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Creating a Motivating Environment for Promoting Grammar Learning through Poetry. The Case of Second Year Students, University of Constantine

Dissertation submitted in partial fulfillment of the requirements of the degree of master in Applied Language Studies

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Dedication

The work is dedicated to my dearest person. The person whose words of encouragement are still echoing in my memory: *My Father*.

To the symbol of persistence, my *mother* and to my brothers and sisters .

Special thanks to the best person I have ever met, *khellaf khoudir,* for his kind help and precious advice. My thanks are for a great extent go to my pretty sister Nedjoua, I must say that you deserve respect my dear sister. Thank you for all cups of tea and the long nights you spent taping this dissertation.

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Abstract

Grammar has studied from different perspectives and gained as much importance as the other aspects of language. There are scholars who studied formal and functional grammar; others studied prescriptive and descriptive grammar, still others who were in favor of studying grammar as explicit and implicit. With the upsurge interest with its role in communication, grammar heads up to gain new insights. Recent scholars directed their interests towards learners' needs and desires. This led to the emergence of new ideas and techniques to facilitate grammar learning. From recently proposed ideas are: learning through songs, games, poems and so on. Our work, of three chapters, heads up to investigate the possibility of learning grammar through poetry. We set down as a guide-line the hypothesis that if students learn grammar through poetry, their willingness to learn is expected to increase and fruitful achievements could be gained. Hence we wanted our title to carry three key words: grammar, motivation, and poetry. Each key word is studied to fit the needs of the preceding one. Accordingly, we arranged our work to focus on the role of grammar in the learning curriculum, and to raise the missing link between rules taught to students and the communicative context they used to serve as the main concern of the first chapter. The second chapter heads up to serve motivation and poetry. First, we put forward the role of motivation in learning. In dealing with motivation, we highlight poetry as the impetus tool that could create in students the willingness to learn for fruitful achievements. The third chapter is devoted to the empirical touch to confirm or reject the claims of our work. We choose to work with a poem that teaches regular and irregular plural nouns. The poem bears valuable pieces of information. Hence, to perform the test, we directed our choice towards second year students with a sample of 22 randomly from35 participants. The test is reinforced by some questions that help us elicit students' attitudes to learning grammar through poetry. The results directly fit the needs of our hypothesis that learning grammar through poetry can have a hand to promote the level of students and enhance their willingness to learn.

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General Introduction

1. Statement of the problem

In the process of learning English, the answer that comes after asking students what they dread most in learning is often learning grammar. Grammar caused and continues to cause serious problems for learners, teachers and scholars who are curious to provide as much data as needed to facilitate grammar learning.

At the university level, students should learn grammar efficiently in order to speak and write a language effectively. Hence, it is quite important to promote grammar learning through following motivating strategies. From our short experience as learners of grammar, we faced so many obstacles; learning abstract rules presented in repeated sentences was a very tedious task to do. Moreover, the duty program teachers are obliged to finish makes them prepare students only for the exam. Grammar probably lacks a motivating environment to make the lessons lively.

Unlike other modules where teachers can use a variety of strategies as using pictures or diagrams, grammar has no chance to be presented using such methods. Several investigations, thus, are set down to overcome this gap in learning grammar. For instance, the strategies proposed are using songs, games, fun, and poems to enhance grammar learning. In the present research, we will shed light on the possibility of learning grammar through poetry because, we think, it would be as enjoyable as interesting to learn a part of English language(grammar)using another part of this language which is poetry. We believe that poetry could be an impetus and effective tool to create students desire to learn grammar for fruitful achievements.

2. Aims of the study

We have chosen grammar as a field of interest because it is by learning grammar efficiently that we can speak and write effectively. .Hence, the objective of our research is to use "poetry" as a motivating strategy to facilitate grammar learning and overcome difficulties to finally create in students the willingness to learn grammar for fruitful achievements. For instance, "through repeating and considering the poem the grammatical structures become more deeply internalized."(Internet)[7]

3. Research questions and hypothesis

Our research seeks to answer the following questions:

1. What are the difficulties encountered by students in learning grammar?

2. What makes grammar lessons boring and how to overcome this problem?

3. What is faulty with our learning environment?

4. How does the need to learn grammar relate to the lack of motivation?

5. Would poetry be a beneficial tool for stimulating students' care of grammar and gain fruitful responses?

On the basis of our research questions, we put forward one main hypothesis that: if students learn grammar through poetry, their willingness to learn is expected to increase, and fruitful achievements could be gained.

4. Means of research

4.1. The Test

To sustain our research with an empirical touch and enlighten our hypothesis, we will choose a test with a double focus. First, we will choose an activity that embodies a poem. This poem is a simple one not to embarrass students from one side and to see their achievements from the other side. The poem, for instance, teaches regular and irregular plural nouns in which the writer makes an emphasis on showing an outstanding point learners may fall in if they forget to learn plural nouns; that is, rule-overgeneralization. There is no rule controls choosing one noun to belong to one category of nouns and not to the other. Students, often, put as their main concern learning difficult structures as learning reported speech and tenses and forget about simple but important structures as learning plural nouns. It is for this reason that we choose to work with this poem.

Second, we will design follow up questions to the activity in order to create an immediate link between what students will perform and their attitudes to learning grammar through poems. These questions will serve as a feedback could help us generate clear account to our hypothesis. Students are supposed to sign up what they think of learning grammar through poems.

4.2. Population and Sampling

For our research, we directed our choice towards 2nd year students of English because we believe they have already learned grammar in their 1st year. Furthermore, they have some exposure to literature mainly poetry, the focus of our research. We will choose, randomly, a

sample of 22 students among 35 in which a chance will be left for every student to be as a participant.

5. Structure of the study:

This investigation sets down the importance of motivation to enhance students' learning of grammar. In dealing with motivation we shall focus on poetry as a way of breaking the old –fashioned routine approaches of learning grammar.

To meet the need of our investigation and to cover what is intended for in doing such a study, we shall divide our work into three main chapters. The first chapter embodies some review of the related literature about grammar functions and its crucial role in the learning curriculum.

The second chapter has a double focus as it deals with the role of motivation in learning, and poetry as a tool that can have a hand to create a motivating atmosphere for learning grammar. We will set down that motivation occurs in response to effective tools that could create an inner drive towards learning. We choose this chapter to embody some poems, of our interest, in which some grammatical structures are explained.

The third chapter sheds light on data analysis of the test to create some empirical touch and confirm or reject the claims our inquiry heads up to present.

Chapter I: Grammar an Overview

Introduction

1. Grammar defined

2. Grammar and meaning

 3. Grammar and function

4. The necessity of grammar in the learning curriculum

5. Grammar Difficulties

Conclusion

Chapter I: Grammar an Overview

Introduction

In this chapter we will explore the issue of grammar since grammar has become a subject confusion, misconception and difficulty for students. Our attempt is to answer some simple looking questions, beginning with some set down definitions of grammar and then to what is the function of grammar and its important role in the learning curriculum. We will then end up with some grammar difficulties encountered by students.

