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| **RESEARCH ARTICLE**

Investigating Dynamic's Mental Approaches of English Grammar on EFL Learners at the University Level

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| **ABSTRACT**

This study aims to investigate some innovative mental approaches to learning English language grammar on EFL learners that graduation students in the English language department use. The researcher focused on this area because many difficulties and complex items need to be used. This study was carried out in April- 2021 with a random sample of 30 at Al-Baha University in the Faculty of Science and Arts in Almekhwa. A questionnaire was designed and participants chose one appropriate option from the three options: (I use it always, I use it sometimes and I don't use it). Percentage, frequencies, and graphs were used to analyze data collected, and an interview was conducted. The study's main results showed that the participants always use the following mental approaches; '' The students need patience on the teacher's part. – individual study and online class''. Many students need great awareness to use some approaches as staying curious, critical thinking for group discussions, and applying a judicious mix of techniques The study recommended that there are many varieties of mental approaches to enhance English language grammar learning in proper ways of ''ELF learners''.

1. Introduction

Many students may face some difficulties in English grammar use, especially at university levels, because English grammar contains a lot of rules that can be similar to each other and sometimes it has a large range of complex and similarities between its rules therefore, this study was conducted to pin up that graduation students who learn English grammar can overcome these difficulties by adopt and practice of some effectiveness learning approaches in English grammar use. If they keep on reading skills and are motivated direction can understand English grammar in a better way. Rod, E, 2003 says ''*The systematic study of how people acquire a second language (L2), this has been a time of the 'global village' and the 'World Wide Web', when communication between people has expanded beyond their local speech communities. 'L2 acquisition' can be defined as how people learn a language other than their mother tongue, inside or outside a classroom. Learners follow a particular developmental pattern in some grammatical items because their mental faculties are structured in such a way that this is the way they have to learn. These faculties, it is argued, are regular what learners take from the input and how they store the information in their memories. However, as we will see later, this mentalist account of how L2 acquisition takes place is not the only possible one.*''

2. Approaches to learning English grammar

The term learning, however, applies to a more conscious process of accumulating knowledge through analysis of features of a language such as vocabulary and grammar, typically in an institutional setting with teachers. (Yule, G. 2006).

3. Previous Studies

A study investigated grammatical difficulties encountered by students of the People's Police University while learning grammar in ESP courses. The design included questionnaires to teachers and students and classroom participant observations. The findings indicated that the student respondents only perceived four target features as difficult to learn. The results also showed that factors including the inherent complexity of rules, L1 transfer, differences in language aptitude, infrequency of practice, and teaching methodology influenced the students' perceptions of grammatical difficulty. The findings will hopefully be useful for teachers and researchers interested in this line of research.

According to above study which agrees with the current study of Investigating Dynamic's Mental Approaches of English Grammar on EFL Learners at the University Level, it emphasizes that many students have difficulties in English grammar at university so they always try to use and test proper approaches in learning English grammar.

Another study was held in Analysis of the Relationship Between the Use of Grammar Learning Strategies and Student Achievement at English Preparatory Classes Assist. This study attempts to investigate how some language learners make conscious efforts to learn English grammar more efficiently, which strategies they use in language learning, whether a particular learning strategy favors certain strategies or not if it does, what those strategies are, and relationships between strategy use and learner achievement in grammar learning. The use of grammar learning strategies by the students in prep school at the University of Gaziantep was investigated in this study. The relationship between students' choice of learning strategies in grammar and foreign language achievement was investigated. To sum up, does the use of grammar learning strategies positively affect student achievement? Knowing this can help the students and improve their learning habits.

The second study supports the recommendation that: there are many varieties of approaches to enhance The English language grammar of ''ELF learners'' that graduation students can use.

4. The research problem statement:

The learning process of English language grammar seems pose many obstacles among graduation students although they always give great attention to using appropriate approaches to achieve their learning goals.

5. The research questions:

1/ How can graduating students in the English department cope with their mental faculties and select all approaches to English grammar for EFL learners?

2/ What are the most innovative mental approaches the graduation students adopt?

3/ To what extent is the graduation student's awareness of using self-direction to emphasize English grammar rules?

6. The research hypotheses:

1/ The graduation students in the English department can't cope with all the approaches of English Grammar for EFL Learners**.**

2/ All innovative mental approaches to English Grammar on EFL Learners were adopted by graduation students.

