CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Chapter one was devoted to the introduction of the study. This chapter reviews books, articles and researches related to teaching language through literature. The survey of the present study is divided into three sections. The first section is devoted to survey of literature. It is divided into two parts. The first part globally and locally reviews theories relating to teaching language through literature. The second part presents a survey of literature on developing students’ language skills through poems. The second section is devoted to the literature reviews relating to need analysis, course design and materials development. The last section is devoted to a local survey of teaching poems starting from primary and secondary schools to English Departments, Faculties of Education, Hodeidah University.

2.2. Literature and English Language Teaching

This section will provide some definitions of literature, English language through literature, difficulties of teaching/learning literature in language classroom and related studies on language through literature and poems.

2.2.1. What is Literature?

Before talking about teaching language through literature, it is a need to provide some definitions of literature. Here are some definitions from English Dictionaries.

“Written material such as poetry, novels, essays, etc. esp. works of imagination characterized by excellence of style and expression and by themes of general or enduring interest”. (Collins)


“Pieces of writing that are valued as works of art, especially novels, plays and poems (in contrast to technical books and newspapers, magazines, etc.)”. (Oxford)

[http://www.oxfordlearnersdictionaries.com/definition/english/literature](http://www.oxfordlearnersdictionaries.com/definition/english/literature)

“Written works (such as poems, plays, and novels) that are considered to be very good and to have lasting importance” (Dictionary)

Stated below are some definitions by literature experts about literature:

“Literature is a term used to describe written or spoken material. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction” (Lombardi) (quotes in Lazar, literature 2)

“The Formalists’ technical focus led them to treat literature as a special use of language which achieves its distinctness by deviating from and distorting ‘practical’ language. Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently” (2).

Collie and Slater define literature as “A source of authentic materials in the sense that most works of literature are not fashioned for the specific purpose of teaching a language” (3). According to Rees, “literature is a permanent expression in words of some thoughts or feelings or ideas about life and the world” (quotes in Zaria and Okunoye 2). According to Carter and McRae, “literature is as old as human language, and as new as tomorrow’s sunrise. And literature is everywhere, not only in books, but in videos, television, radio, CDs, computer, newspapers, and in all the media of communication where a story is told or an image is created” (3). All these kinds of materials are considered as authentic materials meant for teaching language.

2.2.2. English Language Through Literature

This section presents the role of literature in the ELT as “an ally of language” (Brumfit and Carter 1). In fact, the English literature played an important role in the development of English language. Plays, novels, poetry and literary texts are used as authentic materials and the use of such authentic materials in the language classroom helps learners acquire both the English language and the literary skills. But, unfortunately, most of the EFL teachers use such authentic materials to teach language as a vehicle for learning literature. They use literary texts to teach about literature. This does not serve the main purpose of using literature to develop English language skills of learners.

According to Hamdoun and Hussain, “the main concern of teachers or teachers’ trainer is not to teach about the language but, to develop students’ abilities to make them capable of using language for communicative purposes. They, further add there is a “gap between having information and being able to use it freely for communication purposes” (2). Duff
and Maley agree on the idea that the main aim of teaching literature is not to “teach students how to study literature but simply to use literary texts as a resource to teach language” (8). The aim of using literary texts according to them is to make students interact with the text. Hence, the purpose of using literature in teaching language is to help learners interact with text. Through this interaction, both the language and literary skills of learners can be developed.

Besides, literary texts are a “good resource to facilitate language teaching and learning. They help the students learn the language in context and they make them feel comfortable and free” (Yaesim, Md and Jannatul 294). According to Custodio and Sutton, literature can open horizons of possibility, allowing students to question, interpret, connect, and explore (20). According to Violetta-Irene, “literary texts can be very useful in order to motivate students to develop three basic language skills; reading, writing and speaking” (76).

Hişmanoğlu states four main reasons for teachers to use literature in language classroom. They can use them as “valuable authentic material, for cultural enrichment, language enrichment and personal involvement” (54). According to him, through literature students can learn different structures, functions, and the different ways of connecting ideas that help them develop their language skills (LSRW). Thus, literature helps students learn about language and without being aware develop their communicative competence. Lazar lists some reasons for using literature for language learning (14-15). These are:

- It is very motivating.
- It is authentic materials.
- It has general educational value.
- It is found in many syllabuses.
- It helps students to understand another culture.
- It is a stimulus for language acquisition.
- It develops students’ interpretative abilities.
- Students enjoy it and it is fun.
- It expands students’ language awareness.
- In encourages students to talk about their opinions and feelings.
According to Hadaway et al. using literature in the classroom has the following three advantages:

“The first one is the contextualization of language. Learners become familiar with the use of language in different situations when they read a piece of literature. Social and affective factors which are embedded in different formats of literature such as such as picture books, newspapers, short stories are another benefit of literature. So Literature can be suitable for students with different styles and takes into account individual differences. The third benefit refers to the natural and meaningful use of language which are skillful by illustrations and use of descriptive language in literature”. (quotes in Mohammad and Rahimi 34)

Ur’s list of the advantages and disadvantages in a table makes the matter lucid and clear (201).

Table (2.1) Advantages and Disadvantages of Teaching Literature

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>Very enjoyable to read.</td>
<td>Much literature is written in language that may be difficult for foreign language learners to read.</td>
</tr>
<tr>
<td>Provides examples of different styles of writing, and representation of various authentic uses of language.</td>
<td>Uses of the simplified versions are poor representation of the original.</td>
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<tr>
<td>A good basis for vocabulary expansion.</td>
<td>Many literary texts are long and time-consuming to teach.</td>
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<tr>
<td>Fosters reading skills.</td>
<td>The target-language culture on which the literature is based is alien to learners and may be difficult for them to relate to.</td>
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<tr>
<td>Can supply an excellent jump-off point for discussion or writing.</td>
<td>By using texts as a basis for language teaching, we may spoil learners’ enjoyment and appreciation of them as literature.</td>
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<tr>
<td>Involves emotions as well as intellect, which adds to motivation and may contribute to personal development.</td>
<td>Students of science and technology may find literature irrelevant to their needs.</td>
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<tr>
<td>A part of target culture and has value as part of the learners’ general education.</td>
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<tr>
<td>Encourages empathetic, critical and creative thinking.</td>
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<tr>
<td>Contributes to world knowledge.</td>
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<tr>
<td>Raises awareness of different human situations and conflicts.</td>
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2.2.3. Difficulties of Teaching Literature in the Language Classroom

There are some difficulties in using literature in language classrooms. The difficulties are cultural background, length of the text, linguistic and conceptual problems. The best illustrations of such difficulties are discussed in Duff and Maley in following diagram:

![Diagram showing Literary Text Difficulties]

Figure (2.1) Literary Difficulties

2.2.3.1. Difficulty of Cultural Background

According to Lazar, “A major difficulty for students reading a literary text is that its cultural background may seem inaccessible to them, and may also interfere with their understanding of crucial elements within the text” (“Using Novels” 209). She, therefore, recommends that there should be an interesting relationship between the literary background of the students and their linguistic competence.

