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**Jimma University**  
**College of Social Sciences and Law**  
**School of Graduate Studies**

**The English Grammar Learning Strategies of High and  
Low Ranking Grade Ten Students of Jiren Secondary School  
: A Comparative study**

**By**  
**Nega Ararso**



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**A Thesis Submitted to the School of Graduate Studies of Jimma  
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**THE ENGLISH GRAMMAR LEARNING STRATEGIES OF HIGH  
AND LOW RANKING GRADE TEN STUDENTS OF JIREN  
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## Declaration

I, the undersigned graduate student, declare that this thesis is my original work and all sources of the materials used for this thesis have been duly acknowledged.

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This thesis has been produced under my supervision and submitted for examination with my approval as university advisor.

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## **Setting Common Ground on Key Terms, Abbreviations & Acronyms**

**L1**- First Language

**L2** - Second Language

**LLS** - Language Learning Strategies

**EFL** – English as a Foreign Language

**CLT** - Communicative Language Teaching

**FoF** - Focus on form

**FoM** - Focus on Meaning

**SILL** - Strategy Inventory for language Learning

**JSS** – Jiren Secondary School

## **Abstract**

The main aim of this comparative study is to assess the English grammar learning strategies of high ranking students and low ranking students. To achieve this objective, the three modes of learning namely implicit learning, explicit-inductive learning and explicit-deductive learning were studied in relation to the stated basic question. For the study descriptive survey method was used. The extreme or deviant case sampling technique was employed to select the subjects for the study. Questionnaire and focus group discussion were used as data collection instruments. The data obtained through questionnaire were then analyzed by using SPSS version 16 in terms of mean score, standard deviation and t-test. For the focus group discussion open-ended questions were used and the data were analyzed by using content analysis technique. In general the findings of the study reveal that there were significant differences on the three modes of learning particularly in memory and compensation strategies related to implicit learning, cognitive strategies related to explicit-inductive learning and also to explicit-deductive learning. As the overall mean values indicate the high ranking students used English grammar learning strategies at a higher level than the low ranking students in all classifications except social strategies related to implicit and explicit deductive modes.

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the Study

Research on language learning and language teaching has a long history. In the beginning researchers aimed at finding the best way of teaching language and they discovered various methods and approaches such as the Direct method, the Audio-lingual method, the Total physical response, the Lexical approach, the whole language and different versions of communicative language teaching.

Nevertheless, none of the methods and approaches could yield the intended result. This is partly because they were based on different theories of language and theories of learning and partly because the needs or reasons people learn languages changed from time to time. Likewise, Thornbury (1999:14) puts, “The history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar. Differences in attitude to the role of grammar underpin differences between methods, between teachers, and between learners”. Unfortunately, researchers totally ignored to take into account any points about the language learners.

Grenfell and Macaro (2007) note that in 1970s there was a shift of focus and language teachers and researchers started to have interest in knowing about what makes learners different. They aimed at identifying characteristics of good language learners: the techniques, approaches and tricks they employ, the degree of their motivation, etc. In other words, they tried to investigate the study skills of good language learners. The most famous researches of the time were “The good language learner” by Joan Rubin in 1975 and by Naiman, Frohlich, Stern and Todesco in 1978.



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Gradually, researchers tried to see whether the strategies used by good language learners could be transferred to poor language learners or not.

Grenfell and Macaro also note researchers geared to studying the psychological character of the learners, they tried to discover the language processing nature of learners. They attempted to study the cognitive character of learners using think aloud protocol and interview. Language learning strategies were also studied in relation to such variables as motivation, proficiency level and affective condition of learners.

During those years researchers were not based on theoretical frameworks derived from cognitive psychology. The absence of metalanguage, which is aspect of the framework, resulted in failure to use terms unanimously. Until now there is no consensus on the definition of the terms. Grenfell and Macaro (2007:20) summarize the shortcomings of the early researches on language learning strategy as “the lack of consensus as to the nature of a strategy, its size and location, whether external learner behavior could correctly predict cognitive operations, how they could be described and classified. . .”

Likewise, Brown (2007) demands researchers to confirm or disconfirm the adequacy of categorizing strategies into cognitive, metacognitive and socio-affective; the physiological assumptions underlying the postulation of strategic options; the relationship of strategy research to current language teaching paradigms; Intercorrelations among, and relationships between, the many strategies that have been identified; and the adequacy of various measures of strategy use and awareness. So researches have continued attempting to solve the above problems and find out new discoveries or contents.

Grenfell and Macaro summarize the claims which have been made by language learning strategy researchers concerning researches on learning strategies:

1. that strategies could continue to be identified under broader categories, despite the difficulties this entailed;

2. that strategy research offered a radical new conceptualization of the language learning process, shifting the emphasis onto the individual learners;
3. that the learning context, nevertheless, was a major influence on the way that individuals and groups used strategies;
4. that strategies were value-neutral, not in themselves good or bad, but were used either effectively or ineffectively by individuals and by groups;
5. that strategy research continued to offer insights into the complex operations that constituted the process of language learning; and
6. that strategy use and achievement were inextricably linked (2007, P.24).

## **1.2 Statement of the Problem**

Language learning strategy researches have been conducted since 1970 but equal attentions haven't been given to all language skills and aspects of language. One of the aspects of language, grammar, is ignored by strategy researchers. But experts observe that grammar is being emphasized. Madsen (1983: 34), for example, writes "Much ESL (English as a Second Language) teaching has been based on grammar". To mention another example, in grades 10 and 11 textbooks of English New Ethiopia, different study skills are discussed (Bailey, 2011; Webb, 2011) and textbook writer of grade 10 Donna Bailey (2011:42) remarks and advises, "Children's books are great for looking at how basic grammar is used. Investing in a good quality English dictionary is a good way to improve your knowledge, and your understanding, of English grammar". The other textbook writer Webb (2011:291-2) provides some strategies for improving students grammar and asks learners which ones they use, which ones they think are useful and which other strategies they use.

Some researchers say that grammar is the main component of modern courses or the syllabus of CLT courses and is used for functional conversation (Thornbury, 1999; Harmer, 1987).

There is also a change in the view of the importance of teaching grammar in CLT. Thornbury (1999:22) expresses this idea as, “Task-based learning [one of the CLT] has more recently relaxed its approach to grammar, largely through recognition of the value of focus on form”.

And when explaining how grammar is taught, Thornbury (1999:20) adds, “Other approaches [other than grammar translation] including the shallow-end form of the communicative approach, often require the learners first to study examples and work the rules out for themselves (an inductive approach)”.

Although learning grammar could involve the four language skills (O’Malley and Chamot, 1990), it has not got attention by researchers. Oxford and Lee (2007) entitled their research “L2 [second language] Grammar Strategies; the Second Cinderella and beyond” to show the lack of attention in the field. This is confirmed by Cohen and Macaro (2007) when they treat listening strategies, reading strategies, oral communication strategies, writing strategies and vocabulary strategies in part: II Reviewing thirty years of empirical LLS [language learning strategy] research; they treat Oxford and Lee’s research (mentioned above) in part I: issues, theories and framework.

Another evidence is that although grammar is part of the lesson in English for Ethiopia textbooks (including Grade 8 and below), the teacher training manuals for Grades 1-8 (three booklets) present strategy based instructions for listening, speaking, reading, writing and vocabulary development. But they do not have grammar strategy instruction. This may imply lack of studies in grammar learning strategies.

And still another evidence is my observation and discussion with English teachers of tutorial classes. In Jimma, as in many other towns, business tutorial classes are common for students of second cycle elementary schools and high schools. English is one of the subjects taught. And in English classes what is mostly taught is grammar. This may imply students’ high value for grammar and of course their dissatisfaction with the regular lessons.

These being the cases, researchers believe that language learning strategies can be sources of strategic instructions and vice versa. To mention some examples, Oxford and Lee (2007:130) interpreted part of Gloria's diary as, "Gloria noticed and built on her students' grammar strategies and also taught them new ones as part of regular instruction". The strategy she noticed was: "I explain the grammar points to other students during group work".

The potentiality for transforming strategic instruction to language learning strategy is stated by Spor (2010:4) as:

*Several steps occur in strategic instruction; planning, introduction of the strategy, explicit modeling of how to use the strategy, guided practice and independent use. . . Modeling may occur more than once or until students can actually understand the strategy well enough to practice and eventually use it on their own.*

Ellis (1997:87) expresses similar view saying, "The idea of strategy training is attractive because it provides a way of helping learners to become autonomous".

And Ellis (1997:78) states the interdependence of the two i.e. strategic instructions and learning strategies as, "The study of learning strategies is of potential value to language teachers. If those strategies that are crucial for learning can be identified, it may prove possible to use them".

Regarding to the tasks of strategy researchers and teachers Skehan (1989:73) writes, "We are concerned, that is, with the choices that the learner makes, and with the possibility that the efficiency with which the learner's capacities are used can be changed". From the above statement we see that there are two key points. The first one is identifying the learner's strategy preference and the second one refers to the teachability of strategies.



Oxford and Lee (2007:137) conclude their study writing,

*The second Cinderella should not toil namelessly in a patched dress in a dank, dark basement. Our intent has been to provide insights and a theoretical framework so that grammar strategies can emerge as an important theme for theory and research. We hope that many people will take the proffered challenge to enable grammar strategies and grammar learning in general to become a priority.*

It is to contribute to grammar learning strategy research that this study is carried out. And it attempts to answer the question “Is there a difference in grammar strategy deployment between high ranking and low ranking students?”

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

The study aims at investigating English grammar learning strategies used by high ranking students by comparing to those used by low ranking students and suggesting possible recommendations.

#### **1.3.2 Specific Objectives**

Some specific objectives are set in order to achieve the main objective of the study. These are:

1. to assess the extent to which the students use English grammar learning strategies
2. to examine the similarities and differences between the two groups in using English grammar learning strategies and,
3. to investigate the nature of English grammar learning strategies of the two groups.

To these effects, the following research questions are formulated:



1. to what extent do the students use grammar learning strategies while learning English,
2. are the English grammar learning strategies used by high ranking students different from the low ranking students and
3. what are the natures of the English grammar learning strategies of the two groups?

#### **1.4 Significance of the Study**

The findings from this research are expected to be valuable to those who are involved in teaching learning activities, in designing and preparation of materials, in teacher training and in research on grammar learning strategies.

The students of JSS and Setto Semero Secondary School will be aware of English grammar learning strategies in general and those which are favored by high ranking students in particular as the researcher will post the strategies according to their rank in both schools. English teachers of both schools could also use the strategies for grammar instructions.

Text book designers and material producers could also use the findings in the preparation of grammar lessons in English text books. Parallel with this teacher training expertise could include English grammar learning strategies in their manual.

There is also an expectation that researchers will use this study in general and the findings in particular as a reference.

## **1.5 The Scope of the Study**

This research examines the awareness and application of English grammar learning strategy of 74 Grade 10 Jiren Secondary School students. It compares grammar learning strategies of high ranking and low ranking students.

## **1.6 Limitations of the Study**

The basic problems of this study arise from using new framework i.e. the taxonomy employed to classify individual grammar learning strategies. As this framework is new, it hasn't received any critics. The shortcomings of the frame, if any, haven't been identified. Moreover, there is lack of adequate literature in this area of strategy. This is because grammar strategies haven't been the focus of researchers and hence many studies haven't been done so far. The other problem is that the study was carried out on students of a particular school so the result can hardly be generalizable.

## **1.6 Operational Definitions of Key Terms**

**Grammar** according to Swan (2005: xix) is the rules that show how words are combined, arranged or changed to show certain kinds of meaning.

**Grammar Test** – is a sort of language test that is designed to measure student knowledge and proficiency in matters ranging from inflection to syntax which involves the relationship of words in a sentence.

**High ranking students** – Students who were promoted to grade ten scoring the highest three total marks in their sections. These students are generally high achievers but their ranks refer only to their relative positions in their respective sections.

**Low ranking students-** students who were promoted to grade ten scoring the last three total marks in their sections, these students fulfilled the minimum requirements for promoting to grade ten.

### **1.7 Organization of the Study**

This research report is organized into five chapters. The first chapter deals with the problem and its approach. The second chapter is concerned with review of related literature while chapter three explains the methodology of the study. Chapter four presents interpretation and analysis of data whereas the fifth chapter is concerned with the summary of the major findings, conclusions and recommendations.

