The Effect of Community Language Learning Method on Female Jordanian Tenth Grade Students' Achievement

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Abstract: This study aimed at investigating the effect of Community Language Learning method (CLL) in teaching English grammar on tenth grade students` achievement. This study tried to answer the following two questions:1- What is the effect, if any, of the CLL in grammar upon the achievement of tenth grade students?, 2- To what extent does the effectiveness of CLL method correlate with tenth grade students` levels of linguistic competence (i.e. high, intermediate, poor)? The population of the study consisted of 104 female tenth grade in Al-Shawbak District in the academic year 2006/2007. A purposeful sample which consisted of 58 tenth grade students was distributed into experimental and control groups. To achieve the purpose of the study, a grammar test was used before and after the treatment to measure the equivalence of the two groups with regard to their level of achievement in grammar. T-test was used to find out if there was any statistically significant difference (at α=0.05) in the students` achievement. The findings of the study reported statistically significant difference between the students who were taught through using CLL and those who were taught by the traditional method of teaching in favor of CLL. The study concluded that students who studied English grammar by using CLL tended to have high linguistic competence when compared to students who studied English grammar by using the traditional method. The researchers recommended that curriculum planners and teachers of English adapt the CLL for teaching English language grammar.(Keywords: English, grammar, Community language teaching, achievement).

Introduction

The Community Language Learning method (CLL) was introduced and explained by Harris (1962) as the true use of language through learners' social and cultural settings. Students acquire correct habits of expression when they examine the meaning of certain sentences in specific contexts. The qualities which carry this meaning are qualities related to word order, sound and word choice. This will help students to correct related errors in their own work without knowing the name of the abstract term of grammar under which the qualities may have been classified. Consequently students gain skill in understanding the relatedness of the parts of a complex sentence and of a sentence to a paragraph through habitual attention to meaning in reading and listening, and through effective communication in speech and writing.

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أثر استخدام طريقة الاتصال الجمعي على تحصيل طالبات الصف العاشر في الاردن

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ملخص: هدفت هذه الدراسة إلى تقصي أثر استخدام طريقة الاتصال الجمعي على تحصيل طالبات الصف العاشر في مادة قواعد اللغة الإنجليزية في لواء الشوبك من خلال الإجابة على الأسئلة التالية: ما هو أثر طريقة الاتصال الجمعي على تحصيل طالبات الصف العاشر؟ إلي أي حد ارتبط تأثير طريقة الاتصال الجمعي بالمقدرة اللغوية بين الطالبات (عالية-متوسطة-ضعيفة)؟ تكون مجتمع الدراسة من (104) طالبات من طالبات الصف العاشر للفصل الثاني من العام الدراسي 2007/2006 موزعات على ثمانية مدارس. تكونت عينة الدراسة من 58 طالبة وهي موزعة علي مجموعتين: مجموعة تجريبية ومجموعة ضابطة. دُرّست المجموعة التجريبية باستخدام طريقة الاتصال الجمعي بينما استخدمَت الطريقة التقليدية لتدريس المجموعة الضابطة. اختيرت العينة باستخدام طريقة العينة القصدية. ولتحقيق هدف الدراسة، تم إعداد اختبار لقياس تحصيل الطالبات، وتم استخدامه قبل وبعد المعالجة لقياس تكافؤ المجموعتين في موضوع القواعد. وللإجابة على أسئلة الدراسة تمَّ استخدام اختبار (ت) لمعرفة فيما إذا كان هناك أي فروق ذات دلالة إحصائية عند مستوى الدلالة (α=0.05) في تحصيل الطالبات في الاختبار القبلي والبعدي. توصلت الدراسة إلى النتائج الآتية: وجود فروق ذات دلالة إحصائية بين الطالبات اللاتي درسن بطريقة الاتصال الجمعي واللاتي درسن بالطريقة التقليدية لصالح طريقة الاتصال الجمعي. كما اظهرت الدراسة وجود فروق ذات دلالة احصائية بين الطالبات ذوات المقدرة اللغوية العالية اللاتي درسن بطريقة التعلم المنظومي لصالح طريقة الاتصال الجمعي. وأوصت الدراسة كلا من مصممي المناهج ومعلمي اللغة الإنجليزية باستخدام طريقة الاتصال الجمعي للغة من أجل زيادة تحصيل الطالبات في موضوع قواعد اللغة الإنجليزية. (الكلمات المفتاحية: اللغة الانجليزية، قواعد، طريقة الاتصال الجمعي، التحصيل).

