

Exploring Learners' Views about Learning English Language through English Poetry at Graduate Level

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Abstract

This paper explores English language learner's perception of learning English language through English poetry at a graduate level. Since poetry has great variety, it is a powerful tool for learning any language. It is a qualitative study in which phenomenological research design was used. The data were collected through a focus-group interview followed by non-participant observation. The findings show that poetry is great for learning English language. It helps students to increase their vocabulary, sentence structure, pronunciation, reading skills, etc. Possible future tasks and suggestions involve cross-cultural research, follow-up studies, technical knowledge and enhanced teaching concepts. Teachers and educators can go on extending language-related activities where students can enhance their language interaction with other languages, the culture, and even research and development in this line to build more practices and educational prospects.

Keywords: *Role of English poetry, Perception, Poetry-based activities, English language learning, Functional English.*

1. Introduction

We are, in some ways, more interconnected than before, especially living in a globalized society where it is vital to learn the English language as a second language (ESL) or foreign language (EFL) in both interpersonal communication and business. Teachers of foreign languages are in constant search of interesting angles through which they plan they can help their students acquire good speaking skills. According to Finch (2003), it has been observed that poetry integration into language education is increasingly being introduced in language learning schemes. With regards to this, the socio-cultural theory is used to analyze the learners' perceptions on learning English poetry.

Frawley & Lantolf, (1985) defines language acquisition as a cultural and social process that is both private and public, intertwined with social interactions and cultural environments, in addition to being a cognitive process. This viewpoint minimizes the contribution of historical aspects, cultural artefacts as well as social interactions towards language

acquisition. Smith (2019) states that culture is an essential aspect since it enhances the learning of a language, and poetry is a crucial cultural product that helps learners learn a language through a unique perspective. Such an accent has convictions that are emotional, cultural, and linguistic to assist students in enhancing their understanding and adoption of the English language.

These socio-cultural ideas have to be elaborated on with a view to understanding the dialogic nature of language and literature as supported by Bakhtin (1981). Language is intrinsically dialogic based on Bakhtin, and he asserted that the sociocultural context is formed by means of the interactions of people. As described in the poem, they are invited into the reader's conceptual play with the text by, poetry, expressive language, striking imagery, and repeating beat (Bagherkazemi & Alemi, 2010). This process helps in research and also discovering one's self worth and importance. In doing so, students challenge their thinking abilities, emotional aptitudes, and cultural sensitivities together with their linguistic competence through dialogizing with poetry.

Mittal (2014) has stated that learning language through poetry has multiple benefits, yet it is still possible to see that student's view on it is rather diverse and complex. These are perceived from the educational background, effective teaching and learning methods, and learner related factors. Since this research is likely to deal with social and cultural dimensions that may manifest itself in the characteristics that determine the attitudes learners display towards learning English through poetry, it aims at unraveling such aspects.

It has been identified that the main purpose of this research is to look at the importance of poetry in the training of English. This personal and contextual analysis of poetry and language learning, therefore, seeks to provide important information on learners' experiences, schemas and perceptions that shall be beneficial to educators, curriculum developers and scholars. Besides, to a greater extent, this essay aims at raising awareness of using poetry as an effective learning tool for language development that in turn will contribute to the classroom effectiveness and students' comprehension of English.

In the subsequent sections of this essay, this writer will present a discussion of theoretical framework of socio-cultural perspective and language learning, role of poetry learning in language acquisition, and the empirical research that offer insights on learners' attitude toward poetry-based language learning. Thus, enlarging the understanding of students' experiences and perceptions of reading and learning English through poetry, the presented interdisciplinary is beneficial to theory, practice, and forthcoming adequate scholarly investigations.

1.1 Aims and Objectives of the Study

The aim of this research study is to identify students' perception of learning English through English poetry and to explore the importance of using English poetry for learning English language. As English poetry is widely used for making different activities for teaching English language, it is necessary to know from students as well how their experience is in the class where poetry is used for teaching English language.

1.2 Research Objective

1. To identify students' perception of learning English through English poetry
2. To explore the importance of using English poetry for learning English language

1.3 Research Questions

1. What is students' perception of learning English through English poetry?
2. How is it important to use English poetry for learning English language?

