## *Investigating the Teaching of Poetry in EFL Context*

## *Case of study EFL Learners in the Algerian Context*

A Dissertation Submitted to the Department of English in Candidacy

for the Degree of Master in Didactics

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# *Dedication*

*First of all, thanks to Allah who enlightened my path*

*Gave as the strength to accomplish this work*

*I would to thank all my family and my mother for supporting me through my college years*

*To everyone*

*It is with genuine and warm regard that we dedicate this work*

*To all the Department of English Language in Tiaret*

*To our beloved teacher Mr. TOUBEIDA Mustapha*

*To all my beautiful friends*

*To me*

*To everyone whom I shared my life with, thank you a lot*

*I love you all*

*Ferial*

# *Dedication*

## *Alhamdulillah,*

*For lighting my way and giving me the strength to complete this work,*

*I dedicate this work to my wonderful parents, who have always supported and encouraged me. Their love and sacrifices have made everything possible.*

*I also want to thank*

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# Abstract

The present work aims at investigating the teaching of poetry in the EFL context and the main challenges faced by students in studying English poetry. Therefore, to reach our research aims, the requirement of our investigation is based on a qualitative and quantitative research method. Consequently, a semi-structured interview was conducted with 08 teachers to gain insights about their experience toward the teaching of English poetry, and questionnaire was distributed to 40 third year EFL students from department of English at the IbnKhaldoun University-Tiaret in Algeria to collect data about their main challenges in studying English poetry. The results show that students faced a lot of challenges when studying English poetry with regard to language complexity, figurative language, cultural consideration, and interpreting poetic meter and rhythm. Finally, some effective solutions and methods are proposed to overcome those challenges.

*Keywords:* English poetry constraints; English poetry instructions; Figurative language; Language complexity; Teaching literature.

# List of Acronyms

**EFL:** English as Foreign Language

**ELT**: English Language Teaching

**LMD:** Licence, Master, Doctorat

**GTM:** Grammar translation method

**CBA:** Competency-based approach

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# General Introduction

Teaching poetry to EFL context stands as a significant endeavour within the global education landscape even while it has its share of difficulties; it also provides plenty of opportunities for enriching students'language learning experiences and fostering their appreciation for literature.

In recent years, there has been a growing recognition among researchers, educators, and curriculum developers of the importance of effectively integrating poetry into EFL classes; poetry is powerful tool for language learning, enabling students to explore the nuances of the English language in a creative and engaging manner. Furthermore, poem analysis helps students improve their understanding and critical thinking skills in addition to improving their vocabulary, grammar, and pronunciation; it also provides a gateway to cultural exploration and empathy allowing students to connect with diverse perspectives and experiences from around the world. EFL students can enhance their understanding of language and literature while also gain insights into the human lives and the universal themes that unite us all by reading and discussing poems from many cultures and historical periods.

Teaching poetry to EFL students presents multifaceted challenges that impact students' engagement and learning outcomes, these difficulties manifest as students experience frustration, discouragement, and a sense of lack of response to the complex poetic language, cultural references, and figurative devices. Consequently, students may not actively participate  in the class, get uninterested in reading poetry, and find it difficult to appreciate its complexity and beauty; these challenges can ultimately lead to a disconnection from the learning process affecting their overall academic performance.

The aim of this research is to investigate comprehensively the hurdles encountered by EFL learners when studying poetry in educational settings, uncovering the underlying factors affecting student engagement and learning outcomes. By delving into these challenges, the study seeks to provide valuable insights into the complexities of poetry instruction in EFL contexts. Through rigorous examination of existing literature, empirical investigations, and analysis of relevant data, the research aspires to contribute to the enhancement of poetry teaching methodologies. Ultimately, the research aims to suggest practical strategies and recommendations that can mitigate these challenges, thereby fostering a deeper understanding and appreciation for poetry among EFL learners and improving their educational outcomes. The significance of this study lies in its contribution to the teaching and learning of poetry at the university level in EFL contexts. By highlighting the multifaceted difficulties faced by bothstudents and instructors, this study aims to inform the development of effective approaches

to integrating poetry into EFL curricula. The findings of this research have the potential to enrich students' language learning experiences and foster their appreciation for literature. Moreover, by shedding light on these challenges, this study seeks to contribute to the ongoing dialogue among researchers, educators, and curriculum developers on how to best support EFL learners in overcoming obstacles associated with studying poetry. Through its mixed-methods research approach and rigorous examination of existing literature and empirical data, this study endeavours to make a meaningful impact on the teaching and learning of poetry in EFL contexts, ultimately enhancing educational practices and outcomes.

The current research aims to address the following research questions:

1. What are the difficulties faced by students in studying poetry?

2. What strategies can be implemented to overcome these challenges?

The following are the hypothesis we set for this study based on the previous questions:

1. EFL students find poetry difficult to understand due to its language complexity, cultural considerations, and the challenge of interpreting poetic meter and rhythm, which can affect their overall comprehension.
2. The use of multimedia and role-play activities can enhance EFL students' understanding and appreciation of poetry by making the content more accessible and engaging.

This dissertation comprises three main chapters. The first chapter is a literature review that aims to deeply to define literature, its types, the definition of poetry, and the characteristics of poetry, and the importance of teaching poetry, strategies of teaching poetry,considerations and principles of choosing an educational poetry, and the impact of using poetry on improving the English language. The second chapter is also theoretical, focusing on ELT at the university level, teaching literature in Algerian universities,objectives for teaching literature in Algerian universities, approaches to teaching literature in Algerian universities, research methodology, and research design. The third chapter is dedicated to data collection and analysis, presenting the findings from the students' questionnaires and teachers' interviews as well as discussing findingsand providing recommendations.

# Chapter One
## Review of Literature

## Introduction

Literature is an extensive variety of written and spoken works that convey ideas, feelings, and stories, it is an essential part of human society, it serves as a mirror to society and a platform for artistic expression, literature provides a window into the intricacies of the human experience, spanning different cultures, historical eras and philosophical viewpoints, through various forms such as novels, short stories, plays,essays, and poetry.

Poetry is a unique and old literary form that makes use of language in a concentrated and evocative manner; it employs rhythm, and vivid imagery to express emotions and ideas. Poetry has evolved from oral traditions into numerous forms and styles,each with unique characteristics; it is a powerful tool for reflection and communication due to its capacity to express complex ideas in an easily understood way. This chapter explores the importance of incorporating poetry into the EFL classroom, we start by defining poetry and literature, next, we look at what makes poetry special such as meter, rhyme, and different forms like sonnets and haikus, teachers must grasping this essential elements in order to teach poetry effectively and help students understand its subtleties,therefore, we will discuss some interesting techniques for bringing poetry to the classroom, we will also discuss the importance of selecting suitable educational poetry that is appropriate for the cultural contexts and students' proficiency levels. Finally, we will examine the impact of poetry on enhancing English language skills.

## 1.2. Definition of literature

Literature is a form of art that refers to written or spoken works that express ideas, emotions, stories, or artistic experiences through language. According to Aristotle (384 BC - 322 BC) in his seminal work "Poetics," he laid the groundwork for Western literary theory. He viewed literature not as a mere imitation of reality, but as a heightened reflection of life, a crafted "imitation of an action that is serious, complete, and of Aristotle, Poetics, Chapter 6, translated by Malcolm Heath, states that the copying was meant to arouse certain feelings in the audience, especially pity and dread in the setting of tragedy**.**Similarly, Immanuel Kant (1724–1804), a key figure in Enlightenment philosophy, believed that literature was a kind of artistic expression rather than a means of moral education or plain replication of reality. Kant argued that by appealing to our sense of beauty and igniting our imagination, literature,

like other artistic mediums, enhances the human experience. It reaches beyond the bounds of common sense and reason, enabling us to think about the universe and human emotions in a more subjective and vivid way (Kant, Critique of Judgment, translated by J.H. Bernard). William Wordsworth (1770–1850) asserted that poetry, in particular, was not merely about formal conventions or technical proficiency but about communicating intense feelings and experiences in a way that creates awe and reconnects us to the natural world, especially those inspired by it (Wordsworth, Preface to Lyrical Ballads, 1802). Emily Dickinson (1830–1886) focused her use of literature on capturing the essence of complex thoughts and emotions, particularly those related to the human condition and the mysteries of existence. She defined literature as a means of condensing complex concepts and emotions into an expressive, concise form, frequently via the use of symbolism and figurative language.

Despite the fact that the concept of literature has been studied and explored for a considerable amount of time, there is still ambiguity regarding how it should be used and no obvious substance to remove the concept's ambiguity.As stressed by Marry Kennedy (2007), "there is no clear understanding of what constitutes a body of literature, despite the literature review being a widely recognized genre of scholarly writing." (p. 139). As a result, coming up with a precise description has proven to be challenging. The examination of several definitions showed, nonetheless, that the majority of them acknowledge certain commonalities. Abhisek Upadhyay (2005, p. 04), in his pursuit of gathering definitions, highlighted five elements

1. Literature is imaginative.
2. Literature expresses thoughts and feelings.
3. Literature deal with life experiences.
4. Literature uses words in powerful and effective yet captivating manner.
5. Literature promotes recreation, revelation of hidden facts.

## 1.2.1. Types of Literature

### 1.2.1.1. Fiction

Literary works that are based on the author's imagination, including: short stories, novels, myths, legends, and fairy tales. However,fiction in more than just imagination. Given that places, stories, and characters are occasionally based on real life events or people.(Matt Grant, 2021). This grounding in reality can have a profound impact on the reader. When we

encounter fictional characters or situations that echo our own experiences, it can lead to a deeper understanding of the human condition. Additionally, fiction can be used to explore social or political issues in a way that is both thought-provoking and engaging. By confronting us with fictionalized versions of real-world problems, authors can encourage us to think critically about the world around us. Charles Dickens' *Oliver Twist*, for example, sheds light on the harsh realities of poverty and social injustice in 19th-century England. Likewise, Margaret Atwood's *The Handmaid's Tale* uses a dystopian setting to explore themes of oppression and totalitarian control, prompting readers to consider the fragility of freedom.