Savignon (2002) maintained that Communicative Language Teaching (CLT) approach focused on learners, and their needs which were taken into consideration while developing program goals. Meanwhile, the CLT approach has dominated the language teaching profession in the last twenty years. In the CLT approach, emphasis is on meaning, on the socio-cultural context of language, on effective interaction and on the individual needs of learners

(Hiep, 2005). Since talking is a vehicle of exchange in language classrooms, bringing a lens to the potential benefit of the co-constructed language use of grammar in teacher-student interaction will be worthwhile.

Hiep (2005:8) stressed the role of EFL teachers in helping their students to communicate, in this regard he stated:

Although communicative language teaching needs to be adapted to fit the local context, local teachers in many EFL settings may, also, need to reexamine some of their traditional beliefs and assumptions about language teaching and learning. Embedded in the communicative approach to teaching is a belief in the humanistic and communicative nature of language, which is not always in accordance with traditional views.

Yet, the CLT approach faced many obstacles in the Arab world. Al-Afeef (2002) reported that EFL students in Jordan tend to be unable to communicate in English. He maintained, further, that even those who master the grammatical structures couldn't speak English properly.

Tahbub and Diab (1997) explored the extent to which English teachers in primary public schools in Jordan practiced the communicative approach. The results of the study indicated an absence of the minimum level of adherence to the theoretical principles of the communicative approach as reflected in the teachers` observed behavior. That is, learning is limited to low levels of learning, and students concentrate on memorizing facts in order to pass tests. Such language exchange limits rather than expands students' language and learning.

This explains the remark made by Lababidi (1983) that students who finish the basic stage in Jordan cannot communicate in English despite the fact that one of the main objectives of this stage is to develop in the student the ability to communicate sensibly in English.

At present, English grammar is taught at Jordanian schools in the light of the following instructions that are mentioned in Teacher's Book. Firstly, the teacher introduces the rule giving oral and written examples. Then students are asked to give examples from their textbooks, and finally they practice doing different types of written exercises (Mugglestone, 2005).

The present study examined a communicative type of verbal interaction conducted by female tenth grade students at Al-Shawbak District in the academic year 2006-2007. The verbal interaction will constitute a self-sufficient discourse unit (i.e. the passive voice) as conceptualized within a communicative occurrence which functions syntactically and semantically as a grammatical constituent.

The problem

As language learning is revolutionizing education, such development is exciting for teachers of English as a foreign language in that it offers greatly expanded opportunities for authentic communication beyond the walls of the traditional classroom. And authentic communication is crucial in language acquisition. In the present study, the researchers make use of community language learning method so as to capture, motivate and anchor learner attention to, and render comprehension. Finally, the study comes as a response to recent findings of researchers (Tahbub and Diab, 1997; Al-Afeef, 2002) who highlighted the failure of CLT in establishing communication in the classroom.

One of the researchers is an English language supervisor in Al-Shawbak Directorate of Education who noticed a clear lack of ability to discuss questions, share drafts for peer review, communicate and participate in discussions in the classroom. Consequently, instructional conversations were orchestrated where the subjects of the study (tenth graders) could interact when studying English grammar, particularly the passive voice.

Purpose

The present study tended to propose a shift away from long established grammar translation methodologies and practices, towards teaching of communication and communicative competence (differently from CLT approach) through investigating the effect of CLL method while teaching the passive voice on the achievement of female tenth grade students in Al Shawbak District. That is, the main aim of this study is to investigate the effect of CLL method on the achievement of female tenth grade students in Al Shawbak District. The following two questions were formulated:

1- What is the effect, if any, of the CLL in grammar upon the achievement of tenth grade students?
2- To what extent does the effectiveness of CLL correlate with tenth grade students` levels of linguistic competence (i. e. high, intermediate, poor)?

The hypotheses of the study were:

1- There are no significant differences in the achievement of tenth grade students who studied English grammar by using CLL and those who studied the same grammar by using the traditional method at the significance level (α =0.05) .
2- There are no significant differences in the achievement of tenth grade students who studied English grammar by using CLL attributed to students` level of linguistic competence at the significance level (α =0.05).

