

The Effect of Using Small and Large Group Discussions on Developing Some Poetry Skills in English and Attitudes towards Poetry Teaching among Special Diploma Students

مستخلص الدراسة:

هدفت هذه الدراسة إلى معرفة أثر استخدام مناقشات المجموعات الصغيرة والكبيرة في تنمية مهارات الشعر باللغة الإنجليزية والاتجاهات نحو تدريس الشعر لدى طلاب الدبلوم الخاص بكلية التربية جامعة بني سويف، ومن خلال مراجعة الأدبيات والملاحظة والمقابلات، حدد الباحث مشكلة الدراسة، كما تم تحديد الأهداف والأهمية والأسئلة والأدوات والحدود ومصطلحات الدراسة والمراجع. واشتملت الدراسة على ٤١ من الطلاب (ذكور وإناث)، متخصصين في اللغة الإنجليزية) في عام ٢٠١٥. وكان المنهج المستخدم شبه التجريبي.

وكانت فروض الدراسة كالتالي:

- (١) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في الاختبار القبلي والاختبار البعدي في جميع مهارات الشعر عند مستوى ٠,١، لصالح التطبيق البعدي
- (٢) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في الاختبار القبلي والاختبار البعدي في كل مهارة على حدة عند مستوى ٠,١، لصالح التطبيق البعدي.
- (٣) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المقياس القبلي للاتجاهات والمقياس البعدي للاتجاهات في البعد الأول وهو (اتجاهات الطلاب تجاه تدريس الشعر بطريقة إيجابية) عند مستوى ٠,١، لصالح المقياس البعدي.
- (٤) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المقياس القبلي للاتجاهات والمقياس البعدي للاتجاهات في البعد الثاني وهو (اتجاهات الطلاب نحو الشعر في ما يرتبط بنمط المقرر) عند مستوى ٠,١، لصالح المقياس البعدي.
- (٥) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المقياس القبلي للاتجاهات والمقياس البعدي للاتجاهات في البعد الثالث وهو (اتجاهات الطلاب تجاه تدريس الشعر بطريقة سلبية) عند مستوى ٠,١، لصالح المقياس البعدي.

(٦) هناك فرق ذو دلالة إحصائية بين متوسط درجات الطلاب في المقياس القبلي للاتجاهات والمقياس البعدي في كل أبعاد مقياس الاتجاه عند مستوى ٠.١، لصالح المقياس البعدي.

وتضمنت الإجراءات تطبيق الاختبار التشخيصي بعد تحقيق الصدق والثبات. وطبقا لنتائج الاختبار التشخيصي وهي الإجابة على السؤال الأول (ما مهارات الشعر التي يجب أن يكتسبها طلاب الدبلوم الخاص؟)، بدأ الباحث تصميم برنامج لمساعدة الطلاب على تنمية مهارات الشعر. وقبل تطبيق الاختبار القبلي حقق الباحث الصدق بعرضه على محكمين ثم تحقق من الثبات. كانت درجات الطلاب منخفضة في الاختبار التشخيصي والاختبار القبلي..

وبدأ الباحث تدريس البرنامج لتدريب الطلاب. وأخذ الطلاب المواد التعليمية. واستخدم الباحث المناقشة الجماعية الصغيرة أولا ثم تلا ذلك المناقشة الكبيرة بين الطلاب لمعرفة أفكار أكثر 24.614 وكانت نتائج الدراسة كالتالي:

وللتحقق من الفرض الأول، اتضح ذلك بجدول ٦ حيث كانت قيمة ت

وللتحقق من الفرض الثاني، ظهر ذلك في جدول ٥ حيث أظهرت المتوسطات الفرق بين الاختبار القبلي والبعدي في 26.9394 كل مهارة.

وللتحقق من الفرض الثالث، اتضح ذلك في جدول ٧ حيث كان متوسط مقياس الاتجاه القبلي وللتحقق من الفرض الرابع، اتضح ذلك في جدول ٧ حيث كان متوسط الاتجاه القبلي. 31.0606 ومتوسط مقياس الاتجاه البعدي في 359.

وللتحقق من الفرض الخامس لم تكن قيمة ت ذات دلالة حيث كانت 31.8182 ومتوسط مقياس الاتجاه البعدي 28.3939 3.322 جدول ٧.

وللتحقق من الفرض السادس، اتضح ذلك في جدول ٨ حيث كانت قيمة ت ومن المهم بدرجة كبيرة أن يؤخذ تدريس الشعر الإنجليزي في الاعتبار في المدارس والجامعات لما له من دور في المجتمع وللمعرفة الثقافات الأخرى والطرق والأساليب الجديدة في تدريس اللغة الإنجليزية.

Abstract:

The aim of this study was to know the Effect of Using Small and Large Group Discussions on Developing Some Poetry Skills in English and Attitudes towards Poetry Teaching among special Diploma Students at Faculty of Education, Beni-Suef-University

through the review of literature. observation and meetings. the researcher stated the problem of the study. Objectives. importance. questions. instruments. delimitations. terms and references of the study were also determined. The sample comprised 41 students (males and females. majored in English) in 2015. The method used was quasi-experimental

Hypotheses of the study were as the following: (1) There is a statistically significant difference between the mean scores of students in the pre-test and the post test in the skills of poetry in general at level of .01 in favour of the post test (2) There is a statistically significant difference between the mean scores of students in the pre-test and the post test in each skill of poetry at level of .01 in favour of the post test (3) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the first dimension (Students' Attitudes towards Teaching Poetry in Positive Manner), at level of .01 in favour of the post attitudes scale (4) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the second dimension (Students' Attitudes towards Poetry Regarding the Course Type), at level of .01 in favour of the post attitudes scale (5) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the third dimension (Students' Attitudes towards Teaching Poetry in Negative Manner), at level of .01 in favour of the post attitudes scale (6) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in all dimensions of the attitude scale, at level of .01 in favour of the post attitudes scale

Procedures included administering the diagnostic test after achieving validity and reliability to assess the skills of poetry. According to the results of the diagnostic test which was the first question of the study: (What are the skills of poetry that students in Special Diploma should develop?), the researcher started designing a program to help student develop their skills of poetry. Before administering the pre-test ,the researcher determined validity as the test was submitted to juries, then reliability was achieved. Students' scores were low in the diagnostic and the pre-post tests. Afterwards, the researcher started teaching the

program after being designed . Students were given the instructional materials. At first, the researcher used a small group discussion followed by a large group discussion to know more ideas.

