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A Suggested Responding Approach for Teaching Poetry to Junior English Students at the IUG

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Dedication

To the souls of my father and my mother ,

to my brothers and sisters,

to my beloved wife and two sons, Mohammed and Muhanad.

ACKNOWLEDGMENT

Acknowledgement

All praise to Allah, the one to whom all dignity, honor, and glory are due, the Unique with perfect attributes, who begets not, nor is He begotten. He has no equal but He is the Almighty Omnipotent. Peace and blessing of Allah be upon all the prophets and messengers, especially on Mohammed, the last of the prophets and on all who follow him in righteousness until the Day of Judgment. All praise is to Allah for enabling me to write this research . As prophet Mohammed , peace be upon him, said, "He who is thankless to people, is thankless to God."

My appreciation and respect first must go to my dear father and mother whose prayers helped and supported me to carry out this work.

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ABSTRACT

A Suggested Approach for Responding to poetry at the IUG, Junior English Students

This dissertation introduces a suggested approach to teaching poetry. It consists of Five chapters. Chapter One involves an introduction for the study in which the researcher writes about present reality of English language teaching in the Gaza strip , modern attitudes towards teaching English, poetry teaching in our universities and an alternative technique for teaching poetry. After that, statement of the problem is given. This is followed with the questions of the study, definition of terms and the limitations of the study. Shortcomings comes at the end of the chapter. Chapter two begins with the theoretical framework for the suggested approach; a review of the previous studies follows. The review is divided into two sections: overview of literature usage in language teaching process and Review of using reader response in teaching literary works. Chapter Three is the methodology of the study. In the methodology, the researcher writes about the population and the sample of the study, used tools, and the procedures. The sample of the study is (39) female students who are enrolled to 2006/2007 summer course. Concerning the tools, the researcher uses two tools in this study: a checklist of Content Elements and a checklist of Technical Skills. Finally, this chapter ends with an analysis of the findings of the study which shows that:

- Overall availability of Content items in learners' responses is (77.4%) and the percents of their presence vary between (53.58% - 94.78%).

- Overall availability of technical items in learners' responses is (59.46%) and the availability rates of grammar, punctuation, and writing skills vary between (76.56%), (52.95%) and (42.56%) respectively.

- Statistical difference related to some contents items are found between pre and the post experiment in learners' responses. Furthermore, differences are

found in the checklist as whole. These differences are in favor of post experiment. However, no statistical differences are found in the others.

- Statistical differences related to the technical items are found between the pre and the post experiment in grammar, punctuation, writing skills and in the checklist as whole. These differences are in favor of post experiment

Chapter Four is devoted to introducing the approach. It consists of three pillar: eclectic use of the theories of criticism, making use of the approaches for teaching literature and using an effective teaching aid or technique which helps achieve the goal of the lesson. In the light of that, the researcher sheds light on some of the theories and approaches from which the suggested approach emerges. In this part, the researcher introduces the assumptions of the theories that intersect with reader response theory and the assumptions of literature approaches. This is followed with the importance of eclectic use of theories and approaches. After that, a delineation of the checklist items is made. Finally, rational behind involving each item in the checklist is made. In chapter five, the researcher applies emerging approach on Cecil Harrison's poem" The War is Never Over". The application of the approach is performed to prove the replicability of the approach. During that application another technique is used. Next, in the light of the study, the researcher introduces recommendations for: learners, teachers, the university system and further studies.

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Introduction

1.1 Background of the Study

Teaching English language in our schools and universities, in many cases, is mainly for making our learners aware of English language grammar. It is looked at it as a single process where learners are supposed to know about, or at most, to study by heart the material presented to them in the syllabus. Language teaching is rather an integrated process; it should help students acquire or develop the other language skills. Language teaching is a process during which students' competences are developed through integrating learners' acquired skills. Each language skill should help develop the other skills, or should help learn other skills that the learner has not acquired yet. For example, teaching reading should help learners develop their writing, speaking skills or both of them. In another field, Learners should not learn the grammar of the language in order to be aware of its grammar, but they should use it to understand things that they study, communicate with others, comprehend others' thoughts and ideas, and express their thoughts.

In this sense, the researcher would like to refer to the effect of poetry in developing learners' language skills. Poetry learning does not take place within a single step but it involves various steps. While learning poetry , learners interact with authentic material, discover others' thoughts, feeling, culture or history, and have chance to

express their thoughts, feelings and opinions. During all of that, learners have the chance to read, to listen, to speak and to write and this will have an effect on their language skills and have the chance to develop others. By doing that, they practise the acquired skills and have the chance to develop others. Therefore, the researcher would like to say that the better language skills are fostered, the better comprehension and communication take place.

The researcher in this chapter attempts to reflects on learning English through poetry teaching and to explore the reality of teaching English language in general. Response to reading is one of the advantageous techniques that involves integrating learners skills. This aims to involve more than one skill during the learning process. For instance, learners employ their acquired skills of reading poetry during their reading of a poem, and then they practise writing. It is not only that, but they can listen to each other presenting their writing.

Various writers write about the advantages of integrating language skills during teaching and learning process. For example, Roger (2000:1) states:

> Being able to read and write brings great benefits. Reading and writing are justifiably referred to as central parts of the "basic" and these basics are the tools for further learning. Writing helps to bring permanence and completeness to communication. These qualities give literacy certain advantage over oracy for communicating across space and time. Literacy is also widely seen as promoting valuable ways for thinking about and of understanding the world and ourselves. As a sequence, our ability to write can form a central part of our educational self-image. This self-image will be further driven by confidence in being able to communicate with anyone we please, when we choose and whenever they are.

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In addition to what has been said above about integrating reading into writing skills, El –koumy (2004:14) refers to the importance of integrating other skills like listening and speaking. EL koumy refers to modernity and the advantages of whole-language approach in teaching process. Referring to the language approach as a whole, the author focuses on many issues among which is the importance of integrating language skills during language teaching process. About the whole-language approach, El Koumy states that:

> The evolution of this approach was, to a large extent, a revolt against the skills-based approach. The basic principles underlying this approach are the following: (1) The whole is more than the sum of its parts; (2) Language learning is a social process; (3) Learning is student-centered and process-oriented; (4) Language learning involves relating new information to prior knowledge; (5) Oral and written language are acquired simultaneously and have reciprocal effect on each other; and (6) Students' errors are signals of progress in language learning...whole-language theoreticians claim that all aspects of language interrelate and intertwine. They further claim that students should be given the opportunity to simultaneously use all language arts (listening, speaking, reading, and writing) in meaningful, functional, and cooperative activities.

The researcher would like to sum up this part by restating a fact that the more the acquired skills are involved during the teaching process, the better these skills are fostered and developed, and this would help develop learners' competence.

No doubt, that integration of skills can not be done haphazardly, but there are methodologies, approaches and techniques which would help guide that act of integration. In fact, there are many methodologies, approaches and techniques for teaching English language. Obviously, the target of those methodologies,

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approaches and techniques is to help learners acquire and develop their language skills. The majority of them are fruitful; however, some of them are more fruitful than others. Believing in the role of poetry in attaining such integration, the researcher would like to shed light on the use of literature in the English teaching process. One of the attitudes for teaching English language is using poetry, which many writers assert its effectiveness. Smart (2005:2) stresses the advantage of using poetry in language learning when he says:

> I like to bring poetry into the classroom because I believe that it is important and motivating for students to work with authentic texts. I find that poems work well because it is possible to work with a whole text, and sometimes with more than one poem in the same lesson. This can be done successfully at any post-beginner level, so long as the poems are selected with care and with the needs, interests and language level of the students in mind. Through their reading of poetry, students can deepen their understanding of British contemporary culture. I am an English language specialist, not a literature teacher, and you will find that you will easily be able to adapt your favorite reading and listening activities if you want to bring a bit of real emotion and poetry into your classroom.

Furthermore, Habeeb (1994:12), in his M. A. thesis, talks about more empirical aspect of using poetry in the teaching process. He also emphasizes Smart's view of poetry usage in classrooms. Habeeb states:

> When learning literature, students are located in an interactional situation where they intensively use language. Reading literature also sustains individual growth and reinforces the students' abilities of reading, appreciating and giving judgment.

The previous two attitudes towards English language learning, especially through teaching poetry, are examples of those attitudes that are being sought so far to add

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something more creative in teaching poetry and developing English language skills. They do not only set examples of the effect of poetry in teaching process but also stress its effect in developing learners' higher skills. The two studies refer to poetry's role in developing learners, language skills by analyzing and interpreting "with high degree of awareness of the interface of language and literature.

On the other hand, learning is not a single process. It is always accompanied with teaching methods, techniques and approaches on the part of the teacher. However, some of the methods, techniques and approaches are more effective than the others. Regarding language teaching, there are some which encourage that the teacher plays a minor role which could be monitoring, guiding, observing or providing consultation on the acts of the learners. However, the learner plays the major role. The communicative approach is one of these approaches. Teachers in communicative classrooms find themselves talking less and listening more but they are active facilitatoe of their students' learning. Usually, the teacher creates the exercise, and the teacher monitor the studetns' acts and provide guidance and support as the students' performance is the goal. Unlike other approaches such as: the Audioligual approach which relies on repetition and drills, the Reading approach which emphsises the importance of grammar over any other asepcts or the Silnet way approach which focus on creating simple linguistic situations that remain under the complete control of the teacher to pass on to the learners which they use to describe an object or an action,the communicative approach helps

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develop learners' perfomances. In fact, it encourages studetns' performance beyond the classroom excercise. Students' motivation to learn comes from their desire to communicate   meaningfully outside the classroom. No doubt, that an active role that the learer plasy has its positive impact on the learner performance   and in developing his / her competences. However, the passive role that the learenr's play in other approaches would not help develop learners' performance. Our talk about langauge teaching approaches leads us to talk about poetry teaching approaches.

The fact is that poetry teaching approaches, methods or techniques that are often used in our universities in the Gaza Strip are to great extent traditional. For a great deal, those teachers neglect the role of the learners in the process of interpretation; students are mostly asked to read and to adopt the interpretations of famous writers and critics or to discover the rhetorical element that the text implies. On other occasions, teaching focuses on reading about the setting of the text, and then giving literal meaning of the lines at hand. On a few occasions, students are asked to practice stating their own interpretations of what they read. Habeeb (1994:17) depicts a picture of the situation in his thesis _An eclectic use of approaches to teaching poetry_. Habeeb states that "poetry teaching in our university, in most cases, is teaching-centered". He also states that "students are rarely indulged in any interactive teaching process".

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The depiction which is presented by Habeeb presents two teaching forms. The first one is that that the teacher spends a long time speaking about the characteristics of poetry in a given period with detailed reference to historical background and autobiographical information. While learners' concern is to jot down any piece of information that help them understand the poem. The second form is that students are usually given the poem for a week in advance to comment on. Doing so, students are faced with a text written in a language transcending the mere syntactic structure to metalangauge issues. They can do nothing but look for books which are neither available nor recommended or look for any one who would help them paraphrase the poem in order to have something to say in the class.

In fact, the previously stated picture does not help develop learners' interpretation competences nor does it develop their skills, but they keep learners at a very low level of competence where teaching process focuses only on the syntactic and metalanguage issues or on paraphrasing the text. Moreover, this does not help learners interact with the text. Setting myself as an example of the way I was taught by during my BA study at a local university, I would like to state that the first previously mentioned technique is the one that is mostly used by nearly all teachers who taught me every course of literature, especially poetry. Therefore, I would like to assert the inconvenience of that technique in developing either language or poetry study competence. However, what is needed is teaching approaches that help learners develop their interpretative competences and help develop their skills.

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On the other hand, nowadays there are some teachers who follow other approaches that depend on some theories of criticism such as: post-structuralism, historicism and feminism. These value the learners' role in the interpretation process. Teachers using these approaches think that learners should play the main role in creating the meaning of the text rather than depending on already made writings. Reader response focuses on the act of reading; the students are given the freedom to respond to poetry in their own ways.

Responding to poetry, therefore, is one of those teaching approaches. During response, a learner plays a crucial role during his/her learning and teaching process that the teacher creates. The learner interacts with and reacts to what she / he reads. Responding to poetry is found by many of its proponents a very fruitful technique in teaching poetry, and by and large, in developing language skills. It is also believed that learners acts of responding would help develop their critical reading and critical thinking.

However, the researcher would like to assert here that not a single methodological approach or technique is absolutely the best. He thinks that there are some techniques and approaches which are more effective and fruitful than others. In this sense the researcher states that the positive effect that a technique or an approach leaves on learners can be a valued criterion for our judgment for or against any technique or approach. The approach which helps develop learners' interpretation

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competence is the approach which is more effective than the others.

To sum up, in the Gaza Strip, there are two major approaches of teaching poetry. It is clear that those approaches differ in the way they invite readers and teachers deal with literature during teaching process. One is mostly used by our university teachers; it discourages learners' active role during teaching process. Following this approach, the teachers look at learners as recipients of knowledge. However, the approach the researcher would like to suggest, encourages the learners' active role. It encourages the learners active involvement with what he/she reads. The fruitfulness of the students' engagement in literature is assured by many writers and scholars such as: Cummins (1997), Gonzalez (1998), Short (1990), Hwang (2001), Heldenbrand (2003),Chauhan (2004), Hansen (2004), Lin (2000). The researcher thinks that there is a need to develop an approach which helps our students respond to literature. The hope is that this approach will help in activating students' involvement during poetry teaching.

It is crucial to state here that there is little research which tackles teaching literature in Gaza universities. Keshta (2000) did a research entitled: Alternative Approaches For Teaching English Literature To Undergraduate Students In Gaza Strip "; El-Berum, (1999) did another research entitled: Studying the modern English Novel. In addition, there is only one research which is carried out by Habeeb (1994) that tackles teaching poetry. Habeeb's M.A. thesis presented an eclectic use of

approaches to teaching poetry. Habeeb's thesis is a perspective about teaching poetry. However, this thesis suggests a different approach for responding to poetry, an approach which can be used in teaching English poetry.

1.2 Statement of the Problem

Response to poetry is something problematic for university students in the Gaza Strip. Many are unfamiliar with the advantage of using response in poetry teaching. Since the effect of using response on developing the learners' critical reading of poetry has not been studied in any of the academic institutions in the Gaza Strip, this study seeks to shed-light on the effect of using a guided reader response teaching technique in developing the students' responses to poetry. Accordingly, the main question of the study is concerned with the *effectiveness of the suggested approach to teaching poetry to junior English students at the IUG*

1.3 Purposes

The study aims at the following:

1. To show the importance of response to poetry in integrating the skills of English language.

2. To reveal the effect of poetry learning on developing language skills.

3. To show the nature of literary response to poetry.

4. To help students and instructors become aware of the elements comprising literary response.

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5. To help develop the students' literary response to poetry.

6. To suggest a framework for responding to any given poem.

1.4 Research Questions

To achieve the purposes of the study, the researcher will answer the following questions:

1. To what extent are content items available in learners' responses?

2. To what extent are technical items available in learners' responses?

3. To what extent do learners' responses contents differ between pre and post text reading?

4. To what extent are learners' responses technically different between pre and post text reading responses are different?

5. To what extent does the Responding approach affect the performance of the students at the critical level?

6. To what extent does the Responding approach affect the performance of the students at the linguistic level?

1.5 Hypothesis of the Study

1. There are no content statistically significant differences at ($\alpha \leq 0.05$) level among learners' performances before and after the experiment.

2. There are no technical statistically significant differences at ($\alpha \leq 0.05$) level among learners' performances before and after the experiment.

1.6 Definition of Terms

The following operational terms are used in the study

Reader Response: is the act of reading and then stating meaning of the text at hand. This response should be out of learner's understanding accompanied with

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his/her feeling and experience. Furthermore, the given meaning should be rooted in the text (functional definition). The researcher adopts this functional definition.

Teaching Techniques*:* are a number of steps or procedures that are carried out by teachers to achieve a goal or a number of goals. (functional definition)

Suggested: *Merriam-Webster online dictionary* defines it as to present as worthy of acceptance or trial.

Suggested Framework*:* is a systematic group of guidelines that may lead to the construction of a written critique which gives an acceptable interpretation of a literary work.

A Language Learning Technique: is a particular strategy or procedure used to accomplish a particular objective.

Approach: approaches are teaching philosophies that can be interpreted and applied to various activities.

1.7 Limitation of the Study

The study is carried out at the Islamic University, the Gaza Strip. It is performed on 39 English language major female students who are enrolled in the Summer Semester 2006-2007 at I.U.G. These students are having poetry as a study course. For the number of the students in the population is small, the whole population is selected as the sample of the study.

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1.8 Shortcomings

"To err is human" counting on this, it is fruitful to note in this part of the research that there are a number of shortages which are summarized as follow:

(1) The study is carried on only (39) female students. No doubt, the presence of the other gender, male, would add further effective dimension to the study.

(2) Reliability through person is measured with reference to a person. It should have been done through reference to a person.

(3) The lack of resources such as books, magazines and journals is one of the major problems that faced the researcher.

