

## TEACHERS' VOICE ON THE PRACTICAL LEARNING STRATEGIES FOR YOUNG LEARNERS WITH POETRY

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### ABSTRACT

A recent study suggests that poetry might offer unique insights into improving English language development. Despite these benefits, many language teachers avoid using poetry since teaching English through poetry in non-English-speaking countries is difficult. Poetry's ability to support language development has been overlooked due to teachers' challenges. This shows a serious lack of understanding of teachers' pedagogical skills in using literature to educate. Large-scale quantitative studies have examined teachers' experiences and challenges. Nevertheless, this study focuses on what they consider crucial pedagogical factors in employing poetry in English classes. This qualitative survey includes 15 English teachers. A teacher questionnaire was given to discuss their needs in constructing poetry-based English language learning practices, and interviews were performed to examine kindergarten and elementary school English language learning. The findings portrayed that poetry improves pupils' listening and speaking skills and vocabulary building. In addition, they thought that songs/lyrics and poetry should be used more in teaching and learning. A thematic analysis showed how teaching strategies, poem selection, and impact are varied.

**Keywords:** learning strategies; poetry; teachers' voice; young learners

### ABSTRAK

Sebuah penelitian terbaru menunjukkan bahwa puisi dapat memberikan wawasan yang unik untuk meningkatkan perkembangan bahasa Inggris. Terlepas dari manfaat-manfaat ini, banyak guru bahasa menghindari penggunaan puisi karena mengajarkan bahasa Inggris melalui puisi di negara-negara yang tidak berbahasa Inggris merupakan hal yang sulit. Kemampuan puisi untuk mendukung pengembangan bahasa telah diabaikan karena tantangan para guru. Hal ini menunjukkan kurangnya pemahaman yang serius tentang keterampilan pedagogis guru dalam menggunakan sastra untuk mendidik. Penelitian kuantitatif berskala besar telah meneliti pengalaman dan tantangan para guru. Namun demikian, penelitian ini berfokus pada apa yang mereka anggap sebagai faktor pedagogis yang penting dalam menggunakan puisi di kelas bahasa Inggris. Survei kualitatif ini melibatkan 15 guru bahasa Inggris. Kuesioner diberikan kepada guru untuk mendiskusikan kebutuhan mereka dalam membangun praktik pembelajaran bahasa Inggris berbasis puisi, dan wawancara dilakukan untuk meneliti pembelajaran bahasa Inggris di taman kanak-kanak dan sekolah dasar. Temuan penelitian ini menggambarkan bahwa puisi dapat meningkatkan kemampuan mendengar dan berbicara serta pengembangan kosakata siswa. Selain itu, mereka berpendapat bahwa lagu/lirik dan puisi harus lebih banyak digunakan dalam proses belajar mengajar. Analisis tematik menunjukkan bagaimana strategi pengajaran, pemilihan puisi, dan dampaknya bervariasi.

**Kata Kunci:** strategi pembelajaran; puisi; suara guru; pelajar muda

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## INTRODUCTION

Literature uses words and resources to creatively stimulate the reader's cognition, emotions, and imagination, such as novels, short stories, poetry, and theatre (Calafato, 2022). This differs from referential language and materials, which aim to offer information, such as instruction manuals, descriptive writings, and newspaper reports (Fabb, 2010; McRae, 1996). Literary works provide complex meanings using intricate and multifaceted language (Lazar, 1993). Literary writings use language in an artistic, innovative, and entertaining way, which can significantly enhance language skills (Macleroy, 2013).

Studies have shown that poetry, one of the primary literary forms, benefits English language acquisition (Syed & Wahas, 2020). Recent studies (Brady, 2009; Hanauer, 2003; Iida, 2016) indicate that poetry offers unique insights not available through other reading materials. Hanauer (2003) contends that using poetry in applied linguistics to generate responses or as a stimulus eventually supports diversity and individual experiences. Poetry is a self-referential construct combining explicit content, associative memory, language expression, and the linguistic system. Therefore, comprehending poetry involves a unique method of constructing meaning.

According to recent research, poetry can offer insights not found in other reading sources (Brady, 2009; Hanauer, 2003; Iida, 2016). Hanauer (2003) argues that the legitimacy of poetry in applied linguistics as "a method of elicitation or a stimulus item for response" ultimately promotes multiculturalism and individualized experience. Hanauer (2003, p.6) views poetry as a self-referential construct that connects the domains of explicit content, associative memory, linguistic expression, and the linguistic system itself, implying that comprehending poetry involves a unique process of meaning construction.