Results of the study were as the following: To investigate hypothesis 1, it was shown in table 6 that T.value was 24.614. To investigate hypothesis 2, it was shown in table 5 where means stated the difference between the pre test and the post test in every skill. To investigate hypothesis 3, it was shown in table 7, where the mean of the pre-attitude scale was 26.9394 and the post attitude scale was 31.0606. To investigate hypothesis 4, it was shown in table 7 that there was a statistically significant difference as the mean of the pre-attitude scale was 28.3939 and the post attitude scale was 31.8182. To investigate hypothesis 5, T value was not significant as it was .359 in table 7. To investigate hypothesis 6, it was shown that T.value was significant as it was 3.322 in table 8

It is of tremendous importance to consider poetry teaching at schools and universities as it has a role in society and to know other cultures, new methods and techniques of teaching English

Introduction

Poetry promotes literacy, builds community, and fosters emotional resilience. Poetry is the most kinesthetic of all literature. It is physical and full-bodied which activates heart and soul and sometimes bypasses the trans of minds. Poetry has space for English Language Learners. Poems can be easily scaffolded and students can find ways of expressing their voices while being limited in their vocabulary

"Poetry opens venues for speaking and listening, much neglected domains of a robust English Language Arts curriculum. Poetry builds resilience in kids and adults. It fosters Social and Emotional Learning.

"Yeats said : "It is blood, imagination, intellect running together. He also said "It is a must to find ways to talk about the difficult and unexplainable things in life -- death and suffering and even profound joy and transformation." Aguilar, (2013:1-2)

Poetry gives students opportunities to make use of words. Poetry is a creative outlet that can be done in a variety of forms, all of which afford students an opportunity to use language and create vivid imagery for their readers. "Being able to appreciate and analyze poetic language helps students

be creative and critical thinkers. Poetry is a worldwide medium of expression. Poems can give new perspectives." Crocker,(2014:2).

It is important to remember that what students believe about learning and themselves as learners play a key role in determining their success. "If a student believes that no matter what they do, they will not succeed in a course." Weimer, (2009:1)

"Students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the professor as the sole determinant of success or failure, will make little effort to contribute to their own learning." Morse ; Jutras, (2008:244).

Discussion techniques are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation. "Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand." Wilkinson, (2009:1).

Review of literature

Studies are chronologically ordered. The following studies are related to some extent to the present study, but they are not the same. There will be commentaries showing similarities and differences.

Studies Related to Small Group Discussion and Teaching English Poetry

Lin, (2002). This study investigated the effectiveness of online poetry learning and examined whether supplementary Web sites could be used as online course tools. Participants were college students at Taiwan's Wenzao Ursuline College enrolled in a course entitled "Concise English Poetry Appreciation and Recitation." The online guidance allowed students to listen to online poetry reading, record their reading, attach their voice to the files for certain topics, and post discussion questions to share their opinions about assigned poems. The control group consisted of students who remained in class working with the teacher during that hour. Data from student surveys and exams indicated that there was no statistical difference between the groups in terms of exam performance (though writing test performance differed significantly when gender was considered).

Ma, (2009). While a discussion-based instructional approach was employed by classroom teachers and university professors for teaching English, literature and varied content areas, there were few studies that have focused on how intellectually sophisticated doctoral students participated in class discussions to acquire discipline-specific content and what their discussions looked like. This case study examined the discursive features of discussions in a doctoral seminar on qualitative research methods for education. These findings might help professors and advanced learners tap the potential of whole class and small group discussions in graduate seminars.

Gordon, (2010). This article was considered an exchange between pupils in response to heard poetry, approaching it through a "conversation analytic mentality" informed by the theories of Basil Bernstein who was professor of the Institute of Education of the University of London and director of the Sociological Research Unit. His publications started in 1958 and flowed continuously until 2000. Using his terms, it described an existing "pedagogic device" of poetry study for schools, to which responses under discussion did not easily correlate. The discussion was developed with attention to current issues in UK poetry teaching, in particular the difficulties reported in examiners' reports that pupils experience in trying to write about poetry in a conventional analytical discourse. One interpretation of the transcript was that pupils could indeed respond sensitively to poetry, though in ways not easily acknowledged by this established discourse of poetry in schools.

-Pollock ; Hamann ; Wilson, (2011). The literature on teaching and learning showed the benefits of discussion for student learner outcomes, especially its ability to improve students' critical thinking skills. Yet, few studies compared the effects of different types of face-to-face discussions on learners. Using student surveys, the benefits of small-group and large-class discussions were analyzed in an upper-level political theory course. It was also analyzed whether the same types of students were likely to participate and reap the benefits of both types of discussions. It was found that, overall, participation is higher in small-group discussions, as were students' perceptions of learner outcomes. It was also found a more equal participation of students of different ethnic backgrounds in small-group discussions; similarly, previous academic achievements have less influence on discussion participation in small groups.

Zahner, (2012). This study showed that small-group discussions were one tool that teachers in linguistically diverse classes could use to promote all students' participation in mathematical discussions. There were four major elements that a

teacher should consider while using groups: (1) selecting appropriate tasks; (2) assigning students to groups; (3) setting up group norms; and (4) assessing students' understanding. Measure Twice, was one example of a task that a middle school teacher might use for an initial group project. The task focused on the proportional relationship between ounces and milliliters, and students used real-world objects and a graph to construct the proportional relationship between these two measurements.

Mok, J. (2013). This study investigated the effectiveness of using online discussion forums to develop the language awareness of a group of student-teachers of L2 English in Hong Kong. Through content analysis of the 18 discussion threads initiated by these novice teachers, the research team found that despite the different reasons they had for posting their discussion topics, most of them had used extensively the e-learning platform to request help regarding the two dimensions of TLA (Teacher Language Awareness), and that their reflections showed a strong tendency to move from the declarative to the procedural dimension of TLA. The study, though exploratory, has enhanced our understanding of learning to teach by opening up a small window for people to understand how TLA affected the teacher behaviour of this group of student-teachers during their teaching practice. The study also showed the research potential of using online discussion forums to understand teachers' language awareness development.

Scarborough, ; Allen, (2014). This study documented and analyzed the work that two high school educators did to organize a writing workshop around the writing and performance of spoken word poetry. It was shown that the teachers organized the classroom as a strong discursive community (Matusov, 2007) characterized by collective engagement with a genre, anticipation of a real audience, and renegotiation of classroom authority. The analysis suggested that engagement with critical literacy practices like spoken word poetry could leverage writing workshop in ways that highlight the cultural and political dimensions of literacy pedagogy. It was concluded by discussing how the communicative dilemmas that arose in this classroom relate to common goals of literacy curriculum, teaching, and research more broadly.