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II

Theoretical Framework

Review of Related Literature

2.1 Theoretical Framework for the Suggested Approach

According to Cater and Long (1991:3):

> The study of literature involves a considerable package of critical concepts, literary conventions and metalanguage and the requirement is often that students should show an ability to use such terms and concepts in talking and writing about literature.

Since EFL learners are mostly not up to this needed proficiency, it is much more likely they show less productivity because anxiety level is high. It is difficult for EFL learners to analyze, synthesis and interpret the text referring to literary conventions by themselves, especially in the early learning stages. As a result, the researcher thinks that reducing the level of anxiety through suggesting an approach for responding to poetry would help develop learner's engagement with the text. It would also help engage learners with the text. When it comes to poetry, in many cases, EFL face a lot of difficulties in studying it. These difficulties are various. That might be difficulties in their linguistic approach of the text, in comprehending the text or both. In such cases, it is not only a difficulty in writing they face but also a difficulty in discovering the text. The researcher would like to say here that the suggested approach would help learners explore the aspects of the text following determined objectives. The suggested approach would provide the imaginative academic space that learners would fly within while creating his/her response.

Thus, this approach offers foreign language learners the opportunity to develop not only their language skills but also their level of creativity.

Many authors refer to the use of reader response as a technique in teaching literature to the Constructivists. However, the Constructivists differ in their assumptions. They believe that readers can make meaning of the text where he/she reads through creating meaning by relating the text to various factors. For example, Poststructuralists think that the origin of the work lies not in the mind of the author but in the entire complex network of signification from which the author produces a text. Psychoanalytic criticism treats characters as if they were real people; they depend on Frued's theory of psychoanalysis. New Historicism, on the other hand, looks at literature as part of a larger cultural movement, and the historicists study literature in the context of social, political and cultural history. However, other approaches adopted by New Critics or the Formalists represent the opposite side. They emphasize the study of the text structure which help in return, according to the New Critics and Formalists, discover the meaning of the text which is looked at as something autonomous. In this regard Beach (2003:138) best explains the fundamentals of the New Critics' beliefs, which represents the opposite side of poetry reading. He argues:

> Though each of the New Critics pursued a somewhat different set of ideas about poetry, the fundamental nature of their inquiry followed similar lines. In general, the argument of New Criticism was that the most successful works of literature displayed an "organic unity" which could best be

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discovered through an understanding of their words, images, figures of speech, and symbols…According to the New Critics, the primary focus of the reader should be on a poem's verbal construction, and especially on its use of such elements as "tension," "irony," and "paradox" in achieving an equilibrium of opposed forces.

Furthermore, New Critics stress close attention to the internal characteristics of the text itself; however, they discourage the use of external evidence to explain the work. Beach (2003:138) comments on this saying: " New Criticism was highly successful in training a generation of readers in the methods of close literary analysis " The method of New Criticism is foremost a close reading, concentrating on such formal aspects as rhythm, meter, theme, imagery, metaphor, etc. The interpretation of a text shows that these aspects serve to support the structure of meaning within the text. Stating those factors for interpreting any literary text, they are stating rigid and firm criteria for interpreting any literary work. That also makes them, the New Critics, less subject to impressionistic criticism, which is risked as being shallow and arbitrary.

The aforesaid theories assume various teaching approaches of literature which differ according to the stated objectives of our teaching. Most of those techniques are fruitful; however, there are some which are more effective than others . Some of those techniques much value the role of the teacher and ready made interpretation of a literary work over the role of the learners. In this sense, the role of the learner is to discover the structure or the meaning of the text. However, there are other techniques which value the role of the learners over ready   made

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interpretations and over what the teacher might tell his/ her learners. Reader response is one of those techniques that value the learners' role in interpreting the text they study.

This act of interpreting the text through reader response is tackled by Totten (1998:30). According to Totten, the role of the reader is dynamic. Totten asserts:

> Each reader comes to a piece of literature with a rich background of worldly experience and a broad knowledge base in different subjects. That simply means that most, if not all, readers will likely have unique insights into a piece of literature. That goes counter, of course, to those who perceive literary works as having a single, "correct" meaning or that the only "true" way to understand a literary work is by studying its symbolic structure, motifs, and language.

In addition to the previously mentioned features of the learner's response Mora and Welch (2000) points at the expected outcome of using reader response in the teaching process; they state:

> Students in reader-response-based classrooms read more and make richer personal connections with texts than students using more traditional methods. They tend to be more tolerant of multiple interpretations, and because they learn techniques that help them recognize the ways in which their own arguments are formed, they are better equipped to examine the arguments of others. In short, reader response helps students to become better critical readers.

Beard (2000:103-105), furthermore, writes about the effect of reading and responding to literature and its role in developing creative imaginative side of learners. About this he states:

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Yet imaginative content provides an important aspect of the content of what is written about… Fiction has the immense biological significance of allowing behavior to follow plans removed from, though sometimes related in subtle ways to, world events. We respond not merely to what happens, but also to what might happen. Other writers have argued that imaginative reading, especially of myths, legends, and fairy tales, helps to promote the imaginative mind… But, when the content of writing is considered, there are many gains from going beyond real-life context to the inner world of imagination. Literature, in particular, feeds the imagination in subtle ways that are sometimes evident in the structure and the theme of what a learner writes.

Besides, the proponents of reader response highlight constructive nature of reader response; they look at it as a constructive and dynamic process. In order to appreciate the constructive nature of the learning process, it is fruitful to look at the constructive process of literature interpretation depicted by Kelly (1963:92)

A constructive process as evolving through a series of phases that involve the emotions as well as the intellect. At the first encounter with a new experience or idea, the typical person is confused and anxious. This state of uncertainty increases until the person reaches a threshold of choice, where the quest to find meaning is either abandoned or a hypothesis is formed, that moves the process along to confirm or reject the new construct.

Moreover, when is comes to poetry, reader response has profound impact on how students view texts and on how they see their role as readers. Rather than relying on a teacher or a critic to give them single standard interpretation of a text, students learn to construct meaning by connecting the text to their lives describing what they experience as they read. Because there is no one "right" answer or "correct" interpretation, the diversity of responses of individual readers is key to

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discovering the possible variety of meanings in a given poem, a story, an essay, or any other text.

Despite the advantages of encouraging broad range of textual interpretations and reactions, students must learn that not every response is equally valid or appropriate. Therefore, it is important to refer to some of its disadvantages.

Many learners believe that simply restating the major plot points of a literary work and giving an opinion about the work is sufficient, but that is not the case. Rehashing plot points is a way of avoiding the hard work of critical thinking, and it results in a weak, shallow, meaningless piece of writing. Instead, a well-written literary response requires much more. One must conduct a close reading of the text, analyze all of the details, determine how they relate to each other, discover something significant to communicate to a knowledgeable audience. Accordingly, he /she formulates an interpretive thesis, elaborate upon key details, and explain how those details create meaning in terms of a work's literary merits. Rehashing requires little or no effort, while a response requires the utmost efforts of critical thinking. The points of weakness are as follow:

(1) Failure to understand the text.

(2) Unsupported 'wild' interpretations.

(3) A reader's lack of a clear thesis.

(4) Failure to pick a debatable interpretation through focusing simply on the general subject the work is "about" instead of the work itself.

(5) The concentration on the rhetorical element in the text and failure to develop an adequate argument.

However, to avoid such shortcomings in the learners' performance, the researcher thinks that there must be guiding principles that guide learners' performance towards specific objectives. If the teacher structures students' responses carefully by stating some main aspects, each student is challenged by the discussion to go beyond those aspects. The researcher believes that a learner's response should be built on his/her own 'schema' which might involve focusing on more than an aspect. Those aspects would include focusing on understanding the text, providing supported interpretation of the lines, referring to the cultural, historical or any other aspects that the teacher would like learners to refer to. He/she should express his/her own feeling towards the lines, refer to personal experience the text would remind him/her of and consider the rhetorical element the text would imply. In other words, learner's responses should be comprehensive. The teacher's instruction should lead the learners to discover as much as possible the aspects the text implies.

Furthermore, in this regard the researcher thinks that close reading, concentrating on some formal aspects such as: rhythm, meter, theme, imagery, metaphor-or simply restating the text is not enough for learners to comprehended the text that

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they study. It would be good for learners to make reference to interpretations made by critics; however, such reference should be for guidance: getting background information about the targeted lines of poetry or to getting to know the atmosphere in which the lines are written. In addition, learners would make reference to authentic interpretations to comment on. yet, such reference shouldn't be the end of the process; it should be the start for learners to provide their own interpretations.

The researcher believes that, in doing so, we get the learner within a safe domain where he/she is protected by those guiding tools. These tools would be any teaching aids which would also warn learners from going astray from the context. Therefore, the researcher thinks that learners would be in a more protected and a more productive environment, especially for non-native learners of English literature. Those limits would provide safe guiding environment for learners; they provide security in thinking; accordingly, productivity is more likely to be of a much higher rate.

Above stated information about the effect of reader response in the teaching process leads us to discover more information about that though reviewing what researchers wrote about reader response and its effect in the teaching process. Following is a review of literature of using literature in language teaching and using response in teaching literature.

2.2 Review of Related Literature

Introduction

Many researchers have looked at English as advantageous means of developing learners skills. Many researchers and specialists believe that they can connect between reading a literary work and developing readers' language and criticism skills. Therefore, in this part of the chapter, the researcher survey a number of researches which shed light on the advantages and disadvantages of connecting literature reading to its role in developing the learners' skills.

Responding to literature is advantageous for readers. By and large, responding to poetry helps develop readers' skills and competences. During their response to literature, readers are usually forced to use existing skills, writing or speaking, which, in turn, would help develop other skills and competences. Doing so, readers put in practice what they have already learnt before, and that helps gain further skills and competences through learning from mistakes, exchanging knowledge with others or through being involved in experiences enacted by a given text.

On the other hand, while responding to literature, readers are immersed in different places and worlds; they are made to use their act of reading to draw on their knowledge of real world contexts to construct these fictional worlds as contexts of their owns. By having students draw on their knowledge of real world to construct the meaning of the text, teachers' role can be further than simply helping learners

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understand how characters' actions are shaped, setting literal meaning of the text and finding out cultural, historical or any other aspects a text implies. Following is a review literature that stresses the effect of using literature in the process of teaching and learning English language.

2.2.A Using Literature in Language Teaching

Cummins (1994:12) refers to the positive effect of literature in developing learners' higher level of thinking: such as synthesis and evaluation. Furthermore, the researcher does not separate that from its influence in developing learner's other skills. In this study the researcher identifies two components of second language acquisition: Basic Interpersonal Communicative Skills, and Cognitive and Academic Language Proficiency. A literature- content- based curriculum can raise the level of communication from everyday vernacular speech to the academic arena. In this regard, Cummins asserts that:

> Basic Interpersonal Communicative Skills are acquired fairly rapidly, usually within one or two years of close association with native speakers occurs such as in school setting. However, acquisition of cognitive and academic language proficiency can take from seven to nine years.

Furthermore, Cummins (1994:36-60) refers to the role that literature plays in developing learners cognitive competences. The study shows that:

> literature can help develop learners abilities of synthesizing and evaluation. Therefore, It follows that "increasing cognitive development with rich topics for consideration that literature affords can increase second language learning dynamically, not linearly, by teaching not only the language and the

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content but also general higher level thinking skills such as synthesizing and evaluation which increase cognitive development.

Gonzalez (1998:25) shares Cummin's opinion of the role of literature in developing learners' cognitive competence. About this role Gonzalez writes:

> EFL and ESL teachers have been exposed to the benefits of using Content-Based Instruction for a variety of reasons [..] which is to give students the opportunity to use their previous knowledge, to talk about academic topics. In this sense, one of the subjects which has been more extensively used in language teaching is literature.

In this study, Gonzalez points to the advantage of using English language literature in terms of its importance in helping learners to refer to previous knowledge which, in turn, helps develop other skills and competences.

In addition, Arbor (2000:1) does not only share previous studies the importance of literature-based content in developing learners' skills, but also makes reference to its advantages in developing learners' communicative engagement. In this respect Arbor quotes Scalone writes:

> Traditional approaches to the use of literature, however, have been transformed from a focus on the literature as a product to the view that literary study is a communicative act engaged in by both student and teacher…the study of literature must be a social experience [in which] students [are] given numerous opportunities to share their written and spoken responses with the teacher and with each other.

Further elaboration of the role of literature in developing learners' communicative abilities is made by Heldenbrand (2003) and Chauhn (2004). The two studies point out that drama helps develop learners' communicative skills; its role is

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complementary to conventional language classes. Drama plays an important role in developing learners' skills. Drama gives the chance for learners to experience personal language learning. Referring to drama's role, Heldenbrand (2003:2) contends:

> Although textbooks prepare the learner with language, drama activities propel the learner to participate with real communication and pave the way for the learner to experiment with personal language learning. Whether the learner participates with drama activities in the classroom or on the stage through actual drama competitions, his or her spirit awakens more and the learner firmly comprehends the benefits of learning a language through drama.

On the other hand, Chauhn (2004:1) highlights the effect of using drama in the teaching process :

> using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centered activities to choose from for classroom teaching, thereby augmenting their efficiency in teaching English.

In addition, we find Chauhan doubting conventional classes ability to develop learners abilities further than answering simple and separated sentence. In this context he states:

> Even after years of English teaching, the learners do not gain the confidence of using the language in and outside the class. Their output in the language is limited to writing run-of-the-mill answers for literature chapters and producing grammatically accurate, but, isolated sentences.

In fact, Chauhan provides an alternative which is teaching language through drama as much as it gives a context for listening and meaningful language production,

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forcing the learners to use their language resources and, thus, enhancing their linguistic abilities.

Furthermore, in an article entitled *Professional Resources: Instruction that Invites Involvement in the Global Community*, Mathis et al., (2006) edit a book in which they refer to a group of articles in which the writers refer to the issue of how literature might be used to help open minds for sensitive and poignant personal connections. The writers of the book assures the importance of literature in achieving purpose. Referring to this importance, they confirm:" This work is well-organized and very informational for those who are teaching core literature." Furthermore, the book involves a call for those who seek reading literature. Therefore we notice the call for those who" are looking for a way to engage students with these texts." In this sense we may notice a large agreement among Mathis et al. (2006), Cummins (1994) and Gonzalez (1998). We can notice each referring to the importance of literature in developing learners' competences; however, Mathis et al. (2006) present the practical aspects of what Cummins and Gonzalez refer to. Mathis's reference to those methodologies and strategies that goes further than enhancing reading of literature. They refer to methodologies and strategies that help teacher enhance deep reading of a text.

Besides, Maill's (2005) perspective of literature reading meets with Mathis' et al. (2006). As Maill refers to the importance of living the act of meaning creation to

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the text, Mathis and the others support practical strategies and methodologies for that. About this, Maill (2005:129) writes" The so-called crisis in literary studies may be due in part to a professional overemphasis on the interpretation rather than the experience of literature." It is argued that the significant advances offered by the cognitive approach to literature are betrayed by the focus on interpretation." Presenting an alternative to the desired act of reading, Maill (2005:135) says "Alternative frameworks are suggested, drawing on evolutionary understanding and on the role of feeling in literary response". However, the perspective of reading that Maill presents does not give real chance of reading the text in depth and there are other important aspects that the learner should not ignore in order to comprehend .

Commenting on the previous studies, the researcher would like to say that such studies depict a simple picture of the advantages that can be gained in case literature is used in the teaching process. The advantages that the previous studies reveal vary from enhancing or developing a single skill such as: listening, speaking or writing to help develop even higher skills which would include developing learners' skills of analyzing, synthesizing and then interpretation. No doubt, each of the previous mentioned advantages has its effect on developing learners' competences and performances.

On the other hand, there are some other researches which refer to some difficulties or problems related to using literature in teaching; however, those studies also

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point to remedial aspects that would help overcome those problems. Those problems can be ascribed either to the teacher's narrow perspectives of the role of literature in developing learners' skills, or to learners' lack of vocabulary and the lack of subtle use of words they already use.

Referring to some of those problems Chen (2002:1) writes "we might say that EFL writing is characterized by various constraints from linguistic representations to rhetorical and socio-cultural representations". Savvidou (2005), on the other hand, writes about another problematic issue which is related to teaching literature in EFL classrooms. The researcher refers this to teachers who often regard literature as inappropriate to the language classroom. This view reflects the historic separation between the study of language and the study of literature; it is the view which has led to the limited role of literature in the language classroom. However, the use of literary texts can be a powerful pedagogic tool if the approach is carefully selected. About having literature as a powerful pedagogical tool, Savvidou (2005) states "what is needed is an approach to teaching literature in the EFL classroom, an approach, which attempts to integrate these elements in a way that makes literature accessible to learners and beneficial for their linguistic development". The elements the writer refers to are linguistic and methodological. Nevertheless, we find both of Savvidou and Chen referring to some benefits of using literature in the teaching process. In this respect Savvidou (2002)writes:

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There are many benefits to using literature in the EFL classroom. Apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, it can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure.

