

CHAPTER 5

THE USE OF POETRY IN LANGUAGE TEACHING

Ali Dincer
Hatice Kübra Koç

Learning Outcomes of the Chapter

This chapter aims to provide some insights on how to use poetry as a teaching resource in an English as a Foreign Language (EFL) classroom with a theoretical and practical focus. At the end of this chapter, students will be able to

- cover the benefits of poetry in language teaching,
- design lessons and tasks via poetry in language teaching, and
- use poems successfully for various levels of learners.

WARM-UP QUESTIONS

1. Do you know any English poem by heart?
2. What are the distinctive characteristics of poetry in comparison to other literary genres?
3. What can you say about the advantages and disadvantages of using poetry in language classrooms?
4. How can you integrate various types of poems into your language lessons?

THEORETICAL FOCUS ON USING POETRY IN LANGUAGE TEACHING

-
- What is poetry?
 - Poetry as a teaching resource
 - The pros and cons of using poetry in language classrooms
-

With a theoretical focus on using poetry in language classrooms, this section delves into poetry as a literary genre and handles poetry as a teaching resource in language classrooms. With a review of the pros and cons of using poetry in language teaching, a rationale is provided for language educators on why they should integrate poetry into their lessons.

What is Poetry?

The term “poem,” in online Collins COBUILD Advanced English Dictionary (n.d.), is defined as “a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.” In light of this definition, it can be thought that

“The crown of literature is poetry. It is its end and aim. It is the sublimest activity of the human mind. It is the achievement of beauty and delicacy. The writer of prose can only step aside when the poet passes.”

W. Somerset Maugham

poetry as a literary genre consists of a basic line and structure. However, poetry is an illustration of “a more intense use of language” (Khansir, 2012, p. 241); that is, poetry is not just a literary genre but an example of sharing experiences, thoughts, feelings, emotions, and ideas with a limited number of words in a well-organized way. Poetry consists of elements such as alliteration, rhyme, figurative language, imagery, rhythm, and tone. All of these elements are combined in poetry as a whole, and the readers become captivated and grasp the subjective meaning of the words as expressed by the poet (Hunter, 2002). In this sense, one of the most exotic quotes

about poetry is by English poet and literary critic Samuel Taylor Coleridge (as posthumously quoted in Table Talk, 1835, p. 76), who said, “Prose = words in their best order; — poetry = the best words in the best order.”

The words in a poem are specifically chosen by poets for not only their meanings but also for their sounds, rhymes, and visions. Though it seems that creating a poem is an individual endeavor, a poem conveys many universal messages such as sorrow, love, and happiness for humanity (Hanauer, 2012; Heath, 1996; Kırkgöz, 2014; Maley & Duff, 1989). In a poem, it is possible to see a combination of imagination, emotions, rhymes, sounds, ideas, thoughts, and experiences (Hanauer, 2004; Kusmana, Wilsa & Astiwati, 2020; Wysocka, 2019).

Meanwhile, poetry is not just adored by adults or young generations, it is a part of human life from birth, thanks to nursery rhymes. Maley and Duff (1989) stated that poetic language and rhythmic sounds harkening to the earliest years of our lives. Furthermore, it continues to be a part of our entire life through songs, television, political speeches, and religious rituals (Hanauer, 2004). All in all, thanks to its broad presence and wide popularity, poetry is one of the most common literary genres in human life and may be used as an authentic resource in various disciplines to provide messages, convey deep meanings, and teach specific concepts.

Poetry as a Language Teaching Resource

“Is it possible to use poetry as an authentic language teaching resource in the language teaching process?” and “Do you believe that poems be easily adapted to the classroom environment and teaching process?”

Poetry as a teaching resource

- Though it is a controversial issue for language educators and researchers with its complexity and unusual standard of language, it is undeniable that poetry has various linguistic and non-linguistic benefits for language learners.

If your answer to these questions is “yes,” then you as a language educator have positive attitudes toward the use of poetry as a teaching resource. However, it has been a controversial subject for language educators and

researchers, since poems have a complex, unusual written style; often use metaphorical items; and include deviations from the standard sentence structure and various cultural and experiential elements (Akyel, 1995; Brindley, 1980; Finch, 2003; Khansir, 2012; Lazar, 1996; Widdowson, 1984). On the other hand, many researchers have taken a stand in support of the use of poetry as a teaching resource with its various linguistic and non-linguistic benefits for language learners (Ardeshir & Sirkhani, 2015; Çetinavcı & Tütüniş, 2012; Hess, 2003; Khansir, 2012; Kırkgöz, 2014; Lazar, 1996; McKay, 1982; Susikaran, 2013; Tomlinson, 1986).

