A Proposed Program Based on the Formeaning Response Approach in Teaching Poetry to Enhance the EFL Experimental Language Secondary School Students' Literary Competence

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بحث مشتق من الرسالة الخاصة بالباحثة

in Teaching Poetry to Enhance the EFL Experimental Language Secondary School Students' Literary Competence

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Abstract

The present study aimed at investigating the effect of a proposed program based on the Formeaning Response Approach in teaching poetry to enhance the EFL experimental language secondary school students' literary competence. Sixty 1st secondary stage students were the participants in this study. They were assigned randomly to an experimental group (thirty) and a control group (thirty). The instruments were a literary competence skills checklist and a literary competence skills pre-post test designed by the researcher. A Formeaning Response Approach based program was designed by the researcher to develop the literacy competence skills necessary for EFL experimental language 1st year secondary school students. On the other hand, the students of the control group received the regular instruction. The results of the study indicated that 1-The experimental group surpassed the control group in the post administrations of the literary competence test. 2- The experimental group did better in the post administrations of the literary competence test than in the pre administrations. Therefore it could be concluded that the formeaning response approach based program has been effective in developing EFL literary competence skills.

Key words: Formeaning Response Approach, EFL literary competence skills.

Introduction:

Recently, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Numerous studies have discussed the benefits of using literature in language classes. For example, Hismanoglu (2005) listed some reasons including universality, non-triviality, personal relevance, variety, interest, economy and suggestive power for using literature in the language classroom. Parkinson & Thomas (2000) stated that literature should be used in language classes because they provide cultural enrichment, linguistic model, mental training, extension of linguistic competence, authenticity, memorability and they are rhythmic resource and motivating convenient material that are open to interpretation.

One of the prerequisites for language learning is a rich experience of language in use which is available in Poetry. Teaching a poem in an EFL class will also promote cooperation and communication as well as individual expression in the EFL classroom. The benefits of using poetry in language classes have been highlighted by many ESL/EFL practitioners. Mokhtaria (2012) confirmed that poetry aims at making students attain a considerable amount of literary and linguistic competence, and to increase their attraction and interest towards this every expressive genre of literature that, which combines linguistic and emotional richness in words. According to Lazar (1990), Poems provide students with an opportunity to enrich their vocabulary in a new way by offering meaningful contexts, in which they could be used and hence be remembered more effectively and also provide students with insight into developing cross-cultural awareness and this in turn will help them in acquiring fluency in the target language.

As fluency is not enough; comprehension is not enough, either. A really competent learner of language needs the ability to speak and write not only easily and correctly but also effectively and beautifully, and

needs to appreciate not only the correctness but also the effectiveness and beautifulness of words while practicing language. i.e., language has its aesthetic dimension, in addition to its linguistic one. That is why "literary competence" received a great attention in the areas of teaching and learning.

According to Tung (2009) the term "literary competence" was introduced by Jonathan Culler in connection with Noam Chomsky's "linguistic competence." Therefore, if linguistic competence refers to a language user's implicit, internalized knowledge of the rules of the language, literary competence then refers to a person's implicit, internalized knowledge of the rules of literature. Skalberga & Andersone (2011) stated that application of competence in literary education changes the paradigm of this discipline. It means that what comes to fore in the educational discipline is student – reader's operation with literary texts, which, step by step, develops him as a competent, creative reader, promotes expansion of his literary competence. In literary education, with the view on solving problems concerning learner-reader's perception and interpretive skills, it is useful to identify the knowledge, skills and attitudes, which every young learner needs as a potentially creative reader, a reader with developed literary competence. Moreover, competences open the possibility to qualify the pupils' levels of knowledge, abilities and attitudes.

Witte, Janssen, & Rijlaarsdam (2006) Stated that Coenen (1992) was the first who tried to systematically define "literary competence" as she pointed out that a reader who is literary competent is able to communicate with and about literature. She illustrated that this content may be varied, but at least shows that the reader is able to construct coherence within a text to enhance comprehension and interpretation, describing similarity and variation between texts, relating text and world, relating personal judgment about the literary work to that of other readers. From this definition it is apparent that literary competence is a

key term in the discourse of literary education and that the literary competent reader's attitude to literature is defined by certain willingness to invest in reading and a certain open mind regarding to various perspectives and frames of references.