1.4 Significance of the Study

Since a large number of ELT specialists or English language teachers/instructors use English poetry for making different types of activities for teaching vocabulary, grammar, structures, pronunciation, reading skills, etc., it is very necessary to know from students as well how they feel and what their experience is all about learning English through English poetry. It is also important to know how important poetry is for learning English language. This study will play a significant role in revealing students' perception of learning English through English poetry and the importance of using English poetry for learning English.

2. Review of Literature

2.1 Role of Poetry in Language Learning

Literature has long been considered as one of the most effective tools in developing language, assessing cultural practices, and even engraving heavy emotions in human psychology. As Gebhard (2006) points out that poetry has numerous effects on language learning that are rather valuable. According to Finch (2003), literature plays a significant role in English language teaching and learning in different international contexts. According to Tomlinson (2003), one way of humanizing language curriculum is to make use of literary texts to address the diverse perception of learners. Teaching literary texts in the classroom where English is taught as a Second Language (ESL) is believed to integrate the psychological and sociological realities into classroom. As a linguistic phenomenon, language acquisition benefits from the depth and complexity of the poetic word. Poetry offers for the educators engaged with language teaching programs a rich supply of strategies to support a curricular engagement with language. The subsequent sections elucidate the diverse roles that poetry plays in the

process of language acquisition: The subsequent sections elucidate the diverse roles that poetry plays in the process of language acquisition.

2.1.1 Language Enrichment

According to Larsen-Freeman (2000), poetry provides an actuality of language use to comprise a vast lexical spectrum, grammar characteristics, and a palette of persuasive techniques. As part of the learning activity, students are led to understand different types of language that include new words, common phrases, and figurative language thus enhancing their repertoire. Attempts to describe the specificity of poetic texts and the analysis of the structural, rhymed, rhythmically phonemic features of the poems, in particular the sound, help to raise the phonemic sensitivity and phonological awareness, to improve the pronunciation and fluency in the target language.

2.1.2 Cultural Insight

These documents offer a way to understand the value system, mode of culture and the history of the language community as supported by Lave and Wenger (1991). Through verses and poetic devices, the writers reveal the sociolinguistic context within which the language is used to explain history, manners and customs, and vices. The consideration of poetry drawn from different cultures enhances the intercultural sensibility of learners while at the same time helping them appreciate the hidden culture bearers within language itself.

2.1.3 Emotional Catalyst

In the same manner, Gebhard (2006) added that poetry can elicit a multiplication of feelings including marvel, pleasure, sorrow, and thoughtfulness, understanding and admiration of poetic images as well as identification with the symbols and problems helps to develop several emotional attitudes in students, including empathy, reflection in self-awareness and, finally, the connection of the spirit. Through poetry content writing or recitation, the students achieve skilled verbal communication which positively affects the interpersonal interactions among the students as well as the development of their Emotional Intelligence.

2.1.4 Cognitive Enhancement

Education in poetical works also helps in the cognitive perspective. In their written reflections of poetic texts, learners pursue critical, problem solving, and personal modes of thinking. Poetry is also capable of developing their intellectual skills and abilities as well as improving their abstract and analyzing and synthesizing capabilities. Thus, poetry proves to be a very effective and multifaceted means for learning language and culture, reflecting such aspects as developing emotions and cognition (Finch, 2003). The importance of poetry in language learning is that if it adopted by educators, they could come up with unique

approaches which make learning exciting and meaningful that also lead to language learning.

2.2 Motivation for Language Learners

Poetry is a kind of literary text that is highly helpful to motivate language learners to learn the language and improve their language proficiency. According to Mittal (2014), poetry always awakens our senses and promotes literacy. It helps students to draw a sketch or image of everything in their mind which they can feel, explain and talk about. Since poetry is musical and rhythmic, it catches everyone's attention and connects people. It is a vehicle for expression on a wider horizon. Therefore, to improve learners' English language, integrating literary texts in the classroom in general, can be advantageous since they motivate students to learn the language more and develop their capacity in creating the mental representation.