Implementing poetry in English language learning offers numerous linguistic advantages, including enhancing vocabulary (Lazar, 1996), refining pronunciation, strengthening grammar knowledge (Kırkgöz, 2008), and honing language skills and forms (Tomlinson, 1986), along with its value in providing a rich source for language input (Duff and Maley, 2007). Poetry also promotes literary appreciation by increasing cross-cultural awareness (Lazar, 1996), increasing expressive abilities (Iida, 2016), and building social relationships between students (Chanmann-Taylor, Bley, Hwang, and Zhang, 2016). Poetry can enhance student involvement in the language classroom and provide a foundation for articulating ideas in the broader human experience (Hess, 2003). Poetry is believed to help enhance linguistic and cultural understanding in language acquisition (Hanauer, 2001).

Despite its benefits, many teachers often overlook poetry in language classrooms. Poetic language manipulates grammar and vocabulary to achieve orthographic and phonological harmony. Deviations from regular language norms may be challenging for foreign language learners to understand (Gönen, 2018). Teachers may be hesitant to incorporate poetry due to constraints related to adhering to a prescribed curriculum that may not prioritize literary works and a lack of time and enthusiasm to integrate poems and literature as a whole (McIlroy, 2013). Teaching English through poetry is challenging for educators in non-English-speaking nations such as Indonesia. English instructors encounter several obstacles that have hindered the full use of poetry to promote language development.

Researchers have studied various aspects of using literature in language education, such as preferences for literary forms (e.g., whether they like poetry or novels) (Calafato, 2018a; Sirico, 2021). The development of intercultural competence (Heggernes, 2021), teachers' text selection strategies (Luukka, 2019), the impact of literature on learning achievement and language awareness (Paran, 2008), types of literary content found in language textbooks (Calafato & Gudim, 2022b; Calafato, 2018b; Skela, 2014), approaches to teaching with literature (Bloemert et al., 2016;

Calafato, 2018a), pedagogical stylistics (Fogal, 2015), and literary competence. However, research on literary competence has been limited, and there is a lack of focus on teacher practices involving literary competence in English language acquisition. This underscores a significant discrepancy in the understanding of English instructors' professional competency when using literature as an educational tool for students. Of course, it is difficult for teachers, especially kindergarten and elementary school teachers, to design practical learning activities to support students' English language acquisition. They must understand literary studies' cultural, linguistic, and cognitive dimensions.

This research aims to elaborate on the needs of kindergarten and elementary school English teachers in designing English language learning strategies using poetry and to investigate the current English language learning process in kindergarten and elementary school. This research broadens its scope to encompass developing countries that teach English as a Foreign Language, an area where research in this field appears scarce. This first year's research results will become the basis for developing practical strategies for kindergarten and elementary school students to learn English with poetry.

### *Poetry and English Learning*

Poetry is a complex literary category characterized by intricate wordplay and several layers of meaning. Educational settings can utilize various styles of poetry, such as sonnets, descriptive poetry, lyric poetry, and narrative poetry. Poetry in English teaching offers several benefits, including authenticity, emotional expression, cultural enrichment, and enhancement of language abilities.

Poetry provides pupils with genuine examples of language used in real-life situations (Kırkgöz, 2008). Moreover, authentic texts enhance the enjoyment of teaching and foster a deeper connection between students and the target language's culture. Cullinan, Scala, and Schroder (1995) noted that poetry is ideal for language acquisition because it uses language in its most aesthetically pleasing form. Consequently, students will learn about language structure, sentence parts, and strategies for linking ideas to enhance their performance.

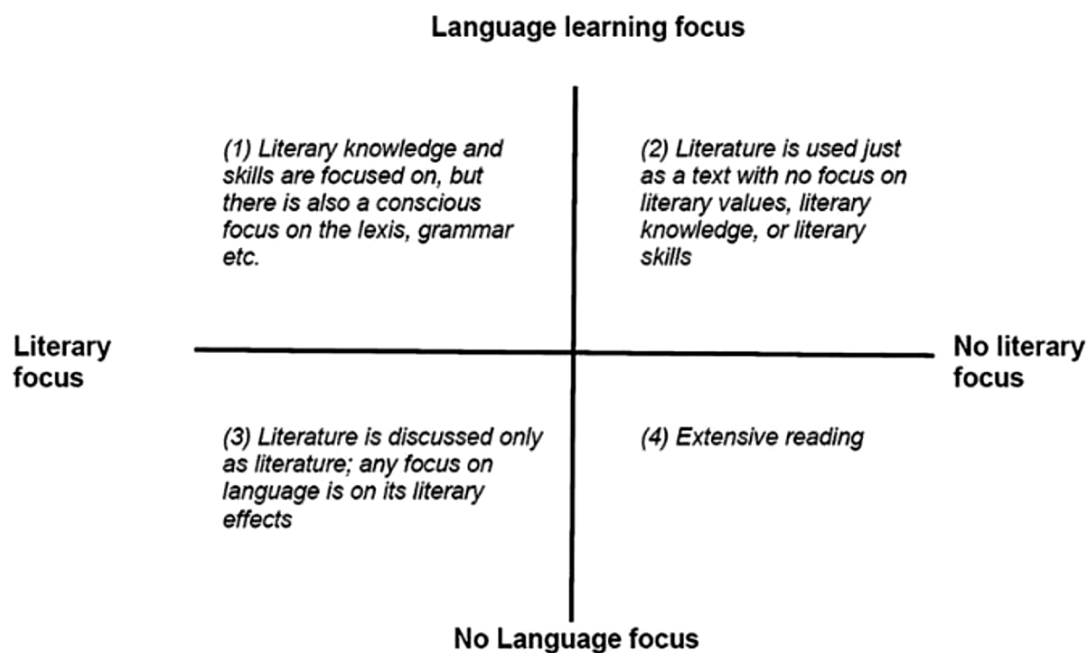
Poetry in English language instruction provides a valuable chance for students to develop the fundamental language skills of reading, writing, listening, and speaking. It also aids pupils in enhancing their linguistic understanding of grammar, vocabulary, and pronunciation. Ezenandu (2012) states that it serves as a resource material for enhancing literacy skills and fundamental language abilities in reading, writing, listening, and speaking. Al-Bakri (2019) states that poetry enhances learners' language abilities and boosts their confidence in expressing their opinions to others. Poetry serves as a means for broad and timeless human communication. Poetry uses language, such as words, symbols, and gestures, to convey feelings, emotions, thoughts, wants, and needs. Poems address universal themes and human issues, allowing pupils to express their emotions and engage personally with the material (Heath, 1996).

