THE JOURNAL OF TEACHING ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES
Vol. 12, Nº 3, 2024, pp. 677–691

UDC: 37.013.31:81'36 https://doi.org/10.22190/JTESAP240919051A
Review research paper

THE INVESTIGATION OF GRAMMAR LEARNING STRATEGIES AMONG IRAQI EFL LEARNERS

Maryam Abdualhassan, Ala Hussein, Rana Abdul-Settar

Department of English, College of Education for Human Sciences, University of Basrah, Iraq

ORCID iDs: Maryam Abdualhassan https://orcid.org/0009-0003-7481-3426
Ala Hussein https://orcid.org/0000-0002-3008-1126
Rana Abdul-Settar https://orcid.org/0009-0002-4089-9340

Abstract. *The study of grammar learning strategies received significant attention in EFL learning in recent years since their invention by Pawlak. The main objective of this study is to assess the degree to which a group of Iraqi English learners employs grammar learning strategies. The data was gathered using a quantitative research approach through a survey method. A total of 200 Iraqi EFL learners effectively participated in the grammar learning strategy inventory scale, which was created by Pawlak (2018). According to the results, Iraqi learners who are learning English as a foreign language use these strategies to a moderate degree. Students commonly employed strategies such as self-motivation, memorization, repetition, self-encouraging, and seeking correction for grammar errors. Furthermore, the majority of learners primarily employed cognitive strategies, while metacognitive strategies were utilized to a lesser extent. In addition, the study revealed that Iraqi EFL learners employ corrective feedback strategies more frequently than other subtypes of cognitive strategies.*

Key words: *Grammar Learning Strategies, Metacognitive, Cognitive, Affective, and Social Strategies.*

1. INTRODUCTION

Grammar is an essential component of all languages since it provides the foundation for effective and accurate communication via speaking, writing, and listening. Understanding grammar is vital for developing reading and writing skills. It is difficult to grasp the intricate structure of language learning without a basic understanding of grammar (Azar 2007). One of the most significant problems that EFL students have when studying a foreign language is the variation in grammatical structures from their original language. Students struggle to generate phrases due to their lack of grammar and the differences between the grammar of their native language and the foreign language (Schultz 2001). Furthermore, students commonly make grammatical errors, which is attributed to the use of traditional methods that do not assist students in acquiring the

Submitted September 19th, 2024, accepted for publication October 18th, 2024
Corresponding author: Maryam Abdualhassan, Department of English, College of Education for Human Sciences, University of Basrah, Iraq
E-mail: pgs.maryam.abdulhassan24@uobasrah.edu.iq

necessary rules (Mahdi 2018). Due to the challenges that EFL learners face in learning the grammar of foreign languages, many efforts have been made to produce suitable strategies that can enhance learners' learning of the grammar of the English language. As a result, a specific collection of procedures aimed at improving the learning of grammar in the English language (Pawlak 2018).

Therefore, the present study tends to address the following research questions: (1) To what extent do Iraqi EFL learners utilize grammar learning strategies?, (2) Are there variations in the utilization of different categories of grammar learning strategies among Iraqi EFL learners?, (3) Are there variations in the utilization of different subcategories of cognitive strategies among Iraqi EFL learners? Consequently, the research is grounded in these hypotheses: (1) The usage of grammar learning strategies among Iraqi EFL learners is moderate. (2) Iraqi EFL learners exhibit variations in the usage of different categories of grammar learning strategies. (3) Iraqi EFL learners demonstrate variations in the usage of different subcategories of cognitive strategies. This highlights the importance of the present research in offering valuable insights into the most efficient strategies for learning grammar. Furthermore, the findings can have a major impact on educational policies and curriculum development.

2. Literature Review

The term "grammar learning strategies" was first utilized by Oxford and her colleagues who described them as the intentional actions and conscious cognitive processes that language learners employ to facilitate the learning and usage of the language, to enhance effectiveness, efficiency, and enjoyment (Pawlak 2009). In a recent development, grammar learning strategies are defined as intentional and flexible cognitive processes and actions that learners consciously employ in specific situations to enhance their self-regulated, independent acquisition of second/foreign language grammar, intending to achieve effective task performance and long-term proficiency (Oxford 2017). This definition provides a comprehensive overview of the key attributes of strategies for learning grammar (Pawlak 2018).

Furthermore, distinctive characteristics of grammar learning strategies are described as follows: (1)they are activities to be taken by learners, (2) they require somewhat conscious consideration in their applications, (3) optional means selected by learners, (4) they entail purposeful and goal-driven endeavors, and (5) they aim to establish, sustain and control the language learning process (Griffiths 2009).

