Bridging Perceptions and Performance: EFL Teacher-trainees' Metaphor Recognition and Vocabulary Recall Through Poetry

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ABSTRACT:

This study focuses on examining the alignment between EFL teacher trainees perceived and actual competence in metaphor recognition and vocabulary recall through poetry within British and American Literature subject matter at Ecole Normale Supérieure of Constantine (ENSC), Algeria. It seeks to understand how 73 third year EFL teacher-trainees at ENSC perceive the pedagogical role of poetry, how they evaluate their own metaphorical and lexical abilities, explore their capacity in creating and explaining metaphors, and test whether their perceptions mirror their real performance. The research follows a convergent mixed method approach in which both qualitative and quantitative data have been collected through a semi structured questionnaire and a performance based test. The questionnaire results revealed that the majority of participants showed a positive attitude towards poetry and they reported that studying it has improved their vocabulary recall. Besides, they claimed that their metaphorical competence is average to good. Furthermore, the findings of the test implied that the most participants are good at recognizing, creating, and explaining metaphors; however, their vocabulary retention emerged as a relative area of a challenge unlike their self-reported perceptions. The significance of this study lies in bridging perceptions based and performance based assessment as it provides insights into the link between the students' beliefs and their actual performance. The findings suggest reflective practices and pedagogical implementation that support poetry education in order to enhance teacher-trainees' confidence and competence in teaching literature and poetry.

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Introduction

Nowadays, teaching literature in language classrooms is of a paramount importance; however, in the past few decades, literature was excluded in such classes for a variety of reasons (Carter & Long, 1991; Hossain, 2024; Sävmark, 2025). Some linguists like Topping argue that literature does not follow grammatical rules and has a complex structure; therefore, it is better not to include it within foreign language teaching curricula (Topping, 1968). Since literary texts follow a complicated structure and break many grammatical rules especially in poems, many scholars believe that it should not be taught to all grades. According to Turker, intermediate students can be frustrated when dealing with literary texts because they might be able to comprehend, yet providing responses may be challenging for them (Turker, 1991). Moreover, according to Peskin (et al., 2010), poetry should be neglected from foreign language teaching because it is most likely to be difficult for both teachers and students. In the Algerian context, similar challenges have been uncovered by research such as the one conducted by Kheladi (2021). According to this scholar, literature teachers tend to rely on traditional lecturing practices due to limited training, lack of preparation, and uncertainty about how to implement learner centered approach.

Despite the beliefs of these scholars, many researchers have acknowledged the importance of teaching literature especially poetry in EFL settings. For example, Pike (2000) conducted a research that tested the effectiveness of reading a huge number of poems on foreign language students' performance. As a result, students were motivated as they wanted to read more poetry works. The results of this study indicate that reading poetry is interesting to such kind of learners. According to Finch (2003), language learners find dealing with such genre very enjoyable. Since poetry is considered to be one of the authentic materials utilized in foreign language classrooms, it carries within its lines not only the beliefs of the poet, but also the culture of his/her entire nation. Therefore, diving in themes and background information related to various poems significantly enhances EFL learners' cultural awareness (Gönen, 2018). In the same research perspective, Naylor (2013, p-34) revealed that studying poetry in the target language enables EFL learners to deeply comprehend the language used by poets especially figurative language. Last but not least, even though some teachers prefer not to include literary texts, especially poems, in the EFL curriculum, several researches indicate that this particular genre can be

very beneficial in English language classrooms (Pike, 2000; Finch, 2003; Gönen, 2018; Naylor, 2013).

