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**THE ROLE OF BRAINSTORMING IN ENHANCING
STUDENTS' COMPREHENSION OF GRAMMAR COURSES**

**A CASE STUDY OF FIRST-YEAR STUDENTS
AT BISKRA UNIVERSITY**

**Dissertation submitted to the Department of Foreign Languages as
Partial Fulfilment of the Requirement for the Master's Degree in
Sciences of Language**

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Dedication

*Words can never express my deep love and gratitude to my parents:
my dear father 'Masaoud' and my deep love go to my dear mother
'Yamina' whom I owe a great debt.*

*To my only brother 'Mohammed' who supports me and surrounded me
with his care to whom I wish a successful life.*

*To my dear five sisters: Samira, Zahra, Elkamla, Hadda and Sabrina
who believe in me and have encouraged me to finish my work.*

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accomplish this work.*

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who pray for me.*

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Abstract

One of the major problems faced by students of English is their lack of comprehension to all the aspects of grammar. The students have difficulties in generating ideas and remembering their back ground knowledge. To examine this problem, the present research studies the role of brainstorming as a teaching technique in enhancing students' comprehension of grammar courses to first-year English students at the University of Biskra; they are two groups of 48 participant and each group consists of 24 student. Along this work, we tried to prove the necessity of brainstorming for success and to probe the effectiveness of brainstorming as a teaching technique in enhancing and improving students' comprehension of the grammatical lectures. We attempted to investigate the data and suggest appropriate solutions to the students' difficulties and obstacles; we relied on two research tools: (a) the students' questionnaire administered to first-year students of the English department, University of Biskra in order to know their views about the suitability of brainstorming in developing their comprehension of the grammatical rules. (b) We have conducted a classroom observation with grammar teachers attached by using checklists of aspects. The data gathering tools revealed that students find difficulties in achieving grammar subject because they lack comprehension. The results showed that applying some techniques and strategies for enhancing comprehension. Brainstorming proved to be a key determinant to develop students' comprehension of grammar courses. Besides, generating more ideas about aspects of grammar that's why there is a correlation between grammar and brainstorming, one serves the other in terms of comprehension. Based on these results, we can say that the raised hypotheses were confirmed and the research questions were answered as "is there a relationship between brainstorming and grammar". The aim of this work is to be beneficial for teachers in that it would help them employ the brainstorming teaching technique that enhance students' comprehension and to increase their grammatical level.

List of abbreviations

1. ALM: Audio -Lingual Method.
2. CLT: communicative Language Teaching.
3. EFL: English as a foreign Language.
4. EBS: Electronic Brainstorming.
5. GBS: Group Brainstorming.
6. GTM: Grammar-Translation Method.
7. IBS: Individual Brainstorming.
8. LMD: License Master Doctorat.
9. NBS: Nominal Brainstorming.
10. TBL: Task-based Learning.
11. Vs: Versus.

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General Introduction

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1. Background of the Study

Linguistics is a system of systems. This system covers many trends as semantics, phonetics, and grammar. This last includes two components which they are syntax and morphology. Grammar is a basic process of learning which has different aspects of rules that student must be taught and it is the main element in developing students' proficiency. Students inside the classroom follow many techniques and methods suggested by the teacher to achieve the comprehension of Grammar courses; these techniques are essential to draw a clear image about that courses as the conjunctions, prepositions, verbs and other aspects of Grammar .One of these methods called Brainstorming which means the students' abilities to remember all their prior knowledge and generate new ideas as much as possible that are related to Grammar. Also, it is a cognitive skill for which students use their memory to activate ideas, thoughts and suppositions about verbs, nouns, adjectives. This means that Brainstorming used by teachers and applied by students to make Grammar lessons understandable. So, Brainstorming has a role in enhancing students' comprehension of Grammar courses without criticism or judgment from the teacher.

Brainstorming and Grammar are closely related in the field of teaching and learning because grammar subject rely on this techniques in order to achieve comprehension. In this research we will investigate the role of brainstorming in developing the comprehension of the grammatical rules from students.

2. Statement of the Problem

First-year LMD students at Biskra University faced many difficulties in the assimilation of some modules of learning; these modules are considered as new basics, it means they lack comprehension. Thus, they didn't comprehend how to use a language by its appropriate rules of grammar. Also, they are first-year at the university and grammar is differ from that of middle school and secondary school, means that the grammar in the university level is more

complex means. Brainstorming is one of the main useful and suitable skills that students have in order to create, generate, ideas and knowledge to solve such problems in grammar courses. The main concern of this study is to discover the inability of students in the Department of English to understand grammar courses. Thus, the role of brainstorming is important and teachers encourage their students to use this tool to develop their understanding in analyzing the structure of language.

In this research we will investigate the role of brainstorming on students' comprehension of grammar courses.

3. Aims of the study

This study aimed at finding brainstorming applied in grammar courses and at investigating the degree of using it in teaching rules of grammar. This work aims at showing the effective role of the teacher using this technique that integrates comprehension in the syllabus. Furthermore, it seeks to prove the effectiveness of some brainstorming techniques and practices used by teachers to enhance his students' comprehension.

4. Significance of the study

This research will be beneficial for first year LMD students in remembering all the points that are related to grammar as if they are in middle or secondary school. Secondly, it is beneficial for teachers because they convey lessons through brainstorming and followed by students. So, they will achieve the goal of understanding grammar courses. We intend to raise the teachers and students awareness concerning the problem of understanding grammar and to try to suggest some solutions for this issue. This study provides teachers and students with techniques that allow them to enhance students' comprehension and to achieve better learning outcomes.

5. Research questions

The current study seeks to answer the following questions:

- How can brainstorming influence students' comprehension of grammar courses?
- What are the main brainstorming techniques used by teachers to their students in order to achieve the grammar courses?
- Does brainstorming cover all the needs of students to cope the grammar lessons?

6. Research hypotheses

To answer the above research questions we set the following hypotheses

- We hypothesize that brainstorming can help students to develop comprehension of grammar.

7. Research methodology

7.1 The choice of the method

The suitable research methodology for this study is the descriptive method. Descriptive study will be done in order to describe the role of brainstorming on students' comprehension of grammar courses. Also, it is the easy way to transfer the results into statistics. We relied on two research tools: a students' questionnaire which administered to first-year at Biskra University in order to know students' view and attitudes towards the role of brainstorming in developing their comprehension of grammar courses. The questionnaire represented in quantitative method. Whereas, the classroom observation tool represented in qualitative method in order to provide further informations about students' comprehension to the grammar courses using brainstorming in the real foreign language classroom . So, we will conduct the study quantitatively and qualitatively.

7.2 Population

The population that used in this study is first-year EFL students at Mohamed Kheider University of Biskra which consists of 15 groups. Each group contains approximately 45 students, so the whole population consists of 885 students. We have chosen first-year population because they have experience of eight years and they have difficulties in the comprehension of the aspects of grammar. Thus, they want new techniques to develop comprehension. The classroom observation has done with the same sample and the same population.

7.3 Sample

The sample will be the first-year LMD students at the English department; they are 15 groups of students for the students' questionnaire; whereas, the sample for the classroom observation is two groups of grammar classes for six sessions. Random sampling is used in this study in which there is no subjectivity. A representative sample of the population under study has to be chosen. The sample used is 50 but only 48 students who answer the questionnaire.

7.4 Research Tools

The research tools that will be used in this study are a questionnaire and a classroom observation. The questionnaire will be administered to the first year LMD students at Biskra University; the students are chosen randomly. The questionnaire done in order to see the different point of views about the role of brainstorming on students 'comprehension of grammar courses and the classroom observation also done to the first year LMD students; they are selected randomly students to investigate whether the teacher apply brainstorming technique and to know how the teacher brainstorm in the classroom and the effect of this tool on students' assimilation of all the elements of grammar subject.

8. Structure of the study

This research is divided into three main parts; the two first parts are theoretical and the third one is practical. The theoretical parts are an overview about the related literature and the practical part is a field work. So, the first chapter studies the independent variable which is the role of brainstorming on students' comprehension: it means that it addresses the major issues related to brainstorming, the origins and the types of brainstorming as well as the learning strategies. Also, the brainstorming session and the different materials used to brainstorm and its advantages and disadvantages. The second chapter studies the dependent variable which is grammar courses; it studies also the components of grammar. It surveys the major approaches and methods to language teaching and the teaching grammar. The third chapter is a field work which includes the analysis of the questionnaire which is conducted to first year students and its main results; it includes also a classroom observation procedures.

Chapter One

Brainstorming as a Teaching Technique

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Introduction

There are different techniques that are used in teaching in order to facilitate learning and to engage learners in solving problems. One of these teaching techniques has been around for over seventy years and is still being used today; this technique is called brainstorming. This later is a cognitive technique that is used to stimulate a large number of creative ideas that helps learners to understand different subject matters as grammar subject. This chapter, will deal with the origin of brainstorming and its major definitions, it also addresses the uses of brainstorming. Furthermore, the chapter will discuss the most strategies that are used in learning; and it also looks at the brainstorming activities and its rules. It surveys also the advantages and disadvantages of brainstorming for teachers and learners.

1.1. The Origin of Brainstorming

The idea of brainstorming was originated by Osborn an advertising executive in his famous book “Applied imagination”. In 1941, he found that any work (business, arts, economics, and other works) needed the creation of new ideas and he proposed some rules to be followed in order to help any person. He attempted to give freedom to people who are thinking without any criticism. They used their mind to storm the problems.

Osborn named brainstorming at the beginning of his research by “to think up”. In the twentieth century brainstorming means violent bents of temper. After this period of time, the meaning of brainstorming changed to mean “sudden and formulate thoughts” as the oxford English dictionary mentioned. (Osborn, 1963) used the concept of brainstorming in the mid-1950 was meant to develop his theory of generating ideas to solve different problems. In addition. The term brainstorming has been described by Osborn as a process of generating ideas to solve specific problems or to create new ideas by assessing spontaneous contributions by its group.

Brainstorming is credited to Hindu teachers in India, because they use the process of Prai which means (outside yourself) Barshanas which means question for four hundred years in which there is no judgments or negotiations but evaluation takes place.

Brainstorming spread all over the world since its birth; this technique was used by managers, teachers in order to achieve the goal of comprehension from their workers in education across a wide range of departments and companies. Also Osborn is known as the father of brainstorming.

1.2. Definition of Brainstorming

Brainstorming is a concept which is used by many educators to help learners activate their prior knowledge and helps them to develop and overcome different issues. This technique is one of the best known cognitive abilities for creative problem-solving. According to Osborn (1953) brainstorming is a way of finding solutions to certain problems that face any member by accumulating thoughts and ideas spontaneously.

Ambros and Harris (2010, p.65) defined brainstorming as “a creative group approach to developing ideas and originating solutions during the ideal stage”. He added that “brainstorming seeks to generate many different ideas that are subsequently pared back to a few possibilities for potential development”. This means that the main focus of brainstorming is the recapitulation of the knowledge that learners have used before. Moreover, we have found that De Bono (1970) defined brainstorming as “a formal setting for the use of lateral thinking” (p.131). In the same view, Crawford, Saul, Mathews and Makinster (2005) focused on the brainstorming benefits and they claimed that:

“The rule of brainstorming is to think of many ideas, think of different ideas, and to suspend judgment until students have produced many different ideas” (p.29). Allman (2000) have also defined brainstorming as “as a technique used to generate a long list of diverse

responses without making judgment about individual ideas” (p.22). Brainstorming focuses more on the huge number of ideas that are generated from learners.

From the above definitions, we concluded that brainstorming is an effective and helpful strategy that is used by teachers to increase the learners’ ideas and thinking.

1.3. How the Brain Processes

The human brain is the most complex and amazing part that guides and controls all the functions of the body. Interpreting information, intelligence, creativity, memory and all these embodies the brain. The brain is a complicated organ which processes and stores information as a computer. Also, the brain is responsible for our five senses (sight, smell, touch, taste and hearing); the most important thing in the brain is memory which is also a complicated process which includes three parts: first, encoding (to decide the most important idea or information). Then, storing and recalling (saving the ideas in the brain then, they will remember them again). There are two types of memory which they are: short-term memory (to store the information for a short time for about one minute). The second memory is called long-term memory (to memorize the ideas for a long time).

Buzan (1998) stated that human brain is an extraordinary processor for interconnected thoughts and ideas in which studying will be fast, easy and fruitful. He added that in general there are five main functions of the brain. For example, when we deal with brainstorming or mind mapping, we should mention:

- ✓ Receiving: the human brain receives information.
- ✓ Storing: the human brain retains and stores the information.
- ✓ Analyzing: the brain examines the information and organizes them into patterns that make sense.
- ✓ Controlling: the brain controls how you organize the ideas in different ways.

- ✓ **Outputting:** the human brain outputs the information is received through different sources of creativity as drawing, thought and other sources.

1.4. Learning Strategies

There are many learning strategies that have a great interest with language learners to improve their training and awareness; researchers have classified them accordingly. Wenden and Rubin (1987) defined learning strategies as “any sets of operations, steps, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information” (p.19). This means that learning strategies were used as brainstorming technique. In the same view, O’Malley and Chamot (1990) described learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain information” (p.1). Hence, it plays a crucial role in processing the information to enhance the retention of learners’ thoughts.

The most familiar learning strategies that are used in learning are: metacognitive, cognitive, socioaffective and the communication strategies.

1.4.1. Metacognitive Strategies

According to O’Malley et al (1985) metacognitive strategies are those that involve planning, how the learning process takes place, thinking about the principles that learners should respect and evaluate others’ views, comprehension and creativity after finishing an instruction. O’Malley included some procedures in metacognitive strategies as self-management, self-evaluation, self-monitoring and other procedures.

1.4.2. Cognitive Strategies

Brown (2007) claimed that “cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself” (p.134). This claim means that the cognitive strategies are related to the activities which include repetition, resourcing, transfer, note taking, deduction and memorization to solve the learning problems.

1.4.3. Socioaffective Strategies

Brown (2007) stated that the socioaffective strategies have relation with society in which people make relationship and interact with others. The main points that socioaffective strategies dealt with are cooperation and question for more understanding.

1.4.4. Communication Strategies

These strategies are based on learners' troubles and they communicate or make conversations especially when they misunderstand each other. In addition, they have to use techniques to solve these troubles as paraphrasing, more clarification and asking for repetition.

1.5. Types of Brainstorming

1.5.1. The Individual Brainstorming or the Nominal Brainstorming (IBS), (NBS)

According to Higgins (2005), this type of brainstorming works on silent way or face to face manner. It tends to be performed for small groups of learners to brainstorm themselves without any reception and stimulation of ideas from others and it is not distracted. For example, learners in the course will produce all the ideas that come to their minds with appropriate time for about five to ten minutes in a silent way. After that, the teacher calls each one to share one idea each and then, they will record the ideas if it is necessary or need any clarification.

The ideas of individual brainstorming are better in quality because they are following the rules of brainstorming session. The learners when they brainstorm on their own; they come up with a huge number of creative ideas. It means that, they feel freely and they are not afraid of making mistakes or any judgments of other's opinions. We can cite Hayes (1981) based on individual brainstorming in his research. Individual brainstorming can focus on Mind mapping to organize and arrange the ideas.

1.5.2. Group brainstorming (GBS)

According to Paulus and Brown (2007), group brainstorming based on knowledge, ideas and thoughts that can lead to stimulation. They believed that one person in group can generate an idea which has the potential to produce another idea for other members in the group. Furthermore, this kind of brainstorming is effective to bring the experience and creativity to all the members of the group to solve different problems that are students face while attending the course; group brainstorming can develop many ideas with different point of views. In addition, this group brings fun to the atmosphere of the classroom.

Cohen and Bailey (1997) based on the assumption that people collaborate and interact together. In the same idea, Osborn (1957) stated that “the average person can think up twice as many ideas when working with group than when working alone” (p.229).

This type focuses on cooperation and the quantity of ideas. As stated by Offner, Karmer and Winter (1996):

“Virtually all of the brainstorming research in recent year places participants in groups where there is no attempt to actually manage or facilitate their behavior. There is no structure that is imposed, no assistance, and no aids such as a flip chart; In addition, the subjects are almost always newly formed groups” (p. 298).

1.5.3. The electronic brainstorming (EBS)

According to Gulupe et al (1994), EBS is a new technique as assistance or as a computer-aided to “unblock brainstorms”; its goals is to finish the problems of society, assessment, comprehension and those who do not have the capacity to produce ideas (blocking) as in verbal brainstorming .EBS consists of group members using computers and typing their ideas but in the same time, they should have access to know other’s ideas. This technique contains the two kinds of brainstorming (nominal and group brainstorming) because kind respects the other’s ideas to share specific information and thoughts through the use of

computers. Also, it involves group size in order to become advantageous. Dennis and Valacick (1993) claimed that electronic brainstorming did excellent, more ideas and documentation.

1.6. Brainwriting Technique

This technique is another way of creating new and alternative ideas by asking learners to write their ideas on papers or directly on the board. These ideas must be related to the topic and then the organizer will give his/her feedback to the learners. Moreover, there are two types of brainwriting which are: individual and group brainwriting. In individual brainwriting, the person writes down his/her ideas. Whereas, in group brainwriting each person in the group writes his/ her ideas and then collects all the ideas to write them in one paper. After this operation, they will pass the paper to another group. This means that there is an exchange of ideas and interaction in order to build and develop new ideas through the prior and shared ideas. Paulus and Brown (2003) stated that brainwriting is an effective and useful tool to generate ideas when the group is too large and time is not enough.

1.7. Brainstorming Session

In any session there are several rules to be followed in order to gain results in applying brainstorming as exploring and expanding learners' abilities to think critically. Madlon T (2009) stated that "a brainstorming session might be helpful, though, to suggest ideas that might fit under theme or title of study" (p.12). It means that in brainstorming session learners generate many ideas as many as possible to master comprehension.

1.7.1. Planning a Brainstorming Session

Planning the brainstorming session is the first step which important to achieve an organized atmosphere to learners as well as to teachers. Brainstorming session has continued steps to obtain good results when using this teaching technique. This first step has steps which makes it more manageable. Planning brainstorming session has steps which are:

a) Preparing the Participants to the Problem

In this step, the instructor prepares the participants to do their best to solve particular questions and problems in which they will use different methods to generate ideas as brainwriting, mindmapping, and scanning ideas in order to exchange knowledge and ideas between them. An example of this step could be brainstorming home work because the participants have to create new ideas.

b) Choosing the Topic or the Problem

The teacher will define the problem and make it more specific in order to encourage the learners participate and interact easily with their mates and with teacher and to have a clear image about the problem. This has benefits in reducing time for example (what are the definite and indefinite articles in grammar?). This means that, the topic in general is “articles”. But, “the definite and the indefinite articles” is specific topic (Wellner, 2003).

c) Selecting Participants

The teacher or the instructor must select group/individual participants who play a major role in brainstorming session. Participants promote creative thinking, solve problems and storm information in the session. Moreover, they are called note takers who take any notes or ideas that come to their minds or remembering background knowledge.

d) Supporting Learners with Activities

Kelly (2001) suggested different kinds of home works and practices that have the ability to generate better ideas; he/she gives an example about three groups during brainstorming session. The first group without any preparation for the session; the second group is asked to read books silently and in the same time listening to the teacher in order to storm the knowledge; the third group takes notes. All these groups conduct a brainstorming exercise, exchange information and create new ideas.

e) Choosing an Experienced Instructor

Experience of the organizer are the main reasons to make brainstorming session enhanced and formal as well as activate as many ideas as possible the instructor should have high proficiency when conducting a brainstorming session. Also, it reminds participants about all the back ground knowledge. De Bono (1970, p.134) stated that “it is the chairman’s job to guide the session without in any controlling or directing”.

f) Designing Time Allocation

Time allocation is very important to organize brainstorming session and to discuss and explain the topic. Time for brainstorming is according to the depth of the topic but the usual time for any session ranges from ten to fifteen minutes and it includes short breaks especially for longer brainstorming session. De Bono (1970, p.136) claimed that “thirty minutes is quite long enough for a session. Twenty minutes would be enough in many cases and forty-five minutes is an outside limits”. Short breaks help learners to relax their minds and they will write extra ideas related to the topic.

g) Designing the Size of the Group

De Bono (1970, p.134) stated that “there is no ideal size twelve people is a convenient but a brainstorming session can work very well with as many as fifteen or as few as six”. This means that the size could be a small group or a large group but this latter will be divided into small groups which called “buzz session”. In this session every participant conducts his/her own brainstorming session. After that, all the generated ideas will be combined into a single entity.

h) Choosing the space

The instructor must choose a suitable and comfortable place where the session takes place as rooms with all the conditions as tables, boards, chairs and other conditions. For example, the teacher cleans the board to make it attractive for learners to write their ideas or

using different colors to highlight any new idea. In addition to this, the teacher may also give learners cards to write any idea that comes to their minds in those cards.

i) Describing the Brainstorming Process

This point could include the following checklist:

- ✓ The chairman introduces himself.
- ✓ Stating the objectives of the session.
- ✓ Laying out the time limit for the session.
- ✓ Describing how the process of brainstorming will work.
- ✓ Stating the rules of the process.
- ✓ Organizing the data gathered.
- ✓ Finally, warm-up.

j) Making the Generated Ideas Clear

Every note taker should state and write down their ideas in clear, visible and large form of writing to make all the participants understandable. So, they will exchange them with each other. Learners must understand all the ideas generated in all manners. If one learner does not understand an idea, the other must reformulate it in another way to succeed in brainstorming. Then, the teacher also has a role in making the ideas clear to participants.

k) Suggesting some Techniques to Generate Ideas

Osborn (1963) developed a checklist of techniques to expand and change the generated ideas during a brainstorming session in order to make them understandable. These techniques are:

✓ **Adapting**

An example of this technique could be: Is there something like this idea that might be worth?

✓ **Modifying**

It is changing some concepts in the idea but the meaning is not changed. For example, can you change something about the idea?

✓ **Magnifying**

It is similar to modifying technique but the difference is adding things to your idea. For example, what happens if you add things to your idea, change term, concept or words?

✓ **Minifying**

It is to make the idea generated shorter, simple and smaller as can you subtract things from an idea? Can you make it smaller? Can you reduce complexity?

✓ **Put to Other Uses**

It is putting the idea generated into another sense like can you put your idea to another senses or uses?

✓ **Rearrange**

It is the reformulation of the idea in terms of composition. For example, can you use different organization?

✓ **Use Random Theme Generators**

This includes a list of words, colors and other tricks that is used in brainstorming session.

✓ **Eliminate Constraints**

It is removing the irrelevant ideas which do not support the topic.

1.7.2. Conducting a Brainstorming Session

According to *De Bono (1992)*, conducting a brainstorming session is the duty of the instructor and participants following the rules of brainstorming session. The following steps are the main concern of conducting the session:

- ✓ Warm-up exercises: it is a short practice which takes few minutes to run the session. A warm-up activity has an effect on making participants' moods positive and this will increase creativity (Grawitch, Munz, Elliott, Mathis, 2003) and (Isen, 2000). Also, to define the problem or the brainstormed topic.
- ✓ The facilitator will introduce the topic and give further explanation: the instructor should write the brainstormed topic on the board or on computer projection in order to make it clear to the participants. The topic must be specific without any ambiguities but if the problem is broad; the teacher will break it into sub-problems.
- ✓ The instructor asks the participants for their ideas. De Bono (1970, p.135) mentioned two examples in leading brainstorming session "the chairman may say, let's try turning this thing upside down" and the second example is "Anyone else may of course make the same suggestions".
- ✓ The chairman asks one participant to create new ideas if there are no generated ideas. Every note taker writes down or shouts his/her ideas; the note taker has the role in assessing the reliability of the idea added to the list.
- ✓ Ideas can be generated from more than one participant but instructor will choose the most appropriate one. This choice can be done according to the body language of the note taker or according to the most useful idea.
- ✓ Reviewing all the list of ideas and the topic that is the main focus of the brainstorming session.
- ✓ The participants try to collaborate with each other and elaborate on the generated ideas.

1.7.3. After Conducting a Brainstorming Session

After conducting a brainstorming session, the chairman can use a range of steps in order to achieve good results in the comprehension of contents of the syllabus. All the generated

ideas during the session will be organized and categorized according to the topic from the instructor. Also, he/she encourage learners to discuss, negotiate and add additional ideas.

Brochers (1999) set some techniques to select ideas and solutions (decision making).

These techniques are:

✓ **Private ranking or rating**

Participants will identify brainstorming items in the brainstorming session privately. For example, rank each generated idea on a 1=the highest priority; 2=the lowest priority and other priorities. Then, they will mark the average value of each idea.

✓ **Voting**

Participants will vote which idea to take. The majority voting expresses the usefulness of the idea.