Duff and Maley explore “the difficulty of the text which is too ‘insider-oriented’ in term of culture posing problem for the ‘outsider-reader’. They also argue that the unfamiliarity of the other culture in any text will come on the way students appreciating the text. According to them, the Indian readers who have not seen a daffodil will have problems in appreciating Wordsworth’s poem “Daffodils” (7).

Additionally, Hayati in the context of Iranian EFL learner argues that the texts, which are related to students’ culture and background in teaching/learning English language help them better understand a text (145-6). Erten and Razi emphasize the effects of cultural familiarity on reading comprehension. The Turkish students according to them, easily
develop their English language through “nativizing short English stories to their own names, setting and culture” (69-70). Another study at the University of Isfahan, Iran by Tavakoli Salva and Mohsen supports the idea of nativization. According to them, the attitude of Persian EFL students to the nature of nativization in short stories was more formable than the other students who studied the original text. They, therefore, found that there was a meaningful relationship between nativization and reading comprehension at both the inference and literal levels (1587).

So, the researcher agrees with the views of the writers and researchers that stated above about the cultural background, because, the cultural background plays an important role in learning English language. It helps students predict and comprehend the text. The use of any literary text with different cultural background in the EFL classroom will cause problems for the students in acquiring the English language. Thus, to help students acquire and develop their proficiency in English the literary text should be selected to suit the cultural background of the Yemeni learners.

2.2.3.2. Linguistic Difficulty

Linguistic difficulty refers to lexical, semantic and syntax of any literary text that come on the way of student learning the language. According to Khatib, Saeed, and Ali, “Syntactic difficulty inherent in literary texts makes reading a cumbersome task” (20). Most of the EFL students find the literary texts too difficult to cope with. This is due to its “lexical difficulty or density, or syntactic complexity” (Duff and Maley 6). The authors, also, argue that the job of the teachers is to “make a subjective judgment as to the level of linguistic difficulty it poses”. According to McKay; and Savvidou, literary texts are far from the conventions of Standard English and hence can induce problems for language learning purposes (quotes in Khatib, Saeed, and Ali 203). Furthermore, Collie and Slater maintain the problem of foreign students with any literary text is that they have both a linguistic and a cultural gap to bridge (6). According to Nuttall, a text that is linguistically difficult for our students is unlikely to be suitable for the development of most of reading skills (32).

2.2.3.3. Difficulty of Length

Most of the literary texts are usually very long. This length creates problem for second or foreign language learners, especially for learners who are low-proficiency in the language. To quote Duff and Maley, “length difficulty is a problematic concept too. In terms of the
time available, it may be desirable to work with shorter texts since these can be utilized within the framework of a class hour” (6).

2.2.3.4. Conceptual Difficulty

The conceptual difficulty is another problematic area. Conceptual difficulties refer to the difficulty of the ideas of the text. According to Duff and Maley, most of the literary texts contain ambiguous ideas, which the writers want to express in their writings (7). To quote, “conceptual difficulty of literary text is also variable to be considered carefully. The difficulty level of a poem should suit the level of competence of the learners (quotes in Çetinavcı and Tütüncü 2).

Thus, using literary text has some difficulties in language classrooms. Such difficulties are cultural background, length of the text, linguistic and conceptual problems. For the purpose of helping students acquire English language and develop their proficiency in English, teachers have to avoid such difficulties.

2.2.4. Yemeni Researches on Language Through Literature

The difficulties of teaching literature in language classroom stated in the previous section are found in acute form in Yemen. To quote Parasd:

“In Yemen English literature teaching is a challenging job. It is demanding for both teachers and students. Despite the high level of motivation the productive ability of the Yemeni graduates is not commensurate with the literary courses they are taught during their stay in the college. Quite recently, the students in schools have been exposed to some literary pieces in English. When they come to college they are too weak to adjust to the demands of the syllabus of the department of English.”


Moharram a Yemeni scholar in her study entitled “Teaching English Language through Literature to Yemeni Students at the Undergraduate Level- Faculty of Education-Taiz” states the importance of teaching literature in the Yemeni classroom. But she recommends that the literary texts selected for Yemeni students should suit the level of students’ English language proficiency. She further adds that the literary texts should be familiar to the students’ experience (84).

Another research in this area is carried out by Rajhy. According to him teachers mostly use literary texts to teach about literature. He further adds in the class learners are required
to listen to whatever instructor is saying, jot down notes and remain passive (3). According to Hottam the use of the literary texts helps teachers develop students’ language skills but teachers do not use them as resources for teaching English language, moreover, their way of teaching literary texts do not offer any kind of help to their students (2).

Rajehy, has made a study “Using Literary Text to Develop Reading Skill”. According to him, using literature in the class helps teachers to develop language skills on their students effectively. But, the problems with the literary texts such as length, linguistic difficulties, and unfamiliarity of the culture can be solved by using literary texts that suit the learners’ level and culture (130). According to Al-Dhuibaibi, learners need literary texts to help them develop both English language and literary skills (141).

2.2.5. Problems of Teaching/Leaning Literature through Traditional Approach (Literature-oriented and Teacher-centred)

Teaching of English literature is dominated by old traditional methods. It can be best described by Al-Mansoob in her study "Socio-Cultural and Religious Boundaries: Can Teaching Cognitive Stylistics Be Fully Implemented in Arab/Muslim Universities?". According to her, teaching of English literature in old ways will not help learners develop their English language skills because of the following reasons:

1- Lecturers either copy or summarize the comments of literary critics into handouts as a main source for their teaching, avoiding in their teaching any interaction between linguistics and literature or between literature and culture.
2- The role of the students is by and large limited to that of passive receivers of information delivered to them through the perspective of their teachers.
3- The given literary textbooks are limited to teaching the literature of the two traditional countries, America and Britain, in which their underlying cultures are a kind of road map for the lecturers in the teaching processes.
4- Students in each level are given the same literary texts every year, and the main requirements for understanding these texts remain the same, which include writing something about narrative plot, theme, characterization, motifs and the biographical information about the author.
5- Lecturers engage heavily their students in memorizing their handouts, and then require them to reproduce these notes from their memories on exam-papers.
6- Students in one level circulate their handouts to the students of next year level and henceforth. (46)
In the traditional approach of teaching literature, teachers teach about the plot, characterization, setting, point of view, motivation, value, psychology, etc. To study this way, the students should be both competent enough in the language and familiar with the literary skills. In the case of students, whose competency is below the required level, they should find it difficult to cope with such approach of language teaching. Then, the result of this approach is called by Maley 1989 a “pseudo-competence” in which students memorize technical critical terms without deep understanding and merely repeat the opinions they had been exposed to in exam by rote (quotes in Khatib and Rahimi, “Literature and Language Teaching” 35).

According to Brumfit and Carter (“Literature and Language Teaching” 90); Khatib, Saeed, and Ali 164), using a traditional approach to teach literature in the EFL classroom forces many instructors spend most of the time to “extrinsic” properties of literary texts talking about biographical, historical, aesthetic and philosophical information to the students. According to Al-Refa’ae, teaching poems through old traditional approach will not help the students develop their English language and literary skills. Because teacher teaches difficult poems, uses teacher-centred approach and tests students through questions which promote memorization (59). So, through this approach, a large number of students manage to pass the final exams by memorizing the critical reviews of the poems but after they graduate, many of them regard their literature classes as boring, monotonous and uninteresting.

