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The Effectiveness of Using Poetry in Developing English Vocabulary, Language Proficiency and Motivation of EFL Palestinian Students

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Declaration

I certify that this thesis, submitted for the Master Degree in Applied Linguistics and the Teaching of English Language, is done by my own research, and it has not been submitted for higher degree to any other university.

Dedication

This thesis is dedicated to:

To my parents,

To my husband,

To my sisters and brothers,

To my supervisor;

Dr. Mohammed Abdel-Hakim Farrah,

To my friends and colleagues,

To everyone who has supported me throughout my study,

For them all, I dedicate my MA Thesis.

Acknowledgement

Abstract

This study aims at investigating the effectiveness of using poetry in developing English vocabulary, language proficiency and motivation of EFL Palestinian students. The researcher adopted the quantitative method to collect the required data. The researcher used a questionnaire for both students and teachers to examine their attitudes towards using poetry in the language classroom. The participants of the study were both teachers and students from Hebron. The sample of study consisted of 73 female Tenth grade students and 214 English language teachers. One school has been chosen to form the experimental group. The analysis of the post-test revealed that the experimental group has significantly outperformed the control group in both vocabulary and pronunciation competences when they read poetry. Likewise, the results of the questionnaires showed that both teachers and students have positive attitudes towards using poetry in the language classroom as a means for teaching English language. In short, poetry has positive effects on developing the English vocabulary, language proficiency and increasing students' motivation.

Abstract in Arabic

ملخص الدراسة

هدفت هذه الدراسة إلى قياس مدى فعالية استخدام الشعر في تطوير مفردات اللغة الانجليزية والكفاءة اللغوية والدافعية لدى الطلبة الفلسطينيين الذين يتعلمون اللغة الانجليزية كلغة أجنبية. تبنت الباحثة الأسلوب الكمي لجمع البيانات المطلوبة للدراسة. استخدمت الباحثة استبانة لكل من الطلاب والمعلمين لبحث اتجاهاتهم نحو استخدام القصائد الشعرية في اللغة الصفية. تكونت عينة الدراسة من المعلمين والطلاب من مدينة الخليل. بلغت عينة الدراسة 73 طالبة من الصف العاشر و214 معلم لغة انجليزية. تم اختيار مدرسة واحدة من أجل تشكيل المجموعة التجريبية. أشارت نتائج الاختبار البعدي إلى ان المجموعة التجريبية قد تفوقت بشكل كبير على المجموعة الضابطة عند استخدام الشعر. كما وأشارت نتائج الاستبيان أنّ لدى المعلمين والطلاب اتجاهات إيجابية نحو استخدام الشعر في لغة الصف كوسيلة لتدريس اللغة الإنجليزية. باختصار أظهرت الدراسة أن استخدام الشعر له تأثير إيجابي في تطوير مفردات اللغة الانجليزية والكفاءة اللغوية بالإضافة الى أثره الإيجابي على دافعية الطلاب.

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Chapter One

1.1. Introduction

"A fundamental purpose of learning a foreign language is to be able to communicate in its oral and written forms, including reading its literature" (Vural, 2013, p.16). Palestinian students learn English as foreign language to keep up with the new world and to communicate effectively. However; learning a language as a "foreign" without using it in real life situation in the community poses some problems. On the one hand, Palestinian students are demotivated to learn English, as English language is confined only to classroom. On the other hand, non-native English language teachers face many problems while teaching language concerning language skills along with language areas like pronunciation, vocabulary and grammar. Therefore, non-native English language teachers always look for ways to foster students' interests to learn the English language in a stimulating and effective way.

Several researchers have contemplated the significance of using literature in EFL classes, particularly the validity of using literary texts in terms of the development of various aspects of learners' competencies. This view has been controversial among authors who are divided into extreme positions. For example, some authors call for the integration of literature as it has a prominent impact on learners; meanwhile, others oppose this inclination.

Mckay (1982) explains the prominence of the integration of literary texts in the language classroom by refuting three popular views that some scholars have used against the inclination of literature in classes, they are as follows. First, the main purpose of ESL language teacher is to teach the grammar of the targeted language, since literature is accused of sophistication in its structure and uses varied and special

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ways to present the language, thus integration is useless. Mckay claims that using literature offers students with a fundamental means to expand their linguistic knowledge as many literary texts focus on different aspects of language such as grammar and vocabulary. Also, literature helps learners to become familiar with various usages of the language. Second, studying literature will not help students to approach their aims, either academically nor professionally. Mckay states that literary texts help learners to evolve their abilities in reading different and difficult texts as they increase their motivation to read, and it helps learners to deduce and elicit the connotative and denotative meaning. Third, literature has a cultural spectacle which causes a severe problem to learners to grasp and read. Mckay asserts that using literature aids learners to develop positive attitudes, understand and tolerate cultural differences. In addition, it enhances learners' imagination and creativity.

Literature plays a significant role in teaching and learning the English language in the classroom, in terms of linguistic knowledge, cultural enrichment, personal involvement, and critical thinking (Mckay, 1982; Povey, 1972, Widdowson, 1990; Lazar, 1993; Collie & Slatter, 1987; Valdes, 1986; Candfield, 2003, Brumfit & Carter, 1987). Ghosn (2002) points out that literature provides an interesting and a motivating atmosphere for language learning. She states that literature has a significant role in changing interpersonal attitudes and improving intercultural communication.

Thus, this study aims at supporting the integration of literature, in general, and poetry in particular in the language classroom, also, it aims to investigate the effectiveness of using poetry in developing English vocabulary, pronunciation and motivation of EFL Palestinian students. Integrating poetry helps learners to create a connection between language and its usage. Also, it offers learners the chance to

interact and deal with language itself. Moreover, integrating poetry prompts students' eagerness to learn the language, and reciting poetry enhances learners' pronunciation and increase their vocabulary (Lazar, 1996, Khatib, 2011, Özen, 2012, Mittal, 2014). Poetry reinforces the ability to read and write effectively rather than other forms of texts, as it fosters a profound connection with the language. Also, reading poetry offers learners the chance to examine various styles of the language and enhances their intelligence to code and decode meanings (Creely, 2018).

1.2. Statement of the Problem

Palestinian governmental schools still suffer from severe problems regarding teaching English language effectively. Unfortunately, some Palestinian students are facing serious challenges to speak, read, and write English appropriately, as they are less eager to learn a language they do not use outside the class. Also, some students feel bored during their English lessons as they tackled the same texts and tasks in their English books. Generally, some students spend class time in listening to their teachers and copying down to get enough marks to pass exams without any interaction between students or the texts they tackle. This causes learners to be passive during lessons and create a negative attitude toward the English language. Nevertheless, poetry is not given enough attention in the Palestinian curriculum. The researcher aims to reveal that integrating poetry in the language classroom develops students' vocabulary, pronunciation and enhances their motivation to learn English, as poetry makes the learning process more enjoyable.

1.3. Purpose of the Study

The aim of the study is to explore the impact of using poetry on developing learners' vocabulary and pronunciation of 10th graders of AL-Sayyedah Sarah secondary school. The objective in this study to investigate the effect of using such

way on Palestinian students who learn in government schools. Also, it aims to investigate the effect of using poetry on students' motivation. Moreover, the study examines teachers' attitudes towards integrating poetry in the language classroom.

1.4. Research Questions

1. Are there statistically significant differences in the performance of the students in the post-test results between the control group and the experimental group?

   a) Are there statistically significant differences in the performance of the students in the vocabulary post-test results between the control group and the experimental group?

   b) Are there statistically significant differences in the performance of the students in the pronunciation pre-test results between the control group and the experimental group?

2. Are there statistically significant differences in the attitudes of students towards using poetry in the language classroom due to teaching method?

   This question has three sub questions:

   a) Are there statistically significant differences in the attitudes of students towards using poetry regarding language skills dimension due to teaching method?

   b) Are there statistically significant differences in the attitudes of students towards using poetry regarding personal reflections dimension due to teaching method?

   c) Are there statistically significant differences in the attitudes of students towards using poetry regarding cultural understanding dimension due to teaching method?

3. What are the general attitudes of English language teachers towards using poetry in the language classroom?

   This question has four sub questions:

a. Based on teachers' perspectives, what are the general attitudes towards using poetry regarding the pedagogical value dimension?

b. Based on teachers' perspectives, what are the general attitudes towards using poetry regarding language skills dimension?

c. Based on teachers' perspectives, what are the general attitudes towards using poetry regarding cultural understanding dimension?

d. Based on teachers' perspectives, what are the general attitudes towards using poetry regarding motivation dimension?

1.5. Significance of the Study

As poetry has an essential role in learning English language, this study is significant for several reasons. First, it may help teachers to change their attitudes toward using poetry in their classes and motivate them to start integrating it as a way to teach and improve their students' vocabulary and pronunciation. Moreover, this study may convince curriculum designer to expand the number of poems students tackle in all grades Finally, the study may assist students to alter their attitudes toward literature in general and poetry in particular. Moreover, it may encourage students to start reading poetry inside and outside classroom to enhance their language, and adopt poetry as a way to learn vocabulary and pronunciation.

1.6. Hypothesis of the Study

- There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the

language classroom due to (Gender, Education, Years of experiences, School, Level of teaching)

This hypothesis has five sub hypotheses:

a) There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to gender.

b) There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Education.

c) There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due years of experiences.

d) There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to school.

e) There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to level of teaching.

1.7. Limitations of the Study

This study is limited to the following. First, this study is confined to 10th grade students at Al-Sayyedah Sarah secondary government school in Hebron during the second semester 2017-2018, which means that all the results and findings are based and related to the targeted school. Second, the size of the sample is limited to 73 students and 214 non-native English language teachers so, larger samples may lead to

different results. Third, the number of poems is limited to ten, so extra number of poems may lead to different results. Besides, the gender of participants is female. So another experiment with different genders may lead to different results. Finally, the experiment lasted one academic semester. An experiment with a longer period of time may lead to different results.

1.8. Summary

The foregoing chapter presented a brief introduction to the study. Also, it discussed the problem of the study and its purpose which is to examine the impact of using poetry on developing students' vocabulary, pronunciation along with motivation. Also, the researcher aims to explore both teachers' and students' attitudes towards using poetry in the language classroom. In addition, this chapter offered the research questions and the significance of the study for both teachers and students. Finally, it showed the hypothesis of the study and its limitations.

Chapter Two

Literature Review

2.1. Introduction

This chapter sheds light on the various theoretical and methodological researches that discuss the importance of using literature in the EFL classes. Then, it points out the criteria that teachers should follow while is being incorporated. Also, it addressees the effectiveness of using poetry in EFL classes, and the criteria that teachers should follow while integrating poetry in the language classroom. In addition, it explains the impact of using poetry on developing English vocabulary, pronunciation and motivation of EFL Palestinian students.

2.2. Literature in the Language Classroom

The importance of literature has been emphasized by scholars and writers throughout history. At the beginning of twentieth century, there has been a mounting awareness towards using literature as a significant way to teach language as it is considered an "authentic source"(Ghosn, 2002, p.9). The position of literature as a medium of teaching both language skills and language areas is gaining more attention in the field of teaching and learning foreign language in EFL classes. Recently, many researchers have called for using literature in the language classroom as it has prominent effects on learning a language. Rush (2010) points that in 1980s there were plenty articles and books that encourage the use of literature in the classroom. The common textbooks were *"The Web of Words"* by R. Carter and M.N. Long 1987 and *"Chapter and Verse"* by J. McCrae and L. Pantaleoni 1990. Both books have a combination of ancient and modern literary works with two kinds of texts, prose and verse, along with various tasks to direct students' attention to understand literature and to have a valuable attitude towards literature.

2.3 The Benefits of Using Literature in the Classroom

Literature can be defined as a collection of written and spoken works about human experienced which reflects the writers' imagination about human experience. "Literature covers stories, poems and plays especially those that have value of art and not just entertainment… it is the reflection of different aspects of society as well as cultural documents to understand deeply of a country or countries" (Rahman and Arju, 2008, p. 125). Using literary works in the language classroom have valuable benefits to EFL learners' language. Van (2009) mentions that teaching literature is fundamental to EFL students, as it offers a fraught and meaningful setting to learn the language effectively. Many scholars like (Mckay, 1982; Povey, 1972, Widdowson, 1990; Lazar, 1993; Collie & Slatter, 1987; Valdes, 1986; Candfield, 2003, etc.) have emphasized the importance of using literature in the language classroom regarding the following advantages:

2.3.1 Authenticity

Using authentic texts in the classroom is very beneficial when learning a language, for it helps learners to create a connection between the language and its use. Using literature offers learners with various contexts, registers and styles. Moreover, integrating literature as "authentic source" prompts students' eagerness to learn effectively (Ghosn, 2002). Through literature, learners are able to know the different structures of sentence, along with its purposes (Collie & Slater, 1987; Mckay, 1982). Alabi (2015) deems that exposing learners to authentic texts enhances their comprehension of what they study, and provides learners with comfortable feeling. Clandfield (2003) says that using literature in the language classroom enhances students' interaction, and it expands their awareness of the language. Also, literature

exposes learners to genuine and different real life situations along with different styles and registers. Also, using literature motivates students to learn effectively.

Collie and Slater (1987) believe that literature is a veritable and beneficial material. Recently, most of textbooks integrate authentic models or patterns of genuine life contexts such as newspaper, magazine articles and booklets. Although literary texts are not only designed for particular aim of teaching a language, literature can play a worthy and supplementary source along with such advanced patterns of textbooks. Reading literary texts helps learners to become more knowledgeable of various sentence structures as well as language areas like semantic, syntactic, linguistics, and pragmatic. Literature gives students a good chance to deal with the language itself and to gain knowledge about other cultures. According to Brumfit and Carter (1987, p. 15), "a literary text is authentic text, real language in context, to which we can respond directly." Berardo (2006) believes that using authentic texts encourages students to learn more and more, as it offers them with a genuine language with authentic cultural background and appeal to their needs.

2.3.2 Culture Enrichment

Literature gives language learners' the opportunity to know about a culture's background like, lifestyles, customs and traditions of other communities (Valdes, 1986), which makes the learning process more enjoyable and exciting, also, it helps learners to widen their language acquisition as well; it encourages learners to learn more effectively (Lazar, 1993). Similarly, Abuzahra and Farrah (2016) state literature offers the learners chances "to explore the various cultural aspects and to see the similarities as well as the differences between their culture and the cultures exposed through their reading" (p.4).

Zoreda and Vivaldo-Lima (2008) think that, using literature in the classroom helps language learners to improve their knowledge about the language itself and the culture of other societies. In addition, it aids learners to construct positive and respectful attitudes towards culture as well; it brings diversity in the language classroom (as cited in Bagherkazemi & Alemi, 2010).

Vural (2013) indicates that using literature, as source of teaching a language, is a very good means, as literature with all its genres provides learners with different and vital human matters, and it enlarges their knowledge about different cultures and societies.

Collie and Slater (1987) believe that literary texts simplify learners' comprehension of other cultures as it enriches their understanding of the others' backgrounds such as their traditions, customs, thoughts, and beliefs. Further, literature allows learners to discover how others people communicate and interact in various settings in life. Consequently, literature is a perfect means to boost learners' comprehension of other cultures. Therefore, literature is an excellent sequel to other materials, with a primary aim to increase cultural awareness.

2.3.3 Language Enrichment

Using literature in the language classroom helps learners to develop their language proficiency (Lazar, 1993; McKay, 1982; Widdowson, 1990). Ghosn (2002) deems that through literature, learners can enhance their vocabulary since they learn in a meaningful context. Using literary texts assists language learners to become better in the four language skills "listening, reading, speaking and writing". Also, it enhances their linguistic competence (Povey, 1972). Van (2009) mentions that teaching literature gives learners a chance to deal with a massive ambit of lexicon, conversation and written language. Abuzahra and Farrah (2016) believe that "literary

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texts contribute to language skills enhancement as they are ideal tools for intensive and extensive reading approaches" (p. 4). Mckay (1982) argues that through literature learners can increase their linguistic knowledge of grammatical rules and how to use these rules in convenient ways.

Collie and Slater (1987) believe that using literature in the classroom provides learners a genuine opportunity to evolve both language areas (vocabulary, grammar, etc.) and language skills (listening, reading etc.). Literature makes the learning process more enjoyable, memorable, and lasting for a long term. Reading literary texts gives the learners a chance to expand their vocabulary items, get familiar with different characteristics of written language as they learn different methods of linking thoughts, which later develops their writing skill. Besides, reading literature increases learners' abilities to deduce and understand the intended meaning from the context. Hence, using literature assists pupils to be more productive, creative and communicative in the language they learn.

2.3.4 Personal Involvement

Literature is a very good tool for teaching a language, since it presents enjoyment and excitement for the learners. In addition, it promotes interaction between learners as it gives them the chance to share their points of view and feelings. Besides, it enhances learners to think critically about notions and beliefs. Moreover, literature is good way to foster learners' awareness about language areas and language skills (Ghosn, 2002, Healy, 2010, Clandfield 2003). Reading literary texts boosts students' motivation to learn the language and enhances their reading skills (Mckay,1982), (Vk & Savaedi, 2014).

