

Students' Beliefs about Poetry and Aliteracy in Poetic Literature-in-English in Ibadan Metropolis, Nigeria.

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Abstract

This study investigated students' beliefs and aliteracy as predictors of senior secondary students' achievement in poetic Literature-in-English in Ibadan, Nigeria. The study adopted the correlational survey design. Total enumeration sampling was used to select all five Local governments in Ibadan. The sample consisted of 500 SS2 students from 10 public senior secondary schools in Ibadan. Instruments used were Poetic Literature-in-English Achievement Test ($r = 0.73$), Students' Beliefs about poetic Literature-in-English ($r = 0.80$), and Students' aliteracy scale ($r = 0.76$). Data collected were analysed using descriptive statistics, Pearson Product Moment Correlation and Multiple regression at 0.05 level of significance. The result showed that Students' belief about Poetic Literature-in-English (2.71) and aliteracy (2.80) were high against the threshold of (2.50). There existed a significant relationship between achievement in poetic literature-in-English and students' aliteracy ($r = 0.29$), and Students' belief ($r = 0.17$). Students' beliefs and aliteracy jointly had positive effects on achievement in poetic Literature-in-English (multiple correlation of $R = .296$ and multiple $R^2 = .088$; F -ratio = 23.927); Adj. $R^2 = .084$ that is 8.4% accounting for contribution to the variance. Students' aliteracy ($\beta = 0.36$) relatively contributed to students' achievement in poetic literature-in-English, but students' beliefs ($\beta = -.098$) had no significant relative contribution to achievement in poetic Literature-in-English. In view of the findings, it was recommended among others that educators should adopt creative and interactive teaching approaches to bridge the gap between students' experiences and poetic themes, and that schools should implement programmes that encourage reading for pleasure, such as poetry clubs, and reading competition.

Keywords: Students' literacy, Students' beliefs, Achievement in Poetic Literature-in-English

Introduction

Literature encompasses a diverse range of written works, including novels, short stories, plays, poetry, and essays, that are studied to develop students critical thinking, empathy, cultural awareness, and appreciation of language and storytelling. Literature is an exploration of human experience expressed in written or oral form. In addition to cognitive skills, literature fosters emotional intelligence and empathy. Literature exposes students to diverse perspectives and experiences, helping them understand and empathize with others' feelings and situations. By connecting with characters and their journeys, students develop a deeper sense of compassion and emotional awareness. This emotional growth is critical for building healthy interpersonal relationships and fostering a supportive school environment. Literature also

plays a crucial role in cultural awareness and appreciation. Kramsch (2020) emphasizes that literature provides insights into different cultures, histories, and societal norms. By studying works from various cultural backgrounds, students gain a broader understanding of the world and learn to appreciate cultural diversity. This cultural literature is essential for fostering tolerance, respect, and global citizenship in an increasingly interconnected world. According to Abrams (2015), literature employs language in a unique and often sophisticated manner to achieve artistic effects. This includes the use of various literary devices such as metaphors, similes, symbolism, and irony to convey complex ideas and evoke emotions. The careful and deliberate choice of words and structures in literature distinguishes it from ordinary language and

enhances its aesthetic quality.

Literature is taught in secondary schools as Literature-in-English. Literature-in-English as a subject in secondary schools is defined by various authors with nuanced perspectives, emphasizing its multifaceted nature and educational significance. The subject broadly encompasses the study of written works, including prose, poetry, and drama, with a focus on both content and form. It aims to develop students' critical thinking, empathy, and cultural awareness through the analysis of texts. They argue that this subject not only enhances linguistic proficiency but also fosters a deeper understanding of diverse cultures and perspectives, thereby promoting global citizenship among students. Literature serves as a mirror to society, reflecting its values, conflicts, and transformations.

Building on this, Lazar (2017) highlights that Literature-in-English helps students to develop critical reading and interpretive skills. According to Lazar, the subject requires students to engage with texts at a deeper level, analyzing themes, characters, and stylistic devices. This analytical approach encourages learners to question and reflect, honing their ability to think critically and articulate their thoughts coherently. In addition, Paran (2019) underscores the importance of Literature-in-English in fostering creativity and imagination. Paran argues that exposure to various literary genres and styles stimulates students' creative thinking and inspires them to explore their own imaginative capacities. This creative engagement is not only beneficial for students' personal fulfillment but also for their academic and professional success, as it nurtures innovative and original thinking.

