EFL Students' Perceptions of Writing Poetry in English: The Effect of Educational Backgrounds and Belief Towards Poetry

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Abstract

This study aims to investigate how L2 students perceive poetry writing. Forty-nine EFL undergraduate students in Bangladesh participated in an online survey, in which they were asked to answer questions regarding their educational backgrounds, beliefs towards the genre of poetry and writing poetry in English, and demographic information. Statistical analyses revealed that there is a significant negative correlation between L2 students' frequency of reading and writing poetry in English and their confidence, desire, and learning interests of writing poetry in English. This suggests that extensive exposure to poetry may lead to an unrealistic expectation of what a poem should be like. The major findings also indicated that L2 students' discipline has an effect on how they perceive poetry writing in English: L2 engineering students had higher confidence and desire to write poetry in English compared to English literature major students who believed that learning to write poetry is impossible. This study argues that learning English canonical poetry can have a colonial and detrimental effect on L2 students' confidence and interest in writing poetry in English.

Keywords: writing poetry, EFL, second language, perception

Some English teachers think that it is difficult to teach poetry writing in English as a first language (Wilson, 2010), let alone in an L2 writing class (Masbuhin & Liao, in this issue). However, studies have shown that teaching poetry writing in an L2 writing class can be effective and useful in a multilevel class in a multicultural group: China (see Garvin, 2013), South Korea (see Disney, 2014), Japan (see Iida, 2008, 2010, 2012a, 2012b, 2016a, 2016b), India (see Mittal, 2016), and U.S.A. (see Hanauer, 2010, 2012, 2014; Liao, 2016). It has been shown that ESL/EFL learners can express their feelings, emotions, and experiences through poetry (Chamcharatsri, 2013; Garvin, 2013; Hanauer, 2015a; Iida, 2012a, 2012b; Liao, 2016). Going further, Iida (2012a) showed that L2 students are able to transfer the skills learned in L2 poetry writing to other genres of writing, such as prose writing. However, it needs more empirical research to further examine the values of poetry writing. Therefore, if scholars propose the use of poetry writing and encourage teachers to apply it in language classrooms, then it is important to examine L2 students' perceptions of writing poetry as an assignment in language classrooms. Therefore, this current study aims to explore how L2 students perceive poetry writing.

Literature Review

While a body of literature has explored and demonstrated poetry writing practices in the field of composition and creative writing: poetry writing practices in primary or secondary schools (see Gutzmer & Wilder, 2012; Hudson, 2013) and poetry writing practices in higher education (see Bizzaro, 1993; Rillero, 1999), they have not considered L2 students or multilingual students as part of the student groups. Moreover, Wilson (2010) addressed the absence of empirical studies on L1 poetry writing pedagogy as well as reported that the studies with empirical data on the topic of poetry pedagogy are mainly "a synthesis of practical and rhetorical sources" (p. 55). With these reasons, it is more relevant to address the studies with empirical data on second language poetry writing for this current study.

The empirical research on poetry writing in English as a second language can be categorized into five areas: (1) the use of poetry instruction in language classrooms (Disney, 2014; Garvin, 2013; Hanauer, 2010; Iida, 2012a); (2) the characteristics of an L2 poetry corpus: Hanauer, 2010; Iida, 2012a, 2016a); (3) poetic identity (Hanauer 2010; Iida, 2016b; Liao 2016); (4) the differences in expressing emotions through writing poetry in both L1 and L2 (Chamcharatsri, 2013); and (5) English teachers' perception towards teaching poetry (Masbuhin & Liao, in this issue). These studies demonstrate an understanding that L2 students are capable of writing poetry in English to

express their emotions and a sense of who they are as individuals. It also showcases the value of poetry writing in different forms and in various contexts, such as China, Japan, South Korea, and U.S.A.

