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

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Abstract

This study aims at investigating the effectiveness of using poetry in developing English vocabulary, pronunciation and motivation of EFL Palestinian students. The researchers adopted the quantitative method to collect the required data. The researchers 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 effect on developing the English vocabulary, pronunciation and increasing students' motivation.

Keywords: poetry, vocabulary, pronunciation, motivation, EFL Palestinian students

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 (Farrah & Halahlah, 2020).

Several researchers have contemplated the significance of using literature in EFL classes (Farrah, et al, 2021), 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.

In one of the masterpieces about using literature in the EFL classroom, 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 ways to present the language, thus integration is useless. 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 for 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, Lazar, 1993; Collie & Slatter, 1987; Valdes, 1986; Candfield, 2003). Ghosn (2002) points out that literature provides an interesting and 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 increases their vocabulary (Lazar, 1996; Özen, 2012; Mittal, 2014).

1.1 Statement of the Problem

Palestinian governmental schools still suffer from severe problems regarding teaching the 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 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 researchers aim 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.

1.2 Purpose of the Study

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

1.3 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 attitudes of students towards using poetry in the language classroom due to the teaching methods?

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 the teaching method?

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

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

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

This question has five 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 the language skills dimension?

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

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

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

1.4 Significance of the Study

As poetry has an essential role in learning the 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 the curriculum designers 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 the classroom to enhance their language and adopt poetry as a way to learn vocabulary and pronunciation.

2. Literature Review

This section sheds light on the various theoretical and methodological pieces of research 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 addresses 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.

2.1 Literature in the Language Classroom

The importance of literature has been emphasized by scholars and writers throughout history. At the beginning of the twentieth century, there has been a mounting awareness of 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 languages 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 out that in the 1980s there were some plenty articles and books 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 Poetry

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

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 a limited place in the *English for Palestine* curriculum for linguistics, semantic, and syntax reasons.

2.4 The Characteristics of English Poetry

Poetry is a valuable authentic material, which motivates students to learn the language in an energetic, enjoyable and motivating way. Antika (2016) believes that poetry emerges from other literary works, which makes it valuable and vital in the classroom. 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 effects, concise expressions and rich images. Poetry offers learners the opportunity to gain an accurate and deep understanding of other cultures, which can facilitate their fluency in the target language (Lazar, 1996).

Mittal (2014) suggests that poetry has an integral role in the teaching and learning process as it enhances interaction and communication among peers or groups of students. Moreover, poetry has unique features like rhyme, rhythm and pitch. Therefore, reading poetry fosters students' self-esteem as well as helps them to express their feelings freely. 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.

Ahmad (2014) examines the effects of using a stylistic or communicative approach to teaching poetry as a tool to evolve grammar, vocabulary and integrated language skills of Saudi ESL learners. The results of this research suggest that students who learn poetry through a communicative approach can achieve and enhance both language and linguistics skills better than other students who learn poetry in the traditional way.

Reilly (2012) opined that poetry has a crucial role in developing students' pronunciation and vocabulary. Also, she points out 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 as 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 linguistic functions. Otherwise, teaching vocabulary in isolation as lists that should be memorized leads students to be passive, and they will forget these words as they go up to another class.

2.5 Considerations and Principles in Choosing an Educational Poetry

Antika (2016) opines that 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 account students' level of understanding, the length of poems, of course, poems should be challenging but at the same time, poems should not hinder or overview learners to interact.

2.6 The Impact of Using Poetry on Developing English Vocabulary and Pronunciation

Meara (1996) deems that vocabulary is the fundamental aspect that students must take into their consideration when learning a foreign or second language, as it is 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).

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 more effectively. Finally, Reilly (2012) highlights the impact of implementing poetry on pronunciation in second language teaching. She lights that poetry is one of the most distinctive literary genres, and evokes learners' interest in the linguistic aspects

2.7 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 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, the student's role is limited to only listening to the teacher's instruction during the lesson. Integrating poetry in the language classroom promotes learners' engagement and encourages them to share their thoughts and feelings.

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).

"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 the 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.

