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AN ANALYSIS OF THE RELATIONSHIP BETWEEN THE USE
OF GRAMMAR LEARNING STRATEGIES AND STUDENT
ACHIEVEMENT AT ENGLISH PREPARATORY SCHOOL
AT THE UNIVERSITY OF GAZİANTEP

(A CASE STUDY AT THE UNIVERSITY OF GAZİANTEP)

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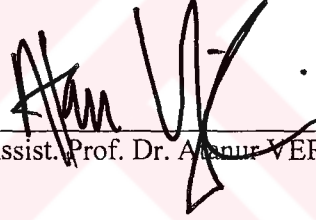
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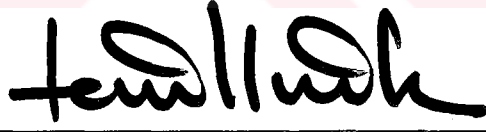
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ABSTRACT
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Erol YALÇIN

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This study investigated the relationship between the use of grammar learning strategies and student achievement. 425 English preparatory school students from University of Gaziantep participated in this study.

In testing the use of grammar learning strategies, a 43-item questionnaire was administered to English preparatory school students at the University of Gaziantep. Achievement grades, which consists of four midterm exams, 22 quizzes and one final exam, were obtained from the prep-school in order to collect data on student success. For each item in the questionnaire, frequencies and percentages were analyzed. The data was analyzed by using frequencies, percentages, means, t-test and one-way ANOVA. A comparison was made to see whether the self-reported data about the strategy use is consistent with the student's achievement grades.

Findings of the study suggest that preparatory school students at the University of Gaziantep use grammar learning strategies. According to the results of the study, the strategies that the students need to develop are: -The use of rhymes to

remember grammatical rules,- write notes, messages, letters, or reports in English, - arranging their schedule to study and practice English regularly, not for an exam, and -preparing themselves for the new language lessons.

Findings of the study indicate that the effect of using grammar learning strategies on student achievement does not indicate a statistically significant relationship. Both successful and unsuccessful students use grammar-learning strategies equally.



ÖZ**HAZIRLIK BİRİMİ ÖĞRENCİLERİNİN DİLBİLGİSİ ÖĞRENME STRATEJİLERİ KULLANIMI VE BAŞARILARI ARASINDAKİ İLİŞKİNİN GAZİANTEP ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK BİRİMİNDE İNCELENMESİ
(İNGİLİZCE HAZIRLIK BİRİMİ ÖRNEĞİ)****Erol YALÇIN****Yüksek Lisans Tezi, İngiliz Dili Eğitimi
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Bu çalışma dilbilgisi öğrenme stratejileri kullanma ve öğrenci başarısı arasındaki ilişkiyi araştırmaktadır. Gaziantep Üniversitesi İngilizce Hazırlık Birimine devam eden 425 hazırlık öğrencisi bu araştırmaya katılmıştır.

Dilbilgisi öğrenme stratejileri kullanımını belirlemede 43 sorudan oluşan bir anket hazırlık öğrencilerine uygulanmıştır. Öğrencilerin başarısı hakkında veri toplamak için dört aylık sınav, 22 quiz ve bir final sınavından oluşan öğrenci başarı notları, İngilizce Hazırlık Biriminden elde edilmiştir. Anketteki her soru için sıklık ve yüzdeler değerlendirilmiştir. Veriler sıklık, yüzdeler, ortalama, t-testi ve one-way ANOVA kullanılarak değerlendirilmiştir. Öğrencilerin dilbilgisi öğrenirken strateji kullanımı hakkındaki cevaplarının(verilerinin), öğrencinin başarı notuyla ilişkisini görmek için bir karşılaştırma yapılmıştır.

Çalışma bulguları, Gaziantep Üniversitesi İngilizce Hazırlık Birimi öğrencilerinin dilbilgisi öğrenme stratejileri kullandığını göstermektedir. Yapılan araştırma sonucuna göre öğrencilerin geliştirmesi gereken stratejiler: -Dilbilgisi

kurallarını hatırlamak için kafiye kullanımı, -İngilizce notlar alma, mesajlar, mektuplar veya raporlar yazma, (yazma becerilerinin geliştirme), -programlarını sadece sınav için değil, İngilizce çalışmak ve pratik yapmak için düzenlemek ve -kendilerini yeni öğretilecek konular için hazırlamak.

Bulgular, dilbilgisi öğrenme stratejilerinin öğrenci başarısı üzerindeki etkisinin istatistiksel olarak anlamlı bir düzeyde ilişkisi olmadığını ortaya çıkarmıştır. Hem başarılı hem de başarısız öğrenciler dilbilgisi öğrenme stratejilerini hemen hemen aynı oranda kullanmaktadırlar.



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CHAPTER I

INTRODUCTION

1.0. Presentation

Since there has been given greater emphasis to learners and learning rather than teachers and teaching, it is important to know how learners process new information and what kinds of strategies they employ to understand, learn or remember the information. It is known that some learners learn a second language better or faster and others do not, even within the same environment. There is no way or method of effective teaching for all students. For this reason, it can be helpful for the teachers to get information about the learners and their characteristics.

While learning, it usually involves two people, a teacher, and a student. Thus, the teacher cannot do the job of learning alone. Of course, it is true that many language theorists maintain the importance of communicative competence in language learning. However, it should also be kept in mind that communicative competence is sufficient for students to learn or acquire the language effectively. Consequently, students also need to develop some language learning strategies

themselves. That is, because teachers are expected to find an answer for why some students learn easily while others see learning very difficult.

Oxford defines learning strategies (1990:8) as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations. Wenden and Rubin also define learning strategies (1987:19) as ‘... any set of operations, steps, plans routines used by the learner to facilitate the obtaining, storage, retrieved, and usage of information. Oxford’s language learning definition is similar to Wenden and Rubin’s definitions in actions (operations) used by learners to get, store or use the information in other situation.

1.1. Background

Most of teachers of English have been searching for new ways in order to be more successful or help their students to become proficient students in learning a foreign or a second language. They must know that what students do while learning a second language or foreign language. Researchers have analyzed language-learning strategies and found out that students’ learning strategy choice is related to students’ purposes and the task they are engaged in (Oxford, 1990:8). Many researchers in addition to gender, age, aptitude, motivation, attitude, personality, and cognitive style have researched the relationships between the use of language learning strategies and success in mastering a second or foreign language.

Particularly, developments in cognitive psychology influenced much of the research done on language learning strategies. Chastain (1988:164) states that all students have learning strategies; some are successful and some are not. Teachers have two equally important obligations in class. One is to teach students how to learn, that is, learning strategies that will enhance learning in the subject for someone with their particular learning style. In general, teachers are much more attentive to product of learning than process of learning.

Another researcher, Macnamara (1973:55 in Oller and Richards) defines language learning as an inductive process whereby present contexts and their implicit meaning are used as clues to crack the code of language. Some of the characteristics of language learning are as the followings:

1. Learning is acquisition or 'getting.'
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Language learners bring all these and more variables into play in the learning of a second language. Teaching cannot be defined apart from learning. Brown (1994:7) defines teaching as guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In another study, Wilkins (1974: 58-83) lists some principles for language teaching:

1. Objective to be clearly defined,
2. Learning activities to be representative of learning objectives (Speech and writing objectives, speech and writing methods, production and reception objectives, production and reception methods),
3. Learners to model their own language performance on significant instances of target-language behavior,
4. The significance of meaning and the role of the mother tongue,
5. Language learning and language use.

Since grammar is the basis of language, separating grammar from language is a totally wrong attitude. Grammar is the rules of a language, set out in a terminology, which is hard to remember, with many exceptions appended to each rule. The student, having an incomplete knowledge of the structure of the language, is unable to determine the limits within which analogy may be applied. Students need a clear picture of what they are trying to do within the system of the new language; that is, they need to understand the possible extensions and limitations of certain

interrelationships. Some deductive explanation, some establishing of rules, is necessary (Rivers, 1968:78).

Grammar must be taught. The question is how to be consistent with the learner strategies in grammar while teaching. This study attempts to investigate the ways in which some language learners make conscious efforts to learn English grammar more efficiently, which strategies they use in language learning, whether a particular learning strategies favors certain strategies or not, if it does, what those strategies are and relationships between strategy use and learner achievement in grammar learning.

Successful second language learners are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as learners, while learning a second or foreign language. Some students who are less successful can also identify some of these strategies, however, they do not know how to choose the appropriate strategies and how to use them in a given task.

In Turkey, many researchers have tried to identify and analyze language-learning strategies of students learning English as a foreign language. Şanal (1992:55) investigated the relationship between learning strategies use and achievement of the preparatory students in EFL by using Oxford's (1989) Strategy Inventory for Language Learning (SILL) Version 7.0. She did not find significant

relationship between language learning strategy use and achievement in the students' questionnaires, but she found significant relationship between language learning strategy use and achievement in the teachers' assessments of the students' strategy use in the EFL situation.

In another study, Kaçar (1999:87) investigated the effects of using learning strategies on students' success by an experimental research. She found significant differences between learners' training related with the strategy use and its effect on students' success. However, none of the studies in the EFL setting in Turkey have investigated the relationship between the usage of grammar learning strategies and learner achievement.

1.2. Purpose

The use of grammar learning strategies of the students in prep school at the University of Gaziantep was investigated in this study. The relationship between students' choice of learning strategies in grammar and foreign language achievement was investigated. To sum up, do the use of grammar learning strategies have a positive effect on the student achievement? By knowing this, we can help the students and improve their learning habits.

1.3. Problem

“Is there a relationship between strategy use and the students’ success in grammar?” is the main question that is going to be answered in this study. Grammar teaching/learning is very important in language teaching/learning process and when it is not dealt with significantly, the learner may have some problems in learning the grammar of the target language.

Although the students have the same materials and syllabus, they vary greatly in their achievement in grammar in English preparatory school at the University of Gaziantep. This was assumed that students’ choice of grammar learning strategies could contribute to this difference in the students’ achievement.

Language leaning strategies, while non-observable, consciously or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the classroom.

Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered, to be the appreciated characteristics of a good language teacher (Lessard-Clouston, 1997:3).

1.3.1 Good Language Learners

There have been done a lot of research about the characteristics of language learners. Some of the researchers list characteristics of good language learners and poor language learners. Early researchers tended to make lists of strategies and other features presumed to be essential for all good L2 learners. Good L2 learners are willing and accurate guessers; have a strong drive to communicate; are often uninhibited; are willing to make mistakes; focus on form by looking for patterns and analyzing; take advantage of all practice opportunities; monitor their speech as well as that of others; and pay attention to meaning (Oxford, 1994).

A number of these characteristics have been validated by subsequent research. However, the "uninhibited" aspect has not been confirmed as part of all or most good language learners. Because of language anxiety, many potentially excellent L2 learners are naturally inhibited; they combat inhibition by using positive self-talk, by extensive use of practicing in private, and by putting themselves in situations where they have to participate communicatively.

Effectiveness and Orchestration of L2 Learning Strategies:

Research supports the effectiveness of using L2 learning strategies and has shown that successful language learners often use strategies in an orchestrated fashion. Some findings are listed by Oxford (1994) below:

1. Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993; Thompson and Rubin, 1993).
2. Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot and Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O'Malley and Chamot, 1990).
3. Cognitive (e.g., translating, analyzing) and metacognitive (e.g., planning, organizing) strategies are often used together, supporting each other (O'Malley and Chamot, 1990). Well-tailored combinations of strategies often have more impact than single strategies.
4. Certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing (Chamot and Kupper, 1989).
5. The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because these behaviors are not studied frequently by L2

researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process (Oxford, 1990).

1.4. Scope

This study was conducted to all of the Preparatory School students at the University of Gaziantep in 2001-2002 Academic year in order to know to what extent they use grammar learning strategies and the effect of grammar learning strategies on the students' achievement.

At the beginning of the first term, a proficiency exam was given to all of the students who want to take it. According to the results of the exam, the students were placed to some groups. In 2001-2002 academic year, there were 3 groups in level A, 3 groups in level B and 17 groups in level C in the Preparatory School. Most of the students (17 groups in level C) were beginners. Two teachers shared a class. Every student attended English classes six hours a day. The program was based on reading, grammatical structures, writing, speaking and listening. The main course book was Headway.

1.5. Limitation

A Grammar Learning Strategy Questionnaire, which consists of 43 items, was administered to the all of the Preparatory School students. Most of the items in the questionnaire consist of grammar learning strategies, but there may be

some other grammar learning strategies that are not mentioned in the questionnaire. Since grammar is important in language learning, students were supposed to learn grammar successfully.

1.6. Research Questions

The followings are the research questions that the study aimed to answer:

1. Is there a relationship between strategy use and the students' success in grammar?
2. Do the students use Grammar Learning Strategies?
3. To what extent do the students use Grammar learning strategies while learning English?
4. Are there any differences between good language learners (the students who score 60 or above) and poor learners (the students who score below 60) in using grammar learning strategies?
5. Is there a relationship between gender of the students and the use of grammar learning strategies?
6. Is there a relationship between educational background of the students and the use of grammar learning strategies?
7. Is there a relationship between duration that students have taken English courses and the use of grammar learning strategies?

1.7. Assumptions

In this study, it was assumed that:

1. The tools that were used in data collection were valid and reliable.
2. The tests that were given to the students for the whole year were valid and reliable.
3. The students answered the questions, which were used in the questionnaire, willingly and clearly.
4. The performance of the instructors was assumed to be the same.
5. The findings of this study are limited to the students who attended almost one-year preparatory English class at the University of Gaziantep. Because of this, the findings could not be generalized to the entire population learning English as a foreign language throughout Turkey or elsewhere.

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, the theoretical framework of the study, which includes the definitions, features, and typology of language learning strategies and especially grammar learning strategies are going to be presented. The studies on language learning strategies, which were conducted in the World and in Turkey, are also going to be presented briefly in this chapter.

2.1. Theoretical Framework of the Study

In 1960's language researchers noticed the importance of learner characteristics and their influence on learning a foreign language. The information about a learner's knowledge about language and his/her beliefs about the language learning process (that is, what he/she knows) can be helpful for better understanding him/her and for forming the basis for selecting and activating one strategy over another. Much of the research on language learning strategies has concentrated on identifying what (self-defined) good language learners report they do to learn a second or foreign language or, in some cases, are observed doing while learning a second or foreign language. (Wenden and Rubin 1987:19). The following are some

of the questions that research on this learner characteristics have examined (Wenden and Rubin 1987: 3):

- 1) What are the abilities that constitute foreign language aptitude?
- 2) Does intelligence facilitate second language learning?
- 3) How is intelligence related to foreign language aptitude?
- 4) How do field dependent and field independent cognitive style influence foreign language achievement?
- 5) What are the perceptual learning style preferences of non-native speakers of English? Do they prefer visual, auditory, kinesthetic, tactile modalities?

It has been understood that language learning strategies exist in language learning and influence second language acquisition. Some language researchers also found that second language acquisition cannot be understood without addressing the interaction between language and cognition. Other researchers define cognitive science as ‘ a systematic inquiry into our thinking selves.’ Others define as ‘ a discipline devoted to exploring how our minds work...’ For some cognitive scientists this means a study of problem solving and formal logical reasoning. For others, it includes everything that goes on in the mind between input and output, i.e. perception, memory, learning, inference, concept formation, etc. (Wenden and Rubin 1987: 4). The work of Wenden has gained important new dimension to our understanding of learner strategies-namely, the importance of metacognitive knowledge in second language learning. Wenden identified 5 areas of metacognitive knowledge: (1) the language,

(2) student proficiency, (3) outcome of student's learning endeavors, (4) the student's role in the language learning process, and (5) how best to approach the task of language learning. Wenden's research has contributed important insights on metacognition in second language learning, namely, what learners know about their L2 learning (metacognitive knowledge) and how they plan it (a regulatory process). Wenden and Rubin (1987:22)

If we know the information processing framework for learning, the role of learning strategies in the acquisition of information generally can be understood. The purpose of this framework is to explain how information is stored in the memory and particularly how new information is acquired (O'Malley and Chamot 1990: 17). New information is acquired through a four-stage encoding process involving selection, acquisition, construction, and interaction (Weinstein and Mayor 1986 in O'Malley and Chamot 1990: 17). The role of learning strategies in this formulation is to make explicit what otherwise may occur without the learner's awareness or may occur inefficiently during early stages of learning. Individuals may learn new information without consciously applying strategies that result in an ineffective learning or incomplete long-term retention. Strategies that are more actively engage the person's mental processes should be more effective in supporting learning. These strategies may become automatic after repeated use or after a skill has been fully acquired, although mental process that are deployed without conscious awareness may no longer be considered strategic (Rabinowitz and Chi 1987 in O'Malley and Chamot 1990: 18).

Research on learner strategies is viewed as mental processes and structures that constitute the field of cognitive science. To date the research, which are on mental processes and structures that constitute the field of cognitive science has been guided, primarily, by the following general questions (Wenden and Rubin 1987:6):

- 1) What do L2 learners do to learn a second language?
- 2) How do they manage or self-direct these efforts?
- 3) What do they know about which aspects of their L2 learning process?
- 4) How can their learning skills be refined and developed?

The term language learning strategies refers to three of the above questions. First, language learning strategies are behaviours which learners engage in to learn and regulate the learning. Secondly, language learning strategies are knowledge about the strategies they use. Finally, language learning strategies are also learners' knowledge about aspects of their language learning, e.g. what personal factors facilitate L2 learning; general principles to follow to learn a second language successfully.

2.1.1. Language Learning Strategies

Language learning strategies are tools for active, self-directed involvement, which is essential for developing communicative competence. According to Weinstein and Mayer(1986) in O'Malley and Chamot(1990:43) learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of strategy use is to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge. Tarone (1981) in O'Malley and Chamot(1990:43) defines

learning strategies as attempts to develop linguistic and socio-linguistic competence in the target language. Weinstein and Mayer's definition of learning strategies is similar to Tarone's. The motivation for use of the strategies is to desire to learn the target language rather than the desire to communicate. Use of appropriate language learning strategies improves proficiency and causes self-confidence (Oxford 1990:1). Oxford (1990: 8-11) defines key features of language learning strategies as the following:

- 1) Communicative competence as the main goal: All appropriate language learning strategies lead to a goal of communicative competence. These strategies involve in general and specific ways to encourage the development of communicative competence. Now language learning strategies stimulate in the growth of communicative competence in general can be seen easily. For instance, metacognitive strategies can help learners to regulate their own cognition and to focus, plan, and evaluate their progress as they move toward communicative competence. As learner's competence grows, strategies can act in specific ways to foster particular aspects of that competence: grammatical, sociolinguistic, discourse, and strategic elements.
- 2) Greater self-direction for learners: language learning strategies encourage greater self-direction for learners. Self-direction is important for language learning , because they cannot always have teacher to guide them . Unless learners want to more responsibility for their learning, they will not be successful.

- 3) New roles for teachers: teachers force all communication to go to and through in language classroom. Their functions can be as facilitator, guide, helper, adviser, coordinator, co-communicator, etc. Beyond these functions, teachers must identify students' learning strategies, train them on learning strategies and help them to become more independent.
- 4) Other features: Other important features of language learning strategies are problem orientation, action basis, involvement beyond just cognition, ability to support learning directly or indirectly, degree of observability, level of consciousness, teachability, flexibility, and influences on strategy choice.

Besides Oxford's key features of language learning strategies, Wenden and Rubin (1987) list some theoretical assumptions on language learning strategies:

- 1) Some language learners are more successful than others: Some of learners' success comes to live for particular sets of cognitive and metacognitive behaviors which they engage in language learning. Because of this, successful language learners can be different from the other students who seldom use cognitive or metacognitive behaviors.
- 2) The learning process includes both explicit and implicit knowledge: Both explicit and implicit knowledge can contribute to learning.
- 3) Consciousness-raising is not incidental to learning: When learning becomes conscious, this consciousness can lead both poorer and better learners to improve the obtaining, storing, retrieving and using of information, that is, can lead them to learn better.

- 4) Successful strategies can be used to good effect by less effective learners:
Once the strategies used by good language learners are identified, they can be used by less successful learners in order to be more successful.
- 5) Teachers can promote strategy use: the teacher should introduce good language learning strategies that are suitable for his/her students.
- 6) Once trained, students become the best judge of how to approach the learning task,
- 7) Self-direction promotes learning both inside and outside the classroom,
- 8) Language learning is like other kinds of learning,
- 9) The success of learner training in other subjects is applicable to language learning,
- 10) The 'critical' faculty used by all humans in communicating is important in language learning.

Researchers have searched for the characteristics of effective language learners in order to understand second language acquisition. Research effects concentrating on the 'good language learner' (Naiman et al. 1978; Rubin 1975) had identified strategies reported by students or observed in language learning situation that appear to contribute to learning. These efforts demonstrated that students do apply learning strategies while learning a second language.

Rubin's first primary category, consisting of strategies that directly affect learning, includes clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning, and practice. The second primary category, consisting of strategies that contribute indirectly to learning, includes creating practice opportunities and using production tricks such as communication strategies.

An alternative classification scheme proposed by Naiman et al. (1978) in O'malley and Chamot (1990:6) contains five broad categories of learning strategies and a number of secondary categories. The primary strategies were found to be common to all good language learners interviewed, whereas the secondary strategies were represented only in some of the good learners.

These psychological studies gained an important formulation of learning strategies in an information-processing theoretical model. This model contains a metacognitive(executive) function in addition to cognitive-processing(operative) function. Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials (Brown and Palinasar 1982). A third type of learning strategy on cognitive psychology is the influence of social and affective processes on learning. Examples of social/affective strategies are cooperative learning, which involves peer interaction to achieve a common goal in

learning, and asking questions for clarification. Affective strategies are represented in the exercise of 'self-talk', the redirecting of negative thoughts about one's capability to perform a task with assurances that the task performance is within reach (O'Malley and Chamot 1990:8). O'Malley and Chamot's classification of strategies is similar to Wenden.

