

# Analysing The Relationship Between the Use of Grammar Learning Strategies and Student Achievement

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**Abstract-**Learners from various nations may have varied preferences when it comes to language-learning tactics, one of the many sets of complicated criteria that contribute to the effectiveness of language acquisition. Research is needed not just on grammar learning procedures but also on tactics that take into account the specifics of the target language's cultural setting. When planning how to learn anything, one must rely on a number of different tactics. They are integrated at various points over the course of instruction. Usually, they are designed to improve students' learning efficiency by catering to their individual interests and requirements. Accurate use of language serves no function apart from communication, which is why grammar is essential to developing meaningful and acceptable language. Since grammatical knowledge is the foundation of communicative competency, a learner's proficiency in using English relies on the extent to which they master grammar. Communicative competence is a cornerstone of the grammar teaching system since it necessitates that students not only learn the rules of grammar but also understand how to apply them in context. In this research, we look at how certain English language learners actively work to improve their grasp of the language's grammatical rules.

**Keywords:** English language, Grammar, Language-Learning Strategies, Communicative Competence, etc.

## I. INTRODUCTION

The precision of a message communicated vocally or nonverbally is in large part determined by the speaker's adherence to the rules of language, often known as grammar. While some students may have little trouble picking up a new language, others may struggle. Their varying rates of language acquisition might be attributable to the unique approaches they took to learning. Learning proper grammar rules is essential for developing any and all linguistic abilities, including but not limited to reading, writing, speaking, and listening. Rules of language, or grammar, play a crucial role in establishing the precision of a message expressed orally and

nonverbally by ensuring that sentences convey their intended meaning. As a result of their unique characteristics, some students of English will be able to pick up the language quickly and easily, while others will have to work harder and make slower but still significant progress. Learning styles and methods are one factor contributing to people's unique characteristics. According to Oxford (1990), these methods are 'the behaviours that learners consciously adopt to make learning easier, simpler, more entertaining, learner-centered, more effective, and more relevant to the real world.'

As a result of its importance in the area of education, language acquisition is influenced by a wide range of elements, including psychological, cognitive, and sociocultural contexts. "When it comes to mastering the English language, all pupils use various methods." A learning strategy is a method for helping students learn and retain information more quickly. The most crucial aspect of the learning process is the approach taken to it. As a result, pupils are better able to grasp the subject matter at hand. As a result, individuals are more likely to concentrate on the goal at hand. Both teachers and students have put a lot of thought into the process of learning rather than just the content. The pupils are having trouble understanding the instruction. Each learner is unique in his or her capacity to absorb the content. They're able to grasp the material in their own unique manner. As a result, each student approaches their schoolwork in their own unique way. A learning strategy is the theoretical term for the process in which one acquires knowledge. Knowing the model of language acquisition technique is essential for instructors since the learning process is the cornerstone of instruction. In order to accomplish anything, it might be helpful to use a language-learning technique. Students may improve their own learning via the use of several learning tactics. Students who are serious about mastering the language should acknowledge that a well-thought-out plan for doing so is essential. The study's

researcher will make a connection between grammar learning procedures and other study techniques. The role of the educator is to facilitate student comprehension of grammar rules and the organisation of grammatical patterns. The student may take an active role in comprehending the task at hand and using just the most effective methods.

## II. REVIEW OF LITERATURE

Pawlak's study (2008) indicated that advanced Polish EFL learners favoured conventional learning methods despite using a variety of grammar learning methodologies and failing to apply grammar structures in communicative tasks. Based on a 20-week course called 'English for Living and Working in New Zealand,' Bade (2008) reported the following grammar strategies: using time outside of class to practise each grammar point for 10 minutes; experimenting with grammar forms in their own sentences based on a model sentence; and basing their understanding of a grammar point on explicit rules and a text that exemplifies these rules so that they could learn the points accurately. According to Morales and Smith (2008a), highly motivated Spanish students used memory techniques incorporating mental imagery to recall the proper application of grammatical forms.

According to Cohen (2011) There is still a lot to be done in the field of study on language learning techniques, which has played a wide variety of roles. Research into grammar techniques and the implementation of a context-based strategy instruction model are both encouraged..

