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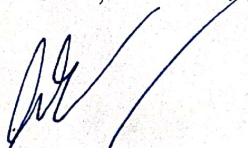
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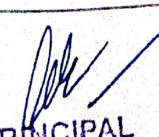
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Abstract

This paper aims to solve the problems in the classroom teaching-learning process special concern with teaching poetry, with the help of new trends and techniques corpus. Robert Frost defined poetry as, "Poetry is when an emotion has its thoughts and thought has found its words."¹ Poetry can be called as key element of any kind of literature. Further, it is the ancient and traditional genres of literature. Further, we can say that Poetry is one of the basic genres of literature as well as in the curriculum of language. In the present study, the researcher used the special literature which has a major contribution to the curriculum of teaching poetry. This study focused to find new techniques and strategies which can work as the remedy to solve the term method, as the problems of teaching poetry i.e. define the theme of the poetry, explain types of poetry, method of teaching poetry language, rhetoric, figures of speech, culture, analysis, comprehension, class environment, or a combination of two or more methods of teaching poetry etc.

Keywords: Teaching english, Poetry teaching.

INTRODUCTION

Language plays an important in any kind of communication. It is used role for the transaction of knowledge in day-to-day life and even in the teaching-learning process. In the process of education, the teacher prepares or trains the future generation to meet the challenges of the modern community. In teaching language, poetry one of the genres plays an important role. "English poetry begins whenever we decide to say the modern English language begins, and it extends as far as we decide to say that the English language extends."¹¹ Wordsworth called it as the spontaneous overflow of powerful feelings. It means poetry is the part of writers' emotions and these emotions maybe with some person, place, incident, or nature. James-Fenton rightly pointed out about the important role of poetry as well as teaching poetry. Teaching poetry in English language is a challenge to literary instructors because it requires them a great effort. There is need to create an interest of learners in teaching of poetry. When language is part of a study in Education, it needs to learn all types of genres. Hence, it is hard to read the poem without knowing the emotional aim and purpose of writing poetry. It needs to have a basic idea of the creation of poetry and emotions expressed in the concern poems. Hence, present paper is the study on the teaching poetry, problems, and solution for teaching it at the Undergraduate level in India by several techniques and parameters including socio-psychological factors. It is found that there are difficulties and problems to understand the poetry of English as a Foreign Language or Second Language in India.

LITERATURE REVIEW

a. Abutalebi et.al (2011): This group has studied on the topic, "Bilingualism Tunes the Anterior Cingulate Cortex for Conflict Monitoring," b. The different age groups and different age groups and the proficiency in bilinguals pupils i.e. n-17, mean age group of 23, and monolinguals group with n -14, mean age group of 26. This study focused only on relevant information and finds following few major findings as, "Second Language Learners are better in suppressing irrelevant information and are focusing on a given task".

b. Bialystok et.al. (2014): Bialystok, E, et.al. studied on "Producing bilinguals through immersion education: Development of metalinguistic awareness." This study was based on the hypothesis that metalinguistic awareness requires various cognitive abilities.

The study examined when metalinguistic awareness develops in bilinguals. This study was comparative study of two different groups as:

I. Group one with the samples of English-speaking children who learned French as a second language in a school context. This group of sample of was 68 in numbers.

II. Another group, which was selected for the comparative study in this research, was of that group of English-speaking children who had not learned French. They were 56 in numbers.

c. Cary, S. (2000): Cary S. studied on, "Working with second language learners: Answers to teachers' top ten questions." The book focused on deferent teaching strategies and basic skills of language as Listening, speaking, reading and writing. Use of Formulaic approach is found in each of these chapters of the book. According to John Archibald ... [et al.], in this study, the authors claimed that learning language through content is highly effective and engaging provided the appropriate teaching strategies are used.

d. Stephen Krashen (University of Southern California): In the work of Teaching English As a second language, no one can study without the literature review of Stephen Krashen's Work because he is very well known and popular researcher in the field of linguistics. He is known with his specialization in theories of language acquisition and development. His studies are mostly involved with the study of



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articles. He has non-English and bilingual language acquisition. Around 100 books and more than 300 lectures at published since 1980. Throughout the United States and Canada, he delivered more than 300 lectures at universities. His five hypotheses in Second Language learning are very important. e. Lenneberg Eric (1967): Eric Lenneberg acclaimed on the existence of a critical period in a 1967. He talks about the age of learners suits to learn language is around two to thirteen years old as the first language. In the territory of second language acquisition, this has attracted much attention.

NEED FOR THE STUDY

Poetry is very important genre of literature. It is one of the main element of any language and literature. Therefore, teachers of literature need to attempt to seek out the major problems students face in studying poetry. It is assumed that students in general, regardless of their language and culture, experience some dread of approaching poetry. Young remarks that "cultural attitudes are often dismissive poetry and cite a survey carried out by the National Education Association (NEA) which revealed that roughly only 12% of society ever chooses to read poetry. Young describes the bias that a majority of students feel and express in their comments, such as "poetry is deep," "mysterious," or "all poets are depressed and wear black"

The study of poetry, types & kinds of Poetry in English Literature such as Blank verse, Rhymed poetry, Free verse, Epics, Narrative poetry, Haiku, Pastoral poetry, Sonnet, Elegies Ode, Limerick, Lyric poetry, Ballad, etc usually comprises the basic tools that help students understand, appreciate, and evaluate poems; thus, the process involves several areas that relate to criticism and how poems can be analysed, appreciated and comprehended because there are many rhetorical devices in poetry such as figures of speech, symbolism, and syntactical tricks, the subject requires the learners the basic knowledge of all these components in order to handle effectively the material they study. As Linaberger observes, poetry can be daunting to some students and some teachers, too. The concepts and complex language in poems may be difficult for students to grasp or it can be confusing, at best.