✓ **Consensus**

Brainstorming participants must agree on one the best ideas after discussion and negotiation.

✓ **Decision by the instructor**

The last chance of choosing the appropriate ideas is the duty of the instructor if learners do not find solutions to the problem.

Finally, the instructor gives feedback to the participants and may ask them to write short reports about the problem or draw a diagram which summarizes all the generated ideas. Furthermore, the instructor should thank all the participants for their participation.

1.8. Rules of Brainstorming Session

Osborn (1953), Paulus and Brown (2003) suggested some rules to run a brainstorming session which they are:

- ✓ No criticism, praise, discussion of any ideas: participants should not criticize other learners' ideas as "what a dumb idea!" or by using facial expressions that express

disapproval. Also, the instructor should be aware of praising others' ideas because these have effect on un-praised learners' ideas.

- ✓ Quantity and not quality of ideas is the goal of the session, in brainstorming session, the main goal is gathering and generating a huge number of ideas without taking care about the quality of ideas. But most of ideas are good and clear because participants can produce from one hundred twenty to one hundred fifty in twenty minutes a session.
- ✓ Free-wheeling is welcomed: participants are free to express their ideas without any interruption from classmates and there is no shame in expressing ideas also unusual and wild ideas are shared.
- ✓ Participants can modify the ideas of others.
- ✓ Cell phones on silent and no computer or tablets to disturb the chairman and also note taker.
- ✓ Participants can ask for more clarification if they do not understand an idea.
- ✓ One person has the ability to speak at a time.
- ✓ If one participant has an idea while another one is speaking, write down the idea and waiting for the turn.
- ✓ Osborn (1953) claimed that "Combination and improvement are sought. In addition to contributing ideas of their own participants should suggest how the ideas of others can be turned into better ideas; or how two or more ideas can be joined into still another idea"(p. 301).
- ✓ Individuals have the priority to generate ideas than group. Osborn (1957, p. 229) has claimed that "the average person can think up twice as many ideas when working with a group than when working alone".

1.9. Brainstorming Practices

Brainstorming is an activity in itself; it includes different activities to brainstorm. These practices have a big role in facilitating comprehension. Wray (2002, p. 37) claimed that "... gives example of activities that involve brainstorming when teaching English". The teacher in the brainstorming session will write the topic in the center and then add the connected ideas which have relation to the topic from learners. He added "ideas are like butterflies; if you do not catch them quickly and write them down, they soon flutter away". (p. 37).

Cullen (1998) suggested different activities to conduct brainstorming session which they are:

1.9.1. Using Simple Wordlists

This just contains generating words and no phrases or sentences for brainstorming.

Finding blanks in a sentence or a text

An example of this activity could be:

Peter lived in a..... (Answers could be: apartment/ house/ fantasy/ castle).

..... dog is..... animal (answers could be as follows: a /an).

I am from Winchester, Hampshire. Winchester is.....city inUnited Kingdom. (Answers could be: a /the).

1.9.2. Lists Based on Principles

An example of this activity could be:

Make a list of verbs starting with the regular to the irregular verbs.

1.9.3. Brainstorming Using Pictures

Pictures are a perfect source for brainstorming because learners can imagine many ideas concerning these pictures. For example, the goals of using pictures, the characters and the place, the topic of these pictures and other ideas.

1.9.4. Brainstorming Using Songs

Songs also like pictures are effective and wonderful sources to generate ideas during brainstorming session and the teacher has the duty to raise questions as: who is the singer of this song? What is the main idea of this song? What are your solutions and suggestions to the problem solved in the song? The learners have the ability to activate their minds and generate ideas.

1.9.5. Brainstorming Using Mind mapping

The teacher writes the topic in the center of the board and learners will brainstorm the topic using any word or phrases that comes to their minds around the topic.

Replacing one word in a sentence with another

1.9.6. Free Listing

In this activity learners will list ideas randomly and can be done orally in which the teacher asks learners to give an idea. The second one will continue to give another idea related to the first one.

There are other activities used in teaching English as using games, storytelling and predictions.

1.10. Advantages and disadvantages of brainstorming

1.10.1. Advantages

Brainstorming is an effective teaching technique used by teachers and other experts for many purposes

- ✓ Generating as many ideas as possible quickly.
- ✓ Learners will activate his/her cells of the brain to develop new ideas as Feather (2004, p. 84) stated that “brainstorming enhances the activation of the reader’s schema globally; so that they will know in advance about the ideas, vocabulary, culture, grammatical structures which are most probably met the text to be read”.

- ✓ Brainstorming has benefits in solving different problems.
- ✓ Brainstorming is an effective tool in achieving social interaction with groups. Besides, developing the learner's cognitive skills to organize and generate ideas. Richards (1990).
- ✓ Brainstorming make learners predict and remember their prior knowledge as Feather (2004, p.82) has believed that "brainstorming provides plenty of materials for making prediction".
- ✓ Brainstorming enhances learners' reading comprehension when they recapitulate their ideas.
- ✓ Learners in brainstorming session learn from their mistakes and their peers.
- ✓ It is a democratic cognitive tool to express freely any idea.
- ✓ It is beneficial for teachers to develop and discover new ideas.

1.10.2. Disadvantages

Brainstorming has another side which is considered as drawback. This latter has some points to cover which are as follows:

- ✓ Brainstorming is a technique to develop ideas but, it still not a creative process and it is a poor and weak process which means that it does not produce powerful ideas (De Bono, 1992).
- ✓ Brainstorming does not describe the entire process of creativity.
- ✓ The generated ideas are ineffective and inefficient. Iaar (2012, p.71) has claimed that "members may consider their view irrelevant or no longer important, and hence, not share it after they hear another member's idea".
- ✓ Some participants during brainstorming session feel anxious and shy from making mistakes. In addition, criticism from others could be a pitfall to apply brainstorming.

- ✓ Brainstorming focuses more on quantity rather than quality and this facilitates criticism.
- ✓ Storing a hundred of ideas in the brain is too difficult for the capacity of cells of the mind.
- ✓ Brainstorming needs long time to understand and produce ideas.
- ✓ Many sessions are conducted before a brainstorming session. So, students may be reluctant to participate in the brainstorming session.

1.11. The Uses of Brainstorming

Brainstorming has been used in different domains; it helps to solve problems and to generate ideas. The domains that brainstorming technique dealt with are:

- ✓ The educational field as grammar, written expression, teaching social studies and other modules of study.
- ✓ Writing different documents and reports.
- ✓ Business, marketing and commercial meetings.
- ✓ Research and development procedures.
- ✓ Advertising and consumer campaigns.
- ✓ Investment decisions.
- ✓ Examinations.

Conclusion

This chapter has described and reviewed brainstorming as a teaching technique. First, it has given an overview and the origin of brainstorming. Then, it defined the term brainstorming from different perspectives to facilitate its meaning and to have a clear idea about it. After that, it mentioned three kinds of brainstorming which are individual, group, electronic brainstorming and another kind of creativity which is brainwriting. Furthermore, it has discussed the brain function in storing the ideas because this has a relation with

brainstorming. In addition, it demonstrated all the learning strategies that are used in teaching. Moreover, it discussed an important point which is brainstorming session with all the steps in preparing, conducting and evaluating the session. Also, it mentioned the brainstorming activities and then, it stated the advantages and disadvantages of using this tool in teaching. Finally, the chapter revealed the use of this technique in different domains.

Chapter Two

Teaching Grammar through Brainstorming

Chapter Two: Teaching Grammar Courses through Brainstorming

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Introduction

Grammar learning is an important element of any language learning process that serves learners and teachers of any foreign languages. Grammar also has a strong relationship with the four skills; namely, the productive skills which are speaking and writing; and the receptive skills which are listening and reading. All language skills need the rules of grammar appropriately and correctly. Furthermore, grammar helps learners get rid of all the grammatical errors they make when they are speaking or writing. Also, it develops their communicative competence; this means that when we respect all the rules of grammar our competence would be more developed. Grammar covers the parts of speech: verbs, adverbs, articles and other aspects which are listed in all the syllabuses of teaching.

The present chapter will show grammar the major component of language structure and methods of the teaching grammar, in addition to the syllabus of teaching grammar for first year LMD students and the approaches of grammar.

2.1. Definition of Grammar

Grammar refers to certain rules of language structures which are the morphological, syntactical and semantic rules governing particular language.

Crystal (1996) defined grammar as a business of taking a language as pieces and levels, and how these levels work together. While *Ur* (1996, p.7) defined it as “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning”. Thus, grammar aims at supporting the ability to control language word choice, sentence constructions, and text cohesion. We find Thornbury, (1999, p. 1) defined grammar as “the description of the rules that govern how a language’ sentences are formed”. This means that grammar is interested more in syntax and morphology.

Moreover, grammar focuses on the structure and the analysis of sentences and it is concerned with correctness of categorical names of the words itself and also the use of the language correctly and the grammatical units which includes phrases, clauses and sentences.

2.2. Components of Grammar

Grammarians subdivided grammar into different and interrelated categories that help them in the analysis of any language. These categories are considered as the components of grammar which they are: morphology, syntax.

2.2.1. Morphology

This is the level of word formation (how these words are built up from smaller pieces). In this regard, Harmer (2001, p. 2) defined it as "...the system of rules that covers the formation of words is called morphology". In the same meaning, Decapua (2008, p.34) adds that morphology is "the smallest unit of meaning is called a morphemes. A morpheme can be a single word or other independently meaningful units". For example, the word trainings have three morphemes in it: train-ing-s. The changes that happened in the forms of words as the results of:

Inflectional affixes: es/ed.

Derivational affixes: prefixes, suffixes.

2.2.2. Syntax

This is the level of sentences and structures beyond word level; it refers to the combination of words to form sentences or phrases and also parts of sentences. Thornbury (1999, p.13) define it as "...the way through which words can be combined". For instance, John ate an apple. It's a sentence which is composed of four words: "John" which is the noun, "ate" which is the verb, "an" which is an article and "apple" which is a noun; this sentence also formed by subject (John), verb (ate) and the object (an apple). It is meaningful sentence

and called syntax. Moreover, the transformations of words are in both oral and spoken forms in order to reach communication. This means that the syntax level is essentially in oral speech when making dialogues and discussions.

Grammar has related to other aspects of language: phonology, semantics, vocabulary and other aspects of language. For instance, grammar and phonology are closely related. Greenbaum and Nelson (2002, p.1) has defined phonology as "...the usual term for the sound system in the language". It means that grammar helps learners to develop learners' language sounds. Then, grammar and meaning are also related to each other as Harmer (1998, p.3) pointed out that "vocabulary communicates meaning". For example, one says "hot". Thus, the term hot conveys to readers meanings as "opening the windows".

2.3. A Sample Syllabus of Teaching Grammar

Teachers are supposed to work with a syllabus that facilitates to them and to the learners introducing, explaining and giving the lessons. The syllabus in some ways includes some items to be covered and taught of grammar. So, teachers follow this yearly program in order to maintain ordered and organized courses.

2.3.1. Introducing the Syllabus used

A syllabus is a plan used in different domains especially in teaching because teaching without a program makes it unorganized. Thornbury (1999, p.8) defined it as "a syllabus is to teaching what an itinerary is to package tourism. It is a pre-planned, itemized, account of the route". Students of first-year at Biskra University, Department of foreign languages taught two sessions of grammar a week (three hours a week) and this could keep students involved in the syllabus.

First semester
I. Parts of speech
1. Nouns: kinds of nouns, gender, countable and non countable nouns, singular and plural, formation of compound nouns, possessive nouns and the functions of nouns.
2. Pronouns: types of pronouns.
3. Adjectives: kinds of adjectives, Participles used as adjectives, agreement position and order of adjectives, formation of adjectives and the comparison of adjectives.
4. Articles: the indefinite and definite articles.
5. Verbs: kinds of verbs.
6. Adverbs: kinds, formation and position of adverbs.
7. Prepositions: types of prepositions.
8. Conjunctions: coordinating, subordinating, correlative and conjunctive adverbs.
9. Interjections

Table 2. 1. Syllabus of Teaching Grammar for First Semester as Prescribed for Teachers at Biskra University.

The above table describes all the points and lessons that students of first year should be taught in first semester: nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions conjunctions and interjections.

Second semester	
I. Tenses	
1.	The present, past and future simple.
2.	The present perfect.
3.	The present continuous.
4.	The present perfect continuous.
5.	The past perfect.
6.	The past continuous.
7.	The past perfect continuous.
8.	The future perfect.
9.	The future continuous.
10.	The future perfect continuous.
11.	The conditional.
II. The passive and active voice	
III. Introduction to phrases and clauses	
1.	Definition of phrases.
2.	Types of phrases.
3.	Definition of clauses.
4.	Types of clauses.

Table 2. 2. Syllabus of Teaching Grammar for the Second Semester.

The above table presents three units in the second semester which will follow up the first semester and it is shorter in its content than the first one. The first unit includes eleven lessons about tenses. The second one is the passive and active voice and the third unit contains four lessons which are phrases and clauses.

2.4. Teaching Grammar practitioners

2.4.1. Arguments for Teaching Grammar

Grammar is central to the language teaching and learning. It is also one of the difficult aspects of language to teach as well. Teaching grammar has become one of the essential subjects for learners' success and for carrying out their communication purposes. Furthermore, they fulfill their expectations of what learning a foreign language involves and to master the language in general. That's why; we can support this view by Thornbury (1999) seven arguments for teaching grammar.

2.4.1.1. The Sentence –machine Argument

It is concerned with the memorization of new ideas and individual items. It is called “item-learning”; the learner can store grammatical rules, it is also considered as a linguistic creativity. Therefore, learners create unlimited and potentially original sentences.

2.4.1.2. The Fine-tuning Argument

This argument seems to be corrective. Thornbury (1999, p.15) wrote “the teaching of grammar, it is argued, serves as a creative against the kind of ambiguity”. It focuses on correcting the grammatical errors because grammar structures need to be effective in terms of intelligibility and appropriateness. In addition to grammar improves production skills especially in written language.

2.4.1.3. The Fossilization Argument

Learners reach certain rules of grammar and receive instructions in order to achieve a high level of proficiency because learning without grammar makes the learner stops earlier. This means that their linguistic competence fossilizes.

2.4.1.4. The Advance-organizer Argument

This argument was described as a prerequisite for the acquisition of a language and it happens for later acquisition. It focuses on “noticing” the grammatical items that are observed

on any language. In this sense, we have found Richard and Schmidt (2010) from his experience in teaching Portuguese in Brazil his basis is on noticing in order to develop the grammatical forms in formal language classes.

2.4.1.5. The Discrete-item Argument

The main goal of this argument is to put a language into categories and classify these categories into units to form the focus of an activity or a lesson. For example, the present perfect or the indefinite articles seem to be digestible and it is also called “the discrete items”.

2.4.1.6. The Rule-of-law Argument

It follows the discrete-item argument and the main aim of this argument is the transmission of rules which seems to be learnable. The main role of education is to transfer the knowledge from the known knowledge to the unknown. Moreover, it is characterized by three terms which they are rules, order and discipline that helps the teacher to teach and to test the structured system of language.

2.4.1.7. The Learner Expectation Argument

Learners have many things to do with a language when they come to classes as well as many roles and expectations. These expectations are: the mathematical, visual, kinesthetic, linguistic, inter-personal, intra-personal, naturalistic and existential expectations. The learners’ expectations may come from their experiences or from traditional experiences that they have faced; the teacher must encourage these expectations to make students think more and more about rules of grammar which they are related to their needs and expectations (Crystal 1996).

2.4.2. Arguments Against Teaching Grammar

There are many researchers who refuse or deny learning the rules of grammar like Stephen Krashen, Penny Ur and Tom Hutchinson. They argue that learning a foreign language is not based on certain rules which they are learnt consciously. In this sense, Cohen and

Robbins (1976) have claimed that “I never taught any grammar. I guess I just learned the rules that well. I know that every time I speak it’s pretty correct, so I never think about grammars I just write whatever I feel like it. Every time I write something I just stop thinking. I don’t know which (rule) to apply” (p. 58). This means that when they write something, they have written it unconsciously without any conscious knowledge of the rules and there is no ability to correct what that have written.

The following arguments are suggested from different point of views who they have considered grammar rules as unimportant skill in learning any language.

2.4.2.1. The Knowledge-how Argument

This argument have viewed grammar as a complex set of skills and learners do not need to study grammar rules in classrooms in order to obtain experience, but it is enough to learn them by doing as well as it is viewed as the body of knowledge that most people have.

2.4.2.2. The Communication Argument

Thornbury (1999, p. 18) argued that “there is more to knowing a language than knowing its grammar”. It is better to speak a language as much as possible without taking into account the grammatical rules of language. In other words, learners use a language just for the sake of communication what is called in the domain of learning communicative language teaching (CLT); this consists of the linguistic knowledge. However, learning rules of grammar is waste of time.

2.4.2.3. The Acquisition Argument

Stephen Krashen distinguished between two concepts which are learning and acquisition. Learning is a conscious process of learning a language and it is limited the rules of grammar. Whereas acquisition is the unconscious and natural process of acquiring a language; it is free from that constraint of grammar. Also, success is marked in acquisition rather than in learning. We have found in the publicity of a London language school that

“grammar is not the basis of language acquisition and the balance of linguistic research clearly invalidates any view to the contrary”. It means that grammar is not essential for the mastery of knowledge and the understanding of its structures.

2.4.2.4. The Natural Order Argument

The natural order argument includes grammatical items that are not in order. Researchers of this argument argue that we were born with particular principles of grammar that all people share together. In other words, textbook grammar is not a mental grammar.

2.4.2.5. The Lexical Chunks Argument

According to Thornbury 1999 lexical chunks are group of words that usually just involves content words, not grammar and it is a useful way to look at language and to extend learner’s control of it. Acquiring chunks of language play a big role in the development of language in general and in the development language acquisition. An example of lexical chunks could be “excuse me? So far so good, if you ask me” and other chunks, lexical chunks involves also item-learning.

2.5. Teaching Grammar Techniques

2.5.1. Deductive Grammar or Rule Driven Learning

a. The Advantages of Deductive Grammar

The main concern of deductive grammar is the teacher’s role in guiding the learners in learning different aspects of grammar. This grammar is presented and explained differently in order to be practiced by students. In addition, deductive grammar followed by exercises and examples to facilitate more the grammatical items. In this sense, Harmer (2001, p. 29), stated that “... a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied”. He also indicates an example of deductive grammar in which he wrote “...on arriving in a country you have never been to before, you are told that as a rule people rub noses when greeting one another, and so you do exactly”. This means that

learners study grammar without having knowledge before but the teacher works as an assistant to facilitate all the avoidance of ambiguities. Richards and Schmidt (2010) has defined the deductive learning as “an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the language” (p.146).

Deductive grammar depends on grammar-translation method; it has many advantages for learners and teachers. For instance, it saves time and gives simplicity to a language. Then, it respects learners’ intelligence levels to give opportunity to all of them to think and act. Also, it allows the teacher to deal with difficulties as they come along.

b. The Disadvantages of Deductive Grammar

The deductive grammar has a negative side. For example, when learners rely on the presentation of grammar rule; this may lead to the misunderstanding of some concepts and terminologies. In addition to this, the teachers’ explanation does not give chance to all the learners interact and transmit knowledge. So, it remains seldom as illustration. In general, the deductive approach encourages the learners to just learning the rule without any mastery of the grammatical structure.

2.5.2. Inductive Grammar or Rule Discovery Path

a. Advantages of Inductive Grammar

Unlike the deductive grammar, inductive grammar based on teaching learners first the examples of the lesson and then, they will conclude the rules. According to Thornbury (1999, p. 49) states that “in the inductive approach, on the other hand, without having met the rule, the learner studies examples derives an understanding of the rule”. Furthermore, the inductive approach depends on the exposure to an enormous amount of input when students acquiring a language. It is also described as the natural path for learning because of the reliance on the experiential methods of instruction like the direct method and the natural approach. Richards

and Schimdt (2010) has defined learning by induction as “... in which learners are taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language” (p.146).

Grammarians have called it discovery path because students discover the rules by themselves even if they make errors or mistakes (trial and errors). Rule discovery path has several advantages in motivating learners and to ensure memorization to solve different problems facing them in collaboration with other learners and in order to engage them with more language activities. Brown (2001) believed that the inductive approach is more appropriate because it allows learners communicate for some aspects of language and keep them motivated.

b. The Disadvantages of Inductive Grammar

The inductive grammar leads the learners to focus more on the rule as the main goal and objective rather than the meaning of grammatical items. So, they spend a long time and effort to discover the rules but these rules may be considered as wrong rules because there is no controller, evaluation or a test to correct them or deciding the right ones; it needs a careful organization of the lesson plan to help learners. But, it is still easy to formulate the rules. The inductive grammar defeats learners by dint of their experiential learning (Harmer, 1998).

2.5.3. Explicit Grammar Teaching

The concept of explicit grammar refers to the conscious teaching of grammar rules through cognitive abilities as memorization. This kind of grammar needs controller and guider as teachers; learners have the ability to express their knowledge to master all the grammatical rules. For example stating the goals of teaching grammar, the teacher starts to describe the structure of English grammar and then, the instructor tries to make his/her students participate and get involved in the course. Next, learners construct and explore new grammar points.

Lastly, the teacher controls and gives them feedback in order to make learners practice more that new points in a contextual language environment.

Explicit grammar teaching can help students to grasp the English grammar and they can fully express the knowledge that has learned efficiently and accurately, it focuses on the direct method and grammar-translation method. Krashen (1982, p. 58) states that “explicit knowledge is the knowledge learned by people consciously, and can be expressed by language”.

In the same sense Ellis (2009, p. 3) added:

“... Learning involves memorizing a series of successful facts and thus makes heavy demands on working memory”. This means that learners are aware of the grammatical items through memorization and grammar analysis.

2.5.4. Implicit Grammar Teaching

This kind of grammar teaching is done unconsciously as when a child starts to acquire his/her mother tongue, they have used implicit knowledge. It is known as suggestive method; to apply the inductive method of grammar. In addition to this, learners can perform correct grammatical sentences because it requires combining language with its structure and form to express meaning and functions. Then, learners can make a relationship between semantics, function, context, and discourse. Besides, it needs interaction between learners and teachers in order to make the atmosphere active because the teacher plays a big role in the classroom. Ellis (2009, p. 3) states that in the implicit grammar teaching “...learners remain unaware of the learning that has taken place”. Here the unconscious process of acquisition takes place and play a role. Also Ellis (1994, p. 1) defined it as “a process which takes place naturally, simply and without conscious operations”. For example, the child starts to acquire first language without school where he/she uses conscious thoughts to express the knowledge acquired.

2.5.5. Descriptive Grammar

According to (Greenbaum and Quirk, 1990), descriptive grammar is the study of a language by its structure and its rules as they are used by its native speakers. It means, it describes the syntactic rules that govern the construction of sentences and phrases. Also, it does not present the correct or incorrect form of a language. Also, descriptive grammar takes also into account the cultural and social variables and it study how many languages works.

2.5.6. Prescriptive Grammar

Unlike the descriptive grammar, the prescriptive grammar focuses on how rules of grammar are used and what are the main appropriate ones to be followed but here judgments are raised about how the grammatical rules will be used. An example is taken from Greenbaum, 1996 would be:

Him and me, we are neighbors

This example is considered as ungrammatical because there are two main rules to be followed:

- 1- Object form of pronouns “him and me” should not be in the first of the sentence or in the subject-noun position.
- 2- Only one noun or noun phrase can play the role of the subject, and “we” is the case.

2.6. Approaches and Methods of Grammar Teaching

There are several methods and approaches for teaching grammar which are used for the effectiveness of teaching/learning activities, these methods are developed by researchers and grammarians to help teachers of foreign languages in teaching. These methods are different from each other in the characteristics, techniques and the implementation; which are: the grammar translation method, the direct method, audio-lingual method, communicative language teaching, the task-based method and finally the eclectic method.

2.6.1. Grammar-translation Method(GTM)

Grammar-translation method (GTM) is known as the traditional or classical method, it focuses on the explanation of the rules of grammar with examples to clarify and simplify the language. It is concerned with vocabulary presented in the language to create meaningful communication in which vocabulary refers to a set of words in a language but grammar governs the rules and specialized in combining those words into meaningful sentences (Larsen- freeman, 2006).

GTM was designed for foreign language instruction and based on the grammatical competence. This method comes to help learners read and appreciate foreign language literature also in translating disconnected sentences from the target language into the mother tongue. Also this method has used many techniques as memorization, composition, fill in the blanks and other technique.

