



# مجلة جامعة الأنبار للعلوم الإنسانية

**مجلة علمية دورية محكمة فصلية**

**العدد الخاص بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية  
والاجتماعية- آيار ٢٠٢٣**

جامعة الأنبار – كلية التربية للعلوم الإنسانية

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## بسم الله الرحمن الرحيم كلمة العدد

الحمد لله رب العالمين، والصلاة والسلام على خاتم الانبياء والمرسلين، ومن دعا  
دعوته الى يوم الدين...  
وبعد...

فتطل اليوم مجلة جامعة الأنبار للعلوم الانسانية على قرائها وهي تحمل بين دفتيها  
بحوثاً خاصة بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية والاجتماعية.  
الذي عقد تحت شعار: (العلوم الانسانية التحديات واستراتيجيات النهوض) للمدة من  
٢٤-٢٥ ايار - مايو ٢٠٢٢.

برعاية السيد وزير التعليم العالي والبحث العلمي والسيد رئيس جامعة الأنبار.  
وقد تضمن المؤتمر بحوثاً عدة كان نصيب مجلتنا منها (١٧) بحثاً تم تحكيمها  
ومراجعتها وفق الشروط العلمية الرصينة المتبعة.  
ونحن كهياة تحرير نشمن مشاركة الباحثين بشكل عام والذين ينتمون للمحور المختص  
بمجلتنا بشكل خاص لانهم بهذه المشاركة قالوا كلمتهم في هذه القضية، التي ارقّت الشعوب  
وحاولت افساد استقرارها.  
فنسأله تعالى التوفيق والسداد لما يحب ويرضى.

رئيس التحرير

أ.د. فراس عبد الرحمن احمد

آيار ٢٠٢٣

## تعليمات النشر في مجلة جامعة الأنبار للعلوم الإنسانية

- الاجراءات والمواصفات العامة للبحث:
- مجلة جامعة الانبار للعلوم الانسانية، مجلة علمية دورية محكمة، لنشر الأبحاث العلمية في مجال العلوم الانسانية الاتية: التاريخ، والجغرافيا، والعلوم التربوية والنفسية، والاجتماع، والاعلام، والعلوم السياسية، والفلسفة، وتصدر بواقع ٤ اعداد سنوياً.
- يقدم الباحث على الموقع الالكتروني للمجلة وفق المواصفات الاتية: حجم الورق A 4، وبمسافتين بما في ذلك الحواشي الهوامش والمراجع والجداول والملاحق، وبحواشي واسعة ٢,٥ سم او اكثر اعلى واسفل وعلى جانبي الصفحة.
- يقدم الباحث خطابا مرافقا يفيد ان البحث او ما يشابهه لم يسبق نشره، ولم يقدم لأي جهة اخرى داخل العراق او خارجه، ولحين انتهاء اجراءات البحث.
- يكون الحد الاقصى لعدد صفحات البحث ٢٥ صفحة.
- يكون البحث مكتوباً بلغة سليمة باللغة العربية او اللغة الانكليزية ومطبوع على الآلة الحاسبة بخط Simplified Arabic حجم ١٤، على ان يتم تمييز العناوين الرئيسة والفرعية.
- تكتب الهوامش والمراجع وفق نظام شيكاغو للتوثيق، بخط حجم ١٤، على ان يتم ترتيبها بالتتابع كما وردت في المتن، ويكون تنظيم المراجع هجائياً حسب المنهجية العلمية المعتمدة وباللغتين العربية والانكليزية.
- لا تعاد البحوث الى اصحابها سواء نشرت ام لم تنشر، وسيتم اتلاف كافة اوراق البحث بعد نشره وظهوره، ولا يحق للباحث المطالبة بها.
- تقوّل كافة حقوق النشر الى المجلة.
- تعبر البحوث عن اراء اصحابها، ولا تعبر بالضرورة عن رأي المجلة.
- بيانات الباحث والملخص:
- يلزم الباحث بتقديم البيانات الخاصة به وببحثه، وباللغتين العربية والانكليزية، وتشمل الاتي: عنوان البحث، أسماء وعناوين الباحثين، ورقم الهاتف النقال، والبريد الالكتروني، وملخصين - عربي وانكليزي - بحد اقصى ١٥٠ كلمة يحتويان الكلمات المفتاحية للبحث، والهدف من البحث، والمنهج المتبع بالبحث، وفحوى النتائج التي توصل اليها.
- ادوات البحث والجداول:
- اذا استخدم الباحث استبانة او غيرها من ادوات جمع المعلومات، فعلى الباحث ان يقدم نسخة كاملة من تلك الاداة، ان لم يكن قد تم ورودها في صلب البحث او ملاحقه.

- اذا تضمن البحث جداول او اشكال يفضل ان لا يزيد عرضها عن حجم الصفحة , 4 A على ان تطبع ضمن المتن.
- يوضع الشكل بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اسفله.
- يوضع الجدول بعد الفقرة التي يشار اليه فيها مباشرة، ويكون عنوانه في اعلاه.
- **تقويم البحوث:**
- تخضع جميع البحوث المرسله الى المجلة الى فحص اولي من قبل هيئة التحرير لتقرير اهليتها للتحكيم، ويحق لها ان تعتذر عن قبول البحث دون بيان الاسباب.
- تخضع جميع البحوث للتقويم العلمي بما يضمن رصانتها العلمية، وقد يطلب من الباحث اذا اقتضى الامر مراجعة بحثه لإجراء تعديلات عليه.
- **المستلآت:**
- يمنح صاحب البحث المنشور نسختين مستلة عن بحثه، ترسل الى عنوان الباحث المثبت بالبحث.
- **اجور النشر:**
- يقوم الباحث بتسديد اجور النشر، والبالغة ١٢٥,٠٠٠ مائة الف دينار عراقي، واذا زادت صفحات البحث عن ٢٥ صفحة تضاف ٥,٠٠٠ خمسة الاف دينار عراقي عن كل صفحة.
- الباحثون من خارج العراق تنشر نتاجاتهم العلمية مجانا.
- **الاشتراك السنوي:**
- **الافراد داخل العراق** ١٢٥,٠٠٠ مائة الف دينار عراقي.
- **المؤسسات داخل العراق** ١٥٠,٠٠٠ مائة وخمسون الف دينار عراقي.
- **خارج العراق** ١٥٠ مائة وخمسون دولار او ما يعادلها.
- **المراسلات :**
- **توجه المراسلات الى :** جمهورية العراق – جامعة الأنبار – مجلة جامعة الأنبار للعلوم الإنسانية
- **الموقع الالكتروني للمجلة** <https://www.juah.uoanbar.edu.iq>
- **هاتف رئيس التحرير:** ٠٧٩٠٥٧٥٦٦٢٣
- **هاتف مدير التحرير** : ٠٧٨٢٩٠٧٣١١٠
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ثبت البحوث المنشورة  
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عدد خاص بوقائع المؤتمر العلمي الدولي الثاني للعلوم الانسانية والاجتماعية- آيار ٢٠٢٢