In addition, poetry is a valuable medium for transmitting cultural information from other places. It serves as a mirror that reflects not only the facts of society but also its culture. Poetry helps students understand other cultures, philosophies, and social behaviors while exposing them to new perspectives and worlds. Lazar (1996) suggests that poetry might assist students in building cross-cultural awareness, ultimately aiding in achieving fluency in the target language. Poetry is significant as it stimulates thought and encourages imagination. This allows a new window to explore cultural values and lifestyles in various settings. Studying a new language involves learning about a different culture, including its beliefs, language structures, social traditions, and artistic expressions. Poetry can promote discussions about tolerance and minimize cultural disparities among students and instructors.

## Poetry as Content in Foreign Language Learning

The reformation proposed by MLA in 2007 to move toward an integrated language and literature curriculum provides several choices for English language teachers to utilize literature as authentic content in the language class. Paran's quadrant (2008) (Figure 1) conceptualizes this integrated instruction. This quadrant can be considered a visualization of Maley's (1998) differences between two primary purposes of literature teaching: literature study and using literature as a language learning source. One can understand a more academic literature study as either a critical approach to literature (quadrant 3) or a stylistic approach (quadrant 1). In utilizing literary works as language learning sources, the primary focus is the interaction among students, texts, and other students (quadrant 2).

**Figure 1.** Quadrant of Literature and Language Teaching by Paran (2008)



Various researchers and practitioners have already set the approach to incorporating literature into foreign language curricula (Littlewood, 1986; Sage, 1987; Carter & Long, 1991; Lazar, 1993; Parkinson and Reid Thomas, 2000; Maley and Duff, 2007; Van, 2009; Divsar and Tahriri, 2009; Nance, 2010; Barrett, Paesani, and Vinall, 2010). However, most of these categorizations are based on the practitioner's proof and belief; although valuable, they often do not have a definite theoretical concept. To advance this field of research and empirically investigate the use of poetry in elementary foreign language classrooms, we must first define and operationalize the potential of literature. Therefore, Maley and Paran's ideas have been synthesized to calculate the categorization of previous approaches, such as Sage (1987) and Carter and Long (1991), which lead to four approaches to studying literature in foreign language learning: text approach, context approach, reader approach, and language approach.

## METHODS

This research aims to create an educational product and uncover new insights into fundamental phenomena and educational practices. Therefore, Borg & Gall introduced the Research and Development Method (2003:570). The R&D method bridges the gap between theoretical and practical fundamentals. This research resulted in effective learning strategies and practices with



specific characteristics. The characteristics encompass concepts, principles, assumptions, hypotheses, and procedures associated with English learning through poetry, which emerged from earlier fundamental research.

### Research design

This study’s research design utilized a qualitative methodology to explore the perspectives and experiences of English teachers in incorporating poetry into language learning. We recruited fifteen (15) English teachers from kindergartens and elementary schools, selecting them through purposeful sampling to ensure they had relevant experience or interest in integrating poetry into their teaching practices. We collected the data using two primary methods: a structured questionnaire and semi-structured interviews. The questionnaire collected demographic information, perceptions of poetry’s role, and details on teachers’ needs and challenges in using poetry as their teaching tool. This initial data helped frame the context and highlight the critical areas for more profound exploration during the interviews.

