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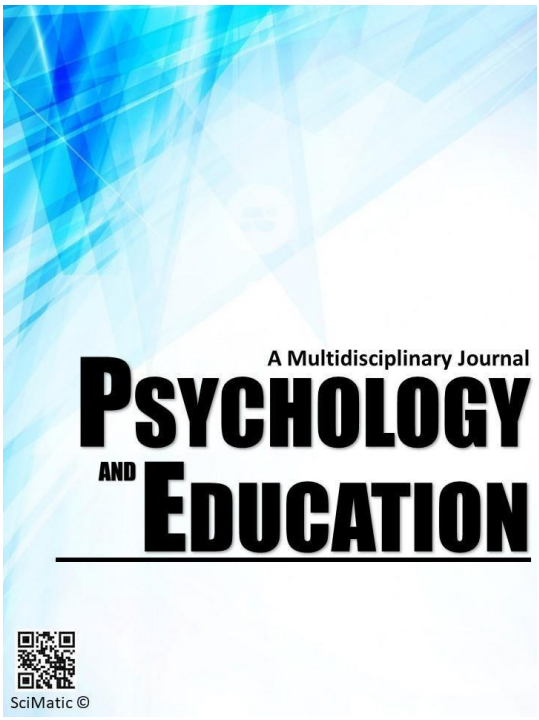

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Research Article

The Learners' Learning Strategies in the Acquisition of Grammatical Skills Amidst the Online Learning

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Abstract

This study was focused on the evaluation of the relationship of learning strategies of intermediate pupils with their acquisition of grammatical skills during the online learning modality. The research design used in this study was the descriptive correlation method of research. The respondents were the ninety (90) Grade 5 students. Further, the research findings revealed that the high or low level of grammatical skills is just as likely to occur with the high frequency of use of learning strategies as it is with the low frequency of use of learning strategies. Moreover, the findings proved the frequency of utilizing the learning strategies does not relate significantly with the grammatical skills of the pupils and that there was a significant relationship that exists between memory strategy and the grammatical skills, thus it was recommended that frequent utilization of learning strategies may be considered to improve students' grammatical skills.

Keywords: Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, Social Strategy, Grammatical Skills

Introduction

Grammar has been described as interwoven with meaning, social function, and discourse (Celce-Murcia cited in Bayou, 2015). Grammatical competence, along with sociolinguistic and strategic competencies, is seen as crucial for mastering communicative competence. Muncie (2002) also states that "grammar is just as important an instrument of communication, and a text cannot be written cohesively without attention being paid to how meaning is being expressed through grammar."

In this view grammar, lexis, and phonology are resources for creating meaning in social communication. Briefly, knowing grammar is important since it is a means of achieving linguistic accuracy- the more accurately a message is conveyed, the lesser the opportunities for misunderstanding in communication. Whereas, if there is a lack of grammatical competence, communicators do not participate willingly and fully so that communication breaks down.

It is imperative that effective strategies in teaching grammar to students be sought so that they can be promoted among teachers and so that Grade 5 students' learning is enhanced.

Research Question

This study was undertaken to evaluate the relationship of learning strategies of intermediate pupils with their acquisition of grammatical skills. More specifically, the researchers attempted to answer the following question:

1. Is there a significant relationship between the frequency of utilizing the learning strategies and the grammatical skills of the pupils?

Literature Review

Grammar

For Nassaji and Fotos (2011), "Without grammar, language does not exist." It has been a source of constant debate in the field of language teaching about the role of grammar so the process of teaching it has varied significantly. During the time of the more traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. After some time, people questioned the importance of grammar when the aim of language teaching changed more towards enhancing learners' communicational skills: "it was even suggested that teaching grammar was not only unhelpful but might actually be detrimental" (Nassaji and Fotos 2004).