Wenden(1983) in O'Malley and Chamot(1990:102) searched the influence of self-directed learning among adult foreign language learners. Wenden found self-directed language learning activities in a variety of social settings by the help of interviews. According to Wenden the self-directed activities could be characterized by eight questions learners might pose to themselves that lead to decisions about language learning practices. The eight questions that were used to characterize self-directed learning fit conveniently within the categories. Brown(1984) in O'Malley and Chamot(1990:102) used to describe metacognitive strategies. Wenden's strategy studies seemed to be dealt with at the macro level, representing general approaches to learning, rather than internal mental processes.

Oxford's strategy classification seemed to be similar to Rubin's strategy classification except for the actual definitions and specific strategies. In Oxford's classification, primary strategies include nine subcategories (e.g., inferencing, mnemonics, summarizing, and practice), while support strategies include eight subcategories (e.g., attention enhancers, self-management, affective strategies, planning and cooperation). Furthermore, within each of these subcategories, additional examples of strategies are mentioned, producing an extended listing of some sixty-four strategies in all. What Oxford apparently tried to do was to subsume

within her classification virtually every strategy that had previously been cited in the literature on learning strategies. Oxford's extended classification scheme served another purpose, however, which was to provide the foundation for generating items for a questionnaire designed to assess uses of learning strategies in second language acquisition. (O'Malley and Chamot 1990:103-104). Strategies are divided as primary and supportive.

There are three kinds of strategies that directly or indirectly involve in language learning: learning strategies, communication strategies, and social strategies. Learning strategies are strategies, which contribute to the development of the language system, which the learner constructs and affect learning directly. Two kinds of learning strategies have been recognized recently: metacognitive and cognitive strategies. Metacognitive refers to (1) knowledge about cognitive processes, and (2) regulation of cognition or executive control or self-management through such processes as planning, monitoring, and evaluating. Cognitive strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Cognition consists of those processes or strategies through which an individual obtains knowledge or conceptual understanding. (Wenden and Rubin 1987:23).

Rubin (1981) in Wenden (1987:23) identified six general cognitive strategies, which may contribute directly to language learning:

- 1) *Clarification/verification* refers to those strategies which learners use to verify or clarify their understanding of the new language. In the process of creating or confirming rules in a new language, they may seek confirmation of their

understanding of the target language; they may ask for validation that their production of words, phrases, or sentences is consistent with the new language. Finally, they may seek to clarify the communication rules of the specific language variety they are attempting to learn. Verification allows the students to store information for further use.

- 2) Guessing/inductive inferencing refers to strategies which use previously obtained linguistic or conceptual knowledge to derive explicit hypotheses about the linguistic form, semantic meaning or speaker's intention. It involves using hunches from a wide range of possible sources to determine the speaker's intention. Thus, learners can use what they know about their own or a second language to infer meaning. They may also use what they know about the communication process to infer the meaning by considering some information.
- 3) Deductive reasoning is a problem-solving strategy in which the learner looks for and uses general rules in approaching the foreign or second language. Here the learner uses previously acquired linguistic or conceptual knowledge to derive specific hypotheses about the linguistic form, semantic meaning or speaker's intention.
- 4) Practice refers to strategies which contribute to the storage and retrieval of language while focusing on accuracy of usage. Practice involves strategies such as: repetition, rehearsal, experimentation, application of rules, imitation, and attention to detail.

- 5) Memorization also refers to strategies which focus on the storage and retrieval of language; therefore some of the strategies, such as drill and repetition, used for practice are the same as memorization strategies. However, in the case of memorization, attention is paid to the storage and retrieval process. The goal of these strategies is organization.
- 6) Monitoring refers to strategies in which the learner notices errors (both linguistic and communicative), observes how a message is received and interpreted by the addressee, and then decides what to do about it. The monitoring process appears to be a combination of cognitive and metacognitive strategies.

There are different kinds of strategy systems in language learning. The system that is mentioned here is more comprehensive, detailed, systematic in linking individual strategies and strategy groups with each of the four language skills (listening, reading, speaking and writing). A general overview of the system of language learning strategies can be seen in Figure 1. According to this table strategies are divided into two major classes: direct and indirect. Both strategy groups support each other (Oxford 1990:14). Because strategies are divided as primary and supportive.

FIGURE 1 Interrelationships Between Direct and Indirect Strategies and Among the Six Strategy Groups.

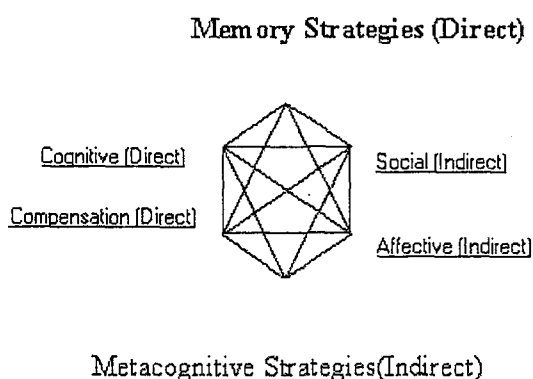


Figure 1 shows that direct language learning strategies are memory strategies, cognitive strategies and compensation strategies. Indirect learning strategies are metacognitive strategies, affective strategies and social strategies.

2.1.1.1 Direct Strategies for Dealing with Language

Language learning strategies that are directly involved in language learning are called direct strategies. All direct strategies require mental processing of language, but three groups of direct strategies (memory, cognitive and compensation) do this processing differently and for different purposes. Memory strategies help the students store and retrieve new information. Cognitive strategies help them understand and produce new language by many different means. Compensation strategies allow them to use the language in spite of gaps in knowledge

2.1.1.1.1 Memory strategies

Memory strategies are regarded as mental tools and fall into four sets: Creating mental linkages, applying images and sounds, reviewing well, and

employing actions. Memory strategies are more effective when they are used with metacognitive strategies. In memory strategies, things are arranged in order, associations and reviewing are made. In the task of learning a new language, these arrangements and associations must be meaningful to the learner, and the material that will be reviewed must have significance.

Some teachers think that vocabulary learning is easy, whereas, some learners think that it is very difficult task to learn necessary vocabulary in order to be fluent. Memory strategies help learners to cope with this problem. They can store verbal materials and then retrieve them when they need them for communication. In addition, the memory strategies of structured reviewing help move information from the 'fact level' to the 'skill level', where knowledge is more procedural and automatic (Oxford 1990:39-40). Memory strategies help learners pair different types of material. In language learning, some learners can give verbal labels to pictures, or create visual images of words or phrases by the help of memory strategies. According to their learning preference, other learners can link verbal material with sound, motion or touch. Memory strategies can be divided as the following (Oxford 1990:40-41):

- 1) Grouping: Classifying or reclassifying language material into meaningful units, either mentally or in writing, to make the material easier to remember by reducing the number of discrete elements. Groups can be based on type of word (e.g., all nouns or verbs), topic (e.g., words about weather), and so on. The power of this strategy may be enhanced by labeling the groups, using

acronyms to remember the groups, or using different colors to represent different groups.

- 2) Association/Elaborating: Relating new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory. These associations can be simple or complex, mundane or strange, but they must be meaningful to the learner.
- 3) Placing New Words into a Context: Placing a new word or phrase in a meaningful sentence, conversation, or story in order to remember it. This strategy involves a form of associating/elaborating, in which the new information is linked with a context.

2.1.1.1.2 Cognitive Strategies

According to O'Malley and Chamot (1990), cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986) in O'Malley and Chamot (1990:44) subsumed these strategies under three broad groupings: rehearsal, organization, and elaboration processes (which may include other strategies that rely on at least in part upon knowledge in long-term memory such as inferencing, summarizing, deduction, imagery and transfer). Cognitive strategies may be limited in application to the specific type of task in the learning activity. Cognitive strategies are essential in learning a new language. They are varied a lot. Their variations are unified by a common function: manipulation or transformation of the target language by the

learner. Cognitive strategies are regarded as a most popular strategy with language learners. Cognitive strategies are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important strategy among cognitive strategies. Sometimes learners are not aware of how important practicing is.

Receiving and sending messages are helpful strategies. By the help of such strategy, learners can get the idea (message) quickly, locate the main idea through skimming or the key points of interest through scanning. This strategy shows that it is unnecessary for learners to focus on every single word. In this group of strategy, using resources is helpful for both comprehension and production. Learners use a variety of resources, print or non-print for understanding and producing messages in the new language.

Language learners commonly use analyzing and reasoning strategies. Adult learners especially use reasoning strategy. They construct a formal model in their minds based on analysis and comparison, create general rules, and revise those rules when new information is available. This process is extremely valuable. However, language learners sometimes can make mistakes in the generalizing the rules they have learned to the new language (Oxford 1990:43-45). Later, they can learn how to and where to generalize a rule to the new situation.

Practicing

- 1) Repeating: Saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.

- 2) Formally Practicing with Sounds and Writing Systems: practicing sounds (pronunciation, intonation, register, etc.) in a variety of ways, but not yet in naturalistic communicative practice; or practicing the new writing system of the target language.
- 3) Recognizing and Using Formulas and Patterns: Being aware of/or using routine formulas (single, unanalyzed units), and unanalyzed patterns.
- 4) Recombining: Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.
- 5) Practicing Naturalistically: Practicing the new language in natural, realistic setting, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

Receiving and Sending Messages

- 1) Getting the Idea Quickly: using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners understand rapidly what they hear or read in the new language. Preview questions often assist.
- 2) Using Resources for Receiving and Sending Messages: Using print or non-print resources to understand incoming messages or produce outgoing messages.

Analyzing and Reasoning

This set of five strategies concerns logical analysis and reasoning as applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression.

- 1) Reasoning Deductively: Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.
- 2) Analyzing Expressions: Determining the meaning of new expression by breaking it down into parts; using the meaning of various parts to understand the meaning of the whole expression.
- 3) Analyzing Contrastively: Comparing elements (sounds, vocabulary, grammar) of the new language with elements of one's own language determine similarities and differences.
- 4) Translating: Converting a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language; using one language as the basis for understanding or producing another.
- 5) Transferring: Directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.

Creating Structure for Input and Output

- 1) Taking Notes: Writing down the main idea or specific points. This strategy can involve raw notes, or it can comprise a more systematic form of note-taking.
- 2) Highlighting: Using a variety of emphasis techniques to focus on important information in a passage.

2.1.1.1.3 Compensation Strategies

According to Oxford (1990: 47-48), compensation strategies are helpful to use the new language for comprehension or production in spite of limitations in knowledge. Compensation strategies also help for repertoire or grammar and especially vocabulary. Compensation strategies exist as ten parts which are divided into two sets: Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.

In guessing strategies (inferencing), students use a wide variety of clues-linguistic and nonlinguistic- to guess the meaning when they do not know some words in a sentence. Good language learners often use these strategies. Some of compensation strategies such as adjusting or approximating the message, help students become more knowledgeable about what they have already known.

Guessing Intelligently in Listening and Reading

- 1) Using Linguistic Clues: seeking and using language-based clues in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Language-based clues may come from aspects of the target language that the learner already knows, from the learners' own language, or from another language (Oxford 1990:49).
- 2) Using Other Clues: Seeking and using clues that are not language-based in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Non-language clues may come from a wide variety of sources: knowledge of context, situation, text structure, etc (Oxford 1990:49).

Overcoming Limitations in Speaking and Writing

Oxford(1990:50-51) lists eight strategies that are used for speaking and writing.

- 1) Switching to the Mother Tongue: Using the mother tongue for an expression without translating it. This strategy may also include adding word endings from the new language onto words from the mother tongue.
- 2) Getting Help: Asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language.
- 3) Using Mime or Gesture: Using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.

- 4) **Avoiding Communication Partially or Totally:** Partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance.
- 5) **Selecting the Topic:** Choosing the topic of conversation in order to direct the communication to one's own interests and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.
- 6) **Adjusting or Approximating the Message:** Altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing, such as saying pencil for pen.
- 7) **Coining Words:** Making up new words to communicate the desired idea, such as paper-holder for notebook.
- 8) **Using a Circumlocution or Synonym:** Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym).

2.1.1.2 Indirect Strategies for General Management of Learning

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

2.1.1.2.1 Metacognitive Strategies

Metacognitive strategies are used to oversee, regulate or self-direct language learning. Wenden's studies (1982) in Wenden and Rubin (1987:25) focused on what learners know about various aspects of their language learning and how this influences their choice of strategies. Wenden identified several planning strategies which students use. Students may be aware of their needs and preferences and choose what they want to learn and how they should learn a language. This choice may be dependent upon the student's beliefs or how language is to be learned. They can choose how to use resources. They may then prioritize the aspects of language that they want to learn. By choosing and prioritizing, students set their own learning goals. Finally, students may plan what their learning strategies should be and change them if they are not successful. Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. Metacognitive strategies include three strategy sets: Centering your learning, arranging and planning your learning, and evaluating your learning. If language learners use metacognitive strategies, they can be successful. When language learners face unfamiliar vocabulary, complicated rules, different writing systems, non-traditional instructional approaches, learners' focus can only be regained by the conscious use of metacognitive strategies such as paying attention and overviewing/linking with already familiar material.

Language learners should use other metacognitive strategies like organizing, setting goals and objectives, considering the purpose, etc. in order to

arrange and plan their language learning in an efficient, effective way. Seeking many ways of practice opportunities outside of the classroom is another important metacognitive strategies. Language learners can learn from their errors. They should judge their proficiency (Oxford 1990:136-140).Metacognitive strategies can help learners be successful.

Centering Students' Learning

This set of three strategies helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning (Oxford 1990:138).

- 1) **Overviewing and Linking with Already Known Material:** Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known. This strategy can be accomplished in many different ways, but it is often helpful to follow three steps: learning why the activity is being done, building the needed vocabulary, and making the associations.
- 2) **Paying attention:** Deciding in advance to pay attention in general to a language learning task and to ignore distractors, and/or to pay attention to specific aspects of the language or to situational details.
- 3) **Delaying speech production to focus on listening:** Deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed.

Arranging and Planning Students' Learning

This set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning (Oxford 1990:138-139).

- 1) Finding out about language learning: Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.
- 2) Organizing: Understanding and using conditions related to optimal learning of the new language; organizing one's schedule, physical environment, and language learning notebook.
- 3) Setting goals and objectives: Setting aims for language learning, including long-term goals (such as being able to use the language for informal conversation by the end of the year) or short-term objectives (such as finishing reading a short story by Friday).
- 4) Identifying the purpose of a language task: Deciding the purpose of a particular language task involving listening, reading, speaking, or writing.
- 5) Planning for a language task: Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps: describing the task or situation, determining its requirements, checking one's own linguistic resources, and determining additional language elements or functions necessary for the task or situation.
- 6) Seeking practice opportunities: Seeking out or creating opportunities to practice the new language in naturalistic situations, such as going to a

second/foreign language cinema, etc. Consciously thinking in the new language also provides practice opportunities.

2.1.1.2.2 Affective Strategies

Language learners can gain control over language by the help of affective strategies. Affective strategies are divided three sets: Lowering your anxiety, encouraging yourself, and taking your emotional temperature. The affective factors may become one of the biggest factors on language learners for their success or failure. Good language learners can often control how to use their emotions, attitudes, motivations and values about language learning.

‘Since attitudes affect motivation, attitudes and motivation work together to influence language learning performance itself’ (Oxford 1990:141). A plentiful amount of anxiety can sometimes help language learners to gain performance, but not too much. Successful language learners can take risk of guessing meanings or speaking up despite the possibility of making a mistake.

Lowering Students’ Anxiety

- 1) Using progressive relation, deep breathing, or mediation: Using the technique of alternately tensing and relaxing all of the major muscle groups in the body, as well as the muscles in the neck and face in order to relax; or the technique of breathing deeply from the diaphragm; or the technique of mediating by focusing on mental image or sound.

- 2) Using music: Listening to soothing music, such as a classical concert, as a way to relax.
- 3) Using laughter: Using laughter to relax by watching a funny movie, reading a humorous book, listening to jokes, and so on (Oxford 1990:143).

Encouraging Themselves

Language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own, often forget this set of three strategies (Oxford 1990:143-144).

- 1) Making positive statements: Saying or writing positive statements to oneself in order to feel more confident in learning the new language.
- 2) Taking risks wisely: Pushing oneself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgment.
- 3) Rewarding yourself: Giving oneself a valuable reward for a particular good performance in the new language.

Taking Students' Emotional Temperature

The four strategies in this set help learners to assess their feelings, motivations, and attitudes, and, in many cases, to relate them to language tasks(Oxford 1990:144).

- 1) Listening to your body. Paying attention to signals given by the body. These signals may be negative, reflecting stress, tension, worry, fear, and anger; or they may be positive, indicating happiness, interest, calmness, and pleasure.
- 2) Using a checklist: using a checklist to discover feeling, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks.
- 3) Writing a language learning diary: Writing a diary or journal to keep track of events and feelings in the process of learning a new language.
- 4) Discussing your feeling with someone else: Talking with another person to discover and express feelings about language learning.

2.1.1.2.3 Social Strategies

According to Oxford (1990:144), language is a form of social behavior and communication. Communication can only occur between and among people. Thus, in communication process, appropriate social strategies are very important. Social strategies are divided as three sets: Asking questions, cooperating with others and empathizing with others. Asking question is a basic interaction which language learners can gain great benefits from it. They may ask questions for clarification (when something is not understood), for verification (when the learner wants to check whether something is correct) and for correction, which is especially useful in the classroom. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. In themselves they

do not contribute to learning since they merely put the student in an environment where practice is possible.

Wong-Fillmore (1976) in Wenden and Rubin (1987: 27) identified two social strategies: join a group and act as if you understand what is going on, even if you do not, and count on your friends for help. Although these strategies provide exposure to the target language, they contribute only indirectly to learning since they do not lead directly to the obtaining, storing, retrieving and using of language. Rubin (1981) also listed other activities that may contribute indirectly to learning, all of them under the rubric: 'creates opportunity for practice.' The list includes: creates situation with natives in order to verify/test/practice; initiates conversation with fellow student/teacher/native speaker; answers to self, questions to other students, etc.

Asking Questions

- 1) Asking for clarification or verification: Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case (Oxford 1990:146-147).
- 2) Asking for correction: Asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing (Oxford 1990:147).

Cooperating with others

- 1) Cooperating with others: Working with other language learners to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group (Oxford 1990:147).
- 2) Cooperating with proficient users of the new language: Working with native speakers or other proficient users of the new language, usually outside of the language classroom (Oxford 1990:147).

Empathizing with others

- 1) Developing cultural understanding: Trying to empathize with another person through learning about the culture, and trying to understand the other person's relation to that culture (Oxford 1990:147).
- 2) Becoming aware of others' thoughts and feelings. Observing the behaviors of others as a possible expression of their thoughts and feeling; and when appropriate, asking about thoughts and feelings of others (Oxford 1990:147).

2.1.1.2.4 Communication Strategies

The main concern of communication strategies is the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. According to Wenden and Rubin (1987:26), communication strategies are very important because they allow the learner to remain in the conversation. By continual exposure to natural conversation, learners may also learn (1) through opportunities to

hear more of the target language, and (2) through opportunities to produce new utterances and test their knowledge. Further, with successful communication, motivation for more learning can be enhanced.

In order to remain in the conversation, learners must (1) find ways to continue producing the target language despite limitations, (2) recognize when their production has not been properly interpreted, and (3) indicate their reception of the speaker's intentions. Learners may contribute to or remain in the conversation if they give the impression they know the target language by using a few well-chosen conversational formulas. By using such formulas, learners can continue to participate in activities, which provide contexts for the learning of new material. Hence they can remain in conversation even though they are not as proficient as their use of these prefabricated patterns might indicate (Wenden and Rubin 1987: 25-26). Language learner pay attention anything that they hear in the target language and they try to use that language for communicating with their friend, teachers, etc.

2.1.2 Foreign Language Learning Strategies

Cohen (1998:4) defines learning strategies as learning processes, which are consciously selected by learner. The element of choice that gives a strong special character is important. Language learning strategies include strategies for identifying the material that needs to be learned, distinguished it from other material if need be, grouping it for easier learning, having repeated contact with the material, and formally committing the material to memory when it does not seem to be acquired

naturally. Since language learning strategies have been named as 'good,' 'effective,' or 'successful' and the converse, it needs to be pointed out that with some expectations, strategies themselves are not inherently good or bad, but have the potential to be used effectively- whether by the same learner from one instance within one task to another instance within that same task, from one task to another, or by different learners dealing with the same task.

Some studies on language learning strategies suggest that higher proficiency or lower proficiency learners use more or fewer strategies than the other group, usually indicating that the better learners use more strategies, but sometimes just the opposite.

Inadequate linking of learning strategies and learning styles must be considered in language learning. Learning strategies do not operate by themselves, but rather are directly tied to the learner's underlying styles, (i.e. their general approaches to learning) and other personality related variables (such as anxiety and self-concept) in the learner. They are also related to demographic factors such as sex, age, and ethnic differences. Oxford (1993b) in Cohen (1998:15) identifies five learning style contrasts in her Style Analysis Survey (SAS). She makes the point that each style preference offers significant benefits for learning and that the important thing is for learners to identify the style preferences for that work and to apply them whenever possible. The following is a description of the style contrasts that appear on the SAS:

- 1) The use of physical senses for study and work (visual, auditory, hands-on),
- 2) Dealing with other people (extroversion, introversion),

- 3) Handling possibilities (intuitive-random, concrete-sequential),
- 4) Approaching tasks (closure-oriented, open),
- 5) Dealing with ideas (global, analytic).

Once learners have a sense of their style preferences, it may be easier for them to see why it is they prefer using certain strategies and not others.

2.1.2.1 Grammar Learning Strategies

Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English, but in any language. As human beings, we can put sentences together even as children. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences - that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity. People associate grammar with errors and correctness. But knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when our students and we closely read the sentences in poetry and stories. Knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.

