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Department of English Language

An Investigation of Grammar Learning Strategies Used by EFL Students to Learn Grammar

The Case of Second Year License Students at the Department of English at Mohamed Seddik Ben Yahia University-Jijel

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree in Didactics

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful,

I dedicate this humble work to my beloved parents, for their sacrifice, support, and constant encouragement

    to my adorable sisters: Rokia and Ratiba

        to my dearest brothers: Abdel Madjid and Aissa

    to my precious partner Nadjiba

        to all my lovely friends, relatives, and colleagues

SOUMIA

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful,

I dedicate this humble work to the memory of my beloved father who faced his death bravely.

He has always been a source of encouragement for me to never give up

to my beloved mother, for her sacrifices, support, and constant encouragement

to my dear grandmother for her precious prayers

to my adorable sisters: Leila and Aya

to my dearest brothers: Abdelrahim and chawki

to my precious partner soumia for her precious help and support

to all my lovely friends, relatives, and colleagues

Special dedication to my friends: Warda , Dia, Abla, Youssra, bouchra, Houria, Itidel, and Bessma who supported me a lot and encourage me to improve myself

Thank you for all the happy memories that we have shared all over the past five years.

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Abstract

The present study investigated the grammar learning strategies second year EFL learners employ when they learn grammar. It is based on the assumption that the use of the grammar learning strategies improves grammar learning. To verify this assumption, a questionnaire is designed and administered to (57) second year EFL students studying English at Mohammed Seddik Ben Yahia University of Jijel. The findings showed that second year EFL students are aware of the importance of using grammar learning strategies and the majority of them use the three grammar learning strategies that were classified by Chamot and O'Malley (1990) including: cognitive, meta-cognitive and socio-affective strategies when learning grammar. Furthermore, the results indicated that there is a significant relationship between the use of grammar learning strategies and the students' learning styles.

Key Words: **grammar, grammar learning strategies, learners' learning style**

List of Abbreviations

EFL: English as a **F**oreign **L**anguage

ESL: English as a **S**econd **L**anguage

GLS: Grammar **L**earning **S**trategies

L1: First **L**anguage

L2: Second **L**anguage

LLS: Language **L**earning **S**trategies

LMD: License **M**aster **D**octorate

MCGLS: Meta-**C**ognitive **G**rammar **L**earning **S**trategies

Q: Question

TBLT: Task-**B**ased **L**anguage **T**eaching

TL: Target **L**anguage

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General Introduction

The role of grammar has been for decades a major issue for both teachers and students. For teachers, they link learning a language with mastering its grammar since learners cannot use any language appropriately without learning its grammar. Pagcaliwagam (2016) asserts that teaching grammar is essential for learners because it equips them with deep understanding and proficiency in language. Moreover, Hinkel and Fotos (2002) state that grammatical knowledge helps the speaker to organize and express the idea in his or her mind; thus, improves the development of fluency. On the other hand, grammar is generally seen as a challenging part in learning a foreign language. Indeed, it is one of the language difficult aspects that learners may not have command on.

Language teaching/learning process has witnessed the emergence of a wide array of teaching /learning approaches, each of which emphasizing particular aspect. However, there has been clearly a tendency to move towards a learner centered approach that places the learners at the center of learning process. Basically, such type of learning develops learners to work on their own. According to Brown (2001, p. 43) "students are given opportunities to focus on their own learning process through the development of appropriate strategies for autonomous learning."

A learning strategy can simply be defined as a specific action taken by the learner to make learning easier, faster and more enjoyable. However, even though the learner-centered approach demands for the learners to be responsible for their own learning, teachers still have the responsibility of introducing these learning strategies to their learners and helping them use the appropriate ones.

1. Back ground of the Study

The issue of grammar learning strategies used by learners of English as a foreign or a second language is one that has not been widely explored. Indeed, only few studies have yet undertaken this issue. However, a good number of studies have demonstrated that individual differences affect learning and one of those individual differences can be the learner's learning styles. One study that concerned learning strategies and grammar was conducted by Vines Gimeno (2002). This researcher used cognitive and meta-cognitive strategies to teach grammar points. The study indicated that the experimental group which was given strategy instruction improved their grammar more than the control group. Another study was conducted in Turkey by Guarta (2008) to find out the grammar learning strategies employed by Turkish EFL students at the university preparatory school. This study revealed that Turkish EFL students use a variety of learning strategies when they learn and use grammar structures. The findings from this study also indicated that the learning strategies used differ according to the different proficiency levels, gender, and students' motivation.

A previous study was carried out by El Abri (2017) to find out the types of learning strategies which Omani EFL students use in learning grammar. The findings of the study showed that Omani students used three types of learning strategies. These strategies were meta-cognitive strategies, which were used frequently, cognitive and socio-affective strategies.

2. Statment of the Problem

Like other aspects of language, grammar plays a very important role in language learning and teaching. Ellis (2006) stated that many EFL learners view the process of grammar learning as having intellectual knowledge of the language. EFL learners empower themselves with strategies which they use intentionally when they learn grammar. However,

not all students are aware of the importance of using grammar learning strategies to improve their learning; some of them do not use any grammar learning strategy and others are not aware of the significant relationship between the use of grammar learning strategies and the learning style of the learner.

3. Aims of the Study

This study is conducted to investigate if second year EFL learners at the English department of Mohamed Seddik Ben Yahia university-jijel use any grammar learning strategies in grammar learning and if they are aware of the importance of using grammar learning strategies to improve their grammar. Moreover, it also aims to explore the relationship between the use of grammar learning strategies and the learners' learning styles.

4. Research Questions

The present study aims to answer the following questions:

1) - Do Algerian EFL students at Mohammed Seddik Ben Yahia University of Jijel use any grammar learning strategies?

2) - What are the different learning strategies they use?

3) - Is there any relation between the grammar learning strategies students use and their learning styles?

5. Research Assumption

This study is based on the assumption that the use of grammar learning strategies helps EFL students to learn grammar more effectively.

6. Research Methodology

To carry out this study, a quantitative research tool "a questionnaire" was designed to collect data about the use of grammar learning strategies to learn grammar. It was administered to fifty-seven (57) second year EFL learners at the department of English at Mohamed Seddik Ben Yahia University. The questionnaire also aims at investigating if there is any relationship between the use of grammar learning strategies and the learners' learning styles.

7. Structure of the Dissertation

The present dissertation is divided into three main chapters. The first chapter will be devoted to grammar, including its importance, its different teaching approaches and the role grammar plays in teaching English as a second/foreign language. The second chapter is dedicated to the different grammar learning strategies, the importance of grammar learning strategies and its relation with learning styles. The third chapter is devoted to the presentation and the analysis the research findings.

Chapter One: Grammar Teaching and Learning

Introduction

Grammar is a very important part of language. It plays a major role in the teaching/learning process. The present chapter tackled some issues related to grammar teaching/learning including: the definition of the term grammar, types of grammar, approaches and methods of   teaching grammar. Additionally, this chapter demonstrated the crucial role grammar plays in language teaching/ learning. It sheds light on how grammar is viewed by EFL learners and their perceptions towards grammar.   The chapter ends with indicating some common difficulties both teachers and learners face when teaching and learning grammar.

1.1. Definition of Grammar

In linguistics, grammar is defined as the set of structural rules which influences the composition of clauses, phrases and words in a natural language. The term refers also to the study of such rules and this field includes phonology, morphology and syntax, often complemented by phonetics, semantics and pragmatics (Saidvaliyevna, 2018, p. 1). Grammar as well is the systematic study and description of language which help us to understand how words and their components combine together to form sentences.

Different researchers and specialists provide relatively different definitions to the concept of grammar. Chomsky (1965, p. 8) for instance states that "grammar is a system of rules that in some explicit and well-defined way assign structural description of sentences." Similarly, Ur (1996, p. 75) argues that grammar sometimes defined as the way words are put together to make correct sentences. According to Weaver (1996, p. 2) the term grammar has two definitions. First, it is the description of the syntax of a language, and second, it is a set of rules or prescription of how to use a language.

Moreover, Chomsky (1972, p. 116) adds that grammar can be seen as a systematic description of linguistic abilities of its native speaker. Which means, any native speaker of a natural language can tell whether a given sentence in his/her native language is well formed or not, has a structure or not. Meanwhile a student who learns English as a second or a foreign language may need to pay more attention and be more aware of the grammar structure when they use the language.

1.1.1. Types of Grammar

Throughout the history of language teaching, numerous debates have been held by different specialists about what grammar syllabi should be taught and how it should be included in language teaching and learning. In fact with the rise and fall of different teaching approaches and methods, Different types of grammar additionally emerged aiming to serve the objectives of each approach.

Lester (1976) states that it is totally agreed by most of the world linguists and mainly grammarians that whatever number of grammar types we do have; they all basically aim at stating about linguistic unites. That is how each unit, part or even element, functions and operates in a sentence. Among these grammar types three common ones are: traditional grammar, structural grammar and generative grammar.

1.1.1. Traditional Grammar

Traditional grammar refers to the type of grammar study done prior to the beginning of modern linguistics. It is presupposed by the standards of the grammar of Greek and Latin. Traditional Grammarians consider Greek as their model because English is part of the Indo-European family of languages and since English did not have grammar of its own it followed the rules of classical languages.

Traditional grammar is defined as the collection of the prescriptive rules and concept about the structure of a language that is commonly taught in schools. Ford (as cited in laspas, 2014, p. 1) suggests that traditional grammar involves the following aspects:

1. The labeling and identification of elements within the sentence as parts of a subject, object, attribute, adverbial… etc.

2. Labeling the part of speech of each word.

3. Highlighting the inflection of words (the change of form in a word, E.g. adding the 's' to make a word plural).

4. Describing the relationship between words.

5. Discussing the syntax of words.

Grammar in this traditional sense studies the structure and formation of words and sentences usually with a pre-occupation with parts of speech. That is to say, traditional grammar treats parts of speech as the building blocks for every sentence. i.e. words are labeled as belonging to one of the eight parts of speech: nouns, pronouns, verbs, adjectives…etc without much reference to the sound and meaning of the word.

Traditional grammar is also characterized by the application of strict rules and it's emphasis on correctness, linguistic purism, priority of written mode and the use of Latin models. William (2005,p. 50) claims that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it according to pre-established standard … therefore, the chief goal of traditional grammar is to immortalize a historical model of what supposedly constitutes a proper language. In other words, traditional grammar is the set of rules that indicate which forms or structures of a language are correct and which ones are not.

For decades, traditional grammar or school grammar has kept holding a major role in teaching English as a second/foreign language mainly because it gives learners a basic understanding of the building blocks of language which can help them improve their language skills. However, some scholars and researchers like David Crystal opposed traditional grammar because it seems to be too restrictive. Furthermore, starting from the middle of the nineteenth century, traditional grammar began to be challenged because of the evolution of structural linguistics as a new approach to teach language.

1.2.2. Structural Grammar

Because of the dissatisfactions of some scholars with traditional grammar, they emerged new approach to grammar teaching namely the structural approach which shifted from prescribing how language should be used, to describing the regular structure of a language as it is used. That is to say the structural grammar focus is not what words are used in a sentence, but the structure of the sentence itself and the relationship between its parts.

Structural grammar started first with the work of Ferdinand De Saussure (1916) in which he distinguished between Langue and parole. Saussure divided 'langage', the whole of language, into Langue and Parole and identified Langue as the focus of linguistic study. He describes langue as the abstract language system that is shared by all the member of the community whereas parole refers to the concrete use of language and the actualization of Langue. He made a distinction between diachronic studies, which compare Langue at different point in time, and synchronic studies, which describe Langue at one particular point in time. Perhaps the main observation he made about Langue were first, that there is an arbitrary connection between linguistic signs and what they represent. Second, that the value of a particular unit within the system depends on its opposition to, or how it contrasts with, other units within the system. In other words, De Saussure viewed language as a structured

system, in which each element of this system is defined according to its relation with the other elements. From this perspective, structural grammar can be defined as the analysis of how words relates to each other to convey a particular meaning.

