ABSTRACT

Understanding poetry has been always a difficult task for students because the language of the English poetry is difficult and complex. The commonly used method in teaching poetry at the University level is the traditional method (lecturing) by which a poem is introduced by the teacher where the students respond passively. The majority of university students complain a negative attitude towards poetry as the teacher's ready-made notes cannot stimulate the students to interact with the text or to cooperate with each other to discover and share the ideas. Hence, it is necessary to dig in the methods that can be employed to improve the students' understanding and comprehending of poetic texts taught in the second year stage, College of Education, English Department, University of Samarra. This research explores experimentally the role of Paideia Seminar technique in teaching poetry to university students. The Paideia seminar is a structured, student-centered discussion that requires the thinking of the poetic text elicited by open-ended questions.

It is hypothesized that the use of the Paideia seminar technique has a significant degree of positive effect on students' achievement in poetry. To fulfill the aim of the study and to verify the hypothesis, an experiment has been designed, sixty students have been selected to be the sample of the study, divided into two equal groups: thirty students representing the experimental group (taught by Paideia seminar) and thirty students representing the control group (lecture). The two groups have been equalized.

After instruction for six weeks, a test has been constructed and applied. Data have been analyzed using T-test for independent samples and T-test for paired samples. It has been found that students in the experimental group perform better than students in control group. Applying
Paideia seminar technique has motivated students to be engaged in problems of interpreting and better understanding of the poetic text. The results obtained from this study indicate the superiority of Paideia seminar as compared to lecture of teaching poetry.

1. Introduction

Lecture method is considered the most common form of teaching literature in colleges and universities. The teacher passes on information about a particular literary topic and students listen to the teacher passively, accumulate a vast amount of information and prepare to get a degree as the end of the course. Discussions or seminars are usually neglected and hardly arranged to activate students' creative thinking abilities. Hence, teachers and students do their best to activate success in the examination. In this method, all students depend on teacher's notes. They simply memorize all relevant answers and lecture notes and reproduce them on the paper of the exam.

Altenbernd and Lewis (1966: 4) argue that poetry has many distinctive features. It is different from many kinds of prose in being more concrete and specific. It communicates experiences, feelings, emotions, ideas and attitudes by dealing with a specific situation or events that implicitly embodies abstract generalization. The present situation in teaching and studying poetry requires new methods and techniques which can revive the importance of the study of poetry and make it a tool to help students develop the skills and capabilities necessary to cope with the ever-changing modern world. Poetry as an academic subject is in need of a teaching methodology, which enables students not only to accumulate information about the poets history and literary conventions, but also to have the ability to think creatively, generate opinions and apply the classroom study to practical life outside. Leach (1992: 99) has the view that the modern approaches to teaching attempt to develop an interaction between leader and text and encourage students to approach the text from different creative perspectives. Poetry, in the researcher's opinion, like other literary genres exists to be enjoyed and appreciated. The difficult task facing any teacher is to develop this sense of enjoyment and appreciation in students who are not interested in poetry. So, there is a need to seek and experiment new methods and techniques in teaching poetry. This study suggests Paideia seminars technique to teaching English poetry in EFL situations. The Paideia similar has been used recently in many universities and secondary schools in the United States of America. Paideia seminars have been first described by Mortimer J. Adler
(1984) and have recently "experienced a revival and resurgence in popularity because of the renewed interest in dialogic classrooms". According to Hale and City (2006) Paideia seminars are "student-centered, text-based discussion" (P. 5).

This study aims at

1. Investigating empirically the role of using Paideia seminar technique in teaching poetry to university students.

2. Find whether there is a significant difference between the scores of the experimental group and the control group. It is hypothesized that there is a positive effect of using Paideia seminar technique on the students' achievement in poetry. This study is limited to

1. Poetry area of English literature.

2. The poetry of the 16th and early 17th century for the second year students including "Sonnet 18" by William Shakespeare, "The Hind" by Sir Thomas Wyatt, "Spring" by Sir Henry Howard, "Sonnet 34" by Edmond Spencer, "Leave me O Love" by Sir Philip Sidney and "The Passionate Shepherd to his Love" by Christopher Marlowe.

3. The College of education, English Department, University of Samarra.

4. The sample of the study is limited to second year EFL students (both male and female) for the academic year 2013/2014.

2. Theoretical Background

2.1. The Theory of Paideia Seminar

Paideia seminar is a unique format for implementing dialogic discussion. Ediger et al., (2010: 66) state that "language is primarily speech, and knowing a language is often defined as the ability to understand and speak the language". Green et al., (2002: 225) points out that discussion skills are often undeveloped in the EFL/ESL classrooms. There are several obstacles that are responsible for this situation such as large class size, students' level of proficiency and time constraints. So many teachers have adopted the use of guided discussion where learners are given content input before the discussion and they follow predetermined steps and answers through the
discussion. Brookfield (2013: 64) adds that "pedagogically, discussion is held to engage learners in participatory learning, which helps them come to a deeper understanding…, "and" politically, discussion is supposed to provide an analog of democratic process". It is obvious that most of the dialogue in the classroom is recitation, memorization and students responding to teacher's questions. According to Hale and City (2006: 4) a student-centered discussion is a better and more effective means if the goals for a discussion are to deepen the students' understanding and to develop their ability to engage in civil, intellectually challenging discussion of ideas. Wells (2000) describes a real discussion as:

A form of collaborative meaning-making in which both individual and collective understanding are enhanced through the successive contributions of others and the oriented to their further responses. It is by attempting to make sense with and for other that we make sense for ourselves (p. 58).

