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Investigating the Effectiveness of Extra-Curricular Activities in Enhancing Learner's Grammatical Competence

A Case study of fourth year middle school students
at Bachir Amraoui Ben Saouti Middle School El-Hadjeb in Biskra

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DEDICATION

*To the dearest persons who fill my world with everlasting love, patience,
encouragement and support.*

*To my great **dad Khelifa**, you are the light of my life “May **ALLAH** protect and
save You.”*

*To my beloved **mum Malika**, thank you for your prayers, I love you so much.*

*To my sweetheart, my **husband Abdelwahab**. Thank you so much for your
love, advice, help, and support “ May **ALLAH** bless and protect you”.*

*To my lovely sisters: **Nawel, Souhila, Roufeida, and Roumeissa**. I wish you all
the best.*

*To my dear aunts: **Dhahdia, Rachida, and Bariza** “May **ALLAH** protect you.”*

*The roses of my family: **Amine, Tasnime, and Chad**.*

*The flowers of my husband’s family: **Issra, Iness, Malek, Riham, Djouheina,
Lina, Rimas, Safa, and Marwa**.*

*To my dear husband’s parents: my uncle **Hamid** and my aunt **Guamra** “May
ALLAH protect you”.*

*To my dear sisters in-law: **Lila, Hadda, Dounia, Dalel, and Rayen**.*

*To my dear brothers in-law: **Samir, Nour Islam, Lakhdher, Ammar, Hakim, and
Mahdi**.*

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To all my relatives, my colleagues, and my friends.

*To all the family **Bettira and Serroui**.*

I dedicate this modest dissertation.

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ABSTRACT

The present work aims at checking the effectiveness of using such tools as facilitative and helpful devices in enhancing learner's grammatical competence. In other words, the goal of this research is to explore the relation between integrating extra-curricular activities and grammar development for fourth year middle school pupils. A descriptive study has been undertaken in order to achieve the mentioned objectives; to collect information, we used two different data gathering tools: a questionnaire addressed to teachers of middle school in EL-Hadjeb and a classroom observation done with two classes of fourth year middle school pupils. The obtained results have been analysed and interpreted. They have revealed that teachers and students showed a positive attitude towards the integration of extra-curricular activities by considering them as highly motivating, entertaining, and effective tools in improving their grammar performance. Furthermore, some pedagogical recommendations are suggested to raise the teachers' awareness about the great benefit of implementing extra-curricular activities in teaching grammar. Among them we suggest the following: teachers should focus more on developing their students' skills and competencies especially the grammatical competence because it is the core that leads to the development of other skills. Moreover, teachers should also know about their students' needs, level and interests in order to decide about the appropriate topics for discussion. The findings of our study confirm the hypothesis that states if teachers implement judiciously and regularly games, poems, and songs when teaching grammar, the learner's grammatical competence will be achieved.

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List of Acronyms

TL: Target Language

CLT: Communicative Language Teaching

CBA: Complete Based Approach

ESL: English as a Second Language

EFL: English as a foreign Language

L1: First Language

GTM: Grammar- Translation Method

DM: Direct Method

PPU: Presentation Practice and Use

SLA: First Language Acquisition

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Appendix 06 : Poem + activity

GENERAL INTRODUCTION

Introduction

Grammar is defined as the study of rules governing the use of language. It includes the study of many aspects such as: phonology, phonetics, morphology, semantics, syntax, and even discourse and pragmatics. According to Batstone (1994, p.3)

Grammar is an integral part of the language we use in everyday communication. As language teachers we can hardly fail to be aware of its influence. Grammar is a major influence in syllabus design, the focal point of many classrooms exercises, and the key behind that familiar student query: Please, what is the rule here?

Therefore, grammar has an essential role and a great impact on the learners' skills because mastering the grammar rules and understanding its functions, will help learners to improve their reading, speaking and writing abilities.

However, grammar teaching is considered one of the hardest tasks to be taught to students, and it is the part that most students find it boring and difficult because they face difficulties in mastering and remembering all the grammar rules. Furthermore, Teachers are different in their ways of teaching grammar. Some of them prefer the old style and give the priority to meaning, communication and implicit teaching of grammar. Whereas, the other teachers are searching for new effective and useful ways to be implemented in grammar classrooms to facilitate for them the process of teaching and learning. Due to this controversy on what method or tool is the best for teaching grammar, in this present study we are going to expose new ways and resources that can be used in our classrooms especially when it's time for a grammar lesson. These new ways can assist our teaching of grammar while providing a relax atmosphere and motivated students.

1- Statement of the problem

Teaching grammar is a controversial issue in our schools because some teachers may still teach grammar through traditional methods where learners are just requested to apply the grammar rules directly. In other words, teachers used to teach the grammar rules and its structures through direct presentation of those rules then, inviting learners to do as the given examples. This latter creates tedious classes and unmotivated learners. Thus, due to the drawbacks of these classical methods, there is a movement towards teaching grammar with new ways and techniques. In this current study one of these modern ways that is implementing extra-curricular activities such as songs, games and poems in teaching grammar will be discussed. In other words, this present work aims at investigating the usefulness and the advantages of integrating such tools in grammar classrooms.

2- Aim of the study

Generally our present study aims at proving that implementing extra-curricular activities in teaching grammar will be of great benefit for both teachers and learners of all levels. In other words, the focal point in this dissertation is to shed the light on the positive impact of using such tools inside classrooms in order to break the routine and have more motivated students to learn English in general and improve their grammatical level in particular. Furthermore, our aim is to encourage teachers use extra-curricular activities in teaching grammar in order to create a good learning atmosphere which results in having a successful grammar lesson.

In addition, there are other sub-objectives that we are looking for such as:

- 1-** To improve the language level of our learners through using songs, games and poems.
- 2-** To encourage teachers to be creative in their techniques they use.
- 3-** To increase the degree of cooperation and competition in our classrooms.

4- To attract the attention of teachers to the importance of using games, poems and songs when teaching in general and grammar in particular.

5- To help teachers find simple and enjoyable ways that will be used in teaching grammar which result in having more motivated learners.

6- To prove that the use of authentic materials will have an impact on increasing cultural awareness.

3-Research Questions

Throughout this study, we are supposed to ask the following questions:

1 - Why should teachers implement extra-curricular activities such as songs, games ...etc in classes to teach grammar?

2 -To what extent do songs, poems and games create a positive atmosphere for learners to grasp any grammar point which is intended to be taught?

3 -Do songs, poems and games help teachers attain their learning objectives when teaching grammar?

4 -To what extent are songs, poems and games helpful in enhancing learner's grammatical competence?

4-Hypothesis

It is hypothesized that:

If teachers implement judiciously and regularly games, poems and songs when teaching grammar, the learner's grammatical competence will be achieved.

5- Proposed research methodology design

The present work aims at describing some new techniques such as extra-curricular activities including songs, games, and poems that teachers can adopt to facilitate for the learners grasping any grammar point. In other words, it seeks to study the relation between implementing such extra-curricular activities and the learner's grammatical competence. Therefore, the descriptive method seems to be the appropriate research method for the current study.

6-Research tools

To conduct this current study, two different data gathering tools will be used: a classroom observation and a questionnaire.

Classroom observation is designed for fourth year Middle School students to observe and check if they really learn better and their level of grammar is enhanced from implementing extra-curricular activities. Whereas, a questionnaire is delivered to teachers of English from three different schools in El-Hadjeb. They are Bachir Amraoui Ben Saouti, El-Hadjeb New, and Choucha Middle Schools, Biskra. This questionnaire is designed to obtain the teachers' attitudes about the research problem and to test to what extent those techniques are helpful and significant for them to teach grammar lessons.

7- Limitation of the study

When teachers have been asked about their points of view concerning incorporating extra-curricular activities in teaching grammar, they appreciated these new techniques; however, they have stated the difficulties that may prevent them from implementing such tools. In addition, we found that the number of teachers who are concerned to answer the questionnaire is not sufficient. They are just five (05) teachers. Their provided data are very important that will be helpful to obtain reliable results. In our dissertation the focus will be

given only on the significance and the value of extra-curricular activities in improving learners' grammatical competence. Furthermore, we are aiming at investigating how we can adopt interactive activities to benefit from them as much as possible for enriching our EFL learners' grammar knowledge.

8- Population and Sampling

This section provides a clarification about the population and sampling that will be involved in this study. It is considered that teachers of English in middle schools and fourth year middle school students are more appropriate sources who will enrich our study with reliable data to accomplish this work.

8.1. Population

The aim of this work is to examine the subject of grammar learning. Therefore, both teachers of English and fourth year middle school students are involved in this study.

8.2. Sampling

8.2.1. Teachers' sample

The investigation concerns with middle school teachers of English in El-Hadjeb who can provide a good description about teaching and learning grammar. Moreover, they are the best source of information because they are engaged and have an experience in the field of teaching.

8.2.2. Pupils' sample

The present study deals with two classes of fourth year middle school students who are enrolled in the school year 2016/2017. The size of the sample is about 74 students. They are of both genders and they are aged between 14 to 20 years old. The sample has been chosen because of the following reasons:

The effectiveness of Extra-Curricular activities

- They are in need to learn grammar as much as possible.
- They have the ability to learn new structures and grammar rules if they are well presented.
- They can be motivated to interact thanks to extra-curricular activities.

9- Structure of the study

The dissertation includes two theoretical chapters: chapter one studies the first variable. It provides an overview of what grammar is through providing different definitions. Next, the importance of grammar in language learning/ teaching and its reasons are clarified. Then, providing a brief overview of language method and approaches. Furthermore, this chapter deals with the difficulties that may face teachers and learners. The second chapter studies the second variable. It contains the definition of songs, games, and poems, how these resources should be selected, and their importance for language learning in general and for grammar teaching in particular. In addition, this chapter discusses the major steps in teaching grammar with these extra- curricular activities. The third chapter includes the practical part of the work research; it contains the analysis of the collected data from the teachers' questionnaire and the classroom observation. Moreover, it includes some recommendations on using extra-curricular activities for improving learners' grammatical competence.

Chapter One

Teaching Grammar

Chapter one

Teaching Grammar

Introduction

Since the presentation of modern languages in the 18th century, grammar began to be distinguished as a separate field of study, and became the basic organizing principle for teaching/learning languages. The term ‘grammar’ means different things to different scholars and researchers, sometimes associated with morphology (the forms of words) and syntax (the relationships of words in larger units), and sometimes with syntax only. It is popularly identified with style, and sometimes with the study of punctuation, spelling and vocabulary, but the most common definition of the term ‘grammar’ is used to refer to set of rules that govern any particular language. The latter covers many aspects of language such as phonology (study of sounds) , morphology (study of words) , syntax (study of how to combine a sentence) , semantics (study of meaning) . Grammar has become a subject of misunderstanding and difficulty for both teachers and students.

1.1. Definition of Grammar

The term ‘grammar’ is defined from different angles in numerous works about English grammar. In this section, grammar is defined in general and in relation to terms as operational/analytical, formal/functional, and descriptive/ prescriptive.

1.1.1. General Grammar

Both teachers and learners say that grammar is a set of rules that help us to combine correct sentences. The linguist Thornbury (1999, p. 1) suggests that “Grammar is partly the study of what forms (or structure) are possible in a language”. So according to him grammar is considered as a science which allows to study all the cases that are possible in a language. He also explains that “Grammar is a description of the rules that govern how language’s sentences are formed” (1999, p.1). In other words, it makes learners aware of the sentences

that are not acceptable like the examples given by the linguist Thornbury to show that grammar explains why sentences are acceptable and others are not.

We are not at home right now.

Right now we are not at home.

But why this order is not.

Not we at right home now.

From these examples we can state that grammar also studies the word order of the language. So, from the definition of Thornbury, grammar is interested in studying how a language is formed, describing the rules, and explaining the word order of the language.

According to Huddleston (1984, p.1)

The term “grammar” has many different senses. The grammar of a language may be understood to be a full description of the form and meaning of the sentences of the language or else it may cover only certain, variously delimited, parts of such a description. Here we shall use it in one of these narrower senses, embracing syntax and morphology.

Another definition of grammar cited in weaver, McNally, Moerman (2001, p. 3) by Haretwelt who defines it as “A set of rules of the language. Shared by its speakers.... And what style of language to use in a given context.” He presents grammar from another perspective which is related to context. So, they clarify that grammar is not just a set of rules.

1.1.2. Operational and Analytical Grammar

Further distinctions concerning what grammar is include the distinction between Operational grammar and analytic grammar Greenbaum (1991). Operational grammar means the rules that we use whenever we speak or write (i.e. putting words in the right position), and whenever we interpret the speech of others. For example, “Susan likes Tom” is different from “Tom likes Susan”. On the other hand, analytic grammar refers to study grammar to be able to analyse the language in question. It “makes explicit the knowledge of the rules with which you operate when you use the language” Greenbaum (1991, p.1).

1.1.3. Formal and Functional Grammar

Grammar is also defined in terms of ‘formal’ and ‘functional’. According to Lock (1996, p.1) ‘formal grammar’ is a set of rules which insist on all the possible grammatical structures of the language. The interest here is with the forms of grammatical structures and their relationship to one another, rather than with their meanings or their uses in different contexts. On the contrary, according to him ‘functional grammar’ is defined as follows: “considers language primarily as a system of communication and analyses grammar to discover how it is organized to allow speakers and writers to make and exchange meanings.” It focuses on “the appropriateness of a form for a particular communicative purpose in a particular context.” Moreover, for practical considerations, we are going to refer to grammar as a collection of rules that allow the language user to form accurate and meaningful sentences.

1.1.4. Descriptive and Prescriptive Grammar

Huddleston (1988, p.18) states that ‘linguistic grammar’ is descriptive while ‘pedagogic grammar’ is considered as prescriptive. He differentiates between them in terms of goals. Linguistic grammar aims “to present the grammar that underlies actual usage”, whereas pedagogic grammar “tells us how we ought to speak and write.”

Descriptive rules are “generalizations based on observations of the data”, and are “accurate or inaccurate, depending on whether they accurately reflect the data,” Greenbaum (1988, p.26). They describe how people use their language based on evidence from the knowledge English speakers have about their language as well as from samples of their actual use of the language. Greenbaum (1991). They “provide a much more detailed look at languages than most prescriptive grammars do”, i.e., “information about the wide variety of structures in a language”. Odlin (1994, p.3-4).

The effectiveness of Extra-Curricular Activities

In contrast, Greenbaum (1991) claims that prescriptive rules require which usage is appropriate or not, correct or incorrect. He provides these examples: “avoid splitting an infinitive”, “do not begin a sentence with and” or “it is wrong to say between you and I.”

They are observed especially in formal writing, and “may range from fairly accepted ones like ‘you must use (s) on third person singular present tense verbs’ to ones like ‘you must not end a sentence with a ‘preposition’.” Tarone and Yule (1989, p.15). They “usually cover selected features of syntax and morphology and perhaps also of vocabulary.” Greenbaum (1988, p.25-26) also states that they do not provide only “rules for disputed usages in Standard English” but also include “all grammar instruction that stipulates what language should be used, what avoided, and what preferred.

1.2. Teaching/Learning Grammar

Grammar represents the central component of the language system; without knowing how the grammar of the TL works, it is not possible to use that language .Grammar also represents the first principle around which most language teaching methods/approaches are developed.

1.2.1. The Importance of Grammar in Language Teaching Learning

Greenbaum (1991) claims that grammar is an essential part of language learning teaching and this necessity is justified by several reasons. One of them is the grammatical Knowledge which is necessary for recognition of grammatical structures which is often essential for punctuation, and is helpful in the understanding of literary and non-literary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis.

Nunan (1991) states that grammar is a way of facilitating for learners to perform better in the target languages. He also declares that learners cannot communicate well if they did not have a fundamental level of grammar. According to Lin (2008) the role of grammar is to help the student learn the nature of language; language consists of expected patterns that form what we say , read, hear, and write correctly. Lin (2008) states that without grammar, people would

have only isolated words or sounds, pictures, and body language to communicate meaning. He said that grammar is the vital heart of language, and is a tool to help learners' comprehension of the target language because grammar gives orderly rules of structure and word order that learners can make their own spoken and written discourse using these grammatical rules. Besides, Brown (1994) states that without the grammatical structure, the practice of language could easily become disordered and might not be understandable. Grammar also plays a role in communication and it has many functions.

Littlewood (1993) clarifies the major functions that grammar fulfills in communication which are:

- Grammar helps speakers to talk about things that are not present in the actual situation where communication takes place. In other words, it enables communication to be decontextualized and to serve our human need to look beyond the here-and-now.

1.3. Reasons for Teaching Grammar

The need of knowing the rules of grammar to prevent learners from making mistakes is the reason which urged teacher to teach it. Hamrick (2008) articulates the reasons of this persistence such as: The traditions, he clarifies that teaching grammar is successful since he studied grammar and he is a teacher now. In addition, is that all the persons how hate grammar are afraid of missing something important. Swan (2002, p.148) suggests two main reasons to teach grammar which are: comprehensibility and acceptability. He justifies that by saying “without these structures, it is difficult to make comprehensible sentences.” This means that grammar helps us to produce and make our input comprehensible. The second reason acceptability as he states “A person who speaks ‘badly’ may not be taken seriously or may considered uneducated or stupid”. Therefore, Swan (2002, p.152) explains that “students may want or need a higher level of grammatical correctness than is required for mere comprehensibility.”

The effectiveness of Extra-Curricular Activities

We can consider that reason as an important one. When learners find themselves a subject of ridicule, they will be unprovoked and less eager because of lack of grammatical correctness.

On the contrary, Swan identifies seven bad reasons for teaching grammar. Many people agree that grammar is too essential to be ignored. The first reason identified by Swan is because the teachers think it is there; so, it has to be taught. But the grammar points in the coursebook may not all be equally important for particular students because the book may have been designed for students for different purposes and in different environments. The second reason according to Swan (2002, p.152) is that: "Learning grammar is a lot simpler than learning a language". It means that teachers prefer teaching grammar because it is simple to teach 'clear rules' they just have to explain rules and give exercises to their students rather than language, which needs more efforts, fluency from the teacher and good strategy to make students get the most they can.

The third reason according to Swan is that students like tests because they show them their level in that language, whether students are learning or teachers are teaching properly. Swan states "Grammar tests are relatively simple".

The fourth reason is that grammar is considered as a security blanket. He clarifies that Grammar rules shine out like beacons, giving the students the feeling that they can understand and control what is going on. "They have to focus on how to apply the rules". He adds "the 'Security Blanket' aspect can lead students and teachers to concentrate on grammar to the detriment of other, less modifiable but equally important, aspects of the language.

He presented himself in the fifth reason as an example of the student who works hard to learn the rules of German language until he becomes competent in its structure but he felt that his investment has gone down the drain because the authorities have now changed the rules. It means that it will be necessary to fix indefinitely the rules of grammar if we spend a good deal of time in learning their aspects.

The sixth reason is that teachers has to teach the entire system instead of teaching grammar in as a single system. He states that if the teacher attempts to teach the complete system, he has to ignore these three questions.

“1- How of this do the students know already from their native language?

2 – How much of the rest is important?

3 – How much of that have we got time for?” Swan (2002)

The seventh reason is the influence of the teachers means teaching grammar gives the authority to be all the time right and know more than one’s students “ A teacher may have a worse accent than some of his students... but there is always grammar to fall back on, which its complicated rules and arcane terminology.”

Many linguists tackled the reasons of teaching grammar; some of them consider it as an important element in acquiring a language. Ur (1996) states that “There is no doubt that knowledge – implicate or explicit – of grammatical rules is essential for the mastery of language.” However others deny the importance of grammar and think that grammar is not a major element for the acquisition. This contradiction between linguists about the importance of grammar results to the grown of many approaches and methods, so in this chapter we will deal with the most important of them.

1.4. Approaches and Methods Used in Teaching Grammar

What is important in language teaching is to find a good procedure or method to be more technical. According to Anthony (1963, p.13)“the method is the level at which theory is put into practice.” A number of other ways of methods in language teaching has been proposed by applied linguists. Richards and Rodgers (2001, p.15) clarify in approaches and methods in language teaching that: “ As the study of teaching assumed a more central role within applied linguists from the 1940s on various attempts have been made to conceptualize the nature of methods and to explore more systematically the relationship between theory and practice within a method.” We will present a briefly overview of the most common methods

to language teaching. We will specify space for Grammar Translation Method, The Direct Method, The Audio Lingual Approach, Communicative Language Teaching, Competence Based Approach and The Natural Approach.

1.4.1. The Grammar-Translation Method

Richards and Rodgers (1986, p. 2-3) states that this method is commonly known as “the traditional approach ”to teaching grammar, the Grammar-Translation Method became the common way of teaching foreign languages in the 19th century. In addition, Thornbury (1999, p. 21) provides that grammar was the basis of instruction, i.e., “courses followed a grammar syllabus.” The curriculum was planned merely around the study of grammar points. It followed this procedure: -a grammar point was selected from a list of grammar points and presented, -the rule of its use was explained and illustrated by model sentences, -students had to memorize the grammar rule(s), -the rules were, then, worked out through written exercises presented in the form of isolated sentences.

According to Richards and Rodgers (1986), and Thornbury (1999), GTM was characterized by a detailed study of grammatical rules, and practice in the translation of sentences and texts. It followed a deductive model, i.e., an explicit statement of grammar rules. Accuracy was the most important aspect in language learning; it was strongly emphasized and considered a prerequisite to succeed in examinations. Unfortunately, the sentences used as a basis for practice did not take into consideration the way language was used in real communication. The Grammar- Translation Method was mainly criticized for making learning “a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.” Richards and Rodgers (1986, p.4).