Since introducing literature including poetry to EFL learners can significantly enhance their language proficiency, normally, teacher-trainees are able to teach this genre to their future students who are supposed to comprehend figurative language embedded in poems especially metaphors as well as enrich their vocabulary repertoire through acquiring new words from the studied poems. However, in contextual teaching and learning situations both EFL teachers and students face a lot of challenges when dealing with literature, poetry and new vocabulary items. Therefore, it is crucial to investigate the teacher-trainees' perceptions of teaching and learning literary, to test their ability to determine and explain metaphorical expressions and their vocabulary retention. Therefore, the current study aims at achieving the following points:

- Highlighting ENSC teacher-trainees' perceptions towards studying literature;
- Highlighting their attitudes towards teaching and learning poetry;
- Shedding light on their self-reported ability to understand metaphors;
- Exploring their ability to create and explain metaphors
- Uncovering whether teacher-trainees believe they have acquired new vocabulary from poems studied in class;
- Comparing their beliefs about their metaphorical and lexical competence with their actual performance.

1. Theoretical framework

Poetry is one of the most beneficial literary genres that can be utilized as an authentic material to teach foreign languages. However, given its impact on language learning perception and emotion, poetry has been defined by a variety of scholars and poets such as Nemerov who believes that poems are a type of "literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound, and rhythm" (Nemerov, 2019, p. 1); and Wordsworth who described it as the spontaneous overflow of powerful feelings (Wordsworth, 1802, 2004). Thus, poetry is a text that promotes the emotional expressions and imaginative thoughts written in a certain pattern using a specific language. Pierce (2003) summarized the characteristics of poetry through advocating that the typical poem should include meter, imagery, rhyme and figurative language. Besides, figurative language expressions are widely used in poetry including

metaphors. Metaphorical expressions are considered as one of the key elements that give poems their artistic touch as they enable the poet to convey abstract ideas and feelings through concrete and imaginative comparisons (Gibbs, 2017).

According to Ketaren and Pakpahan, "metaphor is a figurative language that transfers meaning to analogize a concept with another concept that has the same content or value" (Ketaren & Pakpahan, 2021, p. 470). The definition implies that metaphors can be formed through comparing two items that share a mutual feature. A famous example of this figure of speech in English literature is when Romeo describes Juliet saying; "Juliet is the sun". Shakespeare used this comparison to show how beautiful Juliet was. Besides being a figure of speech, metaphors can likewise be utilized as a research tool to identify the perceptions of the case under research. According to Lakoff and Johnson (1980) as cited by Ekiz and Kesen Mutlu, "metaphors not only make our thoughts more vivid and interesting but they actually structure our perceptions and understanding" (Ekiz & Kesen Mutlu, 2016, p. 156). Even though there are a lot of scholars in the field of foreign language education who used metaphorical perceptions as a reflective tool of their research, limited studies were conducted with this tool to investigate the perceptions of foreign language students on learning and teaching poetry in Algeria.

Ekiz and Kesen Mutlu (2016) conducted a research in turkey where they used metaphors to highlight EFL learners' attitudes towards different literary genres including poetry. The majority of students showed positive views as they answered; "Poetry is like art" or "Poetry is like an illumination". However, some students perceived it as a headache or a puzzle, etc. Moreover, when these scholars conducted a survey, they figured out that poetry was selected by the majority of participants as the most challenging genre to be read or analyzed. Another related study was conducted in the same country by Kayman and Elkatmiş in 2023. The poetry perceptions of middle school pupils were investigated using metaphors. The results revealed that all of the investigated case had a positive attitude towards this literary genre. Moreover, a similar investigation was conducted in Sweden on the attitudes of both EFL teachers and students (Mellgren, 2022) where data collection consisted of semi structured interviews. This study outcomes indicated that both teachers and students understand how valuable and beneficial poetry is in an EFL setting.

Teaching poetry effectively in foreign language education is a very interesting way to motivate students and make them go beyond what is written

to understand between the lines. Therefore, they will gain a lot of new lexicons to add to their vocabulary repertoire. According to Sarıçoban (2004), poems follow a rhythmic and repetitive pattern which allow EFL students to remember new lexicons. Furthermore, some other studies propose that when students engage emotionally with poems, there will be a higher chance of them acquiring new words successfully (Tseng & Schmitt, 2008; Lazar, 1996). Based on what has been suggested, Ali (2019) conducted an experiment in which he compared students who learn vocabulary though poetry based instructions and learners studying English vocabulary through drills. The results of his investigation reveal that the experimental group shows better results than the control group. Since poetry plays with words and shows various contexts to lexical items, it enhances the comprehension of EFL learners to synonymy and polysemy (McCarthy, 1990). In sum, we can say that the integration of literature, especially poetry, is an effective way to boost EFL learners' vocabulary competence in the EFL context.