Kramersch (2020) points out that Literature-in-English plays a crucial role in developing students' linguistic and communicative competence. By exposing learners to rich and varied language use in authentic contexts, literature helps improve their vocabulary, grammar, and overall language proficiency. Kramersch asserts that this linguistic enrichment, combined with the cultural and

emotional insights gained through literature, equips students with the skills needed to navigate and succeed in a globalized world.

Despite the numerous benefits of studying Literature-in-English, student performance in Literature remains low, particularly in poetry, as reported by 2021 WAEC Chief Examiner's Report, which also confirms that students are not doing well in literature. It is suspected that the genre that contributes mostly to this poor performance is poetry. Some questions were found to be ambiguous or poorly structured, which confused students and impacted their performance negatively (WAEC, 2021). The report recommended that examiners receive additional training to improve the quality of question-setting, ensuring that questions are clear, concise, and aligned with the syllabus objectives.

In addition, Marshall (2017) describes poetic literature as the skill to connect personal experiences with the themes and emotions expressed in poetry. According to Marshall, effective poetic literature involves relating one's own feelings and experiences to the content of the poem, thereby fostering a deeper emotional connection. This personal engagement with poetry helps students develop empathy and a more profound appreciation for the poet's perspective. Furthermore, Richards (2019) highlights that poetic literature encompasses the ability to analyze the form and structure of poems. Richards points out that understanding how poems are organized—such as their use of rhyme schemes, meter, and stanzaic patterns—is crucial for appreciating how form contributes to meaning. This analytical approach allows students to recognize how structural choices influence the overall impact of the poem.

Additionally, Carter and McRae (2020) view poetic literature as an awareness of the historical and cultural contexts in which poems are written. They argue that knowing the background and circumstances surrounding a poem's creation can significantly enhance one's understanding of its themes and techniques. This contextual knowledge helps students appreciate

how poetry reflects and responds to its time and place, adding layers of meaning to their interpretation. Moreover, in his study, Bennett (2021) suggests that poetic literature involves the development of interpretive skills that enable readers to engage with poems on multiple levels. Bennett emphasizes that students should be able to examine a poem's language, symbolism, and emotional tone, and then synthesize these elements to form a coherent understanding of the text. This multi-faceted approach helps students appreciate the complexity and depth of poetry. According to Lee (2024), poetic literature is also about fostering a lifelong appreciation and enjoyment of poetry. Lee argues that beyond academic skills, poetic literature encourages readers to engage with poetry as a personal and enriching experience. This lifelong engagement with poetry not only enhances literary appreciation but also contributes to personal growth and emotional well-being.

Additionally, the pressure to perform well on standardized tests can contribute to poetic literature. According to Marshall (2017), when the emphasis in literature education is on preparing for exams, students may focus primarily on memorization and test-taking strategies rather than genuine engagement with poetic texts. This pressure can limit students' opportunities to explore and appreciate poetry creatively and personally.

The first variable of interest in this study is students' beliefs. Students' beliefs about poetic Literature-in-English reflect a range of perspectives on the value and role of poetry in their education and personal lives. Bernat and Gvozdenko (2005) said that preconceived beliefs may directly influence or even determine a learner's attitude to learning. This means that students' belief could predict students' attitude to learning. These beliefs often shape their engagement with poetry and influence their attitudes toward learning and interpreting poetic texts. Many students believe that poetic literature involves understanding and analyzing the formal elements of poetry, such as meter, rhyme schemes, and stanza structures. According to Carter and McRae (2020), students often see

these technical aspects as fundamental to interpreting and appreciating poetry.

According to Marshall (2017), students believe that analyzing poetry requires them to think critically about language, symbolism, and imagery. They see this process as an opportunity to enhance their analytical abilities and to engage with complex ideas and abstract concepts. This critical approach is valued not only for its academic benefits but also for its applicability in various aspects of life. According to Bennett (2021), some students find the technical and analytical demands of poetry challenging and may feel disconnected from the material. These students might struggle to see the relevance of poetic analysis in their everyday lives and may find the academic study of poetry less engaging compared to more direct or practical applications of literature. Furthermore, many students value personal engagement with poetry beyond its academic study.

