

The Effect of Explicit Grammar Instruction on Improving Writing Accuracy of Iranian EFL Learners

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ABSTRACT

The present study aims at appraising the effect of explicit grammar instruction on improving writing accuracy by using four task-focused exercises so as to elicit grammatical difficulties of EFL learners. Participants in this study were of 70 computer Software major students studying English as a general English syllabus in Shahid Beheshti University at undergraduate level in Tehran as an EFL context. To assure the criterion of homogeneity, seventy students were selected from 130 learners based on the results obtained from a TOEFL proficiency test which was conducted at the outset of the study. A pretest and posttest of grammar contain story telling (written, orally), pictorial material, reading aloud free composition, filling blanks were administered. Two groups were randomly selected as a control group and experimental group in the study. The Experimental group was taught grammar though using four task-focused exercises while control one did not receive any treatment. An experimental design was utilized for the study with its treatment lasted 2 months. The results reaped out of statistical procedure such as t-test bore witness to the proposed hypotheses in the paper, confirming the superiority of the experimental group to the control one, and, in the long run, spotlighted explicit grammar instruction as a scaffolding device that can provide a fertile ground for students to improve writing accuracy.

1. INTRODUCTION

It is proven beyond a shadow of doubt that writing is the most difficult skill for L2 learners to achieve. The criteria involved in writing are highly complex to attain. There is need to pay attention to more prominent components such as organization, fragment, mechanism, word order as well as less prominent components like spelling, punctuation, vocabulary knowledge and so on. So many factors are involved in this issue, such as grammatical inaccuracies taking a toll on the overall quality of students' writing. (Macaro, Masterman, 2006). Given that, the majority of researchers have found that explicit grammatical instruction is better than implicit ones on difficult rules (Bowles & Montrule, 2008; Ellis, 2008). Hulstijn & Graaff's (1994) debate was that explicit instruction was more efficient on complex rules than simple ones. Their reason for

this argument was because simple rules were easier to input in learners' consciousness without the assistance of explicit instruction.

In this matter, we can put stress on the value of an explicit grammar in L2 classrooms. Amin's (2009) has been conducted to determine the effectiveness of teaching grammar in context to reduce grammatical errors in students' writing. The result was shown that students taught by teaching grammar in context make less grammatical errors in writing than those who are taught by teaching grammar conventionally. According to Richard and Rogers (1986), there stand much discussion related to whether teaching grammar should be explicit or implicit and what is the effectiveness of using these two approaches.

In addition, Ellis (2008) stated that learners could get higher grades on the tests of explicit knowledge by using certain grammatical rules. In the other hand, he spotlights a positive role for explicit instruction and suggested explicit instruction worked better than implicit instruction on both simple and complex rules in 2006. In the same line of argument, some studies represent that implicit instructions suit for certain complex grammatical rules. Following the aforesaid point, Rod Ellis (2008) proved implicit knowledge was suitable for learning certain difficult grammatical points successfully. As a result, both explicit and implicit instructions suit complex grammatical rules; however, explicit instruction is better suitable for difficult rules and whether explicit or implicit instruction work depends on the features of the language points.

2. STATEMENT OF THE PROBLEM

There have been considerable studies on the relationship between explicit (teacher-made analyzes grammatical instruction) and how this might relate to language skills developments such as writing development (Ellis, 2005). This attention also has centered on the extent to which explicit knowledge may distribute between learners writing performance (Ellis, 1990). Furthermore, Frantzen (1995)'s research is about explicit grammar teaching and corrective feedback can improve grammatical knowledge, accuracy, and fluency of writing which determined the elements of writing proficiency can be administered by discrete-point grammar tasks and an essay before and after the treatment.