## Investigating Undergraduate University Students' Grammar Learning Strategies Types

**Assist. Lect. Nebras Khalil Ibraheem**  
**University of Anbar- College of Arts**

### Abstract:

Iraqi students learn English language grammar in primary, intermediate, and secondary schools. The students enrolled in the departments of English at the university level are supposed to be mastering Grammar Learning Strategies; since they have been studying English for almost twelve years. The "Grammar" course has been taught at the departments of English for four years. From the researchers' experiences, the students still face difficulties in using correct grammar in a fluent and flexible way. This study aims to reveal the Grammar Learning Strategies students' use in learning grammar at the university level. The participants were 27 undergraduate students from grade 3 at the Department of English, College of Arts, University of Anbar during the first semester of the academic year 2022-23. A questionnaire was used to collect the data. The results revealed that EFL students use a low level of grammar learning strategies. They focus on Grammar Learning Strategies used to develop explicit knowledge of grammar which only helps them understand their academic texts and pass the exam. In addition, the female students were more active in using grammar learning strategies than the male students due to several reasons that can be attributed to the female students' interest in learning grammar in depth.

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### Keywords:

Undergraduate students  
cognitive grammar strategies  
meta-cognitive grammar  
strategies  
and socio-grammar strategies.

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**التحقق من أنواع استراتيجيات تعلم النحو لطلبة الجامعة****م.م. نبراس خليل ابراهيم****جامعة الأنبار- كلية الآداب****الملخص:**

يتعلم الطلاب العراقيون نحو اللغة الإنجليزية في المدارس الابتدائية والمتوسطة والثانوية. من المفترض أن يتقن الطلاب الملتحقون بأقسام اللغة الإنجليزية جميع استراتيجيات تعلم ، حيث درسوها الاثني عشر عامًا. يتم تدريس مقرر النحو في أقسام اللغة الإنجليزية لمدة أربع سنوات. ووفقا لتجارب الباحثين ، لا يزال الطلاب يواجهون صعوبات في استخدام النحو الانكليزي الصحيح القواعد بطلاقة ومرنة. تهدف هذه الدراسة إلى الكشف عن أنواع الاستراتيجيات التي يستخدمها الطلاب في تعلم النحو. بلغ عدد المشاركين ٢٧ طالبًا جامعيًا من الصف الثالث في قسم اللغة الإنجليزية ، كلية الآداب ، جامعة الأنبار خلال الفصل الدراسي الأول من العام الدراسي ٢٠٢٢ - ٢٣. تم استخدام استبيان لجمع البيانات. أظهرت النتائج أن طلبة قسم اللغة الإنجليزية يستخدمون مستوى منخفضًا من استراتيجيات تعلم النحو. حيث يركزون على استراتيجيات تعلم النحو المستخدمة لتطوير المعرفة الخاصة التي تساعد في النصوص الأكاديمية واجتياز الامتحان. بالإضافة إلى ذلك ، كانت الطالبات أكثر نشاطا في استخدام استراتيجيات التعلم النحوي من الطلاب بسبب عدة أسباب يمكن أن تعزى إلى اهتمام الطالبات بتعلم القواعد بعمق لغرض استخدام اللغة بشكل صحيح.

**الكلمات المفتاحية:** طلاب المرحلة الجامعية ، واستراتيجيات القواعد المعرفية، واستراتيجيات قواعد ما وراء الإدراك (المعرفة)، واستراتيجيات القواعد الاجتماعية

**Theoretical Background**

Grammar is a system of rules that govern the structure and organization of a language. It is a fundamental aspect of language and plays a crucial role in enabling effective communication. The study of grammar dates back to ancient civilizations, with the earliest recorded examples coming from ancient India and Greece. In the modern era, grammar has been the subject of intense study by linguists and language scholars, who have developed various theories and approaches to understanding the structure and function of grammar (Chomsky, 1957).

One of the most influential theories of grammar is generative

grammar, developed by Noam Chomsky in the 1950s. This theory proposes that the structure of language is determined by a set of innate mental rules, known as the "language acquisition device," which allows humans to learn and use language. According to generative grammar, all languages share a common underlying structure, which is manifested in the surface structure of the language through the use of grammar rules (Langacker, 1987).

Another important theory of grammar is functional grammar, which focuses on the function of language in social and communicative contexts. This approach views language as a tool for communication, and emphasizes the role of grammar in enabling speakers to convey meaning and achieve their communicative goals as in the form of systemic functional grammar, which emphasizes the social and cultural context in which language is used (Halliday and Matthiessen, 2014). Other notable theories of grammar include cognitive grammar, which emphasizes the role of conceptual and cognitive processes in language, and systemic functional grammar, which emphasizes the social and cultural context in which language is used (Zulkarnaen, 2021).

### **Statement of the Problem**

As English becomes increasingly important in the global economy, more and more Iraqi (as an Arab learners) students are studying the language in order to improve their job prospects and communication skills. While learning a new language can be a challenging task, understanding the grammar of English is particularly important for Arab students due to the differences between English and Arabic grammar (Khatter, 2019).

