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**The Role of Poetry in Enhancing Learners' Vocabulary Acquisition**  
**The Case of Study of Third Year English Students at University of**  
**Mohamad Seddik Ben Yahia, Jijel**

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## Dedications

*In the name of Allah,*

*The most compassionate,*

*The most merciful, without whom this*

*Work would have never been possible.*

*I dedicate this work;*

*To my queen my mother **Salima** for her endless love and support.*

*To my hero and beloved father **Mohammad**, who raised me to be whom I am today.*

*To the sweetest and the kindest sister in the world, **Neriman** for her encouragement, love,*

*and financial support whenever I need her.*

*To my piece of chocolate; my little brother **Hocin**. Thank you for everything.*

*To my shining stars my best friends **Ilham**, and **Amira**.*

*To my beautiful roses **Fatima**, **Dalal**, **soumia**, **Basma**, and **zwiyna**.*

*To my source of happiness, my best friend **Oussama**. Thank you for being in my life.*

*To the best cousins ever **Yakoub**, **Fouad**, and **Islam**. Thank you for every happy moment I*

*spent with you.*

*To my handsome uncle **Farid**.*

*To my second mother, my aunt **Horiya**.*

*Amel*

*I am dedicating this modest thesis to:*

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*Firdaus.*

*The most precious person to my heart, my dear and beloved husband for his unflagging support, understanding, and patience*

*My sweetest baby, **Loudjein***

*My adorable sister, **Aziza***

*My dearest brother, **Mohamad, Rabah, Nouari, and Ahmad.***

*My father and mother in law, **Abdelkader and Fatima***

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*My brother and sisters in law, **Kamel, Habiba, Halima, Salima***

*All my closest friends, with whom I shared the best moments*

*All people who know and love me*

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### **Abstract**

The present dissertation attempts to investigate the role of poetry and how it contributes to enhancing the students' vocabulary in the department of English at the university of Mohamad Seddik Ben Yahia, Jijel. A mixed research approach was adopted for this research that is aimed to show the relation between the two variables: poetry as an independent variable and vocabulary acquisition as a dependent variable. In order to verify the validity of our hypothesis, which requests that if the students are exposed to poetry and study poems in the EFL classroom, their vocabulary acquisition will be effectively enhanced. Two research tools were used in this study: a questionnaire and an interview. Students' questionnaire aimed to find out their attitudes towards studying poetry and its role in developing their vocabulary knowledge, whereas the teachers' interview aimed to investigate teachers' perceptions toward the teaching of poetry to enhance vocabulary acquisition. The results obtained from this research showed that both teachers and learners, consider poetry as an effective pedagogical tool to enhance students' vocabulary acquisition. On the basis of these results, the hypothesis that is put forward was confirmed. Based on the findings of this study, some pedagogical recommendations are suggested for the teaching of vocabulary using poetry.

### **List of Abbreviations**

- COG:** Cognitive Strategies
- DET:** Determination Strategies
- FL:** Foreign Language
- L1:** First Language
- L2:** Second Language
- LMD:** License Master Doctorate
- MEM:** Memory Strategies
- MET:** Met-Cognitive Strategies
- SOC:** Social Strategies
- Q:** Question
- %:** Percentage

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ملخص

## **General Introduction**

1. Background of the Study
2. Statement of the Problem
3. Research Aims
4. Research Questions
5. Hypothesis
7. Structure of the Research



## General Introduction

### 1. Background of the Study

In any language, vocabulary has always been considered as a valuable aspect, which it is nearly impossible to learn a language without learning its vocabulary first. Vocabulary allows the individuals to use the language and give them the chance to express themselves. Wilkins (1972) in his famous quote states: “without grammar very little can be conveyed, without vocabulary, nothing can be conveyed” (cited in Throrunbury, 2002, p. 13). Therefore, in any language learning process, learners are required to learn vocabulary in order to communicate effectively and learn the language correctly. Due to its importance, researchers made some studies about its acquisition. Many studies have undertaken the poetry and its role and influence in vocabulary acquisition.

Ramsaran (1983, p. 36) sheds light on poetry and its uniqueness in using and ordering words and meaning. Series (2003) points out that there are some advantages of poetry saying that it presents words in varied ways and uses the language differently, because it is going further than the usual usages and rules of grammar, syntax, and vocabulary (cited in Khansir, 2004). Kellem (2009) states that “among other reasons, poetry is a source of context rich reading material language in use; a way of introducing vocabulary in context; and a way to focus students’ attention on English pronunciation, rhythm, and stress” (cited in Aydinoglu, 2013, p. 275). Kirkgoz (2008), emphasis on including poetry in the EFL curriculum in order to reinforce learners' lexical and grammatical knowledge (cited in Aladina, Farahbod, & Artonnand, 2015). Panavelit (2011) states that learners can have the opportunity and the chance to develop and enrich their vocabulary in a new way and that through offering meaningful context which can be used and remembered effectively (cited in Antika, 2016).

Khansin (2012) points out that poetry as a literature product can be used as a tool to develop learners’ English knowledge and rich students’ vocabulary and grammar.



## **2. Statement of the Problem**

Any foreign language learning requires learning vocabulary. This is because the acquisition of a high level of foreign language proficiency needs the acquisition of enough vocabulary. Through the acquisition of a significant number of words, learners' language skills can be developed and effective communication can be achieved. Whereas, limited vocabulary size affects learners' language skills, and thus, they cannot be effective speakers, listeners, readers, and writers.

The lack of vocabulary represents one of the issues that EFL learners face while learning the language. Learners with limited vocabulary size are unable to achieve effective communication, and this is maybe because they are not interested in vocabulary-building in the EFL classrooms. In our context, most students give specific attention to grammar, because they think it is the base of any language, or that EFL learners are not intrinsically and extrinsically motivated to develop and expand their vocabulary, due to the teachers' inappropriate selection of material, methodology, and strategy to teach vocabulary. Hence, poetry can be a motivational and effective tool for both teachers and students. Its deviation feature attracts students' curiosity to discover how the language is adapted to fulfill different communication purposes, and its memorability feature can help the learners unconsciously acquire language and restore lexical information when needed.

## **3. Research Aims**

In any research, there are several tools and methods for collecting data and analyzing it like questionnaire, classroom observation, interview, experiment,..etc. In order to check the validity of our hypotheses and collect the necessary data of this investigation two research instruments are chosen as a means for this research; a questionnaire and an interview. The questionnaire was designed for the third year LMD students in the English Department of Mohammed Seddik Ben Yahia- Jijel University in order to show students

attitude and views about studying poetry and whether it has a role in enhancing their vocabulary or not. While the interview was addressed to the third year literature teachers for expressing their opinions of teaching poetry and its values in vocabulary acquisition.

#### **4. Research Questions**

This research study relies on the following questions:

- What are the students' attitudes toward studying poetry?
- Does poetry have any significant effect on learners' vocabulary acquisition?

#### **5. Hypothesis**

In order to answer the research questions of the present study, we hypothesize that:

If the students are exposed to poetry and study poems in the EFL classroom, their vocabulary acquisition will be effectively enhanced.

#### **6. Research Means**

In any research, there are several tools and methods for collecting data and analyzing it, such as questionnaire, classroom observation, interview, experiment, etc. because of time-insurgency and In order to collect the necessary data as well as testing the hypothesis, two research instruments are chosen as a means for this research; a questionnaire and an interview. The questionnaire was designed for the third year LMD students in the English Department of Mohammed Seddik Ben Yahia- Jijel University in order to show students attitude and views about studying poetry and whether it has a role in enhancing their vocabulary or not. While the interview was addressed to the English literature teachers for expressing their opinion and perception of teaching poetry and its values in vocabulary acquisition.

#### **7. Structure of the Research**

The present study is composed of three main chapters. The first chapter dealt with poetry. It gives an overview of poetry starting from its definition, going through its types,

importance, features, its place in the EFL class. On the other hand, the second chapter is concerned with the vocabulary acquisition: presenting the background information of vocabulary. In this chapter, the definition of 'vocabulary' and word 'word', its importance, types, teaching and learning strategies are provided, and its relation to vocabulary acquisition. Finally, the third chapter is about the practical part that contains the methodology of the research, aim and description of instruments, analysis of the collected data, the discussion and the result, and finally, the pedagogical recommendations.

## **Chapter One: Poetry**

### Introduction

#### 1.1. Definition of Poetry

#### 1.2. Types of Poetry

##### 1.2.1. Lyric Poetry

###### 1.2.1.1. Sonnet

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1.6. The Use of Poetry in EFL Classrooms

1.7. The Advantages of Poetry in the Foreign Language Acquisition

Conclusion



## Chapter One

### Poetry

#### Introduction

Poetry as a part of literature is considered one of the fine arts like music scripture and painting. It is used to apply the words to describe meanings, feelings, and sounds. The language in poetry is considered a very unique one that differs from other types of literary text. Literature and language are inseparable parts in the second language acquisition. Educators and teachers attempt to use the different part or genres of literature to facilitate the process language learning and teaching like novels, short stories, and poems. However, Poetry with its characteristics and complexity make some controversies in the field of language teaching and learning consorting its function and its need in this field and whether it is useful and suitable for the process of acquiring the language.

In this chapter, researchers attempt to give a survey about poetry. Discuss what is poetry, its main genres, and the literary devices of poetry. In addition to that, showing the main different views of using poetry in the EFL class, and see the benefits that poetry can provide for EFL learners.

#### 1.1. Definition of Poetry

Poetry in literature has been identified in many ways. Many writers, philosophers, and scholars define it according to their own views. The origin of the word 'poetry' is the Greek word 'poima' that means to make (Lahmer, 2012). Starting with the dictionary's definition, Cambridge Advanced Learner's Dictionary (2003) defines poetry as "form of literature with a very beautiful or emotional quality." While Lexico Oxford Online Dictionary defines poetry as follows: "Literary work in which the expression of feelings and ideas is given the intensity of the use of distinctive style and rhythm; poems collectively or as a genre of literature."

Connell (1913, p. 09) claims that poetry is “the imaginative representation, through the medium of language, of the true grounds of the noble emotions.”

Ollila and Jontas (2006, p. 01) state that “poetry is any kind of verbal or written language that is structured rhythmically and is meant to tell a story or state of being.” Similarly, Hanauer (2004) states that poetry is the literary text that enable the writer to express his emotions and experiences, through using what is called ‘self-referential use of language’ this creates new understanding for the reader or the listener (as cited in Haraldsson, 201, p 03). Similar to Hanauer definition, Flanagan (2015) points out that poetry is a form of texts that differs from the prose. He says that the poet uses some devices like meter, rhythms, and symbols to change the audience views. Cook (2003) stats that a good poetry is the one which uses a ‘compressed language’. That is to say, saying a lot, but using few words. While Haraldsson (2011) claims that poetry is a very personal form of text that related to the writer, and has no explicit plot a dues, which demands more of the reader.

## **1.1. Types of Poetry**

According to what scholars and philosophers suggest, there are three main types or genres of poetry (Connell, 1913). Aristotle pointed out that poetry has three main types that are comedy, tragedy, and epic. He claims that comedy is simply a description of what is funny, laughter, and make the people enjoy. While both tragedy and epic present the suffering and the pain that moves reader’s feelings, the only difference between the two is that epic said to be one verse poem, while the tragedy was a narrative form (cited in Hess, 2010). However, in the present time, it has been agreed that poetry is indeed divided into three genres, which are lyric, narrative, and dramatic (Connell, 1913).

### **1.2.1. Lyric Poetry**

Abrams (1999, p. 146) defines lyrical poetry as follows: “a lyric is any fairly short poem, consisting of the utterance by a single speaker, who expresses a state of mind or a



process of perception, thought, and feeling many lyric speakers are represented as musing in solitude.” Connell (1913, p. 132) states that: “lyric is that form of poetry in which the primary and the direct object is to express the personal emotion or emotional conceptions of the writer.” In his definition, they put the light on three main points that are:

- What is expressed in the lyric poems is personal to the writer.
- The materials that poet lyricizes are emotions and strictly emotions thought.
- The main and the primary object is to express personal emotions.

According to Lapenà (2011), lyric poetry is an artistic way of expressing the individual’s personal situation. Usually poets in such genre attempt to describe themselves through mentioning their emotions, thought, and views. Lapenà points out that this genre is addressing the reader in a direct way. According to him, lyric poetry divided into subdivisions that include sonnet, ode, and elegy.

### **1.2.1.1. Sonnet**

According to Abrams (1999), a sonnet is a lyric poem that is written in one single stanza. It contains fourteen iambic pentameter lines. Usually the poet coordinates these lines using an intricate rhyme scheme. Abrams mentions that in the English language, there are two main patterns of rhymes: the Italian or Petrarchan sonnet and the English sonnet or Shakespearean sonnet.

- The Italian or Petrarchan sonnet: It falls into two main parts; (octave) eight lines, rhyming Abbaabba followed by a sestet (six lines), rhyming cdede or sane variant, such as cdccdc.
- The English sonnet or Shakespearean sonnet: This sonnet falls into three quatrains and a concluding couplet; adad-cdcd-efef-gg.

### **1.2.1.2. Ode**

Abrams (1999) claims that ode poem is similar to the lyric poem, still it differs in the size where an ode poem seems to be longer than lyric one. Furthermore, this kind of poetry usually selects, discuss topics with a serious issue, it is written in an elevated style and elaborate in its stanzaic structure. One of the famous examples of this kind is Wordsworth's "The Dungeon" and "Ode to a Nightingale" by John Keats.

### **1.2.1.3. Elegy**

According to Abrams (1999), an elegy poem is any poem that is written in elegiac meter. However, this kind of poems emphasis on the subject of loss and change in which is traded frequently. It is usually focus on the theme of love.

## **1.2.2. Narrative Poetry**

Concerning narrative poetry, Peek (1988, p. 129) defines it as "poetry that tells a story" (cited in Lapenà, 2011). He claims that this genre has three main forms, which are epic, ballad, and romance. Similar to peek's opinion, Preminger starts: "narrative or storytelling developed from the ritualistic chanting of myths, although it has traditionally been grouped only into two poetic categories; epic and ballad. The stories were not memorized as is generally assumed. But, instead bards improvised oral chants, relying on heavy alliterative and assonantal techniques, which seemed to put both the bards and the audience into a trance" (as cited in Gabuay, 2011, p. 07). Lapenà (2011) says out that narrative poetry is the oldest genre in poetry where the most famous form of it is "ballad". He also points out that this genre always attempts to involve a heroic, cultural, or national event. Lapenà subdivides it into ballad and epics. One of the examples of a narrative poem is "The Divine Comedy" by Donte.

### **1.2.3. Epic**

As a form of narrative poetry, an epic poem is “a poem extended in length, narrating an action of power and interest, centered about a single hero.” (Connell, 1913, p. 94). According to him, epic is different from tragedy in the fact that the main aim of the epic poem is to create and develop an admiration in the reader in contrast to tragedy that aimed to create and awake fear and weakness. In addition, Connell points out that epic poem is considered as an action poem, where the action is more broad and free than the action in the drama.

