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**Exploring the Relationship Between Grammar Learning  
Strategies Use and Grammar Competence  
Case of Second Year Students at M'sila University**

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Requirements for the Degree of Master

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## **Dedication**

*To my precious parents who support me all this years.*

*To my brothers and sisters.*

*To my grandmother.*

*To my friends and all those who touched my heart.*

*I dedicate this work.*

### **CHARIKA**

*To my precious, lovely, and gorgeous mother*

*To my wonderful father, brothers, and sisters who were  
always such a great support*

*To my home El-fateh Association for Orphans Care*

*To my dearest friends everywhere*

*I dedicate this work*

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## **Abstract**

Grammar can be a very difficult topic in second language learning. Learners tend to use a variety of techniques and strategies to acquire grammar. This fact raises many questions concerning to what extent Grammar Learning Strategies (GLS) affects students' grammar level. Therefore, the current study explored the relationship between (GLS) that students use to learn grammar and to develop their Grammar Competence (GC). It also investigated the use of grammar learning strategies by students. This investigation was conducted among Second-year students at the level of the English department at M'sila University. Only 62 students were selected to participate in this study. It was based on the use of correlational method where data were collected both quantitatively and qualitatively through interviews, questionnaire, and a test. The findings of the study revealed that there is no significant correlation between GLS and GC.

**Keywords:** *Grammar Learning Strategies, Grammar, Grammar competence. Correlation method*

## List of Abbreviations

<b>ALM</b>	Audio Lingual Method.
<b>CBLT</b>	Communicative Based Language Teaching.
<b>CCLT</b>	the Cognitive- Code Learning Theory.
<b>CLT</b>	Communicative Language Teaching.
<b>DM</b>	the Direct Method.
<b>EFL</b>	English as a Foreign Language.
<b>ESL</b>	English ad a Second Language.
<b>GC</b>	Grammar competence.
<b>GLS</b>	Grammar Learning Strategies.
<b>GTM</b>	Grammar Translation Method.
<b>LLS</b>	Language Learning Strategies.
<b>OPGDT</b>	Oxford Practice Grammar Diagnostic Test.
<b>SILL</b>	Strategy Inventory for Language Learning.
<b>SLL</b>	Second Language Learning.
<b>SW</b>	The Silent Way.
<b>TBLT</b>	Task-Based Language Teaching.
$\bar{X}$	Mean.
<b>SD</b>	Standard Deviation.

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# GENERAL INTRODUCTION

## 1. The background of the study

Over the last decades, the focus within the context of English as a Foreign Language (EFL) has moved from teacher-centered learning to learner-centered learning, where the learner is the center of the classroom and part of the learning process. A great deal of attention has therefore been paid to the way learners interpret and perform learning activities to reach a certain degree of proficiency. In other words, to assess the "psychological features, physical-mental ability, intelligence, habit, attitude and character traits" (Woodworth, R.S. and Marquis, D. G) that affect the learning of foreign languages.

Language learning strategies (LLS) are one of the personal aspects that learners employ in the learning process. In other words, LLS are intentionally applied by learners when they are attempting to increase their learning of the second language (L2) (Rubin, 1987). They are one of the key factors influencing L2 learning. As Scarcella and Oxford (1992) have pointed out, they refer to "basic acts, habits, measures or techniques-such as choosing a communication partner or motivating oneself to tackle challenging language tasks-used by students to boost their learning" (p. 63).

Like other aspects of language, grammar plays an important role in language learning. Ellis (2006) points out that many EFL learners see the process of grammar learning as having an academic understanding of the language, which helps students feel comfortable and secure when using the language. Likewise, it is believed that learning grammar provides a basis by which learners generate and construct their knowledge that enables them to use language efficiently. Therefore, EFL learners seeks to empower themselves with some techniques and strategies to learn grammar effectively. In this regard, it is important to know how learners

employ a variety of strategies and techniques to internalize language structures. These techniques are called Grammar Learning Strategies (GLS) which allow learners to acquire grammatical knowledge in order to learn language effectively. These strategies make it more likely that modern grammar will be used in new contexts, Oxford (1990).

A significant amount of literature has developed around the word GLS. It is worth considering that numerous studies undertaking GLS proved that the meta-cognitive strategies are the most commonly used strategy among students (Gimeno, 2000; Abri, Seyabi, Humaidi, and Hasan, 2017). In contrast, Zekrati (2017) reported that cognitive and social strategies are the most commonly used strategies of Iranian EFL students. Moreover, many researchers (Tilfarlıoğlu and Yalçın, 2005; pawlak, 2009) find that there is no significant relationship between Grammar achievement and GLS.

Gimeno (2000) claimed in his experimental study that the use of cognitive and metacognitive strategies improves the grammar of learners. Yet, many researchers have reported that there is a positive relationship between GLS and grammar level (Zekrati, 2017; Gürata, 2008)

## **2. Statement of the problem**

Extensive research has been conducted in SLA in order to identify the strategies used in language learning. Variety of studies have investigated the learning strategies utilized by learners to promote their language proficiency. Yet, little work has focused on GLS in relation to grammar competence.

Students at M'sila University's English Department are not aware of GLS and its impact on grammar learning. Yet, they are likely to use different techniques and strategies to learn grammar. Moreover, studies concerning GLS and GC has not conducted before in the Algerian context, while the findings of such studies around the world are rather controversial. Therefore, this research is conducted to illustrate the most frequently used GLS among second-year EFL

students at M'sila University, to highlight the students level of GC, and about the relationship between the use of GLS and GC.

### **3. Questions of the study**

Following the stated problem, this study seeks to answer the following questions:

- What are the most frequently used GLS among second-year EFL students at M'sila University?
- What are second year EFL students' levels of GC at English department of M'sila University?
- Is there a statistically significant correlation between the GLS use and GC levels?

### **4. Research Hypotheses**

The previous questions lead to the following hypotheses:

- Second year EFL students at M'sila university may vary in the use of GLSs
- The students may have high levels of grammar.
- There is not a statistically significant correlation between the GLS use and GC levels.

### **5. Objectives of the study**

The main objectives that are meant to be achieved in the current study:

- To determine the most frequently used GLS among second-year EFL students at M'sila University.
- To point out the effect of GLS on students' grammar achievement.
- To determine the most significant GLS in learning grammar

## **6. Significance of the study**

Due to the importance of grammar and grammar teaching in foreign language learning and teaching, it is needed to shed light on the techniques and strategies that students tend to use when learning grammar. This study is significant and worthy because it contributes to the learning and teaching context. The results of this study should help EFL students to find the best and effective strategies to use to simplify learning grammar. Moreover, it attempts to provide EFL learners with a comprehensible view of the importance of GLS use. Furthermore, this research will give teachers a view about the students' most used strategies that can be used to develop their teaching methods and how to handle grammar lessons according to the needs of their students.

## **7. Research methodology**

This study aims to investigate the relationship between GLS use and GC in M'sila University. Hence, a correlational method has been selected because of its appropriateness and effectiveness. Moreover, the study is carried out using the quantitative method to answer the questions.

a number of crucial and compelling steps were taken to achieve the aim of this study. Starting by the piloting study, where GLS questionnaire distributed to 15 third year EFL students to target any difficulties, and to assure the test feasibility, comprehensibility and reliability.

Furthermore, in the second step which is the main study a GLS questionnaire and a grammar test (Oxford practice Grammar intermediate diagnostic test- Oxford University press 2010) are administered to 62 students from second year License at M'sila University. The research tools were distributed whether online together or in pen and paper version separately, starting by the GLS questionnaire to the grammar test. The grammar test were corrected to

determine students' level in grammar. at the end, a correlation analysis was conducted to find out the relationship between GLS and GC.

## **8. Structure of the study**

This dissertation is divided into two main chapters, and each chapter is divided into sections. The first chapter reviews the related literature. The second chapter deals with the practical part of the study where the data collected will be analyzed, interpreted, and discussed.

The first chapter is divided into three sections, tends to provide an overview of LLS, namely their definition, classification, description, and importance. Besides GC, and GLS. The second chapter deals with methodology design, data analysis, limitations, pedagogical implications and recommendations for further research. It represents the research design, the method, settings, participants, the data collection tools, and the discussion of the findings.

## **9. Study variables definitions**

The following are operational definitions for the study's variables:

- **Grammar**

Grammar is viewed as the scientific study of grammatical structures, forms, and functions of a language. (Mandlhazi, 2001)

- **Grammar Competence**

Operationally, it is the score a student gets after answering the oxford intermediate diagnostic test that is used in this study.

- **Grammar Learning Strategies**

Are actions and thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable, Oxford

(1990). In this study, they are defined as all strategies students choose from the GLS Inventory questionnaire that describes their grammar learning process.

# CHAPTER ONE

## **Introduction**

Long before, LLS has seen an explosion in SLA as being the most helpful tools that learners consciously use in the learning process. Linguists consider them as a set of thoughts and behaviours that influence the way learners enhance their L2 learning. When language is being addressed, grammar must be in the forefront. Since it has a strong connection to language knowledge. Researchers have deliberately applied LLS as part of learning a language to ease learning difficulties and promote learning grammar. This led to what is today referred to as GLS.

This chapter, therefore, intentionally grants the theoretical background of LLS, grammar learning, and GLS. This chapter comprise sections. The first section summarises LLS and their variety of usage, their classification, and the factors that affect strategy choice. The second section starts with the description of grammar and GC; then illustrates the importance of grammar in teaching and learning languages, grammar teaching besides teaching methods, and finally some factors that affect grammar learning. Whereas the third section describes GLS and their classification, as well as their importance and variance in use.

## **SECTION ONE: LANGUAGE LEARNING STRATEGIES**

Study on learning strategies (LS) has been a key concern in SLA over the few last decades. This section includes a literature review of LLS. It sets out different definitions of LLS provided by major researchers in SLA, besides the LLS classifications basing on key figures perspectives in the field. This section deals also with the characteristics of the LLS given by Rebecca Oxford to specify the term of the LLS. Besides, it addresses some factors that primarily affect the strategy chosen by the learners.

### **1. Definition of Language Learning Strategies**

Among the different individual differences in language learning, LLS have been a central concern that interested many figures in the field, such as Oxford, Cohen, Rubin, O'Mally, and Chamot. Those figures proposed variously detailed definition for the LLS.

Oxford (1990) defines Learning Strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (p. 1)

Cohen (1998) defines LLS as thoughts and acts, selected by language learners, and operationalised intentionally to enable them to undertake a broad range of tasks from the outset of learning to the most rigorous levels of language competence. This definition goes in line with what O'Mally and Chamot (1990) developed in their conceptualisation of LLS. they refer to them as “one of the ways through which learners become actively involved in controlling their learning... strategies are thoughts and behaviours that learners employ to help them comprehend, learn, or retain information” (p.43)

Rubin (1975) viewed LLS as Methods or tools that a learner can use to gain knowledge. Similarly, O'Mally and Chamot (1990) provide a more explicit explanation to LLS, stating that they can be “techniques and devices used by second language learners (SLL) for remembering and organising samples of the L2” (p. 43).

LLS can be defined as the different physiological and behavioural actions that learners employ to internalise the target language knowledge, and therefore to communicate.

## **2. Classification of Language Learning Strategies**

Famous scholars such as Rubin (1987), Oxford (1990), and O'Malley and Chamot (1990) have classified learning strategies into several categories. However, almost all the classifications of LLS share the same key concepts and measures.

