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Faculty of Letters and Foreign Languages  
Department of English Language

## MASTER THESIS

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Sciences of Language

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Submitted by :  
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# **Students' and Teachers' Attitudes towards the Use of Learning Strategies to Improve Learners' Achievement in Grammar**

**The Case of First-year EFL Students at Biskra University**

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Dissertation submitted to the Department of Foreign Languages as partial fulfillment of the requirement for the degree of Master in sciences of Languages.

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## Dedication

I dedicate this work to my loving parents, whose unwavering love, support, and encouragement have been the foundation of my academic journey. Their sacrifices and dedication have been a constant source of inspiration, and I could not have achieved this accomplishment without their guidance and support.

To my family, who have always believed in me and supported me through every step of my journey, I am grateful for their love and encouragement. They have been my pillars of strength, and I could not have done this without them.

To my friends, who have been my constant companions and have shared both the joys and challenges of my academic journey, I am grateful for their unwavering support and encouragement. Their presence has been invaluable to me, and I dedicate this work to them.

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*«Praise to Allah, who has guided me to this; and we would never have been guided if*

*Allah had not guided us»*

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*I would also like to thank the members of the jury, Dr. Lamri Segueni and Mrs. Yasmina Benzida, for their time and efforts in evaluating my work. Their valuable feedback and contributions have greatly helped in refining my dissertation.*

## **Abstract**

Mastering Grammar forms the foundation of language learning and teaching. Yet, it poses significant challenges for many students. This study investigates attitudes of both students and teachers regarding the use of learning strategies to improve learner achievement in grammar. A mixed- method approach was adopted, involving a questionnaire administered to a sample of sixty (60) first year students of English at Mohamed Kheider University in Biskra. Additionally, interviews were conducted with five (05) grammar teachers from the same university. The participating teachers acknowledged the impact of various instructional approaches, such as explicit instruction and formative assessments, in facilitating grammar learning. Based on the research questions and hypothesis which is posits that the utilization of learning strategies by EFL learners will positively contribute to their achievement in grammar, we put forward at the outset of the study, we obtained some findings that indicate that students hold positive attitudes towards the use of learning strategies. Thus, several recommendations are proposed to enhance grammar instruction and promote learner achievement. The latter, include providing ongoing professional development for teachers, implementing differentiated instruction, promoting active learning, incorporating formative assessments into teaching practices. The methodology highlights the benefits of mnemonic devices, practice exercises, and interactive activities in promoting understanding, retention of grammar concepts, correct spelling, and sentence structure. All in all , this study emphasizes the importance of considering students' and teachers' perceptions when designing effective grammar instruction. By implementing the recommended strategies, educators can create a conducive learning environment that enhances grammar learning and promotes students' achievements.

**Keywords:** Grammar, Language learning and teaching, Learning strategies.

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## *List of Abbreviations*

**EFL** : English Foreign Language

**LLS** : Language Learning Strategies

**CALLA**: Cognitive Academic Language Learning Approach

**BICS**: Basic Interpersonal Communication Skills **CALP**:

Cognitive Academic Language Proficiency **ELT**: Experiential

Learning Theory

**ESL** : English Second Language **ELT**:

English Language Teaching **GTM**:

Grammar Translation Method

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# *General Introduction*

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## Introduction

The effective teaching of grammar in English as a foreign or second language remains an understudied area, with limited research addressing this issue. However, individual differences have shown to impact language learning, and one such difference is the learning style of the student. Understanding and utilizing appropriate strategies for teaching grammar is crucial in facilitating language acquisition. In this regard, research has explored the use of various learning strategies, including cognitive, metacognitive, and social approaches, to enhance grammar learning. Different studies have demonstrated that the implementation of these strategies can lead to improved grammar proficiency. Furthermore, the teaching strategies employed may vary based on factors such as the learners' ability level, gender, and motivation. Although previous investigations have shed some light on this topic, there is still a need for a comprehensive understanding of the learning styles and strategies used by English language learners in the context of grammar acquisition. By addressing this research gap, the present study aims to contribute to the existing knowledge in the field and provide valuable insights for effective grammar instruction.

### 1. Statement of the Problem

Grammar holds a significant role in language learning and teaching alongside other linguistic components. It is widely recognized that many learners of English as a foreign language perceive grammar learning as a process that involves acquiring intellectual knowledge of the language. In their pursuit of language proficiency, EFL learners often employ intentional strategies specifically geared towards grammar acquisition. However, not all students are fully aware of the importance of utilizing effective grammar learning strategies to enhance their language learning experience. Some students may not employ any specific strategies for grammar learning, while others may not grasp the significant correlation between the use of such strategies and their own learning style.

### **2. Research Questions**

This research seeks to answer the following questions:

**RQ1:** What is the relationship between learning strategies and learners' achievement in grammar?

**RQ2:** What are the different learning strategies used by students and which ones they frequently use?

### **3. Research Hypothesis**

In order to address the aforementioned research questions, the hypothesis posits that If EFL learners use learning strategies, they will improve their achievement in Grammar.

### **4. Research Aims**

The primary objective of this study is to examine the usage of learning strategies in grammar learning among first-year EFL students at Mohamed Kheider University Biskra. Additionally, it aims to assess the awareness of these students regarding the significance of employing grammar learning strategies to enhance their grammatical proficiency. Furthermore, the study intends to investigate the potential relationship between the use of grammar learning strategies and the individual learning styles of the learners.

### **5. Significance of the Study**

The significance of this study lies in its focus on examining the perceptions, attitudes, and opinions of both teachers and students regarding grammar learning strategies in the context of EFL learning and teaching at Biskra University. Unlike previous studies that primarily investigated the effect and importance of grammar learning strategies, this research delves into

the experiences of teachers and students when utilizing these strategies. By exploring their first-hand experiences and perceptions, this study aims to shed light on the practical implications and effectiveness of these strategies in the process of language learning and teaching. The findings of this study will contribute to a better understanding of the impact of grammar learning strategies and provide insights for educational practitioners to enhance their instructional practices and promote more effective language learning outcomes.

### **6. Research Methodology**

The following sub-elements highlights the methodology were used in this research:

#### **6.1 The research approach**

The research approach adopted for this study is a mixed-methods approach, which incorporates both quantitative and qualitative data collection and analysis techniques. This approach was chosen to comprehensively investigate the perceptions of both students and teachers regarding the utilization of grammar learning strategies to enhance learners' achievement.

#### **6.2. Population and Sample**

##### **The population**

The target population for this research comprises first-year EFL students enrolled in the Department of Biskra University. This population was chosen due to their specific experiences and level of motivation in language learning. By focusing on this particular group, the study aims to gain insights into the perceptions and experiences of students who are at the initial stages of their English language education

##### **The sample**

A sample of 60 first-year EFL students from the Department of English at the University of Biskra was selected for this study. The students were chosen through a random sampling method to ensure representation from the target population. Additionally, the study involved five (05) teachers who currently teach grammar in the Department of English at Biskra

University. Including both students and teachers in the sample provides a comprehensive perspective on the perceptions and experiences of individuals directly involved in the grammar learning process.

### **6.3. Data collection tools**

This study utilized two main data collection tools: structured questionnaires and interviews. The structured questionnaires were administered to the EFL students at Biskra University, aiming to collect quantitative data. These questionnaires consisted of predefined questions to assess the students' perceptions and experiences regarding grammar learning strategies. Additionally, interviews were conducted with the participating teachers to gather qualitative data. The interviews provided an opportunity to explore the teachers' perspectives in greater depth, offering insights into their opinions, attitudes, and practices related to grammar learning strategies. By employing these tools, the study obtained both quantitative and qualitative data, enabling a comprehensive analysis of the research topic.

## **7. Structure of the Dissertation**

. The dissertation is structured into two main parts: the theoretical part and the fieldwork part.

The theoretical part consists of two chapters. The first chapter provides an overview and a historical background of Grammar, covering its definitions, types, and other relevant aspects. The second chapter focuses on learning strategies, exploring their definitions, types, and importance in language learning.

The second part of the dissertation is dedicated to the fieldwork. This section describes in detail the data gathering tools used in the study. The researcher thoroughly analyzes and discusses the data collected through these tools, providing a comprehensive examination of the research findings



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# *Chapter 1*

## *Learning Strategies*

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## *Chapter 1 Learning Strategies*

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## Introduction

The chapter explores different strategies used to enhance language learning. It acknowledges that learning a new language is challenging and requires dedication, effort, and effective strategies. The chapter aims to explore strategies that optimize the language learning experience and achieve proficiency. Effective strategies encompass cognitive, metacognitive, and social aspects. Cognitive strategies involve memory, comprehension, and problem-solving. Metacognitive strategies help learners monitor and evaluate their progress. Social strategies involve interaction and collaboration for practicing language skills. By utilizing appropriate strategies, learners can accelerate language acquisition, improve communication skills, and gain cultural competence. These strategies enhance overall language proficiency, fluency, and understanding of the target language and culture.

### 1.1. Overview of Learning Strategies

Any student's wants and desires will be met by teachers in the classroom in order to support them and help them study better. Teachers employ a variety of methods and strategies, including individualized instruction, project-based learning, feedback, cooperative learning, and inquiry-based learning, to accomplish these objectives.

One definition of teaching is the act of communicating a message. Smith (2016) claimed that the process of teaching entails paying attention to the needs, experiences, and feelings of others while also implementing precise interventions to aid in their learning. Finding the link between the learner's current situation, the teacher's current location, and the teacher's desired behavior is another goal of teaching tactics (Toker et al., 2013).

A thoughtful plan or approach for achieving a specific goal, typically over an extended period of time, can also be referred to as a teaching strategy. Teaching strategies are a variety of teaching methods or techniques used by teachers to enhance students' learning. Etkind and Shafrif (2013), indicated that the principles and teaching techniques make up the teaching

strategy. The information or skill being taught will play a major role in the teaching strategy(s) chosen, but the learner's learning preferences, aptitude, skills, and enthusiasm may also play a role. In order to select effective teaching strategies, it is crucial for teachers to be aware of these learning styles when planning lessons.

Teaching strategies are best understood in light of the educational framework in which they are implemented. The teaching tactics utilized are influenced by the various educational systems because each one has its own demands and expectations. One starts by looking at traditional education because in order to completely comprehend where we are heading, we must first understand where we have come from.

Antony and Walshaw (2009), informed that Teaching strategies include both inside and outside of the classroom activities like grouping students, developing their thinking, having them complete worthwhile math tasks, making connections, assessment for learning, mathematical communication, mathematical language, tools and representation, and teacher knowledge.

Learning strategies are "the measures taken by learners to facilitate acquisition, storage, retrieval, and use of information," Oxford (1990, p. 8), stated that cognitive, metacognitive, and social/affective methods are the three primary subcategories in Oxford's taxonomy of language acquisition techniques.

Moreover, learning strategies are "behaviors or thoughts that a learner engages in during learning with the intention of influencing the learner's encoding process," Cohen (1998, p.5), claimed that Cognitive, metacognitive, and social/affective methods are included in Cohen's taxonomy of learning techniques. By using "particular activities, behaviors, stages, or approaches that students (often consciously) adopt to better their progress in gaining language abilities," Rubin (1987, p.19) defined learning strategies.

Cognitive, metacognitive, and social/affective strategies are also included in Rubin's taxonomy of learning techniques. Learning strategies are "the special thoughts or behaviors that individuals utilize to help them absorb, learn, or retain new information," according to O'Malley and Chamot (1990, p. 1), Cognitive, metacognitive, and social/affective learning techniques are all included in O'Malley and Chamot's taxonomy. Learning strategies are "actions or behaviors that individuals utilize to govern their own cognition in order to learn effectively," (Schraw and Dennison 1994, p. 461).

A model of metacognitive awareness put out by Schraw and Dennison comprises knowledge of person characteristics, task variables, and strategy variables. Learning strategies are "cognitive and metacognitive processes that students utilize to select, organize, integrate, and summarize knowledge from multimedia materials," Mayer (2001,p. 200), stated that Information selection, organization, integration, and summarization are all included in Mayer's taxonomy of cognitive methods for multimedia learning.

The fact that "teachers must be able to select and clarify acceptable mathematical goals for any lesson given, order mathematical assignments, and be able to evaluate the mathematical worth of a learner's explanation or argument" is another truth that Kazima (2006) mentioned teaching requires careful planning for how the lesson should be evaluated. The best teaching tactics will therefore depend on the environment of the classroom.

## **1.2. Language Learning Strategies**

Oxford (1990,p.8), informed that LLS is "the particular ideas or behaviors that people adopt to aid in their comprehension, learning, or retention of new knowledge". Cognitive, metacognitive, social, affective, memory-related, and compensatory techniques are the six kinds of LLS that Oxford discovered.

According to Rubin (1975,p.43), LLS refers to "particular acts made by the learner to increase learning's ease, speed, enjoyment, self-direction, effectiveness, and transferability to

other settings" . The three subcategories of LLS that Rubin identified are cognitive, metacognitive, and social-affective strategies. LLS is described by Cohen (2011,p.11) as "the conscious acts or ideas that learners adopt in order to achieve a learning goal in a specific setting" .

Cognitive, metacognitive, social, affective, and compensatory methods were Cohen's five categories for LLS. LLS are "behaviors or activities taken by language learners to facilitate the study or use of a language, individually or with others, in a range of learning circumstances," Oxford and Crookall (1989,p. 5), indicated that Six categories, including metacognitive, cognitive, memory-related, affective, social, and compensating techniques, were proposed as a taxonomy of LLS. LLS is "the conscious activities or acts done by learners to enhance their own learning," according to Littlewood (1984,p. 3).

Language Learning Strategies were divided into three groups by Littlewood: cognitive, metacognitive, and social techniques. Students utilize specific activities, behaviors, stages, or approaches known as language learning strategies (LLS) to improve their own learning (Scarella & Oxford, 1992, p. 63).

In light of the fact that LLS is seen as a facilitator who aids learners in enhancing their own learning, this indicates the significance of LLS for learners to grow their learning. Language learning strategies are "any combination of operations, procedures, plans, routines utilized by the learner to facilitate the acquisition, storage, retrieval, and use of knowledge," (Weden and Rubin 1987, p. 19).

Any learning process needs to be modified in some way or through some method in order to achieve the learning's primary objective. Students adopt particular learning tactics to acquire a language while having various learning preferences. Learners' characteristics we aim to stimulate in order to help them to become more proficient language learners" are referred to as learning strategies. (Oxford, 1990, p. 16) This depicts how students will develop learning

methods as they go toward being more proficient language learners. The definition of learning strategies by O'Malley and Chamot (1990, p.43) as processes and instruments used by second language learners to categorize instances of second-language learning is another possibility.

The usage of strategies is one of the ways pupils successfully manage their own learning. The concepts and methods that students use to help them recognize, comprehend, or keep data are known as strategies. They divided learning techniques into three categories based on this: metacognitive, cognitive, and socio-affective strategies.

- Cognitive strategies are mental processes that are applied specifically to learning and enable students to interact with the knowledge presented in activities and materials by focusing on it in various ways. The employment of cognitive methods is frequently limited to certain learning tasks that openly make use of learning resources.
- Metacognitive strategies are a term for the executive function, which refers to planning for learning, reflecting on the process while it happens, seeing or comprehending individual output, and evaluating learning once the activity is over.
- Socio-affective strategies: These may be related to interpersonal interactions and social mediating tasks. The primary socio-affective techniques are explanation and cooperation (Brown, 1987)

### 1.2.1. Features of Language Learning Strategies

Oxford proposed six main categories of language learning strategies (LLS):

– **Cognitive strategies:**

These methods entail arranging language materials in the mind, practicing grammar rules, or learning new knowledge.

– **Metacognitive strategies:**

They entail organizing, observing, and assessing one's own learning process. Examples include defining objectives or assessing progress.

– **Affective strategies:**

These strategies involve controlling feelings and attitudes toward learning, such as by using encouraging words to oneself or enlisting the help of others.

– **Social strategies:**

These techniques involve connecting with people to improve language acquisition, such as teaming up with classmates or asking for teachers' input.

– **Memory-related strategies:**

These techniques, which include the use of mnemonic devices or vocabulary drills, entail storing and retrieving language material from memory.

– **Compensation strategies:**

These tactics include employing synonyms or rephrasing statements to get over linguistic shortcomings or communication failures.



Authors	Strategies Classifications
Naiman et al. (1978)	Active task approach, realisation of language as system, realisation of language as a mean of communication, management of affective demands, monitoring of L2 performance
Dansereau (1985)	Primary and support strategies are differentiated and further subdivided according to a language task (reading, writing, vocabulary learning, etc.).
O'Malley et al. (1985)	Metacognitive, cognitive and socio-affective.
Weinstein & Mayer (1986)	Primarily building upon the difference between learning strategies and teaching strategies. The major 6 groups of learning strategies are differentiated according to whether they are suitable for basic or complex learning tasks (rehearsal, elaboration, and organisational strategies). Further 2 groups are comprehension monitoring strategies (e.g., checking for comprehension failures), and affective and motivational strategies (such as being alert and relaxed, to help overcome test anxiety).
Rubin & Wenden (1987)	Direct strategies, that is learning strategies: cognitive and metacognitive. Indirect strategies: communication strategies, social strategies
Oxford (1990)	Direct strategies: memory, cognitive, compensation. Indirect strategies: metacognitive, affective, social.
Stern (1992)	Management and planning strategies, cognitive, communication-experimental, interpersonal and affective.
Wild, Schiefele, & Winteler (1992, in Wild, 1997)	Primary strategies (cognitive and metacognitive) and secondary strategies.
Bimmel & Rampillon (2000)	Direct strategies: memory, language processing. Indirect strategies: self-regulatory, affective, social, language use strategies.
Cohen & Weaver (2006)	<ul style="list-style-type: none"> <li>a) Retrieval, rehearsal, communication and cover strategies.</li> <li>b) Listening, reading, writing, speaking, vocabulary and translating strategies</li> </ul>

Table 1.1 Language Learning Strategies Classification (Belhadia, 2021, p.28)

### 1.2.2. The importance of language learning strategies

Oxford (1990), stated that language learning strategies are essential for language acquisition because they enable students to become independent, self-directed learners. Oxford highlights many ways that students can employ to enhance their language learning in her book and offers an overview of language learning tactics. It makes a point of saying that language learning techniques can boost students' drive, independence, and self-assurance when learning a language. It further adds that language teachers should encourage their students to employ language learning strategies by incorporating them into their lesson plans. Language learning methods, in point of view of Cohen (1998), are crucial for successful language acquisition because they enable students to learn more effectively and efficiently. Cohen examines many language acquisition techniques in his book, including cognitive, metacognitive, and social/affective techniques. He contends that students can make use of these techniques to process and retain new language material, keep track of their development, and improve their language output abilities. Additionally, he proposes that educators should clearly teach language acquisition techniques and give students opportunity to put them to use.

