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Innovative Linguistic Strategies of EFL University Students' Performance in Grammar Teaching

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Abstract

Teaching grammatical strategies is crucial for English as a Foreign Language (EFL) learners to apply correct language structures effectively. This study investigates the influence of innovative grammar teaching strategies—specifically type error and token error approaches—on students' grammatical accuracy compared with traditional methods. Conducted at Imam Jafar Al-Sadiq University with a sample of 100 EFL students from Iraqi private colleges, the research employed a non-randomized control group posttest experimental design. The main aim is to examine how new grammatical strategies affect students' performance across diverse grammatical contexts. The significance of the study lies in providing evidence-based approaches that enhance grammar teaching practices, encourage effective feedback use, and improve student outcomes. The central research question is: How do type error and token error strategies influence the grammatical performance of EFL learners compared with traditional grammar instruction? Participants were divided into three groups: one taught through type error strategies, one through token error strategies, and a control group taught traditionally. A grammar test was used to measure performance across the groups. Findings indicate that innovative strategies, particularly type error approaches, significantly improve students' grammar production and awareness, highlighting their value as practical solutions for overcoming common difficulties in grammar learning. This study contributes to educational innovation in EFL contexts and establishes a foundation for future research on effective grammar teaching methodologies.

Keywords: Educational innovation, EFL instruction, grammar teaching, linguistic strategies, student performance

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Introduction

Pedagogically, this study highlights the significant shift in the way English grammar strategies are taught and learned by EFL students. Although grammar has traditionally occupied a central place in language instruction, conventional approaches often emphasized rote memorization over meaningful use. With the reemergence of communicative language teaching, grammar is now recognized as a tool that supports accuracy, fluency, and overall communicative competence (Kellaghan & Greaney, 2001).

Three principles guide effective grammar instruction. First, grammar should reflect authentic language use and illustrate how structures create and negotiate meaning in context. Second, grammar must be integrated with the four language skills—speaking, listening, reading, and writing—rather than taught in isolation. Third, grammar learning should be embedded in culturally and academically meaningful tasks that promote both communicative competence and higher-order thinking skills (Raghad, 2012). These orientations move away from grammar as static knowledge and toward grammar as a resource for interaction, awareness, and problem-solving.

The challenge lies in the contradiction between two schools of thought. Advocates of the grammar-less communicative approach argue that grammar should be minimized, as errors self-correct through meaningful exposure. By contrast, the grammar-integrated communicative approach insists that explicit strategies are essential for improving accuracy and comprehension (Janadhvla, 2018). This study positions itself within the latter framework, while also responding to unresolved challenges in the literature: namely, how to provide learners with explicit grammar feedback without discouraging communicative practice.

To address this gap, this study introduces type error and token error strategies as innovative approaches. Type error strategies help learners identify recurring error patterns at the structural level, while token error strategies focus on individual instances of errors in performance. These approaches are grounded in grammar learning strategies theory, which emphasizes conscious noticing and corrective feedback as means of improving accuracy, and Krashen's comprehensible input hypothesis, which stresses that grammar instruction is most effective when learners can notice gaps in their language use while receiving meaningful input. By combining explicit focus on errors with communicative practice, type and token strategies aim to overcome limitations of both traditional grammar drills and purely communicative exposure.

This study therefore investigates the effect of type error and token error strategies on Iraqi EFL college students' grammar achievement. It hypothesizes that:

- There is no statistically significant difference in grammar performance between students taught through type error strategies and those taught traditionally.
- There is no statistically significant difference in grammar performance between students taught through token error strategies and those taught traditionally.

Literature Review

Educationally, teaching strategies occupy a pedagogic role in classroom teaching. They are one of the indispensable columns in the instructional system planned for EFL learners. Educators need to create a favorable learning environment for students by adopting modern teaching approaches that introduce new ideas, concepts, and strategies to meet both students' needs and lesson objectives (Ascione, 2024:33).Teacher in the classroom adopts such grammar strategies to remedy such grammatical errors committed by EFL learners and to ensure students with active

learning. In addition, educators design such grammatical strategies to develop recent perspectives for EFL learners to adopt 21st-century innovative teaching strategies (Dania, 2024, p. 56).

In literature, many innovative academics and theoreticians on grammar teaching strategies have fulfilled in ELT texts, like Syafryadin, (2022), Qingfang (2023), Pawlak (2023), Wang et al., (2022), and Mathur (2022) argued that grammar strategies occupy a significant reconstruction structural strategy as a futuristic direction in the classroom. Learners employ these strategies as a future orientation method to facilitate the application of multidisciplinary theory in the classroom. This research examines the impact of two instructional strategies, type-error and token–error, on teaching grammar to EFL learners, with the aim of enhancing their grammatical performance. The primary function is to create an individual-directed learner who can use grammar strategies fluently. Consequently, this research paper explains the role of grammatical strategies in developing successful learners with classroom grammar instructions.

Innovative Grammar Strategies

Pawlak (2024) confirms that English teachers ultimately prone to stimulate their students with a complete encyclopedia of grammar strategies through grammar teaching class (p. 174). They are actions and concepts that students intentionally use to make language learning and language use easier, more effective, more efficient, and more enjoyable. Different assumptions and ideas influence many grammar steps that vary based on the concept of grammatical structures. They are essential and key components of effective classroom management skills. According to Scott (2000), grammatical strategies highlight the importance of carefully studying grammatical principles to organize language elements properly and effectively (p. 63). According to Bayon (2015), the grammar strategy is controversial as it emphasizes exposing students to grammatical procedures in a meaningful and thorough manner so they may learn this strategy of the target language as naturally as possible (p. 77).

Grammar strategies clarify the steps, ideas, and structures for describing, analyzing and accessing the lesson in the class. Type- error and token- error are structural strategies used to identify and remedy linguistic problems made by students. They are essential for precision and appropriate language use. They serve to encourage students on their structural journey to competence. Possessing a solid understanding of grammatical structures is indicative of a well-educated person. Learners may comprehend sentence patterns by using grammatical rules. The primary focus of sentence patterns or structural elements is on type and token error strategies (Raghad, 2021, p. 7). Because of the fact that grammar strategies refer to procedures used by teachers to reinforce students' linguistic structures in language, the aim is to increase students' participation in daily lessons, as college students seek effective grammar strategies that enable them to explore new and flexible ideas, and structures (Kurtz, 2023: 77). Consequently, these strategies help identify and address weaknesses in grammatical structures. They consider innovative because they concentrate on successful and integrated development not only of grammar but also essential receptive and productive skills, like listening, speaking, reading, and writing. Grammar strategies are crucial for developing grammatically correct language forms when structuring language. To prepare students for communicative tasks, grammar strategies play a favorable role in language instruction. The study supports the assertion of Doff (2000) that students can convey structural meaning through constructing phrases, clauses, and sentences (Ur, 2003, p. 54).