One major difference between English and Arabic grammar is the way in which nouns are declined. In Arabic, nouns are declined based on their case, gender, and number, whereas in English, nouns are only declined to show possession (e.g. "the cat's toy" vs. "the toys of the cat"). This can be a difficult concept for Arab students to understand, as it is not something that is commonly found in Arabic (Jameel, 2022).

Another major difference between the two languages is the use of verb tenses. In Arabic, verb tenses are indicated by a system of suffixes, whereas in English, verb tenses are indicated by changes in the form of the verb itself (e.g. "I am eating" vs. "I eat"). This can be a particularly challenging area for Arab students, as the concept of verb

tenses is not as clearly defined in Arabic as it is in English (Jameel and Abass, 2021).

Despite these challenges, there are several strategies that Arab students can use to improve their understanding of English grammar. One effective strategy is to learn the rules of English grammar systematically, starting with the most basic rules and building up to more complex ones. This can help students to develop a strong foundation in the language, which will make it easier for them to understand and use more complex grammar rules (Anber and Jameel, 2020).

In conclusion, while learning English grammar can be challenging for Arab students, it is an important skill to master in order to improve their communication skills and job prospects. By learning the rules of English grammar systematically and practicing speaking and writing in the language, Arab students can improve their understanding of English grammar and become more proficient in the language.

There is a gap in the literature on grammar learning strategies in that much of the research has focused on traditional methods such as drills and exercises, without adequately considering the diverse needs and learning styles of individual students. Additionally, there is a lack of research on the effectiveness of newer, more personalized approaches to teaching grammar, such as those that incorporate technology or cater to different learning styles. There is a need for further studies on the most effective methods for teaching grammar to a diverse student population, and on how to best tailor these methods to the needs of individual learners (Abdu and Nagaratnam, 2011; Rezaei and Sayadian, 2015; Alsied, et al., 2018; Khalil, 2018; Khodabandeh and Soleimani, 2018; Al Bataineh, et al., 2019; Lin, et al., 2020; and Mashudi, et al., 2022). The EFL students in the departments of English learn a compulsory grammar course, they learn grammar based on a textbook that specialized in grammar. In this study, the researchers recognized that the students of grade four still face some difficulties in using grammar in communication. To reveal the purpose behind a such general problem, the researchers reviewed the literature and found that it is important to investigate students' use of grammar learning strategies to be able to diagnose any problem due to students' achievement in grammar (Tomasello, 2003; Rezaei and Sayadian,

2015; Khodabandeh and Soleimani, 2018; Al Bataineh, et al., 2019; Mulugeta and Beyour, 2019; Lin, et al., 2020; Zulkarnaen, 2021; Mashudi, et al., 2022). This study is an attempt to investigate the EFL undergraduate students' use of grammar learning strategies to diagnose the students' grammar learning strategies knowledge and usage.

### **The Aims**

This study aims to reveal the following:

- 1- Students' use of grammar learning strategies.
- 2- Students' frequently use of grammar learning strategies.
- 3- investigating gender differences in the use of grammar learning strategies by undergraduate Iraqi EFL students.

### **The Questions**

This study seeks to answer the following questions:

- 1- To what extent do the students use 6 grammar learning strategies?
- 2- To what extent do the students' frequently use of grammar learning strategies?
- 3- Is there a difference between male and female students' use of English Grammar Learning Strategies?

### **The Significance**

The outcomes of this study may be a good indicator for the university professors who teach English grammar to EFL undergraduate and postgraduate students to understand the kind of grammar learning strategies they use in learning English grammar. Also, the outcomes may help in revealing the neglected grammar learning strategy or the least used strategy to activate it and make a balance among the strategies in learning English grammar.

### **Limits**

The study is limited to the following variables:

Participants: The participants are undergraduate students from grades 2, 3, and 4 from the Department of English.

Location: The study was conducted at the Department of English, College of Arts

Duration: The study was conducted during the first semester of the academic year 2022-23.

## **2.Literature Review**

### **EFL Grammar Learning**

EFL learners, or learners of English as a foreign language, often

face challenges when it comes to learning grammar. This is because English grammar can be complex and has many exceptions to rules, which can make it difficult for learners to fully understand and use correctly (Khalil, 2018).

One of the key challenges for EFL learners when it comes to grammar is the large number of verb tenses in English. English has a total of twelve verb tenses, which can be difficult for learners to keep track of and use correctly. This is because many languages do not have as many verb tenses, or they may use different forms to express the same tense (Lin, 2020).

Another challenge for EFL learners is the use of articles in English. English uses definite and indefinite articles (e.g. "the," "a," "an") to indicate the specificity of a noun, but many languages do not use articles at all or use them in different ways. This can make it difficult for learners to understand when and how to use articles correctly in English sentences (Mashudi, et al., 2022).

One way to help EFL learners improve their understanding and use of English grammar is through explicit grammar instruction. This can involve explicitly teaching grammar rules and providing learners with opportunities to practice using these rules in speaking and writing activities. It is also important for EFL teachers to provide regular and consistent feedback to learners on their use of grammar, as well as to offer supportive and corrective feedback when necessary (Mulugeta and Beyour, 2019).

Overall, learning English grammar can be challenging for EFL learners, but with explicit instruction and plenty of practice, learners can improve their skills and become more confident and proficient in their use of English grammar.

### **Grammar Learning Strategies**

Grammar learning strategies are the approaches and techniques that students use to acquire and improve their knowledge of grammar. These strategies can vary depending on the individual student and their learning style, as well as the type of grammar they are studying. In this article, we will explore some of the most common types of grammar learning strategies and how they can be used effectively by students (Al-Khayyat, 2021).

One common type of grammar learning strategy is called explicit grammar instruction. This approach involves direct teaching of

grammar rules and concepts, often through the use of examples and exercises. This can include traditional methods such as lectures, worksheets, and quizzes, as well as more interactive approaches such as games and online activities. Explicit grammar instruction is a useful strategy for students who are new to a language or who need a clear and structured approach to learning grammar (Anber and Jameel, 2020).