As for the literary genres used in language teaching, poetry is one of the most approachable ones thanks to its short length, characteristic language elements, and enjoyable usage for the language teaching process (Llach, 2007). As a teaching resource, poetry can also be preferred by teachers to improve learners' basic language competency (Kusmana et al., 2020). Despite concerns about the use of poetry, it helps language teachers design more colorful activities and create an authentic learning setting for learners.

The use of poetry as a teaching resource extends beyond reading a poem just for fun or literary pleasure, it means designing a classroom plan and various tasks for students. Beyond perfect rhymes, myths, metaphorical meanings, and unusual language structures, a poem can effectively teach language skills, grammar, vocabulary, or pronunciation. For this reason, various types of poems should be adapted for teaching language properly, and teachers should design suitable and enjoyable activities for their students. Since poetry is a type of authentic material in education, both the originality and teaching purposes should be carefully preserved by teachers (Aladini & Farahbod, 2020). If practical tasks and activities based on a poem are designed, they can easily enrich the learning environment for both learners and teachers.

Types of poems

- Picture poems consist of visual images for teaching vocabulary.
- Haikus offer a pair of contrasting images to readers.
- Pattern poems are written to teach grammar and language structures to learners.
- Pop-song scripts are the script forms of popular songs.

Accordingly, various versions or types of poems that are specifically designed for classrooms can be preferred by educators who seek to adequately teach a language (Çetinavcı & Tütüniş, 2012; Finch, 2003). Finch (2003) defines four types of poems as a teaching resource: *picture poems*, which consist of visual images for teaching vocabulary; *haikus*, which offer a pair of contrasting images and teach vocabulary and spelling to readers; *pattern poems*, which consist of grammatical items and written to teach grammar and language structure to learners; and *pop-song scripts*, which are the script forms of popular songs and used for practicing listening skills. Finch also states that these types of poems can be easily adapted to the classroom environment and may be highly enjoyable and attractive for learners at all levels. Additionally, some nursery rhymes and folk songs can be used effectively, and specifically designed or selected poems might be adopted for various groups, including very young learners (Tunçarslan, 2013).

The Pros and Cons of Using Poetry in Language Classrooms

Teaching language with authentic materials is not a new concept in the field of language acquisition; it has been around since the introduction of communicative language teaching (Larsen-Freeman & Anderson, 2011). It is of utmost concern for English language teachers in today's classrooms, as authentic materials prepare language learners for real-life situations. Despite the gradually expanding literature on the positive effects of authentic materials, there are still some arguments against their use in language classrooms (see for review, Al Azri, & Al-Rashdi, 2014).

As with any other authentic material, poetry has been the subject of vigorous debate about its integration into language classrooms and its use as an authentic tool. There are viewpoints both in favor of and opposed to the use of poetry for language teaching purposes. According to supporting viewpoints on why poetry should be integrated into language teaching, poetry offers numerous gains for language learners. Tomlinson (1986) suggested six main values of using poetry in education: educational value, affective value, achievement value, individual value, stimulus value, and skills developments. While the values regarding education, achievement, and skills development are about academic success, affective, individual, and

stimulus values are all about motivation, creativity, and positive attitudes of learners. The use of poetry for reading and writing exercises in a classroom promotes linguistic development. Poetry offers a different perspective for learners on the use of rules for grammar, syntax, and vocabulary (Saraç, 2003; Susikaran, 2013). It reinforces learners' composition abilities and expands vocabulary knowledge (Hişmanoğlu, 2005; Liao, 2018; Ramsaran, 1983). It promotes learners' oral communication skills and language understanding (Mittal, 2016). It makes students familiar with the daily language

use of similes, metaphors, irony, personification, and imagery (Saraç, 2003). It also teaches suprasegmental aspects including stress, pitch, juncture, and intonation (Hişmanoğlu, 2005). Lastly, it promotes the acquisition of language skills unconsciously within the natural context (Aladini & Farahbod, 2020).

