CHAPTER FIVE
COURSE DESIGN AND MATERIALS PREPARATION

5.1. Introduction
The previous chapter was devoted to data analysis of the field survey which provided the foundation of this chapter. This chapter is about the course design and materials preparation, the thrust area of the study. The students’ materials prepared are of two kinds – Remedial Materials and Main Materials (Poetry 1). The remedial materials include some poems selected from the ECY (English Courses for Yemen) and some poems are taken from other anthologies by different authors. This course aims at developing students’ basic language skills. Meanwhile, the main course (Poetry1) includes some poems selected from the suggested syllabi of the English departments, faculties of education and from other different resources (Please see section 5.2.3 below). This course aims at developing both, the students’ language and literary skills. Stated below is a diagrammatic representation of the materials.

![Diagram of Materials Preparation]

Figure (5.1) Materials Preparation

5.2. Description of the Materials
As it is stated above, the materials are based on the field surveys which were done by the researcher in chapter three and four. In other words, the result of the field survey (materials evaluation, classroom observation and students’ questionnaire) provided the foundation of
these materials which are based on the learning needs of the students. Then, when the materials were getting ready, they were tried-out and experimented on a group of students, level three of the English department, Faculty of Education, Zabid (the target area of the study) during the period of the first semester of the academic year 2014 – 2015.

5.2.1. Main Objective of the Materials
The teaching of the English poetry in the faculties of education is dominated by the old Western Poetry (British/American Poets). Most of these poems are long and difficult. Furthermore, the theme, plot and culture are not related to the students’ environment or cultural background. But, what makes the situation worse is that most of the teachers follow the old prescribed syllabi which suggested early by some Foreign Experts. They also follow the old traditional methods in their teaching. On the other hand, most of the students are low-proficient in English. They also have negative attitude to the English poems. Because, most of them believe that the poems are difficult. They also lack the basic English language skills. They, therefore, cannot write a simple sentence in English correctly not to analyze or criticize a poem. Thus, the main objective of the materials is to remedy this worse situation and develop both the students’ basic English language and literary skills in Hodeidah University.

5.2.2. The Structure of the Courses
After the selection of the poems, the courses were structured and designed to serve the students’ needs. The remedial course consists of twelve lessons. However, the main course consists of ten lessons and two lessons left to be edited by the teacher according to the students’ proficiency (i.e. the teacher who is going to teach this course will design two lessons according to the students’ level). The methods of teaching used in these courses are; brainstorming, chain-drill, mental talk, split the poem, VMDT…. etc. Each lesson starts with a simple and interesting poem to be exposed in the class and follows by many language activities to be done by the students with the help of the teacher. All the activities mainly are language-based and learners-centred. To help students undergo these reading phases as a reader, the interacting reading lessons are divided into three sections. During the pre-reading phase, teacher motivates the students to think and pre-survey the text. During while-reading phase the teacher makes students read the text and asks them questions to help them interact with the text. While in the post-reading phase, students are taught to use and apply what they have read for their own academic benefit (Kundu, “Study Materials” 37 and “English language training for primary” 2).
5.2.3. Preparation of the Anthologies (Poems)

To prepare and design the materials, the researcher had to consult different sources to select the poems which suit the students’ proficiency and interest. These sources are stated below:

“My English Book” is an anthology prepared by Raut et al, for the Government of Odisha for Class IV School & Mass Education. The course contains poems and prose pieces meant for intermediate learners. Every lesson starts with pre-reading activities and the text. The text is followed by comprehension and appreciation questions and ended with writing activities.

“English Courses for Yemen” are the courses that prepared for teaching English language in the Yemeni schools from class 7 (Primary School) up to class 12 (Secondary School) by British authors (Terry O'Neill and Peter Snow). In these courses, there are some poems. The researcher selected some to change the negative attitude of the students to the poems. In fact, most of the Yemeni learners come to college with negative attitude from the primary and secondary schools. This is due to the following reasons:

1- Most of the schools lack the availability of the teaching materials (i.e. the Pupil’s Book, Workbook, Handwriting book, Teacher’s note, Cassettes and Wall Sheets.
2- All the poems are based on the unavailable cassettes.
3- All the poems do not follow with language skills activities in the same book automatically and if there are some activities, they would be based on the Workbooks which make students confused.
4- Most of the teachers are not qualified to play the role of the absent cassettes and most of them are not competent to teach the poems.
5- The authors divide the secondary courses into two sections Science Stream (Science Readers) and Art Stream (Art Readers) in which the science readers never read the literary texts and most of our learners graduate with Science Certificate.

“A Model English Reader” is another anthology (prepared by the government of Orissa and published by Board of Secondary Education Orissa, Book one) which helped the researcher select some poems from it. This anthology course contains some poems and prose pieces too. Every lesson starts with pre-reading activities and the text. The text is followed by comprehension and appreciation questions and ended with writing activities.
“A Course in Communicative English” is an anthology prepared by Sarita Manuja and published by Pearson Longman. The book contains prose pieces, facts, poems … etc. The anthology is well prepared and aims at developing the EFL/ESL learners’ proficiency in English. So, the researcher went through it and selected some poems to be included in the remedial materials he prepared.

“Starting with Comprehension Composition (7)” is another anthology prepared by DA Tressler; Ratna Dhar and published by Dorling Kindersley (India) Pvt. Ltd (2007). The book contains prose pieces, facts, poems … etc. The anthology is also well prepared and aims at developing the EFL/ESL learners’ proficiency in English. So, the researcher went through it and selected some poems from it.

In the case of the main course (Poetry 1), the researcher, therefore, consulted other resources such as; browsing www and the Poetry Courses of the English Department, Hodeidah University to select some poems from them.

5.3. The Main Features of the Courses
There are some features that make the materials objective and helpful. These features are stated below:

5.3.1. Based on the Basic Language and Literary Skills
As it is stated earlier, the materials are based on the language and the literary skills according to the students’ needs which the researcher found in the field survey. All the activities based on the language skills (LSRW) are mostly based on reading and writing skills as the main focus of the study. Most of the undergraduate students of the Hodeidah University have problems with handwriting, spelling, grammar… etc. Hence, to develop students’ literary skills, the teachers first have to enhance their basic English language skills. So, the remedial materials are designed to serve this purpose. The following figure shows some of the handwriting and grammar problems.

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I am... get up... early... and... I wash and dress.  
After that... I go to the college and takes... 
my... lecture... and... go... back... to the home... 
And... I had... have... my... lunch... I do my homework 
finally... in the night... I sleep.  
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Figure (5.2) Sample of the Student’s Proficiency
5.3.1.1. Listening Activities

As it is commonly known, listening skill lays the foundation for the rest of the language skills (Speaking, Reading and Writing). But, unfortunately in our case, teachers start teaching from reading and writing without laying the foundation of English through developing our students’ listening and speaking skills. The more students listen, the better they get, not only at understanding speech, but also at speaking themselves (Harmer, “how to teach English” 133). According to Sevik, “songs can be one of the most enjoyable ways to practise and develop listening skills (10). In the present materials, the listening activities focus on listening for specific information/idea in an easy way according to the proficiency of the students. Encouraging students to listen carefully to a teacher while s/he is reading the poem and asking them ‘what the poem talks about’ will help them develop their listening comprehension easily and spot simple information about the poem. Beside this, singing rhymes, split poem as in lesson 7 (Trees are the Kindest Things), the odd one out (rhyming scheme) as in lesson 1 (Wake Up) and TPR activities are meant to develop listening skills throughout the course.