### 1.2.1.2. Drama

The word drama is dram drawn from the Greek word "Draeim", which means "to do, to act". Therefore, it refers to the actor's performance and presentation. Drama is a type of theatrical performance, composed in verse or prose. It draws inspiration from both fantasy and reality. It represents a combination of verbal and non-verbal means such as: stage, tone, facial expression, body language, scene sequencing and lighting. (Klauer, 2004, p43).Beyond these elements, drama uniquely engage audiences by bringing stories to life through dynamic performances. The interplay of actors' expressions and movements, coupled with technical aspects like lighting and sound, creates an immersive experience that can evoke a wide range of emotions. Moreover, drama often reflects societal issues and human experiences, offering both entertainment and commentary. Classic works like Shakespeare's plays not only tell compelling stories but also explore themes of power, love, and betrayal, resonating with audiences across generations. In this way, drama serves as both a mirror to reality and an escape into the imaginative, demonstrating its enduring power and versatility in the arts.

### 1.2.1.3. Poetry

One of the earliest literary forms in history is poetry. Its first examples date back to the ancient Greek literature. More than any other genre, it is difficult to define precisely despite its vast history. The Greek word "Poieo", which means "to make or to produce."Besides, the term "lyric" and poetry are intimately connected. The latter is delivered from the Greek musical instrument "Lyra" which used to be played when reciting

poetry. While entomology highlighted some aspects related to poetry, such as lyric and poetic, it is unable to offer a comprehensive description.(Pages28-29, Kluger, 2004).Poetry's elusive nature is part of what makes it so powerful and versatile. It can encapsulate complex emotions, convey profound truths, and provide beauty through its rhythmic and sometimes abstract language. Different cultures and eras have developed unique poetic forms, from the structured sonnets of Shakespeare to the free verse of modern poets like Walt Whitman. The intimate connection between music and poetry, as suggested by the origin of the term "lyric," underscores poetry's ability to resonate emotionally with its audience. Moreover, poetry's brevity and intensity allow it to distil experiences and ideas into potent, memorable lines, making it a powerful medium for expression and reflection. Its capacity to evoke vivid imagery and emotion through carefully chosen words and sounds ensures that poetry remains a vital and enduring form of literature.

## 1.3. Definition of Poetry

Mary Oliver (1994) defined poetry as "any verbal or written language with a rhythmic structure that tells a story or expresses any kind of feeling, thought, or condition of being."There are several methods to accomplish this creative expression using poetry. Poets compose their works according to specific shapes and patterns. These various forms emerged from distinct creative and cultural trends.. Most of these forms coincide with the previously mentioned definition of poetry; and, the most popular of these forms are elegy, narrative, ode, ballad, sonnet, villanelle, sestina, free verse, and epic. According to the Oxford English Dictionary (2008), poetry is defined as 'a composition in verse or a similar patterned arrangement of words in which the expression of feeling and ideas is intensified through the use of a particular style and rhythm; the art of such a composition' (p. 349). Aristotle (2013) describes poetry as an imitation of an action that is serious, complete, and of a certain magnitude' (Aristotle, Poetics, translated by Malcolm Heath). Samuel Taylor Coleridge (1817) describes it as 'the best words in the best order.' William Wordsworth (1802) defines poetry as 'the spontaneous overflow of powerful feelings: it takes its origin from emotion recollected in tranquility' (Preface to Lyrical Ballads, 1802). 'A lump in the throat, a sense of wrong, homesickness, a lovesickness' is how Robert Frost characterizes poems (1939). M.H. Abrams (1999) defines poetry as 'a rhythmical composition of words expressing an attitude designed to surprise and delight, as well as to arouse an emotional response.' Mary Oliver (1994) also describes poetry as 'a form of storytelling with an intensified, concentrated use of language that aims to evoke emotion and insight.'"

## 1.3.1. Characteristics of English Poetry

Poetry is more effective in reaching readers than other literary forms, making it stand out from the others. Poetry is an important source of real contents that inspires students to acquire language in a fun, energizing way.

Antika (2016)   and Mittal (2014) both highlight the special qualities and educational significance of poetry.Antika suggests that poetry emerges from other literary works, which makes it valuable and vital in the classroom. Poetry has a way of expressing and combining words to provide a variety of style, touching and fictional meanings. Poetry distinguishes itself from other genres by combining sound in a melodic or rhythmic manner.Mittal emphasizes the language of poetry is what makes it so unique. For instance, poetry uses metaphorical language to convey the intended meaning. Poetry uses a variety of devices, including similes, imagery, synonyms and phrases, to convey the ideas and emotions of the poet.

### 1.3.1.1. Metaphors and Symbols

Kong (2010) delineates the core attributes of poetry, accentuating its intrinsic musicality, brevity and evocative imagery. Poetry achieves its musical quality through the orchestration of rhythmic patterns, rhymes, and the nuanced interplay of stressed and unstressed syllables, thereby crafting a harmonious resonance. Furthermore, poets wield succinct language to effectively communicate their ideas, emotions, and moral lessons, igniting students' imagination and nurturing language acquisition. Additionally, poets employ vivid imagery, employing visual metaphors to convey their innermost sentiments and reflections. This exploration of poetry's aesthetic and communicative dimensions provides a foundational understanding of its significance in literary education. Expanding upon Kong's insights, it becomes evident that poetry's concise format and thematic focus render it an accessible and manageable resource for educators and learners alike. Moreover, its thematic diversity, ranging from political commentary to explorations of human emotion, ensures its relevance and appeal across diverse student demographics and proficiency levels. Thus, by bridging Kong's discourse with broader pedagogical considerations, a holistic perspective emerges on poetry's pivotal role in fostering literary appreciation and linguistic competence among students.

### 1.3.1.2. Musicality and Rhythm

Poetry isn't just meant to be read, it supposed to be a song! As Fry (2005) highlights, poetry's musicality adds an extra layer of enjoyment and understanding. Rhyme schemes, with their satisfying repetition of sounds at the ends of lines, create a sense of harmony and predictability, similar to a songs chorus. The poem moves forward like a song thanks to rhythm, which is the flow of stressed and unstressed words. Beyond these fundamental components, alliteration (repetition of consonant sounds at the beginning of words) and assonance (repetition of vowel sounds) add further texture and sonic interest. Imagine reading "The Raven," by Edgar Allan Poe, with its internal rhyme and persistent rhythm ("Once upon a midnight dreary, while I pondered, weak and weary"). Poetry is a genuinely multisensory experience because of its melody, which also helps with memorability and suspenseful mood.

### 1.3.1.3. Ambiguity and Multiple Meaning

Poetry thrives on ambiguity; as Perrine & Arp (1998) point outthat poem, as opposed to direct statements, frequently include several levels of meaning that become apparent with careful reading and thought. This ambiguity can be achieved through metaphors, similes, and symbols, inviting readers to participate in the act of interpretation. Imagine encountering a line like "Hope is the thing with feathers" from Emily Dickinson's poem. The lack of clear definition for "the thing" allows readers to connect with the concept of hope on a personal level, perhaps envisioning it as a comforting bird or a fragile yet persistent force. This poem's ambiguity encourages readers to become active participants by using their own experiences and viewpoints to uncover the poem's complexity; therefore it's not a flaw but strength. Poetry becomes a journey of discovery for each reader as a result of the examination of several interpretations, which encourages a deeper connection with the text.

### 1.3.1.4. Conciseness and Economy of Language

"Poetry's economy of words gives it a powerful punch (Aprams&Harpham, 2014). In contrast to prose, which can sprawl across pages, poems achieve impact through concise expression. Every word is carefully chosen, acting like a brushstroke in a painting, to create vivid imagery and evoke emotions. Poets can address difficult subjects and emotions in the short form because of this emphasis on concision. Imagine the power of Robert Frost's line

"Two roads diverged in a yellow wood," from his famous poem "The Road Not Taken." This simple sentence, symbolism, captures the universal human experience of having to make decisions and the lingering uncertainty of the path not taken. Poets compel readers to slow down, relish the language, and recognize the depth concealed inside each line by eliminating superfluous words. Poetry is an effective means of expressing meaningful concepts with long-lasting resonance because of its economy of words." (Aprams& Harpham2014)

## 1.3.2. The importance of teaching poetry in EFL context

According to Benton and Fox (1987)"Finding a way to involve the learners in using their language skills in an active and creative way and thus to contribute to the development of their communicative competence"   (as cited in Ahamd, 2014, p. 124).

Poetry, according to Mittal (2014), is essential to the teaching and learning process for several reasons .First and foremost, using poetry in the language classroom enhances interaction and communication among peers or groups of students, since poetry is fictional and offers a variety of possible interpretations, which helps students to communicate without the fear of making mistakes as well as it foster their fluency and accuracy. Second, reading poetry aloud develops students' self-esteem and allows them to freely express their emotions since poetry has unique features like rhyme and rhyme. However, including poetry into lessons helps students' become more fluency, therefore learning poetry from kindergarten is a good way to learn a language. In addition, using poetry in the language classroom supports the language's four skills (listening, speaking, reading, and writing) this raise motivation among students. Moreover, teachers needs to employ suitable methods of vocabulary explanation because poetry not limited to grammatical matters, allowing students to acquire the target language in a harmonic manner.

Benton and Fox 1985 argue that "the main objective of using poetry in language lessons is to find a means of involving the learners in using their language skills actively and creatively and thus to contribute to the development of their communicative competence

1- Poetry in authentic material, providing students with a real context can be a useful tool to develop and reinforce their language learning.

2- Poetry provides students with the opportunity to improve and expand their vocabulary. In a more authentic manner what is easier for students to remember

3- Poetry enhances learners' creativity. Students can use poetry to explore beautiful and difficult concepts for their creative writing by drawing their intention to them.

4- Poetry-based activities elicit strong emotional reactions from students. Hess (2003) realizes that when a teacher introduces a literary book into the classroom and provides clear and helpful directions, it fosters a successful collaboration between students that other genres are unable to produce.

5- Poetry gives students the chance to acquire precise and deep understanding of different cultures, which can help them become more fluent in the language of instruction (Lazar, 1996).

6- Poetry deals with themes common to all human issues on which students may unite their feeling and passion, so learners can increase their engagement (Heath, 1996).

Kong (2010) believes that English poetry can be useful resource for comprehensive reading and teaching for the following reasons: increase students' motivation, it can improve their self-cultivation, broadening learners' experience, stimulating learners' imagination.

Kong asserts that reading English poetry increase students' attention and interest in learning the language as poetry has a musical melody which encourages students to appreciate its artistic feature. Also, she explains that poetry is full of poignant emotions and deep imagery. Moreover, learners' imaginations are enhanced by the beautiful forms of English poetry, which stimulates their senses and cognition. Furthermore, she indicates that reading poetry broadening learners' experiences and understanding of life because poets deal with different human theme to help learners gain a deep awareness of life. Finally, she marks that poetry aesthetic features enhance learners' self-cultivation. Reading poetry will help learners to edify their personalities through the poets' feelings.