Additionally, Tosta (1996) summarizes the positive sides of poetry as dealing with global themes such as love or sorrow, providing cultural and linguistic context, being easily memorized, and having some motivational elements. The strong and meaningful lines of poems encourage learners to be active learners and help them involve their thoughts and feelings in the language learning process (Aladini & Farahbod, 2020; Hanauer, 2004). The lines have the ability to create empathy with others, play the role of self-discovery, and enforce learners' creativity (Çubukçu, 2001; Iida, 2012). Another benefit of using poems is cultural enrichment. Poetry is highly dependent

Pros of using poetry

- Promoting various language skills
- Providing different perspectives on the use of rules for grammar, syntax, and vocabulary
- Presenting authentic language
- Encouraging latent learning
- Being aware of global themes
- Taking an active role in learning
- Creating interest
- Boosting motivation to study
- Developing empathy skills
- Enforcing learner creativity
- Gaining intercultural communication competence
- Creating a meaningful learning context for learners
- Making a learning environment more enjoyable and colorful

on cultural elements of language, and it not only facilitates learners' awareness of various cultures but also increases their perception of their own culture (Çetinavcı & Tütüniş, 2012; Hanuer, 2001; Hişmanoğlu, 2005; Kim, 2004; Rahman, 2018; VK & Savaedi, 2014). Unlike the traditional classrooms, poetry classes appeal a wide range of learners, provide language learners more freedom to express themselves in an anxiety free-atmosphere (Hanuer, 2004; Khansir, 2012; Nasr, 2001; VK & Savaedi, 2014)

Despite these positive outcomes and the evidence supporting the use of poetry in language learning, poetry is neglected and often is seen as a heavy burden in the language teaching domain. An objection to using poetry is support for the idea that poetry is not a suitable resource for teaching contemporary colloquial language and standard grammar (Rogers, 1985; Tomlinson, 1986; Widdowson, 1984). These authors believed that using poems might be problematic for language learners because poetic language often manipulates grammatical rules and deviates from standard norms of the target language (Brindley, 1980; Lazar, 1996; McKay, 1982; Tomlinson, 1986; Savvidou, 2004). In other words, poetry might reorganize syntax, invent new vocabularies, mix various registers, and create its own punctuation system. It might freely use archaic, elliptic, and metaphoric language by patterning sounds and ordering rhythms (Lazar, 1996). Because of poetry's sophisticated features, teaching and using poetry in classrooms is more complicated than that found with any other literary genre (Andrews, 1991). It should also be noted that "poetry is the genre most English teachers seem least comfortable with" (Lockward, 1994, p. 65). Lockward (1994) states that most teachers are not confident enough in their language skills to use a poem as a teaching tool, and they fear that their lack of confidence might result in students' boredom in class. As there are limited methodological guidelines for teaching language using

Cons of using poetry

- Non-standard forms of language
- Idiosyncratic language systems
- Archaic, elliptic, and metaphoric language
- Limited pedagogical knowledge
- Lack of teacher confidence
- Requiring much time and effort

poetry and even fewer training opportunities for teachers, language teachers often rely on trial-and-error techniques while using poems in their classrooms. Inappropriate selection of poems and ineffective methods of teaching language demotivate students to study the language and create negative attitudes toward using poetry (Aladini & Farahbod, 2020; Khatib, 2011). Therefore, teachers need to allocate enough time and provide enough effort to prepare for integrating poems into their teaching (Çetinavcı & Tütüniş, 2012; Kuru Gönen, 2018; Liao, 2018; McIlroy, 2013).

Despite these contrasting ideas, literature has extensively suggested that using poetry as a teaching aid in language classrooms has the potential to enrich the language teaching process and contribute to language learners' academic achievement. As long as educators carefully design their language courses and successfully use poetry to teach language skills, teaching language through poetry could be a valuable approach for students and a motivating resource for teachers.

PRACTICAL FOCUS ON USING POETRY IN LANGUAGE TEACHING

-
- What to do and what not to do while using poetry
 - How to select suitable poems
 - How to design lessons with poetry
 - Suggested activities
-

With a practical focus on using poetry in language classrooms, this section first offers some advice for language teachers on what to do and not to do while using poetry in the classroom. Then, it offers some criteria for selecting appropriate poems and suggests some key steps for designing language lessons with poems. Lastly, it suggests some sample activities across different levels for teachers.