As mentioned above, scores of studies have conducted in field of explicit grammar but lack of attention lies on course training duration and the way researchers taught grammatical rules that do not take away students of being exhausted and decrease their motivation of learning such explicit patterns that were taught traditionally. Teaching grammar traditionally has long history in IRAN especially in governmental educational system. It casts shadows on academic writing of university students. The seed of this obstacle stems from guidance school and high school English educational system that is teaching English grammar traditionally by memorization of grammar formulas and carry this obstacle with themselves to the university educational levels. but in the present study in order to relieve mentioned problem, the researcher decides to use specific technique such as using 4 task-focused exercises (storytelling, pictorial material, fill in

blanks and asking learners to read loud their free composition) in order to elicited grammar difficulties first and then apply those teacher correction-made difficulties in their writing tasks to make sure that they improved their writing accuracy. Researcher as a teacher should guide students to apply their grammar knowledge in the purpose of attaining the goal of deductive to inductive. For instance, as most of the intermediate students have problem with understanding of present continuous and present perfect sentences, and relative pronoun because of intervention of their mother tongue that makes them to apply ungrammatical sentences (Macro & Master man, 2006). It is essential to mention that all elements of techniques in this research and combining them in to the tasks and ultimately applying them in the learners writing to improve their writing skill are author innovation. But in Iran English institutes have seen this isolated technique as exercises alone not in a combined format with hierarchal procedure in this research. These cases can be good ones to be considered in this study. Regarding to the rationale stands behind this study, the following research hypotheses were suggested:

1. Explicit grammar instruction does not have any effect on improvement writing accuracy of Iranian EFL learners.
2. Story telling does not have any effect on improvement writing accuracy of Iranian EFL learners.
3. Pictorial material does not have any effect on improvement writing accuracy of Iranian EFL learners.
4. Fill in the blanks does not have any effect on improvement writing per accuracy of Iranian EFL learners.
5. Asking learners to read aloud their free composition does not have any effect on improvement writing accuracy of Iranian EFL learners.

3. SIGNIFICANCE OF THE STUDY

In point of a fact, explicit grammar makes EFL educators and curriculum designers more sensitive to the role of teaching grammar in a bid to prove language accuracy and writing. In addition, it will allow them to make the relationship between teaching explicit grammar and writing accuracy. So, few L2 writing teachers consider writing like focus on forms control over surface features is fundamental, and learners need an understanding of how words, sentences, larger written discourse structures can organize and express the meanings they want to convey. Research strongly suggests that by far the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts (Distefano & Killion, 1984). Though a traditional grammar syllabus and traditional writing instruction may still have an important place in a larger curriculum, especially in our educational governmental system in guidance's and high schools and even in universities, significance of this study perhaps i.e. priority at the higher levels of proficiency should be based

on an explicit grammar instruction that focuses on explicit teaching to meet individual needs in writing accurately rather than on providing instruction on a list of strict grammatical principles in a form of grammatical formulas or charts that memorization and practice and drills make them understandable for students.

4. METHODOLOGY

4.1. Participants

All participants participated in this study were 130 students. A total number of 70 Iranian EFL students who are studying English at Shahid Beheshti majoring in Software selected in this investigation. All the students were at undergraduate level (first semester) both males and females, and differed in terms of age. The number of men was more than female. Of those, 35 students were randomly selected as experimental group and 35 participants were classified as control group of the study. In order to determine the level of proficiency of the participants, the TOEFL proficiency test including 40 multiple choice items was first administered to the whole participants. Then, they were divided into two groups under one criterion after consequently filling out the questionnaire. The students who did not take any extra English class after graduating high school entered to the university were selected as participants in this research. The experimental group has explicit grammar instruction in two months but control group didn't receive any training.

4.2. Instruments

Apparatus used to forward the purpose of this study are as follows: Language proficiency test (TOFEL): This test comprised of a 30 multiple-choice reading passage, 30 vocabularies, and 60 grammar section.

Test of Grammar in English: The test of grammar in English was from “Grammar in Use”. The time allowed was 60 minutes as determined at the piloting stage. The grammar exercises used in this study contained Story telling (written and oral), pictorial material, fill in the blanks, asking learners to read aloud their free composition contained 30 question. By utilizing these 4 techniques, the problem of learner's grammar on improvement of writing accuracy was taken into consideration.

In order to ensure the reliability of the pretest, the researcher used coefficient Alpha reliability analysis to compute the reliability and to determine if they could be employed in the University in Iranian EFL context. According to Coefficient Alpha formulae, the reliability was. 0.72 Which is highly significant. However, some of the items in original pretest were modified or changed after the results of the tests were analyzed. Then after calculating the correlation coefficient (0.70) between the TOEFL proficiency test and the test of grammar in English in the piloting stage for the purpose of having a valid test, the test of grammar turned out to be suitable for this study. The pretest and posttest were the same. The educational program consists of two sessions

in a week. Every session takes (1 and half hour) of written tasks in the classroom for two months for given explicit grammar instruction.