Chen, on the other hand, shares Savvidou the possibility of overcoming these problems; however, we find Chen much elaborative in presenting his points. In this regard, Chen (2002:1) suggests:

with the thorough understanding of the EFL writing characteristics, and problems, then what can EFL teachers do to help students cope with those obstacles? First, extensive reading of authentic materials and various rhetorical patterns might provide input of every type, lexical, syntactic, rhetorical, and cultural, to EFL writers. By using meaningful texts with various rhetorical patterns as the teaching materials and using integrated activities of reading and writing in language learning classroom, we might expect to both increase students' lexical inventory and knowledge of syntactical variations, and to demonstrate discourse patterns while, at the same time, informing them about social issues and cultural differences.

The above mentioned disadvantages of using literature do not show a dark image of literature usage during the teaching process; they only reveal some problems which can be overcome and then, in fact, add further positive credits to using literature in teaching if those problems should be tackled. In fact, much of the literature review assures the role of literature in developing learners competences in many aspects, a thing or an issue which would validate the importance of this study.

This research presents poetry as a vehicle for teaching English language teacher, so it will add further emphasis on the importance of using poetry in teaching

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English. It will reveal the validity of poetry as a teaching material in developing learners cognitive competences. The researcher would like to conclude this part of review with re-emphasizing the effectiveness of literature in developing learners' skills and competences.

2.2.B Using Response in Teaching Literature

According Carolyn (1999:15):

> Recent trends in education call for a variety of styles. This call is supported by brain research which challenges the beliefs that teaching can be separated into cognitive, affective and psychomotor domains (Caine & Caine 1994). They show that creating educated human beings is complex and skillful. Probably the newest conceptions in teaching process ushered the 21st century are reflectivity and the empowerment of students…Teacher-student conferences, done while studying course, are an opportunity to discuss the progress students are making in their higher level thinking skills such as learning how to analyze, synthesize, and evaluate situations or texts. Students' empowerment is another emphasis at the millennium. Students are recognized as possessing knowledge and are called upon to express it and build on it. Such approaches are used in my prompt assignments where students are to relate things to their own culture in various ways. Respect of students in inherent is this students empowerment.

Reader response is one of those teaching techniques that encourage learners positive participation during the learning process which helps empower them by using previously acquired skills. The following is a review of literature of reader response usage in teaching literary works. This part of review implies reference to some theorists and their concepts of literature reading and review of some articles, papers , case studies and books whose authors refer to reader response as a teaching technique.

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Fish is one of the famous theorists, who are pro reader response usage in teaching literature. Lang writes about Fish's theory of responding to literature. The article implies Fish's vision of literature and how literature would be interpreted. According to Fish, quoted by Lang (2005), "literature is simply the expression of an ideology". Referring to literary work interpretation, Lang (2005) quotes Fish also states that "literature tends to lose its "special status" as literature. It becomes simply a reflection of communal values which are subject to changes as cultures are". Furthermore, we find Fish having his own perspective of the nature of literature as a text and interpretation. In this regard, Lang (2005) quotes Fish:

> Literature is not like what it is because of some abiding principles of truth or art that exists in a temporal state. But it is such because of the culture values in its own that is why it reflects the culture's values and beliefs of the writer in some ways.

In this sense, Fish is in sharp opposition of the Formalists who prefer referring the literary work to its writer's interpretation. According to Fish, Lang (2005) quote " A text is only a blot onto which the reader projects her/his self-understanding or, her/his culturally determined assumptions". Fish, as many as other theorists namely Rosenblatt, believes that the text contains nothing in itself; rather the content is supplied by the reader. It is the reader that determines the shape of text, its form, and content.

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Miall writes about another theorist who is also in favor of reader response technique yet differs in her view of literature reading. Miall (1998:152) quotes Rosenblatt stating that:

> We can read a text to find some information, or to pick out all the similes, or to develop our vocabulary…. To read a text as literature, however, is a rather different activity. The engagement with literature begins in the reader's direct imaginative and emotional response to a text.

The previous lines depict another view of literature reading. Unlike Fish, we find Rosenblatt paying attention to learners' engagement with literature though she does not neglect the importance of the rhetorical elements. Rosenblatt, quoted by Miall (1999:153), also argues criticizing those who are criticizing the validity of learners responses saying: " Too many teachers seem not to trust students to respond; it is as though they cannot believe in the direct, existential knowledge of literature". Furthermore, Rosenblatt states some important rules for personal responses which are stated in the following: "The basis of an effective literary education lies in nurturing that response, in developing and empowering it. The classroom must become a place where that response is both respected and made the basis for a range of appropriate activities."

In fact Rosenblatt presents learners acts of response as a process where it should be respected, developed and empowered. Miall (1999:154) quotes Rosenblatt: " the teacher will deploy a series of primarily inductive methods that enable students to

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explore and develop their responses, to share them and modify them, and eventually to make them authoritative".

Selden (1989:121), in *Practicing Theory and Reading Literature*, reinforces Rosenblatt's and Fish's perspectives of teaching literature; he writes about Wimsatt and Beardsely's support for text grounded emotional response to the learner reads. Besides, he highlights their reference to the importance of grounding the responses in studied text. Referring to Wimsatt and Beardsely's, Selden Selden (1989:121) writes:

> They accepted that readers do experience emotional response to what they read, but they added that emotional impact of a literature work is always determined by objective features in the text… our response, they argued, has its foundation in an achieved aesthetic structure of emotion in the work. They concluded that the job of the critics was to examine this intrinsic and objective 'emotion' and not that subjective experience of the reader which may, in any case, be quite in appropriate or misguided.

Furthermore, in the same book, Selden refers to another supporter of reader response: theorist Wolfgang Iser. Talking about Iser's Reception theory, Selden (1989:121) says: "He distinguished between the 'implied reader', whom the text creates for itself through ' response inviting structure' which predisposes us to read in certain ways, and the ' actual reader' who brings to the act of reading a certain stock of experience which colors the reading process."

Iser's theory of aesthetic response differs from other theories of reader response significantly. Iser does not analyze actual readings of texts, but proceeds from an

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ideal 'implied reader'. For Iser, the reader does not mine out an objective meaning hidden within the text. Rather, literature generates effects of meaning for the reader in a virtual space created between reader and text. Although reader and text assume similar conventions from reality, texts leave great portions unexplained to the reader, whether as gaps in the narrative or as structural limits of the text's representation of the world. This basic indeterminacy 'implies' the reader begs his/her participation in synthesizing, and indeed living, the events of meaning throughout the process of reading. This means that reader response gives a chance of likely more than interpretation of the text.

Talking about this active role of the reader Iser (1989:121) states:

> A wide range of reader response theories evolved which were based on different theoretical foundations but which all shared a conviction that a text's meaning and significance was intimately bound up with the activities of the reader… Texts are full of gaps, blanks ambiguity, indeterminacies, which the reader must fill, close up, or develop.

Many students believe that simply restating the major plot points of a literary work and giving an opinion about the work is sufficient, but that is not the case. In fact, restating plot points is a way of avoiding the hard work of critical thinking, it is a way which results in a weak, shallow, meaningless piece of writing. Instead, a well-written literary response requires much more. One must conduct a close reading of the text, analyze all of the details, and determine how they are related to each other. He/she should discover something significant to communicate knowledgeable to

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audience, formulate an interpretive thesis, elaborate upon key details, and explain how the details create meaning in terms of the merits of literary work. Restating requires little or no effort, while a response requires the utmost efforts of critical thinking.

The following is a review of some articles, research paper, case studies and books whose authors refer to reader response as a teaching technique.

Carlisle (2000), in an article, introduces the activity of student-written reading logs as a practical application of reader-response theory in English-as-Foreign-Language literature teaching. Because reader-response theory stresses the synthesis between reader and text, it is proposed that practical applications should be based on the interaction. During this study, students make notes about the novel setting; they take down their thoughts and feelings. This encourages them to interact with the text, and to tap into their individual responses to the literature. Carlisle continues to argue that it stimulates foreign language readers to go beyond the first barrier of semantic understanding and to move towards critical appreciation. The article describes how reading logs were successfully used in literature classes.

Johnston (2000:75) shares Carlisle's belief of reader response fruitfulness in literature teaching. He writes defending reader response as a very effective technique in teaching literary work. However, Johnston gives more comprehensive view of reader response usage in studying any literary work. Johnston refers to the

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advantages of interacting learners with the text through using reader response. In this sense we find both of Johnston and Carlisle fly in the same field which is engaging students in the text through enhancing them to go beyond focusing on the semantic level of study. Johnston glorifies the fruitfulness of engaging reader personal experience and immediate environment in reading literary work. Referring to this Johnston (2000:75) writes :

> Its proponents see it as facilitating student understanding by guiding reading and discussion so as to encourage engagement with the text and full class participation. In this model of literary works; they read presumably by relating these works to experiences and effects. According to the theory, this interaction leads to an active rather than a passive engagement with the literary work.

Johnston goes further by introducing some factors that control the creation

of students' interpretation of any literary text. Johnston (2000:77) confirms that:

> Initially the production of an author, the text at one level exists as a 'trace' of the author's "experience and imagination. However, as soon as the text has been removed from the author's immediate control through publication, the author "is outside the immediate, intimate reading circle.

We may notice here that Johnston does not neglect the author's role in the creation of the interpretation of the text but he makes the reader a partner in the creation of the interpretation. The writer , in addition , introduces, his perspective of the role of the teacher. In this regard Johnston (2000:78) contends:

> But the teacher, I would suggest, has another responsibility beyond that of a facilitating personal textual exploration. While allowing personal response tempered by discussion, the teacher should also challenge students to face up to those elements in the work that they might not see or even might not wish to acknowledge.

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Writing about the advantages of using reader response in teaching literature Pike (2000:13-28) argue " the insights of reader response theory can be brought into the teaching of poetry in college literature courses". Besides, Pike and Mark introduce the advantages of using reader response in teaching poetry which they came up with out of a research project they did jointly. Pike and Mark words add further assets toward the benefits of using reader response in the teaching process. In this respect they assert:

> A 3-year project used a responsive teaching strategy, which begins with students' responses, to influence adolescent readers' responses to poetry… The results show that although the students were not poetry enthusiasts, initially students developed intellectual keenness for the subject.

Another example of using a reader response technique in teaching a literary work is presented by Seranis (2000) in a booklet which presents lesson plans and activities that were used in a study exploring the reader response patterns produced by twelve year-aged students from three different schools to the teaching of classical literature. In addition, the study implies reference to some fruitful techniques that are used a study using group discussion. In that study, the emphasis is placed on their reading and reacting to the Homeric "Odyssey":

 During this study, lessons plans and activities were provided to the teachers. Personal reading journals were distributed to all students participating in the study. The main aim of the reading journal was to enable students to record their personal responses to the passages studied in the classroom. The lesson plans set out reading

a program that promotes an autonomous reading based on experiences and expectations of individuals. Since students need time to interact with the text in order to articulate their initial response, they were given time in observed lessons to reflect on their own encounters with the text. The students also discussed their observations in small groups up to five students, and then discussed group choices with the entire class. The lesson plans include exercises involving three variations of a prediction exercise: prediction alternative; students' own predictions; and generic descriptive labels.

An empirical research presented by Goularte (2002) is another practical example of reader response implementation in classrooms. The research suggests connecting reading stories with the students response to them. The target students in the research are those students in the elementary school stage. After reading self-selected books, the students respond to their reading in a journal and talk about their books daily in small-heterogeneous groups. The teacher guides and assesses students' work by rotating among the groups, then he offers suggested response, promotes and writes with them in their dialogue journals. During a session of about 40-30-minute, students will: read independently for an extended time; write personal thoughts abut stories they read; talk about stories in small groups, respond to given prompts; ask question about shared stories; and use detail about stories they read to respond in writing to specific prompts.

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The above mentioned reference sources set clear cut example of the advantage of reader response in teaching literature which this research will emphasize. The above references reveal how reader response helps engage learners in reading the text and in the learning process. Furthermore, it has been shown how, reader response, accompanied with the other techniques, help engage learners exchange and share knowledge through pair and group work and discussion. Building on these advantages of using reader response, we can say that reader response is a useful pedagogic teaching tool.

In addition to what has been surveyed about, there are few authors who tackled the issue of response in their respective publications. For instance**,** Inglis (2005) reviews Karolides's *Reader Response in Secondary and College Classrooms*. In this book Karolides refers to the best reader response approach that can be. The review sheds light on major points that the book implies. Combining theory with practice, it stands as an important book for all teachers interested in claiming the classroom as a place of curiosity, possibility, and genuine critical engagement with literature. The role of teachers in reader response approach is shown by providing leadership in the whole class discussion, and by initiating students to conversations, facilitating knowledge acquisition. Furthermore, the language used to frame Rosenblatt's work and the work of other reader response theorists is neither too complex for pre-service teachers, nor too introductory for experienced teachers and researchers of literature; it is a wholly accessible contribution to the field of

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language and literacy education. The review reveals the book's emphasis on the students' role in learning process. Referring to such a role in literary text interpretation, it is stated that " The words, in effect, have no symbolic meaning. They are only marks on the page until the reading event occurs, until the literary work has been lived through by the reader." A reader response approach to literature thus affords students a wide variety of ways and means to personally connect and interact with. It is stated in the review that pro Reader Response approach argue that a genuine reader response approach reflects the transaction that emerges from readers' interactions with a text.

In addition, Holden and Schmit (2002) present their edited book entitled *Inquiry and the literary text: Constructing discussion in the English classroom*. It is a collection of 14 articles that helps teachers make most of the students' discussion and inquiry in classrooms from middle school to High School College. Contributors to the collection, secondary, college practitioners, offer theory ground, classroom-tested approaches for literature study in which students engage in democratic dialogue and practise authentic, collaborative inquiry.

Hickey and Reiss (2000) present a range of teaching strategies developed by teachers of literature who have heard the call from students, employers, and academic administrators for more relevant learning experiences in an ever-changing world. Integrating critical theory and classroom experiences, the essays

demonstrate how to foster learning, collaboration, cooperation, and creative thinking.

Accordingly and in the light of what has been articulated above, the main aim of the study is to suggest an approach which would help learners respond to the poem he/she studies. To achieve this, the researcher, firstly, gets insight into learners reading processes to highlight the value of using responding to poetry in developing students' responses' to " The Road not Taken". For this purpose, there has been a need to develop a checklist whereby the intuitions about essential parts of the expected response. The checklist implies a number of elements that would help develop learners' reading and responding to the poem. This research will evaluate the effect of using response in developing students' responses within two aspects: content and language development. It will be shown that using response technique within guided framework will develop the students' interpretive skills; it will also help develop learners' responses in terms of content and language.

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III

Methodology

III

Introduction

The aim of this part of the research was to get insight into the learner's initial response to reading poetry according to a checklist which was constructed in accordance with the researcher's intuitions about the act of responding to poetry. Hence, these intuitions were tested by analyzing the student's response. The likely outcome of the analysis would lead to the emergence of the responding approach. To fulfill this aim, the researcher proposed a checklist to the sample - see appendix (A)- which helped to examine my intuitions. The checklist involved suggested items that learners' responses should include. These items worked as a guide for the learners' expected responses'. This checklist was also developed into a tool for analyzing learners' responses, see appendix (B). Furthermore, this chapter introduced the population of the study, the steps that the researcher followed, the tools he used to answer the questions of the study and the statistical analysis.

3.1 Population and Sample of the Study

The population of the study consisted of thirty nine female students who are enrolled in 2006-2007 poetry summer course at the IUG. Since it is the only group enrolled for 2006-2007 English poetry summer course, the whole population is selected for this study.

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3.2 Tools of the Study

The researcher used two different tools to fulfill the aims of the study: a checklist of Content Elements and a checklist of Technical Skills

3.2.1 List of Content Elements

The aim of "List of Content Elements**"** was to study the effect of using responding to poetry technique in developing learners' responses' contexts through referring to a number of items that learner's responses should involve. These items were also expected to help the researcher analyze learners' responses to Robert Forest's poem " The Road Not Taken". In addition, these items would help the researcher give answers to the questions of the study.

3.2.2 Creation of the Suggested Elements of Response

The researcher relied on various resources for creating suggested content elements. He read some online sites which tackled reader response and its validity in teaching or learning process. The researcher also read online sites which implied reference to approaches to teaching literature. Furthermore, there was reference to books and articles which discussed the same topic mentioned above. Besides, the researcher consulted some university teachers about the supposed content of learners' responses to poems their students study**.** Building on all that, the researcher developed his hypothesis about the content of the learners' responses on Robert Frost's poem" The Road Not Taken". As a result,

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an initial checklist was made, see (appendix C). Further modification was done by Dr Habeeb. Later, the modified checklist was used by the sample to guide them towards their responses.

The researcher thought that learners' responses to poetry should rise from planned study of the content and the context elements. Learners' study of any poem should depend on theories of interpretation. It was noted that theorists vary in their concerns in term of interpreting any literary work. Some of them paid attention to the meaning that the learner creates such as the Deconstructuralists ; others such as Wolfgang Iser stated that the reader responds emotionally to what he / she reads; others sought the psychoanalytic items in the text such as Freud and Jacques Lacan. On the other hand, others who paid much attention to the rhetorical elements in the text such as the New Critics.