Grammar learning strategies are divided into four primary categories along with four respective subcategories of cognitive strategies: the first type is metacognitive strategies which refer to aid the learners in efficiently controlling, managing, and evaluating students' grammar acquisition. Those strategies that entail developing grammatical proficiency by engaging in reading and listening activities, as well as completing a variety of grammar assignments. Students who possess a comprehensive understanding of their learning processes and employ metacognitive strategies are more likely to achieve academic success (Stephen and Singh 2011). The second type includes cognitive strategies, which are further divided into four subtypes: (A) Grammar learning strategies that help students acquire and understand grammar in communication activities, (B) Grammar learning strategies that improve the acquisition of explicit grammar knowledge by identifying rules using instances or inference, (C) Grammar

learning strategies that strengthen implicit grammatical knowledge by making it easier to understand grammatical structures, such as forming sentences using newly learned rules, and (D) Grammar learning strategies that are used to correct grammar errors by actively listening to teacher feedback and self-correction during grammar practice. The third type is effective strategies, which seek to regulate emotions and incentives while learning grammatical skills in the target language. This includes strategies such as being calm in the face of difficulty and encouraging oneself to tackle difficult grammatical ideas. The final type is social strategies, which are collaborative or participatory strategies used with the teacher, proficient second language speakers, or classmates to increase grammar acquisition. This type includes activities like supporting people who are struggling with grammar and participating in grammar practice sessions with peers (Pawlak 2018).

In related studies, a study to assess the consistency and accuracy of the grammar learning strategy inventory in a sample of 106 students was conducted. The grammar learning strategy inventory was used to gather data. The results showed that the grammar learning strategy inventory was a valid and accurate method for the use of strategies for learning and mastering English grammar. The study results also indicate that the strategies most commonly used were metacognitive, followed by cognitive strategies. Affective strategies were ranked in third place, with social strategies being the least used (Pawlak 2018). In Indonesia, a study was carried out on a sample of 100 college students. The study seeks to identify learners who have achieved various levels of success and their use of strategies for learning grammar. The data was collected using a scale that measures grammar learning strategies. The findings showed that students at all levels demonstrated a wide range of strategies. Achieved learners employed metacognitive strategies, while learners with lower and average achievements relied more on social strategies (Cahyani, Muhammed, and Cahya 2022). Furthermore, another study is established to investigate the grammar learning strategies used by Malaysian undergraduate students who are learning English as a second language (ESL). A quantitative survey research approach was used to collect data. Google Forms delivered questionnaires to Malaysian ESL undergraduate grammar students in a random manner. 80 students participated in the study by completing the questionnaire and actively engaging with it. The data was examined using both descriptive and inferential methodologies among the student population. The study found that social strategies were the most frequently used, while high-proficient students utilized all strategies more often than low-proficient students (Mohamad et al. 2023). To fill the existing gaps, the present study aims to examine the extent to which Iraqi (EFL) learners utilize grammar learning strategies, as well as to determine if some types of grammar strategies are preferred by learners over others. The present study also aims to examine the variations in the utilization of different subcategories of cognitive strategies.

3. METHODOLOGY

The current study utilizes a quantitative method that aligns with its research questions and aims. Therefore, the modified version of the grammar learning strategy inventory scale is utilized to align with the Iraqi educational context.

The present investigation employs the Grammar Learning Strategy Inventory Scale, which is derived from Pawlak's work (2018). The initial version includes 70 items, but

the researcher selects only 40 items specifically designed for the educational setting in Iraq. Consequently, a new version contains two sections: The initial section pertains to the student's background information, while the subsequent section comprises 40 items that are organized into four categories. Part one comprises five statements regarding metacognitive strategies. Section two consists of 24 statements that cover cognitive strategies categorized as B1, B2, B3, and B4. The statements consist of 3 items related to communication tasks, 13 statements concerning explicit knowledge, 5 statements targeting implicit knowledge, and 3 statements focusing on corrective feedback. Part three consists of 6 statements that illustrate effective strategies, whereas part four includes 5 statements that analyze social strategies. In addition, the response format is structured to encompass five categories: "never," "rarely," "sometimes," "often," and "always," which have been derived from Oxford (1990).

The scale's validity and reliability were both established. The scale is verified by presenting it to a panel of experts from diverse universities. The specialists have verified the reliability of the scale for performing these strategies among Iraqi learners. Furthermore, Cronbach's alpha is employed to assess the internal consistency of the scale by conducting a study with thirty students, to determine its reliability. Table (1) presents the findings for the overall Cronbach's alpha for the 40 items of the grammar learning strategy inventory scale which is 0.83. An average between 80 to 90 is very good for internal consistency (DeVellis 2017). Consequently, this indicates this instrument has a high degree of internal consistency.

Table 1 Grammar Learning Strategy Inventory Scale’s Internal Reliability

Reliability Statistics	
Cronbach’s Alpha	N of Items
.833	40

Participants in this study are a group of third-stage students from the Department of English, College of Education for Human Sciences, the University of Basrah. 200 students are chosen at random to be part of the sample. Third-stage students were selected due to their three years of substantial exposure to grammar instruction in an educational setting.