Significance

The present study emerged from the need to meet the objectives of teaching English in Jordan which call for the ability to communicate sensibly in English. Therefore, adopting the CLL approach may overcome obstacles that emerged earlier by the CLT approach. Moreover, the study is significant because it extends the research of Jordanian EFL scholars, such as, Al-Afeef

(2002: 115) who recommended that a study should be conducted to find a way to improve fluency and purposeful interaction in Jordanian EFL classes by developing particular communicative strategies and techniques.

Also, the study is significant for the participants as they were encouraged to reflect upon and, thus, become more sensitized to their personal language learning. From this extended level of consciousness of their own language learning, it is anticipated that the students who participated in the study may increase their ability to be more reflective about their own learning, and, thus, improve the quality of their learning practices.

The current study is significant because it stresses the need to explore the great principles that underline successful interaction between the teacher and the students when learning grammar, in an attempt to create a responsible learner who is capable of negotiating meaning. Moreover, this study contributes to providing insights related to the importance of CLL method.

Limitations

The current study is limited to tenth grade female students in Al-Shawbak District in the academic year 2006-2007. These findings will be generalizable only for similar populations. Also, the findings of the present study can be generalized only to the use of CLL in teaching English grammar and developing students' abilities to communicate through acquiring certain habits of expression when they examine the meaning of certain sentences in specific contexts. The duration of training was limited to seven weeks of experimentation. Therefore, longer or shorter duration may ensure different outcomes.

Definition of terms

Community Language Learning CLL: this is a student-centered language learning method which encourages supportive group experience and reflection (La Forge, 1979). In this study, CLL can be described as a method which aims at helping students to use the English language communicatively. *Traditional Method***:** This method emphasizes the teaching of grammar; its principal practice technique is translation from and into the target language (Stern, 1983). In this study, the traditional method can be described as the method of teaching grammar stated in Teacher's Book.

Literature Review

Emphasis in using the CLL method is based on English for communication in monolingual or multilingual classes where the teacher speaks the learners` first language. It enables students to use their first language, to develop an interpersonal relationship with the other students. This technique helps the student over a considerable period of time to apply words in the new language without translation, gradually moving from a state of dependence to a state of independence.

Hennings (1997) stressed the importance of classroom talk to increase the language facility and necessary interpersonal skills. Hiep (2005) explained that communicative language teaching depended on a theory of communicative competence. The application of this theory led to several issues. Students are mainly challenged by the need of developing native speaker competence.

Hiep (2005: 3) referred to the challenge of creating interaction inside the classroom pointing out the difficulty of developing students` communicative competence in a way that enables them to use the language they are learning appropriately in a given social encounter. He maintained that determining how to create genuine communication within the classroom setting presents challenges to teachers.

Shepherd (1977:91) suggested an approach to develop communicative skills that integrate language experiences. Many suggestions were given for implementing CLL, including the following:
1. Begin with a meaningful student activity.
2. Start with the known and move gradually toward the unknown.
3. Utilize many and varied experiences.
4. Make the experience as concrete and participatory as possible.
5. Keep it relevant and interesting.
6. Proceed from written expression to oral expression, and do not isolate communication skills by mode.
7. Provide modules if the learner is unable to create language for a given experience.

Linnell (1995) investigated the effect of negotiation as a context for learning syntax in a second language stressing the fact that negotiation provides opportunities for learners to comprehend unfamiliar input, to produce unified output, to be given feedback, and to focus on form.

Moreover, Nunn (2005: 3) explained that the application of linguistic competence in a communicative situation requires recalling a previously learnt store of knowledge. Learners require linguistic competence to be able to communicate in different situations. To Nunn, many factors affect students` performance in a certain situation including stress, psychological state and group dynamics.

Savignon (2002) pointed out that while planning for a curriculum, communicative learning activities should be organized into five components of the CLT approach: (language analysis, language for a purpose, personal English language use, beyond the classroom and theatre arts). The first component means focusing on forms of English, including syntax, morphology, and phonology. Language for a purpose refers to the use of language for real and immediate communicative goals that are related to the real world of the students. Personal English language use relates to the involvement of the learners` motivations. The fourth component of the curriculum involves acting and playing roles. A theatre art refers to the importance of

analyzing works of art. She pointed out that communication requires paying attention to form. She stated:

Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning. (p.7)

Davies and Pearse (2000) pointed out that Charles Curran developed CLL in the USA from the mid seventies where it is based on the counseling-learning educational model. To Davies and Pearse, learning is seen as personal development not the achievement of objectives imposed from outside. Thus, CLL method focuses on the feelings of the students combining the field of language learning with the dynamics and principles of counseling.