We conducted semi-structured interviews to gain a deeper and more comprehensive understanding of the teachers’ current practices, strategies, and the perceived influence of poetry on students’ language development. The interview guide included questions about specific poetry experiences, observations of students’ engagement and progress, and the practicalities of selecting and implementing poetry- based activities. This dual-method approach allows for a comprehensive exploration of broad trends and individual insights.

The authors analyzed the collected data from various instruments quantitatively (for those with numeric data) and qualitatively (for those without numerical data). We analyzed the instrument validity data obtained from the experts using Gregory’s formula (table 1) to ensure the instrument adequately measures the intended content. Two experts in language teaching and children’s literature evaluated the items in the instrument to determine their relevance and clarity. The experts then rated each item on a Likert scale to evaluate its representation of the measured construct. We compiled the expert ratings into a contingency table, cross-tabulated the ratings, and then applied Gregory’s formula to calculate the content validity index (CVI), which quantifies the proportion of items deemed valid by experts. Conversely, we analyzed qualitatively construct validity data. A higher CVI indicates more substantial content validity, suggesting the instrument effectively covers the domain of interest.

**Table 1.** Gregory Formula

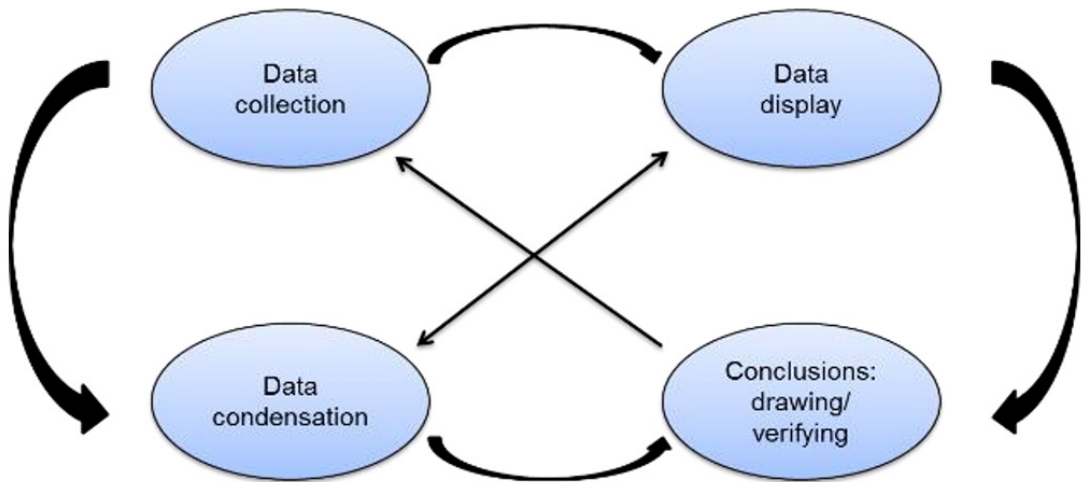
		Expert 1	
		Irrelevant	Relevant
Expert 2	Irrelevant	A ( - - )	B ( - + )
	Relevant	C ( + - )	D ( + + )

Validity content
=
$$\frac{D}{A + B + C + D}$$

- Notes:
- A: Expert 1 and Expert 2 do not agree
  - B: Expert 1 does not agree and Expert 2 agrees
  - C: Expert 1 agrees but Expert 2 does not agree
  - D: Expert 1 and Expert 2 agree

On the other hand, we evaluated the construct's validity by utilizing qualitative analysis to examine the data from teachers' interviews and learning process recordings. The process involves reviewing the data, conducting initial coding, organizing the data into categories, describing the unit, synthesizing, arranging the data into patterns, selecting the essential and to-be-studied data, searching for a theme, defining and naming the theme, and drawing a conclusion that is easily understandable by others. We conducted this thematic analysis interactively, alternating between data condensation, data display, and conclusion drawing and verification (Miles, Huberman, & Saldana, 2014). We present the details of each step as follows:

**Figure 2.** Analysis of data component and interactive model  
(Adopted from Miles, Huberman, & Saldana, 2014)



## FINDINGS AND DISCUSSION

### Findings

This study aims to delve into the enthusiasm, shortcomings, and requirements of kindergarten and elementary school English teachers in Buleleng sub-district, explore the English learning process in these schools, and assess their proficiency in teaching poetry. The researcher used the recommended spiral model by Cennamo and Kalk (2005:7). In the spiral model, there are five phases of development: (1) define, (2) design, (3) demonstration, (4) develop, and (5) deliver.

