



Developing Grammatical Competence of ESL Learners: A Study of Private University on Foundational Grammar Learning Strategies (GLS)

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Abstract

This study examines meaningful and essential English grammar learning strategies employed by students of the English Department at GIFT University, Gujranwala. It focuses on identifying the most critical and effective strategies used by learners to master English grammar and emphasizes their role in enhancing the overall learning process. The study aims to: (1) explore learners' preferences regarding selected grammar learning strategies, and (2) identify effective strategies that facilitate grammar learning for academic and practical use. The significance of this research lies in its focus on private-sector university students in Gujranwala, with the objective of identifying common grammatical difficulties and exploring methods to strengthen grammar learning for academic achievement and effective communication. The participants comprised 114 undergraduate students from the English Department at GIFT University, Gujranwala. Data were collected using a close-ended questionnaire containing ten grammar learning strategies. This instrument enabled the researcher to systematically examine learners' preferred grammar learning strategies. Data were analyzed using SPSS software. A one-sample t-test was applied to determine significant differences and evaluate the effectiveness and reliability of the selected strategies. The findings reveal that all identified grammar learning strategies contribute positively to language proficiency. Furthermore, it offers valuable implications for educators and researchers by providing a foundation for comparing various grammar teaching approaches.

Keywords: Grammar Learning Strategies (GLS), English language learning, English Language Teaching (ELT), English Department students

Introduction

Over the last several decades, the research in the field of English language learning strategies is known as the most advanced criteria for ESL learners. The initiation of this research identifies the applicable grammar strategies for the success of language learners. For the less effective learners, the categorization of the grammar learning strategies in the form of valuable clues will play a significant role in their classroom input. According to Dornyei (2005), few researchers claimed the conceptualization of "strategies" and focused on the "self-regulation" learning strategies to comprehend the language. In the progress of this area, this research highlights the multiple grammar learning ways with evidence of empirical investigation and worthwhile methodology. Muncie stated the term "grammar" very precisely. He explained that grammar is a

central tool for effective communication as well as the cohesion of the spoken or written discourse. It focuses on grammatical competence for linguistic accuracy or efficient communication. Without it, the communicator cannot express the meaning and thoughts in an appropriate method.

Aims and Objectives

The aims of this present paper are as follows:

- To identify the preferred grammar learning strategies used by English learners at private sector.
- To explore innovative grammar learning strategies for ESL learners and examine their influence on the development of grammatical competence.

Research Questions:

This research seeks answers to the following research questions:

1. What are the preferences of the private sector learners for the selected grammar learning strategies?
2. What are the innovative grammar learning strategies (GLS) for ESL learners, and how do they influence the development of grammatical competence?

Research Hypothesis:

This research hypothesis that the ESL learners will show the agreement towards the selected grammar learning strategies. All those strategies are crucial for learners because it can improve the grammatical competence with the help of implicit and explicit way of grammar learning. Thus, this research will show the positive relationship between the learner's preferences and the grammar learning strategies.

Significance of the Study:

Currently, private sector learners are studying many courses related to the learning of the English language. A huge number of students are interested in language learning but they have weak knowledge about language accuracy particularly in grammar skills. To draw the attention of the learners, a few researchers explored the necessary different conditions regarding the basic "grammar strategies" for better academic performance and language accuracy. This viewpoint highlights the appropriate and meaningful use of this ability in learning plays a key role for every ESL learner. This research analyzes the high-priority strategies for the help of learners to enhance the choice and language learning strategies. All English language teachers are trying to investigate the different enjoyable, effective, easier, and appropriate methods to achieve the learner's success and find the different variables such as anxiety, motivation, stress, etc. The reason is that researchers argued in the previous contributions, that all the learners have grammar rules but all are not equal in appropriate use. Practically, this study explores the learner's preference-based, valuable strategies that will not assist only Gujranwala ESL learners but can provide support in the teaching methodologies for accurate grammar learning.

Limitations:

Following are the limitations that the researcher faced in this study.

- In the data collection, the researcher faced many difficulties such as time constraints. As the data was collected within the classrooms, the classroom instructor assigned a very limited time to the researcher and the students. Due to the shortage of time, few students did not

participate in it. Then, the researcher requested to another English classroom instructor, and then, completed the responses.