3. Methodology

3.1 Introduction

To achieve the foregoing objectives of the study, the researchers adopted the quantitative method. The present section addresses the methods that have been adopted for data collection and analysis. Then, it describes the population of the study, the selected sample, and the research instruments which have been used for collecting

the required data such as an achievement test for EFL students. Also, two questionnaires have 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 collection 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 researchers 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 researchers randomly chose 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 who learned the chosen vocabulary traditionally. Both the control and experimental groups sat for pre and post-tests, 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 researchers chose the tenth graders for their *English for Palestine* curriculum does not include poems as a means to teach the English language. The researchers chose 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 researchers 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 researchers prepared and built up a test.

a) **The general aim of the pre-test**

The researchers developed the pre-test intending to measure students' vocabulary and pronunciation

competence. Both groups have a pre-test to measure if they know a certain list of vocabulary along with linguistic knowledge. The list contains the most recurrent words in the ten poems which the researchers utilized during the study. The researchers depended on their experience as English language instructors to build the test. They consulted some English language teachers to build the test according to the criteria of the test specification. The pre-test compromises two sections: vocabulary and pronunciation.

The researchers 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 the vocabulary section, which is twenty-four marks and the 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 the 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) is more than a significant level (0.05). This indicates that both the control and experimental groups before experimenting 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 the 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 post-test aimed to measure the impact of using poetry on developing students' vocabulary and pronunciation competence.

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 the referees' recommendations. The researchers embraced their comments and modified them 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 researchers applied the test to a sample of eleven (11) students from the study population out the sample has been from the third section of tenth grade C at the same school. The test was applied to the out sample, then after two weeks, the test was conducted for the same students. The researchers calculated the Pearson correlation between the total scores of the two tests, which was (0.90). This means that the test produced stable and consistent results.

3.5.5 The Selected Poetry

To conduct the study, the researchers examined the textbook of the tenth grade. After that, the researchers found that poetry does not have a place in their textbooks. Poems were selected according to the major themes and the popularity of the poets. Poems were selected from literature books and internet resources. The researchers made

efforts to ensure that the chosen poetry was suitable for the participants' age, cultural background and 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 researchers 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 two questionnaires aimed to investigate both teachers' and students' attitudes towards using poetry in the language classroom.

3.5.6.2. Validity of the Questionnaires

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 the referees' recommendations and suggestions. The researchers embraced their comments and modified them as they suggested. The modified version of the questionnaire was consulted by the supervisor to be reviewed.

3.4.6.3 Reliability of the Questionnaire

To check the questionnaire reliability, the researchers calculated Cronbach's Alpha. The result of Cronbach's Alpha for the students' questionnaire was equal to 0.84. Similarly, the result of the Cronbach's Alpha for the teachers' questionnaire was 0.87. This indicates that both questionnaires have high levels of consistency and high levels of reliability.

3.5 Procedure of the Study

The researchers 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 researchers asked students to express their feelings and opinions towards the targeted poems. The researchers 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 researchers initially read them aloud, then students read, after that, the researchers reread and discussed each poem with students in groups. Often, some students read the selected poem aloud. The researchers 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.

3.6 Data Analysis

In this study, the researchers 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.

4. Results and Discussion

4.1 Results Related to Post-Test

In this section, the researchers answer the research questions "The differences in the performance of the students' results of the tests between the control group and the experimental group".

4.1.1 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 researchers used the independent sample T-test to analyze the data of the 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 in the post-test

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 which 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 the control group and the experimental group.

4.1.2 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 researchers used the independent sample T-test to analyze the data of the 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 differences between the experimental and the control groups in the vocabulary post-test

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.

4.1.3 Results of the Post-Test Pronunciation Tests 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 researchers used 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 differences between the experimental and the control groups in the pronunciation post-test

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 is 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; Lazar, 1996; Ahamd, 2014; Reilly, 2012; Saraç, 2003; Çubukçu, 2001; Jumatriadi, 2014; Cullinan, Scala, and Schroder, 1995.

4.2 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 the teaching method?