Rubin (1987), distinguishes between strategies that specifically contribute to learning and those that implicitly lead to learning. According to Rubin (1987), three categories of learners' strategies lead to language acquisition directly or indirectly:

**Learning Strategies:** Rubin divided learning strategies in two major types that specifically contribute to the growth of the learner's language system, which they are: cognitive learning strategies and meta-cognitive learning strategies.

**Communication Strategies:** that particularly focus on the mechanism of communication and transmission of interpretation or explanation of what the speaker meant rather than the study of language; speakers use communication strategies because their conversation fails regardless of their mode of communicating, or because of a co-speaker experiences misunderstandings.

**Social Strategies:** which provides practices that allow students to be familiar with their awareness and action. Such strategies may be adopted to expose the desired language, but they

contribute to learning implicitly because they do not explicitly relate to language acquisition, preservation, recovery, and usage.

Oxford (1990) has classified LLS into two main classes, direct and indirect, that comprise six classes (summarised in table 1).

**Table 1**

*Language learning strategies classification*

Direct strategies	Indirect strategies
Memory strategies: the ones used to store memory like Creative visual connection, implementation of pictures and sounds, strong analysis, and employing performance.	Metacognitive strategies: help students monitor their thinking, orient their study, in addition to the schedule, organise, and review the learning process.
Cognitive strategies: the analytical techniques used by learners such as Practice, accept and send messages, analysis, logic, and development of input and output structure.	Social strategies: contribute to better engagement with the target language such as asking questions, collaborate with others, and empathise with others.
Compensation strategies: that help learners bridge the communication gap between speakers and ensuring that the dialogue continues, for example, Excellent predicting, and overcoming voice and writing limits	Affective strategies: influence mental needs such as self-esteem by Reducing the fear, empowering yourself, and measuring the feelings.

The three different categories by O'Malley and Chamot (1990) of learning strategies are meta-cognitive, cognitive, and socio-affective strategies. Such primary strategies are further broken down into sub-categories.

Metacognitive strategies: which is a term to convey the executive function, strategies including learning preparation, thought on the learning process, tracking the development of comprehension, and assessment of learning after the operation completion (Hismanoglu, 2000). O'Malley and Chamot (1990) divided metacognitive strategies into three sub-categories; planning through Advance organisers, directed attention, selective attention, self-management, and functional planning; monitoring through self-monitoring, and evaluation through self-evaluation.

Cognitive strategies: They are restricted to particular learning activities that require the preparation of the instructional content themselves. These strategies have no sub-categories (Hismanoglu, 2000). They are employed directly through repetition, resourcing, translation, grouping, note-taking, summarising, deduction, recombination, translation, imagery and auditory representation, keyword method, contextualisation, elaboration, transfer, inferencing.

Socio-affective strategies: In terms of socio-affective strategies, they contribute to mutual interaction and communication with others (Hismanoglu,2000). They are divided into three sub-categories questions for clarification, cooperation, and self-talk.

Several researchers demonstrated and classified LLS. Nevertheless, it is of a crucial important to understand the characteristics of LLS that differentiate them from other influencing factors in terms of language learning.

### 3. Characteristics of Language Learning Strategies

Since LLS play a central role as facilitating tools in L2 learning, they have specific features that characterise them among the various factors that affect SLA. Oxford (1990) indicates some key features in the English LLS:

- Relate to the primary objective of communicative competence.
- Encourage students to shift themselves further.
- Boost teachers' roles. Teachers have the function to recognise learning strategies for students, execute learning strategies, and help students to become more autonomous.
- Are problem-centred. They are devices for solving a problem or fulfilling a process.
- The learner takes certain steps to improve the learning process.
- They include several characteristics of learners, not only the cognitive but also the manipulation of the new language. Instead, they include meta-cognitive features, such as planning, assessment, and own learning; emotional, social, and others.
- They provide direct and indirect learning assistance.
- They are detectable. It is not always easy to observe. For starters, it is impossible to observe the act of making mental connections, which is a memory strategy. Research can be done however in cooperation with others.
- They have certain awareness rates. They also represent the learners' deliberate efforts to control their learning.
- It can be learned through teaching strategies.
- They are adaptive, however, not so much in the same series or patterns.
- Inspired by a range of factors, such as desire, gender, nationality, age, and learning style.

#### **4. Factors influencing strategy choice**

The choice of strategies employed by SL learners plays a key role in second-language learning, as reported by Khamkhien (2010). Learning style, individual differences, motivation, nationality, duration of the study, and age are among the key factors that affect strategy choices in the field of SLA.

Diversities such as learning styles could influence the choices of learning strategies, as explained by Gyamfi and Sukseemuang (2018). Moreover, Researchers in the field have shown that differences in learning styles impact the choice of strategies that learners use, addressed by Ehrman and Oxford (1990). Besides the previous findings, Gallin (1999) reported that those who were more adaptive to cognitive learning styles are more eager than the less intuitive to use inferential reading strategies.

Individual differences can be another factor. Research has shown that the learners hold different choices about the L2 learning process concerning individual learners' differences such as extroverted or introverted that they have a direct influence on the learners' choice of LLS, Martínez (1996, p.107). Also, Extroverts have shown strong social strategic choice, whereas introverts more often use meta-cognitive strategies, as stated by Ehrman and Oxford (1989).

According to Gardner (1985), motivation and attitudes are the major sources of independent language learning. Oxford and Nyikos (1989) pointed out that students who are powerfully motivated to learn a language are likely to use a set of strategies. Additionally, Pintrich and Schunk (2002) noted that motivation includes all classroom activities, which influence the learning of new behaviours and the execution of previously acquired behaviours. Also, confirmed by Oxford & Nyikos (1989) that motivation has an underlying effect on the recorded use of specific strategies and the degree of active participation in language learning.

In their studies, Griffiths and Parr (2000) investigated nationalities as a factor in using LLS and compared European students with those from other nationalities. The results showed that European learners use strategies more than other nationalities. Moreover, Oxford (1989) stated that various studies have shown the potent influence of national origin or race on LLS choice.

Years spent studying a foreign language have a very important influence on factors that are related to communication strategies. Learners who study the language for a minimum of four or five years have used strategies more often than less experienced language students, Oxford & Nyikos (1989). Moreover, Purdie and Olive (1999) in their research emphasises the importance of language learning experience as a major factor in the choice of LLS.

Even though some researchers stated that age is not a significant influencing factor in strategy choice, but still others like O'Malley, Chamot, Stewner- Manzanares, Russo , and Kupper (1985) stated that adults do not follow the same attitude as students at high school. Furthermore, Akbarov and Arslan (2010) documented that Adult learners use more diverse and complex language learning programs rather than younger students basing on the findings of several studies.

It is quite clear from Cajski (1999) that factors that influence the selection of LLS are insulated to examine them individually. LLS functions simultaneously by the learner to develop their target language competence. Furthermore, they are determined by several factors.

## **SECTION TWO: GRAMMAR COMPETENCE**

The multiplicity of grammar definitions makes grammar an understood topic considering different aspects i.e. its place, role, and significance. They have been changing throughout the years according to the distinct language learning views. Recently, In the Communicative Language Teaching (CLT) approach, most of the researchers neglect grammar to be a part of the learning process. However, others put grammar in the forefront of language mastery. They assert that grammar is an essential part of language learning. Therefore, this section presents the theoretical background about grammar, grammar competence, its role, and importance in the L2 classroom, in addition to grammar teaching and the factors that might influence grammar learning.

### **1. Defining Grammar**

One of the hardest topics in the field of language teaching and learning is the meaning of grammar. Grammar means different things to different people. They place the term grammar according to their understanding. Therefore, there still a vigorous debate concerning what grammar is.

Webster dictionary provides several definitions of “grammar” including; “the study of the classes of words, their inflections, and their functions and relations in the sentence. A study of what is to be preferred and what is avoided in inflection and syntax. The characteristic system of inflections and syntax of a language. A system of rules that defines the grammatical structure of a language” (“grammar” n. d). These definitions emphasised grammar as the analysis of word groups in terms of their inflections, functions, and relations. Moreover, it presents grammar as a set of rules or the system that characterises a language.

Hornby (1994 as cited in Mandlhazi, 2001) defines grammar as the study and practice of the rules by which words change their forms and are combined into sentences. In other words, grammar is a set of rules that are studied and used to modify words and incorporate them into sentences.

Moreover, Clark (2008) defines grammar as “The systems of a language – phonology, morphology, syntax, semantics, and lexicon – necessary to form and interpret sentences”. He states that grammar is the system of language that is present in the different aspects of a language.

Furthermore, Thornbury (2005) extends the grammar definition to include the functional dimension. He defines grammar as a process for making communication clear when contextual information is lacking. He regards the social context in which grammar helps language users to communicate easily.

Briefly, we can suggest defining grammar as a set of rules that govern how to generate and use the different elements of a language to construct meaningful sentences and utterances.

## **2. Grammar Competence**

It is assumed that the primary purpose of FL teaching and learning is communication. However, to communicate fluently and accurately students need to learn the different grammatical rules and, therefore, to be grammatically competent. An individual is competent in some domain if he is able to solve problems in that domain and disposed of for appropriate use of the solution (White 1959; Klieme et.al, 2003).

Grammar is considered as a set of rules that organizes the relationship between the components of a sentence. Therefore, Grammar Competence (GC) is the ability to apply the

grammatical rules of language to form grammatically correct sentences and to use them effectively when using language. The term “Grammar Competence” (GC) deals with grammatical competence or what is called linguistic competence, which is the mastery of the language code (Van Der Walt, 1993). A language speaker should know and master the use of distinct elements when using language to be linguistically competent.

### **3. The Importance of Grammar in Language Teaching and Learning**

The importance and the role of Grammar instruction in a second language context is a frequently discussed topic. They have been addressed differently by scholars and linguists. Thus, there were many shifts in grammar presentation. But, for better language attainment and improvement, grammar plays an important role. It is considered as the heart of a language.

According to Azar (2007), the role of grammar is to “help students discover the nature of language” (p.3). Grammar allows students to know the different patterns that govern words, sounds, sentences, and meanings, and how they can use this knowledge to use language. Moreover, he stated that without grammar people would have only individual words, sounds, and signs to communicate.

Hence, grammar makes a connection between language components to form clear meanings. It enables learners to construct a meaningful, well-structured sentence using their grammar knowledge. Emery, et al. (1978) stated that “the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognise and to construct well-formed sentences” (p. 1 as cited in Mart,2013). That is since the learners are more aware of the different structures and rules of a language the easier they can understand and use language. Generally, grammar functions as an aid in the learning process rather than being a subject knowledge

#### **4. Grammar Teaching**

Teaching grammar is to show the way language works and how the different structures and rules are used to construct meaningful wholes. Accurate teaching of grammar guides learners to use the language correctly. It involves specifying the “presentation and practice of discrete grammatical structures” (Ellis, 2006)

One other possible way of defining grammar teaching is that it “involves any instructional technique that draws learners’ attention to some specific grammatical forms in such a way that it helps them either to understand it meta-linguistically and/or process it in comprehension and/or production so that they can internalise it” (Ellis 2006, P.84). This broad definition considers grammar teaching as a set of techniques and procedures that help learners to construct hidden knowledge of grammar that would be internalised through understanding, practicing, and producing. Hence, teachers should use a variety of techniques by which learners’ attention is grabbed towards certain grammatical structures and forms to internalise them.

In particular, since 40 years ago in the traditional method, teaching aimed to ensure that learners master the different elements of language. Henceforth, in the 1970s by the emergence of the communicative approach to language learning and teaching, grammar instructions start to be challenged in language acquisition. The focus was merely on communicative development. Grammar was considered being needless and disadvantageous. Eventually, Hymes (1972) made the distinction once he presented linguistic competence, which is the knowledge of the grammatical rules as an aspect of communicative competence. He has connected language use and linguistic competence.

