



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: <http://www.jtuh.tu.edu.iq>

**Prof. Nahida Taha Majeed
AL-Nasiry, (Ph.D.)**

University of Tikrit, College of
Education

Mail: nahidatu@tu.edu.iq

**Prof. Shatha Kathim AL-
Saadi (Ph.D. Candidate)**

University of Baghdad, College of
Education for Women

Mail: Shatha_alsadi@yahoo.com

Keywords:

Interpretation
Cognitive Poetic Schema

ARTICLE INFO

Article history:

Received 18 Dec. 2019

Accepted 15 Mar 2020

Available online 28 Aug 2020

E-mail

journal.of.tikrit.university.of.humanities@tu.edu.iq

E-mail : adxxxx@tu.edu.iq

A Cognitive Poetic Schema Interpretation of Selected Poems by EFL University Students

ABSTRACT

College students have problems in studying literature in general and poetry in particular. They depend fully on the lectures of their instructors and the internet notes and Wikipedia sources that are widely spread via internet.

Hence, the present study is an unprecedented one that seeks to find some solutions to this problem that faced both the instructors and the students. Its aims are as follows:

1. identifying the cognitive poetic schema (henceforth, CPS) used in the interpretation of the poems involved in the study ;
2. finding whether there are any differences among the three selected poems in students' CPS;
3. Finding whether there are any differences among the four levels of the college students in the six components of the CPS rubric.

To fulfill the aims of the study, the following procedures are carried out: first, a thorough and comprehensive survey of old and modern related literature to both fields of study, schema and cognitive poetics. Second, a model of CPS management is pinpointed and adopted from Stockwell's well-known book *Cognitive Poetics* (2002). Third, three poems are selected from the poems of Liverpool poets by a jury of experts. Fourth, questions and their rubric are exposed to a jury of specialists. Fifth, a pilot study and later a final application of the test to the four levels of college students at the Department of English, College of Education for Women, are carried out.

Results show that there are significant differences among college students in the four levels of the college. In the light of these findings, the study ended with some conclusions and recommendations.

© 2020 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://dx.doi.org/10.25130/jtuh.27.6.2020.22>

مخطط الإدراك الشعري لبعض القصائد المنتقاة لطلبة الجامعة الدارسين للغة الانكليزية لغة أجنبية

أ.د. ناهدة طه مجيد الناصري/ جامعة تكريت - كلية التربية

أ. د. شذى كاظم مفتن السعدي/ جامعة بغداد/ كلية التربية للبنات

الخلاصة

يواجه طلاب الكلية مشاكل في دراسة الأدب بشكل عام والشعر بشكل خاص. يعتمدون اعتماداً كاملاً على محاضرات الاساتذة والإنترنت ومصادر ويكيبيديا التي تنتشر على نطاق واسع عبر الإنترنت. ما

يتعين عليهم القيام به هو حفظها ثم نسخها ولصقها في تفسيراتهم أو أوراق الإجابات الخاصة بهم. لا يوجد تحليل إبداعي ولا استقلالية عن المخطط في تحليل الطلاب. وبالتالي، فإن الدراسة الحالية هي دراسة غير مسبقة تسعى إلى إيجاد بعض الحلول لهذه المشكلة التي تواجه كل من المعلمين والطلاب. أهداف الدراسة كما يلي:

1. تحديد مخطط الادراك الشعري (من الآن فصاعداً، CPS للطلاب؛ دم في تفسير القصائد المختارة ؛
2. معرفة ما إذا كان هناك أي اختلافات بين القصائد الثلاثة المختارة في CPS للطلاب ؛
3. معرفة ما إذا كان هناك أي اختلافات بين المستويات الأربعة لطلاب الكلية في المكونات الستة لنموذج CPS.، ولتحقيق أهداف هذه الدراسة تم تنفيذ الإجراءات التالية:

أولاً: مسح شامل للأدبيات ذات الصلة بكل من مجالي الدراسة، والشعراء، والادراك الشعري عبر العلوم الإدراكية والتي هي المصدر الأصلي للإدراك الشعري.

ثانياً: تم تحديد نموذج لإدارة مخطط الادراك الشعري (من الآن فصاعداً CPS) واعتماده من كتاب Stockwell الشهير " الادراك الشعري " **Cognitive Poetics (2002)**.

ثالثاً: تم اختيار ثلاثة قصائد من قصائد شعراء ليفربول من قبل لجنة تحكيم من الخبراء.

رابعاً: عرضت الأسئلة ونماذج التقويم لهيئة محلفين من الخبراء.

خامساً: تم اختبار الطلبة في المستويات الأربعة للدراسة

تمخضت الدراسة عما يلي:

متزن طالبات المرحلة الرابعة عن المراحل الثلاثة الأخرى بشكل عام تظهر المستويات الأربعة جهلها بمخطط الادراك الشعري CPS في ضوء النتائج التي ظهرت توصى الباحثة باستخدام مخطط الادراك الشعري CPS حيث ان هذا المخطط يفتح باباً لفهم مختلف الانواع الادبية عامة و الشعر بشكل خاص تبعاً لذلك قد تعتبر هذه الدراسة هي الاولى في العراق في استخدام مخطط الادراك الشعري في مستوى الجامعة.

Section One: Introduction

1.1 Statement of the Problem

It is universally acknowledged that literature in general and poetry in particular is very hard for EFL students to apprehend and appreciate. It is somewhat a dissatisfaction on the part of the university instructors with what students achieve when studying literature. Obviously, such kind of problems are too complex to permit a simple answer, but perhaps investigation in cognitive poetics can provide us with an insight into this situation. College students are capable of reading poetry, but they face difficulties in exploiting their schemata

in explaining the pieces of poetry. Barlow (2009: 520) thinks that: "For students wondering whether to read English at University, poetry often remains the greatest barrier." Thus, there is a gap in teaching literature as a discipline at university which is widened to be a chasm.

