An Imaginative Approach to Teaching Grammar

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Abstract: The purpose of this study was to test a new teaching pedagogy that may provide EFL 10th grade students in Jordan with more opportunities to learn grammar away from traditional communicative tasks. Thus imaginative approach strategies - leading to a master's degree - were assumed as effective in promoting students' achievement in grammar. A teaching-material based on Action Pack 10, a pre-post multiple choice grammar test and an observation checklist for recording students' progress were constructed. Two tenth grade sections with 30 students at each took part in the study. One group was assigned randomly as an experimental group and the other as a control one. The study reported the effectiveness of the imaginative approach on students' achievement in grammar at the significance level where $\alpha \leq 0.05$ in favor of the experimental group. The study, also, reported an increase of awareness as a result of using the imaginative approach.

Keywords: EFL; Teaching Pedagogy; Jordan; Tenth Grade.

النظرية التخيلية في تدريس قواعد اللغة الانجليزية

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المستخلص: هدفت هذه الدراسة اختبار طريقة تدريس جديدة قد توفر فرصا أكثر فاعلية من الطريقة التواصلية التقليدية في تعليم اللغة الإنجليزية كلغة أجنبية لطلبة الصف العاشر في الأردن. وفي هذا البحث – المستل من رسالة ماجستير – تم افتراض أن استخدام النظرية التخيلية يسهم بفاعلية في زيادة تحصيل الطلبة في قواعد اللّغة الإنجليزية النحوية. وقد اعتمد في الدراسة على مجموعة من الأدوات منها: المادة التعليمية المصمّمة في ضوء مقرر الصف العاشر الأساسي في اللغة الإنجليزية، واختبار القواعد النحوية للغة الانجليزية، من نوع الاختيار من متعدد وذلك لأجل تقييم الفرق في تحصيل الطلبة، وبطاقة ملاحظة لرصد تقدّم الطلبة.هذا وتمّ اختيار المشاركين في هذه الدراسة عشوائيا من مدارس الملك عبد الله الثاني للتميّز في الأردن خلال العام الدراسي 2013–2014. وبناء عليه تمّ اختيار شعبتين من طلبة الصف العاشر حيث تكونت كل شعبة من 30 طالبا، وتمَّ توزيعهم عشوائياً إلى مجموعتين؛ تجريبية وضابطة. وأظهرت نتائج الدراسة فعالية النظرية التخيلية في تدريس القواعد عند مستوى الدلالة (0.05 ≥ α) ولصالح المجموعة التجريبية التي تم تدريسها بناءً على النظرية التخيلية. كما أشارت الدراسة إلى زيادة وعي الطلبة في المجموعة التجريبية نتيجة لاستخدام الطريقة التخيلية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، طرائق تدريس، الأردن، الصفّ العاشر.

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Introduction:

Learning a new language involves studying its grammar. Grammar is the study of the ways words work together as related to social and pragmatic functions (Larsen-Freeman, 2003). It is an indispensable part of any language, when speaking or writing. Without grammar, any language will be completely illegible. According to Ellis (2005) and Hartwell (1997), grammar is needed since it maintains language uniformity, makes it legible where it sounds good and interesting. Thus, inadequate knowledge of grammar may not help for communicating in a skillful way which requires greater depth of understanding and proficiency that the study of grammar offers.

Increasing students' imaginative thinking may be one way for assisting the process of learning grammar (Garner, 2011; Nielsen, 2006; Kazem, 2011). Many teaching theories have been used for designing the teaching of grammar (i.e. traditional, mnemonic, immediate-constituent, transformational generative, interactional). Some of these theories focused on rules, pattern practice, humanistic aspects, and interactional aspects of students' learning yet none of these theories was based on giving the students a total freedom in visualizing the content delivered by the teacher in the way they find most appropriate for them (Keil, 2003; Newmeyer, 2002; Nunan, 1991; Stern, 1983).

According to Kieran Egan (2005), the emphasis is on meaning, socio-cultural context of language, effective interaction as well as on the individual needs of learners. Recent studies (Garner, 2011; Kazem, 2011; Unnsteindottir, 2012) indicated the effectiveness of imaginative teaching strategies in increasing students' achievement as well as promoting students' higher order thinking. The use of such an instructional tool can help students improve their creative skills which are related to imaginative teaching.

Definitely, the communicative approach as the most important one in second/foreign language teaching emphasizes meaning, rather than by discrete plain learning of grammar and vocabulary (Richards, 2006). In Jordanian English language classes, teacher centered approaches with communicative approach orientations get along with such perceptions across

the curricula (Al- Afeef, 2002; Alkhawaldeh, 2005; Al-Sobh & Al-Abed Al-Haq, 2012). This research attempted to take the communicative approach further by adding an extra component that involves applying imaginative tasks while teaching grammar inside classrooms. Discussion and negating meaning are essential characteristics of the imaginative approach where students are trained to be responsible for their own learning through ongoing negotiation of content, practice and assessment. In Imaginative tasks, students are told by the teacher to listen carefully to a story that the teacher narrates and to imagine and to draw a mental picture about what they already have listened to, then the teacher asks the students about the picture which they imagined in order to assess their comprehension (Kazem ,2011).

Exploiting Imagination:

The orientation of the term goes back to Latin which means self- portrayal. Perdue (2003) remarked that such self- portrayal involves self-reflection together with going-over one's own approaches and views. Imaginative learning is consequently regarded as an innovative ability of the mind. Merriam-Webster online Dictionary (2013) identifies imaginative thinking as the ability to form a mental image of something not present to the senses or never before wholly perceived in reality; creative ability; fanciful or empty assumption.