Additionally, they claims that towards the end of the 19th century, a change began to be felt in language teaching, reflected in an increase in the need for oral proficiency. Consequently, speaking was favored on the other skills and on grammar. This change was

called the “Reform Movement”, which emphasized the importance of spoken language over written language, and an inductive approach to teaching grammar.

1.4.2. The Direct Method

The Direct Method appeared towards the end of the 19th century, and called into question the practices of the Grammar-Translation Method and its heavy emphasis on written language. Thornbury (1999). Speaking was primary to writing, and explicit grammar teaching was discarded. Students learnt grammar unconsciously, i.e., “the same way as children pick up the grammar of their mother tongue, simply by being immersed in language.” Thornbury (1999, p.21).

1.4.3. The Audio-lingual Approach

The theory of the Audio-lingual Approach was based on the behaviourist psychology, that language was learnt through habit formation. Thornbury (1999). It focused mainly on the sentence-level (drills), and did not take into account how language functions at the text-level. According to Harmer (2001) this simple repetition of drills prevented students from making mistakes that are part of language learning. As a result, the drills prevented students from testing their ability to use the language by themselves. In the Audio-lingual Approach, the language spoken form takes precedence over the written form, and grammar teaching shadowed an inductive model, i.e., “the rules of grammar should be taught only after the students have practiced the grammar points in context.” Richards and Rodgers (1986, p.51). Thornbury (1999, p.21)) agrees with this claim and adds that Audio-lingual is “was even more strict in its rejection of grammar teaching.”

In sum, “Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds”, Harmer (2001, p.80).

The Audio-lingual Method

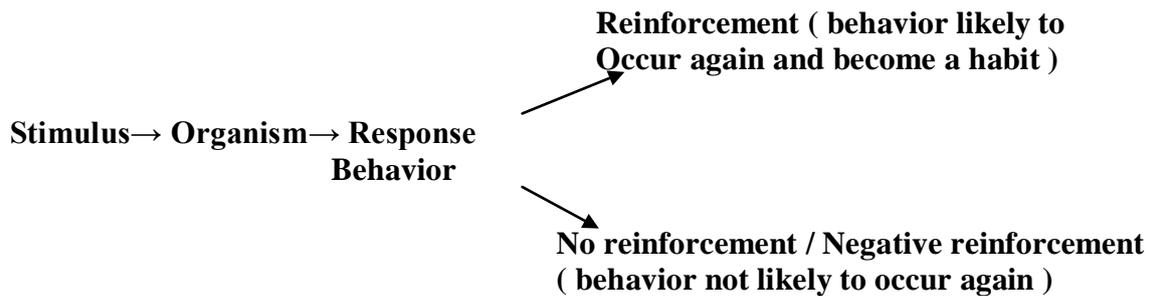


Figure1: The Audio-lingual Method. Richards and Rodgers (2001, p. 57)

1.4.4. The Natural Approach

Based on the acquisition/learning theory of Krashen, the Natural Approach is built on the principle that learners acquire the grammar of the TL in the same way they acquire the grammar of their mother tongue. Thornbury (1999). The Natural Approach discards grammar instruction which it considers irrelevant, and favors explicit grammar teaching ineffective because “there is a natural order of acquisition of grammatical items, irrespective of the order in which they are taught” Thornbury (p.19). Richards and Rodgers (1986) explain that “ the Natural Approach emphasizes “direct and Spontaneous use” of the language by the learners and prefers an inductive approach to get the rules of the TL.” Therefore, the focus is moved from grammar rules to communication.

1.4.5. Communicative Language Teaching

Communicative Language Teaching (CLT) appeared in the 1970s, and derives its theory from developments in Sociolinguistics. It believes that “communicative competence consists of more than simply the knowledge of the rules of grammar.” Thornbury (1999, p.22). Moreover, according to him (1999, p.18-19) many researchers argued that grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and how to do this in a socially appropriate way.

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Harmer (2001, p.84-85) summarizes the principles of CLT in the following points:

-Language functions are more important and significant than a focus on grammar and vocabulary.

-It principally seeks “to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.”

-It offers the learners a lot exposure to the TL and enough opportunities to use it, which are crucial for students’ language development.

-It stresses life-like communication.

-Accuracy is not a priority; communication is more important than grammar.

Communication (spoken or written) is focused on content rather than on form.

-It encourages students to use a variety of language structures, and the teacher neither intervenes nor predetermines the language forms students will use.

So, in CLT, communication of meaning is the most important aspect in the tasks, fluency is more important than accuracy, and grammar is acquired unconsciously through communication rather than through explicit teaching of the rules.

1.4.6. Competency- Based Approach

EFL approaches have changed over the time. But each time they found gaps which results to the appearance of several approaches and methods. The Competency Based Approach (CBA) is one of these modern approaches that emerged in the twenty- first century; it is based on the ability, the competency to perform the tasks and roles predictable of a professional (1998, p.1), in learning. It means that CBA is an approach which relies on specific factors; the first one concerning the sort of a knowledge thus learn the language for its usage like teaching learners how to request or how to apologies. The second factor is the skills, it is very important to focus on all the four skills to make learners develop there competencies because the previous approaches have focused on some of them; either productive or receptive, which made the gap in the process of learning. Moreover, CBA is a

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new approach that implicated in teaching but it had roots in behaviorism by the end of 1960s. Additionally, Richards and Rodgers (2001) claim that CBA shares some features with CLT like seeking to develop functional communicative skills in learners. Other features identified by Auerbach quoted in Richards and Rodgers (2001, p.146) such as; the goal is to allow learners to become competent with demands of the world by teaching language not in isolation but in the language form required by the situation. The emphasis is on the overt behavior not on the ability or the knowledge because the learner should acquire how to use this knowledge. The CBA aims at establishing three competences in learning:

- 1- To interact orally in English.
- 2- To interpret authentic, oral or written documents.
- 3- To produce simple, oral or written messages.

The CBA is an approach in which learning has taken another dimension. Classes have become learner-centered, thus allowing learners to be more responsible of their learning which they construct and freeing them from the imposed use of learning that do not take into account their specificities as individuals and develop certain skills and competences that will help them know to act to find solutions to unusual everyday life situation. Moreover, the instructional materials are very important; they seek to facilitate and promote communication between learners like a textbook use short dialogues and authentic texts.

The CBA has been implemented by the Algerian Ministry of Education; it is a highly effective approach to be used. But it is still not active because it does not fit with the context since the means used by teachers are limited and outdated. Furthermore, there is no push an encouragement from the teachers to the learners to be autonomous. On the whole, one can state that the competency-based approach emerged to bridge the exists between school acquisitions and social practices. It changed teachers' role in the classroom from the instructor to the transmitter of knowledge.

1.5. Teaching Grammar

Grammar is a central and important element to the teaching and learning of languages. It is also one of the most challenging aspects of language to teach; however, as we seen previously, teachers do not teach it for its importance. According to Swan (2000, p.14) “Knowledge of grammar is considered by many linguists to be the central areasuch as pronunciation and vocabulary revolve.” In other words, he means that grammar plays an important role in English language teaching. Research by Hinkel and Fotos (2000) point out that in second language classroom the enduring challenge remains how grammar should be present and taught in classrooms. Means that the important question that need to be answered is: how do teachers teach grammar? In other words, how do teachers help their students learn the grammar they need? Because many teachers thinkthat grammar is just a matter of explaining the forms and rules then drilling students on them. However, teaching grammar efficiently is much more difficult.

1.6. Methods to Teach Grammar

In teaching, there are many theoretical approaches that have been developed to help the students in acquiring new information. In teaching English to students of foreign languages, there are two main approaches for the performance of new English grammar structures or functions to the students: inductive approach and the deductive one. The more traditional of the two theories, is the deductive approach, while the developing and more recent one is the inductive approach

1.6.1. Deductive Method

Thornbury (2001, p.29) suggests that “A deductive approach starts with the presentation of rules and is followed by examples in which the rules are applied.” In other words, the grammar rule is presented and the learner involves with it through the study and practice of examples. Lin (2010) reports the main characteristics of the deductive approach:

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- 1- It is a rule- based teaching style that involves presentation or explanation before learners encounter how rules function in language.
- 2- It is one of the explicit teaching styles where students are exposed to the role of the language first.
- 3- It contrasts the inductive approach which is identified as a rule- search or discovery-based approach which involves having learners formulate rules from examples.
- 4- It is the one that is commonly used in ESL textbooks.

The deductive approach has its own disadvantages as shown below:

- The deductive approach goes directly to the point and can therefore, be time-saving.
 - A number of rules aspects can be more clearly explained.
 - It respects the intelligence and maturity of many adult learners.
- _ It confirms many learners' expectation about classroom learning. Widodo (2006).

In such approach grammar rules are explicitly presented to students and followed by practice applying the rules. It works from the more general to the more specific like what is presented in the following figure.

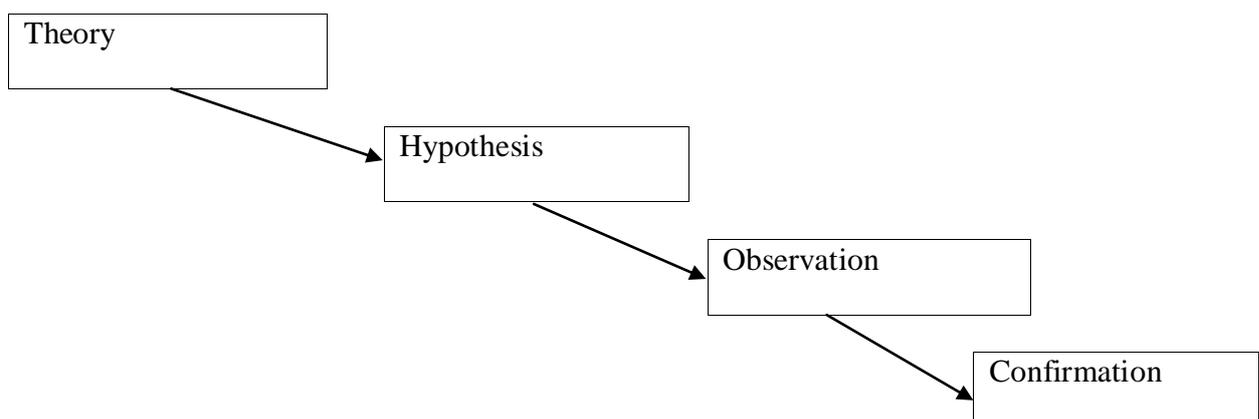


Figure 2: Deductive Research Approach. Burney(2008, p. 4)

Widodo (2006) claims that there are many drawbacks that make the deductive approach less applied by most teachers for example: Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones. Young learners may not be able to

understand the concepts of grammatical terminology given. The deductive approach encourages the belief that learning a language is simply a case of knowing the rules.

1.6.2. Inductive Method

In contrast the inductive approach is defined by Thornbury (2001, p.29) as “An induction approach starts with some examples in which a rule is inferred.” In this method acquisition begins with input and provides learners with the opportunities to reflect upon the language they are learning to use. Additionally, Paesani (2005) states that “Students’ attention is drawn to a form within a communicative context, they are able to make and test hypotheses about grammar, and thus raising their consciousness about the language they are learning.”

Ellis (1992, p.234-238) states that the inductive learning “facilitates the acquisition of the grammatical knowledge needed for communication” and he suggests a number of characteristics:

- 1- There is an effort to separate a particular linguistic feature for focused attention.
- 2- The learners are provided with facts which demonstrate the targeted feature and they may also be provided with an explicit rule describing or explaining the feature.
- 3- The learners are expected to use intellectual efforts to understand the targeted feature.
- 4- Misinterpretation or incomplete understanding of the grammatical structure by the learners leads to explanation in the form of additional data and description/explanation.

The inductive approach works as follows: moving from specific observations to broader generalizations and theories to illustrate we present the following figure.

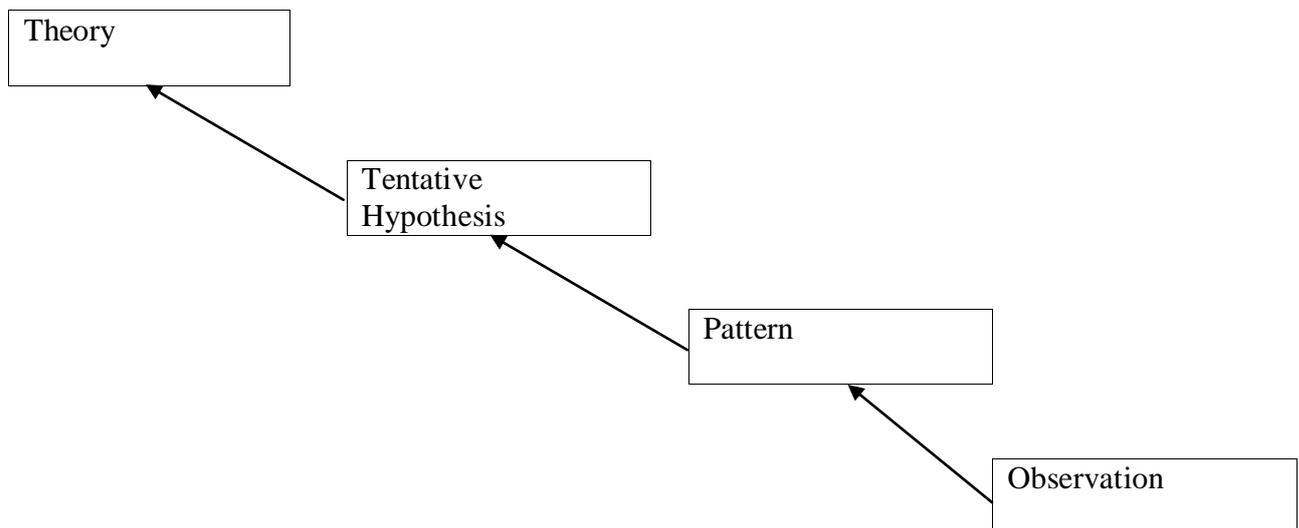


Figure 3: Inductive Research Approach. Burney (2008, p.5)

Inductive grammar inspires students to view grammar not just as isolated letters, words, and phrases, but also as a meaningful component of contextualized language use. Paesani (2005) discusses some critics of the inductive approach to explicit grammar instruction provides such input ,focusing first on meaning, than on form in contrast with the inductive approach , students’ attention is focused on grammatical structures used in context so that student can intentionally identify the basic patterns involved. In an inductive approach, the teacher first presents the form in a meaningful context, such as a paragraph or story, and then encourages students to recognize forms in the language sample presented. He also pointed out, one of the best times for (learners) to attend to form is after comprehension has been achieved and in conjunction with their production of meaningful discourse.

1.7. Grammar and the Language Learner

1.7.1. Grammar Difficulties

The doubts about the usefulness and efficacy of grammar in language teaching/learning were essentially due to the identification of grammar with rules (pedagogical rules), a misconception about what really grammar is and what rules are, and this view prevailed for a long time. According to Odlin (1994, p.16) “the use of pedagogical rules presents three major problems: establishing the nature and the extent of the regularity or generalization, finding an

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appropriate formulation for the generalization, and finding a safe generalization.” Larsen-Freeman (2000, p.10) regards these rules as static explaining that “They don’t allow for change, yet language is changing all the time, the generalizations that rules capture are rarely broad enough. There are always exceptions”. On the other hand, grammar “is exquisitely flexible, allowing for the expression of new meanings.” Larsen-Freeman (2000, p.10) gives the following example “I am loving every minute of my class”. The rule in English says that “the ing of the progressive aspect cannot be attached to a stative verb such as love.” However, native speakers would agree on that, arguing that it has “the special effect of intensifying the emotion expressed by the verb.” It is “conversationally acceptable and meaningful in English.”

Regarding grammar as “a prescriptive enterprise” represents another difficulty. According to Biber, Conrad and Reppen (1998) it is a shared belief to view grammar as a matter of listing and specifying the grammatical rules required for ‘correct’ speech. They explain that “rules such as ‘don’t end a sentence with a preposition’ and ‘be consistent in the use of tense throughout a sentence’ are prescriptive rules that many students associate with English grammar”. In addition, many teachers and students often compare descriptive grammar to prescriptive grammar. This opposition is not appropriate because, as it was explained previously, both are conscious verbalizations. According to Larsen-Freeman (2000, p.10), prescriptive grammars “prescribe how people are supposed to speak or write according to the rules of grammar”, whereas descriptive grammars “describe how people indeed do speak and write.”

Concerning terminology, most grammarians agree that it is one of the major difficulties teachers and students encounter in grammar instruction. The difficulty lies in the fact that “there is no standard terminology for grammar.” Greenbaum (1988, p.42).

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Richards (1981) suggests the example of tenses. In some grammar books, the term “tense” refers to all types of English tenses including aspect, like the progressive, while in others the term “tense” is often distinguished from “aspect”. For instance, the present simple is a tense, whereas the present continuous is an aspect of the present. The explanations they give often confuse both the students and the teachers.

Another problem with grammar rules relates to their easiness or difficulty and the degree of explanation they necessitate. Harmer (2001, p.15) gives the example of the rule of the use of (s) third person singular. He explains that one of the easiest rules to explain is the use of the (s) morpheme on the third person of the present simple... We always add it with the pronouns he, she and *it*. This is a straightforward rule, but it needs qualifying immediately. We can restate it by saying that we add s to all verbs for the third person singular of the present simple unless they are modal verbs (must, can, will, should, etc.), thus ruling out *he musts. So a simple rule has become slightly less simple.

Close (1981) gives two examples about the difficulties with rule presentation and explanation: the present continuous and the definite article. A simple rule for the use of the present continuous says that it is used “for an action performed at the time of speaking”. Close illustrates the rule as follows: “Now we are going to the University, if the statement were made while we were actually on our way there.”

However, the previous rule does not apply for this example: “John is already eighteen: he is going to the University now, when that information was imparted at a moment when John was at home oversleeping after a late night.” Another problem with the present continuous is related to the unnatural examples some teachers give to their learners, such as “I’m opening my book, now I’m closing it, I’m switching on the light, I’m putting my pen on the desk” which he considers as unnatural illustrations of what is happening now; they are just brief and “could only be seen in a progressive state if performed very slowly”. Close (1981, p. 21) proposes that, to explain the present progressive, “it would be more realistic to choose a

verb referring to an activity having duration as in please be quiet for a minute or two, I'm writing an important letter, or a verb referring to a series of momentary acts, as in hurry up or we'll be shut in. The caretaker is locking all the door."

The problems in learning English grammar extend to other concerns. Larsen-Freeman (1991, p.289) considers that, for example, "it is neither the form nor the meaning of the English tenses that presents the greatest long-term challenge to ESL/EFL students; rather it is when/why to use one tense and not the other. In other words, it is the pragmatic usage of the tenses that is the major obstacle to their mastery." She suggests making students practise two tenses in a situation that contrasts them to draw their attention to the difference in using them, like for example when to use the present perfect versus when to use the past tense. Other problems pertain the difference between the TL and the native language.

1.7.2. Learner Difficulties

Native language (L1) interference represents the principal difficulty that learners face in grammar learning. Aitken (1995, p.9) argues that "some errors are caused by 'mother tongue interference'; the native language behaves in ways which are not applicable to English, but the learner considers them as equivalents." This often happens in areas such as grammar and writing. L1 interference is related to the rhetorical and grammatical differences between the L1 of the learners and the TL.

Arabic is referred to as a standard language. For example, Scott and Tucker (1974 cited in Peck 1991, p.368) consider that the most problematic areas of grammar for Arabic speaking students are verbs, prepositions, articles, and relative clauses. Students' expectations represent another problem in grammar learning. Though they are not the most problematic aspect in learning, they may increase difficulties.

According to Aitken (1995), learning a L2 is something very demanding from the learners, because they have to remember many things at the same time. Sometimes, students expect the TL to be similar to their mother tongue, but when they engage in the learning

process, their expectations turn to be false. For example, Richards (1981, p.401) explains that “contrary to what is often presented in popular grammar books, the progressive is not a tense (a grammatical form which depicts time) but an aspect (a grammatical form which depicts how an action unfolds).” Such distinctions then may not find their place in the classroom because of the complexity of explaining such grammatical systems to the students as it was mentioned earlier.

Avoidance is another problem. It is not a problem in itself but a result of difficulty. Berry (1998) highlights that the difficulty of learning certain grammatical forms not only produces errors but also avoidance of certain of these forms in the structures that learners produce. This avoidance, which may stem from learners’ noticing of precedent errors, in turn, results in the use (and sometimes overuse) of simple structures. Berry (1998, p.33) summarizes the major causes of difficulty in learning English grammar in the three following points:

- **Contrastive Factors:** Because most European languages are similar in construction to English, learners of these languages have no serious difficulties in learning English.

However, other languages, which have different constructions like Arabic, may provoke interference and false hypotheses.

- **Misconceptions:** They are erroneous beliefs about certain grammatical items like for instance any/some. Many advanced learners still believe that *any* is just an alternative of some in negative and interrogative sentences. Therefore, one of the important points that should be taken into consideration by the teachers is the knowledge of their learners in grammar, i.e., what they have been taught previously.

- **Inherent:** Difficulties in English: English has some characteristics that are unique to it. This fact may cause difficulties both for the teacher (if he/she is not a native speaker or a specialist) and the learners, as it is the case for the difference between few and a few, little and a little.