Out of their experience, the researchers think that EFL students are still facing difficulty in understanding and deciphering poetry. This is due to the difficult, complicated and condensed words as well as styles that trigger the emotions in the reader's mind, if s/he understands or figures out the illusive words. Hence, they seek refuge in notes or hand-outs that are taken from bureaus or from repeaters of the previous years. Consequently, students have to know how to deal with poetry even if they were not acquainted with it or its theme. Most students accept everything they read in literature as a Bible, but only some of them do not accept it as true to life. MacLeish (2019) believes that a poem should be "equal to: not true." Cognitive poetics might help students achieve a better understanding of what they do and why they are doing something, even to find new ways of doing things and improving old ways that they have. Al-Issa (2006: 45) states that schemata and its relevancy to the text that is being read, determine the ease or complexity of understanding that particular text. Therefore, knowledge of schema theory is of a particular importance to teachers who are responsible for recommending materials for reading instruction. Giovanelli (2010:216) explicates that there is a danger in focusing on what the text is about more than focusing on the way it operates.

Most pointedly, focusing on what the texts of literature is about is the dominate way of teaching by instructors of literature more than the focus on the way the text works out. This is due to different reasons like the instructors have certain textbooks to cover within the duration of time allotted for each textbook, in addition to enrolling the students in examination and checking their attainment in those examination. Hand-outs and questions guides are collected and focused upon so as to pass the examinations. Therefore, the current work addresses this issue by checking EFL students' ability in managing their CPS when they are introduced to poems that they have not read before. Furthermore, they are asked to answer certain questions about the poems.

The researcher's hope that the investigation of this issue may help to fill a gap of information concerning the way Iraqi EFL college students process the poems, especially, no previous work has already investigated the intended area of study. To date, there has been no study that examines the combination of both cognitive poetics and schema (Henceforth CP and S). Similarly no studies have been carried out in the CPS.

1.2 Aims

The present study aims at:

1. Identifying the CPS of the college students used in the interpretation of the selected poems;
2. Finding whether there are any differences among the three selected poems in students' CPS;

3. Finding whether there are any differences among the four levels of the college students in the six components of the CPS rubric.

1.3 Value of the Study

The findings of the current study are expected to be of value by its attempt to investigate the effect of cognitive notions on the interpretation of any piece of poetry. This research is of importance to those who profess an interest in literature and literature teaching to adopt a variety of instructional techniques in teaching literature in general and teaching poetry in particular. Besides, it helps EFL students to understand and interpret the poems or any genre of literature. Furthermore, the findings of this research could create awareness among university instructors on the difficulties faced by university students in understanding any piece of literary genres in general, and poetry in particular.

1.4 Limits of the Study

The study is limited to:

1. The four levels of college students in the Department of English, College of Education for Women, University of Baghdad during the academic year 2017-2018.
2. Three poems by three Liverpool poets' (Adrian Henri, Roger McGough and Brian Patten).

1.5 Definitions of Basic Terms

Interpretation

"It is not a search for a unique paraphrase of the implicit comparison, but rather a search for grounds that will constrain the basis of comparison to a plausible set of alternatives." (Miller, 1979:241).

It is "what readers do as soon as (perhaps even partly before) they begin to move through a text" (Stockwell, 2002:8). Stockwell's definition is the operational one.

Schema

Statt (1981:110) defines schema as "a mental model or framework within which new experiences are digested. Extensively used by PIAGET in his description of the way in which children make sense of the world at different stages of development." The operational definition of schema is the following:

Schema occurs when the student encounters any topic, s/he activates his schema and her /his own knowledge interacts with the topic, i.e. poetry as s/he makes various decisions about it.

Cognitive Poetics

"Cognition is to do with mental processes involved in reading", whereas poetics is to do with the "craft of literature" (Stockwell, 2002:1).

Section Two: Theoretical Background and Previous Studies

2.1 Theoretical Background

2.1.1. Cognitive Linguistics

Cognitive linguistics is of a vital importance to language teaching. Ungerer and Schmid (1996: 273) echo this opinion by stating that cognitive linguistics contributes to pedagogical grammar and language teaching by liberating the form from content division. To Putz(2007:1145), “language shows a strong tendency for formal correspondence between a symbol’s form and its meaning.” This is strongly linked with consciousness raising and language awareness by drawing learner’s attention to the recognition of foreign language structures and the awareness of the equivalent structures in the first languages.

Holme (2009:226) states that to enhance usage, the classroom activities that have communicative goals should be encouraged. The teachers have to work ‘outwards-in’ from context to language form and ‘inwards-out’ from words and their construction to different modes of use. He considers language in the schoolroom is not a vocational instrument that should stimulate meanings in drama, scenarios of both contemporary and historic concern.

2.1.2 Cognitive Poetics

Cognitive poetics is the central theme of the current dissertation and how it is applied on literature taking into consideration the students’ interpretation of some poems. Cognitive poetics does not come out of the blue, but it is a new brand of poetics. Cognitive poetics is put under the label cognitive linguistics. Indeed, cognitive poetics is considered today a critical component of all literary.

Lopez (2010: 33) thinks that cognitive poetics deals with the interaction between the mental processes in reading the literary genres and the text as a whole. Steen and Gavins (2003:5) identify two varieties of cognitive poetics: the first variety is oriented towards cognitive science and the social sciences such as empirical and social psychology (Gibbs 1994; 2003; Oatley 2002, 2003), and the second one is closely related to the rise of cognitive linguistics (e.g. Burkr2003; Crisp 2003; Hamilton 2003; Stockwell 2002, 2003, 2009).

