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Campus Omar Dengo

Facultad de Filosofía y Letras

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**EFL Students' Learning of Grammar Structures from Poems through the
Implementation of Focus on Form and Focus on Forms Activities**

Amanda Guadalupe Chacón Arias

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Approval Form

Presentado por la estudiante:

Amanda Chacón Arias.

PhD. Christian Fallas Escobar

Docente tutor. Curso: LPB735 Seminario II

M.L Alejandra Giangiulio Lobo

Docente lector

M.A. Vivian Vargas Barquero

Coordinadora MPLA

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Table of Contents

Approval Form	i
Acknowledgment	ii
Table Index.....	vii
Figure Index	viii
Abstract	ix
Resumen	x
I. Introduction.....	1
1.1 Statement of the Problem	2
1.2 Purpose of the Study.....	3
1.3 Significance of the Study.....	4
II. Theoretical Framework and Literature Review	4
2.1 Theoretical Framework.....	5
2.1.1 Comprehension (or Input) Hypothesis.....	5
2.1.2 The Noticing Hypothesis	7
2.1.3 Focus on Form vs. Focus on Forms	8
2.2 Literature Review	10
2.2.1 The Grammar Instruction Debate	10
2.2.2 Teachers and Students' Attitudes Towards Poetry in EFL Classrooms	11
2.2.3 General Benefits of Poetry in English as Foreign Language (EFL) Curriculum.....	13
2.2.4 Benefits of Poetry to Learn and Enhance Grammatical Structures	15
2.2.5 Discussion of Gaps in the Literature.....	16

III. Methodology	17
3.1 Research Design	17
3.2 Research Context	18
3.3 Research Participants	18
3.4 Treatment	19
3.5.1 Focus on Form Intervention	19
3.5.2 Focus on Forms Intervention	19
3.5 Data Collection Methods	20
3.5.1 Pre-post Tests	20
3.5.2 Pre-post Interviews	21
3.6 Trustworthiness	22
3.7 Ethical Considerations	23
3.8 Positionality Statement	23
IV. Findings	25
4.1 Quantitative Analysis	25
4.1.1 ANOVA Analysis for Grouping	26
4.1.2 Paired t-test Analysis between Pre-test and Post-tests	26
4.1.3 Paired t-test between Post-Test (FoF) and Post-Test (FoFs)	29
4.1.4 Paired t-test between Post-tests and Delayed Test	30
4.2 Qualitative Analysis	33
4.2.1 Incidental Learning vs. Intentional Learning	33
4.2.2 Participants' Feelings and Attitudes toward Grammar and the Teaching of Grammar	35

4.2.3 Participants' Previous Experiences with Grammar	39
4.2.4 Participants' Perceptions about the Benefits of Poetry for Teaching Grammar	42
4.2.5. Participants' Feelings and Attitudes Toward the FoF and FoF Interventions	47
V. Discussion and Conclusions	54
5.1 Contributions to the Field	56
5.1.1 Focus on Form and Focus on Forms Instructions	56
5.1.2 Poetry as Context to Teach Grammar	57
5.2 Limitations of the Study	58
5.3 Suggestions for Future Research	58
5.4 Conclusion	59
VI. References	61
Appendices	66
Appendix A: Consent Form.....	66
Appendix B: Pre-Interview Protocol	68
Appendix C: Post-Interview Protocol.....	70
Appendix D: Tests	72
Pre-test	72
Post-test: Focus on Form	74
Post-test: Focus on Forms	76
Delayed Post-test	78
Appendix E: Poems	80
Appendix F. Intervention's Material	86
Poems Handouts.....	86

FoF Intervention Materials	89
Summary: Inverted Senteces.....	92
FoFs Intervention Material	94

Table Index

Table 1. Anova Analysis for Grouping Participants	26
Table 2. Paired t-test between the Pre-test and Post-test FoF	277
Table 3. Paired t-test between the Pre-test and Post-test FoFs.....	28
Table 4. Paired t-test between Post-test (FoF) and Post-test (FoFs)	29
Table 5. Paired t-test between Post-test FoF and Delayed	3030
Table 6. Paired t-test between Post-test FoFs and Delayed test.....	31
Table 7. Paired t-tests Statistics Information	31

Figure Index

Figure 1. Research Methodology	21
Figure 2. Retention Levels FoF and FoFs.....	33
Figure 3. Participants' Instruction Preference.....	34
Figure 4. Participants' Feelings toward Grammar	36
Figure 5. Feelings Expressed by the Participants.....	37
Figure 6. Participants' Attitudes toward Traditional Grammar Instruction.....	38
Figure 7. Participants' Previous Experiences with College Professors	40
Figure 8. Previous Type of Instruction in Grammar Courses	41
Figure 9. Participants' Feelings toward Poetry	43
Figure 10. Participants' Attitudes toward Poetry	44
Figure 11. Attitudes toward Poetry as Context for Grammar Teaching	46
Figure 12. Participants' Feelings toward the FoF Intervention.....	48
Figure 13. Participants' Feelings toward the FoFs intervention	46
Figure 14. Participants' Attitudes toward the FoF intervention	47
Figure 15. Participants' Attitudes toward the FoFs Intervention.....	51
Figure 16. Participants' Attitudes toward Poetry as Context of Grammar after Interventions	52

Abstract

This study explores the integration of poetry as a contextual framework for teaching grammar through two instructional approaches—Focus on Form (FoF) and Focus on Forms (FoFs)—with English as a Foreign Language (EFL) learners. Adopting a mixed-method design, this research involved a sample of 26 advanced university students who partook in both the FoF and the FoFs interventions incorporating poetry. A pre-test assessed participants' initial knowledge of inverted sentence structures, followed by immediate post-tests after each intervention to measure improvements in written production. A delayed post-test, administered after a planned interval following the final FoFs intervention, evaluated the retention of the target structure. Additionally, semi-structured interviews with 30% of the participants provided insights into their perceptions and attitudes toward grammar instruction and poetry for learning grammar before and after the interventions. Quantitative data were analyzed using paired t-tests, while qualitative data underwent open, axial, and focused coding. Findings indicate that while both FoF and FoFs approaches contextualized with poetry effectively enhanced learners' grammar skills, FoF instruction demonstrated a stronger effect on long-term retention. Furthermore, qualitative analysis revealed a preference for incidental grammar learning and highlighted positive shifts in participants' attitudes toward poetry as a medium for language instruction.

Keywords: Focus on Form (FoF), Focus on Forms (FoFs), poetry in grammar instruction, EFL learners, grammar retention, attitudes towards poetry, attitudes towards grammar, inverted sentence structures

Resumen

Este estudio explora la integración de la poesía como un marco contextual para la enseñanza de la gramática a través de dos enfoques instruccionales: instrucción centrada en la forma e instrucción centrada en las formas, en estudiantes de inglés como lengua extranjera (ILE). Adoptando un diseño de métodos mixtos, esta investigación involucró a una muestra de 26 estudiantes universitarios avanzados que participaron en intervenciones de instrucción centrada en forma y formas incorporando poesía. Un pre-test evaluó el conocimiento inicial de los participantes sobre las estructuras de oraciones invertidas, seguido de post-tests inmediatos después de cada intervención para medir las mejoras en la producción escrita. Un post-test retrasado, administrado después de un intervalo planificado tras la última intervención de instrucción basada en las formas, evaluó la retención de la estructura objetivo. Además, se realizaron entrevistas semi-estructuradas con el 30% de los participantes para proporcionar información sobre sus percepciones y actitudes hacia la instrucción de gramática y la poesía antes y después de las intervenciones. Los datos cuantitativos se analizaron mediante pruebas t apareadas, mientras que los datos cualitativos se sometieron a codificación abierta, axial y enfocada. Los resultados indican que, si bien ambas instrucciones centradas en forma y formas contextualizados con poesía mejoraron efectivamente las habilidades gramaticales de los estudiantes, la instrucción centrada en forma demostró un efecto más fuerte en la retención a largo plazo. Además, el análisis cualitativo reveló una preferencia por el aprendizaje incidental de la gramática y destacó cambios positivos en las actitudes de los participantes hacia la poesía como medio de instrucción en el idioma.

Palabras clave: instrucción centrada en forma, instrucción centrada en formas, poesía en la enseñanza de la gramática, estudiantes de EFL, retención de la gramática, actitudes hacia la poesía, actitudes hacia la gramática, estructuras de oraciones invertidas

I. Introduction

Finding innovative and engaging ways to teach a foreign language is a never-ending process. Over the years, several teaching techniques have been proposed to improve foreign language teaching. Among the multiple resources available for teachers to enhance the learning process, literary texts are one advantageous material to incorporate in English as a Foreign Language (EFL) class. Literature has become a powerful and suitable technique for teaching macro language skills—reading, writing, listening, speaking— and micro language skills –vocabulary, grammar, and pronunciation (Hişmanoğlu, 2005, pp. 54).

Several previous studies (Babee & Yahya, 2014; Gilroy & Parkinson, 1996; Hişmanoğlu, 2005; Khatib, 2011) suggest that incorporating literature into EFL classes has more effective outcomes depending on the genre selected as a source for classroom activities. Specifically, Babee and Yahya (2014) listed positive results of implementing poetry in language teaching, including enhancing students' perspectives toward language application, motivating students to use the language to express personal interpretations, and making learners familiar with figurative speech (p. 82). In addition, Schultz (1996) agreed by adding that “poetry involves an intensive use of language, uniting the multiple aspects of words in a text that enables them to go far beyond their dictionary meaning” (p. 930).

Similarly, several studies (Jamal, 2019; Kırkgöz, 2014; Mittal, 2016; Nopitasari, 2016; Özen & Mohammadzadeh, 2012; Shinta et al., 2013) have explored the impact of poetry on foreign language skills and its effectiveness in improving areas that lead to second language acquisition (SLA). Kırkgöz (2014) research demonstrates that poetry promotes vocabulary expansion, grammar mastery, and self-expression among students (pp. 394-401). Nopitasari (2016) documented improvements in pronunciation by utilizing poetry in the EFL curriculum (pp. 62-84). Collectively, these studies supported that incorporating poetry into the EFL

curriculum offers numerous benefits for language learners, making it a valuable tool in the EFL classroom to improve written and spoken linguistic competence.

More specifically, many investigations have shown that using poetry to teach grammar in an EFL program has several benefits. Hendriani (2020) used a poetry-based approach to improve students' grammar structures in oral communication as a solution to recurrent grammatical errors in their speech. Similarly, Kırkgöz (2014) found that poetry allows students to interact with emotions and themes that contribute to learning grammatical structures through creative writing. Furthermore, as Celce-Murcia and Hills (1988) pointed out, the unusual grammatical patterns found in some poems are useful to help students internalize the structures via frequent exposure and examination of poems as authentic materials (as cited in Saricoban & Esem, 2017, p. 5).

1.1 Statement of the Problem

While novels, short stories, and plays are frequently incorporated into language instruction, poetry is usually avoided. Despite the aforementioned benefits of incorporating poems into the ESL class, poetry is usually ignored and not utilized. Several scholars (Çetinavcı & Tütüni, 2012; Hirvela & Boyle, 1988; Khatib et al., 2011a, 2011b; Timothy & Obiekezie, 2019) researched the reason why poetry has been avoided in the learning process. These studies indicate that such avoidance is due to misconceptions of its complexity among foreign language (FL) teachers and students. Timothy and Obiekezie (2019) discovered that both students and teachers considered poetry too frightening for the FL curriculum (pp. 3-5).

Furthermore, the role of grammar instruction in language learning is undoubtedly essential. However, a much-debated subject in foreign language education is the optimal approach to grammar instruction. This debate concerns whether it should be taught by conscious learning of grammatical rules or via meaningful language use (Nassaji, 2017, pp. 205-206). Keeping a balance between both types of instruction is a huge challenge for

educators. There exist different types of grammar instruction, each one with its implications. For example, the debate between Focus on Form vs Focus on Forms underlines the choice between attention to grammatical rules and engagement with meaning (Nassaji, 2017, pp. 209-213). Previous literature has explored the effectiveness of FoF or FoFs with contrasting results (Azizpour & Alavinia, 2021; Ebrahim, 2015; Nourad & Aghayi, 2014; Rafieya, 2016). These studies indicated that further research was required to find the most effective type of instruction. This dichotomy represents a decision-making challenge for EFL educators. In the face of this conundrum, using poetry as a pedagogical tool can represent an attractive alternative to add dynamism and innovation to the teaching of grammar within EFL classrooms.

1.2 Purpose of the Study

This descriptive case study aimed to examine the implementation of Focus on Form and Focus on Forms activities for teaching grammar structures found in poems for EFL learners enrolled in the English majors of a university in Costa Rica. Specifically, the study examined the ways that Focus on Form (FoF) and Focus on Forms (FoFs) activities contextualized within poetry shaped the students' learning of a set of target linguistic structures. This study aimed to answer the following research questions: (a) *How does implementing the two instructional approaches enhance senior EFL majors' usage of the target grammar structures?* (b) *How do EFL majors perceive poetry and the teaching of grammar before and after the interventions?*

The study follows a mixed research design gathering data from pre-post interviews, and pre-post tests. Focus on Form (FoF) is understood as a teaching approach that involves brief attention to linguistic forms as they arise during the class (Ellis, 2015, p. 1). On the other hand, Focus on Forms (FoFs) is understood as an approach wherein teachers or book authors teach grammatical structures by categorizing them as easy or complex, with activities

intensively directed at this single grammatical structure (Celce-Murcia & Hills State, 1988, as cited in Ellis, 2015, p.1). The main difference between the two approaches is the aim of the class or activity. If a class objective is to present grammatical rules and a long list of verbs, it is then FoFs. However, if attention to language items is minimal during the lesson, it is FoF (Loewen, 2018, p.1). Despite their differences, both perspectives enhance the learning process, suggesting that focusing on meaning is not enough for language learning. This study is based on the premise that poems can be adapted to either of these types of grammar instruction to ensure a meaningful and engaging learning process for EFL students.

1.3 Significance of the Study

This case study holds significant implications for EFL pedagogy. Incorporating Focus on Form (FoF) and Focus on Forms (FoFs) activities in the context of poetry as a pedagogical tool offers dynamism and rich context to the language classroom. Teachers can foster a deep understanding of grammatical structures by selecting proper poems congruent with the learners' language competence. There is an immeasurable number of resources within poetry for all levels that can be applied as a teaching technique under FoF or FoFs. Instructors should not only focus on the dynamics or activities they can create but also find an attractive theme in the poem with an accessible level for the students.

II. Theoretical Framework and Literature Review

This chapter explores the theoretical foundations and relevant research surrounding Focus on Form (FoF) and Focus on Forms (FoFs) interventions as they apply to advanced grammar instruction within the context of poetry. Key theories on language acquisition, including communicative competence and form-focused instruction, provide the framework for understanding how poetry may facilitate advanced grammar learning for EFL students. By synthesizing current literature, this review aims to identify effective strategies for integrating poetry into grammar instruction and highlight areas requiring further investigation.

2.1 Theoretical Framework

Numerous theories of Second Language Acquisition (SLA) provide insights into effective language teaching and learning. The current study builds upon the Comprehension (Input) Hypothesis by Krashen, Schmidt's Noticing Hypothesis, and the Focus on Form and Focus on Forms approaches for integrating poetry as a context for teaching grammatical instructions in EFL classrooms. This section elaborates on the rationale behind selecting these theories within the theoretical framework.

2.1.1 Comprehension (or Input) Hypothesis

The Input Hypothesis proposed by Stephen Krashen is considered essential in SLA, since it provides vital information on how second language (L2) learners acquire language (Latifi et al., 2013 p. 223). This hypothesis emerged as an attempt to explain how learners acquire a new language and understand how to create optimal conditions for the learning process to occur (Krashen, 1982, p. 20). Krashen proposed that language acquisition occurs when learners understand input that is slightly above their current language competence (as cited in Krashen & Terrell, 1998, p. 32). This comprehensible input is exemplified by the formula of $i+1$, where i refers to the learner competence stage and $i+1$ is the following stage (Krashen & Terrell, 1998, p.32).

According to the input hypothesis, there is no use in presenting input containing structures the learners already know or structures way ahead of their knowledge because they will not be able to learn from those structures (Gass et al., 2013, p.20). Krashen (1982) claimed that to understand content beyond their competence, students utilize extra-linguistic information including contextual cues and background knowledge (p. 21). He gave an example of a child's language learning process to illustrate this hypothesis. He argues that when communicating with children, adults modify their speech in simpler terms to help them comprehend the meaning. Even if they are not teaching grammar directly, children learn it by

understanding the input first and then naturally producing output (Krashen, 1982, pp. 22-23). Expanding on this concept, Krashen also conceptualized “the silent period,” which is the time when a foreign language learner is not expected to speak; the time when the child is learning to talk by receiving enough comprehensible input. However, in second language classes, students are often asked to produce before they have received enough input. This pressure to produce L2 forms causes them to use the L1 syntactic rules while speaking L2, which affects the learning process (Newmark 1966, as cited in Krashen, 1982, p. 27).