Another common grammar learning strategy is called inductive grammar learning. This approach involves using examples of language to help students discover grammar rules and patterns for themselves. This can include activities such as analyzing sentences or texts to identify grammatical structures, or using word lists or sentence frames to explore different grammatical forms. Inductive grammar learning is a useful strategy for students who are more confident in their language abilities and who enjoy a more hands-on approach to learning (Jameel and Abass, 2022).

A third type of grammar learning strategy is called metalinguistic awareness. This approach involves teaching students to think about language and grammar in a more abstract and analytical way. This can include activities such as comparing and contrasting different grammatical forms, identifying and explaining the function of different grammatical elements, or analyzing the relationship between grammar and meaning (Angelone and Levy, 2009).

In addition to these three main types of grammar learning strategies, there are many other approaches and techniques that students can use to improve their knowledge of grammar. For example, students can use flashcards or other visual aids to memorize important grammar rules, or they can practice using grammar in context through activities such as role-plays or writing exercises. Students can also take advantage of online resources, such as grammar websites or apps, to supplement their learning and provide additional practice and feedback (Alsied, et al., 2018).

Al Bataineh, et al. (2019) stated that there are several strategies you can use to improve your grammar skills. Here are a few examples:

1. Practice, practice, practice! The more you use and encounter correct grammar in your writing and speaking, the better you will become at using it.
2. Use a grammar reference book or website to look up rules



and explanations for grammar concepts that you are unsure of.

3. Have someone else proofread your writing to catch any errors that you might have missed.

4. Read high-quality writing and pay attention to the grammar used in it. This can help you to see how correct grammar is used in context.

5. Take a course or class on grammar to learn the rules and concepts in a structured way.

In addition, the key to effective grammar learning is to find a strategy that works best for each individual student. By understanding their own learning style and needs, students can choose the right approach to grammar learning and make the most of their study time. With the right strategies and resources, students can improve their grammar skills and develop a stronger foundation in their language ability (Abdu and Nagaratnam, 2011).

### **Significance of Learning Grammar**

Learning grammar in the English language is important for a number of reasons. First, a strong understanding of grammar is essential for effective communication in English. Proper grammar allows EFL (English as a foreign language) students to express their ideas clearly and accurately, and to understand the ideas of others (Mancini and Parisi, 2015).

Second, knowledge of grammar is necessary for academic success. In English-speaking academic settings, proper grammar is expected in written assignments, and a lack of grammatical knowledge can negatively impact a student's grades (Tomasello, 2003).

Third, knowing grammar can improve a student's overall proficiency in English. A strong foundation in grammar can help EFL students to develop their reading, writing, listening, and speaking skills, and can enhance their ability to learn new vocabulary and understand complex sentences (Zarrinabadi, et al., 2021).

Overall, learning grammar in the English language is important for effective communication, academic success, and overall proficiency in the language.

### **2.1 Types of Grammar Learning Strategies**

Grammar learning strategies help the English language learners (who learn English as a foreign language) to gain grammatical knowledge which helps them to learn English language in a

comfortable, an easy, quick and enjoyable atmosphere (Ellis, 2006).

For EFL (English as a foreign language) advanced learners, here are some steps suggested by Jameel (2022) that one can follow to improve his/ her understanding of English grammar:

1. Review the basic rules of English grammar, including verb tenses, subject-verb agreement, and sentence structure.
2. Practice identifying and correcting common grammar mistakes in your own writing.
3. Read a variety of texts, such as news articles, novels, and academic papers, to expose yourself to a range of grammatical structures.
4. Pay attention to how native speakers use grammar in everyday conversation, and try to mimic their speech patterns.
5. Join a study group or take a class with other advanced learners to discuss grammar and practice using it in conversation.
6. Use online resources, such as grammar guides and exercises, to supplement your learning.
7. Continuously challenge yourself to learn and use more complex grammatical structures.

By following these steps, EFL advanced learners can improve their understanding and use of English grammar.

Pawlak (2013) classified grammar learning strategies into four categories. The classification is based on the four grammar learning strategies: the cognitive, the metacognitive, the affective, and the social. Then these four main strategies divided into sub-strategies as follows:

**Cognitive Strategies:** Grammar learning strategies are the grammar: in communication context; for developing explicit knowledge; for deductive and/ or inductive learning; to promote implicit knowledge of grammar; for understanding grammar and comprehending the form-meaning; practice corrective feedback on grammar error

in a produced piece of work.

**Metacognitive Strategies:** These are the strategies that the English language learners use unconsciously to organize, manage, plan, monitor, facilitate, and assess the grammar learning process (Chomsky, 1957).

**Affective Strategies:** the English language learners conduct self-



organizing motivations and emotions during the process of learning English grammar (Halliday and Matthiessen, 2014).

**Social Strategies:** the English language learners involve in interaction with the native speakers or with peers who are qualified to develop the English grammar learning knowledge (Long, 1996).

**2.1.1 Cognitive Grammar Learning Strategy is a theory of language that emphasizes the role of cognitive** processes in shaping and organizing linguistic structures. It views language as a tool for representing and communicating thoughts and experiences, and emphasizes the importance of context in shaping linguistic meaning (Langacker, 1978).

In the context of language learning, O'Malley and Chamot (1990) stated that cognitive grammar can inform a number of strategies that can be helpful for learners. Some of these strategies might include:

1- Paying attention to the context in which language is used: Cognitive grammar emphasizes the importance of context in shaping linguistic meaning. By paying attention to the context in which language is used, learners can better understand the meanings of words and phrases, and how they are used in different contexts.

2- Focusing on the meaning of words and phrases: Cognitive grammar views language as a tool for representing and communicating thoughts and experiences. By focusing on the meaning of words and phrases, rather than just their form, learners can better understand and use language in meaningful ways.

3-Practicing using language in authentic contexts: Cognitive grammar emphasizes the importance of context in shaping linguistic meaning. By practicing using language in authentic contexts, learners can better understand how language is used in real-life situations and become more proficient in using it.

4-Using visualization and other cognitive strategies: Cognitive grammar views language as a tool for representing and communicating thoughts and experiences. By using visualization and other cognitive strategies, learners can better understand and remember language structures and meanings.