## 1.3.3. Strategies of Teaching Poetry in the Classroom

Teaching poetry in an English as a Foreign Language (EFL) classroom requires careful consideration of effective strategies to engage students and enhance their understanding. We explore important strategies tailored to the EFL context.

### 1.3.3.1. Contextualization

As advocated by Carter& Long (19991), is a powerful tool for unlocking the richness of poetry. By providing students with cultural and historical background, you can bridge the gap between the poem's creation and the modern reader's experience. This can be achieved

through multimedia resources such as historical videos, paintings reflecting the era's aesthetics; or articles exploring the social and political climate influenced the poet. By incorporating these elements, students gain a deeper understanding of the poem's themes, language choices, and imagery. Imagine a student reading "The Waste Land" by T.S.Eliot without any prior knowledge (context). Understanding the disillusionment that followed World War I will help to clarify the poem's disjointed form and depressing tone. Contextualization enriches the learning experiences, allowing students to appreciate the poem not just as words on a page, but as a product of its time and a reflection of the human experience.

### 1.3.3.2. Close Reading

As Rosenblatt (1978) emphasizes, factors a deep "transaction" between the reader and the poem. This method entails leading students through a careful analysis of the language, literary techniques, and structure of the poem. Encourage students to become active participants through annotation- marking the text with questions, observations, and connections. This process helps identify elements like rhyme scheme, meter, figurative language (similes, metaphors, etc.), and shifts in tone or voice. Through focused discussion with peers, students can make deeper understanding of the poet's technique and the poet's message by comparing interpretations and examine how these features add to meaning. Close reading transforms students from passive consumers to active investigators, fostering a more rewarding and insightful encounter with the poem.

### 1.3.3.3. Performance and Recitation

Bell (2001) argues that bringing poetry to life through performance and recitation provides an engaging educational opportunity. By encouraging students to present poems aloud, you engage them on a deeper level. Focusing on pronunciation, intonation, and rhythm allows students to inhabit the voice of the poem, becoming storytellers and conveying its emotional nuances. This exercise improves their oral language skills but strengthens their understanding of the poem's meaning and tone. Imagine a student's reciting Langston Hughes' "Mother to Son "with a weary yet determined voice. The poem's message of perseverance in the face of struggle in a way that simple reading might not. By performing the poem, students have a deeper understanding of its beauty and power because they don't only study it; they also become it.

### 1.3.3.4. Creative Response

Unlocking student's creativity is key to fostering a love of poetry. Maley & Duff (2005) advocate for creative responses that move beyond traditional analysis.To achieve this, one method is tochallenge students to create unique poems that are motivated by the concepts or images found in the original piece. Visual learners might benefit from creating artwork that reflects the poem's emotions or symbolism. Students who are musically inclined might use rhyme and rhythm to communicate their views of the poetry by writing songs or raps based on it. These activities not only solidity understanding but allow students to connect with the poem on a personal level. Imagine a student composing a hopeful rap inspired by Langston Hughes' "Mother to Son," reflecting their own determination to overcome challenges. Students who respond creatively become active participants rather than passive viewers, which deepen their understanding of the significance and power of poetry in their own lives.

### 1.3.3.5. Comparative Analysis

By encouraging comparative analysis, as championed by Books & Warren (1976) in "Understanding Poetry," you can elevate students' understanding and appreciation of poetry. This strategy involves guiding students to compare and contrast different poems or poets. Analyzing common themes, stylistic choices, and cultural influences allows students to identify patterns and make connections across literary works. Consider contrasting Langston Hughes' "Harlem" with William Words worth's" I Wandered Lonely as a Cloud, nature poetry". Despite their distinct styles and contexts, both explore themes of solace and isolation. By analyzing the poets' distinct approaches to related issues, students can analyze the comparative analysis and learn about the universality of poetry expression while also honing their critical thinking abilities. Finally, the comparative analysis fosters a deeper engagement with poetry, allowing students to see a rich tapestry of voices and perspectives.

### 1.3.3.6. Technology Integration

In today's digital age, integrating technology can significantly enhance poetry learning, as advocated by Kajder (2010). By incorporating technology tools, the classroom can transform into an active center for learning. With the help of online poetry databases, students can access with vast collections of poems, allowing them to discover diverse voices

and genres that are not available in a single textbook. Interactive websites can offer engaging activities like quizzes or visual representations of poems, making learning dynamic and enjoyable. Educational poetry apps can gramify the learning process, allowing students to analyze poems, create their own works, and even compete in friendly challenges.These technology resources make poetry discovery an engaging and stimulating experience for all students, not just by accommodating various learning styles but also by encouraging a feeling of ownership and involvement.

### 1.3.3.7. Collaborative Analysis and Discussion

Students ' comprehension and love of poetry are deepened when collaborative study and debate are encouraged, since this leads to a rich interchange of ideas and viewpoints, by facilitating group discussions or small group activities, teachers create opportunities for students to share their opinions, thoughts, and quest about the poetry they are studying (Johnson, D. W., Johnson, R. T., & Smith, K. A. 2014). Through collaborative analysis, students can explore multiple viewpoints, question presumption, and create meaning together,this collaborative approach not only promote critical thinking and analyse skills but also fosters a sense of community and respect among students in the classroom additionally, engaging in dialogue with peers allows students to improve their knowledge of the poems and explore other interpretation (Johnson, D. W., Johnson, R. T., & Smith, K. A. 2014).

## 1.3.4. Considerations and Principles of Choosing an Educational Poetry

Choosing an educational poetry involves several considerations and principles to ensure that the selected poems are engaging. So here are some key points to consider:

### 1.3.4.1. Age Appropriateness

When selecting poetry for educational purposes, ensuring that the topics, language, and content of the poems are suitable for the students' age group is crucial. Younger students benefit from simpler, more rhythmic poetry with clear, relatable themes, which helps maintain their interest and comprehension. This approach not only engages them but also supports their linguistic development by introducing them to language structures and vocabulary appropriate for their level. As students mature, they are capable of engaging with more complex vocabulary and themes. This progression allows them to explore deeper intellectual and emotional content, facilitating a more profound understanding of the material. According to Tompkins (2014), this alignment of content with developmental

stages is essential for fostering an effective and supportive learning environment, where students can progressively build their literary skills (Tompkins, 2014)

### 1.3.4.2. Emotional Maturity

In addition to age-appropriate language and content, it is important to consider students' emotional and psychological readiness to handle certain topics in poetry. Poems that address heavy or sensitive subjects should be reserved for those mature enough to process and discuss these themes thoughtfully. Younger students may not yet have the emotional resilience or cognitive capacity to fully comprehend or deal with complex emotional content, which could potentially cause confusion or distress. As they grow older and their emotional maturity increases, students become better equipped to engage with and reflect on more challenging themes, such as loss, love, and social issues. Tompkins (2014) emphasizes the importance of this careful balance, suggesting that educators must be mindful of their students' emotional and psychological stages to ensure a meaningful and supportive educational experience (Tompkins, 2014).

### 1.3.4.3. Curriculum Alignment

To make sure that learning objectives are successfully achieved, poetry selection must be in line with the curriculum goals, teacher can improve important ideas and abilities in a variety of academic areas by including poetry into the curriculum for example, poetry related to historical events can complement history lessons, fostering a deeper understanding of the time period or cultural context being studied  Burns, L.D. (2013) another research by Daniels(2011), found that connecting poetry to curriculum fosters critical thinking and analytical skills in addition to improving students' understanding of the material, making for a more comprehensive.

### 1.3.4.4. Ethical and Moral Consideration

Ethical and moral considerations are very important when selecting a poem for educational purposes since they help students grasp difficult subjects and create respectful learning environment.  One primary ethical consideration is the treatment of sensitive topics for example: violence, racism, sexism, and other forms of oppression within the text. Teacher must navigate the portrayal of these themes with sensitively and making sure that students respond and engage with them critically and appropriately. For instance, works like

Harper Lee's "To Kill a Mockingbird" challenge students to address systemic injustice and promote ethical thought by talking racial injustice and prejudice (Lee, 1960).

### 1.3.4.5. Engagement and Interest

Poems that address relevant themes, such as identity, friendship ,or social justice, can spark meaningful discussions and reflections, encouraging students to connect with the material on a personal level Fisher, D., & Frey, N. (2007) .Research by Rickards(2017) highlights the importance of incorporating diverse and culturally relevant texts to engage students and Foster a feeling of belonging and cultural inclusion.by selecting poetry that resonates with students' interests and experiences   Teachers may create a dynamic and engaging learning environment that promotes active involvement and deeper investigation of literary issues

### 1.3.4.6. Cultural Representation

In the context of poetry selection, cultural representation refers to the inclusion of diverse voices and perspectives that reflect the rich tapestry of human experiences and identities. By incorporating poetry from various cultural backgrounds, educators can provide students with a more comprehensive understanding of the world and promote empathy and cultural awareness. This diversity not only validates students' own cultural identities but also exposes them to perspectives different from their own, fostering a more inclusive learning environment. When selecting poems for cultural representation, educators should prioritize authenticity and accuracy, ensuring that the chosen works authentically capture the nuances and complexities of different cultures. Research by Kuby and Zimmerman (2018) underscores the importance of culturally responsive teaching practices, suggesting that incorporating diverse texts can enhance students' sense of belonging and academic achievement (Kuby& Zimmerman, 2018).

### 1.3.4.7. Literary Quality

Literary quality refers to the artistic merit and craftsmanship of a poem, including its use of language, imagery, and poetic techniques. While cultural representation is essential, it should not overshadow the importance of selecting poems that demonstrate literary excellence. Poems chosen for their literary quality not only engage students intellectually but also serve as exemplary models of literary craftsmanship. By exposing students to poems

that showcase skilful writing and creative expression, educators can cultivate their appreciation for the artistry of poetry and develop their literary analysis skills. Additionally, poems of high literary quality often transcend cultural boundaries, resonating with readers from diverse backgrounds. According to research by Rosenblatt (2013), focusing on literary quality in poetry instruction can deepen students' understanding of poetic elements and enhance their overall enjoyment and appreciation of poetry (Rosenblatt, 2013).