Furthermore, metaphorical perceptions can be classified into various kinds such as cognitive stimulation, emotional engagement and expression, and artistic appreciation. Various studies conducted using this research instrument on both teachers and students revealed that many participants consider poetry to be a mental activity such as, "poetry is like chess" (Ekiz & Kessen Mutlu, 2016; Martinez et al.,2001). According to the same studies, this kind of metaphors implies that the focus of participants might be on analysis, interpretation, and problem solving. Furthermore, other studies confirmed that a lot of pupils and pre-service teachers created metaphors such as "poetry is like pleasure", or "poetry is like deep emotions" as a reflection on how it made them feel (Kayman & Elkatmiş, 2023; Mellgren, 2022). Additionally, poetry metaphorical perceptions can likewise be viewed as an art through the lens of metaphorical perception. An investigation conducted by Martinez, Sauleda, and Huber in 2001indicates that EFL learners created metaphors that emphasize the aesthetic value of the poetic language such as comparing poetry to "art" or "song". Moreover, the three categories vary depending on many factors such as age, context and experience. For example, both teachers and pre-service teachers are more likely to create cognitive metaphors; whereas, pupils tend to produce emotional and artistic metaphors (Kayman & Elkatmiş, 2023). Last but not least, the significance of this kind of classification lies in its contribution in revealing perceptions of learners and shaping an effective metaphorical lesson that covers all three categories.

2. Research method and tools

Although various investigations have been conducted in the field of EFL teaching and learning, studies related to literature and poetry are still relatively scarce. Therefore, the current exploratory research employed a convergent mixed-method design in an attempt to shed light on some aspects related to this discipline. It aims at understanding how teacher-trainees at ENSC perceive the pedagogical role of literature and poetry, how they evaluate their own metaphorical and lexical abilities, exploring their ability to create and explain metaphors, and testing whether their perceptions reflect their real performance. In an attempt to achieve these aims, two various research tools were administered to 73 third year EFL teacher-trainees at ENSC. The tools were a questionnaire and a survey. Moreover, the study revealed significant outcomes related to literature and poetry education which are all discussed in the following sections.

2.1. Research Questions

Based on what has been mentioned above, the following research questions have been raised:

• How do third year EFL teacher trainees at ENS Constantine perceive and engage with literature, particularly poetry, in relation to their understanding and use of metaphors and vocabulary?

2.2. Sample Population and Research Tools

In an attempt to answer the previously asked research questions, seventy-three third year EFL teacher-trainees at ENSC (of the academic year 2024-2025) have been put under a qualitative and quantitative study. The data in this exploratory investigation have been collected through a variety of research instruments. i.e., mixed method. A carefully designed online questionnaire was distributed to the sample in order to collect their attitude, views and perceptions concerning literature, poetry and vocabulary acquisition, and explore their ability to create and explain metaphors (see Appendix 1). However, depending on only questionnaire to collect data may not show the real competence of the sample. Therefore, participants were given a test in order to shed light on the similarities as well as differences between their perceptions and their performance (see Appendix 2). The test was drafted based on a corpus analysis of various lesson plans of the third year British and American Literature syllabus. The test was designed after conducting the corpus analysis study and

extracting metaphorical expressions and lexical items included in the studied poetry texts. It includes two different tasks; in the first one, EFL teacher-trainees were asked to extract metaphors from ten lines of different poems; in the second exercise, they were assigned with linking between twenty lexicons and their corresponding meaning. The test is meant to mirror their real level concerning metaphorical identification and vocabulary retention.

3. Study Results

After collecting the necessary data, from both the questionnaire and the test, they were carefully analyzed and synthesized both quantitatively and qualitatively. The following section covers details of the obtained results.

