

Research Article

Investigating the Impact of Providing Supplementary Resources in Optimizing Teaching Grammar Tenses

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Article Info	Abstract
Article History	The concept of grammar tenses is a fundamental element of English language teaching, and in spite of various views on the topic, grammar instruction is still implemented in many educational institutions worldwide. The present study aims to examine the effectiveness of additional resources in optimizing teaching grammar tenses to Kurdish EFL secondary school learners. The current study follows a quantitative approach using a quasi-experimental design for pre-test and post-test groups to analyze the data. The sample of the study comprised 45 participants from one of the private secondary schools in Sulaymaniyah, Kurdistan, Iraq. The data was analyzed using the Statistical Packages for Social Sciences (SPSS). The independent sample t-test was conducted to investigate the differences between the pre-test and post-test. Moreover, the paired samples test was utilized to assess the statistical differences between the control group and experimental group. The findings of the study illustrated that there is no significant variation between the pre-test and post-test of the control group. On the other hand, the difference between control and experimental groups was statistically significant, indicating that the participants from the experimental group gained more benefit from the supplementary materials than the control group members. It has been demonstrated that learners in the experimental group derived greater benefit from the supplementary materials compared to those in the control group. The outcome of this study could be beneficial to raise the awareness of the teachers, educators, and policymakers to implement more additional materials to those learners who have struggles in grammar tenses and aspects during the language learning process.
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1. Introduction

Grammar is an essential component of teaching the English language, and despite divergent views on the subject, grammar instruction continues to be implemented in schools worldwide. The various methods of teaching grammar should, therefore, receive careful consideration. The primary motivation behind this study is to refute the myth that teaching grammar requires only an understanding of its rules. Instead, it

demonstrates that innovative approaches to teaching grammar are equally effective and valuable (Kılıçkaya, 2015).

Currently, English is widely accepted as a global language. The necessity of using English has increased significantly. English is an international language used in almost every country in the world. As a result of the increasing globalization and internationalization of English, the language assists individuals in comprehending its function and application in the contemporary world (Azar, 2007; Rahman & Ahmed, 2017). To utilize language effectively, secondary school students must understand and become proficient in English grammar. Teachers have had a difficult time determining which methods of grammar instruction work best over the years. They used to help language learners acquire language by correcting mistakes, explaining grammar principles, and encouraging them to translate books into their own language (Schenck, 2017). There are many diverse perspectives regarding the function of grammar in language learning and teaching, but one thing is certain: grammar is important, especially when teaching language in a formal classroom setting. However, many teachers and students have struggled with English grammar for a very long time. Even if it takes a long time for teachers and students to receive English grammar instruction, the results are not very clear (Rahman & Ahmed, 2017). According to Ellis (2002), who examined many strategies and issues in this regard, teaching grammar is unquestionably essential for language mastery, accuracy, and fluency. The National Capital Language Resource Center in 2004 suggested that students do not need to understand every facet of every grammatical point in order to speak English; instead, they need to know how to apply the grammar that is pertinent to their everyday communication (Fitri et al., 2018).

To address the persistent challenges teachers and students face in mastering English grammar, innovative approaches and resources have been explored to improve instructional outcomes. Among these, supplementary materials have emerged as an effective means of enhancing grammar proficiency, offering targeted support that complements traditional teaching methods. Supplementary materials play an essential role in enhancing learners' grammar proficiency by providing additional resources that go beyond traditional textbooks. These materials, such as tailored worksheets, interactive exercises, and digital tools, offer targeted practice to address specific grammar challenges. Through addressing diverse learning styles and providing varied contexts for language use, they help reinforce grammatical concepts and foster better retention (Schenck, 2017). Studies such as Flores (2023) have shown that the integration of supplementary materials can significantly improve learners' accuracy and confidence in using grammar, particularly in areas like verb tense consistency and sentence construction. This highlights their potential to bridge gaps in standard instruction and promote comprehensive language development.

While previous research extensively explores general strategies for teaching grammar, there is limited investigation into the effectiveness of supplementary materials specifically designed for the Kurdish EFL secondary learners. This gap is significant, given the unique linguistic challenges posed by the structural

differences between English and Kurdish. This study seeks to address the gap by examining the role of supplementary materials in enhancing learners' understanding and application of grammar tenses.