It is "collaborative" because it is not recitation, memorization or monologue. It is a dialogic discussion. A dialogue is an interaction with equal rights to speak. Brown (2001: 269) points out that "conversations are collaborative as participants engage in a process of negotiation of meaning". The words "understanding" and "making sense" denote the goal of seminar. As students talk, their talking becomes the "means and the goal" of the dialogue (Adler et al., 2004: 317). Adler (1982: 53) posits that seminar aims at raising the mind up from a weaker understanding to a stronger one where the teacher teaches by asking, not telling.

Constructivism and Sociocultural theory provide the ground for the building of a teaching model that promotes both individually constructed knowledge and socially mediated understandings. Constructivists theory holds the view that learners need to take responsibility in their learning. They actively construct knowledge for themselves in the process of learning. Gagnon and Collay (2001: 53) say that "it should be the learners who discover the knowledge themselves" According to Combourne (2002: 26) "Constructivism is a set of assumptions about learners and the learning process". Piaget argues that knowledge acquisition is a process of continuous self-construction. It means that knowledge is invented and reinvented as the learner develops and interacts with the surrounding world. Students do better when they think together, record their thinking, and presenting it to the class. Marlowe and Page (2005: 7-10) have
summarized the foundations of a constructivist approach as constructing knowledge, not receiving it, thinking and analyzing, not accumulating information, understanding and applying, not repeating back or memorizing and being active, not passive. According to Fosnot (1996: ix) constructivist learning is a process in which the learner builds a bridge between old and new knowledge in cooperation with others. Gagnon and Collay (2001: 52) support this view saying that one of the most important principles of constructivism is that the teachers need to help the students build the bridge between what they already know and what they might learn using whole class discussion.

The Paideia seminar is a methodological process that embodies the constructivist approach. Students come to the seminar with their prior knowledge and their different interpretations of a text. Students Schema (Prior knowledge) creates various responses to the questions provided by the facilitator of the discussion. Roberts with Billings (1999: 5) have expressed this view stating that Paideia classroom "nurtures the right of each student to construct his or her own complex response to the world". The students come to the seminar and sit in a circle they start a dialogue around the questions that involve motivated issues and values. They Synthesize, analyze, evaluate, elaborate, make meaning and share their ideas and assertions. Collaboration is another important feature of constructivist learning. Collaboration enables learners to develop their own understanding and have the opportunity to come to new thoughts and conclusions through "the give-and-take of interaction, argument and discussion" (Vygotsky, 1978 : 142 ). Adler (1982: 29) in his book The Paideia Proposal supports this view stating that discussion method of teaching stimulates the imagination and intellect by awakening the creative powers. It is teaching by asking, by leading discussions, by helping students to raise their minds up from a state of understanding less to a state of understanding more. Employing student - centered discussion, applying collaborative learning, asking open- ended questions, and making seminars serve to implement the constructivist condition and sociocultural characteristics for learning.

Vygotsky has introduced the view that learning is a social experience. Firstly, individuals' thinking alone make personal meaning. Secondly they test their thinking in dialogue with others to construct shared meaning. Finally, they construct collective meaning by reviewing shared meaning in a larger community. These three phases of meaning making embody the process of socially constructed knowledge (Gagnon and Collay, 2001: 42). Though knowledge is constructed
individually, it occurs within a sociocultural context. Wells (2000: 67) describes the tenets of sociocultural theory saying that knowledge is created and re-created among people as they bring their personal information and experiences derived from different sources to learn and construct new knowledge. The transformation of ideas occurs through an interaction with others in dialogue (ibid: 61). Billings and Fitzgerald (2002: 909) posit that the "reciprocal flow of ideas involving actions and reaction of group member may lead to new understandings".

Constructivism and sociocultural theory are the theoretical corroboration and support for the Paideia Seminar. Roberts with Billings (1999: 42) present the basic tenets of Paideia Seminar saying "it honors both the community and the individual within the community ... and it values discussion as a means of leaving". This quotation stresses both constructivist and sociocultural values of Paideia Seminar.

Students need to be prepared with a wide range of communication and thinking skills. The Paideia programmes is a classical education that is perfectly suited for the 21st century world. It is a return to ancient wisdom in response to contemporary challenges. The three Paideia columns of instruction are designed to support specific aspects of learning: conceptual understanding, skills development, and factual recall. It highlights the goals of preparing democratic citizens and preparing democratic students to improve the necessary intellectual skills for the "continuation of learning" and in "their working years and beyond"(Adler, 1982: 11). The philosophy of the Paideia Seminar has been extended by the National Paideia center. Roberts with Billings (1999 : 52) assert that the "ultimate goal of the seminar is to facilitate the students learning to read critically, listen closely, respond thoughtfully, clarify their statements, and justify their thinking all for themselves". The seminar is a formal discussion based on a text where students are required to study the text, listen to the ideas of others, think creatively and critically, take notes with textual evidence and prepare answers to the questions. Hale and City (2006: 10) explain that the best seminars have a structure that supports open - ended question. This structure includes pre- seminar to prepare students for the itself, in seminar; the seminar which different types of questions are asked to guide the conversation, and past-seminar, which offers opportunities for the application of the ideas from the seminar.
2.2 Pre-Seminar