Imaginative thinking allows individuals to surpass real experiences and create substitute potentials in which a split context turns out to be a meaningful entity. Finke (1990) defined imaginative thinking as the process of creating discoveries by the mean of imaginings. As based on this definition, Reichling (1990) defined imaginative thinking as the process of understanding intuitively which forms the basis for promoting innovation.

Egan (1992: 43) defined imagination as: *The capacity to think of things as possibly so: it is the intentional act of mind; it is the source of invention, in the construction of all meaning; it is not distinct from rationality but is rather a capacity that greatly enriches rational thinking.*

In place of Vygotsky (2004), imaginative thinking is substantial to the life of an individual provided that it is related to reality by means of four ways. Firstly,

imaginative thinking imitates one's actual practices. Secondly, imaginative thinking arrives to real results. Thirdly, every feeling relates to certain images that have the ability to generate views and judgments. Finally, imaginative thinking which has been exemplified into a real form turns out to be an item present in real life.

Imaginative thinking was defined in another way by Liang, Chang, Chang and Lin (2012). Liang et al.'s account of the term entailed graphical or symbolic illustrations of consecutive, causative, proportional, linear, oppositional, and classified associations amongst perceptions, whether written by hand or made on computers. As such, students' transcripts are imaginative if the thoughts are displayed in the manner of diagrams, matrices, charts, trees, tables, graphs, pyramids, causal chains, timelines, or even outlines.

Egan (1997) established his own explanation of students' imaginative development as accompanied by proposals concerning its didactic implications. Egan offered a theory which he called the 'Imaginative Education' theory. IE is a fundamental modification of the whole process of education which is founded on five types of considerations (namely; Somatic, Mythic, Romantic, Philosophic and Ironic). Such considerations empower students to fit in the world in various ways. According to Egan, the aim of imaginative education is to assist each student to grow these five types of considerations as they learn. Earlier in 1995 and before developing the IE, Egan stressed the significance of peripheral context in imaginative teaching as it offers students with the opportunity to express themselves effectively and meaningfully. Egan invited teachers to develop students' cognitive tools of make sense of the world.

Moreover, Nielsen, Fitzgerald and Fettes (2010) maintained that the IE theory stresses the significance of emotional commitment. Such commitment considers the starring role of narrative and it's accompanying thinking/cognitive tools for instance: story, metaphor, rhythm and pattern, mental imagery and mystery. Nielsen et al invited teachers to plan frameworks. The imaginative hypothesizes that student's move over different types of perceptions in light of their social and cultural setting. Cognitive tools that are related to language learning/acquisition

support and assist the development of each type of perception (Broom, 2011).

Imaginative Teaching and Instruction:

Al-Arjah (2004) indicated that training students on imaginative teaching escalates students' participation, motivation and memory. Imaginative teaching helps students to recall info for long periods in a way that lead them more than in the situation of lecture where info remains impractical. Obeidat (2007), also, established that employing imagination in teaching may advance the actual and effective partaking of the student who can imagine himself/herself mercury or a wheat seed becoming an effective part in acting such things. The knowledge added through employing imagination appears identical to genuine practice that rests in memory. Additionally, Egan & Judson (2009) put forward that an overt attention to imagination will end up with more effective learning.

Ambo Saeedi and Al-Balushi (2009) pinpointed the benefits of imaginative strategy use as it improves students' three-dimensional competences as well as their spatial thinking. Also, it processes abstract concepts faster, while being perceived as an actual preference for learners for it changes the classroom routine. Imaginative teaching, moreover, increases concentration, creativity, thinking, and lessens anxiety.

Even more, imaginative teaching was evidenced as worthwhile in all subjects. For example, Alphen (2011) maintained using imaginative teaching in all primary school subjects as an approach to encompass students' attention and interest in learning. Alphen analyzed the standpoints of two educationists, Egan and Steiner. Both viewpoints demonstrated how imaginative teaching involves the whole learner in the manner of learning. Both viewpoints established that kids between the ages of 5 to 14 years learn best through imagination.

Imaginative teaching was believed as a substantial preference for students. Diaz-Lefebvre (2004) led an experimental pilot study at 10 psychology classes over a 2-year period (1994-96) in the Glendale Community College. The study used Howard Gardner's multiple intelligences theory (MI). It used innovative ways for students to complete

assignments. Based on students' intelligences, they chose creative learning options, such as acting/role-playing, mime, collages, sculpture, original poetry, musical performance, drawing/sketching and paper/pencil testing to demonstrate core concepts and principles. The pilot stated that learners established understanding of academic textbooks by a *performance of understanding* as they learnt ideas to their peers using their chosen learning options.

Rahim (2007) extended imaginative teaching to language skills and course design. Rahim emphasized the process involved by a group of dyslexia students in an effort to design materials based on the imaginative learning approach. The participants of the study contained 40 learners (ages 7-9) with dyslexia from five schools in Malaysia. Rahim examined the nature, number and balance of interactions of participants as well as the content of discussion and reactions which occurred while using the imaginative approach. The participants were allocated in an imaginative corner where they can create scenarios of a certain theme/situation each week. The participants produced a short story based on themes/situations by employing the 'Clicker 5' program. In essence, the participating students were given the opportunity to pick their own words to write the story. The study reported the effectiveness of the imaginative approach in enhancing English language learning and in inspiring dyslexic students to work with their peers.