OBJECTIVES OF THE STUDY

1. To investigate the problems in teaching poetry to assist students' learning achievement through studying the strategies, and techniques through teaching in Parbhani District.
2. To study the problems faced by teachers at UG levels with respect to speech difficulties in teaching different forms of poetry in Parbhani District
3. To measure up the effective ways of teaching poetry taught by teacher at UG level in Parbhani District
4. To explore the perception of the literary teachers about the new strategies and techniques who taught at UG level in Parbhani District.
5. To find out the opportunities of using the instructional aid and teaching facilities available for teachers who taught at UG level in Parbhani District

STATEMENT OF PROBLEMS

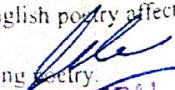
It is important to assess the strategies and techniques used by a literary teacher for developing teaching English poetry, furthermore, to take advantage of teaching methods to come with the result of creating a new genre of poetry teaching. The researcher studied at the depth level into the problems which were face by teachers in the teaching of poetry in the subject of English for UG levels i.e. reading poetry, explain the proper theme of the poetry, explain types of poetry, method of teaching poetry language, rhetoric, figures of speech, culture, analysis, comprehension, class environment, or using ICT tools in the teaching of poetry, etc..

In the present study, the term 'Problem' is in the teaching of poetry in English subject. It is the problems faced by the teachers in the teaching of poetry in terms of - pronunciation of words - methods of teaching - facilities available for poetry teaching - interest of the students and so on and so forth.

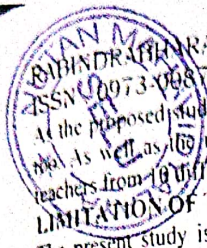
HYPOTHESES OF THE STUDY

1. The poet writes poem in frenzy mood which is hard to identify by others while learning the particular poem taught by teacher at UG level in Parbhani District
2. The background of poem and poetry both needs to be known while teaching poetry in the classrooms, taught by teacher at UG level in Parbhani District.
3. It is hard to understand figure of speech and other literary terms while learning poetry at UG level to students because it has emotional touch and appearance of the poet.
4. The perception of teachers related to the use of new strategies in teaching English poetry affects to the process of teaching poetry at UG level in Parbhani District.
5. The use of audio-visual aid in teaching poetry by the teachers affects in teaching poetry.

RESEARCH METHODOLOGY


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At the proposed study is a survey in nature the methodology is quantitative analytical and comparative in nature. As well as the methods of exploration also would be library and field in nature. There were 10 teachers from 10 different colleges were selected who teach poetry at UG level in Parbhani District.

LIMITATION OF THE STUDY

The present study is limited only with the teaching poetry at undergraduate level college located in Parbhani District only.

METHODOLOGY

Data Collection:

The data collected from this work has two sources i.e. Primary and Secondary source.

Primary Source: The primary data is collected on online based questionnaire. It is direct data collection from the respondents.

Secondary Source: The data collected from several written, printed or online based previous work connected with this research work.

Sample of the Study:

The Sample of the study is selected from 10 undergraduate colleges of Parbhani District and ten teachers who teach poetry to UG students. This sample selected was random with the number of thirty (30) students.

Tools and Techniques Used:

The researcher prepared a questionnaire tool for the study investigations into the problems are facing by teachers in teaching poetry. The investigator used the tools to keep in mind one of the objectives of the study and preparing the following tool.

Questionnaire: The questionnaire is prepared by the researcher with a total number of 10 questions with combination of close-ended and open-ended questions.

The main parameters defined for this are given in the below table as:

FINDINGS OF THE STUDY

- The cultural and educational background of the respondents affects in teaching-learning process.
- The method of teaching poetry affects in acquisition of poetry.
- The perception of teachers related to use of new strategies in teaching English affects in acquisition of poetry (Teacher's perspective).
- The curricular aspects related to English Poetry are different between two universities.
- The distribution of satisfaction levels among the students is different.
- The use of audio-visual aid in teaching poetry by the teachers is different but it has positive impact on teaching-learning poetry.
- Use of new and technical tools in Teaching-learning process has positive impact on teaching-learning poetry.

SCOPE FOR FURTHER STUDIES

- There is need of developing language skills and teaching poetry at school level.
- Training should be provided to use new and advanced technical tools to the teachers.
- More facilities should be given on teaching poetry with an audio-visual aid in schools which will help to create interest amongst students to learn poetry.
- While selecting the teachers to teach poetry at college level as it needs to analyse the socio-culture background of the teacher.

CONCLUSION

The study shows the result of teaching poetry at college level in Parbhani district. There is adoption of ICT, tools, new technical methods, innovative methods, yet many students feel boring or useless to learn English poetry while few enjoy it with its rhymes and rhythms. The researcher tried to compare the pattern, curriculum, the method, the impact of social background on both students and teacher on teaching-learning poetry at college level in Parbhani District.

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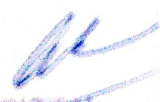
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