh Kumar Singh Patel

Assistant Professor

Mata Jiyo Devi College of Education, Hissar

ABSTRACT

Students in Abroad do not show much in studying English poetry. If they have a chance to select between English Poetry and some other courses, most of them would rather like some other courses, instead of English Poetry. Hence, how to create a better atmosphere of learning and develop the pleasure of learning in the classroom is the most concerned in the teaching of poetry. Are there any ways for teachers to use in the process of teaching English poetry? In solving this problem, the writer of this paper presents the following three ways: (1) Using English songs, (2) Access to Network, and (3) Classroom Activities.

Songs are considered as a very useful supplementary tool in raising students' interest in learning. Therefore, it is a good way to teach English Poetry by using English songs. There are so many resources and materials related to English Poetry, which can be found in a variety of websites. With the help of these websites, teachers of English Poetry can enhance their teaching capabilities and qualities and increase students' interest in studying poetry. As for the classroom activities, students' participation is highly emphasized. The classroom activities include Games, Paraphrasing, Recitation, Dictation, Group Discussion and a name poem.

INTRODUCTION

Reading poetry gives us pleasure, as Laurence Perrine said in Sound and Sense, "People have read it or listened to it or recited it because they liked it, because it gave them enjoyment." Poetry gives readers pleasure in two ways: audio and visual pleasure. In the sense of audio pleasure, reading a poem is really pleasurable, for a poem intimately connected with music and sound, and the beauty of a poem lies in the musical sound of words in the poem, as a poem is defined as "a piece of writing in which the words are chosen for their beauty and sound and are

carefully arranged.” Most poets compose their poems by using sound and rhythm. The sound of a poem can create some mood or feelings. The rhythm is the alternation between the stressed and unstressed syllables in a poem like the beating of a heart or the “breathe in” and “breathe out” of our breath. The sound and rhythm of a poem produce a pleasing effect. Besides, poetry also gives readers a visual pleasure. Some poets, such as George Herbert, John Hollander, and Dorthi Charles, like to create their poems by arranging words in the shape of a picture like artists and sculptors by using their paints or clay. The pictures are of various shapes, including a house, a tree, an altar, a fish, a cat, a smoke, a swan, etc.

However, students in Abroad do not show much interest in studying English Poetry. If they have a chance to select between English Poetry and some other courses, most of them would rather like Tourism and Hospitality English or some others, instead of English Poetry. Hence, how to increase students’ interest in learning English Poetry is most concerned of the teachers of literature. It is also the main purpose of writing this paper. The thesis of this paper is to enhance students’ motivation of studying English Poetry and create a better atmosphere of learning and develop the pleasure of learning in the classroom. Under this situation, the teachers of literature can find their enjoyment in teaching English Poetry. They don’t think that teaching English Poetry is a very boring and tedious job.

USE NETWORK TO TEACH ENGLISH POETRY

With the help of Network, we play the poem recordings in the classroom and we encourage students to listen to English poems read by such native speakers as Walter Rufus Eagles, Richard Stevens, Laura Lee Parrotti, Edward Eller and others. Walter Rufus Eagles was a poet himself. In his personal website “Eaglesweb.com,” Eagles not only read his own poems, but also read the poems by some other poets. His readings are totally six hundred traditional poems and modern poems on the site. Richard Stevens reads his favorite classic English poems. Laura Lee Parrotti read most of Emily Dickinson’s poems. And Edward Eller read Edgar Allen Poe’s “Annabel Lee.”

1. Singing the Song after Learning the Poem

Not only listening to the poem, students will also have a chance to sing the song. We will play the song for students to sing together in class after they learn the poem. For example, after

they learn Edwin Arlington Robinson's "Richard Cory," we will play the song for them to sing.

2. Watching Videos about Poets and Poems

Besides, we also play some videos for students in the audio-video classroom or the computer classroom. Some websites offer some good programs or projects to help us in presenting videos. "The Favorite Poems Project" is one of them. It was founded by Robert Pinsky, the 39th Poet Laureate of the United States. The Favorite Poem Project collects 45 short videos of Americans reading and speaking personally about poems they love. Here are some of the examples:

CONCLUSION

Poetry has magic. It can touch us and delight us. Sometimes it makes us laugh; sometimes it makes us cry. Poetry functions as a media between the poet and the reader; it also functions as a media between the teacher and students. If teachers of English poetry can find good ways to stimulate students' interest in learning poetry, both teachers and students will like this "magic media". If teachers can employ active ways to teach students how to appreciate poetry, students will find learning English poetry enjoyable. And teachers themselves will find that teaching poetry is no longer a burden.