Daskalovska and Dimova (2012) consider that integrating literature in the classroom will allow the students to use the language more consciously than sticking

to functional material, as literature will give them a wide chance to express their feelings and opinions; as well as, to interact freely. In addition, they deem that using literature will steer the role of learners from being passive into dynamic learners.

Collie and Slater (1987) believe that literature helps learners to improve their personal involvement. Usually, the learning process is analytical, gradual, and quite boring. Involving fantasy or fiction with literature helps learners to get emotionally involved in the story; as they share characters' feelings and events. Using literature assists learners to transmit their concerns beyond the core meaning of lexical items or phrases as they commence to dwell in the text. Students become motivated, interested and engaged to the story itself as they are eager to figure out what is coming. This may have a great impact on the learning process as the chosen literary texts attract learners' attention and increase their incentives to read.

Vural (2013) claims that both literature and motivation components interwoven as literary works promote communication and participation among learners. Alabi (2015) deems "literature gives students a sense of relaxed atmosphere to that which they are supposed to study, at the same time gives them the intelligibility of what they learn" (p.22). Bagherkazemi and Alemi (2010) deem that "literature can foster learners' motivation to read and write and consequently their overall reading and writing proficiency, it can serve their academic and occupational needs" (p.1).

2.3.5 Critical Thinking

Literature is a very good means to enhance students' ability to infer and interpret meaning since its meaning goes beyond the surface. Integrating literature evolves learners' interpretative ability. Literature is a very valuable way to teach learners to analyze, interpret meaning, synthesize and evaluate contents (Van, 2009; Ghosn, 2002). Reading literature has an effective impact on learners' critical thinking

(Tomlinson,1986, Lazar, 1993). Reading literary texts is different from reading other forms of language since literature promotes critical thinking. Reading poetry for example, requires students to infer and interpret the intended meaning from the context (Creely, 2018). Lazar (1993) believes that integrating poetry in the classroom helps learners to enhance their ability to deduce meaning from the text as it allows learners to deal with different meanings of a word along its literal one.

According to Collie and Slater (1987), literature is very good means to enhance students' ability to infer and interpret meaning since its meaning goes beyond the surface.

2.4 Disadvantages of Using Literature in the Classroom

Most of language teachers argue that incorporating literature in the classroom is a problematic issue that encounter language teachers through teaching the target language. Mckay (1982) states the three common statements that some scholars have used against incorporating literature in the classroom. On one hand, there is no point of studying literature since teachers' aims are teaching the grammar of the target language. On the other hand, learning English literature does not aid students to achieve their intended goals. Finally, literature offers cultural background which is very difficult for learners to comprehend. Yesilbursa (2012) believes that the reasons behind not to integrate literature in the classroom are connected to: First, its nature is accused for linguistic hardness, besides, historical, geographical and social matters that are far away from learners' background. Second, the way that literature is used to be taught in classes by using and sticking to traditional teaching approaches such as focusing on translation, reading aloud and memorizing meanings.

Hişmanoğlu (2005) indicates that these obstacles face most language teachers for the following reasons. First, there are slight, applicable, sufficient and educational

materials that teachers can apply in the teaching process. Second, the absence of planning in the field of teaching literature in TESL/ TEFL program, in addition, the deficiency of training course for language teachers. Third, there is no obvious or vivid aims which explaining the essential function of literature in EFL/ESL classes.

Van (2009) argues that,

> One criticism of using literature in the EFL classroom deals with the overuse of what is called the traditional canon—those famous, classic, award-winning literary works that often contain language that is difficult for a learner of English to comprehend (p.3).

Collie and Slater (1987) state that the fact behind the troubles that language teachers confront through implementing literature in the classroom, is mainly by a "teacher-centered" approach. Most language teachers adopt the inappropriate method of teaching literature. For instance, unfortunately, most language teachers are stuck to their traditional way of teaching in which they think their major role is to transfer or even convey certain data like the historical background of the work, the life of the author, etc.

Furthermore, the complexity of the literary language stirs the teaching process into an enormous burden on teachers' shoulders as they always head the explanation and translation for learners, and they dedicate most of their time in the classes clarifying the literary work gradually. Moreover, the role of the students is passive as most of lessons lead by teachers, so, students' responses and participation are seldom.

These manners may promote the understanding of the literary work, but students will probably underestimate literature, as they will be demotivated to read or share their own responses to other learners and may not use the target language appropriately. Mujumdar (2010) deduces that the major troubles that both non-native

teachers and students suffer from the integration English literature in their classes are related to cultural, racial differences and linguistic difficulties.

2.5 Considerations and Principles of Choosing an Educational Literary Work

Choosing a literary work is very crucial in the teaching and learning process. When teachers decide to pick out literary works to integrate in the teaching process, they should take into their consideration several criteria.

Collie and Slater (1987) explain that a literary work should be relevant, interesting, and appealing to the target learners. They deem that a literary work should be pertinent to the students' needs, and it should be close to their cultural background and their life experiences. In addition, literary texts should be applicable and at the same time not beyond learners' level of pronunciation. Furthermore, literary works should be motivating and enjoyable to arouse learners' incentives to engage and learn effectively. Moreover, literary works must be stimulating to enhance learners' personal involvements, meaningful and memorable for lasting, useful impacts on learners' knowledge of the language and its culture.

Bagherkazemi and Alemi (2010) reckon that notwithstanding appropriateness is important that teachers should take into their consideration while choosing a literary work, however, the techniques that teachers use, the type of activities that they offer to their students in the classroom and the way both teachers and learners tackle the text is more vital and effective in the language learning.

Nuttall (1996) proposes three fundamental factors that language teachers should pay attention before opting a text in their classes, suitability of content, exploitability and readability. Suitability of content is seen the most essential of the three criteria, which indicates whether the text is proper to the students' solicitude and apt to their concerns and needs. Exploitability means how the text can be used in the class for

teaching purposes and developing learners' skills. Readability denotes whether the text applicable or too complicated to understand and the amount of lexical items that it includes (as cited in Berardo, 2006).

Berardo (2006) adds that variety, presentation and attraction also have vital effects on choosing authentic materials. He believes that learners learn more if they are exposed to different texts and topics as it enriches their vocabularies. Also, he deems that the variety of techniques that teachers apply in the class are crucial as it aids the learner to comprehend the meaning of the text as well as it helps them to know how to use lexis effectively such as using picture, diagrams, etc. Moreover, he thinks that the more the literary text is catchy and engaging, the more the students are motivated to learn.

Than (2002) suggests that the most essential factor that language teachers should take into their accounts before using literary texts in the class is the length of the literary work. Literary works should not be lengthy meanwhile short literary works are better and suitable for EFL learners (as cited in Novianti, 2016). In addition to length, Novianti (2016) confirms that levels of language difficulty like lexicon and syntax are important to take into consideration when the language teachers choose a literary work because learners usually feel de-motivated to carry on the reading while the chosen text is too complicated to grasp.

Guizar (1992) points out that when you choose a literary work you have to take into consideration the students' level and background, besides it should be easy to handle and joyful.

Language teachers should be aware before selecting literary works about the grammatical and structural problems that may encounter their learners. Also, the chosen literary works should comprise the known structure and grammar, which

students have already learned before. Further, while the teachers were implementing the text, they should address both aspects, the grammatical and linguistic, but they should not deal with the class as the author teaches (Turker, 1991). Therefore, picking up a literary work is essential and language teachers should realize their students' needs, interests, their level of the target language and their proficiency before selecting any literary work.

The researcher deems that a good teacher is the one who maintains and keeps his or her students interested, motivated, attentive and involved during the lesson. This can happen if the teacher magnifies the students' roles by means of permitting and assigning sufficient and adequate time for learners to share their points of view during the lesson. Besides, varying classroom activities and techniques such as role play, improvisation and engaging, pair and group work enhance cooperation, collaboration, catching and respect among learners, as well as it creates a good, fascinating, memorable, enjoyable and genuine atmosphere for the learning and teaching process.

2.6 Poetry

There are great and varied definitions of poetry. Poetry as defined by English Dictionary, is a genre of literature in which the words and expressions are the focal point and intervene together in aesthetic, vigorous and unique way to convey feelings and thoughts. Poetry is a literary work which gives deep understanding about poets' feelings and other cultures in a rhythmical way.

Mittal (2014) defines poetry as "a piece of writing in which words are arranged beautifully and rhythmically" (p. 21). "Poetry is embellished with rhythm, beautiful diction and elevated grammatical features" (Ahmad, 2014, p. 123). Wordsworth defined poetry as "the spontaneous overflow of powerful feelings" (1989, p. 57).

Poetry is a way of sharing experiences, telling a story, expressing feelings or ideas. Poetry appeals to the imagination throughout the form, rhythm and word choice that can create vivid visual images for the audience. (Antika, 2016, p.27)

English for Palestine is the common textbook in the Palestinian curriculum, which includes various texts ranged from prose like short stories and novels and other types of material like, magazine articles, newspaper articles and extracts from advertisements or letters (application, business) and personal essays. Unfortunately, the share in the text of poetry is very rare and has limited place in *English for Palestine* curriculum for linguistics, semantic, and syntax reasons. Some teachers and students believe that poetry is a difficult genre of literature. Teachers see that poetry is difficult to teach in classes, since it is above students' levels', while students claim that poetry is hard to understand for it is full of difficult vocabulary and expressions. The researcher believes that poetry is valuable and effective source in enhancing English vocabulary and pronunciation of learners.

2.6.1   The Characteristics of English Poetry

Poetry stands out from the other literary genres, as it is more impressive and effective in the way that reaches the readers. Poetry is a valuable authentic material, which motivates students to learn the language in energetic, enjoyable and motivating way. Antika (2016) believes that poetry emerges from other literary works, which makes it valuable and vital in the classroom. Poetry has its own style in presenting and joining words to offer various, touching, and fictional meanings. Also, poetry joins sounds in a musical or rhythmic style, which makes it stands out from other genres.

Mittal (2014) deems that what makes poetry so special is its language. For example, poetry uses metaphorical language to convey the intended meaning. Poetry employs varied ways to transfer the writers' ideas and feelings such as using similes, images, synonyms, expressions, symbols and metaphors.

Kong (2010) highlights the features of poetry as the following: musical sound effect, concise expressions and rich images. Poetry has musical sound effect since poetry is full with strong, regular, repeated patterns and movement with stressed and unstressed syllables along with rhyme, which grant poems beautiful harmony. Furthermore, poetry is featured with concise expressions. Poets utilize words in various and distinct methods to transmit their ideas, emotions and moral lessons and to evoke learners' imagination and interest to learn the language. Moreover, poetry is full of images in which poets use to convey their emotions, intentions and thoughts, reading poetry can arouse students' interest towards the language as they touch the beauty of the language that poets use.

Rasinski and Padak (2008) contend "the rhythmical nature of [some] poems and rhymes makes them easy to learn to read and fun to read again and again, which is a main method for developing basic reading fluency in children" (as cited in Roebuck, 2015, p.3).

The researcher believes that poetry is more suitable than other literary genres, due to the following characteristics: First, poetry sometimes is short in terms of length in contrast to short stories, novels, and plays, which will help both teachers and students to handle at a limited time since it usually explores one theme. In addition, poetry is memorable and enjoyable as it is a source of amusement; as well as, poetry tackles different themes such as love, hatred, human nature, friendship, tranquility, politics, and economy that students are familiar with or even are interested. Therefore, poetry

is more applicable to all levels ranging from beginners to advanced and for all ages from young learners to adults and all classes. poetry

2.5.2 The Importance of Poetry in the Classroom

Benton and Fox (1987) opine "the main objective of using poetry in language lessons is to find a means of involving the learners in using their language skills in an active and creative way and thus to contribute to the development of their communicative competence" (as cited in Ahamd, 2014, p. 124).

Panavelil (2011) underlines the significance of using poetry in EFL classes according to what many ESL/EFL practitioners contend:

1. Poetry is an authentic material, offering students a real context can be beneficial source to develop and reinforce learners' knowledge of the language skills.

2. Poetry gives learners the chance to improve and widen their repertoire of vocabulary in a more genuine way in which learners can retain and recall easily.

3. Poetry enhances learners' creativity. Poetry elicits students' attention to the beautiful and challenging ideas which students can exploit for creative writing.

4. Poetry based activities stimulate learners' emotional reactions. As Hess (2003) realizes that bringing a literary text in the classroom with a careful and convenient instructions on behalf of the teacher leads to a perfect and successful collaboration among learners which other genres cannot generate.

5. Poetry offers learners the opportunity to gain an accurate and deep understanding of other cultures, which can facilitate their fluency of the target language (Lazar, 1996).

6. Poetry deals with themes common to all human issues where learners can consolidate their sensation and passion, so learners can boost their personal involvement (Heath, 1996).

Rachmatia (2015) indicates the advantages of using poetry in the classroom as follow. First, using poetry in the classroom helps teachers to elicit students' creativity. Second, integrating poetry in teaching process enlivens and gives vitality and enthusiasm to the classroom atmosphere as it influences students' interaction. Also, through poetry teachers can teach the language areas such as grammar...etc. Moreover, through poetry students can construct a positive attitude towards the language and its culture.

Poetry is a fruitful source of reading and a vital example of creative language since it deals with various items in context as well it draws students' attentions to intonation, stress, rhyme, rhythm, and pronunciation (Kellem, 2009).

According to Tomlinson (1986), integrating poetry has six advantages as follows: First, educational value. Poetry can evolve students' awareness of other cultures as well as it enhances learners' skills of the language along with their personalities as they become more confident to share their thoughts with others. Second, affective value. Poetry tackles various and universal themes that are close and catchy to learners' lives which stimulates and catch learners' attention to take part in the learning process. Third, achievement value. Poetry can enlarge learners' performance when teachers provide varied pre-reading activities to enhance interaction and communication among learners, which will promote learner's role in the class. Fourth, individual value. Integrating poetry in the classroom assist learners to unbridle their imaginations to interpret the content or concept of poems. Fifth, stimulus value. Poetry can evoke learners' creativity and innovation, which correspondingly can direct the students to use the language more convenient. Sixth, skills development. Poetry can be a profitable source to arouse learners' reading skills like guessing and inferring

the meaning of the words from context or linking the content to experience (as cited in Rachmatia, 2015).

Mittal (2014) suggests that poetry has an integral role in the teaching and learning process for several causes. First of all, using poetry in the language classroom enhances interaction and communication among peers or groups of students, since poetry is fictional and has different and potential explanations, this encourages learners to interact without the fear of making mistakes as well as it fosters their fluency and accuracy. Second, since poetry has unique features like rhyme, rhythm and pitch, reading poetry aloud fosters students' self- esteem as well as helps them to express their feelings freely. On the other hand, integrating poetry promotes students' fluency, so using poetry from kindergarten is a good way to learn a language. In addition, using poetry in the language classroom supports the four skills of the language (listening, speaking, reading and writing) this raises motivation among learners. Furthermore, since poetry is not restricted to grammatical matters, teachers only need to use appropriate ways to explain vocabulary, thus, students can learn the target language harmoniously.

Kong (2010) believes that English poetry can be a beneficial source in extensive reading and teaching for the following reasons: enhancing learners' motivation, stimulating learners' imagination, broadening learners' experience and improving learners' self-cultivation. Enhancing learners' motivation, Kong affirms that reading English poetry stimulates students' attention and interest in learning the language as poetry has a musical melody which encourages students to enjoy its aesthetic feature. In addition, she explains that poetry is full of pithy expressions and meaningful images, which evoke students' interest to investigate the power of language and arouse their appreciation towards the language. Moreover, reading English poetry

promotes learners' imagination; using poetry in the classroom can reinforce students' creativity as it stirs their senses and comprehension, and it enriches students' imagination with its aesthetic forms. Furthermore, she indicates that reading poetry broadening learners' experience: reading poetry gives the readers a better understanding of life and expands their experiences, as poets deal with different human themes to help learners gain a deep awareness of life. Finally, she marks that poetry with its aesthetic features improve learners' self-cultivation. Reading poetry will help learners to become more cultivated as poetry gives learners the chance to edify their personalities as they are influenced by the poets' feeling.

Kırkgöz (2008) explains that poetry is a valuable source to introduce and use a language. In addition, he deems that poetry gives learners the chance to enrich their knowledge about different themes such as death, love, etc.

Stange and Wyant (2008) argue that using poetry at primary grades helps learners to develop self-confidence and self-discipline as they tackle various human issues; it also promotes students' roles in the class as it encourages students to discuss their opinions and feelings. In addition, combining poetry in the classroom evolves learners' literacy as well as their understanding of vocabulary. Furthermore, poetry enhances learners' knowledge about other cultures.

"Poetry can pave the way for the learning and teaching of basic language skills" (Hişmanoğlu, 2005, p. 60). Through poetry, students increase their language proficiency and enhance their motivation especially for those learners who find learning from textbook is something tedious. Further, learning through poetry may give students the opportunity to connect what they learn and how they learn it as poetry deals with different human themes like: hatred, human nature, friendship, tranquillity, politics, and economy. Moreover, teaching language through poetry

creates a catchy environment for better learning because not only it provides a genuine and authentic context for communication, but because it gives pleasure by involving emotions.

