

The Impact of English Poetry on Motivating Reading from the Perspective of English Trainers at the Public Authority for Applied Education

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Abstract

This study investigates the perceptions of English trainers at the Public Authority for Applied Education and Training in Kuwait regarding the role of English poetry in enhancing reading motivation. Using a descriptive-analytical methodology, data were collected from 108 trainers through a structured questionnaire. The study focused on three key dimensions: rhythm, themes, and emotional depth. Results indicated a high overall perception of the role of English poetry, with emotional depth emerging as the most significant factor. Statistical tests (t-test and ANOVA) revealed no significant differences in perceptions based on gender, academic qualifications, or years of experience. These findings suggest a shared recognition of the benefits of English poetry in fostering reading motivation. The study concludes with recommendations to integrate poetry into educational practices and provide professional development opportunities for trainers to maximize its impact.

Keywords :English Poetry, Reading Motivation, Rhythm, Themes, Emotional Depth, English Trainers, Education in Kuwait, Public Authority for Applied Education and Training

General Introduction

Reading is one of the most essential skills in language acquisition, shaping learners' cognitive, emotional, and linguistic abilities. As a cornerstone of literacy, it fosters critical thinking, cultural awareness, and personal growth. However, motivating students to engage with reading, particularly in a second language, remains a persistent challenge for

educators worldwide. Numerous studies have identified lack of interest, limited exposure, and the absence of culturally relevant materials as key barriers to reading motivation (Guthrie & Wigfield, 2022). The challenge becomes even more pronounced in academic settings where students often perceive reading as a mechanical task rather than an enjoyable activity.

English poetry, as an artistic and literary medium, offers a unique opportunity to address these motivational challenges. Unlike prose, poetry emphasizes emotion, rhythm, and imagery, providing readers with an immersive experience that resonates on a deeper, more personal level. Research suggests that the interpretative nature of poetry encourages learners to actively engage with the text, fostering not only linguistic competence but also a sense of curiosity and aesthetic appreciation (Hanauer, 2021). This dual impact—enhancing language skills while sparking interest—positions poetry as a powerful tool in English language education.

In the context of English language teaching, trainers often seek innovative approaches to bridge the gap between students' disinterest and their need to improve reading skills. The integration of English poetry in reading programs has been shown to enhance engagement by introducing a variety of cultural and emotional themes that connect with students' personal experiences (Maley & Duff, 2019). Furthermore, poetry's brevity and rhythmic structure make it accessible even to learners with limited vocabulary, helping them build confidence in reading and interpretation.

At the Public Authority for Applied Education, English trainers face unique challenges, given the diverse backgrounds and varying proficiency levels of students. These trainers are tasked with equipping students with not only the technical skills required for academic and professional success but also the motivation to pursue lifelong learning. Understanding how English poetry influences reading motivation from the trainers' perspective is crucial, as their methodologies and attitudes significantly shape students' learning experiences.

This paper explores the role of English poetry as a motivational tool for reading within the educational framework of the Public Authority for Applied Education. Drawing on recent literature and the practical insights of trainers, the study aims to provide evidence-

based recommendations for incorporating poetry into English language curricula. By doing so, it seeks to address a pressing pedagogical question: how can educators leverage the intrinsic power of poetry to inspire a love for reading among students? The findings of this research could contribute to a broader understanding of how literature, and poetry in particular, can enrich the language-learning experience in applied education contexts.

Problem Statement

Despite the recognized importance of reading in English language education, motivating students to engage in reading activities remains a significant challenge for educators. Many students in applied educational settings, such as the Public Authority for Applied Education, exhibit low interest in reading due to a lack of relatable content, cultural disconnect, or insufficient exposure to engaging texts. This challenge is particularly pronounced in environments where English is taught as a foreign language, as students often perceive reading as a monotonous and purely academic task rather than a meaningful and enjoyable experience (Ryan & Deci, 2020).

English poetry, with its emphasis on rhythm, emotion, and vivid imagery, presents a potential solution to this issue. Research has shown that poetry can serve as a motivational tool by offering students a creative and emotionally engaging way to connect with the English language. According to Hanauer (2021), poetry not only enhances linguistic skills but also fosters a deeper emotional connection to the text, which can significantly increase students' willingness to engage with reading. However, the extent to which this potential is realized depends largely on the teaching methods and attitudes of educators, particularly trainers who work directly with students in applied education contexts.

In the Public Authority for Applied Education, where diverse student backgrounds and varying proficiency levels pose additional challenges, the role of trainers is pivotal. Understanding how English poetry influences reading motivation from the perspective of these trainers is essential for identifying effective pedagogical strategies. Despite the growing interest in using literature in language education, there is limited research on the specific impact of poetry on reading motivation in applied educational settings.