La Forge (1979: 247) remarked that CLL is characterized by group learning where students experience social interaction and a period of reflection on the experience. He recommended introducing a reflection period into the English classrooms.

Freeman (1986: 45-47) provided expanded descriptions of some common techniques associated with CLL. These techniques include:

1. Tape recording of students` conversation (students choose what they want to say, and their target language production is recorded for later listening).
2. Transcription (teacher produces a transcription of the tape recorded conversation, this is used for analysis).
3. Reflection on experience (teacher takes time during or after various activities to allow students to express their feelings about the language).
4. Reflective listening (students listen to their own voices in a relaxed and reflective environment).
5. Human computer (teacher says anything in the target language and students practice).
6. Small groups tasks (students work in groups to create new sentences and share them with their colleagues).

On one hand, communication and class conversations are at the heart of both CLL and CLT. However, the two methods differ in application. With CLL method learners willingly agree to share in some form of activities to reach a goal. Discipline is created by self-evaluation and reflection (La Forge, 1979: 249-251).CLL method is characterized by its emphasis on whole pupil education, the role of a supporter, non judgmental teacher, the fact that learners are responsible for their own learning and the prevention of pre-planned syllabus (Malley, 2007). CLT, on the other hand stresses the need for meaningful communication to support learning including classroom activities focusing on learners` genuine communicative needs. These communicative activities function as a means to develop learners` communicative competence. Yet, Successful communication requires control over grammar. This dilemma has been discussed by many researchers who

differ in their points of view concerning the most appropriate way to introduce grammar during communication. (Hiep, 2005) .Thus, the problems arising as a result of applying CLT in classrooms can be managed through integrating CLL techniques.

Unfortunately, studies that deal with CLL are very limited. The researchers, therefore, looked for other studies that dealt with the importance of communality and the obstacles hindering the application of communication techniques.

Lababidi (1983, p.3) accounted for the situation of English language instruction prevailing at the compulsory cycle schools in Jordan. She maintained that:

Communication only takes place when we make use of sentences to perform a variety of different acts of an essentially social nature. Thus we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify or to ask questions, make requests and give order.

El-Yousef (1986) investigated the relative effectiveness of the communicative method and the audio lingual method in teaching English for the second preparatory class in Jordanian compulsory schools. He mainly investigated the effectiveness of these two methods on the learner's communicative and structural abilities. The population of the study consisted of all second preparatory students at the compulsory schools of Irbid Second Directorate of education in the second semester of 1985/1986. The sample consisted of four sections chosen by cluster random sampling. Two sections were randomly assigned to an experimental group and the other sections to a control group. The experimental group was taught through the communicative method and the control group was taught through the audio-lingual method. The results of the study showed that there was a statistically significant difference between the mean scores of the experimental group and the control group in their communicative ability on the post-test. The study, also, showed there was no statistically significant difference between the experimental group and the control group in their structural ability on the post-test. El-Yousef advised teachers of English as a foreign language to include communicative activities in their teaching.

Al-Afeef (2002) investigated Communicative Language Teaching (CLT) in the upper basic grades, the eighth, the ninth and the tenth grades in Jarash Governorate from a teachers` perspective. The study covered three aspects of CLT: the teachers` use of the characteristics of CLT, the teachers` attitudes towards CLT and the difficulties that face them in applying CLT. Four instruments were used to collect the data: a questionnaire, an attitudinal scale, classroom observation and interviews to show an overall view of CLT in the assigned population. The findings of the study revealed that the teachers almost always use CLT. The teachers, also, hold fairly favorable attitudes

towards CLT. When teachers were observed, however, the characteristics of: realistic situations, meaningful tasks, interesting topics and activities, real life materials, language functions, purposeful interaction and fluency were found less consistent with actual teaching than others. Al-Afeef recommended that teachers develop fluency, language functions and purposeful interaction inside their classrooms.

