



Literature in EFL/ESL Classroom: Integrating Conventional Poetry as Authentic Material

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Abstract

The paper aims to explore how poetry and poetic devices function as authentic sources and as required materials for teaching and learning English as a second language or a foreign language. It affirms that different modes of poetry, for example, tongue twisters, children's rhymes, sonnets, short and long poems, etc., can be stimulating, appealing, and above all, the natural material to the EFL/ESL classrooms. Through an interactive and integrated teaching approach, the paper intends to promote and motivate learners and teachers to use poetry as a functional source of literature for teaching English as a target language. Simultaneously, the study emphasises the constructive function of literature in developing a language learning process. The paper represents general sources or materials widely used in EFL/ESL classrooms for decades. It proclaims why including authentic or natural material is inevitable to revitalize the language learning process. It profoundly claims that using conventional poetry in EFL/ESL classrooms can empower the teaching pedagogy with its own stylistic and pragmatic features. To focus on the pedagogical dimension of poetry in second language classrooms, the article demonstrates how a poem can relate to and integrate to enhance the English language and covers the four core language skills, grammar, and vocabulary through a series of interactive classroom activities.

1. INTRODUCTION

Applying poetry as a distinctive mode of literature in language teaching has a long history in different parts of the world. It was a common classical means of teaching and learning when the main objectives of teaching were to disclose the latent faculties of learners by leading them to know the unknown, see the unseen, and discover the untold mysteries of knowledge. Since the classical era of teaching, poetry has been an integral part of study material for its own glory of poetic devices and contents of meanings advocating certain themes and messages in its own poetic language. On the other hand, as a language, English belonged to Great Britain till the medieval period of world history. But in the mid-15th century, the language crossed the border of Britain and central Europe. Due to the expansion of British colonization, the English language, literature, and culture started gaining territory around the globe. This longest and most eventful regime of the English Empire resulted in the position of the language today as a

global language. And not unlike the classical pedagogy of language teaching, teaching the English language also started incorporating English literature, for instance, poetry, plays, novels, and short stories from time to time. At the beginning, teachers used the Grammar Translation Method to translate the contents of English literature from the mother language to English and vice versa. Like other modes of literature, English poetry dominated as study material for EFL/ESL classrooms during the early 20th century. In language classrooms, innumerable English rhymes and tongue twisters were recommended to the children and young learners.

In contrast, short and long poems, for example, popular ballads, odes, lyric poems, epics etc., were recommended to adults and tertiary learners. However, during the phases of time, literature gradually started declining its contribution to English language teaching due to the massive acceptance and popularity of the Audiolingual Method of language teaching in the 1970s and Communicative Language Teaching after the 1980s. In recent decades, due to globalization, the main perspective of English language teaching has altered from “the small-scale production of scholarly elites to the mass production of large numbers of functionally competent users of the language, literature came to be regarded as, at best, an irrelevant and, at worst, positively harmful” (Maley, 2001). Consequently, researchers have been divided into two diverse groups: pro-literature and anti-literature. Remarkably, there is an attempt to bring back literature as an authentic source or material for teaching and learning the English language. This paper elucidates how poetry can be revitalised as a mode of literature and can be used scientifically as authentic material in EFL/ ESL classrooms.

Moreover, to Chan (1999: 15), “Literature should be taught because it uses a powerful language and contains the skills needed for language learning.” Collins (1993: 22) relates, “A language is human’s pre-knowledge tendency to interpret things. Therefore, different ideas could be linked through reading, a skill that literature serves to achieve.”

2. A REVIEW OF THE PREVIOUS STUDIES

In recent decades, many scholars claimed that literature is an inseparable part of teaching language. Labo – Papoola (2010: 52) affirms that “literature is the foundation of language learning; through literature, different cultures could be identified. As it is indicated, language is the source of communication, and literature is identified as the cultural transmission from generation to generation. It can be said that literature is the heritage of any culture that can be explored using a language. Through this argument, teaching literature has a beneficial impact on language learning that they cannot be separated from one another.” According to Vethamani et al. (2010), “Literature is the part of a language, which improves different skills.