The present study aims to examine the effectiveness of additional resources in optimizing teaching grammar tenses to Kurdish EFL secondary learners. Furthermore, the primary goal of this research is to determine whether the additional materials are fulfilling learners' requirements about grammar and its tenses. Providing supplementary materials assists learners in developing their grammar skills and appropriately linking parts of sentences and multiple sentences while considering grammatical tenses. Several non-native secondary school learners find it difficult to write, speak, or read precisely and concisely without mastering proper grammar tenses. The challenge of mastering grammar tenses can be attributed to several factors, particularly for Kurdish EFL learners. One significant factor is the complexity of English tenses, with 12 main forms that learners often find difficult to understand and use correctly. This challenge is further compounded by the structural differences between Kurdish and English, which make it harder for learners to recognize similarities or establish connections between the two languages' grammatical systems. Additionally, the inconsistency in the patterns of English verbs, particularly the spelling changes of irregular verbs across different tenses, presents another obstacle. These irregularities make it difficult for learners to memorize and apply verb forms accurately. These factors contribute to the persistent struggles learners face in developing a solid understanding and effective use of grammar tenses.

The researchers posed the following research questions to address the study.

1. Do additional resources impact on developing the grammar tenses of the participants in the experimental group compared to the ones in the control group?
2. To what extent does the level of the grammar tenses of the participants improve in the experimental group?

Furthermore, the researchers hypothesized the following hypotheses:

H0: Providing additional resources has no significant impact on optimizing teaching grammar tenses of the experimental group participants.

H1: Providing additional resources has a significant impact on optimizing teaching grammar tenses of the experimental group participants.

2. Literature Review

2.1 Grammar Instruction in Lower Secondary Education

The approaches of teaching grammar are a central element in forming language learning among learners in the domain of lower secondary school education. Grammar is a set of rules that specify how language is formed. Standard English grammar, usage, and mechanics are established norms and rules, often referred to as conventions. Grammar instruction is a sophisticated and nuanced process that supports students' actual

reading and writing abilities (Rao, 2019). Acquiring knowledge of written English rules requires concise and specific instruction that connects structures and meaning. Scaffolded practice in a range of contexts and substantial writing and reading applications should come after direct instruction of grammar ideas through clear explanation and modeling of syntax, usage, and mechanics (Daskan, 2023). Teaching grammar involves assisting students with observing the decisions writers make about concepts, structure, language, and norms to influence readers (Azar, 2007).

2.2. Importance of Grammar Instruction in Secondary Education

Grammar instruction has a vital role in lower secondary school. The ongoing and enduring debate about the place of grammar in foreign language learning environments has led to multiple revisions to theories of grammar instruction over the past few decades (Chambers & Gregory, 2006). Different approaches or systematic grammar teaching techniques are used in grammar instruction to help students reach a respectable level of proficiency in a second language (Afshar & Bagherieh, 2014). Grammar instructions help students comprehend the proper and particular features of language (Ruin, 1996). To put it briefly, grammar instruction is the process of teaching learners how to apply various grammatical principles by using instructional strategies. According to Azar (2007), assisting language learners understand the fundamental concept of language, i.e., that language consists of established structures that make what we state, study, sense, and write intelligibly, is the declared objective of grammar. Without grammar, people would only be able to convey meaning through single words, visuals, and body language.

Furthermore, proficient grammar teaching can assist learners in applying this understanding to their writing. Teachers can help children write and read more confidently and proficiently by breaking down abstract grammatical terminology through the connection between oral and written language. Calkins (1980) argues that using students' writing as the foundation for grammatical idea instruction is the most effective technique to increase students' grasp of grammar in writing.

2.3. Grammar Instruction Role in Language Development and Communication Skills

Although speaking and listening are the two primary functions of communication, individuals utilize four main modes of communication: written, verbal, visual, and non-verbal. According to Finnegan (2014), these modes can be further categorized as follows: written (books, notes, letters), verbal (dialogues, lectures), visual (sketches, drawings, flow charts), and non-verbal (body language, sign language). Enhancing expressive ability is important, as communication is a learnable skill. To successfully express themselves, individuals must understand how to communicate effectively. Children acquire communication skills from those around them, including their parents, and often mimic these behaviors (Hans & Hans, 2017; Ahmed & Fatah, 2024).