3.1. Results of the Questionnaire

At first, students were asked to describe their experience with studying British and American module at the Teachers training school of Constantine, Algeria using only a single word. The analysis procedure of this question followed the content analysis method because according to Yıldırım and Şimşek (2005), content analysis may shed light on different aspects that cannot be visible when following the descriptive approach. The responses were divided into 4 different categories; positive responses, negative responses, neutral responses and reflective responses. 45.2% of the sample show positive responses as some of them replied with positive words such as "fun", "interesting", and "amazing". The second category covers 39.72% of the responses as some of the participants described studying literature as "boring" or "nightmare". Furthermore, 10.95% of the sample show neutral answers as they gave responses such as "not bad and not good" and "I don't mind". Besides, 4.1% of EFL teacher- trainees have reflective perceptions as they initially struggled with this subject matter, but later they seemed to change their minds. For instance, one student belonging to this category stated; "at first I used to hate literature but with time it becomes my favorite".

Moreover, on a scale from 1 to 5 (1 is strongly agree and 5 strongly disagree), students were inquired to rate their enjoyment in poetry classes as explained in the following figure.

Figure n° 01: EFL Teacher-trainees Enjoyment Level during Poetry Classes

I enjoy studying poetry in my British and American Literature module.
73 responses
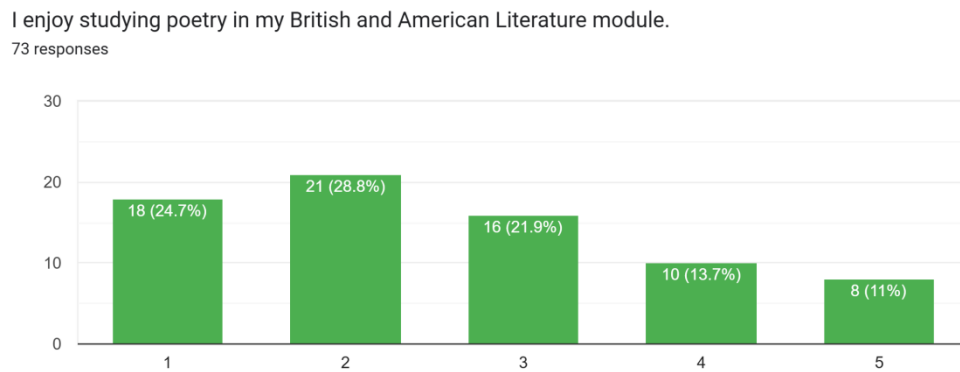
Besides, when asking the seventy-three participants whether they were excited to teach poetry in their future classrooms, their responses revealed a wide range of perspectives. 23.29% of participants strongly agreed and 10.96% agreed to the statement; "I am excited to teach poetry in my future classes". this suggests that more than a third expressed their enthusiasm for teaching this literary genre. However, almost half of cases conveyed hesitation. Specifically, 31.51% strongly disagreed and 16.44% disagreed. Moreover, some students preferred to remain neutral (17.81%).

In addition to what has been stated above, when students were asked to rate their capacity to identify metaphorical expressions in poetry, the majority (46.6%) described their skills as average. Meanwhile, 32.9% of the sample rated themselves as good, and only 6.8% claimed that their skills are excellent. Furthermore, 13.7% admitted to have poor metaphor recognition skills.

As stated in the theoretical framework, integrating poetry in EFL classrooms has been proven to be an effective way to boost vocabulary competence within EFL learners. Therefore, students were asked if studying poetry texts has enhanced their vocabulary repertoire. The vast majority of learners responded positively. 26% of them strongly agreed and 35.6% agreed to the statement; "exposure to poetry helped me acquire new vocabulary items". However, 21.9% were not certain of their answers as they selected the neutral option. On the end of the scale, only 9.6% strongly disagreed and 6.8% disagreed. The latter indicates that a very small minority of participants did not find studying poems helpful in this regard. These results are visualized in the following figure.