5.3.1.2. Speaking Activities

According to Patki, the poems are a very beneficial material to enhance the speaking skills of the students (265). “Classroom activities that develop the learners’ ability to express themselves through speech would therefore seem as an important component of a language course” (Ur 120). Throughout the current materials, speaking activities are mainly developed through simple dialogues as in lesson 5 (City Streets and Country Roads), chain drill as in the lesson 4 (What Can I Be) and rhyme schemes. The purpose behind this is to encourage the students to open their mouths and break their shyness in order to make them able to speak in the target language fluently. Furthermore, the speaking skill is further developed through the use of the current selected poems along with the skills of listening, reading and writing in an integrated way. Many speaking activities are also developed in this course in order to make students speak with each other in pairs and in groups. The students are also trained to read aloud with right pause, share ideas, and discuss the theme/s with each other with the help of the teacher. All these activities will enrich their confidence in speaking fluently. So, the main purpose of these activities is how making the classroom more active, unlike what the poetry teachers (i.e. teachers who teach Poetry1, the main course of the English Departments) do in their classes as the researcher observed during the field survey.
Chapter Five

5.3.1.3. Reading Activities

Language is mainly learnt through exposure (listening and reading) and use (speaking and writing) in a meaningful context. Language is an integrated whole. Language teaching, therefore, becomes effective if teaching of one language skill is integrated with teaching of other skills. No doubt, while teaching one of the macro skills of a language, 70% of the focus is given to that skills, but 30% stress be given to integrating these skills with the teaching of the other skills. So, reading is very important, more so in English as the reader gets exposed to the language in context. Reading is useful for ‘language acquisition’ (Harmer, “how to teach English” 99). Reading skills are mainly developed through reading aloud and reading silently followed by comprehension questions. All the activities are mainly global in nature. They are graded from general understanding through prediction, topic discussion, skimming, scanning. During comprehension questions, the students are encouraged to consult the poem and helped to locate the answers in the text. According to Nuttall, the aims of reading are to help students read without help, read unfamiliar texts, read silently and read with adequate understanding. He, therefore states that the role of the teacher is to choose a suitable text followed by activities, developing reading skills and enabling the students to understand the text without her/his help (22). Hence, in order to exploit this section fully for developing students’ reading skills, the following instructions should be followed while asking comprehension questions as it is suggested by Kundu, Binodini and Dhirendra (11).

1. Ask right questions to right persons.
2. Distribute questions all over the class.
3. Ask questions to the whole class, then identify from whom you want the answer.
4. Never answer questions yourself. Provide clues to help your students answer the questions.
5. Encourage your students to ask you questions.
6. Never answer your students’ questions. Ask other students to answer.
7. If you fail to get the answer from one or some of your students, bounce back the question to the whole class.
8. Allow your students to answer in words/ phrases. Do not force them always to answer in full sentences.
9. Allow them to answer in chorus at times so that the shy ones can join others and develop courage to answer individually later.
10. Allow your students to consult the text while answering your questions.
11. Allow your students to answer in their mother tongue if it is difficult on their part to answer some questions in English.

5.3.1.4. Writing Activities

According to Harmer, (“how to teach English” 112) the main way of making the writing activities helpful by adopting the process theory of writing is “writing-for-learning”. Writing activities are usually come at the end of every lesson because, it cannot happen without proper foundation being laid for it by listening, speaking and reading skills. In other words, teaching writing activities cannot successfully happen without developing listening, speaking and reading skills in our students. But, writing skills seem to be the most difficult and uninteresting skill out of all the other language skills as it is clear in figure (5.2) above. Keeping this in mind, the researcher made the writing activities interesting by grading them from simple to difficult ones. For example, matching words, word searching, filling in the gaps and replacing some words come first. Finding in the poem verbs/words and putting them in simple sentences, writing a simple paragraph about oneself and writing a similar poem come at the end.

5.3.1.5. Vocabulary Activities

From a common point of view, vocabulary of a language plays a very crucial role in any language. Just learning some words in a language can equip one to communicate with others. Learning just two words ‘Yes’ or ‘No’ one can start communicating. And in real life situation, we mostly communicate in words and phrases and rarely in full sentences (Kundu, “Study Materials” 26). According to Mohanty, vocabulary is a basic to learn any language. It is also like the bricks of a building. One can communicate in a target language by just learning a few key words (quotes in Al-Mekhlafy 206). As a resource, poems offer many opportunities for language teaching and practice. According to Mittal, poems give a wide chance of learning vocabulary and structure (21). In case of these materials, vocabulary activities are mainly developed through different senses such as matching synonyms/antonyms, using new words in simple sentences, choosing the best meanings according to their use in the sentences, punctuating simple sentences, using words to compose a simple paragraph/poem and so on.
5.3.1.6. Grammar Activities

Ur defines grammar as “the way words are put together to make correct sentences” (75). In order to develop this skill, the researcher made use of different activities through the materials. Most of the grammar activities, especially at the beginning of the course are done through speaking in an interesting way to make the students find grammar not difficult. The grammar activities are also based on these simple poems which have simple grammar areas like, noun phrase, simple sentence patterns, be and do verbs and subject verb agreement which suit students’ proficiency in English.

The results of the field work and tryout of the materials are the more factors which helped the researcher to select some simple activities to develop grammar skill. Because, he found that most of the students commit grammatical mistakes more in areas like be verbs, word order (noun, adjective, for example), subject verb agreement, using be verbs with infinitive do verbs (the most common type of errors), prepositions, third person singular and present progressive please see the following figure which was taken from student’s homework task:

![Image of a student's homework task showing a simple paragraph about daily activities]

Figure (5.3) Sample of the Student’s Grammar and Spelling Mistakes

5.3.1.7. Literary Activities

Based on the field survey and tryout of the materials, the researcher found that the development of literary skills in the EFL classroom was not an easy task, especially in the
beginning of remedial course due to the low-proficiency of the students in English as discussed before. The best way to develop literary skills is only after developing the basic language skills. In the remedial course the literary activities are mainly developed through reading comprehension activities; such as “in which stanza the poet compares the tree “as sweet as the sun” in lesson 6 activity 2” or “fill in the gaps with the best figurative language as in lesson 11 activity 6”.

In the main course, the literary skills are developed through different activities like “study the figurative language and explain the following phrases which are taken from the poems as in lesson 2 activity 9” and “try to find the imagery in the poem as in the given example as in lesson 3 activity 3 q.6”. Literary skills are also developed through activities such as “find the repetition in the poem as in lesson 4 activity 2 q.3” and “complete the following comparisons the way you like and use them in sentences of your own as in lesson 5 activity 7”. They, therefore, developed through activities like “choose the best figurative language from the following words as in lesson 6 (The Road Not Taken) activity 6” and “find the figurative language in the poem as in the given example as in lesson 7, 8 and 9”. Hence, the researcher made use of these kinds of activities to develop literary skills through these courses.

5.3.2. Based on Well-Known Approaches and Methods

The main objectives of the materials are to develop students’ language and literary skills and enhance their proficiency in English. The methods used to develop these skills are following:

5.3.2.1. Brainstorming (BS)

Before teaching a poem, teachers should first brainstorm the students to help them express their opinions about the themes/ideas of the poem (Kellem 15). But, unfortunately, the present teaching and methods in the Yemeni universities are literature-oriented, which lays stress on teacher’s explanation and students’ memorization. Students mug up without understanding. They vomit in the examination what they mug up, so, there is a great need to storm their brain through the method ‘Brain-storming’ (Kundu, “English language training package for secondary” 4). According to Al-Mekhlafy, the major cause of teaching not producing real learning in the students is the fact that teachers fail to tickle the students’ brains. He also states that there is a need to use brain-storming as a method of teaching in our day-today classroom transaction (180).
Thence, the primary purpose of using this method was to activate the previous knowledge of the students about the theme/s or the tittle of the poem before teaching it. The students also should be encouraged to do so in a very short time. The teacher writes the tittle of the poem and asks students to quickly utter words which are related to the word s/he has given.

5.3.2.2. Total Physical Response (TPR)

TPR (Total Physical Response) is a method of teaching language using physical movement to react to verbal input in order to reduce the shyness of the students. This method allows students to react to language without thinking too much. It also facilitates long term retention, and reduces student worry and stress (Larsen-Freeman 107). According to Tomscha, the total physical response method is meant to develop listening comprehension. This method facilitates the language learning process by giving students some activities which aim at enhancing their learning through physical movement (quotes in Al-Mekhlafy180).

