

TEACHING STYLISTIC DEVICES THROUGH INTERACTIVE ACTIVITIES

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ABSTRACT

In this article, basic activities of teaching stylistic devices and its steps and strategies as well are given in order to make L2 learners be aware of using the language appropriately. It is also provided with examples and some exercises which can be useful in teaching figurative language.

Keywords: Stylistic devices, activities, appropriate strategy, pictures, method, techniques, figure of speech.

INTRODUCTION

There are several language teaching methods in use today. One of them is teaching languages with the help of activities. If you can arrange activities for your English conversation group, you will probably find that activities afford excellent practice in English. Activities are enjoyable. It is now very generally accepted that language teaching not merely can be but should be enjoyable. This is not to assume that it is easy, but only that there is no need, by including enjoyment, to make it more difficult. It is not easy to teach the meaning of figurative languages. That's why, if we teach English figurative languages -we must use new methods of teaching English. By developing a clear understanding of figurative language, students can further comprehend texts that contain metaphorical and lexical meanings beyond the basic word level. Through read alouds, teacher modeling, and student-centered activities that are presented in the classroom, students will further develop their understanding of figurative language.

By knowing the origins, students can more easily figure out the metaphorical meanings. Discussions focused on the origins of words and phrases help students understand how language transforms over time and, thereby, enables them to hypothesize in a more meaningful way the meaning of unfamiliar words or phrases. We also find it very interesting to contrast and compare expressions in English with the students' or our native language (Uzbek and Karakalpak). This is because one can discuss the origin of the expressions and how different languages may express the same idea in similar ways. Another way of teaching figure of speech is finding them in a context.

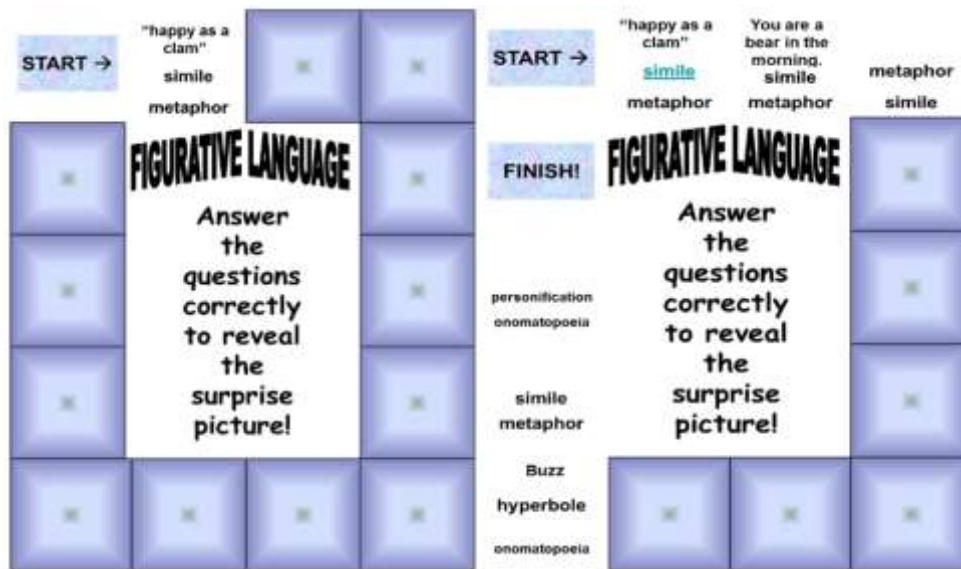
There are several techniques concerning the teaching of stylistic devices. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new expressions. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners [1;20]. This makes teachers have some reasons in employing certain techniques in presenting stylistic devices. In presenting one

planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned presentation as various as possible.

Make It a Game

Can you discover the missing picture by answering questions about figurative language?


1. Read each clue and click the type of figurative language that matches it.
2. If you are right, small squares will disappear from the picture on the right. Try to guess the picture with each clue.
3. If you are wrong, try again.
4. When you get to the end, enjoy your celebration.



Interactive quiz

FIGURATIVE LANGUAGE REVIEW



NOTE: In order to play this game, it must be viewed in slide show (F5) 

Directions: Read the sentence on each slide. Then click on the button that identifies the type of literary technique

Figurative language is writing or speech not intended to be taken literally. Some commonly used figures of speech are simile, personification, and metaphor. You will see examples of these in this exercise.

A **hyperbole** is a deliberately exaggerated overstatement used to heighten effect. Some examples are: “I’d stand in line a hundred years to get tickets for that concert,” or “the giant basketball player was taller than a tree.” Hyperboles have also been used poetically to stress undying love, such as: “I will love thee, my dear, till all the seas go dry.”

An **understatement** means saying less than is actually meant. It is a type of irony that expresses a fact too weakly or less emphatically often for a humorous effect. Some examples are: “My sister, who’s severely claustrophobic, is just mildly afraid of being in enclosed areas,” and “The group’s extraordinary performance at the concert was slightly entertaining.”

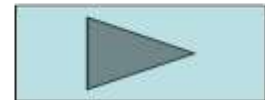
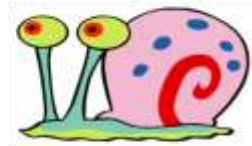
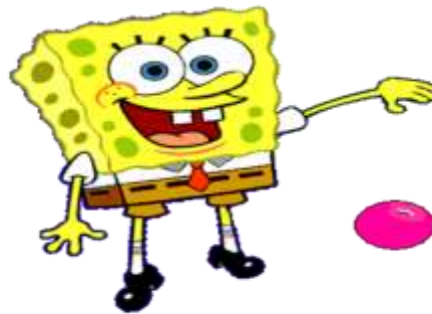
A **paradox** is a statement that appears to be contradictory, but actually presents a truth. Some examples are: “Julia was so tired, she couldn’t sleep,” and “The extreme silence was so loud, it hurt my ears.”

