CHAPTER - 1

INTRODUCTION
Introduction

I

History of ELT in India is as old as the British colonial rule itself. Its growth and consolidation have gone on concurrently with those of the British rule in India. It is common knowledge that its systematic introduction in the Indian educational system was initiated and monitored by Lord Macaulay and approved on 2nd February 1835 by Lord Benetinck. Macaulay’s Minutes states a twofold reason for introducing the study of English literature and language in India; one was a utilitarian reason i.e. of preparing the administrative and clerical task force to support the governance of the country by the British and the second reason was a holistic one, i.e. to acculturate the semi-educated Indians occupying the higher strata of society, so that they could come out of the allegedly degenerated state of their own native values - moral, ethical, religious, social, political and literary by being exposed to a superior culture through its literature. It is not relevant here to debate Macaulay’s second reason just stated above.
English was introduced as a subject at the school level only in selected regions like the Presidency of Calcutta and Madras where missionaries\(^1\) had already done solid foundation work for imparting Christian religious instruction. It is relevant to recall here that only those people were allowed to receive education in these privileged schools who came from the upper strata of the society. The ulterior purpose was not to cater for the eradication of wide spread illiteracy among the masses but only to better the linguistic behaviour and social conduct of the young people from the socially uppid class and materially affluent families. These people, through their education in English, were expected to gain social respectability and be in a better position to be employed in positions of power and comfort. The sociological impact of this type of educational system had disastrous consequences of vertically splitting the Indian masses into two social groups – the elitist and the illiterates or those semi-educated in Patshalas, Madarsas and Maktabs. This situation got absorbed in the societal structure and has persisted until the present time. But

fluency in English, besides ensuring prosperous careers came to acquire the value of insignia of status, both social and intellectual. Therefore, during the 1930s a demand for English language studies arose from a small group of Indians too. Raja Ram Mohan Roy's name becomes prominent here. He wrote to Lord Amherst in a letter dated 11th Dec. 1823 that "...that the Sanskrit system of education would be best calculated to keep this country in darkness."2

The takers of courses in English studies were not many because they were to belong to a particular social ladder in the hierarchy of power. Their motivational level was pretty high and their linguistic equipment in English was already adequate enough to allow them to study English literature with ease at the degree level of their higher education. But the teaching materials and methodology used were mostly those, which were popular in the 19th century. It was the use of selected anthologies of prose and poetry, which had already acquired the status of great classics. For example, in prose, essays from Bacon through the 18th & 19th century

essayists to the modern samples up to the time of independence of India were used. In poetry the favourite poets were the Metaphysicals, the poets of the Transition, the Romantic and the Victorian poets from Wordsworth to Rossetti. Georgians were taught very selectively and the difficult modern ones were kept aside. The reason was that the designers of curriculum believed that the purpose of teaching foreign literature was to train, liberate and sensitise the minds of the youth to respond to the liberal values of humanity contained in the most accomplished literature of the last millennium, i.e. English literature.

Like the selection of literary material, there were certain defects in the teaching methodology as well i.e.

a) In teaching literature, the emphasis was laid on presenting the content out of the text for the betterment of learner's mind.

b) In teaching poetry psychological and sociological approaches were applied and concentration on the text was avoided.
c) The students and teachers believed that study and teaching of literature was to cater to the liberal cause of education.

Textual or New Criticism came as a corrective. Reaction to the pedagogical crisis was precipitated by the directionless use of the biological and sociological approaches to the study of literature. During the early 20\textsuperscript{th} century a definite change in approach to teaching literature in the west appeared in the wake of increased scholarly interest in the art of rhetoric and the development of linguistic sciences. The importance of medium or vehicle along the side of the traditional components of literary creations drew the attention of researches as well as teachers.

II

After the introduction of English as per the monistic design of Macaulay the learning of English as a second language got fully entrenched among the elitist stratum of the society and went on unhindered until independence of India in 1947. The formula of Macaulay had provided for rejecting the Vernaculars as medium of instruction and using
a heavy dose of British literature for purposes of acculturation and intellectual improvement. The teaching of English continued to be limited and the materials and methodologies of ELT to yield quick results were not considered necessary.