Studies Related to Large Group Discussion and Teaching English Poetry

Blake, (1988). In an effort to learn more about the teaching of reading and interpretation of poetry, a structured experiment was devised whereby college English majors used a combination of reading, writing and discussion to study James Wright's poem "A Blessing." The primary aim was to involve the students emotionally in a poem.. Before reading the poem, students wrote accounts of personal experiences. Students next read the poem

quickly, wrote their general impressions of it, and discussed what they had written with small groups of peers. This was followed by a second discussion in small groups, a more definitive written account describing and evaluating the poem, and finally a discussion of the poem by the class as a whole. The experiment revealed the importance of the movement from individual study to large group discussion .

Lin ; Sher, (2000). This paper described an elective course at Taiwan's Wen Tzao Ursuline College of Modern Languages, "Concise English Poetry Appreciation and Recitation." The course was based on the reader response approach and targets third year students, leading them into the world of poetry through various stages (traditional nursery rhymes and simple, humorous, and interesting poems). The course highlighted poetic structures and topics and used poetry sharing through student projects and interclass performances. Class activities included creative self-introduction, haiku, a Mother Goose game, and an instant poetry show. Interclass activities included video viewing as "The Dead Poets Society" and "The Postman", group sharing, poetry reading, and a poetry contest. Multimedia applications were used to enhance learning. Recommendations included developing a discussion area in which learners could practice writing poems or express their perceptions of a poem; surveying students about their favorite poem of the month; creating a homework area; and promoting portfolios.

Broad ; Theune, (2010). This study examined how one group of poets valued twelve poems. The study revealed two very different models by which poems were valued as texts, and it uncovered the powerful role that context played in assessments. The authors learned some of the unrecognized, multiple, and even contradictory ways in which poems were valued. Although such findings were intrinsically useful, the authors believed that this study was most promising insofar as it presented a technique for further such analyses, an approach that could be used by any group of people--poets, teachers, editors--interested in finding what they valued in any kind of poetry.

Wiseman, (2011). This study described how adolescent students responded to a poetry workshop in an English classroom centered on teaching writing that is based on their knowledge from their various life experiences and understanding of events beyond the classroom. Informed by New Literacy Studies and third space theories, ethnographic methods of participant observation were used to document an eighth-grade urban public school classroom where a community member implemented a weekly programme using music lyrics and poetry for an entire school year. Findings illustrated how the poetry workshop encouraged students to

contribute to the classroom learning context and engage critically with ideas that were relevant to their lives. Collaborating with a community member and tapping in to the powerful ways of using language to communicate led to important learning opportunities for students in this classroom. Poetic devices such as rhyme, rhythm, metaphor and wordplay enhanced and supported students' own language practices; students used these sophisticated writing strategies as they worked to convey their ideas, experiences and opinions.

Yang ; Gamble ; Hung ; Lin, (2014) stated that critical thinking (CT) and English literacy were two essential 21st century competencies that were a priority for teaching and learning. This study investigated the effectiveness of CT-infused adaptive English literacy instruction using a Moodle system. A one-group pretest-posttest design was employed to evaluate the effect of the treatment on students' acquisition of CT skills (CTS) and English literacy. A total of 83 students enrolled in two sections of a general studies course at a large university in Taiwan participated in the semester-long experiment. Adaptive learning was achieved through the use of an online Moodle system for (1) online grouping (based on pretest English literacy scores), (2) delivery of specifically designed adaptive learning materials for each group and (3) provision of individualised feedback. CT-infused language activities based on social constructivist principles were designed for each level of adaptive instruction, whereas direct instruction for fostering CTS was provided in class and practiced or reflected upon in groups. Empirical results showed that CT-enhanced adaptive English literacy instruction simultaneously improved students' CTS and English literacy and that students' online discussions developed towards higher levels of interaction. This study illustrated an effective blended learning model for adaptive instruction and offers recommendations for designing CT-infused language learning activities that could successfully foster both CT and English literacy outcomes.

Studies Related to Students' Attitudes towards Poetry in English

Aly, (2006). This study examined the effectiveness of using the contract learning strategy on special diploma students' achievement and attitudes towards English language. The subjects of the present study consisted of 41 graduate students (male and female, majored in different disciplines) enrolled in the special diploma (Curriculum Planning and Development Section) studying the ESP Readings Course, during the academic year 2005-2006, in the Faculty of Education, Benha University, Egypt. In the last class, an achievement test in English was administered. In addition to that, an evaluation questionnaire and an open-ended questionnaire were developed in Arabic and administered

to examine the effectiveness of the suggested contract learning strategy on the students' attitudes. The findings revealed that the subjects' seriousness and commitment to the learning contract motivated them and they, as a result, scored highly on the achievement test. Most subjects reported positive attitudes toward English language in general and ESP Readings course in particular. Thus, the contract learning strategy was effective .

Al-Saidat, (2009).This paper attempted to discuss the attitudes of a number of Jordanian university students towards English as a foreign language and the place it occupied in Jordan. Although research of a similar nature has been done, this study complements others by following 420 students in their university studies, and it provided another avenue for examining the English language situation in Jordan. This research aimed to survey the following issues (1) students' attitudes towards learning English, (2) students' attitudes towards English language, and (3) the place of English language in Jordan. The results showed that the dominant attitude was one of favourability towards learning English. There was a definite degree of positiveness towards English language in Jordan. English was seen as useful, enjoyable, and important and had no harm to Arabic language or to the Islamic religion. It occupied a prestigious status in Jordan.

Hanratty, (2011) This paper dealt with a comparative evaluation of boys' and girls' responses to poetry at Key Stage 4 in a selection of schools in Northern Ireland. It was predicated on the idea of the central importance of poetry within the English curriculum and also on the assertion that the imaginative and broader educational benefits to be gained from fostering pupils' engagement with and enjoyment of poetry ought to transcend a purely functional pursuit of enhanced grades in GCSE English and English literature examinations. The early, more theorised, part of the paper, firstly evaluated the gender debate as it impinged on English studies in general and on poetry in particular and also explored a number of ideas around the pedagogy of poetry; with regard to the latter, the "experience" versus "analysis" debate was touched on, as was the focus on creative writing of poetry. The paper presented the results of a mixed methods research programme, which included pupils' answers to a questionnaire and their verbal and written responses to a selection of poems. The results from the questionnaire were evaluated as were the careful choice of poems and, in particular, the pedagogical methods which provided the context and stimulus for the pupils' verbal and written engagement with the poems. The fascinating and surprising result was that, contrary to the prevailing perception and some previous research evidence, male pupils were at least as capable as their female peers of responding

intelligently and enthusiastically to the emotional, imaginative and intellectual demands of poetry

Xerri, (2013). This paper examined the place of poetry writing in the post-16 English curriculum in Malta. In presenting the results of a small-scale study adopting a mixed methods approach, it explored the views of teachers, students and an influential examiner. The paper proposed that while there seemed to be an appreciation of what creative writing could contribute to students' engagement with poetry, there was at the same time a fear that students might not be capable of writing poetry because of a perceived lack of skills and talent. It also concluded that teachers might resist the teaching of poetry writing, because of a lack of professional craft knowledge and pedagogical skill in this domain.

