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## Sensuousness of Poetry Made Tangible: The Digitalized Approach

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*Sensuousness in poetry is that quality which appeals to our five senses – sight, hearing, touch, smell and taste. It is a way of perception through the five senses. The images in poetry can be made more perceivable through the use of digital technology in classroom. So the teacher has the freedom to introduce his or her own improvised ways to ensure maximum aesthetic pleasure to students. Educators have emphasized the importance of situating students in an authentic learning environment. Such an approach helps students comprehend, feel and enjoy ideas beyond their own environmental situations and settings. Teaching poetry brings great responsibility to the teacher. This being a cyber-spaced age, teaching poetry should also be in line with the progress of this age. Teachers in the digital era should be equipped with the tech tools, opening up exciting new possibilities of combining different media – a new concept that is multifaceted. Thus, the incorporation of the technological advancements and tools in facilitating the appreciation of poetry in a classroom context may be termed as a digitalized approach. Here, the role of teachers is critical as the new generation is more digitally and technically updated than the generation of the practicing teachers. This paper is an attempt to highlight this issue and to see the effect of tangibility in the teaching and learning of poetry.*

**Keywords:** Digital Technology, Sensuousness, Appreciation and Teaching.

### Introduction

Poetry is an imaginative awareness of experience, expressed through meaning, sound and rhythmic language choices so as to evoke an emotional response. It is taught because it provides students with a kind of linguistic. It is an experience of a different kind of language-use which is creative and imaginative. Poetry enables teachers to teach their students how to write, read, and understand any text. Poetry can give students a healthy outlet for surging emotions. The digitalized approach of teaching poetry has opened new vistas and avenues in appreciating poetry. Poetry is defined as “the extraordinary perception of the ordinary.” Being a kind of art, poetry shrinks away from strict definitions. The very nature of art is to challenge thinking. Trying to define something artistic, simply opens up new ground for exploration by those hoping to challenge convention. In particular, this paper examines how by tapping students’ visual and digital literacy skills they are enabled to create video poems, podcasts, hypertexts and wikis, all of which represent new ways of using language and experiencing poetry.

## Objectives of Teaching Poetry

The main objectives are:

- To understand and derive pleasure from the given poem.
- To appreciate the beauty of the language and the thought in the poem.
- To recite the poem with proper beats, stress, accent, intonation and rhythm.
- To kindle the students' imagination and develop their aesthetic sense (sensuousness)

## Digitalized Approach

The dominant model of poetry teaching, particularly for older students, has been to teach poetry through print text and to focus on finding one meaning to be dissected. In contrast, poets emphasize the importance of hearing the poem read aloud (lifting the poem from the page), engaging with it, and probing for deeper meaning through discussion with others. If we want our students to understand how literature, and poetry in particular, brings them to a deeper understanding in life, we need to find meaningful ways to engage them with poetry

The use of new media adds multiple layers of meaning and interpretation of a poem in ways that are not available with a conventional textual format. Sensuous poetry deals with concrete images instead of abstract images. So the teacher has the freedom to introduce his or her own improvised ways to ensure the maximum aesthetic pleasure to the students. Teaching poetry brings great responsibility to the teacher. As a teacher in the digital era, we should be equipped with the tech tools, opening up exciting new possibilities of combining different media – a new concept that is multifaceted. Thus, the incorporation of the technological advancements and tools in facilitating the appreciation of poetry in a classroom context is called the digitalized approach.

Digitalized approach in the teaching of poetry facilitates the exploration of meaning. It promotes blended learning combining face to face interaction and the effective utilization of ICT resources. Digitalized approach can enhance creativity and far off imagination among learners. It widens avenues for picturisation and dramatization of the poetic environment. Digital poem offers a unique opportunity for establishing access to the effective recitation and oral rendering of the poem by a competent hand. It is beneficial to both the students and the teachers. The technologies that shape digital media are diverse, rapidly evolving and can be used to such different effects. Digital technology leaves a mark on a poem partly in the composition process and partly in how a poem looks, because it provides a diverse palette of formatting elements and language tools. Here the poet thinks through the poem.

