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Increasing students grammar learning motivation through consciousness-raising tasks: communicative English skills I

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Abstract

The purpose of this study was to assess students' grammar learning motivation through consciousness-raising tasks. To this end, the descriptive survey was carried out through a questionnaire and focus group discussion (FGD). The data gathered from the questionnaire was analyzed using descriptive statistics such as frequency, percentage, and mean. This study was encouraged to take a sample of freshmen students from the limited sections. From these, 92 students participated. The study revealed that students were reluctant to practice their grammar on their own practice. On the other hand, the contents of the course itself do not allow students to do better without the help of teachers, as it does not include all the activities that push students to do well on their own. In addition, the teacher rarely encourages students to acquire additional grammar rules to develop a language without being aware of it during the lesson.

Key words: *Grammar; Consciousness Raising Tasks;motivation;EFL*

1. Introduction

Today, the rationale of English grammar is provided by profiting from the appreciation that discourse isn't a finished thing, but a constantly changing, negotiated process: as interaction proceeds, interlocutors build up and alter mental images of their addresses, the

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context, and the conversation itself (Downing & Locke, 2006). We can find similar issues in the research paper written by Lynch & Anderson (2013), in which grammar provides a succinct overview of the fundamental aspects of English grammar learning that must be understood in order to express oneself correctly and successfully in academic writing. In the area of foreign language learning, grammar teaching is situated in the midst of a succession of grammar teaching conundrums (Liu & Dou, 2017).For these reasons, different theoretical views have resulted in a wide range of instructional options aimed at improving grammar teaching efficacy, both in terms of ensuring a thorough understanding of grammatical rules and assisting learners in applying these rules in communicative situations (Pawlak, 2021).

Grammar, while a talent in and of itself, can also be viewed as a necessary "master" skill for developing proficiency in the domains of listening, speaking, reading, and writing. Communication can be impeded when grammar is incorrect or misunderstood in any of these areas, as the following examples demonstrate (Savage, Bitterline & Price, 2010).

In line with the teaching-learning process in the classroom, its understanding of grammar is contextual, with language serving to assist us in determining what sorts of knowledge will be good enough for teachers and students in the twenty-first century. Therefore, curriculum standards and evaluation can play a crucial influence in shaping new learning expectations (Binkley et al., 2012). This is why Mukhrib (2020) argued, when compared to one task type, there is likely a large benefit to encouraging peer interaction during a task-based learning strategy, especially when there is a combination of CT and CR activities. Furthermore, the recently published article from Al-Khresheh & Orak (2021) advised that teachers be motivated to prepare necessary instructional practices which are profitable with their attitudes and theories connected to the language teaching-learning process since grammar is a highly-complex topic to deal with.

In support of the point raised above, learning grammar is a chore for many people. However, understanding the grammar of any language is essential for becoming a skilled and accurate user of that language

because the rules of grammar for a language learner are like the rules of the road for a driver. In order to be able to drive properly and maneuver with other drivers, you have to know the rules that everyone goes by. Naturally, some people break the rules and make driving difficult for other drivers. This is true of language, too. If you follow the rules of grammar, you can express yourself clearly. But if you fail to observe those rules, people may find it difficult to understand you, or they may even misunderstand you entirely. So it's really very important to understand and use correct grammar (Swick, 2005).

Different scholars in the field of language teaching and learning suggest that motivation is the crucial point for students without biasing their academic level. For example, Consciousness Raising Tasks (CRTs) are proposed as a way to help teachers and students become fully aware of the target grammar function in order to overcome this deficiency (Roza, 2014). In support of this, Widodo (2006) established a set of steps to assist students in becoming more mindful of grammar use and achieving consciousness raising (CR), for which he devised five steps for teaching grammar, namely: building up students' knowledge of the rule; eliciting functions of the rule; familiarizing students with the rule and use through exercises; checking students' comprehension; and expanding students' knowledge. Therefore, according to Cenoz, Gorter, & May (2017), teachers' language expertise and the potential usefulness of that information in teaching and learning has become a focus of interest and concern around the world.

According to research, students who learn English as a foreign language at home are not typically skilled English language users. As Fatemipour & Hemmati (2015) note, learners partially require support with crucial skills. For example, this is where the idea of considering the impact of consciousness-raising activities on young English language learners' grammar performance and providing EFL learners with grammar consciousness-raising activities comes into mind. Furthermore, this can be explained in the study carried out by Ellis (2002), which outlines guidelines for implementing CRTs. In addition, according to research from various scholars, beliefs are an important element of understanding how instructors create their work

and are crucial to understanding their teaching approaches and decisions in the classroom. Finally, learners practice the rule in exercises given by the teacher and produce their own examples at the end of the practice (Gilakjani & Sabouri, 2017).