1. Grammar defined

It is fairly difficult to define grammar even when we are quite aware of what grammar is. When we look up for grammar definition in every dictionary, we find that all definitions agree on linking grammar with rules without any hints about its real function. These definitions not only give an incomplete account for grammar but also ignore an important part namely, the function of grammar.

In this context, Swan (2005:3) mentions that without talking about grammar function, it would be as: "if someone defined a bus as a large vehicle constructed on one or two levels without mentioning that it is used for public transport." To know grammar function could be a major and a starting point for our inquiry.

Swan (2005) continues to define grammar as a set of "devices" that are likely to transmit meaning where vocabulary fails to. Arranging words as such in sentences fail to address the meanings that the speakers require. Greenbaum (1988:24) comes across the following definition: "grammar may refer to the knowledge underlying the use of the language." From Thornburry's (1999) perspective, all languages can be analyzed at four

levels: text, sentence, word and sound which are the forms that language takes. What concerns grammar is how these forms are patterned in meaningful units.

With regard to the previous definitions, Thornburry (1999:13) highlights that grammar is "a description of the rules for forming sentences, including an account of the meanings that these forms convey". And that it "adds meanings that are not easily inferable from the immediate context." This definition might be considered the most representative description of what grammar is. Here again we come across a very interesting question: what meanings do these grammatical forms convey?

2. Grammar and meaning

It is by using correct grammar and appropriate vocabulary that we can make a sentence means what we want it to mean. Shades of meanings are as important as the good construction of rules in sentences. Halliday (1985: xvii) agrees with this point and set down that: "the form of grammar relates naturally to the meanings that are being encoded."

Sometimes the language does not need to operate too much to convey the meaning. (ibid, 1999) illustrates that it is quite possible for a ticket inspector in a train to say "Tickets". There is little grammar in this example yet, the meaning conveyed at the lexical level only, i.e., only by using a word. The message, thus, understood that the ticket inspector wanted to check their tickets. However, in other context, the word "ticket" has no chance to convey the above meaning as in the following situation: When a person phones another person to demand from a third person some pre-booked tickets. Here the word tickets do not operate in this context. Something like the following is expected: Can you ask him to send me the tickets that I booked last week.

Additionally, grammar communicates two kinds of meanings, representational and interpersonal. For the former, representational meaning, the mirror of how we perceive the

world; we transmit the events that take place in the world through verbs. Similarly, these events have effects on other things to form objects. Furthermore, circumstances under which these events take place typically, in some way, in sometime or in some place are inserted in adverbials (Thornburry, 1999).

For the latter, interpersonal meaning, Swan (2005) puts forward that grammar in this context exists to make things done easily. For example, forming a less direct question or request can serve as a more polite request. He confirms that for achieving this purpose, we can form the question in the future or past. The following examples illustrate:

"Who did you wish to speaker to?"

"I'll just want to come in?"

The word "please", also, serves as a quite essential word to form a polite command. Likewise when modals are inserted, interpersonal meaning can easily operate. These are clever ways to achieve this kind of meaning.

3. Grammar and function

Grammar is partly the study of rules to build up larger units of the language. As a matter of fact, what really matters in grammar is its use in real contexts. To illustrate, it is quite possible to construct the sentence: "the apple eats the man." To assess this example, no instances could be highlighted concerning its grammatical construction. Yet, what does this sentence mean? And in which context can this sentence operate?

It is possible, therefore, to construct a sentence that is grammatically correct but communicatively inappropriate. In fact, grammar is not merely a matter of learning how to apply the rules correctly. In contrast, it is more important to focus on learning grammar attached with its real context of use. (Jacobson cited in backer, 2002:83) states that: "Grammar is the set of rules which determine the way in which units such as words and

phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances." Swan (2005) also comes across this point to say that grammar exists in order to make the communication of certain kinds of meanings occur.

From our short experience as learners of grammar, we used to be in a gap while learning grammar and written expression modules. We were supposed to reflect back our best knowledge of grammar in our written production. However, something like the opposite happened; good marks in grammar, yet bad marks in written expression. How comes?

As an attempt to answer the above question we could set down two main reasons:

1-Either the students are not sufficiently aware of grammar rules codified with their context of use;

2- Inadequate textbooks in which grammar is well explained and illustrated are available.

The role of functional grammar, then, emerges. It is the perspective in which we can find sufficient answers to the above questions. Lock (1996), in this context, presents that language is a system of communication and analyzing grammar helps us elicit how speakers and writers shape their meanings through grammatical patterns. Functional grammar is concerned with the way language is constructed to make meaning. "It presents grammar to teachers as set of tools they can use rather than a set of rules about what not to do." (Internet)

(Halliday cited in Nunan, 1998) presents that teachers should help students make a clear link between "functional interpretation and formal appropriacy". Accordingly, Nunan (1998:102) states that "grammar and context are often closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication."He illustrates with the example of active and passive voices. Teachers often follow a rule-focus in explaining these two aspects of grammar. Learners are asked to read a set of active sentences then transform them into the passive voice. Every thing about the rules

is clarified. Yet, students are left with the need to know when it is communicatively appropriate to use the passive voice instead of the active one. Hence, the structures of the language should not be taught as such, they need to be connected with the four components of language: listening, speaking, writing and reading (www.englishffl.org). However, the reality shows the opposite. Students can have a best knowledge of grammar rules but cannot communicate in the target language.

Students, thus, need a large exposure to textbooks where grammar in context is well explained and illustrated for fruitful achievements in communication. "Writing effective essays requires a deep mastery of grammar."(Internet)[3] Here again a quite important question arises: what is the role of grammar in learning?

4. The necessity of grammar in the learning curriculum

All modules that are designed in the learning curriculum work in a collaborative way. They are equally important and complete each other. Grammar is a necessary component of language learning. Greenbaum (1991:7) considers that: "grammatical knowledge is necessary for recognition of grammatical structures which are often essential for punctuation and is helpful in the interpretation of literary and non-literary texts". He goes on to say that using a grammar book needs the amount of knowledge that is a result of an acquaintance with grammar rules.

Neman (1995) highlights also that the teacher's role in presenting grammar should be reflected in his ability to express to the learner how grammar allows the languages user to express his ideas and to link them in different ways. Doff (1988:41) argues that "explanation should always be as clear and simple as possible."Close (1991) insists that the learner should end up with an ability to apply grammar rules "automatically" in real situations of communication instead of just learning abstract rules. This can be achieved through a good

choice of the examples that reflect the grammar inputs which teachers are intended to offer, in addition to a large exposure to sources in which more explaining activities and rules are sufficiently discussed. Doff (1988) mentions, to illustrate this point, that knowing rules is not the straight forward way that can lead students to a good use of language, rather to show how structures are really used; a good choice of the examples can be one of the best guides. Musumeci (1997) puts forward that grammar enable students to make meaning to become efficient users of the target language. However, grammar is a module where students face major difficulties. What are grammar difficulties? Is another important question that needs interpretation.