### **1.2.4. Ballad**

A ballad is a poem that is similar to a song, which attempts to narrate a story for the audience. In this kind, poets usually write the poem in four-line stanza, and alternating tetrameter and trimeter, it presents orally (Abrams, 1999).

### **1.2.5. Dramatic Poetry**

Hess (2010) explains dramatic poetry as a poetry that is written in verse and includes several characters. Those characters aimed to tell story in the poem or to describe the situation through making conversations. According to him, most of the dramatic poetry is writing in verse. Connell (1913) points out that poet does not speak of himself in the dramatic poem, still he often uses other characters to speak before us, also it presents both the past and the present. He claims that it includes tragedy, comedy, and allied species of the drama proper, in addition to, dramatic monologues, dialogues, and so-called dramatic. Some of the famous dramatic poems are “The Fish” by Bishop, “A Little History” by Lehman.

## **1.3. Teaching Poetry Devices**

Literary text’s authors use what are called literary devices, so as to make the language of the text beautiful and carry their messages in a simple manner to their readers. When used properly, the various literary devices enable readers to interpret and analyze literary works.

There are some literary devices that occur only in poetry, and others, which can be used in everyday communication. Poetic devices, thus, are a type of literary device used in poetry. They can be defined as any word or phrase, which carry a meaning that is different from the literal one. Poetic devices are tools, which are employed for different purposes in a poem, some are used for embellishment and beautification, some create rhythm, some enhance poem's meaning and others intensify mood and feeling.

There are some common devices which involve in the analysis of a poem such as: meter and rhyme, simile and metaphor, hyperbole and onomatopoeia, etc. Addonizio and Laux (1997, p. 141) state: "Every poem has rhythm, but when the rhythm is highly organized into a pattern where the number of syllables are stressed or not, then we have meter" That is to say, meter is the repetition of stressed and unstressed syllables in a line of a poem. However, Rhyme, is the repetition of similar sounds in two or more words. Here is an example of end rhyme, an excerpt from a Robert Frost poem:

*Great waves looked over others coming in,  
And thought of doing something to the shore  
That water never did to land before.*

(cited in Addonizio, & Laux, 1997, p. 144)

In the above example, the words 'shore' and 'before' rhyme.

Hyperbole is used by poets for the purpose of exaggeration and emphasis. Wren and Martin (1981) state that "in hyperbole a statement is made emphatic by overstatement" (cited in Touahir, 2012, p. 08). This means that there is an exaggeration behind the use of some words. For example: I'm so tired I could sleep four thousand hours. Whereas, onomatopoeia refers to the use of words that are pronounced and sounded just like what they are represented. It comes from Greek 'name-making', it is a figure of speech in which the sound suggests sense. For examples: clang, buzz, and twang.

Therefore, the above devices consist the basic pillars in the study of any poetic text, and understanding a poem means recognizing those devices, which help in the analysis of the poem.

#### **1.4. Literal Vs Figurative Language Dichotomy**

The differentiation between the concept of figurative language and the notion of literal meaning has created a strong debate among researchers. Many of them have tried their best to draw a clear line of demarcation between both labels: literal and figurative; yet the fuzziness in the terms is not demisted. Cieslicka (2004) states that what should be called literal and figurative still create debate among language scholars (Cited in Wojtczak, 2009).

##### **1.4.1. Literal Language Use**

According to Lakoff (1986), the notion of literal is viewed as: “the indispensable sacred rock that forms the bulk of our language and thought” (cited in Ariel, 2002, p. 363). That is to say, literal language is obviously pervasive in our everyday conversations, it is that language which is used for normal communication, and not for the purpose of embellishment and exaggeration. Gibbs (2001) points out that: “the literal meaning refers to what is denoted by individual words, as well as to what is said by the compositional meaning of the sentence made up these words intended non-figuratively” (cited in Bouali, 2013, p. 05). One can understand from this definition that ‘compositionality’ means that the interpretation of the meaning of a whole sentence is identified by the components, which constitute that sentence. MacComac’s (2006) says in this vein: “I define literal as the use of ordinary language to express concrete objects or situations that are publically perceptible. We are speaking literally” (cited in Bouali, p. 06). Hence, the literal use of language is that use which does not twist from the syntactic and semantic rules of the language.

### **1.4.2. Figurative Language Use**

To express their inner thoughts and emotions, poets speak figuratively. They use figurative expressions to carry meaning that is difficult to explain by using literal language. Martinez (2003, p. 10) defines the figurative language as follows: “figurative language refers to phrases and expressions in which the intended meaning is independent of and typically not directly computable from the literal meaning of the constituent elements.” This definition indicated that nonliteral meaning is not dependent on the meaning of the elements which make up a sentence, as an opposition to literal meaning.

According to Perrine (1982), there are four main reasons of using figurative language. First, authors’ use of images please the readers when they read their literary works. Second, it represents a way of bringing additional imagery into verse, turning the dead alive and making literary works sensuous. The third, figurative is a way of combining feelings and emotions with merely informative expressions and carrying perspectives along with information. The last, it is a way of saying much in brief.

### **14.3. Literal Vs Figurative**

The classical literal versus figurative division is characterized by the adaptation of three semantic and pragmatic theories. Gibbs (1994, p. 03) states: “Literal has been contrasted with the poetics, with non-conventional usage, with context-based meaning, and with a language in which ‘truthfulness’ or ‘falseness’ cannot be ascertained.” Therefore, it is important to mention each view independently.

### **1.5. Types of Figures of Speech**

The term figure of speech has traditionally referred to “a literary adornment or stylistic device” (Thomas, p. 495). The figures were seen as stylistic ornaments with which writers dressed up their language in order to embellish a text or attract the attention of the audience. Thomason (2006) states that a figure of speech: “is a word or group of words used

in some deviation from the strict literal sense of the word(s), or from the more commonly used form can be defined as a deviation from the normal use of language, or from the commonly form of word order or sentence construction” (p. 126). As we look at these figures of speech from a linguistics point of view, we find them full of language features. Supporting this view, Gautan (2004) points out that a figure of speech is a way of expressing things without using the literal way. It presents another dimension to the language, describes one thing by matching it to something else (cited in Regmi, 2014). In other words, figures of speech are the use of literal language to refer to a meaning that is greater than the literal one. Similes, metaphors, personification, symbols and allusions are sensing devices, they function as in fiction, but their identification is difficult because of its concierge.

### **1.5.1. Symbols and Allusions**

A symbol can be defined as the use of concrete words like a person, object, or event to refer to something abstract. Pardede (2008) states: “symbol is a trope that combines a literal sensuous quality with an abstract or suggestive aspect, but it is non-literal meaning, but use that meaning to suggest another.” (cited in Bouali, 2013, p. 21) One can understand from this definition that a symbol is the use of concrete words to refer to completely different ideas, or in other words, to express something that means more than what it is.

For examples:

- Lion symbolizes bravery.
- Rose symbolizes love.

Abrams (1971) defines allusion as: “a brief reference, explicit or indirect, to a person, place or event, or to another literary work or passage” (cited in Irwin, 2001, p. 287). It is argued that allusions are economical devices used by writers to minify a great deal of context and background information using few words. The New Princeton Encyclopedia of poetry and Poetics (1993) states that allusion is a “poet’s deliberate incorporation of

identifiable elements from other sources, preceding or contemporaneous, textual or extra-textual. The allusion may be used merely to display knowledge, as in some Alexandrian poems to; to appeal to those sharing experience or knowledge with the poet; or to enrich a poem by incorporating further meaning” (cited in Jernigan, 2009, pp. 193-194).

For example:

- If you had not stopped lying, your nose would have grown like Pinocchio’s.

In this sentence, there is a reference to Pinocchio, the wooden boy in a famous novel, whose nose grows each time he lies.

### **1.5.2. Similes, metaphors and personification**

The word ‘simile’ is derived from the same Latin word ‘simile’ meaning ‘resemblance’ and ‘likeness’, it refers to the comparison of two objects with some common points. “A simile is simply a direct comparison between two unlike objects using ‘like’, ‘as’, or ‘such’” (Scott, 1983, as cited in Touahir, 2012, p. 06).

For example:

- That baby is like sugar.

This sentence is categorized as simile; two unlike things, baby and sugar are compared to describe the kindness of the baby.

The word ‘metaphor’ is derived from the Greek word ‘metaphoric’, which means to carry. It refers to a comparison of two unlike phenomena with some similarities (Hussain, 2014). Shaw (1972) defined metaphor as follows: “A figure of speech in which a word or phrase is applied to a person, idea, or object to which it is not literally applicable; the application of a word and collocation to what it does not literally denote. Metaphors may be ‘single’ (one word) or extended (a collocation, an idiom, a sentence, a proverb, an allegory, a



complete imaginative text” (cited in Hussain, 2014, p. 01). That is to say, metaphor is an implicit comparison used to show how two unlike things are similar in such points.

For examples:

- I cannot see what you mean.
- She shed light on the case.

The word ‘personification’ originally comes from the Latin word ‘persona’, ‘actor’ or ‘mask’ (Harya, 2016). It’s a figure of speech in which human characteristics are given to an inanimate object or abstract idea. According to Cuddon (1998), the point of personification is to express abstract ideas to inanimate objects, or to describe aspects of nature as if they were human (cited in Touahir, 2012, p. 07). Thus, personification is giving non-human things human qualities.

For example:

- Moments fly in the time of Happiness.

Metaphor is a kind of condensed simile that some parts of it, like topic or similarities markers are omitted to carry the meaning figuratively.

### **1.5.3. Image and Imagery**

Figurative language is that pattern of language use that characterizes literary works and gives them aesthetic value. Importantly, it is more related to poetry than any other genre of literature like drama and prose. Balogun (1996) avers that: “what distinguishes poetry from the other two major genres...is the emphasis it places on the imaginative use of language...it is the common practice of the poet to use words figuratively and hence the proliferation of figures of speech, collectively called imagery, in poetry” (cited in Yeibo, 2012, p. 180).

Ogunsiji (2000) adds that figurative language is “a form of picture language” (cited in Yeibo, 2012, p. 180). According to him, figurations do not only beautify the language in

poems and give them ornamental value, but also they imply meanings in a more precise and concrete way.

A poet seeks always to create texts which carry his mind image and create pictures in the mind of his readers. Imagination is the color which paints the world of poets, where Images are used to express what is inside them. They mirror their emotions and feelings and reflect their connection with the physical world surrounding them. Generally speaking, the word 'image' refers to something seen. However, when speaking about images in poetry, we mean a word or group of words that refer to any of our sensations. There are many types of imagery such as visual imagery, auditory imagery, tactile imagery, olfactory imagery, and gustatory imagery. The following lines from Peter Redgrove's 'Lazarus and the Sea' contain some types of imagery:

The tide of my death came whispering like this  
Soiling my body with its tireless voice.  
I scented the antique moistures when they sharpened  
The air of my room, made the rough wood of my bed.

(cited in Sayakhan, 2014, p. 17)

In the first two lines 'he whispering tide' and 'tireless voice' stirs the sense of hearing, i.e. the auditory image, and the word 'soiling' concerns the sense of touch, i.e. the tactile. In the third line, the word 'scented' concerns the sense of smell i.e. the olfactory image. The last line is a combination of two images: the tactile 'rough' and visual 'wood'. As we notice, images can be combined

Fred and Millet (1989) define imagery in reading poetry as: "Imagery is the result of evocation, with varying degrees of clarity, of mental reproductions, or imitations of sense perceptions" (cited in Deshmukh, & Deshmukh, 2017, p. 31). That is, the image does not

appeal only to the readers' senses, but it also can show something that can be seen through the eyes of the mind (Sayakhan, 2014).

#### **1.5.4. Metonymy and Synecdoche**

Metonymy is a figurative meaning in which a name is changed, a word is used for another, and an idea is used by means of terms involving association. In other words, it is the substitution of the name of one object, idea for that of another closely associated with it. Frost (2006) states that metonymy is a figure of speech that uses a concept closely related to the thing actually meant (cited in Harya, 2016, p. 50).

For example:

- He asked for her hand.

The meaning of this sentence is someone wants to marry a girl.

“Synecdoche” is a figure of speech in which one part refers to the whole or the whole to part. It is a stylistic device in which the parts refer to the whole, and thus another meaning is understood within the thing mentioned (Cuddon, 1998, as cited in Touahir, 2012, p. 10). For example: the word ‘coke’ is a synecdoche that refers to all carbonated drinks.

### **1.6. The Use of Poetry in EFL Classrooms**

Although, literature has guaranteed a place in EFL courses, there has been a distinction in the idea of using poetry in EFL classes. Some educators and scholars have positive opinions about the use of poetry while others not. Beginning with Sage (1987) in his book “Incorporating Literature in ESL Instruction” points out that poetry is considered to be the last subject who should be taught in ELT. He says that this assumption formation caused by some reasons as bad experiences, or various fears. He emphasizes on the difficulty of the radical language of poems that differing from the conventional over-structured one. Aladini (2015) says that the poetic language is different from prosaic one, and it focuses less on the linguistic units of sentences and paragraphs, and more on units of an organization, such as

couplet, lines and stanza. So, at the beginning, it may create tension in the class still, the most critical objection against poetry seems to be due to the highly complex, and metaphorical language. Similar to the previous opinion, Bindley (1980) states that: “poems are frequently deal with geographical or social settings alien to the student experience and perhaps the greatest barrier to understanding poetry, however, is elliptical, metaphorical, and highly allusive language. Poetry, from this perspective ;( i.e. as a high-level, individual reading activity), has little to offer the EFL classroom...” (as cited in Aladini, 2015, p. 02). According to Haraldsson (2011), the reason why poetry teaching might be sensitive is the difficult or dull since poetry requires working with language on a deeper level than other text types.

On the other hand, some scholars agree on the use of poetry in the EFL class, which present several arguments that is supporting the idea. Lazar (1993, p. 100) states that: “when using poetry in the classroom, we could, therefore, exploit the more ‘deviant’ or unusual use of the language awareness and interpretative abilities.” He claims that making the language of a poem the basis for classroom study can be a first step towards enabling students to make confident interpretations of a poem since many students read a little poetry in their language, reading it in other may seem a daunting prospect. Jacob (2006, p. 82) says: “the reason for including poetry in the L2 curriculum is precisely that it is not prose, that it does not function in the same way as prose.” According to him, poetry allows the student to discover and identify the different type of language use and linguistic experiences. Among the literary genres used in language teaching, poetry is one of frequent appearance and it became a favorite tool for language teachers due to their short length, and it is suitable for learners in a single classroom lesson. In addition, it is interesting and enjoyable for learners (Llach, 2007, as cited in Antic, 2016, p. 27).

### **1.7. The Advantages of Poetry in the Foreign Language Acquisition**

Many scholars state that poetry is an effective tool for improving different skills in language learning because of many factors. According to Maley & Duff (1989), Poetry as any other authentic source helps in the acquisition of the foreign language, and thus, it is appropriate for learning and developing foreign language. Maley and Duff (1989) also point out that poetry has some advantages that make poetry an important, motivational, and enjoyable tool. Among these advantages: universality, ambiguity and interaction, and compactness.