Overall, the Input Hypothesis seeks to provide students with the right amount of complexity in linguistic structures for them to continue learning according to their language competence. Krashen has referred to the Language Acquisition Device (LAD) as the mental structure that handles first and second language acquisition (Gass et al., 2013, p.20). He hypothesized that for the input to go into the LAD, the learner should be “open” to the input. In other words, for learners to successfully receive the information from the input, the difficulty level should be slightly above but enough to keep the affective barriers (e.g., stress) low (Krashen, 2004, p. 2). According to Krashen (1981), experiencing different types of reading for comprehension and grammar instruction such as free reading, shared reading, interactive reading, and narrow reading fosters comprehensible input in the classroom and benefits the learning process (as cited in Raju & Joshith, 2018, p. 181).

The Input Hypothesis is fundamental for this study since it emphasizes the importance of balancing the input’s complexity and the learner’s language competence. The degree of complexity in the poems along with the learners’ language proficiency can significantly impact the learning of grammatical structures through poetry. Hence, to maximize the effectiveness of grammar instruction, the degree of difficulty of the poems is essential.

2.1.2 The Noticing Hypothesis

Levels of consciousness are thoroughly discussed elements in the SLA research. Schmidt's Noticing Hypothesis is based on the premise that L2 learners cannot process all the input they receive, which prompted research on the roles of attention and awareness in learning (Leow, 2018, p. 1). Schmidt claims that conscious awareness of grammatical structures is a necessary condition to successfully learn a language (Schmidt, 1990, p. 131). Schmidt and Frota (1986) referred to a principle called "notice the gap," understood as the awareness of a difference between the input and the output by the L2 learners (as cited in Truscott, 1998, p.104). Schmidt (1990) argued that students must be aware of gaps between input and output to analyze them and compare their understanding (p. 132). He stated that "people learn about the things they attend to and do not learn much from the things they do not attend" (Schmidt, 2001, as cited in Ellis, 2015, p. 2).

However, Schmidt (1993, 1994) updated his postulation of noticing as the necessary condition for input-intake conversion to one that states that more noticing would end up in more learning (as cited in Leow, 2018, p. 2). He described three stages of consciousness: perception, noticing, and understanding (Buriro & Kakepoto, 2013, p.139). In this case, "understanding" is a higher level of awareness that is responsible for analyzing, comparing, and testing hypotheses about input such as written texts or spoken language in the L2 (Leow, 2018, p. 2). Furthermore, Schmidt (1993) states that while noticing is vital for intake to occur, understanding is only a facilitator for learning. The difference between both lies in the results, noticing leads to intake while a high level of awareness fosters deeper learning. Thus, awareness is much more complex than noticing in the learning process (Leow, 2018, p. 2).

In summary, the Noticing Hypothesis is based on five main aspects. First, attention is essential for learning intake. Second, a low level of awareness is related to noticing. Third, the intake is based on what is noticed in the L2 input. Fourth, intake cannot take place with some

level of awareness at the early stages of learning. Fifth, the awareness involved in learning is called awareness at the level of understanding (Leow, 2018, p.2). These fundamental aspects have raised discussions regarding how grammar should be taught (Schmidt, 1993, p. 217). Fotos and Ellis (1991) advocated “the use of communicative grammar tasks that can raise the learner’s consciousness about the grammatical properties of the L2 while simultaneously producing the kinds of interactional adjustments that are held to be facilitative of acquisition” (as cited in Schmidt, 1993, p. 217).

This hypothesis helps to analyze how learners notice gaps in their language competence by engaging with input. This study is rooted in the assumption that EFL learners will be able to analyze the grammatical structures found in poems and identify areas where they need further attention in their language competence. This study aims to measure the extent to which poems facilitate the students’ learning of grammar structures.

2.1.3 Focus on Form vs. Focus on Forms

Form-focused instruction is classified into two categories. The first branch, Focus on Forms (FoFs), by Michael H. Long (1991), refers to conventional, structure-based instruction, wherein grammatical structures are categorized as easy or complex and the activities are intensively directed at a single grammatical structure (as cited in Ellis, 2015, p. 2). FoFs instruction attempts to support intentional language learning through planned interventions (Ellis, 2015, p.1). On the other hand, Focus on Form (FoF) instruction involves brief attention to linguistic forms as they arise during the class. It aims to call learners’ attention to the forms during the instruction supporting incidental acquisition (Ellis, 2015, p. 1). These activities may be planned where the focus is on a predetermined structure or may occur accidentally while learners attend to various grammatical structures (Ellis, 2015, p. 1). Several assumptions underline Form-Focused instruction: (1) this instruction describes a pedagogical process rather than a mental one, (2) the language is used for communication rather than for

language learning, (3) despite the focus on meaning sometimes the learners must concentrate on forms, and (4) focus on forms needs to be transitory and sporadic (Ellis, 2015, p. 2).

According to Ellis (2001), the biggest difference between both instructions lies in learners' self-perception of language use. In FoFs, students are framed as learners of the language while in FoF they are construed as language users (as cited in Laufer, 2006, p. 150). The aim of the class or activity plays a significant role when using either of the instructions.

In 2001, Rod Ellis expanded the conceptualization of FoF instruction by adding two categories: *incidental* and *planned*. The first category is closely related to Long's definition in which FoF occurs spontaneously during communication. Incidental FoF involves corrective feedback of many linguistic instructions targeted during the task (Lowen, 2018, p. 2). On the other hand, planned FoF occurs when a predefined language goal is addressed by focusing on meaning. In this case, it may occur before or during an activity where examples of a specific grammar rule are explained or when the instructor provides feedback on those structures (Lowen, 2018, p. 2). Despite its biggest difference, both perspectives agree on helping SLA and argue that focusing on meaning is insufficient for language learning. Thus, awareness of the pedagogical options and comprehension of the instructions' strengths and weaknesses help the teacher to implement them in class more effectively.

Although there is an ongoing debate on which instruction is the best to teach grammar, Ellis (2006) suggested a balanced approach, "grammar instruction should take the form of separate grammar lessons (a focus-on-forms approach) and should also be integrated into communicative activities (a focus-on-form approach)" (p. 108). According to Laufer (2006), this combined approach is associated with the Noticing Hypothesis since learners should notice language forms and meaning to turn input into intake. However, learners cannot process excessive amounts of information at once, so they tend to focus on form during communication. The role of the instructor lies in highlighting the language forms (p.151). In

this way, by maintaining a balance between both instructions the learning process can be improved since students can be exposed to grammatical structures but also be able to interact with them in authentic contexts. These instructions are essential for this study as they outline two distinct approaches to grammar learning that can be integrated with poetry

2.2 Literature Review

Over the years, numerous pedagogical approaches have been used to enhance the teaching of a foreign language (FL). This literature review focuses on grammar instruction in EFL learning environments, specifically highlighting poetry as a pedagogical tool for improving grammar instruction. The review consisted of perspectives about the different approaches to grammar instruction, attitudes toward poetry-based instruction, and evidence of poetry's effectiveness in grammar instruction.

2.2.1 The Grammar Instruction Debate

The role of grammar instruction in language learning is undoubtedly essential. However, in early research, Corder (1967) and Krashen (1981) argued that grammar instruction does not play a significant role in L2 acquisition since learners create their own built-in syllabus (as cited in Ellis, 2006, p. 85). Conversely, Ellis (2006) suggested that the final purpose of grammar instruction is to improve communicative development (p. 85). Similarly, Celce-Murcia (1991) claimed that grammar instruction is an indispensable resource to be used for the comprehension and creation of written and oral discourse rather than grammar being a topic itself (p. 466).

There is an ongoing debate on whether grammar should be explicitly taught by paying attention to the grammatical structures themselves, or if it should be taught within the context of language usage (Nassaji, 2017, p. 205). A large and growing body of literature has explored this debate by analyzing the effectiveness of various instructional approaches

including FoF or FoFs with mixed results (Azizpour & Alavinia, 2021; Ebrahim, 2015; Nourad & Aghayi, 2014; Rafieya, 2016). For instance, Rafieyan (2016) found that among 56 undergraduate Iranian English Students, the group who received FoFs instruction showed a significant improvement in pragmatics skills. Along the same lines, Azizpour and Alavinia's (2021) study of 40 Iranian advanced EFL learners showed a slightly higher effectiveness on FoFs instruction of the subjunctive mood (pp. 228-244). In both studies, the participants were divided into two groups, one receiving FoF and the other FoFs instruction. In the same vein, Ebrahimi et al. (2015) also found that FoFs was more effective in teaching and learning conditionals. In this case, the participants were divided into three groups—one per instruction and a control group. This result conflicts with the study carried out by Nourad and Aghayi (2014) which documents positive results in FoF instruction in teaching passive voice among 56 Iranian participants (pp. 1405-1407).

The evidence presented in this section suggests that the debate surrounding grammar instruction in language learning is complex and evolving. Together, these studies indicate that further research is required to find the advantages of each type of instruction. Moreover, these contradictory results also highlight the importance of considering learners' characteristics, instructional situations, and target language structures. Notwithstanding, while the debate is ongoing, it is evident that grammar instruction, explicit or implicit, is a vital component to address as a tool for communicative competence.

2.2.2 Teachers and Students' Attitudes Towards Poetry in EFL Classrooms

Literary texts are a valuable resource in the foreign language (FL) curriculum due to their rich vocabulary and complex grammatical structures. Some literature genres are commonly used in the FL curriculum such as novels, short stories, and plays. However, despite its potential benefits, poetry is usually avoided. Several studies (Çetinavcı & Tütüni, 2012; Hirvela & Boyle, 1988; Khatib, 2011; Khatib et al., 2011a, 2011b; Timothy &

Obiekezie, 2019) have argued that this neglect of poetry in the FL classrooms is related to teachers and students' misconceptions about its complexity.

The limited use of poetry in the language teaching context is related to educators' apprehension of this literary genre. Çetinavcı and Tütüniş (2012) explored the benefits of poetry for EFL learners in an experimental study with a third-year group of students of Uludag University taking the course "Poetry Analysis and Teaching" (pp. 78-83). The experimental group (53 students) was taught how to actively make use of poetry in language-teaching contexts while the control group (47 students) underwent the prescribed syllabus of the institution without the use of poetry in their English language class. The results showed that the experimental group considered poetry to be a multi-purpose and multi-functional tool to apply in language-teaching contexts due to the improvement in the English competence of the students (Çetinavcı & Tütüniş, 2012, pp. 78-83).

The above finding is consistent with the data obtained by Timothy and Obiekezie (2019) who examined metrophobia (poetry aversion) among 67 preservice teachers in Nigeria. The results from a semi-structured questionnaire and an interview showed that 63 teachers developed metrophobia. Moreover, the authors mentioned two possible causes for the teachers' attitudes. The first one is related to the language utilized in poetry: participants expressed that the syntax and lexicon are too daunting, so to understand poetry they require external explanation. The second cause is the educators' attitude toward poetry: the participants expressed that their own teachers frequently mentioned that poetry is extremely complex. Thus, they considered poetry too intricate for the FL curriculum (Timothy & Obiekezie, 2019, pp. 3-5). Together these studies provide important insights into how the teachers' attitudes influence the students' perceptions of poetry.

Investigations of attitudes toward poetry mostly focus on the teachers' perspectives; nonetheless, the students' attitudes are equally essential in the successful implementation of

poetry in the FL curriculum. Hirvela and Boyle (1988) conducted a study involving Hong Kong, Chinese students of English as a second language. The researchers gave the students a questionnaire before they began their literature course, and then a follow-up questionnaire after they took the course. The results showed a high preference for prose fiction and a dislike for poetry since students considered this last one too complex. The students expressed that they had fear and concerns about literature, especially poetry. That apprehension was based on their lack of background knowledge and a sense that poetry was different from other writing styles (Hirvela & Boyle, 1988, pp. 180-183).

A broadly similar point has recently been researched by Danesh and Shirkhani (2015). They investigated attitudes towards poetry among 63 EFL students at Islamic Azad University. The results suggested that the students showed a higher preference for their native tongue than English poetry (pp. 82-32). According to Danesh and Shirkhani (2015), their lack of interest in English poetry was because of their proficiency in reading rather than a general aversion to poetry since in one of the questionnaire's questions they were aware of the multiple benefits of poetry in learning a foreign language (pp. 82-32). Finally, the authors suggested that teachers introducing poetry as an EFL tool can be an effective tool to enhance language skills. However, educators should be aware that some students may face troubles with the poems without the proper readiness (Danesh & Shirkhani, 2015, pp. 28-32).

2.2.3 General Benefits of Poetry in English as Foreign Language (EFL) Curriculum

Using poetry in the EFL curriculum offers several benefits in the learning process. According to Babee and Yahya (2014), some positive results of implementing poetry in the language teaching curriculum are the different perceptions that students develop towards the language application, the motivation of students to use the language to express personal interpretations, and the learning of figurative speech to improve their written and oral

production (p. 82). In the same line of ideas, Schultz (1996) agrees that poetry encourages students to interact meaningfully with the language (p. 930).

Previous studies (Jamail, 2019; Kırkgöz, 2014; Mittal 2016; Nopitasari, 2016; Özen & Mohammadzadeh, 2012; Shinta et al., 2013) have explored poetry's impact on foreign language skills and its effectiveness in the improvement of areas that lead to SLA. For instance, Kırkgöz (2014) found that creative writing helps students engage with a variety of emotions while improving their vocabulary and grammar skills. In the study, Kırkgöz employed a three-stage writing model. First, in the presentation stage, the researchers and the teacher assisted the students in analyzing the poem. Next, in the exploration stage, the students analyze the text by themselves. Lastly, in the follow-up stage, the learners had to reimagine the poem's structure to produce their own pieces (pp. 394-401). Kırkgöz (2014) concluded that the effectiveness of creating poetry is indubitable as it promotes the use of unusual vocabulary and grammatical structures, and the inclusion of self-expression (pp.394-401).

Poetry offers additional advantages in other areas of language production than the previously mentioned ones, as documented by Nopitasari (2016) in a study of the effectiveness of poetry. The study aimed to determine whether students' pronunciation can be improved with English digital poems among 31 eleventh-grade students attending senior high school. The study compared the standard teaching with the teaching by applying English electronic lyrics to determine the level of effectiveness in the improvement of their pronunciation skills (Nopitasari, 2016, pp. 62-84). The data analysis of the pre-test and post-test showed that students' pronunciation was enhanced by using digital poems (Nopitasari, 2016, pp. 62-84).

2.2.4 Benefits of Poetry to Learn and Enhance Grammatical Structures

In addition to the aforementioned benefits of poetry in the EFL curriculum, using poems offers significant advantages in teaching grammar. Several researchers (Hendriani, 2020; Kırkgöz, 2014; Clapsadle, 2014; Atmaca H. & Günday, R, 2017; Saricoban & Esen, 2017; Gruyter, 2016; Leech, 2014; Bauer et al., 2020) have pointed out the significance that grammar has in the proficiency levels of a foreign language. However, as Hendriani (2020) argued, grammatical structures are easily forgotten by students in writing or speaking due to the lack of dynamism during the lessons (p. 185). To address this, Hendriani implemented a poetry-based method (PBM) to enhance students' grammar skills in oral production. The data collected before and after the poetry-based approach showcased that the students' language skills improved after the PBM and they had a positive perception of the grammar lessons. Hendriani mentioned that thanks to the variety of activities available in this method—reciting, analyzing, creating, or reading a poem aloud—they enhanced the process of second language acquisition in an enjoyable environment in the classroom (pp. 185-187).

Even if poetry is known for its complexity, it is also known for its uncommon grammatical structures. As Celce-Murcia and Hills (1988) stated, poetry acts as an effective tool for practicing specific grammatical structures because, through exposure to analysis of repeated structures in poems, structures become deeply internalized (as cited in Saricoban & Esen, 2017, p.5) They concluded that “poetry not only provides a rewarding resource for structured practice of grammar but also a proper basis for review” (Celce-Murcia & Hills, S, 1988 as cited in Saricoban & Esem, 2017, p.5). Similarly, Özen and Mohammadzadeh (2012) investigated whether poetry increased ESL students' vocabulary and grammar knowledge. In this study, two different tests were used for this investigation: the first assessed learners' proficiency in vocabulary and grammar, and the second one whether they learned more efficiently through traditional instruction or poetry (2012, pp. 61-70). The experimental group

received grammar and vocabulary instructions with poetry, and the control group followed a traditional curriculum. The data analysis showed that the students in the experimental group had significantly different scores on the pre-test and post-test. Even though the research not only focused on grammar advantages, the results also showed strong changes thanks to the implementation of poetry in their grammar instruction (pp. 61-70).