Thabet (2002) identified the obstacles hindering the use of communicative techniques in Yemeni public schools in Taiz and elicited potential solutions to alleviate this problem. The study aimed at measuring EFL specialists' knowledge of the major tenets of the Communicative Language Teaching approach and teachers' commitment to them in their classrooms. The sample consisted of 172 school teachers, 7 instructors at the Higher Institute, 14 supervisors and 5 members of the faculty of education at Taiz University. Three instruments were used to collect the data: a questionnaire, a test and an observation checklist. The major obstacles of using communicative techniques according to the researchers were: large classrooms, shortage of funding, lack of teachers and supervisors' Communicative Language Teaching Approach preparation and the discouraging cultural view of CLT.

Worde (2003) stressed the role of communality in her study, which aimed at identifying factors of anxiety such as speaking activities, inability to understand, fear of communication, instructional testing and error correction. Students felt overwhelmed and anxious when speaking. Perhaps due to an immature vocabulary or lack of control of grammar, the results of the study showed that group work and the supportive environment were among the factors which reduced anxiety while learning a foreign language.

From the above review of literature, all these studies recommend developing communication inside English language classrooms through purposeful interaction and supportive environment (Lababidi, 1983, El-Yousef, 1986, Al-Afeef, 2002, Thabet, 2002, Worde, 2003). CLL enables students to communicate in realistic situations and reflect upon their learning experience. Therefore, this study tries to develop students` ability to communicate through applying the CLL method in teaching English grammar to Jordanian tenth grade students in Al-Shawbak Directorate of education in Jordan.

Methods and Procedures

The population of the study consisted of all female tenth grade students in Al-Shawbak District in the academic year 2006/2007. According to the estimates of the directorate of education in Al Shawbak, the number of female tenth grade students in Al-Shawbak was estimated at 104 girls distributed in eight schools. The sample was selected purposefully. It consisted of 58 female tenth grade students. Al-Shawbak Secondary Comprehensive School was decisively selected and it included two experimental groups. The reason for the

intentional selection was due to the fact that it was the only secondary school in Al-Shawbak District that had two sections of the tenth grade students with 15 students in each section. In addition, CLL can only be conducted with small numbers of students (Richards and Rodgers, 1986). Two groups were also selected as control groups from another two other secondary schools (Al-Baq'a Secondary Comprehensive School for Girls and Sokayna Bint Al-Hussien Secondary School for Girls). They were selected on the basis of the availability of numbers of female tenth grade students. The first control group consisted of 17 tenth grade students from Al-Baq'a Secondary Comprehensive School for Girls, while the second control group consisted of 11 tenth grade students from Sokayna Bint Al-Hussien Secondary School for Girls.

To successfully conduct the study, the teaching material on the passive voice adapting the CLL steps from Richards and Rodgers (1986: 120) for seven periods lasting one hour each was used .(See lesson plan and instructional program: Appendices II and III respectively).

The CLL material was designed by the researchers to enable students to practice the seven structures of the passive voice: (present simple, past simple, present perfect, past perfect, present progressive, past progressive, and future simple) for seven hours through the tasks stated in Appendix II.

When the researchers designed the tasks of the teaching material, they were submitted to a jury of three university English professors at Al-Hussein Ben Talal University specialized in linguistics, phonetics, and literature, three supervisors of English and three experienced tenth grade English teachers. The researchers benefited from the comments made by the jury and made the required modifications.

The implementation of CLT material took seven periods during a four week period in the second semester of the academic year 2006/2007.

Instrument

The researchers used a multiple-choice achievement test (Appendix I) in order to measure the students' achievement in the passive voice. The pre-test was to make sure that the experimental groups were equivalent to the control groups in their knowledge of the passive voice. An identical post-test was used to find out if there were any differences between the results of the experimental group and the control groups due to the application of CLL with the experimental group and the traditional method with the control groups.

The researchers submitted the achievement test to the same jury who judged the CLL material to judge its linguistic accuracy and appropriateness for the learners. The suggestions provided by the jury were taken into consideration.

To ensure the reliability of the test, it was applied to 15 female tenth grade students who were excluded from the sample. The same test was applied to the same

sample two weeks later. Pearson reliability co-efficient was calculated as (0. 93) which was found suitable for conducting the current study.

Design and Statistics

Table (1) displays the names of the participating schools as well as the numbers of students who took part in the present research.

