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***The Impact of Teaching Didactic Poems on  
Enhancing EFL Students' Speaking Vocabulary***

**Case study:**  
***2<sup>nd</sup> year Students of English at Chadli Bendjedid University***  
***(El-tarf)***

Dissertation submitted to the Department of English in partial fulfillment for the requirements of the  
Master degree in “*Didactique de l’Anglais*”

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## **Dedication**

I dedicate this work to my beloved mother “*Barkat Zohra*” who provides me with the opportunity to be where I ‘am today.

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*In the name of “Allah” the Almighty, who enlightens my path to finish this work*

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**List of abbreviations and acronyms:**

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**LMD:** License Master Doctorate

**SL:** Second Language

**SPSS:** Statistical Package for the Social Sciences

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## Abstract

The use of English as a foreign or language undoubtedly concerns with the amount of vocabulary that student stores. According to our project, the development of vocabulary knowledge of second year EFL students at Chadli Bendjedid University (El-tarf) depends on the use of didactic poems as a teaching material for the purpose of enhancing their speaking ability and facilitating their communicative proficiency. Thus, we intended to inquire why do 2<sup>nd</sup> year students of English at Chadli Bendjedid University find difficulties to communicate with each other And how far can didactic poems-based teaching material enrich 2<sup>nd</sup> year EFL Student's vocabulary in terms of speaking communication? Moreover, in this dissertation we found the appropriate solution to confirm our topic hypotheses which introduced as: first, learner's vocabulary storage is handled with care through teaching didactic poems which reduce their speaking and communicating problems, and second, the use of didactic poems in EFL Courses is effective to develop student's vocabulary. For getting our study aim, we have gone through adopting the experimental on the basis of the quazi-experimental design as we made a pre-test, treatment, and post-test. Hence, our research used the didactic poem as a teaching tool to determine that EFL student's vocabulary have enriched in which we noticed an advance in their vocabulary knowledge level and poetry knowledge level as well, and their speaking and communicative problems have been reduced.

**Key words:** vocabulary knowledge, didactic poems-based teaching material, speaking abilities, communicative proficiency

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## Chapter One

### Introductory Chapter

#### Introduction

Language learning is considered as one of the most substantial elements of education through many years ago, while vocabulary has not been considered as an important aspect of learning and teaching a second or foreign language (SL/ FL) till the last few decades in which appeared some interest in vocabulary teaching (**Richards & Renandya, 2002**). Today it is claimed by all SL Theorists, for instance; **Schmitt, Coady & Huckling in 2000**, that vocabulary is a very significant factor in communication and language learning for the major four skills: reading, writing, listening and especially speaking since it seems in general the most important skill.

There are many ways and techniques to go through in order to enrich English as a Foreign Language (**EFL**) learner's vocabulary for developing their speaking language skill; however, the most effective and unborning way is: teaching poems mainly didactic ones in EFL courses because Poetry is considered as a literary tool that helps teachers to build a strong amount of vocabulary storage that may students use in different means of communication.

#### The Rationale

The main reason that comes behind tackling our topic is the problem of our university graduates who face difficulties to express their ideas in front of foreigners or even other EFL students, this may has a relation with the lack of vocabulary storage that they have, and to develop our student's vocabulary before they face similar problem we thought of the selected topic which is: **the impact of teaching didactic poems on enhancing EFL student's**

**vocabulary in terms of speaking skill.** Since poetry is an art, we chose to deal with arts in the EFL classes to stimulate student's motivation in learning FL to get our purpose. This art is a short way to learn many literary theories and aspects which help students to take a look on other world's culture, education, lifestyle, characters and their souls, and of course the language techniques and use.

### **Statement of the Problem**

The subject of the study is derived from our interest in the branch of poetry to use didactic poems in EFL courses as an effective teaching tool to solve the problem that second year EFL students at Chadli Bendjedid University (El-tarf) would face to use English in all means of communication either during the courses like : oral presentations, participants, involvement in different subjects, interacting with each other...etc, or outside the classroom like : communicating with foreign people, friends...etc. This problem refers to the lack of vocabulary storage that students strongly encounter; so that, they cannot speak without checking dictionaries or repeating already made statements. So, this study attempts to highlight the role of **teaching didactic poems** to enrich student's glossary as well as their oral production.

### **Aims of the Study**

This study intended to investigate the impact of teaching didactic poems in EFL courses that may enrich 2<sup>nd</sup> year English Students' vocabulary to increase their speaking abilities as well as to improve and facilitate their communicative proficiency. In addition, this research aims at help teachers for finding solution in teaching foreign language that they would follow in teaching EFL.

## **Research Questions**

The whole work of this paper is seeking to find out the best solutions that leads 2<sup>nd</sup> year students of English at Chadli Bendjedid University to build enough background or quantity of different vocabularies in different subjects, that's why we have accomplished our study through answering the following research questions:

- 1) Why do 2<sup>nd</sup> year English Students at Chadli Bendjedid University find difficulties to communicate with each other?
- 2) How far can didactic poems-based teaching material enrich 2<sup>nd</sup> year EFL Students' speaking vocabulary?

## **Research Hypotheses**

To find the expected results we have gone through the following hypotheses:

- 1) Learner's vocabulary storage is handled with care through teaching didactic poems which reduce their speaking and communicating problems.
- 2) The use of didactic poems in EFL Courses is effective to develop student's vocabulary.

## **Research Method**

### **Participants**

This research project actually needs to deal with a particular population so as to our study tended to conduct with EFL Students at Chadli Bendjedid University, and we chose specifically 2<sup>nd</sup> year Students of English as the sample of our work for the reason that they have more experience than first year in learning EFL and to build enough vocabulary knowledge before preparing to graduate. Twenty (20) participants have been randomly

selected to work with during the second half semester since it is the suitable number for beginner researcher to dominate the course with less fear of public speaking, and fortunately each student that belongs to this sample accepted our request welcomingly, they were so interested in our topic and ready to be a part of our study.

### **Design and Procedures**

The experimental method is what our research go through with three main procedures which are : pre-test, a treatment considered as a course and post-test, each procedure took a limited time to be done following the *SPSS report* to analyze the findings. The quasi-experimental design is the most appropriate method that suits our project since there is not enough time to deal with a random selection as two groups (i.e. an experimental group and controlled group).

### **Structure of the Study**

This research is conducted to realize the impact of *didactic poems* as a basic teaching tool on EFL student's vocabulary development, that's why we divided our research paper into main five sections:

**Chapter one: an introduction** to state the problem behind conducting the study and to suggest the suitable solution and the way how to solve it.

**Chapter two: Review of Literature**, clarifies how other scholars, researchers, experts...etc have written about our topic with a range of theories.

**Chapter three: Method** describes how we dealt with each step of our experiment to solve the problem.

**Chapter four: Results** show what we have found after the experiment to solve the problem.

**Chapter five: Discussion**, discusses the results analyses on interpretation which gave a picture about the whole work of the study.

### **Conclusion**

This chapter has inserted our research operating the energetic effectiveness of didactic-poems based teaching material in developing students' speaking vocabulary, in which the basic elements have been presented along the problem, aim and rationale of the study, research questions, hypothesis and the other different components which entails. Hence, the in-process section is of superior importance because it gives overall description about the issue being explored.

## Chapter Two

### Review of Literature about Vocabulary and poetry

#### Introduction

English language becomes an international to be found in EFL teaching curriculum. Developing learner's English Vocabulary has become significant as well in terms of communication, to enhance student's vocabulary knowledge for the purpose of their speaking skill improvement, we suggested poetry-based teaching tool in EFL classes to facilitate the communicative proficiency. The purpose behind writing this chapter is to provide systematic background information through relevant Literature and depending on other's scholars, experts and authors ideas or opinions about our topic.

#### Part one: Vocabulary in speaking

It is necessary for EFL learners to establish a strong vocabulary background to overcome the communicative problems that they would face.