### 1.3.4.8. Authenticity and Relevance

When choosing educational poetry, relevance and authenticity are very important factors to take into considerations, a research by Ladson Billings (1995) highlights the importance of culturally relevant pedagogy that validates student's identities and integrates their lived experiences into the curriculum, promoting academic achievement and empowerment.

### 1.3.4.9. Accessibility and Inclusivity

Choosing poems that are both inclusive and accessible is essential to establishing a fair learning environment in which every student can participate completely and interact with the material, it is important for teachers to take into consideration the needs and background of their students, including those with disabilities, English language learners , and students from marginalised communities Gay, G. (2010)  . Research by Nieto and Bode(2018) emphasises the importance of inclusive curriculum practices that honor students' identities and backgrounds, fostering a sense of belonging and academic success.

## 1.3.5. The Impact of Using Poetry on Improving the English Language

### 1.3.5.1. Motivation

Poetry not only gets students interested in learning, but it also greatly increases the motivation to learn the English language. As suggests by Kong(2010) that the musical qualities and aesthetic features of poetry can enhance students' motivation to interact with the language. Poetry rhythmic structure, rhyme, and melodic quality are frequently appreciated by learners, which makes the learning process more enjoyable and less intimidating. This enjoyment can translate into stronger willingness to practice and use the language. As Maley and Duff(1989) argue,poetry offers a special and enjoyable experience that can encourage a positive attitude toward language learning. Moreover, poetry often

deals with themes and emotions that students can relate to, providing them more personal connection to the subject matter, this personal connection can encourage students to interact with the language more deeply,as they find relevance and meaning in the texts they study(Lems,2001).the motivational benefits of poetry are multifaceted, involving both the aesthetic enjoyment in addition to the personal involvement.

### 1.3.5.2. Engagement

Poetry is a powerful tool for getting students interested in the English language learning process due to its intrinsic features. According to Kong(2010), poetry's pique students' interest and attention due to its musical qualities and aesthetic features. The rhythmic patterns rhyme, and melodic qualities of poetry engage students in the learning process and improve their enjoyment of language study. Furthermore,students are drawn to poetry's vivid language and excessive phrases,which motivates them to study the language's complexities in greater detail. Students may become more involved in reading and understanding poetry texts as a result of this enhanced engagement, which improve classroom participation. For example, McGovern(2010) notes that when students are engaged with Poetry, they are more likely to participate actively in discussions and activities, which improves their overall learning experience.As students are consistently challenged and motivated by the innovative use of language, poetry's rich imagery  and visual appeal also help to maintain students attention (Hanauer,2001)

### 1.3.5.3. Imagination and creativity

In addition to enhancing motivation and engagement, Kong (2010) also emphasizes that poetry promotes learners' imagination and creativity. Poetry's rich emotional content and vivid imagery encourage readers to think beyond the literal meanings of words, fostering a creative and imaginative approach to language learning. When students encounter a variety of themes, metaphors, and symbols, they are inspired to understand and depict the material in novel ways, which enhances their writing skills and expressive abilities. This imaginative approach to poetry not only helps students comprehend difficult ideas but also enables them to communicate their thoughts more effectively and creatively. Furthermore, the process of interpreting and crafting poetic statements enhances students' critical thinking skills, as they learn to analyze complex texts and develop their own interpretations. As students become more adept at deciphering and creating poetic expressions, their overall language ability and confidence increase, leading to greater proficiency in both written and oral communication.

### 1.5.3.4. Vocabulary Enrichment

In addition, poetry's rich and varied language significantly helps students' vocabulary. Poetry introduces students to a broad range of vocabulary and language structures through its succinct and impactful use of words. According to Fisher and Frey(2004), poetry's compact form requires the use of precise and often advanced vocabulary, which challenges students to expand their lexical repertoire. Students 'exploration of new words and phrases is encouraged by the need to analyse and enjoy poetic language, which enhances their lexical knowledge (Hanauer,2010).students encounter and decode unfamiliar vocabulary, they not only learn new words but also how to use them effectively within different linguistic frameworks, this enrichment of vocabulary supports all aspects language learning, since strong vocabulary is essential for clear and concise writing, reading comprehension ,and effective communication (Lems,2001).poetry reading helps students develop a deeper more comprehensive and nuanced understanding of language, enhancing students 'linguistic proficiency.

### 1.5.3.5. Enhanced Writing Skills

Understanding various poetic forms and structures such as sonnets,haiku, and free verse can improve learners' grasp of syntax, punctuation, and overall writing mechanics,this knowledge helps them create essays and others literary works. A research published inThe English Journal found that students who are exposed to poetic structures are better able to understand various writing styles and have a greater understanding of writing rules and conventions (Fleming, 2010). In addition, writing poetry encourages the use of descriptive language and vivid imagery, by using sensory elements and metaphorical language more often, this technique helps students write more engaging and expressive prose .Acco4ding to study by Graham (2008) in The Reading Teacher journal shows that students who compose poetry on a regular basis enhance their writing skills overall by becoming proficient in the use of rich, descriptive language.

### 1.5.3.6. Improving Reading Skills

Poetry requires close reading,which improves comprehensive skills by making readers identify themes, decode meanings, and appreciate nuances thus enhancing their abilities to understand complex texts. According to study published in the Journal of Research in Reading, students who read poetry have enhanced reading comprehension because they practice interpreting complex and layered meaning (Wilfong, 2008). Furthermore, readers must closely attention to every word and punctuation mark in poetry due to its compact and frequently confusing wording, students who engage in this through reading practice will become more focused and considerate readers in other contexts, as noted by Catherine E.Snow in her book Reading for Understanding: Toward an R&D Program in Reading Comprehension, poetry's demand for close reading helps students improve the skill of paying careful attention to text details, enhancing overall reading proficiency (Snow,2002).

### 1.5.3.7. Critical Thinking and Analytical Skills

Poetry analysis is a powerful for helping students strengthen their analytical and critical thinking abilities,the interpretative nature of poetry requires readers to engage deeply with the text,examining language, imagery, and symbolism to uncover layers of meaning, through this approach students are encouraged to analyse and criticise the poet's choices, developing a critical attitude toward literature and enhancing their ability to think analytically (Rosenblatt, L. M. 1978).According to research by Langer (2011), engaging students in discussions about literature, including poetry, promotes critical thinking skills and deepens their understanding of complex texts (Langer, 2011)

## 1.4. Conclusion

Poetry, with its rich tapestry of language, imagery, and emotion, rise above cultures and time periods. While the challenges of understanding poetry, particularly in an EFL context are undeniable, the rewards are substantial. Through poetry, students can acquire exposure to new ideas, develop critical thinking skills, and cultivate a deeper appreciation for the beauty and complexity of language.

# Chapter Two

## The Situation of Literature Teaching and Research Methodology

## 1.1. Introduction

The current chapter provides an overview of teaching literature in Algerian universities. This section describes the participants that were chosen, and emphasizes the methodology and tools used for data. The research method and design is also included.

## 2.3.1. Objectives for Teaching Literature in Algerian universities

The objective of literature is to stimulatereaders' imaginations and help them come up with ideas for new experiences that will improve their lives. At the same time, there are many ways for readers to express their opinions and feelings about the selection, whether for their own personal or social satisfaction. So, the objectives for teaching English literature in Algerian universities generally align with broader educational goals and the specific context of the Algerian academic and cultural landscape. They include developing critical thinking skills to cultivate students' ability to analyze, interpret, and critique literary texts, and fostering independent and critical thinking. *(Boumediene, 2016).*

Then, enhancing language proficiency through the study of English literature not only helps students improving their skills but also enriches their overall educational experience. Through engaging deeply with intricate texts and involvement in a variety of language-based activities, students enhance their proficiency and confident in using English language. This proficiency helps students succeed academically and prepares them for professional environments where effective communication skills are crucial. *(Benmoussa, (2018).*

After that, encouraging personal and intellectual growth through the study of English literature helps students become well-rounded, intelligent, and empathic individuals. Students gain their understanding of the human condition, and develop a deeper sense of self through reading a variety of literary works. This growth prepares them to be more insightful and sympathetic members of society. *(Ziani, (2021).*

Moreover, teaching English literature courses in Algerian universities prepare students for diverse career paths such as education, translation, and international relations. By fostering these skills, literature programs help students become versatile, knowledgeable, and capable professionals. It equips students with the critical thinking and communicative abilities which

honed through literary studies are directly applicable to diplomatic and international roles. *(Mokhtari, (2020).*

One may argue that the course objectives were purposefully left open-ended so that teachers could interpret them based on their comprehension of literature teaching. Belal (2012), for instance, discovers that teachers of literature place greater value on helping students acquire the ability to read and appreciate literature than on giving them a general understanding of literary trends and their writers. Furthermore, according to Benzoukh&Keskes (2016), many of these literature teachers lack the methodological knowledge to assist their students in developing their literary skills.

## 2.3.2. Approaches to Teaching Literature in the Algerian Universities

### ➢ Grammar Translation approach

In the context of Algerian universities, where English is often taught as foreign language, GTM has been historically predominant due educational infrastructure, resource availability. It enhances students' abilities to read and comprehend complex texts, gain a solid understanding of grammatical structure. Also translating literary texts helps students appreciate linguistic nuances and cultural context, and aids in broadening students' vocabulary.(AouineAhlam, 2020). This approach focus more on reading and writing skills, and less on spoken communication or listening skills. The application of this approach in Algerian universities is a tool for understanding the grammatical rules of the language and using translation as a means of developing reading and writing skills.

Even while Algerian universities have long relied on the grammar translation approach for teaching literature from 1960s to 2000s, its limitations necessitate the integration of more dynamic and communicative approaches.

### ➢ The Structuralism Approach

This approach analyzing literary texts by examining their patterns, structure, and systems of meaning. This approach was implemented in Algerian universities focusing on formal elements by teaching the students the formal elements of the literature, such as character, setting, and use examples from English literary works that are resonate with Algerian students. And also encourage students to compare and contrast English literary texts with works from Algerian or other cultural traditions. By implementing the structuralist approach in teaching English

literature, Algerian universities can provide students with valuable analytical tools for understanding literary texts from diverse cultural perspective. *(John Doe, 2019)*

The structuralism approach in Algerian universities serves as a powerful tool for teaching literature, with its methodical framework for analyzing texts. Although it offers significant analytical benefits, its complexity and possible drawbacks point to the necessity of a balanced curriculum that also includes other literary theories and approaches.