5.Grammar Difficulties

Teachers and students know so many difficulties in the field of grammar among which we head up the following:

The first problem is identifying grammar with rules. We often find textbooks in which grammar is presented in dry sentences. Students learn those rules to prepare for the exam and then everything will be forgotten. Lack of exposure to textbooks in which grammar in context is well explained and illustrated may result in a difficulty to master language communicatively. "When learning a language, we do not need a basic understanding of how words and sentences fit together correctly (…) good grammar enhances the desire to speak and write effectively." (Internet)[9]

Terminology, also, poses a quite confusing difficulty. (Greenbaum, 1988:42) states explicitly that students and teachers fall in a gap of "there is no standard terminology for grammar." Thornburry (1999) comes across this point and illustrates with the example of tenses. In some grammar books, the term ''tense'' refers to all kinds of English tenses including "aspect" yet, in others, the "tense" and "aspect" are separated. For instance, the

present simple is a tense, whereas the present continuous is an aspect of the present simple. Furthermore, the explanations and illustrations they give provide insufficient account for "tense" and "aspect" and hence confuse the students.

In addition to another problem associated with grammar rules as easy or difficult and the degree of explanation and illustration they necessitate. Aitken (1995:5) suggests tenses as an area of difficulty for teachers. He states that some of the mistakes are the result of teacher's lack of knowledge and goes on to explain that:"sometimes by his failure to understand fully the nature of the tense he is teaching. Where the pitfalls are, how does grammar differs from the mother tongue, why an English speaker selects one tense rather than another, and how to choose examples and illustration which help, rather than hinder understanding."

Conclusion

In conclusion to this first chapter, this simple view attempts to highlight some grammar definitions, function and meaning with a great deal of attention to make the role of grammar in learning more pertinent.

We also shed light on some difficulties in learning grammar in order to elicit students' problems and hence, in the coming chapter, we set down a new method to learn grammar that could help students go through these hindrances at the same time may add a touch of enjoyment and at the same time a relaxing atmosphere is created for more effective learning situations. Indeed, grammar is a quite useful subject that should never dispense with.

Chapter II: Connecting Grammar with Psychology and Literature

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Chapter III: Connecting Grammar with Psychology and Literature.

Introduction

When we ask students: "what is your least favorite subject in school? Too often grammar heads the list."Karnowski (2000:04) Grammar is a quite important part of English language that students should not close the eyes to. This chapter has a double focus as it discusses motivation and poetry.

First, we will try to shed light on motivation in learning grammar. We believe that students do not hate the module as such, there is some strong reason to do so, and the lack of motivation can be the prominent reason. Thus, we will try to see the role of motivation in learning.

Furthermore, we will put forward that motivation in learning occurs as a response to effective textbooks. These textbooks embody poems, of interest in the present research, help students learn grammar. Hence, we hope that this new strategy in learning, using poetry, could be as enjoyable as interesting to create in students the willingness to learn grammar for better achievements.

1. Grammar and motivation

1.1. What is motivation?

We have discussed in the first chapter the role of grammar in the learning curriculum. Students are supposed to be capable of transferring the rules they are provided with in grammar courses to their writing production. Even though, there are students who end up with an ability to master grammar communicatively, in contrast, it is not the case of so many others, as classroom observation has shown. One of the interpretations that we can draw upon in this situation is the answer to the question: why are some students in a given situation likely to want to learn than others? This question heads up an important issue namely, motivation.

As an attempt to answer the above question, we could say that motivation is an important factor that increases students' willingness to learn and can build up their desire that enables them to indulge in fruitful learning. Thus, what is motivation? And how does it interfere in learning? Motivation is defined by Brown (2007:16):

> The most frequently used catch-all term for explaining the success or failure of virtually any complex task, motivation is a star player in the cast of characters assigned to (…) language learning scenarios around the world.

Thus, motivation is regarded as an inner drive, wish, impetus, emotion or desire that leads one to perform a particular action. Individuals drive, need for achievement and success, desire for stimulation and new experience are all components included in the vast and large concept of motivation. Little wood (1991:53) defines motivation as: "The crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres."

Motivation then is a notion oriented towards a specific need. And here again starts our focus: what is the role of motivation in learning, and especially in learning grammar? As a meeting point, we want motivation here to be oriented towards learning grammar. In this context, (ibid,1991) again states that the person will be much motivated in learning if he/she has a real image about the communicative needs of the task he is learning. This implies that students should be aware of the communicative needs of learning grammar as a first step to give birth of motivation inside them.

Gardner (1985:10) sees that we can speak of a motivated person who wants to achieve a certain purpose through devoting as much effort as needed to achieve this goal as well as reveals satisfaction with the activities related to achieving this goal. Accordingly, he defines motivation as "the consideration of effort plus desire to achieve the goal of learning the language plus favorable altitudes towards learning the language."

1.2. The Role of Motivation in Learning Grammar

How does the need to lean grammar relate to the concept of motivation?

To develop fluency in learning grammar, we must generate in students a desire for want to learn. The learners should be aware of the importance of grammar and be convinced about its communicative goals. They need to feel that they are learning not because the teacher wants them to but because there is a strong reason and valuable drive to do so. That is, to learn grammar to master the language for communicative needs.

Motivation comes either form inside the learner or as a result of a direct response to his needs. Students who are unmotivated grow up with the idea of passing from one year to another. The willingness to learn is absolutely absent. In contrast to this idea, (Stem cited in AL.Arishi 1994:4) considers that:" The good learner initiates the learning process and throughout adapts an attitude of personal responsibility for his/her learning."

A high level of motivation can result in an effective learning since students are supposed to end up with, if we can say, an acceptable mastery of the language. Motivation can be an impetus to free students from the idea that has become deeply internalized in their minds; that is, preparing themselves for exams, succeed, and get a certificate. In the light of the offer said Labed (2007:48) sets down that:

> If the student chooses himself to study one particular subject (namely English), and not another, this would put him on a good spot for he would demonstrate a good sense of will to learn, and he, therefore, would be expected to become motivated to learn.

Students, additionally, lack motivation in learning grammar. Part of this problem namely, lack of motivation, lies in the fact that being under a strong curriculum, teachers' interests are intended only to finish the program and prepare students for the exam. The only thing we can do for increasing motivation is to make use of more motivating ideas to learn grammar. We, further down, shed light on a new method that could create in students the desire to learn grammar for fruitful achievements.

2. Grammar and poetry

Learning grammar is an obligation for students to end up with a good mastery of English language. However, knowing the appetites of students concerning their ways of learning are really a hard matter to do; i.e., there are students who will to learn through listening, others through reading books and so on. Therefore, in this part, we attempt to put a touch to identify students' needs so that we can adjust the new strategy in accordance with those needs.

2.1. Learners needs and goals

Whatever preparation the teacher of grammar has done before the course starts, he finds himself in front of so many questions. The question "how to teach?" primarily, heads the list. (Brown, 2007) states that these questions leave teachers unconvinced about the best ways of teaching so that to meet what they intend to offer as well as satisfy students' needs.

