

**THE REPORTED USE OF GRAMMAR LEARNING  
STRATEGIES BY L3 ENGLISH LEARNERS AT  
SECONDARY SCHOOL**

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## **ABSTRACT**

Language Learning Strategies (LLS) and their implication in language acquisition have been researched for decades now (Rubin, 1975; Oxford, 1986; Wenden and Rubin, 1987; Larsen-Freeman, 1995; Chamot, 2001; Oxford, Lee and Park, 2007). Many researchers (Rubin, 1975; Wenden and Rubin, 1987; O'Malley and Chamot, 1990; Cohen, 2011) support the idea that LSSs play an important role in Second Language (L2) acquisition by stating that these set of strategies serve as an aid for students in their Target Language (TL) learning process and they are a key factor for their success in the acquisition of their L2. LLS have been defined in many ways: Chamot (2001), for instance, defined LLS as procedures that help the process of learning, and although LLS have been widely investigated, there is a part of language learning that has been paid little attention to, these being Grammar Learning Strategies (GLS). GLS are defined as the intentional thinking and steps that the learner uses in their process of learning and improve their use of grammatical structures. The reason for investigating GLS lays on the important role grammar plays in language acquisition and further research ought to be carried out to investigate the GLS learners employ in the process of their L2 learning (Anderson, 2005). The scarce research that has been conducted in this field has investigated the reported grammar strategy use of mainly adolescent and adult students (Tilfarlioğlu, 2005; Supakorn, Feng and Limmun, 2018; Pawlak, 2018; Mulugeta and Bayou, 2019). These studies have revealed that the set of strategies both adolescent and adult students reportedly employ with the highest frequency belong to the categories of Cognitive, Metacognitive and Social Strategies. Furthermore, adolescent students reported using Affective Strategies more frequently than adult students (Tilfarlioğlu, 2005; Mulugeta and Bayou, 2019).

The aim of the present study is to contribute to the little research that has been carried out on the reported use of GLS by secondary-school adolescents by investigating the reported use of GLS in Spanish/Basque bilingual L3 English learners at Secondary School. The 75 participants of this study were divided into two groups according to their choice of studying the subject of History in English or Basque. The reason for having made this distinction is to

be able to discover if there is any difference in the frequency of use of the GLS between the group that is more exposed to English (Group 1) and the one that is less exposed to it (Group 2). The participants of this study completed 3 tasks: a background questionnaire in order to find out information about their linguistic background, an English level test and Pawlak's (2018) Grammar Learning Strategy Inventory (GLSI) questionnaire. The results of the study seem to show that secondary school learners reported using Social Strategies with the highest frequency in terms of general strategy use closely followed by Cognitive Strategies and Metacognitive Strategies, reportedly using Affective Strategies with the least frequency. When the distinction between the two groups is taken into account, the results show that the difference in exposure between the two groups did not lead to any difference in the reported use of GLS. The set of strategies both groups reportedly used with the highest frequency are Cognitive Strategies while Affective Strategies were reported with the least frequency. The results obtained coincide in some aspects with the research that has previously been carried out in this field, where university-level students reported employing Cognitive, Metacognitive and Social strategies with the highest frequency (Tilfarlioğlu, 2005); on the other hand, the results do not support Tilfarlioğlu's (2005) finding where adolescent students who had been less exposed to the TL had reported having used GLS with a lesser frequency than those who had been more exposed to their TL. Furthermore, the data presented in the present study agrees with the findings in Supakorn, Feng and Limmun's (2018) study, where they found that higher proficiency students made use of Metacognitive, Social and Cognitive Strategies with the highest frequency.

**KEYWORDS:** Grammar, Language Learning Strategies, Grammar Language Learning Strategies, Secondary school students, Language learning

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## **1. Introduction**

It is a known fact that some students are more successful than others when it comes to learning a second language (L2). Over the last decades, numerous researchers (Rubin, 1975; Oxford, 1986; Wenden and Rubin, 1987; Larsen-Freeman, 1995; Chamot, 2001; Oxford, Lee and Park, 2007) have tried to find out what makes some learners more successful than others by conducting studies on a vast number of variables that could be the key to finding out what makes a language learner successful. Some of the factors that may motivate the difference between successful learners and not so successful learners appear to be age, beliefs, behaviour, motivation, personality and the use of language learning strategies.