- The second limitation is a technical issue. The researcher assigned the questionnaire in digital form to the students, and majority of the students excused was the connection issues, devices are not charged, etc.
- The another and the most highlighted limitation was the limited engagement. Student's considered it an ungraded activity. In the data collection, such students did not show any interest and motivation. During this problem, the researcher again requested to the classroom instructor that he/she announced it a graded activity. After it, the students submit the form with the involvement of teacher.

Literature Review

Pawlak (2018) states a study on the grammar learning strategy inventory (GLSI). He illustrates that premise from Rubin's (1975) study about successful learners in language learning. He investigated that one main area of language learning has been neglected which is the grammar learning strategies (GLS). The purpose of this study was to find out the psychometric properties of the GLSI. For the classification of these strategies, it's compulsory to collect reliable and valid data and tools for analysis. The total participants were 106 university who were learning English as a foreign language. It included 76 females and 30 males in the BA program. For results, the SPSS instrument was used specifically Pearson's r for data, and Licker's scale was used for items analysis. The results suggest one main factor for second language learners is that the learner can never neglect the GLSI without any effort. He advocates that, with a logical mind, a learner must find out the best-supported ways for learning a language. Tıfharlıoğlu and Yalçın (2005) remarks on a study to explore the Relationship between the Use of Grammar Learning Strategies and Student Achievement in English Preparatory Classes. The purpose of this study is to determine the relationship between the use of multiple strategies and the student's achievement in learning grammar. Firstly, the findings establish the learner's choice of suitable strategies for learning a second language. The instrument for data collection was a questionnaire that was based on 43 items and the allowed time was 15 minutes. It was administered by the preparatory school learners. All the questionnaire items were related to grammar learning strategies. After data collection, the successful scores were 60 or 60 above, and below 60 was unaccepted. The tool for questionnaire reliability was the split-half technique and to analyze those coefficients a Likert scale was selected. T-test was also applied to find out the relationship between gender and grammar learning strategies. The analysis of this study suggests that there is no difference between successful and unsuccessful learners. Additionally, he argued that both language learners almost use equal amounts of grammar learning strategies. Mistar and Zuhairi (2020) examine a study on Grammar Learning Strategies across Individual Differences and Their Relationship with Grammar Mastery. This research aimed to uncover the correlation between grammar learning strategies and individual differences. Secondly, the purpose was to classify the posterior grammar learning strategies. The participants were from five universities in East Java, Indonesia concerned with the English department. The number of total participants was 280. To identify the learner's attitude, motivation, aptitude, personality traits, etc. towards the grammar learning strategies, a questionnaire was conducted. The questionnaire was based on the six categories of grammar learning. In this quantitative study, SPSS Program Version 20 particularly, Bartlett's test was mentioned for statistical results. The results of this study implied the one main factor is the English learners of Indonesia mostly depend on their cognitive processes in the proficiency of grammar learning strategies. The results of this research paper confirms that all the grammar learning strategies are definitely correlated with the positive aspect of the learner's

achievement instead of negative factors. This study's implication proposes that English Language Teachers can expect positive results from the learner's side related to intensive grammar learning improvement in the classroom.