Yook, ; Lindemann, (2013). This study investigated how the attitudes of 60 Korean university students towards five varieties of English were affected by the identification of the speaker's nationality and ethnicity. The study employed both a verbal guise technique and questions eliciting overt beliefs and preferences related to learning English. While the majority of the students stated that American English was the variety that should be taught and learned in Korea, this preference did not necessarily extend to ratings of an American speaker unless they were informed of her nationality. Listeners who were informed about the nationality/ethnicity of the speakers tended to rate European-American and Korean English speakers higher and British and African-American Vernacular English (AAVE) speakers lower than did listeners who were not informed. Listeners who were asked to guess speakers' ethnicities often identified the AAVE speaker as being from a non-Inner Circle country, suggesting that stigmatized native accents were not very salient to this group; Australian English was also not salient. The finding that speaker identification played a role in the evaluation of a variety had implications for the interpretation of verbal guise studies and suggested the need for more research into how listeners evaluated speakers in everyday situations when they typically knew more about the speaker.

Ellili-Cherif ; Alkhateeb, (2015). The aim of this study was to investigate the attitudes of college students at Qatar University concerning the shift from English to Arabic as the language of instruction. The sample included 295 students from the four colleges affected by this decision. Data were collected using an Arabic version of the standardized Student Attitudes Towards the Instructional Medium questionnaire. The findings of the study were interpreted in the light of students' perceptions about the place of English in Qatari society, the role of Arabic and English in their educational careers, and the importance of each language for their futures. Findings were also interpreted in the light of a

review of previous findings on the attitudes of students on this issue.

Hilliard, (2015). In this project, 153 secondary students and 28 secondary school teachers from three secondary schools in Dar es Salaam were surveyed. Overall, both students and teachers had positive attitudes about learning and teaching English in the school system and recognized English as an important tool for advancement in their careers and future studies. However, they also recognized the necessity for more English language education and training if English continued to be the medium of instruction for both secondary and postsecondary education. The article suggested that if Tanzania could not dedicate more resources to developing an appropriate foundation in the English language for both students and teachers and improving teacher training, either using Kiswahili as the medium of instruction or changing to a bilingual model might be more a viable option for the education system. However, these changes would also necessitate both a shift in the general populations' perceptions of English language instruction and a change in the economic benefits of English, making this a complicated and difficult issue to address.

Commentary on the review of literature

Dealing with the first dimension (Small Group Discussion and Teaching English poetry), it is obvious that Lin, (2002) investigated the effectiveness of online poetry learning and examined whether supplementary Web sites could be used as online course tools, whereas, Ma, (2009) examined the discursive features of discussions in a doctoral seminar on qualitative research methods for education. Gordon, (2010) considered an exchange between pupils in response to heard poetry, approaching it through a "conversation analytic mentality" informed by the theories of Basil Bernstein, but Pollock ; Hamann ; Wilson, (2011) showed that the literature on teaching and learning proclaimed the benefits of discussion for student learner outcomes, especially its ability to improve students' critical thinking skills. Furthermore, Zahner, (2012) stated that small-group discussions were one tool that teachers in linguistically diverse classes could use to promote all students' participation in mathematical discussions, while, Mok, J. (2013) investigated the effectiveness of using online discussion forums to develop the language awareness of a group of student-teachers of L2 English in Hong Kong. Scarbrough, ; Allen, (2014). analyzed the work that two high school educators did to organize a writing workshop around the writing and performance of spoken word poetry.

Dealing with the second dimension (Large group Discussion and Teaching English poetry), Blake, (1988) revealed the

importance of the movement from individual study to large group discussion in his study. Lin ; Sher, (2000) described an elective course at Taiwan's Wen Tzao Ursuline College of Modern Languages, "Concise English Poetry Appreciation and Recitation. Broad ; Theune, (2010) revealed two very different models by which poems were valued as texts, and it uncovered the powerful role that context plays in assessments. Wiseman, (2011) eventually described how adolescent students respond to a poetry workshop in an English classroom centered on teaching writing that is based on their knowledge from their various life experiences and understanding of events beyond the classroom. Yang, et al(2014) investigated the effectiveness of CT-infused adaptive English literacy instruction using a Moodle system.

Dealing with the third dimension Students' Attitudes. Aly, (2006) examined the effectiveness of using the contract learning strategy on special diploma students' achievement and attitudes towards English language. Al-Saidat, (2009) attempted to discuss the attitudes of a number of Jordanian university students towards English as a foreign language and the place it occupied in Jordan. Hanratty, (2011) dealt with a comparative evaluation of boys' and girls' responses to poetry at Key Stage 4 in a selection of schools in Northern Ireland. Xerri, (2013) examined the place of poetry writing in the post-16 English curriculum in Malta. Yook, ; Lindemann, (2013) investigated how the attitudes of 60 Korean university students towards five varieties of English were affected by the identification of the speaker's nationality and ethnicity. Ellili-Cherif ; Alkhateeb, (2015). The aim of this study was to investigate the attitudes of college students at Qatar University concerning the shift from English to Arabic as the language of instruction. Hilliard, (2015). In this project, 153 secondary students and 28 secondary school teachers from three secondary schools in Dar es Salaam were surveyed. Overall, both students and teachers had positive attitudes about learning and teaching English in the school system and recognized English as an important tool for advancement in their careers

The present study investigates the effect of small and large group discussions on developing some poetry skills and attitudes towards poetry teaching of special Diploma students at Faculty of Education at Beni-Suef

Context of the Problem

Investigating students about their programs and syllabuses in poetry that they dealt with during their academic studies, most of them responded saying that they forgot all about poetry after they finished their academic years as undergraduate students. Some of them said that they studied certain programs in certain educational centers in Beni-Suef Governorate. Others stated that

they are in a bad need of a program to develop their knowledge of poetry skills, poetic devices and the role of poetry in society. The researcher asked students in special Diploma at Faculty of Education at Beni-Suef about poetry skills ,and most of them said that they have no idea about them as they work with the Ministry of Education and they teach certain songs to students in the prep and secondary stage .The researcher asked some staff members at the Faculty of Arts and Faculty of Education , they said that most students are not good enough at poetry. So, the researcher began to think of designing a poetry based program to develop and renovate knowledge of Special Diploma students.

