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Cover Page Footnote

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The Effect of Just a Minute on Enhancing the Use of Grammar in Oral Contexts among Palestinian Tenth Graders and their Attitudes towards It

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Abstract

The purpose of the present study is to reveal the effect of just a minute (JAM) on enhancing the use of grammar in oral contexts among Palestinian tenth graders and to explore their attitudes towards this teaching strategy. To achieve the purpose of the study, the researcher selected (38) tenth graders to present the experimental group. During the first semester (2019/2020), after each grammar lesson, the teacher asked the students to choose a topic and plan and produce a comprehended speech about it for about a minute of time. The students were motivated to conduct this fluency activity in pairs/groups. They have to use the tackled grammar rules in their speech. By the end of the semester, the researcher and a co-teacher tested (38) tenth graders by using a developed proficiency test for using grammar in oral contexts and evaluation check list. Besides, the students completed an attitude scale to find out their attitudes towards JAM. The analysis of the data that the tools of the study provided showed that JAM had a positive effect on tenth graders' uses of grammar rules in oral contexts. Furthermore, tenth graders showed positive attitudes towards using JAM in grammar lessons; their responses on the attitude scale were varied between agree and strongly agree on the scale statements. The results also showed there was no relation between the tenth graders' level in the proficiency test and their attitude towards JAM. Based on the findings, EFL teachers are recommended to use JAM activities in grammar lesson and other active teaching strategies to give students time to practice accurate use of grammar rules in real life contexts.

Keywords: Effect, Just a Minute, Enhancing, Use of Grammar, Oral Context and Attitudes.

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الملخص:

هدفت الدراسة إلى الكشف عن أثر استخدام فقط دقيقة واحدة في تعزيز استخدام النحو في السياقات الشفوية لدى طلبة الصف العاشر، وعرض اتجاهاتهم نحو طريقة التدريس تلك. لتحقيق هدف الدراسة اختارت الباحثة (38) من طلبة الصف العاشر ليمثلوا المجموعة التجريبية. خلال الفصل الأول 2019/2020 وبعد كل درس نحو كانت المعلمة تطلب من الطلبة اختيار موضوع ليخططوا ويتحدثوا خلال دقيقة واحدة حوله، ويجب أن يستخدموا النحو الذي تعلموه في حديثهم. في نهاية الفصل الدراسي، الباحثة مع معلمة متعاونة قاموا بتقييم (38) من طلبة الصف العاشر باستخدام اختبار كفاءة توظيف النحو في السياقات الشفوية وقائمة تقييم خاصة بذلك، وبجانب ذلك قام الطلبة بتعبئة مقياس الاتجاه لإيجاد اتجاهاتهم نحو دقيقة واحدة فقط. وكشفت نتائج تحليل أدوات الدراسة إلى: فقط دقيقة واحدة لها تأثير ايجابي على توظيف القواعد النحوية في سياقات شفوية على طلبة الصف العاشر. علاوة على ذلك، هناك اتجاه ايجابي لدى طلبة الصف العاشر نحو توظيف فقط دقيقة واحدة في دروس النحو، وتنوعت استجاباتهم على عبارات المقياس بين كبيرة وكبيرة جدا. وكما أشارت النتائج إلى عدم وجود علاقة بين نتائج طلبة الصف العاشر في اختبار الكفاءة واتجاهاتهم نحو فقط دقيقة واحدة. في ضوء النتائج، يوصى مدرسي اللغة الانجليزية كلغة أجنبية باستخدام أنشطة فقط دقيقة واحدة وطرق التدريس النشط في دروس النحو من أجل اتاحة الوقت للطلبة للتدريب على الاستخدام الدقيق للقواعد النحوية في سياقات حياتية.

Introduction

Grammar has an extremely important role in clarifying and communicating the meaning of oral and written speech. As it is well known, all language skills cannot be mastered in isolation of mastering grammar. In other words, grammar is intertwined with all language skills and in communication process as "grammar is the way in which sentences are structured and the language is formatted" (Ho & The Binh, 2014, p.112). Consequently, "grammar is not a fragment of any knowledge; it is a whole system that may give a complete picture of a language" (Mammadova, 2019, p. 16).