The dominant methods for teaching second language in the 1960s were the grammar translation method and the audiolingual method. The grammar-translation method supported the idea that language learning was largely an intellectual process of studying and memorizing bilingual vocabulary lists and explicit grammar rules. The audiolinguist supported the idea of habit formation through repeated practice and reinforcement. (Ellis 1997:5)

Teaching grammar was a central concern in English language teaching. We often talk about 'knowing' the structure of a language. This can mean two things. First, it can refer to the unconscious ability to use the structure of a language to convey meaning. Secondly, 'knowing' the structure of a language may refer to the information that has been acquired through studying structural descriptions. We call these two types of knowledge 'unconscious' and 'acquired.' This distinction is important, because it is relevant to what the student needs to know and what the teacher needs to know. The student needs to be able to produce correct sentences automatically. Teachers cannot presume to have taught students a particular structure by getting them to memorize the rules.

When we learn our mother tongue, we make no use of 'acquired knowledge' whatsoever. However, when teaching a second language it is often useful to refer the students to simple grammatical description as a learning aid, i.e. as a means of developing 'unconscious knowledge.'

The aim of structure teaching is to present and practice the different structures of the language. For a second language this needs to be done systematically. This requires dealing with one structure at a time, demonstrating and

practicing its form and function thoroughly. We cannot expect a student to speak or write English accurately until he has mastered the individual structures that make up that language.

Here are some methods for students to use grammar:

- 1) The traditional definitions of the parts of speech can be difficult to apply. Students recognize the basic parts of speech more reliably and quickly by looking at the form of a word and by using sentence "frames." If a word can be made plural or possessive, or if it fits in the sentence "The _____ went there," it is a noun. If a word can be made past, or can take an -ing ending, it is a verb. Of course the same word form can often serve as more than one part of speech, but you can help students learn to recognize how a particular form is being used in a particular sentence by introducing them to a variety of tests.
- 2) Is a group of words a whole sentence or a fragment? If it doesn't make sense after an opening such as "I am convinced that," it is a fragment.

Whatever you could do to help my sister. I am convinced that whatever you could do to help my sister. This is what you could do to help my sister. I am convinced that this is what you could do to help my sister.
- 3) To help students find the verb phrase in a sentence, have them make the sentence negative by inserting did not, don't, or a similar term. The verb phrase is usually next to the word not. Simon tried to put the bike in the garage. Simon did not try to put the bike in the garage.
- 4) To help students find the subject of a sentence, have them add a tag question such as isn't it? or aren't they? The pronoun that ends the appropriate tag

question will usually refer to the sentence subject. Listening to loud music will damage your ears. Listening to loud music will damage your ears, won't it?

- 5) Substitute a pronoun for the complete subject. This change shows students where the division between subject and predicate lies; it is also a simple way to check on subject-verb agreement. The girl with the saxophone is walking home. She / is walking home.

2.1.2.1.1 Classification of Structural Pattern Drills

There are three classes of drills: mechanical, meaningful and communicative drills.

Mechanical Drills

Paulston and Bruder (1976:4) define mechanical drill as a drill where there is complete control of the response, where there is only one correct way of responding. Because of the complete control, students need not even understand the drill although they respond correctly. Repetition and substitution drills are the most extreme example of this class of drill. There are two kinds of mechanical drills: mechanical memorizing drills and mechanical testing drills. The purpose of memorizing drill is primarily to help students memorize the pattern with virtually no possibility for mistakes. Mechanical testing drills not only provide feedback for the

teacher, but they also help students organize the information they have learned into wholes or contrasts.

The difference between a mechanical memorizing drill and a testing drill lies in the ability of the students to respond, again depending on how well they have memorized certain patterns, but understanding what they are saying is not a necessary requisite. The ability to practice mechanical drills without necessarily understanding them is an important criterion in distinguishing them from meaningful drills.

Meaningful Drills

In a meaningful drill there is a right answer and the student is supplied with the information necessary for responding, either by the teacher, the classroom situation, or the assigned reading, but in all cases the teacher always knows what the student ought to answer. Everyone is always aware that these drills are only language exercises and that any answers will do as well as another, as long as it is grammatically correct and conforms to the information supplied (Paulston and Bruder 1976:7).

Communicative Drills

The expected terminal behavior in communicative drills is normal speech for communication. The degree of control in a communicative drill is a moot point. The differences between a meaningful drill and a communicative drill lie in the

expected terminal behavior (automatic use of language manipulation versus free transfer of learned language patterns to appropriate situations), and in response control. But the main difference between a meaningful drill and a communicative drill is that in the latter the speaker adds new information about the real world. In mechanical and meaningful drills the teacher and the class always know what answer to expect.

2.1.2.1.2 Typology of Structural Pattern Drills

A typology of drills is a useful guide to constructing drills. Here is an overview of the total typology (Paulston and Bruder 1976:10).

Repetition Drills

According to Paulston and Bruder (1976:12-15) repetition drills are just what they sound like, plain repetition of the cue. By varying the nature of the cue, one can achieve different subtypes of repetition drills. One might well question the justification for including mindless parroting in a language class. In the first place, the teacher must make very sure that is not mindless parroting. Students can do some of these drills without understanding them and the teacher therefore has to make extra sure that they do understand. Beginning students can remember and repeat only relatively short sentences. Repetition drills of steadily increasing lengths are very

useful for developing auditory memory, for increased competence in recognition and recall of long utterances of language.

- 1) Verbatim repetition: The students repeat the cue exactly as given. The drills are useful in teaching subject-verb agreement, adjective-noun order and word order in general. Verbatim repetition tends to be very boring for more advanced students; but by increasing the length of the utterances as the students increase in proficiency, the students' memory is challenged and the drills seem to be regarded as games.
- 2) Open-ended repetition (chain drills): These drills are done individually and each student repeats all the responses prior to his own and adds his own piece of information. Since the students tend to regard them as games, they work well for extra practice on complicated patterns when verbatim repetition might be rejected. The drills also require the students to listen to each other.
- 3) Dialogue repetition drills: In these drills a sequence of specified patterns is repeated with minor variations. They are excellent for practice in the changing of tenses, formation of questions and changing word order, as well as for practice in conversational exchanges. The students concentrate on the exchange and forget they are drilling.

Discrimination Drills

According to Paulston and Bruder (1976:15-17) discrimination drills are by nature testing drills, i.e., drills where the correct answer (there is only one)

depends on conscious choice by the student. Discrimination drills are useful when introducing new patterns that vary only slightly from previous patterns.

- 1) Pattern recognition: The 'same-different' responses are most often found in pronunciation exercises but can be helpful in determining discrimination of grammatical patterns as well. More common in grammar drills are those in which the student is required to identify the patterns on the basis of some specified feature.
- 2) Content recognition: Similar surface structures may have different underlying deep structures, i.e., similar sounding words and phrases may have different meaning.
- 3) Function coding: These drills might be said to be the reverse of the context recognition drills. Rather than decoding a specific function, the student here has to encode it.

Alternation Drills

These are the drills familiar to all who have used the audio-lingual texts: substitution, transformation, expansion drills, and so on. They are encoding drills that provide the students with practice with rules of the grammar where the purpose is to internalize the structure by practicing the pattern (Paulston and Bruder 1976:18-27).

- 1) Morpho-lexical drills: The teaching point of these drills focuses on morphological structure or lexical items like frequency adverbs, prepositions, etc. Some drills combine practice of more than one grammatical feature, and

such drills are much more difficult. All of these drills involve manipulation of a single sentence utterance where the constituents remain in the same order and of the same number as in the model utterance. These drills can be divided as single-slot, double-slot, multiple-slot, moving-slot, and correlative substitution.

- 2) Syntactic drills: In syntactic drills the student manipulates either the number of the order of the constituents in the cue. The teaching point of these drills tends to involve syntactical relationships of features such as question formation, formation of negative statements, word order, changes from phrase to clause and from clause to phrase. These drill can be divided as expansion, completion, reduction transformation, and integration.

Reply

We consider all types of drills that consist of a conversation-like exchange to belong to this category. With these drills it is especially important to keep the class of the drill in mind for it is easy to mistake mechanical manipulation for communicative activity (Paulston and Bruder 1976:27-31).

- 1) Two-stage drills: In two stage drills, the exchange is completed by the teacher cue and the student response. The cue may consist of a question or a statement that requires an appropriate controlled or free reply by the student. The reply types of drills are grouped according to the nature of the expected responses.

- 2) Three-stage drills: The cue, either a question or a statement by the teacher, sets up a conversational exchange among the students.

2.1.2.2 Vocabulary Learning Strategies

The prominent role of vocabulary knowledge in EFL learning has been increasingly recognized. Developments in 'lexical semantics' have prompted the development of the 'semantic field theory', 'semantic networks', or 'semantic grid' strategies, which organize words in terms of interrelated lexical meanings. Vocabulary learning strategies is a relatively new area of study. Although individual vocabulary learning strategies have been increasingly researched by many researchers, only two researchers have investigated vocabulary learning strategies as a whole.

The first is Stoffer(1995). She developed a questionnaire, which contained 53 items designed to measure specifically *vocabulary* learning strategies. She administered Vocabulary Learning Strategy Inventory (VOLSI). Stoffer demonstrated that the 53 items on the VOLSI clustered into nine categories by factor analysis as follows:

1. Strategies involving authentic language use
2. Strategies used for self-motivation
3. Strategies used to organize words
4. Strategies used to create mental linkages
5. Memory strategies

6. Strategies involving creative activities
7. Strategies involving physical action
8. Strategies used to overcome anxiety
9. Auditory strategies

The other researcher who investigated many strategies altogether is Schmitt(1997), who proposed his own taxonomy of vocabulary learning strategies. His scheme is somewhat different from Stoffer's. He distinguished the strategies, which learners use to determine the meaning of new words when they first encounter them from the ones they use to consolidate meanings when they encounter the words again. The former includes determination and social strategies, and the latter includes social, memory, cognitive, and metacognitive strategies. The social strategies are included in the two categories because they can be used for both purposes. This categorization is based, in part, on the Oxford's (1990) classification scheme.

Schmitt defined each strategy as follows. Determination strategies are used "when faced with discovering a new word's meaning without recourse to another person's expertise "(p.205). Social strategies are used to understand a word " by asking some one who knows it "(p.210). Memory strategies are " approaches which relate new materials to existing knowledge" (p.205). The definition of cognitive strategies was adopted from Oxford (1990) as " manipulation or transformation of the target language by the learner" (p.43). Finally, metacognitive strategies are defined as " a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study"(p.205). Although the definitions are quite clear, it is unclear whether the strategies classified

into the five categories really share the common underlying factors. A part from the unclear classification scheme, a number of interesting findings arose in Schmitt's research. The results showed that a bilingual dictionary was most popular. Other popular strategies that follow were verbal repetition, written repetition, and studying the spelling. In contrast, strategies such as the use of physical action, L1 cognates, and semantic maps were least commonly used. Many of the popular strategies were perceived by the participants to be helpful as well. Strategies perceived as less helpful were imaging a word's meaning, using cognates, imagining word form, skipping or passing a new word, and the Key Word Method. Schmitt stated that since strategies may be culture-specific, the same findings may not be observed with people from different L1 backgrounds. His research was meaningful in that it proposed a taxonomy of vocabulary learning strategies, indicated the change of strategy use overtime, and proposed the idea of introducing new strategies to learners at different stages of cognitive maturity. In summary, the notion of learning strategies was born in two fields that have developed it independently: cognitive psychology and SLA. The former tried to analyze the strategies that experts employ and then train novices to use them as well. The latter preferred to describe the kinds of strategies that are used. Furthermore, a number of researchers have attempted to systematize strategies of nonnative speakers, using questionnaires such as the SILL that classify various kinds of strategies into categories.

2.1.2.3 Reading Strategies

Competent readers are not only skilled but strategic. That is, they have a repertoire of reading behaviors that they can consciously apply in a variety of situations for a variety of purposes. In order to be able to use a strategy students need to know what the behavior is, how to apply it, why it works, and in what situation it should be used. This knowledge about a reading behavior and the ability to select and apply it differentiates a strategy from a skill.

Explicit instruction in reading strategies should include modeling the strategy with explanations, metaphors, analogies, and think alouds of the strategy. This has been described as “scaffolded instruction” since it provides initial support, like a scaffold, for students as they build the ability to use a strategy. As students build a strategy into their repertoire, the scaffolding becomes less necessary. The teacher provides less direction and feedback and students assume greater responsibility for strategy applications. Effective Reading Strategies are as the following (Jones 1986):

- 1) The Structure of Texts
- 2) Ways of Reading Texts
- 3) Reading Critically
- 4) Evaluating Texts
- 5) Texts And Situations
- 6) Improving Your Reading Strategies
- 7) Case Analysis

8) Case Analysis Map

9) Case Analysis Example

Studies in which good and poor readers were compared reveal that the more effective readers employ metacognitive strategies before, during, and after their reading in order to facilitate comprehension (Paris & Jacobs, 1984). Poor readers, on the other hand, tend to emphasize decoding (“word barking”) rather than reading for meaning. They rarely utilize comprehension-monitoring or “fix up” strategies. Metacognitive reading strategies can be divided into at least three categories: planning-identifying a purpose for reading and selecting particular actions to reach one’s reading goals for a passage; regulation-monitoring and redirecting one’s efforts during the course of reading to reach the desired goals; and evaluation appraisal of one’s cognitive abilities to carry out the task and reach one’s reading goals. Each of these aspects of reading awareness includes declarative knowledge (e.g., knowing that a title provides clues about the topic of a passage), procedural knowledge (e.g., knowing how to summarize), and conditional knowledge (e.g., knowing when to skim for details).

The development of reading (strategies) awareness is an important cognitive attainment because it distinguishes beginning and advanced readers. Skilled readers often engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring. They think about the topic, look forward and backward in the passage, and check their own understanding as they read. Beginning readers or poor readers do not recruit and use these skills.

2.1.2.4 Writing Strategies

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. It can be challenging, whether writing in one's native language or in a second language. According to Thompson (2000), some of the writing strategies are as the following :

- 1) **Brainstorming:** Many good writers start with brainstorming during which ideas are generated. After jotting down the ideas during brainstorming, you can organize, prioritize, and eliminate ideas that were generated. Here are a few ideas for brainstorming: decide on the message you want to express
decide on the purpose of the message (e.g., to entertain, to inform, or to persuade)
decide on the genre (e.g., description, explanation, or narration)
pick a style (e.g., neutral, expressive, casual, or formal)
decide on the amount of detail to be included.
- 2) **Keep your reader in mind:** Most writing has an intended reader. The reader should determine what and how you write. For instance, your biography will be written differently if you write it to a personal friend or a prospective employer.
- 3) **Keep your reader in the loop:** Do not write about something that bores even you! If you did not choose the subject yourself, relate it to your personal experience. A few strategies for alleviating boredom on the part of the reader: use pronouns instead of repeating the same noun link sentences instead of

writing strings of choppy unconnected ones break up text into coherent paragraphs maintain continuity from paragraph to paragraph.

- 4) Avoid dictionary overuse: If you have to look up almost all the words in a sentence you are trying to compose, chances are you are not writing at the appropriate level. You should find another topic or simplify your writing. However, if you need to look up a word, keep context in mind because words have multiple meanings.
- 5) Review and edit: Skilled writers spend a lot of time reviewing the text they have written. They review at the general level first such as completeness, clarity, and organization. They review spelling, punctuation, and grammar later after they have made the general revisions.

2.1.2.5 Listening Strategies

According to Thompson (2000), some of the listening strategies are as the following:

- 1) Listen regularly: In addition to language tapes, videos, and CD-ROMs specially prepared for your textbook or your course, make a regular habit of listening to the foreign language 'in the real world.'
- 2) Choose materials for the appropriate level of difficulty: If you are a beginning foreign language learner, start with video rather than audio materials, since video provides listeners with visual support that often makes it easier to follow what is being said.

- 3) Choose materials on familiar topics: Listening to materials whose content is familiar to you gives you the ability to anticipate what will be said. This, in turn, will make it easier for you to infer what the unfamiliar segments may mean.
- 4) Use your background knowledge: You should be able to anticipate information in a segment by using your knowledge of the subject matter.
- 5) Use visual clues to help you understand: Visual clues such as the setting, the action, the interaction, facial expressions, and gestures can help you to get a general idea of what is going on.
- 6) Use information from the segment itself: Your knowledge about the characters, the setting, and the story line of an episode may help you predict what is likely to happen next. This, in turn, will help you predict what is likely to be said and what words and phrases might be used.
- 7) Listen for familiar elements in the segment: Listen for international words that occur across a number of languages with some variation in their pronunciation or cognates.
- 8) For Two-Way (Interactive) Listening: Let your interlocutor help if you are not following what is being said. If you feel that you cannot follow your conversational partner, take charge of the situation.
- 9) Ask your conversational partner to repeat what he or she just said: Learn such phrases as "Please repeat" in the foreign language. If you did not get part of the message, ask additional questions.
- 10) Repeat the part of a sentence you did not understand, using a question intonation.

- 11) Assume that the 'here' and 'now' are relevant: Most casual conversations relate to the present. People commonly talk about the weather, the immediate setting, or some action that is taking place at the moment.
- 12) Learn question words: Every language has a limited number of question words, such as who, what, where, when, how, how much, and which. Some languages use "little" interrogatives words (particles) that follow other words or come at the end of the sentence.
- 13) Pay attention to numbers: Think of how many times a day you hear numbers mentioned: temperature, time, prices, telephone numbers, addresses, and so on. This should tell you how important they are in listening.

2.2 Related Studies Abroad

In this section, the research studies, which have done about language learning strategies and grammar learning-teaching strategies, will be reviewed. Research on learning strategies dates back to 1966 when Aaron Carton first published his study *The Method of Inference in Foreign Language Study*. In this study, he noted that learners vary in their propensity to make inferences and in their ability to make valid, rational, and reasonable inferences. Some researchers attempted to identify the characteristics of effective learners. Naiman et al. 1978; Rubin 1975 had identified strategies reported by students or observed in language learning situation that appear to contribute to learning. The research focused on

personality traits, cognitive styles and strategies that were critical to successful language learning.

Rubin (1981) proposed a classification scheme that subsumes learning strategies under two primary groupings and a number of subgroups. Rubin's first primary category consists of strategies that directly affect learning. The second primary category consists of strategies that contribute indirectly to learning.

Wesche (1975) completed her dissertation on the learning behaviors of successful adult language students in the Canadian Civil Service. Wesche found these students used many of the same strategies listed by Rubin and Stern.

Bialystok (1979) reports on research which showed the effects of the use of two functional strategies-inferencing and functional practicing- and two formal strategies-monitoring and formal practicing. According to Bialystok, the focus of functional practicing strategies is language use. On the other hand, formal practicing strategies focus on language form.

Reber (1989,1993) claims that his studies reveal evidence of implicit learning following instructions simply to memorize string of letters generated by an artificial finite state grammar, with no conscious attention directed toward the rule-governed nature of the stimuli. Reber also claims that implicit learning is often superior to explicit learning following instruction to search consciously for rules.

2.3 Related Studies Conducted in Turkey

In Turkey researchers have tried to identify and analyze language learning strategies of students learning English as a Foreign Language.

Çavuşoğlu (1992) investigated the relationships between learning strategy choice and EFL proficiency at Boğaziçi University using Oxford's (1990) Strategy Inventory for language Learning (SILL). She found significant relationship between language learning strategy choice and English proficiency.

Kahraman (1988) investigated learner factors affecting students' success in EFL situation at the University of Gaziantep. She found significant relationships between good habits and success.

Özseven (1993) investigated the relationship between learning strategies and oral performance.

Kaya (1995) not only looked at the relationship between academic success and language learning strategy choice, but also factors that might influence the choice.

Yüzbaşıoğlu (1991) investigated Turkish university EFL students' metacognitive strategies and beliefs about language learning at Bilkent University.

Balkan (1993) investigated the learning style differences of EFL learners at the University of Gaziantep.

CHAPTER III

METHODOLOGY

3.0. Presentation

The purpose of this study was to investigate the relationship between students' choice of learning strategies in grammar and foreign language achievement. Two testing instruments were used to collect data: achievement grades of the students and the second is a Grammar Learning Strategies Questionnaire. The students, who score 60 or above 60, are accepted as successful and the students, who score below 60, are accepted as unsuccessful.

3.1. Data Collection Tool

A 43-item questionnaire consists of three parts of Grammar Learning Strategies such as cognitive strategies, metacognitive strategies, and social/affective strategies. A five choice Likert type of questionnaire was developed in order to assess the subject levels of agreement or disagreement in a quantifiable manner such as:

Never = 1

Seldom = 2

Sometimes = 3

Usually = 4

Always = 5

Students were required to respond to 43 statements. The total time allowed to fill in the questionnaire was 15 minutes. The items in the questionnaire were in the statement form, Turkish and they were mainly depended upon Oxford's (1990) taxonomy of learning strategies and grammar teaching/learning methods. In addition, the researcher developed some other original strategies. The points for the answers were summed up for each column and average for each part and the overall average were calculated. These should be within the range of 1.0 to 5.0. The average for each part showed which set of strategies was more favored by students. The overall average showed how frequently students use grammar learning strategies as the following:

<u>Levels of the Strategy Use</u>		<u>Mean</u>
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
	Generally not used	1.5 to 2.4
Low	Never or almost never used	1.0 to 1.4

In the first phase of the study, a Grammar Learning Strategies Questionnaire consisting of 43 items was piloted to 49 students from different levels of students to test the reliability of the questionnaire as a preliminary study.

The questionnaire items were classified according to Oxford's taxonomy of learning strategies. The questionnaire consists of three sections:

- Part A (items from 1 to 17): Cognitive Strategies (Using mental processes)
- Part B (items from 18 to 36): Metacognitive (Organizing and evaluating learning)
- Part C (items from 37 to 43): Social/affective (learning with others/managing emotions)

3.2. Reliability of the Questionnaire

The Split-half technique was used to measure the reliability of the questionnaire. The Split-half reliability coefficient was calculated to be 0,72 and 0,71 which were defined to be reliable for Likert-type attitude scales Ekmekçi (1999:33-35).

