

A New Perspective: Lexical Analysis through the Integration of Poetry as a Strategy to Empower the Word Power

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ABSTRACT

The teaching of vocabulary is as challenging and important as skilling of any other component of language. The basic aim of skilling a new language includes the growth of learners' vocabulary. Language is meant for communication in which concepts and ideas are enshrined. Meaningful words lead the communicator to communicate error-free and effective sharing of ideas and thoughts. Lexical stock and acquisition are extremely important to excel in any language. The strong reservoir of words can give the confidence to express the ideas efficiently in LSRW. It is quite a challenge to understand the meaning of a word in isolation. Vocabulary imparting needs at most care in planning strategies or methods to implement for the student centric view. It is more essential to focus on the practice through the productive skills of speaking and reading. This article is an attempt to detail the integration of poetry to enhance L2 learners' glossary and suggests, exemplifies, and designs the language focused activities such as, word formation, word association, sentence completion, rhyming words, close reading, creative and critical thinking.

Key words: Empowering the lexical, Integration of poetry, Vocabulary components, Acquisitions.

Introduction

Wilkins opines that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”, thus, the present study highlights the acquisition of vocabulary. Generally, for a common person, poetry is considered for pleasure, imagination, thought provoking, etc. Undoubtedly, it is taught and listened for emotional expressions, feelings and enjoy the eternal beauty seen in an ordinary and common things. Further, he opines that it is a source of enjoyment, encouragement, and a thing of beauty, ideas, thoughts and emotions. It is simple, sensuous, passionate expression, musical and metrical form of language, and, above all, the soul of any literature. Besides, the other significant advantage of poetry, particularly to the teachers of languages, is hidden in it. It rouses the learners to appreciate the beauty of language viz striking

imagery, rhymes, device of pattern, arrangements and choice of diction.

Words have more than one meaning in the levels of lexical, syntactical, morphological and cultural. Words are mainly of two kinds as function and content words. The former primarily expresses the relations of grammatical structure and the latter denotes things, action and qualities. The type of production and active vocabulary means to convey the use of the right word in the right place, spontaneous recall of words, grammatical accuracy and speech fluency. Then recognition and passive vocabulary passes on the recognition of vocabulary in speech or writing but difficult to use it spontaneously. Words are further classified as simple and compound nouns.

Statement of the Problems

It is neither possible nor necessary to know all

the words in dictionary. As a learner or student, it is enough to get acquaintance with the words frequently used for speaking and writing or any words related to the content of speculation. Therefore, a student may be a master with at least a few thousand words to fulfill the purpose. And the learner can concentrate on the selection of vocabulary as word frequency, validity, structural value, universality, productivity and metrical association.

The digital modern era has well-equipped vocabulary teaching and learning techniques. But it is uncertain to ascertain easy availability and access for all the students. And the traditional methods never lose their credibility and advantages. The study will show the acute need for literary genres to enhance or build up vocabulary.

Background of the study

L2 learners frequently confront with the problem of understanding the words and subject content. Synonyms of the words, phrases and idioms could be checked and understood by referring to the dictionary which teaches and makes an awareness of the other grammar components such as noun, verb, adjective, etc. It enhances spelling, knowledge on grammar, self-learning and pronunciation. The following helping methods: material presentation, picture association, word enriching activities, words in content, verbal content and morphological devices, showing objects, acting and forming illustrative sentences are the ever-ready supporting materials to the teachers of English. There are various genres of literature with different objectives. The genres of prose, poetry, short story, novel and drama are the focal parts of English literature. This paper concentrates on how the genre of poetry shapes and enhances the language in informative ways.

Objectives

- To implement various adoptable techniques to enhance the vocabulary through poetry
- To teach synonyms, phrases, word association, simple to compound, homonyms, etc.
- To encourage the students for the task-based learning to acquire the vocabulary quickly
- To impart the knowledge in tandem with the creativity of the learners

Research Questions

1. How possible it is to teach vocabulary through literature?
2. How teaching vocabulary through poetry is a student- centered approach?
3. What are the challenges for implementing the proposed method into the regular classes?
4. For whom the method will be more useful either to General English class or the major classes?