## **CHAPTER TWO**

### **2. Review of Related Literature**

As this research applies a new theoretical framework for grammar learning strategies, prior research findings are not available. Therefore, this section revises definitions of learning strategies, purposes and features of language learning strategies, instructional modes, modes of second language learning, and language learning strategy taxonomies.

#### **2.1 Definitions of Learning Strategies and Grammar Learning Strategies**

Experts define language learning strategies in different ways. This is because they have different views and approaches to learning. There are generally two groups of LLS community or experts; Cohen and Macaro (2007:278) explain this as, “Those who see a strategy in large terms, as general patterns of behavior combining mental, physical and social activity and those who see it in small and specific terms, purely as cognitive and metacognitive behavior”. Here are some of the definitions:

Learning strategies, according to O’Malley and Chamot (1990:1), “are special ways of processing information that enhance comprehension, learning, or retention of the information”.

As to Brown (2007:132), “Learning strategies relate to input-to processing, storage, and retrieval, that is, to taking in messages from others”.

Learning strategies, as defined by Nunan (1991:168), “are the mental processes which learners employ to learn and use the target language”.

According to Oxford (1990:8), “Learning strategies are operations employed by the learners to aid the acquisition, storage, retrieval, and use of information”.

Ellis (1997:76) defines learning strategies as, “the particular approaches or techniques that learners employ to try to learn an L2. They can be behavioral or mental. They are typically problem oriented”.

Chaudron (1988:109-110) describes learning strategies as, “Behaviors related to cognitive operations that learners apply while in classrooms or other learning situations”.

As to Oxford and Lee (2007:117), “Grammar strategies are actions or thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable”.

## **2.2 Features and Purposes of Learning Strategies**

Language learning strategies have different purposes. Oxford (1990:8) subsumes the purposes of learning strategies as she goes on defining them and puts it as learning strategies are; “specific actions taken by the learner to make learning easier, faster more enjoyable, more self-directed, more effective and more transferable to new situations”.

More recently, Cohen (2007) identifies the following five purposes after surveying nineteen experts. Learners use strategies to enhance their learning, to perform specified tasks, to solve specific problems that they encounter in learning, to make learning easier, faster and more enjoyable and to compensate for the deficit in their learning.

Language learning strategies also share some features. Oxford (1990) mentions the following features. Learning strategies;

The main goal of strategies is to contribute to communicative competence. We can see that, most of the language learning activities are oriented towards the broad goal of communicative competence.

Learning strategies allow learners to become more self-directed. This is important because they will not always have teacher around to guide them as they use the language outside the classroom.

Learning strategies expand the role of teachers. Traditionally teachers are expected to be authority, director, manager etc. in this case teachers need to help learners to be more independent and they need to identify students' learning strategies. Finally, they accept new roles such as guider, diagnostician, consultant, advisor etc.

Learning strategies are problem oriented, since these strategies are tools to be used to solve problems, or to accomplish a task, or to meet an objective.

Learning strategies are action based, for they are specific actions taken by the learner in order to enhance their learning. Some examples are taking notes, planning for a language task, self-evaluating etc.

Learning strategies involve many aspects of the learner, not just cognitive, since they are beyond cognition. Besides cognitive functions such as mental processing and manipulation of the new language, strategies also include metacognitive functions (such as planning, evaluating arranging one's own learning) and emotional and social functions as well.

Learning strategies support learning both directly and indirectly. Those involve direct learning and use of the subject matter is called direct strategies, and those contribute indirectly to learning, including metacognitive, affective and social strategies, are called indirect strategies.

Learning strategies are not always observable to the human eye. For example, while many aspects of cooperating with someone else to achieve a learning goal are observable, it is impossible to observe a learner's act of making mental associations.

Learning strategies are often conscious, for most of them are conscious efforts of learners to take control of their learning. However, after a certain amount of use and practice, learning strategies, like any other skill or behavior, can become automatic.

Learning strategies can be taught. They are teachable and the main concern of this work is strategy training that can be considered as an essential part of language education.

Learning strategies are flexible, that is, they are not always found in predictable sequences or in precise patterns. Individual learner can choose, combine and sequence the strategies in a way he or she wants. But in some cases, such as reading a passage, learners use some strategies in a predictable way, for example learners first preview the text by skimming or scanning, and then read it more closely by using guessing etc.

Learning strategies are influenced by a variety of factors. Some examples of these factors might be degree of awareness, learning stage, task requirements, teacher expectations, age, sex, nationality/ethnicity, learning style, personality traits, motivation level, purpose for learning and the language itself.

### **2.3 Instructional modes**

Although this study is concerned with grammar learning strategies, the researcher presents an overview of grammar instruction because learning and teaching cannot be treated in isolation. Moreover, the taxonomies used in grammar learning strategies sprang from strategic instructions.

According to Oxford and Lee (2007), the instructional modes teachers use for treating grammar can be either implicit or explicit.

## **2.3.1 Implicit Instructional Modes for Dealing with Grammar in L2 Classrooms**

### **2.3.1.1 Focus on Meaning (FoM)**

The focus on meaning mode of instruction is based on the conviction that learners would automatically proceed along their built-in syllabus as long as they had access to comprehensible input and were sufficiently motivated (Ellis, as cited in Oxford and Lee, 2007).

Teaching L2 using Content-based and Natural Approach is instance of FoM. According to Krashen (as cited in Oxford and Lee, 2007: 121 ), “Structures are acquired through natural, developmental processes only, not through attention or awareness”.

In FoM classes, pointing out, discussing or analyzing structures is not expected to be done by the teachers and the students.

### **2.3.1.2 Focus on Form (FoF)**

Focus on form is another implicit mode of instruction. Kumaravadivelu ( as cited in Oxford and Lee, 2007: 121) defines focus on form mode of instruction as “. . . meaning-focused activities in which learners are preoccupied with the process of understanding, extending or conveying meaning and cope with language forms incidentally and as demanded by that process”. As we can see in focus on form classes both communicative skills and grammar are treated.

Task-based instruction, which is considered as one of the current approaches to grammar by Hossein Nassaji and Sandra Fotos (2004), is an example of FoF mode of instruction. In task-based instruction class, students are given tasks or activities to accomplish and as they do so they will confront with a language problem, in this case grammar problem,



which leads them to identify gaps in their language and create opportunities to solve the problem.

### **2.3.2 Explicit Instructional Modes**

Explicit instructional modes consist of focus on forms: explicit-inductive mode and focus on forms: explicit-deductive mode.

#### **2.3.2.1 Focus on Forms (FoFs): Explicit – inductive mode**

This mode of explicit instruction involves indirect but explicit teaching. The teacher neither presents nor discusses the grammar rules. He or she simply creates conditions and tells learners to pay attention to forms and discover the rules. Learners then could discuss grammar as subject or topic of conversation.

#### **2.3.2.2 Focus on Forms (FoFs): Explicit – deductive mode**

This mode is the strongest and oldest version of FoFs as it has been used by the Grammar Translation Method. In this mode, according to Oxford and Lee the teacher presents rules and their associated structures and learners must apply what they are learning to specific instances.

### **2.4 Modes of Learning and Associated Grammar Strategies**

Oxford and Lee believe that learning and instruction cannot be considered as ‘flap-sides’ of each other, in other words, the instructional mode does not control learning. They go farther and explain that whatever type of grammar instruction a teacher uses certain learners might choose to learn grammar in totally different ways, this is to say, their strategies might or might not be what the teacher wants, expects or recognizes.



The two researchers believe that learner's grammar strategies are more influenced by his/her learning styles, factors affecting learning styles such as age, gender, ethnic or racial group, linguistic background, educational level, socio-economic status, language proficiency level and experience in learning other languages: and learner's own beliefs, goals and values of language. In relation to this, Nunan (1991:178) says, "Learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning".

To understand the discussion on the modes of learning, it is essential to see the summary of the dimensions of consciousness discussed by Oxford and Lee. These are:

- a. Attention – is the most basic element and comprises 'alertness', 'orientation' and detection of stimulus that is of a particular grammatical form. And detection without awareness is called 'registration'.
- b. Awareness – knowledge or subjective experience of either 'noticing' (detection + awareness) of the stimulus, low-level type of awareness or 'understanding' the stimulus, a high-level type of awareness. Noticing occurs in all learning. It refers to surface level phenomena and item learning while understanding refers to deeper level of abstraction related to meaning, system learning and implies recognition of a general principle, rule or pattern.
- c. Control – refers to 'cognitive effort'. The cognitive effort ranges from great control (much cognitive effort) to spontaneous (little cognitive effort).
- d. Intention – means goal or purpose. When a person has a purpose or goal connected to the learning that is occurring, the learning is 'intentional'. Otherwise, it is incidental.

Oxford and Lee conclude saying implicit learning is considered primarily unconscious learning while explicit learning is viewed as conscious learning.

## **2.4.1 Implicit L2 Learning and Associated Strategies**

Implicit L2 learning involves learning grammar patterns in the language without any direction to pay attention to form and without any rule explanation. It also occurs without intention (goal or purpose) so it is incidental learning and it does not involve control. These all imply that implicit learning takes place unconsciously.

However, there is no consensus on the last statement and according to Ellis (as cited in Oxford and Lee, 2007) detection is necessary for implicit learning. Moreover, as mentioned above, there is no learning without noticing.

### **2.4.1.1 Strategies in Purely Meaning Oriented, Implicit Learning Situations**

Grammar strategies have no or little place in purely meaning oriented implicit learning because the theory states that learners should not pay attention to form/structure. And the strategies that seem to fit this theory are behaviors for increasing exposure or interaction in the L2:

- I read the newspaper in my new language.
- I watch television in my new language.
- I talk with native speakers in my new language

These strategies refer to outside classroom activities.

### **2.4.1.2 Strategies in Implicit L2 Learning that Include Form**

The learner focuses on meaning but when encountering a challenge in understanding or producing the L2, changes attention temporary to grammar to solve the problem. So

whatever is done for the sake of emphasizing meaning (Doughty as cited by Oxford and Lee, 2007). Examples of strategies of this type are:

- I notice structures that cause me problems with meaning or communication
- I notice structures that are highlighted in the text by italics, boldface, underlining etc.
- I notice structures that are repeated often in the text

## **2.4.2 Explicit L2 Learning and Associated Strategies**

As mentioned above, explicit L2 learning is considered as conscious learning and involves awareness at least at the level of noticing a target form (low level awareness).

### **2.4.2.1 Explicit – inductive L2 Learning**

The explicit – inductive L2 learning involves starting with a specific fact or instance and moving toward a general principle (rule). This is also termed “rule discovery”. Example strategies of this mode include:

- Based on all possible clues, I try to discover the underlying rule
- I participate in rule-discovery discussions in class
- I write down structures on note cards so that I can think about how they work.

### **2.4.2.2 Explicit – deductive L2 Learning**

The explicit – deductive grammar learning involves learning a rule that is supplied by the book, the teacher or by some other means and then applying the rule to specific instances. This is the most overt illustration of the rule-oriented approach to language learning. Example strategies of this mode are:

- I make grammar charts
- I make up sentences using the rule

- I work with a study partner to apply grammar rules

## **2.5 Language Learning Strategy Taxonomies**

Experts define and classify language learning strategies in slightly different ways. As Oxford's classification shows consistency (Hsiao and Oxford, 2002), it is used for reference in this study

Oxford (1990) identifies two major groups of language learning strategies: direct strategies and indirect strategies each of which has three sub-groups. This expert also identifies fifty individual strategies that are referred to as the strategy inventory for language learning (SILL) which is a standardized measure and used worldwide by great number of researchers including those who employed it for their theses and dissertations. Some of the strategies are cited in this section.

### **2.5.1 Direct Strategies**

Oxford defined direct second language learning strategies as those directly involve in the language being learned. Direct strategies are subdivided into: memory, cognitive and compensation categories,

Memory strategies help language learners store and retrieve new information. They refer to processes and activities related to creating mental linkages images and sounds, reviewing well and employing actions. Examples of memory strategies are:

1. I think of relationships between what I already know and new things I learn in English.
2. I review English lessons
3. I remember new English words or phrase by remembering their location on the page, on the board or on a street sign

Cognitive strategies help language learners understand and produce new language. They operate directly on incoming information and manipulating in ways which enhance learning. Cognitive strategies include such strategies as:

1. I use the English words I know in different ways
2. I make summaries of information that I hear or read in English
3. I first skim an English passage (read the passage quickly) then go back and read carefully

According to Oxford (1990) compensation strategies are techniques used by learners to compensate for missing knowledge. Compensation strategies are techniques used by learners to compensate for missing knowledge. Compensation strategies are helpful to use the new language for comprehension or production in spite of limitations in knowledge. They also help for repertoire or grammar and especially vocabulary. Compensation strategies subsume two sets: guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. Some of the compensation strategies are:

1. I make up new words if I can't know the right ones in English
2. To understand unfamiliar English words, I make guesses
3. If I can't think of an English word, I use a word or phrase that means the same thing.