Main Research Question

To address this gap, this study seeks to answer the following primary research question:

How does the integration of English poetry influence students' motivation to read from the perspective of English trainers at the Public Authority for Applied Education?

Sub-Questions

To comprehensively address the main research question, the study will explore the following sub-questions:

- What are the perceptions of English trainers at the Public Authority for Applied Education regarding the role of English poetry in enhancing reading motivation?
- Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to gender at a significance level of $\alpha \geq 0.05$?
- Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to academic qualifications at a significance level of $\alpha \geq 0.05$?
- Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to years of experience at a significance level of $\alpha \geq 0.05$?

Theoretical Framework: The Impact of English Poetry on Reading Motivation

The Role of Poetry in Reading Motivation:

The integration of English poetry into educational contexts is increasingly recognized as a dynamic and multifaceted approach to fostering reading motivation and engagement among learners. Poetry, as an art form, provides emotional resonance and thematic depth, encouraging students to explore language and its cultural contexts (Cheng, 2022; Panavelil, 2011). The rhythmic structure and evocative imagery of poetry enable learners to develop critical thinking and enhance comprehension, promoting a sustained interest in reading across various genres (Howard, 2011).

Research supports the idea that exposure to poetry enhances comprehension and empathetic understanding, ultimately motivating students to read more widely and thoughtfully (Li & Gan, 2022; Webber et al., 2023). However, challenges remain in using poetry effectively as a pedagogical tool, particularly for English as a Second Language (ESL) learners, who may find poetic structures and symbolism intimidating (Emert, 2015). Educators must address these challenges through innovative teaching strategies, such as incorporating technology and encouraging performance-based learning (Rillera-Kempster, 2023).

Historical Context of Poetry in Education:

The evolution of poetry is deeply intertwined with historical and cultural developments, offering a lens to explore societal values and human experiences. From ancient oral traditions like *The Epic of Gilgamesh* to medieval and modern poetic works, poetry has served as a medium for cultural expression and emotional connection (Hanauer, 2021). The rhythmic qualities and rich vocabulary embedded in poetry provide unique opportunities for language learning, making it a valuable resource for ESL and EFL education (Maley & Duff, 2019).

Moreover, poetry's historical adaptability to societal changes highlights its enduring relevance. For example, during the medieval period, poetry often reflected themes of heroism and religious influences, while modern poetry delves into diverse topics, mirroring contemporary cultural and societal landscapes (Guthrie & Wigfield, 2022).

Theoretical Foundations Supporting Poetry's Role in Education

The integration of poetry into teaching aligns with several motivational and cognitive theories:

1. **Vygotsky's Social Development Theory:** Emphasizes the role of social interaction and cultural context in learning, making poetry a bridge for learners to connect with the subject matter and their peers (Cheng, 2022).

2. **Bandura's Observational Learning Theory:** Suggests that observing peers engaging with poetry enhances learners' interest and motivation to explore literary texts (Guthrie & Wigfield, 2022).
3. **Motivational Frameworks:** Guthrie and Klauda (2014) propose that intrinsic motivation and collaborative opportunities are crucial for enhancing student engagement. Poetry's creative and expressive nature fosters these elements, cultivating a deeper appreciation for language and literature.

Impact of Poetry on Specific Reading Skills

Poetry supports the development of critical reading and comprehension skills, as well as broader emotional and intellectual growth:

1. **Critical Thinking and Comprehension:** Poetry's use of dense symbolism and layered meanings requires readers to analyze and interpret texts deeply, honing critical thinking and comprehension (Jones, 2020). This intellectual engagement enhances reading skills, as students actively invest in understanding poetic forms and themes (Huang, 2012).
2. **Empathy and Emotional Connection:** Poetry enables readers to connect emotionally with diverse perspectives, fostering empathy and a sense of shared humanity (Li & Gan, 2022). This emotional resonance motivates students to engage more deeply with literary works.
3. **Collaborative and Communal Learning:** Performance and collaborative learning activities, such as group poetry readings, build a sense of community, enhancing enjoyment and engagement with the medium (Panavelil, 2011; Rillera-Kempster, 2023).

The Role of Technology in Teaching Poetry

The integration of digital tools into poetry education has revolutionized teaching methodologies. Platforms such as augmented reality applications, multimedia tools, and digital poetry generators create dynamic and interactive learning environments (Emert,

2015). For instance, SeeSaw and similar platforms encourage students to collaborate and critique each other's work, fostering analytical and creative skills (Webber et al., 2023).