3.3. Design of the Study

To investigate the relationship between students' choice of learning strategies in grammar and students' success, a descriptive study was conducted. Data was collected by means of a Grammar Learning Strategies Questionnaire

administered to the Preparatory School students and their achievement grades in the University of Gaziantep.

In order to analyze the relationship between students' choice of learning strategies in grammar and students' success, the t-test and ANOVA techniques were used. In Trochim's term (1997) (cited in Ekmekçi 1999:104) 'the t-test assesses whether the means of two groups are statistically different from each other.' According to Ekmekçi(1999:110), ANOVA is used to investigate the difference between one dependent variable and more than two independent variables each of which may have several levels. After the collection of data through Grammar Learning Strategies Questionnaire and achievement grades of the students, they were sorted and evaluated in the computer environment using SPSS standard statistical analysis program. While assessing the frequencies and percentages of the usage of grammar learning strategies, the frequencies and percentages that are on the column of 'sometimes', 'usually' and 'always' were summed in order to find the total usage of grammar learning strategies in the tables of frequencies and percentages. The frequencies and percentages of successful and unsuccessful students were also summed in order to obtain information about the total usage for successful and unsuccessful students separately.

3.4. Research Population

There were 425 participants (from the total of 578, 153 students were absent) in the study from all levels (in level A, 3 groups, in level B 3 groups, and in level C 17 groups) in the English Preparatory School of the University of Gaziantep

in the Academic year of 2001-2002. Sampling was not used in this study, because the questionnaire was distributed to all of the English Preparatory School students. English Preparatory School of the University of Gaziantep consists of engineering, medical and Vocational High School of Tourism with 578 students and 26 instructors.

The achievement grades of the students were calculated from four midterm exams, 22 quizzes and one final exam. The averages of 75% midterms and 25% of the quizzes are taken. The averages of 60% of these exams and 40% of the final exam are taken and summed for the achievement grades of the students. The students, who get 60 and above 60, are accepted as successful students and the students, who get below 60, are accepted as unsuccessful students.

Table 3.4.1 Frequencies and Percentages of Female and Male Students

Gender	Frequency	Percentages
Female	91	21,4
Male	334	78,6
Total	425	100,0

Table 3.4.2 The duration that the students has taken English courses

Years	Frequency	Percentages
1-3	215	51,1
3-6	90	21,4
6-10	116	27,6
Total	421	100,0

Table 3.4.3 Educational Background of the Subjects

High School	Frequency	Percentages
Anatolian	75	17,6
Super	92	21,6
General	207	48,7

Vocational	12	2,8
Other	39	9,2
Total	425	100,0

CHAPTER IV

DATA ANALYSIS

4.0 Presentation

As mentioned previously, the aim of this study was to investigate the relationship between students' choice of learning strategies in grammar and foreign language achievement. The results of the t- test for each item will be discussed referring to the tables containing the frequencies, percentages of the students' use of grammar learning strategies and their achievement grades. The results of the t-test for every item will also be evaluated under three main groups: cognitive, metacognitive and social/affective strategies.

4.1 Analysis of the Percentages of the Cognitive Grammar Learning Questionnaire and Achievement grades

Table 4.1 The finding concerning the questionnaire item 1“use of breaking a new structure into meaningful pieces and analyze them in order to make conclusions”

Achievement Grade			I 1					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count	7	8	7	6		28
		% of Total	1,7 %	1,9 %	1,7 %	1,4 %		6,8 %
	45-49	Count	5	7	6	4		22
		% of Total	1,2 %	1,7 %	1,4 %	1,0 %		5,3 %
	50-59	Count	9	23	12	27	7	78
		% of Total	2,2 %	5,6 %	2,9 %	6,5 %	1,7 %	18,8 %
SUCCESSFUL	60-69	Count	27	27	39	32	8	133
		% of Total	6,5 %	6,5 %	9,4 %	7,7 %	1,9 %	32,1 %
	70-74	Count	5	14	19	21	1	60
		% of Total	1,2 %	3,4 %	4,6 %	5,1 %	,2 %	14,5 %
	75-79	Count	5	10	11	14	8	48
		% of Total	1,2 %	2,4 %	2,7 %	3,4 %	1,9 %	11,6 %
80-84	Count	10	3	5	10	2	30	
	% of Total	2,4 %	,7 %	1,2 %	2,4 %	,5 %	7,2 %	
85-89	Count	1	1	4	4	2	12	
	% of Total	,2 %	,2 %	1,0 %	1,0 %	,5 %	2,9 %	
90-100	Count		1	1		1	3	
	% of Total		,2 %	,2 %		,2 %	,7 %	
Total		Count	69	94	104	118	29	414
		% of Total	16,7 %	22,7 %	25,1 %	28,5 %	7,0 %	100,0 %

60.6% (251) students reported that they break a new structure into meaningful pieces and analyze them in order to make conclusions. The students, who get 60 and above 60, are successful and the students, who get below 60, are unsuccessful.

According to the table 69% (286) of the students are successful. 63.63% (182) of the successful students acknowledged that they use this strategy. 36.36% (104) of them, on the other hand, do not use it. Beside this, 30.9% (128) of the students are unsuccessful. 53.90% (69) of them stated that they use this strategy. In contrast, 46.9% (59) of them do not use it.

Table 4.2 The finding concerning the questionnaire item 2“the students try to find grammatical patterns in English”.

Achievement Grade			I 2					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	6 1,5 %	7 1,7 %	4 1,0 %	7 1,7 %	4 1,0 %	28 6,8 %
	45-49	Count % of Total	4 1,0 %	9 2,2 %	3 ,7 %	6 1,5 %		22 5,3 %
	50-59	Count % of Total	9 2,2 %	24 5,8 %	17 4,1 %	18 4,4 %	8 1,9 %	76 18,4 %
SUCCESSFUL	60-69	Count % of Total	29 7,0 %	28 6,8 %	26 6,3 %	40 9,7 %	12 2,9 %	135 32,7 %
	70-74	Count % of Total	10 2,4 %	16 3,9 %	15 3,6 %	16 3,9 %	3 ,7 %	60 14,5 %
	75-79	Count % of Total	7 1,7 %	10 2,4 %	9 2,2 %	18 4,4 %	4 1,0 %	48 11,6 %
	80-84	Count % of Total	5 1,2 %	10 2,4 %	3 ,7 %	8 1,9 %	3 ,7 %	29 7,0 %
	85-89	Count % of Total	3 ,7 %	4 1,0 %	1 ,2 %	1 ,2 %	3 ,7 %	12 2,9 %
	90-100	Count % of Total			2 ,5 %	1 ,2 %		3 ,7 %
Total		Count % of Total	73 17,7 %	108 26,2 %	80 19,4 %	115 27,8 %	37 9,0 %	413 100,0 %

56.2% (232) of the students acknowledged that they try to find grammatical patterns in English. According to the table, 69.4% (287) of the students are successful. 57.49% (165) of the successful students stated that they use this strategy, but 42.50% (122) of them do not use it. Furthermore, 30.5% (126) of the students are unsuccessful. 54.76% (69) of them reported that they use this strategy; on the contrary 45.23% (57) of them do not use it.

This finding indicates that both successful and unsuccessful students use the strategy equally.

Table 4.3 The finding concerning the questionnaire item 3“the students choice of the teacher’s giving Turkish equivalent of a new structure”.

Achievement Grade		I3					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %		1 ,2 %	9 2,2 %	16 3,8 %	29 7,0 %
	45-49	Count % of Total		1 ,2 %	3 ,7 %	6 1,4 %	11 2,6 %	21 5,0 %
	50-59	Count % of Total	3 ,7 %	1 ,2 %	8 1,9 %	26 6,2 %	39 9,4 %	77 18,5 %
SUCCESSFUL	60-69	Count % of Total	5 1,2 %	9 2,2 %	12 2,9 %	55 13,2 %	54 12,9 %	135 32,4 %
	70-74	Count % of Total	2 ,5 %	7 1,7 %	11 2,6 %	25 6,0 %	15 3,6 %	60 14,4 %
	75-79	Count % of Total	5 1,2 %	5 1,2 %	7 1,7 %	13 3,1 %	20 4,8 %	50 12,0 %
	80-84	Count % of Total	2 ,5 %	4 1,0 %	4 1,0 %	13 3,1 %	7 1,7 %	30 7,2 %
	85-89	Count % of Total	1 ,2 %	1 ,2 %	5 1,2 %	4 1,0 %	1 ,2 %	12 2,9 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	21 5,0 %	28 6,7 %	52 12,5 %	153 36,7 %	163 39,1 %	417 100,0 %

88.3% (368) of the students stated that they prefer the teacher’s giving Turkish equivalent of a new structure. When we look at the table, 69.5% (290) of the students are successful. 85.86% (249) of the successful students reported that they use this strategy; on the contrary, 14.13% (41) of the do not use it. Besides this, 30.5% (127) of the students are unsuccessful. 93.70% (119) of the unsuccessful students acknowledged that they use this strategy, but 6.29% (8) of them do not use it.

According to the results, both successful and unsuccessful students use this strategy, but unsuccessful students use it slightly higher than successful students.

Table 4.4 The finding concerning the questionnaire item 4“ use of rhymes to remember grammatical rules”.

Achievement Grade		I 4					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	12 2,9 %	6 1,4 %	2 ,5 %	4 1,0 %	3 ,7 %	27 6,4 %
	45-49	Count % of Total	8 1,9 %	9 2,1 %	3 ,7 %	1 ,2 %	1 ,2 %	22 5,3 %
	50-59	Count % of Total	28 6,7 %	17 4,1 %	19 4,5 %	8 1,9 %	6 1,4 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	56 13,4 %	30 7,2 %	25 6,0 %	18 4,3 %	6 1,4 %	135 32,2 %
	70-74	Count % of Total	25 6,0 %	17 4,1 %	11 2,6 %	8 1,9 %		61 14,6 %
	75-79	Count % of Total	22 5,3 %	10 2,4 %	13 3,1 %	4 1,0 %	2 ,5 %	51 12,2 %
	80-84	Count % of Total	15 3,6 %	9 2,1 %	2 ,5 %	4 1,0 %		30 7,2 %
	85-89	Count % of Total	7 1,7 %	2 ,5 %	1 ,2 %	2 ,5 %		12 2,9 %
	90-100	Count % of Total	2 ,5 %	1 ,2 %				3 ,7 %
Total		Count % of Total	175 41,8 %	101 24,1 %	76 18,1 %	49 11,7 %	18 4,3 %	419 100,0 %

34.1% (143) of the students pointed out that they use rhymes to remember grammatical rules. 69.7% (292) of the students are successful. 32.87% (96) of the successful students stated that they use this strategy and at the same time 67.12% (196) of them do not use it. Beside this, 30.3% (127) of the students are unsuccessful. 37% (47) of the unsuccessful students reported that they use this strategy; on the contrary, 62.99% (80) of them do not use it.

Nearly one-third of the students use this strategy. This indicates that the strategy is less preferred by the two groups.

Table 4.5 The finding concerning the questionnaire item 5“use of native language background, while learning English grammar”.

Achievement Grade		I 5					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %	8 1,9 %	4 1,0 %	9 2,1 %	4 1,0 %	28 6,7 %
	45-49	Count % of Total	4 1,0 %	5 1,2 %	7 1,7 %	5 1,2 %	1 ,2 %	22 5,3 %
	50-59	Count % of Total	15 3,6 %	9 2,1 %	19 4,5 %	21 5,0 %	14 3,3 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	24 4,8 %	22 5,3 %	31 7,4 %	36 8,6 %	25 6,0 %	134 32,0 %
	70-74	Count % of Total	4 1,0 %	9 2,1 %	15 3,6 %	20 4,8 %	13 3,1 %	61 14,6 %
	75-79	Count % of Total	2 ,5 %	7 1,7 %	10 2,4 %	15 3,6 %	17 4,1 %	51 12,2 %
	80-84	Count % of Total	1 ,2 %	6 1,4 %	9 2,1 %	9 2,1 %	5 1,2 %	30 7,2 %
	85-89	Count % of Total		3 ,7 %	5 1,2 %	2 ,5 %	2 ,5 %	12 2,9 %
	90-100	Count % of Total		1 ,2 %	1 ,2 %		1 ,2 %	3 ,7 %
Total		Count % of Total	49 11,7 %	70 16,7 %	101 24,1 %	117 27,9 %	82 19,6 %	419 100,0 %

71.6% (300) of the students stated that they use their native language knowledge, while learning English grammar. 69.4% (291) of the students are successful. 74.22% (216) of the successful students reported that they use this strategy, but 25.77% (75) of them do not use it. Furthermore, 30.6% (128) of the students are unsuccessful. 81.25% (104) of the unsuccessful students mentioned that they use this strategy. In contrast, 18.75% (24) of them do not use it.

It can be inferred that both successful and unsuccessful students use this strategy, but unsuccessful students use it slightly higher than successful students.

Table 4.6 The finding concerning the questionnaire item 6“ writing short summaries about what they have already learnt in order to remember later”.

Achievement Grade		I 6					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	5 1,2 %	5 1,2 %	8 1,9 %	8 1,9 %	3 ,7 %	29 6,9 %
	45-49	Count % of Total	5 1,2 %	5 1,2 %	5 1,2 %	2 ,5 %	5 1,2 %	22 5,3 %
	50-59	Count % of Total	12 2,9 %	13 3,1 %	11 2,6 %	22 5,3 %	19 4,5 %	77 18,4 %
SUCCESSFUL	60-69	Count % of Total	22 5,3 %	18 4,3 %	26 6,2 %	35 8,4 %	35 8,4 %	136 32,5 %
	70-74	Count % of Total	12 2,9 %	17 4,1 %	6 1,4 %	14 3,3 %	11 2,6 %	60 14,4 %
	75-79	Count % of Total	8 1,9 %	8 1,9 %	4 1,0 %	10 2,4 %	20 4,8 %	50 12,0 %
	80-84	Count % of Total	6 1,4 %	5 1,2 %	8 1,9 %	6 1,4 %	4 1,0 %	29 6,9 %
	85-89	Count % of Total	5 1,2 %	1 ,2 %		3 ,7 %	3 ,7 %	12 2,9 %
	90-100	Count % of Total	1 ,2 %		1 ,2 %	1 ,2 %		3 ,7 %
Total		Count % of Total	76 18,2 %	72 17,2 %	69 16,5 %	101 24,2 %	100 23,9 %	418 100,0 %

64.6% (270) of the students pointed out that they write short summaries about what they have already learnt with their way of understanding in order to remember later. 69.4% (290) of the students are successful. 64.48% (187) of the successful students stated that they use this strategy; on the contrary, 35.51% (103) of them do not use it. Furthermore, 30.6% (128) of the students are unsuccessful. 64.84% (83) of the unsuccessful students mentioned that they use this strategy, but 35.15% (45) of them do not use it.

This finding indicates that both successful and unsuccessful students use this strategy equally.

Table 4.7 The finding concerning the questionnaire item 7“the students’ thought about grammatical rules written on the board can be understood better than the rules given orally”.

Achievement Grade			I 7					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %		6 1,4 %	9 2,1 %	11 2,6 %	27 6,4 %
	45-49	Count % of Total		3 ,7 %	6 1,4 %	3 ,7 %	10 2,4 %	22 5,2 %
	50-59	Count % of Total		3 ,7 %	11 2,6 %	19 4,5 %	46 10,9 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	13 3,1 %	4 ,9 %	14 3,3 %	37 8,8 %	69 16,4 %	137 32,5 %
	70-74	Count % of Total	2 ,5 %	2 ,5 %	12 2,8 %	15 3,6 %	30 7,1 %	61 14,5 %
	75-79	Count % of Total	2 ,5 %		10 2,4 %	14 3,3 %	25 5,9 %	51 12,1 %
	80-84	Count % of Total			6 1,4 %	9 2,1 %	15 3,6 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	2 ,5 %	1 ,2 %	5 1,2 %	3 ,7 %	12 2,8 %
	90-100	Count % of Total	1 ,2 %				2 ,5 %	3 ,7 %
Total		Count % of Total	20 4,7 %	14 3,3 %	66 15,6 %	111 26,3 %	211 50,0 %	422 100,0 %

Most of the students (88.6%) pointed out that the grammatical rules written on the board could be understood better than the rules given orally. 69.6% (294) of the students are successful. 90.81% (267) of the successful students stated that they use this strategy. 9.18% (27) of them, on the other hand, do not use it. Besides, 30.3% (128) of the students are unsuccessful. 94.53% (121) of the unsuccessful students reported that they use this strategy. In contrast, 5.46% (7) of them do not use it.

It can be inferred that this strategy is highly preferred by both successful and unsuccessful students.

Table 4.8 The finding concerning the questionnaire item 8“writing notes, question questionnaire messages, letters, or reports in English”.

Achievement Grade		18					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	9 2,1 %	11 2,6 %	7 1,7 %	2 ,5 %	29 6,9 %	
	45-49	Count % of Total	6 1,4 %	8 1,9 %	4 ,9 %	2 ,5 %	22 5,2 %	
	50-59	Count % of Total	14 3,3 %	25 5,9 %	28 6,6 %	8 1,9 %	4 ,9 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	27 6,4 %	58 13,7 %	38 9,0 %	10 2,4 %	4 ,9 %	137 32,4 %
	70-74	Count % of Total	14 3,3 %	27 6,4 %	11 2,6 %	5 1,2 %	4 ,9 %	61 14,4 %
	75-79	Count % of Total	8 1,9 %	16 3,8 %	16 3,8 %	9 2,1 %	1 ,2 %	50 11,8 %
	80-84	Count % of Total	4 ,9 %	15 3,5 %	7 1,7 %	3 ,7 %	1 ,2 %	30 7,1 %
	85-89	Count % of Total	3 ,7 %	4 ,9 %	3 ,7 %	1 ,2 %	1 ,2 %	12 2,8 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	85 20,1 %	164 38,8 %	115 27,2 %	42 9,9 %	17 4,0 %	423 100,0 %

41.1% (174) of the students pointed out that they write notes, messages, letters, or reports in English. 60.1% (293) of the students are successful. 39.93% (117) of the successful students said that they use this strategy; on the contrary, 60.06% (176) of them do not use this strategy. Further, 30.8% (130) of the students are unsuccessful. 43.84% (57) of the unsuccessful students mentioned that they use this strategy, but 56.15% (73) of them do not use it.

This means that both successful and unsuccessful students prefer the strategy less.

Table 4.9 The finding concerning the questionnaire item 9“the students avoid using a grammatical structure, if it isn’t used in their native language such as Present Perfect Tense”.

Achievement Grade			I 9					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	10 2,4 %	8 1,9 %	4 ,9 %	5 1,2 %	2 ,5 %	29 6,8 %
	45-49	Count % of Total	5 1,2 %	7 1,7 %	4 ,9 %	5 1,2 %		21 5,0 %
	50-59	Count % of Total	32 7,5 %	12 2,8 %	16 3,8 %	14 3,3 %	5 1,2 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	49 11,6 %	30 7,1 %	31 7,3 %	18 4,2 %	10 2,4 %	138 32,5 %
	70-74	Count % of Total	20 4,7 %	16 3,8 %	14 3,3 %	7 1,7 %	4 ,9 %	61 14,4 %
	75-79	Count % of Total	24 5,7 %	9 2,1 %	10 2,4 %	5 1,2 %	3 ,7 %	51 12,0 %
	80-84	Count % of Total	17 4,0 %	4 ,9 %	5 1,2 %	3 ,7 %	1 ,2 %	30 7,1 %
	85-89	Count % of Total	7 1,7 %	3 ,7 %	2 ,5 %			12 2,8 %
	90-100	Count % of Total	2 ,5 %		1 ,2 %			3 ,7 %
Total		Count % of Total	166 39,2 %	89 21,0 %	87 20,5 %	57 13,4 %	25 5,9 %	424 100,0 %

39.8% (169) of the students stated that they avoid using a grammatical structure, if it isn’t used in their native language such as Present Perfect Tense. 69.5% (295) of the students are successful. 38.64% (114) of the successful students reported that they use this strategy. 61.35% (181) of them, on the other hand, do not use it. Beside this, 30.4% (129) of the students are unsuccessful. 42.63% (55) of the unsuccessful students acknowledged that they use this strategy; on the contrary, 57.36% (74) of them do not use it.

This finding indicates that the two groups of students less prefer the strategy.

Table 4.10 The finding concerning the questionnaire item 10“the students try to learn an absence of structures step by step, whenever there is an absence of structures”.

Achievement Grade			I 10					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	4 1,0 %	10 2,4 %	11 2,6 %	2 ,5 %	28 6,7 %
	45-49	Count % of Total		5 1,2 %	6 1,4 %	8 1,9 %	2 ,5 %	21 5,0 %
	50-59	Count % of Total	2 ,5 %	7 1,7 %	21 5,0 %	31 7,4 %	18 4,3 %	79 18,8 %
SUCCESSFUL	60-69	Count % of Total	6 1,4 %	12 2,9 %	21 5,0 %	64 15,2 %	34 8,1 %	137 32,5 %
	70-74	Count % of Total	1 ,2 %	12 2,9 %	10 2,4 %	28 6,7 %	10 2,4 %	61 14,5 %
	75-79	Count % of Total		5 1,2 %	6 1,4 %	26 6,2 %	13 3,1 %	50 11,9 %
	80-84	Count % of Total		5 1,2 %	5 1,2 %	11 2,6 %	9 2,1 %	30 7,1 %
	85-89	Count % of Total			2 ,5 %	6 1,4 %	4 1,0 %	12 2,9 %
	90-100	Count % of Total		1 ,2 %		2 ,5 %		3 ,7 %
Total		Count % of Total	10 2,4 %	51 12,1 %	81 19,2 %	187 44,4 %	92 21,9 %	421 100,0 %

Most of the students (85.5%) acknowledged that they try to learn an absence of structures step by step, whenever there is an absence of structures. 69.4% (293) of the students are successful. 86% (252) of the successful students reported that they use this strategy. In contrast, 13.99% (41) of them do not use it. Furthermore, 30.5% (128) of the students are unsuccessful. 85.15% (109) of the unsuccessful students said that they use this strategy, but 14.84% (19) of them do not use it.