Additionally, literature will help the process of language learning to be more interesting.” To Ghosn (2002: 175) and Shrestha (2008: 11), “Literature provides authenticity to language learning.” “Through literature, learners become familiar with a substantial and contextualized body of text.’ In addition, their increasing awareness of the variety of ways by which ideas can be connected adds to their writing skills. Using literature also brings about the learners’ personal involvement. That is, they begin to react emotionally to the story unfolding, which has a beneficial effect on the whole language-learning process” (Murat, 2005: 55).

On the other hand, the prevailing methods used in traditional language classrooms are not beyond question. Though they seem highly applied and proven to many extents, they have certain drawbacks, too, according to Layla S. Essa (1988: 149). “Traditional education does not observe young people's experiences, nor does it match their abilities and needs since it imposes its rules and facts on the learning process where the students are in a complete state of receptivity and obedience. This process should be viewed as an experience, a free activity and a development of individuality in a way that utilizes the opportunities of the present life to acquaint the young generation with what is going on in the world and prepare it for the future as well.” Therefore, it is apparent that the inclusion of literature can be an effective source of authentic material in developing the teaching language process. Studying, memorizing, and using rules of a certain language may express a learner’s loss of identity, focusing on the fact that the capability of self-expression is likely to be fossilized or drastically demolished. “This feeling of loss of self might be further exaggerated in acquiring a properly academic voice” (Young, 1988: 24).

Again, study materials should include natural phenomena which eventually guide ESL/EFL learners to pick the components of the target language in a better way than learning something for their academic purposes. Therefore, it is high time scholars focused on revitalising study materials in EFL/ESL classrooms by revising, improvising, and including literary components where poetry, like other literary components, has become an essential insertion.

3. Materials

Learners learn a second or foreign language in three ways: learning naturally, learning through self-study, and learning through formal classroom activities. Very few can avail the opportunity to experience the target language environment and interact with the people of the target language group. Many of them use materials like books, journals, newspapers, magazines, audio or video CDs, cassettes, multimedia, computer applications, video tapes, and internet resources to pursue and practice a second or a foreign language by themselves. But most of the learners learn the target language in a formal classroom with the active or passive guidance of instructors and mentors through some prescribed and recommended study materials. “Materials’ include anything which can be used to facilitate the learning of a language. They can be linguistics, visual, auditory or kinesthetic, and they can be in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet” (Tomlinson, 2001) Although the materials can either be printed or electronic, the most popular form of material used in classroom is of printed material, because of their convenience in presenting language items to the learners.

3.1.Importance of Materials:

Material is one of the most important devices in any classroom. And along with materials, EFL/ESL learners need a comprehensive classroom environment to undertake their learning outcomes. Everyone wants materials- teachers, students, parents, researchers, authorities, administrators, and even publishers though their purposes are different. Language learners need appropriate materials to learn a language effectively (Mutiara, Zuhairi & Kurniati, 2007). Materials play a vital role in the classroom since they are used to learn and teach language skills systemically.

3.2.Purposes of Materials

Materials serve the following frequent and regular purposes in the EFL/ ESL classrooms.

- To stimulate learners' knowledge of the language use
- To engage learners' cognitive, linguistic, and cultural skill
- To provide the situational experience of the language usage
- To provide psycho and socio-linguistic patterns to discover the moods and feelings of the target language
- To practice through different language modules
- To provide opportunities for learning
- To facilitate guessing, scheming, and understanding
- To make the concepts more concrete using meaningful contexts
- To enhance the practice of the language both inside and outside the classrooms
- To assist teachers in preparing the lesson plans to transfer learning contents to the students in a stipulated period, i.e., the limit of teaching hours or semesters
- To reduce time in teaching, learning, and evaluating
- To evaluate the learning outcomes

3.3.Reasons behind materials to be Authentic and not to be simplified

As good materials are fundamental in an EFL/ESL classroom, the obvious question is whether the materials are simplified or authentic. The answer to this question is not unassailable. Educators and researchers deviate from their viewpoints. Simplified materials are prepared or designed for a specific language learning with examples of the relevant language. The main objective of these materials is to cover the high persistence of experience and circumstances of target language items. On the contrary, the materials that are natural and not at all designated for teaching and learning purposes are considered authentic materials. Therefore, authentic texts expose the real language, provide informal learning opportunities, and eventually motivate learners to learn.