The teacher of written expression, from one side, should not expect students to produce long essays where good grammar is presented in real situations. He is likely to highlight so many shortcomings concerning grammar; misapplications of the rules, sentences out of the realm of the context they normally should be in, and so on. From the other side, being under a strong curriculum, the teacher of grammar is unable to provide students with real contexts of using grammar. In addition, one or two hours per-week for grammar courses are insufficient for the teacher to make students aware of the communicative goals of grammar. Hence, the classroom becomes a poor environment for learning.

Students, thus, are left with the need to seek extra knowledge as much as they could outside the classroom. The only sources of knowledge students can rely on after the teacher are textbooks. Of course, this situation prompts questions as: how do students learn? Is one textbook more effective than the other? If so, on what basis does this operate?

Identifying students' goals can be the best guide to answering the above questions. (Brown, 2007:25) sees that the term goal "refers to the general purposes for which a language program is being taught or learned". Our focus is on communicative goals of grammar courses. These are defined as" the general activities in which the learners will engage (…) in real world target language use." (Ibid: 25).

Communicative needs should be reflected not only in curriculum but also in activities and textbooks where students review what they have learned. (Nunan, 1988) considers that the curriculum should not be the only thing where communicative needs are reflected, the

latter should take place also in the activities where students practice what they have learned. Hence, with the increased interests with communicative needs, new orientation takes place. (Mumby 1998) considers that scholars put forward as their major concerns how to design textbooks instead of what to design in textbooks. The question "how", mainly, serves as a guide to communicative goals. Nunan (1988:1) also comes across the above point to suggest: "There has been a movement away from grammatical syllabuses, and then situational syllabuses, to what are variously described as notional, functional, or communicative syllabuses."(Haley, 2004) puts forward that research efforts moved on to identify what types of input would best facilitate the learning process.

Questions about students needs to stimulate their care with grammar lessons lead to the emergence of new tools and techniques to create in students the desire to learn. Haussamen (2003:17) in this context considers that: "grammar worksheets and grammar textbooks have their place and their purposes, but their limitations are serious." As an alternative, he suggests that "we should teach grammar from authentic texts as much as possible."And here our idea comes up; poetry can provide the above conditions, i.e., for it represents authentic text.

We shall imagine available textbooks where grammar courses are well presented in poems. Our attempt is to see the extent to which students will benefit from learning grammar through poetry. What are the reasons for using poetry and what can poetry offer for learners?

2.2. What can poetry offer for learners?

Poetry is a wonderful area to express feelings and helps us enjoy the world around us. Richards (2000:107) signs the following definition for poetry "It is an art –an entertainment, a communicative and demonstrative game of skill based on socially recognized speech sounds."

Poetry is also an important part of education and a best tool for memorization that's why we have chosen it for learning grammar as it will be illustrated.

Firstly, grammar is a set of rules that have to be memorized and hence it is likely to be forgotten. Using poetry can overcome the problem since" it contextualizes a grammar lesson effectively (…) it is often spoken, repeated, dealt with and considered. It acts as an effective tool for practicing a specific structure. "(Internet)[7] Students repeat the poems from time to time whenever they confront the structures they learned in those poems." Through repeating the poems, the structures become more deeply internalized." (Internet)[7]

Secondly, poetry deals with real life situations as well as expresses cultural norms of the language. Therefore, it is a quite important chance for grammar to be learned through poetry for communicative purposes. To illustrate:

Poems have an enormous linguistic value as they provide authenticity and cultural views (…) once the poem has been learned, they stay in the minds of the students for the rest of their lives, with all the rhythms, grammatical features and vocabulary (Internet)[7].

Thirdly, two hemispheres exist in our brains. One is responsible for abstract world and the other is responsible for emotions and feelings. In this respect, grammar rules are located in the first hemisphere whereas poetry takes up the second hemisphere. It is suggested that effective learning occurs when the two hemispheres work in a collaborative way. Brown (2007:58) agrees with this point and states:

There is evidence in neurological research that as the human brain matures, certain functions are assigned or lateralized to the left hemisphere of the brain, and certain others to the right hemisphere .intellectual, logical, and analytic functions appear to be largely located in the left hemisphere while the right hemisphere controls functions related to emotional and social needs.

Finally, it would be interesting and enjoyable to learn a part of English language, grammar, using another part of English language namely, poetry. As a result students can learn two parts of the language in the minimum time.

2.3. Sample poems to learn grammar

2.3.1. A poem to learn parts of speech

The below poem can help students memorize parts of speech. Each part of speech is explained and illustrated with simple understandable examples.

Grammar in Rhyme

Three little words you often see
Are articles; a, an, and the.

A noun's the name of anything,
As: school or garden, toy or swing.

Adjectives tell kind of noun,
As: great, small, pretty, white or brown.

How things are done the adverbs tell,
As: slowly, quickly, badly, well.

Conjunctions join the words together,
As: men and women, wind or weather.

The interjection shows surprise.
As: oh, how pretty! Ah! How wise!

The whole are called parts of speech,
Which reading, writing, speaking teach.
(Dr. Chase's recipes from: http//tipnet.com/cheat-sheet-grammar-in –rhyme)[10]

2.3.2. A poem for learning irregular plural nouns

(Karnowski, 2000) states that many nouns take irregular forms in the plural which make them quite difficult for learners to practice. He suggests a poem written by O'Neil which can facilitate and make students become familiar with a variety of irregular plural

nouns. In addition, the poem bellow "demonstrates for students that there are many exceptions to add the "s" rule for making plurals." Karnowski (2000:14).

Reading this poem deeply makes us elicit so many clues the writer wants to focus on implicitly. First, to catch on the reader' attention to a very outstanding point they always fall in, that is, rule over-generalization. He thus, purposefully, listed each two nouns that carry some similar features, either they are spelled or pronounced the same with a slight difference, to contrast each other in every two verses. One belongs to one category, regular plurals, and the other to the second category, irregular plurals. Accordingly, the following verses demonstrate:

If the plural of *man* is always called *men,*
Why shouldn't the plural of *pan* be called *pen.* (Our Italics)

Even the two nouns *man and pan* are spelled the *same* with a difference in the first phoneme, the first has an irregular plural in contrast to the second which has a regular plural*, pans*. Likewise for the following nouns: box/ox (similar in pronunciation and spelling but the */b/phoneme* is present in the first noun and absent in the second). Similarly for: house/mouse; booth/tooth; boot/foot; kiss/this; hat/that; mother/brother.

Second, in the last four verses, the writer heads up an important and significant feature that characterizes English language, flexibility, and illustrates, in a much clever way, by feminine and masculine pronouns. This ensures that English language is difficult or hard to deal with especially when it comes to setting down rules. The writer thus ends up as saying that:

So our English, I think you all agree,
Is the trickiest language you ever did see.   (O'Neil cited in Karnowski, 2000:15)[3].

Mouse - mice, house-Hice?