5.3.2.3. Chain-drill

"Chain-drill is a very useful method to help learners develop their speaking skills. Each one gets a chance to say and repeat mentally what is to say many a time till his/her chance comes. It can be used for self-introduction, for rolling on a line of a poem, a piece of dialogue/question etc. (Kundu, “English language training package for secondary” 5)"

In the case of this study, the chain-drill method is used to help the teachers develop speaking skills of the students. It, therefore, helps the teachers to break down the shyness and fear of their students. By introducing oneself, repetition of any line of the poem or reading the whole poem, one by one in the class, teacher helps students to open their mouths and start talking in English courageously. The chain starts best with the teacher and continues through the first students to the last. By introducing oneself, for example, the teacher starts introducing her/himself ‘My name is ……….’, ‘I’m from ……….’ and asks the nearest one ‘What about you?’ The participant says two sentences about him/herself and asks the next one ‘What about you?’ and so on till it comes back to the teacher. Using this method, especially with Yemeni students who are mostly getting shy or fearful to speak one sentence in front of her/his classmates, will really help the teacher breaks-down the two factors that affect the
speaking language skills. The advantages and uses of this method can be better listed in the following details:

1. Improves students’ spoken English.
3. Provides scope for verbal and mental practice.
4. Provides scope for learning basic structures.
5. Generates fun and humour.
6. Breaks the shyness of the students.
7. Introduces a structure-based lesson.

5.3.2.4. Split Poem

Split poem is another method used in the present materials. “It aims at developing students to have a close attention to the words’ connection in a poetic text. This approach step by step; listening, reading, matching the lines allows students to work on their way gradually into the poem. According to Duff and Maley, by fixing together a poem in this way, the students are becoming familiar with the text as it is introduced to them in different ways” (20-21). So, utilizing this kind of approach while, teaching poetry, the authors suggest the following:

a) Preparation

- Short poem (12-16) of roughly equal length.
- Split each line into two parts and place the half lines under separate columns (A and B). The first half of each line goes under Column A, the second under Column B. Then rearrange the half lines in each column so that they are not in matching order.
- Before taking the class, prepare enough copies of the split poem for all the class.

b) The Use of Split Poem

1. Teacher reads the poem aloud to the whole class and asks the students to recall any fragments they can remember.
2. Teacher reads the poem once again. Students listen without recalling the text.
3. The students work in groups. Teacher gives each a copy of the split poem and asks them to try to reconstruct the lines by matching the lines from column A and B.
4. Teacher stops the activity at the point when most groups have nearly—but not quite—finished.
5. Round up. The class working as a single group. Now use the complete lines to reconstruct the poem line by line. Which line comes first, which next …., which last? Teacher tells the students that the rhyme may be a good clue to work with.

5.2.2.5. BB Text

Definition: Blackboard texts (BB texts) are small poems, stories and pieces of writings which the teacher writes on BB and students take them down on their notebooks. Then the text is exploited/used like pieces of writing to help learners develop language skills (Kundu, Binodini, and Dhirendra 7). The teacher writes on the BB a poem, part of the poem, or activities and asks the participants to copy it down on their notebook to be used as a lesson from a textbook.

a. The Use of BB Text

Some of the special uses of BB texts are as follows:

- BB texts can be used when there is no power to get enough Xeroxes (copies of the lesson) for the whole class.
- BB texts can profitably by used by teachers who engage adjustment classes.
- BB texts are especially useful for learners who don’t have hand-outs. This disadvantage of not having text is used as an advantage. The students who don’t have hand-outs are willing to take down the text on their note books in good hands and, thereby, develop hand-writing skills through copying.
- If exploited properly, BB texts can develop in the learners all the four skills – listening, speaking, reading and writing.
- BB texts can be used as measure of remediation.

b. Steps for Using BB Text

- Write the poem on the blackboard (use unjoined letters).
- Ask your students to copy it in their note-books using unjoined letters.
- Read aloud the poem to the class.
- Ask the students to read aloud the poem.
- Ask the students to read the poem silently.
5.2.2.6. Interactive Reading

Interactive reading method is used to help students interact with the writer through the text. The teacher/trainer asks different types of questions from the poem. The steps s/he followed to teach a text are as follows:

- Introduction,
- Reading aloud by teachers, students look at the text,
- Silent reading by students,
- Comprehension questions by teacher, and
- Activities (comprehension activities, vocabularies, language games…. etc. based on the text)

5.2.2.7. Visual Memory Development Technique (VMDT)

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see, it automatically gets printed in their minds. In fact, each one of us is endowed with visual memory. By closing our eyes, we can mentally see places and persons, which we had seen long before. Our eyes act as cameras and our brains as computers to store whatever we see. But, unfortunately, our students while learning do not use their visual memory to the extent they do in their real life. So, the visual memory of our students can be developed by systematic use of VMDT (Kundu, “Working book” 4).

The researcher made use of this kind of method in the materials he prepared in this study. Pictures, poems are used to develop visual memory of the students. First, they are asked to see the picture/poem and take a mental picture of it. Next, they are asked to close their eyes and listen to their teacher. While their eyes are closed, the teacher reads one stanza of the poem and asks the students to put their fingers on the stanza that has been read or on words/ phrases/ lines pointed out by the teacher. Next, open their eyes to verify how far they are correct, the students definitely will enjoy doing such exercises on their own.

5.3.3. Selection and Grading of the Poems

The selection of poems was based on the well-known criteria of the materials production: such as the age of the students, their emotional and intellectual maturity and their interest and hobbies. According to Lazar (52); Collie and Slater (226), while selecting materials, the
editors should choose the texts that suit the students’ level, cultural background, linguistic proficiency and literary background. While preparing the materials, the researcher took these criteria into consideration. According to Brumfit, before selecting any literary text, editors have to think in terms of suiting the literary difficulties (24). Hence, in the case of remedial course, twelve poems are selected from different anthologies by different poets. The course will be taught during the whole semester to remedy the situation and to change the negative attitude of the students to poems. During the main course, ten poems had been selected from different anthologies including some poems from the suggested syllabi of the English department, Hodeidah University.

The poems are graded according to the difficulties of each poem. So, they are therefore, graded both in remedial course and main course from simple to difficult once as in the following table:

Table (5.1) The Grading of the Poems

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Remedial Course</th>
<th>Main Course (poetry 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wake up! Wake up</td>
<td>The Snare</td>
</tr>
<tr>
<td>2</td>
<td>Run</td>
<td>Laughing Song</td>
</tr>
<tr>
<td>3</td>
<td>Will You Help Me?</td>
<td>WE Were Crowded in the Cabin,</td>
</tr>
<tr>
<td>4</td>
<td>What Can I Be?</td>
<td>Great, Wide, Beautiful, Wonderful World</td>
</tr>
<tr>
<td>5</td>
<td>City Streets and Country Roads</td>
<td>The Vagabond</td>
</tr>
<tr>
<td>6</td>
<td>Accident</td>
<td>The Road Not Taken</td>
</tr>
<tr>
<td>7</td>
<td>Trees Are the Kindest Things</td>
<td>Tyger! Tyger! Burning Bright</td>
</tr>
<tr>
<td>8</td>
<td>Arithmetic</td>
<td>Shall I Compare Thee to a Summer’s Day?</td>
</tr>
<tr>
<td>9</td>
<td>Seasons</td>
<td>Upon Westminster Bridge</td>
</tr>
<tr>
<td>10</td>
<td>Leisure</td>
<td>Break, Break, Break</td>
</tr>
<tr>
<td>11</td>
<td>Uphill</td>
<td>..............................................</td>
</tr>
<tr>
<td>12</td>
<td>Wonderful World</td>
<td>..............................................</td>
</tr>
</tbody>
</table>
5.3.4. Preparation and Grading of the Activities

As it is stated previously, the materials are prepared to develop both language and literary skills. To accomplish these two main purposes, most of the exercises are based on involving students to interact with the poems exposed to them. So, to feel that we help students to understand the lesson, it can be best provided with a range group of activities.