Language Learning Strategies (LSS) play a major role in the linguistic field by providing language instructors with data on which learning strategies successful learners employ and said strategies can then be taught to less successful learners in order to help them improve their second language learning experience (Rubin, 1975). Many researchers have defined LLS in various ways: Rubin (1975: 43) defined LLS as “the techniques or devices which a learner may use to acquire knowledge”. Oxford (2018: 81) defined LLS as “purposeful mental actions (sometimes accompanied by observable behaviours) used by a learner to regulate his or her second or foreign language (L2) learning”. Despite the importance of all the aspects of language learning, an important set of strategies that complement L2 learning has been set aside by researchers, this being Grammar Language Learning Strategies (GLS). Cohen and Pinilla-Herrera (2010: 66) defined GLS as “deliberate thoughts and actions students consciously employ for learning and getting better control over the use of grammar structures”.

The analysis and investigation of the way in which L2 learners employ GLS when learning an L2 is still a fairly new concern that has not been investigated in depth and so, they have not been given the necessary attention (Anderson, 2005). Therefore, the present study aims to contribute to identifying the gaps in the research of GLS by investigating the effect age regarding strategy choice by younger and multilingual participants since most of the studies that have been carried out in the field of GLS have been carried out with adults or adolescents. The results obtained in the present study will contribute to the findings of the

research that has been carried out regarding GLS use in adolescents so far by analysing the results of a GLSI questionnaire (Pawlak, 2018) to see whether a difference in exposure to the TL will result in a different reported use of GLS.

The present paper consists of 6 parts. First, I will describe the research that has been conducted in the field of Language Learning Strategies with a special emphasis on GLS. I will then present my research questions and hypotheses regarding GLS, followed by the description of the steps I have followed to carry out the study itself. Following this, I will present the results and will discuss them before concluding the study.

## **2. Literature Review**

### **2.1. Language Learning Strategies**

Many academics have provided different definitions for Language Learning Strategies since 1975, which reflects the difficulty of providing a unified definition for a complex concept. One of the first researchers in this field, Rubin (1975), described these strategies as “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975: 43). Based on this definition, Oxford (2018) defined LLS as “purposeful mental actions (sometimes accompanied by observable behaviours) used by a learner to regulate his or her second or foreign language (L2) learning” (Oxford, 2018:81).

In most of the research that has been conducted on LLS, the main concern has been "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language" (Wenden and Rubin, 1987: 19). Cohen (2011) claims that the use of LLS in L2 acquisition has become more popular through the years both in elementary and secondary school as well as at university levels. Teaching students how to employ these strategies seems to be an aid for students to become better language learners. Rubin's (1975) research on “good” language learners examines the strategies used by successful learners which include listening to the radio in their L2 and interacting with native speakers. Furthermore, O'Malley and Chamot

(1990) claim that successful learners are conscious of the strategies they employ and the reasons to choose one instead of the other.

The use of LLS is unavoidable in language classrooms since learners are most likely to attempt to find the quickest or easiest way to do what is required when they are faced with new input and difficult tasks in a second language. The LLS language learners use during this process have been identified and described by many researchers (Wenden and Rubin, 1987; O'Malley, 1985; Stern, 1992). This next section will summarise the way in which various researchers have categorised LLS.

## **2.2. Classification of Language Learning Strategies**

Although there is not an exact number of the types of LLS, several researchers have tried to classify different types of learning strategies into different categories. For instance, Oxford (1990) made the main distinction between direct and indirect LLS and broke the two classes down into further categories. She divided direct strategies into three groups: Memory Strategies, Cognitive Strategies and Compensation Strategies and indirect strategies into three other groups: Metacognitive Strategies, Affective Strategies and Social Strategies (see Table 1).