We will begin with box, and the plural is boxes;
but the plural of OX is oxen not oxes.
One fowl is goose, but two are called geese,
yet the plural of mouse is never meese.
You may find a lone mouse, or a whole set of mice,
but the plural of house is houses not hice.
If the plural of man is always called men,
why shouldn`t the plural of pan called pen?
The cow in the plural may be cows or kine,
But the plural of vow is vows, not vine.
And I speak of a foot, and you show me your feet.
But I give you a boot. Would a pair be called beet?
If one is a tooth, and a whole set are teeth,
why shouldn`t the plural of booth be called beeth?
If the singular is this and the plural is these,
should the plural of kiss be nicknamed kese?
Then one may be that, and three may be those,
yet the plural of hat would never be hose.
We speak of brother; and also brethren,
but though we say mother, we never say methren.
The masculine pronouns are he, his, and him,
But Imagine the feminine she, shis, and shim!
So our English, I think you all agree,
is the trickiest language you ever did see.

(O'Neil cited in Karnowski, 2000:14-15)[3]

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2.3.3. A poem for learning present simple and present continuous

The present simple is simply *I go,*

it's a very useful thing to know,

But the continuous is *I am going,*

which is really worth knowing.

I go, sometimes, often, always,

but *I am going now, today, these days.*

Although they are both present in name,

these two tenses are really not the same.

(http//semumf.tripod.com/id19.htm/)[5]

This poem, with eight (8) verses, states the difference between the present simple and the present continuous. The poet gives also the adverbs that are inserted for every tense and illustrates in his explanation by using the verb "to go".

2.3.3. Sample poems as activities to practice prepositions and tenses

The Lady of Niger

There was a young lady **of** Niger,

who smiled as she rode **on** a tiger.

They returned **from** the ride,

with the lady **inside,**

and a smile **on** the face **of** the tiger!

(By William Cosmo Monkhouse)[8]

Students have a chance to practice prepositions in such type of poems. For instance, it provides real situations to their use and hence bit by bit they become familiar with inserting them correctly.

All that the Book Claims is True

I **look** (to look) back now with amusement,

to the day before it **came** (to come).

The box with buttons and flashing lights,

and, a tiny microchip brain.

I didn't **believe** (to believe) it could **do** (to do) it;

the things in the booklet I **mean** (to mean).

"What would I **do** (to do)", I **asked** (to ask) myself,

"With a video recording machine?"

But I **followed** (to follow) the book of instructions,

one step at a time write through.

Now I **take** (to take) back my doubts and admit (to admit) it;

"yet! All that the book claims is true."

I have **learnt** (to learn) in a short time to **trust** (to trust) it,

for hours, I **leave** (to leave) it and **know** (to know).

That when I **come** (to come) home and **rewind** (to rewind) it;

I can **setback** (to setback) and watch a good show.

For a far longtime, I'**ve known** (to know) Jesus;

his book of instructions I'**ve read** (to read).

And there in, it **tells** (to tell) me quite simply,

that God **supplies** (to supply) every need.

I **believe** (to believe) in the words that **are written** (to write);

my life, I've **placed** (to place) in his hands.

And yet I continually **worry** (to worry) when,

I **should have** (to have) more faith in his plans

It **happened** (to happen) again for the umpteenth time;

I'd **worked** (to work) myself up in a state,

but looking back over past events.

Was (to be) like watching a rerun on tape.

When I **thought** (to think) there **had been** (to be) a problem,

Cos I **was** (to be) too blind to see.

He **was chiding** (to chide) me gently and saying:

"**have** (to have) faith my child – in me.

When I **ground** (to grind) my teeth with frustration,

as plan after plan **fell** (to fall) through.

All things **were working** (to work) together for good,

yes! All that the BOOK CLAIMS IS TRUE.

(Reverently humorous poems by *Iris Boarder)[2]*

The missing tenses are: simple present (active and passive), simple future, imperative, present perfect, simple past, past continuous, and past perfect.

The above poem can make students benefit from learning tenses because the writer has provided real contexts. Hence, students can very much profit from learning tenses for communicative needs.

Conclusion

In this chapter, we tried to highlight poetry as a motivating tool that could promote grammar learning. We raise the question why shouldn't our syllabus designers take a step further and incorporate poetry as a guide-content in textbooks. Poems can provide real life situations and hence, open a good chance for students to learn grammar for communicative purposes. In addition to the enjoyment that exists in poems and hence, provide relax and attentive learning situations.

As a second step, teachers could very much try out these ideas in their classrooms. They can free themselves from using dry and repeated sentences to explain grammar lessons as well as bring creativity to the classroom.

Chapter III: The Situation Analysis

Introduction

1. Population and sampling

2. Description of the test

3. Administration of the test

4. The procedure of analysis

5. Analysis the results

    5.1. Analysis of the activity

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6. Discussion of the results

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Chapter III: The Situation Analysis

Introduction

In this chapter, we present our situation analysis about how to get our learners motivated to learn grammar through poetry. We have chosen a test with a double focus, to create an empirical touch in our inquiry at the same time lighten our hypothesis. The test has the form of an activity that embodies a simple poem followed by some questions. The former is intended to see the extent to which students will benefit from learning grammar when they are given such type of exercises. The latter serves as feedbacks from students that could help us elicit their reactions to learning grammar through poems.

1. Population and sampling

We have chosen to work with second year students and our choice did not come at random. First year students are not sufficiently aware of the role of grammar in learning. Furthermore, they lack exposure to English poetry. In their first year, students learn only parts of speech and simple grammatical structures, thus they need simple sentences to memorize those structures. In their third year, students are not taught this module. What is left then are second year students. We see that they had some exposure to English poetry in their first year and struggle to learn grammar to communicate better.

Not to be in a gap of bias, we directed our choice to a population of 35 students among which we have chosen 22 as a sample. This sample is drawn randomly that each student may have the chance to be present in the sample. For instance, this is achieved through picking up a paper from the beginning and another from the middle then from the end of the sum of papers. By doing so, we can guarantee a conviction that we will end up with, if we can say, as much representative sample as possible.

2. **Description of the test**

For the purpose of our inquiry; and to enlighten our hypothesis with empirical touch, we worked with a test that has a double focus. Our hypothesis obliged us to put lines under two dependent variables:

1- Fruitful achievements could be gained.

2- Students willingness to learn is expected to increase.

To serve the first one, a simple looking activity is adjusted. The activity embodies a simple poem that teaches some regular and irregular plural nouns. This poem states that there are exceptions to put the rule "s" for the plural of so many nouns. There are Nineteen (19) plural nouns in this poem; ten (10) are regular and the rest are irregular plurals. We want students to sort out those plural nouns and complete the table (of Appendix). We try to see the extent to which students will benefit from learning plural nouns in this poem.

Furthermore, this poem consists of 24 verses; those plural nouns are stated in every verse but the last four ones. The poem on its face seems simple. Yet, some implications exist. Students need to carefully read the poem to understand to which category the noun in each implication belongs to. The implications are the following:

1. yet the plural of mouse is never meese.