The scale was administered to the participants over one week. Throughout the weekdays, the researcher disseminated around 200 copies of the grammar learning strategy inventory to Iraqi students, out of a total of 300 copies. The students were classified into four groups, labeled A, B, C, and D. The study's objective was explained to the students, emphasizing the importance of their participation and ensuring that their responses would be kept confidential and used for research purposes. Participants were prompted to seek clarification regarding any unfamiliar elements of the scale. Each participant took approximately 20 to 30 minutes to accomplish the grammar learning strategy inventory scale. After completion of data collection, the collected data was inputted into SPSS version 2026 for statistical analysis and Excel version 2013 for the design of graphs. Moreover, the mean is employed to determine the most and least employed strategies while the standard deviation is used to understand the variability of scores.

4. RESULTS

The grammar learning strategies can be classified into four categories: metacognitive, cognitive, affective, and social strategies. The goal of the scale is to assess the extent to which learning strategies are employed, as well as to identify variations in usage between different grammar learning strategies and subcategories of cognitive strategies. Therefore, Oxford et al. (1995) classification of the standard mean is used to accomplish these aims, as shown in Table (2).

Table 2 Grammar Learning Strategies' Standard Means

Level	Mean
5.0-3.5	High
3.4-2.5	Medium
2.4-1.0	Low

Table 3 Mean, Standard Deviation, and Level of Metacognitive

Type	Statement	Mean	Standard Deviation	Level
Metacognitive strategy	Item 1	3.18	1.23	Medium
	Item 2	2.99	1.26	Medium
	Item 3	3.18	1.86	Medium
	Item 4	3.44	1.11	Medium
	Item 5	3.52	1.22	High

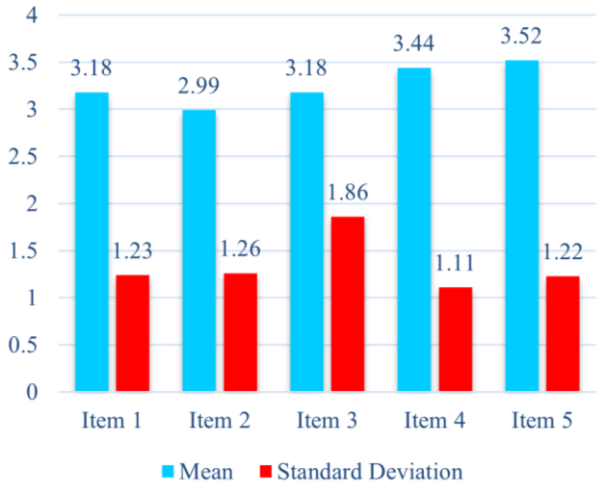

Fig.1 Mean and Standard Deviation of Metacognitive Strategies

The findings from Table (3) and Figure (1) demonstrate items associated with the metacognitive strategies. Among the items, learners demonstrated high usage in focusing on grammar structures during speaking and writing (mean = 3.52). However, other aspects of metacognitive strategies, such as paying attention to grammar structures during

reading and listening (mean = 2.99), were less frequently used. This suggests that while students make some efforts to plan and evaluate their grammar learning, these strategies are not as consistently employed, reflecting a preference for traditional approaches over critical self-monitoring and management.

Through cognitive strategy, participants have different scores divided into four subcategories B1, B2, B3, and B4 to show how students use the strategies of communication tasks, explicit knowledge, implicit knowledge, and corrective feedback strategies through their learning grammar.

Table (B1) 4 The mean, Standard Deviation, and Level of Communication Task Strategies

Type	Statement	Mean	Standard Deviation	Level
Communication Task Strategies	Item 6	3.32	1.08	Medium
	Item 7	3.36	1.13	Medium
	Item 8	3.40	1.27	Medium

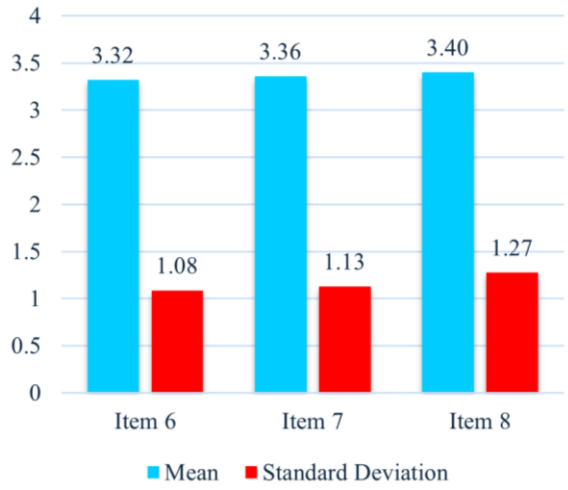

Fig. 2 Mean and Standard Deviation of Communication Task Strategies

As Table B1 (4) and Figure (2) above show, all the communication task strategies indicate medium-level usage. The results highlight a moderate use of strategies such as identifying structures that bring up difficulties in terms of meaning or communication, noticing structures that appear repeatedly throughout, and utilizing search engines such as Google to investigate the usage of particular grammatical structures in meaningful situations. This might be attributed to the way English is learned in Iraq. Iraqi students may face limited opportunities to participate in real-life communication outside the classroom. The limited exposure can result in moderate use of these strategies that concentrate on learning grammar within a meaningful context.