Imaginative teaching was ascertained as beneficial regarding the skill of listening. In this regard, Nuser (2009) examined the influence of supplementary listening teaching activates in Arabic lessons on the development of the learners' imagination. The sample of the study comprised 59 sixth grade male students in two groups chosen randomly from the Yarmouk University Model School. The experimental group was instructed in listening skills by the means of drawing, kinetic representation and cognitive activities. The control group was taught by the means of the traditional method prescribed by the Teacher's Guide which involved answering textbook questions upon listening to the text. The study reported that there were significant statistical differences at $0.05=\alpha$ in favor of the experimental group. Moreover, it was established that there was no interaction between the tested teaching activities and the students' preceding

achievement levels in Arabic subject. That is, the study indicated that all students benefited from the teaching of the listening activities regardless of their level of background knowledge.

Imaginative teaching was evidenced as effective to subjects other than language. For instance, Kazem (2011) studied the employment of imaginative teaching in geography classes in Iraq. The sample of the study enclosed 36 students in place of the experimental group which was taught by the means of the imaginative approach and a control group involving 37 students who were taught by the means of the traditional method. The results of the study showed that students in the experimental group statistically outperformed students in the control group as assessed by geography an achievement test developed by the researchers.

Even more, imaginative teaching was extended to emotional-behavioral development. In this regard, Unnsteinsdóttir (2012) studied the use of sandplay and storytelling (as examples of imaginative teaching methods) and their effect on students' learning and emotional-behavioral improvement. The study was conducted in a primary school in Iceland. The participant students (19 students) had learning disabilities, low reading competence, attention and/or emotional problems. Unnsteinsdóttir used the psychological scales of WISC, Achenbach and ADHD. The outcome of the psychological tests proposed that sandplay and imaginative storytelling facilitate children's emotional-behavioral improvement.

The imaginative approach was effective in the case of math. In a recent study as 2013, Hagen showed that students display constructive engagement with mathematics. Hagen used IE theory as featured with students' imaginations and emotive responses for it accepts multiple access points in teaching mathematical ideas. Hagen reported that students increased their mathematical awareness through generating a series of relationships. It was found that students developed confidence in their learning of arithmetic by using their cognitive tools of imagination.

Another subject area other than English was demonstrated as worthwhile by the means of using

the imaginative teaching approach. In this concern, El-Jadba (2012) disclosed the efficiency of using a directed imagination strategy in the development of concepts and skills of reflective thinking in science amid ninth grade students. El-Jadba used the experimental method of a pre and post design of two groups involving 77. In the study, 28 situations of imaginative practices for teaching a list of scientific concepts were incorporated within the targeted unit. The study reported that there is a correlation between students' mean scores at the experimental group in both tests of the scientific concepts test as well as at the reflective thinking test. The study suggested the necessity of enfolding the strategy of guided imagination in all the levels of education as for the improvement of concepts and reflective thinking skills.

Regarding EFL classes, the imaginative teaching approach was evidenced as advantageous. In this regard, Nazeryan et al (2013) examined the influence of imaginative dramatization as a classroom activity on Iranian EFL learner's oral proficiency. Nazeryan et al steered an OPT test where a total of 60 students in language institute in Iran who were homogeneously chosen and separated randomly into two groups of 30 students in each group (one as an experimental group and another as a control group). So as to assess the student's oral proficiency, IELTS oral proficiency test was managed to both groups as a pre-test. The experimental group was trained through drama activities during ten sessions while the control group received no training. Then, a post-test of oral proficiency was directed to both groups which was developed by the researchers. The findings of the study indicated that EFL learners in the experimental group established higher scores as a result of drama activities training. Likewise, the study did not report differences in achievement as attributed to gender differences combined with the treatment.

Problem: This study emerged from the requisite to meet the objectives of teaching English as a foreign language that calls for the ability to communicate fluently and accurately in English (Alkhawaldeh, 2005; Al-Wreikat & Bin Abdullah, 2010). Stemming from the researchers' keen interest in experiencing novel grammar pedagogies, the present study proposed teaching grammar through investigating the effect of the imaginative approach

which entails many teaching strategies such as storytelling, collections and hobbies, and role play that may, in turn, may improve students' creativity and achievement in English grammar learning.

Questions: As a result, a research question emerged out from this hypothesis which endeavored exact and detailed responses on: Are there any statistically significant differences due to a training program integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?

Hypothesis: Accordingly, quasi-experimental design was adopted where the following research null hypothesis was tested. *There are no statistically significant effects of a training program integrating the imaginative approach on grammar on tenth grade students' achievement at the significance level when α ≤ 0.05.*

Significance: This study is significant because it attempted to increase knowledge related to training programs in the area of imaginative teaching strategies as the study stressed students' commitment to imaginative thinking by the means of negotiating meaning. The present study is also substantial as it delivers EFL teachers, material designers and textbook authors' insight and practicality for growing students' imaginative thinking on the teaching of the skill of grammar. Centered on the outcomes of this study, the adopted stages in this study may 'improve' EFL teachers' pedagogies by stressing students' thinking potentials which may offer prospects for promoting critical thinking skills. Additionally, strategies employed by the present study appeal for all language skills.

Method:
The present study followed a quasi-experimental research design in order to try a recent teaching pedagogy (i.e. the imaginative approach) that may provide EFL learners more opportunities to learn grammar.

Population and participants: The population of this study included all tenth grade students which consisted of ten sections with 30 students in each at *King Abdullah II Schools for Excellence* in

Irbid/Jordan during the academic year 2013-2014. The sample (number 60 students) was selected by assigning two sections randomly. Pretest\ posttest results identified equivalence between groups and hence assigning one group as experimental and another one as control with 30 students in each group.