However, challenges persist in effectively blending traditional teaching with digital tools. Educators often struggle to balance innovative methods with foundational literary analysis, underscoring the need for professional development (Uddin, 2024).

Multidisciplinary Approaches to Poetry Education

English trainers advocate for the integration of poetry into other disciplines, such as history and science, to enhance interdisciplinary learning. By linking poetic themes to broader educational contexts, students gain a holistic understanding of language and its applications (Cheng, 2022). This approach not only enriches learning experiences but also highlights the versatility of poetry as a pedagogical tool (Rillera-Kempster, 2023).

Pedagogical Implications and Future Research Directions

The relationship between poetry and reading motivation demonstrates the potential of this literary form to inspire and engage learners. However, limitations in research—such as reliance on cross-sectional studies—highlight the need for longitudinal and experimental designs to establish causal relationships (Guthrie & Klauda, 2014).

Future studies should explore:

1. The integration of performance and creative writing alongside poetry instruction.
2. The role of cultural and contextual factors in shaping student engagement with poetry.
3. Advanced technological tools to enhance poetry education in diverse classroom settings.

References

Previous Studies

1. Li & Gan (2022):

This study investigated the influence of reading motivation, self-regulated reading strategies, and English vocabulary knowledge on students' English reading comprehension within a single model. The research involved 543 university students in Southern China. Multiple regression analysis revealed that **reading efficacy and enjoyment** and **vocabulary knowledge** (breadth and depth) significantly predicted reading comprehension. For high achievers, **monitoring strategies** and **vocabulary depth** were the key predictors.

- **Commentary:**

This study highlights the importance of specific factors like motivation and vocabulary knowledge in improving reading comprehension, emphasizing their role in targeted interventions. Its relevance lies in demonstrating how motivational and strategic elements contribute to English language learning, which can be expanded to other skills like writing or speaking.

2. Cheng (2022):

This research examined the role of poetry in fostering attentiveness, curiosity, and affinity in the science classroom. A two-week intervention was conducted, integrating poetry into science units for kindergarten to second-grade students. Results showed that poetry significantly increased **attentiveness** and **enjoyment**, with less evidence of impact on **affinity** and **curiosity**.

- **Commentary:**

Although focused on science, the findings underscore poetry's ability to enhance attentiveness and engagement, suggesting its potential application in English language classrooms, particularly for creative and interactive learning strategies.

3. Webber et al. (2023):

This review synthesized 38 studies on approaches to support adolescents' reading motivation. Five categories of interventions were identified: (1) reading skills programs, (2) whole-school reading culture, (3) book clubs, (4) technology-supported interventions, and (5) performance and theater. The study also highlighted research gaps and proposed priorities for future work.

- **Commentary:**

The review provides a comprehensive framework for designing interventions to boost adolescent reading motivation. Its emphasis on **technology-supported interventions** is especially relevant for integrating digital tools into language teaching.

4. Uddin (2024):

This qualitative study explored the integration of educational technology (EdTech) in teaching English poetry to higher education students in Bangladesh. The findings demonstrated that incorporating **handheld digital tools** and platforms created a more engaging learning environment, with positive perceptions among students.

- **Commentary:**

This study highlights the potential of EdTech in enhancing engagement in English literature classes, particularly through tools tailored to students' preferences. It aligns with global efforts to modernize traditional teaching approaches.

5. Panavelil (2011):

This paper advocated for using poetry in ESL/EFL classrooms through an **integrative and communicative approach**. The study demonstrated how carefully selected poetry can effectively develop students' English proficiency, using Robert Frost's *Stopping by Woods on a Snowy Evening* as an example.

- **Commentary:**

The research underscores the pedagogical value of poetry, challenging its marginalization in EFL/ESL teaching. By promoting communicative engagement, it aligns with broader trends of incorporating creative materials into language learning.

6. Emert (2015):

This study examined the integration of poetry and technology in secondary education, focusing on how digital storytelling tools enhance student engagement with poetry. The findings suggested that technology can transform students' experiences with poetry, shifting the focus from technical analysis to emotional resonance.

- **Commentary:**

This research bridges poetry and technology, showing how digital tools can create meaningful connections between learners and literary materials. It supports the inclusion of digital media in teaching complex literary forms like poetry.

7. Rillera-Kempster (2023):

The study explored the use of digital poetry projects with adult English learners with limited literacy skills. Using an online book creator app, learners engaged in creative writing activities, drawing on their personal histories to connect language learning with social and emotional contexts.

- **Commentary:**

This study highlights the dual benefit of digital tools in language learning and literacy development, particularly for underserved populations. The focus on human connections through poetry presents a unique approach to fostering intercultural understanding.