2.2.5 Discussion of Gaps in the Literature

In summary, the body of literature highlights an ongoing debate on grammar instruction approaches including Focus-on-Form instructions, yet it presents inconsistent results. Furthermore, the effectiveness of incorporating poetry in the EFL curriculum for improving grammar learning has been proved; however, both topics have been studied in isolation. This has created a significant gap in understanding how poetry can improve grammar instruction through specific approaches such as FoF and FoFs. For EFL learners, poetry provides several benefits for grammar learning such as increased engagement and meaningful input. Thus, a balance in the form-focused instructions for teaching grammar is highly recommended to guarantee better results in the learning process while incorporating poetry as context for the grammatical structures. The current study aims to address this gap by integrating poetry as a context for grammar instruction through Focus on Form and Focus on Forms activities.

III. Methodology

3.1 Research Design

The present research was based on a constructivist paradigm. According to Hatch (2002), in the constructive paradigm, researchers spend much time conducting interviews with participants and watching them in their natural environment (p. 15). The main goal of this paradigm is to rely on the participants' views of the situation being studied (Creswell & Creswell, 2018, p. 56). This aligned with my purpose of exploring how students build grammar knowledge by engaging in activities contextualized with poetry through FoF and FoFs instructions. This is also supported by the paradigm's emphasis on the participant's active role in constructing their own understanding and knowledge through interactions, which makes it a fitting framework for exploring how EFL students learn grammar from poems. Furthermore, a descriptive analysis was selected to provide an in-depth understanding of the unexplored area. Descriptive analysis allows for reporting the results of the instructional strategies employed and the student's learning experiences with them (Hesse-Biber, 2017, p. 302).

The present research was also framed as a case study. As Simons (2009) stated, "case studies are an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program, or system in a real life' context" (as cited in Hesse-Biber, 2017, p. 229). Because of this genre's nature of exploration from multiple perspectives, it was the most appropriate one to examine how poetry enhances grammar in EFL instruction thoroughly. This genre promised to offer valuable insights into the effectiveness of FoF and FoFs activities in the learning process by allowing the researcher to focus on a particular group of students and their experiences. Finally, the design involved a mixed-method approach integrating quantitative pre- and post-tests with qualitative interviews to understand the topic under study comprehensively.

3.2 Research Context

The present study was conducted at a public university in Costa Rica, which offers two bachelor's degrees: one in teaching English and one in English as a foreign language. In these programs, both grammar and literature courses are essential. However, students are not required to have high language proficiency before enrolling; thus, they learn all the language skills as they advance through the major. This context was particularly suitable for examining the implementation of FoF and FoFs activities since the students learn grammar in the courses entitled Integrated English I and II, followed by three more grammar courses, making grammar an essential component of the program. Additionally, they also take several literature courses where they are exposed to different linguistic structures and literary genres.

3.3 Research Participants

The participants were senior students enrolled in the B.A for teaching English. The participants were enrolled in two different literature courses, one consisting of 15 students and another one of 13 students; therefore, the initial sample population was 28 participants. However, two participants were identified as outliers in the pre-test analysis in terms of their knowledge of the target grammar structure (inverted sentences) and subsequently removed, resulting in a final sample of 26 students. Their ages ranged between 21 and 38 years old. Since the students were in their senior year, they had already completed all the grammar courses of the program and were enrolled in the last literature courses. Thus, they were expected to be advanced in English proficiency (at least B2). In other words, they had the initial language skills necessary to engage with poetry and understand the grammatical structures embedded in poems which made them an ideal population for testing the integration of poetry to enhance their grammar skills.

3.4 Treatment

The treatment consisted of two sequential interventions. The first one conducted was a FoF intervention and then the FoFs intervention, both contextualized within poetry. To collect the data, both interventions were conducted through a specific lesson plan for each.

3.5.1 Focus on Form Intervention

The main goal of FoF instruction was for learners to infer grammatical content with minimal explicit explanation relying on the educator's feedback and support. In this intervention, participants did not receive any kind of explicit explanation of inverted sentences. According to Hernandez (2011), one of the most implicit FoF techniques is *input flood*, which provides learners with multiple examples of a target structure (as cited in Loewen, p.80, 2015). In this FoF intervention, learners received three different poems containing inverted sentences—specifically conditionals, negative adverbials, and emphasis—and a four-part worksheet to complete in pairs. In the first task, they selected one of the three poems and reflected on its theme and context. Next, they identified all the inverted sentences within the chosen poem. In the third section, they reflected on why the poet used these inversions and how they influenced the poem's meaning. Finally, in the last section, they created an additional 5-6 lines incorporating their own example of inverted sentences to finish a short contemporary poem (see Appendix F).

3.5.2 Focus on Forms Intervention

The main goal of the FoFs intervention was to explicitly explain the grammatical structure to the participants and then give them contextualized practice. Since the primary concern was the production of inverted sentences, this second intervention was designed following the Present, Practice, Produce (PPP) instruction. According to Loewen (2015), this instruction begins with an explicit explanation of the grammatical structure, followed by

controlled practice, and finished with a freer production section (p. 83). In this intervention, learners received an explicit explanation of the three different types of inverted sentences: negative adverbials, emphasis, and conditionals (first, second, and third inverted conditional). In addition to the explanation, they also received an explicit summary of focus on the sentence structures of the three types of inversions. After the explanation, they completed a two-part practice. The first task, controlled practice, consisted of a fill-in-the-blank exercise which students needed to complete in the different blank spaces with the corresponding inverted sentence to complete a poem. Once they could read the poem completely, they had to identify the type of inversion used in each of the exercises. Finally, for the last section, students had to re-write a contemporary poem using inverted sentences (see Appendix F).

3.5 Data Collection Methods

Qualitative and quantitative data were collected in parallel, analyzed separately, and then merged. The reason for collecting both quantitative and qualitative data was to understand the impact of FoF and FoFs activities on students' grammatical learning outcomes and perceptions. After analyzing the data collected from both groups, the study sought to reveal the relative advantages and challenges associated with FoF and FoFs instructions, contributing valuable knowledge to the field of EFL pedagogy.

3.5.1 Pre-post Tests

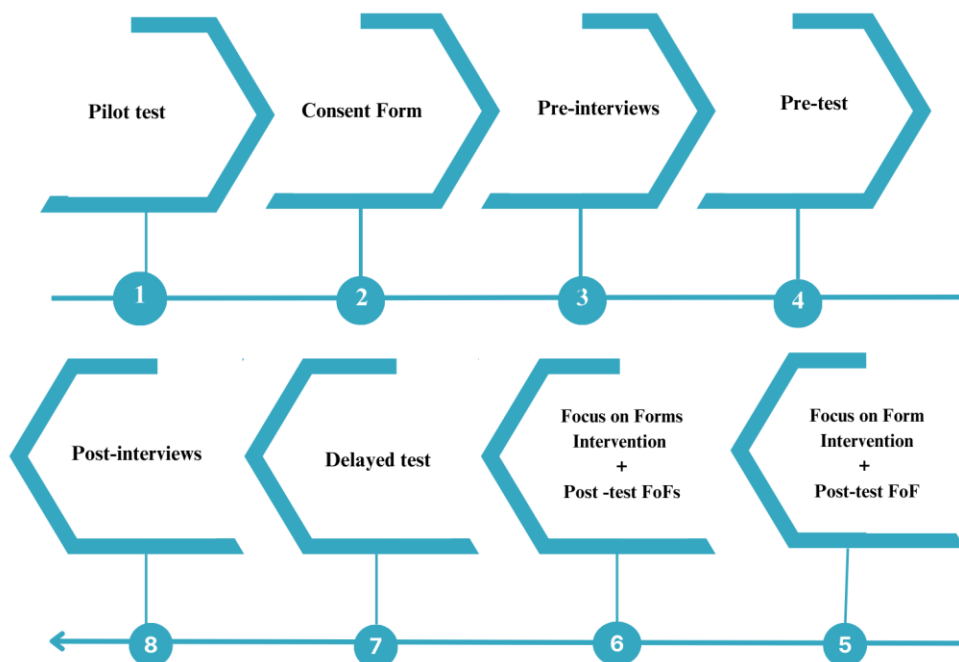
This research employed quantitative pre-post tests to measure the students' understanding and production of inverted sentences before and after the implementation of FoF and FoFs activities using poetry as grammar input (see Figure 1). I developed the pre-post and delayed tests; each test followed a consistent format of 10 identifying questions and 5 production questions (see Appendix D). The pre-test was first piloted with senior students of the bachelor's in English as a second language before implementing it in the research context.

The methodology involved the application of the research instruments to two distinct groups of participants. However, both of them received one FoF intervention, followed by a FoFs intervention. A one-way ANOVA analysis was conducted, which determined that both groups could be analyzed as one since they behaved similarly. The data was analyzed through dependent sample t-tests. According to Witte (1993), “t tests are tests of statistical significance that can be used to compare the differences between two means while factoring in sampling error” (as cited in Lee et al., 2018, p. 88). These tests assessed the students’ grammar proficiency before and after participating in poetry-based activities. Comparing the tests provided empirical evidence of the improvement of the students. Furthermore, the standardized items ensured reliability, allowing for meaningful interpretations of the result of the efficacy of FoF and FoFs activities in enhancing grammar structures.

Figure 1

Research Methodology

⋮



3.5.2 Pre-post Interviews

Qualitative semi-structured interviews were conducted with 30% of the participants both before and after the application of the activities. According to Hatch (2002), semi-

structured interviews are beneficial because “although researchers come to the interview with guiding questions, they are open to following the leads of informants and probing into areas that arise during interview interactions (p. 94). The interviews elicited the participants’ experiences, perspectives, and perceptions regarding the effectiveness and of the implemented activities. Additionally, they also helped to understand any challenges faced and suggestions for improvement. Marshall and Rossman (2016) highlight that one of the advantages of this method is that it produces a large amount of data, and it is possible to get clarification and follow-up (p. 288).

The interviews were transcribed and analyzed thematically. The coding of information involved three stages. First, I engaged in open coding, which consisted of labeling relevant phrases from the interviews as meaningful information. In this stage, the following coding techniques were used: emotional, value, and in vivo coding. Subsequently, the existing codes underwent axial coding, where the information was organized into categories using the theoretical framework. Finally, I engaged in focused coding by applying the codes on all existing data. This qualitative analysis provided rich insights into the participants' subjective experiences, adding depth to the study’s findings.

3.6 Trustworthiness

The present study accomplished trustworthiness through four key criteria: credibility, transferability, dependability, and confirmability. The qualitative interviews helped to corroborate the findings from the quantitative analyses to ensure credibility. Likewise, transferability was ensured by detailed descriptions of the research context and participants. Similarly, dependability was based on documenting all phases of the research process including the design, data collection, analysis, and reporting stages. Finally, confirmability was achieved by having an independent researcher review the data and the findings to verify the interpretations along with a researcher journal to record the research process. Furthermore,

internal validity was ensured through rigorous research design and implementation. The research instruments were carefully selected and applied to avoid biased results. Additionally, efforts were made to control external variables during data collection. For external validity, the findings of the research were discussed in relation to existing literature to assess their generalizability to similar contexts; however, the findings of the present study cannot be generalized to a broader group and situation.

3.7 Ethical Considerations

Ethical considerations were of supreme importance throughout the research process. Initially, it was necessary to send an academic rationale to the relevant authorities to gain their approval to apply for the study with their bachelor's degree students. To establish rapport, the course professor received preliminary guidelines and resources along with a detailed explanation of the purpose of the study for the integration of the activities in their classroom. Furthermore, there was constant communication with the professor in charge of the groups for mutual agreement on the intervention dates to be convenient for both the researcher and the professor. In terms of confidentiality, all data was anonymized to protect the participants' privacy. Additionally, the research followed institutional guidelines and the target institution's ethical standards. Finally, concerning reciprocity, participants received constructive feedback on their learning of the targeted grammatical structures.

3.8 Positionality Statement

As a Costa Rican English educator who struggled with grammatical structures, my approach to teaching English is highly influenced by my own experiences as an EFL learner. During my English bachelor's studies, I realized that particularly in poetry, grammatical structures frequently showed up more authentically and engagingly. This motivated me to investigate how integrating poetry into language instruction can enhance learning by

providing meaningful context and engaging content. I believe that by using poetry the students' grammatical competence can be improved and students can be encouraged to recognize how grammar structures are utilized in authentic materials outside of the course books. My dedication to making language instruction an engaging and rewarding experience is motivated by my position as a learner and an educator. The participants of this study are students from the university where I previously studied. Therefore, I recognized that my enthusiasm for poetry and its educational potential could influence my perspective. Therefore, I kept a reflective journal to document and examine the possible biases throughout the study and engage with advisors to receive feedback on the research process and outcomes.

IV. Findings

In this section, I present the findings from both quantitative and qualitative analyses of teaching inverted word order through poetry with Focus on Form (FoF) and Focus on Forms (FoFs) activities. The first section presents the quantitative analysis results of the implementation of FoF versus FoFs for the teaching of inverted word order in the context of poetry. A total of 26 students were instructed with the FoF instruction (first intervention) and the FoFs instruction (second intervention). This section answers the sub-research question: How does implementing the two instructional approaches enhance senior EFL majors' usage of the target grammar structures? The second section presents qualitative analysis results from pre- and post-interviews for the examination of students' reported experiences and perceptions about the implementation of FoF versus FoFs for the teaching of inverted word order in the context of poetry. This section answers the sub-question: How do EFL majors perceive poetry and the teaching of grammar before and after the interventions?

4.1 Quantitative Analysis

First, the quantitative results from the tests determine that both instruction methods show statistically significant improvement compared to the pre-test. Even though the study was conducted with two different literature courses, both groups were analyzed as a whole since a one-way ANOVA analysis determined that both show no difference in their characteristics. Each test consisted of 10 identifying questions and 5 production questions and was piloted in a senior year group of EFL in the same university (see Appendix D). Four t-tests were conducted to determine statistically significant differences between: (a) the pre-test and the post-test for FoF, (b) the pre-test- and the post-test for FoFs, (c) the post-test for FoF and the post-test for FoFs, (d) the delayed-test and post-test for FoF and the delayed test and post-test for FoFs. Each is analyzed individually below.

4.1.1 ANOVA Analysis for Grouping

As stated earlier, the students who participated in this study were taking two different literature courses. Therefore, a one-way ANOVA analysis was conducted to determine if the characteristics of the students in both groups were statistically different. As shown in Table 1, the results indicate no significant difference between the groups with a p-value= 0.7868. This suggests that the variance between the groups is minimal; therefore, both groups could be treated as a whole for quantitative analysis purposes.

Table 1

Anova Analysis for Grouping Participants

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean square (MS)	F-Value	P-Value	Critical F Value
Between Groups	9,157509158	1	9,157509158	0,074834569	0,78676394	4,25967727
Within Groups	2936,880952	24	122,3700397		6	3
Total	2946,038462	25				

Note. The p-value of 0.79 suggests no statistically significant differences between the groups at the 0.05 significance level.

4.1.2 Paired t-test Analysis between Pre-test and Post-tests

For this section of the analysis, two paired t-tests were conducted to evaluate significant differences between the interventions. The first t-test compared the pre-test and post-test scores after the FoF intervention. This intervention consisted of highlighting inverted sentences in three given poems and producing their own examples by finishing a

contemporary poem with inverted sentences. All 26 participants participated in activities based on the FoF instruction to teach grammar through the context of poetry.

As shown in Table 2, the mean test score of the pre-test was 44.81 with a standard variation of 10.85. The mean test score for the post-test FoF was 51.96 with a standard variation of 13.32. A paired sample t-test was conducted to compare the means of both instruments where the t-statistic was -2.87, with 25 degrees of freedom ($p < .05$) and a p-value of 0.0082 (two-tailed). Likewise, the effect size for the difference between the pre-test and the post-test FoF was calculated using Cohen's d, with a result in a value of 0.58 which is considered a medium effect. The result suggests that grammar instruction in the context of poetry using the Focus on Form approach effectively enhances the understanding and production of grammar structures.

Table 2

Paired t-test between the Pre-test and Post-test FoF

	Pre-test	Post FoF
Mean	44,80769231	51,96153846
Variance	117,8415385	177,6384615
Observations	26	26
SD	10,85548426	13,32810795
Pearson Correlation	0,4630279792	
Hypothesized Mean Difference	0	
df	25	
t Stat	-2,870425058	
P(T<=t) one-tail	0,00411241481	
t Critical one-tail	1,708140761	
P(T<=t) two-tail	0,00822482962	
t Critical two-tail	2,059538553	
Effect Size	0,5885597369	

Similarly, the second t-test compared the scores between the pre-test and post-test of the FoFs intervention where students received a more straightforward explanation of the

grammatical structures and realized grammar exercises contextualized with poetry. As shown in Table 3, there was an increase in the test mean score during this intervention. The pre-test, as mentioned before, had a test mean score of 44.81 with a standard variation of 10.85.

