

Integrating Gonen's Poetry Teaching Framework to Enhance Language Learning Competencies in Senior High School Students

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Abstract. This study assessed the effectiveness of an interactive language learning material, based on Gonen's Poetry Teaching Framework, in improving language skills among senior high school students. A quasi-experimental design was employed, with pretests, formative tests, and posttests for both experimental and comparison groups. Participants were paired based on certain criteria. Data analysis involved various statistical tests to compare scores. The results demonstrated a significant enhancement in students' language skills. Notable differences were observed between formative test scores and pretest and posttest scores for language skills. These findings underscore the importance of employing diverse strategies to meet students' needs better and enhance language learning. Based on these results, the researcher suggests that language and literature teachers may traverse multiple approaches that will cater to the needs of the students and serve as an avenue for enhancing senior high school students' language learning competencies.

Keywords: Gonen's Poetry-Teaching Framework; Language learning competencies; Senior high school, Language learning material.

1.0 Introduction

Literature has long been a cornerstone of secondary and tertiary education, often integrated into English curricula or taught independently. It encompasses human experiences, including love, grief, thoughts, dreams, and aspirations, often described as embodying the good, the true, and the beautiful (Albao et al., 2017). Poetry, a significant genre within literature, captures an author's thoughts and experiences through figurative language and cultural representations, evoking diverse emotions in readers. Its brevity and rhythmic qualities can enhance linguistic awareness and appreciation for contemporary issues. Despite these intrinsic values, poetry is frequently underutilized as a pedagogical tool in language classes (Bobkina & Dominguez, 2014). Students often find poetry challenging to analyze, which diminishes their interest and adversely affects their linguistic competence. This disengagement can lead to poor reading comprehension and a weakened appreciation for literature.

The underutilization of poetry in language instruction is well-documented. Bobkina and Dominguez (2014) note that despite the pedagogical benefits of poetry, such as enhancing critical thinking and language skills, its implementation in the classroom remains limited. Similarly, Albao et al. (2017) emphasize the potential of literature to enrich students' emotional and intellectual development but highlight the lack of effective teaching strategies as a significant barrier. Gonen's Poetry-Teaching Framework offers a structured approach to integrating poetry into language education, promising to address these instructional challenges by fostering student engagement and improving linguistic proficiency.

This study sought to bridge the gap identified in the existing literature by validating supplementary instructional material for language and literature teachers that incorporates Gonen's Poetry-Teaching Framework. The aim is to enhance poetry teaching in high and senior high school settings. By developing and implementing this material, the study aspires to contribute to educational practices, supporting learners, educators, and future researchers in leveraging poetry as a potent tool for language development. This research holds significance in improving students' reading comprehension and appreciation of literature and offering a sustainable model for integrating poetry into language education.

2.0 Methodology

The study used a quasi-experimental design with pretest and posttest measures. The match-pairing technique was used to determine the experimental and comparison groups. To minimize bias, participants in the experimental group were matched with those in the comparison group based on pretest results. The participants were 60 senior high school students. The match-pairing technique was used to ensure unbiased selection. The criteria and process for matching were based on pretest performance.

The data-gathering activities that were undertaken in this study are described as follows:

Phase 1 – Planning Phase. The researcher examined books and related materials for teaching poetry. The researcher referred to checking the Desired Learning Competencies and scope and sequence prescribed by the Department of Education for senior high school students. At this stage, the researcher's goal is to create a POTified Interactive Language Learning Material (PILLM) or guide for teaching poetry. Deciding and determining the specific competencies to be captured in the instructional module will be done in Phase 2.

Phase 2 – Designing/Developing Phase. After determining the target learners and the poems and activities to be modularized, the researcher structured the supplementary instructional material. In developing the material, outlined procedures will be adopted to achieve the purpose of this study.