As the grading of the lessons/poems are classified well from the simple up to the difficult ones, the activities, therefore, are graded gradually in all materials. Each activity leads smoothly to the next one. According to Mackay, “if language is a system, then a gradation matters a great deal: It means that we cannot start anywhere or with anything, for in a system, one thing fits into another, one thing goes into another, and one thing depends on another” (quotes in White 48). Hence, each lesson starts with warm-up activities (pre-reading activities) orally, comprehension activities (while-reading activity) and ends with feedback activities (post-reading activities). The activities of every lesson are also graded/divided into three reading phases as in the following:

5.3.4.1. Pre-Reading Phase

In order to create a good background of the poem before being read or taught, we have to activate the prior knowledge of the students. According to Collie and Slater, it is often very important to plan a substantial warm-up activity to arouse the learners’ curiosity and involve them in the poem’s themes (226). The main idea of this phase is to help students get a general feeling for the ideas presented in the poem by providing a warm-up activity. According to Panavelil, "Pre-reading activities are kind of warming up which can provide a forum to elicit from students their feelings and responses to ideas and issues in a prescribed text" (13). Students should first brainstorm and express their opinions about the themes of the poem. This stage includes some exercises such as; brainstorming, theme/s predication, eliciting information about the theme/poem, and discussing of pictures. So, the purpose of these exercises, in this stage is to introduce the poem to students in an interesting way and to create a good background of the subject/theme of the poem in the mind of the students as it is stated by Das:

“One of the objectives of pre-reading activities is to activate the background knowledge which the students already have and which will influence their reading of the poem. Another important function of pre-reading is to encourage students to predict what the poem is likely to tell them, since
reading is largely a process of mentally anticipating (looking ahead) as well as reviewing (looking back on) the poem.” (quotes in Al-Refa‘e 43)

According to Kundu, “The primary purpose of pre-reading activity is to motivate the students to read the text and prepare them to be able to read it” (“English language training package for secondary” 19). Ringler and Weber, therefore, see pre-reading activities as they are “enabling activities, because, they provide a reader with a necessary background to organize activities and to comprehend the material”. They also argue that pre-reading activities elicit prior knowledge, build background, and focus attention (quotes in Ajideh 6-7).

According to Auerbach and Diane, the pre-reading activities help the teachers in the following (259):

- Accessing prior knowledge of the students.
- Writing her/his way into reading (writing about her/his experience related to the topic).
- Asking questions based on the title.
- Semantic mapping - Making predictions based on previewing.
- Identifying the text structure - skimming for general idea.
- Reading the introduction and conclusion.
- Writing a summary of the article based on previewing.

5.3.4.2. While-Reading Phase

This is a very important phase of teaching a lesson. While-reading phase can help students improve their abilities to become more fluent in the English language. According to Sasson, in the while-reading, the students can be developed, especially in the areas of listening, speaking and reading. Teacher can help the students cope with problematic and greyer areas of the text, such as identifying the main ideas of a text, which are also problematic for them in their native or first language (1). According to Panavelil, the while-reading activities aim at helping the students to experience the text holistically by developing a fruitful interaction between the text and the reader (13).

In the present study, during this phase, the students are exposed to many activities. These activities are listening and reading comprehensions, appreciation exercises, getting the point (critical reading), language games, dialogues, quizzes, vocabularies…etc. These
activities will make the students interact with the poet through the text. Through these activities, the students will read the poem again and again without feeling bored. This kind of reading is called “Interactive Reading” (Kundu, “English language training package for secondary” 19)

Moreover, the primary aim of this phase is to develop both the language and literary skills of the students with especial emphasis on developing reading comprehension. It also, aims at encouraging the students to develop their language skills through language-based, learner-centred activities. So, in order to answer all the questions, students have to go back to the poem again and again by themselves with a little help from the teacher. So, in this case, the language learning will be a by-product. According to Kundu, “Language is best learnt if it is taught indirectly or is acquired through unconscious process” (“Correction of errors 10”). At this stage, the teacher can help the students develop the following skills:

1. Scanning and skimming for specific pieces of information.
2. Predicting what is coming next.
3. Identifying the main idea of the poem.
4. Identifying the rhyme schemes of the poem.
5. Distinguishing between general and specific ideas.
6. Playing the language games (split the poem, poem reorder…eta)
7. Guessing word meanings by using context clues, word formation clues or cognates.
8. Recognizing lexical clues (e.g. reference words).
9. Identifying the figurative language.
10. Reading the text critically.

5.3.4.3. Post-Reading Phase

To evaluate how much students understood in the while reading, the while-reading is to be followed by post-reading activities. This will give students the opportunity to practise their reading and will retell what the teachers have taught them in the lesson. According to Panavelil, “Post-reading activities encourage students to reflect upon what they have read and they generate thoughtful discussion on different issues related to both language and literary skills arising from the text” (13). Most importantly, however, this phase will give the exercises a sense of meaning, so that students feel they already have achieved something. This includes activities such as; true or false, language games, synonyms and antonyms, critical writing…. etc. So, the main purpose of this phase is to develop mainly writing skill.
Thus, all these stages are meant for developing both language and literary skills in an interesting and comprehensible way. The following figure illustrates all the activities based on the above reading phases:

![Figure (5.4) Format of the Activities](image)

### 5.4. Brief Summaries of the Materials

There are two kinds of materials, the remedial materials and the main materials. So, it is important to give a brief summary for each one.

#### 5.4.1. The Remedial Course

The remedial materials are provided by brief summaries of each lesson below and provided in the appendixes too.

**LESSON 1**

**Wake Up! Wake Up**

The try-out of the prepared materials showed that most of the students are low-proficient in English. They could not write a simple sentence correctly and made so many errors such as handwriting, grammar, spelling …etc. as seen in Figure (5.2) section 5.3.1 above. It,
therefore, found that there is an urgent need to select simple poems which contain simple sentences and rich with simple grammar to enhance the students’ proficiency to write in a good handwriting, without grammar or spelling mistakes.

*Wake Up! Wake Up* is a very simple poem taken from "My English Book" Class IV School & Mass Education Dep. Government of Orissa. The poem composed in a simple language and very interesting. The theme/topic is common and not difficult. The students can easily understand it. The poem consists of three stanzas of six lines. It is rich with tenses ‘be verbs’, ‘progress verb’, ‘action verbs’ and command verbs which help teachers develop English language skills of their students. It, therefore, helps the teachers remedy the grammar and spelling mistakes of the students through activities.

The language activities are divided into three phases; pre-reading, while-reading and post-reading. In the first phase “pre-reading”, the activities aim at activating the prior knowledge of the students. Teacher will ask some questions which help students predict the theme/topic of the poem and elicits some information form students before introducing them to the poem.

In the second phase “while-reading”, the activities aim at developing reading loud. The teacher reads the poem aloud and students listen to her/him very carefully. The teacher reads the poems once again and asks students “What is the poem about?” to check their listening comprehension. It, therefore, aims at developing silent reading. Teacher asks students to read the poem silently and gives them enough time for reading, then asks them to answer the comprehension questions orally in order to develop scanning and skimming skills as in activity 2 and to check their silent reading. Furthermore, in this phase, the students are developed to match words to give correct phrases and after that use these phrases to give simple sentences according to the given examples as in activity 3 (a and b).

Moreover, during the last phase “post-reading”, the students are taught to use and apply what they have read for their own academic benefit. The language skills are also developed gradually. The activities are based and graded from the simple one to the difficult one. The activities also aim at developing language skills and evaluating what the students already learnt during the previous phases. Matching the opposite meanings, arranging words, according to the rhyme schemes, spotting the one odd out, lines re-ordering, reading sentences out using the correct forms, writing the answers of the questions they answered orally in the previous phases, finding the action verbs in the poem and putting them in simple
sentences and finally writing a simple paragraph about once daily activities will actually help the students develop their language skills in groups or individually.

**LESSON 2**

**Run!**

It is very necessary to select poems that express something similar to the students’ background. The poem ‘Run’ is a very interesting and simple poem that has a clear theme “happiness”, which is a very common to the students’ life and easy to be predicted. Besides this, the poem is composed in a simple language. It consists of four simple stanzas in which the poet expresses his happiness in the countryside. The students can easily understand it, especially those who are coming from the countryside schools with low-proficiency in English.

To introduce the lesson to the students, as usual, the lesson is divided into three reading phases. During the pre-reading phase, the teacher can introduce the poem to the students by asking them some questions related to the topic/theme of the poem to activate their prior knowledge such as; ‘Where do you like to run while it is raining? Why? Why not?’ S/he can also ask them to look at the picture to see what the picture is about and so on. These kinds of activities really help the teacher to introduce the lesson in an interesting way. They also encourage and motivate the students to read the poem actively.

