Developing a Grammar Learning/Use Strategy Questionnaire: A Mixed Model

Mahdi Rouhiathar

Department of English, University of Technology and Applied Sciences, Salalah, Sultanate of Oman

Abstract

Despite the numerous endeavours made to develop questionnaires to assess learners' strategic behaviour in general and learning/use strategies across different language areas and skills, one can surprisingly find no inventories to address learners' grammar learning /use strategies. This study aims to validate a measure of additional language learners' grammar strategies. The validation of the instrument, grammar learning/use strategy questionnaire, involved three phases. To generate an item pool as the first phase, the researcher drew on Oxford's instructional modes of L2 learning, Oxford's strategic self-regulated model of learning, Larsen-Freeman's three-dimension model of grammar, grammar strategies in the inventories of language skills and Brigg's classroom task-based grammar learning strategies. The second phase of the study involved submitting the instrument to extensive piloting in an adequate sample, followed by the third phase, which comprised evaluating the psychometric properties of the revised instrument through exploratory and confirmatory factor analysis. The results indicate that the developed instrument has satisfactory psychometric characteristics and that the hypothesized theoretical model has a great fit with the data. The article closes with some tentative pedagogical recommendations and implications as well as guidelines on how grammar learning strategies could be utilized and investigated.

Keywords: *Factor Analysis, Grammar Strategies, Grammar Learning Strategies Questionnaire, SEM*

Introduction

The appearance of language learning strategies in the field can be traced back to the reaction to the overwhelming focus of applied linguistics research on classroom-based language teaching methodology while overlooking the possible significance of alternative learning contexts or learner contributions such as motivation, learning styles and language learning strategies (White, 2008). This was accompanied by a shift of interest towards the language learner rather than the teacher or the method and the changes in conceptualizations of language competence and language learning (Macaro, 2009). On one hand, the early attempts involved

describing good language learners (Naiman et al., 1978; Rubin, 1975; Stern, 1975), which resulted in the lists of language learning strategies. On the other hand, strategies were searched and reformulated as a part of communicative competence (Backman, 1990; Canale & Swain, 1980; Farch & Kasper, 1983; Hymes, 1967; Wong-Fillmor, 1979).

Language learning/use strategy is an elusive construct to define due to its complex nature and the debate over its key features (Prezbyl & Pawlak, 2023). However, Oxford's (2011, 2017) conceptualization of the term encompasses the features of consciousness, facilitative character, flexibility in terms of tactics, contexts, and purposes, inclusion of cognition, metacognition, affect, etc., condition of strategy chains as a premise for successful self-regulation, and adaptability and transferability across a number of situational contexts.

Ever since its appearance, different aspects of language strategies have been researched and revolutionized: the good language learner studies, taxonomies of strategies, factors influencing strategy use, narrow and broad sense of strategies, declarative and procedural knowledge, kinds of strategies, strategy cluster and chain, strategy training and specific tasks, strategies for learning a language skill/area, strategies for learners in distance learning courses, test-taking strategies, and research on validating measures of learner strategies (Cohen, 2011; Cohen & Macaro, 2007; Griffiths, 2018; Oxford, 2017; Oxford, 2021; Prezbyl & Pawlak, 2023).

Out of the above-mentioned areas of research in language strategies, one dimension involved attempts to find how language learners manage their learning and the strategies they use as a means of improving target language competence. In line with this objective, the development of various lists and taxonomies of strategy use has been given high priority, divided into general taxonomies (e.g., O'Malley & Chamot, 1990; Oxford,1990) and specific inventories language areas and skills (e.g., Cohen & Ishihara, 2005; Nakatani, 2006; Rokoszweska, 2012; Sheory & Mokhtari, 2001; Tseng et al., 2006; Vandergrift et al., 2006).

The present study tried to fill the gap Pawlak (2011) identified in the field as he pointed out that despite the impressive scope of research into language learning strategies, there remain important areas that have been conspicuously neglected by researchers such as grammar, pronunciation or pragmatics, and it is the first of these that is the focus of the current research.

The paucity of empirical investigations in this domain necessitates new attempts to develop a validated, reliable questionnaire which is task sensitive. To this end, the classification of grammar strategies reflective of different instructional modes (Oxford & Lee, 2007), Larsen-Freeman's (2003) Three-Dimension Model 'form-meaning-use paradigm', Strategic Self-Regulated (S2R) Model of Learning (Oxford, 2011; 2017), and grammar strategies in the inventories of language skills will be taken into consideration as the theoretical foundations. Moreover, the above teacher-oriented perspective can be complemented with a learner-oriented perspective of Classroom Task-Based Grammar Learning Strategies (Briggs,1994 a,b) which is based on learners' reflections on what strategies they plan to use before they start a language task, when they are engaged in the task, and how they evaluate these strategies after the completion of the task (i.e., Cohen & Macaro, 2007). It is also worthy of note that the tentative taxonomies of grammar strategies, developed by Oxford & Lee (2007), are primarily concerned with cognitive strategies, while meta-strategies including metacognitive, meta-affective and meta sociocultural-interactive grammar strategies are totally ignored. This gap is aimed to be filled by the present study.

In the present study, the researcher has pursued a research project to conceptualize, develop and test a new instrument. In the light of the theoretical and measurement arguments above, we set the following objectives: (a) The new instrument should target the Iranian EFL learners' awareness of grammar learning/use strategies (b) The structure and content of the new instrument should be based on an integrated theoretical construct drawing on the above-mentioned frameworks; and (c) The questionnaire was aimed to be developed through a three-phase validation processes. Specifically, the following tentative questions were proposed and addressed:

RQ1: Does the proposed grammar learning/use strategy model fit the data well?

RQ2: Do the grammar strategies proposed in accordance with Instructional Modes of Grammar Learning fit the data well?

RQ3: Do the grammar strategies proposed in accordance with strategic self-regulated model of language learning fit the data well?

RQ4: Do the grammar strategies adopted from the inventories of language skills fit the data well?

RQ5: Do the grammar strategies proposed in accordance with the three-dimension model of grammar fit the data well?

RQ6: Do the classroom task-based grammar learning strategies fit the data well?

Methodology

The study focused on the development and validation of a relatively short new self-report measure for validly assessing L2 learners' awareness and use of grammar strategies that addressed the six questions. The process included developing an item pool for each subscale; preparing a first version of the instrument; piloting this version; based on the pilot results designing the final version; and finally administering the instrument to a sample of language learners to validate it.

Subjects

The first set of participants in the study is composed of college, high school, and language institute students in Iran (48% males and 52% females). The average age of the participants is around 23. Another set of samples was used to confirm the factors derived in the previous analysis. The second set of participants was composed of 21.6% high school and 78.4% college students having the same characteristics of the initial sample (52% females and 48% males).