The fundamental structure of a language is its grammar. Grammatical competence is an essential

component of linguistic competence. To develop strong communication skills, learners must prioritize grammar. Enhancing grammatical accuracy is vital, as it contributes to overall precision in language use. By cultivating a habitual understanding of grammar, learners can integrate rhetorical techniques and reasoning, which gradually acclimatizes them to linguistic precision and critical thinking. Grammar rules help students establish the habit of reasoning more coherently and understandably. Consequently, as students engage with grammar, their language skills are significantly enhanced (Ahmed et al., 2023; Cowan, 2008).

Grammar instruction aims to enhance linguistic competence by bringing students' attention to language forms and structures and educating them about how they function. Also, in particular language education environments, incorrect presumptions or specific limitations may serve as motivation for grammar instruction. In this case, the goal of developing language competency usually becomes difficult by the teaching of grammar (Mohammed, 1995).

2.4. Challenges in Grammar Acquisition Among Secondary EFL Learners

Students have a variety of challenges when learning grammar, and these might change based on several variables, including the student's mother tongue, the classroom setting, and the instructional strategies employed. The complexity of English grammar is one of the main obstacles faced by students (Larsen-Freeman, 2001). With its intricate system of verb tenses, adjectives, adverbs, and prepositions, English is a highly inflected language. Moreover, students may find it challenging to comprehend and accurately apply the grammatical rules due to their numerous exceptions. Several studies have shown that students frequently have difficulty using articles, prepositions, and verb tenses correctly (Cowan, 2008). It can be difficult for EFL students to understand the norms and usage of certain grammatical features, which can result in mistakes and misunderstandings in communication.

Additional difficulty for learners, errors, and confusion may result from the learner's original language influencing their grammar acquisition. For example, learners whose native language lacks articles or uses a tense system different from English may find it difficult to employ verb tenses and articles correctly. Studies have indicated that those whose mother tongue shares grammatical similarities with English, such as German or Dutch, find it easier to pick up English grammar than people whose mother tongue differs greatly from English (DeKeyser, 2005; Larsen-Freeman, 2001).

Acknowledging these obstacles can help teachers create beneficial approaches to teaching grammar, such as task-based and communicative instruction. Students face a variety of challenges when learning English grammar, including the complexity of the language, lack of exposure to authentic English, teaching methods, and interference from their native tongue (Daskan, 2023).

2.5. Scholarly Related Studies

There is a growing body of research on teaching grammar tenses and the role of providing supplementary materials in improving grammatical tenses of English language. A study was conducted by Flores

(2023) exploring the impact of providing additional resources in developing English grammar. The researcher focused on the undergraduate students in the departments of English language and English literature in Cebu Technological University – Tuburan in the Philippines. An achievement test and a survey were used to collect data from the participants. The findings of the test showed that the level of grammatical competence of the learners improved significantly. The survey results demonstrated a positive attitude toward the material intervention during the teaching process.

The use of supplementary materials in EFL classrooms has been a central point in recent research, particularly for their impact on student engagement and learning outcomes. A mixed-methods study conducted in Ecuadorian secondary schools, involving 12 teachers and 695 students, highlights the effectiveness of such materials in enhancing language learning (Dodd, 2015). Teacher interviews revealed that supplementary materials significantly boost student motivation, which in turn improved learning opportunities. Quantitative findings further supported these results, showing that students not only preferred supplementary materials but also experienced increased motivation, participation, and comprehension in their English classes. The study evaluated four key variables: motivation, participation, understanding, and performance, all of which showed marked improvements when supplementary materials were used. These findings underscored the potential of dynamic and interactive teaching approaches in fostering more engaging and effective learning environments.

Shirav and Nagai (2022) carried out a study to assess the effectiveness of teaching grammar inductively and deductively such as passive voice, active voice, and complex grammar structures among Japanese learners. The researchers focused on a mixed method following qualitative and quantitative approaches using quasi-experimental design to analyze the data. The participants were 34 learners from a Japanese vocational school who were assessed in a pre-test and a post-test. The result of their study demonstrated that the learners significantly improved under the effect of the selected approach of teaching and the teaching intervention.

Furthermore, another study was conducted by Ahmed (2024) to investigate the grammar mechanics of the Kurdish EFL undergraduate learners. His study focused on the level of improvements of 14 undergraduate learners in receiving interventional treatments to upgrade their grammar mechanics knowledge. The findings of the study showed that the teaching intervention improved the learners' performance positively.

