Teaching English Poetry to the High School Students of Anathapuram through Digital Lesson Teaching

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1. INTRODUCTION
Language is the celestial souvenir of divinity only to the mankind. Language is the most powerful medium of representation. A language lends a hand to an individual in the progress of his or her own personality that distinguishes a man from an animal. In fact, it is the language which transports the people of different cultures, traditions and communities nearer. Language is a means of exchange a few words, thoughts and feelings to other. The purpose of language teaching is to facilitate language learning. Teacher has to understand the concept of language teaching and learning because its nature is quite different. Teaching is an art and learning is science. Language is an indispensable part of human life. The word ‘language’ is derived from the Latin word Lingua which means ‘tongue’. It is an explicit form of communication that progressed over a period of time. It is a kind of conventional arrangement a common usage and intelligible patterns of words and idioms which help the group to communicate effectively since language has relevance only in a social phenomenon. Language undergoes a continuous change.

2. NEED OF THE STUDY
This study is unique because of the method in which it draws on learners’ perceptions about their understandings with poetry as a means to describe successful instructional techniques, and in turn to develop pedagogical practice through Digital Lesson Teaching. The study defined in this thesis enhances to this frame of research because it exhibits that learners may offer valuable response about effective classroom teaching and it proposes effective teaching strategies based upon the idea that learners are in need of some kind of intervention or mediation in order to achieve academic success or to activate their interest in verse. This study is not predicated on a model of deficiency; rather it uses the positive and direct reports of learners talking about their feelings regarding poetry as a medium of study, both favorable and critical in order to provide insight into both those pedagogical strategies that may and may not engage learners in learning through this literary genre.

3. STATEMENT OF THE PROBLEM
Although innovative changes have taken place in Foreign Language Teaching methodology, most of the teachers, unaware of these modern advances, still follow traditional methods in which the teacher like the central character in a ‘dramatic monologue’ is the only speaker and the learners, being silent listeners, have practically got nothing to do other than listen to what the teacher says no matter whether they enjoy it or not. Such approaches mostly teacher-centered, neither may awaken learners’ sincere attention in the content being
taught nor do they directly involve the learners in the teaching-learning process. It is, therefore imperative to develop a language-based, communicative approach to teaching which would help learners to see below the surface of what they read and improve their ability in the language by offering many wide ranging activities to practice. An ideal classroom situation is one in which learners’ maximum participation is ensured. The present study had looked for new strategies and techniques through Digital Lesson. Teaching to make poetry classes more appropriate and teacher would teach more efficiently by directly involving the learners in the classroom activities. To involve learners in learning process researcher decided to observe problem solving strategies in poetry class and investigated about the effect of using problem solving strategies on teaching English poems among Iranian EFL learners.

4. **SIGNIFICANCE OF THE STUDY**

This research study attempts to explore the language improvement through Digital Lesson Teaching in the VIII, IX and X standard pupils with the purpose of assessing and cultivating LSRW skills. The requirement for such a research study has become evident as the outcome of the researcher’s remarks and informal response acknowledged from the ELT learners and instructors regarding the problems about the language improvement Digital Lesson Teaching. It is believed that the findings of this study may contribute to designing more effective language improvement and thus acquiring better command of English on the part of the ELT learners in the coming years. This study may also provide some information to the other ELT learners who are experiencing the same problems as regards the language improvement and the teachers’ language competence.

Finally, the present study may contribute to the field of teaching poetry through Digital Lesson Teaching by presenting a flexible and adaptable evaluation model or research design which may be implemented in different contexts. There is no doubt that majority of the learners in Andhra Pradesh are eager to join professional courses like Engineering and Medical stream. One may not find fault with them as there seems to be no other alternative. Some of the learners may have a great love for literature but are not allowed to choose. They are not given a chance to pursue the course for which they have the aptitude. The student who is good at English in school tends to neglect English at Intermediate level by over-emphasis on science subjects and his parents too believe that only engineering and medicine courses would fetch him a good job. Besides this, there are many reasons for which the learners may neglect English.

5. **OBJECTIVES OF THE STUDY**

1. To examine the understanding levels of the learners of the prescribed poems.
2. To study the importance of Digital Lesson Teaching in English classroom.
3. To find out the impact of Traditional Lesson Teaching and the Digital Lesson Teaching.
4. To analyze the beauty of the language and the thought in the poem.
5. To kindle the learners’ imagination and develop their aesthetic sense.
6. To cultivate the insight and positive approach towards learning poetry.