According to (Tomlinson, 2001), nowadays, more researchers favour authentic texts because simplified texts protect the learners, deprive them of the opportunities to acquire language and don't prepare them for language use. Simplified materials thus refrain the learners from getting real-life experience of the target language.

3.4.Widely applied authentic materials for EFL/ESL classrooms

The most common authentic materials used in EFL/ESL classrooms are diverse kinds of objective and subjective books, journal articles, newspapers, magazines, different forms of brochure, pamphlets, product labels, audio and video extracts from films, TV channels, radio programs and web resources. All these contain natural language, enhance the language input, and provide different perspectives of the target language outcomes through multiparous classroom activities. However, they seriously dearth imaginative feelings, and experiences to stimulate the learners to engage them in learning. (Scrivener, 2005) points out that if language is studied or taught using texts devoid of emotions and feelings, it will be bland, repetitive, completely forgettable. To remember something, we need to be surprised by an odd idea or use of words. Interacting with the learning material eventually assist the learners in motivating and challenging to the target language. And so, the inclusion of literature as a natural integration in EFL/ESL material is a dire need to fulfill the requirements of other profoundly used materials.

3.5. How Literature functions as Authentic Material

It is obvious that literature is not composed or created to be the teaching material in the classroom. Rather, it is created with an immense appeal for pleasure. A piece of literary work is produced to express the writer's ideas, thoughts, experiences, feelings, etc. Brumfit and Carter (1986, p. 15) relate that "a literary text is an authentic text, real language is context, to which we can respond directly." Scrivener (2005, p. 360) points out, "language teaching can be a bit dull if we constantly look at linguistic points using only predictable textbook examples." Therefore, it is apparent that literature can motivate learners with its appealing contents and multiparous themes. For instance, poetry compels by diverging topics representing idealistic, reflective, usual, and even unusual ideas in an exotic language. At the same time, short stories, novellas, and novels consist of situations and events of real life. And thus, real-life situations depicted in poems, stories, plays, novels, and autobiographies eventually provide learners with the opportunities to develop communication skills by involving them in interactive tasks and activities.

In a word, literature provides authentic language to learners by challenging them to be creative, imaginative, and interactive. Through literature, the EFL/ESL learners can realize the uniqueness, entanglement, vitality, and vastness of the English language. English Literature was not used as an object of studying and passing an exam by the literary elites and critics. Rather they used it as a language of expression, thought, feeling, emotion, imagination, and creation.

4. Teaching Language through Literature VS Teaching Literature

Is teaching language through literature the same as teaching literature? Certainly, both are different in objectives and perspectives. The former focuses on teaching English language skills, while the latter emphasizes teaching literature itself. Literature is considered fully subjective in teaching literature, like teaching other subjects, for example, business, geography, or biology. Moreover, the objective of teaching literature is to cherish or criticize the literary contexts or intellectual depth of a particular piece of literature. Whereas in a language classroom, literature works as a means or material to reinforce the skills of the target language.

4.1. Recommendations for Teaching Poetry in an EFL/ESL classroom

Among the literary genres used in EFL/ESL classrooms, poetry is one of the frequent appearances. Poems have become a favourite tool for EFL/ESL teachers because of their short length, suitability to be a lesson for a single lecture, distinctive structures, and linguistic characteristics. The evocative character of poetry, its imagery, appeal to feelings, and personal experience makes it very interesting and enjoyable for second/foreign language learners (Llach, 2007).

The ways poetry help develop competence are beneficial to EFL/ESL learners. This is how Panavelil (2011) points out the benefits of using poetry in a language classroom:

- It can be used as a beneficial resource to introduce and practice the language by exposing students to authentic models –real language in a context which can develop their language skills.
- It allows students to enhance their vocabulary in a new way by offering meaningful context that can be practised effectively.