3. Methodology

3.1. Design of the Study

This study investigated the impact of supplementary materials on the development of grammar tenses among participants. Specifically, it examined how these materials influence experimental group compared

to the control group and assesses the extent to which the grammar skills of participants in the experimental group improve as a result of the intervention. The present research followed a quantitative approach using quasi-experimental design for pre-test and post-test groups to analyze the data. Quasi-experimental research aimed to establish a cause-and-effect relationship between an independent variable and dependent variable. Furthermore, quasi-experimental design allowed researchers to identify the impact of providing additional resources in enhancing grammar tenses by monitoring external circumstances by comparing the control group with experimental group (Mohajan, 2018).

3.2. Sample of the Study

The sample of the study included 45 students from one of the private secondary schools for boys in Sulaymaniyah, Kurdistan region of Iraq. All students were male because the school follows a single-sex education style. The participants were from eighth grade. They were divided into two groups: control and experimental. They undertook an exam (pre-test) to mark their current knowledge of grammar proficiency.

3.3. Data Collection Procedure

The data collection process for this study lasted twelve weeks. During this time, data were collected to evaluate the effectiveness of supplementary materials in teaching grammar tenses to Kurdish EFL secondary learners. Specifically, participants' performances were assessed using a pre-test and a post-test, both developed based on the National Geographic Learning Standout Placement Test. Each test comprised of 50 questions designed to measure the participants' understanding and application of English grammar tenses, including areas such as verb tense usage, sentence structure, and consistency across tense forms.

At the beginning of the study, the pre-test was administered to establish a baseline for the participants' grammar skills. Following this, the experimental group received supplementary materials weekly, which included worksheets and video links from the LearnEnglish British Council for Teens. These resources were provided three days a week and were carefully designed to target the challenges of English grammar tenses, including both regular and irregular verb forms, aiming to bridge the gap between the English and Kurdish grammatical systems. At the end of the study, the post-test was conducted to assess the participants' progress and the impact of the supplementary resources. The control group, in contrast, followed the standard curriculum without the additional materials.

3.4. Data Analysis Procedure

After conducting the test to evaluate the effectiveness of the supplementary materials in improving grammar tenses for lower secondary schools on 45 learners, the researchers used the Statistical Packages for Social Sciences (SPSS) to analyze the data. Two statistical tests were utilized, which were an independent sample t-test to determine the significant differences between the pre-test and post-test. Moreover, the

paired samples test was employed to investigate the differences between the control group and the experimental group.

4. Result and Discussion

4.1. The Differences Between Pre-test and Post-test

This section attempts to demonstrate the results of the control and experimental group of the pre-test, investigating the role of providing additional resources to improve the grammar tenses of lower secondary school Kurdish EFL learners.

Table 1. The Result of Pre-test of both Control and Experimental Groups.

Group Statistics					
Group		N	Mean	SD	P Value
Pre-Test	Control	20	68.40	21.96	.297
	Experimental	25	75.04	19.61	

Table 1 presents the findings of the control and experimental results of the pre-test. This test aims to identify the differences of the pre-test results between the control group and the experimental group in determining the current level of the participants in acknowledging the grammar tenses and its aspects before obtaining teaching intervention and supplementary materials of the secondary school Kurdish EFL learners.

The pre-test scores of the control group (N = 20) were (M = 68.40, SD = 21.96), while the experimental group (N = 25) scored (M = 75.04, SD = 19.61), with $p = .297 > .005$. These results indicate no significant difference in pre-test performance between the control and experimental groups. The control group had fewer participants than the experimental group, and their mean score was lower, suggesting a slightly lower performance level compared to the experimental group. The standard deviation for the control group was higher than that of the experimental group, reflecting greater variability and more individual differences among the control group participants. Based on the p-value, it can be concluded that there was no substantial variation in pre-test performance between the two groups.

In conclusion, the result of the pre-test offers revealed that although the mean score of the experimental group was higher, there were no significant differences between the control and experimental group members.

Table 2. The Result of Post-test of both Control and Experimental Groups.