3/ The graduation student's awareness uses self-direction ways to emphasize English grammar rules.

7. The research objectives:

1/ To promote graduation students' levels in the English department by using appropriate mental approaches to English Grammar on EFL Learners.

2/ To identify which innovative mental approaches to English Grammar on EFL Learners according to English graduation students.

3/ To increase the awareness of graduating students, a mix of innovative mental approaches to English grammar for EFL learners should be used.

8. Importance of the Research:

Many students in the English department suffer from the similarities of grammar rules and sometimes they forget them also they need to be facilitated in these grammar issues for others, so it becomes a very important part of knowing how to enhance information in English grammar in proper mental approaches.

9. Research Limits

The study investigated dynamic's Mental Approaches to English Grammar in EFL Learners at the university Level. It focuses on how graduation students in the English department cope with their mental faculties, to select approaches to English Grammar for EFL Learners. The study was conducted with graduation students, at Al-Baha University in the Faculty of Science and Arts in Almekhw.

10. Materials and Methods

The researcher used descriptive and analytical methods. The Population of the study is from the English Department at the University of Al – Baha in The Kingdom of Saudi Arabia. The researcher selected a stratified random sample of 30 graduation students to represent the study sample at the College of Sciences and Arts in Al-Mekhwah. The framework of the investigation consisted of ten strategies for learning English grammar. The data was drawn from the questionnaire directly with graduation students during the lecture by the end of the final semester eight of 2021. The questionnaire was designed to illustrate all the study purposes to measure the most effective learning English grammar strategies that 30 graduation students use to understand English grammar. The questionnaire was structured from some effective learning strategies of English grammar which those participants use. Such strategies are: students need patience on the teacher's part, individual study, online class, group discussion, critical thinking, applying a judicious mix of techniques, etc. The graduation students will choose one appropriate option from the three options: (I use it always, I use it sometimes, I don't use it). In addition, the interview was structured from one question: how do graduation students learn English grammar in the English department which subsumed their own shared experiences (challenges and success).

10.10 Analysis

The data was collected by the end of the final semester from the eighth level in 2021. The data for the purposes was entered into statistical analysis, using the questionnaire tool to collect data and to investigate the study requested purpose by checking some statistical methods used which are as Frequency distribution, Graphs, Charts, Percentages, and Chi-square tests to obtain the results are recognized by high accuracy as much as possible. It used the SPSS (Statistical Package for Social Science) technique. The questionnaire was designed to explain the research purposes of investigating the most effective learning English grammar strategies that graduate students use to understand English grammar. According to what has been described in the literature framework and after entering the data for the statistical analysis purpose, using the questionnaire tool to collect the data, and to investigate the study led to the requested purpose by checking the hypotheses of the study, some statistical methods are used which are as follows: Frequency distribution, Graphs, charts, Percentage, Chi-square test to obtain the results are characterized by a high accuracy as much as possible, it used the SPSS (Statistical Package for Social Sciences) technique.

10.2 Relibility

VARIABLES=St1 St2 St3 St4 St5 St6 St7 St8 St9 St10

SCALE ('ALL VARIABLES')

MODEL=ALPHA
STATISTICS=CORR.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.974	.976	10

Descriptive Statistics

	N	Range	Sum	Mean	Std. Deviation
Group discussions	30	2	55	1.83	.834
individual study	30	1	40	1.33	.479
Online class	30	2	46	1.53	.681
Stay curious	30	2	61	2.03	.809
Answering Online tests in grammar	30	2	58	1.93	.740
Critical thinking	30	2	58	1.93	.828
Multi-media materials	30	2	59	1.97	.718
Experiential learning	30	2	57	1.90	.712
Applying a judicious mix of techniques	30	2	58	1.93	.785
Students need patience on teacher's part	30	1	34	1.13	.346
Valid N (listwise)	30				