2.2.6. Language Skills through Poems: A Global Survey

To know more about poetry definition and the advantages and disadvantages of using poems in the ELF classroom, we have to consult the authors, teachers and scholars’ views which are related to the present study as in the following:

2.2.6.1. Definition of Poetry

“Poetry is words arranged in a rhythmic pattern with regular accents (like beats in music), words which are carefully selected for sound, accent and meaning to express imaginatively ideas and emotions. Each poem has rhythm, melody, imagery, and form”. (Poetry, 2)

Poetry can be defined as a short piece of imaginative writing of a personal nature laid out in lines. In this sense, poetry is a product of the language and a tool to teach it. It is, therefore, used as a tool to teach grammatical clues and a product when students make a composition
of any topic. In the teaching/learning classroom poem can be used as medium between the students and the writer. It helps students interact/share with the poet’s emotion; mode, ideas and so on which help students develop both their basic English language and literary skills.

2.2.6.2. Some Related Literature (Language through Poetry)

Essentially, the most related to the present study is carried out by Al-Refa’ae at Hodeidah University, Faculty of Education. The study is entitled “Designing an Anthology of Poems for the Low-Proficiency Learners of English”. The researcher discusses the problems of teaching and learning poems in the English Department. She, therefore, discusses the effects of the old traditional methods and materials. Due to these reasons, the researcher finds that the students of the English department face so many problems while learning/studying these old and long poems because, most of them are difficult to comprehend. The study, therefore, aims at designing an anthology of poems to develop the low-proficient students’ in both English language and literary skills. The researcher provides that the anthology could help learners develop the English language and literary skills. She recommends that teaching poems should be based on the principle of language through literature approach.

The scholar Khansir carries out another research “Teaching Poetry in the EFL Classroom”. The study aims at providing how poetry is taught in English classroom to develop students’ knowledge of English language. The researcher presented the benefits of using poetry in the classroom. He asserts that poetry can be used to teach structure, grammar and vocabulary in the ELT classroom. Besides, using poetry to teach English can promote creativity and positive learning environments. According him, to improve the students’ English language skills to use the language perfectly there are three factors can be used. These three factors are literary language, literary competence and deviation of language.

Another research in the area is “Difficulties Facing English Teachers in Teaching Literature in English for Palestine Grade Twelve Textbook” by El-Helou. The study examined the difficulties facing English teachers in teaching literature for Palestine grade twelve textbook. In the case of teaching poems, the researcher, therefore, found some difficulties related to the students’ lack of background knowledge about the poet’s life, which explains a lot of the inner and deep meaning of different poems in English for Palestine learners. For this reason, he found that students could understand and appreciate literary texts better and easier if they related to culture as in the case of teaching the two poems, "Be Strong” and "War is never over" (116).
2.2.7. Poems in the EFL Classroom

There are several views and studies about the use of poems in the English language classrooms. They can be classified into two points. Some authors and scholars state that using poems in the ELT classrooms contribute several advantages. While others state that using poems in the language classrooms cause several disadvantages.

2.2.7.1. Advantages of Using Poems in the EFL Classroom

Essentially, poems in the English classroom can function as a media between the poet and the reader. They can also function as a media between the teachers and students. If teachers can find a good way to increase students’ interest in learning poems, both teachers and students will like this “magic media”. If teachers can employ active ways to teach students, students will find learning English poems enjoyable.

Several views and studies show the reasons why poems are seen as an effective material in the EFL contexts. Poems are a way for teaching and learning basic skills. They can be used as an enjoyable and a rewarding tool with the properties of rhyming and rhythm. They likewise help students easily learn the aspects of the target language, such as stress, pitch and intonation. According to Lazar, a good selected poem may elicit a powerful emotional response from students and they feel what they are learning is relevant to their lives (“Literature and Language Teaching” 15). Widdowson states that “poem has been characterized as deviating from the norms of language”. According to him, poem can easily communicate with students with a fresh and original way (146). It also helps them interact with the poet effectively and develops their reading comprehension.

Elting and Firkins state that poems are a rich language resource to teach students the English language. They enable students to explore the sound, image, and word association (127). According to them, while selecting a poem, the most important thing is that teachers consider the level of English competency of learners and their cultural background. Selecting poems that deal with city life or other familiar problems would serve students much better (130). According to Tomlinson, poems which express strong emotions, attitudes, feelings, opinions, or ideas are usually more 'productive' than those which are gentle, descriptive, or neutral” (36). Burkhardt states that using poems in the language classroom enable “student to succeed at learning—daily” (3-4). The poems exposure helps students enhance their academic skills, including reading, writing, and critical thinking. It is a perfect tool for
language skills development because of its imagery, shortness, vocabulary, and multiplicity. According to him, using poems in the classroom makes students:

- engage in creative and critical thinking.
- enhance their language acquisition.
- develop their writing expression.
- develop their public speaking skills.
- learn tools of genre (imagery, alliteration, rhyme, rhythm, meter, etc.).
- become familiar with the other culture.

Furthermore, Bower states that poems have some advantages as most of them can be read and enjoyed in one sitting. Poems can also effectively create good pictures in the mind of the readers better than a novel or short stories (260). According to Sarac, poems in the English language classroom have some educational benefits. Poems can provide readers with a different viewpoint to language use. They help them to know the usages and rules of grammar, syntax and vocabulary. They also evoke feelings and thoughts in heart and in mind and make students familiar with figures of speech due to their being a part of daily language use (quotes in Khansir 241). Tomlinson summarizes the benefits that poem offer in EFL classes. He states that poems can give valuable opportunity for students to use and develop meaning from linguistic and situational context (35). They help them develop the prediction skill and relate the text to their knowledge and experience.

Mittal, therefore, finds some advantages which students can get through poems. Students can use and fit words of poetic composition. They can correct the use of vocabulary and grammatically correct language can be learned. Students can also earn the use of thesaurus, phrases, structure, verbs and tenses (21-22). Through poems, students can also cultivate their imagination and creativity as well as build their confidence level. According to Hişmanoğlu, poems facilitate the way of learning and teaching the basic language skills and offer a significant learning process (61). The scholar, therefore, lists two learning benefits that can be derived from studying poems:

- The appreciation of the writer’s composition process, which students gain by studying poems by components.
- Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability.
In addition, Raghavan states that "teaching poems offer the teachers of English countless chances to engage students emotionally, intellectually and physically in activities which lead to good learning (40)". According to Collie and Slater, utilizing poems in the English classroom is seen as “rich materials”. They offer both teachers and students by different enjoyment sources. They enable students experiencing the power of language. Using poems in the language classroom especially with those who learn English language as foreign language will help them produce strong response and motivate them for further poetry reading (226). According to Kellem:

"Poetry is a source of content-rich reading material; a model of creative language in use; a way to introduce vocabulary in context; and a way to focus students’ attention on English pronunciation, rhythm, and stress" (12).