## ➢ **The Communicative Approach**

Algerian universities can provide dynamic and interactive learning experiences that improve students' language ability, critical thinking abilities, and appreciation for literature within a wider cultural context by applying the communicative approach to teaching English literature. Engage students in communicative reading activities where they discuss and analyze English literary texts in small groups or pairs. To promote meaningful conversation and involvement, encourage students to share their thoughts, feelings, reactions, and questions about the texts. And also organize debates or discussions centered around literary issues, subjects, or controversies presented in the texts. Encouraging students to defend the viewpoints, ideas, and interpretations will help them to develop their English language critical thinking and argumentation skills. **(Bensemmane, M. 2017***, 6(5), pp. 184-195)***.

Algerian universities were begun to teach literature through communicative approach, which provides a dynamic and engaging alternative to traditional methods.

## 2.4. The teaching of English literature at university

Regarding the literature subject, LMD program starts with the SLT (Study of Literary Text) module, which serves as an introduction to literature in general, then in the second year students are taught the British literature alone and the American one is left to the third year of graduation.

## Content

For the first time, this subject represents the teaching of literature at the Algerian universities as content rather than a tool.During the first semester, students study "Study of Literary Text". The subject content includes an overview about literature, literary genres: poetry, prose narrative, poetic types, figures of speech, and also a study of selected poems belonging to the English Romantic Movement. While during the second semester, the subject content includes

works William Shakespeare's selected work, Daniel Defoe's the life and Adventures of Robinson Crusoe, Geoffrey Chaucer's The Canterbury Tales, and also Old English Literature: Beowulf.

During the third semester, the subject content includes Romanticism in Great Britain, the literature of the Victorian Age, and works such as Charles Dickens' Hard Times, Jane Austen's Pride and Prejudice. In contrary, the firth semester includes introduction to American Literature, Literature of Revolution: Thomas Paine's Common Sense, also introduction to the short story: Washington Irving's Rip Van Winkle.

During the fifth semester, students study "Literature: Theory and Practice," where they analyze modern literary texts through several of perspectives. The subject content includes works representative of modernism and the exploration of themes such as colonialism and slavery. James Joyce's "The Dead" and Joseph Conrad's "Heart of Darkness" offer insights into the complexities of modernist literature, while "Narrative of the Life of Frederick Douglass" sheds light on the harrowing experiences of slavery. While during the sixth semester, the subject content includes works such as 20$^{th}$ century African American Literature, Richard Wright "The Ethics of Living Jim Crow"; T.S. Eliot The Waste Land. (Canvas of English Syllabus Contents 2018)

## Coefficient

The coefficient assigned to literature module in first, second, third and fourth semesters is "1", while in both semesters (05 and 06) is "2", represents its proportional weight within the curriculum. This suggests that the module is contributes to the overall evaluation and academic advancement of the students and is quite substantial in terms of academic load and complexity. (Canvas of English Syllabus Contents 2018)

## Credit

Each instance of the module in first, second, third, and fourth semesters carries 02 credits, reflecting the expected workload and the depth of enjoyments required from students. These credits represent the time and energy that students are required to devote to the module, which includes attending lectures, taking part in discussions, doing research, and doing assignments. (Canvas of English Syllabus Contents 2018)

## Course objectives

1. Enhance students 'comprehension and analytical skills concerning contemporary literary text, especially when it comes to modernism.

2. Encourage a thorough comprehension of the selected literary works, including James Joyce's "The Dead," Joseph Conrad's "Heart of Darkness," and Frederick Douglass's "Narrative of the Life of Frederick Douglass."

3. Encourage the critical thinking and interpretation of themes such as colonialism, identity, and narrative devices.

4. Cultivate students' ability to apply relevant theories and vocabulary while analyzing and interpreting texts.

5. Promote effective communication and articulation of literary analysis through written assignments, discussion, and presentations.

6. Provide opportunities for students to engage in reflective and collaborative learning experiences, facilitating deeper comprehension and appreciation of literature.

Give students the analytical and interpretative abilities necessary for success in any field of study by providing them with the tools they need to pursue higher education or careers.

## 2.5. Research Methodology

This study includes the research methods, participants, research instruments used in collecting data along with their description and analysis, and also the discussion of the findings and the limitation of the study followed by suggestions and recommendations.

## 2.5.1. Population and Sample

Sim and Wright (2000) define the population as the set of examples that contributes the interest of the researcher in the end and allows them to draw conclusions about them. To accomplish our research, we have selected 40 third year students and 08 teachers of English from the department at the University of IbnKhaldoun-Tiaret as a sample since they deal with poetry.

## Learners' profile

The third year licence students at the department of English of Tiaret University are the intended sample of the present study. It is composed of 40 third year students who are enrolled at the English department, they are randomly selected. They are both males and females. They are between 21 and 25 years. These students have been studying English literature for three years.

This sample has been chosen because those students are taking literature courses for the third time. Consequently, they have prior knowledge in this topic.

## Teachers' Profile

The interview is conducted in an administrative manner to eight English literature teachers at English Department of IbnKhaldoun University-Tiaret where subject of this study is explored. They are both males and females. They all teach Literature. They are both novice teachers and expertise ones.

## 2.5.2. Research Design

A research design, Lia (2010) defines a research design as a framework or scaffold that makes data collecting and organizing easier. In order to carry out the current study, we have chosen a qualitative and quantitative research design. A research design appoints answers to the "what" questionsabout the identification of the research problem, hypotheses, variables and the topics to be included in the sample. To elaborate more, the procedure of selecting the best study design is organized in a respective manner. We follow procedural steps beginning with the phase of the research problem continuing through the phase of data collection and analysis.

## 2.5.3. Research Method:

Research methods are research procedures by which a researcher gathers a data in order to carries out his study. This piece of research examines the challenges and difficulties faced by EFL teachers and learners. Therefore, the collected data was based on exploratory method;it is a research approach that looks at a problem that not well understood.It helps researchers explore and discover new ideas and is the preliminary research to clarify the exact nature of the problem to be solved and allows researchers to be flexible.  It requires such choice of methods in order to fit the objectives of the study. Mixed method was used in which the questionnaire was designed to gather the quantitative data and the interview was used to collect the qualitative data.

## 2.5.4. Research Tools

For the validation of this research, the data that were used are teachers' interview and students' questionnaire. The instruments that we selected for our investigation are as follows:

## 2.5.4.1. Students' Questionnaire

According to Brown (2001)"Questionnaires are any written instruments that are given to respondents with a sequence of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers"(p.6).According to Kothari (2006), this instrument is advantageous for the following reasons: it is free from the bias of the researchers, remote respondents can be easily approached, and respondents have adequate time to give well thought out answers. The questionnaire was created for third year EFL students with the goal of discovering the main difficulties faced by them in studying poetry, and what shall be done to overcome these challenges. It also includes a range of questions (Twelve questions), including closed-ended, open-ended, and multiple choice ones.

The third year licence students were given questionnaire almost at the middle of the year to provide information about their attitudes, preferences and strategies in learning literature and what the difficulties they faced. The questionnaire was divided in three sections:

## Section one: General Attitudes and Experiences with Poetry (Q1-3):

This section enables students' overall feelings toward poetry and their experiences understanding poems in English.First, it began with a direct yes or no question in which the respondents were questioned if they love poetry (Q1), then to identify their understanding of poems in English in the second question (Q2). Additionally, in the third question they were specifically demanded to identify their challenges when reading English poetry.

## Section two: Challenges and Approaches to Analyzing Poetry (Q4-6):

This section aims to collect general data about the specific difficulties students faced when analyzing poems, including structure, theme, and figurative language. This part is the main concern in this study. To begin with, the fourth question is yes or no question in which the respondents were questioned if they struggled with analyzing the structure and form of a poem (Q4). The next question inquired the respondents to select what aspects of studying poetry they find most challenging when analyzing poems (Q5). After that, they required to answer how they typically approach understanding and analyzing a poem (Q6).

## Section three: Suggestions for Improvement and Learning Preferences

## (Q7-12):

It focuses on providing some suggestions and teaching styles that could enhance their understanding of poetry and explores students' preferred learning methods. In the following questions, the respondents were demanded to answer if they think poetry is relevant in todays' words or not and why (Q7), which type of poetry they find easy (Q8), and which type of poetry they find difficult (Q9). The next question, the respondents were asked to tick how they prefer studying poetry (Q10). Finally, the last two questions are open ended question in which the respondents are asked about the role of literature teacher in improving their understanding poetry (Q11), and what they suggest for improving the way poetry is taught (Q12). The aim of this section is to find solutions to overcome the challenges faced by students in studying poetry.

## 2.5.4.2. Teachers' Interview

According to Kumar (2008), interviewing people is a widely utilized technique for gathering information from them. It involves face-to-face engagement or any kind of verbal communication between two or more individuals with a specific purpose in mind. There are several objectives of interview such as : provide opportunities for clarification and elaboration of responses, support triangulation of data through multiple sources and methods , generate rich qualitative data for analysis ,and enhance understanding of complex or nuanced topics.A semi-structured interview has been designed for teachers in the English department of IbnKhaldoun University-Tiaret aiming at discovering more about the difficulties faced by students in studying poetry and also providing the appropriate solutions in order to overcome students' difficulties. Our interview contains eight questions (Q1-Q8) investigating everything related to challenges in studying poetry and how to overcome these challenges through different questions.

## 2.6. Piloting Study

Before the final administration, the employed quantitative questionnaire underwent a number of stages in the construction process. This procedure, known as "the pilot stage" involves testing the data collection tool to ensure the high quality, in terms of reliability and validity, of researched study and its findings. Thus, piloting the quantitative questionnaire is a very crucial procedure due to its psychometric features in adjusting sufficient items in covering all aspects of a variable. Nevertheless, if certain factors are not covered, the results will be completely unsuccessful.

During the first piloting phase, which takes place on 15th, December 2023, the questionnaire was given to our supervisor. He was requested to review the overall appearance of

the questionnaire, the clarity of instructions, the wording of items and whether there are any ambiguities or difficulties that the respondents may encounter. In the meantime, as the final piloting phase took place, the questionnaire was distributed to forty (40) students from the population of Licence level students. This version of the questionnaire included arrange of questions in which the students were further asked to answer about their understanding of the items and what ambiguities, misunderstanding or challenges they faced when responding.

Following the initial stage's conclusion, the final piloting phase accommodated further crucial consideration in relation to the final construction of the questionnaire. The forty (40) students who have answered the questionnaire reported having some trouble understanding the purpose behind of some questions. Also with the interview was pre tested by the supervisor who is experienced English university literature teacher where his feedback was highly insightful input on how to rephrase and rewarding of questions and objectives too. After the pilot stage, the interview guide was contained eight questions (08) instead of twelve questions (12).