5-Paying attention to the structure of language: Cognitive grammar also emphasizes the importance of the structure of language in shaping meaning. By paying attention to the structure of language, learners can better understand how words and phrases are related to one

another and how they contribute to the overall meaning of a sentence or text.

### 2.1.2 Metacognitive Grammar Learning Strategy:

Metacognitive grammar learning strategies refer to the conscious, reflective approaches that language learners use to improve their understanding and use of grammar. These strategies involve thinking about one's own learning process and making decisions about how to approach grammar tasks in order to achieve the best results. Research has shown that the use of metacognitive strategies can lead to more efficient and effective learning of grammar. One common metacognitive strategy is planning, which involves setting goals and creating a plan for achieving them. This may involve breaking a larger task into smaller, more manageable chunks and determining the best order in which to complete them. For example, a learner might set a goal of learning all of the verb tenses in a particular language and create a plan to study one tense per week (Zimmerman and Risemberg, 1997).

Another metacognitive strategy is monitoring, which involves paying attention to one's own learning process and making adjustments as needed. This may involve rereading or reviewing material, seeking clarification from a teacher or tutor, or asking oneself questions about the material being studied. For example, a learner might stop and think about whether they fully understand a grammar rule before moving on to the next lesson. A third metacognitive strategy is evaluating, which involves assessing one's own progress and understanding of the material. This may involve taking practice tests or quizzes, asking for feedback from a teacher or tutor, or comparing one's own work to examples of correct grammar. By regularly evaluating their progress, learners can identify areas where they need to focus their efforts and make any necessary adjustments to their study plan. Research has shown that the use of metacognitive strategies can lead to more effective learning of grammar. For example, a study by Angelone and Levy (2009) found that learners who used metacognitive strategies while studying grammar made significantly more progress than those who did not use such strategies. Similarly, a study by Zimmerman and Risemberg (1997) found that learners who used metacognitive strategies had a deeper understanding of the material and were better able to transfer their knowledge to new situations (Angelone and Levy,

2009).

In conclusion, metacognitive grammar learning strategies can be an effective way for language learners to improve their understanding and use of grammar. By setting goals, monitoring their progress, and evaluating their understanding, learners can more efficiently and effectively acquire the knowledge and skills they need to use grammar accurately and appropriately.

### 2.1.3 Affective Grammar Learning Strategies

Affective grammar learning strategies refer to the approaches and techniques that language learners use to emotionally engage with the material and facilitate their own language acquisition. These strategies can be particularly effective in helping learners develop a more intuitive understanding of grammar and apply it more naturally in their speaking and writing. In this essay, we will explore some of the key affective grammar learning strategies and discuss their effectiveness in language learning (Oxford, 1990).

One popular affective grammar learning strategy is the use of authentic materials, such as authentic videos, songs, and news articles, to provide learners with real-life examples of grammar in use. Authentic materials offer learners the opportunity to see grammar used in context and can help them to better understand how it is used in different situations. In addition, authentic materials can be more engaging and motivating for learners, as they offer a glimpse into the culture and daily life of the target language community (Willis and Willis, 2007).

Another effective affective grammar learning strategy is the use of collaborative learning activities, such as pair or group work. Collaborative learning allows learners to interact with each other and practice using the grammar they have learned in a supportive and social environment. It can also help to build confidence and facilitate language acquisition, as learners are able to receive feedback and support from their peers. Another important affective grammar learning strategy is the use of metacognitive strategies, or strategies that help learners to reflect on their own learning process. This can include setting learning goals, breaking tasks down into smaller steps, and monitoring their own progress. By becoming more aware of their own learning process, learners can better identify their strengths and weaknesses and develop more effective study habits (Brown, 2007).

In conclusion, affective grammar learning strategies are approaches and techniques that help learners to emotionally engage with the material and facilitate their own language acquisition. These strategies can include the use of authentic materials, collaborative learning activities, and metacognitive strategies, and have been found to be effective in helping learners develop a more intuitive understanding of grammar and apply it more naturally in their speaking and writing.

#### 2.1.4 Social Grammar Learning Strategies

Social grammar learning strategies refer to the ways in which individuals learn and internalize the rules and conventions of language through social interactions and communication with others. Here are some specific strategies that have been proposed and studied in the literature:

**Imitation:** Children and adults can learn language through imitation of the sounds, words, and phrases that they hear from others. This can be an effective way to learn the basic structure and rules of a language (Mancini and Parisi, 2015).

**Feedback:** Receiving feedback from others can help individuals understand and correct their mistakes when learning a language. This can be in the form of explicit corrections from a teacher or more subtle cues, such as facial expressions or body language, that indicate when an error has been made (Long, 1996).

**Joint attention:** Joint attention refers to the ability to focus on the same object or event as another person. This can be an important aspect of language learning, as it allows individuals to learn new words and concepts through shared experiences with others (Tomasello, 2003).

**Scaffolding:** Scaffolding refers to the process of providing support and assistance to learners as they acquire new skills and knowledge. This can involve breaking down tasks into smaller, more manageable steps or providing assistance and guidance as needed (Vygotsky, 1978).

#### English Grammar Learning Activities

Malmir and Derakhshan (2020) stated that there are many activities that can help with learning English grammar, including:

1. Reading: Reading a variety of texts, such as books, articles, and short stories, can help improve your understanding of

grammar. Pay attention to the structure of sentences and how words are used in different contexts.

2. Writing: Practice writing sentences and paragraphs using proper grammar. This can help you understand how to use different parts of speech, such as nouns, verbs, and adjectives, and how to form correct sentences.

3. Editing: Find sentences or paragraphs with grammar errors and try to correct them. This can help you learn to identify common mistakes and understand how to fix them.

4. Quizzes and exercises: There are many online quizzes and exercises that can help you practice and improve your understanding of English grammar. You can also try doing exercises from a grammar textbook or workbook.

5. Games: There are many fun games that can help with learning English grammar. For example, you can try playing word games, such as Scrabble or Boggle, or doing crossword puzzles. These activities can help you learn new words and improve your understanding of grammar rules.

