

# METHODOLOGY OF TEACHING ENGLISH SIMILES WITH A COLOUR-NAMING COMPONENT

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**Abstract.** The attempts are made to illustrate the methodology of teaching English similes with a colour-naming component which has been proved to be an effective technique for developing reading, writing, listening and speaking skills.

**Key words:** methodology, simile, colour-naming.

**INTRODUCTION.** Although the use of metaphors and similes is pervasive in the English language, not much has been written about its use as a potential active strategy for teaching various skills, explaining complex concepts. English language learners are often daunted by this task for obvious reasons. Students found that working with metaphors and similes challenged their communication skills. This investigation is aimed at emphasizing the use of similes as a popular technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) at the English lessons. Reasons for using similes in a foreign language classroom and main criteria for selecting similes with colour-naming components are stressed by many native and foreign investigators so as to make the English learners familiar with these figures of speech.

The material of the study was obtained by choosing examples from lexicographic sources, namely English-Ukrainian Phraseological Dictionary by K.T. Barantsev [1], Dictionary of Similes by Frank J. Wilstach [3] and the British National Corpus [2].

Many methodologists consider the use of similes in learning the language as an interesting and worthy technique. The main aim of this research is to illustrate the ways of using similes in the language classroom, tasks for teaching different skills and benefits of their usage at the English lessons. When selecting the similes to be used at the English classes, the teacher should take into account needs, motivation,

interests, cultural background and language level of students. However, one major factor should be taken into account whether this technique will help to develop different skills, arise the learners' interest to use them in the real-life situations, provoke their problem-solving abilities.

Similes can be easily introduced into ESL lessons to stimulate the students' creativity, interest while teaching vocabulary, grammar, speaking or writing. Moreover, students may have fun with similes which will definitely encourage their imagination. Teachers can use similes to enhance students' creative English language abilities about their formation and usage.

Regarding similes there are no lengthy interpretations as to their formation and usage, their structures are easy to remember. As a rule there are the following structural patterns:

- a) 'as + colour-naming + as': *as black as starless night, as white as the blossoms of the almond tree, etc.*
- b) 'colour-naming + as': *black and glossy as the raven's wing, blue as forget-me-nots, red as the reddest ruby, etc.*
- c) 'colour-naming + like': *black like an oven, blue like a corpse, white like an angel, etc.*

**METHODOLOGY.** The process of teaching similes can include:

1. Introduction of similes in the visual way or by means of analogy as visualization plays an important role in revealing the meaning. It helps students to brainstorm their ideas, visualize their emotions, communicate their innermost feelings. Each simile can be supplied with two pictures wherever possible, one – to illustrate its literal meaning, and the other – to depict its real one. It will help students to understand the vividness of a particular simile in a definite context, for example: *white, like a gravestone seen in the pale moonlight.*
2. Involve students in a creative dynamic thought process to enhance understanding of complex contexts, for example *the beautiful young lady, all in white, like a lily in the night, or the moon sweeping over a cloudless sky.*

3. Provide students with some practice for expressing complex ideas succinctly and accurately, for example: *Black as a [chimney] sweep*. The use of similes is considered to be an essential part of the communication skill development and expressions of students' thoughts orally and in the written form.

**CONCLUSIONS.** Similes can be used as an effective teaching tool for:

1. Various whole-class discussions, dialogues and monologues to enhance interpersonal communication skills for understanding other people's ideas and expressing their own thoughts.
2. Creating visual images which may have a unique potential for remembering English similes with a colour-naming component.
3. Becoming effective communicators in future.
4. Playing an equally meaningful role in teaching reading and listening, speaking and writing skills.

#### **References**

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