11. Results and Discussion

In Your opinion what are the optimal strategies for learning English grammar

Dynamic's Mental Approaches of English Grammar on EFL Learner's	I use it always		I use it sometimes		I don't use it	
	Frequencies(30 to each strategies)	Percentage	Frequencies(30 to each strategies)	Percentage	Frequencies(30 to each strategies)	Percentage
1/ Group discussions	13	43%	9	30%	8	27%
2/ individual study	20	67%	10	33%	0	0%
3/ Online class	17	57%	10	33%	3	10%
4/ Stay curious	9	30%	11	37%	10	33%
5/ Answering Online tests in grammar	9	30%	14	47%	7	23%
6/ Critical thinking	11	37%	10	33%	9	30%
7/ Multi-media materials	8	27%	15	50%	7	23%
8/ Experiential learning	9	30%	15	50%	6	20%
9/ Applying a judicious mix of techniques	10	33%	12	40%	8	27%
10/ Students need patience on the teacher's part	26	87%	4	13%	0	0%

Figure (1) shows the percentage of students who always used these strategies
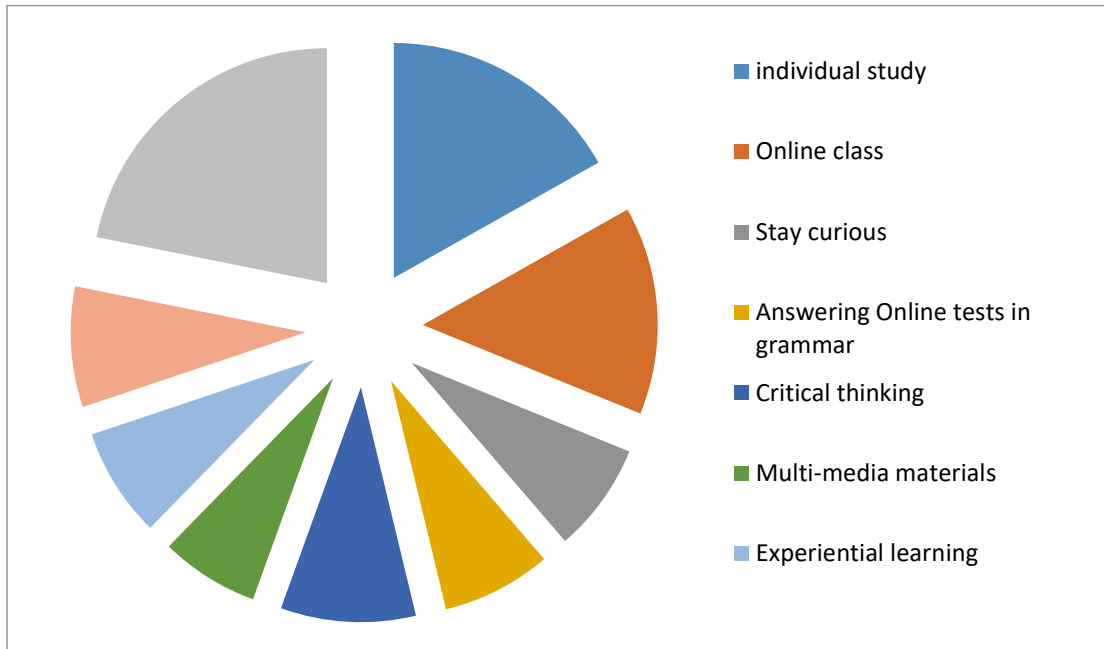
11.1 Results

In your opinion, what are the optimal strategies for learning English grammar: the option of I use it always as in '' Students need patience on the teacher's part (87%), Individual study (67%), Online class (57%), Group discussions (43%), Critical thinking (37%), and (33%), for applying a judicious mix of techniques. In addition, (30%) represented by: Stay curious, answering Online tests in grammar and experiential learning. Finally, multimedia materials (27%), but the option I don't use, was achieved by (0%) of students considering two strategies: ''Students need patience on the teacher's part and individual study. In addition, they don't use strategies of ''Stay curious (33%), critical thinking (30%), (27%) for group discussions and applying a judicious mix of techniques.