2.6.2. The Direct Method

The direct method comes as a reaction to grammar-translation method especially when teachers confronted problems using that method. It is known as the natural or conversational method; it is used to teach oral language and enables students to communicate in foreign language. According to Larsen-freeman (2000, p. 29) “the primary objective of this method is associate meaning and the target language directly through the use of media, pictures or pantomime” .This means that it is used different activities. In the same sense we find Rivers (1968, p. 18) stated that “students learn to understand a language by listening to a great deal of it and that they learn to speak it by speaking it associating speech appropriate action”. This shows that the characteristics of the direct method concerned with speaking and listening skills with the influence of language development of students.

2.6.3. The Audio-lingual Method (ALM)

The audio-lingual method (ALM) is also known as an oral-based approach. It drills learners in the use of grammatical sentence patterns of the target language and it is a mechanical process. It is concerned with the four skills (reading, writing, listening and speaking). Richards, Theodore and Rodgers (1986) claimed that the main basis of ALM approach is to learn how to speak as well as the grammatical items. He adds that it is emphasized on pronunciation, memorization and intonation. In addition, the simple patterns are also the basis of ALM; it is derived from linguistics and psychology and includes different activities as repetition for example:

I used to know her. I used to know her.

I used to know her years ago.....

In the above example the learner repeated the utterance for several times without looking at the writing. Then, he/she may add more words to this utterance. And there are other activities of ALM method as replacement and restatement and other activities. The ALM approach based on principles as the meaning of words and sentences must be related to the linguistic and cultural context (Rivers, 1968).

The ALM method helps learners to develop their speech through drills, repetition, and dialogues. Larsen-Freeman (2000, p. 45) claimed that “the dialogues are learnt through repetition and such drills as repetition, backward, buildup, chain, substitution, transformation, and question and answer are conducted based upon the patterns in the dialogues”. The procedure that used in this method is PPP (presentation, practice, production), the teacher will present a situation, and the learner will practice the situation by language using different techniques as repetition.

2.6.4. The communicative Language Teaching Approach (CLT)

The main aim of CLT is to develop learners' ability to use language in communication and it is an approach rather than a method (Richard and Rodgers, 1986). CLT give more responsibility in the process of language learning and teaching and especially the four skills that knowledge the interdependence of language and communication (Hymes 1972).CLT emphasizes on the notional-functional concepts and on communicative competence; it encourages activities that involves communication and interaction besides carrying out meaningful tasks. It also makes the teacher facilitating the learning process and makes effective communication and use the language intelligibly. Thus, the learner should exercise and communicate in the CLT class to achieve communicative competence (Brown, 2001). Canale and Swain (1980, p.7) defined communicative competence as “the interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use”.

2.6.5. The Task-based Learning Method (TBL)

The task-based (TBL) is an essential element in the pedagogical situations, it is concerned with what learners do inside the classroom rather than outside the classroom like activities, practices, performing and listening to instructions have been given by teachers. Willis (1996, p. 23), defined the term “task” as “the word task has been used as a label or various activities including grammar exercise, practice activities and role play”. He focused on all the works inside the educational part.

He added:

“Task-based learning is not just about getting learners to do one task and then another. If that were the case, learners would probably become quite expert at doing tasks and resourceful with their language, but they would almost certainly gain fluency at the expense of accuracy” (p.23).

The teachers' role using this method is to facilitate the different tasks to learners in order to become suitable and effective. These kinds of methods involve learners working in pairs or groups. Furthermore, it includes pre-task stage which contains the preparation of the instructions, introducing the topic, identifying it, and then gives learners activities to explore their language as brainstorming and mind mapping techniques.

2.6.6. The Eclectic Method of Learning

According to Larsen-freeman and Mellow (2000), the eclectic approach is a combination of different methods of teaching to teach languages effectively and to make learning comprehensible, it involves the use of different learning activities and each activity has its characteristics. The main goal of the eclectic approach is to relate life experiences to the ideas and knowledge introduced. It lets the learner understand the text and its context. Besides, they can foster the four skills. Furthermore, the teacher tries to become competent because this approach was based on the structural, functional-notional and communicative approaches of language teaching. Rivers (1968) asserted, "The best type of eclectic teacher is imaginative, energetic and willing to experiment. As a result, his lessons are varied and interesting". (p.6)

Yan, Zhou and Dai (2007, p. 13) claimed that "eclecticism and principled eclecticism have been widely accepted and practiced with or without the college English teachers' awareness of the methodological issues". This proved that learning follows this approach even if there is no attention or any kind of problems that are raised in the classroom.

2.7. Tools and Techniques of Teaching Grammar

There are many techniques and tools to teach grammar in order to make a clear image about the lesson and simplify it. These techniques are:

2.7.1. Teaching Grammar through Games

Playing games make learning easier; these games have a strong motivational impact on learning and lead to better stimulation the learners' minds. It also reinforces a feeling of community. Also it allows learners to use grammar in real communicative contexts in order to internalize the grammatical rules. These are many kinds of games such as board races, card games, dice games, rhymes games, scrabble, and role play games and crosswords.

When teachers start to teach grammar through games; they first need to understand how to use them. Then, they need to demonstrate to the learners how to play them. Then, they must make sure that they understand the points of it with the support and giving them feedback. Lewis and Bedson (1999) stated that,

“Games are fun and children like to play them...playing games is vital and natural part of growing up and learning” (p.5). It leads to a successful grammar exercises and make the atmosphere funny to develop learning in general. In the same sense we have found Corder (1981, p. 7) claimed that “efficient language must work with, rather than against, natural process, facilitating and expedite rather than impede learning”.

2.7.2. Teaching Grammar through Storytelling

Storytelling is an efficient technique to bring grammar to our learners in an authentic way using pictures, videos. This tool can allow introducing a grammar point or review some previously taught language items. Also Celce-Murcia and Hilles (1988, p. 51) who stated that “stories can be used for both eliciting and illustrating grammar point”. It involves inductive and deductive reasoning for learning and it helps learners to improve their English.

They added, “a story provides a realistic context for presenting grammar and holds focuses students' attention in a way that no other technique can” (p. 59). Storytelling is a flexible technique and it needs a context in which learners can comprehend and practice all the grammatical rules. According to Mallan (1991), storytelling demonstrates the use of

appropriate tenses and linking the grammatical items in organizing ideas, and it demonstrates also the syntactic features. In addition, it introduces new vocabulary and language forms. Storytelling allows learners of different levels to have many opportunities to listen and to speak in English with organized language structure.

2.7.3. Teaching Grammar through Songs

Using songs in teaching grammar is a wonderful and perfect tool to practice grammar; it has many advantages as helping learners to memorize grammatical structures and make the grammar points more understandable and easier. So, songs are one of the best multi-media tools media to be used in teaching in order to motivate learners to remember the language structures and rules.

Celce-Murcia and Hilles (1988) pointed out that

“...contextualization is essential to any grammar presentation and meaningful practice of structure, and certainly one of the most delightful and culturally resources for contextualization are song”. It means that in teaching grammar through songs; it needs resources from different domains. Songs enable students to acquire items such as sentence patterns, vocabulary, and pronunciation as well as it has a role in developing learners’ abilities of listening, speaking, reading and writing. The instructor needs to choose the song carefully according to what he/she wants to teach and according to the level of learners.

2.7.4. Teaching Grammar through Texts

According to Celce-Murcia and Hilles (1988), teaching grammar through different texts can help learners to guess and deduce about the meaning of some unfamiliar words, it provides a co-textual information, and texts characterized by authenticity in which the learner know how they are used in communication. We have found that “as language is in its substance context-dependent, it is vital to work with texts of all possible sources, i.e. course books, authentic sources as magazines, newspapers, comics, books, songs, the internet..., the

teacher and students themselves”. Thornbury (1999, p. 69). These sources which are mentioned are authentic this is why; they are used in teaching grammar.

These are the most commonly ones and the other tools are: pictures, graphics, drama, and role play which they are used in teaching grammar.

2.8. Grammar Practice Activities

These activities are very important for learners to test their levels and to brainstorm them in order to remember and activate their knowledge. Grammar should be practiced and the teacher is the responsible for presenting the grammatical structure and also for practicing it and then giving evaluation to students. According to Ur (2000, p. 83), “the aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own”.

Ur (2000) stated that there are different practice activities; they are organized in terms of accuracy and fluency which are:

2.8.1. Awareness

Learners must be aware when they are asked to detect a new kind of the structure from a piece of writing. For example, learners are given a short text and asked to underline all the examples of the present simple they can find.

2.8.2. Controlled Drills

Learner should produce sentences and the teacher clarifies them. The practice is to write a statement about John and follow the example:

Example: John watches television but he does not listen to music.

a/ help: her sister/his brother. b/ go: to the cinema/shopping.

2.8.3. Meaningful Drills

This activity is similar to the controlled drills but learners have to produce sentences about people they know following this pattern.

Example: he/she reads journals; OR he/she does not read journals.

a/ listen: carefully

b/like: fruits

c/enjoy: games

2.8.4. Guided, Meaningful Practice

Learners produce and form sentences using their own vocabulary.

Example: practicing present tenses, the given pattern is:

Today, I want to finish my thesis.

2.8.5. Free sentence Composition

Learners write sentences according to certain pictures or a situational cue

Example: a picture showing pupils in the primary school and learners are asked to describe their actions using an appropriate tense.

2.8.6. Discourse Composition

Learners speak or write a short paragraph about a specific topic and they have to follow some of the structure and instruction.

Example: your cousin got ill and you should recommend him/her what to do to get well as soon as you to want to want to visit the zoo tomorrow. Use should or should not.

2.8.7. Free discourse

This activity is based on situation but with no grammar reference to the structure is given.

Example: write your ambitions; what will you do when you become a teacher? Use the appropriate grammar structure.

Conclusion

The current chapter defined the concept of grammar from different authors that is the most important matters we should bear in minds while teaching. It highlighted all the components of grammar that are very important in any structure of a language. Then, we demonstrated the syllabus of teaching grammar for first year LMD students at Biskra

University in details besides we discussed discussing the reasons for teaching grammar and against teaching it with particular arguments. We also explained the most common teaching grammar techniques (deductive Vs inductive, explicit Vs implicit and descriptive Vs prescriptive grammar). Moreover, we spotted light on approaches and methods of teaching grammar. Finally, it presented interesting tools that are used while presenting lessons of grammar followed by grammar practice activities.

Chapter Three

**Analysis and Results of Students' Questionnaire
and Classroom Observation**

Chapter Three: Field Work

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الملخص

Introduction

In this practical part of our research, we try to prove the significance of brainstorming as a teaching technique role in the enhancement of students' comprehension of grammar courses. This means that students have achieved good results in using this technique when they are learning the grammatical rules especially for their comprehension. We have investigated that students generate many ideas through this technique which result in fostering and developing the comprehension of grammar courses. We have also investigated that teachers of grammar apply this tool during the session when they introduce a new subject. This chapter relies on research methodology followed, presenting the data analysis tools, population and sampling of the study. Furthermore, the students' questionnaire and classroom observation are used to collect different data and perspectives about the problem.

3.1 Research Design

3.1.1 Method

This research work follows the descriptive approach because it can achieve facts about actual situation –students' comprehension of grammar courses through brainstorming teaching technique and it is a reliable and valid to gain good results; the descriptive method has used to describe what exists and to verify the formulated hypotheses. According to Seliger and Shohamy (1989, p.157): “Descriptive research based on understanding a phenomenon within the interactive frame work of the environment where it occurs, without isolating variables”. This study has conducted quantitatively and qualitatively, it's a combination of two research methods and this effect positively on the study and adds consistency to the data. The quantitative data has gathered via students' questionnaire whereas the qualitative data has conducted from classroom observation of grammar sessions.

3.1.2 Data Analysis Tools

In order to conduct our investigation, we have used two data gathering tools: the students' questionnaire and classroom observation. The students' questionnaire has administered it to first-year LMD students of English at Mohamed Khider University of Biskra to collect different opinions about the topic under investigation. In addition we have used a "classroom observation" attending several sessions (six) of grammar lessons with one teacher in order to observe the teacher applying brainstorming teaching technique when they present a new topic and using different techniques and practices to brainstorm the students by generating new ideas and then, by observing the students' reaction following this technique and its role in enhancing their comprehension. We have used a checklist which includes a list of questions to select the appropriate characteristics of the teacher and students and whether brainstorming technique used by the teacher and its role in the comprehension of students.

3.1.3 Population of the Study

Our target population is 885 first-year students of English department at Biskra University. Thus, our sample is 48 students who are selected randomly. All these students have an experience of eight years. My choice fell on this population because first-year students have difficulties in the comprehension of grammar rules and they want more developed techniques to master comprehension. The sample of students is divided into two groups; each group consists of 24 students randomly selected. Classroom observation has conducted with the teacher of grammar (six) sessions and with the same sample and population.

3.1.4 The sample of the Study

Brainstorming teaching technique is an essential element to master comprehension in grammar lessons and to success in any field. For this research work, we have selected first-year LMD students of the department of English language to be the center of our research

because they have an experience of eight years and they have the ability to produce and generate new ideas related to their prior knowledge using brainstorming and to know their views about using this technique. The method has used in this study is Random Sampling in which there is no subjectivity. A representative sample of the population under study has to be chosen.

3.1.5 Data Analysis Procedures

This data obtained will be analyzed in analytical manner and represented in tables and pie chart according to the nature of the question (yes/no, multiple choice or direct questions). Furthermore, the percentage of each question will be presented in tables followed by comments. Then, at the end of each section of the questionnaire we have discussion about all the questions of the section. Then, we used a classroom observation with two groups of first-year and with a grammar teacher to see whether brainstorming has effect on comprehension or not and we based on a check list of different criteria to describe each session in a detailed manner (the organization, the content, the presentation of lectures, and the students-teacher interaction). And finally, we mentioned a discussion of the hypotheses and the research questions whether they are confirmed and answered or not.

3.2 Students' Questionnaire

3.2.1 Aim of the Questionnaire

The designed questionnaire aimed at investigating students' views about the role of brainstorming teaching technique in enhancing their comprehension of grammar courses. And to test its effectiveness in teaching students which is one of the main research questions. Moreover, the questionnaire has investigated if there is a relationship between grammar and brainstorming. Also, it evaluates students' needs for this technique in facilitating and understanding the grammatical rules.

3.2.2 Questionnaire Description

The questionnaire was handed to (50) students of first-year from the whole population (885) at the English Department, Mohamed Khider University of Biskra during the academic year 2016/2017. But only (48) students were answered.

Students' questionnaire includes closed questions that require from the students answer from a number of possibilities. Students have to justify their choices. And open questions which require from the students to give full answers or to express their opinions and attitudes. It also provides free space for their personal suggestions concerning the role of brainstorming teaching technique in teaching grammar courses and its effectiveness in developing students' comprehension.

Students' questionnaire is made up of four sections. Each of these sections investigates a different but a relevant issue. The results are analyzed below with brief comments.

Section One: it contains five questions.

This section is entitled "personal information"; it seeks the general information about the students' gender, age, learning background, whether their choice to study English is personal or it is the language of the world.

Section Two: it contains thirteen questions.

This section is entitled "students' views about Brainstorming as a teaching technique". Its aims to identify the viewpoints of students about the meaning of brainstorming and the purpose of using it in teaching grammar courses whether positive or negative tool. It also investigates whether the teacher uses some techniques in brainstorming that motivate learners and storm the information.

Section Three: it contains eleven questions.

This section is entitled "teaching grammar through brainstorming". It seeks the personal evaluation of students' attitudes towards taking grammar lessons through brainstorming and

the difficulties they encounter while speaking and practicing the rules of grammar. It investigates the different attitudes and roles that the grammar teacher used in presenting the lesson.

Section four: it contains one question

This section considers the suggestions of the students to improve grammar lessons.

3.2.3 Results Analysis of Students' Questionnaires

3.2.3.1 Section One: personal information

Q1. Are you a male a female

Options	Male	Female	Total
Participants	08	40	48
Percentage	17%	83%	100%

Table 3.3: Students' Gender Distributions

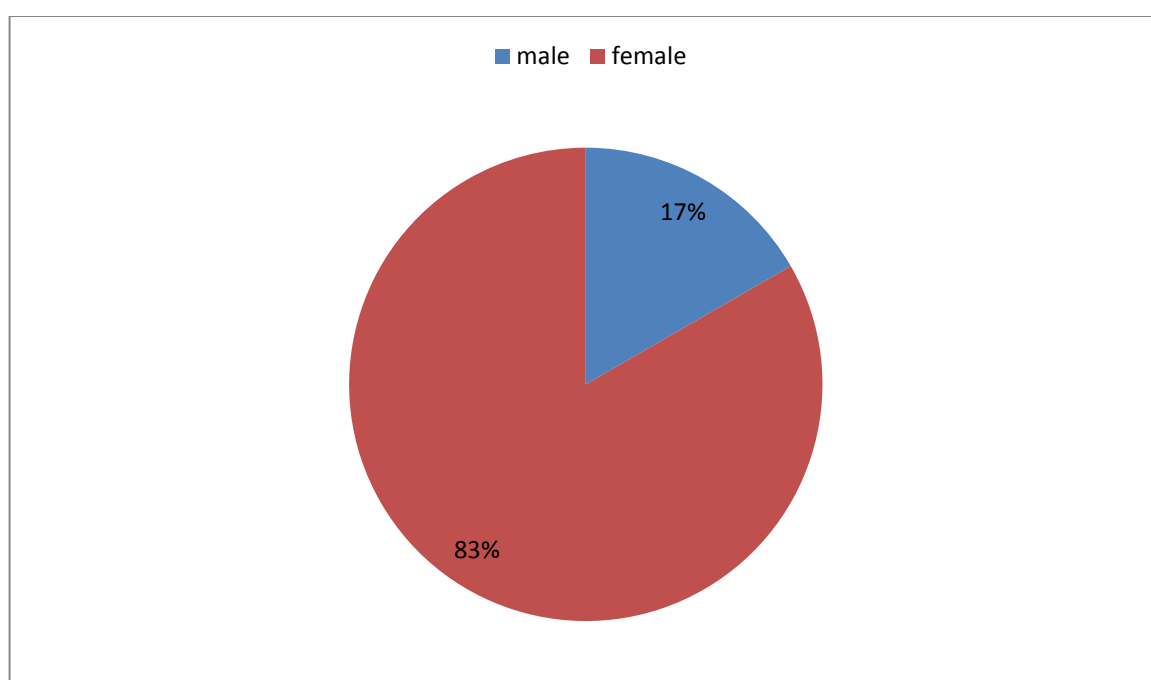


Figure 3.1: Students' Gender

Table 3.3 reveals the fact of female over presentation: 40 (83%) are females and 08 (17%) are males. This huge number of females in the Department of English proves that

females have more tendencies towards studying foreign languages especially English language.

Q2. Age...

Options	Participants	Percentage
18 years-old	07	15%
19 years-old	09	19%
20 years-old	21	44%
21 years-old	05	10%
22 years-old	06	12%
Total	48	100%

Table 3.4: Students' Age Distributions.

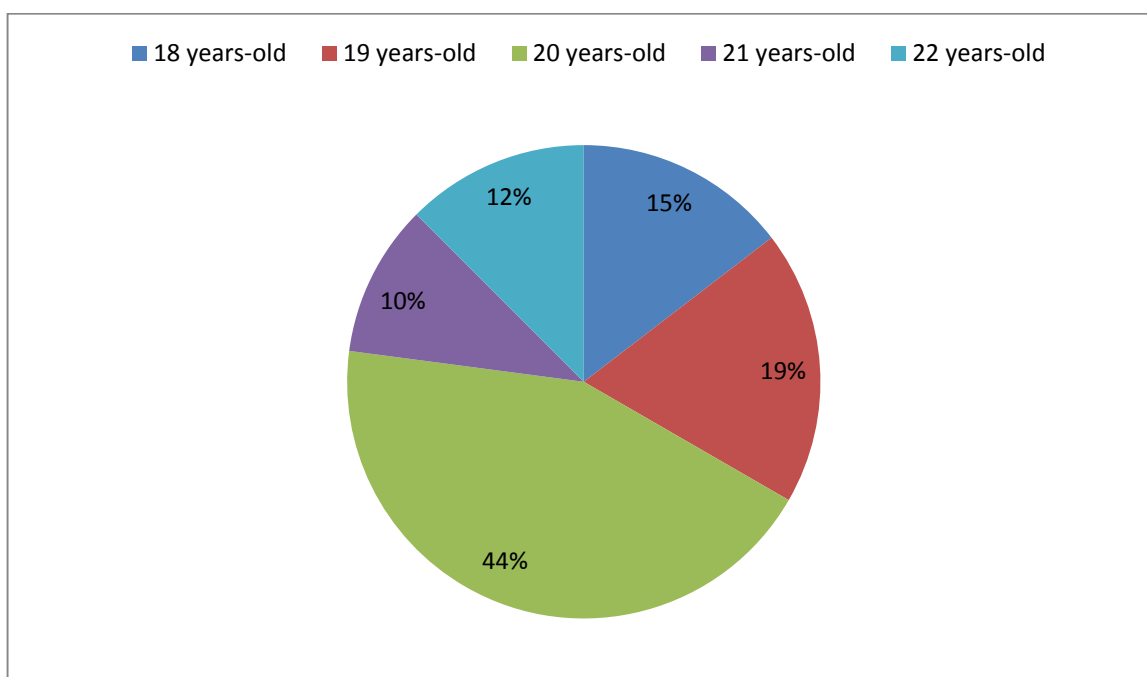


Figure 3.2: Students' Age Distributions.

We can notice from the table 3.4 that the scope of first-year students' age ranges between 18 (15%) and 22 (12%) with the supremacy of the students aged 20 (44%). 10% for five students who are 21 years-old. Besides, 15% is for the students who are 18 years-old and 19% who are 19 years-old; this means that they started early their primary education. 12% for

six students who are 22 years-old. It could be due to the number of time they pass Baccalaureate exam or not having started early their primary education. And they can work or stopped studying for a while.

Q3 How long have you been studying English? years.

Options	Participants	Percentage
07 years	03	06%
08 years	40	83%
09 years	05	11%
Total	48	100%

Table 3.5: Years of English Study

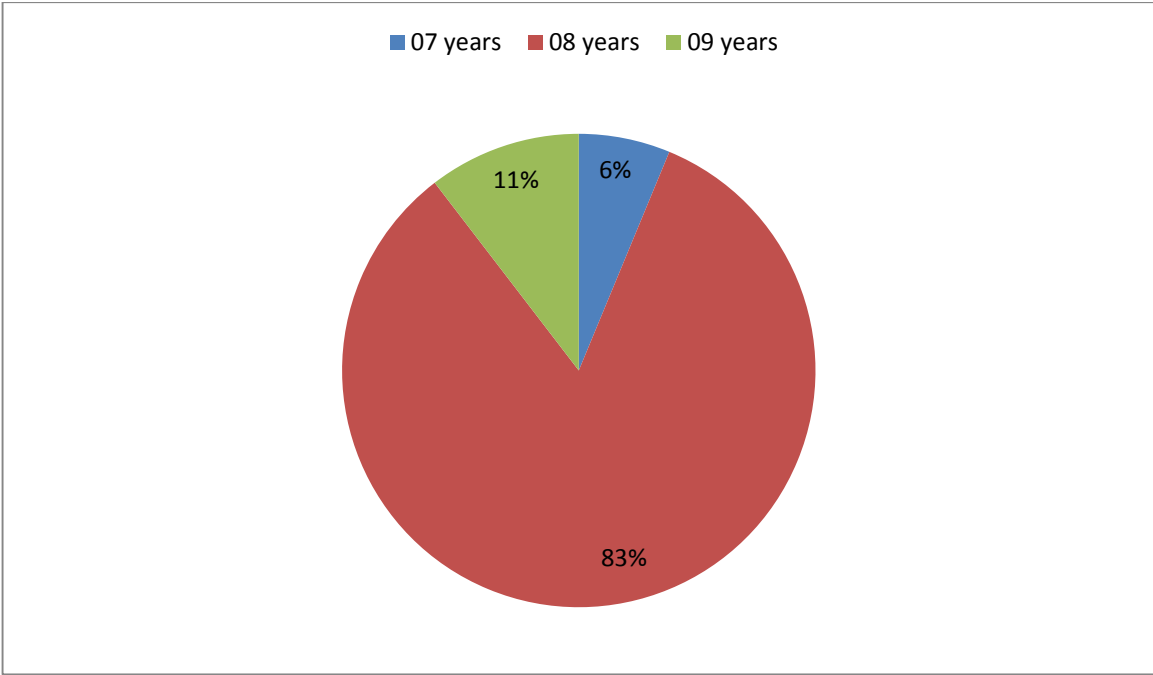


Figure3.3: Years of English study.