Fakeye and Omobowale (2020) explored students' beliefs about the significance of literature in their educational experience, noting that students often view literature as a challenging and less relevant subject compared to other areas of study. The authors observed that this perception affects students' willingness to invest effort into understanding and appreciating literature, particularly when it is not seen as directly applicable to their future careers or daily lives.

Student's aliteracy in poetic Literature-in-English refers to a lack of interest, engagement, or understanding in poetry. This phenomenon, where students exhibit minimal enthusiasm or effort towards learning and interpreting poetry, has been observed in various educational settings and can significantly impact their appreciation and comprehension of poetic texts. One primary aspect of aliteracy in poetic literature is the perceived irrelevance of poetry to students' lives. According to Carter and McRae (2020), many students view poetry as disconnected from their daily experiences and practical concerns. This perception leads to a lack of motivation to engage with poetry, as students might not see its immediate value or

applicability. As a result, students may approach poetry with indifference or reluctance, affecting their ability to appreciate its deeper meanings and aesthetic qualities.

Aliteracy in poetic literature often stems from difficulties with the complexity of poetic language and form. Langer (2015) notes that the use of dense imagery, archaic language, and unconventional structures can be intimidating for students. When students struggle to decode and interpret these elements, they may become frustrated and disengaged. This difficulty can discourage further exploration of poetry and hinder their overall literary development.

Previous studies have focused on teaching strategies to improve performance and on students' attitudes and perceptions of poetry, with little attention to aliteracy and beliefs, therefore this study investigated students' beliefs and aliteracy as correlates of achievements in poetic Literature-in-English in Ibadan metropolis.

Statement of the Problem

Literature-in-English is offered in schools as one of the benefits of improving language development. Literature-in-English is not only a tool for personal enjoyment and education but also a means of understanding the human experience. It offers a window into the diverse cultures and histories of the world, fosters empathy and critical thinking, and serves as a powerful medium for exploring moral and ethical issues. Despite all these values, reports have shown that students are not doing well in Literature-in-English in public examinations like WAEC and NECO and this might have been partly due to their poor performance in poetic literature. Previous studies have focused on teaching strategies to improve performance and on students' attitudes and perceptions of poetry, with little attention to aliteracy and beliefs, therefore this study investigated students' beliefs and aliteracy as correlates of achievements in poetic Literature-in-English in Ibadan metropolis.

Objectives of the Study

The study set out to achieve the following objectives:

- i. examine students' beliefs about poetic literature in English,
- ii. investigate level of aliteracy among students concerning poetic Literature-in-English,
- iii. ascertain the relationship between students' beliefs and aliteracy, and achievements in poetic Literature-in-English,
- iv. assess the composite contribution of students' beliefs and aliteracy to achievements in poetic Literature-in-English.
- v. explore the relative contribution of students' beliefs and aliteracy as to achievements in poetic Literature-in-English.

Research Questions

The following questions were posed to guide this study:

- i. What is students' belief about poetic Literature-in-English?
- ii. What is students' level of aliteracy?
- iii. What is the relationship between students' beliefs, aliteracy, and achievements in poetic Literature-in-English?
- iv. What is the composite contribution of students' beliefs and aliteracy to achievements in poetic Literature-in-English?
- v. What is the relative contribution of students' beliefs and aliteracy to achievements in poetic Literature-in-English?

Scope of the Study

This study focused on the extent to which student beliefs and aliteracy correlated with achievements in poetic Literature-in-English in Ibadan Nigeria. The study covered SS2 students from 10 schools. The achievement test in poetic Literature used in this study was based on the recommended poems by

WAEC in 2024, namely “*Raider of the Treasure Trove*” by Lade Wosornu, “*The Leader and The Led*” by Niyi Osundare and “*Bat*” by David H. Lawrence

Significance of the Study

This study has revealed the extent to which belief and aliteracy correlated with achievement in poetic literature. This study is significant for students, teachers, and parents as it sheds light on how beliefs and aliteracy affect achievement in poetic literature. Students can gain awareness of the factors that may hinder their success, leading to better engagement with poetry. Teachers can use the insights to refine their teaching strategies, addressing specific challenges related to students' attitudes and reading habits. Parents, in turn, can support their children's learning by fostering positive attitudes toward poetry and encouraging a love for reading.