## **5. Grammar Teaching Approaches**

One of the issues in grammar teaching is controversial ideas about the most effective teaching approach. Whether to teach grammar deductively or inductively.

### **5.1. Deductive Vs. Inductive Grammar Approaches**

The deductive approach, also referred to as rule-driven learning, is a traditional approach that is derived from the deductive reasoning that works from general to specific, i.e. top-down direction. Deductive grammar instruction refers to top-down, direct, and explicit ways that raise students' awareness of grammatical structures (Crystal, 2003). In light of this, teaching grammar using the deductive approach deals with presenting the target language rules first and then the application. That is to say, the teacher presents explicitly the rules followed by examples that highlight the grammar structures while students tend to apply what has been taught in their examples.

The positive aspect of the deductive approach is that it respects learners' intelligence and acknowledges the role of the cognitive processes in language acquisition. It also gets straight to the point and therefore can save time, because it simplifies and exemplifies grammar rules clearly and quickly. Another advantage is that it helps the teacher to deal with grammar rules once they came up rather than to plan for them previously (Widodo, 2016)

However, the negative points include starting the lesson with a grammar presentation that might be disappointing for some learners, especially the younger ones. They may not be able to understand the concept involved in grammar terminology. It encourages the belief that learning a language is simply a case of knowing the rules. The explanation is never as memorable as other ways of presentation, such as demonstration (Widodo, 2016)

On the other hand, the inductive approach is derived from inductive reasoning which is bottom-up ways that are from specific to general (Crystal, 2003). In pedagogical grammar, the inductive approach, or the so-called rule discovery learning, presents implicitly the grammatical structures and rules. Students discover grammatical structures through different communicative contexts. Furthermore, in this approach Crystal (2003) suggests the teacher presents examples when starting a grammar lesson and learners tend to discover, understand, generate and conclude the grammar rules themselves from the examples through scaffolding. This approach encourages students' mental strategies to progress to deal with such tasks.

Widodo (2016) highlighted some advantages and disadvantages to the inductive approach. Positively, Rules that learners discover by themselves make them more meaningful, memorable, and serviceable. It encourages pattern recognition and problem-solving skills. Moreover, if the problem-solving is done collaboratively, and in the target language, learners get the opportunity for extra language practice. One more positive aspect is that students are more involved in the learning process rather than being passive recipients. Therefore, they are likely to be more attentive and motivated. When students deduce rules by themselves, prepare students for greater self-reliance and autonomy.

The drawbacks of this approach are that the time spent in working out the rules may mislead students to believe that rules are the target goal of language learning, rather than a mean. Students may hypothesise the wrong rule and this is particularly a danger if there is no overt testing to test their hypotheses. It can place heavy demands on teachers in planning a lesson. They need to select and organise the data carefully to guide learners to an accurate formulation of the rule, while also ensuring the data is intelligible. Another disadvantage is that it Frustrates student who would prefer simply to be told the rule.

Although both approaches have disadvantages, it is better to use the deductive approach together with the inductive approach in grammar teaching. A language teacher should implement both deductive and inductive approaches in grammar teaching (Nunan, 2003).

## **5.2. Explicit vs. Implicit Grammar Instruction:**

The controversy was always whether to teach grammar explicitly by presenting formal language or implicitly through exposure to natural language. The dichotomy of implicit and explicit learning is closely associated with deductive and inductive teaching and learning approaches (DeKeyser; 1995).

An explicit grammar instruction involves the deductive approach in which rules are presented step by step. According to DeKeyser (1995), explicit instruction involves making learners aware of the rules by providing them with a grammatical description of the rules and then examples and practice.

Whereas, implicit grammar instruction involves an inductive approach in which rules are discovered through exposure to natural language. That is to say, it enables the learner to learn rules without awareness by providing them specific examples focusing on meaning. The implicit learning environment is rich with the target features. Housen and Pierrard (2006) also describe the implicit instruction as attracting learners' attention to the target language in the context, without making use of rule explanation. It, therefore, encourages the use of the natural form of language.

## **6. Grammar Teaching Methods**

Grammar has always been considered as a central concern in successful language learning and for better language attainment, but the discussion about how to teach grammar

effectively leads to the emergence of a variety of methods and approaches with contradicting ideologies. Those methods are basing on how language is viewed. On one hand, some methods prioritise language correctness. On the other hand, some methods prioritise the communicative aspect of a language. For instance, the debate about the best method to teach grammar stills standing.

### **6.1. Grammar Translation Method**

Grammar methods refer to grammar instructions which are the ways of teaching grammar that are used to simplify, describe, and analyse the different structures and rules of a language. They include the different techniques and aids that the teachers use in the classroom. Moreover, grammar methods raise students' awareness of language correctness and properties (Ruin, 1996). It enables students to construct good grammar knowledge by which they use grammar accurately and properly.

Historically, dating back to the late nineteenth and early twentieth century, the Grammar Translation Method (GTM) or “the classical method” had proposed. This method is originated to teach the classical languages, Latin and Greek (Larsen Freeman 2000), in which language was taught focusing on grammar and translation. This method is based merely on using the mother tongue in the classroom and interpreting texts from the target language to the mother tongue using dictionaries (Thuleen 1996). Additionally, it focuses on teaching grammar rules in isolation from language context; grammar is taught deductively following the explicit presentation in the native language (Richards & Rodgers, 2001). Notably, students were obliged to memorise whole structures and vocabularies with their equivalent in the mother tongue. It also gives great attention to reading, writing, thinking that by knowing this one may master the language (Larsen-Freeman, 1986). While speaking and listening were off a little Importance. This method is still used worldwide.

## **6.2. The Direct Method**

GTM has been criticised because it neglects the communicative aspect of language. As a result, in the second half of the nineteenth century, the direct method (DM) came to appear, it also called the natural method which believed that the acquisition of a second language is similar to the acquisition of a mother tongue. For instance, it tends to make associations between form and meaning in the target language. It witnessed a rising interest in speaking, listening, and emphasises both grammar and correct pronunciation. (Thornbury, 1999). Therefore, the use of L1 were not allowed in the classroom, and authentic language was a medium in the direct method of instructions.

Yet students were exposed to the second language spoken form and oral production mainly because “the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language” (Larsen Freeman, 2000). Moreover, grammar was taught inductively and presented implicitly through language examples; supposing that learners learn L2 the way children learn their mother tongue without giving real attention to explicit grammar learning. I.e. considering communication as the main concern in second language acquisition. The direct method was criticised for having a weak theoretical foundation (Brown, 2001; Richards & Rodgers, 2001).

## **6.3. The Audio Lingual Method**

In the twentieth century, with the outbreak of World War II, armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible, and the change in the ways of teaching was necessary. So that the Audio Lingual method (ALM) emerged. This teaching technique was initially called the Army Method. It emphasises teaching

listening and speaking before reading and writing to use language properly and fluently. It uses dialogues and drills and discourages using the mother tongue in the classroom. Students were usually expected to memorise dialogues and language expressions and give great attention to pronunciation, believing that language is a matter of habit formation (Brown, 2001; Richards & Rodgers, 2001).

Furthermore, Mimicking the teacher and repeating the tape recordings was vital for acquiring proper pronunciation and creating structural patterns (Larsen-Freeman and Long 1991). Grammar was taught implicitly from the natural context without being told about the rules. Hall (2011) points out that drilling individual grammar items might only lead to successful results among young learners and fails to enhance older learners' language skills.

#### **6.4. The Cognitive-Code Learning Theory**

As a goal to fill the gaps of the audio-lingual method, the Cognitive- code learning theory (CCLT) was developed to be an alternative approach to behaviourism in the 1960s (Richards & S. Rodgers, 2014). It was based on Chomsky's theory of transformational grammar that language is a rule-governed and creative system; a set of regular rules and conventions by which a speaker can generate and understand an infinite number of new utterances; rather than habit formation (Demirezen, 2014).

Furthermore, it emphasises the mental processes; Thinking, comprehension, and memory; according to Hinkel (2011), it advocated the conscious study of language structure as central in FL learning. That is to say, it gives more importance to learners' understanding of the grammatical, phonological, and lexical structures of an SL by studying, analysing, and using those structures in different and meaningful situations. In contrast to the audio-lingual method, CCLT strongly requires explicit instructions (Carroll, 1964, as cited in Demirezen, 2014),

where language rules and are taught separately and then to be applied in the context. Briefly, Learners were intended to use their internalised knowledge and mental skills to acquire language.

### **6.5. The Silent Way**

In the early 1970s, as a result of the belief that language learning requires the use of one's own thinking and skills, the teaching way has been shifted from a teacher-centred approach to a learner-centred approach. Hence, a new method called the silent way (SW) was developed by Gattegno (1976). It is mainly based on the idea that the objective of education is to raise students' awareness that there is knowledge to be gained, rather than to supply them with this knowledge (Gattegno, 1972-1976). He emphasises the primacy of learning rather than teaching and believes that language learning is about an experience in which students should rely on themselves to discover, analyse, and learn different language parts to achieve native-like proficiency. The SW method sees learning as a cooperative, creative, discovering, and problem-solving task in which students should rely on themselves and control their choices to achieve their learning goals (Bruner, 1966). Learners use their cognitive processes and resources to follow the way babies acquire a language with the use of various materials.

This method receives its name from the teacher's silence in the classroom. Teachers should be silent as much as possible during the learning process, and to be “enablers or facilitators who assist learners in their self-discovery rather than instructors who ‘transmit’ knowledge to learners” (Hall 2011). the teacher tends to plan activities and mediate physical objects such as colourful rods and sound colour charts that facilitate language learning, and to direct students' focus to their “inner criteria” (Larsen-Freeman 2000). Grammatical rules are never explicitly taught. The different language structures and rules are learned implicitly through the context. And grammar was learned inductively (Richards 1986).

## **6.6. Communicative Language Teaching**

Another method that is directed to both linguistic competence and language use has emerged. It developed to raise students' ability to use language accurately and properly in real-life situations. It is the communicative language teaching (CLT) approach that focuses on what "learners are expected to do with the language" (Richards & Rodgers, 2001). CBLT argued that knowing the rules are not sufficient to use language correctly and appropriately, but also knowing how and when to use the different language structures and to maintain communication despite the different obstacles, which are the main tasks of CBLT "a real-world task or activity" (Docking, 1994). According to Brown (2001), the construction of meaning to get the knowledge is done through linguistic interaction in a real environment. Students tend to perform certain situations and language functions in the classroom where the task material is authentic whenever possible. Teaching grammar views in the CLT differ, some support grammar teaching in CLT (Nassaji, 2000; Spada & Lightbown, 1993). while others believe that the exclusion of grammar is better (Prabhu, 1987).

## **6.7. Task-Based Language Teaching**

In the 1980s, Stephen Krashen and others supported the natural approach that claims that language learning is a reproduction to the way humans acquire their mother tongues. This approach rejects the previous methods and requires only the communicative approach to language. It is originated from the CLT (Willis, 1996). It is called the Task-based language teaching approach (TBLT) which turns language learning into "a process that involves opportunities for learners to contribute in communication, where making meaning is primary" (Skehan, 1996, p. 38). It tends to place learners in real daily life situations through interaction and communication where language use is necessary. In particular, tasks are usually performed

in pairs or small groups so they provide opportunities for interaction. It focuses on both language acquisition and language performance (Jiangqin, Feng , and Min, 2008).