However, we still do not know enough about L2 students' perceptions of poetry writing. Hanauer and Liao (2016) explored the negative and positive perceptions of L2 students' academic and creative writing experiences. They invited 19 L2 student participants to share three positive and three negative writing experiences. Based on their results, creative writing was shown to involve more positive experiences than academic writing. Nevertheless, poetry writing described in their study was considered as a negative experience for some L2 students. More empirical studies are needed to explore how L2 students perceive poetry writing.

Iida (2012b) offered additional insight into L2 students' attitudes, perceptions, and emotions towards writing poetry in English. In his study, 20 participants underwent six weeks of haiku instruction in a university in Japan where they composed 10 haiku poems about unforgettable moments. His data showed that the students were able to notice the value of writing poetry, including vocabulary self-expression, applicability to other genres, and audience awareness. Besides, based on his findings, emotions involved in composing haiku yielded a higher percentage in positive emotions like interest and sense of achievement than negative emotions like anxiety or frustration. The perceived value and predominant positive emotions involved yielded a 70 % acceptance rate towards haiku writing with 40% of the students feeling resistant and 15% feeling unsure towards writing haiku. This implies that L2 students in the study were willing to write haiku in English after experiencing haiku instruction in their classroom. Nevertheless, many L2 students may not have experienced poetry writing instruction in English classrooms, so it is vital to understand more about how L2 students perceive writing poetry in their second language in order to identify indicators that influence their willingness to take on poetry writing instruction.

Methodology

Research Questions

In order to investigate the overarching question—how L2 students perceive poetry writing—our study aims to explore the following four research questions:

1. In what way do L2 students' educational backgrounds concerning poetry impact their perceptions of poetry writing?

2. In what way do L2 students' beliefs towards poetry impact their perceptions of poetry writing?

3. In what way do L2 students in English literature and engineering majors differ regarding their perceptions of poetry writing?

4. What are L2 students' reasons for being willing or unwilling to write poetry in English?

Participants

The participants in this study are 49 undergraduate students of a private university in Bangladesh, who were enrolled in different majors, such as Bangla, English literature, TESOL and linguistics, electrical engineering, and business. Their first language is Bangla, which is the national language of Bangladesh; English is a second language. Thirty-one participants are male and 18 are female. The second author contacted the vice chancellor of a private university in Bangladesh and requested permission to have the undergraduate students of the institution as our research subjects. After getting IRB approval, the anonymous link of our Qualtrics survey was sent to the vice chancellor along with the invitation email for the students. The vice chancellor then disseminated the online survey to all the undergraduate students of the institution. Participation in this study was in agreement with the protocol approved by the host institution (Log # 16-255).

Instrument

The instrument was designed and the data was collected through the online survey software, Qualtrics. After workshopping and validating the instrument for content and construct validity, the resulting instrument included three sections: educational backgrounds, beliefs towards poetry and writing poetry in English, and demographic questions. Survey question types ranged from multiple-choice questions, 5-point Likert scale questions, and open-ended questions (see Appendix A).

Data Analysis

The use of descriptive analysis on the collected data through SPSS examined the overview of the dataset and the assumption of normality. Pearson correlation tests then were utilized to explore the relationship of L2 students' educational backgrounds and beliefs towards poetry with their perceptions of poetry writing. Next, a one-way ANOVA was computed to compare the effect of English literature and engineering majors on perceptions of poetry writing. In order to examine the differences among English literature and engineering majors, post hoc Tukey HSD tests were

conducted. Last, thematic analysis of open-ended questions helped to answer why the participants of this study were (un)willing to write poetry in English.

Results

All the variables concerning educational background and the desire to write poetry in English were normally distributed, so Pearson correlations were computed to examine the inter-correlations of the variables. Table 1 indicates that many directions of the correlation were negative. First, the frequency of reading poetry in L1 negatively correlates with interest to learn to write poetry in L2, $r(47) = -.38$, $p = .008$. This means the more frequently these L2 students read poetry in their first language, the less interest they reported toward learning to write poetry in English.

