

## INTRODUCTION

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The value of teaching poetry in English language is immense. It is included for study in almost all the universities in India. But poetry is regarded more difficult than prose as it has different literary features. As a matter of fact the teaching of poetry is concerned mainly with a critical examination of words, phrases, the whole structure, appreciation and the effect of the poem. Without being exposed to different varieties of poems and the various devices used in poetry, the students find it difficult to understand the language of poetry. Hence it is necessary to explore these aspects of the problem and attempt to specify some criteria for the selection of poems and also to evolve some teaching strategies which might improve the situation. All this requires a good deal of research and as far as the present investigator knows no substantial work has been done in this area. Moreover as a college teacher of English literature I thought of doing a small bit of work by way of an M.Phil. dissertation.

This dissertation is divided into four parts. The first part discusses the different features of language of poetry which distinguish poetry from prose. It brings out the various views of poetry.

The second part consists of objectives of teaching poetry and selection criteria, taking into consideration the undergraduate stage in India. It points out what types of poems should be selected in order to carry out these objectives.

The third part consists of some strategies of teaching poetry. Certain strategies are suggested to overcome this problem. If poems are chosen carefully and taught methodically some of the problems would be solved. It considers two approaches to teaching poetry, i.e., analytical and contrastive. It also points out some of the classroom procedures which may be appropriate for using the approaches.

The fourth part includes the poems selected for teaching in the class applying the selection criteria which are proposed in second part. These poems were actually tried out in the B.A. II class by my Research Guide Dr. S.V. Shastri who demonstrated that the poems selected are suitable for them and it was also discovered that if a proper methodology is used in teaching them the proposed objectives can be achieved. This part consists of the poems with the application of the methodology and strategies which bring out the difference between literary discourse and non-literary ones and the features peculiar to poetry.

Accordingly the poems selected in this dissertation may form a small specimen unit to bring out the features of the language of poetry and teaching strategies. This study focuses on the intermediate stages of ELT in India.

All references in the body of the dissertation are given following MLA style. Surname of the author followed by the year of the publication of the work in brackets. A consolidated bibliography of

all the works referred to together with the others consulted is given at the end.