The seminar procedures require some unique preparation and this preparation is what
distance it from the teacher - centered discussions (Billings and Fitzgerald, 2002: 909). The prior
preparations include reading the text. The students are given the questions for the discussion a day
or two before the discussion takes place. Students are required to come with well prepared ideas,
assertions and evidence. Hale and city (2006: 10) in their book Leading students - Centered
Discussions argue that "pre-Seminar activities connect the seminar to the other work of the class
and help participants prepare students to begin to understand the ideas in the text and they include
reading and rereading the text and giving background knowledge that students need for the
discussion. Pre-seminar content activities also include distributing the text and supplementary
materials to the students. The students are asked to explore the structure of the poem, number of
stanzas and lines during an inspectional reading. Defining unfamiliar vocabulary and giving
relevant background information, including the poet's name, historical period and influences are
important part of pre-seminar content. Pre-seminar content activities help the students master the
basics of the poem leaving the details to be addressed during the discussion. While pre-seminar
content activities can vary in length and depth, pre-seminar process activities are quick and take
place just before the beginning of the seminar. The pre-seminar process activities include a review
of the roles of students and the facilitator and specific process goals that can be set by students
(ibid: 12). The goals can be for the group - for example, "We need to work on building on the ideas
of others" - or the goals can be for the individual, such as, "I need to ask more questions". Roberts
and Billings (1989: 43) Stress that activating prior knowledge is an important part of the pre-
Seminar. They emphasize the importance of assigning pre-seminar activities that ensure students
have read the text, have taken detailed notes, and have prepared for a discussion.

2.3 Seminar

The seminar is designed to put the student in the place of having to think critically and
creatively so that they can develop the ability to discuss and understand ideas and values, solve
problems, make decision, apply knowledge and skills to new situations and value discussion as a
means of learning. "The seminar is the culmination of the Paideia learning experience" (Roberts
and Billings, 1999: 41) .
The seminar has three phases: opening, core, and closing, each uses a different type of open-ended questions. The opening questions help students identify main ideas from the text. The opening question is a question that can be answered by all participants, it is broad, with multiple possible answers (Hale and city, 2006: 13). For example, an opening question for a seminar on Shakespeare's sonnet "Shall I Compare Thee" might be "which line is most striking to you in this sonnet? Core questions are asked during the conversation. They put emphasis on certain aspects of the text to help participants think deeply into the text. Sample of core questions for "Shall I Compare Thee" include "What details show that a summer's day is backing in loveliness?". Roberts with Billings (1999: 46) support this view and recommend a sequence of questions that includes opening questions, core questions and closing questions. Closing questions relate the values and issues to the lives of the students Examples can include, "If you were the poet, what would you choose to compare a friend?" Hale and City (2006: 13) argue that the closing question is the opportunity for student to personalize the text".

2.4 Post - Seminar

The best seminar is a three-stage process: pre-seminar activities, the discussion and post-seminar activities. Roberts with Billings (1999: 47) state that the post - Seminar activities maximize the learning of both the group and the individuals. Writing assignments that follow directly from the seminar are focused on as powerful complement to the Seminar. Hale and City (2006: 14) show that post seminar activities include process and content. To address process, the facilitator asks students directly after the seminar to reflect on how they have done in meeting the goals they have set at the beginning of the seminar. This reflection enables the students to participate better socially and intellectually in future seminars. To address content, Post-seminar activities may include creating art work, writing essays or role-plays based on students interpretation and application of the ideas from the seminar. Post - seminar activity offers an opportunity for the teacher and students to assess the students' thinking from a seminar. Teachers often ask their students to write in post-seminar content activities so as to make use of their increased understanding of the conceptual issues involved.

2.5 Open - Ended Questions

There are two types of questions; questions that assess students' knowledge and questions that assist and lead students into deeper understanding Roberts with Billings (1999: 95) describing
Paideia seminar point out that "the leader of the discussion asks open-ended questions designed to precipitate spirited and thoughtful dialogue". Hale and City (2006:8) explain the nature of open-ended questions saying that they should have more than one possible answer, they should also be thought-provoking, meaning that students don't necessarily answer quickly and might need to return to the text and think before answering. Finally, open-ended questions should be clear, Beyer (1996: 36) supports this point of view stating that students must be given questions on a global level related to a broad idea with little specificity. Roberts with Billings (1999: 45) have written that questions should elicit critical thinking and analysis of major ideas presented in the text and that the open-ended questions spark higher-level thinking. In essence the questions required for the Paideia Seminar are open-ended that are conducted in a manner that directs the students through the thinking process.

2.6 The Paideia Classroom

The Paideia classroom model features three teaching columns: didactic, coaching and seminar. Didactic instruction is the most efficient way to introduce information to students through lecture, audiovisual or presentation, the coached project is the most effective way to have students practice the intellectual skills involved in applying that information, and the seminar is the most powerful and evocative way to have them investigate the ideas and values inherent to the information (Roberts, 1998: 11-12). Adler (1982: 22) in his book. The Paideia Proposal comments on these three columns stating that the mind can be improved by three different ways: by the acquisition of organized knowledge (didactic), by the development of intellectual skills (coaching), and by the aesthetic appreciation. According to Roberts with Billings (1999: 6) Adler puts great emphasis on coaching and seminar because didactic instruction places the students in a passive role. He agrees that a Paideia teacher should spend only 10 - 20% of instructional time in the didactic mode and up to 90% on coaching and seminar techniques. Coaching and seminar place the students in a much more active role than traditional didactic instruction. The goal of didactic instruction is to supply students with a body of knowledge in well-organized way that they can then apply and manipulate in the other two columns.

The ground rules in a Paideia classroom should be set first that all students will be given a chance to be heard, treated with respect, and all students will rely on textual evidence in the event of a disagreement (Vasquez et al., 2013: 105). Hale and City (2006: 73) support this view adding
that ground rules should be reviewed for students before every seminar as a reminder, even with experienced participants and it is suggested to make a poster with the following ground rules for participants: prepare, participate, listen, think, ask questions, speak, respect others and refer to the text. Seminar participants should sit in a circle or hollow square so that the leader and all the students can see everyone else clearly. Brown (2001: 193) has the view that students are members of a team and should be able to see one another, to talk to one another not sitting in rows and not "be made to feel like they just walked into a military formation". Roberts with Billings (1999: 56) have the view that the rationale for the seminar circle is to make it easy for all the students to address their classmates. As a result the circle is a better arrangement than other designs. The circle enhances free and open discussion, it allows free and equal eye contact among all the students and allows the facilitator equal visual access to participants.