Based on the evidence presented above, a few scholars argued that learning a language entails not only studying four skills of proficiency but also understanding the underlying system of rules. In this respect, to make the instructions clearer and more apparent for the students, some teachers choose to utilize their native tongues rather than English when teaching grammar (Polat, 2017). Additionally, grammar is a crucial asset in language learning, although various people have different interpretations of it (Saaristo, 2015).

Therefore, based on the scholars' points of view, it is important to evaluate the effectiveness of the steps combined with the characteristics of CRTs in grammar teaching-learning instruction. The need that this study addressed is that, according to the findings from different literature reviews, most English teachers teach grammar primarily using textbooks or from the module which is directly forwarded from the ministry of education in Ethiopia to the universities throughout the country. Hence, giving attention to C-R and language acquisition is crucial. Helping learners to notice a specific feature of the target language in a context is seen as the first step towards language acquisition (Azizifar et al, .2015). For these reasons, CRTs can be useful for English teachers who teach freshman students at a university because they include a larger repertoire of activities to teach grammar.

Nonetheless, determining the cause of this type of identified poor grammar performance of university students is a very hot topic. This is scrutinized through the distribution of questionnaires for students and the real-life environmental observatory of the researcher himself in identifying this. In addition, an attempt to measure and take into account the students' final exam papers during common course classes leads the researcher to be interested in doing this minor paper and helps the researcher as a stepping stone for the research gap identification.

This study, therefore, gave rise to the following research questions: What are the factors affecting students' grammar learning

performance at university level? How do English teachers include a larger repertoire of activities to teach grammar so as to push students to learn by themselves?

2. Review of related literature

2.1. Scholars' point of view regarding grammar in English Language Teaching and Learning

Many scholars defined grammar from different angles in academic fields. For example, according to Richards and Schmidt (2010), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. In addition, grammar is a set of rules or principles for the working of a language, its system, or structure (Brinton, 2000).

Furthermore, Yule (2010) stated that grammar is the process of describing the structure of phrases and sentences by considering their order in a language. For this support, Larsen-Freeman (2009) describes grammar as associated with language learning as it has mental systems that generate and interpret novel utterances, a set of prescriptions and proscriptions about language forms and their use for a particular language, the focus of a given linguistic theory, and structures and rules that are compiled for instructional and assessment purposes.

2.2. Essentials of Teaching and Learning English Grammar in classrooms

While teaching grammar, there are three areas which need to be considered: grammar as rules; grammar as form; and grammar as a resource (Abdu& Nagaratnam, 2011). For them, prescribed rules give a kind of security. For many L2 learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Accordingly, Burgess and Etherington (2002) conclude that teachers believe that explicit teaching of grammar is favored by their students because of expectations and feelings of insecurity.

Azar (2003) claimed that teaching grammar does not mean lecturing on grammatical patterns and terminology since it does not mean bestowing knowledge and being an arbiter of correctness. On the other hand, many people support grammar education and a number of students have received academic awards for their grammar studies.

However, many people are still intimidated by grammar because it can be difficult and monotonous (Yule, 2010). Therefore, learning grammar is the backbone to other courses for students. Subsequently, all languages might be learned in the same way through producing appropriate grammar (Lugoloobi-Nalunga, 2017).

2.3. Problems in Learning and Teaching grammar

Grammar instruction has played a vital role in the classroom's second language teaching for many years. However, many textbooks maintain a traditional approach to presenting grammar, including using grammatical terminology. Hence, students seem to have little knowledge of these terms, which may make grammar explanations difficult to comprehend (Clifton, 2013).On other hand, Abdu & Nagaratnam (2011) researched grammar can be taught traditionally or contextually, but teachers should consider student perspective while making decisions, and educators should be willing to consider the attitudes and perceptions of students when teaching-learning grammar. This is why generative grammar was correct in focusing on the core problem of the child's language acquisition, leading to the concept of an intrinsic universal grammar (Jackendoff, 2003).