Guizar (1992) indicates that using poetry in the classroom gives students' the chance to improve their language skills and enhance their knowledge about other cultures. In addition, she adds that merging poetry in the classroom changes students' ideas about the language itself from being just a language to learn into a language that students can use to express their thoughts, feelings in a beautiful way and be imaginative and thoughtful learners.

Ahmad (2014) examines the effects of using stylistic or communicative approach to teaching poetry as a tool to evolve grammar, vocabulary and integrated language skills of Saudi ESL learners. The researcher employs four statistical surveys to draws out his data from both teachers and learners. The sample of this study is two hundred, one hundred teachers and one hundred students from different Saudi colleges and universities. The results of this research suggest that students who learn poetry through communicative approach can achieve and enhance both language and linguistics skills better than other students who learn poetry in the traditional way. Also, the researcher points out that learners show a high degree of motivation and creativity. The researcher concludes that there is a remarkable difference in the performance between traditional learners and Stylistics-based learners in learning accent, grammar, vocabulary and integrated language skills.

Reilly (2012) pinpoints that poetry has a crucial role in developing students' pronunciation and vocabulary. Also, she points that reading poetry helps learners to expand their knowledge about other language aspects such as semantics, syntax and

pragmatics. Moreover, it assists learners to enhance cultural awareness, self-expression and motivation.

Poetry can serve a good tool for teaching and learning vocabulary because learning vocabulary in context helps students to understand the meanings of sentences and their semantic and linguistics functions. Otherwise, teaching vocabulary in isolation as lists that should be memorized leads students to be passive, and they will definitely forget these words as they go up to another class.

2.6.3 Considerations and Principles in Choosing an Educational Poetry

Antika (2016) emphasizes that incorporating poetry in the classroom is very essential in teaching English for EFL learners. However, selecting poetry is challenging for teachers. Antika denotes that teachers should be attentive and precise while choosing poems for their learners. For instance, teachers must take into accounts students' level of understanding, length of poems, of course, poems should be challenging but at the same time, poems should not hinder or overview learners to interact.

Teachers should select poems appropriately while teaching the language. According to Tomlinson (1986) there are seven criteria that teachers should take into account while choosing a suitable poem for their students as follow: Universal appeal, surface simplicity, potential depth, affective potential, contemporary language, brevity and potential for illustration. Poetry deals with common themes to all people like love and friendship are more appealing and connecting to students' lives and are more favorable.

In addition, poetry should be simple and attainable in all its features to all students in the classroom especially the linguistic aspect. Poetry should have potential depths of meaning so that learners get the chance to argue and defy. Moreover, poetry should

have an effective potential. Teachers should select poetry that is influential and emotional to allow their learners to express their feelings, thoughts and opinions freely.

Moreover, teachers should choose poetry with equivalent, synchronous or common language, which matches their students' level of the language. Besides, poetry should be concise in terms of length, as it is easier for learners to deal with and short poems keep students motivated during the lesson. Finally, teachers should choose poetry that has different potential illustrations, in this case, learners get the opportunity to explain and interpret from different points of view (as cited in Rachmatia, 2015).

Panavelil (2011) opines that choosing proper poetry is one of the obstacles that teachers confront. For example, teachers should be attentive to students' needs, interests, and cultural background; as well as, teachers should take into account students' level of understanding, length and degree of complexity. Teachers should choose poems that match and belong to what students are familiar with in their textbooks. Lestari (2015) says that teachers should choose poems, which are suitable for students' ages and interests.

2.5.4 Strategies for Teaching Poetry in the Classroom

Sithamparam (2001) concludes that poetry can be approached through three phases: the warming up, while listening or reading a poem and the follow up phase. When incorporating poetry in classroom teachers should take into consideration the following instructions. First, teachers should provide learners a wide chance to take part in the learning process, such as using pair or group wok these ways permit students to express and share their point of view and enhances their interactions. Second, teachers should prepare tasks that are reachable, applicable and should not be

beyond their level of proficiency, besides they should be motivating. Finally, teachers should keep in their minds that the purpose of these strategies is to help the learners to use the language effectively and improve their language skills.

The warming up stage purpose is the prepare learners for the poem. Maley and Duff (1989) propose several ways to prepare students mentally for the targeted poetry like using images, recording students' reactions, performing drama or role-playing and writing. Sithamparam (2001) suggests that teachers can prepare a group of questions to attract their attention to the presented poetry. Further, he recommends that questions should be challenging and be mediating. The while reading or listening stage. Learners approach poetry through either by listening to audio tool or reading aloud from the teacher or reciting by students' themselves. Sithamparam (2001) thinks that the first reading is very vital for the students if it accomplishes appropriately. Therefore, he recommends that teachers should perform the first reading, as teachers' reading make it more memorable and understandable for learners, also he insists that teachers should practice reading before conducting the lessons. When students listen to their teachers reading the poem, they develop an understanding to what they listen and allow learners to engage more. Learners' reciting is a very beneficial way to get personal responses and reinforce appreciation of poetry.

In addition, reading poetry aloud, gives the students an opportunity to practice its features like pitch, rhyme and rhythm and enhance their speaking. The final stage is the follow-up. The purpose of this stage is to make sure the learners understand the poem. This can be done by relating the theme of poetry to students' lives or experiences. Also, teachers can ask students to gather their favorite poems and pick up to memorize by heart to re-enjoy their pleasure without a need to go back to a poetry book or a teacher.

Besides, learners can perform poetry through mime or role-playing. Moreover, teachers can increase real interaction by providing different writing activities and allow students to express their thoughts and feelings. For example, teachers can ask students to rewrite the poem from different perspectives, or make a comic strip, use the title of the poem to write an essay, or even ask them to write their own poems using their own language.

2.7 The Impact of Using Poetry on Developing English Vocabulary, Pronunciation and Motivation

2.6.1 The Impact of Using Poetry on Developing English Vocabulary

Meara (1996) deems that vocabulary is the fundamental aspect that students must take into their considerations when learning a foreign or second language, as it the core of communicative competence (as cited in Shen, 2003). "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer, 1991, p.153). Wikipedia (2018) defines vocabulary as "a set of familiar words within a person's language. Vocabulary serves a useful and fundamental tool for communication and acquiring knowledge.

Read (2000) states that "words are the basic building blocks of language, the units of meaning from which larger structures such sentences, paragraphs, and whole texts are formed" (p. 1). "Words are the building blocks of a language since they label objects, actions, ideas without which people cannot convey the intended meaning"(Ghazal, 2007, 84).

Alqahtani (2015) defines vocabulary as "the total number of words that are needed to communicate ideas and express the speakers' meaning" (p. 5). Therefore, learning a foreign language or a second language should start with gathering a huge amount of words, which will help learners to interact, understand and use the language. Learners

reckon that the more they learn words the more they understand and they able to use the language.

Nation (2002) states that "vocabulary growth is such an important part of language acquisition that it deserves to be planned for, deliberately controlled and monitored" (as cited in Cahyono & Widiati, 2008, p.3). According to Ada, Campoy and Paz (n.d), the problem behind the failure to evolve and extend the amount of vocabularies in the classroom is that students need to tackle the target items from fifty to seventy times in order to be able to comprehend its definition and its usage. Moreover, they propose two ways to facilitate acquiring vocabulary in the classroom. First, teachers should show the target words in meaningful context. Second, teachers should employ aesthetic ways to introduce the target items such as using poetry and songs.

Igbaria (2003) deems that learning vocabulary is a vital element to learn a foreign language. Also, he believes that teaching vocabulary should be through context which helps learners to understand the words in an effective way rather than using the traditional way "memorizing". Besides that, he thinks that teachers should use various techniques and ways while teaching vocabulary to encourage their students to learn the language probably and enlarge the amount of vocabulary.

Özen (2012) considers vocabulary as the most essential component in teaching and communication. Also, he deems that teachers should equip themselves with new techniques to encourage students to learn the language in a more effective way.

Learning vocabulary is as essential as learning grammar. Wilkins (1982) stated that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (as cited in Saengpakdeejit, 2014). Knowing vocabulary helps learners to communicate with others even if they commit some grammatical mistakes and

without vocabulary, learners find it hard to interact effectively. Furthermore, learning vocabulary is a crucial factor to understand and communicate freely with others.

Farghal and Jaber (2009) state that knowing a large number of vocabularies will help the learners to convey his or her feelings, thoughts and attitudes and they believe the more you obtain or gain vocabularies, the more you can communicative effectively. Brozo and Simpson (2007) state that "word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school" (as cited in Flynt & Brozo, p.500).

Reading and vocabulary are linked together. Reading is a very crucial way for developing learners' vocabulary. Through reading, students can enlarge their vocabulary repertoire, enhance their awareness of other cultures and increase their comprehension skill as well as their creativity. Poetry is a good tool to enhance learners' vocabulary. Therefore, incorporating literature in general and poetry in particular will provide the students with a good chance to enrich their vocabulary in a memorable and enjoyable way rather than learning vocabulary through an abstract way or in relation to made up texts, which found in their texts books.

> Poetry is a manageable text and can be easily adapted to different levels. As regards vocabulary, reading poetry allows for word study in creative discourse, including exploration of synonyms, metaphors, similes and other figurative language. (Schander, Balma & Massa, 2013, p.411)

"Vocabulary knowledge can be expanded through considerable exposure to literary texts" (Khatib, 2011, p. 202). Poetry can serve a good tool for teaching and learning vocabulary because learning vocabulary in context helps students to understand the meanings of sentences along with their semantic and linguistics

functions. Otherwise, teaching vocabulary in isolation as lists that should be memorized leads students to be passive and they may forget these words as they go up to another class.

Lazar (1996) indicates, "Poetry widely uses polysemous words in different contexts, and by decoding the meaning of the polysemous words; students acquire deeper understanding of grammatical and semantic contexts" (as cited in Reilly, 2012, p.5).

Özen (2012) investigates in his study the effects of teaching vocabulary through poetry-based activities in an EFL classroom. He believes that teaching vocabulary through poetry-based activities is more enjoyable, encouraging and motivating than using the same course-book activities. According to the results of his study, he concludes that using poetry-based activities help learners to develop more extensive vocabulary knowledge through poetry in an EFL classroom.

In addition, learning vocabulary through poetry will increase student's pronunciation and enhances motivation especially for those who find learning from course book tedious. Moreover, learning through poetry will give students the opportunity to connect what they learn and how they learn it as poetry deals with human themes like: hatred, human nature, friendship, tranquillity, politics, and economy.

Mittal (2014) believes that using poetry in the classroom is a good way to teach vocabulary. She says that the lexis in poetry has many possible meanings; this gives the students the chance to learn more words (synonyms or antonyms) for the same word.

2.7.1.1 Types of Vocabulary

Vocabulary has been classified into two types: active vocabulary and passive vocabulary. Harmer (1991) explains that active vocabulary are the words that learners already know and understand their definitions and they are supposed to use them in a communicative way. While passive vocabulary stands for the words that students, do not know how to use them, accurately as they are not familiar with their precise meaning, but students may understand the meaning if they tackle them in context (as cited in Alqahtani, 2015).

2.7.1.2 Strategies for Teaching Vocabulary

Ghazal (2007) states that vocabulary is very fundamental aspect in learning a language as vocabulary assists learners to comprehend the target language effectively. Also, he confirms that teaching students different vocabulary strategies will definitely help them to understand and produce the language successfully.

In vocabulary teaching, teachers can apply various strategies in their lessons. Seal (1991) proposes two types of methods "planned and unplanned" in the classroom. Planned vocabulary refers to a set of conscious, intended, studied and clear items of vocabulary teaching technique, which teachers follow while presenting the meaning and the form of the new and decided words for their students. On the other hand, unplanned technique relates to teachers' unprompted and glib responses when learners come up suddenly asking for specific meaning or help during the lesson in which demands teachers to reply spontaneously.

Seal offers the three C's procedures teachers can utilize in such situation beginning from conveying the meaning maybe by providing a synonym or antonym then checking meaning by asking questions to make sure that learners grasp the

meaning. Finally, consolidating the meaning in learners' minds' by practicing it in context (as cited in Shen, 2003).

Oxford and Crookall (1990) classified vocabulary-learning methods into four groups: decontextualizing, semi-contextualizing, fully contextualizing and adaptable. Decontextualizing method means learning the term without context, such as word lists, flashcards and dictionary. Semi- contextualizing is learning the word without using it communicatively, but rather associating the word to what learners already know, like word grouping, association, visual imagery, aural imaginary, keyword, physical response, physical sensation, and semantic mapping. Fully contextualizing technique means merging the new terms in an appropriate context by practicing the four-language skills listening, speaking, reading and writing. The three forgoing techniques are interwoven to form "continuum of contextually". Finally, the adaptable method refers to a technique that supports a "structured schedule" for checking and evaluating the understanding of the new terms that require changing the forging methods in order to suit different occasions or conditions.

Hunt and Beglar (2002) indicate that teachers can apply three methods while teaching vocabulary in the classroom. These methods are incidental learning, explicit instruction, and independent strategy development. Incidental learning takes place when students acquire vocabulary unintentionally through working on different exercises such as reading or listening. Whereas, explicit instruction attribute to planned, guided and designed techniques teachers conduct when teaching vocabulary. Finally, independent strategy development is about acquainting learners with various strategies to help them learn vocabulary (as cited in Cahyono & Widiati, 2008).

Gu and Johnson (1996) classify language vocabulary strategies into four groups: metacognitive, cognitive, memory and activation strategies. Metacognitive strategy

entails "selective attention and self-initiation". Learners in Metacognitive strategy are supposed to have the ability to determine which terms are important to learn to help them to absorb the text. Cognitive strategy includes "guessing, skillful use of dictionaries and note-taking" strategies; learners employ the forging techniques through relying upon their knowledge about the structure of the sentences to understand the meaning of terms. Memory strategy involves rehearsal and encoding strategies. When language learners practicing repetition or memorizing word lists here they are using the rehearsal techniques. However, when learners use "association, imagery, visual, auditory and word structure" here learners follow the encoding strategy. Final category is activation strategy, which allow the learners to use the new words in varied contexts (as cited in Ghazal, 2007).

Brewster, Ellis, and Girard (1992) offer several vocabulary techniques that teachers can use when teaching lexical items to their students. These include using objects, this technique assists students to connect the word with meaning. When teachers bring real objects or using visual aids to demonstrate the meaning of the words in the classroom these aid learners to link the word with picture and help them to memorize the words by heart. Drawing can be effective way to link the word with picture, which teachers can draw on board or by using flashcard. Illustrations and pictures can make the words more memorable by using magazine poster and so on also; they help teachers explain the abstract nouns in effective way. Contrast, can help learners to learn and understand the words by learning their opposites. Enumeration strategy means making lists of words that related to each other. Mime, expressions and gestures, these techniques help teachers to elicit student's attention during the lesson and make the lesson more active. Guessing from context is a good way that help learners to take the charge to learn the words using their knowledge about the

sentence or word structures such as prefix, etc. Eliciting is giving students list of words to study. Although translation is less effective in teaching vocabulary as it does not elicit learners' attention, but it works well when learners encountering unplanned or accidental vocabulary and when teachers want to draw differences between first and second languages (as cited in Alqahtani, 2015).

Bintz (2011) contends that learning vocabulary is a lasting process and frequent reading helps learners to enlarge their vocabulary amount. Also, he affirms that learning vocabulary in context is better than learning in isolation.

Cahyono and Widiati (2008) induce that teachers should heed when they develop their lessons for vocabulary teaching through integrating several exercises, techniques and strategies such as inferring and guessing from the context, elaborating semantically like mapping, ordering…etc. Besides, they deduce that learners can enlarge a great amount of vocabulary items through exposing learners to vocabulary in context rather than learning words in isolation.

2.7.2. The Impact of Using Poetry on Developing English Pronunciation

Pronunciation is a very important element in English language, which helps students to communicate and understand others accurately. Pronunciation means the way in which a word is uttered. Pronunciation refers to "the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability" (Dictionary.com).

Pronunciation term is classified into two types: segmental features and suprasegmental or (prosodic) features. Segmental refers to individual sound as phonemes, while suprasegmental or (prosodic) refers to features, which go beyond the sound such as stress, intonation, rhyme and rhythm. According to Dictionary. com

Stress: refers to the emphasis that falls on particular word or words and not others; the arrangement of stresses within a poem is the foundation of poetic rhythm.

Intonation: refers to the tone that appears while falling and rising of the voice in speaking or reciting.

Rhythm: refers to the beat of the poem, which refers to stressed and unstressed syllables.

Rhyme refers to the repetition of the similar sounds in two or more words.

Knowing vocabulary is not adequate to have a good communication, but learners need to have the ability to pronounce them correctly since there are differences between letters and sounds in the English language. Regrettably, Palestinian learners have severe problems with pronunciation due to the differences between their mother tongue "Arabic" and the target language "English". Reciting poetry in the classroom helps learners to acquire the correct pronunciation. Reading aloud allows students to figure out the correct pronunciation. Ahmad (2014) indicates that learners can learn the accurate pronunciation of words along with intonation and rhyming patterns either by listening or by reciting.

Using poetry in EFL classes helps learners to pay attention on how sounds formed and how words stressed which enhance their pronunciation. Reilly (2012) highlights the impact of implementing poetry on pronunciation in the second language teaching. She lights that poetry is one of the most distinctive literary genres, evokes learners' interest to the linguistics aspects. Poetry assists learners to observe how sounds of the language pronounce in a speech as well how sounds interwoven to create meaning, "function".