2.7 Facilitator and Participants

In the past few decades, the field of educational theory has witnessed a shift from the so-called traditional methods of teaching, which is defined as teacher-centered methods, to student-centered learning. This new focus has re-examined and re-defined the role of the teacher and the student within the classroom and the way in which students cognitively and socially construct new information. The role of the Paideia teacher is a facilitator. Hale and city (2006: 9) add the facilitator's tasks in a seminar are to prepare for a seminar by selecting a text, writing question and planning what students need to do before and after a seminar. During the seminar, a facilitator listens, thinks, asks questions and keeps track of the conversation by taking notes. The facilitator's voice should not be the most heard voice in the classroom because his/her main task is to help students birth their ideas and dig deeply into the text. Vasquez et al., (2013: 106) have the view that optimally, the role of the teacher is to record students' comments and to prompt students to analyze the text by asking open-ended questions. According to Roberts (1998: 13) seminar leaders are aware of two goals. Firstly, all participants are asked to practice communication skills: reading, writing, speaking, listening, and thinking. Secondly, to engage students in higher-order thinking by asking them to summarize, analyze, synthesize, compare, contrast, challenge and defend their ideas and the ideas of others.

Hale and city (2006: 8) state that participants should prepare before a seminar (by reading the text, annotate it, etc.) and during the seminar, they should participate by listening well, thinking
giving comments, asking questions, referring to the text and respecting their classmates. Roberts with Billings (1999:52) comment that "the ultimate goal of the seminar is to facilitate the students' learning to read critically, listen attentively, respond thoughtfully, clarify their statements, and justify their thinking—all for themselves".

3. Procedures

In order to fulfill the main goals of this study, to find out whether the students' achievement in poetry taught with Paideia Seminar, will equal or transcend that of students' taught via the traditional way of teaching poetry, an experiment has been designed to investigate that point. Sample of students has been selected randomly and a test has been constructed to determine how far both groups have been improved. The experimental – control group design has been used in which equivalent groups have been chosen by employing randomization.

The population of this study is the students in the English Department, College of Education, University of Samarra. Number of students, male and female is randomly chosen from the second year students of English Department, College of Education at University of Samarra. During the academic year 2013-2014. Thirty students have been chosen for the experimental group and other thirty for the control group. The experimental group has been taught with Paideia Seminar technique, while the control group has been taught without Paideia Seminar technique by using the traditional method of teaching poetry which is usually the lecture method. In order to ensure that the two groups are equivalent, the researcher has equalized the two groups in the age of subjects, the level of education of parents, student's scores of poetry in the first year and the pre test.

3.1 Selection of Teaching Material

The poetry of the 16th and 17th century is one of the most important materials taught to the second year EFL students at the College of Education at University of Samarra, for its richness in expressions and imagination that stimulate the students to think creatively, to enrich their abilities to think critically and give their different ideas and interpretations of the poems. The poems taught by the researcher are:

"Spring ", by Sir Henry Howard.

"The Hind ", by Sir Thomas Wyatt.

"Sonnet 34 ", by Edmund Spenser.

"Leave me O Love ", by Philip Sidney.

"The Passionate Shepherd to his Love ", by Christopher Marlowe.

3.2 Construction of the Test

The researcher has constructed an achievement test on the subject matter that is determined at the beginning of this study to measure the students' progress at the end of the course and to measure what the students have gained from the application of Paideia Seminar technique. The test consists of 42 items related to the subject matter which has been taught by the researcher according to the objectives of the course. The achievement test is used in this study as a means to measure the achievement of the experimental group students in poetry who has been taught by using Paideia Seminar technique and the control group students who has been taught by the traditional method of teaching poetry which is used at the University of Samarra.

Question number one is a two-branch test: A and B. The first item of) A (evokes the different interpretations for the reason that makes the poet thinks that his addressee is better than a summer's day. The second and the fourth items test the students' ability to analyse the metre, the rhyme scheme and the language of the poem. The third item makes the students guess the person whom the poet is addressing, while in) B ,(the first item examines the tone of Henry Howard's poem "Spring". The second item examines the students' abilities to conclude the major themes of Wyatt's poem "The Hind" and finally the third item is to give a brief idea that summarizes the whole situation of Sir Philip Sidney's poem "Leave me O Love ".

The second question contains also A and B. Branch A contains (10) phrases or information derived from six poems, the students have to match the suitable poem for every choice. The options of the poems are mentioned underneath. This activity helps the students to imagine the events of every poem. Branch) B (has two items; the first one is an open-ended question. It allows students to explore the idea of real love expressing their own opinions mentioning some types of love with a reference to the poems "Leave me O Love", "Sonnet 34" and "The Hind." The second item
encourages the students to imagine Shakespeare's "Sonnet 18" to show agreement or disagreement with the last two lines (the couplet of the sonnet) giving reasons for their answers.