Moreover, Llach sees that poems become favourite tools for language teachers. In the language classroom, poems’ usefulness is that they have some unusual ways of ordering words, giving imaginative meaning to words and combining sounds with a musical way (5). According to Spiro, poems help students practice the language and encourage them to be creative and use strategies for applying the familiar to the unfamiliar (quotes in Al-Refaaé 14-15). Furthermore, Finch states that the concepts of many teachers agree with the idea that poems promote language acquisition but the poetic and cultural norms are usually too difficult for EFL learners to take on. According to him, the use of poems in the writing class can provide an effective and collaborative means of language learning and through poems students can express ideas that are meaningful to them (1).

Furthermore, Hess considers a poem as a vehicle that can shape both one’s thought and language. She also views that when the poem becomes our own, the students will enjoy working closer to the language (1). So, a good selected poem helps students use the vehicle successfully. According to Hedge, poems are authentic materials and can be used to develop, especially the receptive skill of reading (quotes in Çetinavcı and Tütünüş 76). According to Utami, “easily understandable poems will motivate the students to improve their English, especially through its varied structure of its form, vocabulary, pronunciation, contextual meaning and grammar”. The scholar, therefore, recommends that while using poems in the EFL classroom “teachers need to think that the aim is to teach the English language through poetry, not to teach poetry itself” (70-71).
Thus, the English language teaching through literature has started through poems. According to Al-Refa’ae, “poems are, therefore, the first forms of literature to come into being. And teaching of language started with teaching of original pieces of literature, a major part of which constituted poems” (8). Poems have been taught in many non-native countries as well as in Yemen. As a teaching material, they play a good role in teaching/learning the English language. Poems, like other literary texts, have many uses and benefits in the English language classroom. They provide a good practice in developing both literary and language skills. In the classroom, poems have several benefits; these benefits are stated below:

- They enable students develop their listening/reading comprehension skills.
- They help students appreciate sounds, words and patterns.
- They make students express feelings and opinions.
- They provide students with a great opportunity to play with language.
- They develop students’ thinking ability.
- They help students develop their personal reaction to the text.
- They help students acquiring vocabulary, creativity and imagination.
- They encourage students for creative writing.
- They give students the chance to discover and explore the use of the language.
- They generate collaborative activities (pair and group work).

2.2.7.2. Disadvantages of Using Poems in the EFL Classroom

This section provides several views by different authors and scholars about the disadvantages of the teaching/learning poems in the language classroom. Some linguists and scholars argue that using poems in the language classroom cause some learning problems. This is due to the use of old language, language structure, cultural bias and the incomprehensible ideas that most of the poets use in their poems to describe the scenes or their emotions. According to Lockward, poems are the “genre most English teachers seem least comfortable with”. Teachers do not enjoy reading poems on their own and see poems as a difficult and often unfruitful task (quotes in Çetinavcı and Tütüncü 75). Moreover, Patil states that teaching poems in almost Indian universities are seen as a tedious job for both teachers and students due to the careless selection of the prescribed curriculum (100).

According to Khatib, Saeed, and Ali, “poems are usually written in a form deviant from the norms of speaking or even writing and hence, they make understanding them a herculean task” (203-204). The scholars, therefore, state that literary texts are teeming with
old and out-dated vocabulary not practised in today’s English such as “thee and thou” which are not normally found in today’s English will not help the students improve the target language. According to El-Helou, poems in the EFL classroom create some difficulties to the fact that they are full of figurative language and heavy culture-bound, which make understanding difficult. He, therefore, states that this difficulty in teaching poems is related to their nature, which usually have more possible interpretations than teaching drama and the short story in general (119).

The researcher agrees with the linguists and scholars’ opinions about the disadvantages of using poems in the language classrooms above. Taking an example, in interpreting a poem, entitle ‘EASTER’ ‘by Yeats (1916), the poem talks about the Irish nationalists’ revolution against the British Rule in 1916. The poet expresses his reaction to the sacrifice made by his fellow Irishmen to get the freedom. Teaching this poem to Yemeni students, students with limited cultural background do not know what Easter is, What does it stand for? What kind of day it is? What do people do? Students might know the linguistic context or the discourse of the poem, but they do not have any idea of the situational context of the countries, which have this kind of day. Besides this, the themes, ideas, actions and language are difficult for students to comprehend.

Taking another example, the poem ‘Death be not proud’ by John Donne (1572-1631) in which the poet addresses death, as he is proud as some people called it. The poem is culturally different, in which we believe that death is a good angel sent by our God to take our soul any time he wants. So, teaching such a poem in the Yemeni classes creates cultural problems and most of the students will get confused and will not accept it. Unfortunately, teaching materials in most of the Yemeni Universities contain such difficult and distinct poems.

Thus, for the purpose of developing students in both basic English language and literary skills through poems, we as teachers should introduce modern, interesting and comprehensible poems. Otherwise, students will remain suffering from the old and difficult poems. They will struggle to understand all, the archaic words, the cultural background or literary forms that are not relevant for learning the English language in general or for business purposes.
2.2.8. Criteria of Selecting Poems in the EFL Contexts

The EFL students learn English for the purpose of communication. They learn it to get jobs in places where use of English is required. To develop the students’ language skills and help them acquire the target language well for the communication purposes through poems, teachers have to think first about the students’ proficiency, interest and needs of learning the language. In other words, teachers should take the consideration of the students’ proficiency, needs, and cultural background into account while selecting materials for those students.

Tomlinson in his study entitled “Using poetry with mixed ability language” states that some criteria should be taken into consideration while selecting poems for the EFL/ESL classroom. These criteria such as: 1. “universal appeal” in which the topic of the poem should be clear and attractive for the majority of the students, 2. “surface simplicity” in which the poems used should be linguistically accessible for the weakest learners, 3. “potential depth” in which poems should contain the potential depth of meaning that offer challenge to the advanced students, 4. “affective potential” in which teachers should select more productive poems which express strong emotions, attitudes, feelings, opinions, or ideas, 5. “contemporary language” in which the language of the poems students should be modern and daily used and finally 6. “brevity” in which poems should be short to suit the mixed ability class (35-36).

According to Panavelil, “teacher should be extremely careful while choosing the text that s/he wants to deal with in the classroom”. The scholar, therefore, states that “the needs of the students, their motivation, interest, and cultural background should be taken into consideration while selecting a poem for the classroom teaching”. He also discusses that, first of all, the teachers should enjoy the poem that they choose and it is also important to select a poem of an “appropriate length” (13).

Moreover, Khatib, Saeed, and Ali, agree with the researcher’s idea that the literary texts are difficult for the EFL students and they also add that literary texts are also difficult for both students and teachers. According to them, while selecting literary texts, teachers should be wary about the learners’ language proficiency, age, gender, and background knowledge. They, therefore, state that learners’ gender and background knowledge likewise should be taken into consideration. The researchers also assert that all the factors related to the text itself, such as whether the text is old or modern, from escape literature or interpretive
literature, the genre of the work, the author, short or long, and so on should be also considered (204).

Besides, Strong states that “poems must deal with something the students care about and in a way they can understand” (quotes in Patil 104). According to Nuttall, any reading text should be familiar to learners, easy to be interpreted and related to the learners’ background. He, therefore, highlights that what makes a text difficult is an unfamiliar code in which the text has been written, lack of previous knowledge, the complexity of the concepts expressed, new vocabulary, cultural background and unknown setting (5-6).