Conclusion

On the whole, this chapter shed some light on the first part on grammar, grammar teaching, approaches and methods to teach grammar. Some points have been provided to clarify the concept and some related issues like its importance, its role to improve the level of students in learning languages, grammar and learner difficulties. Furthermore, this chapter has also tackled some important approaches in teaching grammar effectively that are taking place in the world for a long time. However, due to the drawbacks of those classical approaches, other new ones have occupied its place because of the gaps either in the method itself or in its application. Moreover, teaching grammar through both deductive and inductive methods has been discussed in this chapter.

Chapter Two

Extra- Curricular Activities:

Towards a New Way of Teaching
Grammar

Chapter two

Extra-Curricular Activities: Towards a New Way of Teaching Grammar

Introduction

Many researchers agree that an effective learning occurs as a result of learners' interest and to what extent they are motivated. For example, if a designed task does not fit their style or needs, they will not benefit from it and they will get bored. Moreover, several researchers such as: El Shamy (2001), Scrivener (2005), and Haynes and Zacarian (2010) highlighted the importance of creating funny and helpful activities for positive learning atmosphere because an entertaining situation can prevent the feeling of obligation . In other words, the teacher has to play a great role in providing activities that help learners to improve themselves and facilitate the task. Extra- curricular activities such as songs, games, and poems can be useful and play a great role in attaining the objectives assigned in any grammar lesson.

This chapter investigates songs, games, and poems definition, how these resources should be selected, and their importance for language learning in general and for grammar teaching in particular. In addition, it will discuss the major steps in teaching grammar with these extra- curricular activities.

2.1. Game definition

Games have a long and rich history. They are divided into two main periods: before and after the 19th century. According to El Shamy (2001) games were mainly based on physical activities. They were related to specific occasions such as religious rituals, celebrations and festivals. However, after the 19th century, the European people try to modify some of their games principles because they were considered as a waste of time. From that time games started to create their "educational instruction". Moreover, games continued changing and

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many improvements have been included to acquire their significance to be used in teaching and learning.

Games have always been seen as symbols of fun, enjoyment, involvement, competition and cooperation. Advanced Learners' Dictionary (8thEd) defines a game as "an activity or sport" governed with rules, where people have to compete against each other. In addition, El Shamy (2001, p.15) states that it is a "competitive activity played according to rules within a given context, where players meet a challenge to achieve an objective and win." Moreover, she adds that games are the context where the learning material can be interesting and not boring.

From these definitions, it can be concluded that a game is a kind of rule-governed activity which is based on competition and meeting a challenge to accomplish certain goal through positive atmosphere. Games can be also used as means of reinforcing and practicing any grammar point such as Crosswords Games. In addition, they are also considered as ways of motivation to have pleasant interaction with the language.

2.2. Reasons to Teach Grammar with Games

Saricoban and Metin (2000) state that "Games and problem-solving activities.....have a purpose beyond the production of correct speech, and are examples of the most preferable communicative activities." In other words, they explain that grammar games help learners not only gain knowledge but be able to apply and use what have been studied. Moreover, Saricoban and Metin (2000) add that games have the benefit of allowing the students to "practice and internalize vocabulary, grammar and structures extensively." They can do this through repeated exposure to the target grammar and because students are often more encouraged to play games than they are to do deskwork. Furthermore, the best reason according to Saricoban and Metin, to use games is that "the use of such activities both increases the cooperation and competition in the classroom." In other words, games can be really used to add enthusiasm or to create a good relationship between the students, and the

students and teacher. Additionally, Ersoz (2000) states two good reasons why games should be involved in the classroom:

- 1- Games that are entertaining and exciting are highly motivating.
- 2- Games create a good opportunity that allow to use the language in context.

2.3. Game Selection

After being knowledgeable about what is a game and what are the main reasons to work with it, the teacher must know how to select the appropriate one for learners because when you are searching for games to use in your classroom, do not just pick something to be a “time filler” that does not have any linguistic purpose. According to Millano and Ullius (1998, in El Shamy, 2001, p.95) good learning activity should be suitable to the objective, the lesson content and the learners’ level to help in learning transfer. In other words, the teacher should pay attention to these points in order to facilitate for learners grasping the meaning from the activity and then use it. Moreover, Tyson (2000) assumes that a game must have a balance between fun and education and involve a friendly competition. It should also attract all the learners and make them focus on the use of the language more than on the language itself. As it is cited in (Yin and Jung, 2000) There is another factor that has an influence on selecting a useful game which is the game appropriateness to learner’s level and age. As Uberman (1998) states in order to accomplish a desired result, games should correspond to learner’s level, age and the material introduced. Moreover, El Shamy (2001, p.120) summarizes all the criteria needed to assess the usefulness of the game. See appendix three (03).

2.4. Tips for Using Grammar Games in Class Successfully

After choosing the appropriate game, the following step is applying it in the class. Therefore, the teacher should be aware of some tips and clues to be used in playing a game in order to have a successful grammar lesson.

Saricoban and Metin (2000) state that Games are organized according to rules, and they are enjoyable. Most games require choral responses or group work .In addition, they are generally used after the presentation, in the practice part, because such communicative tasks can only be handled after mastering sufficient grammar and lexical points. In other words, the teacher should make the students knowledgeable about any grammar point first, then different games are presented to make them practise more .

The coming points which are stated by Saricoban (2000) are some tips that should be taken into account by teachers in order to have a successful lesson and achieve their intended objectives:

2.4.1. Organization The first thing that teachers r should do when start teaching is to figure out how to organize his class. In addition, they should pay attention to the class for the first few days to see what length of time works the best for them. In addition, the teacher should try to have everything ready before the students enter the classroom. That way you can move from one activity to another with minimal downtime.

2.4.2. Expectations If you notice that your class is getting noisy, it is time to look for other new activities because students need to be dynamic in order to balance out the energy levels in the classroom, alternate between active activities and quiet ones. In addition, you should pay attention to your expectations for activities that necessitate fine motor skills.

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2.4.3. Variations You want to make sure your activities appeal to all sorts learning styles, so even when you are using games to teach grammar you will want to vary the types of things you expect your students to do. For preschool and early elementary grades, stick to games that use talking, listening, looking and moving. For middle and high schools, you can continue to use games that use talking, listening, looking , moving and add in some games that use writing and reading .

2.4.4. Respect To make games work for you and your class, be sure to operate your class with the almost respect both to and from students. This includes teaching your students from the very beginning that you expect respect at all times and this can be done by giving encouragement and following the rules.

2.4.5. Routine It would be a good idea if teachers design a specific schedule for the type of activities that they want to use at any given time throughout the class whether it is a game, story or song or whatever you want to do. In addition, the teacher should also allow his/ her students at the end of each session to clean up and gather their things as well as time for him/ her to recap the class. Moreover, praise the students and tell them good-bye. Moreover, you can also designate a “sign” to use to signal to the students when it is time to change activities such as clapping or singing a specific song so that they know it is time to return to the circle, table or desk.

2.4.6. Nurture Another important thing you can do with your students is to nurture them. For each student in your class, find something you like about him or her and be sure to tell him or her. Try to be encouraging, easy-going and kind while playing games and participating in activities and they will like you as a teacher and a person.

2.5. Types of Games

Games types are not clearly defined because games can be categorized differently according to the selected criteria. As an example, El Shamy (2001) in her book “training games” suggested some of them. She states that there are different approaches for game classification. In other words, games can be categorized according to the material used, the participants’ task, or the subject matter. However, she provides her own basics to define types of games. Moreover, this classification is based on the manner where the games occurs or the trainers task during the game. The first criterion refers to how learners learn from the game either from the interaction with game itself or from the interaction with others. The second element deals with the trainer role in the game. It means that what is the teacher’s role when learners are playing games. According to those criteria, El Shamy (2001, p.47), provides four types: “Content –focused games, Experiential games, Content –focused frame games and Experiential frame games”. However, the most practical one for classroom especially teaching languages is the content-focused games. In such games, the focus directed to the content of the game and it is mainly designed to facilitate and reinforce the learning of the presented content. The following categorization is based on the material used.

2.5.1. Paper and Pencil Games

They are printed games which are based on the use of paper and pencil. El Shamy (2001) summarizes paper and pencil games as the following: They are kind of games that require the participant to use paper and pencil to interact with the content of the games. Therefore, he learns new information. Moreover, they are useful for reviewing learned knowledge because the participants need to “complete, solve or manipulate” the information through applying certain rules.

<p>CARD 1A</p> <p>Ask: what's number (1)?</p> <p>1- blunt (s)</p> <p>2- mean (g)</p> <p>3- cowardly (b)</p> <p>4- stale (f)</p> <p>5- bright (d)</p> <p>6- generous (m)</p> <p>Answer : It's ...(give the opposite of the word)</p>	<p>CARD 1B</p> <p>Ask: what s' number (1)?</p> <p>1- sharp (b)</p> <p>2- generous (m)</p> <p>3- brave (c)</p> <p>4- fresh (s)</p> <p>5- dim (b)</p> <p>6- mean (g)</p> <p>Answer : It's ...(give the opposite of the word)</p>
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Table 1: Card game Watcyn (1993, p. 95).

2.6. Some Super ESL Games for Grammar Review

When it comes to grammar reviews, students get bored and want to skip class because the grammar lessons are not enjoyable and it can be frustrating and demotivating in terms of grasping all the grammar points that have been studied. Here are some typical games that the teacher can adapt to any level and use to review important structures.

2.6.1. Shoot for Points

It can be used with lessons that are more difficult and not fun such as the past simple or past participle of irregular verbs. It can be played by using a large container or trash as your “basket” and give your students a ball or even a wadded up piece of paper, then have them shoot for points. But here is the catch: you ask them a question in past simple, and they have to remember to past correctly in order to gain the chance to shoot. The students can get 10 points for scoring or 5 if they miss because at least they have answered the question correctly.

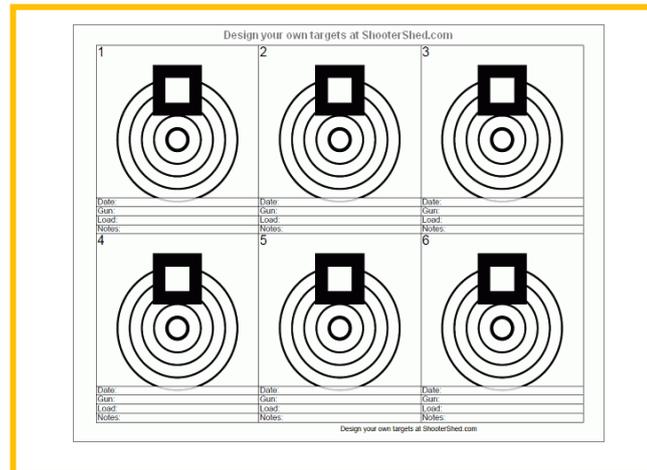


Figure 5: A blank template showing Shoot for Points Game

2.6.2. Tic Tac Toe

First of all, the teacher has to decide which grammar point his students need to review. Then, write the topic on nine index cards or large enough pieces of paper. Arrange the cards face down on a table or stick them on the board, in the classic Tic Tac Toe 3 x 3 grid. Next, teams take turns choosing a square (you can add letters across and numbers down to make it easier to call out the squares). You turn over the card and reveal to your students the tense/ structure/ grammar point written on it. Students must then either provide an example or ask a question that another team member must answer correctly to get their X or O on that square. The first team that gets 3 Xs or O across down or diagonally wins.

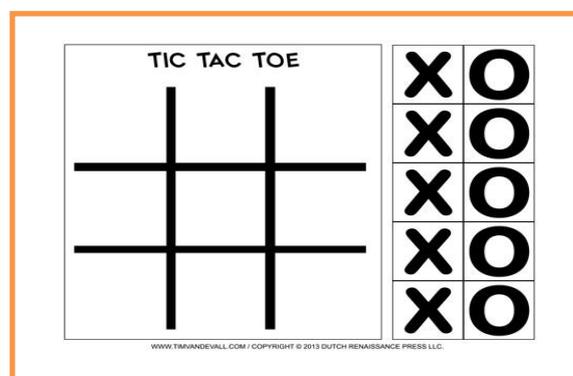


Figure 6: A blank template showing Tic Tac Toe Game.

2.6.3. Snakes and Ladders

It is played by preparing some cards which may contain verb tenses written on them, question that your students must answer or prompts from which to say a complete sentence. The rules are simple, but the game is so much fun! Students must first choose a token to move around the board then, they take turns rolling the dice to move across the board. They must take a card and answer correctly to remain on that spot, or move back 2 places if they are incorrect. If they land at the bottom of a ladder, and they answer correctly, they get to move up the ladder. But if they land on a snake's head they automatically move down to where its tail is. Here is a blank template you can use or create your own.

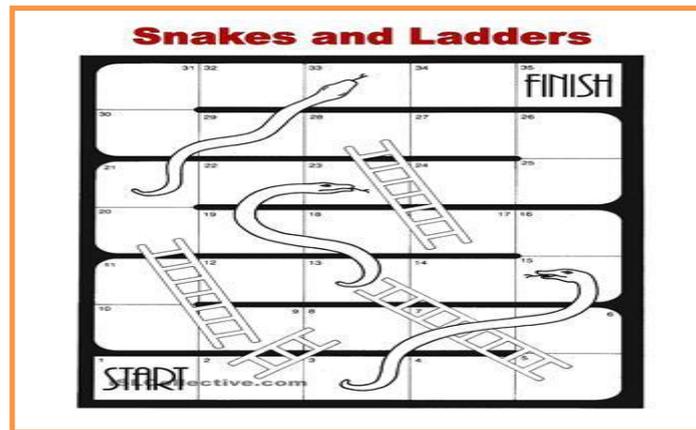


Figure7: A blank template showing Snakes and Ladders Game.

2.7. Song Definition

According to Encarta, a song is “a short Lyrics narrative text set to music. The music often reproduces the mood of and lends a heightened often a poem.” In other words, songs are a combination between a poem and a mood or music.

Additionally, The Oxford Advanced Learner’s Dictionary (7th Edition), defines a song as follows: “a short piece of music with words that you sing in a fun way.” Moreover, Edgar and Arévalo (2010, p.124) state that a song is “a piece of music with words that is sung”.

Additionally, a Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. In other words, a song can be defined as a short poem or other set of words set to music or meant to be sung.

2.8. Song Selection

Nuria (2008) claims that song lyrics are now available on the internet, so language teachers have access to an enormous variety of music to bring to class, it is a good idea to let students suggest songs. This method not only gives the teacher more chances to select appropriate materials, but also provides students a sense of contribution and participation in class. The students who contributed the songs of course happy to hear their favorite songs in the classroom, and other students also feel more interested in these songs than they would with teacher –made materials. If we use songs that students feel attracted to, there are more stimuli; hence, it is definitely something to consider. “Students are often strongly motivated to learn the lyrics of a new pop song or an old favorite they have heard and never understood, so their choices for classroom music should not be overlooked.” (qtd in Nuria, p. 101)

Funda (380) states “the key to success is to choose songs that students understand so that the learning process is enhanced.” When the teachers will apply a song in their teaching learning process, they should know what kind of song they would bring into the class. According to Lems (2001) the teacher should be aware when he selects songs for the adult ESL classroom. Thus, he suggests the following:

→The lyrics of any song should be clear, simple and loud, not submerged in the instrumental music.

→A song is also chosen according to the students’ level in terms of appropriate and comprehensible vocabulary.

Moreover, Hancock (1998 p.7) states that If you have a song you would like to use, you can select a suitable activity type by asking questions such as these :

- 1- Would my class not dislike this song?
- 2- Are the lyrics of the song clearly audible?
- 3- Is the level of difficulty appropriate for my class?
- 4- Does the song provide a good illustration of a structure want to present?
- 5- Does the song include a lexical field which fits well in the course....?

On the whole, in order to use songs effectively in the class, we should bearing in mind that certain amount of attention is required and should be taken into account such as: environment, the language of the song, age and language level of the students, and areas in which students and the teacher are interested. The teacher should involve certain activities that show using songs in the lesson has an important purpose.

2.9. How to Make a Song into a Grammar Task

Hancock (1998) claims that the different activities which are used in the classroom are classified according to their focus on skill, form or theme. In other words, if the teacher wants to vary in the learning tasks and make best use of any song, he should take into account the skill that will be developed such as: focusing on reading, listening or students will practise a specific grammatical point. Hancock (1998) suggests the following tasks can be used in teaching grammar with songs:

→ **Task 1:** Tense- selecting: Erase the verbs and put the infinitive by the gap. Ask students to put the verbs in an appropriate tense. Listen to check.

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→ **Task 2:** Error-identifying: Give the student a copy of the lyric containing grammatical errors and ask them to correct the errors. Listen to check.

→ **Task 3:** Transformation: Ask students to transform the song entirely : from active to passive; from direct to reported speech ; from masculine to feminine ; from first person to third person ; from affirmative to negative ; from present to past . They could attempt to sing their transformed versions.

→ **Task 4:** Word-ordering: Give lines from the song with words in a jumbled order. Ask them to order the words and listen to check.

2.10. Six steps for making songs the focus of your class

Simpson (2015) suggests a basic outline that can be used with any song. Here are 6 main steps which the teacher should apply them in order to make sure the students learn from those songs.

2.10.1. Listen to the song

Start your lesson just through listening. It is important to remember that this is supposed to be a fun activity; do not make it too serious or tedious. Additionally, you can show the students a video clip if you have one because the teacher should pay attention to the learners' needs in terms of learning styles (visual and audible). Moreover, ask learners if they have heard it before, and do not provide them with tasks at this step; simply let them enjoy the music.

2.10.2. Ask some questions about the title

Such questions tend to work really well as conversation starters. Thus, split the learners into groups of three or five and then get feedback from each group on their thoughts. If you think it would help, make this your first step, i.e before the initial listening.

2.10.3. Listen to the song again, this time with lyrics

In this step, the learners should have the chance to read the lyrics to the song and the teacher might do one or more of the following activities:

- The teacher asks learners to read the lyrics while they listen, then highlight difficult words for later discussion.
- The teacher provides learners with a lyric worksheet which contains blanks, then invites them to fill in the gaps as they listen.
- The teacher cuts- out strips of selected missing words and again gives them a lyric worksheet with gaps , then this time ask learners to match the word strips to the gaps as they listen.

2.10.4. Focus on a particular verb tense or aspect of grammar

Every song focuses on a particular verb tense and this is a good opportunity to pass up in terms of uncovering the grammar. Simpson (2015) suggests some questions to start with such as the following:

- How many examples can you find of the past simple in the lyrics?
- Why did the writer of this song choose this verb tense?

Asking such questions give an opportunity to discuss the function of a specific tense , as well as examining its form. Additionally, Simpson(2015) claims that

such questions often tend to raise awareness of grammatical flexibility and ‘poetic license’ in the construction of song lyrics. Students often expect songs to obey the grammatical rules that have been drummed into them, in a surprisingly large number of cases, this can lead to the enlightening discovery that rules can be broken!

2.10.5. Focus on vocabulary, idioms and expressions

The teacher should provide his learners with question that may help them to go through the meanings, and he may also illustrate with other examples where necessary. Songs are often considered as good contexts for phrases and idioms; however, it is important to make sure that the meaning is clear.

2.10.6. Round things off with some creativity

Creativity is a major part of maintaining motivation but it should not be limited to the teaching approach. Therefore, if the teacher wants to finish things off with an activity that stimulates creative thought, he has to be aware of some factors such as:age , language level , cultural specifics ...etc) . Simpson (2015) suggests some examples that can be done to get creativity and full engagement from the students.

- The teacher asks learners to write another verse of lyrics that have the same mood and style as the original. This can be done individually or in groups.
- The teacher may also invites the learners to write a diary entry for a character in the song. In other words, get learners to examine the thoughts and feelings that inspired the story being played out in the lyrics.

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- The learners might even plan a music video for the song. Therefore, they will work in groups in which they decide the location, the characters, and what happens. Then each group try to explain their idea to the rest of the class and the learners vote on the best one . As a result, the learners frequently come up with an interpretation that had not occurred to you.

2.11. The Importance of Songs for Language Learning

According to Hancock (1998, p.7) “Teachers have for a long time recognized that they can use songs to motivate students and provide variety in a lesson. Variety is especially important for younger students who often have very little internal motivation for entering a language classroom.” He also provides that the students nowadays are more interested in pop songs and this can be beneficially exploited in language-learning tasks. In other words, songs create a positive atmosphere because learning a foreign language can be stressful for anyone, especially young learners. Therefore, fun, simple English songs playing as students enter the classroom help create a welcoming environment.

According to Saricoban (2000) utilizing songs in class surroundings not only amuses students but also helps them feel comfortable and get rid of their negative attitudes towards foreign language learning. Additionally, Saricoban (2000) underlies the effects of songs in language classrooms by regarding them as one of the most enchanting and culturally rich resources to be used in language classrooms. He states that songs offer a change from routine classroom activities. As for the teaching implications, he points out as following:

the use of songs in language classrooms provides many advantages. They entertain and relax the learners while they are learning or practicing a structure, and they are often eliminating the students’ negative attitude towards learning. Through providing authenticity and context they make the grammar points more understandable and easy.

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Moreover, Mizener (2008) states that singing and other musical activities provide an enjoyable means of practicing language skills. Additionally, music and songs may help learners reduce their anxiety and stress when learning a foreign language. On the effect of music and melody to reduce stress and anxiety, Keskin (2011) emphasizes that activities which made use of songs have positive effects on students' language learning process.