For the Ministry of Education and curriculum designers, the findings will provide valuable guidance in shaping Literature education policies and curriculum development. By understanding the correlation between beliefs, aliteracy, and academic performance, these stakeholders can implement targeted initiatives and curricular improvements that promote deeper student engagement and higher achievement in poetic literature.

Literature Review

Ezekwesili's (2015) study looked at the effects of aliteracy on students' performance in English literature classes, particularly when it comes to studying poetry. According to the study, pupils who demonstrated indicators of illiteracy—such as avoiding reading assigned poems or depending only on summaries—performed worse on tasks involving poetry analysis. These students missed out on important literary components like tone, imagery, and figurative language because they were less likely to interact with the deeper meanings of poems. Consequently, they received consistently lower grades than students

who actively engaged with the text on assignments about poetry.

Similar patterns of Aliteracy among secondary school students studying English literature were investigated by Clark and Foster (2023). Their findings demonstrated that illiterate students frequently believed poetry had no bearing on their daily lives, which made them less inclined to read or study poetry. Their inability to comprehend poetry was hampered by this disengagement, which also prevented them from developing the critical reading and interpretive abilities needed for academic success in English literature.

Beers (2003) looked into the impact of students' opinions about poetry being hard or boring on their academic achievement. According to the study, students who thought poetry was difficult to understand were less likely to try to understand it, which made them perform worse on assignments that required poetic analysis. This study made clear how crucial it is to address and modify students' unfavourable perceptions of poetry in order to enhance their academic performance.

Methodology

This study adopted the correlational design because it investigated the extent to which the independent variables (students' beliefs and aliteracy) predicted achievement in poetic Literature-in-English.

From the five Local Government Areas in Ibadan metropolis, Ibadan North Local Government area was purposively selected for having the largest number of Senior Secondary schools in Ibadan. From Ibadan North Local Government 10 senior secondary schools were randomly selected. From each school 50 SS2 Literature-in-English students were purposively selected making 500 Literature-in-English students. The achievement test was administered first, followed by the questionnaires. Instruments used were Poetic Literature-in-English Achievement Test ($r= 0.73$), Students' Beliefs about poetic Literature-in-English ($r= 0.80$), and Students' aliteracy scale ($r= 0.76$). Data collected were analysed using descriptive

statistics, Pearson Product Moment Correlation and multiple regression at 0.05 level of significance.

Results

Research question one: What is students' belief about poetic Literature-in-English?

Table 1: Students' belief about poetic Literature-in-English

s/n	Students' belief about the poetic	SD	D	A	SA	≠	S.D.
1.	Poetic Literature -in-English helps to build one's vocabulary	26 5.2%	55 11.0%	159 31.8%	260 52.0%	3.31	0.864
2.	I feel that poetic Literature -in-English is not relevant to my everyday life	26 5.2%	110 22.0%	278 55.6%	86 17.2%	2.85	0.760
3.	Poetic Literature-in-English does not entertain	110 22.0%	172 34.4%	109 21.8%	109 21.8%	2.43	1.060
4.	Poetic Literature-in-English is one of the most difficult subjects in senior secondary school	92 18.4%	109 21.8%	155 31.0%	144 28.8%	2.70	1.075
5.	I prefer reading poetry to other genres in English literature	81 16.2%	156 31.2%	128 25.6%	135 27.0%	2.63	1.048
6.	I find the language used in poetry in English to be challenging	34 6.8%	135 27.0%	222 44.4%	109 21.8%	2.81	0.852
7.	Reading poetic literature -in-English is a waste of time	81 16.2%	121 24.2%	190 38.0%	108 21.6%	2.65	0.993
8.	Poetic literature -in-English always help in the reading and understanding of other subjects	108 21.6%	136 27.2%	160 32.0%	96 19.2%	2.49	1.033
9.	I feel poetic Literature -in-English is more engaging than prose or drama	47 9.4%	181 36.2%	181 36.2%	91 18.2%	2.63	0.887
10.	Learning poetic Literature -in-English has improved my writing skills	39 7.8%	169 33.8%	186 37.2%	106 21.2%	2.72	0.885
11.	Culture does not reflect in poetic Literature-in-English	95 19.0%	152 30.4%	140 28.0%	113 22.6%	2.54	1.040
12.	I often discuss poetic Literature-in-English in class with friends	87 17.4%	136 27.2%	188 37.6%	89 17.8%	2.56	0.976
13.	Poetic Literature-in-English can inspire me to write my own creative works	67 13.4%	113 22.6%	221 44.2%	99 19.8%	2.70	0.935
14.	My seriousness in poetic Literature -in-English will make me become one of these: Lawyer, Journalist, English teacher etc.	45 9.0%	163 32.6%	208 41.6%	84 16.8%	2.66	0.861
15.	I would like to read more poetry from different cultures in English	26 5.2%	149 29.8%	187 37.4%	138 27.6%	2.87	0.876
16.	Poetic Literature -in-English will help me improve on my reading proficiency	69 13.8%	129 25.8%	179 35.8%	123 24.6%	2.71	0.987
17.	Reading poetic Literature -in-English has nothing to do with how I relate with people in the society	39 7.8%	101 20.2%	230 46.0%	130 26.0%	2.90	0.875
18.	I prefer poetic Literature -in-English to social media	38 7.6%	182 36.4%	149 29.8%	131 26.2%	2.75	0.931
19.	I believe that poetic Literature -in English should be incorporated into everyday classroom activities	75 15.0%	156 31.2%	156 31.2%	113 22.6%	2.61	0.995
20.	I believe that analyzing poetic Literature-in-English requires more effort than analyzing prose and drama	19 3.8%	84 16.8%	260 52.0%	137 27.4%	3.03	0.771
21.	Reading poetic Literature-in-English helps me to appreciate other forms of art, like music and visual arts	32 6.4%	149 29.8%	195 39.0%	124 24.8%	2.82	0.879