By shifting the interest from studying individual parts of speech to studying cluster of structures (forms of words, words order, words groups...etc), structural grammar provides many useful analytical techniques that help to teach grammar. However, some researchers start to question the effectiveness of using such approach because it failed to provide a complete description to the grammatical system of language. Jian Li and Qing Ming Li (2015, p. 288) state the constraints of structural grammar as follows:

1. It does not provide the rules needed to construct an infinite range of grammaticality.

2. It attaches excessive weight on morphological and morph-phonological rules, but semantic relations received slight attention, it is the same with traditional grammar.

3. It describes the surface structure of sentences and miss-making a number of deep generalizations.

4. Structural grammar gives criteria to determine grammaticality and degree of grammaticality of sentences. And it does not provide sufficient explanation to guarantee clear understanding and correct usage. This may lead learners to make errors.

5. It excludes the treatment of meaning, but any grammatical analysis will be of no use if meaning is not taking into consideration.

6. It doesn't provide satisfactory basis for another two important areas: contrastive analysis and translation in applied linguistics.

1.2.3. Generative Grammar

Transformational generative grammar or TGG was developed by Noam Chomsky in 1957 in his book *Syntactic Structure* in which he provided a model for the description of all languages. Chomsky claimed that the main goal of linguistic description is to construct a theory which contains a set of grammatical rules that could generate an infinite number of sentences of the language. Moreover, the distinction Chomsky made between competence (the idealized capacity of the speaker-hearer of a language) and performance (the actual use of language in communication) has significant contribution on changing the subject matter of linguistics from analyzing an arbitrary set of sentences to studying the speaker's knowledge that enables him to produce and understand sentences of a language.

For Chomsky, grammar is generative in the sense that it shows the creativity of language. This means, a native speaker could use his innate ability and knowledge about grammar to generate an infinite number of sentences. i.e. all the possible sentences of a language could be generated following grammar rules. Moreover, Chomsky proposed that grammar can also be described as transformational in the sense that it analyzes how language lies deeper than its mere superficial and vernacular use. He claimed that every sentence in language has both a surface structure and a deep structure. Surface structure refers to the description of the phonetic form of the sentence and deep structure is the semantic interpretation of a sentence, i.e. its meaning. The theory of transformation is all about how speakers use some transformational rules to change the form of words and sentences to converts a deep structure to a surface structure.

Chomsky's transformational grammar is considered by many researchers as a revolution in the history of linguistics since it added many useful theories and describes new models to teach language.

1.3. Grammar in the Approaches and Methods of language teaching and learning

Grammar is considered as an essential component in learning any language and without grammar one cannot learn a language. Accordingly, various theories of language and language learning may be linked together to form different approaches this lead to the emergence of different methods and approaches to grammar teaching.

1.3.1. Grammar Translation Method

Grammar Translation Method (GTM) is a method of teaching foreign languages which is originally used to teach dead languages such Latin and Greek. GTM is called as the traditional approach to teaching grammar; it was the principle method of teaching foreign languages in the nineteenth century (Richards & Rodgers, 1986, pp. 2-3).

According to Richards and Rodgers (2001, p. 5), GTM focuses on the study of grammatical rules, rote memorization of foreign vocabulary and literary passages and also learning how to translate sentences from and into the target language. Thornbury (1999) also, indicates that grammar within grammar translation method is the basis of instruction, in other words, the syllabus is stand up merely around the study of grammar points.

Moreover, grammar translation method follows a deductive model of teaching language in which the teachers starts by giving learners rules, then examples then practice, in other words, grammar rules are presented at the beginning of the lesson and continued through examples. Teachers who adopt such method to teach grammar focus more on written language, i.e. language teaching is based on the study of literary texts with no emphasis on how language is used in real communication. Thus, reading and writing are given priority over speaking. Moreover, accuracy is highly emphasized rather than fluency.

Grammar translation method was mainly criticized for making learners "memorization of unlimited lists of unusable grammar rules and vocabulary for attempting them to produce

perfect translation" (Richards &Rodgers, 2001, p. 6). Moreover, by the end of 19th century, a change began to be felt in language teaching, reflected in an increase the demand for oral proficiency; consequently, a shift of focus from the written form of language to the spoken form .This change is known in the history of language teaching as the "Reform Movement" (Richards & Rodgers, 2001, p. 7).

1.3.2. The Direct Method

The direct method appears at the end of 19th century. It develops as a response to Grammar translation method which focuses on the written form of language (Thornbury, 1999, p. 21).

The direct method is known as direct because teaching foreign language is done directly without translation into the mother language. Thus, learners learn grammar rules as the same way as children acquire their mother tongue. Its main goal is to make students able to speak and communicate meaningfully in the target language. That is to say, DM is highly emphasized the oral skills. Moreover, grammar in the direct method is taught inductively which means that the teacher gives examples to his/her students then rules are discovered by the students from given examples, i.e. learners themselves deduce the rules (Thornbury, 1999, p. 21).

 Richards and Rodgers (2001, p. 12) summarize the principles and procedures of the direct method as the following:

1-Classroom instruction is conducted exclusively in the target language.

2-Only everyday vocabulary and sentence are taught.

3-Oral communication skills are built up in a carefully graded progression organized

around question-and-answer exchanges between teachers and students in small,

intensive class.

 4-Grammar is taught inductively.

5-New teaching points are introduced orally.

6-Concret vocabulary is taught through demonstration, objects and pictures; abstract

vocabulary is taught by association of ideas.

7-Both speech and listening comprehension are emphasized.

8-Concret pronunciation and grammar are emphasized.

   Although the direct method attracted much attention, it failed to provide learners with the

appropriate way to develop a high level of oral proficiency.

1.3.3. The Audio-Lingual Method

The audio-lingual method is proposed by the American linguists in 1950s , it is

developed from the principle that "a language is first of all a system of sounds for social

communication ; writing is secondary derivative system for recording of spoken language"(

Carroll 1963, as cited in Mart,2013,p. 63) . That is to say, in ALM method, speech is given

priority over writing.

Richards and Rodgers (2001, p. 57) stress that foreign language learning is basically a

process of mechanical habits formation, and good habits are formed by giving correct

responses rather than by making mistakes. In audio-lingual-method, skills first are presented

to students orally then in the written form without reference to mother tongue so that learners

can learn the language skills effectively. Thus, in this method speech is given priority over writing.

Lasen-Freeman (2000, p. 45) states that the Audio-Lingual Method aims to teach vocabulary and grammatical patterns through dialogues, and to enable students to respond quickly and accurately in spoken language. Moreover, the dialogues are learnt through repetition and such drills as backward build-up, chain, transformation, and question-and-answer are conducted based upon the patterns in the dialogue. In addition, students will be able to communicate effectively by forming new habits in the target language and overcoming the old habits of their native language.

In ALM, grammar is taught inductively i.e. "the rules of grammar should be taught only after the students have practiced the grammar points in context" (Richards & Rodgers, 1986, p. 51). In the same vein, Simenson (1998) states that ''in audio-lingual approaches, grammar teaching consisted normally of pattern practice drills only, and had no explicit explanation of grammar. At the same time this was usually called an implicit approach to teach grammar" (p. 50).

1.3.4. Communicative Approach to Language Teaching

Communicative language teaching (CLT) appeared in the early 1970's as result of the work of the council of Europe. It is generally regarded as an approach rather than a method (Richards & Rodgers, 2001, p. 154).This approach draws its principles from the developments of sociolinguistics in Chomsky's work about competence and performance. Chomsky (1965) defines competence as "the speaker-hearer's knowledge of his language and he refers to performance as the actual use of language in concrete situation" (p. 3). These two important concepts of competence and performance were also discussed by Hymes in his work about Communicative Competence in which he argued that communicative competence consists

of more than simply the knowledge of the rules of grammar (Thornbury, 1999, p. 22).

According to Thornbury, many researchers argue that "grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence. Communicative competence involves knowing how to use grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in socially appropriate way (Thornbury, 1999, pp. 18-19).

One of the major features of Communicative Language teaching is that fluency is given priority over accuracy. Moreover, the desired goal of CLT is to make learners attain communicative competence, i.e. use language accurately and appropriately through interaction. It also provides the opportunities to communicate in the target language and encourages teacher-student and student-student interaction. Thus, students are the centre of learning process; the tasks and activities are designed according to their needs and interests.

Furthermore, CLT involves various learning theories; one of them is the communicative principle which offered that learning is supported by activities that include authentic communication. That is to say the base of this approach is learning by performing (Richards & Rodgers, 2001).

Thornbury (1999, p. 22), also indicates that "Explicit attention to grammar rules is not incompatible with communicative practice." So, grammar in CLT is acquired unconsciously through communication rather than through explicit teaching of rules.

Harmer (2001) summarizes the principles of CLT in the following points:

- Language functions are more important and significant than a focus on grammar and vocabulary.

- It principally seeks to train students to use the language forms appropriately in a variety of contexts and for a variety of purposes''.

- It offers the learners a lot of exposure to the TL and enough opportunities to use it, which are crucial for students' language development.

- It stresses life-like communication.

- Accuracy is not a priority; communication is more important than grammar. Communication (spoken or written) is focused on content rather than form.

- It encourages students to use a variety of language structures, and the teacher neither intervenes nor predetermines the language forms students will use. (pp. 84-85).

1.3.5. Task-Based Language Teaching

Task based learning (TBL) emerged from the Bangalore Project of N.S Prabhu. In this project, Prabhu attempted to replicate natural acquisition process by having students work through a syllabus of tasks for which no formal grammar instruction was supposedly needed nor provided (Thornbury, 1999, p. 22).

Task-based approach is an approach which based on the use of tasks as the core of language teaching, planning, and instruction. Its proponents put forward the view point that the task-based approach is the clear enhancement of communication since it shared some features with CLT (Richards & Rodgers, 2001, p. 223).

In TBLT, syllabus might focus on two types of tasks; real-world tasks and pedagogical tasks such as conducting an interview, information gap, or making a phone call (Richards & Rodgers, 2001, p. 231).

A task is defined by prabhu (1987, p.17) as "an activity which requires learners to arrive at an outcomes from given information through some processes of thought and which allows teachers to control and regulate process". In TBLT, syllabus might focus on two types of tasks; real-world tasks and pedagogical tasks such as conducting an interview, information gap, or making a phone call (Richards & Rodgers, 2001, p. 231).

In Task Based Language Teaching, grammar receives little attention, as Nunan (1999) describes, TBLT does not aim at strictly teaching grammar. Essentially, it tries to let learners use the language effectively rather than to produce grammatically correct language forms (as cited in Yilidiz & Senel, 2017, p. 197)

According to Seehouse (1999, p. 159), TBLT is criticized mainly for the idea that is illegitimate for using a syllabus that focuses only on the use of tasks. He argues that "it would be 'unsound 'to make tasks the basis for an entire pedagogical methodology" (cited in Harmer, 2001, p. 86).

1.3.6. Competency Based Approach

Competency-Based Approach (CBA) is an approach to language teaching that focuses on the four skills for the intention of developing the learner's competencies. It aims to teach learners the basic skills and talents they needed in order to enable them to solve problems in real life situation (Richards & Rodgers, 2001, p. 208).

The major basis of Competency Based Approach is that "people learn a second language most successfully when they use the language as means of acquiring information, rather than an end in itself" (Richards & Rodgers, 2001, p. 209). That is to say language learning always needs to be connected to the context in which it is used. Therefore, CBA focuses on the outcomes of learning, i.e. it focuses on how the students can use the language meaningfully instead of their knowledge about the language.

More interestingly, Competency Based Approach share many features with Communication Language Teaching for example, both of them focus on developing functional communicative skills (Richards & Rodgers, 2001).

CBA approach aims to put up language forms, function, and social skills that aid students perform as effective users of language in real world settings. As Wong (2008, p. 189) identifies two reasons for adapting CBA; the first is that CBA is a good method for validating the achievement of basic skills. The second is that CBA is a good method for ensuring the total correlation of curriculum, assessment and instruction.