According to Richards and Rogers, 2002 (as cited in Hismanoglu, 2011) this approach involves activities of real language communication which are essential in language learning. It leads the students towards using language as a tool. Although it believes in communicative language teaching also recognises the fact that grammar instruction is important for accuracy. So that language forms are taught in TBLT either implicitly through communicative contexts or explicitly or what is called “focus-on-form” instructions (Long, 2000)

To sum it all up, there has been a swing away from the grammar-based approaches towards the more communicative ways of teaching and on to the view of combining both grammar knowledge and communicational tasks currently. Also, it is clear that the research into the best method to teach a foreign language is not only difficult, but it is even impossible (Ciliberti, 2012)

## **7. Factors Influencing Grammar Learning**

Grammar is still an obstacle and an issue that EFL learners should overcome in language learning because it is a complex process in non-native contexts. Many factors influence the learner’s grammar acquisition.

According to Ombati, Omari, Ogendo, Ondima, and Otieno (2013), the mother tongue is a factor that affects the learning of English grammar to a very large extent. Brown (2000) claimed that “first language can be a facilitating factor and not just an interfering factor” (p.68). Teachers tend to use L1 in the language classroom as a tool to facilitate the learning process in general and grammar acquisition in particular, and as a means of interaction. That is to say,

starting the lesson by L1 provides students with a sense of security. Moreover, it allows students to express themselves (Schweers, 1999).

Furthermore, teachers themselves have an impact on learner's grammar acquisition. According to Özgan and Tekin (2011), teachers have influences on the readiness levels of students. They do not take into consideration students' preparation, desire, or difficulty in the course. The teacher in the position of the instructor and educator has a direct influence on many problems that can be seen in the student. Güven (2013) indicates that teachers blame students because they cannot get the desired outcomes and that they are unable to learn. This may influence negatively on grammar learning.

Moreover, grammar structures may be a factor that impacts grammar learning. There are some areas in grammar that are regarded to be difficult and affect students' grammar acquisition. McGuinness (2004) stated that phrasal verbs in English can cause difficulties for many learners because they have several meanings and different syntactic patterns. Besides that, auxiliaries, tense, aspect, and mood are the main grammar areas that are considered as a huge problem (Ombati, Omari, Ogendo, Ondima, and Otieno, 2013). Another factor that affects grammar learning is the use of grammar patterns. According to (Bayram, 2018) one of the factors that affect the grammar success of the students the most is that students do not use the grammar rules in daily life and this will adversely affect their level of motivation towards grammar lessons. Güven (2013) states that to ensure the permanence of education is to associate what is learned with daily life situations. In this regard, it is necessary to support the students to gain success in teaching grammar.

## **SECTION THREE: GRAMMAR LEARNING STRATEGIES**

Despite the substantial advances in LLS, still there are some areas with a little focus, one of which is grammar learning, (Pawlak, 2009). Yet, grammar is an important part on a certain level in the learning process. Many researchers explored the way learners acquire grammar and internalise the different linguistic structure of a language. They are a set of techniques and strategies to learn grammar, and they are referred to as GLS.

This section highlights a literature review of GLS. This sets out different definitions and certain distinctive features of the GLS provided by major researchers in SLA, besides the GLS classification according to Pawlak (2018). This section includes the importance of GLS in SLA and the variance in GLS use.

### **1. Defining Grammar Learning Strategies**

GLS are related to LLS. In fact, they are a sub-part of LLS. Thus, they can be defined as “actions and thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable” (Oxford, Lee and Park 2007, p. 117).

Pawlak (2013) claims that GLS are the Intentional thoughts and acts those students use deliberately to understand and regulate the use of grammar structures. Moreover, GLS has distinctive features, which are summarised by Griffiths (2008a,) to determine their definition:

- They are what learners do that demonstrates an effective approach.
- At least partly aware of their application.
- They are Optional, means are selected for learners.
- Their use involves deliberate, objective activities.

- They are used to regulate the learning process.
- Their use is designed to promote the learning process.

## **2. Classification of Grammar Learning Strategies**

Pawlak (2018) has designed a classification to GLS that are intended to help in grammar learning. He divided GLS into four categories and the cognitive strategies into four subcategories:

Metacognitive strategies: used to supervise and deliberately control grammar learning through schedules, preparation, tracking, and study, and aim to investigate grammar systems in several types, include specific objectives and targets or timetable evaluations of the curriculum frameworks.

Cognitive strategies: they are directly involved in the target language grammar. They reflect the behavioural processes and practices in grammar learning. Furthermore, this category of strategies is divided into more than four subcategories:

- Strategies to support grammar development and comprehension in the communication tasks, like reading for pleasure or watching television to enhance grammar awareness or comparing the results to those of more qualified speakers, so that they can see how it can be enhanced.
- Strategies used to improve explicit grammar knowledge based on observation, such as the students ' attention to rules or a graphical explanation of new structures (e.g. painting, underlining), and grammar, for instance, trying to discover rules of grammar through reviewing definitions or relying on online tools (e.g. blogs, enterprises).

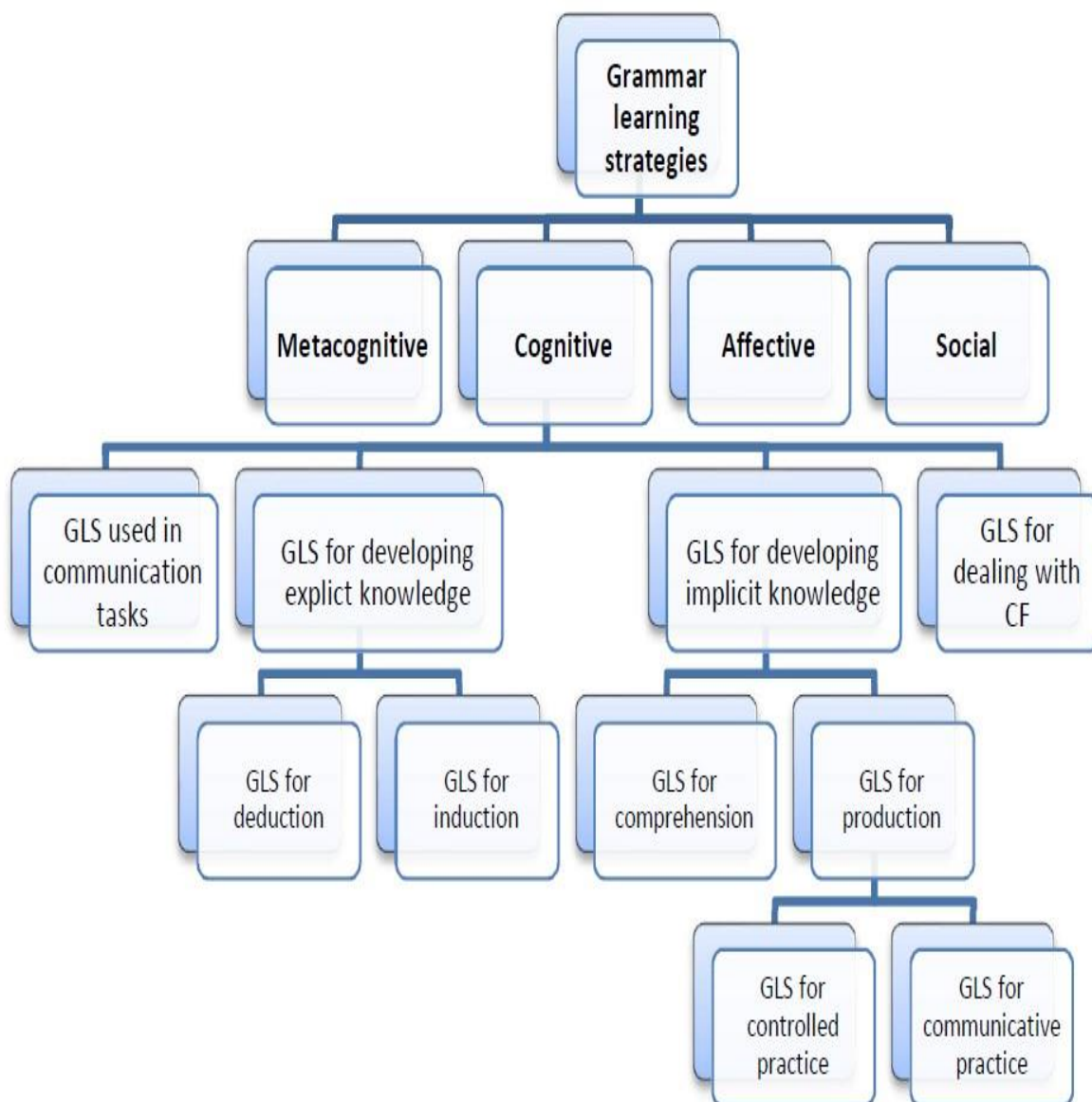
- Strategies used to develop implicit grammatical knowledge that can include both developments, such as grammar procedures (e.g. paraphrasing or completing) and interpretation and use of grammar rules, such as reading or listening to text that includes several instances of a specific structure, also analysis and compare of the use of grammar in speech or writing with one's output.
- Strategies to manage corrective feedback on incorrect grammar usages, such as getting input from the instructor about the systems used or seeking to find and correct mistakes in the grammar process.

Affective strategies: control feelings and intentions involved in grammar learning, such as relaxing when you have difficulties understanding or using this element, motivating yourself to exercise structures that cause serious problems, or keeping a diary containing feedback on grammar learning.

Social strategies: that represent a real contact with other learners or target language users to enhance grammar, they can be used to request the instructor to repeat or clarify a fully ambiguous grammar element, to exercise grammatical constructs with classmates, or to help those who experience problems as they try to understand or use particular linguistic knowledge.

**Figure 1**

*Suggested GLS classification, by Pawlak (2018)*



Pawlak's (2018) classification of GLS is one of the most recent reviews in the field of SLA. It adds new categories relating to cognitive strategies, providing GLS with a new division.

### **3. Importance of Grammar Learning Strategies**

Researchers have begun to view the learner as an active manager in the learning process, where learners use learning strategies to facilitate learning processes. The previous studies about how do learners apply the different learning strategies in SLA make learning strategies a prior concern in the teaching-learning community.

Hismanoglu (2000) stated that a language learners who can use a variety of LLS correctly help them to develop their language skills. Metacognitive strategies boost time, self-monitoring, and self-evaluation management. Cognitive strategies require the application of prior experience to address current problems. Socio-affective strategies include demanding that native speakers amend their comments or encouraging friends to collaborate on a language issue. Developing skills in three fields, such as metacognitive, cognitive, and socio-affective, could enable learners to improve their learning independence.

As Oxford (1990) stated LLS "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence" (p. 1). Additionally, learning strategies play a significant role in helping learners to become self-reliant, self-sufficient, and lifelong learners, Altunay (2014).

In short, GLS is important for promoting the grammar learning process. Nonetheless, learners use them differently and simultaneously depending on various factors. This led to a variation in the use of strategy.

### **4. Variation in strategy use**

Research on learning strategies has investigated the differences in the use of strategies based on certain factors, such as proficiency and gender, as described in Gürata (2008, p.26).

In other words, the degree of proficiency and gender have an effect on how the learner uses the strategy in the learning process.

Proficiency level research conducted by O'Malley, Chamot, Stewner- Manzanares, Russo , and Kupper (1985) aimed at classifying learning strategies and exploring how ESL learners can use learning strategies. It is found that the strategies used by beginning-up students vary from the strategies employed by the intermediate-level students. The research revealed that beginning-up students started using selective attention, while intermediate students' results showed that they use more self-management and advanced training among metacognitive strategies.