Reading the poem silently more than once helps the students answer the comprehension activities that follow the poem during the while-reading phase. This phase makes the students more active. While answering and doing activities in pairs, groups or individually, they will really interact with the poet through the text and interact with each other in the class. They, therefore, develop their critical reading skills as in the following activity:

**ACTIVITY 3: (Getting the point) pair/group works**

1. Does the poet like to run in the raindrops? Why? Why not?
   
   ........................................................................................................................................

2. Why does the poet start and end the poem with the word "AWAY"?
   
   ........................................................................................................................................
3. What does the poet want the readers share with her?

4. Do you like running through the meadow? Why? Why not?

After doing all the activities in the while-reading, the students will be exposed enough to the text. To check the students’ improvement, the last reading phase “post-reading” will help us to evaluate what the students have already understood. Doing such activities, we as teachers can decide whether we help them develop their language skills or not. Taking examples from this phase to check the students’ performance:

**ACTIVITY 5:** 1. Tick true (√) or false (X) against each statement:

   a) The poet tells his reader to play in the city. (    )
   b) The poet likes to run and enjoy in the country. (    )
   c) The meaning of ‘meadow’ is ‘green field’. (    )
   d) He does not like to run in the raindrops. (    )
   e) The poem tells us that the poet is happy. (    )

**ACTIVITY 8:** (giving a similar poem)

The above poem is about run. Fill in the gaps with your own words to complete this poem on **jump**.

AWAY from the city
And into the sun,
Out of the country,
     **Jump!** !!!!!!!

......... in the ...........
......... beneath the ........
......... little races
With each little breeze!
......... down the hillside,
......... up the ........;
......... through the meadow,
Then ........ back again!
......... and be merry
All through the day!
.........to the ........,
     Away! Away!
LESSON 3

Will You Help Me?

As stated above, one of the main objectives of these materials is to change the negative attitude of the students to poems. The researcher selected this poem from the English Course for Yemen (Pupil’s Book 2, p.34). The poem is composed in a simple language. It is, therefore, rich with vocabulary, which help the students to predict the theme or topic of the poem easily. Besides this, the students have prior background about the poem from the primary school.

However, to develop the language skills of the students, the activities are well prepared and divided into three phases; pre-reading, while-reading and post-reading. In the first phase “pre-reading”, before teaching the poem, the trainer has to activate the prior knowledge of the students as asking them some questions, which help them predict the theme/topic of the poem and what is coming in the text as; “What do you need to build a house?”, “Can you build it alone or need a help?”, “What can you see in the picture? And “What are they doing?” Confidently, these questions will help the students predict what the poem will be about.

In the second phase “while-reading”, the teacher can develop the reading aloud. The teacher reads the poem aloud and the students listen to her/him very carefully, the teacher reads the poems once again and asks students “What is the poem about?” to check their listening comprehension. This phase, therefore, aims at developing silent reading. The teacher asks the students to read the poem silently and gives them enough time for reading, then asks them to answer the reading comprehension questions which develop scanning and skimming skills as in activity 2 to check their silent reading. Furthermore, in this phase, the students will read critically and play the language game (VMDT) as in activity (3. i), as it is clear below:

---

Play the Game (VMDT)

After the teacher completes the above activities (3.i), s/he can play this game by asking students to take a photocopy in their minds about the best choices of each statement and then close their eyes. Then, the teacher starts asking the question randomly. For example, s/he asks the students question no. i.5 and asks them to put their fingers in the best choice and
ask them to open eyes. Here, the students have to check the mental photo which has been taken before. So, all the class will like to play this game.

So, during answering all the questions in this phase, the students have to read the poem once again to answer the questions. Hence, the reading skill here is actually developed as by-product.

In the last phase “post-reading”, the students are taught to use and apply what they have read for their own academic benefit. Besides, the language skills are developed gradually. They, therefore, are based and graded from the simple one to the difficult one. The teacher here can develop the language skills through completing the dialogue, matching words to give opposite or similar meaning, writing similar words, re-ordering stanza and writing in the form of paragraph, writing the answers of the questions which had been answered orally in the while-reading phase, ending the phase by using a list of words to compose a simple paragraph. So, the following activities are given to show how the skills are graded from the simple to difficult one in the post-reading phase:

Complete the following circle about things that we need to build a tree house:

![Circle Completing](image)

Imagine that you are going to build a tree house. What are the things that you will need? Use the following words to make a simple paragraph.

tree house wood made of easy build nails hammer
glasses enjoy help ladder in a tree windows wonderful cheap
LESSON 4

What Can I Be?

As mentioned in lesson 3 above, this lesson has the same objectives. Because, the poem is also taken from the same source (English Course for Yemen) “Pupils’ Book 2, p. 71”. The topic of the poem is easy and familiar to all students. They can easily predict what is coming in the poem or what it is about. The poem is selected to develop students’ language skills and change their negative attitude to poems. It will also be taught to students in an interesting way. It is, therefore, followed by different language activities divided into three different phases; pre-reading, while-reading and post-reading as in the previous lessons.

In the pre-reading phase, the teacher will ask the students some questions about the topic of the poem before seeing or reading it in order to activate their prior knowledge and predict/visualize what is coming in the poem. In the second phase ‘while-reading’, the students will learn the language by-product. While answering all the questions, students have to read the poem once again to answer them. Activity 2 ‘comprehension questions’, consists of ten questions that involve students read the poem again and again to answer them. It also helps students understand the poem and develop their reading skills. The next activity (3) enables students to appreciate the poem while challenging to select the best job to complete the sentence as:

ACTIVITY 3: Choose the best answer from the following:

1. The poet wants to be a ……
   a) farmer    b) doctor
   c) zoo keeper d) teacher

2. His father is a …..
   a) shopkeeper b) bus driver
   c) farmer     d) none of all

3. His sister is a ……
   a) painter    b) nurse
   c) doctor     d) housewife

4. His cousin is a…….
   a) pilot      b) doctor
   c) shopkeeper d) zookeeper

5. The job that the poet does't like is a ……
   a) teacher  b) doctor
   c) pilot    d) zookeeper
Moreover, playing a game “My Hobbies”, with the help of the teacher’s encouragement helps students to break up their shyness and open their mouth to speak in English with each other, especially in the case of Yemeni countryside undergraduate classes where the class is mixed with boys and girls. Both boys and girls come from schools where they studied the primary and secondary classes separately. The boys studied in boys’ schools, while girls studied at girls’ schools and at the university classes, they study at the same class. Most of them as we observed, feel shy to stand in front of the class or speak with each other (i.e. boy speaks with girl or vice versa). So, this kind of method helps teachers break up the shyness of their learners and motivates/develops their speaking skills as in the following activity:

**Play the game "My Hobbies"**

The teacher writes names of some jobs on the board and gives students the freedom to choose/give the job/s s/he likes to be. The teacher will choose one student to be in front of the class and start talking about her/his ambition e.g. I want to be a teacher, but I don’t want to be a pilot; then asks the student about her/his ambition e.g. what about you? Student says her/his ambition then teacher chooses any two students to stand and talk about their ambitions; one boy and one girl and so on in a chain drill…… as the following:

- I don't want to be a ……. but I want to be a ………
- What about you?

In the last phase, students’ performance is evaluated to check whether they understood the poem or not. They are involved in doing some activities on the poem. Answering true or false questions, punctuating/correcting sentences, changing some sentences into negative, using the poem to write a similar poem, speaking about family jobs and writing a simple paragraph about their hobbies, in fact will help teachers to check the development of their students. These also help teachers develop students’ language skills and grammar through doing the activities in groups, pairs or individually.
LESSON 5

The Day I Met You

One of the other main objectives of the materials preparation is selecting poems that are related to the students’ culture/background. This poem has themes which mostly the Yemeni students have background knowledge and can be easily understood. The poem consists of three simple stanzas. It is composed in a simple language. The themes and the use of simple words help the students to comprehend the ideas which the poet talks about. Confidently, the students will find it interesting, while reading it or doing all the language activities that follow the text.

In this lesson, the language activities are divided into three reading phases. As usual, in the pre-reading phase, the text is introduced to students in an interesting way. Some questions related to the theme/topic of the poem, are asked by the teacher to help students to predict what is coming in the poem. The questions also, help the teacher to activate the prior knowledge of students and share their interest.