2.3 Suitable to teach all four skills

Poetry helps language teachers to teach the four skills (listening, speaking, reading and writing) to all levels of language proficiency. Researchers in the field recommended that if language teachers use poetry in their classrooms, they can create a variety of language skill activities which assist the students develop their language proficiency. English language learners should be exposed to a variety of genres in the language classroom (Vardell, Hadaway & Young, 2006). When poetry is considered for students, many teachers may assume that students learning English are not ready for it because of its metaphorical language and often culturally specific content. However, as a genre, poetry offers many benefits for English language learners. For example, because of the rhyming patterns, the repetition, the rhythm, and the manageable chunks of text, poetry is an ideal genre for teaching how to read (Finch, 2003).

Poetry-based activities seem to be effective to use in language classrooms for learners' performance (Bagherkazemi & Alemi, 2010; Hanauer, 2001; Widdowson, 1984) for several reasons: (1) the use of poetry motivates learners as it raises certain dilemmas and, therefore, learners produce emotional responses; (2) it expands learners' language awareness (Ramsaran, 1983); (3) it develops learners' interpretive abilities; (4) its brevity and comprehensiveness give learners enriched data for discussion in classrooms.

2.4 Learners' Attitudes towards Poetry in English Language Learning

Use of learners' perspective as a fundamental tool for curriculum enactment and implementation of effective pedagogical strategies in teaching English Language. Therefore, the student variables, the teaching techniques used, and the education environment also determine the learners' perspectives, exposure and attitude in poetry-based language

learning (Finch, 2003). These factors will be explored in the following sections, along with their potential impact on students' perceptions of poetry: These factors will be explored in the following sections, along with their potential impact on students' perceptions of poetry:

2.5 Individual Differences and Learning Styles

The perception that students have about poetry shall therefore differ by their attributes, the medium used in classroom and their learning history. In her turn, it is possible to state that some students will definitely experience difficulties as for analyzing poetic works, while others will feel a great interest in poetry at all. Mentally, culturally, linguistically, and ontogenetically based factors including age, cultural and linguistic background, and interest in poetry determine the learners' receptiveness levels towards poetry-based language acquisition.

2.6 Perceived Importance and Practicality

Based on the attitudes described above, it can be defined that the perspectives that learners have when it comes to the purpose and utility of poetry for attaining the language acquisition goals can have a crucial impact on their attitudes toward this genre. This conclusion can be explained by the fact that when students regard poetry as a worthy method of effective language acquisition, the widening of the perspectives on different cultures, and the development of communicative skills, they will approach the poetry-based language learning with positive attitudes (Gebhard, 2006).

2.7 Emotional Connection and Artistic Allure

They similarly classify manners and varieties of poetic works, the appeal to the emotions and principles of beauty incorporated into poetic works also significantly influence the ideas of students regarding poetry as well. As comprehension of such creations is higher and many students can relate to poems that trigger strong emotions, those which build a picture in the reader's mind, or those, which make the audience think, are going to inspire students more. If educators concern themselves with inspiration and passion and the love of the arts, they can mold learners' perception and attitude towards poetry-used language acquisition (Larsen-Freeman, 2000).

Summary

To conclude, several factors, learning environment, specifically the teacher, learner characteristics, perceived relevance, attitude affective disposition, and art appeal—all affect students' attitude to poetry learning (Cummins, 1979). Thus, by including such elements and their implications with reference to the given paper into the envisioned pedagogical patterns, the teachers can foster such positive attitudes as to poetry-based language learning, and

promote such language development by the learners, as well as cultural understanding and appreciation of literary works.

3. Methodology

3.1 Research Approach

The present study uses a qualitative approach to identify learners' experience of learning English through poetry. A focus group was interviewed followed by non-participant observation. The focus group had 8 students. 5 classes where English language was being taught using literature were also observed. Focus group interviews enable the researcher to get a holistic view of the participants' experience and perception to their socio-cultural environment (Creswell, 2013). According to Denscombe (2007, p.115), "focus group consists of a small group of people, usually between six and nine in number, who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic". A focus group interview provides a setting for the relatively homogeneous group to reflect on the questions asked by the interviewer.

3.2 Participants

For this study, a focus group was selected from a class of BS program at a public sector university. There were 8 students in that group. Among these 8 students, 4 were female students and 4 were male students. 3 students were from CS department, 3 were from BBA and 2 were from English department. This group took the course of Functional English in their first semester. Five (N=5) classes were also observed. These classes were the classes where English language was being taught using English poetry.