### **2.5.2 Indirect Strategies**

As to Oxford (1990) indirect second language learning strategies are those although not directly involving the target language, nevertheless are necessary or helpful for learning. Indirect strategies subsume metacognitive, affective and social categories.

Metacognitive strategies are used to organize, regulate or self-direct language learning. Metacognitive strategies are used for planning and coordinating the learning process. Examples of metacognitive strategies are:

1. I pay attention when someone is speaking English
2. I plan my schedule so I will have enough time to study English
3. I notice my English mistakes and use that information to help me do better

Affective strategies help language learners regulate their emotions while learning. Affective strategies refer to lowering anxiety, encouraging oneself and taking ones emotional temperature. Affective strategies include such strategies as:

1. I try to relax whenever I feel afraid of using English.
2. I notice if I am tense or nervous when I am studying or using English.
3. I encourage myself to speak English even when I am afraid of making mistakes.

Social strategies are used for a language with others. According to Oxford (1990: 144), language is a form of social behavior and communication. Communication occurs between and among people in the process of communication appropriate social strategies are important. Social strategies are divided into three sets: asking questions, cooperating with others and emphasizing with others. Included in social strategies are:

1. If I don't understand something in English, I ask the other person to slow down or say it again.
2. I practice English with other students.
3. I ask English speakers to correct me when I

## CHAPTER THREE

### 3. Research Design and Methodology

This chapter presents and discusses the study design, the research population including the methods employed to identify the subjects, sampling technique, the data collection instruments applied in the research, the procedures including piloting followed in each instrument, and the data analyzing techniques used.

#### 3.1 The Study Design

This research describes the grammar learning behavior or characteristics of two different groups of learners; therefore, it is a descriptive research. As Adler and Clark (2006: 26) put it, "In a descriptive study a researcher describes groups, activities, situations or events with a focus on structure, attitudes or behavior".

The study used the comparative design as it compared two natural groups. In this comparative study the differences and similarities of the two groups in using English grammar learning strategies are investigated.

For the purpose of this study mixed method is employed to investigate the English grammar learning strategies of two groups. The reasons for choosing mixed method is to complement the information obtained from quantitative method with the information obtained from qualitative method and to avoid the risk of using only one method. According to Sandelowski (as cited in Dornyei, 2007), the purposes for combining methods are a) to achieve a fuller understanding of a target phenomenon and b) to verify one set of findings against the other. Creswell and Clark (as cited in Creswell, 2009:4) add, "Mixed methods research is more than simply collecting and analyzing both kinds of data, it also involves the use of both approaches in a tandem so that the overall strength of a study is greater than either qualitative or quantitative research".



### 3.2 The Subjects

In order to conduct the study some grade ten students of 2011/12 were selected from Jiren Secondary School, which is one of the three first cycle secondary schools in Jimma town of the Oromia Regional State. Half of the population consisted of those students who stood first to third in the twenty-two sections of grade nine in 2010/11 and the other half consisted of those students who were promoted to grade ten standing with the last three ranks. The reason why these students were chosen is that they could represent two extreme levels /cases of students in using English grammar learning strategies which supplied inputs for this research.

Grade ten was chosen because students' ranks could easily be identified and the gaps between the two groups is wider than the preparatory students as the latter have been refined by Ethiopian General Secondary Education Certificate English Examination and have more experience in learning grammar than the former. And Jiren Secondary School was chosen because it was convenient for the researcher to work at.

The procedures used to identify the participants were as follows: First the researcher referred to roaster of the twenty-two sections of grade nine of 2010/11 and listed 132 students from 643 students who were promoted to grade ten. Following this the researcher identified the subjects' tenth grade sections from the registration lists as the school has only fourteen 10<sup>th</sup> grade sections in 2011/12. Next, to make sure that these students were truly extremes in their grammar knowledge the researcher gave grammar test which was prepared based on grade nine grammar lessons to only 114 students as some students dropped out their study and others were absent from school when the test was given. The two groups took the test in different rooms at the same time in their own sessions.

Of the 114 students who took grammar test the 61 were high ranking students and their score ranged from 30% to 96% and the mean was 62.6%. The remaining 53 students

were low ranking students and their score ranged from 22% to 53% and the mean was calculated to be 35.5. The mean score of the grammar test was calculated to be 51.85%. And then the researcher accepted those students who scored one standard deviation above the mean (i.e. 66% and above) and one standard deviation below the mean (i.e. 36% and below). Finally rejecting those respondents whose responses had missing values, seventy-four students were chosen for the final result.

When the students took the grammar test, a pen was given to each candidate. And when they responded the questionnaire and joined the focus group discussion, they were given sweets so that they would be motivated to respond.

### **3.3 Sample Techniques**

The research was conducted on two groups of tenth grade students whose ninth grade results were wide apart. This is because these subjects represent examples of two groups of learners who may use different grammar learning strategies. Therefore, the sampling technique applied in this study is the extreme or deviant case sampling in which according to Dornyei (2007:128), "The researcher selects the most extreme cases (for example the most motivated and demotivated learners). On the other hand, this allows us to find the limits of the experience; on the other hand, if even such cases share common elements, they are likely to be real core components of the experience".

Besides, differences in the English grammar learning strategies used by the two groups of learners, what were shared by both groups were examined.

### **3.4 Data Collecting Instruments**

Two different data gathering tools were used in this research. These are questionnaire and focus group discussion. There are two main reasons for choosing these techniques. The first reason is they are the common instruments in strategy researches (Chaudron, 1988:110-11). And the other reason is to validate the research findings, in White,

Schramm and Chamot's (2007:94) words, "Researchers generally combine methods to investigate and analyze strategy use in order to provide interpretive clarity and to avoid the criticism that the method determines the results obtained".

### **3.4.1 Questionnaire**

The first instrument employed in this study was the questionnaire. The questionnaire which was used is the one developed by Oxford and Lee. The questionnaire items were translated into the first language (L1) of the subjects i.e. the Oromo language and Amharic language. In addition the questionnaire items in the three modes of grammar learning were grouped based on their relation to LLS classifications.

Close examinations of each item of the three modes of grammar learning indicate that the items in each mode belong to different language learning strategy classifications. For detail analysis of the information obtained from the questionnaire the researcher has split the items in the three grammar learning modes into the language learning strategy minor classifications. This way discussions were made within and across the modes. The remaining part of this section presents the break down of the items into the classifications.

The grammar learning strategy questionnaire has 36 strategies. Items 1-12 refer to implicit learning that include form. Of the twelve strategies, six strategies (item 1-6) are related to memory strategies, two strategies (items 7 and 11) are related to compensation strategies, two strategies (items 8 and 12) are related to metacognitive strategies, one strategy (item 9) to social strategies and one strategy (item 10) to cognitive strategies.

The explicit-inductive grammar learning is listed from items 13 to 22 in the questionnaire. And two strategies (items 13 and 17) are related to compensation strategies, four strategies (items 14, 19, 20 and 22) are related to social strategies and four strategies (items 15, 16, 18 and 21) are related to cognitive strategies.

The last fourteen items in the questionnaire refer to explicit-deductive grammar learning. Of these individual strategies, three strategies (items 23, 24 and 32) are related to metacognitive strategies, five strategies (items 25, 26, 33, 34 and 36) are related to cognitive strategies, two strategies (items 27 and 31) are related to social strategies and the other four strategies (items 28, 29, 30 and 35) are related to memory strategies.

The following table summarizes the relation of grammar learning strategies to strategy classification for language learning and to modes of grammar learning.

**Table-3.1: Distribution of Grammar Learning Strategies**

Language learning strategy classification	Modes of Grammar learning			Total
	Implicit learning	Explicit-inductive learning	Explicit-deductive learning	
Cognitive strategies	1	4	5	10
Memory strategies	6	-	4	10
Metacognitive strategies	2	-	3	5
Compensation strategies	2	2	-	4
social strategies	1	4	2	7
<b>Total</b>	12	10	14	36

All in all out of the 36 questionnaire items, ten belong to cognitive strategies, ten to memory strategies, five to metacognitive strategies, four to compensation strategies, and seven to social strategies. In short, twenty-five grammar learning strategies belong to direct strategy category and eleven of them fall into indirect strategy category.

### 3.4.2 Focus Group Discussions

In order to crosscheck the information gained from the questionnaire and to gather qualitative data, focus group discussion was held. The students in each group were

regrouped into smaller groups consisting of some eight members. This size of group members reduces the difficulty for everyone to participate. When discussing the composition of group members Dornyei (2007:144-145) writes, "In order to obtain a wide range of information, the usual strategy is to have several groups which, as a whole, are different from each but each of which is made up of similar people".

### **3.5 Procedures of Data Collection**

As mentioned above, the tools which were used in this research are questionnaire and focus group discussion. In order to collect the data with the tools several procedures were followed.

The questionnaire was administered. The questionnaire which was used to collect data on grammar learning strategies was one developed by Oxford and Lee (Cohen and Macaro, 2007). The individual strategies were translated into the L1 of the subjects: the Oromo and the Amharic languages. Subjects then were given the chance to choose either of the versions to fill in. This is to help subjects feel free and concentrate on the strategies and to reduce the challenges of English.

The use of L1 in strategy research methods is common in relation to this, White et.al (2007:103) remarked, "It is interesting to note that subjects who are free to choose a language for their verbal report may make use of their first language as well as their L2".

The questionnaire was translated into the Amharic and the Oromo languages by two different persons. And then the researcher discussed each item with the translators and crosschecked the works. Next the three versions of each item were put together for easy reference and were given for comments to two Jimma Teacher Training Collage instructors of English and two Jimma University English lecturers who are proficient in the languages and whom the researcher trusts. Finally, the constructive comments were accepted.

Then pilot study was conducted on two sections of grade ten students of 2011/12 at Seto Semero Secondary school which is also in Jimma. The grammar test was piloted to check the reliability of the test and to select suitable items for the main study. To measure the reliability of the grammar test split-half technique was used. The split-half reliability coefficient was calculated to be 0.78 and 0.77 which were defined to be reliable.

A 36- item questionnaire consists of three parts of grammar strategies such as implicit learning that include form, explicit-inductive learning and explicit-deductive learning. A five choice Likert type of questionnaire was developed in order to assess the subject level of grammar strategy usage in quantifiable manner such as:

Never = 1

Seldom = 2

Sometimes = 3

Usually = 4

Always = 5

The translated versions were piloted on the same students of Seto Semero Secondary School to make sure there is no misunderstanding and check the reliability of the questionnaire. To ensure that each questionnaire item is clear respondents were informed in the introduction to ask any point that is not clear to them. And they were also told as they were replying. Based on the questions they raised, few words were substituted by others but the most important improvement made after piloting was each questionnaire item is specified to English grammar learning strategy rather than to second or foreign language in general. To measure the reliability of the questionnaire split-half technique was applied and .887 Cronbach's Alpha was obtained.

The other instrument used is focus group discussion. From this instrument qualitative information was obtained. The two big groups were regrouped into smaller groups of eight students. The questions for discussion revolved around three main points. First the English grammar learning strategies they actually use. Second the relationship of their grammar learning strategies with the four language skills. The third, the feelings students' have in grammar lessons.

### **3.6 Data Analysis**

Data analysis was carried out using SPSS (Statistical Package for Social Sciences) version 16 based on the following procedures. The responses gathered from the questionnaire were tallied and tabulated then analyzed descriptively using mean and standard deviation. Similarities and differences were clearly described. Moreover, the mean differences were examined whether they are significant or not.

The information obtained from focus group discussion was used to crosscheck the results obtained from the questionnaire and also to add some more facts about English grammar learning strategies of the two groups.

## CHAPTER FOUR

### 4. Research Findings and Discussions

This chapter deals with the presentation of the major findings of the data gathered from both high ranking and low ranking students regarding English grammar learning strategies they employ and the discussions of the results. The data were obtained from tenth grade students of Jiren Secondary School found in Jimma in 2011/12. Questionnaire and focus group discussion were the instruments used to collect relevant data for this study.