Generally, poetry deals with all themes which are related to human experiences, although the way they are dealt with differ from one culture to another, the careful selection of English poems can provide learners with various themes which serve their interests, and with “meaningful and memorable contexts for processing and interpreting new language” (Lazar,1993, p. 17). In addition, all languages share the use of poetic devices like: meter, rhyme, etc. Hence, all students can read some poems and be familiar with the literary form and features.

Poetry ambiguity is another strong feature that allows learners to arrive at different interpretations and give different opinions about themes and topics. “Poems...offer both a public and personal face” (Maley & Duff, 1989, pp. 09-10). Therefore, no one can consider himself as the only owner of the meanings embedded in the poem, and each learner’s understanding of the meanings is valid. Hence, poems can generate language competence development, negotiation of meaning, and can create interactive discussions suitable for a genuine exchange of ideas. Here, a safe learning community is created where critical remarks and ridicule expressions are reduced.

Poetry is the only literary genre that can provide full context in a compact form. Its vocabulary is very associative and concentrated. Students need to learn how to analyze poems

for a better understanding and write their own, because this gives them the opportunity to discover language' elasticity and words' quality.

The appropriate selection of literary texts is important in teaching language. Riverol (1991) points out that such selection will supply the learners with different examples of features of the language, such as the structures of the sentences, the variety of forms, and the different ways of relating ideas (cited in Sinha, 2017, p. 246). Literary text difficulty is a concept that needs to be taken into consideration by teachers, who should choose poems that suit the level of learners' competence, and help them in the analysis of poems for a better interpretation of their contexts and meanings.

## **Conclusion**

Poetry is a very essential genre of literature, it is an important, motivation, and effective tool that can be used to teach language, pronunciation, vocabulary, etc. Chapter one was an attempt to clarify the main concepts associated with the theme of poetry; it was a literature review where light was shed on the main definitions related to poetry teaching, major benefits of poetry in the foreign language acquisition, and the way of using it in EFL classrooms. The English poetry classroom shares important characteristics of cooperative and humanistic learning, where teachers are usually asked to bring motivation and pleasure through a careful selection of poems which serve EFL learners interests and concerns.

## **Chapter Two: Vocabulary Acquisition**

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## Chapter Two

### Vocabulary Acquisition

#### Introduction

Learning any foreign language needs to acquire its vocabulary. This fundamental aspect of language has also an essential role in the academic lives of EFL learners. This is because EFL learners with a low vocabulary size cannot be effective communicators. Hence, developing vocabulary of EFL learners is very important. Teachers, as well as learners, should be aware of the value of vocabulary learning and explore ways of promoting it in a more effective way.

The purpose of this chapter is to shed light and discuss issues relevant to vocabulary acquisition. The starting point in this chapter will be from ‘vocabulary’ and ‘word’ definitions moving through the importance, vocabulary source, and its types. In addition to, it provides a description of vocabulary and highlights the vocabulary teaching/learning strategies. Finally, it ends with some factors that influence the acquisition of vocabulary.

#### 2.1. Definition of Vocabulary

There are various definitions of vocabulary suggested by different linguists. Cambridge Advanced Learner’s Dictionary (2003, p. 1423) defines vocabulary as “all words known and used by a particular person”, while Longman Dictionary (2010, p. 629) defines it as “a set of lexemes, including single words, compound words and idioms.” In NTG’s Super-Mini English Dictionary vocabulary defines it as: “the words that someone knows; the words that are part of someone's language” (cited in Khelifi, 2015, p. 08). What can be understood from this definition is that vocabulary is an obvious element of language and one thing that should be mastered. Hatch and Brown (1995) defines vocabulary as a total set of items in a particular language or a group of words or phrases used by individuals when they speak or write. Furthermore, Huyen and Nga (2003) argue that vocabulary represents a language

component which relates the four language skills in foreign language learning (cited in Asyiah, 2017, p. 294). While Ur (1998) points out: “vocabulary can be defined, roughly, as the words we teach in the foreign language” (cited in Alquahtani, 2015, p. 25).

Hiebert and Kamil (2005) state that based upon the knowledge of words, one can distinguish between oral and print vocabulary. Oral vocabulary includes those words, one can recognize and use in listening and speaking, whereas, print vocabulary includes those words that someone recognizes and uses in reading and writing.

To conclude, vocabulary is an important part of language which has an essential role in the development of the four language skills: speaking, listening, reading, and writing. It is basic for people to communicate because without vocabulary, communication stops and nothing can be conveyed

## **2.2. Importance of Learning Vocabulary**

Scholars like: Nation (2011), Bernhardt (2005), Wang (2009) argue that vocabulary knowledge has a crucial role in second language learning because limited vocabulary size can hold up successful communication (as cited in Alquahtani, 2015, p. 22). Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to acquisition of a second language”. Importantly, the scholars: Maximo (2000), Read (2000), and Gu (2003) claim that there is a complementary relationship between language use and vocabulary knowledge (cited in Albodakh & Cinkara, 2017). Nation (2000) states that language use and vocabulary knowledge are intrinsically linked to each other; in other words, vocabulary helps the learners to acquire and use the language and thus, using language expands their vocabulary amount.

Furthermore, Rivers and Nunan (1991) argue that the success of second language use relies mainly on the amount of vocabulary that learners have. They add that the lack of

vocabulary means lack of the necessary structures and functions to fulfill an understandable communication (cited in Albodakh & Cinkara, 2017, p. 283).

Researchers emphasize that there is a relationship between reading comprehension in second language and vocabulary knowledge. According to Huckin (1995), learners who have reading problems have a poor vocabulary. More to the point, reading comprehension can be influenced by the vocabulary knowledge (cited in Alquahtani, 2015, p. 22). That is, the ability of reading and comprehending of any text relies on the mature vocabulary knowledge. Mulkalel (1998) says: “people who read more know more vocabulary which in turn makes reading easier” (p. 63). Mulkalel means that reading comprehension is dependent on vocabulary knowledge.

Hiebert and Kamil (2005) argue that the main goal of vocabulary instruction, thus, is to improve learners’ comprehension. The below diagram shows the relationship between vocabulary and reading comprehension:

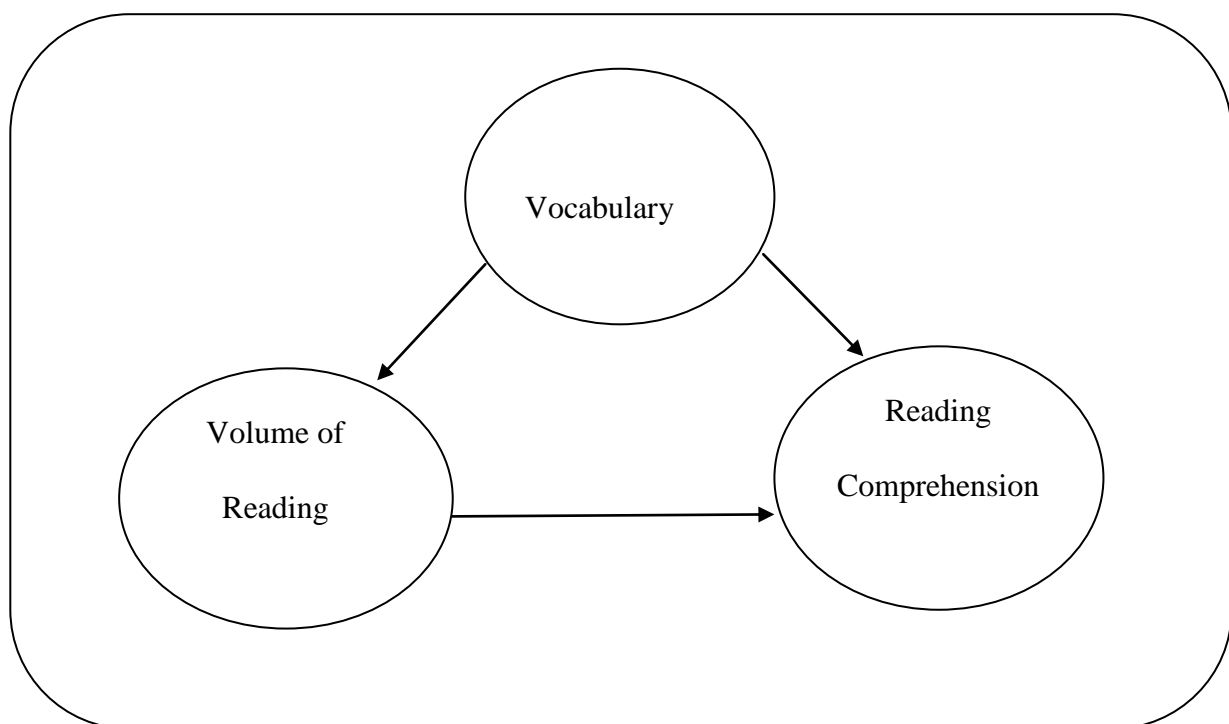


Figure1: A Reciprocal Model of Vocabulary and Reading comprehension

(Hiebert, & Kamil, 2005, p. 34).

Krashen (1993) makes an excellent argument about the importance of vocabulary by saying: “when students travel, they don’t carry grammar books, they carry dictionaries” (as cited in Alquahtani, 2015, p. 25). This indicates the big importance of vocabulary in the acquisition of foreign language. Other scholars, such as Richards (1980) and Krashen (1989) state that attention should be devoted to vocabulary because of many reasons. “First, a large vocabulary is, of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem” (cited in Alquahtani, 2015, p. 23).

### **2.3. Vocabulary Sources**

According Thornbury (2002), in order to be successful in acquiring new vocabulary learners should be aware of some of the vocabulary sources such as teachers, students, and short texts.

The teacher is considered as a highly productive and source of vocabulary for learners. Learners acquire a huge number of vocabulary from their teachers, especially words and phrases associated within classroom processes. In addition, the source of useful interpersonal language, especially in the more conversational stages of the lesson (Thornbury, 2002).

Students in the class are also considered as a fertile source of vocabulary input. The interaction between the students allows them to acquire a lot of vocabulary, where learners pay attention to what classroom patterns say. They remember more words that came from their classmates. Thus, brainstorming activities are a good idea to make students share these words with others (Thornbury, 2002).

Short texts, nowadays are often present vocabulary in texts. The short text is one of the useful sources that have positive advantages over learning words. Learning words from

context increases the chances of the learners to appreciate their meaning and typical environments, its grammatical structures, and its associated collations (Thornbury, 2002).

## **2.4. Types of Vocabulary**

Since vocabulary can be spoken, listened, read, and written most prominent researchers in the domain of language learning like Laufer (1998), Henriksen (1999), Nation (2001), and Read (2000) categorize it according to its use in the skills of speaking, listening, reading, and writing. Hence, they claimed that there are two types of vocabulary: the receptive and productive vocabulary (cited in Maskor & Baharudin, 2016, p. 261).

Palmer (1921) explains the difference between the two by saying: “receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it, productive that we produce language forms by speaking and writing to convey message to others” (cited in Khelifi, 2015, p. 16). By Palmer saying, receptive vocabulary includes those words, one can recognize when he hears or sees them. While, productive vocabulary includes words used in speaking and writing. Importantly, it is claimed that the words, learners of foreign languages and native speakers and can recognize and comprehend are more than the words they can produce.

Read (2000) believes that often, an item goes from learners’ receptive vocabulary to their productive one. This means that language learners before using words in their speaking and writing they first read and hear them in various contexts. More to the point, language learners know the words receptively than productively. According to him, knowing a word includes knowing its Grammar, pronunciation, meaning, and its different uses.

Venkateswaran (1995, p. 50) refers to receptive and productive vocabulary as active and passive vocabulary, and distinguishes between them as: “Active vocabulary refers to words which the students understand, can pronounce correctly, and use constructively very often in speaking and writing. However, passive vocabulary refers to words that the students

recognize and understand when they occur in content, but which cannot produce correctly by themselves. Venkateswaran wants to clarify that the active vocabulary refers to the words that the learner can comprehend and use correctly in speech and writing. On the other hand, passive vocabulary is the set of words understood from the context while reading or listening.

Furthermore, Mondria and Wiersma assert that language learners should learn words in both receptive and productive forms (cited in Khelifi, 2015, p. 18). To conclude, both receptive and productive vocabulary are important in the acquisition of a foreign language. Learners need these types of vocabulary in order to use and comprehend language.

## **2.5. Vocabulary Description**

### **2.5.1. Lexicology**

Lexicology is one of the main two breaches in linguistics. Castillo (2012, p. 08) says: “lexicology is the science studying the Lexis also called the lexicon of a language.” He claims that lexicology is usually concerned with nature, meaning, history, and words elements. Additionally, it has to do with all particularities of words, that is, with word formation, word class, and word meaning.

#### **2.5.1.1. Word Class**

Harmer (1998) states that words in English language are classified into several units, depends on their function in the sentence. Harmer points out that learners need to identify these units in order to use the English language successfully. According to him, there are eight units in English language which are: noun, pronoun, objective, verb,adverb, prepositions, determiners, and conjunctions.

- A noun is a word that usually refers to a place, a thing, an idea, etc., Like ‘Pen’ or ‘London’.
- A pronoun is a word that is used to replace a noun or noun phrase, as ‘her’ or ‘he’.

- An adjective is word adds to the sentence in order to describe a noun or a pronoun, like ‘better’ or ‘kind’.
- A verb is a word class that is used to describe an action, a state, or an experience, like ‘to cook’ or ‘to write’.
- An adverb: is a word that is used in a sentence in order to add or modify the meaning of a verb, an adjective, or another adverb, like the word ‘at school’.
- A preposition is a word that is used to make the coordination between words, as ‘for’.
- A conjunction is a word that serves to join words, sentences, phrases, and

Classes, Like ‘and’ or ‘or’.

- Determiners are divided into:
  - a- Definite article ‘the’
  - b- Indefinite article ‘a’ or ‘an’
  - c- Possessive ‘her’
  - d- Demonstrative ‘this’ or ‘that’
  - e- Quantifiers ‘some’

### **2.5.1.2. Word Formation**

Abdulsada (2008) describes word formation as a morphological, and sometimes a grammatical process that aims to produce new words in the language. Crystal (2003, pp. 523-524) defines words formation as “the whole process of morphological variation in the constitution of words; including the two main divisions of inflection and derivation.” According to Crystal, three forms of word formation exist: affixation, compounding, and conversion.

- Affixation: it is the operation of adding a letter or sub-word to the base word (root).  
There are three forms:
  - a- Suffixes: it is when adding one letter or more to the end of the root.

Sad + ness = sadness

b- Infixes: when attaching a letter or group of letter inside the root.

Five + bleep + mile = fivebleepmile

c- Prefixes: when adding a letter or group of letters at the beginning of the base word.

- UN + like = unlike Compounding: it is the operation combining two or more words to form a new word with new meaning.

Super + man = Superman

- Conversion: it is named also 'zero affixation'. This kind of words can have different word functions and classes without changing the meaning.

Film / to film

### 2.5.1.3. Word Meaning

According to Harmer (2007), word meaning is better and often defined by its relationship to other words in the context. It means that the meaning of a word is best understood when it is used in a context, not in isolation. For example:

- Antonyms: it is when the speaker or the writer attempts to explain the meaning of a word using the opposite meaning, like 'hate' 'love'.
- Synonyms: is it when explaining the meaning of a specific word by referring to another word with a similar meaning or close meaning, Like 'right' and 'correct'.
- Polysemy: it refers to the words that have more than one meaning (multiple meanings), like 'bark'.