Furthermore, there are a few reasons to implement songs in learning a foreign language. For instance, songs create an encouraging atmosphere, they may also help to balance energy levels i.e when the teacher starts his class with an active song, this may allow the higher energy students to “get the wiggles out” and the lower energy students to pep up a little. Additionally, songs are also considered as an effective way to signal transitions i.e using different songs to indicate when it is time to start class, time to make a circle, time to make out your coursebook etc. Moreover, songs give an opportunity to everyone to participate, they allow for quick review when it is sometimes difficult to provide as much review as we would like for our students.

2.12. Teaching Procedure

There are several ways of integrating songs in the classroom. The learners' age, their interest, the students' level, the new grammar point to be studied, and even the song itself are considered as major factors that teachers need to take them into the consideration when they are teaching. In other words, being knowledgeable about these factors is determined by the creativity of the teacher.

Saricoban and Metin (2000) state that when we teach teenagers or adults in the intermediate or advanced level, it is better to use more meaningful or popular songs, which not only review or present grammar points but also reflect cultural aspects. At the main level of singing the song, the prosodic structures of the language is highlighted. Saricoban and

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Metin (2000) also suggest that at the higher levels, where the practice of grammar points is at the foreground, songs can be used with several techniques which are summarized as follows:

- Gap filling or close texts.
- Focus questions.
- True-false statements.
- Put these lines into the appropriate sequence.
- Dictation.
- Add a final verse.
- Circle the antonyms/synonyms of the given words.
- Discuss.

Moreover, when the teacher chooses a technique or a set of techniques, this should be based on his or her objectives for the classroom. After determining the grammar point to be studied, the song and the techniques to be used, the teacher has to prepare a well-planned lesson. Since songs are based on listening, it is suitable to present them as a listening lesson, but of course it is essential to integrate the other skills in the procedure in order to attain a successful teaching.

Additionally, Saricoban and Metin (2000) clarify how an effective lesson plan should be when we implement songs in teaching. First, during the pre-listening stage, the song's title, the theme, or the history of the song can be debated. By pointing the students toward precise areas, problem vocabulary items can be picked up in advance. Second, before listening to the song, students' knowledge about which grammar points supposed to be studied, it is also useful. At this stage, it is better to use different pictures in order to present the topic of the song. Finally, during the listening stage, some of the techniques registered above can be used, but among them gap filling is the most commonly used technique. Through such gaps, the

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vocabulary, grammar, or pronunciation are highlighted. The teacher can improve this stage according to the students' needs and the grammar point intended to be studied.

Furthermore, Saricoban and Metin (2000) claim that “In the follow-up, integrated skills can be used to complete the overall course structure. Besides, many songs give a chance for a written reaction of some kind. Opinion questions may lead the learner to write about his own thoughts or reflections.” Finally, some songs deal with themes, which can lead to guided discussion. By leading the students into a discussion, the grammar point could be practiced orally and, in a way, naturally.

Additionally, Saricoban and Metin (2000) state that discovering of songs for grammatical structures can be illustrated through several examples.

For the present tense 'Let It Be' by the Beatles, for past tense 'Yesterday' by the Beatles, for present progressive 'Sailing' by Rod Stewart, for present perfect 'Nothing Compares to You' by Sinead O'Conor, for past perfect 'Last Night I Had...' by Simon and Garfunkel, for modals 'Blowing in the Wind' by Bob Dylan, and for conditionals 'El Condor Pasa' by Simon and Garfunkel can be used

However, the songs that offer regular repetitions, or tell a story, or provide comments about life, or present cultural themes may be effective because they provide authentic and meaningful material.

2.13. Poem Definition

According to Susikaran (2013) a poem is “ a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which

rhyme.” Additionally, Young Writers (1991) defines poetry as a literary work which is composed of meters, stanza, verses, rhyme and rhythm. It can also be serious or fun.

Moreover, a poem is defined in English Oxford Dictionaries as a piece of writing in which you can express and give your feelings and ideas by giving importance to rhyme, rhythm, and imagery. Furthermore, in the Cambridge English Dictionary a poem is a piece of writing in which the words are organized in detached lines, often finishing, in rhyme, and are chosen for their sound, images and ideas they suggest.

2.14. The Importance of Using Poems for Teaching Grammar

Susikaran (2013) states that the implementation of poetry in the grammar class can provide an effective and collaborative means of language learning and of personal expression. Additionally, as stated by Celce- Murcia and Hilles (cited in Saricoban and Metin,2000) poems, like songs, contextualize a grammar lesson effectively. It also acts as an effective tool for practicing a specific grammatical structure. Through repeating and considering the poem, the structures of grammar become more deeply absorbed. Thus, poetry is considered as a proper basis for review. Therefore, if a poem that demonstrates a particular structure is a good and simple poem, it engages the eye, the ear and the tongue at the same time while also inspiring and moving us; this polymorphic influence makes poetry easier to remember than other things for many students. In other words, implementing poems in the process of teaching and learning may provide an enjoyable atmosphere instead of having bored classes. They are also effective tools that provide a free space for creativity and enrich the students' imagination.

2.15. Poem Selection

The reasons for implementing poetry in teaching grammar are similar to those for using songs and the same tasks that are used to teach songs, can be adapted to poetry. However, being knowledgeable about those reasons is not sufficient, but the teacher should take into account some major factors when he chooses the right poems for his class such as the level of language i.e if you think the language level is slightly above, do not worry because students will not need to understand every single word to get the general idea of most poems. But, if they are reinforced throughout and are pre-taught some of the vocabulary, or given some visual aids to help them, they will be able to tackle more challenging texts than they are used to. Moreover, the age, and the interests of the students are other essential elements to consider when selecting a poem. Furthermore, the teacher should provide them with poems that are syntactically and semantically appropriate, simple, and comprehensible as stated by Saricoban and Metin (2000).

Additionally, Saricoban and Metin (2000) claim that in the selection of a poem, the teacher should first take into account the grammatical structure to be presented, practiced, or reviewed. Then, the age and the students' level. Next, the subject and the size of the poem and its relevance to the classroom objectives. Moreover, they advise teachers to select new poems because the old ones are more difficult in terms of lexis and syntax. Besides, poems, which reflect cultural subjects, worldwide features, humanistic standards, or emotional aspects, will be more relevant to the foreign language learners.

2.16. Tips for Teaching Poetry

After selecting an appropriate poem, the teacher should be aware of some strategies and tips to be used in order to support him and his students in making poetry come alive in the classroom. Thus, Dabbs(2013) suggests five tips for teaching poetry.

2.16.1. “I Am” Poem

An “I Am” poem is a good way to present poetry to students, because it permits them to put an emphasis on their own characteristics. The “I Am” poem is composed of three main stanzas which the latter consist of six lines. It tends to describe something or someone such as an object or a person. The beginning of each line is already written, and the writer is supposed to complete the rest of each line by inserting a specific word or words. This strategy provides students an opportunity to express themselves, and it might also help teachers to know their student’ level.

2.16.2. Shape Poetry

This strategy includes shaping and building a poem in different forms such as haiku, diamantes, and acrostics. The form of poetry has to do with the physical form of the words on the paper. Moreover, the poem’s meaning can be impacted by the literary devices, writing style and the words. Thus, the physical shape of any poem is significant and the combination between the content and the form creates a powerful poem that leads to motivation.



Figure8: Acrostic Poem

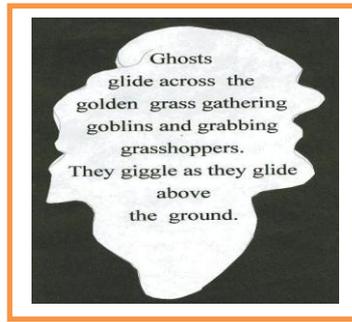


Figure9: Haiku Poem



Figure10: Diamante Poem

2.16.3. Turn Poems into Illustrations

Give your students the chance to select their favorite poem and illustrate it on a paper, digitally, on a large sheet of butcher paper or on the sidewalk by your classroom. And this can be done by using markers, crayons, chalk or paint. Besides, after illustrating a poem, invite the class to do a “poetry talk” in order to share their impressions to their classmates. This strategy can be an easy way to explore poems and poets while mixing medium of art in this process.

2.16.4. Use Music to Teach Poetry

In this strategy, students are supposed to select a favorite song. Next, they are invited to share the song lyrics by reading them as they would a poem. Then, get them involved through asking questions about if they notice any similarities between song lyrics and poetry. Finally, you can video your budding classroom poets while reading their favorite lyrics. You can also upload your content to You Tube Teachers. This strategy may help students feel more connected to the idea of poetry in their daily lives as Dabbs(2013) stated.

2.16.5. Create Your Own Poem in Your Pocket Day

Furthermore, Dabbs (2013) suggests that it is advisable to use ideas from Poets. org. For instance, you choose a day, then invite your students to write favorite lines from a favorite poem. Do a think-pair- share and ask them some questions to justify their choice of those specific lines such as asking did these lines remind them of something in their lives? Was it a sad or happy experience...etc. Moreover, Dabbs (2013) states “Talk about how the poems makes them feel.....Have them do a reflective poem of their own in a notebook or journal.”

2.17. Teaching Procedure

Saricoban and Metin (2000) claim that it is better to avoid talking about the the meaning of the poem in advance because the students will be provided with different tasks that will help them to discover the meaning by themselves later on. Additionally, they suggest that a reading plan could be more suitable to present a poem. This plan can be divided into three main stages. The first one is the pre- reading stage in which the teacher should motivate his students through some enthusiastic tasks about the poet or poetry. The teacher may also present some necessary vocabulary at this stage. The second stage is the reading phase in which the teacher may ask his students to close their eyes while he is reading the poem at least twice in order to stress the prosodic features and create images. It is also advisable to provoke the primary responses of the students about the poem. Next, the teacher distribute the poem to students who may be asked to read it silently or loudly in order to practise any grammar point such as asking students to paraphrase this poem or asking them to transform the verses into prose to get acquainted with the structure.

Moreover, the teacher may also ask his students some Wh- questions, invite them to share their experience with the subject matter, and ask them to provide extra information

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about the culture in order to make the cultural content of the poem more real and vivid. According to Saricoban and Metin (2000) “ Words, pictures, and shared experiences can eliminate the gap that is created by different cultures, as no one can deny that poems cannot always evoke the same sounds, sights, smells, and associations for both native speakers and foreign language learners.”

The third stage is the post- reading or after reading phase in which the student will eventually discover the hidden meaning of the poem. Besides, at this stage, the teacher aims at encouraging the students in their attempts to understand the poem and make it relevant to their lives. Because if the meaning is clear and there is no ambiguity, students will practise the poem or even memorize it and it will be special for them as stated by Celce-Murcia and Hilles(1988, p. 126 cited in Saricoban and Metin, 2000). Furthermore, at this stage, the teacher may also ask his students to write a poem about anything they want. In such a process the four skills(reading, listening, writing and speaking) are effectively integrated to practice or introduce any grammar point.

Additionally, Saricoban and Metin (2000) state that the teacher should not only be aware about the teaching procedures that he uses in the class, but he should also be able to adopt the activities according the learners’ needs. Moreover, they state that it is advisable to use both songs and poems from pre-intermediate to advanced level. Therefore, Saricoban and Metin (2000) suggest that:

Several poems can be adopted from contemporary poem books. The poems of the W.H. Auden, Robert Frost, Stanley Kunitz, Delmore Schwartz, W.D. Snodgrass, Theodore Roethke, Gary Snyder, Richard Wilbur, and Robert Lowell, etc. are suggested for the language teachers who want to use poems in their grammar lessons.

Conclusion

On the whole, teaching of grammar can be supported effectively by using different resources such as extra-curricular activities including games, songs, and poems. Thus, if the teacher wants to be innovative and creative in his/her class, he/she must not hesitate to implement such resources in his classroom to enrich the teaching's effectiveness and they also bring the pragmatic, structural, communicative, and prosodic aspects of language together in our classrooms. . Moreover, these resources can also assist our teaching of grammar since they are motivating and provide an enjoyable atmosphere that may help learners to interact with the language easily. In addition, the extracurricular activities give students the opportunity to learn by themselves and use the reserves of their minds but of course supported by the teacher's guidance. However, not all games, song, poems have these benefits and advantages unless they are chosen according to appropriate criteria. In other words, the teacher should take into account the learner' level and styles, the course content and objectives that are assigned to teach a specific grammar point.

Chapter Three

The Field Work

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The Field Work

Introduction

This chapter aims at checking out the hypothesis formulated in this research work. To confirm whether and to what extent it can be considered that teaching grammar through implementing extra- curricular activities is effective, useful and has a great benefit to improve the learner's grammatical level. In addition, it deals with presenting and analysing the gathered data to come up at the end with the main findings conducted from the study. Moreover, this chapter provides some recommendations for teachers to use in order to improve the results obtained from using such extra- curricular activities in the class.

3.1. Teachers' questionnaire

This questionnaire is addressed for middle school teachers of EL-Hadjeb. They are three schools which consist of five (05) teachers. This research tool is considered more reliable because it provides this present work with credible data from teachers who are experienced and more knowledgeable about the teaching learning process.

3.1.1. Description of the teachers' questionnaire

The questionnaire items are derived from the different topics discussed in the theoretical part of the research. It is a combination of close- ended questions where the participants are asked to tick the appropriate answers, and open- ended questions where they are given the chance to provide their own answers or explanation. There are some close-ended questions that are followed by open- ended questions in order to get more deep insights into the subject. The teachers' questionnaire consists of 24 questions organized in three sections. Each question has either direct or indirect relation to the theoretical part.

3.1.2. The Sample:

a- Teachers

The teachers who responded to this questionnaire are teachers from three different middle schools in El-Hadjeb which are Bachir Amraoui Ben Saouti, El-Hadjeb Eldjadia, and Choucha Middle Schools. The total number of the teachers is six (5); all of them are females. All the copies were returned. The sample has been chosen because they are considered as a best source who can provide us with valuable information. Besides, middle school teachers face many difficulties with their pupils when it is time to teach grammar.

b- Pupils

The present study deals with two classes of fourth year middle school pupils who are enrolled in the school year 2016/2017. The size of the sample is 74 students. They are of both genders and they are aged between 14 to 20 years old.

3.1.3. Section One Background information (Q1 to Q6)

This section aims at gathering relevant information about the participants (teachers) of middle school. First, general information about the teachers' sex, age, years of experience and their academic degree that have an impact on the teachers' creativity and to find appropriate techniques that fit his / her learners' level and needs. The last question aims at checking if the crowded classes and the number of the classes that the teachers have affect the way they present their lessons.

3.1.4. Section Two Teaching Grammar (Q7 to Q12)

The objective in this section is to know the attitudes of the teachers via the methods applied in teaching grammar. These attitudes are determined if the teachers are applying the same method which is proposed in the text book CBA or if they are using the appropriate

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method they think it is useful for the development of the learner's level. Question 7 is an introductory one to the rest. It aims at checking if they teach grammar. Question 8 has been asked to see whether the students like grammar lessons or are not interested at all. Question 9 aims at checking if the teachers are complaining from the time devoted to teach grammar. In other words, if the time is sufficient or not. Question 10 is considered as an important one because it determines the most approach used in teaching grammar. The questions 11, 12 are especially helpful that are aimed at checking whether the students are facing problems when they learn any grammar point and what kind of difficulties they face.

3.1.5. Section Three An Overview on Implementing Extra-Curricular Activities in Teaching Grammar (Q13 to Q24)

This section covers the last chapter. It attempts to get insights into the teachers' perception to the implementation of extracurricular activities as a serving strategy especially for teaching grammar. The questions 13, 14, 15 and 18 aim at exploring the teachers' position towards the use of songs, games and poems and their views about such activities. The questions number 16, 17, and 19 investigate the teachers' beliefs towards the usefulness of extracurricular activities in creating good learning atmosphere, increasing learners' cooperative learning and improving their grammatical level. The next two questions (Q20 and Q21) look for the problems that may face teachers when teaching through using songs, games and poems in the class. The questions 22 and 23 investigate the teachers' awareness about the selection of an appropriate poem or song and what their students prefer to do in terms of tasks in the classroom. The last question (Q24) is an open-ended question that requests relevant comments and suggestions. In other words, if there is enough time to use more poems, games and songs with students, good results will be attained.

3.2. Analysis of the teacher’s questionnaire

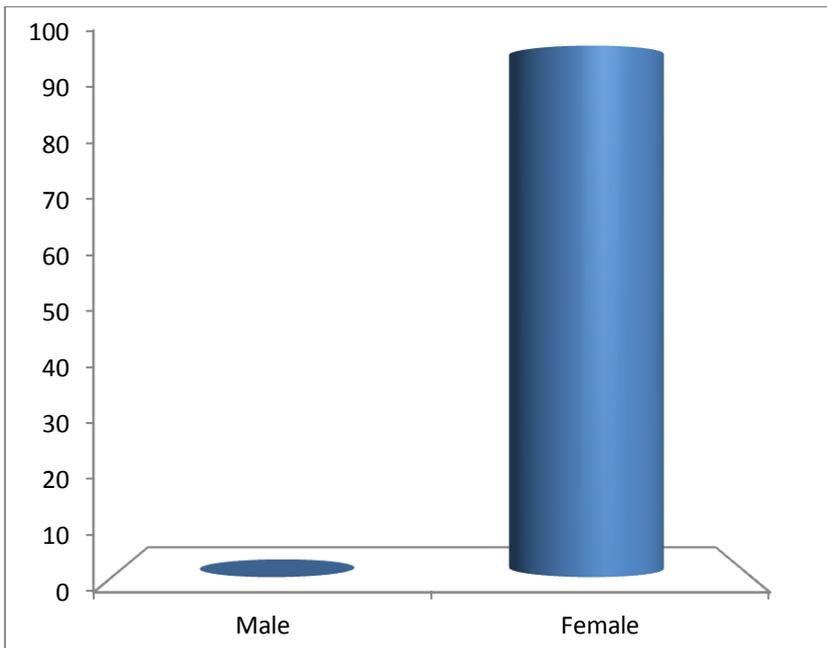
The analysis of the teachers’ questionnaire takes many forms. Graphs, tables, comments, and interpretations of each item will be included in order to have a clear image about the teachers’ points of view when extra-curricular activities are implemented in grammar lessons.

Section One: Background Information

Item 1: Specify your gender.

Gender	Number	Percentage
Male	00	00
Female	05	100
Total	05	100

Table 2: Teachers’ gender.



Graph 1: teachers’ gender.

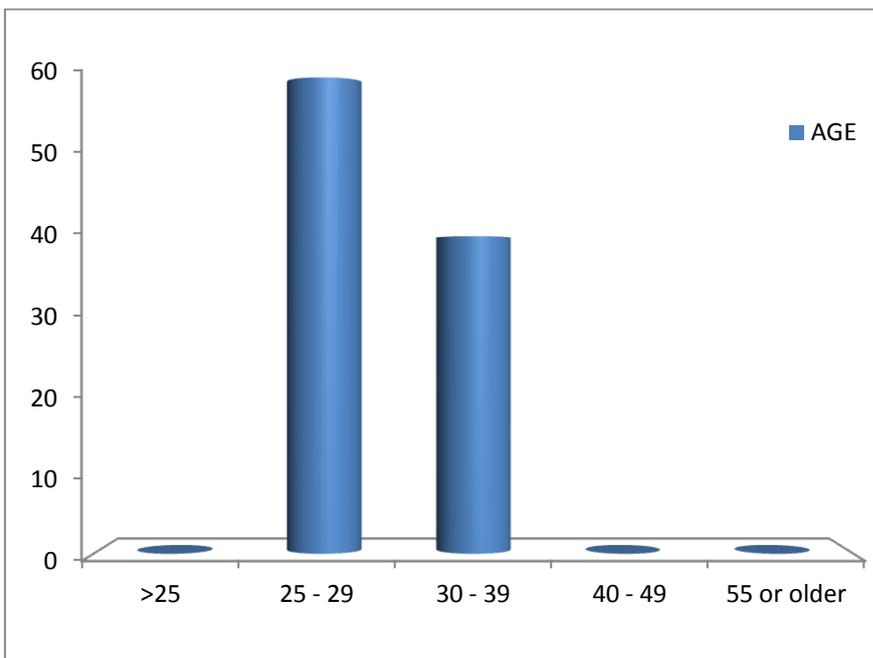
This question has been asked to identify the teacher’s gender. It is clearly seen from (table 1) that females represent the whole percentage which the latter would be a

considerable fact to the study because females affect positively on the process of teaching and learning in terms of creativity and motivation.

Item 2: How old are you ?

Age	Number	Percentage
>25	00	00
25 - 29	03	60
30 - 39	02	40
40 - 49	00	40
55 or older	00	00
Total	05	100

Table 3: Teachers' age.



Graph 2: Teachers' age.

