



EFFICACY OF CONFEDERATION STRATEGY FOR TEACHING POETRY IN THE SECOND LANGUAGE CLASSROOM IN INDIA

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ABSTRACT

The aim of this study is to find out the students perception towards poetry and also to glimpse at different techniques in the teaching English language and Literature, Poetry in particular. The focus of this study is to recommend a fascinating and the convenient way of introducing poetry to the learners by enriching the contemplative, expressive and systematic capabilities of the students in the second language classroom in India. Language teaching must facilitate the students to attain the 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 to figure out their thoughts and ideas. In this case the researcher 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 teaching 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 the 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 to figure out their thoughts and ideas. In this case the researcher would like to state to the effect of poetry in developing learners' language skills. Teaching and learning poetry engross sundry process 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 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.

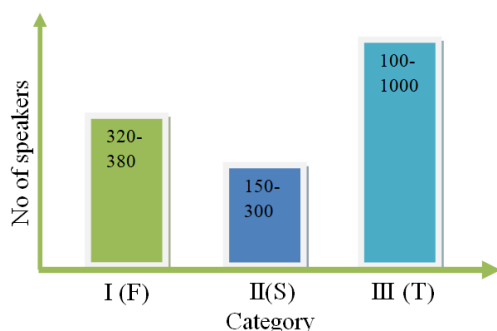
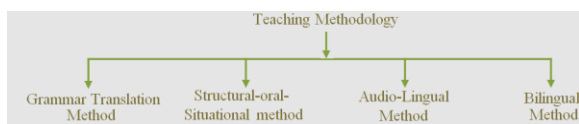


Figure:

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. Grammar Translation Method (GT)

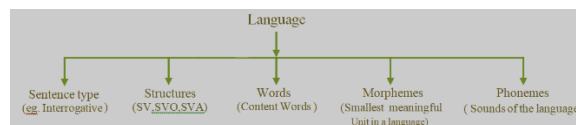
The GTM is a method of learning language during the vast study of its grammar.

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.

III. The Structural – Oral- Situational Method (SOS)

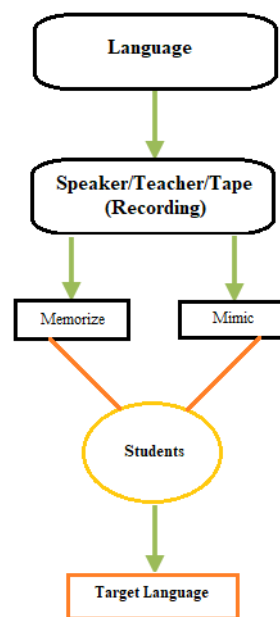
The SOS method came into being as an alternative to the direct method. It is the systematic

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 orally. Reading and writing follow the oral work.



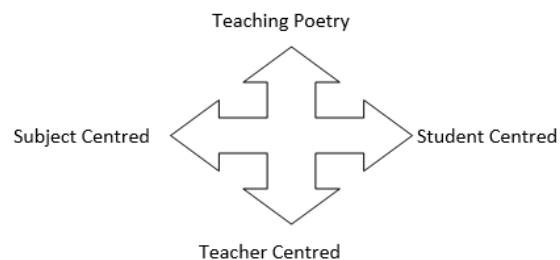
IV. The Audio-Lingual Method (AL)

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.

