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A STUDY ON TEACHING THE SIMPLE AND BASIC TECHNIQUES (LITERARY DEVICES)
FOR EASY LEARNING AND WRITING ENGLISH POETRY AS A PART OF THE
DISCOURSES FROM HIGH SCHOOL LEVEL

BHASKARARAO CHILLA

PhD Scholar (English)

Bharatiya Engineering Science and Technology Innovation University (BESTIU)

E-mail: vizzu1509@gmail.com



BHASKARARAO CHILLA

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ABSTRACT

Poetry is a recreation of objects and thoughts in beautiful way and makes the People aware on literature as writing the poems along with the discourses like Prose, Drama and Novel. The way of writing poetry (Classical Version in modern Emotion) in English is immemorial of our Classical poets' style of writing and awareness on current Emotion.

Keywords: poetry, Literary Devices, Discourse, High School Level

INTRODUCTION

Poetry is an efficacious source that can effectively be used in teaching English language to improve students' English language skills, including grammar and vocabulary. It deals with human interest, universal themes and offers chances for learners to express their feelings and emotions. Poetry also raises the historical and cultural awareness of learners. However, teaching English through poetry is a difficult task in non-English speaking countries like India where English teachers face many challenges. These challenges originate not only from the students but also from the teacher's teaching method and the chosen poetry texts. This paper aims to present some advantages of using poetry in teaching English language.

English language Communication skills are listening, Speaking, Reading and Writing (L, S, R, W). In this skills, listening and Reading are receptive skills whereas Speaking and Writing are productive skills which are comes under discourses. From school level the students are learning the importance of writing discourses - the prose - viz, letter writing, conversation, diary entry, essay, etc, except poetry which contains rules and techniques such as stanza, rhymes, rhythm emotions and poetic forms.

PROBLEM STATEMENT

The challenging task which teachers face while teaching the English language through poems is enhancing the sense of value and enjoyment among students who are not interested in poetry. Teaching poetry offers teachers some fundamentals of cognitive and physical skills, which in turn helps them engage the students in the learning process. Poetry is the most challenging kind of literary writing." Because of its figurative language, tough grammar, and complicated structures, it often seems difficult to teach English through poetry

second aspect is the teacher's teaching method. The teacher is an essential element in the educational process and their method of teaching plays a leading role in the quality of education. Teaching English through poetry is a difficult task and teachers are the leaders of this task

The third aspect is the selection of a poetry text. It is a major element in the teaching and learning process. The difficulties teachers face in using poetry texts in the language classroom are divided into three types: linguistic complexity, conceptual difficulty and cultural background.

The first type of difficulty is linguistic complexity. Linguistic complexity refers to the lexical, semantic and syntactic elements of any poetry text that may come in the way of students learning the language. As poetry is regarded as the most sophisticated and highest form of literature (due to its language norms deviating from Standard English), it often breaks rules of the English language that students have already become familiar with

The second type of problem in teaching poetry texts is its conceptual difficulty. This refers to the ambiguity and complexity of the concepts within the text. "Conceptual difficulty of the poetry texts is also variable and should be considered carefully. The difficulty level of a poem should suit the level of competence of the learners. The third difficulty is the cultural background of the text. It is a huge challenge teachers face in teaching language through poetry. Teachers have to consider students' unfamiliarity with the text's cultural background.

OBJECTIVES

The selection of the poetry texts is a chief element in the process of teaching English. Indeed, the appropriate selection of poetry texts that meets the teaching objectives is a challenge that teachers face in teaching English through poetry. Poetry could play a vital role in teaching

English if it is well-selected. The needs of the students, their motivation, interest, and cultural background should be taken into consideration while selecting a poem for classroom teaching." Teachers should introduce modern, romantic and lucid poems. They should also consider other criteria such as clarity of topic, simplicity of language, and contextual aspects while selecting poetry texts. The next section will discuss the selection of poetry texts (poems) based on linguistic, conceptual and cultural aspects.

The benefit of learning English language through poetry is the students will become good translators like "Kisari Mohan Ganguly" who translated our *bahabarata* into English language for European countries and "Ravindranath Tagore" who translated his own Bangali poetry into English. Our great Indian regional language poetry will be translated into English language by our students if they become good translators after completion of learning English language through poetry.

PRELIMINARY LITERATURE REVIEW

"NABIN KARKI, a research scholar, from Faculty of Education Tribhuvan University, Janta Multiple Campus, Itahari, Sunsari, Nepal, submitted his thesis on the topic "TECHNIQUES OF TEACHING POETRY AT SECONDARY LEVEL" which follows some methods (given below) to understanding the poetry. After going through these methods which need some plan of actions. According to the research scholar NABIN Karki, students follow only activities rather than techniques. If the students follow the activities, they will avoid the techniques (literary devices) which is very useful to understand poetry.