Table 1
Pearson Correlation Between L2 Students' Educational Backgrounds and Their Desire to Write Poetry (N = 49)

		Knowing How to Write Poetry Is Important	Confidence to Write Poetry in English	Desire to Write Poetry in English	Interested to Learn to Write Poetry in English
Years of Poetry Instruction	Pearson Correlation	.032	.016	.117	.006
	Sig. (2-tailed)	.829	.912	.425	.966
Frequency of Reading Poetry in L1	Pearson Correlation	-.235	-.216	-.163	-.376**
	Sig. (2-tailed)	.104	.136	.264	.008
Frequency of Reading Poetry in L2	Pearson Correlation	-.139	-.574**	-.500**	-.348*
	Sig. (2-tailed)	.340	.000	.000	.014
Frequency of Writing Poetry in L1	Pearson Correlation	-.114	-.390**	-.269	-.277
	Sig. (2-tailed)	.434	.006	.061	.054
Frequency of Writing Poetry in L2	Pearson Correlation	-.334*	-.672**	-.586**	-.371**
	Sig. (2-tailed)	.019	.000	.000	.009
Majors	Pearson Correlation	.238	.491**	.441**	.308*
	Sig. (2-tailed)	.099	.000	.002	.031

**correlation is significant at the 0.01 level (2-tailed); * correlation is significant at the 0.05 level (2-tailed)

Second, frequency of reading poetry in L2 negatively correlates with confidence to write poetry in L2, $r(47) = -.57$, $p = .0001$, desire to write poetry in L2, $r(47) = -.50$, $p = .0001$, and being interested to learn to write poetry in L2, $r(47) = -.35$, $p = .014$. This means that the more frequently these L2 students read in English, the lower confidence they have to write poetry in English, the lower desire to write poetry in English, and the lower interest they have to learn to write poetry in English. Third, frequency of writing poetry in their L1 negatively correlates with confidence to write poetry in L2, $r(47) = -.39$, $p = .006$, which means that the more frequently these L2 students write poetry in their first language, the lower confidence they have to write poetry in English. Next, frequency of writing poetry in L2 negatively correlates with all four desire variables: knowing how to write poetry is important, $r(47) = -.33$, $p = .019$, confidence to write poetry in L2, $r(47) = -.67$, $p = .000$, desire to write poetry in L2, $r(47) = -.59$, $p = .000$, and being interested to learn to write poetry in their L2, $r(47) = -.37$, $p = .009$. Other than these strong negative correlations aforementioned, Table 1 also shows that majors correlate to confidence to write poetry in English, $r(47) = .49$, $p = .000$, desire to write poetry in English, $r(49) = .44$, $p = .002$, and interest to learn to write poetry in English, $r(49) = .31$, $p = .031$. This indicates that studying in different majors has an effect on these L2 students' confidence to write poetry, their desire to write poetry, and their interest in learning to write poetry in English.

Since their major was found to be correlated with L2 students' desire to write poetry in English, a one-way ANOVA was then calculated to further compare the effect that having different majors had on L2 students' desire to write poetry in English. In order to compute the statistical analysis, only three majors with close numbers were included: English literature (n: 13), TESOL and linguistics (n: 13), and engineering (n: 10). A statistically significant difference was found among three majors with respect to confidence to write poetry in English, $F(2, 33) = 10.36$, $p = .000$, and on being interested to learn to write poetry in English, $F(2, 33) = 8.81$, $p = .001$ (see Table 2). Table 3 shows that the mean confidence is 1.77 for English literature students, 2.31 for TESOL and linguistics students, and 3.50 for engineering students. Post doc Tukey HSD tests indicate that the English literature students (M = 1.77, SD = .927) differed significantly in their confidence to write poetry in English compared to engineering students (M = 3.50, SD = .850). Table 3 also shows that the mean interest is 1.77 for English literature students, 2/62 for TESOL and linguistics students, and 3.70 for English literature students. Post doc Tukey HSD tests also indicate that the English literature students (M = 1.77, SD = .927) differed significantly in their interest to learn to

write poetry in English compared to engineering students (M = 3.70, SD = 1.160). Although Table 2 shows that majors do not have a significant effect on L2 students' belief that learning to write poetry is impossible, Table 3 indicates that English literature students (M = 3.77) rated higher in this statement than those engineering students in this study (M = 3.00). This means that these English literature students tend to believe that learning to write poetry is impossible compared to engineering students.