The results show diversity in ages, ranging from twenty-five to thirty-nine representing the whole sample. Those who are aged from twenty-five to twenty-nine represent 60 %. In a second position, come those who are aged from thirty to thirty- nine represented by 40%. This fact may also affect positively because all the teachers are still young and they are

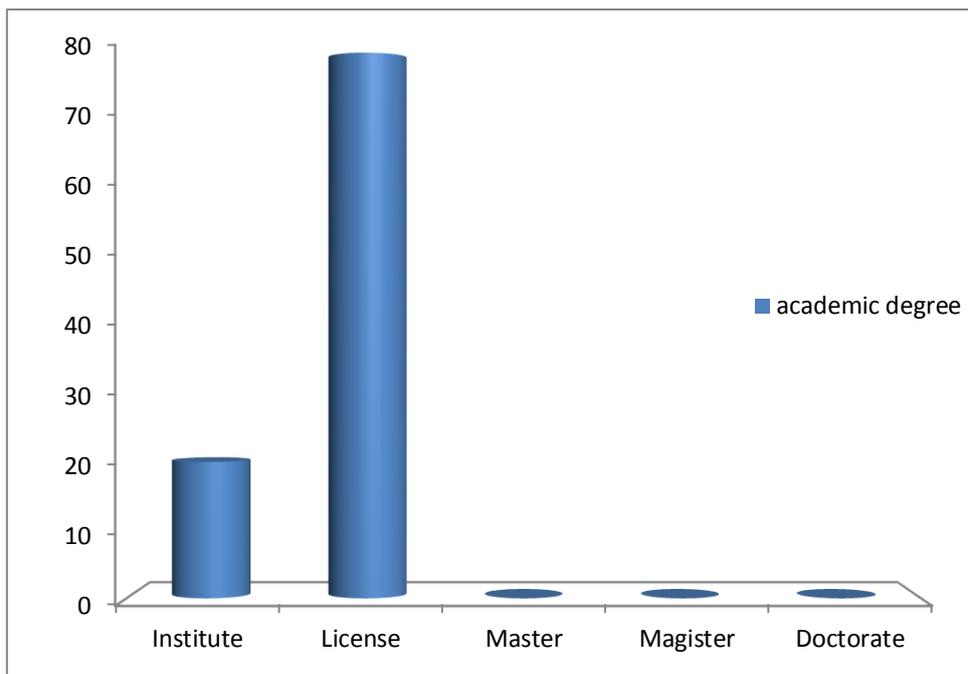
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more knowledgeable about the new techniques that may teachers apply in their classes in order to facilitate the process of teaching.

Item 3: What is the highest academic degree you hold?

	Number	Percentage
Institute	01	20
License	04	80
Master	00	00
Magister	00	00
Doctorate	00	00
Total	05	100

Table 4: Teachers' highest academic degree.



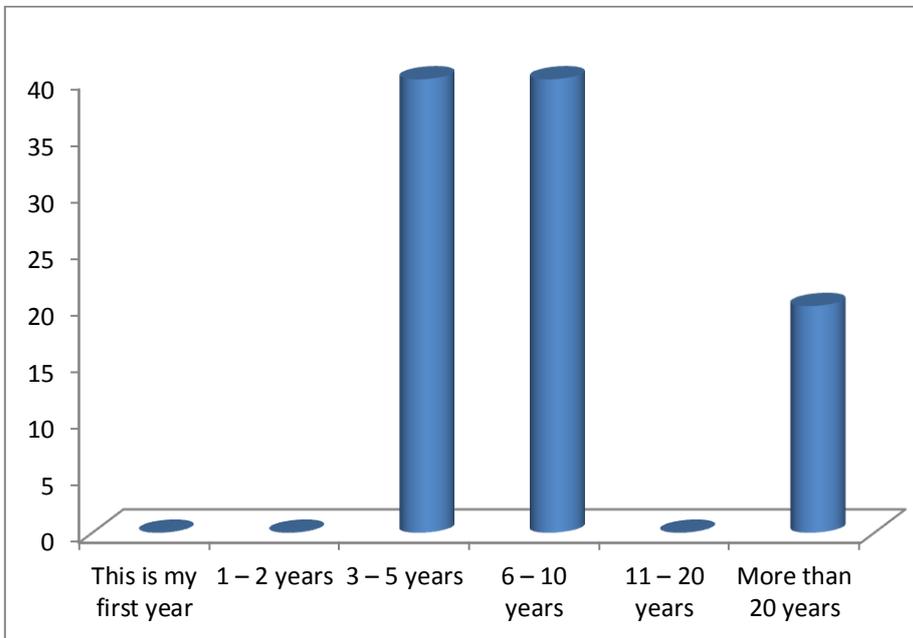
Graph 3: Teachers' highest academic degree.

This question has been asked to have an idea about the educational background of the teachers. As shown in (table 3), the majority of teachers earned their license diploma represented by 80%. Whereas, one teacher who represents 20% graduated from the institute.

Item 4: How long have you been working as a teacher ?

Years of Experience	Number	Percentage
This is my first year	00	00
1 – 2 years	00	00
3 – 5 years	02	40
6 – 10 years	02	40
11 – 20 years	00	00
More than 20 years	01	20
Total	05	100

Table 5: Teachers’ experience in teaching.



Graph 4: Teachers’ experience in teaching.

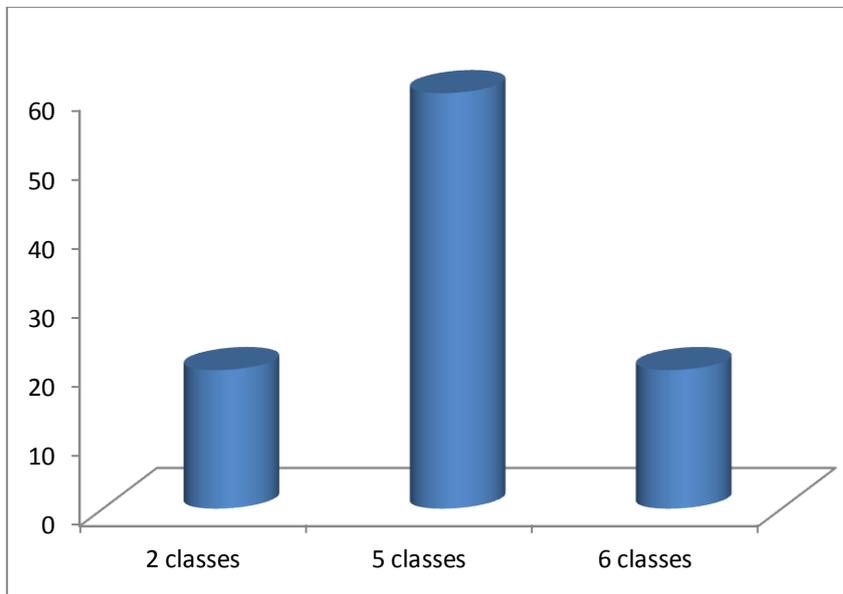
As it is mentioned in table 4, the majority of teachers has an experience between three and ten years. They represent 80%. However, 20% is represented by one teacher who has an experience of more than 20 years. This would be a considerable fact to our study because novice teachers are creative, active and accept exchanging ideas with their colleagues. In addition, the textbooks’ content and the inspector’s instructions urge teachers to find more

suitable ways and provide their pupils with a stimulating learning atmosphere in order to facilitate for them the presentation of grammar lessons.

Item 5: How many classes are you teaching this year ?

Number of Classes	Number	Percentage
2 classes	01	20
5 classes	03	60
6 classes	01	20
Total	05	100

Table 6: Teachers' number of classes.



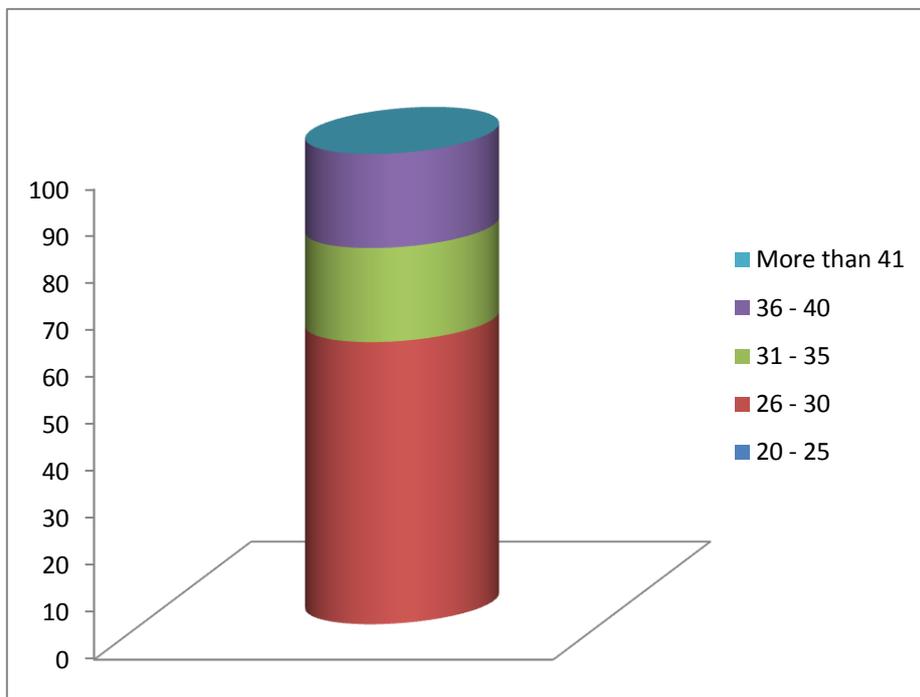
Graph 5: Teachers' number of classes.

According to table 5, the teachers do not have the same number of classes. The teachers who have five classes are the majority that represent 60%. But those who are teaching two and six classes share the same percentage which is 20%. This fact may have an impact on the teachers' job because having many classes require from teachers to double their efforts in the classroom. Besides, they do not find enough time to look for extra tools or provide their pupils with other meaningful tasks that may reinforce them to attain good results.

Item 6: What is the average number of students in your class ?

Number of Students	Number	percentage
20 - 25	00	00
26 - 30	03	60
31 - 35	01	20
36 - 40	01	20
More than 41	00	00
Total	05	100

Table 7: Teachers' average number of students.



Graph 6: Teachers' average number of students.

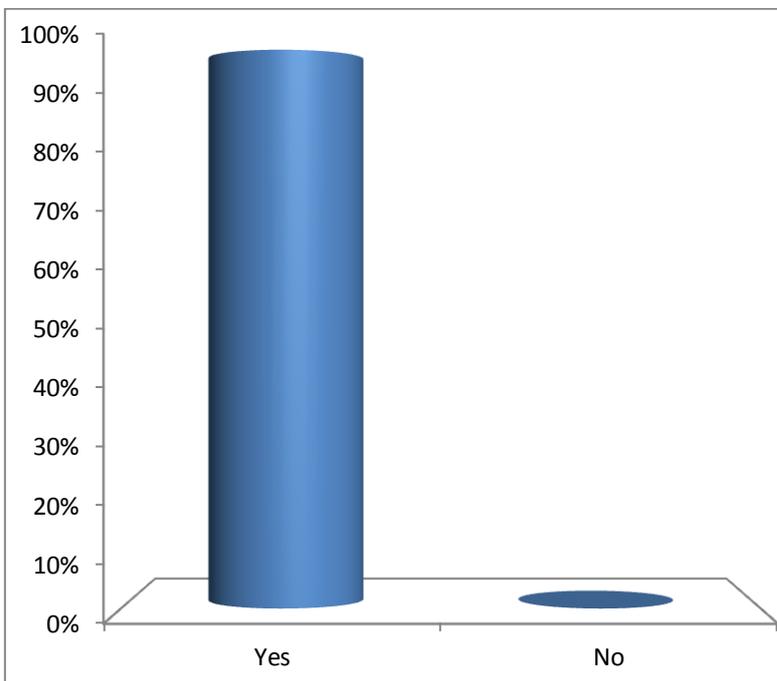
The results show that the classes are not overcrowded and this would be a considerable fact to this study because the teachers, who teach only small classes will be able to practice more with their students through using songs, games and poems. In other words, teachers will have much time to control their pupils, get them involved and have less noise. The teachers who have between 26 – 30 students represent 40% and the same percentage for those that have between 36 – 40 students. The last teacher represents 20%.

Section Two: Teaching Grammar

Item 7: Do you teach grammar ?

	Number	Percentage
Yes	05	100
No	00	00
Total	05	100

Table 8: Teaching grammar in the classroom.



Graph 7: Teaching grammar in the classroom.

This question was asked in order to know whether or not teachers give importance to grammar lessons. The results of this item show that the whole sample share the same answer which represents 100%, that means grammar is very important in teaching a foreign language because it enables the teacher to break down the language into many pieces: that is to say basic, fundamental rules and structures. For the learner to pick up and understand so that he/she could reassemble in a real communication. Additionally, grammatical competence is

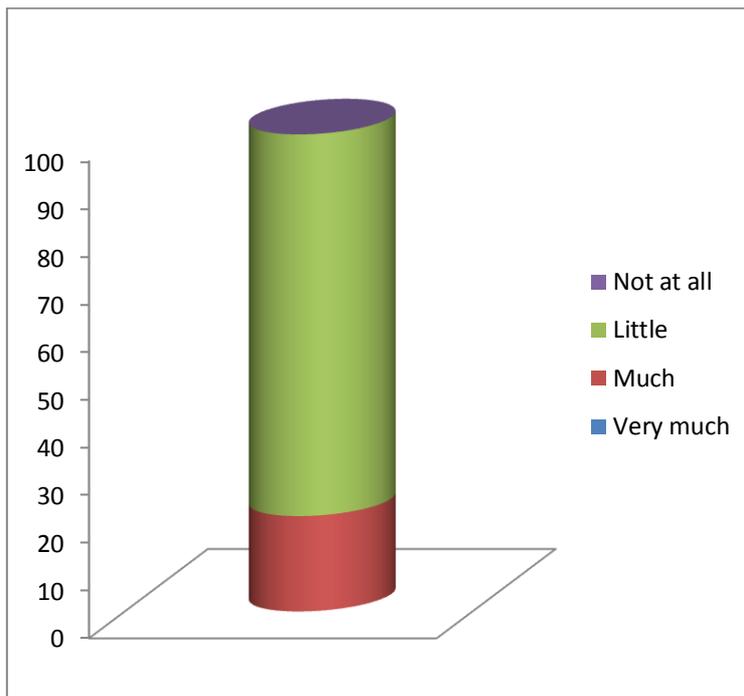
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considered an essential factor of communicative competence because the latter involves knowing how to use grammar and vocabulary of the language to achieve communicative goals and how to do this in a socially appropriate way.

Item 8: How much do you think your students enjoy the grammar lessons ?

	Number	Percentage
Very much	00	00
Much	01	20
Little	04	80
Not at all	00	00
Total	05	100

Table 9: The rate of the students' appreciation of grammar lessons.



Graph 8: The rate of the students' appreciation they give to grammar lessons.

The collected answers confirmed that the majority of teachers state that their pupils enjoy a little the grammar lessons. A view that is clearly expressed by 80%. Then we have 20% which represent only one teacher who thinks his/ her students enjoy such lessons much.

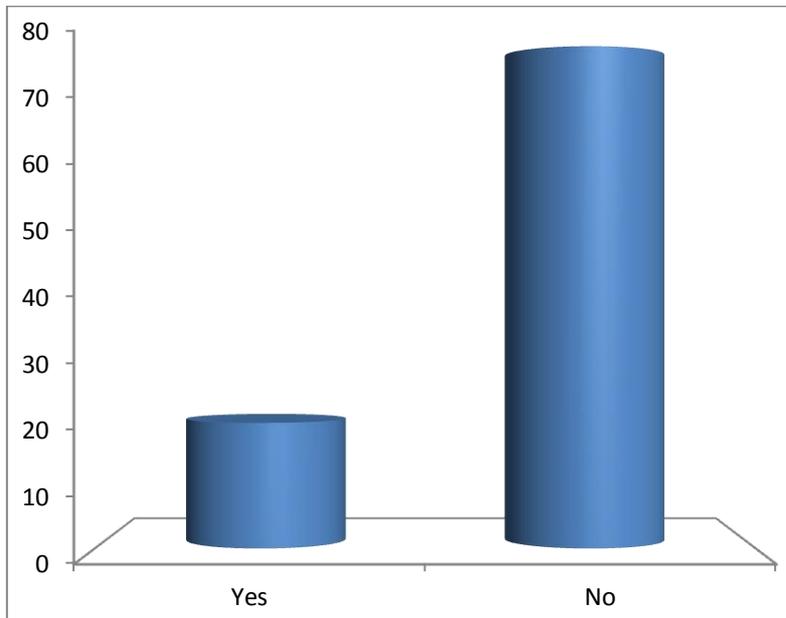
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These facts can be interpreted as being another evidence for the pupils' motivation, interest and if the teacher is applying appropriate ways to facilitate the students' understanding of any grammar point.

Item 9: Do you think that the time devoted to teaching grammar is sufficient?

	Number	Percentage
Yes	01	20
No	04	80
Total	05	100

Table 10: Teachers' point of view about the time devoted to teach grammar.



Graph 9: Teachers' point of view about the time devoted to teach grammar.

This question has been asked in order to check whether or not the time devoted to teaching grammar would be a source of a problem that may prevent teachers to practice more with their pupils through using songs, games and poems. The answers we collected reveal that the great majority of teachers that represent 80% believe that the time allotted is not sufficient

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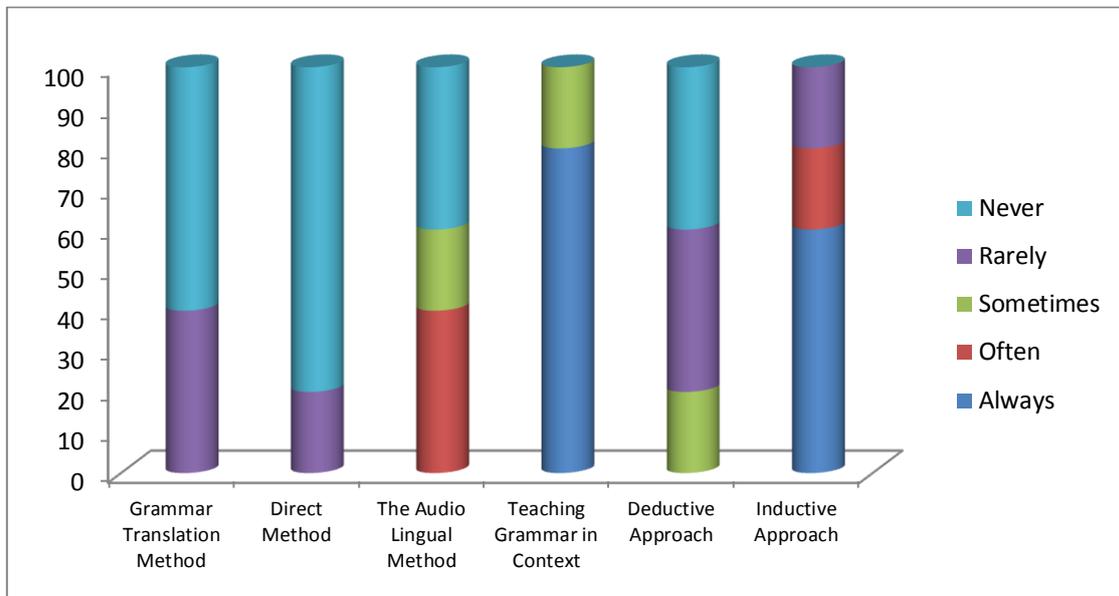
and they cannot manage all the steps which are mentioned in their lesson plan. The rest of the samples that represent 20% think that the time devoted to teach grammar is enough.

Item 10: What teaching method or approach are you implementing in your classes ?

You can tick more than one answer.

	Always		Often		Sometimes		Rarely		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Grammar Translation Method	00	00	00	00	00	00	02	40	03	60	05	100
Direct Method	00	00	00	00	00	00	01	20	04	80	05	100
The Audio Lingual Method	00	00	02	40	01	20	00	00	02	40	05	100
Teaching Grammar in Context	04	80	00	00	01	20	00	00	00	00	05	100
Deductive Approach	00	00	00	00	01	20	02	40	02	40	05	100
Inductive Approach	03	60	01	20	00	00	01	20	00	00	05	100

Table 11: Methods and approaches implemented in grammar classes.



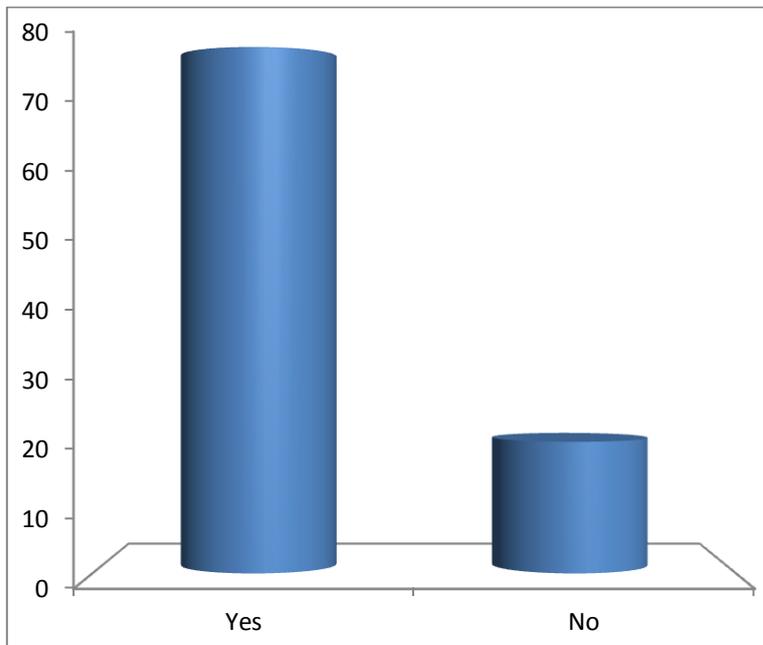
Graph 10: Methods and approaches implemented in grammar classes.

The results in table 12 show diversity in the teachers’ point of view concerning the teaching methods that they are applying in the grammar lessons. The majority of teachers said “always” for the “Inductive approach” and “Teaching Grammar in Context” which are represented by 80% and 60%. This would be a considerable fact in our study because those two methods are based on teaching structures and any grammar point implicitly. In addition, both of them give an opportunity for teachers to create and look for new ways to teach grammar. In a second position, we have teachers who said “often” for “The Audio- Lingual Method”, it is represented by 40%. “The Grammar Translation Method” and the “Deductive Approach” was chosen by two teachers who said “rarely”. They are represented by 40%. The teachers who do not apply any of these methods in their classes said “never”.