In order to justify that the problem of the study deserves investigation, the researcher designed a diagnostic test and submitted it to juries to achieve validity, and reliability was being achieved afterwards. The test was administered in the end . Reliability is shown in the following table:

Table (1) shows reliability of the diagnostic test.

	Alpha
(1) M.Q.(Poetic Devices)	0.84
2)Fill.in (Poetic Devices	0.88
3)Wh.Q Poets&Poems	0.85
(4)Poetry and Society	0.83
Total	0.92

It is obvious in the previous table that reliability ranges from 0.83 to 0.88 and the total is 0.92 So, the diagnostic test is appropriate. Students who attended were 32 and the test was to be administered . Some students did not come as they had difficult circumstances. They were to come from far distant places in other Governorates

The diagnostic test involves four questions. The first question comprises matching letters in column B with numbers in column A. It deals with definition of certain terms.(10 marks). The second question is about poetic devices. The student is requested to add what is necessary using word or words.(20 marks).The third question deals with poets and poems(10 marks). In the fourth question, the student is requested to write on the function of poetry in social issues in the twentieth century.(10 marks)

A diagnostic test was used by the researcher to know points of weakness of students in Special Diploma in order to prepare a poetry program based on such points of weakness.

The results of the diagnostic test will show the skills which students are requested to develop. The results are shown in the appendices of the present study

Table (2) shows means and percentages of the diagnostic test.

	M.Q.(Poetic (1) Devices)	F.in (Poetic Devices) (2)	Wh.Q Poets&Poems (3)	Poetry and Society (4)	Total
Mean	2.71875	4	0.53125	3.53125	10.78125
Percentage	27.1875	20.00	5.3125	35.3125	21.5625

According to the results of the diagnostic test, the level of students is low in all skills. Through the results in table 2, it is obvious that students standards are low and they are in a bad need of a poetry program to develop their skills. These results were considered one of indicators showing that there should be some materials for students in Special Diploma to sustain them in this area which is important in English . Poetry is not given due care although poetry has a key role involving many societal issues in the history of man

Statement of the Problem

In the light of the aforementioned information and according to the results of the diagnostic test , the researchers' observation during teaching Methods of Teaching at the Faculty of Education at Beni-Suef, it has been obvious that students in Special Diploma are weak enough in poetry and are in need of a program to renovate and develop their skills in poetry. Techniques are also required to teach such a program of poetry. The researcher selected the small group discussion and large discussion group to investigate their effects on teaching poetry.

Questions of the Study

(1)What are the skills of poetry that students in Special Diploma should develop?

2)What is the effect of small and large group discussions on the skills of poetry in the present study?

- (3) What is the effect of small and large group discussions on each skill of poetry in the present study ?
- (4) How far are students' attitudes in the first dimension (Students' Attitudes towards Teaching Poetry in Positive Manner)?
- (5) How far are students' attitudes in the second dimension (Students' Attitudes towards Poetry Regarding the Course Type)?
- (6) How far are students' attitudes in the third dimension (Students' Attitudes towards Teaching Poetry in Negative Manner)?
- (7) How far are students' attitudes in all dimensions of the attitude scale ?

Objectives of the Study

The present study aims to achieve the following objectives:

- (1) Investigating students level using a diagnostic test
- (2) Determining the skills of poetry that students in special diploma should develop
- (3) Designing a poetry –based program to develop certain sub-skills according to the diagnostic test.
- (4) It is hoped to investigate the effect of using small group discussion and large group discussion on teaching the poetry-based program
- (5) As students are major in English , it is expected that the program will help students renovate their repertoire of poetry
- (6) It is hoped to develop students' skills of poetry in special diploma

Significance of the Study

- (1) This study may give students in special Diploma some ideas about techniques of poetry teaching
- (2) This study may help students know some of poetic devices in the English poetry as students are majors in English
- (3) This study may help students to recognize poets and poems
- (4) This study can help students know more about the importance of the poetry role on society as it deals with intellectual issues in societies
- (5) Teaching poetry widens a student's scope of mind to know more about rhetoric and literature in the English language.

Hypotheses of the Study

- (1) There is a statistically significant difference between the mean scores of students in the pre-test and the post test in the skills of poetry in general at level of .01 in favour of the post test
- (2) There is a statistically significant difference between the mean scores of students in the pre-test and the post test in each skill of poetry at level of .01 in favour of the post test
- (3) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the first dimension (Students' Attitudes towards Teaching Poetry in Positive Manner), at level of .01 in favour of the post attitudes scale
- (4) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the second dimension (Students' Attitudes towards Poetry Regarding the Course Type), at level of .01 in favour of the post attitudes scale
- (5) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the third dimension (Students' Attitudes towards Teaching Poetry in Negative Manner), at level of .01 in favour of the post attitudes scale
- (6) There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in all dimensions of the attitude scale, at level of .01 in favour of the post attitudes scale

Definition of Terms

A small group discussion: It is defined as "A discussion held by a group large enough to include individuals with all the necessary skills to solve a problem and yet small enough to provide opportunities for individual participation. Ehlers, V., and Monoreng, L.(2002:38).

- A typical view of a 'small group' is around eight to 12 learners facilitated by a teacher. 'The purist view of small group teaching is that it must be learner-centred, with all students joining in free discussion of a particular topic'. McCrorie (2006:5)

-The operational definition in the present study will be McCrorie's

A large group discussion is defined as informal and voluntary gathering of individuals (in person, through a conference call, or website) to exchange ideas, information, and

suggestions on needs, problems, subjects, etc., of mutual interest. Discussion groups are one of the mainstays of the popularity of internet. Business Dictionary.(2015:1).

A large group discussion is defined as a large group any one relationship is of small value. Relationships form and dissolve according to the needs of the parties. Koanic Soul.(2015:1)

-The operational definition in the present study will be related to Business Dictionary

A skill: is defined as the ability to do something well. Oxford Dictionaries. Language Matters (2015:1).

A skill is defined as the learned ability to carry out a task with pre-determined results often within a given amount of time. Wikipedia. (2015:1)

-The operational definition in the present study will be related to Wikipedia

Attitude

1.An attitude is a mental position with regard to a fact or state, or a feeling or emotion toward a fact or state. Merriam-Webster Dictionary.(2015:2)."