Richards and Rodgers (2001, p. 208) states, "in Competency Based Approach, grammar is seen as a component of other skills" i.e. teaching grammar is integrated in teaching other skills. Besides that, learners have an active role in the classroom which is underlined by the fact that students are expected to perform the skills learned i.e. the learners construct their knowledge, they learn by doing (Richards & Rodgers, 2001, p. 213).

To summarize all what was discussed in this section about grammar teaching methods, we can say that the early methods to teach grammar (Grammar Translation Method, Direct Method, and Audio lingual Method) gave grammar much importance since they focused on the form of language. However, with the communicative approaches (CLT, TBLT, and CBA) grammar becomes less important since these approaches emphasize meaning over form. They aim to develop communicative skills of learners rather than to enable them to produce correct grammatically sentences.

1.4. Ways of Teaching Grammar

Douglass Brown (2007) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Thus, teaching grammar means providing learners with any instructions that draw their attention to some grammatical forms that help them to understand how to use a language. However, since teaching grammar has a crucial role in teaching English as a second/ foreign language, different ways have been suggested as to how

grammar should be taught and what is the best way to its teaching. The inductive and deductive approaches are two approaches used to teach grammar in EFL classes.

1.4.1. Deductive Teaching

In the deductive approach, teachers start the grammar lesson with a presentation of the rules followed by examples in which the rules are supplied. This approach is also known as a rule-driven approach (Thornbury, 1999). For learners, using the deductive approach and presenting grammar rules at the beginning of the lesson is not something favorable, this can justify why teachers usually prefer to start grammar lessons with activities or tasks that fit learners level. The deductive approach is considered as a traditional approach where the teacher is the center of the teaching process unlike the inductive approach which is considered as a Learner-Centered Approach.

1.4.2. Inductive Teaching

In contrast, the inductive approach is known as a discovery approach because instead of giving rules first to the learner, the teacher provides them with examples from which they will try to find out the rules. More interestingly, in the inductive approach learners are actively involved in the learning process (Thornbury, 1999). In addition; they could memorize the rules better than others who received them from the teacher.

1.5. The Role of Grammar in Foreign Language Teaching and Learning

Grammar is the backbone of language and without it language cannot be clear and appropriate. Canal and Swain (1980) propose in their model that grammatical competence is an integral part of communicative competence. Moreover, since English as a second or a foreign language is not acquired naturally; instructions and structured learning about grammar are important. Through grammar, an ESL learner learns how to operate at the sentence level

and studies the governance of the syntax or words orders that are the rule of the game in the language. According to Azar (2007, p. 3), the role of grammar is to "help the students discover the nature of language". i.e. language consists of predictable patterns that make what we say, read, hear and write intelligible.

1.6. Learners' Perceptions towards Grammar

Although many students consider grammar as difficult and see it as the main problem that stands in their way to learn any language, there are others who believe in the importance of grammar instruction in guiding learners to achieve a better understanding of how to use a language. Schulz's (1996) study on the students' and teachers' views on error correction and the role of grammar instruction in a foreign language setting revealed that many students have favorable attitudes towards grammar instruction, they believed that in order to master a language, it was necessary to study grammar. Moreover, Zeng's (2004) findings show that learners view grammatical instruction as a tool for communicating in an acceptable way, and especially for writing. Another study which shows the positive attitudes of students towards grammar is Wong's (2010) study which revealed that middle school students from China believe that grammar is very important and necessary. Based on these findings, it can be concluded that teaching grammar is something favorable not only for teachers but also for the learners who prefer to use such instructions to find their ways to learn a language.

1.7. Challenges Teachers and Learners Face in Grammar Teaching and Learning

Grammar is considered as one of the significant skills of a language that both teachers and learners face some challenges to teach and learn.

1.7.1. Challenges faced by Teachers when teaching grammar

In teaching English as a foreign language, grammar is considered as one of the significant skills to master and it is perceived as a component that complements other language skills. Language instructors often find some challenges in teaching English grammar.

1.8.1.1. Learners' Lack of Motivation

Motivation has been a centre of attention throughout the years because it constitutes one of the backbones of the learning process. However, student's lack of motivation constitutes a serious problem for teachers in language classrooms. Little Wood (1981, p. 53) indicates that motivation is "The crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres". That is to say motivation is regarded as an important factor that increases student desire to learn and achieve certain goals through devoting as much effort as needed to achieve these goals. However, Little Wood (1989) says that "Failure may produce negative attitudes which may help to breed further failure" (p. 56). That is to say, the low marks for example that students got in exams and tests can affects and decrease learners' motivation. Timmins (1999), investigates the reasons of lack of motivation in students and He argues that when students have low self-confidence and self-esteem, high anxiety and inhibition, this may decrease their level of motivation. So the teacher will face more difficulties to make his lessons interesting for those unmotivated students (as cited in Dislen, 2013, p. 36).

To solve such problem, teachers should raise their learners' consciousness about the communicative needs of learning grammar as a first step in order to raise their level of motivation. Moreover, learners should be aware of the importance of grammar and its communicative goals. They must feel that they are learning grammar, not because the teacher

tells them to do so, but because they have a strong desire to learn it in order to master the language for communicative needs (Little Wood, 1981).

1.7.1.2. Large Classes

One of the most difficulties that a teacher may experience while teaching a large class is the tremendous effort that she/he will have to make. With such outnumbered class there is always something to be done. Moreover, in such environment, the teacher cannot give attention to all of the students therefore, when questions are asked, only more able and less shy students are eager to answer. Too often, interaction is restricted to students in front rows. The teacher cannot pay equal attention to all students (Le phuocky, 2002, p. 8).

According to Ur (1996, p. 273), heterogeneous classes are especially problematic because of the fact that students' levels of English vary greatly, the materials used are too easy for some students, but too difficult for others. Moreover, Stones (1970) testes over 1000 students and discovered that 60 percent of them declared that the presence of a large number of people in the class prevents them from asking questions even if the teacher motivates them to do so. This fact has a negative impact on the teaching-learning process in general and grammar teaching-learning in particular. Furthermore, with a large class, there is the problem of noise which is inevitably high and may adds to the stress teachers may experience. In addition, organizing, planning and presenting may constitute another challenge for teachers in such classes as students abilities might differ considerably (Rahalmi, 2013).

1.7.2. Learner difficulties

English language learners confront typical problems which may harden their grammar learning. Native language (L1) interference represents a common difficulty that learners face when learning grammar. Aitken (1995, p. 9) argues that "some errors are caused by mother tongue interference; the native language behaves in ways which are not applicable to English,

but the learner treats them as equivalents". This often occurs in areas such as grammar and writing. Moreover, York (1974) gives the example of Arabic. He said that in Arabic, there is the use of coordination, not subordination, in written paragraphs. A tightly organized English paragraph with its topic sentence, controlling and supporting ideas, is a manner of expression which is foreign to Arabic-speaking students, and one which they often interpret as cold and calculating.(as cited in Peck, 1991, p. 367).

Harmer (1995) also introduces the problem of plurality; some forms of nouns do not change when making their plural like *Furniture*. However, other types change just a phoneme like *teeth*, *women*. The use of prepositions *since* and *for* to indicate time causes errors as well. Harmer points to the fact that learners tend to compare the grammar of their mother tongue with English grammar. Accordingly, similarities between the mother tongue and foreign language lead to easiness and their differences lead to difficulties (as cited in Tuomas, 2015, p. 6).

Larsen-Freeman (1991) also talks about another problem relating to the pragmatic use of tenses. He states the following:

It is neither the form nor the meaning of the English tenses that present the greatest long-term challenge to ESL/EFL students; rather, it is when/why to use one tense and not the other. In other words, it is the pragmatic usage of tenses that is the major obstacle to their mastery (p. 289).

Grammatical terminology represents another difficulty for learners. It refers to a glossary of grammatical and linguistic terms such as nouns, verbs, adjectives…etc. Greenbaum (1988, 42) indicates that learners faced some difficulties to know and grasp the different grammatical terminology. He stated "there is "there is no standard terminology for grammar". Thornbury (1999) points out also to the grammatical

terminology and illustrates with the example of tenses. He said that in some grammar books, the term "tense" refers to all kinds of English tenses including "aspect". However, in other books, the "tense" and "aspect" are discrete. For instance, the present simple is a tense, whereas the present continuous is an aspect of the present simple. Consequently, the explanations provided in grammar books have insufficient account for"tense" and "aspect", thus; learners confuse to grasp and differentiate between different grammatical terminologies.

Briefly, grammar difficulties differ from one person to another. Some find particular area of grammar easy to learn. However, others regarded grammar as difficult task to learn a language.

Conclusion

No one can deny that teaching grammar is an essential part of teaching any language since mastering grammar effects mastering language skills. Thus, learners need to pay more attention to grammar teaching and learning in order to achieve a better understanding of how to use a language. In the previous chapter the main issues related to grammar and grammar teaching were discussed. Then, types and approaches to grammar teaching were identified in relation to how grammar is thought within each approach. This chapter also provides an overview about the role of grammar in foreign language teaching and learning. Learners' perceptions towards grammar, the difficulties both teachers and students face in grammar teaching and learning were also explored carefully within this chapter.

Chapter Two: The Use of Grammar Learning Strategies to Improve Grammar Learning

Introduction

There has been a prominent change in the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. With regard to this shift from teacher-centered approach to learner-centered approach, learners become more autonomous and responsible for their learning. Accordingly, more attention has been given to the strategies used by learners during the learning process. So, researchers started to investigate language learning strategies and how learners employ them in their learning.

This chapter introduces some issues about Language Learning Strategies (LLS); their definitions, features and importance in the teaching/learning process. It also sheds light on learning styles and how they could be related with the concept of autonomy. Moreover, grammar learning strategies, their classification and types are tackled in this chapter followed by a description of the relationship between grammar learning strategies and learning styles.

2.1. Learning Strategies Definition

The term *strategy* originates from the ancient Greek term ''*Strategia*'' which means the art of war. More specifically, strategy entails the optimal management of troops, ships or artifacts in planned campaign. In non-military settings, a strategy has come to refer to a plan, step, or conscious action directed toward attaining an objective (Oxford, 1990, p. 7).

Learning strategies have been differently defined by many researchers. Oxford (1990), defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations" (p. 8).

That is to say, learning strategies are different behaviors which the learner takes to make learning fast, easy and interesting. In addition to Oxford, Cohen (1998) describes learning strategies as "the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understandings of the target language" (p. 98).

Moreover, Richards and Platt (1992) point out that learning strategy are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (p. 209). As can be noticed, the definitions above indicate that learning strategies are behaviors taken by learners for the purpose of facilitating and improving their learning.

2.2. Language Learning Strategies

A number of language theorists have defined language learning strategies in different ways. An early definition of language learning strategies was given by Weden and Rubin (1987) in which they define LLS as "any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." (p. 19). Additionally, Scarella and Oxford (1992) describe LLS as "specific actions, behaviors, steps, or techniques used by students to enhance their own learning" (p. 63). This means that LLS are important for learners to develop their learning since LLS are considered as a facilitator that help them to improve their own learning.

O'Malley and Chamot (1990) state that language learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (p. 1). In other words, LLS were seen as special ways of processing information that enhance comprehension, learning, or retention of information.

As it can be seen the definitions provided above by researchers agreed that language learning strategies are behaviors and techniques used by learners when processing information

and performing tasks in language classrooms so that, language learning will be more effective and successful.

2.2.1. Features of Language Learning Strategies

As stated by Oxford (1990, p. 9) the main features of LLS are:

1. LLS contribute to the main goal, communicative competence. It help learners participate, communicate (authentic communication), and motivate in which these three points represent the main goal of LLS.

2. LLS allow learners to become more self-directed. LLS aid and enable learners to make their own decisions, choice, and work…without any guidance from their own teachers or more knowledgeable people in which learners will gain more confidence.