The purpose of judging validity is to estimate if a test accurately measures what it is intended to measure (Hughes, 1989). With an aim of confirming the validity, the researcher asked two university teachers who had Ph. D. degrees. The modification had been made to reflect a reasonable domain of the content before the study was formally conducted.

4.3. Procedures

Prior to the intervention training program, a pilot study was conducted by the researcher to ensure that the subsequent formal study ran smoothly. In order to develop the pilot study, the researcher conducted the test to determine its reliability and equivalence. It was conducted at a university that similarly ranked with the university selected for the purpose of this study. The proficiency levels of these pilot participants were also similar to the target population of the formal study. The pilot test illustrated reliable and equivalent test results.

Thereafter filling out the background questionnaire, the proficiency of 70 participants was determined by TOEFL proficiency test. Based on the result of this test, participants were divided into two groups. Then, all participants were given written tasks including Story telling (written and oral) that demonstrates simple present tense as was shown in task 7. the instructor asked students to summarize a story (tell in the brief orally and in a written form) based on the grammar subject that was mentioned. And pictorial material, in this technique the grammar subject are present continuous and past continuous that asked students to explain the stages and equipment used in the cement process, based on the picture that was shown then asked them to apply grammatical subjects in their sentences. Fill in the blanks (past tense and past continuous), (infinitive and gerund), the instructor asked the participants to fill the blanks with the appropriate verb form, past tense or past continuous infinitive and gerund. This technique (Asking learners so as to read aloud their free composition contained 30 sentences) was applied to use and comparison of past and present and future tenses with this topic (write a composition about the following topic, if you could travel back in time or in to the future, which would you choose and what exact period of time would you like to experience?). and asked them to read aloud their 30 sentences by using past and present and future tense.

The questions were prepared by a mixture of multiple choices; fill in the blank, substitution, written form in composition. It is necessary to explain about this factor now that as was mentioned in tests section, the content of the pre- test and post- test are the same. After determining two groups in experimental and control group, the researcher gave pre-test to both groups to see their performance before training the explicit grammar instruction to the experimental group. Next phase of the experiment started with some treatment sessions that included a demonstration of given explicit grammar instruction to experimental group and there is no instruction for control group. The students practiced the grammar exercises and familiar tasks which were provided for them by the instructor after the treatment sessions. For clarity of

The effectiveness of applying the explicit grammar instruction, it is necessary to add that here, instructor explained the aforementioned grammar subjects by using those techniques in short and brief explanation and then immediately asked them to apply those explicit grammars to their writing tasks to observe the result of training consequently to compare control group performance (without taking explicit grammar instruction) which lasted roughly two months, the participants went through the post-test phase, which included the same written task test as the pre-test. All participants were to answer the questions. After the treatment sessions come to an end, the same grammar test (post-test) will be given to the students in both groups in order to see whether there is any significant difference between students' scores on the acquisition of explicit instruction before and after treatment or not (pretest and posttest). In the long run, the results, reaped out of both pretest and posttest, were compared for data analysis.

5. RESULTS

To answer the research questions raised before, data were analyzed and the following tables were elicited. Data were analyzed using both descriptive and inferential statistics. In order to reveal a general picture of the two groups under investigation, inferential statistics comprised the application of a two-tailed test of significance (i.e., a t-test) and to test the null hypotheses at the .05 level of significance:

1. Explicit grammar instruction does not have any effect on improvement writing accuracy of Iranian EFL learners.

Following the descriptive statistics of this study, discussed thoroughly above, the hypothesis is put to test to confirm the relationship between the variables. In order to test the null hypothesis, some steps were taken: First, to see if explicit grammar instruction has any bearing on writing performance accuracy of Iranian EFL learners. So, an independent samples t-test was run.