Literature Reviews

Nahendra. K (2016), '*Enhancing Vocabulary Learning Through Strategies A Case Study of Rural ESL Learners*' explainsthat he had tried with strategies such as cognitive, determination, word mapping and memory strategies to train and impart the lexical and find it useful and effective for the rural ESL students and also enhanced receptive and productive skills.

HaruethaiKatwiben (2013), in his research '*Using an Interactive Whiteboard in Teaching Vocabulary*', elicited high frequency and low frequency vocabulary through the techniques of

reading a passage to sort out the collocation, meaning, grammar usage, photograph and diagrams.

William P. Bintz (2011), '*Teaching Vocabulary Across the Curriculum*' suggests various activities such as word questioning, linear array, story impressions, anticipation guides, final thoughts and polar opposites for improving the vocabulary in interesting ways.

Methodology

It is essential to adopt the methodology and data collection to prove the validity and reliability of the present study for the effectiveness of introducing teaching techniques for empowering the learners' ability in acquiring the lexical. As a matter of fact, methodology is a collection of procedure, rules, techniques, methods and practices. For this research study, Nissim Ezekiel's poem *Enterprise* is used as the supporting material to teach and discern the active and passive glossary of the language learners. The study is carried out with systematic and meticulous way of starting from the simple techniques to advanced level. To reduce the burden and impart interest in learning the language, the student-centered method is adopted.

Data Analysis

The study follows the content data analysis of the occurrence of words, meaning, relationship of the vocabulary, grammar components such as phrases, prefix and suffix, parts of speech, compound words, etc., and then the conversational analysis to find out the rhyming words, focused on casual task-based activities for example brainstorming session with the help of the chosen poem and motivate the students to express it.

Data Collection

The present study follows one of the simplest and most natural forms of data collection, called

observation. The teacher's observation gives a contextual perception of the complexity of the learners' behavior, attitude of L2 and interrelationship among them. The researcher as a teacher of both general English and literature, she has attempted to implement the new pedagogical practice through observation data collection method. It is a kind of qualitative research design which gives a descriptive account based on the observation and exploration to discern competence and performance of the learners. Thus, it justifies the objectives of research methodology viz data collection, data analysis and the tool used for the teaching.

Integration of Poetry into Language Classes

Nissim Ezekiel's '*Enterprise*' (**Appendix**), is taken for the analysis. It suggests, exemplifies, and designs language focused activities such as word formation, word association, sentence completion, rhyming words, close reading, creative and critical thinking. Vocabulary is one the focal components of language proficiency and gives platform to the learners to listen, speak, read and write. Extensive strategies for acquiring new vocabulary are much more essential to get focused to different contexts, reading, listening, blogs, you tube clipping, etc. Nation suggests for a systematic approach rather than an incidental approach. He explains several strategies for building in a focus on vocabulary a part of the design of communicative tasks (P.75).

Glossary Enrichment

Synonyms are similar words or relating meaning. It makes all the four language skills LSRW more varied and interesting. It expands and strengthens the vocabulary. The intensive selection of vocabulary enhances the precise and comprehensive skills of the languages.

Pilgrimage	- a holy journey by pilgrim	Exalting	- think highly
Explored	- discovered	Peasants	- agricultural labor
Shadow	- darkness	Liberty	- free from restriction
Straggling	- moving slowly, remains far away	Copious	- abundant
Ignoring	- disregard intentionally	Deprived	- lack of basic needs

Rhyming Words

Rhyming words do not only create interest for the kids and the adult but also instill the creativity of the learners to recite it louder. It appears to be

Started – Explored	Struggling- Ignoring
There- Rare	Hope-Soap
Bought- Taught	Arose- Prose

Sentence Completion through Substitution Method

The task of sentence completion supports the learners to frame sentences of their own with the help of the simple substitution method in which the variables cannot be interchanged as in the following sentences: With the help of poem line: “When finally we reached the place”. Any meaningful clause can be motivated for the active involvement of the learners.

