

Using Poetry to Develop English Language Skills, Vocabulary, and Motivation of Language Students at Aligarh Muslim University¹

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Abstract

This study aims to examine the effectiveness of using poetry to improve the English language skills, vocabulary, and motivation of language students in the Department of English at Aligarh Muslim University, India. Poetry provides amazing opportunities for students to improve their reading, writing, speaking, and listening skills. It is a primary tool in teaching English language that helps students develop their vocabulary and grammar. Teaching literature in the classroom has many advantages; for instance, it is a reliable doorway into other cultures and a source to improve students' motivation. The study is conducted using a quantitative method. The study instruments were an experimental study and a questionnaire. The experimental study consisted of experimental and control groups and pre-post tests were designed. To evaluate the usefulness of poetry in the language classroom, poems from two different periods were provided. A questionnaire was distributed to both teachers and students. The study involved fifty participants: seven teachers, thirteen MA students, and thirty BA students. The study results show that both teachers and students had positive attitudes towards using poetry.

Resumen

Este estudio tiene como objetivo examinar la eficacia del uso de la poesía para mejorar las habilidades, el vocabulario y la motivación del idioma inglés de los estudiantes de idiomas en el Departamento de Inglés de la Universidad Musulmana de Aligarh, India. La poesía brinda oportunidades increíbles para que los estudiantes mejoren sus habilidades de lectura, escritura, expresión oral y comprensión auditiva. Es una herramienta principal en la enseñanza del idioma inglés que ayuda a los estudiantes a desarrollar su vocabulario y gramática. Enseñar literatura en el aula tiene muchas ventajas; por ejemplo, es una puerta de entrada confiable a otras culturas y una fuente para mejorar la motivación de los estudiantes. El estudio se realiza mediante un método cuantitativo. Los instrumentos de estudio fueron un estudio experimental y un cuestionario. El estudio experimental constó de grupos experimentales y de control y se diseñaron pruebas pre-post. Para evaluar la utilidad de la poesía en el aula de lengua, se proporcionaron poemas de dos épocas diferentes. Se distribuyó un cuestionario tanto a profesores como a estudiantes. En el estudio participaron cincuenta participantes: siete profesores, trece estudiantes de maestría y treinta estudiantes de licenciatura. Los resultados del estudio muestran que tanto profesores como estudiantes tenían actitudes positivas hacia el uso de la poesía.

Introduction

Literature is a basic component of the language curricula for students in the Department of English at Aligarh Muslim University (AMU). Due to its diversity, poetry is the most appreciated literary genre which can be applied to teaching and learning another language. According to Deepa and Ilankumaran (2018), "poetry is one of the interesting areas in literature which always awakens the senses and promotes literary things. It serves not only as a model of literature but also as a model for teaching skills of language such as reading and writing" (p. 619). Likewise, Khatib et al. (2011) declare that literature can help improve language skills including speaking, reading and writing. It also enables students to expand their linguistic knowledge, mainly vocabulary and grammar.

The form of poetry commonly differs from that of other literary works, such as novels and short stories. It contains a metrical structure that creates rhyme. It relies on figurative and spoken language. It can express the readers' feelings and give them pleasure. It can also be a moral lesson that describes a situation or event and modifies the reader's thoughts and manners. It enhances the imaginative faculty of the students and critical thinking. Above all, poetry is characterized by its different linguistic and figurative form that goes beyond the usual sentence structure.

Literature in all genres helps students develop their skills in reading difficult and different literary texts as they reinforce their motivation. It creates a stimulating environment for language learning. Incorporating

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poetry in the classroom can motivate students to learn, and reciting poems may improve their pronunciation and listening skills. Al-Bakri (2019) observes that poetry is an effective tool for teaching and learning vocabulary, as it allows students to grasp the meanings of words within their contextual framework. Poetry uses language to highlight and celebrate special aspects of life, leaving readers with deep emotions (Rahimipour, 2020). Aladini and Farahbod (2020) say it can reveal the richness of a culture, providing learners with a more profound understanding of it. In general this article aims at highlighting the effectiveness of using poetry to improve learners' language skills, vocabulary, and motivation.

