**Grammar is a Painkiller Not a Pain Threshold**

1**- De Facto Learners’ Levels**

The ESL/EFL teacher should not correspond the excellence of the ESL/EFL learners with their capability of assimilating grammar. Some learners may demonstrate some success in handling other aspects of the English language and failure in other aspects .This does not mean that these learners are not up to the standard that they can show excellence in acquiring the language. They may stumble in learning grammar, but they may show wonderful ability to communicate with the others in everyday life .So here, the question of properly utilizing grammar will gradually find its way in their fluency. Therefore, the ESL/EFL teacher should accept the de facto learners’ levels.

2 - **Grammar is the Art of Making Up Sentences that are Semantically Meaningful**

Vocabulary building is the capability of the ESL/EFL learners of enriching their vocabularies in multiple themes in English language along their journey of building their English while grammar is the capability of gathering vocabularies in sentences that are semantically meaningful.

The ESL/EFL teacher should not separate their explanation of any new grammatical point away from contexts that reveal how this point functions in our everyday life English. Unfortunately, there are still ESL /EFL teachers who focus on teaching grammar without referring to how it can be used in writing skills or practical conversations or dialogues. In fact, this orientation shows definite failure, as learners may end up memorizing some grammatical rules without comprehending the purpose of their existence.

3 -**Grammar is a Good Communicator**

In relation to the previous point, grammar classes should be presented by the ESL/EFL teachers in a communicative fashion away from dry theoretical materials that could cause boredom to many learners. Presenting grammar in a communicative fashion will definitely address all the linguistic levels of the learners. Learners do not have to fall into the trap of incomprehension as a result of the inflexibility of the presented materials.

It is the ESL/EFL teacher who can facilitate and complicate grammar. So they have to perceive the kind of activities and exercises that are commensurate with the levels of their learners in the classroom.

4- **How to make ESL/EFL Learners Use Grammar**

The ESL/EFL learners should be keen in keeping their classes in groups, so that group discussions are assigned and learners are encouraged to discuss and argue using the grammar they have been learning during all their courses or course. These discussions could be in-class discussions or at-home discussions. What is meant by at-home discussions that the teacher could assign grammar activities in the form of conversations or role play games to be in groups out of the classes?

So the groups have to get together to get into discussions around the assignments. Indeed, these two sorts of discussions (in-class and at-home discussions) are effective.

5- **Correcting Every Single Grammatical Mistake**

Some ESL/EFL teachers tend to correct every single mistake made by learners at every single time they commit these mistakes. Unfortunately, this orientation will result in negative results. These learners might get discouraged and may discontinue completing the courses. Psychologically learners might feel disappointed and that they are incapable of assimilating enough information and that will eventually lead to their desire to decline to attend the classes with this teacher.

Therefore, the ESL/EFL teacher may overlook some of these mistakes if these are not egregious, but again this has to be carried out in, for example, conversation classes or group discussions, but not, in their writing skills assignments.