Grammar is the technique through which linguistic innovation is finally realized, and a lack of knowledge of grammar would severely limit communication creativity (Ellis, 2006). Harmer (2007) found that the learning of grammar has two common approaches contrasted: the deductive and the inductive approach, in which the deductive approach to learning grammar will be given an explanation or grammar formulas, whereas the inductive approach is the opposite of the deductive approach.

2.4. Tendencies and methodologies in grammar instruction

With the rise of new tendencies and methodologies in the English as a Foreign Language field, formal grammar instruction has become unnecessary during the last few years. Institutions and educators have made serious decisions in order to promote language production that is fluent and coherent.Grammar instruction has been partially relegated based on personal teaching practices (Corzo, 2013), and new trends have taken its place. The difficulties in learning grammar can be the difficulties associated with environmental factors of

language, linguistic factors, and psychological difficulties (Ellis, 2009).

Grammar instruction has been partially relegated and new trends have occupied its place but, based on personal teaching practices (Corzo, 2013).The difficulty in learning grammar can be the difficulties associated with environmental factors of language, with linguistic factors and psychological difficulties (Ellis, 2009).

2.5. Consciousness-Raising in grammar learning and teaching

Consciousness-raising (C-R) refers to gaining learners' attention regarding specific grammar structures (van Lier, 2001). Consciousness raising (CR) is a technique that encourages learners to pay attention to language form in the hopes that this knowledge will aid language acquisition indirectly (Richards and Schmidt, 2002).

In grammar instruction, CR helps students notice and compare new grammatical characteristics (Ellis, 2002). Because students cannot immediately store a grammar feature as implicit information, they can access the explicit knowledge when they cannot apply the feature naturally.In addition, Benati (2017) describes how our intentional efforts to negotiate meaning and develop communication result in explicit language learning.

Ming and Maarof (2010) suggested that as the students' evaluations of the effects of C-R activities were typically positive, they perceived the activities as a credible means to learn and acquire target grammar. Based on what is known about how grammar is learned, ways for teaching grammar that are congruent with contemporary theory and the need to "emphasize form" within a meaning-based or communicative approach are required (Larsen-Freeman, 2001).

C-R as synonymous with language awareness because it might show that there are not many differences between the two terms except that language awareness might cover other aspects of language besides its structure (van Lier, 2001).

3. Methodology

3.1. Research design

The present study used a descriptive survey design since the study requires describing how the students' grammar learning motivation is

added through consciousness-raising tasks: communicative English skills I as a common course.

The teaching approaches are engaged in the English language classes, specifically during communicative English skills lessons. This research type helped to examine the classroom situations of the teaching-learning process; specifically how teachers employ grammar lessons from the overall contents of the course, which was designed by the Ministry of Education.

3.2. Population, sample and sampling technique

3.2.1. **Population description**

The study's target populations were 92 first-year freshman students, 54 of whom were males and 38 of whom were females. These participants were selected via purposive sampling to fill the manageable and designed the questionnaire, which contained open- and closed-ended questions.

3.2.2. **Sample description**

The study's target population was first-year freshmen in the 2020-2021 academic year. Freshman students were selected for the study since the researcher had taught the students for more than seven consecutive years as well, and had nearly sensed the problem under the specified research title.

3.2.3. **Sampling technique**

For the study, both qualitative and quantitative approaches were used to analyze data that was collected from the participants. Also, the primary types of data sources were used because the questionnaire and FGD were included.

3.3. Data-gathering instruments

3.3.1. FGD

In this study, researcher-made FGD was administered at the beginning of the study. This FGD consisted of five items which covered all the grammar points included in the material designed by the Ministry of Education in 2019 and were supposed to be taught in the treatment phase of the study, i.e., consciousness-raising and traditional approaches. The FGD aimed at measuring the learners' grammar performance before teaching grammar points. The instructors' ideas taken from the FGD showed that the opinion obtained from the administration of the items had an acceptable index

of reliability and normal distribution for the next questionnaire for the students and that the researcher realized this topic should be researched.

3.3.2. Questionnaire

For this study, the researcher used a questionnaire that included close-ended and open-ended items. The researcher prepared a questionnaire for the students based on the grammar content they have practiced so far in their module.

To manage the information taken from the respondents, the researcher organized the collected data and made them clearly analyze, interpret, and discuss accordingly. Frequency, percentage, and mean were used to analyze the information collected from the respondents.