2. An attitude can be defined as ‘a psychological tendency to view a particular object or behaviour with a degree of favour or disfavour’¹ . Attitudes are generally understood to be formed through a process of individual subjective evaluation (involving a rational assessment of costs and benefits), but also influenced by affective and emotional responses and related beliefs. Attitudes are defined as being specific to an object or behaviour while beliefs are more generic, relating to a wider worldview, and tend to be more stable. Albarracin at al (2005:4)

-The operational definition in the present study will be no. 2

Methods of the Study

The method used in the present study is quasi experimental

Delimitations of the Study

-Participants of the study were 40 students (males and females, majored in English) enrolled in the Special Diploma in 2015 at Faculty of Education – Beni-Suef University.

-The twentieth century poetry. This century was selected as the English language has been developed more than

ever before and the language of literature used in the past has been archaic at that time.

-The skills selected after the diagnostic test were poetic devices {matching questions), poetic devices (fill in questions), recognizing poets and poems, and perceiving the role of poetry on society. Poetic devices are given two parts (matching questions and fill in) as they are very important in the analysis of poetry. They are given due care in the artistically selected details of poems.

Instruments of the Study

Instruments are as the following:

- (1) A diagnostic test prepared by the researcher to know the skills in which students are weak
- (2) An achievement test (pre/post test) prepared by the researcher
- (3) An attitude scale taken from different resources and prepared by the researcher

Materials of the Study

- (1) A poetry- Based Program
- (2) Handouts

Characteristics Of Successful Group Discussion are as the following:

-Having a clear objective: The participants need to know the purpose of group discussion so that they can concentrate during the discussion and contribute to achieving the group goal.

- Motivated Interaction: When there is a good level of motivation among the members, they learn to subordinate the personal interests to the group interest and the discussions are more fruitful.

-Logical Presentation: Participants decide how they will organize the -presentation of individual views, how an exchange of the views will take place, and how they will reach a group consensus.

- Cordial Atmosphere: Development of a cooperative, friendly, and cordial atmosphere avoid the confrontation between the group members.

- Effective Communication skills: The success of a group discussion depends on an effective use of communication techniques. Like any other oral communication, clear pronunciation, simple language. Non-verbal communication has

to be paid attention to since means like body language convey a lot in any communication.

-Participation by all candidates: When all the members participate, the group discussion becomes effective.

- Leadership Skills: Qualities like initiation, logical presentation, encouraging all the group members to participate, summarizing the discussion reflect the leadership qualities. Wikieducator.(2012:4).

Description of the program

The program involves six units. Each unit is divided into two parts. Unit one is entitled "Poetic Device Definitions". Part two is about "Poetic Devices & Literary Terms Use in Poetry Analysis". Unit two is entitled "William Butler Yeats (1865-1939) The Second Coming. Part two involves "The Second Coming (Summary)". Unit three is entitled " In Memory Of Major Robert Gregory (The Wild Swans at Coole 1919)". Part two comprises "Difficult Vocabularies and Analysis of the poem". Unit four is entitled "Dulce Et Decorum Est(1). Wilfred Owen 1918". Part two involves "Analysis of the poem". Unit five is entitled "Warning by Jenny Joseph". Part two is about "Analysis and Poetic Devices of the poem". Unit six is entitled First Day at School by Roger McGough. Part two involves "Poem Analysis : The First Day at School by Roger McGough"

Selecting such kind of poems is based on that they deal with societal issues, poetic devices; besides, poets and their poems. Students' opinions were considered in selecting poems and objectives of the program were determined.

Selection of small group discussion and large group discussion lies in the fact that students make use of their colleagues' ideas, then they deal with other ideas through large group discussion. These two techniques help students to get a lot of information about poems and poets.

After designing the program, the researcher stated the pre test format. It was submitted to Juries to state validity, then reliability was stated.

Before administering the pre-test ,the researcher determined validity as the test was submitted to juries, then reliability was achieved.

Table (3) shows reliability of the pre-post test

Potery	Alpha
1	0.88
2	0.83
3	0.85
4	0.87
total	0.89

It is obvious in the previous table that reliability ranges from 0.83 to 0.87 and the total is 0.89. So, the pre- test is appropriate to be administered A pre- test will be used by the researcher before teaching the program

Table (4) shows reliability of the scale of attitudes

Attitude	Alpha
1	0.82
2	0.81
3	0.84
total	0.88

It is obvious in the previous table that reliability ranges from 0.81 to 0.84 and the total is 0.88. So, the scale of attitudes is appropriate to be administered

A pre- test will be used by the researcher before teaching the program

Procedures of the Study

After administering the pre-test and the scale of attitudes, the researcher started checking students' answers in the pre-test and frequencies in the scale of attitudes, their scores were low in the pre test. It was an indicator showing students' standards in poetry. The researcher started teaching the poetry program following small and large group discussions.

What happens in a small group discussion?

What are the characteristics of small group discussion?

- "Small groups are used to generate ideas in preparation for a lecture, summarize main points in a text or reading; assess levels of skill, reexamine ideas presented in previous

times; review exams, and brainstorm applications of theory to life.

- Each group member shares a group task, a mutual goal, and common resources (a shared text or problem).
- Face-to-face interaction and advocacy: Students help each other learn.

Students are more able to learn together when you face each other in small circles. Students also support each other in learning .

- Individual accountability: Each group member has a responsibility to contribute to the group and do her/his "fair share."

Typical roles include:

- "A team captain who keeps the group on task and focused. She/he reads the assignment to the group, mediates conflict, and manages time.

- A recorder or clerk who takes minutes and writes down salient points. He/she also reports back to the class as a whole.

- An encourager who gives team members feedback and is responsible for ensuring that all group members are heard.

- A reflector who keeps track of dynamics of group process and makes comments (to be turned in with the clerk's) about focus, direction, organization, listening skills, participation of all members

Group processing: Each group concludes their work together by sharing the results of their work with others.

Group assessment: Each group needs to regularly assess the effectiveness of its communication strategies and seek ways to improve group communication." Reineke, (2015;1-3) .

Wagner, (2012) stated "10 Terrific Tips for Teaching Poetry" as the following:

- "Allow students to enjoy reading poems aloud first before analyzing them.
- Allow students to write poetry using magnetic poetry boards
- Allow students to record themselves (either on video or audio) reading poetry aloud.
- Give students each a magazine (which can be cut up). Have each student cut out 25 words (putting them into an envelope as they go) and put them together to form a poem.

- Take a nature walk. Have students bring along pencil and paper to have a "word bank" of descriptive words. Remind students to use all five of their senses. Once back in the classroom, have students use their words banks to write a nature poem.

- Create a "Poet-Tree" using either a large, bare branch or an artificial tree such as a silk ficus, have students clip their favorite poems to the tree.