What to Do and What Not to Do While Using Poetry

Most language teachers have developed mindsets about poetry and leave poems outside their language classrooms. These teachers share some traditional viewpoints, believing that poetry is one of the most sophisticated forms of literary genres with its linguistic and cultural vagueness, that it is written for native speakers, and that it does not suit students at all language (Ardeshir & Shirkani, 2015; Hanauer, 2012; Kuru Gönen, 2018; Lockward, 1994; Mittal, 2016). It is also quite natural for them to feel discomfort about using poetry and have a tendency to neglect poetry in language classrooms because of poor pedagogical knowledge and lack of analytical skills (Mittal, 2016). Acknowledging the challenges that face language teachers who use poetry in class, Lockward (1994) consulted the poets themselves to guide language teachers on what to do and what not to do with poetry as a teaching tool. The poets offered the following **To-Do List** for English language teachers who would like to integrate poetry into their classrooms (see for review, Lockward, 1994).

-
- Expose learners to wonderful language, not just to read but to listen to.
 - Allow time for learners to experience multiple oral readings of a poem.
 - Lead discussions to establish a personal relationship with a poem.
 - Teach contemporary poetry first and then go backward in time.
 - Teach poems you do not fully understand.
 - Teach poems that are accessible to learners.
 - Let learners sometimes choose their own poems.
 - Provide opportunities for students to write poetry.
-

In addition to this To-Do List, they ask language teachers to heed the following suggestions while using poetry:

- Do not tell a single interpretation of the poem to students.
- Do not use traditional kinds of tests for poetry.
- Do not be overly concerned with techniques, meters, and rhymes.
- Do not fit a poem into a historical period.
- Do not impose criticism on students too early.

It is noteworthy to focus on some criteria for selecting appropriate poems for language teaching in order to better implement the use of poetry in the classroom.

How to Select Suitable Poems?

Selecting suitable poems for language classrooms is considered a vitally important step toward successfully using poetry as a teaching tool. The key to success in using literature in language classrooms significantly rests on the selected works (Aladini & Farahbod, 2020; Lazar, 1996; McKay, 1982).

As for the criteria for selecting poems in language teaching, Tomlinson (1986) defined seven basic concepts for language teachers. These criteria are **universal appeal, surface simplicity, potential depth, affective potential, contemporary language, brevity, and potential for illustration**. According to Tomlinson (1986), universal appeal means consisting of global issues such as love, death, sorrow, age, marriage, and friendship.

Criteria for selecting poems

- Prefer poems that present universally appealing ideas
- Choose simple and understandable poems
- Keep in mind learners' interests
- Care about the poem's visual appearance
- Find contemporary poems
- Choose poems allowing creativity tasks
- Relate poems with course objectives
- Use poems that are short enough to be used in just one theme or lesson
- Consider learners' maturity level
- Use poems that are suitable in terms of cultural discourse

Surface simplicity is about being linguistically accessible for all learners. Potential depth addresses the meaning of poems. The affective potential is about expressing strong feelings and emotions for learners. Contemporary language refers to the presentation of a modern writing style and vocabulary. Brevity is about the length of poems, with the suggestion that short poems are safer for learners. Lastly, the potential for illustration addresses the visual appearance of poems. The complexity of poems can be the most significant problem for learners, and if they do not understand the meaning of a poem, they are easily lost in the activity. Therefore, selecting simple and readable poems with limited figurative and allusive language is an important issue in this scope (Aladini & Farahbod, 2020; McKay, 1982). Accordingly, the maturity level of learners is associated with cognitive thinking abilities and is another key consideration for the selection of a poem (Çetinavcı & Tütüniş, 2012). As with any other material, poems should be appropriate for the age, level of language, and interests of learners (Aladini & Farahbod, 2020; Kırkgöz, 2008). Another significant consideration in selecting poems is the association between the poetry and course objectives in the language course (McKay, 1982). Finally, the cultural elements of a poem should be taken into consideration in order to select relevant poems for learners in terms of their experiences and feelings (Kırkgöz, 2008).

Since well-chosen materials enrich the teaching environment, carefully selected poems appealing to the language learners' taste and the course objectives might boost the learners' intention to study the language and help them reap personal and linguistics gains.

How to Design Lessons with Poetry

As with any other lesson, language teachers should first consider the goals and objectives of the course before they integrate poetry into their lesson plans. They should carefully design the lesson based on the language proficiency levels of learners, the language focus, and the suggested curriculum of the course. To this end, the educators should suggest some tasks and activities, including supplemental

activities, as well as remediation if the activities are more difficult than expected for the class.