Moreover, poetry is a good way to learn more about intonation, rhyme and rhythm, which will promote students' understanding of the spoken language. Saraç

(2003) indicates that through poetry learners can extend their knowledge about figures of speech like metaphor, simile, imagery, etc. Çubukçu (2001) points that learners can examine and learn about the suprasegmental aspects of the English language such as stress, pitch, and intonation (as cited in Hişmanoğlu, 2005).

Mutiara, Yufrizal and Sukirlan (2013) investigate the impact of using "poetry reading practice" as a technique on students' pronunciation. This quantitative study conducts in SMP N 8 Bandar Lampung in Indonesia. The sample of this research is second year students of SMP N 8 Bandar Lampung, which consist of thirty learners. The instruments are a questionnaire, pre-test and post-test. The results of this study showed that there is a positive influence on students' pronunciation also the majority of students are interested and eager in learning pronunciation through poetry.

Jumatriadi's (2014) study examines the effect of using poetry in teaching pronunciation. This descriptive study adopts both quantitative and qualitative methods. The sample of this research is second grade students of Ma Tahzibul Akhlak Sisik, which consists of forty students. The researcher obtained his data by using one instrument, which is post-test. The result of this study showed that there is a significant impact on applying poetry in teaching pronunciation.

Lestari (2015) investigates reading poetry as strategy to improve pronunciation ability on segmental features and word stress. The researcher uses action research method. The sample of this study is twenty-five students from eleventh grade of SMA Walisongo Semarang. The researcher uses three poems. Then she collects her data through using documentation, test "pre/post tests and observation. The researcher uses descriptive qualitative to analyze the data. The findings of this study show that the students make a vivid progress on their pronunciation, besides students increase their vocabulary. Finally, students during the study become more active and motivated.

Cullinan, Scala, and Schroder (1995) affirm, "Poetry is an effective language learning device which can increase the oral proficiency of EFL learners, many of whom do not have opportunities for oral practice or communication in English" (as cited in Kim, 2004, p. 85).

Mittal (2014) indicates that using poetry promotes students' productive skills. She argues that reading poetry enhances students' participation in the classroom. For instance, teachers can boost students' speaking skill by asking students to do a pre-reading activity then sharing their thoughts in pairs or in groups. Also, teachers can ask learners to read poetry loudly to improve learners' pronunciation. In addition, integrating poetry in the classroom evolves writing skill. Teachers can foster learners' writing through giving them writing activities: such as ask them to write about the theme of the poetry or to do a summary. The foregoing tasks improve students' confidence of both writing and speaking, and increase the students' roles and make them active learners during lessons. The researcher deems that reading poetry aloud in the classroom helps learners to improve their oral proficiency.

2.6.3. The Impact of Using Poetry on Developing Motivation

Regrettably, teaching and learning English as a foreign language in Palestine faces severe problems, which allow teachers to rethink of new methods and techniques that suit their students. One of these problems is motivation. Most teachers have difficulty of keeping their students motivated during classes. Therefore, teachers seek to make their students enjoy the process of learning, and they attempt their classes to be student-centred. However, unfortunately, students are demotivated and passive, even if they do activities alone. In addition, student's role is limited only listening to teacher's instruction during the lesson. Integrating poetry in the language classroom

promotes learners' engagements and encourages them to share their thoughts and feelings. Also, it widens students' roles during lessons (Creely, 2018).

Motivation is one of the most important factors that influences the learning process as well it stimulates learners to learn the language effectively. Loewen and Reinders (2011) define motivation as "a psychological construct that refers to the desire and incentive that an individual has to engage in a specific activity" (as cited in AL-Ghamdi, 2014, p.2). Motivation defines as the desire that stir learners' feeling and ability to learn the language appropriately. From socio-educational model, motivation is leading vigour that demand three factors: effort, desire and enthusiasm, which should appear together so that motivated learners emerge from unmotivated ones (as cited in Toni, 2012). Wikipedia (2018) defines motivation as "the reason for people's actions, desires, and needs. Motivation is also one's direction to behavior, or what causes a person to want to repeat a behavior." Merriam-Webster (2018) describes motivation as " the act or process of giving someone a reason for doing something, or a force or influence that causes someone to do something."

Gardner and Lambert (1972) believe that motivation is constructed from positive attitudes towards the target language and its members and from the willingness to interact and become as a native speaker of the target language (as cited in Toni, 2012).

Toni's study (2012) seeks to figure out the role of motivation on evolving the learners' speaking proficiency. The sample of this study is fifty-nine freshman students of English thirty-four male and twenty-five female Persian native speakers at Delta academy of foreign languages, Tehran, Iran. The researcher employs a questionnaire to gather his data, which is Mihaljevic Djigunovic model, which based

on Gardner's Attitudinal/Motivational Test Battery (AMTB). The finding of the study affirms that motivation has a crucial role on developing learners' English proficiency.

"Motivation is one of the most important aspects of the learning process; the use of literature in classes might be a good way to increase student motivation" (Vural, 2013, p.15). Integrating literature in classroom in general and poetry in particular offers the students the opportunity not only to acquire the target language effectively but also, learners learn how to use the target language genuinely. Moreover, using authentic material helps students to be active and dynamic learners in the classroom since they get the chance to express their thoughts and feelings.

The researcher deems that reading poetry appeals to unenthusiastic, timid learners, as it encourages students to participate and share their personal and intimate feelings and ideas about different topics that poetry addresses. Lazar (1996). "Personal involving in the processes of writing and reading poetry can become a source of motivation which, in its turn, alleviate internalization of the target language" (as cited in Reilly, 2012, p. 9).

Aladini, Farahbod and Arjomandi (2015) state in their study that using poetry as a teaching strategy arouses learners' motivation towards learning the language as well as it enhances their pronunciation. Khatib and Daftarifard (2013) find out that reading poetry in classrooms has a great impact on learners' intrinsic motivation. Mittal (2014) highlights that using poetry in the classroom increases learners' motivation. Since poetry has varied interpretations, students feel free and convenient to share their minds. Poetry also provides ample opportunities for self-confidence along with the development of a sense of social and personal identity.

Roebuck (2015) finds out that poetry appeals to all students regardless of their level of proficiency. Using poetry stimulates students' motivation. As poetry violates

much attention to standard grammar, it allows students to engage more freely in the classroom especially for those unwilling and hesitant learners or for learners who have problems in writing or speaking. In addition, poetry's features like rhyme, rhythm, intonation and repetition makes it more motivating, reachable and memorable for language learners. VK and Savaedi (2014) think that poetry creates a connection between the student and the poetry, as it senses the intrinsic emotion of individuals, that way it elicits students' attention and motivates them to learn.

Gardner's (1985) classifies motivation into two categories: intrinsic/integrative motivation and extrinsic/ instrumental motivation. Intrinsic or integrative motivation refers to desire to learn and accomplish certain tasks because it is enjoyable and interesting also, this kind of motivation comes inside learners. While extrinsic or instrumental motivation means the desire to do something to achieve certain interests, rewards or profits like getting a work or passing an exam or even getting high position. (Al-Ghamdi, 2014).

The researcher reckons that using poetry as source of teaching and learning English increases both (intrinsic and extrinsic) motivation to learn the language more appropriately, since poetry explores universal topics like childhood, death, love, loneliness, etc, learners become more interested as they are personally involved. Also, these themes are more interesting than traditional texts that found in books, as learners experience at least one of them in their lives.

2.8 Summary

The forgoing chapter investigated the importance of using literature in the language classroom because its authenticity, culture enrichment, language enrichment, personal involvement and critical thinking. Also, it sheds a light on the difficulties of using literature in the teaching process and the principles that teachers

should follow when choosing literary works. In addition, it presents the effectiveness of using poetry in EFL classes. Then, it explains the criteria that teachers should follow while incorporating poetry. Besides, it addresses its impact on developing English vocabulary, pronunciation and motivation of EFL Palestinian students.

Chapter Three

Methodology

3.1 Introduction

This study aims to investigate the effectiveness of using poetry in developing English vocabulary, pronunciation and motivation of EFL Palestinian students. In order to achieve the foregoing objectives of the study. The researcher adopted the quantitative method. The present chapter addresses the methods that have been adopted for data collection and analysis. Then, it describes the population of the study, the selected sample, the research instruments which have been used for collecting the required data such as an achievement test for EFL students. Also, a questionnaire i.e., which has been used to investigate both teachers' and students' attitudes towards using poetry in the language classroom. In addition, it presents the procedures that have been used for building the research instruments i.e., reliability, and validity. Finally, it introduces the variables of the study, data collections and the statistical treatment for the findings.

3.2 Design of the Study

This study aims at examining the effectiveness of using poetry in the language classroom for non-native speakers of English as a means to develop English vocabulary, pronunciation and enhance motivation in EFL classes. In order to reach feasible results, the researcher employed the quantitative method for data collection and analysis.

3.3 Population of the Study

The population of the study included all the 10th grade female students the in Directorate of Education in Hebron school in the second semester of the academic year 2017-2018, and all English language teachers in the same Directorate.

3.4 Sample of the Study

The present study targets seventy-three (73) female students from a local, public school which belongs to the Directorate of Education in Hebron, Palestine as a sample. The selected students were enrolled in tenth grade at AL-Sayyedah Sarah secondary school. The students were already divided into two classes because the schools' system divides students according to their levels into sections: sections (A/B).

The researcher randomly chosen section A, the experimental group, which consisted of thirty–seven students (37) who tackled the selected vocabulary through poetry and section B, the control group which consisted of thirty-six (36) students which learned the chosen vocabulary in a traditional way. Both the control and experimental groups sat for pre and posttests, in addition to pre and post questionnaire filling. Table (3.1) shows the distribution of the sample according to groups.

Table (3.1): The Distribution of the Sample According to Groups

Group	Grade	Number
Experimental Group	Tenth	37
Control Group	Tenth	36
Total		**73**

Furthermore, the study also addresses two hundred and fourteen (214) non-native English language teachers who were asked to fill a questionnaire which aims to examine their attitudes towards integrating poetry in the language classroom as means to develop learners' vocabulary, pronunciation and motivation.

The researcher chosen the tenth graders for their *English for Palestine* curriculum does not include poems as a means to teach English language. The researcher chosen ten poems randomly for popular poets to employ in this study.

3.5 Research Instruments

This study used the following tools:

- **Achievement Test** (pre-test and post-test): The researcher conducted a pre-test in order to figure out students' levels in both vocabulary and pronunciation. To make sure that both control and experimental groups are equivalent, the pre-test was applied in January, 2017. Then, the experiment was conducted on the experimental group (A). After that, the same pre-test was conducted as a post-test in May, 2017 in order to examine the improvement of the students' vocabulary and pronunciation.

- **Questionnaires:** Both teachers and students were asked to fill in a questionnaire in order to evaluate their attitudes towards using poetry in the language classrooms as a technique to develop vocabulary and pronunciation and enhance motivation.

3.5.1 Pre-Test

To make sure that all the participants of both (experimental and control) groups have equivalent competence the researcher prepared and built up a test.

a) **The General Aim of the Pre-Test**

The researcher developed the pre-test with the aim to measure students' vocabulary and pronunciation competence. Both groups have a pre-test to measure if they have knowledge about a certain list of vocabulary along with linguistic knowledge. The list contains the most recurrent words in the ten poems which the researcher utilized during the study.

b) **Description of the Pre-Test**

The researcher depended on her experience as an English language teacher to build the test. she consulted some English language teachers to build the test

according to the criteria of test specification. Pre-test compromises two sections (vocabulary and pronunciation). The items of the test were distributed into seven questions (match the words with their meanings, fill in the blanks, replace the underlined parts with words, circle the correct words that have the same rhyme, then circle words that do not rhyme out, circle the silent letter and match the underlined parts of the words to their pronunciation).

For more illustration, the whole test consisted of forty-five points. In the vocabulary section, the items of the test were distributed into three questions. Students were asked to match certain words with their definitions, then fill in the blanks using the targeted words, and replace the underlined parts of the sentences with targeted words. Vocabulary section included twenty-four marks.

Meanwhile, in the pronunciation section, which is twenty-one marks. The items of the test were distributed into four questions. Students were asked to read and circle the words that have the same rhyme, and circle the words that do not rhyme out, then circle the silent letters of the selected words, and match the underlined parts of the words to their pronunciation.

The researcher applied a pre-test, and analyzed the test statistically by using an independent sample T-test. For more illustration, the pre-test consisted of forty-five marks, addressing both vocabulary section, which is twenty-four marks and pronunciation section, which is twenty-one marks. Table (3.2) and Table (3.3) show the mean, the standard deviation, and the T-value of both pre vocabulary, and pronunciation sections respectively.

Table (3.2): T-Test Results of Pre-Vocabulary Section Test Between the

Experimental and Control Groups

Group	No.	Mean	Std. Dev.	T	P-value
Control	36	3.5278	1.96376	-1.308	.195
Experimental	37	4.1892	2.34329		

Table (3.2) reveals the pre-test results regarding vocabulary section which consists of twenty-four (24) scores. The above table shows that there were no statistically significant differences between the experimental group and the control group in the pre-test scores since the (p-value= 0.195) which is more than a significant level (0.05). This indicates that both the control and experimental groups before conducting the experiment are equivalent.

Table (3.3): T-Test Results of Pre-Pronunciation Section Test Between the

Experimental and Control Groups

Group	No.	Mean	Std. Dev.	T	P-value
Control	36	11.0417	3.37718	1.519	0.133
Experimental	37	9.7838	3.69598		

Table (3.3) shows the pre-test results regarding pronunciation section which consists of twenty-one (21) scores. The above table displays that there were no statistically significant differences between the experimental and control group in the pre-test scores since the (p-value= 0.133) which is more than a significant level (0.05). This indicates that both the control and experimental groups before conducting the experiment are equivalent.

3.5.2 Post-Test

a) **The General Aim of the Post-Test:**

Both groups had a post-test. The aim of the post-test was to measure the impact of using poetry on developing students' vocabulary and pronunciation competence.

b) **Description of the Post-Test**:

Post-test is duplicate and equivalent to pre-test. The test included seven questions. The total mark for the test was forty-five. In question one, students were asked to match the words with their meanings. This question comprised eight words; one mark for each correct answer. In question two, students were asked to read the uncompleted sentences and fill the blanks by choosing the suitable words that the researcher provided in the table. This question contained eight sentences; one mark for each correct answer.

Moreover, in question three, learners were asked to replace the underlined parts of the sentences with words from the table. This question included eight sentences; one mark for each true answer. The foregoing three questions presented the vocabulary section of the test.

On the other hand, question four covered four section (A /B /C /D). In part A, students were asked to circle the correct pair-words that have the same rhyme. This question included five pair-words; one mark for each true answer. In section B, students were asked to read and circle the word that does not rhyme out in each group. This question included five words; one mark for each true answer. In section C, students were requested to circle the silent letter(s) for five words. This question included five words; one mark for each true answer. Finally, in section D, students were asked to read and match the underlined parts of the words to their pronunciation. Question four with its parts presents the pronunciation section of the test.

3.5.3 Validity of the Test

The first draft of the test was reviewed by four experts from Hebron University. The second draft was modified in the light of referees' recommendations. The researcher embraced their comments and modified as they suggested. The modified version of the test was consulted by the supervisor to be reviewed.

3.5.4 Reliability of the Test

Reliability is the degree of consistency and precision or accuracy that a measuring instrument demonstrates. The reliability tools indicate that, if the test was repeated twice under the same conditions, the results would essentially be the same. To check the test reliability, the researcher applied the test to a sample of eleven (11) students from the study population the out the sample has been from the third section of tenth grade C at the same school. The test was applied on the out sample, then after two weeks, the test was conducted for the same students. The researcher calculated the Pearson correlation between the total scores of the two tests, which was (0.90). This means that the test produced a stable and consistent results.

3.5.5 The Selected Poetry

To conduct the study, the researcher examined the textbook of the tenth grade. After that, the researcher found that poetry does not have a place in their textbooks. Poems were selected according to the major themes and the popularity of poets. Poems were selected from the literature books and internet resources. The researcher made efforts to ensure that the chosen poetry was suitable for the participants' age, cultural background and their English levels.

These are the titles of the chosen poems:

1. "Hope is the thing with feathers" - Poem by Emily Dickinson.

2. "Virtue"- Poem by George Herbert.

3. "Do Not Stand at My Grave and Weep" - Poem by Mary Elizabeth Frye.

4. "A Poison Tree" - Poem by William Blake.

5. "The Road Not Taken" - Poem by Robert Frost.

6. "The Treasure of Life" - Poem by Olive Walters.

7. "Nature is what we see" - Poem by Emily Dickinson.

8. "Not Waving but Drowning"- Poem by Stevie Smith.

9. "Shall I compare thee to a summer's day?"- Poem by William Shakespeare.

10. *"Fire and Ice"*- Poem by Robert Frost.

3.5.6 Questionnaires

The researcher used two sets of questionnaires, one is for non- native English language teachers and the other is for both the control and experimental students. The aim of the two questionnaires was to investigate both teachers' and students' attitudes towards using poetry in the language classroom.