No doubt, the process in which learners start giving meaning to the poem can not involve all above mentioned theories and approaches elements. It is something too much wide and confusing for learners to do if their work is not systemized and directed by the teacher, especially if learners lack experience. Actually, it is important that learners be guided towards elements within the poem that it is targeted to be studied, especially if they are EFL learners. Such clarity in meaning giving process in which learners are put positively help develop learners' critical reading. Providing that clarity during learners' act of giving meaning to any poem,

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helps learners to discover the relationships among ideas, find points of weakness and strength, state their own opinions even argue for the points of strength or weakness. As a result of what has been stated above the researcher would like to assure the importance of placing our students within secure learning environment that help develop learners' skills.

The researcher thinks that learners' responses should be guided and grounded through tracing the development of the theme in the text, seeking deep idea, or commenting on authentic interpretation of a text or a theme; however, such comment should be for the sake of reinforcing the learner's ideas. Furthermore, learners might be asked to refer to some aspects that would enrich learner's responses such as: historical events, psychoanalytic or feminist elements that the poem would imply. In addition, the researcher believes that learners may be required to state their own opinion of the lines he/she studied; this must be grounded in the text. Learners' opinion shouldn't be widely stated, but there must be a trace in the lines that emphasizes learner's opinion. To sum up, it is believed that any theories used by the teacher should be guided through a number of suggested elements which predispose the learners' response towards specific objectives.

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3.2.3 Description of the List

The suggested response checklist included content and context elements. Content related elements invited the students to refer to difficult or unfamiliar words in addition to the literal meaning of the text. Context related elements asked for reference to the rhetorical items in the text. In addition, the checklist included elements that asked for reference to the learners' opinions and authentic interpretations which must be supported by evidence from the text and must be well grounded and accompanied by strong and sound arguments.

These elements also invited learners to state his/her feeling and defend it through a convincing mechanism where they stated any experiences the text reminds him/her of. Furthermore, learners were also invited to refer to any cultural values or historical events that the text reminded him/her of. Two analysis lists were used for each learner- one before and the other was after introducing the checklist to the students. See appendix(B)

Validity of List

3.2.4 Trustees' Validity

The researcher asked a jury of five university teachers, who have taught poetry, to judge the tool. They were also invited to state how far the items which were mentioned in list are effective in learners' responses. The researcher also invited them to give their opinions, notes and suggestions. (see appendix D)

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The researcher got the jury's opinions, notes and suggestions. The whole jury assured the importance of the elements mentioned in the list. On the other hand, the researcher's supervisor recommended adding other items to the list and this has been done. The added elements to the list were:

1. Response may include a personal experience that the reader faced before hand and that the text he/she studies reminds him or her of.

2. Response may include reference to cultural values the text remind the reader of.

3. The learner should apply what he/she has been taught during writing course while writing his/her response.

Following table showed the internal consistency validities of the items in the list

Table (1)

Internal Consistency Validities of list (1)

Number	Correlation for each part in the list	Number	Correlation for each part in the list
1	0.523**	5	0.439**
2	0.776**	6	0.579**
3	0.710**	7	0.784**
4	0.824**	8	0.453*

* correlation is statistically significant at 0.05

** correlation is statistically significant at 0.01

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There were significant correlation differences among the parts of the list. This meant that the list had Internal Consistency Validity

3.2.5 Scale Reliability

What is meant by reliability is that " measurement accuracy" Auda (2002:345), or giving nearly the same results in each time is applied on the members in the same group" Abu libda (1982:261) .

3.2.6 Reliability Through Time

The researcher reanalyzed the content of the responses three weeks later and then he used Holisti equation to measure the reliability between the two analyses. The following equation is used:

$$C.R = 2M/ N1 + N2$$

C.R is *reliability factor*; M is the number of the items agreed upon during analysis in the two analyses; N1+N2 is the total the items in the two analyses.

3.2.7 Reliability Through Person

The researcher asked a colleague, Mr Ashraf Badawi, to reanalyze the responses of the learners using the two tools mentioned above. After that, the researcher used the Holisti factor to measure the reliability between the two analyses made by the colleague and the analyses made by the researcher before. The following tables showed that:

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Table (2)
Reliability Through Time & Person for List (1)

Items	Reliability through time	Reliability through person
1. The response includes explanation of the literary meaning of the text.	0.94	0.85
2. The response includes reference to the nature of the vocabularies used in the text.	0.88	0.86
3. The response includes how far your first reading of the text differs from the other readings the learner does after.	0.91	0.89
4. The response includes a personal experience the learner faced before hand that the text she / he studies reminds her/him of.	0.88	0.90
5. The response includes reference to cultural values the text reminds the learner of.	0.87	0.91
6. The response includes any of the rhetorical elements the learner was taught about before hand.	0.86	0.82
7. The response includes how the text makes the learner feels and she/he defends this feeling through a convincing mechanism.	0.94	0.88
8. The response includes reference to authentic analysis made by famous critics or writers.	0.93	0.89
Total	0.90	0.88

The researcher noticed that the rates of reliability through time and person were

high. It was between 82%-94%. This assured the reliability of the list

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3.2.8 List of Technical Skills

The aim of the List of Technical Skills was to determine the skills that English majors should have and used them as a scale for analyzing students' responses. A tool was developed for this purpose. See appendix (E). Furthermore, it helps answering the question of the study.

3.2.9 The Sources of Constructing the List

The researcher depended on resources for constructing the list; these included books of writing such as: Oshima and Hogue (2000).

3.2.10 Description of the List

The List of Technical Skills included reference to technical writing skills that learners must acquire. It comprised three main categories which were grammar, punctuation and writing skills. In addition to those main elements, other sub-skills such as comma, semicolon, colon, hyphen, dash, capitalization, and spelling, were listed under the main category Punctuation; sentence structure, adjective, adverbs, auxiliaries, connectors, transitions and tenses were listed under Grammar: topic sentence, paragraph unity, paragraph coherence and paragraphing were listed under Writing Skills. Those technical items, which were also necessary to any type of writing, help the researcher to determine language proficiency and accuracy in students' responses. For accuracy, the

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researcher invited university teachers to estimate the importance of each of the items listed under each category. Furthermore, he got the average of each item and used each of those averages to judge students' writings. The used scale is as follow: 100% - 90% excellent, 89-80 very good, 79-70 good, 69-50 bad. The items were judged according to the definition stated in appendix (F). In case any of these items existed in the response, the researcher ticked it on the analysis sheet. In addition, the list was used to judge the technical items in learners' responses. A scale from (0) to (5) was used to judge learners' responses technical terms. Two analysis sheets were used for each learner- one before and the other was after distributing the content and skills list.

Validity of the List's Technical Items

To assure the validity of the list, the researcher carried out the following two procedures.

3.2.11 Trustees' Validity

The researcher asked a jury of five university teachers- see appendix (A) - who have taught English poetry, to judge the list. They were also invited to state how far the items which were mentioned in the list are effective in the learners' responses. He also invited them to give their opinions, notes and suggestions.

The researcher got the jury's opinions, notes and suggestions. The whole jury assured the importance of the items in the list. They also gave nearly close, even similar, grade for the majority of the following basic technical skills: period, comma, capitalization, spelling, adverbs, sentence structure, auxiliaries, connectors, transitions, tenses, paragraphing, paragraph coherence and paragraph unity. Their grading for those skills was mostly between 100-90. In other words, they emphasized the importance of accurate use of those skills. The grades of others skills such as: semicolon, colon, dash and hyphen ranges were between 80 and 70 which meant that students' writing would be accepted by the teacher if they were good at mastering such skills.

3.2.12 Internal Consistency Validity

Abu Libda (1982:72) defines Internal Consistency Validity as consistency in individual's performance from a part to another which mean that all the parts of the referendum (list) share measuring a characteristics in an individual"

Internal Consistency Validities of lists (2) were found through getting the correlation between each in the list and among the parts of each list.

The following tables showed that:

Table (3)

Internal Consistency Validities of list (2)

Domain	Item number	correlation of item with the domain	correlation of item with the list	Item number	correlation of item with the domain	correlation of item with the list	correlation of total domain with the list
Punctuation	1	0.572**	0.369*	5	0.690**	0.419*	0.842**
	2	0.449*	0.722**	6	0.465**	0.801**	
	3	0.399*	0.615**	7	0.599**	0.374*	
	4	0.590**	0.602**	8	0.592**	0.503**	
Grammar	1	0.625**	0.693**	5	0.671**	0.489**	0.809**
	2	0.529**	0.571**	6	0.816**	0.572**	
	3	0.728**	0.560	7	0.515**	0.369	
	4	0.808**	0.635**				
Writing skills	1	0.869**	0.631**	3	0.440*	0.438*	0.780**
	2	0.690**	0.811**	4	0.686**	0.719**	

* correlation is statistically significant at 0.05

** correlation is statistically significant at 0.01

The researcher noticed that correlations of the parts of the list with their domains and their correlation with the list were high. There were also significant differences among them. These differences showed that there were Internal Consistency Validities of the two lists.

3.2.13 Reliability Through Time

The researcher reanalyzed the content of the responses after three weeks and then he used Holisti equation to measure the reliability in the two analyses. The following equation was used for that: $C.R = 2M/ N1 + N2$

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C.R is reliability factor; M is the number of the items agreed upon during working the two analyses; N1+N2 is the total the items in the two analyses.

3.2.14 Reliability Through Person

The researcher asked a colleague to reanalyze the responses of the learners by using the two tools mentioned above. After that, the researcher used Holisti factor to measure the reliability between the analyses made by the colleague and the analyses made by the researcher before. The following table showed that:

Table (4)

Reliability through time & Persons for list (2)

Skills	Reliability through time	Reliability through person
Punctuation:		
1. period	0.84	0.88
2. comma	0.85	0.86
3. semicolon	0.96	0.84
4. colon	0.92	0.92
5. hyphen	0.89	0.90
6. dash	0.82	0.94
7. capitalization	0.92	0.84
8. spelling	0.91	0.84
Total	0.89	0.88
Grammar:		
1. complete sentence	0.90	0.84
2. adjective	0.94	0.82
3. adverbs	0.87	0.88
4. auxiliaries	0.84	0.86
5. connectors	0.90	0.88
6. transition	0.93	0.90
7. tenses	0.84	0.92
Total	0.89	0.87
Writing skills:		
1. topic sentence	0.88	0.90
2. paragraph unity	0.91	0.92
3. paragraph coherence	0.96	0.86
4. paragraphing	0.88	0.92
Total	0.91	0.90

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The researcher noticed that reliability through time and person was high. It was between 82-96. This revealed that the list had reliability through time and person.

3.3 Principles for Analyzing Responses

- The purpose of the analysis sheets was to shed light on the points of weakness and strength in the students' responses.

- The elements of the analysis were those stated in the list of the Technical Items and the list of Content Elements.

- A scale was created to rate the learners' efficiencies in each item in "List of Technical Skills." See appendix (E)

- For content elements, in case any of the items existed in the list, the researcher ticked it in the analysis sheet.

- All responses ,made by the sample of the study, were analyzed.

3.4 Fixed Factors

The researcher would like to indicate that some factors ,which had influence on the study, were fixed. The first of those factors was the content of the responses. All the learners in the sample made their responses on the same poem. The other factor was the age of the learners. Approximately, all the subjects of the sample were of the same age. Their ages ranged between (20-20.5) years old. In

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addition, they were all females. Furthermore, the learners in the sample were of the same university level; they were junior university students.

3.5 Study Procedures

The over all objective of the study was to help learners to develop their responses to poetry. Therefore, the researcher hoped to get insight into learners' reading and writing processes and to highlight the value of using the proposed readers' responses in developing students' interpretation of poetry. The following items summarized the procedures that were used by the researcher:

1. Reviewing previous studies to get an insight of the use of literature, especially poetry, in language learning development. The researcher also tried to get an insight of the suggested content of students' responses according to interpretation approaches and theories.

2. Developing an analysis sheet. That sheet consisted of two dimensions: language dimension and content dimension. These were put in one sheet for the purpose of analyzing learners' responses.

3. Inviting a jury of university teachers to judge the two analysis cards: analysis card for technical skills and list of elements. The jury included teachers who have taught poetry in El Azhar University, El- Aqsa University and AL Quds Open University.

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4. Selecting the sample of the study. The sample of the study was randomly selected. It was thirty nine female students who were enrolled in summer course to study poetry as a requirement for English department. As there were only 39 female students who enrolled in this course, they were considered the community and the sample of the study.

5. Implementing the study on the sample. The learners of the sample were invited to write their own response to "The Road Not Taken". After that, the research introduced the developed list to the learners. Then, the learners were invited again to write their own response on the same poem trying to get benefit from the list.

Since the researcher was not a university teacher, his supervisor, Habeeb, who has taught poetry at IUG, provided the researcher with sample responses made by his students during (2006-2007) poetry summer course in the IUG. Depending on my observation of two Drama classes, the researcher would like to mention here that Habeeb used reader response technique in addition to other techniques such as initial responses, both written and oral, discussions, lecturing, reflection writings and presentations to motivate, to enhance and to develop students-made interpretation of poetry. Not doubt, according to what was mentioned about reader response effectiveness in developing learners' abilities, it was a fruitful technique. Therefore, the researcher would like to develop this technique into an approach which would help developing learners' responses

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context. The study also valued the importance of showing proficiency in writing skills. Finally, the researcher provided his perspective of further procedures that would enrich learner's interpretation of poetry.

The study was carried on thirty nine female university students enrolled in a summer course. The group of the study, the thirty nine students, were invited to write their own responses on 'The Road Not Taken'. Next, the responses were collected and the checklist was introduced to the learners by the researcher. After that, learners were invited to write their responses to the same poem and to try to get benefit from the checklist through focusing on the elements mentioned in the list of elements and bearing in mind the importance of writing skills.

6. Collecting and analyzing data. Firstly, the students were asked to write responses on 'The Road Not Taken". In another occasion, the checklist was introduced to the learners, and the learners were asked to write another response paying attention to the elements included in the checklist. After that, comparison was made on pre and post introducing the checklist.

7. Suggestions and recommendations. In the light of the results which showed improvement in learners' performances emerged the idea of suggesting a approach. This approaches has been to help learners response to poetry, it was built on making use of the theories of criticism and English language teaching literature approaches.

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3.6 Findings of the analysis

In this part of the chapter the researcher showed the results that have been reached on the basis of the statistical data that were collected, then processed through the tools of the study. The researcher also delineated the results obtained after introducing the checklist.

3.6.1 Results Related to the First Question of the Study

To what extent are content items available in learners' responses? To answer this question the researcher measured the means, the standard deviations and the percentages. The following table showed that:

Table (5)

Analytical statistics for list (1)

N	Items	Mean	Standard deviation	percentage	Sort
1	The response includes explanation of the literal meaning of the text.	1.897	0.307	94.87%	1
2	The response includes reference to the nature of the vocabularies used in the text.	1.564	0.502	78.21%	5
3	The response includes how far your first reading of the text differs from the other readings the learner does after.	1.590	0.498	79.49%	4
4	The response includes a personal experience the learner faced before hand that the text she / he studies reminds her/him of.	1.333	0.478	66.67%	7
5	The response includes reference to cultural values the text reminds the learner of.	1.077	0.270	53.85%	8
6	The response includes any of the rhetorical elements the learner was taught about before hand.	1.744	0.442	87.18%	3
7	The response includes how the text makes the learner feel and she/he defends this feeling through a convincing mechanism.	1.769	0.427	88.46%	2
8	The response includes reference to authentic analysis made by famous critics or writers.	1.410	0.498	70.51%	6
Total		12.385	1.138	77.40%	

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The belief of the researcher was that the previous results revealed the influence of mother tongue language and the effect of teacher's technique on learner's responses. The results showed that the items (1) and (6) are strongly present in learners' performances; this could be referred to cultural interference. It was the influence of the techniques used by mother tongue language poetry teachers. Counting on the opinions of some Arabic poetry teachers at secondary schools whom the researcher asked their opinions about the things that have been preferred in any interpretation they get from their students, the researcher would like to state that students were always expected to give the literal meaning of the poem they study and to imply reference to the rhetorical elements in the text. In this regard, the researcher found that item (1) occupied the first level of importance for the learners in the study, 95% of learners' responses referred to literal meaning of the lines of the poem. Furthermore, the influence of mother tongue poetry teacher on the teaching techniques could be touched in item (6). Eighty seven percent of the learners in the sample referred to the rhetorical elements that the poem involved. Since it is the first time the target group were taught English poetry, the researcher noticed that the influence of previous teaching techniques was high. Both of the two elements were strongly present in the learners' pre responses.

