

اتجاه طلبة الجامعة الدارسين للغة الانكليزية كلغة اجنبية نحو تعلم الشعر في اللغة الانكليزية

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الحياتي ، هاله سالم اسماعيل خلف ، اتجاه طلبة الجامعة الدارسين للغة الانكليزية كلغة اجنبية نحو تعلم الشعر في اللغة الانكليزية،مجلة مركز بابل للدراسات الانسانية، تشرين الأول 2026،المجلد:16 ،العدد:10.

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EFL College Students' Attitudes Towards Learning English Poetry

EFL College Students' Attitudes Towards Learning English Poetry

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المخلص

ان تعلم اللغة الانكليزية يتضمن دراسة اربعة مهارات اساسية في الاستيعاب والكفاءة. ومن هنا تتضح اهمية الاتجاه نحو دراسة الشعر في اللغة الانكليزية. وفي سياق تعلم اللغة الانكليزية كلغة اجنبية، هناك بحوث تؤكد اهمية الاتجاه في التعلم. وتبحث هذه الورقة البحثية في التعرف على اتجاه طلبة الكلية في تعلم ادب اللغة الانكليزية كجزء من مفردات تعلم اللغة. يشمل البحث الحالي جزئين: الاول هو دراسة نظرية سريعة عن علاقة الاتجاه بتعلم اللغة الاجنبية. وفي الجزء الثاني من البحث، قدم الباحث استبياناً لقياس اتجاه الطلبة نحو تعلم ادب اللغة الانكليزية كلغة اجنبية. وقد شمل مجتمع البحث طلبة من قسم اللغة الانكليزية المرحلة الرابعة في كلية التربية للعلوم الانسانية في جامعة الموصل. تم اختيار 100 طالب كعينة للبحث من كلا الجنسين: 50 ذكور و 50 اناث. وبعد تثبيت اجابات الطلبة وجمع البيانات وتحليلها احصائياً لقياس اتجاه الطلبة نحو تعلم شعر اللغة الانكليزية كلغة اجنبية، حيث اظهرت النتائج ان الطلبة يحملون اتجاهها

ايجابيا نحو تعلم الشعر كجزء من متطلبات تعلم اللغة الانكليزية. كما اظهرت النتائج وجود فرق في اتجاه الطلبة وفقا لمتغير الجنس ولصالح الاناث.

Abstract

Learning a language means acquiring four skills and understanding its rules. Learners' views on poetry becoming miserable at poetry joyful. It is commonly believed in foreign language education that learners' attitudes may play a role in their success to learn a new language. The research explores EFL college students' attitudes toward English poetry as part of learning the language. The article is organized into two parts. In the first part an overview of existing research on the relationship between learners' attitudes and FL comprehension is provided. In the second part, a researcher-made questionnaire was developed to investigate students' attitudes towards learning English poetry (considering various items). The study sample includes the EFL students in the English Departments at the College of Education for Humanities, University of Mosul. A convenience sample of 100 students (both genders considered) was included. Responses from participants were quantified and statistically tested according to their attitudes. It was found that the learners generally had positive attitudes towards learning English poetry and there were gender-based differences while female students had more positive attitudes than males toward learning English poetry.

Chapter One

Introduction

Statement of the Problem

As the most studied foreign language, English plays significant roles in all fields of science, business and politics. It has been suggested by Gardner and Lambert (1972) that motivation, attitudes toward foreign language learning, anxiety, age and personality are important contributors to the acquisition of a second language. Likewise, Fakeye (2010) underscored the strong complex between the attitudes of learners and foreign language learning. The present work concentrates on attitude as a primary affective factor in foreign language learning situation.

Poetry as the integral core of language has been associated with teaching English as a foreign language. Poetry as Fundamental: A channel for language learning in any L2 Poetry has often been presented as a vital tool to assist learners when it comes to acquiring communication skills in an L2. Poetry is something that a lot of students of English struggle with. Based on the study by Jean and Simard (2011), teachers and students share an awareness of the educational potential of poetry, detecting in it a



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lack of appeal. Poetry is the aspect of literature that students commonly find difficult to comprehend, in this way because of the complicated nature of linguistic rules. Some students and teachers see value in it, but your relationship to learning about poetry may well have to do with where you are coming from. Such disparities can serve as obstacles to language-learning success, if strategies for managing difficulties are not applied.