Table 1 Information about Participants

Age	19-24	19-23	19-24
semester	BS 2 nd	BS 2 nd	BS 2 nd
Department	Computer Science	BBA	English
No. of students	03	03	02
Male students	02	02	-
Female students	01	01	02

3.3 Sampling

In this study, the data was collected from the students of BS 2nd semester who studied Functional English Course in their 1st semester. Incumbents of purposive sampling are applicable to include different respondents with different experience (Patton, 2015). Eight (n=8) students were chosen to form a focus group for the interview. These students belonged to three (n=3) different departments. They all studied Functional English Course in their first

semester, and they were ready to share their experience with us about learning English through poetry.

3.4 Research Questions

1. What is students' perception of learning English through English poetry?
2. How is it important to use English poetry for learning English language?

3.5 Procedure

For this purpose, we first selected the students who could tell us about their experience of learning English through poetry because every teacher does not use poetry for teaching English language. We selected the students from 3 different departments. Then we formed a focus group that included 8 students from 3 different departments. They all were taught English also through English poetry in their 1st semester. They were ready to share their experience with us. We had their interview for 1.5 hours. During the focus-group interview participants shared their perception and experience of their course in which teacher taught them English language using English poetry. After the focus-group interview, two of us observed 5 classes where teachers were teaching English language through English poetry. All this procedure took almost 2 months as it is not easy to observe classes. For observing classes, we needed to ask permission first and we were not allowed to observe classes every day. We had to go to observe classes on different days.

Like data analysis, the process is ongoing and requires interpretation with an understanding of different forms of qualitative research, like thematic analysis and results comparison (Charmaz, 2014). Interviews and focus group discussions are documented and analyzed to code the discourse and sample commonalities and differences in the participants' perceptions about language acquisition through poetry. In this study, data triangulation is employed to facilitate comparison of data from different sources and thereby build credibility and dependability on the findings.

Main Themes obtained from Analysis

- 3.5.1 Improvement in vocabulary
- 3.5.2 Improvement in sentence structure
- 3.5.3 Good for the improvement of pronunciation
- 3.5.4 Good for reading skills
- 3.5.5 Awareness of society and culture

The important themes which were obtained from the analysis of the data were then critically discussed in the light of the existing literature and my [the researcher's] insight of Pakistani context. The data that was collected through observation was also included during analysis

as it was related to my nonparticipant observation. I tried my best to avoid premature judgment. Having examined the data carefully, I have tried to find out the answers to the following research questions.

Research Questions:

1. What is students' perception of learning English through English poetry?
2. How is it important to use English poetry for learning English language?

4. Findings & Analysis

This chapter explains the nature of the data that has been analyzed. First of all, all interviews through which data was collected were transcribed and then the data was coded for the purpose of establishing categories. Many codes or sub-themes were found. Categories were also made of subjects selected on the basis of different groups. Then sub-themes were merged into main themes. In addition, theme analysis was established to facilitate data analysis. Since the interview questions were semi-structured, the results were prepared to be reported descriptively (Cohen, Manion & Morrison, 2007).

Thematic Analysis

4.1 Students' perception of learning English through English poetry

4.1.1 Expansion of vocabulary

Learning English through poems plays a significant role in improving our vocabulary. I have learnt many new words from such activities. In fact, when we are given activities, we see the world from different perspective. We enjoy the activities in the class. Sometimes, these activities are a bit boring, but overall, we enjoy the class and improve our vocabulary.

(ST – 3, ST - 4)

The above-mentioned data were collected from a student of BS computer science department studying Functional English. According to her, teaching English through poetry has greatly improved her vocabulary. She has memorized many new words. She also said that her class fellows including her, also enjoy the activities in the class. Though sometimes according to her these activities are a little boring, on the whole, they greatly improve their vocabulary.

The non-participant observation also reveals that majority of the students were taking interest in the class when they were being taught English through poetry. They were enjoying activities and memorizing words that increased their vocabulary.

Poetry is very interesting if it is easy. It also plays a very crucial role in improving vocabulary. There are many words which we do not have in our knowledge, but when we read poetry, our teacher tells us the meaning of those words. In this way, the majority of the words become a part of our memory. There are some students who do not like poetry, and

they feel that they are not improving their English especially their vocabulary, but to me majority of the class like poetry to be used for teaching English language and we are improving our vocabulary to a great extent. (ST – 1 ST – 6)

The above-mentioned data was collected from the student of BS semester 1 (English department). She has also expressed her satisfaction regarding learning English through poetry. She also acknowledges that poetry plays a vital role in increasing our vocabulary because there are different situations and contexts in poetry. Although she said that some students did not like poetry and hence, they did not pay attention to it, but majority were taking interest, and they were enjoying the use of poetry of teaching English.