The second factor was the early teaching technique used by the teacher who taught the students in the sample. Early in this study, it was referred to the fact that reader

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response was a technique used by Habeeb; therefore, teachers' technique had its own influence on his learners. Out of my experience of the techniques that Habeeb used while teaching us during master courses, he assured the importance of implying reference to the feeling in the response the learner submits. Counting on that it was a fact that Habeeb emphasized that learners should express their feelings; As a result, 88% of the learners in the sample referred to their feeling while reading the poem. The same thing could be said about item (2) and (3), 78% of the learners referred to the nature of the vocabulary in the text and 79% note how far her first reading of the poem differed from the others. By and large, the above percentages, related to item (2) and (3) show that Habeeb's teaching technique was strongly present on learners' performances.

On the other hand, referring again to Arabic poetry teachers' opinions, the teachers stated another fact that items (8), (4) and (5) are less important. The majority stated that the importance of these items has been less than (1) and (6). They stated, "it is not likely that the text reminds the learner of experiences". Furthermore, they think that " items (8) and (4) do not play a very vital part in learner's understanding of the text they study". They added, "not all texts involve cultural values. Besides, they do not think that authentic analysis has any value for the learners' understanding of the text they study". However, something else should be said here about item (8). It's presence in learners' response was stronger than items (4) and (5). This may be

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referred to a fact that Habeeb usually noted the importance of referring to authentic material to get advantage of. As a result of what has been stated above, the researcher found that 67% of the responses included reference to personal experiences that the poem reminded the learners of, and 54% of the learners made reference to cultural values that the poem involved while 71% of the learners referred to authentic analysis made by famous critics of writers. It was clear that mother tongue and teaching technique have great effect on students' acts of response.

3.6.2 Results Related to the Second Question of the Study

To what extent are technical items available in learners' responses? To answer this question the researcher measured the means, the standard deviations and the percentages.

The following table showed that:

Table(6)

Analytical statistics for list (2)

Domain	Item	Mean	Standard Deviation	Percentage	Sort
Punctuation	period	4.308	0.731	86.15%	3
	comma	4.000	0.858	80.00%	4
	semicolon	1.051	1.234	21.03%	5
	colon	1.026	1.112	20.51%	6
	hyphen	0.769	0.902	15.38%	7
	dash	0.564	0.821	11.28%	8
	capitalization	4.795	0.469	95.90%	1
	spelling	4.667	0.530	93.33%	2
	Total	21.179	2.635	52.95%	**Second**
Grammar	complete sentence	3.795	1.031	75.90%	4
	Adjective	4.359	0.707	87.18%	1
	Adverbs	3.385	1.388	67.69%	6
	Auxiliaries	4.231	0.706	84.62%	2
	Connectors	3.769	1.158	75.38%	5
	Transition	3.205	1.239	64.10%	7
	Tenses	4.051	0.857	81.03%	3
	Total	26.795	5.048	76.56%	**First**
Writing skills	topic sentence	2.205	1.321	44.10%	2
	paragraph unity	2.026	1.181	40.51%	3
	paragraph	1.974	1.112	39.49%	4
	paragraphing	2.308	1.217	46.15%	1
	Total	8.513	3.538	42.56%	**Third**
Total List		56.487	8.274	59.46%	

The results showed that learners' proficiency of grammar, punctuation and writing skills varied. The researcher referred that differences to the learners'

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familiarity of each of the items in each branch. Generally speaking, he noticed that the highest proficiency score of learners' performances, which was 76, 56%, hardly reaches the "very good" average. Grammar is the main focus, at many times, for our teachers at schools, even in universities in many cases too, and our students were usually subject to hard work on grammar. As a result of that, the learners of the sample showed high level of performance in grammar. Something remarkable was that some grammar items were used more skillfully than others. The researcher again attributed this to the learners' familiarity with some items more than with the others. Tenses, auxiliaries, adjectives and complete sentence formation were always taught to our students. These items usually received the greatest bulk of care from both teachers and learners. However, connectors and transition words and phrases received little care from our teachers and learners. They were usually taught through exercises and rarely practised within the writing tasks. In many cases, writing was looked at as a single process. Not always students got comments on their writings and this could be ascribed to different factors: students' number, students' cooperation or shortage in teachers' performances. In addition, connectors and transition words and phrases have not been too easy to be practiced. Learners have been in need of practice to understand them in a better way.

Punctuation came in the second place, and once again the researcher attributed that to the learners' familiarity with punctuation. Since the researcher has been a

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teacher of English at a secondary school, he would like to state that punctuation teaching has not been done in the best way. In our schools, punctuation has not received enough concern from both teachers and learners. In addition, little concern has been given to punctuation by our school teachers , this has affected students' performances. Building on such facts, the researcher noticed that learners' proficiency of punctuation was less than their proficiency of grammar which was 52.95%. The researcher attributed that to two factors: using the learners' familiarity with some of them and the difficulty of others. Learners were more familiar with the period, comma, capitalization, and spelling than with hyphen, dash, colon and semi-colon to that teachers have usually paid more attention   to the first group of punctuation than to the second. Furthermore, Hyphen, dash, colon and semi-colon have been more difficult to learn than the period, comma, capitalization and spelling. As result, learners showed better performance with the period, comma, capitalization and spelling than with Hyphen, dash, colon and semi-colon.

The Writing skills occupied the third place of learners' performance proficiency. The researcher ascribed that to two reasons. In addition to its difficulty, our students, in many cases, have not been much familiar with writing skills. As a result of that the researcher found writing skills occupying the third level with a very weak average which is 42.56%. Writing has usually been looked at as a single process in which the learner were given his/her writing task to his/her

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teacher seeking marks. This is totally wrong; writing must be performed within a process in which there is feedback, modification and correction. It must also involve learning paragraphing, coherence, and unity within the paragraph or the essay. As a result of that we might say that learners in the sample of the study might not be familiar enough with these skills or might not aware of the importance of that skills while submitting their response. The researcher thinks that students' unawareness of the importance of skills was the cause of that shortage in their performances that post responses showed improvement in learners' performances. This meant that the students had the skills but lack the experience of activating it. Therefore, their performance of writing skills occupied the third place with a low average. In addition to that, it has been a stated fact that writing has been a very difficult skill, especially when it requires a lot of efforts and proficiency in skills.

3.6.3 Results Related to the Third Question of the Study

To what extent are learners' pre response contents different from post experiment responses? To answer this question the researcher examined the following zero hypothesis: There are no content statistical differences at ($\alpha \leq 0.05$) level among learners' performances before and after the experiment. To check the validity of this hypothesis, the researcher used Two Dependent Samples test (T-Test).

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The test was used to find out the differences between the two applications. The following tables showed that:

Table (7)

Differences between pre and post experiment for list (1)

Domain		Mean	N	Std. Deviation	T test	Sig.
Item1	Pre	1.8974	39	0.30735	0.000	1.000
	Post	1.8974	39	0.30735		
Item2	Pre	1.3846	39	0.49286	1.640-	0.109
	Post	1.5641	39	0.50236		
Item3	Pre	1.4872	39	0.50637	0.941-	0.352
	post	1.5897	39	0.49831		
Item4	pre	1.0513	39	0.22346	3.148-	**0.003
	post	1.3333	39	0.47757		
Item5	pre	1.0256	39	0.16013	1.000-	0.324
	post	1.0769	39	0.26995		
Item6	pre	1.2308	39	0.42683	5.325-	**0.000
	post	1.7436	39	0.44236		
Item7	pre	1.5385	39	0.50504	2.688-	*0.011
	post	1.7692	39	0.42683		
Item8	pre	1.1282	39	0.33869	3.451-	**0.001
	post	1.4103	39	0.49831		
Total	pre	10.7436	39	1.09347	8.370-	**0.000
	post	**12.3846**	**39**	**1.13822**		

*   *The mean difference sig. at 0.05 level.*

** *The mean difference sig. at 0.01 level.*

The results showed statistical difference in some items, while they did not show statistical differences in others.

The table showed that there were no significant statistical differences among learners' responses in items (1), (2), (3), and (5). Concerning item (1), there was

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no difference between pre and post responses. However, there were differences between pre and post responses with regard to items (2), (3) and (5). The means of differences were as follow: - 0.1795, - 0.1026 and - 0.0513. Nevertheless, these differences were not statistically significant, none of them was below the (p) value 0.05. The researcher attributed that to more than one reason. The first one was the effect of cultural interference on learners' performance which could be seen in learners' performances in items (1) and (2). This emphasized the point of view of the researcher that the techniques used during learners' learning of Arabic literary works had an effective role in learners' performances. As a result, learners' performances in the post response were not clearly different from their performance in the pre. The second reason was the technique used by Habeeb and the difficulty that learners found. In this regard, it is important to mention here that it was the first time that Habeeb taught the sample poetry so the influence of his technique was not strong on them. Habeeb has always drawn his students' attention to the difference between their judgment built on their first impression and their judgment built on more than one reading. As a result, students involved things like how many times he or she read the poem and what difference this made on her/him. In addition, they involved historical or cultural element that the poem included or any other element they studied about before. Since it was the first time that the learners of the sample study English poetry, it was difficult for them to tackle newly introduced issues such as the cultural,

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historical and social elements that the text implied. Consequently, it was difficult for them to find out the element referred to in the items (3) and (5). In this sense, the researcher would like to note here that practice played a crucial role in developing the learners' competences.

On the other hand, the results showed statistical differences among items (4), (6), (7) and (8). The differences were as follow: -0.2821, -0.5128, -0.2308 and –0.2821. The researcher referred that to the effect of the checklist that was provided to the learners before providing their post responses. This showed that the checklist was an effective instructive tool that helped develop the learners' performances. The checklist played the role of the reminder of the importance of those items in their responses. As a result, the researcher found the learners referring to those things with a high significant difference. Furthermore, the total result of learners' performances showed significant differences in learners' performances.

3.6.4 Results Related to the Fourth Question of the Study

To what extent are learners' pre responses technically different from post responses? To answer this question, the researcher examined the following zero hypothesis: there are no technical statistical differences at ($\alpha \leq 0.05$) level among learners' performances before and after the experiment. To check the validity of this hypothesis, the researcher used Two Dependent Samples test (T-Test) . The test

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was used to determine the differences between the two applications. The following

tables showed that:

Table (8)

Differences between pre and post experiment for list (2)

List		Item	Period	Mean	S.D	T	Sig. (2-tailed)
The Second List	*Punctuation*	1	Pre	3.9744	0.66835	*2.245	0.031
			Post	4.3077	0.73104		
		2	Pre	3.5385	1.02202	*2.192	0.035
			Post	4.0000	0.85840		
		3	Pre	5897.	0.84970	1.681	0.101
			Post	1.0513	1.23435		
		4	pre	6667.	0.95513	1.418	0.164
			Post	1.0256	1.11183		
		5	pre	4615.	0.82226	1.455	0.154
			Post	7692.	0.90209		
		6	pre	3590.	0.77755	1.243	0.221
			Post	5641.	0.82062		
		7	pre	4.4359	0.99459	2.016	0.051
			Post	4.7949	0.46901		
		8	pre	4.5897	0.71517	0.829	0.412
			Post	4.6667	0.52981		
		Total	pre	18.6154	2.73972	**4.011	0.000
			Post	21.1795	2.63451		
	Grammar	1	pre	3.2051	1.39886	*2.277	0.029
			Post	3.7949	1.03057		
		2	pre	3.7692	1.28681	*2.580	0.014
			Post	4.3590	0.70663		
		3	pre	2.7692	1.95289	*2.480	0.018
			Post	3.3846	1.38821		
		4	pre	3.6923	1.36022	*2.266	0.029
			Post	4.2308	0.70567		
		5	pre	3.2308	1.45930	*2.322	0.026
			Post	3.7692	1.15762		
		6	pre	2.8718	1.67300	1.292	0.204
			Post	3.2051	1.23926		
		7	pre	3.6923	0.97748	*2.337	0.025
			Post	4.0513	0.85682		
		Total	pre	23.2308	5.07036	**5.233	0.000
			Post	26.7949	5.04808		

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	List	Item	Period	Mean	S.D	T	Sig. (2-tailed)
	Writing skills	1	pre	1.5897	1.09347	*2.454	0.019
			Post	2.2051	1.32147		
		2	pre	1.4103	1.09347	*2.403	0.021
			Post	2.0256	1.18070		
		3	pre	1.4615	1.09655	*2.211	0.033
			Post	1.9744	1.11183		
		4	pre	1.6667	1.10818	*2.343	0.024
			Post	2.3077	1.21728		
		Total	pre	6.1282	2.40809	**3.924	0.000
			Post	8.5128	3.53830		
	Total List		pre	47.9744	5.65912	**7.373	0.000
			Post	56.4872	8.27448		

The results showed differences in learners' performances in items related to punctuation, grammar and writing skills. Concerning punctuation, the researcher noticed differences in learners' performances related to the items (1) and (2). The means of differences were 0.333 and 0.462 which meant that there were statistical differences related to both of them. The researcher thinks that the learners in the sample were familiar with period and comma, items (1) and (2). They studied about them during their school and university periods. However, they were little familiar with the items (3-8). Little intention was usually given to semicolon, colon, hyphen and dash by many teachers and learners. As a result, the remind of the importance of both (period) and (comma) was enough to enhance learners' perform better in post responses. On the other hand, the learners in the sample were less

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familiar with the items (3-8). Hence, they showed little change in their performances related to these items or they managed to use other punctuation tools that helped them avoid using any of them. The means of differences of the items (3-8) were: 0.462, 0.359, 0.308, 0.205, 0.359 and 0.077 respectively.

The learners' performances also showed differences in grammar. The differences related to grammar were tangible in the majority of them. The means of differences were as follow: 0.590, 0.590, 0.615, 0.538, 0.538, 0.333 and 0.360 respectively. These means of differences showed that there were significant differences between pre and post responses. Once again the researcher ascribed this to the learners familiarity with grammar items during school and university periods.

Differences in learners' performances could be seen in writing skills. The results showed differences in all of the items related to writing skills. Furthermore, the majority of them showed statistical differences between pre and post responses. The means of the differences, which were: 0.615, 0.615, 0.513 and 0.641. The researcher attributed these differences in learners' performances to the effect of the checklist which worked as a reminder of the importance of paying attention to writing skills. Since the learners in the sample have taken writing courses in previous semesters, they managed to make use of the skills they have learned and this has had a positive effect on the learners' performances.

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IV

A Suggested Responding Approach

IV

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Introduction

The results of the study show positive development in the learners' individual performance. As a result, the idea of developing a responding approach, which help develop learners' interpretive skills, has emerged. The pillars of the suggested approach are: eclectic use of the theories of criticism, making use of the approaches for teaching literature and using an effective teaching aid or technique which helps achieve targeted goal of the lesson. In fact, there is no single theory of criticism or approach that helps develop learners' competence or achieve comprehensive understanding of the text. As a result, this chapter implies delineation of theories of criticism and language and literature approaches from which this suggested approach emerges. These theories and approaches work as the main guide to both the teacher and the learner; they help the teacher guide his/her learners, and help learners to interact with the text and eventually develop learners' interpretation skills. Furthermore, this chapter implies reference to the elements and then delineation of the use of the elements in the checklist.

4.1 What is Meant be Reader Response?

Reader response is a critical theory which suggests that a text gains meaning by the purposeful act of a reader reading and interpreting it. According to the

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proponents of reader response critical theory, the relationship between the reader and the text is highly valued; a text does not exist without a reader. They also believe that a text on a shelf does mean nothing and it does not come to life until the reader and the text are joined. It is the reader who creates meaning of the text bearing in mind certain basics and assumptions of different critical theories.

On the one hand, reader response criticism is often mistakenly believed to be a critical theory that allows for any interpretation of a text. In fact, interpretation according to the assumption of reader response is given a wider space than in formalist, structuralist, or in any other theories; however, not every interpretation is equally valid. Readers' interpretations of any text must follow the basics and the assumptions inherent in reader response theory.

Reader response criticism also evaluates interpretive communities. Interpretive communities are groups of critics who have agreed upon certain elements in a text as being more significant than others. Feminist literary critics, for example, would prefer texts that support feminist thinking. Images of the feminine might be of more interest to women than predominantly masculine images. The individual feminist critic would read a text with certain values in mind. The writer attempting to appeal to the feminist critic, would promote these values in a text. Texts that have mass appeal are texts that would hold value with a number

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of interpretive communities. However, a text is valid when decoded by an interpretive community but that decoding should be without overt contradiction

Some have likened reader response criticism to the way in which a community of judges interpret laws. When a judge is presented with a case, he / she is not only expected to uphold the law, but also to interpret the law. Interpretation of the law is a key, and often defines how a judge is considered by society as, perhaps conservative, moderate or liberal.

In reader response criticism, the reader and the interpretive community to which the reader belongs judge the work. This process gives life to the text. Reader response criticism might look at the way in which different interpretive communities value a text, for historical purposes, or such critics might examine the ways in which some interpretive communities pose the best method for reading a text.

Nonetheless, the responding approach I am trying to envisage is a unique reader response approach which does not belong to any traditional reader response approach. This approach suggests eclectic use of theories of criticism. This eclectic use of theories and approaches depends on referring to the various assumptions inherent in different theories of criticism. It is suggested that no single theory is preferred over the other. Though this approach highly values readers' acts of interpretation, it does not exclude reference to other theories of

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criticism. It is the holistic understanding of the text which is targeted in this research. The teacher has the freedom to select the aspects that the text implies and then to direct learners' activities towards discovering , analyzing and then interpreting those aspects that the text implies. Because this unique approach is tinged in many theories, it is necessary to explore the assumptions of each theory and then show how our responding approach benefit from each theory.