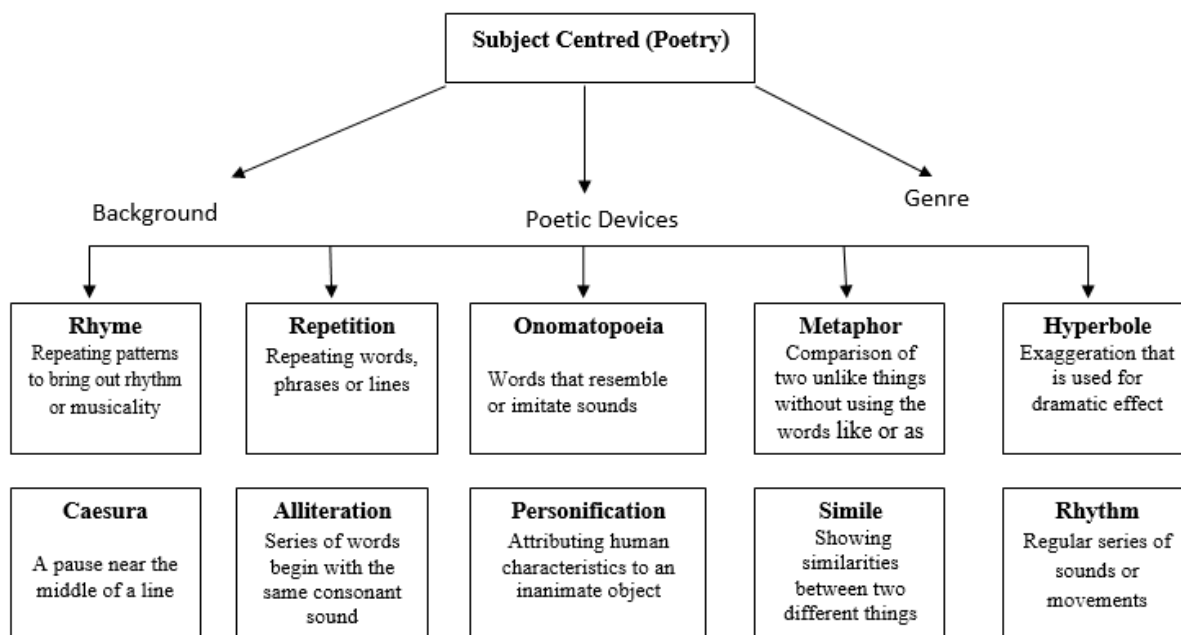


Kristina Robertson (2009) states that points out that splendid opportunities for LSRW (Listening, Speaking, Reading and Writing) proffered by Poetry. It also facilitates students a chance to develop vocabulary knowledge to play with language, and to work with various rhyme patterns. The cultural and 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 non-native 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:

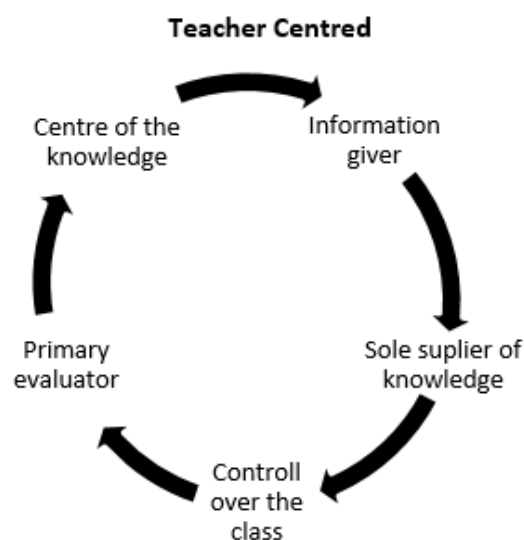


Hence the teachers of poetry in English will be able to broaden numerous aids and tactics to craft their teaching more competent to facilitate their student to accomplish their learning outcome.

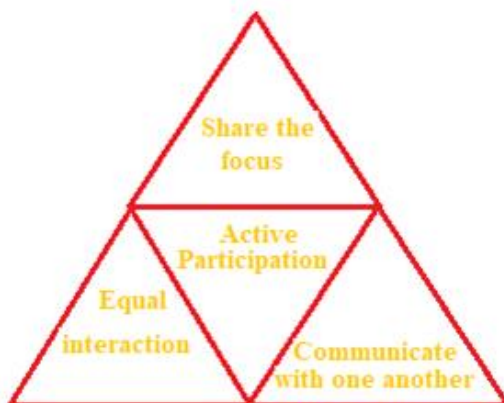


V. Confederation Strategy

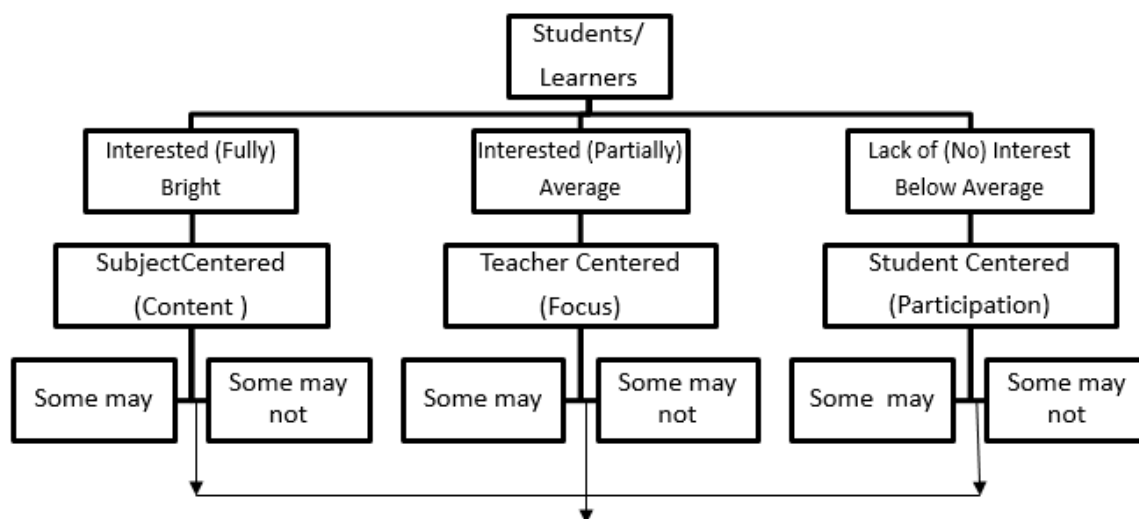
In general, no teacher can ever apply one of the given methods and a good teacher of teaching poetry in English Language probably uses various techniques and strategies. But the effective teacher will comprise the unification of all the possible techniques together. He/she may also blend personal experiences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



Indian Classroom Students (ICS)



Indian Classroom Students (ICS)



Monotony (Humdrum)

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.