Vocabulary is a knowledge that many EFL learners do not know what its meaning is while it is important thing to know the meaning of the vocabulary term.

#### Definition of Vocabulary

The term vocabulary has been defined by many scholars like **Richard, Krashen, Maximo, and Nation ...etc.** It is defined as *"the total number of words in a language; vocabulary is a list of words with their meanings"* (**Numan & Dwyer, 2009**). For **Ur (1998)**, he declared that *"vocabulary can be defined, roughly, as the words we teach in the foreign language"*. According to **Coady and Huckin (1998)**, it is central of language and of critical importance to the typical language learning. In addition, for **Slide Share** *"a person's*

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*vocabulary has defined as the set of words within a language that are familiar to that person*". From the mentioned definitions, we determine that vocabulary is about words that used in language which is the main part in foreign language teaching as the learner's knowledge about foreign language because without sufficient vocabulary knowledge, students cannot understand others or even present their ideas.

From the point above, we notice that vocabulary has a great role in foreign language learning.

### **The importance of Vocabulary**

For recent years, the side of vocabulary be an important factor in teaching foreign languages (**Nunan, 1999**). Today, the value of vocabulary raised to be the most necessary component in learning a foreign languages and communication; many scholars: **Schmitt, Coady, & Huckling 2000, Richard & Renandya 2002**, believed that *"the more words we know, the more fluently we can communicate"*. This indicates that the communication problems would be reduced depending on the amount or list of words that students have, which means that vocabulary is the key of successful communication because the words we have shows our communicative capacity level. Vocabulary nowadays considered the most significant micro-skill to learn foreign language.

*"When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skill to develop. Of course, all micro-skills grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than which no grammar"* (<https://www.denglishclub.com/vocabulary/what.htm>).

This idea means that the most significant micro-skill to communicate or to learn foreign language is vocabulary more than any other micro-skills. It is written by **Wilkins (1972)**

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*“without grammar very little can be conveyed, without vocabulary nothing can be conveyed”* (pp, 111-112). This argues the previous idea which indicates that we can little manage to communicate if there are no grammar rules, but we can do nothing to communicate if there is no vocabulary background. Moreover, it is argued by **Lewis (1993)** that *“lexis is the core or heart of language”* (p.89). So it is so important for EFL learners or students to develop more their vocabulary knowledge because it helps them to understand and communicate with others and to master a foreign language easily. Furthermore, the use of dictionaries is a strong proof that students need more vocabularies to express their ideas, from which they recognize the appropriate meaning of the concept they want to use, this idea is supported by **Lewis (1993)** *“when students travel, they don’t carry grammar, they carry dictionaries”* (p.25). This means that many student’s and scholar’s attention is devoted to vocabulary. *“it is the experience of most language teachers that the single, biggest component of any language course is vocabulary”* (**McCarthy, n.d., para. 1**).

All in all, vocabulary has gained so much importance in foreign language teaching and communication all over the world, it is the most significant micro-skill and element in learning a foreign or second language, so it must be surely improved in all possible ways.

### **Types of Vocabulary**

Vocabulary development is an important aspect in foreign or second language teaching, this shows four types of vocabulary in language learning which are: **listening vocabulary, speaking vocabulary, reading vocabulary and writing vocabulary.**

To start with **(1) listening vocabulary**, it refers to the words we hear and understand during our whole life, for **Stahl (1999)** *“by the time we reach adulthood, most of us will recognize and understand close to 50,000 words”*. But the most important in language learning is the amount of words we hear and comprehend during the whole educational carrier

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which helps EFL learners to enrich their vocabulary knowledge. The second type is the most significant one for our study which is **(2) speaking vocabulary**, it is undoubtedly the quantity of words we use when we speak, and this determines our vocabulary background value since our speaking vocabulary is restricted to the amount of vocabulary we know because the more words we have the more we can speak; however the number of words used in this case is far less than listening vocabulary for the reason of the ease of use. In addition, **(3) reading vocabulary** is considered as another type of vocabulary which refers to the words we understand when we read a passage or something written down, but we may not use them for speaking vocabulary since reading is not a productive skill. Furthermore, the fourth and last type is **(4) writing vocabulary**, this type represents those words when we write to express ourselves. We generally find it easier to explain our selves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same idea in writing. **(Judy, 2007).**

Finally, those components that have presented are the four types of vocabulary in learning a foreign or second language.

### **Communicative Language Teaching (CLT)**

Because of the lack of the interaction in classroom debates, the **Communicative Approach** takes a place in FL / SL courses to break down its routine, this approach based on the idea of learning foreign languages successfully comes behind communicative theory which allows students to learn how to use language. **The Communicative Method** is a broad approach rather than a specific teaching methodology, it focuses on the communicative capacity to send the message in terms of its meaning not only the ability to build a structured message referring to grammatical rules or phonetics, this idea argued by **Littlewood (1981)** *“consider language not only in terms of its structures, but also in terms of the communicative*

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*functions that it performs*”, it means that **Littlewood** in his **Communicative Language Teaching Method** have suggested to use communicative activities in EFL courses because for him it helps students to improve their speaking ability and develops their glossary which makes them able to create a context that supports learning. **CLT** gives students the chance to use the real life situations, that they are probably face in their daily life, this stimulates student’s motivation to learn FL in communicative ways about communicative and meaningful topics that they would develop their vocabulary background through. In **CLT**, teachers shed the light on student’s ability to speak and to interact in different classroom debates; so that, the teacher be a silent listener more than speaker as **Gerngrous (1984)** said: *“the communicative approach puts great emphasis on listening ..... the teacher be a patient listener is the basic requirement”* (p.98). So, students are the base of the session during the communicative exercises which make them active and facilitate the road to them for building their vocabulary knowledge.

The purpose behind adopting the **CLT** is that it helps students to build a strong vocabulary and improving their speaking skill through meaningful and communicative courses since speaking is one of the primary elements of communication which facilitate student’s communicative proficiency because communication enable EFL learners to understand what the teacher or anybody else want to tell them in terms of foreign or second language learning.

### **Definition of speaking skill**

It is very apparent that speaking is a vocal act to produce sounds as a way to communicate, *“it is the active use of language to express meanings”* (AlHosni, 2014, p.22). It is a hard task to find a straight forward definition for the speaking skill, it is complicated and important skill for learning FL, **Levelt (1989)** claimed: *“talking is one of our dearest*

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*occupations. We spend hours a day conversing, telling stories, teaching, quarreling ... and of course speaking to ourselves. Speaking is, moreover, one of our most complex cognitive, linguistic, and motor skills". For him: "speaking is one of man's most complex skills. It is a skill which is unique to our species"*(p.01). This humanistic skill developed from the childhood to the person's last moment, but in our case, EFL students develop their speaking skill from the first year to the last year through particular way which needs a deep concentration and attention to grasp new vocabularies as words account to be used in different means of communication. Speaking in general, is the act of producing uttered information or expressing one's selves, ideas, feelings ...etc, in vocalized form of language. It can be **formal** when it is typically used in academic situations like: classroom, business meetings ...etc. or **informal** which occurs between friends, family ...etc.

### **Importance of speaking skill**

In FL teaching and learning, we should shed the light on the importance of speaking skill since language is a tool for communication, we communicate with each others to express our ideas. Speaking in a foreign language has often been viewed as the most demanding and the most important skill among the four skills (speaking, listening, reading and writing) because people who know a language are referred to as speakers of that language (Ur, 1996). This indicates that to know about language does not mean that you can use it because students may know the structures and conventions of language but they do not know how to bring it in use as communicative function, Nunan (1991) wrote "*success is measured in terms of the ability to carry-out a conversation in the language*" (p.34), he adds in other quotation: "*the ability to operate in second or foreign language can be actually equated the ability to speak that language*". This argued the idea that speaking skill is considered a priority in language teaching.

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Furthermore, when someone asks about whether someone else knows a language, he/she will ask about the ability to speak it rather than to write it, the question will be for instance: **do you speak English?** , rather than, **do you write in English?** We encounter such question in many different situations; while we talk in phone, receive messages, through different social-medias and face to face as well, because we use language in variety of situations and people are supposed to speak correctly and effectively.