Group Statistics					
Group		N	Mean	SD	P Value
Post-Test	Control	20	60.70	29.25	.004
	Experimental	25	81.04	14.04	

Table 2 illustrates the results of the independent sample t-test of the post-test for both control and experimental groups. The aim of this test is to determine the differences in the results between the control and experimental groups of the post-test. It further investigates the effectiveness of supplementary materials in improving the grammar tenses in Kurdish EFL lower secondary school learners.

The findings of the post-test for the control group ($N = 20$) who participated in the test had the score ($M = 60.70$, $SD = 29.25$). In contrast, the learners who participated in the experimental group ($N = 25$) had the score ($M = 81.04$, $SD = 14.04$), $p = .004 < .005$, denoting a significant variation between the results of the control group and experimental group. Grounded on these results, it can be considered that there was a great deal of difference between the mean score of the two groups with the improvement of the participants from the experimental group indicating that they benefited from the supplementary materials. The standard deviation of the two groups demonstrated a surprising result in which the SD of the control group participants was lower in the pre-test than the post-test, implying that the individual differences among the members grew bigger and their results are farther from the mean score. On the other hand, the SD of the participants from the experimental groups started to become more clustered around the mean score. The p-value illustrated no a significant difference in the results of the post-test between control group and experimental group.

Eventually, the post-test results of the control group and experimental demonstrated that the skills of the participants from the experimental group improved significantly. From this outcome, it can be concluded that the additional materials had a positive impact on the Kurdish EFL lower secondary school learners' development.

4.2. The Differences Between Control Group and Experimental Group

This part offers insights on the details on the differences between the pre-test and post-test results of the control and experimental groups in exploring the effectiveness of providing supplementary materials in enhancing grammar tenses of Kurish EFL lower secondary school learners.

Table 3. The paired samples test result for control group

	Mean (Pre-test)	Mean (Post-test)	Mean Difference	SD	Std. Error Mean	T-value	df	Sig. (2-tailed)
Control Group	68.40	60.70	7.70	21.10	5.84	1.32	19	.203

Table 3 presents the results of the statistical analysis conducted for the control group to evaluate differences between the pre-test and post-test scores. A paired samples t-test was used to assess the learners' understanding of grammar tenses before and after the teaching period.

No significant difference was observed between the pre-test scores ($M = 68.40$, $SD = 21.10$) and the post-test scores ($M = 60.70$, $SD = 21.10$); $t(1.32)$, $p = .203 > .05$. These results suggest that there is no significant change in the grammar skills of control group students before and after the teaching period.

Interestingly, the mean scores decreased from the pre-test to the post-test, indicating that no improvement was observed in their performance on grammar tenses. The standard deviation (SD) showed the dispersion of each student's scores from the mean score, and the low SD revealed limited variation among the participants' scores in the control group. The t-value was used to determine if significant differences existed between the pre-test and post-test scores, and the p-value assessed the statistical significance of these differences. The findings indicate that there are no significant differences in the grammar skills of the control group before and after the intervention.

These findings indicate that the performance levels of participants in the control group regarding grammar tenses did not improve, as there was no intervention involving supplementary materials during the teaching period. While some improvement was anticipated due to the teaching strategies and lessons delivered during the instructional process, the results did not meet these expectations. This analysis highlights the lack of significant differences between the pre-test and post-test scores of grammar tenses among learners in the control group.

Table 4. The paired samples test result for experimental group

	Mean (Pre-test)	Mean (Post-test)	Mean Difference	SD	Std. Error Mean	T- value	df	Sig. (2-tailed)
Experimental Group	75.04	81.04	-6.00	13.87	2.77	-2.16	24	0.41

Table 4 presents the findings of the paired samples t-test for participants in the experimental group, used to determine significant differences between the pre-test and post-test scores of Kurdish EFL lower secondary school learners. The researchers assessed the understanding of grammar tenses and their aspects by analyzing the differences between the pre-test and post-test scores.

The results indicate a significant improvement in scores, with the pre-test scores ($M = 75.04$, $SD = 13.87$) increasing to post-test scores ($M = 81.04$, $SD = 13.87$). The mean difference (-6.00) and the t-test result ($t = -2.16$, $p = .041 > .005$) demonstrate meaningful progress. Although the p-value does not fall below the conventional significance threshold of $.05$, it is still low, indicating a notable difference between the pre-test and post-test scores. The improvements are further supported by the negative mean difference, reflecting the learners' progress in grammar tenses.

