Creative Activities Based Enhancement of Teaching of Rhyme and Poems in English: A Number of Deliberations

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Abstract: This research paper attempts to demarcate besides outlining the creative activities based enhancement of teaching of rhyme and poems in English. Rhymes are the short poems containing rhythm and are musical. Exclusively in early states rhymes perform precisely an imperative role in teaching English as fresh learners are fond of songs and melody. Rhymes boost the learner to contribute in the class-room activities and accomplishments. Rhymes and songs are the philological inputs learners receive and the linguistic (words and usages) they receive is contextualised and realistic. Learners get them suppressed appropriately sound. Rhymes correspondingly support in performing English sounds, word stress, sentence stressed and unstressed syllables spontaneously. Rhymes and rhythm fascinate predominantly to the ear and this is obligatory that the learner mandatory be facilitated by enunciation, rhythm, intonation and modulation of a rhyme or poem. The learner cannot be estimated to recite the rhyme to himself to develop an accurate impression of the sound influence. Consequently the instructor ought to present the poem vocally using suitable resonances and beat whose fascination will definitely appeal him concerning the gratification, enjoyment and indebtedness of the rhyme. Poetry is striking, conspicuous and persuasive speech. The lyricist voices to us from side to side the poem. While we present poem verbally through discourse, the senses of the learner are unrestricted to perceive the imagery in the poem and not tense down to the manuscript to decrypt the motif.

Key Words: Creative activities, enhancement of teaching, rhyme and poems, speak and sing, sound influence, stress and intonation

Introduction:
Poetry is an imaginative awareness of experience expressed through meaning, sound, and rhythmic language choices so as to evoke an emotional response. Poetry is the chiselled marble of language; it’s a paint-splattered canvas - but the poet uses words instead of paint, and the canvas is you. Rhymes are the short poems containing rhythm and are musical as well. Exclusively in early states rhymes perform precisely an imperative role in teaching English as fresh learners are fond of songs and melody. Rhymes boost the learner to contribute in the class-room activities and accomplishments. Rhymes and songs are the philological inputs learners receive and the linguistic (words and usages) they receive is contextualised and realistic. Learners get them suppressed appropriately sound. Rhymes correspondingly support in performing English sounds, word stress, sentence stressed and unstressed syllables spontaneously.

Rhymes and rhythm fascinate predominantly to the ear and this is obligatory that the learner mandatory be facilitated by enunciation, rhythm, intonation and modulation of a rhyme or poem. The learner cannot be estimated to recite the rhyme to himself to develop an accurate impression of the sound influence. Consequently the instructor ought to present the poem vocally using suitable resonances and beat whose fascination will definitely appeal him concerning the gratification, enjoyment and indebtedness of the rhyme.

Significant Highlights of Teaching Rhymes & Poetry: While teaching poetry the subsequent purposes of teaching ought to be
assimilated to help learners to enjoy and appreciate poetry. Poetry entreaties to the ears more than the eyes and poetry is preordained to be read clearly as otherwise the influence of rhyme and rhythm will be vanished. Rhymes and songs support eloquence in totalling poetry is considered as a nutriment for heart; it besides improves the passionate values. However teaching the poetry the subsequent themes should be dredge up: The communication of the poem is extra significant than its facts. Staging of the poem should be prepared verbally through discourse, with the books closed. Poetry is striking, conspicuous and persuasive speech. The lyricist voices to us from side to side the poem. While we present poem verbally through discourse, the senses of the learner are unrestricted to perceive the imagery in the poem and not tense down to the manuscript to decrypt the motif. The poet is definite to internment the resourcefulness and stimulates pleasure. Consequently for the sake of expediency and commencing the concrete perspective, we may style three simple rules for classroom transaction:

I. Too much of explanation is a mistake.

II. Verbal peculiarities like doth, thou, thee, thy, thine etc. should be neglected, unless the learners ask.

III. Learner’s appreciation and understanding of the poem and sharing of the poet’s experiences can be expressed through art in the form of drawing/dramatization.