Meanwhile, the mean score of the post-test FoFs was 73.04, with a standard variation of 18.31. The paired sample t-test showed a t-statistic of -8.63, showing statistical significance with a two-tailed p. value of 0.0000000057, confirming this improvement. Additionally, the effect size (Cohen's d) for the differences between the tests showed a value of 1.87. This indicates a very large effect size which suggests a strong impact of the FoFs intervention on the student's understanding and usage of the inverted word order structure. These results suggest that the FoFs approach was also effective for teaching grammar through poetry, demonstrating a significant improvement in the students' understanding of grammar structures.

Table 3

Paired t-test between the Pre-test and Post-test FoFs

	<i>Pre-test</i>	<i>Post FoFs</i>
Mean	44,80769231	73,03846154
Variance	117,8415385	335,3984615
Observations	26	26
SD	10,85548426	18,31388712
Pearson Correlation	0,4406690058	
Hypothesized Mean Difference		0
df		25
t Stat		-8,633119682
P(T<=t) one-tail	0,000000002850649071	
t Critical one-tail		1,708140761
P(T<=t) two-tail	0,000000005701298142	
t Critical two-tail		2,059538553
Effect Size		1,875312266

4.1.3 Paired t-test between Post-Test (FoF) and Post-Test (FoFs)

After analyzing each intervention's effectiveness, a t-test was applied to compare the scores of both post-test FoF and post-test FoFs. Table 4 shows that the post-test for FoF (M= 51.96, SD= 13.32) and the post-test for FoFs (M=73.03, SD=18.31) had a t-statistic of -7.55 and a p-value of 0.000000067 (two-tailed). This indicates a substantial difference between the two intervention groups' scores. Additionally, Cohen's d was calculated to assess the effect size, resulting in a value of 1.62. This effect size signifies a statistically significant improvement in the participants' understanding of grammatical structures due to the FoFs intervention compared to the FoF intervention.

Table 4

Paired t-test between Post-test (FoF) and Post-test (FoFs)

	Post FoF	Post FoFs
Mean	51,96153846	73,03846154
Variance	177,6384615	335,3984615
Observations	26	26
SD	13,32810795	18,31388712
Pearson Correlation	0,6353471205	
Hypothesized Mean Difference	0	
df	25	
t Stat	-7,545375422	
P(T<=t) one-tail	0,00000003356329617	
t Critical one-tail	1,708140761	
P(T<=t) two-tail	0,00000006712659234	
t Critical two-tail	2,059538553	
Effect Size	1,627577492	

This data shows a statistically significant difference between both instructions, favoring the FoFs approach. However, it is important to consider that both interventions were implemented sequentially in a single group. Therefore, the significant difference between the post-tests suggests that the FoFs approach effectively reinforced the foundation knowledge acquired in the FoF intervention. This result can indicate that FoF might be useful for initial

exposure to grammatical structures contextualized in poetry, while FoFs instruction provides consolidation of knowledge.

4.1.4 Paired t-test between Post-tests and Delayed Test

Additionally, to measure the level of retention of the grammatical structures over time a paired sample t-test was used to compare the scores of both post-tests and the delayed test which was applied after two weeks of the last intervention. As illustrated in Table 5, the post-test for FoF (M=51.96, SD=13.32) was compared to the delayed test with a mean score of 61.11 and a standard variation of 20.49. The paired t-test sample revealed a t-statistic of -2.87 and a p-value of 0,008186740667 (two-tailed). Additionally, the effect size, calculated with Cohen's D, was 0.52. The t-test results show a statistically significant difference between the post-test FoF and the delayed test. Likewise, the effect size of 0.52 suggests a moderate impact of the FoF intervention on retention over time.

Table 5

Paired t-test between Post-test FoF and Delayed

	Post-test FoF	Delayed test
Mean	51,96153846	61,11538462
Variance	177,6384615	420,1861538
Observations	26	26
SD	13,32810795	20,49844272
Pearson Correlation	0,6108392453	
Hypothesized Mean Difference	0	
df	25	
t Stat	-2,872385787	
P(T<=t) one-tail	0,004093370334	
t Critical one-tail	1,708140761	
P(T<=t) two-tail	0,008186740667	
t Critical two-tail	2,059538553	
Effect Size	0,5294582384	

As it can be seen, these findings suggest that while the FoF was effective in improving the student's performance, its retention over time can slightly decline.

Finally, another t-test was conducted between the post-test for FoFs (M=73.03, SD: 18.31) and the delayed test (M= 61.11, SD:20.49). As seen in Table 6, the t-test's results showed a t-statistic of 3.07 with a p-value of 0,005053263735 (two-tailed). On the other hand, the effect size measured by Cohen's d was 0.61 indicating a moderate effect size. These results suggest that even if FoFs intervention had a significant immediate impact on the students' performance, there was a decline in retention over time.

Table 6

Paired t-test between Post-test FoFs and Delayed test

	<i>Post-test FoFs</i>	<i>Delayed test</i>
Mean	73,03846154	61,11538462
Variance	335,3984615	420,1861538
Observations	26	26
SD	18,31388712	20,49844272
Pearson Correlation	0,4853286948	
Hypothesized Mean Difference	0	
df	25	
t Stat	3,07382411	
P(T<=t) one-tail	0,002526631867	
t Critical one-tail	1,708140761	
P(T<=t) two-tail	0,005053263735	
t Critical two-tail	2,059538553	
Effect size	0,6134254503	

However, the effect size still points out an improvement in the understanding of the grammatical structure taught in comparison to the first results in the pre-test (see Table 7). These findings underscore the effectiveness of the FoFs approach for short-term gains but

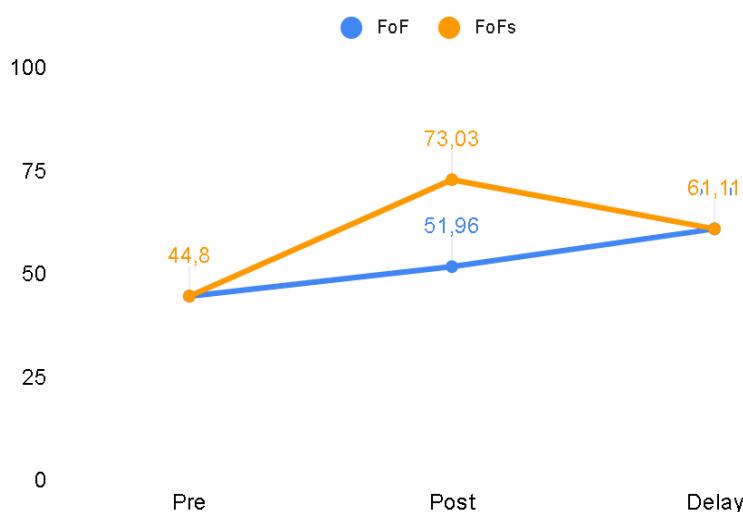
highlight the need for reinforcement to ensure long-term retention of the grammatical structures learned through poetry.

Table 7

Paired t-tests Statistics Information

Comparison	Pre-test Mean	Post-test Mean	Post-test FoF Mean	Post-test FoFs Mean	Delayed Test Mean	t-Statistic	p-Value (Two-Tail)	Effect Size (Cohen's d)	Conclusion
Pre-test vs Post-test FoF	44.81	51.96	-	----		-2.87	82	0.59	(Post-test FoF > Pre-test)
Pre-test vs Post-test FoFs	44.81	---		73.04		-8.63	57	1.88	(Post-test FoFs > Pre-test)
Post-test FoF vs Post-test FoFs	---	51.96		73.04		-7.55	671	1.63	(Post-test FoFs > FoF)
Post-test FoF vs Delayed Test	---	51.96	---		61.12	-2.87	82	0.53	(Delayed > FoF)
Post-test FoFs vs Delayed Test	---	---		73.04	61.12	03.07	51	0.61	(Post-test FoFs > Delayed)

The data indicates that while the FoF intervention showed a stable increase in scores over time, the FoFs intervention resulted in a notable increase followed by a significant decline. This pattern suggests that while FoFs intervention provides an immediate increase in the students' performance, it could also lead them to forget the grammatical structure faster (see Figure 2). Therefore, while the FoFs approach is effective in the short term, the FoF intervention might be more beneficial in long-term learning outcomes helping students to solidify their knowledge.

Figure 2*Retention Levels FoF and FoFs*

Note. Post-test FoFs had the highest mean ($M = 73.03$), while the delayed test ($M = 61.11$) showed retention above post-test FoF ($M = 51.96$).

4.2 Qualitative Analysis

The qualitative analysis rendered five main themes. First, most students expressed a need for incidental learning of grammar, with fewer reporting a need for intentional learning or a combined approach. Second, an overwhelming majority of students expressed negative feelings toward grammar and negative attitudes toward traditional grammar teaching. Third, some attitudes and feelings might be fueled by previous experiences with grammar. Fourth, even though they see the benefits of poetry as the context of grammar, they expressed a need for precaution about which poems to use. Finally, their attitudes and feelings toward poetry changed over the intervention, and a strong preference for FoF instructions was shown.

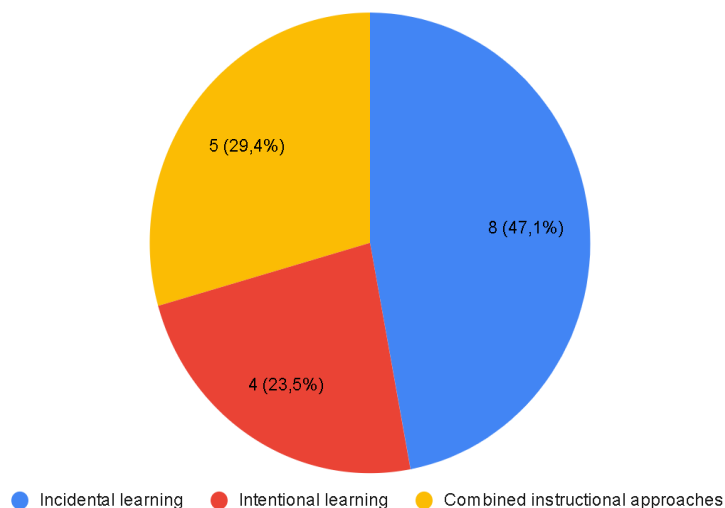
4.2.1 Incidental Learning vs. Intentional Learning

After reflecting on their previous experiences with instructional grammar approaches, participants expressed a preference for incidental over intentional grammar learning, with a

few indicating an inclination for a combination of both instructional approaches (see Figure 3).

Figure 3

Participants' Instruction Preference



Note. Data taken from pre-interview

As illustrated in Figure 3, most students expressed a preference for incidental learning (47,1%). For example, after discussing the different types of activities that they have experienced in grammar lessons, Rebeca commented: “Well, some classes were effective because the professor liked or wanted us to apply the theory and not only memorizing [sic]...not only, I don’t know, like, listening to the professor explaining the whole thing” (Pre-interview). In this quote, Rebeca openly expressed that grammar approaches that require the application of theory are more effective than those that focus on teacher explanations.

Another set of participants stated that even though the most common type of instruction they have received is the intentional one, they prefer a combined instructional approach (29,4%). For instance, Brenda expressed:

It is also a nice way to first try and see if students know the topic and how their level is about the topic or about any topic. And also their understanding of how reading or understanding going beyond the lines, because if you see patterns, you understand

how patterns work, and then you can understand the formula for making inferences
(Post-interview)

In this case, Brenda's comment highlights the importance of gauging the students' knowledge of the grammar topic. In addition, her comment also points to how students can enhance their ability to apply grammar rules effectively and deepen their understanding by identifying patterns and underlying formulas through this combined approach.

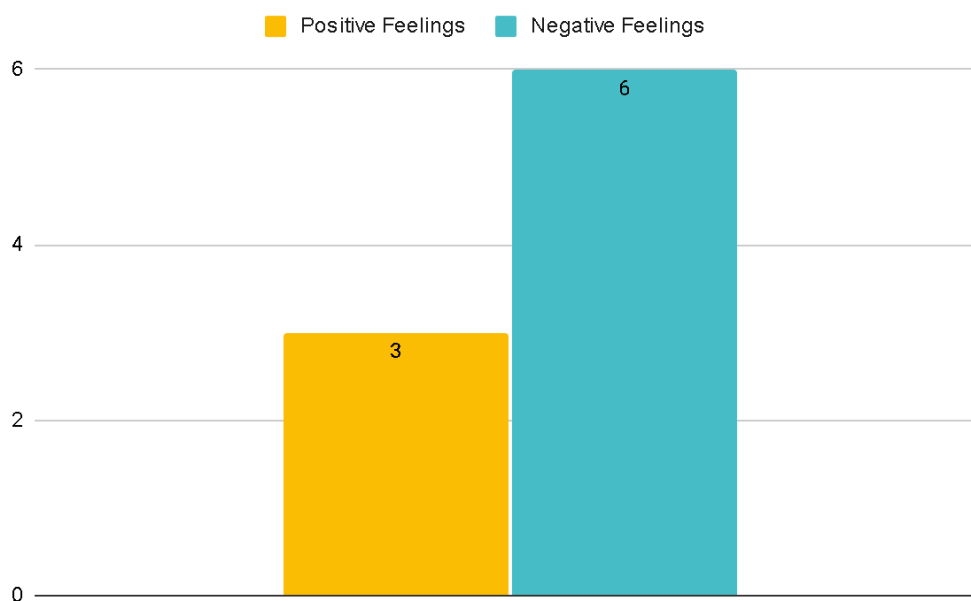
Finally, the last set of participants who preferred the intentional learning instruction (23,5%) mentioned that the explanation plays a significant role in understanding a grammatical structure. For example, Mario mentioned:

I think that in a way it [FoFs] helps, because if you pay attention, or if you really put an effort and just start noticing like the patterns, because grammar is like, as I said before, it's always grammar, it doesn't change. So when you get the pattern, you are going to start understanding the topic. (Pre-interview)

This quote conveys Mario's preference for a more traditional approach to learning grammar where students must "put an effort" to recognize, understand, and internalize the grammar structures, usually achieved by several isolated grammar exercises.

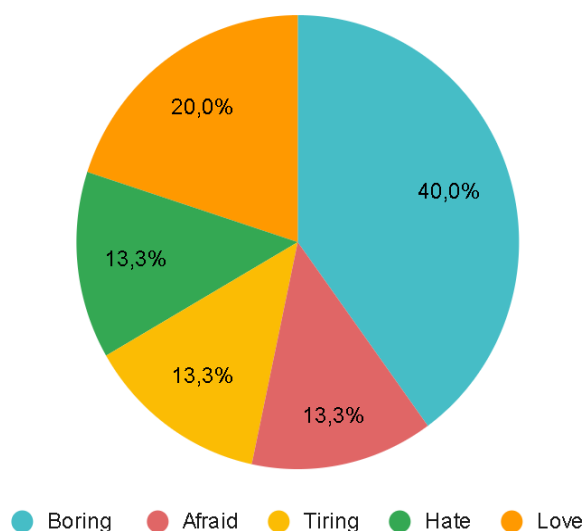
4.2.2 Participants' Feelings and Attitudes toward Grammar and the Teaching of Grammar

For this analysis, "feelings" refers to the emotions participants expressed regarding grammar and poetry, while "attitudes" encompasses their perceptions and thoughts about these subjects. Most participants expressed negative feelings toward the learning of grammar (6 out of 9) and negative attitudes toward traditional grammar teaching. However, a minority of respondents indicated positive feelings toward the learning of grammar but agreed with the negative attitudes of the traditional grammar teaching instruction.