## 2.6. Strategies for Teaching Vocabulary in EFL Classes

In teaching English as a foreign language, various strategies can be used to teach new vocabulary to learners. English teachers decide which strategy they use, according to the content, time availability, and its advantage for the learners. Gairns and Redman (1986)



discusses the most common ways in which an item is presented and meaning is conveyed as the following:

### **2.6.1. Visual Strategies**

Presenting new words via visual strategies is a motivating and a useful method that can be used to simplify the task of learning vocabulary. Thornbury (2002) defines these strategies as a way of illustrating and presenting vocabulary items through the use of visual aids.

#### **2.6.1.1. Visuals**

Flashcards, photographs, blackboard drawing, wall charts, and realia are suitable and effective techniques in teaching concrete vocabulary. These visuals can function to help learners in remembering vocabulary better because our memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words.

#### **2.6.1.2. Mime and Gestures**

Mime and gestures can be used to present many words in a foreign language. For instance, the word: 'happy. According to Sime (2001) and Hauge (1999), teachers use gestures a lot with beginners. It is widely argued that teaching gestures create interaction and attracts attention (cited in khelifi, 2015, p. 12). Additionally, Tellier (2007) points out that this strategy facilitates learners' comprehension of vocabulary. Teaching gestures takes many forms such as: hand gestures; facial expressions, etc.

### **2.6.2. Verbal Strategies**

Other techniques which can be used to present vocabulary are as follows:

#### **2.6.2.1. Use of Illustrations and Pictures**

Many words can be introduced through the use of illustrations and pictures. Meaning of unfamiliar words should be illustrated through different contexts. Using pictures is also

one of the good ways that helps students to get, acquire, and memorize much of a vocabulary

### **2.6.2.2. Synonymy and Contrasts**

One way to enrich learners' vocabulary is teaching synonyms. This technique is often used with low-level students, and it is a good way to simplify students' comprehension. Similarly, some words can be easily understood by learners by contrasting them with their opposites. However, it is important to illustrate the contexts in which these words or items are occurring.

### **2.6.2.3. Scales**

When students learnt related items, this technique can be a useful way of revising and feeding in new items.

### **2.6.3. Guessing From Context**

Foreign language learners always face unfamiliar words and try to guess their meanings from context. Cambridge Dictionary Online refers to context as: "the text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning." That is to say, the context can be an essential tool which can help L2 in the development and building of background knowledge.

According to Nation (2000), learning from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or radio, etc.

### **2.6.4. Translation**

Thornbury (2002) sees that it is useful to use translation in the sense that it is a the direct link between the word and its meaning. Although translation is a useful strategy in presenting the meaning of words, it can prevent learners from learning foreign language words excluding the use of L1. Moreover, the same idea presented by Nation (2000) claims

that it is beneficial because it does not need much time, much effort and much thinking. In contrast, it can reduce the time given to second language learners to use the language. Thornburry (2002) argues that translation is a good strategy for teachers to present incidental vocabulary for learners, because some words in foreign languages have to be translated. He adds that translation is sometimes a very appropriate strategy since it saves time.

## **2.7. Vocabulary Learning Strategies (VLS)**

Takaç (2008) defines vocabulary learning strategies as follows: “specific strategies utilized in the isolated task of learning vocabulary in the target language.” Chamot (1987) considers these strategies as learning techniques. He said that learners usually apply these strategies with the aim of facilitating the vocabulary learning process as well as memorizing the linguistic information. Oxford (1990) points out that learners intend to use these strategies under the purpose of being more successful in learning any language as well as making the process of learning enjoyable. According to Nation (2000), several features describe VLS such as: complexity, requiring knowledge, and increasing efficiency of vocabulary learning and use. However, several taxonomies were made for VLS; one of them is Schmitt taxonomy that explains the vocabulary learning strategies.

According to Schmitt (2000), vocabulary learning strategies include two main categories what are called discovery strategies and consolidating strategies. Each one of these categories contains several strategies, where each strategy uses a certain tool or technique for acquiring and storing new words.

### **2.7.1. Discovery Strategies**

Shmitt (2000) points out that the discovery strategies aimed to discover the word meaning. They include two types: determination strategies and social strategies.

- **Determination Strategies (DET):** are individual strategies, where Students use them to discover the meaning of new words without the assisting of another person's

expertise. These strategies usually include guessing the meaning from context. According to Thornabury (2002), guessing from the context can acquire and apply inside and outside the classrooms. Using reference materials like dictionaries (bilingual or monolingual) is also DET that can help students discover the word's meaning. In addition to that, analyzing part of speech, using a flash card are also strategies learners can use to figure out the words' meaning (Schmitt, 2000).

- **Social Strategies (SOC):** are strategies based on the assistance of another person. Where Learners interact with others in order to find the meaning of the words. For instance, learners can ask teachers or other classmates about the new word; asking for synonyms, antonyms, translation, etc. However, Schmitt states that the majority if the learners prefer to study vocabulary individually (Schmitt, 2000).

### **2.7.2. Consolidating Strategies**

According to Schmitt (2000), they are strategies used to store or to save new words once they encountered. These strategies are useful for memorizing new words. However, it is to several kinds:

- **Memory Strategies (MEM):** it is known as 'mnemonics'. It is a kind of strategies that make a connection between the new word and the previously learned knowledge. Learners can bind new words with the previous concepts that exist in their memory. Using imagery as a strategy is useful to remember the word. Learners can create images to memorize the word. Coordinating the word to its synonyms, antonyms, etc. Using grouping for putting or classifying words into groups, and using physical actions when learning a word are effective strategies that help to memorize the word quickly and easily (Schmitt, 2000).
- **Cognitive Strategies (COG):** Oxford (1990) defines it as: "exhibit the common functions of manipulation or transformation of the target language by the learners" (as

cited in Schimtt, 2000, p. 136). Schmitt (2000) lists some of these strategies saying that it includes using notebooks verbal repetition as well as the written one, and the use of mechanical tools.

- **Metacognitive Strategies (MET):** are strategies related to the process of learning. This kind of strategies is about how to plan and organize the learning process. These strategies enable the learner to think about the objectives of the learning process as well as the plan and approach that learners can use to facilities this process. Also the appropriate tools and methods (Schmitt, 2000).

## **2.8. Factors Influence Vocabulary Acquisition**

According to Mearn (1997as cited in Takaç, 1997, p. 04), several studies have been made by linguists, philosophers, and theatrics concerning vocabulary acquisition. Still, there is no accepted theory among this field. Takaç (1997) lists several factors that may influence the acquisition of vocabulary.

### **2.8.1. Influence of First or Other Languages**

Takaç (1997) states that learners' vocabulary acquisition in first language differs from foreign languages. The L1 learners usually acquire their vocabulary from their environment such as home stress, etc. while the vocabulary acquisition of FL learners most of the time is related to the classroom environment where they as exposed to it. The existing of L1 may facilitate the acquisition of FL vocabulary. However, it may cause an obstructed in the acquisition process due to the students' idea of the similarity of the mother tongue with the second language rooted in their mind. This may cause erroneous as well as a lock in the acquisition of the vocabulary.

### **2.8.2. The Memory Role in the Vocabulary Acquisition**

According to Takaç (1997), memory has a crucial role in vocabulary acquisition and learning. He claims that learners can forget easily the lexical items stored in the short term

memory, while the lexical items that stored in long term memory can be saved for a long time and easily retrieved. For that, the more suitable way to store and not forget words is through the permanent exposure to these words and the constant use of them.

### **2.8.3. The Individual Differences**

Ellis (1998, as cited in Takaç 1997) points out that the individual differences and the vocabulary learning strategies that learners use in order to learn play an important role in the vocabulary acquisition. These differences and strategies make a distinction between learners' abilities in acquiring vocabulary. Furthermore, aspect, such as the motivation of the learner, attitudes towards vocabulary learning, fear form failure makes a distinction also between learners when comes to acquiring vocabulary.

### **2.8.4. The Role of Teachers and Vocabulary Teaching Strategies**

Takaç (1997) states that both teacher and teaching strategies have a significant effect as factors influence on vocabulary acquisition. He said that. Teachers usually adopt some strategies that can be used in the classroom for the purpose of facilitating the process of teaching and help the learners during the lesson as well.

## **2.9. Poetry and Vocabulary Learning**

Vocabulary is widely considered as one of the essential components that EFL learners need to achieve effective communication. Though it was known that vocabulary could be learned through traditional methods, such as: rote memorization, learning new words through teachers' explicit instruction, reciting from word lists, and so on. Today, there are various methods to learn and teach vocabulary. One of these ways is teaching it through literary texts.

Many scholars in the field of language teaching and learning such as: Maley and Duff (2002), Brooke (2003) emphasize the role of using literary texts, especially poetry in learning and teaching foreign language, so as to enhance the learners' skills in learning the language, by selecting what suits learners' needs, levels, and ages (cited in Guillane, 2016, p. 22).

Kadioglu (2005) makes an investigation about the influence of poetry-oriented learner activities on students' vocabulary repertoire. Kadioglu finds out that poetry is a very essential tool in developing learners' vocabulary repertoire and communicative skills (cited in Ozen, 2012, p. 59).

Additionally, poetry-based instruction can create positive effects on students concerning language learning. It can motivate them and reduce their anxiety. Furthermore, using poetry in EFL speaking classes can improve their speaking skill and they can absorb new vocabulary since they interact and speak to each other.

Poems are excellent means in expanding learners' vocabulary. Vocabulary can be enhanced through poetry as follows:

The teacher brings a simple poem rich of vocabulary. Reads it aloud to the class. Asks students to underline words, they most find difficult to comprehend. After underlining and highlighting the new vocabulary, the teacher starts to discuss the meaning of each single word. Finally, he asks students to use the new learned vocabulary in another context, by forming sentences from their own. When students create new sentences with the new vocabulary, and form their own poems, this helps in improving their writing skills (cited in Guillane, 2016, p. 22).

## **Conclusion**

As a conclusion to what we have addressed in this chapter, it turns out that vocabulary is one of the most important elements in foreign language teaching and learning and the core for language proficiency. Therefore, learners need to acquire vocabulary in order to learn and master the language. In addition to that, through vocabulary learners will be able to communicate effectively and improve their performance in language. For that, the researcher, always attempted to develop and improve both learning and teaching strategies to facilitate vocabulary acquisition and extending learners vocabulary knowledge.

## **Chapter Three: Field of Work**

### Introduction

#### 3.1. Methodology

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Résumé

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## **Chapter Three**

### **Field Work**

#### **Introduction**

After dealing with an overview of both poetry and vocabulary acquisition in the previous chapters, the present chapter deals with the practical part entitled “Field of Work.” In order to investigate the role and the effect of poetry on learners’ vocabulary acquisition and the validity of the research, a certain methodology has been adopted.

This chapter clarifies the research design in terms of description of the methodology of the research that includes the research methodology, setting and participants, in addition to research instruments and data collection procedure. Furthermore, it presents the aim, the administration, the description, and the analysis of both students’ questionnaire and teachers’ interview as well as a discussion of the results of both. Finally, it ends with some pedagogical recommendations and some limitations.

#### **3.1. Methodology**

##### **3.1.1. Research Methodology**

The present study is in line with the mixed method research design which is a methodology that involves collecting, analyzing, and integrating both quantitative and qualitative research. Muijs (2004) defines quantitative research as the operation of tasting and collecting data numerically using methods of mathematics. On the other hand, Lincoln (2000, claims that qualitative research is the operation of studying the phenomena in its natural setting, where researchers aimed to interpret it using the people views and perceptions. This research adopts the mixed method research in order to measure the influence of poetry on learners’ vocabulary acquisition and their attitudes, as well as teachers’ perceptions about poetry and its use in EFL class.

### **3.1.2. Sample of the study**

The present study was carried out at the department of English at the University of Mohamad Seddik Ben Yahai, Jijel. The participants of this study involved third year English students' at the English department, which the questionnaire has been distributed to 72 students out of 304 in addition to three English literature teachers in the English department. The participants were randomly selected and the size makes the sample representative of the whole population. The reason for selecting third-year students as a sample in this study is due to their long period of studying poetry at the university. So, if poetry had a real effect on students' vocabulary, it could be noticeable.

### **3.1.3. Instruments**

For the purpose of investigating the role of poetry in enhancing learners' vocabulary acquisition and checking the validity of the hypothesis. Two main instruments were used in this research: a questionnaire for the third year students and an interview for English literature teachers in the English department at the university of Mohamad Seddik Ben Yahia, Jijel.

Students' questionnaire was addressed to the third year students' of English for the purpose of knowing their attitudes towards studying poetry and whether they are aware of its importance and its role in enhancing their vocabulary knowledge. The questionnaire includes different sections and it is used in order to collect information about the purpose of this study. The questionnaire was submitted during the second semester. The researcher was able to give an idea of the nature of the research. The participants were informed that their answer would be used for research only. They accepted to cooperate kindly, and the response to the questionnaire lasted thirty minutes.

On the other hand, teachers' interview was addressed to three English literature teachers with a desire to know their perceptions and experiences in teaching poetry In

addition to their opinion of the role of poetry in developing vocabulary. Burns (1999) says that qualitative researchers are common using interviews as a tool in their study. The interviews with teachers were conducted also in the second semester each interview lasted forty to fifty minutes in a quiet atmosphere.

### **3.2. Student's Questionnaire**

#### **3.2.1. The Aim of the Questionnaire**

The student's questionnaire is aimed to investigate the students' attitudes towards studying poetry and their awareness of its importance. Also, it aimed to figure out whether poetry has a significant role in enhancing their vocabulary knowledge or not.

#### **3.2.2. Administration of the Questionnaire**

Since studying the whole population which is about 360 students is hard to manage and time-consuming, the questionnaire was administrated to a randomly selected sample that contain 72 third years EFL students at Mohamad Seddik Ben Yahai University, Jijel, in the second semester of the academic year 2018/2019.

#### **3.2.3. Description of the Questionnaire**

The questionnaire is composed of 25 questions. There are two main types of questions in it: closed-ending questions (either yes or no questions or questions with multiple choices) and some of the open ending questions. The questions were organized in three main sections, each section aimed to elicit a set of information.

Section one contains five questions starting from (Q1) to (Q5). It attempts to give a piece of background information about the participants, namely their gender, age, years of studying English, their studying choice, as well as their English level. The second section is about students' views toward studying poetry, to see their opinion about studying poems and whether they are aware of the importance of poetry in their learning or not. The section

consists of (12) questions starting from questions (6) to (17). The last section consists of (11) questions from (18) to (27). This section is about learning vocabulary through poetry.

