Research Paper

EFL Learners' Perceptions of the Use of Reading Poetry in Terms of Critical Thinking

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Abstract

In this mixed-method study, English Language Department students' perspectives of poetry as CT are examined. Understanding pupils' perceptions affects their language learning and interest. Research has shown the importance of learners' viewpoints, but none have examined Iranian institution students' literary course perceptions. SPSS analyzes quantitative data, while thematic analysis analyzes qualitative data. This study uses upper-intermediate and advanced students' replies to a questionnaire including closed-ended, multiple-choice (quantitative) and open-ended items (qualitative). 75 literary students and 75 linguists were selected. In particular, 75 literature students completed the MPQ in the 2nd, 9th, and 16th weeks of the semester to share their perspectives. Studies show that students' perceptions of poetry in English language teaching increased after the intervention. These benefits include increased vocabulary, reading comprehension, poetry comprehension, and figurative language understanding. The data also show that most students like including literature in their study programs. It also shows how it improves their language, vocabulary, speaking, and reading. The most influential literary form on language development is poetry. The study showed that poetry can assist children improve perception. Poetry also affects kids' reading comprehension.

INTRODUCTION

Within an educational program that fosters critical thinking, reading poetry, in particular, helps students develop their critical and creative thinking skills and broadens their understanding of the world, other people, and themselves. Literary education and understanding are the two content blocks that are most closely linked to one another. Understanding texts of various genres and levels of complexity is one of their goals; in addition, comprehension is connected to students' development of critical and creative thinking as well as their ability to rebuild explicit and implicit ideas (García-Madruga & Fernández, 2008).

It is recommended that language instructors adopt a dynamic and student-centered approach to teaching poetry comprehension. In reading classrooms, conversations can start with questions concerning various points of view, individual interpretations and justifications, and figures of speech (similes, metaphors, etc.) from chosen poetry. After gaining literal comprehension, students can go to the inferential level, when they must conduct some research and evaluate the authors' arguments. After comprehending a literary piece both literally and figuratively, students ought to be prepared for a group project where they can discuss and

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evaluate the work. The students are encouraged to use their imaginations to think creatively about their work and even come up with ideas when they receive individual evaluations. Poetry is an important genre for language instruction and learning, and it can affect how pupils view literature. The following are a few advantages of teaching poetry to language learners:

• Presenting various perspectives on language applications to students.

• Encouraging the students to provide their own analyses and justifications.

• Arousing feelings and concepts in the heart and head

• Familiarize the student with figures of speech, such as similes and metaphors.

Cubukcu (2001) asserts that poetry is a stimulating and captivating activity that uses rhythmic aspects to express "love and appreciation for the sound and power of language." Thus, it can be observed that reading poetry helps language learners get familiar with elements of the target language, such as stress, pitch, junction, and intonation. It is impossible to comprehend English literature without a basic comprehension of linguistics, the English language, and native English writers' conventions. For a variety of reasons, EFL students must enhance their language proficiency and familiarity with literary traditions in order to expand their comprehension of literature.

It is impossible to comprehend English literature without a basic comprehension of linguistics, the English language, and native English writers' conventions. For a variety of reasons, EFL students must enhance their language proficiency and familiarity with literary traditions in order to expand their comprehension of literature. However, studies (such as those conducted by Abu-Malhim, 2009, and Shakfa, 2012) have shown that EFL students typically have a negative attitude and a bad opinion of English literature. Aside from these unfavorable opinions, English is typically taught through the grammar-translation approach with little to no focus on real literature. From the very beginning, learners are conditioned to place a higher value on language and linguistics than on literature.

Learning as a whole and the learner's ultimate success are known to be significantly influenced by a learner's beliefs, perceptions, metacognitive knowledge, and attitudes in the classroom (Breen, 2001). When used effectively, pedagogy can provide possibilities for students' perspectives to positively impact the learning process and even encourage their full participation in the language learning process (Breen, 2001; Arnold, 1999). Within research traditions that examine notions like beliefs and attitudes from distinct theoretical viewpoints, many different words have been employed to refer to these ideas.

Despite widely held misconceptions about things like aptitude and IQ tests, these psychologists think that learners' internal processes and capabilities are actually the primary factors in understanding how well they learn. Nonetheless, the underlying process known as metacognition is thought to include learners' beliefs, attitudes, and perceptions according to cognitive psychology (Flavell, 1987).