6. Learning with others: Try studying English grammar with a friend or in a study group. This can be a fun and social way to learn, and you can help each other understand difficult concepts. You can also ask a teacher or tutor for help if you need it.

### **Learning Grammar and Culture**

Grammar is a system of rules that dictate how words are used in a language. Learning grammar in a specific culture means learning the grammar rules of that culture's language. Every language has its own unique grammar rules, and learning these rules can be an important part of learning to communicate effectively in that language and culture (Zulkarnaen, 2021).

Learning grammar in culture can involve studying the rules of sentence structure, verb tenses, word order, and other aspects of the language. It can also involve learning the correct use of punctuation, capitalization, and other conventions of written language. In addition to helping you communicate more effectively, learning grammar in culture can also help you to understand the culture better. By learning the rules of the language, you can gain insight into how the culture thinks and communicates, and you can better understand the nuances and subtleties of their way of speaking and writing (Tomasello, 2003).

Overall, learning grammar in a culture is an important part of learning the language and gaining a deeper understanding of the culture. It can take time and effort, but the rewards of being able to communicate effectively and understand the culture more deeply are well worth it.

## 2.2 Previous Related Studies

There have been numerous studies on learning grammar in the English language. Studies have looked at the role of explicit versus implicit grammar instruction. For example, a study by Doughty and Varela (1998) found that explicit instruction, in which the rules of grammar are explicitly taught and practiced, can be effective for teaching grammar to beginning ESL learners. However, for more advanced learners, implicit instruction, in which grammar is learned indirectly through reading and listening activities, may be more effective.

Zhou (2017) investigated the School Students' English Grammar Learning Strategy in China. The participants were 176 students (87 females and 89 males) from Grade One in a high school in "Hubei province" in China. A questionnaire and an interview were used to collect the data. The results revealed that the students' level in grammar learning strategy is low. The students used of grammar strategies were ranked as follows: the cognitive strategy, the meta-cognitive strategy, and finally social-affective strategy. In addition, the results revealed that there is no correlation between grammar learning strategy students' grammar achievement.

Zulkarnaen (2021) Investigated university students' Grammar Learning Strategies. The participants were 86 students from the Department of English Education, College of Educational Sciences at "Syarif Hidayatullah State Islamic University". The "Grammar Learning Strategy Inventory questionnaires by Pawlak (2018) was used to collect the data. The results revealed that the cognitive strategy is the most used strategy in learning grammar and the least grammar learning strategy is the metacognitive strategy.

Azizmohammadi and Barjesteh (2020) investigated the relationship between grammar strategies and students' performance in grammar. The participants were 80 EFL students from Mehr English language institute, Iran. A Quick Placement Test, Oxford's (1990) Strategy Inventory for Language Learners, and test of TOEFL PBT



were used to collect the data of the study. The findings revealed that there was a relationship between grammar learning strategies and students' performance in grammar. There was a significance difference between male and females students for the favor of female students in grammar performance. in addition, the compensation learning strategy and the cognitive strategy were the most used strategies.

Mulugeta and Beyour (2019) investigated preparatory school students' use of grammar learning strategies in learning English grammar. The participants were 991 male and female students from Medhanialem preparatory school in Addis Ababa. The Grammar Learning Strategies Questionnaire was used to collect the data. The results revealed that the most used grammar learning strategy was the Compensation Strategies, and the least grammar learning strategy was the Affective Strategies. In addition, there was no significant difference between the female and the male students in the use of grammar learning strategy.

### 3. Methodology

This section includes the participants, the instrument, the procedures,

#### Participants

The population of the study is 126 EFL students from the Departments of English, College of Arts, University of Anbar. The participants are 56 EFL students from grades 2, 3, and 4. Table 1 shows the distribution of the participants.

**Table 1:** Students distribution

Grade	Males	Females	Total
Two	10	14	24
Three	5	4	9
Four	9	14	23
Total	25	31	56

#### The Instrument

To achieve the aims and to answer the question of the study a questionnaire was used. The questionnaire was adopted from O'Malley and Chamot (1990) of English language Grammar Learning strategies. The questionnaire uses Likert four scoring system: always; sometimes; rarely; and never. The original questionnaire consists of fifty items, with three strategies namely the cognitive strategies, meta-cognitive

strategies, and social affective strategies. The questionnaire validity was calculated by distributing it to a jury member specialized in English language teaching methodology and applied linguistics. Based on the jury recommendation the questionnaire has been modified to focus on grammar learning in depth as follows: Meta-Cognitive Grammar Learning Strategies; Cognitive Strategies; Grammar Learning Strategies used to develop explicit knowledge of grammar; Grammar Learning Strategies used to develop implicit knowledge of grammar. The reliability was calculated by using measured and re-measured (after two weeks). The pilot sample consisted of 9 students. The results of analyzing pilot sample, the total time to answer the questionnaire items is between 15 to 18 minutes, also the items are very clear. The total reliability score was 0.89 which is consider acceptable.

### Procedures

To answer the questions, the following main procedures were conducted:

- 1- Identifying the gap of the study.
- 2- Reviewing the literature.
- 3- Selecting the tool.
- 4- Elicited the department agreement to conduct the study.
- 5- All participants provided informed consent.
- 6- Selecting the participants. Students of grade one were excluded. Most of them (96%) did not complete enrolment registration.
- 7- Revealing the validity and the reliability of the instrument.
- 8- Modifying the questionnaire.
- 9- Designing the questionnaire on Google Form. The link is: <https://forms.gle/9ccHJeTmG3TqKk3c9>
- 10- Sharing the questionnaire link with all students of the Department of English.
- 11- Gathering the students' replies and analyzed the valid replies only which were 56 questionnaires only out of 126 questionnaires. Thus number 56 has considered the number of the participants of the study.
- 12- Frequencies and percentages were used to calculate students' replies.

### 4.The Results





### Results of the First Question

To answer the first question " To what extent do the students use grammar learning strategies? Frequencies and percentages were used to analyze the results. Table 2 shows the results.