The chapter has two parts. Part I presents the students' profile, that is, their ages, their sexes and the languages they used to respond the questionnaire items. Part II encloses responses given to the questionnaire items. The information obtained from focus group discussion has been set as enriching body of the information obtained from questionnaire and also analyzed separately.

#### 4.1 Students' Profile

The students participated in the main study of this research are seventy-four in number: thirty-seven from the high ranking group and the other thirty-seven from the low ranking group. The participants' profile is presented as follows:

Table 4.1: Participants' Profile

Variables		Rank of the Students	
		High	Low
Sex	F	16	25
	M	21	12
Age	15	7	4
	16	18	7
	17	9	15
	18	3	10
	19	-	1
Language used to respond	Amharic	20	15
	Oromo	17	22



As displayed in the above table, from the high ranking group sixteen respondents (43.24%) are female and twenty-one respondents (56.76%) are male whereas from the low ranking group twenty-five (67.56%) are female and twelve (32.43%) are male. Generally, forty-one respondents (55.41%) are female students and thirty-three (44.59%) are male.

Regarding participants' age, seven respondents (18.91%) of the high ranking group were fifteen years old, eighteen (48.64%) of them sixteen year, nine (24.34%) were seventeen year and three (8.10%) were eighteen year. And four participants (10.81%) of the low ranking group were fifteen years of age, seven (18.91%) were sixteen years, fifteen (40.54%) were seventeen years, ten (27.02%) were eighteen years and one respondent (2.70%) was nineteen years of age. So, the respondents' age ranged from 15-19.

As to the language the participants responded to the questionnaire items is concerned, 54.05% of the high ranking respondents used the Amharic language version and 45.95% the Oromo language version while from the low ranking group 40.54% used the Amharic language version and 59.46% the Oromo language version. Generally, thirty-five students (47.29%) responded to the questionnaire administered in the Amharic language and thirty-nine participants (52.71%) used the one administered in the Oromo language.

## **4.2 Presentation and Analysis of Data through Questionnaire and Focus Group Discussion**

As mentioned earlier the data gathered from the questionnaire was analyzed using SPSS. This study aims at revealing the relationship between two groups of learners and their English grammar learning strategy. So, to measure the level of strategy use employed by both groups of participants, the mean which falls within the range of 1.0 to 5.0 is calculated. The standard deviation is also shown to indicate the spread of the points from the mean. The average for each item showed which strategy was more favored by the groups. For the purpose of analysis based on the average value (3.00) of the rating scale, mean values were interpreted as: 4.50 to 5.00 as very high strategy use, 3.50 to 4.49 as

high strategy use, 2.50 to 3.49 medium strategy use and 1.0 to 2.49 as low strategy use. In general the mean value measures the levels of the strategy use of high ranking and low ranking students.

Moreover, to assess whether the mean differences are significant or not independent samples test was employed. Prior researches on strategy behavior and language proficiency, strategy use and success at a task, and strategy use and rate of progress also studied relationships (O'Malley and Chamot. 1990:107; Cohen and Macaro 2007:280-281).

#### **4.2.1 Presentation and Analysis of Responses to Implicit Learning**

The grammar learning strategies related to implicit learning fall in to five second/foreign language learning classifications: memory strategies, compensation strategies, metacognitive strategies, social strategies and cognitive strategies.

**Table 4.2: Implicit Learning Memory strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
1	I notice (remember) structures that cause me problems with meaning or communication	3.68	1.107	3.19	1.391	1.664	.100
2	I notice (remember) structures that are highlighted in the text by italics, underlining, staring, circling, color-coding etc	3.95	1.079	3.32	1.355	2.183	.032*
3	I notice (remember) structures that are repeated often in the text	3.89	1.286	3.16	1.280	2.446	.017*
4	I notice (remember) structures that emphasized orally, through pitch, loudness or repetition	3.65	1.296	3.49	1.146	.570	.570
5	I notice (remember) structures that are repeated extremely frequently in a short time period (input flooding).	3.35	1.338	3.11	1.430	.756	.452
6	I notice (remember) a structure that which, when I encounter it, causes me to do something, like check a box or underline the structure	3.46	1.325	3.51	1.170	-.186	.852
Overall		3.66	1.238	3.29	1.295	1.239	.337

\*Significant at 0.05 level (2-tailed)

Mean      Levels of the strategy use  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

With regards to memory strategies related to implicit grammar learning, as table 4.2 above, high ranking students were found to be high grammar learning strategy users with overall mean value of 3.66 whereas the low ranking students were found to be medium grammar strategy users with overall mean value of 3.29. On items 1, 2, 3, and 4 the high ranking students employed high level of grammar learning strategy use with the mean values of 3.68, 3.95, 3.89 and 3.63 respectively while the low ranking students practiced medium level of grammar learning strategy use with the mean values of 3.19, 3.32, 3.16 and 3.49 respectively.

On item 5 [I notice (remember) structures that are repeated extremely frequently in a short time period (input flooding)] both high ranking and low ranking students were found to be medium grammar learning strategy users with the mean values of 3.35 and 3.11 respectively.

As opposed to on items 1-4, on item 6 [I notice (remember) a structure that which, when I encounter it, causes me to do something, like check a box or underline the structure] the low ranking students (mean: 3.51) were found to be high level grammar learning strategy users while the high ranking students (mean: 3.46) medium level grammar learning strategy users. This may indicate that low ranking students recognize their grammar deficiency and try to make themselves ready for certain activities or they study grammar for doing exercises.

The assessment of the degree of differences between the use of grammar learning strategy and the two groups of learners shows that the highest gaps between the groups' means are seen on items 1, 2 and 3 with the mean difference of 0.49, 0.63 and 0.73 respectively. The high ranking students exceeded the low ones. These variations may account for the difference in their achievements. The results of the above findings coincide with what Naiman, Frohlich, Stern and Todesco (as cited in Grenfell and Macaro, 2007:12) mentioned as characteristics of good language learners under 'active task approach', "GLLs were active in their response to learning situation, they intensified efforts where necessary and they identified problems".

To determine the significant level of the mean differences, independent samples test was applied. According to the t-test results the mean differences between the two groups on items 2 and 3 are statistically significant because of P being below 0.05 (P=.032 and .017 for items 2 and 3 respectively) but on other strategies (items 1, 4, 5 and 6) it is not statistically significant because of P being above 0.05 (P=.100, .570, .452 and .852 respectively). In conclusion, there is a relationship between the level of the use of the two English grammar strategies (items 2 and 3) and the rank of students.

The results obtained from focus group discussion for the question ‘when do you mostly recognize/remember English grammar rules?’ supported the above result. The high ranking students replied that they recognized English grammar rules when they read any text; moreover, they said that they were careful when they spoke and wrote so as not to make mistakes. The low ranking students responded that they paid more attention to vocabulary than grammar rules when they read and listened.

**Table 4.3:- Implicit Learning: Compensation Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
7	When I don't know the gender of a noun, I quickly consider clues like sound, meaning and form	3.41	1.166	3.11	1.197	1.082	.283
11	I notice when someone gives me a corrected version of what I said, listen to how that version differs from my own, and try to improve what I said	4.11	0.906	3.46	1.169	2.668	.009*
Overall		3.76	1.036	3.29	1.183	1.875	.145

\*Significant at 0.05 level  
(2-tailed)

<u>Mean</u>	<u>Levels of the strategy use</u>
4.50 - 5.00	= very high
3.50 - 4.49	= high
2.50 - 3.49	= medium
1.00 - 2.49	= low

As seen in the above table, high ranking (mean: 3.41) and low ranking (mean: 3.11) had medium level grammar learning strategy use on item 7 [When I don't know the gender of a noun, I quickly consider clues like sound, meaning and form] but on item 11 [I notice when someone gives me a corrected version of what I said, listen to how that version differs from my own, and try to improve what I said] the high ranking students (mean: 4.11) achieved high level of grammar learning strategy use while the low ranking students (mean: 3.46) remained at medium level users.

The assessment of the degree of difference in using grammar learning strategy on item 11 shows that the high ranking students exceeded the low ranking students by 0.65. This wide variation in the mean may show that high ranking students had strong determination in achieving success in learning grammar as they complete several activities: making new sentences using new structure, taking feedback attentively and attempting to reproduce the sentences correctly.

According to the t-test results the mean difference between the two groups on item 11 is statistically significant because of P being below 0.05 ( $P = .009$ ) but on other strategy (item7) it is not statistically significant because of P being above 0.05 ( $P = .283$ ). In conclusion, there is a relationship between the level of the use of the English grammar strategy (item11) and the rank of students.

The above finding relates to the top ten strategies Stern (as cited in Grenfell and Macaro, 2007:11) listed as characteristics of GLLs that is GLLs had "a personal learning style or positive learning strategies and technical know-how about how to tackle a language".

For 'how do you consider teachers' corrections to your grammar mistakes?' the high ranking students replied that to avoid making the same mistakes they listened attentively

and practiced immediately. The low ranking students confessed that they didn't often benefit from this strategy as they did not normally participate in production activities.

**Table 4.4:- Implicit Learning: Metacognitive Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
8	I pay attention on to how more proficient people say things and then imitate	3.65	1.252	3.24	1.300	1.366	.176
12	I compare my speech or writing with that of more proficient people to see how I can improve	3.41	1.363	3.27	1.305	.436	.664
Overall		3.35	1.307	3.26	1.302	.901	.420

Significant at 0.05 level  
(2-tailed)

**Mean**      **Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

In the response table above, the low ranking students secured medium level use on both grammar strategies with mean of 3.24 and 3.27 whereas the high ranking students employed high level use on item 8 and medium level use on item 12 with mean values of 3.65 and 3.41 respectively.

The assessment of the results in the degree of difference of the above table reveals that there is much more difference in using the strategy [I pay attention on to how proficient people say things and then imitate] i.e. Item 8 than item 12 with the mean difference of 0.41. This also shows how high ranking students exceeded their counterparts in directing

their attention. This finding is likely to have similarity to the strategy Naiman et al. (as cited in Cohen and Macaro, 2007:12) listed under ‘active task approach’, ‘They [GLLs] turned everyday life experiences into learning opportunities’.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on both items is not statistically significant because of P being above 0.05 (P=.176 and .664 for items 8 and 12 respectively ). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

**Table 4.5:- Implicit Learning: Social Strategy**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
9	I work with others to reconstruct the input text in a ‘dictagloss’ activity	2.68	1.334	3.03	1.364	-1.120	.266
Overall		2.68	1.334	3.03	1.364	-1.120	.266

\*Significant at 0.05 level  
(2-tailed)

**Mean Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

As to working with others to reconstruct the input text in a ‘dictagloss’ activity, the results of both groups of learners show that they were medium level users of this grammar learning strategy with the mean of 2.68 for the high ranking and 3.03 for the low ranking students.



The assessment of the data in table-4.5 shows that the low ranking students exceeded the high ranking students by 0.35 and this may indicate that the low ranking students benefit from working with others.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on the above item is not statistically significant because of P being above 0.05 (P=.266). In conclusion, the two groups of students did not show great variation in the use of the above English grammar learning strategy.

In response to the question ‘how do you like studying English grammar?’ the high ranking students replied that if there were active students in their group, they would like to work together; otherwise, they preferred working alone. The low ranking students replied to the above question by saying that they would prefer to work with others because they wanted to learn from them.

**Table 4.6: Implicit Learning: Cognitive Strategy**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
10	I keep a notebook of new structures that seem very important or frequent	3.27	1.427	3.24	1.402	.082	.935
Overall		3.27	1.427	3.24	1.402	.082	.935
<b>Grand (For items 1-12)</b>		<b>3.54</b>		<b>3.26</b>			

\*Significant at 0.05 level  
(2-tailed)

**Mean**      **Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

The data in the above table (table-4.6) could show that both groups of students exerted medium level of grammar learning strategy use: the high ranking (mean: 3.27) and the low ranking students (mean: 3.24).

As can be seen, there is great similarity between the two groups in using the cognitive strategy [I keep a notebook of new structures that seem very important or frequent].

According to the t-test results, the mean differences between the high ranking students and the low ranking students on the above item is not statistically significant because of P being above 0.05 ( $P=0.935$ ). In conclusion, the two groups of students did not show great variation in the use of the above English grammar learning strategy.