Table 2

One-Way Analysis of Variance Summary Table Comparing Majors on Confidence to Write Poetry in English and Desire to Write Poetry in English

		SS	df	MS	F	*p*
Learning to Write Poetry Is Impossible	Between Groups	4.408	2	2.204	2.88	.070
	Within Groups	25.231	33	.765		
	Total	29.639	35			
Confidence to Write Poetry in English	Between Groups	17.312	2	8.656	10.36	.000
	Within Groups	27.577	33	.836		
	Total	44.889	35			
Interested to Learn to Write Poetry in English	Between Groups	21.071	2	10.535	8.81	.001
	Within Groups	39.485	33	1.197		
	Total	60.556	35			

Note. *p < .05, **p < .01

Table 3

Means and Standard Deviations Comparing Three Majors (Post doc Tukey HSD Tests)

Major	n	Learning to Write Poetry Is Impossible		Confidence to Write Poetry in English		Interested to Learn to Write Poetry in English	
		M	SD	M	SD	M	SD
English Literature	13	3.77	.927	1.77	.927	1.77	.927
TESOL and Linguistics	13	3.08	.862	2.31	.947	2.62	1.193
Engineering	10	3.00	.816	3.50	.850	3.70	1.160
Total	36	3.31	.920	2.44	1.132	2.61	1.315

Furthermore, in order to investigate if there was any association between L2 students' beliefs towards poetry and their desire to write poetry in English, a correlation was computed. As seen in Table 4, L2 students' perceptions regarding the importance of poetry in social occasions positively correlates with their desire to write poetry in English, $r(47) = .39$, $p = .006$, and being interested to learn to write poetry in English, $r(47) = .34$, $p= .018$. Also, L2 students' perceptions regarding the importance of poetry in expressing feelings positively correlates with their desire to write poetry in English, $r(47) = .42$, $p = .003$. This means that if L2 students consider poetry as important in social occasions or poetry as important in expressing feelings and experiences, they have a greater desire to write poetry or interest in learning to write poetry in English. Not surprisingly, L2 students' perceptions that learning to write was impossible negatively correlates with confidence to write poetry in English, $r(47) = -.40$, $p= .005$. This means if L2 students consider learning to write poetry as impossible, they will have lower confidence to write poetry in their second language. Last, students' perceptions regarding the importance of learning poetry positively correlates with all three variables: confidence to write poetry in English, $r(47) = .33$, $p = .022$, desire to write poetry in English, $r(47) = .50$, $p= .000$, and being interested to learn to write poetry in English, $r(47) = .65$, $p = .000$. This indicates that if L2 students can understand the value of writing poetry, then they will have higher confidence, desire, and interest in learning and writing poetry in their second language. Besides this, Table 4 also shows that L2 students' perceptions that people are born with the ability to write poetry does not have any significant correlation with L2 students' desire to write poetry in English, but it indicates a positive trend of relationship. This implies that having the presumption that poems are written with innate talent, L2 students are still able to have higher confidence and desire to write poetry in English. Next, the perception that poetry must have rhymes also does not have any strong statistical correlation with L2 students' desire to write poetry. It shows a negative trend of relationship, which means if L2 students believe the use of rhymes is required in writing poetry, they may tend to have lower confidence and desire to write poetry in English. However, from the thematic analysis of the open-ended responses, three students revealed an alternative perspective that they are willing to write poetry due to the use of rhymes (see Table 5). More results of their (un)willingness to write poetry are presented in the paragraph after Table 4.