Table 3.5 indicates that the number of years of learning English ranges from 7 to 9 years with a supremacy of participants who reported 08 years of studying English as a foreign language (83%). Three students for 07 years who are making up (06%) and five students who study English language for 09 years make up (11%); this means that they repeated a year(s) during their studies.

Q4. Why do you choose English?

Options	Participants	Percentage
Personal	39	81%
Imposed	09	19%
Total	48	100%

Table 3.6: Students' Justification for Choice to Study English.

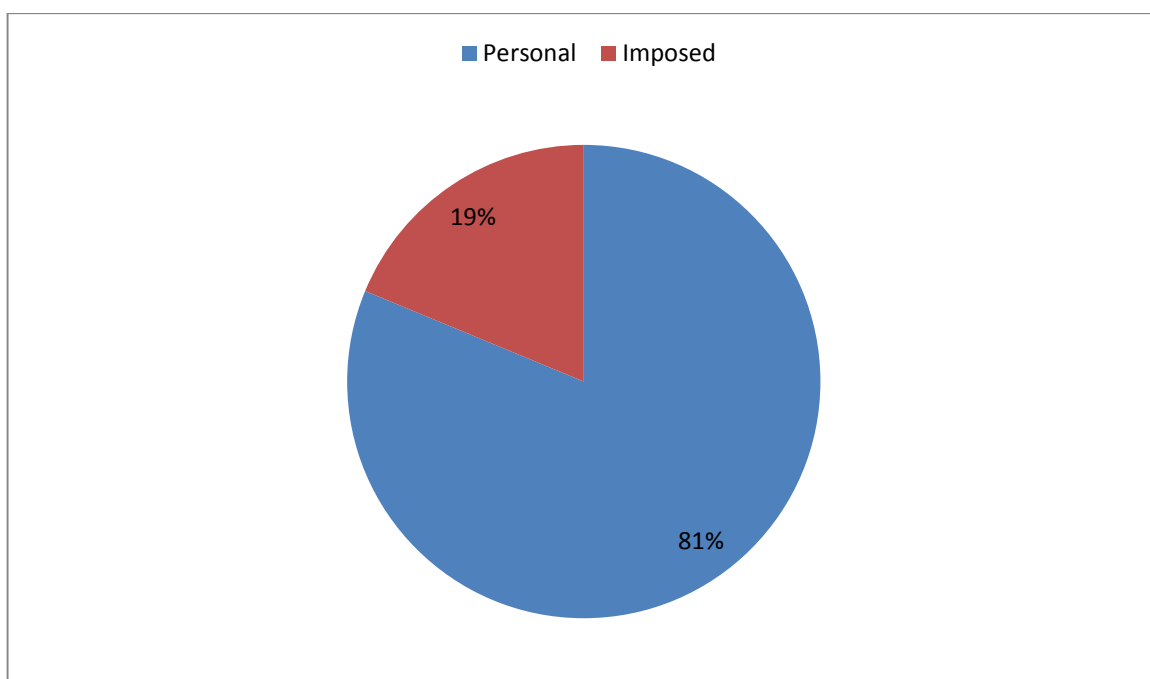


Figure3.4: Students' Justification for Choice to Study English.

The great rate of students whose decision to study English was personal 39(81%) participants. This great percentage reveals students' motivation and interest to study English. These two factors are important to let students receive any new technique from the teacher to reach the course and to improve their cognitive abilities. However, 09 (19%) participants said that studying English was imposed either by their parents or by the administration. This resulted on students' interest and wants to study.

Q5. How do you consider your level in English?

Responses	Very good	Good	Average	Poor	Total
Participants	05	21	18	4	48
Percentages	10%	44%	38%	8%	100%

Table3.7: Students' English level

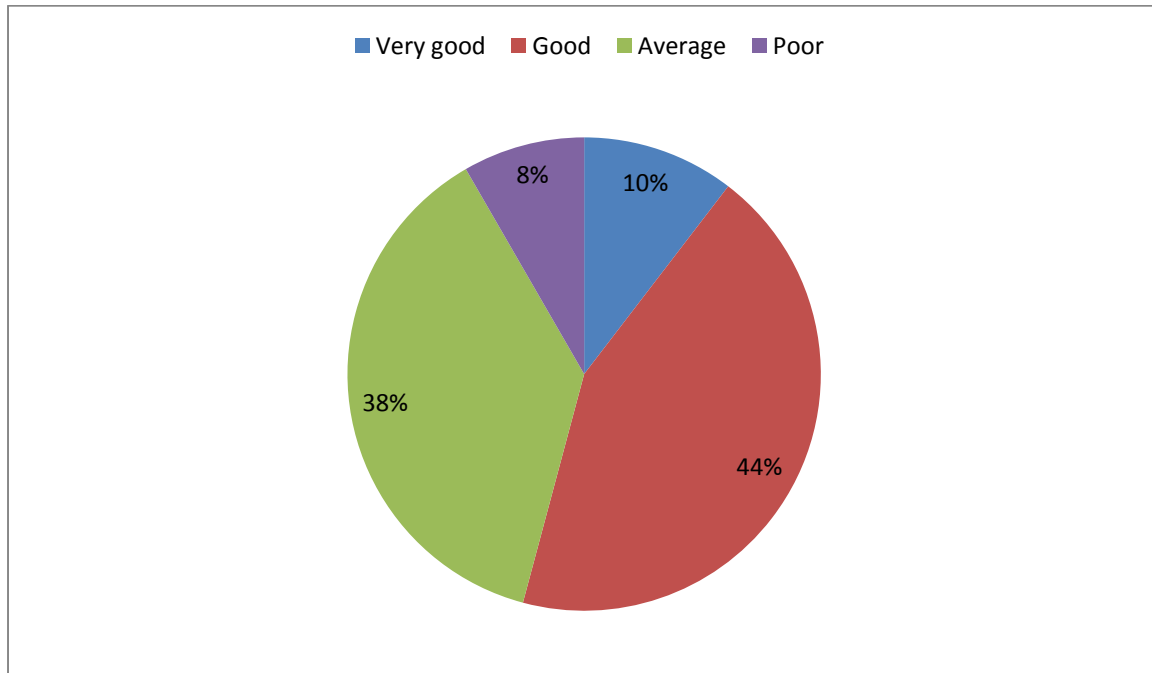


Figure3.5: Students' English level.

The table 3.7 indicates that 43% claimed to have a good level. This means that students of this level understand the language and master comprehension. 18(38%) considered their level in English as average. 5(10%) of participants their level is very good because they practice the language and this is a factor to develop their abilities. 4(8%) of participants considered their level as poor in English.

3.2.3.2. Section Two: Students’ views about Brainstorming as a Teaching Technique

Q1. Can you guess what is brainstorming?

Options	Participants	Percentage
A Technique Used to Improve Thinking through Asking Different Questions	14	29%
A Technique Used to Introduce a New Lesson or an Item to Trigger Prior Knowledge	34	71%
Total	48	100%

Tables 3.8: Students’ Guessing the Meaning of Brainstorming.

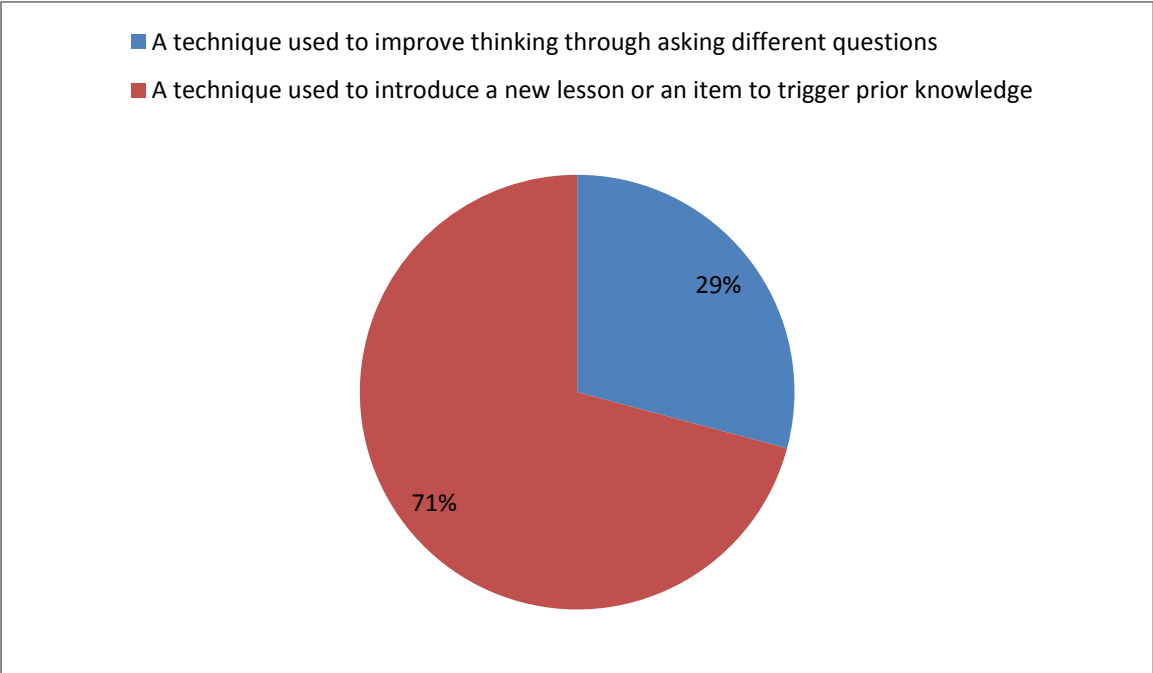


Figure 3.6: Students’ Guessing the Meaning of Brainstorming.

34(71%) reported that brainstorming is a technique used to introduce a new lesson or an item to trigger prior knowledge. This choice may be to the students’ uses of this technique

before in learning or the teacher applied it in the classroom to present new lesson. 14 subjects (29%) claimed that brainstorming is a technique used to improve thinking through asking different questions.

Q2. Do you have an idea about brainstorming tool?

Options	Participants	Percentage
Yes	39	81%
No	09	19%
Total	48	100%

Table3.9: Students’ View about Brainstorming Tool.

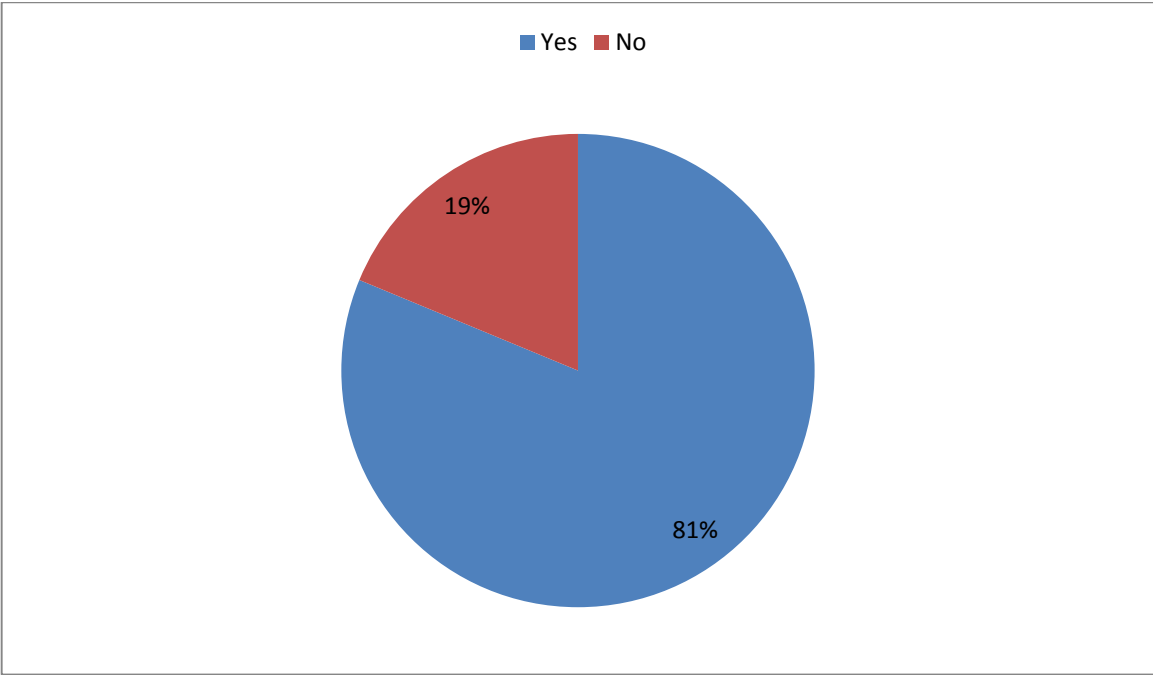


Figure3.7: Students’ View about Brainstorming Tool.

39 participants (81%) claimed that they have an idea about brainstorming tool; however, 09 participants (19%) claimed the opposite opinion. Knowing this tool from 39 participants resulted in the uses of this tool in learning different subjects and it may helped them to better

their comprehension and it's an effective technique in teaching or knowing its meaning without using it.

Q3. This item divided into two parts

A. If your answer is yes, have you used it before?

Options	Participants	Percentage
Yes	36	92%
No	03	08%
Total	39	100%

Table3.10: Students' Use to Brainstorming

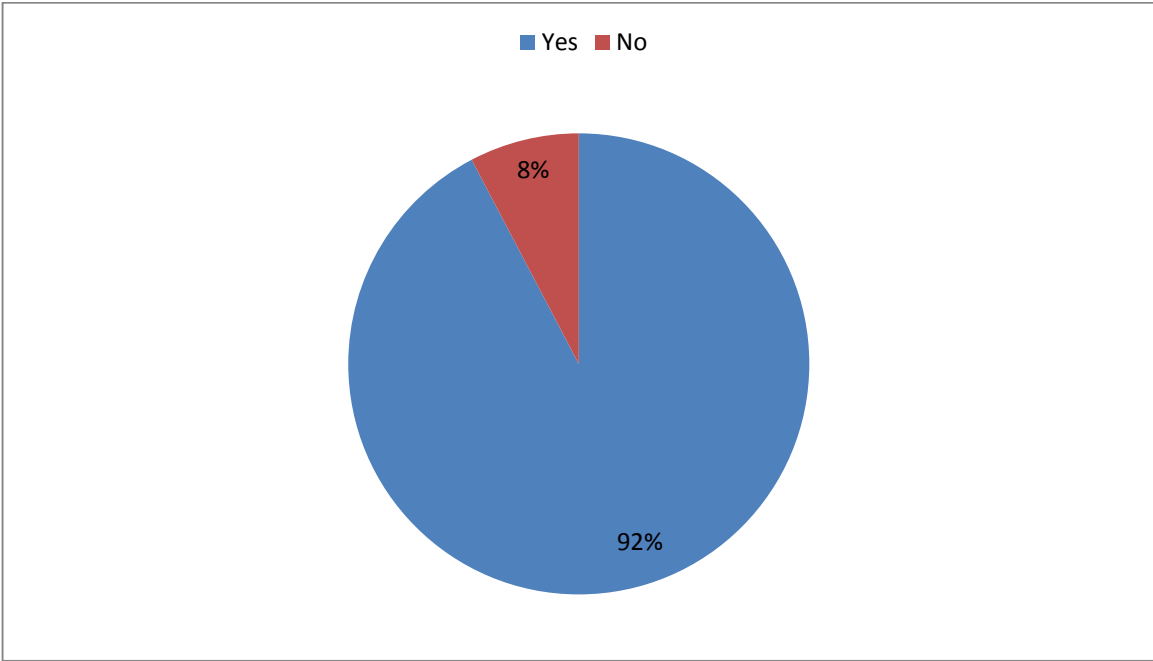


Figure3.8: Students' Use to Brainstorming.

This question is related to previews question for the participants who said “yes” which they are 39 participants. From the table 3.10 the majority of the participants 36 (92%) used brainstorming before in their education; it means that students knew what is brainstorming, its role in learning and its effectiveness. While 08% of students have an idea about brainstorming but they do not use it.

B. For which purpose?

Options	Participants	Percentage
Drawing the Outline of your Lectures	07	20%
Generating Ideas	13	36%
Solving your Problems	04	11%
Mastering Comprehension	12	33%
Total	36	100%

Table3.11: Students' Purpose in the Use of Brainstorming.

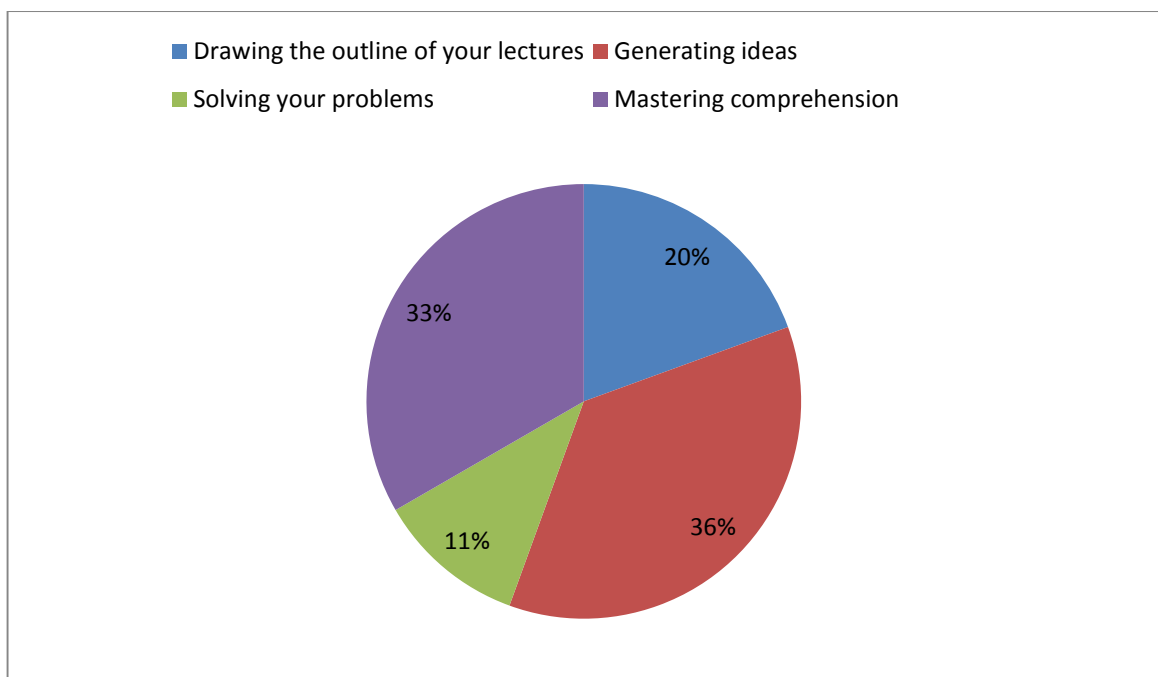


Figure3.9: Students' Purpose in the Use of Brainstorming.

This part aims to investigate in which purpose the students use brainstorming. The table 3.09 assumed that students used brainstorming for two main purposes. The first purpose was to generate ideas (36%) which considered as a high percentage. It means that students used it to create new ideas and to recall the prior knowledge. The second purpose was to master their comprehension (33%). 07 respondents (20%) used brainstorming to draw the outline of lectures. Four participants who were making up (11%) used brainstorming to solve problems.

Q4. In Brainstorming, do you:

Options	Participants	Percentage
Take notes	28	58%
Rely on Handouts	07	15%
Just Listening to Remember	08	17%
Interact and Discuss with Students and Teacher	05	10%
Total	48	100%

Table 3.12: Students' Technique in Classroom.

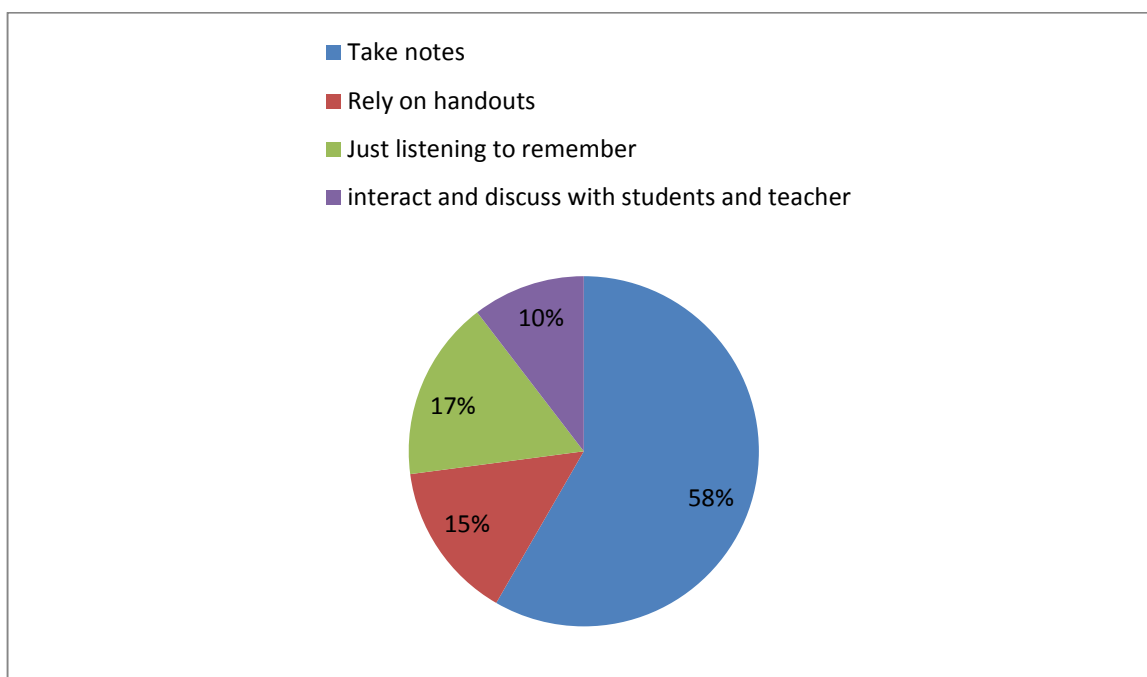


Figure 3.10: Students' Technique in the Classroom.

The table above indicated that (58%) of participants take notes when the teacher presents a lecture to help him in learning. 8 of participants (17%) listen to the teacher to remember ideas and (15%) of participants rely on handouts. The last percentage (10%) of participants prefers to interact and discuss with learners and teacher.

Q5. Do you think that brainstorming is a positive or negative tool? Justify your answer?

Responses	Positive	Negative	No answer	Total
Participants	36	01	11	48
Percentage	75%	2%	23%	100%

Table 3.13: Students' Positive/Negative View to Brainstorming Tool.

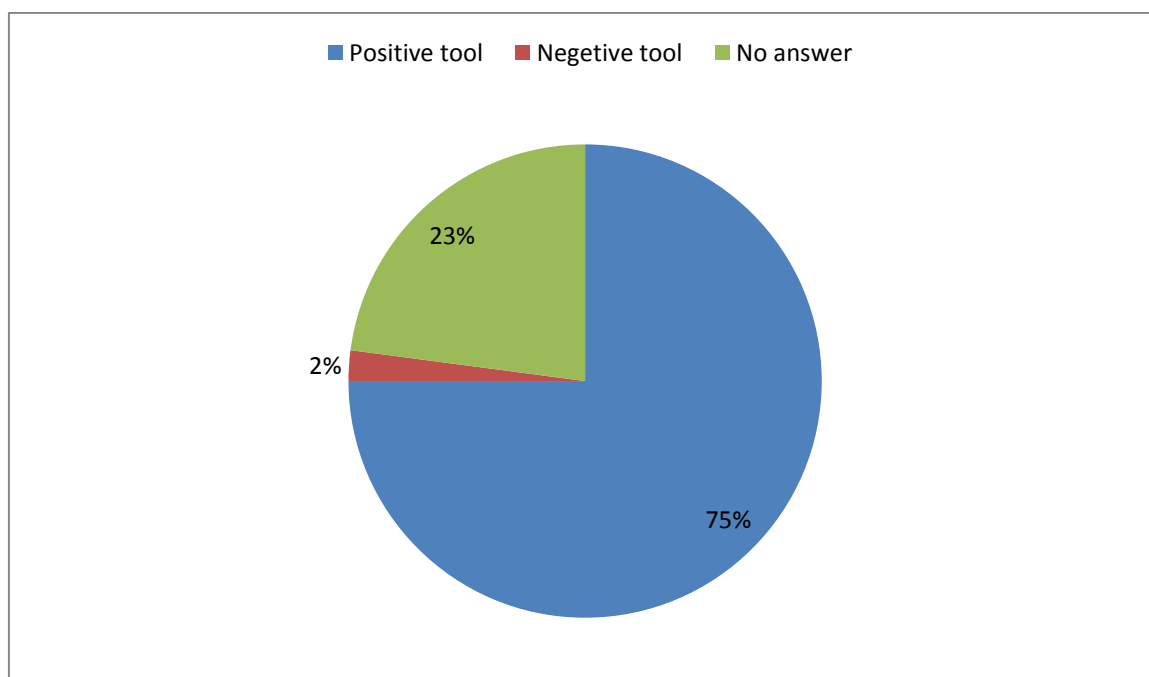


Figure 3.11: Students' Positive/Negative View to Brainstorming Tool.