**Table 2:** Frequencies of using Grammar Learning Strategies

Strategy	F* 1	P* 1	F* 2	P* 2	F* 3	P* 3	F* 4	P* 4
Meta-Cognitive	12	21.42	31	55.35	10	17.85	3	5.38
Cognitive Strategies	34	60.1	13	23.21	7	12.50	2	3.58
Grammar Learning: Explicit	15	26.78	27	48.21	12	21.42	2	3.57
Grammar Learning: Implicit	30	53.57	15	26.78	8	14.28	3	5.37

**Note:** 1=Always, 2= some times, 3= Rarely, 4= never. F\* = Frequency P\* = Percentage

Table 2 shows that the most used grammar learning strategy is the cognitive strategy with 60.100 percentage, means that about 60% of the students at the Department of English always use cognitive strategy in learning English grammar, followed the Implicit grammar learning strategy with 53.57 percentage, which means that about 50% of students in addition to the cognitive strategy they always learn grammar implicitly. Also, about 55% of the students sometimes learn grammar by using meta-cognitive strategy, which means they learn grammar via different strategies which they do not recognize them as academic learning strategies, they use them unconsciously without organization. This strategy (Meta-Cognitive) is presented to the students in the first dimension of the questionnaire, thus when they read dimension two of the questionnaire they realize that what they are using is a scientific strategy, this is proved by the high percentage of students replies that they use Cognitive learning strategy and implicit learning strategy in leaning grammar.

### Results of the Second Question

To answer the second question "To what extent do the students' frequently use grammar learning strategies?" Frequencies and percentages were used to analyze the items. Table 3 shows the results.

**Table 3:** Frequencies and percentages of students' replies on the items related to grammar learning strategies.

Strategy	Items	1 F*	2 F*	3 F*	4 F*	P*
		P*	P*	P*	P*	
Meta-Cognitive	I preview the grammar structures to be covered in a lesson.	12 21.40	32 57.10	10 19.60	2 2.00	56 100%
	I pay attention to grammar structures when reading and listening.	33 58.92	15 26.78	9 16.07	2 2.00	56 100%
	I look for opportunities to practice grammar structures in many different ways.	16 28.57	26 46.42	12 21.42	2 2.00	56 100%
	I try to find more effective ways of learning grammar.	33 58.92	17 30.35	6 10.71	0 0.00	56 100%
	I know my strengths and weaknesses when it comes to grammar	22 39.28	23 41.07	7 12.50	4 7.14	56 100%
Cognitive Strategies	I try to use specific grammar structures in communication	21 37.50	28 50.00	7 12.50	0 0.00	56 100%
	I notice (or remember) structures that are repeated often in the text	27 48.21	22 39.28	7 12.50	0 0.00	56 100%
	I notice structures that are repeated extremely frequently in a short period of time	23 41.7	23 41.7	7 12.50	3 5.35	56 100%
	I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.	27 48.21	16 28.57	11 19.64	2 2.00	56 100%
	I notice (or remember) structures that are highlighted in a text by italics, boldface, underlining, etc..	25 44.64	17 30.35	8 14.28	6 10.71	56 100%
Grammar Learning: Explicit	I pay attention to rules provided by the teacher or course book.	36 64.28	16 28.57	4 7.14	0 0.00	56 100%
	I try to understand every grammar rule.	31 55.35	21 37.50	3 5.35	1 1.78	56 100%
	I memorize rules about how structures change their form (e.g. form an adjective to an adverb).	29 51.78	21 37.50	5 8.92	1 1.78	56 100%

Strategy	Items	1 F*	2 F*	3 F*	4 F*	P*
		P*	P*	P*	P*	
	I paraphrase the rules I am given because I understand them better in my own words.	27	23	5	1	56
		48.21	41.7	8.92	1.78	100%
	I use my mother tongue or other languages I know to understand and remember grammar rules.	25	19	4	6	56
		44.64	33.92	7.14	10.71	100%
Grammar Learning: implicit	I repeat the rules and examples to myself or rewrite them many times.	28	18	9	1	56
		50.00	32.14	16.07	1.78	100%
	I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice)	19	28	8	1	56
		33.92	20.00	14.28	1.78	100%
	I try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing).	26	22	6	2	56
		46.42	39.28	10.71	2.00	100%
	I listen to and read texts containing many examples of a grammar structure.	17	30	7	2	56
		30.35	53.57	12.50	2.00	100%
	I compare the way grammar is used in written and spoken language with how I use it.	25	16	13	2	56
		44.64	28.57	23.21	2.00	100%

**Note:** 1=Always, 2= some times, 3= Rarely, 4= never. F\* = Frequency P\* = Percentage

Table 3 shows that the most used strategy in learning English grammar is the "Grammar Learning Strategies used to develop explicit knowledge of grammar". The highest frequencies and percentages were for the sale "Always". About 64% of the students always pay attention to rules provided by the teacher or course book, about 55% of the students always try to understand every grammar rule, and about 51% of the students memorize rules about how structures change their form (e.g. form an adjective to an adverb, about 48% of the students paraphrase the rules they were given because they understand them better in their own words. In the second rank came the " Grammar Learning Strategies used to develop implicit knowledge of grammar. About 50% of the students always repeat the rules and examples to themselves or rewrite them many times, and about 46% of the students

always try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing), about 44% of the students compare the way grammar is used in written and spoken language with how they use it, and finally, about 34% always do their exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice). In the third rank came the " Meta-Cognitive Grammar Learning Strategies". About 59% of the students pay attention to grammar structures when reading and listening. And also 59% of the students try to find more effective ways of learning grammar. Finally came the Cognitive grammar Learning Strategies. About 48% of the students notice (or remember) structures that are repeated often in the text, and also 48% of the students use Google or other search engines to see how a specific grammar structure is used in meaningful contexts.

### Results of the Third Question

To answer the third question " Is there a difference between the male and female students' of the use of English Grammar Learning Strategy? A mean scores, standard deviations, and t-value were used to reveal the results. Table 4 shows the results.

