

## **Teaching Poetry Through Motion Pictures Among the Undergraduate Students of Coimbatore - A Study**

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### **Introduction**

English was viewed as a door way to progress and opportunities by Indians even from the days of East India Company. This language today has obtained the universal status and connects individuals to their organizations. Thus, in a word English inter locks the entire world by its uniqueness, simplicity, richness, flexibility and immense acceptability. It is the preferred medium in higher educational institutions and professional educational institutions, especially in the field of science and technology because of its global acceptance.

Most of us think of reading as a simple passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But reading is actually a very complex process that require a great deal of active participation on the part of the reader to get a better sense of the complexity of reading, read what some experts in the field have said about the reading process what do we read? The message is not something given in advance or given at all, but something created by interaction between writers and readers as participation in a partial communicative situation. This study focused on the potential effect of motional pictures tools, audio and video communications have on the process of learning English as a foreign language compared to other traditional learning methods that do not involve the use of these tools.

The study explored the implications of integrating motion pictures in teaching. It is as a telecommunication tool has the potential to facilitate the process of learning EFL; both synchronous, real-time, online interaction in which all participants are logged on at the same time and communicate directly with each other and asynchronous, interaction occurs intermittently with a time delay, tools may neutralize the effect of physical isolation. Since positive attitudes and high motivation are the best overall predictors of success in language learning, the purpose of the study is to determine what change English competence and the affective variable of motivation will undergo when integrating motion picture tools into learning EFL.

### **Objective**

- To study the significant difference between the effectiveness of motion pictures and traditional method of teaching in developing English skills in English among college students.

The following is the hypotheses formulated for the present study.

- ❖ There may not be any significant difference between Motion pictures and Traditional Method of Teaching in learning poetry in English among the students of Coimbatore
- ❖ There may not be any significant difference between the pre-test mean values of control group and experimental group of students belonging to Coimbatore in learning poetry in English.

The students studying in R.V.S. College of Arts and Science, Coimbatore were chosen as the present study. Around 80 students willingly took part in the test of reading skills administered for this study. Among them, 40 students have been chosen for the students' questionnaire survey. The study has been conducted on 40 students.

**Table 1**  
***Achievement Test Scores of Traditional Method Group and Motion Pictures Group Students belonging to Coimbatore in Reading Skills in English***  
Mean and standard deviation of the Traditional Method Group and Motion Pictures Group scores of Achievement Test belonging to Coimbatore and calculated t-value are given.

Achievement Test	Mean	N	SD		
Traditional Method	15.2750	40	1.39574		
Experimental Method	18.0000	40	1.64862		
Paired t-test					
Correlation	Mean	SD	T	Df	
Paired Result	.546	-2.72500	1.46738	-11.745	39

Note: significant @ 0.05 level

### Interpretation

The arithmetic mean for the Traditional Method Group and the Motion Pictures Group scores in Achievement Test (post test) has been worked out to find out the average. The arithmetic mean for the Traditional Method Group is 15.2750 which is lower than the arithmetic mean of 18.0000 for the Motion Pictures Group. It is inferred that there is significant difference of paired mean value which is 2.72500.

The standard deviation for the Traditional Method Group and the Motion Pictures Group in pre-test has been found out to show the deviation. The standard deviation for the Traditional

Method Group is 1.39574 and the Motion Pictures Group is 1.64862. The difference of the deviation is found to be 1.46738.

The *t* result of both the Traditional Method Group and the Motion Pictures Group in reading skills in English is 11.745 which is higher than the table value of 2.0227 at 0.05 level. It indicates that the post test achievement of the Traditional Method Group and the Motion Pictures Group belonging to Coimbatore significantly differs in reading skills in English.

**Hence it is allowed to conclude that there is significant difference between the post test mean values of Traditional Method Group and Motion Pictures Group of students belonging to Coimbatore in learning poetry in English.**

**Table 2**  
***Pre-Test Scores of Control Group and Experimental Group Students belonging to Coimbatore in Reading Skills in English***

Mean and standard deviation of Control Group and Experimental Group scores of Pre-Test belonging to Coimbatore and calculated t-value are given.

Pre-test	Mean	N	SD
Control Group	15.3500	40	1.62591
Experimental Group	15.2750	40	1.39574

  

Paired t-test					
	Correlation	Mean	SD	T	Df
Paired Result	.781	.07500	1.02250	-.464	39

*Note:* significant @ 0.05 level

### Interpretation

The arithmetic mean for the control group and the experimental group scores in pretest has been worked out to find out the average. The arithmetic mean for the control group is 15.3500 which is higher than the arithmetic mean of 15.2750 for the experimental group. It is inferred that there is no significant difference of paired mean value which is 0.07500.

The standard deviation for the control group and the experimental group in pre-test has been found out to show the deviation. The standard deviation for the control group is 1.62591 and the experimental group is 1.39574. The difference of the deviation is found to be 1.02250.

The *t* result of both the control group and the experimental group in reading skills in English is 0.464 which is lower than the table value of 2.0227 at 0.05 level. It indicates that the pre-test achievement of the control group and the experimental group belonging to Coimbatore is not significantly differing in reading skills in English.

Hence, it is allowed to conclude that there is no significant difference between the pre-test mean values of Control Group and Experimental Group of students belonging to Coimbatore in learning poetry in English.

### **Conclusion**

English teaching needs some new and innovative approaches. Motion Pictures method fulfills the development of reading skills among the college students. The present study demonstrates the effectiveness of the Motion Pictures in enhancing the development of reading comprehension skills in English among the college students of Coimbatore, Tamilnadu. The present study may create an awareness among the ELT experts to make use of the clues available in the form of findings, discussion and recommendations for designing programmes towards developing techniques suitable for the target population in order to make reading a pleasurable and purposeful act at all levels of education.

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