Kemp (2007) investigated a study on Strategic Processing in Grammar Learning: Do Multilingual Use More Strategies? This study explores multilingual people who are faster in learning a language as compared to others. It indicates that they have more different languages knowledge and better understanding specifically, in grammar learning. The total number of participants was 144 to analyze the grammar strategies. The instrument was the questionnaire set on 5-point Licker scale. The multilingual participants explored the 40 multiple grammar strategies as compared to those people who have only two languages comprehension. The findings of this research highlight that multilingual have a greater number of grammatical competence and strategies. In this quantitative study, a t-test was used to analyze the grammatical difference between bilingualism and multilingualism. The high-frequency results of multilingualism identified that those undergraduates who are more frequent in grammar have high strategies of grammar as compared to the low-frequency of bilingualism participants. Azizmohammadi and Barjesteh (2020) advocate the view that a study on the Relationship between EFL Learners' Grammar Learning Strategy Use and Their Grammar Performance: Learners' Gender in Focus. The purpose of this study was to identify the performance of the EFL students on grammar learning competency. In this study, 80 intermediate participants were involved comprised of 37 males and 29 females. This homogenized selection attempted the quick placement test (QPT), then the Oxford learning grammar strategies, and the simple grammar learning test in the form of a questionnaire. The findings assert a significant relationship between the male's and female's performance in the learning grammar strategies questionnaire (GLSQ). Pearson's correlation was used to analyze the difference in terms of gender. The results of this study were the female intermediate EFL outperformed in the tests as compared to male participants. It suggests the implications for English or foreign language learners. Zekrati (2017) explains a study on the relationship between grammar learning strategy use and language achievement of Iranian high school EFL learners. The aim is to present the arguments to focus on the relationship between the strategy use and the achievement of the Iranian high school candidates. To undertake this study, 300 participants were based on Elementary, pre-intermediate, and intermediate levels. Then, the division of these participants is according to these levels and their CGPAS results. The questionnaire was given to those participants and consisted of 35 statements related to grammar learning techniques. Likert's test was used to analyze the collected data. This study used the mixed method approach to analyze in which extent these learners used the strategies. The ANOVA test revealed the three different proficiency level results among the Iranian learners. It identifies that gender does not impact any language strategies used. The results of Pearson's coefficients highlight the positive relationship between the learner's achievement and their choice of grammar strategies. This study implicates for both the language teachers and the learners at the high school level learners. Briewin, Naidu et al. (2013) proposed a study on Learners of English as a foreign language's preference for grammar strategies in learning grammar. This study aims to investigate multiple grammar learning strategies. This study maintains the need for these strategies for private institution learners. In the collection of data 20 EFL learners were selected that was taken from the intermediate level. Four- point Likert scale of the questionnaire was selected for the participants. In this task, the questionnaire was based on 11 different items. This questionnaire was also divided into two sections. The first section was based on the grammar learning strategies and the other was based on the sentence structure. For data analysis, the Likert scale was used to find out the different strategies for the ELF learners. The result of this research was the five basic strategies for learners that are related to the learner's five senses such as the

concept of concrete and abstract noun. Five senses will distinguish the multiple methods of learning the grammar strategies for EFL learners. It implicates the interested grammar skills of English language learners. Pawlak (2009) states a study on grammar learning strategies and language attainment: Seeking a relationship. The purpose of this research was to further point out the area of English teaching particularly, the grammar learning strategies. In the data collection, 142 learners of the English department were selected. Those learners were getting an education from the BA first-year program. The survey was conducted and it was categorized into open and close-ended questions. The approach of this study was the mixed method. Likert scale was used to identify the results. The results of this study revealed the three different three-fold learning such as the focus on form, implicit, and explicit learning. The significant finding of this data was that it cannot empirically identify the relationship between the grammar learning strategies and the learner's achievement. So, this research suggests further directions for language testing and teaching the learners.

Research Gap

In communication between two or more two people, grammar learning strategies which are non-observable play a central role in learners which is known as “direct strategies”. Particularly, the previous researches highlight the various strategies for the teaching methodologies and also for the learning language of learners. Most of the studies are the foreign researchers in the field of GLS are present different valuable techniques. Students and teachers do not try to understand the previously valid research and its implementations on learners. Teachers are still using the outdated input of grammar learning strategies for all learners. Oxford (1994) explored the characteristics of good language learners and most significant was the “focus on form” to monitor the speech and to comprehend the exact meaning of any discourse to know the patterns and analysis. This present study mainly focuses on the “theory and practice” perspective to enhance the accuracy of language with the use of conscious and positive effort. It is clear that GLS is concerned with the theoretical work and the implementations of those strategies are concerned with practice respectively. This research does not just emphasize the form but equally concentrates on its meanings and expressions. So, this current study fills the gap of GIFT University ESL learners who are poor in second language learning with empirical evidence identifying the overall use of every strategy, and then, selecting the most effective strategies for ESL learners. Importantly, it depends on the learner's preferred strategies choice to enhance the student's achievement in language proficiency.

Research Methodology

Research Design

The domain of this research paper is a quantitative approach. The collected data was presented in the form of a questionnaire. The researcher revealed the results of this present study in statistics form. It highlights the reliability and validity of the study and it allows the researcher to prove the rationale by reducing the bias or subjectivity in the analysis of data. Every approach has its own strengths and weaknesses. For statistical or numerical frequency results of every strategy, the researcher used this method, particularly SPSS software. For mean values and frequencies, one sample t-test analyzed the useful grammar learning strategies from the most relevant responses of the English department learners of GIFT University.

Data Collection:

The data was collected with the fulfillment of the following requirements.