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Based on the role of grammar in all language skills and in clarifying messages, teaching grammar has to be presented in a suitable way that facilitates its use in speaking and writing and helps students to comprehend listening and reading materials. New trends in teaching grammar call the necessity of employing communicative approach principles in grammar lessons. Nunan (1989) talked about the role of communicative tasks in grammar lessons by saying "the learners comprehend, manipulate, produce or interact in the target language while their attention is basically on meaning rather than form" (as cited in Ho & The Binh, 2014, p.113). So presenting grammar in a meaningful context shows the learners how to use it accurately and appropriately. "Maybe it's not literally all, but it's probably true that no act of language behavior, or any proposed rule of grammar, can be satisfactorily understood without taking context into account" (Bright, 2007, p. 11). It confirms the need of providing students with a chance to experience and contextualize the target language in naturalistic activity. Some of the most common communicative activities are: pictures or drawings to illustrate specific grammar points, dialogues, visual organizers and texts (Klapper, 2005, p. 73).

Sequencing grammar teaching activities requires special care. In this regard, Waugh and Warner (2019, p.19) proposed seven principles that should be considered by EFL teachers. These principles invite teachers to:

- 1- Build up your own subject knowledge.
- 2- Give talk a high priority in your classroom.
- 3- Remember the purpose of teaching grammar.
- 4- Teach grammar in context.
- 5- Read aloud and discuss how authors use grammar.

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- 6- Be systematic.
- 7- Make learning grammar fun.

Considering the aforementioned principles helps create a meaningful teaching situation that motivates students to participate in the desired activities. Facilitating teaching grammar in a context activity was the concern of Mishan (2005, p.18) who advised EFLTs to revolve the following points:

- 1- Provenance and authorship of the text,
- 2- Original communicative and socio-cultural purpose of the text,
- 3- Original context (e.g. its source, socio-cultural context) of the text,
- 4- Learning activity engendered by the text and
- 5- Learners' perceptions and attitudes to the text and the activity pertaining to it.

Despite the importance of teaching grammar in social contexts, many EFL teachers have complained about the difficulty and inability to implement such teaching strategy in grammar lessons. This was supported by Mammadova (2019, p. 16), who stated that teaching grammar as functional and communicative contexts is one of the biggest problems of teaching FL. Wang, Chu, and Wang (2018) mentioned one of the main causes of EFL teachers' problems in teaching grammar lessons which indicates that students usually learn by rote when they study English grammar. They usually memorize all the grammar rules mechanically instead of learning grammar in a structured way.

Active teaching strategies came as a reaction to tackle this dilemma by presenting communicative activities which can be adopted in teaching grammar communicatively. JAM strategy- as one of the active teaching strategies- enables students to use the learnt language in real

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life situations in which a student has to speak orally for a minute on a given subject or key information related to specific topic; considering the use of accurate grammar without hesitation, repeating and deviation (Parson, n. d.). Watts (1990) determined ten short plays and activities for JAM as follows: discussion, role play, and reading, what is fair and unfair competition? voice and text, concentration, characterization, speaking while working, speaking in the third person, and narration. In this study, the researcher focused on four types of Watts activities; discussion, role play, speaking while working and narration, to find out the effect of these activities on enhancing the use of grammar in oral contexts. These activities suit tenth graders' language level and the target grammar rules in the curriculum *English for Palestine 10A* as recommended by supervisors and EFL specialists.

Benefits of Using JAM in EFL Classes

JAM has considerable merits in the field of teaching. Coleman & Klapper (2005, 42), Dixon (n. d.) and Elnada (2015, 35) mentioned some benefits of using JAM in EFL classes as follows:

- It increases students' linguistic self-confidence.
- It encourages students to use appropriate vocabulary and grammar form.
- It enhances students' ability to speak spontaneously without preparation.
- It develops students' fluency.
- It fosters active listening skills.
- It helps students to use the target language in real life situations/ real contexts.
- It enables EFL teachers to give synchronous feedback on vocabulary, pronunciation and grammar issues for whole class without interfering.