Right from the time of the framing of the Indian Constitution a debate has gone on about the Lingua Franca of India and the official inter state language to be adopted. The framers of the Constitution were fully aware of the unpatriotic continuance of English as the official language as well as the sensitive issue of declaring Hindi as the official language at the national level because of the opposition from the southern states. There were various political stunts and violent demonstrations like the linguistics riots in Madras in 1965. The framers of the Constitution were convinced that a sovereign country like India should have its own national language, which could be only Hindi because of the numerical strength of its users. But the southern states saw a danger in any move of this type. The result was the Official Language (Amendment) Act of 1967. It specifies that "Not withstanding the expiration of the period of fifteen years from the commencement of the
constitution, the English language may, as from the appointed day, continue to be used, in addition to Hindi, for all the purpose of the Union......". Nehru was compelled to assure the people of non Hindi-speaking areas in his speech of 7th August 1959 in the Indian Parliament that English would continue to be an alternative language so long as the non Hindi-speaking people wanted. But Nehru died in 1964 and 26th January 1965, when this lease allowed to English would expire, was close at hand. Hesitation started and violence in the south was let loose on a large scale against Hindi while similar destructive situations prevailed in the northern states against English. The matter was to be attended by the government by closely looking at the educational system prevalent in India at that time where the issues involved in both the teaching of English as well as of the vernaculars were to be examined carefully. The government in 1967 was, thus compelled to bring out an official Language Amendment Bill to allow the continuance of English as an alternative language in addition to Hindi without any restriction of time.

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3 Indianisation of English, op. cit., p.90.
The situation at the political level could be controlled by a suitable amendment in the Constitution. But the real confusion and crisis continued in the educational system of the country from the primary school level to that of the university. The mindset established by Macaulay continued and a section of people believed that the medium of instruction should be English and this language should be taught even at the cost of the teaching of the vernaculars. Certain right-minded people were still baffled by the Saddler Commission Report of 1872 where it was regretted that there was something unsound in a system of education where young people remained unable to use their mother tongue fluently and correctly even after several years of initial schooling. This view of according the right place to the Vernacular as a medium of instruction was also endorsed by the report of the UNESCO, 1953 which was based on sound psychological and sociological principles. It is needless to emphasise that to switch over to the Vernaculars as media of instruction in a multilingual country like India would open up the Pandora's box of several imponderables.

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regarding teaching materials and other infra-structural facilities, especially for subjects like science and technology.

A number of commissions in post-independence India were appointed from 1949 (University Education Commission) through 1986 (National Policy on Education), to Rammurthy Review Committee, 1990 and Revised National Policy on Education, 1992. There has been a consensus in all the reports of the various commissions (numbering over 15) on the place of English in the educational system in India: For the successful completion of the first degree course, a student should possess an adequate command of the English language, and be able to express himself with reasonable correctness and felicity, understand lectures in it, and respond to its creative writings on his own. Therefore adequate emphasis will have to be laid on its study as a language right from the school stage. English should be the most useful 'library language' in higher education and our most significant window on the world (Report of the Education Commission, 1966: 15).
The association of English with the colonial past of India was de-emphasised. Focus was directed towards the importance of English as the language of international contact and wider opportunities. The agitation against English in the northern states gradually subsided when it was made an optional course at the undergraduate level. Within a few years from 1965 Hindi speaking students, who were earlier misguided by ignorant nationalist zealots, realised that without English their graduate degrees were of lesser value and importance and that more lucrative jobs in the private sector could not be grabbed without an adequate command of the English language. However, this situation was confined only to the Faculties of Arts and Social Sciences. Professional courses like Medicine and Engineering continued to be taught all over India through the medium of English. For this, the reasons are not difficult to locate. This was because textbooks and other teaching materials were available only in English and qualified teachers could handle their lectures only through the medium of English.

The most unfortunate situation was related to the medium of instruction in the aftermath of the Angrezi Hatao
Movement. The use of the vernaculars was generally adopted as the media of instruction at the undergraduate level. This situation, which turned out unwanted graduates so far as the job market was concerned, could not continue for long. There has been a sudden about-turn in the situation and the demand for English as a foreign language became suddenly fashionable. This demand cut across all academic disciplines and was even noticed at the pre-graduate, tertiary level.

