



Using Talk for Learning and Games to Assist First Year Languages Student-Teachers to Identify and Use Poetic Devices Correctly

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Abstract

The main objective of the study was to equip first year English specialism student teachers' of Foso College of Education to identify and use poetic devices correctly. This boils down to the fact that student -teachers' poor interest in poems, and lack of motivation on the part examination grades. The strategies adopted to assist student-teachers to identify and use poetic devices correctly ranged from talk for learning, games, word cards, use of dictionaries, and discussion. The research design used for this study was practitioner research and the data collected were analyzed using descriptive statistics.

Keywords: Games; Student; Teachers

Introduction

The recent introduction of specialism courses in the colleges of education in Ghana saw the Department of Languages mounting elective courses as English, French and Ghanaian languages all with literature in English as an integral component of each course. This is so because of the numerous benefits the study of literature endows the learner. Apart from being creative, the learner becomes a keen observer of life and society making good use of their imagination and originality especially when much focus is dedicated to the study of poetic devices.

Of the genres of literature, poetry is considered by [1] as an expression of beauty. Poetry plays a major role of provoking the imagination of the reader, enhancing his creative potentials and promoting originality in presentation. It is an expression of beauty because through the few lines expressed in flowery language, poetry can conserve society's legends, explore society's problems and ridicule society's weakness.

Despite the importance of poetry in relation to its fine flowery language, first year students of Foso College of Education show little or no interest in analyzing poetic devices as far as their meaning and usage are concerned. Because of this problem some of them have lost interest in poetry, making them run away from class and deliberately refusing to attempt exercises on poetry.

The purpose of this study is to use talk for learning and games as strategies at Foso College of Education to whip up student-teachers' interest in identifying and using poetic devices correctly.

The study would wish

- To assist English specialism student-teachers of Foso College of Education to identify, define and use poetic devices correctly.
- To examine how effective the use of talk for learning strategies and games can equip student-teachers with pedagogical skills to identify and use poetic devices correctly in Foso College of Education

Literature Review

The birth of the art of writing revolutionized the art of poetry. Poetry came to be categorized into several forms like English Poetry, American Poetry and African poetry. These categories are mostly based on the origin of the poet. Another form brought by the art of art of writing is form or structure of the poem. Here, the poem is arranged in a particular way the lines in the poem are arranged to suit a particular desire of the poet for a specific significance.

Over the years, poetry has been defined in many ways by different poets and writers. Most of these definitions are subjective. The poets define it according to the way they feel personally about poetry. For instance [3] described poetry as follows;

If I read a book and it makes my whole body
so cold no fire can warm me,
I know it is poetry.
If I feel physically as if the top of head
were taken off, then I know that is poetry.

Dickinson understood exactly what she was talking about because her definitions show how she felt personally about poetry.

But the question to ask is “would a second person feel the same way about poetry as Dickinson”?

Or would other great poets like W.H. Auden Mathew Arnold and Robert Frost William words worth feel the same about poetry as did. [3] whose definitions of poetry read;

Yellow silk handkerchief knotted with,
Sealed in a balloon tied to the tale of a kite
flying in a white wind against a blue sky in spring.

Though people do not compulsory need to accept others definitions, depending on how some feel about poetry, there could be as many definitions of poetry as there are poets or people interested in poetry.

In an attempt to describe what he feels about poetry, did well to embrace the internal sentimental transformations that a reader experiences after reading a poem. He writes;
A force moves and operates in the reader,
Transforming him into something quite different
From what he thought he is.
It reveals more intense feelings
And uses words packed with more meaning
Than is apparent.

It is, in fact, a language of emotion with a whole work sometimes set to metrical arrangement.

From the discussions so far, we can say that

- Poetry is an imaginative, artistic creation or a literary composition that is characterized by imagination, emotion, significant meaning, sense-impression, and concrete language that invites attention to its physical features such as sound and appearance (when written).
- Poetry could also be considered a piece of literature written by a poet in meter or verse, expressing various emotions through the use of techniques such as metaphors, similes, and certain sound devices (such as assonance, alliteration, consonance) that emphasizes the aesthetics of language use as well as imagery.
- Poetry is an artistic verbal composition that reflects artistic beauty and is rendered in a language that evoke sense of appreciation to affect emotions of the reader and elicit appropriate response in the reader.

