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03

Teaching Ideas for Poetry for L2 Learners

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ABSTRACT

Poetry is concerned with inward feeling and thought. It is more compressed than prose,the organisation of words more closely knit and the verbal textures more dense. Its language unites thoughts and feelings and is a bridge between the two worlds we live in,the world of material things and the world of inward experience.   Methods should be tailored to engage learners actively and constantly with the poems,so that they become an enlargement of their emotional and intellectual experience. Obviously,there is no single method which will work,as learners have specific needs,but most importantly one must remember that when teaching poetry we must allow learners to discover a poem's rhythm,drama and meaning through their personal interpretation.

KEY WORDS : Suggested ideas, Poetry L2 learners

Poetry is a   powerful tool for raising standards in literacy and developing language skills. Its language unites thought and feeling and is a bridge between the two worlds we live in,the world of material things and the world of inward experience. It is more compressed than prose,the organisation of words more closely knit and the verbal textures more dense. It is intricate and complex and personal and"has a touch of magic that let's carefully chosen words   and   sounds   paint   vivid pictures"(Norton,1992). Poetry has a direct appeal through its imagery,its language,its subject matter.In poetyry,language is used in a particular way.It appeals to the imagination and creates vivid,visual imagery,by artfully manipulating the forms and meanings of language and devices such as meter,rhyme and alliteration,which help in enhancing the content of a poem.

Poetry is concerned with inward feeling and thought.Teachers themselves need to be positive and enthusiastic in fostering interest and enjoyment when teaching poetry.Methods need to be tailored to engage learners actively and constantly with the poems,so that they become an enlargement of their emotional and intellectual experience. Often,after the reading,re-reading and discussion,the poem reveals depths and complexities of meaning that may not at first have been apparent.Poetry will come alive for the learners,if they can identify with it and it needs to be presented as a living and valuable experience.

Obviously,there is no single method which will work,as learners have specific needs,but most importantly one must remember that when teaching poetry, we must allow learners to discover a poem's rhythm,drama and meaning through their personal interpretation. For example, one could appropriately introduce the thematic concerns and relate these to the learners' experiences. Aspects of poetry,such as the way it reorganises syntax,inverts its own vocabulary,freely mixes registers and generates new metaphors/symbolic meanings can be highlighted. Pre-reading tasks can be given,wherein learners can associate a set of

words and phrases given to them and give reasons for their choices. A silent reading of the poem can lead to a discussion related to their personal experiences to help learners develop a critical understanding. Worksheets and handouts can be given for reinforcement. The rhyme scheme can be focussed upon.

Learners should be encouraged to express their views on the poem to encourage their own interpretation.This could be done by asking them to focus on any one line they liked/did not like,reasons why,and to think why the poet wrote that line. They could substitute the line with one of their own. To help them develop their own poetic voices, encouarge learners to compose poems. These self composed poems could be put up on a poetry notice board. A class anathology of favourite poems can be prepared. Learners can be encouraged to do choral recitation to discover the poem's rhythm,drama and meaning.To develop a taste for poetry and a critical perspective,they could read a portion of the poem and predict what would follow. To encourage discussion about personal interpretations,they can give different titles and defend their choice or encourage alternative endings.

Learners can note some common strategies that poets use such as imagery and metaphorical language, in order to focus on the details.To help develop their interpretative skills,learners could give reasons as to why a particular line was written. Dramatising stanzas for indepth reading and reflection on the poem is a good technique to experience the poem. To strengthen their reading skills,the poem can be read out in different ways. This would also help learners distinguish the subtle shifts in tone and mood.

Poetry is a versatile and engaging genre, a   rich and   varied linguistic resource,which does contribute to effective language learning.The methods used to teach po-

etry should provide new ways to set up conditions to enable learners to note the language forms used and recreate the poetic experience, with a sense of actuality,vividly and with enjoyment.

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04

Perception of Parental Behaviour of Visually Impaired Adolescents

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INTRODUCTION

It is widely recognized that full support of the parents from the very beginning of schooling is needed in order to maximize pupils' potentialities. Attempts to enhance parental involvement in education are taken by governments, administrators, educators and parents' organizations across India and world. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. The evidence about the benefits of parents being involved in their children's education in general, and their children's literacy activities in particular, is overwhelming. *Fan & Chen (2001)* reported that pa-

rental involvement in their children's' learning positively affects their academic performance. Again, the study of *Feinstein & Symons (1999*) revealed a similar result as parental involvement in their children's learning was found to have positive effect on the children's academic performance both at the primary as well as the secondary levels. Similarly, the study conducted by *Melhuish, Sylva, Sammons et al. (2001*) indicated that parental involvement in their children's' learning affects their academic performance leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school. The marked and profound influence parents have on the development of visually impaired individuals is indisputable.

NEED OF THE STUDY

Perception of parental behaviour is very important as what parents think they are doing may not be what the child perceives. Perceptions may be more important for predicting academic outcomes than the actual behavior of parents. Parental behaviour is perceived differently by children with or without disability within the same family. Perception of these behaviors affects the development of a sense of security which in turn may affect the academic achievement of the visually impaired. A review of earlier researches indicated that perception of parental behaviour of visually impaired has not been given adequate attention. Taking this into consideration, a research study was carried out on the perceptions of parental behaviour of visually impaired adolescents.

OBJECTIVES OF THE STUDY

The main objectives of the study are:
1. To identify visually impaired adolescents' perception of their parental behavior.
2. To identify the composition of family of visually impaired adolescents.