Table (B2) 5 Mean, Standard Deviation, and Level of Explicit Knowledge

Type	Statement	Mean	Standard Deviation	Level
Explicit knowledge	Item 9	3.83	1.15	High
	Item 10	3.36	1.10	Medium
	Item 11	3.39	1.24	Medium
	Item 12	3.39	1.21	Medium
	Item 13	3.00	1.29	Medium
	Item 14	3.37	1.16	Medium
	Item15	3.87	1.09	High
	Item 16	3.14	1.16	Medium
	Item 17	3.40	1.19	Medium
	Item 18	3.62	1.13	High
	Item 19	3.17	1.16	Medium
	Item 20	3.16	1.20	Medium
	Item 21	3.50	1.19	High

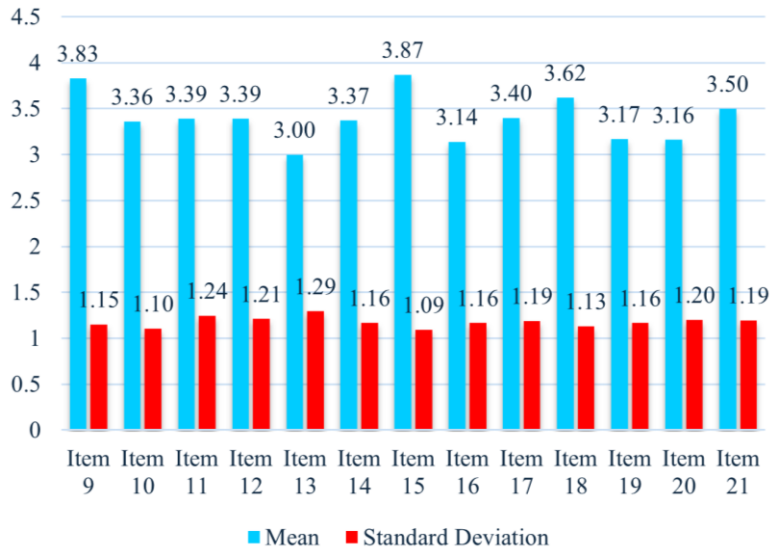

Fig. 3 Mean and Standard Deviation of Implicit Knowledge Strategies

The mean scores for items related to explicit knowledge are depicted in Table B2 (5) and Figure (3). These scores indicate that the majority of learners in Iraq employ these strategies at a moderate level. However, among these strategies, items 9, 15, 18, and 21 have achieved the highest scores. The high level of these items shows students' preference for repetition, memorization, and reliance on limited sources, rather than exploring innovative ways for grammar learning. Other strategies, namely 10, 11, 12, 14, 16, 17, 18, 19, and 20 have been found to be moderately used by Iraqi EFL learners as they ranged from (3.00) to (3.40). It means that students lack motivation and awareness of the importance of these strategies in developing their learning of language.

Table (B3) 6 Mean, Standard Deviation, and Level of Implicit Knowledge

Type	Statement	Mean	Standard Deviation	Level
Implicit Knowledge	Item 22	3.55	1.22	High
	Item 23	3.51	1.18	High
	Item 24	3.35	1.23	Medium
	Item 25	3.24	1.15	Medium
	Item 26	3.54	1.22	High

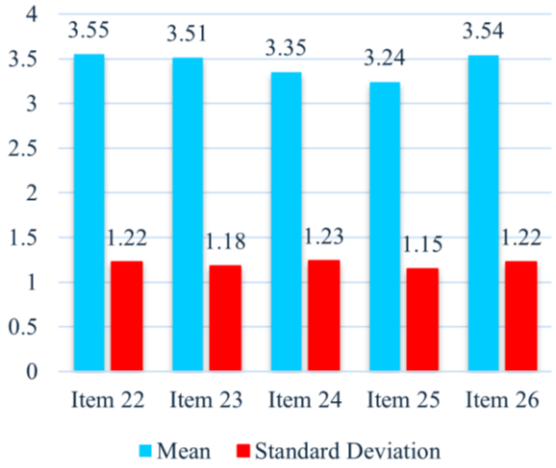

Fig. 4 Mean and Standard Deviation of Implicit Knowledge Strategies

The means of these items are cognitive strategies under the name of implicit knowledge. The findings in Table B3 (6) and Figure (4) demonstrate items 22, 23, and 26 have high utilization of strategies such as frequent repetition of rules, participation in varied tasks (e.g., paraphrasing and translation), and repeated exposure to grammatical structures through reading and listening, with means (3.55), (3.51), and (3.55) respectively. In contrast, items 24 and 25 show a moderate level of utilization, with means of (3.35) and (3.24), indicating little engagement in strategies such as using new patterns to construct new sentences.