11.2 Discussion

All students use a different scale of approaches in learning English grammar to develop and promote their abilities to understand English grammar, so the results of graduation students' opinions about '' I always use'' and '' I don't use'' of some selective strategies in order to understand English grammar as following:

1/ Students need patience on the teacher's part (87%)

Students need patience on the teachers' part

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	26	86.7	86.7	86.7
	Sometimes	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Students need patience on teacher's part

Students need patience on teacher's part
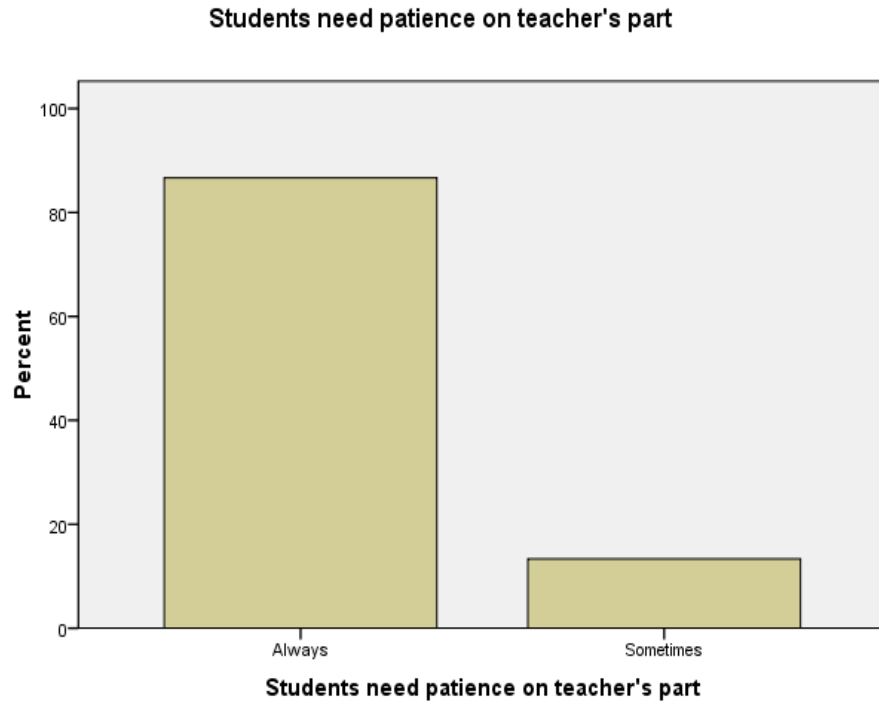
The teachers always play a vital role in the students' learning because they give them experiences and knowledge throughout their grammar courses and provide updated information. The teachers should pay attention to low levels and unmotivated students in the English language department.

  There are several characteristics that all good teachers have in common. They have patience; concern for their students; willingness to adapt, and; knowledge of the subject being taught. A teacher cannot be an effective educator if these characteristics are lacking. Patience may be l schoolofeducators.com).

2/ individual study (67%)

individual study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	20	66.7	66.7	66.7
	Sometimes	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

individual study

individual study
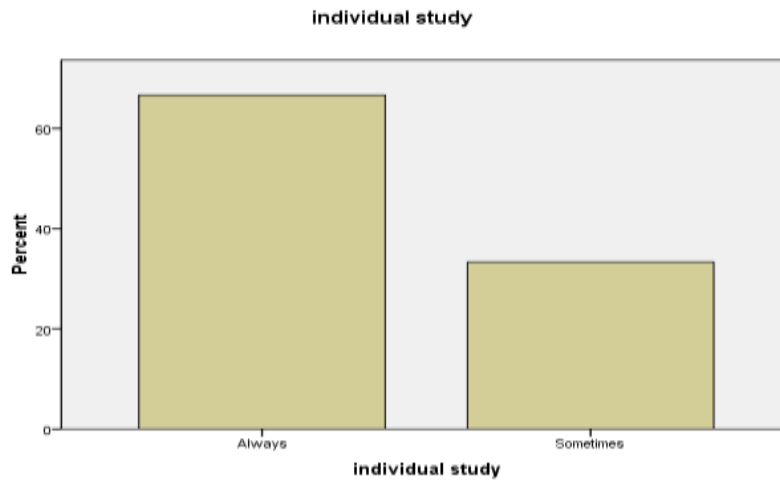
Students learn more effectively when they are:

1/ Exploring their problems in using English grammar and they insist on achieving high marks.

2/ Need to focus on the exercises part and how they can distinguish between similarities of rules in English grammar.

3/ Especially students in the English language department concentrate on individual periodically exams or tests.

4/ Low levels' students and unmotivated students always fear exams so; they tend to study English grammar individually.

3/ Online class (57%)

More than half of the participants used online classes always and 33% used them sometimes. In addition to the online course, they faced great challenges in   competitions throughout classes. There are many advantages to online courses, such as ease of access. The students can choose their own appropriate time for involvement in the online classes. Moreover, participants can get their exam marks as soon as they finish.