One mark of every great poetry is poetic intensity, which is usually achieved through the economy of words. A poet faces an important challenge in poetic composition—the need to communicate within a small textual space rather than time in general. In other words, in poetry, the poet is faced with the challenge to say so much in so little space. Consequently, one of the strongly held tenets of

poetic composition is to compress the language so that the poet can say so much in so little a space. Words in poetry are sensuous and concrete, chosen because of the meaning or image they carry and the imagination they can set. The words in poetry are therefore dense, concrete, and intense.

Figurative language in poetry employs devices or tools involving the alteration of the normal meaning of an expression. The figures of speech employed in poetry deliver meaning other than the literal meaning of words. It could involve just a word, a phrase, or an image in a bit to create an artistic effect.

If images, concealment, defamiliarization, and intensification have such artistic effects to draw the interest of the reader, and further direct them towards a possible interpretation of the poem at hand to make the understanding of the text easier for readers then figurative language does this magical emphasis. It would include figures of speech such as metaphor, irony, hyperbole, allegory, litotes, pun, personification, simile, metonymy, synecdoche among others

Poetry is as well very instrumental in reflecting the relevance of a poem to a specific situation. This function implies an agent, a means and an object relationship. The poet is the agent, the poem, the means, and the object is the reader on whom the poem acts. Every poem must have an intention (message) that the poem must convey to the reader who is disposed to receive it. This message of a poem reflects its instrumental function. It encompasses what the poet seeks to do with his or her poem. The instrumental function of a poem can be known through the purpose of the poem, the type of poem and the various thematic issues in the poem. For instance, aside the fact that a dirge can expose readers or audiences to such traditional functions of education, entertainment and giving information; it has its instrumental function of “mourning the death”; an ode is sung to praise an entity amidst its traditional functions. The instrumental function is usually specific to the type of poem and occasion of performance.

Importance of poetry in education

Excellent aid in the study of languages, both L1 and L2: poems are composed and performed in words which are the building blocks of language. Even a very casual study of a poem reveals that poetry is that aspect of human creativity in which language has its most inspiring expression. A study of poetry exposes the student of a language to the highest and most artistic use of that language.

Enhances appreciation of the cultural environment of a particular poetry. Poets are also noted to be critical observers of life in their natural environment. A study of their works opens our minds to many natural phenomena which we might have been ignorant about.

Poets are known to exercise their imaginative potentials more than ordinary people. A study of their creations, therefore serves as a stimulus of our own imaginative powers.

Because it has been empirically observed that all living tissues and organs grow stronger and more efficient by constant use, the constant exercise of the brain by rote learning will toughen the brain tissues and make memory more active and efficient. And since one of the assets of successful learning is a retentive memory, a wise selection and learning of poems by rote may serve as a good stimulus for the successful study of other subjects.

Poetry is the most effective medium by which mores and traditions of society are imparted. This is the area in which poetry performs the most important function in education over other disciplines by making education achieve its aim of imparting the moral and cultural values of society. There is almost always an implicit expression of moral truth in every good poem.

The enjoyment of poetry-whether written or oral- as a form of entertainment, is known to have sobering effects on the mind. It is therefore a healthy form of entertainment and needs to be encouraged in the training of the youth for life.

Importance of poetry on society

A secular cultural art form for entertainment: Poetry forms the basis of any music and dance which are very important on almost all occasions in most cultures in Africa. Every ceremony for each stage of the rites de passage, the taking of chieftaincy titles, house warming ceremonies of new buildings and commissioning of newly bought motor-vehicles. Even the strenuous work of fishermen hauling in their fishful nets from the sea, the hoeing or making of ridges for crops on farms and the pounding or grinding of grain in mortar or on stone are accompanied by songs and since song is the basis of oral poetry it means that poetry pervades most of African traditional and cultural activities. Emphasizes religious beliefs as seen in the words of Christian hymns, the Buddhists and Hindu mantras and chants, the magic spells of Africa, the beautiful verses of the Muslim Holy Quran, the Psalms of the Judeo-Christian Holy Bible, the verses of the Holy Writ and the Efa Divination Chants among the Yoruba, the Ewe and Pon of West Africa.

In stress situations, namely, in ill-luck and bereavement, poetry can serve as a comforter. This is when reflective songs of encouragement and dirges are performed. There are examples of people whose emotional balances are restored either after thwarted love affairs or the loss of loved ones by the performance of songs and dance. This probably explains why song and danceful funerals are celebrated in many cultures in Africa. Poetry can also serve as a means of social control. Just as there are panegyrics or praise songs in which fame, hard work, honesty, bravery, generosity and other complementary human qualities could be extolled, so are also songs

of abuse in which human failings such as greed, indolence, cowardice, stinginess, fornication, adultery and folly could be indicted and ridiculed. Typical examples are the lampoons and satires of John Dryden, Alexander Pope and others. In Africa the halo of the ewes in which the misdeeds of individuals in society are recounted in songs in public. This so embarrasses the relatives and friends of those concerned that they prevail on the wrong doers to refrain from their antisocial behaviour. These make individuals careful of what they do or say in the presence of others, especially during the seasons of halo contests between or among communities.