Finally, the researchers field-tested the inventory with a sample of public and non-profit high school students in Grades 10-12 drawn from different urban, suburban, and rural school districts, students from different universities with various academic backgrounds, and foreign language learners from various language institutes in Iran. School records from each of the districts, indicating that the participants shared similar linguistic, cultural, and socioeconomic backgrounds, documented similarity of student populations. None of the participants were identified as having any specific learning problems or handicapping conditions. Of the respondents, 51.7% were boys, and 48.3% were girls. Of the total number of participants, 25.1% were at beginning, 18.5% at high-beginning, 17.5% at pre-intermediate, 29.6% at intermediate, and 9.6% at high-intermediate level in terms of self-assessed proficiency. The ethnic makeup of our sample was typical for the areas from which the majority was obtained.

Participants were 380 adolescents and adults between the ages of 16 and 52 years with a mean age of 22.12 (*SD* = 7.25). Given the ages at which executive functions and metacognitive processes appear to mature, the minimum and maximum age limit was set for the investigation to ensure developmental appropriateness. Several recommendations exist for minimum sample sizes required to conduct an exploratory factor analysis; however, the recommendations vary greatly (Comrey & Lee, 1992; Guadagnoli & Velicer, 1988; Tabachnick & Fidell, 2001). The obtained sample size for the current investigation is 380 participants, which is a ratio of 6.9-11.7 participants per item on each subscale of the measure of interest. This sample size falls within the middle of most sample size recommendations. Table 1 summarizes the characteristics of the participants in the study.

Table 1

Participants' Characteristics in Validation of Grammar Learning/Use Strategy Questionnaire (GLUSQ)

Group	No.	Sex		Age Range	Proficiency					M	SD
		M	F		B	HB	PI	I	HI		
EFA	380	%48	%52	16-53	25.1	18.5	17.5	29.6	9.6	22.12	6.45
CFA	390	%46	%54	18-48	24	19	18	31	10.1	23	7.25

M=mean, SD=standard deviation, M=male, F=female, B=beginner, HB=high beginner, PI=pre-intermediate, I=intermediate, HI=high intermediate, EFA= exploratory factor analysis, CFA=confirmatory factor analysis

Instruments and Materials

This study was conducted with the aim of constructing a questionnaire for measuring the use of a specific set of language learning strategies, namely the grammar learning strategies in the context defined by the following two dimensions: (1) foreign language learning and (2) learner level and age (high school and university learners, aged between 15 and 40). The study focused on examining some psychometric properties of the questionnaire, primarily its construct validity (by means of factor analysis) and internal consistency reliability (Cronbach's α). Based on previous research on language learning strategies, a grammar learning strategy questionnaire was assembled by the researcher of this study. The language learning behavior questionnaire used in this study was developed primarily based on grammar strategies associated with Instructional Modes of L2 Learning (Oxford & Lee, 2007) as the first factor. The other sources for the development of the other four factors in the tentative 224-item questionnaire were Strategic Self-Regulated Model of Learning (Oxford, 2011; 2017), Grammar Strategies in Language Skills, Three-Dimension Model (Larsen-Freeman, 2003) and Classroom Task-Based Grammar Learning Strategies (Briggs, 1994 a,b).

Response format uses the self-reporting five-point Likert-scale, defined as: 1. Completely disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Completely agree. The original questionnaire was written in English and translated into Persian. The Persian version was translated back to English to check the translation quality. The Persian version was administered. The process of establishing the scales first involves the construction and selection of items based on a framework, an empirical model, or grounded on some empirical data. The underlying factors of the items are then explored using Exploratory Factor Analysis. The underlying factors are further tested by using a more rigorous method like Confirmatory Factor Analysis. The items were reviewed by 5 TEFL PhD holders doing research on SLA. The items were reviewed to see whether they were within the scope of the definition of the factors of

grammar strategies. The items were revised based on the feedback provided in the review. The items were further reduced based on an initial principal components analysis. The factors extracted were confirmed in another sample.

Table 2

The Components of Grammar Use/Learning Strategies Questionnaire in its Original Form

Components	Range of items in the original questionnaire
I. Instructional Modes of L2 Learning (Oxford & Lee, 2007)	*1-36*
A. Implicit L2 Learning Mode (Focus on Form)	*1-12*
B. Explicit – Inductive L2 Learning Mode (Focus on Forms)	*13-22*
C. Explicit – Deductive L2 Learning Mode (Focus on Forms	*23-36*
II. Strategic Self-Regulated Model of Learning (Oxford, 2011)	*37-82*
A. Meta cognitive Strategies	*37-43*
B. Cognitive Strategies	*44-49*
C. Meta-affective Strategies	*50-57*
D. Affective Strategies	*58-67*
E. Meta- Sociocultural – Interactive Strategies	*68-75*
F. Sociocultural – Interactive Strategies	*76-82*
III. Grammar Strategies in Language Skills	*83-138*
A. Listening	*83-93*
B. Speaking	*94-113*
C. Reading	*114-128*
D. Writing	*129-138*
IV. Three-Dimension Model (Larsen-Freeman, 2003)	*139-173*
A. Use	*139-154*
B. Meaning	*155-165*
C. Form	*166-173*
V. Brigg's Classroom Task-Based Grammar Learning Strategies	*174-224*

Data Collection Procedure

Before the administration of the questionnaire, all the participants were briefed about the guidelines in answering the questionnaires. They were asked if they were willing to participate in the study by answering a questionnaire. The participants were guided accordingly on how they answered the forms: (1) The researcher gave the rationale of the study, (2) read the questions carefully; (2) instructed that there were no right or wrong answers for the questionnaires. The researcher informed the participants that the study needs to get authentic answers for more accurate result leading to finding group patterns, not individual-student patterns. The participants were also made aware that their answers would not affect their class standing in school or university and failure to follow the guidelines would be forfeited on the participation in the study. They were encouraged to respond honestly to each statement in the inventory and to ask questions about any aspect of the inventory they did not understand. The researcher administered to the participants all the questionnaires during their class time in 5 times due to the length of the survey. The researchers then scored the questionnaires for each subscale. Each participant was assigned a call number used for the purpose of identifying and recording all the instruments and keeping their names confidential.

Data Analysis

To analyze the data and to answer the six questions of the study, the researcher employed structural equation model (SEM). It is worthy of note that the SEM and the measurement model followed in this study seek to arrive at a hypothesized causal structure between latent variables and to determine the how of interrelationship between latent and observed variables, respectively. In other words, the first model answers the questions regarding the strength of causal relationship between the latent variables and the measured total variance of the general model as well as an estimation of measurement error, factor loadings and the parameters of the structure simultaneously while the second model addresses the questions regarding the reliability and validity of observed variables. Each path in the model involves non-standard and standard parameters, measurement error and t-value. The values equal to or greater than +1.96 are regarded as significant.

One important part of the SEM report is the discussion of goodness-of-fit indices. In this study, the most important ones are reported using LISREL 8.50 for windows with the most reported fit indices (i.e., **CFI, GFI, NFI** and the **NNFI)**. Based on the above review it is sensible to include the Chi-Square statistic, its degrees of freedom and p value, Minimum Fit Function Chi-Square, Relative/Normed Chi-Square (NC=χ2M/dfM), Root Mean Square Error of Approximation (RMSEA) and its associated confidence interval, Normed Fit Index (NFI), Non-Normed Fit Index (NNFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), Root Mean Square Residual (RMR), Standardized RMR (SRMR), Goodness of Fit Index (GFI), and Adjusted Goodness of Fit Index (AGFI). These indices have been chosen over other indices as they have been found to be the most insensitive to sample size, model misspecification and parameter estimates.