Table (1): Distribution of the sample of the study

School name	Groups	Number of students
Al Shawbak Secondary Comprehensive School	Experimental group (1)	15
Al Shawbak Secondary Comprehensive School	Experimental group (2)	15
Al Baq'a Secondary Comprehensive School	Control group(1)	17
Sokina Bent El Hussien Secondary Comprehensive School	Control group(2)	11
Total	**4**	**58**

Procedures

The students of both the experimental and the control groups were told that a test would be applied to them for the purpose of scientific research. They were asked to respond accurately and honestly. Students were distributed in four halls. The exam lasted for thirty minutes. After the study had been conducted, the post-test was administered using the same procedures.

The teaching procedures for the experimental group were:
1) working in small groups where the members of each group interact together using the target language and applying the passive voice structures;
2) applying each structure of the seven passive voice structures in one class period;
3) students' choosing the topic of their conversation, and the teacher translating Arabic expressions into target language when necessary;
4) students' being provided with notebooks to write their transcriptions; and
5) following the experience with a period of reflection enabling students to express their feelings about how they learned.

Following the textbook, <u>Jordan Opportunities (1)</u>, the teaching procedures for the control group included teaching the passive voice structures concentrating on their functional aspects that provide sufficient drill material on the structures as follows:
1) The structures are embedded in a context for students to study and give examples of the passive voice structures.
2) The text is followed by exercises giving further practice on the use of the passive voice.
3) Teacher points out the function of the passive voice and asks students to do different types of oral and

written exercises to show their understanding of this function.

Regular school records of students' assessment were used to divide the experimental groups into three groups according to students' level of linguistic competence (i.e. high, intermediate, poor) as these levels were obtained from students' grades in English . Table (2) shows the number of students in each group.

Table (2): Students' levels

Level of linguistic competence	Number of students
High	9
Intermediate	13
Poor	8
Total	30

The study has two independent variables:
1- The teaching method that has two levels:
   A- Community Language Learning method (CLL)
   B- The traditional method.
2- Students` level of linguistic competence.

The dependent variable, on the other hand, is the students' achievement in English grammar.

A **t-test** was used to find out if there were any significant differences in students` achievement in grammar between the experimental group and the traditional group as a result of applying the CLL in the experimental group. One-Way ANOVA was used to find out if the effectiveness of CLL method correlated with tenth grade students levels of competence (high, intermediate, poor).

Findings

The discussion of the results is organized according to the research questions stated earlier. To answer the first question of the study (*What is the effect, if any, of the CLL in grammar upon the achievement of tenth grade students?*) a pre-test was given to the groups involved in the experiment. The test was marked and the results are shown in Table (3).

Table (3): T-test of experimental and control groups on the pre-test

Group	Number of subjects	Means	Standard Deviation	t-value	P
Experimental	30	8.266	2.71	0.647	0.521
Control	28	7.857	2.03		

Table (3) shows that the mean and standard deviation of the experimental group were 8.266 and 2.71 respectively while the mean and standard deviation of the control group were 7.857 and 2.03 respectively.

The results in Table (3) indicate that the scores of the participants in both experimental and control groups are equivalent in terms of their results on the pre-test. Thus, there were no significant differences between the experimental group and the control group.

Table (4): T-test of experimental and control groups on the post-test

Group	Number of subjects	Means	Standard Deviation	t-value	P
Experimental	30	17.600	2.25	6.912	0.000
Control	28	12.428	3.37		

The results in Table (4) indicate that there were significant differences between the means of the two groups due to the effect of using the teaching method. This difference in the means of scores of the experimental group is attributed to the use of CLL method in teaching grammar. Since the participants in both groups were of similar levels, no other factors besides the method variable had any effect on the results of the study. The significant difference between the two treatments was in favor of the experimental group which used the CLL.

To answer the second question (*To what extent does the effectiveness of CLL method correlate with tenth grade students` levels of linguistic competence (i.e. high, intermediate, poor)*), One-Way ANOVA test was used. Table (5) shows that the calculated value of F-test which was (3.791).This shows that there are significant differences in the achievement of tenth grade students in English grammar scores who were taught using the CLL method attributed to students` level of linguistic competence at the significance level (α =0.05).