The importance of studying poetry in ITE institutions

In spite of the numerous problems that hinder the study of literature - in- English there is the need to study it. The reasons are enumerated by [15] as follows; elimination of inability to communicate in English language, broadening of the child's knowledge, improvement in association of ideas, development of learner's vocabulary: the enrichment in one's speech, ability to learn certain fundamental human values and issues, creativity enhancement in the child and development in the language learning process.

The study of poetry helps the language learner to communicate efficiently in the language through dramatization and poetry and poetry recitals. It supplements the study of any language. The teacher as the facilitator helps the student teachers to articulate, mine and act. Also poetry helps to broaden the child's horizon for the simple fact that the child sees an object not as the layman in the street sees it. The literature -in- English student is able to associate an object or action with an imaginary thing. The learner will not only see a wailing man but a man in a sad mood, all other things being equal. He will also see a crowd of people going on a picnic as a happy people. Furthermore, since the study of poetry also involves the study of language, the learner will be able to articulate new words that may even be beyond his level. Moreover, study of literature enriches the learner's speech. In more literary terms, the study enables the learner to add colour to his speech. If a child speaks and out of the blue brings in expressions which are full of imagery, personification, metaphor or simile his audience will attest to the mastery the speaker has over the said language. In the same vein a literary text can serve as an excellent catalyst for oral work.

Poetry again as seen to present different bodies and characters in a documented from thereby talking of something about certain fundamental human values and issues. Society frowns on dictatorship while it cherishes love and freedom. The do's and don'ts' of a society are brought to the fore through the study of poetry.

Also, a learner of poetry becomes creative and adventurous as he begins to appreciate the complexity and interlining of the use of language. The child even at times builds up of initiative. The poetry helps in the language learning process in that there is a develop-

ment of personal interest in reading. It helps to develop learner's aesthetics. It also plays an important role in poetry programme.

The use of literary materials and literature study have a language learning role. This is because it helps to a large extent to develop literacy. It whets inquiring and creative minds in learners who undertake it study. It helps to foster sound morals and desirable attitudes of the traditional heritage and identity of Ghanaian learners, they become conversant with the environment they live in.

Poetries are motivating and interesting and can help develop positive attitudes towards language learning. They create a desire to continue learning. Learning English language through poetry can lay the foundation for senior secondary schools course in terms of basic language functions, structure, vocabulary and language learning skills. [19] has observed that poetries create opportunities for developing continuity in children learning since they can be chosen to consolidate learning in school subject across the curriculum. Listening to poetries allows the teacher to introduce or revise new vocabulary items in varied, memorable and familiar contexts.

Student teachers develop their listening and concentration skills during poetry through;

- Their prior knowledge of how language works.
- Their general knowledge which allows them to understand the overall meaning of the poetry and to relate it to their personal experience.

From the facts above, it is clear that there is the need to study poetry at the basic level.

Function of poetry in education

The cultural value of poetry reveals that poetry is important in many facets of human activity. This suggests that poetry like either History, Civics or Political science which are cultural subjects and Science and Geography which are environmental subjects should not be neglected in the training of the young. One other point is that man seems to make comforting himself in stress situation as well as entertaining and edifying himself than some other subjects studied in school. Besides the above, it has been noted that poetry is an excellent aid in the study of language. Language here does not only refer to either English or French. It could be Ewe, Hausa, Akan, Yoruba or any other. Poems are composed and performed in words which are the building blocks of language. Even a very casual study of a poem reveals that poetry is that aspect of human creativity in which language has its most sublime expression. A study of poetry, therefore, exposes the student of a language to the highest and most artistic use of that language. It is not for nothing, therefore, that the study of poetry of a language is made mandatory for the learners of that language.