In the while-reading phase, the students have to listen to their teacher while reading the poem aloud, then they read the poem silently, answer the listening comprehension question and give the poem a suitable title. After reading the poem silently, students are asked many comprehensive questions to check how much they have understood and appreciated the text individually and in pairs as in activities 2 and 3. To develop the listening and reading skills and to draw the students’ attention to the rhyme schemes of the poem, the teacher has to read the poem aloud again with little intonation to the rhyme scheme. The teacher also has to list the rhyme schemes of the first stanza on the board and asks the groups to find the other rhyme schemes of the poem and read them aloud. While doing this activity, teacher, therefore, helps students understand the rhyming words that do not follow the same spelling pattern. Finally, teacher can ask students to use the rhyming words to speak simple sentences one by one as in activity 4. Besides, doing activity 5 will help teacher develops students’ visual memory through VMDT technique as in the following:

Let’s develop visual memory through VMDT

a) Take the photograph of the whole poem through your eye-camera. Then close the handout and answer these questions orally.

1- In which stanza the poet said love never comes again? ______
2- In which stanza the poet’s lover said he has waited his life in order to meet his beloved today? ________

3- In which stanza the poet came to know the angels are true? _________

4- In which stanza the poet promised her beloved to love him forever? ______

5- In which stanza the poet said love makes the whole earth turn around? ______

Now: after answering all the above questions without looking at the text, you can see the text to check your answers if you are right or not.

b) Take the photograph of the stanza 1 and 2. Close your eyes and place your index finger on the words/ phrases mentioned. Each time after placing your finger to verify how close your finger is to the words/ phrases.

1. earth turn around  2. love you forever  3. meet you today  4. dreams do come true  5. Never let you go ……………………………… and so on.

However, in the last phase, the language activities are mainly developed through writing skills to evaluate the students’ performance. Students have to perform many writing activities. They have to write the number of the stanza against each summary/theme of each stanza as in the following:

**ACTIVITY 6**

Stated below are brief summary/ theme of each stanza. You have to write number in the box provided against each statement of each stanza. You can read the poem while doing this activity.

1. Love never comes again.  
2. The faith of the beloved.  
3. Love changes the life of the poet.

In the other activities, students have to match items in column A with column B to complete lines of the poem, then re-order them according to their occurrences in the stanzas and read them out as in activity 7. In order to expand students’ vocabulary, they are given a list of words to give the other meaning of each word. Then, give the opposites of the other words and put the meaning of column B in simple sentences as in activity 8. At the end of the lesson, they are asked to write a simple paragraph about the poet.
LESSON 6

City Streets and Country Roads

As it is mentioned earlier, while selecting any text we have to think about the students’ background, think about something relates to their culture and interest. The poem ‘City Streets and Country Roads’ is a very interesting and simple poem, which talks about something the students know. It is taken from “A model English Reader” published by: Board of Secondary Education Orissa, Book one, 1995. Students have information about the difference between nature in the city and countryside. Of course, the theme/topic of the poem will be very common to them and easy to be predicted. Besides this, the poem is composed in a simple language and suits the students’ proficiency. It consists of three simple stanzas in which the poet expresses her/his comparison between the life/nature in the city and the countryside.

The activities are divided through three reading phases and therefore, graded from simple to difficult as in the previous lessons. But, they are little difficult, according to the gradation of the materials and skills which the students have to acquire. First, the teacher draws two circles on the board, one about the city and the other one about the countryside and brainstorms the students to elicit from them other things that the city/country has and writes them in the circles as in the following activity:

![Figure (5.6) Sample of Brainstorming Activities](image-url)
In the while-reading phase, the teacher reads the poem loudly and asks students to
listen to her/him carefully. The teacher reads the poem once again and asks them, ‘what the
poem talks about?’ to check their listening comprehension. Then, the teacher asks students
to read the poem silently to answer the comprehension questions orally and helps them to
express their opinions/feelings about the poem. All these activities, in fact, make students
exposed to the poem and develop their language skills because, they involve students to go
through the poem again and again to find the answers either in groups, pairs or individually.

Besides, the teacher asks students to find the similar meanings in the poem with giving
clues that help them to develop their English vocabulary as in activity 2. In order to help the
students to develop their reading comprehension and literary skills, activity 3 therefore,
involves them in reading the poem and choosing the best answer to complete the questions.
During this phase, the teacher is required to play the role first with one student to make a
simple dialogue, for example; one student is coming from the city and the other one is
coming from the countryside. After that, the teacher asks the students to do so as in the
following activity:

2. Let's make simple conversation in pairs; one student is from the city and the
other from the country: teacher plays the role first with a student then students
in pairs. You can use the words in the above lists or your own words to complete
the dialogue.

S.1: Where are you coming from?
S.2: I'm coming from ..................? What about you?
S.1: I'm coming from ............... 
S.2: What does your place have?
S.1: My place has ..................and ............. What about your place?
S.2: My place has..................and ......................
S.1: Where do you prefer to live?
S.2: I prefer to live in ............... What about you?
S.1: I prefer to live in ............
S.2: That's right!

In the last phase, teachers have to check the students’ performance, whether they
understood the poem or not. Students are involved in doing some activities. Answering true
or false questions, matching items in column A with items in column B, joining the above
items to make sentences, filling the gaps from the given box to fill some lines taken from the
poem, then re-ordering lines and finally, writing the answers of the questions that were answered orally in the while-reading phase, in fact will help the teachers to check the development of students and how much they have understood the lesson.

LESSON 7
Accident
Taken from ECY (Book 2 p.9)

This lesson has the same aim as with lessons 3 and 4. It also aims at developing students’ language and literary skills. The lesson has the same structure in which all the activities are divided into three different reading phases. But, some activities differ from other activities used before.

In the pre-reading phase, the teacher will ask students some questions related to the topic of the poem. These questions aim at activating their prior background and to motivate them to predict what is coming in the poem.

In the second phase ‘While-reading’, students are taught the language skills through different activities and methods. Using VMTD (Visual Memory Development Technique) method in the language classroom helps the teachers develop visual memory of the students according to the following steps of activity 1:

**ACTIVITY 1 (Play VMTD)**

- Teacher will introduce the poem to the students.
- Students are in groups. All the groups will have a quick look at the poem.
- Teacher will cut the poem into ten pieces. Teacher will give every group ten pieces. Teacher will ask the students to reorder the lines to construct the poem.
- Teacher will tell the students the poem is about Hassan accident and give them enough time to read/think. After they finish the task, the teacher will collect the texts from them. The group who arranges the poem correctly, will get 5 marks. The group who arranges the poem incorrectly will miss the 5 marks.

Reading the text silently enables the students to understand the language and makes them ready to answer the comprehension questions, which follow the text. Besides, dividing
the students into groups, asking them to read the poem once again very carefully, and asking them to think about a similar story/poem and presenting it to the class orally, will help them to appreciate the poem easily and interactively. During this phase, the students are helped to develop their language skills. The teacher, therefore, will encourage them to speak, share and discuss their opinions as in activity 3 of this lesson.

In the last phase, the students have to do some activities to show their teacher how much they understood the poem. Answering true or false questions, matching items in column A with items in column B, filling in the gaps, using the given phrases to complete the following poem, reading out some sentences using the correct forms of the verb from the brackets, then changing them into Wh. Questions, re-ordering sentences which help someone crossing the street, writing the answers of the questions that have been answered during the while-reading phase orally, and finally, writing a similar story happened to a friend/someone, in fact, will help the teachers to check the development of their students and know how much the students have understood the lesson and acquired language.

LESSON 8

Trees are the Kindest Things

To help students have a close attention to the words and connections in a poetic text, teacher uses the “split poem method” which is developed by Duff and Maley (20). This can be done through a simple poem to help students to learn it successfully. But, as stated above, it involves the teachers to prepare for it previously before using it in the classroom. The lines of the poem are split into two parts, and lines are placed under separate columns (A and B). The first half of each line goes under column A, the second under column B. Then arrange the half lines in each column so that they are not in matching order. Enough copies should be prepared for the class/groups.