The third question has two branches) A (and) B ,(the first branch (A) is to test students' capabilities in giving the synonyms for different words and phrases from the poems taught by the researcher. This activity helps the students to think to which poem each word or phrase belongs, even if the text is not present in front of them to give another suitable word or phrase. It helps the students to be creative in writing since a student may suggest a synonym depending on his/her own explanation for a specific poem. Branch) B (is to give the students some lines from Edmund Spenser's "Sonnet 34". The students have to match the interpretations with the most appropriate lines .It evokes the students' thinking about sense devices) Simile, metaphor and personification) and the situation of the poem. It helps the students realize the function of connotation, symbolism and imagery which are related to critical thinking. The fourth question has been divided into four items. The first item is to explain briefly what is meant by "The Eye of Heaven" in Shakespeare's "Sonnet 18" showing what makes the sun less bright or dim. The second item asks about the temptations the shepherd gives to make his beloved come and enjoy love with him in Marlowe's pastoral "The Passionate Shepherd to his Love". The third item of question four asks the students to think about the hunting scene in Wyatt's poem "The Hind". They have to analyse the situation to show whether it is real or symbolic. This kind of question elicits the students' ability to think critically and creatively. The last item of question four is to show the effectiveness of the personification used in "Leave me O Love" by Sir Philip Sidney. The last question, question number five, contains three branches. Branch) A (consists of two items, the first item is an open-ended question asks the students to live the situation of Shakespeare's "Sonnet 18", use their imagination, think creatively trying to find a feature of nature other than the Summer day to describe a friend while the second item is to show what is meant by the word "fair" found in line 7 from Shakespeare's "Sonnet 18"."The second branch, i.e., branch) B (is to ask the students to find out examples of the use of alliteration from Sir Henry Howard's poem "Spring". Branch) C (is an open-ended question asks the students to write a paragraph about their feelings when they want something unreachable and they have to mention the poet who has passed this feeling in one of his poems. This kind of questions helps the students to be creative in writing and
to reflect their feelings. The specification of behavioral objectives and the distribution of marks of the test are shown in Table (1)

**Specification of Behavioral Objectives and the Distribution of Marks of the Test**

<table>
<thead>
<tr>
<th>Question</th>
<th>Item</th>
<th>Behavioral Objectives</th>
<th>Scores</th>
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<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Test the students' ability to interpret the poet's intention.</td>
<td>(12)</td>
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<td></td>
<td>1</td>
<td>Test the students' ability to analyse sound devices</td>
<td>3</td>
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<td></td>
<td>2</td>
<td>Assess the students' ability to expect the person whom the poet addresses.</td>
<td>3</td>
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<td></td>
<td>3</td>
<td>Tests the students' ability to describe the language of the poem.</td>
<td>3</td>
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<td></td>
<td>B</td>
<td>Tests the students' ability to describe the tone of the poem.</td>
<td>8</td>
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<td></td>
<td>1</td>
<td>Tests the students' capability to conclude the themes.</td>
<td>4</td>
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<td></td>
<td>2</td>
<td>Assesses the students' ability to summarize the situation of the poem.</td>
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<tr>
<td>2</td>
<td>A</td>
<td>Tests the students' capability to match the ideas and events to the suitable poems.</td>
<td>10</td>
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<td></td>
<td>B</td>
<td>Tests the students' ability to express their opinions with reference to the poems.</td>
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<td></td>
<td>1</td>
<td>Tests the students' ability to think critically</td>
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<td></td>
<td>2</td>
<td>Tests the students' ability to identify simile</td>
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<td>B</td>
<td>Tests the students' ability to identify personification</td>
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<td></td>
<td>1</td>
<td>Tests the students' ability to identify metaphor</td>
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<td>3</td>
<td>Tests the students' ability to summarize the situation of the poem.</td>
<td>10</td>
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<td>4</td>
<td>Tests the students' ability to give synonyms for different words and phrases.</td>
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<tr>
<td>3</td>
<td>A</td>
<td>Tests the students' ability to give synonyms for different words and phrases.</td>
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<td>B</td>
<td>Tests the students' ability to identify simile</td>
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<td>Tests the students' ability to identify personification</td>
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<td>Tests the students' ability to give synonyms for different words and phrases.</td>
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<td></td>
<td>Tests the students' ability to identify metaphor</td>
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<td>4</td>
<td>Tests the students' ability to realize imagery</td>
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<td>Tests the students' ability to understand the situation of</td>
<td>5</td>
<td></td>
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<td></td>
<td>the poem.</td>
<td>5</td>
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</tr>
<tr>
<td>5</td>
<td>Elicits the students' ability to realize symbolism.</td>
<td>5</td>
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<tr>
<td>4</td>
<td>Tests the students' ability to identify and realize personification.</td>
<td>5</td>
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<td></td>
<td>Elicits the students' ability to use their imagination to</td>
<td>10</td>
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<td></td>
<td>personalize the ideas of the poem.</td>
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<tr>
<td></td>
<td>Tests the students' ability to understand connotative meaning.</td>
<td>5</td>
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<tr>
<td></td>
<td>Tests the students' ability to identify alliteration.</td>
<td>5</td>
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<tr>
<td>A</td>
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<td></td>
</tr>
<tr>
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<td>Tests the students' ability to write creatively and to</td>
<td>5</td>
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<td>reflect their feelings.</td>
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</table>

### 3.3 Test Validity

Bell (1981:198) points out that "the test is valid if it actually measures what we want to measure." It is then, the agreement about the test whether it is suitable to measure what it is supposed to be measured or not. To ensure the face validity the test has been exposed to a jury of experts. Every member of the jury has been handed a copy of the test with a letter requesting them to give their opinions of the suitability of the items used. The test items have been approved by the jury members saying that they are appropriate to measure the purposes they are designed for apart from some recommendations and modifications which are taken into consideration.