REFERENCES

- Collins Cobuild. 2003 Edition.
- Deeney John, J. and Yen, Yuan-shu. and Chi, Ch'iu-lang. (1977). English Literature Anthology for Chinese Student, Volume 2, Revised and Enlarged Edition. Taipei: Wen Lao Publications.
- Kennedy, X. J., and Gioia, Dana. eds. (1998). An Introduction to Poetry, 9th ed. New York: Addison Wesley Longman, Inc.
- Perrine, Laurence. (1973). Sound and Sense: An Introduction to Poetry New York: Harcourt Brace Jovanovich, Inc.
- <http://www.bessbonnier.com/listen>,
- <http://www.eaglesweb.com>
- <http://www.musicanet.org/en/CDC/aug01en.htm>
- <http://www.favoritepoem.org/poems/index.html>
- <http://www.contemplator.com/ireland/believe.html>,
- <http://teacher2b.com/creative/poetryl.htm>

- http://www.mathcs.duq.edu/~tobin/PR_Critic/Audio.html
- http://wiredforbooks.org/poetry/laura_lee_parrotti.htm
- http://wiredforbooks.org/poetry/richard_stevens.htm

IJRSSH

Picture poems, pattern poems and haiku, thus offer ways of making English a means of personal expression, creativity and development, serving to reduce affective barriers in a non-threatening learning environment. Popular song scripts can also facilitate awareness of pronunciation, intonation and sentence flow, in addition to containing contemporary cultural commentary. This author therefore suggests that a broader perspective on the use of poetry in the language classroom can lead to meaningful and successful language learning. Picture poems (2): the words are arranged to outline a shape. (below) (Hadfield & Hadfield, 1997) shows two pictographic, or "concrete" poems. This type of picture poem suggests actions rather than shapes, combining meaning and appearance.

1. Introduction The world of teaching English as a foreign or second language has come up with numerous approaches, methods and techniques to make teaching and learning English in classroom environments as effective and enjoyable as possible (Bushman & Bushman, 1994). It aims to elicit the teacher trainees' views on poetry as a motivating language teaching tool to achieve multi-skills development with different age and proficiency groups of learners. The items were formulated according to these uses and functions of poetry in EFL, which are all mentioned in the related literature exemplified above. I sometimes teach an intro to lit course for non-English majors, and I have them do a poetry paper on song lyrics. I want them to realize that poetry isn't something that's confined solely to a stodgy English classroom. I can tell you what I do to introduce the idea of close reading, which might also be useful for you in a general course about poetry. Sorry if it's a little bit long. I first try to demystify the idea of close reading to get them away from the notions that you're supposed to find "hidden meanings," to read between the lines as opposed to really reading the lines themselves, or, worst of all, to simply make stuff up. Teaching English through Poetry - Free download as Word Doc (.doc / .docx), PDF File (.pdf), Text File (.txt) or read online for free. The use of poetry in the classroom. The poem should be read in a natural voice, and the teacher can highlight the fact that you do not always stop at the end of each line, but instead use the poem's punctuation as a cue to where the pauses should be. Be sure to include some poems written for kids and young adults. Children's poetry can be so much fun, and it also gives students a chance to talk about important ideas and feelings. Discuss the vocabulary used in different poems. Poems offer a wonderful opportunity to teach new vocabulary related to a topic or idea, as well as a chance to think about language. Why did the poet choose a certain word? Have you ever used poetry to teach English in your class? If you have you can probably confirm that it was not a great success. The majority of your students were probably bored and didn't share your passion for the poem. And thus they found your lesson boring and useless. Therefore, it may seem that using poetry for teaching is a waste of time. So, how about if I offer you a poem your students will love and remember for a long time? Do you think it is impossible? Well, try the following lesson plan and see if you don't change your mind.