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- It gives EFL teachers' immediate feedback about his/her performance and the objective achievement level by noticing students' usage of target language in their oral speaking.
- It develops strong student-student and student-teacher relations.
- It creates a cheerful, motivating atmosphere in the classroom.
- It promotes learner autonomy.
- It personalizes the learning process.

Procedures of Using JAM in Grammar Lessons

To ensure a successful implementation of JAM, it is necessary to consider the following sequence of procedures as presented by CCEA (2007) and Dixon (n. d.):

- Prepare different types of oral speaking activities or give students chance to suggest topics they like to talk about.
- Give clear instructions and illustrate that each group should prepare a comprehended speech about the selected topic.
- Each group should assign a spokesman who should be ready to deliver the speech of his group and every member in the group should be ready to answer the questions of the other groups.
- Set up the rules for the class to facilitate achievement for them.
- Divide the students into groups/ pairs/ teams.
- Determine the time for preparing themselves.
- Demonstrate the activity.
- Remind student; they have to focus on the correct use of new learnt grammatical rules and other students have to listen and evaluate their classmates' speaking performance.
- Use wall o'clock to show the time.
- Use a wall chart to write the scores of each group. This creates a competitive atmosphere and motivates students to work hard.

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- Take notice about students' performance and give general feedback by the end of the activity.
- Prize the winner.

Previous Studies

Using grammar proficiency in oral contexts gripped the attention of many researchers to study different issues related to it or to create a framework for its implementation. Below are some of these studies:

Chu, Wang & Wang (2019) developed a grammar concept mapping-based collaborative English mobile gaming approach in an elementary school to evaluate the learning achievement of the low- and high-achieving students. Moreover, the students' learning behavioral patterns were explored by analyzing their interactive logs in the mobile discussion forum. The results showed that the students using the proposed approach revealed significantly higher English grammar achievements than those who learned with the collaborative English gaming approach. Moreover, results revealed that grammar concept mapping strategy can help the low-achieving students to have better learning achievements, and to realize the concept structure of English grammar to internalize their knowledge.

In addition, Malkawi and Smadi (2018) identified the effect of using brainstorming method in on improving the Jordanian sixth graders' English grammar level. The results showed that that brainstorming strategy has a positive effect of enhancing the Jordanian sixth graders' grammar skills. The results also showed significant differences between males and females in the achievement test in favor of the females.

Besides, Ho and The Binh (2014) investigated the effects of communicative grammar teaching on students' achievement of

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grammatical knowledge and oral production and their attitudes towards this teaching method. The results of the study highlighted that the communicative grammar teaching helped the students improve their grammar competence and use it effectively in communication, at least in oral production. Besides, this implementation appealed the students' interest in grammar lessons.

Whereas, Soleimani and Khandan (2013) investigated the effect of short story telling strategy on the acquisition of grammatical rules and structures of the Iranian English. Thirty female intermediate students were divided equally into experimental and control groups. The analysis of the collected data through applying t-test revealed that there was not a significant difference between the two groups in terms of the acquisition of grammatical rules and structures due to short story telling strategy.

El Tanani (2011) revealed the role of a suggested practical framework for teaching grammar communicatively based on the existing grammar teaching techniques on developing sixth graders' performance to use the language in context and their attitudes towards it. The analysing of the three study tools: an observation card, a test and an attitude scale indicated that: English language teachers do not use effective and appropriate techniques of teaching grammar communicatively. The suggested framework of teaching grammar communicatively is proved to be effective and beneficial. The participants of the study showed positive attitudes towards the suggested framework.