The rationale behind selecting *King Abdullah II Schools for Excellence* was that the students are known for excellence and had relatively high language ability unlike other public schools. That is, the school, though, was selected as a case study where students are high achievers and thus achieve the purpose of this study. The rationale behind having the tenth grade students as the sample is relevant to the fact that it is the last grade in the basic stage where students' language proficiency is an indicator of secondary stage track admission.

Instruments: In order to test the research null hypothesis, the researchers developed a set of research instruments:

o Teaching material as based on *Action Pack 10* grammatical themes for Module (Journeys) of unit5 (Exploring wildlife) and unit 6 (Planning a trip), developed to include two main parts. The grammar themes incorporated in this study were those of the second conditional and making suggestions using (shall, will, won't and let's). The first part enclosed reading texts unavailable in the textbook but match students' level. The second part of the teaching material comprised of exercises and drills, grammar and vocabulary items of the reading passages which based on imaginative strategies (Appendix).

o A multiple choice grammar test which was managed as a pre-post achievement test in order to assess the difference in students' achievement. Test items have 4 choices, only one of which is correct. The students were instructed on how to answer the questions by circling the correct choice. The test included items dealing with understanding certain grammatical constructions. In scoring, students' achievement computed out of 100, allotting 4 points for each correct answer and 0 for each wrong answer. The time interval between the pretest and the post-test was that of 4 weeks. Such period tends to be long enough to minimize the effects of the pre-test on the results and the conclusions of the experiment (Appendix).

o An observation checklist which was employed for recording students' progress through the experimental setting. The observation checklist was managed by having a five point Likert scale (5 degree for answer very high to 1 degree for very low) as well as descriptive statistics (Means and Standard deviation) were computed. The checklist consisted of items reflecting students' feelings, beliefs and attitudes towards the instructional approach. Since the imaginative approach accounts for the learner as a whole, the checklist was planned to record students' perceptions which cannot be filled in the achievement test (Appendix).

Instructional Procedures: The following is a sketch of the teaching procedures for the experimental as well as the control group. The teaching procedures for the experimental group:

1. Begin with a meaningful *story* on the topic or a general question that needs elaboration or discussion or drama.
2. Start with aspects of the structure that show many and varied connections between the new structure and students' emotions and experiences.
3. Make students' learning experience as concrete and practical as possible by using cognitive tools of certain kinds of activities such as: students' hobbies, role-play, graphs, lists, and charts.
4. Keep it relevant and interesting through promoting student's thinking about further dimensions of the topic.
5. Start with the known structure and move gradually toward the unknown structure. That is, move from the particular aspects of the new structure of what students have been learning to a more general explanation.
6. Apply each taught structure in one class period. Precede written expression oral expression, and do not isolate communication skills.
7. Offer modules if the learner is unable to create language for a given structure, then ask students to produce their own while talking about it.

Validity: The pre-post multiple choice tests, the observation checklist and the teaching materials given to the jury of six from university professors and school teachers, to elicit their views and to make sure that it suits the level of the students. The kind of

feedback by the moderation process by the jury steered to elicit their views as to the accuracy, clarity, and appropriateness of the instruments. Then the test was reviewed and modified in light of jury's comments.

Reliability: The usability and validity of the test tested through a pilot study of 20 students who excluded from the sample. The reliability coefficient of the test was calculated by using Cronbach-alpha which reached (0.88) and considered acceptable for conducting the test.

RESULTS AND DISCUSSIONS: STUDENTS' PERCEIVED ATTAINMENT

To answer the question of the study, independent t-test and paired t-test were used to determine whether there were any statistical significant differences between the two groups on pre and post-tests. The following Table, however, compares relevant results to the experimental group and control group performances on grammar achievement pre/post-tests. Such linguistic competence measurement was meant to find out differences, if any, between groups at the onset/conclusion of the experiment.

Table (1). Paired sample *t* pretest of control & experimental groups

	Group	N. of Students	Mean	SD	Mean Difference	T-Value	DF	Sig.
Pretest	Control	18	15.33	0.69	0.111	0.47	34	0.63
	Experimental	18	15.44	0.70				

Table 1 demonstrates that there were no statistically significant differences between experimental and control in pre-test at the significance level when α≤0.05. The Table shows that *t* value was as insignificant as 0.47 or as 0.63. Additionally, the Table displays similar mean scores; as both means were around 15. All in all, this points out that the two groups are equivalent with regard to grammar achievement which concerns this study and its focal point of emphasis.

Upon training students on the imaginative strategy understudy, the same groups were tested again by the means of the same grammar test. The findings were summarized in Table 2 as to show the participants' scores after the treatment took place as follows.

Table (2). Paired sample t posttest of control & experimental groups

	Group	N. of Students	Mean	SD	Mean Difference	T-Value	DF	Sig.
Posttest	Control	18	20.56	1.20	-8.44	28.72-	17	7.77
	Experimental	18	23.89	1.37				

Table 2 pinpoints, however, statistically significant differences between experimental and control in post-test results at significance level of α≤0.05 where *t* value was significant and scored 7.77 in favor of experimental group. Since the mean scores of the two groups was nearly close as that of 23.89 for the experimental group and 20.56 for the control one, paired sample *t* test was carried out to determine whether there were any statistically significant differences between pre and post grammar achievement tests for each group. Furthermore, the Table illustrates *t* value as 28.72 in favor of post -test with a mean score of 23.89 if compared to the pre – test score of 15.44. There were statistical significant differences between pre and post achievement test results in the control group. The results showed a level of modification/reform in experimental group performance as superior to the control group. And so,

the students who were thought by the means of the imaginative approach demonstrated enhanced achievement more than those who were taught through the traditional approach.