Dey (2009) defined literary competence as comprising the following abilities:

- Capacity for independent reading and analysis of literary texts.
- Ability to interpret and evaluate findings.
- Formulate a coherent critical judgment.

He stressed that the very purpose of teaching literature is to enhance the students' literary competence and help them become independent readers, adding that this enhanced competence would be reflected in their examination answers in terms of both cognitive skills, linguistic and rhetoric skills displayed therein.

As the reading of literary texts differs from other reading practices, Brumfit and Carter (2000) listed the literary competence skills that high school students should mostly master. These skills are:

1- The ability to recognize and decode:

- Figures of speech such as: metaphor, simile, personification, hyperbole, epithet, apostrophe, oxymoron, metonymy.
- Narrative and poetic devices such as: plot, story, character, point-of-view, setting; irony, satire, paradox; assonance, alliteration, rhyme, rhythm.
- Specific text features such as: theme, style.
- Literary trends such as: Classicism, Romanticism, Realism, Modernism.
- Literary forms such as: the diary, the epigram, the heroic poem, the mock-heroic poem, the ode, the sonnet.
- Literary genres such as: novel, play, short-story, poem, sketch.

2- The ability to use literary notions in order to interpret the text.

3- The ability to produce a personal response to the text.

In clarifying the importance of literary competence, Wambua, Florence & Ernest (2012) pointed out that literature is an art that uses written language as the main medium of expression. This kind of "specially artistic language" reaches out the feeling of the author to the readers and makes literature, as an art, unique in the way it captures the readers' attention. Moreover, literature students act as critics of the literature work that they read. Any piece of good criticism done by a competent and critical mind requires the critic to have competence of the language to be used in such a work. Such competence makes the critic's work standard and acceptable. Any critical analysis of a literary text would not be possible if the person doing it does not have the right tools at hand. These tools are the literary criticism devices, the artistic language used by authors, present in the figures of the written speech. Examples of such devices are symbolism, imagery and personification, among others.

Casuga (2009) stated that it is important for a reader to have "literary competence" in the mother tongue of the same writer. And that it would be useful for the critic to pass judgment on the writer's peculiar use of these tools to objectify a thematic experience aspired to pass on to the reader as an aesthetic experience well worth sharing. The depth of a reader's critic appreciation will quite functionally be more significant if the ethnic material from the mother tongue is not only contextually relevant but also structurally necessary in achieving the author's purpose of "sharing" his vision of an aesthetic experience.

According to Paren (2006) two main pedagogical approaches to teaching poetry and literature have their roots in literary criticism:

1- Stylistics, an approach that analyzes the language forms of the text, and

2- Reader-Response, an approach that concerns itself with the reader's interaction with the text.

Although these two approaches are typically considered mutually exclusive, one way to integrate those two main approaches when teaching poetry is to use what Kellem (2009) called the ***Formeaning Response approach***. This approach places equal importance on the study of language elements and on responding personally to poetry by integrating them to teach poetry in the EFL classroom with ***the Formeaning Response approach.***

Dhanapal (2010) assured that An integrated approach is an excellent approach to the teaching of literary text in the context as both stylistic and reader response are theories that blend well due to their natural characteristics of being extremely flexible but yet anchored in the sound theories of the established disciplines of linguistic and pragmatics.

The conclusions drawn from the finding of the previous studies show that employing an integrated approach to the teaching of literary texts and poetry does not only enhance the students' literary skills but also has a positive impact on the students' overall academic achievement (Dhanapal, 2010; Kellem 2009; Divsar & Tahriri , 2009; Panavelil 2011).

Context of the Problem:

To make sure that there is a problem, the researcher has reviewed previous studies related to the literary competence and the critical literacy as follows: Moltubakk (2012) stressed the importance of literary competence as he stated that literary competence allows students to widen their understanding about another culture through the literature it has produced. However, the lack of targeted training of literary competence presents a challenge to the literary approach, as the students who go on to university will experience a discrepancy in what they have been taught earlier and what will be expected of them.