Despite teaching all literature forms including poetry in the Department of English, there are no studies in the department examining the effectiveness of using poetry in developing students' proficiency. Thus, this study aims to fill this gap by investigating whether poetry is effective in developing English language skills, vocabulary, and motivation of students in the Department of English at Aligarh Muslim University.

Advantages of Using Poetry in the Language Classroom

Using poetry is highly beneficial in language classrooms as it works as an effective means of developing language skills. According to Guizar (1992), incorporating poetry in the classroom allows students to develop their language abilities and have a better knowledge of various cultures. Likewise, Tomlinson (1986) mentions "using poetry contributes far more to the development of language skills in real contexts than a total concentration on the presentation and the practice of language items" (p. 42). Poetry gives students opportunities to improve their vocabulary by introducing extra words not found in the curricula of the language. Kellem (2009) remarks that "poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students' attention on English pronunciation, rhythm, and stress" (p. 12). Poetry is characterized by its great effect on the reader, and it has shown to be effective in language classrooms. Syed and Wahas (2020) argue that poetry is an effective tool for enhancing students' English skills, including vocabulary and grammar.

Poetry, as a literary genre, can be employed to improve students' understanding of English and to teach vocabulary, grammar, and structure (Khansir, 2012). Schroeder (2010) adds one more advantage of writing poetry as it helps students understand the writing process, a skill they can apply to various forms of writing, including academic, business, novel, and personal writing.

Poetry is a useful source that leads learners to learn a language in a motivating way by evoking emotional participation. As stated by Lazar (1996), poetry-based activities have been proven to motivate learners as well as elicit strong emotional reactions. Poets use different literary devices and ways to convey their ideas, such as metaphor, simile, personification, synonyms, images, and symbols. The metaphorical language has a big influence on the reader. To illustrate, Perrine (1982) states that literary works with figurative language provide readers with more imaginative pleasure. Poetry helps teachers promote the creativity of students as Freyn (2017) sees poetry fosters inspiration and creativity.

Oster (1989) enumerates some advantages of using poetry in language classroom, stating that it broadens students' perspectives and promotes critical thinking. Furthermore, Collie and Slater (1987), there are four advantages of using literary text in the classroom: "literary texts are valuable as authentic material, cultural enrichment, language enrichment and personal involvement" (p. 3). The next section shall discuss these in detail.

Authenticity

Using authentic literary texts such as poems in language classrooms is a valuable resource in teaching language. It allows students to connect between the language and its use. It provides students with different backgrounds, forms, and styles. Collie and Slater (1987) point out that "literature is considered valuable authentic material because it is not fashioned for the specific purpose of teaching a language" (p. 3). In the same context, Brumfit and Carter (1987) comment on the features of the literary text and how the learners react to "a literary text which is authentic text, real language in context, to which we can respond directly" (p.15).

Cultural enrichment

Poetry is a reliable carrier of cultures that positively helps learners to understand the traditions, conventions, and lifestyles of other cultures. According to Syed and Wahas (2020), "poetry is one of the most useful transmitters of cultural knowledge of different nations. It works not only as a mirror that reflects the reality of society but also reflects its culture" (p. 190). Similarly, Abu Zahra and Farrah (2016) observe that poetry

enables learners to examine different cultural elements and identify the similarities and differences between their own culture and the cultures presented in their readings. Teaching and reading poetry and other literary texts help students to widen their perspectives and become familiar with other cultures.

Language enrichment

Poetry is a rich and beneficial material for language learning. It is significantly effective in teaching and learning the four basic language skills: listening, speaking, reading, and writing. Ezenandu (2012) claims that poetry serves as a foundational resource for enhancing literacy and essential language skills. It also offers learners a clear impression of the grammatical structure of the text. According to Abu Zahra and Farrah (2016), literary texts enhance language skills by serving as excellent tools for both intensive and extensive reading methods. Teaching literature enriches learners' knowledge about the structure of the sentence and figures of speech while allowing them to become more familiar with different features of written language as they acquire different approaches to connecting thoughts while increasing their oral language proficiency. Literary texts like poems increase awareness among learners about the importance of the target language while improving their abilities in all areas of language learning. Reilly (2013) illustrates the role of poetry thus:

Poetry, as no other literary genre, draws language learners' attention to such specific linguistic elements as sounds of a language, as well as to sounds' functions and patterning. It helps students notice sounds—phonetics and phonology—of a foreign or language; it is important because to learn something students must notice this particular 'something' (p. 2-3).