Phase 3 – Validation and Tryout Phase. To validate the developed supplemental instructional material in terms of content and structure of the module, presentation of the module, usefulness of the module to its intended users, and expert judgments sought by the researcher. With this, the first drafts of the supplemental instructional material were printed and presented by the researcher to her adviser. Then, the researcher revised the said material based on the comments and suggestions of the adviser, who requested to read and evaluate the material. Afterward, the revised supplemental material was validated by four (4) selected teachers, administrators, and/or curriculum experts.

Phase 4 – Evaluation and Finalization Phase. The developed supplemental instructional material is validated through the evaluation of the teacher-respondents in terms of the module's content and structure, presentation, and usefulness, and through the results of the comparison of the pupil's performance in the pretest and posttest. The researcher prepared a letter of consent for approval from the Schools Division Office of Calamba City to ensure the study's formality. After receiving the school head's endorsement, the researcher began conducting this study.

In the study, all the participants were oriented to the intervention material that lasted for at least 3-4 weeks using the "POTified Interactive Language Learning Material (PILLM)." The participants were then given the pretest to identify who was included in the Experimental Group. They were given a copy of the module, which they had read and answered. The researcher met the participants twice weekly to check the learners' progress and ensured that they accomplished the allotted weekly task.

The study utilized a teacher-made module. The module included self-made poems and custom illustrations to avoid copyright issues. Experts validated it before use. The experimental group used the module for 3-4 weeks, meeting twice weekly for progress checks. The comparison group did not receive the module but received feedback. Pretests and posttests were administered and analyzed by a statistician.

3.0 Results and Discussion

Table 1 presents the pretest mean scores of the experimental and comparison groups, each with a mean score of 14.40. These results indicate that both groups demonstrated relatively low language learning competencies before the intervention, with no significant differences observed. This finding underscores the need for enhanced strategies to improve students' language learning skills.

Table 1. Pretest performance of the experimental and comparison groups

Group	Mean	Five-Number Summary				
		Minimum	25 th %	Median	75 th %	Maximum
Experimental	14.40	8.00	11.75	15.00	17.00	20.00
Comparison	14.40	8.00	11.75	15.00	17.00	20.00

Legend: 25.00-30.00 = Very High; 20.00-24.00 = High; 15.00-19.00 = Average; 8.00-14.00 = Low; 1.00-7.00 = Very Low

Gonen (2018) highlights the often-overlooked potential of poetry as an effective tool for language teaching. Despite its benefits in expanding human experience and fostering language awareness, poetry is frequently neglected in language education. This study aligns with Gonen's assertion, emphasizing the importance of incorporating poetry to enrich language learning experiences and outcomes.

Table 2. Formative test scores of the experimental and comparison groups

Group	Mean	Five-Number Summary				
		Minimum	25 th %	Median	75 th %	Maximum
Experimental	23.13	15.00	21.00	22.00	26.25	29.00
Comparison	20.63	14.00	17.75	21.00	23.00	27.00

Legend: 25.00-30.00 = Very High; 20.00-24.00 = High; 15.00-19.00 = Average; 8.00-14.00 = Low; 1.00-7.00 = Very Low

Table 2 displays the formative test mean scores for both groups. The Experimental group achieved a mean score of 23.13, while the comparison group obtained a mean score of 20.63. Although both groups demonstrated high performance, the experimental group outperformed the comparison group. This suggests that the intervention may have positively influenced the experimental group's language learning competencies.

The experimental group's improved performance can be attributed to the implementation of Gonen's Poetry Teaching Framework in the language learning materials. The framework included activities such as modeling poetry reading, writing, and performance, integrating poetry more comprehensively into the curriculum, and revisiting poetry in various contexts, as recommended by Creely (2019). Creely emphasized that such practices are foundational for effective poetry instruction, as they strengthen the connection between poetry and students' experiences, enhancing overall teaching effectiveness.

Furthermore, the language learning materials were designed to improve senior high school students' language competencies by applying Gonen's framework. Aguelo (2017) defines language competencies as the understanding and skill in speaking, listening, reading, and writing in English, which aligns with the module's content. Gorla (2019) supports this view, noting that language learning benefits from both formal and informal contexts, including gamification and mobile technology. These elements were incorporated into the module, reflecting modern approaches to enhancing language learning.

