

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 “breatheout” 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.

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