General Commentary

The reviewed studies collectively emphasize the importance of integrating creative approaches (e.g., poetry) and digital tools into language teaching to enhance engagement and learning outcomes. Key themes include the role of motivation, creative expression, and technology-supported learning. These studies underline the need for innovative teaching methods that address diverse learner needs and foster both linguistic and emotional development. Together, they provide valuable insights for future research and practical applications in English language education.

Methodology: Procedures and Approach

This study employs a **descriptive-analytical methodology**, which is particularly suitable for examining and analyzing the phenomenon under investigation. By describing the current reality and interpreting the collected data, this approach facilitates drawing meaningful conclusions that can be generalized to similar contexts. A **quantitative approach** is adopted as the primary research method, allowing for systematic testing of variables through statistical tools to achieve the study's objectives in an objective manner.

The primary data collection tool is a **questionnaire**, carefully designed based on insights from previous studies. The questionnaire is divided into two main sections. The first section collects demographic information, including participants' gender, academic qualifications, and years of experience. The second section addresses participants' perceptions of the role of English poetry in enhancing reading motivation. This section is further categorized into three dimensions: the rhythmic dimension, which examines how poetic rhythm influences reading motivation; the thematic dimension, which explores the impact of poetic themes on fostering interest in reading; and the emotional dimension, which investigates the role of emotional depth in encouraging students to read.

The **study population** consists of all English trainers at the Public Authority for Applied Education in Kuwait. A **random sampling technique** will be employed to ensure that the sample accurately represents the characteristics of the broader population. The data collection process involves piloting the questionnaire on a small group of participants to ensure its **validity** and **reliability** using Cronbach's Alpha coefficient. After refining the questionnaire, it will be distributed electronically or in print to the selected sample. Responses will be carefully reviewed for completeness and accuracy before analysis.

The collected data will be analyzed using **SPSS (version 25)**. The analysis process will include descriptive analysis to summarize the demographic and core variables using frequencies, percentages, means, and standard deviations. To test the research hypotheses, statistical tests such as T-tests and one-way ANOVA will be applied to identify significant differences between groups based on demographic variables. Furthermore, correlation analysis will be conducted to examine the relationships between the three dimensions of poetry (rhythmic, thematic, and emotional) and reading motivation.

To ensure the rigor and reliability of the study, several methodological controls will be implemented. The questionnaire will undergo a thorough review by subject matter experts to ensure its validity, while its internal consistency will be tested using reliability coefficients. Additionally, participants' responses will remain confidential and will be used solely for the purposes of this research.

By following these procedures, the study aims to collect accurate and reliable data on English trainers' perceptions of how English poetry influences reading motivation. The findings will provide actionable insights and practical recommendations to improve teaching practices and promote a stronger interest in reading among students.

Study Population and Sample

The study population consists of **English trainers** working at the Public Authority for Applied Education and Training in Kuwait. A **random sample** of 108 trainers was selected to represent the target population. Below is an analysis of the demographic and professional characteristics of the study sample based on the questionnaire data.

Table 1: Distribution of the Sample Based on Demographic Variables

Variable	Category	Frequency	Percentage (%)
Gender	Male	70	64.8
	Female	38	35.2
	Total	108	100.0
Academic Qualification	Bachelor's or below	82	75.9
	Postgraduate	26	24.1
	Total	108	100.0
Years of Experience	5 years or less	22	20.4
	6 to 10 years	69	63.9
	11 years or more	17	15.7

	Total	108	100.0
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The demographic and professional analysis of the study sample highlights key characteristics of English trainers at the Public Authority for Applied Education and Training in Kuwait. The majority of the participants are male trainers, representing 64.8% (70 participants), while female trainers make up 35.2% (38 participants) of the sample. In terms of academic qualifications, a significant portion of the sample holds a Bachelor's degree or lower, accounting for 75.9% (82 participants), whereas 24.1% (26 participants) have obtained a postgraduate qualification. Regarding professional experience, most trainers have between 6 and 10 years of experience, comprising 63.9% (69 participants). Trainers with 5 years or less of experience represent 20.4% (22 participants), while those with 11 years or more constitute 15.7% (17 participants).

These findings provide a comprehensive overview of the demographic and professional composition of the study sample, ensuring that the selected participants accurately represent the trainers at the Public Authority for Applied Education and Training in Kuwait. This balanced distribution of gender, qualifications, and experience enhances the reliability of the insights gathered for the study's objectives.

Research Tools

To collect the necessary data for achieving the objectives of this study, a combination of **secondary** and **primary sources** was utilized to ensure a comprehensive and well-rounded approach to data collection.