Figure n° 02: Students' Perceptions of Vocabulary Acquired from Poetry Classes
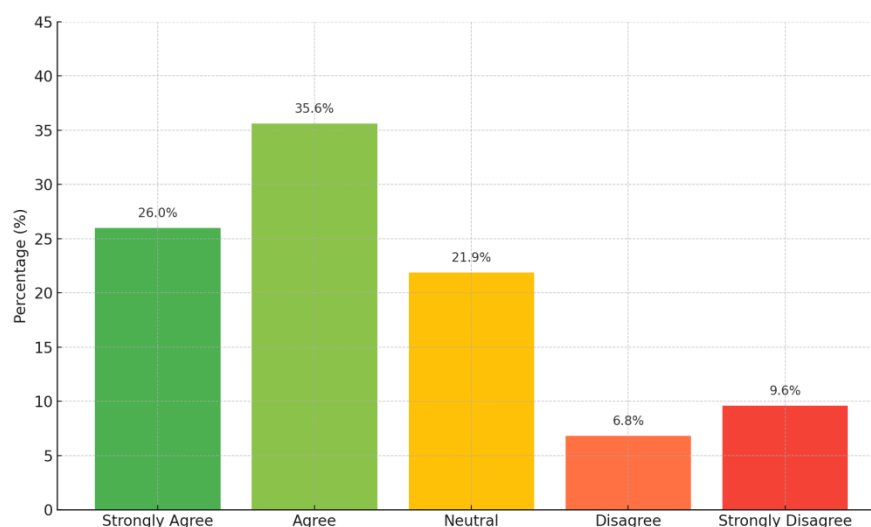
Afterwards, students were asked to fill in some gaps. the first gap was filled with only one word which was explained in the second blank using an unrestricted number of words. These sentences are as follows; "studying poetry is like…….because…….." and "teaching poetry is like……because……."

The qualitative data were analyzed and synthesized following content analysis method in order to extract how third year teacher-trainees perceives learning and teaching poetry, their ability to create and explain metaphors and their insights to teach poetry as they are teachers to be. The 146 metaphors created by the 73 learners were divided into three different categories and classified in Table 1 below. The classification was based on the explanation of metaphors.

Cognitive Stimulation

The majority of third year Teacher-trainees frequently created metaphors related to cognitive stimulation when it comes to both learning and teaching poetry. The overall number of metaphors belonging to such category is 82 metaphors. 42 of the participants associated studying poetry to various mental activities such as, "solving a cube", "learning maths", "encoding", and "solving a riddle". The other 40 metaphors were tied to teaching poetry including, "solving a crossword", "a challenge", "watering minds", and "chess".

Emotional Engagement and Expression

"Honey", "soul feeding" and "dream" are some of the 25 learning metaphors related to emotional expressions mentioned within third year teacher-trainees' papers. Whereas "entertainment", "pleasure", and "moon" are examples of 12 teaching metaphors describing feelings and emotions.

Artistic Appreciation

27 of the created metaphors fell under the theme of art. Moreover, the word "art" appeared 17 times among the 146 metaphors making it the most frequent metaphor as it was repeated twice in metaphors related to learning poetry and 15 times in those associated with teaching poetry. Other students utilized the terms "drawing", "painting", "beauty", and "decoration" to express and show that teaching and learning poetry have something in common with art.

The following table below summarize the frequency of metaphors in the three different categories

Table n° 01. 3ʳᵈ Year Teacher-trainees' Metaphorical Perceptions Categories

Metaphor category	Learning poetry metaphors	Teaching poetry metaphors
Cognitive Stimulation	42	40
Emotional Engagement and Expression	25	12
Artistic Appreciation	6	21

3.1.1. Discourse Analysis of the Metaphors

When analyzing the 146 conceptual metaphors, a lot of results have been revealed. First of all, 26 students preferred focusing on delivering the information rather than following the instructions. They used more than one word to answer the first gap. More specifically, 11 teaching metaphors and 29 learning metaphors such as, "teaching poetry is like opening a door to emotions because it encourages students to appreciate the beauty of language" and "learning poetry is like being opened to the old world because many poetry writers talked about crucial events and fights"

When having a closer look at the created metaphors, some of the explanations provided are not clearly relevant. Five metaphors were not directly linked to the first gap including; "learning poetry is like watching clouds because you see shapes and stories of people" and "teaching poetry is like a challenge because the teacher will be teaching students that are studying poetry for the first time".