### 3.4 Test Reliability

Reliability is the consistency of results of a test. It is concerned with the precision of test scores (Douglas, 2010:105). It is the stability with which a test affords the same or nearly the same results in measuring whatever is intended to be measured (Harris, 1969:1). In this study the reliability of the test has been measured by the test-retest method. According to Davidson and Fulcher (2012: 354) the test-retest method is especially feasible in experimental and quasi-
experimental designs that use control and experimental groups that are measured on pretest and posttest. Thirty students in the second year College of Education have been chosen to apply the test for estimating its reliability. Pearson formula 1 indicates that the Correlation Coefficient of reliability is 0.98.

3.5 Instruction

The instruction of the control group and the experimental group has been started at the end of February 2014. The researcher taught both groups. The lectures have been arranged for the two groups on Wednesday and Thursday every week. The learners have been exposed to the material for two hours for the experimental group and two hours for the control group every week. The experimental group has been taught the poems using Paideia Seminar Technique. See Appendix (B) directing the students to read the poems and interact with the text to answer open-ended questions given by the researcher to precipitate spirited and thoughtful dialogue. As results, the students are asked to justify and clarify their own ideas as well as their responses to the ideas of others. The ultimate goal of a seminar is that all students develop deeper understanding of the text through thoughtful interaction with the ideas of others. The optimal seminar setting arrangement is a circle or hollow square because it allows free and equal eye contact among all the participants. The students give different opinions for the same poem. They have been told to think creatively of questions, to solve problems to give ideas, take notes and to write them down. The students exchange ideas and opinions and the teacher facilitates and directs their performance and discussion. The control group has been taught the poems in a traditional way, using lecturing method. The poems are explained directly to the students who listen and take ideas and information from the teacher who clarifies and explains the poem in some details, students are passive.

3.6 Statistical Instruments

The following statistical tools are used in the study:

1- The test formula for two samples: It is used to find out the average age of the subjects in experimental and control groups, the mean scores of both groups in the first year of poetry and the mean scores of both groups in pretest.

\[
T = Z_1 \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}
\]

\[
= \frac{(n-1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}
\]

2- Chi-Square is used to show the degree of equalization between the two groups in the level of education of parents.
3- Pearson Correlation Coefficient Formula is used to calculate test reliability by using test-retest method. The formula is as follows:

\[ R = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \]

4- The difficulty level formula has been used to estimate the difficulty level of test items.

5- The discrimination power formula has been used for estimating the discrimination power of test items.

4. Analysis of the Results

The Means, Standard Deviation, "t" test for independent samples in order to determine whether there are significant differences between the experimental and the control groups in the post-test scores have been used. The "t" test formula for paired samples is used to determine whether there is a significant difference between the post-test and pre-test scores in the experimental group, and it is used again to find out whether there is a significant difference between the two tests in the control group.

4.1 Comparison of the Experimental and the Control Group in the Post-Test Scores:

In order to determine whether there is a significant difference between the two mean scores of the experimental and the control groups in the total scores of the post-test, the mean scores of the two groups have been compared by the researcher. The mean of the experimental group is 68.767 and the mean of the control group is 45.900. The "t" test formula for independent samples has been used so as to find out whether there is a significant difference between the mean scores of both groups or not. The calculated value, which is 5.859, has been compared with the tabulated value, which is 2.00. This comparison indicates that there is a significant difference between the experimental and the control groups, as shown in table (3). This obviously indicates that the experimental group is better than the control group. As a result the second alternative of the hypothesis adopted initially, which indicates as negative effect of using Paideia Seminar technique on the students' achievement in poetry is rejected. The first alternative of the hypothesis which indicates that Paideia Seminar has a significant degree of positive effect on the students' achievement compared to their achievement in situation where traditional method of teaching poetry is used, is accepted. The third alternative of the hypothesis which indicates a neglected effect of using Paideia Seminar technique on students' achievement in poetry is also rejected.
Table (2)

The Mean, Standard Deviation and 'T' Value of the Post-test Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>'T' Value</th>
<th>P&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calculated</td>
<td>Tabulated</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>68.767</td>
<td>15.811</td>
<td>58</td>
<td>5.859</td>
<td>2.00 SD</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>45.900</td>
<td>14.385</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 Comparison of the Pre-test and the Post-test Scores in the Experimental Group

The 't' test formula for paired sample* has been used to find out whether there is a significant difference in the mean scores of the experimental group in the pre-test and post-test scores. A paired sample 't' test is used to determine whether there is a significant difference between the average values of the same measurement made under two different conditions. The 't' test calculated value of the 7.841 is compared to the tabulated value 2.00. This indicates that there is a clear and significant difference between the pre-test and post-test scores in the experimental group. Since 7.841 is greater than 2.00 it can be easily concluded that the null hypothesis, which indicates no effect of using Paideia Seminar technique on the students' achievement in poetry, is rejected. This highlights that there is a statistically significant difference on the achievement of students taught poetry via Paideia Seminar technique, as shown in Table(3).

* The 't' test formula for paired sample:

\[
t = \frac{d}{sd}
\]

\[
s = \frac{sd^2}{n}
\]

\[
Sd^2 = \text{Variance of difference}
\]

\[
sd = \text{Standard Deviation of Difference}
\]

(Hinkle et al., 1982:218)
Table (3)

The Mean, Standard Deviation 't' Value of the Pre-test and Post-test', Scores of the Experimental Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>'T' Value</th>
<th>P&lt;</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Calculated</td>
<td>Tabulated</td>
</tr>
<tr>
<td>Pre-test</td>
<td>36.167</td>
<td>14.227</td>
<td>29</td>
<td>7.841</td>
<td>2.00</td>
</tr>
<tr>
<td>Post-test</td>
<td>68.767</td>
<td>15.811</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Comparison of the Pre-test and Post-test Scores in the Control Group

The 't' test formula for paired sample has been used to find out whether there is a significant difference in the mean scores of the control group in the pre-test and post-test scores. The 't' test value is 2.536, which indicates that there is a difference, but it is not significant, as compared with 't' tabulated value, which is 2.045 at 0.05 level, as shown in Table (4).