Item 11: Do your students have difficulties when you present any grammar point ?

	Number	Percentage
Yes	04	80
No	01	20
Total	05	100

Table 12: Students’ difficulties when grammar is presented.



Graph11: Students' difficulties when grammar is presented.

The collected answers confirmed that the majority of teachers assert that their students face problems when it comes to teaching grammar and this would be a main reason to mention some of these difficulties in this work and what teachers can do to avoid such problems. Those who said “Yes” represent 80%. Whereas, 20% was represented by one teacher who said that his/ her pupils have no difficulties.

Item 12: What kind of difficulties do your students face? (State two or three major ones).

The majority of teachers said that English grammar is complex and it is hard to make all the pupils remember, master and use it logically. Here are some major problems that teachers agree on when they teach their pupils grammar. First, they mentioned a difficulty in “Word Order” in which some of their pupils are not able to make coherent sentences i.e they produce sentences that sound strange to the native’s ear because the order of the words in the

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sentences is wrong due to mother tongue interference. Second, they added that their pupils do not master tenses in terms of conjugating or choosing the right tense. “Yes/No questions” and using the right prepositions are also problems their pupils face. Moreover, some of teachers confirmed that the time is not sufficient in order to practice, the lack of materials are also considered serious problems that prevent teachers from attaining their assigned objectives.

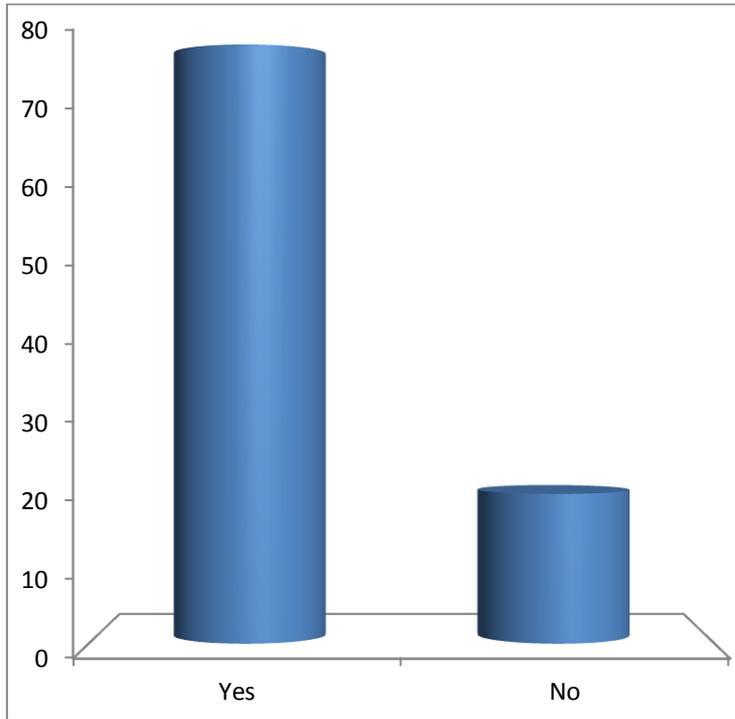
Section Three : An Overview on Implementing Extra Curricular Activities in Teaching Grammar.

Item 13 : Have you tried to teach grammar through using new techniques in your classes ?

	Number	Percentage
Yes	04	80
No	01	20
Total	05	100

Table 13: New techniques in teaching grammar.

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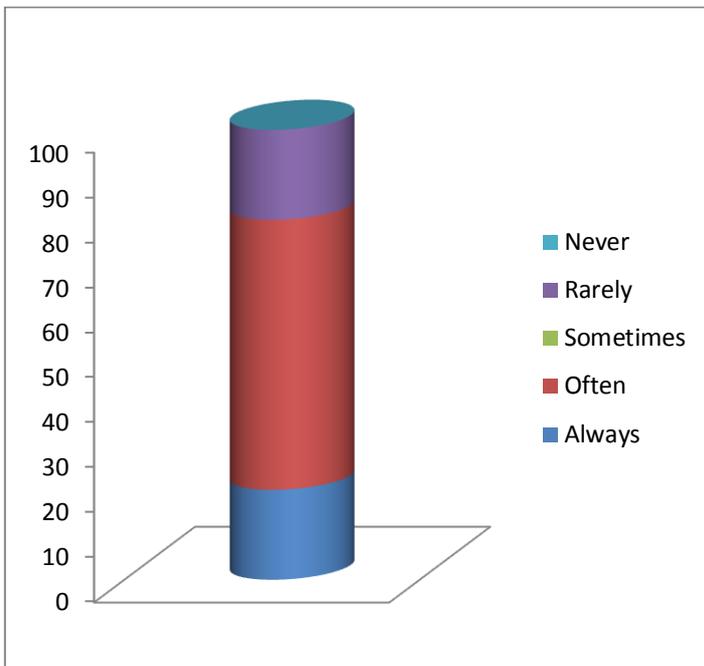
Graph12: New techniques in teaching grammar.

It seems from table 14 that most of the teachers (04) corresponding to 80% use new techniques such as implementing extra-curricular activities when teaching grammar effectively; that means the teachers are aware about the benefits and the advantages of using such techniques. Only 20% do not use them during the session.

Item 14: How often do you implement songs, games, and poems in the classroom ?

Options	Number	Percentage
Always	01	20
Often	03	60
Sometimes	00	00
Rarely	01	20
Never	00	00
Total	05	100

Table 14: The frequency of using extra- curricular activities in the classroom.



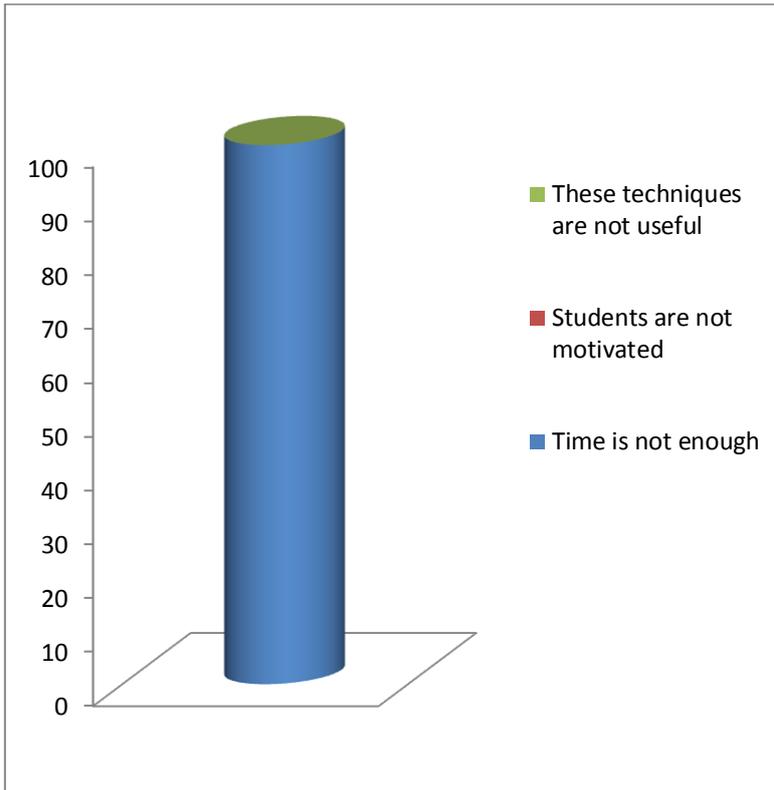
Graph13: The frequency of using extra- curricular activities in the classroom.

This table shows that most of the teachers estimated at 60% “often” present grammar with songs, games, and poems. This fact would be considered as a positive point in the present work because it confirms that implementing extra- curricular activities in teaching grammar have a great effect for both the teacher and the pupils. 20% claimed that they use such techniques “always” and “rarely” and they will justify their choice in the next item.

Item 15: If rarely or never , justify your answer ?

	Number	Percentage
Time is not enough	01	100
Students are not motivated	00	00
These techniques are not useful	00	00
Total	01	100

Table 15: The reasons behind the disuse of extra- curricular activities.



Graph14: the reasons behind the disuse of extra- curricular activities.

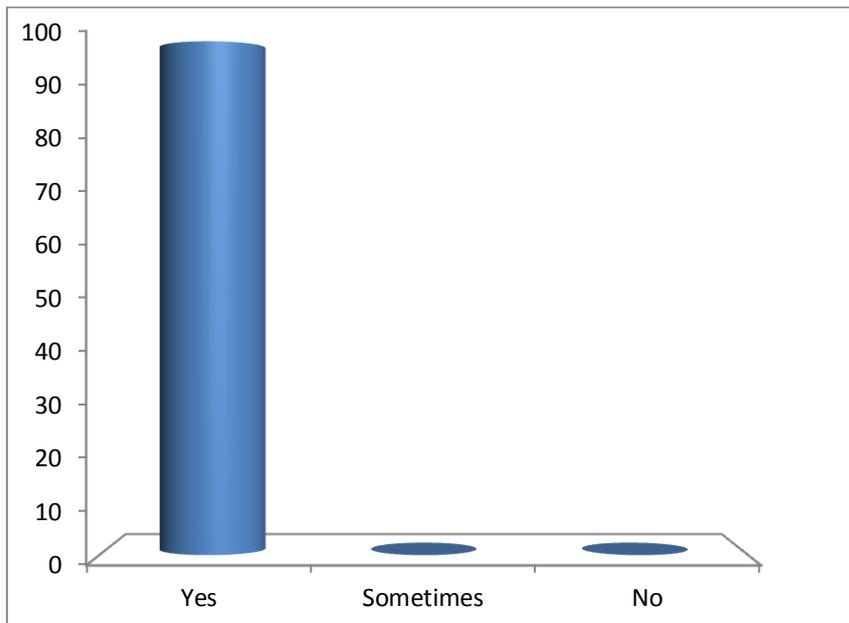
This item investigates the reasons behind the disuse of extra -curricular activities. Only one teacher who “rarely” implements them, states that the main reason is the time limitation (100%) and the other factors are not affecting considerably.

Item 16: Do you believe that games, songs, and poems provide a good learning atmosphere and increase students’ cooperative learning?

Options	Number	Percentage
Yes	05	100
Sometimes	00	00
No	00	00
Total	05	100

Table 16: Teachers’ perception about the importance of extra- curricular activities.

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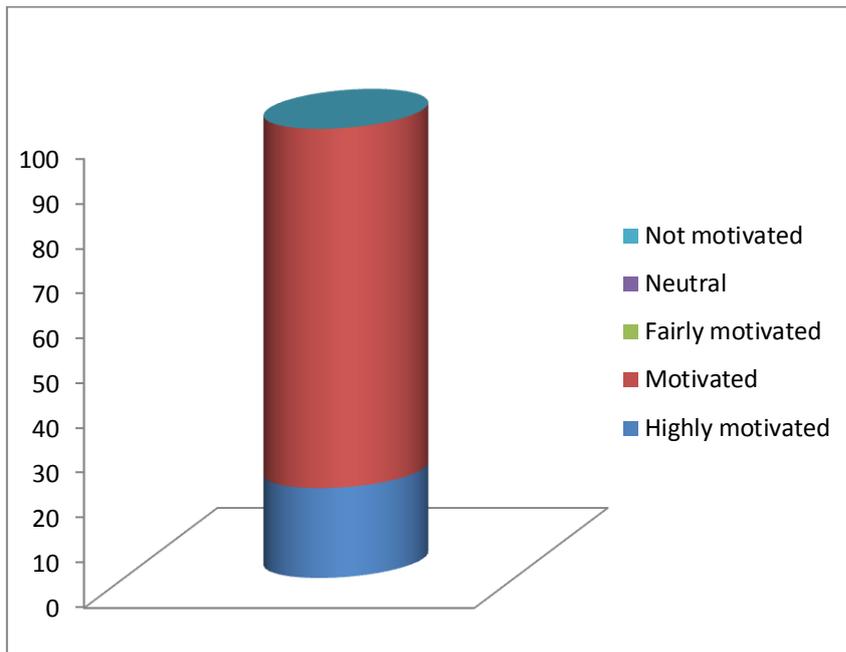
Graph15: Teachers' perception about the importance of extra-curricular activities.

The obtained results manifestly show that the whole sample corresponding to 100% strongly agree with the usefulness of extra-curricular activities as an effective tool in teaching grammar to improve the learners' grammatical competence. In other words, the results confirm that the teachers are knowledgeable that such techniques can provide their pupils with an enjoyable atmosphere that motivate them to participate, give them an opportunity to exchange their ideas, work collectively, and increase the sense of competition and fun among them. Moreover, we can say that the teachers recognize the educational value and the advantages of teaching grammar with songs, games, and poems.

Item 17: When using extra-curricular activities, do you think your students are:

Options	Number	Percentage
Highly motivated	01	20
Motivated	04	80
Fairly motivated	00	00
Neutral	00	00
Not motivated	00	00
Total	05	100

Table 17: Teachers’ perception about students’ reaction towards songs, games, and poems.



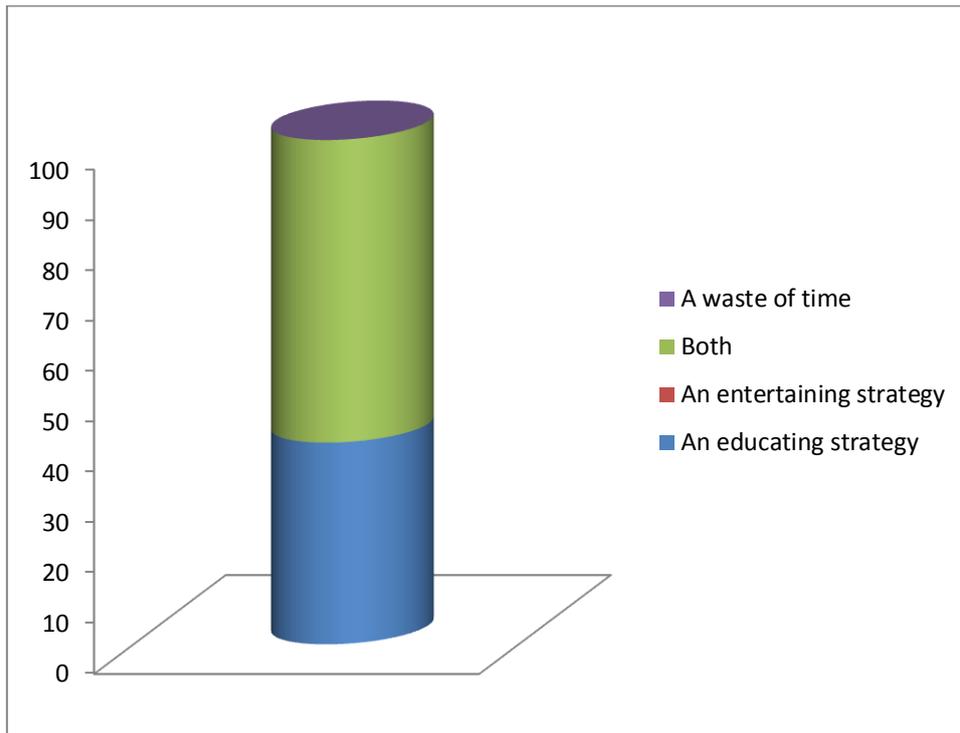
Graph16: Teachers’ perception about students’ reaction towards extra- curricular activities.

As it is shown in table 18, all the teachers claim that their pupils are motivated, feel relaxed, and enjoy all the given tasks when extra- curricular activities are implemented in the grammar lessons. But they differ in measuring the rate of motivation. One teacher (20%) states that learners are “highly motivated”. However, the others (80%) say that they are really “motivated”. This means the teachers believe that songs, games, and poems have a positive effect on the learners’ motivation.

Item 18: Do you consider teaching grammar with songs, games, and poems as :

Options	Number	Percentage
An educating strategy	02	40
An entertaining strategy	00	00
Both	03	60
A waste of time	00	00
Total	05	100

Table 18: Teachers’ perception towards extra- curricular activities.



Graph17: Teachers’ perception towards extra- curricular activities.

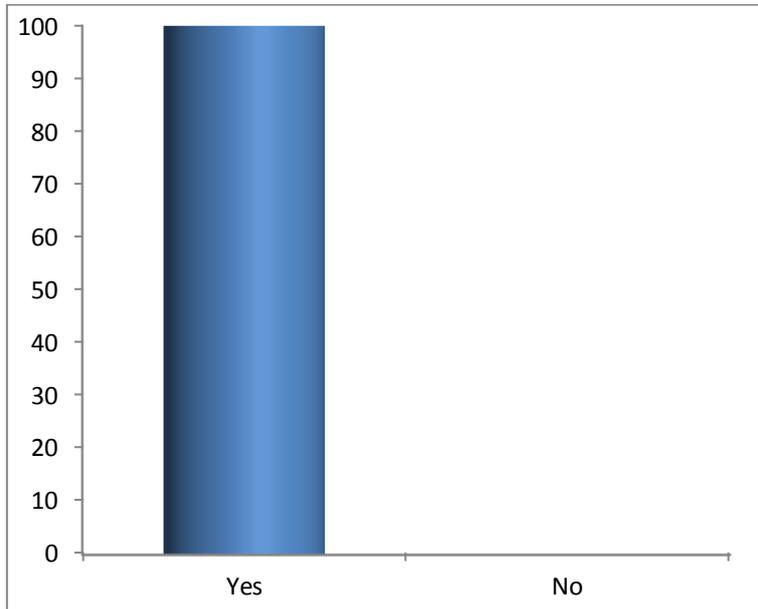
Table 19 indicates that teachers have different points of view about extra- curricular activities. Some of them (40%) see that they are an “ educating strategy” while the others consider them as an educating as well as an entertaining strategy because they highlight their importance in providing learnable knowledge in an enjoyable situation. Extra- curricular activities are considered as teaching techniques that provide opportunities to acquire new knowledge, or to practice already known information. Moreover, such tools have an additional qualification which is bringing fun and a welcoming atmosphere into learning.

Item 19: Do you think that the implementation of extra -curricular activities improve the students’ grammatical competence ?

Options	Number	Percentage
Yes	05	100
No	00	00

Total	05	100
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Table 19: Teachers’ beliefs about the importance of extra- curricular activities.



Graph18: Teachers’ beliefs about the importance of extra- curricular.

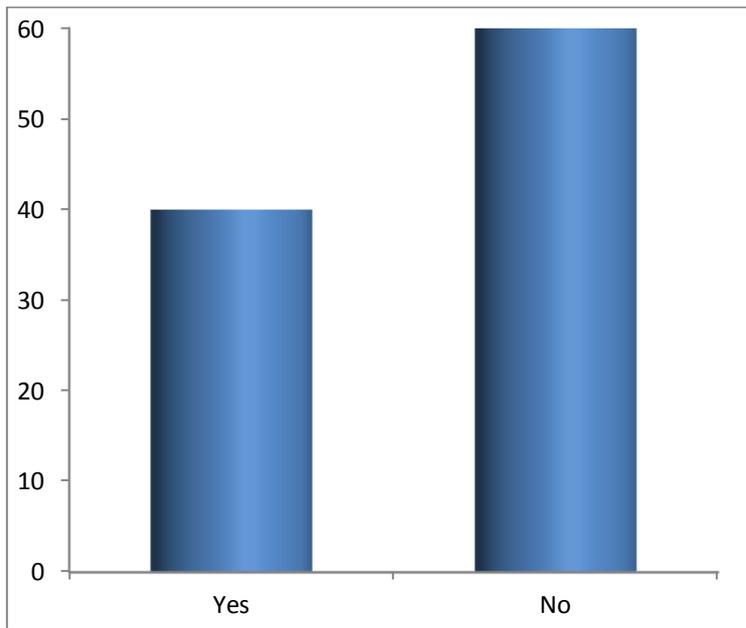
It seems from table 20 that all the teachers (05) corresponding to 100% totally agree that extra- curricular activities help their pupils to understand and remember better any grammar point and their interest becomes highly increased. In other words, such tools are very important which are used to develop the grammatical aspect of the language.

Item 20: Do you face problems when using songs, games, and poems in your classes?

Options	Number	Percentage
Yes	02	40
No	03	60
Total	05	100

Table 20: Obstacles in the implementation of extra- curricular activities.

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Graph19: Obstacles in the implementation of extra- curricular activities.

When applying any strategy in the class, teachers may face some difficulties. The aim of this question is to determine some of the problems that teachers may encounter when implementing extra -curricular activities. The results indicate that two (02) participants corresponding to 40% really find problems. However, the rest of the sample which represent 60% state that they do not face any problem.