A SILL test was controlled by Mori (2007) for Japanese ESL students with various proficiencies. The results showed that strategy frequency has been constant at all rates, but strategy selection is different. By the same token, the connection between proficiency and efficient strategies of Japanese middle school students has been explored by establishing four groups of students, two high levels of competence (selective community and general development category), and two low levels of competence (low -awareness and unmotivated group). The results proved that proficient level students all used strategies frequently, but their essence depends on the level of knowledge and motivation, as stated by Yamamori, Isoda, Hiromori, and Oxford (2003).

Gender also was a major factor that has an impact on learning strategies frequency, and use. Ehrman and Oxford study (1989) revealed that women use more strategies than men do. Not only Oxford but also Goh and Kwah (1997) documented that the female of the People's Republic of China that lives in the United States uses more effecting and compensatory strategy when learning English than the Chinese male does. In relation, Howard (2013-2014) reported

that female ESL students in the US had greater use in cognitive strategies compared to males who used metacognitive strategies more often.

As noted above, several studies have explained the effect of the proficiency level and gender on the variation of strategy use. Also, a subsequent study by Green and Oxford (1995) investigating differences in the strategy used, both in terms of the level of proficiency and gender, found a substantial difference in the strategy used between the pre-basic and higher-level groups (basic and intermediate).

## **Conclusion**

This chapter clarified the LLS as one of the major concerns in SLA through a variety of definitions, besides their classification basing on several researchers' perspectives. Presentation of the characteristics of GLS helped to adjust the definitions, and the factors that affect the choice of using a certain strategy.

Moreover, this chapter provided a theoretical background about the definition of grammar according to various scholars, an overview of the techniques and approaches of teaching grammar in short. On another hand, it focuses more on learning grammar and difficulties that face learners in learning grammar in addition to a review about GC among the field of EFL learning.

They have divided GLS based on LLS classification. It has become convincing throughout this chapter that the EFL learners use learning strategies differently according to some variables like proficiency level and gender.

# CHAPTER TWO

## **Introduction**

The current study intends to find out the relationship between GLS and GC. Therefore, the first chapter of this study presented a literature review about LLS, Grammar and GLS through Definitions and different points of view of scholars and researchers. This chapter contains two sections that will present the practical part of this research. It concerns with the research design, sampling, the methods and procedures used to collect data.

The first section describes the overall methodological framework of the study, wherein it explains the used participants, setting, techniques, and instruments. The second section analyse, interpret, and discuss the collected data.

## **SECTION ONE: RESEARCH DESIGN & DATA COLLECTION TOOLS**

According to Akhtar (2016), the research design is “the conceptual blueprint within which research is conducted” (p. 68). It includes the distinct steps that the researchers follow gradually. In this chapter, we will discuss the methods and the procedures used to define the nature of the relationship between GC and GLS.

### **1. Research Method**

The current study merely intends to investigate and describe the use of GLS among second year EFL students at M’sila University. It follows the descriptive research method, which “attempts to study language learning and teaching in their naturally occurring settings with no intervention or manipulation of variables” (Nassaji, 2015). Therefore, they justify and judge certain practices in a sample. To accomplish the purpose of this study, a correlation method is used to test the correlation between GLS use and grammar competence level of the students through conducting a grammar test and GLS questionnaire to the participants.

### **2. Settings and participants**

This study took place at the level of the English Department at M’sila University during the second semester of the academic year 2019/2020. The sample of this study is second year EFL students. They have been studying grammar courses during their first and second years. These courses are basic and compulsory for them to study and pass exams. The total number of the sample were 62 students year EFL. This study uses a technique named “the Simple Random Sampling Technique” to select the students randomly.

### **3. Research tools**

This correlational study uses two primary tools: a GLS questionnaire to investigate the GLS students’ use, and an Oxford Practice Grammar Intermediate Diagnostic Test (OPGIDT) to determine students’ grammar level.

### **3.1. The Grammar Learning Strategies Inventory (GLSI)**

This research adopted the GLS questionnaire from Pawlak (2013) and simplified it after a pilot study. The questionnaire comprise 70 items classified into four sections that represent four major groups of strategies.

The first section represents the metacognitive strategies with eight statements. The second section involves the cognitive strategies that comprise four major categories; 10 statements stand for GLS that are used to assist the production and comprehension of grammar in communication tasks. Twenty-four statements represent the GLS that are used to develop explicit knowledge of grammar. Ten statements represent GLS used for comprehending grammar, and six statements to represent GLS used for producing grammar. The third section contains seven statements that represent effective strategies. The fourth section comprises five statements that represent social strategies.

**Table 2***GLS classification in GLS questionnaire*

<b>Section one</b>	Comprise 8 items. It deals with <i>the metacognitive strategies</i> .
<b>Section two</b>	Comprise 50 items, which represent the <i>cognitive strategies</i> . It has 4 sub-categories: <ul style="list-style-type: none"> <li>- 10 items for <i>the production and comprehension of grammar in communication task</i>.</li> <li>- 24 items for the strategies used to <i>develop explicit grammar knowledge</i>.</li> <li>- 10 items for the strategies that are used to <i>develop implicit knowledge of grammar</i>.</li> <li>- 6 items for the strategies of <i>corrective feedback on errors in the production of grammar</i>.</li> </ul>
<b>Section three</b>	Comprises 7 items that represent <i>affective strategies</i>
<b>Section four</b>	Comprise 5 items, which deal with the <i>social strategies</i> .

The questionnaire's items bases on a 5-point Likert scale. As the GLSI is a self-report questionnaire, the respondents had to show the extent to which an item reflects their strategy of learning on a scale from 1 to 5. One shows that the respondents strongly disagree and the item does not apply to him\her at all, while 5 shows that the respondent strongly agree and the item perfectly describes his\her use.

The guidelines represented by Oxford's standard (1990) identified GLS' level in which she sets the criteria of deciding the levels in terms of the mean scores of intervals. Table 03 summarise the means intervals and their indications.

**Table 3**

*Criteria of the evaluation of the GLS use*

<b>Mean interval</b>	<b>Level of use</b>
3.5 -5.0	Highly used
3.4 -2.5	Medium use
2.4-1.0	Low use

### **3.2.Oxford Practice Grammar Diagnostic Test (OPGDT)**

The OPGDT is a grammar test for the intermediate level since this study assumed that EFL licence students in the department of English at M'sila University might hold an intermediate level after the two years of grammar learning. The test contains 20 sections, namely; words and sentences, verbs, questions negatives and answers, modal verbs, the passive, The infinite and the -ing form, nouns, and articles, This, my, some, a lot of, pronouns, adjectives and adverbs, prepositions, verbs with preposition each section consists of five statements. It is used to determine students' level of grammar. The test mark is calculated out of 100 points.

### **4. Statistical Tools for Data Analysis**

This study makes use of both descriptive and inferential statistics measures. The used descriptive statistics tools are the frequencies (F), the sample mean (X), the standard deviation (SD). This paper uses the Chi-Square test ( $X^2$ ), and the Contingency Coefficient for the inferential statistics in order to test the correlational hypothesis assumed by the researchers. All

statistical operations processed by using SPSS version 22 for Microsoft. The following are the definitions and formulas of the statistical tools used to analyse this study's data.

➤ **The mean**

According to Manikandan (2011), the mean is the average of the number in a data set. It is computed by adding all the values in a data set divided by the number of observations in it. The sample mean formula is:

$$\bar{x} = (\Sigma xi) / n$$

➤ **Standard deviation**

This refers to the measure which is used to quantify the amount of variations or how spreads out numbers are. The formula to calculate the Standard deviation is:

$$\sqrt{\sum \frac{(x - \bar{x})^2}{n - 1}}$$

➤ **Chi-square test**

The Chi-Square test can only measure categorical variables. It does not assign continuous variables or categorical to continuous variables. Therefore, the Chi-Square Independence Test only tests associations between categorical variables and cannot give inferences on causality. Also written as  $X^2$  test, and computed as:

$$X^2 = \sum_{i=1}^R \sum_{j=1}^C \frac{(o_{ij} - e_{ij})^2}{e_{ij}}$$

Where

$o_{ij}$  are the observed cell count in the  $i^{\text{th}}$  row and  $j^{\text{th}}$  column of the table

$e_{ij}$  is the expected cell count in the  $i^{\text{th}}$  row and  $j^{\text{th}}$  column of the table, computed as:

$$e_{ij} = \frac{\text{row } i \text{ total} * \text{col } j \text{ total}}{\text{grand total}}$$

### ➤ Contingency Coefficient

The contingency coefficient is an improvement to the phi coefficient; it adjusts to tables greater than 2-by-2. Its definition is:

$$C = \sqrt{\frac{x^2}{n + x^2}}$$

## 5. Procedures

This study followed several steps to achieve the concerned aims. At first, it conducted a piloting study, where the researchers distributed GLS questionnaires and grammar tests to 15 third year EFL students to target any difficulties and to assure the tests' feasibility, comprehensibility, validity and reliability. Second step was the main study, the researchers chose randomly 62 second-year students from different 4 classes at English department of M'sila University to answer GLS questionnaires and grammar tests. They also provided students with details on the purpose of the questionnaire and grammar test besides the time required completing them. An informed consent form attached to the questionnaire that informed the students that participation in the study was voluntary (see the informed consent

forms in Appendices 1 and 2). The students answered the questionnaire and grammar test at different days because of insufficient time within one class.

Finally, the researchers collected the GLS questionnaire results and students' Grammar Oxford test grades to analyse the relationship between GLS use and grammar competence of the students. Later, they entered the data collected from these two sources into the SPSS for analysis and review.

## SECTION TWO: DATA ANALYSIS & DISCUSSION

This section interprets the data gathered from quantitative research tools, which are the GLS questionnaire, and the grammar test. Information gained from the two research instruments enabled the researcher to gather an enormous amount of information concerning the learner's use of GLS and the relationship between GLS and GC.

### 1. Oxford Grammar test analysis:

OGT for intermediate level aimed to determine 2<sup>nd</sup> year EFL students' levels in grammar proficiency. The test scoring is out of 100. Within this study, researchers classified the scores into three levels, High (L1), Medium (L2), and Low (L3). Table 04 below, organise the scores' classification.

**Table 4**

*The distribution of students' scores in grammar test.*

<i>Level</i>	<i>score interval</i>	<i>Number of students</i>
<b>High (L1)</b>	70 to 100	22
<b>Medium (L2)</b>	50 to 69	20
<b>Low (L3)</b>	0 to 49	20

According to the Table 04, the OGT recognized 22 students whose scores of the grammar test are between 70 to 100 points as having a high grammar level. In addition, it recognized 20 students whose scores of the grammar test are between 50 to 69 points as medium grammar levelled students. Finally, it recognized 20 students whose scores of the grammar test are between 0 to 49 points as low grammar levelled students.

## 2. GLS Questionnaire Analysis

### 2.1. The most used Grammar Learning Strategies

The GLS questionnaire intended to investigate the use of GLS among second 2<sup>nd</sup> year EFL students. The researchers analyzed the data obtained from the investigation to reveal the strategies that students mostly use. Table 05 display the data obtained from this investigation.