**Quereshi (n.d.)** stated in his research paper: *“without speech we cannot communicate with one another. The importance of speaking skill; hence is enormous for the learners of any language. Without speech a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community”*(p.02).

As a result, the importance of speaking has spread as a phenomena in all FL learning and teaching institutions which it leads to take in consideration that it is necessary to teach speaking in FL courses.

### **EFL speaking difficulties**

Learning English as a Foreign or Second Language is a satisfactory field according to each student’s purposes and ambitions, they may know much about the English language, but the majority of EFL students still find difficulties to master the speaking skill, this subject has been tackled by many researchers like **Samira AlHosni, Ahmad Asakereh** and many scholars like: **Deirdre Martin & Carol Miller**. *“English as a Foreign Language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties”* (**AlHosni, 2014, p.22**). This researcher has investigated the speaking difficulties that encountered by EFL learners who are communicating in the target language, **Zhang (2009)** argued that *“speaking remains the most difficult skill to master for the majority of*

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*English learners, and they are still incompetent in communicating orally in English” as cited in (AlHosni, 2014, p.23).*

As Ur (1996) claimed that there are many factors from which we recognize the main reason why EFL students face speaking difficulties, and they are:

- **Inhibition:** many feel afraid before they start to speak because of harsh criticism or being fear to make subconscious mistakes which embarrassed them in front of their colleagues.
- **Nothing to say:** sometimes students have no motivation to talk about a particular topic or even expressing their ideas.
- **Low of participation:** in many EFL classes, we did not find more than 1-5 participants can speak English, and this refers probably to student’s different tendencies which prevent others to speak.
- **Mother-tongue use:** for many EFL learners, the easy way to express themselves is using their first language because they feel less confused rather than talking in English.

There are many other components which considered as speaking skill problems EFL learning that presented by the researchers **Ahmad Asakereh** and **Hassan Soodmand Afshar** in **2016**. They found many problems that commonly encountered by EFL students, most of these problems are introduced as follows:

- ***The difficulty in finding the opportunity to practice English outside the classroom:*** there are many students did not find the chance to speak the target language outside their courses, *“in the interview, an individual participant also mentioned: I cannot find a partner with whom I can practice my speaking skill outside class” (Asakereh & Afshar, 2016, p.122).*
- ***Inefficient speaking classes:*** this refers to the lack of visual-aides or the techniques that stimulates student’s motivation to speak.

- ***The lack of team-teaching in teaching speaking:*** it is believed that “*it would be more fruitful if there were more than one instructor teaching English Speaking so that they could be provided with different speech models, which could give them a more comprehension picture of English pronunciation, accent, lexical resources, grammatical repertoire, discourse management*” (Asakereh & Afshar, 2016, p.122).

Moreover, as a strong problem and main difficulty for EFL students is the lack of English Vocabulary amount which leads them to say nothing even if they want to speak and expressing themselves, they would suffer to pick up the appropriate words or expressions. That's why many students lose the will to talk any more.

## **Part two: Poetry in didactic poems**

### **Definition of poetry**

It is strongly well-known that poetry is an art which we can see every writer's feelings behind, “*the poem is reminiscent of spirit experiences imparted over generations*” (Capella & Wormser, 2000, p.272). It is a piece of Literature in which the author, or what it called in poetry field “**poet**”, expresses different emotions by using different techniques known as figures of speech. Poetry is a wonderful word where the writer can express his / her deep side in a gorgeous style, as defined by **William Wordsworth**, it is the spontaneous over flow of powerful feelings: it takes its origin from emotion recollected in tranquility.

The term of poetry or what it known as “*poesy*” is defined by many poets in different ways, as cited in Swardhani, W, (2014). For **John Stuart Mill**, “*it is feeling confessing itself to its self, in moments of solitude*”, for **Anderson and Stageburg** “*when we read a poem something happens with us, they bring to life a group of images, feelings, and thoughts*”

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**Arnold** stated that **poetry** is simply the most beautiful, impressive, and widely effective mode of saying things.

When we read or hear poetry, we can touch other's own heart, we can smell the beauty odour of the context and feel other's emotions, it is an art that we can taste the truth savor behind.

There many different types of poetry, such as: **the sonnets, lyric, narrative, didactic poetry ...etc.**

### **Definition of Didactic Poem**

From the term **didactic**, we determine directly that **didactic poem** is the poem that teaches or explains true and basic information; it presents a direct message to its reader or listener depending on the language or techniques of poetry that used in.

*"The word 'Didactic' comes from the Greek verb didaskein which means to teach" (as cited in YOUTUBE), and didactic poem is considered as an instructional poem which aims to teach its reader / listener something.*

Moreover, *"a didactic poem is one that teaches. What is taught and how it is taught vary from culture to culture" (Capella & Wormser, 2000, p.236).* This means that *didactic poem* in general is an instructive poem that intended to teach students or people something.

### **Teaching poetry**

#### **Teaching Didactic Poem**

This kind of poem does not differ much from other kinds in language learning, but it should be designed to teach a lesson that must contain moral message in the particular and

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expressive language of poetry. Teacher must know about the poem of which he / she chose to deal with as a lesson by looking for metaphors and symbols, striking adjectives, and other types of descriptive language.

**Example:** This is an example has been found online in which explains how it should be dealt with **didactic poem:**

**The poem title: “Do Not Go Gentle Into That Good Night”**

*Do not go gentle into that good night,*

*Old age should burn and rave at close of day;*

*Rage, rage against the dying of the light.*

*Though wise men at their end know dark is right,*

*Because their words had forked no lightning they*

*Do not go gentle into that good night.*

*Good men, the last wave by crying how bright*

**Explanation of the poem:**

The key repeated line of the poem reads “**Do not go gentle into that good night**”. First, we need to recognize the **good night** here is referring to death. Then, through the context of other lines, we can figure out that Thomas is mourning the death of his father, asking him to fight and not to go easily or gentle.

The message for the reader is to fight for life to resist dying. Like the message in any **didactic poem**, the reader then free to agree or disagree once the message is made clear.

<https://study.com/academy/lesson/determining-the-theme-of-a-didactic-poem.html>

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It is stated in other research that *“poems are authentic material that due to their appealing structure, rhythm and sound suggest a quick and enjoyable way of learning new vocabulary, revising grammar, improving pronunciation and promoting creativity. Poetry also gives teachers the opportunity to teach emotional intelligence, that is, to discriminate and label different emotions. All that being said, poetry should be given the same chance as other forms of literature”*(Ivan, 2014, p.1).

### **Benefits of using poetry in EFL courses**

Poetry is used as a teaching tool in many non-native countries for many years since it is considered as a comfortable and enjoyable teaching tool for many English teachers, *“teaching poetry to EFL students has always been a very demanding task”* (Katib, 2011, p.164). It is claimed by Kellem (2009) that *“among other reasons, poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus student’s attention on English pronunciation, rhythm, and stress”* as cited in (Aydinglu, 2013, p.275).

Poetry has an important role in teaching English as a foreign language for many non-English speaking countries. It is tackled in many other researches the benefits that can be gained from poetry-based teaching and learning method as Hismanoglu Murat (2005, p.60) who has mentioned in his article many benefits of using poetry to English language teaching, and it is listed as follows:

- The appreciation of the writer’s composition process, which students gain by studying poems by components.
- Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.

**Hismanoglu Murat** has cited also the educational benefits of poetry which is explained by **Saraç (2003, p.17-20)**, they are:

- Provides reader with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary.
- Triggers unmotivated readers owing to being so open to explorations and different interpretations.
- Evokes feelings and thoughts in heart and in mind.
- Makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery ...etc.) due to their being a part of daily language use.