Crystal (2012) claimed that the extent to which students keep tabs on their meaning and how well they are using language is directly related to their understanding of grammar's functional roles. Without a firm grasp of grammatical rules and conventions, students of English stand a good danger of losing interest in the language. "An overall decrease in students' motivation to study English as a communication medium might be attributed to the language's limited repertory." It's partly because of how tough it is for them to master linguistic norms. As a result, even though they may be physically present in the classroom, most students of English as a foreign or second language have little to no interest in really learning the language. Therefore, it is essential that courses in English grammar include a variety of learning methodologies to meet the

requirements of students and maybe reawaken their enthusiasm for the subject.

Li and Hegelheimer (2013) created a mobile app called Grammar Clinic for university-level ESL students to use in order to polish their grammar skills. Students used this mobile learning software to identify and fix grammatical problems at the sentence level (i.e., sentence fragments, run-on sentences, ambiguous expressions, etc.). The results indicated that individuals fared much better in the post- grammar test than the pre-test. The amount of grammatical problems in their work also fell dramatically after utilising Grammar Clinic.

Wray (2015) said that the good language learner is an active learner, monitors language production, practices communicating in the language, makes use of prior linguistic knowledge, uses various memorization techniques and asks questions for clarification.

Chu et al. (2017) mobile learning gadgets were also used successfully to instruct students in English grammar. In their research, they created a mobile game system to aid primary school EFL students in learning English grammar in a systematic manner. Teaching a grammar idea mapping approach using the mobile system and analysing its impact on education via a quasi-experimental design. The mobile gaming system was shown to be helpful in helping students absorb grammatical concepts, as evidenced by the experimental group's considerable outperformance of the control group on the English grammar exam. These findings provided proof that English grammar may be taught and learned in a mobile learning environment.

Shi (2017) argued in his study that using effective methods can improve students' motivation and self-esteem while learning a foreign language. "Learning strategies can help students feel more confident in their abilities and empower them to take charge of their education." To help students succeed in school, teachers must equip them with the necessary methodological tools and teach them effective study skills, as well as model and guide their own learning. Taylor (2020) asserted drilling is an effective learning of grammar as the first practice stage for learners as it provides an extremely controlled practice of using the target language. Research done by Bezuglova, Ilyasova and Beisembayeva (2019) stated that an inductive approach to English grammar teaching which comprises the processes of noticing, understanding, forming, and using can help

learners to bring their knowledge and show how it can be applied in the classroom.

### III. OBJECTIVE OF THE STUDY

The study's overarching goal is to shed light on how some language students actively work to improve their grasp of English grammar, the specific methods by which they do so, the strategies they employ in the process, the extent to which any one method favours any particular method, and the nature of the connections between the two.

### IV. RESEARCH METHODOLOGY

This research was done to all of the upper secondary level School students in order to discover to what degree they employ grammar learning techniques and the influence of grammar learning strategies on the students' accomplishment. A Grammar Learning Strategy Questionnaire, which comprises of 43 questions, was given. Most of the questions in the questionnaire consist of grammar learning techniques, although there may be some more grammar learning strategies that are not listed in the questionnaire. Since grammar is crucial in language acquisition, pupils were required to acquire

grammar effectively. Two assessment tools were utilised to gather data: accomplishment grades of the pupils and the second is a Grammar Learning Strategies Questionnaire. The pupils, who score 60 or above 60, are considered as successful and the students, who score below 60, are accepted as unsuccessful. A 43-item questionnaire comprises of three elements of Grammar Learning Techniques such as cognitive strategies, metacognitive strategies, and social/affective strategies. A five option Likert kind of questionnaire was designed in order to examine the subject levels of agreement or disagreement in a quantitative way such as:

Never = 1 Seldom = 2 Sometimes = 3 Usually = 4 Always = 5

Each column's worth of responses was added up, and then the average for that section was determined, as well as the overall average. In general, you want to keep them between 1 and 5. By averaging student responses, we could see which tactic or collection of tactics was most popular overall. The validity of the survey was evaluated using the split-half method. For Likert-type attitude scales, the derived Splithalf reliability coefficients of 0.72 and 0.71 are considered to be reliable. The survey included 425 people from different walks of life.