### *The Eagerness, Deficiency, and Need of Kindergarten and Elementary School English Teachers in Buleleng Sub-district in Designing English Learning Strategy with Poetry*

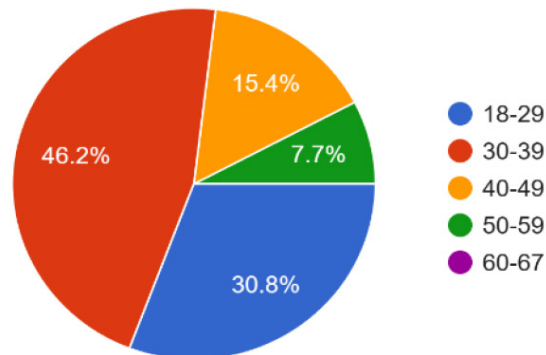
Syed and Wahas (2020) have proven that poetry, one of the three main genres in literature, positively impacts English learning. According to recent research (Brady, 2009; Hanauer, 2003; Iida, 2016), poetry can offer insights not found in other reading sources. Despite this benefit, English teachers encounter numerous challenges when incorporating poetry into English learning, which hinders the effectiveness of poetry in enhancing language development. There is a significant gap in understanding the relationship between the professional competence of English teachers and the use of literature as a learning source for students.

Therefore, the questionnaire is distributed to teachers to elaborate on the eagerness, deficiency, and need of kindergarten and elementary school English teachers in designing English learning

with a poetry strategy. The following diagram displays the results from 12 teachers who completed the questionnaire.

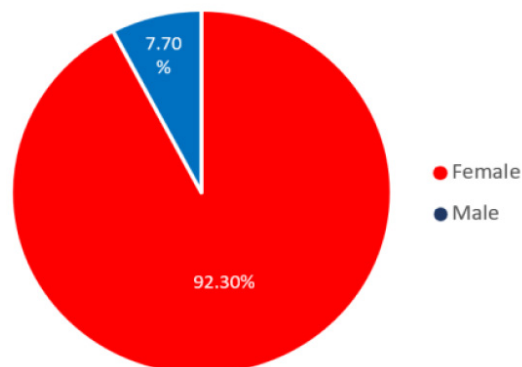
The distributed questionnaire yielded the following demographic information on English teachers in kindergarten and elementary schools:

**Diagram 1.** Age of Kindergarten and Elementary School Teachers



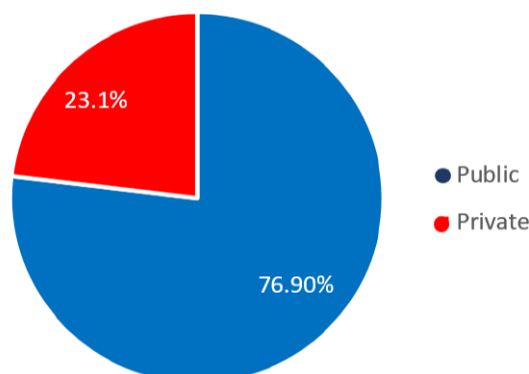
The data on teachers' ages revealed that 46.2% were in the highest age range, 30-39. In contrast, 30.8% of the teachers were between 18 and 29. The remaining teachers were over 40 years old. The data indicates that the English teachers in kindergarten and elementary schools in Buleleng Sub-district are of productive age and classified as millennials.

**Diagram 2.** The Gender of Kindergarten and Elementary School Teachers



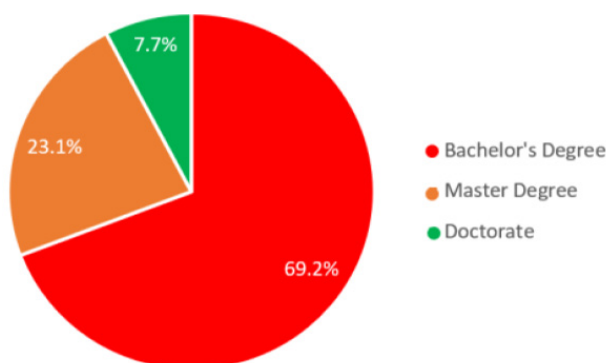
As for gender, 92.3% of teachers are women, and only 7.7% are men. These percentages indicate that women prefer this profession.

**Diagram 3.** Schools where Kindergarten and Elementary School Teach



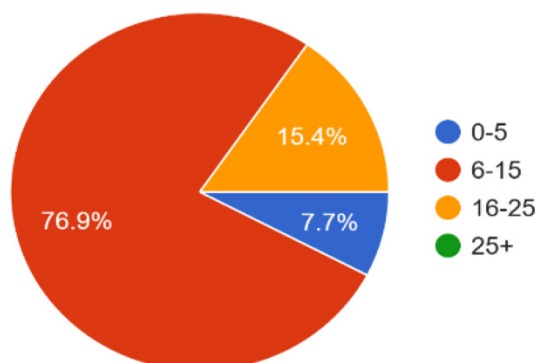
76.9% of the respondents in this study are public school teachers. The remaining 23.1% are private school teachers.