It is claimed by **Çubukçu (2001)** that “*poetry is rewarding and enjoyable experience with the properties of rhyming and rhythm both of which convey love and appreciation for the sound and power of language*”, it means that student will know more about poetry language and being more familiar with the target language aspects like: **word intonation, word stress, voice pitch,... etc.**

From what is mentioned above, we determine that poem-based teaching tool builds EFL student’s vocabulary storage with discussing new words that they have not hear before. Thus, English Students will have enough vocabulary knowledge they may use for communicative purposes in terms of improving oral proficiency.

## **Conclusion**

By the amount of information that included in this chapter, and from expert’s standpoints, we realize that studying English as a foreign language relates communicative approach with vocabulary knowledge through teaching didactic poems which is beneficial to teach and learn English vocabulary because it as has been mentioned that vocabulary is an

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important micro-skill to enhance EFL learners speaking ability depending on didactic poems-based teaching method.

## **Chapter Three**

### **Method**

#### **Introduction**

This chapter seeks to present the situation of 2<sup>nd</sup> year English students at Chadli Bendjedid University as being the sample of our study; it discusses the basic method used to characterize the materials in this study (pre-test, treatment, post-test) in order to reach the main goal of our work.

#### **Research design**

The research was designed for 2<sup>nd</sup> year English. It is conducted to look into the effectiveness of didactic poems-based teaching tool and designed as an experimental study which the data was collected through three (3) basic materials: pre-test, a treatment and post-test.

#### **Choice of the method**

This research work follows the experimental method for the purpose of proving the real impact of using Didactic Poems as a needed teaching tool for student's vocabulary development in terms of communicative competence. Experimental research has two types, and the quasi-experimental research is one of them which is the method we have selected to follow. Moreover, this method helps us to investigate the lack of student's involvement and interaction during the whole session which kill their speaking skill in means of communication. Furthermore, this method could be really appropriate to our study in order to give a genuine result by increasing student's vocabulary storage.

### **The population and sample of the study**

Students study English as a foreign language for many different purposes even though they have not enough amount of vocabulary to communicate or they will use dictionaries even if graduates. Thus, we have chosen 2<sup>nd</sup> year English Students in this study as a representative population of the study in an objective way for different reasons:

First, they suit our work because they have an experience enough in studying English more than first year.

Second, in order to build a strong enough speaking ability before they prepare their BD.

The experiment was conducted with twenty (20) participants of the LMD (License Master Doctorate) system in the English Department of CBU during the second half semester in the academic year "2017-2018". These students have been chosen for the quasi-experimental design to be the sample of our dissertation from a population consist about 120 students.

### **Materials**

In this, three types of materials (pre-test, a course and post-test) because we have chosen to address the experimental method as the suitable research method. Furthermore, before the experiment, a pre-test was given to the chosen sample of the study to determine their levels before the treatment. The pre-test include fifteen ( 15) questions about three different sections: general knowledge section, vocabulary section and poetry section. Treatment materials were carried out in one session. After the treatment process or the lesson that was about a Didactic Poem, the same pre-test was given as post-test to the same sample.

## **The pre-test**

### **Description of the pre-test**

The pre-test is designed to determine student's real level. It was given to twenty participants of 2<sup>nd</sup> year English Students.

That pre-test consists of fifteen questions divided into main three sections which are: general knowledge section, vocabulary section and poetry section. To answer the questions, members of the sample took 20 minutes on Tuesday the 6<sup>th</sup> March 2018, from 12 o'clock to 12: 20 pm at Chadli Bendjedid University.

### **Aim of the pre-test**

We have designed a pre-test for 2<sup>nd</sup> year at The English Department of CBU to check their knowledge before starting our experiment and to find out whether they were familiar with the vocabulary items that were used in this study.

## **The experiment**

### **Description of the experiment**

The experiment is planned to teach a didactic poem entitled "**Seven Senses**" which is written by the Canadian Poet **Brenda Meier-Hans in 2014**. Participants tried to deduce the meaning of unfamiliar words and phrases that exists in the poem and to figure out some figures of speech that they already know.

The whole experiment took one hour on Tuesday, 20<sup>th</sup> March 2018, from 11:30 Am to 12:30 Am at Chadli Bendjedid University.

### **Aim of the experiment**

Following the experimental method, we have designed a lesson as the experiment of our study for the purpose of developing student's vocabulary and to improve their speaking skill as well.

### **The post-test**

#### **Description of the post-test**

After the experiment, the same pre-test was given as a post-test, no changes were made. The post-test was applied at the end of the treatment with the same sample of the study on Tuesday, the 20<sup>th</sup> March, 2018, from 12:40 pm to 1 pm at Chadli Bendjedid University, and students took 20 minutes to answer the same pre-test questions.

#### **Aim of the post-test**

The post-test is important data gathering tool to check after the treatment if there is an improvement or a progress in student's vocabulary development or they stay at the same level. Then, we can determine if poems-based teaching English is really effective.

### **Procedures**

In this research, we have analyzed the experiment's results by *SPSS* to find out whether there are many significant differences between the Pre-test results and the post-test results in terms of general knowledge level, vocabulary level and poetry knowledge level as the aim was to test if each learner could develop his/her vocabulary and speaking ability in terms of communication by means of poems-based teaching and activities.

## **Definition of SPSS**

*“SPSS (Statistical Package for the Social Sciences) is a research report that is generally important in all scientific domains. It is recommended to be adopted in order to analyze findings that resulted from a scientific work or research”*

### **Guide for writing experimental reports.**

Muenchen (2009) categorized the data input and managed the statements that help the researcher reads, transforms and organizes his data statistically and graphically which helps analyzing the data easily.

## **Conclusion**

This chapter is considered as the most important one since it described the research method and the way that we have gone through to achieve a strong and powerful results. In this part, we have dealt with an overview about the design of the dissertation method depending on quasi-experimental design.

## Chapter Four

### Results

#### Introduction

In this chapter, the results of our experiment (pre-test and post-test) are presented; so that, the findings are reported and analyzed as tables and figures.

#### Results and analyses of both pre-test and post-test

As mentioned in chapter one, this study addresses the research questions to find out the appropriate answers in which we have found in the following results.

#### General knowledge section

*Item 1: The question is about choosing the correct answer for Biological study.*

<i>Remarks</i>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Not bad</i>	<i>Bad</i>
<i>Pre-test</i>	<i>N</i>	4	0	8	0	8
	<i>%</i>	20 %	0 %	40 %	0 %	40 %
<i>Post-test</i>	<i>N</i>	4	0	8	0	8
	<i>%</i>	20 %	0 %	40 %	0 %	40 %

**Table 1:** Pre-test and post-test results of general knowledge section's first question.

- *N: Number of participants.*
- *%: percentages.*

**Item 2:** This question required students to select the correct famous characters of different works.

<b>Remarks</b>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Not bad</i>	<i>Bad</i>
<b>Pre-test</b>	<i>N</i>	3	4	1	10	2
	<i>%</i>	15 %	20 %	5 %	50 %	10 %
<b>Post-test</b>	<i>N</i>	3	5	1	9	2
	<i>%</i>	15 %	25 %	5 %	45 %	10 %

**Table 2:** Pre-test and post-test results of general knowledge section's second question.

**Item 3:** Choosing the correct expression that refers to the mentioned words.

<b>Remarks</b>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Not bad</i>	<i>Bad</i>
<b>Pre-test</b>	<i>N</i>	14	1	1	4	0
	<i>%</i>	70 %	5 %	5 %	20 %	0 %
<b>Post-test</b>	<i>N</i>	19	1	0	0	0
	<i>%</i>	95 %	5 %	0 %	0 %	0 %

**Table 3:** Pre-test and post-test results of general knowledge section's third question.

**Item 4:** The last question of the first section is about choosing the appropriate word that is similar with the context of the previous ones:

<b>Remarks</b>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Not bad</i>	<i>Bad</i>
<b>Pre-test</b>	<i>N</i>	3	0	12	4	1
	<i>%</i>	15 %	0 %	60 %	20 %	5 %
<b>Post-test</b>	<i>N</i>	3	0	12	5	0
	<i>%</i>	15 %	0 %	60 %	25 %	0 %