2. Why shouldn't the plural of pan be called pen?

3. But I give you a boot. Would a pair be called beet?

4. Should the plural of kiss be nicknamed kese?

5. But though we say mother; we never say methren

6. The cow in the plural may be cows or kine,

We think that the writer adjusted these implications not to mislead students; he rather wanted to present something significant for readers; not to be in a gap of rule over-generalization.

Not to embarrass or mislead students, we have chosen a simple poem. Our aim is intended to see achievements. The above implications, for instance, are a chance to discover the extent to which students will care about understanding. If students succeed to understand the implications, we set down that both intention and understanding are present. Each student answers the question in accordance with his level of understanding.

Nouns with regular plural	Nouns with irregular plural
box	ox
house	mouse, goose
boot	foot
booth	tooth
pan	man
mother	brother
kiss	this
hat	that
vow	
cow	

Table1: List of nouns in the poem

The attraction that characterizes this poem is that each two nouns that are spelled or pronounced the same with a slight difference listed together in two verses. Each one belongs to one different category. The above table demonstrates.

To illustrate, in noticing the two verses:

You may find a lone mouse, or a whole set of mice,

but the plural of house is houses not hice. (O'Neil cited in Karnowski 2000:14)

These two verses contrast the plural of both house and mouse. Even the two are pronounced the same with only difference in the first phoneme; they are listed in different categories. One belongs to regular plural nouns, and the other to the irregular plurals.

To serve the second variable, students willingness to learn is expected to increase, we designed seven follow-up questions to the test that could help us generate, if we can say, sufficient account to the variable we are going to reject or confirm. The questions perform a role of feedback from students to elicit their attitudes to learning grammar in general, and through poems, especially.

Five questions are designed to collect data concerning students' appetites with regard to:

1. Their best ways of learning grammar: alone, groups, by reading books or teacher's instructions.

2. The difficulties they suggest in learning plural nouns in the poem given to them.

Still the two questions we gave a great deal of attention to are the two final ones:

a- Did you enjoy learning plural nouns in this poem?

b- Do you will to learn further grammatical structures through poetry?

These two questions can be of a quite important role to shed light directly on the point that the second variable carries after we correct the activity.

3. Administration of the test

The students are informed a day before that they are going to have a test which will be counted with the exam mark. To avoid any unwanted variables such as anxiety, students are

told that the exam mark will not be decreased. Extra points will be added for those who perform better. By doing so, students are put in a situation to negotiate for better achievements.

Step 01: to ensure the absence of unwilling variables like fatigue, the test was administrated in the morning, and the students are not limited by time. The test lasted one hour and the half.

Step 02: we made sure everything was clarified through giving clear explanations to the procedure students are going to follow in answering the question.

Step 03: we read the poem to students without explaining the words. This was done purposefully to test students' knowledge of vocabulary and let them negotiate for meaning.

Step 04: we collected the papers after all students agreed that they have finished.

Step 05: to create an immediate link between what students performed personally and what they perform when the whole class interact together, we gave some importance to correcting the activity. By doing so, we opened a chance to make the follow up questions operate in a face-to-face interaction. As a result, we can see directly students' attitudes to learning grammar through poetry. In addition to the feedbacks we received helped us generate clear accounts to our claim.

Step 06: we left a chance for students to ask questions, give feed back and comments which enhanced the points that our claim was set down to offer.

The conditions under which the test took place warmed up a competition among students who seemed to be very motivated to participate. It also seems that students reflected back their best knowledge and performed as better as they could to enhance their marks.

4. The procedure of analysis

In analyzing our results, and after we guaranteed, to some extent, that this poem can provide the following results:

1. Relax students

2. Activate students

3.Change the classroom atmosphere

4. Create learning situations.

We wanted to observe whether students will learn better when they are given another type of exercises. Our evaluation of students' productions is based on their achievements in accordance with the following

1. Level of understanding:

a-Those who give complete account to the answer (corresponding to table 03) are labeled in the first level of understanding. They succeeded to understand that the nouns in the implications have regular plurals. For instance, the nouns in the implications are listed in the table 02:

Noun	Regular plural
pan	pans
boot	boots
hat	hats
kiss	kisses
mother	mothers
booth	booths

Table 02: The plural of nouns in the implications.

b-Those who just answered the question are put in the second level of understanding. Of course, they are considered correct answers (corresponding to table 04).

c-Those who just filled the table with all the nouns that exist in the poem with a null understanding are listed among those with third level of understanding (corresponding to

Table 05).

2. The level of enjoyment: the role of the follow-up questions, here, takes place. Analyzing the questions with also emphasis on the period of correcting the activity, listening to students' feedbacks and comments can enable us collect their attitudes to learning some grammar structures through poetry.

Noun	Regular plural	Noun	Irregular plural
box	boxes	ox	oxen
house	houses	mouse	mice
cow	cows	goose	geese
vow	vows	man	men
pan	pans	foot	feet
boot	boots	tooth	teeth
booth	booths	this	these
kiss	kisses	that	those
hat	hats	brother	brethren
mother	mothers		

Table 03: Complete account to the answer (first level of understanding).

Noun	Regular plural	Noun	Irregular plural
box	boxes	ox	oxen
house	houses	mouse	mice
cow	cows	goose	geese
vow	vows	man	men
		foot	feet
		tooth	teeth
		this	these
		that	those
		brother	brethren

Table 04: Correct answer (second level of understanding)

Noun	Regular plural	Noun	Irregular plural
box	boxes	ox	oxen
house	houses	mouse	Mice-meese (false)
cow	cows	goose	geese
vow	vows	cow	kine(false)
		man	men
		foot	feet
		tooth	teeth
		this	these
		that	those
		mother	methren (false)
		kiss	kise (false)
		booth	beeth (false)
		boot	beet (false)

Table 05: Incomplete account to the answer (third level of understanding).

5. Analysis the results

5.1. Analysis of the activity

After we have received the papers, we chose (22) papers randomly from 35 participants. We classified the answers according to the levels of understanding stated above. The results are listed in the following table:

Level of understanding	Participants	percentage
Level 1	7	31.81 %
Level 2	8	36.36 %
Level 3	7	27.27 %
	22	100 %

Table 06: Students' productions in accordance with levels of understanding.

A fairly big percentage of students corresponding to 68, 18 % are ranked at the first and second levels of understanding. Seven (7) students succeeded to understand the poem and gave the answers corresponding to Table (03) with 31.81 % as a percentage. They gave further account to the answer more than the eight (8) students listed at the second level of understanding. They showed much interest in the poem since they understood the implications. Moreover, they listed the nouns in the table even they are not asked to do so in the question which is a mirror of their extended knowledge.

This poem for instance helped students refresh their memories about the plural of nouns. Students often show much interest or are extremely engaged in learning difficult things in grammar as learning tenses, reported speech, etc, and forget about simple but important things as plural nouns. Additionally, this poem implicitly teaches us that we have to learn by heart the plural of nouns because there is no rule that controls choosing a certain classification to any noun.