### **3.2.4. Analysis of Student the Questionnaire**

#### **Section One: Background Information**

This section deals with the background information of the third year students, which contains 5 items; the gender, the age, the year of study, as well as the choice of English

#### **Question 1: Gender**

Table 1:

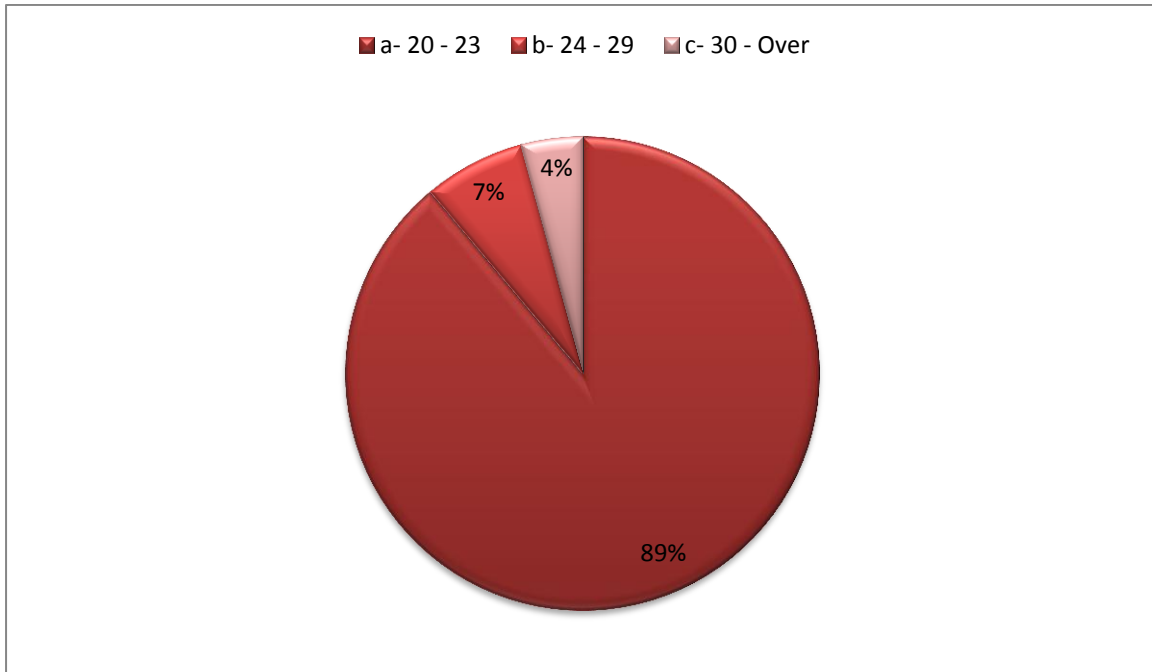
*Students' Gender.*

<b>Gender</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Male</b>	17	23.61%
<b>Female</b>	55	76,39%
<b>Total</b>	72	100%

The result of this question showed that female students are more than male. 55 subjects out of 72 participants representing (76.39%) are female. Whereas, only 17 subjects representing (23.61%) are males. This confirms the fact that the majority of the English students in the department of English are females.

**Question 2: Age**

Figures 2:

*Students' Age Distribution.*

According to the results cited in figure number 2, 64 of third-year English students are young and aged between 20-23 years old with a percentage of (89%). In addition, (7%) of students said that are between 24-29 years. While the rest said that are between 30-over years old with a percentage of (4%).

**Question 3: How many years have you been learning English?**

Table 2:

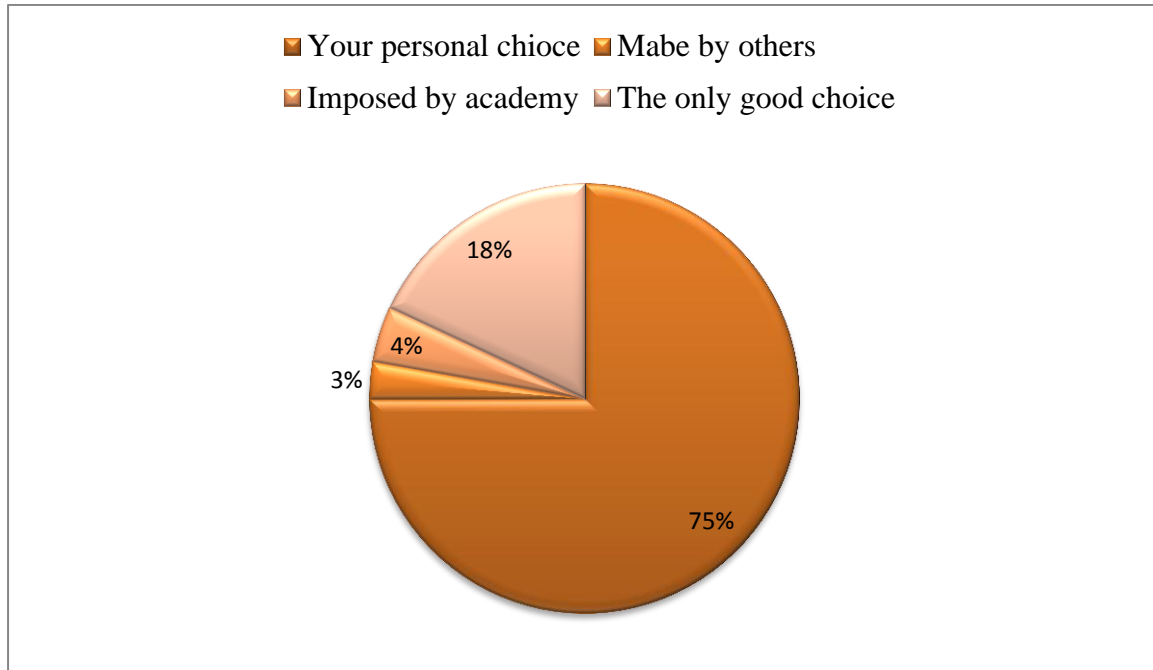
*Students' Years in Learning English.*

<b>Years</b>	<b>Number of students</b>	<b>Percentage</b>
<b>3 Years</b>	18	25%
<b>4 Years</b>	3	4.17%
<b>7 Years</b>	1	1.39%
<b>9 Years</b>	2	2.78%
<b>10 Years</b>	43	59.71%
<b>11 Years</b>	3	4.17%
<b>13Years</b>	2	2.78%
<b>Total</b>	72	100%

Table 2 students were asked to address how many years that they have been studying English. The majority of the students with (59.71) stated that they have been studying English for ten years. (25%) of the students said three years, (4.17%) said four years, the same percentage for 11 years. (1.39%) addressed seven years. In addition, (2.78%) of them said nine years and (2.78%) stated thirteen years.

**Question 4: Does your English choice was:**

Figure 3:

*Students' Choice to Learn English at University.*

From the figure above, we notice that the majority of the students with (75%) percentage Chose to study English voluntarily; this indicates their interest to learn English. (3%) of them unwillingly chose it because it was their parents or family choice. Only (4%) of students were obliged to study English because it was the academy's choice according to their level and marks. Finally, a percentage of (18%) of student decided to study it because there was no better choice in front of them.



**Question 5: Do you think your level of English is:**

Table 3:

*Students' Beliefs about Their English Level.*

English level	Number of students	Percentage
Excellent	3	4.17%
Good	39	54.16%
Average	29	40.28%
Low	1	1.39%
<b>Total</b>	<b>72</b>	<b>100%</b>

The participants involved in this study were asked to classify their level on a scale from 'excellent' to 'low'. It is noted that (4.17%) of students consider themselves excellent students, while the majority of the students (54.16%) said that they are good students, (40.28%) agreed that their level is average. (1.39%) confessed that they are weak students.

**Section Tow: Studying Poetry****Question 6: How much are you interested in poetry as a literary genre**

Table 4:

*Students' Interest in Poetry.*

Options	Number of students	Percentage
Very interested	37	51.39
Slightly interested	18	25
Not interested	17	23.61
<b>Total</b>	<b>72</b>	<b>100</b>

Regarding the sixth question, it was addressed simply to see how much EFL students like the subject of poetry and it turned out that (51.39%) of them said that they are very interested in poetry as a literary genre. While (25%) of them said that they are slightly interested. Meanwhile, the remaining students (23.61%) reported the opposite, showing that they have no interest in poetry.

**Question 7: Do you read poetry for?**

Table 5:

*Students' Reasons for Reading Poetry.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Pleasure</b>	15	20.83%
<b>Bettering your knowledge</b>	27	37.50%
<b>Academic obligation</b>	29	40.28%
<b>A + B</b>	1	1.39%
<b>Total</b>	72	100%

The seventh question was asked about the students' reasons for dealing with poetry and the answers have shown that (37.50%) of the students read poetry to improve their knowledge. Whereas, (40.28%) of them read it due to the scholar obligation, while (20.83%) said for fun and pleasure, in Addition to (a + b, 1.39%).

**Question 8: In which courses do you deal with poetry?**

Table 6:

*The Course in Which Students Deal with Poetry.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Literature</b>	69	95.83%
<b>Written expression</b>	0	0%
<b>civilization</b>	1	1.39%
<b>Oral expression</b>	1	1.39%
<b>A + b</b>	1	1.39%
<b>Total</b>	72	100%

In this question, the students were asked about the courses that they are dealing with poetry in. The majority of the students with (95.83%) said that they deal with poetry in literature class. (1.39%) of students answered civilization, (1.39%) of them answered oral expression, and (1.39%) of them said (a + b, 1.39%). While no one answered in written expression.

**Question 9: How is the study of poetry in your classroom?**

Table 7:

*Students' Perception Toward Poetry Lecture.*

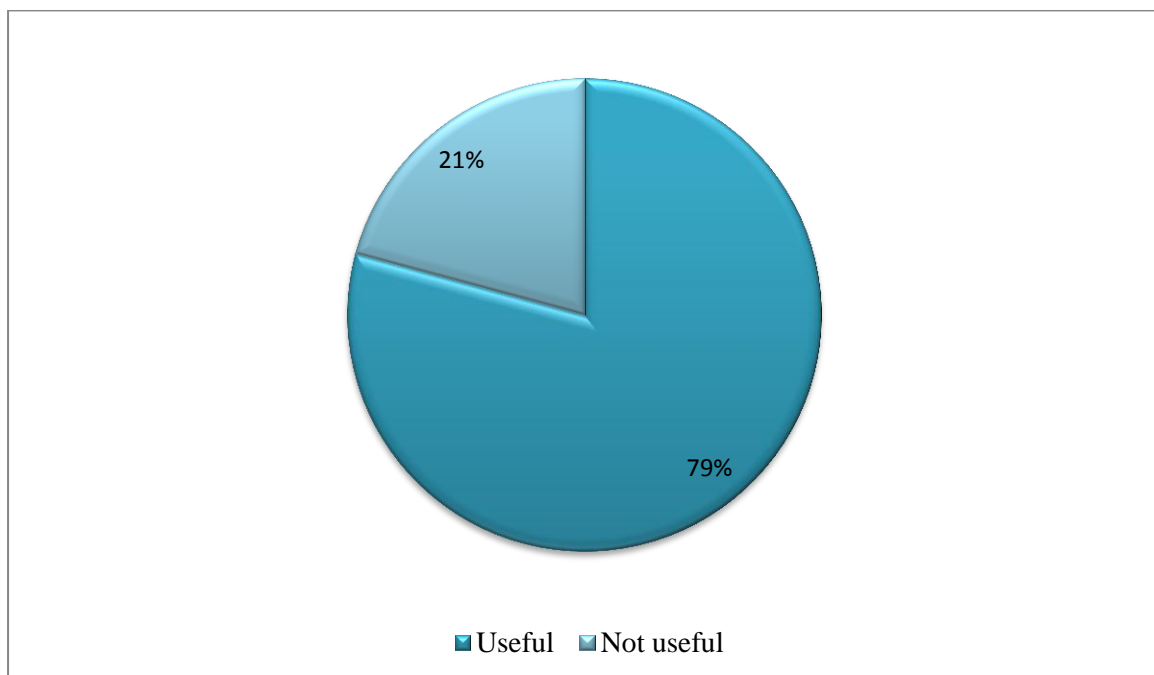
<b>Options</b>	<b>Number of students</b>	<b>percentage</b>
<b>Relaxing and lively</b>	14	19.44%
<b>ordinary</b>	41	56.95%
<b>Boring and not interesting</b>	17	23.61%
<b>Total</b>	72	100%

This question was addressed to students to find out how is the atmosphere when studying poetry in their classroom. 41 students with (56.95%) said that it is ordinary, (23.61%) of them said it is boring and not interesting. While (19.44%) of the students said that, is it relaxing and lively.

**Question 10: Do you think that studying poetry is:**

Figure 4:

*Students' Persecution Toward Studying Poetry.*



In this question, students were asked to show whether studying poetry is 'useful' or 'not useful'. (79%) of the students thought that studying poetry is useful, while (21%) of the students thought that it is not useful. As a result, most students are aware of the importance of studying poems.

**Question 11: If the answer is (a), in what way?**

Table 8:

*Students' Reasons for the Usefulness of Studying Poetry.*

<b>Options</b>	<b>Number of students</b>	<b>percentage</b>
<b>It enhances your vocabulary knowledge</b>	25	43.86%
<b>It improves your pronunciation</b>	5	8.77%
<b>It improves your writing</b>	6	10.53%
<b>a + b</b>	4	7.02 %
<b>A + c</b>	14	24.56%
<b>A + b + c</b>	3	5.26%
<b>Total</b>	57	100%

In this question, students were asked to give an argument if their answers in the previous question were 'useful'. 57 students from 72 agree that studying poetry is useful giving many reasons. The majority with (43.86%) stated that it is useful because it enhances their vocabulary knowledge. (8.77%) of them said it improves their pronunciation. While (10.53%) agree that it improves their writing skills. The rest of the students chose more than one choice; (a + b, 7.02%), (a + c, 24.56%), (a + b + c, 5.26%).