1. When finally, we completed the task, **we left the place.**
2. When finally, we accepted the mistake, **she reduced the punishment**
3. When finally, we submitted the project, **we were happy with our completion of the work**
4. When finally, we heard the news, **we were glad.**
5. When finally, we got an appointment, **we were excited.**

pleasure-reading still it implicitly encourages the below average learner to make an active participation in the classroom. Beginning with such an enthusiastic method relieves the learning stress.

Finally- Hardly	Place-Face
Meant-Bent	Way- Pray

Suitable article/ articles

Monosyllabic and disyllabic words are always a challenge to teach as well to use in the day today communication. It can be improved only by listening and practicing it effectively. As there is no strict rule for the structure of poetry, there may be chances of less concentration on grammatical rules. Therefore, examples as taken from the poetry lines could reduce the learning burden.

1. They went on **a pilgrimage.**
2. **The** sun beats down their rage.
3. They succeeded well despite all **the** difficulties.
4. **The** hermit was teaching lessons to the pilgrims.
5. **A** shadow of disagreement fell on their enterprise.
6. **The** goal and **the** purpose of the journey are lost.

Word Association

Word association connects creativity and its challenges. It can be used for a small group of two to ten learners. It can be practiced as a conversation starter or a game. The famous psychologist Carl Yung suggests that this method reveals something about the attitude, idea,

Word Formation

Formation of new words is possible with the linguistic term affix which is classified into two main different types based on the prefixes and suffixes. The former refers to one or more letters added to the stem of a word, generally to make

feelings, memories, and knowledge of the L2 learners. Further the students are likely to encounter unknown words. It aids the learners practice vocabulary or phrases related to the word or topic. The new words could be associated with the given word. The game can focus on antonyms, synonyms and many more. A sample is given here.

opposite meaning. The most commonly used prefixes are: in-, un-, im-, il-, dis-, etc. And the latter refers to a short syllable attached at the end of stem words. Adding suffixes converts the word class of the particular words to nouns, adjectives and adverbs.

A) Examples

- | | | | |
|----------------|-----------------|------------|---------------|
| 1. Explored | - Unexplored | 1. Match | - Matchless |
| 2. Match | - Mismatch | 2. Observe | - Observation |
| 3. Differences | - Indifferences | 3. Friend | - Friendly |
| 4. Noticed | - Unnoticed | 4. Nothing | - Nothingness |
| 5. Common | - Uncommon | 5. Rare | - Rarity |
| 6. Observe | - Unobserved | 6. Home | - Homeless |

B) Comprehensive reading will enhance the word power of L2 learners to appear for the any competitive examinations. The cloze test is a challenging task to identify the standard citation -form which is also equally important for the vocabulary learning part.

(Beat down, Beat Up, Beat)

1. I usually **beat** my children **up** whenever they go beyond the limit.
2. Due to the heavy **beat down** of the sun, I avoided going to the market
3. My daughter Sharmithaa always **beats** her friend in Mathematics subject.

(Pilgrim, pilgrimage, pilgrims)

1. My brother goes on **Pilgrimage** to the Palani Murugan Temple
2. Every year many **Pilgrims** gather at Tirupati Temple.
3. My daughter met a **Pilgrim** on the way to her school

(Liberal, Liberty, Liberalization)

1. Her **liberalization** presentation of the topic leads to the problems.
2. Now-a-days the parents are **liberal** in spending money to buy dress for their children.

3. Sharmithaa got the **liberty** to attend the seminar in London.

The phrase neither ... nor is used to denote the negative statement about two people or two things. It is used in formal spoken communication. And either...or is used to refer or show the possibilities or choices. It can be used as adverbs, adjectives or correlative conjunctions. But it is quite an advanced level of expressing the negative meaning in an indirect way. And generally, beginners may get confusion to frame such sentences unless they practice with more examples. The line from the poem supports the learners: "our deeds were neither great nor rare"

1. **Neither** the student **nor** the teacher is happy
2. I have **either** accepted **or** rejected his proposal.
3. You should **either** respond **or** go away.
4. Sharmithaa**neither** feels for it **nor** discusses it with the elders
5. The students have to submit the assignment today **or** they will not be permitted for the exam.