Nowadays the general idea is that grammar really has its place in language learning and teaching, and research has demonstrated that focusing only on meaning is inadequate, hence one would not reach the

highest level of competence without some focus on form (Hart and Swain, 1991). Keck and Kim (2014) point out that for many years now, researchers' focus has been on "how to draw students' attention to grammar while still developing other areas of communicative competence", but they have still not come to a conclusion about the ideal balance between these two. Nassaji and Fotos (2011) state that "The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use" Knowledge of grammar enables learners to understand how words can create intricate meanings and how subtle literary effects are created. Therefore, students are likely to be more analytical and receptive readers. Likewise, knowledge of grammar also allows for better speaking skills by eliminating misunderstanding. Those who speak well tend to sound more mature and professional. Moreover, learners can write with the correct grammar of the language if they are equipped with enough grammatical knowledge (Cornwall, 2010).

Grammar has given different positions in various methodologies and approaches to language teaching. These positions can be viewed in terms of three general instructional approaches, beginning with those that conceptualized teaching in terms of methods with an exclusive focus on grammar, continuing later as types of exposure to meaningful communication, and emerging more recently as a set of instructional options with a focus on both grammar and meaning. (Nassaji & Fotos, 2011; Richards & Rodgers, 2001).

Muncie (2002) also states that "grammar is just as important an instrument of communication, and a text cannot be written cohesively without attention being paid to how meaning is being expressed through grammar."In this view grammar, lexis, and phonology are resources for creating meaning in social communication. Briefly, knowing grammar is important since it is a means of achieving linguistic accuracy- the more accurately a message is conveyed, the lesser the opportunities for misunderstanding in communication. Whereas, if there is a lack of grammatical competence, communicators do not participate willingly and fully so that communication breaks down.

Teaching grammar was a central concern in English language teaching. We often talk about 'knowing' the structure of a language. This can mean two things. First, it can refer to the unconscious ability to use the structure of a language to convey meaning. Secondly, 'knowing' the structure of a language may refer to the information that has been acquired through studying structural descriptions. We call these two types of knowledge 'unconscious' and 'acquired.' This distinction is important because it is relevant to what the student needs to know and what the teacher needs to know. The student needs to be able to produce correct sentences automatically. Teachers cannot presume to have taught students a particular structure by getting them to memorize the rules (Tilfarlioglu, 2005).

Ellis (2006) for instance argues that instructed learning may require for attaining the advanced level of grammatical competence and performance since grammatical competence is one component of communicative competence. He believes that the teaching of different grammatical structures in a meaningful context influences proficiency in language learning. In addition, Hinkel & Fotos (2002) reported that instructed grammar learning can serve as communicative input, based on which learners can internalize grammar rules. This is seen as especially important for the EFL situation, in which communicative exposure to the target language is usually lacking.

Support is also given for the role of grammar in language learning by Lightbown & Spada (2006). They are confident that exposure to meaning incomprehensible input and mere reliance on communication does not lead to language acquisition automatically. In addition, Debata (2013) points out that grammar helps the students in the correction of mistakes and improvement of written work. He implies that a person cannot learn a foreign language accurately only through a process of unconscious assimilation. So, grammar is indispensable for learners.

Likewise, Zhang (2009) asserts that grammar instruction can help learners acquire grammar they would not have learned on their own, otherwise learners reach a language plateau beyond which it is very difficult to progress or their linguistic competence fossilizes. Furthermore, a study that has been carried out to demonstrate the usefulness of formal instruction from teachers' point of view indicates that all the participant teachers believe that grammar plays an important role in L2 learning. (Wong & Barrea-Marlys, 2012).

Gimeno (2002) used an experimental research design to investigate the effectiveness of teaching students how to use cognitive and meta-cognitive learning

strategies in learning grammar. The study showed that the experimental group that used cognitive and meta-cognitive strategies made a significant improvement in their understanding of the grammatical rules than the control group did. The researcher concluded that teaching students how to use learning strategies helps them develop their language competency and encourages them to be autonomous learners.

Teaching Strategies

To begin with, teachers need to think about why they are teaching a language in the first place because their conceptions and ideas about the language, and more specifically its grammar, inevitably affects the way they teach it. What do they want their students to achieve, what is their ultimate goal? Larsen-Freeman (2003) points out that "There is great value for teachers to be able to articulate and examine their personal views of language and grammar – views that are doubtless influenced by their experiences both as learners and as teachers and by the views of their instructors, researchers, and colleagues", offering an interesting point of view that teachers' ideas of language teaching might reflect the ideas of their own teachers while they were still language learners themselves.