Chamot and O'Malley (1994), informed that effective language learning procedures are essential for the development of learners' cognitive, metacognitive, and social/affective abilities. The Cognitive Academic Language Learning Approach (CALLA), a framework for incorporating language learning techniques into language education, is presented by Chamot and O'Malley in their book. They contend that CALLA can assist students in developing stronger strategic, reflective, and self-aware language learning practices. They also stress the importance of language teachers assisting students in creating their own language learning strategies and offering advice and criticism regarding their use.

According to Vandergrift and Goh (2012), language learning techniques are essential for effective listening comprehension because they enable students to become better listeners.

Vandergrift and Goh's book focuses on listening in second languages and offers a variety of listening techniques that students can utilize, including pre-listening techniques, during-listening techniques, and post-listening techniques. They emphasize that in order for students to effectively understand spoken language, they must use a variety of listening skills. Also, they recommend that teachers openly teach listening techniques and provide students lots of chances to practice listening to others.

In conclusion, all of these academics stress the significance of language learning techniques for language acquisition. They contend that language learning techniques can aid in the development of cognitive, metacognitive, and social/affective abilities as well as independent, self-directed, and effective learners. Additionally, they advise language teachers to clearly teach language acquisition strategies, include them in their lesson plans, and give students opportunity to put them to use.

Language learning strategies have an impact on learners' motivation as well as how they select and arrange the content they have learned. LLS "change the learner's motivational or affect state, or the way learner picks or interacts with new knowledge," (Weinstein and Mayer 1986, p. 315). Moreover, Fedderholdt (1997, p. 1) noted that a language learner who is adept at making proper use of a range of LLS can advance his language abilities more quickly. So, learners can improve their language skills by using LLS properly.

### **1.2.3. Factors influencing Language Learning Strategies**

Researchers have been examining the variables that affect the use of language learning strategies (LLSs) over the past 20 years. Their findings imply that individual variables including age, gender, competency level, motivation, and learning styles have an impact on how LLSs are used. Oxford (1990), stated that a number of variables, such as awareness of learning strategies, learning stage, task requirements, age, gender, cultural and linguistic background,

learning goals, personality qualities, and motivation, influence the type and frequency of LLSs used by second language learners.

#### **1.2.4. Proficiency**

Various studies have explored the relationship between language proficiency and language learning strategies. Polat, Ylmaz, and Duman conducted a meta-analysis titled "The Relationship between Language Proficiency and Strategy Use" (2019), which examined 42 papers and found that learners with higher competence levels tend to utilize more cognitive and metacognitive strategies. Sadighi and Jahangard's study, "The Effects of Language Proficiency and Task Complexity on the Use of Language Learning Strategies" (2015), discovered that lower proficiency learners tend to employ more compensatory techniques, while higher proficiency learners tend to use more cognitive strategies. Do Kyung Kim's study, "A Qualitative Study on Language Learning Strategies of Successful Learners at the Intermediate Level" (2012), revealed that proficient students at the intermediate level employ more cognitive and metacognitive techniques. Green and Oxford (1995) suggested that individuals with different degrees of language proficiency employ various learning strategies based on the texts and situations they encounter.

Furthermore, Mahnaz and Salahshour (2012) conducted a study using the Nelson English Language Test and found that high-proficiency Iranian language learners outperformed low-proficiency students in various learning strategy categories. El-Dib (2004) researched Arabic Gulf learners and discovered that less proficient learners relied more on affective coping mechanisms to manage worry and tension.

In summary, the choice of learning strategies is influenced by language proficiency levels. High proficiency learners tend to use more cognitive and metacognitive strategies, while low proficiency learners often employ compensatory techniques. The authors cited in this section

provide valuable insights into the relationship between proficiency levels and learning strategies.

### 1.3. Language Achievement

Language proficiency, which includes the capacity to comprehend, speak, read, and write in a target language, is referred to as language attainment. Language proficiency, or a learner's total capacity to utilize a language for communication, is frequently assessed based on their level of language achievement.

The relationship between language achievement and language competence, as well as how it influences learners' decision-making and usage of language learning strategies, has been studied by a number of academics.

Oxford (1990), for instance, made the case that students who have achieved high levels in language are more likely to use cognitive strategies like analyzing, synthesizing, and summarizing information, whereas students who have achieved lower levels in language may rely more on memory-based strategies like repetition and imitation.

Similar to this, Ellis (2005) observed that language learners who perform well tend to employ more metacognitive techniques, such as planning, monitoring, and evaluating their learning, whereas language learners who perform poorly may concentrate more on the task at hand and rely on social techniques, such as seeking assistance. The aims, settings, and preferences of individual language learners may have an impact on the link between language achievement and language learning methodologies, which is complex and multifaceted overall.

The extent to which a student can exhibit particular language knowledge and skills on a given task or collection of activities is referred to as language achievement by Brown (2000, p. 203). He pointed out that there are various ways to evaluate a person's language proficiency, including tests, assignments, and performances. Basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), which are two separate

categories of language achievement, are distinguished by Cummins (1984). BICS stands for social communication skills, whereas CALP refers to the more sophisticated language abilities required for academic study.

According on their educational experiences and language background, learners may achieve at varying degrees in these two areas, according to Skehan (1998) contends that correctness, fluency, and complexity in language use can all be seen as contributing factors to language achievement. He points out that students who perform well in these subjects typically employ more complex and varied linguistic constructions, which can improve the efficacy of their communication.

Dörnyei's (2005), stated that "motivational self-system" paradigm for explaining language achievement, learners' motivation and beliefs about their aptitudes play a crucial role in accomplishing their language learning objectives. He observes that students who perform well typically have a strong sense of self-efficacy and a positive outlook on language acquisition.

#### **1.4. Learning Style**

The lives of learners are greatly influenced by their learning preferences. Students can incorporate their preferred learning method into their academic routine once they are aware of it.

Literature has made use of a variety of terminologies, including learning style, cognitive style, sensory preference, and personality types. Some of these concepts have been separated and others have been used interchangeably in different contexts (Cassidy, 2004). The three sub-types of learning styles are visual, tactile/kinesthetic, and auditory. Learning styles are characterized as "the complex manner, and situations in which learners most effectively perceive" (Dörnyei, 2005; Oxford, 2001).

Author	Year	Definition
Keefe	1979	Cognitive and affective traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment
Reid	1987	Variations among learners in using one or more senses to understand, organize, and retain experience
Willing	1988	Natural, habitual, and preferred ways of learning . . . a clear, comprehensible and coherent set of likes and dislikes
Spolsky	1989	Identifiable individual approaches to learning situations
Rossi-Le	1995	The preferred mode for perceiving, organizing, and retaining information
Reid	1995	Natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills

**Table 1.2 Definition of Learning Styles (Peacock, 2001, p.2)**

Furthermore, For Salkind (2008, p 597) described learning styles as "individual differences in the way that people prefer to learn in the dictionary. Individuals typically process information or approach learning situations according to their learning styles. These preferences for learning styles are believed to be natural".

Also, according to Keefe (1979) as cited in (Brown 1980), learning styles are "the typical cognitive, affective and physiological characteristics that serve as relatively stable indications of how learners perceive, interact with, and respond to the learning environment." (p.120).

On the other hand, Haynes (2007, p 148) defined a learning style as the manner by which a particular student prefers to learn .Following the same line of thought, Pritchard (2009, p 42) stated that individuals choose to learn in different ways, and that they commonly prefer to opt for certain learning styles which are relevant to them .In other words, each learner prefers different learning styles, and every learner has a dominant style or a mixture of learning styles.

The idea of a learning or problem-solving style, according to some theorists, "is a natural extension of Kolb's normative four-stage model (ELT) [Experiential Learning Theory]. It results from a specific Person's superiority of emotion over thinking or vice versa, and from that Person's dominance of observing over action or vice versa. (Sims & Sims, 1995, p. 100).



**Figure 1.1 Experiential Learning Theory and Learning Styles Inventory (Yeboah & Sarpong, 2012, p.34)**

Every learner uses a varied set of techniques and strategies to learn and comprehend the language due to the diversity of their learning styles. Each learner has a chosen learning method that they use in order to find studying a certain language to be simple and fun. Additionally, the rate of language learning differs from student to student and might be either rapid or sluggish. Learning styles also take into consideration of individual factors such as sex, age, and personality as well as heritage, breed, and environment influence, namely influence from parent's education, culture, community, and school. The following is clear from the previous descriptions of learning styles:

- The preferred methods for teaching and learning are tied to different learning styles.
- How students take in information.
- The ways in which students behave or their personality traits.
- The preferences for using the abilities are the styles.
- It's critical that the skills and styles work together.
- Different students like different styles.
- Styles can be quantified.



- Styles can be learned.

## 1.5. Types of Learning Styles

In an effort to explain how people interpret information, numerous models have been put out through the years. These models also attempted to categorize various learning methods. There are seven different learning styles, according to many researchers.

### 1.5.1 Visual learner

Chandler and Ferriman (2013), stated that visual learners are adept at interacting with images, maps, and diagrams. They can clearly visualize passages from books in their brains, and they find it easier to recall information when it is written down. Visual learners also like to sit in the front of the room where they can see the board because they need to look at the person speaking to them in order to stay focused.

Visual-verbal and visual-nonverbal learners fall into two types. Due to their preference for reading printed materials like textbooks, handouts, and personal notes, visual verbal learners are sometimes referred to as "print-oriented" (Marcia, 1995). These students are frequently the 'bookworm' variety who read solely for pleasure (Davis, 2007). In contrast, visual-nonverbal learners translate information into a mental image in order to assimilate the information offered (Marcia, 1995). In short, written materials are perceived by visual-verbal learners, whereas drawing materials are perceived by visual-nonverbal learners.

### 1.5.2 Auditory learner

Speaking and listening are favorites of auditory learners. Instead of reading a list of directions, they would rather listen to an explanation of how to do a task. These individuals learn best through what they hear, including music, rhymed or rhythmic words or phrases. They also like to learn while listening to music, and they remember things better when they are set to music (Bowie & Lebednik, n.d.).

There are two categories of auditory learners: auditory-nonverbal learners and auditory-verbal learners. As they listen to others speak, auditory-nonverbal learners are sometimes referred to as "listeners." They are "absorbers of verbally provided information while engaging in mental dialogues and decide how to go by reflecting on the words of others in the past" (Marcia, 1995, p. 12). The term "auditory-verbal learners" is used to describe those who need to "speak it out" (Marcia, 1995). When people talk to themselves while they think, they remember knowledge better (Nilson, 2003). The preference for listening to others speak eventually shifts from auditory/verbal learners to auditory/nonverbal learners, who prefer listening to themselves speak.

### **1.5.3 Reading and Writing Learners**

Reading learners are students who frequently read printed words and texts to learn new information. Lists, dictionaries, books, lecture notes, and circulation are things they enjoy. These students enjoy paraphrasing class notes, organizing lecture notes into sketches, and study multiple-choice questions for exams (Murphy et al, 2004). In addition, these pupils take notes, according to Drago and Wagner (2004). They learn more effectively by taking notes during lectures or while reading challenging books.

### **1.5.4 Kinesthetic Learner**

Students who learn physically do so through doing, touching, and feeling. They must actively engage in hands-on learning. Kinesthetic learners have a lot of energy, making it challenging to keep them seated for extended periods of time. This sort of learner performs better outside or in a practical learning environment, according to numerous research. As a result, for these students, classroom activities can be particularly difficult (Bowie & Chandler, n.d.).

They focus better in a classroom environment with engaged teachers. Additionally, when kids are allowed to participate in class activities, they remember information better.

Simply put, kinaesthetic learners prefer learning that involves movement and action over learning that involves stillness and immobility. Simply said, they remember information better when it is applied directly to them (Davis, 2007; Naserieh & Anani Sarab, 2013).

The following table is a representation of the characteristics of different learners:

<b>Visual learner</b>	<ul style="list-style-type: none"> <li>• Observes rather than talks</li> <li>• Remembers faces</li> <li>• Memorise by seeing graphics, pictures</li> <li>• Notices details</li> <li>• Transforms information into knowledge by making drawing or images</li> </ul>
<b>Auditory learner</b>	<ul style="list-style-type: none"> <li>• Enjoys talking hums and signs</li> <li>• Easily distracted by noise</li> <li>• Enjoys listening activities</li> <li>• Reads notes and texts out loud</li> <li>• Records notes, information, lectures and listens to recordings regularly.</li> </ul>
<b>Reading/Writing learner</b>	<ul style="list-style-type: none"> <li>• Uses repetition of words and writing</li> <li>• Remembers and organizes things best in his mind by taking down notes</li> <li>• Makes lists to help them access information</li> <li>• Turns diagrams and maps into words</li> <li>• Adores reading textbooks, novels</li> </ul>
<b>Kinesthetic learner</b>	<ul style="list-style-type: none"> <li>• Likes physical rewards</li> <li>• Enjoys doing activities</li> <li>• Prefers to move their body and manipulate things with their own hands</li> <li>• Finds difficulties to sit for long periods of time</li> </ul> <p>Good in applied activities like: painting, cooking, and sports.</p>

**Table 1.3 Characteristics of Different Learners (Bone va & Mihova, 2012, p.12)**

### 1.5.5 Multimodality

There are circumstances in which pupils solely use one learning style, but this is not always the case since some students combine the four learning types. Since they don't have a particular preference, they are categorized as multimodal. Students who have a variety of preferences are those who flip between modes according to the task at hand. They select the mode that is appropriate for the given circumstance. For instance, they would use their preference for reading and writing if they had to deal with legal issues. If they choose to observe

a method being demonstrated, they will be demonstrating their preference for the kinesthetic sense (Fleming and Mills 1992).

Reid (1995) identified three main learning styles that are important to the study of foreign language acquisition: sensory or perceptual, cognitive, and affective/temperamental. Learning styles that are sensory or perceptual include visual learners who prefer to learn via seeing images and charts and auditory learners who prefer to learn through hearing. Reid cites the possibility of multiple learning styles among students and the ability for each to change according to the situation or task.

Two types of cognitive styles—field independent and field dependent—relate to thinking, problem-solving skills, and information organization. While field dependent children like cooperative and exploratory learning situations, field independent students prefer learning in contexts that place an emphasis on rules, instructions, discrete-point tests, and imitation. Affective/temperament learning styles, on the other hand, put an emphasis on the motivation, level of involvement, interaction, and response that students have to learning opportunities. They take into account the learners' emotions, values, and sentiments. (Jaish, 2010 as cited in Reid, p. 20)

## **1.6. Grammar Learning Strategies**

For the purpose of effective task performance and long-term proficiency, grammar strategies are defined by Oxford (2017,p.244 ) as "... teachable, dynamic thoughts and behaviors that learners consciously select and employ in specific contexts to improve their self-regulated autonomous L2 grammar development" . In order to improve their self-regulated autonomous L2 vocabulary development for efficient task performance and long-term proficiency, learners consciously select and employ teachable, dynamic thoughts and behaviors in specific contexts, according to how she defines vocabulary learning strategies (ibid).

These definitions make clear a variety of significant L2 strategy descriptions that both the teacher and the student need to be aware of. "Teachability" is one of these qualities and is a crucial component of learning techniques education. A critical component of the teacher's self-efficacy as a strategy instructor is his or her belief in the teachability of the techniques. It is interesting in this regard that we emphasize teachers' comprehension and adoption of the target methods before they are provided to learners in our suggested strategy-based teaching methodology. The target strategy is fully understood by teachers, which facilitates modeling and teaching through think-aloud and explicit demonstration.

The dynamism of the two definitions mentioned above is the second feature that is made clear. As long as it fits and supports, this includes the opportunity to apply the same tactic in many contexts without limiting it to a particular goal. The two descriptions above characterize strategies as thoughts and behaviors, i.e., they are the outcome of minimal reflection, making them creatable and communicable even though they are behaviors.

As a result, grammar strategies are activities that students should perform in certain settings to enhance their ability to self-regulate their learning of grammar and vocabulary. These definitions also use the word "autonomous" to support the idea that the ultimate goal of strategy training is the most effective possible development of learning autonomy. The same definitions emphasize that using these tactics is intended for task performance in a learning context, whether it be a classroom or another area designed for learning, as well as long-term proficiency, ultimately.

Grammar learning strategies are the precise methods or methods that students employ to learn and master the grammar and sentence patterns of a language. According to Ellis (1994,p.532), grammar learning strategies are "conscious plans or actions taken by learners to improve their knowledge of the rules and forms of a language" .This is one definition of grammar learning strategies.

Ellis also highlights that these tactics rely on the context and that students may employ various tactics for various kinds of grammatical rules. They are described as "the set of procedures, techniques, or devices that language learners employ to facilitate the learning, storage, retrieval, and use of grammar" by Larsen-Freeman (2018,p.4) .

These strategies can be divided into two primary groups, cognitive and metacognitive, in accordance with Larsen-Freeman. In his work "The Psychology of the Language Learner," a third researcher, Dornyei (2005,p.141), also covers grammar learning techniques. His definition of them is that they are "the mental processes and behaviors that learners engage in to accomplish the complex task of mastering a language's grammar" . Dornyei emphasizes that these skills may be learned and improved via deliberate practice and reflection rather than being innate. In conclusion, grammar learning strategies describe the deliberate and intentional steps done by students to enhance their comprehension and application of grammatical principles in a language.

Hence, Griffiths (2008) noted the following qualities of grammar learning strategies:

- They entail the deliberate manipulation of grammatical conventions and structures.
- They might employ metalanguage to facilitate understanding, such as grammatical terminology and definitions.
- They may include applying inductive thinking to recognize patterns and rules in linguistic input or deductive reasoning to comprehend grammatical patterns and rules.
- They could entail memorization of particular linguistic structures or rules through rote learning.
- They might entail the use of communication techniques like paraphrasing and clarifying to help with comprehension and grammatical usage.
- They could be affected by factors specific to each student, such as language competency, learning style, and motivation.

## 1.7. The Relationship between Grammar Learning Strategies and Learning Styles

Teaching is a method of imparting knowledge and a student-centered activity, according to Drago and Wagner (2004), and Hashim (2005), Learning is a mental activity. A person can also learn by acquiring information through their experiences, knowledge, senses, and skills. According to Becker et al. (2007, cited in Norasmah and Mohd, 2010, p.654), studying using traditional methods of learning including lectures, textbooks, and debates are essential elements that lecturers employ during lectures.