It will be relevant to pause here to ponder over the possible reasons for a revolutionary change in the attitude of Indian students, including those who were earlier inclined to damn it as an insignia of slavery, towards this language from 1965 upto the present day. Broadly speaking, the shrinking of the international space into a smaller village because of increased means of transport and communication, and globalization of economy, are the two major factors which have lent urgency to the learning of English as a foreign language. Besides these two factors, we find a variety of specialized approaches to the various intellectual and industrial activities globally. This has entailed tailored courses for various activities, both interactional as well as
professional. Courses where competition is at the all India level admissions can be given only if the prospective learners have already had adequate command of English. Hindi has a long way to go before it acquires this status. The trainees in their professional courses are for international consumption, also in the wake of the recently opened up economy in India, liberalization of economy and globalization of information technology recently have given a tremendous impetus for effectively designed and executed training programmes in ESL. Different courses in English for trade, commerce, management, computer, information technology, management of various corporate organisations, such as Hospital Management and Tourism, etc., are advertised in the national and international media quite widely.

The old controversy over literature vis-a-vis language courses has now subsided and in the context of the fast changing global scenario ELT has come to acquire special significance and thrust. This is evidenced in the increasing number of private teaching centres in almost all the urban areas of India. There has been a mushroom growth in these teaching shops to which students are rushing not so much to
acquire competence in English for social value as for practical needs of material advancement. Unfortunately the private institutions catering for the needs of the ever-increasing demand among students for ESP are ill-equipped in infrastructure. Most of them do not have adequately qualified and trained teachers and the courses used are ill designed and unsuitable.

Until the early 60's of the last century Departments of English in Indian Universities were manned and dominated by experts and lovers of British literature. They were responsible for devising the syllabi of courses in English and asserted that there cannot be a systematic training like Methodology of teaching English, in regard to courses in literature, because every teacher is an artist in himself and devises his own creative methodology suitable to a particular teaching situation. The syllabi included only those literary pieces which had the quality of "Ennobling and instructing" the readers (Therefore, Shakespeare, to the Romantic were the most likely choices). The methods followed were biographical and sociological interpretation because of the long persisting belief that literature, which was the product of a particular place and clime, at a
particular time, therefore, the extra-textual factors should be given due importance. This continued till the adoption of New Criticism, which culminated in Ronald Barthes\textsuperscript{6} specific proclamation of the "Death of the Author".

The pattern in almost all the departments of English in India, so far as the curriculum designing is concerned, is as follows: there are two courses in English studies: one, an Elective one and the other Non-Elective or compulsory one. The first type of courses contain literary items, mostly keeping the development of English literature in its historical sequence; the second one consists of items of language teaching as well as carefully selected literary pieces, which could be an aid to language teaching. The first types of courses were offered to those who have already sufficient grounding in the competence and performance of the English language. Such students are not our concern in the present study. But students who are majoring in other subjects offer the second types of courses. Such courses are either compulsory in the curriculum, or as in the case of many universities in northern India, as a self-imposed elective by

the students themselves. They feel that this will add to the respectability of their undergraduate degrees and to the practical viability of their educational attainment.

With the sudden growth of English language teaching programmes in India during the last few decades and more urgently towards the last decade of the past millennium, the role of linguistics came to be quite often over emphasized in ELT. The linguists became the obiter dicta in all aspects relating to ELT from curriculum designing to evaluating the terminal and expected achievement results. These linguistic experts went in the other extreme directions as the experts of literature had done earlier. The literary experts had looked with disdain at teaching language items taught separately from literary text and strongly disfavoured language drills at the undergraduate level. The teaching of grammar, independent of literary text, was considered almost anathema. Where the situation favoured, the linguists tended to go in the direction where only language items could be taught without any aid from literary text. A whole industry started to manufacture materials on ELT, prepare exercises for drills and practice to learn that variety of ELT programmes, which they need for their career. However,
when these linguistic enthusiasts realized that drill-oriented
classes, especially with adult learners, could be monotonous
and eventually counter productive, they conceded to use
prose pieces for teaching language items.