Keck and Kim (2014) share their idea of teachers' views about grammar having an impact on the ways they teach it but they suggest that there is more to it: "Approaches to L2 grammar pedagogy are informed not only by one's view of grammar, but also by beliefs about why grammar is important, how it can be learned, and in what ways it can be taught". Thus, if teachers' ways of teaching grammar reflect what they think of it, focusing on their thoughts and ideas might well shed light on the methodology that they prefer to use in their lessons. The questions of how teachers define grammar, how important they think that grammar is in language learning and teaching, and what their goal of teaching grammar and/or language is, all help in understanding their personal theories and possibly their instructional decisions.

Johnson (2013) provides more useful ways of identifying the language teaching method at stake. In this research paper, they are called "the tools". The first tool is to identify whether the teacher uses scales (repetition) or simulations of real-life situations during the lesson. According to Johnson (2013), scales are regarded as stepping stones towards actual language use, for example, having a conversation with a friend. The importance of the mind (e.g. use of imagination) is actually the biggest difference between these two ways of teaching. There are differing opinions about the role of the mind in language lessons and, for example in the audio-lingual method which I already discussed above, the engagement of the mind plays no part whatsoever. "Repeat after me" types of exercises have no freedom of making choices; students are expected to repeat in verbatim everything that they hear. The engagement of the mind is greater in tasks such as speaking about one's family or inventing a story. The freedom of making choices does not exist in scales because the product is controlled and there is no room for the use of imagination. Usually, scales concentrate on a small area of language, for example, articles in isolation. Therefore, identifying whether there were simulations of real-life situations or scales in the lessons is important when determining what kind of a role the mind has in the lesson.

Students can be introduced to a grammar topic through two different routes; deductively or inductively. To distinguish the chosen route is a helpful tool in identifying the grammar teaching method. Here the very beginning of a grammar lesson is crucial when determining which approach the teacher uses because introduction reveals the answer to this question. Teachers might get their students involved with the new grammar topic by using leading questions and then introducing the topic of the day themselves. This is called the deductive approach; starting with the introduction, possibly including explicit rules of the topic, followed by examples and practice (Johnson 2013). The deductive pattern is very common in language lessons and especially the traditional grammar-translation method follows this pattern. It is also closely related to explicit teaching and the Presentation-Practice-Production (PPP) model, which again is very commonly used in grammar-based approaches. The way Nassaji and Fotos (2011) describe the PPP model is the following: The presentation stage is where the unfamiliar grammar item is introduced, thus made familiar to the learners. The next stage of this model is the practice stage where learners do different kinds of exercises in which the role of learners' own minds is kept at a minimum, drawing their attention to specific structures. Finally, in the production stage, learners are given more freedom to use their imagination and produce speech where they use the newly learned structures. Although the PPP model is a very popular lesson structure, teaching grammar does not have to consist of these three stages. Ellis (2006) suggests that teachers can, for instance, have lessons that only consist of practicing or exclusively focus on presentation. He

continues that these first two stages can also be left out completely, letting the students discover the rules themselves. This discovery process contains loads of examples without revealing the topic because the students are expected to find it out themselves. Therefore, providing them with multiple examples should help them find a repetitive pattern. This is called the inductive approach and it is related to implicit teaching, both of them are used, for example, in the audiolingual method (Nassaji and Fotos 2011). It might take time for some students to connect the dots but Thornbury (2004) points out that the discovery process is a more engaging one, hence it might lead to better learning results and remembrance of the rules. The juxtaposition between inductive and deductive approaches has always been a heated topic in the field of grammar teaching and researchers of today still have not reached a consensus on this issue. These approaches are clearly linked to explicit and implicit teaching, which have also been widely studied. There is significant evidence in favour of explicit teaching but some research also says that implicit teaching might lead to successful results. Ur (2011:511) concludes that: "in second-language teaching and learning in formal contexts it is very likely that an explicit component within a basically communicative or task-based methodology will make a substantial contribution to the achievement of grammatical accuracy". The conclusion is that there is evidence supporting the use of explicit teaching.