To reach every student's comprehension, teachers must diversify their methods of instruction. Additionally, they frequently combine several teaching techniques to cater to the various "learning styles of students."

Drago and Wagner (2004) as cited in (Norasmah and Mohd, 2010, p.654), informed that there should be at least four general dimensions to learning styles. First, "Cognitive," which touches on aspects of perceiving, reasoning, solving issues, remembering, and connecting the relevant information to other topics during personal information processing. The second level is "Affective," where learning is viewed by taking into account personality traits like awareness, emotions, motivation, and frustration. Finally, "Physiological Learning" from a physiological perspective is based on biological characteristics, such as senses that are used in the learning process (auditory, visual, or kinesthetic). Furthermore, "Psychological when learning is considered in relation to one's "internal strength" and "self-confidence," individuality'.

Alias et al., (2005) as cited in (Norasmah and Mohd, 2010, p. 654) assert that teachers should consider the diversity of their students as a factor when teaching. since they are anticipated to establish the appropriate environment to meet students' needs before planning their process of teaching and evaluation. A teacher's influence in the classroom is felt in a variety of ways, including how well pupils learn and how motivated they are to study. A teacher

must also know how to create a friendly and comfortable environment for their kids, one that encourages them to feel secure and unconcerned.

Additionally, having a diverse student body in the classroom is crucial for facilitating the teaching/ learning process. For instance, there are various ways that pupils might learn, including perceiving, hearing, acting, reacting, and other means. Contrary to instructors who employ a variety of instructional techniques, including discussions, lectures, or demonstrations (Stitt, 2003 cited in Norasmah and Mohd, 2010: 655). For instance, in a classroom, a teacher might try to explain his concepts by assigning group projects to the students, followed by interactions and discussions to help the lessons be more understandable. In addition, not all students ask questions, so after the discussions, the ambiguous concepts would become clearer to the students.

According to Yussoff (2007) as cited in (Norasmah and Mohd, 2010: 654), many teachers boast of having effective teaching methods, but in actual classroom settings they are unable to present the best approach to their students. This is because the typical teacher primarily deals with poorly structured class activities. In other words, teachers have a responsibility to make sure that students are getting something out of their lectures in order to advance their learning and skills. as soon as a teacher is required to maintain his profession. As a result, it is important for teachers and students to communicate with one other about the teaching methods that they find most effective and facilitate understanding. Because of this, it's critical for teachers and students to share information regarding the instructional strategies that they believe promote knowledge. As a result, it's critical for teachers and students to share information regarding the instructional strategies that they believe promote knowledge. Before the start of the school year, a teacher, for instance, can ask students about their favorite style of learning and record their responses on paper so that he can plan how to deliver lectures and make any required adjustments.



Teachers need to be more driven to find effective teaching methods because if learning styles fail, it is because they lack the abilities required for learning theories. This happens when teachers lack information and don't comprehend students' learning preferences. The outcome would be significantly better, and both parties would be motivated to work, if the students' learning preferences and the teacher's teaching strategy were in harmony.

Students are believed to be diverse, and to have different characteristics that vary from one individual to another. Indeed, teachers are expected to be knowledgeable about various characteristics of their individual students, and to accommodate students' diversification into practice; so that, they enable them to effectively understand instructions, and to intelligently store knowledge for a lifelong learning.

## **Conclusion**

In conclusion, the chapter on learning strategies has provided valuable insights into the diverse approaches and techniques that learners can employ to enhance their language acquisition process. By adopting effective learning strategies, individuals can optimize their efforts, accelerate their language learning, and achieve proficiency in their target language.

Throughout the chapter, we explored cognitive, metacognitive, and social strategies that learners can utilize. Cognitive strategies focus on mental processes such as memory retention, comprehension, and problem-solving, while metacognitive strategies involve self-awareness and self-regulation in monitoring and evaluating one's own learning progress. Social strategies emphasize interaction and collaboration with others to practice and apply language skills in authentic contexts.

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*Chapter 2*  
*Grammar teaching*  
*and learning*

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## ***Chapter 2 Grammar teaching and learning***

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## Introduction

Grammar is essential for effective communication and should not be overlooked when teaching and learning English. However, many students, especially those in Algeria, find grammar challenging, uninteresting, and tedious. To encourage high school students to engage in English and participate actively in class, EFL teachers and students need a supportive environment. Effective learning strategies play a crucial role in creating this environment. This chapter provides a theoretical foundation for teaching grammar using classroom methodologies. It covers different definitions of grammar, its importance in English teaching, various teaching methods and approaches, and the difficulties and challenges associated with learning and teaching grammar.

### 2.1. Definition of Grammar

It is crucial to understand the etymology of grammar before explaining what it is. The word "grammar" is derived from the Greek word "grammatic techne," which means "art of letters." While the original meaning has been simplified, writing still plays a significant role in the current interpretation. The set of grammatical rules that govern the organization and logic of words, phrases, sentences, and paragraphs across all languages is known as grammar in the study of language.

According to Harmer (2002), grammar is a system that defines the potential changes or combinations that can be made to a given word or set of words.

Thornbury (1999, p. 13), stated that “grammar is a description of the rules for generating sentences as well as an explanation of the meanings that these forms communicate”.

Thornbury (2004) added that grammar is the study of the forms and structures of any language and that it explains the principles and regulations that control the construction of sentences.

In a similar vein, Ur (2012,p.76) defined grammar as "the way words are put together to make correct sentences". On the other hand, Ur (2012) also makes the point that the definition of grammar needs to be broadened to encompass all crucial grammar-related characteristics and the manner in which teachers should instruct their students.

Furthermore, Quirk et al. (1985, p. 4) stated that grammar is "the study of the structure and function of words, phrases, and sentences, including the rules for their combination and the conventions for their use in different communicative contexts." This statement is supported by the morphology and syntax of the language. The significance of comprehending how language is utilized in various circumstances is highlighted by this definition.

Contrarily, Halliday emphasizes the communicative role of language and describes grammar as "a resource for making meaning in context" in his functional grammar. (Halliday, 1985,p.4).

Additionally, the reference grammar of English by Huddleston and Pullum describes grammar as "the set of rules that govern the structure and use of language, including the principles that underlie the formation of sentences and the meanings that are conveyed by them." Huddleston and Pullum (2002, p 2).

Thornbury (1999, p1), defined grammar as "the system of rules that governs how words are combined into larger units of meaning" He stresses the significance of teaching grammar in a way that is pertinent to students' needs and interests and that highlights the meaning and usage of grammar structures rather than merely their form.

Ellis defines grammar as "the knowledge of how words, phrases, and sentences are structured, and how they are used to convey meaning in communication" (19, p). He argues that a cognitive theory of language learning, which emphasizes the importance of explicit instruction, practice, and feedback, should be the basis for grammar education.

Grammar, in the words of Celce-Murcia and Larsen-Freeman, is "the system of rules that governs the way words are combined into larger units of meaning, including sentences, paragraphs, and longer texts" (p. 3). They place a strong emphasis on the value of communicative language teaching methods and contextual grammar instruction for fostering learners' communicative ability.

In conclusion, grammar in the context of teaching English as a second language is the set of rules that control how sentences, phrases, and words fit together in a language. Although different researchers' views on the function of grammar training in language instruction vary, most concur that it should be taught in context and concentrate on the meaning and usage of grammatical structures rather than just their formality.

## **2.2. Types of Grammar**

They are divided into spoken and written grammar by linguists, who distinguish between descriptive and prescriptive grammar.

### **2.2.1. Prescriptive Grammar**

Better language users, and better information systems are cited by those who create prescriptive grammars as reasons to favour one usage over another. Prescriptive rules are only there to convey and favor one linguistic item, usage, or structure over another. "A prescriptive will not contain rules that tell you to put articles before nouns," asserts Hudson (1980). Prescriptive rules are only appropriate in settings where speakers have options, and they serve to restrict those options.

Prescriptive grammarians focus on the rules as they should be utilized rather than distinguishing between correct and in correct usage of language. The grammatical norms, on the other hand, are applied in various ways by native speakers in everyday situations.

According to Hudson (1980), there are numerous ways to utilize language, which not only result in different kinds of grammar but also in social stratification based on status. Crystal

(1997) supports it as a guidebook that focuses on formulations where usage is divided and puts out guidelines for the polite use of language. According to a judgment of what is proper or incorrect, perspective rules describe which use should be adopted or avoided. For instance, "avoid splitting an infinitive" and "do not begin a sentence with and "or" it is incorrect to say: between you and I" They comprise "all grammar instruction that stipulates what language should be used, what should be avoided, and what should be preferred," in addition to "rules for disputed usages in Standard English." Greenbaum, 1988, as mentioned in Dakhmouch (2008, p. 49). Prescriptive grammar, then, focuses on how to apply a rule and is founded on the formation of language through rules.

Additionally, Swan (2005, p. 66) concurred that prescriptive norms are "linguistic regulations" and rules that people create in the assumption that their languages need regulation, organization, or change prevention. Prescriptive rules include a variety of characteristics, one of which is their emphasis on the written rather than spoken language. In that sense, perspective rules are various guidelines or instructions that people use to develop appropriate or effective language.

### **2.2.2. Descriptive Grammar**

Conversely, descriptive rules are "generalizations based on observations of the data," according to Greenbaum (1988, p. 26), and are "accurate or inaccurate, depending on whether they accurately reflect the data." In other words, it describes how language is used without regard to grammar rules. He also asserted (1991 as cited in Dakhmouch, 2008, p. 49) that they characterize how people use their language based on evidence from the knowledge English speakers have about their actual use of that language. In other words, the descriptive grammar describes how native speakers use the language. It makes an effort to explain how natural speakers speak.

It is predicated on the idea that a language's native speakers alone have the ability to determine what is and is not a part of their language. In another sense, native speakers are the ones who develop descriptive grammar.

Additionally, according to Greenbaum (1990), descriptive grammar covers the norms of sentence and phrase creation as well as the language's structure. For instance, descriptive grammar analyzes how speakers produce sentences and words in accordance with certain norms.

Leech, Deuchar, and Hoogenraad (2006), stated that a descriptive study of grammar is also non-judgmental and does not seek to identify what constitutes excellent or bad, accurate or incorrect structures, or grammatical or ungrammatical patterns. A good descriptive grammar takes into account social and cultural factors in addition to other factors. Find out how language is created and comprehended in numerous situations.

Leech, Deuchar, and Hoogenraad (2006), indicated that a descriptive grammar of a language is a theory that makes an effort to explain how certain language functions. Additionally, it aims to create syntactic rules based on how a language is actually used for communication, as opposed to what these rules "should" be.

In other words, descriptive grammar was more concerned with spoken than written language. Contrarily, prescriptive grammar avoids making determinations about what is or is not acceptable and instead concentrates on describing and clarifying how people use language in everyday situations (Nunan, 2005). It does not address whether a language is used correctly or incorrectly; forms and structures that may not be part of the "standard English" language system may be structures that are not part of the language system.

### **2.3. Role of Grammar in Language**

Many academics have written about the importance of grammar in the instruction of English. Here are a few instances:



Hinkel (2006, p. 123), stated that grammar instruction is a crucial part of language instruction because it helps pupils create and comprehend increasingly sophisticated language. For pupils to improve their total language ability, she recommends integrating grammar education into all four language skills (listening, speaking, reading, and writing).

An extensive evaluation of the research on grammar instruction in language classrooms is given by Larsen-Freeman (2018, p. 469). She contends that teaching grammar in a meaningful and applicable approach to pupils is essential for language acquisition. She recommends incorporating grammar training into communicative language teaching and emphasizing helping students build their capacity to utilize language in real-world contexts.

English language instructors can find helpful advice from Thornbury (1999) on how to teach grammar in an efficient manner. He contends that a communicative approach to language teaching should include grammar training, which should be based on knowledge of the linguistic structure. He recommends that rather than just having pupils memorize rules, teachers should concentrate on assisting students in growing their capacity to utilize grammar in relevant circumstances.

English grammar is covered in detail by Celce-Murcia and Larsen-Freeman (1999), who also offer helpful advice on how to teach it to ESL/EFL students. They contend that grammar training should be incorporated into a communicative method of teaching languages and should be aimed at assisting students in growing their capacity to utilize grammar in real-world situations. To assist teachers in properly teaching grammar, they offer a variety of tasks and exercises.

In general, these academics advise that grammar instruction is an essential part of teaching English as a second language and that it should be incorporated into a communicative method. They contend that rather than only teaching students the rules, grammar training should concentrate on fostering students' capacity to utilize grammar in meaningful circumstances.

## 2.4. Grammar in English Language Teaching

The most common language in the world, English has helped people from different cultures communicate with one another through many conversations. It is regarded as the language of many facets of life, including science, information, technologies, engineering, farming, politics, economics, and education. even lectures at prestigious universities are given in English. Students must therefore acquire grammar when studying the language. As a fundamental component of language, grammar is crucial to language learning. It would be hard to grasp language and language creation without some understanding of grammar. The four language skills are affected by a lack of grammatical understanding. For this reason, understanding grammar is a crucial and essential step in learning any language.

### 2.4.1. Role of Grammar in Language Teaching

The importance of grammar in English language instruction has been a topic of discussion. Grammar has been used as a main topic of English language teaching in the ELT environment, according to a number of supporting research on the subject. This is due to the fact that without grammar, no language can be transferred or transmitted correctly and accurately, making any language that lacks grammar at least somewhat useless, aimless, and devoid of purpose and rationale. Prator (1979)

In light of this, Jones (2001, p. 239) said that grammar is crucial because it enables learners to apply proper and well-organized structures in their writing and speaking of English. Students won't be able to communicate successfully if they don't comprehend the basics of grammar. If we see language as a wide highway, the words would stand in for the cars and trucks, while the grammar would stand in for the traffic-directing road signs and markings. A large roadway would swiftly plunge into complete disarray without road signs. Without grammar, we might be able to stutter out some simple sentences like "Me Tarzan, you Jane," but we couldn't put more complicated concepts into words. Therefore, learners of any language,

whether it is their mother tongue or a foreign language, need to acquire the fundamental grammatical rules and principles in order to get beyond fairly basic levels of expression.

#### **2.4.2. Methods and Approaches of Grammar Teaching**

There are a variety of strategies a teacher can use, but it is crucial to select the one that best suits the talents, age, and experience of the students. Other elements, such as the interaction between the teacher and the students, can affect the decision of the best strategy. It is also well recognized that students lose motivation to learn if a teacher just uses one strategy, hence it is preferable to use a variety of teaching techniques in sessions. The primary distinction between an approach and a method is that the former is more theoretical and has a direct bearing on the objective. As a result, the method serves as a tool that enables the teacher to put a certain strategy into practice.

For this reason, Culicover (2003) listed a few techniques and strategies that make it difficult to acquire grammar:

##### **2.4.2.1. The Diagramming Sentences Method**

The practice of diagramming sentences is one of the earliest methods of teaching grammar. The structures and connections between the various parts of a sentence are visually mapped using this technique. Sentence functions are arranged in ways that highlight grammatical relationships between words using a variety of diagramming techniques. Additionally, many grammarians and English language teachers think that teaching students how to analyze and describe a sentence's structure using a trustworthy visual scheme might be helpful for all learners, but this approach has been abandoned in modern instruction for at least 30 years.

##### **2.4.2.2. Grammar Translation Method (GTM)**

Up to the end of the 19th century, this technique—sometimes referred to as "classical"—was frequently employed. The primary goals of learning a foreign language, according to this

approach, are reading proficiency (to study great literature) and intellectual development. Exercises and grammatical rules were crucial components of the curriculum. Translations were made from the target language into the learner's first language and vice versa. This approach mostly relates to grammatical language curriculum. (Larsen Freeman, 2000; Woods, 1995).

The main criticism of the grammar translation approach was that it required students to memorize "endless lists of useless grammar rules and vocabulary for trying to produce perfect translation" (Richards & Rodgers, 2001, p. 6). Additionally, by the end of the 19th century, there was a shift in emphasis from the written form of language to the spoken form, which was mirrored in a rise in the demand for oral proficiency. In the history of language education, this change is referred to as the "Reform Movement" (Richards & Rodgers, 2001, p. 7).

#### **2.4.2.3. Learning through Writing Method**

This approach encourages students to read and write creatively in order to explore the language while learning about proper grammatical usage. If a particular grammar has particular issues, they will be addressed in a more organized session. The emphasis is now on language acquisition rather than language learning because it has been found that students are better able to recognize and understand grammatical rules when lessons are more interactive (i.e., they have to apply these rules in their writing). Grammar learning by memorization also does not work well. Exercises involving creative or personal writing make it simple to get repeated practice. The most well-known and traditional method of dealing with grammar is as described above. As a result, alternative techniques used to teach grammar include inductive and deductive.

#### **2.4.2.4. The Deductive Approach**

The Deductive Method of Teaching Grammar emphasizes instruction prior to practice as it progresses from the more specific to the broader. Before pupils meet the same grammatical notion in their writing, the teacher thoroughly explains the concept to the class. After the

session, students are expected to automatically practice what was been taught using worksheets and exercises. A deductive approach (rule-driven) begins with the presentation of a rule and is followed by examples in which the rule is applied, according to Thornbury (1999, p. 29). In other words, by completing tasks, students learn grammar.

Deductive reasoning: A style of teaching English known as the deductive approach includes giving students a rule or grammar point before having them put it into practice. This method is frequently applied in traditional grammar-based language instruction, where students are first taught the rules of grammar before being challenged to apply them in carefully monitored exercises or drills. The deductive approach is summarized below by many academics:

The deductive technique is described as "teaching by presenting rules and then asking learners to apply them in practice" by Scrivener (2011,p. 183). He points out that this strategy is frequently criticized for being overly teacher-centered and for not giving students enough chances to explore language on their own.

The logical method is also covered by Harmer (2007,p.270) points out that while this method can be useful for teaching grammar, it should be used in conjunction with other approaches to offer a more well-rounded strategy for language instruction . Larsen-Freeman (2018,p.135) offers a more nuanced perspective on the deductive method. While the deductive method can be useful for teaching learners apparent knowledge of language rules, it might not be as useful for fostering students' implicit understanding of language use .

The logical method is covered by Nunan (2015,p.119) points out that this method can be especially helpful for instructing students who are analytical and enjoy comprehending the principles governing language use .

In general, the deductive approach to teaching English entails giving students a rule or grammar point, then having them put it into practice. It may not be as effective at fostering

learners' implicit understanding of language use as it is at imparting formal knowledge of language rules. To give their students a well-rounded language learning experience, language teachers must employ a number of techniques.