**Table 5**

*Mean values of the categories and subcategories included in the GLSI*

	N	Mean	Standard deviation
A	496	3,77	1,15
B1	620	3,69	1,13
B2	1488	3,52	1,27
B3	620	3,74	1,11
B4	372	4,08	0,99
C	434	3,23	1,29
D	310	3,87	1,17
N valid (list)	310		

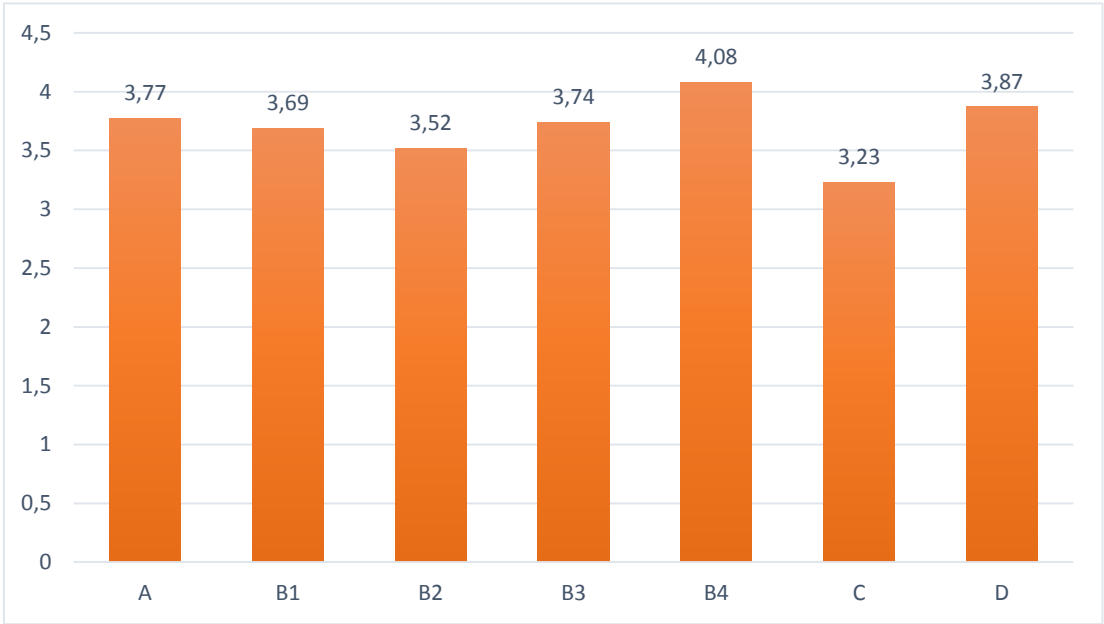
Table 05 shows 62 students' responses to the questionnaire where "A" stands for Meta-cognitive strategy. "B1" stands for the cognitive strategy that is used to assist the production and comprehension of grammar in communication tasks. "B2" stands for the cognitive strategy used to develop explicit knowledge of grammar. "B3" stands for the cognitive strategy to develop implicit knowledge of grammar. "B4" stands for the cognitive strategy that deals with corrective feedback on errors in the production of grammar. "C" stands for the effective strategy, and "D" stands for the social strategy.

The results show that "B4" is the most used strategy among second-year EFL students with a high mean value 4.08, followed by "D", "A", "B3", "B1", "B2", and "C" with the mean of 3.87, 3.77, 3.74, 3.69, 3.52, and 3.23 respectively. "C" which represents the effective

strategies has the lowest mean value with a standard deviation of (1.29) indicating that it is the least used strategy among students. The figure 2 below display the findings of the Table 05.

**Figure 2**

*Bar chart of the GLS use among second-year EFL students.*



According to Figure 2, the cognitive strategy that deals with the corrective feedback on errors when producing grammar is the most used, followed by the social strategy, the metacognitive strategy, the cognitive strategy used to develop implicit knowledge of grammar. The cognitive strategy is used to assist the production and comprehension of grammar in communication tasks. The cognitive strategy used to develop explicit knowledge of grammar, and the affective strategy in the last rank.

The results of the analysis reveal that 2<sup>nd</sup> year EFL students frequently use the cognitive strategies that deal with the corrective feedback on errors when producing grammar. In details, students depend on others' corrective feedback on their errors in learning grammar to produce grammar structures correctly and appropriately in the context.

## 2.2. The most used techniques in the GLS questionnaire

In one strategy, the researchers used items to represent some techniques or strategies. The results' analysis proved that even in one strategy there are some techniques, which students use and prefer rather than others. This part aims to present a detailed view about the items included in each strategy. Table 06 below presents the mean value of the ten most used and preferred items among 2<sup>nd</sup> year EFL students.

**Table 6**

*Mean values of the most used techniques among 2<sup>nd</sup> year EFL students.*

	N	Mean	Std. Deviation
ITEM54	62	4,37	0,79
ITEM53	62	4,35	0,85
ITEM66	62	4,35	0,92
ITEM19	62	4,29	0,68
ITEM20	62	4,19	0,90
ITEM70	62	4,14	1,02
ITEM55	62	4,14	0,97
ITEM24	62	4,12	1,19
ITEM05	62	4,11	1,07
ITEM02	62	4,11	1,10

The descriptive statistics of the GLS questionnaire in table 06 show that the ten most frequently used techniques have a mean value above 3.5. The students use these strategies in close levels. The highest mean value in the table is 4.37 that correspond to the “ITEM54”, FOLLOWED BY “ITEM53”, “ITEM66”, “ITEM19”, “ITEM20”, “ITEM70”, “ITEM55”, “ITEM24”, “ITEM05”, and “ITEM02” with the mean of 4.35, 4.35, 4.29, 4.19, 4.14, 4.14, 4.12, 4.11, and 4.11 respectively.

The items' order starts with ITEM 54 "I pay attention to teacher correction when I do grammar exercises and try to repeat the correct version" (B4). ITEM 53 "I listen carefully for any comment the teachers give me about the patterns I use" (B4). ITEM 66 "I ask the teacher to repeat or explain a grammar point if I do not understand" (D). ITEM 19 "I pay attention to the rules provided by the teacher or course book" (B2). ITEM 20 "I try to understand every grammar rule" (B2). ITEM 70 "I try to help others when they have problems with understanding or using grammar" (D). ITEM 55 "I try to notice and self-correct my mistakes when practicing grammar" (B4). ITEM 24 "I paraphrase the rules I am given because I understand them better in my own words" (B2). ITEM05 "I know my strengths and weaknesses when it comes to grammar" (A). In addition, ITEM02 "I pay attention to grammar structures when reading and listening" (A).

According to the level of strategy use means, the ten used strategies in Table 06 have a range between 3.5 and 4.4, which indicates that they are the most used strategies among second-year students in the language classroom.

### **2.3. The least used techniques in the GLSI**

The following table represents the mean values of the least used techniques among 2<sup>nd</sup> year EFL students.

**Table 7**

*Mean values of the most used techniques among 2<sup>nd</sup> year EFL students.*

	N	Mean	Std. Deviation
ITEM27	62	2,53	1,45
ITEM64	62	2,56	1,43
ITEM28	62	2,64	1,35
ITEM39	62	2,79	1,36
ITEM07	62	2,82	1,06
ITEM65	62	2,83	1,10
ITEM37	62	2,87	1,07
ITEM41	62	2,91	1,19
ITEM26	62	2,95	1,32
ITEM61	62	3,01	1,46

Table 07 shows that the ten lowest frequently used techniques have a mean value under 3, 01. The lowest mean value in the table is 2,53 that correspond to the “ITEM27”, FOLLOWED BY “ITEM64”, “ITEM28”, “ITEM39”, “ITEM07”, “ITEM65”, “ITEM37”, “ITEM41”, “ITEM26”, and “ITEM61” with the mean of 2.56, 2.64, 2.79, 2.82, 2.83, 2.87, 2.91, 2.95, and 3.01 respectively.

The descriptive statistics of the GLS questionnaire in table 07 show that the ten least frequently used GLS are Item 27 “I use songs to memorise new grammar rules” (B2). Item 64 “I talk to other people about how I feel when learning grammar” (C). Item 28 “I perform new grammar rules in a sort of role-playing” (B2). Item 39 “I work with others to discover grammar rules” (B2). Item 07 “I plan to revise grammar rules before attending a lesson” (A). Item 65 “I keep a language learning diary where I include comments about language learning” (C). Item 37 “I work with others to reproduce texts read by the teacher which has repeated examples of the same grammar rule” (B2). Item 41 “I memorise whole phrases containing specific grammar

rules” (B2). Item 26 “I remember grammar information by location on a page in the book” (B2). Item 61 “I try to use grammar structures even when I am not sure they are correct” (C).

The least used techniques are “sometimes used” (mean between 2.5 to 3.4), while there is no “never used” technique (mean between 1.4 to 2.4) among 2<sup>nd</sup> year EFL students. Most of the least used strategies belong to the cognitive strategies used to develop explicit knowledge of grammar (B2), items 26, 27, 28, 37, 39, and 41. This result contradict with the findings shown in (Table 05).

The analysis of the least used techniques in GLSI report the fact that students are not good in groups and do not communicate with their friends to understand and analyse grammar structures. Moreover, item 7 shows that students neglected grammar in language learning because they rarely prepare and revise their grammar lessons before courses.

### **3. Relationship between Grammar Learning Strategy and Grammar Competence**

One way to determine if there is a statistical association between GLS use and GC is to use the Chi-square test for independence. The cross-tabulation table is used to achieve the predicted number of cases on the premise that there is no relationship between the two variables. The Chi-Square Statistics value then provides a tester of whether the variables in a cross-classification table have a statistical relationship or not.

**Table 8***Grammar level\* strategy (cross-tabulation).*

	Strategy							Total
	A	B1	B2	B3	B4	C	D	
Level <b>L<sub>1</sub></b>	4	1	0	1	12	0	4	22
<b>L<sub>2</sub></b>	1	1	0	2	9	1	6	20
<b>L<sub>3</sub></b>	5	0	2	3	4	1	5	20
Total	10	2	2	6	25	2	15	62

Table 08 presents information about the association of the two variables, grammar level and strategy use, in which A, B1, B2, B3, B4, C, and D represent the strategies listed in the GLSI, whereas L1, L2, L3 represent respectively high, medium, and low grammar level of students. The obtained data show that Students with a high level of grammar (L1) use B4 strategy (12/22), followed by “A” and “D” (4/22; 4/22), and “B1”, “B3” with one frequency. While they disappear in B2 and C strategies (0/22). In addition, many students with a medium level of grammar (L2), nearly half of the sample, use B4 (9/20), followed by “D” strategy (6/20). “B3” strategy (2/20), and “A”, “B1”, “C” with one frequency out of the total, while there is no appearance to the strategy “B2”. L3 students highly use metacognitive and affective strategies (A&D) at the same rate 5 out of 20 students, whereas this level does not include students who use “B1” strategy.