Another controversial issue in the field of language learning and teaching is the use of L1 in L2 or foreign language learning. There are researchers who argue that L1 should not have any role to play in learning other languages and teaching should be done using only the target language with a focus on immersion, while the opposing side strongly believes that learners' L1 should not be banned from the language classroom. Hall (2011) says that possible reasons for not using learners' L1 in classrooms are that learners have to use the target language more, which again creates more opportunities to practice it, and that teachers might not even share a common L1 with the students. In Finnish EFL textbooks, however, the grammar sections are usually written in learners' L1, which again might lead to choosing Finnish as the language of instruction. It can be helpful to pay attention to the language of instruction when trying to figure out the method of instruction at stake; does the teacher explain a grammatical item in the learners' L1 or in the target language? This is one of the tools used in this paper to distinguish the participants' teaching methods. In addition, I am interested especially in the reasons behind that choice of using L1 or L2. Unfortunately, only a few studies have examined the use of L1 from this aspect so there is clearly a need for further research of teachers' personal thoughts about the use of students' first language. One of the studies that examined the use of students' L1 in foreign language classroom teaching with an aim of understanding teachers' purposes and reasons for using the L1 was conducted by De La Campa and Nassaji (2009). The study was carried out in Canada and the data were gathered by interviewing the two teacher participants and observing their lessons. The observed lessons were for English natives who had studied German as a foreign language for under two years. The study concluded that the teachers did use the students' L1, especially when providing instructions or explaining grammatical items and meanings. Both teachers' decision of using L1 during their lessons was actually context-driven, as well as based on their personal theories. They mentioned in the interview that since their students are learning German in Canada, a country where one cannot hear the target language being used basically anywhere else besides in the classroom, they are not exposed to the language enough in order to be taught exclusively in German, their proficiency levels are not high enough. Hence, they believed that using the students' L1 can facilitate learning the target language. These findings suggest that using students' L1 can be used as a pedagogical tool in teaching foreign languages. Johnson (2013) also points out that grammatical items are often explained in learners' L1 because it might not be practicable to do this using the target language, especially with young learners whose understanding of the language is still quite limited.

Another helpful tool that helps in identifying a method is the emphasis on different skills; speaking, listening, reading, and writing. Determining which of these four skills are of primary importance might reveal the underlying teaching method. There are two different kinds of categorizations of these skills. The first categorization is productive skills (writing and speaking) and receptive skills (reading and listening), and the second, perhaps the more common categorization, is written skills (writing and reading) and spoken skills (speaking and listening). In addition to these four skills, Larsen-Freeman (2003) suggests that grammaring is the fifth skill: "When we view grammar as a skill, we are much more inclined to create learning situations that overcome the inert knowledge problem. We will not ask our students to merely memorize rules and then wonder why they do not apply them in communication". She reminds us that it takes practice to develop the skills, for example, learning grammar. As the saying goes, "practice makes

perfect". But the question is what kind of practice? What kinds of teaching strategies teachers themselves regard as successful are clearly linked to their personal thoughts about grammar teaching and as was already mentioned in the beginning of this section, teachers' beliefs and ideas have an effect on the ways they teach. Hence, the way teachers' view grammar can also be considered as one of the tools that help in deciding which grammar teaching methods they use.

Learning Strategies

According to Chamot (2004), learning strategies are "the conscious thoughts and actions that learners take in order to achieve a learning goal." Moreover, among the many factors that are generally conceived to affect the use of language learning strategies, gender is the one which is said to have a 'profound effect on strategy choice' of learners (Oxford & Nyikos, 1989 cited in Zeynali, 2012). In the majority of studies, females are reported to use the high number of strategies than their male counterparts. On the contrary, a study cited in Aslan (2009) as conducted by Tran (1988) in Vietnamese refugees discovered that male learners use strategies with greater frequency than female learners. The reason is that refugees are a population typically characterized by survival learning wherein men would be highly motivated to learn English for survival needs (e.g., supporting their family in the new society).