Table 1. Independent Sample t-test of pretest

Levene's Test for Equality of Variances		t-test for Equality of Means				
		95% Confidence Interval of the Difference				
	F	Sig.	t	df	Sig.(2-tailed)	Mean Difference
Pretest	Equal Variances	.000	-062	68	.951	-0.6

Assumed

An independent t-test was run to compare the mean scores of the experimental and control groups on the pretest. Consequently, it is essential to account for the statistical significance of the difference between the mean scores of the two groups. The result in Table 1 delineated that the observed $t (.951)$ is significantly higher than the t -critical value at .05. Therefore it can safely be claimed that there is no meaningful difference between experimental and control group on the pretest and the two groups were homogeneous regarding their familiarity with grammar knowledge to the administration of the treatment of the experimental group.

In the thesis detailed data represents the descriptive statistics of posttest for the experimental group. The mean score of control group on posttest was 24.54 against their performance in experimental group which was 27.97 based on the descriptive result is exhibited that there was a high relationship between four techniques of grammar instruction and writing accuracy from posttest for the experimental group due to the treatment and there is a meaningful difference between experimental and control group on the posttest. Regarding the foregoing lines, null hypothesis number 1 can be rejected.

Table 2. Independent Sample t-test of pretest (Inferential statistics)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.(2-tailed)
Pretest	Equal Variance Assumed	.000	.03	-.062	68	24.54

As displayed in table 2, a two-tailed test of significance undertook that the observed t (0.03) is lower than 0. 05. Based on the result, the researcher concluded that there was a significance difference in the performance of the experimental group on the posttest in terms of using explicit techniques of grammar.

2. Story telling does not have any effect on improvement writing accuracy of Iranian EFL learners.

Table 3. Independent t-test to hypothesis 2.

		Levene's Test for Equality of Variances				t-test for Equality of Means	
		F	Sig.	t	df	Sig.(2-tailed)	95% Confidence Interval of the Difference
Pretest	Equal Variance Assumed	2.088	.04	-2.148	58	0.36	

To make comparison, the performance of participants in the two groups was clarified in descriptive Table of thesis displays the mean scores for experimental and control groups were 15. 25 and 13. 71, respectively. It demonstrated that the participants in two groups were not homogeneous in story telling instruction. Besides, an independent t-test was run to compare the mean scores of the experimental and control groups. Consequently, it is essential to account for the statistical significance of the difference between the mean scores of the two groups. The result in Table 3 delineated that the observed t (-2.148) is significantly lower than the t -critical value at .05. Therefore it can safely be claimed that there is meaningful difference between

experimental and control group and the two groups were homogeneous regarding their familiarity with the explicit grammar and the null hypothesis number 2 is rejected.

3. *Pictorial material does not have any effect on improvement writing accuracy of Iranian EFL learners.*

Table 4. Descriptive statistics

	group	N	Mean	Std.Deviation	Std.Error Mean
Pictorial material	Control	35	13.1417	3.28413	.59960
	Experiment	35	13.5543	2.54111	.46394

Table 5. Independent t-test of pictorial material

		Levene's Test for Equality of Variances					t-test for Equality of Means	
		F	Sig.	t	df	Sig.(2-tailed)	95% Confidence Interval of the Difference	
Pretest Writing	Equal Variance Assumed	.925	.040	-.544	58	.588		

Table 7 exhibits the descriptive statistics of two groups. The mean score of participants on control group was 13. 14 and their performance on experimental group were 13. 55. It represented that there was a high relationship between two groups. As displayed in table 8, an independent t-test of significance disclosed that the observed t (. 04) is less than 0. 05. Based on the result, the researcher concluded that there was not any significance difference in the performance of the experimental group and control group were homogeneous regarding their familiarity with pictorial material and the null hypothesis number 3 is rejected.

4. *Fill in the blanks does not have any effect on improvement writing per accuracy of Iranian EFL learners.*

Table 6. Descriptive statistics

	group	N	Mean	Std.Deviation	Std.Error Mean
Fill in the blank	Control	35	14.0890	3.17339	.57938
	Experiment	35	16.1003	2.54977	.46552

Table 7. Independent t-test of fill in blanks

		Levene's Test for Equality of Variances					t-test for Equality of Means	
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference
Pretest Writing	Equal Variance Assumed	1.525	.022	-2.706	58	.009		

As it is evident from Table 9, the mean of experimental group is greater than control group, 16.10 and 14.08 respectively. So, there is a significant difference between two groups. While with regard to the effect of fill in the blank technique on improving EFL learners' writing accuracy, results of data analysis (t-test) in table 7, indicate that there is a statistically significant difference between students' performance in writing accuracy ($p < .05$). Consequently, null hypothesis is rejected with Confidence level 95%.