The **secondary sources** included academic references such as books, journals, and peer-reviewed articles related to the study's topic. These sources provided a foundational understanding of the broader context and insights from previous research. Additionally, field visits enabled the researcher to access institutional documents and reports from relevant organizations, offering valuable contextual and supplementary information that enriched the study.

For the **primary sources**, the researcher relied on a carefully designed **questionnaire** as the main tool for collecting data. This questionnaire was tailored to gather essential information that reflects the opinions and perspectives of the targeted sample. The development of the questionnaire followed a structured four-stage process, starting with

identifying the content and crafting the questions with precision. The questionnaire was then piloted to test its clarity and validity before being distributed to the study participants.

By combining these diverse sources, the researcher was able to obtain a robust dataset that supports the analysis and findings of the study, ensuring a thorough exploration of the research problem.

Reliability and Validity of the Study Tool

Ensuring the reliability and validity of the study tool is a fundamental step in guaranteeing the accuracy of the results and the soundness of conclusions. This section explains the methods used to evaluate the validity and reliability of the **questionnaire** designed for this study, focusing on its specific dimensions: **Rhythm, Themes, and Emotional Depth**.

Content Validity

Content validity ensures that the questionnaire aligns with the phenomena being studied. The process for testing content validity included:

1. **Expert Review:** The questionnaire was presented to a group of experts in the field of education and language instruction to evaluate the relevance and comprehensiveness of the questions in capturing the study dimensions (Rhythm, Themes, and Emotional Depth).
2. **Feedback Analysis:** The feedback provided by the experts was carefully analyzed to assess their recommendations and evaluate any potential gaps in the questionnaire content.
3. **Revisions and Adjustments:** Based on the expert feedback, the questionnaire was refined, with some questions rephrased or reordered to enhance clarity and alignment with the study objectives.

Face Validity

Face validity examines the clarity and understandability of the questionnaire for the target audience. The steps involved included:

1. **Pilot Testing with Target Participants:** The questionnaire was distributed to a small group of English trainers who represented the target population. Their feedback on the clarity and wording of the questions was collected.
2. **Feedback Analysis:** Participants' comments were reviewed to ensure that the questions were easy to interpret and aligned with their experiences.
3. **Revisions:** Necessary adjustments were made to the phrasing of certain items to improve clarity and comprehensibility.

Results from both the content and face validity tests demonstrated a high agreement rate, indicating:

- The appropriateness of the questionnaire content for the study's dimensions.
- The clarity and ease of understanding of the questions by the target audience.
- The alignment of the questionnaire with the research objectives.

Reliability Testing

Reliability testing evaluates the consistency and stability of the tool over time and across different groups of participants. The internal consistency of the questionnaire was assessed using **Cronbach's Alpha coefficient** to determine the reliability of each dimension and the overall tool.

Results of Cronbach's Alpha Coefficient

The internal consistency coefficients (Cronbach's Alpha) for each dimension of the questionnaire are as follows:

- **Rhythmic Dimension:** Cronbach's Alpha = **0.79**
- **Thematic Dimension:** Cronbach's Alpha = **0.83**
- **Emotional Depth Dimension:** Cronbach's Alpha = **0.85**

The overall internal consistency coefficient for the entire questionnaire was **0.91**, reflecting an excellent level of reliability.

Table: Cronbach's Alpha Internal Consistency for the Questionnaire

Dimension	Number of Items	Cronbach's Alpha
Rhythmic Dimension	10	0.79
Thematic Dimension	10	0.83
Emotional Depth Dimension	10	0.85
Overall Questionnaire	30	0.91

These results confirm that the questionnaire is a highly reliable and valid tool for measuring the role of **English poetry** (in terms of rhythm, themes, and emotional depth) in enhancing reading motivation. The strong internal consistency across dimensions ensures that the tool is robust and suitable for achieving the study's objectives.

Validity of the Study Tool

To ensure the validity of the study tool, **Pearson's correlation coefficient** was used to analyze the relationship between each questionnaire item and its respective dimension, as well as the overall dimension score. This analysis was essential to evaluate how well the tool measures the intended variables, thereby confirming its accuracy and reliability.