- It encourages students to develop their creativity, where they can simultaneously discover compulsive ideas for creative writing.
- It is motivating as it generates strong emotional reactions.
- It provides students with insight into developing cross-cultural awareness, which helps them acquire fluency in the target language.
- It deals with universal themes and human concerns, which offers opportunities to project students' feelings and emotions, thus fostering personal involvement in learners.

4.2. Teachers' role in selecting poems

EFL/ESL teachers sometimes find it challenging to select pieces of poetry that can benefit learners. The first challenge is that the poetry should suit the learners according to their psychological growth of understanding. It should cover an appropriate level of complexity and abstract ideas. It should include certain themes to motivate the learners in engaging pair or group works within and outside the classroom. The contents should promote emotional responses to stimulate the internal and external feelings of the learners even without the requirement of the teachers' presence as facilitators. Furthermore, the student's needs, motivation, interests, and cultural backgrounds should be considered when selecting a poem for the classroom teaching (Panavelil, 2011). In a word, since the perception and motivation of the learners are stimulated by poetry, selecting suitable poems is a prior need that teachers should be aware of.

4.3. Role of poetry in developing language

Poetry brings out meaningful interactive activities as it is embodied with natural and semantic structures to portray the individual feelings of the poet. The learners also meet the standard, non-standard, local, peripheric, formal, and informal languages through the contents of poetry. Apart from these, poetry includes common language pregnant with allusion, illusive portrayals, aphorisms, and figurative language with various rhetorical devices. This multi-dimensional language of poetry stimulates the natural faculty of the EFL/ESL learners in thinking, guessing, and predicting the meaning of the content, which eventually arouses interest in learning English through enjoying the power of poetry. According to Bates (2000), poetry can provide learners with all kinds of foreign language learning experiences: humour, thought, and creativity. Scrivener (2005, p. 360) also claims that poetry "stimulates, wakes us up to see things in new ways, hear things in new ways, think of things in new ways."

Therefore, by applying the integrated approach to teaching, EFL/ESL teachers can prepare learner-oriented tasks because poetry is by default empowered with an extensive vocabulary, monologue, dialogue, and other literary contents that "stimulate the imagination, offer learners specimens of real language use, allow for group discussions and individual exploration, and are intrinsically more dialogic" (Alam, 2007, p. 381).

4.4. Role of poetry in developing reading skill

Literature is ideal for intensive and extensive reading since it encourages and improves reading skills and promotes learners' reading interests. Similarly, poetry enables learners to infer meaning from the context, understand and process the meanings, and then use it through rational and contextual interpretations. (Maley, 1989) asserts that meaning in literature is highly suggestive and associative; therefore, each reader can interpret it differently, leading to interactive discussion and genuine exchange of ideas.

In an integrated approach to teaching reading skills, “the classroom activities will be divided into three categories: pre-reading activities, while-reading activities, and post-reading activities” (Panavelil, 2011). Firstly, during pre-reading, activities can be designed to brainstorm and stimulate learners’ general concepts about the poem. Secondly, during while-reading, activities aimed at helping the learners to experience the poem holistically by developing a fruitful interaction between the reader and the context. Finally, during the post-reading, activities promote the learners to generate thoughtful discussion by reflecting on their individual or group experience of both literature and language. Besides, through reading poetry in an EFL/ESL classroom, learners must “cope with language intended for native speakers, and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so on” (Collie & Slater 1987, p. 4).

4.5. Role of poetry in developing listening and speaking skill

English poetry brings out both native and non-native diversity of English to the learners. It simultaneously produces a variety of dialects, registers, and idiolects. Consequently, the learners have greater scope to enhance their aural and oral skills. For instance, reading or reciting a poem aloud can improve listening, speaking, pronunciation, vibration, intonation, and concentration skills. Side by side, the syllabic formations of words, uses of phonemes, allophones, homophones, rhymes, and rhythms inspire learners to get accustomed to language's power. Poetry is by default embodied with stylistic and pragmatic features, so, from young learners to adults, everybody becomes a fan of poetry, whether it's a children's rhyme or a tongue-twister, an ode or a ballad, an extract or a whole poem.