Using poetry in language classrooms exposes learners to interesting ideas and new vocabulary. Vocabulary is an essential tool and fundamental aspect of acquiring knowledge and communication. Hence, poetry, with its unique use of language, can effectively enhance the vocabulary of adult language learners who require advanced vocabulary sets (Fomeche, 2014). Poetry offers learners a genuine opportunity to develop their vocabulary effectively. Students must understand and know a significant number of words that help them easily communicate in all situations when speaking a new language. According to Schroeder (2010), a clear method for using poetry in the classroom is to enhance students' vocabulary.

Personal involvement

Literary texts, especially poetry, deal with personal involvement and universal concerns that portray life experiences, resulting in a strong response from the reader. The diverse themes of poetry such as love, death, nature, imagination, religious beliefs, and melancholy make it more enjoyable. Learners feel free to express their cultural and personal experiences and connect them with those in the text. Collie and Slater (1987) state that poetry is an engaging literary form that elicits emotions from readers, providing a sense of joy and creativity. This emotional engagement fosters a positive response, motivating readers for future reading. Moreover, reading literary texts raises learners' skills to understand and interpret the proposed meaning from the context, thus making them more creative.

Educational value

Poetry is an integral part of a second language syllabus, as it positively influences the learning process. It can enhance the content of language classes. Indeed, it encourages interaction among learners and increases their participation. According to Yousif (2018), "literature in Education, for instance, develops the potential of students in a holistic balanced and integrated manner, encompassing the intellectual, spiritual, emotional and physical aspects" (p. 53). Poetry employs language to explore special secrets of life and open new doors to its details. In the same way, Saraç (2003) describes the educational benefits of poetry as it offers readers various perspectives on language by transcending conventional grammar, syntax, and vocabulary rules. It arouses feelings and thoughts in the heart and mind. Through poetry students can learn about figures of speech (simile, metaphor, irony, personification, imagery, etc.) as a part of regular language use

Motivation

Teachers face challenges in motivating their students. Among literary genres, the appeal of poetry to personal experiences and emotions, with its evocative character, is seemingly the most authentic and interesting source for language learners. Motivation is a fundamental component in the classroom. Vural (2013) says, "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" (p. 15). Motivation can be achieved when

students feel they have enjoyed what they learned. Poetry stimulates learners and encourages their creative writing.

Research Methodology

This study employed a quantitative approach to see if poetry can help language students improve their English language skills, vocabulary, and motivation since "quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study" (Creswell, 2003, p. xxiv). It also followed a pre-posttest design to evaluate the students' language skills and vocabulary during using poetry in teaching English.

Participants

The study populations were teachers and MA and BA students from the Department of English at Aligarh Muslim University. The reason the study included MA and BA students was to see if the students' different educational levels and proficiency would have an effect on the study. The students were all male and their ages ranged from 18 to 23. There were 43 students divided into two groups: thirty BA students one group, and the second group consisting of 13 MA students. Seven in-service teachers (14%), 13 MA students (26%), and 30 BA students (60 %) participated in the questionnaire. The participating students had the same cultural background with different educational levels. Their first language varied between Urdu, Hindi, Bengali, Malayalam, and Kashmiri as they came from different states in India and their language was English. The students' participation in this research was totally voluntary. Participants were assured that their grades would not be affected if they did not participate. Before distributing and executing the questionnaire, the respondents (teachers and students) were informed about the nature and objectives of the study and the importance of their participation in it, and their informed consent was requested and obtained.