This means that the strategy is highly preferred by both successful and unsuccessful students.

Table 4.11 The finding concerning the questionnaire item 11 “the students’ choice of the teacher’s giving only one structure at one time”.

Achievement Grade			I 11					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	2 ,5 %	6 1,4 %	9 2,1 %	11 2,6 %	29 6,9 %
	45-49	Count % of Total	1 ,2 %	2 ,5 %	5 1,2 %	9 2,1 %	4 1,0 %	21 5,0 %
	50-59	Count % of Total	2 ,5 %	5 1,2 %	12 2,9 %	35 8,3 %	23 5,5 %	77 18,3 %
SUCCESSFUL	60-69	Count % of Total	4 1,0 %	15 3,6 %	29 6,9 %	53 12,6 %	36 8,6 %	137 32,6 %
	70-74	Count % of Total	5 1,2 %	3 ,7 %	17 4,0 %	19 4,5 %	16 3,8 %	60 14,3 %
	75-79	Count % of Total	2 ,5 %	6 1,4 %	11 2,6 %	19 4,5 %	13 3,1 %	51 12,1 %
	80-84	Count % of Total	3 ,7 %	1 ,2 %	7 1,7 %	14 3,3 %	5 1,2 %	30 7,1 %
	85-89	Count % of Total	4 1,0 %	1 ,2 %		6 1,4 %	1 ,2 %	12 2,9 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	22 5,2 %	35 8,3 %	88 21,0 %	166 39,5 %	109 26,0 %	420 100,0 %

Most of the students (86.5%) stated that they prefer the teacher’s giving only one structure at one time. 69.7% (293) of the students are successful. 84.98% (249) of the successful students mentioned that they use this strategy. 15.01% (44) of them, on the other hand, do not use it. Beside this, 30.2% (1279) of the students are unsuccessful. 89.76% (114) of the unsuccessful students pointed out that they use this strategy; on the contrary, 10.23% (13) of them do not use it.

This finding reveals the fact that that the strategy is highly preferred by both groups of students.

Table 4.12 The finding concerning the questionnaire item 12“the students try to understand what they have heard or read without translating it word-for-word into their native language”.

Achievement Grade		I 12					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %	5 1,2 %	10 2,4 %	7 1,6 %	4 ,9 %	29 6,8 %
	45-49	Count % of Total	1 ,2 %	3 ,7 %	8 1,9 %	9 2,1 %	1 ,2 %	22 5,2 %
	50-59	Count % of Total	6 1,4 %	17 4,0 %	18 4,2 %	23 5,4 %	15 3,5 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	13 3,1 %	20 4,7 %	38 8,9 %	47 11,1 %	20 4,7 %	138 32,5 %
	70-74	Count % of Total	2 ,5 %	8 1,9 %	11 2,6 %	24 5,6 %	16 3,8 %	61 14,4 %
	75-79	Count % of Total	1 ,2 %	4 ,9 %	4 ,9 %	24 5,6 %	18 4,2 %	51 12,0 %
	80-84	Count % of Total	2 ,5 %	2 ,5 %	5 1,2 %	11 2,6 %	10 2,4 %	30 7,1 %
	85-89	Count % of Total			2 ,5 %	6 1,4 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total				2 ,5 %	1 ,2 %	3 ,7 %
Total		Count % of Total	28 6,6 %	59 13,9 %	96 22,6 %	153 36,0 %	89 20,9 %	425 100,0 %

Most of the students (79.5%) pointed out that they try to understand what they have heard or read without translating it word-for-word into their native language. 69.3% (295) of the students are successful. 82.37% (243) of the successful students reported that they use this strategy. In contrast, 17.62% (52) of them do not use it. Furthermore, 30.6% (130) of the students are unsuccessful. 73.07% (95) of the unsuccessful students acknowledged that they use this strategy, but 26.92% (35) of them do not use it.

It can be inferred that successful students use this strategy slightly higher than unsuccessful students.

Table 4.13 The finding concerning the questionnaire item 13“use of reviewing the new structures regularly”.

Achievement Grade			I 13					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	4 1,0 %	11 2,6 %	5 1,2 %	6 1,4 %	2 ,5 %	28 6,7 %
	45-49	Count % of Total	1 ,2 %	13 3,1 %	3 ,7 %	4 1,0 %	1 ,2 %	22 5,3 %
	50-59	Count % of Total	5 1,2 %	20 4,8 %	28 6,7 %	19 4,5 %	6 1,4 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	14 3,3 %	46 11,0 %	32 7,6 %	33 7,9 %	10 2,4 %	135 32,2 %
	70-74	Count % of Total	8 1,9 %	21 5,0 %	17 4,1 %	12 2,9 %	3 ,7 %	61 14,6 %
	75-79	Count % of Total	9 2,1 %	7 1,7 %	21 5,0 %	11 2,6 %	3 ,7 %	51 12,2 %
	80-84	Count % of Total	4 1,0 %	7 1,7 %	11 2,6 %	4 1,0 %	3 ,7 %	29 6,9 %
	85-89	Count % of Total	1 ,2 %	5 1,2 %	1 ,2 %	4 1,0 %	1 ,2 %	12 2,9 %
	90-100	Count % of Total		2 ,5 %		1 ,2 %		3 ,7 %
Total		Count % of Total	46 11,0 %	132 31,5 %	118 28,2 %	94 22,4 %	29 6,9 %	419 100,0 %

57.5% (241) of the students reported that they review the new structures regularly. 69.4% (291) of the students are successful. 57.38% (167) of the successful students acknowledged that they use this strategy. 42.61% (124) of them, on the other hand, do not use it. Besides, 30.6% (128) of the students are unsuccessful. 57.81% (74) of the unsuccessful students mentioned that they use this strategy; on the contrary, 42.18% (54) of them do not use it.

This means that both successful and unsuccessful students use the strategy equally.

Table 4.14 The finding concerning the questionnaire item 14“general use of the new grammatical structures in speaking or writing”.

Achievement Grade			I 14					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	14 3,4 %	6 1,4 %	3 ,7 %	3 ,7 %	28 6,7 %
	45-49	Count % of Total	1 ,2 %	7 1,7 %	7 1,7 %	7 1,7 %		22 5,3 %
	50-59	Count % of Total	8 1,9 %	27 6,5 %	28 6,7 %	9 2,2 %	5 1,2 %	77 18,5 %
SUCCESSFUL	60-69	Count % of Total	12 2,9 %	41 9,8 %	40 9,6 %	29 7,0 %	14 3,4 %	136 32,6 %
	70-74	Count % of Total	2 ,5 %	14 3,4 %	23 5,5 %	15 3,6 %	5 1,2 %	59 14,1 %
	75-79	Count % of Total	2 ,5 %	12 2,9 %	17 4,1 %	19 4,6 %	1 ,2 %	51 12,2 %
	80-84	Count % of Total	1 ,2 %	8 1,9 %	8 1,9 %	10 2,4 %	2 ,5 %	29 7,0 %
	85-89	Count % of Total		5 1,2 %	4 1,0 %	3 ,7 %		12 2,9 %
	90-100	Count % of Total		1 ,2 %		1 ,2 %	1 ,2 %	3 ,7 %
Total		Count % of Total	28 6,7 %	129 30,9 %	133 31,9 %	96 23,0 %	31 7,4 %	417 100,0 %

62.3% (260) of the students pointed out that they generally use the new grammatical structures in speaking or writing. 69.4% (290) of the students are successful. 66.20% (1929 of the successful students reported that they use this strategy. In contrast, 32.79% (989 of them do not use it. In addition to this, 30.5% (127) of the students are unsuccessful. 53.54% (68) of the unsuccessful students acknowledged that they use this strategy, but 46.45% (59) of them do not use it.

This finding indicates that successful students use this strategy slightly higher than unsuccessful students.

Table 4.15 The finding concerning the questionnaire item 15“use of the new structures they’ve learnt help them to understand listening and reading passages better as well”.

Achievement Grade			I 15					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %	7 1,6 %	3 ,7 %	8 1,9 %	8 1,9 %	29 6,8 %
	45-49	Count % of Total		2 ,5 %	5 1,2 %	11 2,6 %	4 ,9 %	22 5,2 %
	50-59	Count % of Total	3 ,7 %	9 2,1 %	12 2,8 %	36 8,5 %	19 4,5 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	3 ,7 %	14 3,3 %	22 5,2 %	48 11,3 %	51 12,0 %	138 32,5 %
	70-74	Count % of Total		2 ,5 %	9 2,1 %	25 5,9 %	25 5,9 %	61 14,4 %
	75-79	Count % of Total	1 ,2 %	2 ,5 %	6 1,4 %	26 6,1 %	16 3,8 %	51 12,0 %
	80-84	Count % of Total		2 ,5 %	3 ,7 %	13 3,1 %	12 2,8 %	30 7,1 %
	85-89	Count % of Total			2 ,5 %	6 1,4 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	10 2,4 %	38 8,9 %	63 14,8 %	175 41,2 %	139 32,7 %	425 100,0 %

Most of the students (88.7%) acknowledged that they use the new structures they’ve learnt help them to understand listening and reading passages better as well. 69.3% (295) of the students are successful. 91.86% (271) of the successful students stated that they use this strategy; on the contrary, 8.13% (24) of them do not use it. Besides, 30.6% (130) of the students are unsuccessful. 81.53% (106) of the unsuccessful students reported that they use this strategy. In contrast, 18.46% (24) of them do not use it.

This means that the strategy is highly preferred by both successful and unsuccessful students especially by successful students.

Table 4.16 The finding concerning the questionnaire item 16“ arranging their schedule to study and practice English regularly, not just for an exam”.

Achievement Grade			I 16					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	4 ,9 %	11 2,6 %	8 1,9 %	2 ,5 %	3 ,7 %	28 6,6 %
	45-49	Count % of Total	5 1,2 %	9 2,1 %	4 ,9 %	3 ,7 %	1 ,2 %	22 5,2 %
	50-59	Count % of Total	25 5,9 %	20 4,7 %	15 3,5 %	13 3,1 %	6 1,4 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	35 8,3 %	39 9,2 %	24 5,7 %	30 7,1 %	9 2,1 %	137 32,4 %
	70-74	Count % of Total	18 4,3 %	19 4,5 %	11 2,6 %	10 2,4 %	3 ,7 %	61 14,4 %
	75-79	Count % of Total	12 2,8 %	10 2,4 %	13 3,1 %	11 2,6 %	5 1,2 %	51 12,1 %
	80-84	Count % of Total	9 2,1 %	10 2,4 %	5 1,2 %	5 1,2 %	1 ,2 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	1 ,2 %	5 1,2 %	2 ,5 %	3 ,7 %	12 2,8 %
	90-100	Count % of Total				1 ,2 %	2 ,5 %	3 ,7 %
Total		Count % of Total	109 25,8 %	119 28,1 %	85 20,1 %	77 18,2 %	33 7,8 %	423 100,0 %

46.1% (195) of the students reported that they arrange their schedule to study and practice English regularly, not just for an exam. 69.4% (294) of the students are successful. 47.61% (140) of the successful students stated that they use this strategy. 52.39% (154) of them, on the other hand, do not use it. In addition to this, 30.5% (1299 of the students are unsuccessful. 42.63% (55) of the unsuccessful students said that they use this strategy, but 57.36% (74) of them do not use it.

It can be concluded that the strategy is preferred by nearly half of the students. Some of them do not arrange their schedule to study and practice English regularly.

Table 4.17 The finding concerning the questionnaire item 17“choice of the teacher’s demonstrating the form of a new structure and its function thoroughly”.

Achievement Grade			I 17					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	2 ,5 %	3 ,7 %	7 1,7 %	16 3,8 %	29 6,9 %
	45-49	Count % of Total		1 ,2 %		11 2,6 %	9 2,1 %	21 5,0 %
	50-59	Count % of Total	1 ,2 %	1 ,2 %	3 ,7 %	21 5,0 %	53 12,6 %	79 18,8 %
SUCCESSFUL	60-69	Count % of Total	2 ,5 %	7 1,7 %	5 1,2 %	37 8,8 %	84 20,0 %	135 32,1 %
	70-74	Count % of Total		1 ,2 %	7 1,7 %	17 4,0 %	36 8,6 %	61 14,5 %
	75-79	Count % of Total		1 ,2 %	2 ,5 %	18 4,3 %	30 7,1 %	51 12,1 %
	80-84	Count % of Total		1 ,2 %		11 2,6 %	18 4,3 %	30 7,1 %
	85-89	Count % of Total				5 1,2 %	7 1,7 %	12 2,9 %
	90-100	Count % of Total				3 ,7 %		3 ,7 %
Total		Count % of Total	4 1,0 %	14 3,3 %	20 4,8 %	130 30,9 %	253 60,1 %	421 100,0 %

Most of the students (95.5%) pointed out that they prefer the teacher’s demonstrating the form of a new structure and its function thoroughly. 69.2% (292) of the students are successful. 95.89% (280) of the successful students reported that they use this strategy; on the contrary, 4.10% (12) of them do not use it. Beside this, 30.7% (129) of the students are unsuccessful. 95.34% (123) of the unsuccessful students acknowledged that they use this strategy. In contrast, 4.65% (6) of them do not use it.

This finding indicates that the strategy is highly preferred and both successful and unsuccessful students use it equally.

4.2 Analysis of the Percentages of the Metacognitive Grammar Learning Questionnaire and Achievement Grades.

Table 4.18 The finding concerning the questionnaire item 18 'the students' choice of trying to attend every class hour whenever teacher presents a new structure'.

Achievement Grade		I 18					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	5 1,2 %	4 ,9 %	10 2,4 %	8 1,9 %	29 6,8 %
	45-49	Count % of Total		2 ,5 %	2 ,5 %	10 2,4 %	8 1,9 %	22 5,2 %
	50-59	Count % of Total	1 ,2 %	3 ,7 %	2 ,5 %	28 6,6 %	45 10,6 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	3 ,7 %	4 ,9 %	10 2,4 %	35 8,3 %	86 20,3 %	138 32,5 %
	70-74	Count % of Total	1 ,2 %	6 1,4 %	1 ,2 %	14 3,3 %	38 9,0 %	60 14,2 %
	75-79	Count % of Total		1 ,2 %	6 1,4 %	15 3,5 %	29 6,8 %	51 12,0 %
	80-84	Count % of Total			3 ,7 %	9 2,1 %	18 4,2 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %			5 1,2 %	6 1,4 %	12 2,8 %
	90-100	Count % of Total			1 ,2 %		2 ,5 %	3 ,7 %
Total		Count % of Total	8 1,9 %	21 5,0 %	29 6,8 %	126 29,7 %	240 56,6 %	424 100,0 %

Most of the students (93.1%) reported that they try to attend every class hour whenever teacher presents a new structure. 69.3% (294) of the students are successful. 94.55% (278) of the successful students pointed out that they use this strategy. 5.44% (16) of them, on the other hand, do not use it. Furthermore, 30.6% (130) of the students are unsuccessful. 90% (117) of the unsuccessful students acknowledged that they use this strategy, but 10% (13) of them do not use it.

This finding reveals the fact that the strategy is highly preferred by both successful and unsuccessful students.

Table 4.19 The finding concerning the questionnaire item 19“trying to analyze all details of the new structures in order to understand them”.

Achievement Grade			I 19					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	4 ,9 %	6 1,4 %	6 1,4 %	10 2,4 %	3 ,7 %	29 6,8 %
	45-49	Count % of Total		5 1,2 %	6 1,4 %	9 2,1 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	1 ,2 %	7 1,6 %	24 5,6 %	36 8,5 %	11 2,6 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	2 ,5 %	17 4,0 %	30 7,1 %	51 12,0 %	38 8,9 %	138 32,5 %
	70-74	Count % of Total	2 ,5 %	7 1,6 %	12 2,8 %	25 5,9 %	15 3,5 %	61 14,4 %
	75-79	Count % of Total	1 ,2 %	4 ,9 %	10 2,4 %	22 5,2 %	14 3,3 %	51 12,0 %
	80-84	Count % of Total	2 ,5 %	2 ,5 %	4 ,9 %	10 2,4 %	12 2,8 %	30 7,1 %
	85-89	Count % of Total		1 ,2 %	2 ,5 %	5 1,2 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	12 2,8 %	49 11,5 %	95 22,4 %	170 40,0 %	99 23,3 %	425 100,0 %

Most of the students (85.7%) acknowledged that they try to analyze all details of the new structures in order to understand them. 69.3% (295) of the students are successful. 96.61% (285) of the successful students reported that they use this strategy, at the same time 3.38% (10) of them do not use it. Besides, 30.6% (130) of the students are unsuccessful. 82.30% (107) of the unsuccessful students pointed out that they use this strategy. In contrast, 17.69% (23) of them do not use it.

It can be inferred that this strategy is highly preferred by the students, but successful students use slightly higher than unsuccessful students.

Table 4.20 The finding concerning the questionnaire item 20 “the students’ choice of a new structure from simple to complex”.

Achievement Grade			I 20					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	3 ,7 %	2 ,5 %	9 2,1 %	14 3,3 %	29 6,9 %
	45-49	Count % of Total				10 2,4 %	12 2,8 %	22 5,2 %
	50-59	Count % of Total	1 ,2 %	3 ,7 %	6 1,4 %	35 8,3 %	34 8,0 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	3 ,7 %	6 1,4 %	10 2,4 %	44 10,4 %	74 17,5 %	137 32,4 %
	70-74	Count % of Total	5 1,2 %	1 ,2 %	5 1,2 %	17 4,0 %	32 7,6 %	60 14,2 %
	75-79	Count % of Total		2 ,5 %	2 ,5 %	19 4,5 %	28 6,6 %	51 12,1 %
	80-84	Count % of Total			4 ,9 %	10 2,4 %	16 3,8 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %			7 1,7 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total				2 ,5 %	1 ,2 %	3 ,7 %
Total		Count % of Total	11 2,6 %	15 3,5 %	29 6,9 %	153 36,2 %	215 50,8 %	423 100,0 %

Most of the students (93.9%) pointed out that they prefer a new structure from simple to complex. 69.1% (293) of the students are successful. 93.85% (275) of the successful students stated that they use this strategy; on the contrary, 6.16% (18) of them do not use it. Beside this, 30.8% (130) of the students are unsuccessful. 93.84% (122) of the unsuccessful students mentioned that they use this strategy, at the same time 6.15% (8) of them do not use it.

This means that both successful and unsuccessful students use this strategy equally.

Table 4.21 The finding concerning the questionnaire item 21 “the students think that they’re not a good learner, when they make grammatical mistakes”.

Achievement Grade			I 21					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	5 1,2 %	2 ,5 %	12 2,8 %	5 1,2 %	4 ,9 %	28 6,6 %
	45-49	Count % of Total	3 ,7 %	4 ,9 %	4 ,9 %	8 1,9 %	3 ,7 %	22 5,2 %
	50-59	Count % of Total	19 4,5 %	10 2,4 %	23 5,5 %	15 3,6 %	12 2,8 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	27 6,4 %	30 7,1 %	33 7,8 %	35 8,3 %	12 2,8 %	137 32,5 %
	70-74	Count % of Total	24 5,7 %	13 3,1 %	10 2,4 %	7 1,7 %	7 1,7 %	61 14,5 %
	75-79	Count % of Total	19 4,5 %	9 2,1 %	8 1,9 %	9 2,1 %	5 1,2 %	50 11,8 %
	80-84	Count % of Total	7 1,7 %	6 1,4 %	7 1,7 %	6 1,4 %	4 ,9 %	30 7,1 %
	85-89	Count % of Total	5 1,2 %	2 ,5 %	2 ,5 %	2 ,5 %	1 ,2 %	12 2,8 %
	90-100	Count % of Total	1 ,2 %		1 ,2 %		1 ,2 %	3 ,7 %
Total		Count % of Total	110 26,1 %	76 18,0 %	100 23,7 %	87 20,6 %	49 11,6 %	422 100,0 %

55.9% (236) of the students acknowledged that they think that they’re not a good learner, when they make grammatical mistakes. 69.4%(293) of the students are successful. 51.19% (150) of the successful students pointed out that they use this strategy; on the other hand, 48.80% (143) of them do not use it. In addition to this, 30.5% (129) of the students are unsuccessful. 69.76% (90) of the unsuccessful students reported that they use this strategy. In contrast, 30.23% (39) of them do not use it.

This finding indicates that nearly half of the students use this strategy. Unsuccessful students use the strategy higher than successful students.

Table 4.22 The finding concerning the questionnaire item 22“their thoughts of relationships between what they already know and the new structures they learn”

Achievement Grade			I 22					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %	7 1,7 %	8 1,9 %	7 1,7 %	3 ,7 %	28 6,6 %
	45-49	Count % of Total	2 ,5 %	3 ,7 %	6 1,4 %	9 2,1 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	5 1,2 %	10 2,4 %	15 3,6 %	36 8,5 %	12 2,8 %	78 18,5 %
SUCCESSFUL	60-69	Count % of Total	4 ,9 %	15 3,6 %	30 7,1 %	61 14,5 %	27 6,4 %	137 32,5 %
	70-74	Count % of Total	3 ,7 %	7 1,7 %	9 2,1 %	25 5,9 %	17 4,0 %	61 14,5 %
	75-79	Count % of Total	4 ,9 %	4 ,9 %	8 1,9 %	21 5,0 %	14 3,3 %	51 12,1 %
	80-84	Count % of Total		4 ,9 %	5 1,2 %	12 2,8 %	9 2,1 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	1 ,2 %	3 ,7 %	4 ,9 %	3 ,7 %	12 2,8 %
	90-100	Count % of Total				2 ,5 %	1 ,2 %	3 ,7 %
Total		Count % of Total	22 5,2 %	51 12,1 %	84 19,9 %	177 41,9 %	88 20,9 %	422 100,0 %

Most of the students (82.7%) pointed out that they think relationships between what they already know and the new structures they learn. 69.6% (294) of the students are successful. 85.37% (251) of the successful students stated that they use this strategy.14.62% (43) of them, on the other hand, do not use it. Beside this, 30.3% (128) of the students are unsuccessful. 76.56% (98) of the unsuccessful students acknowledged that they use this strategy, but 23.43% (30) of them do not use it.