Within the literature, various frameworks address how to implement poetry in language teaching. Based on the theory of socio-constructivism, Cumming (2007) outlines five stages in designing poetry-based tasks. The first stage is “orientation,” which is about arousing interest, imagination, creativity, and emotion. The second stage is “elicitation/structuring,” which enables learners to engage with poetry. The third stage is “intervention/restructuring,” in which learners play with language. The fourth stage is “review,” which is about sharing ideas, and the fifth stage is “application,” which focuses on connecting poetry with home and school knowledge. In addition to this framework, Collie and Slater (2007) offered three simple steps to integrate poetry-based tasks in language teaching: a warm-up, the reading of a poem, and follow-up activities. In a recent specific framework, Kuru Gönen (2018) suggested six main steps: tune-in, basic comprehension, detailed analysis, cultivation, bridge, and reflection. Each step features a set of possible activities. For instance, in the tune-in step, the teacher activates a schema to lead learners into the poem and provides necessary background information through brainstorming, sharing an anecdote, or using slides.

Connecting these viewpoints, a basic **four-step framework** is offered for integrating poetry into language teachers’ lesson design with suggested activities.

First step: Warm-up/motivation. In the warm-up session, learners get an idea about the lesson and objectives of the course, discuss some open-ended questions, and familiarize themselves with some concepts presented in the poem. To arouse learners’ attention and break language-learning barriers, teachers can use visual materials, songs, or videos.

Second step: Presentation of the poem. As for the second step, carefully selected poems are presented for the learners. This step is highly important for engaging learners in the activities, so the poem should attract their attention. Teachers present the poem, highlighting key points and colorful slides. They also provide a handout bearing the written version of the poem or they read the poem aloud for learners as

a model. The learners do a variety of prediction exercises and answer some basic comprehension questions. If the poem is a song script, learners may listen to the song version in this step.

Third step: Internalization of the poem. In this step, learners internalize poems and make inferences through individual and group activities. They analyze underlying meanings in the poem and become aware of some specific language patterns. They understand metaphors and the theme or main idea of the poem. For internalization and to enhance understanding of the poem's theme, teachers use activities such as summary writing, discussion, creation of new titles or words, art activities, role-plays and game-based exercises.

Fourth step: Production of the poem. This step focuses on productive skill-based outcomes for language learners and enhances learners' higher thinking skills and creativity. Teachers encourage learners to compose a poem using targeted vocabulary, write a new version of the presented poem, and express their thoughts through activities such as drama, dialogue, or discussion. At this level, learners might connect the ideas in the poem with popular culture or produce poetry-inspired creations such as pictures, videos, scenarios, and collaborative works.

In order to combine theoretical knowledge with practical knowledge, three sample teaching activities are presented in this part. The activities outlined below are designed for three different skill levels, and similar activities might be developed with adaptations made to the steps of the sample tasks. They are planned on the basis of course hours in public state schools, and easy-to-access materials are offered in the design to ease the process of integrating poetry into language learning classrooms.

SUGGESTED ACTIVITIES

Activity 1: Teaching Adjectives

Level	Beginner
Age / Grade	7-8/ Second Grade
Duration	80 minutes – 2 course hours
Teaching Targets	to present some adjectives, to teach how they describe the animals via adjectives, to encourage learners on using adjectives in the target language
Target Words	“big” , “small”, “tall”, “short”, “fat”, “thin”, “fast”, “slow” (In this task, the names of some animals are also practiced.)
Teaching Materials	The poem “Who am I?”, picture handouts (matching activity, crossword and ordering pictures), visual materials (animal figures, animal puppets/masks), a song or video on adjectives, (Suggested video: Adjectives and how to describe animals on https://www.youtube.com/)
Lesson Plan	1 Step: (Warm-up/Motivation): Teacher firstly starts the lesson with some puppets and masks of animals. S/he indicates physical appearance of them as using these visual materials. Then, the teacher goes on the lesson with a video on adjectives and students try to guess the topic. 2 Step: (Presentation): The teacher reads the poem “Who am I?” aloud and s/he shows some pictures for each line of the poem to make adjectives visual for learners. Then the poem is delivered to students and adjectives are written bold or colorful to catch their attention on target words. 3 Step: (Internalization): Students read the poem and act-out adjectives as imitating animals as considering the poem. They try to memorize the poem as matching the pictures delivered by teacher. They complete a crossword activity on target words. 4 Step: (Production): The teacher provides some extra pictures including target adjectives. Students work in pairs or in groups on chosen pictures to create a poem. They are encouraged to talk about their products.
Assessment	The teacher checks written poems at the end of the course to assess their knowledge on the use of target adjectives.
Assignment/Homework	Students can visualize students' poem and draw a picture related the poem or recite the poem.