Teaching of poetry for learning English or augmenting
the already acquired expressive power of the learner was
still not widely favoured. Experts in curriculum designing and
materials production believed that poetry made the most
sophisticated and complex use of the language, which
required a high standard of competence among students to
respond to its linguistic subtleties. On the other hand, a
curious situation prevailed throughout this period of
pedagogical crisis in ELT in India which roughly covered
almost the later half of the last century and continues in
considerable measure even today. Teaching of poetry is
considered to accord recognition to the expertise of the
teacher concerned in English literature who should be
opposed to the linguistic camp, comprising pedestrian
teacher with only a peripheral role to play in the academic
affairs of a Department of English. Any debate about
restructuring the syllabus to include selected pieces of
poetry for the purposes of skill acquisition in language was
disfavoured. During the closing decades of the last century there has been a sudden, phenomenal increase in the student population at the under-graduate level which had received great encouragement by the policy of the late Rajiv Gandhi government – "Higher education at everybody's doorstep." In keeping with this, new colleges and universities came into existence in almost a geometrical progression every year, reaching the fantastic number of now over 11,089 colleges and 227 universities all over the country. It's a matter of common knowledge that because of the successive governments' not-very-honest commitment to the promotion of general higher education in the country, most of these colleges and universities remained without the minimum infrastructure facilities. This resulted in a farcical situation of teaching communicative skill by ill-equipped teachers to inordinately large classes held, in many places, under the open sky. Our concern in the present study is not to focus so much on the general state of affairs resulting from the paucity of funds and the recent cry for privatization. Our concern is primarily to examine the relevance and extent of the use of literature, especially poetry, to augment our

\[^7\text{CSR Year Book 2002, p.660.}\]
teaching strategies at the undergraduate level in Indian universities and colleges.

III

It is a known fact that students pay the least heed to their language classes, which are either compulsory or selected by students of their own choice. The analysis of this lack of motivation among adult learners of English language has become almost urgent because students want quick, effective and useful command of the target language to be able to cope with the demands of the competitive era of globalization of almost every intellectual activity. In order to fully understand the confusion underlying the present dismal situations it is necessary to have a brief look at the different components of ELT in our higher educational system. These components are:

1. Clear statement of objectives
2. Curriculum restructuring
3. Teaching materials
4. Trained faculty
5. Sound and maximally effective teaching methodology

6. Use of Audio-Visual devices

**Clear Statement of Objectives:**

The sine-qua-non of any programming of ELT is a clear statement of the objectives of the courses designed. In ELT we all know that the emphasis ought to be on the acquisition of skills to such an extent of perfection that the learners can use it effortlessly: to express in the target language (L₂) what he can do in his mother tongue (L₁) and that too when it has been adequately cultivated. At the undergraduate level programme, therefore, a clear statement should be made about whether the programme aims at improving the skill of reading advance materials written in L₂ or whether the learner is to acquire an internationally acceptable standard of oral communication, i.e. spoken English with its characteristic rhythm and intonation. Selection of the texts and preparation of teaching materials and determination of methodology of teaching cannot be discussed unless the objectives are clear at the back of the mind of the curriculum framers.
Curriculum Restructuring:

The most glaring issue involved in devising a programme of English language teaching at the undergraduate level is a wide gap between assumption and reality. We assume that students have done at least seven to ten years of learning English at the primary, post primary and tertiary levels. Hence they must have mastered the communicative skills (listening, speaking, reading and writing) within "a limited vocabulary and has made the structural devices (the basic arrangement of utterances) matters of automatic habit." Peter Hag Boldd has asserted "we have a mastery of language when our comprehension by ear is spontaneous, our reading effortless and fluent, our use of words, idioms, and sentences in speech and writing habitual and skillful."  

These two writers, i.e. Fries and Peter Hag Boldd were concerned more with oral interaction as the objective of ELT, which after the middle of last century has considerably shifted its focus. English was declared in India as a library

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language and hence the emphasis came to be laid on the
skills of reading and writing rather than on listening and
speaking. But now with personal interaction at the
international level having acquired great utilitarian value,
aural-oral emphasis has been duly recognized.