As usual, the poem is presented through the same reading phases as in each lesson of the course. In the pre-reading, the teacher will ask students some questions related to the topic/theme of the poem to activate their prior knowledge and predict what is coming in the poem. While, in the while-reading phase, the students will listen to their teacher very carefully and try to recall any fragments, which help them to remember the lines of the poem.
Then, the teacher will read the poem once again, and divide them into groups. The teacher will give the students copies of the split poem to try to reconstruct the lines by matching the half lines from columns A and B as in the following activity:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are the first</td>
<td>they simply grow</td>
</tr>
<tr>
<td>And spread a shade</td>
<td>things I know.</td>
</tr>
<tr>
<td>They hum</td>
<td>of morning sun,</td>
</tr>
<tr>
<td>And gather birds</td>
<td>into night,</td>
</tr>
<tr>
<td>Of sleepy children</td>
<td>when day's begun</td>
</tr>
<tr>
<td>To touch the beams</td>
<td>for sleepy cows,</td>
</tr>
<tr>
<td>They are the last</td>
<td>among the boughs...</td>
</tr>
<tr>
<td>Trees are the kindest</td>
<td>floats on the sky</td>
</tr>
<tr>
<td>When evening changes</td>
<td>to hold the light</td>
</tr>
<tr>
<td>And when a moon</td>
<td>things I know,</td>
</tr>
<tr>
<td>They do no harm,</td>
<td>a drowsy lullaby</td>
</tr>
<tr>
<td>Trees are the kindest</td>
<td>long ago...</td>
</tr>
</tbody>
</table>

While doing this activity, the students will go through the poem again and again to read closely with the help of their teacher. Then, the students can check their construction with the original one. After constructing the poem correctly, the students will be asked to read the poem silently and answer the comprehension questions of activity 2. In activity 3, the students’ attention should be drawn to the rhyme schemes of the poem and how they are pronounced similar but have different spellings as how "-ough" is pronounced different from word to word. It is pronounced as /ou/ as in 'dough', /ʌf/ as in 'enough', /əu/ as in bough, /ʌ:/ as in 'through' and /ʌf/ as in cough. Then, the teacher will give them a list of words to group them together according to the way they are pronounced and read them out one by one as in the given example.

In the last phase, the teacher asks students some questions to evaluate how much they have understood the poem and the language skills. They are asked to match items to make phrases and match words to give similar meanings. They are asked to fill in the gaps using words from the box to complete the poet's views against the trees and read out some sentences using the correct form of the verb from the brackets. Finally, the students are asked to give their impressions about anything they think it is the kindest thing and write in a simple paragraph. So, all these activities are developed through this phase.
LESSON 9

Arithmetic

This poem is taken from ‘A Course in Communicative English’. The course is an anthology prepared by Sarita Manuja (56) and published by Pearson Longman. The poem is rich with simple language activities and very interesting. The theme/topic is common and not difficult. The students easily can understand it. The poem is little more difficult than the previous poems. It consists of four stanzas of six lines. It is rich with tenses which help the teacher to develop students’ language skills in an interesting way through doing the given grammar activities. It, therefore, helps the teacher remedy the grammar and spelling mistakes of students through some activities.

During the pre-reading phase, the students are asked to some language activities to activate their prior knowledge. They also learn how to predict what is coming in the poem. During the while-reading, the language activities aim at developing students’ listening and reading comprehension skills. They aim at developing critical reading and writing skills as in activity 2 (getting the point).

In the post-reading, the language activities aim at evaluating the students’ performance and how well they have understood the lesson. Matching words to give their antonyms, re-ordering lines, listening to their teacher and underline the silent letters, then changing them to ‘yes’ or ‘no’ questions, studying some vocabulary and then putting them in simple sentences, writing the answers of questions that they answered orally during while-reading and finally encouraging them to write a similar poem about any subject that they don’t like during their study, of course will help the teachers develop the language and literary skills of their students.

LESSON 10

Seasons

This poem is taken from the website (http://www.dltk-olidays.com/spring/poem/m-4seasons.htm) by Cecil Frances Alexander. The poem is a very interesting and composed in a simple language. It is rich with vocabulary that helps the students get the main point easily. It consists of five stanzas; in each stanza, the poet describes the beauty of nature in each season. So, it will be easy for the students to understand its theme/topic.
The language activities that follow the poem are divided as into three reading phases (pre-reading, while-reading and post-reading). The teacher first activates the prior knowledge of students and brainstorms them to elicit the name of the four seasons and writes them in the chart to complete the circle drawn on the board and asks them to give an example for each season and writes them against each season.

In the while-reading phase, the focus is mostly to develop reading skills. The reading skills are also developed through different activities. Before reading the poem to the class, the teacher has to do activity 1, in which the poem is divided into five pieces and will be distributed to the groups to read it and think, which stanza comes first which, one comes second and so on. Reading loudly, listening comprehension and silent reading are also developed through this phase. After reading the poem silently, the students will do the reading comprehension questions in activity 2 and critical reading and writing questions in activity 3. In activity 4 some language and literary skills are developed too. The teacher has to read the poem once again to draw the students’ attention to the rhyme schemes of the poem then encourages them to list them and to read them aloud one by one.

However, in the last phase (post-reading), the students have to do some language activities to check their understanding and development. They have to match items taken from the poem to make phrases/lines and then put them together to make sentences and read them out as in activity 5. They, therefore, have to play a game, circling letters from the box horizontally or vertically to snatch words related to the seasons and write them in simple sentences in the board as in the following activity:

**ACTIVITY 6** Let's play this game

| C | D | A | F | F | O | D | I | L | S | U | N |
| L | E | A | V | E | S | B | W | A | R | M | Q |
| O | W | C | O | O | L | R | H | B | E | E | S |
| V | W | I | N | D | E | O | I | L | D | B | L |
| E | S | N | O | W | E | W | T | A | H | U | U |
| R | A | I | N | S | T | N | E | Z | O | D | S |
| F | R | A | G | R | A | N | T | E | T | S | H |

There are a few words related to the seasons. Ask the students to find these words and circle them in the box of letters that is given above. Add these circled words to the form on the
board that are done in the pre-reading. The words can appear horizontally or vertically. One is done for you horizontally (CLOVER)

- One student from each group comes to the board. The student will choose any word from any column and put it in a simple sentence under the column from where it is taken.

In activity 7, the students have to match words to give synonyms and antonyms. They are asked to read some lines using the correct words from the given box and re-order them according to their order in the poem as in activity 8. Finally, they have to write the answers of the questions they had answered orally in activity 9. During doing these activities, the teacher will find the feedback of her/his teaching and how students acquire the language and literary skills.

LESSON 11

Leisure

‘Leisure’ is a simple and interesting poem written by William Henry Davies in 1911. This poem is taken from ECY (English Course for Yemen) Pupils’ Book6. The structure of the poem is a little more difficult than the previous poems. It consists of seven rhyming couplets. The poem is very rich with simple figurative languages and vocabulary, which help the teacher designs some activities to develop the language and literary skills through different reading phases; pre-reading, while-reading and post-reading.

Before teaching the text, the teacher will ask the students some questions related to the poem which aim at activating their previous knowledge and help them predict what is coming in the poem.

During while-reading phase, the students will listen to their teacher silently while s/he reads the poem aloud. They will also answer the listening comprehension question, then read the poem silently to answer the comprehension questions orally as in activity 1. While in activity 2, the students have to choose the best alternative to complete the sentences. Besides, to develop reading skills, the teacher has to read the poem aloud once again with a little intonation for the rhyme schemes and asks students to listen and repeat after her/him. Then,
the teacher asks students to read the poem in pairs, the first one reads the first line, the second one reads the second line and so on. While students are reading the poem, the teacher listens, controls the reading class and lists the rhyme scheme of the first couplet on the board. Finally, the teacher asks the students to do the same of the other couplets of the poem (list the rhyme scheme).

To check how the students understood the poem, all the activities in the post reading phase will help the teachers to evaluate their teaching. The students are asked to do some language and literary skills activities. In activity 4, the students have to tick true or false against each statement and fill the gaps to complete the poem using the phrases that are in the second column. The literary skills, therefore, are developed through re-ordering the beautiful sights that are described by the poet from couplet 2-6 in which the students have to read the phrase and put the number. Besides, the figurative language is introduced to students. They have to study the figurative language that the poet uses in his poem and then read some sentences and fill in the gaps with words to give a comparison, then latter give their own comparison as in the following activity:

ACTIVITY 6 (in groups)

The poet compares us as we are different than animals to stand and stare as long as sheep and cows line 4 and compares the streams to the skies at night full of stars 8. He uses ‘as long as’ line 4 and ‘like’ line 8 to make his comparison in the poem.