4/ Group discussions (43%)

This result states that group discussion has a great role in improving the English grammar of graduation students because they can obtain new information from each other and shared experiences in order to have different knowledge and experimental types.

Forsyth, D. 2006 mentioned that a group discussion is a type of meeting, but it differs from formal meetings in ways as:

* It may not have a specific goal – many group discussions are just that: a group kicking around ideas on a particular topic. That may ultimately lead to a goal...but it may not.
* It's informal and may have no time constraints, or structured order or agenda.
* Its leadership is usually less directive than that of a meeting.

5/ Critical thinking (37%)

Critical thinking in grammar is one of the attractive strategies for enhancing their abilities, and it provides them with many rules for better understanding English grammar. Also, it can help them to widen their knowledge and avoid forgetting so, it builds good memories in grammar use. It always builds up concepts about grammar, which provides the students with a strong basic understanding and spots light on some grammar issues.

6/ Applying a judicious mix of techniques used always (33%), (40%) used sometimes.

The above percentages show that about (73%) of participants applied a mix of judicious techniques which created new, unique strategies and a lot of options that can help students understand English language grammar. It also opens many interesting strategies for graduating students that can encourage them to achieve their goals.

7/ Stay curious was used always by (30%) and (37%) used it sometimes

Most participants said they tended to study English grammar because they felt curious. This means graduation students have enough desire to adopt many strategies and become better when investigating and using them.

If you are curious about something, you are interested in it and want to know more about it. Curiosity means eager to learn or know; inquisitive- pry; meddlesome – arousing or exciting speculation, interest, or attention through being inexplicable or highly unusual; odd; strange: a curious sort of person; a curious scene. (www.collinsdictionary.com)

8/ Answering Online tests in grammar (30%)

All students can test their English grammar with some free online tests. With free English-level tests, the students will get an understanding of their knowledge of English grammar and find out where they need to improve it. Online grammar tests enable all students to assess their ability to spot and correct grammar, punctuation, and spelling errors quickly and accurately. The English grammar test helps hiring managers determine the English language students' mastery of the English language through online grammar tests.

9/ Experiential learning (30%)

 30% of participants always use ''Experiential learning'' which   is the process of learning through experience, and is more narrowly defined as '' learning through reflection on doing''.

Grammar teaching and learning is a complex and multifaceted process, and no single pedagogical approach can claim priority (Ellis &Shintani,2011). Language teachers must acknowledge learners' different learning style preferences: some may prefer direct teacher explanations, and others may prefer an inductive approach involving examination and comparison of the grammatical features of texts provided by teachers. (Richards &Repppen,2016; Thornbury, 1999). A project has enhanced my understanding of grammar teaching and learning. The project has allowed the students to develop better pedagogical knowledge and skills to teach grammar. They gained from the project: all of them remarked upon the development of their pedagogical skills, including (1) materials learning, (2) grammar instruction that emphasizes the relationship between form, meaning and use, (3) lesson planning (4) learning to take a learner's perspective, and (5) bridging the theory-practice divide.

10/ Multimedia materials (27%) were used always by students and (50%) used sometimes by them

There are many participants. Approximately (77%) use multimedia **as one of**

11/ (30%) of English graduation students do not use Critical thinking and (27%) never use group discussions and applying a judicious mix of techniques.

 That means some students ignore important learning grammar strategies and may lack time, spend a lot of time on individual study, or prefer other strategies in learning grammar. Critical thinking is the analysis of available facts, observations, and arguments to form a judgment. Edward M. Glaser. 2017.

Language encounters the interactions between the internal and external factors that go together to shape linguistic outcomes. (Kate Byrridge and Alexander Bergs, 2017)

12/ (100%) of all English students use grammar learning strategies based on patience on the teacher's part and individual study

According to the result, the English language students focus on using both strategies: patience on the teacher's part and individual study, to enhance their grammar rules because they are available and easy to use without any effort or costs. (Felicity,M and Jennifer , G. 2018) states that'' *If we are to understand more about the rich diversity of the world's remaining language, then fieldwork is essential in the discipline of linguistics*''

An Interview Analysis

An interview was conducted with all participants 30 of graduation students in English department at Al- Baha University about their opinions on the best learning strategies to enhance English grammar do you use toward grammar issues. Moreover, interviewees explained their experience and shared knowledge, Challenges & Successes who indicated their experiences as:

1/ It's great to understand the word categories, but the magic happens when I combine words and learn more about sentences.