It is important that in devising any ELT Programme the
objectives of the programme should be clearly defined. This
definition of the objectives should first take into
consideration the primacy of the skills to be included in the
teaching system of English. This problem relates more to the
learning of English language from the initial levels to the
entry point into the under graduate programme at the
university level. Realistically speaking all the four skills
should be taught in an integrated manner, with varying
degrees of emphasis on the skills, keeping in view the need
of the particular group of students.

The scenario in India is something like this: with the
democratization of higher education and reservation of seats
in educational institutions for students who have had
inadequate achievement in the language equipment, the
system sustaining ELT has almost collapsed. The reason is
large classes, consisting of students drawn from heterogeneous background-socially, economically, intellectually and linguistically. The result is that a teacher has to teach a class of students with amorphous abilities and competence. Theoretically speaking it may seem an impossible task to device a curriculum which may be effectively used in a classroom where students consist of almost zero levels (coming from patshahas & madarsas) to an excellent level (coming from elitist public schools & established private institutions where medium of instruction is invariably English). It would be ideal to prepare separate courses for these students at three levels – beginners, intermediate and advanced. But the practical problem, which will eventually arise, would be how to award a single degree based on the teaching of three different levels of the same course.

Curriculum designers have played safe by taking recourse to the philosophy of grading in a single course where all the three levels mentioned above are taken care of. How far will such a philosophy carry a creditable weight is a matter of debate for which we do not have space in the present study. Leaving aside these thorny issues with
politically explosive hues, we can continue our discussion about the literary material to be used for ELT at the undergraduate level. As mentioned earlier in the present chapter, besides isolated sentences made up for drill practices in the classroom, prose extracts are the favourite of curriculum designers. These extracts include prose essays, short stories and complete situations from a novel. The focus is mostly on comprehension and practising stray language items for the different skills, the instances of which appear in the texts. The repeated use of prose extracts, to the complete exclusion of poetry from the language curriculum at the undergraduate level, has at least a twofold negative consequences:

1. It breeds monotony

2. It is likely to breed intellectual resentment among the learners for being considered less privileged and under equipped in being deprived of a form of literature, which other students may boast of studying because of their higher linguistic and intellectual equipment.

It is needless to emphasise that poetic composition has traditionally been considered to be a higher creative
achievement than those in the prose form. Besides the above emotive and superstitious argument in favour of including poetry in undergraduate ELT curriculum we will agree that it will bring variety and improve learner's motivation. We will see to what extent poetry can be used for language teaching when we come to stylo-linguistic analysis of a few selected poems in a later chapter of the present study.

It is important for the curriculum designers to keep in mind the Firthian principle of 'context of situation'\textsuperscript{10} in the selection of poems for the UG learners of the English language. Such a contextual framework will include the learner's age, level of literacy, social maturity, experiential range, broad social and familiar background, a real exposure to the alien culture of the foreign language: one should not forget the fact that language is rooted in a culture and cannot be said to have been adequately mastered if we ignore the cultural aspect of the language. This relates not only to poetry but to all forms of literary discourse in any language.

The anti poetry stance of the ELT pedagogues in the past has been due to the ELT curriculum's being averse to the use of literary materials, specially poetry. This has been so because poems in the pre-independence era of English studies were selected for teaching not with an eye on their utility for acquisitions of communicative skills but for their value of cultural content and richness in moral and spiritual edification, besides aesthetic pleasure. The principle of selecting the poems for the analysis, has been that:

1. The poems should be carefully selected considering the content and language of the different pieces. The content should not be loaded with provincial cultural elements.

2. They should be interesting.

3. Their length should be as short as possible.

4. They should be a complete whole in the Aristotelian sense\(^{11}\). Lyric, narrative pieces, ballads, sonnets, and such other poems, which are not too much

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foregrounded with rhetorical and prosodic features, should be preferred.