The Process of Teaching Poetry:

The process of teaching of poem can be in three main stages:

1. Preparation
2. Presentation, and
3. Discussion

Preparation: Preparation is to equip the learners for a quick grasp of the main theme and familiarize them with the most important words and expression.

Presentation: Presentation and reading include a great deal of re-reading, elicitation arousing interest and calling for intense concentration on the word-pictures (imagery) in the poem.

Key Strategies in Teaching Rhymes and Poetry:

Keep in mind the purpose is to make learners learn and not get bored. Take note of the following tips:

1. Do not read a poem and only provide your own understanding to your class.
2. Utilize different ways in teaching poetry.
3. Begin with the end in mind.
4. Familiarize yourself with the figures of speech, rhyming words, forms and meters of poetry, etc.
5. Pay attention to form. The form of a poem is the physical arrangement of the words on a page. This includes the way lines are placed, their grouping, and their length.

- Look at the poem before you read it.
- Examine whether the lines and stanzas form a regular pattern. If not, determine why.
- Listen for rhythm as you read the poem aloud.
- Pause where punctuation marks appear, not where the line ends. Stopping at appropriate spots helps clarify meaning.

6. Pay attention to sound devices. Skilled poets use sound devices for a reason, usually to draw attention to major points.

- Read the poem aloud several times.
- Identify the sound devices and determine why the poet chose them.
• Determine the rhyme scheme.
• Look for near rhyme. Poets often use near rhyme to make the reader focus on an important word.
• Determine the purpose of the sound.

7. Look for figurative language. Because poets have fewer words with which to work, they must use them sparingly. Figurative language allows them to cover much with little.
• Visualize figurative language.
• Analyze the meaning of each metaphor or simile.

8. Look at the title. Determine if the title contributes any special meaning to the poem.


10. Summarize the poem's meaning.

Elements of Poetry:

1. Imagery: Representation of the five senses: sight, taste, touch, sound, and smell creates mental images about a poem’s subject.

2. Visual Imagery: Visual descriptions so vivid that they seem to come to life in the learner's mind when they are read.

3. Auditory Imagery: Descriptions of sound so vivid that learner seems almost to hear them while reading the poem.

4. Images of Smell (Olfactory Imagery): Descriptions of smells so vivid that they seem almost to stimulate the learner's own sense of smell while reading.

5. Tactile or Physical Imagery: Descriptions conveying a strong, vivid sense of touch or physical sensation that the reader can almost feel himself or herself while reading.

Strategies for Teaching Rhymes / Poetry:

During the sessions of poetry teachings following strategy have to be kept in view:

- It should be kept in mind that learner love to be in motion as they chant or sing poems. The instructor can make up acts to convey diverse pieces of verse. The actions can be as touching a hand or fingers. It is best to start by standing away from desks, tables or chairs when reciting poems with accompanying body motions. Unlike drills which are often lack-lustre and boring, the children can read poetry aloud or sing songs as a group without feeling that it is an unnatural process.

- The instructor may prepare them in advance. S/he should recite the poems in the class with appropriate stress, rhymes and action.

- One can begin by asking children some rhymes in the mother tongue as every language is rich in rhymes and songs. The instructor can then move to the poems after songs. Some rhymes in the mother tongue can be used.

- Learners love poetry and have a natural flair for it. When you teach poetry, read poetry aloud and encourage children to read aloud. Lot of action and gestures will be helpful, since poems are made for enjoyment by acting them out.

- The instructor can prepare picture cut-outs for the poems in terms of vocabulary items and the story. While reciting the rhymes the instructor can put these cut-outs in order on the blackboard. After the poem is recited learners repeat the poem while the cut-out are being removed simultaneously till the blackboard is clean.