Table (B4) 7 Mean, Standard Deviation, and Level of Corrective Feedback

Type	Statement	Mean	Standard Deviation	Level
Corrective Feedback	Item 27	3.66	1.22	High
	Item 28	3.95	1.05	High
	Item 29	4.04	1.14	High

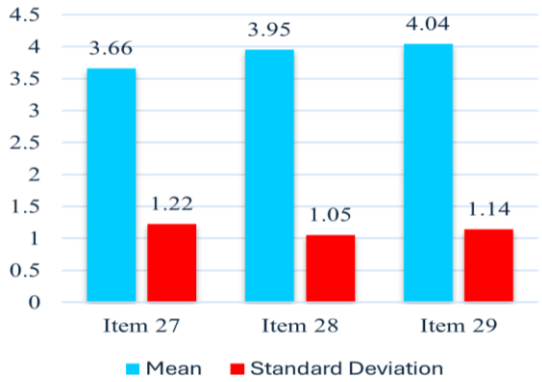

Fig. 5 Mean and Standard Deviation of Corrective Feedback Strategies

As shown in Table B4 (7) and Figure (5) above, students highly correlated with the strategies of corrective feedback which means students always or often used these strategies to learn grammar. In this group of strategies, the highest scoring of item 29 (mean = 4.04) showed that learners actively sought feedback to fix grammatical errors. Items no. 28 and 27 have scored means of (3.95), (3.66) which represents a high level of usage regarding students who pay close attention to feedback and correction from the teacher to understand grammatical mistakes, emphasizing their reliance on teacher-centered instruction.

Table 8 Mean, Standard Deviation, and Level of Subtypes of Cognitive Strategies

Subtypes of cognitive strategy	Mean	Standard Deviation	Level
Communication task strategies	3.36	.74	Medium
Explicit Knowledge Strategies	3.36	.55	Medium
Implicit Knowledge Strategies	3.44	.66	Medium
Corrective Feedback Strategies	3.88	.82	High

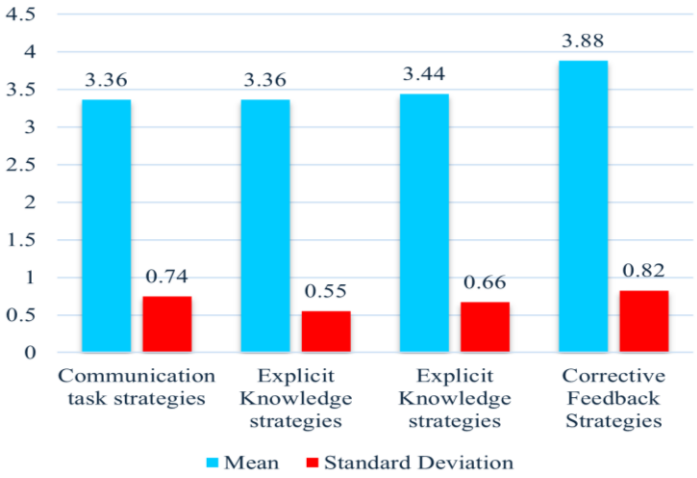

Fig. 6 Mean and Standard Deviation of Subtypes of Cognitive Strategies

Table (8) and Figure (6) illustrate the prevalence of cognitive strategies related to corrective feedback (3.88), followed by implicit knowledge (3.44), explicit knowledge, and communication task strategies, which have the same lowest mean (3.36). Students in Iraq rely heavily on corrective strategies due to the prevalent teacher-centered approach in most classes. In this setting, instructors are seen as the primary source of information, and students value being corrected by them.

Table 9 Mean, Standard Deviation, and Level of Affective Strategy

Type	Statement	Mean	Standard Deviation	Level
Affective strategy	Item 30	3.51	1.22	High
	Item 31	3.58	1.10	High
	Item 32	3.17	1.13	Medium
	Item 33	3.54	1.13	High
	Item 34	3.50	1.20	High
	Item 35	3.15	1.10	Medium