In agreement with (Moltubakk 2012), Dey (2009) stated that students rarely acquire literary competence. As in the teaching of English

Literature, due to the fact that English is a second language for our learners; hence, they do not have a native-like competence in it. This makes them over dependent on teachers for textual explication, thus defeating the very purpose of literature teaching – the development of literary competence. Also, he assured that literary teaching should develop a pedagogy that will guide the students towards an independent ability to read literature, which will enable them to evaluate the critical judgment of others against his own experience and make criticism an extension of his own interpretation rather than a replacement for it.

Based on the various related studies which revealed the weakness in students' mastery of literary competence skills , it was essential to study this problem and find out a proper remedy in order to provide the learners with the basic skills to deal with the poems they handle for better achievement. Therefore, the researcher suggested using the formeaning response approach as an integrated approach of teaching poetry to investigate its effects on developing first year experimental language secondary stage students' EFL literary competence skills.

Statement of the problem:

Based on the previous discussion, the problem of this study can be stated in the first year experimental language secondary school students' lack of literary competence skills through studying poetry. Thus, the current study attempted to investigate the effect of a proposed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills and critical literacy skills of the first year experimental language secondary stage students.

The present study attempted to answer the following main question: "**What is the effect of using a proposed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills of the first year experimental language secondary stage students?**"

The following sub-questions were derived from the previous main question:

1- What are the literary competence skills necessary for the first year experimental language secondary stage students?

2- To what extent do the students of the first year experimental language secondary stage master these skills?

3- What are the main features of the proposed program based on the formeaning response approach in teaching poetry to enhance the EFL experimental language secondary school students' literary competence ?

4- To what extent does the proposed program based on the formeaning response approach in teaching poetry have an effect on enhancing EFL experimental language secondary school students' literary competence?

Purposes of the study:

The main purpose of this study was to investigate utilizing a proposed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills of the first year experimental language secondary stage students.

In addition to this main purpose, the study tried to:

▪ reveal literary competence skills necessary for first year experimental language secondary stage students.

▪ design a proposed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills of the first year experimental language secondary stage students.

Significance of the study:

The present study can hopefully contribute in:

1- Providing teachers and researchers of EFL with lists of literary competence skills necessary for EFL 1st experimental language secondary stage students.

2- Providing curriculum developers and designers with a designed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills of the first year experimental language secondary stage students.

3- Paving the way for other researchers in the field of teaching poetry to conduct further studies on literary competence.

Delimitation of the study:

The present study was limited to:

1- A sample of 60 students of the first year secondary stage from Zagazig Experimental Language Secondary School for girls as they are mature and competent enough to acquire literary competence skills which require an advanced level. This stage also is considered to be a transitional one which prepares students for a higher advanced stage in which they will be self-learners. Moreover, the language schools specify a more considered literary content than the general schools.

2- The literary competence skills identified to be appropriate to the study.

3- The proposed program based on the formeaning response approach constructed by the researcher.

Instruments of the study:

- A literary competence skills checklist, designed by the researcher.
- A literary competence skills pre-post test to measure first year secondary students' achievement in the literary competence skills, designed by the researcher.

Hypotheses of the study:

In the light of the previous review of literature and the related studies, it could be hypothesized that:

1- There would be a statistically significant difference between the mean scores of the experimental group and that of the control one on the post administration of the literary competence test, in favor of the experimental group.

2- There would be a statistically significant difference between the mean scores of the experimental group on the pre-post

administration of the literary competence test in favor of the post test results.

3- The proposed program based on The Formeaning Response Approach in teaching poetry would have an effect on developing the students' literary competence skills.

Definitions of terms:

Literary Competence:

Dey (2009) defined literary competence as comprising the following abilities:

- Capacity for independent reading and analysis of literary texts.
- Ability to interpret and evaluate findings.
- Ability to formulate a coherent critical argument.

Operationally, it is the ability to perceive, understand a poem, use literary notions to interpret a poem's meaning in its given unity and form, analyze the poem to decode literary trends such as (classicism, Romanticism, Realism, Modernism), Literary forms such as (the heroic poem, the ode, the sonnet), propose an objective classification of each stanza terms of who; where; what; when; and why, and the ability to produce a personal response to the text.

The Formeaning Response Approach:

Kellem (2009) defined The Formeaning response approach as an integrated approach to teaching poetry in a language classroom. The term Formeaning is a coined term (form+meaning) to represent Stylistic, the language-centered approach to teaching poetry and Reader Response approach, that concerns itself with the reader's interaction with the text.