3.5.6.1 Students' Questionnaire

- **Description and Development of the Questionnaire**

Students' questionnaire was mainly designed to get the quantitative data for the study. It investigated learners' attitudes towards using poetry in the English language classroom and their views regarding the effectiveness of poetry in learning the English language.

In the beginning, the researcher explained the objectives of the questionnaire for the participants, and indicated that all the data will be used only for research. The students' questionnaire addressed three (3) dimensions regarding the effectiveness of poetry; i.e. language skills, personal reflections, and cultural understanding. Students were asked to choose the best option that represented their opinions about using poetry in English classes as a means of developing vocabulary, pronunciation, and

motivation. Fifteen (15) statements are designed for quantitative analysis depending on Likert scale format. The questionnaire includes a five-point Likert type scale with five options, namely: 'strongly disagree', 'disagree', 'neutral', 'agree' and 'strongly agree'.

Students' questionnaire compromised fifteen items (15). A five-point Likert scale was utilized for rating students' replies from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). These items dealt with the participants' general attitudes towards using poetry as a means for learning English in classroom. The items were structured according to three dimensions: language skills, personal reflection and culture tolerance.

The questionnaire dealt with the impact of using poetry on language skills (Listening, Reading, Speaking) and language areas (pronunciation, vocabulary, spelling) and critical thinking. The items of the questionnaire asked the students if using poetry can enhance their language skills and develop their vocabulary. Also, the questionnaire addressed students' personal reflections about the effects of using poetry in English classes in the extent of increasing their interest to learn English, and if poetry is more enjoyable and memorable than other literary genres. Moreover, the questionnaire asked the students if using poetry can extend learners' cultural understanding.

3.5.6.2. Validity of the Students' Questionnaire

The first draft of the questionnaire was reviewed by four experts from Hebron University after they assessed its suitability for the aim of the study. The second draft was modified in the light of referees' recommendations and suggestions. The researcher embraced their comments and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed.

3.4.6.3. Reliability of the Students' Questionnaire

The reliability tools indicated that if the test was repeated twice with the same conditions, the results would essentially be the same. To check the questionnaire reliability, the researcher applied it to a sample of (11) students from the study population, the out sample are the same students to whom the researcher applied the test. The questionnaire was given for the out sample, then after two weeks, the questionnaire was conducted for the same students. After that, the researcher calculated the Cronbach's Alpha as shown in table (3.4).

Table (3.4): Reliability of the Students' Questionnaire

Dimension	N of Items	Cronbach's Alpha
Language skills	9	.875
Personal reflections	3	0.594
Cultural understanding	3	0.508
Questionnaire	**15**	**0.840**

Table (3.4) illustrates the Cronbach's Alpha Coefficient for all dimensions around 0.508 and 0.875, also the Cronbach's Coefficient Alpha for the study was equal to 0.840, which indicates that the entire questionnaire has a high level of consistency. Thus, a high level of reliability.

a) Distribution of the Students' Questionnaire

Students' questionnaire targeted tenth graders from a local, public school, i.e. AL-Sayyedah Sarah secondary school, which belongs to the Directorate of Education in Hebron District, in Palestine. In the second semester of the academic year 2017-2018.

The researcher distributed seventy-three (73) copies of the questionnaire, and all the copies returned to the researcher.

b) Administration of the Students' Questionnaire

The researcher explained the Likert scale on the board then advised the pupils to put tick in the appropriate box which represented their best attitudes towards using poetry in the EFL classroom. The researcher read the items of questionnaire to all participants and explained that the information will be used for research purposes. Moreover, in order to obtain more valid results, students were given the freedom to complete the questionnaire; the accomplishment of the questionnaire was voluntary. The copies of the questionnaire were collected by the researcher herself.

3.5.6.4 Teachers' Questionnaire

a) **Description and Development of the Teachers' Questionnaire**

Teachers' questionnaire was mostly planned to obtain the quantitative data for the study. The aim of teachers' questionnaire was to explore non-native English language teachers' attitudes towards using poetry in the English classroom and their views regarding the effectiveness of poetry as a means for teaching the English language. The researcher reviewed some previous studies and related literature to develop her own questionnaire. The questionnaire targeted non-native English language teachers who teach English at both elementary or secondary levels at the government, private and UNRWA schools in Hebron district.

The participants were informed about the purpose of the research in the beginning of the questionnaire. In all the questionnaire' sections, the participants were asked to put tick under their choice. In section one, non-native English language teachers were asked to complete demographic information about their gender, education and teaching experience. Section two is related to the participants' school information; i.e.

public, private or UNRWA and the levels they teach; i.e. elementary or secondary. In part three, the participants were asked to choose the best option which represented their opinion about using poetry as a means to develop learners' vocabulary, pronunciation and motivation. Section three was divided into four (4) subsections and dimensions; pedagogical value, language skills, cultural understanding and motivation.

Twenty-eight (28) statements were designed for quantitative analysis depending on Likert scale format which determines teachers' attitudes towards the value of using poetry in teaching English, their beliefs from the pedagogical value of using poetry in teaching English, their attitudes toward using poetry in developing language skills, cultural understanding and motivation. The questionnaire included a five-point Likert scale with five options, namely: "strongly disagree", "disagree", "neutral", "agree" and "strongly agree". Teachers' questionnaire consisted of three sections.

Section one: This part contains demographic data with three (3) items. The factors are: Participants' gender, education and years of experience. These factors were chosen to be analyzed as additional variables. Table (3.5) shows the items related to the personal information data.

Table (3.5): Teacher's Questionnaire: Personal Information Data

1.	**Gender**	**Male** ☐ **Female** ☐
2.	**Education**	**Diploma** ☐ **Bachelor** ☐ **Master** ☐ **PhD.** ☐
3.	**Years of experience**	**Less than 5** ☐ **5-10** ☐ **more than 10** ☐

Section two: This section includes information related to school and levels teacher teaches.

Table (3.6): Teacher's Questionnaire: School Information Data

1.	School	Private ☐ Public ☐ UNRWA ☐
2.	Level of teaching	Elementary ☐ Secondary ☐

Section three: This section comprises twenty-eight (28) statements. A five-point Likert scale was utilized for evaluating teachers' respondents from 5= strongly agree to 1= strongly disagree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). These items dealt with the participants' general attitudes towards using poetry in teaching English in classroom. These twenty-eight items are divided into four dimensions:

1. The first dimension is on the pedagogical value of using poetry in teaching English. It covers seven (7) items (1-7). The following table shows the related items.

Table (3.7): Teacher's Questionnaire: The Impact of Using Poetry on Pedagogical Value

N#	Statements	1	2	3	4	5
	Pedagogical Value					
1.	Poetry is a valuable pedagogical tool in learning the English language.					
2.	Poetry has beneficial effects on improving learners' English language skills.					
3.	Poetry provides students with opportunity for great exposure to improve vocabulary acquisition.					
4.	Poetry encourages interaction and communication among learners.					
5.	Poetry increases students' enjoyment of learning English.					
6.	Poetry maximizes students' participation.					
7.	Poetry is more memorable than other literary genres.					

2. The second dimension is on the impact of using poetry on English language skills. It covers eleven (11) items (8-18). Table (3.8) shows the related items.

Table (3.8): Teacher's Questionnaire: The Impact of Using Poetry on Language Skills

	Language Skills					
8.	Poetry promotes students' productive skills.					
9.	Poetry promotes students' receptive skills.					
10.	Poetry is an effective way to increase oral proficiency of EFL learners.					
11.	Poetry improves students' speaking skills.					
12.	Poetry improves students' pronunciation.					
13.	Poetry evokes students' awareness towards the linguistics features of the language.					
14.	Poetry helps learners become familiar with word stress, intonation and rhythm.					
15.	Poetry improves students' listening skills.					
16.	Poetry enhances learners' reading skills.					
17.	Poetry provides students with opportunities for vocabulary acquisition.					
18.	Poetry helps learners develop their writing skills.					

3. The third dimension is on the impact of using poetry on developing cultural understanding. It covers three (3) items (19-21). Table (3.9) shows the related items.

Table (3.9): Teacher's Questionnaire: The Impact of Using Poetry on Cultural Understanding

	Cultural Understanding					
19.	Poetry is a useful tool when teaching cultural aspects in an EFL classroom.					
20.	Poetry enlightens students' knowledge about other cultures.					
21.	Poetry assists students to accept different backgrounds and cultures					

4. The fourth dimension is on the impact of using poetry on enhancing learners' motivation. It covers seven (7) items (22-28). Table (3.10) shows the related items.

Table (3.10): Teacher's Questionnaire: The Impact of Using Poetry on

Motivation

	Motivation					
22.	Poetry encourages interaction and communication among learners.					
23.	Poetry allows learners to share their feelings and thoughts.					
24.	Poetry increases students' motivation to learn the language.					
25.	Poetry motivates students to be active learners.					
26.	Using poetry in teaching English decreases students' anxiety					
27.	Poetry is more enjoyable than other literary works.					
28.	Poetry adds interest to the classroom atmosphere.					

3.5.6.5 Validity of the Teacher's Questionnaire

The validity of a measurement instrument means that it can measure what was originally designed for. The researcher used different types of validity tests, the content validity, and the criterion validity.

❖ **The Content Validity**

The first draft of the questionnaire was checked by four experts from Hebron University. The second draft was prepared in the light of their comments and suggestions. The researcher took their comments into consideration and modified as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed.

❖ **The Criterion Validity**

To compute the criterion validity of the questionnaire, the researcher used the Pearson correlation coefficient between each item with its dimension. As shown in table (3.11).

Table (3.11): Pearson Correlation of each item with its dimension

Pedagogical Value		Language Skills		Cultural Understanding		Motivation	
items	Corr.coff	Items	Corr.coff	items	Corr.coff	items	Corr.coff
P1	.785**	L1	.639**	CU1	.562**	M1	.668**
P2	.694**	L2	.447**	CU2	.498**	M2	.524**
P3	.602**	L3	.549**	CU3	.513**	M3	.660**
P4	.634**	L4	.611**	CU4	.858**	M4	.677**
P5	.682**	L5	.545**			M5	.700**
P6	.658**	L6	.459**			M6	.641**
P7	.647**	L7	.386**			M7	.698**
		L8	.622**				
		L9	.483**				
		L10	.415**				

** *Correlation is significant at the 0.01 level*

Table (3.11) displays that all the items had a good validity. The correlation coefficient ranged between (0.386-0.785) and significant at (0.01). According to table (3.11), it can be concluded that the questionnaire is highly consisted and valid as a tool for the study.

3.5.6.6. Reliability of the Teacher's Questionnaire

To check the reliability of the teacher's questionnaire, the researcher utilized a Cronbach's Alpha and Guttman split-half statistical tools. The range of the values is from 0 to +1 more closer to the highest value the higher degree of internal consistency is.

Table (3.12): Reliability of teacher's questionnaire

Dimension	N of Items	Cronbach's Alpha	Guttman split-half
Pedagogical Value	7	0.797	0.816
Language Skills	11	0.590	0.597
Cultural understanding	3	.676	0.614
Motivation	7	0.776	0.766
Questionnaire	28	.873	.841

Table (3.12) illustrates the Cronbach's Coefficient Alpha for all dimensions around 0.590 and 0.797. Also the Cronbach's Coefficient Alpha for the study equal to .873 which indicates that the entire questionnaire has a high level of consistency. Thus, a high level of reliability. The higher value of Cronbach's Alpha coefficient means the higher the reliability within the normal range of 0 and +1. Guttum value for split-Half reliability for the study ranged between 0.597 and 0.816. According to these indicators the researcher concluded that the questionnaire of this study is considered reliable and consistent.

3.6 Variable of the Study

3.6.1 Independent Variable

- Teaching method (using poetry).
- Demographic data of teachers' questionnaire.

3.6.2 Dependent Variable

- Achievement tests (pre and posttests).
- Students' attitudes.
- Teachers' attitudes.

3.7 Data Collection

1. Studying the research and previous studies.

2. Studying the tenth grade textbook.

3. Designing tests.

4. Consulting experts in English language and statistical to assure that both tests and questionnaire have statistical validity and reliability.

5. Applying the pre-test recording and analyzing the results.

6. Applying the post-test recording and analyzing the results.

7. Presenting recommendations and suggestions in the light of the study findings.

3.8 Procedure of the Study

The researcher presented the ten English poems to the experimental group by using the LCD in the classrooms during the second semester of the academic year 2017-2018. Each poem had its own themes, setting, organization of the students, instructional aids and resources, targeted vocabularies, way in presentation and practice. After that, the researcher asked students to express their feelings and opinions towards the targeted poems. The researcher used colorful markers, word cards, flash cards and recorded the poems on CD and played in the class. The students received copies of the poems to read and enjoy in school. The researcher initially read them aloud, then students read, after that, the researcher reread and discussed each poem with students in groups. Often, some students read the selected poem aloud. The researcher then discussed and interpreted the themes of each poem. Students were allowed to use their dictionaries to search for unfamiliar words. Throughout the experiment, students had active roles.

3.9 Data Analysis

In this study, the researcher used some statistical tools to examine the hypotheses and questions as follows:

- Frequencies and percentages to describe the characteristics of the demographic data related to teachers' questionnaire.
- Cronbach's Alpha, and Guttman split-half were used to estimate the reliability of both students' and teachers' questionnaires dimensions.
- Person correlation was used after correcting the data from the pre-test and post-test to examine the reliability of the test.

- Independent sample T-test was used to analyze the differences between the demographic variables that have two categorical levels (gender) and teachers' attitudes towards using poetry in the classroom.

- Analysis of variance (ANOVA) is used to analyze the differences between the demographic variables and teachers' attitudes towards using poetry in the language classroom. With the ANOVA, a significant value of 0.05 or less indicated a significant difference between the mean categories which calls for further analysis (Seffeh) to identify the pair or pairs of groups where the mean is significantly different.

- Analysis of co-variance "ANCOVA" was used to examine the differences between the mean values of pre and post questionnaire taking into account the types of groups.

3.10 Summary

The foregoing chapter highlighted the methods which were adopted for data collection and analysis. First, it described the population of the study, the selected sample of the study, the research instruments used for collecting the required data such as the achievement test which was applied on students also, the questionnaire that was given to both teachers and students to measure their attitudes towards using poetry in the language classroom and the procedures in building the research instruments i.e., reliability, and validity of instruments. Finally, it introduced the variables of the study, data collections and the statistical treatment for the study findings.

Chapter Four

Results and Discussion

4.1 Introduction

This chapter displays the different phases of data analysis. Also, it highlights the results that are gathered from the responses of both English language teachers' questionnaire and students' questionnaire towards the effectiveness of using poetry in developing English vocabulary, pronunciation and motivation of EFL Palestinian students. SPSS v20 is used to analyze the data and to examine the relationships among study variables. Then it reveals the statistical analysis of the collected data which are carried out to answer the study questions and hypotheses. First of all, it shows the results of post-test for the experimental and control groups regarding both vocabulary and pronunciation sections. Then, it displays the results of students' attitudes towards using poetry in the language classroom regarding three dimensions: language skills, personal reflection, and cultural understanding. Besides, it displays the demographic characteristic of the sample. Finally, it shows the results related to teachers' attitudes towards using poetry in the language classroom.

4.2 Results Related to Post-test

In this section the researcher answers the research questions "The differences in the performance of the students in the tests results between the control group and the experimental group".

4.2.1 Results of Overall Post-Test for Both Experimental and Control Groups

Q1: Are there statistically significant differences in the performance of the students in the post-test results between the control group and the experimental group?

To answer this question, the researcher uses the independent sample T-test to analyze the data of test between the control and experimental groups regarding both

vocabulary and pronunciation. The mean and standard deviation of the experimental and control groups are computed as shown in table (4.1).

Table (4.1): T-Test Results of Overall Post-Test Differences between the Experimental and the Control Groups

Group	No.	Mean	Std. Dev.	T	P-value
Control	36	20.6250	6.36326	-4.028	0.000
Experimental	37	28.6757	10.21588		

Table (4.1) shows that the mean of the experimental group (28.6757) is higher than the mean of the control group that equals (20.6250). Also the p-value equal (0.000) is less than the significant level (0.05). This means that there are significant differences in the performance of the students in the post-test results between control group and experimental group.

4.2.2 Results of the Post-Test Vocabulary Section Between the Experimental and the Control Groups

The first sub-question is " Are there statistically significant differences in the performance of the students in the vocabulary post-test results between the control group and the experimental group?". To answer this question, the researcher uses the independent sample T-test to analyze the data of test between the control and experimental groups. The mean and standard deviation of the experimental and control groups are computed as shown in table (4.2).

Table (4.2): T-Test Results of Post-Test Vocabulary Section Differences between the Experimental and Control Groups

Group	No.	Mean	Std. Dev.	T	P-value
Control	36	7.4722	4.13685	-4.534	0.000
Experimental	37	13.7027	7.16420		

Table (4.2) shows that the mean of the experimental group (13.7027) is higher than the mean of the control group which equals (7.4722). Also the p-value equal (0.000) which is less than the significant level (0.05). This means that there are significant differences in the performance of the students in the vocabulary post-test results between the control group and the experimental group. These results correspond with Ahmad's (2014) and Özen's (2012) studies.