Cognitive poetics has the privilege of offering a cognitive theory that connects literary texts with their recognised or unrecognized effects. Tsur (2008:1) considers cognitive science an “umbrella term covering the various disciplines that investigate the human information processing: Cognitive psychology, psycholinguistics, artificial intelligence, and certain branches of linguistics, and of the philosophy of science.” All of the above sciences contribute to the existence of cognitive poetics

Steen and Gavins(2003:1) state that the appeal of literature has been challenged by new art forms directed at new groups of audiences through new media, and it has become inevitable to consider the resemblance and difference between these art forms and literature in terms of their psychological and social effects. This is precisely what cognitive poetics promises to bring into view, by relating the structures of the work of art, including the literary text, to their presumed or observed psychological effects on the recipient, including the reader .

To sum up, cognitive poetics helps readers to highlight the expressions and emotions in a principled manner as any conflicting processes are handled by cognitive poetics squarely.

2.1.3 Types of CPS

There are six types of Cognitive Poetic Schema management that an individual can use in understanding the text. The idea behind reading any literary genre is to make a change in the readers' schemata and the kinds of CPS management. There are as follows:

Restructuring is the process that helps in building new learning on existing knowledge. **Schema preservation** "where the incoming facts fit existing schematic knowledge and have been encountered previously". **Schema reinforcement**-here incoming facts are new but strengthen and confirm schematic knowledge." **Schema disruption**-"where conceptual deviance offers a potential challenge" **Schema accretion** is "where new facts were added to an existing schema, enlarging its scope and explanatory range." **Schema refreshment** is "where a schema is revised and its membership elements and relations are recast (tuning, defamiliarization in literature)" (Stockwell 2002:79-80).

After selecting the Liverpool poets who are Adrian Henri, Roger McGough and Brian Patten, fifteen poems have been chosen from each poet, i.e. five poems from each poet. The selection is based upon the subject matter that touches upon the same background knowledge of the University Students. These poems were given to the jury members, in order to select the most appropriate poems that match the students' background as well as substance of the poems that could be suitable to the students' knowledge.

A diagnostic written test has been constructed in order to diagnose how much the respondents are able to answer the questions set for them to interpret the CPS of the selected poems that match their previous background knowledge. Such a test is used to identify students' strengths and weaknesses. Hence, this test is purposefully designed so as to measure the actual use of CPS components by the involved university students to interpret the poems taken from those of Liverpool poets.

Since no experiment is conducted in the current descriptive research, and the constructed test is a diagnostic one and not an achievement one, then a table of specifications is not needed. The types of test items are subjective ones. The diagnostic test is divided into six types of CPS management. For each type, there is either one question or two depending on the clarity of the type of schema management.

2.2 Previous Studies

To date, there has been no study that examines the combination of both cognitive poetics and schema (Henceforth CP and S). Similarly no studies have been carried out in the CPS.

2.2.1 Fogal's (2010) examines the reactions of the Japanese learners to study overseas to three different approaches to integrating literature into a syllabus. The three approaches are as follows :

1. A "hands off" approach, used as a control, where neither scaffolding nor schema activities are used and with no support from the instructor.
2. A stylistic approach,
3. An approach that combines stylistics with reader- response theory that is prefaced by a teacher- centered lecture on literary theory designed to promote meta- cognitive awareness.

2.2.2 Yu-hui et al. (2010) aimed at applying schema theory in teaching college English reading by enlarging vocabulary by specific context and using associative strategy and context strategy. Furthermore, content schema was applied through three phases in a reading class; pre-reading, while reading and post reading. In after reading, students did some exercises such as multiple choice or cloze in after reading or story re-telling. Theoretically, it was concluded that using language schema, content schema and form schema was important to develop students' reading ability. As this study was a sort of theoretical one, there has no a clear –cut procedure or statistical procedures to consolidate these findings.

2.2.3 Whiteley's (2010) study investigated the emotional experience of literary discourse from cognitive poetic perspective through a combination of cognitive-poetic theory and the investigation of reader response. Three novels were chosen intentionally for a contemporary author Kazuo Ishiguro form the analytical focus of this thesis as they involved the thematic engagement that evoked emotion in readers. Three groups were selected and each was asked to read one of Ishiguro's novels. The first group consisted of three female readers whose age is between 24 and 25. They discussed their responses to Ishiguro's novel. All the participants had a Master degree in English studies and stylistics. The copy of the novel was given to them a month before their meeting in one of the participant's homes. The researcher recorded their talk and she set up a digital device and left the room while the three participants were discussing the novel. The session ended after 45 minutes. Then, the resultant recording was transcribed and described accurately to reflect the contents of the participants' emotional and textual utterances. The manner of their discussing the scenes and characters from the novel had implications for Text World Theory Approach .The second group consisted of five female participants aged between 25 and 35 discussing Ishiguro's novel *Never Let me go* (2005). Those participants were members of a monthly book Club based in South Yorkshire. Recorded book club group discussions of extracts were taken from the five female participants.

2.2.4 Rahman and Rahman's (2014) Study was conducted to present an application of the two approaches, i.e. Literary stylistics and cognitive

linguistics in illuminating some obfuscated areas of the poem. The study followed Short's approach (1996) for the analysis of the chosen poem with a cognitive commentary. The material of the study is the poem entitled "Humanity I love you "by e.e. Cummings. They chose e.e. Cummings for he has "a unique style of writing poetry" Most of his poems are difficult to understand and misunderstood.

Results of the study showed that the researchers analysed the poem by following two approaches to bring to light the obscure aspects of the poem.