Results

After the constituent factors (the first-level latent variables) of instructional modes of language learning, strategic self-regulated model of language learning, grammar strategies in language skills, three-dimension model and classroom task-based grammar learning strategies (the second-level latent variables) had been determined, they were regarded as observable variables to form the latent variable of the third level now. It followed that another final model of the questionnaire was needed to depict the interrelationships between the latent variables based on expected changes at several levels. Then, it was the right time to study the SEM of the questionnaire separately from the other first-level latent variables building up the above micro-constructs. Like the preceding parts, the convergent validity of the general model was calculated based on the mean of variance, which proved that the model was valid as the value was above .5, as shown in the following formula:

$$\text{AVERAGE}_{\text{SUCCESS}} = \frac{(0.82^2) + (0.91^2) + (0.93^2) + (0.98^2)}{4} = 0.831$$

Furthermore, the final model proved to be reliable as the calculated value was well beyond the criterion (> .7):

$$CR_{SUCCESS} = \frac{(0.82 + 0.91 + 0.93 + 0.98)^2}{(1.07 + 0.85 + 0.95 + 1.19)^2 + (0.32 + 0.16 + 0.14 + 0.04)} = 0.95$$

The details of the measurement and structural equations (i.e., maximum likelihood) along with the best of goodness-of-fit indices cannot be provided due to its length. However, the general distribution of factor loadings and the selected goodness-of-fit indices of all the constituent factors are summarized in the following table:

Table 3
The Goodness-of-Fit Indices of the Constituent Factors of GLUSQ

Goodness-of –fit Indices	IMLL GL	S2RGS	3DGS	LSGS	GL/USQ	Acceptable Indices
Minimum Fit Function Chi-Square	214.34 (P=0.0)	766.09 (P=0.0)	127.32 (P=0.0)	431.02 (P=0.0)	174.93 (P=0.0)	
Relative/normed chi-square (NC=$\chi 2M/dfM$)	4.20	3.42	2.54	3.71	2.65	$2<\chi^2/df<5$
Root Mean Square Error of Approximation (RMSEA)	0.00106	0.08	0.07	0.08	0.07	$< .08$
Normed Fit Index (NFI)	0.90	0.96	0.91	0.90	0.98	$\geq .90$ or .95
Non-Normed Fit Index (NNFI)	0.80	0.86	0.88	0.88	0.98	$\geq .90$ or .95
Comparative Fit Index (CFI)	0.87	0.80	0.94	0.92	0.93	$\geq.70$ or .85
Incremental Fit Index (IFI)	0.77	0.71	0.91	0.82	0.91	$>.90$
Root Mean Square Residual (RMR)	0.064	0.079	0.061	0.74	0.058	$<.08$ or .05
Standardized RMR (SRMR)	0.073	0.079	0.052	0.069	0.053	$<.08$ or .05
Goodness of Fit Index (GFI)	0.89	0.92	0.94	0.90	0.91	$>.90$
Adjusted Goodness of Fit Index (AGFI)	0.93	0.92	0.90	0.89	0.87	$>.90$

In sum, the first six questions of the study addressed the first phase of the development of a grammar learning/use strategy questionnaire. As mentioned in the introduction, the questions focused on whether the suggested model in general and the constituent models fit the data well or not. As the tables, figures and graphs suggest, the answer to all the questions is affirmative. More specifically, the loaded factors, as summarized in Table 2 and 3, were reduced from 224 to 166 in EFA and from 166 to 56 in CFA according to the acceptable norm (i.e., > .4). Except for a few reliability measures, most of Cronbach's alphas showed that the proposed models are reliable. Meanwhile, table 4 reveals that the goodness-of-fit indices for the general model and constituent models are within the acceptable norms although there is not a consensus about the number and kind of fit indices to include due to the factors that affect fit indices such as number of variables, model complexity, sample size and normality.

Discussion

In the first phase of the study, a tentative questionnaire containing 224 items was administered to several groups of high school and university students with the total number of 384 and 400 subjects in two phases. After going through the three stages of pilot study, exploratory and confirmatory factor analysis, the final questionnaire turned out to have 166 items after exploratory factor analysis and 56 items extracted and grouped in the form of five major factors

and 17 components based on factor loadings and goodness-of-fit indices after confirmatory factor analysis.

To develop the structural equation model (i.e. grammar learning/use strategy model), the researcher reviewed the related literature concerning the possible factors which can contribute to the formation of the suggested model: Oxford's (2011, 2017) Strategic Self-Regulated Model of Language Learning, Oxford et al.'s (2007) Instructional Modes of Grammar Learning, Larsen-Freeman's (2002) Three-Dimension Model of Grammar, Grammar Learning Strategies in Language Skills and Brigg's (2002) Classroom Task-Based Grammar Learning Strategies. It is also worthy of note that other elicitation tasks were employed to develop the item bank based on the above models such as learners' oral and written performance in EFL courses like oral reproduction of stories and letter writing.

After going through pilot study, the tentative questionnaire representing the proposed model was analyzed with the hope of forming a structural equation model. To this end, the 224-item questionnaire was administered on two groups of students, each comprising around 400 participants, at two times. The first draft of the questionnaire after exploratory factor analysis proved to have 166 items. After the first draft had been administered to another group, the final 70-item questionnaire was the result of examining the factor loadings and goodness-of-fit indices estimated through confirmatory factor analysis. The data was submitted to SPSS and LISREL to test the model in terms of the relations between the variables after examining the psychometrics of questionnaire items as it is usually practiced in analysis of covariance.

The first variable of the model was Instructional Modes of Language Learning on which 12 questions were loaded on the second level. In addition, these questions represented the components of Implicit L2 Learning Mode (Focus on Form) (5 questions), Explicit – Inductive L2 Learning Mode (Focus on Forms) (3 questions) and Explicit – Deductive L2 Learning Mode (Focus on Forms) (4 questions) at the first level. The goodness-of-fit indices for this latent variable indicate the suitability of the model. The measures of reliability (.97) and convergent validity (.94) confirmed the model.