A research work by Gurata (2008) has been conducted abroad on grammar learning strategies employed by Turkish university students. This study investigates gender as a variable that affects the use of learning strategies and the data reveals a significant difference between males and females in terms of strategy use. However, there is a clear economic, political and sociocultural, and learning environment difference between the study which is conducted on Turkish University students and the present study in Medhanealem Preparatory School. Additionally, one local study was conducted on grammar learning strategy use of Jimma university students by Temesgen Mereba (2013); yet this study did not mention the case of gender at all. And the study is confined to higher institution students learning at Jimma University. However, the present study focused on male and female learners learning in Preparatory school specifically in grade 11; in which considerable attention is required in this level from different concerned bodies (e.g., school's administration, teachers, learners themselves, parents, etc.) to make competitive and effective learners who can meet the requirement of higher institution. Therefore, no local research has been done so far in the area of gender differences in grammar learning strategies use though the impact of gender in education is enormous, especially in the Ethiopian context. Hence, the aim of this study is to fill the gap in this respect.

Temesgen Mereba's (2013) study on the exploration of English grammar skills learning strategies by Jimma University Students shows that the students' perceived use of grammar learning strategies is different from their actual usage. The result of the questionnaire shows that respondents use all six strategies. However, the result of the think-aloud technique revealed that the students use only three (Cognitive, Compensation, and Memory strategies) of the six strategies. This study indicates that even though most of the learners had information about the use of learning strategies, some of them did not have any information about learning strategies use. Additionally, the findings of Mystkowska-Wiertelak's (2008) investigation on the use of grammar learning strategies of Polish secondary school students indicate that the students use all the six strategies. In the study, many students are reported to use modern technology to establish and sustain contacts with the native speakers apart from using traditional teaching aids such as dictionaries and grammar books.

Another study that aimed to investigate the use of grammar learning strategies and student achievement of English preparatory classes in Turkish was conducted by Yalcin (2005). This study found no significant relationship between grammar learning strategy use and achievement.

Likewise, the result of a study by Pawlak (2009) on the relationship between grammar learning strategies and language attainment of English department students also failed to find evidence for the existence of the positive relationship between the use of grammar learning strategies and attainment. Despite such undeniable accomplishments by some researchers, the investigation of grammar learning strategies is still in its infancy. Anderson (2005) says that "what is greatly lacking in the research are studies that specifically target the identification of learning strategies that L2 learners use to learn grammar and to understand the elements of grammar." So that it is very unfortunate that the learner has been left out of the picture since, as is the case with any other skill, it is the learner that is responsible for deciding how to master the target language grammar. Therefore, the more it is known about what kind of grammar learning

strategies are used by learners accordingly with individual differences, the easier it will become to promote the most beneficial and effective ones and in so doing, foster autonomy in this area (Pawlak, 2008; 2009).

Methodology

This study employed a descriptive correlation method of research to determine the frequency that Grade 5 pupils utilize strategies learning grammatical structures and if these relate to their grammatical skills. It is descriptive because it describes a certain phenomenon in the said school, and it made use of survey questionnaires to gather data. Ott (2010) stated that the major purpose of the descriptive study is to characterize a population or process based on certain attributes in that population or process. The descriptive quantitative method is used in this study because it will look into the relationship of pupils' learning strategies in the acquisition of grammatical skills. and according to Y.P. Aggarwal (2008). Descriptive research refers to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. Aggarwal also stated that the descriptive method presents the nature of the said phenomenon which may arrive at a new generalization, increase in quality or quantity of knowledge, or the formation of solutions to existing problems.

Respondents of the Study

The Grade 5 pupils were invited to take part in this study. There were 90 students surveyed.

Instruments of the Study

The researchers used two standardized questionnaires, the first of which was, adapted from Bayou (2015), who investigated the learning strategies used by students in absorbing grammatical lessons. There are 39 descriptors classified under 6 strategies. The second one included a series of grammar-related concepts on parts of speech, punctuation, and sentence construction to determine the students' grammatical skills. Since they are both standardized, there was no need to conduct validity and reliability tests.