Activity 2: Teaching Daily Routines

Level	Elementary
Age / Grade	10-11 / Fifth Grade
Duration	80 minutes – 2 course hours
Teaching Targets	To present vocabulary items on daily routines, to make practice on simple present tense using words for daily routines, to motivate learners on making sentences in the basic form in the target language.
Target Words	“wake up”, “brush your teeth”, “have breakfast/lunch/dinner”, “go to school”, “do homework”, “take a shower”, “go to bed”, “sleep”
Teaching Materials	The poem “This is my Day?”, Handouts for matching, fill in the blanks and ordering, visual materials, a song on daily routines. (Suggested song: Wake up! Daily routines song for kids on https://www.youtube.com/ ; Suggested poem for the lesson: My daily routine on https://www.eslprintables.com/)
Lesson plan	1 Step: (Warm-up/Motivation): Teacher starts the lesson with a song on daily routines (s/he can show some real photos from his/her own life) and students try to guess the topic. 2 Step: (Presentation): The teacher gives a handout for a poem and s/he reads the poem aloud and shows some pictures for each line of the poem to make verbs more meaningful for students. 3 Step: (Internalization): Students try to internalize verbs given in the poem as completing handouts based on matching and fill in the gaps in the lines of the poem. They make a group work activity to design a drama for daily routines stated in the poem. 4 Step: (Production): The teacher wants students to write a song on their own daily routines. They create their own poems in rhythm and read them aloud at the end of the activity.
Assessment	The teacher evaluates students’ internalization as designing a group-work activity based on performing their daily routines in the poem.
Assignment/ Homework	Students can do a few interviews and prepare a presentation about their friends/family members’ daily routines.

Activity 3: Teaching Present Perfect Tense

Level	Pre-intermediate
Age / Grade	14-15 / Ninth Grade
Duration	80 minutes – 2 course hours
Teaching Targets	To present basic grammar structures on the use of perfect tense, to practice on verbs using as perfect tense, to encourage learners to use perfect tense in the target language.
Target Words	“ever”, “never”, “yet”, “since”, “for”, “until”, “already”, “just”
Teaching Materials	The poem “Have You Ever Been....?”, Sentence completion/ puzzle/ Info-gap handouts, Visual materials, A video on perfect tense (Suggested videos: Present Perfect Song, Present Perfect with songs, Present Perfect examples in songs on https://youtube.com/)
Lesson plan	1 Step: (Warm-up/Motivation): Teacher starts the lesson with a video that is about the sample popular songs in which perfect tense is used and firstly students listen to the songs and they try to guess the different tense for them and then learners try to guess the topic via video. 2 Step: (Presentation): The teacher gives a poem in which sample sentences are stated for present perfect tense and reads the poem aloud. S/he asks learners to read the poem silently. 3 Step: (Internalization): Students try to guess the main idea or theme of the poem with discussion. They try to express their ideas on some metaphors given in the poem. Then, the teacher introduces running dictation activity and divides the class into groups. Students practice the poem with running dictation. Last, they write a very brief summary of the poem. 4 Step: (Production): The teacher wants students to complete the gaps in lines of the poem with their own alternative words. They create a new poem.
Assessment	The teacher evaluates students’ knowledge on the use of perfect tense via a discussion panel on being abroad specifically designed for the topic. Checklist/criteria can be used to assess learners objectively.
Assignment/ Homework	Students can compose a two- or three-stanza poem with some metaphors and given words as using perfect tense.

CONCLUSION

This chapter discussed the use of poetry as a teaching resource in language classrooms. First, the pros and cons of poetry in the classroom were presented, then, tips were provided on what to do and what not to do when designing poetry lessons. Suggestions were offered for how to select appropriate poems, design detailed lesson plan components, and present sample teaching activities for different proficiency levels. Considering the theoretical and practical knowledge available in this unit, language teachers who devote attention to poetry in their classrooms will benefit significantly from this authentic tool. Teachers should let their students practice freely and study the language through various poetry-related activities that expose them to both literal and figurative language as a way to master language proficiency. As long as teachers believe in the power of literary genres and integrate them when necessary, success is inevitable for their students. Poetry is just one of those genres that offer great potential for significant gains among learners.