The grand mean of the twelve strategies related to implicit grammar learning (listed in tables 4.3-4.6) for the high ranking students is 3.54 which measures high level use of grammar strategy and for the low ranking students is 3.26 which falls in medium level use. In short, the data in this section show that the two groups of learners exerted English grammar learning strategies at similar level as in table 4.6 with the means of 3.27 and 3.24 for the high ranking students and the low ranking students respectively but in other instances they employed wide range of use as in table 4:3 with the means of 3.76 and 3.29 for the high ranking students and the low ranking students respectively. The overall means of the four classifications (tables 4.3 – 4.6) reveal that the high ranking students practiced the strategies much more than the low ranking students in all classifications except in social strategy in which the low ranking students exceeded the high ranking students by 0.35.

For the question ‘how do you care for English Grammar notebooks?’ the high ranking students confessed that they didn’t have a separate grammar notebook rather as part of English exercise book and they rarely added new grammar notes yet they kept it for reference for several years. On the contrast, the low ranking students replied that they seldom remembered where they put their exercise books after final examination.

## 4.2.2 Presentation and Analysis of Responses to Explicit-inductive Learning

In the questionnaire, grammar learning strategies related to explicit-inductive learning fall into three language learning classifications. These are compensation strategies, social strategies and cognitive strategies.

**Table 4.7:- Explicit-inductive Learning: Compensation Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev	Mean X <sub>2</sub>	Std. Dev.		
13	Based all possible clues, I try to discover the underlying rules	3.62	1.233	3.11	1.350	1.709	.092
17	I create my own hypotheses about how target structures operate and then check my hypotheses	2.59	1.343	2.81	1.076	-.764	.447
Overall		3.11	1.288	2.96	1.213	.472	.269

\* Significant at 0.05 level (2-tailed)

**Mean Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

As indicated in the table above, the overall means of the two group come in medium level use but on item 13 the high ranking students (mean:3.62) employed high level use whereas the low level students (mean: 3.11) remained the same.

In assessing the degree of difference between the two groups one can see that there is a wider difference on the strategy “based all possible clues, I try to discover the underlying

rules” with the mean variation of 0.51 for the high ranking (mean: 3.62) and the low ranking students (mean: 3:11) than on item 17.

The above result is similar to what Naiman et al. (as cited in Cohen and Macaro, 2007:12) listed under ‘realization of language as a system’ good language learners “made guesses and inferences about language; responded to clues and systematized language”.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on both items is not statistically significant because of P being above 0.05 (P=.092 and .447 for items 13 and 17 respectively ). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

**Table 4.8: - Explicit-inductive Learning Social Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
14	I participate in rule-discovery discussions in class	3.57	1.385	3.32	1.355	.764	.448
19	I participate in written brain storming about possible underlining rules	2.78	1.134	2.78	1.336	.0	1.00
20	I check with others who are more proficient to make sure my rule interpretation is correct	3.08	1.233	2.62	1.233	1.603	.113
22	I listen carefully for any feedback the teacher gives me about structures I use (meta-linguistic feedback).	3.95	1.311	3.32	1.454	1.931	.057
Overall		3.35	1.266	3.01	1.344	1.074	.404

\*Significant at 0.05 level  
(2-tailed)

<u>Mean</u>	<u>Levels of the strategy use</u>
4.50 - 5.00	= very high
3.50 - 4.49	= high
2.50 - 3.49	= medium
1.00 - 2.49	= low

The information from the above table reveals that low ranking students had medium level of grammar learning strategy use for all items i.e. items 14, 19, 20 and 22 with the mean values of 3.32, 2.78, 2.62 and 3.32 respectively. On the other hand, the high ranking students had high level of grammar learning strategy use on the items 14 and 22 with mean of 3.57 and 3.95 respectively and medium level use on items 19 and 20 with means of 2.78 and 3.08 respectively.

Of the four social strategies in table-4.8, item 22 [I listen carefully for any feedback the teacher gives me about structures I use (meta-linguistic feedback)] carries the highest degree of difference (mean: 0.63) between the high ranking (mean: 3.95) and the low ranking (mean: 3.32).

The response for item 22 shows that there is consistency between responses. As it has been discussed under table-4.3 for item 11 [I notice when someone gives me a corrected version of what I said, listen to how that version differs from my own, and try to improve what I said] the high ranking students (mean: 4.11) exceeded the low ranking students (mean: 3.46) by 0.55.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on the four items is not statistically significant because of P being above 0.05 (P=.448, 1.00, .113 and .057 for items 14, 19, 20 and 22 respectively). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

**Table 4.9: Explicit-inductive Learning: Cognitive Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
15	I write down structures on note cards so that I can think about how they work	3.38	1.163	3.11	1.286	.948	.346
16	I keep a notebook of any structure for which I am trying to discern the rule	3.46	1.282	2.73	1.262	2.468	.016*
18	I notice when the teacher leads me into an overgeneralization error, and then I think about what went wrong (garden path technique)	3.19	1.371	3.38	1.277	-.614	.541
21	After discovering a rule, I try to apply it as soon as possible in a meaningful context	3.97	1.166	3.08	1.256	3.166	.002*
Overall		3.50	1.245	3.07	1.270	1.491	.226
<b>Grand (for items 13-22)</b>		<b>3.36</b>		<b>3.03</b>			

\*Significant at 0.05 level (2-tailed)

Mean      Levels of the strategy use  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

Table-4.9 depicts both groups of students were medium level users of grammar learning strategy on items 15, 16 and 18 with mean values of 3.38, 3.46 and 3.19 respectively for the high ranking students and 3.11, 2.73 and 3.38 respectively for the low ranking students. On item 21, there is a difference in the level of grammar learning strategy use;

the high ranking students are high level users (mean: 3.97) but the low ranking are medium level users (mean: 3.08).

From the overall mean we can see that high ranking students (mean: 3.50) are high level users of cognitive strategies related to explicit inductive grammar learning; nevertheless, the low learning students with overall mean 3.07 were found to be low level users.

The assessment of the degree of differences between the two groups shows that item 16 [I keep a notebook of any structure for which I am trying to discern the rule] and item 21 [After discovering a rule, I try to apply it as soon as possible in a meaningful context] have the two greatest variations on the mean i.e. 0.73 and 0.89 respectively. On both items the high ranking students exercised more than the low ranking ones.

These strategies were also identified as characteristics of GLLs by Stern (as cited in Grenfell and Macaro, 2007:11) when he writes GLLs used, “strategies of experimentation and planning with the objective of developing the new language into an ordered system and/or revising this system progressively” and by Naiman et.al. (as cited in Grenfell and Macaro, 2007:12) under the main strategy ‘realization of language as means of communication’, “GLLs looked for communication opportunities”.

According to the t-test results the mean differences between the two groups on items 16 and 21 are statistically significant because of P being below 0.05 (P=.016 and .002 respectively) but on the other strategies (items 15 and 18) they are not statistically significant because of P being above 0.05 (P=.346 and .541 respectively). In conclusion, there is a relationship between the level of the use of the two English grammar learning strategies (items 16 and 21) and the rank of students.

The grand mean of the ten English grammar learning strategies (listed in tables 4.7-4.9) related to explicit-inductive learning for the high ranking students is 3.36 and the low ranking students is 3.03 both of which measure medium level use. In short, the data in this section show the least difference between the two groups in using compensation strategies with the means of 3.11 and 2.96 for the high ranking and the low ranking



students respectively. On the contrary, the highest difference between the two groups is seen in using cognitive strategies with the means of 3.50 and 3.07 for the high ranking and the low ranking students respectively.

### 4.2.3 Presentation and Analysis of Responses to Explicit-deductive Learning

The explicit-deductive learning subsumes four learning strategy classifications. These are metacognitive strategies, cognitive strategies, social strategies and memory strategies

**Table 4.10: Explicit-deductive Learning: Metacognitive Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
23	I preview the lesson to identify the key structures to be covered	3.00	1.312	3.19	1.351	-.611	.543
24	I pay attention to the rule that the teacher or the book provides	3.59	1.343	3.14	1.512	1.382	.171
32	I schedule my grammar reviews by massing them closely at first, then spreading them out	3.30	1.244	3.03	1.343	.898	.372
Overall		3.29	1.299	3.12	1.402	.556	.362

\*Significant at 0.05 level (2-tailed)

**Mean Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low



Concerning the use of the metacognitive strategies of explicit deductive learning both groups secured medium level with overall mean 3.29 for the high ranking and 3.12 for low ranking students. The only individual strategy the high ranking students employed at high level use is item 24 [I pay attention to the rule that the teacher or the book provides] with mean value of 3.59.

And the assessment of the degree of difference between the two groups in grammar learning strategy use indicates that the high ranking students (mean: 3.59) and low ranking students (mean: 3.14) made variation of 0.45 on item 24. The responses of the participants show consistency in the matter related to paying attention e.g. Items 8 and 22 in tables- 4.4 and 4.8.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on the three items are not statistically significant because of P being above 0.05 ( $P=.543$ ,  $.171$  and  $.372$  for items 23, 24 and 32 respectively ). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

During the focus group discussion in answer to 'how do you plan your grammar review?' the high ranking students said that they did not have program for revision except revising immediately after the grammar lesson and before tests and exams.

**Table 4.11: - Explicit-deductive Learning: Cognitive Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
25	I try to apply the rule carefully and correctly in specific sentences	3.51	1.283	2.89	1.100	2.237	.028*
26	I make up new sentences using the rule	3.41	1.212	2.81	1.221	2.102	.039*
33	I paraphrase rules I am given, because I understand them better in my own words	3.35	1.438	3.00	1.333	1.090	.279
34	I make grammar charts	2.35	1.457	2.97	1.384	-1.881	.063
36	I use newly learnt rules/structures in a context as soon as possible	3.14	1.110	3.43	1.324	-1.047	.299
Overall		3.15	1.300	3.02	1.272	.500	.141

\* Significant at 0.05 level (2-tailed)

**Mean Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

On cognitive strategies of explicit deductive learning both groups of learners were found to be medium level users with the overall mean of 3.15 and 3.02 for the high ranking and the low ranking students respectively. The low ranking students had medium level use on all strategies in this group of cognitive strategies. The same is true for the high ranking students on items 26, 33 and 36, but this group had high level use (mean: 3.51) on item 25 and low level use with mean of 2.35 on item 34. This may indicate that the high ranking students practiced strategies which require application of new structure rather than reformulating the rules.

In assessing the degree of differences between the means in using cognitive strategies in the above table, we can see that the high ranking students exceeded the low ranking students by 0.62 and 0.60 on items 25 and 26 respectively.

The results of the above findings also coincide with what Stern (as cited in Grenfell and Macaro, 2007:11) wrote in ten top strategies: “GLLs have willingness to practice and willingness to use language in real communication” and what Naiman et.al. (as cited in Grenfell and Macaro, 2007:12) wrote under ‘active task approach’, “They [GLLs] practiced regularly”.

According to the t-test results the mean differences between the two groups on items 25 and 26 are statistically significant because of P being below 0.05 (P=.028 and .039 respectively) but on the other strategies (items 33, 34 and 36) it is not statistically significant because of P being above 0.05 (P=.279, .063 and .299 respectively). In conclusion, there is a relationship between the level of the use of the two English grammar strategies (items 25 and 26) and the rank of students.