Operationally, it is an integrated approach to teaching poetry that combines the reader response approach and the stylistic approach. The Formeaning Response Approach integrates both the study of the language elements (the formal features) and responding personally to poetry.

Procedures of the study:

To answer the questions of the study and to verify the credibility of its hypotheses, the following procedures would be attempted:

1- Reviewing relevant literature and previous studies related to literary competence skills to determine the skills needed for this stage.
2- Reviewing the relevant literature and previous studies related to the formeaning response approach to design the experiment.
3- Designing the instruments.
4- Submitting the literary competence test to a jury of EFL specialists to verify its contents and modify it to reach its final forms.
5- Selecting sample of 1st year experimental language secondary school students and dividing them into two groups (the treatment group and non-treatment group).
6- Pre administering the literary competence test to both groups.
7- Teaching the experimental treatment material to the treatment group .
8- Post administering the literary competence test to both groups .
9- Comparing the results of both.
10- Collecting and analyzing data .
11- Providing the study conclusions, recommendations and suggestions for further research.

Results of the study:

The researcher carried out the suitable statistical analysis to come up with the results of the current study. The study hypotheses were verified and assured by suitable statistical techniques as follows:

Hypothesis One:

"There would be a statistically significant difference between the mean scores of the experimental group and that of the control one on the post administration of the literary competence test, in favor of the experimental group."

To validate this hypothesis, independent samples t-test was used to find out whether there were any significant differences.

Table (1)
t-test results of the experimental group compared to the results of the control one in the overall and in each sub-skill of the literary competence post test.

Literary Competence Skills	Groups	N	Mean	St Deviation	T. Value	Sig.
Identifying the poem's theme.	Experimental	30	1.6	.49827	7.393	.000
	Control		.6667	.47946		
Specifying the main idea of the poem.	Experimental	30	1.7667	.43018	10.704	.000
	Control		.4667	.50742		
Detecting the speaker and distinguishing him/her from the poet.	Experimental	30	1.8	.40684	11.921	.000
	Control		.4	.49827		
Specifying the poetic form (i.e. sonnet, free verse, ode etc.).	Experimental	30	1.7	.46609	10.436	.000
	Control		.4	.49827		
Specifying the type of the poem (i.e. lyric poetry, narrative poetry, descriptive poetry, etc).	Experimental	30	1.7667	.43018	9.956	.000
	Control		.4667	.57135		
Distinguishing between the Italian sonnet and the Shakespearean sonnet.	Experimental	30	1.7667	.43018	9.707	.000
	Control		.6	.49827		
Empathizing with the poet's feeling.	Experimental	30	1.8333	.37905	9.186	.000
	Control		.8667	.43417		
Interpreting the different figures of speech in a poem (i.e. a metaphor, a simile, personification, symbols, etc.)	Experimental	30	5.0333	.88992	21.072	.000
	Control		.6333	.71840		
Identifying the poetic devices to specify i.e. rhyme scheme, alliteration, assonance, consonance, etc.	Experimental	30	3.6667	.47946	21.400	.000
	Control		.6	.62146		
Paraphrasing the poem using the literary notions.	Experimental	30	1.7333	.44978	9.460	.000
	Control		.5667	.50401		
Giving a commentary on the poem.	Experimental	30	1.7	.46609	10.436	.000
	Control		.4	.49827		
Eliciting the meaning of the unfamiliar words from the general meaning of the poem.	Experimental	30	1.5667	.50401	9.711	.000
	Control		.3333	.47946		
Total	Experimental	30	25.9	1.74066	32.356	.000
	Control		6.4	2.81131		

(*) statistically significant difference at 0.000

The above table illustrates the following:

1- There is a statistically significant difference between the mean scores of the experimental group and that of the control one on the post administration of the literary competence test, in favor of the experimental group. The mean scores of the experimental group in the post administration of literary competence (25.9) are higher than those of the control group (4.6) in their performance of the literary competence test as a whole and in each sub-skill favoring the experimental group. These differences can be attributed to the proposed program based on The Formeaning Response Approach in teaching poetry.

2- t-value for the overall literary competence test is (32.356) which is significant at the 0.000 level of significance. Therefore, this hypothesis is valid.