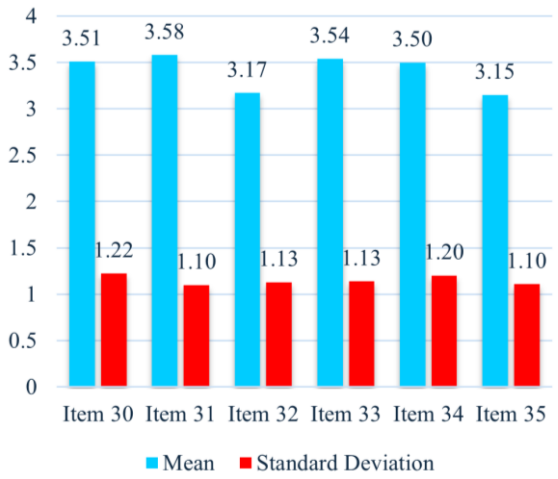

Fig. 7 Mean and Standard Deviation of Affective Strategies

Table (9) and Figure (7) present results related to affective strategies as a type of grammar learning strategy. High-scoring items include maintaining motivation in grammar practice despite difficulties (mean = 3.58) and rewarding themselves for achieving goals (mean = 3.54). However, strategies like maintaining a diary to document grammar learning experiences (mean = 3.15) were less frequently used, indicating that while learners actively manage their attitudes and motivation, they do not consistently engage in reflective practices.

Table 10 Mean, Standard Deviation, and Level of Social Strategies

Type	Statement	Mean	Standard Deviation	Level
Social strategy	Item 36	3.28	1.17	Medium
	Item 37	3.32	1.18	Medium
	Item 38	3.62	1.19	High
	Item 39	3.20	1.25	Medium
	Item 40	3.57	1.11	High

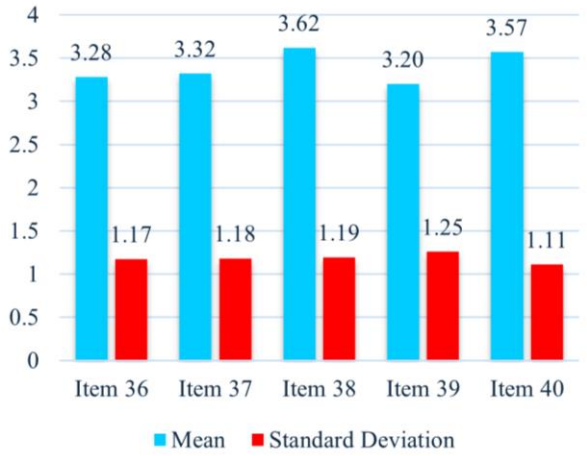

Fig. 8 Mean and Standard Deviation of Social Strategies

Throughout social strategies, learners frequently engaged in helping peers with grammar concepts (mean = 3.57) and occasionally sought correction of grammatical mistakes (mean = 3.62). However, reliance on group work or discussions with classmates was less evident, as reflected in the lower mean scores for collaborative activities. This highlights the learners' tendency to depend on individual effort rather than leveraging peer interaction as a resource for grammar learning.

Table 11. Mean and Standard Deviation of Overall Grammar Learning Strategies, and Categories of Grammar Learning Strategies.

Categories	Mean	Standard Deviation
Grammar Learning Strategies	3.41	.44
Metacognitive Strategies	3.26	.68
Cognitive Strategies	3.44	.49
Effective Strategies	3.40	.61
Social Strategies	3.39	.67

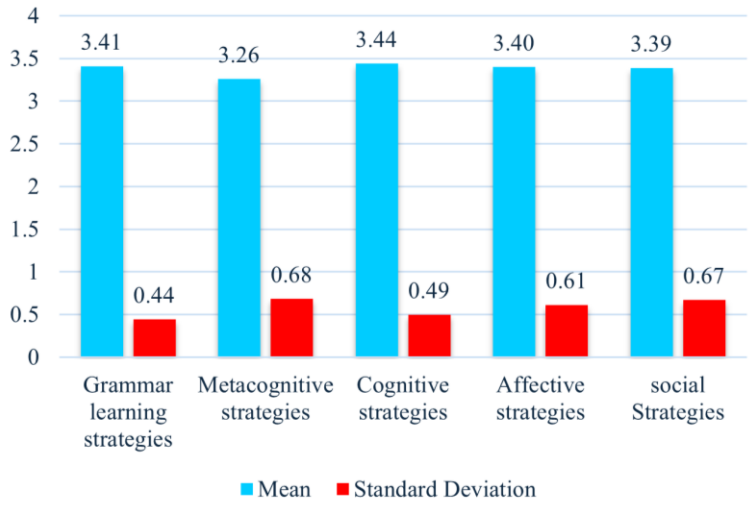

Fig. 9 Mean and Standard Deviation of Overall Grammar Learning Strategies, and Categories of Grammar Learning Strategies

The study reveals that grammar learning strategies were used at a moderate level overall, with a mean score of (3.41). Cognitive strategies were the most frequently employed, followed by affective, social, and metacognitive strategies. The findings emphasize the dominance of teacher-centered practices in shaping learners' preferences, particularly their reliance on corrective feedback and structured learning activities. However, the moderate use of metacognitive and social strategies points to a need for more emphasis on self-regulation and collaborative learning in the classroom.