## 2.7. Data Analysis and Procedures

Since both quantitative and qualitative data were collected, descriptive analysis and exploratory analysis were performed. The practice of summarizing and characterizing data in a meaningful way with the aim of acquiring insights and comprehending the primary features and patterns within the data set is known as descriptive analysis, and it was applied to quantitative data. It involves organizing, presenting, and summarizing data using various statistical measures, and graphs. The approach analyses the data quantitatively to compare the effects of various variables on each other. *(Kaliyadan&Kulkarni, 2019).* On the other hand, an analysis methodology known as exploratory analysis was employed. This analysis approach involves analyzing and summarizing data through statistical and visual tools in order to gain insights, identify patterns, and comprehend the main characteristics of the dataset. It includes handling missing data, identifying relationships, summarizing the data, and formulating initial hypotheses. These two analysis methods were used to determine the teaching of poetry in EFL context, the difficulties faced by students, and how we overcome these challenges.

## Limitations

One limitation of this study is related to the students' questionnaire even though we tried to make the questionnaire interesting and easy to understand, some students did not take it seriously this could affect how accurate and reliable their answers are, which might make our

findings less valid, another limitation is the small number of teachers specializing in literature, our results might not apply to all EFL instructors.

## 2.7. Conclusion:

Education plays a crucial role in shaping individuals and fostering cultural understanding. In Algerian universities, literature holds a significant position within the educational system, serving as a window to diverse perspectives and enriching experiences. This chapter has given a brief description of teaching literature, their objectives and approaches in EFL context and representing the research methodology.

# Chapter Three
## Data Analysis and
## Pedagogical Implications

## 3.1. Introduction

This part of the research is mainly focused on the practical part where we analyze and discuss the data collected from different instruments, the main goal is to see if the findings support our hypotheses and to provide useful recommendations to solve the research problem, we will look at the results from the students' questionnaire and the teachers' interview. Finally, we will offer some practical suggestions and recommendations for improving education based on our findings.

## 3.2.1. Analysis of the Students' Questionnaire

## Section one: General Attitudes and Experiences with poetry:

1. Do you love poetry?

***Figure1.1:*** *Love of Poetry.*
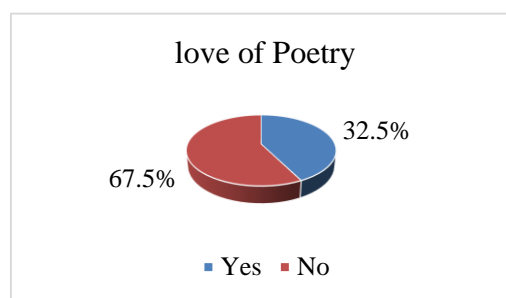


The result of this question shows a clear differencein attitudes towards poetry among the participants as the majority of students (67%) expressed a dislike for poetrywhile about (32.5%) said they love poetry.

2. Do you understand poems in English?

***Table 2.2:*** *Poetry Understanding*

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 17 | 42.5% |
| No | 23 | 57.5% |
| Total | 40 | 100% |

.The result of the question also shows significant difference between participants in which (57.5%) declared that they don't understand poetry while only (42.5%) said they do.

3. What do you find most challenging about understanding poetry in English as a foreign language?

Cultural Background-   Linguistic Complexity –Vocabulary - Teaching Methodology

*Table3.3: Challenges of Understanding Poetry in English*

| Option | Participants | Percentage |
|---|---|---|
| Cultural background | 14 | 35.00% |
| Linguisticcomplexity | 11 | 27.5% |
| Teachingmethod | 7 | 17.5% |
| Vocabulary | 8 | 20% |
| Total | 40 | 100% |

The question results indicate that the most common challenge for understanding poetry in English as a foreign language is cultural background (35%) while about (27.5%) said linguistic complexity wile (20%) choose vocabulary and the minority(17.5%) of students chose teaching method .

## Section two: Challenges and Approaches to Analyze Poetry.

4. Have you ever struggled with analyzing the structure and form of a poem?

*Figure4.4: Students' Challenges and Approaches to AnalyzePoetry.*
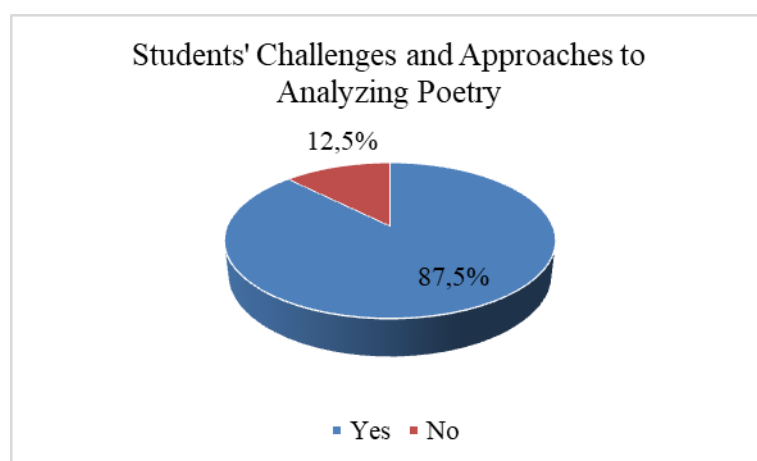


The overwhelming majority of participants (87.5%), admitted that theystruggle with analyzing the structure and form of a poemwhile only (12.5%) of participants denied that they had any difficulty identifying a poem's form and structure.

5.  What aspects of studying poetry do you find mostchallengingwhen analyzing poems?

Understanding the theme -Rhyme and meter -Symbolism and metaphor -Figurative language.

*Table5.5: The Most Challenging Aspect of Studying Poetry.*

| Option | Participants | Percentage |
|---|---|---|
| Understanding the theme | 23 | 57.5% |
| Rhyme and meter | 10 | 25% |
| Symbolism and metaphor | 3 | 7.5% |
| Figurative language | 4 | 10% |
| Total | 40 | 100% |

The data reveals that the majority of participants, comprising (57.5%), find understanding the theme of a poem to be the most challenging aspect when analyzing poetry. Meanwhile, a significant portion of participants also find aspects such as rhyme and meter (25%), figurative language (10%), and symbolism and metaphor (7.5%) challenging.

6.  How do you typically approach understanding and analyzing a poem?

Reading the poem multiple times - Researching background information online - Discussing with classmates or teacher - Consulting a dictionary for unfamiliar words

*Figure6.6: The Typical Approach to Understanding and Analyzing a Poem.*
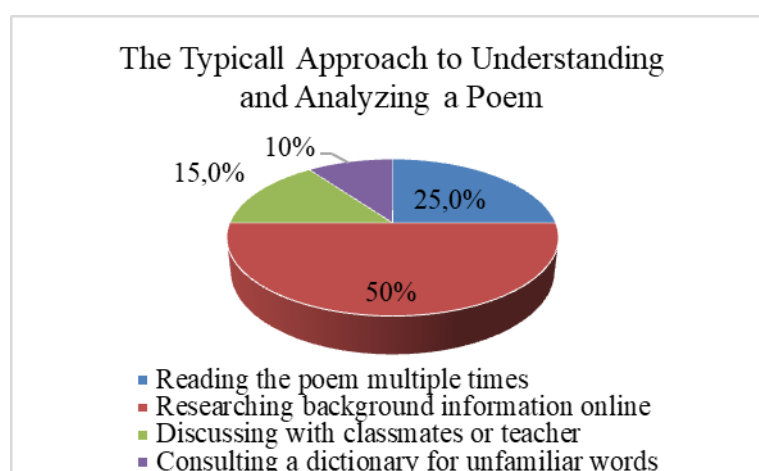


This question effectively assesses various strategies for understanding and analyzing poetry,researching backgroundinformationcomesfirst, with a significant share of learners(50%) opting for this approach while reading the poem multiple times comes the second with (25%). Thirdly, discussing the poem with classmates or teachers 15%, followed by using a dictionary for unfamiliar words, the least strategy (10%).

## Section three: Suggestions for improvement and learning preferences.

7. Do you think poetry is relevant in today's' world? Why or Why not?

*Table7.7: Opinionsfor relevance of poetry*

| Opinions | Participants | Percentage |
|---|---|---|
| Yes | 09 | 22.5% |
| No | 31 | 77.5% |
| Total | 40 | 100% |

The results of this question shows that most of students (77.5%) believe that poetry is not relevant in today's' world while (22.5%) suggest that some students still valuepoetry as a way to express emotions, ideas, and beauty.

8. What type of poetry do you find easy to read in English?

*Table8.8: Easy types of poetry*

| Points of view | Participants |
|---|---|
| I do not know | 11 |
| Free verse | 06 |
| Romantic | 05 |
| Narrative | 03 |
| Modern poetry | 03 |
| Dramatic | 02 |
| Descriptive | 02 |
| Novels | 02 |
| All of it | 02 |
| Sonnet | 01 |
| Self-help books | 01 |
| Fictional | 01 |
| Politic | 01 |
| Total | 40 |

The question results suggest that there is no single type of poetry that everyone finds easy to read because a considerable number of students (11 participants) are not familiar with different type of easy poetryin the meantime free verse (6participants) and romantic poetry (5participants) emerged as the most recognizable easy choices, also a notable presence of narrative and modern poetry with (3participants) for each. Moreover, easy poetry indicatesequal selections fordramatic novelist, all of it, and descriptive ones(2participants).Finally, sonnets, self-help books, fictional works, and even politics have received one choice (1 participant).

9. What type of poetry do you find difficult to understand?

*Table9.9: Difficult types of poetry.*

| Points of view | Participants |
|---|---|
| I do not know | 11 |
| Old poetry | 04 |
| Sonnet | 04 |
| Historical | 03 |
| All types | 02 |
| Epic | 02 |
| Classical | 02 |
| Romantic | 02 |
| Narrative | 02 |
| A lot of | 02 |
| Social | 02 |
| Descriptive | 01 |
| Free verse | 01 |
| Stream of consciousness | 01 |
| Lyric | 01 |
| Total | 40 |

This questionnaire reveals that many students may not be aware of the many different types of poetry (11) while the rest find difficulties in understanding some types of poetry: Old poetry (04); sonnet (04); historical (03). Moreover, difficult poetry indicates equal selections forepic, all types, classical poetry,romantic,narrative,a lot of, social ones (02 participants) whiledescriptive; free verse; stream and consciousness;lyric each one of them chosen by 01 participant.

