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SRI S. Ramasamy Naidu Memorial College, Sattur, Tamilnadu, India



Effective Teaching Of Poetry Through Blended Learning Using Multimedia Technology

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Abstract

The present study attempts to teach poetry in an effective way. From the ancient times, importance given to poetry has been high and it is relatively same even today for the value it imparts. Poetry enables students to get closer to the language through its emotions and pleasure it withholds. Present study aims on the variables like the content, vocabulary and poetic devices. It also aims to inflict the values in the students which is conveyed in poem and emphasise the students' attention in the objectives of chapters in text book, which includes the development of LSRW skills. The approach used for the study is Blended Learning which uses both technological aids and face to face lecture method. Blended learning has six modals in language teaching, they are face-to-face driver model, rotation model, flex model, online lab model, self-blend model, and online driver model. The technological aids used for the present study are, Plotagon, Online blogs, Power point presentation. Multimedia Technology are apps, soft wares, webpages, websites, and blogs. The aid that is excessively used for the study is plotagon, power point and blogs. Plotagon is an animated video maker that is extensively used in all the discourses. It enables one to create videos based on the need of an individual. It has numerous settings, characters, audio recording to enjoy real learning experience. A questionnaire was given to both the teachers and students to collect the data and to validate the study.

Keywords: Poetry teaching, Blended Learning, Multimedia Technology.

1. Introduction

“English language is spoken or read by the largest number of people in the world, for historical, political and economic reasons.” (C.L.Wrenn; 2013, 6). English is considered to be the global language for its wide spread influence on all the disciplines and discourses of knowledge. In India, English language was considered as second language especially in students' curriculum owing to its importance in the field of science, business, politics and all other fields. There is a dire need for the students to acquire the language to achieve their academic goals. Teaching English is tedious because of its grammar, vocabulary, periphrases, inflexion, word order and intonation. Teachers should unveil its true beauty to students. In the 21st century, the most perplexing job for the teachers is to use technology in teaching.



Teachers should find a tranquil way to include technology in teaching, which is not time consuming, at the same time enable them to finish portion with in the given time.

2. Effective teaching of poetry through Blended learning using Technological Aids

The present study aims at effective teaching of poetry by imparting the value, aesthetic pleasure, language function, knowledge and also to enhance the creative writing among students. The above aims could be attained through blended learning approach using technological aids. The instructional aids used here is animated videos which have been prepared using plotagon, to activate the senses of hearing and vision, enabling the students to have a new learning experience by creating a realistic classroom situation. This draws the attention of the students and enables them to learn poetry more effectively than the traditional methods.

3. Purpose of the study

The present study aims at teaching poetry to middle school students with animated videos as instructional aids made through application plotagon. Students consider poetry to be vague because of its method of teaching. From the ancient times, importance given to poetry has been high and it is relatively same even today for the value it imparts. Poetry enables students to get closer to the language through its emotions and pleasure it withholds. The rhythm in poetry enables the students to acquaint with the word order, it increases the vocabulary of students, it analogously develops students' creative writing and it also develops students' knowledge, personality and manners. Hence greater importance should be rendered to poetry teaching. At each age, students should be made aware of certain values. In Kamala Das' poem, *My Grandmother's House* it is necessary to introduce the importance of grandparents, but there is no need to introduce her biography which is filled with feministic views, hence through the application Plotagon teachers can make videos based on the grades of the students and objectives of the syllabus.

4. Objectives

- To teach the content of poems effectively to the learners using plotagon and blogs and enhance their learning skills.
- To enable the students to procure vocabulary which they come across in poems taking the aid of the animated forms of instruction.
- To teach the poetic devices and make them learn the poetic devices that they come across in the poems
- To analyse the impact of blended teaching on the learning process.

5. Approach

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The approach used in the study is Blended Learning. In the 21st century, lecture method is considered as traditional method but the advent of technology alone is not likely to accomplish the aims of teaching. Blended learning combines both technology and face to face teaching to render effective teaching. 'The term "blended learning" has been used interchangeably with "mixed mode learning," "hybrid instruction," and "technology-mediated or enhanced learning."' (Wang, Han, Yang, 2015, 380) "Blended learning seems to be the "de facto" term to refer to these mixed modes of learning environments. The study blends videos prepared through plotagon and face to face lecture methods.