The second level factor analysis findings also indicate that 12 questions are loaded on another main latent variable Strategic Self-Regulated Model of Learning, distributed on the constituent factors of meta cognitive strategies (2 questions), cognitive strategies (1 question), meta-affective strategies (2 questions), affective strategies (3 questions), meta- sociocultural – interactive strategies (2 questions) and sociocultural – interactive strategies (2 questions). The findings of confirmatory factor analysis demonstrate that the model fits the data well. Like the previous factor, the high values of convergent validity (.85) and Cronbach's (.88) confirm the model. Ten questions showed high loadings on Grammar Strategies in Language Skills. In language skills, the oral skills of listening and speaking had 5 loaded questions each, while the written skills, overall, had 5 questions (i.e., Reading (3 questions) and Writing (2 questions). Further evidence came from convergent validity (.90) and α coefficient (.94) and satisfactory goodness-of-fit indices. The findings pertaining to Three-Dimension Model suggest that the 7 loaded questions were spread across Use (3 Questions), Meaning (2 Questions) and Form (2 Questions). The fitness indices of confirmatory factor analysis confirmed the suggested model as the values of validity (.88) and reliability (.92) did. The fifth constituent factor, Classroom Task-Based Grammar Learning/Use Strategies, showed one of the highest numbers of loaded questions (i.e., 13). The fitness indices along with high levels of validity (.83) and reliability

(.95) supported the suitability of the suggested model. The other levels of factor analysis revealed the covariance of the above constituent factors to form the final model (i.e., Grammar Learning/Use Strategy Questionnaire). In sum, the suggested model which is innovatively built on the other constituent models fits the data well. However, this plausible model cannot be regarded as the best one. There may be better models to fit the data well too. Therefore, the answer to the first six questions is affirmative. Due to the paucity of research on validating the measures of grammar strategies, no rival models could be tested along with the suggested one as the current endeavour is unprecedented. A summary of exploratory and confirmatory factor analysis findings can be observed in Table 4.

Table 4

The Loaded Items of the Constituent Factors of GLUSQ

No.	Component Name & No. of Items	Micro-Component Name & No. of Items	Loaded Items (EFA)	No. of Items	α	Loaded Items (CFA)	No. of Items
1	Instructional Modes of L2 Learning (1-36)	Implicit (Focus on Form) (1-12)	2,3,4,5,8,9,10,12	8	.84	3,4,5,8,10	5
		Explicit-Inductive (Focus on Forms) (13-22)	13,14,15,16,19,20	6	.82	13,15,16	3
		Implicit-Deductive (Focus on Forms) (23-36)	25,26,27,28,30,35	6	.40	25,26,28,35	4
2	Strategic Self-Regulated Model (S2R) (37-83)		38,41,42	3	.87	41,42	2
		Metacognitive Strategies (37-43)					
		Cognitive Strategies (44-49)	44,45,47,48	4	.79	48	1
		Meta-Affective Strategies (50-57)	50,51,55,56	4	.38	51,56	2
		Affective Strategies (58-67)	58,63,66,67	4	.68	58,63,67	3
		Meta-Sociocultural-Interactive Strategies (68-75)	68,71,73,74	4	.48	73,74	2
		Sociocultural-Interactive Strategies (76-83)	76,80,81,82	4	.46	76,81	2
3	Grammar Strategies in L Skills (84-138)	Listening (84-93)	84,85,87,91,93	5	.90	84,91	2
		Speaking (94-113)	95,96,97,99,100,101,103,104,106,107,108,110,111,112	14	.70	95,96,100,106,108	5
		Reading (114-128)	114,118,119,123,124,125,126	7	.53	118,123,124	3
		Writing (129-138)	130,134,137,138	4	.79	130,134	2
4	Three-Dimension Model (139-173)	Use (139-154)	140,145,146,147,151,154	6	.85	140,151,154	3
		Meaning (155-165)	155,156,157,162,164	5	.81	155,164	2
		Form (166-173)	166,168,169,170,172	5	.81	168,170	2

| 5 | Brigg's Classroom Task-Based Grammar Learning/Use Strategies (174-224) | Classroom Grammar Strategies | Task-Based Learning/Use | 174-224 Except: 207,212,223,224 | 46 | .95 | 175,176,184, 192,196,200, 202,205,206, 217,218,220, 222 | 13 |
| T | 5 | 16 | | .... | 166 | .... | | 56 |

Locating the study in one domain of language learning strategies (i.e., grammar strategies) which had received far less attention than the other language skills and areas, the researcher aimed to propose a model of grammar strategies comprising the above-mentioned submodels. The starting point was a tentative data collection instrument which was based on the theoretical framework i.e., the instructional modes of L2 (grammar) learning) proposed by Oxford & Lee (2007), in which grammar learning strategies are clustered together according to whether they involve implicit learning with focus on form, explicit inductive learning or explicit deductive learning. The discrepancies described above show that the inventories include behaviors which are likely to be unknown to respondents but fail to reflect strategies that learners most often report when queried about their favorite ways of learning grammar. Other shortcomings, as noted by Pawlak (2011), include excessive focus on grammar strategies needed to notice, remember, and understand grammar structures, insufficient emphasis on some categories of strategic behaviors, as well as lack of opportunity for students to comment at some length on the use of specific devices. As the findings of this study demonstrate, however, this does not mean that the theoretical framework (i.e. Instructional Modes of Language Learning) as such should be abandoned or that the tool constructed on its basis is useless and should be avoided in future research projects since rather large number of the items of this submodel, in comparison to Strategic Self-regulated Model of learning and Three-Dimension Model, were loaded in the estimation of the final model and the fit indices, though with marginal acceptability at times, indicated its appropriateness as a second-level factor in the final model. As a result, there is an urgent need to design better data collection instruments which would provide comprehensive, valid, and reliable data on the application of grammar strategies in different groups of learners.

To devise a classification of grammar strategies which would give justice to the full range of strategies learners fall back upon when learning and using grammar, the researcher resorted to other models of language learning strategies and grammar. Oxford's (2011, 2017) strategic self-regulated model of learning is the reconceptualization of her earlier model (1990) which is an integration of the concepts of strategies, metastrategies and self-regulation. This submodel also fitted the data well as the fit indices suggested and acted as a second-level factor in the final model despite very few numbers of items loaded on the subcomponents (e.g., cognitive strategies) which can be attributed to the Iranian EFL learners' little familiarity with the affective and sociocultural-interactive aspects of language learning. This submodel is in line with Vygotsky's (1962) model of dialogic, self-regulated learning which states that learning is mediated through language and especially through dialogues with a more capable person (or through books, technology, or other means), the learner appropriates (actively internalizes and transforms) essential features of the dialogues by means of three stages of social speech (other regulation), egocentric speech (the learner subvocalizes but does not fully self-regulate) and

inner speech (self-regulation), the more knowledgeable individual offers scaffolding (assistance), such as modelling or providing materials and explanations withdrawn when no longer needed, to facilitate internalization of the dialogues and help the learner traverse the zone of proximal development. It is possible to identify the following self-regulated learning strategies in her model: Planning, Conceptualizing with Details (especially analyzing), Conceptualizing Broadly (especially synthesizing), Monitoring, and Evaluating, all of which called higher-order mental functions. The strategy of Interacting to Learn and Communicate is also evident in the dialogic relationship between the learner and the more capable person, inner speech can be used for meta strategic, self-management purposes and cognition is *distributed*, meaning that learning, knowledge, and even intelligence are distributed across people and across social practices and cultural tools (symbols, technologies, artifacts, and language) used by communities.