We think that the writer purposefully listed each two nouns that are spelled or pronounced the same but with a slight difference (foot, boot) to have different plurals. This is done to grab students' attention to the point that learning plural nouns is as important as learning the other things students think more important

At the same time, the writer makes an extremely important feature in English language, flexibility, quite prominent. The last two verses reinforce the point.

So our English, I think you all agree,

is the trickiest language you over did see. (O'Neil cited in Karnowski, 2000:15)

27, 27 % of the total respondents as a percentage failed to understand how the poem works and gave answers corresponding to table (05). This can be interpreted that either they lack knowledge about plural nouns or show no interest to the poem. We thus wanted to correct the activity because at the beginning we did not explain the words or the poem to test students' knowledge. As a result, we could guarantee that students will add to their knowledge the plural of these nouns. Further suggestions come in the discussion of the results.

5 .2.Analysis of the questions

The follow-up questions helped us generate or take a catch from students' attitudes to learning grammar through poetry. We purposefully adjusted these questions immediately after

the test took place in order for students to answer the questions when their motivation is up. This opportunity could allow us generate clear account to our hypothesis.

5.2.1. Did this poem help you memorize the plural of nouns?

yes	No	Total
22	00	22
100 %	00 %	100 %

Table 07: The extent to which the poem helped students memorize the plural of nouns.

The first question we put forward concerning understanding and benefits. This poem could refresh students' memories about the plural of nouns. Of the total respondent, (100 %) answered with "yes". Some students, further down, stated some feedbacks in their papers as the following:

"Among the irregular plurals, I know only mice and teeth."

"Some plurals are common but others are not common."

5.2.2. Have you found difficulties in learning plural nouns in this poem?

yes	No	Other suggestions	Total
2	14	6	22
9,09 %	63,63 %	27,27 %	100 %

Table 08: The difficulties students found in learning plural nouns in this poem.

Coming to this question, implicitly, we want to ensure that we have chosen a simple poem so that not to mislead or embarrass students. Of the total respondents, (9,09 %) answered that they found difficulties, (63,63 %)answered "No" and (27,27 %) were in favor of stating some expressions as a reflection to what they think of the poem. Among the suggested expressions, we put down the following:

"The poem is so easy; I memorized the plural of goose, mother, ox, foot...etc"

"I don't know that brother has the plural of brethren and not brothers."

5.2.3. How do you learn grammar best?

Reading books	Teachers instructions in classroom	Both	Total
5	6	11	22
22,72 %	27,27 %	50 %	100 %

Table 09: The best ways of leaning grammar.

We adjusted this question to see the extent to which our claim works. That is, to see how students learn grammar best. The big percentage (50 %) is in favor of learning grammar with a collaborative way, i.e., both reading books and teacher' instruction. This implies that students are in dire need of teacher's instructions in classroom. It is true that reading books helps students, enlarge their knowledge of grammar. Yet, several difficulties in grammar pose problems and need interpretations and the teacher is the source who can supply students with efficient and sufficient interpretations.

Our aim of posing this question is to take a catch from students' appetites in their ways of learning. The majority heads up that the teacher and textbooks are of a tied up role to serve students' needs in learning grammar.

5.2.4. How do you learn best?

Alone	Group	Total
5	17	22
22.72 %	77,27 %	100 %

Table 10: Students preferences in learning grammar.

This question seeks to see how students learn best. Of the total respondents, (22,72 %) are in favor of learning alone, and (77,27 %) prefer learning in groups. From our experience as learners, we noticed that most students feel at ease and enjoy learning best when they meet in groups. Hot discussions emerge and several attitudes put forward. In addition, each student benefits from the others' interpretations and ideas and hence creates an atmosphere of motivation and competition. Moreover, we often find that one student heads up the group because of his best knowledge and students try to catch up what his brain is set down to offer.

5.2.5. Do you believe that one or two hours per- week are enough for you to build a best knowledge of grammar?

Yes	No	Total
4	18	22
18,18 %	81,81 %	100 %

Table 11: Students attitudes to the period of learning grammar.

This question is intended to enlighten the idea that students need personal work outside the classroom to enhance their knowledge of grammar. Even students do not work at home; we seek through this question to see whether they are aware of the importance of personal work outside the classroom. Since grammar is a set of rules that has to be memorized, it needs to be reviewed from time to time to refresh what has been learned. For further improvement, students should seek extra knowledge to enlarge their grammar stockage. This can not be achieved unless by looking for more reliable sources as books in which more explaining activities are codified.

For the total respondents, (18, 18 %) sign up with "yes". The big percentage (81,81 %) answered with "no"

5.2.6. What do you think of learning plural nouns in this poem?

Enjoyable	Un enjoyable	Total
22	00	22
100 %	00 %	100 %

Table 12: Students attitudes towards the poem.

This question seeks to make students sign up their attitudes concerning the poem they are given in the test. Total respondents, (100 %) think it is enjoyable.

5.2.7. Do you will to learn further grammatical structures through poems?

Yes	No	Total
22	00	22
100 %	00 %	10 %

Table 13: Testing students' willingness to learn further grammatical structures through poems.

To confirm students' reactions to learning grammar through poetry, we adjusted this question to infer further account. Of the total respondents, 100 % confirm that they will to learn further grammatical structures through poetry.

7. Discussion of the Results

The poem we have given seemed to students quite simple yet some students failed to set down correct answers to the question we have given. Those students either have insufficient knowledge about plural nouns or showed no interest to the poem. Since students care a lot about marks, the second interpretation can be left out. We can assume thus that students will correct the false knowledge they have as well as add those nouns to their repertoires. The answers they provided showed that they fall in rule-overgeneralization (Table 05). The fairly big percentage of students 68, 18% were ranked among who provided correct answers (Table 06) including 31, 81% who gave further interpretations to the answer; they succeeded to pay attention to the nouns in the implications (Table 02) and list them in the

table even they were not asked to. They can be said to have an extended knowledge and the poem gave them a chance to practice their skills. For this reason, they labeled in the first level of understanding (Table 03).

The follow up questions were presented immediately after the test took place in order to elicit students' attitudes to learning grammar through this poem. Also helped us catch up some of their appetites in learning grammar. All students 100% signed up that the poem was an enjoyable one and that they will to learn further grammatical structures in poems (Tables 11, 12). Furthermore, correcting the activity enabled us to catch up an impression that learning through poems flourishes best in the classroom where the teacher controls students as well as provides interpretations. This step was done to ensure poetry as an effective tool for teaching to be confident to set it down in our recommendations. Hence we can guarantee that the more the poem is enjoyable, the more students will indulge in learning, and the better their achievements will be.

Among the feedbacks we received as comments from students were those in which they show an impression that English poetry is a difficult task to learn through. Thus, we should choose simple poems not to mislead students and let them challenge for meaning and forget about achievements. For that reason, we have chosen a simple poem and adjusted the second question to confirm that students agreed with our choice. All students agreed that it was a simple one (Table7).This point should be taken into consideration in our recommendations. The findings, from the activity and the follow up questions, are summarized in the following table.