2.3. Need Analysis (Definition and Brief Background)

According to McKillip "Needs are value judgments: that a target group has problems that can be solved" (7). Need analysis refers to all the activities used for collecting of data about the students’ learning needs, wants, interests, wishes …etc. Need analysis also refers to the process of determining the needs for which a learner or group of learners require a language and arranging the needs according to their significance. It, also, refers to the procedures used to collect information about the needs of the students (Richards 51). According to Nunan, need analysis refers to a family of procedures for gathering information about learners and about communication tasks for use in the syllabus design (“Syllabus Design” 75).

Hutchinson and Water state that the need analysis is introduced into language teaching through the ESP (English for Specific Purposes) movement then later, it is realized that all language learners have unique needs and all sound language education programs should be based on an analysis of the learners’ needs. According to them, in the beginning, during the ESP movement, learners’ needs mainly referred to the language knowledge and skills that are needed for certain target situational purposes. Now the term “needs” has become a much broader concept, referring to demands, wants, desires, hopes, motivations, constraints and requirements, which could be linguistic, affective, material or institutional (53).

According to Nation, Ian and John, “Needs analysis is directed mainly at the goals/content of a course and examines what the students know already and what they need to know. It, therefore, makes sure that the course will contain relevant and useful things to learn”. The authors also argue that “good needs analysis involves asking the right questions and finding the answers in the most effective way” (24).
2.3.1. The Importance of Need Analysis in the ELT

The data collected about the need analysis has a very important concept in the ELT environments. The need analysis will help us to define program goals which we will state for teaching objectives. It will also help us to develop lesson plans, materials, activities … etc. according to the learning needs of using the target language. Basically, it will help us to clarify the purposes of teaching/learning program. According to White, the importance of need analysis helps us to state the purpose for which language is to be used and becomes a key consideration in defining the content and objectives of a language syllabus” (19).

Moreover, Johnson states that the importance of need analysis is that it enables the teachers to distinguish between various learner types. It also, helps teachers produce syllabus inventories and courses according to the learners’ learning needs (42).

2.4. Course Design

In any country in the world, the language education system should be based on materials which can lead to a good educational development. Writers and course designers have to take these issues into account when designing their materials. They also should have clear ideas about their theories and belief of the learning activities and what topics should be included in the course (Harmer, “The Practice of English” 295). So, when editors/teachers design/prepare a new course to adopt a standardized curriculum, in fact, before they ask themselves some questions about those whom they are going to prepare a new course for. These questions such as; who are the students? What do they already know? What do they need to know? What teachers expect their students to have learned by the end of our course or section? Then, they will find it helpful to begin their course preparation by clearly defining. So, according to the principles of planning any course, editors/teachers can then put the course materials together, or select new ways of presenting course materials, that serve the learning outcomes they have chosen. For many academics, planning a course or module involves learning objectives, selecting suitable contents and then deciding how to hand it out over a set time period. The following figure sums up some principles of the planning of the course design.
2.4.1. What is a Design?

A design is a plan or framework that links ideas together into a system of meaning. It refers to the process of conceptualizing, organizing, and arranging the elements of the curriculum into a coherent pattern. According to Richards:

“Syllabus design is the process of developing a syllabus whereas curriculum development is the processes which are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, and materials, and to carry out an evaluation of the language program that results from these processes” (2).

Nunan, differentiates between the course design and curriculum development. He states that the former is seen as a secondary component of the curriculum design. It, therefore, focuses more narrowly on the selection and grading of the content. While the latter is concerned with the planning, implementation, evaluation, management, and administration of the education programme (“Syllabus Design” 8).

According to Graves, course designers perfectly make use of information from all interesting sources when they write objectives. They can begin anywhere in the framework, as long as it makes sense to them to begin where they do. She also states that “deciding where to begin will depend on how you problematize your situation, that is, how to determine the challenges that you can most productively address within the context”. She, therefore, provides that when writers design a course, they are examining, framing, and attempting to
solve the problems of classroom practice, it becomes examining, framing, and attempting to address the challenges of course design (quotes in Tabari 870).

2.4.2. Materials Development

Materials development refers to all the materials that are designed by writers, teachers or learners and used in the class to enhance the learning materials. According to Tomlinson (quotes in Sari 61); Mckay, (“Teaching Materials” 72); Matsuda (168) materials development refers to anything which is done by writers, teachers or learners to provide sources of language input. Tomlinson also asserts that “successful materials development should be envisaged as learning materials and the principles to follow need to show the central role that learners should play”. According to Matsuda, materials development is a process including “evaluating and selecting existing materials as well as adapting or creating materials from scratch for a particular group of students that guided by the overall orientation of the language curriculum” (169).

2.4.3. Reasons for Developing New Materials

To begin writing any course, it is necessary to present the description of the course rationale. According to Richards, the course rationale seeks to answer the following questions which describe the beliefs, values and goals that underlie the course. These questions are the following; who is this course for? What is the course about? What kind of teaching and learning will take place in the course? He also provides that the course rationale can be developed when the course planners give careful consideration to “the goals of the course, the kind of teaching and learning they want the course to exemplify, the roles of the teachers and learners in the course, and the beliefs and the principles the course will reflect” (145-6).

Moreover, McDonough and Shaw illustrate some reasons for developing new materials in which the old materials lack such criteria; 1) not enough coverage of the intended skills, 2) not enough practice of the intended skills, 3) text difficulty, 4) lack of authenticity of materials, 5) inappropriate subject matter, 6) culturally inappropriate materials, 7) not enough match between the course time and the amount of materials to be covered and finally lack of communicative tasks”. Besides, Islam and Mares also add the following to McDonough and Shaw’s list: 1) methods of presenting materials, 2) the language of presented materials, 3) subject matter of the presented materials, 4) making a balance between the skills in the presentation of materials, 5) progression and grading of the
selected materials, 6) cultural content of the selected materials and finally artistic aspects of the selected materials” (quotes in Tabari 870).

2.4.4. What Are Teaching Materials?
Teaching materials are anything a teacher uses to help her/his students learn a language can come under teaching materials. According to Brown, teaching materials can be defined as “any systematic description of the techniques or exercises to be used in classroom teaching that is broad enough to encompass lesson plans and yet can accommodate books, packets of audio-visual aids, games or any other myriad types of activities that go in the language classroom” (139). In a case of ELT, teaching materials include the Pupils Book, Work Book, Handwriting Book, Supplementary Readers, Picture, Maps, Charts, Tables, Real Objects, Flash Cards, Diagram….etc. These also include mechanical gargets like, computer, TV, radio, tape recorders, computer software etc. But, unfortunately, in the case of Yemeni learning classes, the teaching materials are mainly textbooks only.

2.4.5. Types of Materials/Text-books
Material is a broader term than ‘text-book’. Materials, as stated before, can include anything that is used for teaching/learning. The term ‘text-book’ is a more specific term. Mostly textbooks are printed materials published in form of books specially prepared or selected for a group of students. In Third World countries (like Yemen) usually the same textbooks are prescribed for all the learners of a level belonging to an educational set up as in the case of the English syllabi of Hodeidah University, Faculty of Education, Departments of English.