Sharaf (2011) investigated the effect of teaching grammar in writing on enhancing the functional use of grammar among Palestinian eleventh graders. Two groups of (66) eleventh graders presented the sample of the study. The experimental group was taught grammar through writing context while the control group was taught through ordinary way. The results of grammar achievement test showed that

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there were statistically significant differences between both groups in favor of the experimental one due to the strategy of teaching grammar in writing contexts.

Obaid (2010) find out the effectiveness of three grammar teaching approaches: the inductive, the deductive and the contextualized approaches on achieving English grammar among the eleventh graders. The study indicated that there were statistically significant differences in the eleventh grades' achievement of English grammar due to the method of teaching in favor of the contextualized approach.

Abu Nada (2008) used concept maps strategy to enhance ninth graders' achievement in English grammar in Gaza governorate. The sample of the study consisted of (113) male students from prep school. Analyzing the data that the grammar achievement test provided indicated that there were statistically significant differences in the ninth grades' achievement of English grammar due to the strategy in favor of concept maps strategy.

Commentary on the Previous Studies

The previous mentioned studies revealed that grammar attracted researchers' attention to develop teaching techniques and enhance students' use. Some studies focused on finding the effect of using communicative teaching, practical teaching and contexts on enhancing the use of grammar functionally and in oral speaking such as: Sharaf (2011), Ho and The Binh (2014) and El-Tanani (2011). Besides, all studies showed the positive effect of active teaching strategies on helping students to use grammar accurately and appropriately. This indicates that EFL teachers have to use active teaching strategies in grammar lessons to help students understanding the correct use of grammar in social contexts. This study came as a completion work of

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the previous studies by addressing the effect of JAM on enhancing tenth graders' use of grammar in oral contexts.

Statement of the Problem

Using grammar in oral contexts is a serious dilemma that requires creative practical skills and not memorized information. However, interviewing a sample of Palestinian EFL teachers and EFL learners revealed that the method of teaching English grammar in Palestine is still the traditional one, and the teachers require students to memorize tackled grammar rules without giving them opportunities to practice these rules in contexts. Palestinian EFL learners complained that they face difficulty in retaining required grammar rules which is necessary to convey various messages in real life situations and they tend to forget how to use previous tackled rules and focus on using recent tackled ones. JAM strategy, which train students to practice, using grammar rules in various types of speech as real life situations, may help in solving this problem. This study investigates the effect of JAM on enhancing the use of grammar in oral contexts among Palestinian tenth graders and their attitudes towards such a strategy.

Research Questions

The purpose of the study is to answer the following questions:

- 1- What is the effect of JAM on enhancing the use of grammar in oral contexts among Palestinian tenth graders?
- 2- What are Palestinian tenth graders' attitudes towards the use of JAM on enhancing the use of grammar in oral contexts?
- 3- Is there a relation between tenth graders' level in the proficiency test and their attitudes towards JAM?

Research Significance

This research focuses on one of the most problematic issue which faces most of EFL learners and teachers; the use of grammar rules in oral contexts. Besides, it suggests the use of JAM strategy which

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might help solve this problem. The study also displays the pedagogical procedures for adopting JAM in grammar lessons which might attract EFL teachers' attention to its use. In addition, the study figures out the importance of speaking time in grammar lessons which helps students to effectively use new learnt language. Furthermore, the study provides tools that can be used by other researchers.

Delimitations of the Study

This study was conducted on a sample of (38) female tenth graders who were taught passive with mixed tenses; future passive with will and going to; passive with modal verbs (unit 12, *English for Palestine 10A*) by using JAM as a final step in each grammar lessons in the first semester 2019/ 2020 for three weeks (15) sessions.

Methodology

The researcher adopted the quasi-experimental approach of one group design. In this design, the participants of the study; thirty-eight tenth graders who were purposefully selected, practiced JAM activities during grammar lessons and they completed a pre and post grammar in contexts proficiency test and attitude scale.