Procedurally Alqahtani (2022) reveals the affective role of teaching strategies for EFL students (p. 27). These strategies provide them with the basic steps to acquire practical knowledge to enrich their thinking abilities. As a result, students will become innovator of grammatical strategies.

Type-Error Strategy Components

The only grammatical or structural errors that EFL learners produce when structuring the English language are the primary focus of this research. Several studies have sought to relate the use of type error strategy to L2 problems, specially subject-verb agreement, the use of definite articles, and time-tense mistakes. They are all elaborated in this section as type errors strategy components rather than the second-kind components of errors strategy (Elzamarabyan, 2020, p. 43).

Fotheringham (2024) indicates that students can improve their grammatical competence by using the type-error strategy, which is effective for successful grammar teaching (p. 34). It signifies as follows:

- Using authentic writing sentence patterns for everyday situations.
- Making learning process clear through anchor schemes and students assignments focused on structural concepts.
- Providing students with diverse presentations for different structural attitudes.
- Having students innovate nonverbal representation of structural circumstances (pictures, stories, gesticulations).
- Using related graphic affairs to motivate students in structural task.
- Encouraging participants to engage in various declarative, cognitive, and imaginative activities to expose them to diverse contexts, including the construction of grammatically correct sentences.
- Utilizing the vigor of digital apparatus for training and rehearsal.
- Teaching and modelling any grammar motif, think aloud to model grammar instruction.

Creating a successful learning atmosphere is when educators and students achieve more realization of structures or components of type error strategies that combine this strategy with lesson curriculum and classroom content. Students can exchange and participate in prior knowledge, broaden their structures by grammar extension, get innovative structures, create structures, build correct patterns, and achieve successful grammar strategy (Muthmainuah, 2022, p. 13). The components of this strategy are as follows:

Subject-Verb Agreement Strategy

Al-Jarrah et al. (2021) explain that the English language has a problem with subject- verb concord method, in contrast to several European tongues (p. 144). English language verbs explicitly specify for concord in the Present Tense and exclusively when the doer of the action is "third- person singular." This theme activates subject-verb concord in English appears plain. Yet, faults strategy is common in college students' work (Alahmadi, 2019, pp. 48-55). As is common in this research, grammatical errors in language chunks are denoted by an asterisk, as follows:

Subject-verb agreement errors strategy (Note: 1)

a. She *leave since the iron master's sister's bounteousness.
b. The hawker *come down the summon of the ironmaster.
c. *Mr. David *think of himself as a potent hidden person.

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d. *when another people views the looted dibs.
e. people who *lives a palatial existence."

Simpson (2018) indicates that the agreement mistake in statements (1a–c) occurs when general Present Tense form of a verb uses with a third-person singular subject (pp. 77). The third-person singular Present Tense structure of a verb applies to no third-person singular subject in sentences (1d–1e), which constitutes the agreement error. Despite the differences, if a student gives wide directions, all the faults in (1) may fix.

Subject-verb agreement error – rectification Strategy (Note: 2)

"S" or "es " should be appended after to a verb when it is in the present tense and contains a third-person singular subject. The bare form of a verb should use if it is in the present tense and has another subject. The following merits are treating subject-verb concord mistakes as type errors. It allows the student the appropriate time to increase the repair strategy made at the location of one error to another comparable one, while saving the teacher some "correction time." These additions undoubtedly demand the student's time and attention, but they are worthwhile as they encourage autonomous learning (Yousif, 2023, p. 126).

Indefinite articles strategy

The definite "the" and the indefinite "a"/ "an" are the two types of articles used in English. The unnecessary use of ellipsis and the insertion of articles when these articles where they are not needed can easily interpret as strategic errors. This strategy encourages students to visualize and assess their responses. Type errors also include blunders that involving one indefinite article instead of the other. Therefore, it leads students to fundamental ideas and procedures for better future forecasts with appropriate teaching methods and active manipulation of learning tasks (Raghad, 2021: 9).

Errors of replacement including " a"/ " an" strategy (Note: 3)

a. *an elated day
b. *an unity of nations
c. *an ubiquitous reality
d. *an yester week story
e. *an European voyage
f. *a obedient person
g. *an secure circle

Pak (2016) illustrates that the sentences above show these errors strategies usually happen before words that start with the letters " (e) u" and "y." (3a-e). Students are more likely to employ an in these cases because a must use structurally or grammatically before words with vowel-initial letters (p. 62). However, the need is one of sound rather than spelling: For a word to use before it, a vowel sound must be the first letter (as opposed to a vowel letter). Moreover, Harb (2014:87) suggests that utterances that go after *an* in (3a-e) all include vowel letters at the beginning. However the foremost of the letters stands for the gliding sound [j], which is not a vowel sound (Padgett, 2008, p. 80). As a result, the indefinite article " a" must use before words that start with a consonant sound. Since (3f, g) sequentially uses *a* before vowel and *an* in front of a consonant, the error strategy is more visible.

If students give the following two-point lesson simply once, all the mistakes strategy in (3) may fix promptly.

Errors involving indefinite articles – rectification Strategy (Note: 4)

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A. Prior utterances starting with vowel sounds," an " must be applied; otherwise, "a" ought to be applied.
b. The letters " (e) u" and "u" do not symbolize vowel sounds. So, "a" has to be used prior to words starting with the previous letters.

Similar to the previously mentioned faults in the subject-verb concord strategy, considering replacement errors involving indefinite articles as a type error strategy reduces the amount of "rectification time" required by the teacher. Providing students with time for correction enables them to apply the recommended solution to similar recurring errors, thereby promoting autonomous learning (Raghad, 2023, p. 725).

Time and Tense Strategy

Raghad (2020) suggests that the modal auxiliary verbs "will " and "shall " use to express future time in English (p. 12). However, English language considers to have only two main syntactic tenses: the past and the present.

Time-Related Issues (Note: 5)

a. *Last month, Tom and Julia are running to the seashore, they view an incident. [Past Time – Present Tense]
b. *Last month, I travel with my colleagues and I suggest taking a walk with them. [Past Time – Present Tense]
c. *Once upon a time, when there were no mobile devices, people spent good time with their loved ones. [Past Time – Present Tense]
d. *Was it a vacation this day for the tornado? [Present Time – Past]
e. *Eggplants were overpriced these days. [Present Time – Past Tense]

All the phrases found in Time -Tense difficulties have adverbial components that may identify the present or past tense of time. However, these sentences do not use the proper tense to convey time (Aslan, 2021, p. 55).