Poetry is challenging for EFL learners because it involves figurative language, metaphors, and imagery, in addition to unfamiliar vocabulary and complex structures. For learners with limited cultural background knowledge, rhythm and rhyme could also complicate comprehension. Students' perception of poetry directly impacts their motivation or engagement in the classroom. Negative attitudes may lead to less interest and understanding, while positive attitude can increase participation and improve language proficiency.

To make English language learning effective, teachers need to positively persuade the learners' feelings and attitudes so the learners will be motivated to learn the poetry of a language. Hence, this study answers a question about students' attitudes towards learning poetry. So, this study aimed to explore college students' attitudes toward learning poetry as a language component. This research is important to understand the current situation of English language students at the university and to identify their difficulties and attitudes toward poetry. Its findings can help develop more effective teaching methods that suit students' cultural and educational contexts integrate poetry more effectively into the curriculum and instructional practices, thereby improving overall language learning.

Aim of the Research

Attitude of college EFL learners toward learning English poetry as part of a language course: A case study. Moreover, it explores if the attitudes of the students change according to their sex.

Scope of the Study

The research is conducted on EFL male learners at the fourth academic year, University of Mosul, College of Education for Humanities, Department of English (morning study program) in 2024-2025; so it does not represent all the linguistic participants in terms of level and gender.

Significance of the Study

The results of this study will help us understand the way through which students evaluate poetry in school and out-of-school contexts. It hopes to illuminate how foreign language learners of poetry write inside these walls—in coursework settings and outwith the campus, as a more general

linguistic activity. This research will further attempt to find out if students like, dislike are afraid of or want to know more about English poetry and their attitude towards the significance and usefulness of poetry in learning English.

Definition of Key Terms

Attitudes

Scholars have defined attitudes in several manners. Eagly and Chaiken (1993) define attitudes as psychological proclivities manifested in a liking or disliking response toward a particular stimulus. Brown (2001) focuses on the affective dimension of attitudes, stressing the importance of feelings, self-image and social contacts. In the vein of Gawronski (2007), attitudes are viewed as relatively stable sets of beliefs that can be measured cognitively, affectively and behaviorally. Dolan (2011, cited in Kranawetter, 2012) defines attitudes as expressions of favour or disfavour with respect to an object.

For this study, attitude is operationally defined as how much EFL college students either respond positively or negatively to a battery of items in the questionnaire developed for this research.

Chapter Two

Literature Review

Definition of Attitude

Attitude is related to thoughts as well as to feelings and emotions. According to Crystal (1997), attitudes are the feelings people have about their own language or the languages of others. Thus, attitude to language is a construct that explains linguistic behavior in particular. Allport (1935) defines that attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (as cited in Baker, 1992, p. 11). Attitude is a convenient and efficient way of explaining consistent patterns in behavior. It often manages to summarize, explain and predict behavior (Baker, 1992, p. 52). It means that someone's attitude toward something can be seen from the way they say, and act related to the attitude object.

Types of Attitudes

1. Positive, Negative, and Neutral Attitudes

Attitudes can generally be understood as evaluations ranging from positive to negative toward an object, idea, or behavior (Eagly & Chaiken, 1993; Ajzen, 2005). These evaluations represent the basic direction of attitude intensity.

2. Instrumental Attitude



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Instrumental attitudes are based on the perceived usefulness or practical benefits of an object or behavior (Katz, 1960). Individuals develop such attitudes when they view something as helpful for achieving goals, such as academic success.

3. Value-Expressive (Intrinsic) Attitude

Value-expressive attitudes allow individuals to express their core beliefs and identity. According to Katz (1960), these attitudes reflect personal values and self-concept rather than external rewards.

4. Explicit Attitudes

Explicit attitudes are conscious evaluations that individuals can report and control. They are directly expressed in beliefs and opinions (Greenwald & Banaji, 1995).

5. Implicit Attitudes

Implicit attitudes operate unconsciously and influence behavior automatically without awareness. These were strongly emphasized by Greenwald and Banaji (1995) in their theory of implicit social cognition.