2.3 Discussion of Pervious Studies

The previous studies are discussed in terms of their (aims, samples, instruments, and results). The aims of these studies are different from those of the present study. The first study of Fogal (2010) was to find out the reactions of Japanese learners to study three different approaches to integrating literature into syllabus. The second study of Whiteley (2010) developed cognitive poetic and literary –critical understanding of the author. It was done on post graduate students as well as ordinary readers in the internet.

The third study of Yu-hui et al. (2010) aimed at applying schema theory in teaching college English reading, and the aim of the fourth study by Humera and Mujib (2014) was to use the literary stylistics and cognitive linguistics in illuminating some areas of the poem. Whereas the current aims of the study are completely different from the afore-mentioned aims of the four articles. The third study uses questionnaires and one-on-one interviews given to 45 second year native Japanese students at Kansai Gaidai University. To collect data, questionnaires and one-on-one interviews with the instructor were given to 48 second year native Japanese students at Kansai Gaidai University. Students were asked to read Shirley Jackson's The Lottery. Answers to the questionnaire regarding stylistics were met with mixed responses .

As for the number of subjects involved in the previous studies, they ranged from three to forty five. In the first study, nothing is mentioned about the number of the sample. As for the first study, it is a sort of theoretical one, there was no clear –cut procedures or statistical procedures to consolidate these findings.

Whiteley's (2010) study was an empirical study where three groups of post graduates were selected and each was asked to read one of Ishiguro's novels had three datasets, the first group consisted of three female readers discussed their responses to Ishiguro's novel. All continued to read, enjoy and discuss literature in their spare time .

The second group consisted of five female participants who were non-academic readers as they did not study English at degree level. They pursued a range of occupations, including social work and teaching.

As for dataset 3, it was completely different from datasets 1 and 2. Instead of recording and transcribing face –to- face book group discussion, comments about Ishiguro's novel. The unconsolidated (1995) were taken from the internet. Readers' comments. The researcher had only used discussion data from open-

access forums and blogs. Dataset 3 was comprised of 5 main sources, referred to by the letters A, B, C, D and E. All in all, they are (58). In terms of participants, four participants appear to be involved in thread A; thirteen in thread B; four in thread C and around thirty in thread E (including links to web logs and related discussions). Source D involves at least 7 respondents, though it is harder to quantify these participants because several Contributors are listed as 'Anonymous'. A digital recording device was set. 76 minutes of discussion data was collected and transcribed in a similar way that was used in the first dataset.

Based upon the comparison of the small set of data, it was found that face-to-face discussions tended to involve greater engagement with particular scenes and characters from the novel, whilst the internet data seemed more focused on overall summaries. As the study was not concerned with the testing of particular hypotheses, but instead with the generation of new insights regarding the emotional experience of literary discourse, qualitative methods, and the 'cognitive, emotive or moral' contents of the reading process were used by verbal data (Whiteley 2010:234).

The procedure of the first study is only theoretical. As for the procedure of the second study, and as it is mentioned above, is an empirical one the researcher set up a digital device while the participants discussed the novel. The recording was transcribed and described accurately to reflect the contents of their discussions.

Sixty-three percent of respondents claimed that their lack of English abilities prevented them from answering the comprehension questions. Almost twenty percent of respondents complained that there was a lack of scaffolding and schema that triggered their problems. Students had a difficult time focusing on the material time, and those who were able to focus on the material felt frustrated. The same comments in the interview reflected the data of the questionnaire. Thirty – one percent of students showed that they did not understand the story. The last study followed Short's approach so as to analyse cognitively the poems of e.e. Cummings. The researcher found that face-to-face discussions tended to involve greater engagement with particular scenes and characters from the novel, whilst the internet data seemed more focused on overall summaries. As the researcher was not concerned with the testing of particular hypotheses, but instead with the generation of new insights regarding the emotional experience of literary discourse, she chose to use qualitative methods in her research. Furthermore, as she was interested in collecting data about the 'cognitive, emotive or moral' contents of the reading process, she chose to collect verbal data (Whiteley 2010:234).

The procedure of the first study is only theoretical. As for the procedure of the second study, and as it is mentioned above, is an empirical one the researcher set up a digital device while the participants discussed the novel. The recording was transcribed and described accurately to reflect the contents of their discussions.

Sixty-three percent of respondents claimed that their lack of English abilities prevented them from answering the comprehension questions. Almost twenty percent of respondents complained that there was a lack of scaffolding and schema that triggered their problems. Students had a difficult time focusing on the material time, and those who were able to focus on the material felt frustrated. The same comments in the interview reflected the data of the questionnaire. Thirty – one percent of students showed that they did not understand the story. The last study followed Short’s approach so as to analyse cognitively the poems of e.e. Cummings .

Section Three: Procedures

To design a test, several steps should be included: a detail account of the purpose of the test, the domain(s) that are included in the test, the description of the participants, and definitions of the constructs to be measured. A written test items are constructed in the light of the objectives and weightage of the diagnostic test. Baker (1989: 84) states that “the written tests are generally more economical to administer since many candidates can do the test at the same time and their texts can be assessed later.”

3.1 Population and Sampling

The population of the current study is female university students whose major is English at the Department of English, College of Education for Women/ University of Baghdad during the academic year 2017-2018, and they are distributed in the four levels of the study. The reason behind including the four levels in this study is to check whether they possess CPS, and at which level they own CPS more than the other. The total number of female students is 369. They are 112 students in the first year, 76 in the second year, 101 in the third year, and 107 in the fourth year, as shown in Table (1).