This finding reveals the fact that both successful and unsuccessful students use this strategy, especially successful students.

Table 4.23 The finding concerning the questionnaire item 23“their only use of the grammatical structure that they are certainly sure about”.

Achievement Grade		I 23					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	3 ,7 %	5 1,2 %	16 3,8 %	4 ,9 %	29 6,9 %
	45-49	Count % of Total			3 ,7 %	15 3,5 %	4 ,9 %	22 5,2 %
	50-59	Count % of Total	4 ,9 %	8 1,9 %	17 4,0 %	32 7,6 %	18 4,3 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	8 1,9 %	14 3,3 %	20 4,7 %	64 15,1 %	31 7,3 %	137 32,4 %
	70-74	Count % of Total	2 ,5 %	6 1,4 %	15 3,5 %	29 6,9 %	8 1,9 %	60 14,2 %
	75-79	Count % of Total	1 ,2 %	4 ,9 %	8 1,9 %	29 6,9 %	9 2,1 %	51 12,1 %
	80-84	Count % of Total	3 ,7 %	2 ,5 %	5 1,2 %	17 4,0 %	3 ,7 %	30 7,1 %
	85-89	Count % of Total		3 ,7 %	2 ,5 %	3 ,7 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total			2 ,5 %	1 ,2 %		3 ,7 %
Total		Count % of Total	19 4,5 %	40 9,5 %	77 18,2 %	206 48,7 %	81 19,1 %	423 100,0 %

Most of the students (86%) reported that they only use the grammatical structure that they are certainly sure about. 69.1% (293) of the students are successful 85.32% (250) of the successful students pointed out that they use this strategy; on the contrary, 14.67% (43) of them do not use it. Furthermore, 30.8% (130) of the students are unsuccessful. 87.69% (114) of the unsuccessful students mentioned that they use this strategy, at the same time 12.30% (16) of them do not use it.

This means that both successful and unsuccessful students use the strategy equally.

Table 4.24 The finding concerning the questionnaire item 24“noticing of if they are tense or nervous when there is an absence of structures to master”.

Achievement Grade		I 24					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	5 1,2 %	2 ,5 %	4 1,0 %	8 1,9 %	10 2,4 %	29 6,9 %
	45-49	Count % of Total	1 ,2 %	1 ,2 %	8 1,9 %	7 1,7 %	5 1,2 %	22 5,2 %
	50-59	Count % of Total	4 1,0 %	7 1,7 %	17 4,0 %	24 5,7 %	27 6,4 %	79 18,8 %
SUCCESSFUL	60-69	Count % of Total	6 1,4 %	16 3,8 %	27 6,4 %	48 11,4 %	39 9,3 %	136 32,3 %
	70-74	Count % of Total	4 1,0 %	8 1,9 %	14 3,3 %	13 3,1 %	21 5,0 %	60 14,3 %
	75-79	Count % of Total	3 ,7 %	9 2,1 %	9 2,1 %	16 3,8 %	13 3,1 %	50 11,9 %
	80-84	Count % of Total	7 1,7 %	4 1,0 %	7 1,7 %	7 1,7 %	5 1,2 %	30 7,1 %
	85-89	Count % of Total	2 ,5 %	1 ,2 %	3 ,7 %	3 ,7 %	3 ,7 %	12 2,9 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	32 7,6 %	48 11,4 %	90 21,4 %	128 30,4 %	123 29,2 %	421 100,0 %

Most of the students (81%) acknowledged that they notice if they are tense or nervous when there is an absence of structures to master. 69% (291) of the students are successful. 79.38% (231) of the successful students reported that they use this strategy, but 20.61% (60) of them do not use it. Besides, 30.9% (130) of the students are unsuccessful. 84.61% (110) of the unsuccessful students mentioned that they use this strategy. In contrast, 15.38% (20) of them do not use it.

This finding indicates that the strategy is highly preferred by both successful and unsuccessful students.

Table 4.25 The finding concerning the questionnaire item 25“use of trying to find about specific details in what they hear or read”.

Achievement Grade		I 25					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	6 1,4 %	10 2,4 %	8 1,9 %	2 ,5 %	3 ,7 %	29 6,8 %
	45-49	Count % of Total	5 1,2 %	7 1,6 %	4 ,9 %	4 ,9 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	13 3,1 %	26 6,1 %	18 4,2 %	19 4,5 %	3 ,7 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	13 3,1 %	37 8,7 %	31 7,3 %	36 8,5 %	21 4,9 %	138 32,5 %
	70-74	Count % of Total	9 2,1 %	11 2,6 %	13 3,1 %	16 3,8 %	12 2,8 %	61 14,4 %
	75-79	Count % of Total	3 ,7 %	16 3,8 %	18 4,2 %	8 1,9 %	6 1,4 %	51 12,0 %
	80-84	Count % of Total	5 1,2 %	4 ,9 %	12 2,8 %	7 1,6 %	2 ,5 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	3 ,7 %	3 ,7 %	5 1,2 %		12 2,8 %
	90-100	Count % of Total			2 ,5 %	1 ,2 %		3 ,7 %
Total		Count % of Total	55 12,9 %	114 26,8 %	109 25,6 %	98 23,1 %	49 11,5 %	425 100,0 %

60.2% (256) of the students pointed out that they try to find about specific details in what they hear or read. 69.3% (295) of the students are successful. 65.42% (193) of the successful students reported that they use this strategy; on the contrary, 34.57% (102) of them do not use it. In addition to this, 30.6% (130) of the students are unsuccessful. 48.46% (63) of the unsuccessful students acknowledged that they use this strategy, but 51.53% (67) of them do not use it.

This finding reveals the fact that nearly half of the students use this strategy. Successful students use it higher than unsuccessful students.

Table 4.26 The finding concerning the questionnaire item 26“use of paying attention to their friends’ grammatical mistakes”.

Achievement Grade			I 26					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	9 2,1 %	9 2,1 %	6 1,4 %	5 1,2 %		29 6,9 %
	45-49	Count % of Total	3 ,7 %	6 1,4 %	5 1,2 %	6 1,4 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	21 5,0 %	22 5,2 %	17 4,0 %	16 3,8 %	2 ,5 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	17 4,0 %	38 9,0 %	35 8,3 %	29 6,9 %	16 3,8 %	135 32,1 %
	70-74	Count % of Total	6 1,4 %	16 3,8 %	13 3,1 %	17 4,0 %	9 2,1 %	61 14,5 %
	75-79	Count % of Total	5 1,2 %	13 3,1 %	16 3,8 %	14 3,3 %	3 ,7 %	51 12,1 %
	80-84	Count % of Total	3 ,7 %	4 1,0 %	6 1,4 %	13 3,1 %	4 1,0 %	30 7,1 %
	85-89	Count % of Total		4 1,0 %	3 ,7 %	3 ,7 %	1 ,2 %	11 2,6 %
	90-100	Count % of Total		1 ,2 %		2 ,5 %		3 ,7 %
Total		Count % of Total	64 15,2 %	113 26,9 %	101 24,0 %	105 25,0 %	37 8,8 %	420 100,0 %

57.8% (243) of the students reported that they pay attention to their friends’ grammatical mistakes. 69.2% (291) of the students are successful. 63.23% (184) of the successful students pointed out that they use this strategy. In contrast, 36.76% (107) of them do not use it. Furthermore, 30.7% (129) of the students are unsuccessful. 45.73% (59) of the unsuccessful students mentioned that they use this strategy, but 54.26% (70) of them do not use it.

This means that nearly half of the students use the strategy. Successful students use it higher than unsuccessful students.

Table 4.27 The finding concerning the questionnaire item 27“use of trying to prepare themselves for the new language”

Achievement Grade			I 27					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	11 2,6 %	7 1,6 %	9 2,1 %	1 ,2 %	1 ,2 %	29 6,8 %
	45-49	Count % of Total	6 1,4 %	11 2,6 %	4 ,9 %	1 ,2 %		22 5,2 %
	50-59	Count % of Total	18 4,2 %	28 6,6 %	23 5,4 %	7 1,6 %	3 ,7 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	33 7,8 %	51 12,0 %	32 7,5 %	18 4,2 %	4 ,9 %	138 32,5 %
	70-74	Count % of Total	23 5,4 %	21 4,9 %	13 3,1 %	4 ,9 %		61 14,4 %
	75-79	Count % of Total	16 3,8 %	16 3,8 %	13 3,1 %	5 1,2 %	1 ,2 %	51 12,0 %
	80-84	Count % of Total	11 2,6 %	9 2,1 %	8 1,9 %	1 ,2 %	1 ,2 %	30 7,1 %
	85-89	Count % of Total	5 1,2 %	3 ,7 %	2 ,5 %	2 ,5 %		12 2,8 %
	90-100	Count % of Total		2 ,5 %		1 ,2 %		3 ,7 %
Total		Count % of Total	123 28,9 %	148 34,8 %	104 24,5 %	40 9,4 %	10 2,4 %	425 100,0 %

36.3% (154) of the students stated that they try to prepare themselves for the new language lessons to get a general idea of what they are about, how they are organized and how they relate to what they already know before coming to class. 69.3% (295) of the students are successful. 35.59% (105) of the successful students reported that they use this strategy, but 64.40% (190) of them do not use it. Besides, 30.6% (130) of the students are unsuccessful. 39.23% (51) of the unsuccessful students said that they use this strategy, but 62.30% (181) of them do not use it.

It can be concluded that nearly one-third of the students use the strategy. There is no significant difference between successful and unsuccessful students.

Table 4.28 The finding concerning the questionnaire item 28“ preferences of the teacher’s presentation of a new structure in a formulaic way and with all the details”

Achievement Grade		128					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %		6 1,4 %	11 2,6 %	10 2,4 %	29 6,8 %
	45-49	Count % of Total		1 ,2 %	4 ,9 %	9 2,1 %	8 1,9 %	22 5,2 %
	50-59	Count % of Total	4 ,9 %	2 ,5 %	9 2,1 %	27 6,4 %	37 8,7 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	2 ,5 %	8 1,9 %	13 3,1 %	48 11,3 %	67 15,8 %	138 32,5 %
	70-74	Count % of Total	3 ,7 %	3 ,7 %	9 2,1 %	24 5,6 %	22 5,2 %	61 14,4 %
	75-79	Count % of Total	3 ,7 %	2 ,5 %	7 1,6 %	19 4,5 %	20 4,7 %	51 12,0 %
	80-84	Count % of Total	1 ,2 %	1 ,2 %	2 ,5 %	10 2,4 %	16 3,8 %	30 7,1 %
	85-89	Count % of Total		1 ,2 %		7 1,6 %	4 ,9 %	12 2,8 %
	90-100	Count % of Total			2 ,5 %		1 ,2 %	3 ,7 %
Total		Count % of Total	15 3,5 %	18 4,2 %	52 12,2 %	155 36,5 %	185 43,5 %	425 100,0 %

Most of the students (92.2%) pointed out that they prefer the teacher’s presentation of a new structure in a formulaic way and with all the details. 69.3% (295) of the students are successful. 91.86% (271) of the successful students stated that they use this strategy; on the contrary, 8.13% (24) of them do not use it. In addition to this, 30.6% (130) of the students are unsuccessful. 93.07% (121) of the unsuccessful students acknowledged that they use this strategy. In contrast, 6.92% (9) of them do not use it.

This finding indicates that the strategy is highly preferred by both successful and unsuccessful students.

Table 4.29 The finding concerning the questionnaire item 29“use of reference materials such as glossaries or dictionaries to help them use the new structure in sentences”.

Achievement Grade			I 29					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	4 ,9 %	9 2,1 %	9 2,1 %	5 1,2 %	29 6,9 %
	45-49	Count % of Total	1 ,2 %	2 ,5 %	4 ,9 %	9 2,1 %	6 1,4 %	22 5,2 %
	50-59	Count % of Total	5 1,2 %	6 1,4 %	13 3,1 %	36 8,5 %	18 4,3 %	78 18,4 %
SUCCESSFUL	60-69	Count % of Total	7 1,7 %	15 3,5 %	34 8,0 %	54 12,8 %	27 6,4 %	137 32,4 %
	70-74	Count % of Total	5 1,2 %	8 1,9 %	12 2,8 %	24 5,7 %	12 2,8 %	61 14,4 %
	75-79	Count % of Total	1 ,2 %	9 2,1 %	8 1,9 %	24 5,7 %	9 2,1 %	51 12,1 %
	80-84	Count % of Total	3 ,7 %	3 ,7 %	10 2,4 %	10 2,4 %	4 ,9 %	30 7,1 %
	85-89	Count % of Total		2 ,5 %	3 ,7 %	5 1,2 %	2 ,5 %	12 2,8 %
	90-100	Count % of Total		1 ,2 %	1 ,2 %	1 ,2 %		3 ,7 %
Total		Count % of Total	24 5,7 %	50 11,8 %	94 22,2 %	172 40,7 %	83 19,6 %	423 100,0 %

Most of the students (82.5%) reported that they use reference materials such as glossaries or dictionaries to help them use the new structure in sentences. 69.4% (294) of the student are successful. 81.63% (240) of the successful students pointed out that they use this strategy, but 18.36% (54) of them do not use it. Besides this, 30.5% (129) of the students are unsuccessful. 84.49% (109) of the unsuccessful students acknowledged that they use this strategy; on the contrary, 15.50% (20) of them do not use it.

This means that both successful and unsuccessful students use the strategy.

Table 4.30 The finding concerning the questionnaire item 30“preferences of the teacher’s deductive presentation (from general to specific) of new structures”.

Achievement Grade			I 30					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	1 ,2 %	6 1,4 %	9 2,12 %	11 2,6 %	29 6,9 %
	45-49	Count % of Total	2 ,5 %	2 ,5 %	4 1,0 %	8 1,9 %	5 1,2 %	21 5,0 %
	50-59	Count % of Total	11 2,6 %	5 1,2 %	14 3,3 %	22 5,3 %	26 6,2 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	19 4,5 %	15 3,6 %	18 4,3 %	36 8,6 %	48 11,5 %	136 32,5 %
	70-74	Count % of Total	6 1,4 %	8 1,9 %	13 3,1 %	19 4,5 %	15 3,6 %	61 14,6 %
	75-79	Count % of Total	7 1,7 %	4 1,0 %	9 2,1 %	19 4,5 %	10 2,4 %	49 11,7 %
	80-84	Count % of Total	6 1,4 %	4 1,0 %	3 ,7 %	12 2,9 %	5 1,2 %	30 7,2 %
	85-89	Count % of Total	1 ,2 %		2 ,5 %	7 1,7 %	2 ,5 %	12 2,9 %
	90-100	Count % of Total			1 ,2 %	1 ,2 %	1 ,2 %	3 ,7 %
Total		Count % of Total	54 12,9 %	39 9,3 %	70 16,7 %	133 31,7 %	123 29,4 %	419 100,0 %

Most of the students (77.8%) reported that they prefer the teacher’s deductive presentation (from general to specific) of new structures. 69.4% (291) of the students are successful. 75.94% (221) of the successful students mentioned that they use this strategy, but 24.05% (70) of them do not use it. Furthermore, 30.5% (128) of the students are unsuccessful. 82.03% (105) of the unsuccessful students pointed out that they use this strategy. In contrast, 17.96% (23) of them do not use it.

This finding reveals the fact that both successful and unsuccessful students use the strategy.

Table 4.31 The finding concerning the questionnaire item 31 “preferences of the teacher’s inductive presentation (from specific to general) of new structures”.

Achievement Grade		I 31					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	9 2,1 %	10 2,4 %	2 ,5 %	2 ,5 %	5 1,2 %	28 6,7 %
	45-49	Count % of Total	5 1,2 %	6 1,4 %	7 1,7 %	1 ,2 %	3 ,7 %	22 5,2 %
	50-59	Count % of Total	18 4,3 %	26 6,2 %	10 2,4 %	10 2,4 %	14 3,3 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	45 10,7 %	39 9,3 %	17 4,0 %	20 4,8 %	17 4,0 %	138 32,9 %
	70-74	Count % of Total	14 3,3 %	20 4,8 %	9 2,1 %	8 1,9 %	10 2,4 %	61 14,5 %
	75-79	Count % of Total	11 2,6 %	16 3,8 %	9 2,1 %	7 1,7 %	5 1,2 %	48 11,4 %
	80-84	Count % of Total	9 2,1 %	8 1,9 %	3 ,7 %	4 1,0 %	6 1,4 %	30 7,1 %
	85-89	Count % of Total	3 ,7 %	5 1,2 %	3 ,7 %		1 ,2 %	12 2,9 %
	90-100	Count % of Total	1 ,2 %	1 ,2 %	1 ,2 %			3 ,7 %
Total		Count % of Total	115 27,4 %	131 31,2 %	61 14,5 %	52 12,4 %	61 14,5 %	420 100,0 %

41.4% (174) of the students reported that they prefer the teacher’s inductive presentation (from specific to general) of new structures. 69.4% (292) of the students are successful. 41.09% (120) of the successful students mentioned that they use this strategy. 58.90% (172) of them, on the other hand, do not use it. Besides this, 30.5% (128) of the students are unsuccessful. 42.18% (54) of the unsuccessful students said that they use this strategy, but 57.81% (74) of them do not use it.

This means that less than half of the students use the strategy, because of majority of their preferences of deductive presentation.

Table 4.32 The finding concerning the questionnaire item 32“they do not learn the new structures from simple to complex”.

Achievement Grade			I 32					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	14 3,3 %	7 1,7 %	4 1,0 %	3 ,7 %	1 ,2 %	29 6,9 %
	45-49	Count % of Total	10 2,4 %	6 1,4 %	3 ,7 %		2 ,5 %	21 5,0 %
	50-59	Count % of Total	34 8,1 %	23 5,5 %	8 1,9 %	6 1,4 %	8 1,9 %	79 18,8 %
SUCCESSFUL	60-69	Count % of Total	77 18,3 %	27 6,4 %	6 1,4 %	9 2,1 %	17 4,0 %	136 32,4 %
	70-74	Count % of Total	26 6,2 %	16 3,8 %	7 1,7 %	5 1,2 %	6 1,4 %	60 14,3 %
	75-79	Count % of Total	34 8,1 %	8 1,9 %	2 ,5 %	5 1,2 %	1 ,2 %	50 11,9 %
	80-84	Count % of Total	9 2,1 %	12 2,9 %	7 1,7 %	1 ,2 %	1 ,2 %	30 7,1 %
	85-89	Count % of Total	5 1,2 %	4 1,0 %	3 ,7 %			12 2,9 %
	90-100	Count % of Total		2 ,5 %	1 ,2 %			3 ,7 %
Total		Count % of Total	209 49,8 %	105 25,0 %	41 9,8 %	29 6,9 %	36 8,6 %	420 100,0 %

25.3% (106) of the students pointed out that they do not learn the new structures from simple to complex. 69.2% (291) of the students are successful. 24.39% (71) of the successful students acknowledged that they use this strategy; on the contrary, 75.60% (220) of them do not use it. In addition to this, 30.7% (129) of the students are unsuccessful. 27.13% (35) of the unsuccessful students reported that they use this strategy, but 72.86% (94) of them do not use it.

This means that the strategy is not highly preferred by both successful and unsuccessful students.

Table 4.33 The finding concerning the questionnaire item 33“their beliefs that if they learn grammar perfectly, there will not be many problems in learning English”.

Achievement Grade			I 33					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	4 ,9 %	1 ,2 %	5 1,2 %	11 2,6 %	8 1,9 %	29 6,8 %
	45-49	Count % of Total	2 ,5 %	5 1,2 %	5 1,2 %	8 1,9 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	5 1,2 %	7 1,7 %	21 5,0 %	28 6,6 %	18 4,2 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	15 3,5 %	22 5,2 %	32 7,5 %	40 9,4 %	29 6,8 %	138 32,5 %
	70-74	Count % of Total	17 4,0 %	7 1,7 %	13 3,1 %	14 3,3 %	10 2,4 %	61 14,4 %
	75-79	Count % of Total	5 1,2 %	9 2,1 %	6 1,4 %	14 3,3 %	16 3,8 %	50 11,8 %
	80-84	Count % of Total	5 1,2 %	3 ,7 %	6 1,4 %	10 2,4 %	6 1,4 %	30 7,1 %
	85-89	Count % of Total		3 ,7 %	6 1,4 %	2 ,5 %	1 ,2 %	12 2,8 %
	90-100	Count % of Total	1 ,2 %			1 ,2 %	1 ,2 %	3 ,7 %
Total		Count % of Total	54 12,7 %	57 13,4 %	94 22,2 %	128 30,2 %	91 21,5 %	424 100,0 %

73.9% (313) of the students reported that if they learn grammar perfectly, there will not be many problems in learning English. 69.3% (294) of the students are successful. 70.40% (207) of the successful students stated that they use this strategy, but 29.59% (87) of them do not use it. Besides this, 30.6% (130) of the students are unsuccessful. 81.53% (106) of the unsuccessful students pointed out that they use this strategy. In contrast, 18.46% (24) of them do not use it.

This finding reveals the fact that both successful and unsuccessful students use the strategy, but unsuccessful students use it higher than successful students.

Table 4.34 The finding concerning the questionnaire item 34“preferences of the teacher’s showing their grammatical mistakes that they make in exams”.