Components of Attitude

Attitudes toward learning English poetry among EFL learners can be understood through the widely accepted tripartite model of attitudes, which includes cognitive, affective, and behavioral components. This model continues to be supported in contemporary educational psychology and second language acquisition research (Ajzen, 2020; Albarracín & Shavitt, 2018).

1. Cognitive Component

The cognitive component refers to students' beliefs and perceptions about learning English poetry, such as its difficulty, usefulness, and relevance to language learning.

The results indicated that EFL students may think that English poetry is not familiar or has a different cultural background which will affect their learning. As noted by Ajzen (2020), cognitive beliefs are critical in shaping attitudes as learners consider value and difficulty of evaluation against an academic subject. Core, Albarracín and Shavitt (2018) indicates that cognitive evaluations shape how learners perceive educational material.

2. Affective Component

The affective facet relates to the feelings of students towards English poetry, like love for it, interest in it or anxiety or hate against with.

Some may be inspired and emotionally attached to the aesthetic and expressive elements of poetry while others find it frustrating or uninteresting, as is common at Mosul University (Orsini 531–532). As much research suggests that emotion impacts greatly on motivation and

persistence in language learning (Maio et al., 2019). Positive emotions often increase engagement with literature while negative emotions are associated with avoiding written texts (p. 239).

3. Behavioral Component

The behavioral component represents students' actual involvement and engagement in learning English poetry, including reading or analyzing poems during class discussions.

Improves Engaged Learning in Poetry Analysis All manner of studies show that students with positive attitudes are more likely to actively participate completed assignments and engage better classroom discussions on different matters about the poetry genre. The Theory of Planned Behavior posits that attitudes impact behavioral intentions, which subsequently predict behavior (Ajzen 2020). This relationship has been widely confirmed in studies of second language learners (Bechler et al., 2021) as well.

This suggests cognitive, affective and behavioral are interrelated elements collectively comprised the attitude of EFL students to learning English poetry. When these components are understood teachers can better identify students source of difficulty and create more effective instructional strategies to support student engagement with poetry.

Attitudes Toward Learning Poetry

Contexts of English Foreign Language are largely assumed as the evaluative responses (positive, negative and neutral) by learners towards reading poetic texts in mastering language learning. Poetry is commonly regarded as a significant yet arduous aspect of English lessons among university students (Abidin & Wai, 2020; Hashim et al., under review).

1-Positive Attitudes Toward Poetry Learning

Numerous studies show that students who have favorable beliefs about poetry believe it is a relevant window for emotional expression, creativity and language development. Poetry, say university learners, provides an opportunity to process emotionally-charged feelings and cultural meanings while enhancing vocabulary/interpretive skills (Férez Mora et al., 2020; Albarracín & Shavitt, 2018). Teaching English poetry through engaging, student-centered approaches in EFL has also been linked with motivating students and raising their levels of intercultural awareness (Férez Mora & Coyle, 2020).

2-Negative Attitudes Toward Poetry Learning

Poetry, in spite of its value, is often seen as hard for the unfamiliar lector to comprehend due to tough lexical arrangement and figurative linguistics within a cultural depth. Courses offered in EFL university classes indicate that poetry is deemed less approachable than other literary genres by



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numerous students, potentially triggering anxiety or disengagement (Abidin & Wai, 2020; Liao, 2018). On top of this, teachers' teaching methods and unavailability of supportive contexts may contribute to negative notions about poetry learning (Hashim et al., 2024).

3-Neutral or Mixed Attitudes

Neutral or mixed attitudes to poetry were shown by some university students. They tend to neither strongly like nor dislike poetry, often contingent on pedagogical approach, task design and prior exposure. Research indicates that perspectives change markedly when poetry is taught in an interactive, multimodal or communicative manner (Férez Mora et al. 2020; Freyn 2017).

All in all, attitudes toward learning poetry among university EFL students are multifactorial and bio-psycho-social. Though poetry is perceived as demanding, recent research highlights its role in fostering second language development and motivation when deliberately integrated into the EFL curriculum.