In addition to what has been stated above, through examining each and every single metaphor, it has been revealed that some students view teaching and

learning metaphors interesting, yet others perceive it as a challenge. Thirteen different learners said that learning poetry is like "riddle", "maths", "crossing a desert", and "climbing rocks". Their explanations show that studying poetry is a struggle for them. Furthermore, ten cases share the same opinion when it comes to teaching this literary genre as they believe that it is like "chaos", "battle", "nightmare", and "puzzle".

Even though the word "puzzle" appeared eight times, four of the metaphors peruse the learning and the teaching of poetry as a struggle. The other ones did not reveal any negative attitudes. For instance, a participant stated that: "learning poetry is like a puzzle because it hides so many secrets that learners discover each time". The explanation reveals that this learner views studying poems more like an adventure rather than a challenge. Therefore, using the same word may show totally different perspectives. It all depends on the intended meaning embedded within the explanation of the metaphor.
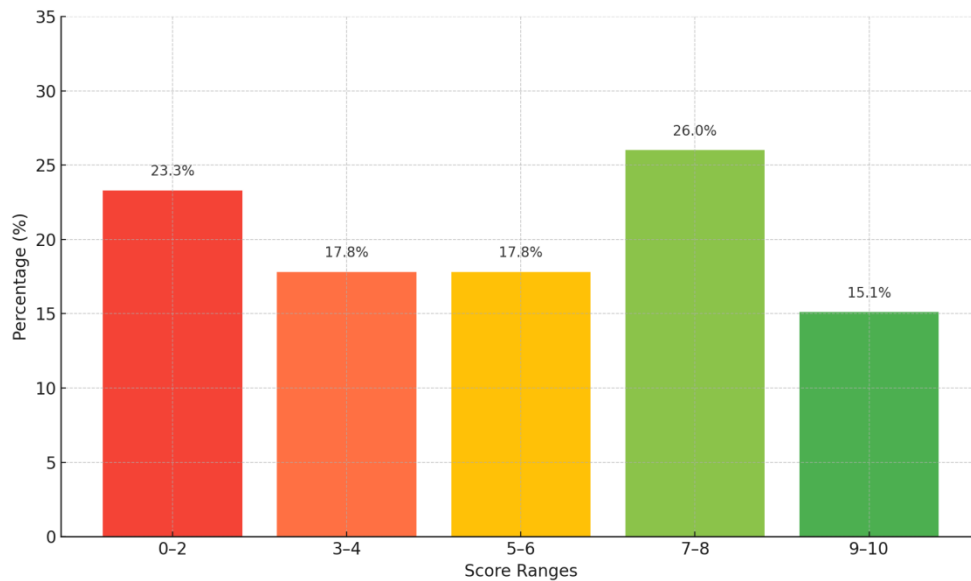
3.2. Results of the Test

The test includes two different activities. The first one focuses on identifying ten metaphors from 10 poetic lines. This task was out of ten, thus, students got one point for each correct answer. The second task aims at testing students' ability to understand twenty lexical items studied in poetry lessons. In this task, they were supposed to link between the terms and their meaning. The task is likewise scored out of 10, each correct answer is out of half a point. Therefore, the overall score of the test is twenty. The statistical analysis was conducted using SPSS (Statistical Package for the Social Sciences IBM version 21), and percentages of the results were computed for overall scores as well as the individual scores of both tasks.

The test scores revealed a relatively balanced distribution of the seventy-three students' performance. Analysis of the obtained results showed that 50.7% of the participants have got above 10 and the other half did not manage to get enough correct responses to reach the average. However, did the students get similar results in the two tasks of the test? The answer is going to be discussed in the following paragraphs.