4.6. Role of poetry in developing writing skill

In EFL/ESL classrooms, the biggest challenge for teachers is finding exact writing materials that cover all writing skills objectives. The teachers can find effective and influential materials from poetry since it consists of interesting themes, stories, and experiences covering almost all domains of life. According to Collie and Slater (1990), learners develop their language, especially their written language, through literature by understanding the characteristics of written language, reading contextualized text or content, and learning sentence structures, sentence connectors, and transitional words. Like other sorts of literature, poetry is also very useful in developing academic writing. For example, narrative or descriptive poems, pastoral elegies, and lyrical ballads help students write narrative paraphrases containing the vast use of nouns, adjectives, and phrases. Besides, the odes and classical poetry help learners elaborate the smaller senses into broader speculations, eventually leading them to describe their self-reactions. An abundant variety of topics and themes of poetry help EFL/ESL learners participate in guided, controlled, and free handwriting. The skills of adaptation, paraphrasing, and summarizing can be the major activities to evaluate the learners' writing skills.

4.7. Role of poetry in developing grammar and vocabulary

Poetry has a high potential for integrating grammatical and lexical skills naturally and effortlessly since it is associated with the extended use of active and passive vocabulary in strange, dignified, and even odd ideas. The verses of poetry often appear in a lofty or exotic tone fulfilled by poets' imagination or idealistic presentations, which eventually help EFL/ESL learners to be familiar with the enriched vocabulary and their multi-purpose uses in grammar.

(Krashen, 1989) states that L1 learners acquire most of their vocabulary through extensive reading. Though stories and novels can offer more functions to exemplify new grammatical contexts for EFL/ESL learners, poetry makes the learners curious about grammar through its unusual grammar practices. It provides ample opportunities for learners to learn the language's syntactic, pragmatic, and cultural functions since poetry is embodied with both real-life and imaginary settings of experiences.

4.8. Role of poetry in developing target language culture

Teachers of EFL/ESL classrooms are well concerned with helping learners understand the cultural norms of the target language since it is impossible for everyone to visit a foreign land physically. Though the contents of the pieces of poetry used in the classroom are often imaginary, they represent a panoramic detail of a foreign culture, for example, lifestyles of the people, the art of speech and relations, socio-cultural events like festivals, seasonal changes in the atmosphere, geographic details etc. These meticulous illustrations of poetry can eventually pave the way for learners to have cultural concepts of the target language. Poetry provides “an ideal context for exploring cultural differences” (McKay, 2001, p. 329). Lazar (1993) added that cultural differences could be taught through literature. In a word, poetry, through its colourful setting, motivates the EFL/ESL learners to come closer to the target language culture by nourishing their sixth sense across the boundary of their cultural practices.

3. A Task-Based Authentic Material designed on a Sample Poem

The poem ‘I Wandered Lonely as a Cloud’ by the great romantic poet William Wordsworth is now used as the modal material for teaching EFL/ESL students in classrooms. While teaching the contents of the poem, cognitive and communicative skills are covered by stimulating and applying all sorts of linguistic devices, for instance, adaptation, understanding, discussing, comprehending, analyzing, and engaging students in individual, group, and role-play activities. Moreover, the basic skills of grammar and vocabulary are integrated. The material and activities are suited to intermediate and advanced students. However, to cover all the designed tasks, an EFL/ESL teacher might need several lessons depending on the class's level and number of students.

I Wandered Lonely as a Cloud

William Wordsworth (1770-1850)

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils.
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:

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Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude,
And then my heart with pleasure fills,
And dances with the daffodils.

[\(I Wandered Lonely as a Cloud by William Wordsworth | Poetry Foundation\)](#)

Task: 1

Activity for warming up:

Circle 'yes' or 'no' for the following ideas.