The first remark, the table above indicates that the majority of the participants 28 (75%) reported that Brainstorming is a positive tool. It means that they help them to solve different problems, whereas, one participant (02%) gave a negative response to the question. It did not help them in learning. 11 participants (23%) gave no possible answer.

The reasons why brainstorming positive

Students who find that brainstorming is a positive tool set up the following reasons:

- It helps us to make the lesson easier.

- It helps us understand all the points of the lesson in a simple way and less time.
- It is helpful to remember our prior knowledge.
- Gaining some information and ideas from this tool.
- It makes the subject under study very clear and it omit the ambiguities.
- It makes the lesson easy to memorize and collect as much information as possible.
- It solves problems of the teacher and the student in the same time.
- It improves the reasoning skills.

The participants who claimed that it is a negative tool, they did not have any justifications for their choice.

Q6. Would you like your teacher to use this technique in the presentation of his/her lectures to augment your knowledge by applying brainstorming?

Responses	Yes	No	Total
Participants	42	06	48
Percentage	87%	13%	100%

Table 3.14: Students' Preference about the Use of Brainstorming.

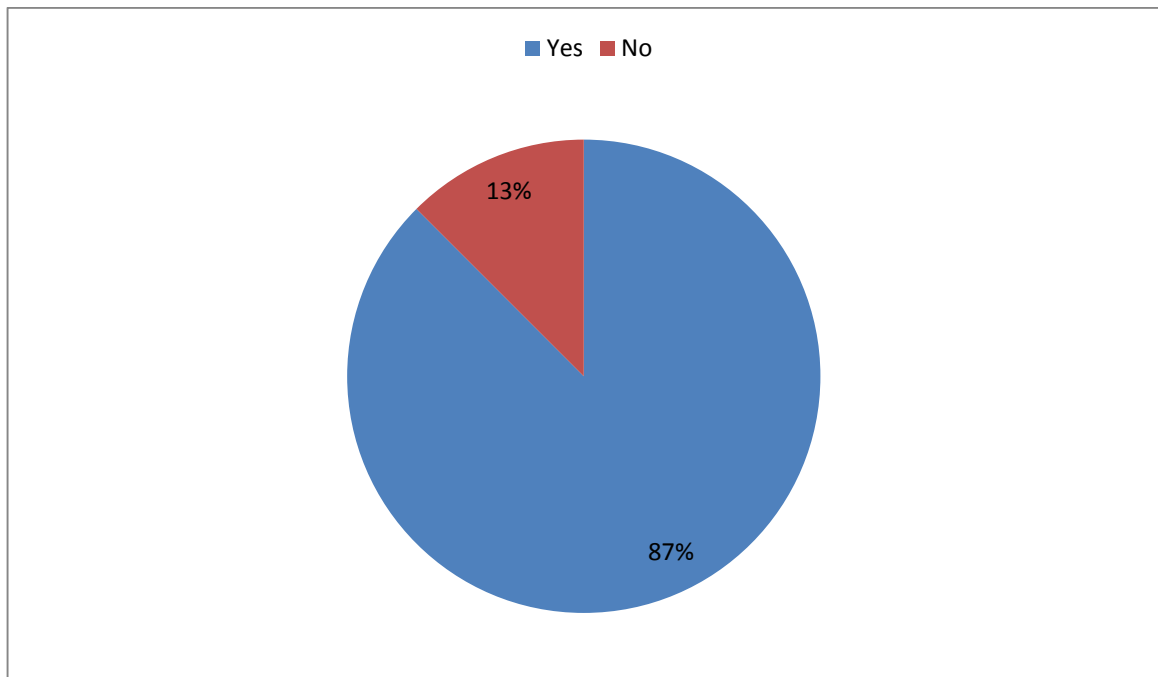


Figure 3.12: Students' Preference about the Use of Brainstorming.

The overwhelming majority of respondents (42 participants with a percentage of 87%) gave a positive response to the question. They prefer to apply brainstorming by the teacher in the presentation of the lecture to augment their prior knowledge. 06 participants (13%) claimed a negative response.

Q7. Does your teacher use any kind of diagrams during the session in order to remember you or introduce new topic for you?

Responses	Yes	No	Total
Participants	36	12	48
Percentage	75%	25%	100%

Table 3.15: The Use of Diagrams in Lecture Presentation.

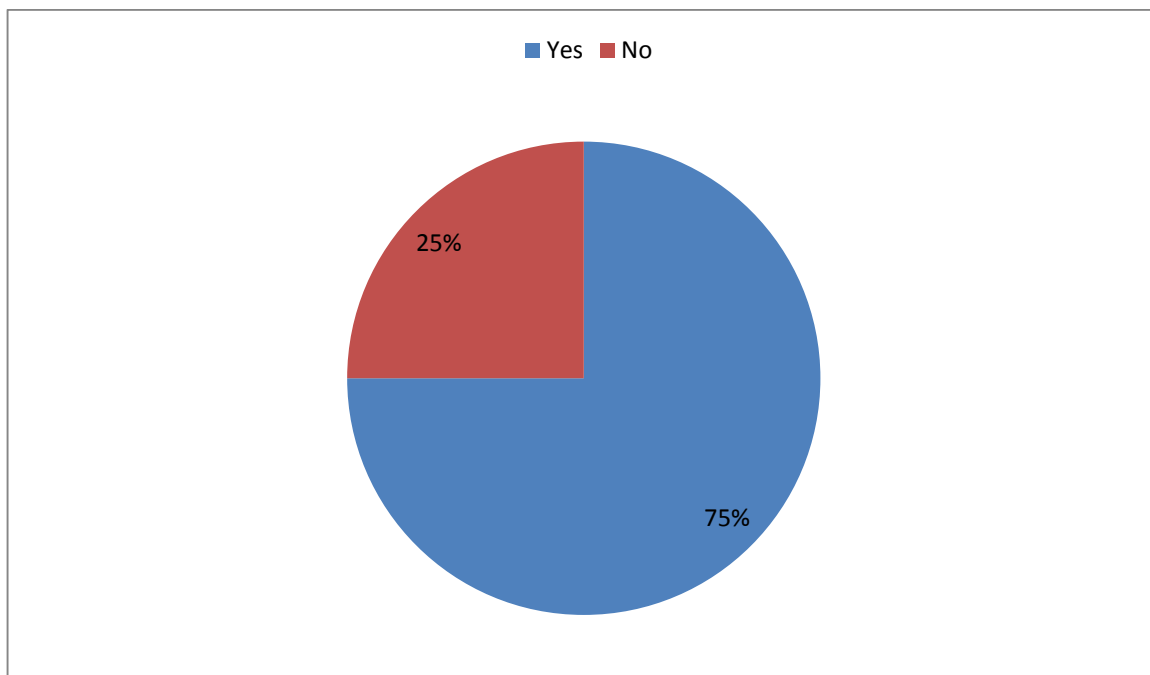


Figure 3.13: The Use of Diagrams in Lecture Presentation.

The above table indicated that 36 participants making up (75%), opted for “yes”. While only 12 participants (25%) opted for “No”. We assume that the majority of teachers used diagrams to remember their students and to introduce a new lesson.

Q8. If your answer is yes, in which module?

Responses	Grammar	Linguistics	Social and Humanities	Study skills	Written Expression	Total
participants	27	01	01	05	02	36
Percentage	75%	3%	3%	14%	5%	100%

Table 3.16: The Modules that Use Diagrams by Teachers.

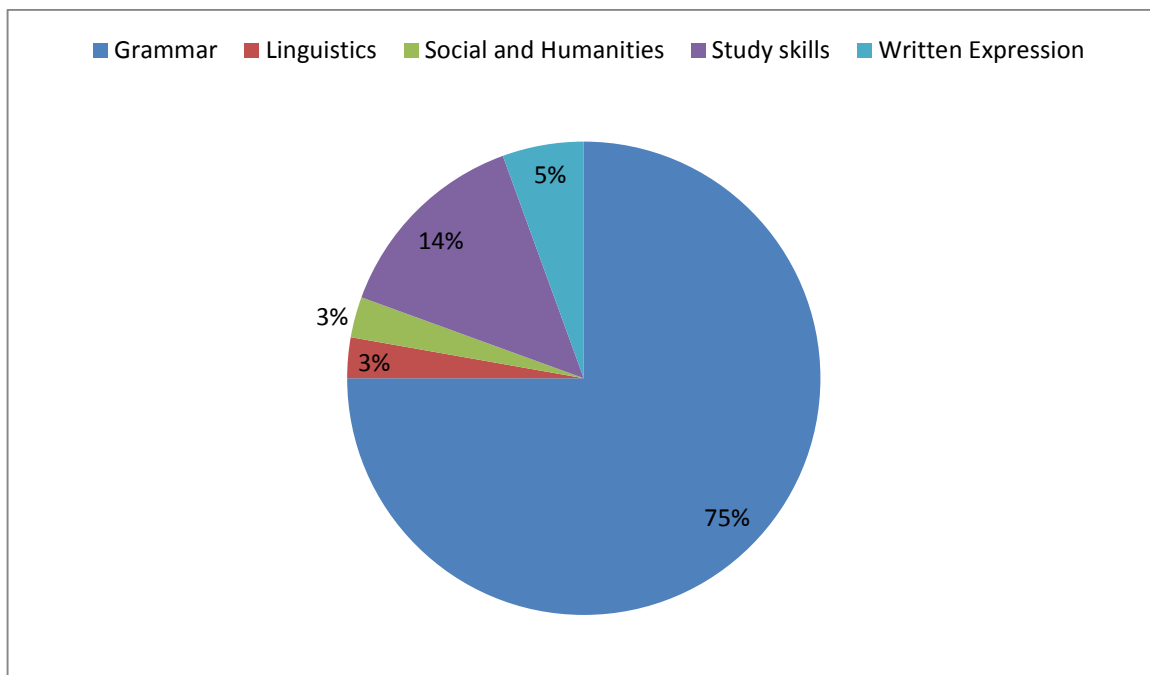


Figure 3.14: The Modules that Use Diagrams by Teachers.

This question related to the previews one about the use of diagrams during the session. The participants who claimed the positive response “yes” mentioned in this question that most teachers used diagrams in the module of grammar 27 (75%). 5 participants (14%) reported that teachers used this tool in study skills module. One (01) respondent (3%) said that teachers used diagrams in linguistic module and one (01) respondent (3%) claimed they used it in social and humanities. 02 participants (05%) reported that teachers used diagrams in written expression module.

Q9. This question includes two parts:

A. If your answer is yes, do they use technique in brainstorming like:

Responses	Games	Short stories	Texts	Songs	All of these	2+3	Total
Participants	05	03	13	0	10	05	36
Percentage	14%	8%	36%	0%	28%	14%	100%

Table 3.17: The Techniques Used in Brainstorming by Teachers.

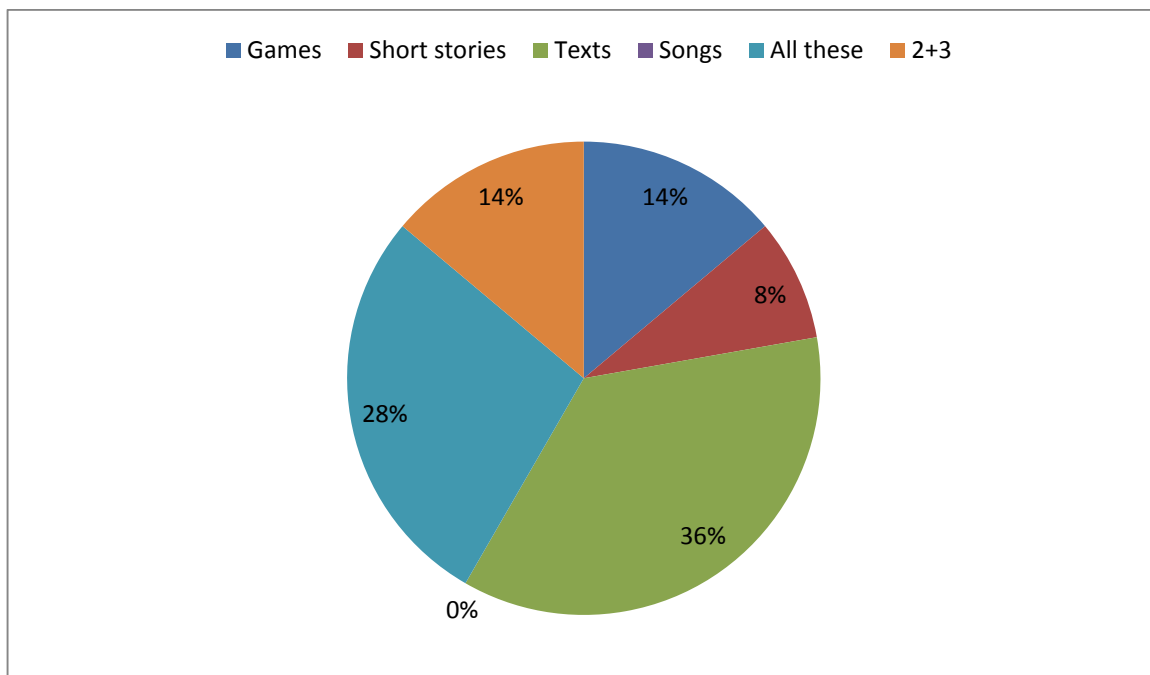


Figure 3.15: The Techniques Used in Brainstorming by Teachers.

The table above revealed that (36%) of respondents their teachers used texts in brainstorming in order to facilitate comprehension to students. However, (14%) of participants claimed that teachers have used games, short stories, texts and songs in brainstorming and three(03) participants (08%) said that teachers used short stories. 05 participants (14%) reported that games used by teachers to brainstorm them. While 05 other participants (14%) reported to use both short stories and text at the time. There is no answer to the fourth choice which is the use of songs.

Q.B. Does these techniques that relate to brainstorming motivate you and make you more comfortable to understand and give you a clearer image about the lesson?

Options	Participants	Percentage
Yes	33	92%
No	03	08%
Total	36	100%

Table 3.18: The Necessity of Brainstorming to Motivate Students.

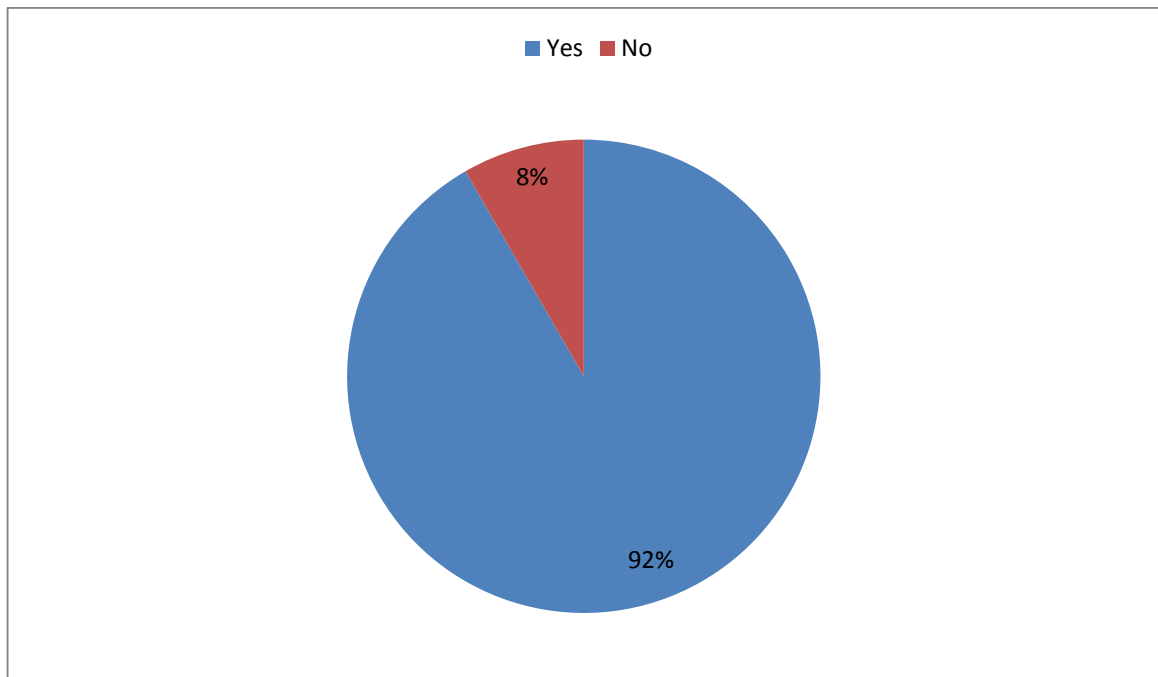


Figure 3.16: The Necessity of Brainstorming to Motivate them.

This question related to the previews one .92% of the participants agreed that brainstorming technique increases students’ motivation and make them more comfortable to understand and give also a clearer image about the lesson. Only 8% of participants do not agree that brainstorming make them understandable and motivated.

Q10. Do you think that summarizing the main points of the lecture on diagrams is better for you in order to storm it perfectly?

Options	Participants	Percentage
Yes	44	92%
No	04	8%
Total	48	100%

Table 3.19: Students’ View in Summarizing the Lecture on Diagrams.

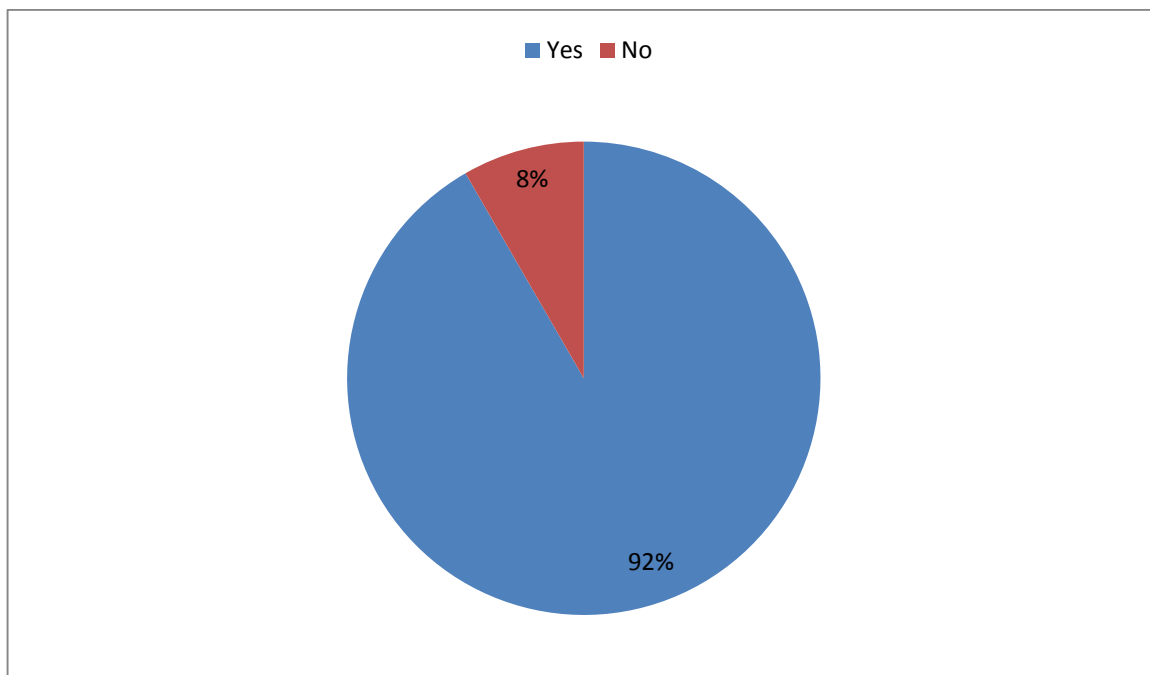


Figure 3.17: Students' View in Summarizing the Lecture on Diagrams.

This item aims to identify students' view about summarizing the lecture on diagrams is a good way to memorize the ideas. The majority of participants (92%) claimed that they prefer to summarize the lecture on diagrams in order to store it and make it easier to understand and to store the main points of the lecture. 8% of participants did not encourage this idea.

Q11. Do you interact with your teacher during the session?

Responses	Most of the time	Always	Rarely	Never	Total
Participants	18	09	21	0	48
Percentages	37.5%	18.75%	43.45%	0%	100%

Table 3.20: Students' Interaction with the Teacher.

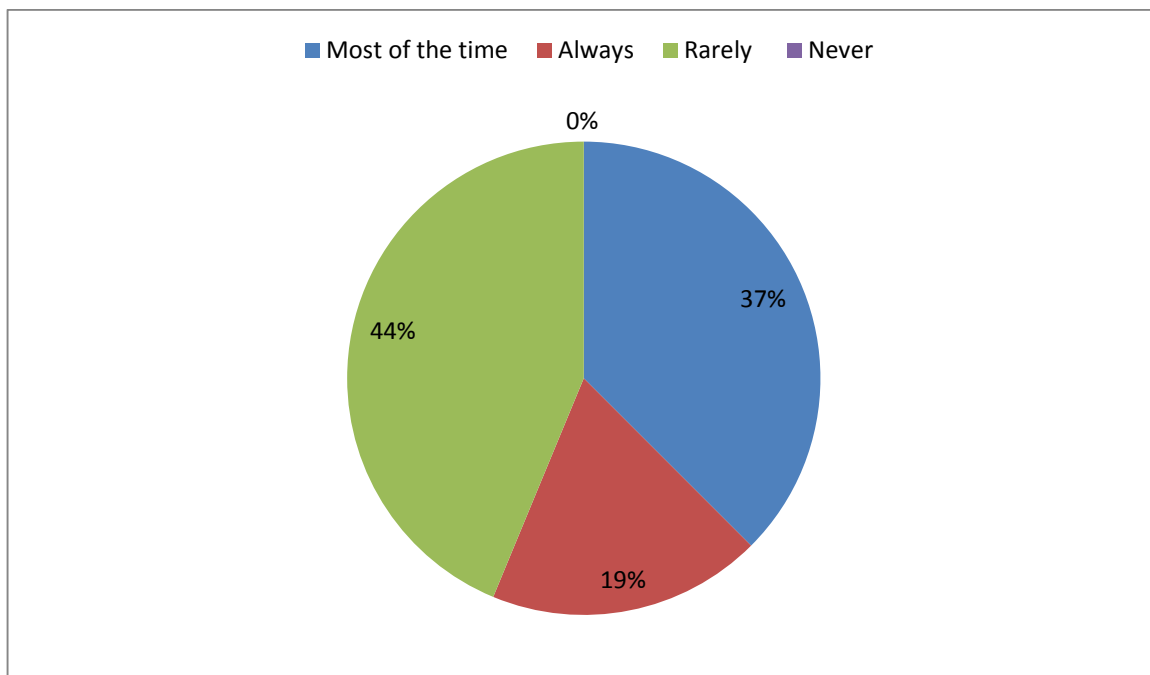


Figure 3.18: Students' Interaction with the Teacher.

44% said that they rarely interact with their teachers. 18 participants (37%) claimed that they interact with their teachers from time to time and (09) participants (19%) said that they always interact with their teachers during the session. We can deduce from these results that students may keep silent and just listen to the teacher to generate new ideas.

3.2.3.3 Discussion of the Results

The results obtained from the analysis of this section about brainstorming as a teaching technique known by many students. This technique has a purpose to generate ideas to master their comprehension and this serves our research questions. We found that the most research questions which answered are: “how can brainstorming influences students’ comprehension of grammar courses” and the second one which said “what are the main brainstorming techniques used by teachers to their students in order to achieve grammar courses”. And this related to the second section of our questionnaire which is about brainstorming. Moreover,

brainstorming influences students’ assimilation of grammar courses. That’s why we find that most students used this tool in grammar module.

3.2.3.3 Section Three: Teaching Grammar Courses through Brainstorming

Q1. Do you like taking grammar lessons?

Responses	Yes	No	Total
Participants	37	11	48
Percentages	77.08%	22.91%	100%

Table 3.21: Students’ Attitudes towards Taking Grammar Lessons.