- The Never-Ending Poem. Have each student write one line of a poem. Then, have them pass their papers to the person behind (or beside) them.

- Make sure students understand the "writing" stage of poem and some students try to edit

- Allow students to perform "poetry plays" by adapting favorite poems, or go to the Poetry Teacher's Web site to download suitable plays

This strategy works well at all grade levels.

Have each student choose his or her "best," most polished work for inclusion. Display the book prominently in the room." Wagner, (2012:1-2)

Segar (2012) determined 3 tips for facilitating group discussions

1. Use a fishbowl A fishbowl provides a simple, ingenious process for focused discussion. The term "fishbowl" can refer to a couple of different techniques for focused group discussion. The conversation at any moment is restricted to a few clearly defined people while still allowing others to join the discussion in a controlled manner whenever they have something to say. A standard fishbowl requires a chair for each participant, with chairs set in one of the two layouts, horseshoe or circle, The number of chairs in the mouth of the horseshoe or the center of the circle is typically four or five. The fishbowl facilitator sits in one of these chairs for the duration of the fishbowl.

2. Use the best layout for the fishbowl A circle version is better for general discussions, and the horseshoe version is better when decisions may be made

3. Have a set of topics to review A list of opening topics for the fishbowl should be stated. The list is then used by the facilitator as a roadmap for discussion.. Segar, (2012:1-3).

There are many ways to introduce students to poetry and use it to boost their language skills as the following:

- Choose Appropriate Poems.** Teachers need to consider their students' language level when choosing poetry material.
- Teach Poetic Devices.** Examples of poetic devices such as simile, metaphor, personification, and alliteration can be introduced separately or in poems, and students can consider their meanings .
- Use Poetry for Language Development.** A poem can introduce or reinforce target vocabulary around a theme: a pre-reading exercise can involve defining or using those words. Another strategy for teaching vocabulary is for students to read the poem and use the context to guess the meanings of unfamiliar words they encounter.
- Write Poems.** One of the most creative and satisfying ways to get students to apply their poetry knowledge is to have them write their own poems.
- Complete Poetry Projects.** Students can choose a poem, recite it to the class, identify how the poet uses metaphor, repetition, or other poetic devices, and share what the poem means to them.", Bunch, (2010:1-2).

Statistical Manipulations

After carrying out the program, implementing the characteristics of small and large group discussions , the pre/post test was administered. Some students did not attend while administering the post test. Their numbers were 3, 7, 16, 21, 26, 34, 35, and 36 as they had difficult circumstances related to means of transport and diseases. The last number was 33 students.

The following results are shown:

Table (5) shows means and standard deviation between the pre test and the post test of poetry

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
1	pre	3.0000	33	1.76777	.30773
	post	8.7576	33	1.58174	.27535
2	pre	3.7576	33	2.01603	.35095
	post	15.1515	33	3.88202	.67577

3	pre	1.2424	33	1.56186	.27188
	post	7.4545	33	.90453	.15746
4	pre	3.5152	33	2.85177	.49643
	post	6.0303	33	1.07485	.18711
Total	pre	10.4848	33	4.32378	.75267
	post	37.0909	33	6.23179	1.08482

It is clear in the previous table that there are statistically significant differences between the mean scores and standard deviation in the pre-test and post test in all skills. These differences are in favour of the post test. Means and standard deviations of the pre-test and post test are shown

Table(6) shows the results of T Test to measure the differences between the pre-test and the post-test of the experimental group

	Paired Differences			T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1	5.75758	2.20837	.38443	14.977	32	.01
Pair 2	11.39394	3.72441	.64834	17.574	32	.01
Pair 3	6.21212	1.69111	.29438	21.102	32	.01
Pair 4	2.51515	2.84079	.49452	5.086	32	.01
Total	26.60606	6.20957	1.08095	24.614	32	.01

There are statistically significant differences between the pre test and the post test at level of .01 in all skills and the total scores in favour of the post test. These differences are clear in the mean scores of the pre test and the post test

Table (7) shows means, standard Deviation and Standard error means of the Scale of Attitude

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
A	pre	26.9394	33	5.53929	.96427
	pos	31.0606	33	4.02290	.70030
B	pre	28.3939	33	5.36737	.93434
	pos	31.8182	33	3.16677	.55126
C	pre	24.5758	33	5.01890	.87368
	pos	25.1212	33	6.86366	1.19481
Total	Tot Pre	79.9091	33	9.10139	1.58435
	Tot post	88.0000	33	9.65337	1.68044

The means after administering the pre-attitude scale and the post-attitude scale . The differences are clear in dimension A and B, but there is no difference in dimension C.

Table (8) shows T value and Statistical Significance

	Paired Differences			T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair A	4.12121	5.43575	.94624	4.355	32	.000
Pair B	3.42424	6.18481	1.07664	3.180	32	.003
Pair C	.54545	8.73603	1.52075	.359	32	.722
Total	8.09091	13.99188	2.43567	3.322	32	.002

It is shown that T was significant in dimension A and B ,but it is not significant in dimension C.

Results of the Study

To answer the first question, which is: " What are the skills of poetry that students in Special Diploma should develop?, it is shown in table 2 that the mean in skill 1(M.Q. Poetic Devices) is. 2.71875, while percentage is. 27.1875. The mean in skill 2 (Fill in Poetic Devices) is 4 and percentage is . 20.00. In skill 3(Wh.Q Poetts and Poems), the mean is 0.53125 ,while percentage is

5.3125. In skill 4(Poetry and Society), the mean is 3.53125,while percentage is 35.3125. The mean of the total is 10.78125 , and percentage is 21.5625

To investigate hypothesis 1, which is: "There is a statistically significant difference between the mean scores of students in the pre-test and the post test in the skills of poetry in general at level of .01 in favour of the post test", it is shown in table (6) that the mean is 26.60606, standard deviation is 6.20957.Std. Error Mean is 1.08095 and the value of T is 24.614.

To investigate hypothesis 2, which is: "There is a statistically significant difference between the mean scores of students in the pre-test and the post test in each skill of poetry at level of .01 in favour of the post test", it is shown in table (5) that the mean in pre-test is 3.0000in skill 1, whereas, the mean in the post test is 8.7576. Dealing with standard deviation , in the pre-test , it is 1.76777, while in the post test it is 1.58174. In skill 2 , the mean in the pre-test is 3.7576, but in the post test , it is 15.1515. Considering standard deviation, in the pre-test, it is 2.01603, while in the post test, it is 3.88202. The mean in pre-test is 1.2424 in skill 3, whereas, the mean in the post test is 7.4545. Dealing with standard deviation , in the pre-test , it is 1.56186, while in the post test, it is .90453. In skill 4 , the mean in the pre-test is 3.5152, but in the post test , it is 6.0303. Considering standard deviation, in the pre-test, it is 2.85177.while in the post test, it is 1.07485.

