CHAPTER SEVEN

Findings, Limitations and Suggestions

7.1. Introduction
This thesis consists of seven chapters. The first chapter provides an introduction to the study and the second chapter is devoted to a literature review and field survey. The third chapter is devoted to the research methodology whereas the fourth chapter is devoted to the data analysis of the field survey. The fifth chapter is all about material preparation and, in relation; the sixth chapter is devoted to the tryout, experimentation and data analysis, the use of the material preparation and material development in context. In this chapter, the outcome of all that happened before (i.e., findings, limitations and suggestions) are briefly highlighted.

7.2. Findings of the Study
The data collected by different tools (materials' evaluation, classroom observation, students' questionnaire and experimentation) to answer the research questions and the hypotheses of the study that are stated in chapter four and six, were, therefore, qualitatively and quantitatively analyzed and interpreted. Depending on the interpretation, the researcher could infer some findings. These findings are stated below:

7.2.1. Findings from Materials' Evaluation
Based on the materials evaluation, it was found that the teaching of poems in the English Departments, Faculties of Education, Hodeidah University was colonized by old British/American Poets and Cultures. All these poems belonged to the 16th, 17th, 18th and 19th centuries. The language was old and archaic. Theme, figures of speech and the poems' construction were difficult and unfamiliar for the Yemeni learners to appreciate them. Al-Mansoob, conducted a study on this issue, concluding that the problem could be due to the point of cultural difficulties of the Western culture in the Yemeni classroom. Moreover, the researcher argued that the point is also due to students’ culture (Islamic Culture). She, therefore states that "when presenting literary texts with themes such as love, sex, infidelity, adultery or relationship outside of marriage, the students tend to be very reserved and appear to decline expressing their point of view" (55). Therefore, it was difficult for students to comprehend or understand such incomprehensible poems because they did not have any
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background about themes or actions expressed in any poem. Consequently, it was found that teachers could not teach the whole poem. They, therefore, selected a few lines from the poem and explained them to students. In addition, they gave their ready-made notes about the poem to students and started teaching them before teaching the poem.

Moreover, the study found that the test of any literature subjects has the same type and design. For instance, the final tests of Survey of English Literature, Poetry, Novel and Drama consist of three questions each. These three questions were long-answer types. Mostly, such types of questions were found to be repeatedly asked every year. The students, therefore, collected all the previous test scripts, looked for the answers in the teachers’ ready-made notes and memorised them. In this case, it could be stated that this kind of test negatively affects the learning strategy and attitude because it tests information not language. Hence, the current study supports Al-Refa'ae's argument:

"Students neither learn language nor develop literary skills from a course of difficult English poems of English poets which taught using a teacher-centred approach and tested through questions which promote memorization" (29).

The students with good memories could easily pass the exam, whereas those who have weak memories are expected to fail in the exam. Therefore, this kind of teaching mostly encouraged memorization and will never help students develop both their basic language and literary skills in any educational environment where English language is taught as a foreign language.

7.2.2. Findings from Classroom Observation

Based on the observation analysis, the researcher found that all teachers in the four colleges used the same methods: literature-oriented and teacher-centred. Almost all of them started their teaching with a brief introduction about the life and works of the poet, and then continued explaining the poems. Some of them explained the poems line by line or stanza by stanza and wrote the explanation on the board or orally whereas, some of them only explained a few lines which contained the theme or the main idea/s of the poem and rarely asked questions. It was also found, that there was no interaction between students and their teachers or between students themselves. In other words, the role of the teachers was only explaining to the whole class, whereas the role of the students was receiving whatever their teachers said silently. Rarely teachers asked some questions, but due to the poems' difficulties, the students were unable to answer the questions.
7.2.3. Finding from the Students' Questionnaire

A total of 394 copies were distributed. The questionnaire consists of three factors; Teaching Techniques (TT), Learning Strategies (LS) and Learning Needs (LN). Accordingly, the findings of each factor have been stated in greater details in the following:

7.2.3.1. Teaching Techniques (TT)

The study showed that the Teaching Techniques (TT) in all the faculties were mostly teacher-centred and literature-oriented. Teachers taught and explained everything to the students. For instance, when the participants were asked to give their opinions about the way of the teachers teach a poem, 63% of them (38.1% always and 24.9% often) reported that teachers explained the poem line by line or stanza by stanza. Therefore, it could be elicited that this kind of teaching strategies used in the class would never help students develop their basic language and literary skills.