**Table 4:** Pre-test and post-test results of general knowledge section's fourth question.

### Vocabulary section

**Item 1:** This task deals with amount of vocabularies for students to mention which words they are familiar with and giving each one in a structured sentence:

Remarks		Excellent	Very good	Good	Not bad	Bad
Pre-test	N	0	0	2	5	13
	%	0 %	0 %	10 %	25 %	65 %
Post-test	N	1	2	5	8	4
	%	5 %	10 %	25 %	40 %	20 %

**Table 5:** Pre-test and post-test results of vocabulary section's first question.

**Item 2:** This is about giving the synonym of the words .

Remarks		Excellent	Very good	Good	Not bad	Bad
Pre-test	N	0	0	1	3	16
	%	0 %	0 %	5 %	15 %	80 %
Post-test	N	1	3	10	5	1
	%	5 %	15 %	50 %	25 %	5 %

**Table 6:** Pre-test and post-test results of vocabulary section's second question.

**Item 3:** Match the word with their meaning.

Remarks		Excellent	Very good	Good	Not bad	Bad
Pre-test	N	8	0	2	5	5
	%	40 %	0 %	10 %	25 %	25 %
Post-test	N	16	1	1	2	0
	%	80 %	5 %	5 %	10 %	0 %

**Table 7:** Pre-test and post-test results of vocabulary section's third question.

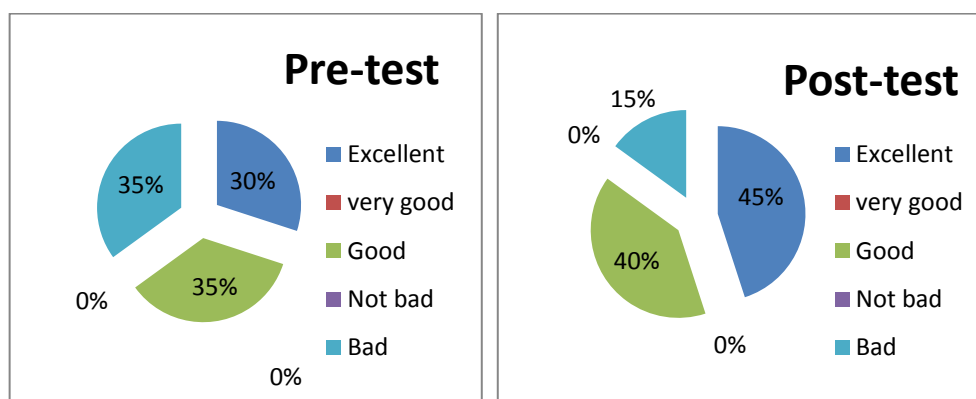
**Item 4:** According to different pictures, students have been asked to give each one an appropriate vocabulary

<b>Remarks</b>		<i>Excellent</i>	<i>Very good</i>	<i>Good</i>	<i>Not bad</i>	<i>Bad</i>
<b>Pre-test</b>	<i>N</i>	2	1	10	6	1
	<i>%</i>	10 %	5 %	50 %	30 %	5 %
<b>Post-test</b>	<i>N</i>	4	10	6	0	0
	<i>%</i>	20 %	50 %	30 %	0 %	0 %

**Table 8:** Pre-test and post-test results of vocabulary section's fourth question.

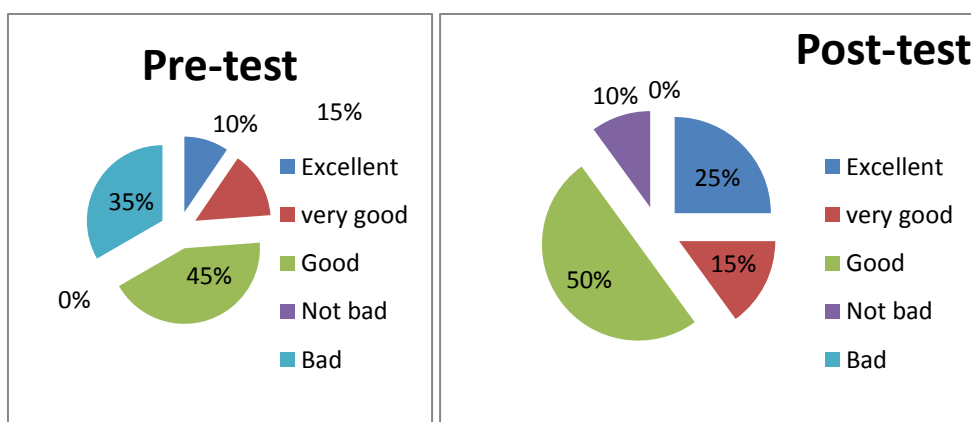
### C. Poetry section

**Item 1:** Choosing the appropriate word that suits the stated definitions:



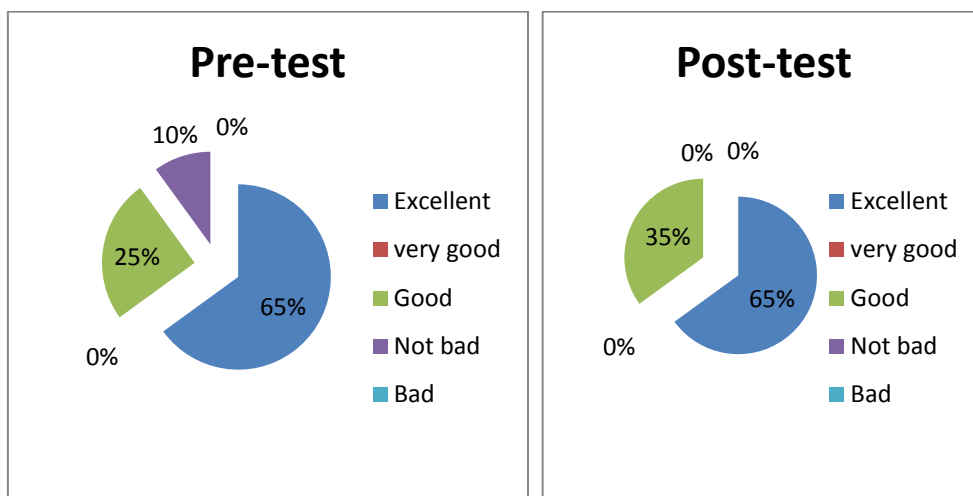
**Figure 1:** Pre-test and post-test results of poetry section's first question.

**Item 2:** Fill in a table with different Literary Works they already know:



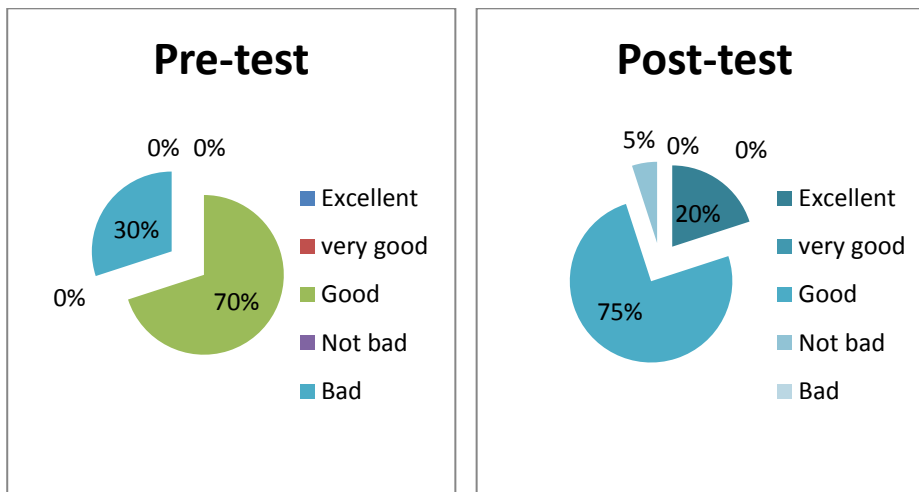
**Figure 2:** Pre-test and post-test results of poetry section's second question.