The non-participation observation also shows that majority of the students in the class were enjoying the activities given by the teaching English language through poetry. The teacher used different types of poems and explained the poems very well in the class. The students were asking even questions during the lectures. In this way, they were also improving their vocabulary.

4.1.2 Improvement in sentence structure

Poetry also improves our sentence structure. We have a variety of sentences which we can use working on activities related to poetry. I love romantic poetry, and it is easy to understand. It has great variety too. I have found that I also improved my sentence structure to a great extent with the help of such activities. Poetry has great variety, and this great variety allows us to learn more and more about sentence structure as well. (ST – 2 ST – 4 ST - 5)

The above-mentioned data was collected from the student of BS semester 1 (BBA). She expressed her satisfaction regarding learning English through poetry. She also admitted that poetry is very important to improve sentence structures. Since poetry has great variety, it offers a large number of sentence structures, so it is very helpful in bringing improvement in the sentence structure. Many students said that they improved their sentence structure besides increasing vocabulary with the help of the exercises prepared by the use poetry.

The non-participation observation shows that the majority of the students were taking interest in constructing sentence structure. They were enjoying the activities as these activities were increasing their ability to make different sentence structure.

4.1.3 Good for improving Pronunciation

Learning English through poetry also plays its vital role in bringing improvement in our pronunciation. There are many words in poems which we use in our everyday life. These

words need to be corrected if we want to improve our English language and if we want to speak English correctly. (ST – 1 ST – 2 ST - 3)

According to the data collected from the students of BS semester 1 (BBA & English), poetry also plays a significant role in improving their pronunciation. In fact, poetry is not read but it is recited, so one has to be very careful when reciting poetry. According to the result of Chang (2016), it was identified that the practice of reading poems loudly to EFL students proved beneficial for the improvements in the attitude, smoothness of delivery and pronunciation. Further, this practice was also found complementary for enhancing the right disposition towards language learning. The participants noted a greater exposure to English and its speakers and culture via poetry and thus an enhancement of mastery of the language besides knowledge of the culture. There are many words which seem difficult, but they are also used in everyday life and these words have to be pronounced correctly. So, poetry brings students' attention to this particular area.

The non-participation observation also shows that when the teacher was asking students to read poetry, some students were making mistakes in pronouncing words. So, the teacher corrected their mistakes and told them about the mistakes later on. In this way, students also improved their pronunciation through the activities of poetry.

4.1.4 Good for reading Skills

Learning English through poetry also plays its vital role in bringing improvement in our pronunciation. There are many words in poems which we use in our everyday life. These words need to be corrected if we want to improve our English language and if we want to speak English correctly. (ST – 1 ST – 4 ST - 6)

According to the data collected from the students of BS semester 1 (CS & English), poetry has a very vital role to play in improving students' pronunciation as well. In fact, poetry is not read but it is recited, so one has to be very careful when reciting poetry. There are many words which seem difficult, but they are also used in everyday life and these words have to be pronounced correctly. So, poetry brings students' attention to this particular area.

The non-participation observation reveals that when students recited poems during the class, they made mistakes. Some of the mistakes were corrected on the spot and some mistakes were corrected later on. So, in this way, such activities also helped students to improve their pronunciation skills. Pronunciation plays a vital role in our speaking skills. If someone has bad pronunciation, they may face many problems especially in making this clear to others. Using poetry to teach English language also focuses this area of English language.

4.1.5 Awareness of Society and Culture

Poetry also gives us awareness of the English society and their culture. Since we are living in a world where we should know about each other, it is very important that we know about their society, people and culture in detail. In this regard, teaching English through poetry is very effective. Secondly, we have been learning English for a long time and that's why we are very much aware of the English society and their culture, it adds more to our knowledge.