To answer this question, mean scores and standard deviation are calculated for the student in the control and experimental according to the 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 group	N	36	36
	Mean	71.5926	67.1481
	Std. deviation	8.19334	13.07231
Experimental group	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).

Table (4.5). Results of ANCOVA questionnaire related to both groups in testing 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			

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 a significant level (0.05), the researchers used One-Way ANCOVA as shown in table (4.5).

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 the 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 group	67.226	1.820	63.596	70.856
Experimental group	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.

4.2.1 Results Related to students' attitudes towards using poetry in the language classroom regarding language skills dimension due to the teaching method.

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

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

Table (4.7). Mean and standard deviation for students' attitudes towards using poetry regarding "language skills" dimension due to the teaching method

Group	Scale	Pre-Questionnaire	Post-Questionnaire
Control group	N	36	36
	Mean	77.0370	70.9259
	Std. deviation	8.99931	14.34643
Experimental group	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 researchers used One-Way ANCOVA, as shown in table (4.8).

Table (4.8). Results related to students' attitudes towards using poetry 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 the group. To identify the sources of these differences, table (4.9) shows the adjusted mean scores for the post-questionnaire according to the 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 group	70.907	1.953	67.011	74.803
Experimental group	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.

4.2.2 Results Related to students' attitudes towards using poetry in the language classroom regarding the personal reflection dimension due to teaching method.

Are there statistically significant differences in the attitudes of students towards using poetry regarding the 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
Group	Mean	63.5185	59.4444
	Std. deviation	15.97507	18.94855
Experimental	N	37	37
	Mean	60.9009	75.6757
Group	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 (4.10) 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 the personal reflections dimension due to teaching method between the experimental and control groups.

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

Table (4.11). Results related to students' attitudes towards using poetry regarding the personal reflections dimension due to the 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 the 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 group	59.529	2.928	53.689	65.368
Experimental group	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.

4.2.3 Results Related to students' attitudes towards using poetry in the language classroom regarding the cultural understanding dimension due to the teaching method.

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

To answer this question, mean scores and standard deviation are calculated from the students in the control and experimental groups according to the 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 group	N	36	36
	Mean	63.3333	63.5185
	Std. deviation	15.24405	17.63734
Experimental group	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 the cultural understanding dimension due to the teaching method between the experimental and control groups.

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

Table (4.14). Results related to students' attitudes towards using poetry regarding the cultural understanding dimension

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 group	63.535	2.573	58.404	68.667
Experimental group	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 go in line with the literature studies like: Lazar, 1996; Tomlinson,1986; Kong, 2010; 2008; Ahmad, 2014; Reilly, 2012; Antika, 2016;).

4.3 Results Related to Teachers' Questionnaire Attitudes Towards Using Poetry in the Language Classroom.

In this section, the researchers demonstrate teachers' demographic characteristics, then evaluate the teachers' questionnaire results, and discuss the teachers' responses and attitudes towards using poetry in the language EFL classroom. The researchers calculate 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.

4.3.1 Teachers' Demographic Characteristics

Through the questionnaire, the researchers examine certain demographic characteristics of English language teachers that include two sections in the study. The first section is personal information which includes three items, which are gender, education and years of experience. 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	
	Ph.D.	2	.9	1
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), concerning the participants' gender 138 (64.45%) of teachers are females, while 78 (35.5%) are males. The next variable addresses the participants' degree of education. 140 (65.4%) of English teachers 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 experience between 5 to 10 years. While there are 66 (30.8%) of them have experience of less than 5 years. However, there are 50 (23.4%) of them have an experience of more than 10 years.

Table (4.17). Results of demographic variables of school information

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

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 schools. 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.

4.3.2 Classification of Mean

The scale used in this study was a 5-Likert scale. The researchers used 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

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

To answer this question, the researchers calculate 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 to using poetry in the language classroom dimensions

No.	Dimension	Mean	Std. deviation	Degree
1	Pedagogical Value	3.9146	.60589	High
2	Language Skills	4.0008	.61057	High
4	Cultural understanding	4.0498	.67877	High
5	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 to a high degree. The 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).