Table 3. Posttest performance of the experimental and comparison groups

Group	Mean	Five-Number Summary				
		Minimum	25 th %	Median	75 th %	Maximum
Experimental	16.90	14.00	15.00	17.00	18.00	23.00
Comparison	13.37	8.00	11.75	14.00	15.25	17.00

Legend: 25.00-30.00 = Very High; 20.00-24.00 = High; 15.00-19.00 = Average; 8.00-14.00 = Low; 1.00-7.00 = Very Low

Table 3 presents the post-test mean scores for both groups. The experimental group achieved a mean score of 16.90, reflecting an average score, while the comparison group had a mean score of 13.37, indicating a low score. These results suggest that the language learning material had a significant positive impact on the experimental

group, as evidenced by their greater improvement in scores compared to the comparison group. This indicates that the intervention effectively enhanced the participants' language learning competencies.

The language learning material appears to have fostered greater student responsibility in their learning. This observation supports Jimenez's (2020) assertion that teachers' creation of Supplementary Learning Materials (SLMs) encourages the development of contextualized resources for diverse learning environments and student populations. Jimenez emphasized that such materials provide opportunities for teachers to create resources tailored to local needs, inspiring them to become writers, illustrators, and designers of their educational materials. This approach ensures that the materials align with students' needs and levels, enhancing their learning experience.

Table 4. Differences in the formative test scores between experimental and comparison groups

Group	Mean	Mean Difference	Test for Equality of Means		
			t-value	df	p-value
Experimental	23.13	2.500	2.831	58	0.006
Comparison	20.63				

Table 4 presents the statistical analysis of the formative test results for senior high school students. The analysis revealed a significant difference between the formative test scores of the experimental and comparison groups, as indicated by a p-value of 0.0006, which is lower than the 0.05 level of significance. This demonstrates a significant improvement in the performance of the experimental group compared to the comparison group after using the language learning material. The results suggest that the experimental group gained a significantly better understanding of the module, implying that the intervention contributed to higher scores. This indicates that incorporating Gonen's Poetry-Teaching Framework into the language-learning material effectively enhanced the students' language-learning competencies.

Supporting this finding, Satinem (2018) observed that teaching students to write poetry enhances their ability to convey everyday life experiences through expressive and engaging language. Poetry, which stimulates the senses through rhythmic and aesthetic arrangements, is a powerful creative expression that communicates profound ideas and emotions. To articulate their thoughts, a poet can use various linguistic tools, such as sentences, paragraphs, vocabulary, diction, and spelling. Similarly, Cahnmann-Taylor (2016) noted that poetry writing provides intellectual tools of inquiry, heightening students' awareness of language nuances and aesthetics. The teacher's role in offering corrective feedback and designing appropriate intervention materials further contributed to the effectiveness of the language learning intervention.

Table 5. Differences in the post-test scores between experimental and comparison groups

Group	Mean	Mean Difference	Test for Equality of Means		
			t-value	df	p-value
Experimental	16.90	3.533	6.061	58	0.000
Comparison	13.37				

Table 5 shows the test of difference between the post-test results of the experimental and comparison groups. The mean score for the experimental group was 16.90, while the mean score for the comparison group was 13.37, resulting in a mean difference of 3.53. This indicates that the experimental group had significantly higher post-test mean scores than the comparison group. The t-value for the test was 6.061, which is statistically significant at $p < 0.05$. This suggests that the difference in post-test mean scores between the experimental and comparison groups was significant and unlikely to have occurred by chance. The results confirm that the intervention had a substantial positive effect on the post-test scores of the experimental group.

This outcome aligns with Thongprayoon's (2020) observations on the importance of language learning competency in a globalized world. Thongprayoon emphasized that understanding intercultural communicative competence is crucial for successful cross-cultural communication, particularly in international contexts where only a few programs aim to teach this skill. Recognizing the characteristics and markers of intercultural communicative competence can aid instructors and course designers facilitate better language learning outcomes.