Since poetry is a cultural subject its study enhances appreciation of the cultural environment of a particular poetry be it Yoruba poetry, Akan or Greek. Furthermore, poets are noted to be particularly observant of their natural environment. A study of their works, therefore, opens our minds to many natural phenomena which we might hitherto be oblivious of. These arguments apart, poets are known to exercise one of the least utilized of human endowments namely, the imagination more than ordinary people. A study of their creations, therefore, serve as stimulus of our own imaginative powers. It is posited that though he may mock at the old school masters' method of facing student teachers to commit long pieces and sometimes boring poems to memory. But there might have been some good in that mistake after all. Because it has been some good in that mistake after all. Because it has been empirically observed that all living tissues and organs grow stronger and more efficient by constant use. Thus the palms of those who constantly hold the hoe in farm work or boatmen who wield the oars or paddles become tougher and more efficient in their work. It is also a fact that those who walk barefoot grow tough soles and are strong in their legs. In like manner, perhaps, the constant exercise of the brain by rote learning will toughen the brain tissues and make the memory more active and efficient. And since one of the assets of successful study of other subjects.

One of the most useful things education is supposed to do is to impart the moral and cultural values of society. This is the area in which poetry seems to have an edge over most other disciplines. A poem may not be overly didactic. But there is almost an implicit expression of moral truth in every good poem. Poetry is therefore, one of the most effective mediums by which the mores and the traditions of society are imparted.

In concluding these few arguments in favour of poetry in education, is pertinent to add that one of the most underrated necessities of life apart from rest is entertainment. Sleep affords a good rest after a hard day's work. But the routine of "work - sleep" alone creates unpleasant and boring tedium. It does not promote mental and physical forms of entertainment. By entertainment we mean any activity in which man participates whether actively or otherwise to break the monotony of life. Thus one may include smoking or taking of drugs or alcohol, "Free - sex" and gambling and the watching of sports and games in the list of entertainments. But some entertainments are healthier than others. Some, however, are more expensive and dangerous than others. The enjoyment of poetry whether written or oral as a form of entertainment apart from being free of too much expense is known to have sobering effects on the mind. It is, therefore, a healthy form of entertainment and needs to be encouraged in the training of the youth for life.

Figurative language/poetic devices

According to Wikipedia, figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation.

Examples of figurative language

- **Metaphor:** A figure of speech that makes a comparison between two things that are basically dissimilar to suggest an identity between them.
- **Simile:** A stated comparison between two things that are actually dissimilar but have something in common. They contain words like or, as.
- **Personification:** A type of metaphor in which an object or idea is represented in human terms.
- **Paradox:** A state that is contradictory or absurd on the surface which forces the search for deeper level of meaning.
- **Metonymy:** The use of an attribute in place of whole.
- **Oxymoron:** Two semantically incompatible expressions are brought together; thus forcing a non-literal interpretation.
- **Hyperbole:** Deliberate or unintentional overstatement or extreme of an event.
- **Euphemism:** The use of a word or phrase to replace another with one that is considered less offensive, blunt or vulgar.
- **Pun:** Wordplay in which similar senses or sounds of two words or phrases, or different senses of the same word, are deliberately confused.
- **Irony:** A statement that when taken in context, may actually mean something different from, or the opposite of what is written literally.

Causes of student teachers' difficulty to identify poetic devices Student teachers' poor attitude and interest in English

It is asserted that the percentage failure in English Language since time immemorial has made so many student teachers dread the core language so much so that nothing strikes them to dedicate precious time to its study. Among the student-body, there is a saying that English is not studied because whatever you do to improve on it, examiners are never satisfied and continue to find faults with our scripts. This has been the cause of students' poor performance in all aspects of the language.

Lack of motivation

The reluctance of most theories of motivation especially those involving complex inherited instincts and needs; is so obscure by the detailed realities of life. This implies that, it is impossible to apply them directly. A knowledge of the idea of primary needs is background rather than foreground information. Students of motivation have tried with little success to drive link between the fundamentals postulated requirement necessary for survival and day-to-day behaviour of many student teachers in a classroom.

The trend in recent years has been to build up model of motivations which are situation specific. That is we now find a greater instance on parentally obvious concerns such as property of needs in creating conducive class learning environments, the needs for achievement and affiliation among school children's success and

failure and their causes as sources of motivational measures. The place of reward in schools such as praise, grades and recognition of progress are crucial and clearly they are used as incentives to encourage learning reading.

Effects of student teachers' inability to identify poetic devices and their usage

Lack of vocabulary acquisition

We can argue that building vocabulary brings considerable benefits as follows:

Having enough vocabulary gives learners the ability to express themselves precisely, and be explicit instead of vague. Unfortunately, student teachers' inability to identify and use poetic devices has resulted in their vague use of language leading to low marks in composition during examination.