VI. Analysis

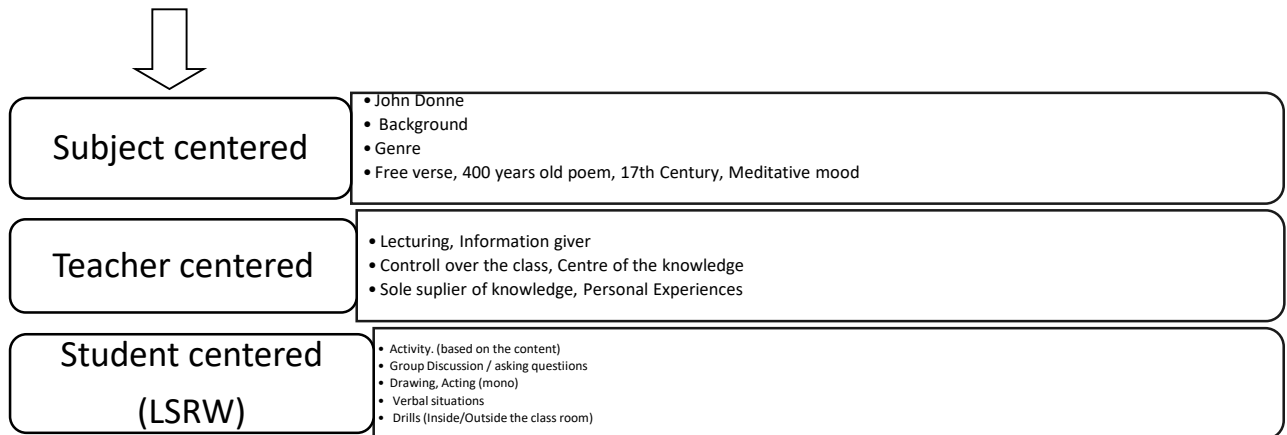
John Donne's short poem, (the above) *No Man is an Island* tied all human beings in the world are as one. The poet insists the value of humanity and unity among the human beings. When they (people) isolate from others, they could not experience the prosperity of life. The man who is living alone has compared with the person living in an isolated Island. God has created the man to relish

his life with others; he cannot lead his life mere isolation. The poet compares mankind as of one author and is one book. Hence the death of a man meant to be the end of the chapter in the book.

The life cycle of the mankind is interdependent. Donne highlighted that the angry of one person will affect his relation with others. Death plays a vital role in everyone's life and it can isolate

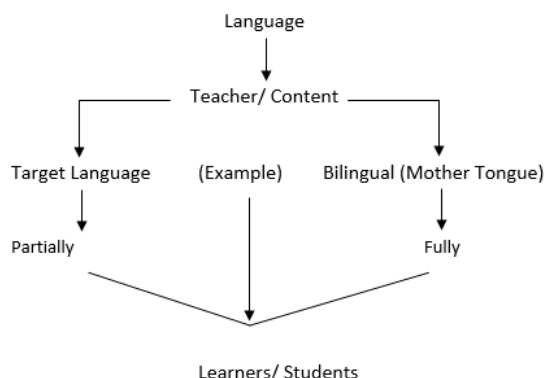
a person from another; even in the case of death, the person remains alive in the hearts of his loved ones. Living a life by oneself is not possible. Loneliness or emptiness in the heart can never protract the growth of a person. If a man wants to be succeed in his life, he must fill (load) his heart with love and joy. Mutual love, caring, support and guidance is what make the happy man.

Confederation of Practice



VII. The Bilingual Method

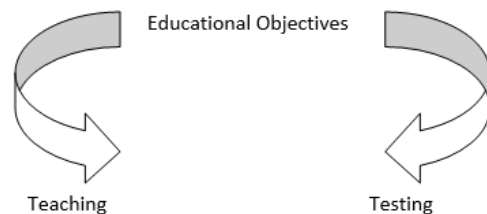
This method was developed by Dr. C.J. Dadson. It made use of the language of the native speaker (the mother tongue) and the intend language. This method was not formally followed in our country. Most of the English language teachers made use of the mother tongue while handling English in the irrespective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



VIII. Teaching and Testing:

Teaching and testing are seen as two distinct areas of operation. The feedback from

testing is an assessment of how well the educational objectives have been realized.



Test can be either forward looking or backward looking testing and teaching are closely linked or one can influence the other either positively or negatively. More and more people today want to find out how proficient the students are in English. This is because English has become a global language.

IX. 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. Hence fine arts

(music, art, drama) aid suggestion and should be integrated with the teaching/learning process.

X. 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 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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