Furthermore, it was found that the overwhelming majority of the respondents (68%) agreed with the opinion that most of the teachers gave their ready-made notes and summary of each poem. This provided a clear answer for why teachers tend to supply their notes and summary of every poem because they knew the difficulties of such poems faced by the low-proficient students. Hence, the results were that whatever teachers gave would not help students obtain either language skills or the literary skills because they were spoon-fed by their teachers. Furthermore, students never used their mind to think or comprehend the text and practise the language.

Therefore, with regard to this factor, the study revealed that the overwhelming majority of the respondents agreed with the opinions that their teachers:

- never read the poem more than once to help them develop their listening and speaking skills.
- never asked them to read the poem silently in order to develop their silent reading skill.
- always explained the old and difficult words and never helped them guess the meaning of new words through the context.
- sometimes asked them to read the poems for general understanding.
- sometimes ask them to skim the stanzas to get the main idea/s of the poem/s.
never helped them develop the scanning skills which help them develop their reading skill to get a particular information.

sometimes helped them interact with each other in the class.

never divided them into groups to do some activities tasks.

never gave them enough time to discuss and express their opinions.

7.2.3.2. Learning Strategies (LS)

The major result of this factor is that the majority of respondents, 62.1% (31.2% reported often and 30.7% reported always) were of the opinion that to pass in the final poetry exam, most of the students have to memorize the teachers’ ready-made notes and summaries of the poems. Therefore, it was found that the current learning strategies (LS) relied on memorization only. This provided a clear answer on how these low-proficient learners learn these difficult poems and pass in the exam. As a result, these kinds of learning strategies affected the main purpose of learning the target language. Furthermore, it was found that the majority of the students agreed with the opinion that they read the old exam models to pass in the exam. Because, teachers mostly used the same types of questions, open-ended question types and repeated the same questions every year. Therefore, students collect these models and look for the answers on the teachers’ ready-made notes and memorize them to get ready for the exam.

7.2.3.3. Learning Needs (LN)

The last factor aimed at collecting data about the Learning Needs (LN) the main focus of the field survey. The results showed that the great majority of the respondents, 87.3% agreed (52.3% agree and 35% strongly agree) with the opinion that they need poems, that suit their proficiency in English and needs. This provided a clear answer to the questions; what is the learning needs of the students to understand from these poems, what kind of poems will enable them to understand and develop their basic language and literary skills. Furthermore, the results provided a clear agreement with the respondents that they need some selected poems which suit their English language proficiency, encourage them for better attitude to learning poems and help them develop their basic language and literary skills.

The study, therefore in this factor found that students mostly need poems, which help them:

- develop their English language skills (LSRW).
develop their reading skills for general ideas.
揭秘 develop their reading skills for specific information.
发展 develop their English pronunciation.
发展 develop their English vocabulary.
发展 guess the meaning through the context.
发展 develop their critical thinking.
发展 develop their critical writing.
发展 develop their literary skills.
to comprehend the mood of the poet easily.
to understand the poet's message easily.
to understand the language construction.
to interact with the teacher in the classroom.
to interact with each other in the classroom.

7.2.4. Findings of the Experimentation

The three major findings of the study are the significant improvement in students’ attitude to poems; students' attitude to the activities of the poems and students' basic language including literary skills development. Hence, the major findings of the experimentation have been stated in the following details:

7.2.4.1. Students' Attitude to Poems

The present study revealed that students mostly could comprehend and enjoy the poems on their own. However, at the end of the course, they needed a little help from their teacher because the course is graded from simple to difficult. In lessons 11 'leisure' and 12 'Uphill', the students needed a little help to comprehend the poems and do their activities.