In the deductive method of teaching grammar, the teacher first presents the rules before giving instances to support those principles. Learners who would want to start with activities or assignments appropriate for their level may not enjoy this strategy, often known as a rule-driven approach, according to Thornbury (1999). In contrast to the inductive approach, which is perceived as learner-centered, the deductive approach is seen as a traditional teaching method where the teacher plays a key role in the process.

#### **2.4.2.5. The Inductive Approach**

Giving numerous instances to demonstrate a single idea is part of the inductive approach to teaching grammar, and students are then expected to determine how the concept operates as a result of these examples.

There is no prior explanation provided for this idea, and it is anticipated that children will naturally come to understand grammar rules as they read and write. It is simpler for pupils to learn the rules when they are combined with a concept-retaining sentence rather than when the explanation is delivered apart from the concept examples. "An inductive approach (rule-discovery) starts with some examples from which a rule is inferred," continues Thornbury (1999, p. 29). In other words, this is the traditional teaching approach where students are taught the rules by the teacher.

The inductive method of teaching English entails giving instances of language use to students and encouraging them to infer generalizations and norms from these examples. This strategy is predicated on the idea that students can use these generalizations to get a better comprehension of the language and employ it in novel circumstances. The inductive approach, according to Thornbury (1999), entails giving learners examples and asking them to see patterns

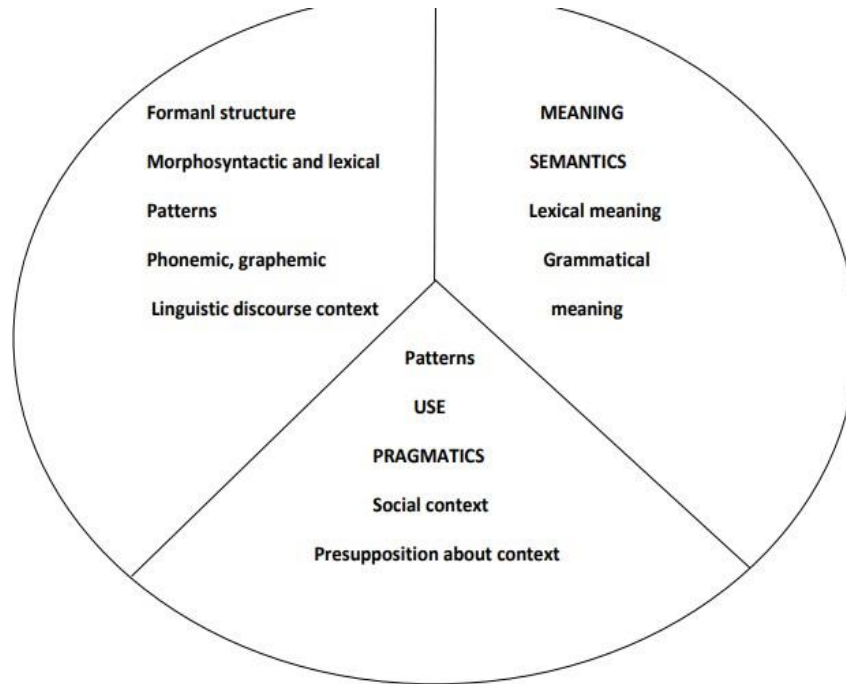
and draw conclusions rather than giving them rules first. By encouraging learners to understand the laws and patterns of the language through guided practice and observation, Celce-Murcia and Larsen-Freeman (1999,p.173) refer to the inductive technique as a "discovery" approach .

According to Larsen-Freeman and Anderson (2011), the inductive method encourages students to identify patterns and draw inferences based on their own observations, which helps them build a more intuitive knowledge of the language.

Similar to this, Scrivener (2011,p.178) contends that the inductive approach enables students to play a more active role in their education, which can increase motivation and a sense of ownership . However, other academics contend that not all learners or circumstances may benefit from the inductive approach. According to Brown (2007,p.138) lower-level learners may find the inductive technique less useful because they lack the linguistic knowledge and proficiency needed to draw precise generalizations .

In many English language courses, the inductive technique is still a common way to teach grammar and language use. It's thought to be a learner-centered strategy that might motivate students to get a better comprehension of the language through supervised practice and observation.

In contrast to the deductive technique, which presents learners with rules up front, the inductive approach in English language instruction encourages them to determine the underlying rules on their own through the use of examples. Because it incorporates students in the learning process, this strategy is seen to be more interesting for students (Thornbury, 1999). Additionally, students are more likely to recall norms when they find them on their own as opposed to hearing about them from the teacher.



**Figure 2.1 The Framework of Teaching Grammar (Larsen-Freeman, 2001, p.252)**

## 2.5. Challenges and Difficulties of Teaching Grammar

There are many difficulties teachers must overcome when teaching grammar. The poor level of students is one of the issues that the majority of English language teachers typically encounter. The fundamental guidelines and structural patterns that students are meant to have learnt at the lower level are likewise unknown to them. Therefore, in this situation, if the teacher begins teaching at the graduate level without attempting to determine the level of the pupils, his efforts will be in vain since he will be unable to construct a strong basis for a structure. The teacher should begin with the basic grammatical constructions before moving on to the more intricate ones. Each new grammatical construction should build on those that came before it in the lesson.

Furthermore, the teacher should give students continual experience in structuring and using sentences by carefully choosing frequently used grammar structures and classifying them in accordance with the needs of the learners. This instruction should help them use grammatical forms and structures in a variety of real-world contexts.



The fact that pupils find grammar lessons challenging and dull is the main issue. The "communicative" method of traditional grammar instruction has been proposed as a solution. Grammar requirements must be met in the context. No matter how the rules are presented, this practitioner aids the learner in processing language. Free practice is often advised, and interaction should be doubled.

The fact that word order in English is more crucial than in many other languages is yet another issue with teaching English as a second language. Because of incorrect word order, ESL students frequently write phrases that sound weird to a native speaker. In order to create coherent sentences, teachers must rearrange the words.

There are several obstacles and issues that English language teachers may encounter when attempting to teach grammar. According to several academics, the following are some of the major issues and challenges associated with teaching grammar:

**Contextualizing grammar:** Getting students to grasp how language is used in context is one of the biggest obstacles in teaching grammar. In order to help students comprehend how grammar is utilized in practice, teachers may need to provide them more contextualized examples, according to Celce-Murcia and Larsen-Freeman (1999,p.139) who claim that learners may find it difficult to apply grammatical rules to real-life scenarios.

**Balancing form and meaning:** Finding the ideal balance between teaching grammar's form and structure and assisting students in understanding the purpose and application of various grammatical structures is another problem. To guarantee that students have a comprehensive understanding of grammar, Larsen-Freeman and Anderson (2011,p.144) contend that teachers must find a balance between "form-focused" and "meaning-focused" training.

**Overcoming negative attitudes:** Many language learners could have unfavorable attitudes regarding grammar, considering it to be useless or dull. Teachers must discover ways

to interest students and demonstrate to them the usefulness of studying grammar, such as the ability to speak more effectively in English, according to Scrivener (2011, p. 179).

**Addressing individual needs:** various techniques to teaching grammar may be necessary since various learners may have varied learning preferences and styles. Teachers should be aware of the needs of each individual learner, according to Brown (2007,p.139), and adjust their teaching strategies as necessary.

**Integrating technology:** Teachers may find it difficult to successfully incorporate technology into their grammar lessons as a result of the growing usage of technology in language acquisition. Hockly (2013,p.191) contends that teachers must be knowledgeable about the potential advantages and disadvantages of integrating technology into their grammar instruction and possess the necessary technical abilities.

## 2.6. Difficulties in Learning Grammar

Grammar-related challenges should be expected for English language learners. The most frequent issues, according to J. Harmer, are: a mismatch between form and function; There are numerous grammatical forms that can be employed to accomplish various tasks. (For instance, the present continuous depicts acts that are currently occurring but also alludes to future events.) In contrast, it is feasible to discover a variety of forms in English to describe what might seem to be a single function. (For example, a range of verb forms that might be used to denote the future time).

The contrast between English and the mother tongue is another difficulty that some students encounter. - The challenges of the native language might readily develop when the learner's understanding of the English grammar system differs from that of the grammar. (For instance, the way that English and other languages' tenses are structured. (Bayburyan, 2011, p. 69)

The last thing to note is that there are many grammatical exceptions in English; grammar exceptions may exist in every language, and English is no different; Regular verbs, like those used to express the past tense, are those that alter only slightly; whereas, irregular verbs undergo a complete change. As

To see → saw

To drink → drank

To feel → felt

Additionally, grammar learning can be challenging for EFL (English as a Foreign Language) students for a number of reasons. Here are some observations from various academics:

- **Misconceptions and Overgeneralizations:**

According to Larsen-Freeman and Long (1991,p.530), inadequate or incorrect instruction may cause EFL students to overgeneralize grammar principles and foster misconceptions about them. This might result in mistakes in what they say and write.

- **Lack of Explicit Instruction:**

Ellis (1990,p.66) argues that EFL learners may not receive explicit instruction on the rules of grammar, which can hinder their ability to acquire the language.

- **Difficulty with Complex Structures:**

According to Celce-Murcia and Larsen-Freeman (1999,p.136), EFL students may have trouble using more intricate grammar structures like the passive voice and relative clauses. Learners encounter a number of challenges when trying to understand grammar. Here are some observations made by several academics:

Several different kinds of mistakes that students make when learning English grammar have been found through error analysis. These mistakes frequently involve the misuse of prepositions, articles, verb tenses, and word order (Corder, 1967; Richards, 1971).

Understanding the intricate grammar rules and structures of the target language is a common challenge for second language learners. The disparities between the learner's native language and the target language might be particularly difficult (Ellis, 2002).

Due to their complicated and varied usage in many contexts, learners also have trouble picking up English articles (such as a, an, and the) (Celce-Murcia & Larsen-Freeman, 1999). The capacity of learners to apply the grammatical rules they have learnt to actual communication circumstances presents another challenge. Frequently, students find it difficult to employ grammar correctly in unprompted speech or writing (Bardovi-Harlig & Dörnyei, 1998).

Finally, the lack of clear instruction and feedback on grammar in language schools may present difficulties for learners. According to some academics, grammar acquisition requires both explicit instruction and constructive criticism (Doughty & Williams, 1998).

The difficulty of the grammar rules, the learners' native language, and the teaching methods used in the language classroom all play a role in the challenging process of learning grammar in a second language.

## **Conclusion**

As a result, teaching grammar should ultimately aim to help students comprehend how language functions so they can utilize the language they are learning when they speak, listen, read, and write. Language teachers who are able to use distinctive and original approaches, strategies, and techniques as well as various types of grammar teaching can help students achieve this goal. This theoretical chapter on grammar has provided a comprehensive overview of the principles and structures that govern language. Grammar serves as a fundamental framework for communication, allowing speakers to convey meaning and express their thoughts and ideas effectively.

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*Chapter 3*

*Methodology and*

*Results*

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## *Chapter 3 Methodology and Results*

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## Introduction

This chapter attempts to shed light on the practical part of this study. It is divided into two sections. The first section of this chapter describes the research methodology, participants, research instruments, setting, and procedures. Using a mixed-method, quantitative and qualitative, data were collected through a questionnaire for students and an interview for teachers. The second section is devoted to the analysis and interpretation of the data collected from the already mentioned tools, followed by a discussion of the results.

## Section One: Methodology and Results

### 3.1. Research Design

Our study used a mixed methods research design in order to identify students' and Teacher's Perceptions towards the Use of Learning Strategies to Improve Learners' Achievement in Grammar among first-year EFL students at the department of English in Mohamed Khider University of Biskra. We employed a mixed method approach to collect and analyze diverse data but relevant to the study, therefore, a qualitative and a quantitative method was used (teachers interview and students' questionnaire). We analyzed the students' and teachers' attitudes towards the learning strategies and its effect on EFL grammar achievement without the researchers' least intervention. Finally, we analyzed and validated the research findings.

### 3.2. Research Methodology

The current study has opted for the quantitative qualitative descriptive method. It aims to describe two variables; learning strategies as the independent variable and its effects in improving EFL grammar achievement as the dependent variable. The present chapter is devoted to the description of the methodological procedure that has used a questionnaire and an interview.

A questionnaire is designed for students and an interview is for teachers who are thought to be in a good position for gathering the relevant data to our research. In accordance to our topic « Students' and Teachers' Perceptions towards the Use of Learning Strategies to Improve Learners' Achievement in Grammar ». Our primary goal is to validate the research hypothesis and answer its questions. A descriptive design assists us in identifying and solving difficulties

in contemporary practice, the purpose of the research, the sample under investigation, the time available, and the type of the data obtained.

### **3.3. Population**

The current study's population consists of 60 EFL first-year students and 5 EFL teachers from Mohamed Khider University, Biskra. The students' sample consisted of (15) males and (45) females who were randomly chosen from a population of 300 first year students. However, most of the teachers' sample was chosen based on specific criteria, such as teaching grammar module for the simple reason that they are familiar with the learners' achievement in grammar based on learning strategies.

To ensure the validity of the study, students were ignorant of the concept and the goal of the study which centers upon the grammar of EFL learners; and to stimulate them to answer the questionnaire and contribute to our study.

Five (5) teachers from Mohamed Khider University, Biskra were chosen, with the majority having previously taught grammar sessions. Unquestionably, these teachers provided valuable information about some effective strategies that contribute to the students' grammar achievement. The interview was distributed in a delightful environment; but unfortunately, some teachers couldn't answer due to certain reasons and engagements.

### **3.4. Research Instruments**

To carry out this research work, two instruments were used: a questionnaire for students and an interview for teachers.

#### **3.4.1. Students' Questionnaire**

##### **3.4.1.1. Aim of the Questionnaire**

This questionnaire is primarily intended to diagnose and assess student's evaluation of their grammar achievement using learning strategies as well as their awareness of their use in classroom, besides whether they believe that this learning strategies are effective tools for improving their grammar achievement or not.



#### **3.4.1.2. Description of the Questionnaire**

The questionnaire is targeted for first-year students at the department of English of Mohamed Khider University, Biskra. It consists of 18 questions, and most of them are close-ended questions which limit the respondents to choose yes/no answers. A multiple-choice question is another type of close-ended inquiry in which the respondents' responses are limited to one of several options. The questionnaire is divided into three separate sections. The first section consists of three general information questions that aim at collecting data about student's age, and the module they prefer to study.

The second section contains questions that have a relation with their attitude toward grammar. The last section in the questionnaire was about the use of the use of learning strategies on grammar.

#### **3.4.1.3. Population**

The questionnaire is administered to sixty (60) students of first year in the University of Mohamed Khider University of Biskra at the English Department, during the academic year 2022/2023 during grammar session under the teacher's control. The population contains 135 students divided into twelve (12) groups. The choice of this population was simply because first year students are freshmen and lack knowledge when it comes to grammar rules. It is also their first-time attending university classes, so it is a whole new experience for them where they are required to learn grammar well and present themselves most of the time.

#### **3.4.1.4. Sample**

The main idea in the present study is to confirm the stated hypothesis involving the effect of learning strategies on enhancing English learners' grammar achievement. In order to achieve our aim, sixty (60) students were chosen randomly. Thus, the data collection obtained will help us in the validity of our research.

### **3.4.2. Teachers' Interview**

#### **3.4.2.1. Aim of the Interview**

The objective behind this interview is to know about teachers' insights towards the use of learning strategies in order to enhance their student's grammar achievement, and if they see them as useful teaching strategies or not.

#### **3.4.2.2. Description of Teachers' Interview**

The questionnaire deals with ten (10) questions and is divided into three (03) main sections, each one of them focuses on a different aspect.

Among the questions, we have included "open-ended" questions; which require them to provide personal views on our topic.

#### **3.4.2.3. The Selection of the Population**

The interview is administered to five (05) teachers of English grammar at the English department at Mohamed Khider University Biskra during the academic year of 2022/2023.

#### **3.4.2.4. Identification of the sample:**

In order to accomplish this investigation, we opt for a great sample so that we get credible results. Thus, five (05) teachers were chosen from a population around ten (10) instructors to use learning strategies in their grammar lessons. As a result, the data obtained will be used in confirming the hypothesis.

### **3.5. Research Procedures**

Data has been collected in an appropriate manner in order to accomplish the study's objective and to answer the research questions. As previously stated in our methodology, the researchers employed a compatible research design, so the first data collecting tool that has been employed was the questionnaires handed to students. The students were chosen at random from two class of 90, but only 60 (15 males and 45 females) responded to the questionnaire which took 5 to 7 minutes depending on their capacities. They were somehow not helpful and not immediately responded to our request; however, they did so in a noisy environment, making it difficult to concentrate on the questions. All in all, it was a successful tool which really helped

us to identify some grammar errors they made and the reasons behind them. Followed by the interview for teachers, they were chosen specifically for their experience in teaching grammar modules to EFL students. Ten teachers were given the interview but only five of them respond in a pleasant setting; most of them were quite helpful and responded the same day; some took a while to respond that we had to delay our work; and others did not respond at all. The teachers' responses were accurate and useful because they are aware of their students' strengths and weaknesses in grammar.