In a sense, textbooks can be broadly divided into two categories: Course Book and Anthology. Course Books are mostly written by the textbook writers, keeping in view a particular level of students. Course Books are more suitable for the beginners. Anthologies, on the other hand, are collection of writings of creative writers (poets, short story writers, novelists, playwrights). The textbook writers borrow them from the creative writers depending on the level of the learners and they edit and adapt them adding a note, word meanings and exercises/activities to help students learn language. Anthologies are good for students of higher classes. Often anthologies are divided into two categories – Detailed Textbooks and Non-Detailed Textbooks. Detailed Textbooks are usually a collection of poems, essays and prose writings meant for developing close reading skills and Non-Detailed Textbooks are a collection of stories and simpler interesting reading materials meant for developing learners’ fast reading skills.
Textbooks can also be a mixture of course book and anthologies. Depending on the skills to be developed, sometimes the textbook writers write the content of a lesson themselves and sometimes they borrow from creative writers the contents of some lessons of their textbooks. In Yemen, at school, the English Courses are of these kinds, particularly meant for class IX onwards. English Courses for class VII and VIII are course books, for class IX and X are mixture of Course Books and anthologies and books for class XI and XII are almost like anthologies. In Third World countries where teaching of English is more literature oriented, anthology is more in use. In addition, in western countries where teaching of English is based on communicative approach, course books are more in use even for higher classes.

2.4.6. Principles of Materials Preparation

By material, we mean the material published in form of books/hand-outs especially for a level of students. These materials are from a part of the syllabus and prescribed for all learners of a level under one system of education. Preparations of these materials are guided by the principles of the syllabus. These principles can be clear in the following details:

2.4.6.1. Principles of Controlling and Grading

Keeping in view the learners' level (entry behaviour) a limit is set on the content (poem), vocabulary and structure to be selected in the materials and these are to be graded carefully from simple to difficult. Poem with simple words, structures and themes should be included in the first few lessons, little more difficult ones is to be in the next few lessons and the most difficult ones will be in the last lessons of the given materials. This helps students learn systematically without feeling the burden of learning. According to Al-Refa’ae, grading the lessons from simple to difficult ones is a great care taken to suit the level of the students and it gradually helps students develop their proficiency in English (41).

2.4.6.2. Principles of Consolidation and Exposure

Learning does not take place in one go. The learning items need to be repeated through some interesting and mind-engaging activities to get the item consolidated and become a part of learners’ skill. Thus, materials/text-books should make provision for such consolidation of the items learned. Often consolidation is done through exposure. The more students get exposed to the language in real life contexts, the better they learn. This is truer of language as it is better learned through exposure (Kundu, “Study Materials” 8). For example, if
students learn a language item like ‘be’ verb, there is a need for them to get exposed to some real writing (a poem) where ‘be’ verb is used. Reading of such poems, help students to make them a part of their skills, the unconscious store of their knowledge and skills. Carrol, therefore has a similar view. He states that “the more exposure to the target language the greater the success of students in proficiency tests” (quotes in Ajileye 1).” According to Ajileye, “a major point of agreement between most theories of language acquisition is the need for exposure before language can be acquired” (1).

2.4.7. Preparing ELT Materials for Third World Countries

The previous section was about materials in general. This section provides the materials preparation for the Third World Countries. In Yemen, the teaching/learning situation in many ways is different from that of the western countries. This is very true of ELT, more particularly the preparation of ELT materials.

In Western rich countries, English is taught in comfortable circumstances. The small size of their class (only 20 students in a class), rich infrastructure (good building, classroom modern equipment, furniture, etc.) and teaching of English as mother tongue add to their comfort (Kundu, “Corrections of Errors 11). Nevertheless, in our case, English is taught in very difficult circumstances. Language class size almost 60-100 students in the case of primary/secondary classes, whereas, 80-150 students in the university class, poor infrastructure and teaching of English as foreign language add to our difficulties. Besides, our students are less proficient in English. Our primary/secondary teachers’ proficiency in the language is also low. They, moreover, lack proper training in ELT. Our education system is also exam-oriented. We study only for examination. There is no exposure to English outside the classroom. All Yemeni people communicate in Arabic (the mother tongue). In addition, teachers use mostly old and traditional materials in ELT. Our ELT materials are based on grammar and structure or on literature. Teachers use old methods of teaching mostly following teacher-centred approach.

2.4.8. The Need for Teacher-made Materials in Third World Countries

A major cause of our students not learning English is our materials and the way teachers use them. It is true that it is very difficult to change our materials and change our system of exam. But, a lot can be done by our teachers, if they know how to go about them and if they are willing to do and bring about changes. We know our materials/textbooks are based on traditional approach (Grammar, structure, literature-oriented). But, we also know
that these materials will not help our students learn English unless these materials are made little communicative or interesting/useful. Who will do this? Only the teachers can do this at their level. Thus, they should know how to prepare new material or improve the existing textbooks. In fact, in our context the teachers have to do a lot in this regard to help our student learn English. Stated below are some such needs for preparing teacher-made materials in our third world countries.

- Our teaching materials are based on old approach and mostly on Western Culture. Thus, there is a need for the teachers to make their own materials to improve the existing material.
- There is a need to make materials, which suit students’ proficiency, interest and cultural background.
- There is a need to adapt the prescribed materials, which help students improve their language skills.
- There is a need to adapt materials, which are language-based and learner-centred.

2.5. English Materials in the Yemeni Context

English Materials are the materials which meant for teaching the English language in Yemen from the primary level (primary school) up to the undergraduate level (university level) as per the following:

2.5.1. English Courses for Yemen (ECY)

The English Courses for Yemen are prepared by the British authors Terry O'Neill and Peter Snow for the Ministry of Education, Republic of Yemen. In every year, the English Course is a package consisting of six items (the Pupil’s Book, the Workbook, the Handwriting Book, the Teachers’ Book, the Cassettes and the Wall Charts) which most of them are not available or known to most of the Yemeni Primary and Secondary Schools’ teachers and learners. The English course starts from class 7 up to class 12. Learners learn English for six years in primary and secondary schools.

In fact, there are some poems in the courses (1-6) but, unfortunately, these poems are based on the Cassettes as songs but these Cassettes are not given by the Ministry of Education to develop mostly listening skills only and if there are some language activities, they are found in other books (work books) which make the learners confused. Moreover, most of the primary schools’ teachers do not teach or read these poems to learners especially
in the countryside schools. Because most of the teachers are not enough qualified and trained and do not like to play the role of these absent Cassettes (singing the song in the class). Besides, the secondary schools study is divided into two streams; the Art Stream and Science Stream. There are some poems in the secondary school materials; English Course for Yemen (ECY), but these poems are specialized for the Art Readers only (Art Stream) which seems to be extinct in the whole country. For the Science Readers (Science Stream), they study science texts only and they never study any poems. However, in the Yemeni schools one can find that the Science Stream students occupy the highest percentage as it is distinguished by the Ministry of Education, Yemen, Secondary School Result 2014. The following table shows the ratio of the total number of the secondary students.