According to Wenden (1999), metacognitive knowledge is "a system of related ideas, some validated by their experience and others accepted without question" (p. 436). As the conversation so far has shown, the internal beliefs of learners play a critical role in the process of acquiring a foreign or second language. According to Arnold (1999), these ideas are meant to "act as very strong filters or reality." There is no denying that a variety of dynamic aspects affect learning a foreign language, but the learner's positive attitude is by far the most important and helpful factor. During the language learning process, two non-intellectual factors—attitude and perception—have a significant influence on students' language growth. Research has also been done on the influence of both favorable and unfavorable attitudes about language acquisition. In one study, Block (1994) asserted that there was a discrepancy in the ways that teachers and students perceived the goals and descriptions of the activities they were assigned. Block maintained that since the students knew what went on in class, teachers had to accommodate their requirements while taking the students' opinions into consideration. Students favor traditional

learning activities over communicative learning activities, according to a different study (Nunan, 1989). Using poetry in EFL lessons, the study sought to find out how EFL students perceived English literature. Using literature "can help stimulate our students' imaginations, to develop their critical abilities and to increase their emotional awareness," claims Lazar (1993) (p. 19). Students are motivated when they use literature. They are exposed to a variety of issues that are typically left out of textbooks. It engages the students in attempting to comprehend the text's meaning. Since literary works depict human feelings and perspectives, they aid in the expression of emotional reactions. The learner feels a wonderful sense of success after completing the job because he knows that the item he is reading is —different‖ from any textbook content he has ever read. It aids pupils in comprehending cultural nuances that might not be included in a textbook.

Another issue is the unfavorable attitudes and perceptions that students have when reading literary literature, especially poetry, in EFL classes. Shakfa (2012) investigated the challenges that the Islamic University of Gaza's literary students encountered. According to the survey, pupils thought English literature was hard since it frequently used literary devices like metaphors and had a complex grammatical structure. The protracted process of studying drama typically frustrates students, and extra issues are brought about by symbolism, metaphors, similes, and artistic elements. A number of academics have made compelling cases for the use of literature to improve target language acquisition in a variety of contexts. Expanding the use of literary texts—especially poetry—could involve shifting EFL learners' unfavorable perceptions of literature to positive ones. For EFL students, this had several wonderful benefits and increased their desire to read.

Research has examined the aforementioned benefits of incorporating poetry into EFL classes as well as its efficacy in a variety of linguistic domains; however, the potential of poems to shape students' attitudes toward reading comprehension and CT development has not yet been fully realized. To put it another way not much is known regarding their potential effectiveness in

promoting CT and changing EFL learners' attitudes toward reading comprehension. Therefore, the purpose of this study is to explore how using poetry can improve students' perceptions of reading comprehension. The following research question was thus addressed:

RQ. What are the learners' perceptions of reading comprehension improvement through English poetry?

LITERATURE REVIEW

There is relatively little research on students' attitudes about literature when compared to the huge body of work on their attitudes toward general foreign language studies. As the first attempts to look at students' perceptions regarding literature in this less-explored field, three survey studies merit our attention (Akyel & Yalçin, 1990). The attitudes of university students regarding the study of literature in a foreign language, as well as the variables that influence their views about literature in general, were examined by Davis, Gorell, Kline, and Hsieh (1992). Undergraduate students enrolled in Introduction to Literature courses in the French and Spanish departments made up the study's participants. The majority of the participants had favorable opinions toward foreign language literature, according to analyses of their questionnaire responses. Furthermore, it was discovered that their attitudes toward literature study were significantly influenced by two factors: the quantity of leisure reading they did in the target language and their preferred learning styles, which included being allowed to express their own opinions, seek out the text's underlying meaning, and read about people and experiences that were different from their own. Put another way, teachers' teaching strategies may have an impact on students' attitudes toward literature in addition to their own reading habits.