The data gathered from the instruments were represented through the use of two different computer programs: the first is the "SPSS" which stands for the "Statistical Package for Social Sciences," and the second is Microsoft Office Excel 2007

## Section Two: Data Analysis

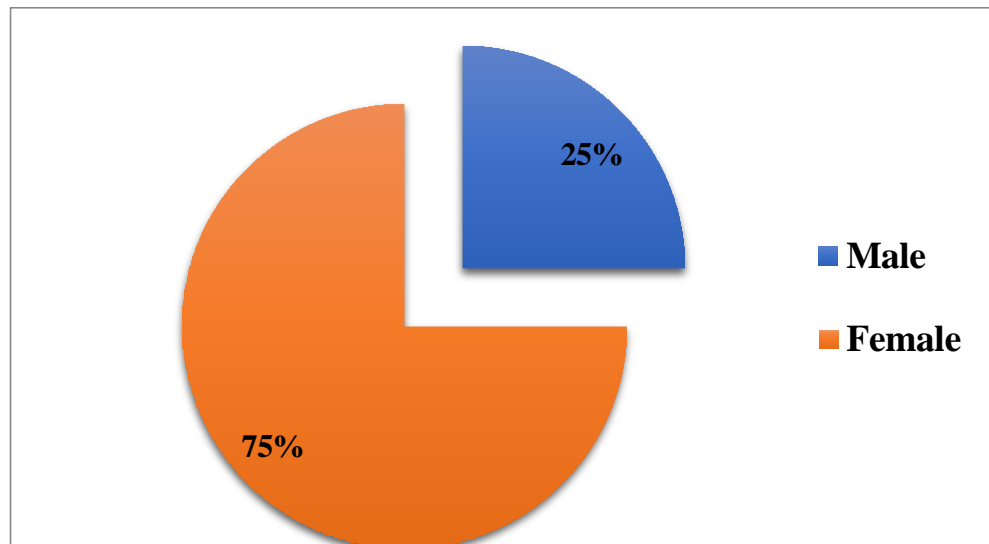
### 3.6. Students' Questionnaire

#### 3.6.1. SECTION ONE: General Information

##### Q1. Gender

**Table 3.1: Students' Gender**

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
Males	<b>15</b>	<b>25</b>
Females	<b>45</b>	<b>75</b>
Total	<b>60</b>	<b>100</b>



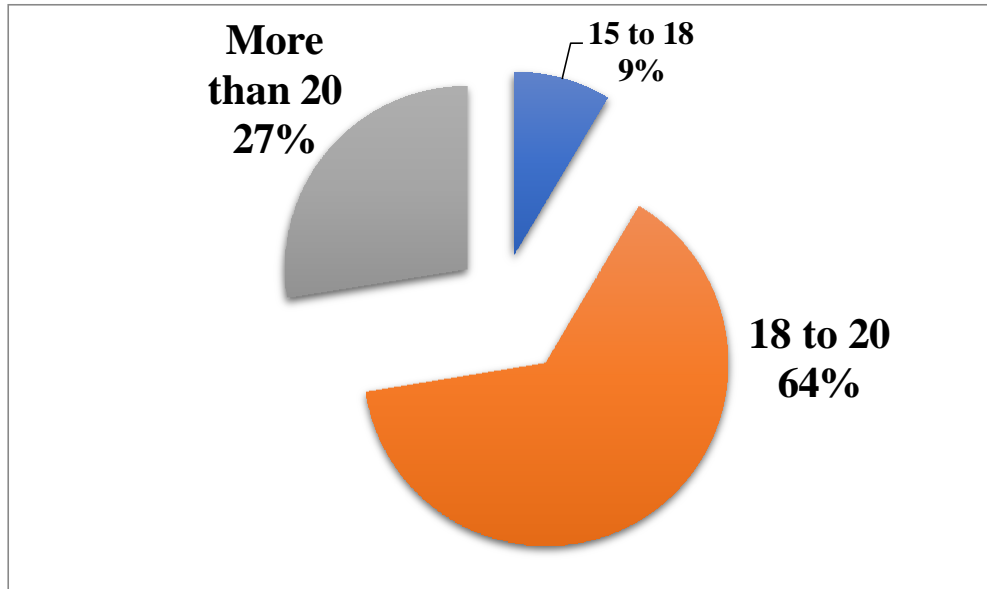
**Figure 1.8 Showing Students' Gender**

The aim behind this question is to see whether males or females are interested in studying English. Figure 3.1 shows that the majority (75%) of students are females. This finding suggests a significant gender imbalance within the study population. To further explore the implications of this observation, it would be valuable to investigate the reasons behind this disparity and its potential impact on the interest in studying English. Understanding the factors influencing students' choices and preferences can assist in designing targeted strategies to promote equal participation and engagement in English education for both males and females.

### **Q2. Age**

**Table 3.2: Students' Age**

Age	Participants	Percentage
15 to 18 years	5	9
18 to 20 years	39	64
More than 20	16	27
Total	41	100



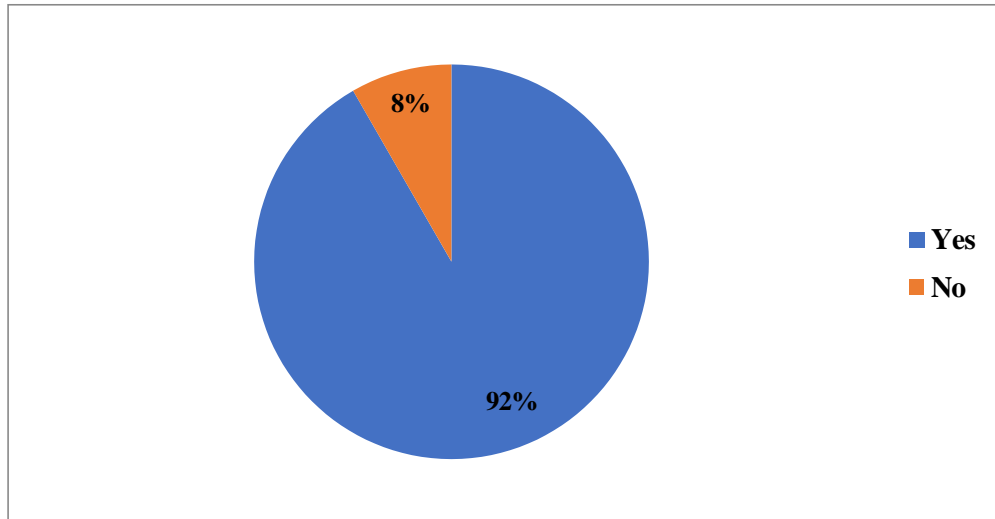
**Figure 3.2 Students' Age Distribution**

The purpose behind this question is to know whether age has an impact on studying and learning English language or not. The results in the figure show that the majority (64%) of students of first year are between 18-20 years, while few (9%) of them are between 15-20 years and a average minority of (27%) represents more than 20's category.

**Q3. Did you enjoy the English lessons?**

**Table 3.3: Students' Opinions about English Lessons**

Responses	Participants	Percentage (%)
Yes	55	92
No	5	8
Total	60	100



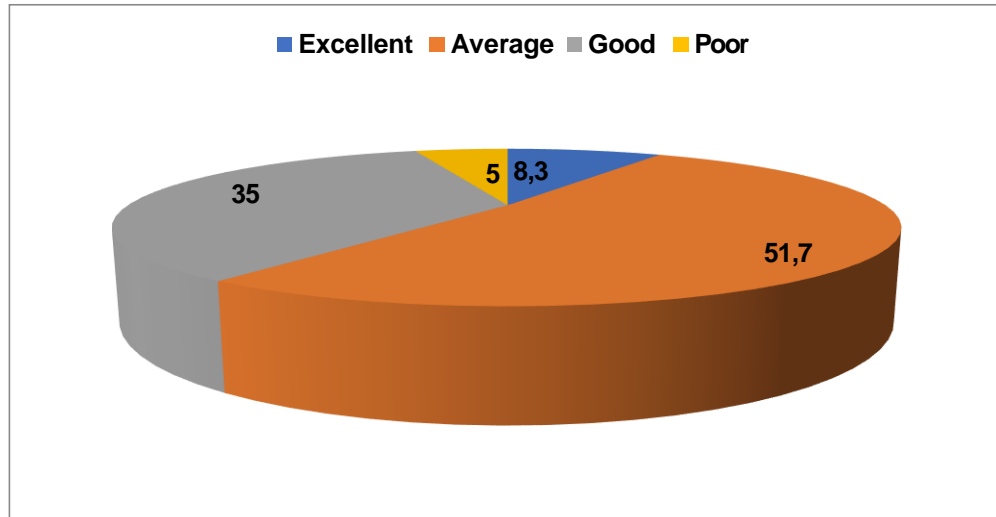
**Figure 3.3** Students' Opinions about English Lessons

We can observe that the majority of the students (91.7%) enjoy English lessons, while the rest of them (8.3%) do not enjoy it as shown in figure (3.3). This highlights a positive engagement with the subject among most students, with potential room for improvement in addressing the needs of those who do not share the same level of enthusiasm.

**Q4. How do you consider your level in grammar?**

**Table 3.4: Students' Level in English**

Responses	Participants	Percentage (%)
Excellent	5	8.3
Average	31	51.7
Good	21	35
Poor	3	5
Total	60	100



*Figure 3.4 Students' Level in English*

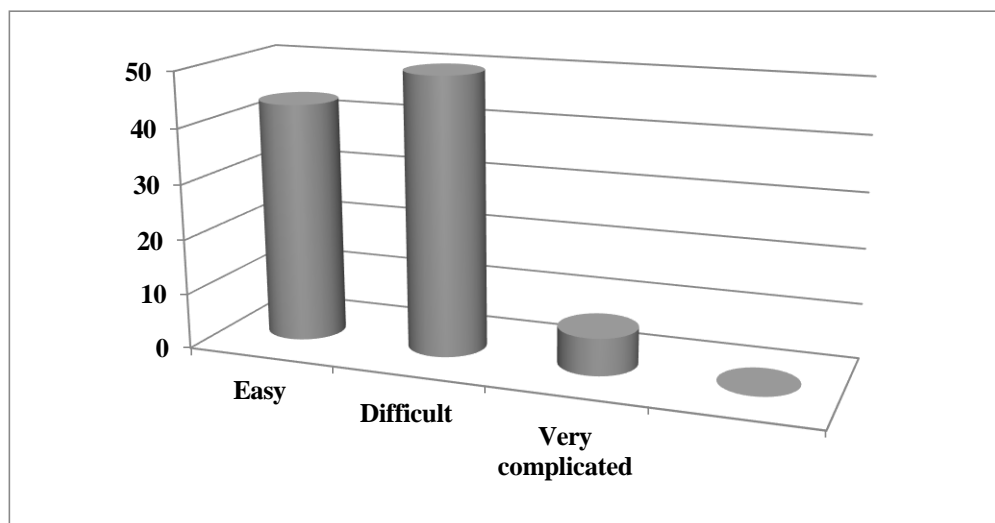
This question was asked in order to know about the different levels of firstyear EFL students . As the graph illustrates, around (51.7%) of students have average level in English. By contrast (5%) responses of participants selected the poor level and the other percentage divided between excellent (8.3%) In the other hand, (35%) have good level in English.

### 3.6.2. SECTION TWO: Students' Attitude towards Grammar

**Q1. How do you think about Grammar?**

**Table 3.5: Students' Perception about Grammar**

Responses	Participants	Percentage (%)
Easy	26	43.3
Difficult	30	50
Very complicated	4	6.7
Total	60	100



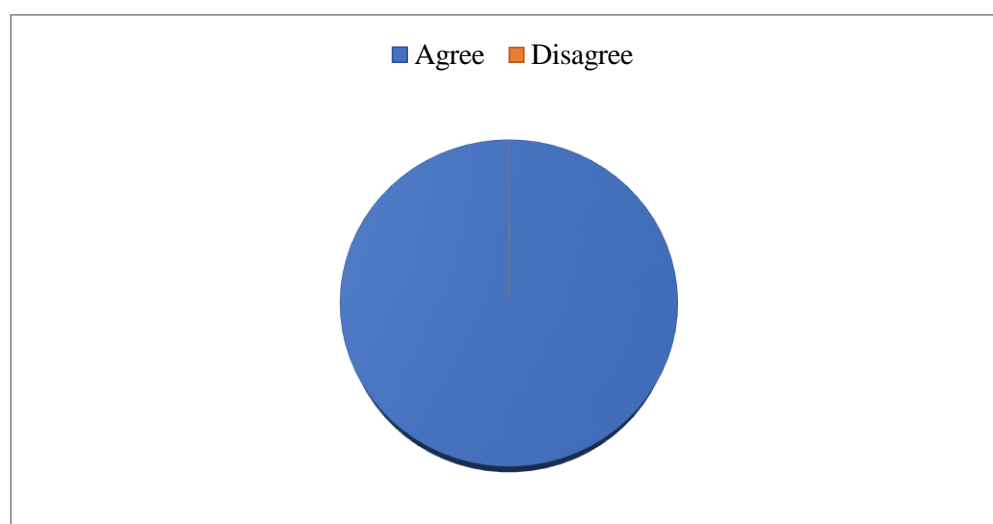
**Figure 3.5 Student's Perception about Grammar**

The aim behind this question is to see student's perceptions towards grammar. According to the responses in the chart above, half the informants (50%) stated that they think that grammar is difficult, moreover, (43.3%) of them see grammar as an easy module, which means that they forcefully supported the learning of grammar. While a small minority (6.7%) think that grammar is very complicated.



**Q2. Is Grammar learning is important ?****Table 3.6: Students' views about Grammar Importance**

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
Agree	<b>60</b>	<b>100</b>
Disagree	<b>0</b>	<b>0</b>
Total	<b>60</b>	<b>100</b>

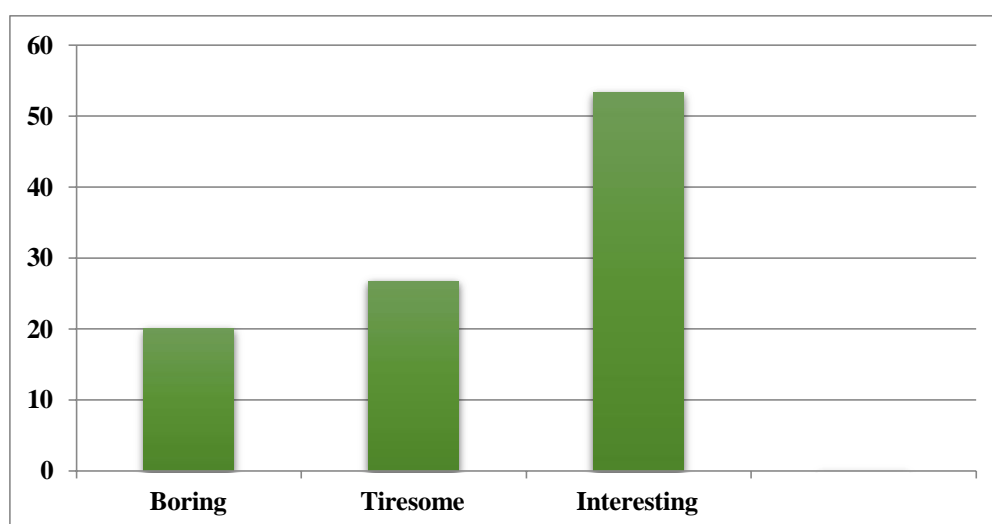
**Figure 3.6 Students' Views about Grammar Importance**

The objective of this question is to investigate about the importance of grammar learning during the course. The pie chart demonstrates that all the learners (100%) agreed that grammar is important. So, we can notice that the majority of learners enjoy their grammar sessions and hold positive attitudes towards it.

### Q3. How do you consider the English Grammar classes?

**Table 3.7: Students' views about the Role of English Grammar Classes**

Responses	Participants	Percentage (%)
Boring	12	20
Tiresome	16	26.7
Interesting	32	53.3
Total	60	100



**Figure3.7 Students' views about the Role of English Grammar Classes**

The purpose behind asking this question was to know how students consider the English grammar classes. From the chart, we can notice that most of students (53.3%) consider grammar classes interesting, while a small minority (20%) stated that it is and the other remain students (26.7%) consider it as tiresome. All in all, these results show clearly that a large number of students support grammar learning.

**- Justification:**

Boring Because of:

- Hating English Grammar rules.
- It's a hard module and too many rules.
- The problem is the teacher.
- Repeated lectures and nothing new.

Tiresome Because of:

- The strategy that teacher use.
- Complicated lessons

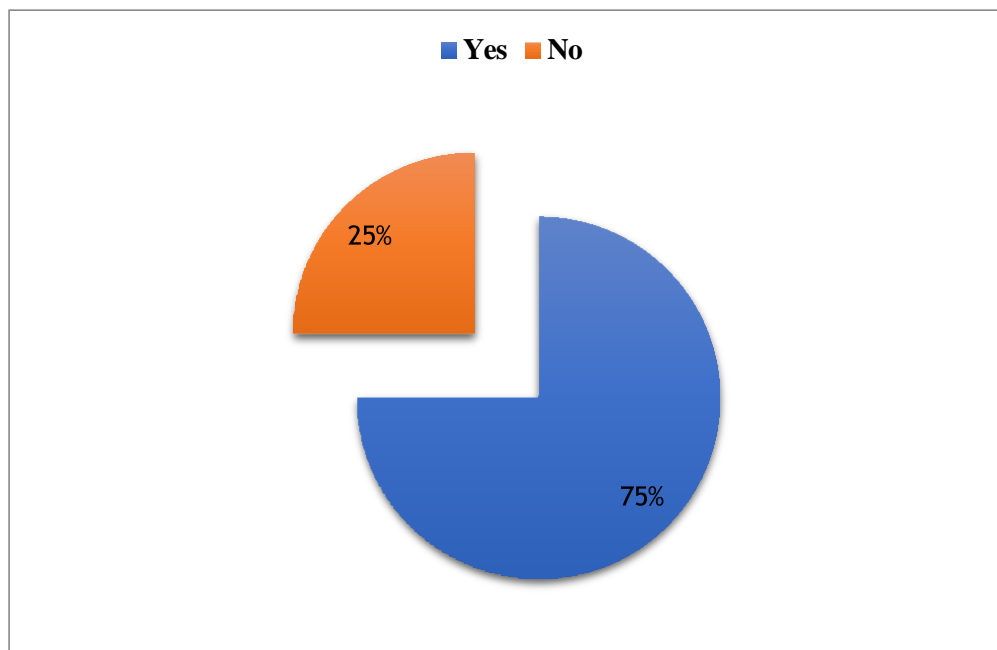
Interesting Because of:

- Learn how to do a correct speech.
- Loving Grammar classes.
- Simple and easy module.
- Good teacher.
- Learn how use the language correctly in order to improve language skills.
- The teacher uses a good strategy while teaching

**Q4. Does the atmosphere in the class help you absorb grammar rules?**

**Table 3.8: The Impact of Classroom Atmosphere on Grammar Learning**

Responses	Participants	Percentage (%)
Yes	45	75
No	15	25
Total	60	100

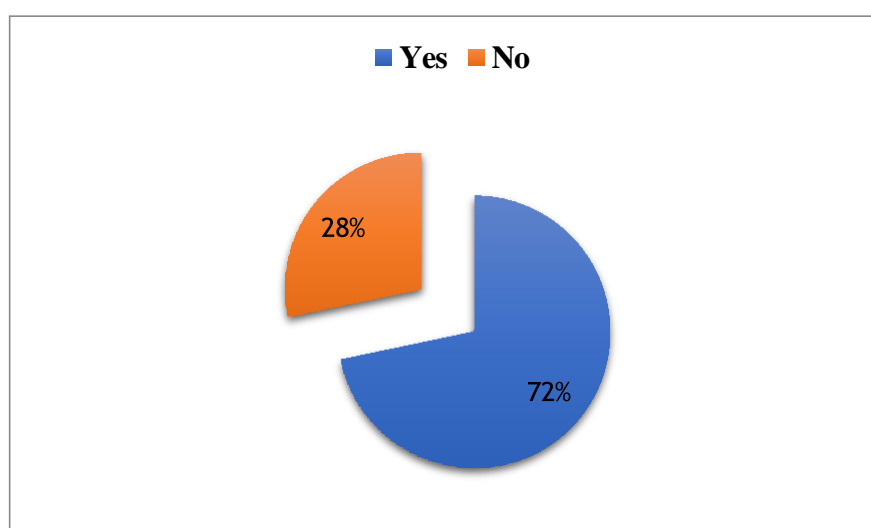


**Figure 3.8 the Impact of Classroom Atmosphere on Grammar Learning**

This question is mainly related to the previous one, we wanted to investigate the Impact of Classroom Atmosphere on Grammar Learning. According to the figure above, most of students (75%) agreed on the fact that classroom atmosphere have an impact on grammar learning and the rest of them (25%) stated that it does not.