Table.1 revealed various students' beliefs about poetic Literature-in-English in an educational context. The data reflected both positive and negative perceptions, ranging from the value of poetic literature in enhancing vocabulary and writing skills to doubts about its relevance or emotional impact. 83.8% of the students agreed that Poetic Literature-in-English helps to build one's vocabulary with a mean of 3.31, indicating strong positive endorsement. On the contrary, 58.6% disagreed with the notion that Poetic Literature-in-English has nothing to do with feelings and emotions, indicating a belief in the genre's emotional resonance.

The data also revealed diverse attitudes towards the accessibility and applicability of poetry. 79.4% agreed that analyzing poetic literature requires more effort than prose or

drama ($\bar{x}=3.03$), implying a perceived complexity. However, a significant proportion of students also find poetry to be relevant and beneficial for personal growth; 39% agree that it helps them appreciate other forms of art ($\bar{x}=2.82$), and 36.6% agree that it broadens perspectives on social issues ($\bar{x}=2.75$). Interestingly, responses are split on whether poetic literature is engaging, as seen in responses to feeling of poetic Literature-in-English as more engaging than prose or drama ($\bar{x}=2.63$). These findings indicated that while many students find poetry challenging, they still recognize its educational and personal value.

Research question two: What is students' level of aliteracy?

Table 2: Students' level of aliteracy

s/n	Students' level of aliteracy	SD	D	A	SA	\bar{x}	S.D.
1.	My parents always force me to read Poetic Literature-in-English	126 25.2%	159 31.8%	114 22.8%	101 20.2%	2.38	1.070
2.	I prefer reading other forms of literature over Poetic Literature-in-English	26 5.2%	33 6.6%	336 67.2%	105 21.0%	3.04	0.695
3.	I do not want to read outside the recommended poems	33 6.6%	111 22.2%	228 45.6%	128 25.6%	2.90	0.857
4.	I only read Poetic Literature-in-English for examination	46 9.2%	46 9.2%	268 53.6%	140 28.0%	3.00	0.861
5.	If I have my way, I will only read Poetic Literature-in-English less than I do	39 7.8%	111 22.2%	220 44.0%	130 26.0%	2.88	0.884
6.	If I have my way, I will not read Poetic Literature-in-English at all	33 6.6%	85 17.0%	269 53.8%	113 22.6%	2.92	0.810
7.	I do not go to libraries to read poems	21 4.2%	86 17.2%	249 49.8%	144 28.8%	3.03	0.793
8.	Poetic Literature -in-English is not an important source of information to me	60 12.0%	122 24.4%	198 39.6%	120 24.0%	2.76	0.952
9.	I would rather watch a movie or listen to music than read Poetic Literature-in-English	46 9.2%	71 14.2%	249 49.8%	134 26.8%	2.94	0.881
10.	Reading Poetic Literature-in-English is strenuous	19 3.8%	117 23.4%	236 47.2%	128 25.6%	2.95	0.800
11.	I prefer listening to news to reading poems	18 3.6%	85 17.0%	278 55.6%	119 23.8%	3.00	0.744
12.	I get tired easily when I read Poetic Literature-in-English	39 7.8%	88 17.6%	215 43.0%	158 31.6%	2.98	0.897
13.	I often discuss reading Poetic Literature-in-English in class with friends	88 17.6%	157 31.4%	126 25.2%	129 25.8%	2.59	1.054