**Table 4.12: - Explicit-deductive Learning: Social Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
27	I check my new sentences (or ask for help) to see if I understand the rule	2.95	1.353	3.22	1.357	-.858	.394
31	I work with a study partner to apply grammar rules.	3.03	1.323	3.46	1.260	-1.440	.154
Overall		2.99	1.338	3.34	1.308	-1.149	.273

\*Significant at 0.05 level  
(2-tailed)

<u>Mean</u>	<u>Levels of the strategy use</u>
4.50 - 5.00	= very high
3.50 - 4.49	= high
2.50 - 3.49	= medium
1.00 - 2.49	= low

The results in the above table reveal that both groups of students used the social strategies at medium level. Yet the means of the high ranking students are smaller than the means of the low ranking students. This may indicate that the high ranking students felt confidence in the mastering of English grammar and developed independent learning

A close examination of the degree of difference in the above social strategies shows that the low ranking students' mean on item 31 exceeded high ranking students mean by 0.43. This may indicate that the low ranking students need the support of other learners.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on both items is not statistically significant because of P being above 0.05 (P=.394 and .154 for items 27 and 31 respectively). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

**Table 4.13: - Explicit-deductive Learning: Memory Strategies**

Item No	Individual Grammar Learning Strategy	Respondents				t-value	Sig. (2-tailed)
		High Ranking (N=37)		Low Ranking (N=37)			
		Mean X <sub>1</sub>	Std. Dev.	Mean X <sub>2</sub>	Std. Dev.		
28	I memorize rules about frequently used linguistic forms/structures (for example, verb endings, singular/plural noun-pronoun agreement, subject-verb agreement)	3.51	1.096	3.49	1.170	.103	.919
29	I memorize how structures change their forms (for instance, from a noun to an adjective, from an adjective to an adverb).	3.51	1.261	3.03	1.093	1.774	.080
30	I color-code different grammar categories in my notebook	3.35	1.358	3.43	1.191	-.273	.786
35	I remember grammar information by location on a page in the book	3.03	1.067	2.92	1.341	.384	.702
Overall		3.35	1.195	3.28	1.198	.497	.621
<b>Grand (for items 23-36)</b>		<b>3.22</b>		<b>3.14</b>			

\*Significant at 0.05 level  
(2-tailed)

**Mean Levels of the strategy use**  
 4.50 - 5.00 = very high  
 3.50 - 4.49 = high  
 2.50 - 3.49 = medium  
 1.00 - 2.49 = low

As to the above memory strategies, the overall means for both groups indicate that they were medium level strategy users with the mean of 3.35 for the high ranking and 3.28 for the low ranking students. Of course, on items 28 and 29 the high ranking students secured

mean value of 3.51 which is close to the lower limit for high level grammar learning use. On item 30, the low ranking students had a mean slightly higher than the high ranking students. This shows that these students were more concerned with basic rules.

The assessment of the degree of differences between the use of **grammar** learning strategies and the two groups of learners show that the high ranking students exceeded the low ranking students by 0.48 on item 29 [I memorize how structures change their forms (for instance, from a noun to an adjective, from an adjective to an adverb)] .The above finding also has some relation with one of the strategies of GLLs Stern (as cited in Grenfell and Macaro, 2007:11) listed i.e. “constantly searching for meaning”.

According to the t-test results, the mean differences between the high ranking students and the low ranking students on the four items is not statistically significant because of P being above 0.05 (P=.919, .080, .786 and .702 for items 28, 29, 30, and 35 respectively). In conclusion, the two groups of students did not show great variations in the use of the above English grammar learning strategies.

The grand means of the fourteen English grammar learning strategies (listed in tables 4.10 - 4.13) related to explicit-deductive learning show the least difference between high ranking students (mean:3.22) and low ranking students (mean: 3.14) of the three modes of learning. The reasons for this little difference are first the differences in each strategy classification are slight: 0.17, 0.13 and 0.07 in metacognitive strategies, in cognitive strategies and in memory strategies in which the high ranking students had higher means than the low ranking students. The second reason is that the low ranking students (mean: 3.34) exceeded the high ranking students (mean: 2.99) in using social strategies related to explicit-deductive learning. This is the second instance where the low ranking students had higher English grammar learning strategy use than the high ranking students at classification level for social strategies in this research.

### **4.3 Presentation and Analysis of Data on the Added Strategies**

As it has been seen earlier the information gathered from focus group discussion was discussed with that of the questionnaire. But some strategies that students apply during English grammar learning, especially those related to controlling their emotions are not included in the questionnaire. So the researcher has raised few questions to the subjects in the focus group discussion and the responses are presented below.

In reply to 'how do you feel during English grammar lessons?' both groups of students said that they felt the low ranking students relaxed during the discussion time but during the practice time said that they became tense while the high ranking students responded that they were eager to show the teacher their understanding of the lesson. This may indicate that the low ranking students had the fear of making mistakes and hence they do not take risk. On the contrary, the high ranking students practiced new structures constantly.

The response the high ranking students provided to the question 'how do you feel when your teacher tell you that you were mistaken in sentence construction?' is quite different from the low ranking students. They said that they thought what had made them give wrong answers and tried to learn from their mistakes. This goes with what Naiman et.al. (as cited in Grenfell and Macaro, 2007:12) wrote, "GLLs realized that learning a language involves emotional responses which they take on board as part of their learning". But the low ranking students replied that they took it as a normal pattern and ignored thinking about their mistakes.

## CHAPTER FIVE

### Summary, Conclusions and Recommendations

This chapter deals with the summary of the major findings, conclusion and recommendations.

#### 5.1 Summary of the Major Findings

The main purpose of this research was to investigate and compare the English grammar learning strategies of high ranking students and low ranking ones. The basic questions of this research involved in investigating the grammar learning strategy use, the nature of the grammar learning strategies and the degree of grammar learning strategy use. Here descriptive method was used to compare the two groups grammar learning strategy use.

Data for comparison was gathered from thirty-seven high ranking students and thirty-seven low ranking students of tenth grade Jiren Secondary School in 2011/12. Questionnaire and focus group discussion were the data gathering tools. After data had been gathered through the above tools, they were interpreted through mean, standard deviation and t-test. Qualitative treatment was also used for analysis. From the data presented and analyzed the researcher has summarized the findings as follows.

Both groups of the students use English grammar learning strategies. Of the total number of respondents 88.44% use grammar learning strategies; 87.24% from low ranking students and 89.64% from high ranking students use English grammar learning strategies that consist of cognitive, metacognitive, memory, social and compensation strategies. This also implies the extent of their awareness of English grammar learning strategies.

The two groups of students use grammar learning strategies at different levels. The high ranking students use at three levels but the low ranking students use at two levels only. The high ranking students use high, medium and low levels on fourteen (38.9%), twenty-



one (58.33%) and one (2.78%) strategies respectively while the low ranking students use high and medium levels on one (2.78%) and thirty-five (97.22%) strategies respectively.

Both groups of learners use some English grammar learning strategies at the same level and others at different levels. According to their responses, both groups of students use grammar learning strategies at medium level on twenty (55.6%) individual strategies. On fourteen (38.89%) strategies high ranking students use high level but low ranking students use medium level, on one (2.78%) strategy high ranking students use medium level but the low ranking students use high level and on one (2.78%) strategy high ranking students use low level but the low ranking students use medium level.

The high ranking students and the low ranking students use cognitive, metacognitive, memory, social and compensation strategies with the mean of 3.30, 3.39, 3.54, 3.14 and 3.43 respectively for high ranking students and 3.06, 3.17, 3.27, 3.11 and 3.12 respectively for low ranking students. The high ranking students use memory strategies at higher level than the low ranking students but on the other strategies both groups use at the same level i.e. medium level.

On strategies 1-12 which refer to implicit learning high ranking students (mean: 3.54) use at high level while the low ranking students (mean: 3.26) use at medium level. On strategies 13-22 which refer to explicit-inductive learning both the high ranking students (mean: 3.36) and the low ranking students (mean: 3.03) use at medium level. And on the strategies 23-36 which refer to explicit deductive learning both high ranking students (mean: 3.22) and the low ranking students (mean: 3.14) use grammar learning strategy at medium level. In general, on the thirty-six grammar learning strategies high ranking students (mean; 3.35) and the low ranking students (mean: 3.14) use at medium level.

The comparison of the means of the individual grammar learning strategy shows that both groups had the same mean on one strategy (item 19, mean: 2.78). on ten strategies the low ranking students had higher mean than the high ranking students and the mean differences range from 0.05 (item 6) to 0.62 (item 34). None of these mean differences is

statistically significant. The high ranking students had higher means than the low ranking students on twenty-five strategies and the mean differences range from 0.03 (items 10 and 28) to 0.89 (item 21). The seven significant differences between the means are from these twenty-five strategies.

Although there is mean difference in all except one of the English grammar learning strategies, only seven mean differences are statistically significant. Three of the strategies which have statistically significant difference belong to implicit learning; two belong to explicit-inductive learning and two to explicit-deductive learning.

## **5.2 Conclusions**

From the data presented, the analysis given and the convergent summary of findings, it has been clear that both high ranking and low ranking students use English grammar learning strategies. Therefore, it can be concluded that both groups of learners have awareness of the way they learn English grammar.

From the angle of the strategy classification based on the three modes of learning i.e. implicit, explicit-inductive and explicit-deductive learning, the high ranking students (mean: 3.22) and the low ranking students (mean: 3.14) use strategies related to explicit-deductive learning nearly in equal amount. In conclusion, it can be said that both groups of learners depend on the traditional mode of instruction and hence learning almost equally. On the contrast, the high ranking students (mean: 3.36) and the low ranking students (mean:3.03) use of grammar strategies related to explicit-inductive learning shows the highest difference. From this it can be concluded that the high ranking students apply the discovery learning more often than the low ranking students and this may contribute to success in their study.

From the view of the strategic classifications used for SILL i.e. cognitive, metacognitive, memory, social and compensation strategies, the high ranking students (mean: 3.14) and the low ranking students (mean:3.11) use social strategies nearly in equal amount and

these means are also found to be the least. In conclusion it can be said that both groups of students lack interaction in learning English grammar so they do not benefit from working together and hence develop their communicative competence. On the other hand, the high ranking students (means: 3.43, 3.54) and the low ranking students (means: 3.12, 3.27) use compensation and memory strategies at different levels. It can be concluded that these two types of strategies could yield the difference in the success of learning English grammar.

The t-test results show that there are statistically significant differences in the mean scores of the two groups of students on seven strategies. Of the seven strategies, four are cognitive strategies, two are memory strategies and one is compensation strategy. In conclusion, it can be said that cognitive strategies have the highest relation with the students' achievement.

### **5.3 Recommendations**

Based on the findings of this research some recommendations are made. These include:

1. That the low ranking students use these two strategies more often than they have been using them
2. that high ranking students should develop the skills of working with others and support their classmates.
3. that the low ranking students are strongly recommended to apply those seven strategies more often than they have been using them
4. that both groups of learners should develop their awareness of grammar learning strategies and should be told to report the strategies that work best for them
5. material producers, particularly English textbook and supplementary reading material writers should design texts in the way that students could develop implicit learning

6. English teachers should also be trained in strategic instruction and should orient their students about grammar learning strategies.

7. researches on English grammar learning strategies should continue so as to identify strategies that are used by successful learners and that can be taught to other learners.

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**Appendix – A/1**  
**Jimma University**  
**Collage of Social Sciences and Law**  
**School of Graduate Studies**  
**(TEFL)**

**Questionnaire to be completed by Students**

**Dear students,**

The main purpose of this questionnaire is to assess the English grammar learning strategies of grade ten students. Therefore I kindly ask you to respond to my questionnaire by marking from the boxes next to each item. The information you provided will be treated with confidentiality it deserves and used only for academic purposes.

I would like express my deepest appreciation for your kind cooperation in filling out this questionnaire.

**Note:**

1. There is no need to write your name.
2. For every item, you have to give only one answer
3. If any questionnaire item is not clear, ask the teacher for help

**PART- ONE: Personal information of the respondent**

Section: \_\_\_\_\_ Roll No.: \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_

Rank achieved when promoted to tenth grade: \_\_\_\_\_

Medium of instruction from grade 1 to 8: \_\_\_\_\_

School attended from grade 1 to 8: \_\_\_\_\_

**PART- TWO: Questionnaires**

**Instruction:** the following are 36 English grammar learning strategies. Read each one carefully and indicate the extent you use the strategy by putting a “✓” mark in the appropriate box.