Concerning the results obtained by the observation checklist, Table 3 shows a record of student's progress through the imaginative experimental setting by their teacher. The checklist recorded students' feelings, beliefs, and attitudes in order to portrait the student as a whole.

Table (3). Means and standard deviation observed items checklist.

No.	Item	Means	St. dev.
1	The imaginative strategy helps the students to activate their previous learning.	4.50	0.71
2	The imaginative strategy encourages the students to work in groups.	3.50	0.71
3	The imaginative strategy gives the students motivation and incentives to learn the new subject.	4.50	0.71
4	The imaginative strategy can help the students to focus on lessons.	5.00	0.00
5	The imaginative strategy helps the teacher to manage the class properly.	5.00	0.00
6	The imaginative strategy gives students the answers they want.	4.50	0.71
7	The imaginative strategy helps students to explore the new learning.	4.50	0.71
8	The imaginative strategy helps the students to distinguish between facts and opinions.	5.00	0.00
9	The students are the focus of the teaching learning process using this strategy.	4.50	0.71
10	The students are able to recheck their answers and ideas again.	5.00	0.00
11	The students were able to express their opinions freely.	5.00	0.00
12	The students were able to behave properly in the classroom.	4.50	0.71
13	The students can give many examples to the lesson	5.00	0.00
14	Using the imaginative strategy improves low achieved students.	4.50	0.71
15	The imaginative strategy encourages students to act at mutual respect with the teachers and other students.	5.00	0.00
16	The imaginative strategy enables students to use grammar rules in context.	5.00	0.00
17	The imaginative strategy generates mental schemes using different materials.	5.00	0.00
18	The imaginative strategy helps students to make positive attitudes towards English language learning.	5.00	0.00
	Average	4.72	0.08

Interestingly, a glance at the Table may reflect the participating students' feelings, beliefs and attitudes towards the imaginative approach. Most mean scores ranged from 4 to 5 with an average mean score as that of 4.72. These designate very high mean scores, since such scores were calculated by having a minimal range as that of 0.00 and a maximal range as that of 5.00. For that reason, the imaginative approach was substantiated as worthwhile and valuable in coping with students as whole persons who have feelings and such feelings are taken further to enhance the teaching/learning process.

Discussion and Pedagogical Implications:
Discussion of results
The crucial issue raised by this research was to check the efficiency of using the imaginative teaching approach to teach grammar. The researchers hypothesized that the students who were taught through the imaginative approach would show better achievement than those who were taught through the traditional method alone. This hypothesis was tested at the 0.05 level of significance. The data were collected through a pretest-treatment posttest design for equivalent groups. The present study reported better enhanced achievement levels in favor of the experimental group.

This result is consistent with many studies that reveal the advantages of using imaginative teaching in enhancing different language skills (El-Jadba, 2012; Nazeryan, 2013; Nuser, 2009; Rahim, 2007). In the present study, the imaginative approach was described as having a positive effect on students' performances in grammar. Large differences between the achievement of the experimental group and the control group were noted.

Kazem (2011) in addition to Alphen (2011) investigated the use of imaginative teaching in class. The results of these studies indicated that students in the experimental group statistically outperformed students in the control group by the means of an achievement test. Furthermore, Nazeryan et al (2013) demonstrated the effect of dramatization as a classroom activity based on imagination in teaching English skills on Iranian EFL learner's oral proficiency; the results indicated that EFL learners in

the experimental group received higher scores after being treated with 10 sessions of drama activities.

As to Egan (1995), imaginative teaching is considered as something peripheral/environmental to education, since it offers students with chances to express themselves. Imaginative teaching is fundamental to all school subjects (Al-Arjah, 2004; Alphen, 2011; Ambo Saeedi& Al-Balushi, 2007; Egan & Judson, 2009; Obeidat, 2007). Egan (1995; 2005) added that such approach is distinctive in two key ways. Main, it delivers a new way of accepting students' cognitive internalizations while learning. Then it does so in a way that proposes specific teaching techniques.

Can a study on grammar in a way or in another be similar to another study on math provided using the same approach in both studies? This study reported similar findings as obtained by El-Jadba (2012). In the present study and El-Jadba's study, mean scores of students' achievement at the experimental group were high along with boosting attitudes. Both studies highlighted the role of thinking as one key component of the imaginative approach (Egan, 1995; 2005). Eckhoff and Urbach (2008) urged educational institutions to accentuate the significance of imaginative teaching in today's instructional climate. Imaginative teaching may improve students' ability for autonomous learning with partial dependence on the settings within which they participate. Norman (2000) clarified that imagination plays a crucial role within the learning method.

The study found out that the students who were instructed by the imaginative approach had higher achievement scores through test results and classroom observation more than those who were taught by the traditional method. The study reported similar findings to those obtained by Liang et al. (2012) who reported the potentials of student-generated imaginative teaching through different types of representations, diagrams, matrices, causal chains, timelines, or even outlines.

Pedagogical Implications
What role, if any, should the imaginative approach have in the language classroom? The language classroom is not one classroom, but many, encompassing a variety of levels from beginners to advanced proficiency language learners. Given this, there are several pedagogical implications to just how much of a role the imaginative approach should play.

The amount of using the imaginative approach and how it is employed should vary with classroom settings. The imaginative approach provides scaffolding that should be steadily increased as the students' for exploiting L2 use which be the aim in every classroom (Broom, 2011).