(ST – 1 ST – 5 ST - 6)

The above-mentioned data reveals that the students of BS semester 1 from all three departments admits that learning English through poetry makes them aware of the English society as well as their culture. According to Smith (2019), poetry can make positive changes in the learners' perception of the language and the way they learn English as a second language. Poetry is appreciated as individual exploration and sharing of one's experiences, as well as a way of developing social and personal skills, namely empathy, creativity and critical evaluation. Learners already have much knowledge about the English society and their culture, but they get much more authentic knowledge and awareness of their society, people and culture. This is one of the advantages of studying poetry or even prose of any nation. It helps them when they find a chance to go abroad to any such countries.

The non-participation observation shows that students from all departments acknowledge that poetry increases awareness of the English society and of their culture. Activities prepared with the help of poetry are very effective in spreading awareness of the people of the society. It is a great help even for those who want to go abroad.

4.2 Importance of using English poetry for learning English language

4.2.1 Good for improving Pronunciation

Learning English through poetry also plays its vital role in bringing improvement in our pronunciation. There are many words in poems which we use in our everyday life. These words need to be corrected if we want to improve our English language and if we want to speak English correctly. (ST – 1 ST – 2 ST - 3)

According to the data collected from the students of BS semester 1 (BBA & English), poetry also plays a significant role in improving their pronunciation. In fact, poetry is not read but it is recited, so one has to be very careful when reciting poetry. According to Chang (2016), it was identified that the practice of reading poems loudly to EFL students proved beneficial for the improvements in the attitude, smoothness of delivery and pronunciation. Further, this practice was also found complementary for enhancing the right disposition towards language learning. The participants noted a greater exposure to English and its speakers and culture

via poetry and thus an enhancement of mastery of the language besides knowledge of the culture. There are many words which seem difficult, but they are also used in everyday life and these words have to be pronounced correctly. So, poetry brings students' attention to this particular area.

The non-participation observation also shows that when the teacher was asking students to read poetry, some students were making mistakes in pronouncing words. So, the teacher corrected their mistakes and told them about the mistakes later on. In this way, students also improved their pronunciation through the activities of poetry.

4.2.2 Good for reading Skills

Learning English through poetry also plays its vital role in bringing improvement in our pronunciation. There are many words in poems which we use in our everyday life. These words need to be corrected if we want to improve our English language and if we want to speak English correctly. (ST – 1 ST – 4 ST - 6)

According to the data collected from the students of BS semester 1 (CS & English), poetry has a very vital role to play in improving students' pronunciation as well. In fact, poetry is not read but it is recited, so one has to be very careful when reciting poetry. There are many words which seem difficult, but they are also used in everyday life and these words have to be pronounced correctly. So, poetry brings students' attention to this particular area.

The non-participation observation reveals that when students recited poems during the class, they made mistakes. Some of the mistakes were corrected on the spot and some mistakes were corrected later on. So, in this way, such activities also helped students to improve their pronunciation skills. Pronunciation plays a vital role in our speaking skills. If someone has bad pronunciation, they may face many problems especially in making this clear to others. Using poetry to teach English language also focuses this area of English language.

4.2.3 Increase in Vocabulary

Learning English through poems plays a significant role in improving our vocabulary. I have learnt many new words from such activities. In fact, when we are given activities, we see the world from a different perspective. We enjoy the activities in the class. Sometimes, these activities are a bit boring, but overall, we enjoy the class and improve our vocabulary.

(ST – 3 ST - 4)

The above-mentioned data was collected from the student of BS computer science department studying Functional English. According to her, teaching English through poetry has greatly improved her vocabulary. She has memorized many new words. She also said that her class fellows including her, also enjoy the activities in the class. Though sometimes

according to her these activities are a little boring, on the whole, they greatly improve their vocabulary.

The non-participant observation also reveals that majority of the students were taking interest in the class when they were being English through poetry. They were enjoying activities and memorizing words that increased their vocabulary.

Poetry is very interesting if it is easy. It also plays a very crucial role in improving vocabulary. There are many words which we do not have in our knowledge, but when we read poetry, our teacher tells us the meaning of those words. In this way, the majority of the words become a part of memory. There are some students who do not like poetry, and they feel that they are not improving their English especially their vocabulary, but to me majority of the class like poetry to be used for teaching English language and we are improving our vocabulary to a great extent. (ST – 1 ST – 6).