The selected instrument was the close-ended “questionnaire” which is based on multiple grammar learning strategies. It was assigned via the g-mail and google classroom IDs. All the questionnaires were filled out by the English department learners who are currently getting education in this private sector. The data was collected from the classrooms with the student's consent. According to the academic rules and regulations, the instructor assigned this task to the classroom as a graded activity. The researcher and instructor allowed the use of artificial intelligence such as ChatGPT, or any other tools to the participants. All electronic devices were allowed. The focus was the data collection on the GLS rather than the discourse validity. The participants did these 10 items with their intellectual ability as well as the use of artificial intelligence and submitted them. All the participants submitted the questionnaire from the GIFT University IDs. After all responses, the researcher selected the most relevant responses within the submitted forms. In the whole data collection, the English classroom instructor and the researcher were the two main members.

Sample Size:

For the sample, the students were selected from the English department of GIFT University. The emphasis was not on demographic details such as gender, age, ethnicity, etc. The recruitment process was the announcement in the communication channel or via the help of Google Classroom before one day of submission. The instructor informed the participants to consider a graded activity. It was based on specific announcements and all the students participated actively for the sake of grades. Additionally, the researcher filled out this form with the English department learners. Based on the research objectives, the sample size was 114 participants. Importantly, the participant's consents were also highlighted to achieve the learner's interest and accurate results. The voluntary nature of the students was also included. It was a cross-sectional study that was collected within a short time interval. All the participants did this activity within the maximum time at the same duration as every participant received the questionnaire.

Sampling Technique:

The sampling technique of this study is purposive. In this research, the researcher uses his or her judgment to select members of the general population to take an active role in this study. It is also referred to as “selective” sampling. The researcher selected a particular English department for analysis. It is a category of non-probability sampling type. In this type, the researcher can add or reject the student's responses according to the research topic criteria. Researchers frequently select that by applying the appropriate judgment and obtaining a good sample, which may save time. The researcher is required to acquire significant data forms to recognize which strategies are vital for the learners. This strategy can assist the researcher in concentrating on a particular subpopulation or unique cases.

Research Instrument:

In this study, the research tool was the closed-ended questionnaire. It was based on five points Liker's scale that was the Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. For data collection, the researcher used this questionnaire that was generated on google form.

Data Analysis Procedure

This research follows the following steps:

At first, the initial step was the selection of a topic. The researcher's interest was in the ELT field. From the topic to the title, the researcher selected the usefulness of grammar learning strategies for non-native English speakers of the English department. It was convenient for the researcher to analyze the suitable strategies for communicative competence. Also, all educational

institutions emphasize the grammatical competence of learners. The next procedure was the collection of data. The data was collected from the English department learners to analyze the most relevant and appropriate strategies regarding grammar for non-native English learners. Secondly, the researcher took permission from the English instructor. He easily allowed and announced to the participants that this task would be their grade. Students participate in it for improvement. After that, SPSS software, particularly a one-sample t-test analyzed the frequencies of every strategy of grammar learning. Then, the researcher explored the high, average, and low frequencies of all the strategies. Then, the researcher interprets all the strategies with an example of practical classrooms. After interpretation, the frequencies and interpretation revealed that which items are more suitable for second-language learners. Last but not least, the researcher analyzed the effective grammar learning strategies with frequencies. The analyzed data was the evidence for the discussion and results. It implies that grammar strategies are not just for speaking skills, but they can enhance the other skills as well of the learners.

Data Analysis

The data analysis section evaluates the collected data from the respondents and provides useful insights for ESL learners. This data has been systematically analyzed to determine which are the effective grammar learning strategies and the learner's preferences. This study is conducted to assess the 10 effective GLS. So, the data is highlighted in the below frequency table of every strategy with a histogram. It indicates that the frequency of every grammar learning strategy will indicate the correlation or not. This questionnaire depends on five options Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

I preview the grammar structures to be covered in a lesson.

Hypothetically, the correct answer should be strongly agreed. According to the participant's recommendations, the fourth or agree was selected by a majority of the participants. 48 total were 115. The response of 1 respondent is shown as missing and 114 responses can be identified of every individual. Then, 35 participants selected the 'neutral' option. Then, 13 students selected the disagree option and 10 selected the strongly agree and 8 students selected the strongly disagree option from the questionnaire. The highest frequency is 48 which is the "Agree" option and the lowest frequency is 8 which is the strongly disagree option. It indicates that this strategy suggests that learners should try to find out the grammar structures in the context to improve the grammar. With the help of this effective practice, the genuine responses of the individuals show that it is the first effective strategy for practice. To some extent, the responses of the participants correlate with the researcher's tentative guess.