The findings of the present study indicated that positive affective influences enhanced grammar learning. No psychological barriers were reported. That is, the imaginative approach in the language teaching has taken down affective filters. This is done through and reflecting on personal experiences. Reflection is not only of the L2, but also of the processes that take place in the classroom. Krashen's affective filter hypothesis (as cited by Gass & Selinker, 2008) implies that language learners will filter or block out L2 if they become anxious, annoyed, or uninterested. When this occurs, learning stops/ends. This may have negative effect far into the future, as students may perceive language learning as a hopeless effort. Thus, it is vital that the students' enjoy and understand the teaching points in class.

The research question raised by this study entailed: "Are there any statistical significant differences due to a training program integrating the imaginative approach strategies of storytelling, collections and hobbies, drama or role play on tenth grade students' achievement in grammar?" If the observer/trainer teacher observed students' practices such as " The imaginative strategy helps the students to activate their previous learning," or " The imaginative strategy can help the students to focus on lessons," or " The imaginative strategy gives the students motivation and incentives to learn the new subject," or " The imaginative strategy helps the teacher to manage the class properly' as demonstrated in Table 4, the learner may be more likely to acquire thinking/cognitive tools. This shows the importance of an " imitates one's actual practices" stage, " getting to real results' stage, " relating images in a way to generate views" stage, and " exemplifying into a real life" stage as proposed Vygotsky (2004) account of the imaginative approach. That is, the power of strategies needs to be made explicit to learners.

As the findings suggest, learners were more likely to practice strategies with grammatical patterns that did not present too much difficulty in terms of the type of the task. The implication here is that EFL teachers have to be careful about the material being suitable to the learner's language level. The significance of authentic materials for strategy learning is emphasized by academics (e.g., Al-Arjah, 2004; Obeidat, 2007).

Once the peripheral features of using the imaginative approach have been investigated, care should be paid to the information treating of the student's thinking process, in which strategies are included. As the findings suggest, learners experience did not experience problems regarding understanding the grammatical patterns in question.

When it comes down to a specific strategy such as storytelling, collections and hobbies, drama or role play, the teacher should identify the learner needs to acquire. Teachers should be aware that strategy acquisition may go through three stages, similar to other cognitive skills (Nielsen et al, 2010). The present study might be of educational help and implication to textbook designers, academics, instructors and those involved in communicative competence in general and linguistic competence in particular.

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Appendix

(I) The training lesson plans
Statement of the problem: There is a need for an achievement test to be administered at the end of the training in the grammars of 10th grade students. It is important to know what progress is being made to students during the one-month training.

Specifications
Types of text: the texts are academic taken from the textbook unit 5 Exploring wildlife and unit 6 *Planning a trip*.
Addressee: 10th grade students at King Abdullah the Second for Excellence in Irbid/Jordan.
Time: the second semester (April 2014).
Topics: The second conditional/Making suggestions using shall ,will, let and what /how about?
Operations: these are based on the stated objectives in the Tenth grade Action Pack 10, and include broad and underlying skills:
Broad skills:
1. To use the second conditional in writing sentences correctly;
2. To answer comprehension questions by using the second conditional
3. To act roles while using the second conditional correctly.
Underlying skills:
   Those are regarded as of a particular importance for the development of the broad skills, and which are given particular attention in the training.
1. To draw an image about what the student has already imagined;
2. To use cognitive tools such as personification, humanization in imagination.
Materials:
1- Student's Book, pages 42-43
2- Dictionaries.
3- Glossary – Activity Book pages70-71
4- Cassette{if any}
5- Worksheets
6- Activity Book : Module 4-page 31

Cognitive tools: Techniques used in teaching the second conditional such as: Narrative, heroic quality, humanization of meaning, personification and imagery.
Format: storytelling and role-play.
Criterial levels of performance: students after completing the training successfully should be able to respond correctly to the second conditional. Allowing for 'performance errors' on the part of the student, a criterial level of 80 per cent is set. The numbers of students reaching this level will be the number who have achieved in terms of the objectives of the course.

Procedures:
A. Second conditional using Narrative {storytelling}
   The lesson is explained briefly using the traditional way, giving an example of second conditional with a brief explanation of the structure of 'if clause' which has two verbs one in the past simple and the other in the infinitive form because of would. The teacher can also explain the use of second conditionals
   a) It is used to express imaginary or improbable situations in the present or future and their results:
      e.g., If you did more exercises, you would feel better.
   b) Second conditional is also used to give an advice:
      If I were you I would study hard.
   Students are told that they are going to do anew activity that will help them gain an even better understanding of second conditional.
   Students are asked to relax ,close their eyes and listen to the teacher as she narrates the following story:

The story:

The wind and the Sun came to have a quarrel. Both of them claimed to be a stronger. At last, they agreed to have a trial of strength. Here, comes a traveler. Let us see who can strip him of his cloak," said the Sun. The Wind agreed and chose to have the first turn. He blew in the hardest possible way. As a result, the traveler wrapped his cloak even more tightly around him. Then, it was the turn of the Sun. At first, he shone very gently. So, the traveler loosened his cloak from his neck. The sun went on shining brighter and brighter so the traveler felt hot. Before long, he took off his cloak and put it in his bag. The Wind had to accept his defeat.

Now, Students are asked to:

1. Draw an image about the story?
2. Express their feelings about the story?
3. Summarize the main idea of the story?
4. Identify the hero
5. Give some sentences from the story that best embody the heroic quality?
6. Answer the following questions {the teacher may write them on the board}
    a) If it were hot this afternoon, what would you do?
    b) If it were windy this afternoon, what would you do?
    c) If you were the traveler what would you do?
    d) If you were the wind what would you do to win?