4.2.3 Results of the Post-Test Pronunciation Section Between the Experimental and the Control Groups

The second sub-question is " Are there statistically significant differences in the performance of the students in the pronunciation post-test results between the control group and the experimental group?". To answer this question, the researcher uses the independent sample T-test to analyze the data of tests between the control and the experimental groups. The mean and standard deviation of the experimental and the control groups are computed as shown in table (4.3).

Table (4.3): T-Test Results of Post-Test Pronunciation Section Differences Between the Experimental and Control Groups

Group	No.	Mean	Std. Dev.	T	P-value
Control	36	13.1528	3.37389	-2.170	0.033
Experimental	37	14.9730	3.78584		

Table (4.3) displays that the mean of the experimental group (14.9730) is higher than the mean of the control group that equals (13.1528). Also the p-value equal (0.033) is less than the significant level (0.05). This means that there are significant differences in the performance of the students in the pronunciation post-test results between the control group and the experimental group.

The above results regarding the effectiveness of using poetry in developing vocabulary and enhancing pronunciation show that the experimental group achievement in the post-test is higher than the pretest which corresponds with the literature studies like Mittal, 2014; Khatib, 2011; Lazar, 1996; Ahamd, 2014; Reilly, 2012; Saraç, 2003; Çubukçu, 2001; Mutiara, Yufrizal and Sukirlan, 2013; Jumatriadi, 2014; Lestari, 2015; Cullinan, Scala, and Schroder, 1995.

4.3 Results Related to Students' Questionnaire Attitudes towards Using Poetry in the Language Classroom

Are there statistically significant differences in the attitudes of students towards using poetry in the language classroom due to teaching method?

To answer this question, mean scores and standard deviation are calculated for the student in the control and experimental according to teaching method. Table (4.4) shows the mean and standard deviation.

Table (4.4): Mean and Standard Deviation for Students' Attitudes for the

Pre and Post Questionnaire in Both Groups

Group	Scale	Pre-questionnaire	Post-questionnaire
Control	N	36	36
	Mean	71.5926	67.1481
	Std. deviation	8.19334	13.07231
Experimental	N	37	37
	Mean	69.4054	82.5586
	Std. deviation	16.34790	8.15515
Total	N	73	73
	Mean	70.4840	74.9589
	Std. deviation	12.94111	13.28556

Data has demonstrated from table (4.4) that the mean scores in the pre-questionnaire for the experimental group is (69.4054). While the mean score on the pre-questionnaire for the control group is (71.5926). However, the mean scores on the

post-questionnaire for the experimental group is (82.5586), while the mean scores on the post-questionnaire for the control group is (67.1481).

According to the previous results, there are apparent differences between the students mean score on students' attitudes due to teaching method between the experimental and control groups. To identify if there are statistically significant difference at significant level (0.05), the researcher uses One-Way ANCOVA as shown in table (4.5).

Table (4.5): Results of ANCOVA Students' Questionnaire Related to Both Groups Regarding the Impact of Using Poetry in the Language Classroom

Source	Type III Sum of Squares	d.f	Mean Square	F	Sig.
pre-questionnaire	59.285	1	59.285	.499	.482
Group	4216.337	1	4216.337	35.491	.000
Error	8315.937	70	118.799		
Corrected Total	12708.432	72			

Table (4.5) shows that F value is (35.491) for the differences between the mean scores of students' levels in two groups regarding the attitudes towards using poetry in the language classroom, and the p-value (.000) which is less than the significant level (0.05), so there are significant differences between students in the two groups (experimental and control). To identify the sources of these differences, table (4.6) shows the adjusted mean scores for the post-questionnaire according to group.

Table (4.6): Adjusted Means and Standard Errors of the Post Questionnaire

by Groups

Group	Adjusted Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	67.226	1.820	63.596	70.856
Experimental	82.483	1.795	78.902	86.063

Data has shown in table (4.6) that the adjusted mean for the experimental group is (86.063) and that is more than control group, which is (67.226). Accordingly, the differences between the two groups, are in favor of the experimental group.

4.3.1 Results Related to Students' Attitudes towards Using Poetry in the Language Classroom regarding Language Skills dimension due to Teaching Method

Are there statistically significant differences in the attitudes of students towards using poetry regarding language skills dimension due to teaching method?

To answer this question, mean scores and standard deviation are calculated for the students in the control and experimental according to teaching method. Table (4.7) shows the mean and standard deviation.

Table (4.7): Mean and Standard Deviation for Students' Attitudes towards

Using Poetry in the Language Classroom Regarding "Language Skills"

Dimension due to Teaching Method

Group	Scale	Pre-Questionnaire	Post-Questionnaire
Control	N	36	36
	Mean	77.0370	70.9259
	Std. deviation	8.99931	14.34643
Experimental	N	37	37
	Mean	72.2523	85.7658
	Std. deviation	19.90114	7.98592
Total	N	73	73
	Mean	74.6119	78.4475
	Std. deviation	15.59483	13.70213

Data has shown from table (4.7) that the mean scores in the pre-questionnaire for the experimental group is (72.2523). While the mean score on the pre-questionnaire for the control group is (77.0370). However, the mean scores on the post-questionnaire for the experimental group is (85.7658), while the mean scores on the post-questionnaire for the control group is (70.9259). According to the previous results, there are apparent differences between the students' mean scores in attitudes towards using poetry regarding language skills dimension due to teaching method between the experimental and control groups. To identify if there are statistically significant differences at significant level (0.05), the researcher uses One-Way ANCOVA, as shown in table (4.8).

Table (4.8): Results Related to Students' Attitudes for Using Poetry in the Language Classroom Regarding "Language Skills" Dimension due to Teaching Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre-questionnaire	1.017	1	1.017	.007	.931
group	3941.951	1	3941.951	29.050	.000
Error	9498.582	70	135.694		
Corrected Total	13517.876	72			

Table (4.8) shows that F value is (29.050) for the differences between the mean scores of students' level to groups regarding the attitudes using poetry in terms of language skills dimension, and the p-value (.000) which is less than the significant level (0.05), so there are significant differences between students in the two groups (experimental and control). To identify the sources of these differences, table (4.9) shows the adjusted mean scores for the post-questionnaire according to group. To

identify the sources of these differences, table (4.9) shows the adjusted mean scores for the post-questionnaire according to group.

Table (4.9): Adjusted Means and Standard Errors of the Post Questionnaire by Groups

Group	Adjusted Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	70.907	1.953	67.011	74.803
Experimental	85.784	1.927	81.942	89.626

Data has shown in table (4.9) that the adjusted mean for the experimental group is (85.784) and that is more than the control group which is (70.907). According to the differences between the two groups are in favor of the experimental group.

4.3.2 Results Related to Students' Attitudes towards Using Poetry in the Language Classroom regarding Personal Reflection dimension due to Teaching Method

Are there statistically significant differences in the attitudes of students towards using poetry regarding personal reflections dimension due to teaching method? To answer this question, mean scores and standard deviation are calculated for the students in the control and experimental groups according to teaching method. Table (4.10) shows the mean and standard deviation.

Table (4.10): Mean and standard deviation for students' attitudes towards using poetry regarding "personal reflection" dimension due to teaching method

Group	Scale	Pre-Questionnaire	Post-Questionnaire
Control	N	36	36
	Mean	63.5185	59.4444
	Std. deviation	15.97507	18.94855
Experimental	N	37	37
	Mean	60.9009	75.6757
	Std. deviation	21.32420	15.88665
Total	N	73	73
	Mean	62.1918	67.6712
	Std. deviation	18.79239	19.17017

Data has shown from table (4.0) that the mean scores in the pre-questionnaire for the experimental group is (60.9009). While the mean scores on the pre-questionnaire for the control group is (63.5185). However, the mean scores on the post-questionnaire for the experimental group is (75.6757), while the mean scores on the post-questionnaire for the control group is (59.4444). According to the previous results, there are apparent differences between the students mean score in the attitudes towards using poetry regarding personal reflections dimension due to teaching method between the experimental and control groups.

To identify if there are statistically significantly differences at significant level (0.05), the researcher uses One-Way ANCOVA as shown in table (4.11).

Table (4.11): Results Related to Students' Attitudes towards Using Poetry in the Language Classroom Regarding "Personal Reflections" Dimension due to Teaching Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Pre	102.155	1	102.155	.332	.566
group	4685.944	1	4685.944	15.221	.000
Error	21550.398	70	307.863		
Corrected Total	26459.665	72			

Table (4.11) shows that F value is (15.221) for the differences between the mean scores of students' level into groups regarding the attitude towards using poetry in terms of personal reflections dimension, and the p-value (.000) which is less than the significant level (0.05), so there are significant differences between students in the two groups (experimental and control). To identify the sources of these differences, table (4.12) shows the adjusted mean scores for the post-questionnaire according to group.

Table (4.12): Adjusted Means and Standard Errors of the Post Questionnaire by Groups

Group	Adjusted Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	59.529	2.928	53.689	65.368
Experimental	75.594	2.888	69.834	81.354

Data has shown in table (4.12) that the adjusted mean for the experimental group is (75.594) that is more than control group, which is (59.529). According to the differences between the two groups are in favor of the experimental group.

4.3.3 Results Related to Students' Attitudes towards Using Poetry in the Language Classroom regarding Cultural Understanding dimension due to Teaching Method

Are there statistically significant differences in the attitudes of students towards using poetry regarding cultural understanding dimension due to teaching method?

To answer this question, mean scores and standard deviation are calculated from the students in the control and experimental groups according to teaching method. Table (4.13) shows the mean and standard deviation.

Table (4.13): Mean and Standard Deviation for Students' Attitudes

Group	Scale	Pre-Questionnaire	Post-Questionnaire
Control	N	36	36
	Mean	63.3333	63.5185
	Std. deviation	15.24405	17.63734
Experimental	N	37	37
	Mean	69.3694	79.8198
	Std. deviation	20.51554	12.42126
Total	N	73	73
	Mean	66.3927	71.7808
	Std. deviation	18.23842	17.19606

Data has revealed from table (4.13) that the mean scores in the pre-questionnaire for the experimental group is (69.3694). While the mean score on the pre-questionnaire for the control group is (63.3333). However, the mean scores on the post-questionnaire for the experimental group is (79.8198), while the mean scores on the post-questionnaire for the control group is (63.5185). According to the previous results, there are apparent differences between the students mean scores in the attitudes towards using poetry regarding cultural understanding dimension due to teaching method between the experimental and control groups.

To identify if there are statistically significant differences at significant level (0.05), the researcher uses One Way ANCOVA as shown in table (4.14).

Table (4.14): Results Related to Students' Attitudes towards Using Poetry regarding "Cultural Understanding" dimension due to Teaching Method

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
pre-questionnaire	.716	1	.716	.003	.956
Group	4694.779	1	4694.779	19.988	.000
Error	16441.293	70	234.876		
Corrected Total	21290.715	72			

Table (4.14) shows that F value is (19.988) for the differences between the mean scores of students' level into groups regarding the attitude towards using poetry in terms of cultural understanding dimension, and the p-value (.000) which is less than the significant level (0.05), so there are significant differences between students in the two groups (experimental and control). To identify the sources of these differences, table (4.15) shows the adjusted mean scores for the post-questionnaire according to group.

Table (4.15): Adjusted Means and Standard Errors of the Post

Questionnaire by Groups

Group	adjusted Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control	63.535	2.573	58.404	68.667
Experimental	79.803	2.537	74.743	84.864

Data has shown in table (4.15) that the adjusted mean for the experimental group is (75.594) and that is more than control group, which is (59.529). According to the differences between the two groups are in favor of the experimental group.

The above students' questionnaire results regarding using poetry in the language classroom concerning language skills, personal enrichment and cultural understanding dimensions goes in line with the literature studies like, Benton and Fox,1987; Panavelil, 2011; Lazar, 1996; Rachmatia, 2015; Kellem, 2009; Tomlinson,1986; Kong, 2010; Kırkgöz, 2008; Stange and Wyant, 2008; Hişmanoğlu, 2005; Guizar,1992; Ahmad, 2014; Reilly, 2012; Antika, 2016; Rachmatia, 2015; Reeves,1963, VK and Savaedi 2014, Creely,2018.

4.4 Results Related to Teachers' Questionnaire Attitudes towards Using Poetry in the Language Classroom

In this section, the researcher demonstrates teachers' demographic characteristics, then evaluates the teachers' questionnaire results, discusses the teachers' responses and attitudes towards using poetry in the language EFL classroom. The researcher calculates the mean of the responses for all items in each dimension separately. SPSS (Statistical Package for the Social Sciences) is used to analyze the collected data.

4.4.1 Teachers' Demographic Characteristics

Through the questionnaire, the researcher examines certain demographic characteristics of English language teachers that includes two sections in the study. First section is personal information which includes three items, which are gender, education and years of experiences. While the second section is about school information, which consists of two items that are type of school and level of teaching, as shown in table (4.16), which contains the frequencies and percentages for each variable which are listed according to the survey categories in the table.

Table (4.16): Analysis Results of Demographic Variables of Personal Information

Variable	Options	Frequency	Present %	Missing
Gender	Male	76	35.5	
	Female	138	64.5	0
Education	Diploma	4	1.9	
	Bachelor	140	65.4	
	Master	67	31.3	1
	Ph.D.	2	.9	
Years of Experience	Less than 5 years	66		
	5-10 years	93	43.5	
	more than 10 years	50	23.4	5

As shown in table (4.16), in regard to the participants' gender 138 (64.45%) of teacher are females, while 78 (35.5%) are males. The next variable addresses the participants' degree of education. 140 (65.4%) of English teacher have a Bachelor degree, and 67 (31.3%) of them have a Master degree. Also 4 (1.9%) of them have a Diploma degree. And only 2 (0.9%) have a PhD. Furthermore, it is also important to know the number of the participants' experiences, and this is to notice if there are differences between teachers' attitudes towards a certain stage or educational level or

not. There are 93 (43.5%) of them have an experience between 5 to 10 years. While there are 66 (30.8%) of them have an experience less than 5 years. However, there are 50 (23.4%) of them have an experience more than 10 years.

Table (4.17): Results of Demographic Variables of School Information

Variable	Options	Frequency	Present %	Missing
School	Private	23	10.7	1
	Public	186	86.9	
	UNRWA	4	1.9N	
Level of Teaching	Elementary	69	32.2	0
	Secondary	142	66.4	
	UNRWA	3	1.4	

As shown in table (4.17), 186 (86.9%) of English language teachers are working at public schools, while 23 (10.7%) of English language teachers are working at private school. And only 4 (1.9%) are working at UNRWA. However, 142 (66.4%) of English language teachers are working at Secondary schools. Also 69 (32.2%) of them are working at Elementary schools. Furthermore, only 3 (1.4%) of them are working at UNRWA.

4.4.2 Classification of Mean

The scale used in this study was a 5-Likret scale. The researcher uses three main classes for easier response interpretation. Table (4.18) illustrates the distribution of mean value into one of the agreement classes.

Table (4.18): Distribution of Mean Value into One of the Agreement Classes

Mean Range	Agreement Classes
Less than 2.33	Low
2.33- 3.66	Moderate
More than 3.66	High

4.4.3 What are the general attitudes of English language teachers towards using poetry in the language classroom?

To answer this question, the researcher calculates the means and standard deviation scores for the study sample responses on the attitudes of English language teachers towards using poetry in the language classroom dimensions, as shown in table (4.19).

Table (4.19): Mean and Standard Deviation Scores for the Study Sample Responses towards Using Poetry in the Language Classroom Regarding each Dimension

No.	Dimension	Mean	Std. deviation	Degree
1	Pedagogical Value	3.9146	.60589	High
2	Language Skills	4.0008	.61057	High
3	Cultural understanding	4.0498	.67877	High
4	Motivation	3.9386	.59945	High
	Overall	3.9690	.54196	High

It has been noted from table (4.19) that the overall mean and standard deviation scores of the sample responses of the using poetry in the language classroom value is (3.9690) and standard deviation is (.52987). This shows that the extent of using poetry in the language classroom comes in high degree. Cultural Understanding dimension has the highest mean score (4.0498), that is followed by Language Skills. However, the Pedagogical Value has got the lowest mean score (3.9146).

4.4.3.1 What are the general attitudes towards using poetry regarding pedagogical value dimension?

Table (4.20) illustrates the calculated mean and standard deviation for each items used to evaluate attitudes of respondents towards Pedagogical Value dimension.