Larsen-Freeman's (2001, 2003) submodel, dealing with the three dimensions of grammar (i.e., form, meaning and use), was another theoretical orientation and a second-level factor with acceptable fit indices and rather enough items loaded on the subcomponents. The rationale to include such a submodel was to cover the strategies that are neglected in the other two submodels mentioned above, the first of which deal with different modes of form-focused instruction and, therefore, overlook the strategies concerning meaning and use and the second of which are related to the other categories of strategies and metastrategies.

The rationale to include more down-to-earth strategies dealing with the other skills of reading, writing, listening, and speaking turned out to be justifiable as the fit indices and factor loadings showed. Obviously, while being engaged in listening, speaking, reading, and writing, an EFL learner needs to employ some strategies to overcome his/her shortcomings in understanding and using grammatical structures more effectively. This notion is supported and justified when one examines the items of skill-related questionnaires developed to identify learners' reported strategies which are directly and indirectly related to grammar learning and using (e.g., Nakatani, 2006; Sheory & Mokhtari, 2001; Vandergrift et al., 2006; Wong, 2005).

The last submodel of the final model distinguishing it from similar skill-related models and surveys was the inclusion of task-based strategies directly related to specific classroom activities and employed for learning and using certain grammatical points. This component is different from the other components of the final model as the items reflect the possible tangible strategies that learners employ when dealing with learning and using specific grammatical points in-and-out-of-classroom activities. The items were adopted from Briggs (1994 a,b) and were later translated and reworded. This was well supported by fit indices and many loaded items.

In accordance with the findings, a hierarchy of interrelationships between observed variables (i.e., questionnaire items) and latent variables at different levels (e.g., questionnaire item ➡ cognitive strategies ➡ Strategic Self-Regulated Model of Learning ➡ Grammar Learning/Use Strategy Questionnaire) were built in the form of an SEM (i.e., Grammar Learning/Use Strategy Questionnaire), a visual representation of which can be seen in figure 1.

Figure 1

Grammar Learning/Use Strategy Model
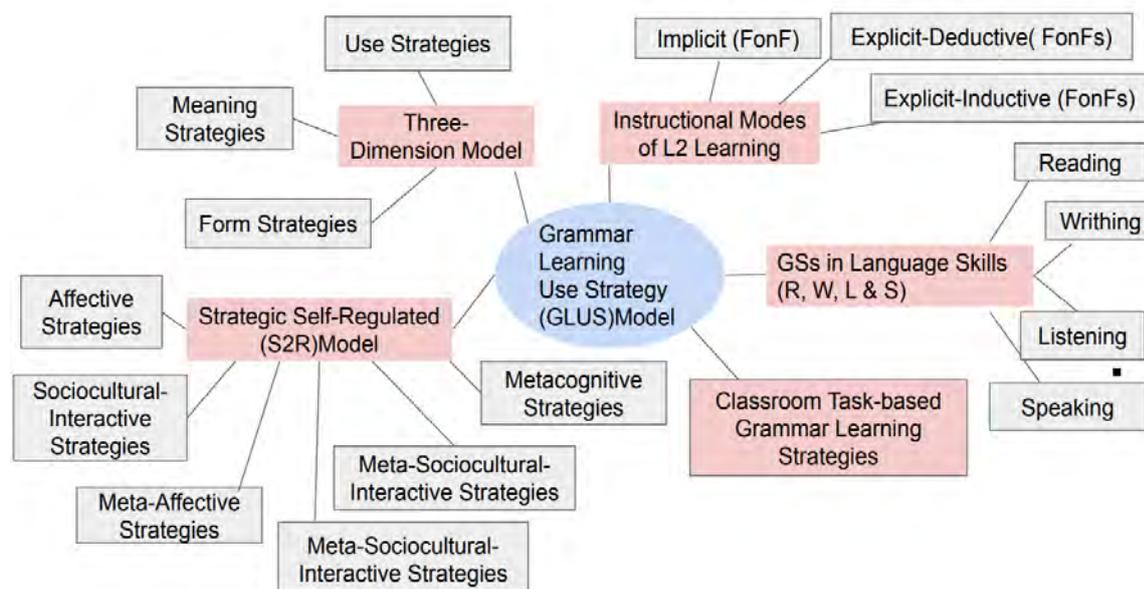
As illustrated, the construct, Grammar Learning/Use Strategy Questionnaire, encompasses the above-mentioned five first-level factors constructed by seventeen second-level factors on which 54 observed factors were loaded. As the findings demonstrate, the resultant 56-item questionnaire was coherent with the theoretical framework described above and was empirically supported by the data through the validation processes of pilot study, exploratory factor analysis and confirmatory factor analysis.

The proposed inventory is intended to serve as a self-assessment instrument that learners can use to appraise their awareness of the grammar learning/using process and to reflect on their strategy use when doing tasks in an additional language. In other words, it can raise learners' consciousness regarding a wide variety of grammar strategies coming from different categories. Although the results of research in 1980s, 1990s and 2000s suggest that good language learners employ cognitive and metacognitive strategies more than those of less-effective learners, the current study indicate that the whole, multidimensional learner pay attention not only to the cognitive or metacognitive aspects but also to the (meta)affective and (meta)socio-cultural-interactive ones (Cohen & Macaro, 2007; Oxford, 2011; Oxford, 2017).

One of the implications of this study for learners is that a multidimensional learner who is regarded as a successful language learner, as suggested (Ellis 1994, p. 546), should have a concern for language form, a concern for communication (functional practice), an active task approach, an awareness of the learning process and a capacity to use strategies flexibly in accordance with task requirements. An effective learner is expected to be equipped with a wide repertoire of grammar strategies adapted to be employed in different forms of instruction, for various forms of self-regulation, with different dimensions of grammar and across different language skills and tasks.

In the same vein, teachers should raise awareness among their students of the varied language learning resources available outside the classroom. As can be observed in the questionnaire, some strategies are effective in learning and using grammar inside the classroom

while being engaged in doing exercises, activities, and tasks (e.g., drawing tables, graphs, and pictures). However, some strategies can be employed outside the classroom (e.g., being in touch with others online to practice and use grammatical structures). Therefore, teachers should encourage the employment of this kind of grammar strategies as learners are less willing to use them in EFL environments like Iran because of the dominance of traditional teaching methods.

The literature on language learning strategies emphasizes metacognitive knowledge which refers to knowledge about learning (Wenden, 1999, p. 516) and differentiates effective and less effective learners. Through metacognitive knowledge learners can plan, evaluate, and monitor their learning. One common complaint among language learners is that they do not know how to study effectively and make steady progress in their language learning endeavors. Some learners rely solely on their teachers to tell them what to do and how to accomplish their learning tasks. It is important that learners acquire metacognitive knowledge that will enable them to manage their own learning and therefore become less dependent on others. For this reason, teachers need to expand their efforts to include metacognitive knowledge among the curricular components essential to learner language development. In this way, learners will become conscious of the array of language learning strategies in general and grammar strategies that have the potential to help them develop a more reflective and self-directed approach to learning a new language.