Previous Studies

For example, Liao (2018) investigated ESL/EFL prospective teachers perceptions of writing poetry in the second language as one of earlier fundamental studies. The study identified the genre of poetry as one that learner struggle with due to the complexity in language structures and a lack of exposure. Yet there was also acknowledgement of its creative and emotional potential for participants (Liao, 2018).

Likewise, Freyn (2017) explored the impact of a multimodal approach on university EFL students' poetry attitudes. The study indicated students had a neutral or negative attitude on poetry with traditional practices whereas multimodal and interactive strategies yielded high engagement and positive interest in the subject matter.

In following research, Abidin and Wai (2020) examined the attitude of ESL students towards poetry as learning material at tertiary level and found many key obstacles to be experienced including inability to comprehend figurative language; poor motivation; unfamiliarity with types of poems. However, the study also found that students who received structured guidance had more positive attitudes about poetry learning.

In a European context, Férez Mora et al. longitudinal study of trainee teachers beliefs regarding the use of poetry in language learning (2020). They concluded, using the data collected that poetry can improve literary awareness by increasing lexical knowledge and creativity as well as increase intercultural competencies; however they emphasized implementation is dependent on pedagogy and classroom experience.

Recent studies focus more on pedagogical innovation and attitude change. Hashim et al. Lee et al. (2024) carried out a systematic review on poetry in TESL contexts emphasizing that the attitudes of both teachers and students towards poetry are affected by instructional design, interaction occurring during classroom activity as well as material selection. The paper highlights that through the learner-centered, technology-supported approach one can develop positive attitudes.

Several studies in the recent years have repeatedly stressed that attitudes towards poetry, which are not static but fluid (Hashim et al., 2024; Albarracín & Shavitt, 2018), will improve when taught under engaging and meaningful pedagogy approaches using contexts related to language learning experiences of students.

Overall, earlier research suggests efforts towards difficult and adversarial views of poetry later evolved in the middle stages of the study to reveal pedagogical difficulties alongside partially pro-positive dispositions. However, the most notable shift in recent studies is a focus on enhancing instruction (through technology) and improving attitudes. This evolution implies that students' dispositions towards poetry become significantly affected by the didactic processes, learning contexts and exposure to This is substantiated with research such as at Mosul University further (Al-Badrih et al., 2022a; b).

Chapter Three

Procedures

This is a descriptive study that compared the attitude of students to learning English poetry in Colleges.

Population and Sample

Let's start by clearing two things up about population, sample, and sampling. The population is the total group to which the sample belongs. For instance, Podesva and Sharma (2013) view it as all the members of a community, while Denscombe (2010) understands it to be all items in the category under investigation. In comparison, a sample is a smaller selected part of the population that is to represent it. A sample is defined by Best (1981) as a closely limited number of persons chosen for the purpose of analysis. Sample should be a true representative of the major characteristics of the population (Arikunte, 2006). According to Mills and Gay (2019), a sample has individuals, items or events that represent the population from which it was selected.

Sampling is what's done to a part of the population that may be used as an estimate for the whole group. According to Kothari (2004), sampling is required because the research generally does not include studying the entire population due to practical limitations, such as time, access and



cost (Cohen et al., 2007). Sometimes samples can be a cross-section, which is more commonly used in quantitative research and helps to make classifications for large populations, or panoramic, which is primarily adopted in qualitative research among smaller numbers (Denscombe 2010). For sample size, correlational studies should contain a minimum of thirty participants (Borg & Gall, 1979) and among some scholars the value could vary depending on the nature of purpose and population that research entails to do it (Cohen et al., 2007; David & Sutton, 2004). The sample, in general, would be more representative of the population.

The statistical population of this study consists of EFL learners who were studying in English Departments at the College of Humanities and Education during the year 2024/2025. Sample size was limited to 50 students each of males and females, consisting of 100 students.

Attitude Measurement

Reviewing research on attitudes, the researcher was unable to locate an instrument suitable for use in this project. A questionnaire therefore was designed to be sensitive enough to measure students' attitudes towards English poetry. The process of development was as follows:

1. Establishment of the objectives and content of the survey.
2. Generating four draft items per topic.
3. The items were tested using expert panel.
4. Assigning scores to each item.
5. Pilot-testing the questionnaire to assess reliability and item discrimination.
6. Iterating the final version upon pilot-results.
7. The questionnaire, ultimately composed of 15 questions with four options for each question (see Appendix).