**Figure 3**

*Bar chart of the cross tab (Grammar level\* Strategy frequency)*

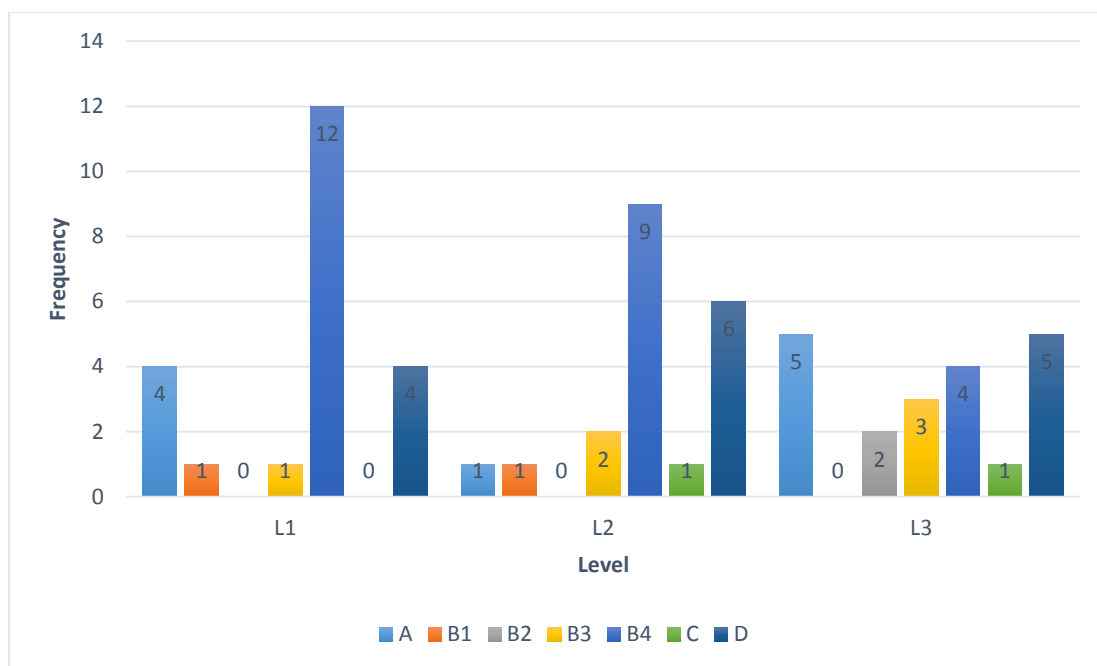


Figure 3 presents that “B4” is the most used strategy among the participants in the three levels.

The results presented above confirm that most of the students use the cognitive strategy that deals with corrective feedback of errors in grammar production (25/62). Students with a high level of grammar do not use social strategies and cognitive strategies to develop explicit knowledge of grammar. Additionally, students with different levels use almost different strategies to learn grammar. In particular, there is no specific strategy for grammar success.

Table 09 display the results of the chi-square test, which are used to determine whether or not there is an association between the variables.

**Table 9***The results of the chi-square test.*

	Value	df	Asymptotic significance (2-sided)
Pearson Chi-square	13,888 <sup>a</sup>	12	0,30
Likelihood Ratio	16,330	12	0,17
N of valid cases	62		

The Pearson chi square value (13.88) is lower than the likelihood ratio value (16.33), while both p- value of Chi-square and likelihood Ratio are over 0.05. This means that the values of Chi-square and likelihood ratio are not statistically significant and to accept the null hypothesis stating that there is no association between the two variables. That is to say, there is no relationship between grammar learning strategies use and grammar competence of the students.

**Table 10***An analysis of the relationship between the grammar learning strategies use and grammar competence*

	Value	Approx.sig.
by Nominal		
Contingency coefficient	0,428	0,308
N of Valid cases	62	

Table 10, the value of contingency coefficient=0.30, while the level of significance alpha is  $p= 0.308$  which is less than 0.05. This point out the absence of statistical significance, which leads to accept the null hypothesis and reject the alternative one. Thus, saying that that there is no statistically significant correlation between the two variables. That is to say, there is no association between grammar learning strategies use and grammar competence.

#### **4. Discussion**

The current study seeks to explore the use of GLS among Second-year EFL students in Mosul University and to determine the relationship between GLS use and students' GC. The results reported that 2<sup>nd</sup> year EFL students use most of the strategies listed in the GLS questionnaire. The means shows that there is no "never used" strategy. However, there is no "always used" strategy among students. This leads to confirm the hypothesis that Second year EFL students at M'sila University may vary in using GLS.

Referring to the GLS questionnaire, the means of the responses to the first Likert-scale introduced the cognitive strategies that deal with the corrective feedback on errors when producing grammar is the most commonly used strategies among students, followed by social strategies. Learners use social strategies to improve their grammar knowledge through interaction and communication, while affective strategies are the least frequently used ones. These results are like (HongNam and Leavell, 2006; Ozmen and Gulleroglu, 2013; Tam, 2013; Mereba, 2013) who reported that those affective strategies were the least preferred.

In addition, the analysis of the least-used GLS strategies stated that students learn grammar unconsciously. Students prefer neither to memorise structures nor of grammar nor to work with others in groups. Students are not good in groups and do not communicate with their friends to understand and analyse grammar structures. Moreover, students reject grammar in language learning because they rarely prepare and revise their grammar lessons before courses.

The students' grammar scores categorised into three sections (High L1, medium L2, and low L3). The findings of the grammar test distributed the students' scores equally between the three sections. Twenty-one student that scored L1, twenty-one student that scored L2, and twenty student that scored L3. This directs to reject the hypothesis that students may have high levels of grammar.

This study used SPSS to conduct the association between Grammar scores and GLS. The results reveal that GLS use has no association with students' achievement in grammar. All the students use multiple strategies that can help them acquire and use grammar structures easily according to their needs, personalities, and attitudes. Every student has his/her collection of strategies by which he uses to understand and analyse grammar forms and patterns. Both poor and good learners equally use GLS in learning grammar (Tilfarlıoğlu and Yalçın, 2005). The findings of this research approves the hypothesis that there is no significant relationship between GLS use and students' GC based on the results of chi-square tests.

This study failed to find evidence for the existence of a positive relationship between GLS use and GC. Relatively, GLS may influence grammar achievement and therefore language attainment but they are unrelated. That is to say, students attempt to use a variety of techniques and strategies to develop their grammar level in language learning. However, there is no specific effective strategy to use in grammar learning. This result contradict with Pie's research (2014) which reported that there is a positive relationship between the two variables. The reason may be the subject is different, and the learning level is different. English teachers should enhance students' awareness and level of grammar effective strategy in particular by conducting grammar strategy training.

# GENERAL CONSLUSION

Language learning is no longer viewed as the learning of grammatical structures only. Therefore, the foreign language classroom has neglected grammar. However, language learners need grammar knowledge at a certain level in the learning process. Significantly, students use particular strategies to internalise grammar rules to construct sentences and to communicate and therefore to develop language attainment which are GLS. GLS stand as an influential factor in grammar learning and language proficiency.

Despite the fact that there are few existing studies about the relationship between GLS and GC. The current study seeks to explore the relationship between them in an entirely new context. To test the hypotheses, a correlational method has been selected. Researchers distributed a GLS questionnaire and a grammar test (Oxford practice Grammar intermediate diagnostic test- Oxford University press 2010) to a random sample of 62 students from second-year EFL students at M'sila University. Data were collected and analysed; where the grammar test were corrected to determine students' level in grammar and GLS questionnaire data defined each participant's strategy. Moreover, a correlation analysis was conducted to find out the relationship between GLS and GC.

The findings obtained from the study has confirmed the research hypotheses. It was concluded that students use GLS differently according to their abilities and attitudes. Moreover, the most used learning strategies are the cognitive strategies that deal with corrective feedback on errors in the production of grammar. Whereas, the least used strategies are the affective strategies. In addition, the findings show that both successful and unsuccessful students use the same strategies, and there is no specific strategy attributed to success in grammar learning. That is to say, there is no relationship between grammar learning strategies

use and grammar competence concerning second-year students at English department of M'sila University.

Based on the results and the literature reviewed in this study, some suggestions and pedagogical guidelines are necessary:

- The need to produce sufficient grammar lesson plans that meet the students' GLS.
- The need to increase awareness among foreign language teachers of the value of teaching GLS.
- The need to introduce new and creative ways of teaching grammar to encourage students to learn a foreign language.
- The need to use a wide variety of educational methods to reflect the various learning strategies of their students.

The research results suggest directions for future studies:

- This study limited the Participants to the University of M'sila, so it recommend that an enormous selection of different universities be used to get results that are more reliable.
- The questionnaire used only a foreign language; this has made it difficult for students to understand. It is preferable to use a native language in parallel with a foreign language for sentences that contain difficult words.
- This study used a quantitative method, which was not sufficient to obtain accurate findings. It is advisable to use triangulation method.

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# Appendices

## Appendix 01: The Grammar learning strategies Inventory (GLSI)

### Grammar Learning Strategies questionnaire

The questionnaire aims to obtain information about how you go about learning English grammar as part of a master's degree dissertation entitled “Exploring the relationship between grammar learning strategies use and grammar competence among EFL students”. Your responses will only be used for research purposes, so please be candid in your answers. Feel free to use English **or** Arabic in case you want to add a comment on any statement.

Below you will find statements about learning English grammar. Please read each statement and put a number to respond on a scale of **1 to 5**, where **1** indicates **It does not apply to me at all** and **5 It perfectly describes my actions and thoughts**. Feel free to add your comments to the statements in the spaces provided.

Answer in terms of how well the statement describes you. Do not answer what you think you should do, or what other people do. **There are no right or wrong answers in these statements**. If you have any questions, please feel free to ask the teacher.

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
(1)	(2)	(3)	(4)	(5)

### Background information:

Surname:.....

First name:.....

Group: .....

2019/2020

01. I check in advance the grammar rules that will be taught in a lesson.	
02. I pay attention to grammar structures when reading and listening.	
03. I look for different ways to practice grammar rules ( e.g. conversations, writing,...).	
04. I try to find more effective ways of learning grammar.	
05. I know my strengths and weaknesses when it comes to grammar.	
06. I have specific goals and objectives in learning grammar.	
07. I plan to revise grammar rules before attending a lesson.	
08. I pay attention to grammar structures in my own speaking and writing.	
09. I try to use specific grammar structures in communication (e.g. telling a story).	
10. I read for pleasure to improve my knowledge of grammar.	
11. I remark patterns that are hard to know their meaning or communication.	
12. I remember patterns that are often repeated in the text.	
13. I remember patterns that are highlighted in a text by one of these: bold-face: <b>B</b> , Italics: <i>I</i> , underlying: <u>U</u>	
14. I remark patterns that are orally stressed and repeated (e.g. while listening to the speaker, he stress few words or repeat them)	
15. I notice patterns that are repeated several times in a short period of time (e.g. the past tense is used in many stories in the same session).	
16. I pay attention to how more qualified people say things and act like them( e.g. speak the same way they do)	
17. I compare my talk and writing to how experienced people talk and write in order to learn how I can develop my skills.	
18. I use Google or other websites to see how a specific grammar patterns is used correctly (e.g searching on google about when to use future tense)	
19. I pay attention to the rules provided by the teacher or coursebook.	
20. I try to understand every grammar rule.	
21. I memorize rules about commonly used grammar forms (e.g passive tense form )	
22. I memorize rules about how structures change their form (e.g. form an adjective to an adverb).	
23. I mark new grammar structures graphically (e.g. colors, underlining).	
24. I paraphrase the rules I am given because I understand them better in my own words.	
25. I make charts, diagrams or drawings to illustrate grammar rules.	
26. I remember grammar information by location on a page in a book.	
27. I use songs to memorize new grammar rules ( e.g. write the rules in the form of songs )	
28. I perform new grammar rules in a sort of role-playing (e.g. act short play with my classmates using the new rules )	
29. I use a notebook/note cards for new rules and examples.	
30. I group grammar structures to remember them better (verbs followed by gerund and infinitive).	
31. I review grammar lessons to remember the rules better.	
32. I use grammar reference books, grammar sections of course books or grammatical information in dictionaries when learning grammar	
33. I use my native language or other languages I know to understand and remember grammar rules.	
34. I try to discover grammar rules by analyzing examples.	
35. I create my own hypotheses about how grammar rules work and check later if I am right or wrong.	
36. I use electronic resources (e.g. English websites ) to learn grammar rules.	