The present attempt also proved the importance of other kinds of meta-strategies (i.e., meta-affective and meta sociocultural-interactive strategies facilitating learner control of affective and sociocultural-interactive strategy use) within Oxford's (2011, 2017) model with the components of paying attention, planning, obtaining, and using resources, organizing, implementing plans, orchestrating strategy use, monitoring and evaluating. They mainly manage and control target language learning in a general sense, with a focus on understanding one's own needs and using and adjusting the other strategies to meet those needs.

Oxford (1990) states that although culture and grammar are sometimes considered to be skills, they are different from the other "big" four, and in fact, they intersect and overlap with these four skills in particular ways. Therefore, there are no strategies or techniques suggested in her book concerning grammar. However, the present study implies that grammar, as Larsen-Freeman (2001, 2003) also rightly mentions, should be regarded as the fifth skill (i.e., grammaring) which has its own strategies (i.e., grammar strategies). Therefore, teacher trainers should make teachers and teacher students aware of the importance of grammar strategies used in the four skills, across different instructional modes, with different tasks and activities and so on.

The developed questionnaire (Appendix A) in this study can act as an economic data-collection instrument to administer, score, and interpret information about the learners' awareness of grammar strategies employed by EFL learners while being engaged in learning and using grammar across different classroom and out-of-classroom tasks. While developing questionnaires, language learning researchers are made aware of the importance of all kinds of metastrategies. Support for more than just one category of meta strategy comes from Oxford's (2011) statement that self-regulation pertains not just to the learner's management of cognition but also to regulation of affective states (emotions, motivation, etc.) and the social environment, in which communication occurs. The validated questionnaire in this study was the result of the analysis of data collected from around 400 university and high school EFL learners. The model

can be further confirmed by collecting data from larger samples of subjects in different ages and proficiency levels and with varied sociocultural backgrounds. Part of the questionnaire comprised items closely related to learning and using some grammatical points, a version of task-based strategy assessment in its narrow sense. This part of the original questionnaire attracted the subjects' attention more than that of the other parts, reflecting EFL learners' tendency to answer the items which deal with strategies employed in response to concrete classroom activities and their associated problems. The inclusion of a real language task as part of strategy assessment procedures and how students' reported strategies differ when the language task is easy versus difficult can be addressed in future studies. Therefore, an important interaction arises between task difficulty and students' proficiency levels.

Task-based strategy assessment is also worthy of note that the researchers in their attempts to develop surveys should also pay attention to task-phases in the strategic self-regulated model of learning for doing a task or solving a problem. The sequence, according to Oxford (2011), is *strategic forethought* in which the learner pays attention to the demands of the task, sets goals, plans how to address them, and activates existing knowledge, *strategic performance* (sometimes called *strategic implementation, monitoring, and control*) in which the learner implements the plan, monitors how well the plan is working, and decides whether to continue the task as it is going, stop entirely, or make changes in the approach to the task and *strategic reflection and evaluation* which includes learners' making judgments of value about outcomes, effectiveness of strategies, and self (e.g., self-efficacy, which is the learner's belief he or she can meet a given goal).

This study is, to my knowledge, the first attempt to combine the two kinds of strategies in one questionnaire: language learning strategies and language use strategies. The distinction, originally made by Cohen (1998), can disappear by combining the two terms under an umbrella term, second language learner strategies, which, according to Cohen (ibid, p.4), refers to "the processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a foreign language, through the storage, retention, recall, and application of information about the target language". This unified view of LLSs can act as a model for future studies intended to develop questionnaires. This study with Iranian EFL population sample mostly living in one special region can be replicated so that more consistent information becomes available within and across populations. Particularly important is more information on how students from different cultural backgrounds and different countries use language learning strategies or GSs. As Oxford and Burry-Stock (1995) mention, students from different countries utilize different strategies and prioritize common strategies differently (p.19).

Conclusion

The unprecedented study aimed to develop a questionnaire and propose a model for grammar strategies by using exploratory and confirmatory factor analysis. As the first attempt to develop such an inventory in the neglected area of strategies related to grammar learning/use, it can be of use to policy makers, curriculum developers, material writers, test developers, researchers, teacher educators, teachers, and students. In the post-method era with communicative approaches at focus, the role of grammar is often downplayed, and it is treated in an unbalanced manner in comparison to the other language skills and areas. Therefore, the findings of the

current endeavour can act a consciousness-raising to draw all of the stakeholders' attention to how grammar learning/use can be facilitated by using strategies of different types for different modes, dimensions, purposes, tasks and situations.

ORCID

https://orcid.org/0000-0001-9951-3903

Ethics Declarations

Competing Interests

No, there are no conflicting interests.

Rights and Permissions

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Appendix A

The Developed Grammar Learning/Use Strategy Questionnaire (GLUSQ)

به نام خداوند بخشنده مهربان

پرسشنامه شماره 1: راهبردهای یادگیری و استفاده از دستور زبان انگلیسی

پاسخ‌دهنده‌ی گرامی

ضمن تقدیر و تشکر از جنابعالی به خاطر قبول زحمت پاسخ به این پرسشنامه، به استحضار می‌رساندکه بخش اول پرسشنامه ذیل در راستای "راهبردهای یادگیری و استفاده از دستور زبان انگلیسی" تنظیم شده است که در حکم فنون ، فعالیت‌ها، و تفکراتی هستند که به زبان آموز کمک می‌کنند تا در هنگام درک مطلب (خواندن و گوش کردن) و همچنین بیان(صحبت کردن و نوشتن) نکات و قواعد دستوری را راحت‌تر، مؤثرتر و لذتبخش‌تر درک کند ، یاد بگیرد و یا استفاده نماید.

باید توجه داشت که این یک آزمون نیست و هیچ پاسخی «صحیح یا غلط» نمی‌باشد. پاسخهای شما تنها توصیف کننده میزان استفاده شما از راهبردهای یادگیری و استفاده از دستورزبان است. نتایج این بررسی تنها جهت کاربردهای تحقیقاتی مورد استفاده قرار می‌گیرد و نیازی به نوشتن نام و مشخصات فردی شما نیست. لذا با فراغ بال و با دقت کامل به تمامی سوالات پاسخ دهید. از همکاری شما نهایت تشکر را داریم.

در این قسمت با کشیدن خط دور اعداد 1 تا 5 میزان موافقت و یا مخالفت خود را با عبارتهای زیر مشخص نمایید. لطفاً به تمام گزینه‌ها پاسخ دهید.

5	4	3	2	1
کاملاً موافقم	موافقم	نظری ندارم	مخالفم	کاملاً مخالفم

به عنوان مثال اگر با عبارت زیر کاملاً موافق هستید دور عدد5 خط بکشید.

5	4	3	2	1	تماشای فوتبال را دوست دارم.