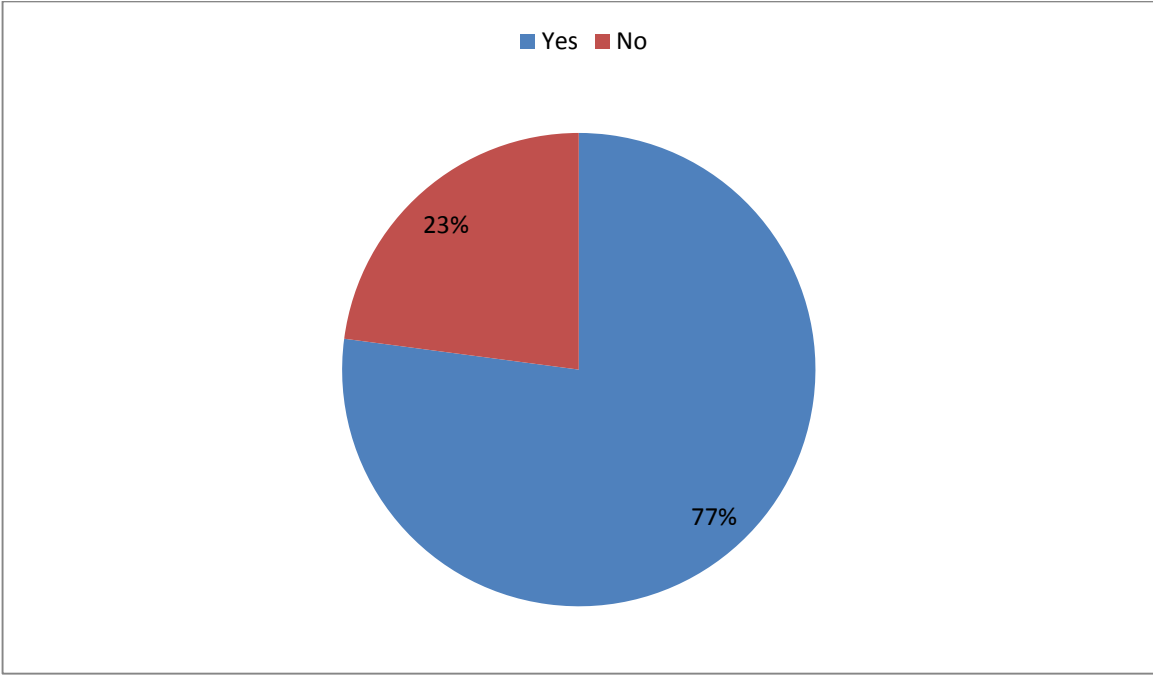


Figure 3.19: Students’ Attitudes towards Taking Grammar Lessons.

As it is expected, almost all students gave a positive attitude toward taking grammar lessons. 11 participants (23%) gave negative responses. The reason behind 77% of positive responses is the rules that improve students’ language structure developed and meaningful. It also helps them to communicate easily. Generally, grammar is the basic of English language structure.

Q 2. Do you often complain that you know all the grammar rules, but you still make mistakes when you speak?

Responses	Yes	No	Total
Participants	41	07	48
Percentage	85%	15%	100%

Table 3.22: Students' Making Mistakes in Grammar when Speaking.

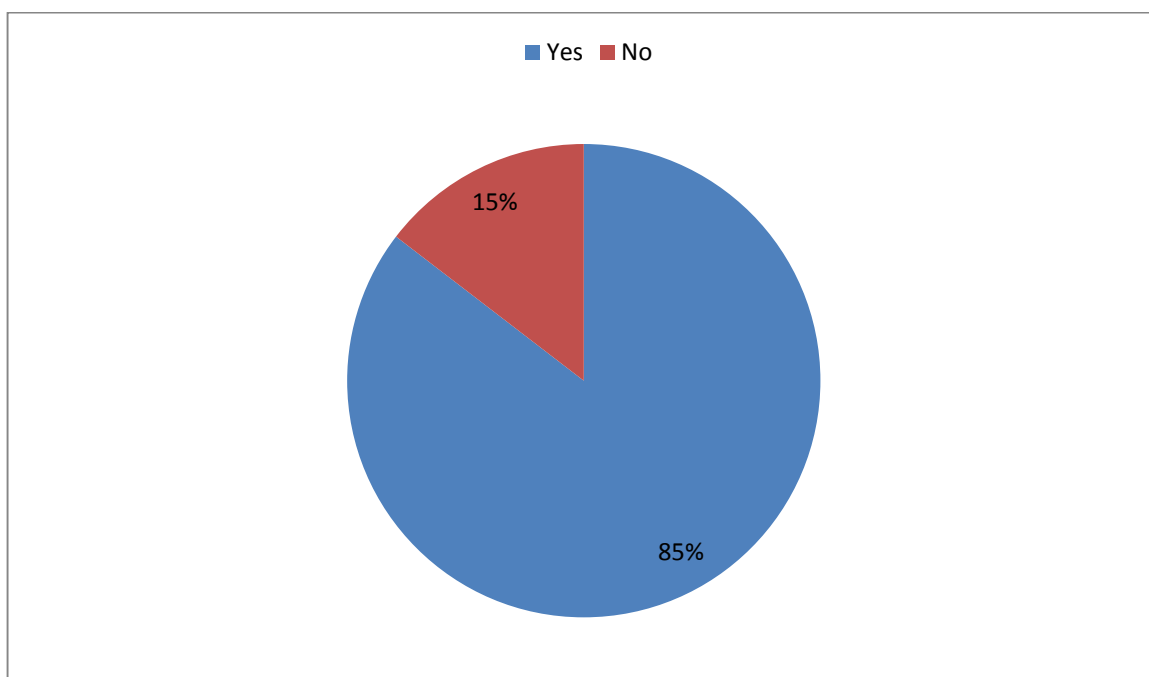


Figure 3.20: Students' Making Mistakes in Grammar when Speaking.

41 respondents (85%) reported that they still making mistakes in grammar rules when they are speaking. 07 participants (15%) stated that they encounter no mistakes in the grammatical rules.

The causes behind students' choice (yes)

41 participants, who claimed that they make mistakes in grammar rules when speaking, were asked to justify their choice. The reasons are listed as follows:

- Lack of practice inside and outside the classroom.
- Lack of self confidence and fear of criticism.
- They have difficulties in tenses.
- Lack of concentration when they are speaking.
- Grammar is wide and deep field of rules. We cannot memorize all the rules especially in exams.
- They understand the rules which introduced by the teacher but when they practice them they find difficulties.
- Mother tongue interference (they focus on the form rather than meaning and the rules).
- They study rules just for exams and not for their daily life.

The causes behind students’ choice (No)

07 participants who claimed that they did not make mistakes but only one justification can be found:

- We are always practice inside the classroom especially the use of tenses and knowing the grammar rules.

Q3. Does your teacher provide you with activities to practice English in all four skills (reading, writing, listening, speaking)?

Responses	Yes	No	Total
Participants	39	09	48
Percentages	81%	19%	100%

Table 3.23: Students’ Opinions about the Grammar Teachers’ Activities.

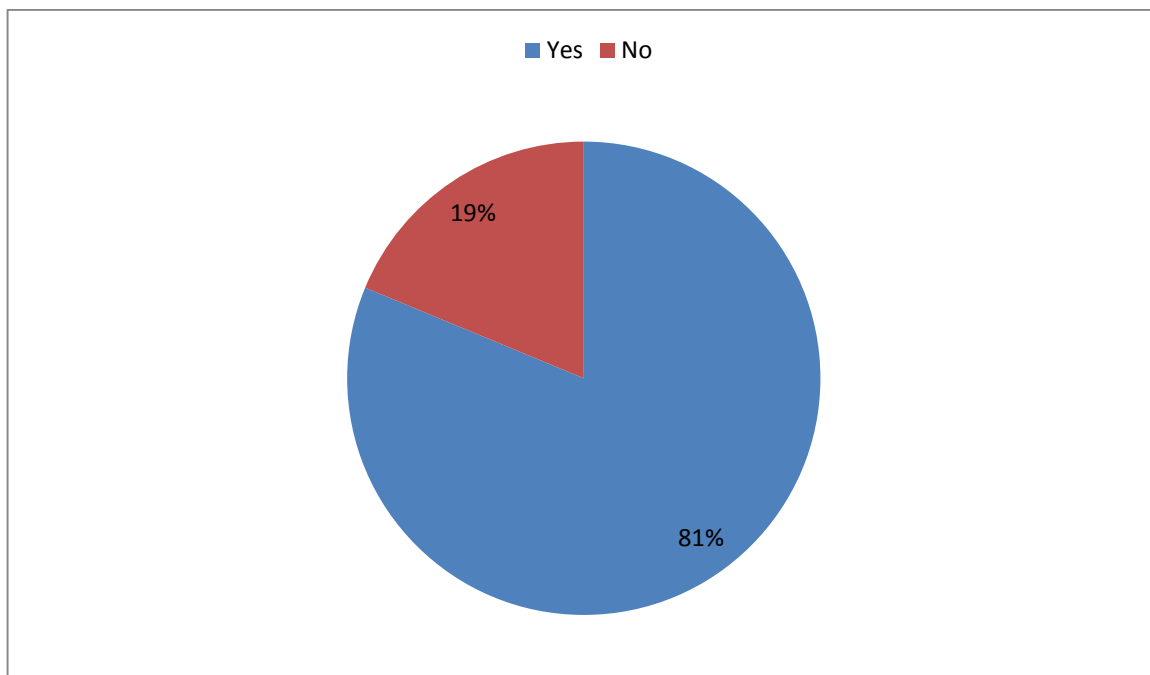


Figure 3.21: Students' Opinion about the Grammar Teachers' Activities.

39 participants (81%) declared that their grammar teachers provide them with activities to practice English in the four skills, whereas, a considerable proportion (19%) reported that their grammar teachers do not give them any exercises to rich their English language.

Q4. Your grammar teacher does most of time explaining all the points of the course?

Responses	Yes	No	Total
Participants	42	06	48
Percentages	87%	13%	100%

Table 3.24: Students' View about the Grammar Teachers' Explanation of the Lecture.

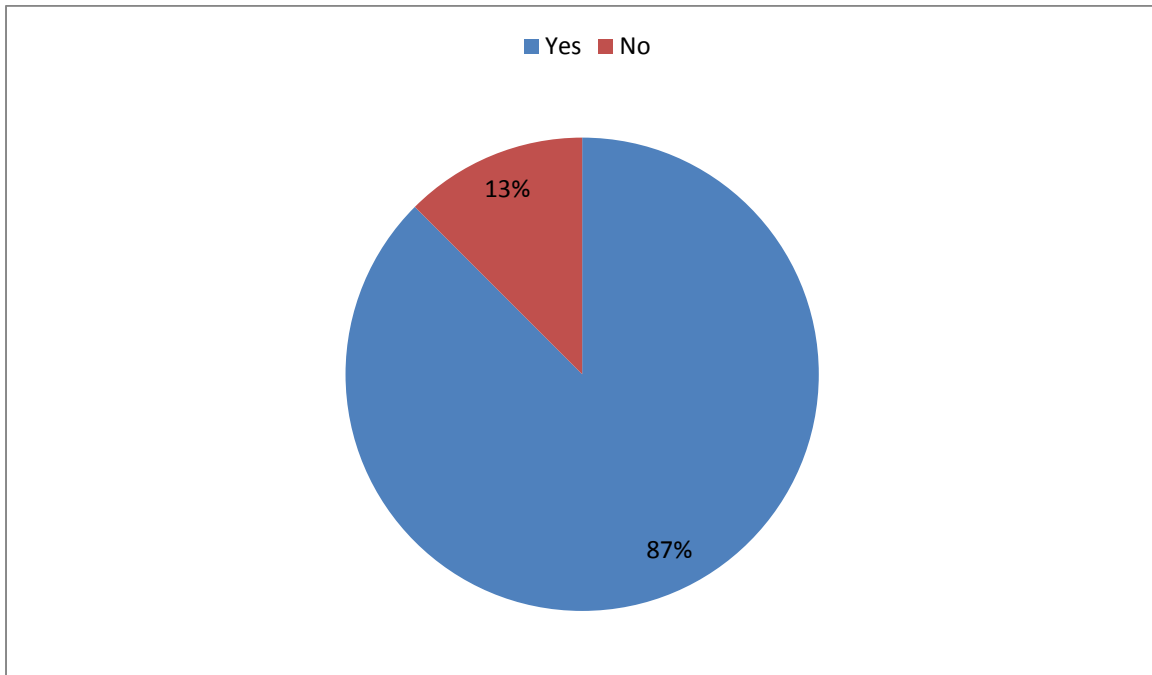


Figure 3.22: Students' View about the Grammar Teachers' Explanation of the Lecture.

The table 3.23 indicates that the majority of participants (87%) said that their grammar teachers explain and discuss all the details of the lecture and this claimed that the teacher responsible and prepared in advance. 13% participants reported a negative response.

Q5. Does your grammar teacher control you all the time?

Responses	Participants	Percentage
Yes	36	75%
No	12	25%
Total	48	100%

Table 3.25: Students' View about their Grammar Teachers' Evaluation.

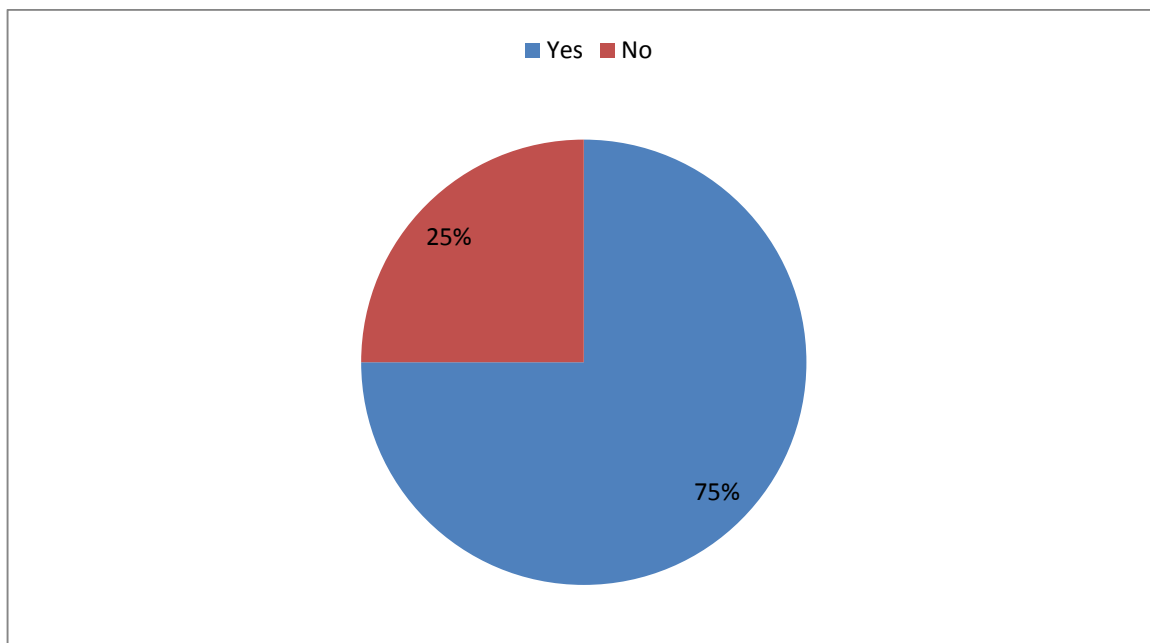


Figure 3.23: Students' View about their Grammar Teachers' Evaluation.

A great number of participants (75%) claimed that their grammar teachers evaluate them all the time and assess their progress. The teacher controls the activities that run in the classroom. Also teachers control the time and the behavior of students. 25% of participants reported that teachers do not control students all the time. They may control them from time to time or rarely.

Q6. Which method your grammar teacher uses when teaching?

Options	Participants	Percentages
a. Grammar-Translation Method (teaching grammar rules in Arabic).	02	4%
b. Direct Method (teaching using English only through explicit rules).	12	25%
c. Audio-Lingual Method (using dialogues and memorization of rules).	05	10%
d. Communicative Method (teaching through communication and interaction).	07	15%
e. Task-based Method (based on different tasks and activities).	16	33%
f. Eclectic Method (using all the previous methods to find solutions in teaching).	06	13%
Total	48	100%

Table3.26: Grammar Teachers' Methods in Teaching.

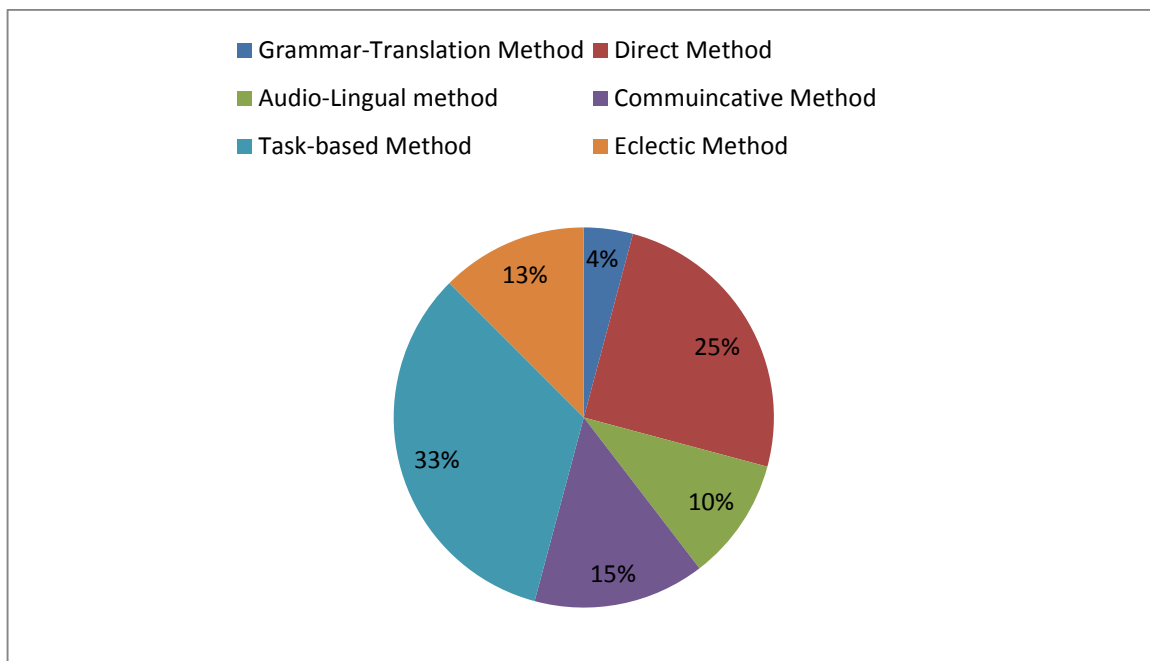


Figure 3.24: Grammar Teachers' Methods in Teaching.

According to the results shown above, there are different responses from participants and the results are approximate. 33% of participants claimed that the grammar teachers rely on teaching students through using different tasks and activities. 25% participants said that grammar teachers teach through direct method. 15% respondents reported that grammar teachers focus on communicative method (discussion and collaboration). The eclectic method comes next with a proportion of (13%).Also, 10% participants said that the grammar teacher give students lectures focusing on audio-lingual method. Finally, 4% participants reported that teachers present lectures through grammar-translation method. We can deduce from these results that teachers of grammar used a variety of techniques in presenting the grammar lectures.

Q7. Does your grammar teacher present the lesson:

Options	Participants	Percentages
a. Deductively (presenting the rule and followed with examples).	30	63%
b. Inductively (starting with examples then guess the rule).	13	27%
A+b	05	10%
Total	48	100%

Table 3.27: Teachers' Techniques of Presenting the Lessons.

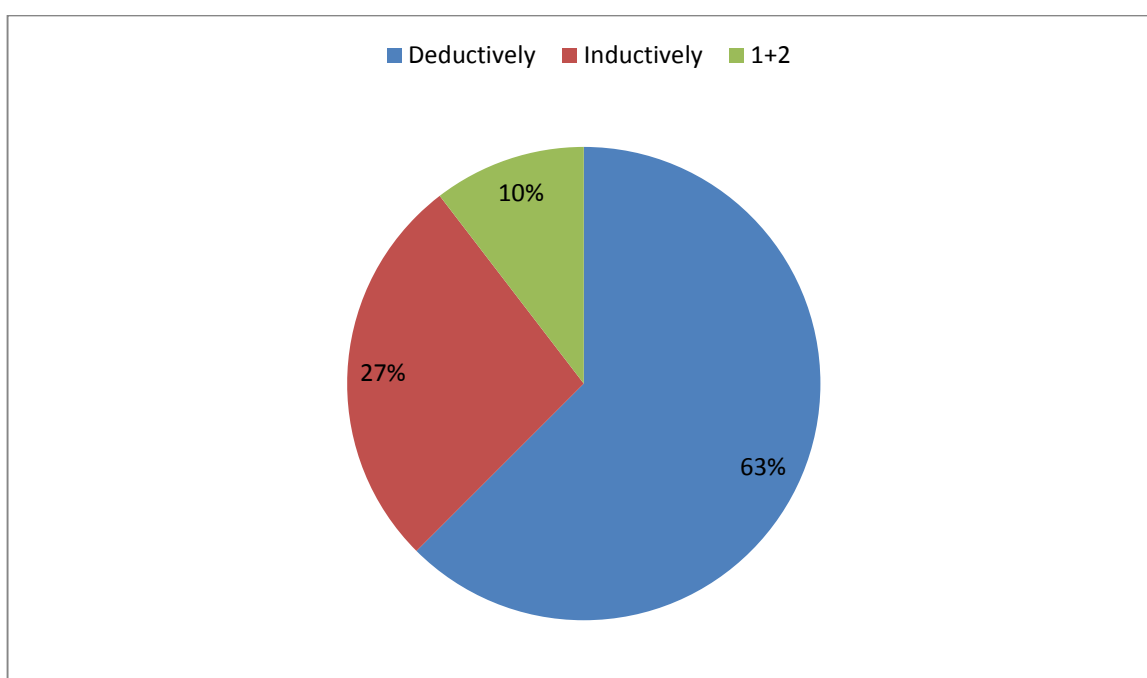


Figure 3.25: Teachers' Techniques of Presenting the Lessons.

The above table represents the students' view about the techniques that are used by their teachers to present the lessons. Most participants (63%) claimed that their teachers teach them deductively; means that they gave them the rule followed by examples. (27%) participants said that some teachers present the examples, and then students will guess the rule. Other participants (10%) reported that their teachers used the two techniques (deductive and inductive techniques).

Q8. Does your grammar teacher correct errors in class?

Options	Usually	Often	Sometimes	Never	Total
Participants	24	06	17	01	48
Percentages	50%	13%	35%	2%	100%

Table 3.28: The Grammar Teachers' Frequency of Correcting Errors in Class.

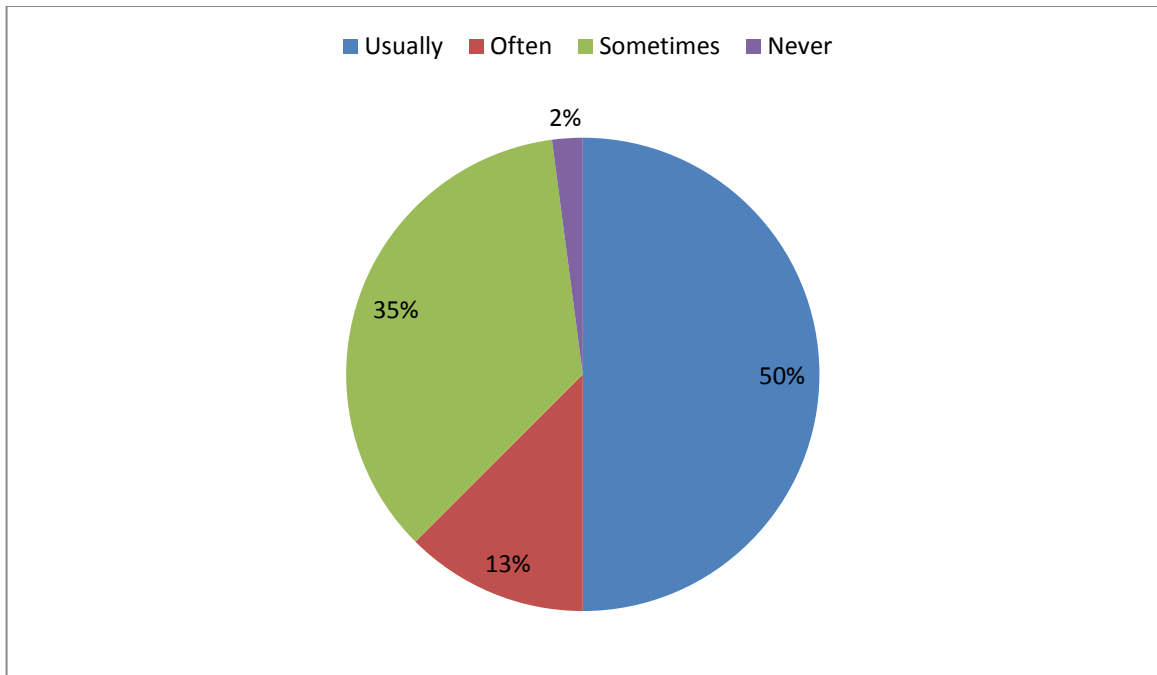


Figure 3.26: The Grammar Teachers' Frequency of Correcting Errors in Class.