CHAPTER SUMMARY IN FIVE SENTENCES

1. Thanks to its broad presence and wide popularity, poetry is one of the most common literary genres in human life and may be used as an authentic resource in various disciplines to provide messages, convey deep meanings, and teach specific concepts.
2. As long as educators carefully design their language courses and successfully use poetry to teach language skills, teaching language through poetry could be a valuable approach for students and a motivating resource for teachers.
3. Since well-chosen materials enrich the teaching environment, carefully selected poems appealing to the language learners' taste and the course objectives might boost the learners' intention to study the language and help them reap personal and linguistics gains.
4. To generalize the ideas on the use of poetry in class, a basic four-step framework (i.e., warm-up/motivation, presentation, internalization and production) is offered for integrating poetry into language teachers' lesson design.
5. As long as teachers believe in the power of literary genres and integrate them when necessary, success is inevitable for their students. Poetry is just one of those genres that offer great potential for significant gains among learners.

BIODATA

Ali Dincer is an assistant professor in the Department of English Language Teaching at Erzincan Binali Yıldırım University, Erzincan, Turkey. He also serves as the Head of Foreign Language Education and Editor-in-chief of Erzincan University Journal of Education Faculty. His primary research interests mainly focus on psychological factors in language teaching, language learning motivation, and autonomous language learning.

Hatice Kübra Koç is an assistant professor in the Department of English Language Teaching at Erzincan Binali Yıldırım University, Erzincan, Turkey. She got her MA and PhD degrees from Gazi University, Ankara, Turkey. Her research centers on teaching English to young learners and teaching English through literature.

References

- Akyel, A. (1995). Stylistic analysis of poetry: A perspective from an initial training course in TEFL. *TESL Canada Journal*, 13(1), 63-73.
- Aladini, F., & Farahbod, F. (2020). Using a unique and long forgotten authentic material in the EFL/ESL classroom: Poetry. *Theory and Practice in Language Studies*, 10(1), 83-90.
- Al Azri, R. H., & Al-Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International Journal of Scientific & Technology Research*, 3(10), 249-254.
- Andrews, R. (1991). *The problem with poetry*. Milton Keynes, UK: Open University.
- Ardeshir, D., & Shirkhani, S. (2015). Students' attitudes towards the use of poetry in second language classrooms. *i-manager's Journal on English Language Teaching*, 5(2), 28-33.
- Brindley, D. J. (1980, August). *Breaking the poetry barrier: Towards understanding and enjoying poetry*. Paper presented at the Third Annual Meeting of the International Conference on the Teaching of English. Sydney, Australia. ERIC Document: ED198542
- Coleridge, S. T. (1835). *Specimens of the Table Talk of the late Samuel Taylor Coleridge*. (Vol. 1). US: Harper & Brothers.
- Collie, J., & Slater, S. (2007). *Literature in the language classroom: A resource book of ideas and activities* (21th Ed.). Cambridge, UK: Cambridge University.
- Collins COBUILD. (n.d.). *Collins COBUILD advanced English dictionary*. HarperCollins Publishers. Retrieved from <https://www.collinsdictionary.com/dictionary/english/poem>
- Cumming, R. (2007). Language play in the classroom: Encouraging children's intuitive creativity with words through poetry. *Literacy*, 41(2), 93-101.
- Çetinavcı, U. R., & Tütüniş, B. (2012). Making use of poems to teach English. *The Journal of Language Teaching and Learning*, 2(2), 75-88.
- Çubukçu, F. (2001). Use of poetry for EFL purposes. *Buca Eğitim Fakültesi Dergisi*, 13, 85-92.
- Finch, A. (2003). Using poems to teach English. *English Language Teaching*, 15(2), 29-45.
- Hanauer, D. (2001). The task of poetry reading and second language learning. *Applied Linguistics*, 22(3), 295-323.