The above-mentioned data was collected from the student of BS semester 1 (English department). She has also expressed her satisfaction regarding learning English through poetry. She also acknowledges that poetry plays a vital role in increasing our vocabulary because there are different situations and contexts in poetry. Although she said that some students did not like poetry and hence, they did not pay attention to it, but majority were taking interest, and they were enjoying the use of poetry of teaching English.

The non-participation observation also shows that majority of the students in the class were enjoying the activities given by the teaching English language through poetry. The teacher used different types of poems and explained the poems very well in the class. The students were asking even questions during the lectures. In this way, they were also improving their vocabulary.

4.2.4 Improvement in sentence Structure

Poetry also improves our sentence structure. We have a variety of sentences which we can use working on activities related to poetry. I love romantic poetry, and it is easy to understand. It has great variety too. I have found that I also improved my sentence structure to a great extent with the help of such activities. Poetry has great variety, and this great variety allows us to learn more and more about sentence structure as well. (ST – 2 ST – 4 ST - 5)

The above-mentioned data was collected from the student of BS semester 1 (BBA). She expressed her satisfaction regarding learning English through poetry. She also admitted that poetry is very important to improve sentence structures. Since poetry has great variety, it offers a large number of sentence structures, so it is very helpful in bringing improvement

in the sentence structure. Many students said that they improved their sentence structure besides increasing vocabulary with the help of the exercises prepared by the use poetry.

The non-participation observation shows that the majority of the students were taking interest in constructing sentence structure. They were enjoying the activities as these activities were increasing their ability to make different sentence structure.

4.2.5 Good for reading Skills

Learning English through poetry also plays its vital role in bringing improvement in our pronunciation. There are many words in poems which we use in our everyday life. These words need to be corrected if we want to improve our English language and if we want to speak English correctly. (ST – 1 ST – 4 ST - 6)

According to the data collected from the students of BS semester 1 (CS & English), poetry has a very vital role to play in improving students' pronunciation as well. In fact, poetry is not read but it is recited, so one has to be very careful when reciting poetry. There are many words which seem difficult, but they are also used in everyday life and these words have to be pronounced correctly. So, poetry brings students' attention to this particular area.

The non-participation observation reveals that when students recited poems during the class, they made mistakes. Some of the mistakes were corrected on the spot and some mistakes were corrected later on. So, in this way, such activities also helped students to improve their pronunciation skills. Pronunciation plays a vital role in our speaking skills. If someone has bad pronunciation, they may face many problems especially in making this clear to others. Using poetry to teach English language also focuses this area of English language.

5. Conclusion

From the above findings and data analysis, the answer to research questions have been answered as follows:

5.1 Students' perception of learning English through English poetry

The current research shows that learning English through poetry offers many advantages. Most students are interested in these activities because they offer authentic, real-world content. By engaging in such activities, students can enhance their sentence structure, expand their vocabulary, and develop better reading skills. Additionally, learning English through poetry helps improve pronunciation and fosters an understanding of culture and society.

5.2 Importance of using English poetry for learning English language

Using poetry as a tool for learning English is highly effective. It offers teachers a variety of resources, enabling them to teach the language more effectively. Poetry adds interest to the classroom, giving students unique material to engage with. It helps expand their vocabulary, enhances pronunciation, and plays an important role in improving their reading skills.

Summary:

In short, learning English through poetry can be highly engaging if the poems chosen are carefully selected based on the students' interests and proficiency level. Activities involving poetry offer numerous benefits, such as providing authentic, real-world content. Through these activities, students can enhance their sentence structure, expand their vocabulary, and strengthen their reading skills. Additionally, learning English through poetry improves pronunciation and fosters a deeper understanding of culture and society.

5.3 Future Directions and Recommendations

1. More research should be conducted in future to unpack the use of poetry in teaching English Language especially its overall impact, including students' attitude, motivation and overall language skills in the long run.
2. Study the comparative effectiveness of various instructional strategies in using poetry for language development as well as for creativity writing, analysis, and recitation so that it can be checked how well the observed strategies foster the students' attitudes as well as their engrossment.
3. With the help of different strategies, the tutors will get the desired results and see which of them are more beneficial and appropriate to use for the students' needs and preferences, then they should be used.
4. Teachers should attend workshops, seminars, and other types of pragmatic useful practical sessions that have to do with teaching through poetry and language learning.

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