Table (4)

The Mean, Standard Deviation, 't' Value of the Pre-test and Post-test Scores of the Control Group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Degree of Freedom</th>
<th>'T' Value</th>
<th>P&lt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calculated</td>
<td>Tabulated</td>
</tr>
<tr>
<td>Pre-test</td>
<td>35.800</td>
<td>13.947</td>
<td>29</td>
<td>2.536</td>
<td>2.045</td>
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<tr>
<td>Post-Test</td>
<td>45.900</td>
<td>14.385</td>
<td></td>
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</tbody>
</table>

4.4 Discussion of the Obtained Results

The statistical analysis of the results obtained from the experiment indicates that the achievement of students in the experimental group is significantly better and higher in average from the achievement of students in the control group in the total scores of the post-test. It can be mentioned that this experiment leads to demonstrate significantly higher learning effects for Paidea Seminar. This can be interpreted to mean that teaching poetry in a way that promotes interaction with the text, work cooperatively, thinking creatively, generating and sharing ideas,
and a way that encourages student-centered discussion with open-ended questions as a means and
goal of teaching is more benefit to learning than the traditional way which does not give the
students the opportunity to discuss and communicate inside the classroom. It can be said that the
interaction with the text and helping the students take the responsibility of their own learning give
them the opportunity to develop their creative and critical thinking and improve their
communication skills.

The mean of the experimental group is 68.767 while the mean of the control group is
45.900. It does not indicate that the traditional way of teaching poetry to university students has a
totally negative effect, but the wide variations in scores indicate that learners get benefit from this
 technique which is based on student-centered discussion. The aim of this study has been specified
as reaching a decision on the role and effectiveness of the use of Paideia Seminar Technique on
the achievement of second year college students in poetry. The obtained findings as well as their
interpretations can be summarized as:

1- The mean score of the experimental group is higher than the mean score of the control group.
This means that teaching poetry using Paideia Seminar technique is more effective than teaching
poetry through using the traditional method which is often teacher-centered.

2- The wide variations in scores between the experimental group and the control group in the post-
test highlights the significant effectiveness of student-centered text-based methods and techniques.

3- There is a clear and significant difference in the students' scores of the experimental group
between the pre-test and the post-test. This indicates obviously that the students in the experimental
group have got benefit from applying Paideia Seminar technique.

4- It has been discovered through the analysis of the variations among subjects in the
experimental group between the pre-test and the post-test that the range of variations has been
relatively widened.

5- It has been discovered through the experiment that Paideia Seminar can be developed as an
effective technique in teaching poetry at the university level.

6- This study demonstrates that the Paideia Seminar can be a teaching process that meets the needs
and expectations of many teachers.
7- The difference in means between the pre-test scores and the post-test scores in the control group is 10.1 and the difference in means of the two tests in the experimental group is 32.6. It does not mean that the traditional way of teaching poetry has a totally negative effect, but the students in the experimental group have got observable benefit from applying Paideia Seminar technique.

8- It has been discovered through the analysis of variation among subjects in the control group between the pre-test and post-test that the average of variations is reduced.

5.1 Conclusions

In the light of the findings of this study, we have come up with the following conclusions, some are theoretical, others are practical:

5.1.1 Practical Conclusions

According to the results obtained from this study, the following practical conclusions have been observed:

1. Paideia Seminar technique gives students an opportunity to react to the poems based on their own experience, emotions and their prior knowledge.
2. Paideia Seminar technique encourages the students to express their personal understanding of a poem rather than wait for the teacher's ready-made notes.
3. The results of this study show a significant improvement in the experimental group. The statistical results have confirmed the first hypothesis at the outset of the study, which indicates that the use of Paideia Seminar in teaching poetry is expected to have a significant positive effect on students' achievement in poetry.
4. From a pedagogical and practical point of view, the results indicate the importance of teacher training to play different roles and especially in presenting different activities inside the classroom.
5. Paideia Seminar makes the students more active, it motivates them to read and analyze the text, it develops their ability to generate new and different ideas from the poem and it helps them to be able to appreciate poetry. Consequently, it plays a vital role to develop their language and communicate skills as they are students of English as a foreign language and to be creative in thinking and writing.
6. The safe classroom environment for students in the experimental group to think creatively and talk freely because negative comments are not acceptable.
7. Planning, organization, communication and comprehension elicited by the Paideia Seminar are necessary for optimal learning.
8. The application of Paideia Seminar technique has stimulated actively students to become more fluent and freer in generating ideas.
9. Paideia Seminar consolidates the relationships between the teacher and his students, and between the students themselves. It encourages the spirit of cooperation among students.

5.1.2 Theoretical Conclusions

According to the results obtained from this study, the following theoretical conclusions have been drawn:

1. From a theoretical point of view, the results of this study uphold the view that language teaching is communication and interaction between the students and the text. It is so important to encourage the students to use their prior knowledge and their own experience to learn new things and to generate new ideas through discussion and interaction with each other.

2. Note taking by students in the experimental group is encouraged as well as active listening.

5.2 Recommendations

In the light of the conclusions and the obtained results, the following pedagogical implications and recommendations can be derived:

1. Teachers are highly required to implement pre-seminars activities in teaching literary and poetic texts to encourage students to better reading and deeper understanding of the poetic text.
2. Paideia Seminar must be implemented because it develops the students' communicative skills, critical thinking and creativity.
3. More attention should be directed to training teachers of poetry, providing them with the up-to-date methods and techniques of teaching literature.
4. Paideia Seminar technique should be used because students are encouraged and directed to interact with the text to analyze and criticize the poetic meanin
5. Paideia Seminar should be used since it is a means to learn problem-solving skills, that enables the students to present a problem or an issue, generate various solutions, apply suitable ideas to solve the problem, and evaluate the results.