Table (3): Pearson Correlation Coefficients for Questionnaire Items with Their Respective Dimensions

Item	Rhythm Dimension		Themes Dimension		Emotional Depth Dimension	
	Correlation Coefficient	Significance (p-value)	Correlation Coefficient	Significance (p-value)	Correlation Coefficient	Significance (p-value)
1	0.672**	0.612**	0.612**	0.000	.500**	0.000
2	0.600**	0.677**	0.677**	0.000	.633**	0.000
3	0.648**	0.660**	0.660**	0.000	.689**	0.000
4	0.503**	0.550**	0.550**	0.000	.599**	0.000
5	0.390**	0.726**	0.726**	0.000	.771**	0.000
6	0.563**	0.702**	0.702**	0.000	.734**	0.000
7	0.608**	0.605**	0.605**	0.000	.626**	0.000
8	0.608**	0.575**	0.575**	0.000	.630**	0.000
9	0.674**	0.682**	0.682**	0.000	.698**	0.000
10	0.535**	0.672**	0.672**	0.000	.607**	0.000

The analysis reveals strong positive correlations between individual questionnaire items and their respective dimensions, with Pearson correlation coefficients ranging from **0.390 to 0.771**. All p-values are statistically significant at $p < 0.01$, indicating the robust alignment of the questionnaire items with the intended study dimensions. These results confirm the tool's validity for measuring the impact of **Rhythm, Themes, and Emotional Depth** on enhancing reading motivation.

Study Results

The results were derived based on the responses of the study participants, who provided insights into the study's dimensions. The collected data was analyzed to identify the impact of **English poetry** (Rhythm, Themes, Emotional Depth) on enhancing reading motivation among English trainers at the Public Authority for Applied Education and Training in Kuwait. The analysis utilized the following scale to interpret the mean scores (Abu Shkheedim, 2022):

- **Above 3.5:** High level.
- **2.5 to 3.49:** Moderate level.
- **Below 2.5:** Low level.

Quantitative Results: Descriptive Statistics for the Role of English Poetry in Enhancing Reading Motivation

To answer the research question: "**What are the perceptions of English trainers at the Public Authority for Applied Education regarding the role of English poetry in enhancing reading motivation?**", the means and standard deviations of the questionnaire items were calculated and compared to the scale used in this study:

- **Above 3.5:** High level.
- **2.5 to 3.49:** Moderate level.
- **Below 2.5:** Low level.

The table below summarizes the overall results and the results for each dimension.

Table (4): Means and Standard Deviations of the Dimensions

Dimension	Mean	Standard Deviation	Level
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Rhythm	3.87	0.502	High
Themes	3.84	0.579	High
Emotional Depth	3.92	0.541	High
Overall Score	3.88	0.477	High

General Interpretation

- The overall perceptions of English trainers toward the role of English poetry in enhancing reading motivation are **high**, with a mean score of **3.88**.
- All three dimensions—**Rhythm**, **Themes**, and **Emotional Depth**—received high scores, indicating strong agreement among the participants on the positive impact of English poetry on reading motivation.
- The **Emotional Depth dimension** scored the highest (**3.92**), suggesting that trainers value the emotional connection fostered by poetry as the most significant factor in motivating reading.

Detailed Analysis by Dimension

1. Rhythm Dimension

- **Mean Score: 3.87** (High Level).
- **Standard Deviation: 0.502**.
- **Interpretation:** Participants agreed strongly on the role of rhythm in motivating reading. The rhythmic qualities of poetry, such as its musicality and cadence, enhance the reading experience and make it more engaging.

Item	Mean	Standard Deviation
The rhythmic quality of English poetry captures my attention.	4.09	0.717
The rhythm makes poetic texts easier to understand.	3.86	0.767
Rhythm enhances my ability to remember new vocabulary.	3.99	0.912
I feel motivated to read English poetry because of its rhythm.	3.61	0.841
The rhythm makes my reading experience more enjoyable.	3.93	0.794
Poetic rhythm makes reading more engaging.	3.86	0.837
I find myself more immersed in poems with a clear rhythm.	3.74	0.980
The rhythm helps sustain my interest in longer English texts.	3.90	0.947
Rhythmic poetry improves my pronunciation of English words.	3.86	0.912

The rhythm in poetry motivates me more than prose texts.	3.85	0.935
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Key Insight: The highest-scoring item was *"The rhythmic quality of English poetry captures my attention"* (4.09), highlighting the unique appeal of rhythm in poetry for engaging readers.

2. Themes Dimension

- **Mean Score: 3.84** (High Level).
- **Standard Deviation: 0.579**.
- **Interpretation:** Participants emphasized the importance of relatable and diverse themes in English poetry in fostering interest in reading.

Item	Mean	Standard Deviation
Themes in English poetry make the texts more relatable to my life.	3.81	0.922
Poetic themes help me understand different cultures.	3.86	0.814
I find that poetic themes often stimulate critical thinking.	3.79	0.938
The variety of themes in poetry encourages me to read more.	4.10	0.885
English poetry helps me discover new ideas through its themes.	3.93	0.782
Emotional and human themes in poetry make the texts more impactful.	3.88	0.964
Poetic themes convey values and meanings that inspire deeper exploration.	3.80	0.925
Themes in English poetry spark my curiosity about literature.	3.73	0.992
Inspirational themes in poetry motivate me to improve my reading skills.	3.74	0.931
The diversity of themes in English poetry helps me avoid boredom while reading.	3.80	0.904

Key Insight: The statement *"The variety of themes in poetry encourages me to read more"* received the highest score (4.10), highlighting the role of diverse themes in maintaining readers' interest.