5. Discussion

The findings of this study reveal that Iraqi EFL learners utilize grammar learning strategies at a moderate level, with a mean of (3.41). While cognitive strategies are the most frequently employed (mean = 3.44), metacognitive strategies are the least utilized (mean = 3.26). These results shed light on the learning preferences of Iraqi students and have implications for understanding the role of cultural, educational, and contextual factors in shaping grammar learning behavior.

One of the most notable findings is the Iraqi EFL learners heavy reliance on cognitive strategies, particularly corrective feedback strategies, which had the highest mean score (3.88) among all subcategories. This reliance reflects the teacher-centered nature of the Iraqi educational system, where instructors are viewed as authoritative figures and key sources of knowledge. While this approach ensures that students value accuracy in grammar, it may hinder the development of independent learning skills. Future pedagogical interventions should aim to balance corrective feedback with opportunities for autonomous error analysis and peer correction. This shift could promote deeper grammatical awareness and learner independence.

Iraqi EFL learners' moderate use of communication task strategies (mean = 3.36) highlights the limited opportunities for real-life grammar application outside the classroom. This result aligns with the broader challenges faced by EFL learners in contexts where English is not widely spoken. Providing authentic, communicative tasks in classroom settings, such as role-playing, collaborative projects, or real-world simulations, could address this gap and enhance students' ability to employ grammatical structures in meaningful contexts.

An interesting result of the present study is that affective strategies ranked second in students' preference among the four main categories of grammar learning strategies, with a mean score of (3.40). This finding highlights that Iraqi students face emotional and psychological challenges when learning complex grammatical concepts. Consequently, strategies related to self-encouragement and anxiety reduction were commonly employed by these learners, reflecting their need for a supportive classroom environment that fosters positive attitudes toward grammar learning. Teachers play a crucial role in this regard by engaging their students in activities aiming at lowering stress, celebrating their hard work and achievements, and ultimately cultivating a growth mindset.

While social strategies were reported to be moderately used by Iraqi EFL learners (mean = 3.39), these strategies showed a higher frequency in areas such as extending help to peers and seeking clarification from teachers. However, the findings suggest a lesser reliance on collaborative learning methods like group discussions. This preference for individual efforts over group work could be rooted in cultural attitudes toward learning and peer interaction. To enhance the utilization of social strategies, educators might integrate structured peer-learning activities, such as grammar-focused study groups or pair work, into the curriculum.

The low usage of metacognitive strategies (mean = 3.26) is particularly concerning, as these strategies are critical for self-regulation, planning, and monitoring one's learning process. The findings suggest that Iraqi learners prioritize traditional approaches, such as memorization and repetition, overactive reflection, and self-assessment. This pattern highlights the need for targeted instruction in metacognitive strategies, such as goal setting, progress tracking, and evaluating one's understanding of grammatical rules. Having workshops or training sessions focusing on these skills could empower learners to take greater control of their grammar learning journey.

When compared with other contexts, such as Saudi Arabia (Alzahrani 2024)(Alnufaie & Alzahrani 2024) and Japan (Nakachi 2021), the findings reveal both similarities and differences. Like Saudi learners, Iraqi students demonstrate a strong preference for corrective feedback, emphasizing the influence of teacher-centered approaches in both contexts. However, unlike Japanese learners, who mostly prefer cognitive strategies but use affective strategies the least, Iraqi learners demonstrate a more balanced approach to emotional regulation. These differences underscore the importance of considering cultural factors when examining grammar learning strategies across different EFL contexts.

In light of these findings, this study offers several pedagogical recommendations. First, educators should aim to employ diverse instructional strategies to foster a balance between teacher-centered and learner-centered approaches. Second, curriculum designers should incorporate activities that promote metacognitive awareness, such as reflective journals or self-assessment tasks. Finally, the integration of communicative and collaborative tasks could address the limited opportunities for real-life grammar use, thereby enhancing students' ability to apply grammatical rules in practical settings.

By addressing these areas, Iraqi EFL learners can develop a more comprehensive and effective approach to grammar learning, ultimately improving their proficiency and confidence in using the language. Future research should explore the impact of implementing these pedagogical interventions and examine variations in strategy use across different learner groups, such as high and low achievers, to gain deeper insights into effective grammar instruction.

6. CONCLUSION

This study investigated the utilization of grammar learning strategies among Iraqi EFL learners, revealing a moderate overall use of cognitive strategies as the most frequently employed category. The findings highlight the learners' strong preference for teacher-centered corrective feedback and their reliance on traditional learning methods such as repetition and memorization. Conversely, the low utilization of metacognitive strategies points to a need for fostering greater self-regulation and reflective practices in grammar learning.