Chang (2021) draws on the following three-point strategies may use to fix issues with Tense and Time:

Time-tense problems: Reparation Strategy (Note: 6)

Tenses ought to rely on the markers of time:

- Past Tense with Past Time markers,
- Present Tense with Present time markers; as well as
- Future tense with future time markers.

Like the other types of error strategies listed above, the strategies outlined in the previous section need only to give once. It facilitates "correction time" for the teacher. To put what they just learned into practice, the students will then ask to apply them to further errors of the same kind. This study attempts to illustrate how grammar learning strategies support the development of grammatical performance among EFL college students, in the light of the positive results of previous research (Borkovska, 2024, p. 58). It focuses on EFL College students who often seek innovative skills by engaging with applying the grammatical learning approaches. A variety of structurally designed learning instruments, including tests, questionnaires, and grammar quizzes, use to promote students' grammatical performance. Through the structured use of grammar-reinforcing questions and insightful feedback, EFL college students encourage to apply grammatical rules both accurately and systematically. This can assist them independently recognize patterns and nuances related to subject connected with subject areas. These results stem

from relevant pedagogical requirements and the effectiveness of the instruments, both of which align with the actual needs outlined in the ELT college course curriculum.

Token- Error Strategy Components

According to Ur (1996), grammar token error strategy refers to a system of grammatical structures that govern how utterances are constructed from acceptable structural elements within a given language (p. 85). It sometimes draws on the structures and meanings that the statements own within the language as a whole. This strategy is considered one of the essential analytical competencies required for successful implementation of 21st century learning approaches. Additionally, Rivers focuses on viewing these structures in class as the framework language uses to function. She further notes that attempting to use language without applying token strategies is comparable to expecting a chicken to move without its bones-fundamentally impossible and structurally unsupported. She opposes using didactic explanations of grammatical rules to teach token strategy. Rivers teaches grammar strategies by giving students' exercises and tasks that enhance them to follow the rules, which helps them learn the structures, build performance memories, and incorporate the information into their syntactic networks (Barlow, 2019, p. 99).

Another relevant researcher who focuses on components of token strategies is Celce Murcia (1988, p. 90), argues that these teaching strategies ought to be rule-focused rather than meaning -focused. In addition, the study of Savignon (1991, p. 25), concentrates on the need for grammar and structure to construct grammar strategies. He explains that the components of token strategies are not particularly effective when learned as a decontextualized, sentence- level system in a second language rather than being taught as a goal unto itself, these strategies are tools and resources to use in comprehending and generating verbal and graphic discourse. Prepositional errors, irregular Past Tense endings, incorrect use of reflexive pronouns, and question tags- among other common issues- consider more appropriately classified as components of token error strategies components rather than type error strategies.

Irregular Past Tense

Fokert (2019) explains that suffix "d" (debated, dated, decided, fated, etc.), or "ed" (as in played, faded, demanded) often added to the verb stem to indicate the past tense in English (p. 164). However, several English verbs, including steal, tell, sink, know, think, fall, choose, and stick, grow into the past tense naturally without any suffixation. EFL students regularly make mistakes like those listed in the following paragraphs while dealing with irregular past tense formation (7).

Errors in irregular past tense formation (Note: 7)

a. *The hawker stealed twenty valuable things from the merchant's dwelling [correct form: stole].
b. *The thief stoled jewelry of his neighbor and ran away [correct form: stole].
c. *The boat drowned in the sea earlier; it had each aid [correct form: drew].
d. *Sir. Bob teached me at the college since 2005 earlier pensioning. [Correct form: taught]
e. *When I was a child, I stucked imprints on a memoir provided with my mother [correct form: stuck].

Zarrinabadi (2023) clarifies that in (7a, c, and d) the forms of the verbs typically appear wrongly in the standard Past Tense structure (p, 347). The regular Past Tense finishing "ed" is excessively appended to the irregular past forms of verbs in (7b, e). Because the verbs in issue have varied Past Tense forms, as a token strategy, every fault in the statements in (7) ought to be

addressed individually. Therefore, token errors rather than type errors should use to tackle problems in irregular Past Tense creation. Raghad (2023) informs that even among verbs that produce past tenses erratically, there are other categories. For example, changing the letter "I" to the letter "a" makes the verbs drink, sink, etc (p. 725) form the past tense. In whatever way, the whole verb stems ending in "ing" or "ink" go through Past Tense evolution in that method, as shown by the examples of *bring* (Past: brought), *catch* (Past: caught), and *teach* (Past: taught). As a result, it is advised against using class references when correcting irregular past tense creation errors.

Prepositions (grammatical strategy)

Tetreault and Chodorow (2008) discuss that for researchers who are interested in investigating the structural or grammatical strategies made by EFL students, a preposition offers a new arena (p. 67). It is common to see errors in students' grammar writing that include using one preposition instead of another, such as those highlighted in (8).

Wrong prepositions (Note: 8)

a. *for one such time, Tom &Julie had the opportunity to see their relatives [right preposition: on].
b. *In vacations, they moved to an excellent place for bus [right preposition: with].
c. *Tania knocks the cat hard by the stick [right preposition: with].
d. *He went back to the house in foot, whereas some have taken the metro [right preposition: on].
e. *Reem and Diana have been singing since ten years [Right preposition: for].

Noor (2024) demonstrates that it is obvious that each wrong preposition in (8) needs to substitute for the right one (p.95). When a student can write the same preposition in many contexts, it becomes difficult to address the error with a single corrective lesson in these circumstances. Such an extension might produce unfavorable outcomes, causing the student to use a preposition that is inappropriate for the context in place of one that is missing. Let us say a preceptor enters the fault in (8a) and specifies the preposition "for" has to be replaced with "on". In sentences where "at" is already the correct preposition, such as "Their mates will not be at the function," the students may substitute 'on' for 'at." Therefore, incorrect prepositions in context are processed and corrected as token strategies rather than type issues. Prepositions that frequently use can also state in this way, as in the examples at the bottom (Bolliger, 2018, p. 59).

Abundant prepositions (Note: 9)

a. *The teacher discussed about the positive aspects of communication devices with the students in class.
b. *Students ought to prepare essential things for the journey.
c. *Always people have the confidence to faith in their abilities.