Instruments

To collect the data for this study, two instruments were used. These instruments were pre-post tests and a questionnaire. Two pre-post tests were designed for the control and experimental groups. The tests were validated and measured with SPSS - independent sample t-test. The questionnaire had 28 items scored from 'strongly disagree' to 'strongly agree' across a five-point Likert scale.

Questionnaire

The online questionnaire (Appendix 5) was designed based on the specific objectives of the study. Initially, the draft of the questionnaire was sent to an expert in English language teaching to check its frame layout, grammar, and spelling. The questionnaire consisted of 28 questions divided into four sections. The first aspect examined was on the educational value of using poetry in teaching English. It included seven items (Questions 1-7). The second aspect was about the effectiveness of poetry in developing students' English language skills. It had 11 items (Questions 8-18). The third segment with three items (Questions 19-21) related to the role of using poetry in the language classroom in developing the cultural understanding of the learners. The fourth aspect of the study was on the power of poetry in improving learners' motivation. It included seven items (Questions 22-28). The questionnaire was published using Google Forms and distributed among the teachers and students through WhatsApp groups.

Validity and reliability

The validity and reliability score of the questionnaire according to Cronbach's Alpha was as follows:

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .859 | 28 |

Table 1: Validity and reliability of the questionnaire (Cronbach's Alpha)

Procedure

Two instruments were used to collect the data for this study. The objective of the pre/post tests was to evaluate students' language skills and vocabulary at university between the groups (control group and experimental group). Each group had a different test but the same test was used for both pre- and post-intervention. Four class sessions were used for both pre- and post-tests, two for each test and 50 minutes

in each period. These tests were applied to evaluate whether the intervention would be effective. The interval between the two pre- and post-tests was one month.

Different poems were assigned to the experimental and the control group (Appendices 1 and 2). Romantic poems were used for the experimental group and old English poems for the control group. Using these types of poems was designed to find out which type would be more effective in the language classroom. The romantic poem was characterized by its simple sentence structure and imaginative language, whereas the old poem by its difficult structure and unusual language. "[The] old poem is distinguished by its complicated structure and ambiguous language, whereas[the] romantic poem is marked by its simple and imaginative language—an everyday language understood by the common man" (Syed & Wahas, 2020, p. 193). Similarly, Brookman and Robinson (2016) state "Old English literature becomes unimaginably remote, both temporally and conceptually: students' struggles with translating its grammar and extremely unfamiliar language, ironically, very often lead not to a closer and deeper engagement with it" (p. 278).

The poems of the experimental group were *My Heart Leaps Up* by William Wordsworth, *Love's Philosophy* by Percy Bysshe Shelley, and the poems of the control group were *Death, be not proud* by John Donne and *Shall I compare thee to a summer's day?* by William Shakespeare.

The lesson plan for all groups was the same because poems were taught by the same lecturer using the integrated and communicative approach. Sutarno (2018) claims that "the integrated and communicative approach really helped the students to understand the text depth linguistically and conceptually and it was very beneficial to develop interpretation and evaluation skills" (p. 38).

Both groups took the post-test after one month and the questionnaire was applied during this period.

Control group procedure

Session 1: Explain the purpose of the study to the participants as they sign the consent forms.

Session 2: Distribute the poems' texts to the students, introduce the poems explaining their background and main themes.

Session 3: Read the poems two times, listing and explaining the meaning of new vocabulary. Students were asked to read the poems out loud.

Session 4: Students take the pretest.

Session 5: Class intervention.

The total time of session including the test was 50 minutes. The poems and tests can be found in Appendices 1 and 3.

Experimental group procedure

Session 1: Explain the purpose of the study to the participants as they sign the consent forms.

Session 2: Introduce the poems' texts to the students on using power point (PPT), explaining their background and main themes.

Session 3: Read the poems two times, listing and explaining the meaning of new vocabulary on flash cards. Students were asked to read the poems out loud and to write the words they had learned with their meanings.

Session 4: Students take the posttest.

Session 5: Class intervention.

The total time of the session including the test was 50 minutes. The poems and tests are found below in Appendices 2 and 4.