Activity	Questions
-Changed the atmosphere and created other learning situation (not through sentences). -Helped students test their knowledge of plural nouns and memorize them. -Raised awareness of an important point; not to be in a gap of rule-overgeneralization. -Made a chance for students to perform better.	-Leaved the chance for students to give comments and feedbacks which enabled us elicit the following points: -Enjoyment interferes with a great extent in learning. -Students appreciation to learning through poems. -Helped us evaluate the choice of our poem (simple and understandable). -Gave us some clues for reinforcement of our claim, i.e., the more the poem is enjoyable, the more students will to learn and the better their achievements will be.

Table 14: Summary of the Findings.

Conclusion

As a gist to this chapter, we can set down the main important things that we noticed through analyzing the results obtained. First, giving students another type of exercises,

presented in poems, enabled them to perform better but with conditions (from students' feedbacks) the poems should be as simple as understandable. Second, poems bring enjoyment

and create an atmosphere of interaction especially with the teacher. When correcting the activity, we catch up an impression that students perform better and enjoy learning more with teacher's guide.

We can end up setting that our claim works but should gain another insight. We sought along our inquiry to see whether students will benefit from learning grammar through imaginative text books where poetry is the guide-content. Our choice did not come at random; textbooks are the basic review for teachers and students. We found further account to what our test claimed to offer. Poetry can flourishes best in an active atmosphere where the teacher can control students and provide orientations and interpretations.

General Conclusion and Recommendations

Grammar is an important module in the learning curriculum and has to gain as much care as students concern with the other modules. In learning, we find that all modules are based on grammar because a well mastery of the language is based on a good mastery of grammar rules. It is for this reason hat we have chosen grammar as a field of interest. To discuss the aim of our work, our title carries three key words: grammar, motivation and poetry. Accordingly, the content is arranged in three chapters as to serve the three key words.

In the first chapter, we tried to present some grammar functions with an attempt to make the role of grammar in learning more prominent. In addition, we tried to see where the problem of students lies concerning grammar. We put the line under their lack of knowledge about functional grammar sustained by a real situation from our experience as learners; the gap we used to be in especially when it comes to reflecting back our knowledge of grammar in our written production. We attributed this situation to our lack of exposure to textbooks where grammar is presented for communicative purposes.

In the second chapter, to make a clear link between what has been discussed in the first chapter and what we are going to present in this chapter, we put forward some attempts as interpretations to infer what students really need to care with grammar lessons. We, further down, attributed students unwillingness to learn grammar to the lack of motivation. We shed some light to see the extent to which motivation interferes in learning grammar. Motivation, in turn, occurs in response to effective tools that work as an impetus or create an inner drive towards learning. To create an immediate link we highlighted poetry as a tool to motivate students at the same time create in them the willingness to learn grammar again.

In the third chapter, since textbooks are one of the most reliable sources of knowledge and the basis review for teachers and students, we tried to work with a test as an imaginative extract from textbooks where grammar is presented in poetry. By doing so, we tried to see the

extent to which students will benefit from learning grammar through poetry. We put as a guide-line the following hypothesis:" if students learn grammar through poetry, their willingness to learn is expected to increase and better achievements could be gained." Our hypothesis carries two variables. Therefore, to let the results be in the direction of our hypothesis, we adjusted a test to serve the two variables. An activity embodies a poem followed by some questions. The aims are intended to see whether students perform better when they are given other types of exercises. To perform the test, we directed the choice towards a sample of 22 students from 35 students of second year.

The results of our test showed that students performed better when they were given another type of exercises, through poems. We inferred as an impression that students, through this test, found a chance to enhance their knowledge and practice their skills. Moreover, the feedbacks we received confirmed students' appreciation to learning through poems. This was enhanced in their signs through the questions we adjusted after the activity took place. Accordingly, we can confirm our hypothesis that poetry plays an important role in learning and hence it should gain the chance to be an effective tool to learn grammar for fruitful achievements. Poetry succeeds to create motivation and enjoyment as well as provides learning situations where students can perform better. This cannot be achieved only by being as a guide-content in textbooks where teachers prepare the courses for their students and students review what they have been learned. In the light of our results, we would like to set down some of our recommendations.

- Syllabus designers should take a step further and include poetry as guide content in textbooks. From one side, the selection of the poems should be done so that to meet and suit the needs of our students; the poems should be designed towards better achievements not those that can mislead students. From the other side, considering their experience, syllabus designers know

what suits every level in learning. Thus the selection of the poems should be in the direction of students 'needs and levels.

- The role of the teacher emerges. Considering his experience in the field of teaching, he should have a hand in curriculum design. He knows what is appropriate for his students as well as knows where the weak points lie. Accordingly, using poetry in classroom opens a chance for him to be an inventive teacher. Additionally, he can choose poems where grammar is explained and create a special attraction according to his proficient methodology. Hence, he becomes no more in need for isolated sentences to explain grammar lessons and makes his goals turn out to be real.

Thus, we believe that in the short and the long range, teaching grammar through poetry will give visible results. This is so because grammar. We take, will no more be looked at as a boring matter but will rather be much more appreciated.

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APPENDIX

Students' test

Activity: read the poem carefully and complete the table bellow. According to your personal account, answer the related questions.

Mouse - mice, house-Hice?

We will begin with box, and the plural is boxes;

But the plural of OX is oxen not oxes.

One fowl is goose, but two are called geese,

Yet the plural of mouse is never meese

You may find a lone mouse, or a whole set of mice,

But the plural of house is houses not hice.

If the plural of man is always called men,

Why shouldn`t the plural of pan called pen.

The cow in the plural may be cows or kine,

But the plural of vow is vows, not vine.

And I speak of a foot, and you show me your feet.

But I give you a boot. Would a pair be called beet?

If one is a tooth, and a whole set are teeth,

shouldn`t the plural of booth be called beeth?

If the singular is this and the plural is these,

Should the plural of kiss be nicknamed kese.

Then one may be that, and three may be those,

Yet the plural of hat would never be hose.

We speak of brother and also of brethren,

But though we say mother, we never say methren.

The masculine pronouns are he, his, and him,

But Imagine the feminine she, shis, and shim!

So our English, I think you all agree,

Is the trickiest language you ever did see.

(O'Neil cited in Karnowski, 2000. 14-15)

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Noun	Regular plural	Noun	Irregular plural
Box	Boxes	Ox	Oxen

Related questions:

1. Did this poem help you memorize and learn the plural of nouns?

1. Yes

2. No

2.Have you found difficulties in learning plural nouns in this poem? If yes, what are they?..

3. Do you like to learn grammar by:

1. Reading books.

2. Teacher`s instruction in classroom.

4. How do you learn best?

1. Alone

2. Groups

5. Do you believe that one or two hours per-week are enough for you to build sufficient knowledge of grammar

1. Yes

2. No

6. What do you think of learning grammar through poetry?

1.Enjoyable

2.Unenjoyable

7-Do you will to learn further grammatical structures through poetry?

1. Yes   No