The preceptor must also expressly point out any superfluous prepositions in (9), just like they did for the wrong ones in (8). If not, the student might extrapolate from the instances in (9) to other circumstances where prepositions are particularly important. In such an instance, when the predicate in (9a) was "spoke" or "spoken," the preposition "about" required. Verb "discuss" did not come before *about* or any preposition; the teacher should elaborate to the student, because it means "to talk about." In conclusion, it is preferable to treat prepositional misuse as a token problem that opposes a typo (Raghad, 2023, p. 725).

Reflexive Pronouns (RPs) and Question Tags (QTs) *(Note: 10)*

Zhang (2010) explicates that pronouns and tags look like each other. These syntactic structures produce the grammatical elements that come before them in a phrase (p. 99). For

instance, in the proper noun *Tania*, herself is the prior (10a). In phrase (10b), the verb *has* uses earlier, however the negative form *has not* in the tag questions corresponds to the verb *has* used prior in the sentence. *Instances (Note: 10)*

a. Tania does not remember herself when she sings a romantic song.
b. She has succeeded the race, has not she?

Faults as in (11) and (12), occur in the production of EFL participants, despite the relevant association between reflexive pronouns (RPs) and question tags (QTs), a relationship that may seem naive.

Faults in the application of RPs (Note: 11)

a. *Tom herself lent me the box [right RP: himself]
b. *Cows himself were unclean organisms [right RP: themselves]
c. *Rana yourself gave the cattle grass [right RP: herself].

Students of English language specifically prefer the word "*isn't it*," and it uses even when the part of the sentence that comes before the tag does not include *is*, or a *noun* that substitutes *it* (12b-d) (Hashemi & Daneshfar, 2018, p. 90).

Faults in the application of QTs (Note: 12)

- *They were not traveling abroad years ago, did they? [proper QTs: were they]
- *The relatives can buy the palace, is not it? [proper QTs: cannot they]
- *John would have visited his aunt, is not it? [proper QTs would not he]
- *We write the introduction this day, is not it? [proper QTs: do not we]

Problems with the application of reflexive pronouns and question tags frequently refer to as token mistakes since a pronoun or question tag that is true to such cases probably might not be true to other cases. Specifically, the preceptor must always see the predecessor of a reflexive pronoun and, its equivalent in any question tag, to apply the correct structure of the final mentioned to the student (Litharge et al., 2020, p. 101).

Related Research

Through surveying numerous literary studies that have tackled some aspects of the problem of grammar teaching strategies for EFL students, Muhammad et al. study (2023), grammar teaching strategies to build EFL learners' abilities in grammar lessons, found out that grammar strategies concentrate on creating dynamic and positive learning environment to EFL learners to construct their abilities and personalities. The goal of their study is to concentrate on the structural approach that has created a successful grammatical learning environment for students in the class, and has currently stimulated students to support their recent communication tactics. The researchers applied a descriptive study. Findings revealed that teaching tactics conclude how words fit together to form structural sentences. They regard as one of the key components of linguistic structures that encourage students to produce language effectively and meaningfully as they structure their communication techniques. One effective strategy to improve students' communication is to discover and remedy grammatical errors (Nunan, 2002, p. 94).

The study of grammar teaching through digital stories was covered by Ozkaya &Dogan (2023). The goal of this qualitative study is to develop a model for teaching grammar through digital storytelling in grammar teaching course.4th grade Turkish teacher candidates involve in unstructured observation in the institution in the United States where the study was conducted. The results indicated that digital stories are structural tools that enhance innovative correction and

create grammatical questions such as tags. Also, it prepares digital stories for grammar topics, integrate these topics into grammar lesson plans applying different teaching materials.

The study of Borg (2024), an evaluation of grammar strategies, based on type error strategy. The purpose of this study is to evaluate the performance of grammar error strategies relying on human evaluation approach applied to grammatical structures. The study was conducted from October 2023 to February 2024 at several colleges in Japan. The researcher used a descriptive approach. He applied interviews and observation as techniques for collecting data. The analysis of full dataset shows that the grammar type error strategy plays a significant and effective role in teaching grammar lessons. The findings of the study indicate that type error strategy creates a positive learning environment for students in class, thus it becomes one of the basics of environmental education. In the classroom, students face structural errors when writing and structuring grammatical sentences, so this strategy has a diagnostic role to discover weaknesses in grammatical structural errors, and diagnosis appropriate solutions. Also, one of the core elements is to concentrate on the structural aspect of type error strategy efficiently.

The study of Alhasan (2024), investigates grammatical type error strategy among English language learners in their academic grammar writing instruction (p. 68). He applied a quasi-experimental posttest design to examine the impact of students' common type errors strategy they use in writing grammatical structures. (111) Grammatical structures answers collected from EFL college students. Also, an interview conducted. The research data was analyzed using Corder (1967) error analysis model and James (1998) framework of grammatical type errors. Moreover, Brown (2000) taxonomy adopted correcting scheme by classifying the types of grammatical errors. The ANOVA test showed that EFL students have structural problems with subject-verb agreement errors (rectification strategy), articles, and time tense errors. These are associated with the most frequent error kinds, which contain a specific error strategy. The study discovers that teachers can foster their students with correcting type error grammar strategies in the class to ensure successful pedagogical educational instructions.

Similarly, the study of Atkins (2023), identifies the effect of token error grammar strategies on EFL college students in grammar teaching lessons (p. 76). This study aims to stimulate students' ability to use grammatical structures on a daily basis through daily lectures. According to the structural perspective, token error strategy is to view as a framework that asks questions about the structure of grammatical items rather than the content of sentences in a discourse. The study indicates that historically, the students taught the strategy in the same time period of communicative language usage. Stern brought up the same issue, stating that the original focus of grammatical strategies is on linguistic or structural proficiency. Ninety college students took part in this study, both male and female. College students are divided into three groups. Three tests administered to all groups. The result of the study revealed that all the examinees in all groups achieved progress to a great extent and improvement.

One more significant researcher, Savignon study (1991), investigated the effect of token error strategy on ELT classes (p. 25). The study focused on the investigation of token error grammatical structures in ELT. Rather than taught as a goal unto itself, these grammatical structures are tools and resources used in comprehending and generating innovative methodologies. He depicts that token strategies components are not particularly useful when learned as a decontextualized sentence-level system in a second language. Prepositional errors, irregular Past Tense endings, the incorrect use of reflexive pronouns, and question tags - among the common faults strategies – consider more appropriately classified as components of token error

strategies rather than type error strategies. This research study revealed that token strategy has a significant and vital impact on the students' structures, specifically in ELT lessons.