3. LLS expand the role of teacher. He gives advice to learners, support and guides them inside or outside the classroom; create appropriate conditions that make them know learning strategies that fit them.

4. LLS are problem-oriented. Strategies in fact are problem solving mechanism or techniques used by learners to cope with the complex process of learning.

5. LLS are specific actions taken by learners. Particular behaviors used by learners ton enhance their learning.

6. LLS involve many aspects of learners, not just cognitive. They do not include only cognitive aspects (thinking and mental procedures). But also social and emotional aspects (social skills, motivation, managing feelings…) and other functions as well.

7. LLS are not always observable. They can be behaviors, actions, thoughts…in which the latter are in the mind; we cannot see them.

8. LLS are often conscious. They might be conscious as well as unconscious since they are not always observable to the human eye.

9. LLS can be taught. Learners can be trained in their managements i.e. *learner training, strategy training* these techniques are used by the teacher to make learners aware of the existence of their own strategies and train on them in their practice to enhance them.

10. LLS are flexible. They can be changed easily.

11. LLS are influenced by a variety of factors. It obvious that there are factors that influences them. Some of these factors: sex, age, gender, learning style, act.

12. LLS support learning both directly and indirectly.

2.2.2. The Importance of Language Learning Strategies

Since the amount of information to be processed by language learners is high in language classroom, learners use different LLS in performing the tasks and processing the new input they face. LLS are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom (Hismanoglu, 2000).

Moreover, language learning strategies are important because training students to use different LLS can help them to become successful language learners. Also, LLS enable students to gain a large measure of responsibility and to enhance their progress in developing L2 skills (Al Haisoni, 2012, p. 116). Similarly, Oxford and Nyikos (1989, p. 291) state that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction. Additionally, Oxford (1990, p. 1) indicates that LLS "are especially important for language learning

because they are tools for active, self-directed movement, which is essential for developing competence."

LLS affect learners' motivation and the way they choose and organize the acquired knowledge. As Weinstein and Mayer (1986, p. 315) mention, LLS "affect the learner's motivational or affect state, or the way learner selects or interacts new knowledge". Besides, Fedderholdt (1997, p. 1) points out the language learner who is capable of using a wide variety of LLS appropriately can improve his language skills in better way. So, the appropriate use of LLS by learners can help them in developing language skills.

2.2.3. Factors Influencing the Choice of Language Learning Strategies

In the last twenty years, a lot of researchers have been investigating what are the factors influencing the use of language learning strategies. The results of their studies revealed that LLSs use vary according to various numbers of individual differences such as age, gender, proficiency level, motivation and also learning styles. Oxford (1990) concentrates on the factors that affect the frequency and type of language learning strategies used among second language learners and suggested that they are subject to variation factors as degree of awareness of learning strategies, stage of learning, task requirements, age, gender, cultural and mother language background, purpose of learning, personality traits, and motivation.

 2.2.3.1. Proficiency level

Several researches have been conducted to investigate the relationship between language proficiency level and strategy use. Green and Oxford (1995) state that people at different levels of proficiency are likely to use different types of strategies; partly because they are dealing with various kinds of materials and situations. Mahnaz and salahshour' (2012, p. 638) study reveals that in the language proficiency test they used as a tool for their

research which known as The Nelson English Language test (Fowler & Coe 1976), Iranian high proficiency learners reported higher mean scores in all the six strategies (memory, cognitive, compensation, meta-cognitive, social and affective strategies) than the low proficiency learners. More interestingly, the findings also showed the differences between high proficiency learners and low proficiency learners in the choice of learning strategies. The most preferred strategies of learners with high level of proficiency were meta-cognitive and social strategies while for low proficiency learners, cognitive and compensation strategies were preferred. El-Dib (2004) when analyzing a set of data from the Arabic Gulf, notice that less proficient learners in his study preferred affective strategies because they help them overcome tension and anxiety related to foreign language learning.

From all what was mentioned before, it can be concluded that proficiency level has a significant influence on how learners choose the suitable learning strategies that fit their learning abilities.

2.2.3.2. Language Achievement

A lot of people link between language achievement and language proficiency since language achievement is considered as a standard of how to evaluate learners' proficiency level. In other words, learners who achieve a better understanding of language and language use and who achieve better learning outcomes are considered as high proficiency learners and vice versa. Since language proficiency affects the choice of learning strategies, it can be concluded that language achievement also has a significant impact on language learning strategies choice and use. O'Malley, Chamot, and Kupper (1987) find that effective L2 learners used language learning strategies more often than ineffective learners. Chamot and Kupper (1989) discover that more successful learners used more language learning strategies, more frequently and more appropriately while less successful learners used less language

learning strategies, less frequently and less appropriately. Chamot and El-Dinary (1999) report some differences in the types of strategies more effective and less effective students relied on when reading. Bruen (2001) find that more proficient students used more language learning strategies especially more cognitive and meta-cognitive strategies and in a more frequent way. Altan (2003) reveals that the relationship between language learning strategies and foreign language achievement was linear. Similarly, Demirel (2012) find that as the level of language learning strategy use increased, student achievement increased as well. Also, this finding is supported by Oxford (1990, p. 19) who claims that "learners who are more aware and more advanced seem to use better strategies" and by Chamot et al. (1987, p. 12) who point out that "good language learners use a variety of strategies to assist them in gaining command over new language skills". Balci's (2018) study reveals that there are positive associations between language learning strategy use and foreign language achievement.

2.2.3.3. Learning Styles

A lot of researchers believe that learning strategies do not work in isolation but they have a positive influence if students use them according to their learning styles. Defining learning styles is a major concern among the scholars in the field of foreign language learning/teaching. Dunn and Dunn define learning styles as "a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience"(as cited in Reid, 1987, p. 89). Oxford (2001, p. 359) also, defines learning styles as "the general approaches that students use in acquiring a new language or in learning any other subject". In other words, learning styles are different methods or ways used by learners in their learning process. Moreover, Reid (1995) views learning styles as "individual, natural, habitual, and preferred way (s) of absorbing, processing, and retaining new information and skills" (as cited in Kara, 2003, p. 2). In the same vein, Fleming (2001) claims that learning styles are "an individual characteristics and preferred ways of gathering, organizing, and

thinking about information" (p. 1). For Stewart and Felicetti (1992, p. 16) learning styles are "those educational conditions under which a student is most likely to learn". So, learning styles are not really concerned with what learners learn, but rather how they prefer to learn.

However, in foreign language learning it is essential that learning strategies work in harmonious way or in relation to learner's learning style. Ehrman and Oxford (1988) argue that learning styles has a significant influence on student's choice of learning strategies and both effect learning outcomes (p. 89).

More interestingly, some researchers claim that if a student does not know his/her learning style and use them at random; learning strategies will not work out and the proficiency level will not improve.

2.2.3.3.1. Types of Learning Styles

Fleming (2001) identifies four learning styles in his model VARK, visual (V), Aural (A), Read/Write (R) and Kinesthetic (K). According to him visual learners prefer maps, charts, graphs, diagrams, highlighters, different colors, pictures, word pictures, and different special arrangement. They also need to see the teacher's body language and facial expression to fully understand the content of the lesson. Aural learners prefer to explain new ideas to others, discuss topics with other students, and their teachers, they use a tape recorder, attend lectures, and discussion groups and use jokes. Read/Write learners prefer lists, essays, reports, textbooks, definitions, reading printed handouts, reading web pages, and taking notes after listening to a lecture. Kinesthetic learners prefer to be physically involved in learning, using his body, and his hands. They learn best through hands-on approaches, field trips, trial and errors, doing things to understand them, laboratories, dramatizing, interviewing, and solutions to problems, collocations and samples.

Reid (1995) claims that three major styles are widely recognized and relevant to the field of foreign language learning: Sensory or perceptual learning styles, cognitive learning styles and affective/temperament learning styles. Sensory or perceptual learning styles have to do with the physical environment in which we learn, and involve using our senses in order to perceive data. For instance, visual learners prefer to learn through seeing pictures, charts and auditory learner who prefer to learn through hearing. Reid asserts the fact that learners may have more than one learning style and are able to change styles depending on the environments or task at hand. Cognitive styles relate to thinking, problem solving abilities and the ability to organize information. There are two types of cognitive styles field independent and field dependent. The field independent students prefer to learn in context where rules, instructions, discrete-point tests and imitation are emphasized. However, the field dependent students generally prefer cooperative and experimental learning environments. Affective/temperament learning style takes learners' emotions, values and feelings into consideration. The focus is on the student (his or her motivation, level of engagement, interaction) and how he or she reacts to learning opportunities (as cited in Jaish, 2010, p. 20).

Furthermore, Gergorc (1997) identifies four learning styles: Concrete-sequential learners, Abstract-sequential learners, Abstract-random learners and the Concrete-random learners. The Concrete-sequential learners prefer direct, hands-on experience; they want to order a logical sequence to the tasks and follow directions well. Abstract-sequential learners like working with ideas and symbol, they are logical and sequential in thinking, and like to focus on the task without distraction. Abstract-random learners focus attention on people and the surrounding, prefer discussions and conversations that are wide ranging and want time to reflect on experiences. The Concrete-random learners are experimental and risk-takers, like to explore unstructured problems and use trial and errors to find out solutions (as cited in Kara, 2009, p. 78).

2.3. The Concept of Autonomy

Over the past twenty years, the concept of autonomy has become increasingly important in educational literature, where it has been regarded as both a desirable goal of educations and a constituent an element of good teaching and learning.

Autonomy is a complex socio-cognitive system, manifested in different degrees of independence and control of one's own learning process, involving capacities, abilities, attitudes, willingness, decision making, choices, planning, actions, and assessment either as a language learner or communicator inside or outside classroom. As a complex system it is a dynamic, chaotic, unpredictable, non-linear, adaptive, open, self-organizing and sensitive to initial conditions and feedback. Moreover, autonomy has different aspects which includes self-confidence; usage of individual learning strategies; it depends on learner's willingness to take responsibility for their own learning (Chitashvili, 2007, p. 17).

According to Cakici (2015, p. 32), autonomy grows out of the individual learners' acceptance of responsibility for own learning his/her own learning. That is to say learner autonomy is a matter of explicit or conscious intention: one cannot accept responsibility for his/her own learning unless she/he has an idea of what, why, and how she/he tries to learn.

Moreover, Learners autonomy can be fostered through training students to use learning strategies. In order to learn autonomously, teachers should give students adequate training to prepare them for more independent learning. Besides that, a series of learning strategies are the key to learner autonomy, aiming at maximizing learner autonomy. Language learners need training in learning strategies in order to increase their potential and contribute to their autonomy. Indeed, the teacher should be a model in the use of strategy using (Cakici, 2015, p. 36).

To sum up, autonomy is especially important in language learning. It is a situation in which the learner makes his/her own decisions and has the opportunity for independent action during the process of learning. Also, autonomous learners have insights into their learning strategies. So, learners can gain autonomy through the use of learning strategies.

2.4. Grammar Learning Strategies

2.4.1. Definition

As any other parts of the language, grammar has a major role in language learning. The majority of EFL learners perceive the grammar learning as an intellectual knowledge of the language that makes them more confident when they use language. EFL learners adopt certain methods and techniques which they use deliberately during learning grammar. These methods are called grammar learning strategies.

One of the first attempts to define grammar learning strategies was provided by Oxford, Rang Lee and Park (2007) who characterize GLS as "actions and thoughts that learners consciously employ to make language learning and/or use easier, more effective, more efficient and more enjoyable. Griffiths (2008) summarizes the characteristics of grammar learning strategies as the following:

1. They are actions to be taken by the learner.

2. Their application is at least partly conscious.

3. They are optional means learners choose.

4. Their use entails goal oriented, purposeful activity.

5. They are used to regulate, facilitate, and control the process of learning.

2.4.2. Classification of Grammar Learning Strategies

There are several classifications of grammar learning strategies. however, in this study O'Malley's classification (1985) and that of Oxford (1990) are selected to be discussed since it is the most influential classifications that would be more representative for this study which investigates what grammar learning strategies EFL learners used when they learn grammar.