Table.1
The Population and the Sample of the Study

Year	Population	Pilot	The rest	Sample
First	112	30	82	25
Second	76	30	46	25
Third	101	30	71	25
Fourth	107	30	77	25
Total	396	120	276	100

3.2 Construction of the Diagnostic Test

Before constructing the diagnostic test, an essential step has been taken into consideration, i.e. the syllabuses of poetry for all the four years of the study at the Department of English, College of Education for Women are revised. Based on the estimation that the four levels of the college students have the knowledge

of the structure of poetry, the researchers have chosen three modern Liverpool poets and fifteen poems, i.e. five poems for each poet, have been chosen.

The selection of the Liverpool poets and their poems are based upon the dimensions which they typify, i.e. the poems selected are not commonly studied in most four literature courses, thus minimizing the possibility of previous contact prior to reading them in this study. These poems have been exposed to specialists in literature, and they have agreed upon the three poems whose titles are *Bat poem by Adrian Henri*, *Identification by Roger McGough*, and lastly *Geography Lesson* by Brian Patten. The respondents are asked to write no more than three lines as the reliability of the test tends to be limited by a number of factors like “length of the test and the language used” (Valette: 1967: 178).

The cognitive poetic schemata management of Stockwell’s Cognitive poetic schema (2002: 81) has been adopted. The types of CPS management are as follows: knowledge construction, schema preservation, schema reinforcement, schema accretion, schema disruption and schema refreshment. The first draft of the tests that contains six items and cover all types of CPS management is given to the jurors to check its suitability to the level of the students.

3.3 Preparing Test Instruction

One of the tips that should be taken into consideration by test administrators is that test takers should not know the types of the items in advance so as not to parrot the answers. To make sure the test directions have no complexity, the students were asked to write responses which are short and simple. So, ample time and thought are devoted to write a clear -cut direction.

3.4 Preparing the Scoring Scheme

The rubric of this study lists the dimensions that comprise the performance to be evaluated which are: knowledge restructuring; schema preservation; schema reinforcement; schema accretion; schema disruption and schema refreshment. After identifying and listing the dimensions, the specific criteria are used to evaluate the performance in conformance of the gradation of each dimension with three levels of quality. As for Mousavi (2012:654), a scoring scheme is defined as a procedure for giving numerical values or scores to the test items. Furthermore, he suggests three steps in scoring, the first of which is defining the components of scoring, and in the present study the types of the CPS which represent the constructs are considered and decided to be included in the diagnostic test.

Operationally, the construct is the second step that helps in determining the responses of the participants in the test. Assigning the number to the test takers is the last step suggested by Mousavi. Gradations are the descriptive levels of quality starting with the lowest level and ending with the highest one. For each component, the distribution of scores are as follows: (0) (1-2), (3-4) and (5), where zero is specified to no response, whereas one to two points are assigned to the lowest quality of answers. Three to four points are assigned to average

quality of answers, and five points are assigned to the best quality of answers. Descriptive words for each quality degradation are put in a separate page for the instructor(s) to be used in correcting the testees' answer sheets. Responses and background information are entered into statistical package (SPSS).

Testees' responses have been quantified by allocating 0, 1-2, 3-4 and 5 scores. Different levels are assigned for students' responses to each item of the present test. The scoring scheme has allocated (5) marks for each component, from (0-5). These scores are given in accordance with the nature of the questions and the function that they play. Hence, the highest score the testee could obtain is (30), whereas the lowest is (0).

3.5 Trailing Stage (pilot study)

After securing the face validity of the test, a trailing which often called "pilot study" precedes assessment use in time, and its purpose is to collect feedback about the test items. Furthermore, a pilot study identifies the clarity of instructions, estimates the time allocated for testing, finding the difficulty level well as discrimination power and finally, estimating the reliability of the test.

The pilot study has been carried out on Sunday April 22nd, 2018 by giving the test to 100 students from all the four levels at the Department of English, College of Education for Women. Twenty- five students from each level are subjected to the test. The participants are instructed to read the poems carefully before answering the questions. All raised questions by the students are answered by the researchers in addition; some difficult or unfamiliar words are explained orally. The instructions and explanations like some abbreviations that are mentioned in the poems and difficult words to first year students or other levels are explained and clarified to all the examinees.

To fulfil the requirements of the intended test, face, content and construct validity are ensured. Construct validity is achieved by the discrimination power that is achieved. The Discrimination power of the test items is of vital importance in testing as it distinguishes the weak performance of the students from that of the strong ones who sit for the test. Hence, the item discrimination power is obtained to check whether the test items can differentiate between the respondents who have low ability and those who have high ability (Madsen 1983:182).

Since the study test is a diagnostic one and has never proceeded with instructional period, difficulty levels are not of importance to this type of test. Therefore, item total correlation is the suitable method for ensuring the construct validity of the test. The computed correlation coefficient value is higher than the tabulated value (0.195) which indicates that all the test items are valid. Madsen (1983:179) considers the test reliable when it "produces essentially the same results consistently on different occasions when the conditions of the test remain the same." To ensure reliability of the present test, the alpha Chronbach is used. The test is reliable in accordance with the Alpha Cronbach value which is 0.86.

One of the types of reliability is inter-rater. Mousavi (2012:365) has aptly

defined inter-rater as “the consistency of ratings given by different raters to a sample of language performance”. Therefore, the reliability of the intended test is obtained by having two raters who were kindly asked to rate the test papers of the students who were involved in the pilot study. Possible answers of the questions were given to the two raters to check testees’ responses according to the already stated possible responses. Then, the scores of the two raters have been calculated and correlated with each other by the application of Pearson’s Correlation Coefficient formula. The obtained reliability yields a reliability coefficient 0.78, which is significant. Mausavi (2012:366) states that “any value would be an indication of room for improvement in the briefing of raters or the system of scoring used.” But this test does not need improvement as the rating of the two raters are consistent.