Tools of the Study

- A- A proficiency test of using grammar in oral contexts and oral context evaluation checklist were prepared. The test includes three topics and the oral context evaluation checklist includes (10) criteria. Every student has to select and talk about one topic from three topics presented in the test considering the use of grammar rules of unit (12) in *English for Palestine 10A* proficiency. The researcher with the co-teacher used the oral context evaluation checklist to evaluate the speech of every

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student separately. Holsiti equation was used to measure the agreement and differences between the evaluators. It was (93%) which enabled the researcher to depend on the evaluation results. Then, the mean of the two evaluators' scores was counted to find the final result of every student.

- B- A Likert- attitude scale of five choices; strongly disagree (1), disagree (2), accept (3), agree (4) and strongly agree (5), was prepared to reveal the participants' attitude towards the use of JAM in grammar lessons. This scale includes (12) items.

Validity of the Tools

- A- The validity of the proficiency test of using grammar in oral contexts, oral context evaluation checklist and the attitude scale was assured by a panel of professors from three universities in Gaza. These TEFL experts kindly reviewed the tools of the study and suggested some tips and the final version of these three tools was designed accordingly.
- B- The researcher also measured the internal consistency between the score of each item and the total score of the oral context evaluation check list using Pearson's correlation coefficient. Results of this statistical technique are illustrated in table (1).

Table (1): Pearson's Correlation Coefficient Result

No.	Criteria	Pearson's Correlation Coefficient	Significant Level
1	Feels confidence	0.620	0.01
2	Speaks with appropriate voice and tone	0.817	0.01
3	Speaks slowly and clearly	0.863	0.01
4	Uses correct grammar and sentence structure learnt in the	0.523	0.01

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	class		
5	Makes eye contact while speaking	0.610	0.01
6	Uses different types of sentences	0.610	0.01
7	Uses body language and facial expressions	0.598	0.01
8	Presents well-arranged ideas	0.723	0.01
9	Holds listener's attention	0.812	0.01
10	Presents logical sentences/ ideas	0.765	0.01

Pearson's correlation coefficient results in table (1) showed that all criteria were significant at (0.01) which indicates that the oral context evaluation check list was a valid tool.

- C- Reliability of the oral context evaluation check list; an estimation of the tool reliability over the pilot sample, was predicated by using Cronbach Alpha formula. It was (0.91) which proved the tool reliability.
- D- Pearson's correlation coefficient between the score of each statement and the total score of the attitude scale was used to verify its internal consistency. The following table outlines its results:

Table (2) Pearson's Correlation Coefficient of the Attitude Scale

No.	Statements	Pearson's Correlation Coefficient	Significant Level
1	JAM makes me enjoy learning and studying grammar	0.620	0.01
2	JAM motivates me focus on the accuracy of my speech	0.817	0.01
3	JAM motivates me review the grammar lesson to prepare an accurate speaking	0.863	0.01
4	JAM encourages me speak without hesitation in front of my classmates	0.523	0.01

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5	JAM creates interesting atmosphere in grammar lessons	0.610	0.01
6	JAM motivates me to exchange feedback on oral contexts with my classmates	0.765	0.01
7	JAM makes me more confident in doing grammar activities	0.610	0.01
8	JAM helps me use grammar in social contexts	0.598	0.01
9	JAM builds cooperative relationship among students	0.723	0.01
10	JAM trains me to arrange the ideas of my speech logically	0.812	0.01
11	JAM encourages me to manage the time of my speech effectively	0.765	0.01
12	JAM helps me to recall and use required vocabulary appropriately	0.795	0.01

The table (2) showed that all statement were statistically significant at (0.01) which indicates that the attitude scale was valid to be used in this study.

E- Reliability of the attitude scale; an estimation of the tool reliability over the pilot sample was predicated using Cronbach Alpha formula. It was (0.89) which proved its reliability.

Findings and Discussion

The first question of the study "What is the effect of JAM on enhancing the use of grammar in oral contexts among Palestinian tenth graders?" T-test paired sample was used to reveal the statistical differences between pre and post implementation. The result of this data analysis is shown in table (3).