Multimedia resources could be utilized in challenging and stimulate ways for better appreciation of the poem. The different types of images like tactile, olfactory, visual and auditory could be better explored through the use of multimedia tools, where text images and audio-video resources could be combined. The inter-meaning of the poem could be brought out through collaborative efforts using ICT platform. The beauty, richness of imagery, the poetic appeal, artistic elements that activate imagination, colourful word pictures, the mastery of manipulation of word pictures, the craft involved in the selection and presentation of appropriate expressions, level of fanciful imageries presented in realistic tones – all these elements unveil sensuousness. In the simplest terms digital poems are born from the combination of technology

and poetry, with writers using all multi-media elements as critical texts. Sounds, images, movement, video, interface/interactivity and words are combined to create new poetic forms and experiences.

Poetry is meant to be lifted from the printed page and explored in multi-modal ways (visually, gesturally, aurally). The use of new digital media for reading, writing, and representing poetry encourages an exploration of the relationship between text and image and how images and sound might be used to mediate meaning-making. New media have an immersive and performative potential that encourages students to get inside a poem and play with it. Giving students opportunities to create poems or respond to and annotate existing poems using new media provides them with opportunities to use the technology in meaningful ways.

A poem accompanied by visual images and annotations can be seen as a new text, a different way of performing the poem. Creating poetry using new media views performance as a vehicle for exploration and learning, rather than as a fixed product to be rehearsed and delivered as a final event. Our students are already immersed in new media and the question is no longer whether we should use digital technologies in the classroom, but rather how they are being integrated into the curricula. Although access to resources continues to be an issue, principals need to encourage and support classroom teachers in developing digital skills to improve literacy learning. In addition, teacher preparation programs need to ensure that teacher candidates are fully equipped to integrate new media in a classroom context.

Samples on Digital Approach - Taking into account the poems “The Ballad of Father Gilligan” by William Butler Yeats and “The School Boy” by William Blake: The students can be shown what a ballad form is (a traditional form, usually sung, with regular, short stanzas that tell a story). The poem is stanzaic in structure with twelve stanzas of four lines each - a quatrain. In each stanza, the first and the third lines do not rhyme but the second line rhymes with the fourth. Picture of Father Gilligan, flock, green sods, moth-hour etc. can be emphasised by ICT software which is audio-visual combined.

‘The School Boy’, is a poem about a boy who is forced to go to school when nature, in all its splendor, calls him. The very first stanza depicts the graphic description of summer season in all its glory and richness. ‘Nature’, ‘chirping of birds’, ‘huntsman winds his horn’, ‘skylark sings etc. are all combination of audio-visual imagery (combination of image, sound and words). These facilitate teaching the poetry with graphic visuals. Students can utilize digital technology to create a presentation of a poem. They can create photos, videos, slams thereby improving their skills in creativity. Along with audio presentation of the poem the performance of the students can be initiated and at the same time video-taped. This is very effective in children with learning disabilities.

- 1) Videos related to the above poems may be played for creating diorama (a miniature representing a scene with three-dimensional figures) to capture the images and sounds of the poem.
- 2) CD of instrumental music related to the poem may be played for producing background music to feel the melody of the poem

- 3) . Standard recitation by a native speaker.
- 4) Voice recording to improve their pronunciation.
- 5) PPT of the nature scene related to the poem to be taught.
- 6) Students can be asked to share their reading experience of the poem through a blog.

This kinesthetic type of learning draws the teachers' attention to the importance of visual element in motivating students become involved in the study of poetry. This is a task that the teachers have to face in order to keep up with the times and provide motivation and necessary skills for students.

### Conclusion

A total shift towards digitalization is visible among the techno-savvy teachers nowadays. However, a judicious blend of both the traditional method and the right mix of technical modalities will serve the purpose.

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