5. Asking learners to read aloud their free composition does not have any effect on improvement writing accuracy of Iranian EFL learners.

Table 8. The results of Descriptive statistics

	group	N	Mean	Std.Deviation	Std.Error Mean
asking learners to read aloud their free composition	Control	35	14.0403	2.82534	.51583
	Experiment	35	16.1400	2.37924	.43439

As far as it is concerned with this hypothesis of this study, it is evident in Table 8 that there is a significant difference between control and experimental groups in descriptive statistics (mean of experimental group with 16.14 is higher than 14.04). It displayed the effect of “asking learners to read aloud their free composition” technique on experimental group. Furthermore, significant of *t* represents .017 which is lower than 0.05. As a result, this one is rejected .

Table 9. Independent t-test to asking learners to read aloud composition

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig.(2-tailed)
Pretest	Equal Variance Assumed	1.872	.017	-3.114	58	.003
	Not Assumed					

6. Discussion and Conclusion

To fulfill the determined objective in this paper, the researcher examined the effects of grammar instruction in terms of four techniques concluding storytelling, pictorial material; fill in the blank, asking learners to read aloud their free composition. It is essential to mention that all elements of techniques in this research and combining them in to the tasks and ultimately

applying them in the learners writing to improve their writing skill are author innovation. But in Iran English institutes have seen this isolated technique as exercises alone not in a combined format with hierarchal procedure in this research. In the following sections, the foremost findings of the study are summarized, and the results and some pedagogical implications are discussed.

The research questions addressed in this investigation were whether teaching explicit grammar through four techniques mentioned above can lead Iranian EFL learners to greater increase in L2 writing accuracy and 5 underlined questions or not. The findings displayed an increase in students' performance in writing accuracy due to the effect of explicit grammar instruction. This suggests that EFL learners who possess better knowledge of various techniques in grammar may be equipped with better abilities to comprehend writing proficiency. The conclusion that may be made from the above statistical analysis is that the participants who were taught the techniques of grammar explicitly generally tended to score higher in the writing proficiency.

The research questions that motivate this investigation conclude:

Q1: Does explicit grammar instruction have any effect on improvement writing accuracy of Iranian EFL learners.

The outcome of this study supports what Frantzen (1995) investigated about explicit grammar teaching improved grammatical knowledge and accuracy and fluency of writing which accuracy are concerned in present research as measured by a discrete-point grammar test and free composition before and after the treatment. The established stringent writing accuracy standards are demanding for all non-native English speaker countries specially academic writing in order to investigate the effect of explicit grammar instruction on improvement writing accuracy in present research elicited grammar difficulties by using four task- focused exercises in pre-test and post-test and during exercises in the class and all data derived from the results were taken to account to imply explicit grammar instruction in two months.

Q2: Does story telling have any effect on improvement writing accuracy of Iranian EFL learners?

The result of this question is consensus with the analysis of the data unveils the culminating influence of storytelling on the development of writing skills and self-confidence in writing (Brady, 1995). With regards to this, the researcher/storytelling and classroom teacher constructed warm and informal relationships with students. Further, in focus group discussions, students talked personally about the knowledge discovered by their participation in storytelling to improve writing accuracy.

Q3: Does pictorial material have any effect on improvement writing accuracy of Iranian EF learners?

The answer of this question agrees with the recent research investigated explicit knowledge of 64 native Chinese learners of English (Hu, 2002). This study took place at intensive private English program in Singapore. Each participant was asked individually to verbally explain the grammar rules of a picture structure in 12 different sentences, in order to respond to four

impromptu writing tasks. It was found that the students who had correctly explained the grammar rules had more accurate writing samples and performed better on error correction tasks, as opposed to students who were not able to explicitly state the rules. In present research, the instructor after explaining about past and past continuous tenses demonstrated the diagram that was explained in procedure section part to do the task. And observe their writing improvement in their summarize.

Q4: Does fill in the blanks have any effect on improvement writing accuracy of Iranian EFL learners.

On the other hand, the result of our study was the same as the previous findings have such as Doughty & William (1998) were represented consciousness-raising tasks, and fill in the blanks instruction are known as the two techniques of explicit grammar teaching leads to gain in some aspects of grammar tasks. In this task, first instructor gave short and brief grammar instruction in a mini- lesson format of past and past continuous tenses that did not take more than 1-5 minutes.