Table (5): One-Way ANOVA results

Source of Variance	Sum of squares	Degrees of freedom	Mean Square	F	Sig
Between groups	37.419	2	18.709	3.791	0.035
Within groups	133.248	7	4.935		
Total	170.667	29			

Scheffe Post hoc comparison was used to find out the source of difference. Table (6) shows that there were significant differences between the means of the students of high linguistic competence who studied English grammar by using CLL and the means of the students of poor linguistic competence who studied English grammar by using the language CLL in favor of the group of high linguistic competence.

Table (6): Scheffe Post hoc comparison results

(l) level	(J)level	Mean difference (1-J)
High	Medium	0.3761
	poor	2.6538*
medium	High	-0.3761
	poor	2.2778
poor	High	-2.6538*
	medium	-2.2778

Discussion

The findings of the study revealed that there was a significant difference between the effect of CLL method of instruction and the effect of the traditional method since there was an increase in the mean scores of the experimental group compared to that of the control group (Tables 3 and 4). The significant difference between the two methods of instruction could be attributed to the use of the CLL which helped students to engage in free conversations with the participation of the teacher enabling them to apply their knowledge of English grammar correctly and reflect on their learning experience. This agrees with what other Arab researchers such as Lababidi (1983); Al Afeef, (2002); Thabet(2002); El-Yousef(1986) who emphasized the importance of communication, and called for providing teachers with necessary training to enable them to plan for and apply communicative activities successfully in their classrooms.

One possible explanation for this result can be attributed to the novelty of this method which enabled students to communicate in English as a result of the new role of the teacher. This new technique motivated the students and gave them the impression of change in their routine ways of learning grammatical structures. In addition, CLL techniques enabled the students in question to overcome their inability to apply grammatical structures correctly in real life situations. This agrees with the recommendations of other foreign researchers such as: Harris (1962), Shepherd (1977), Linnell (1995), Savignon (2002), Hennings (1997), Hiep (2005) who stressed the importance of negotiation and helping learners to acquire communicative competence and apply their English knowledge in communicative situations .

The difference between the experimental group and the control group was due to the use of CLL as revealed by the results of the current research. The pre-test showed that the grammatical abilities of the two groups were close to each other. Thus, the increase in the means scores of the experimental group was due to the warm friendly atmosphere provided by the group discussions and the sense of community and connectedness together with the supportive and understanding role of the teacher.

The findings of the study are consistent with the findings of other studies such as: Lababidi (1983), Al-Afeef (2002), Thabet (2002), and El-Yousef (1986) which dealt with communication and revealed the importance of applying communicative activities in improving learners' English knowledge. La Forge (1979), Larsen-Freeman (1986), Worde (2003), and Gao (2005) all emphasized the role of group work and supportive environment in reducing anxiety and encouraging students to acquire a second language.

Moreover, the findings of the study showed that the warm friendly atmosphere created by CLL enabled learners to develop their linguistic competence. Table (6) shows that students with high linguistic competence

benefited more from the application of CLL when compared with students of poor linguistic ability.

Implications and Recommendations

The study implies that teachers should understand their learners in terms of the practical skills they may need. As the present study suggests, pupils need conversational skills and proficiency in English language communication even in grammar teaching. Activities that allow student involvement, social negotiation like student presentations, discussion, debating, conversation, role playing are recommended to foster the roles students and teachers should play in the language classroom.

Another implication is to understand how effective learning occurs. Such awareness of progress in language skills provides students with enjoyable experience and makes them eager for more learning. To achieve this, teachers should be familiar with their pupils' needs, reflective and critical of their own teaching, and resourceful and flexible in teaching methods.

However, the study revealed that the CLL was effective in raising students` levels of achievement in English grammar. In light of the findings of the study the researchers recommend that:

1- curriculum planners and teachers should adopt CLL for teaching grammar;

2- similar studies should be conducted on other students in other areas of Jordan; and

3- other researchers should conduct other studies applying CLL on other English language sub-skills with longer periods of treatment.

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Appendix (I)

The Grammar Achievement Pre-post Test

Name:

Grade:

School:

- **Question Number One:** Circle the correct passive equivalent of the following sentences from the choices given below each sentence:

1- Someone built this house in 1904.
   a) In 1904, he built this house.
   b) This house was built in 1904.
   c) This house is built in 1904.

2- People grow rice India.
   a) Rice grows in India.
   b) Rice was grown in India.
   c) Rice is grown in India.

3- Someone has invited us to a party.
   a) I have been invited to the party.
   b) We have been invited to the party.
   c) They have been invited to the party.