4.3.4 What are the general attitudes towards using poetry regarding the 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 Pedagogical Value dimension

Rank	Item No.	Items	Mean	Std. deviation	Degree
1	3	Poetry provides students with an 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). This is followed by the item "Poetry encourages interaction and communication among learners" which got (3.8271).

4.3.5 What are the General Attitudes Towards Using Poetry Regarding the Language Skills Dimension?

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

Table (4.21). Mean and standard deviation Score for the study sample responses towards the 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). This is followed by the item "Poetry evokes students' awareness towards the linguistics features of the language" which gets (3.8692).

4.3.6 What are the General Attitudes Towards Using Poetry Regarding the Cultural Understanding Dimension?

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

Table (4.22). Mean and standard deviation scores for the study sample responses towards 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).

4.3.7 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 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). This item is followed by the item "Poetry is more enjoyable than other literary works." gets (3.8505).

5. Conclusion and Recommendations

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 better communication and job. EFL Palestinian 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 researchers have conducted the study to help students to realize how to enhance their vocabulary and improve their pronunciation competences and motivation through integrating poetry.

The researchers as educators 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 Palestinian students. For this purpose, the researchers have implemented ten poems. Poems were chosen for their common themes and the popularity of poets.

The researchers 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 ways. Teachers' attitudes towards using poetry in the language classroom are reflected. To measure students' motivation, the researchers 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 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 means to teach vocabulary and pronunciation competences confirmed to be effective way. Students in the experimental group showed high significance results regarding vocabulary and pronunciation competences. 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 researchers utilized two questionnaires. The first questionnaire is for students to measure their attitudes and motivation towards using poetry in their English classroom. The researchers 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. The results of students' questionnaire showed positive attitudes toward using poetry in the language classroom. Students in the experimental group showed a positive attitude.

The teachers' questionnaire aims to examine their attitudes towards integrating poetry in the classroom. Teachers' questionnaire consisted of three sections. First, the researchers 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 researchers 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.

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 a great influence regarding the 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 researchers believe 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.

5.1 Recommendations

Based on the results of the study, the researchers propose the following recommendations. First of all, the researchers recommend the Ministry of Education, curriculum designers and decision makers to integrate poetry into the tenth-grade curriculum, and to expand the number of poems students tackle in all grades. Second, the researchers recommend 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 for the selection of poems, as they are advised to choose appropriate ones that suit their levels. Besides, the researchers urge English language teachers to motivate their students to read poetry for enjoyment. Finally, the researchers suggest conducting 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**		**/ϴ/**
3.	sw**ee**t		**/iː/**
4.	**c**ompare		**/ʃ/**
5.	**th**ough		**/ tʃ /**
6.	per**ch**		**/ð/**

Thank you

Appendix (B)

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**	/Ɵ/
3.	sw**ee**t	/i:/
4.	**c**ompare	/ʃ/
5.	**th**ough	/ tʃ /
6.	per**ch**	/ð/

Thank you

Appendix (C)

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.					

Appendix (D)

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**					
16.	Poetry enhances my reading skills.					
17.	Poetry promotes my listening skills.					
18.	Poetry improves my speaking skills.					
19.	Poetry helps me foster my pronunciation.					
20.	Poetry helps me rhyme, rhythm, stress and intonation.					
21.	Poetry enhances my ability to spell the words correctly.					
22.	Poetry boosts my critical thinking.					
23.	Poetry is one of the main resources of vocabulary acquisition.					
24.	English poetry gives me the chance to learn new words and expressions.					
	Personal Reflections					
25.	Reading poetry increases my interest to learn English language.					
26.	Reading poetry is more enjoyable to me than reading other literary works.					
27.	Poetry is more memorable to me than other literary genres.					
	Cultural Understanding/Tolerance					
28.	Poetry enlightens my knowledge about other cultures.					
29.	Poetry assists me to accept different backgrounds and cultures.					
30.	Poetry encourages me to tolerate cultural differences.					

Appendix (E)

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 experiences: ( )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