6. Identification of the problem

Poetry is always taught in old lecture method where teachers paraphrase each stanza and deliver it to students. Objectives that need to be focussed in each chapter are often unexploited. In today's world, school students are often projected to selected questions and they study the given answers, due to which they fail to understand its importance, there by failing to know the essence and beauty of the poetry. Their choice of words is poor and they rely on teachers for the meaning of words in poems. The instructional material used for the study was blackboard because of which the students were least interested to involve themselves in classes. The above method gives no greater ways to improve the students' language and knowledge. When the teacher uses technology in the classrooms it enriches attention, and motivates students to learn the lesson effectively.

7. Methodology

Instructor conducts one hour an introductory session with students and teachers of standard VIII(40 students) in Pasavankottai. The instructor conducts the pre-test and introduces the topic to both the students and teachers. Student's data was collected through demographic charts. Instructor gives the Pre-study questionnaire to the students, which has a set of questions about the author, poem and general questions pertaining to the objectives. The students should surf the online blogs and fill the questionnaire. The information that is gathered in the pre-study was discussed in the class in the next day. The students actively involved in the discussion. The instructor teaches the experimental group through audio-visual aid which was prepared using plotagon. The instructor plays the video and after that the instructor carries the face-to-face lecture method to explain the vocabulary, poetic devices and values and encourage the students to follow it in their life. The control group remain unexposed to the new method and the poems were taught to them using lecture method. The students of experimental group were given a post- test. The same question paper is given to the control group and the results were evaluated.

7. Findings of study

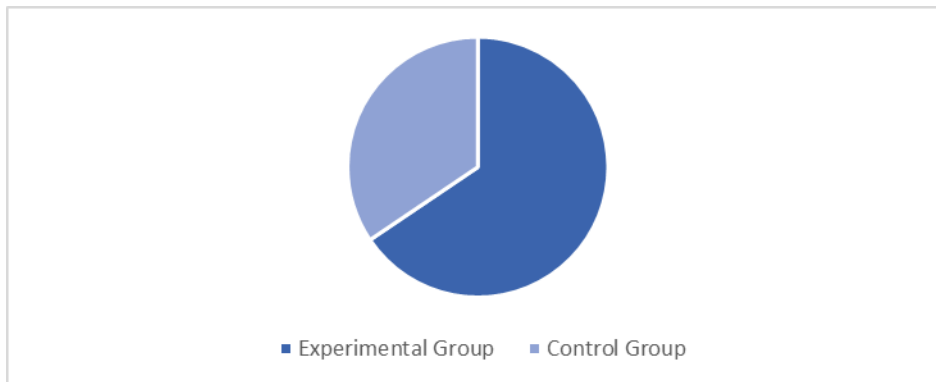


Figure 1: Comparison of post-test in control group and experimental group

The above figure shows that present study was effective in teaching. The present study dealing with technological intervention in the teaching learning process was found successful in teaching poetry in the eighth grade students. This is evident from the mean value of post-test that was conducted to both control group (11.56) and experimental group (22). Through this method both teacher and students affirmed that the approach drew the attention of the students there by it facilitating the learning process through visual reception. The learners also simultaneously learned vocabulary and poetic devices that they came across in poems included for the syllabus. Thus through the marks secured by the students it is evident that the method can prove to be successful in the teaching language through poetry.

8. Conclusion

The above method can be successful in teaching poetry and it is evident from the data collected. The students in the pre-test found the poems prescribed as difficult and hard to remember. Through blended learning the researcher uses the technological aids like Plotagon, blogs to draw their attention. Through the above data collected it is evident that it can be employed in teaching poetry for effecting comprehension.

9. References

11.1. Journal Article

Wang, Han, Yang (2014) "Revisiting the Blended Learning Literature: Using a Complex Adaptive Systems Framework" *Journal of Educational Technology & Society*. Retrieved from <<https://www.jstor.org/stable/10.2307/jeductechsoci.18.2.380>> 18 (2) 380-393 12-12-2018



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11.2.

Book

Wrenn.C.L. (2001) *The English Language, 6-9* India: Vikas Publishing Houses. Print: 2013

10.Appendix - Demographic Data

1. Name:
2. Class:
3. What do you think as drawback in our educational teaching system? What would you suggest for betterment?
4. Do you use technological aids in reading and learning?
5. Do you have access to the internet at home? (if yes, how):
6. How many hours do you spent in a day in internet and in online resources?
7. What is your chief interest in internet?
8. Have you browsed online study materials pertaining to the subjects? (online blogs, videos, reviews, other resources):