Eckert study (2023), token-based strategies elicit the reward error and increase engagement of students explored essential academic success. The study aims to foster students to engage with token- based strategies through extrinsic rewards. In a quasi-experimental study design, 105 students participated in a classroom-based token strategy. All students gave a pretest. After 4 weeks of the experiment, they took the posttest. This study showed that token strategies excess students' engagement in grammar components, working by groups, and performing positive learning objectives with correct grammatical structures.

Methodology

This section outlines all the procedures applied to investigate how new grammatical strategies regarding type and token errors affect EFL students' performance in grammar teaching. It takes from the literature and theory. The outline includes the experimental design, population and sample, equalization of the experimental and control groups, research instrument, and teaching material for experimental study. A range of instructional activities and resources were used to apply the tow error-correction strategies, the type error strategy and the token error strategy. Students were regularly encouraged to reflect on their own mistakes and to negotiate proper forms in peer interactions through discussions. Sentence cards and comparison cards were included to assist students in recognizing and fixing lexical and grammatical mistakes in context, enabling them to see the distinctions between proper and improper forms. Students' ideas were arranged by using mind maps and innovative graphics to show the connections between words, categories and structures. These processes made it easier to fix type-level mistakes. Through collaborative practice opportunities offered by group activities and quizzes, students were able to identify token-level mistakes like spelling and word choice and reinforce proper forms through peer help and repetition. When combined, these methods made sure that the tow strategies were incorporated into dynamic and interesting teaching methods rather than being used separately.

Research Design

The study explored the effect of two grammar teaching strategies, namely type and token errors on the grammar performance of Iraqi EFL college students. To achieve the aim of the present study, the researcher applied Quasi-experimental design. A non-randomized control group post-test design used to investigate the hypotheses of the study. The whole experience achieved inside the classroom. Teaching content selected to contain correcting sentence errors in Stageberg's *An Introductory to English Grammar*. The experiment started on 1/10/2022 and ended on 1/2/2023. For five months, the teacher taught the control combination by traditional strategy. On the other hand, two empirical combinations received instructions to type and token errors strategies, which assessed by a grammar test to show the effect on the students' grammar teaching. Data from the present study collected.

Participants

In the first semester of the 2022 academic year, 850 college students, from the department of English, made up the study population, distributed on five Iraqi Colleges of Arts: Baghdad, Almustansiriyah, Babil, Wasit, and Kufa Universities. (100) Third-year college students from Imam Jafar Al Sadiq University were the study sample. The researcher herself taught the

participants for five months, from 1/10/2022 to 1/2/2023. The participants were divided into three groups: the first experimental group (section A) had (33) students who exposed to type errors strategy, the second experimental group (section B) had (33) students who exposed to token errors strategy, and the control group (section C) had (34) students who randomly chosen and exposed to traditional teaching strategy. The three groups took grammar teaching tests before and after the research experiment.

In this research study, the three groups equalized according to certain variables. These variables involve the ages of participants, the father and mother educational backgrounds of the participants, and the participants' performance on the pretest scores. The equalization of the three groups at the academic level of the student's father and mother calculated by Chi-Square values at 0.05 significance level. By applying ANOVA for age variable, it found out that the computed F-ratio is (0.422) which is lower than the tabulated F-ratio which is (3.021) at 2 and 116 degrees of freedom and 0.05 significance level. As a result, there is no statistically significant differences among the three groups at the age variable as shown in Table One.

Table 1. *ANOVA Statistics of Equalization among the three Groups in the Age Variable*

Variance	Sum of Squares	d.f	Mean Square	F-ratio	Level of Significance
Between Groups	274.351	2	157.121	0.422	0.05
Within Groups	457.222	116	245.654		
Total	731.573	118			

Applying ANOVA to pretest variable, it found out that the computed F-ratio (1.72) was lower than the tabulated F-ratio (2.02), at 2,116 degrees of freedom and 0.05 significance level. Thus, there is no statistically significant difference among the three groups in the pretest variable. It concludes that the three groups are equivalent depending on this variable as shown in Table Two.

Table 2. *The ANOVA Statistics of the Equalization among the three Groups in the pretest Variable*

Groups	Sum of Squares	d.f	Mean square	F –ratio Computed	Tabulated	Level of significance
Between groups	20.543	2		1.72	2.02	0.05
Within groups	541.324	116				
Total	561.867					

After finishing the pretest in the two experimental groups and the control group, and then applying the ANOVA formula for the three groups, the statistical treatment of mean scores for the three groups calculated. The mean score of the 1st experimental group is (40.14) whereas it is (42.41) for the 2nd experimental group, and (24) for the control one. The three groups' respective standard deviations are (3.312), (4.25), and (5.93).

Table 3. *Mean scores and standard deviations of three groups on grammar performance posttest*

Groups	Sample size	Mean	Standard Deviation
1st Exp.	33	40.14	3.312
2ndExp.	33	42.41	4.25
Control	34	24.12	5.93
Total			

0.05 significance level and with 2,116 degrees of freedom, the computed F- ratio which is (90.66) is higher than the tabulated F-ratio (3.055). It shows that there is a statistically significant difference among the three groups on grammar teaching posttest as shown in Table Four.

Table 4. *ANOVA results of the three groups of grammar performance posttest*

Source of variance	Sum of squares	d.f	Mean square	F-ratio Computed/tabulated	Level of significance
Between groups	454.22	2	2511.22	90.66 3.055	0.05
Within groups	263.31	116	21.23		
Total	717.53	118			

Research Instrument

The instrument for this research study was a pre-posttest on grammar teaching. It has provided to the three groups after fifteen weeks of intensive English grammar instructions. The researcher gave grammar teaching instructions in type error and token error strategies to the three groups then took a three-question test. Certain rubric standards for testing grammar were included such as grammar structures accuracy, range of grammar usage, error frequency and severity, sentence formation, suitability of grammar to context, consistency, and clarity and comprehensibility. The test was a multiple- choice exam that included specific grammatical structures and several comprehension passages. These syntactic areas outlined in the teaching curriculum for study during the first session. Grammar areas selected carefully to relate to certain grammar aspects and the subjects of the units in the prescribed textbook. The students had enough time to write their responses to the test questions. Sooner or later, to avoid the expected results of the other irrelevant factors in this study, the investigator herself determined to comprise a control combination of this research. It is essential to mention that the three combinations were, to a similar extent, influenced by the English settings. The achievement of these three combinations was much the same as the beginning stage previous to the experiment. The three question test involves as follows: Question one includes a reading passage, followed by choosing the most suitable answer from 10 multiple-choice questions (MCQs). The second question deals with correcting the verbs between brackets for 10 items. The third question involves in remedying grammatical sentences.