Table (4.20): Mean and Standard Deviation Scores for the Study Sample Responses towards Using Poetry in the Language Classroom Regarding Pedagogical Value Dimension

Rank	Item No.	Items	Mean	Std. deviation	Degree
1	3	Poetry provides students with opportunity for great exposure to improve vocabulary acquisition.	4.0841	.81789	High
2	1	Poetry is a valuable pedagogical tool in learning the English language.	4.0187	1.03444	High
3	5	Poetry increases students' enjoyment of learning English.	3.9393	.88866	High
4	7	Poetry is more memorable than other literary genres.	3.9112	.95267	High
5	2	Poetry has beneficial effects on improving learners' English language skills.	3.8598	.76236	High
6	4	Poetry encourages interaction and communication among learners.	3.8271	.93096	High
7	6	Poetry maximizes students' participation.	3.7617	.90602	High
All items			3.9146	.60589	High

The foregoing table (4.20) reveals that the mean value of pedagogical value dimension gets (3.9146) and standard deviation has (.60589), which indicates that the attitudes of English language teachers towards using poetry regarding its pedagogical value is high. Also all items come to high degree. The item " Poetry provides students with opportunity for great exposure to improve vocabulary acquisition" has the highest mean score (4.0841). Then the item " Poetry is a valuable pedagogical tool in learning the English language" has the mean score (4.0187). However, the item " Poetry maximizes students' participation" has got the lowest mean score (3.7617). Followed the item "Poetry encourages interaction and communication among learners" which got (3.8271).

4.4.3.2 What are the general attitudes towards using poetry regarding language skills dimension?

Table (4.21) illustrates the calculated mean and standard deviation for each items used to evaluate the attitudes of respondents towards Language Skills dimension.

Table (4.21): Mean and Standard Deviation Scores for the Study Sample Responses towards Using Poetry in the Language Classroom Regarding Language Skills Dimension

Rank	Item No.	Items	Mean	Std. deviation	Degree
1	15	Poetry helps improve students' listening skills.	4.2991	3.63787	High
2	14	Poetry helps learners become familiar with word stress, intonation and rhythm.	4.1822	.82761	High
3	16	Poetry enhances learners' reading skills.	4.0748	.80726	High
4	8	Poetry promotes students' productive skills.	4.0654	.86422	High
5	17	Poetry provides students with opportunities for vocabulary acquisition.	3.9860	.87468	High
6	12	Poetry helps learners improve their pronunciation.	3.9626	.87667	High
7	10	Poetry is effective way to increase oral proficiency of EFL learners.	3.9486	.82347	High
8	11	Poetry helps improve students' speaking skills.	3.9159	.95063	High
9	9	Poetry promotes students' receptive skills.	3.8879	.88628	High
10	13	Poetry evokes students' awareness towards the linguistics features of the language.	3.8692	.84012	High
11	18	Poetry helps learners develop their writing skills.	3.8178	.99268	High
		All items	4.0008	.61057	High

Data has shown from the table (4.21) that the mean value of Language Skills dimension gets (4.0008) and standard deviation has (.61057), which indicates that the attitudes of English teachers towards using poetry regarding Language Skills dimension is high. Also all items come to high degree. The item " Poetry helps improve students' listening skills " has the highest mean score (4.2991). Then the item

"Poetry helps learners become familiar with word stress, intonation and rhythm." has the mean score (4.1822). However, the item "Poetry helps learners develop their writing skills" has got the lowest mean score (3.8178). Followed the item "Poetry evokes students' awareness towards the linguistics features of the language" which gets (3.8692).

4.4.3.3 What are the general attitudes towards using poetry regarding cultural understanding dimension?

Table (4.22) illustrates the calculated mean and standard deviation for each items used to evaluate the attitudes of respondents towards Cultural Understanding dimension.

Table (4.22): Mean and Standard Deviation Scores for the Study Sample Responses towards Using Poetry in the Language Classroom Regarding Cultural Understanding Dimension

Rank	Item No.	Items	Mean	Std. deviation	Degree
1	19	Poetry is a useful tool when teaching cultural aspects in an EFL classroom.	4.1449	.84617	High
2	20	Poetry enlightens students' knowledge about other cultures	4.0187	.85009	High
3	21	Poetry assists students to accept different backgrounds and cultures	3.9860	.91661	High
All items			4.0498	.67877	High

Data has shown from the table (4.22) that the mean value of Cultural Understanding dimension gets (4.0498) and standard deviation has (.67877), which indicates that the attitudes of English teachers towards using poetry regarding Cultural understanding dimension is high. Also all items come to high degree. The item " Poetry is a useful tool when teaching cultural aspects in an EFL classroom." has the highest mean score (4.1449). Then the item " Poetry assists students to accept

different backgrounds and cultures "mean score is (3.9860). The item " Poetry enlightens students' knowledge about other cultures " has got the lowest mean score (4.0187).

4.4.3.4 What are the general attitudes towards using poetry regarding motivation dimension?

Table (4.23) illustrates the calculated mean and standard deviation for each items used to evaluate the attitudes of respondents towards Motivation dimension.

Table (4.23): Mean and Standard Deviation Scores for the Study Sample Responses towards Using Poetry in the Language Classroom Regarding Motivation Dimension

Rank	Item No.	Items	Mean	Std. deviation	Degree
1	22	Poetry encourages interaction and communication among learners.	4.0607	.86727	High
2	28	Poetry adds interest to the classroom atmosphere	4.0467	1.01522	High
3	23	Poetry allows learners to share their feelings and thoughts	4.0421	.80088	High
4	24	Poetry increases students' motivation to learn the language.	3.9112	.89682	High
5	26	Using poetry in teaching English decreases students' anxiety	3.8551	.97024	High
6	27	Poetry is more enjoyable than other literary works.	3.8505	.98156	High
7	25	Poetry motivates students to be active learners.	3.8037	.87145	
All items			3.9386	.59945	High

Data has revealed from the table (4.23) that the mean value of Motivation dimension (3.9386) and standard deviation has (.59945), which indicates that the attitudes of English teachers towards using poetry regarding Motivation dimension is high. Also all items come to high degree. The item "Poetry encourages interaction and communication among learners. " has the highest mean score (4.0607). Then the item

"Poetry adds interest to the classroom atmosphere." has the mean score (4.0467). However, the item "Poetry motivates students to be active learners " has got the lowest mean score (3.8037). Followed the item " Poetry is more enjoyable than other literary works." gets (3.8505).

4.5   Results Related to the Main Hypothesis

There are no statistical significant differences at the level (α ≤ 0.05) in the mean scores of attitude of English language teachers towards using poetry in the language classroom due to (Gender, Education, Years of experience, School, Level of teaching).

To answer this hypothesis, it was turned into the following null sub hypotheses.

4.5.1 Results Related to the First Sub- Hypothesis

There are no statistical significant differences at the level (α ≤ 0.05) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Gender.

To test this hypothesis, the researcher used independent sample T-test due to gender as shown in table (4.24).

Table (4.24): Results of Independent Sample T-test for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Gender

Dimension	Gender	N	Mean	Std. Deviation	T	Sig.
Pedagogical Value	Male	76	3.8083	.60813	-1.908	0.058
	Female	138	3.9731	.59881		

Language Skills	Male	76	3.8708	.54953	-2.433	0.016
	Female	138	4.0725	.63224		
Cultural understanding	Male	76	3.9781	.73904	-1.103	0.272
	Female	138	4.0894	.64256		
Motivation	Male	76	3.8628	.57069	-1.404	0.162
	Female	138	3.9803	.61274		
Total Score	Male	76	3.8647	.52302	- 2.159	.032
	Female	138	4.0264	.52668		

Table (4.24) shows that the value of "T" for the total score is (-2.159), and p-value is (0.032) which is less than the significant level (0.05). This means, there are a statistical significant differences in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Gender, and they are in favor of female, however there are statistical significant difference in the mean scores of the attitude of English language teachers towards using poetry in the language classroom regarding language skills dimension, and they are in favor of females. Thus, the first sub hypothesis is rejected.

4.5.2 Results Related to the Second Sub-Hypothesis

There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Education.

The second sub hypothesis is examined by calculating the mean and standard deviation scores for attitude of English language teachers towards using poetry in the language classroom due to Education.

Table (4.25): Mean and Standard Deviation Scores for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Education

Dimension	Education	N	Mean	Std. Deviation
Pedagogical Value	Diploma	4	3.9643	.17976
	Bachelor	140	3.9663	.58152
	Master	67	3.8316	.65933
	PhD.	2	3.0714	.30305
Language Skills	Diploma	4	4.0227	.11439
	Bachelor	140	4.0279	.49468
	Master	67	3.9661	.81953
	PhD.	2	3.4091	.06428
Cultural Understanding	Diploma	4	3.9167	.16667
	Bachelor	140	4.0738	.66314
	Master	67	4.0597	.69371
	PhD.	2	2.5000	.23570
Motivation	Diploma	4	4.2143	.34007
	Bachelor	140	3.9969	.56846
	Master	67	3.8337	.64734
	PhD.	2	2.9286	.10102
Total Score	Diploma	4	4.0446	.16846
	Bachelor	140	4.0097	.49107
	Master	67	3.9094	.60441
	PhD.	2	3.1071	.15152

Table (4.25) shows that there are apparent differences in the extent of attitude of English language teachers towards using poetry due to education, to find out the significance differences, One Way ANOVA was used as shown in table (4.26)

Table (4.26): Results of One Way ANOVA for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Education

Dimension	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Value	Between Groups	2.268	3	.756	2.082	.104
	Within Groups	75.884	209	.363		
	Total	78.152	212			

Language Skills	Between Groups	.885	3	.295	.787	.502
	Within Groups	78.386	209	.375		
	Total	79.271	212			
Cultural Understanding	Between Groups	4.961	3	1.654	3.715	.012
	Within Groups	93.026	209	.445		
	Total	97.987	212			
Motivation	Between Groups	3.558	3	1.186	3.399	.019
	Within Groups	72.931	209	.349		
	Total	76.489	212			
Total Score	Between Groups	1.978	3	.659	2.387	.070
	Within Groups	57.739	209	.276		
	Total	59.717	212			

Table (4.26) shows that the value of "F" for the total score is (2.387), and p-value is (.070) which is more than the significant level (0.05). This means, there are no statistical significant difference in the mean scores of attitude of English language teachers towards using poetry in the language classroom due to education, but there are a statistical significant differences in the mean scores of the attitude of English language teachers towards using poetry in cultural understanding, and motivation dimensions. Thus, the second sub hypothesis is accepted.

4.5.3 Results Related to of the Third Sub-Hypothesis

There are no statistical significant differences at the level (α ≤ 0.05) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Years of Experience.

The third sub hypothesis is examined by calculating the mean and standard deviation scores for the attitude of English language teachers towards using poetry in the language classroom due to years of experience.

Table (4.27): Mean and Standard Deviation Scores for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Years of Experience

Dimension	Years of experience	N	Mean	Std. Deviation
Pedagogical Value	Less than 5 years	66	3.8528	.65007
	5-10 years	93	4.0154	.58541
	more than 10 years	50	3.7971	.58304
Language Skills	Less than 5 years	66	3.9945	.79058
	5-10 years	93	4.0665	.46628
	more than 10 years	50	3.8818	.59436
Cultural understanding	Less than 5 years	66	4.0657	.71902
	5-10 years	93	4.1290	.61194
	more than 10 years	50	3.8800	.74615
Motivation	Less than 5 years	66	3.9199	.63943
	5-10 years	93	3.9923	.57621
	more than 10 years	50	3.8371	.60058
Total Score	Less than 5 years	66	3.9481	.58336
	5-10 years	93	4.0419	.47764
	more than 10 years	50	3.8493	.55273

Table (4.27) shows that there are apparent differences in the extent of attitude of English language teachers towards using poetry due to years of experience, to find out the significance differences, One Way ANOVA is used as shown in table (4.28)

Table (4.28): Results of One Way ANOVA for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Years of Experience

Dimension	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Value	Between Groups	1.884	2	.942	2.565	.079
	Within Groups	75.654	206	.367		
	Total	77.538	208			
Language Skills	Between Groups	1.111	2	.556	1.469	.233
	Within Groups	77.938	206	.378		
	Total	79.050	208			

Cultural understanding	Between Groups	2.042	2	1.021	2.206	.113
	Within Groups	95.336	206	.463		
	Total	97.378	208			
Motivation	Between Groups	.798	2	.399	1.099	.335
	Within Groups	74.796	206	.363		
	Total	75.594	208			
Total Score	Between Groups	1.238	2	.619	2.195	.114
	Within Groups	58.079	206	.282		
	Total	59.317	208			

Table (4.28) shows that the value of "F" for the total score is (2.195), and p-value is (.114) which is more than the significant level (0.05). This means, there are no statistical significant difference in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to education, and so for dimensions. Thus, the third sub hypothesis is accepted.

4.5.4 Results Related to the Fourth Sub-Hypothesis

There are no statistical significant differences at the level (α ≤ 0.05) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to School.

The fourth sub hypothesis was examined by calculating the mean and standard deviation scores for attitude of English language teachers towards using poetry in the language classroom due to school.

Table (4.29): Mean and Standard Deviation Scores for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to School

Dimension	School	N	Mean	Std. Deviation
Pedagogical Value	Private	23	3.9006	.47073
	Public	186	3.9247	.62441
	UNRWA	4	3.5714	.46657

Language Skills	Private	23	3.8300	.36806
	Public	186	4.0318	.63458
	UNRWA	4	3.5682	.32673
Cultural understanding	Private	23	4.0725	.58566
	Public	186	4.0520	.69337
	UNRWA	4	3.9167	.68718
Motivation	Private	23	3.7516	.46634
	Public	186	3.9616	.61571
	UNRWA	4	3.8929	.47201
Total Score	Private	23	3.8540	.35583
	Public	186	3.9896	.54922
	UNRWA	4	3.6875	.41071

Table (4.29) shows that there are apparent differences in the extent of attitude of English language teachers towards using poetry due to school, to find out the significance differences, One Way ANOVA is used as shown in table (4.30)

Table (4.30): Results of One Way ANOVA for English Language Teachers'
Attitudes towards Using Poetry in the Language Classroom due to Years of
Experience

Dimension	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Value	Between Groups	.494	2	.247	.669	.514
	Within Groups	77.658	210	.370		
	Total	78.152	212			
Language Skills	Between Groups	1.598	2	.799	2.156	.118
	Within Groups	77.799	210	.370		
	Total	79.396	212			
Cultural Understanding	Between Groups	.083	2	.041	.089	.915
	Within Groups	97.905	210	.466		
	Total	97.987	212			

Dimension		Sum of Squares	df	Mean Square	F	Sig.
Motivation	Between Groups	.911	2	.456	1.266	.284
	Within Groups	75.587	210	.360		
	Total	76.498	212			
Total Score	Between Groups	.700	2	.350	1.244	.290
	Within Groups	59.096	210	.281		
	Total	59.796	212			

Table (4.30) shows that the value of "F" for the total score is (1.244), and p-value is (.290) which is more than the significant level (0.05). This means, there are no statistical significant difference in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to school, and so for dimensions. Thus, the fourth sub hypothesis was accepted.

4.5.5 Results Related to the Fifth Sub-Hypothesis

There are no statistical significant differences at the level ($\alpha \leq 0.05$) in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to level of teaching.

The fifth sub hypothesis is examined by calculating the mean and standard deviation scores for attitude of English language teachers towards using poetry in the language classroom due to Level of teaching.

Table (4.31): Mean and Standard Deviation Scores for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Level of Teaching

Dimension	Level of Teaching	N	Mean	Std. Deviation
Pedagogical Value	Elementary	69	3.8054	.61736
	Secondary	142	3.9658	.60007
	UNRWA	3	4.0000	.37796
Language Skills	Elementary	69	3.9038	.47924
	Secondary	142	4.0538	.65994
	UNRWA	3	3.7273	.74412

Cultural Understanding	Elementary	69	3.9614	.63281	
	Secondary	142	4.1080	.69281	
	UNRWA	3	3.3333	.57735	
Motivation	Elementary	69	3.8551	.64843	
	Secondary	142	3.9799	.57662	
	UNRWA	3	3.9048	.41239	
Total Score	Elementary	69	3.8732	.50017	
	Secondary	142	4.0191	.54054	
	UNRWA	3	3.7976	.50676	

Table (4.31) shows that there are apparent differences in the extent of attitude of English language teachers towards using poetry due to level of teaching, to find out the significance differences, One Way ANOVA is used as shown in table (4.32)

Table (4.32): Results of One Way ANOVA for English Language Teachers' Attitudes towards Using Poetry in the Language Classroom due to Level of Teaching

Dimension	Variance Source	Sum of Squares	df	Mean Square	F	Sig.
Pedagogical Value	Between Groups	1.217	2	.609	1.668	.191
	Within Groups	76.976	211	.365		
	Total	78.193	213			
Language Skills	Between Groups	1.272	2	.636	1.717	.182
	Within Groups	78.133	211	.370		
	Total	79.405	213			
Cultural Understanding	Between Groups	2.560	2	1.280	2.826	.061
	Within Groups	95.575	211	.453		
	Total	98.135	213			
Motivation	Between Groups	.727	2	.363	1.011	.365
	Within Groups	75.813	211	.359		
	Total	76.540	213			
Total Score	Between Groups	1.078	2	.539	1.937	.147
	Within Groups	58.723	211	.278		
	Total	59.801	213			

Table (4.32) shows that the value of "F" for the total score is (1.937), and p-value is (.147) which is more than the significant level (0.05). This means, there are no statistical significant difference in the mean scores of the attitude of English language teachers towards using poetry in the language classroom due to Level of teaching, and so for dimensions. Thus, the fifth sub hypothesis is accepted.