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Table (3): Paired Sample T-Test Comparing Participants' Grammar Performance in Pre and Posttest in Oral Context Evaluation Check

	No.	Mean	Std.	T-test	Sig.
Pre	38	16.45	4.881	17.667	.000
Post	38	32.16	6.011		

Table (3) reveals that the mean scores of the participants of the study in the grammar pretest is (16.45). It is less than their mean scores in the posttest which was (32.16) and it shows the significant value is less than (0.01). This means that there are statistical significant differences between pre and post implementation of the oral context evaluation check list. In other words, JAM has a positive effect on tenth graders' uses of the grammar rules in oral contexts. This result agrees with results of some studies which focused on teaching grammar communicatively such as: Ho and The Binh (2014) who highlighted the effect of communicative grammar teaching on students' oral production, EL Tanani (2011) who focused on the need of using effective techniques to teach grammar communicatively and Al-Qadi (2007) who mentioned that the use of project team work enhanced the students to participate and practice speaking skills.

The second question was what is the Palestinian tenth graders' attitude towards the use of JAM on enhancing the use of grammar in oral contexts? To collect the needed data for answering this question, tenth graders completed the attitude scale. The following table (4) shows the standard that the researcher used to evaluate tenth graders' responses on the five point scale responses degrees.

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Table (4) The Standard of Evacuaton Tenth Graders' Responses Degrees

	Relative Mean	Degree of Responses
From 1-1.80	20% - 36%	Strongly disagree
More than 1.80-2.60	36% - 52%	Disagree
More than 2.60- 3.40	52% - 68%	Accept
More than 3.40 – 4.20	68% - 84%	Agree
More than 4.20- 5	84% - 100%	Strongly agree

Mean, standard deviation, relative mean and the degree of responses were computed to reveal the participants' attitude towards using JAM. Results of these statistical techniques are stated in table (5) below.

Table (5): Mean, Standard Deviation, Relative Mean, Arrangement and Degree of Responses on the Attitude Scale

No	Statements	Mean	Standard Deviation	Relative Mean	Arrangement	Degree of Response
1	JAM makes me enjoy learning and studying grammar	4.000	0.805	80.000	10	Agree
2	JAM motivates me focus on the accuracy of my speech	4.053	0.899	81.053	8	Agree
3	JAM motivates me review the grammar lesson to prepare an accurate speaking	4.237	0.820	84.737	3	Strongly agree
4	JAM encourages me speak without hesitation in front of my classmates	4.368	0.751	87.368	1	Strongly agree
5	JAM creates interesting atmosphere in	4.237	0.820	84.737	3	Strongly agree

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	grammar lessons					
6	JAM motivates me to exchange feedback on oral contexts with my classmates	4.237	0.714	84.737	3	Strongly agree
7	JAM makes me more confident in doing grammar activities	4.053	0.804	81.053	8	Agree
8	JAM helps me use grammar in social contexts	4.000	0.838	80.000	10	Agree
9	JAM builds cooperative relationship with students	4.316	0.842	86.316	2	Strongly agree
10	JAM trains me to arrange the ideas of my speech logically	3.947	0.957	78.947	12	Agree
11	JAM encourages me to manage the time of my speech effectively	4.132	0.844	82.632	7	Agree
12	JAM helps me to recall and use required vocabulary appropriately	4.184	0.730	83.684	6	Agree
Total		4.146	5.735	82.933	Agree	

Table (5) shows that the total relative mean of the participants' responses is (82.93). In addition table (5) shows that the statement (4) JAM encourages tenth graders speak without hesitation in front of the class, has the highest relative mean (87.368). In the other hand, the lowest relative mean (78.947) was for statement (10) "JAM trains me to arrange the ideas of my speech logically" Overall, tenth graders'

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showed positive attitude towards using JAM in grammar lessons as table (5) indicates that all statements' degree of responses were varied between strongly agree and agree.

The third question "Is there a relation between tenth graders' level in the proficiency test and their attitudes towards JAM?" Pearson's correlation coefficient was used to reveal this relation. The correlation coefficient was (0.045) and it has not statistically significant level. This means that there was no relation between the tenth graders' level in proficiency test and their attitude towards JAM.