Data analysis

The questionnaire

SPSS version 28 was used to analyze the collected questionnaire data. Cronbach's Alpha was used to measure its validity and reliability (See Table 1 above).

Pre-post tests

Two pre-post tests (Appendices 3 and 4), one for the control group and one for the experimental group were also analyzed using SPSS, an independent simple t-test. The validity and reliability of both tests were analyzed using Cronbach Alpha.

Results

Pre-post test scores

Table 2 shows the results of pre-post tests of both groups. The findings of the study confirmed that the experimental group obtained a higher score than the control group. The control group (30 BA students) obtained the average pre-test score of 15.3333 with a standard deviation of 1.68836 and an average post-test score of 17.4000 with a standard deviation of 1.19193. The experimental group (13 MA students), had an average pre-test score of 17.7692 with a standard deviation of 1.01274 and a post-test average of 18.7692 with a standard deviation of 1.09193 (See Table 2).

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|----------|--------------------|----|---------|----------------|-----------------|
| Pretest | Control group | 30 | 15.3333 | 1.68836 | .30825 |
| | Experimental group | 13 | 17.7692 | 1.01274 | .28088 |
| Posttest | Control group | 30 | 17.4000 | 1.19193 | .21762 |
| | Experimental group | 13 | 18.7692 | 1.09193 | .30285 |

Table 2: Pre-post-test scores of the experimental and control groups.

According to the independent sample t-test (Table 3), there was a significant difference between both groups. Table 3 shows the validity and reliability of the test. According to Cronbach's Alpha measurement, the result was .860 (Table 4).

| t-test for Equality of Means | | | | | | | | |
|------------------------------|-----------------------------|--------|--------|--------------|-------------|-----------------|---|----------|
| | | T | Df | Significance | | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | One-Sided p | Two-Sided p | | Lower | Upper |
| Pretest | Equal variances assumed | -4.820 | 41 | <.001 | <.001 | -2.43590 | -3.45652 | -1.41527 |
| | Equal variances not assumed | -5.841 | 36.440 | <.001 | <.001 | -2.43590 | -3.28132 | -1.59047 |
| Posttest | Equal variances assumed | -3.544 | 41 | <.001 | .001 | -1.36923 | -2.14949 | -.58897 |
| | Equal variances not assumed | -3.672 | 24.850 | <.001 | .001 | -1.36923 | -2.13752 | -.60094 |

Table 3: Pre-post test score differences using independent sample t-test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .860 | 2 |

Table 4: Validity and reliability of the test.

Questionnaire

Table 5 presents the teachers' responses in percentages. In relation to educational value, 75.6% of teachers agreed, and 18.4% strongly agreed, whereas only 2% disagreed, and 4% were neutral. Similarly, for the language skills aspect, 67% agreed, and 25% strongly agreed while 3% disagreed and 5% were neutral. In the cultural awareness dimension, 84% agreed, and 14% strongly agreed. Finally, in the learners' motivation aspect, 63.3% agreed, and 20.4% strongly agreed, while 6.1% disagreed and 10.2% of them were neutral.

| S/No | Dimension | Strongly Disagreed | Disagreed | Neutral | Agreed | Strongly Agreed |
|------|----------------------|--------------------|-----------|---------|--------|-----------------|
| 1 | Educational value | 0 | 2 | 4 | 75.6 | 18.4 |
| 2 | Language skills | 0 | 3 | 5 | 67 | 25 |
| 3 | Cultural awareness | 0 | 0 | 0 | 84 | 14 |
| 4 | Learners' motivation | 0 | 6.1 | 10.2 | 63.3 | 20.4 |

Table 5: Teachers' responses data

Table 6 presents the postgraduate students' responses in percentages. For educational value, 49.5% agreed, and 31.9% strongly agreed, whereas, only 3.3% disagreed, 1% strongly disagreed, and 14.3% of them were neutral. Similarly, for the language skills aspect, 60.8% agreed, and 21.7% strongly agreed while 3.5% disagreed, 2.8% strongly disagreed, and 11.2% were neutral. In the cultural awareness dimension, 56.4% agreed, and 41% strongly agreed, while 2.6% were neutral. Finally, in the learners' motivation aspect, 67% agreed, and 23.1% strongly agreed, while 5.5% disagreed and 4.4% of them were neutral.