Posttest

The posttest administered following an intervening time of five months. Though the interval was long, notable exam impact was not seen. Participants could not logically influence by the pretest. Exam outcomes were numerically interpreted and calculated.

Questionnaire

Questionnaire used by the researcher to determine and assess the ideas and viewpoints by students with applying grammar teaching strategies. It consisted of items with responses ranging from always to never. To decide if there is statistically significant variance among the three combinations of grammar teaching strategies, Chi-square method has applied. The calculated (***x 2***) value is (8.10) is less than the tabulated (***x 2***) value that is (12.15) at eight grades of freedom and 0.05 level of significance. Thus, there are no numerically significant variations among the three combinations in grammar teaching strategies. This means that the three groups are equal in applying these strategies as shown in Table Five.

Table 5. *Chi-square for statistical Difference among the three groups in grammar teaching strategies*

Group	Always	Often	Sometimes,	Rarely,	Never	Total	Calculated	**X2**	Tabulated	d.f	Level of significance
1st observed	38	131	380	820	886	2055	8.10		12.15	8	0.05
Expected	55.5	140.5	305.7	810.9	890.70						
2nd observed	51	312	360	705	811	2239					
Expected	46	140.05	370.04	701.8	815.55						
Control group Observed	60	155	301	703	707						
Expected	59	100	390.70	725.33	680.60						
Total	149	598	1041	2228	2204	6220					

Weighted mean and weighted percentiles of the three groups in grammar teaching strategies have indicated that the above strategies have not achieved by the three groups. The three groups are equivalent, so there is no statistically significant differences among them as shown in Table Six.

Table 6. *Weighted mean, weighted percentiles for the three study groups in grammar strategies*

Groups	Weighted mean	Weighted percentiles
1st exp.	1.90	38.32
2nd exp.	1.80	38.24
CG	1.95	38.66

Validity

Richards and Schmidt (2002:197) elucidate that face validity signifies the extent to which an instrument measures what it intends to measure, depending on the personal opinions of the evaluator. A jury of specialists, containing eight university professors and ten supervisors of ELT, validates the face validity of the research by testing the pre-post examination. The jury members confirmed the face validity of the instrument and provided significant input, getting correct views about the usefulness and adequacy of the items. The posttest has confirmed the validity and

appropriateness of the third- year university participants in the English Language Department. The questions attain the exam aim specification and gain 100% agreement of the total jury members.

Pilot Study

The pilot study of the research tool aims to determine that the test constituents and instructions are obvious. It estimates time required to administer the tool, and calculate too. 40 Third-year students from Baghdad University, College of Education for Women, randomly participated in this research study on September 12, 2022. The outcomes of the pilot study indicated that there is no fundamental suspicion concerning the given grammatical items and the instructions, and that the time required to implement the grammar test ranges from twenty to twenty-five minutes. Adopting the analytical scoring scheme of the test papers, the outcomes are arranged from highest to lowest. The researcher then divides the marks into two groups: An upper group comprising 27% of the total, which gained the highest marks of the test, as well as a lower group containing an equal number of test papers from those who achieved the lowest marks. Every group consists of (18) points. It completed to confirm the degree of difficulty and the discriminating power of each test item. The discriminating power of grammar test items found out to range between (0.55& 0.90), as well as the difficulty range is between (0.25 & 0.75). Therefore, all grammar teaching test items have agreeable and appropriate discriminating power and difficulty levels, regarding to Mehrens and Lehmann (1991, p. 180).

Reliability of the Research Instrument

ASQ (2024:90) signifies that reliability suggests stability of test scores of the same testees under similar conditions. The dependable procedure relies on the test results of the subjects being fixed and consistent; but if not, the test is unreliable. To calculate the reliability of the current study, it used by Alpha Cronbach method. The outcomes showed that all the points of the questionnaire are reliable and appropriate. The consistency coefficient reveals to be (0.90). This result considers agreeable according to Mehrens and Lehmann (1991, p. 255). To calculate the reliability of the posttest, first, the Alpha Cronbach Method is used by the researcher, yielding a score of (0.88). Second, is by applying Pearson Formula. It discovered that Pearson Correlational Coefficient rates at (0.80). This value is reasonable by Mehrens and Lehmann (1991, p. 255). The test question items took from student grammar book titled "An Introductory to English Grammar" by Stageberg (2000).

Teaching Material for Experimental Study

After supplying the grammatical teaching material, the teacher selected a lesson in grammar teaching and suitable learning resources. The teacher brainstormed a discussion, asked students grammatical questions, and focused on various grammatical structures as well as on grammatical concepts and problems. Then, she responded to students' feedback after producing the selected lesson until the intended instructional objectives were achieved. Later, the teacher completed grammar tasks designed to assess and facilitate the students' ability to perceive grammatical structures that cause vagueness. In contrast with traditional structural methods of teaching grammar, the study inferred that specific grammatical structures have improved students' ability to comprehend grammar both functionally and syntactically. In addition, sentence cards, mind maps, comparison cards, group activities, and quizzes, along with graphic innovations, provided different grammatical learning materials. These grammar- supportive media stimulated

students to attain a clear understanding of structural elements. These learning aids helped them think critically and study deeply and accurately. These learning tools provided students with opportunities to think, structure, and produce content correctly. Teachers supported the students in structuring and sequencing the content and provided them with teaching resources that could assist in organizing information in class. During grammar lessons, students can track the structure and grade that the teacher has designed. Attentively, they become aware of and can notice every structure the teacher presented earlier while explaining the grammatical points in class. Students organized and structured class content in every session. Then, the teacher accumulated such structures and asked students to sequence them into grammatical patterns previously taught. This approaches helped them generate flexible and varied grammatical patterns by dividing the structures into their constituents, then combining or putting them together to form complete units by applying grammatical strategies. The teacher chose to document and store the results of this instructional method to teach other problematic grammatical areas in the future.

Final Administration of the Posttest

After confirming the posttest's validity and reliability, it was finally administered for the current research. On February 1, 2023, both the two experimental groups and the control group underwent a similar administration of the posttest on grammar teaching.