**Q5. Does your English teacher use grammar strategies in the classroom?****Table 3.9: The Use of Grammar Strategies by English Teachers in the Classroom**

Responses	Participants	Percentage (%)
Yes	43	72
No	17	28
Total	60	100

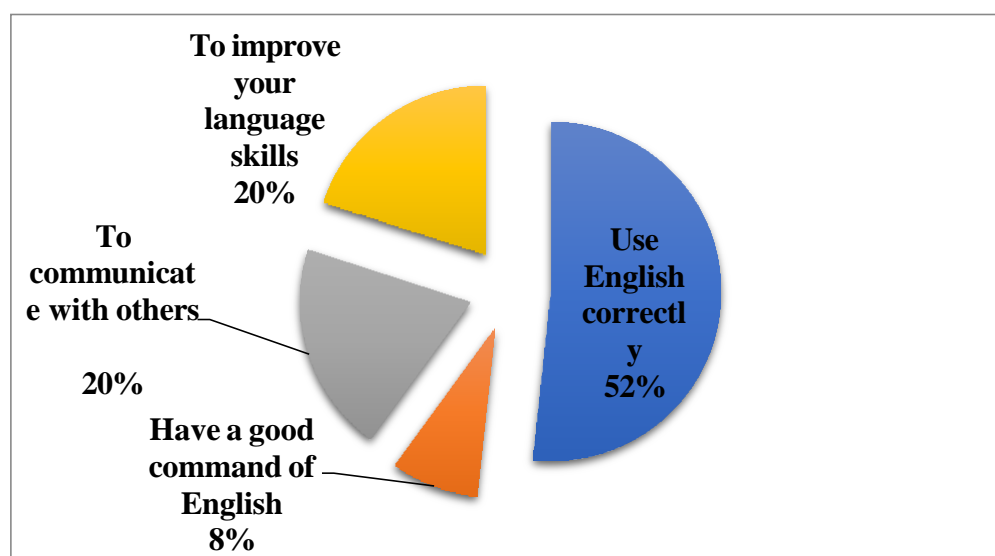
**Figure 3.9 The Use of Grammar Strategies by English Teachers in the Classroom**

This question is addressed to reveal the use of grammar strategies by English teachers in the classroom. The findings presented in the graph show that around (71.7%) of student stated that their teachers use grammar strategies in the classroom. Otherwise, only few (28.3%) of them claimed that their teachers do not use grammar strategies.

**Q6. What does Grammar help you to do during your learning process?**

**Table 3.10: The Role of Grammar in Language Learning**

Responses	Participants	Percentage (%)
Use English correctly	31	51.7
Have a good command of English	5	8.3
To communicate with others	12	20
To improve your language skills	12	20
Total	60	100

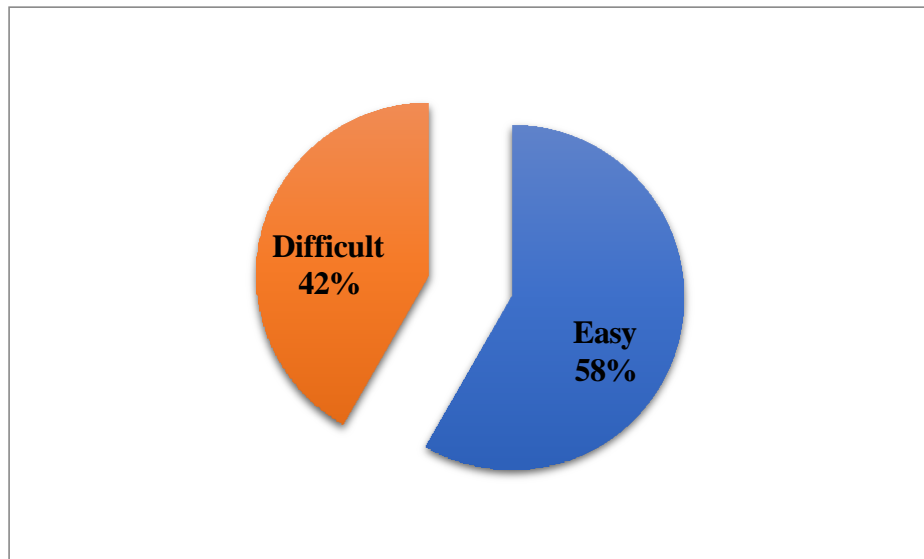


**Figure 3.10 The Role of Grammar in Language Learning**

The aim behind this question is to see the role of grammar on students of first year learning process. According to the results, we can notice that (52%) of students found that grammar helps them to use English correctly. In parallel, (20%) asserted that it helps them to improve their language skill and other (20%) respondents found it helps them to communicate with others. However, (8%) of them appreciated grammar because it helps them to have a good command of English.

**Q7. What do you think of the English Grammar?****Table 3.11: Students' Perspectives on English Grammar**

Responses	Participants	Percentage (%)
Easy	35	58
Difficult	25	42
Total	60	100

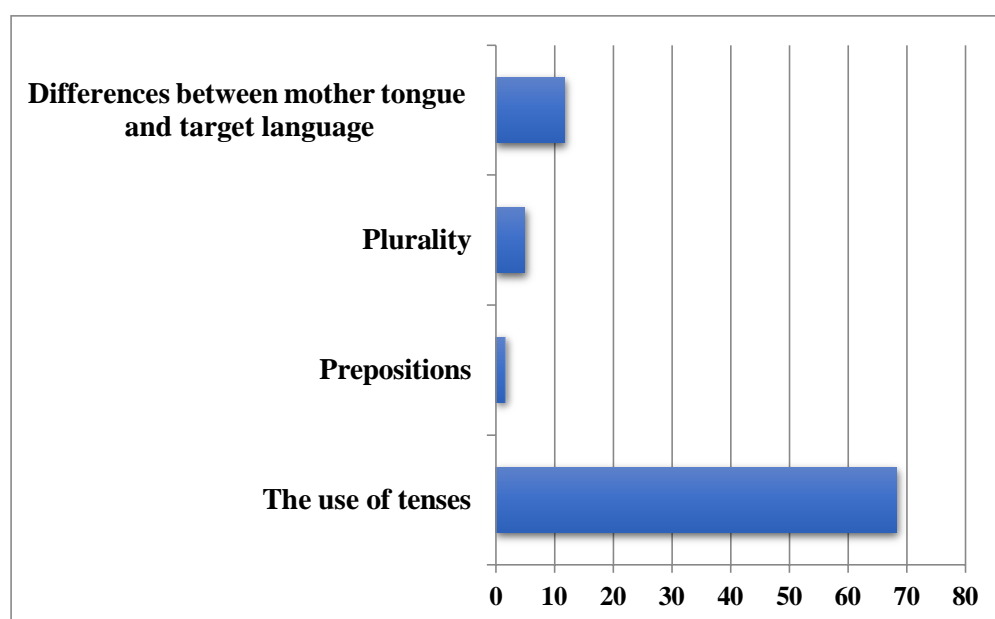
**Figure 3.11 Students' Perspectives on English Grammar**

The purpose behind this question is to figure out the students' views about English grammar. The graph shows that a large number of students (58%) stated that English grammar is easy. Whereas the rest (42%) of the population stated that it is difficult.

- If you answer difficult, what are those difficulties?

**Table 3.12: Students' Difficulties in Grammar**

Responses	Participants	Percentage (%)
The use of tenses	14	41.7
Prepositions	1	1.6
Plurality	3	5
Differences between mother tongue and target language	7	11.7
Total	60	100



**Figure 3.12 Students' Difficulties in Grammar**

From the results, we noticed that a lot of students (68.3%) have difficulties concerning the use of tenses. Moreover, others (11.7%) have difficulties in clarifying the differences between mother tongue and target language. The other major difficulties are in plurality which was among (5%) of the informants and the rest of them (1.6%) have difficulties in the



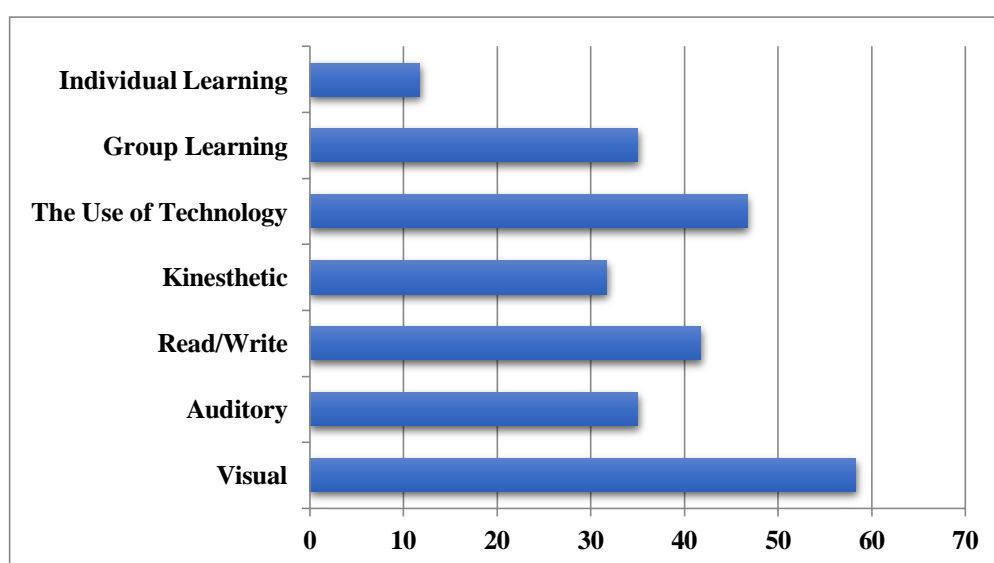
prepositions. We can assume that the major difficulties that the students are suffering from are the verbs tenses.

### 3.6.3. SECTION THREE: Students' Attitude toward the Use of Learning Strategies on Grammar

**Q8. What type of learning style do you prefer when learning English?**

**Table 3.13: Types of learning style they prefer when learning English**

Responses	Participants	Percentage (%)
Visual	35	58.3
Auditory	21	35
Read/Write	25	41.7
Kinesthetic	19	31.7
The use of technology	28	46.7
Group learning	21	35
Individual learning	7	11.7
Total	60	100



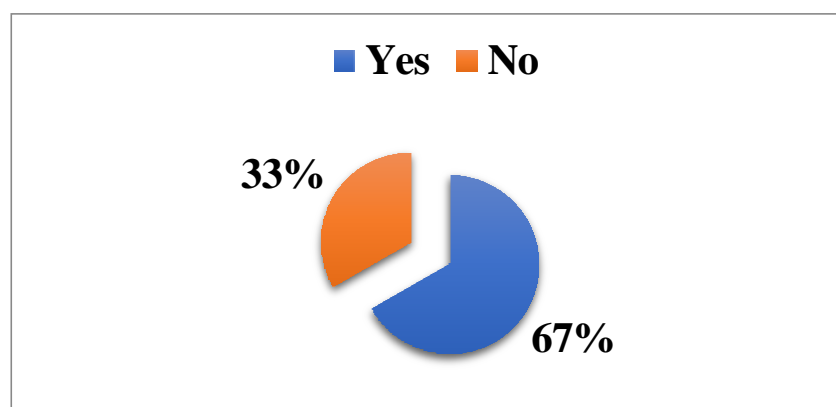
**Figure 3.13 Types of learning strategy they prefer when learning English**

In this question, the students can choose more than one option they showed plenty of answers. So, it is intended to see their attitude towards the type of learning strategies they prefer when learning English. As shown in the chart, the majority (58.3%) of students agreed on the visual type while others (46.7%) agreed on the use of technology. On the other hand, some of them (41.7%) agreed on read and write. Others, (31.7%) choose the kinesthetic type. Whereas the other remains students have equal views (35%) between auditory and group learning. The other type which is individual has been opted for (11.7%) of the students.

**Q9. Have you ever thought of using a certain strategy to improve your understanding of grammar?**

**Table 3.14: Self-Reported Use and Effectiveness of Grammar Learning Techniques**

Responses	Participants	Percentage (%)
Yes	40	67
No	20	33
Total	60	100



**Figure 3.14 Self-Reported Use and Effectiveness of Grammar Learning Techniques**

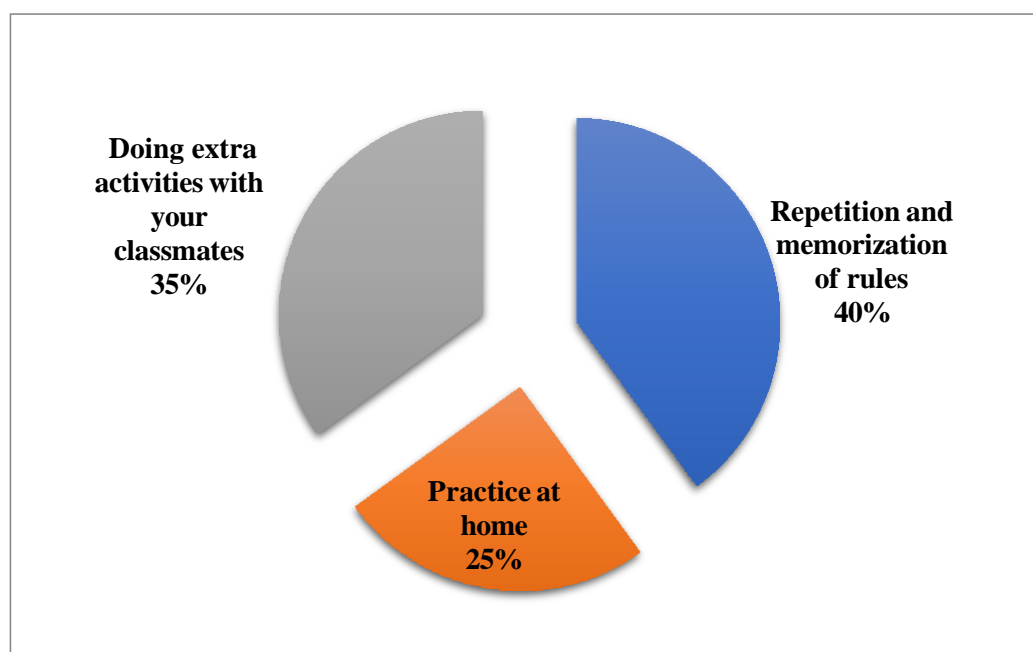
This question aims at investigating student's Self-Reported Use and Effectiveness of Grammar Learning Techniques. As it is shown in the graph, (66.7%) of the students claimed that they think of using a certain strategy to improve their understanding of grammar, whereas

the rest of them (33.3%) claimed the opposite. These results may indicate that learner's use of grammar strategies differ from one student to another. All in all, we can assume that the majority of students agree on using strategies for effective grammar.

**Q10. When you learn grammar, which methods do you prefer?**

**Table 3.15: Students Attitudes towards Different Methods for Teaching Grammar**

Responses	Participants	Percentage (%)
Repetition and memorization of rules	24	40
Practice at home	25	25
Doing extra activities with your classmates	21	35
Total	60	100



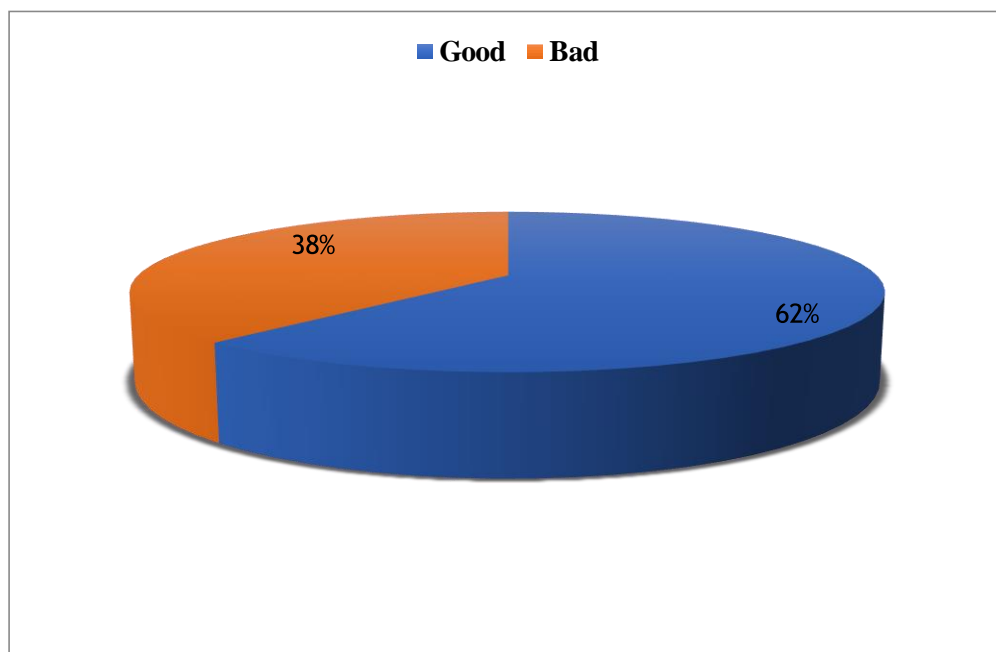
**Figure 3.15 Students Attitudes towards Different Methods for Teaching Grammar**

Figure 1.15 demonstrates that the percentage of students' preference of grammar methods is divided into three parts, a major portion (40%) declared their preferable method which is repetition and memorization of rules, while (35%) declared by doing extra activities with their classmates and the rest of them (25%) claimed by practicing at home. The aim behind asking this question is to know if the students are going hand to hand with the different grammar learning strategies.