5 كاملاً موافقم		4 موافقم	3 نظری ندارم	2 مخالفم	1 كاملاً مخالفم		
5 4 3	2 1					ساختارهای دستوری را مورد توجه قرار میدهم که در متن ها چندین بار تکرار می‌شوند.	1
5 4 3	2 1					ساختارهای دستوری را مورد توجه قرار می‌دهم که به طور شفاهی از طریق بلندی صدا، تکرار و زیر و بم صدا مورد تأکید قرار می‌گیرند.	2
5 3 3	2 1					ساختارهای دستوری را مورد توجه قرار می‌دهم که با تناوب بالا و در یک فاصله زمانی کوتاه تکرار می‌شوند.	3
5 4 3	2 1					به نحوه بیان مفاهیم افراد با تجربه و توانا که از طریق ساختارهای دستوری می با شد توجه می‌نمایم و سپس از آن تقلید می‌کنم.	4
5 4 3	2 1					در دفترچه یادداشت خود ساختارهای دستوری بسیار مهم و یا متداول را یادداشت می‌کنم.	5
5 4 3	2 1					سعی می‌کنم بر اساس تمامی نشانه‌های موجود در متن، قاعده‌ی دستوری را کشف کنم.	6
5 4 3	2 1					به منظور دانستن شیوه عملکرد ساختارهای دستوری، آنها را روی برگه‌های یادداشت می‌نویسم.	7
5 4 3	2 1					سعی می‌کنم قواعد دستوری را با دقت و به درستی در جملات خاصی استفاده کنم.	9
5		4	3	2	1		

کاملاً موافقم			موافقم		نظری ندارم	مخالفم	کاملاً مخالفم	
5	4	3	2	1	با استفاده از قواعد دستوری جملات جدید ی می سازم.			10
5	4	3	2	1	قواعد دستوری را حفظ می‌کنم که در رابطه با ساختارهای دستوری متداول مانند تطابق بین فاعل و فعل است.			11
5	4	3	2	1	اطلاعات مربوط به نکات دستوری را از طریق جایگاه آنها در صفحات کتاب به خاطر می‌سپارم.			12
5	4	3	2	1	در هنگام انجام فعالیتهای خاص زبانی، بر روی راهبردهای خاص بکار بردن صحیح و یا راحت نکات دستوری مطابق با هدف خود مانند‌استفاده از جملات ساده در هنگام صحبت کردن تمرکز می کنم.			13
5	4	3	2	1	با استفاده از برنامه word کامپیوتر، اشتباهات خود را در هنگام نوشتن تشخیص می‌دهم.			14
5	4	3	2	1	قبل از امتحان دستور زبان، نکات اصلی راکه از منابع متنوع مانند کتاب‌های دستور زبان و فرهنگ لغت‌های آنلاین یاد‌گرفته‌ام را با یکدیگر ترکیب می‌نمایم.			15
5	4	3	2	1	برای د ستیابی به اعتماد به نفس بیشتر در یادگیری د ستور زبان انگلیسی، در فا صله های زمانی منظم نمودار پیشرفت خود را در مورد کارهائی که توان انجام آن را دارم ترسیم می‌کنم.			16
5	4	3	2	1	برای غلبه بر بی حو صله گی در هنگام یادگیری و ا ستفاده از د ستور زبان انگلیسی ، راهبرد جدیدی را برای حفظ علاقه‌مندی خود‌به کار‌می گیرم.			17
5	4	3	2	1	در دفترچه یادداشت خود شرحی از بیشتر‌تجربیات روزانه خود در‌هنگام یادگیری دستور زبان و در کنار آن احساسات خود را در‌مورد آنها می نویسم.			18
5	4	3	2	1	بعضی وقت ها به وا سطه ساختارهای د ستوری زیادی که باید آنها را یاد بگیرم و ا ستفاده کنم اد‌ساس درماندگی می‌کنم اما با خود فکر می‌کنم که رسیدن به مراحل بالاتر توان زبانی چقدر دلنشین است.			19
5	4	3	2	1	دستور زبان انگلیسی را بسیار می‌خوانم تا از گرفتن نمرات بد و حس بدی که در نتیجه آن به من دست می‌دهد اجتناب کنم.			20
5	4	3	2	1	در طی مکالمه، بحث و ارائه مطلب در کلاس زبان انگلیسی بر روی صحت گفتار و نو شتار خود از لحاظ دستور‌زبان و درک فرهنگی دقت می‌کنم.			21
5	4	3	2	1	عملکرد خود‌را در مکالمه‌ی کلا سی و یا فعالیت نو شتاری خاص برر سی می کنم و بهبود‌آن را ن سبت به دفعات قبلی از لحاظ استفاده صحیح و راحت از‌دستور زبان ارزیابی می‌کنم.			22
5	4	3	2	1	با چند نفر از همکلاسی‌های خود یک گروه درسی را تشکیل می‌دهم تا قبل از امتحان‌های مربوط به دستور زبان با یکدیگر کار کنیم.			23
5	4	3	2	1	در‌هنگام گفتگو‌از‌ساختارهای متنوع دستور زبان معلم انگلیسی خود با توجه به نوع مخاطب یعنی افراد بزرگتر، کوچک تر و یا از جنس مخالف تقلید می‌کنم.			24
5	4	3	2	1	از طریق توجه به الگوها و نشانه‌های دستوری، مفهوم جملات را در هنگام گوش‌کردن حدس می‌زنم.			25
5	4	3	2	1	در هنگام پاسخ‌دادن به سوالات صحیح یا غلط ، به عبارت‌های کمّی مانند few، much که اسم‌ها را محدود می‌کنند و افعال کمکی که فعل‌ها را محدود می‌کنند توجه ویژه‌ای می کنم.			26
5	4	3	2	1	در هنگام استفاده از ساختارهای جدید د ستور زبان از دیگر افراد حاضر می‌خواهم که در ساخت آنها به من کمک کنند.			27
5	4	3	2	1	سعی می‌کنم برای بیان یک منظور خاص از ساختارهای دستوری متفاوت و متعددی استفاده کنم.			28
5	4	3	2	1	هنگام صحبت کردن از گویندگان توانا‌تر می خواهم که اشتباهات من را تصحیح کنند، به من در استفاده از ساختارهای دستوری خاص کمک کنند و اینکه میزان درک مرا از گفتار خودشان تأیید کنند.			29
5	4	3	2	1	در‌هنگام صحبت با دیگران، اشتباهات احتمالی دستور زبان آنها را بررسی می‌کنم و در ذهن خود آن اشتباهات را تصحیح می‌کنم.			30
5	4	3	2	1	هنگام گوش کردن، سعی می‌کنم کلمات، مفاهیم، جملات و عبارات را فارغ از منبع آنها مانند فیلم، اخبار، آهنگ و گفتگوی زنده تکرار کنم که این امر به من کمک می‌کند کاربرد دستور‌زبان آنها را یاد بگیرم.			31
5	4	3	2	1	روزنامه و کتاب می‌خوانم تا ساختارها و کلمات جدید دستور زبان را یاد بگیرم.			32