**Diagram 4.** Academic Qualification of Kindergarten and Elementary School Teachers



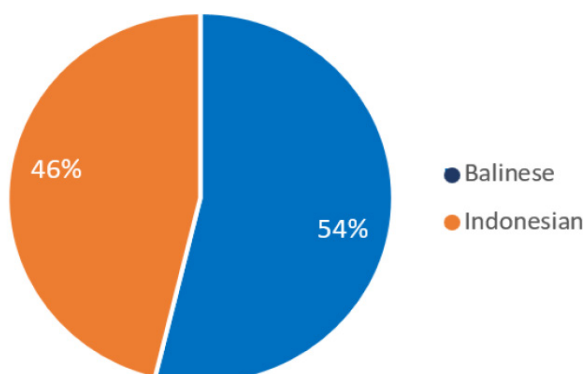
The researchers obtained interesting data regarding the academic qualifications of kindergarten and elementary school teachers in Buleleng Sub-district. 69.2% of participant teachers have a bachelor's degree. This indicates that teachers have already attained. In addition, 23.1% of teachers hold a master's degree in education, and 7.7% hold a doctorate. Teachers are doctors of education. The result shows that kindergarten and elementary school teachers have excellent teaching skills, which can be a foundation for students to reach their next level of learning.

**Diagram 5.** Kindergarten and Elementary School Teachers' Teaching Experience



Teaching experience is another factor that can predict the English learning process in kindergarten and elementary school. The questionnaire data revealed that only 15.4% of teachers had 16–25 years of experience. The remaining teachers have less than 15 years of experience; even 7.7% have less than 5 years of experience.

**Diagram 6.** The Mother Tongue of Kindergarten and Elementary School Teachers





It is essential to know the mother tongue of the participant teachers, as they are foreign language teachers. The data reveals that teachers who speak Indonesian and Balinese as their mother tongues account for nearly equal numbers. Besides the presented demographic result, it was also found that most kindergarten and elementary school teachers agreed that improving listening, speaking, and vocabulary mastery skills can enhance the use of prose in learning. Furthermore, they believed that incorporating songs, lyrics, and poetry into teaching and learning is crucial. The following table illustrates an overview of their views.

**Table 2.** Teachers' Eagerness, Deficiency, and Need in Designing English Learning Strategy with Poetry

No	Description	Score				
		1	2	3	4	5
1	I like to use songs, lyrics, and poetry in English teaching.	0	7,7	7,7	46,2	38,5
2	I always use songs, lyrics, and poetry in English teaching.	7,7	23,1	15,4	46,2	7,7
3	I often use songs, lyrics, and poetry in English teaching.	15,4	7,7	23,1	46,2	7,7
4	I sometimes use songs, lyrics, and poetry in English teaching.	0	15,4	46,2	23,1	15,4
5	I never use songs, lyrics, and poetry in English teaching.	23,1	61,5	7,7	7,7	0
6	Song, lyric, and poetry should be included in English teaching.	0	0	7,7	53,8	38,5
7	Teaching English using songs, lyrics, and poetry can improve listening skills.	0	0	7,7	53,8	38,5
8	Teaching English using songs, lyrics, and poetry can improve speaking/pronunciation skills.	0	0	7,7	61,5	30,8
9	Teaching English using songs, lyrics, and poetry can improve writing skills.	0	0	23,1	61,5	15,4
10	Teaching English using songs, lyrics, and poetry can improve reading skills.	0	0	7,7	61,5	30,8
11	Teaching English using songs, lyrics, and poetry can improve vocabulary skills.	0	0	7,7	46,2	46,2
12	Teaching English using songs, lyrics, and poetry can improve grammar skills.	0	0	15,4	53,8	30,8
13	I believe that teaching experience is essential to utilizing song, lyrics, and poetry in effective English teaching.	0	0	15,4	61,5	23,1
14	The more experienced a teacher is in teaching, the more likely he or she is to use song, lyric, and poetry in English teaching.	0	7,7	15,4	46,2	30,8
15	The less experienced a teacher is in teaching, the less likely he or she is to use song, lyric, and poetry in English teaching.	0	30,8	23,1	30,8	15,4
16	I always teach English by using songs, lyrics, and poetry in English textbooks.	0	0	15,4	53,8	30,8
17	I use songs, lyrics, and poetry found on the internet, TV, or radio to teach English.	0	0	7,7	53,8	38,5
18	I use song, lyrics, and poetry found in other ESL sources.	0	15,4	15,4	38,5	30,8

## *The English Learning with Poetry Process in Kindergarten and Elementary School with Poetry*

The second research question asked respondent teachers to describe their current approach to using poetry in the learning process. The thematic analysis of the conducted interview revealed several themes related to using poetry in the English learning process in kindergarten and elementary school.

### *1. Various Strategy in English Teaching*

Teachers see poetry as a fun material for teaching English to children. Poetry not only helps students increase their English vocabulary skills, but it also helps them build motivation for learning English. One of the teachers said:

“I will read that poetry and ask the students to read it. After that, we will discuss the less-understood vocabulary. Then, we will practice reading the poetry expressively” (Teacher C)

“I will invite students to read that poetry repeatedly until they understand how to read and understand the meaning, then I will ask them to practice it” (Teacher E)

Other teachers, in addition to reading expressively, state that introducing the pronunciation and meaning of each word is essential to English teaching using poetry. Teachers A and D agreed that pronunciation and vocabulary are two things that evolve along with the learning activity using poetry.

