

Rhymes: An effective teaching strategy

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Rhymes: An effective teaching strategy

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Abstract

Education may be looked upon as a process of imparting new and increasingly complex capabilities to the student. Education is a process of communication which can be analyzed into a member to be carried out by teachers in the class room. Students learn much in situations that do not involve conversation with the teacher – they learn from observing events, natural or contrived, they learn from reading books, examining pictures and watching pictures that move and they learn from their own self-generated mental operations.

Selection of words is essential to improve the spoken and written form of young learners. Proper attention should be taken in selecting the words and the methods to be followed in the classroom. Popular and useful words should be given prime preference. Many verbal sequences are learned in school that helps to develop more complex verbal and intellectual skills. The young child learns to say the names of the numerals one to ten in order and he may also learn the alphabet as a sequence. To top it all, he/she acquires many common phrases, such as ‘boy and girl’ ‘back and forth’, ‘yes, I will’ and many others. Considerably longer verbal chains such as verses of songs or poetry may also be learned as a part of school instruction. As a capability, a verbal chain is reflected in the performance of reinstating a sequence of verbal entities [usually word] which represents a specifiable outcome [the alphabet a particular phrase or stanza]

An excellent method is to teach rhymes to young learners, added to that create you own rhyme which is teamed with new and oft-used words.

For example:

Twinkle, twinkle little star,

How I wonder what you are, ---- wh type

Up above the sky so high, ----- synonym [explain with action]

Like a diamond in the sky. -----preposition and article

Now you can create your own :

Shine, shine little moon,

Why we wonder where you are,----wh type

Down below the earth so low, -----synonym [explain with action]

Like an orange in the sky. -----[a fruit, or shade]

Another rhyme
Zip zap zoom,
Up together,
Down together,
Front together,
Back together,
Side together,
Zip zap zoom,

Practice this rhyme in class room with action so that children will learn words along with their opposite meaning.

The rhymes are used to learn something about grammar usage, and meaning, and some words can be visualized by learners, in such case, aid them by showing real things. While showing real things, **the touch and feel method** is being adopted in classroom. This method is quite interesting for learners and they imbibe the new words or things without any prejudice.

The most basic kinds of concepts appear to be capabilities of classifying objects [chair, table]. The most notable element about such classes is that the physical appearance of the objects [a table, for example, may be large or small high or low three legged or four-legged and so on]. Many radical learning appears to be acquired by direct interaction of the learner by the touch and feel method.

Music plays a predominant role in everybody's life especially when it comes in the part of learning. Sing songs rhythmically with actions so children could pronounce words flawlessly.

Known rhyme

Ba ba black sheep,
Have you any wool,
Yes sir, yes sir, three bags full,
One for my master,
One for my dame
And one for the little boy
Who lives down the lane.

Unknown rhyme

Ma ma white cow,
Have you any milk,
Yes sir, yes sir, ten mugs full,
One for my master,
Two for my dancer,
Three for my sister,
and

Four for my little one....

While teaching rhymes, it is not only the language skills a student develops, but also other skills like sharing and caring in young minds. We can use rhymes by making them innovative, primarily teaching all the nuances of language skills. Today's young learners are beamed to learn many things in different and interesting ways. Teaching the *-ing* form to them would not be appreciated from a learners' point of view. Adapt, **watch and observe** method so learners can watch and use them in their conversation.

Johnny, Johnny yes pappa,
Playing ball,
No pappa,
Telling lie, no pappa,
Johnny, Johnny yes pappa,
Watching TV
No pappa,
Telling lie, no pappa,
Johnny, Johnny yes pappa,
Singing song,
Telling lie, no pappa.
Johnny Johnny yes pappa,
Eating sugar
No pappa,
Telling lie, no pappa
Open your mouth
Ha ha.....

Students learn much in situations that involve conversations with the teacher: they learn from observing events, natural or contrived; they learn from rhymes, examining and watching pictures that move, and they learn from their own self-generated mental operations. Whether teaching involves a teacher, a text book, a motion picture, or a television set, its ultimate function is to bring about a change in the student.

Young learners learn everything without inhibition. Visual aid is important to do with learning. Young children are not as bothered as are adults. Give two identical pictures with minimum 6 differences and observe the young learners. Some young children see nothing wrong with the picture. If you cover up one side or the other the figure looks all right.

A teacher should acknowledge and accept six important components in the process of teaching students

I	II	III	IV	V	VI
Capture the interest and desires	Background Intellectual abilities	Evoke discussion	Create an atmosphere to relate new experience to earlier	Reinforce learning	Promote socially constructive behavior

	[source language knowledge]		learning.		
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In my opinion, the rote methods result only in superficial learning, whereas learning which results from the students' own 'discoveries' is likely to be deeper and remembered for longer.

It is clear that no assessment procedure used is flawless. It is for the teacher to devise his or her own approach, using the best from the prevailing techniques. Any approach that improvises the communication part of students should be encouraged and regarded as beneficial.

About the author:

I, Mrs. Beena Anil, have been working as English lecturer since 2000. Currently I am employed with SDNB Vaishnav College for Women, Chennai, India. I have authored five books namely, **YOU CAN BE A WINNER**, **CONFUSED WORDS**, **GREAT THINKERS**, **KNOW YOUR ENGLISH** and **ENGLISH FOR BEGINNERS** [in print]. I have presented papers in eight international and six national conferences.

With regards
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