**Item 3:** *This task includes many words, and students are required to delete the irrelevant words.*



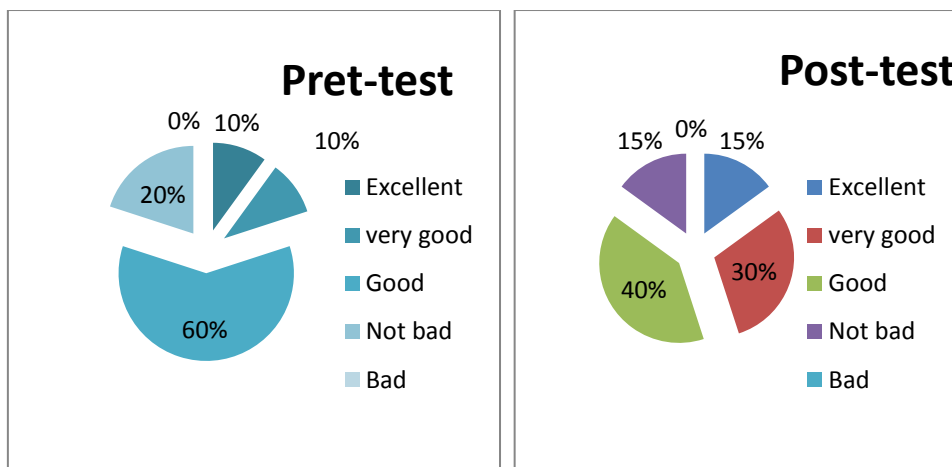
**Figure 3:** Pre-test and post-test results of poetry section's third question.

**Item 4:** *This question is: fill in the blanks with the correct answer.*



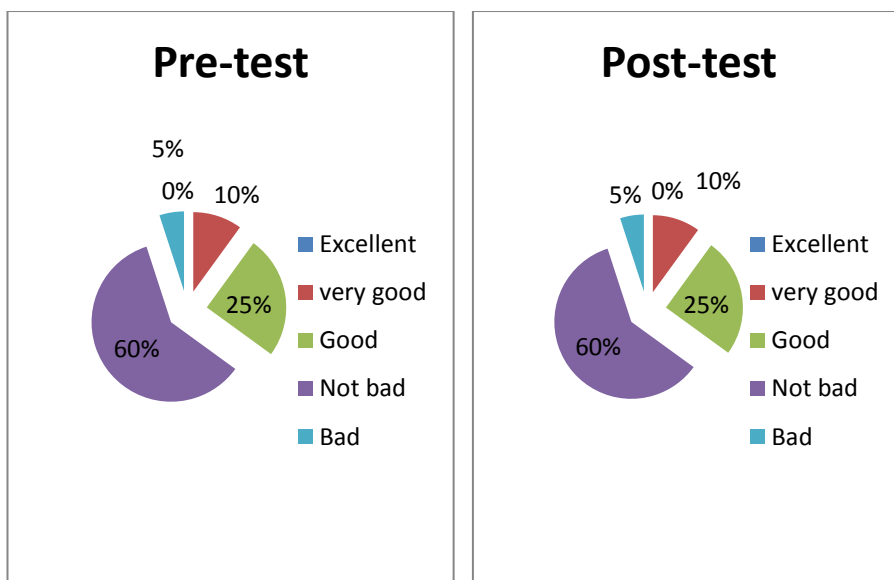
**Figure 4:** Pre-test and post-test results of poetry section's fourth question.

*Item 5: It is "True or False" question.*



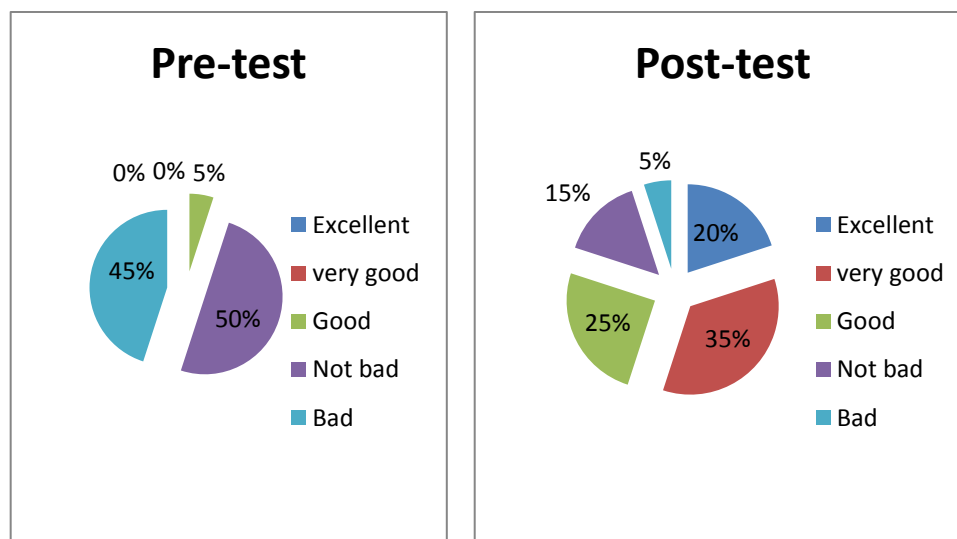
**Figure 5:** Pre-test and post-test results of poetry section's fifth question.

*Item 6: A given stanza should be completed by the participants.*



**Figure 6:** Pre-test and post-test results of poetry section's sixth question.

*Item 7: Students has been given a poem and they should underline and name the most figures of speech they know.*



**Figure 7:** Pre-test and post-test results of poetry section's seventh question.

## Conclusion

The results of our experiment provides an overview about the student's level before the treatment as making a pre-test for the sample and after the treatment by making a post-test as the form of the same pre-test, and from these findings we realize the impact of teaching poems on EFL student's vocabulary development and speaking ability at Chadli Bendjedid University.

## Chapter Five

### Discussion

#### Introduction

This chapter, we discuss and interpret the results that have been already found about the importance of teaching didactic poems for student's vocabulary development; so that, the research questions have been answered and research hypothesis have been confirmed.

#### Analysis of the results

##### General knowledge section results

**The table 1** above shows the results of both tests for the general knowledge section's first question. From the results we notice statistically that the level of student's scientific knowledge has not changed, the minority of students (**20%**) gave an *excellent* answer; however, *good* answers were given by **40%** of the students while the other **40%** gave *bad* answers.

As can be seen in the **table 2**, there is no significant difference between the pre-test and post-test remarks but for the *not bad* remark which is decreased from **50%** of students to **45%** of students in order to go up from **20%** to **25%** for the *very good* remark while other remarks have not changed.

We remark from the previous **table 3** that there is an obvious difference between both tests, since the percentage of *excellent* answers of students has advanced from **70%** to **95%**, and *not bad* answers turned to be **0%** while it was **20%**. **5%** become **0%** for the *good* answers; however, other remarks did not changed as being **5%** for the *very good* answers and **0%** for *bad* answers.

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The results of fourth question (*last question*) shows that no important difference since there is no great changes in rates, only a few students (**5%**) raised in the *not bad* remark as became **25%** and the same rate has decreased in the *bad* remark to be **0%**.

For General knowledge result, teaching didactic poems has not strongly made changes in the level of participants in general knowledge section but few students. So, didactic poems have not a strong impact to build a strong general information or knowledge for EFL students.

### Vocabulary section results

From the results that mentioned in the **table 5**, we notice that there is no *excellent* or *very good* answers for the pre-test results, there are only **10%** for *good* answers, **25%** for *not bad* answers and the more substantial rate (**65%**) for *bad* answers ;however, for the post-test, we observe that there is an increment by **5%** for the *excellent* answers, and about **10%** for *very good* answers while the *good* answers have increased from **10%** to **25%** and *bad* answers lost **45%** of participants to be **20%** ;so that, the highest percentage is for the *not bad* answers to be **40%** . From this analysis we can say that there is clear difference between pre-test and post-test results.