Do you like nature?	yes	no
Do you like flowers?	yes	no
Do you like mountains?	yes	no
Do you like to enjoy nature alone?	yes	no

Task: 2

Activity for Brainstorming:

Make small notes of activities that you do and don't. Then discuss with your partners.

Activities that you do in nature	
Activities that you don't do in nature	

Task: 3

Predicting and Skimming:

Work in pairs or in small groups. Try to understand the title of the poem and discuss the following questions. Then skim through the poem and check your answers.

- a) What is the poem written/composed about?
- b) Who is the main speaker of the poem?
- c) Where is the speaker?
- d) What is the speaker doing?

Task: 4

Scanning:

Scan the whole poem and discuss the following questions with your partners.

- a) Where was the speaker wandering?
- b) What made the speaker love the daffodils?
- c) How many stars did he see?
- d) Where were the stars?
- e) What was/were dancing and tossing?
- f) Why couldn't the speaker forget the experience?

Task: 5

Understanding through Jigsaw Puzzles:

The class will be divided into two teams/groups: Group-A and Group-B. Each team/group will read the poem together with their group/team members and ask another group/team the set of questions and discuss their answers. Group-A will ask questions on the poem's first two stanzas, while Group B will work on the last two.

Question Set for Group A	Question Set for Group B
<ul style="list-style-type: none">a) Who is the main speaker in the poem?b) Is the speaker in the poem the poet himself? How do you know this?c) What was the name and colour of the flowers the speaker found there?d) What were the stars doing?	<ul style="list-style-type: none">a) What made a dancing wave?b) Who was with the poet?c) What the poet does during his loneliness?d) The memory of nature makes him happy or sad?

Task: 5

Work with Vocabulary: (Guessing the Ideas)

Read the poem and match the ideas in Column A with those of Column B in the following table. Then match your answers with your partners.

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Column A	Column B
floating	daffodils
fluttering	mind's eye
dancing	clouds
twinkling	milky way
never-ending	breeze
inward eye	stars

Task: 6

Work with Vocabulary: (Guessing the Meanings)

Read the poem and find the exact words for Column-A that match the definitions in Column-B. Then match your answers with your partners.

Column-A	Column-B
	moving here and there aimlessly
	a thoughtful state of mind
	a broad luminous irregular band of light
	a state of high spirit with lively mirthfulness
	something directed to inner or internal state

Task: 7

Work with Vocabulary: (Synonyms)

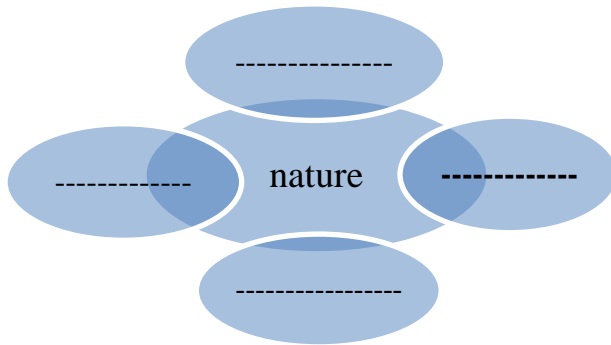
Write three synonyms for the words in the following boxes.

Words from the Poem	Synonyms
valley	
sparkle	
sprightly	
mood	
solitude	

Task: 8

Work with Vocabulary: (Picking Vocabularies)

Work individually or in group and complete the given diagram with words from the poem that go with the word *nature*.



Task: 9

Grammar: (Practice with Nouns)

Read the poem again and make a list of nouns. Discuss your answers with your partners.

Nouns appeared in the poem	
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Task: 10

Grammar: (Practice with adjectives)

Read the poem again and make a list of adjectives. Discuss your answers with your partners.

Adjectives appeared in the poem	
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Task: 11

Grammar: (Practice with Verbs)

Read the whole poem and make a list of verbs. Discuss your answers with your partners.

Verbs appeared in the poem	
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Task: 12

Grammar: (Understanding Tenses)

Read the following extracts of the poem and put (√) in the appropriate box.