Hirvela and Boyle (1988) and Akyel and Yalçin (1990) focused on students in ESL/EFL settings, whereas Davis, Gorell, Kline, and Hsieh (1992) focused on students of languages other than English. The opinions of ESL working adult learners regarding literary classes offered in a university's part-time degree program were surveyed by Hirvela and Boyle (1988). Their

survey's objectives were to learn which literary genres students most enjoyed or dreaded, as well as which parts of literature caused them the most difficulty. The students' poll results revealed that they feared poetry the most and loved "prose fiction," or novels and short stories. They also found that studying literature was most challenging when it came to "interpretation of theme," followed by certain linguistic characteristics of the work. (e.g., vocabulary in non-modern texts). These results are valuable for literature teachers because, with students' preferences and perceived difficulty of literature in mind, teachers can provide students with more suitable literary texts and more crucial or immediate help.

The responses of EFL senior high school students to the distinct benefits of poetry, drama, and prose fiction in fostering language proficiency and literary competency were examined by Akyel and Yalçin (1990). According to the findings of their survey, the students thought that "drama" was the best literary genre for enhancing their oral expressions, and "novel" was the best for developing their language abilities and cultural awareness. Furthermore, the students believed that "short stories" and "poetry" had little bearing on their language proficiency. It was believed that poetry, in particular, contributed the least to the development of their linguistic skills. Additionally, the study indicated a connection between the student's opinions about literature and their language proficiency: The literary materials chosen were valued by those who assessed their English ability as high; in contrast, those who ranked their competence as ordinary thought the literary texts were challenging and tedious. The above studies, targeting different populations, do shed some light on our knowledge of students' attitudes toward literature.

It is impossible to comprehend local English literature without a fundamental comprehension of the English language, linguistics, and native English literary conventions. Iranian EFL students must become proficient in the language and understand Iranian literary traditions in order to create locally adapted works of literature for a variety of uses. English literature is typically seen negatively and negatively by EFL students. In addition to these unfavorable opinions, the grammatical translation approach is typically used while teaching English, with little to no focus on real literature. From the start, learners receive training. Perkins and Murphy (2006) used a paradigm similar to Bullen's to provide a five-step procedure for incorporating CT-stimulating instruction into an educational setting. Clarifying, assessing the data, formulating conclusions, and creating a plan are among the processes. The first stage is to make all the details clear, which includes characterizing and articulating the situation. During evaluations, students ought to have the liberty to discuss a range of opinions, including how the data supports or refutes a particular opinion. Applying reasoning techniques like induction and deduction is part of the following step, which is drawing conclusions. Individuals are to develop plans in the last stage based on how they saw the preceding processes, which should include both tactics and practical planning.

METHODOLOGY
Research Design

The research design for investigating students' perception of literature and the significance of reading poetry was the descriptive method. Both qualitative and quantitative research methods were used to do this, and a paired strategy was chosen. Analysis of the lesson plan is also done concurrently with observation. This study used a quantitative case study methodology to explore whether using poetry improves students' perception. The descriptive approach was used in the research design to examine how students perceived literature and the value of reading poetry. Both qualitative and quantitative research methods were used to do this, and a paired strategy was chosen. Analysis of the lesson plan is also done concurrently with observation. The variety of tools represented the writers' concerns about authenticity and dependability. Additionally, the design offered the chance to see a more delicate and detailed depiction of the phenomenon that was being studied. As a result, it integrated qualitative information gathered through interviews and retrospective essays with quantitative information gathered from the Mood Perception

Questionnaire (MPQ). This study, which lasted one semester and examined learners' emotions and perceptions at various points, was planned to be longitudinal in order to account for the complex and dynamic nature of human perceptions. This method's choice makes sense because it seems to be the standard procedure for examining the variations in dynamic processes.

Participants

The students in this study were all advanced and upper-intermediate. Using stratified random sampling, these individuals were chosen: 75 participants were chosen from literary classes, and 75 students were chosen from linguistics courses. The 75 literature students completed the MPQ three times over the semester to give information on their perceptions (2nd week, 9th week, and 16th week). This study used a descriptive research design since its goal was to investigate how students saw literature and how they used poetry to enhance their reading comprehension skills. Both qualitative and quantitative research methods were used to do this, and a paired strategy was chosen. Analysis of the lesson plan is also done concurrently with observation.