4.6 Summary

This chapter presented the findings and the analysis of the data collected through students' pre and posttests as well as both students' and teachers' questionnaires. The findings were presented in terms of questions of the study. The findings of the study revealed that the use of poetry in the English language classroom has a positive effect on learners' vocabulary and pronunciation. Besides, teachers have positive attitudes towards the use of poetry in teaching English in the classroom. The following chapter presents the conclusion and recommendations.

Chapter Five

Conclusion and Recommendations

5.1. Conclusion

No one can deny that English language is the dominant one of our time. Students all over the world are eager to learn the language to have a better communication and job. EFL Palestinians students, however, face serious problems and lack of motivation as they learn English as a foreign language. Vocabulary, pronunciation and motivation are considered to be the essential and basic components to learning any language. Therefore, the researcher has conducted the study to help students to realize how to enhance their vocabulary and improve their pronunciation competences and motivation through integrating poetry.

The researcher as a teacher noticed that poetry does not have a place in the tenth grade textbook. Also, EFL Palestinian students face serious problems regarding vocabulary and pronunciation areas, as well as lack of motivation. Therefore, this study aims to investigate the effectiveness of using poetry in developing English vocabulary, pronunciation and motivation of EFL Palestinians students. For this purpose, the researcher has implemented ten poems. Poems were chosen for their common themes and popularity of poets.

The researcher worked on two groups of students, thirty-seven students in the experimental group in which poetry is used to teach vocabulary and pronunciation and thirty-six students in the control group in which they learn vocabulary and pronunciation through traditional way. Teachers' attitudes towards using poetry in the language classroom are reflected. To measure students' motivation, the researcher used a pre and post questionnaire. Students' achievement was estimated after implementing the experiment. Both groups have first done a pre- test to examine their knowledge of certain

list of vocabulary and its pronunciation which were chosen from the selected ten poems. Then, the experimental group started tackling the ten poems using different strategies for teaching vocabulary and pronunciation through using flash cards, word cards, reading aloud, discussing themes in pair and group work. meanwhile, the control group learned the intended vocabulary and their pronunciation by using the traditional way to learn vocabulary that most teachers use. After reading these poems and using different strategies and activities to learn vocabularies' meaning and their pronunciation. Students sat for the post-test to find out their improvement in both vocabulary and pronunciation after tackling the ten poems. The pre and post-test were duplicate.

The results of pre and post-test showed that using poetry as a mean to teach vocabulary and pronunciation competences confirmed to be effective way. Students in the experimental group showed a high significance results regarding vocabulary and pronunciation competences: Moving from mean = 4.189 to accomplish mean = 13.702 regarding the vocabulary section. Also, students in the experimental group showed a significant result regarding the pronunciation section: Moving from mean = 9.783 to accomplish mean = 14.973. Therefore, the results of post-test showed that students were capable to distinguish and remember the selected vocabulary and its pronunciation better than students in the control group who were taught the same list of vocabulary and its pronunciation by the traditional way. Again, it is essential for teachers to keep in their minds certain considerations while choosing a poem for their learners like: students' levels of understanding, students' interest, length of poem, students' cultural background and degree of complexity.

Moreover, the researcher utilized two questionnaires. First questionnaire, is for students to measure their attitudes and motivation towards using poetry in their English classroom. The researcher asked students to reflect their attitudes towards

using poetry regarding three dimensions: Language skills, personal reflections and cultural understanding / tolerance. Students' questionnaire compromised fifteen (15) statements. A five-point Likert scale was utilized for rating students' replies from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). The results of students' questionnaire showed positive attitudes toward using poetry in the language classroom. Students in the experimental group showed a positive attitude: Moving from mean= 69.405 to mean= 82.558.

Teachers' questionnaire aims to examine their attitudes towards integrating poetry in the classroom. Teachers' questionnaire consisted of three sections. First, the researcher asked English language teachers to complete demographic information about their gender, education and teaching experience. Second, teachers were asked to complete information related to their school (public, private, UNRWA) and the level they teach such as elementary, secondary. Third, the researcher asked teachers to choose the best option which represented their opinions about using poetry in the language classroom regarding four dimensions: Pedagogical value, language skills, cultural understanding and motivation. Teachers' questionnaire compromised twenty-eight (28) statements. A five-point Likert scale was utilized for rating teachers' replies from 1= strongly disagree to 5= strongly agree (5= strongly agree, 4=agree, 3=neutral, 2=disagree, and 1= strongly disagree). The results of teachers' questionnaire showed positive attitudes. The overall mean and standard deviation scores of the teachers' responses towards using poetry in the language classroom value was 3.969 and standard deviation was .52987 which means that the extent of using poetry in the language classroom comes in high degree.

Results concluded that using poetry, in the language classroom, has a great influence on improving students' vocabulary and pronunciation competences as seen in their post-test. Also, students during this study have developed positive attitudes towards poetry as their motivation has evolved. Finally, teachers have positive attitudes towards integrating poetry in their classes, as poetry has great influence regarding pedagogical value, language skills, cultural understanding and motivation dimensions.

To sum up, according to the related literature and the results of posttest and questionnaires for both teachers and students, the researcher thinks that integrating poetry in the language classroom helps students to improve their understanding of vocabulary, as poetry encouraged students to link between the word and its meaning and pronunciation. Furthermore, using poetry in the language classroom motivated students to learn, participate and enjoy their English classes.

5.2. Recommendations

Based on the results of the study, the researcher proposes the following recommendations. First of all, the researcher recommends the Ministry of Education, curriculum designers and decision makers to integrate poetry in the tenth grade curriculum, and to expand the number of poems students tackle in all grades. Second, the researcher recommends English language teachers to use poetry as a way to enrich their students' competences concerning vocabulary and pronunciation. Also, English language teachers should be aware of the criteria of selection of poems, as they advised to choose appropriate ones that suit their levels. Besides, the researcher recommends that English language teachers should motivate their students to read poetry for enjoyment. Finally, the researcher recommends other studies to investigate the effectiveness of poetry on other skills like, listening, speaking and writing.

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Appendix (A)

Name:……………… Pre-Vocabulary Test 10th Grade

Time: 40 minutes Total points: 45

Q1: Match the following words with their meanings: (8 points)

1.	Desire		to be too proud.
2.	Eternal		one of the light soft things that cover a bird's body.
3.	Care		a very small piece of bread.
4.	Feather		a strong feeling that you want something very much.
5.	Crumb		drops f the water in early morning.
6.	Dew		a slow, noisy breath.
7.	Brag		lasting forever or for a very long time.
8.	Sigh		to feel interested in.

Q2: Read and complete the following sentences with a suitable word from the table: **(8 points)**

rough	destruction	bear	wiped	deceitful	claims	declined	wisdom

1. The light was very bright, so I ……..……. my eyes many times.

2. Israeli soldiers have made massive ………………..over the years.

3. Her interest in the project……………….after her father died.

4. I hope to gain a little ……….. as I grow older.

5. Chameleons have a ……………..way to hide from enemies.

6. Driving on those ………..roads has really damaged my car.

7. Jake …………. that someone has stolen his money.

8. She puts her hands over her eyes because she couldn't …………to watch.

Q3: Replace the underlined parts of the sentences below with words from the table: **(8 points)**

suffice	impotent	grain	Bend	foes	weep	diverged	perish

1. You will snap that ruler if you **curve** it too far………………. .

2. As soon as she heard the news, she began to **cry**. ………………. .

3. The chicken has already eaten all the **seeds**. …………. .

4. Everyone has both friends and **enemies**. ……………… .

5. In the future, many species will **die** due to overfishing ……………….. .

6. I am not sending a gift; I think a card will **be enough**. ……………….. .

7. Although they have worked together for many years, their objectives have **differed** recently. …………… .

8. I feel so **weak** to drive my car…………… **.**

Q4: A. Read and circle the words that have the same rhyme: (5 points)

1. a. hope // sore   b. die//lie

2. a. bird// heard   b. cool //coal

3. a. rush // hush   b. bear//show

4. a. sea //bee   b. thing // feather

5. a. snow // blow   b. pool // pole

B. Read and circle the word that does not rhyme out in each group: (5 points)

1. weep - warm - sleep

2. sky   -   die - soul

3. brave -   gave – rain

4. shine -   show – chief

5. night -   flight - sit

C. Circle the silent letter(s) in the following words: (5 points)

1. autumn

2. crumb

3. bright

4. calm

5. doubt

D.: Match the underlined parts of the words to their pronunciation: (6 points)

No	Word		Pronunciation
1.	aba**sh**		/K/
2.	wra**th**		/Ө/
3.	sw**ee**t		/i:/
4.	**c**ompare		/ʃ/
5.	**th**ough		/ tʃ /
6.	per**ch**		/ð/

Thank you

Name:……………… Post-Vocabulary Test 10th Grade

Time: 40 minutes Total points: 45

Q1: Match the following words with their meanings: (8 points)

1.	Desire		to be too proud.
2.	Eternal		one of the light soft things that cover a bird's body.
3.	Care		a very small piece of bread.
4.	Feather		a strong feeling that you want something very much.
5.	Crumb		drops f the water in early morning.
6.	Dew		a slow, noisy breath.
7.	Brag		lasting forever or for a very long time.
8.	Sigh		to feel interested in.

Q2: Read and complete the following sentences with a suitable word from the table: (8 points)

rough	destruction	bear	wiped	deceitful	claims	declined	wisdom

1. The light was very bright, so I ……..……. my eyes many times.

2. Israeli soldiers have made massive ………………..over the years.

3. Her interest in the project……………….after her father died.

4. I hope to gain a little ……….. as I grow older.

5. Chameleons have a ……………..way to hide from enemies.

6. Driving on those ………..roads has really damaged my car.

7. Jake …………. that someone has stolen his money.

8. She puts her hands over her eyes because she couldn't …………to watch.

Q3: Replace the underlined parts of the sentences below with words from the table: (8 points)

suffice	impotent	grain	bend	foes	weep	diverged	perish

1. You will snap that ruler if you **curve** it too far………………. .

2. As soon as she heard the news, she began to **cry**. ………………. .

3. The chicken has already eaten all the **seeds**. …………. .

4. Everyone has both friends and **enemies**. ………………. .

5. In the future, many species will **die** due to overfishing ……………….. .

6. I am not sending a gift; I think a card will **be enough**. ……………….. .

7. Although they have worked together for many years, their objectives have **differed** recently. …………… .

8. I feel so **weak** to drive my car……………… .

Q4: A. Read and circle the words that have the same rhyme: (5 points)

1. a. hope // sore   b. die//lie

2. a. bird// heard   b. cool //coal

3. a. rush // hush   b. bear//show

4. a. sea //bee   b. thing // feather

5. a. snow // blow   b. pool // pole

B. Read and circle the word that does not rhyme out in each group: (5 points)

1. weep - warm - sleep

2. sky - die - soul

3. brave - gave – rain

4. shine - show – chief

5. night - flight - sit

C. Circle the silent letter(s) in the following words: (5 points)

1. autumn

2. crumb

3. bright

4. calm

5. doubt

D.: Match the underlined parts of the words to their pronunciation: (6 points)

No	Word		Pronunciation
1.	aba**sh**		/K/
2.	wra**th**		/Ө/
3.	sw**ee**t		/i:/
4.	**c**ompare		/ʃ/
5.	**th**ough		/ tʃ /
6.	per**ch**		/ð/

Thank you

Pre-students' Attitudes Questionnaire
Questionnaire "The Effectiveness of Using Poetry in Developing English Vocabulary, pronunciation and Motivation of EFL Palestinian Students"

Dear Students

The purpose of this questionnaire is to examine secondary students' attitudes toward using poetry in their English language classrooms and their views regarding poetry effectiveness in teaching English .Please note that data provided in this questionnaire will remain confidential and use only for research. I appreciate your time in filling out this questionnaire.

Please choose from the items below the option that most accurately reflects your opinion.

1- Strongly Disagree   2- Disagree 3- Neutral   4- Agree   5- Strongly Agree

#	Statements	1	2	3	4	5
No	**Language Skills**					
1.	Poetry enhances my reading skills.					
2.	Poetry promotes my listening skills.					
3.	Poetry improves my speaking skills.					
4.	Poetry helps me foster my pronunciation.					
5.	Poetry helps me rhyme, rhythm, stress and intonation.					
6.	Poetry enhances my ability to spell the words correctly.					
7.	Poetry boosts my critical thinking.					
8.	Poetry is one of the main resources of vocabulary acquisition.					
9.	English poetry gives me the chance to learn new words and expressions.					
	Personal Reflections					
10.	Reading poetry increases my interest to learn English language.					
11.	Reading poetry is more enjoyable to me than reading other literary works.					
12.	Poetry is more memorable to me than other literary genres.					
	Cultural Understanding/Tolerance					
13.	Poetry enlightens my knowledge about other cultures.					
14.	Poetry assists me to accept different backgrounds and cultures.					
15.	Poetry encourages me to tolerate cultural differences.					

Post-Students' Attitudes Questionnaire
Questionnaire "The Effectiveness of Using Poetry in Developing English

Vocabulary, pronunciation and Motivation of EFL Palestinian Students"

Dear Students

The purpose of this questionnaire is to examine secondary students' attitudes toward using poetry in their English language classrooms and their views regarding poetry effectiveness in teaching English .Please note that data provided in this questionnaire will remain confidential and use only for research. I appreciate your time in filling out this questionnaire.

Please choose from the items below the option that most accurately reflects your opinion.

1- Strongly Disagree 2- Disagree   3- Neutral   4- Agree   5- Strongly Agree

#	Statements	1	2	3	4	5
No	**Language Skills**					
1.	Poetry enhances my reading skills.					
2.	Poetry promotes my listening skills.					
3.	Poetry improves my speaking skills.					
4.	Poetry helps me foster my pronunciation.					
5.	Poetry helps me rhyme, rhythm, stress and intonation.					
6.	Poetry enhances my ability to spell the words correctly.					
7.	Poetry boosts my critical thinking.					
8.	Poetry is one of the main resources of vocabulary acquisition.					
9.	English poetry gives me the chance to learn new words and expressions.					
	Personal Reflections					
10.	Reading poetry increases my interest to learn English language.					
11.	Reading poetry is more enjoyable to me than reading other literary works.					
12.	Poetry is more memorable to me than other literary genres.					
	Cultural Understanding/Tolerance					
13.	Poetry enlightens my knowledge about other cultures.					
14.	Poetry assists me to accept different backgrounds and cultures.					
15.	Poetry encourages me to tolerate cultural differences.					

Hebron University

English Department

MA Program in Applied Linguistics and Teaching English

Teachers' Attitude Questionnaire

"The Effectiveness of Using Poetry in Developing English Vocabulary, pronunciation and Motivation of EFL Palestinian Students"

Dear Teachers,

This is a questionnaire for an MA thesis. The purpose of this questionnaire is to examine teachers' attitudes towards the effectiveness of using poetry in their English language classrooms.

Please note that data provided in this questionnaire will remain confidential and use only for the purpose of scientific research. I appreciate your time in filling out this questionnaire.

Part One: Personal Information:

1. Gender: Male ☐ Female ☐

2. Education: ☐ Diploma ☐ Bachelor   ☐ Master ☐ PhD.

3. Years of Experience: ☐ Less than 5 ☐ 5-10 ☐ more than 10

Part Two: School Information:

1. School: ☐ Private   ☐ Public ☐ UNRWA

2. Level of Teaching: ☐ Elementary ☐ Secondary

Part Three: Indicate the extent to which you agree or disagree with the following statements regarding your perceptions about using poetry in the English language classroom. Please put (✓) in the appropriate box using the scale given below.

Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5

No #	Statements	1	2	3	4	5
	Pedagogical Value					
1.	Poetry is a valuable pedagogical tool in learning the English language.					
2.	Poetry has beneficial effects on improving learners' English language skills.					
3.	Poetry provides students with opportunity for great exposure to improve vocabulary acquisition.					
4.	Poetry encourages interaction and communication among learners.					
5.	Poetry increases students' enjoyment of learning English.					
6.	Poetry maximizes students' participation.					
7.	Poetry is more memorable than other literary genres.					
	Language Skills					
8.	Poetry promotes students' productive skills.					
9.	Poetry promotes students' receptive skills.					
10.	Poetry is an effective way to increase oral proficiency of EFL learners.					
11.	Poetry improves students' speaking skills.					
12.	Poetry improves students' pronunciation.					
13.	Poetry evokes students' awareness towards the linguistics features of the language.					
14.	Poetry helps learners become familiar with word stress, intonation and rhythm.					
15.	Poetry improves students' listening skills.					
16.	Poetry enhances learners' reading skills.					
17.	Poetry provides students with opportunities for vocabulary acquisition.					
18.	Poetry helps learners develop their writing skills.					
	Cultural Understanding					
19.	Poetry is a useful tool when teaching cultural aspects in an EFL classroom.					
20.	Poetry enlightens students' knowledge about other cultures.					
21.	Poetry assists students to accept different backgrounds and cultures					

	Motivation					
22.	Poetry encourages interaction and communication among learners.					
23.	Poetry allows learners to share their feelings and thoughts					
24.	Poetry increases students' motivation to learn the language.					
25.	Poetry motivates students to be active learners.					
26.	Using poetry in teaching English decreases students' anxiety					
27.	Poetry is more enjoyable than other literary works.					
28.	Poetry adds interest to the classroom atmosphere.					

Thank you