Hypothesis Two:

"There would be a statistically significant difference between the mean scores of the experimental group on the pre-post administration of the literary competence test in favor of the post test results."

To validate this hypothesis, paired samples t-test was used to find out whether there were any significant differences. The mean scores, the standard deviation and the t value of the experimental group in the pre-post administration of the literary competence skills test were computed.

Table (2)

t-test results of the experimental group compared to the results of the control one in the overall and in each sub-skill of the literary competence post test.

Literary Competence Skills	Test application	N	Mean	St Deviation	T. Value	Sig.
Identifying the poem's theme.	pre	30	.766	.430	7.047	.000
	post		1.6	.498		
Specifying the main idea of the poem.	pre	30	.466	.507	10.933	.000
	post		1.766	.430		
Detecting the speaker and distinguishing him/her from the poet.	pre	30	.4	.621	11.366	.000
	post		1.8	.406		
Specifying the poetic form (i.e. sonnet, free verse, ode etc.).	pre	30	.233	.430	12.775	.000
	post		1.7	.466		
Specifying the type of the poem (i.e. lyric poetry, narrative poetry, descriptive poetry, etc).	pre	30	.233	.430	14.699	.000
	post		1.766	.430		
Distinguishing between the Italian sonnet and the Shakespearean sonnet.	pre	30	.433	.504	11.050	.000
	post		1.766	.430		
Empathizing with the poet's feeling.	pre	30	.633	.490	10.777	.000
	post		1.833	.379		
Interpreting the different figures of speech in a poem (i.e. a metaphor, a simile, personification, symbols, etc.)	pre	30	.766	.817	20.451	.000
	post		5.033	.889		
Identifying the poetic devices to specify i.e. rhyme scheme, alliteration, assonance, consonance, etc.	pre	30	.3	.651	22.802	.000
	post		3.666	.479		
Paraphrasing the poem using the literary notions.	pre	30	.166	.379	17.026	.000
	post		1.733	.449		
Giving a commentary on the poem.	pre	30	.066	.253	16.089	.000
	post		1.7	.466		
Eliciting the meaning of the unfamiliar words from the general meaning of the poem.	pre	30	.166	.461	12.339	.000
	post		1.566	.504		
Total	pre	30	4.633	2.56	56.351	.000
	post		25.933	1.74		

Results in table (2) indicate that the mean score of the experimental group in the overall skills of pre literary competence test is (2.56). On the other hand, the mean score in the overall literary competence skills test post administration is (25.933). So, the mean score in the overall literary competence skills test post administration is higher than the mean score of the experimental group in the overall skills of pre literary competence test.

It can be noticed that t-value for the overall literary competence test is (56.351). This value is significant at the 0.000 level of significance. Therefore, this hypothesis is assured. These differences can be attributed to the proposed program based on The Formeaning Response Approach in teaching poetry which the experimental group students experienced.

Hypothesis Three:

"The proposed program based on The Formeaning Response Approach in teaching poetry would have an effect on developing the students' literary competence skills."

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To validate this third hypothesis, Cohen's Equation was used.

Cohen's Formula: $\eta^2 = \dfrac{t^2}{t^2 + df}$

$$D = Es = 2\sqrt{\dfrac{\eta^2}{1-\eta^2}}$$

η^2 = Eta-squared

T= T-test value

Df = Degree of freedom

D= Es= Effect size

The criteria to which the effect size is judged are:

The value of "η^{2}" 0.2= Small size effect.
The value of "η^{2}" 0.5= Medium size effect.
The value of "η^{2}" 0.8= Large size effect.

Table (3)
The Effect Size (E.F.) of the Formeaning Response Approach on developing the literary competence as a whole and its sub skills.