B. The second conditional using "Role-play"

The teacher tells the students that they are going to do a new activity which involves acting or role-play .The aim of this activity is to practice using the second conditional in context.

Procedures:

1. Divide students into pairs.
2. Hand out the role play cards Set 1.
3. Give the students time to look through the task and check they understand what to do.
4. Give them time to role play the situation.
5. As a feedback, ask some questions about the conversation e.g. ask a student to write a sentence from the conversation that includes past passive you may ask another student to write the negative or the question form of the same sentence .
6. Tell students their roles will be changed now .Mohammed will become Abdullah and vice versa.
7. Hand out the role play cards Set 2
8. Give the students time to look through the task and check they understand what to do
9. Give them time to role –play the situation
10. As a feedback ask the students some questions about the conversation, e.g. Ask a student to write a sentence from the conversation that includes second conditional you may ask another student to write the negative or the question form of the same sentence.

Examples of role-play [set 1]

Mohammed: What did you do yesterday?
Abdullah: I was really busy yesterday.
Mohammed: Are you normally busy?
Abdullah: Yeah, I am.
Mohammed: If you had more time, how would you spend it?
Abdullah: If I had more time I would visit my Uncle.

Examples of role-play [set 2]

Yasser: Do you play the lottery?
Maher : Yes ,I do
Yasser: How much money can you gain playing the lottery?
Maher : 10,000 Dollars
Yasser: If you won the lottery what would you do?
Maher: If I won the lottery I would buy a new car

Then the teacher asks students the following questions:
   a) Write sentences from the conversation that include the second conditional.
   b) What does the second conditional clause include? Give your own examples.

Evaluation:

- Students are told to answer questions on page '33' as an assignment.

- The teacher will use the worksheet below that includes two questions ,to make sure that the topic has been understood.

{The teacher can use a poster in which he writes the following rules}

Structures of the second conditional		
Question	**Negative**	**Positive**
What would you say if you met Queen Elizabeth?	I wouldn't (would not) refuse if you offered me $10,000.	If I had more time, I'd (I would) travel more.
Would you leave the job if you were me?	I wouldn't (would not) leave the job if I were you.	If I were you, I'd leave the job.

The second conditional - Common mistakes		
Why?	**Correct version**	**Common mistakes**
We use the past simple (here *I had*) in the if-clause. It shows we are talking about something which is unlikely to happen or is an imaginary situation.	If I **had** enough money, I would buy a new computer.	~~If I would have enough money, I would buy a new computer.~~
The main clause includes **would + infinitive.**	If you didn't hurry so much, you **would feel** more relaxed.	~~If you didn't hurry so much, you will feel more relaxed.~~

(II) The training lesson plans:
Statement of the problem*:* There is a need for an achievement test to be administered at the end of the training in the grammars of 10th grade students. It is important to know what progress is being made to students during the one-month training

Specifications
Types of text: the texts are academic taken from the textbook unit 5 Exploring wildlife and unit 6 Planning a trip
Addressee*: 10th* grade students at King Abdullah the Second for Excellence in Irbid/Jordan.
Time: the second semester (April 2014).
Topics: The second conditional/Making suggestions using shall, will, let and what /how about?

Operations: these are based on the stated objectives in the Tenth grade Action Pack 10, and include broad and underlying skills:

Broad skills:
1) To write the forms of suggestions correctly.
2) To answer comprehension questions by using forms of suggestions.
3) To act roles while using suggestion forms correctly.

Underlying skills:
   Those are regarded as of a particular importance for the development of   the broad skills, and which are given particular attention in the training.
1) To know the meaning of these forms in context through acting roles.
2) To use cognitive tools such as collections, hobbies, role plays in imagination.

Materials:
1) Student's Book, pages 48-49.
2) Dictionaries.
3) Glossary – Activity Book pages70-71.
4) Cassette {if any}.
5) Worksheets.
6) Activity Book: Module 4-page 31.

Cognitive tools*: Techniques used in teaching the second conditional such as: collections, hobbies and role play.

Format*: role-play, asking about hobbies, classifying forms of suggestions in a collection.

Criterial levels of performance*: students after completing the training successfully should be able to respond correctly to the questions of suggested ideas. Allowing for 'performance errors' on the part of the student, a criterial level of 80 per cent is set. The number of students reaching this level will be the number who have achieved in terms of the objectives of the course.

A. Making suggestions using "Role-play"
   The teacher tells the students that they are going to do a new activity which involves acting or role-play. The aim of this activity is to practice using some forms of suggestions in context.

Procedures:
1) Divide students into pairs.
2) Hand out the role play cards Set 1.
3) Give the students time to look through the task and check they understand what to do.
4) Give them time to role play the situation.
5) As a feedback, ask some questions about the conversation e.g ask a student to write a sentence from the conversation that includes suggestion forms you may ask another student to write the negative or the question form of the same sentence.
6) Tell students their roles will be changed now, Mohammed will become Abdullah and vice versa.
7) Hand out the role play cards Set 2.
8) Give the students time to look through the task and check they understand what to do.
9) Give them time to role – play the situation.
10) As a feedback ask the students some questions about the conversation, e.g ask a student to write a sentence from the conversation that includes forms of suggestions you may ask another student to write the negative or the question form of the same sentence.

Examples of role-play [set 1]

Mohammed: should I buy the Porsche or the Ferrari?
Abdullah: I think you should buy the Ferrari.
Mohammed: why is that?
Abdullah: because I'd like to borrow it.
Mohammed: Hmmm, I'll think about it.