Analytical Scoring Scheme of the Posttest

The posttest analytical scoring scheme for the three questions of grammar teaching strategies is that one point is allotted to the correct item while (0) is allotted to the incorrect one, as shown below: In question 1, the teacher instructs the participants to read the comprehension passage carefully, and answer the items of MCQs that have some grammatical difficulty. Then, they select the most suitable choice. The total number for items of the first question is (10). Each item has (1) score for correct answer and (0) score for incorrect answer. The second question deals with (10) items of correcting the verbs between brackets. Each item has one score. The third question is about (10) items of correcting grammatical sentences, i.e. circle the part of the sentence that is ungrammatical. Each item has (1) score as shown in Table Seven

Table 7. *Specification of the achievement posttest*

Q No	Type	No. of Items	Category	Total score
1	MCQ	10	Objective	10
2	Correct verb between brackets	10	Objective	10
3	Correcting grammatical sentences	10	Objective	10
Total				30

- Question one (10 scores):10 MCQs
- Question two (10 scores):10 items of correcting the verbs between brackets
- Question three (10 scores):10 items of correcting grammatical sentences

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Data Analysis

This section elucidates the data analysis attained from the participants' answers on the posttest achievement and how the outcomes concern the aim and hypotheses of this research study. The current study utilizes the Two Independent Samples ANOVA test to investigate the two hypotheses that there is no numerically notable distinction between grammar average variation of the participants who are employing type error procedure as well as those of the participants who are teaching relying on the conventional approach. The second null hypothesis states that there is no numerically notable distinction between the grammar average variation of the participants who are employing token error procedure and those of the participants who are teaching relying on the classical approach. The current study may enrich the data to fulfill its stated aim, which is to study the influence of new grammatical strategies regarding type and token errors in different grammatical settings and to examine how their use affects EFL students. The data collected from the ANOVA test for independent samples was obtained after participants' completed responses on the posttest achievement and the questionnaire. The data was then analyzed to determine the statistical differences among the two experimental groups and the control group.

Results

Results Belonged to Grammar Teaching Posttest

This section elucidates the data analysis, how do the outcomes associate with the aim as well as the hypothesis that began that there are no numerically notable distinctions among the students' groups who are employing type error strategy, token error strategy as well as the traditional approach in their mean scores in grammar teaching? Mean scores and standard deviations are counted for the three groups as indicated in Table Eight.

Table 8. *Mean scores and Standard Deviations of the three groups in the Grammar teaching post-test*

Grs.	N.	M.	S.D.
CG	33	26.31	2.60
EXP1	33	44.60	2.17
EXP2	34	40.50	2.25
Total	100	10.22	2.018

To reveal the value of the diversity among the mean marks of the three combinations in grammar, analysis of variance applies to point the place results are indicated in Table Nine for teaching grammar.

Table 9. *Analysis of variance for revealing the value of diversity among the Mean scores in Grammar*

source of variance	Sum of squares	Mean square	Calculated F-ratio	Tabulated F-ratio	d.f	Level of value
between combinations	90.22	42.333	5.22	3.05	2.97	0.05
within combinations	811.15	7.17				
Total	901.37	49.503				

Table 9 indicates that the calculated F-ratio that is 5.22 is greater than the tabulated F-ratio that is 3.05 at a level of value (0.05) as well as (2) & (97) degrees of freedom. That shows a numerically important diversity among the three combinations on the grammar posttest.

To distinguish the source of variance among the three combinations in the grammar posttest. Scheffe′ test uses for post contrasts between type error and token error strategies. Results related to grammar are indicated in Table Ten.

Table10. *Scheffe' Value for the contrasting among the three groups in the grammar posttest*

Group		Mean variation	Crucial Scheffe
1st exp.	-2nd exp.	2.1	3.5
	-CG	16.04	4.055
2nd exp.	-1st exp.	2.1	3.5
	-CG	13.22	4.055
CG	-1st exp.	16.04	4.055
	-2nd exp.	13.22	4.055

Table 10 clarifies the following:

-The calculated Scheffe merit for the distinction between the 1st experimental group and the 2nd experimental group is 2.1.This value is less than the crucial Scheffe value of 3.5 at the 0.05 significance level. That shows no analytically important diversity between the 1st and 2nd empirical groups.

-The calculated Scheffe value for the distinction between the 1st empirical and control combinations is 16.04, which is higher than the crucial Scheffe value of 4.055 at the 0.05 significance level. That shows a significant numerical differences, favoring the 1st empirical combination, which taught by using a type error strategy.

-The calculated Scheffe static for the variance between the mean score of the 2nd empirical combination and the control combination is 13.22, which is higher than the crucial Scheffe value of 4.055 at the 0.05 significance level. That shows there is analytically significant variation in favor of the 2nd empirical combination, which taught by token error strategy.

-Table 9 shows the comparing results between the first and second empirical combinations. The calculated Scheffe value for the distinction between the average marks of the 1st empirical combination with the control combination is 16.04, which is the same for the second empirical combination with the conventional combination 13.22. At the same time Scheffe crucial merit of 3.5 for first and second empirical groups found to be significant at the 0.05 significance level. Therefore, the calculated Scheffe merit for the distinction between the average marks of the first empirical combination is greater than those of the second empirical group. The current study concludes that there is a numerically substantial variation for the benefit of the first empirical combination, which studied by the type error strategy. This justifies the impact of type error strategy on EFL university students' performance in the grammar teaching posttest as show in Table Eleven.

Table 11. *Scheffe' Merit for the comparison between 1st & 2nd empirical combinations*

Groups	Average distinction	Scheffe crucial merit
1st exp.	16.04	4.055
2nd exp.	13.22	3.5

When comparing the 1st and the2nd empirical combinations with the third, the highest average mark is for the 1st empirical combination 44.60.In contrast, the second empirical combination has average of 40.05, and the control combination has 26.31. The average difference between first and second empirical combinations and the control combination is 14.22.The crucial Scheffe merit is 4.055, while the mean difference is14.22, which is greater than the essential Scheffe merit. The current study findings indicate that a numerically substantial variation in favor of the 1st empirical combination that taught by the type error strategy. Based on the ANOVA test, the first experimental group's performance (M=44.60, S .D=2.17) was significantly higher than the other two groups. It concluded that the first strategy is successful in mastery and accuracy in grammar teaching in class as shown in Figure one.