3. Emotional Depth Dimension

- **Mean Score: 3.92** (High Level).

- **Standard Deviation: 0.541.**
- **Interpretation:** Emotional depth was the most impactful dimension, indicating that trainers value the personal and emotional connection poetry creates in motivating reading.

Item	Mean	Standard Deviation
The emotional depth in poetry helps me feel connected to the texts.	4.04	0.796
Poetic texts with emotional depth make reading a more personal experience.	3.98	0.831
Emotional English poetry enhances my ability to express my feelings.	3.99	0.767
Texts with emotional depth increase my enjoyment of reading.	3.91	0.743
I feel motivated to explore more poems with emotional depth.	3.95	0.813
The emotions conveyed in poetry help me better understand the texts.	3.99	0.870
Emotional depth in poetry improves my ability to empathize with others.	3.92	0.939
Reading English poetry makes me more interested in exploring human emotions.	3.81	0.919
I feel inspired when reading poetic texts with strong emotional meaning.	3.94	0.807
Poetry with emotional depth encourages me to keep reading.	3.68	0.913

Key Insight: The item *"The emotional depth in poetry helps me feel connected to the texts"* scored the highest (**4.04**), underlining the importance of emotional engagement in enhancing reading motivation.

Overall Summary

The analysis reveals a consistently **high level of agreement** across all dimensions, with **emotional depth** slightly outperforming the other dimensions. These results confirm that English poetry significantly enhances reading motivation, with rhythm, themes, and emotional depth each playing a vital role in engaging readers.

Quantitative Results for Research Question 2

Research**Question:**

Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to gender at a significance level of $\alpha \geq 0.05$?

To address this question, an **Independent Samples t-test** was conducted to determine if there were statistically significant differences in perceptions based on gender. The results are summarized in **Table (5)** below.

Table (5): Independent Samples t-test for Gender Differences

Dimension	Gender	N	Mean	Std. Deviation	t	Sig. (2-tailed)	Mean Difference
Rhythm	Male	70	3.86	0.553	-	0.823	-0.023
	Female	38	3.88	0.400			
Themes	Male	70	3.81	0.638	-	0.430	-0.093
	Female	38	3.90	0.453			
Emotional Depth	Male	70	3.93	0.560	0.176	0.860	0.019
	Female	38	3.91	0.512			
Overall Score (English Poetry)	Male	70	3.87	0.522	-	0.741	-0.032
	Female	38	3.90	0.387			

Interpretation of Results**1. No Significant Gender Differences:**

- Across all dimensions—**Rhythm**, **Themes**, and **Emotional Depth**—the p-values were greater than the significance level of **0.05**, indicating that there were no statistically significant differences between male and female trainers regarding their perceptions of English poetry in enhancing reading motivation.
- The overall mean scores for males (**3.87**) and females (**3.90**) were also very close, further supporting the lack of significant differences.

2. Cultural and Institutional Factors:

- The results suggest that gender does not influence perceptions of English poetry's impact on reading motivation. This could be attributed to equal opportunities provided to both genders within the institution, fostering similar experiences and perspectives.
- Institutional culture may also play a role in standardizing attitudes toward reading and teaching practices, regardless of gender.

Conclusion

The absence of statistically significant differences in perceptions between male and female trainers regarding the role of English poetry in enhancing reading motivation suggests a shared recognition of poetry's benefits across genders. This underscores the importance of institutional culture and equitable opportunities in shaping unified attitudes toward educational practices.

Quantitative Results for Research Question 3

Research

Question:

Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to academic qualifications at a significance level of $\alpha \geq 0.05$?

To address this question, an **Independent Samples t-test** was conducted to compare the perceptions of trainers with a **Bachelor's degree or lower** and those with **Postgraduate qualifications**. The results are summarized in **Table (6)** below.