**Table 4:** The mean scores, Standard deviations and t-value of the difference between male and female students in using the grammar strategies

Strategy	Gender	Mean	Std.	T-Value	Sig.	
Meta-Cognitive	Males	3.20	0.76	-3.27	0.2	
	Females	3.51	0.68			
Cognitive	Males	2.79	0.67	3.84	0.01	
	Females	3.20	0.58			
Explicit	Males	2.81	0.79	3.17	0.00	
	Females	3.01	0.68			
Implicit	Males	2.82	0.77	3.13	0.17	
	Females	2.96	0.66			

Table 4 shows that the female students' means are higher than those of male students. This results indicated that the EFL female students used of the grammar learning strategy was much higher. This means that there is a significance difference between males and females in the grammar four strategies with significant at the 0.01 level.

### 4.1 Discussion of the Results

The results of the study revealed

that the majority of the EFL students learn grammar explicitly, which means they learn grammar directly in order to control the rules of the grammar which they consider grammar as a difficult subject. Learning grammar explicitly can be important for a number of reasons. First, having a strong understanding of grammar can help individuals communicate more effectively in writing and speech. This is because grammar is the set of rules that govern the way words can be combined to form sentences that are meaningful and clear. By learning grammar explicitly, individuals can learn how to construct sentences that are grammatically correct and easy to understand. Thus the EFL students have focused on learning grammar in explicit way which is enable them to pass the exam successfully and to prepare themselves to be good communicators.

In addition to helping with communication, learning grammar explicitly can also be beneficial for academic success. Many schools and universities place a strong emphasis on grammar in their language arts and writing courses, and students who have a strong understanding of grammar are often more successful in these classes. Having a strong understanding of grammar can be helpful for performing well on these exams. Overall, learning grammar explicitly can be beneficial for individuals in a variety of contexts, as it can help with communication, academic success, and performance on standardized tests.

Furthermore, the results indicate that the students' use of grammar learning strategies was not in high or even medium level. The students' replies were between two scales, The "Sometimes" and "Really" use of grammar learning strategies. This result is very important for the grammar instructors to pay attention on the students' grammar learning strategies and style, which may be a major factor of the students' low level in grammar. They need to follow organized, specific, useful strategies that shape and modify their grammar learning habit.

The results of the study is online with the results of Doughty and Varela (1998), Nassaji and Fotos (2004), Zhou (2017), McManus, K., & Marsden, E. (2019), Balthazar, et al. (2020), and Zarrinabadi (2021) who found that EFL students use explicit strategy to learn grammar and the language rules. On the other hand, the results are not online with the results of Zulkarnaen (2021), Azizmohammadi and Barjesteh (2020), and Mulugeta and Beyour (2019) who found that students use

different strategies to learn grammar such as the metacognitive strategy, and the compensation strategies.

The results revealed that there was differences between the male and the female students concerning the grammar learning strategies for the favor of the female students who use more grammar learning strategies than the male students. The female students use grammar learning strategies more frequently is due to that females may place a higher value on language learning and may be more motivated to use strategies to improve their language skills. However, it is important to note that these findings are not consistent across all studies. and it is not accurate to make generalizations about the language learning strategies used by males and females as a whole.

The results are online with the results of Khatter (2019), Mulugeta and Beyour (2019), and Malmir and Derakhshan (2020). While the results are not online with the results of Mulugeta and Beyour (2019), and Azizmohammadi and Barjesteh (2020) who found there are no differences between the male and female students in using grammar learning strategies.

## 5.Conclusion

It's important for students to find strategies that work best for them and to be patient and consistent in their efforts to improve their grammar skills. Using grammar learning strategies can help you to better understand and remember the rules of grammar, which can in turn improve the writing and speaking skills. It can also help to communicate more effectively, as students will be able to use proper grammar in language use. In addition, knowing and using proper grammar can make a good impression on others and increase students credibility. Grammar is a crucial part of any language and being able to use it correctly can be beneficial in many different situations.

This study revealed that EFL students at the Department of English use low level of grammar learning strategies. They focus on Grammar Learning Strategies used to develop explicit knowledge of grammar which help them to pass the exam, to understand the Novel, Drama, and Short-stories and even Poetry texts written in English language. The explicit knowledge of grammar is very clear to the students and they even can learn the rules of the language by themselves and from different sources. In addition, the female students were more active in using grammar learning strategies than the male



students due to several reasons that can be attributed to the female students interest on learning grammar in depth. Also, the social factor may have a big influence on the females interest on learning language rules.

Grammar strategies are techniques that students can use to improve their understanding and use of grammar in their writing and speaking. These strategies can include using grammar checkers, working with a teacher or tutor, studying grammar rules and examples, and practicing writing and speaking in order to apply what they have learned. Additionally, students can also benefit from actively seeking out and correcting their own mistakes in order to improve their grammar skills. Overall, the key to effective use of grammar strategies is consistent practice and a willingness to learn and improve (Mancini and Parisi, 2015).

Some common reference materials for grammar and usage include dictionaries, thesauruses, style guides, and usage guides. These resources can provide information on the correct forms and structures of words and sentences, as well as guidance on common errors and pitfalls to avoid in writing and speaking. Additionally, there are many online resources and tools available that can help with grammar and usage, including grammar checkers, sentence diagramming tools, and online grammar and usage guides.

Overall, it is inferred that a combination of explicit and implicit instruction, along with ample practice and feedback, is the most effective approach to teaching grammar in the English language.

The results of this study present several indicators for the university professors who teach English grammar at the departments of English to pay attention on the students' grammar learning strategies, in addition to pay attention of the strategies that the students sometimes, rarely, or never use to activate them and encourage students to use them such as only 10% of the students never notice (or remember) structures that are highlighted in a text by italics, boldface, underlining, etc. Also, about 5% of the students never notice structures that are repeated extremely frequently in a short period of time. Students' grammar learning strategies need to be highlighted and encourage students to use all the strategies in learning grammar in different context.

### Data Availability

The dataset used and/or analysed during the current study would be available from the corresponding author upon reasonable request.

### Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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