Poor use of fascinating expressions in speech and writing; the use of poetic devices in one's speech and writing makes people want to listen to them or read their scripts to the very end. Good use of poetic devices or flowery language is a hall mark to good grades in language test. When student teachers are unable to use poetic devices in their expressions, things they try to describe become lengthy with no touching effect. No comparisons, exaggerations, and other such beauties of language usage are used for crisp and effective expressions.

Limited spoken language

First of all, mention is made that speaking is a skill which is mostly affected by shyness and fear of being humiliated and psychological pressure of making mistakes in the presence of their classmates. Again, it is indicated that excessive use of mother tongue during lesson and lack of interaction among learners inside and outside the classroom in a targeted language may impede speaking skills. Last but not the least, there is evidence that shows that environment which does not support the learners to speak frequently may lead to speaking difficulty and lack of confidence.

Lack of creativity

Creativity is the ability to make new things or think of new ideas. Because of student teachers' inability to identify and use poetic devices correctly, their ability to be creative is affected. They cannot be original in their thinking and use their reasoning power for picturesque effect.

Games for learning

Games are a useful tool for teaching as they support learning in mainly different ways such as;

- Games motivate, engage and help student teachers explore concepts and ideas in a playful way
- Games provide an opportunity for student to learn about procedures and to devise strategies within a given framework

- Teaching through a game in an appropriate context is a powerful tool, because this can shift the focus of a lesson from the tutor to the student teachers. While student teachers are engaged, the tutor is free to move around the classroom and support specific groups and individuals.

She can assess whether the game is delivery the required understanding. Games are effective way of involving everyone in the class and can serve many purpose. A game can:

- Be used as a review or revision activity at the start of a lesson.
- Change the pace of a lesson which is “dragging”.
- Summarise what has been learnt at the end of a lesson.
- Promote many important skills for example, socializing, negotiating, taking turns, problem solving, creating etc.

A game should be:

- Relevant to the subject content you plan to teach (and support specific learning outcomes)
- Appropriate for the age and ability group.
- Suitable for both women and men.

Some games such as Draught and snakes can help develop mathematical and scientific thinking for instance counting, rules and relationships. Games are also very useful for language structure in an entertainment way. They can help develop the core skills of listening, speaking, reading and writing.

The following pages contain a selection of example focusing on the use of English, Mathematics and science across the curriculum. Each example is followed by a number of tasks supporting you in planning the use of games in your classrooms. There are also questions for reflection which you can use once you have taught your game.

Talk for learning

When using talk for learning you want your students to be actively engaged to participate and to feel free to offer their ideas and thoughts for example through brainstorming. One of the challenges these many ideas in such a way that everyone in your classroom can progress their own learning from them. It requires structuring what is being shared, without making it prescriptive.

For example, to get your students engaged and involved you might have done a brainstorm on the issue of gender imbalance in different professions in Ghana, jotting down all their idea on the board. How do you move on from there in way that will increase your students understanding of the topic of gender equality.

This strategy explores some teaching activities that can help you in structuring those many ideas. They tend to fall into two categories;

- Activities that ask your student for their ideas within a certain framework so it is easier to compare and contrast the different elements of that framework, for example using a writing framework.
- Activities that allow your student teachers to categorize the ideas that are offered by using (for example) a concept map, diamond nine etc.

Methodology

The type of research design used by the researcher is the practitioner research. This kind of research diagnoses a specific problem and therefore develops appropriate intervention strategies to find possible solutions to the problem identified. The principal reason for the use of this research in context of school is improvement of practice. It also relies on observation and behavioral data and again to a much relaxed view of the scientific method. The study was conducted in Foso College of Education located in Assin Foso in the Assin Central District in Central Region. The main instruments used in this work were observation and quality of feedback during assessment for, as and of learning.

The researcher sought information on the causes of student teachers’ inability to identify poetic devices and their usage among first year students through an interview. A face to face relaxed interview was used because firstly, it offered a greater assurance if anonymity. Secondly, it gave the respondents opportunity to confide in the researcher and talk at length about their problems. This gave the researcher an opportunity to collect additional information other than what was perceived to be the problem. However, it was limited to only student teachers who showed gross disinterest in the study of poetry. The researcher also used covert observation which compared student- teachers’ attitude when identifying themes, style, rhymes to identifying and explaining the use and effect of poetic devices in the selected poems.

Intervention strategies

Learners sing three hymns from their college hymnal and discuss their poetic qualities.

Eg.

When upon lives billows you are tempest toss
 When you are discouraged thinking all is lost
 Count your many blessings name them one by one
 And it will surprise you what the lord has done

Count your blessings name them one by one
 Count your blessings see what god has done
 Count your blessings name them one by one
 And it will surprise you what the lord has done.