The simple to compound

Now-a-days, one could come across the drastic revolution in the socio-political, and economic, as a result, the phenomenon of word formation in linguistics also gets changing to meet out the present necessities. The choice of words is the track of train to shape the meaning of vocabulary and grammatical structures for the comprehensive understanding and answering. Compound words come into the utilization not only in literature, but also in science and technology, media, agriculture, philosophy and

in day-to-day communication. Compound words are formed from the base or root words. It is differentiated with three types as (i) open compound which is combined with the adjective and noun as in Real Estate (ii) closed compound is a combination of noun and noun as in Classroom or Notebook (iii) hyphenated compound is combination of adjective comes before the nouns and modifies it as in a Long Term Goal.

Sorting out the Parts of speech

The learners shall be made into group for the active and interesting participation. In the select poem almost all the parts of speech could be notified except the last one interjection. The basic grammar component will encourage the learners for the better understanding and practice. Therefore, it is focused on identifying the verbs and adjectives. The highlighted words are few examples for the verbs and adjectives in the poem.

1. I **started** sorting out the adjectives in the poem.
2. We **stood** in a queue to get our test paper.
3. The teacher **observed** the students activity carefully.
4. In our school, we enjoy the **shadow** of mango tree.
5. It is his **rage** spoils the whole family.

Acrostic poem for the title "Enterprise"

This activity gives room for creative thinking as well as the teacher could note the understanding level of the students on the particular poem. Sometimes, students could turn out with an outstanding choice of words which are essential for the multi-level students.

E	Encouraging	N	Neighbors to take part in holy activities
T	Together for praying	E	Enlighten the mind, thoughts, etc.
R	Redeem from the sins	P	Purifying the thoughts
R	Relishing the chanting mantras	I	Inviting troubles
S	Sacrificing worldly pleasures	E	End up all the worries

Findings

The findings of the approach answer all the research questions. The study shows that students are more comfortable in acquiring the new glossary with the backup words. The less proficient students also try to contribute their words sometimes with mistakes too. The students express their involvement and interest in activity-based learning as it is a student-centric approach. It is found that class controlling, syllabus completion become a challenge for the teachers and time consumption is also extended for the completion of a single task. Not all General English students find it easy and interesting to follow the activity but English Major class students from rural background find it useful for the quick learning for the vocabulary part and also the chances for using their creativity.

Suggestions

Words are the building blocks of any language, thus acquiring vocabulary is immensely essential to express themselves more confidently and completely. Teaching vocabulary must also be beyond the regular direct methods such as crosswords, searching for words, filling in the blanks where the thoughts are limited. It is important to focus on practice for the target vocabulary through the productive skills of speaking and writing.

The learners may be given a mini presentation about the unfamiliar word across in the class such as meaning, pronunciation, parts of words etc.

It could be appreciated for encouraging the learners to acquire the vocabulary through the context, associations and constant exposure as if for the first language.

It is observed that the simple way of remembering new vocabulary is to exploit the different memory systems to link the new information to the existing one. It is entirely hard to learn new meanings as it is an isolated item which could fade away.

It is noted that L2 learners could be convenient to learn things from base level words, fitting with the students' strategies and then lexical relationship.

It is opined that some words could be taught through the components of meaning for better registration.

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Appendix

“ It started as a pilgrimage

Exalting minds and making all
The burdens light, The second stage
Explored but did not test the call.
The sun beat down to match our rage.

We stood it very well, I thought,
Observed and put down copious notes
On things the peasants sold and bought
The way of surpants and of goats.
Three cities where a sage had taught

But when the differences arose
On how to cross a desert patch,
We lost a friend whose stylish prose
Was quite the best of all our batch.
A shadow falls on us and grows.

Another phase was reached when we
Were twice attacked, and lost our way.
A section claimed its liberty
To leave the group. I tried to prey.
Our leader said he smelt the sea

We noticed nothing as we went,
A straggling crowd of little hope,
Ignoring what the thunder ment ,
Deprived of common needs like soap.
Some were broken, some merely bent.

When, finally, we reached the place,
We hardly know why we were there.
The trip had darkened every face,
Our deeds were neither great nor rare.
Home is where we have to gather grace”

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