**Table 6** shows that the highest number of students before the treatment (**80%**) gave *bad* answers, **15%** gave *not bad* answers, and **5%** gave *good* answers while **0%** for both *very good* and *excellent* answers. After the treatment, **50%** of students gave *good* answers, **25%** gave *not bad* answers, **15%** for *very good* answers and **5%** gave *excellent* answers while given *bad answers* of the pre-test changed from **80%** to be **5%** of students. This is a *good* standard deviation between both tests for better results.

As can be seen in **table 7**, for the pre-test results the highest rate of students (**40%**) gave *excellent* answers, **50%** divided into **25%** for *bad answers* and **25%** for *not bad* answers,

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**10%** for *good* answers and **0%** for *very good* answers. However, for post-test results, the highest rate still for the *excellent* answers which went up to be **80%** , *very good* answers also increased to be **5%** , *good* answers went down to be **5%** , *not bad* answers **10%** and no *bad* answers at all. This means that there is a strong deviation before and after the experiment.

The results of fourth question pre-test in **table 8** displays the following rates:

**10%** of participants for *excellent* answers, **5%** for *very good* answers, **50%** for *good* answers, **30%** for *not bad* answers and **5%** for *bad* answers.

Post-test results are shown as **50%** of the sample gave *very good* answers, **30%** came for *good* answers and **20%** for *excellent* answers. Concerning with other answers, there is no *bad* or even *not bad* answers. This result indicates to a real advance in student's knowledge and perception.

The analyses of the four questions results that belong to vocabulary section prove that teaching didactic poems is effective to enrich EFL student's vocabulary storage.

### Poetry section results

It is displayed in **figure 1** that the pre-test results changed for better after the experiment by increasing in the *excellent* answers from **30%** of students to about **45%**, *good* answers raised from **35%** to **40%**. For *bad* answers, the rate went down from **35%** to **15%**. Concerning with very *good* and *not bad* answers, the rate is **0%** before and after the experiment.

For the second question's results in **figure 2**, the percentage of students in the pre-test is divided as follows:

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**10%** of students for *excellent* answers, **15%** for *very good* answers, **45%** for *good* answers, **35%** for *bad* answers and there are any *not bad* answers.

There is an increment noticed in the post-test results for *excellent* answers that became **25%**, *good* answers became **50%** and *not bad* answers became **10%**. Rate of *very good* answers of students has not been changed while **0%** became for *bad* answers. This shows that

*bad* answers of students have improved to be better.

This result shows that even before the treatment, the majority of participants (**65%**) gave *excellent* answers, **25%** of them gave *good* answers and **0%** for *very good* and *bad* answers while the rest of the sample (**10%**) gave *not bad* answers. After the treatment, the results still approximately the same, but some changes for *good* answers that increased to be **35%**. There is a decrement for *not bad* answers to be **0%**. This analysis indicates that students are interested in poetry to achieve that remarks.

We remark that almost all participants (**70%**) are interested as they gave *good* answers in the pre-test and the rest **30%** gave *bad* answers ;however, the quantity of participants in the post-test went up from **70%** to **75%** in giving *good* answers, **20%** for *excellent* answers and the rest of participants **5%** gave *not bad* answers.

In **figure 5**, it is seen that the majority of the student's answer (**60%**) in the pre-test is *good*. *Not bad* answers have given by **20%** and the rest **20%** divided into *excellent* and *very good* answers. In the post-test results, the rate of *excellent* and *very good* answers has raised to be **15%** and **30%**. **40%** of the sample gave *good* answers and **15%** gave *not bad* answers. We notice in that figure that there are no *bad* answers neither in the pre-test nor in the post-test results which means that the level of participants is medium even before the treatment.

According to **figure 6**, about **60%** of the student's answer in the pre-test is *not bad*, **25%** of them answered in a *good* way, **10%** gave *very good* answers and the rest **5%** answered in a *bad* way. For the post-test, we notice no changes at all with any *excellent* answers; this means that student's interest in that question is lower than other poetry section's questions.

It is mentioned in the **figure 7** that the half of participants (**50%**) gave *not bad* answers, **45%** gave *bad answers*, this result indicates that their background about this question is not enough. **5%** of them gave *good* answers, but there is no *excellent* or *very good* answers. After the experiment, results have changed strongly better since the *excellent* answers values by **20%**, *very good answers* have given by **35%** which is the highest rate. *Good* answers rose to be **25%** and **15%** for *not bad* answers while only **5%** for *bad* answers.

the results of poetry section shows the interest of participants in the poetry field, this helps teachers to make their courses with already motivated students in order to achieve their goals in building strong developed vocabularies for overcoming speaking and communicative problems.

### **Implications of the study**

The analyses of the findings above supports the idea of *teaching* didactic poems in EFL Courses at Chadli Bendjedid University since it is considered as a useful material for EFL Students in the purpose of developing their vocabulary knowledge and enhancing their speaking ability in terms of communication.

According to results that found, the research questions are addressed which are:

**1. Why do 2<sup>nd</sup> year English Students at Chadli Bendjedid University find difficulties to communicate with each others?**

**2. How far can didactic poems-based teaching material enrich 2<sup>nd</sup> year EFL Students' speaking vocabulary in?**

To answer first question, we found according to the pre-test results that 2<sup>nd</sup> year English students at Chadli Bendjedid university have not sufficient amount of vocabularies to use for the classroom debates, in order that, they find interaction with their classmates or teachers during the session a hard thing, that's why we suggested a new teaching material based on poetry specifically didactic poems as an authentic tool in EFL courses.

For the second question, the answer should refer to the post-test results in which we recognize that the use of poems-based teaching tool can help students enhancing and enriching more extensive vocabulary knowledge.

Furthermore, our experiment (*see appendix 2*) of teaching *didactic poems* is effective to change the pre-test results for better achievements from which we confirm our suggested hypotheses which are:

**1. Learner's vocabulary storage is handled with care through teaching didactic poems which reduce their speaking and communicating problems.**

**2. The use of didactic poems in EFL courses is effective to develop student's vocabulary.**

These hypotheses are the base we tackled our study on, and we shed lights on the role of bringing poetry in use to achieve our research purposes.

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The ultimate goal of our study is to provide the 2<sup>nd</sup> year EFL Students at Chadli Bendjedid English Department with more poetry courses per-week to develop their vocabulary knowledge because the idea of poems-based teaching material in EFL courses should be effective to our university students as the results we found in our research.

### **Recommendation and suggestions:**

The present research work indicates that it is really worth to investigate the impact of the use of didactic poems on EFL student's vocabulary knowledge. In this study, the number of the sample is limited to 20 participants, and the time was limited as well since the treatment has been done in only one session with only one didactic poem. The whole experiment dealt with 2nd group (G2) out of 2 other groups (G1, G3).

Therefore, the study can have more reliable results and more strong effects if the topic will be tackled in the future, that's why we suggest other ways for further research:

- Other research can focus on grammar development for writing proficiency.
- Further study can be implemented with more number of participants, longer period of time and more than one poem.
- They may change the type of poem we have dealt with to narrative poems.
- Further research can be tackled with advanced level of participants.

## Conclusion

This chapter sheds light on the results analyses and interpretations of our work which took all our efforts to achieve what has been found; it clarifies the project implementations relating them with research questions and hypotheses.

The research attempts to investigate the role of didactic poems-based teaching material on enhancing student's vocabulary knowledge in terms of speaking skill and communicative proficiency as well with making a review of some expert's theories and opinions about our topic main variables (*teaching poems, vocabulary and speaking skill*), depending on our hypotheses and research questions to get our purpose through studying *didactic poems*.