He felt lonely in the crowded room.

- paradox**
- hyperbole**
- understatement**



YIPPEEEEE!!!!



Turn It Into Art

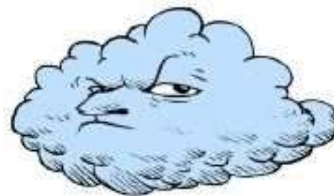
Take a poem which utilizes a literary device, such as personification, metaphor, and ask your students to draw two pictures, one which illustrates the literal and one which shows the figurative meaning of the same poem. This can be fun to do with simple phrases such as "He is such a pig" or "The dark night sky was filled with

Personification (pronounced: PER-son-if-i-kay-shun) is when a writer makes a non-human object or idea seem like a person. How many times is personification used in this poem?

Personification

by Lill Pluta

I know that clouds aren't people,
but they're looking glum today.
So I say that they are pouting,
as I watch the sky turn gray.



Now, the sky is not a person,
but I feel its raindrop tears.
So I say that it is crying,
and then the sun appears.



The sun is not a person,
but its warmth spreads like a grin.
So I say the sun is smiling,
and the sky cheers up again.

diamonds. For example;



Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colourful pictures intended for teaching. Pictures cut out of newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

Using games and performance activities can turn the process of learning into fun, and as known, people remember everything much better in this way. For example, students can be divided into groups and asked to draw pictures illustrating separate figurative languages or expressions. Groups exchange their drawings and guess what word or phrase is basic for pictures. It is also possible to write words and expressions on cards, ask students to choose some card one by one and should guess the meanings of the stylistic devices, for example,



He is a walking encyclopedia



You are apple of my eye.



Time is money



Your voice is music to my ears

Retelling the stories

Retelling the stories where figure of speech and expressions are used is also considered to be a good strategy to know how much students have learned and to increase their comprehension. Students can benefit from retelling stories because it allows students to learn to organize and describe events, which enhances reading comprehension

Read the story. Then discuss and stylistic devices simile.

Story-1

I had the flu last week. I was as sick as a dog. After four days in bed, I was as weak as a kitten. I barely had the strength to get out of bed. My friend Clarence called me every morning and evening to see if I needed anything. His calls were as regular as clockwork. At first, my fever would not go away. It was as stubborn as a mule. Then I began to feel better. On day five I was as hungry as a bear. All I wanted was food. Now I'm fine. I'm as fit as a fiddle.

Guessing

from

Context

Learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio. In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible. This will help them build up their self-confidence so that they can work out the meanings of words when they are on their own. There are many clues learners can use to establish meanings for themselves, such as illustrations, similarity of

spelling or sound in the mother tongue, and general knowledge.
Read and identify stylistic devices

Nothing much ever happens in our town. But, once in a blue moon, everyone gets excited about something. The town picnic in the middle of the summer is the big event of the year. People come to it from all over. But basically Bobtown is a quiet, sleepy old town. Some people say that it's going downhill. It is true that many citizens have moved away. There are empty houses, and real estate is dirt cheap. But the people who stayed have kept the spirit. Yes, Bobtown is a simple place for simple people. People here are down-to-earth. They're not afraid to say what they think. They don't make a mountain out of a molehill. If a problem comes up, they solve it and don't waste time talking about how bad the situation is. Every election, the same mayor wins by a landslide. She gets all eighty votes.

Translation

Even though translation does not create a need or motivation of the learners to think about word meaning, in some situations translation could be effective for teachers, such as when dealing with incidental vocabulary, checking students' comprehension, and pointing out similarities or differences between first and second language, when these are likely to cause errors. There are always some words that need to be translated and this technique can save a lot of time.

Create your own dialogue

This is a fun way to get your students speaking and practicing figure of speech in a more realistic setting. Divide students into pairs or small groups. Assign each group a handful of the words you've covered in previous lessons. Instruct the students to create a dialogue or short skit that includes their assigned expressions. Every student should have a speaking role and the words should be used correctly.

Strategies for Reinforcement and Further Learning

Once your students recognizes figurative language, it is time to weave it into his or her writing as a way of reinforcing this new skill. Working figurative language into writing can be a difficult concept at first, but consciously thinking about it will help figures of speech to become a regular resource in your students writing toolbox.

To help your students gain a deeper knowledge, try these fun teaching strategies.

Have your students take a common rhyme or popular poem and rewrite it, removing any instances of figurative language. You may end up with some silly poems, but your student will come away from this exercise understanding the importance of this literary device.

Take a non-poetic piece of writing and ask your students to re-write it with the addition of figurative language. He may recreate directions to a recipe, an article in the newspaper or anything else that lacks even the hint of a simile, metaphor, or hyperbole.

Encourage your students to reach beyond overused similes and be creative. Why say "white as snow" when you can say "white as a newly-bleached shirt"?

Another fun project may be taking an ordinary, everyday object, such as shampoo or salad dressing, and creating a print advertisement that makes use of figures of speech.

The process of teaching a foreign language is rather complicated as teachers must pay attention not only to developing students' main skills in such types of the communicative activity as Reading, Writing, Speaking and Listening, but also to providing knowledge about extra linguistic factors including the use of metaphor without which it is impossible to understand the culture represented by a foreign language. Special teaching techniques help to do that.

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