And immediately after the given instruction gave them 7 fill in blank tasks to fill them out. The researcher is able to observe the feedback on their writing task in post-test that definitely show their writing improvement.

Q5: Does asking learners to read aloud their free composition have any effect on writing accuracy of Iranian EFL learners.

However, the paper's outcome is in the same page with what Doughty (2003) came up with. He explained that explicit grammar teaching is essentially asking learners to read aloud that are taught. In this teaching style the grammar rule and structure are introduced the learners before they are used or practiced but some of our techniques were used in this study. To clarify of combining this technique in to the tasks and applying it to learners writing performance ,better to explain some details;first the instructor asked learners to write a composition about the following topic(if you could trav

Experimental design was used to examine the effect of explicit grammar instruction on improvement writing accuracy.

The overall objective of the current study was to assess the performance of Farsi-speaking learners of English as a second/foreign language on tests evaluating their use of English writing knowledge. The study examines the L2 knowledge of writing in relation to the effect of the learners' language environment (ESL/EFL), productive knowledge, and types of explicit grammar instruction through some techniques. In particular, one test was designed to address the research questions.

In general, learning grammar can play a significant role in reading and other components of language. As far as the learners in Iranian context is concerned, I think the lack of essential writing skill can be regarded as one of the most common reasons for students' inability to express themselves in English in Iranian EFL context. Another problem is that students cannot use English outside the classroom in real life situations in spite of studying English for years. Furthermore, they have a lot of problems in grammar of their writing. Some of the students

cannot understand how to write accurately mostly because they are not well-familiarized with strategies and techniques of grammar. I believe that the result of this study may be helpful for teachers and students in terms of becoming familiarized with comparatively new techniques which will be helpful in their writing proficiency.

6. THEORETICAL IMPLICATIONS

This study was carried out with students studying English at one of the English universities in Iran; it would be interesting to replicate the investigation with other groups of learners and different nationalities. On the other hand, this research focused on undergraduate levels of students. It would be valuable to study the relationship between explicit grammar instruction and writing proficiency at different proficiency levels, especially at the beginning level, to witness how the beginners produce a text although they have been equipped with limited knowledge of grammar.

Another suggestion is to compare the grammar test and writing accuracy test when students are taught with techniques of grammar. The grammar test should be given to different proficiency levels with a great number of subjects to study the relationship between knowledge of grammar and writing proficiency.

In another line of argument, researchers can conduct a similar study but using qualitative methods to observe EFL learners' subtle progress and their reactions to grammar instruction while they engage in some techniques. By detecting EFL learners' improvement in the process of learning grammar, researchers have the chance to study how EFL learners digest their learning of writing proficiency, internalize them, and turn that knowledge into their capability of producing texts. In fact, it is satisfying to investigate how EFL learners acquire grammatical knowledge and turn their input into output, which enables EFL learners to produce texts more easily.

7. PEDAGOGICAL IMPLICATIONS

The purpose of this study was to investigate the effects explicit grammar in order to improve writing accuracy. In general, the results indicated that L2 learners' knowledge of grammar significantly correlated with their writing accuracy. Grammar training actually had some positive impacts on the participants' writing accuracy. Therefore, grammar training undoubtedly deserves more attention in language learning. In the past fifty years, most EFL teachers have focused their attention on teaching grammar explicitly but few teachers are cognizant of improving writing as a key to helping EFL learners be more native-like in the usage of foreign language.

To wrap it up, the current probe keeps the readers' eyes trained on this very conclusion that there stand a positive correlation between knowledge of explicit grammar instruction and writing accuracy. The findings seem to imply that knowing more techniques of grammar can provide a

fertile ground for EFL learners to enhance their level of writing proficiency. As some participants in this study believed, writing proficiency cannot be regarded as something that EFL learners could acquire without any instruction; therefore, it is essential to incorporate grammar instruction into EFL writing classes. Moreover, it is literally important to raise EFL teachers' awareness of the existence of techniques of grammar and of the benefits of grammar instruction. However, it is necessary for EFL teachers to develop their own knowledge of grammar to help their instruction become more authentic.

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