<table>
<thead>
<tr>
<th>Stream</th>
<th>Number</th>
<th>Per cent</th>
<th>Total of the Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>217613</td>
<td>89.97%</td>
<td>241861</td>
</tr>
<tr>
<td>Art</td>
<td>24248</td>
<td>10.03%</td>
<td></td>
</tr>
</tbody>
</table>

(http://www.yemenakhbar.com/yemen-news/59278.html)

Hence, most of the Yemeni learners graduate from secondary schools without enough background about poems and join the English department where English poetry courses (Poetry 1, 2 and 3) are taught as main subjects.

2.5.2. Teaching Poems at Primary and Secondary Schools

The poems that are available in the English Course for Yemen are stated as per the following:

2.5.2.1. English Course for Yemen (Book 1)

This English course is designed to be introduced to the Yemeni learners who come to learn the English language for the first time. It starts from class 7. In this stage, the Yemeni learners come to learn the English alphabet, numbers, simple words and structure. There are some songs such as *Is this White?* p.5, *Put them Tighter* p.7, *My Family and Me* p.15, *I Like Apple* p.21, *This is the Way* p.29, *Where’s Hassan?* p. 38 *My House* p.48 and *All on My Way to School* p.59 (see table 2.3). All these songs are based on listening skills but they are based on the unavailable Cassettes. Furthermore, they are not followed by any language activities in the same book and teachers do not like to play the role of the absent cassettes.
2.5.2.2. English Course for Yemen (Book 2)

In this class, the Yemeni learners are introduced to some poems too. In the Pupil’s Book unit 1 page 1, the learners are introduced to three different songs: 'I Like Apples', 'Where's Hassan?' and 'My House'. In the remaining six units the learners are exposed to other six poems: 'Accident' page 9, 'The Kite' page 24, 'Will You Help Me?' page 34, 'I Say, You Say' page 52, 'We're Going to the Zoo' page 62 and the last poem 'What Can I Be?' page 71 (see table 2.3). All these poems require the learners to listen to the cassettes and repeat after recorder. But, unfortunately, there are no cassettes given to schools. Furthermore, all these songs are not followed by any language activities in the same book.

2.5.2.3. English Course for Yemen (Book 3)

This class is the last stage of the primary school stage. In the Pupil’s Book unit 3 lesson 3.4 page19 there is a short poem consists of six lines. This only short poem is given to introduce learners to the rhyme scheme. But, it follows with one exercise (B) in the workbook 3. The following table shows the poems based on the materials of this stage (primary stage).

Table (2.3) Poems in the Primary Schools Materials (ECY)

<table>
<thead>
<tr>
<th>ECY Book 1</th>
<th>ECY Book 2</th>
<th>ECY Book 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem</td>
<td>Page</td>
<td>Poem</td>
</tr>
<tr>
<td>Is this White</td>
<td>5</td>
<td>I Like Apples</td>
</tr>
<tr>
<td>Put them Tighter</td>
<td>7</td>
<td>Where’s Hassan?</td>
</tr>
<tr>
<td>My Family and Me</td>
<td>15</td>
<td>My House</td>
</tr>
<tr>
<td>I Like Apples</td>
<td>21</td>
<td>Accident</td>
</tr>
<tr>
<td>This is the Way</td>
<td>29</td>
<td>The Kite</td>
</tr>
<tr>
<td>Where’s Hassan?</td>
<td>38</td>
<td>Will You Help Me?</td>
</tr>
<tr>
<td>My House</td>
<td>48</td>
<td>I Say, You Say</td>
</tr>
<tr>
<td>All on My Way to School</td>
<td>59</td>
<td>We’re Going to the Zoo</td>
</tr>
<tr>
<td>XXXXXXX</td>
<td>71</td>
<td>What Can I Be?</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>Total</td>
</tr>
</tbody>
</table>
2.5.2.4. English Course for Yemen (Book 4)
This class is the first stage of the secondary school level. The English Course Book 4 is prepared for the Yemeni learners of class 10. The Pupil’s Book consists of 6 units. The learners in this course are not exposed to any poem at all.

2.5.2.5. English Course for Yemen (Book 5)
The Pupil’s Book in this class contains of 5 units and two specified streams at the end of the course of the school year. As stated above, in this class the learners have to specialize either to study Arts Section (Art Stream) or Science Section (Science Stream). In the arts section, there are two poems on page 48 by William Wordsworth. These two poems are 'My Heart Leaps Up' and 'Upon Westminster Bridge'. These two poems are followed with 9 listening and reading comprehension activities in the workbook page 100. But, unfortunately, the poems are difficult. Because the language used is archaic and difficult. The poet and culture are unfamiliar not only for the learners but for most of the teachers who are none-qualified as well. Besides, they cannot answer these difficult activities.

2.5.2.6. English Course for Yemen (Book 6)
This class is the last class of the secondary school year. The CEC 6 is the final English course for class 12. The Pupil’s Book consists of 6 units and two specified sections at the end of the course. These two specified sections are Art Section and Science Section (Art Stream and Science Stream). In the Arts Section, there is only one poem page 61 ‘Leisure’ by William Henry Davies. The poem consists of 7 rhyming couplets. The language is difficult for the learners to comprehend. It is followed by some listening and reading activities in the workbook page 93. These activities seem to be somehow easier for the readers but very difficult for the low-proficient learners. The following table provides the poems that are available in the secondary materials of the English for Yemen (ECY).

Table No. (2.4) Poems in the Secondary Schools Materials (CEY)

<table>
<thead>
<tr>
<th>ECY Book 4</th>
<th>ECY Book 5</th>
<th>ECY Book 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem</td>
<td>Page</td>
<td>Poem</td>
</tr>
<tr>
<td>X</td>
<td>My Heart Leaps up</td>
<td>48</td>
</tr>
<tr>
<td>X</td>
<td>Upon the Westminster Bridge</td>
<td>48</td>
</tr>
</tbody>
</table>
Thus, the poems in English Courses for Yemen 1-6 are 21 poems. Eighteen poems in the primary stage are based on the materials with some activities but require the learners to listen to the unavailable recorders/cassettes. In the secondary stage, there are three poems followed by some activities in the Workbooks. But, unfortunately, these activities are not only difficult for the learners but for the teachers too. Hence, the Yemeni learners are less exposed to poems in the ECY of the primary and secondary school years. No doubt, they actually will find the English poems difficult when they join to study the English language in Yemeni university where English poetry is taught as a main subject based on different culture and difficult language.

2.5.3. Poetry Syllabi at Hodeidah University

In the departments of English, faculties of education, the English language administrators had stated 39 English subjects. The English students have to study these courses during the four academic years (Please See Appendix A). These courses are distributed among four major areas: literature, linguistics, language skills and ELT. The chief of them is the literature courses – Literary Forms, Survey of English Literature, Poetry 1, Poetry 2, Poetry 3, Drama1, Drama 2, Novel 1, Novel 2 and Literary Criticism. These courses of literature occupy 25% out of these 39 courses. They mostly belong to 16th, 17th, 18th and 19th century English literature.

