

## Teaching of Poetry

Poetry has tremendous appeal for children and it is the best way of exciting their love of the language. It lays the foundation for the appreciation of the beauty of language. It educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm.

According to Prof. S. Subrahmanyam, "Poetry leads an all round development of the whole personality of the pupils particularly the emotional, imaginative, intellectual aesthetic and intuitive sides."

### Aims of Teaching of Poetry

Poetry is taught for sheer pleasure and enjoyment. It further lays the foundation for an adequate appreciation of English poetry. Therefore the aims of teaching of poetry should be different for different levels. The general aims of teaching English poetry are as follows:

#### 1. General Aims

##### At Primary Level

- (i) To enable the students to recite the poem with proper rhythm and intonation.
- (ii) To enable the students to enjoy the recitation of the poem.
- (iii) To develop the students' power of imagination.
- (iv) To train the emotions of the students
- (v) To develop love for poetry reading and writing.

##### At Secondary /Higher Secondary Level

- (i) To enable the students to appreciate the poem.
- (ii) To enable them to understand the thought and imagination contained in the poem.
- (iii) To appreciate the rhyme & rhythm and style of the poem.
- (iv) To train the emotions, feelings and imagination of the students. (v) To develop their aesthetic sense.
- (vi) To create love for English poetry.

#### 2. Specific Aims

The specific aims of teaching poetry differ from poem to poem. They depend largely on situation, scene, feeling and thought depicted in the poem. The specific aims of teaching English poetry are as follows:

- (i) To enable the students to recite the poem namely '-----' with proper rhyme and rhythm.
- (ii) To enable the students to enjoy the recitation of the poem '-----'
- (iii) To understand the central idea of the poem.
- (iv) To communicate the exclusive message of the poem to the students.
- (v) To enable them to appreciate the beauty and images depicted in the poem.

### Procedure of Poetry Teaching

Procedure of poetry teaching involves the following steps:

- (a) Preparation
- (b) Presentation

- (c) **Comprehension/Appreciation**
- (d) **Home Assignment**

*Preparation*

Under preparation following points are to be considered:

- I. **General Aims** (already discussed)
- II. **Specific Aims** (already discussed)
- III. **Material Aids**

A suitable material aid can be used depending on the theme and content of the poem.

### **Introduction**

Teaching of a poem should begin with a beautiful introduction about the poem and its author. This will arouse the interest of the students and create the appropriate environment for teaching the poem.

Introduction of the poem can be done in different ways:

- (i) Parallel poem that describes the similar theme or similar emotion may be read.
- (ii) By giving a brief summary of the poem pertaining to the back ground and general theme of the poem and then asking few questions on it.
- (iii) By giving a life - sketch, poetic style and characteristics of the poet.
- (iv) If the poem is descriptive, a picture can be shown. Two or three questions on the picture can be asked.

#### **Statement of the Aim**

After introducing the poem and its author, the teacher should announce the aim of teaching the poem.

#### *Presentation*

**According to Ryburn,** "A good poem is a complete whole." Therefore poetry should be taught in one unit, but in condition that the poem is too long, it must be divided in units in such a way, so that it may not lose its rhythm, music and emotional effect. The presentation stage consists of the following points:

##### **(i) 1st Model Recitation by the teacher**

Recitation is the soul of poetry. Reading a poem with proper rhythm, stress and intonation is of vital significance. The model recitation by the teacher helps the students to experience or feel the poem in its totality without going into other detail. Therefore the teacher should recite the poem with proper

rhythm, stress and intonation. At this time the students should listen to him carefully with their books closed.

(ii) **Ind Model Recitation by the Teacher**

According to Ryburn, "One reading, of course, is not enough. It must be read twice or thrice." To have greater effect, the teacher recites the poem once again with proper rhyme and rhythm. This time the students are asked to open their books and follow in it.

(iii) **Imitation Reading by the Students**

The teacher asks two or three students one by one to recite the poem in the same manner, he has recited. This requires a lot of practice on the part of the students and helps the students to enjoy the recitation and feel the music and beauty of its language.

(iv) **Meaning of Difficult Words**

The expositions of words are not done in detail while teaching of poetry. Only those difficult words or phrases which create hindrance in the comprehension of the poem should be explained.

(v) **Silent Reading of the poem by the students**

During this step, the students may be asked to read the poem silently and grasp the theme of the poem. At the primary stage silent reading can be avoided.

(vi) **Chorus Recitation**

At the primary stage, the students enjoy the recitation of the poem in chorus. It helps them in overcoming their shyness. At this stage the teacher can read the poem line by line which shall be followed by the students collectively.

***Comprehension / Appreciation***

After several readings of the poem, the teacher puts some questions to test their comprehension of the theme of the poem. These questions should be simple and short. Appreciation questions are asked on the appreciation of beauty of language, thought, emotions and images of the poem. The students may be asked to:

- Pick out the rhyming words,
- To complete the lines.
- To explain the central idea of the poem.

***Home Assignment***

Home assignment in poetry teaching is not much of importance. Children can be asked to memorize the poem or do some creative work or write the gist of the poem in their own words.