Extracts from the poem	Present	Past	Future
a) <i>I wandered lonely as a cloud</i>			

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b) <i>That floats on high o'er vales and hills</i>			
c) _____ <i>all at once I saw a crowd</i>			
d) <i>For oft, when on my couch I lie</i>			
e) <i>And then my heart with pleasure fills</i>			

Task: 12

Grammar: (Understanding Sentence Structure)

Read the extracts of the poem and rewrite them according to the grammatical structures using the rule of subject-verb-agreement.

a) A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.	
b) Continuous as the stars that shine And twinkle on the milky way, They stretched in never-ending line	
c) And then my heart with pleasure fills, And dances with the daffodils.	

Task: 13

Writing:

Paraphrase the whole poem into prose in not more than 100 words.

Task: 14

Integrated Skills: (Reading, Listening, Speaking, Grammar practice, Writing, and Presenting)

Work in 4 pairs or in 4 small groups. Each pair or group will be engaged in each of the 4 stanzas of the poem. In the individual pairs or groups, each student will participate in expressing own ideas, adding comments, dictating other(s) to write notes, and presenting towards the facilitating teachers.

Task: 15

Role Play:

Work either individually or in pair or group. Do role play using the role cards.

Role Play Card-A (Student-1)	Role Play Card-B (Student-2)	Role Play Card-C (Student-3)
A man who likes natural landscape	A man who doesn't like nature	A poet who composes poems on nature

Task: 16

Real Play:

Work in pair or group. Imagine you have visited a natural countryside recently. List your own activities and experiences in the following table.

Name of the place	List of Activities	List of Experience

Task: 17

Discussion:

Do you agree with the statement of the poet? Share your ideas with your partners.

*'I gazed—and gazed—but little thought
What wealth the show to me had brought.'*

Task: 18

Stimulation, Speaking, Discussion:

Work individually or in pairs or groups. Imagine you are a busy workman. For your next weekend, you like to visit a natural garden or open countryside to get rid of your monotony. Take notes for your plan, speak about it, and participate in open discussion.

5. FINDINGS

Applying an English poem of three stanzas containing four lines as authentic material in the EFL classroom at the College of Science and Arts of King Khalid University, KSA, became fruitful. A group of 15 college students who are studying Computer Science as their major in B.A. Program and whose mother language is Arabic joined the demonstrative class and were interested in learning English through the given poem. Though English is considered a foreign language to them, they took part in various individual and group tasks to cooperate among themselves and solve the problems naturally. It took about ninety minutes to finish the tasks thoroughly. Throughout the whole demonstration, four of the students were found struggling with the poem when solving individual problems. Another seven students showed their participation in full sense, but their feedback was moderate, and most of their mistakes were

found in vocabulary and understanding grammar. But the rest of the four students met the learning outcomes satisfactorily.

Side by side, a nursery rhyme and a tongue twister have been introduced to the young learners of class four students in a local primary school in Abha, KSA, where the Arabic-speaking boys are studying. And they were asked to solve the provided linguistic problems verbally. They tried to understand the meanings of the poems with their natural capacity for understanding and solved 70%-80% of the learning outcomes by participating from their heart. Almost the whole class were overwhelmed with the new addition of poetic devices in their demo class for learning English.

Therefore, poetry is a natural and authentic addition to a language classroom. Integrating poems or extracts of long poems in an EFL/ESL classroom can motivate the learners and

6. CONCLUSION

Literature tempts learners through its universal power of emotion and creativity. Since the appeal of literature is authentic by nature, it can stimulate learners and indulge their needs. In fact, in an EFL/ESL classroom, literature is an adequate means to teach the English language. However, it never fulfils all the inevitable modes and approaches of language teaching. But it is obvious that the natural contexts of poetry pave a multi-dimensional use of the English language for the learners. Real-life language use of poetry helps learners to achieve native-like competence in English that eventually motivates the EFL/ESL learners to familiarize the language creatively, critically, and analytically. Side by side, they achieve socio-cultural linguistic competence in the target language too. So, in a word, integration of poetry as a natural and authentic source of language learning in EFL/ESL classrooms can revitalize the glory and tradition of literature in learning and teaching a target language.

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