4- The secretary was copying some letters.
   a) Some letters were being copied by the secretary.
   b) Some letters were copied by the secretary.
   c) Some letters was being copied by the secretary.

- **Question Number Two:** Choose the correct sentence which refers to the form of the passive voice:
   1) In the passive, the subject of the active verb becomes the object of the passive verbs.
   2) In the passive, the object of an active verb becomes the subject of the passive verbs.

- **Question Number Three:** Complete the sentences with the correct form of the verbs (active or passive) in parentheses:

1- This book (have to return) _____to the library today.
   A- Have to return.　　　B- Has to be returned.　　　C- Have to be returned.

2- The other books (return) _____yesterday.
   A- Returned.　　　B- Were returned.　　　C- Are returned.

3- This letter (must send) _____today.
   A- Must send.　　　B- Must be send.　　　C- Must be sent.

4- That book (should return) _____tomorrow.
   A- Should return.　　　B- Should be returned.　　　C- Should returns.

5- The secretary (will send) _____this letter tomorrow.

   A- Will be sent.　　　B- Will be send.　　　C- Will send.

Appendix (II)
Lesson Plan

Subject: English Language			Date:26/4/2008	
Lesson Focus: Simple Present (passive)			Grade: Tenth	

Outcomes	Teaching Strategy		Time	Materials	Assessment Strategy
	Teacher's Role	Student's Role			
Students will be able to: 1- Greet people. 2-Introduce oneself/others. 3- Ask for/give information applying the simple present passive structure when necessary.	1-Teacher translates students` Arabic expressions when necessary helping them to apply the simple present passive voice structure correctly.	1- Students greet one another, choose a topic and start a conversation applying the simple present passive voice structure when necessary. They record their sentences when they are ready.	15 minutes	- Chairs in a circle. - Tape recorder.	- Communication. - Observation.
	2- Teacher guides students and supports them while transcribing their conversation.	2- Students transcribe the conversation they have recorded, and analyze their transcriptions concentrating on the correct use of the simple present passive voice structure. They listen to their teacher's corrections.	15 minutes		- Reflection. - Self –assessment.
	3- Teacher encourages self-assessment and free discussion.	3- Students reflect upon their experience and express their feelings.	15 minutes		

Appendix III

Instructional program:-

1. Translation (the teacher translated students` Arabic expressions into the target language and the learners repeated them).
2. Group work (learners formed a circle and engaged in a discussion of a topic related to their environment applying one of the seven structures of the passive voice).
3. Recording (students recorded their conversations applying the seven structures of the passive voice).
4. Transcription (students transcribed their conversations to be able to practice them afterwards and analyze the form of each structure).
5. Analysis (students analyzed the form of each of the seven structures of the passive voice).
6. Reflection (students reflected on their experience expressing their feelings and concerns after practicing each structure).
7. Listening (students listened to their recorded conversations and to their teacher's remarks).
8. Free conversation (students engaged in free conversations with their teacher expressing their feelings about how they learned) as adapted from Richards and Rodgers (1986, p.120).

Specimen of the teaching material-

Title: Simple present passive)(

1- Teacher greets students and asks students to introduce themselves.

2- Teacher explains the structure of the simple present passive and its use.

3- Teacher asks students to take part in a conversation applying the newly learned structure. Teacher monitors and translates Arabic expressions into correct English.

4- Students start by saying:

 S1: Is the date written on the board?

 S2: I'm afraid not. It's usually written by Eman .She is absent today.

 S 3: Why is the door closed?

 S 4: It's cold here. I've just closed it

 S5: My pencil is broken

 S6: I'll sharpen it for you. It's a very nice pencil. What is it made of?

 S5: It's made of colored plastic you can have it if you want.

 S7: I like your shirt Samia. What is it made of? It looks different from our shirts.

 S8: It's made of silk. Your shirts are made of cotton. That's why it is different.

 S9: What's written on your chain Arwa?

 S10: It's my name.

 S11: It's decorated in an elegant way.

 S12: Is it hand made?

 S10: Yes.

 S13: Is it made of gold. It's a present from my father.

5- The conversation is tape recorded.

6- The conversation is transcribed with the help of the teacher.

7- Students listen to the recorded material.

8- Teacher asks students how they feel about the experience.

9- Students give their reflections.

10- students act out another conversation.