Data Gathering Procedure

This research has taken an effective procedure to come up with reliable data and seek approval from the school head and parents of the respondents. Primarily, the researchers customized a survey that has been checked and undergoes content validation to verify its reliability. And to obtain the vital results of this study among the respondents, the researchers used an online survey utilizing Google form to gather the data. Also, take notice that participation in this study is voluntary. Answering the study may take 20 minutes. Furthermore, participants were given assurance that their responses would be kept with strict confidentiality and would only be used for academic and research purposes. After the respondents answered the survey, the results were immediately recorded, and the researchers organized and computed all the gathered data.

Results

Correlation of Frequency of Utilization of Strategies with the Grammatical Skills of Students

The succeeding Tables 1 and 2 show the overall result of the correlation between the students' frequency of use of learning strategies with their level of grammatical skills as well as results per variable, respectively.

Table 1 shows the overall *r* relevant to students' frequent use of learning strategies and their level of grammatical skills which was computed at .943, indicating a *very strong positive relationship,* where */r/* = .70 to .99. The result simply tells us that a high or low level of grammatical skills is just as likely to occur with the high frequency of use of learning strategies as it is with a low frequency of use of learning strategies. The existence of a very strong correlation does not imply a causal link between the variables so we cannot imply that the frequency of use of learning strategies causes improvement in the level of grammatical skills or vice versa.

Table 1. Overall Correlation Result Between Students' Learning Strategies and their Grammatical Skills

	R	*r2*	p-value	Interpretation	Decision
Overall	.005	.000*	.964	Non-Significant	Accept H_0

Moreover, Table 1 shows the coefficient of determination *r2* quantified as the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the learning strategies variables. The computed *r2* of .000 suggests that approximately .003% or almost none of the variance in grammatical skills is explained or accounted for by its association with the frequency of use of learning strategies variables. Conversely, 99.997% or practically all of the variance cannot be explained by

the frequency of use of learning strategies.

The associated probability value of .964 was apparently greater in value than the significance level set at .05. Therefore, the null hypothesis that *The frequency of utilizing the learning strategies does not relate significantly with the grammatical skills of the pupils* has to be accepted.

Table 2 depicts the correlation between students' level of grammatical skills with the different variables that describe the learning strategies such as Memory, Cognitive, Compensation, Metacognitive, Affective and Social.

Table 2. Correlation Between Frequency of Utilization of Strategies and the Level of Grammatical Skills per Relevant Variables

Variables	*r*	*r2*	p-value	Interpretation	Decision
Memory strategy	.243	.059	.021	Significant	Reject H_0
Cognitive strategy	.045	.002	.654	Not Significant	Accept H_0
Compensation strategy	.083	.007	.439	Not Significant	Accept H_0
Metacognitive strategy	-.036	.001	.736	Not Significant	Accept H_0
Affective strategy	-.012	.279	.914	Not Significant	Accept H_0
Social strategy	.017	.000	.875	Not Significant	Accept H_0

Memory Strategies and Grammatical Skills. Table 2 shows the relationship between students' frequency of use of the *Memory* learning strategies and their grammatical skills. The result revealed that the correlation between the frequent use of memory strategy and grammatical skills is .243, which indicates that there is a *weak, positive relationship* between students' frequency of use of the *Memory* learning strategies and their grammatical skills. Thus, the more frequent the use of the *memory strategy* is the greater the increase in their grammatical skills but only to a *minimal extent*.

The coefficient of determination *r2* quantified the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the learning strategy variables. The computed *r2* of .059 suggests that approximately 5.9 percent of the variance in the level of grammatical skills is explained or accounted for by its association with the *Memory* strategy variable. Conversely, approximately 94.1 percent of the variance cannot be explained by the *Memory* strategy.

The table likewise revealed that the correlation is statistically significant with p-value equal to .021, a figure which is less than the significance level set at 0.05, therefore, the null hypothesis with respect to *Memory learning strategy* was rejected. This could be attributable to the fact that many students tend to memorize lessons *sans* the comprehension for just the purpose of being able to answer academic activities such as quizzes and examinations.