10.  How do you prefer to study Poetry?

*Table10.10*: *Methods for studying English Poetry.*

| Option | Participants | Percentage |
|---|---|---|
| Through lecture | 19 | 47.5% |
| Through discussion | 19 | 47.5% |
| Through games | 02 | 05% |
| Total | 40 | 100% |

The data indicates that lectures and discussion are equally favoured methods for studying poetry among the participants (19). However, only (02) prefer using games as a method of studying poetry.

**11.** What role do you think the teacher should play in helping you understand poetry?

*Table11.11: Role of teachers in studying English poetry.*

| Points of view | Participants |
|---|---|
| Translating the difficult ideas | 08 |
| contextualizing | 16 |
| Analyse the figurative language | 10 |
| Explaining the background of the poetry | 03 |
| Discussion and give homeworks | 01 |
| Make the learning part more enjoyable | 02 |
| total | 40 |

The data reveals that the majority (16 participants) emphasize the importance of teachers contextualizing poems within their culture. In the meantime (10 participants) think that analyzing figurative language helps them to understand poetry while (08 participants) believe that teachers should simplify complex concepts and translate difficult ideas. (03 participants) suggest that providing background information about the poet can help them to understand poetry while (02 participants) highlight the importance of teachers making the learning experience more enjoyable. Finally, only one participant prefersdiscussion about poetry and assigning homework.

12. Do you have any suggestions for improving the way poetry is taught in our EFL class?

*Table12.12: Methods for Teaching English Poetry.*

| Points of view | Participants |
|---|---|
| The terms and words should be easy | 11 |
| Teach poetry through songs and videos | 20 |
| Make it more interactive and engaging instead of only just analyzing | 01 |
| Give more value to the figurative language than the terms of the form | 05 |
| Nothing, I will keep it the same | 01 |
| Focusing more on emotional response | 02 |
| Total | 40 |

The most popular suggestionsarefor teaching poetry through songs and videosabout (20 participants).In contrast, around (11 participants) advocate for simplifying terms and vocabulary. Additionally, (5 participants) suggest prioritizing figurative language over the technical aspects of notably form, only (2 participants) propose focusing on the emotional response to poetry, with (one participant) prefer to make poetry more Interactive and engaging instead of only just analyzing and one participant prefer to keep it the same.

## 3.2.1.2. Interpretation of the students' questionnaire

This study investigates the challenges that students face in studying English poetry, it aims at investigating the teaching of poetry in the EFL context. Thus, the results obtained from the students' questionnaire revealed that EFL students encounter some difficulties at the level of understanding poetry. Besides, challenges in recognizing and interpreting poetic meter and rhythm, language complexityand cultural considerations, as well as analyzing structure and form.

Regarding the most challenging aspect of studying poetry, understanding the theme of a poem to be the most challenging aspect, this because students do not understand the language and are unfamiliar with the culture.

Concerning the solutions to overcome these challenges, students suggest some beneficial solutions such as multimedia resources, and react well to engaging techniques and shows preferences for interactive study methods such as games and discussions. Additionally, they show the importance of variety of sources including online research and class discussions in enhancing understanding.

### 3.2.2. Analysis and Interpretation of Teachers' Interview

**Note:** **We use symbol T refers to each teacher.**

**Q1:** Do you teach poems in your literature courses? If yes, what type?

| Teachers | Type |
|---|---|
| Teacher 1 | Epic |
| Teacher 2 | Short stories |
| Teacher 3 | Free verse |
| Teacher 4 | No answer |
| Teacher 5 | Short stories |
| Teacher 6 | Short stories |
| Teacher 7 | Modern poetry |
| Teacher 8 | Free verse |

This question is posed to know if they teach poems in their literature courses or not, for (T1) taught epic poetry, (T2), (T5), and (T6) chooseshort stories while (T3) and (T8) taught free verse poetry. Moreover, (T7) taught modern one.

**Q2:** What are yourobjectives in teaching poetry?

(T1) and (T6) highlight the goal of expanding vocabulary through exposure to poetic language and imagerywhile (T2), (T7), and (T8) focus on fostering an appreciation for the aesthetic and emotional aspects of poetry. T3 and T4 emphasize the importance of cultural and historical contexts in understanding poetry, aiming to change students' attitudes towards the subject. (T5) delves into the artistic and analytical aspects, encouraging students to engage with literary devices and deeper meanings. Collectively, these objectives aim to create a holistic and enriching experience that not only improves language skills, but also cultivates a deep appreciation and critical understanding of poetry.

Based on opinions of teachers who described a variety of aims, including language development, cultural understanding, critical thinking, aesthetic appreciation, and enjoyment of poetry as an art form. Each teacher approaches is unique to teaching of poetry, reflecting a variety of educational aims and methodologies**Q3:** What are the teaching methods you prefer in teaching poetry? Why?

(T1) and (T2) favour role play and group discussions to enhance engagement and comprehension through active involvement. (T3) employs a comprehensive approach that includes reading, analyzing, discussing, and multimedia aids to address various learning preferences. (T4) and (T5) emphasize open discussions, project-based learning, and the use of both printed and digital resources to foster creativity, critical thinking, and accessibility. (T6) focuses on close reading to develop detailed analysis skills, whereas (T7) and (T8) prioritize reading and analyzing poems to build critical interaction with the text and an understanding of literary devices.

According to teachers' explanations, teachers have various preferences for teaching methods, which reflects differences in their pedagogical approaches and priorities. While some emphasize active participation and exploration, others focus on close analysis and discussion. Combining several teaching strategies can provide students a well-rounded and engagement learning experience that meets their needs and learning styles.

**Q4**: What are your students' common difficulties in understanding poetry?

Based on teachers' perspectives, in understanding poetry teacher (T1),(T2), (T7) and (T8)emphases the difficulty that comes from poetry's vocabulary, which can make it more difficult for students' comprehension and interpretation of the text.In addition, teacher (T3) mentions that students struggle with understanding the deeper meaning of poems and identifying the themes.Teacher (T5) and (T6) draw attention to the fact that students struggle due to unfamiliarity with complex structures and figurative language used in poetry which requires additional support and explanation, they also mentions that students find challenge in translate and interpret certain lines in poetry . Teacher (4) notes that students may struggle with cultural and religious references in poetry, highlighting the importance of providing context and background information to enhance understanding.

**Q5:** What are students' concerns in analysing poetry?

All of teachers suggest that the main concerns are the fear of misinterpreting and misunderstanding the structures, vocabulary, the complexity of the literary devices, symbolism and the figurative language.

Overall, these perspectives suggest that students may face challenges in various aspects of poetry analysis, from understanding its technical structure to interpreting its deeper meaning and symbolism.

**Q6:** Can they grasp the overall theme and message of the poems easily?

There is a range of perspectives among the teachers regarding students' ability to grasp the overall theme and message of poems easily. Both teachers (T1) and (T6) suggest that detailed explanations and hints, along with background information are necessary for students to fully understand the poem. Teacher 2 indicates that students may understand the message and theme of a poem after reading it with the teacher. This suggests that guided instruction and discussion can facilitate students' understanding while teachers 3, 4, 5, and 8 express concerns that students often have difficulty grasping the message of poems. Even with explanations and discussions, students may still struggle to fully comprehend the deeper meaning of poetry. In the other hand, teacher 7 believes that it is challenging for students in general to grasp the theme and message of poems. He suggests that literature, as a whole, presents difficulties for students in understanding its message.

From these perspectives, they emphasize the importance of guidance, detailed explanations, and discussions to support students in understanding poetry effectively. Also, it appears that there is a consensus among most of the teachers that students find it challenging to grasp the theme and message of poems easily.

**Q7:** Do they seem able to understand the cultural context of the poems?

The perspectives provided by the teachers regarding students' ability to understand the cultural context of poems.

(T1) said that Students may struggle with understanding cultural and religious notions presented in poems due to lack of prior knowledge or information. This suggests that students' understanding of cultural context may be hindered by their limited exposure to diverse cultural backgrounds. However, (T2)believe that students' comprehension of cultural context in poems can be facilitated if they have been introduced to it earlier or if it has been covered in other modules, such as civilization studies while (T3), (T4), (T5), (T6), and (T7)express the view that despite efforts to teach or provide information about cultural context, students may still face difficulties in grasping its significance within poems. Moreover, (T8)highlights that understanding cultural context requires research, but notes that students may be reluctant to engage in research activities.

The perspectives suggest that addressing students' understanding of cultural context in poetry may require a combination of providing background information, fostering research skills, and encouraging student engagement with diverse cultural perspectives.

**Q8:** How do you assess your students' understanding of the poems?

The methods teachers used to assess their students' understanding of poem vary:

(T1) said that it isbased on students' ability to detect mood, theme, and symbols, as well as their capacity to summarize the main idea on their own, in the meantime(T2)by observing students' participation in discussions and reviewing their written analyses, this teacher assesses how well students can articulate their understanding of the poem both orally and in writing. In contrast, (T3)said that only few students demonstrate a good grasp of the material. This teacher's assessment approach may involve identifying those students who show a strong understanding and addressing the needs of those who require additional support. While (T4), (T6), (T7), and (T8)use questioning techniques at the end of session or ask students to remind me what we dealt with the previous session. In the other hand (T5) Utilizes tests or requests students to provide summarise as a means of assessment. Tests include questions that gauge students' understanding of various aspects of the poems.

These assessment methods reflect a combination of strategies including observation, discussion, and written assignments, questioning, and testing, to evaluate students' understanding of poems.

## Interpretation of teachers' interview

The interview includes a number of thoughtfully prepared questions that are in line with the hypotheses posited. The data from teachers' interview exploresthe presence of poetry in literature courseswhich indicate that poetry education is common and that there are difficulties of the complexity of the language, cultural considerations and difficulties in recognizing poetic meter and rhythm.

Regarding the objectives of teaching poetry, the results showed that the objectives of the teachers aiming to change students' attitudes towards the subject, encouraging them to engage with literary devices and deeper meanings, aesthetic appreciation, and enjoyment of poetry as an art form.

After that, though teachers mentioned some teaching methods they prefer to use in teaching poetry like the use of printed and digital resources, group discussions, and analyzing poems to build critical interaction with the text and understanding of literary devices.