**Teaching Materials:**

The syllabus designers can select poems, which are easily available in print. There are anthologies and critical books where the difficult words, phrases, images, tropes etc. occurring in a particular poem are explained as help to students. But still the preparation of ancillary teaching materials by individual teachers suitable to a particular teaching context should be regarded as an essential component of the teaching strategy. The teaching materials should be prepared on the basis of the two pronged approaches to the analysis of poetry, i.e. literary as well as linguistic. This will take care of the recent developments in the study of languages in general and of English in particular in the writings of such linguists as Naom Chomsky and M.A.K. Halliday (Chomsky's Theory of the surface and deep structures for pedagogical purposes roughly parallels Halliday's Theory of the cognitive function of language and
the deeper underlying meaning of poetry\(^\text{12}\). This will also consolidate and expand the already acquired linguistic competence and performance of the students as well as act as an impetus to augmenting students' motivation in responding to the various components of aesthetic and linguistic items in exploring the total significance of a poem. The nature of the teaching materials will depend upon the requirement of a particular group of students in a specific teaching context. Properly selected poems, if presented to the students through stylo-linguistic explication of the various functional components of language and rhetorical devices can be more effective and interesting than the usually prescribed use of prose passages. But if a poem is taught through the traditional methodology of comprehending the meaning with the help of biographical, and sociological factors, it will serve no purpose of either motivating the students or bringing them any intellectual excitement for keeping their interest lively. But if we point out to our students in a systematic manner how poetic language functions with foregrounded items\(^\text{13}\) and multiple rhetorical

\(^{12}\text{Halliday, M.A.K, The Linguistic Sciences and Language Teaching (ELBS & Longman Group, 1975), Pp. 56-75.}\)

\(^{13}\text{Leech, G.N, A Linguistic Guide to English Poetry (Longman group Ltd. London), p. 56.}\)
devices, there will always be an element of pleasant surprise and joy in learning.

**Trained Faculty:**

The teacher is at the centre of any ELT or English studies programme at all levels. Even if the curriculum is defectively designed, a qualified and trained teacher can achieve the desired result by virtue of his own mental resources. If we go back again into the history of ELT in India we find that there was no dearth of qualified teachers to teach English. But with the phenomenal increase in the number of learners of English the problem of trained teachers was acutely felt from the 50's of the last century onwards. The government of India, in collaboration of the British council and the Ford Foundation of America, established the Central Institute of English at Hyderabad. The main objective of the Institute was to train personnel drawn from all over India who would train groups of teachers in their region, thus starting a chain action. This was expected to combat the problem of the shortage of trained teachers. Short duration summer institutes were organised by the UGC with the academic collaboration of the CIE.
(Central Institute of English), the British Council and different nodal University Centres in India to impart crash training to teachers at the University and College levels. Since the problem was of such a colossal magnitude i.e. to cater for the needs of millions of students, satisfactory achievements at the training front was not forthcoming.

Students coming to the university are already ill taught by ill-equipped teachers, whose own command of English language is questionable. They have formed wrong linguistic habits, which are required to be remedied at the undergraduate level. But these teachers at the undergraduate level, who are required to do mostly remedial teaching, should be trained in the basic principles of stylo-linguistics so that they can make the students aware of the language mechanism, the operation of which is different from other modes of discourses and communication. Unfortunately there is a dearth of such teachers at the university and college levels. Hence the use of literature, where the greatest casualty is poetry, is sacrificed on the altar of the traditional language teaching through drills, memorization of prescriptive grammatical rules and translation from \( L_1 \) to \( L_2 \) and vice-versa. Quite a good number of teachers, besides
being ill at ease with the mechanics of stylo-linguistics, are generally deficient in their first-hand acquaintance with the culture of the L2. This deficiency in our ELT system is one of the imponderables about which not much can be done in the present set up where the government is not favourably inclined to take the responsibility of higher education, particularly in regard to the courses in Arts and Social Sciences.