Instruments

This study selected a number of research tools to be used in order to address the research question about the substantial impact of reading poetry on students' perceptions of critical thinking. These included retrospective essays to create a comprehensive grasp of students' perspectives and a six-point Likert scale student perception questionnaire (MPQ) as an alternate qualitative data collection instrument. Another goal of this research project was to investigate how Iranian EFL students felt about taking literary classes. Students' perceptions of literature were assessed using a modified version of Gardner and associates' AMTB. A questionnaire created specially to investigate students' opinions of literature was the study's instrument. The six-point Likert scale on this student perception survey went from 1 (strongly disagree) to 6 (strongly agree). The purpose of having six points on the scale rather than five was to prevent pupils from having a neutral choice, forcing them to select between agreeing and disagreeing with the statement.

Targeting the two sets of research questions in this study, the questionnaire was divided into two sections. Thirty-two items in the first section examined how students felt about the literary works that were read aloud in class. The second section of eighteen items that examined students' opinions about literature in general and their choices among various literary genres.

Procedure

Reliability analyses, EFA, MANOVA, and other analyses were carried out using the statistical package for the social sciences (SPSS) on personal computers. The main focus has been on how students' perceptions of literature differ between EFL classrooms that utilize standard texts and those that read poetry. Before reading a few poems, the students engaged in warm-up exercises in groups. For instance, students were challenged to put the poem's four jumbled lines in the right order after learning *To See a World in a Grain of Sand*. After reading 40 Love, students were required to rewrite a single sentence that contained the main ideas of the poem into a poem. Additionally, students were required to do the blank-filling tasks when studying Money and To the Virgins to Make Much of Time. The pupils were not given an explanation of the poems' meanings until the warm-up exercises were complete. To sum up, there were no examinations or tests based on the literary texts that were introduced in the literature instruction process. For starters, the goal of the study was to gather information about the student's opinions of the literary works rather than to gauge their comprehension of them. Exams may also cause pupils to lose interest in studying certain literary materials or alter their genuine opinions of them. Thus, the only tool available at the conclusion of this exploratory investigation was a perceptual questionnaire. After all, doing a literature test is a difficult endeavor that merits additional research. Convenience sampling was employed for the retrospective essays, and individuals' willingness to participate was taken into account. Participants gave their consent to take part in the study. They were made aware of the methodology and goals of the study.

Following the presentation of each poem in the most recent literature class, the participants

were invited to fill out a perception questionnaire expressing their opinions about the literary works that had been taught during the experiment, as well as their preferences for various literary genres. Since some of the poems were provided earlier in the experiment and students might have forgotten about them, they were reminded of each poem when they answered the questionnaire. Students needed roughly twenty minutes to complete the questionnaire. There were two phases to the primary analysis process. Initially, the frequencies for each option (point) provided by the students in response to the questionnaire were totaled, and the means and standard deviation were calculated. The results of the six points on the scale were then further merged and condensed into two portions, disagree (which included points 1, 2, and 3) and agree (which included points 4, 5, and 6), for ease of interpretation. On the basis of the preliminary analysis of the questionnaire results, additional descriptive analysis was conducted in order to address several research issues. With the help of the statistical software SPSS 13.0, all of the data were calculated.

RESULTS AND DISCUSSION

The study sought to examine 75 students' progression toward developing perception in terms of critical thinking skills through engaging them in poetry reading and analysis.

Comparative Effects of CT and Perception on EFL Learners' CT and Reading Comprehension Skills

The focus of enquiry in the research question was to seek whether the CT instruction was more effective than the PR instruction in increasing the EFL learners `CT and reading comprehension skills. In this study, the scores from both CCTST and reading were obtained and were considered as the dependent variables. In this research, these two variables were analyzed by MANCOVA. MANCOVA tells us if there is a significant difference between our groups on the dependent variables. Before proceeding with the main MANCOVA analysis, we tested whether our data conformed to the assumption of this analysis. First of all, Box `s test of equality of covariance matrices was done to show us whether the data violates the assumption of homogeneity of variance-covariance matrices. The $p$ value was larger than .001, (.129), so we had not violated this assumption. Another assumption was Levene`s test of equality of error variances. It was performed to make sure that the both posttest CT and reading scores had similar variances for the groups (see Appendix E, Table E2). As demonstrated in Table E2, none of the variables recorded significant values, $p \geq .05$; therefore, we can assume equal variances. MANCOVA was used to investigate the study's research premise. The groups were regarded as the independent factors, and the posttest results as the dependent variables. Initially, when comparing the groups based on the dependent variables, the error was set to .05. The Results of MANCOVA on both groups came in Table 1.