Figure 4*Participants' Feelings toward Grammar*

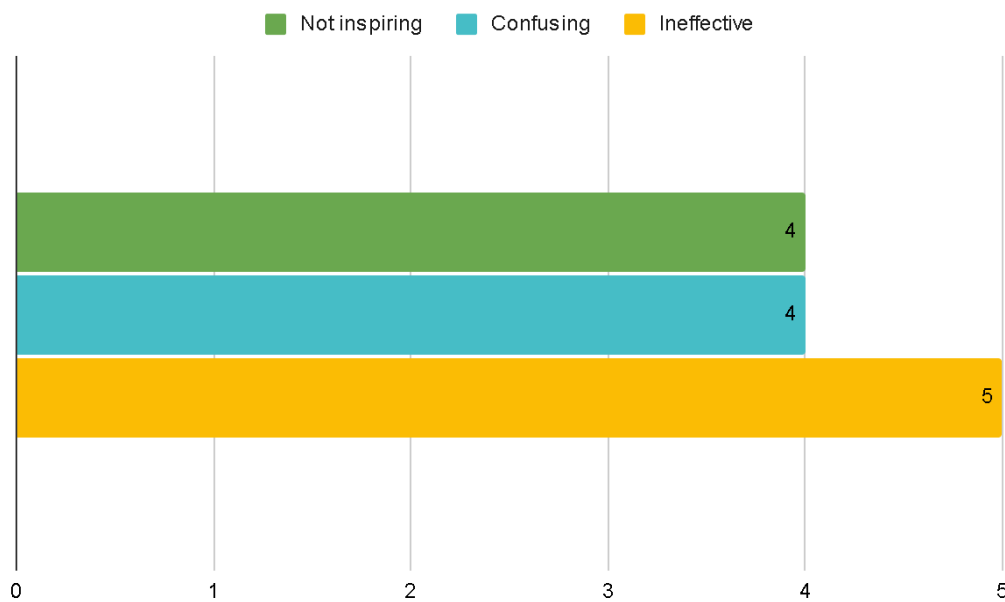
Note. Data taken from pre-interview

As demonstrated by Figure 4, participants predominantly expressed negative feelings toward the learning of grammar (66.7%). They mentioned that these negative feelings are present due to past experiences where the learning of grammar was monotonous and disconnected from communicative activities in which they could apply the grammar structures. As shown in Figure 5, participants predominantly used the adjective “boring” 40.0% of the time to describe their feelings toward grammar learning, followed by “tiring,” “afraid,” and “hate” each representing 13.3% of the responses. These adjectives convey a general idea of how grammar learning fails to engage students, which leads them to a feeling of frustration.

Figure 5*Feelings Expressed by the Participants**Note.* Data taken from pre-interview

However, despite this strong negative sentiment among the participants, a small percentage (33.3%) expressed positive feelings toward grammar learning. These participants considered grammar necessary for achieving language accuracy, so they learned to enjoy it. As shown in Figure 3, those with positive views use the adjective “love” to describe their experience with this instructional approach (20%). In general, most participants felt that learning grammar is usually monotonous and tiring while a minority of students expressed that they recognized that it is an essential aspect of language accuracy.

Participants’ attitudes toward traditional grammar teaching were also quite negative, as shown in Figure 6. This graph shows that students described traditional grammar as not inspiring (4), confusing (4), and (6) ineffective.

Figure 6*Participants' Attitudes toward Traditional Grammar Instruction*

Note. Data taken from pre-interview

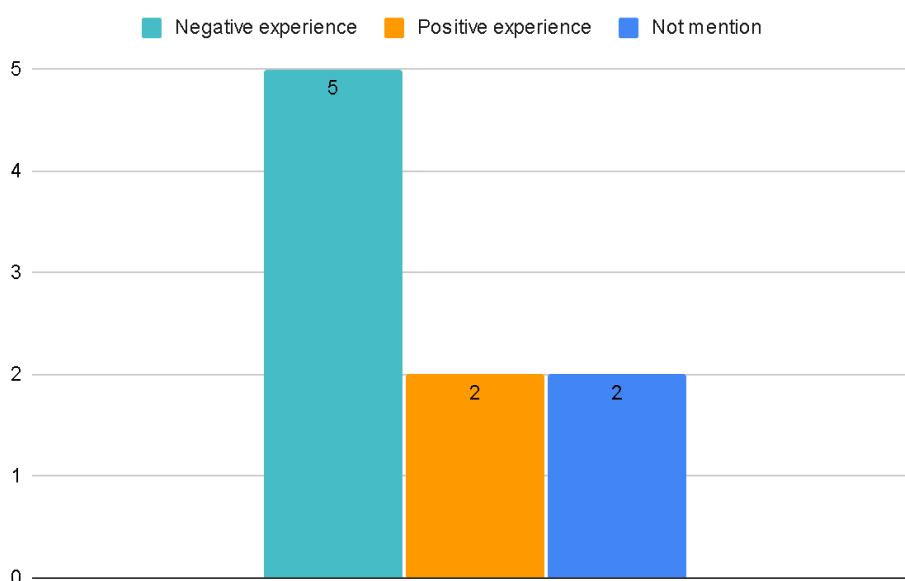
All participants agreed that grammar is essential for second language learning. However, some mentioned that learning grammar is hard and there is no other way to do it, and that at the same time, it is very confusing. An example of this perception is portrayed in the following quote: “Well, it was pretty much the same always because, actually, the professors admitted, let’s say, like, I know this is difficult, but there is not another way to learn it. So, this is it” (Pre-interview). This excerpt highlights the perception of learning grammar as intrinsically difficult and necessarily repetitive. This sentiment was echoed by another participant, who said, “For me, sometimes it is easy, but sometimes ... it can be difficult depending on how I am learning” (Pre-interview). As is exemplified in the quote, learning grammar can be complex or easy depending on how students are learning it.

In addition to the perceptions that grammar is intrinsically difficult, they expressed that traditional grammar teaching can be ineffective. For example, a participant expressed, “I would say that some of my concerns would be that I would not be able to talk or use those structures that I’m just writing down sentences because it’s not the same to produce written

skills than oral production” (Pre-interview). Mariela’s comment showcases a common concern among the participants regarding the lack of communicative activities using the target grammar structures in the traditional grammar approach. The focus on written exercises often makes the students feel unprepared to apply the grammatical structures in their speech. Another participant remarked, “It was the same method, but the same, yes, it wasn’t very dynamic or, no, it was the same thing, practice and explanation ... practice in a very traditional manner, like, fill in the blank, like, find the mistake, and so on” (Pre-interview). In this quote, Brenda’s experience portrays the repetitive and monotonous system of traditional grammar teaching where written activities are predominant in the learning process. Due to the lack of dynamism, traditional grammar teaching fails to engage students in the learning process and consequently contributes to the disinterest of students in grammar lessons.

4.2.3 Participants’ Previous Experiences with Grammar

The qualitative analysis shows that some attitudes and feelings of the participants toward grammar were influenced by previous experiences with it. For example, the type of experience they have had with college professors can be a determining factor for the feelings they expressed in the interviews. As demonstrated by Figure 7, participants predominantly expressed that they have had negative experiences with previous college professors; only two students mentioned that they had had a good experience and two of them preferred not to mention their previous experiences.

Figure 7*Participants' Previous Experiences with College Professors*

Note. Data taken from pre-interview

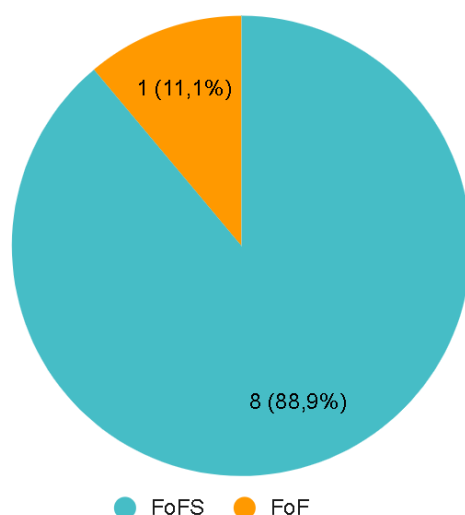
An example of the participants' bad experiences can be seen in the following quote, "it was difficult to pay attention to [the professor]... to be focused on what [the professor] was saying because [the professor] was only talking and we had the book ...and we had to check the practices there and stuff...But it was so difficult" (Pre-interview). This comment highlights the difficulty that some students face in teacher-centered lessons to keep their concentration due to the lack of interaction. Put differently, this experience reflects how students struggle to keep their motivation when grammar instruction lacks activities of practical application.

However, a minority of respondents indicated a good experience. For example, Brenda mentioned, "I remembered a lot from those classes because [the professor] was, I don't know, it was something about [the professor] that encouraged you a lot to speak or to notice your mistakes" (Pre-interview). In this quote, Brenda's experience portrays the importance of encouraging students to actively participate in class. This participation will eventually result in the internalization of grammar structures and a positive environment in the class.

Additionally, the type of instruction they have been receiving in their previous college courses can be related to their perceptions toward grammar courses nowadays. Most participants (88.8%) expressed that the most common type of focus in their college grammar lessons had been FoFs and a minority (11.1%) of FoF (see Figure 8 below).

Figure 8

Previous Type of Instruction in Grammar Courses



Note. Data taken from pre-interview

These findings suggest that most of the grammar courses in the program are being taught following a traditional grammar approach, with which students do not feel comfortable in their learning process. For instance, Marian expressed:

Okay, I can say it was when the only thing was to memorize these structures and to apply it [sic] like creating sentences and just like that without analyzing different forms that we may have with that specific structure and I think it didn't work because you need to apply it not just by writing sentences but in all the forms that we have in English in this case. (Pre-interview)

Marian's frames this instructional approach as ineffective because it focuses on the production of isolated sentences, which is not enough to internalize the structure. Conversely, she suggests that students need to explore and apply the grammatical forms in various

contexts and activities. This lack of variety in the application of grammar contributes to the participants' dissatisfaction with how grammar is taught. Likewise, Cristian also mentioned, "I think professors that are teaching grammar, they do not use too many activities. They just go for the traditional method that is you complete the practice, and then the professor checks their exercises on the board" (Pre-interview). In this quote, Cristian criticizes professors' overreliance on traditional methods, which he considers to be a repetitive and unengaging routine that limits the ability to apply the structures in real-life situations due to isolated grammar exercises. This lack of practical application makes the learners feel disconnected from the content, contributing to their dissatisfaction.

On the other hand, some reported that they had good experiences in their previous college-level grammar courses. For instance, Sebastian expressed his positive experience by adding:

[The professor] used to do a lot of activities in which we had to be all the time active and moving around the class. Maybe solving puzzles or, I don't know, maybe doing mind maps or different types of activities that they were not only listening to a master class and then go and do [sic] the exercises. (Pre-interview)

In this quote, the participant highlights the importance of a student-centered learning environment, instead of a teacher-centered one, to enhance the motivation and engagement of the students while learning grammar structures. Similarly, his positive experience also underscores the importance of active learning, which requires students to be mentally or physically engaged in the learning process.

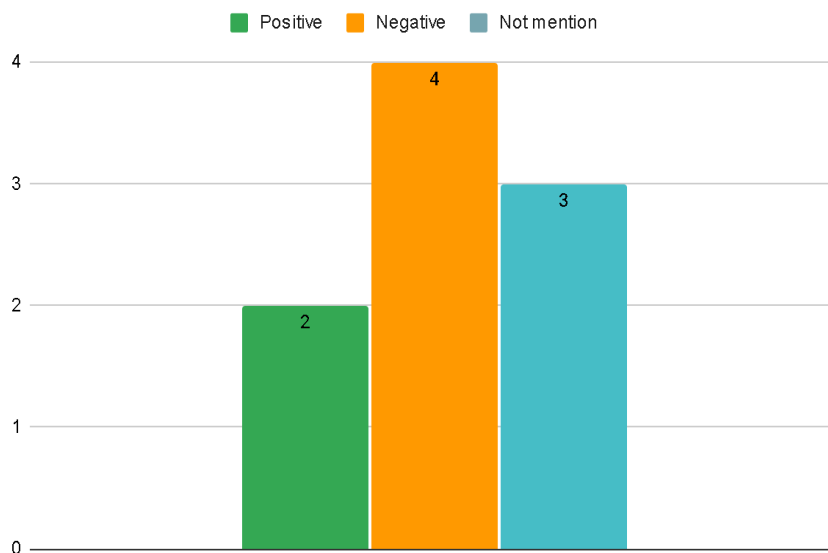
4.2.4 Participants' Perceptions about the Benefits of Poetry for Teaching Grammar

Another relevant finding was the participants' agreement on the benefits that the implementation of poetry could contribute to the learning of grammar despite their likes or dislikes toward poetry. Most of the participants (4) expressed that they had "negative"

feelings toward poetry, a few of them did not mention anything regarding it (3), and a few (2) said they had positive feelings toward poems (see Figure 9).

Figure 9

Participants' Feelings toward Poetry



Note. Data taken from pre-interview

Many participants emphasized that poetry was not something that they enjoyed at all. One participant commented, “It is interesting, because there’s a reason why I’m taking in this case, Victorian literature instead of poetry because I don’t like poetry at all” (Pre-interview). In this quote, Mario’s reflection showcases the position of other participants who expressed a similar dislike for the genre. However, despite his dislike for poetry, his willingness to join the study was strong, which might suggest the participants’ desire for innovative methods in grammar teaching even if poetry was not their preferred genre.

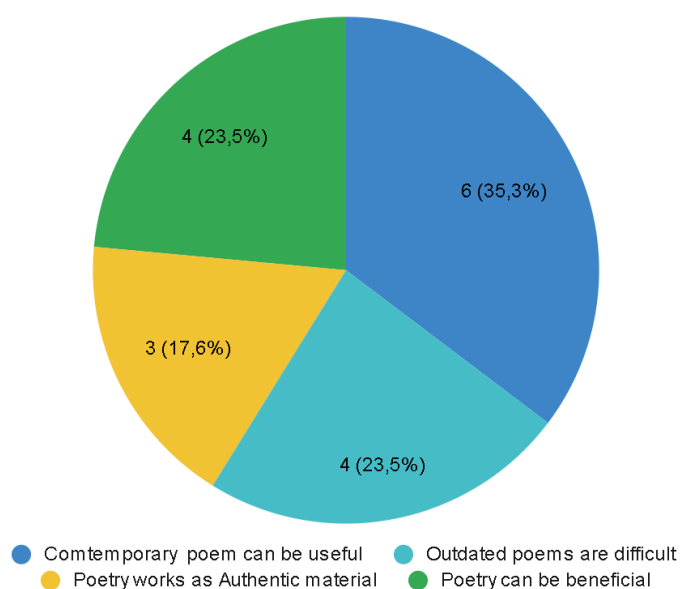
Conversely, another participant mentioned his liking for poetry by saying, “I was thinking that poetry is difficult, but whenever you start enjoying poetry, you get accustomed to the poetry and you start understanding the structure, the stanzas and the rhythm and all those concepts” (Post-interview). This comment illustrates that engaging with poetry can be

enjoyable after familiarizing yourself with its structures and styles. It highlights the potential for poetry as a context to teach grammar.

Further data analysis reveals notable differences in the participants' attitudes towards poetry. As shown in Figure 10, 35.3% of the instances where poetry was mentioned indicated that contemporary poetry could be useful, while 23.5% of the times it was considered beneficial in the learning process. Additionally, 23.5% of the instances indicated classic poetry was more difficult to understand, and 17.6% of the time poetry was considered a suitable authentic material (see Figure 10 below).

Figure 10

Participants' Attitudes toward Poetry



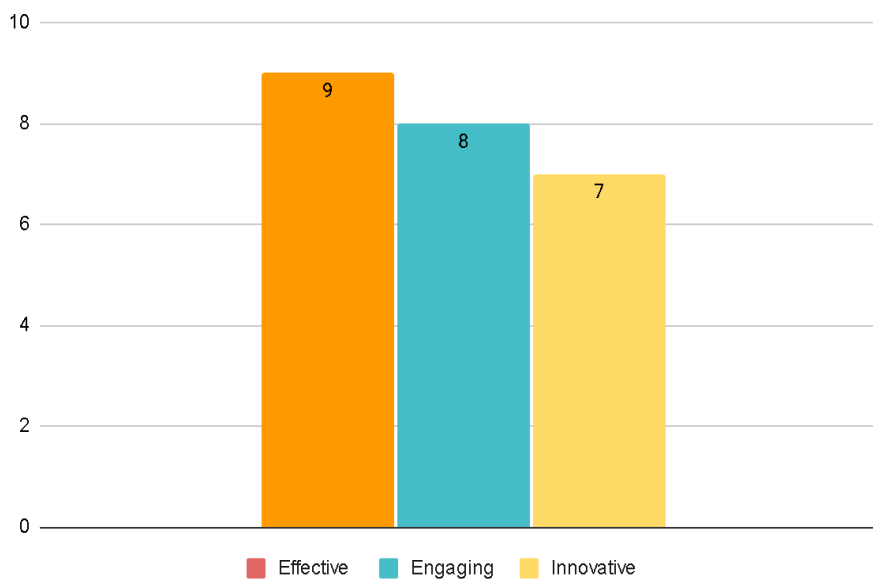
Note. Data taken from pre-interview

For example, one interviewee said, “I think it would be great to use it because it’s authentic material and we can relate different structures that are in different poems to analyze grammar structures” (Pre-interview). In this excerpt, Mariela illustrates the potential of poetry as authentic material to provide context for studying grammatical structures even if most of the participants confessed their dislike for poetry. Likewise, another participant referred to the complexity of poetry by saying, “So maybe if I, if I have a poem that I can understand, ... I

will find it interesting to read and to analyze. But I don't know if, if, I know how a poem really works" (Pre-interview). This quote demonstrates the rejection of poetry due to its intricate structure and complex vocabulary. Nevertheless, it also indicates the possibility of fostering an appreciation for poetry with the right approach and the proper selection of poems.