14.	Reading Poetic Literature -in-English can inspire me to write my own creative works	40 8.0%	196 39.2%	140 28.0%	124 24.8%	2.70	0.932
15.	I will rather be forced to read Poetic Literature-in-English than do so on my volition	33 6.6%	93 18.6%	254 50.8%	120 24.0%	2.92	0.828
16.	Reading Poetic Literature -in-English will help me improve on my reading proficiency	47 9.4%	171 34.2%	199 39.8%	83 16.6%	2.64	0.868
17.	It is easier talking on phone than reading Poetic Literature-in-English	45 9.0%	80 16.0%	249 49.8%	126 25.2%	2.91	0.875
18.	I prefer reading Poetic Literature-in-English to social media	39 7.8%	113 22.6%	256 51.2%	92 18.4%	2.80	0.827
19.	I am not interested in studying Poetic Literature-in-English from the English literature curriculum	59 11.8%	86 17.2%	251 50.2%	104 20.8%	2.80	0.902
20.	I believe that analyzing Poetic Literature -in-English requires more effort than analyzing prose and drama	12 2.4%	93 18.6%	276 55.2%	119 23.8%	3.00	0.722
21.	Reading Poetic Literature-in-English helps me to appreciate other forms of art, like music and visual arts	109 21.8%	129 25.8%	180 36.0%	82 16.4%	2.47	1.008

Table 2 showed insights into students' levels of aliteracy regarding poetic Literature-in-English. A strong inclination toward disengagement with poetry outside required academic tasks was highlighted. A significant portion of students prefers reading other genres over poetry ($\bar{x}=3.04$) and indicated they only read poetry for exams ($\bar{x}=3.00$). This preference for minimal engagement is reinforced by responses to statements like "If I have my way, I will not read Poetic Literature-in-English at all" ($\bar{x}=2.92$), where 76.4% of students agreed, indicating that students largely view poetic literature as a burdensome requirement rather than a source of interest. Moreover, students' disinterest is reflected in the high percentage (49.8%) who reported never going to libraries to read poems ($\bar{x}=3.03$).

The data also revealed that many students find poetic Literature-in-English strenuous, with 72.8% indicating a preference for other leisure activities, such as watching movies or listening to music, over reading poetry ($\bar{x}=2.94$). While some responses showed moderate recognition of poetry's value, such as

its potential to inspire creative writing ($\bar{x}=2.70$), most indicated that students do not prioritize poetic literature for personal or academic enrichment, evidenced by the overall weighted mean of 2.80. Hence, there is a high students' levels of aliteracy regarding poetic Literature-in-English.

Discussion of findings

Students' Belief about Poetic Literature-in-English

The findings of this study revealed that most students agreed that studying poetic literature helps build vocabulary, they believe that it has some relevance to daily life, but it is difficult and entertainment value. A significant number of students disagreed with the notion that poetry lacks entertainment. Many find poetry challenging, acknowledging its complexity, and only few preferring poetry over other genres. Despite these challenges, many believed poetry enhances writing skills, broadens perspectives on social issues, and contributes to a deeper appreciation of other art forms.

Recommendations

The following are recommended based on the finding of this study.

1. For students to develop and maintain positive beliefs about poetry, teachers should adopt effective teaching methods that simplify its concepts and delivery in class. Poetry lessons should be made engaging, enjoyable, and interactive to sustain students' interest and enthusiasm.
2. Schools should implement programmes that encourage reading for pleasure, such as poetry clubs, reading competitions, and literary festivals. Involving parents and the community can further support this initiative.
3. Teachers should develop targeted interventions to address aliteracy, such as personalized reading plans and mentorship programs, to help students overcome their reluctance toward reading poetry.

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