Similarly, Hoglund and Jusslin (2022) supported that teaching poetry through arts-based methods can transcend traditional curricular boundaries. They noted that poetry education can create engaging, transformative literary encounters and highlighted these engagements' dynamic and performative nature. Implementing multimodal poetry explorations and integrating literature and visual arts exemplifies how teaching methods can enhance the curriculum and foster deeper literary and linguistic appreciation.

Table 6. Differences in the pre-test and post-test scores of the experimental groups

Group	Mean	Mean Difference	Test for Equality of Means		
			t-value	df	p-value
Post-test	16.90	2.50	3.306	29	0.003
Pretest	14.40				

Table 6 presents the test of difference in the experimental group's mean performance. The experimental group's mean score in the pretest was 14.40, while the post-test score was 16.90. The mean difference 2.50 indicates that the experimental group had significantly higher post-test mean scores than the pretest mean scores. This result demonstrates the effectiveness of the module.

Jones and Curwood (2020) observed that young people globally engage with poetry to implement creative literacy practices. Various activities have shown that marginalized youth increasingly use poetry to express their often-silenced voices and receive immediate feedback on their creative work. Through culturally sustaining pedagogy, poetry creates a third space for literacy development, supporting diverse students in strengthening their critical literacy skills. This was demonstrated in a multicase embedded research approach in Sydney, Australia. Kamata (2019) also noted that literary texts provide significant contexts, encompassing extensive vocabulary, fostering critical thinking, and promoting cultural awareness, which catalyzes creative expression. Specifically, poetry – through reading, writing, and sharing – can enhance students' self-esteem, problem-solving skills, self-awareness, and communication abilities. Creative writing exercises encourage active learning and help students understand literature from the inside out, fostering a sense of responsibility for their learning.

4.0 Conclusion

The study examined the impact of interactive language learning material incorporating Gonen's Poetry-Teaching Framework on senior high school students' language learning competency. Participants were divided into experimental and comparison groups, both starting with low pre-test scores. The experimental group, exposed to the new material, showed significantly higher formative and post-test mean scores than the comparison group, which received regular instruction. Independent and paired t-tests confirmed these significant improvements, demonstrating that the module effectively enhances language learning competency. These results suggest that Gonen's Poetry-Teaching Framework can be broadly applied in educational settings to improve language learning. Future research could explore its effectiveness in different age groups and educational contexts and its long-term impact on language proficiency.

The Schools Divisions of Calamba City may consider adopting the PILLM module to be utilized on a wider scale of learners around Calamba City to enhance the language learning competency of senior high school students who have taken specialized subjects in language and literature. The school administrator may encourage language and literature teachers to craft and design a module that will cater to the needs of the students throughout a changing and evolving phase of the curriculum. The teachers may consider enhancing the language learning competency of senior high school students by exploring frameworks that will guide the teachers in teaching poetry. Curriculum planners may update the MELCS within a given timeline to observe changes in the language learning of senior high school students to improve their language learning competency. Future researchers may conduct similar studies to support other subjects in enhancing their targeted learning competency and suit the students' needs.

5.0 Contribution of Authors

SMMC conceptualized a module incorporated into Gonen's Poetry teaching framework as suggested by her consultant – Prof. Richie Mendoza. SMMC created the poems used in the module, pre-test, and post-test. From doing the module to its implementation, the researcher made it possible with the help of her adviser – Dr. Glenn P. Cortezano; validators – Dr. Alvin N. Navarro, Dr. Edna Manaig, Prof. Joseph B. Ancajas, and Ma'am Virginia V. Papas; her panelists – Dr. Alberto D. Yazon, Prof. John Frederick B. Tesoro, and Prof. Cristoper F. Mendoza; and her module illustrators – Mr. Jayvee Ryan F. Banal and Ashley M. Hermida. The researcher also analyzed and interpreted the data from her statistician.

6.0 Funding

The researcher is currently looking for a funding agency.

7.0 Conflict of Interest

There is no conflict of interest.

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