| S/No | Dimension | Strongly Disagreed | Disagreed | Neutral | Agreed | Strongly Agreed |
|------|----------------------|--------------------|-----------|---------|--------|-----------------|
| 1 | Educational value | 1.0 | 3.3 | 14.3 | 49.5 | 31.9 |
| 2 | Language skills | 2.8 | 3.5 | 11.2 | 60.8 | 21.7 |
| 3 | Cultural awareness | 0 | 0 | 2.6 | 56.4 | 41.0 |
| 4 | Learners' motivation | 0 | 5.5 | 4.4 | 67.0 | 23.1 |

Table 6: MA students' responses data

Table 7 presents the undergraduate students' responses in percentages. For educational value, 52.4% agreed, and 23.3% strongly agreed, whereas, only 6.2% disagreed, 2.9% strongly disagreed, and 15.2% of them were neutral. Similarly, for the language skills aspect, 52.1% agreed, and 27.6% strongly agreed while 5.5% disagreed 1.5% strongly disagreed, and 13.3% were neutral. In the cultural understanding dimension, 54.4% agreed, and 31.1% strongly agreed while 14.4% were neutral. Finally, in the learners' motivation aspect, 49.5% agreed, and 21.4% strongly agreed while 6.1% disagreed and 22.9% of them were neutral.

| S/No | Dimension | Strongly Disagreed | Disagreed | Neutral | Agreed | Strongly Agreed |
|------|----------------------|--------------------|-----------|---------|--------|-----------------|
| 1 | Educational value | 2.9 | 6.2 | 15.2 | 52.4 | 23.3 |
| 2 | Language skills | 1.5 | 5.5 | 13.3 | 52.1 | 27.6 |
| 3 | Cultural awareness | 0 | 0 | 14.4 | 54.4 | 31.1 |
| 4 | Learners' motivation | 0 | 6.1 | 22.9 | 49.5 | 21.4 |

Table 7: BA students' responses data

The analysis showed that the majority of the respondents in all three categories either agreed or strongly agreed about the usefulness of using poetry to develop students' English language skills, vocabulary, and motivation.

Discussion

The findings of the current study revealed that incorporating poetry in the language classroom is an effective, multi-purpose tool that enhances language skills, fosters motivation, and promotes cultural enrichment. The purpose of the study was to examine whether poetry is effective in developing English language skills, vocabulary, and motivation of language students in the Department of English at Aligarh Muslim University. The findings reported above showed that there was a significant difference between students who were taught using romantic poems and those who were taught using old poems. The experimental group obtained 17.76 mean value in the pre-test, which is higher than the control group which only had 15.33. In the post-test, the experimental group obtained 18.46 while the control group got 17.40. Therefore, romantic poems were more effective in improving students' vocabulary and pronunciation.

The questionnaire results revealed that a majority of both teachers and students acknowledged and expressed positive attitudes towards the educational value of using poetry in teaching English. In terms of learners' language skills, cultural awareness, and motivation, most participants agreed that poetry had the potential to enhance language skills, foster cultural understanding, and motivate learners. While most participants agreed on the effectiveness of poetry in the classroom, there were slight differences in the level of agreement between the groups. Overall, despite a few neutral or dissenting opinions, the findings underscore the significant role of poetry in improving language skills, promoting cultural awareness, and motivating students.

Furthermore, the questionnaire result showed positive attitudes toward using poetry in the language classroom. Al-Bakri (2019) found that poetry has the potential to improve students' vocabulary and pronunciation. In the domains of vocabulary acquisition and pronunciation in Al-Bakri's study, the experimental group demonstrated significant improvement. Overall, the results of Al-Bakri's study revealed positive attitudes towards the use of poetry in language classrooms. Similarly, Ahmad (2014) in his study

reported that "90% of teachers agreed that poetry if chosen carefully, would be an immense source of motivation" (p. 129). Additionally, Vural (2013), identified that students who were taught English through literature were better improved than those who were taught English without literature.