The researcher attributed the findings of the study to the following factors:

- JAM activities encourage tenth graders to revise grammar rules continuously and use them in oral contexts correctly that are because they were asked to focus on using the target grammar rules in their oral contexts accurately.
- Focusing on using grammar rules in oral contexts helps tenth graders to understand how to use grammar functionally.
- Tenth graders assignments to prepare topics at home to talk about in front of the class enable them to arrange ideas, revise their previous words and focus on using correct grammar, talk without hesitation, and build self-confidence. This means that the focus of JAM on helping students to practically use the language; describe an event, tell a story, and talk about an event, positively affects their productive ability to use the language in oral contexts (Elnada, 2015, p95). Furthermore, the different activities meet individual differences among students and different learning styles.
- The spontaneous feedback highlights their errors which helps them to avoid making the same errors in the future.
- JAM activities present an opportunity for tenth graders to use the grammar rules directly after explanation time which helps them to

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revise and memorize these rules and lead to their correct use in oral contexts.

- The cooperation between students; group and pair work, which JAM provides, gives each student a chance to participate and enhance his oral production in relax atmosphere. As mentioned by Dixon (n. d.) JAM creates a motivating atmosphere in the classroom.
- The teacher has to demonstrate the activity in front of the class which provides students with a model of accurate and comprehend use of the target language in oral context.
- Talking in front of classmates in a minute is a mini short presentation which develops several skills among students; such as: talking with a purpose, consider listeners' attention and interest, preparing and planning related supportive ideas, presenting the positive ideas or evidence, considering personal appearance, showing enthusiasm through body language, organizing time, anticipate questions and preparing answers, and showing physical mannerism (Gupta, 2008, p. 91-92). Further, using grammar functionally in oral contexts indicates that they had a higher semantic and syntactic awareness (Elnada, 2015, p95).
- JAM gives tenth grades great interest and satisfaction by practicing oral speaking to talk about interesting topics through various activities such as: discussion, role play, speaking while working and narration. These feelings motivate them to participate in the activities and revise grammar rules continuously to ensure using accurate grammar in their oral contexts. In addition, they learn from each other speaking and this kill the feeling of shyness and fair of speaking in English classes. Coleman & Klapper (2005, 42) mentioned that JAM increases students' linguistic self-confidence.
- Although tenth graders like JAM and it affected their use of grammar in oral context, there was no relation between their

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achievement level on the oral context check list and their attitudes toward such a strategy. This is attributed to the reason which indicates that JAM is a new strategy for them which attracts their attention. Besides, this result could be due to the given time for talking orally with their classmate about specific topics and focus on the grammar rules in grammar classes before using JAM. This means that they still in urgent need to be given more time for practice oral speaking and receive feedback on grammar lesson.

Recommendations

In the light of those findings, it is necessary to adopt active teaching strategies in grammar lesson which train students to use grammar in oral contexts. EFL teachers have to encourage students to focus on grammar use in their speaking by giving them different real life topics to talk about focusing on accurate use of grammar. It is important to assess students' oral speaking during JAM activities and give them effective feedback as a strategy for fostering them to focus on the use of grammar. The students have to train themselves to practice speaking using the target language; English language and they have to focus on using accurate grammar in their speech. It is important for students to get themselves ready for the topic they want to tackle before attending the class. So, EFL teachers should assign students relevant homework to be achieved. In addition, students' serious grammar errors in oral contexts should be illustrated to the whole students who should be given several opportunities to practice speaking which helps them overcome making common grammar rules errors. The students have to pay attention to the teacher's feedback and avoid repeating errors.

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Suggestions for further Studies

Researchers are invited to investigate the effect of JAM strategy on enhancing EFL learners' writing skills, reading skills or the grammar skills. Further, the researchers can conduct studies on finding out the effect of each activity of JAM activities on enhancing the use of grammar accurately.

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