Learners discuss language use in the selected songs and identify stanzas, lines, rhythm and rhyme.

If you are given three literary write-ups on poetry, drama and prose and you are to choose one with quality language use and perform alone, which one will you choose and why?

Individual learners read a poem projected to them.

Lost Friends

They are imprisoned

In dark suit and air conditioned offices

Alsations ready at the door

On the saliva carpeted floor

They spend their nights

In jet airlines-

Would change them in mid air

To show how much they dare

Drunk from the vertigo

Of never catching their tails

They never seem to know when not to bite their nails

Their new addiction

Fortifies their livers

They are getting there

While the going's good

They have no time for dreamers.

LENRIE PETERS.

Using questions to establish learning, learners discuss the poem as follows.

Subject matter

This poem ridicules the behavior of educated people in Africa who are leaders of society. Considering the kind of confusion that characterizes the daily lives of these elites, they have charmed minds which manifest in the way they live. They are separated by the western culture.

Their imprisonment comes from the fact that these big men have to wear dark suits which attract heat to require the use of an air conditioner. The lost friends are also guarded by Alsations: dogs which can easily kill. They feel insecure among their own people hence the need for the special protection. The imprisonment is further puzzled by the slippery floor. These comparisons are seen as belonging to an entirely different world.

The lifestyle of these alienated ones is not just dangerous but also affluent. They spend their nights in in airlines to prove their affluence. Unfortunately, they become drunk from the vertigo. Vertigo means dizziness. They become dizzy as a result of going high and looking down. Their new lifestyle becomes an addiction which to them is good for their health. This lifestyle makes them proud and though they behave out of the ordinary, which everybody frowns at, they are deceived by their sense of pride coming from their newly found alien lifestyle. They don't respect anybody

in the society and they perceive others who seemingly fall below their class as dreamers.

Themes

Alienation: Because of their exposure to western culture and have fashioned their way after the Whiteman which to them is the best thing to do, they have been distanced from the African society. At the end of the poem, there is no hope of them rejoining their route. They have no business with people they see as dreamers. The Alsations and the saliva carpeted floor serve as a barrier between their world and the rest of the society.

The affluence of the lost friends also features in the poem. Learning in stanza 2 that they spend their night in jet air-lines sounds incredible but in the subsequent line, we learn that they would change them in mid air This is hyperbolic. it exemplifies living of the lost friends. It is better to say the least of the air conditional offices.

Pride is also another theme in this poem. Much as they lack simple manners of not bite their nails they do not see anything wrong with their behavior. They claim to be getting there. Besides, they have no regard for those they consider to be to be dreamers.

Activity two: poetic devices

Using the pick and identify game, learners ballot for questions on the poem and answer them

Example, Which 2 objects are mentioned in Lines 1 and 2?

What are the objects likened to?

Do you see stanza as too exaggerating?

Domnic from the vertigo – what does it represent?

Do humans or air lines have tails? What has a tails in the poem?

How does each line end in the poem?

Exp Ans

- The daric suit and air conditioned offices: They are likened to a prison

- Yes, it is very exaggerating

- No, facing the consequences of one's own actions

No, they don't

The back of the aircraft is likened to a tail

New learning one

Likening 2 things without like or as is metaphor.

Hyperbole is using special words to describe something beyond its original state.

- Using what and where, learners go through a pronunciation drill on some poetic devices.

- Using a word hunt, learners identify all the poetic devices and circle them. E.g. epiphany, nemesis, antithesis, aphorism, parallelism, malapropism, cacophony, innuendo, oxymoron, soliloquy, metonymy, pseudonym,
- Learners take them one after the other and through a whole class discussion give their definitions and examples.

M	E	P	I	P	H	A	N	Y	A	S	P
E	U	P	H	E	M	I	S	M	N	I	A
T	H	E	Y	U	V	N	C	A	T	M	R
O	Y	N	P	P	U	N	A	L	I	I	A
N	U	E	E	H	N	U	C	A	T	M	L
Y	Q	M	R	U	O	E	O	P	H	S	L
M	O	E	B	I	R	N	P	R	E	I	E
Y	L	S	O	S	O	D	H	O	S	R	L
W	I	I	L	M	M	O	O	P	I	O	I
E	L	S	E	E	Y	T	N	I	S	H	S
T	O	L	E	T	X	S	Y	S	O	P	M
P	S	E	U	D	O	N	Y	M	N	A	Y

Table a

New learning 2

- Epiphany:** A moment of revelation, usually of some divine being.
- Nemesis:** Divine retribution, when an evil act brings about its own punishment.
- Antithesis:** The direct opposite of two statements that shows a contrast through the balancing of two opposite ideas.