2/ I reviewed what was previously learned.

3/ Watching different video clips – learn how to build up the sentences and know their differences.

4/ Firstly, I learned a lot of words and stated grammar with a few rules and applied them correctly to anchor them in my mind.

5/ I am determined to overcome all difficulties diligently and study hard every day.

6/ I followed accounts on social media which teach the rules. It has useful learning methods for me.

7/ I learned grammar through answering exercises- when I teach someone – online materials.

8/ I followed up on the native English language on social media and noted their pronunciation and common terms. Watching learners' experiences on the YouTube program, channels, and grammar teaching applications.

9/ I learned grammar through my studies in intermediate school, high school, and at university.

10/ Using sites to correct grammar and clarify mistakes.

11/ Answer daily exercises, apply grammar skills, and watch movies.

12/ To learn grammar, you need more effort and patience.

13/ Using grammar rules, sometimes you need to draw a simple concept map to make it easier to remember.

14/ By memorizing and understanding the rules.

15/ Test yourself and evaluate your grammar skills.

16/ Participate in English language groups

17/ Attending intensive online courses.

18/ Resorting and understanding categories of words.

19/ Reading and writing.

20/ Using and participating in exercises.

Discussion of The Interview

 Oxford has made attempts to come up with a taxonomy of grammar learning strategies (2011: 257) explains the two scholars "(…) offered an overview of four modes for L2 grammar Mirosław Pawlak 201 instruction (two implicit modes: focus on meaning and focus on form, and two explicit modes, inductive and deductive), which are allied with different learning strategies. These modes differ according to whether meaning or form is primary, whether the grammatical form is enhanced or otherwise made noticeable, whether the grammar rule is supplied for the learner to apply, and whether the learner is expected to induce a rule or ignore structure entirely". Since a focus on meaning is unlikely to induce any attempts to learn or gain greater control over grammar, their theoretical framework includes three categories of GLS, that is: 1. strategies for implicit learning which includes a focus on form (e.g. noticing structures that cause problems with communication, paying attention to how more proficient people say things and then imitating); 2. strategies for explicit inductive learning (e.g. taking part in rule-discovery discussions, creating and testing hypotheses about how structures work; 3. strategies for explicit deductive learning.

Results

1/ The main results showed that graduation students in the English department considered some approaches, not all in English Grammar for EFL learners.

2/Students' most frequently used approaches are: need patience on the teacher's part, Individual study, Online class, Group discussions, Critical thinking, and applying a judicious mix of techniques. Less frequently used approaches included staying curious, critical thinking and applying a blend of techniques.

3/ The discussion section rightly points out that graduation students benefit from various approaches that suit different learning styles.

4/ The interview findings provided some useful qualitative insights into the challenges faced and successful approaches used by graduation students for examples: memorizing through various practices emerged as a recurring theme.

5/ All students need subject teachers to increase their awareness to use some approaches such as ''Stay curious, critical thinking, for group discussions and applying a judicious mix of techniques because they used them very rarely.

12. Recommendations

1/ Encourage students to choose mental approaches for learning better English grammar.

2/ Students who study English should use various mental approaches to learn English grammar to cope with their mental faculties.

3/ Many graduation students must recognize the time they have to enhance rules in English grammar, depending on innovative mental approaches to English grammar.

4/ A large number of students use '' Students need patience on teacher's part'' which requires special consideration of levels and unmotivated students.   .   5/ Pay attention to Students who learn English grammar use mental approaches of '' students need great awareness to use some approaches as ''Stay curious, critical thinking, for group discussions and applying a judicious mix of techniques because they used them very rare.   Teachers also play a vital role in enabling students to learn better English grammar.

13. Conclusion

The study effectively investigated the importance of choosing mental approaches for learning English grammar at the university level in the EFL context. It is not a matter of acquiring a set of rules and building up a high grammar bridge; it allows students to select proper ways at an accurate time. To become skillful, graduation students should understand and use the best optimal approaches for learning English grammar efficiently, which can also help enhance learning outcomes. The study provides useful insights for educators, learners, and future research in this area. The model of graduation students in the English department has to follow some approaches that keep them on track to understand English grammar properly.

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