4. Result

This was a section where responses gathered through a questionnaire from the students were presented regarding their grammar learning motivation, added through consciousness-raising tasks. In describing the response frequencies, the following keys were applied:

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, F=Frequency, %=Percentage

Table 1: Problems in the teaching and learning of grammar in Higher education institutions of EFL classrooms

No	Statement		Responses					Total	Mean
			5	4	3	2	1		
1	I develop my grammar enrichment at elementary, high school, and preparatory school level.	F	7	22	11	24	28	92	2.5
		%	7.61	23.91	11.95	26.1	30.43	100	
2	I use different internet archives and other additional grammar books so as to increase my grammar knowledge.	F	14	18	6	30	24	92	2.7
		%	15.22	19.56	6.52	32.6	26.1	100	
3	The teacher encouraged me to read and learn grammar by my own struggle during lower grade level lesson especially in grammar lesson.	F	20	15	0	41	16	92	2.8
		%	21.74	16.3	0.0	44.56	17.4	100	
4	I always have the opportunity to work more on activities on the handout to work on the specific contents offered in the text.	F	22	20	0	29	21	92	2.8
		%	23.91	21.74	0.0	31.52	22.83	100	
5	I simply internalize the rules of the grammar	F	9	15	0	20	48	92	2.1

	given to me instead of worrying to answer for the test or exam only.	**%**	**9.8**	**16.3**	**0.0**	**21.7**	**52.2**	**100**	
6	My teacher always pushes me to write the rules of grammar on the white board and dictate it so as to check my understanding of the day's lesson.	**F**	**16**	**23**	**0**	**19**	**34**	**92**	**2.5**
		%	**17.4**	**25**	**0.0**	**20.65**	**36.95**	**100**	
7	My teacher always give immediate feedback for all students at once while we practice the grammar lesson	**F**	**29**	**11**	**0**	**34**	**18**	**92**	**3**
		%	**31.5**	**11.95**	**0.0**	**36.95**	**19.6**	**100**	
Grand mean									**1.97**

As it can be seen in the table above, the majority of the respondents (52.2%) replied that teaching and learning grammar had a problem in higher education institutions' EFL classrooms. The result of the computed aggregate mean value is 1.97, which indicates that teaching and learning grammar at higher institutions also has a major challenge to succeeding in students' academic field.

Based on the above interpretation, it is very important to know the problems of learning grammar at university level recently. An English teacher who attends his or her common course classes may judge how the university students lack grammatical abilities. Various scholars expressed their opinions on these issues from various angles. For example, according to Bilash (2009), learners are given the chance to derive the rules from the examples provided to them. Learners must notice a concept, structure, or rule in order to retain it in their short-or long-term memory (Obeidat & Alomari, 2020). Moreover, Brown (2007) describes how during inductive grammar instruction, learning and teaching are inextricably linked. On the other hand, the teacher's reluctance to give immediate feedback to all students at once while they practice the grammar lesson is a challenge that might affect the lesson. Tasdemir & Yalcin Arslan (2018) found that when given immediate feedback, learners acquire the grammar features more meaningfully than those learners provided with delayed feedback. Therefore, explicit feedback, explanation, and elicitation were the most favored types of feedback, with teachers being the most preferred source.

Table 2: Teachers' related problems on teaching methodology on grammar lesson

No	Statement		Reponses					Total	Mean
			5	4	3	2	1		
1	The teacher helps students to use our own knowledge of the rule or rule initiation during the grammar lesson	F	17	13	0	30	32	92	2.5
		%	18.5	14.1	0.0	32.6	34.8	100	
2	The teacher provides learners with a specific representation of the grammatical rule by giving us the functions and specific examples of the sentences	F	10	19	0	41	22	92	2.5
		%	10.9	20.6	0.0	44.6	23.9	100	
3	The teacher get enough time to make learners to familiarizing with the rule in use through exercises or rule practice within the given time for the course	F	12	16	0	35	29	92	2.4
		%	13	17.4	0.0	38.1	31.5	100	
4	The teacher always encourages students to do works separately during grammar activities	F	8	9	0	37	38	92	2.1
		%	8.7	9.8	0.0	40.2	41.3	100	
Grand mean									2.4

As included in the above table, 44.6% of the respondents responded that there are teachers' related problems in teaching methodology on grammar lessons. The mean value of the responses was 2.4. This indicates that ways of teaching grammar lessons have problems in developing students' grammar consciousness in an EFL classroom. The table summarizes that grammar learning is a lack of guiding students to practice activities before starting the rules of grammar

either orally or in written form on the white board. Mart (2013) researched that when grammar rules are presented in context, they are simpler to remember, and teaching grammar in context ensures accuracy in the target language.