(a). Fill in the gaps BELOW with the following words to make your comparison:

<table>
<thead>
<tr>
<th>as beautiful as</th>
<th>as</th>
<th>as dark as</th>
<th>like</th>
<th>as red as</th>
</tr>
</thead>
</table>

1. My love is______ a red, red rose.
2. She is________________the moon.
3. The streams are full of stars____________the sky at night.
4. My love is____________red rose.
5. This cat looks__________, dark night.

(b). NOW. Write your own comparison with simple sentences:

............................................................................
............................................................................
............................................................................
LESSON 12

Uphill

The poem ‘Uphill’ is composed in a simple and an interesting language by Christina Rossetti. It is rich with vocabulary and language structures that help the teacher to develop the language skills of the students. It consists of four stanzas in which the poet presents her two characters as in a dialogue. The first speaker is a doubtful and the other is a confident. These two characters will help the students to understand the themes/topics of the poem because most of them might have the same characters and this prior background will help them guess the meaning of the new words in the poem.

The language activities that follow the poem are divided into three reading phases too (pre-reading, while-reading and post-reading). The teacher first activates the prior knowledge of the students by asking some questions related the theme/topic of the poem.

In the while-reading, the language skills will be developed through different activities. Before reading the poem to the students, the teacher has to do activity 1, in which she/he reads the poem aloud and asks the students listen to her/him carefully without looking at the text, then teacher reads the poems and the students listen and look at the text. Then, the teacher asks them to read the text silently. After reading the poem silently complete, the students have to do reading comprehension questions in activity 2 and do rhyming and speaking questions in activity 3. In activity 4, some vocabularies are developed too according to their use in the context as in the following:

ACTIVITY 4 (Vocabulary)

Choose the best synonyms which fit into the following words that are in italic and bold as they are used in the original text:

1. Does the road wind **uphill** all the way?
   Yes, to the very end.
   a. difficult b. sloping to the hilltop

2. But is there for the night a **resting-place**?
   A roof for when the slow, dark hours begin.
   a. relaxing-place b. hidden-place
3. Then must I knock, or call when just in sight?

They will not keep you standing at the door.

a. save  

b. leave

4. Shall I find comfort, travel-sore and weak?

Of the labour you shall find the sum.

a. tired due to travelling  

b. painful

In the last reading phase (post-reading), the students have to do some language activities to check their understanding and development. The language activities are mainly writing skills. The students are asked to match words to give their opposite meanings as in activity 5. They are also asked to write a similar poem but, change the characters of the same speaker in which the first should be optimistic and the other one is pessimistic as the in following:

**ACTIVITY 6**

The poem is a dialogue between the two selves of the poet. The first speaker is a doubtful and the other is a confident. Now change the poem to make a dialogue between two speakers one should be optimistic and the other is pessimistic. The first verse is done for you.

The road winds uphill all the way!

Not, to the very end.

..............................................

..............................................

They, therefore, have to write the questions that they were answered orally in the while-reading phase and find all the questions in the poem and change them into sentences as in activity 7. Finally, they are asked to write a simple paragraph about the tone of the poem.

**5.4.2. The Main Course (Poetry 1)**

This course consists of ten lessons of three hours (Please see appendix E) and the other two will be designed by the teacher who is going to teach the course. They should be designed according to the students’ proficiency. The course has the same teaching and learning objectives, strategies and methods that are mentioned in the remedial course. But, there is a
little more focus on the literary skills. The literary skills will be developed through different activities during the course.

To help the students develop the rhyme scheme skill of the poem and understand this skill easily, in the first lesson, they are asked to study some words and try to give their rhyme schemes from the poem once and give their own words that have the same rhymes as in activity 5:

From the poem, write one word has the same last sound to each one of the following words. Add your own word/s.

<table>
<thead>
<tr>
<th>pain</th>
<th>snare</th>
<th>aid</th>
<th>face</th>
<th>tries</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
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<td>------</td>
<td>------</td>
</tr>
</tbody>
</table>

In the second lesson, the figurative language skills are introduced to the students. Some literary definitions are given with examples and then the students have to read the poem and see how the poet uses them in the poem. The students, therefore, will study some phrases which contain figurative language. They will read them and try to explain them with the help of the teacher as in the following activity:

**ACTIVITY 9 (Language play)**

An image is a picture that the poet creates with words. The images make the scene come alive in front of our eyes. They can bring alive what we see, feel, taste, hear or smell.

**Imagery** is a technique of using images in prose or poetry to make it more vivid.

**Personification**: treating things and animals as they are human beings.

e.g. 'death be not proud'

**Look.** The poet says in the poem "the air does laugh....... wit" line 3. What he actually means is that the air is so full of the sound of the children's laughter that it seems to be laughing.
Now explain the following phrases from the poem in your own words:

a) green hills laugh

b) dimpling streams

c) lively green

d) painted birds

To help the students differentiate between the type of poems, they are asked to read the poem to find the type of the poem and explain why it is a narrative poem as in the third lesson poem ‘WE were crowded in the cabin’ activity 3 question 3 “According to the poem, is it a descriptive or narrative poem? Explain”. In the same activity, the students are asked to read the poem to find the figurative language as in the given example:

6- Try to find any imagery in the poem? One is done for you.

The hungry sea

The repetition of a letter or a word can create music and melody in a poem. To help students develop this kind of literary skill, the teacher gives the definition of the alliteration after the text to study it. In activity 2, the students are asked to read the poem to find the alliteration as in the following question of lesson four “Great, wide, beautiful, wonderful World:

3- The poet has repeated a particular letter many times in the poem? What is that and how many times it is repeated?

To help the students differentiate between the simile and metaphor, in activity 7 lesson 5 ‘The Vagabond’, they are given their definitions with an example for each and a list of
words in which the students have to use them in simple sentences of their own as in the following activity:

A) **Read these two figurative languages**

**Simile**: is the rhetorical term used to designate the most elementary form of resemblances: most similes are introduced by "like" or "as." These comparisons are usually between dissimilar situations or objects that have something in common, such as "My love is like a red, red rose."

A **metaphor** is a word or phrase that is used to make a comparison between two people, things, animals, or places. It leaves out "like" or "as" and implies a direct comparison between objects or situations, such as "All flesh is grass."

B) **Now. Look at this line:**

**White as** meal the frosty field

Here, the white frost covering the field is being compared to the white powdery meal. Complete the following comparisons any way you like and use them in sentences of your own.

a) **green as** b) **free as** c) **cold as** d) **red as** e) **strong as**

1. …………………………………
2. …………………………………
3. …………………………………
4. …………………………………
5. …………………………………

In lesson 6 (the main course), the students also are given another figurative language skill in order to help them develop this kind of literary skills as in the following question of activity (6):

2. The poet uses a figurative language in the poem. Choose the best figurative language to complete the sentence.

- The roads are a ………….. for choices in life.
  a. **personification** b. **simile** c. **metaphor**
• Because it was grassy and **wanted wear**. Wanted wear is a …….
  a. **personification**    b. **simile**    c. **metaphor**

Besides, a similar literary skill activity is given in lesson 7 the main course ‘**Tyger! Tyger! Burning Bright**’ activity 2 question number 9 in which there three figures of speech are given from the poem and the students have to read the poem and find their phrases as in the given example of the following activity:

**The poet uses a figurative language in the poem try to find them.**

  e.g. '**Burning bright**' is a **metaphor**

  .................. is an **alliteration**

  .................. is a **personification**

In lesson 8 the main course (**Shall I Compare Thee to Summer’s Day**), the figurative languages are developed through two different activities. The students have to read the poem and try to find the figures of speech as in activity 6 in the while-reading and then, in the post-reading, they are given three verses in activity 9 to explain them in groups with the help of the teacher.

Moreover, to help the students comprehend the difference between the Shakespearian Sonnet and Italian Sonnet, they are given two poems; ‘**Shall I Compare Thee to Summer’s Day**’ an English sonnet by Shakespeare with a brief introduction of its structure and ‘**Open Westminster Bridge**’ an Italian sonnet by William Wordsworth with a brief introduction of its structure.