3.6 Final Administration of the Test

A written diagnostic test items are constructed in the light of the objectives and weightage of the diagnostic test. The steps of the test construction are as follows: The syllabuses of poetry for all the four years of the study at the Department of English, College of Education for Women should be surveyed. Three modern Liverpool poets and fifteen poems, i.e. five poems for each poet chosen. These poems have been exposed to specialists in literature. The jurors have agreed upon using the three poems whose titles are Bat poem by Adrain Henri, Identification by Roger McGough , and lastly Geography Lesson by Brian Patten.

Hence, the current study is different from the previous studies in dealing with CPS management as it includes a test that comprises the six CPS components. The test was given to university students in the four levels of the study, after the pilot study. The reason behind including the four levels in this study is to check whether they possess CPS, and which level does own these CPS more than the other. The total number is 369 female students. They are 112 students at the first year, 76 at the second year, 101 at the third year, and 107 at the fourth year. From each level thirty students are randomly taken as a pilot study. Hence, the total number of the pilot students is 100.

Thus, the remaining original population is 276. From the remaining original population only 100 students distributed evenly in the four years are chosen. The reason behind this number is that some of the students did not answer the whole questions, and others were absent. These students represent the sample of the study that constitutes 40% of the original population. A clear- cut explanation about the purpose of testing, the time allotted for the test, the basis for answering, and the procedures for writing their responses are all clarified to the testees.

The final version of the test has been administered in one sitting on the 15th May, 2018. The (160) participants proceed at their own rate shared in the experiment during regular class time. As soon as the participants enter the class, they are given the test which consists of three poems

Section Four: Analysis of Data, Discussion of Results, Conclusions, and Recommendations

4. Analysis of Data

4.1 Results related to the First Aim

In order to achieve the first aim of the study which reads **“Identifying the CPS of the college students used in the interpretation of the selected poems”**, one sample T –test formula has been used to compute and determine whether there is any significant difference between the computed t-value and the tabulated t- value of testees’ responses on the diagnostic test. The results are shown in Table (5.1) below.

Table 4.1
Mean Scores, Standard Deviation and T- Values of Students’ Responses on the Diagnostic Test

No. Students	Mean Scores	Standard Deviation	Theoretical Mean	d.f	Computed T- value	Tabulated T- value	Sig. 0.05
100	46.70	14.03	45	99	1.21	1.65	Not sig.

Results show that the computed T-value (1.21) is lower than the tabulated T-value 1.65; hence, there is no statistical difference between the hypothetical mean 45 and the tabulated mean 46.03 at significance level (0.05) and d.f 99 as shown in Table 4.1. This indicates that the study sample has an average CPS and they are particularly poor in CPS. Generally speaking, this reveals that the students’ inability and weakness in the four levels to answer the items of CPS are so crystal-clear, regardless of their college level.

4.2 Results related to the Second Aim

As far as the second aim is concerned which reads: **“finding out the differences among the three selected poems in students’ CPS”**, the mean scores in the first poem is 17.29, whereas the standard deviation is 5.44076. The mean scores in the second poem are 12.90, and the standard deviation is 5.81273. As for the third poem, the mean scores are 116.51 and the standard deviation is 6.15835, as shown in Table 4.2 below:

Table 4.2
The Mean Scores and Standard Deviations of the Three Poems in Poetic Cognitive Schema

Group	N	Mean	S.D
1 st Poem	100	17.29	5.44076
2 nd Poem	100	12.90	5.81273
3 rd Poem	100	11.651	6.33013
Total	300	15.56	6.15835

The significant difference among the three poems in students' CPS is found out by using ANOVA. Table (4.3) shows a highly significant difference since the computed F-ratio at the degree of freedom of (5) and (297) for the two groups are 15.906, and the tabulated F ratio at the level of significance of (0.05) is 2.9957. This reveals that there is a statistically significant difference among the three poems. There is a wide range of differences among the levels of the students.

Table 4.3
Sum of Squares, Mean Squares, and F. Ration of Students' CPS in the Three Selected

Source of Variance	Sum of squares	Mean squares	Computed F- ratio	Tabulated F- ratio	d.f	Level of Significance
Between Groups	1097.087	548.543	15.906	2.9957	2	0.05
Within Groups	10242.580	34.487			297	
Total	936.440	54.254				

Table 4.4
Scheffè Values for the Comparison among the Three Poems in CPS

Group	1 st poem	2 nd poem	3 rd poem
1 st poem		4.39000*	0.78000
2 nd poem	-----		
3 rd poem	-----	3.61000*	

Results of ANOVA, as shown in Table (4.4), indicate that there are significant differences between the means, *Scheffè critical value, one of the post hoc tests, is used to show the cause of the differences between the means.*Scheffè critical value for the comparison between the first poem and the second poem is 4.39000 which means that there is a statistically significant difference between them, and in favour of the first poem in CPS. The second is for the comparison between the second and the third poems which is significant and in favour of the third poem. This indicates that the third poem shows the

lowest CPS. This may be due to the fatigue that the students pass through in addition to other reasons.

4.1.3. Results related to the Third Aim

The third aim reads “**finding whether there are any differences among the four levels of the college students in the six components of the CPS rubric.**” The first level is the refreshment component records the highest mean scores which are 8.9200, and the S.D is 3.60463. The second level records the highest means in reinforcement and refreshment where the mean of the former is 6.3200 and SD is 3.171, whereas the latter scores a mean is 6.4800 and S.D is 4.06325.

Preservation and accretion are the most prominent CPS components in the third level. Preservation occupies the highest rank where its mean scores and S.D are 7.7600 and 3.085 respectively. Accretion is the second highest components among the components of CPS as its mean scores are 5.9200 and S.D is 3.02655.