#### Q11. How do you feel about practicing grammar exercises?

**Table 3.16: Students' Attitudes towards Grammar Practice**

Responses	Participants	Percentage (%)
Good	37	61.7
Bad	23	38.3
Total	60	100



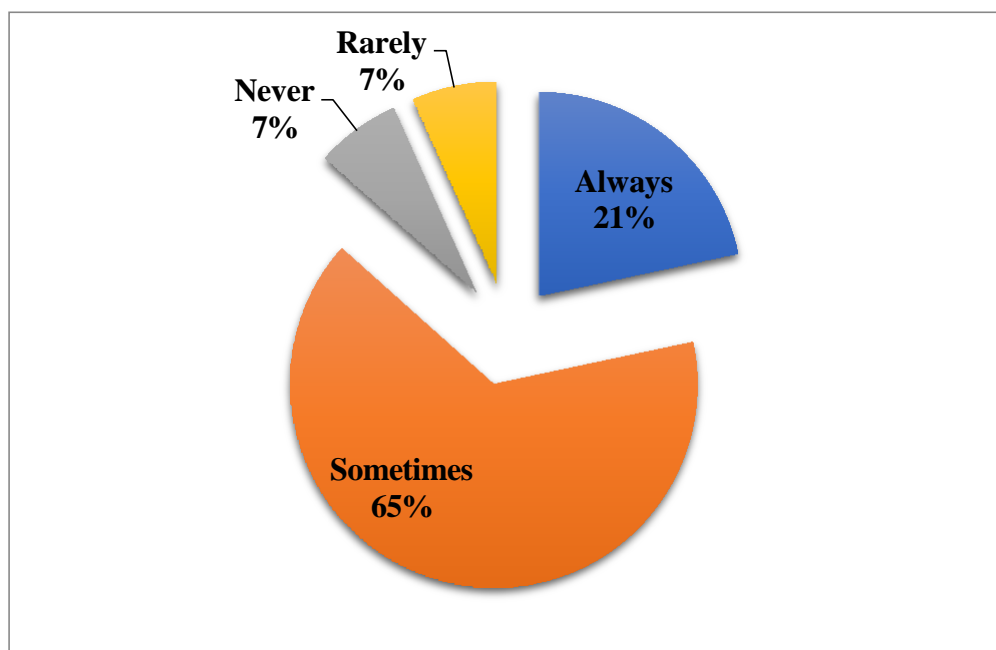
**Figure 3.16 Students' Attitudes towards Grammar Practice**

Figure 15 presents that (61.7%) of the participants feel that practicing grammar is good, with the remaining (38.3%) declared that they do not. This question aims to explore whether the students felt quite good or bad toward practicing grammar.

**Q12. How often do you take notes when your teacher explains new grammar lesson?**

**Table 3.17: Recording New Grammar Lessons Using Note-taking**

Responses	Participants	Percentage (%)
Always	13	21.7
Sometimes	39	65
Rarely	4	6.7
Never	4	6.7
Total	60	100



**Figure 3.17 Recording New Grammar Lessons Using Note-taking**

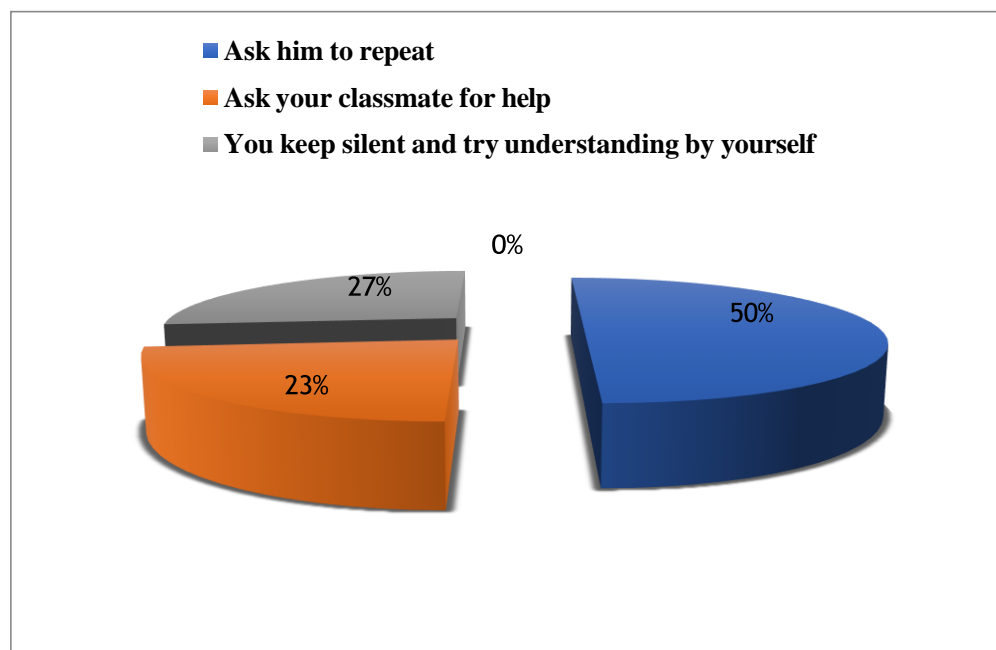
As figure 16 explains, (65%) of the students sometimes record new grammar lessons, (21.7%) stated that they always record. Whereas the two other options which are never and

sometimes get equal percentage of (6.7%). These results indicate that a major portion of the students are good in recording new grammar lessons.

**- If you do not understand your teacher's explanation, do you:**

**Table 3.18: Managing Understanding Difficulties in English Grammar Learning**

Responses	Participants	Percentage (%)
Ask him to repeat	30	50
Ask your classmate to help	14	23
You keep silent and try understand by yourself	16	26
Total	60	100



**Figure 3.18 Managing Understanding Difficulties in English Grammar Learning**

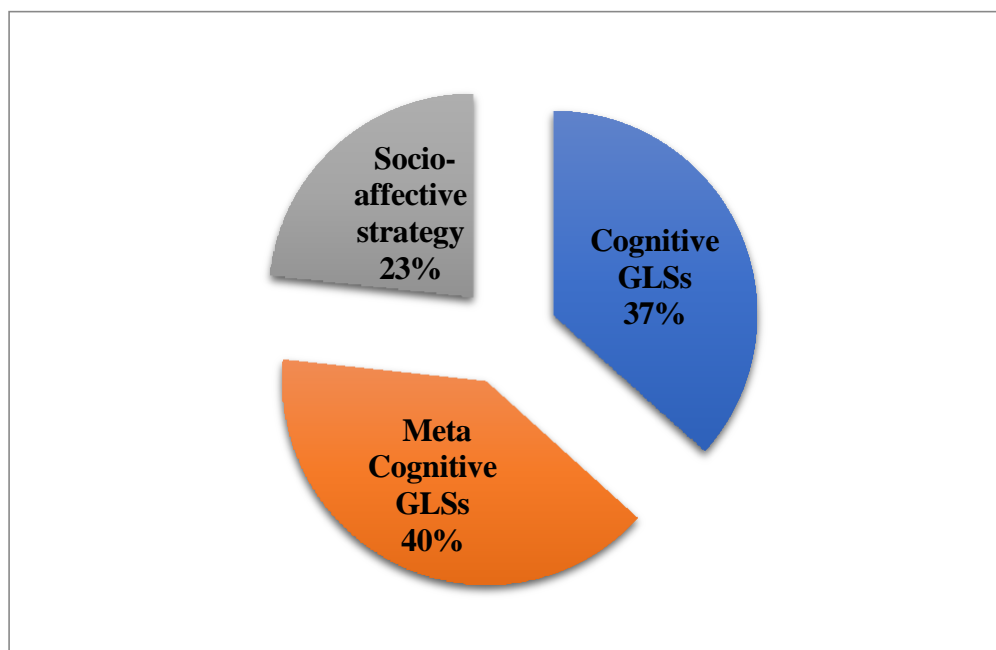
This question aims at knowing what the students do if they do not understand what the teacher explains in a grammar lesson. We can notice from the figure that the half of the informants (50%) claimed by asking him to repeat, (26.7%) stated that they ask their classmates

for help. Whereas the other (23.3%) answered that they keep silent and they try to understand by themselves.

**Q13. During your learning process, which of the following grammar learning strategies suits your knowledge better?**

**Table 3.19: Effectiveness of Different Techniques in English Grammar Learning**

Responses	Participants	Percentage (%)
Cognitive GLSs	22	36.7
Meta Cognitive GLSs	24	40
Socio-affective strategy	14	23.3
Total	60	100



**Figure 3.19 Effectiveness of Different Techniques in English Grammar Learning**

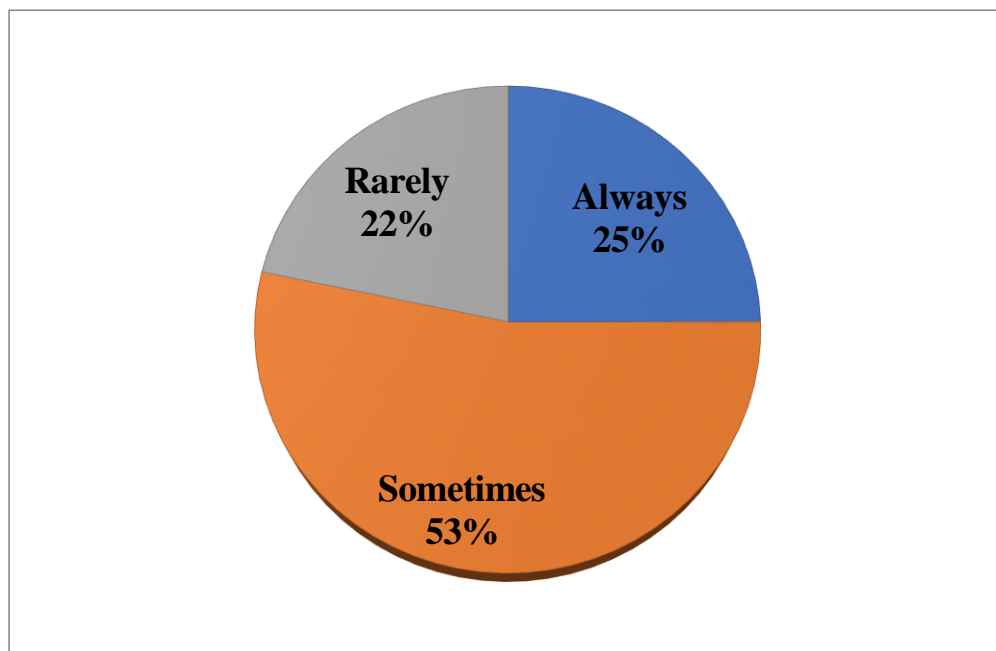
The remarkable result to emerge from the data presented in figure 04 is that (40%) of the participants claimed that Meta Cognitive GLSs suits them better to understand Grammar. Other

respondents show that (37%) depend on Cognitive GLSs. Interestingly, only (23%) of the respondents depend on Socio-affective strategy.

**Q14. How often do you use them?**

**Table 3.20: Students Usage of Grammar Strategies**

Responses	Participants	Percentage (%)
Always	15	25
Sometimes	32	53.3
Rarely	13	21.7
Total	60	100



**Figure 3.20 Students Usage of Grammar Strategies**

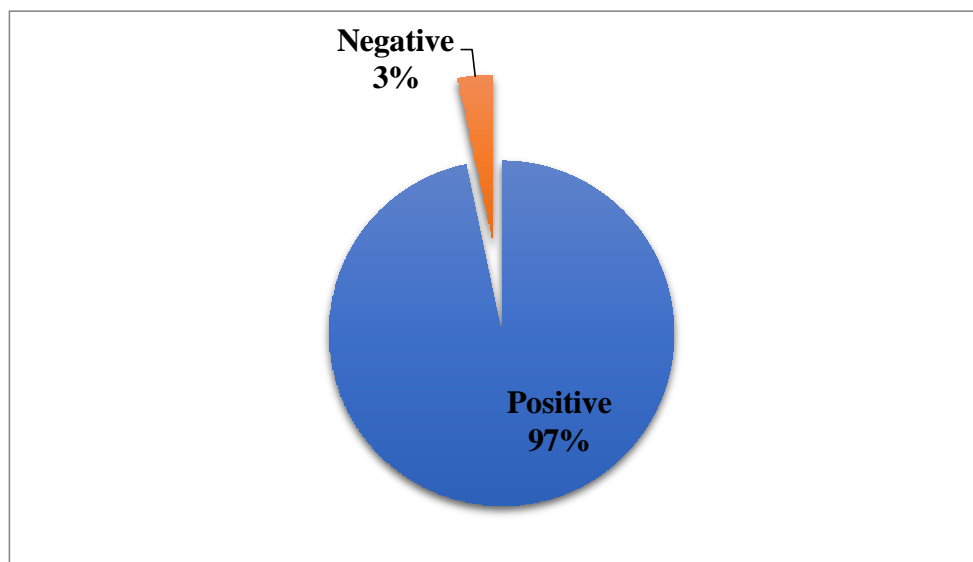
As figure 19 indicates, the majority of the participants (53%), declared that they sometimes use the strategies, with the remaining (25%) said that they always use them and the rest (22%) claimed that they rarely use them.



**Q15. Does learning strategies taught by the teacher have a positive or negative effect on students' Grammar achievement?**

**Table 3.21: The Impact of Teacher-led Grammar Learning Strategies on Learner's Achievement**

Responses	Participants	Percentage (%)
Positive	58	96.7
Negative	2	3.3
Total	60	100



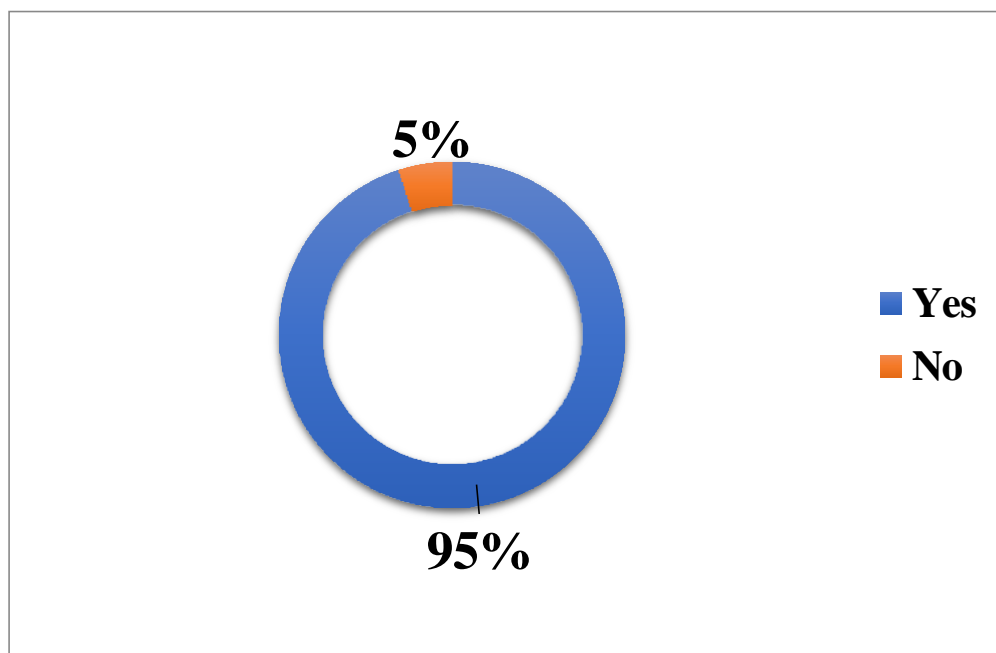
**Figure 3.21 The Impact of Teacher-led Grammar Learning Strategies on Learner's Achievement**

Figure 20 shows that, (96.7%) of the students claimed that the grammar learning strategies used by the teacher have positive impact on their grammar achievement, however the rest (3.3%) declared that they he is not. This question aims to investigate whether the teacher use grammar learning strategies which have positive impact on the students or not.

**Q16. Do you think using multimedia resources (eg. Videos, podcasts...) can help you learn grammar more effectively?**

**Table 3.22: The Effectiveness of Multimedia Resources in English Grammar Learning**

Responses	Participants	Percentage (%)
Yes	57	95
No	3	5
Total	60	100



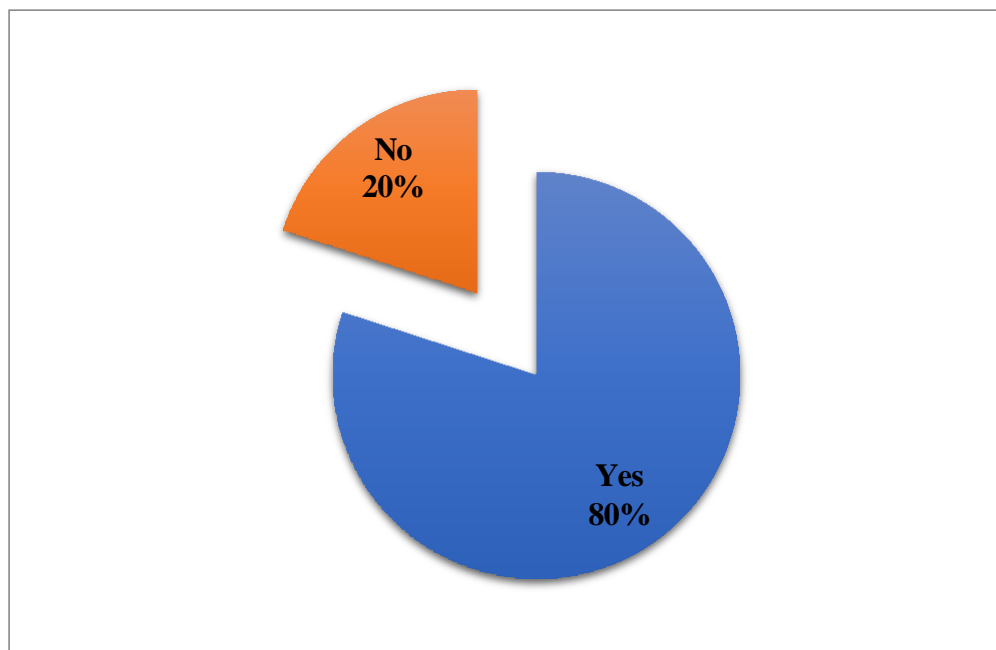
**Figure 3.22 The Effectiveness of Multimedia Resources in English Grammar Learning**

The remarkable result which emerged from the data presented in figure 21 is that fifty-seven (57) respondents out of 100% claimed that multimedia resources help them to learn grammar more effectively, while the rarest (3) claimed that they are not. As a result, everyone who took part in using multimedia resources in classroom agreed on this point.

**Q17. Do think that working in pairs or small groups can help you learn grammar better?**

**Table 3.23: Effectiveness of Working in Pairs or Small Groups**

Responses	Participants	Percentage (%)
Yes	48	80
No	12	20
Total	60	100



**Figure 3.23 Effectiveness of Working in Pairs or Small Groups**

As shown in the chart, forty-eight (48) students representing (80) declared that working in pairs or small groups improve their grammar performance and only twelve (12) participants representing (20%) declared that they are not. In a group work, students are expected to take on the duty of ensuring that everyone contributes and participates in the task performance in a cooperative rather than competitive setting. Group work is a teaching technique which involves students working together collaboratively on a project or activity, where each member of the group is responsible of his own learning as well as the others' learning to achieve a work successfully.