Application:

The questionnaire was sent out in December 2024 to the identified sample organisation. After administering the questionnaire, the researcher rated their responses and then analysed the obtained data statistically to examine students' attitudes towards learning English poetry.

Chapter Four

Results and Discussion

Upon shaping up of the research objectives, drafting and distributing of questionnaires, recording of responses, statistical analysis of data was done. T-test would be the best option for research sample. Results and discussion The following presents the results and Discussion of the study in relation to its main goal, which was to investigate foreign language college students' attitudes toward learning English poetry as a linguistic element.

For this purpose the mean of responses of participants were computed and compared with already approved questionnaire norm (37.5). For students at College of Education for Humanities, mean and standard deviation scores were 43.5 (SD=5.97). We used a one-sample t-test to compare the mean we obtained with the questionnaire norm and results are reported in Table 1(:

Table (1) comparing the mean score to the norm score of the questionnaire

No.	Mean	Norm Score	Std. Deviation	T-Value	
				Calculated	Tabulated
100	43.5	37.5	5.97	7.106	2.011

The t-value calculated exceeds the critical t value at 0.05 level of significance with 99 degrees of freedom (see table). This means that students of the two colleges have a good Aggregation about learning English poetry. This is a significant discovery since poetry courses are typically rated as the most difficult in the curriculum. These data indicate that students believed the increased their understanding of poetry in taking these courses in the Department of English. Students' responses show that they acknowledge the significance of poetry as a part of language acquisition, considering it being a "core" element during an entire process of learning English.

A second interesting finding has been the association between poetry and fundamental aspects of communication, such as speaking, writing, reading and listening. Students' answers imply that they see poetry as of equal value to these essential language skills, and take the view that lessons in poetry assist their development for English more generally. "The students had more confidence in their own language after Dr. Seuss,," You can't take it away from them that they learned how to say a poem."

The second purpose of the present study was to take a look at attitudes based on gender. To compare the mean of boys' and girls' feelings of loneliness with each other, a t-test was used for two independent means. Table 2 shows the outcomes of these analyses.

Table (2) compares students' mean scores concerning their gender

Gender	No.	Mean	Std. Deviation	T-Value	
				Calculated	Tabulated
Male	50	43.5	5.97	2.113	1.987
Female	50	45.82	4.964		

The findings indicated that there was a significant contrast of attitude between male and female students. The computed t-value was greater than the critical t-value at 0.05 level of significance and 98 degree of



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freedom ($t_a = -1, 984$). This distribution was advantageous to the female students of College of Education for Humanities, who obtained a higher mean score than their male colleagues. This finding can also be related to teaching instructions provided by the instructors.

Conclusions

The results showed that foreign language learners tend to have positive attitudes towards learning English poetry as a part of language learning. Positive attitude, perception and behaviour of the majority of the students towards poetry courses in English Departments, College of Education for Humanities. Furthermore, females felt more positive about learning English poetry than males.

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Appendix Attitudes Toward Learning English Poetry

No.	Items	SA	A	D. K.	D	SD
1	I improve my poetry after taking a poetry course in the Dept. of English.					
2	Poetry and communication skills are related to each other.					
3	Learning a poetry course improves my self-confidence in my English.					
4	I enjoy learning any poetry class I have taken in this Dept.					
5	The poetry course syllabus is enough for me.					
6	I learn poetry only in poetry classes. (I do not study poetry independently).					
7	Poetry is an important thing in English language learning.					
8	My motivation in learning poetry is to be good in English because poetry is the key to being good in English.					



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9	I agree if the committee of the Department removed the poetry classes from the program.					
10	I agree if the committee of the Department add more poetry courses to the program.					
11	Learning poetry class gives me a kind of security in my language skills and knowledge.					
12	Poetry is not important as long as we can communicate very well.					
13	Learning poetry is a necessity in learning a language.					
14	I study English poetry to be more at ease with other native people.					
15	Poetry is useful when travelling to other foreign countries.					

SA = Strongly Agree

A = Agree

D.K.= Do not Know

D = Disagree

SD = Strongly Disagree