Affective strategies emerged as significant in helping learners manage the emotional challenges of grammar learning. As for social strategies, though moderately used, emphasized the importance of teacher support and peer collaboration. The findings underscore the role of cultural and educational contexts in shaping strategy preferences, with the teacher's authority being a dominant influence in the Iraqi educational system.

Based on these insights, the study provides practical recommendations for educators and curriculum designers. Encouraging a more balanced approach that integrates metacognitive, communicative, and collaborative learning strategies can enhance students' independence and proficiency. Incorporating authentic, real-world grammar tasks and fostering positive, low-anxiety learning environments can further support learners' engagement and confidence.

This study contributes to the understanding of grammar learning strategies in the Iraqi EFL context and provides a foundation for future research. Further investigations could examine the effectiveness of specific pedagogical interventions in promoting underutilized strategies, as well as explore individual differences among learners in grammar strategy use. By addressing these areas, educators can better equip students with the tools needed for effective grammar learning and broader language acquisition.

REFERENCES

Alnufaie, Mohammed R., and Ibrahim H. Alzahrani. 2024. "EFL Grammar Learning Strategy Use: Utilizing Grammar Learning Strategy Inventory in an Arabic Context." *TESL-EJ: Teaching English as a Second Language Electronic Journal* 27, no. 4: 1–15. https://doi.org/10.55593/ej.27108a6

Azar, Betty. 2007. "Grammar-Based Teaching: A Practitioner's Perspective." *Teaching English as a Second or Foreign Language* 11, no. 2: 1–12.

Cahyani, Regita, Muhammad Ridhuan Tony Lim Abdullah, and Cahya Komara. 2022. "The Investigation of English Grammar Learning Strategy on High, Middle, and Low Achievers Students in Indonesia." *ELLTER Journal* 3, no.2: 54–63. https://doi.org/10.22236/ellter.v3i2.10063

DeVellis, Robert F. 2017. *Scale Development: Theory and Applications.* Thousand Oaks, CA: SAGE Publications.

Griffiths, Carol. 2008. *Strategies and Good Language Learners: Lessons from Good Language Learners.* Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511497667.009

Mahdi, Aws Muayad. 2018. "Difficulties in Learning Grammar: A Study into the Context of University of Technology, Department of Materials Engineering." *Larq Journal for Philosophy, Linguistics & Social Sciences* 3, no. 1: 23-31.

Mohamad, Faizah, Nur Syuhada Abdul Halim, Zaemah Abdul Kadir, and Normah Abdullah. 2023. "Grammar Learning Strategies Used by ESL Undergraduate Students." *Asian Journal of University Education* 19, no. 3: 462–473. https://doi.org/10.24191/ajue.v19i3.23325

Nakachi, Kento. 2021. "Grammar Learning Strategy Use by English-Major University Students: An Investigation with Grammar Learning Strategy Inventory (GLSI)." *Nagoya JALT Journal* 2, no. 1: 53–70. http://dx.doi.org/10.37546/JALTCHAP.NAGOYA2.1-3

Oxford, Rebecca L. 1990. *Language Learning Strategies: What Every Teacher Should Know.* Boston: Heinle & Heinle.

Oxford, Rebecca L., and Judith A. Burry-Stock. 1995. "Assessing the Use of Language Learning Strategies Worldwide with the ESL/EFL Version of the Strategy Inventory for Language Learning (SILL)." *System* 23, no. 1: 1–23. https://doi.org/10.1016/0346-251X(94)00047-A

Oxford, Rebecca L. 2017. *Teaching and Researching Language Learning Strategies: Self-Regulation in Context.* New York and London: Routledge.

Pawlak, Mirosław. 2009. "Grammar Learning Strategies and Language Attainment: Seeking a Relationship." *Research in Language* 7: 43–60. http://dx.doi.org/10.2478/v10015-009-0004-7

Pawlak, Mirosław. 2018. "Grammar Learning Strategy Inventory (GLSI): Another Look." *Studies in Second Language Learning and Teaching* 8, no. 2: 351–379. https://doi.org/10.14746/ssllt.2018.8.2.8

Rubin, Joan. 1975. "What the 'Good Language Learner' Can Teach Us." *TESOL Quarterly* 9, no. 1: 41–51. https://doi.org/10.2307/3586011.

Schultz, Renate. 2001. "Cultural Differences in Student and Teacher Perceptions Concerning the Role of Grammar Instruction and Corrective Feedback." *The Modern Language Journal* 85, no. 2: 244–258. http://dx.doi.org/10.1111/0026-7902.00107.

Stephen, Stanley Engineer, and Ambassador Pardeep Singh. 2011. "Learning Grammar Autonomously through Metacognitive Strategies: An Experiment." *Journal of NELTA* 15 (1-2): 146–150. https://doi.org/10.3126/nelta.v15i1-2.4620.