The research scholar, "NABIN KARKI" follow these activities in which I noticed to need the useful techniques (literary devices).

- a. Pre-reading activities
- b. While-reading activities
- c. Post- reading activities

a. Pre-Reading activities:

The activities that can be conducted during pre- reading activities are as follows:

1. STIMULATING STUDENT INTEREST IN THE TEXT

The activities that can be conducted under pre reading phase are: Students predict the theme of the poem from its title or a few keywords or phrases in the poem, students or group of students are given different lines from the poem and asked to suggest the subject or theme of the poem, does this change when they hear the other lines read aloud in the class? Students discuss or describe pictures or photographs relevant to the theme of the poem...

2. PROVIDING THE NECESSARY HISTORICAL OR CULTURAL

BACKGROUND

The activities that can be conducted during providing the necessary historical or cultural background phase actions are as follows: students which describes the historical or cultural background to the poem. students read or listen to a text about the author's life which may deepen their understanding of the themes of the poem

3. HELPING STUDENTS WITH THE LANGUAGE OF THE POEM

The activities that can be conducted during helping students with the language of the poem phase actions are as follows: If there is unusual or deviant language in the poem, students could be asked to work on activities exploring more normative uses of language. For example, if certain verbs in a poem collocate with unusual nouns students could be asked to predict what the unusual collocates for the verbs are before comparing this with the language of the poem...While-Reading Activities

The activities that can be conducted under while reading activities are: students are given a jumbled version of the poem (either lines or verses) and asked to put it together again. Jumbling up verses works particularly well for poems with a strong narrative, for example ballads, certain words are removed from the poem, and students have to fill in the gaps - either by themselves or using a list of words provided...Post-Reading Activities. The activities that can be under post reading activities are as follows:

1. HELPING STUDENTS TOWARDS AN INTERPRETATION OF THE POEM

The activities that can be conducted during helping students towards an interpretation of the poem phase actions are: students are given a series of statements about the possible underlying meanings of the poem, and they decide which ones are true or false, if a poem is written in rather archaic language, students are asked to compare this to two versions of it in modern English – which version best captures the meaning and tone of the poem?...

2. FURTHER FOLLOW-UP ACTIVITIES

The activities that can be conducted during follow up activities are: students rewrite the poem as a different form of discourse. This works particularly well with ballads or narrative poems – students either rewrite the story as if it were a newspaper article or the script for a soap opera, students read and discuss other poems by the same author, or other poems on the same theme...

METHODS

Poetry is an effective and reliable material in teaching English language.

It offers astounding opportunities for reading, writing, speaking and listening practices for English learners. Teaching English through poetry

has many advantages such as it being of authentic material, being a medium to express emotions and feelings, being a wonderful carrier of culture, and being able to help improve students' linguistic knowledge and skills. Poetry is often regarded as the most sophisticated genre of literature, comprising a variety of contents that are narrative, lyrical and dramatic in nature. Some of the difficulties teachers face while teaching English through poetry are the students' proficiency level, the teachers' method of teaching and the chosen poetry texts.

The students from school level learn the English language through poetry which contains literary devices such as Stanza, rhyme, rhythm, figurative language and poetic forms. The teacher makes the students learn these elements class wise.

Techniques

- 1) Teacher makes the students learn 4-line stanza (Quatrain), single and double rhyming with figurative language based on similarities, Ex: "simile "and "metaphor" in "6th class" content given by the teacher or own without meter.
- 2) Teacher makes the students learn 4 lines stanza (Quatrain), single and double rhyming with figurative language based on Sound, Ex: "pun" and "alliteration" in "7th class" content given by the teacher or own without meter.
- 3) 3)Teacher makes the students learn 8 lines stanza (Octava), enclosed rhyming with figurative language based on sound "pun" and "alliteration" in "8th class" content given by the teacher or own without meter.
- 4) Teacher makes the students learn 8 lines stanza (Octavia), enclosed and alternative rhyming with figurative language based on construction, Ex: "hyperbole" and climax in "9th and 10th class" content given by the teacher or own with meter.
- 5) Teacher makes the students learn 12 lines stanza (sonnet), enclosed and alternative rhyming with figurative language based on contrast, Ex: "paradox" and "irony" in "+2 classes 11th and 12th content given by the teacher or own with meter.

Note: The all elements of the previous classes are repeated for next classes.

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