6. Emphasis should be laid on developing students' higher-order thinking skills; this can be implemented by using Paideia Seminar technique.

7. More attention should be directed towards sound devices and language devices of poetry which can be taught by Paideia Seminar technique.

Appendix (A)

Learners' Post-test Scores

<table>
<thead>
<tr>
<th>No.</th>
<th>Experimental Group Scores</th>
<th>No.</th>
<th>Control Group Scores</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>65</td>
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</tr>
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Appendix (B)

The Lesson Plan


Time of the Lecture: Two hours.

Note: This poem takes two lectures.

The teacher arranges students' desks in a circle so students are all facing each other.

Pre-Seminar

Content- The facilitator presents relevant background information. Participants are prepared to discuss the selected poem.

Before handing students a copy of the poem, the teacher makes them listen to the poem from a CD driver. Once they have done so, they are handed out copies of the sonnet and the teacher has at least two students read the sonnet aloud.

Process- The facilitator reviews seminar objectives and guidelines. Participants are asked to set goals, individual goals and a group goal.

Example of the goals for an individual participant.

- Listen more closely.
- Speak at least once.
- Refer to the text when I speak.

Examples of goals for a group:

- No interruption.
- No side conversation.
- Build on each other's ideas.
- Allow silence to people to think.
Seminar Questions

Opening – identify main ideas from the text.

Which line do you think is the most important in the sonnet? Why?

Core – Focus/ analyze textual details.

1- Why do you think Shakespeare choose a summer day to describe his addressee?

2- What do you think "the eye of heaven" and "his gold complexion" mean?

3- What is the logic behind lines 13-14? Is this a valid proof? Why or why not?

4- What details show that "a summer's day" is lacking in loveliness and is intemperate?

5- How can you describe the language of this poem?

6- What are the metre and the rhyme scheme?

Post-Seminar

Process – The teacher assesses individual and group participation using the seminar Rubric with students referring to recent past as well as future seminar discussion.

Context – The teacher extends application of textual and discussion ideas.

Students have to do these activities:

1- Write a persuasive essay about Shakespeare's sonnet "Shall I Compare thee".

2- Choose – feature of nature than the summer day to describe a friend. Write a paragraph about it.
Appendix (C)

The Test

Second Year Poetry Exam May 2014

Q.1. A/ Read the first quatrain of Shakespeare's sonnet 18" and then answer the questions that follow: (12 marks)

Shall I compare thee to a summer's day?
Though art more lovely and more temperate
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.

1- Why is the poet's addressee better than a summer's day?
2- What are the metre and the rhyme scheme of the poem?
3- To whom is the poem addressed?
4- How can you describe the language of this poem?

B/ Explain briefly two of the following: (8 marks)

1- The tone of the Henry Howard's poem "Spring"
2- The major themes of Wyatt's poem "The Hind".
3- The situation of Sir Philip Sidney's poem "Leave me O love".

Q.2. A/ Mention the poem which is suitable to the following expressions. (10 marks)

1- a bed of roses.
2- chains of learning give us light to see.
3- the immortality of love in poetry.
4. no one catch me.
5- the turtle is playing with her mate.
6- a ship, a large ocean and storms.

7- the feeling of frustration.

8- thinking of heavenly things.

9- transience of human beauty.

10- the rebirth of nature.

**The Poems**

Leave me O Love/ The Hind/ sonnet 34/ Spring/ Sonnet 18/ The passionate Shepherd to his love.

**B.1/** Describe your opinion of real love shedding light on some types of love mentioned in the poems "Leave me O Love", "Sonnet 34" and "The Hind".

(5 marks)

2/ do you agree with the last two lines of Shakespeare sonnet 18? Give reasons for your answers.

(5 marks)

**Q.3.A/** Find the suitable synonyms for the following words and expressions:

(10 marks)

1- Fair     2- reachest but dust     3- yoke    4- buds     5- soote season     6- Hind     7- owest    8- doth      9- thou art    10- lodestar

**B/** Match the following interpretations with the most appropriate lines from the poem "Sonnet 34".

1- There is a clear example of simile.

2- It is an example of personification.

3- The poet compares strong winds with his own difficult situation.

4- There is a case of hyperbaton.

5- The speaker foresees a bright time to come.
The Lines  

(10 marks)

a) Whereas a storm hath dimd her trusty guyde.

b) Lyke as a ship, that through the ocean wyde.

c) With lovely light to clear my cloudy grief.

d) So I, whose star, that want with her bright ray.

e) Yet hope I well that, when this storme is past.

Q 4/ answer the following questions briefly:

1- What is "the eye of heaven" in Shakespeare's sonnet, "Shall I compare thee'? When is its gold complexion dimmed?

2- How did the shepherd try to convince his beloved to come and enjoy love with him in Marlow's poem "The Passionate Shepherd to his Love".?

3- Do you think the hunting scene in "The Hind" is symbolic or not?

4- Do you think the personification in "Leave me O Love" is effective? Give reasons for your answer.

(20 marks)

Q.5.A/ Answer the following questions briefly

1- What feature of nature than the summer day can you use to describe a friend? Write a paragraph about it.

2- What does the word "fair" in "And every far from fair sometimes declines" mean?

B/ Find out examples of the use of alliteration from Sir Henry Howard's poem "Spring".

C/ The poet wants something unreachable. Mention the poem and write a short paragraph about your feelings when you want something unreachable.

(5 marks)
BIBLIOGRAPHY