Sound and Maximally Effective Teaching Methodology:

It has been customary with ESL experts to discuss various methods suitable to a particular group of students at a particular level of learning. Aural-oral method, linguistic method, grammar-translation method, structural approach, visual, kinesthetic and aural-oral approaches have been quite often discussed for selecting suitable methodology for a group of students, considering the context of situations which has been mentioned while discussing curriculum restructuring. Very little thought has been paid to the use of a suitable methodology at the under-graduate level for teaching English literary pieces to develop and consolidate the communicative competence and performance of the
Students. Teachers of English have quite often believed that at the university level no formalized methodology can be used. Every teacher is an artist in himself and can devise his own methodology of teaching students. The method usually followed by majority of the teachers is:

1. Explaining the text, so that the students understand the content of the particular extract being taught.

2. It is mostly a one way traffic i.e. the teacher speaks and the students listen.

3. The teacher passing on information about the biographical details, the socio-cultural environment of the age in which a particular literary piece was written and then finally relating these two factors to the content element of the text in hand.

4. No effort is made to select linguistic items for practice in (a) spoken English (articulation of sounds, stress, rhythms and intonation), (b) vocabulary (with differentiation between active and passive vocabulary

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14 It is a common knowledge that CIEFL and the Language Training Centre at Allahabad made efforts to train teachers in the methodology of ELT. But it didn’t prove to be very beneficial because of population factor.
items) and (c) sentence patterns with involved syntactic elements to convey complex thoughts or to achieve economy, precision and incisiveness in expression with the help of rhetorical devices, which enhance the significance of meaning.

The teaching of poetry requires a methodology different from that of prose. For example, at the very beginning of a prose lesson the teacher can ask the students to read the passage either silently or loudly to give practice in articulation of sounds, stress, correct pauses, intonation etc. Students can comprehend the content of the passage to a satisfactory extent on their own and the teacher can only add whatever has escaped their attention. Selecting active vocabulary and useful language pattern for special attention and practice by the students can be done with no great difficulty. But with a poem it is not so. Hence here the teacher should read out the poem to the students with proper attention to the phonemic, prosodic and other technical features like run on lines, caesura and rhyming. It is after this reading out exercise that the teacher should proceed with the poem in a way where there is interactive teaching and learning and ever increasing motivation of the
students. The students should be got involved in the poem concerned and try to follow the development of the idea presented by the poet. The teacher can select only those useful items for practicing pronunciation, vocabulary, and language patterns, which are obviously discernable on the text pages. The drill in language items should not be overdone so that students' enjoyment of the subtle use of language in the poem is not marred. The teacher, despite claiming complete autonomy of a self-styled player, has to keep in mind certain principles of teaching in general, irrespective of the level or background of the students. For example, he should be clear about his aim, lesson development, presentation and device for a feedback to check his achievements at the end of a lesson. It is a well-known fact that there are no good or bad methods of teaching but only good or bad teachers. A truly effective teacher can make a maximal use of even a deficient curriculum.

Use of Audio-Visual Devices:

There is no consensus of opinion among teachers of English in India whether the use of audio-visuals can be
adequately emphasized as an important component of our methodology. It is a common experience that majority of teachers of English literature towing the line of traditional teaching methodology believe in a rhetorical haranguing of the subjective impression of a particular poetic piece with such a gusto as if they love to hear their own voices. This methodology may bring satisfaction to the aesthetic sensibility of the teacher but will not help the students much. For example, presenting the boat-stealing scene in *The Prelude* the teacher's straining his imaginative power of making the students visualise the situation is likely to fail. But even the cheapest device of using a picture post-card of the Lake Districts will make the students see how the hillock inside the lake can rise as the boat reaches nearer to reprimand as it were, the rowers for the moral deviation, while teaching nature poetry visual devices can be of great help. But too much reliance on visual devices as teaching methodology supplement should be made with great caution. For example, it has no relevance in teaching contemplative, meditative type of poetry where the themes are of profound spiritual or emotional significance. In a poem where the cognitive elements are predominant audio-visual devices can
be more effective. Moreover in a scenario of mass teaching in India, where we are at the blackboard operation level, equipping an English teaching section with even reasonably adequate infrastructure perhaps may still appear a dream unrealised.

In Chapter 2 we propose to give a brief overview of stylo-linguistic theories and point out the chief stylo-linguistic devices which a teacher of English should master for a truly meaningful teaching of poetry for developing the linguistic competence of the students at the under-graduate level in Indian universities and colleges.