4.2.A Post Structuralism

In the post-structuralist approach to textual analysis, the reader replaces the author as the primary subject of inquiry. This replacement is often referred to as the "destabilizing" of the author, though it has its greatest effect on the text itself. Without a central fixation on the author, post-structuralists examine other sources for meaning such as: readers, cultural norms, other literatures. These alternative sources are never authoritative, and promise no consistency.

In fact, the general assumptions of post-structuralism are derived from the critique of structuralist premises. Specifically, post-structuralism holds that the study of underlying structures is itself culturally conditioned, and therefore, subject to myriad biases and misinterpretations. To understand an object, one of the many meanings of a text, it is necessary to study both the object itself and the systems of knowledge which were coordinated to produce the object. In this way, post-structuralism positions itself as a study of how knowledge is produced.

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The only way to properly understand these meanings is to deconstruct the assumptions and knowledge systems which produce the illusion of singular meaning.

In this regard, Wikipedia, the free encyclopedia, implies the following **:** Post-structural practices generally operate on some basic assumptions:

> Post-structuralists hold that the concept of "self" as a singular and coherent entity is a fictional construct. Instead, an individual comprises conflicting tensions and knowledge claims: gender, class, profession. Therefore, to properly study a text, a reader must understand how the work is related to his or her own personal concept of self. This self-perception plays a critical role in one's interpretation of meaning. While different thinkers' views on the self vary, it is often said to be constituted by discourse(s). For example, Lacan's account includes a psychoanalytic dimension, while Foucault stresses the effects of power on the self.

The meaning the author intended is secondary to the meaning that the reader perceives. Post-structuralism rejects the idea of a literary text having a single purpose, a single meaning or one singular existence. Instead, every individual reader creates a new and individual purpose, meaning, and existence for a given text. Meaning, therefore, is constructed by an individual form of signifier. In this sense, the learners' acts of response may be directed towards making them experience responding to the text emotionally. In this regard, the role of the learners is to fill the gaps, blanks and ambiguities which result from learners' emotional response to the text. Building on that checklist items (4) and (7) are justified.

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Since Post-structuralism holds such essential assumption about the text and the role of the reader in interpreting the text, it is indispensable if not imperative to survey the various theoretical surrogates of Post- structuralism. These include: New historicism, Deconstruction and some strains of Marxism and Feminism.

4.2.B New Historicism

It is sometimes referred to New Historicism as Cultural Poetics which emerged largely in reaction to the lingering effects of New Criticism and its historical approach. In the earlier historical criticism, literature was seen as a mimetic reflection of the historical world in which it was produced. Further, history was viewed as stable, linear, and recoverable. It is just a narrative of fact. In contrast, New Historicism views history skeptically-historical narrative which is inherently subjective. However, and more broadly, history includes all of the cultural, social, political, anthropological discourses at work in any given age, and these various "texts" are unranked - any text may yield information valuable in understanding a particular period of time . Rather than forming a backdrop, the many discourses at work at any given time affect both an author and his/her text; both are inescapably part of a social construct. Furthermore, it is said that Post-structuralists generally assert that New Historicism is historical, and classify it as descriptive. From this basic distinction, post-structuralist studies often emphasize history to analyze descriptive concepts. By studying how cultural concepts have changed over time, New Historicists seek to understand

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how those same concepts are understood by readers in the present. Accordingly, learners are supposed to question the political, social, cultural and anthropological elements in the text. Furthermore, they are expected to show how the text is a part of the social structure of the time it is written in; the students are supposed to excavate the texts in order to divulge the hidden epistemes inherent in the text. Therefore, element (5) in the checklist is founded on a responding theoretical basis.

4.2.C Deconstruction

Deconstruction, which is often used synonymously with Post-Structuralism or Postmodernism, is a reaction to structuralism and works against seeing language as a stable, closed system. It is a shift from seeing the poem or novel as a closed entity, equipped with definite meanings which the critics have to decipher, to see literature as irreducibly plural, an endless play of signifiers which can never be finally nailed down to a single center, essence, or meaning. A major reading methodology is to find out the binaries in the text. This theory presupposes that there are certain ideological and conceptual binary opposites, often arranged in a hierarchy which structures a given text. Such binary pairs could include binaries such as male/female, speech/writing, rational/ emotional.

Deconstruction may be understood as a critical response to the basic assumptions of structuralism. Structuralism was a movement that studied the underlying

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structures inherent in cultural products such as: texts, and utilizes analytical concepts from linguistics, psychology, anthropology and other fields to understand and interpret those structures. Although the structuralist movement had fostered critical inquiry into these structures, it emphasized logical and scientific results. Many structuralists sought to integrate their work into pre-existing bodies of knowledge. This was observed in the work of Ferdinand de Saussure in linguistics and many early 20th-century psychologists. Furthermore, Structuralists seek to understand the historical interpretation of cultural concepts, they focus their efforts on understanding how those concepts were understood by the author in his or her own time, rather than how they may be understood by the reader in the present. In this regard, learners are invited to undermine any fixity in meaning. When asked to observe the interplay of binaries as in item (3) in the list, the learners are expected to decentre the text, thus creating indeterminacy in meaning. Accordingly, different responding attitudes will emerge. The talk about Deconstruction naturally leads us to talk about Marxism.

4.2.D Marxism

Marxism is a sociological approach to literature that viewed works of literature or art as the products of historical forces that can be analyzed by looking at the materialstic conditions in which they were formed. Marxism generally focuses on the clash between the dominant and repressed classes in any given age and also may encourage art to imitate what is often termed an "objective" reality.

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Contemporary Marxism is much broader in its focus, and views art as simultaneously reflective and autonomous to the age in which it was produced.

Marxist criticism is not merely a 'sociology of literature' concerned with how novels get published and whether they mention the working class. Its aim is to explain the literary work more fully; and, this means a sensitive attention to its forms, styles and meanings. But it also means grasping those forms, styles and meanings as the product of a particular history.

The simplest goals of Marxist literary criticism can include an assessment of the political "tendency" of a literary work, determining whether its social content or its literary form are "progressive"; however, this is by no means the only or the necessary goal. In this sense, following questions can be asked:

1. *What political tendency do the lines imply?*

2. *Which is more progressive the text's social content or its form?*
3. *Do the lines show clash between dominant and repressed classes?*
4. *Which period of time do the lines reflect?*

Feminism is another theory of criticism that share the assumptions of the above referred to theories.

4.2.E Feminism

Feminist criticism is literary criticism informed by feminist theory, or by the politics of feminism more broadly. At the early stage the most general and simple

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terms "feminist literary criticism" was concerned with the politics of women's authorship and the representation of women's condition within literature. Later, more complex conception of gender and subjectivity raises conception which forces feminist literary criticism take a variety of new routes. It has considered gender in the terms of Lacanian psychoanalysis and deconstruction. However, the more traditionally central feminist concern with the representation and politics of women's lives have continued to play an active role in criticism. As a result, questions about women's social and political situation can be raised. In addition, issues such as femininity and its relation with masculinity can be tackled. In this regard, following questions can be asked:

1. *Do the lines reveal dominance of muscularity over feminisms?*
2. *what feministic social or political rights do the lines call for?*
3. *what picture do the lines depict of women ?*

To sum up, the assumptions inherent in the above discussed theories can be the yardstick on which my responding approach will function. Yet, these assumptions are only one source from which the items of the reading list emerge. The proposed approach will also have recourse to various language and literature teaching approaches.

4.3 Language and Literature Teaching Approaches

Many, who have English language literature as a study course, would ask why to study literature. The answer to this question differs according to how we study

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literature. Carter and Long (1991:2) describe the rationale for the use of the three main approaches to teaching of literature; they differ in terms of their focus on the text: The Cultural Model, The Language Model, and The Personal Growth model.

The Cultural Model represents the traditional approach to teaching literature. The main focus of this approach is the cultural elements that the text implies. Carter and Long (1991:2) comments on the focus of The Cultural Model " teachers working within such an orientation stress the value of literature in encapsulating the accumulated wisdom, the best that has been thought and left within culture." However, we find Carter and Long (1991:2) writing about the impact of the Cultural Modal on the students. They assert :

> Teaching literature within a cultural model enables students to understand and appreciate cultural ideologies different from their own in time and space and to come to perceive traditional thoughts, feeling, and artistic form within the heritage the literature of such cultures endow.

Such a model requires learners to explore the social, political, literary and historical context of a specific text. This approach, also, encourages learners to understand different cultures and ideologies in relation to their own. Unfortunately, this model is largely rejected since not only does it tend to be teacher-centered but also there is little opportunity for extended language work. Counting on the assumptions of the Cultural Modal, which as well, shares the assumptions of the New Historicism and Marxism, item (1) is included in the checklist.

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The other approach that follows is "The Language Model". It is also called by Carter and Long 'language-based approach'. In addition, it is stated that it is the most common approach in EFL classrooms. The name of the approach indicates that its focus contrasts with the focus of the Cultural Model. The main focus of this approach is to enable learners to access a text in a systematic and methodological way in order to exemplify specific linguistic features: literal and figurative language, direct and indirect speech. In other words, it is in favour of focusing on using literature for language development purpose paying very little attention to the text's cultural values. Carter and Long (1991:2) agree with those who think that literature is a tool of language development. Referring to that, Carter and Long (1991:2) write:

> It is sometimes argued that a justification for the teaching of literature is its value in promoting language development.. to put students in touch with some of the more subtle and varied creative uses of language" This approach lends itself well to the repertoire of strategies used in language teaching - cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play - which all form part of repertoire of EFL activities used by teachers to deconstruct literary texts in order to serve specific linguistic goals.

Nevertheless, Carter and Long refer to some negative points in the "Language Model". They focus on purposes other than the linguistic goals that Language Model pays much attention to. In this respect, Carter and Long (1991:2) state "There is much to be gained in terms [..] Literature teaching is to help students find ways into text in methodical way and for themselves."

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Furthermore, Rush (2004) notes and comments on the language approach teaching strategies; he states:

> the wide range of language teaching strategies commonly used is EFL such as cloze testing, matching synonyms, rephrasing, jumbled lines etc can be found in texts such as 'Web of words' and 'Chapters and Verse', which are written by R. Cater and M.N. Long (1987), and J. McCrae and L. Pantaleoni (1991), and used by teachers who use literary texts for linguistic goals. Such exercises have, and can serve as a useful crutch to get the students to think about the meaning of the text; however, there is also a downside.

The Language Model is rather used for linguistic purposes and practices. Literature is used in a rather purposeless and mechanistic way in order to provide for a series of language activities orchestrated by the teacher. In this regard, the teacher may orchestrate a number of language teaching strategies that help learners think about nature of the language used in the text, get synonyms, rephrase and find rhetorical elements which help learners develop a meaning to the text. Hence, items (1), (2) and (6) are included in the checklist.

The third approach, Cater and Long refer to is The Personal Growth model. This model attempts to bridge the cultural model and the language model by focusing on the particular use of language in a text, as well as placing it in specific cultural aspects. Learners are encouraged to express their opinions and feelings and make connections between their personal and cultural experiences and those expressed in the text. Another aspect of this model is that it helps learners develop their own interpretations of ideas and language through different themes and topics. The

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proponents of this approach as Cadorath and Harris (1998:188) point out "Text itself has no meaning; it only provides direction for the reader to construct meaning from the reader's own experience". Thus, learning takes place when readers are able to interpret text and construct meaning on the basis of their own experience. Carter and long (1991:2) show much more vivid part of teachers' role in the Personal Growth Model. In this regard, they assert :

> The test of a teacher's success in teaching literature is the extent to which students carry with them beyond the classroom an enjoyment and love for literature which is renewed as they continue to engage with literature through their lives…helping students to read literature more effectively is helping them to grow as individuals as well as in their relation with the people and institutions around them.

In the light of the assumptions of the Personal Growth Model, items (4) and (6) included in the checklist. In this regard, learners are expected to make connection between their cultural or personal experience and the cultural or personal experience that the lines of the poem imply. Furthermore, the assumptions of the Personal Growth Model may intersect with the assumption of Post-Structuralism which encourages learners' emotional responses to the text. In this regard, item (7), once again, is justified.

To conclude, each of the previously introduced approaches looks differently at learners' role in the reading process. We find the cultural model calling learners and readers to focus on the cultural aspects in the text, while the language model calls

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for focusing on the grammatical and structural items. On the other hand, the personal growth model focuses on stimulating personal growth activities. The researcher believes that the personal growth model is the best of the previously introduced; however, he thinks that it is not, once used alone, very much effective in fulfilling the objectives that develop learners' critical reading of literature and their skills in English language. The personal growth model requires the learners to express their own feelings and opinions and to connect them to their own lives. Such experience expects from them a high level of critical reading and productivity which, our learners at universities in many times lack. The talk about Cater and Long's approaches to teaching literature leads us to talk about Practical Criticism.

4.4 Practical Criticism Approaches

Practical Criticism is an approach to the study of English Literature which is favoured by many early twentieth-century English and American academics. It is developed by I.A.Richards, William Empson and F.R.Leavis and dominated twentieth-century literary studies. I.A. Richards is a key founder of practical criticism approaches. Richards' foundational text Practical Criticism, ,which was published by Cambridge University Press in 1929, predetermined by a theoretical assumption about literature. Its methodological and theoretical assumptions that constitute the basis of all subsequent teaching and much critical analysis of literary texts.

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Practical Criticism is concerned with genre. It looks at how a literary text conforms or deviates from the conventions of a particular genre. The literary text is seen as a self-sufficient and self-justifying work of art. Readers need to know nothing of the author or the historical or social contexts in which the work was written. The student of literature should examine form and style very carefully in order to analyze in detail the techniques used by the writer. A work of literature should be considered timeless. Practical Criticism discourages the search for different interpretations of a text and does not allow that interpretations of a text may change over time. The work of art for them is an autonomous artifact which is governed by its objectives features. In addition, Practical Criticism proponents stick to a number of terms. They think that the text is full of paradoxes and ambiguities and it is the object of the critics to disambiguate. It might be seen, therefore, as encouraging readings which concentrate on the form and meaning of particular works, rather than on larger theoretical questions.

However, the 1950's witnessed a revolution against the assumption that Richards embraces. Cited in Cox and Dyson, (1963:16), Donald Dave and Frank Kermode presented two different perspectives. Both of them rejected the misuse of practical criticism by the Cambridge critics. They stressed that importance of language in any critical analysis. Cox and Dyson (1963:19-20), support this objection by saying:

Practical Criticism in its best ensures, for instance, that instead of repeating the opinion of his teachers, a students will have to make personal judgement of poems he has never seen before. He will have to look closely at the actual words being used and describe the effects of them.

The above lines mark the shift in the assumption from language-based approach to content-based approach. Cox and Dyson go on to suggest certain approaches to analyzing poetry. They start by questioning: "How, then, should an analysis of a poem begin? The first question should be: what kind of poem are we dealing with? The answer to this question involves some discussion of the genre in which the poem is written and the historical background."

In the light of historical and the discussion of various genres, learners can use these knowledge as a background for analysis. Once this background is created, the learners should embark on reading the poem and to try to find out what kind of response they might have. Building on this, item (8) is included in the checklist. It is wanted that learners use background information which they would get from an authentic criticism made by critics. Along with other items in the checklist, learners develop their own interpretations of the text. In this regard, the students are going to dwell on the shades of meanings triggered by certain figures of speech.

The role of the teacher is not neglected in Practical Criticism. He/she is supposed to intervene whenever needed to provide the students with the necessary tools that might help them interact with the text linguistically. In this respect h/she may use any of language teaching techniques. Once the linguistic approach of the text is

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achieved, analysis may start by considering the theme of the poem and its development as a total meaning. Discussion of the ways in which the total meaning is achieved follows. Such discussion involves the learners in further discussion of devices such as rhyme, rhythm, imaginary and figures of speech. Exploration of what has been and what has not been achieved in the text ensues. Finally, it should be observed, however, that practical criticism activities can be interactive only if there is a careful preparation on the part of the teacher.

To sum up, the above lines shed light on the assumptions of language and literature approaches to literature. Those approaches reveal the assumptions of Language and Literature approaches such as the Cultural Model, the Language-Model, the Personal-growth Model and the Practical- Criticism approaches. They involve a lot of perspectives and interactive activities which help learners approach a text linguistically, contextually or both. Once again, the researcher would like to assert that neither of the previously mentioned theories of criticism or approaches would be effective in approaching literature if any used alone. In fact, what is needed in our universities is a unique approach to teaching literature; an approach which helps develop our learners' interpretive and language skills behind learning about literature.