The skills	T.Value	Df	η2	ES	Interpretation
Identifying the poem's theme.	7.047	29	.631	2.6	Large
Specifying the main idea of the poem.	10.933	29	.804	4.05	Large
Detecting the speaker and distinguishing him/her from the poet.	11.366	29	.816	4.22	Large
Specifying the poetic form (i.e. sonnet, free verse, ode etc.).	12.775	29	.849	4.744	Large
Specifying the type of the poem (i.e. lyric poetry, narrative poetry, descriptive poetry, etc).	14.699	29	.881	5.44	Large
Distinguishing between the Italian sonnet and the Shakespearean sonnet.	11.050	29	.808	4.105	Large
Empathizing with the poet's feeling.	10.770	29	.799	3.99	Large
Interpreting the different figures of speech in a poem (i.e. a metaphor, a simile, personification, symbols, etc.)	20.451	29	.935	7.59	Large
Identifying the poetic devices to specify i.e. rhyme scheme, alliteration, assonance, consonance, etc.	22.802	29	.947	8.46	Large
Paraphrasing the poem using the literary notions.	17.026	29	.909	6.323	Large
Giving a commentary on the poem.	16.089	29	.899	5.97	Large
Eliciting the meaning of the unfamiliar words from the general meaning of the poem.	12.339	29	.840	4.582	Large
Total	56.351	29	.990	20.935	Large

According to Cohen' Formula, the interpretations of the effect size and the content of table (3), it is apparent that the program had a large

effect on developing the literary competence as a whole (20.935) and its sub skills. Therefore, this provides an evidence to support hypothesis Three.

Discussion and Interpretation:

To answer the main question of the study: "What is the effect of using of a proposed program based on the formeaning response approach in teaching poetry to enhance EFL literary competence skills of the first year experimental language secondary stage students?" all data were analyzed using the Statistical Package for Social Science (SPSS/PC).

After the analysis, the post-tests results of the present study verified that:

1- There is a statistically significant difference between the mean scores of the experimental group and that of the control one on the post administration of the literary competence test, in favor of the experimental group.

2- There is a statistically significant difference between the mean scores of the experimental group on the pre-post administration of the literary competence test in favor of the post test results.

3- The proposed program based on The Formeaning Response Approach in teaching poetry proved to have an effect on developing the students' literary competence skills.

These differences could be attributed to:

The practice of the proposed program based on the Formeaning Response Approach in teaching poetry. This approach had its merits to provide the students with a holistic learning. It integrated many elements in a systematic way so that poetry became beneficial for the students' linguistic development. At the same time, the program reinforced the learners' skills in language and met their needs, sharpened the students' literary skills by evoking personal responses and participations. Moreover, the proposed program stimulated the students' imagination and improved their experience through welcoming their new ideas and

cultivated learners' interest to create a challenging classroom situation by launching competition. The combination of the Stylistics and Reader-Response approaches successfully bridged the gap between aesthetic and stylistic reading approaches offering the students more opportunities to be actively engaged in activities that support better learning.

The current study utilized various stages in dealing with the poem. These stages are: Preparation and anticipation, Focusing, Preliminary Response, Working at it, Formeaning Response Activities and Evaluation. In dealing with these stages, there some strategies and activities that have been tackled such as: brainstorming, discussion, making inferences and predictions, illustrating the main themes and summarizing the important ideas. All these activities are integrated according to the Formeaning Response Approach used in this study. In practicing that program, the researcher facilitated the communication between the participants, activated the students' prior knowledge by asking them questions to stimulate their ideas and encouraged them to participate in the activities and express their opinions freely.

There is a statistically significant difference between the mean scores of the experimental group (taught by the Formeaning Response Approach based program) and that of the control one on the post administration of the literary competence test, in favor of the experimental group. Moreover, there is a statistically significant difference between the mean scores of the experimental group on the pre-post administration of the literary competence test in favor of the post test results. This enhanced the use of the proposed program based on the formeaning response approach. It also indicated that the proposed program had an effect in improving the students' literary competence skills.

Furthermore, the t-test results of the experimental and the control group showed that the mean scored of each literary competence sub-skill was significant at 0.01 level in favor or the experimental group in post

administration of the literary competence test. It is noticeable that the students of the experimental group were motivated by the administration of the Formeaning Response Approach based program. The activities of the program provided the students with opportunities to freely express themselves.