**18. How important do you think it is to be able to apply grammar rules in real-life situations?**

For this open-ended question, some of the students declared that:

Having a solid command of grammar rules and being able to apply them in real-life situations is crucial for effective communication and successful interactions with others. Using English correctly not only improves our speaking skills but also helps us to communicate more clearly and avoid misunderstandings. When we use the language properly, we can facilitate communication between people from different backgrounds and cultures. Whether we are giving a presentation at work, having a conversation with friends, or writing an email, being able to apply grammar rules correctly is essential to convey our message accurately and effectively. In short, having a strong foundation in grammar is essential for anyone who wants to communicate well in English, and this skill is valuable in both personal and professional contexts.

**3.7. Teachers' Interview****Item 1: How important do you think grammar learning strategies are for language learners?**

- They are very crucial.
- Very important
- They are very important.
- For language learners, learning strategies are so important since they aim to improve the speaking and writing skills of the learner and help them improve their speaking and listening skills.
- Grammar learning strategies are essential for language learners as they provide the tools to understand and use the language effectively, improving overall proficiency and communication skills.

**Item 2: What are the common grammar learning strategies that you use in your classroom?**

- I present many and different examples and sentences.
- I have taught grammar in context. Series of activities that tackle various daily life aspects have been assigned to students to help them grasp the real use of the grammatical

rule. Prior to that, the student is exposed to a short story that illustrates the use of the grammar rule in a written material then the intended grammar element is taught deductively to enhance the comprehension process. Finally, students are encouraged to produce different written and spoken materials that demonstrate their understanding of the given points.

- Learning grammar in context, making comparisons, substituting tenses...
- Reading a textbook sample; eliciting the rules of grammar instead of dictating the grammar rules.
- In my classroom, I utilize a variety of grammar learning strategies. These include explicit instruction through explanations and examples, interactive activities such as group work and pair work, multimedia resources for visual reinforcement, authentic materials for context-based learning, and regular feedback and self-assessment to promote autonomy.

**Item 3: How do you tailor your grammar instruction to different learning styles?**

- I use simple and direct language
- We promote autonomous learning. The designed activities can satisfy all the learning styles since recommendations about different learning sources are given to students to meet their learning needs.
- By varying the instruction, by varying the activities...
- By knowing the language background and wants of the learners.
- I tailor my grammar instruction to different learning styles by using visual aids, explanations, discussions, hands-on activities, group work, multimedia resources, and real-life applications.

**Item 4: How do you help students understand the rules of grammar while keeping them engaged in the learning process?**

- I encourage them to do many practices both in the classroom when there is enough time or at home.
- Practice makes perfect. Students are eager to do different types of tasks that elucidate the grammatical rules, accompanied with further explanation and correction of mistakes.
- By giving them feedback when feedback is due.
- Involving them into the learning process; 'involve me and I learn' ; and that's the best way I can tell to motivate them to learn the grammar rules.

- I keep students engaged in the learning process by using interactive methods, real-life examples, contextualized activities, games, multimedia resources, and group work to help them understand grammar rules.

**Item 5: How do you integrate technology and multimedia resources into your grammar instruction?**

- Sometimes we use phones to look for more activities and explanations.
- Documents including different types of information and exercises are given to students online.
- By giving them courses on line (Moodle), by encouraging them to engage in Zoom sessions...
- By using overhead video projectors; audio and video learning resources with the intent to learning the grammar rules deductively.
- I integrate technology and multimedia resources into my grammar instruction by incorporating interactive online exercises, educational apps, videos, audio clips, and digital presentations to enhance the learning experience and engage students in a visual and interactive manner.

**Item 6: What challenges do you encounter when teaching grammar, and how do you address them?**

- Grammar is somehow complicated and many students feel unmotivated to study it.
- Challenges include inadequacy of classroom teaching time that is fixed through homework.
- The major (encountered) challenges are their absence in the TD sessions, and their belief that language is only speaking. These challenges are addressed by more and more practice and advice.
- Extensive grammar drills can trigger students' boredom; to address this, I usually avoid allocating students extra grammar assignments; and instead involve them into up-to-date interesting texts with peer work.
- The challenges in teaching grammar include understanding abstract concepts, retaining complex rules, and applying grammar in communication. I address these by breaking down concepts, providing clear explanations, using visual aids, authentic materials, and regular practice exercises to reinforce learning and encourage authentic language use.

**Item 7: How do you assess students' understanding and application of grammar rules?**

- When they can remember the rules and do the activities correctly by themselves.
- We can determine students' mastery level of grammar rules through test and classroom activities.
- By checking what they write. Writing sentences/answers, paragraphs... gives a clear picture of how good they are/have become at grammar.
- Doing some writing samples in classroom, or through short oral presentations.
- To assess students' understanding and application of grammar rules, teachers can use methods such as written assignments, quizzes/tests, grammar exercises, peer editing, oral presentations/discussions, and analyzing authentic texts. These approaches provide opportunities for students to showcase their knowledge and skills in grammar, allowing teachers to evaluate their comprehension and provide feedback.

**Item 8: How do you encourage students to continue practicing grammar outside of the classroom?**

- I provide them with interesting books to keep doing the activities whenever they can and I insist that they use the rules in their oral answers in the classroom.
- It is by reminding them of the importance of mastering grammar rules for the development of their language skills. Moreover, a mark is devoted to homework.
- By giving them homework, by asking them to prepare presentations, ....
- Generating oral samples of sentences via dialogues can encourage them learning the grammar rules outside the classroom tradition.
- To encourage students to practice grammar outside the classroom, provide resources and online tools, suggest reading material with good grammar, assign personal writing and journaling, gamify grammar practice, celebrate students' progress, integrate grammar into discussions, promote language exchange programs, and set goals and challenges. These strategies foster independent grammar practice.

**Item 9: In your experience, what are some effective ways to help students who struggle with grammar?**

- I didn't find any unfortunately.
- I always encourage students who face grammar difficulties to spend more time on practicing and reading valid grammar books. They can also make use of different online sources to boost up their grammar understanding.

- One way is to ask them to read texts and pick up grammar rules; another way is to bring into the classroom activities which require individual, pair and group work.
- Extensive reading; practice the target language orally and through written form.
- Some effective ways to help students who struggle with grammar include providing clear explanations and examples, offering additional practice exercises, providing one-on-one or small group instruction, offering visual aids or mnemonic devices, breaking down complex grammar concepts into smaller parts, and providing regular feedback and reinforcement.

**Item 10: How do you balance teaching grammar with other language skills such as speaking, listening, reading, and writing?**

- It is already done through the different modules students assist in the university.
- Grammar is an essential part in maintaining good language skills levels. Most grammatical points can be taught inductively while working on developing the four skills.
- By teaching grammar explicitly and implicitly.
- Teaching the four skills and teaching grammar can go hand in hand for teaching any language requires combining the adequate methods and techniques that suits the learners of the language.
- I balance teaching grammar with other language skills by integrating grammar instruction into speaking, listening, reading, and writing activities, using communicative tasks, selecting relevant materials, providing error correction, assigning practice exercises, following a progressive approach, and offering personalized instruction.

**Section Three: Discussion of the Results**

Based on the responses to the questionnaire and interviews, it is clear that grammar learning strategies are crucial for language learners. Every EFL student needs to learn grammar rules, and in order to do so, teachers must use various instructional strategies to engage students and help them understand the rules. One common strategy is to use technology and multimedia resources in the classroom, such as podcasts and audio-visual aids. Teachers also tailor their instruction to different learning styles to ensure that every student has the opportunity to learn



and understand grammar. However, teaching grammar can be challenging due to the complexity of the rules and the limited amount of classroom time available. To address these challenges, teachers often encourage students to practice and study outside of the classroom. This can include reading valid grammar books, doing homework assignments, and using technology to access additional resources.

To assess students' understanding and application of grammar rules, teachers often use evaluation and testing methods. They also encourage students to use the rules they have learned in their speaking, listening, reading, and writing activities. Ultimately, mastering grammar rules is important for the development of language skills, and teachers play a critical role in helping students achieve this goal.

To sum up, the responses from the questionnaire and interviews emphasize the importance of grammar learning strategies for EFL students, as well as the challenges that teachers face in teaching grammar effectively. By using a variety of instructional techniques, encouraging students to practice and study outside of the classroom, and providing ample opportunities for assessment and application of grammar rules, teachers can help their students to master the language and become successful communicators.

### General conclusion

The study on students' and teachers' perceptions towards the use of learning strategies to improve learner's achievement in grammar provides valuable insights into the effectiveness and reception of such strategies. The findings highlight the importance of incorporating learning strategies in grammar instruction and shed light on the perspectives of both students and teachers. Overall, the study suggests that the use of learning strategies can positively impact learner's achievement in grammar and improve their language skills.

Students' perceptions indicate a positive attitude towards the use of learning strategies in grammar instruction. They recognize the benefits of employing various strategies, such as mnemonic devices, practice exercises, and interactive activities, in enhancing their understanding and retention of grammar concepts. Students appreciate the opportunity to actively engage in the learning process and express their satisfaction with the outcomes. These positive perceptions highlight the potential of learning strategies to enhance learner's motivation, engagement, and overall achievement in grammar.

Teachers' perspectives align with the positive perceptions of students. They acknowledge the significance of incorporating learning strategies in grammar instruction and recognize the impact of these strategies on learner's achievement. Teachers appreciate the effectiveness of using different instructional approaches, such as explicit instruction, guided practice, and formative assessments, to facilitate grammar learning. The study emphasizes the importance of teachers' role in selecting and implementing appropriate learning strategies based on their students' needs and preferences.

### **Recommendations and pedagogical implications:**

Based on the findings, several recommendations can be made to enhance the use of learning strategies to improve learner's achievement in grammar:

1. **Professional Development:** Provide teachers with ongoing professional development opportunities focused on effective instructional strategies and techniques for teaching grammar. This will equip them with the necessary skills and knowledge to select, adapt, and implement a variety of learning strategies.
2. **Differentiated Instruction:** Recognize the diversity among learners and cater to their individual needs by implementing differentiated instruction. Teachers can employ a range of learning strategies to accommodate various learning styles, abilities, and preferences.
3. **Active Learning:** Promote active learning by incorporating interactive and hands-on activities that encourage student engagement and participation. This can include collaborative group work, role plays, and real-life application of grammar concepts.
4. **Formative Assessment:** Implement regular formative assessments to monitor learner progress and provide timely feedback. These assessments can help identify areas of improvement and guide instructional decisions regarding the selection and adaptation of learning strategies.
5. **Technology Integration:** Explore the use of technology to enhance grammar instruction and provide additional resources and interactive platforms for students to practice and reinforce their grammar skills. Online grammar exercises, interactive quizzes, and grammar-focused educational apps can be valuable tools in this regard.

### **Limitations of the study:**

It is essential to consider the limitations of the study on students' and teachers' perceptions towards the use of learning strategies in grammar instruction:

1. **Generalizability:** The findings may be specific to the context and participants involved in the study. The study's sample size and demographics should be taken into account when generalizing the results to other settings or populations.
2. **Self-reporting Bias:** The study relies on self-reported perceptions and opinions of students and teachers. This introduces the possibility of response bias, where participants may provide socially desirable responses or may not accurately represent their true experiences or attitudes.

3. External Factors: The study does not consider external factors that may influence learner's achievement in grammar, such as prior language proficiency, individual learning styles, or home environment. These factors should be taken into account when interpreting the results and considering the effectiveness of learning strategies.

4. Limited Scope: The study focuses specifically on grammar instruction, and the findings may not necessarily apply to other language skills or areas of study. Future research could explore the use of learning strategies in other language domains to gain a more comprehensive understanding of their impact on learner achievement.

By addressing these limitations and implementing the aforementioned recommendations, educators can further optimize the use of learning strategies to improve learner's achievement in grammar and create a more engaging and effective learning environment.

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# *Appendices*

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## Appendix A

### Students' Questionnaire

**Dear Students,**

This study aims to Investigate Students' and Teachers' Perceptions towards the Use of Learning Strategies to Improve Learners' Achievement in Grammar. Your answers to this questionnaire will be of great contribution to the research as it helps us in collecting the data that is indispensable to the completion of this part of the research work. We will be grateful if you can complete it sincerely. Please tick the appropriate answer (\*) and justify or explain where necessary. Thank you in advance for your cooperation.

#### **Section One: General Information**

**1. Gender:** 1- Male

2- Female

**2. Age:** a- 15 to 18

b- 18 to 20

c- More than 20

**3. Did you enjoy the English lessons?**

Yes

No

**4. How do you consider your level in grammar?**

Excellent

Good

Average

Poor

#### **Section Two: Students' Attitude Towards Grammar**

**1. How do you think about Grammar?**

Easy

Difficult

Very complicated

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## 2. Grammar learning is important:

Agree  Disagree

## 3. How do you consider the English Grammar classes?

Boring  Tiresome  Interesting

Please, justify your answer: .....

.....

## 4. Does the atmosphere in the class help you absorb grammar rules?

Yes  No

## 5. Does your English teacher use grammar strategies in the classroom?

Yes  No

## 6. What does Grammar help you to do during your learning process?

- Use English correctly
- Have a good command of English
- To communicate with others
- To improve your language skills
- **Others:**

.....  
.....

## 7. What do you think of the English Grammar?

Easy  Difficult

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

- The use of tenses
- Prepositions
- Plurality
- Differences between mother tongue and target language

## Section Three: Students' Attitude toward the Use of Learning Strategies on Grammar

## 8. What type of learning style do you prefer when learning English?

- Visual
- Auditory
-

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- Read/write
- Kinesthetic
- The use of technology
- Group learning
- Individual learning

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

Yes

No

**10. When you learn grammar, which method do you prefer?**

- Repetition and memorization of rules
- Practice at home
- Doing extra activities with your classmates

**11. How do you feel about practicing grammar exercises?**

Good

Bad

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

Always  Sometimes  Never  Rarely

- if you do not understand your teacher's explanation do you:

- Ask him to repeat
- Ask your classmate for help
- You keep silent and try understanding by yourself

**Others,**

**please**

**mention**

.....

.....

**13. During your learning process, which of the following grammar learning strategies suits your knowledge better?**

- Cognitive GLSs
- Meta Cognitive GLSs
- Socio-affective strategy

**14. How often do you use them?**

Always  Sometimes  Rarely



**15. Does learning strategies taught by the teacher have a positive or negative effect on students' Grammar achievement?**

Positive

Negative

**16. Do you think using multimedia resources (eg. Videos, podcasts...) can help you learn grammar more effectively?**

Yes

No

**17. Do think that working in pairs or small groups can help you learn grammar better?**

Yes

No

**18. How important do you think it is to be able to apply grammar rules in real-life situations?**

.....  
.....

♣ Feel free to give any further suggestions or comments:

.....  
.....  
.....

**Thank you for your help and support**

## Appendix B

### Teachers' Interview

Dear teachers,

We would like to discuss with you the topic of the role of learning strategies on students' grammar achievement and learn more about the methods you use to help your students improve their understanding and application of grammar rules. By sharing your expertise and insights, we can gain a better understanding of how to effectively teach grammar and help our students become more confident and proficient language learners. Thank you in advance for your collaboration.

**Q1:** How important do you think grammar learning strategies are for language learners?

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.....  
.....

**Q2:** What are some common grammar learning strategies that you use in your classroom?

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.....  
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**Q3:** How do you tailor your grammar instruction to different learning styles?

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**Q4:** How do you help students understand the rules of grammar while keeping them engaged in the learning process?

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**Q5:** How do you integrate technology and multimedia resources into your grammar instruction?

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**Q6:** What challenges do you encounter when teaching grammar, and how do you address them?

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**Q7:** How do you assess students' understanding and application of grammar rules?

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**Q8:** How do you encourage students to continue practicing grammar outside of the classroom?

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**Q9:** In your experience, what are some effective ways to help students who struggle with grammar?

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.....  
.....

**Q10:** How do you balance teaching grammar with other language skills such as speaking, listening, reading, and writing?

.....  
.....  
.....

*Thank you for your Contribution*

## ملخص:

يشكل إتقان القواعد النحوية أساس تعلم اللغة وتدريسها. ومع ذلك، فإنه يشكل تحديات كبيرة لكثير من الطلاب. تبحث هذه الدراسة في مواقف كل من الطلاب والأساتذة فيما يتعلق باستخدام استراتيجيات التعلم لتحسين التحصيل التعليمي في القواعد. تم اعتماد منهج مختلط يتضمن استبياناً تم إجراؤه على عينة من ستين (60) طالباً في السنة الأولى من اللغة الإنجليزية في جامعة محمد خيضر في بسكرة. بالإضافة إلى ذلك، تم إجراء مقابلات مع خمسة (05) مدرسين لقواعد اللغة من نفس الجامعة. أقر الأساتذة المشاركون بتأثير الأساليب التعليمية المختلفة، مثل التعليمات الواضحة والتقييمات التكوينية، في تسهيل تعلم القواعد. بناءً على أسئلة البحث والفرضيات التي تفترض أن استخدام متعلمي اللغة الإنجليزية كلغة أجنبية لاستراتيجيات التعلم سيساهم بشكل إيجابي في تحصيلهم في القواعد، طرحنا في بداية الدراسة، حصلنا على بعض النتائج التي تشير إلى أن الطلاب لديهم مواقف إيجابية تجاه استخدام استراتيجيات التعلم. وبالتالي، تم اقتراح العديد من التوصيات لتعزيز تعليم القواعد وتعزيز تحصيل المتعلم. وتشمل الأخيرة توفير التطوير المهني المستمر للأساتذة، وتنفيذ تعليمات متباينة، وتعزيز التعلم النشط، ودمج التقييمات التكوينية في ممارسات التدريس. تسلط المنهجية الضوء على فوائد أجهزة الذاكرة، وتمارين الممارسة، والأنشطة التفاعلية في تعزيز الفهم، والاحتفاظ بمفاهيم القواعد، والتهجئة الصحيحة، وبنية الجملة. بشكل عام، تؤكد هذه الدراسة على أهمية مراعاة تصورات الطلاب والأساتذة عند تصميم تعليم قواعد النحو الفعال. من خلال تنفيذ الاستراتيجيات الموصى بها، يمكن للأساتذة إنشاء بيئة تعليمية مواتية تعزز تعلم القواعد وتعزز إنجازات الطلاب.