Table 3: The Role of 1

No	Statement		Responses					Total	Mean
			5	4	3	2	1		
1	The teacher initiates students to acquire additional grammar rules to develop a language without being aware of it during the lesson	F	10	10	0	44	28	92	2.3
		%	10.9	10.9	0.0	47.8	30.4	100	
2	The teacher helps the students to reduce the external factors exist around the classroom to grasplearners' attention	F	18	7	19	30	18	92	2.8
		%	19.6	7.6	20.6	32.6	19.6	100	
3	The teacher always gives attention to grammar lessons in the classroom to make students remember the lessons.	F	10	0	0	42	40	92	2
		%	10.9	0.0	0.0	45.6	43.5	100	
Grand mean									2.4

As it was visible from the table above, the majority of the respondents (47.8%) complained that there were shortages in the role of promoting noticing in EFL classes in grammar features. This was also described and accumulated in the total mean value of 2.4, which confirmed the less practiced ability of students to acquire the language without being aware of it. As Zhang (2012) explains, on the basis of assumptions and intuition, the concept of noticing or consciousness, and its role in SLA, has grown in popularity as a topic of specific interest and concern in the EFL teaching process.

Table 4: Problems on the part of teaching activities or tasks

No	Statement		Responses					Total	Mean
			5	4	3	2	1		
1	The activities placed in the module are designed with clear instruction for the learners.	F	15	6	0	53	18	92	2.5
		%	16.3	6.5	0.0	57.6	19.6	100	
2	I can identify the reason why a grammar structure is used and how that structure works in communication	F	18	8	0	6	60	92	2.3
		%	19.6	8.7	0.0	6.5	65.2	100	
Grand mean									2.4

As shown in table 4, 65.2% of the respondents disagreed that there was a gap in teaching activities or tasks in EFL classrooms. The result of the calculated aggregated mean value is 2.4.This value shows that looking at the ways in which grammar lesson activities are put into students' modules is very important and needs serious attention for curriculum designers. Sometimes, there are activities which were placed in the module without direction or clear instruction for the learners. However, scholars criticized this type of task in different

ways. One way to teach grammar is through CRTs. For Moradkhan and Sohrabian (2009), CRTs can be seen as tasks in which, instead of being given rules, learners are presented with language data, which challenges them to re-think (and restructure) their existing mental grammar.

In addition (Ellis, 2002), CR can be seen as an attempt to provide the student with knowledge of a certain grammatical aspect in order for them to build "declarative rather than procedural knowledge of it". Declarative knowledge is defined as "knowledge about something", while procedural knowledge is "the ability to do things" (Michael & Modell, 2003). Finally, as Roza (2014) points out, CR involves an understanding of how students learn a language, how they use it, and how the language works.

Table 5: Students' related problems in learning and practicing on grammar lesson

No	Statement		Responses					Total	Mean
			5	4	3	2	1		
1	I have very low prior learning experiences on grammar practice in English classroom	F	62	21	0	9	0	92	4.5
		%	67.4	22.8	0.0	9.8	0.0	100	
2	I usually rely on other classmates rather than doing by myself and prefer having a piece of paper and come to the exam room	F	56	22	0	0	14	92	4.2
		%	60.9	23.9	0.0	0.0	15.2	100	
Grand mean									4.4

As revealed in the above table, 67.4% of the participants reacted that there existed students' related problems in learning and practicing grammar lessons. When expressed in terms of mean, the mean value of the responses for these items is 4.4, demonstrating that learning

and practicing grammar lessons are critical for academic success. For example, learning about academic success would be indirect through students' participation in independent studies. Students less experienced in anatomy were more challenged in prioritizing core curricular knowledge as well as personal stories that shape how they respond to teaching and learning (Kurlaender and Howell, 2012).