Another significant finding was the impact of the late exposure to poetry on the feelings and attitudes toward poetry of the participants. Of nine interviewees, no one had used poetry for grammar learning, two mentioned that they had not used or interacted with poetry outside of the literature courses of the university, and three mentioned that they would have liked to be exposed to poetry before. For example, one participant mentioned, "it's interesting how people are not engaged in poetry because maybe we do not have the opportunity to get to know the world of poetry" (Post-interview). This statement suggests lack of early exposure to poetry might contribute to the disinterest and discomfort with this genre. Likewise, another participant supported this argument by saying, "But I find it interesting. If I had learned poetry before, I think that I would love it" (Post-interview). These quotes highlight that if poetry is introduced earlier, they would have had a more positive perception of this genre.

Regarding the participants' attitudes toward poetry as context for teaching grammar, all responses were positive with different perceptions that were repeated throughout the interviews. Figure 11 shows how many times the words "effective," "engaging" and "innovative" were mentioned in the interviews to refer to the implementation of poetry as context. The word "effective" was mentioned nine times, while "engaging" was mentioned eight times, and "innovative" was mentioned seven times.

Figure 11*Attitudes toward Poetry as Context for Grammar Teaching*

Note. Data taken from pre-interview

For instance, an example of “engaging” can be seen in the following quote: “I think...that interacting with grammar, it’s useful for me and helpful. So... when you read poetry, you have to interact with the poem in order to understand it. ...So yeah, I am pretty sure I will be really engaged.” This excerpt highlights the active learning experience that participants associate with poetry, which combines literary analysis of the poem with the identification of its grammatical structures. It demonstrates how poetry might not only enhance grammatical understanding but also engage learning in a dynamic environment.

This sentiment was echoed by another participant, who said, “I think it’s a good opportunity to merge poetry with grammar and maybe, I don’t know, doing something different like creating poetry using a structure. Maybe... you can innovate using poetry with grammar. So, I consider that could work at the end” (Pre-interview). In this quote, Cristian highlights the potential for merging poetry with grammar instruction as a way to foster creativity and engagement in grammar lessons.

Interestingly, even if participants had negative feelings toward poetry, they were very enthusiastic about the implementation of poetry as a grammar context. For instance, Mario mentioned:

I think that it is going to be beneficial, and it's going to be students more engaged towards grammar and also towards poetry as a secondary topic, because they are going to be if they like, like, they are going to learn the grammar and there is they're going to be like, oh, I find this interesting, I'm going to look at the author, I'm going to look at what does the poem mean? Or what was the message of the poem? (Pre-interview)

This quote demonstrates how besides engaging with grammatical structures, students can become interested in poetry as a secondary topic due to the exposure to this genre. This merging of poetry and grammar leads to a more holistic approach to the learning process in the classroom than doing isolated and decontextualized.

4.2.5. Participants' Feelings and Attitudes Toward the FoF and FoF Interventions

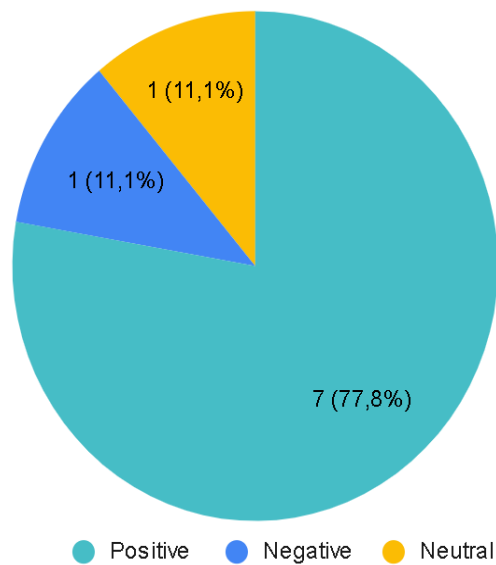
After receiving both interventions, participants were asked about their attitudes and feelings toward each one of the instruction approaches.

4.2.5.1 Participants Feelings toward the FoF and FoF Interventions

Regarding the feelings toward FoF instruction, the data analysis showed that 77.8% of the participants had positive feelings toward FoF instruction (see Figure 12 below).

Figure 12

Participants' Feelings toward the FoF Intervention

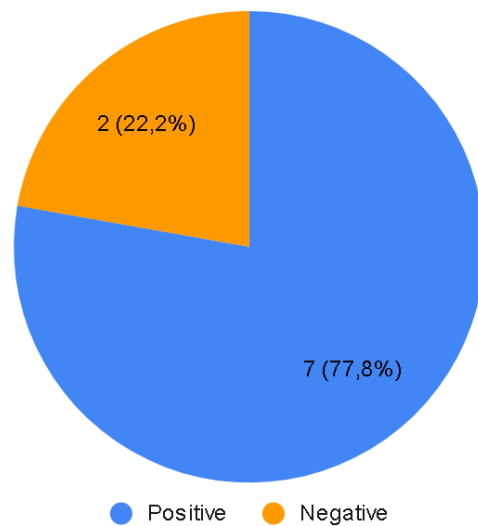


Note. Data taken from post-interviews

Most participants expressed that they enjoyed the activity even though it was challenging since this was their first time studying the structure. One participant referred to this intervention by saying, “I felt like worried because I thought I wasn’t going to understand, but as you go on with the practice, you see that it was fun because it was identifying and trying to understand it” (Post-interview). Another participant also mentioned, “A little bit lost, but at the same time, I felt like, I don’t know like I was learning. I know that it was something that I needed to know, but it was something like I was learning the topics” (Post-interview). These participants’ experiences suggest that when learners are involved in active practices, even challenging topics can become more approachable and engaging for them. Furthermore, even if FoF instructions can lead to uncertainty, structured and contextualized practices can foster a motivating learning environment.

Figure 13

Participants' Feelings toward the FoFs intervention



Note. Data taken from post-interviews

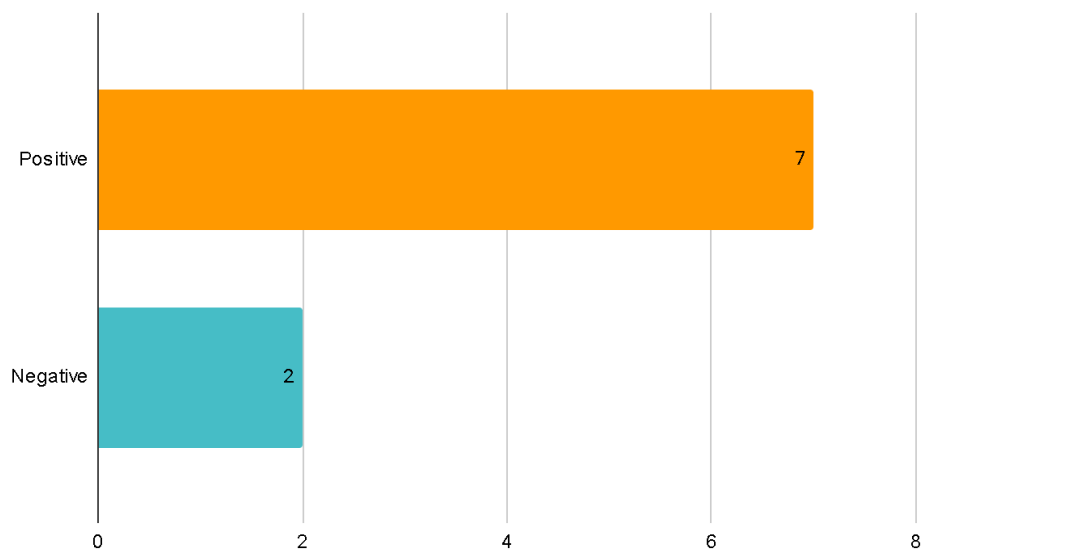
Regarding the FoFs instruction, 77.8% of the respondents shared positive feelings toward it (see Figure 13). Cristian mentioned, “that one was even better because you, like, give us the explanation first and then we practice, so we were aware of the use and you also gave us the structure above the example” (Post-interview). In this regard, Mario mentioned:

I was amused doing this because now that I knew that it was inverted order and I knew that it was a challenging topic for me, it was more interesting having these examples, a new poem, a different poem than the ones that we have and completing it and being able to read it afterward was a really nice experience. (Post-interview)

In general, both quotes suggest that a structured blend of explanation and application fosters a deeper understanding and engagement with the material.

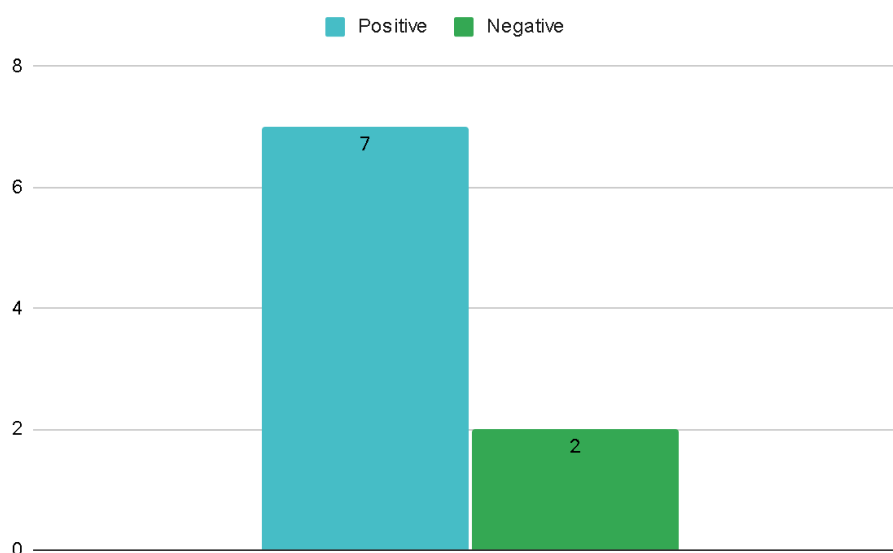
4.2.5.2 Participants' Attitudes toward the FoF and FoF interventions

When the participants were asked about their attitudes toward the FoF intervention, 77.8% expressed a positive attitude (see Figure 14).

Figure 14*Participants' Attitudes toward the FoF Intervention*

Note. Data taken from post-interviews

For instance, Brenda states, “It’s [FoF instruction] an amazing tool because this discovery process gives them a little bit more autonomy in the activity... I felt more engaged because I have to really try to understand what was going on, or what are the differences” (Post-interview). Brenda’s comment conveys the value of the FoF instruction which empowers students to engage in their learning process actively. Another participant mentioned, “it [FoF instruction] gets your brain to actually think and try to learn something new because ... normally you have everything on your hand and...everything is there but with these activities, you have to actually think about it” (Post-interview). This statement illustrates how FoF activities can challenge students to actively engage with the material rather than just absorb the information from the educator’s explanation.

Figure 15*Participants' Attitudes toward the FoFs Intervention*

Note. Data taken from post-interviews

On the other hand, the data analysis showed that the participants' attitudes toward the FoFs intervention were also 77.8% positive (see Figure 15). Marian mentioned, "I think we always need to have context and background to do something else" (Post-interview). Marian expressed that not only the explanation but also the "context" played a significant role in their ability to navigate and complete the task successfully. Similarly, Mario mentioned, "Having also the theory and the practice really helped me to understand. Most of the time in grammar or in this class, in linguistics classes are like most isolated, ... That's why I like the poetry part" (Post-interview). This quote suggests that the use of poetry added meaningful content to the FoFs intervention making the learning process more engaging.

4.2.5.3 Participants' Feelings and Attitudes toward Poetry

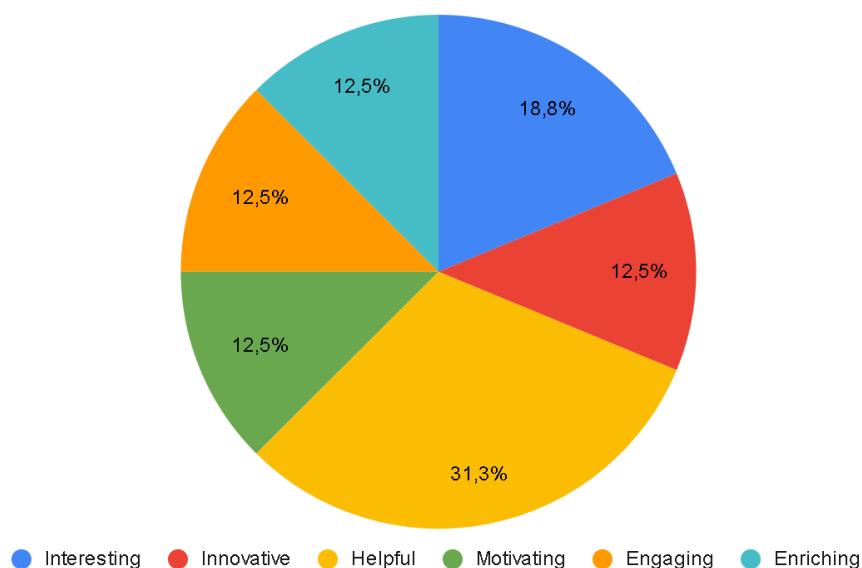
Finally, a key finding from the study is the change in the participants' feelings and attitudes toward poetry after both interventions. The totality of the students expressed positive feelings toward poetry after the interventions. For instance, James mentioned:

I could feel very, oh my goodness, very motivated. Because I could understand ...like the main point of the poem. I ... establish a conversation ... with my classmate, based on the poems... I couldn't do this with someone. I can say that when I was reading these poems, I could feel like more interested in poetry. (Post-interview).

James' comment highlights the impact of using poetry in language instruction which not only helped in the linguistic aspects but also fostered inspiration, engagement, and appreciation toward this genre which was intimidating for them. This sentiment was echoed by another participant, who said, "I enjoyed the poems, and ...I was more interested, because... I was like, actually interacting with the poem, ... I think I could say that I like a little bit more poems right now" (Post-interview). This quote reinforces the positive transformation in the students' feelings toward poetry after engaging with them in a meaningful way.

Figure 16

Participants' Attitudes toward Poetry as Context of Grammar after Interventions



Note. Data taken from post-interviews

Another significant change was the attitudes toward poetry after the inventions: 100% of them expressed they had a positive attitude toward poetry. The word "helpful" was used to describe their attitudes 31.3% of the time, then "interesting" was used 18.8% of the time, and

the adjectives “innovative,” “engaging,” and “motivating” were used 12.5% of the times (see Figure 16). For instance, Brenda mentioned, “At first, they were difficult to read, but after the lessons and activities, like I now can read poetry and understand it. So, I think that that is amazing because that was something I couldn’t do in the past” (Post-interview). Additionally, Marian also mentioned, “I liked it because ... you have stories while you're learning, so it makes it more kind of engaging” (Post-interview). This comment suggests that rather than incorporating isolated sentences or examples, the use of poems provides a rich context which makes the learning process more enjoyable.

V. Discussion and Conclusions

In this section, I present the discussion of the findings from both qualitative and quantitative analyses and their implications for EFL grammar instruction through poetry by implementing Focus on Form (FoF) and Focus on Forms (FoFs) activities. Besides, the following sections summarize the main purpose of the research, the major findings of the study, the limitations, and future suggestions for continuing research on the topic.

This study had two main objectives. The first aim was to examine the benefits of incorporating poetry as a context into EFL grammar instruction with senior students completing a B.A. in EFL teaching. Via two pedagogical interventions—one using FoF instruction and another FoFs instruction (both using poetry as context), the focus was to analyze which instructional approach enhanced students' understanding and production of grammatical structures. The second aim was to examine the students' attitudes and feelings toward grammar instruction and poetry itself before and after the interventions. By combining both aims, this study sought to uncover the feasibility of incorporating poetry as a context to teach grammar with FoF or FoFS activities.

The findings from both the qualitative and quantitative analyses provided important insights into the research questions: (a) *How does implementing the two instructional approaches enhance senior EFL majors' usage of the target grammar structures?* (b) *How do EFL majors perceive poetry and the teaching of grammar before and after the interventions?* The quantitative analysis indicated significant improvement in the student's understanding of the inverted sentences after engaging in the FoF intervention activities with moderate retention in the delayed test. On the other hand, the FoFs activities contributed notable gains immediately after the intervention activities; however, these FoFs activities had a smaller impact in fostering long-term retention than the FoF instruction. This suggests that while students moderately understood the grammatical structure, the focus on form activities

contributed to longer retention over time. These results underscore the value of balancing instruction approaches to address both objectives, immediate comprehension, and long-term retention of the grammatical structure.

