

THE EFFECT OF ANIMATION AS A MULTIMODEL TOOL ON THE ATTITUDE OF MIDDLE SCHOOL STUDENTS TOWARDS LEARNING POETRY

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Abstract:

Energy is eternal delight. There are as many energetic views on how to teach poetry as there are university programmes, workshops, theorists, teachers of poetry, and books about the art of teaching. This variety is a cause for that delight, or it should be. Different exponents shade the discipline of creative teaching according to their practice and aesthetics. The art of teaching poetry is an extreme act of attention and memory. It pleads with the brain cells to make new connections. This research Paper deals with the Effect of Animation as a multimodel tool on the attitude towards learning poetry.

Key words:

Animation, poetry, Multimodality, Visual.

Introduction

21st century students indeed come up with new thoughts .They are creative and very much aware about technologies. The phenomenal advancement of technology occupies an essential place in all the fields. Animated Poetry especially brings vaste curiosity and creativeness into being. Poetry is the Systematic arrangements of words with imagination, feelings, emotions, rhyme and rhythm and it is a beautiful experimental medium of creative expression. Reading a poem inaugurates a feel of reading the poet's mind. Motion pictures, animations, audio and video visuals give an experience like reaching the poet's soul.

Medium of animation only can create a real traction in the public eye. Students are not able to retain their attention on a book of poetry, hence they need some new technology in a new teaching environment.

When the students choose to read a novel, drama, poetry or any other genre of literature, poetry falls first in the reader's mind. The true appreciation poetry is at watching an animated video of poetry rather than reading it.

Animating poetry look like a fresh idea and it in fact is an influential at the primary domain. There are many experiments with visual supplements to the work of the human imagination. It can be a tool for furthering poetry and it carries an additional significance, as it is a well written work and gives a visual representation to present before the students with a notable concentration.

The visualized genre of literature especially poetry helps the audience to get sound knowledge in the poem and its subject dealt to bring out the emotional expression of the writer who is trying to portray. Animation completes this clearly, as it can work with many aesthetic art forms.

Multimodality in lyric miniature

Videos mixed with images, music, the text of the poem, its reading as performances are highly imaginative. The contribution towards enhancing skills in visual art is a remarkable one in the groundwork of creating impact in comics and graphic novels. Spoken, written, printed and digital media, embodied action are known as Multimodality to focus on exploring the learning with a strategy. Visual literacy is to collect a better comprehending gesture, facial expression, photographs, use of space, clothing, visual angles and much more.

Music may also take part in a most important role in a multimodal mix. Visualized poems include many of these dimensions, and the present article argues that they can catch light imagination in special ways, tapping students' multiple intelligences and energizing and sharpening their emotional literacy. Experience indicates that they can motivate reluctant learners, learning to better read reality through the prism of fantasy.

The Value of Poetry

Poetry pedagogy is essential to understand middle school English classrooms. It is first necessary to understand why poetry itself is valuable. The literature is the famous proponents of the idealistic, the natural, the lovely, and the lyrical, the scholars, educators, and poets of the 21st - century modern Era undoubtedly believed in poetry's "imaginative richness" as well as its "capacity to provide moral guidance, or even instruction" Poetry has played a pivotal role in history; it is woven into a rich tapestry of oral and literary tradition with a legacy passed down through generations.

Poetry's value to the use and protection of free speech as well as its immense importance as a living, breathing, robust piece of social justice and democracy is therefore validated. Poetry

contributes the voices of countless and advocates through the years. It also illustrates a narrative of the genre's personal and social worth throughout.

Exploring visualized poetry

“The Solitary Reaper” is a poem by the English poet William Wordsworth. The Solitary Reaper is one of the fine and well known poem in the British canon. It is the poem of music sang by a Scottish girl while reaping. Art in the poem can communicate feeling or emotion even in the absence of concrete understanding. The poem also communicates a bit of uncertainty about whether poetry itself can offer this connection in the way that music can.

Edger Allan Poe's *The Raven* is a narration of a young man who is bereaved by the demise of the lady whom he loved. The refrain ‘Nevermore’ makes the young man to get headache and constructs self-destructive until the reunion with his dearly loved Lenore in another world. Edger Allan Poe realizes that the bird is not an ordinary bird; it is a prophet. The Raven's response that he will ‘nevermore’ get any drug to forget his beloved, the speaker calls it a "Prophet", and because the prediction foretells of more suffering on him.

John Keats an influential English poet wrote Ode on a Grecian Urn. John Keats, the speaker glances at a Grecian urn, which is ornamented with reminiscent images of pastoral and rural life in ancient Greece. He uses many figures of speech to beautify the poem and portray art with human life.

The speaker praises music, images of trees on the urn, they never say good bye to spring, piper plays a new music fills the speaker with thoughts of happiness and love and depiction of a ceremonial progression. They notice the figure of a shadowy priest leading a cow, which is moving towards the sky and is dressed with ceremonial silks and flowers.

Exploring Poetry through Digital Media Tools

Lynne Dorfman and Rose Capelli point out in Poetry Mentor Texts that leading the students towards poems and asking them to imitate elements of the poetic compositions. This helps students to reflect their own literary practices. “Mentor texts provide multiple opportunities for scaffolding . . . aspects of fine writing,” they suggest.

The Transpoemation relies on strategic close reading of a mentor poem to assist students to compose poems of their own. Mike Schmoker calls this kind of attentive reading of a text “the first step to deep understanding”. The goal is for the students to make a draft of an original poem in a

few class meetings that can be translated visually, using available simple moviemaking software. The second goal for this particular group was to engage them in a project that enticed them to demonstrate their competence to tackle an academic task with commitment and enthusiasm.

The students may be asked to submit assignments and analyze the language use of the writer and themes, the playful interaction of the students with the text, imitating poetic structures and language patterns.

Robert Kendall, a poet, warns us that “students tend to be bored by talk about technique or theory,” When the teachers teach poetry, they can use the default method. We pay attention to this caution in the development of the unit, focusing on instructional activities that the students could not complete when they have high challenges without assistance. But scaffolding the work to enable them to successfully complete the tasks they were given high support.

We need to have integrated discussions of rhythm, rhyme schemes, literary devices, readings poetic lines, historical context, and biographical influences evident in a poet’s work into our conversations about translating language from written to pictographic form rather than teaching any poetic elements in isolation.

Knowing that the students create films of the poems and they write poems of their own, the teacher should help the students and examine the effects of imagistic lines as well as the inferential and significant uses of language. Furthermore, translating a poem from the page to animation or motion highlighted the importance of analysis. Students read the same poem may interpret the lines in quite different ways, and the aesthetic choices they make as they animate the poems with media invite readers/viewers to experience the “filmmaker’s” interpretation of the text.

Conclusion

In various modes of classroom, the experimentation of visualized poetry in motion can be examined by the educators how poetry visualization can become a powerful tool for student motivation, enhancing expertise in language, and sheer fun in opening students up to lyric poetry and ballad more broadly.

Teachers can share their experience in teaching poetry through animation or motion and interact with students to draw out response. Teachers can also look at particular aspects of multimodality and how word and sound cum image in dynamic fusion act to shape and enrich multiple illiteracies and engage multiple intelligences, schooling emotional intelligence and emotional literacy in the EFL classroom.

Poetry Visualization is as it has been preserved online in a partial form down to 2016 can serve as one prime compass for future explorations watering of poetry pedagogy, Poetry Foundation is the website it has an umpteen number of video series Poetry Everywhere in nation. A natural link can be forged from lyric poetry to the multimodal genres of popular song, folksong and balladry. Some of our students are remarkably knowledgeable about such animation, and all love it.

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