Conclusion

This study set out to examine whether poetry is effective in improving language skills among non-native speakers. It was noted that poetry is an authentic literary genre, useful material and a primary component of the language syllabus for students at all levels in the Department of English of Aligarh Muslim University. Based on the findings of this study, romantic poems were more effective in developing students' language skills, vocabulary and motivation. Besides, both teachers' and students' questionnaire results showed positive impressions towards using poetry in the language classroom as it helps them improve their language skills, vocabulary, and motivation. There was a clear significance in the results of pre-post tests in the experimental group. The results also suggested that it will be better to adopt modern and romantic poetry in teaching English skills instead of old poetry. It provides a clear representation for teachers and material developers on using poetry in improving English language skills and motivation. It also helps researchers in future studies to conduct the same studies in a new context or use the study's findings to build their projects. It is recommended that this topic be examined using quantitative and qualitative approaches to enrich understanding of how poetry can help language students improve their English language skills and vocabulary. One limitation of this study was the reduced number of participants due to the COVID-19 restrictions. To obtain better results, it is suggested to have a good number of samples as there are many topics about teaching literature in language classrooms that haven't been discussed yet.

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Appendix 1

Poems for the control group

1. *Death, be not proud*

Death, be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow
Die not, poor Death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure; then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy or charms can make us sleep as well
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally
And death shall be no more; Death, thou shalt die.

2. *Shall I compare thee to a summer's day?*

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

Appendix 2

Poems for the experimental group

My Heart Leaps Up

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

Love's Philosophy

The fountains mingle with the river
And the rivers with the ocean,
The winds of heaven mix for ever
With a sweet emotion;
Nothing in the world is single;
All things by a law divine
In one spirit meet and mingle.
Why not I with thine?—
See the mountains kiss high heaven
And the waves clasp one another;
No sister-flower would be forgiven
If it disdained its brother;
And the sunlight clasps the earth
And the moonbeams kiss the sea:

Appendix 3

Pre- and post-test control group

Student name: Class

Part A: Listening Skill:

1. Observation: Students should read the poem aloud and the lecturer should listen to how and what they read. As well, students should read the poem in chorus.
2. To mark the difference: Students should listen to the poem either on YouTube or by the lecturer with a clear accent, rhythm and stress and mark the difference.
4. Individual Practice: Students should practice reading loudly and medium loud for some minutes.
5. Assessment: The lecturer should ask students to read the poem aloud with a clear accent and mark such as:
Best Better Good

Part B: Vocabulary: Match the words with their meanings.

| | Words | Meaning in English |
|-----|------------|--|
| 1. | Compare | a. Feeling, showing, or involving a hopeless sense. |
| 2. | Desperate | b. Having an uneven or irregular surface |
| 3. | Rough | c. To assess the similarities and differences between two or more things |
| 4. | Overthrow | d. In a way that continues or lasts forever |
| 5. | Eternally | e. Causing or involving great suffering, fear or unhappiness. |
| 6. | Brag | f. Remove forcibly from power. |
| 7. | Dreadful | g. Texture and appearance of a person's skin, especially of the face |
| 8. | Complexion | h. To say something in a boastful manner. |
| 9. | Fate | i. Live in or at a specified place. |
| 10. | Dwell | j. The development of events beyond a person's control. |

Part C: Grammar- Change the following words into nouns

| | Words | Nouns |
|-----|-----------|-------|
| 1. | Die | |
| 2. | Proud | |
| 3. | Fair | |
| 4. | Lose | |
| 5. | Eternal | |
| 6. | Mighty | |
| 7. | Lovely | |
| 8. | Temperate | |
| 9. | Windy | |
| 10. | Swell | |

Part D: Speaking skills: Lecturer will let students ask each other about the theme, form, style, and figures of speech of the poems.