The qualitative analysis supports the quantitative findings by highlighting that most students expressed a need for incidental learning of grammar, with fewer reporting a need for intentional learning of grammar or a combined approach, along with an overwhelming majority of students expressing negative feelings towards grammar and reporting negative attitudes towards traditional grammar teaching. Unfortunately, the results highlighted that previous experiences with grammar instruction might fuel some negative attitudes and feelings, but the participants responded positively to integrating grammar with poetry after considering it more engaging and accessible. However, even though they saw the benefits of poetry in the context of grammar, they expressed a need for precaution about which poems to use because of its complexity. These results show that while both FoF and FoFs instructions can enhance EFL learners' grammatical competence through poetry, learners seem to favor more implicit contextualized instruction since it feels more engaging.

However, this preference does not decrease the value of explicit grammar teaching since the findings recognize its effectiveness. Thus, a combined approach of both FoF and FoFs activities could address the learners' needs by improving their performance in the grammar structures and their engagement with the topics. The participants also mentioned that the exposure to poetry they had received in their curriculum has been limited, a factor that could have contributed to their reluctance towards this literary genre, which points out the importance of incorporating different literary genres and texts earlier in the program to foster students' engagement and appreciation toward literature.

5.1 Contributions to the Field

5.1.1 Focus on Form and Focus on Forms Instructions

As mentioned in the literature review, previous studies showed contrasting results in the effectiveness of FoF and FoFs instructions to teach grammar. For instance, the studies of Rafieyan (2016) and Ebrahimi et al. (2015) showed slightly higher effectiveness in the FoFs, which shows similarities to the results from the current study where FoFs instruction showed an immediate improvement in the understanding of the inverted word order even if it did not last over time. Meanwhile, the study by Nourad and Aghayi (2014) is consistent with the current study by showing significant improvement after FoF instruction. Furthermore, the findings of the research conducted by Azizpour and Alavinia (2021) are consistent with the present study, where both instructions showed effectiveness with a slight difference in favor of the FoFs.

The findings from this study make several contributions to the current literature. First, its incorporation of a delayed test offers unique insights into the retention of the grammatical structure after incorporating each of the form-focused approaches, which was absent in the previous studies (Rafieyan, 2016; Ebrahimi et al., 2015; Azizpour & Alavinia, 2021; Nourad and Aghayi, 2014). Thanks to the delayed test analysis, it was shown that while FoFs have significant improvement in the learning of grammatical structures as mentioned in the studies of Rafieyan (2016), Ebrahimi et al. (2015), and Azizpour and Alavinia (2021), its retention over time also decreases significantly. Likewise, by having both interventions sequentially in one group, it was demonstrated that integrating both FoF and FoFs instructions can facilitate a balanced engagement in which students attend to form and meaning. These results corroborate the ideas of Ellis (2006) who suggested that grammar instruction should be balanced between FoFs and FoF activities. Similarly, the results from the delayed test suggest that even if the participants preferred the dynamic engagement found in the FoF activities, the structured

reinforcement in FoFs helps to solidify the understanding and have stronger retention over time. Laufer (2016) aligns with this perspective by suggesting that learners cannot process large amounts of input at once, so they tend to focus on meaning but require structured guidance to effectively internalize the structures. Likewise, Hendriani (2020) also supported this by arguing that the retention of grammatical structures improves when student engagement is sustained.

5.1.2 Poetry as Context to Teach Grammar

One of the most important findings of the present study is that poetry works as an effective context for teaching grammatical structures and can positively change the students' attitudes toward it. Prior studies have noted the effectiveness of poetry as a context for teaching grammar; for instance the research studies carried out by Hendriani (2020), Kırkgöz (2019), and Özen and Mohammadzadeh (2012) found significant improvement in the participants' understanding of different grammatical structures such as subjective mood, conditionals, and passive voice, after receiving a poetry-based method in their grammar lessons. Conversely, while this study does not prove poetry is the main reason for students' grammatical improvement; it highlights that poetry, when appropriately selected, can be an appropriate context for learning grammatical structures. Furthermore, it illustrates how the incorporation of poetry as context in FoF and FoFs instruction can have positive outcomes in the learning of grammatical structures and its retention over time, a feature that was not present in the above-mentioned studies.

On the other hand, the participants changed from considering poetry too daunting to developing a very positive attitude toward it after the interventions. In the study, the poems were thoroughly selected, according to the participants' language proficiency to ensure a positive comprehension of the grammatical structures without adding extra challenges to the complexity of the poems. Coincidentally, the findings showed that they had positive attitudes

toward poetry after being exposed to the interventions and showed an open attitude toward its usage for its instructional benefits. Finally, this common avoidance and apprehension toward poetry was consistent with the evidence from previous studies ((Çetinavcı & Tütüniş, 2012; Clapsadle, 2014; Danesh & Shirkhani, 2015; Hirvela & Boyle, 1988; Timothy & Obiekezie, 2019) where the fear for poetry was related to intricate vocabulary, complex structures and lack of exposure in the academic institutions' curriculum. Nevertheless, as the current study showed, even if the students showed uncertainty about using poetry for grammar instruction, their perception changed positively after the interventions, suggesting that poetry can be an engaging tool that does not hinder the comprehension of grammatical structures.

5.2 Limitations of the Study

This current study faced some limitations that may affect the generalizability of the findings. First, the relatively small sample of 26 participants may not adequately represent the diverse population of EFL learners across different bachelor's programs of the same university, especially in variations of learning styles, preferences, proficiency levels, and backgrounds. Second, the educational context of the current study may also limit the applicability of the findings in other settings on how FoF and FoFs are perceived and implemented in the classroom. Third, the results may also vary depending on the availability of poetry containing the target grammatical structures. Fourth, time constraints were also an important limitation of the current study since the relatively short intervention duration may not be sufficient for all the participants' learning styles and may have failed to capture retention over time.

5.3 Suggestions for Future Research

Future investigations could address the limitations by including larger and more diverse population samples to enhance the generalizability of the findings by exploring how

different learner profiles respond to FoF and FoFs instruction of grammar through poetry. These investigations could contribute to understanding the potential benefits of literary texts in teaching a second language. Likewise, conducting longitudinal studies would be valuable to assess the learner's long-term retention and application of the grammatical structures through the approach. Similarly, the qualitative analysis can also be expanded to obtain more information about the student's perceptions and attitudes toward the implementation of poetry and their preferred form-focused instruction. Likewise, it could be beneficial to conduct studies comparing the effectiveness of each form-focused instruction with and without the contextualization of poetry to assess the impact of poetry on improving grammatical structures. Additionally, incorporating a focus on meaning instruction could also highlight some important results in the effectiveness of implicit grammar learning. Finally, further research could also be conducted to determine the effectiveness of integrating poetry with language macro skills— writing, speaking, reading, and listening— and micro skills— vocabulary and pronunciation— to consider their effectiveness in the EFL curriculum.

5.4 Conclusion

This study highlights the significance of incorporating poetry into grammar instruction through both Focus on Form (FoF) and Focus on Forms (FoFs) approaches. The findings portrayed that a balanced approach to grammar teaching that combines both attention to forms and meaning can significantly enhance the understanding and application of grammatical structures in EFL students and improve the students' retention over time of the grammatical structure. The participants were more engaged and motivated by receiving FoF and FoFs approaches contextualized with poetry over traditional methods. Furthermore, the study demonstrated the positive effects of contextualizing grammar instruction with poetry to foster engaging and relevant context for learning. These findings indicate that language instructors should foster deeper engagement and create more meaningful experiences with the language

for students by contextualizing grammar instruction; one good possibility for this contextualization is the use of poetry.

Despite the benefits of poetry in grammar instruction, there are some considerations to maximize its benefits. The first factor is aligning the poems' complexity with the student's language proficiency. Otherwise, it can lead to confusion and hinder the positive impact observed in the study. Thus, an optimal selection of poems can avoid frustration and avoidance of the literary genre. Additionally, the open and flexible teaching philosophy is crucial in successfully implementing poetry-based grammar instruction. The study's data indicated that many professors continue to rely on traditional grammar teaching methods which do not fulfill the students' needs. However, integrating eclectic approaches such as incorporating poetry into grammar instruction can enhance the students' experiences and deepen their understanding of language. This teaching flexibility not only improves students' linguistic skills but also increases engagement with grammar. As a final remark, in exploring diverse approaches to language instruction, poetry stands out as a powerful tool for not only enhancing grammatical understanding but also enriching students' overall language learning journey.

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Appendices

Appendix A: Consent Form

Consent Form

Title of the Research Study: EFL Students' Learning of Grammar Structures from Poems through the Implementation of Focus on Form and Focus on Forms Activities

Principal investigator: Amanda Chacón Arias

Purpose of the study: The purpose of this study is to explore the effectiveness of using poetry, along with Focus on Form (FoF) and Focus on Forms (FoFs) activities, in teaching grammar to English as a Foreign Language (EFL) students. Your participation will help to understand how these instructional methods influence grammar learning and student engagement.

Participation in the study:

1. Your participation in this study is voluntary.
2. You can agree to participate and then withdraw from the study at any time
3. You can ask all the necessary questions before deciding whether to participate or not.
4. Your participation will contribute to creating alternative instructional approaches to grammar.

Contact information:

If you have any questions or concerns about this study, please contact Amanda Chacón Arias, amanda.chacon.arias@est.una.ac.cr and PhD. Christian Fallas Escobar christian.fallas.escobar@una.cr

Participant role in the Research Study

If you agree to participate in this study, you will be asked to:

1. Participate in grammar instruction sessions using poetry in your habitual lessons (Tuesdays from 8:00 a.m. to 11:40 a.m. or Thursdays from 1:00 p.m. to 4:40 p.m.).
2. Complete pre and post-tests to assess your understanding of grammatical structures.

3. Participate in interviews before and after the instructional sessions to share your experiences and feedback.

Risk and discomforts:

1. None

Participant Privacy and Research Record Confidentiality.

1. All information you provide will be kept confidential and anonymous.
2. Your identity will not be revealed in any reports or publications resulting from this study.

Signature of the participant

Date

Signature of the person obtaining consent

Date

Appendix B: Pre-Interview Protocol

In-Depth Phenomenological Interview

Pre-interview

Participant name: _____ Date: _____

Introduction

- I am Amanda Chacón, I am a student in the Master's in Applied Linguistics program with an emphasis in Teaching English as a foreign language
- This pre-interview aims to explore your initial perceptions and attitudes toward grammar instruction, the use of poetry in EFL classrooms, and your engagement with these learning methods.
- Please remember that participation in this study is entirely voluntary. Any information you provide will be confidential and anonymous.
- I will be recording this interview using a digital voice recorder. Do you consent to this?

Grammar instruction

1. What do you think is the importance of learning grammar in acquiring a new language? Explain.
2. How difficult or easy is learning and using grammar for you?
3. How effective do you find your previous grammar instructions? Explain.
4. Describe a grammar class that you felt was effective or helped you. What made it effective?
5. Describe a grammar class/course that you felt was ineffective or did not help you. What made it ineffective.
6. Can you explain any challenges or concerns you have encountered with traditional grammar instruction?

Attitudes towards poetry

1. What are your initial thoughts when you hear about using poetry in language learning?
2. Have you ever used poetry in your English classes before? If so, how was the experience?
3. What are the benefits and challenges of using poetry to learn grammar?

Engagement with Learning Activities:

1. How do you feel about the activities used in your language classes while learning grammar?
2. What kinds of activities do you find most engaging while learning grammar and why?
3. Do you think integrating poetry could make grammar learning more interesting or engaging for you? Why or why not?

Expectations and Concerns:

1. What are your expectations regarding the upcoming activities using poetry to teach grammar?
2. Do you have any concerns about learning grammar through poetry? If so, what are they?
3. How do you think these new activities might impact your engagement and learning?

Conclusion

- I really appreciate the insights you have provided today.
- Once again, I want to assure you that everything we have discussed will remain confidential.

Appendix C: Post-Interview Protocol

In-Depth Phenomenological Interview

Post-interview

Participant name: _____ Date: _____

Introduction

- I am Amanda Chacón, I am a student in the Master's in Applied Linguistics program with an emphasis on Teaching English as a foreign language
- This post-interview aims to gather your experiences regarding the activities implemented in the research
- Please remember that participation in this study is entirely voluntary. Any information you provide will be confidential and anonymous.
- I will be recording this interview using a digital voice recorder. Do you consent to this?

Grammar instruction: FoF

1. Describe your experience with activities that used a FoF instructional approach.
2. How did you feel during the activities?
3. Could you share any specific moments or activities that you found interesting or enjoyable?
4. Did you encounter any challenges during the activities? If so, what were they?
5. Do you have any suggestions for improving these grammar instruction activities?
6. Did these activities help you understand grammar points better? Explain.
7. How were these activities similar or different from the instructional approaches you have experienced in your grammar course in your program?
8. Would you recommend this instructional approach? Why? Why not?

Grammar instruction: FoFs

1. Describe your experience with activities that used a FoFs instructional approach.
2. How did you feel during these activities?
3. Could you share any specific moments or activities that you found interesting or enjoyable?
4. Did you encounter any challenges during the activities? If so, what were they?
5. Do you have any suggestions for improving these grammar instruction activities?
6. Did these activities help you understand grammar points better? Explain.

7. How were these activities similar or different from the instructional approaches you have experienced in your grammar course in your program?
8. Would you recommend this instructional approach? Why? Why not?

Poetry as a Medium to Teach Grammar

1. What do you think about learning grammar via poetry? How did you feel?
2. Did learning grammar via poems help you understand or interfere with your understanding of grammar points?
3. Did you encounter any challenges learning grammar via poetry? If so, what were they?
4. Do you have any suggestions for improving the use of poetry to teach/learn grammar?
5. How was using poems to learn grammar different from or similar to how you have experienced grammar learning in grammar courses in your program?
6. Would you recommend using poetry to learn grammar? Why? Why not?

Personal insights

1. How has participating in this study affected your views on using poetry to learn grammar?
2. Does your perception of poetry change after this study? Explain

Closing: Challenges and improvements

1. Is there anything else you would like to share about your experience with this study?
2. Do you have any additional comments or suggestions?

Conclusion

- I really appreciate the insights you have provided today.
- Once again, I want to assure you that everything we have discussed will remain confidential

Appendix D: Tests

Pre-test



Pre-Test:
Advanced EFL Sentence Structure Production
Maestría Profesional en Lingüística Aplicada,
Universidad Nacional de Costa Rica



Research Title: EFL Students' Learning of Grammar Structures from Poems through the Implementation of Focus on Form and Focus on Forms Activities

Purpose: This test is designed to evaluate your current accuracy in producing complex sentence structures in English. Your responses will provide valuable insights into your initial understanding of these structures and contribute to the overall improvement of the research study.

Name: _____

Date: _____ **15Pts/** _____ **Score:** _____

Part A. Short Answer

Review each sentence and place an 'X' in the appropriate column to indicate whether the sentence is correct or incorrect. **(10 pts / 1 pt each).**

Sentence	Correct	Incorrect
Not only she finished her research paper on time, but she also presented it at the conference with great success.		
Had I gone to the place sooner, I would have found what I lost.		
Were they to know about the job offer, they would apply for it.		
Rarely does he has the opportunity to meet his family, even though he lives in the same neighborhood		
Never did she imagined, she would win the competition.		
Not only Henry broke his leg but he also injured his hand.		
Hardly had the lawyer started his meeting when he was interrupted.		
Should you decide to join us for the project, we will be able to finish it ahead of schedule and with greater efficiency.		
Never will you achieve your goals if you don't put in the effort and stay committed to your plans.		
Were I to take that job offer, I would have the opportunity to work on exciting international projects and advance my career much faster.		

Part B. Production.

Formulate sentences with the given elements, ensuring the use of advanced grammatical structures and complexity. **(5 pts / 1 pt each).**

1. Write a sentence incorporating the following elements, using complex grammatical structures.

Subject pronoun: he	Tense: past	Verb: find	Adverb: only later
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_____.

2. Write a conditional sentence without “if” with the following elements:

Subject pronoun: she	Verb: be	Verb: invite
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_____.

3. Write a conditional sentence without “if” with the following elements:

Subject pronoun: they	Verb: be	Modal: should
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_____.

4. Write a sentence incorporating the following elements, using complex grammatical structures.

Subject pronoun: I	Verb: start	Tense: past	Adverb: barely
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_____.

5. Write a sentence incorporating the following elements, using complex grammatical structures.

Subject pronoun: she	Verb: finish	Tense: past	Adverb: seldom
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Post-test: Focus on Form

Post-test FoF:
Advanced EFL Sentence Structure Production
Maestría Profesional en Lingüística Aplicada,
Universidad Nacional de Costa Rica



Research Title: EFL Students' Learning of Grammar Structures from Poems through the Implementation of Focus on Form and Focus on Forms Activities
Purpose: This test is designed to evaluate your current accuracy in producing complex sentence structures in English. Your responses will provide valuable insights into your understanding of these structures and contribute to the overall improvement of the research study.