2.4.2.1. O'Malley and Chamo's classification (1985)

First, according to O'Malley and Chamot (1985) grammar leaning strategies can be categorized as cognitive, meta-cognitive and socio-affective learning strategies.

2.4.2.1.1. Cognitive Strategies

Cognitive strategies are the basic mental abilities we use to think, study, and learn. it what a learner use to operate with any incoming information and manipulate it in a way that help them increase their learning. O'Malley and Chamot (1990) describes cognitive strategies as those in which the learner interacts with the material by manipulating it mentally (e.g. making mental images) or physically (e.g. grouping, taking notes). Cognitive strategies enable learners to understand and produce a new language by many different means. The target language are manipulated or transformed by repeating, analyzing or summarizing. (Oxford 1990).

O'Malley and Chamot (1990) listed some cognitive grammar learning strategies as the following:

Cognitive GLS	Definition	Suggested GLS Use
Practicing	Repeating, formally practicing with sounds and writing systems, recognizing and using formulas.	Models: can, could may, be able to." Read the example; decide what the words in bold express: ability, permission, or request". This activity is followed by a role-play
resourcing	Looking for extra reference material, textbooks, grammar books, dictionary, etc.	Question tags: clauses of reason , concession, purpose; nouns, articles and determiners-extra material grammar resource book or monolingual dictionary
grouping	Classifying words, terminology numbers, or concepts according to their attributes.	Classification verbs and structure followed by the infinite and the "-ing" forms
Note taking	Writing down key words and concepts in abbreviated verbal ,graphic, or numerical from to assist performance	Past simple VS present perfect- key words on main respective usages. "use the present perfect simple with just, always, before, ever, never, so far , once , twice,…etc."
Highlighting	Using a variety of emphasis techniques (underlying, starring, or color-coding) to focus on important information in the passage.	Using different color coding for future verbs forms and respective meanings- future with "will". Future with present simple: future with "present progressive", future with" going to"

Table1: O'Malley and Chamot (1990) Cognitive Grammar Learning Strategies.

2.4.2.1.2. Meta-cognitive Strategies

Meta-cognitive strategies refer to methods used to help learners understand the way they learn and lead them to think about their thinking. O'Malley and Chamot (1987) state that

MCGLSs control processes in planning for learning, monitoring one's comprehension and production, evaluating how well one has achieved a learning objective.

The implementation of meta-cognitive strategies empowers higher-order cognitive abilities, intentional and memory control, self-confidence and leads to independent and meaningful learning.

O'Malley and Chamot (1990) provide a list of general learning strategies (which may also functions as meta-cognitive strategies), highlighting the meta-cognitive processes involved in each of them:

1) Setting goals: developing/ planning personal objectives, identifying the purpose of the task; the meta-cognitive process of planning.

2) Directing attention: deciding in advance to focus on particular tasks and ignore distractions; the meta-cognitive processes of planning, monitoring, problem-solving, evaluating.

3) Activating background knowledge: thinking about and using what the student already knows that helps him do the task; the meta-cognitive processes of planning, monitoring, problem-solving, and evaluating.

4) Predicting: anticipating information to prepare and give direction for the task; the meta-cognitive process of planning.

5) Organizational planning: planning the task and content sequence; outlining, brainstorming, making a priority list; the meta-cognitive process of planning.

6) Self-management: arranging for conditions that help one learn; knowing yourself, planning how to study; the meta-cognitive process of planning.

7) Asking if it makes sense: checking understanding and production to keep track of progress and identify problems; monitoring comprehension and production, self-monitoring; the meta-cognitive process of monitoring.

8) Attending selectively: focusing on key words, phrases and ideas; scanning, finding specific information; the meta-cognitive processes of planning and monitoring.

9) Deduction/ induction: consciously applying learned or self-developed rules; using/ making a rule; the meta-cognitive process of monitoring.

2.4.2.1.3. Socio-Affective Strategies

Social-affective strategies are actions taken by learners so as to seek support or interact with other learners or more proficient speakers of the language … it help learners gain control and regulate personal emotions, attitudes, and values; which are the necessary elements for successful language learning (Oxford, 1990; 2003). In other words, socio-affective strategies are strategies that enable students to learn how to use interaction and cooperation to build self-confidant and gain high self-esteem. It also helps them to reduce anxiety and negative feelings to learn how to ask clarification and verification questions in order to achieve a better understanding and achieve learning objectives

2.4.2.2. Oxford's classification (1990)

According to Oxford (1990), grammar learning strategies can be categorized as direct or indirect strategies

2.4.2.2.1. Direct strategies

They are strategies that involve directly the target language and they require mental processing of the language. These strategies include memory, cognition and compensation strategies.

1. Memory strategies: help the students store and retrieve new information.

2. Cognitive strategies: help them understand and produce new language by many different means.

3. Compensation strategies: allow them to use the language in spite of gaps in knowledge; these strategies serve as auto fillers in learning a language where information gaps occur in understanding or applying grammar rules (Oxford, 1990; 2003). So, learners overcome their limitations by guessing intelligently using linguistic and non-linguistic clues to compensate the absence of complete grammatical knowledge.

Interestingly, Oxford (1990) distinguishes cognitive strategies and memory strategies from each other as she thinks the strategies that are especially used in vocabulary learning, such as creating mental linkages and applying images and sounds, are specific actions used to memorize words. However, she acknowledges that memory strategies are usually included among cognitive strategies in the literature.

2.4.2.2.2. Indirect Strategies

Indirect strategies are those that enable or support direct strategies to occur and/or increase their successful application (Oxford, 1990). Indirect strategies can be divided as meta-cognitive, affective, and social strategies.

1. Meta-cognitive strategies: enable the learners to hold responsibility for their learning by give them opportunities to monitor, assess, and evaluate them.

2. Affective strategies: enable the learners to control negative feelings or attitudes in order to achieve better outcomes.

3. Social strategies: enable learner to take a part in real life communication and learn how to use interaction, and ask questions to solve problems.

All these strategies are indirect because they support language learning without directly involving in the target language. Indirect strategies can be helpful for all four language skills: listening, reading, speaking, and writing.

2.5. The Relation between Grammar Learning Strategies and Learning Styles

Researchers have indicated that learning styles and learning strategies are important aspects in the learning process; they found that successful learning is determined by usage of suitable learning styles and learning strategies.

Obviously, learning styles and learning strategies are different. However, these two terms are often closely related to each other. Wen and Jhonson (1997, p. 46) have reported in their studies that learner's style preference generally has a wide influence on their strategy use. Oxford and Nyikos (1989, p. 297) also show that language learners tend to use those strategies which reflect their learning styles. Additionally, Brown (1994) find that learning strategies do not operate by themselves, but rather are directly linked to learner's styles (as cited in Li Cheng, 2019, p. 146).

Ehrman and Oxford 1990, p. 325) explore also the relationship between learning styles and learning strategies through semi-structured interviews. The research points out that learner's learning styles may significantly influence their choice of language strategies Nosratinia, Mojri and Sarabachain (2014, p. 260) explore the relationship between EFL learner's learning styles and strategies and found statistically significant relationship between

EFL learners' affective strategy with visual style and auditory style, meta-cognitive and visual style.

Moreover, Brown (2000) and Oxford (2001) state that the choice of a strategy or series of strategies depends on the individual's learning style together with the task that he/she is approaching. This might account for the fact that learning strategies may also vary from person to person, and that a particular learning strategy may not always help learning of a particular language point (as cited in Guarta, 2008, p. 18).

Although, learning styles and learning strategies are different, they are related and complete each other's. Learning styles influence the choice of strategy use and vice versa.

Conclusion

This chapter discusses the definition of language learning strategies, features and their importance in language teaching and learning. Then, it tackled the factors that influence the choice of language learning strategies and the different types of learning styles. It also discussed the concept of autonomy. Moreover, throughout this chapter, definitions of grammar learning strategies were introduced and their classifications as suggested by some researchers were introduced. Finally, the relationship between learning styles and learning strategies was explored.

Chapter Three: Research Methodology and Data Analysis

Introduction

The present chapter is devoted to the practical part of this research work which aims at investigating grammar learning strategies used by second year EFL learners to learn grammar. First, the population and sampling of the research work will be identified. Moreover, the research instrument used in this study will be described. Then, the process of data analysis will be presented and discussed. Finally, the obtained results from research tool will be interpreted followed by some limitations of the study and pedagogical recommendations.

3.1. Population and Sampling

The population of this study consists of second year LMD students at the department of English at Mohammed Seddik Ben Yahia University, Jijel. The main reason behind choosing second year students is the fact that they have learned grammar as a fundamental module for two years; therefore they are familiar with its different aspects. Moreover, second year students have already studied at least one year at the university; they are expected to be able to comprehend and answer the questions included in the questionnaire. Concerning the sample, fifty seven (57) participants were chosen randomly from the total number of second year LMD students to gather information about the grammar learning strategies used by EFL learners to learn grammar.

3.2. Data Collection Instrument

Since this research aims at investigating grammar learning strategies that second year EFL learners employ when they learn grammar, the questionnaire is considered suitable and appropriate tool to gather information about grammar strategies used by second year EFL learners to learn grammar.

3.3. Students' Questionnaire

3.3.1. Description of the Questionnaire

The Questionnaire is one of the most used research tools which contain a list of questions to collect specific information. It enables also the researcher to collect data in accurate and easy way. According to Naunan (1992) "the questionnaire is relatively popular means of collecting data. It enables the researcher to collect data in the field of setting, and the data themselves are more amendable to quantification than discursive data'' (p. 142).

The present questionnaire is addressed to Second year EFL learners to collect information about the use of grammar learning strategies they use when learning grammar. It is made up of twenty-two (22) questions, twenty-one (21) are closed-ended where informants are asked to answer "yes" or "no", or to choose the answer from the set of options, and one question is open-ended where respondents are requested to provide justification for the reason behind selecting a specific choice. The questionnaire is divided into four main sections:

Section One: General Information (Q1-Q3)

The first section of the questionnaire consists of three (03) questions which are relate to the gender of participants (Q1), years of studying English(Q2), learners' self-evaluation of their grammar level (Q3).

Section Two: Learners' Attitudes toward Learning Grammar (Q4-Q7)

The section contains four (04) questions and aims to gather information about students' opinions about learning grammar. (Q4) asks how learners define grammar. In addition (Q5) seeks to investigate learners' preferences of grammar teaching methods. (Q6) attempts to uncover learners' objectives of learning English grammar. The last question in this section, (Q7), was designed to examine learners' opinions about English grammar in terms of its difficulty and easiness learners are then requested to indicate difficulties they face when

they learn grammar(the use of tenses, plurality, prepositions, and differences between mother tongue and target language).

Section Three: Learners' views about Learning styles and Autonomy (Q8-Q11)

This section consists of four (04) main questions and intends to investigate learners' learning stylesand their perceptions of the concept of autonomy. (Q8) aims at finding out which learning style learners prefer when learning English. In addition, (Q9) was asked to show whether learners are autonomous or not. (Q10) is basically an attempt to find out how learners define autonomous learning, by choosing what corresponds to their perspectives towards this concept. The last question in this section, (Q11), attempts to know whether students regard the teacher as the first source of input or not.