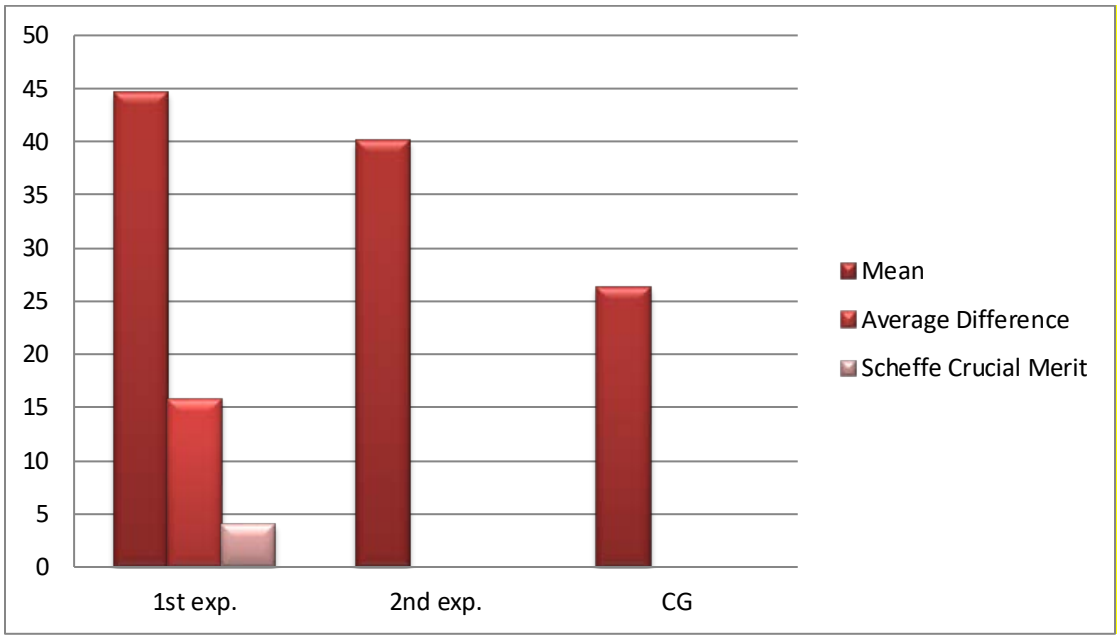


Figure 1. Bar Chart of compound comparisons among combinations by Scheffe Test

Discussion

Literary studies highlight meta analyses and innovative classroom studies. These studies concentrate on grammar accuracy and observe grammatical patterns to attain meaningful improvement. It has been illustrated that type-error strategies in EFL classes engage students to plan, organize, and create structural patterns that stimulate communicative outputs and enhance learner autonomy creation (AlTameemi and Al-Tamimi, 2025, p. 439). Through this research study, the researcher intended to highlight some significant points regarding the strategy used. Findings show that type error strategies focused on greater grammar accuracy and transfer than the second token strategies. Students achieved higher comprehension and utility for typo questionnaire practices. Students with high motivation and independence attain better results under the type strategy, whereas those with low motivation availed less outright. Therefore, motivated students exploit profound conversion. They tend to use AI grammatical tools as valid applications, they do not constantly clarify structures or compare L1/L2 grammatical structures, which reduces transfer. The study indicated that feedback with no metalinguistic clarification proposes native remedy, not rule popularization. Token practices rarely face bad evidence in texts; thus, students learn by heart the correct appearance with no control over previous reflexive concord. Typo strategies make these chains clear (Philipose, 2022, p. 22). It is implicated that token tasks reprocess similar lexical structures, encouraging learning material. The research outcomes reveal how type and token error strategies influence participants' grammar teaching. Examining the posttest outcomes of the students' grammar performance among the three groups, it discovered that the first experimental group's achievement scores in applying the type error strategy were statistically significantly higher than those of the second experimental group and the control group, with a significance level of 0.05. In agreement with the studies of Borg (2024), Alhasan (2024), and Muhammad et al. (2023), the type error strategy has an immense and vital role in improving EFL college students' level in correcting grammatical errors. Also this strategy offers modern and

significant methods of creative grammatical correction. Gradually, it starts from a simple to a complex level of correction. Therefore, the examiner concentrates primarily on structural errors to enrich examinees' academic performance. This innovative strategy fosters the participants' ability to correct structural errors fussily. As a result, students are encouraged by their teacher to avoid committing grammatical errors and have the opportunity to build good structural phrases, and sentences ideally. They feel no pressure and relax while constructing their structural items successfully.

Conclusion

According to the findings of the present study, innovative grammar teaching strategies—particularly the type and token error strategies—proved useful in addressing structural problems among Iraqi EFL college students. A central conclusion is that the type error strategy was statistically more effective than both the token strategy and traditional methods, as shown by posttest results at the 0.05 significance level. This indicates that type error strategies lead to greater grammatical accuracy, comprehension, and error correction.

The study also revealed that students' motivation and autonomy play an important role in the effectiveness of the strategies. Highly motivated and independent students benefited most from type error practices, while less motivated learners showed limited improvement. Furthermore, feedback without excessive metalinguistic explanation encouraged students to correct errors naturally, reducing negative transfer from L1 structures.

Token strategies, in contrast, underperformed due to L1 interference, low variability, and limited feedback, leading to memorization without deeper control over grammatical patterns. Nevertheless, token practices still offered opportunities to recycle lexical structures and reinforce basic forms.

Overall, the type error strategy stands out as a pivotal approach for ELT grammar lessons, since it fosters structural accuracy, supports communicative use of grammar, and encourages students to build correct phrases and sentences with confidence. By gradually moving from simple to complex correction, this strategy enables students to internalize grammatical structures effectively. Therefore, the integration of type error strategies into college curricula is highly recommended, as they not only improve grammar achievement but also enhance learner autonomy, motivation, and communicative competence.

Recommendations and Suggestions

Based on the outcomes and conclusions, the following suggestions are significant: When students are not positively taking part in the grammar correction process, some obstacles that would face instructors in grammar teaching process. Teachers have to clear the way for students' selection new methods focusing on how to correct structural errors by teaching new methods of grammar teaching strategies. The proposed type error strategy is studied as a learner-centered method inside the class to stimulate intellectual grammatical structures. Similar to an established approach, students have to choose their method of learning grammar to increase their engagement. Instructors still play a vital role in helping students to attain their learning objectives by acting as effective facilitator of content structures. Each pace is stimulated, pictured, and planned by the teacher. Teachers have a vital role to orient the students if they have not the stimulation to learn or cannot organize the goals of the suggested learning scheme. To increase the effectiveness of students' grammatical learning strategies, teachers must conduct a complete investigation of

curriculum content, the educational environment, and the learners' readiness. Upon submitting recommendations for recent studies, it is important that researchers examine the proposed grammar teaching strategies to learners in various environments, such as colleges and different academic sections. To assist students in enriching their grammar correction accuracy in different aspects, grammar teaching strategies must focus on these correction techniques. Exploring how grammar strategies influence students' proficiency in improving and inventing other grammar strategies, such as self-correction of structural errors, is the main concern of this study. The current study is concerned with how grammar strategies affect EFL students' stimulation and standard of participation during teaching grammar.

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