“Introduce the meaning of all words, pronounce words correctly, and read the poem” (Teacher D).

“Inviting children to recognize the vocabulary and the pronunciation first, then teach poetry gradually are what I do” (Teacher A).

With the advancement of technology in today’s world, teachers are no longer hindered by limitations or a lack of experience in designing innovative learning experiences with poetry. They stated that poetry reading videos and songs can be helpful resources for students.

“By giving the example of poetry through video or song” (Teacher B)

“Introducing the example of poetry through audiovisual media in the form of a video” (Teacher H).

Another teacher revealed that poetry can also be a product of English learning, besides being input material only. That teacher stated,

“Poetry is a work of literature, and maybe I will invite students to create simple English poetry first. For example, about the environment, so that students can be easier to understand the poetry. It is like learning English in an actual context” (Teacher G).

These findings demonstrate various strategies for using poetry as an English learning resource for students. However, teachers noted the need for more innovative guidance on using poetry in English teaching.

## 2. *Poetry Selection as English Learning Material*

In line with the findings of the first theme, which show various strategies used by teachers during this time, teachers also have some criteria for poetry selection as English learning material, such as the poetry must be suitable for students' character and surrounding environment; the poetry must be appropriate for the class, learning material, and learning objectives; the poetry must use simple words and be relevant to students' daily routine; the poetry must be more straightforward to remember and memorize; and the poetry must be suitable for children's environment.

Based on those findings, one evaluative step is required in poetry selection while developing an effective strategy using poetry in English learning.

## 3. *The Impacts of English Teaching with Poetry*

According to the teachers, learning English with poetry has two primary benefits: it improves vocabulary and creates a more engaging learning environment.

"Students can be more enthusiastic when learning English with poetry and song, and they remember new vocabulary better when it is part of a song they sing" (Teacher B).

"Students become more excited, especially recognizing many new vocabulary" (Teacher C).

"Certainly, English learning can be presented as more interesting, and it is not only about something difficult, especially organized concepts like subject, predicate, object, and adverb" (Teacher G).

## *Discussions*

The data analysis reveals that incorporating poetry into English language teaching significantly enhances kindergarten and elementary students' vocabulary and pronunciation, supporting findings from recent studies. Poetry's use of alliteration and phonemic repetition has been shown to have a potent mnemonic effect, aiding students in remembering and internalizing lexical items and phonemic distinctions more effectively (Lindstromberg & Boers, 2008; Medina, 1993; Siguroardottir, 2012; Yamouk & Yamouk, 2012). These phonological features provide a natural scaffolding that facilitates learning, making vocabulary acquisition and pronunciation more engaging and memorable for young learners.

The data analysis reveals that incorporating poetry into English language teaching significantly enhances kindergarten and elementary students' vocabulary and pronunciation, supporting findings from recent studies. Studies have demonstrated the potent mnemonic effect of poetry's use of alliteration and phonemic repetition, which helps students remember and internalize lexical items and phonemic distinctions more effectively (Lindstromberg & Boers, 2008; Medina, 1993; Siguroardottir, 2012; Yamouk & Yamouk, 2012). These phonological features provide a natural scaffolding that facilitates learning, making vocabulary acquisition and pronunciation more engaging and memorable for young learners.

Moreover, poetry's multifaceted nature allows for the holistic development of all language skills. Farmand and Pourgharib (2013) and Ulate (2007) emphasize that poetry provides a rich and

diverse array of materials suitable for various ages and proficiency levels, enabling students to comprehensively develop listening, speaking, reading, and writing skills. This holistic approach is precious in EFL contexts where exposure to authentic language use is limited, supporting students in achieving well-rounded linguistic competence (Titus, 2017).

The findings also highlight three primary reasons for utilizing poetry in the classroom: making learning more enjoyable, engaging, and varied. Poetry fosters creativity and imagination, inspiring and motivating students, leading to a fun and engaging learning environment (Jurisevic & Pizorn, 2013; Kellem, 2009; Mittal, 2014; Panavelil, 2011). This creative engagement enhances the learning experience and helps build stronger relationships between students and teachers, creating a positive and supportive classroom atmosphere (Stampoulidis, 2014; Yilmaz & Seker, 2014).

Kırkgöz (2008) asserts that poetry provides students with “authentic models” of language use in context, which is crucial for effective language learning. These authentic linguistic models helped students understand and apply language in real-life scenarios, improving their communicative competence. Poetry’s impact is particularly significant for introverted students, offering them a medium to express their feelings and emotions more freely, enhancing their engagement and language learning (Lee & Lin, 2015; Ornerova, 2009; Zybert & Stepin, 2009).