Counting on the previous assumptions, the researcher would like to state that it is important for poetry teachers to adopt their own approaches for teaching poetry,

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approaches which rise from making use of all available theories and approaches. My assumption is that every theory or approach can be a resource in itself, that each concerns an aspect that other theories do not. The teacher can draw on different theories and approaches in a manner which suits the purpose of teaching sessions, the nature of the text and the level of the learners. For example, the teacher may want to direct learner's concern towards the historical, the cultural, the intellectual, the literal meaning of the text or any other aspects in the text they read. To do that, the teacher directs learners' activities towards that purpose which is exemplified in this research in the checklist provided to the sample. However, this reference does not pose an answer to the question why to integrate and guide our approach to literature. The Following part might predispose us to that purpose.

4.5 Why Eclectic Use Is Important

The rationale behind having an integrated responding approach to teaching poetry rises from the need for a multi level understanding of the text. The reference to a single theory or an approach might help make reference to a certain aspect which might not be enough for comprehending and finally reaching comprehensive understanding of the text. Approaching the text from different aspects helps developing better understanding. This helps learners engage in the text and have better insight into the text; such engagement helps learners write responses with better content. For instance, once the teacher guides learners towards exploring aspects such as cultural, historical or

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psychological- that a text implies, he/she is developing learners' critical reading. Furthermore, as other theories encourage referring to readers' own experience and feeling, this would develop learners' critical and imaginative reading; besides developing learners' ability of making connection between the text and his own experiences. However, learners' engagement with the text should be guided well towards the purpose of the study; otherwise, this will not lead to genuine interpretation of the given text.

4.6 Eclectic Use of Theories by the Researcher

This study sets an example of the use of the suggested approach. The checklist provided to the learners in the sample of the study represents an initial use of theories and approaches, yet and in the light of the outcomes of the analysis in chapter three, there is a need to develop the checklist and to make it encompass several perspectives which are derived from the assumptions of various theories and approaches. Accordingly, below is a presentation of the elements involved in the study checklist and then justification of including each item in the checklist:

4.7 The Checklist

1. Does your response include explanation of the literary meaning of the text?
2. Does your response include reference to the nature of the vocabularies used in the text ?
3. Does your response include "how far first reading of the text differs from other reading the learners does after" ?

4. Does your response include reference to a personal experience(s) that you faced before hand and that the text reminds you of ?
5. Does your response include reference to cultural values that the text reminds you of ?
6. Does your response include any of the rhetorical elements that you are taught before ?
7. Does your response include "how the text makes you feel and you defend this feeling through a convincing mechanism ?
8. Does your response include reference to authentic analysis made by famous critics or writers ?

Interaction and integration between the text and the learners occupies the priority of the researcher's goals . As a result, many items which tackle various aspects of that targeted interaction are involved. For example, item (1): "The response invites explanations of the literary meaning of the text" is expected to encourage the learners to give meaning to text. In doing so, the researcher brings home the assumption of reader-response theory which looks at the learner as the one who brings the text into life giving it an acceptable interpretation. Item (2) includes reference to the nature of the vocabularies used in the text", it is expected to invoke the students memoir of reading other texts, and at the same time it reaffirms his/her awareness of the literary elements in any given text. The elements also brings home the assumptions of New Criticism which asserts close reading of the text to discover its meaning. Moreover, items (4) might trigger any personal experience the learner faced. Item (7) shows how the text makes the learner feels and she/he defends his feeling through a convincing mechanism. The two items are supposed

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to enhance further integration of the learner with the text through connecting the text to their feelings and experience. At the same time, this will strengthen learners' awareness of the text and the vocabularies. In fact, it is an invitation for the students to dive deep in the text and seek the connotations of the words, then connecting them to himself/herself. Once again, these two items represent practical implementation of another assumption of reader response approach which calls for connecting the text to the reader.

In addition to that, the checklist makes reference to other theories of criticism such as New Historicism, Post-structuralisim and Feminism. Item (5): "The response includes reference to cultural values the text reminds the learners of" is mentioned to remind the learners of the importance that their interpretation of any literary text should imply reference to aspect like this which any text would imply. In fact, cultural values are mentioned as a sample of other aspects such as: feministic or historical aspects. This reference echoes the assumptions of the Post-structuralists and the New Historicists who believe that the examination of sources such as readers' feeling and experience, cultural, historical and other literary aspects is more important than keeping by heart or adopting an interpretation made by a famous author. The reference which is asked for in this research is different. It is not simply mimic of historical events nor a simplification of these cultural elements. It is wanted to be out of the reader's perception not out of the author's understanding of his/her time.

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Concerning item (8) "Does your response include reference to authentic analysis made by famous critics or writers", there is an invitation to make reference to authentic interpretation of the text which brings home another assumption of the New Critics who value the text as independent unity. New Critics look at the text as an autonomous artifact, something complete within itself, written for its own sake, unified in its form and not dependent on its relation to the author's life or intent, history, or anything else.

New Criticism argues that each text has a central unity. The responsibility of the reader is to discover this unity. The reader's job is to interpret the text, tells in what ways each textual element contributes to the central unity. The primary interest is in themes. A text is made by the author who expresses an attitude which must be defined. That attitude is expressed in a tone which helps define the attitude: ironic, straightforward or ambiguous. Judgments of the value of a text must be based on the richness of the attitude and the complexity and the balance of the text. The key phrases are ambivalence, ambiguity, tension, irony and paradox. Nevertheless, the invitation to the reference to authentic interpretation and the rhetorical element in the text is presented in the item (8)" the response include reference to authentic analysis made by famous critics or writers "; and item (6): " The response includes any of the rhetorical elements the learner was taught about before hand" differs from the emphasis that New Critics ask for.

Furthermore, Item (8): "The response includes reference to authentic analysis made be famous critics or writers " is expected to widen learners horizon through inviting them to make reference to authentic interpretations. However, such reference will be for the sake of enlightening and guidance. On the other hand item (6): " The response includes any of the rhetorical elements the learner was taught about before hand" is expected to invoke students experiences of reading other texts, and at the same time it reaffirms his or her awareness of rhetorical elements.

Despite the advantages referred to above, there are some important matters that must be considered before introducing learners to the approach. It is learners' awareness of theories of criticism that occupies the priority of that importance. It is even crucial for learners to be introduced to the basics and the assumptions of theories of criticism; otherwise, learners would look as if swaying in their acts of interpretation. In fact, learners must be prepared from the early stages of their qualification to be aware of theories of criticism and their basics and assumptions. That preparation should continue to reach further goals as learners advance in their teaching process. The researcher's assumption here is that this approach is applicable and replicable at all stages; it is the teacher who guides learners' activities which can be towards single theory of criticism or even more to imply reference to more than two theories. For instance , since the learners in the sample of this study represents learner in an advanced stage, this research presents an example of using more than a theory of criticism. It can be noticed that the

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elements of the checklist make reference to several theoretical assumptions derived from the critical theories, the language based approaches and literature teaching approaches.

Summary

In this chapter, the researcher has introduced his approach by delineating the pillars of the approach. It is done by making reference to the basics and the assumptions of different theories. The researcher first refers to reader response theory and then to the theories whose basics and assumptions intersect with reader response theory. After that, reference to language and literature approaches to teaching literature is made. These approaches are: the Cultural Model, the Language-Model, Personal-Growth and Practical Criticism approaches. In the light of these references, the researcher sheds light on the importance of eclectic use of theories and approaches. Finally, the researcher refers to the checklist used in the study and makes justification of the use of every item involved in the checklist.

V

Application of the Approach

V
Application of the Approach

Introduction

The findings in chapter three have shown that there are significant differences between the learners' pre and post responses. Building on this, the researcher thinks that students' act of response should be systemized in a way that positively affects the students' responses. Therefore, in the following part, the researcher intends to exemplify the approach on Cecil L. Harrison's poem "The War Is Never Over." through three stages: pre-reading, while-reading and after reading. For the first two stages, questions are given to warm up and prepare the students to the theme of the poem, and then to involve the students in the poem. Concerning the third stage, a fellow up suggestion is made.

5.1 The Use of the Approach in Teaching Poetry

In order to prove the applicability and the replicability of the approach, the researcher applies it on Cecil L. Harrison's poem " The War Is Never Over". The main aim behind the application is to exemplify the feasibility of the approach and to show how far it is applicable and replicable. In this application, the poem is first given to the students. After that, the suggested questions are given for each stage. Discussion of the values and the objectives of each group of questions is made.

The War Is Never Over

War is never over

Though the treaties may be signed

The memories of the battles

Are forever in our minds

War is never over

So when you welcome heroes home

Remember in their minds they hold

Memories known to them alone

War is never over

Nam veterans know this well

Now other wars bring memories back

Of their own eternal hell

War is never over

For I knew world war two

And I'll not forget the battles

Or the nightmares that ensue

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War is never over

Those left home to wait know this

For many still are waiting

It was their farewell kiss

War is never over

Though we win the victory

Still in our minds the battles

No freedom is not free!

Cecil L. Harrison

The questions below are aimed to warm students up and to predispose them to the theme of the poem, which also helps connect students emotionally to the text. Moreover, they would provoke students' feeling towards present or past experiences and ideologies they have.

5.2 Pre-reading Questions

1. *What do you think of war?*
2. *What things does the word " war" bring into your mind?*
3. *What disadvantages does war have for Human Kind?*
4. *Do you think that wars end by the time treaties are signed?*
5. *What effects do wars have on fighters?*
6. *What effects do wars have on fighters' relatives?*

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Since the poem is about war and its effect on fighters and their relatives, it is important to predispose the students to such a theme and this could be done through the questions exemplified above. In fact, warming up is a useful technique to sensitize the students to the act of response.

Discussion

Because of the cultural similarity between the text and the Palestinian situation, the previous questions would work very well to provoke the students' feelings towards the topic. The students, then, might have an easy access to the poem by relating their own experiences to the poem, and then refer to cultural, historical, feministic or any other aspects that the poem implies. Such an action, in turn, would help the students interact with the poem emotionally and would predispose them to the possible theme of the poem. The first question stated above, "What do you think of war?" was stated to address students' ideologies. As the students are mostly Muslims, it is expected that the students refer to their Islamic ideology. The reference to Islamic ideology might also provoke comparison between their Islamic ideology of war and the ideologies related to other religions such as: Jewish and Christian. This would help students create literal meaning of the text which is referred to in item (1) in the list provided the study group. It is also possible that they refer to another definition of the term "war" such as Jihad which is inherent to the Islamic ideology and is easily justified. This is in line with Iser's Reception

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Theory in which Iser thinks that any literary text is full of gaps, blanks and ambiguities that the reader should fill in.

Building on the above assumption, the researcher thinks that the student may give the following literal meaning to the poem:

Some people think that the war is over. In fact, however, it is not. Although the treaties between the fighting parties are signed, we still have the memories of that war in our minds. As a result, when you welcome those who participated in that war, remember that they hold bad memories that they only have.

The veterans, who shared in the American-Vietnamese war, know very well that war is not over. They still live the effect of that war in their minds. Whenever they hear about a war, this brings to their minds the eternal hell they lived in during that war.

Referring to himself, the poet states that he lived the World War Two and he would never forget the battles he shared in and the nightmare resulting in.

The poet also makes reference to those who left their homes to welcome the heroes coming back. The poet says that they are still waiting and their farewell kisses are what are left for them from those who fell dead.

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The poet concludes the poem through re-emphasizing the main idea that he starts his poem with; the memories of the battles still occupy their minds though they won the war. Finally, he states that being not free of those memories means those fighters are not free.

After giving the above literal meaning, the reader may give the following meaning for the poem: through the lines of the poem, the poet refers to the bad effect of the war on him and others which results from a personal experience. The poet hints at bad effect through referring to the war's influence on him and others. For him, the war results in things such as everlasting bad memories and ensuing nightmares. In addition, he refers to the war's influence on fighters' relatives. The lines imply reference to those who are still waiting for their beloved ones in battles. Such reference implies embedded reference to the sorrow that war causes to people. The students may also state that, in general, the poet expresses through the lines of the poem left the negative impact of the war on him, the fighters and their relatives.

Furthermore, students many agree with the poet's opinion and support it. On the other side, they may disagree with it stating, for example, that war in Islam has different perspectives and goals which would affect the poet's positive attitude towards sharing in war. They may suggest that, according to the Islamic ideology, sharing in a war is something that the fighters, as a result the poet, should be proud of. The students may also refer to those who are lost in the battle fields as martyrs;

as a result, their relatives would be proud- despite the pain caused by such a loss. In addition, this question may provoke their feeling towards the Palestinian-Israeli conflict.

The above questions also fits with item (7) in the list of approach. Here, we can say that the researcher's act resonates with Rosenblatt's perspective of literature reading which emphasizes students' emotional interaction with the text. Furthermore, it is targeted to connect the text with the students' past experiences through stating the question" What things does the word " war" bring to your mind?" Once more, the researcher reminds us of Rosenblatt's perspective of literature reading through another dimension: emotional interaction through referring to past experiences. The previous question would bring to students' minds their present and their fathers' past experiences with Israelis war times experiences. Doing that, the researcher puts in action item (4) referred to in the list. The students may state that the theme of the poem reminds them of their immortal conflict with the Israeli occupation and the wars our ancestors had fought in and the wars we are fighting against the Israeli occupation. It may also bring to their minds the Palestinian heroes who scarified their lives for the freedom of Palestine and the rights of the Palestinians. Consequently, they may disagree with the ideology that the poet expresses in the poem. They might also express a different ideology. It is possible that they state: As Palestinians, the fighters fight for their rights, beliefs and freedom. Hence, Palestinians fighters would express different feelings from the

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feelings the poet implies in the poem. They would express pride and happiness as they fight for something right and good. However, they may think that the poet is expressing such feeling of depression that he wasn't fighting for rights but for bad things as his country was invading another country which is Vietnam.

Responding to the poem might also provoke the New Historicist approach. Item (5) is also put in action through provoking students' thinking towards social aspects in the text by asking them " What disadvantages does the war have on Humans?" This question would incite students' feelings towards social and domestic damages that wars would cause. This would bring to their minds the destruction that the war would cause and the social damages which would result from the death of some people. Furthermore, cultural dimension is referred through referring to the questions "Do you think that wars end by the time treaties are signed?", "What effects do wars have on fighters? " and " What effects do wars have on fighters' relatives?" It is aimed to direct students thoughts towards students' social beliefs, the dominant social beliefs they have. And then, a comparison between their social beliefs and the beliefs the text implies may be done as well. So, here, the researcher brings home the New Historicism assumptions of reading literature which emphasize the importance of students' reading of cultural, social and historical aspects that the text implies. The three of previous questions would help implement item (5), mentioned in the study final checklist, which refers to cultural items. By the time what is mentioned above is achieved, the researcher thinks that

the objective of the first stage is achieved: preparing the students emotionally and mentally. As a result this would positively affect their interaction with the text.

5.3 While Reading Questions

The aim behind ' while-reading' questions is to involve students directly into the text. It is targeted to help students give meaning to the text. Besides, students may agree with the poet's feeling and the words and expressions he uses, or they may not agree with him giving different meanings and expressions to express different emotions. Furthermore, such questions would guide the students towards writing their responses. Students are supposed to read the poem individually and to create further elicitation for their responses relying on following guiding questions. The questions are put into different groups for the sake of explaining the purpose behind each group of questions.

1. *What is the dominant feeling in the text and what is your feeling towards the text ? Defend your opinion.*

2. *What experience does the poem remind you of ?*

Previous questions would help students interact directly with the text through causing students to connect the theme and the dominant feeling in the poem to his/her personal feeling and experiences. Doing so, we bring home Rosenblatt's perspective of reading literature. According to Rosenblatt's (1978:16) transactional theory of reading, the meaning of the text resides in the person rather than the

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words on the page; the 'transaction' or interaction between the reader and the text is different for every reader since each is a unique individual . Rosenblatt shows that "how we read a text depends upon what is in our heads, as much as the meaning or emotion we gain from reading the text"

In this part, the attempt is to connect the students with the text directly. It is the students' personal feelings and experiences that are wanted to be connected to the text. The student may share the poet's feelings of sorrow and depression which result from the war he/she shared in, or he may disagree with the negative impact of war on him. For that purpose the question " what feelings does the poem provoke in you?" is stated. Students interaction with the text in this part will be more tangible as the students may refer to words, phrases or sentence, that may support their opinion. For example, in case the student agrees with the poet's opinion, he/she would support the poet's use of the words "eternal hell" and "nightmare" in the text.

On the other hand, if the student is against the poet's feeling revealed in the text, he/she would suggest using other words, phrases or sentences that would give the impact that the war leaves suffering on the fighters. Furthermore, students may take even stronger stance by adopting the opposite position. They may think that the poet's negative memories are worthless compared to the sense of victory he has. Some may think that effect of memories gradually goes away under the effect

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of victory. However, the effect of victory lasts for generations. Once again, the researcher brings home Iser's perspective of literature reading referred to previously. Practically, students are giving meaning to the text through filling gaps and explaining ambiguities expressing their feelings towards the text and defending their feelings.