Table 1
Result of Multivariate Tests on Group Effects

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Group	Pillai's Trace Wilks' Lambda Hotelling's Trace	.088	1.682	2	35	.201	.088
		.912	1.682	2	35	.201	.088
		.096	1.682	2	35	.201	.088
	Roy's Largest Root	.096	1.682	2	35	.201	.088

To determine whether the one-way MANCOVA was statistically significant, we need to look at the *Sig.* column. We have a *p-value* of .201, which means $p > .05$. Accordingly, the results of MANCOVA for group effects

revealed no significant difference between CT and PR instruction, $F (1, 37) = 1.682$, $p \geq .05$ (Wilks' Lambda = .912; partial eta squared = .088). The small amount of eta square means 81 that the performance of the participants was not

significantly dependent on the type of instruction. Additionally, Table 2 reports the results of the effect of treatment on each dependent variable.

Table 2
Analysis of Covariance on the Posttest Scores for the Interaction Effect

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Correced Model	CT	251.531	3	83.844	15.287	.000	.560 .651
	CR	572.709	3	190.903	22.381	.000	
Intercept	CT	.194	1	.194	.035	.852	.001 .430
	CR	231.913	1	231.913	27.189	.000	
Pre-CT	CT	164.432	1	164.432	29.981	.000	.454 .011
	CR	3.435	1	3.435	.403	.530	
Pre-CR	CT	29.433	1	29.433	5.367	.026	.130 .591
	CR	444.616	1	444.616	52.126	.000	
Group	CT	.689	1	.689	.126	.725	.003 .079
	CR	26.395	1	26.395	3.095	.087	
Error	CT	197.444	36	5.485			
	CR	307.066	36	8.530			
Total	CT	8039.00	40				
	CR	48697.0	40				
Corrected Total	CT	448.975	39				
	CR	879.775	39				

As Table 2 depicts, the *p-value of scores for both CT and CR variables was found to be 0, p ≤.05. That is, both treatments (CT and PR) of the study in the experimental groups had an effect on the participants 'post-test* scores for both CT and CR. Nevertheless, the *p-value* of the groups for both CT, *F* (1, 36) = .126, *p* = .725; partial eta squared = .003, and reading, $F(1, 36) = 3.095$, $p = .087$; partial eta squared = .079, was larger than .025 which means there was no significant difference between types of instruction. In this case, we considered our results significant only if the probability value (*Sig.*) was less than .025, as it is important to make an alpha correction to account for multiple ANCOVA, such as a Bonferroni adjustment.

Table 3
Estimated Marginal Means for the CT and PR Groups

Dependent Variable	Groups	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Critical Thinking	CT	13.90	.526	12.841	14.974
	PR	13.64	.526	12.576	14.709
Reading Comprehension	CT	35.39	.656 .656	34.064	36.724
	PR	33.75		32.426	35.086

When estimated marginal means, which provide us with the adjusted means on the dependent variables for each of the groups, were obtained, the results showed that the CT group (*M* = 13.90) performed a little bit better than the PR group (*M* = 13.64) in CT, and the CT group (*M* = 35.39) performed a little better than the PR group (*M* = 33.75) in the reading comprehension of argumentative texts. In fact, the mean differences between the groups for both CT and CR were quite small, which led to the conclusion that there was no significant difference between the types of instructions. Furthermore, the results of the post-test test showed that the

mean differences in CT (.265) and CR (1.638) between the CT and PR groups were not different at the post-test phase. Also, the difference was not significant ($p \geq .05$) (see Table 4).

Table 4
Pairwise Comparison of the CT and PR Groups on the CT and Reading Comprehension Scores

Dependent Variable	(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	*Sig.*	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
Critical Thinking	CT	PR	.265	.747	.725	-1.250	1.779
	PR	CT	-.265	.747	.725	-1.779	1.250
Critical Reading	CT	PR	1.638	.931	.087	-.251	3.527
	PR	CT	-1.638	.931	.087	-3.527	.251

To put it in a nutshell, the results in Table 4.3. and 4.4. depicted that the type of instruction did not have any significant impact on the CT and reading ability of the participants. Consequently, the null hypothesis was not rejected. The focus of enquiry in the research question was to seek whether the CT instruction was more effective than the perception instruction in increasing the EFL learners `CT and reading comprehension skills. To address the research hypothesis of the study, MANCOVA was conducted. The posttest scores were considered as the dependent variables, and the groups as the independent variables. The error was originally set at .05 when comparing the groups on the dependent variables. Employing poetry doesn't significantly improve learners' critical thinking ability.