Regarding the students' attitude to poems, the simple poems, which had been selected from the ‘English Course for Yemen’ (ECY) and other anthologies as have been stated earlier in chapter five developed a good attitude of the students to learning poems. Because, students were exposed to old and difficult poems in the Poetry 1, the main course of the syllabi and the only methods were literature-oriented and teacher-centred. They found the remedial course very inspiring and all the poems were comprehended interestingly. They found the remedial course serving their learning needs and helping them develop their basic language and literary skills. The findings of the current study are supported by Ahmad's
findings in his study entitled "Teaching of Poetry Saudi ESL Learners: Stylistic Approach". The study is an attempt to explore how various tools of linguistic analysis can be used to teach poetry to Saudi University learners to improve their proficiency in grammar, vocabulary, accent, intonation and integrated language skills. Based on the surveys, the researcher found that "poems can be used as a great tool to improve language skills if language based activities are incorporated and teaching of poetry turns to learners-centred" (134).

7.2.4.2. Students' Attitude to the Activities of Poems

After experimenting some lessons, the students were given a simple questionnaire to find their attitude to the activities that followed each poem. Therefore, the researcher made use of this tool to help him find the difficulty/readiness of the activities from the beginning of the experimental course. It also, helped the researcher to find out the students’ interests and attitudes to each activity individually. The findings of the study are stated in the following:

- Most of the students liked the pre-reading activities that helped them activate their prior background knowledge before introducing them to a poem.

- Students mostly liked the comprehension activities that aimed at developing listening and reading skills.

- Almost three quarters of students, 73.3% liked getting the point activities that aimed at developing their critical reading skill. On the contrary, only 26.7% of the students did not like this activities due to their low-proficiency in English but at the end of the course, they really liked the activities.

- Students mostly liked to work in groups to answer questions, especially with some activities such as finding rhyming schemes, language games, literary skills … etc.

- Students mostly liked to do true/false and matching phrases activities, which aimed at developing their English vocabulary.

- Students mostly liked matching words activities, which involved them to give their meanings/opposites that, therefore, aimed at developing their English vocabulary.
Students therefore liked the activities, which involved them to group words according to their rhyme schemes.

Students mostly liked the activity of filling in the gaps to give their own poems.

Most of the students liked the grammar activities, however, a few of them did not like that because they made some grammar mistakes, especially at the beginning of the course, but finally, they really liked these activities.

Students mostly liked the activities, which helped them develop their writing skills, which was the most difficult skill for them.

7.2.4.3. Students' Language and Literary Skills Development (Pre-and Post-test)

To answer the last question of the study that aimed at finding the students' proficiency development before and after the experimentation, the students were administered pre-and post-tests. The increase in the students’ scores on the post-test over pre-test showed that there was a great significant improvement of students on the English language proficiency. This significant increase was primarily due to the intervention. It means that the course could bring a positive change in the students’ proficiency through the intervention (the experiment). Moreover, the interpretations and discussions of the results in the pre- and post-tests could help the researcher states the major findings as per the following:

Before experimenting the course, the mean (41.83) shows that the students lack of the basic language and literary skills.

During the experimentation, the researcher found that there was a good consciousness of the experimental group to the importance of proposed course.

There was a good correlation between the content of the course and the need of the students. The students comprehended the relationship between the content of the course and the importance of acquiring the basic language and literary skills which show the success of the aims of the course.
The aims and objectives of the experimental course were very clear to the students and helped them develop their proficiency in English effectively.

The course could positively change the attitude of the students to learn poems.

The mean in the post-test (74.97) indicated that the course could bring a positive change on the students’ proficiency through the intervention.

Similar findings by Yusef et al.; Yusef; Al-Refa’ae; Çetinavcı and Tütünüş; Aladini, Farzin and Masoumeh; Hamdoun and Hussain; and Woldemariam supported the findings of the present study that there is an urgent need for a remedial course to remedy the situation of teaching and learning poems in the faculties of Education, Hodeidah University, Yemen.

7.3. Limitations of the Study

Every study has its own constraints and limitations and a study, like the present study, aimed at developing low-proficient students in English through poems has, therefore, suffered from some limitations, especially in the case of Yemen (the practice area of the study). Some of these limitations have been stated below:

Due to the students’ low-proficiency in English and their negative attitude to poems, especially those who study in the countryside colleges, the researcher selected simple poems followed by simple activities to change their negative attitude to poems and develop their basic language and literary skills.