Section-E: Writing Skills: The students will answer the following questions

1. What is the poem "Death, be not proud" about?
2. Is the main idea of the poem "Shall I compare thee to a summer's day?"
3. Write some figures of speech with examples from the poem "Death, be not proud"?
4. Do you like the poem, why?

Appendix 4

Pre- and post-test control group

Student name: Class

Part A: Listening Skill:

1. Observation: Students should read the poem aloud and the lecturer should listen to how and what they read. As well, students should read the poem in chorus.
2. To mark the difference: Students should listen to the poem either on YouTube or by the lecturer with a clear accent, rhythm and stress and mark the difference.
4. *Individual Practice*: Students should practice reading loudly and medium loud for some minutes.
5. Assessment: The lecturer should ask students to read the poem aloud with a clear accent and mark such as:
Best Better Good

Part B: Vocabulary: Match the words with their meanings.

| | Words | Meaning in English |
|-----|----------|--|
| 1. | Leaps up | a. To perceive through sight or apprehension |
| 2. | Behold | b. The quality of being religious or reverent. |
| 3. | Piety | c. To hop or stand up very quickly or suddenly |
| 4. | Rainbow | d. A ray of light from the moon. |
| 5. | Mingle | e. An arch of colors formed in the sky in certain circumstances |
| 6. | Moonbeam | f. Mix or cause to mix together. |
| 7. | Thine | g. The feeling that someone or something is unworthy of one's consideration or respect |
| 8. | Disdain | h. Express a strong desire for something that is not easily attainable |
| 9. | Clasp | i. Archaic form of yours |
| 10. | Wish | j. Grasp (something) tightly with one's hand. |

Part C: Replace the underlined parts of the sentences below with words from the table.

- divine heaven mingle disdain law
1. The chemist has to mix more substances before the experiment.....
 2. It is a holy promise.....
 3. She glared at them both with a cross between disrespect and fury.....
 4. I know the rule very well.....
 5. He hopes to go to paradise when he dies.....

Part D: Speaking skills: Lecturer will let students ask each other about poems' themes, forms and figures of speech.

Section-E: Writing Skills: The students will answer the following questions.

1. What is the poem "Love's Philosophy" about?
2. What is the main idea of the poem "My Heart Leaps Up"?
3. Can you write some figures of speech with examples from the poem "My Heart Leaps Up"?
4. What's your impression of the poems?

Appendix 5 Questionnaire

A. The first aspect is about the **educational value** of using poetry in teaching English. It covers seven (7) items (1-7).

1. is an effective educational technique in language classroom.
2. Poetry helps students develop language and literacy skills.
3. It allows students to know different ways of using language.
4. Poetry develops students morally.
5. Poetry increases students' involvement.
6. Poetry is more remembered than other forms of literature.
- 7/ Poetry also helps in understanding different perspectives

B. The second aspect is about the impact of using poetry **on English language skills**. It covers eleven (11) items (8-18).

8. Poetry is an effective material to enhance students' proficiency.
9. It encourages students' receptive and productive skills.
10. It develops students' creative abilities.
11. It improves the speaking skills of the students
12. Poetry helps students know the variety of syntax.
13. It evokes students' awareness of grammar.
14. It helps learners become familiar with word stress, intonation and rhythm.
15. Poetry improves students' listening skills.
16. It enhances learners' reading skills.
17. It provides students with opportunities for vocabulary acquisition.
18. It helps learners develop their writing skills.

C. The third aspect is on the impact of using poetry **on developing cultural understanding**. It covers three (3) items (19-21).

19. Poetry is a useful material when teaching cultural aspects in language classrooms.
20. It expands students' knowledge about other cultures, ideologies and ethnicities.
21. It also helps students to understand human diversity.

D. The fourth dimension is on the impact of using poetry on **enhancing learners' motivation**. It covers seven (7) items (22-28).

22. Poetry is a motivating source for language acquisition
23. Poetry increases students' motivation to learn the language.
24. It allows students to share their feelings and thoughts.
25. Poetry encourages students' communication and interaction.
26. Using poetry in language/EFL decreases students' anxiety
27. It is more pleasurable than other forms of literature.
28. Poetry brings excitement to the classroom.