37. I work with others to reproduce texts read by the teacher which has repeated examples of the same grammar rule (e.g. text full of examples about how to use adjectives).	
38. I analyze diagrams, graphs, and tables to understand grammar.	
39. I work with others to discover grammar rules.	
40. I notice when the teacher leads me into overgeneralization error (e.g. saying broke instead of broke) and then I think about that mistake.	
41. I memorize whole phrases containing specific grammar rules	
42. When I do not know the part of speech, I try to notice the word's form and meaning in addition to the context of the sentences (e.g. Guess the word class adjective, noun ... using sentence meaning)	
43. I repeat the rules and examples to myself or rewrite them many times.	
44. I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice).	
45. I try to apply new rules carefully and accurately in specific sentences (e.g. focus on using the rules correctly in making sentences)	
46. I use newly learnt rules to create new sentences (e.g. to write about my day)	
47. I try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing directly after I learn them).	
48. In my speech, I try to use entire sentences that have certain patterns (e.g.	
49. I remember the rules better when I do something, like check a box, choose a drawing or underline a structure (e.g. do an exercise about underlying the correct pattern of the rule).	
50. I follow the grammar rules when I want to write or speak.	
51. I listen to and read texts containing many examples of a grammar structure.	
52. I compare the way grammar is used in written and spoken language with how I use it.	
53. I listen carefully for any comment (simplify it) the teacher gives me about the patterns I use ( e.g. when he is correcting my misuse of some rules).	
54. I pay attention to teacher correction when I do grammar exercises and try to repeat the correct version.	
55. I try to notice and self-correct my mistakes when practicing grammar.	
56. I try to discuss grammar rules with the teacher if I had any doubts about it.	
57. I notice when someone corrects my grammar in spontaneous communication (e.g. when someone gives me opinions).	
58. I try to notice how the correct version differs from my own and improve what I said.	
59. I try to relax when I have problems with understanding or using grammar structures.	
60. I encourage myself to practice grammar when I know I have problems with a structure.	
61. I try to use grammar structures even when I am not sure they are correct.	
62. I give myself a reward when I do well on a grammar test.	
63. I notice when I feel tense or nervous when studying or using grammar patterns(e.g note when I get anxiety due to facing difficulty with grammar).	
64. I talk to other people about how I feel when learning grammar.	
65. I keep a language learning diary where I include comments about language learning.	
66. I ask the teacher to repeat or explain a grammar point if I do not understand.	
67. I ask the teacher or more proficient learners to help me with grammar structures.	
68. I like to be corrected when I make mistakes using grammar structures.	
69. I practice grammar patterns with other students (e.g. having a conversation with my classmates).	
70. I try to help others when they have problems with understanding or using grammar.	

## Appendix 02: Oxford Practice Grammar Diagnostic Test

### Words and sentences

Choosethebestwaytocompletethesentences.

- 1 The word 'really' is an.....  
A adverb                      B adjective
- 2 The word 'that' is a.....  
A determiner                B preposition
- 3 The subject of a sentence usually comes  
..... the object.  
A after                        B before
- 4 Tess bought some flowers.....her  
mother.  
A to                            B for
- 5 Sara bought a pen and gave.....to  
Claire.  
A it                            B them

### Verbs (1)

Write one word in each gap to complete the sentences.

- 6 William is.....a white shirt.
- 7 I.....like watching scary films.
- 8 What.....you do last night?
- 9 When my alarm went off I  
dreaming about work!
- 10 He hasn't.....all of his lunch.

### Verbs (2)

Choosethebestwaytocompletethesentences.

- 11 ..... been waiting to see a doctor for ages.  
A I'm                        B I've
- 12 I was late because.....got stuck in traffic.  
A I'd                        B I've
- 13 She was tired because she'd.....all day.  
A been working        B was working
- 14 I think.....stay in tonight.  
A I'll                        B I'll going to
- 15 By the time you get home I'll.....my  
work.  
A be finished            B have finished

### Questions, negatives and answers

Write one word in each gap to complete the sentences.

- 1 The contracted form of 'we would' is  
.....
- 2 ..... Wei Jun got a girlfriend?
- 3 ..... gave you those chocolates?
- 4 ..... was the film like?
- 5 ..... colour looks better, blue  
or green?

### Modal verbs

Choose the best way to complete the sentences.

- 6 Students.....to take drinks into class.  
A aren't allowed        B can't
- 7 You've been sleeping all day. You  
be tired.  
A can't                      B mustn't
- 8 I've written the report so you.....do it.  
A mustn't                    B needn't
- 9 Would you.....picking me up?  
A like                        B mind
- 10 We lost the match. We.....played better.  
A should                    B should have

### The passive (1)

Write one word in each gap to complete the sentences.

- 11 Hyundai cars.....made in  
South Korea.
- 12 When I got to the garage, my car  
been repaired.
- 13 The winner should  
chosen very soon.
- 14 The criminals were caught  
the police.
- 15 The passive is more common in  
than in speech.

### The passive (2)

Choose the best way to complete the sentences.

- 1 A trophy.....to the winning team.  
A gave                      B was given
- 2 It is.....that the company is losing money.  
A said                      B told
- 3 I must.....a suit made for the wedding.  
A have                      B had
- 4 The cars have.....to the USA.  
A to be shipped              B shipped
- 5 Zenip loves.....to expensive restaurants.  
A being taken              B taking

### The infinitive and the -ing form (1)

Write one word in each gap to complete the sentences.

- 6 The students promised.....do their homework.
- 7 Would you.....helping me?
- 8 I didn't.....to break the mirror!
- 9 Can you remember.....your keys in your bag?
- 10 I asked my manager  
give me the day off.

### The infinitive and the -ing form (2)

Choose the best way to complete the sentences.

- 11 We couldn't decide where.....for lunch.  
A to go                      B shall we go
- 12 It is important.....your name  
A to sign                      B signing
- 13 I might.....a new PC next week.  
A buy                      B to buy
- 14 Are you afraid of.....in a helicopter?  
A fly                      B flying
- 15 Are you in favour of.....smoking in public places?  
A ban                      B banning

### Nouns and articles

Write one word in each gap to complete the sentences.

- 1 How.....money have you got in your pocket?
- 2 All the doors.....open!
- 3 Politics.....an interesting subject.
- 4 It's raining so we will need umbrella.
- 5 We are going to.....UK on holiday.

### This, my, some, a lot of, etc.

Choose the best way to complete the sentences.

- 6 Look at.....birds in the tree over there.  
A these                      B those
- 7 Are these tickets.....?  
A yours                      B your
- 8 There isn't.....milk in the fridge!  
A some                      B any
- 9 A.....people were feeding the ducks.  
A little                      B few
- 10 I didn't like.....of the books you lent me.  
A either                      B neither

### Pronouns (1)

Write one word in each gap to complete the sentences.

- 11 When will you give our homework?
- 12 Is.....a train that goes to Oxford?
- 13 Eating fish is good for your health, isn't.....?
- 14 I made.....a salad because I'm on a diet.
- 15 Please make.....at home.

## Pronouns (2)

Choose the best way to complete the sentences.

- 1 It is obvious that they really like other.  
A each                      B one
- 2 I've got a mobile phone but ..... is broken.  
A it                          B one
- 3 I've got some sweets. Would you like ?  
A it                          B one
- 4 Everyone ..... really enjoying the party.  
A are                        B is
- 5 Is there ..... good on TV?  
A something                B anything

## Adjectives and adverbs

Write one word in each gap to complete the sentences.

- 6 A holiday is 'relaxing'. A person feels ..... .
- 7 We form many adverbs by adding 'ly' to an ..... .
- 8 The results are good. You all did ..... in the test.
- 9 The opposite of 'more' is .....
- 10 My brother is much taller than ..... am.

## Prepositions

Choose the best way to complete the sentences.

- 11 I started working for this company two years ..... .  
A ago                        B before
- 12 The house was burgled ..... the night.  
A while                      B during
- 13 I'll pick you up ..... to the conference.  
A on the way                B in the way
- 14 This is an example ..... a good essay.  
A in                          B of
- 15 I'm really worried ..... my best friend.  
A of                          B about

## Verbs with prepositions and adverbs

Write one word in each gap to complete the sentences.

- 1 I'm sorry but I don't agree ..... you.
- 2 My manager congratulated me ..... my performance.
- 3 A ..... verb is a verb plus an adverb.
- 4 The phrasal verb 'give ..... ' means 'stop'.
- 5 When I'm in town I'll call ..... on you.

## Reported speech

Choose the best way to complete these sentences.

- 6 Yin Tao ..... me he was busy tonight.  
A said                        B told
- 7 Suzi says ..... meeting a friend after work.  
A I'm                         B she's
- 8 Mika said it ..... raining all week.  
A has been                 B had been
- 9 In the interview they asked ..... I could drive.  
A if                          B me
- 10 I offered ..... her a cup of coffee.  
A to buy                      B to bought

## Relative clauses

Write one word in each gap to complete the sentences.

- 11 The book ..... I read on the plane was excellent.
- 12 Daniel is the student ..... sister is famous.
- 13 There are ..... kinds of relative clause.
- 14 We can't leave the pronoun out of an clause.
- 15 The woman ..... a hat is my aunt.

### Conditionals and wish

Choose the best way to complete the sentences.

- 1 If the weather is good,.....have a picnic.  
A we'll                      B we'd
- 2 If I worked harder,.....get better results.  
A I'll                        B I'd
- 3 If he'd driven more carefully, he.....crashed.  
A wouldn't                B wouldn't have
- 4 You won't get fat  
you eat lots of junk food.  
A unless                    B if
- 5 I.....I hadn't spent so much money!  
A wish                      B if only

### Linking words

Write one word in each gap to complete the sentences.

- 6 ..... taking  
the medicine, I still feel  
ill.
- 7 I'm going on holiday.....relax.
- 8 This machine is used  
cutting metal.
- 9 Federica likes cats and I like them  
.....
- 10 Tara is going to India. She is  
going to Nepal.

## الملخص:

يمكن أن تكون القواعد موضوعاً صعباً للغاية في تعلم اللغة الثانية. يميل المتعلمون إلى استخدام مجموعة متنوعة من الأساليب والاستراتيجيات لاكتساب القواعد. تثير هذه الحقيقة العديد من الأسئلة المتعلقة بمدى تأثير استراتيجيات التعلم النحوي على مستوى قواعد اللغة لدى الطلاب. لذلك ، سعت الدراسة الحالية إلى إستكشاف العلاقة بين استراتيجيات التعلم النحوي التي يستخدمها الطلاب لتعلم القواعد وتطوير كفاءتهم النحوية. كما سعت إلى دراسة استخدام الطلاب لإستراتيجيات تعلم القواعد. تم إجراء هذا التحقيق بين طلاب السنة الثانية على مستوى قسم اللغة الإنجليزية بجامعة المسيلة. تم اختيار 62 طالباً فقط للمشاركة في هذه الدراسة. اعتمدت هذه الدراسة على استخدام الطريقة الترابطية حيث تم جمع البيانات من الناحيتين الكمية والنوعية من خلال المقابلات والاستبيان واختبار النحو. كشفت نتائج الدراسة أنه لا توجد علاقة ذات دلالة إحصائية بين استراتيجيات التعلم النحوي وكفاءتهم النحوية .

**الكلمات المفتاحية:** إستراتيجيات تعلم القواعد ، القواعد ، الكفاءة النحوية. علاقة مترابطة