Due to serious anarchy in the country, the researcher could not experiment the materials well, because fighting and bombing were everywhere in the country, which made the students afraid.

It was planned to experiment the second course in the second semester of the academic year 2014-2015 but the university administrators stopped the study because of the aggression of the Gulf countries in the country, Yemen (The Gulf War in Yemen).
One of the limitations is that the researcher could not design more than two courses (i.e. Poetry 2 and Poetry 3) for the departments of English, Faculties of Education, Hodeidah University due to the short time of the research period.

The time of the experimentation was not enough to help the low-proficient students improve their writing skills as well. Because, most of the students have many problems in writing and they need more time to develop this skill.

7.4. Suggestions

Definitely, based on the data collected from the field survey and experimentation, the study formulated some suggestions. These suggestions may help to change the students’ attitude to learning and studying the poems and develop their basic language and literary skills in the faculties of education, Hodeidah University, Yemen. These suggestions could be stated in the following:

7.4.1. Suggestions for the English Courses for Yemen (ECY)

Some suggestions are provided below to help learners develop positive attitude to poems:

- The secondary school's materials (English Courses for Yemen 4-6) could be adapted to include simple and interesting poems and followed by some language activities that aim at developing the learners' basic language skills.

- It will be very easy for the learners to introduce them to simple Arabic poems with rhyme scheme translated into English with simple language activities.

- The courses, therefore, should be for all learners and there is no need to divide the course into two sections (i.e. Arts Stream and Science Stream). Therefore, the learners should be graduated from the secondary school with a positive attitude to poems to draw their attentions to learn the poetry course at colleges.
7.4.2. Suggestions for the Syllabus of English Department

❖ Both the objectives and content of the English department syllabus, Hodeidah University should be renewed and updated by simple and modern poems.

❖ The aims, therefore, should focus on developing language and literary skills not fully introducing students to others culture or literature.

❖ The content should be used to teach the language not about language, life and works of the poets or cultures.

7.4.3. Suggestions for the Remedial Course and Main course

❖ The remedial course, which has been prepared by the researcher, could be added to the syllabus of the English departments as a Poetry 1 course in the second semester, level two of the new academic year to change the negative attitude of the students to poetry courses. Adding this course will help students to feel that all the poetry courses will be interesting and easily comprehended.

❖ The remedial course could be taught as Reading 4 in the second semester of the second year of the study.

❖ The anthology of poems, prepared by Al-Refa’ae for the English Department, Faculty of Education, Hodeidah University can be taught as Poetry 2 not only in the Faculty of Education, Hodeidah, but in the remaining Faculties of the Hodeidah University (i.e. Zabid, Bajil and Rimah).

❖ The main course which has been prepared by the researcher can be taught as Poetry 3 in the faculties of Education, Hodeidah University.

❖ The remedial and main course which has been prepared by the researcher can be taught not only in Hodeidah University but in other Yemeni Universities as well.

❖ Teachers can add her/his activities and experiences to any lesson and start teaching the courses according to the proficiency of the students.
The courses can be updated by some simple Arabic poems translated into English. The poems should have rhyme schemes followed by language and literary skills activities.

7.4.4. Suggestions for Further Researches
To help our students develop their proficiency in English and graduate from the faculties of education with good English language, some suggestions are provided for further researches below:

- A research could be carried out to set new objectives, aims and strategies, which aim at renewing the syllabi of the English departments, Faculties of Education, Hodeidah University according to the learning needs.

- A research could be carried out with aims at designing a course for the poetry learners (Poetry 4) based on the courses which were designed by the researcher in the present study. The course should be designed and graded according to the level of the students and their needs to complete the program, which aims at developing students' basic language and literary skills through poems in the English departments, Faculties of Education, Hodeidah University.

- Similar researches could be done to develop the basic language and literary skills of the students in the English departments through Drama Courses 1, 2 and 3. The selection of the materials should suit students’ linguistically and culturally. Arabic Dramas translated into English would be best materials, which help the Yemen students develop their English language and literary skills easily.

- Similar researches could be conducted to develop students’ basic language and literary skills through Novel Courses 1, 2 and 3. Arabic Novels translated into English would be best materials, which help the Yemen students to develop their English language and literary skills easily.