The second grammar learning strategy is an *"I pay attention to grammar structures when reading and listening"* in a questionnaire. In this second grammar learning strategy, the highest frequency of option 4 or "disagree" is mentioned which is 54. 29 participants selected the neutral option, 14 participants selected the disagree and strongly agree. The lowest frequency is the 3 respondents who selected the strongly disagree option from the 114 participants. Hypothetically, the researcher's guess was the agree but they showed that the majority of learners do not have a strong perspective about this effective strategy. This strategy is also not correlated with the learner's responses. It shows the weakness of the learner's grammatical competence. 29 were 'neutral' and 54 were "disagree". Above average, 83 students don't apply this practical strategy in the classroom's study for proficiency. If they select the agree or strongly agree, it might be a very meaningful response for beneficial practices. Although it depends on the learner's point of view, they should try to use this effective strategy and helpful learning style to identify the language

exposure. So, this strategy will be effective for them to improve grammar skills that are not just vital for academic achievement but equally important for effective communication. So, the learners should adopt this effective strategy.

The third effective strategy is an *“I look for opportunities to practice grammar structures in many different ways”*. It can be considered as an aim for ESL learners to learn grammar actively in different contexts. It is one of the most significant grammar learning methods that provide opportunities for grammar structure. Therefore, the participant’s response should be agree or strongly agree to mastering the grammar skills and for the achievement of goals. This frequency table shows the highest frequency of the agree is 66 students selected. This strategy is correlated with the researcher's opinion. Then, the 25 participants selected the “neutral”, 12 students marked “strongly agree”, 8 students marked “disagree” and 3 students marked “strongly disagree”. This table shows a correlation that EFL learners considered this strategy very effective for grammar skills. When the learner uses different task-based activities, they enhance the different skills. In grammar learning strategies, the impact of a variety of activities refines the comprehension and the overall structure of grammar. Hence, this particular strategy that emphasizes the multiple ways for learning grammar enriches the deeper understanding and become more confident of ELS learners in language accuracy.

The fourth grammar learning strategy is *“I try to find more effective ways of grammar learning”*.

The researcher expects positive responses from the learner’s preferences. This frequency table shows the highest frequency of the agree option, which is “44”, 21 with neutral, 19 with strongly agree, 6 with disagree and 3 with strongly disagree. According to the learner’s preferences, this strategy is most significant. The reason is that it is correlated with the researcher's perspective. For grammar learning, different ways can be approached with varieties of methods. The highest frequency of the agree option. The grammar learning method should be natural for real-world communication rather than just focusing on its theoretical usage of it. In EFL learners, the focus is on the grammar rules that are very hard for the learners. This traditional method demotivates the learners. The appropriate way of learning is that grammar use must be very natural in daily routine conversations. It promotes the learner's grammar skills and error correction. So, this learning technique is very helpful for the learners and the instructors should adopt this natural way of teaching instead of rigid- grammar rules.

The fifth grammatical strategy is *“I know my strengths and weaknesses when it comes to grammar”*. The learner should understand the strengths and weaknesses related to grammar for encouragement and improvement respectively. The frequency of the agree option which is 67. Then, 20 respondents supported the strongly agree, 19 marked neutral, 7 marked disagree and one participant mentioned the strongly disagree option. For efficient learning, a learner should identify the strengths and weaknesses in grammar. Optimal observation is necessary because the excessive awareness of the strengths always makes the learner overconfident. Huge observation on weaknesses discourages and reduce the motivation of language learners. So, the learners should follow the balanced approach and never neglect it for the achievement of language proficiency. The high frequency of agreed options about this particular strategy. It’s very significant for learners to understand every weak point in grammatical ability and strength. The balanced method can be considered very helpful it promotes the learner's competence and motivation towards the language skills.

The sixth item is *“I have specific goals and objectives in learning grammar”*. The highest frequency of the agree option which is 52. Then, 34 students mentioned the neutral, 13 marked the strongly agree, 10 marked the disagree, and 5 respondents marked the strongly disagree option. Here, it focuses on the 34 students selected who mentioned neutral because they don’t know the aims and objectives of grammar learning. The question that arises in this strategy is, how can they achieve an outcome in grammar learning? It indicates the high frequency of agreed options. It means the aims and objectives always guide the learners for effective learning. A clear direction shows the achievement ways and helps out for continuous improvement. It also should be a flexible adaptation for interest, confidence, and motivation. It ensures that too much focus can create hindrance and stress for the learner. However, learners should comprehend the balanced aims and objectives for achieving the goals and purposes that ensure productivity in grammar learning.