In the fourth level, it is clear that five of the six components have registered the highest mean scores and S.D. But the first component among the five is disruption where its mean is 8.7600 and S.D is 8.4361. Then the second one is reinforcement as the mean is 7.8800 and S.D is 3.63226. Preservation occupies the third rank as its mean is 9.8000 and S.D is 3.617. The fourth component is refreshment whose mean is 8.8400 and S.D is 3.508. The last component that occupies the fifth rank is accretion as its mean is 7.3600 and S.D is 3.10752 as shown in Table (4.5).

Table 4.6 shows that there are differences among the four levels with respect to CPS components as the computed F values are 7.755, 10.089, 6.679 and 3.372 respectively, are higher than the tabulated one (2.2141) at degrees of freedom (5 and 144) and (0.005) level of significance. Hence, the between groups variability is considerably larger than that within groups variability.

Scheffe post comparisons are used to find out the source of differences. Table (4.7) shows that restructuring component gets the critical Scheffe values in all the levels. However, the fourth year shows less differences since the only critical Scheffe value (3.4800*) is between restructuring and accretion, and in favour of restructuring. This indicates that the fourth year is homogenous in their response to all components of CPS. While the second year shows that their response to the CPS are restricted to the first component (restructuring) only, since the Scheffe values 4.3600*, 5.4800*, 4.5600*, 3.2000* are the highest even when they are compared with those values of restructuring in other levels.

Table 4.5
The Mean Scores and Standard Deviations of the Four Levels in the Six Components of CPS

Levels	Components	N	Mean	S.D
1 st year	Restructuring	25	10.6000	2.32737
	Preservation	25	9.4400	2.51794
	Reinforcement	25	6.7600	2.77308
	Accretion	25	7.0400	2.77609
	Disruption	25	7.0400	2.87924
	Refreshment	25	8.9200	3.60463
	Total	150	8.3000	3.14685
2 nd year	Restructuring	25	10.6800	2.85365
	Preservation	25	7.9200	2.95691
	Reinforcement	25	6.3200	3.17175
	Accretion	25	5.2000	2.06155
	Disruption	25	6.1200	2.75862
	Refreshment	25	7.4800	4.06325
	Total	150	7.2867	3.46863
3 rd year	Restructuring	25	8.9200	2.81247
	Preservation	25	7.7600	3.08599
	Reinforcement	25	6.1200	2.52190
	Accretion	25	5.9200	3.02655
	Disruption	25	6.5600	2.98719
	Refreshment	25	4.7600	2.55408
	Total	150	6.6733	3.09903
4 th year	Restructuring	25	10.8400	2.86764
	Preservation	25	9.8000	3.61709
	Reinforcement	25	7.8800	3.63226
	Accretion	25	7.3600	3.10752
	Disruption	25	8.7600	3.84361
	Refreshment	25	8.8400	3.50809
	Total	150	8.9133	3.58022

Table 4.6
The Results of Multivariate Analysis to Find the Source of Differences
among the four Levels and the Six Rubric Components

Source of Variance	Dependent variables	Sum of squares	Mean square	Computed F-ratio	Tabulated F-ratio	d.f	Level of significance		
Six components (between levels)	1 st year	313.020	62.604	7.755	2.2141	5	0.005		
	2 nd year	465.073	93.015	10.089		5			
	3 rd year	269.393	53.879	6.679		5			
	4 th year	200.193	40.039	3.372		5			
Within levels	1 st year	1162.480	8.073			144		0.005	
	2 nd year	1327.600	9.219			144			
	3 rd year	1161.600	8.067			144			
	4 th year	1709.680	11.873			144			
Total		11809.000							0.005
		9757.000							
		8111.000							
		13827.000							

Table 4.7
Scheffe Post Comparisons

Poems	Six component	Restructuring	Preservation	Reinforcement	Accretion	Disruption	Refreshment
1 st year	Restructuring	-----	1.1600	3.8400*	3.5600*	3.5600*	1.6800
	Preservation	-----	-----	2.6800	2.4000	2.4000	0.5200
	Reinforcement	-----	-----	-----	02800	0.2800	2.1600
	Accretion	-----	-----	-----	-----	.0000	1.8800
	Disruption	-----	-----	-----	-----	-----	1.8800
	Refreshment	-----	-----	-----	-----	-----	-----
2 nd year	Restructuring	-----	2.7600	4.3600*	5.4800*	4.5600*	3.2000*
	Preservation	-----	-----	1.6000	2.7200	1.8000	.4400
	Reinforcement	-----	-----	-----	1.1200	.2000	-1.1600-
	Accretion	-----	-----	-----	-----	-.9200-	-2.2800-
	Disruption	-----	-----	-----	-----	-----	-1.3600-
	Refreshment	-----	-----	-----	-----	-----	-----
3 rd year	Restructuring	-----	1.1600	2.8000*	3.0000*	2.3600	4.1600*
	Preservation	-----	-----	1.6400	1.8400	1.2000	3.0000*
	Reinforcement	-----	-----	-----	.2000	-.4400-	1.3600
	Accretion	-----	-----	-----	-----	-.6400-	1.1600
	Disruption	-----	-----	-----	-----	-----	1.8000
	Refreshment	-----	-----	-----	-----	-----	-----
4 th level	Restructuring	-----	1.0400	2.9600	3.4800*	2.0800	2.0000
	Preservation	-----	-----	1.9200	2.4400	1.0400	0.9600
	Reinforcement	-----	-----	-----	.5200	08800	09600
	Accretion	-----	-----	-----	-----	1.4000	1.4800
	Disruption	-----	-----	-----	-----	-----	0.0800
	Refreshment	-----	-----	-----	-----	-----	-----

4.2 Discussion of Results

In terms of the obtained results, it is concluded that the students who are with different English proficiency show different abilities that are reflected in their test responses. The most obvious level that scores higher than the other three levels is the fourth- year students. They have a sort of awareness for the whole components of CPS in poetry. This may be due to their experience in understanding of literature as they are at the final level of study.