In the first task, which evaluates teacher-trainees' metaphorical recognition skills, 56.2% have got above five out of ten. This indicates that more than half of the sample managed to extract at least five correct metaphors. The frequency analysis of this task showed that 23.3% scored in the lowest range (between 0 and 2), 17.8% got grades between 3 and 4, the same percentage of the sample scored between 5 and 6, 26% scored either 7 or 8, and only 15.1% achieved the

highest range, i.e., 9 or 10. furthermore, the peak performance cluster in this activity is the 7-8 score range. The overall results are explained in figure 3.

Figure n° 03: Distribution of Scores in Metaphorical Identification Task

Unlike the first task, the results of the second one revealed completely different scores. The majority of participants (58.9%) have got scores below 5 while only 41.1% have got above the average in this vocabulary task. The frequency analysis of this task showed that 16.4% scored in the lowest range (between 0 and 2), 20.5% got grades between 2.5 and 4, 21.9% of the sample scored between 4.5 and 6, 19.2% scored between 6.5 and 8, and 21.9% got marks between 8.5 and 10.

4. Discussion of the Findings and Conclusion

The outcomes of the investigation can uncover many mysteries in research and answer various unsolved questions. The findings of the questionnaire revealed a variety of valuable results. When describing studying literature using only one word, 45.2% of students provided positive responses, and 4.1% had reflective answers. This indicated that the majority of EFL teacher-trainees at ENS Constantine show a positive attitude towards this subject matter. However, a considerable number of students (39.72%) held a negative opinion towards literature. This may be resulted to the complexity of the subject matter, or maybe due to the lack of exposure to the culture of the target language. However, the real causes behind such attitude need to be investigated in future research.

Furthermore, 58% of participants enjoy studying poetry; however, 34.25% stated that they were ready to teach poetry in the future. These outcomes show that despite the fact that the majority have a positive attitude towards studying poetry, only few of them are believed to be ready to teach this literary genre.

This could be resulted to a variety of reasons such as anxiety or fear of not being able to explain poems.

Besides, the results of the metaphorical perceptions revealed that the majority of third year students are good at creating and explaining metaphors. Moreover, they show a more positive attitude towards both teaching and learning poetry. These outcomes might be due to a variety of reasons such as having a longer experience with the subject matter, studying metaphors before, or being more competent in the English language. Additionally, the majority of the created metaphors belong to the cognitive stimulation category, which matches with the previously mentioned research results of Kayman and Elkatmiş (2023). Therefore, it is recommended that the lesson of poetry should be taught in a way that promotes the teacher-trainees' cognitive stimulation with some focus on emotional and artistic engagement. Furthermore, these findings imply that the lack of enthusiasm to teach poetry in the future is not due to holding a negative attitude towards this literary genre.

Vocabulary acquisition is a key component of foreign language learning, and this study confirmed that poetry is viewed as beneficial in this regard. 61.6% agreed that exposure to poetry contributed to vocabulary retention, while a minority (16.4%) felt otherwise. Encouragingly, the majority of ENS Constantine students recognize the benefits of poetry in enriching their lexical repertoire. This suggests they have a positive attitude toward the inclusion of poetry in EFL curricula.

Furthermore, one of the most important insights drawn by this study is exploring the relation between the EFL teacher-trainees' perceptions and their actual performance in determining metaphorical expressions and acquiring lexicons from previously studied poems. In attempt to make this comparison, the results of the test need to be discussed.

In the first task, 56.2% of the participants scored above the average and 15.1% of them scored either nine or ten. It means that more than half of them have managed to extract at least five correct metaphors. These findings go hand in hand with the students' perceptions in the survey in which 79.5% of the sample rated their capacity to determine metaphors as "average", "good", or "excellent". Besides, these findings show that more than half of the participants were well equipped with the necessary skills to recognize metaphorical expressions.