The seventh item in the questionnaire for the ESL learners is *“I schedule grammar reviews in advance”*. It can be considered a pre-plan task to improve the learning. For reviewing, the main elements are specific schedule time, group discussion, and specific aims to understand the complex sentence structures. These are the key points that can help in the effective grammar reviews. Here, the below table is shown the frequency of every option regarding this strategy. It shows the high frequency of the agree option that marked the 43 participants. 37 students mentioned the “neutral”, 27 marked “disagree”, and 5 participants marked strongly agree. “Consistency” is vital in learning the grammar skills. In this strategy, advanced scheduling is very effective for the efficiency of language. This type of habit explains the proper schedule about the grammar reviews. That’s why, this specific strategy can also boost up the language proficiency. This strategy shows the different interpretation as compared to others. Few participants disagree with this strategy because learners do not try to schedule it in advance. Grammar review is essential in learning a language for ESL learners to gain the high achievement and success.

The eighth strategy in the tool is *“I pay attention to grammar structures in my own speaking and writing”*. This strategy is also very observable for ELS. Indicates the frequency of this valuable strategy to pay the attention on structure. In this strategy, the highest frequency is the “agree” which is marked by 62 participants, 22 students selected “neutral”, 7 participants selected the strongly disagree and disagree and 23 students marked the strongly agree. It shows the high frequency is the agree and strongly agree option. The learners can actively learn and remember the specific rules for real-life. Highlights the high frequency of the agree option. This strategy also shows evidence that learner can easily adopt it for improvement. Speaking and writing skills plays a significant role in personal as well as the professional life. Self-reflection is compulsory for errors correction. For more meaningful learning process, the use of grammar in natural or real-life context is very necessary in it. Meanwhile, the researcher used this same statement as a ninth strategy for grammar learning in the questionnaire. Let’s see the similarity and differences in both similar statements with their frequencies. 55 participants responses is agree, 10 are strongly agree, 38 are neutral, 8 are disagree and 3 are strongly disagree. This strategy shows the almost same responses as in the eighth strategy. The purpose of this repeated statement is to identify the difference. The repetition of this strategy highlights the significance of self-monitoring. In the target language, self -awareness about the grammatical competence is valuable for the ESL learners. The consciously emphasis on the grammar structure and rules allows the learners for better communication. For clarity, the use of proper grammar enhances the effectiveness and better comprehension in the real-world settings. Thus, this strategy can be said as a very holistic approach for grammar skills.

The final strategy for the ESL learners is “*I read for pleasure and watch television to improve my Knowledge of grammar*”. For the knowledge improvement of grammar, this strategy is very significant. This type of learning allows the learner to comprehend the appropriate use of the grammar structure in a nature setting. The highest frequency of the agree and strongly agree options. 20 participants selected the neutral, and 19 students selected the disagree and strongly disagree option. This strategy also evidence from the perspective of the learners. To watch the television helps in interaction with each other. This enjoyable type of learning boosts up the learner’s motivation and confidence for grammar skills. Also, it enriches the vocabulary of the learner. Grammatical competence deal with the vocabulary and grammar. Hence, this strategy can also provide valuable insights for the ESL learners to comprehend the grammar and nuanced the communication.

Results and Discussions

This chapter explains the findings of this study. To evaluate all these elements, this study explores the t-value, p-value, df-value, and mean difference of every grammar learning strategy. This chapter explains the components of the below table. Here, the standard value of p is 0.05. The significant values of all the strategies will be less than 0.05 p-value.