The results of the present study is different from those of Fogal's (2010), Yuhui et al's (2010), Rahman and Rahman's (2014), but it is in agreement with Whiteley's (2010) as the study approaches its aim theoretically through the

application and enhancement of cognitive poetic frameworks through the investigation of Ishiguro's novels, but methodologically through the utilisation of reader response data in order to direct the investigations, which the methodology of the present study is not directed by reader response

4.3 Conclusions

As far as the obtained results are concerned, teaching literature about poems and poetry particularly remains limited to teaching facts or content, about poems-major themes. Besides, students who are with different English proficiency show different abilities that are reflected in their answers. The most obvious level that scores higher than the three levels is the fourth year students. They have a sort of awareness for the whole components of CPS in poetry. This may be due to their understanding literature as they are in the final level. Schema disruption occupies the highest rank as it shows students' defamiliarization if not different interpretation of the three poems. This schema disruption is resolved by a schema reinforcement and schema preservation as the students' reinforce and preserve their schema that they restricted in the first place when they read the poem in the first time. They reach to the refreshment schema during their reading of the poem, but they could not highly reach the accretion schema.

4.4 Recommendations

In light of the findings of the present study, the following recommendations are put forward.

1. University instructors have to be acquainted with the knowledge of CPS management as it is of vital importance to them to recommend materials for poetry instruction.
2. University instructors are recommended to use CPS management in poetry as well as in all kinds of literary genres. They have to read and apply CPS in their reading poems and literary genres. This may help them to decipher the literary styles that accompany these types of genres.
3. The CPS management may be translated into training programmes that should be given to the students when they encounter all kinds of literary texts beginning from freshmen to seniors.

REFERENCES

- AL- Issa, Ahmed (2006). "Schema Theory and L2 Reading Comprehension Implications for Teaching". **Journal of College Teaching and Learning**, Vol.3, No. 7, 41.
- Baker, David. (1989) **Language Testing: A Critical Survey and Practical Guide**. London: Edward Arnold.
- Barlow, Adrian (2009) **World and Time: Teaching Literature in Context**. Cambridge: Cambridge University Press.
- Fogal, Gary G. (2010) "EFL literature studies: Feedback on teaching methodology." **Asian EFL Journal**, 2010 Volume 12 Issues 4.
- Giovanlli, Macello(2010) "Pedagogical Stylistics: A Text World Theory Approach to the Teaching of Poetry." **English in Education**. Vol. 44, No. 3.
- Holme, Randal (2009) **Cognitive Linguistics and Language Teaching**. London: Palgrave Macmillan. <https://www.simplypsychology.org/piaget.html>
- Lopez, Maria de los Angeles Navarrete (2010) **An Approach to Pablo's Love Metaphors through Cognitive Poetics**. Edinburgh: The University of Edinburgh. (Unpublished MPhil Thesis).
- MacLeish, Archibald. (2019). **Arc Poetica. A Pocket Book of Modern Verse**, ed. Oscar Williams. New York: Washington Square Press. <https://poets.org/poem/ars-poetica>. Retrieved on June 13th 2019.
- Madesen, S. (1983). *Techniques in Testing*. New York: Oxford University Press, Inc.
- Miller, George (1979)"Images and Models, Similes and Metaphors", In Andrew Ortony(ed.),**Metaphor and Thought**. Cambridge: Cambridge University Press.
- Mousavi, Seyyed Abbas (2012) **An Encyclopaedic Dictionary of Language Testing** (5th ed.) Iran: Rahnama Press.
- Putz, Martin (2007) "Cognitive Linguistics and applied linguistics". In Dirk Gries and Herbert Cuyckens. **The Oxford Handbook of Cognitive Linguistics**. Oxford: Oxford University Press, Inc.
- Rahman, Humera and Mujib Rahman (2014) "An Exercise in Literary Stylistics/ Cognitive Poetics: "Humanity I love you" by e.e. Cummings". **Journal of Humanities & Social Sciences**. University of Peshawar. JHSS XXII, no.1, (April).
- Statt, David (1981).**Dictionary of Psychology**. London: Barnes and Nobel Books.
- Steen, Gerard and Jonna Gavins (2003) "Contextualising Cognitive Poetics". In Joanna Gavins and Gerard (eds.) **Cognitive Poetics in Practice**. London:Routledge New Fetter Lane.
- Stockwell, P. (2002) **Cognitive Poetics: An Introduction**. London: Routledge.
- Tsur, Reuven(2008) **Toward a Theory of Cognitive Poetics**. 2nd Edition. Brighton: Sussex Academic Press.
- Ungerer,Friedrich and Hans-Jorg Schmid (2006) **An Introduction to Cognitive Linguistics**. New York: Pearson Education Limited.
- Valette, Rebecca M. (1967) **Modern Language Testing: A Handbook**. New York: Harcourt Brace Jovanovich, Inc.
- Whiteley, Sara (2010)." Text World Theory and the Emotional Experience of Literary Discourse". London: University of Sheffield. (Unpublished Ph.D. Thesis).
- Yu-hui Liu; Li-rong; Yue Nian. (2010) Application of Schema Theory in Teaching College English Reading. Retrieved 2018.https://www.researchgate.net/publication/43199123_Application_of_Sch...