Table 4

Pearson Correlation Between L2 Students' Beliefs Towards Poetry and Their Desire to Write Poetry (N = 49)

		Confidence to Write Poetry in English	Desire to Write Poetry in English	Interested to Learn to Write Poetry in English
Poetry is important at social occasions such as funerals and weddings.	Pearson Correlation	.183	.386**	.335*
	Sig. (2-tailed)	.208	.006	.018
Poetry is important in expressing feelings, emotions, and experiences.	Pearson Correlation	.186	.422**	.224
	Sig. (2-tailed)	.202	.003	.121
I believe that people are born with the ability to write poetry.	Pearson Correlation	.261	.175	.216
	Sig. (2-tailed)	.071	.228	.136
I believe that poetry must have rhymes.	Pearson Correlation	-.175	-.136	.149
	Sig. (2-tailed)	.228	.351	.307
I believe that learning to write poetry is impossible.	Pearson Correlation	-.398**	-.218	-.070
	Sig. (2-tailed)	.005	.132	.633
Knowing how to write poetry is important for me.	Pearson Correlation	.326*	.499**	.650**
	Sig. (2-tailed)	.022	.000	.000

** correlation is significant at the 0.01 level (2-tailed); * correlation is significant at the 0.05 level (2-tailed)

Our last analysis aims to find out the reasons why L2 students are willing or unwilling to write poetry in English. Out of 49 participants, 46 responded to the open-ended question concerning their reasons of (un)willingness to write poetry in English. As a note to explain thematic analysis conducted here, one response was seen as able to apply to multiple themes. A single response, then, was sometimes counted as representing multiple categories. Table 5 shows the thematic analysis of these open-ended reasons. There are three main thematic categories: positive attitude (61%), negative attitude (15%), and neutral attitude (4%). In the category of positive attitude, five themes were emerged from that 61% of the responses.

Table 5

Thematic Analysis on L2 Students' Reasons of (Un)willingness to Write Poetry in English (N = 46)

Thematic Category	Subcategory	Ratio	Example
Positive Attitude 28/46 (61%)	Expressive	23/28 (82%)	• I'm willing to write poetry because it gives me a way to express my hidden thoughts beautifully. It makes me feel like a human as I get a chance to communicate with my soul or my mind. I believe it's a huge container to preserve my emotions, ideas, dream and desires. Poetry gives me wings to fly away from this chaotic reality where everything seems so lifeless and machine-like. • Poetry is an expression of very deep emotions… Poetry spreads color in mind. Poetry is able to bring out the silence behind words.
	Creative	4/28 (14%)	• I want to write poetry because I think it is one of the most effective ways to unleash my creativity…
	The Use of Rhymes	3/28 (11%)	• As I am willing to write poetry, there are some reasons: 1. it has a rhythmic patterns which attract someone…
	Joyful	2/28 (7%)	• Poetry is the Golden Fleece that is waving in the Spring breeze. I want to hold that Fleece to reach the unending pleasure. That's why I am willing to write poetry.
	Interesting	1/28 (4%)	• I am willing to write poetry because it is interesting to me and I love it so much.
Negative Attitude 16/46 (15%)	No Interests	9/16 (56%)	• I find science to be more interesting than poetry though I like novel, drama or fictions but never had any inclination towards poetry. • I am not willing to write poetry because I don't really like poetry & think of it as waste of time.
	Unable to Write/ Express	6/16 (38%)	• I am very practical person. I cannot formulate my own fantasy that would be reflected in the poetry. That's why, I guess, I do not feel enthusiasm to write poetry.
	Less Expressive Compared to Other Genres	1/16 (6%)	• I love to read poetry sometimes but don't like it too much It's a part of literature but I prefer writing novel, and other literature works are far more expressive than poetry
Neutral Attitude 2/46 (4%)	Response with No Negative or Positive Indicator	2/2 (100%)	• I think I always enjoyed others poetry, never tried to write my own. • I believe those people who write poetry, they born with that some kind of skill. Some people love to write poetry, some love to read other persons work.