**Question 12: Does your teacher usually teach poetry through?**

Table 9:

*Teachers' Methods for Teaching Poetry.*

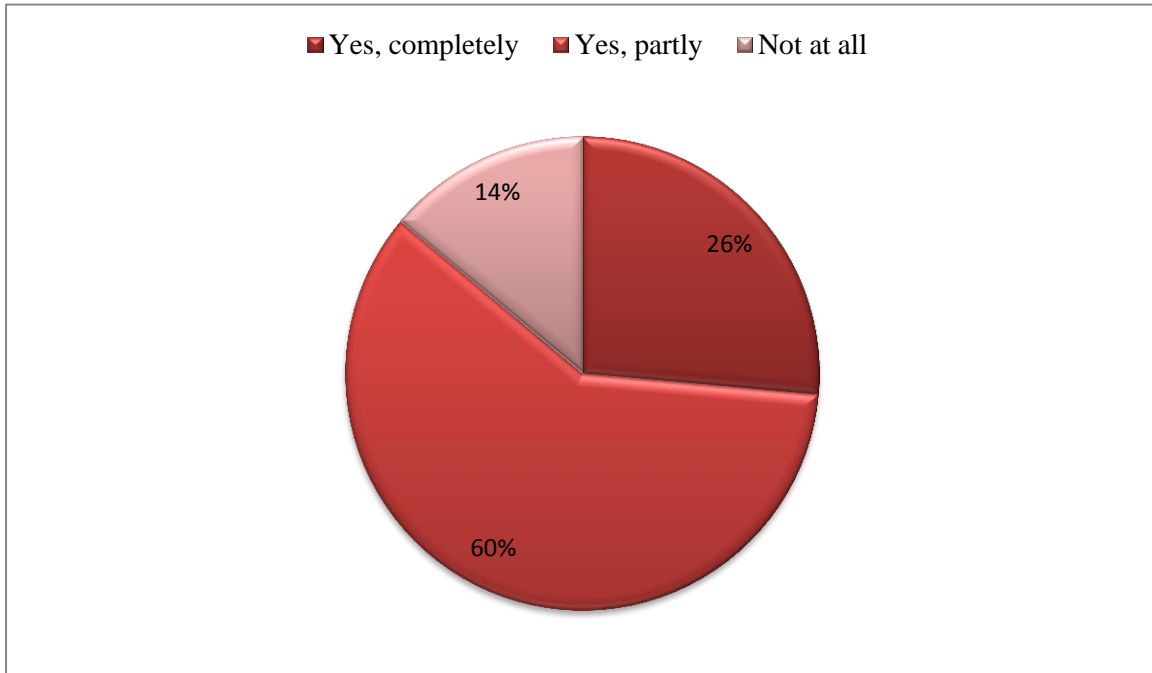
<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Reading a poem</b>	58	80.55%
<b>Listening to poems</b>	1	1.39%
<b>Writing a poem</b>	3	4.17%
<b>A +b</b>	7	9.72%
<b>A +c</b>	3	4.17%
<b>Total</b>	72	100%

As it is shown in table 9, the majority of the subjects (80.55%) answered that the teacher usually teaches poetry through reading poems. (1.39%) of subjects said through listening to poems, while (4.17%) said through writing it. It is noted that there are some subjects who addressed that their teachers use more than one technique while teaching poetry. (9.72%) of the subjects answered (a + b), while (4.17) of them answered (a + c).

**Question 13: Does the method of the teacher satisfy your need for poetry learning?**

Figure 5:

*Students' Perception of Teacher Methods While Learning Poetry.*



Retargeting the next question13, which spoke about the students' satisfaction vis-à-vis their teachers' methodology in class when teaching such a genre, there were (26%) satisfied students who spoke about their admiration for the literature teacher. Whereas, (60%) stated that they partly liked their teacher's method. Finally, (14%) find it not suitable as demonstrated in the table.

**Question 14: What is your idea of a good poetry lecture?**

Table 10:

*Students' Belief of Good Poetry Lecture.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Discussing themes</b>	22	30.55%
<b>Dealing with the poem's vocabulary</b>	8	11.11%
<b>Dealing with the poem's structure</b>	2	2.78%
<b>Dealing with the different poetic devices</b>	10	13.88%
<b>Reading aloud and listening to poems</b>	4	5.56%
<b>A + b</b>	4	5.56%
<b>A+ c</b>	1	1.39%
<b>A + d</b>	4	5.56%
<b>A + e</b>	1	1.39%
<b>B + c</b>	1	1.39%
<b>B + d</b>	2	2.78%
<b>A + b + d</b>	4	5.56%
<b>A+ b+ e</b>	2	2.78%
<b>A+ c + d</b>	1	1.39%
<b>A + c + e</b>	1	1.39%
<b>A+ d + e</b>	1	1.39%
<b>B + c + d</b>	1	1.39%



<b>B + d + e</b>	1	1.39%
<b>A + b+ c + d + e</b>	1	1.39%
<b>B + c+ d+ e</b>	1	1.39%
<b>Total</b>	72	100%

Concerning the question 14, the students were asked about their idea of a good poetry lecture. (30.55%) of them said it should be about discussing themes. In addition, (13.88%) of students wanted the lecture to be about dealing with the different poetic devices. (11.11%) of the students like the lecture to be about dealing with poem's vocabulary, and (5.56%) wanted the lecture to be about reading aloud and listening to poems. Whereas, a little percentage of students (2.78%) stated that the lecture should be about dealing with poem's structures. However, the rest of the subjects' answers were between several choices; (a + b, 5.56%), (a + c, 1.39%), (a + d, 5.56%), (a + e, 1.39%), (b + d, 2.78%), (b + c, 1.39%), (a + b + d, 5.56%), (a + b + e, 2.78%), (a + c + d, 1.39%), (a + c + e, 1.39%), (a + d + e, 1.39%), (b + c + d, 1.39%), (b + c + d + e, 1.39%), (a + b + c + d + e, 1.39%).

**Question 15: What are the main difficulties that affect your learning of poetry?**

Table 11:

*Students' Perception of The Difficulties Affects Their Learning of Poetry.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Few time for lectures</b>	20	27.78%
<b>Teacher's method</b>	12	16.66%
<b>Lack of knowledge about poetry</b>	25	34.72%
<b>All of them</b>	9	12.50%
<b>A +b</b>	1	1.39%
<b>A +c</b>	4	5.56%
<b>B + c</b>	1	1.39%
<b>Total</b>	72	100%

Moving to the problems that the students face confronted with learning poetry, (34.72%) of the students said due to their lack of knowledge about poetry. Whereas, (27.78%) spoke about the lack of time programmed for the poetry. (16.66%) of them have answered that they find difficulties in learning poetry due to teachers' methods, also (12.50%) of students found problems with all the above suggestions, in addition, a similar percentage of students (a + b, 1.39%) and (a + c, 1.39%) represents the rest number.

**Question 16: How do you find vocabulary in poetry?**

Table 12:

*Students' Opinion of the Vocabulary in Poetry.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Easy</b>	3	4.17%
<b>Difficult</b>	56	77.78%
<b>Very difficult</b>	13	18.05 %
<b>Total</b>	72	100%

In this question, students were asked to give their view about the vocabulary used in poetry. The majority that forms (77.78%) agree on that vocabulary in poetry is difficult. While (18.05 %) said it is very difficult. Whereas, the minority making up (4.17%) state it is easy.

**Question 17: Do you like learning through poems?**

Table 13:

*Students' Opinion of Learning through Poems.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	43	59.72%
<b>No</b>	29	40, 27%
<b>Total</b>	72	100%

This question was addressed to students to see their opinions about learning through using poems. According to the above result, the majority of students (59.72%) like learning through poems, while the rest of the students with (40.27%) percentage answered 'No'

disliking learning through poems. That is to say, most of the students have positive attitudes towards poetry.

### **Section Three: Learning Vocabulary through Poems**

#### **Question 18: When learning English, do you think vocabulary is:**

Table 14:

*Students' Perception of the Importance of Vocabulary in Learning English.*

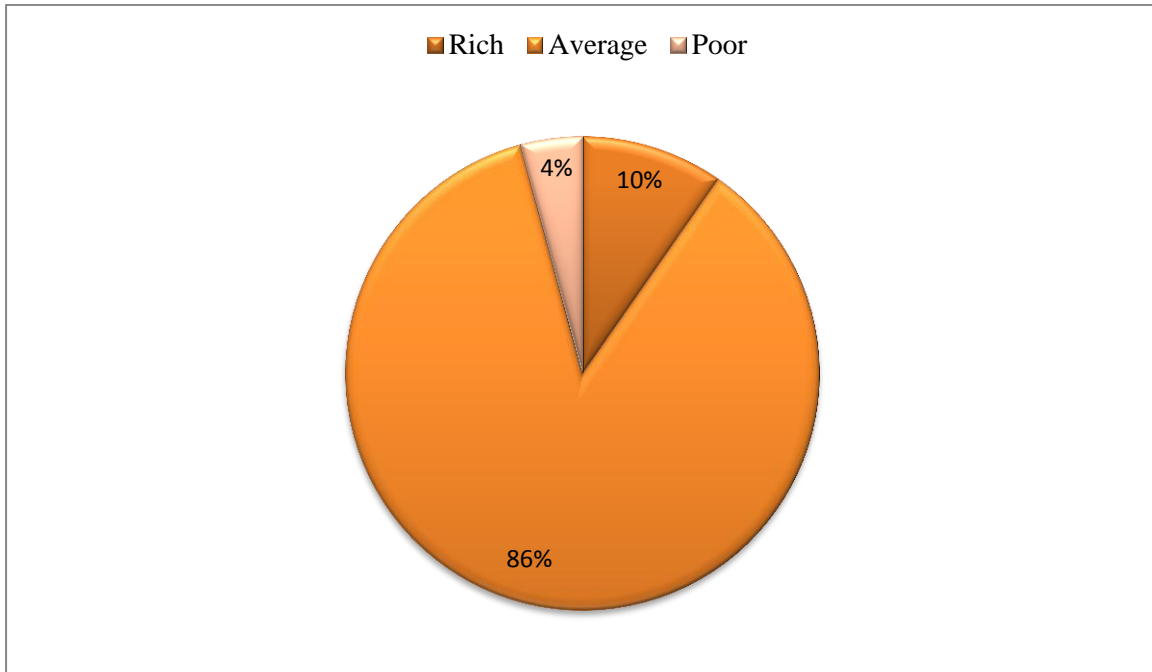
<b>Options</b>	<b>Number of students</b>	<b>percentage</b>
<b>Very important</b>	60	83.33%
<b>important</b>	11	15.28%
<b>Moderately important</b>	1	1.39%
<b>Not important</b>	0	0%
<b>Total</b>	72	100%

The data in table number thirteen represent the answers to the question of whether vocabulary is important or not in the English learning process. (83.33%) of the students consider vocabulary as a very important aspect in the English language. (15.28%) of them consider it important, while (1.39%) of them consider it moderately important. However, no one of the students considers vocabulary as not important. This indicates the awareness of students about the importance of vocabulary in the learning of the English language.

**Question 19: What do you think about your vocabulary?**

Figure 6:

*Students' Perception about Their Vocabulary Level.*



The data in the figure above represent the students' evaluation of their vocabulary level (10%) of the students see their vocabulary rich. A large number of students with (86 %) considered their vocabulary level as the average. Whereas, only (4%) of them admitted that they have a poor vocabulary.

**Question 20: According to you, does learning vocabulary needs?**

Table 15:

*Students' Perception of the Needs for Learning Vocabulary.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Extensive reading</b>	26	36.11%
<b>Interaction with native speakers</b>	8	11.11%
<b>Watching videos, film, etc.</b>	11	15.27%
<b>Listening to music</b>	1	1.39%
<b>Others</b>	0	0%
<b>A + b</b>	1	1.39%
<b>A + c</b>	7	9.72%
<b>B + c</b>	2	2.78%
<b>B + d</b>	1	1.39%
<b>C + d</b>	1	1.39%
<b>A + b + c</b>	4	5.56%
<b>A + c + d</b>	3	4.17%
<b>B + c + d</b>	2	2.78%
<b>A + b + c + d</b>	5	6.94%
<b>Total</b>	72	100%

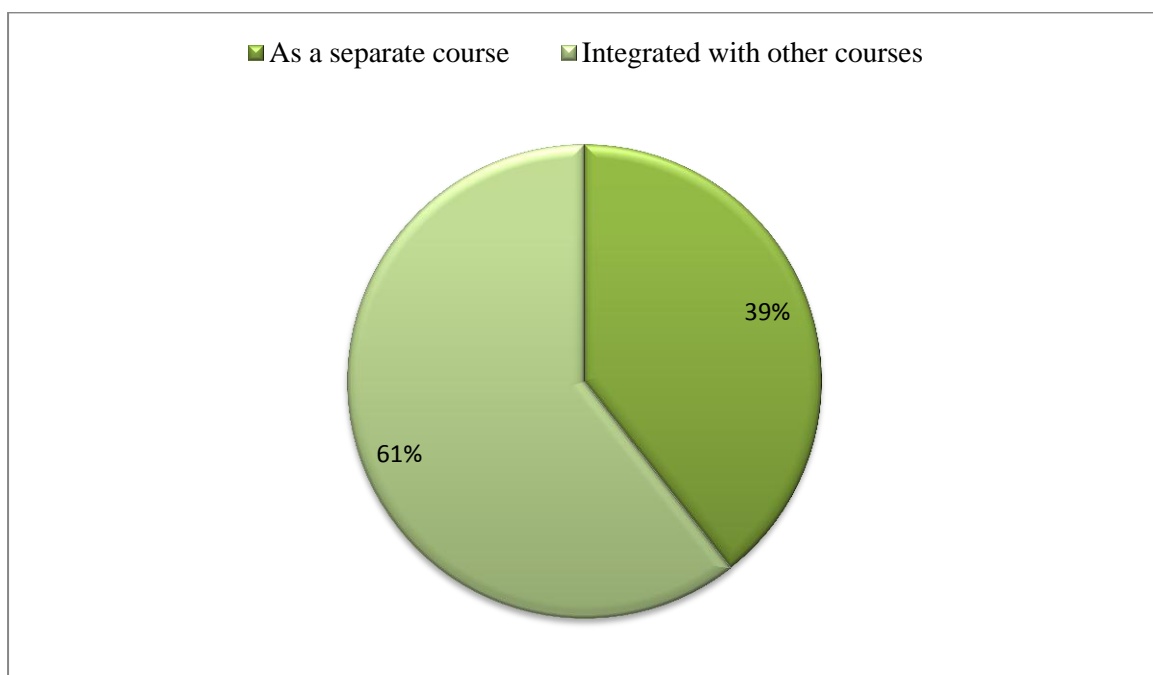
In this question, students were asked to give their opinion about what vocabulary learning needs. A big number of students (36.11%) thought that learning vocabulary needs extensive reading. (15.27%) of them confirmed that watching videos and films help them to better learn vocabulary. (11.11%) of the students stated that the best way to learn vocabulary

is through interaction with native speakers, and only (1.39%) of them saw that learning vocabulary needs listening. However, the rest of the student with (35.67%) choice more than one option between extensive reading, interaction with native speakers, and watching videos and films.

**Question 21: How do you prefer studying vocabulary? :**

Figure 7:

*Students' Opinion about the Better Way of Studying Vocabulary.*



In this question, students were asked to give their opinion about whether they prefer studying vocabulary as a separate module or integrate with other modules. (39%) of the subjects prefer to study vocabulary as a separate module, showing their awareness of the importance of having good vocabulary knowledge. However, the remaining (61%) said it is preferable to integrate it with other modules.

**Q 11: Why?**

Concerning the justification of the previous question, only 26 of the students justify their answers. Starting with students who prefer studying vocabulary as a separated module, students mentioned several reasons, the most repeated one is that students will memorize and

acquire vocabulary better if they study it in isolated with (15.38%). Others name other reasons like for better understanding (7.69%), in order to have enough time for acquiring words (3.85%), and for exchanging words with their classmates and benefit from them (11.54%). In the other hand, students who prefer studying vocabulary related to other module give also several arguments for why is studying vocabulary is better when it is integrated with other modules. Most of the students said it helps in enriching the vocabulary and developed it in different fields (34.62%). Others said, because we can remember and memorize better from the context (19.23%). The rest claim that it is a better because each course has its own vocabulary (7.69%).