Achievement Grade			I 34					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total			3 .7 %	9 2,1 %	16 3,8 %	28 6,7 %
	45-49	Count % of Total	1 ,2 %		1 ,2 %	7 1,7 %	13 3,1 %	22 5,3 %
	50-59	Count % of Total	2 ,5 %	2 ,5 %	6 1,4 %	21 5,0 %	46 11,0 %	77 18,4 %
SUCCESSFUL	60-69	Count % of Total	5 1,2 %	2 ,5 %	5 1,2 %	27 6,4 %	96 22,9 %	135 32,2 %
	70-74	Count % of Total	2 ,5 %		3 ,7 %	16 3,8 %	40 9,5 %	61 14,6 %
	75-79	Count % of Total			3 ,7 %	10 2,4 %	38 9,1 %	51 12,2 %
	80-84	Count % of Total	1 ,2 %		1 ,2 %	4 1,0 %	24 5,7 %	30 7,2 %
	85-89	Count % of Total			1 ,2 %	3 ,7 %	8 1,9 %	12 2,9 %
	90-100	Count % of Total					3 ,7 %	3 ,7 %
Total		Count % of Total	11 2,6 %	4 1,0 %	23 5,5 %	97 23,2 %	284 67,8 %	419 100,0 %

The majority of the students (96.5%) stated that they prefer the teacher’s showing their grammatical mistakes that they make in exams. 69.5% (292) of the students are successful. 96.57% (282) of the successful students reported that they use this strategy. 3.42% (10) of them, on the other hand, do not use it. Further, 30.4% (127) of the students are unsuccessful. 96.06% (122) of the unsuccessful students pointed out that they use this strategy, but 3.93% (5) of them do not use it.

Table 4.35 The finding concerning the questionnaire item 35“preferences of the teacher’s explanation the new structure in their native language”.

Achievement Grade			I 35					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	5 1,2 %	3 ,7 %	8 1,9 %	11 2,6 %	29 6,9 %
	45-49	Count % of Total	2 ,5 %	2 ,5 %	5 1,2 %	7 1,7 %	6 1,4 %	22 5,2 %
	50-59	Count % of Total	5 1,2 %	11 2,6 %	17 4,0 %	21 5,0 %	25 5,9 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	11 2,6 %	17 4,0 %	43 10,2 %	30 7,1 %	37 8,7 %	138 32,6 %
	70-74	Count % of Total	12 2,8 %	9 2,1 %	19 4,5 %	12 2,8 %	9 2,1 %	61 14,4 %
	75-79	Count % of Total	8 1,9 %	13 3,1 %	15 3,5 %	8 1,9 %	6 1,4 %	50 11,8 %
	80-84	Count % of Total	4 ,9 %	6 1,4 %	10 2,4 %	4 ,9 %	5 1,2 %	29 6,9 %
	85-89	Count % of Total	4 ,9 %	2 ,5 %	5 1,2 %		1 ,2 %	12 2,8 %
	90-100	Count % of Total	1 ,2 %	1 ,2 %	1 ,2 %			3 ,7 %
Total		Count % of Total	49 11,6 %	66 15,6 %	118 27,9 %	90 21,3 %	100 23,6 %	423 100,0 %

72.8% (308) of the students declared that they prefer the teacher’s explanation the new structure in their native language. 69.1% (293) of the students are successful. 69.96% (205) of the successful students stated that they use this strategy; on the contrary, 30.03% (88) of them do not use it. Besides this, 30.8% (130) of the students are unsuccessful. 79.23% (103) of the unsuccessful students pointed out that they use this strategy, but 20.76% (27) of them do not use it.

This finding indicates that both successful and unsuccessful students use the strategy, but unsuccessful students use it higher than successful students.

Table 4.36 The finding concerning the questionnaire item 36“ their use of trying to find as many ways of using new structures they have learnt”.

Achievement Grade		I 36					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	3 ,7 %	9 2,1 %	9 2,1 %	4 ,9 %	4 ,9 %	29 6,8 %
	45-49	Count % of Total		8 1,9 %	10 2,4 %	4 ,9 %		22 5,2 %
	50-59	Count % of Total	4 ,9 %	23 5,4 %	23 5,4 %	18 4,2 %	11 2,6 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	3 ,7 %	39 9,2 %	46 10,8 %	34 8,0 %	15 3,5 %	137 32,3 %
	70-74	Count % of Total	4 ,9 %	7 1,7 %	25 5,9 %	20 4,7 %	5 1,2 %	61 14,4 %
	75-79	Count % of Total	2 ,5 %	10 2,4 %	24 5,7 %	13 3,1 %	2 ,5 %	51 12,0 %
	80-84	Count % of Total	1 ,2 %	8 1,9 %	16 3,8 %	3 ,7 %	2 ,5 %	30 7,1 %
	85-89	Count % of Total		3 ,7 %	7 1,7 %	2 ,5 %		12 2,8 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	17 4,0 %	107 25,2 %	161 38,0 %	100 23,6 %	39 9,2 %	424 100,0 %

70.8% (300) of the students reported that they try to find as many ways of using new structures they have learnt. 69.3% (294) of the students are successful. 73.80% (217) of the successful students stated that they use this strategy, but 26.19% (77) of them do not use it. In addition to this, 30.6% (130) of the students are unsuccessful. 63.84% (83) of the unsuccessful students declared that they use this strategy. In contrast, 36.15% (47) of them do not use it.

This means that both successful and unsuccessful students use the strategy, but successful students use it higher than unsuccessful students.

4.3 Analysis of the Percentages of the Social/Affective Grammar Learning Questionnaire and Achievement grades.

Table 4.37 The finding concerning the questionnaire item 37“having clear goals for improving their grammatical knowledge”.

Achievement Grade			I 37					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	6 1,4 %	5 1,2 %	9 2,2 %	7 1,7 %	2 .5 %	29 7,0 %
	45-49	Count % of Total		6 1,4 %	5 1,2 %	6 1,4 %	3 .7 %	20 4,8 %
	50-59	Count % of Total	10 2,4 %	17 4,1 %	12 2,9 %	22 5,3 %	18 4,3 %	79 19,0 %
SUCCESSFUL	60-69	Count % of Total	15 3,6 %	22 5,3 %	38 9,1 %	38 9,1 %	20 4,8 %	133 32,0 %
	70-74	Count % of Total	9 2,2 %	14 3,4 %	10 2,4 %	17 4,1 %	11 2,6 %	61 14,7 %
	75-79	Count % of Total	5 1,2 %	9 2,2 %	13 3,1 %	12 2,9 %	12 2,9 %	51 12,3 %
	80-84	Count % of Total	4 1,0 %	7 1,7 %	7 1,7 %	6 1,4 %	4 1,0 %	28 6,7 %
	85-89	Count % of Total	2 .5 %	4 1,0 %	1 .2 %	5 1,2 %		12 2,9 %
	90-100	Count % of Total				2 .5 %	1 .2 %	3 .7 %
Total		Count % of Total	51 12,3 %	84 20,2 %	95 22,8 %	115 27,6 %	71 17,1 %	416 100,0 %

67.5% (281) of the students pointed out that they have clear goals for improving their grammatical knowledge. 69.1% (288) of the students are successful. 68.40% (197) of the successful students reported that they use this strategy, at the same time 31.59% (91) of them do not use it. Besides this, 30.8% (128) of the students are unsuccessful. 65.62% (84) of the unsuccessful students acknowledged that they use this strategy; on the contrary, 34.37% (44) of them do not use it.

This finding reveals the fact that both successful and unsuccessful students use the strategy.

Table 4.38 The finding concerning the questionnaire item 38“use of trying to find out how to be a better learner of English”.

Achievement Grade			I 38					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	3 ,7 %	9 2,1 %	8 1,9 %	7 1,7 %	29 6,9 %
	45-49	Count % of Total	2 ,5 %	3 ,7 %	7 1,7 %	5 1,2 %	4 ,9 %	21 5,0 %
	50-59	Count % of Total	7 1,7 %	7 1,7 %	13 3,1 %	28 6,6 %	24 5,7 %	79 18,7 %
SUCCESSFUL	60-69	Count % of Total	19 4,5 %	24 5,7 %	29 6,9 %	42 9,9 %	24 5,7 %	138 32,6 %
	70-74	Count % of Total	7 1,7 %	12 2,8 %	18 4,3 %	14 3,3 %	10 2,4 %	61 14,4 %
	75-79	Count % of Total	5 1,2 %	7 1,7 %	10 2,4 %	20 4,7 %	8 1,9 %	50 11,8 %
	80-84	Count % of Total	3 ,7 %	7 1,7 %	9 2,1 %	7 1,7 %	4 ,9 %	30 7,1 %
	85-89	Count % of Total	3 ,7 %	1 ,2 %	2 ,5 %	5 1,2 %	1 ,2 %	12 2,8 %
	90-100	Count % of Total		1 ,2 %		1 ,2 %	1 ,2 %	3 ,7 %
Total		Count % of Total	48 11,3 %	65 15,4 %	97 22,9 %	130 30,7 %	83 19,6 %	423 100,0 %

73.2% (310) of the students reported that they try to find out how to be a better learner of English. 69.3% (294) of the students are successful. 69.72% (205) of the successful students stated that they use this strategy. 30.27% (89) of them, on the other hand, do not use it. In addition to this, 30.6% (129) of the students are unsuccessful. 81.39% (105) of the unsuccessful students declared that they use this strategy, but 18.60% (24) of them do not use it.

This finding indicates that both successful and unsuccessful students use the strategy, but unsuccessful students use it higher than successful students, because of the fact that unsuccessful students try to find out how to be a better learner of English.

Table 4.39 The finding concerning the questionnaire item 39“preferences of doing exercises about the new structures that teacher has just presented”.

Achievement Grade		I 39					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	5 1,2 %	8 1,9 %	9 2,1 %	7 1,7 %	29 6,8 %	
	45-49	Count % of Total	1 ,2 %	5 1,2 %	8 1,9 %	7 1,7 %	1 ,2 %	22 5,2 %
	50-59	Count % of Total	7 1,7 %	16 3,8 %	23 5,4 %	21 5,0 %	12 2,8 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	16 3,8 %	31 7,3 %	31 7,3 %	37 8,7 %	22 5,2 %	137 32,3 %
	70-74	Count % of Total	10 2,4 %	16 3,8 %	16 3,8 %	14 3,3 %	5 1,2 %	61 14,4 %
	75-79	Count % of Total	3 ,7 %	10 2,4 %	14 3,3 %	15 3,5 %	9 2,1 %	51 12,0 %
	80-84	Count % of Total	5 1,2 %	5 1,2 %	8 1,9 %	8 1,9 %	4 ,9 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	2 ,5 %	4 ,9 %	2 ,5 %	3 ,7 %	12 2,8 %
	90-100	Count % of Total			1 ,2 %	2 ,5 %		3 ,7 %
Total		Count % of Total	48 11,3 %	93 21,9 %	114 26,9 %	113 26,7 %	56 13,2 %	424 100,0 %

66.8% (283) of the students reported that they try to do exercises about the new structures that teacher has just presented. 69.3% (294) of the students are successful. 66.32% (195) of the successful students stated that they use this strategy. In contrast, 33.67% (99) of them do not use it. Furthermore, 30.6% (130) of the students are unsuccessful. 67.69% (88) of the unsuccessful students pointed out that they use this strategy, but 32.30% (42) of them do not use it.

This means that both successful and unsuccessful students use the strategy.

Table 4.40 The finding concerning the questionnaire item 40“their thoughts about their progresses in learning English grammar”.

Achievement Grade		I 40					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	1 ,2 %	4 1,0 %	6 1,4 %	9 2,1 %	9 2,1 %	29 6,9 %
	45-49	Count % of Total	1 ,2 %	2 ,5 %	4 1,0 %	8 1,9 %	7 1,7 %	22 5,3 %
	50-59	Count % of Total		5 1,2 %	16 3,8 %	28 6,7 %	28 6,7 %	77 18,4 %
SUCCESSFUL	60-69	Count % of Total	6 1,4 %	16 3,8 %	21 5,0 %	48 11,5 %	45 10,7 %	136 32,5 %
	70-74	Count % of Total	1 ,2 %	4 1,0 %	10 2,4 %	29 6,9 %	15 3,6 %	59 14,1 %
	75-79	Count % of Total	1 ,2 %	3 ,7 %	5 1,2 %	23 5,5 %	19 4,5 %	51 12,2 %
	80-84	Count % of Total	2 ,5 %	3 ,7 %	7 1,7 %	8 1,9 %	10 2,4 %	30 7,2 %
	85-89	Count % of Total			4 1,0 %	5 1,2 %	3 ,7 %	12 2,9 %
	90-100	Count % of Total				1 ,2 %	2 ,5 %	3 ,7 %
Total		Count % of Total	12 2,9 %	37 8,8 %	73 17,4 %	159 37,9 %	138 32,9 %	419 100,0 %

Most of the students (88.2%) pointed out that they think about their progresses in learning English grammar. 69.3% (291) of the students are successful. 87.62% (255) of the successful students stated that they use this strategy; on the contrary, 12.37% (36) of them do not use it. Besides, 30.6% (128) of the students are unsuccessful. 89.84% (115) of the unsuccessful students declared that they use this strategy, but 10.15% (13) of them do not use it.

This finding indicates that the strategy is highly preferred by both successful and unsuccessful students.

Table 4.41 The finding concerning the questionnaire item 41“preferences of group work to individual work”.

Achievement Grade			I 41					Total
			Never	Seldom	Sometimes	Usually	Always	
UNSUCCESSFUL	0-44	Count % of Total	10 2,4 %	3 ,7 %	10 2,4 %	2 ,5 %	4 1,0 %	29 6,9 %
	45-49	Count % of Total	2 ,5 %	8 1,9 %	4 1,0 %	3 ,7 %	4 1,0 %	21 5,0 %
	50-59	Count % of Total	14 3,3 %	15 3,6 %	16 3,8 %	22 5,2 %	11 2,6 %	78 18,6 %
SUCCESSFUL	60-69	Count % of Total	27 6,4 %	20 4,8 %	34 8,1 %	31 7,4 %	23 5,5 %	135 32,1 %
	70-74	Count % of Total	17 4,0 %	13 3,1 %	14 3,3 %	9 2,1 %	8 1,9 %	61 14,5 %
	75-79	Count % of Total	19 4,5 %	10 2,4 %	11 2,6 %	3 ,7 %	8 1,9 %	51 12,1 %
	80-84	Count % of Total	4 1,0 %	7 1,7 %	7 1,7 %	6 1,4 %	6 1,4 %	30 7,1 %
	85-89	Count % of Total	5 1,2 %	3 ,7 %	2 ,5 %	1 ,2 %	1 ,2 %	12 2,9 %
	90-100	Count % of Total			1 ,2 %	1 ,2 %	1 ,2 %	3 ,7 %
Total		Count % of Total	98 23,3 %	79 18,8 %	99 23,6 %	78 18,6 %	66 15,7 %	420 100,0 %

57.9% (243) of the students stated that they prefer group work to individual work. 69.4% (2929) of the students are successful. 57.19% (167) of the successful students reported that they use this strategy, but 42.80% (125) of them do not use it. In addition to this, 30.5% (128) of the students are unsuccessful. 57.03% (73) of the unsuccessful students pointed out that they use this strategy. In contrast, 42.96% (55) of them do not use it.

This finding indicates that nearly half of the students use the strategy. Both successful and unsuccessful students use the strategy equally.

Table 4.42 The finding concerning the questionnaire item 42“noticing of their grammatical mistakes and use this knowledge to help them do better later”.

Achievement Grade		I 42					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	2 ,5 %	3 ,7 %	11 2,6 %	10 2,4 %	3 ,7 %	29 6,8 %
	45-49	Count % of Total	1 ,2 %	4 ,9 %	8 1,9 %	8 1,9 %		21 5,0 %
	50-59	Count % of Total	4 ,9 %	14 3,3 %	18 4,2 %	28 6,6 %	15 3,5 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	3 ,7 %	21 5,0 %	34 8,0 %	63 14,9 %	17 4,0 %	138 32,5 %
	70-74	Count % of Total	1 ,2 %	4 ,9 %	20 4,7 %	23 5,4 %	12 2,8 %	61 14,4 %
	75-79	Count % of Total	1 ,2 %	2 ,5 %	10 2,4 %	27 6,4 %	11 2,6 %	51 12,0 %
	80-84	Count % of Total	1 ,2 %	5 1,2 %	5 1,2 %	11 2,6 %	8 1,9 %	30 7,1 %
	85-89	Count % of Total		2 ,5 %	1 ,2 %	7 1,7 %	2 ,5 %	12 2,8 %
	90-100	Count % of Total				2 ,5 %	1 ,2 %	3 ,7 %
Total		Count % of Total	13 3,1 %	55 13,0 %	107 25,2 %	179 42,2 %	69 16,3 %	424 100,0 %

Most of the students (83.7%) declared that they notice their grammatical mistakes and use this knowledge to help them do better later. 69.5% (295) of the students are successful. 86.44% (255) of the successful students reported that they use this strategy. 13.55% (409 of them, on the other hand, do not use it. Besides this, 30.4% (129) of the students are unsuccessful. 78.29% (101) of the unsuccessful students said that they use this strategy, but 21.70% (28) of them do not use it.

This finding reveals the fact that both successful and unsuccessful students use the strategy.

Table 4.43 The finding concerning the questionnaire item 43“use of trying to take part in class activities in order to use the new structures”.

Achievement Grade		I 43					Total	
		Never	Seldom	Sometimes	Usually	Always		
UNSUCCESSFUL	0-44	Count % of Total	4 ,9 %	8 1,9 %	10 2,4 %	6 1,4 %	1 ,2 %	29 6,8 %
	45-49	Count % of Total	4 ,9 %	4 ,9 %	8 1,9 %	4 ,9 %	2 ,5 %	22 5,2 %
	50-59	Count % of Total	6 1,4 %	16 3,8 %	19 4,5 %	24 5,6 %	14 3,3 %	79 18,6 %
SUCCESSFUL	60-69	Count % of Total	10 2,4 %	34 8,0 %	47 11,1 %	34 8,0 %	13 3,1 %	138 32,5 %
	70-74	Count % of Total	5 1,2 %	9 2,1 %	21 4,9 %	16 3,8 %	10 2,4 %	61 14,4 %
	75-79	Count % of Total	5 1,2 %	10 2,4 %	13 3,1 %	14 3,3 %	9 2,1 %	51 12,0 %
	80-84	Count % of Total	3 ,7 %	5 1,2 %	10 2,4 %	8 1,9 %	4 ,9 %	30 7,1 %
	85-89	Count % of Total	1 ,2 %	6 1,4 %	3 ,7 %	2 ,5 %		12 2,8 %
	90-100	Count % of Total			2 ,5 %	1 ,2 %		3 ,7 %
Total		Count % of Total	38 8,9 %	92 21,6 %	133 31,3 %	109 25,6 %	53 12,5 %	425 100,0 %

69.4% (295) of the students stated that they try to take part in class activities in order to use the new structures. 69.35 (295) of the students are successful. 70.16% (207) of the successful students reported that they use this strategy; on the contrary, 29.83% (88) of them do not use it. In addition to this, 30.6% (130) of the students are unsuccessful. 67.69% (88) of the unsuccessful students pointed out that they use this strategy, but 32.30% (42) of them do not use it.

This means that both successful and unsuccessful students use the strategy.

4.4. Analysis of the results of grammar learning strategies and the students' achievement grades

Table 4.4.1 The degree of difference between the use of grammar learning strategies and student achievement

Grammar Learning Strategies	Achievement Level	N	Mean	Std. Deviation	t- value	Sig.
COGNITIVE	Unsuccessful	130	3,14	,47	-1,186	,236
	Successful	295	3,19	,44		
META-COGNITIVE	Unsuccessful	130	3,33	,43	-,557	,578
	Successful	295	3,35	,39		
SOCIAL/AFFECTIVE	Unsuccessful	130	3,26	,65	,222	,824
	Successful	295	3,25	,67		
TOTAL	Unsuccessful	130	3,24	,41	-,765	,445
	Successful	295	3,27	,36		

To assess the degree of difference between the use of grammar learning strategies and student achievement, t-test was applied. According to t-test results, there is not a high statistical significant difference between the use of grammar learning strategies and student achievement, because of p being above 0.05 ($P > 0.05$). In conclusion, the effect of using grammar learning strategies on student achievement does not indicate a statistically significant difference. The reason for that result might be that successful students use grammar learning strategies consciously and unsuccessful students use them unconsciously.

4.5. Analysis of the results of grammar learning strategies and based on gender difference

Table 4.5.1. The degree of difference between the use of grammar learning strategies and gender.

Grammar Learning Strategies	SEX	N	Mean	Std. Deviation	t-value	Sig.
COGNITIVE	FEMALE	91	3,26	,45	2,087	,037
	MALE	334	3,15	,45		
META-COGNITIVE	FEMALE	91	3,39	,38	1,168	,244
	MALE	334	3,33	,41		
SOCIAL/AFFECTIVE	FEMALE	91	3,41	,55	2,915	,004
	MALE	334	3,21	,69		
TOTAL	FEMALE	91	3,41	,34	2,430	,016
	MALE	334	3,24	,38		

To assess the degree of difference between the use of grammar learning strategies and gender, t-test was applied. According to t-test results, the difference among gender, metacognitive and social/affective strategies is statistically significant because of P being below 0.05 ($P < 0.05$), but in cognitive strategies it is not statistically significant because of P being above 0.05 ($P > 0.05$). In conclusion, gender has an effect on the use of metacognitive and social/affective strategies and does not have significant effect on cognitive strategies.

4.6. Analysis of the results of grammar learning strategies and the duration that the students have taken English courses

Table 4.6.1. The degree of difference between the use of grammar learning strategies and the durations that the students have taken English courses.