To investigate hypothesis 3, which is: "There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the first dimension (Students' Attitudes towards Teaching Poetry in Positive Manner), at level of .01 in favour of the post attitudes scale", it is shown in table (7) that the mean of the pre-attitude scale is 26.9394, whereas, the mean in the post-attitude scale is 31.0606. Dealing with standard deviation of the pre-attitude scale , it is 5.53929, while in the post- attitude scale, it is 4.02290.

To investigate hypothesis 4, which is: "There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the second dimension (Students' Attitudes towards Poetry Regarding the Course Type), at level of .01 in favour of the post attitudes scale", it is shown in table (7) that the mean of the pre-attitude scale is 28.3939, whereas, the mean in the post-attitude scale is 31.8182. Dealing with standard deviation of the pre-attitude scale , it is 5.36737, while in the post- attitude scale, it is 3.16677.

To investigate hypothesis 5, which is: "There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in the third

dimension (Students' Attitudes towards Teaching Poetry in Negative Manner), at level of .01 in favour of the post attitudes scale", it is shown in table (7) that the mean of the pre-attitude scale is 24.5758, whereas, the mean in the post-attitude scale is 25.1212. Dealing with standard deviation of the pre-attitude scale, it is 5.01890, while in the post- attitude scale, it is 6.86366.

To investigate hypothesis 6, which is: "There is a statistically significant difference between the scores of students in the pre/attitudes scale and the post attitudes scale in all dimensions of the attitude scale, at level of .01 in favour of the post attitudes scale", it is shown in table (8) that the mean in pair 1 is 4.12121 ;whereas,standard deviation is 5.43575 and the value of T is 4.355. In pair 2, the mean is 3.42424; whereas,standard deviation is 6.18481 and the value of T is 3.180 . In pair 3, the mean is .54545;whereas,standard deviation is 8.73603 and the value of T is .359 It means that the value of T in this dimension C is not significant. In the total of all dimensions, the mean is 8.09091 , while standard deviation is 13.99188 and the value of T is 3.322

Discussion and Interpretations of Results

In the diagnostic test, means showed that students ' levels were low . In the pre-test students' levels were low except few students who got scores that were appropriate in certain skills as numbers 7,16,and 18. They might be studying courses in poetry before. In the post test, students' scores were better in comparison with the pre-test, as numbers 2,3,4 5,6,8,9,10,12,16,20,21,28,29,30 and 33 got high scores to some extent. This is because they made use of the program. Small and large group discussions were used while teaching students in Special Diploma. The researcher divided students into small groups. They were given the opportunity to share ideas with their colleagues, then they share ideas with large groups on a large scale. Students told the researcher that they studied the program well and made use of it.. This means that students at Faculties of Arts and Faculties of Education are in a bad need of training programs in poetry as it is not given due care. Considering T test, it has been shown that there were statistically significant differences in favour of the post test. The effect of small and large group discussions was clear through analyses of results as shown in the previous tables.

Regarding the scale of attitudes, it was shown that T was significant in dimension A and B ,but it was not significant in dimension C. The items of dimension C are as the following:

- (17) I think learning the English poetry is very hard.
- (18) Writing the English poetry is a hard task
- (19) Lectures of the English poetry are boring
- (20) The English poetry is something I can do without in learning English
- (21) The English poems are difficult because they usually contain irregular word order structures and expressions
- (22) I have difficulties while producing materials for teaching poetry
- (23) Teaching poetry is time limited, so I can not teach freely as a teacher
- (24) Teaching poetry creates hindrances within the learning process.

So , there should be an interest in learning the English poetry and writing it as it is a hard task. There should be more lectures in poetry to change it into a lovely subject. Students ought to be trained on irregular word order structures and expressions. Student teachers should be helped to produce materials for teaching poetry. Many staff members should deliver lectures as teaching poetry has hindrances within the learning process.

- The more the old and new techniques the teachers get to know, the more vision they will be competent to implement in teaching English . - Leaders should support students not in words but in deeds, understand them and show tolerance towards them if their efforts result in failure. Only In such an easy environment students can be willing to join the work in teaching-reform

Comparing studies related to the review of literature, it is shown that Ma, (2009) examined the discursive features of discussions in a doctoral seminar on qualitative research methods for education, while, .Pollock, et al. (2011) showed that the literature on teaching and learning heralds the benefits of discussion for student learner outcomes, especially its ability to improve students' critical thinking skills. .Zahner, (2012) stated that small-group discussions are one tool that teachers in linguistically diverse classes can use to promote all students'

participation in mathematical discussions; whereas, Mok, J. (2013) investigated the effectiveness of using online discussion forums to develop the language awareness of a group of student-teachers of L2 English in Hong Kong. Yang, et al(2014) investigated the effectiveness of CT-infused adaptive English literacy instruction using a Moodle system. Al-Saidat, (2009) discussed the attitudes of a number of Jordanian university students towards English as a foreign language and the place it occupies in Jordan.. Ellili-Cherif ; Alkhateeb, (2015) investigated the attitudes of college students at Qatar University concerning the shift from English to Arabic as the language of instruction.

Having a look at the studies mentioned in the review of literature and during the steps of the present study, it is clear that there are differences

The present study is carried out at Beni-Suef University . It is a quasi experimental study involving the investigation the effect of using small and large group discussion on certain skills of poetry ; besides investigating students' attitudes towards poetry

Recommendations of the Research

After the present study , it is recommended that:

- There should be programs to develop teaching poetry at Faculties of Education in Egypt
- Students should be provided with different types of courses in different types of poetry.
- It is suggested to combine small group discussion with large group discussion to adopt multiple, flexible evaluation methods and techniques in teaching poetry.
- .- It is recommended to search for more than one technique to teach poetry in secondary schools to prepare students for the University.
- It is important to help the teachers in Egypt know how to teach poetry.

Suggestions for Further Studies

The following studies are recommended:

- The effect of small group discussion on the skills of listening and speaking
- The effect of large group discussion on the skills of reading and writing.
- The effectiveness of a poetry –based program on developing reading and writing skills in English as a foreign language
- The role of debates on developing poetic devices in English
- The effectiveness of a poetry –based program in developing the writing skill of secondary school students.
- The effect of brainstorming on developing poetry analysis of English majors at Faculties of Education
- The effect of the experiential approach on developing writing short stories
- The effect of interactive approach on problem solving of some environmental and societal issues

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