1 = always

2 = usually

3 = often

4 = seldom

5 = never

No.	English grammar learning strategies	Scales				
		5	4	3	2	1
1	I notice (remember) structures that cause me problems with meaning or communication.					
2	I notice (remember) structures that are repeated often in the text					
3	I notice (remember) structures that are emphasized orally, through pitch, loudness or repetition					
4	I notice (remember) structures that are highlighted in the text by italics, boldface, underlining, starring, circling, color-coding, etc.					
5	I notice (remember) structures that are repeated extremely frequently in a short time period (input flooding).					
6	I notice (remember) a structure which, when I encounter it, causes me to do something, like check a box or underline the structure.					
7	When I don't know the gender of a noun, I quickly consider clues like sound, meaning and form.					
8	I pay attention on to how more proficient people say things and then imitate.					
9	I work with others to reconstruct the input text in a 'dictagloss' activity.					
10	I keep a notebook of new structures that seem very important or frequent.					
11	I notice when someone gives me a corrected version of what I said, listen to how that version differs from my own, and try to improve what I said					



12	I compare my speech or writing with that of more proficient people to see how I can improve					
13	Based on all possible clues, I try to discover the underlying rule.					
14	I participate in rule-discovery discussions in class.					
15	I write down structures on note cards so that I can think about how they work.					
16	I keep a notebook of any structure for which I am trying to discern the rule					
17	I create my own hypotheses about how target structure operate and then check my hypotheses					
18	I notice when the teacher leads me into an overgeneralization error, and then I think about what went wrong (garden path technique).					
19	I participate in written brainstorming about possible underlying rules					
20	I check with others who are more proficient to make sure my rule interpretation is correct.					
21	After discovering a rule, I try to apply it as soon as possible in a meaningful context.					
22	I listen carefully for any feedback the teacher gives me about structures I use (metalinguistic feedback)					
23	I preview the lesson to identify the key structures to be covered					
24	I pay attention to the rule that the teacher or the book provides					
25	I try to apply the rule carefully and correctly in specific sentences.					
26	I make up new sentences using the rule.					
27	I check my new sentences (or ask for help)					
28	I memorize about frequently used linguistic forms/structures (for example, verb endings,					

	singular/plural, noun-pronoun agreement, subject-verb agreement, etc.)					
29	I memorize how structures change their forms (for instance, from noun to adjective, from an adjective to an adverb).					
30	I color-code different grammar categories in my note book.					
31	I work with a study partner to apply grammar rules.					
32	I schedule my grammar reviews by massing them closely at first, then spreading them out.					
33	I paraphrase rules I am given, because I understand them better in my own words.					
34	I make grammar Charts					
35	I remember grammar information by location on a page in the book.					
36	I use newly learnt rules/structures in a context as soon as possible.					

ኃላጊ መሥሪያ ቤቅ ለሥራ ለገደብ

ተሰጥቶ ተሰጥቶ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ

ወይም ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ

ሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

3. ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

2. ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

1. ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

ሥራ ለገደብ

የሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

የሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ ለሥራ ለገደብ

Appendix - A/2

ከዚህ በፊት የተዘረዘሩት 36 የሰዎች ማጥኛ ዘዴ ናቸው።

ያንዳንዱን ዘዴን በጥንቃቄ ካነቡብክ/ሽ/ በኋላ የምትጠቀሙትን ዘዴ መጠን ከጎን በተሰጠው መመዘኛ ደረጃ « ✓ » ምልክት አስቀምጥ/ጭ።

5 = ሁል ጊዜ                      4 = በአብዛኛው                      3 = በተደጋጋሚ  
2 = አልፎ አልፎ                      1 = ፈጽሞ

ተ.ቁ	የሰዎች ጥናት ዘዴ	መመዘኛ ደረጃ				
		5	4	3	2	1
1.	የመግባባት ወይም የትርጉም ችግር የሚፈጥርብኝ የእንግሊዘኛ ሰዎች አገባቦች ላይ እንደሚገኙት (አስታውሳቸዋለሁ)።					
2.	በጽሁፍ መካከል በተለየ መንገድ የሚጻፉትን የእንግሊዘኛ አገባቦች (ለምሳሌ የተሰመረባቸውን ፣ ደምቀው የተጻፉ ፣ የተከበባቸው) ሁሉ የተለየ ትኩረት አደርግባቸዋለሁ (አስታውሳቸዋለሁ)።					
3.	በጽሁፍ ውስጥ በዙፍ ወይም ጊዜ ተደጋግመው የማገኛቸውን የእንግሊዘኛ አገባቦች ትኩረት አደርግባቸዋለሁ።					
4.	በንግግር ወቅት የሚተኮርባቸውን አገባቦች በተለየ ድምጽ ፣ በድግግሞሽ እንደሚገኙባቸዋለሁ።					
5.	ባጭር ጊዜ ውስጥ በከፍተኛ ድግግሞሽ የሚነገሩ የእንግሊዘኛ ሰዎች አገባቦችን እረዳለሁ (እንደሚሰማሁ)።					
6.	አንዳንድ ተግባራትን እንደፈጽም የሚያደርገኝ የእንግሊዘኛ ሰዎች አገባብ ሲገጥመኝ (ለምሳሌ ከስር ማስመር) ትኩረት ሰጥታለሁ / አልረኝም።					
7.	የአንድ ነገር ወይም ሰው ጾታ የማይገልጽ ስም መለየት በሚያዳግተን ወቅት ፍንጭ ላገኝባቸው አቸላለሁ በምላቸው (ለምሳሌ በቃሉ ትርጉም ፣ ቅርጽ ወይም በድምጽ) ላይ በፍጥነት አተኩራለሁ።					
8.	በእንግሊዘኛ የተሻለ ብቃት ያላቸው ስዎች እንዴት አድርገው እንደሚገኙ አጽንኦት ሰጥቼ ካደመጥኩኝ በኋላ እንደነሱ ለመናገር ሞክራለሁ።					
9.	ለመማሪያ የተጠቀምኩበትን ጽሁፍ በሌላ አባባል በመጻፍ ከክፍል ጓደኞቼ ጋር እሰራለሁ።					

10.	በጣም አስፈላጊ ናቸው የምላቸውንና በተደጋጋሚ የሚታዩ አዳዲስ የእንግሊዝኛ አገባቦች ሲገጥሙኝ በማስታወሻዬ ላይ አስፍራቸዋለሁ ( እመዘግባቸዋለሁ)።				
11.	እንግሊዝኛ ስናገር የፈጸምኩትን ስህተት ትክክለኛ እርማት ሲነገር ልዩነቱን በጥሞና አዳምጬ ንግግራን ለማሻሻል እሞክራለሁ።				
12.	ምን ያህል መሻሻል እንደምችል ለመረዳት ጽሁፌን ወይም ንግግራን ከሌሎች በእንግሊዝኛ የተሻለ ብቃት ካላቸው ሰዎች ነግግርና ጽሁፍ ጋር አነጻጽራለሁ።				
13.	ፍንጭ ሰጪ የሆኑት ነገሮችን ሁሉ መሠረት በማድረግ መሠረታዊ የሆነ እንግሊዝኛ ሕግ ለማወቅ እሞክራለሁ።				
14.	የእንግሊዝኛ ሰዋሰው ሕግጋትን ለማግኘት ይረዳኝ ዘንድ አገባቦችን በማስታወሻ ወረቀት ላይ መዘግባቸዋለሁ።				
15.	አጠቃቀማቸውን ማሰብ አንድችል ይረዳኝ ዘንድ አገባቦችን በማስታወሻ ወረቀት ላይ እመዘግባቸዋለሁ።				
16.	ለይቼ ለማወቅ የምፈልጋቸውን እንግሊዝኛ አገባቦች ሲያጋጥሙኝ በማስታወሻዬ ላይ አመዘግባቸዋለሁ።				
17.	የማጠናውን የእንግሊዝኛ ሕግ /አገባብ/ አንዴት እንደሚያገለግል የግሌን መላምት ካስቀመጥኩ በኋላ የመላምቱን ትክክለኛነት አረጋግጣለሁ።				
18.	መምህራ አንድን የእንግሊዝኛ ሕግ በሁሉም ቦታ በመጠቀም ምክንያት ወደሚከሰት ስህተት ሲመራኝ አስተውልና ምን ስህተት አንደተፈጸመ አስብበታለሁ።				
19.	የእንግሊዝኛ መሠረታዊ ህጎችን ለማግኘት በሚደረግ የጽሑፍ ማነቃቂያ እሳተፋለሁ።				
20.	የሕግ አተረጓጎሜ ትክክል መሆኑን ለማረጋገጥ ብቃት ካላቸው ሌሎች ሰዎች ጋር አስተያያዳለሁ።				
21.	የእንግሊዝኛን ሕግ ካወቅኩ (ከተረዳሁ) በኋላ በተቻለ መጠን በተገቢ አገባብ ለመጠቀም ሙከራ አደርጋለሁ።				
22.	ስለምጠቀምበት የእንግሊዝኛ ሰዋሰዋዊ ሕግ መምሕራ የሚሰጠኝን ማንኛውንም ግብረ መልስ (Feedback) በጥሞና አዳምጣለሁ።				

23.	ወደፊት የምሚረውን ዋነኛ የእንግሊዝኛ አገባቦች አስቀድሜ በማንበብ እለያቸዋለሁ።					
24.	ከመምህር ወይም ከመጽሐፍ በማገኘው ሕግ ላይ ትኩረት አደርጋለሁ።					
25.	የተማርኩትን የእንግሊዝኛ ሰዎች ሕግ በጥንቃቄና በትክክል በዐረፍተ ነገሮች ውስጥ ለመጠቀም ሞክራለሁ።					
26.	ሰዎች ሕጉን ተከትሎ አዳዲስ ዐረፍተ ነገሮች እሠራለሁ።					
27.	የገነባቸውን አዳዲስ ዐረፍተ ነገሮች በሰዎች ሕግ መሠረት ስለመሆናቸው በግሌ ወይም ሌላ ሰው በመጠየቅ አረጋግጣለሁ።					
28.	በተደጋጋሚ በጥቅም ላይ ሲውሉ የማገኛቸውን የእንግሊዝኛ ሰዎች ሕግ ህጎች አስታጋውቸዋለሁ።					
29.	ቅርጻቸውን በመቀየር (ለምሳሌ) :- ከስም ወደ ቅጽል ፣ ከቅጽል ወደ ተ/ግስ) የቃል ክፍላቸውን የሚለውጡ ቃላት እንዴት እንደሚቀይሩ አጠናቸዋለሁ።					
30.	የተለያዩ ሰዎች ክፍሎችን ከሌላው ጽሑፍ የተለየ ቀለም ባለው እሰክራብቶ በመጻፍ ወይም በማስመር በማስታወሻ ደብተራ ላይ መዘግባቸዋለሁ።					
31.	የእንግሊዝኛ ሕግጋትን በዐረፍተ ነገር ውስጥ ለመጠቀም ከጥናት ጓደኛዬ ጋር እሰራለሁ።					
32.	የእንግሊዝኛ ክለሳ ፕሮግራሜን በመጀመሪያ በአጠቃላይ (በብዛት) ቀጥሎ በትንሽ ትንሹ በመከፋፈል ለማጥናት አቅዳለሁ።					
33.	በቀላሉ ለመረዳት ስለሚያስችለኝ የምሚረውን የእንግሊዝኛ የሰዎች ሕግጋት በራሴ አባባል አጽፋቸዋለሁ።					
34.	የእንግሊዝኛ ሰዎች ስንጠረዥ (ቻርት) አዘጋጃለሁ።					
35.	በመጽሐፍ ውስጥ የሚገኙ የሰዎች መረጃዎች (Notes) በገጽ ውስጥ ባላቸው አቀማመጥ አስታውሳቸዋለሁ።					
36.	የምሚረውን አዳዲስ የእንግሊዝኛ ሕግጋት / አገባቦች በተቻለኝ ፍጥነት በተገቢው ቦታ በማስገባት እጠቀምባቸዋለሁ።					

## Appendix A/3

### Yunivarsitii Jimmaa

Kolleejii Saayinsii Hawaasaafi Seeraa

Muummee Barnootaa Digrii Lammaffaa Afaan Ingilizii

#### **Bargaaffii barattootaan guutamu**

Kabajamaa/tuu barata/ttu,

Kaayyoon bargaaffii kanaa barattoonni yeroo caasluga Afaan Ingilizii qu'atanu mala ittiin fayyadamanii qu'atanu irratti raga sassaabuufi. Waan ta'eef, tokko tokkoon barataa mala caasluga Afaan Ingilizii qu'achuuf itti fayyadamu qabxiilee 36 gaditti kennaman irratti sadarkaa/hanga itti fayyadamu filachuun akka deebisu/tu waan dhiyaateef, atis haaluma kanaan akka deebistu nin gaafadha. Deebiin barataan kamuu kennu iccitiin kan qabamuufi bu'aan isaa qu'annoo qofaaf kan itti fayyadamnu ta'uu hubatamuu qaba.

Barattoota bargaaffii kana guutuun na gargaartanu hundaa atooma naa gootanuuf durseen isin galateeffadha.

#### **Yaadannoo**

1. Maqaa barreessuun hinbarbaachisu
2. Deebiin gaaffii tokkoof kennamu tokko duwwaadha.

#### **Kutaa I . Odeeffannoo dhuunfaa barataa bargaaffii kana guutuu**

Saala \_\_\_\_\_ Umrii \_\_\_\_\_

Sadarkaa kutaa 9 gara kudhaniitti yeroo dabarfattu qabdu \_\_\_\_\_ Bara iitti baratte \_\_\_\_\_

1. Afaan kutaa 1\_8 ittiin baratte \_\_\_\_\_
2. Mana barumsaaa itti baratte \_\_\_\_\_

#### **Kutaa II Akkaataa bargaaffichi itti guutamu.**

Qabxiilee 36n kanaa gaditti tarreeffaman malleen seerlugni ittiin qu'atamu dha. Ergaa tokko tokkoon isaanii erga ofeeggannoon sirriitti dubbisteen booda, mala seeluga qu'achuuf itti fayyadamtu roga hanga /sadarkaalee madaallii/ jalatti mallattoo “√” kaa'i!