Grammar Learning Strategies		Sum of Squares	df	Mean Square	F	Sig.
COGNITIVE	Between Groups	1,519	2	,760	3,709	,025
	Within Groups	85,598	418	,205		
	Total	87,118	420			
METACOGN	Between Groups	1,630	2	,815	4,970	,007
	Within Groups	68,552	418	,164		
	Total	70,182	420			
SOCIAL/AFF	Between Groups	,616	2	,308	,678	,508
	Within Groups	190,098	418	,455		
	Total	190,715	420			
TOTALAV	Between Groups	1,358	2	,679	4,803	,009
	Within Groups	59,083	418	,141		
	Total	60,441	420			

To assess the degree of difference between the use of grammar learning strategies and the duration that the students have taken English courses, one-way ANOVA was applied. According to one-way ANOVA results, the difference among metacognitive, cognitive strategies and the duration is statistically significant because of P being below 0.05 ($P < 0.05$), but it is not statistically significant for social effective strategies.

4.7. Analysis of the results of grammar learning strategies and educational background of the students

4.7.1 The degree of difference between the use of grammar learning strategies and the type of the student high school backgrounds.

Grammar Learning Strategies	High Schools	N	Mean	Std. Deviation
COGNITIVE	ANATOLIAN	75	3,04	,37
	SUPER	92	3,20	,42
	GENERAL	207	3,22	,46
	VOCATIONAL	12	3,26	,57
	OTHER	39	3,10	,53
	Total	425	3,18	,45
META-COGNITIVE	ANATOLIAN	75	3,21	,38
	SUPER	92	3,32	,35
	GENERAL	207	3,41	,41
	VOCATIONAL	12	3,47	,30
	OTHER	39	3,27	,49
	Total	425	3,35	,40
SOCIAL/AFFECTIVE	ANATOLIAN	75	3,10	,63
	SUPER	92	3,35	,65
	GENERAL	207	3,28	,64
	VOCATIONAL	12	3,28	,69
	OTHER	39	3,13	,86
	Total	425	3,25	,67
TOTALAV	ANATOLIAN	75	3,13	,33
	SUPER	92	3,28	,34
	GENERAL	207	3,31	,37
	VOCATIONAL	12	3,36	,41
	OTHER	39	3,18	,46
	Total	425	3,26	,37

When we assess the degree of difference between the use of grammar learning strategies and the type of the student high school backgrounds, we see difference between the students who are graduated from Anatolian high school (mean:3,04) and Vocational high school (mean: 3,26) in using metacognitive

strategies. We can also see difference between the students who have Anatolian high school backgrounds (mean:3,21) and Vocational high school background (mean: 3,47) in using cognitive strategies. In social/affective strategies, there is difference between Anatolian group (mean:3,10) and super group(mean:3,35).

The results obtained in this study indicate that the two groups (the students who graduated from Anatolian High Schools and from Super High Schools) differed in using the overall grammar learning strategies. This may indicate that the students, who graduated from Anatolian High Schools, have knowledge about grammar learning strategies, and the students, who graduated from Super high Schools, try to find as many strategies as they can in order to be successful. As it is mentioned by Oxford (1990:1), use of appropriate language learning strategies improves proficiency and causes self-confidence.

CHAPTER V

CONCLUSIONS

5.0 Presentation

The primary objective of this study was to answer the research question1 “Is there a relationship between the use of grammar learning strategies and students’ achievement?”. Data was collected by means of a Grammar Learning Strategies Questionnaire administered to the English Preparatory School students of the University of Gaziantep and their achievement grades.

In the first phase of the study, a Grammar Learning Strategies Questionnaire consisting 43 items was piloted to 49 students from different levels of students to test the validity and reliability of the questionnaire as a preliminary study. The Split-half and Alpha reliabilities were used to measure the reliability of the questionnaire. The Split-half reliability coefficient was calculated to be 0,72 and 0,71 which was defined to be reliable for Likert-type attitude scales.

In order to see the difference between students’ choice of learning strategies in grammar and foreign language achievement, t-test technique and ANOVA were used. There were 425 participants (from the total of 578, 153 students were absent) in the study from all levels (in level A 3 groups, in level B 3 groups, and in level C 17 groups) in the English Preparatory School of University of

Gaziantep. The questionnaire was distributed to all of the English Preparatory School students in the University of Gaziantep.

5.1. Conclusions concerning the research question 1 “Is there a relationship between the use of grammar learning strategies and students’ achievement”

There is no significant difference between unsuccessful and successful students in using the overall use of grammar learning strategies. In conclusion, it can be concluded that both unsuccessful students and successful students use grammar learning strategies nearly in equal amount. This indicates that there is not much significant relationship between use of grammar learning strategies and students’ achievement.

5.2. Conclusions concerning the research question 2“ Do the students use grammar learning strategies?”

Most of the students (70.20%) use grammar learning strategies that consist of cognitive, metacognitive and social/affective.

5.2.1 Conclusions concerning cognitive learning strategies

Cognitive strategies are the items that are listed 1-17 in the questionnaire. Successful (mean:3,19) and unsuccessful students (mean:3,14) use cognitive grammar learning strategies nearly in equal amount. According to Oxford’ frequency table

(Oxford 1990:300), all of the students (mean: 3,16) sometimes used cognitive grammar learning strategies. Cognitive strategies are essential for a new target language learning. Both successful and unsuccessful students use cognitive strategies while learning grammar.

5.2.2. Conclusions concerning metacognitive strategies

Metacognitive grammar learning strategies are the items that are listed 18-36 in the questionnaire. Successful students (mean:3,35) and unsuccessful students (mean:3.33) use metacognitive grammar learning strategies equally. According to Oxford's frequency table (1990:300), all of the students sometimes used metacognitive strategies.

5.2.3. Conclusions concerning social/affective strategies

Social/affective strategies are the items that are listed between 37-43 in the questionnaire. According to the results that were obtained from percentages table, more than half of the students have clear goals for improving their grammatical knowledge. Most of the students try to find out how to be a better learner of English. Similarly, most of them think about their progresses in learning English grammar. Nearly half of the students prefer group work to individual work. Most of them notice their grammatical mistakes and use this knowledge to help them do better later. Besides this, most of them try to take part in class activities in order to use the new structures.

In conclusion, both successful (mean: 3,25) and unsuccessful students (mean:3,26) use metacognitive strategies nearly in equal amount. According to Oxford's frequency table (1990:300), all of the students sometimes used social/affective strategies.

5.3. Conclusions concerning the research question 3“ To what extent do the students use grammar learning strategies?”

70.20% of the students use grammar learning strategies while learning English. According to Oxford (1990:300), all of the students sometimes used the overall grammar learning strategies (mean: 32,26).

5.4. Conclusions concerning the research question 4“Are there any differences good and poor language learners in using grammar learning strategies?”

Both good (70.76%) and poor language learners (70.28%) use grammar learning strategies equally. This reveals the fact that there is no difference between good and poor language learners in using grammar learning strategies. According to Oxford (1990:300), both good (mean:32,27) and poor language learners (mean: 3,24) sometimes used grammar learning strategies.

5.5. Conclusions concerning the research question 5“ Is there a relationship between gender of the students and the use of grammar learning strategies?”.

Female students (mean score of cognitive strategies:3,26) use cognitive grammar learning strategies more frequently than male students (mean:3,15) do. Similarly, female students (mean:3,39) use metacognitive grammar learning strategies slightly higher than male students (mean:3,33) do. Besides this, female students (mean:3,41) use social/affective grammar learning strategies higher than male students (mean:3,21) do. It can be concluded that female students use the overall strategies higher than male students do.

5.6. Conclusions concerning the research question 6“ Is there a relationship between educational background of the students and the use of grammar learning strategies?”

The students, who graduated from vocational high schools (mean: 3,26), use cognitive grammar learning strategies higher than those, who graduated from Anatolian high schools (mean:3,04), do. Similarly, the students, who graduated from vocational high schools (mean: 3,41), use metacognitive learning strategies higher than those, who graduated from Anatolian high schools (mean:3,21), do. Moreover, the students who graduated from vocational high schools (mean: 3,28), use social/affective learning strategies higher than those, who graduated from Anatolian high schools (mean:3,10), do. These findings indicate that the students, who

graduated from vocational high schools, use the overall grammar learning strategies higher than those from Anatolian high schools.

5.7. Conclusions concerning the research question 7“Is there a the duration that the students has taken English courses and the use of grammar learning strategies?”

The students, who have 1-3 years background of English (mean:3,23), use cognitive strategies higher than the students who have 6-10 years background of English (mean:3,10). Similarly, the students, who have 1-3 years background of English (mean:3,40), appear to be using metacognitive strategies higher than those ,who have 6-10 years background of English (mean:3,26),do. Besides, the students ,who have 1-3 years background of English (mean:3,32), use the overall grammar learning strategies higher than those, who have of 6-10 years background of English (mean:3,19), do. This may indicate that the students, who have 1-3 years background of English, use grammar learning strategies higher than those, who have 6-10 years background of English, do because of the fact that new students try to use a lot of strategies that they are able to do in order to learn grammar better.

5.8 Discussion of the Results

The purpose of this study was to investigate the relationship between the use of grammar learning strategies and student achievement. In the research, it has been proven that there is not a high statistical significant difference between the use of grammar learning strategies and students achievement. It is similar to Şanal's

finding (1992). This finding, on the other hand, differs from the finding of Kaçar (1999). She found significant differences between learners' training related to the strategy use and its effect on students' success.

Successful second language learners are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as learners, while learning a second or foreign language. Some students who are less successful can also identify some of these strategies, however, they do not know how to choose the appropriate strategies and how to use them in a given task.

The contribution of this study to language teachers or researchers can be the finding related with the students preference about learning English grammar as mentioned in recommendation section.

5.9 Recommendations

Successful second language learners are aware of the strategies they use and why they use them. They are capable of using these strategies for the given tasks and for their personal needs as learners, while learning a second or foreign language. Some students who are less successful can also identify some of these strategies, however, they do not know how to choose the appropriate strategies and how to use them in a given task. Teachers should consider the following findings in order to help their students:

- 1) Students prefer teacher's giving Turkish equivalent of a new structure.

- 2) Grammatical rules written on the board could be understood better than the rules given orally.
- 3) Whenever there is an absence of structures, they try to learn them step by step.
- 4) They prefer teacher's giving only one structure at one time.
- 5) The new structures they have learnt help them to understand listening and reading passages better as well.
- 6) They prefer teacher's demonstrating the form of a new structure and its function thoroughly.
- 7) They prefer to learn a new structure from simple to complex.
- 8) They only use the grammatical structure that they are certainly sure about.
- 9) They pay attention to their friends' grammatical mistakes.
- 10) They prefer teacher's presentation of a new structure in a formulaic way and with all the details.
- 11) They prefer deductive learning (from general to specific) of new structures.
- 12) They prefer teacher's showing their grammatical mistakes that they make in exams.
- 13) They prefer group work to individual work.

In the lights of this study, these are some suggestions about further research on grammar learning strategies:

- 1) Assess students' strategy use with questionnaire or interview,
- 2) Arrange lesson plans according to the results of strategy usage,
- 3) Emphasize the importance of strategy on language learning and teach them,

- 4) Evaluate your strategy training by considering student' success.

The researchers may investigate the relationship between grammar learning strategies and vocabulary learning strategies and their effect on success, or the relationship between grammar learning strategies and reading strategies and their effect on success.



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APPENDICES

APPENDIX A

Sevgili Öğrenciler,

Gaziantep Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim dalında yüksek lisans öğrencisiyim. Dilbilgisi (gramer) öğrenirken kullandığınız, dilbilgisi öğrenme stratejileriniz hakkında araştırma yapıyorum.

Ankette belirtilen bir stratejiyi kullanmıyorsanız, lütfen X koyarak ‘Hiçbir zaman’ seçeneğini işaretleyiniz. Bir öğrenme stratejisini kullanıyorsanız, lütfen kendinize en iyi uyan ‘Nadiren’, ‘Bazen’, ‘Genellikle’ veya ‘Her zaman’ seçeneklerinden birini işaretleyiniz.



Erol YALÇIN
Okutman
Yabancı Diller
Bölümü

I.

1) Cinsiyet:

1. Bayan () 2. Bay ()

2) Kaç Yıldan beri İngilizce öğreniyorsunuz?

1. 1-3 yıl () 2. 3-6 yıl () 3. 6-10 yıl

3) Mezun olduğunuz Lise Türü:

1. Anadolu () 2. Süper () 3. Genel ()
4. Meslek () 5. Diğer.....

	Hiçbir zaman	Nadiren	Bazen	Genellikle	Her zaman
	1	2	3	4	5
1. Yeni bir dilbilgisi yapısıyla ilgili çıkarımda bulunmak için onu anlamlı parçalara böler ve analiz ederim.					
2. İngilizce dilbilgisi yapıları bulmaya çalışırım.					
3. Öğretmenim, yeni bir dilbilgisi kuralının Türkçe anlamını verirse, bu kuralı daha kolay anlarım.					
4. Dilbilgisi kurallarını hatırlamak için kafiyeler kullanırım(benzer sesli sözcükler)					
5. Türkçe bilgim, İngilizce dilbilgisini öğrenirken bana yardımcı olur.					
6. Yeni öğrendiğim konuların kısa özetlerini, daha sonra hatırlamak için anladığım kadarıyla yazarım.					
7. Tahtaya yazılan dilbilgisi kurallarının, sözlü olarak verilen dilbilgisi kurallarına göre daha iyi anlaşılabilceğini düşünüyorum.					
8. İngilizce notlar, mesajlar, mektuplar veya raporlar yazarım.					
9. Ana dilimde kullanılmayan bir dilbilgisi yapısını kullanmaktan kaçınırım (Present Perfect Tense gibi).					
10. Herhangi bir dilbilgisi yapısını öğrenirken eksikliğim varsa, onu adım adım öğrenmeye çalışırım.					
11. Öğretmenim bir derste(defada) sadece bir dilbilgisi yapısı verirse, bunu daha kolay öğrenirim.					
12. Duyduğum veya okuduğum cümleleri, ana dilime kelime kelime çevirmeden anlamaya çalışırım.					
13. Yeni dilbilgisi yapılarını düzenli bir şekilde tekrar ederim.					
14. Yeni dilbilgisi yapılarını genel olarak konuşma veya yazmada kullanırım.					
15. Yeni öğrendiğim dilbilgisi yapıları, dinleme ve okuma parçalarını da anlamama yardımcı olur.					
16. Sadece sınav için değil, her zaman düzenli bir şekilde İngilizce çalışmak ve uygulama yapmak için programımı düzenlerim.					
17. Öğretmen, yeni bir dilbilgisinin yapısını ve kullanımını(işlevini) tam olarak gösterirse, onu daha kolay anlayabilirim.					
18. Öğretmenin yeni bir dilbilgisi yapısı öğreteceği her ders saatine katılmaya çalışırım.					
19. Yeni dilbilgisi yapılarını anlamak için bunları bütün ayrıntılarıyla inceleyerek öğrenmeye çalışırım.					
20. Yeni bir yapıyı basitten karmaşığa doğru olarak daha iyi anlayabilirim.					
21. Dilbilgisi hataları yaptığımda, iyi bir öğrenci olmadığımı düşünürüm.					
22. Yeni öğrendiğim dilbilgisi yapıları ile bildiğim yapılar arasındaki ilişkileri düşünürüm.					
23. Sadece emin olduğum dilbilgisi yapılarını kullanırım.					
24. Dilbilgisi yapısını kavramada yetersizliğim olduğu zaman gergin veya sinirliysen bunu fark ederim.					
25. Duyduğum veya okuduğum yapılar hakkında özel ayrıntılar bulmaya çalışırım.					
26. Arkadaşlarımda dilbilgisi hatalarına dikkat ederim.					

	Hiçbir zaman	Nadiren	Bazen	Genellikle	Her zaman
	1	2	3	4	5
27. Derse gelmeden önce, yeni işlenecek dersin içeriği, nasıl düzenlendiği ve bildiğim konularla ilişkisi hakkında fikir sahibi olmak için hazırlanmaya çalışırım.					
28. Öğretmenin, yeni bir dilbilgisi yapısını formül ve kullanım ayrıntılarıyla vermesini tercih ederim.					
29. Yeni dilbilgisi yapısını, cümle kurmama yardımcı olması için sözlük gibi yardımcı kaynak da kullanırım.					
30. Öğretmenin yeni dilbilgisi yapılarını, tüm dengelim (genelden özele) yöntemiyle vermesini isterim.					
31. Öğretmenin yeni dilbilgisi yapılarını, tümevarım (özelden genele) yöntemiyle vermesini isterim.					
32. Yeni dilbilgisi yapılarını basitten karmaşığa doğru öğrenmem.					
33. Dilbilgisini mükemmel bir şekilde öğrenirsem, İngilizce öğrenmede çok fazla sorunla karşılaşmayacağımı sanıyorum.					
34. Öğretmenimin, sınavlarımda yaptığım hatalarımı göstermesini tercih ederim.					
35. Öğretmenimden, yeni dilbilgisi kurallarını ana dilimde vermesini isterim					
36. Yeni öğrendiğim dilbilgisi yapılarını kullanmak için olabildiğince çok yol bulmaya çalışırım.					
37. Dilbilgimi geliştirmek için açık hedeflerim var.					
38. Nasıl daha iyi bir İngilizce öğrencisi olunur? Sorusuna cevaplar bulmaya çalışırım.					
39. Öğretmenimin en son öğrettiği yeni dilbilgisi yapılarıyla ilgili alıştırmalar yapmaktan hoşlanırım.					
40. İngilizce dilbilgisi öğrenmemdeki seviyemi (ne durumda olduğumu) düşünürüm.					
41. Grup çalışmasını, bireysel çalışmaya tercih ederim.					
42. Dilbilgisi hatalarımı fark ederim ve bunları sonra daha iyi bir öğrenci olabilmem için kullanırım.					
43. Yeni dilbilgisi yapılarını kullanmak için sınıf içi etkinliklere katılmaya çalışırım.					
44. Yukarıda belirtilen İngilizce dilbilgisi öğrenme yöntemlerinden farklı yöntemler kullanıyorsanız, lütfen belirtiniz:					

APPENDIX B

Dear Students,

I am an MA student at the Graduate School of Social Sciences at the University of Gaziantep at the Department of English Language Teaching. I am investigating about grammar learning strategies that you employ while learning new grammatical structures.

If you do not use a grammar learning strategy while learning English, please choose the option 'never' by putting a (X). If you use a strategy, please choose the best option 'seldom', 'sometimes', 'usually' or 'always' according to your use of frequency.

Thank you for your participation.

Erol YALÇIN

Instructor

I.

1) Gender:

1. Female () 2. Male ()

2) How long have you been learning English?

1. 1-5 years() 2. 5-10 years()
3. 10-15 years()

3)High School you graduated:

1. Anatolian () 2. Super ()
3. General () 4. Vocational () 5. Other.....

	Never	Seldom	Sometimes	Usually	Always
	1	2	3	4	5
1. I break a new structure into meaningful pieces and analyze them in order to make conclusions.					
2. I try to find grammatical patterns in English while learning English.					
3. If the teacher gives Turkish equivalent of a new structure, I can learn it easily.					
4. I use rhymes to remember grammatical rules.					
5. While learning English grammar, my knowledge of Turkish helps me.					
6. I write short summaries about what I have already learnt with my way of understanding in order to remember later.					
7. I think that the grammatical rules written on the board can be understood better than the rules given orally.					
8. I write notes, messages, letters, or reports in English for improving my grammar.					
9. I avoid using a grammatical structure, if it isn't used in my native language such as Present Perfect Tense.					
10. Whenever there is an absence of structures, I try to learn them step by step.					
11. If teacher gives only one structure at one time, I can understand it better.					
12. I try to understand what I have heard or read without translating it word-for-word into my native language.					
13. I review the new structures regularly.					
14. I generally use the new grammatical structures in speaking or writing.					
15. The new structures I've learnt help me to understand listening and reading passages better as well.					
16. I arrange my schedule to study and practice English regularly, not just for an exam.					
17. If teacher demonstrates the form of a new structure and its function thoroughly, I can understand it better.					
18. I try to attend every class hour whenever teacher presents a new structure.					
19. I try to analyze all details of the new structures in order to understand them.					
20. I can understand a new structure better from simple to complex.					
21. When I make grammatical mistakes, I think that I'm not a good learner.					
22. I think of relationships between what I already know and the new structures I learn.					
23. I only use the grammatical structure that I am certainly sure about.					
24. I notice if I am tense or nervous when there is an absence of structures to master.					
25. I try to find about specific details in what I hear or read.					
26. I pay attention to my friends' grammatical mistakes.					
27. I try to prepare myself for the new language lessons to get a general idea of what they are about, how they are organized and how they relate to what I already know before coming to class.					
28. I prefer teacher's presentation of a new structure in a formulaic way and with all the details.					

	Never	Seldom	Sometimes	Usually	Always
	1	2	3	4	5
29. I use reference materials such as glossaries or dictionaries to help me use the new structure in sentences.					
30. I prefer teacher's deductive presentation (from general to specific) of new structures.					
31. I prefer teacher's inductive presentation (from specific to general) of new structures.					
32. I do not learn the new structures from simple to complex.					
33. I believe that if I learn grammar perfectly, there will not be many problems in learning English.					
34. I prefer teacher's showing my grammatical mistakes that I make in exams.					
35. I would like my teacher to explain the new structure in my native language.					
36. I try to find as many ways of using new structures I've learnt.					
37. I have clear goals for improving my grammatical knowledge.					
38. I try to find out how to be a better learner of English.					
39. I like doing exercises about the new structures that teacher has just presented.					
40. I think about my progress in learning English grammar.					
41. I prefer group work to individual work.					
42. I notice my grammatical mistakes and use them to help me do better later.					
43. I try to take part in class activities in order to use the new structures.					
44. This is the end of the questionnaire, but if you believe that you apply some different strategies in learning English grammar, please write them here:					