The previous results are in accordance with the studies that handled the possibilities of improving literary competence skills through teaching literature whatever the method used. Dey (2009); Neranjani (2011); Skalberga and Andersone (2011); Venkateswaran & Gayathri (2012); Piñeiro & Rosario (2015) and Mozafari & Barjesteh (2016) asserted that teaching literature using different strategies and approaches has an effect on developing literary competence skills. Moreover, they indicated that importance of engaging with literary texts and poetry to help the students to overcome their language difficulties and learn language with enjoyment. The current study indicated that proposed program ensured a collaborative, learner centered environment that paid attention to the EFL students' individual differences and learning goals. The program's sessions presented allowed the students to brainstorm and express their opinions about the themes of the poems and made them feel confident to share their points of views and refer to the linguistic aspects of a poem. The current study indicated that the program helped the students to both activate the prior background and analyze the poem.

Conclusion:

With reference to the previously mentioned results, discussions and findings of the current study, as well as the previous studies, the following conclusions were drawn:

1- The results of the current study proved the effect of the program based formeaning response approach in teaching poetry on developing the experimental group students' literary competence.

2- This program had its merits to provide the students with a holistic learning. It integrated many elements in a systematic way so that

poetry became beneficial for the students' linguistic development. At the same time, the program reinforced the learners' skills in language and met their needs, sharpened the students' literary skills by evoking personal responses and participations.

3- The proposed program stimulated the students' imagination and improved their experience through welcoming their new ideas and cultivated learners' interest to create a challenging classroom situation by launching competition.

4- The combination of the Stylistics and Reader-Response approaches successfully bridged the gap between aesthetic and stylistic reading approaches offering the students more opportunities to be actively engaged in activities that support better learning.

5- The activities of the program facilitated the communication between the participants, activated the students' prior knowledge by asking them questions to stimulate their ideas and encouraged them to participate in the activities and express their opinions freely.

Shortly, the previous discussion and results led the researcher to conclude that EFL first year Experimental language secondary school students' literary competence skills have been enhanced through the formeaning response approach based program in teaching poetry.

Recommendation:

Based on the previous results and conclusions, the present study recommended the following:

1- Literary competence skills should receive more attention in order to be developed at the EFL secondary stage.

2- Students should be given the opportunity to express frankly about their points of view and share their ideas when studying poetry.

3- Teachers should be trained to use the new approaches of teaching poetry and how to manage them for improving the students' understanding.

4- More attention should be given to the formeaning response approach of teaching poetry in EFL classrooms because the combination of the Stylistics and Reader-Response approaches makes poetry learning motivational and personally relevant to students and it also bridges the gap between aesthetic and stylistic reading approaches, and show how pleasure and understanding can coincide and feed off of each other.

5- Form and meaning are inseparable, because to correctly describe and understand a language form—such as a lexical item or grammatical structure—one must consider the form in a meaningful context. Therefore, form and meaning are not two separate aspects to consider when analyzing poetry. They must be integrated while studying poetry.

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ملخـــــــص البحـــــــث

هدفت الدراسة إلى استقصاء أثر برنامج مقترح قائم على مدخل تكامل الشكل والمعنى في تدريس الشعر لتطوير الكفاية الأدبية لدى طلاب مدارس اللغات التجريبية الثانوية. تكونت عينة الدراسة من 60 طالبة بالصف الأول الثانوي بمدرسة اللغات التجريبية الثانوية. تم تقسيمهم بطريقة عشوائية إلى مجموعتين (تجريبية وضابطة) بحيث احتوت كل منهم على 30 طالبة. اشتملت ادوات الدراسة على قائمة بمهارات الكفاية الأدبية في اللغة الإنجليزية لطلاب الصف الأول التجريبي الثانوي ، اختبار الكفاية الأدبية قبلي- بعدي لطلاب الصف الأول الثانوي. قامت الباحثة بتصميم برنامج قائم على مدخل تكامل الشكل والمعنى لتطوير الكفاية الأدبية لطلاب الصف الأول الثانوي التجريبي للمجموعة التجريبية. ومن ناحية أخرى تم التدريس للمجموعة الضابطة بالطريقة التقليدية. تم تحليل البيانات احصائيا وأثبتت النتائج أن البرنامج المقترح القائم على مدخل تكامل الشكل والمعنى في تدريس الشعر فعال في تطوير مهارات الكفاية الأدبية لطلاب الصف الأول الثانوي بمدارس اللغات التجريبية.

مصطلحات البحث:

مدخل تكامل الشكل والمعنى في تدريس الشعر ، مهارات الكفاية الأدبية.