The universal themes found in poetry resonate with students’ personal experiences and emotions, facilitating deeper personal connections with the material. Heath (1996) highlights that poetry encourages students to project their feelings and emotions, fostering a sense of personal involvement and engagement in the learning process. This emotional engagement is critical for language acquisition, as it helps students internalize and retain new language concepts more effectively.

Interestingly, while more experienced teachers tend to advocate for using poetry in their classrooms, practical constraints such as limited teaching time and extensive curricula often hinder its implementation. This finding contrasts with Sougari and Safiki’s (2010) observation that less experienced teachers typically use fewer materials than their more experienced counterparts. Despite these challenges, experienced and less experienced teachers strive to enrich their teaching by integrating diverse materials and methods, including cultural and social content and modern technological tools (Harmer, 2007; Sougari & Sifakis, 2010).

These findings underscore the importance of providing teachers with adequate resources and support to integrate poetry effectively into their teaching practices. Professional development programs focusing on practical strategies for incorporating poetry can help teachers overcome time constraints and curriculum demands. Additionally, sharing best practices and successful examples of poetry-based lessons can inspire and motivate teachers to explore this powerful tool further.

Furthermore, the study suggests that policymakers and curriculum developers should recognize the benefits of poetry in language education and consider its inclusion in national and local curricula. They can ensure that all students have the opportunity to experience the enriching effects of poetry on language learning, fostering a generation of more competent and confident English speakers.

Both the data analysis and existing literature strongly support the positive effects of poetry on vocabulary acquisition, pronunciation, and overall language skill development. To maximize these benefits, addressing the practical challenges teachers face and providing them with the

necessary support and resources is critical. By embracing poetry as a valuable teaching tool, teachers can create more engaging, effective, and enjoyable language learning experiences for their students.

## CONCLUSIONS AND SUGGESTION

This study aims to investigate the needs of kindergarten and elementary school teachers in designing poetry-based English learning strategies and the current English learning processes in these educational settings. The findings indicate that teachers require more innovative and effective strategies for using poetry in English learning. These strategies should primarily facilitate the development of students' vocabulary and pronunciation while positively impacting other language aspects. The data analysis reveals that poetry offers tentative advantages, particularly in enhancing specific skills and sub-skills such as grammar and vocabulary.

Moreover, the research highlights that creativity is a significant factor in encouraging the use of poetry in the classroom. Poetry can make the learning process more enjoyable and engaging for students. However, the study also identifies several inhibiting factors, such as limited teaching time and extensive material that requires coverage. These constraints can hinder the effective integration of poetry into the curriculum.

Additionally, the study observes that more experienced teachers use fewer materials, including poetry, than they would prefer. This suggests a potential gap between the desire to incorporate poetry and the practical limitations teachers face. Overall, the research highlights the need for innovative approaches to incorporating poetry into English learning, highlighting its benefits in developing essential language skills and acknowledging the challenges that require attention.

All of the conclusions mentioned above are significant contributions to the existing literature. However, the most important thing is that the conclusions give reason to researchers to develop effective and innovative strategies in English learning using poetry. Teachers will also get advantages because they will know the strengths and weaknesses of using poetry in English class. Therefore, they can complete or change their teaching materials (for example, enrich the current textbooks or create unique materials to utilize the poetry), look for alternative ways, and be more creative in promoting English learning and teaching.

This research also faced particular limitations, as other research did. First, this study did not investigate students because the questionnaire would be complicated for them to fill out, even though it used their mother tongue. Additionally, due to the limited time required to conduct this research, the number of participants who were able to be involved was still limited.

The concluding notes of the study offer several recommendations for future research to elucidate further the effectiveness of using poetry in English language teaching (ELT). Firstly, considering the increasing prominence of the private sector in ELT, we suggest comparing the perspectives of students and teachers from both the public and private sectors. This comparison aims to uncover the differences and similarities in their experiences and opinions regarding using poetry in language instruction. Furthermore, the study proposes conducting practical tests in teaching poetry, following specific approaches, and designing targeted activities. These activities should aim to help students acquire English skills more comprehensively and comprehensively. This approach would maximize the benefits of poetry in language learning, addressing various aspects of language proficiency.



Furthermore, given that English is a global language, it is critical to investigate the development of 21st-century skills through poetry. Research should focus on how these skills can enhance students' linguistic abilities, foster an understanding of diverse perspectives, and promote effective and innovative collaboration. This would align language learning with the demands of the modern, interconnected world. Lastly, an intriguing area for future research involves exploring the neurolinguistic benefits of using poetry in language acquisition. This includes examining how poetry can facilitate restructuring curricula and syllabi to incorporate these benefits as integral parts of the learning process. Such an approach could significantly enhance the overall effectiveness of ELT programs.

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