Student teachers were drilled on these devices and the researcher used them in context.

Using a board game (Fill in a chart on a dice cards) to help learners identify, define and give examples of euphemism, hyperbole and metonymy (filling a chart with poetic devices and their definitions) learners in groups of four (group A, group B, group C and group D) discuss the rules and select a volunteer to start the game.(The game starts with the first two groups: A and B.

The other learners sit in a circular form.

(Player 1 in group A throws the dice and moves. He lands on a square with a letter on it then a player in group B draws a card with the same letter and asks him the question from the card.).

The questions range from the crown from Ashanti Region visited our school. (metonymy). Euphemism –what is it? (a mild word or phrase which is used to substitute another which is considered undesirable because it is too direct, unpleasant or offensive.) hyperbole- example: Mr. Mensah ate a mountain of fufu.

(If player A in group A is unable to answer, he gets to stay in that square. Each person only gets only one chance to throw the dice and members from the group have one chance to try to answer the

question if the player gets it wrong. If they get it correct on the first count, three marks and on the second one or else the player waits there one round. This needs to be followed in the event.).

Activity two: verisimilitude, euphuism, malapropism

Using the poetic wheel, questions like ‘give me a name of a poetic device that starts with V’ and define it.

Exp ans: (Verisimilitude: the degree to which a word creates the appearance of the truth. When a work of fiction appears to as if it is real, we say it is very similar to the truth),

What name is given to an expression which misuses words to create a comic effect?

Exp ans: (malapropism). An outdated expression which makes excessive use of rhetorical questions, antithesis with alliteration and a lot of similes.

When you want to sound polite and not use words as unpolished as they appear to create an unusual feeling, which poetic device are you using? What is its definition?

Exp ans (Euphuism) mitigating the effect

A whole class conclusion was drawn on the three devices with examples.

Learners in same ability groupings ballot for the following activities.

Start a definition: finish the definition

Indicators: The aim of these game are to help learners to familiarize themselves with the poetic devices.

Rules: A Group called at random will start a definition and pause for members of another group to complete and then the third group identifies the device for the last group to give an example of the poetic device. Any group which is not able to supply its answer within three seconds loses.

Age: 11-15 years.

TV Station groupings

GTV, TV 3, METRO TV And ZTV. The groups as representatives of each TV station meet and compete in the identification, definition and examples of poetic devices as in.

Definition one

‘METRO TV: innuendo: an insinuation, a hint, an implication of something derogatory eg. Polish on dirt: implying that the person referred to particularly a lady is fond of not having regular baths but dresses to attract.

Definition 2

GTV: Parallelism: Expressing sentences similarly so that its ideas or sentences in each part are equal in importance to add clarity and balance to sentences.

Definition 3

ZTV: oxymoron; The contrastive use of exact opposite words, bittersweet, his excellency, the masquerade, sharpdull.

Diamond nine

In their groups, student teachers were asked to use the diamond nine to indicate the 9 poetic devices studied according to how they appeal to them. Arrange the poetic devices according to how you like them in this order:

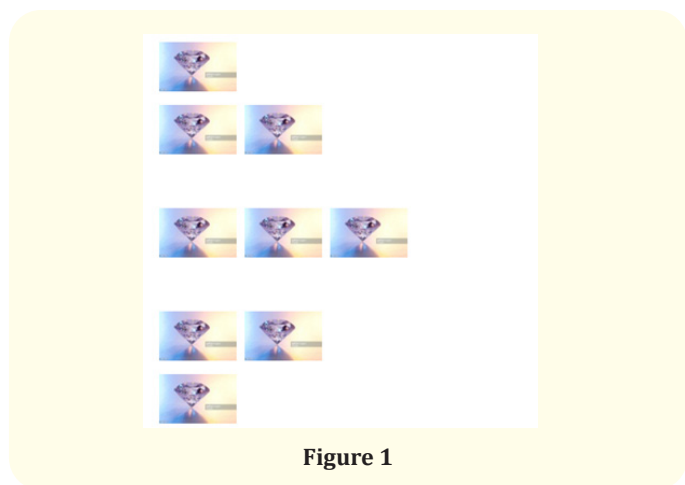


Figure 1

Student teachers gave different arrangements to show how they understood the devices studied.