Through the research method we have chosen to deal with which is *the experimental method* as a *quazi-experimental design*, we proved that 2<sup>nd</sup> year English students at Chadli Bendjedid University can improve their lack of interaction of speaking English either inside or outside their classes because through poems they learn the language itself not merely to pass exams, and it is apparent that vocabulary knowledge is significant in EFL classes for oral production and communication.

This paper tends to be as a great help in finding the best solution to overcome the problem that EFL students at Chadli Bendjedid University would face, and it is hoped that this study will be beneficial and useful for both EFL students and teachers.

## **General Conclusion:**

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## **Appendix 1: The pre-test and post-test design:**

Student's full name: .....

Made by: Hadjaz  
Djihed.

Level: 2<sup>nd</sup> year.

*Dear students put in mind that this is only a part of my research method; grades will be neglected; we care about honest answers.*

### **I. General Knowledge section:**

**Q1:** *Choose the correct answer and re-write it on the blank provided:*

➤ It is a branch of Biology which deals with the study of cells: .....

**a/ Cytology. b/ Ichthyology. c/ Histology. d/ Psychology.**

➤ It is the production of an exact copy of an object: .....

**a/ Medicine. b/ Zoology. c/ Cloning. d/ Reproduction.**

**Q2:** *Select the correct answer:*

1. Who wrote the verse: 'A thing of beauty is a joy forever'?

**a/ John Keats. b/ Robert Browning. c/ William Wordsworth.**

2. Who is the father of Geometry?

**a/ Aristotle. b/ Euclid. c/ Pythagoras.**

3. 'MOV' extension refers usually to what kind of file?

**a/ Image file. b/ Animation or movie file. c/ Audio file.**

**Q3:** *Choose the correct answer:*

1. « Spring, Summer, Autumn and Winter » are :

**a/ Stages. b/ Steps. c/ Seasons. d/ Figures.**

2. « Smell, Touch, Hear, Taste » are :

**a/ Feelings. b/ Senses. c/ Emotions. d/ Organs.**

3. « Nose, Hand, Ear, Tongue » are :

**a/ Feelings. b/ Senses. c/ Emotions. d/ Organs.**

**Q4:** Select the appropriate word that is similar with the context of the previous ones:

• *Libra, Scorpion, Virgo, Gemini, .....*

**Tiger/ Lion / Puma / Panther.**

• *Finger, Nail, Thumb, Palm, .....*

**Neck / Knee / Arm / Hand.**

• *Stanza, Verse, rhyme, .....*

**Novel / Poem / Picture / Song.**

**II. Vocabulary section :**

**Q1:** Tick the words you are familiar with and use each one in a structured sentence:

**Rejoice / Poesy/ Feel/ Verse / Didactic/ Touch/ / Exultant / Enamored / Fragrance / Desert.**

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

**Q2:** Tick the words you are familiar with than give the synonym of each one:

**Sand= ..... / Alliteration=..... / Pester=..... / Crowd=..... /  
Rhyme=..... / Sculptor=..... / Gull =..... / Salty=..... /  
Gem=..... / Jewel=..... / Gorgeousness=..... / Inspiration=.....**

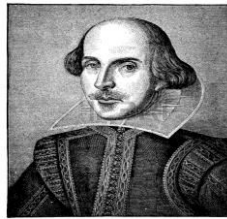
**Q3:** Match the following words with their meanings (**there are more meanings than words**):

- |                    |   |
|--------------------|---|
| • <b>Didactics</b> | <b>a.</b> Something fragile and breakable.                    |
| • <b>Roar</b>      | <b>b.</b> Tall narrow building.                               |
| • <b>Crisp</b>     | <b>c.</b> Instructive design made for educational curricular. |
|                    | <b>d.</b> Small sailing boat.                                 |
|                    | <b>e.</b> To make a loud deep noise.                          |

**Q4:** According to the following pictures, give each one an appropriate vocabulary (**name or expression**):



1 « ..... »



2 « ..... »



3 « ..... »



4 « ..... »



5 « ..... »



6 « ..... »

**III. Poetry section :**

**Q1:** Choose the appropriate word that suits the following definitions:

- Comparaison between human and non-human: .....

**Simile/ Personification / Irony / Paradox.**

- Body of written works on a particular language known as the art or profession of a writer: .....

**Linguistics / Grammar / Literature / Phonetics.**

**Q2:** Fill in the table below with the different literary works you already know:

<i>Poems</i>	<i>Other works</i>
<i>E.g : Seven Senses.</i>	<i>E.g : Hamlet.</i>
.....	.....
.....	.....
.....	.....
.....	.....

**Q3:** Delete the irrelevant words bellow:

- Poem, Story, Films, Legend, Novel.
- Romanticism, Didactic, Transcendentalism, Realism, Naturalism.
- Metaphor, simile, hyperbole, stanza, exaggeration.

**Q4:** Fill in the blanks with the correct answer:

- A. Hamlet, Romeo & Juliet, and the Sonnets are works written by: .....
- B. Referring to poems that contain a clear moral or message, or purpose to convey its readers, it is a kind of poetry which called.....
- C. ....is a poem that written by William Wordsworth starting with "I Wandered Lonely as a Cloud".

**Q5:** Write "T" if the statement is true while "F" for the false one:

- A. William Shakespeare is an American poet, playwright and actor
- B. "Sleep and poetry" is one of the poetical works that made by John Keats
- C. Poetry, Drama, Prose, Non-fiction, and Fiction are the main five genres of Literature
- D. The novel is a genre of fiction which makes it a kind of Literary works
- E. Literary Realism is a part of the Fiction art movement

**Q6:** Complete the following stanza:

*I wandered.....as a .....,  
.....on high o'er..... and .....,  
When all at once I saw a.....,  
A host, of golden .....*

**Q7:** Underline and **name** the common **figures of speech** you know that exist in the following poem :

**Poem title : « Seven Senses »**

**See**

*The beauty*

*Of the earth,*

*Starting with birth.*

**Hear**

*The roar*

*Of thunders voice,*

*A child rejoice.*

**Touch**

*Creation,*

*Water and sand,*

*A loved one's hand.*

**Smell**

*The wind*

*And salty seas,*

*Honey from bees.*

**Taste**

*Fresh fruits*

*And apple crisp,*

*Loves sweet kiss.*

**Feel**

*Your neighbors*

*From the start,*

*With open heart.*

***Sense***

*Others feelings*

*Before you begin,*

*So all can win.*

***By Brenda Meier-Hans, published 2014.***

## **Appendix 2: The experiment design**

The experiment is planned to teach the following poem:

**Poem title: "Seven Senses"**

*See*

*the beauty*

*of the earth,*

*starting with birth.*

*Hear*

*the roar*

*Of thunder's voice,*

*a child rejoice.*

*Touch*

*creation,*

*water and sand,*

*a loved one's hand.*

*Smell*

*the wind*

*and salty seas,*

*honey from bees.*

*Taste*

*fresh fruits*

*and apple crisp,*

*loves sweet kiss.*

*Feel*

*your neighbours*

*from the start,*

*with open heart.*

*Sense*

*other's feelings*

*before you begin,*

*so all can win.*

**Brenda Meier-Hans, 2014.**

To start the experiment, we have dealt at the very beginning with the author's short biography as she is a Canadian Poet born in 1957, living in **GTA** (Great Toronto Area) in a city called **Kitchener**. She is a married woman loves children more, loves to sing in a choir and loves to make others happy.

Then, students required to read the poem aloud, from this step we tried to deduce the meaning of unfamiliar vocabularies that exists in the poem; so that, we determined the dimension of the poem which is "**religious**" from the book of **bible**.

Moreover, students have figured out some figures of speech that they already know with a little intervention of the researcher to give them the chance to speak and to communicate with each others.

There was another part of the lesson which is using pictures as a visual aid to involve students to guess or to recognize the real vocabulary or expression behind each picture.

Since it is a Didactic Poem, students should know more details about such kind of poems. Thus, it has been explained the meaning and the aim of Didactic Poems.

The whole experiment took one hour on Tuesday, 20th March 2018, from 11:30 Am to 12:30Am.