Allowed time: 15 min **15Pts/** _____ **Score:** _____

Participant Name: _____.

Signature: _____ **Date:** _____

Part A. Short Answer

Review each sentence and place an 'X' in the appropriate column to indicate whether the sentence is correct or incorrect. **(10 pts / 1 pt each).**

Sentence	Correct	Incorrect
Were I to touched the sky, I would carry its colors in my hands forever.		
Should you listen to the wind, it might have tell you stories of forgotten lands.		
Never did she dream that the ocean would sing her name with every wave.		
Hardly had the poet penned his final line before the dawn broke through the curtains.		
Rarely does the heart speaks louder than the mind, though its whispers echo through eternity.		
Not only did she arrive late, but also without her part of the project.		
Were they to follows the path of the setting sun, they would find the land where dreams go to rest.		
Should you tell me three words and eight letters, I would be yours forever.		
Only later did she realized the truth that had been hidden beneath the surface.		
Were they to follows the path of the setting sun, they would find the land where dreams go to rest.		

Part B. Production.

Formulate sentences with the following elements, ensuring the use of advanced grammatical structures and complexity. **(5 pts / 1 pt each).**

1. Write a sentence incorporating the following elements and using complex grammatical structures.

Subject pronoun: we	Tense: past	Verb: struggle	Adverb: seldom
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2. Write a sentence incorporating the following elements and using complex grammatical structures.

Subject pronoun: she	Verb: hold	Adverb: scarcely	Noun: hope
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3. Write a conditional sentence without “if” with the following elements:

Subject pronoun: they	Verb: speak	Condition: they are silent	Type: unlikely situation
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4. Write a conditional sentence without “if” with the following elements:

Subject pronoun: I	Verb: try	Condition: I love you	Type: future situations
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5. Write a conditional sentence without “if” with the following elements:

Subject pronoun: she	Verb: show	Condition: I lost your trust	Type: imagine a change in the past
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Post-test: Focus on Forms

Post-test FoFs:
Advanced EFL Sentence Structure Production
Maestría Profesional en Lingüística Aplicada,
Universidad Nacional de Costa Rica



Research Title: EFL Students' Learning of Grammar Structures from Poems through the Implementation of Focus on Form and Focus on Forms Activities

Purpose: This test is designed to evaluate your current accuracy in producing complex sentence structures in English. Your responses will provide valuable insights into your understanding of these structures and contribute to the overall improvement of the research study.

Allowed time: 15 min **15Pts/** _____ **Score:** _____

Participant Name: _____.

Signature: _____ **Date:** _____

Part A. Short Answer

Review each sentence and place an 'X' in the appropriate column to indicate whether the sentence is correct or incorrect. **(10 pts / 1 pt each).**

Sentence	Correct	Incorrect
Should he spoke of forgiveness, many wounds will begin to heal..		
Were I to love you in silence, my words would fall like petals on the breeze.		
No sooner does the sun risen than the birds began their morning song.		
Rarely does the heart pauses before it leaps into the unknown, though it fears the fall.		
Hardly had the speech begun when a murmur spread through the crowd.		
Should they listens closely, the river might reveal the stories of ancient days.		
Never before had the city seen such unity in the face of adversity.		
Were he wander through the twilight, the stars would whisper secrets untold.		
Not only did the moonlight cast its glow, but also it unveiled the hidden shadows of the forest.		
Had she realized her mistake earlier, the outcome would have been different.		

Part B. Production.

Formulate sentences with the following elements, ensuring the use of advanced grammatical structures and complexity. **(5 pts / 1 pt each).**

1. Write a conditional sentence without “if” with the following elements:

Subject pronoun: we	Verb: absolve	Result: we will meet	Type: unlikely situation
------------------------	------------------	-------------------------	-----------------------------

2. Write a sentence incorporating the following elements, using complex grammatical structures.

Subject pronoun: she	Tense: past	Verb: recall	Adverb: barely
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3. Write a conditional sentence without “if” with the following elements:

Subject pronoun: you	Verb: call	Result: I wait for you	Type: future situations
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4. Write a sentence incorporating the following elements, using complex grammatical structures.

Subject pronoun: they	Verb: realize	Tense: past	Adverb: hardly
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5. Write a conditional sentence without “if” with the following elements:

Subject pronoun: they	Verb: encounter	Condition: trust the path	Type: imagine a change in the past
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Delayed Post-test

Delayed Post-test:
Advanced EFL Sentence Structure Production
Maestría Profesional en Lingüística Aplicada,
Universidad Nacional de Costa Rica



Research Title: EFL Students' Learning of Grammar Structures from Poems through the Implementation of Focus on Form and Focus on Forms Activities
Purpose: This test is designed to evaluate your current accuracy in producing complex sentence structures in English. Your responses will provide valuable insights into your understanding of these structures and contribute to the overall improvement of the research study.

Allowed time: 15 min **15Pts/**_____ **Score:**_____

Participant Name: _____.

Signature: _____ **Date:** _____

Part A. Short Answer

Review each sentence and place an 'X' in the appropriate column to indicate whether the sentence is correct or incorrect. **(10 pts / 1 pt each).**

Sentence	Correct	Incorrect
Never before have the moon whispered such secrets to the restless waves.		
Should the winds changes course, the sails of destiny will carry us to shores unknown.		
No sooner had the sun kissed the horizon than shadows began their silent dance.		
Were the world stand still, even then my thoughts would wander to you.		
Little did she knew how much her words would hurt him.		
Rarely do we find such dedication in a student.		
Had I know about the traffic, I would have left earlier.		
Should the mountains tremble, the valleys too will shiver with forgotten fears.		
Had she wait a moment longer, she might have heard the song of the setting sun.		
Were he to write again, she would surely respond without hesitation.		

Part B. Production.

Formulate sentences with the following elements, ensuring the use of advanced grammatical structures and complexity. **(5 pts / 1 pt each)**.

1. Write a sentence incorporating the following elements in the chart and using complex grammatical structures.

Subject pronoun: he	Tense: past	Verb: insist	Adverb: hardly
------------------------	----------------	-----------------	-------------------

2. Write a conditional sentence without “if” with the elements in the chart.

Subject pronoun: they	Verb: admit	Result: I forgive	Type: unlikely situation
--------------------------	----------------	----------------------	-----------------------------

3. Write a sentence incorporating the elements in the chart and using complex grammatical structures.

Subject pronoun: she	Tense: past	Verb: imagine	Adverb: scarcely
-------------------------	----------------	------------------	---------------------

4. Write a conditional sentence without “if” with the elements in the chart.

Subject pronoun: it	Verb: be	Result: she imagines	Type: imagine a change in the past
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5. Write a conditional sentence without “if” with the elements in the chart.

Subject pronoun: she	Verb: insist	Result: she gets	Type: future situations
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Appendix E: Poems**Ubique**

Were I as base as is the lowly plain,
And you, my Love, as high as heaven above,
Yet should the thoughts of me, your humble swain,
Ascend to heaven in honour of my love.

Were I as high as heaven above the plain,
And you, my Love, as humble and as low
As are the deepest bottoms of the main,

Wheresoe'er you were, with you my love should go.
Were you the earth, dear Love, and I the skies,
My love should shine on you like to the Sun,
And look upon you with ten thousand eyes,
Till heaven wax'd blind, and till the world were done.

Wheresoe'er I am,—below, or else above you—
Wheresoe'er you are, my heart shall truly love you.

By Jhosua Sylvester

In Search of Cinderella

From dusk to dawn,
From town to town,
Without a single clue,
I seek the tender, slender foot
To fit this crystal shoe.
From dusk to dawn,
I try it on
Each damsel that I meet.
And I still love her so, but oh,
I've started hating feet.

By Shel Silverstein

Should the Echoes of our Laughter Fade Away

Should the echoes of our laughter fade away,
And memories, like autumn leaves, decay,
Then both our paths would drift apart,
Leaving silence in place of the heart.

Were heartaches whispers soft in my mind,
And time could heal the pain left behind,
Never would I find the strength to cry,
Nor the courage to say goodbye.

Had the moments we shared blurred before our eyes,
And all our dreams prayed to the skies,
Then letting go would feel like love's final act,
With all my broken soul falling apart.

Should the future hold a charming lover,
And replace our names with those of another,
We would remember us lost in each other,
And walk away, with hope to meet one day again

By A.G Arias

If I Could Tell You

Time will say nothing but I told you so,
Time only knows the price we have to pay;
If I could tell you I would let you know.

If we should weep when clowns put on their show,
If we should stumble when musicians play,
Time will say nothing but I told you so.

There are no fortunes to be told, although,
Because I love you more than I can say,
If I could tell you I would let you know.

The winds must come from somewhere when they blow,
There must be reasons why the leaves decay;
Time will say nothing but I told you so.

Perhaps the roses really want to grow,
The vision seriously intends to stay;
If I could tell you I would let you know.

Suppose all the lions get up and go,
And all the brooks and soldiers run away;
Will Time say nothing but I told you so?
If I could tell you I would let you know.

By W H Auden

Not Him, Yet Love

Not in his gaze does my heart take flight,

Nor in his words does my spirit ignite.

Perfectly gentle, so sensitive and true,

Yet in my dreams, it's another I pursue.

So sweetly he holds my hand every day,

Yet deeper in my heart, another stays.

Were it not for the warmth of his embrace,

I'd wander lost in a dream I can't face.

Should he whisper sweet nothings, soft and clear,

Yet echoes of another I still hold dear.

Were it not for his charm, so real and sincere,

I'd embrace this moment without any fear.

Had fate aligned our hearts in perfect tune,

Then in his arms, I'd have danced beneath the moon.

Yet love, though perfect, can't shift what's untrue:

It's not him, but a memory that pulls me through.

Forgive me, dear, for my heart has lost its way;

Though I know your love is true, it's him I cannot sway.

By A.G. Arias

Come into the Garden Maud

Stanza 10-11

There has fallen a splendid tear
From the passion-flower at the gate.
She is coming, my dove, my dear;
She is coming, my life, my fate;
The red rose cries, "She is near, she is near;"
And the white rose weeps, "She is late;"
The larkspur listens, "I hear, I hear;"
And the lily whispers, "I wait."

She is coming, my own, my sweet;
Were it ever so airy a tread,
My heart would hear her and beat,
Were it earth in an earthy bed;
My dust would hear her and beat,
Had I lain for a century dead,
Would start and tremble under her feet,
And blossom in purple and red.

By Alfred Lord Tennyson

Appendix F. Intervention's Material

Poems Handouts



Ubique

Were I as base as is the lowly plain,
 And you, my Love, as high as heaven above,
 Yet should the thoughts of me, your humble swain,
 Ascend to heaven in honor of my love.
 Were I as high as heaven above plain,
 And you, my Love, as humble and as low
 As are the deepest bottoms of the main,
 Wheresoe'er you were, with you my love should go.
 Were you the earth, dear Love, and I the skies,
 My love should shine on you like to the sun,
 And look upon you with ten thousand eyes
 Till heaven waxed blind, and till the world were dun.
 Wheresoe'er I am, below, or else above you,
 Wheresoe'er you are, my heart shall truly love you.

Joshua Sylvester





Come into the Garden Maud

Stanza 10-11

*There has fallen a splendid tear
 From the passion-flower at the gate.
 She is coming, my dove, my dear;
 She is coming, my life, my fate;
 The red rose cries, "She is near, she is near;"
 And the white rose weeps, "She is late;"
 The larkspur listens, "I hear, I hear;"
 And the lily whispers, "I wait."*

*She is coming, my own, my sweet;
 Were it ever so airy a tread,
 My heart would hear her and beat,
 Were it earth in an earthy bed;
 My dust would hear her and beat,
 Had I lain for a century dead,
 Would start and tremble under her feet,
 And blossom in purple and red.*

Alfred Lord Tennyson





Should the echoes of our laughter fade away,
And memories, like autumn leaves, decay,
Then both our paths would drift apart,
Leaving silence in place of the heart.

Were heartaches whispers soft in my mind,
And time could heal the pain left behind,
Never would I find the strength to cry,
Nor the courage to say goodbye.


Had the moments we shared blurred before our eyes,
And all our dreams prayed to the skies,
Then letting go would feel like love's final act,
With all my broken soul falling apart.

Should the future hold a charming lover,
And replace our names with those of another,
We would remember us lost in each other,
And walk away, with hope to meet one day again.

A.G. Arias



Poems' Analysis



1 In small groups, discuss the poems and complete the following tasks

Poem's title: _____ ☆☆☆☆☆

What is the theme of the poem?

What is happening in the poem?

Poem's title: _____ ☆☆☆☆☆

What is the theme of the poem?

What is happening in the poem?

Poem's title: _____ ☆☆☆☆☆

What is the theme of the poem?

What is happening in the poem?

Favorite Lines:

Summary: Inverted Sentences

Type of Inverted Sentences

First Conditional

If+Subj+V+C,+ Subj+ Will+V+C

1. If the moon whispers her name tonight, I will hold onto the silence.

Should+Subj+Inf+C, Subj+Will+V+C

1. Should the moon whisper her name tonight, I **will** hold onto the silence.

Second Conditional

If+Subj+V+C,+Sub+Would+V+C

1. If he were to carry the weight of regret, he would offer his heart like a forgotten song.
2. If he were certain about his path, his confidence would illuminate the way for others.

Were+Subj+(Inf)+C, Subj+Would+V+C

1. Were he to carry the weight of regret, he would offer his heart like a forgotten song.
2. Were he certain about his path, would his confidence illuminate the way for others.

Third conditional

If+Subj+Had+V+C,+Subj+Would Have+V+C

1. If we had wandered through the stars, we would have danced in the shadows of forever

Had+Subj+V+C,+Subj+Would Have+V+C

1. Had we wandered through the stars, we **would have danced** in the shadows of forever.

Notes

Type of Inverted Sentences

Negative adverbials

Subj+ Aux + Adverb +V + C

1. I had never seen so many stars in the sky.
2. We had barely spoken since our farewells dissolved into the night.
3. The poem was finished no sooner than her tears began to fall like autumn rain.
4. We did not agree to this in any way.

Negative Adverbial + Aux + Subj + V + C

1. Never **had I seen** so many stars in the sky.
2. Barely **had we spoken** since our farewells dissolved into the night.
3. No sooner **had the poem finished** than her tears began to fall like autumn rain.
4. In no way **did we agree** to this.

Emphasis

Subj + Linking Verb + C

1. He was sad of giving up.
2. A broken heart remains in the forest.
3. The soldiers were determined to defend their land.

Complement (Adjective/Prepositional Phrase) + Linking Verb + Sub

1. Sad was he of giving up.
2. In the forest, a broken heart remains.
3. Determined were the soldiers to defend their land.

Notes

FoFs Intervention Material

Grammar Focus

2

Complete the following sentences with the corresponding type of inverted sentence.

Not Him, Yet Love

- 1. _____ in his gaze _____take flight, (My heart, not)
- 2. _____ in his words _____ ignite.(My spirit, not)
- 3. Perfectly gentle, so sensitive and true,
- 4. _____, it's another I pursue. (In my dreams, yet)
- 5. _____ it not for the warmth of his embrace,(If)
- 6. I'd wander lost in a dream I can't face.
- 7. _____ he whisper sweet nothings, soft and clear,(If)
- 8. Yet echoes of another I still hold dear.
- 9. _____it not been for his charm, so real and sincere, (If)
- 10. I'd embrace this moment without any fear.
- 11. Had fate aligned our hearts in perfect tune, (If)
- 12. Then in his arms_____ beneath the moon.(dance)
- 13. Yet love, though perfect, can't shift what's untrue:
- 14. It's not him, but a memory that pulls me through.
- 15. Forgive me, dear, for my heart has lost its way;
- 16. _____ your love is true, it's him I cannot sway. (I know, though)



A.G. Arias

3

Identify the type of inversion that are present in the poem.



4 Re-write the following poem using inverted sentences.

If I Could Tell You
 Time will say nothing but I told you so,
 Time only knows the price we have to pay;
 If I could tell you I would let you know.

If we should weep when clowns put on
 their show,
 If we should stumble when musicians play,
 Time will say nothing but I told you so.

There are no fortunes to be told, although,
 Because I love you more than I can say,
 If I could tell you I would let you know.

The winds must come from somewhere
 when they blow,
 There must be reasons why the leaves
 decay;
 Time will say nothing but I told you so.

Perhaps the roses really want to grow,
 The vision seriously intends to stay;
 If I could tell you I would let you know.

Suppose all the lions get up and go,
 And all the brooks and soldiers run away;
 Will Time say nothing but I told you so?
 If I could tell you I would let you know.

☆☆☆☆☆ -W.H. Auden