The table indicates that 24 participants (50%) gave the “usually” response. 17 participants (35%) gave “the sometimes” response. 06 participants gave the “often” response and one participant mentioned the “never” response. Students’ responses indicated that their grammar teacher aware, instruct and help their students to overcome their errors and mistakes.

Q9. This question includes two parts:

A. Does your grammar teacher teach the syllabus of grammar through:

Options	Telling stories	Games	Text	Audios	Videos	Songs	All these	Total
Participants	02	02	20	02	06	0	16	48
Percentages	4%	4%	42%	4%	13%	0%	33%	100%

Table 3.29: Grammar Teachers' Techniques in Teaching the Syllabus.

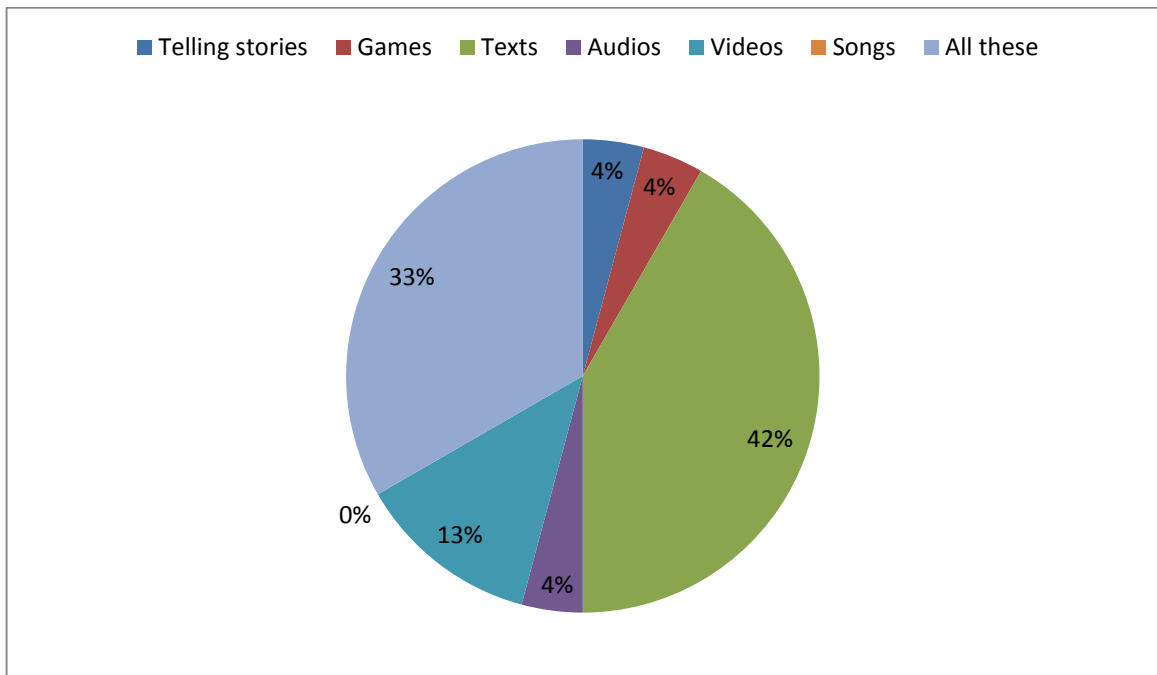


Figure 3.27: Grammar Teachers' Techniques in Teaching the Syllabus.

Effective teaching of grammar syllabus requires appropriate techniques and activities to check students' comprehension. From these responses, the most used technique by grammar teachers is teaching through texts (42%). And then (33%) claimed their teachers used: telling stories, games, texts, audios and videos. (4%) participants said that their teachers teach them through telling stories and the same percentages for games and for audios. What can be deduced from the above responses that most of techniques depend on the authentic materials; it means that it's up to the teacher to design the techniques and the activities and according to the aims and goals.

B. Would you please say for which purpose?

Options	Participants	Percentages
To make you more focused and interested.	09	19%
To brainstorm you (to generate ideas).	04	8%
To facilitate the lesson and comprehension.	21	44%
To summarize the lesson and give a clear idea about it.	08	17%
2+3	06	12%
Total	48	100%

Table 3.30: The Purpose of Using Different Techniques in Teaching Grammar.

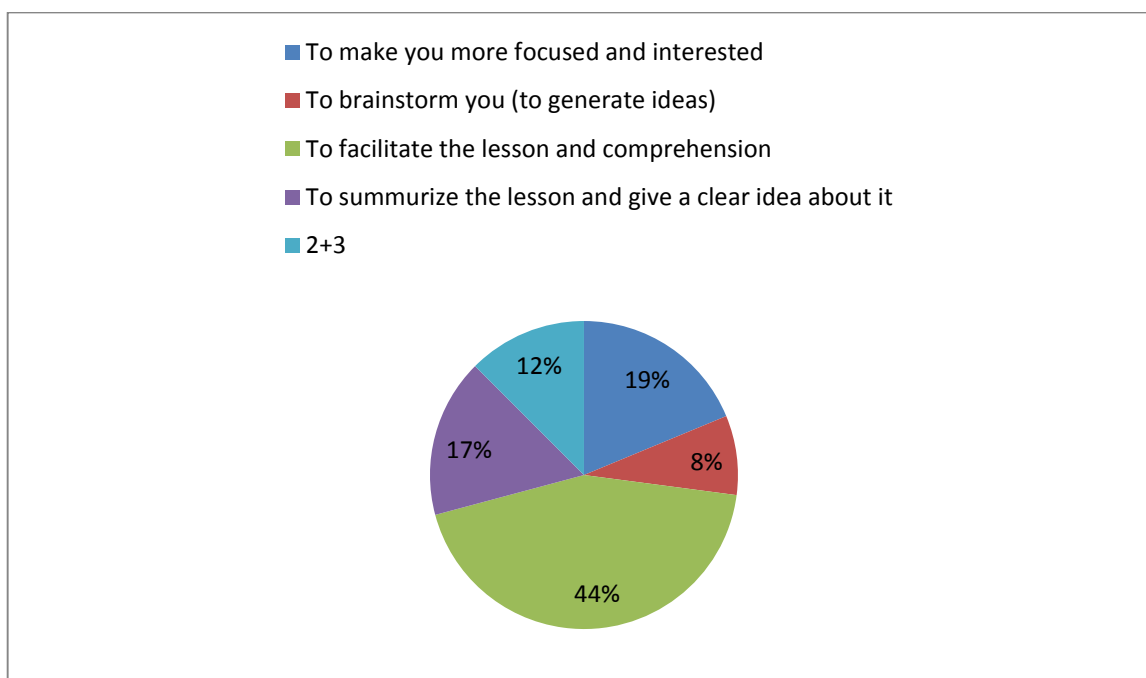


Figure 3.28: The Purpose of Using Different Techniques in Teaching Grammar.

The table above revealed that 21 respondents (44%) claimed that the techniques above used to facilitate the lesson and comprehension; it means that these techniques develop students' cognitive capacity in order to facilitate the lesson. While (19%) participants claimed that the purpose of using these techniques is to make them more focused and interested in the course. 17% participants reported that summarizing the lesson and giving a clear idea about it is the purpose of those techniques. 08% subjects said that brainstorming students to generate

ideas is another purpose of such techniques. Finally, there are two13% participants claimed that the purpose of using those techniques to both: brainstorming students to generate ideas and to facilitate the lesson to master comprehension. The main result that can be deduced from these responses that the purpose of this variety of techniques is: to facilitate the lesson and comprehension.

Q10. Do you prefer the grammar sessions to focus more on brainstorming technique?

Options	Participants	percentage
Yes	40	83%
No	08	17%
Total	48	100%

Table3.31: Students’ Attitudes towards Focusing on Brainstorming in Grammar.

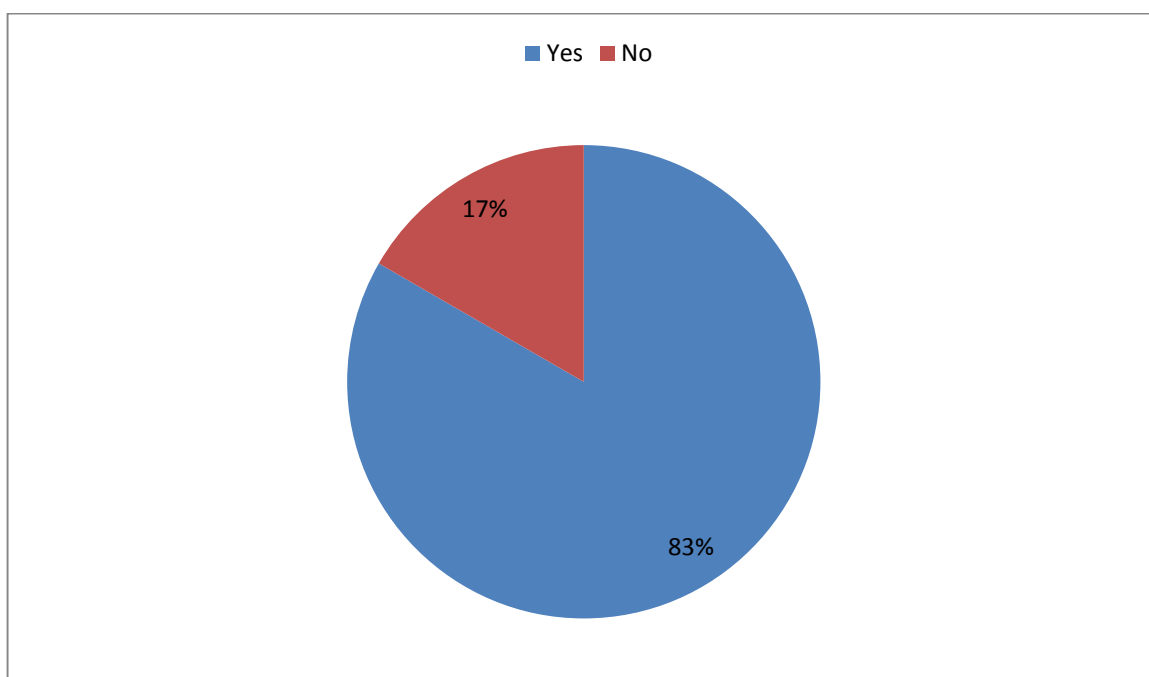


Figure 3.29: Students’ Attitudes towards Focusing on Brainstorming in Grammar

Students’ justification of their response “yes”

Students claimed that brainstorming technique is beneficial for them to take grammar sessions. 40 students who gave the following reasons:

- Brainstorming makes students draw a clear image about grammar rules.

- Develop our comprehension.
- It's make the atmosphere funny and enjoyable.
- It makes us interested in the lesson.
- It improves our skills in grammar.
- It helps us to memorize and summarize our grammatical rules.

Students' justification of their response “no”

Only one student justifies his response. The reason is:

- Grammar is complex and it needs more techniques to facilitate the lesson and acquiring rules.

3.2.3.5. Discussion of the Results

From the above analysis and results, the aim of this analysis is whether grammar related to brainstorming technique in developing students' comprehension of all the grammatical rules. It also investigates the teacher role in using this technique to help students in mastering comprehension and the purposes of using it. The raised research questions and the hypotheses are related to these results. First-year preferred to use brainstorming in grammar because they learned it in their secondary school especially in the book of “new prospect”.

3.2.3.4. Section Four: Further Suggestions

Q1. Students' Suggestions Ideas and Techniques to Improve Grammar Lessons

At the end of the questionnaire, we gave our students a free space to suggest what they think is better to improve their grammar lessons. The suggestions are given to students and teachers but the focus is to their teachers. Here are the obtained suggestions:

- Teachers should use technology in teaching.
- Teachers should vary in techniques as Mind mapping and audio visual aids.
- Using different exercises and activities.
- Student should practice and vocabulary activities.

- Teachers should give freedom to their students to choose the appropriate practices.
- Reading more books which contains grammatical rules.
- Teachers should suggest cooperative works to their students.
- Giving them more time to generate ideas.

3.2.4. The summary of students' questionnaire

The results obtained from the analysis of students' questionnaire revealed that first-year female (83%) with different educational back ground find difficulties in the comprehension of some subjects as grammar subject and we have suggested some techniques to overcome these problems. The great majority of the students have an idea about brainstorming teaching technique (81%) and this reflect that it is an important tool for learners to introduce a new lesson or an item to trigger prior knowledge (91%). The purpose of brainstorming for most participants is to generate ideas as much as possible (36%) and mastering comprehension (33%). Students during brainstorming take notes (58%) to show their interest in the session and to create new ideas. Thus, brainstorming is positive tool for them (75%). Moreover, most teachers during the presentation of the lecture used diagrams to make their students understand each point in the lesson (75%) and this tool is enjoyable and preferable for learners (87%) especially in the module of grammar (75%). In addition, the teacher vary in the techniques of brainstorming (games, short stories, texts, songs) but the main use is texts to make their brain storm all the ideas of the text. So, these techniques motivate learners to comprehend the lesson more and make a clear image about it (91%). Teachers suggested to their students that summarizing the lecture on diagrams to students is an effective way to storm ideas (92%).

In the other hand, grammar subject is an interested module to most students of first-year (77%) but, they still making mistakes in grammatical rules when they speak (85%). Grammar

teachers always provide their learners with activities to practice English in all four skills (81%), they explained all the points of the course (87%) and they control them all the time (75%). Furthermore, grammar teachers used different methods when teaching students but the most used method is the task-based method in they teach them through activities and exercises (33%). Also teachers present lessons deductively more than inductively (63%). Then, they have used stories games, texts, audios, videos and songs all to gather in presenting the syllabus (33%) and served the first part “brainstorming” which facilitate the lesson and comprehension to students (44%). Finally, students prefer the grammar session with brainstorming technique (83%) which a great number and this explained to us its role in enhancing students’ comprehension of the grammatical rules. The last part of the questionnaire reveals that students suggested some techniques to improve their grammar lessons.

3.3. Classroom Observation Analysis

3.3.1. The Description of the Process

Classroom observation feature is our second research tool. It allows the researcher to collect live data with first-year LMD classes to be our sample of study from naturally occurring situation and to examine effective teaching.

Classroom observation defined in general as one of the effective means of learning how certain teaching methods and procedures are used in schools, how classrooms are organized and planned, and how students respond to the classroom setting. This means that classroom observation has benefits in describing the instructional practices, improvement of teachers’ classroom instruction based on feedback and sharing ideas.

We carried out our observation on November, 25 in the first semester with first –year LMD students at Biskra University and with grammar teacher. We attended six sessions in grammar subject with one group include 24 students in classroom. The observation period

lasted six weeks because the teacher in each week, he presents a new lecture that is the main focus of our observation to get more valid data. During our observation, we acted as a passive observer in order to gather data as much as possible and to be objective in the observation.

Our study restricted by the teacher's techniques in teaching and the presence of students in order to see their reactions during the session. Our observed group has many absentees. So, we faced some difficulties in the students' reaction.

The main goal of our observation is to observe our grammar teacher used brainstorming teaching technique in presenting a new lesson to learners in its real setting. To observe how brainstorming effects on students' comprehension of the grammar lessons, how the teacher present lectures using different techniques to brainstorm students in order to develop learners' comprehension and the amount of generated ideas. To observe how the students and teachers interact with each other. Also, to observe how students will deal with these problems knowing that they are first year students; it is their first time to study in the University where they did not understand grammar lessons in details and they did not know brainstorming technique before.

The observation was done without any preparation from the teacher. It means, they are not informed in advance in order to observe the sessions in its real situation to have realistic evidence about the role of brainstorming teaching technique in enhancing students' comprehension of grammar courses. During the sessions that we attended we sat at the last table of the row in the room in order to see all students as well as the teacher. We concentrated on our observation in every point explained by the teacher and every idea generated by the learner.

As we know grammar is a complex and wide filed of rules that should be taught by learners as well as classroom teaching is complex that's why our observation is focused. We used a check list that contains different items grouped; this check list reflects some aspects that

we have observed in the classroom: physical setting, the content of the lessons, the organization of the lesson, the presentation of the lecture, teacher-students interaction.

3.3.2 Analysis of Results of the Observation

The aim of our observation is all aspects that have relation to our research. So, we have also concentrated on classroom characteristics such as: motivation, attendance, participation, noise, the use of cell phones, space and other characteristics.

The main aim of classroom observation is to know how brainstorming effects in developing the understanding of grammar lessons from students and how the teacher applied this technique in classroom teaching to help students to have clear image about the lesson and how they deal with management problems, how learners generate ideas when they face new lessons and how they interact with each other. The check list used in this observation includes seven aspects which are analyzed as follows:

3.3.2.1 The Description of the Physical Setting

The physical setting is the physical environments where the lectures take place and its important to students and teachers success. During our observation we concentrated on some visible aspects in the physical setting like: room arrangement, lighting, tables/boards, seating, students, images and furniture.

The classroom is the place where students taught lectures or the place where teaching occurs. We spend enough time to observe all the aspects (six sessions) that we mentioned before in order to enrich our comprehension about teaching. All our observations were conducted in one place and does not change which is the classroom.

When we attended the sessions, our observation conducted in simple and normal setting for one hour and half. During all these observed sessions there were absentees of the students. We noticed that the room is dirty by sheet of papers on the tables and bottles on the floor. There was some furniture which is not useful in the room which effects on the teacher to move

between the rows. Also, we noticed that there were some lamps did not work and this will hinders the atmosphere of the study especially grammar includes complex rules.

The space of the classroom is narrow and there were not sufficient furniture for all students as tables and chairs. They move from one room to another to bring these materials and this will effects on their time of study. Tables and chairs are not organized in rows. Thus, the teachers cannot move to control students. There were five windows that allowed the entrance of natural light and air and this add to the atmosphere of the study interesting to the lecture.

Concerning the seating arrangement, it is an important feature of the classroom behavior. Students are seating in different places; it means that it is not organized way and this hinders the interaction between students to work on groups. So, they make noise to the teacher.

3.3.2.2 The Content of the Courses

All the six observed grammar lessons' content was coherent and each lecture has one unity, it means that each lecture all its ideas were clear, specific and relevant as well as the teacher made the ideas related to students' prior knowledge because they are first year. In addition to this, the lecture were stated orderly and the teacher based on brainstorming to make the content of the grammar syllabus easy to taught and to be understandable by each learner.

3.3.2.3 The Organization of the Lectures

During the observation sessions, the teacher makes a lesson plan that includes all the points that should be presented by the teacher. We noticed that the teacher begins the session with time (13:10 o'clock) in order to not waste time and to rich all the points of the lecture because grammar needs more explanation and more practice especially in brainstorming; it means that grammar teacher is well-prepared, well-organized and responsible (grammar teacher is somehow serious) but he always smiling to make their students participate during the session as well as he say "good afternoon" to everyone to show his simplicity. In addition, the teacher devises one hour and half according to number of the elements of the lecture he will be

presented. For instance, in our observation brainstorming takes ten minutes. Then, he brainstorms students about the previews lecture to connect it to the new one. The grammar teacher writes on the board an introduction about the lecture which is a form of brainstorming. The teacher writes the topics on the board with clear and simple style of writing which are as follows:

- ❖ The use of articles in English. (See appendix 3)
- ❖ Adverbs. (See appendix 4)
- ❖ Conjunctions. (See appendix 5)
- ❖ Prepositions. (See appendix 6)
- ❖ Verb tenses (simple and complex). (See appendix 7)
- ❖ Interjunctions. (See appendix 8)

Then, he stated the goals and the objectives of the lecture. After that, he indicated all the elements of the lecture that should be taught and then, the instructor brings materials to teach students as chalk, handouts, the attendance sheet, lap top and pens. Also, he organizes the practices for students. Finally, the grammar teacher gives a summary to the main rules of each topic.

3.3.2.4 The Presentation of the Lecture

First of all, the grammar teacher greets students to show his respect. We noticed that the teacher checked the attendance of the students in order to make them involved and do not be absent. We also noticed that the teacher asks students about the preview lecture like “would you remind me of what we studied the last lesson? And this is kind of brainstorming. We remarked that the teacher write the module which will teach which is grammar, the unit of lecture which is parts of speech, the topic of the lecture as we have mentioned before and big title which is brainstorming. This last, was done it by the teacher in order to make learners

generate more ideas about the topic and then to make them understand the lessons, all these takes ten minutes and this waste on time of the lecture.

After this, the grammar teacher stated the goals of the lecture to his students as:

- Understanding all the rules of grammar in details without any ambiguities.
- Knowing the use of articles (definite, indefinite and zero articles).
- To point out the types of adverbs with examples.
- To explore a new kind of part of speech which is: the interjection.
- To guess the definition and types of conjunctions.
- To understand the types of prepositions.
- To expect the different types of verb tenses.

We have noticed that the grammar teacher in each session used different techniques to brainstorm their students. His main goal of these techniques is to make a clear image about the all lectures that we have mentioned above. Furthermore, the success of his lectures based on brainstorming. As we observed before, the students understand more by this teaching technique.

During the six observation sessions, the grammar teacher provides students with techniques to remind their students and make them comprehensible. These techniques are:

- **The First Session**

In the first lecture of the use of “articles” in English, the teacher used a small text to brainstorm their students. He asks them to fill the each gap in the text by the appropriate article, it means according to what they study before in middle school (new prospect book). Then, each student has given his own answer whether (a/an, the, zero article). After that, the grammar teacher will check the information. All the suggested answers by students are approximately wright because they generate many ideas about articles. Finally, the teacher gives to students

the complete answer; he defines the articles and when to use the indefinite articles (in certain numerical expressions, in expressions of price, speed, ratio and others cases).

- **The Second Session**

In the second session, the teacher entitled the lecture by “adverbs”. He applied a technique in brainstorming which is an “audio story”. The title of the story was “The Old Man and the Sea” written by “Ernest Hemingway”. The instructor gives a small introduction about the story in order to make students having an idea before listening to the story. Then, he asked them to listen carefully to story to “spot out” all the adverbs that are found in story. After that, he supported them by a handout includes the story in a written form to understand more. The grammar teacher questioned their students to define the adverbs; some of the suggested answers were: adverbs modify a verb, ~~adjective~~, ~~noun~~ or another adverb. After the students spotting all the adverbs; they cross out the wrong answers. In this case brainstorming by audio stories let students discover their errors and make them comfortable about their answers and know the types of adverbs as: adverbs of manner (carefully), adverbs of place (in Algiers), adverbs of time (on Saturday) and other types.

- **The Third Session**

During the observed session number three, the teacher presents the lecture of interjections but students they do not know the topic. In this case, brainstorming used to make students explore new kind of part of speech which interjections. The technique used to brainstorm students is writing short sentences on the board and then, they asked to identify the interjection with its modifier. One of these sentences is: **Nice!** You got a Monster kill in **your** first game. As we noticed, approximately all students know interjection and they are understandable by all students as well as they defined them and gave the types and uses of the interjections.

- **The Fourth Session**

At the beginning of fourth session, the teacher checked the copy books of students to check whether they done the exercise of interjection or not. Then, he corrected the practice with students in order to discuss their answers because they do an individual brainstorming but in class room, they exchange ideas about the previous lesson.

We noticed that the teacher presented a new lesson to students which are about “conjunctions”. The technique used by the grammar teacher to brainstorm students is a game entitled by “who wants to be a Millionaire”. The aim of this technique is to guess the meaning of conjunctions with its types. This means to accelerate their cognitive ability in order to enhance their comprehension of the lecture. The instructor started to write each sentence on the board with gaps to complete by the appropriate conjunction knowing that the teacher gave them options to choose and guides them with time. For example:

- I’m thirsty.....hungry. A. or B. so C. and D. but.

Each student gave his own answer with respect to the time. After giving their answers to the teacher; they detect the correct conjunctions and the teacher decided the winner of this game. This game adds to the atmosphere fun in order to participate and generate more ideas. Finally, the grammar teacher draws with students a diagram which summarizes the whole lecture.

- **The Fifth Session**

The fifth observed lesson was about “prepositions”. The grammar teacher used a written story as a technique to make students understand the definition, the types and the uses. In this technique, the teacher lets spaces to complete with “preposition word bank” as in, over, since, into and other prepositions. Then, he summarizes the lecture in a small table to facilitate comprehension.