In order to better understand the challenges mentioned possible application of solutions suggested to making poetry easier and overcome students' obstacles, including role play and multimedia resources for instance to ensure comprehensive evaluation and enhance comprehension techniques. Finally, the evaluation techniques presented in the last question are expected to harmonize with the objectives of teaching poetry and address the difficulties.

## 3.2.3. Discussion of Students' Questionnaire and Teachers' Interview results:

The results obtained from the questionnaire and the interview strongly support the hypotheses regarding the challenges faced by EFL students in studying English poetry. Primarily,(Questions(03), (04), (05,)from the questionnaire and (04), (05), (06), (07) from the interview reveals that many EFL students experience various difficulties in studying English poetry, with cultural considerations and language complexity being the most prevalent. This matches with the first hypothesis that students experience major difficulties in studying English poetry. Furthermore, the findings also confirm that studying English poetry has several difficulties which can affect the overall comprehension such as interpreting poetic meter and rhythm, language complexity, cultural considerations. And to overcome these challenges, several solutions were proposedasquestions results number (10), (11), (12) from the questionnaireand (03), (08) from the interview indicated, they insisted on teaching poetry through songs and videos which is more engaging and effective for students understanding to poetry than traditional methods. Additionally, these findings affirm also the second hypothesis which is the use of multimedia and role-play activities which can enhance EFL students' understanding and appreciation of poetry by making the content more accessible and engaging.

## 3.2.4. Pedagogical Implications

This research underscores the difficulties inherent in teaching English poetry to EFL learners. Due to factors like unfamiliar cultural references, complex language, and figurative language, students may struggle to interpret the poems' deeper meanings. Consequently, effectively conveying the essence and beauty of English poetry becomes a challenge for EFL instructors.

The most effective way is role play whichserves fundamental aspects of poetrytic engagement. This is tapping into children's capacity to empathize with different characters. Role play is a useful tool that teachers may use in poetry classes to help students learn other viewpoints and develop a nuanced understanding of them while also improving their language motor skills (Wilheim, 2002).

One of the most useful strategies is group discussions. In the teaching of poetry,group discussions are a very useful technique, offering a collaboration environment where students can share interpretation and ideas about the texts they're studying. Students engage with the material, fostering critical thinking and analytical skills as they consider various perspectives. Additionally group discussions also create a supportive atmosphere where students can learn from one another Lazar (1993).

One of the most effective ways of better understanding of poetry is poetry games technique, teaching poetry effectively can involve employing a variety of interesting techniques such as poetry games, choral poetrytization, and choral speaking. These methods provide engaging and enjoyable opportunities for students to explore poetry, which fosters their interest and comprehension of poetic elements [Swart (, 1995), Merhs, (2009)]

The selection of the poetry texts is a chief element in the process of teaching. The selection of poetry texts that meet the teaching objectives, poetry play a vital role in teaching. .according to Panavelil (2011) a teacher should be extremely careful while choosing the text s/he wants to deal with in the classroom. The needs of the students, their motivation, interest, and cultural background should be taken into consideration while selecting a poem for classroom teaching.Teachers should introduce modern, romantic and lucid poems. They should also consider other criteria such as clarity of topic, simplicity of language, and contextual aspects while selecting poetry texts.

Choosing of good teaching method is also very important. Using methods such as teacher centred and literature oriented approaches in teaching poetry will not help students to improve their language skills to achieve the objectives of teaching in the classroom and make poetry lessons more effective, enjoyable and enabling for students to improve their language skills,teachers have to use different tools and techniques such as the use of videos, audio devices or even a translation of the poetry text into the students' mother tongue. Teachers should also adopt alternative methods such as brainstorming sessions, chain-drills, split the poem, interactive reading,as well as the visual memory development technique

VMDT. According to Kellem (2009) before teaching a poem, teachers should first have the students brainstorm to help them express their opinions about the themes/ideas of the poem.

**3.5. Conclusion:**

This part of the research is mainly focused on the practical part where we analyze and discuss the data collected from different instruments, the main goal is to see if the findings support our hypotheses and to provide useful recommendations to solve the research problem,we will look at the results from the students' questionnaire and the teachers' interview. Finally, we will offer some practical suggestions and recommendations for improving education based on our findings.

# General Conclusion

Teaching poetry in English as foreign language (EFL) context is a dynamic and multifaceted endeavour that offers exceptional chances for linguistic and cultural growth. Poetry is powerful tool for enhancing language proficiency and encouraging a greater understanding of the nuances of the English language because of its rich use of language, diverse forms, and deep emotional resonance.

This paper involves three chapters; the first chapter is committed to literature review about literature, its key elements and types. Then, it deals with the characteristics of English poetry, its importance, strategies, and considerations for choosing en educational poetry. The second chapter provided cursory review about literature in the Algerian universities. The chapter was started with ELT at the university level, teaching literature in Algeria, its objectives, and the approaches to teaching literature in the Algerian universities. Then, it illustrates in details the teaching of English poetry in the Algerian universities. Part of this chapter highlights research methodology which includes population, research design, research method, and research tools. For the third chapter it is dedicated to the practical part, where researchers introduced the data analysis and discussion of the results. After that, interpretation and the analysis of the findings were presented. Finally, the researchers ended the chapter with pedagogical implications to overcome the challenges faced by learners in studying poetry.

The data gathered from students' questionnaire and teachers' interview led researchers to provide specific recommendations and solutions. The findings of this research have confirmed the two hypotheses that suggested that students find it difficult to understand poetry because of its language complexity, cultural considerations, and difficulty in recognizing and interpreting poetic meter and rhythm, which can affect the overall comprehension, and the solutions.

Based on these findings, researchers conclude the current investigation by suggesting some recommendations to overcome the challenges faced by EFL students in studying English poetry which are: role play, group discussion, games, the selection of the poetry texts, and choosing a good teaching method.

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# Appendix

## *Appendix I*

### Students' Questionnaire

We're conducting research for our Master thesis on the challenges of studying poetry in the context of English as a foreign language .Our aim is to gain a deeper understanding of the actual difficulties faced in studying poetry. We would greatly appreciate your contribution to our research by answering the following questions:

Questionnaire:

Section one: General Attitudes and Experiences with poetry

1. Do you love poetry?

   Yes ☐ No ☐

   • Justify your answer

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

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

2. Do you understand poems in English?

   Yes ☐ No ☐

3. What do you find most challenging about understanding poetry in English as a foreign language?

   a) Cultural Background

   b) Linguistic Complexity

   c) Vocabulary

   d) Teaching Methodology.

   • Others...............................................................................................................

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Section two: Challenges and Approaches to Analyzing poetry

4. Have you ever struggled with analyzing the structure and form of a poem?

   Yes ☐ No ☐

5. What aspects of studying poetry do you find mostchallengingwhen analyzing poems?

   A. Understanding the theme.

   B. Rhyme and meter.

   C. Symbolism and metaphor.

   D. Figurative language.

   • *Others.............................................................................................................*

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6. How do you typically approach understanding and analyzing a poem?

a) Reading the poem multiple times

b) Researching background information online

c) Discussing with classmates or teacher.

d) Consulting a dictionary for unfamiliar words

• Others...........................................................................................................................
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Section three: Suggestions for Improvement and Learning Preferences.

7. Do you think poetry is relevant in today's world? Why or why not?

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8. What type of poetry do you find easy to read in English?

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9. What type of poetry do you find difficult to read in English?

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10. How do you prefer to study poetry?

a) Through lectures.

b) Discussions.

c) Through games.

• Others...........................................................................................................................
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11. What role do you think the teacher of literature should play in helping you understand poetry?

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12. Do you have any suggestions for improving the way poetry is taught in our EFL class?

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(Dr.Toubeida )

## *Appendix II*
### Teachers' Interview

1. Do you teach poems in your literature courses? If yes, what type?

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2. What are your objectives in teaching poetry?

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3. What are the teaching methods you prefer to use in teaching poetry? Why?

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4. What are your students' common difficulties in understanding poetry?

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5. What are students' concerns in analyzing poetry?

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6.  Can they grasp the overall theme and message of the poems easily?

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7.  Do they seem able to understand the cultural context of the poems?

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8.  How do you assess your students' understanding of the poems?

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(Dr.Toubeida)

**Summary**

This study examines the challenges faced by both teachers and students in teaching and learning poetry in English as a Foreign Language (EFL) context at the University of IbnKhaldoun-Tiaret. In order to find possible answers to the research questions, data werecollected through a mixed-methods approach involving students' questionnaires and teachers'interview.The findings reveal many results highlighting the obstacles encountered by teachers and students in learning poetryleading to decreased engagement and motivation in poetry-related activities. These findings emphasize the importance of addressing these challenges through targeted interventions and support mechanisms to enhance poetry teaching and learning in the EFL classroom.

**ملخص :**

تبحث هذه الدراسة في التحديات التي يواجهها كل من المعلمين والطلاب في تدريس وتعلم الشعر باللغة الإنجليزية كلغة أجنبية في جامعة ابن خلدون-تيارت. من أجل العثور على إجابات محتملة لأسئلة البحث، تم جمع البيانات من خلال نهج مختلط الأساليب يتضمن استبيانات الطلاب ومقابلة المعلمين.تكشف النتائج عن الكثير من النتائج التي تسلط الضوء على العقبات التي يواجهها المعلمون والطلاب في تعلم الشعر مما يؤدي إلى انخفاض المشاركة والتحفيز في الأنشطة المتعلقة بالشعر. تؤكد هذه النتائج على أهمية مواجهة هذه التحديات من خلال التدخلات المستهدفة وآليات الدعم لتعزيز تعليم الشعر وتعلمه في فصل اللغة الإنجليزية كلغة أجنبية.

**Résumé:**

Cette étude examine les défis auxquels sont confrontés les enseignants et les étudiants dans l'enseignement et l'apprentissage de la poésie en anglais Langue Étrangère (EFL) à l'Université d'IbnKhaldoun-Tiaret. Afin de trouver des réponses possibles aux questions de recherche, les données ont été collectées par une approche mixte impliquant des questionnaires d'étudiants et des entretiens d'enseignants.Les résultats révèlent de nombreux résultats mettant en évidence les obstacles rencontrés par les enseignants et les élèves dans l'apprentissage de la poésie conduisant à une diminution de l'engagement et de la motivation dans les activités liées à la poésie. Ces résultats soulignent l'importance de relever ces défis grâce à des interventions ciblées et à des mécanismes de soutien pour améliorer l'enseignement et l'apprentissage de la poésie en classe EFL.