This action of connection achieved by this question is the purpose behind listing item (7) in the checklist. The second question is also aimed to direct students' practical engagement with the text through another dimension of Rosenblatt's perspective: connecting the text to past experiences. Past experience would be a text that he or she reads before that supports the student's or the poet's opinion. With reference to the feeling that the text reveals, the student may refer to a poem or any literary work that supports either opinion. Doing so, the researcher exemplifies activating item (4) which is included in the study checklist.

The other part of the questions, the three questions below, help the students add another dimension to their responses: to discover and to comment on the cultural values that the text implies.

1. *What beliefs does the poet have about war?*

2. *Do you agree with the poet's beliefs about war?*

3. *" war is never over, though we win the victory", comment.*

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Based on the assumptions that responses should have reference to cultural values, the above questions are stated to direct students' act of elicitation towards discovering cultural values that the text implies. The first question in this part invites the students to dig deep in the beliefs that the poet expresses in the poem. They may agree with the poet's feeling of despising war as all nations and religions despise wars for their negative consequences on man and his life. Furthermore, it is meant to direct students make simple comparison between their cultural values and the values the text implies, and is done through introducing the second question. The students may make a comparison between the beliefs that the text implies and their beliefs, and this would also represent a whole period of time. Putting what is said above in action, we bring home the New Historicism principles of literature reading which is also embedded in item (5) in the checklist.

Discussion

At this stage, students are expected to add further dimensions to their responses; it is the cultural one. They are supposed to discover the cultural value that the poet expresses ; this would represent a whole period of time in the past. In addition, they are expected to make simple comparison between their culture and the culture that the poet expresses in the poem. Someone , for instance, would agree with the poet's beliefs about war's negative effect on the fighters and their societies. Others would say that despite the poet's sense of victory, which can be deduced from the words heroes and victory, he does not hide his belief that war has negative impact

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on him, people in his community and the society as a whole. This belief can be inferred from his use of expressions such as "their own hells" and " the nightmare that ensue". The use of the expressions "For many still waiting" and " farewell kiss" reflect the poet's belief of the negative effect of the war on the society where he lives in that the war causes the loss of loved ones and pain to their relatives who are still waiting for them. This, in turn, would drive the students to compare between their beliefs of the effect of wars on them, their relatives, societies, and others beliefs. Once again, referring on their Islamic ideology, the students may make reference to the way martyrs are received in their societies. They may depict a picture of the ceremonies made for martyrs and what respect our societies have for martyrs and their relatives. This goes along with the New Historicism approach to literature reading which believes in the reader role in making connection between the text and dominant cultural convention and heritage.

Both of pre-reading and after-reading questions could be the spring-board for the students to start creating meaning for the text. However, those questions shouldn't be the only things that the students depend on. Their elicitation would involve further elements such as: how many times did he or she read the text and what difference does that make on him or her? What is the nature of the words used in the text and what effect do these words have on the meaning? if needed; or any other fruitful elements that would help add further meaning.

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5.4 After Reading

It would be more fruitful if discussion of students' responses is made. Such discussion would deepen students understanding of the poem through exchanging and sharing ideas. Furthermore, students would exchange their responses for language check. Students can learn from each other through commenting on each other's writing which would add further advantage to their learning process. As a result, students would get advantage of the information they share with their classmates.

Building on all what is mentioned above, the researcher would like to assure that the students' act of response contributes to the students' reading of literature. Through frequent reading and writing experiences, students begin to be engaged with the text in a more aesthetic way. Reflection on life experiences including prior intertextual encounters helps the students deepen their understanding of the current text they are reading; effective meaning-making is the result. Therefore, incorporating reader responses clearly enhances the students' engagement in any given text.

The aim behind the previous application is to demonstrate the feasibility and the replicability of the approach which mainly depends on reader response through eclectic use of interpretive tools. It is revealed that various stages help creating students' responses.

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The purpose behind that is to widen the students' horizons through a number of activities that precedes or follows the act of writing their response. The purpose behind the eclectic use of theories is to find ways whereby students have better access to the text they study. This is achieved through implementing three stages: pre, while and after reading. Engaging the students in each of the previously mentioned stages might provide them with real opportunities of interacting with the text. For example, the pre-reading questions aim at relating the students' experiences to the experience contained in the text. Such questions might predispose the students to the text and sensitize them to the theme of the poem.

5.5 Recommendations

Introduction

The researcher finds that it is fruitful to end this research with some recommendations to our students, teachers and our university system. The researcher hopes that these recommendations would be fruitful enough to help develop students' performances. It is also hoped that the recommendations for our honorable university teachers are effective enough to match their ambitions of innovation. Furthermore, the hope is that these recommendations would help teachers facilitate and elucidate more effectively what they teach. In addition, it is hoped that these recommendations be fruitful enough to help teachers direct, motivate, and guide the students performances. Besides, the researcher hopes that

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the recommendations would help our university system develop the teaching process in our universities. Finally, the researcher ends the chapter with reference to shortages that the research implies.

5.6 Recommendation for learners

Learners are the valuable output of any teaching process; therefore, a great deal of care must be given to their qualification. To fulfill that objective, their qualification tools should not be traditional but rather effective and modern enough to match the learners' personal needs and the needs of their societies. Used tools- techniques , methodologies and approaches- should help develop learners' skills, efficiencies and performances. As a result, it is hoped that the following recommendations to English language majors would help learn and participate more effectively during their teaching process:

1. Learners should look at literature learning as a means for developing their target language skills: speaking, listening, reading and writing.

2. Learners should get benefit from writing courses they had before while writing their responses to any literary work.

3. Learners should work on developing their critical reading of literature through developing their abilities of analyzing, synthesizing and interpretation.

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4. Learners should be aware of the theories of criticism and literature approaches and get advantage of them anytime they respond or interpret any literary work.

5. Learners should acquire the habit of applying what they learnt before in new learning environment.

5.7 Recommendations to Teachers

Teachers' role in the teaching process is pivotal. Their role is not to introduce or to present the material but to be the maestro in any learning environment. Their role is to direct learners' learning towards a specific goal, to facilitate learners' learning, to monitor their performances or to elucidate what is not clear enough to learners. Any of the previously mentioned roles does not take place haphazardly but through the teachers' selection of the proper technique, approach or method that help learners fulfill the aims of any given course. Those methods, techniques or approaches must help in developing a sound learning habit within learners. A learning habit which helps learners develop their skills and efficiencies. The researcher here hopes that the following recommendations would provide hints for improvement in the performances seeking the elite in performance as far as we can.

1. Teachers should highlight the effectiveness of using reader response in developing their students English language skills.

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2. Teachers should emphasize learners' creative writing as they respond to literature.

3. Teachers are advised to increase creative writing for English language major students, especially during literature courses.

4. It is advisable that teachers be aware of up to date teaching methods, techniques or approaches and to choose which suits their learners.

5. It is advisable that teachers must help learners acquire new and effective learning habits, (i.e) responding to what they read, especially literature.

5.8 Recommendation for the University System

University system is the responsible body for managing the elements of teaching process, facilitating teachers' role and giving opportunities for students to do their duties. It is wished that following recommendations help and add improvement in the university role and performance:

1. University should encourage successful and creative students through encouraging non-curriculum activity within the university which helps develop learners' skills and competences.

2. It will be useful if English Departments are enriched with more specialists who would encourage modern teaching techniques, approaches or methodologies.

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3. It should encourage action research to help study learners' points of weakness and strength which would help provide remedial procedures for points of weakness and enforce points of strength

4. It is recommended that the university hold training courses for teachers about the latest teaching techniques, approaches and methodologies.

5.9 Recommendation for Further Studies

1. Doing other related studies that would help giving further comprehensive view of poetry teaching in our universities.

2. Studying the effect of literature in teaching English language.

3. Studying the effect of reader response in teaching English language.

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Appendices

Appendix (A)

A Suggested Approach for Teaching Poetry to Junior English Students at the IUG

Responding to poetry is one of the techniques that are used by many poetry teachers in the world. It is also used, in addition to other techniques by Dr Habeeb with whom you are having poetry course this summer. In this research, the researcher would like to develop this technique into an approach which would help learners develop their responses in term of context and language.

In the following reading checklist, the researcher suggests a number of items which would help the learner form his/her response. It is a checklist of contextual and technical items that you might find relevant to your response. Therefore, I would be grateful if you take the following items into consideration while responding to "The Road Not Taken".

1. Your response may include explanation of the literary meaning of the text you study.
2. Your response may include reference to the nature of the vocabularies used in the text you study. *Unfamiliar vocabulary - familiar vocabulary*
3. Your response may include how far your first reading of the text differs from the other readings you do after.

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4. Your response may include a personal experience you faced before hand that the texts you study reminds you of.

5. Your response may include reference to cultural values the text reminds you of.

6. your response may include any of the rhetorical elements you experience being taught about before hand such as:

pun, simile, personification, allusion, metaphor, synecdoche, paradox, irony, symbolism myth, oxymoron rhyme, understatement, over statement, symbolism myth and anthropomorphism.

7. Your response may include how the text makes you feel and you defend this feeling through a convincing mechanism.

8. Your response may include reference to authentic analysis made by famous critics or writers.

9. You should apply what you have been taught about during writing course, (i.e.) putting your writing in the form of an essay or a paragraph and taking sufficient care of punctuation.

It is advisable to write your response in the form of an essay.

Researcher

Yusuf H. EL-Hindi

Appendix (B)

Items	Yes	No
• The response include explanation of the literary meaning of the text.		
• The response include reference to the nature of the vocabularies used in the text		
• The response includes how far first reading of the text differs from other reading the learners does after.		
• The response includes a personal experience(s) that the learner faced before hand and that the text reminds the learner of.		
• The response includes reference to cultural values that the text remind the learner of.		
• The response includes any of the rhetorical elements that the learner is taught before.		
• The response includes how the text makes the learner feels and she defends this feeling through a convincing mechanism.		
• The response includes reference to authentic analysis made by famous critics or writers.		

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Appendix   C

N	Element
1	The learner makes reference to difficult or unfamiliar vocabulary meaning.
2	The learner describes the setting, the mood or the feeling in the while interpreting text .
3	The learner makes reference to rhetorical elements that the lines imply.
4	The learner makes reference to the learners' opinions.
5	The learner makes reference to authentic interpretations made by critics' or authors.

Appendix (D)

List of juries:

Abdullah H. Kurraz	Ph.D in English	Al- Azher university
Marwan Hamdan	Ph.D in English	Al- Azher university
Hassan Barakat	Ph.D in English	Al- Azher university
Ahmed M. Al- Nakhalah	Ph.D in English	The open university
Wisam shawwa	Ph.D in English	The open university

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Appendix (E)

0 (Not exited) ----- (highly used) 5

skills	Level of accuracy					
Punctuation	0	1	2	3	4	5
9. Period						
10. Comma						
11. Semicolon						
12. Colon						
13. Hyphen						
14. dash						
15. Capitalization						
16. Spelling						
Grammar						
8. Complete sentence						
9. Adjective						
10. Adverbs						
11. Auxiliaries						
12. Connectors						
13. Transition						
14. Tenses						
Writing skills						
5. Topic sentence						
6. Paragraph unity						
7. Paragraph coherence						
8. Paragraphing						

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Period

1. The learner does not use period in her response.

2. The learner shows no efficiency in using period.

3. The learner shows little efficiency in using period.

4. The learner shows little inefficiency in using period.

5. The learner shows efficiency in using period but for a few times.

6.   The learner shows efficiency in using period and for a lot of times.

Comma

1. The learner does not use comma in her response.

2. The learner shows no efficiency in using comma.

3. The learner shows little efficiency in using comma.

4. The learner shows little inefficiency in using comma .

5. The learner shows efficiency in using comma but for a few times.

6. The learner shows efficiency in using comma and for a lot of times.

Semicolon

1. The learner does not use semicolon in her response.

2. The learner shows no efficiency in using semicolon.

3. The learner shows little efficiency in using semicolon.

4. The learner shows little inefficiency in using semicolon.

5. The learner shows efficiency in using semicolon but for a few times.

6.   The learner shows efficiency in using semicolon and for a lot of times.

Colon

1. The learner does not use colon in her response.

2. The learner shows no efficiency in using colon.

3. The learner shows little efficiency in using colon.

4. The learner shows little inefficiency in using colon.

5. The learner shows efficiency in using colon but for a few times.

6. The learner shows efficiency in using colon and for a lot of times.

Hyphen

1. The learner does not use hyphen in her response.

2. The learner shows no efficiency in using hyphen.

3. The learner shows little efficiency in using hyphen.

4. The learner shows little inefficiency in using hyphen

5. The learner shows efficiency in using hyphen but for a few times.

6. The learner shows efficiency in using hyphen and for a lot of times.

Dash

1. The learner does not use dash in her response.

2. The learner shows no efficiency in using dash.

3. The learner shows little efficiency in using dash

4. The learner shows little inefficiency in using dash.

5. The learner shows efficiency in using dash but for a few times.

6. The learner shows efficiency in using dash and for a lot of times.

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Capitalization

1. The learner does not use capitalization in her response.

2. The learner shows no efficiency in using capitalization.

3. The learner shows little efficiency in using capitalization.

4. The learner shows little inefficiency in using capitalization.

5. The learner shows efficiency in using capitalization but for a few times.

6. The learner shows efficiency in using capitalization and for a lot of times.

Spelling

1. The learner does not show efficiency in spelling in her response.

2. The learner shows little efficiency in spelling.

3. The learner shows a little efficiency in spelling.

4. The learner shows little inefficiency in spelling.

5. The learner shows efficiency in spelling but for a few times.

6. The learner shows efficiency in spelling and for a lot of times.

Complete sentence

1. The learner does not use complete sentences in her response.

2. The learner shows no efficiency in using complete sentences.

3. The learner shows little efficiency in using complete sentences.

4. The learner shows little inefficiency in using complete sentences.

5. The learner shows efficiency in using complete sentences but for a few times.

6. The learner shows efficiency in using complete sentences and for a lot of times.

Adjectives

1. The learner does not use adjectives in her response.

2. The learner shows no efficiency in using adjectives

3. The learner shows little efficiency in using adjectives.

4. The learner shows little inefficiency in using adjectives.

5. The learner shows efficiency in using adjectives but for a few times.

6. The learner shows efficiency in using adjectives and for a lot of times.

Adverbs

1. The learner does not use period in her adverbs.

2. The learner shows no efficiency in using adverbs.

3. The learner shows little efficiency in using period.

4. The learner shows little inefficiency in using period.

5. The learner shows efficiency in using period but for a few times.

6. The learner shows efficiency in using period and for a lot of times.

Auxiliaries

1. The learner does not use auxiliaries in her response.

2. The learner shows no efficiency in using auxiliaries.

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3. The learner shows little efficiency in using auxiliaries.

4. The learner shows little inefficiency in using auxiliaries.

5. The learner shows efficiency in using auxiliaries but for a few times.

6. The learner shows efficiency in using auxiliaries and for a lot of times.

Connectors

1. The learner does not use connectors in her response.

2. The learner shows no efficiency in using connectors.

3. The learner shows little efficiency in using connectors.

4. The learner shows little inefficiency in using connectors.

5. The learner shows efficiency in using connectors but for a few times.

6. The learner shows efficiency in using connectors and for a lot of times.

Transitions

1. The learner does not use transitions in her response.

2. The learner shows no efficiency in using transitions.

3. The learner shows little efficiency in using transitions.

4. The learner shows little inefficiency in using transitions.

5. The learner shows efficiency in using transitions but for a few times.

6. The learner shows efficiency in using transitions and for a lot of times.

Tenses

1. The learner does not use tenses in her response.

2. The learner shows no efficiency in using tenses.

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3. The learner shows little efficiency in using tenses.

4. The learner shows little inefficiency in using tenses.

5. The learner shows efficiency in using tenses but for a few times.

6. The learner shows efficiency in using tenses and for a lot of times.

Topic sentences

1. The learner does not use topic sentences in her response.

2. The learner shows no efficiency in using topic sentences.

3. The learner shows little efficiency in using topic sentences.

4. The learner shows little inefficiency in using topic sentences.

5. The learner shows efficiency in using topic sentences but for a few times.

6. The learner shows efficiency in using topic sentences and for a lot of times.

Paragraph unity

1. The learner does not have paragraph unity in her response.

2. The learner shows no efficiency in paragraph unity.

3. The learner shows little efficiency in paragraph unity.

4. The learner shows little inefficiency in paragraph unity

5. The learner shows efficiency in paragraph unity but for a few times.

6. The learner shows efficiency in paragraph unity and for a lot of times.

Paragraph coherence

1. The learner does not have paragraph coherence in her response.

2. The learner shows no efficiency in paragraph coherence.

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3. The learner shows little efficiency in paragraph coherence.

4. The learner shows little inefficiency in paragraph coherence.

5. The learner shows efficiency in paragraph coherence but for a few times.

6. The learner shows efficiency in paragraph coherence and for a lot of times.

Paragraphing

1. The learner does not use paragraphing in her response.

2. The learner shows no efficiency paragraphing.

3. The learner shows little efficiency in paragraphing.

4. The learner shows little inefficiency in paragraphing.

5. The learner shows efficiency in paragraphing but for a few times.

6. The learner shows efficiency in paragraphing and for a lot of times.