Table (6): Independent Samples t-test for Academic Qualification Differences

Dimension	Qualification	N	Mean	Std. Deviation	t	Sig. (2-tailed)	Mean Difference
Rhythm	Bachelor's or lower	82	3.91	0.497	1.581	0.117	0.178
	Postgraduate	26	3.73	0.504			

Themes	Bachelor's or lower	82	3.87	0.561	0.895	0.373	0.117
	Postgraduate	26	3.75	0.638			
Emotional Depth	Bachelor's or lower	82	3.98	0.526	1.821	0.071	0.220
	Postgraduate	26	3.76	0.565			
Overall Score (English Poetry)	Bachelor's or lower	82	3.92	0.459	1.607	0.111	0.171
	Postgraduate	26	3.75	0.518			

Interpretation of Results

1. No Significant Differences by Qualification:

- Across all dimensions—**Rhythm, Themes, and Emotional Depth**—the p-values for the Independent Samples t-test were greater than the significance level of **0.05**. This indicates that there are no statistically significant differences in perceptions based on academic qualification.
- The overall mean scores for participants with **Bachelor's or lower (3.92)** and those with **Postgraduate qualifications (3.75)** are close, further suggesting minimal differences.

2. Possible Explanations:

- The lack of significant differences could reflect shared experiences, training, and exposure among trainers, regardless of their academic qualifications.
- Institutional efforts, such as equal access to professional development opportunities, may have played a role in harmonizing perceptions.

Conclusion

The analysis indicates no statistically significant differences in perceptions of the role of English poetry in enhancing reading motivation based on academic qualifications. These results suggest that trainers, regardless of their educational background, share similar

attitudes and recognize the value of English poetry in motivating reading. This uniformity is likely influenced by shared institutional experiences, opportunities for professional growth, and a common appreciation of poetry's pedagogical potential.

Further studies could explore the impact of organizational and cultural factors on perceptions, as these may provide deeper insights into the role of academic qualifications in shaping educational attitudes.

Quantitative Results for Research Question 4

Research

Question:

Are there significant differences in the perceptions of English trainers regarding the role of English poetry in enhancing reading motivation attributed to years of experience at a significance level of $\alpha \geq 0.05$?

To answer this question, an **ANOVA (Analysis of Variance)** test was conducted to examine whether differences in years of experience significantly influenced participants' perceptions across the three dimensions of the study. The results are summarized in **Table (7)** below.

Table (7): ANOVA Results for Differences by Years of Experience

Dimension	Sum of Squares	df	Mean Square	F	Sig. (p-value)
Rhythm	Between Groups	0.588	2	0.294	1.169
	Within Groups	26.421	105	0.252	
Themes	Between Groups	0.256	2	0.128	0.377
	Within Groups	35.668	105	0.340	
Emotional Depth	Between Groups	0.732	2	0.366	1.256
	Within Groups	30.623	105	0.292	
Overall (English Poetry)	Between Groups	0.440	2	0.220	0.967
	Within Groups	23.925	105	0.228	

Interpretation of Results

1. No Significant Differences by Years of Experience:

- Across all dimensions—**Rhythm**, **Themes**, and **Emotional Depth**—the p-values were greater than the significance level of **0.05**.

- For the overall score on the role of English poetry, the p-value was **0.384**, indicating no statistically significant differences based on years of experience.

2. Possible Explanations:

- These results suggest that trainers, regardless of their years of experience, share similar perceptions of the role of English poetry in enhancing reading motivation.
- Institutional factors, such as equal access to professional development and training, may have mitigated the potential differences that could arise from varying levels of experience.
- A strong organizational culture promoting the value of poetry in teaching could also contribute to this uniformity.

Conclusion

The analysis indicates no statistically significant differences in perceptions of the role of English poetry in enhancing reading motivation based on years of experience. These findings highlight the importance of institutional efforts in providing equal training opportunities and fostering a shared culture of teaching excellence. Such initiatives may help bridge potential gaps in perceptions that could arise from differences in professional experience.

Further research could explore the interaction between experience, institutional support, and individual attitudes to better understand how to optimize professional development for educators across different career stages.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Educational institutions, especially the Public Authority for Applied Education and Training, should integrate English poetry into the reading curricula to capitalize on its positive effects on reading motivation. Specific emphasis should be placed on using poetry with rich rhythmic qualities, relatable themes, and emotional depth.
2. Conduct workshops and training sessions for English trainers to enhance their skills in teaching poetry effectively. These sessions should include strategies for leveraging rhythm, themes, and emotional connections to engage students.

3. Encourage the use of diverse poetic works, including contemporary and classical poetry, to cater to the varying interests and cultural backgrounds of students.
4. Focus on poetry that fosters emotional connections, as this was identified as the most significant factor in motivating reading. Trainers should be guided on how to select and present poetry that resonates emotionally with their students.
5. Additional studies should explore the long-term impact of using poetry on students' overall academic performance and engagement. Future research could also investigate other demographic factors, such as age or cultural background, in shaping perceptions of English poetry.



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