- **The Sixth Session**

The sixth session was brainstormed by historical text which is about “verb tenses: Simple and Complex Tenses”. The title of the text was “Queen Elizabeth two’s Sapphire”. First, the teacher explains the title of the text and some difficult words as “Sapphire Yubilee”. This text includes verbs between brackets in order to be conjugated by students through the context of the history as: “to be”, “to set” and other verbs because they have an idea about verb tenses and then, they sorted out the different verb tenses as: present simple, present perfect, present simple and other tenses. From this notes, the grammar teacher draws a diagram to simplify the verb tenses to students because students claimed that tenses are very difficult to be taught in grammar.

After each lecture the teacher gave his students activities and practices for ten minutes whether individually or pair work in order to understand the theoretical part of the lesson and then he praised them saying “good”, “perfect”. After the presentation of grammar lessons the teacher support his students by handouts which considered as authentic materials as well as the stories, games, songs. He explained all points mentioned on it. These handouts distributed to each student in order to revise them during exams and to understand more because in exams they use their brains to storm all the above rules. We observed also that the teacher distributed to students their marks and he encourage them to do more in the coming exams.

3.3.2.5 The Teacher-students Interactions

We noticed that there were some lectures which are not enjoyable and not interesting like the lecture of “verb tenses” because students not asked for any clarification or explanation except one or two students. But the other lectures were presented in attractive way in order to attract students’ attention. There was a reasonable participation during the presentation of the lecture especially when the teacher brainstorms them as we noticed. The teacher answers students’ question in a clear and direct way and he encouraged them to ask more questions

about any new concept or word as well as his tone of voice was clear to all students in order to communicate with them. Moreover, the teacher responded to the wrong answers constructively and he does not criticize or blame students. Also, he encouraged them to respond to each other's questions and do not interrupt each other. The teacher presented challenging questions to encourage discussion and respected diverse points of view as "verb tenses" and "prepositions". We also noticed that the teacher moved around the students to check whether they copy their lesson or not and this give chance to students to speak with the teacher especially for shy students. Another remark was the number of girls is larger more than boys and they seated in front of the teacher that's why they were more interacted and participated than boys. Concerning the time, the teacher gave their students sufficient wait time and then he them feedback.

On the other regard, the teacher presented all the lessons "inductively". He gave them the examples as texts, games, stories, songs. Then, they discovered the rule.

3.3.3 Discussion of the Observation Results

The finding of our observation sessions revealed that both teachers and students benefited from brainstorming technique especially for students' comprehension of grammar courses and it covers all the needs of students and it helps them. The results approved the second hypothesis which is "if teachers follow techniques as: giving students short stories, supporting them with texts, presenting grammar lessons with videos, songs, games and drawing diagrams. This will help students to understand the grammar rules". We can confirm our third hypothesis "brainstorming can adequately help students and develop their level of comprehension. Thus, they will achieve good results in learning the grammatical rules". We can a conclusion about the results of the observation which are

- The physical setting is important to make brainstorming session enjoyable and interesting.

- All the techniques used during presenting the grammar sessions to brainstorm students are preferable to students to maintain comprehension and it helps in the presentation of his lectures.
- Time allocated is also very important to handle brainstorming session.
- Authentic materials like handouts, games, texts, videos are effective for learning grammar rules in order to generate ideas.
- Brainstorming has a big role in enhancing students' comprehension of the grammatical rules.

Conclusion

In this chapter, we tried to give a detailed analysis of students' questionnaire and the analysis of the classroom observation. First of all we gave a description to each procedure. Then, we represented the analysis and the interpretation of both tools. These two data gathering tools analyzed differently. The students' questionnaire was analyzed in terms of statistics and comments while the class room observation analyzed in terms of notes and comments. Each tool at the end of its analysis includes discussion of the main results.

General Conclusion

General Conclusion

We carried out this study in order to confirm or to reject what we wished to know about “the role of brainstorming as a teaching technique in enhancing students’ comprehension of grammar courses” the case of first-year at Biskra University and in order to confirm the hypotheses raised in the research proposal which claimed that when students generate, recapitulate and activate their knowledge or ideas they will comprehend grammar courses and that characteristics (generate, recapitulate and activate) are the main features of brainstorming teaching technique. Also, it confirmed the second hypothesis which is the use of brainstorming teaching techniques as: presenting the grammar lessons through texts, videos, games, stories and drawing diagrams will develop students’ comprehension and it covers all their needs to cope with grammatical rules and help them to develop their level of comprehension.

Different research procedures were followed to test the reliability of these hypotheses. One kind of questionnaires was administered to students in order to obtain their own views and perspectives concerning the questions under investigation. Besides, their views about brainstorming as a teaching technique and its main benefits. Also, we discovered the main difficulties that face students in learning grammar courses as well as teaching these courses through brainstorming. The analysis and the interpretation of students’ responses let us to conduct another research procedure which is classroom observation. This last provide us with significant notes and comments of the teacher as well as students about the application of brainstorming techniques during the presentation of grammar lessons which we think can be helpful for grammar subject to enhance students’ comprehension.

These research procedures allow us to point out some points resulted from the students’ questionnaire and classroom observation. Firstly, students face some difficulties to achieve grammar lessons as we noticed the observation sessions and as they reported in students’

questionnaire. The reasons stated are: the lack of practice and lack of mastery. We investigated that not all grammar teachers apply brainstorming teaching technique.

3.3. Recommendations and Pedagogical Implications

The results obtained from the analysis of students' questionnaire and the analysis of classroom observation. We tried to suggest some remedies concerning the role of brainstorming as a teaching technique in enhancing students' comprehension of grammar courses. These recommendations are stated in order to just evaluate the effectiveness of brainstorming in enhancing the comprehension of grammatical rules which they are:

Teachers' Recommendation

- ✚ We would like our teachers of grammar to apply motivational techniques as brainstorming.
- ✚ Brainstorming teaching technique was used in middle school and secondary school but in a detailed way. We hope that the all the branches in the field of education used it in details to facilitate comprehension.
- ✚ The teacher should use diagrams in order to summarize lectures and facilitate understanding.
- ✚ The teacher should encourage their students to create and use their imagination while learning.
- ✚ Encouraging them to work in groups and pairs to exchange ideas.
- ✚ Encouraging students to collaborate with others and even with students of other department.
- ✚ The teacher should create a real atmosphere to conduct with grammar rules.
- ✚ Encouraging students to collaborate with others and even with students of other department.

- ✚ The teacher's preparation to the course is the main goal of brainstorming technique and the second goal is to master comprehension
- ✚ The teacher should provides students with clear, precise tasks in order to avoid any kind of misunderstanding because grammar is wide field and it is very complex.
- ✚ The teachers' preparation to the course is the main goal of brainstorming technique and the second goal is to master comprehension.
- ✚ Brainstorming is best techniques for better classroom management for teacher' presentation of the lecture.

Students' Recommendation

- ✚ The students should not rely only on the teachers' explanation because this is not enough to acquire all the grammatical rules.
- ✚ Before starting any lesson, students should keep in their minds that there are techniques helped them to enhance their comprehension as brainstorming technique.
- ✚ Students should practice in order to develop their level of comprehension.
- ✚ The teacher should motivate learners to practice especially shy students and search for another useful techniques related to brainstorming as mind mapping.
- ✚ Students should read more books about all the grammatical rules to rich their competence.
- ✚ Students follow brainstorming to solve their problem specially preparing themselves for exams and to draw a clear image about grammatical rules.
- ✚ Brainstorming is a perfect tool to students to develop their thinking.

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APPENDICES

Appendix One

Students' questionnaire

Dear students,

We would be so glad if you could answer the following questions concerning my research which is about **the role of brainstorming as a teaching technique in enhancing students' comprehension of grammar courses**. The purpose of this questionnaire is to help to investigate whether this technique has an effect for improving students' comprehension of grammar courses. We hope you will answer with full attention, honesty and interest.

To answer the question, you are required to put a tick (✓) in the box corresponding to your answer. Be sure that any information you will provide us within this questionnaire will remain strictly anonymous.

Remark: Brainstorming is a teaching technique and is a cognitive tool that is used to generate, storm, recapitulate ideas and knowledge when students studying a new themes or topics.

Master Researcher: FennouhNaima

Section One: Personal Information

1. Are you: a male a female
2. Age:
3. How long have you been studying English?.....years
4. Why do you choose English?
 - ❖ Imposed
 - ❖ Personal choice
5. How do you consider your level in English?
 - ❖ Very good
 - ❖ good
 - ❖ Average
 - ❖ Poor

Section Two: Students' Views about Brainstorming as a Teaching Technique

1. Can you guess what is brainstorming:
 - a. A technique used to improve thinking through asking different questions
 - b. A technique used to introduce a new lesson or an item to trigger prior knowledge

2. Do you have an idea about Brainstorming tool?

Yes

No

3. A. If your answer is yes, have you used it before?

Yes

No

B. for which purpose:

- ❖ Drawing the outline of your lectures
- ❖ Generating ideas
- ❖ Solving your problems
- ❖ Mastering comprehension

4. In Brainstroming, do you:

- ❖ Take notes
- ❖ Rely on handouts
- ❖ Just listening to remember
- ❖ Interact and discuss with students and teacher

5. Do you think that brainstorming is a positive or negative tool? Justify your answer?.....

.....

.....

6. Would you like your teacher to use this technique in the presentation of His/her lectures to augment your knowledge by applying brainstorming?

Yes

No

7. Does your teacher use any kind of diagrams during the session in order to remember you or introduce a new topic for you?

Yes

No

8. If your answer is Yes, in which module?

9. A. If your answer yes, do they use techniques in brainstorming like:

- ❖ Games
- ❖ Short stories
- ❖ Texts
- ❖ Songs
- ❖ All of these

B. Does these techniques that relate to brainstorming motivate you and make you more comfortable to understand and gives you a clearer image about the lesson?

Yes

No

10. Do you think that summarizing the main points of the lecture on diagram is better for you in order to storm it perfectly?

Yes

No

11. Do you interact with your teacher during the session?

❖ Most of the time

❖ Always

❖ Rarely

❖ Never

Section Two: Teaching Grammar Courses through Brainstorming

1. Do you like taking grammar lessons?

Yes

No

2. Do you often complain that you know all the grammar rules, but you still make mistakes when you speak:

Yes

No

Please, can you justify your choice?

.....
.....

3. Does your teacher provide you with activities to practice English in all four skills (reading, writing, listening, speaking)?

Yes

No

4. Your grammar teacher does most of time explaining all the points of the course?

Yes

No

5. Does your grammar teacher controls you all the time?

Yes

No

6. Which method your grammar teacher uses when teaching?

a. Grammar-Translation Method (teaching grammar rules in Arabic)

b. Direct Method (teaching using English only through explicit rules)

c. Audio-Lingual Method (using dialogues and memorisation of rules)

d. Communicative Method (teaching through communication and interaction)

e. Task-based method (based on different tasks and activities)

f. Eclectic Method (using all the previous methods to find solutions in teaching)

7. Does your grammar teacher present the lesson:

- a. Deductively (presenting the rule and followed with examples)
- b. Inductively (starting with examples then guess the rule)

8. Does your grammar teacher corrects errors in class?

- a. Usually
- b. Often
- c. Sometimes
- d. Never

9. A. Does your grammar teacher teaches the syllabus of grammar through:

- ❖ Telling stories
- ❖ Games
- ❖ Texts
- ❖ Audios
- ❖ Videos
- ❖ Songs
- ❖ All of these

B. Would you please say for which purpose

- a. To make you more focused and interested
- b. To brainstorm you (to generate ideas)
- ❖ To facilitate the lesson and comprehension
- ❖ To summarize the lesson and give a clear idea about it

10. Do you prefer the grammar sessions to focus more on brainstorming technique?

- Yes No

Would you please, say why/why not?

.....

.....

Section Four: Further Suggestions

1. Would you please suggest any ideas or techniques to improve your grammar lessons?

.....

.....

.....

Thank you For your assistance

Appendix Two

Classroom Observation Checklist

Name _____ Date _____
 Class observed _____ Time _____
 Subject _____ Teacher's name _____

English Departement

Rating scale (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

Description of the Physical Setting

The teacher covers attention all over learners 1 2 3 4 5 (Excellent)
 The students are attentive to their teacher 1 2 3 4 5
 The teacher has the ability to move around students to check their comprehension 1 2
 3 4 5 (Excellent)
 Sufficient furniture for all students in the classroom 1 2 3 4 5
 Available teaching material aids 1 2 3 4 5
 There are adequate lightning 1 2 3 4 5

The Content of the Courses

Main ideas are clear and specific 1 2 3 4 5 (Excellent)
 Sufficient variety in supporting information 1 2 3 4 5
 Relevancy of main ideas was clear 1 2 3 4 5
 Higher order thinking was required 1 2 3 4 5
 Instructor related ideas to prior knowledge 1 2 3 4 5
 Definitions were given for vocabulary 1 2 3 4 5

The Organization of the Lectures

Introduction captured attention 1 2 3 4 5 (Excellent)
 Introduction stated organization of lecture 1 2 3 4 5
 Effective transitions (clear w/summaries) 1 2 3 4 5

Clear organizational plan	1	2	3	4	5
Concluded by summarizing main ideas	1	2	3	4	5
Reviewed by connecting to previous classes	1	2	3	4	5
Previewed by connecting to future classes	1	2	3	4	5

The presentation of the lectures

The teacher brainstorm their students effectively	1	2	3	4	5
The attendance checked regularly	1	2	3	4	5
The teacher vary brainstorming techniques	1	2	3	4	5
The teacher greet students	1	2	3	4	5

Teacher-students Interaction

Instructor questions at different levels	1	2	3	4	5	NA
Sufficient wait time	1	2	3	4	5	NA
Students asked questions	1	2	3	4	5	NA
Instructor feedback was informative	1	2	3	4	5	NA
Instructor incorporated student responses	1	2	3	4	5	NA
Good rapport with students	1	2	3	1	2	NA

Comment.....

Appendix Three

Brainstroming: The Use Articles in English

Read the text and find the missing words

I am from Winchester, Hampshire. Winchester is ____ city in --the-- United Kingdom. I live in ____ town called ____ Taunton which is on ____ River Tone. I live in ____ house in ____ quiet street in the countryside. ____ street is called "Hudson Street" and ____ house is old - more than 100 years old! I am ____ English lecturer at ____ college near ____ centre of ____ town. I like --0-- books, music and taking ____ photographs. I usually have ____ lunch at college. I usually go ____ home by ____ car. We have all kinds of food in ____ England. I like ____ Polish food very much. Sometimes, I go to ____ Polish restaurant in Bath. ____ restaurant is called "Magda's". ____ Polish food is delicious!

Key Answers

I am from Winchester, Hampshire. Winchester is **a** city in **the** United Kingdom. I live in **a** town called **Ø** Taunton which is on **the** River Tone. I live in **a** house in **a** quiet street in the countryside. **The** street is called "Hudson Street" and **the** house is old - more than 100 years old! I am **an** English lecturer at **a** college near **the** centre of **the** town. I like **Ø** books, music and taking **Ø** photographs. I usually have **Ø** lunch at college. I usually go **Ø** home by **Ø** car. We have all kinds of food in --**Ø**-- England. I like --**Ø**-- Polish food very much. Sometimes, I go to -- **a**-- Polish restaurant in Bath. **The** restaurant is called "Magda's". **Ø** Polish food is delicious!

Appendix Four

Brainstorming: Let's read the following text about

The deadline

Maggie: Hi Tom, have you finished your homework?

Tom: Oh. No, I haven't.

Maggie: The deadline is over so you have to submit it tomorrow.

Tom: I can't make it. I haven't even started it yet. Can we hand it in next week?

Maggie: I don't know. You'll have to ask Mrs. Robinson about that. I think you must finish it by tomorrow.

She probably won't accept projects after tomorrow.

Tom: I've had so many other things to do. I couldn't even start it. I don't know what to do.

Maggie: Don't worry. I'll help you. It's not very difficult. I finished it in one day. **Tom:**

Really? Great!

Maggie: First, you should read the article that Mrs. Robinson gave us. It's about the Mohican Civilization. Then,

you have to design a poster for a play about them – the Mohicans – for the theatre.

Tom: Yeah I know but it looks a bit difficult

Maggie: Not at all. You don't have to make the poster from scratch and it doesn't have to be a work of art.

There are lots of templates on the internet. You can just use one of those designs to make your own poster.

Tom: Well, I think I can do it. What title shall I use? Can you help me?

Maggie: Yeah, I can give you some suggestions but you mustn't use the same title as anyone else in our class.

You have to create your own title.

Tom: Okay, I can come up with something I guess.

Maggie: Alright?

Tom: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks Maggie.

Maggie: No problem. Good luck!

In the above text find the kinds of verbs.

Appendix Five

Brainstorming: Answer the following questions to win the game

Question 1: Which conjunction would you use ? I am thirsty ____ hungry.

A. or B. so C. and D. but

Question 2: We can walk to school ____ take a bus .

A. so B. as C. and D. or

Question 3: I will study every night ____ I can pass the test.

A. so B. as C. but D. or

Question 4: I wanted to buy a book ____ I did not have money.

A. so B. but C. as D. then

Question 5: The bus stopped ____ the man got off.

A. as B. or C. but D. and

Question 6: _____ the alarm goes off, I hit the snooze button.

A. as soon as B. because C. before D. now that

Question 7: _____ spring arrives, we have to be prepared for more snow.

A. until B. because C. although D. now that

Question 8: I paid Larry, _____ garden design work is top-notch.

A. whose B. after C. whenever D. if

Question 9: _____ the basement flooded, we spent all day cleaning up.

A. after B. although C. before D. even if

Question 10: Sara begins to sneeze _____ she opens the window to get a breath of fresh air.

A. although B. because C. whenever D. so that

Question 11: _____ that is the case, _____ I'm not surprised about what's happening.

A. if ... then B. no sooner ... than C. whether ... or D. scarcely ... when

Question 12: I will _____ go for a hike _____ stay home and watch TV.

A. rather ... than B. as ... as C. neither ... nor D. either ... or

Question 13: Have you made a decision about _____ to go to the movies _____ not?

A. if ... then B. either ... or C. whether ... or D. what with ... and

Question 14: _____ had I put my umbrella away, _____ it started raining.

A. neither ... nor B. no sooner ... than C. if ... then D. what with ... and

Question 15: This salad is _____ delicious _____ healthy.

A. whether ... or B. both ... and C. rather ... than D. scarcely ... when

Question 16: The test was _____ very short _____ quite easy.

A. both ... and B. scarcely ... when C. whether ... or D. not only ... but also

Let's test our English: In your copybook, classify the above-mentioned conjunctions according to their types

Appendix Six

Brainstorming: *Let's read the following text and pick out the right prepositions*

Preposition Word Bank

in	over	past	since	through	toward
near	throughout	under	into	up	of
on	above	during	around	against	along
across	before	after	beyond	behind	beside
for	beneath	with	inside	until	outside
to	within	for	at	between	off

Scott's allergies were really severe. This season, he was having a lot of trouble _____ them. He kept on sneezing _____ the tissue he carried _____ his hand wherever he went. One day he had to sneeze three times while he was walking _____ the street! His mom decided to take him _____ the doctor.

Dr. Anderson asked Scott to sit _____ the chair _____ the table. _____ the appointment, Dr. Anderson talked to Scott and examined him. He tested the skin _____ Scott's arm to see if it changed color. He made one row of pin pricks, then he made another row _____ the first row. _____ the two rows, he touched a Q-tip _____ several places. _____ the bottom of the second row, he looked closely for a reaction _____ Scott's skin. After he was done, he told Scott and his mom that Scott was allergic to a flowering tree that was common _____ their area. He gave Scott a prescription medication to try.

Scott used to eat his lunch while sitting outside _____ the tree. It was just right for him to lean against. However, he realized he could not do that anymore. Ever since he saw Dr. Anderson, Scott spent more time _____ his house until the tree was not flowering. His allergies did not bother him much.

Fortunately, there was enough time _____ the tree's flowering cycles when Scott could enjoy some time outside without sneezing.

Appendix Seven

Brainstorming: Watch the following video report to find out how to use each type of tenses



Read and Consider

Queen Elizabeth II is set to overtake her great-great-grandmother Queen Victoria as the longest-reigning monarch in British history. Her Majesty, Head of State of the UK and 15 other Commonwealth realms, is the elder daughter of King George VI and Queen Elizabeth. She became queen at the age of 25 in 1952 and has reigned through more than six decades. The Queen will celebrate her 91st birthday on April 21st, 2017, making her the world's oldest monarch. Queen Elizabeth II is first British monarch to reach Sapphire Jubilee making 65 years on the throne. This remarkable achievement is being marked by a weekend of national celebration and this is your chance to be in London to experience the unforgettable event.

– Queen Elizabeth II's quote: 'It's all to do with the training: you can do a lot if you're properly trained'

Test your English: In your copybook, classify the above-mentioned verb according to their aspects.

Appendix Eight

Brainstorming: Let's read the sentences to find out the right use of interjections

Aw Bravo Dear meHallooEh Goodness Gracious Gosh Hallelujah Hey Horrors Hurrah Hurray MmmOh Oh no Oops Ouch Phew Really Ugh Well Whoa Whoops Wow Yea Yeah Yes Yippee

1. ! I smashed my finger with the hammer.
2., all right, Nick.
3.! We have finally beaten that team!
4., take it easy, Reggie!
5., I think we better look over this paper immediately.
6., I forgot to take out the garbage this morning.
7.! The tickets for his concert are incredibly expensive!
8.! You did so well in tonight's school play!
9.! You have no right to say that to him!
10., now I see what you are trying to say.
11. I am not very keen on that idea.
12., what did Mike say about his tryout?
13. ! Does your hand still hurt from the accident?
14.! Get away from my new car, kid!
15., this food is absolutely delicious!

المخلص

يعتبر مقياس النحو و الصرف من أهم المقاييس التعليمية لطلبة اللغة الإنجليزية بجامعة محمد خيضر بسكرة. يحاول الطلبة من خلال هذا المقياس فهم قواعد النحو و الصرف عن طريق استخدام العصف الذهني في هذا المقياس وكذلك دوره في تحسين المستوى الدراسي للطلاب. كان إلزام على أستاذ قواعد اللغة العربية استعمال هذه التقنية لبلوغ هذا الهدف. من خلال بحثنا هذا أردنا أن نسلط الضوء على العصف الذهني كوسيلة تعليمية ودورها في تطوير و تنمية الفهم و استيعاب قواعد اللغة الإنجليزية عند طلبة السنة الأولى- قسم اللغة الإنجليزية- بجامعة بسكرة و انطلاقا من الفرضيات التي تقول أن الطالب الذي يقوم باسترجاع و تذكر المعلومات السابقة و إبداع الأفكار هو الذي يستطيع فهم قواعد النحو و الصرف بالإضافة إلى تطبيق الأستاذ لمختلف تقنيات العصف الذهني كاستعمال النصوص و القصص و الفيديوهات في مقياس النحو و الصرف فإن هذا يؤدي إلى تنمية التفكير لقواعد اللغة الإنجليزية و الارتقاء بالمستوى التحصيلي للطلاب. فهذا كله يغطي احتياجات الطالب و أكثر شيء هو فهمه. و على هذا الأساس، طرحنا الإشكالية التالية إلى أي مدى يمكن اعتبار العصف الذهني وسيلة تعليمية فعالة تساعد الطالب على تطوير مهارة الفهم لمقياس النحو و الصرف؟ أما هدف الدراسة فهو تبيان أن مهارة الفهم عملية غير صعبة كما يعتقد البعض من الطلبة و المدرسين للغة الأجنبية، و التأكيد على دور عملية العصف الذهني في تدريس مقياس النحو و الصرف. إن المنهج الذي إعتدناه في دراستنا هو منهج وصفي حيث قمنا بتوزيع استبيان لطلبة السنة الأولى من أجل معرفة مختلف و جهات النظر حول دور تقنية العصف الذهني في عملية فهم قواعد اللغة الإنجليزية بالإضافة أيضا إلى مراقبة ستة حصص من دروس النحو و الصرف أثناء تقديمها في القسم من أجل اكتساب صورة حقيقية حول تطبيق هذه الوسيلة التعليمية. إن هذه الدراسة أمكنتنا من معرفة أهم المشاكل التي يواجهها الطالب و الأستاذ في مقياس النحو و الصرف. و لهذا في الأخير قمنا باقتراح بعض الحلول لهما و التي قد تساعدنا في تسهيل و تفعيل العملية التعليمية لهذا المقياس.