Nevertheless, the scores of the second task revealed different results. Even though the majority of cases (61.6%) claimed that studying poetry had improved

their lexical knowledge, more than forty-three students failed to get more than five points and only 41.1% succeeded in getting more than ten answers right. The findings reveal an under performance in vocabulary comprehension. Therefore, the teacher-trainees' beliefs and their performance in the vocabulary related task did not match. These results go hand in hand with other investigations related to meta-cognitive awareness in language learning. According to Tseng and Schmitt (2008), students often misalign between their self-assessment and their actual capacities especially in receptive skills including reading, listening and vocabulary acquisition. This phenomenon may occur due to various reasons including their lack of active recognition of lexicons or their unfamiliarity with terms. Besides, the gap in vocabulary performance might mirror the shortcomings of teaching approaches. Therefore, it is recommended to do a further study to investigate the real causes behind this gap.

Last but not least, the study reveals valuable insights and sheds light on a less investigated research area. It shows that the majority of EFL teacher-trainees hold a positive attitude towards studying literature and poetry; however, the vast majority show lack of enthusiasm to teach poetry in the future despite holding a positive attitude towards teaching poems. Moreover, metaphorical recognition seems to be a relatively well- developed skill among the sample with perceptions highly supported by the findings of the test. Nonetheless, the results of the vocabulary activity do not reflect their overestimated perceptions of vocabulary acquisition. Therefore, when designing a course, perceptions alone can never be relied upon as indicators of competence. Prospectively, diagnostic assessments and reflective tools should be integrated in an attempt to align students' perceptions with their actual performance which fosters the effectiveness of teaching and learning literary texts.

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Appendix 1

Questionnaire

Metaphorical Perceptions

This survey aims to explore ENSC students' perceptions and experiences regarding the study of British and American literature, with a particular focus on poetry. Your responses will provide valuable insights that will contribute to the pedagogical development of this module. Your honest answers will help inform future improvements to the teaching and learning of literature at ENSC. All responses will remain anonymous and will be used solely for academic research purposes.

* Indicates required question

In one word, describe your experience with studying British and American literature module at ENSC. *

Your answer

I enjoy studying poetry in British and American module. *

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

Are you excited to teach poetry in your future classes? *

○ Yes
○ No

Fill in the gap with one word. *
Teaching poetry is like........

Your answer

Because *

Your answer

Fill in the gap with one word. *
Studying poetry is like........

Your answer

Because *

Your answer

Rate your capacity to identify metaphorical expressions in poetry. *

○ Excellent

○ Good

○ Average

○ Poor

Did studying poetry enhance your vocabulary repertoire? *

	1	2	3	4	5	
Strongly agree	○	○	○	○	○	Strongly disagree

Submit   Clear form

Appendix 2

Test

Activity 1: Circle the metaphors included in the following extracts.

1. The hands that held electric charges now lie inert as four moored barges
2. O Rose, thou art sick! The invisible worm has found out thy bed of crimson joy
3. And all that mighty heart is lying still
4. Whose crumbs the crows inspect and with ironic caw flap past it to the farmer's corn
5. The wrinkled sea beneath him crawls
6. And his dark secret live does thy life destroy
7. He was a gentleman from sole to crown
8. The winds stood up and gave a shout
9. The mother smiled to know her child was in the sacred place
10. How frugal is Chariot that bears the human soul?

Activity 2: match the following words with their correct meaning

1.	Soul	A. simple or economical
2.	Crown	B. holy or dedicated to a religious purpose
3.	Fickle	C. lacking the capacity to move
4.	Sole	D. birds that scare
5.	Crows	E. the bottom of the foot
6.	Crimson	F. a sudden flash of lightning
7.	Sacred	G. deep red color
8.	Garment	H. a small fast vehicle in ancient times
9.	Deferred	I. a place where plants grow
10.	Inert	J. a piece of clothing
11.	Barges	K. becoming thick or solid
12.	Congealing	L. the spiritual part of a human
13.	Explode	M. delayed or postponed
14.	Wrinkled	N. having folds or creases
15.	Chariot	O. large flat-bottomed boat
16.	Frigate	P. a fast worship
17.	Frugal	Q. to burst violently
18.	Garden	R. a symbol of royalty or the top of the head
19.	Thunderbolt	S. unreliable or changing frequently
20.	Worm	T. a creature which destroys from within