- Hanauer, D. (2004). *Poetry and the meaning of life*. Toronto, CA: Pippin.
- Hanauer, D. (2012). Meaningful literacy: Writing poetry in the language classroom. *Language Teaching*, 45(1), 105-115.
- Heath, S. B. (1996). Re-creating literature in the ESL classroom. *TESOL Quarterly*, 30(4), 776-779.
- Hess, N. (2003). Real language through poetry: A formula for meaning making. *ELT Journal*, 57(1), 19-25.
- Hunter, L. P. (2002). Poetry as an aesthetic expression for nursing: A review. *Journal of Advanced Nursing*, 40(2), 141-148.
- Hişmanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies*, 1(1), 53-66.
- Iida, A. (2012). Writing haiku in a second language: Perceptions, attitudes, and emotions of second language learners. *Sino-US English Teaching*, 9(9), 1472-1485.
- Khansir, A. A. (2012). Teaching poetry in the ELT classroom. *International Review of Social Sciences and Humanities*, 3(1), 241-245.
- Khatib, M. (2011). A new approach to teaching English poetry to EFL students. *Journal of English Teaching and Research*, 2(1), 164-169.
- Kırkgöz, Y. (2008). Using poetry as a model for creating English poems. *Journal of Language and Linguistic Studies*, 4(2), 94-106.
- Kırkgöz, Y. (2014). Exploring poems to promote language learners' creative writing. *Social and Behavioral Sciences*, 158, 394-401.
- Kim, M. (2004). Literature discussions in adult L2 learning. *Language and Education*, 18(2), 145-166.
- Kuru Gönen, S. I. (2018). Implementing poetry in the language class: A poetry-teaching framework for prospective English language teachers. *Advances in Language and Literary Studies*, 9(5), 28-42.
- Kusmana, S., Wilsa, J., & Astiwati, A. (2020). Development of poetry teaching materials based on creative process. *International Journal of Indonesian Education and Teaching*, 4(1), 155-167.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd Ed.). Oxford: Oxford University.
- Lazar, G. (1996). Exploring literary texts with the language learner. *TESOL Quarterly*, 30(4), 773-775.

- Liao, F. Y. (2018). Prospective ESL/EFL teachers' perceptions towards writing poetry in a second language: Difficulty, value, emotion, and attitude. *Eurasian Journal of Applied Linguistics*, 4(1), 1-16.
- Llach, P. A. (2007). Teaching language through literature: The Waste Land in the ESL classroom. *Odisea*, 8, 7-17.
- Lockward, D. (1994). Poets on teaching poetry. *The English Journal*, 83(5), 65-70.
- Maley, A., & Duff, A. (1989). *The inward ear: Poetry in the language classroom. Cambridge handbooks for language teachers*. Cambridge, UK: Cambridge University.
- McIlroy, T. (2013). What teachers talk about when they talk about poetry: Discussing literary texts in the university EFL context. *The Journal of Literature in Language Teaching*, 2, 26-31.
- McKay, S. (1982). Literature in the EFL classroom. *TESOL Quarterly*, 16(4), 529-537.
- Mittal, R. (2016). Poetry is language at its most distilled and powerful: Bringing poetry in language classes can make language understanding and communication skills better. *Linguistics and Literature Studies*, 4(1), 52-56.
- Nasr, N. (2001). The use of poetry in TEFL: Literature in the new Lebanese curriculum. *CAUCE, Revista de Filología y su Didáctica*, 24, 345-363.
- Rahman, F. (2018). Teaching English through poem. *English and Literature Journal*, 5(2), 173-182.
- Ramsaran, S. (1983). Poetry in the language classroom. *ELT Journal*, 37(1), 36-43.
- Rogers, W. C. (1985). Teaching for poetic thought. *The Reading Teacher*, 39(3), 296-300.
- Saraç, H. S. (2003). *A suggested syllabus for the teaching of poetry course in ELT departments of Turkey* (Unpublished master's thesis). Hacettepe University, Ankara.
- Savvidou, C. (2004). An integrated approach to teaching literature in the EFL classroom. *The Internet TESL Journal*, 10(12). Retrieved from <http://iteslj.org/Techniques/Savvidou-Literature>
- Susikaran, R. S. A. (2013). Teaching grammar with playful poems. *International Journal on Studies in English Language and Literature (IJSELL)*, 1(4), 17-21.
- Tomlinson, B. (1986). Using poetry with mixed ability language classes. *ELT Journal*, 40(1), 33-41.
- Tosta, A. (1996). Poetry? It's worth a try. *Forum*, 34(3), 62-64.

- Tunçarslan, H. K. (2013). *Teaching English to very young learners aged 3-4 years old via short stories and a suggested syllabus* (Unpublished master's thesis). Gazi University, Ankara.
- VK, P., & Savaedi, S. Y. (2014). Teaching poetry in autonomous ELT classes. *Social and Behavioral Sciences*, 98, 1919-1925.
- Widdowson, H. G. (1984). The deviant language of poetry. In C. J. Brumfit (Ed.), *Teaching literature overseas: Language-based approaches* (pp. 7-16). Oxford, UK: Pergamon.
- Wysocka, M. S. (2019). Poetry in teaching grammar to the advanced users of Polish as a FL. *Theory and Practice of Second Language Acquisition*, 5(1), 55-72.