Table 6: Elicited Problems on the part of language assessment

No	Statement		Responses					Total	Mean
			5	4	3	2	1		
1	The teacher assesses students in variety of ways in covering the lesson	F	0	8	0	52	32	92	1.9
		%	0.0	8.7	0.0	56.5	34.8	100	
2	The teacher feels confident since I easily understand what he/she orders me	F	10	6	0	46	30	92	2.1
		%	10.9	6.5	0.0	50	32.6	100	
3	The teacher always allows students to work by their own when they were allowed to do at their home or dorm	F	14	0	0	61	17	92	2.3
		%	15.2	0.0	0.0	66.3	18.5	100	
Grand mean									2.1

As it can be seen in table 6, (66.3%) of the respondents replied that there were unbalanced ways of giving evaluation processes, which might have a variety of effects on students' classroom assessment. The result of the computed aggregate mean value is 2.1, which indicates that the part of language assessment in the teaching method was one of the best approaches to lightening grammar learning.

Therefore, in the field of education, assessment is an instructional design problem that includes educational, implementation, and

resource aspects rather than a measuring problem (Van Der Vleuten & Schuwirth, 2005).

The results from FGD

Item1: How do you make an assessment of grammar skills more efficient in helping students learn English grammar while you teach them?

The FGD responses highlighted that grammar is a subject that many students struggle with because it can be rather confusing and complicated. However, proper grammar is essential for their writing and success as students and potential employees.

Item 2: What are learners' perceptions of the benefits of CR tasks in learning grammar when you give them additional grammar-focused exercises?

Even though a number of opinions were replied to the students' perceptions in different angles, the FGD responses confirmed that students frequently seek rules to help them become more conscious of how to utilize the tenses and, as a result, to use them appropriately. Learners become more conscious of language through awareness-raising activities, allowing them to attain precise usage of the tenses in appropriate contexts for communication.

Item 3. What are the characteristics of CR that promote grammar learning?

The FGD member's executive summary showed that students frequently seek rules to help them become more conscious of how to utilize the tenses and, as a result, to use them appropriately. Learners become more conscious of language through CR-raising activities, allowing them to attain precise usage of the tenses in appropriate contexts for communication.

Item 4. Have you ever linked your daily lesson plan teaching to grammar, particularly with consciousness raising grammar tasks?

For this item, the FGD forwarded their response as they are focused on grammar learning based on its forms to attract students' attention in the English classroom. The respondents agreed that consciousness-raising tasks for teaching grammar seek explicit observation if used daily in the class.

Item 5. What role do you play in student motivation? What part do students have in keeping teachers motivated?

With regard to this item, the respondents from the FGD confirmed that teachers' support for growing students' autonomy, relevance, relatedness, competency, teachers' interests, and teachers' self-efficacy about teaching their subject is seen as important in enabling students' motivation.

5. Conclusion

Grammar instruction in schools, colleges, and institutions is critical. This is due to the fact that in order for learners to generate well-formed sentences, they must first comprehend the basic rules that govern sentence structure in the language. This would allow them to write the language in a way that is consistent with ordinary written English (Wornyo, 2016).Therefore, one of the specific problems of grammar learning for freshman students is that our students do not show effort to learn basic grammar rules by themselves so as to develop their communicative competence.

On the other hand, a few of the learners do not show confidence in doing an exam at the end of the course. The researcher tried to identify the problem of students' poor grammar performance in the university for the six consecutive years of teaching experience at university level, especially on the common course one.

Additionally, since the researcher has prior experience of teaching at high school, and preparatory both at government and public schools, he is able to naturalize his understanding of students' grammar performance and lack of due attention to learn.

The teaching-learning process has different pedagogical issues. Based on this, the researcher identified the following pillars of study to summarize the students' grammar learning and teachers' ways of teaching with regard to the topic titled "Increasing Students'

Grammar Learning Motivation through Consciousness-raising Tasks". Therefore, the study includes components such as teaching and learning in general, teachers' related problems on teaching methodology, noticing grammar problem in EFL classroom, problems on the part of teaching activities or tasks, students' related problems learning and practicing on grammar lesson, assessment and students' attitude.

Managing the teaching-learning process so as to develop our students' grammar performance is crucial. Since students are reluctant to learn grammar by themselves, activities or tasks are not conducive for students to go far in studying by themselves; teachers' interest to have national level training on test preparation, etc. Therefore, curriculum designers should give priority to tasks when they prepare a module that allows students to practice and energize them to do so by interest.

Finally, related academic staff at the department level should strive to overlook the designed materials in order to aid learners' learning processes in English classrooms; the teacher should encourage students to be hesitant in practicing during their grammar learning and motivate them to do activities based on their own performance. Curriculum designers should create course contents that allow students to perform better without the assistance of teachers; teachers should encourage students to acquire additional grammar rules in order to develop a language without being aware of them during the lesson.

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