The teaching of English Poetry (British and American) in the departments of English, Faculties of Education, Hodeidah University begins in the first semester of the third year. In this semester, the students are exposed to Poetry 1. They study 12-13 poetry classes during the whole semester. So, students have to learn English poetry for 2-3 hours weekly. In the second semester of the third year, they are exposed to Poetry 2. In the first semester of the fourth year, they are exposed to Poetry 3. At the end of every semester, students are examined of 150 marks. Some teachers examine students in the mid-semester for 45 marks and 105 final tests.

2.5.3.1. The Aims of the Syllabi (English Poetry)

The English administrators set some aims for every subject in the syllabus. The aims of the poetry courses are stated in detail below:
Chapter Two

- **Poetry 1:** The aim of this course is to make the students understand and appreciate English poetry of the sixteenth and seventeenth centuries. A few sonnets of Shakespeare and a few poems by Milton and Blake.
- **Poetry 2:** The aim of this course is to make the students familiarize with the Romantic and Victorian Poetry. A few selected poems comprise the text.
- **Poetry 3:** This course aims at introducing the students to the 20\textsuperscript{th} century English poetry. A few selected poems by Eliot, Auden, Yeats, Hopkins, Rupert, Brooke, etc. will form the core of this course.

2.5.3.2. Materials Selected for Teaching Poetry Courses

The materials selected in the syllabi to be taught are some poems by British and American poets. These poems have been selected/suggested by foreign teachers of the English Department since 1997 and still valid up to the present time as per the following:

1. **Materials Selected for Level Three (First Semester)**

In this level, the materials selected for the English students are poetry1. The material given in this semester is a kind of hand-out consists of 30 pages. The first 17 pages are the summary of each poem which students are going to study during this semester. This summary is supplemented by the poetry teacher (Please See Appendix B). The poems selected to deal with in the class are few sonnets by Shakespeare (sonnet 13, 14, 15, 16, 20, 105, 129, 130, 143 and 144) and few poems by John Donne such as; ‘The Good Morrow’, ‘The Canonization’, ‘A Valediction: Forbidding Mourning’ and ‘Death Be Not Proud’. The following table prescribes these poems and poets:

<table>
<thead>
<tr>
<th>Poem</th>
<th>Poet</th>
<th>Poem</th>
<th>Poet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonnet 13</td>
<td>William Shakespeare</td>
<td>The Good Morrow</td>
<td>John Donne</td>
</tr>
<tr>
<td>Sonnet 14</td>
<td></td>
<td>The Canonization</td>
<td></td>
</tr>
<tr>
<td>Sonnet 15</td>
<td></td>
<td>A Valediction: Forbidding Mourning</td>
<td></td>
</tr>
<tr>
<td>Sonnet 16</td>
<td></td>
<td>Death Be Not Proud</td>
<td></td>
</tr>
<tr>
<td>Sonnet 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonnet 105</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonnet 129</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonnet 130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonnet 143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonnet 144</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Materials Selected for Level Three (Second Semester)

The material selected for the 2nd semester is poetry. The poetry teacher gives a kind of handout consists of 33 pages. The first 18 pages are the summary of these poems. The summary includes a brief biography of every poet, his age, and the poems’ analysis. The poems selected are; 'How Soon Hath Time' by John Milton, 'The Wish' by Abraham Cowley, 'Essay On Man' and 'Ode on Solitude' by Alexander Pope, 'A Poison Tree' by William Blake, 'From The Prelude XI' by William Wordsworth, 'Kubla Khan' by Coleridge, 'Ode on The West Wind' by Shelley, 'La Belle Dame Sans Merci' by John Keats, 'Ulysses' by Alfred Tennyson, 'My Last Duchess' by Robert Browning and 'The Forsaken Merman' by Mathew Arnold (Please See Table 2.6). The remaining pages are the texts of these poems.

Table No. (2.6) Poems Taught in the Second Semester (Level Three)

<table>
<thead>
<tr>
<th>Poem</th>
<th>Poet</th>
<th>Poem</th>
<th>Poet</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Soon Hath Time</td>
<td>Milton</td>
<td>Kubla Khan</td>
<td>Coleridge</td>
</tr>
<tr>
<td>The Wish</td>
<td>Cowley</td>
<td>Ode on The West Wind</td>
<td>Shelley</td>
</tr>
<tr>
<td>Essay On Man</td>
<td>Pope</td>
<td>La Belle Dame Sans Merci</td>
<td>Keats</td>
</tr>
<tr>
<td>Ode on Solitude</td>
<td>Blake</td>
<td>Ulysses</td>
<td>Tennyson</td>
</tr>
<tr>
<td>A Poison Tree</td>
<td></td>
<td>My Last Duchess</td>
<td>Browning</td>
</tr>
<tr>
<td>From The Prelude XI</td>
<td>Wordsworth</td>
<td>The Forsaken Merman</td>
<td>Arnold</td>
</tr>
</tbody>
</table>

3. Materials Selected for Level Four (First Semester)

In the first semester of level four, the English students are exposed to 12 poems in the poetry course. The given handout consists of 48 pages. The first 30 pages are teacher’s handwriting notes about the life/works of every poet and the summary of every poem. The poems given are by different poets. Three poems are by William Butler Yeats; Easter 1916, A Prayer For My Daughter and Sailing To Byzantium. Three poems are by Gerard Manley Hopkins; God's Grandeur, Pied Beauty and Thou Art Indeed Just Lord. Two poems are by Thomas Stearns Eliot; The Hollow Men and Journey Of The Magi. Three poems are by Robert Frost; ‘Mending Wall’, ‘The Road Not Taken’ and ‘Stopping By Woods On A Snowy Evening’. Only one poem is by W. H. Auden 'The Unknown Citizen' (see table 2.7). In this course, the English students are exposed to 12 poems by different poets.
Table No. (2.7) Poems Taught in the First Semester (Level Four)

<table>
<thead>
<tr>
<th>Poem</th>
<th>Poet</th>
<th>Poem</th>
<th>Poet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter 1916</td>
<td>Yeats</td>
<td>The Hollow Men</td>
<td>Eliot</td>
</tr>
<tr>
<td>A Prayer For My Daughter</td>
<td></td>
<td>Journey Of The Magi</td>
<td></td>
</tr>
<tr>
<td>Sailing To Byzantium</td>
<td></td>
<td>Mending Wall’</td>
<td>Frost</td>
</tr>
<tr>
<td>God’s Grandeur</td>
<td>Hopkins</td>
<td>The Road Not Taken</td>
<td></td>
</tr>
<tr>
<td>Pied Beauty</td>
<td></td>
<td>Stopping By Woods On A Snowy Evening</td>
<td></td>
</tr>
<tr>
<td>Thou Art Indeed Just Lord</td>
<td></td>
<td>The Unknown Citizen</td>
<td>Auden</td>
</tr>
</tbody>
</table>

2.6. Conclusion

The fact is that using literature in the language classroom has many advantages and disadvantages at the same time. However, how to make use of these advantages and avoid the disadvantages is our responsibility as teachers to develop both basic English language and literary skills of our low-proficient students. In the case of Yemeni universities, good selected poems (literary texts) that suit the students’ levels, interests, needs, and cultural background will help them to develop both their basic English language and literary skills. They will, therefore, help them to have the ability to use the English language for the communication purposes where it is required and help them for the academic benefits.