It could further be interpreted that the results pertaining to level of Grammatical Skills in terms of *Memory Learning strategy* cannot be attributed to mere chance alone.

Cognitive Strategies and Grammatical Skills. The relationship between students' frequency of use of the *Cognitive* learning strategies and their grammatical skills. The result revealed that the correlation between the frequent use of cognitive strategy and grammatical skills is .045, which indicates that there is a *little positive to almost no relationship* between students' frequency of use of the *Cognitive* learning strategies and their grammatical skills. Thus, it could be inferred that albeit the frequency of students' use of the cognitive learning strategy, a little to almost no increase in the level of grammatical skills could be expected.

The coefficient of determination *r2* quantified the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the cognitive strategy variables. The computed *r2* of .002 suggests that approximately 0.2 percent of the variance in the level of grammatical skills is explained or accounted for by its association with the *Cognitive* strategy variable. Conversely, approximately 99.8 percent of the variance cannot be explained by the *cognitive learning* strategy.

The table likewise demonstrates that the correlation is statistically non-significant with p-value equal to .654, a figure which is much greater than the significance level set at 0.05, therefore, the null hypothesis with respect to *Cognitive learning strategy* was accepted.

Compensation Strategies and Grammatical Skills. It could be culled with a closer scrutiny of Table 12 that the correlation between the frequent use of compensation strategy and grammatical skills is .083, which indicates that there is a *very strong, positive relationship* between students' frequency of use of the *Compensation* learning strategies and their grammatical skills. Thus, the more frequent the use of the *compensation strategy* is, the greater the increase in their grammatical skills level and to a *very great extent.*

The coefficient of determination *r2* quantified the

proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the compensation strategy variables. The computed *r2* of .007 suggests that approximately 0.7 percent of the variance in the level of grammatical skills is explained or accounted for by its association with the *Compensation* strategy variable. Conversely, approximately 99.3 percent of the variance cannot be explained by the *compensation learning* strategy.

The table likewise illustrates that the correlation is statistically non-significant with p-value equal to .439, a figure which is much greater than the significance level set at 0.05, therefore, the null hypothesis with respect to *Compensation learning strategy* was accepted.

Metacognitive Strategies and Grammatical Skills. Table 2 likewise presents the correlation between the students' frequent use of the *Metacognitive* learning strategy and the level of their grammatical skills. It could be gleaned from the Table that the correlation between the frequent use of metacogntitive strategy and grammatical skills is -.036, which indicates that there is a *moderate, negative relationship* between students' frequency of use of the *Metacognitive* learning strategies and their grammatical skills. The correlation result suggests that as the students' frequency of use of the *metacognitive learning strategy* gets higher, the level of grammatical skill tends to be lower to a *moderate extent*.

The coefficient of determination *r2* quantified the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the metacognitive strategy variables. The computed *r2* of .001 suggests that approximately 0.1 percent of the variance in the level of grammatical skills is explained or accounted for by its association with the *Metacognitive* strategy variable. Conversely, approximately 99.9 percent of the variance cannot be explained by the *metacognitive learning* strategy.

It is also apparent from the data presented in the Table that the correlation is statistically non-significant with p-value equal to .736, a figure which is much greater than the significance level set at 0.05, therefore, the null hypothesis with respect to *Metacognitive learning strategy* was accepted.

Affective Strategies and Grammatical Skills. The correlation between the students' frequent use of the *Affective* learning strategy and the level of their grammatical skills. It could be gleaned from the Table that the correlation between the frequent use of affective strategy and grammatical skills is -.012, which indicates that there is a *little to no negative relationship* between students' frequency of use of the *Affective* learning strategies and their grammatical skills. The correlation result suggests that as the students' frequency of use of the *Affective learning strategy* gets higher, the level of grammatical skill tends to be lower but only to a *very minimal extent*.