6. **DESIGN OF THE STUDY**

The researcher has designed the study in to experimental study by conducting pre-test followed by post-test and experimental study concludes with the difference of marks between the pre-test and post-test. As part of the pre-test the researcher has taken the Conventional Lesson Teaching so the poetry lesson plans that are existing already. The researcher has observed that the existing teaching poetry lesson plans are absolutely traditional lesson plans. And the researcher already mentioned in his hypothesis that more than the conventional lesson plans, the digital lesson plans are more effective when compared to the traditional lesson plans. Hence, the researcher suggests a few strategies to implement at school level. The teacher should start the art of teaching poetry to school children with specific strategies. The teacher should read the poem aloud. Let the student feel the emotions, ideas, experiences reflected in the poem. Then introduce the same poem on the ‘screen’ showing visualized effects. When the poem scrolls on the computer screen, the teacher reads
aloud the poem a couple of times. Children’s oral language is the basis for their later acquisition of literacy. This may be achieved through parallel presentation of ‘OFF SCREEN & ON SCREEN’. Teachers need to practice reading the poems ahead of time and frequently. Poetry should be read for its meaning and the words should be enunciated clearly. Teaching the poem through ‘On Screen’ makes the student pay more attention to the poet’s punctuation. Through ‘On Screen’ some poems may be performed and dramatized using variations of volume, pitch, and speech rate, and even a dramatic pause. Brief encounters with one to three poems at a time are best. Hence, the teacher prepares a lesson plan in advance, and accordingly he would explain the poetic ingredients through ‘On and Off Screen’. After reading the poem, he preferably announces the name of the poet so that children discover the writers they especially enjoy. Some poems warrant discussion. Children may take the opportunity to tell how the poems make them feel or think. Even though it is in ‘On Screen & Off Screen’ mode, children may learn Choral Poetry. Choral poetry consists of interpreting and saying a poem together as a group activity. Children enjoy this way of experiencing poetry because they have a particular role in the activity.

The researcher has particularly chosen the lesson plans for the study because, it is the lesson plan that makes the learning more active and whole teaching, learning and classroom management will ultimately depend on the lesson plan and the researcher feels that lesson plan is a heart of the any teaching and learning process. As everything is getting updates day by day this prime important of any education system i.e. lesson plan might also be updated timely. Hence, the researcher decided to hit the nail on the top of its head. The researcher has designed the study by taking the sample of 60 pupils and they are taken equally 20 each from VIII, IX and X standard classes. There might be differences among boys and girls from the pre-test to post-test and hence the researcher made sure that girl pupils are also involved and included in the study they are 10 girls from VIII class, 10 girls from IX standard and 10 girls from X standard respectively.

The researcher has conducted the test for 40 marks by taking 3 poems from the VIII, 4 poems from the IX and 2 poems from the X standards respectively. The pre-test is conducted only after the teaching of Conventional way of Lesson Plans. The post-test is conducted to the same pupils after teaching the poems through Digital Lesson Plans. The researcher took utmost care in designing digital lesson plans on poetry teaching at all the above mentioned classes in order to increase the level of learning enormously among all kinds of learners and to show the difference between traditional lesson plans on poetry teaching and Digital lesson plans on poetry teaching.

7. **COMPONENTS TAKEN FOR THE PRE-TEST AND POST-TEST**

The researcher has taken some specific areas of language building through teaching poetry. Taking the following components into consideration, the study has been carried out in Zilla Parishat High School, Ananthapuram in Andhra Pradesh. He has conducted a pre-test and post-test on those areas in order to find out the effective instructional approach. The test is targeted for 40 marks comprising major things of language learning through poetry i.e., comprehension for 10 marks, moral and theme for 5 marks, rhyming words for 5 marks, silent letters and spellings for 5 marks, parts of speech for 5 marks, tenses for 5 marks and vocabulary for 5 marks.

8. **THE FINDINGS OF THE FORMULATED HYPOTHESES**

1. There is a remarkable difference in the efficacy of comprehension among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

2. There is a significant difference in the efficacy of learning moral and theme among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

3. There is a considerable difference in the efficacy of learning rhyming words among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.
4. There is a significant difference in the efficacy of learning parts of speech among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

5. There is a remarkable difference in the efficacy of learning spellings and silent letters among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

6. There is a significant difference in the efficacy of learning identification of tenses among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

7. There is a remarkable difference in the efficacy of learning vocabulary among the pupils of VIII, IX and X classes between the means of two diverse instructional strategies viz., Conventional Lesson Teaching and Digital Lesson Teaching.

9. **LIMITATIONS AND SCOPE FOR FUTURE STUDY**

This research supports the accomplishment of Digital Lesson Teaching for teaching poetry. Even though the results of the research are quiet hopeful, a few limitations might be exposed at this point. The researcher has limited this study to only nine poems. More poems can be taken up in future studies. The sample size of this study is limited to 60 students. The sample size may be enlarged in further studies. The findings of this and other similar studies may assure the benefits of the use of Digital Lesson Teaching in the classroom and implore the future generations of teachers to be fully equipped with to make use of available technology and other resources in teaching poetry.

10. **CONCLUSION**

Digital Lesson Teaching has established constructive outcomes in enhancing the skills of the students. It created a lot of enthusiasm among the students for understanding poetry. Besides, students found pleasure from the reading materials with variety of images and sounds so teachers need to set up more innovative lesson plans to generate enthusiasm in learning poetry among the students. This research study demonstrates one important significant factor associated with teaching in innovative, access-to-technology second language classrooms: use of technology in the language class has its own merits. Data analysis indicated that improvement of language skills might be accomplished with the Digital Lesson Teaching with the involvement of technology. The response from the students demonstrated that motivation and interest in learning might be enhanced using Digital Lesson Teaching. The study is to increase the confidence levels of the language teachers (i.e. L2 teachers) so that they might also think of incorporating various facets of technology into their teaching of English in its varied aspects. Teaching poetry through Digital Lesson Teaching offers an interactive environment for all the skills. School children respond swiftly and obviously to appropriate technologies. Use of Digital Lesson Teaching boosts the efficacy of a learning experience. Globalization has made its impact on the content, methods and quality of education. Therefore, it is concluded that the Digital Lesson Teaching is more efficient than the Conventional Lesson Teaching in enhancing the skills of the students.

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