Item 21: If yes, what are they? (State two or three problems)

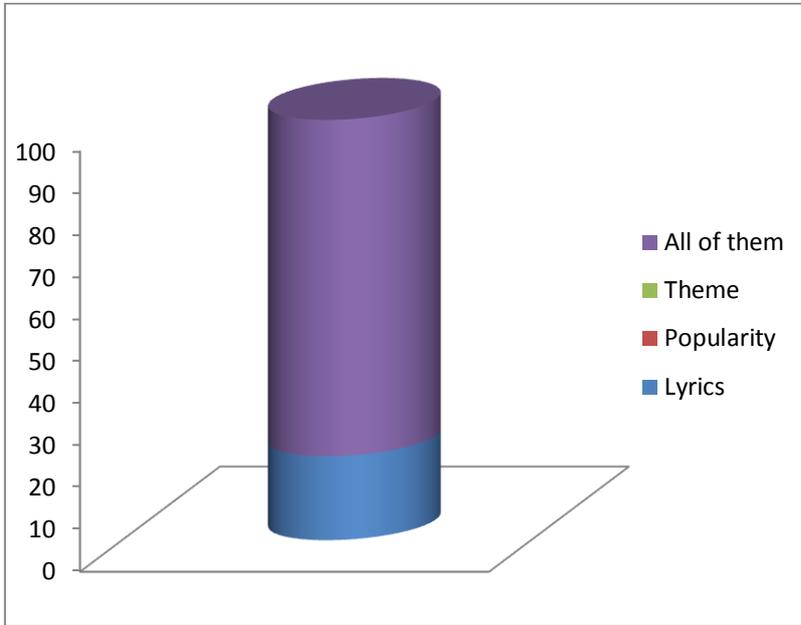
Teachers who claimed that they find difficulties when implementing song, games, and poems suggested some of them. They explain that by stating some reasons such as making noise, failing to finish all the designed tasks because of time limitation. In addition, failing to make all learners participate especially in the case of group work.

Item 22: What criteria do you think should be taken into account when selecting songs?

Options	Number	Percentage
Lyrics	01	20
Popularity	00	00

Theme	00	00
All of them	04	80
Total	05	100

Table 21: Options for song selection.



Graph20: Options for song selection.

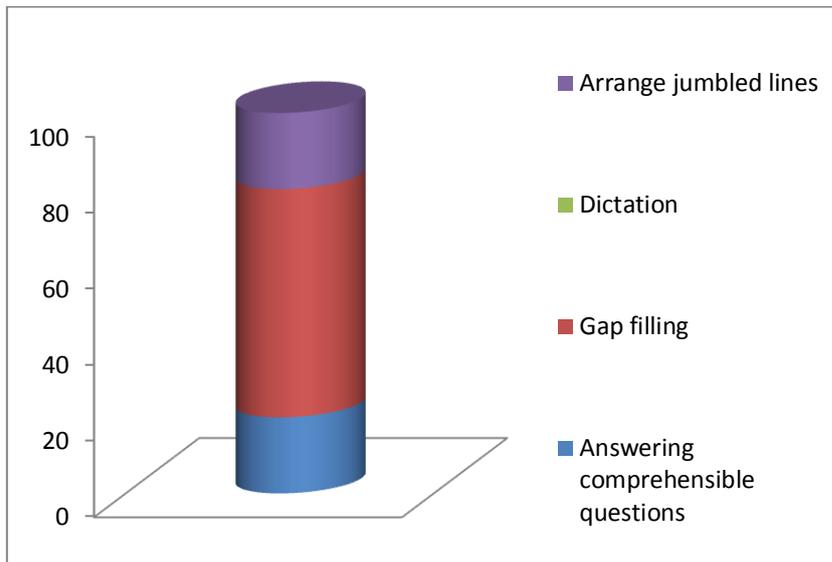
The scores shown in table 22 suggest that the majority of teachers who represent 80 % must be very careful and take into account many important factors that are closely related to the song and pupils. Therefore, the teachers agree that a song must be selected according to a variety of elements which include lyrics, popularity, and theme. Then we observed that one teacher (1) corresponding to 20% gives priority to the lyrics of songs.

Item 23: What is your students’ favorite activity while they are dealing with songs or poems ?

Options	Number	Percentage
Answering comprehensible questions	01	20
Gap filling	03	60
Dictation	00	00
Arrange jumbled lines	01	20

Total	05	100
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Table 22: Teachers' thoughts about students' favorite activities.



Graph21: Teachers' thoughts about students' favorite activities.

From the table 23, it can be said that the majority of the sample think that their pupils prefer Gap-filling activity which is estimated by 60%. When discussing about the reason that they all claimed that this task is quite easy to do especially when the missing words are given. Then we noticed that Answering comprehensible questions and Arrange jumbled lines are in the same position with 20% for each one. They argued that Arrange jumbled lines does not require much attention. However, Answering comprehensible questions is a really helpful activity as it enables pupils to have a full understanding about the content of any song.

Item 24: teachers' comments and suggestions

The obtained results demonstrate that the majority of teachers are knowledgeable about the value of implementing extra- curricular activities in teaching grammar even if they are facing some problems. Moreover, all the participants agree on one point which is that songs, games, and poems are very useful and have a great effect, but they claim that the

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provided materials and time are not sufficient. Other comments and suggestions were registered. The first teacher states that “ since games and songs are used to entertain and teach , it is a good way to use them from time to time but with clear set objectives.” The second teacher thinks that the use of authentic materials help the EFL learners in improving their level and she also provides that the textbooks should contain a considerable number of games and songs. The third teacher states that such tools are good but they should be carefully used to avoid problems as much as possible. The last teacher proposes that in order to have motivated learners and an effective classroom interaction, we should have small classes and the chosen games or songs should be related to the real life of our learners.

3.3. Results’ Discussion

Analyzing the teachers’ questionnaire has revealed many facts on teachers’ attitudes towards teaching grammar through extra- curricular activities, their opinion about implementing such tools, and their perception about their students’ motivation when these techniques are applied.

The female teachers who have represented the whole sample (100%) affect positively on the process of learning and teaching especially when they teach grammar because the female teachers are more active and dared to use new techniques such as extra-curricular activities in the classroom. In other words, the female teachers do not hesitate to try such tools in order to facilitate their ways of teaching grammar. However, the most male teachers are not courageous enough to change each time their ways of teaching. Moreover, the students prefer female teachers than male teachers because they feel more relaxed and not shy when they participate.

The age of the teacher can be also considered as an important element which affects the way of teaching grammar because the senior teachers are tired, they do not like exchanging ideas with the other teachers especially the novice ones. In addition, they still apply traditional

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methods such as the GTM, DM without giving much importance to the inspector's instructions. However, the previous results showed the majority of the sample (60%) aged between 30- 39 that means they are still young and this fact affects positively because those teachers like bringing and creating new things. They coordinate with each other. Furthermore, their experience and the academic degree they obtained have also an impact on their creativity in order to facilitate the process of learning. In other words, the novice teachers are more knowledgeable about the educational value and the advantages when extra-curricular activities are implemented in the grammar lessons.

Concerning teaching grammar in section two, it is remarkable that all the teachers believe that grammar is very important in learning foreign languages. Besides, it helps student to develop their skills in speaking, writing etc. Moreover, the findings in this section revealed that the teachers are complaining from the time devoted to teach grammar. That means they do not find enough time in order to practice more with their pupils. The teachers also mentioned that the majority of their pupils do not enjoy the grammar lessons and they face some difficulties. These facts mentioned that the students are not motivated and they cannot master or remember everything about the grammar rules. This may lead to the idea that teachers are not applying appropriate techniques which fit their students' level, interests and needs.

The distinction between teachers appears in the methods they are applying when teaching grammar. As we presented in the tenth question, more than half (80%) of the teachers claimed that the best way to teach grammar is to teach it in a "context" because this method accumulates many authentic sources which help pupils to understand better. Besides, it motivates the students especially when they read, hear or discuss issues that are related to their real life situations. Moreover, this method makes pupils master and remember the

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grammar rules rather than learning them by heart. In other words, it gives importance to communication and production.

The collected data in the third section show that the teachers are trying to do their best to facilitate the grammar lessons for learners. Therefore, they do not hesitate to find other new techniques such as teaching grammar through implementing extra-curricular activities because most of them believe that such tools are very effective in creating relaxed learning atmosphere. According to Schoepp (2011) "Using songs can create a relaxing and pleasurable classroom atmosphere and significantly enhance pupils' intrinsic motivation to learn English." As it is cited in Ornevara Lenka (2009, p.26). In addition, they play an important role in increasing learners' cooperative learning, enhancing the pupils' level in grammar, and breaking the routine of traditional classrooms because the association of lyrics and music relaxes greatly students and make them see the lesson differently. Moreover, Kirsch (2006) points out that language songs is considered as one of the most effective language learning techniques stated by children. As it is cited I Casé (2014, p.13).

Lo and Li (1998) also suggest that songs offer a break from the classroom routine and if they are implemented to teach English, the four skills such as reading, writing ...etc can be improved. As it is cited in Casé (2014, p.13). Additionally, the reason behind using extra-curricular activities is to motivate the pupils to participate and make them have some fun. On the whole, the teachers are aware of the advantages of implementing extra-curricular activities in the grammar lessons. However, they do not use them regularly because of many reasons. They claimed that the main reason that prevents them from using these tools is the time limitation. Besides, they face difficulties such as having large classes which create discipline problems and noisy classes. Moreover, the provided materials are not sufficient in most schools.

3.4. Classroom Observation

In this study, for the purpose of proving the effectiveness of using extra-curricular activities in enhancing the lesson delivery and in developing learners' grammatical competence, classroom observation is considered as the most appropriate instrument that help us to get real data through observing everything inside the classroom. In other words, the aim of this instrument is to observe both the teachers' attitudes and the pupils' reaction towards implementing extra- curricular activities. Moreover, to evaluate the usefulness of such tools and to check if pupils are really enjoying their grammar lessons.

3.4.1. Description of the Classroom Observation

Classroom observation is considered as the best descriptive instrument to conduct this current study because it gives the real insights into the subject under investigation. It has been conducted on March and April 2017, with grammar classes at Bachir Amraoui Ben Saouti Middle school in El-Hadjeb Biskra. We have attended fourteen (14) sessions; four (06) sessions without implementing extra- curricular activities, and ten (08) sessions with the use of these activities. We have insisted to be present in all the sessions in order to get reliable data and to make a comparison between the two methods of teaching grammar. Besides, the observation checklist contains 18 statements to be checked during the devoted sessions. In each statement, the observer is supposed to put a tick in the column correspondent to the appropriate frequency adverb whether very often, sometimes, rarely, or never. The observer took a passive role during the observation in order to be more objective.

The classroom observation checklist is divided into three (03) major sections. The first section consists of five (05) statements which concern the general classroom observation. The first (S1) and second (S2) statements are about pupils' discipline and presence. The classroom environment (S3), the pupils' participation (S4), and the most important statement in this

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section is about the lesson plan and delivery. The aim of this section is to look for a relation between the surrounded factors and the pupils' impact towards them.

The second section contains eight (08) statements which are related to the pupils' reaction towards the teaching methodology. The sixth (S6) statement concerns pupils' frequency in making grammatical mistakes, while the seventh statement (S7) clarifies whether the teacher corrects these mistakes or not. The eighth (S8) and the ninth (S9) statements are about the methods and the approaches used by the instructor, the pupils' interest and understanding signs (S10), the focus of the grammar lesson (S11), the pupils' familiarity with the rules of grammar (S12) , and eventually the students' involvement in direct activities (S13). Mainly the purpose of this section is to discover the significance of grammar and the methodology used in teaching EFL.

The last section aims at shedding the light on the usefulness and the advantages of implementing extra- curricular activities in teaching and learning grammar. It is about the pupils' reaction towards using songs, poems, and games in the classroom. This section is composed of five (05) statements: the use of different tools (S14), the pupils' degree of motivation and cooperation (S15), the frequency of using extra- curricular activities as a facilitating technique (S16), the role of songs, games, and poems in stimulating the pupils' attention and curiosity (S 17), and finally to what extent the pupils' grammatical competence is improved during the implementation of extra- curricular activities.

3.4.2. Analysis of the Classroom Observation

The statements varied from the classroom observation during fourteen (14) sessions that we attended. Six (06) sessions without the implementation of extra- curricular activities.

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The rest of the sessions (08) are concerned with the use of these new tools. Our purpose is to check the hypothesis that implementing extra- curricular activities in the grammar lessons may improve our pupils' grammatical competence. All the statements have been organized in form of tables and divided into three sections in order to determine the frequency of each statement responded bellow. By observing these statements in practice, one can notice the achievements of students in each session.

Rating system:

V: very often **S:** sometimes **R:** rarely **N:** never

Section One: General classroom observation

	Six sessions without the use of extra- curricular activities				Eight sessions with the use of extra- curricular activities			
Statements	V	S	R	N	V	S	R	N
Pupils come to class on time.	√				√			
All pupils are frequently present.	√				√			
Classroom environment is comfortable and enjoyable.			√		√			
Pupils participate and work collaboratively.			√		√			
Well planned and delivered lesson.	√				√			

Table 23: General classroom observation.

What has been observed during all the sessions is that the pupils show their respect to time and their responsibility concerning their studies because at the end of this year they will pass the Brevet Exam. In other words, the middle school regulations oblige students to arrive on time otherwise they will face problems with the administration. This fact may affect positively on the procedure of the lesson and the teacher is not obliged to repeat each time because the students attend the entire session from the beginning.

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The second statement of the first section shows the frequency of the pupils' presence which the latter reveals that the students are punctual and interested in the English sessions. Just some absentees (04) were registered during three successive sessions. Showing punctuality and interest will encourage the teacher to be creative in his/ her ways of teaching in order to have a successful lesson.

Concerning the third statement, there is a big difference between the sessions where grammar is taught without implementing extra-curricular activities and the sessions in which the classroom is based on using such tools. The classroom environment is one of the most important rudiments in the teaching learning process. Besides, pupils can be influenced by the surrounding atmosphere in different ways. The first six sessions shows that the grammar lessons are presented in a traditional classroom environment. The chairs and the tables are arranged in a form of lines, no sense of motivation, the students are taught with very simple materials such as the whiteboard, the textbook and some flashcards. Moreover, this traditional classroom is noisy and boring. Most of the students do not participate.

On the contrary, having an appropriate environment can positively influence the pupils' proficiency for two reasons; the first one is that it is considered as an encouraging and motivating aspect where many attractive techniques and tools such as songs, poems and games can be implemented in the grammar courses in order to facilitate the process of learning for students. The second reason, the pupils can practice more, get rid of shyness and they are organized in forms of circles which this way of sitting create an enjoyable atmosphere (according to the students' facial expressions, reactions, and replies). This is what happened in the last eight sessions.

Concerning the frequency of participation and group/pair work, a significant number of pupils in the first six sessions prefer to work individually. The teacher may think that students do not face problems when working individually as well as the pupils who say that

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they encounter more than one problem when they work in groups. For instance, the problems of bossing, imposing ideas, unequal participation, and disrespect of each other. In this situation, teachers need to make their students aware about the advantages and the value of working cooperatively. However, during the last eight sessions, pupils were highly motivated to participate and work cooperatively because the teacher used two effective strategies to solve the previous problems which are grading pupils individually and establishing a shared group goal and relating them together. The first one enhances the pupils' participation in group work and the second creates a friendly relationship between the members to achieve the group goal or get the group reward.

Observing the lesson delivery during all the sessions discloses the great effort that the teacher make in order to have a well-planned lesson. The grammar lesson plan generally consists of three main steps that teachers must follow which are Presentation, Practice and Use (it is known as PPU). Having a well- planned lesson can help teachers to attain the assigned objectives and to be aware about the learners' needs and interests. Moreover, planning is essentially a problem solving activity that involves deciding what linguistic devices need to be selected in order to affect the learner in desired ways. It takes place at a number of different levels; resulting in discourse plans, sentence plan, and constituent plans, all of which have to be interwoven in the actual execution of a language act.

During the first six sessions, the teacher focuses on the textbook and other extra books as primary resources to provide pupils with all the tasks they need to practice any grammar point. But sometimes the students forget their books and the teacher is obliged to write everything on the board. Therefore, the time devoted is not sufficient and the teacher cannot cover all the points that are assigned in advance. In contrast, during the last eight sessions, students are provided with new materials such as handouts and flashcards showing printed songs, poems and different games. These new resources help teachers to gain much time in order to practice more with their students. In addition, they found them more attractive and

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helpful. Moreover, one can obviously recognize the change on pupils' attitude toward the lesson, they actually became more interested.

Rating system:

V: very often **S:** sometimes **R:** rarely **N:** never

Section Two: Pupils' reaction towards the teaching methods in the classroom.

	Six sessions without the use of extra- curricular activities.				Eight sessions with the use of extra- curricular activities.			
Statements	V	S	R	N	V	S	R	N
Pupils make mistakes.		√					√	
The teacher corrects learners' grammatical mistakes.		√				√		
Use of one or variety of teaching methods to teach grammar.	√				√			
Use of one or variety of teaching approaches to teach grammar.	√					√		
Pupils ask questions which show their interest and understanding even without the teacher's encouragement.			√			√		
The focus on grammar is on spoken and written grammar.		√			√			
To what extent students are familiar with grammar rules.		√				√		
Students involved in discussion and in teacher-direct activities.		√			√			

Table 24: Pupils' reactions about the Teaching Grammar Methods.

Teachers not only share with pupils their immense professional knowledge but also offer them the appropriate teaching methodology, strategies, and orientation. Those factors are very important for the process of developing the grammar level of students pupils. Concerning these factors, this section is designed to survey the role of Grammar Teaching Methods and Approaches in terms of applying them in EFL classes.

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As can be noticed during the first six sessions, pupils sometimes make mistakes; they face situations where they produce ungrammatical sentences though they know the rules which could be due to the lack of motivation, limited practice, anxiety, and lack of self-confidence. Whereas, during the last eight sessions, mistakes rarely occurred which indicates that teaching grammar through extra-curricular activities provide pupils with a good learning atmosphere which engage them to participate and share their knowledge.

Concerning the observation of the second statement in the second section, the teacher applies two different strategies in order to correct the pupils' grammatical mistakes during all the sessions. First, by showing the mistake, giving them the rule and its exceptions then, lead them to the correct answer. On the contrary, in the second strategy pupils are invited to correct their committed mistakes by themselves through asking other excellent students. The last strategy is used in order to attract the pupils' attention and trigger their intellectual capacities because pupils are actually taught through the CBA where learners are centered. In other words, this new approach focuses on the learners' ability to solve problems that are related to their real life situations. In addition, it gives the priority to learners' feedback and it reinforce them to integrate all their language skills.

Obviously, the third statement shows that teachers do not limit themselves to a specific method, rather than they show diversity in the methods that they are applying in the grammar lessons during all the observed sessions. Choosing an effective method depends on the students' level and their interests. In other words, the teacher can freely choose the appropriate method that supplies the lesson delivery during a restricted period of time and for a specific type of learners.

The most preferable approach to teach grammar for fourth year pupils in middle schools is often determined by the nature of the topic studied and the students' needs. The teacher may use the Deductive Approach because they think that it is easy, clear, direct, and practical or he/she may prefer working with the Inductive Approach because it is pleasurable, challenging, and help pupils to remember the rules better and make them active. In other

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situations, the teacher may use the Eclectic Approach since both methods complete each other depending on the aims of the lesson and the learners' abilities. On the whole, during all the sessions and depending on what have been stated above teachers have used various approaches to be in contact with all the students' requirements.

The fifth statement of this section concerns whether pupils ask questions that implies their understanding and interest in the topic or not. Pupils during the first six sessions interact negatively because they may feel bored, anxious, shamefaced, or not confident. However, this could not be an absolute sign for their weak level but a sign of less motivated atmosphere. During the last eight sessions, pupils ask questions and interact with each other using the target language in a very organized and motivated way.

Concerning spoken grammar and written grammar as two significant phases in second language acquisition (SLA), teachers put an emphasis on the mastery of these two skills. Especially, during the last eight sessions, the teacher insists on using English to interact with each other because he/she would think that it is the solution for the ungrammatical spoken language they produce. In other words, when extra-curricular activities are implemented in the grammar lessons, the language focus will be on the spoken grammar but without neglecting the written one. In contrast, during the first six sessions the focus was purely on the written grammar.

It is remarkable from the beginning of all the observed sessions that pupils show weak level and poor knowledge about some grammar points and structures such as: “ active and passive voice”, “ conditional type 2”, “ present continuous referring to the future”, and “ the simple past with irregular verbs”. pupils' performance shows low speaking and writing proficiency, they do not know how to order the parts of speech and they do not master the tenses. However, after the teacher's explanation; a considerable number of pupils start reacting positively and eventually providing their own examples. In other words, students cannot recall their previous knowledge, activate their intellectual capacities, and produce correct output without their teachers' support and engagement.

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Concerning the frequency of pupils' involvement in discussion and in the teacher-direct activities, students may react differently especially when the proposed methods are unusual too. The teacher has to do several things in order to develop such a vibrant program. He/she must take into account many factors when he/she provides pupils with different activities that should fit their interests and level. Moreover, the provided tasks should be related to the students' real life situation. Therefore, we can clearly notice the poor discussion during the first six sessions; only few members are engaged in the projected activities which could be due to the less motivating methodology used. Whereas, during the last eight sessions, students are more engaged and motivated to learn grammar and give a full discuss about the given issues. Notably, the diversity of methods and materials would explain the students' different performance.

Rating system:

V: very often **S:** sometimes **R:** rarely **N:** never

Section Three: The frequency of implementing extra- curricular activities in grammar classroom.

Statements	Six sessions without the implementation of extra - curricular activities.				Eight sessions with the implementation of extra- curricular activities.			
	V	S	R	N	V	S	R	N
Use of variety of tools to teach grammar.			√		√			
Pupils ' degree of motivation and cooperation during the extra-curricular activities based lesson.		√			√			
Extra-curricular activities are used frequently to facilitate the grammar lesson.				√	√			
Extra-curricular activities stimulate the students' attention and curiosity.				√	√			
Students' grammatical competence has improved during the implementation of extra-curricular activities.				√	√			

Table 25: Pupils ' attitudes towards implementing extra- curricular activities in the grammar classroom.