5.2. One Sample t-test

Grammar Learning Strategies	Mean	Df	Sig. 2 tailed
I preview the grammar structures to be covered in a lesson.	3.3421	113	<.001
I pay attention to grammar structures when reading and listening.	3.5439	113	<.001
I look for opportunities to practice grammar structures in many different ways.	3.6667	113	<.001
I try to find more effective ways of grammar learning.	3.7982	113	<.001
I know my strengths and weaknesses when it comes to grammar.	3.8596	113	<.001
I have specific goals and objectives in grammar learning.	3.5088	113	<.001
I schedule grammar reviews in advance.	3.1930	113	.026
I pay attention on grammar structures in my own speaking and writing.	3.8684	113	<.001
I pay attention on grammar structures in my own speaking and writing.	3.5351	113	<.001
I read for pleasure and watch television to improve my knowledge of grammar.	3.6140	113	<.001

Discussion

The interpretation of the first strategy is very meaningful and statistically significant. The reason is this, the p-value is lower than 0.05 which is .001. The df is same in all columns because it indicates the sample size or participants minus one for analysis. For evidence, the total participants

were 114. So, the df value is $114-1=113$. It is a constant column which highlights the consistency and valid observation of all the participants' preferences towards the grammar learning strategies. Then, mean difference all values are mentioned in positive numbers in the whole column. It shows that the sample mean is more than test-value 3. Evidently, the average results of this strategy is agree. As the aim of research is to explore the learner's preferences about strategies. It interprets a strong statistical significance about this strategy which is previewing grammar structures. So, this strategy finding is, it can be used on the language learners because the positive attitude of the learners in this type of learning grammar. The interpretation of the second grammar skill approach is also very significant. It's a great symbol for the researcher is that there is not any option of null hypothesis. It shows the consistency in the learners preferences is that they should pay attention to the grammar structure. So, this strategy is also valuable that is providing a robust finding and highly significant responses of the language learners. In this strategy the p value is .000 which is lower than 0.05 as the standard p- value to analyze the findings significance. So, it is also highlighting that this strategy t-value is greater than the test-value which is 3. The strongly significant option is agreed rather than neutral. The third grammar learning strategy finding shows the .001 p-value which is more significant. The statement is emphasizing on the multiple methods for grammar learning. The learner-preferences that are analyzed are very strong about this strategy. The indication of this strong tendency emphasizing the actively participation of the language learner is equally important as the multiple learning technique to enhance the grammatical competence. The positive responses of the average students highlight the usefulness for learners who have lack of grammatical knowledge or who are not proficient in grammar learning. In this way, learner can learn the complex structures of rules in easier and practical method. The next strategy finding is the 0.001 p-value that is also very significant. It shows the certainty in greater number from the side of learner preferences. The significance of this strategy is to improve the grammar with the help of practical applications. The effective ways of grammar learning for the language learners can also improve the process of language acquisition and it also enables the learners in the improvement of integrated skills such as clarity and accuracy for greater success. According to the participants, this strategy is also an efficient way of learning. Ultimately, the findings of this strategy are also positive. It empowers the learners in social, professional and academic contexts. The fifth grammar learning strategy focuses on the awareness about the strengths and weaknesses. The finding of this .001 that is so significant. The participant's opinions are also very positive in this strategy. The p-value of this strategy is lower than 0.05. It can be considered as a focused approach for the learners. According to the finding of this strategy, it enables the learners to concentrate the goals. This systematic and the optimal perspective helps the learners to become more confident and facilitate on every step of progress. However, it can be interpreted in such words is that it aware the language learners to refine the skills. Moreover, the next strategy is that the learner must set the goals and objectives for language learning specifically grammar. The p-value of this strategy is .001 which is also very significant. This purposeful approach is also very important in learning the grammar. It helps the learners to be focused on the goals. It improves the accountability and motivation towards the grammatical competence. So, this strategy is also known as "goal-oriented approach" that can help the learner grammar skills for ensuring the effectiveness.

The seventh strategy is the pattern of grammar learning in advance. To analyze the learner perspectives towards this strategy is highlighted with the value of p. The p-value of this strategy is .026. It is less strong as compared to other strategies. It shows a slight agreement than other above strategies. This strategy emphasizes on the consistent practice to enhance the long-term memory. The reviews help to find out the complexity while learning the grammar. In this way, it lessens the procrastination to boost up the learning. For the achievement of mastery in the grammar