- |                  |                    |                        |
|------------------|--------------------|------------------------|
| 5. Yeroo hundaa  | 4. Yeroo baay'ee   | 3. Irra deddeebiidhaan |
| 2. Darbee darbee | 1. tasumaa/cirumaa |                        |

LT	Malawwan qu'annoo Seerlugaa	Sadarkaa ittiin madaalamu				
		5	4	3	2	1
1	Caasaalee afaan ingliffaa hiika/waliigaltee irratti rakkoo natti uuman adda baaseen hubadha/yaadadha.					
2	Caasaalee afaan ingliffaa barreeffama keessatti bifa addaatiin daddabanii (Italic), boggatanii (Bold), jala muramanii, itti maramanii yookiin halluu addaatiin barreeffamaniif xiyyeeffannoo addaan kenna.					
3	Caasaalee afaan ingliffaa barreeffama keessatti yeroo bay'ee irra deddeebi'anii dhufan nan qalbifadha.					
4	Caasaalee afaan ingliffaa sagalee olkaasuun/gadiqabuun, irra deddeebiidhaan dubbatamaniif xiyyeeffannoon kenna.					
5	Caasaalee afaan ingliffaa yeroo gabaabaa keessatti yeroo hedduu irra deddeebiidhaan mul'atan irratti xiyyeeffannoon kenna.					
6	Shaakala "jala muri" ykn "itti mari" jedhu cassaalee afaan ingliffaa argu akkan hojjedhu na taasisa waan ta'eef nan hubadha.					
7	Saala jecha maqaa ta'ee tokkoo adda baasuuf yegguun rakkadhu kanneen xuwaara (clue) naa kennuu danda'an kan akka sagalee, hiikaa, unkaa jechichaa irrattan xiyyeeffadha/ fayyadama.					
8	Akkaata namoonni ingliffaa mirgaa'uuf itti haasa'an qalbifachuun akka isaan iitti dubbatan akkeessuudhaan of fooyyessuufan yaala.					
9	Barreeffama yaadannoo qabame tokko hiryoota koo waliin ta'uudhaan irra deebi'anii gabaabsanii barreessuu shaakalla.					
10	Caasaalee afaan ingliffaa haaraa baay'ee barbaachisaadha jedhee amane ykn irra deddeebiidhaan na muudatan yaadannoo koo irrattan galmeeffadha.					
11	Dogoggora ingliffaa dubbadhe tokko yeroo namni na sirreessu qalbifadhee iddan dogoggora koo adda baafadhee booda, waanan jedhe sana nan fooyyeffadha.					
12	Dandeettii dubbii yookiin barreessuu koo hagam tokko fooyyeffachuu akkan danda'u ilaaluuf kan namoota na irra fooyyee qabani bira qabeen laala.					
13	Wantoota xuwaara ta'uu danda'an hunda fayyadamuufi isaan bu'uureeffachuun, seera bu'uura ingliffaa adda baasuufan yaala.					
14	Seera afaan ingliffaa adda baasuuf marii garee daree keessatti godhamu irratti nan hirmaadha.					
15	Galumsa caaslee afaanii haaraa yoon argu akkaataa isaan itti tajaajilan irratti akkan yaadu waan na taasisuuf kaardii yaadannoo irrattan barreessa.					



16	Caasaa afaan ingliffaa adda baafachuuf an barbaadu yoon argu yaadannoon qabadha.						
17	Akkaataa seerlugni ingliffaa qu'atamu tokkoo itti hojjetu irratti durseen raaga; sana booda, raagni koo hangam sirrii akka ta'e nin mirkaneeffadha.						
18	Yeroo barsiisaan ingliffaa gara yaada dogoggoraa seera waliigalaa/dimshaashaa iddoo hundatti fayyadaatti (overgeneralization) na oofuu isaa hubadhu, maddi dogoggorichaa maal akka ta'uu malu irrattin yaada/qayyabadha.						
19	Sochii barreeffama ingliffaa daddammaqinaa/brainstorming/ baasuuf yaalamu irratti yaadaan nan hirmaadha.						
20	Akkaataan an itti jijjiire sirrii ta'uu isaa mirkaneeffachuudhaaf kan namoota afaanichi caalaa mirgaa'uuf waliin walbira qabeen laala.						
21	Ergan seera caaslugichaa beekke booda, galumsa sirrii ta'etti fayyadamuufin yaala.						
22	Dubdeebii/yaada barsiisaan koo caaslugan itti fayyadame irratti naa kennu hundaa sirriittan dhaggeeffadha.						
23	Barnoota gara fuulduraatti baradhu dursee dubbiseen caasaalee ingliffaa ijoo ta'an adda baasa.						
24	Seerota barsiisaa yookiin kitaaba irraa baradhuufin xiyyeeffannoo kenna.						
25	Seera caasluga ingliffaa baradhee ofeeggannoodhaafi dogoggora malen hojjiirra oolchuuf yaala.						
26	Seera seerlugichaa hordofeen himoota haaraa ijaara.						
27	Himootni haaraan an ijaare akkaataa seerluga afaanichaatiin ta'uusaa nin mirkaneeffadha; ykn immoo, hubachuufi dhiisuu koo beekuuf gargaarsan gaafadha.						
28	Bocawwan xiinqooqaa akka dhuma xumuraa, baaqqeefi qeentee, walsimannaa matimaafi xumuraa, walsimannaa maqaafi bamaqaa irra deddeebi'ee dhufu nin yaadadha.						
29	Akkaataa jechoonni caasaa afaanii fkn. maqaa irraa gara maqibsaatti, maqibsarraa gara xumibsaatti itti jijjiiramanuufi garee jechaa jijjiiranu nan qayyabadha.						
30	Gareewwan seerlugaa/caasaa afaanii garagaraa kobbee halluu garagaraatiinin yaadannoo koo irratti barreessa.						
31	Seera seerluga ingliffaa fayyadamuuf hiriyoota koo waliin nin hojjedha.						
32	Sagantaa irra deebi'anii laaluu seerlugaa ingliffaa koo dura akka waliigalaatti, booda immoo gadi caccabsuun qu'achuufin karoorsa.						
33	Seera afaanii naa kenname tokko akkan hin irraanfanneef jecha mataa kootiin nin barreeffadha.						

34	Chaartii/gabatee seerlugaa ingliffaa nan qopheessa.					
35	Akkaataa taa'umsa fuula kitaabicha irratti barreeffamee jiruutiinin odeeffannoo seerlugaa yaadadha.					
36	Seerluga/seera afaanii haaraa barradhu tokko achumaa nan hanga danda'ame hima keessatti galchee fayyadama.					

## Appendix – B

### Guiding questions for focus group discussion

1. When do you mostly remember/recognize English grammar rules?
  - (During speaking, reading, listening or writing,) why?
2. How do you consider/ take teacher's corrections to your grammar mistakes?
  - (Exam papers, class work, homework, oral response)
3. How do you care for your grammar notebooks?
4. What do you do with grammar rules?
  - read again and again
  - make sentences in writing/in speech
5. How do you like studying grammar?
  - (individually/in pair/in group) why?
6. How do you plan your grammar learning?
7. At what level do you recognize grammar rules?
  - (Word level, clause level, sentence level, text level)
8. How do you feel during English grammar lessons?
9. How do you feel when you make grammar mistakes in speech or writing or exercises?

Appendix – C  
**JIREN SECONDARY SCHOOL**  
**GRAMMAR TEST (Nov, 2011)**

Name \_\_\_\_\_ Sec. \_\_\_\_\_ Roll  
No. \_\_\_\_\_

**This test has three parts. Read each instruction carefully and answer the questions that follow.**

**Part I: The following statements are incomplete. Choose the best alternative to complete each one.**

- \_\_\_\_\_ 1. She hopes \_\_\_\_\_ the university.  
a) joined      b) join      c) to join      d) joining
- \_\_\_\_\_ 2. My sister asked me \_\_\_\_\_ her in her study.  
a) to help      b) helped      c) helping      d) help
- \_\_\_\_\_ 3. I have finished \_\_\_\_\_ the exercise.  
a) do      b) doing      c) doned) did
- \_\_\_\_\_ 4. The meat was \_\_\_\_\_ by the dog.  
a) eat      b) eating      c) eaten      d) ate
- \_\_\_\_\_ 5. Aster said that she had lost \_\_\_\_\_ mobile.  
a) she's      b) hers      c) she      d) her
- \_\_\_\_\_ 6. The teacher said that he \_\_\_\_\_ a test the following day.  
a) will give      b) gives      c) would give      d) give
- \_\_\_\_\_ 7. A: Sara has won a lottery.  
B: She \_\_\_\_\_ happy.  
a) will be      b) must be      c) may be      d) should
- \_\_\_\_\_ 8. We have been on vacation \_\_\_\_\_ two months.  
a) in      b) since      c) for      d) between
- \_\_\_\_\_ 9. Y: When did the construction of the millennium dam start?  
X: \_\_\_\_\_  
a) Since six months      b) for six months  
c) in six months      d) six months ago

\_\_\_\_\_ 10. \_\_\_\_\_ of the students have books. Only two of them don't have with them.

- a) All            b) Most            c) Some            d) None

\_\_\_\_\_ 11. It is going to rain; \_\_\_\_\_, every one is running to home

- a) but            b) more over            c) for this reason            d) or

\_\_\_\_\_ 12. \_\_\_\_\_ you seen the new teacher?

- a) Are            b) Do            c) Can            d) Have

\_\_\_\_\_ 13. This is \_\_\_\_\_ simple question that all students can answer it correctly.

- a) so            b) such a            c) so a            d) as

\_\_\_\_\_ 14. Mamo: Hi! But you look angry.

Biftu: Oh, yes I \_\_\_\_\_ for my teacher for two hours.

- a) waited            b) have waited            c) have been waiting

\_\_\_\_\_ 15. If I missed the train, I \_\_\_\_\_ by air.

- a) will go            b) would go            c) would have gone            d) went

\_\_\_\_\_ 16. If she had stopped taking the medicine, she \_\_\_\_\_.

- A) will die            b) would die            c) would have died

\_\_\_\_\_ 17. The mobile \_\_\_\_\_ she lost last week costs 2000 birr.

- a) who            b) which            c) whom            d) what

\_\_\_\_\_ 18. The boy \_\_\_\_\_ bag was stolen reported to the director.

- a) who            b) whose            c) whom            d) which

**Part II. Match the clauses 24 to 28 with the clauses "a" to "e" to make meaningful sentences.**

**A**

\_\_\_\_\_ 19. Unless we burn rubbish

\_\_\_\_\_ 20. The teacher was so angry

\_\_\_\_\_ 21. I can't draw the picture

\_\_\_\_\_ 22. When the moon is shining

\_\_\_\_\_ 23. He's going to marry the girl

pencil.

**B**

a) that he shouted at the boy

b) we cannot see the stars.

c) who is working in my shop.

d) diseases will spread.

e) because I don't have a

**Part III. Complete the following sentences with the correct form of the word in brackets.**

24. A plane is \_\_\_\_\_ than a car. (fast)

25. The teacher is \_\_\_\_\_ newspaper. (read)

26. When I was in grade one, I \_\_\_\_\_ to walk to school with my mother. (use)

**DECLARATION**

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

Candidate's Name Nega Ararso Signature  Date 23/1/2012

**CONFIRMATION**

This thesis has been submitted for examination with my approval as a thesis advisor.

Advisor 1: Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor 2: Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

**BOARD OF EXAMINERS**

As members of the Board of Examiners of the M.A. thesis Open Defense Examination, we certify that we have read and evaluated the thesis prepared by *Nega Ararso*, and examined the candidate. We recommended that the thesis be accepted as fulfilling the *Thesis* requirement for the Degree of Master of Art in Teaching English as a Foreign Language.

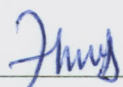
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\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Harefewain Abate

External Examiner



Signature

Jan. 16, 2012

Date

Temesgen Mercha

Internal Examiner



Signature

Jan 16, 2012

Date



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