**Q 22: What do you think of learning vocabulary through poems?**

Table 16:

*Students' Perception of Learning Vocabulary through Poems.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Very helpful</b>	25	34.72%
<b>helpful</b>	34	47.23%
<b>Slightly helpful</b>	8	11.11%
<b>Not helpful</b>	5	6.94%
<b>Total</b>	72	100%

As shown in the table above, this question attempted to see the students' perception about learning vocabulary through poems. It is noticed that (93.06%) of the sample sees learning vocabulary through poetry very helpful or slightly helpful as a lower degree. Whereas, only (6.94%) of them see the opposite. That is, the majority of students recognize that poetry can offer great help for acquiring vocabulary and consider it an effective tool of English learning.



**Q 23: Do you agree that poetry is a good source for learning vocabulary?**

Table 17:

*Students' Opinion of Poetry as a Source for Vocabulary.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	63	87.50%
<b>No</b>	9	12.50%
<b>Total</b>	72	100%

The table above shows that (87.50%) of the subjects agree that poems are a good source for learning vocabulary. While (12.50%) of the subjects think the opposite. That is to say, the majority of the students aware of the role of using poetry in developing their vocabulary knowledge and provides them with a strong repertoire of English works.

**Q 24: Does reading poems enhance your vocabulary knowledge?**

Table 18:

*The Role of Poetry in Enhancing Students' Vocabulary knowledge.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Yes</b>	66	91.67%
<b>No</b>	6	8.33%
<b>Total</b>	72	100%

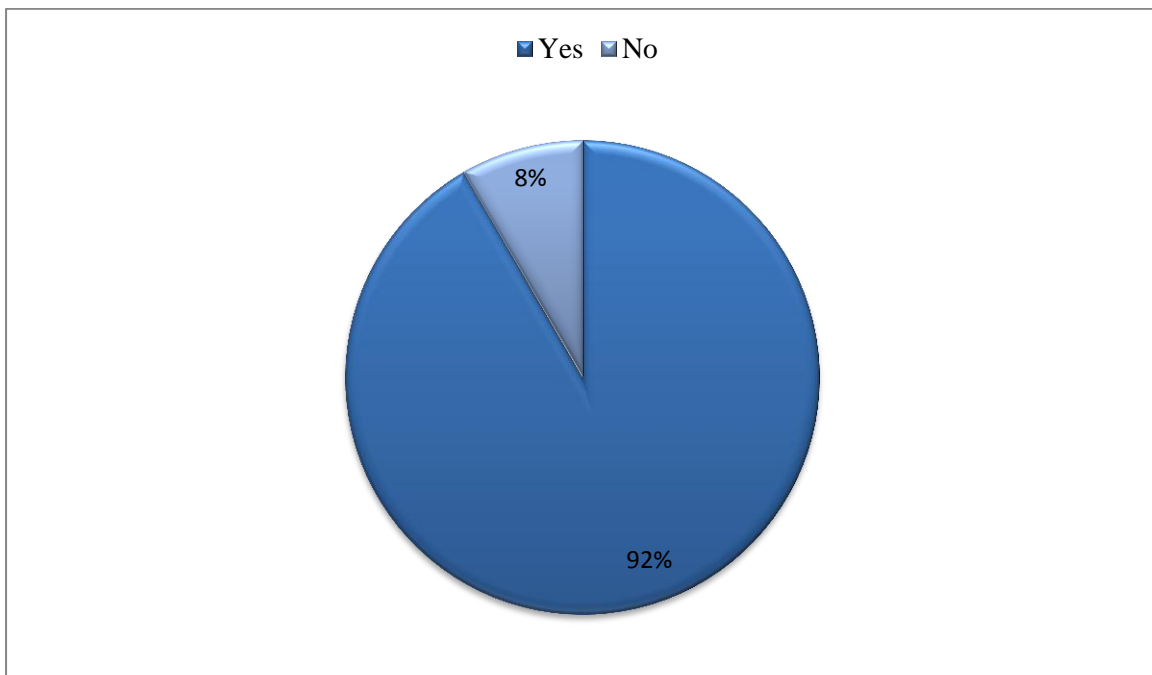
In this question, participants are asked to indicate whether reading poems has helped them to acquire more vocabulary knowledge or not. The minority of the respondents (8.33%) thought that reading a poem does not help them to enhance their vocabulary knowledge. However, a high portion of the sample (91.67%) thought that reading poems helps them to

enhance their vocabulary. This means that the majority of students are aware of the positive effect of reading poems on developing their vocabulary.

**Q 25: Do you agree that the more you are exposed to poems the richer your vocabulary will become?**

Figure 8:

*Students' Perception of their Vocabulary Rich Related to their Exposure to Poems.*



From the obtained results, it seems that the highest percentage of the students (92%) agree that the more they are exposed to poems the richer their vocabulary will be. While only (8%) answered 'no'. That is to say, the majority of the students believe that poetry is important in the acquisition and grasping vocabulary.

**Q26: What do you do to define difficult words when reading poems?**

Table 19:

*Students' Strategies in Learning New Vocabulary.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Using the dictionary</b>	23	31.94%
<b>Guessing from the context</b>	14	19.44%
<b>Analyzing word patterns</b>	2	2.78%
<b>Asking your teacher</b>	0	0%
<b>Asking your classmates</b>	0	0%
<b>Ignore it</b>	1	1.39%
<b>Others</b>	0	0%
<b>A + b</b>	13	18.05 %
<b>A+ d</b>	6	8.33%
<b>A + e</b>	1	1.39%
<b>B +c</b>	1	1.39%
<b>B +d</b>	1	1.39%
<b>A + b + c</b>	2	2.78%
<b>A + b + d</b>	4	5.56%
<b>A + b + e</b>	2	2.78%
<b>A + c + d</b>	2	2.78%
<b>Total</b>	72	100%

In analyzing the respondents' answers about specifying their reaction when encountering unknown words. The results showed that (31.94%) of the students prefer to use dictionaries. While (19.44%) of them reported that they guess the meaning of the unknown

words from the context. Besides, (2.78%) of the participants stated that they analyze the word patterns. A big number of students (45.84%) gave different answers, selecting more than one strategy and indicating that they can use more than one in their learning process. However, according to the table above, using dictionaries, guessing from the context, are the most selected strategies by the students. Only one student the answer ignore it.

**Question 27: According to you, what aspect of vocabulary do you find more difficult?**

Table 20:

*Students' Perception toward the More Difficult Aspect of Vocabulary.*

<b>Options</b>	<b>Number of students</b>	<b>Percentage</b>
<b>Pronunciation</b>	8	11.11%
<b>Meaning</b>	55	76.38%
<b>Spelling</b>	4	5.56%
<b>Other</b>	0	0%
<b>A + c</b>	4	5.56%
<b>A + b + c</b>	1	1.39%
<b>Total</b>	72	100%

In this item, subjects were intended to say what aspect of vocabulary they find more difficult. The majority of respondents (76.38%) found difficulty in understanding meaning. (11.11%) respondents indicated that they find difficulty in pronunciation of the word how they pronounce the word correctly. On the other hand, (5.56%) of them reported that the difficulty is in the spelling. For the rest of the respondents, the answers were multiple; (5.56%) of the students answered (a + b), while (1.39%) answered (a + b + c).

### **3.3. Teachers' Interview**

#### **3.3.1. Aim of the Interview**

The interview was designed to explore teachers' perspectives toward teaching poetry in the EFL classroom and its benefits. Moreover, it aimed to investigate the effectiveness of poetry in developing vocabulary.

#### **3.3.2. Administration of the Interview**

The interview was addressed to English literature teachers in the department of English at the University of Soddik Ben Yahai, Jijel. It was conducted with three teachers which either they are teaching literature or they were teaching it before, due to be literature is the only module that deals with poetry.

#### **3.3.3. Description of the Interview**

This interview was consisted of 12 items. It is conducted with three English teachers. The questions were open ending questions. The first two questions aimed to gather some background information about the teachers, questions from (Q4) to (Q5) aimed to see teachers perception and way of teaching poetry, and the remained questions aimed to see whether vocabulary acquisition is indeed enhanced through poetry.

#### **3.3.4. Analysis of Teachers' Interview**

##### **Interview 1:**

Student: How long you have been teaching literature at university?

Teacher A: I have been teaching English for eight years.

Student: Was it your choice, or was it imposed on you?

Teacher A: It was my choice.

Student: Do you usually design your own syllabus, or you follow a pre-established official syllabus?

Teacher A: I prefer to check different syllabi to come up with an appropriate one accordingly with the circumstances.

Student: How do you often deal with poetry in your class?

Teacher A: The class usually runs through discussions of novels and poems, this goes according to the content and time.

Student: Do you follow a certain method in teaching poems?

Teacher A: Not really, the poems are first read out loud, then, words which seem difficult to grasp are explained in the context of the poem. After that, the poem's literary importance is examined through asking questions and leading the discussion.

Student: According to you, is the language of poetry a difficult one to understand? Is it not appropriate to be taught to language learners?

Teacher A: There are always words which is not easy to understand for the EFL learners when it comes to poetry, however, this is rather an effective tool for students to acquire new words, especially that they come in context.

From the extract above, it has been noticed that teacher A is an expert teacher who has the experience of eight years in teaching English at the university as a personal choice. He stated that before designing his own syllabus, he checks different syllabi so as to come up with an appropriate one. Concerning the methods, he indicated that he does not follow a certain method in teaching poetry. He claims that a poetry lesson should start with reading poems aloud, then, explaining the difficult words in the context of the poems. Finally, examine poems' literary importance. When it comes to the language of poetry, teacher A considered it as an effective tool for students to develop their vocabulary knowledge.

Student: In your opinion, what are the main difficulties that your students faced while studying poems?

Teacher A: Words' meaning and the context of the poem are the two main issues for the students.

Student: What do you think of poetry as a source of vocabulary for learners?

Teacher A: Poetry is a very influential way for learners to adopt new vocabulary, particularly for the fact that it comes in context that makes vocabulary easier to be remembered.

Student: Do you think that your students' vocabulary evolved and developed with their exposure to poetry?

Teacher A: Yes, I believe that student vocabulary was enhanced through poetry. That is complicated to measure, but some students adopted new words which I noticed they used afterwards.

Student: What do you think of the idea of including poetry in the EFL curriculum as a tool that can help students enhance their English vocabulary?

Teacher A: If the poems are well selected and they fit the students' level that can totally be a good idea.

Student: What do you suggest to raise student's awareness of the importance and the benefits of poetry?

Teacher A: Maybe in the first years, some lectures can be taught to show the importance and beauty of poetry that way can allow students to appreciate poetry. When students appreciate and like poetry, its learning will become much easier.

Teacher A evaluates poetry as a great source for improving students' vocabulary proficiency. This revealed his recognition of the effectiveness of such genre. And he argued that words' meaning and context of the poems are the main difficulties that his students may encounter when studying poetry. In addition, he believes that students' exposure to poetry gives them the chance to enrich their vocabulary. He agreed on including poetry in EFL curriculum as a way to enhance students' English vocabulary and adds that poems should be

carefully and well selected and fit students' level according to him, EFL teachers can change the negative attitudes of their students towards poetry, and suggested teaching lectures which show the importance and beauty of poetry, especially for beginners to raise student's awareness of the value and benefits of poetry.

### **Interview 2:**

Student: how long have you been teaching literature at university?

Teacher B: One year

Student: Was it your choice or was it imposed on you?

Teacher B: It was both a choice and an obligation

Student: Do you usually design your syllabus or you follow a pre-established official syllabus?

Teacher B: I design my own syllabus, but I check the pre-established one in case there is something that interests me.

Student: How do you often deal with poetry in your class?

Teacher B: It depends on the year. First year students spend half second semester studying poetry, while second and third less often.

Student: Do you follow a certain method in teaching poems?

Teacher B: I try to use different methods depending on students' response and motivation. But most importantly, I try to choose topics, poems they can relate to.

Student: According to you, is the language of poetry a difficult one to understand? Is it not appropriate to be taught to language learners?

Teacher B: It is challenging at the beginning, but I believe it is an efficient method because it teaches students different connotations and denotations of words. This helps with language mastery.



It seems that teacher B started teaching literature module recently, which he both willingly and unwillingly chose. He stated that he used to design his own syllabus for teaching after checking the pre-established one. Concerning the method he uses to teach poetry, teacher B said that he uses different methods depending on students' response and motivation. More importantly, he tries to choose topics, poems can relate to. When it comes to the language of poetry, teacher B believed the difficulty of language in poetry as an efficient method for students to learn different connotations and denotations of words.

Student: In your opinion, what are the main difficulties that your students faced while studying poems?

Teacher B: Issues with motivation and readiness. Most students come with a pre-established idea that poetry is difficult limited language skills.

Student: What do you think of poetry as a source of vocabulary for learners?

Teacher B: I believe it is a great source. It teaches student different connotations and denotations of words. This helps with language mastery.

Student: Do you think that your students' vocabulary evolved and developed with their exposure to poetry?

Teacher B: Some students engaged better with poetry than fiction. I have noticed a considerable improvement in their language abilities.

Student: What do you think of the idea of including poetry in the EFL curriculum as a tool that can help students enhance their English vocabulary?

Teacher B: I think it is necessary to include it as one method to approve vocabulary, but not as the only tool used.

Student: What do you suggest to raise student's awareness of the importance and the benefits of poetry?

Teacher B: Starting with poems and issues they can relate to, maybe songs to begin with, and start with short, simple excerpts, then gradually move to more complicated ones according to students' levels.

Teacher B considered a lack of motivation as the main problem that students face when they come to study poetry. This is because they have negative attitudes towards such genre. According to him, poetry is an effective tool in teaching English as a foreign language, since it allows students to learn different connotations and denotations of words. The teacher added that the exposure to poetry helps students to improve different language abilities when asked about his opinion about the inclusion of poetry in the EFL curriculum; he said that it is a necessary to include it as one method to approve vocabulary. Finally, to raise students' awareness of the value and the benefits of poetry teacher B suggested songs to begin with and asserted that poems should fit students' level.

### **Interview 3:**

Student: How long have you been teaching literature at university?

Teacher C: I have been teaching English at university since four year.

Student: Was it your choice, or was it imposed on you?

Teacher C: it was somehow my choice and I was destined to be a teacher even though I had never planned to be a teacher.

Student: Do you usually design your own syllabus, or you follow pre-established official syllabus?

Teacher C: I usually design my own syllabus yet, check the pre-established one to be sure that I have not missed important points.

Student: How often do you deal with poetry in your class?

Teacher C: For this year, I dealt with poetry only in the discourse analysis course.

Student: Do you follow a certain method in teaching poems?

Teacher C: it depends on students' abilities to analyze poems, motivation and process of acquisition given ideas. Thus, I use different ways, such as making them listening to a poem, then talk about its meaning in general.

Student: According to you, is the language of poetry difficult one to understand? Is it not appropriate to be taught to language learners?

Teacher C: The language of poetry is somehow difficult to understand because students are used to analyze poems. Poetry is as important as other genres in literature as students can learn the unconventional use of language.