As can be seen, poetry being expressive (50%) is the most reported reason among all respondents who were willing to write poetry in English while four other themes were described with lower percentage rates: poetry being creative (14%), using rhymes (11%), being joyful (7%),

and being interesting (4%). As for negative attitude, three themes were found based on 16 responses: poetry offering no interests (56%), being unable to write/express feelings (38%), and being less expressive compared to other genres (6%). Finally, open-ended survey data about students' neutral attitudes toward poetry contain two responses without any positive or negative indicators, which seemed to mean that students held a more open attitude towards writing poetry in English. Overall, Table 5 shows a much clearer accepting attitude (61%) from these L2 students to write poetry in English.

Discussion

The study aims to explore how L2 students perceive poetry writing. We acknowledge that the number of participants is limited and it is contextualized in Bangladesh, so we cannot generalize the findings. However, despite these limitations, the study does offer some understandings on L2 students' perceptions towards poetry writing. The findings suggest that L2 students who have had more exposure to poetry might have more positive perceptions towards writing poetry. Still, it is thought-provoking that one of our major findings showed that the more frequently these L2 students read and write poetry in both their first and second language, the lower confidence, desire, and interest they have toward writing poetry in English.

This striking finding corroborates earlier findings from Hanauer and Liao's (2016) study on L2 students' negative perceptions towards their poetry reading and writing experiences. For instance, one L2 student, Ruoshi, described her assigned poetry reading experiences and confessed that "I got C on my poetry as well, because I don't care, and then like, I don't remember that, so what is the intention of the poet of saying this word, how do I know?" (Hanauer & Liao, 2016, p. 221). This implies that L2 students might not be able to understand the classroom-provided poetry texts and find it perplexing to read, which leads to a failure in acknowledging the value of poetry instruction. As for poetry writing experiences presented in Hanauer and Liao's (2016) study, one participant, Agnes, described her poetry writing experience in the following way: "[i]t was painful at that time when I wrote my poem in English. The reason is that I am not good at writing Chinese poems already, how can I write English poems" (p. 221). This suggests that L2 students might see themselves as being incapable of writing poetry based on their understandings and experiences of poetry in their first language. It could also suggest that the task might not have been suitably fronted. All in all, this noteworthy result may shed light on students' tendency to hold unrealistically high expectations of what a poem should be like. This expectation may contribute to a perception

that some students may think they cannot write a poem in English. This finding also connects to Masbuhin and Liao's paper in this issue (p. 21-36) on their English teachers' perceptions towards teaching poetry, in which further discussions can be found.

Regarding the negative correlations between L2 students' frequency of reading/writing poetry in L1/L2 and their perceptions of poetry writing, another major finding of our study indicated that L2 students majoring in engineering have higher confidence to write poetry and higher interests to learn to write poetry compared to students majoring in English. It may be assumed that L2 English literature students have more exposure and instruction in reading published poetry in their educational background compared L2 engineering students. As Hanauer (2015b) affirmed, authorial acknowledgment has a significant effect on the emotional response and judgment of a poem's writing quality. This means that if one poem is identified as published, one will review the poem with increased emotional response and higher evaluation of the writing quality compared to that same poem identified as non-published (Hanauer, 2015b). What this suggests is that L2 English literature students in our study underwent this process of evaluating classic poetry, which may lead to associating the quality of poetry with author attribution. This association may have resulted in students having lower confidence and interest to write poetry in English. Therefore, based on our data, we argue that learning English canonical poetry may have a colonial effect, resulting in these students perceiving their English language abilities as inferior. Again, more discussion on this colonial effect can be found in Masbuhin and Liao's paper in this issue. Still, more studies are needed for further discussion on major differences and its factors. Consequently, what does our data suggest for English teachers in the global Englishes settings? Our findings discussed above do not imply that English teachers in ESL or EFL contexts should reduce the frequency of poetry reading or writing instruction or avoid introducing English poetry in classrooms. Instead, our data suggest that L2 students are willing to write poetry in English because they are able to express themselves. Thus, if we want our L2 students to acknowledge the value of the poetry reading or writing instruction we introduce in language classrooms, we need to invite them and ourselves to broaden the concept of poetry to a less authorial and prestigious notion. A definition is given by Hanauer (2004) that poetry is "a literacy text that presents the experiences, thoughts, and feelings of the writer through self-referential use of language that creates for the reader and writer a new understanding of the experience, thought, or feeling expressed in the text" (p. 10). This definition stresses poetry as having personal, meaningful, liberating, emotional,