### V. ANALYSIS AND INTERPRETATIONS

#### 5.1 Analysis of the results of grammar learning strategies and the students' achievement grades

Table 1: The degree of difference between the use of grammar learning strategies and student achievement

Grammar Learning Strategies	Achievement		Mean	Std. Deviation	t- value	Sig.
Social/Affective	Successful	95	3.25	.67	.222	.824
	Unsuccessful	30	3.26	.65		
Cognitive	Successful	95	3.19	.44	-1.186	.236
	Unsuccessful	30	3.14	.47		
Meta-Cognitive	Successful	95	3.35	.39	-.557	.578
	Unsuccessful	30	3.33	.43		
Total	Successful	95	3.27	.36	-.765	.445
	Unsuccessful	30	3.24	.41		

#### 5.2 Analysis of the results of grammar learning strategies and based on gender difference

Table 2: The degree of difference between the use of grammar learning strategies and gender

Grammar Learning Strategies	Sex		Mean	Std. Deviation	t- value	Sig.
Social/Affective	Male	34	3.21	.69	2.915	.004
	Female	1	3.41	.55		
Cognitive	Male	34	3.15	.45	2.087	.037
	Female	1	3.26	.45		
	Male	34	3.33	.41	1.168	.244

Meta-Cognitive	Female	1	3.39	.38		
Total	Male	34	3.24	.38	2.430	.016
	Female	1	3.41	.34		

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(P0.05). In conclusion, gender has an effect on the use of metacognitive and social/affective strategies and does not have significant effect on cognitive strategies.

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

Table 3. 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	f	Mean Square	t- value	Sig.
Social/ Affective	Within Groups	190.098	18	.455	.678	.508
	Between Groups	.616		.308		
	Total	190.715	20			
Cognitive	Within Groups	85.598	18	.205	.709	.025
	Between Groups	1.519		.760		
	Total	87.118	20			
Meta-Cognitive	Within Groups	68.552	18	.164	.970	.007
	Between Groups	1.630		.815		
	Total	70.182	20			
Total	Within Groups	59.083	18	.141	.803	.009
	Between Groups	1.358		.679		
	Total	60.441	20			

One-way ANOVA was used to determine the significance of the correlation between students' usage of grammar learning methodologies and the number of years they had spent studying English.

The difference between metacognitive, cognitive, and durational strategies is statistically significant at P0.05 (one-way ANOVA), whereas the difference between socially successful techniques is not.

5.4 Analysis of the results of grammar learning strategies and educational background of the students

Table 4 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		Mean	Std. Deviation
Social/ Affective	Super	2	3.35	.65
	Anatolian	5	3.10	.63
	Vocational	2	3.28	.69
	General	07	3.28	.64
	Other	9	3.13	.86
	Total	25	3.25	.67
Cognitive	Super	2	3.20	.42
	Anatolian	5	3.04	.37
	Vocational	2	3.26	.57
	General	07	3.22	.46
	Other	9	3,10	.53
	Total	25	3,18	.45
Meta-Cognitive	Super	2	3.3 2	.35
	Anatolian	5	3.21	.38
	Vocational	2	3.47	.30
	General	07	3.41	.41

	Other	9	3.27	.49
	Total	25	3.35	.40
Total	Super	2	3.28	.34
	Anatolian	5	3.13	.33
	Vocational	2	3.36	.41
	General	07	3.31	.37
	Other	9	3.18	.46
	Total	25	3.26	.37

Comparing students who have graduated from Anatolian high school (mean: 3,04) and Vocational high school (mean: 3,26) in terms of their use of metacognitive techniques to acquire grammar, we find a significant difference between the two groups. "The use of cognitive techniques also varies between students from Anatolian high schools (mean:3.21) and students from Vocational high schools (3.47)." In terms of social and emotional tactics, the Anatolian group (mean: 3.10) and the super group are distinct (mean:3,35).

The findings of this research show that students who completed their secondary education at either an Anatolian high school or a Super High School used different tactics for learning grammar than students who completed their education at the latter. This may suggest that students who attended Anatolian high schools are better prepared to study grammar than those who attended Super high schools, while students who attended Super high schools are more likely to try out a variety of approaches in their pursuit of success. According to Oxford (1990:1), boosting one's language skills and confidence may be accomplished via the use of effective learning practises.

## VI. CONCLUSION

The goal of this research was to look at how different approaches to learning grammar affected student performance. The correlation between students' success and their approach to learning grammar is low, as shown by the study. Successful learners of a second language have a firm grasp of the methods they use and the rationale behind them. They may adapt these methods to meet the demands of the course materials and their own unique requirements as language students. Some less successful students can name these methods as well, but they lack the understanding to choose the most effective ones for every specific assignment.

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