Devices chairs

- **Objectives of the game:** The main objective of this game is to improve upon student teachers’ usage of poetic devices.
- **Time:** 30 minutes
- **Materials:** Chairs and poetic devices.

How the game is played

Ten chairs are arranged in a circular form and poetic device labels attached to each. Eleven learners stand behind the chairs.

Music is played for the learners to go round the chairs until the music stops. Immediately, all of them strive to secure a chair to sit on. They switch seats. After securing their seats, each of them identifies the device written on his/her chair, pronounces it, defines it and gives examples.

Same task activity

Using find someone who can, learners form different groups and use concept maps and mind maps to help them connect the poetic devices to their definitions and examples. (A “ mind map” has the main idea or focus in a central mode through “branches” and later on “twigs”. A concept map places more emphasis on making connections between keywords and concept than a Mind map and uses lines and arrows to make connections between keywords. They are very useful for structuring the concept in their minds and providing them with an overview of the topic for categorizing ideas from discussions).

Learners in same groupings analyze a particular poem from the Cock Crows. Learners organize their ideas into a specific text type. visually laid out and the connectives that they should use to identify poetic devices and connect it to the meaning of the poem.

Scribbler’s Dream by Lawrence Darmani

Scribbler,
 The dream in your mind\
 fills the shelf
 When upon the shelf you gaze
 5 vaccum stares at you.
 There is your quill and parchment,
 but heavy are your hands
 Why?
 Because disuse numbs the wrist.

 10 Between dreams and fruition
 yawning gaps close,
 not by pacing carpets
 but by mating quill and parchment

Tell you the truth
 15 the gold adorning the neck
 once was lost in rocky souls.
 They dig deep who find it!
 Here is your quill.
 Here are the sheets.

20 When will this dream n your mind
 fill the shelf
 Scribbler?

Three Things We Know, Three Things We Do Not Know learners decide in their groups three things they know and three they do not know about the poem.

Learners work on post - its so they could move it around from the "know this" pile to the "do not know this pile". Learners write down any new thing other groups shared with them in a clearly structured format.

Learners use 'What does it mean?' game and one talk for learning strategy PMI.

Learners ballot to take turns for presentation.

Members in the first group come out and stand in front of the class to read sentences containing poetic devices.

Learners are given a poem from the Cock Crow to fish out all the literary devices in the stanzas given them. They tell the meaning of the device and how it helps to develop the poem.

The Colour of God

Who ever painted God white
 He must be black, says the black man
 Of course not! He's got to be green,
 Quipped the green man
 But he cannot be. He must be red
 Assured the red one
 How wrong you all are
 He sure is blue, vows the blue one
 How silly man is, laughs the rose
 Why should He be black or white
 Or green or yellow or even red?
 Of course He is all these and more
 Can't you see? He is
 Even rose and emerald, yeah
 And damask and aquamarine
 If you doubt me, ask the rainbow!
 The literary devices to be identified by students include cacophony, epiphany, hyperbole, soliloquy.

Through the Plus, Minus, Interesting (PMI) learners take note of the points other members raise and group them under plus minus and interesting. These should be recorded under p as in pro and M as in minus. During discussion some points may be raised which may not be technically a pro or cons but can be considered creative/worth mentioning.

Results and Discussion

From the instrumentd used, the causes of student teachers' inability to understand and identify poetic devices and their usage were due to the following. Student-teachers carelessness, student teachers poor interest in the study of poetry and lack of motivation.

Secondly, student teachers found it difficult to read and understand the lines of poetry and this affects their ability to identify and understand poetic devices and their usage.

The use of talk for learning and games enhanced their understanding by making learning relaxed and fun and allowing student teachers to interact freely with one another and talk their feelings out on any discoveries they observed, and the reinforcement of the concept.

Conclusions

The findings showed that Student teachers poor interest to poems, and lack of motivation on the part of examination results are the causes of student-teachers' inability to identify and use poetic devices correctly in Foso College of Education as shown in the review of related Literature.

The views of the student teachers led to the conclusion that the use of talk for learning, and games, help to whip up the interest of student teachers to identify and use poetic devices correctly.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are made.

- To reduce student teachers inability to identify and use poetic devices correctly, Student teachers carelessness, teachers' ill instructional method, student teachers' poor interest in poems, lack of teaching and learning materials and lack of motivation on the part of teachers should be considered as negative indicators and remedied against.
- Strategies to improve student teachers' inability to identify and use poetic devices correctly student teachers in Foso College in Education should concentrate on the use of talk for learning, and games.

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