It from the extract above, it has been noticed that teacher C is a novice who just has an experience of one year in teaching English at the university. He said that it was not his desire to be a teacher. The teacher stated that he used to design his own syllabus, but after checking the pre-established one. Concerning the method of teaching poetry, he indicated that it depends on students' ability to analyze poems, motivation and process of acquiring the given ideas. Hence, he claimed that he uses different methods, one of them, is making his students listening to the poem, and then discuss its meaning in general. Teacher C asserted that the language of poetry is difficult and this is because students are not used to deal with poems' analysis. In his opinion, poetry is one of the essential genres in literature as students can learn the unconventional use of language.

Student: In your opinion, what are the main difficulties that your students faced while studying poems?

Teacher C: I think students dislike poetry because they are preprogrammed that poetry is difficult to study, especially those with limited critical thinking or critical spirit.

Student: What do you think of poetry as a source of vocabulary for learners?

Teacher C: actually, poetry is a rich source of new words and diction in particular learning connotations of words in addition to their denotative meaning.

Student: Do you think that your students' vocabulary evolved and developed with their exposure to poetry?

Teacher C: dealing with poetry in this semester, I have noticed that some students participate actively in finding the meaning lines hold in the poem and even new interpretations are given by those students. Yet, others are not interested and they do not see as a way to improve their skills.

Student: What do you think of the idea of including poetry in the EFL curriculum as a tool that can help students enhance their English vocabulary?

Teacher C: I think this is a good way to improve students' vocabulary in English with other available methods.

Student: What do you suggest to raise student's awareness of the importance and the benefits of poetry?

Teacher C: to make students interested in learning poetry, it is good present different types of poems that students may find attractive like shape poetry and try to find their meanings, then, from shape poetry to another type of poetry, until students used to such genre. Thus, we will introduce poems of the syllabus we will be dealing with in the semester.

Teacher C believed that students have negative attitudes towards poetry, and having such reprogrammed idea about the difficulty of studying poetry doesn't encourage them to learn through poems. He agreed that poetry is a rich source for acquiring new words and particularly for learning different connotations and denotations of words. According to him, poetry can be an available method that motivates students to learn and encourage them to participate actively in interpreting, inferring and reading beyond the poetic text. When it comes to his suggestion and idea of the inclusion of poetry in EFL curriculum, the teacher stated it is a good way to improve students' vocabulary in English. Finally, to raise students' awareness of the benefits of teaching poetry, he claimed that shape poetry and try to find their

meanings can be a good and effective way which can make students interested in learning poetry.

### **3.4. Discussion of the results**

The analysis of the students' questionnaire has revealed many facts on students' perceptions towards enhancing vocabulary through using poems. First of all, most of the students have a positive attitude toward studying poems, where they like learning through poems. This means students are interested in poetry as a literary genre and have positive attitudes towards its use in learning English as a foreign language. Regarding the students' problems in learning poetry, the majority of students reveal that lack of knowledge about poetry, lack of poetry reading, time constraints, and difficulty of the vocabulary of poetry are various factors that cause their deficiency in such genre. When it comes to their suggestions and ideas of a good poetry lecture, the majority of students seek to discuss themes. Whereas, others try to discover more than a structure in poems, mainly deal with the poetic devices and poems' vocabulary. Regarding the importance of vocabulary, results from the students' questionnaire show that the students are aware of the role of vocabulary in English language learning. However, they demonstrate that the vocabulary used in poetry is difficult and their major problems relate to a large extent to words' meaning and pronunciation. To overcome the words' difficulties encountered when reading poetry, students prefer to use a dictionary and to guess the meaning from the context. With regard to students' views about the effect of poetry on enhancing their vocabulary acquisition, the majority of them revealed that poetry is a good source for learning vocabulary.

The data researchers have collected from the teacher interview that is administrated to the English literature instructors in the department of English. Jijel. researcher revealed that EFL teachers are aware and conscious of the great influence of using poetry as a tool for English language teaching and learning on improving students' vocabulary knowledge So, it

can be conclude that the result in the teacher interview are in the same direction of our hypothesis, that is to say, poetry is very useful, helpful and effective tool that to be used to teach vocabulary in EFL classrooms.

Consequently, the analysis of the students' questionnaire and teachers' interview revealed that English third year students at the university of Mohamed Seddik Ben Yahia are interested in poetry and acknowledge its role in improving their vocabulary knowledge

## **Conclusion**

The result obtained from the analysis and discussions of the student's questionnaire and the teachers' interview revealed that poetry provides students with the chance to increment their vocabulary knowledge. Therefore, the hypothesis of the present study that is saying: If the students are exposed to poetry and study poems in the EFL classroom, their vocabulary acquisition will be effectively influenced has been tested and confirmed to a large extent.

### **General conclusion**

The present research attempts to investigate the role of poetry on the EFL learners' vocabulary acquisition. The study intends also to investigate to what extent students and teachers are aware of the benefits of using such genre in EFL classroom. Through this study, it was hypothesized that if English third years LMD students are exposed to poetry and study poems in the EFL classroom, their vocabulary acquisition will be effectively enhanced. This research aimed to confirm that the more students are exposed to poems the richer their vocabulary will become.

This dissertation is composed of three main chapters, the first two chapters dealt with a theoretical part of poetry and vocabulary acquisition while the last chapter was devoted to the practical part. The first chapter provided some definitions about poetry in addition to other important issues, among them; and the benefits of its use in the EFL class. The second chapter includes definitions of vocabulary, the importance, types, as well as, strategies for teaching and learning vocabulary. Whereas, the third chapter was devoted to the practical part in which students' questionnaire and a teachers' interview were used to find out whether teaching English as a foreign language through using poems help students to enhance their vocabulary and to acquire more words.

In this research, two questions were raised; the first one is: what are the students' attitudes towards studying poetry? The second one is: does poetry have any significant effect on learners' vocabulary acquisition? Through the analysis of the students' questionnaire and teachers' interviews, it was proved that most students like learning through poems, which means they have positive attitudes towards using poetry in learning and teaching English language. Concerning the second question, it turns out that learners through studying poetry can develop their vocabulary knowledge and therefore, poems have a positive effect on their vocabulary acquisition.

All in all, the results of In this research, two questions were raised; the first one is: does poetry have any significant effect on learners' vocabulary acquisition? The second one is: what are the students' attitudes towards studying poetry? Through the analysis of the student's questionnaire and teachers' interviews, it was proved that learners through studying poetry can develop their vocabulary knowledge and therefore, poems have a positive effect on their vocabulary acquisition. Concerning the second question, most students like learning through poems, which shows their positive attitudes towards using poetry in learning and teaching English language. This dissertation confirmed the hypothesis and deconstructed that exposing third year LMD students, at the department of the English, Mohamaed Seddik Ben Yahia Uuniversity in Jijel, to poems, gives them the chance to develop and their vocabulary acquisition.



### **Pedagogical Recommendations**

As the study of poetry gave a significant effect on vocabulary achievement, we propose the following recommendations and suggestions:

The findings of this study showed that literature is the only module that deals with poetry at the department of English for only two sessions in the week. Thus, it recommends integrating poetry with other modules such as oral and written expressions to benefit student not only in rich their vocabulary but also for improving their skills like speaking and listening.

The result of the study highlights the wrong idea that the student has about poetry concerning its difficult and its inappropriateness for the learner. This is may be due to the teacher's wrong selection of poems. Therefore, the teacher needs to be wise in his choice. He must select the most suitable themes that fit the learner needs, Interest and motivate them.

From the results of this study, it was noticed that the learners read poetry occasionally, so it is recommended that the teacher need to play the role of a cheerleader in this case. The teacher must encourage the learner and stimulate him and make him aware of the importance of poetry and its effectiveness in acquiring language.

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## Appendices

### Appendix A

#### Students' Questionnaire

Dear students,

You are invited to fill in the following questionnaire as a part of a Master's research entitled "The Role of Poetry in Enhancing Students' Vocabulary Acquisition." Kindly, place a tick (√) in the appropriate box.

Thank you in advance for your collaboration and your time.

#### Section One: Background Information

**Q1:** Gender: a- Male  b- Female

**Q2:** Age: a- 20 - 23

b- 24 – 29

d-30 - over

**Q3:** How many years have you been learning English?

.....

**Q4:** does your English choice was:

a- Your personal choice

b- Made by the others

c- Imposed by the academy

d- The only good choice

**Q5:** Do you think your level of English is:

a- Excellent

b- Good

c- Average

d- Low

#### Section Two: Studying Poetry

**Q6:** How much are you interested in poetry as a literary genre?

a- Very interested

b- Slightly interested

c- Not interested

**Q7:** Do you read poetry for?

- a- Pleasure
- b- Bettering your knowledge
- c- Academic obligation

**Q8:** In which courses do you deal with poetry?

- a- Literature
- b- Written expression
- c- Civilization
- d- Oral expression

**Q9:** How is the study of poetry in your classroom?

- a- Relaxing and lively
- b- Ordinary
- c- Boring and not interesting

**Q10:** do you think that studying poems is:

- a- Useful
- b- Not useful

**Q11:** if the answer is (a), in what way?

- a- It enhances your vocabulary knowledge
- b- It improves your pronunciation
- c- It improves your writing

**Q12:** Does your teacher usually teach poetry through?

- a- Reading a poem
- b- Listening to poems
- c- Writing a poem

**Q13:** does the method of the teacher satisfy your need for poetry learning?

- a- Yes, completely
- b- Yes, partly
- c- Not at all

**Q14:** What is your idea of a good poetry lecture?

- a- Discussing themes
- b- Dealing with the poem's vocabulary
- c- Dealing with the poem's structure
- d- Dealing with the different poetic devices
- e- Reading aloud and listening to poems

**Q15:** what are the main difficulties that affect your learning of poetry?

- a- Few time for lectures
- b- Teacher's method
- c- Lack of knowledge about poetry
- d- All of them

**Q16:** how do you find vocabulary in poetry?

- a- Easy
- b- Difficult
- c- Very difficult

**Q17:** Do you like learning through poems?

- a- Yes
- b- No

### Section Three: Learning Vocabulary through Poems

**Q18:** When learning English, do you think that vocabulary is?

- a- Very important
- b- Important
- c- Moderately important
- d- Not important

**Q19:** What do you think about your vocabulary?

- a- Rich
- b- Average
- c- Poor

**Q20:** According to you, does learning vocabulary needs?

- a- Extensive reading
- b- Interaction with native speakers
- c- Watching videos, film, etc.
- d- Listening to music
- e- Others

.....  
**Q21:** How do you prefer studying vocabulary?

- a- As a separate course
- b- Integrated with other courses

Why?

.....  
.....  
**Q22:** What do you think of learning vocabulary through poems?

- a- Very helpful
- b- Helpful
- c- Slightly helpful
- d- Not helpful

**Q23:** Do you agree that poetry is a good source for learning vocabulary?

- a- Yes
- b- No

**Q24:** Does reading poems enhance your vocabulary knowledge?

- a- Yes
- b- No

**Q25:** Do you agree that the more you are exposed to poems the richer your vocabulary will become?

- a- Yes
- b- No

**Q26:** What do you do to define difficult words when reading poems?

- a- Using the dictionary
- b- Guessing from the context
- c- Analyzing word patterns
- d- Asking your teacher
- e- Asking your classmates
- f- Ignore it
- g- Others

.....  
**Q27:** According to you, what aspect of vocabulary do you find more difficult?

- a- Pronunciation
  - b- Meaning
  - c- Spelling
  - d- Others
- .....

## **Appendix B**

### **Teachers' Interview**

Q1: How long you have been teaching literature at the university?

Q2: Was it your choice, or was it imposed on you?

Q3: Do you usually design your own syllabus, or you follow a pre-established official syllabus?

Q4: How do you often deal with poetry in your class?

Q5: Do you follow a certain method in teaching poems?

Q6: According to you, is the language of poetry a difficult one to understand? Is it not appropriate to be taught to language learners?

Q 7: In your opinion, what are the main difficulties that your students faced while studying poems?

Q8: What do you think of poetry as a source of vocabulary for learners?

Q9: Do you think that your students' vocabulary evolved and developed with their exposure to poetry?

Q10: What do you think of the idea of including poetry in the EFL curriculum as a tool that can help the student in enhancing their English vocabulary?

Q11: What do you suggest to raise student's awareness of the importance and the benefits of poetry?

### **Résumé**

La présente thèse a pour objectif d'enquêter sur le rôle de la poésie et sur la manière dont elle contribue à améliorer le vocabulaire des étudiants du département d'anglais de l'Université Mohamad Seddik Ben Yahia, Jijel. Une étude de recherche mixte a été adoptée pour cette recherche. En d'autres termes, elle visait à montrer la relation entre les deux variables: la poésie en tant que variable indépendante et l'acquisition de vocabulaire en tant que variable dépendante. Afin de vérifier la validité de notre hypothèse, qui demande que si les étudiants sont exposés à la poésie et étudient des poèmes en classe EFL, l'acquisition de leur vocabulaire sera efficacement renforcée. Deux outils de recherche ont été utilisés dans cette étude: un questionnaire et une interview. Le questionnaire des étudiants visait à connaître leurs attitudes vis-à-vis de l'étude de la poésie et de son rôle dans le développement du vocabulaire, alors que l'interview visait à examiner les perceptions des enseignants concernant l'enseignement de la poésie pour améliorer le vocabulaire. Les résultats de cette étude ont montré que les enseignants et les apprenants considèrent la poésie comme un outil pédagogique efficace pour améliorer la maîtrise du vocabulaire des élèves. Sur la base de ces résultats, l'hypothèse avancée a été confirmée. Sur la base des résultats de cette étude, certaines recommandations pédagogiques sont suggérées pour l'enseignement du vocabulaire à l'aide de la poésie.

### ملخص

تهدف هذه الدراسة الى التحري في دور الشعر و كيف يساهم في تعزيز المفردات لدى الطالب في قسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى , جيغل. تم الاعتماد في دراسة هذا البحث على المنهج الدراسة البحثية المختل , حيث بهدف الى اظهار العلاقة بين الشعر كمتغير مستقل و كتساب المفردات كمتغير تابع. من أجل التحقق من صحة الفرضية المطروحة الذي مفادها : ان تعرض الطالب لقصائد الشعر و درسها في الفصل الدراسي في اللغة الانجليزية كلغة اجنبية , سوف يتم تعزيز اكتساب المفردات الخاصة بهم بشكل فعال. تم استخدام أداتين بحثين في هذه الدراسة : استبيان و مقابلة . صمم الاستبيان لطلبة السنة الثالثة في قسم اللغة الانجليزية حيث كان الهدف منه معرفة موقفهم من دراسة الشعر و اذ ما كان لديه دور في تطوير معارفهم في المفردات. في حين استهدفت المقابلة المعلمي اللغة الانجليزية لغرض معرفة تصوراتهم تجاه تدريس الشعر لتعزير المفردات. اظهرت النتائج التي تم الحصول عليها من هذه الدراسة ان كل من المعلمين و الطلبة يعتبرون الشعر أداة تعليمية فعالة لتطوير المفردات لدى الطالب و على أساس هذه النتائج تم تأكيد الفرضية التي تم طرحها. بناء على ما توصلنا اليه في هذه الدراسة تم اقتراح بغض التوصيات المتعلقة بتدريس الشعر و استعماله كأداة لتعزير المفردات.