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During the first six sessions, the teacher did not show variety in his/her ways of teaching grammar in terms of using different kinds of materials such as audio aids including songs, providing handouts, or flashcards presenting games. But, most of the grammar lessons were just based on teaching grammar through different context which should be closely related to their real life situations. Using such method is an effective way to help students deduce the grammar rules by themselves. However, the provided texts that are used by teachers have the same type. They can be letters, dialogues, e-mails...etc and this may have a negative impact on the students' interaction and feel bored because each time they are taught in the same way. On the contrary, during the last eight sessions, the teacher tried to implement extra-curricular activities as other new types of context in order to break the routine and have a good learning atmosphere. Besides, those grammar lessons became more enjoyable and the students are more motivated and interested in all the given tasks.

Concerning the sessions in which extra-curricular activities are implemented, pupils show their satisfaction and feel more relaxed. In addition, such tools provided them with an enjoyable atmosphere that motivates them to participate, give them an opportunity to exchange their ideas, work collectively, and increase the sense of competition and fun among pupils. Moreover, we can say that the teacher is knowledgeable about the educational value and the advantages of teaching grammar with songs, games, and poems. In contrast, during the first six sessions, some of the students shared the discussion with their teacher and tried to do the given tasks. However, the rest of the pupils were not interested in the topics studied and they were not motivated. Besides, when they worked in groups, no sense of responsibility and excitement was observed because they avoided answering.

The third statement of the third section determines the frequency of implementing extra-curricular activities as a way of facilitating the grammar lessons. Concerning the first six sessions, there was no application of such tools, the students were taught in an ordinary

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way. In the other hand, the last eight sessions were based upon the use of songs, games, and poems. EFL teacher uses them in order to facilitate the lesson and support the given information. In addition, teaching grammar through those tools will accomplish the teachers' efforts.

Concerning using extra-curricular activities to stimulate pupils' attention and curiosity, the first six sessions were not in regard. However, the obtained information from this statement during the last eight sessions demonstrated that students take pleasure in listening to songs and poems and they also enjoy all the games. Besides, through the use of extra-curricular activities, students not just acquire grammar but they also improve their spelling and pronunciation which obviously indicates that their degree of concentration and curiosity is high. Moreover, an effective learning situation will require the use of different teaching techniques, extra-curricular activities as an example that stimulate the students' abilities to create, construct, comprehend, and make deductions and right judgments.

The last statement of this section concerning the progress of pupils' grammatical competence revealed that students during the last eight sessions did really improve their level of performance in grammar. Therefore, we can say that extra-curricular activities provide pupils with knowledge about the different topics which are related to grammar. In addition, such tools assist individuals to approach their needs within the context of grammar and offer effective environment to be appropriate for a successful performance. Comparing the last eight sessions to the first six sessions, would clearly confirm the importance of extra-curricular activities in improving the pupils' grammatical competence and stimulating them to use English in connecting with their teacher and classmates.

3.5. Suggestions and Recommendations

This research is an attempt to shed the light on investigating the effectiveness of extra-curricular activities in enhancing the learners' grammatical competence. Through this investigation one can discover that there are many issues need to be solved and clarified in order not to encounter the educational process failure. Therefore, the coming points are some suggestions and recommendations that we hope will be useful and helpful to raise teachers' awareness about the importance of extra-curricular activities as valuable tools in grammar lessons. Besides, the ministry of education in general and the administration in particular are also concerned with those suggestions because it is their responsibility to provide teachers with enough materials, design valuable textbooks that should contain a considerable number of songs, games, and poems that fit learners' needs in order to facilitate for them the process of teaching. Furthermore, the researchers may also benefit from those pedagogical recommendations to carry out other researches which are related to our topic.

- Grammar in EFL Curriculum should be given more importance and value. Therefore, teachers need to convince their students that learning grammar is very essential in acquiring foreign languages and it also helps them to communicate efficiently especially when they master the basic principles of grammar.
- Students need to practice and train more during the grammar sessions through using songs and games. Therefore, much time should be devoted for those sessions.
- Teachers need to focus more on developing their students' skills and competencies especially the grammatical competence because it is the core that lead to the development of the other skills such as speaking, writing...etc. therefore they ought to vary the teaching strategies, techniques, and activities as possible as they can according to the students' needs and level.

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- Teachers should care about their students' feelings, thoughts, and opinions; teach them to be self-confident, courageous, ambitious, and open-minded. In this way, students will learn grammar easily.
- Teachers need to know about their students' needs in order to be able to decide about the appropriate topics for discussion. Consequently, students' intellectual abilities will be developed gradually.
- Teachers should offer comfortable and enjoyable environment during the teaching learning process especially in the grammar sessions. And this can be achieved through implementing extra-curricular activities because they have a great impact where students feel more active, motivated, and self-confident when they participate. It also attract their attention to learn.
- Teaching grammar through implementing extra-curricular activities will help students to work collectively and get rid of shyness and selfishness.
- Extra-curricular activities are considered as facilitators to support the lesson procedure and to improve the students' grammar proficiency.
- Teachers should teach students how to respect each other in order to provide a relaxed atmosphere for learning. They also need to encourage their students that making mistakes when they participate is not a shame, on the contrary, it is an evidence for progressive learning.
- Teachers should take into account that extra-curricular activities are one of the most effective techniques that can be implemented in the grammar classrooms. However, teachers should be aware when they select them. In other words, teachers need to choose songs, games, and poems according to the assigned objectives, students' level and interest, and content.

Conclusion

The findings of this chapter confirm the hypothesis which states that if teachers implement judiciously and regularly games, poems and songs when teaching grammar, the learner's grammatical competence will be achieved. In other words, the analysis of the teachers' questionnaire and the classroom observation allowed making a summary about teachers' attitudes and opinions towards the use of extra-curricular activities as a teaching aid. Moreover, the teachers of middle school consider them valuable tools that assist them to improve their learners' grammatical competence. However, concerning the selection of songs, games, and poems, the teacher does not choose them randomly but according to their students' needs, level, and interests. Furthermore, teachers declare that implementing extra-curricular activities help them refresh the classroom atmosphere by creating a comfortable environment which stimulates and engages students to learn successfully.

In conclusion, extra-curricular activities can be seen as a perfect material that motivates pupils to enjoy the grammar lessons because they do not appreciate their teachers' classical teaching materials and techniques.

GENERAL CONCLUSION

One of the issues that face EFL learners, especially middle school pupils, is the subject of teaching grammar and because grammar is considered one of the most important aspects in teaching and learning a language, many researchers investigate the possible factors that may help in facilitating teaching grammar. After many studies, scholars found that pleasant and motivating atmosphere can greatly contribute in improving the learner's grammatical competence. Moreover, there are several techniques that indeed create funny, relaxing, and attractive situation, among them is that implementing extra- curricular activities.

The present study aimed at investigating the effectiveness of implementing extra-curricular activities in enhancing the learner's grammatical competence i.e it tries to study how language games, songs, and poems can have an impact on learners' performance in grammar. It also aim at exploring the importance of creating a pleasant and relaxing situation for obtaining good and satisfactory result. Thus, for this aim we set the following hypothesis: if teachers implement judiciously and regularly games, poems and songs when teaching grammar, the learner's grammatical competence will be achieved.

The first chapter tackles many important components concerning grammar in general and the various methods and approaches that can be used to teach it in particular. These methods are very essential for developing an effective classroom methodology. Besides, this chapter examines the most common ones. It includes important methods and approaches for every language teacher because they may provide the foundation for actual teaching grammar. Furthermore, this chapter includes other subsequent elements such as the importance of grammar in language learning teaching, as well as the reasons for teaching grammar, and finally it deals with the grammar and learner difficulties. Such sort of information will

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eliminate any lack of confidence and ambiguity that teachers may have about their knowledge of grammar.

The second chapter is a clear image about the usefulness and the effectiveness of implementing extra-curricular activities in the grammar lessons. It discusses the main points concerning using those techniques such as defining the three terminologies which are songs, games, and poems, then explaining the reasons for teaching grammar through these techniques, providing some tips for using grammar games and songs in class Successfully. In addition, this chapter deals with the different types of songs, poems, and games that can be used in the classroom. Furthermore, we conclude that extra-curricular activities are activities that bring fun, increase motivation, create competition, and enhance learning through manipulating all the previous features, because those tools create good learning situation where there is no stress or anxiety. EFL learners can benefit a lot from those activities, as a result, improve the learning outcomes. In order to reach this goal, teachers should select the appropriate songs, games, and poems by considering different features. They have to choose the game or the song that fits with course content, learners' level, time limitation, and designed objectives.

Chapter three is a test of the proposed hypothesis. It aims at investigating the effectiveness of implementing extra-curricular activities in improving learners' grammatical competence through analyzing the data gathered from the teachers' questionnaire and classroom observation. The questionnaire aims at checking the teachers' perception towards implementing such tools, the possible problems they may face when using them, and their suggestions to improve their use. However, the classroom observation aims at observing how the teacher uses songs in the classroom and at the same time remarking the students' reaction. Moreover, we used it to see if extra-curricular activities can be a useful way to engage

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students in learning English in general and to develop their grammatical performance in particular.

The obtained results from this present study reveal the significance and the effectiveness of extra –curricular activities. However, some weaknesses have been observed in the way they are implemented. Furthermore, the results indicate that even if teachers and pupils appreciate and enjoy those techniques and believe that they can facilitate for them the way of teaching grammar, they do not use them regularly because they face difficulties such as classroom management and discipline, time limitation, and the provided materials are not sufficient.

After analyzing the data on the implementation of extra-curricular activities to improve the learners' grammatical competence, it could be realized that the suggested hypothesis is confirmed. In addition, the obtained results assert that:

- Students are motivated and enthusiastic to learn grammar with extra-curricular activities as new techniques.
- Extra-curricular activities can increase learners' motivation since they provided them with a good learning atmosphere.
- Students' attitudes towards the implementation of extra- curricular activities are all positive. Indeed, students find them very interesting and enjoyable, and they always feel bored towards their teachers' traditional teaching methods.

Furthermore, from the obtained results it could be stated that the teacher plays a major role in the process of teaching, so he/she must take into account certain criteria such as the students' level, needs, abilities, interests, and attitudes in order to make them more active. Besides, the teacher has also to be careful when selecting activities with songs, games, or poems as well as when managing for group work to create a dynamic classroom environment

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and to make students interact with each other in order to use and practise the grammar rules and structures appropriately.

In conclusion, we hope that this present research has given an accurate description of the actual use extra-curricular activities in teaching grammar for forth year middle school pupils, and helps teachers to be creative in their ways of teaching because the new generation of learners also requires from teachers to be more knowledgeable about all the tools that are related to social media and technology.

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Appendices

APPENDIX 1

The Teachers' Questionnaire

Dear teachers,

This questionnaire investigates the effectiveness of implementing extra- curricular activities such as songs, games...etc in enhancing the learner's grammatical competence. It aims at investigating the teachers' opinions about teaching grammar through using such techniques and proving their effectiveness. It is hoped that the results will be of practical use to the teacher. I would be thankful if you could fill in this questionnaire. Tick the appropriate choice and make full statements whenever necessary. I extremely appreciate your collaboration.

Mrs Bettira Narimene

Section One : Background Information

Q1 : Specify your gender .

Female

Male

Q2 : How old are you ?

Under 25.....

40 – 49.....

25 – 29.....

55 or older.....

30 – 39.....

Q3 : What is the highest academic degree you achieved ?

• Institute

• License

• Master

• Magister

• Doctorate.....

Q4 : How long have you been working as a teacher ?

This is my 1-2 years 3-5 years 6-10 years 11- 20 years More than

First year

20 years

Q5 : How many classes are you teaching this year ?

.....

Q6 : What is the average number of students in your class ?

20 – 25.....

36 – 40.....

26 – 30.....

41 or more.....

31 – 35.....

Section Two : Teaching Grammar

Q7 : Do you teach grammar ?

• Yes

• No

Q8 : How much do you think your students enjoy the grammar lessons ?

a- Very much

a - Much

b - Little

c- Not at all

Q9 : Do you think that the time devoted to teach grammar is sufficient ?

• Yes

• No

Q10 : What teaching method or approach are you implementing in your classes ? You can tick more than one answer.

	Always	Often	Sometimes	Rarely	Never
Grammar Translation method					
Direct Method					
The Audio Lingual Method					
Teaching grammar in context					
Deductive Approach					
Inductive Approach					

Q11 : Do your students have difficulties when you present any grammar point ?

Yes No

Q12 : What kind of difficulties do your students face ?(State two or three major difficulties)

.....

.....

.....

.....

.....

Section three : An Overview on Implementing Extra Curricular Activities in Teaching Grammar

Q13 : Have you tried to teach grammar through using new techniques in your classes ?

Yes.....

No

Q14 : How often do you implement songs, games, and poems in the classroom ?

Always often sometimes rarely never

Q15 : If rarely or never , justify your answer ?

Time is not enough

Students are not motivated

These techniques are not useful

Others :

.....
.....

Q16 : Do you believe that games, songs, and poems provide a good learning atmosphere and increase students' cooperative learning ?

Yes sometimes no

Q17 : When using extra curricular activities, do you think your students are

Highly motivated

Motivated

Fairly motivated

Neutral

Not motivated

Q18 : Do you consider teaching grammar with songs, games, and poems as :

An educating strategy

An entertaining strategy

Both

A waste of time

Q19 : Do you think that the implementation of extra curricular activities improve the students' grammatical competence ?

Yes No

Q20 : Do you face problems when using songs, games, and poems in your classes ?

Yes No

Q21 : If yes, what are they ?(State two or three problems)

.....
.....
.....

Q22 : What criteria do you think should be taken into account when selecting songs ?

- a- Lyrics
- b- Popularity
- c- Theme
- d- All of them

Others :

.....

.....

Q23 : What is your students' favorite activity while they are dealing with songs or poems ?

- a- Answering comprehensible questions
- b- Gap filling
- c- Dictation
- d- Arrange jumbled lines

Q24 : Your comments or suggestions

.....
.....
.....
.....
.....

● **Extra- curricular activities :** are tools such as songs, games, and poems used to teach grammar, vocabularyetc.

APPENDIX 02:

CLASSROOM OBSERVATION CHCKLIST

School: _____ **Time:** _____

Level: _____ **Number of students:** _____

Date: _____ **Observer:** _____

Subject Observed: _____ **Observation:** _____

V: very often **S:** sometimes **R:** rarely **N:** never

Section One: General Classroom Observation

Statements	V	S	R	N
Pupils come to class at time.				
All pupils are frequently present.				
Classroom environment is comfortable and enjoyable.				
Pupils participate and work collaboratively.				
Well planned and delivered lesson.				

Section Two: Pupils' reaction towards the teaching methods used in grammar classroom.

Statements	V	S	R	N
Pupils make mistakes.				
The teacher corrects learners' grammatical mistakes.				
Use of one or variety of teaching methods to teach grammar.				
Use of one or variety of teaching approaches to teach grammar.				
Pupils ask questions which show their interest and understanding even without the teacher's encouragement.				
The focus of grammar is on spoken and written grammar.				
To what extent students are familiar with grammar rules.				
Pupils involved in discussion and in teacher –direct activities.				

Section Three: pupils' reaction towards using extra- curricular activities in grammar classroom.

Statements	V	S	R	N
Use of variety of tools to teach grammar.				
Pupils' degree of motivation and cooperation has increased during the extra- curricular activities based lesson.				
Extra- curricular activities are used frequently to facilitate the grammar lesson.				
Extra- curricular activities stimulate pupils' attention and curiosity.				
Pupils' grammatical competence has improved during the implementation of extra- curricular activities.				

APPENDIX 03:

Checklist of Assessing a Game. El Shamy (2001, p.120)

The Ultimate Training Game Assessment					
Game assessed :					
Rate each item : 4 = excellent, 3 = good, 2 = fair, 1 = poor, 0 = awful					
Value as a game:	4	3	2	1	0
1. fits with content, design, objective					
2. is challenging and engaging					
3. adds variety and energy					
4. has objective, measurable results					
5. yields worthwhile amounts of learning					
6. has suitable strategy for winning					
7. works with various numbers of players					
8. has a high fun facto					
Learning issues :					
9. repeats and reinforces key learning					
10. gives immediate feedback					
11. provides safe practice of new skills					
12. develops understanding of concepts					
13. provides meaningful challenge					
14. stimulates many senses					
15. promotes intense dialogue, discussion					
16. provides social contact, group work					
17. has realistic , complex experiences					
18. has analysis, interpretation, reflection					
Trainer Friendly :					
19. has minimal advance preparation					
20. fits time, space and cost constraints					
21. fits trainer competencies					
22. is flexible and adaptable					
23. is non-disruptive to surroundings					
24. is easy to transport					
25. you like it!					
Comments :	add up your rating And get a total				
score.					

Appendix 03:

Two songs and a poem with examples of classroom activities

Song one: This World is Yours

By Julie Durden

I Know this world seems so big
And everything seems so out of reach
The sky is high and the walk is wide
You just don't know what
You got yet...
It's in the palm of your hands
It's right in front of where you stand...
If you believe, everything
Your dream will come true
If you can love no matter how you hurt
Love will come to you...Back to you...
This world is yours.
At times I Know it's going to be hard
When you think you can't go on
But there's a plan for you
Just let your heart follow though
Come on... I promise you
Can do it all...
Cause where you fall, you
can always start again...
Your future is right in front
of where you stand...

If you believe everything you dream will come true

If you can love no matter how you hurt...

Love will come to you... back to you...

This World is Yours.

Activity 1: Fill in the gaps with the correct form of the following verbs:

Believe- seems- know- will come- think- is- back

I Know this world so big

And everything so out of reach

The sky high and the walk is wide

You just don't what you' ve got yet...

It's in the palm of your hands

It's right in front of where you stand...

If you, everything

You dream True

If you can love no matter how you hurt

Love will come to you,..... to you

This world is yours.

At times I it's going to be hard

When you you can't go on

Activity2: underline all the adjectives mentioned in the song then, use them to make your own sentences.

Song two about Prepositions

By (lady Gaga parody)

**In and on and ever and through
these are prepositions but what do they do
there so useful...they are so fantastic
They always link
a pronoun or noun
to other words
and they usually show location
there should be no frustration
Gotta know one
When you see
Nouns or pronouns that link
to other words in a sentence
Prepo preposition
They usually show location time
Or direction
prepo preposition
From and of and in
to and at an on and by and with
It's not hard to see
that "through" would be
the preposition if we
said that a bee flew through the house
now that's not hard to figure out
Now also if we said that the bee
Was in Tennessee
Than "in" would be the word we want
The preposition marks the spot**

Activity1: Pick out from the song all the prepositions then, choose two and make your own examples.

Poem about Conditional Type 1

By Lanabi Nadia

I shall take my exam soon
Hard I shall study
Day, night and also at noon
I shall defeat everybody
For I want to succeed
And have the best grades
I'll be the best indeed
With or without aid
If I am the best, I shall reach the sky
If I am the worst, I'll certainly die
I won't let failure trouble my dreams
I'll be able to choose the best streams
You think I'm dreaming?
Oh no! Certainly not
I mean what I'm saying
I'm working for that a lot

Activity 1: Reorder the following words to get coherent sentences

1- reach/ best/ if/ am/. / sky/ the/ shall/ the/, /I /

.....

2- worst /certainly/, /I / 'll / am/ the/ die /. / if /

.....

3- the /. / choose/ best /I'll /streams /to /be able/

.....

4- shall /everybody /I /defeat /. /

.....

ملخص

يدرس هذا البحث أهمية إدماج البرنامج الخارجي / الاضافي في تحسين مستوى قواعد النحو لدى التلاميذ. وضعت فرضية إذا الأستاذ ادمج هذا البرنامج الخارجي بصفة منتظمة في حصص قواعد النحو , فمن شأنها العمل على تحسين تحصيل التلاميذ في تعلم الإنجليزية بصفة عامة وتحسين مستواهم في القواعد بصفة خاصة. حاولنا التحقق من مدى فعالية دمج الأغاني والألعاب والأشعار كوسيلة للتعبير والتعزيز في عملية التعليم والتعلم. وقد تم إجراء دراسة وصفية لجمع المعلومات الكافية حول هذا الموضوع وقد تم إستعمال وسيلتين مختلفتين لجمع المعلومات : إستبيان موجه الى أساتذة الإنجليزية بثلاثة متوسطات ببلدية الحاجب بسكرة. كما إستعملنا الملاحظة الصفية في أقسام السنة الرابعة متوسط بمتوسطة البشير العمراوي بن الصوطي بالحاجب. وقد تم تحليل النتائج التي تم الحصول عليها وتفسيرها, وقد كشفت أن كل من المعلم والمتعلم أبرزوا مواقفهم الإيجابية إتجاه إدماج مثل هذه التقنيات كوسيلة فعالة في خلق جو تنافسي وتروحي داخل القسم إلا أنه تم تسجيل بعض الصعوبات والعراقيل التي من شأنها تعيق المعلم في توظيف الأغاني والألعاب والاشعار. لذلك تم إقتراح بعض التوصيات التربوية التي من شأنها أن تساعد كل من المعلم والمتعلم وحتى الباحثين في عملية إختيار وتوظيف هذه الوسائل بطريقة مناسبة لبلوغ الأهداف المبرمجة للوحدة التعليمية. وفي الأخير نامل أن يكون هذا البحث من شأنه أن يعطي وصفا دقيقا للإستخدام الغعلي للأغاني والألعاب والأشعار في عملية التدريس ومدى فعاليتها في تعزيز مستوى قواعد النحو لدى التلاميذ للمستوى التعليم المتوسط.