Section Four: The use of Grammar learning strategies (Q12-Q22)

The section includes eleven (11) questions in which learners were asked about their opinions on the use of grammar learning strategies and the relation between those strategies and their learning styles. The first two questions in this section (Q12-Q13) aim at discovering whether or not students have background knowledge about the term "grammar learning strategies". In (Q14), learners were asked to rate the frequency of note taking strategy use when being taught a new grammar lesson. (Q15) aims at knowing whether learners ask for explanation from their teachers or they ask their classmates. In (Q16) we ask learners about their preferred ways of grammar learning, whether they practice grammar rules alone or with their classmates. In (Q17), seeks to know the frequency learners assess or monitor their learning. (Q18) was asked to see if learners prefer to learn alone or with others. (Q19) asks whether learners rely only on the teacher explanation or try to search for other resources. In (Q20), learners were asked to rate the frequency use of grammar learning strategies. In this question, the following grammar learning strategies were included: cognitive strategies (practicing, note-taking, highlighting, and resourcing), meta-cognitive strategies (activating

background knowledge, setting goals, planning, and self-monitoring), and socio-affective strategies (cooperating with others, exchange thoughts and ideas, self-talk, and ask questions). The reason behind including such strategies is that they are the most related strategies to grammar learning. Other categories of cognitive strategies, meta-cognitive strategies and socio-affective strategies are not included in the questionnaire because they are not as closely related to the process of grammar learning. In (Q21), we asked learners which factor influences their choice of grammar learning strategies. Our aim was to know if the use of grammar learning strategies is influenced by some factors such as proficiency, grammar achievements, perceived importance of grammar and the students learning style. The last question in this section, (Q22), was designed to know learners opinions concerning the relationship between grammar learning strategies and their learning styles.

3.3.2. Administration of the Questionnaire

The Questionnaire was sent to fifty seven (57) learners via face book to fill in it; and they sent it back after finishing their answers. The participants were male and female students who had been studying English for years, and, hence, they were more likely to provide us with relevant information that can meet our research purpose. It is important to mention that not all the students had answered the questionnaire, some students did not answer all the questions, some were not interested, and others answered few questions. Thus the population was limited to 57 second year students.

3.3.4. Analysis of Students' Questionnaire

The results obtained from the students' questionnaire will be presented in the form of tables including the frequencies and the percentages of each answer. Each table is then followed by a description and an analysis of the results.

Section One: General Information

Q1. Specify your gender

Table.02

Students' Gender

Options	Number of Students	Percentage (%)
Female	49	86%
Male	8	14%
Total	57	100%

As it shown in the table above, the majority of participants are females representing (86%) of the sample, While male students represent 14%. This can be attributed to the fact that the percentage of females students at the department of English at Mohammed Seddik Ben Yahia University is higher than that of males.

Q2.How long have you been learning English?

Table.03

Years of Studying English

Years	Number of Students	Percentage (%)
2	3	5.3%
3	6	10.6%
6	1	1.8%
9	36	63.1%
10	7	12.2%
12	2	3.5%
13	2	3.5%
Total	57	100%

The majority of learners making up (63.1%) stated that they have been studying English for nine years (09). Other learners have either studied English for two years, three years, or six years. Moreover, seven (7) learners representing 12.2% said that they have been studying English for ten years. Only (3.5%) of students have been studying English for twelve years. The same percentage (3.5%) of learners reported that they have been learning English for thirteen years.

Q3. How do you consider your level in grammar?

Table.04

Learners' Evaluation of their English Grammar Level

Options	Number of Students	Percentage (%)
Excellent	6	10.5%
Good	29	50.9%
Average	22	38.6%
Poor	0	0%
Total	57	100%

The results show that about half participants (50.9%) evaluate their grammar level as good. On the other hand, a ratio of (38.6%) of learners reported that their level in English grammar is average, while only (10.5%) of participants believed that they possess an excellent level. These results may reflect the students high self-confidence since none of the respondents has evaluated his/her level of English grammar as poor.

Section Two: Learners' attitudes towards Learning Grammar

Q4. Grammar is a set of rules about:

Table.05

Students' Definition of Grammar

Options	Number of Students	Percentage (%)
How we should speak and write a language	14	24.6%
All the possible grammatical structures	35	61.4%
How the sentences of language are formed	8	14%
Total	57	100%

According to the results recorded in the table above, the majority of students corresponding to (61.4%) consider grammar as a complete catalogue of forms and structures in language. However, (24.6%) of students viewed grammar as the ability to speak and write a language. Only (14%) of the participants defined grammar as the description of syntax. i.e., how combine words together to form correct sentences

Q5. When learning grammar, you prefer:

Table.06

Students' Preferences Regarding the Grammar Teaching

Options	Number of Students	Percentage (%)
To be given the rules directly by your teacher	34	59.6%
To find the rules by your self	23	40.4%
Total	57	100%

The aim of this question was to investigate whether learners prefer to learn grammar deductively or inductively. More than half of learners that is a percentage of (59.6%) preferred the deductive learning, i.e., a direct stating of rules by the teacher. This may be attributed to the fact that they greatly rely on their teachers in the learning process or that they are weak learners. The remaining (40.4%) of them, preferred inductive learning of rules, i.e., to find the rules by themselves indicating that they are actively involved in the learning process

-If you prefer to find the rules, how do you do so? Through:

Table.07

The Way Students Achieve Inductive Learning of Grammar Rules

Options	Number of Students	Percentage (%)
Reading grammar books	9	39.1%
Watching grammar videos	6	26.1%
Searching in the internet	6	26.1%
Others	2	8.7%
Total	23	100%

As it is clearly displayed in the table above, the highest percentage (39.1%) goes to learners who find grammar rules through reading grammar books. This can indicate that they are aware of the importance of reading in developing their knowledge of grammar. Six (06) students representing 26.1% achieve the inductive learning of grammar rules through watching videos. The same proportions (26.1%) of students learn grammar rules through using Internet. (8.7%) of learners mentioned that they discover grammar rules through doing exercises and practicing examples since the inductive learning of grammar rules requires learners to practice examples until discovering the rules.

Q6. What does grammar help you to do?

Table.08

Learners' Awareness of Grammar Learning Objectives

Options	Number of Students	Percentage (%)
Use English correctly	23	40.4%
Have a good command of English in general	4	7%
To communicate effectively	10	17.5%
To improve your level in English	7	12.3%
To speak and write English well	13	22.8%
Total	57	100%

As it is shown in the table above, the participants have different objectives behind learning English grammar. (40.4%) of them regarded grammar essential for using English language correctly. whereas, (22.8%) of learners have reported that learning grammar helps them speak and write the English language appropriately. Such findings indicate that learners are willing to possess a communicative ability that enables them to fulfill their needs. While, (17.5%) of respondents said that they learn grammar to communicate effectively since without having knowledge about grammar, one cannot use the language appropriately. a ratio of (12.3%) reported that learn English grammar helps them improve their level in English. On the other hand, (7%) of the learners believed that grammar helps them in having good command of English. These results show that learners are aware of the importance of learning grammar to achieve their learning objectives.

Q7. What do you think of the English grammar?

Table.09

Students' Views of the English Grammar

Options	Number of Students	Percentage (%)
Easy to learn	30	52.6%
Difficult to learn	27	47.4%
Total	57	100%

Learners' answers to this question demonstrate that more than half of learners (52.6%) believed that grammar is easy to learn. On the other hand, a considerable number of learners (47.4%) described grammar learning as difficult. One can conclude that even though many students consider English grammar easy to learn, a lot of learners confront difficulties in learning grammatical structures.

-If your answer is difficult to learn, is it because:

Table.10

Learners' Difficulties when Learning English Grammar

Options	Number of Students	Percentage (%)
The pragmatic use of tenses	23	85.2%
Prepositions	0	0%
Plurality	2	7.4%
Differences between mother tongue and target language	2	7.4%
Total	27	100%

The findings represented in the table show that (85.2%) of the participants consider the pragmatic use of tenses as the most difficult aspect in learning grammar, while (7.4%) of learners selected the problem of plurality. The same proportion (7.4%) of learners opted for the differences between the mother tongue and the target language. The responses provided by the students confirm that the use of tenses is the major problem that learners encounter when learning the English grammar rules, thus they are unable to use tenses appropriately and correctly in different situations.

Section Three: Learners' Views about Learning Styles and Autonomy

Q08. Which learning style do you prefer when learning English?

Table.11

Learners' Preferred Learning Style

Options	Number of Students	Percentage (%)
Visual	11	19.3%
Auditory	12	21.1%
Read/Write	20	35.1%
Kinesthetic	7	12.3%
Group learning	3	5.3%
Individual learning	4	7%
Total	57	100%

An examination of the table above reveals that (35.1%) of respondents preferred read/write style. This is possibly because they take notes and read handouts to use them later in revision, while (21.1%) of them pointed out that they are auditory learners. Meanwhile, (19.3%) reported that they are visual learners; thus, they prefer to learn from seeing pictures and charts. Also, (12.3) of the participants stated that they are kinesthetic learners. Moreover, a ratio of (7%) preferred to learn alone. Only (5.3%) preferred group work. These results show that read/write is the most preferred style among learners in learning English, which is due to the fact that reading and writing skills such taking notes and reading handouts are considered to be important among university students, thus learners choose their preferred style according to their personal needs.

Q09. According to you, autonomous learning is:

Table.12

Learners' Definition of Autonomous Learning

Options	Number of students	Percentage (%)
Total reliance on yourself in the learning process	22	38.6%
The act of seeking answers without asking teacher	21	36.8%
The ability to decide about what to learn	14	24.6%
Total	57	100%

This table reveals that (38.6%) of learners regarded autonomous learning as total reliance on themselves. Eventually, it's mirrored as self-responsibility of the students to be fully involved in learning. On the other hand, (36.8%) of them have chosen the second option which denotes the act of seeking answers without asking the teacher by which students prefer relying on themselves when looking for answers. Moreover, (24.6%) of them define autonomous learning as the ability to decide about what to be learned.

Q10.Are you an autonomous learner (a learner who depends mostly on himself in learning)?

Table.13

Learners' Autonomy

Options	Number of Students	Percentage (%)
Yes	46	80.7%
No	11	19.3%
Total	57	100%

The results obtained from the above table clarified that great number of participants representing (80.7%) are autonomous learners. The remaining (19.3%) confirmed that they are not autonomous learners; this merely indicates their total reliance on their teachers in the learning process.

Q11. To what extent do you depend on your teacher in your learning?

Table.14

Learners' Reliance on their Teachers

Options	Number of Students	Percentage (%)
Very much	48	84.2%
A little	9	15.8%
Total	57	100%

The results above show that the majority of learners (84.2%) of learners answered that they depend very much on their teacher who is the one which delivers information, explains, assesses, and corrects. On the other hand, a ratio of (15.8%) said that they do not depend on just their teacher but more on themselves or maybe their mates. These results show that nearly all learners are totally relying on their teachers in the learning process.

Section Four: the use of grammar learning strategies

Q12. Have you ever thought of using certain strategies to improve your understanding of grammar?

Table.15

The Use of Learning Strategies by Students

Options	Number of Students	Percentage (%)
Yes	40	70.2%
No	17	29.8%
Total	57	100%

The table above demonstrated that the majority of students (70.2%) use learning strategies when they learn grammar. whereas the other (29.8%) of the students indicated the opposite. Thus, most students are aware of the importance of using learning strategies to improve their grammar learning.

Q13. Are you familiar with the term grammar learning strategies?

Table.16

Students' Familiarity with the Term Grammar Learning Strategies

Options	Number of Students	Percentage (%)
Yes	35	61.4%
No	22	38.6%
Total	57	100%

This question aimed to know whether students are familiar with the term grammar learning strategies or not. Table fifteen (15) shows that a ratio of (61.4%) of student answered by yes. Which means that they are familiar with the term grammar learning strategies .while (38.6%) of students answered that they are familiar with this term. These results indicated that there is a large number of students who are aware of grammar learning strategies.

Q14. How often do you take notes when your teacher explains new grammar lessons?

Table.17

The Frequency of Student Note-taking when their Teacher Explains New Grammar Lessons

Options	Number of Students	Percentage (%)
Always	18	31.6%
Usually	21	36.8%
Sometimes	18	31.6%
Never'	0	0%
Total	57	100%

The answers tabulated revealed that (38.6%) of the participants usually use note taking when their teacher explains new grammar lessons. Whereas, a ratio of (31.6%) of students, always use it. However, the remaining students making up the same proportion use note taking sometimes. The obtained results clearly denote that EFL students take notes as a strategy to improve their grammar learning.