and interactive relationships with self, texts, and others. By introducing this concept of poetry along with L2 poetry samples (e.g., Hanauer, 2010), L2 students can be invited to embrace the diversity in poetry as a genre and the concept of global Englishes in L2 poetry. Moreover, the data suggest that L2 students are less inclined to write poetry because of their low interest and inability to express and write. So, if a poetry writing instruction is scaffolded for L2 students in a way to expose them to a more open concept of poetry, to showcase to them that writing poetry in English is accomplishable, and to invite them to practice expressing emotions in English, they may be more likely to acknowledge the value of poetry writing and be interested in learning how to write poetry in English. With this being said, there is a need for more discussion on how to scaffold the ways, skills, or vocabulary for L2 students to express emotions, feelings, and experiences in English.

In conclusion, the findings presented in this study indicate that the more frequently L2 students read poetry in both their first and second language, the lower confidence, desire, and interest they have toward writing poetry in English. Another major finding also suggests a colonial effect of learning English canonical poetry on L2 students' confidence and interests to write poetry in English. Nevertheless, different approaches in poetry writing instruction should be examined and discussed to further identify factors to influence L2 students' perceptions and satisfaction toward the poetry writing instruction they receive.

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Appendix A: Survey Questions

Section 1: Educational Backgrounds

Please answer the following questions (you should choose only one option).

1. How many years of poetry instruction have you had in your previous education?

    a. 0-1
    b. 2-3
    c. 4-5
    d. 6-7
    e. 8-9
    f. 10+

2. How frequently have you read poetry in your first language (mother tongue)?

    a. Never
    b. Seldom
    c. Sometimes
    d. Often
    e. Always

2. How frequently have you read poetry in your second language?

    a. Never
    b. Seldom
    c. Sometimes
    d. Often
    e. Always

3. How frequently have you written poetry in your mother tongue (first language)?

    a. Never
    b. Seldom
    c. Sometimes
    d. Often
    e. Always

5. How frequently have you written poetry in your second language?

    a. Never
    b. Seldom
    c. Sometimes
    d. Often
    e. Always

Section 2: Beliefs Towards (Writing) Poetry

In the following questions, please rate your answers in the scale.

1. Poetry is important at social occasions such as funerals and weddings.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

2. Poetry is important in expressing feelings, emotions, and experiences.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

3. I believe that people are born with the ability to write poetry.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

4. I believe that poetry must have rhythms.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

5. I believe that learning to write poetry is impossible.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

6. Knowing how to write poetry is important for me.

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

7. I am confident that I can write poetry in my second language (foreign language).

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

8. I am interested in writing poetry in my second language (foreign language)

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

9. I would like to learn to write poetry in my second language (foreign language).

   Strongly Agree I-----------I-----------I-----------I-----------I Strongly Disagree

10. Please write down the reason (s) why you are willing/not willing to write poetry.

   _____

Section 3: Demographic Questions

    11. My first language (mother tongue) is: _____

    12. My second language (foreign language) is: _____

    13. My current major is: _____