5	4	3	2	1		
5	4	3	2	1	فاعل، مفعول ونقش های اسمی دیگر را با توجه به الگوی افعال، جمله‌واره های پیرو مانند اسمی، وصفی و قیدی و استفاده از روش سوالی «چه کسی با چه چیزی چه کاری را انجام می‌دهد؟»، شناسایی می کنم.	33
5	4	3	2	1	روابط بین جملات را با توجه به نشانه‌های کلام و کلمات ربط و تقسیم‌بندی آنها به گروه‌هایی مانند توالی انجام اعمال، روش سـازماندهی مطالب در کلام و دیدگاه‌های نویسـنده در رابطه با مطالب ارائه شـده درک می کنم.	34
5	4	3	2	1	هنگامی که برای بیان مفاهیم در نوشـتن از لحاظ دسـتور زبان مشـکل دارم، از همکلاسـی‌ها و یا معلم انگلیسی درخواست می‌کنم که به من کمک کنند.	35
5	4	3	2	1	سعی می کنم با اسـتفاده ازیک سـری فنون دستورزبان مانند ساختار مجهول، لحن غیر شخصی، اطلاعات عینی، جملات کامل و به کار نبردن مخفف‌ها، سبک رسمی را در نوشته خود دنبال کنم.	36

5	4	3	2	1
کاملاً موافقم	موافقم	نظری ندارم	مخالفم	کاملاً مخالفم

5	4	3	2	1		
5	4	3	2	1	با قرار دادن و اضـافه کردن عبارت‌های قیدی به جملات در نوشـته خود تنوع ایجاد می‌کنم، جزئیات دیگری را به مطالب عنوان شده اضافه می‌کنم و قسمت‌های مختلف نوشته را به یکدیگر وصل می‌کنم.	37
5	4	3	2	1	یکی از راهبردهای من در نگارش استفاده از جمله‌واره‌های پیرو و پایه برای بسط و گسترش یکی ازاجزاءِ جمله نظیر فاعل، مفعول وقید می‌باشد.	38
5	4	3	2	1	با قرار دادن جملات در بندهای مختلف ،نوشـتن عناوین بندها از قبل، ترکیب متفاوت جملات، قرار دادن مطلب اصلی در ابتدا، وسط و یا انتهای بند، بندهای نگاشته شده را اصلاح و تغییر می‌دهم.	39
5	4	3	2	1	از دو زمان پایه‌ای (یعنی حال ساده و گذشته ساده) با عنوان زمان‌های اصلی برای بیان معانی متفاوت در صحبت استفاده می‌کنم، اما از زمان‌های بیشتری برای بیان مفاهیم دقیق‌تر در نگارش استفاده می‌کنم.	40
5	4	3	2	1	بـا اسـتفـاده ازراهبردهـایی نظیر قرار دادن اطلاعـات در انتهـا یـا در ابتـدا وپس و پیش کردن اطلاعات،سازماندهی اطلاعات را برای اهداف مختلف مانند جلب کردن توجه به یک نکته و روشن ساختن بیان تغییر می‌دهم.	41
5	4	3	2	1	برای تشخیص اجزاءِ زبانی به نشانه‌های دستوری توجه می‌کنم. به طور مثال بدل یا جمله‌واره معترضه را می‌توان بر طبق عبارت‌هایی مانند that is, namely و for example شناسایی نمود.	42
5	4	3	2	1	تغییرات مختلف در اشـکال زبانی را با گروه‌بندی یاد می‌گیرم .مانند تقسـیم‌بندی تغییرات از نقل قول مستقیم به غیرمستقیم که می تواندبر حسب زمان، ضمیر، قیدها و نقطه‌گذاری باشد.	43
5	4	3	2	1	تهیه فهرستی ازعناوین و موارد به من کمک می‌کند تا نکات دستوری که خواهان یادگیری آنها هستم را سازماندهی کنم.	44
5	4	3	2	1	از طریق نگاه کردن به مثال‌های بیرون از کلاس، صـحبت کردن با دیگر افراد و امتحان کردن دسـتور زبان جدید بر روی آنها و یا نوشتن به زبان انگلیسی، دستور زبان را بهتر درک می کنم و به خاطر می سپارم.	45
5	4	3	2	1	می دانم که علت هر چیزی را در دستور زبان نمی‌توان توضیح داد و اینکه بعضی از قواعد در دستور زبان انگلیسی قراردادی می‌باشدو فقط باید آنهارا حفظ کرد.	46
5	4	3	2	1	بازگو کردن مطالب یک متن با استفاده ازساختارهای دستور زبان که بر آنها تسلط دارم ، روش موثری برای نشان دادن درک و فهم می‌باشد.	47
5	4	3	2	1	برای یادگیری نکته جدید دسـتورزبان با کمک انگشـت خود و حرکت دادن آن بر روی یک متن، خط کشیدن و برجسته نمودن مثال‌هایی از آن نکته را پیدا می‌کنم.	48
5	4	3	2	1	برای عملکرد بهتر در هنگام نوشتن وامتحان دادن، متنی را ازیک کتاب انتخاب می‌کنم تا بین نشانه‌های معمول زمان‌ها و خود زمان‌ها ارتباط برقرار کنم.	49
5	4	3	2	1	با سوال پرسیدن در مورد کاربردهای نکات دستورزبان، گوش کردن به سی‌دی، تلویزیون یا رادیو و نوشتن ایمیل و نامه‌های مکاتبه‌ای از گویندگان بومی زبان انگلیسی به عنوان یک منبع یادگیری استفاده می‌کنم.	50

5	4	3	2	1	با نگاه کردن به توضیحات ارائه شده برای نکات دستوری در کتاب‌های مختلف و با بازنویسی توضیحات و مثال‌ها به صورت قابل فهم برای خود مجموعه‌ای از قواعد تهیه و تنظیم می‌کنم.	51
5	4	3	2	1	پس از اتمام یک نوشته، آن را از لحاظ دستور زبان بازنگری می‌کنم و یا از یکی از همکلاسی‌ها درخواست می‌کنم که اشتباهات مربوط به دستور زبان را برای من ویرایش و تصحیح کند.	52
5	4	3	2	1	کلمات و ساختارها را به طور مکرر می‌نویسم و یا می‌گویم تا از طریق فکر کردن در رابطه با رسمی یا غیررسمی بودن موقعیت‌ها و نوع افراد مخاطب احساس اعتماد به نفس داشته باشم.	53
5	4	3	2	1	ورقه‌های تصحیح شده خود را بازبینی می‌کنم و نوع تصحیحات صورت گرفته را بررسی می‌کنم تا اینکه از اشتباهات خود یاد بگیرم وآنها را در فعالیتهای زبانی جدید تکرار نکنم.	54
5	4	3	2	1	از طریق خواندن نوشته شخص دیگر، سعی در تقلید سبک وی برای افزایش دامنه نوع جملات مورد استفاده، ایجاد تنوع در نوع جملات مورد استفاده و واضح ساختن نوشته خود برای مخاطب دارم.	55
5	4	3	2	1	با مکالمه به زبان انگلیسی با افرادی که نمی‌شناسم، نوشتن به زبان انگلیسی برای کسی وخواندن منظم یک مجله یا نشریه به زبان انگلیسی، در یادگیری و استفاده از دستور زبان انگلیسی ریسک‌پذیر هستم.	56