Q15. If you do not understand your teacher explanation do you

Table.18

Students' Reactions when Facing Difficulties in Understanding Teacher's Explanation

Options	Number of Students	Percentage (%)
Ask him to repeat	17	29.8%
Ask your classmate for help	14	24.6%
You keep silent and you try understanding by your self	23	40.4%
Watch grammar video on YouTube	1	1.8%
Others	2	3.6%
Total	57	100%

The results obtained from this question revealed that (40.4%) of students claimed that when they do not understand teacher's explanation they prefer to keep silent and try to understand by themselves. This can be due to the fact that the majority of students are autonomous and prefer individual learning. (29.8%) of them opted for the option (a) which is asking the teacher to repeat. (24.6%) of students ticked the option (b) which is about asking their classmates for help. The results also demonstrated that (1.8%) of students opted for the option (d) which is watching videos on YouTube. The remaining two (2) students representing 1.8 % for each student ticked the option (e) which is others. One of them state that when he did not understand his teacher explanation he search for it and the other claim that he prefer to write what he did not understand and go home and check. These results show that students have different reactions when they do not understand their teacher's explanation and they use different ways to overcome this problem.

Q16. When you learn grammar do you prefer?

Table.19

Students' Preference when They Learn Grammar

Options	Number of Students	Percentage (%)
repetition and memorization	13	22.8%
Practice at home	26	45.6%
Do extra activities with your classmates	18	31.6%
Total	57	100%

Responses to question sixteen (45.6%) of the students prefer to practice at home when they learn grammar. (31.6%) of them claimed that they prefer to learn grammar with classmates in pairs or in groups. The other (8%) of the respondents preferred repetition and memorization of rules. The results revealed that EFL learners have different preferences in learning grammar; some of them prefer individual learning of grammar and others prefer to learn grammar using group or pair work.

Q17. How often do you assess your learning?

Table.20

The Frequency of Students' Assessment of Their Learning

Options	Number of Students	Percentage (%)
always	5	8.8%
usually	25	43.9%
sometimes	26	45.9%
Never	1	1.8 %
Total	57	100%

The table above showed that (45.6%) claimed that they sometimes assess their learning. While (43.9%) of students do so usually. Moreover, (8.8%) of students answered by always and only one (1) student answered by never. The results revealed that even if there is a variation among students' choices, there are students who are used to assess their learning.

Q18. When your teacher asks you to do an activity, do you prefer to do it?

Table.21

Students' Preferences in Doing Grammar Activities

Options	Number of Students	Percentage (%)
alone	34	59.6%
With our classmates	23	40.4%
Total	57	100%

Responses to this question indicate that a large number of students representing (59.6%) preferred doing activities alone (individually). Whereas, (40.4%) of them claimed the opposite that they prefer to do it with their classmates.

Q19. When you learn grammar do you look for extra references/materials?

Table.22

Students' Reliance on Extra References/Materials

Options	Number of Students	Percentage (%)
Yes	42	73.7%
No	15	26.3%
Total	57	100%

In response to this question a ratio of (73.7%) of the participants claimed that look for extra references when they learn grammar. The other (26.3%) of them claimed the opposite that they learn grammar depending only on the teacher explanation

-If yes is it through:

Table.23

Learners' Ways to Look for Extra References/ Materials

Options	Number of Students	Percentage (%)
Reading grammar books	9	21.4%
Searching in the internet	27	64.3%
Ask more knowledgeable persons	6	14.3%
Total	42	100%

When students were asked to explain what they do to look for extra references and materials, (64.3%) of them answered that they search in the internet. (21.4%) of them claimed that they prefer reading grammar books, while (14.3%) choose asking more knowledgeable persons.

Q20. How often do you use the following strategies?

Table.24

The Frequency of Using Grammar Learning Strategies

		always		sometimes		never		Total	
Types of GLSs	options	N	%	N	%	N	%	N	%
Cognitive	a	17	29.8%	35	61.4%	5	8.8%	57	100%
	b	36	63.1%	18	31.6%	3	5.3%	57	100%
	c	33	57.9%	18	31.6%	6	10.5%	57	100%
	d	22	38.6%	29	50.9%	6	10.5%	57	100%
Meta-	e	9	15.8%	23	40.3%	25	43.9%	57	100%
cognitive	f	28	49.1%	28	49.1%	1	1.8%	57	100%
	g	15	26.3%	26	45.6%	16	28.1%	57	100%
	h	18	31.6%	31	54.4%	8	14%	57	100%
Socio-	I	25	43.9%	29	50.9%	3	5.3%	57	100%
affective	j	20	35.1%	26	45.6%	11	19.3%	57	100%
	k	30	52.6%	25	43.9%	2	3.5%	57	100%
	L	16	28.1%	32	56.1%	9	15.8%	57	100%

This question aimed to investigate how often EFL learners use grammar learning strategies and which one they use the most. First, with repetitions and memorization of rules, (61.4%) of students claimed that they use this strategy only sometimes. While (29.8) of students use it always. Moreover, for those who answered by never there were (8.8%).

On the other hand, (63.1%) of the respondents claimed that they always use the second strategy which is taking notes about key words and ideas in the lecture. (5.3%) of the students stated that they never use such strategy. While, (31.6%) of them said that they use note taking sometimes. Thus, the findings show that learners are aware of the importance of using this cognitive strategy of taking note about key words in developing their understanding of grammar lessons.

Carrying out with the analysis of the question twenty (20) the results revealed that the third cognitive strategy of highlighting the important information was used by fifty-one (51) students, some of them use it sometimes and the others use it always . Whereas (10.5%) of students indicated that they never highlight the important information. These findings show that this strategy considered as an important strategy for many learners when learning grammar.

Last but not least, the results showed that the cognitive strategy of resourcing (looking for extra references/materials) was always used by (38.6 %) of the participants and sometimes by (50.9%). Only (10.5%) of them claimed that they never use it.

Learners' responses to the frequency of using meta-cognitive strategies from table (23) show that (40.3%) of the participants claimed that they set their goals before the lecture starts. Meanwhile, an important proportion of learners (43.9%) stated that they never set goals and (15.8%) indicated that they always use such strategy.. These results show that the meta-cognitive strategy of setting goals is not favorable strategy to all learners but good number of participants regarded it as an important strategy in their learning.

Concerning the second meta-cognitive strategy of activating background knowledge, (49.1%) of learners reported that they always activate their background knowledge to participate in the discussion of the lecture. The same percentage of learners (49.1%) pointed

out that they sometimes use this strategy. Only one (1) learner representing (1.8%) said that they never use it. Thus, the meta-cognitive strategy of activating background knowledge is considered as favorable grammar learning strategy among second year students.

With regard to the use of the third meta-cognitive strategy, (45.6%) of the participants indicated that they sometimes prepare a study plan to revise grammar lessons. Whereas, (28.1%) of them reported that they never do so. Moreover, (26.3) answered that they always prepare a plan to revise their lessons. The findings revealed that the meta-cognitive strategy of planning is considered helpful strategy for learners in their revision of grammar lessons.

Finally, the findings from table twenty-three (23) also show that the meta-cognitive strategy of self-monitoring was sometimes used by (54.4%) of the respondents. However, (31.6%) of them claimed that they always monitor their learning. The remaining eight (8) learners pointed out that they never use this strategy. These findings reveal that the majority of learners are aware of the importance of self- monitoring strategy to improve their learning of grammar.

Regarding the use of socio-affective strategies learners when learning grammar, the results from the same table (23) revealed that (43.9%) of the participants use the first socio-affective strategy of asking questions always and (50.9%) of them use it sometimes. only (5.3%) of them said that they never ask questions when they do not understand the lecture. The results show that the majority of students do ask questions when they find difficulty in understanding a grammar point.

Concerning the frequency of using the second socio-affective strategy of interacting with other students, the results represented in table twenty-three (23) revealed that (35.1%) of the students opted for (always). (45.6%) of them chose the option (sometimes). And eleven (11) students making up 19.3% chose the option (never). This close variation among students

answers revealed that the strategy of interacting with other students to know more about their thought and ideas is not always favorable by all students but it is also not neglected as a strategy that help learners develop their learning through interaction.

The third socio-affective strategy of trying to avoid negative feeling, anxiety and shyness was used always by (52.6%) of the students. While (43.9%) use it sometimes. Only two (2) students representing 3.5% claimed that they never use such strategy. These findings show learners' awareness of the importance of avoiding negative feelings and trying to build self confidence in improving their learning of grammar.

Finally, the percentages in the table show that the last socio-affective strategy of interacting and cooperating with classmates was used sometimes by (56.1%) of the participants. while (28.1%) of them use this strategy always. The remaining (15.8%) of them claimed that they never interact and cooperate with their classmates. the results show that a considerable number of students use interaction as a strategy to develop their learning.

Q21. According to you, which of the following factors influence your choice of grammar learning strategies?

Table.25

Factors Influencing the Choice of Grammar Learning Strategies

Options	Number of Students	Percentage (%)
Proficiency	7	12.3%
Grammar achievement	15	26.3%
Perceived importance of grammar	16	28.1%
Learning style	18	31.6%
No answer	1	1.8%
Total	57	100%

The table above represents the students' perceptions of the factors influencing their choice of grammar learning strategies. A detailed analysis of the results showed that learning style was the dominant choice of (31.6%) of the students. While (28.1%) of the participants chose perceived importance of grammar as the main factor that influences grammar learning strategies choice. Moreover, (26.3%) of respondents chose grammar achievements and only (12.3%) chose proficiency as the main factor. one (1) participant corresponding to 1.8% did not answer. To conclude it is important to mention that even though the results show a significant variation among students 'choices, there are a lot of students who believe that

learning style can be considered as the main factor that influences the choice of grammar learning strategies.

Q22. There is a significant relationship between grammar learning strategies and learning styles

Table.26

Learners' Opinions about the Relationship between Grammar Learning Strategies and Learning Styles

Options	Number of Students	Percentage (%)
Agree	50	87.7%
disagree	7	12.3%
Total	57	100%

The findings represented in the above table show that the majority of students representing (87.7 %) agree that there is a significant relationship between learning strategies and learning styles. While only seven students representing 12.3% claimed the opposite.

When asking them to justify their answers only eleven (11) students provided the following justification:

❖ Because it depends whether you are visual, auditory or kinesthetic learner

❖ Each learner use different ways to learn grammar for example student who prefer to learn through hearing things he will use participation and ask questions to learn about grammar.

❖ It depends on which learning style the students follow

❖ Everybody got their own unique learning style that goes along with their grammar learning strategies. and that proves that there is a significant relationship between grammar learning strategies and learning style of the learner

❖ Well, grammar learning strategies actually depends on the learning style of the students if he was visual learner he would study grammar visually

❖ Sometimes the strategy does not fit the learning style of the learner every student has his own style and not every strategy can work

❖ All of the above complete each other. We learn about learning style and connect it with grammar learning strategies

❖ When you listen carefully to the teacher and take notes about key words these strategies show the style of the learner

❖ The grammar learning strategies and learning style are somehow similar and have a relationship since they aim to facilitate and help the students to develop their level independently

❖ The grammar learning strategies should be appropriate with the learning style of the learner both of them means "learning ways"

❖ Because my learning style affect my strategy in learning grammar

These justifications show that students believe that there is a significant relationship between grammar learning strategies and the students' learning styles since learning style affects the choice and use of the grammar learning strategies.

3.3.5. Interpretation and Discussion of the Results

The learners' questionnaire was designed to investigate students' opinions about the grammar learning strategies they employ when learning grammar. The results obtained from

this questionnaire reveal that learners have different conception of grammar. Many students regard grammar as a catalogue of all the grammatical structures of the language.

As far as the deductive and inductive methods of grammar teaching are concerned, the majority of learners prefer the deductive method in which they rely more on their teacher. However, an important proportion of learners prefer the inductive learning indicating that they favor discovery and problem solving. Learner's responses also show that a large number of second year EFL students are aware of the utility of grammar in fostering their ability to communicate in the target language. Furthermore, many learners find English grammar as an easy task to learn. Meanwhile, a considerable numbers of learners considered it as difficult and relate its difficulty to the complex use of tenses.