Examples of role-play [set 2]

Yasser: ah ,ah I'm exhausted.
Maher: what about taking a break?
Yasser: yeah, I need to get some fresh air.
Maher: Are you going for a walk?
Yasser: yes.
Maher: That's a good idea.
Yasser: O.K, I'll be back soon.

Then the teacher asks students the following questions:
1) Did you enjoy using this activity? How do you feel know?
2) Write sentences from the conversations that include a form of   suggestion.
3) What does the suggestion clause include? Give your own examples.

Evaluation:
- The teacher will ask students to answer questions in the worksheet below, to make sure that the topic has been understood.
- Students are also told to answer questions on the Activity Book page '35' as an assignment.

B .Making suggestions using "collections and hobbies"

After teaching the lesson briefly in the traditional way, the teacher tells the students that they are going to do a new activity which involves collecting all suggestions forms, putting them into a table, and classifying them according to their grammatical structure .students can also give different examples for each form. The aim of this activity is to practice using some forms of suggestions in context.

Procedures:
1. Draw a table of three columns on the board, put all suggestions forms into the first column, and write the forms or structures into the second while the third column will include the examples.

Examples	structure	Form
Will we stay here?	infinitive	Will
Shall we leave tonight?	infinitive	Shall
Let's do it.	infinitive	let's
How about skiing?	Gerund	How about
What about reading a book?	Gerund	what about

2. Ask students to write the grammatical structure or form of the verbs: shall, will, let's, how/what about, students will classify these verbs into two categories infinitive and gerund, they will give examples for each form.
3. The teacher can also ask students to make another collection into another table ,which will include supporting and not supporting suggestions

Not supporting	Supporting
Sorry ,I don't think so	That's a good/great/fantastic idea
I'm afraid but ….	Good idea
I'd love to but…..	Yeah, why not
Well, I'd rather…	I'd love to
I don'	Yes, let's do it
I don't like your idea because……	

4. The teacher can ask students about their hobbies using these forms {shall, will, let's, what/how about}.The teacher will use question and answer forms of suggestions.

Examples:
a.   who will make exercises in his free time?{ the teacher may write names of some students on the board and their hobbies}
b.   What will you do in your free time?
c.   What about playing football in the garden?
d.   How about listening to music?
e.   How about writing Novels? Poems? Short stories?
f.   What about reading?
     Note: the teacher must provide students with the form of the question and answer as well .e. g,
     Q- What will you do in your free time?
     A -I like watching TV.
     Q- What about playing football, who like it?
     A- Ali prefer playing football in his free time.

Evaluation: The teacher will ask students to answer questions on the Activity Book page {35} to make sure that the topic has been understood.

(III) The Grammar achievement pre – post test

Q1. Choose the correct answer
1.   If I ………….. her again, I would be really angry with her.
     a)   meet
     b)   meeting
     c)   met
     d)   had met

2.   If you ………a bit harder, you'd be really good at your job.
     a)   work
     b)   working
     c)   worked
     d)   have worked

3.   Why don't we ……………chess.
     a)   playing
     b)   played
     c)   to play
     d)   play

4.   What about …………..to Irbid Mall today?
     a)   to go
     b)   going
     c)   go
     d)   to going

5.   If they ………….me the job, I would probably take it.
     a)   was offered
     b)   offer
     c)   had offered
     d)   offered

6. If he ………….. a shower every morning, it would be much easier to work with him.
    a) were
    b) had
    c) washed
    d) paid

7. It would be great ……………..a break now.
    a) take
    b) to take
    c) taking
    d) takes

8. How about ……………out for your birthday next Sunday?
    a) going
    b) go
    c) to go
    d) are going

9. Do you think Harry …………angry if I used his office whilst he was away?
    a) would is
    b) would am
    c) would be
    d) would are

10. ……………..talk rudely.
    a) let's go
    b) let's not to
    c) let's not
    d) let's no

11. I ……………..hard, if I were you.
    a) studied
    b) will study
    c) would have studied
    d) would study

12. We …………. and watch TV.
    a) have to stay
    b) could stay
    c) will stay
    d) must stay

13. If my computer was stolen, I …………months of work.
    a) would make
    b) would know
    c) would lose
    d) would suspect

14. If I was made President of this company, I ………… quite a few changes.
   a) would make
   b) would be
   c) would not be
   d) would happen

15. If we caught the earlier flight, we ………….. a long wait in Atlanta airport for the connecting flight.
   a) would have
   b) would has
   c) would had
   d) would was

16. …………..you start now?
   a) what about
   b) will
   c) why don't
   d) let's

17. If I …………… you, I wouldn't tell anybody about this.
   a) had
   b)   got
   c) was
   d) were

18. If I had enough money , I ……………..abroad.
   a) travelled
   b) would travel
   c) would have travelled
   d) travelling

Q2. Make sentences using the second conditional

   a. have money / travel abroad.
   ………………………………………………………………
   b. get home tonight / watch movie.
   ………………………………………………………………
   c. retire / get old.
   ………………………………………………………………
   d. get good grades / feel better about my English skills.
   ………………………………………………………………

Q3. Imagine that you are thinking about going to Aqaba on a holiday, answer the questions below in the second conditional.
   a) who /take with you?
   b) What/take with you?
   c) how long/ stay?
   d) when/ go?
   e) What/ do there?
………
………
……………………………………………………...

Q4.Can you imagine the following situations and suggest good ideas for these people
    a)   Khaled can't study because he is listening to Music at the same time.
………………………………………………………………………
    b)   Mohammed is absolutely exhausted by his long run
…………………………………………………………………….
    c) Mustafa is very sick.
………………………………………………………………………
    d) A man and his wife get bored of travelling
………………………………………………………………………