skills, this strategy which is also known as “proactive learning approach” is vital. Furthermore, the researcher included the two same strategies that is about the attention on grammar structures while speaking and writing. The findings of these two same strategies are the.001 same in both p-values. This strategy is also more significant because the p-value is lower than 0.05. It also indicates the agreements. This suggests that the learners should analyze the personal language use. It also confirms the attentions on grammar structures while speaking and writing is important. This participation of the learners explores the practice of grammar skills in the real-life context. It enhances the fluency and accuracy of the grammar learners. This consciously practice will foster the language learner communication and critical thinking. The last strategy finding shows the p-value is .000. This strategy provides a great support in grammar enhancement. This strategy emphasizes on the reading skills in an enjoyable way of learning. Television assesses the learners in their natural speech patterns and pronunciation of words, while reading helps to enhance the vocabulary. The learner can learn the grammar knowledge without any formal setting or stress. It indicates the language exposure in this immersive form. Reading can improve the learner syntax or how the sentences are constructed and the television can aware the learners about the accent, dialect and register to accomplish the spoken grammatical structure. Hence, this strategy is also very valuable for the language learners that can enhance the learner’s interest, reinforcement and confidence towards the grammatical competence.

Conclusion

This study concludes the results of the grammar learning strategies for the ESL learners to enhance the grammatical competence. The findings of this research work is positive because of the learners responses. The observation or perspective of the learners towards all the grammar learning strategies indicates the average results with the agree option. It also shows the vitality of all strategies that are well-aligned and appropriate for the language learners. Also, all these strategies are more engaging and helpful for them because the learner’s understand it. This agreement signifies the results of this topic. The focus of this research is the learner’s preferences. If the strategies are not appropriate, then the learners don’t select agree option. Importantly, all these strategies are adopted the foreign language learners. The researcher collected this data on these strategies from the private institution of Gujranwala to analyze the strengths and weaknesses. It highlights that the teachers should adopt this comprehensible input for grammar skills and the language learners also adopt these strategies with consistency for positive attitude towards the grammar. The learner’s agreement also implies that these strategies and inclusive classroom environment can learners a productive learning in a real-world context. Furthermore, the barrier in grammar learning is outdated or just limited to tenses. The language teacher should follow all these foundational and useful grammar learning strategies. The relationship between the well-designed strategies and the participant’s positive responses shows the effectiveness for the implementation. This symbolism indicates the positive learning experience. With the help of Urdu sentences into English translation is not enough for grammar. The instructor should implement the most multiple interesting, engaging and practical techniques to improve the academic and professional outcomes. The first research question answer with the help of results is that the perception of the learners towards the strategies is very positive. All the results are so significant, because the p-value is lower than 0.05. It contributes very positively in the teaching methodologies and the overall learning experience. This is the best way in which the learners can improve with the application of practical grammatical structures. All these interactive tasks just not enhance the learner’s ability but also the communicative competence. It also provides ample opportunities for positive feedback. So, this study highlights the valuable contribution in the Gujranwala grammar learner’s understanding for grammar skills. The learners can correct the grammatical errors with self- correction, instructor constructive feedback and adopt those

significant strategies. The agreement of the learners with these strategies also highlights that the language teacher apply the multifaceted for grammar learning with their long-term impact on the cognition to enhance the grammar knowledge. For clear understanding of the grammar, all these strategies are the cornerstone in learning. As the practice exercises, optimal window for strengths and weaknesses, self-correction, attention on the structure in real-life communication, and all other strategies allows the learners in language accuracy and enhances the vocabulary and grammar of the learners. However, learner engagement and motivation towards the grammar learning is vital for the enhancement of success.

The results of this study answer the other research question is truly significant according to the results of this study. All these strategies can significantly highlight the positive approach towards the grammatical competence. The first strategy is the previewing grammar strategy which emphasizes that the learner should try to find out the grammar structures in the lesson. It enhances the grammatical understanding of the learner. In reading and listening context, the learner can comprehend the usage of this structure. Additionally, the multiple activities and drills with multiple ways improves the better understanding. The proactive approach also considered as very efficient for effective learning. The special goals and objectives provide the encouragement and motivation for the consistent progress in grammar learning. The focus on speaking and writing enhances the learner comprehension and this personal communication help to understand the rules in real-life context. The last passive strategy that is the learning with television also exposes the grammar structures in an enjoyable way. In a nutshell, this valuable study develops the grammatical competence of ESL learners. The learner preferences regarding grammar learning strategies show a strong agreement. As the purpose of this study is to explore the effective strategies for the ease of the learner. A learner can learn the grammar with explicit and implicit techniques. It also enhances the metacognition that play a significant role in learning is that a learn can actively regulate the learning methodologies. This study introduces such strategies that consists of integrated skills such as reading, writing, speaking and listening. This way of learning enhances the overall language proficiency and communicative competence.

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