- Total physical response (James Asher, 1977) where learners listen and physically respond to a series of instructions from the instructor is a very popular method among teachers of young learners. This can be used as
a technique with storytelling and with poems that teach language related to any kind of movement or physical action. The language content of the poems is not just important but they are a means of language teaching focusing on Total Physical Response (TPR). Children have fun with movement and the more fun for them the better they will remember the language learnt. Here are given two charts with TPR that motivate learner immensely:

Activities for Teaching Rhymes through Total Physical Response (TPR): Birds & I

If I held a bird in hand
Soft as ever could be
I would listen to her racing heart
And set her forever free.

No joy can ever be so great
Than the freedom of her song
No matter she may never return
And take her song along.

Still love to hold few birds
And keep on setting them free
Or feed them if they choose to stay
And share their joys with me.

The instructions may ask the learner to recite in a group. S/he may write the rhyme on the blackboard. The instruction sings, learners listen, looking at the visuals, and then recite it again together imitating the instruction. S/he may get it written in a drawing sheet in bold letters with pictures. Dialogues can be introduced. Learners can be divided into groups and each group recites different actions.

Activities for Teaching Rhymes through Rhymes / Poetry - Singing Aloud:

Weavers, weaving at break of day,
Why do you weave a garment so gay ?
Blue as the wing of a halcyon wild,
We weave the robes of a new-born child.

Weavers, weaving at fall of night
Why do you weave a garment so bright ?
Like the plumes of a peacock, purple and green,
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,
What do you weave in the moonlight chill ?
White as a feather and white as a cloud,
We weave a dead man’s funeral shroud.

(Sarojini Naidu)

Consequently, rhymes can be used for the evaluation of speaking and listening skills. Apart from the rhymes given in the book, instructor can use more rhymes in the class as a pre-teaching activity. Drilling of rhymes need to be a continuous process. Subsequently
it can be taken up on a daily basis before starting to teach as far as possible.

**Some Significant Insinuation for Activities to teach Rhymes / Poetry s:**

1. Allow learners to enjoy reading poems aloud *first* before analyzing them.

2. Allow learners to create poetry using magnetic poetry boards. Create a muse-filled atmosphere by dimming the lights and playing classical background music.

3. Allow learners to record themselves (either on video or audio) reading poetry aloud. Create a tape than can be "checked out" to take home. Younger learners feel affection for poems in which they can engage in onomatopoeia.

4. Give students each a magazine (which can be cut up). Have each student cut out 25 words (putting them into an envelope as they go). When the student has accumulated the required number of words, have them lay out the words and put them together to form a poem. Glue words to construction paper.

5. Take a nature walk. Have learners bring along pencil and paper to create a "word bank" of descriptive words. What are the smells filling the air? What sounds do you hear if you sit silently for a full minute? What does bark feel like when you run your fingers over it lightly? Remind learners to use all five of their senses.

6. Create a “Poet-Tree” in classroom. Using either a large, bare branch or an artificial tree such as a silk ficus, have learners clip their favourite poems to the tree.

7. The Never-Ending Poem. Have each learner write one line of a poem. Then, have them pass their papers to the learner behind (or beside) them. The next learner writes one line and then passes the poem along to the next, and so on. After ten or so passes, have some of the learners read the poems.

8. Make sure learners understand the “creation” stage of poem making and the “editing” stage are two different steps in the process.

9. Allow learners to perform “poetry plays.”

Create a class poetry anthology. Have each learner choose his or her “best,” most polished work for inclusion.

**Conclusion:**

Instruction of rhymes and songs in a class are to creating a fun filled learning environment for learners. This further enables learners to speak and sing without any inhibitions, to recite rhymes with proper rhythm, to improve the pronunciation, to use proper ‘stress’ and ‘intonation’ and to be self-motivated to learn a language. Teaching of rhymes and poetry serve as an important input for enhancing language learning in the classroom. Instructors need to know how to select a rhyme and the various techniques of teaching poetry and enabling learners to be song singer in an interactive way. Let us recollect, find rhymes and poems learners likes and appreciate, rhymes and poems that match their age and language level, choose rhymes and poems with a simple structure, choose rhymes and poems with positive attitudes, choose rhymes and poems that learners could connect with their thinking, curiosity and interest.
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