The coefficient of determination *r2* quantified the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the affective strategy variables. The computed *r2* of .279 suggests that approximately 27.9 percent of the variance in the level of grammatical skills is explained or accounted for by its association with the *Affective* strategy variable. Conversely, approximately 72.1 percent of the variance cannot be explained by the *affective learning* strategy.

Apparently, the data presented in the table presents that the correlation is statistically non-significant with p-value equal to .914, a figure which is much greater than the significance level set at 0.05, therefore, the null hypothesis with respect to *Affective learning strategy* was accepted.

Social Strategies and Grammatical Skills. Table 2 likewise shows the relationship between students' frequency of use of the *Social* learning strategies and their grammatical skills. The result revealed that the correlation between the frequent use of cognitive strategy and grammatical skills is .017, which indicates that there is a *little positive to almost no relationship* between students' frequency of use of the *Social* learning strategies and their grammatical skills. Thus, it could be inferred that albeit the frequency of students' use of the social learning strategy, a little positive to almost no increase in the level of grammatical skills could be expected.

The coefficient of determination *r2* quantified the proportion of the variance in grammatical skills explained in a statistical sense (not a causal sense) by the cognitive strategy variables. The computed *r2* of .000 suggests that approximately zero percent or none of the variance in the level of grammatical skills is explained or accounted for by its association with the *Social* strategy variable. Conversely, approximately a hundred percent of the variance cannot be explained by the *social learning* strategy.

The table likewise demonstrates that the correlation is statistically non-significant with a p-value equal to .875, a figure which is much greater than the significance level set at 0.05, therefore, the null hypothesis with respect to *Social earning strategy* was accepted.

Discussion

This study was undertaken to evaluate the relationship of learning strategies of intermediate pupils with their acquisition of grammatical skills. Further, the correlation between the frequent use of memory strategy and grammatical skills is .243, which indicates that there is a weak, positive relationship between students' frequency of use of the Memory learning strategies and their grammatical skills. Hence, the correlation between the frequent use of cognitive strategy and grammatical skills is .045, which indicates that there is a little positive to almost no relationship between students' frequency of use of the Cognitive learning strategies and their grammatical skills. Meanwhile, the correlation between the frequent use of compensation strategy and grammatical skills is .083, which indicates that there is a very strong, positive relationship between students' frequency of use of the Compensation learning strategies and their grammatical skills. Thus, the correlation between the frequent use of metacognitive strategy and grammatical skills is -.036, which indicates that there is a moderate, negative relationship between students' frequency of use of the Metacognitive learning strategies and their grammatical skills.

Moreover, the correlation between the frequent use of affective strategy and grammatical skills is -.012, which indicates that there is a little to no negative relationship between students' frequency of use of the Affective learning strategies and their grammatical skills. Furthermore, the correlation between the frequent use of cognitive strategy and grammatical skills is .017, which indicates that there is a little positive to almost no relationship between students' frequency of use of the social learning strategies and their grammatical skills. Hence, there was a very strong positive relationship that existed between students' frequent use of learning strategies and their level of grammatical skills which was revealed by a computed *r* of .943.

Conclusion

This study investigates the relationship between learning strategies and grammatical skills among intermediate pupils. Based on the results of the study, the students use the memory, cognitive, compensation, metacognitive, affective, and social strategies frequently to learn grammatical structures. Further, the grammatical skills of the students in terms of the parts of speech, sentence construction, and punctuation marks are generally high. Generally, the utilization of the different strategies in learning grammatical structures does not relate significantly with the level of their grammatical skills. When the individual strategies are tested against the grammatical skills, there is no significant relationship between all the strategies and the level of the grammatical skills, except in the case of memory strategies. There are activities that may be proposed to maximize the use of strategies to enhance students' level of grammatical skills.

Moreover, it is highly suggested frequent utilization of learning strategies may be considered to improve students' grammatical skills. Varied activities that would cater students' grammatical skills may be considered for implementation. Continuous utilization of the learning strategies during English classes may be strengthened. Students' active participation during classes is highly recommended to avoid rote learning and memorization. Developmental lessons and programs could be proposed in order to enhance students' grammatical skills.

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