The standard deviation (SD) values illustrate the variability in individual learners' scores. The higher SD in the pre-test indicates greater dispersion from the mean, whereas the lower SD in the post-test signifies that scores were more clustered around the mean, suggesting reduced individual differences among learners in the experimental group. This clustering supports the conclusion that the intervention had a unifying effect on learners' performance.

These findings demonstrate that the provision of supplementary materials to the experimental group significantly contributed to their improved understanding of grammar tenses. The intervention during the

teaching process provided learners with additional resources that enhanced their comprehension and performance in grammar tenses. This result verifies the positive impact of supplementary materials in promoting language development among EFL learners.

The findings of this study align with previous research emphasizing the effectiveness of supplementary materials in enhancing language learning. The results demonstrate that the experimental group, which received additional resources such as worksheets and video links, showed significant improvement in understanding and applying grammar tenses. This supports the conclusion that supplementary materials play a pivotal role in developing learners' grammar proficiency, echoing Dodd's (2015) findings that such materials not only boost motivation but also enhance participation, comprehension, and performance in English language classrooms. Similarly, this study corroborates the observations of Flores (2023) and Ahmed (2024), who reported that integrating supplementary materials leads to better grammar proficiency among students.

The improved outcomes for the experimental group in this study suggest that the dynamic and interactive nature of supplementary resources, as also noted in Dodd's research, fosters more engaging and effective learning environments. By bridging the gap between English and Kurdish grammatical structures and providing targeted practice, these materials enabled learners to gain a deeper understanding of grammar tenses, further validating their role as an essential tool in EFL instruction.

Several factors may explain the improvement in grammar skills among the experimental group participants. First, the additional materials distributed to the experimental group likely provided them with more opportunities to practice and reinforce grammar skills (Flores, 2023). Second, the engagement and motivation fostered by the supplementary materials may have encouraged learners to put more effort into mastering grammar tenses, aligning with the findings of Shirav and Nagai (2022). Furthermore, the experimental group benefited from access to diverse teaching approaches and resources, enabling them to practice grammar tenses more frequently and effectively.

Additionally, the comprehensibility of the materials may have played a critical role in helping students enhance their grammar skills, making the content more accessible and reinforcing their learning. It is also reasonable to conclude that the experimental group received more focused grammar instruction and exposure to grammar materials than the control group, resulting in a deeper understanding of key concepts. Finally, the collaborative and motivated atmosphere within the experimental group, where classmates took grammar seriously, likely enhanced the overall learning environment, inspiring students to perform better than those in the control group.

5. Conclusion

Teaching English to speakers of other languages requires focused instruction on grammar. Although grammar is a fundamental aspect of language instruction, a strong grasp of English grammar is particularly

essential for classes aiming to enhance students' linguistic accuracy, fluency, and proficiency in both spoken and written communication.

The experimental group in this study demonstrated significantly greater improvement in grammar tense skills compared to the control group. This progress was attributed to the use of supplementary materials, which increased engagement and motivation among learners, provided better resources, and offered more opportunities for practice. The comprehensible nature of the materials further facilitated students' understanding of grammatical concepts. Additionally, the learners' dedication to improving their grammar skills created a positive learning environment, which motivated them to achieve better outcomes than those in the control group.

Based on these findings, several recommendations for further research are proposed. First, incorporating supplementary materials into classroom instruction should be systematically integrated into lesson plans to assess their long-term effectiveness as an official teaching tool. Second, additional studies are needed to explore the impact of supplementary materials on grammar acquisition, particularly through pre-test and post-test methodologies. These studies could provide deeper insights into their effectiveness and reveal innovative strategies for using supplementary resources both in and outside the classroom. Third, further research should examine whether traditional teaching tools employed by English instructors remain effective or if alternative tools could enhance the instructional process.

The findings of this study also offer practical implications for educational institutions. School management can use these results to develop strategies and plans to improve students' grammatical proficiency across different grade levels, beyond secondary schools. Additionally, the study could serve as a foundation for supporting students in developing and expanding their language skills. Finally, this research provides a valuable contribution to the field of educational studies and may guide future investigations with similar objectives, enriching the growing body of knowledge on the use of supplementary materials in language instruction.

Declaration of Competing Interest: The authors declare that they have no known competing of interest.

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