The results also reveal that many students prefer read/write style in their learning of English. Moreover, nearly all students consider themselves as autonomous. Accordingly, they define autonomous learning as relying totally on themselves in the learning process. However, though the majority of learners see themselves as autonomous, (84.2%) claimed that they also depend on their teachers.

The analysis of the questionnaire shows that second year EFL learners at Mohammed Seddik ben Yahia University are familiar with the term grammar learning strategies and they are aware of the importance of using such strategies to improve their learning of grammar. The results also show that learners use all the grammar learning strategies frequently including: cognitive, meta-cognitive and socio-affective strategies in improving grammar learning.

The results of the questionnaire also show that EFL learners consider learning style as the main factor that influences their choice and use of grammar learning strategies and the majority of them agree that there is a significant relationship between the use of grammar

learning strategies and learning style since the choice of grammar learning strategies depends on individuals' learning styles.

3.4. Limitations of the Study

In conducting this study, there were some unavoidable limitations that can be summarized as follows:

- ❖ The respondents do not always demonstrate their real attitudes when they fill in the questionnaire.

- ❖ Moreover, beside the use of the questionnaire as the research tool, there was an attempt to use an experiment to give more validity to this study. But due to the circumstances of the Corona virus, this tool could not be used.

- ❖ The researchers also attempted to deal with a sample of 100 students. However, some participants were not cooperative with this research work. In fact, they refused to answer the questionnaire. Some of them also did not answer all the questions especially those which require justifications.

3.5. Suggestions and Recommendations

This study investigates the use of grammar learning strategies by EFL learners. Based on the findings of this study, we recommend the following:

- ❖ Teachers should increase learners' awareness of the importance of using grammar learning strategies to improve their learning

- ❖ Since second year EFL students show more openness to use socio-affective grammar learning strategies, teachers should always motivate their students to interact and participate more inside the classroom

❖ Teachers should also encourage their students to use a variety of grammar learning strategies

❖ Students need to know the strategies that fit their level and use them in more effective and appropriate ways to help them achieve better learning outcomes.

❖ Grammar learning should be taught to learners and relate it to learners' learning style since it can be considered as a main factor that affects learning strategies choice and use.

❖ There is a need to introduce grammar learning strategies at the beginning of the grammar teaching program

❖ Further researches into grammar learning strategies using other research tools that may give more validity to the study are recommended. An experiment could be conducted to test the effectiveness of using certain grammar learning strategies

Conclusion

This chapter dealt with the practical part of the present study which investigates the use of grammar learning strategies by second year EFL learners to learn grammar. The questionnaire was the research tool used to collect data. it was administered to 57 second year EFL learners at the department of English at the University of Mohammed Seddik Ben Yahia. Furthermore, the results of the questionnaire were analyzed and interpreted. Finally in this chapter, some limitations of the study were presented along with some suggestions and pedagogical recommendation.

General Conclusion

The present study was carried out to investigate whether second year EFL learners at the department of English of Mohammed Seddik Ben Yahia university-jijel use any grammar learning strategies when they learn grammar. It also aimed to find out if learners are aware of the importance of using grammar learning strategies to improve their grammar and if there is any relationship between the use of grammar learning strategies and learner's learning style. The current research addressed three major questions. RQ1: Do Algerian EFL students at Mohamed Seddik Ben Yahia University of Jijel use any grammar learning strategies? RQ2: What are the different grammar learning strategies they use? RQ3: Is there any relationship between the use of grammar learning strategies and learners' learning style?

This research was divided into three main chapters. The first chapter highlighted key concepts related to grammar including: its definition, types, approaches and methods to grammar teaching. It also dealt with the difficulties both teachers and learners face in grammar teaching and learning. Finally it demonstrated the crucial role of grammar in foreign language teaching and learning. The second chapter dealt with issues about grammar learning strategies, their classifications, importance, and relation with learning styles. The third chapter dealt with the analysis and interpretation of the students' questionnaire which was used as a research tool for collecting data. The results of the questionnaire showed that the majority of EFL learners are aware of the importance of using grammar learning strategies to learn grammar more effectively. The detailed analysis of the results also show that second year EFL learners use cognitive, meta-cognitive and socio-affective strategies frequently in their grammar learning. The finding also showed that many students believe that there is a significant relationship between grammar learning strategies use and the learning style of the learner.

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THE USE OF GRAMMAR LEARNING STRATEGIES TO LEARN GRAMMAR

Appendix

Student' Questionnaire

Dear Student,

We kindly invite you to answer this questionnaire which aims at "investigating grammar learning strategies used by EFL learners to learn grammar". So it would be greatly appreciated to take time filling this questionnaire. Each of your genuine responses has a high value for the success of the study. Please tick the appropriate answer (*) and justify or explain where necessary. Thank you in advance for your cooperation.

Section One: General information

1. Specify your gender

   a. Male

   b. Female

2. How long have you been learning English?

   …………………………………………

3. How do you consider your level in grammar?

   a. Excellent

   b. Good

   c. Average

   d. Poor

Section Two: Learners Attitudes towards Learning Grammar

1. Grammar is a set of rules about :

   a. How we should speak and write a language

   b. All the possible grammatical structures of language

    c.   How the sentences of language are formed   ☐

    d.   Others, please specify…………………………………………..

2. When learning grammar, you prefer :

    a.   To be given the rules directly by your teacher   ☐

    b.   To find the rules by yourself   ☐

-If you prefer to find the rules by yourself, how do you do so? Through:

    a.   Reading grammar books   ☐

    b. Watching grammar videos   ☐

    c. Searching in the internet   ☐

    d. Others…………………………………………………………

3. What does Grammar help you to do?

    a.   Use English correctly   ☐

    b. Have a good command of English in general   ☐

    c. To communicate effectively   ☐

    d. To improve your level in English   ☐

    e. To speak and write English well   ☐

4. What do you think of the English Grammar?

    a. Easy to learn   ☐

    b. Difficult to learn   ☐

-If you answer is difficult, is it because of:

    a. The pragmatic use of tenses (why and when use a tense rather than the other)   ☐

    b. Prepositions   ☐

    c. Plurality   ☐

    d. Differences between mother tongue and target language   ☐

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Section Three: Learners' Views about Learning Styles and Autonomy

1. Which learning style do you prefer when learning English?

    a. Visual (learn effectively through eyes, seeing pictures, charts…) ☐

    b. Auditory (learn effectively through hearing, listening, attend lectures) ☐

    c. Read/write (learn through reading books, handouts, taking notes) ☐

    d. Kinesthetic (learn through complete body experience, interviewing, dramatizing…) ☐

    e. Group learning (working with others) ☐

    f. Individual learning (learn alone) ☐

2. According to you, autonomous learning is :

    a. A total reliance on yourself in the learning process ☐

    b. The act of seeking for answers without asking teacher ☐

    c. The ability to decide about what learn ☐

3. Are you an autonomous learner (a learner who depends mostly on himself in learning)?

    a. Yes ☐

    b. No ☐

4. How much do you depend on your teacher in your learning

    a. Very much ☐

    b. A little ☐

Section Four: The Use of Grammar Learning Strategies

1. Have you ever thought of using a certain strategy to improve your understanding of grammar?

    a. Yes ☐

b. No ☐

2. Are you familiar with the term grammar learning strategies?

a. Yes ☐

b. No ☐

3. How often do you take notes when your teacher explains new grammar lesson?

a. Always ☐

b. usually ☐

c. Sometimes ☐

d. Never ☐

4. if you do not understand your teacher's explanation do you:

a. Ask him to repeat ☐

b. Ask your classmate for help ☐

c. You keep silent and try understanding by yourself ☐

d. Others, please mention ……………………………………………

5. When you learn grammar do you prefer :

a. Repetition and memorization of rules ☐

b. Practice at home ☐

c. Doing extra activities with your classmates ☐

6. How often do you assess your learning?

a. Always ☐

b. usually ☐

c. Sometimes ☐

d. Never ☐

7. When your teacher asks you to do an activity do you prefer to do it:

a. Alone ☐

b. With your classmates ▢

8. When you learn grammar do you look for extra references materials?

a. Yes ▢

b. No ▢

-If yes is it through:

a. Reading grammar books ▢

b. Searching in the internet ▢

c. Ask more knowledgeable persons for more explanation ▢

9. How often do you use the following grammar learning strategies?

Grammar Learning Strategies	strategies	always	sometimes	never
Cognitive GLSs	I repeat the rules until I memorize it			
	I right down the key words and I take note about the most important ideas in the lecture			
	When I read a passage I highlight the important information.			
	I always look for extra references materials : books, videos, articles…etc			
	Before the lecture started I try to set up my goals and distinguish the learning objectives and focus more on how to achieve them.			

Meta-cognitive GLSs	I try to use my background knowledge and what I already know to answer questions and participate in the discussion of the lecture			
	When I revise my lessons I always start with preparing a study plan			
	I always revise my lessons and try to assess my learning to find better ways to improve myself.			
Socio-affective strategies	I always ask questions about things that I do not understand.			
	I interact with other students in order to understand more about their thoughts and ideas which may help me to learn better.			
	I try to avoid negative feelings like anxiety and shyness and be more confident when I participate.			
	I always interact and cooperate with my classmates			

10. According to you, which the following factors influence your choice of grammar
    learning strategies?

    a. Proficiency ☐

    b. Grammar achievement ☐

    c. Perceived importance of grammar ☐

    d. Learning style ☐

11. There is a significant relationship between grammar learning strategies use and
    learning style of the learner

    a. Agree ☐

    b. Disagree ☐

    Justify your answer …………………………………………………………..

    ……………………………………………………………………….

THE USE OF GRAMMAR LEARNING STRATEGIES TO LEARN GRAMMAR

Résume

Notre étude vise à connaitre les stratégies d'apprentissage de la grammaire utilisées par les étudiants de deuxième année universitaire spécialité langue Anglaise, au but de voir la validité de l'hypothèse proposée dans cette étude qui se rapporte a l'idée que l'utilisation des stratégies d'apprentissages de la grammaire aide les apprenants a améliorer le processus éducatif, pour ce faire nous sommes traité un questionnaire distribué a l'université Mohammed Seddik Ben Yahia –Jijel. Spécifiquement pour 57 étudiants en deuxième année spécialisant en langue Anglaise. Au bout de cette étude, nous avons constaté que les étudiants de la deuxième année connaissent l'importance d'utilisation de ces stratégies, aussi que la majorité des apprenants utilisent les stratégies qui ont été classées par chamot et O'Malley (1990) qui comprend des stratégies cognitives, sociales, et émotionnelles, pour faciliter la compréhension de la grammaire. Les résultats de notre étude indiquent que l'utilisation de la grammaire et la stratégie d'apprentissage de la grammaire sont inespérables.

THE USE OF GRAMMAR LEARNING STRATEGIES TO LEARN GRAMMAR

الملخص

تهدف هذه الدراسة إلى البحث حول استراتيجيات تعلم القواعد التي يستخدمها طلاب السنة الثانية تخصص لغة انجليزية. للتحقق من صحة الافتراض المطروح في هذه الدراسة و الذي يتمحور حول فكرة أن استخدام استراتجيات تعلم القواعد يساعد المتعلمين على تحسين العملية التعليمية قمنا بإجراء وتوجيه استبيان ل (57) طالب سنة ثانية تخصص لغة انجليزية في جامعة محمد الصديق بن يحيى جيجل. أظهرت النتائج المتحصل عليها أن طلاب السنة الثانية على دراية بأهمية استخدام استراتجيات تعلم القواعد. وكشفت النتائج أيضا أن أغلبية الطلاب يستخدمون الاستراتجيات التي صنفها كل من شاموت و اومالاي التي تتضمن : الاستراتجيات المعرفية و وراء المعرفية و الاستراتجيات الاجتماعية العاطفية من اجل فهمهم للقواعد. كما أشارت النتائج إلى أن استخدام استراتجيات القواعد له علاقة وطيدة بأسلوب تعلم الطالب.