CONCLUSION

The research discusses the use of poetry in developing EFL learners' reading comprehension skill in terms of CT thinking. Poetry in one of teaching media that is often used in class. By using poetry as teaching media in language learning, the students can get many benefits to improve their ability. After conducting the research, the researcher found that it is challenging to separate language from literature since their ties was so strong. Language teachers played a significant role in how literature was taught in language classes. The perception of language instructors was crucial in this situation. The value of using literary works in language instruction since they conveyed ideas to students' environments for teaching languages.

Instead of turning students into junior literary critics, it would be appropriate to expose them to good literature and the timeless nature of human values and concerns as part of a literary thematic approach. In addition, the selection of literary works might vary based on various groups or individuals. Furthermore, distinct groups or individuals chose distinct literary works, which had a benefit in terms of individual diversity. Employing poetry significantly improved learners' reading comprehension ability.

Two conclusions can be drawn from the study of the investigation's findings. First of all, in general, Following the presentation of each poem in the most recent literature class, the participants were invited to fill out a perception questionnaire expressing their opinions about the literary works that had been taught during the experiment as well as their preferences for various literary genres. Since some of the poems were provided earlier in the experiment and students might have forgotten about them, they were reminded of each poem when they answered the questionnaire. Students needed twenty minutes to complete the questionnaire. There were two phases to the primary analysis process. Initially, the frequencies for each option (point) provided by the students in response to the questionnaire were totaled, and the means and standard deviation were calculated. The results of the six points on the scale were then further merged and condensed into two portions, disagree (which included points 1, 2, and 3) and agree (which included points 4, 5, and 6), for ease of interpretation. On the basis of the preliminary analysis of the questionnaire

results, additional descriptive analysis was conducted in order to address several research issues.

The findings above highlight the students' perception on the use of poetry. The use of poetry to improve English comprehension was perceived positively by the respondents in this study. The use of poetry in the classroom has been shown to boost students' capacity for self-reflection and increase their interest in learning. To guarantee that students engage with literary text in a more critical, aware way, various tactics might be used. The development of their critical assessment skills will unquestionably result from their continued usage of such tactics. By the end of the learning process, learners in the experimental group could navigate a text with relative ease and no longer felt intimidated by longer, new texts. To explore potential meanings and make wise conclusions, they learned to rely on their CT abilities and meta-cognitive reading techniques. The study supports earlier research findings that point out that poetry, in particular, and literature, in general, have the power to boost students' motivation and self-confidence in their ability to critically analyze and evaluate texts and connect them to what they already know about the subject matter and the wider world by appealing to their emotions and experiences. In addition to the advantages of using poetry that have been documented in the literature, such as language skill development, poetry-based activities and tasks completed collaboratively, and reflective writing practice, have been demonstrated to be successful in empowering students. One resource that is thought to be stimulating for language learning is literature. The usage of literature can help students become more motivated to read and write in order to improve their academic performance. Poetry's inclusion in literature has demonstrated how significantly literature contributes to pupils' literacy development. The design intended for this study included two quantitative phases. The first quantitative phase included a cause-and-effect study in order to investigate the effect of using English Poetry for improving Iranian English Learners' critical thinking, and the second quantitative phase investigated this effect on their Reading skill and improvement.

The chosen literary works and the teaching strategies were seen favorably by the students as well. The majority of respondents remark that the literature classes were designed with their needs, expectations, and interests in mind and that the selected literary works were interesting. Although the students occasionally deem the amount of literary material covered during the academic year to be satisfactory, they complain that the language used in the literary texts is somewhat challenging. The results indicated that the poem may have aided in this development. One of the delimitations of the study included the fact that only the relationship between using English poetry for improving the CT level of EFL students and their perception toward literature has been studied, and other advantages that using poetry might bring about have been excluded. Additionally, this study was limited to English learners, and the other languages were not investigated. Also, the social and individual levels of participants were not distinguished, and their critical thinking level as a whole was addressed.

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