<b>Direct Strategies</b>	Examples
1. Memory Strategies	<ul style="list-style-type: none"> <li>- Creating mental linkages</li> <li>- Applying images and sounds</li> <li>- Reviewing well</li> <li>- Employing actions</li> </ul>
2. Cognitive Strategies	<ul style="list-style-type: none"> <li>- Practising</li> <li>- Receiving and sending messages</li> <li>- Analysing and reasoning</li> <li>- Creating structure for input and output</li> </ul>
3. Compensation Strategies	<ul style="list-style-type: none"> <li>- Guessing intelligently</li> <li>- Overcoming limitations in speaking and writing</li> </ul>
<b>Indirect Strategies</b>	
1. Metacognitive Strategies	<ul style="list-style-type: none"> <li>- Centring your learning</li> <li>- Arranging and planning your learning</li> <li>- Evaluating your learning</li> </ul>
2. Affective Strategies	<ul style="list-style-type: none"> <li>- Lowering your anxiety</li> <li>- Encouraging yourself</li> <li>- Taking your emotional temperature</li> </ul>
3. Social Strategies	<ul style="list-style-type: none"> <li>- Asking questions</li> <li>- Cooperating with others</li> <li>- Empathising with others</li> </ul>

Table 1: Oxford's Language Learning Strategy Classification (1990: 17).

Direct strategies are specific strategies that help the learners learn a language by getting directly involved in the use of the target language, whereas indirect strategies support language learning but the learners do not get directly involved with the use of the target language (Oxford, 2001).

Oxford (1990) included Memory Strategies, Cognitive Strategies and Compensation Strategies as the strategies that are directly involved in the learning process of a TL. Memory Strategies refer to actions such as constructing mental connections, employing images and sounds, good evaluation and handling action in order to retain information more easily. Cognitive Strategies consist of the strategies that the learner has internalised such as “analysing, synthesising, and evaluating” (Oxford, 1999:112). Compensation Strategies are those that “make up for missing knowledge” and they consist of making predictions

rationally and going beyond the limitations in the performance (Oxford 1999:112). In Oxford's words, Metacognitive Strategies are strategies related to "Planning, guiding, and monitoring, along with organising and evaluating (...)" (Oxford, 1999:112). Affective Strategies are strategies that can be helpful for the learners to control their feelings and stimulus. Finally, Social Strategies are strategies related to social environments and these can be interpreted as asking the teacher or peers for clarification, asking for help or speaking with classmates or the teacher in the TL (Oxford, 1999).

Even though these sets of LLS are available for all the students learning an L2, it does not mean that all students make the exact same use of said strategies and thus every learning process and the progress the learners make while learning a second language can vary immensely. Various researchers have suggested that "good" learners use LLS effectively, that is, they use them consciously in order to benefit from them and try to improve their L2, whereas "bad" learners encounter complications to do so on their own and with no external aid. However, as several researchers have suggested, it is difficult to isolate the effect of LLS and other factors that may be influential in the student's L2 learning such as age, motivation, gender and anxiety (Ahmadi and Mahmoodi, 2012).

To start with, it has been pointed out that it is difficult to define the differences between a "good" and a "bad" learner because as Skehan (1989) states, it is also possible that "good" language learning strategies are used by "bad" language learners but there might be other factors that cause them to be unsuccessful. As Krashen (1985) expresses, there are other factors which, together with LLS, might interfere in the learners' way of achieving certain notions of their L2. Among these factors, we could mention the individual's own anxieties or struggles with their self-confidence, fear of failure and the lack of motivation in learning a new language. Factors such as age, proficiency level or hours of exposure to the target language may also affect the use of LLS.

The effect of hours of instruction has also been shown to affect language acquisition and by extension might also affect the use and choice of learning strategies used by the learners. Khamkhien (2010) conducted a study on Thai and Vietnamese first/second-year students (aged 17-21) studying fundamental English courses. The participants of the study had at least 6 years of instruction in English, as Thai students learn English as a compulsory subject from Grade 1, while in Vietnam English is a compulsory subject from Grade 7 to Grade 12. The results of the study show two significant differences in the use of Cognitive

Strategies and Metacognitive Strategies among Thai students: the students who had received additional hours of English (in a language learning centre or having gone abroad) employed these set of strategies significantly more frequently than those who had not receive any additional instruction. Regarding the Vietnamese participants, the results showed a statistical difference in the use of Memory Strategies regarding the students who had not received any additional instruction: these participants reportedly used Memory Strategies with higher frequency in comparison to the participants who had received additional English instruction. The difference in the group of Thai students may stem from the additional learning experience undergone in a language centre or studying abroad. However, in the case of the Vietnamese students, the group of students without additional experience used the six categories of language learning strategies more than the Thai students with additional experience. This might be due to the fact that Vietnamese students who consider themselves less experienced in learning English compared to their peers put in more effort and contribution to their English learning.

As for age, this variable has been reported to have a significant influence on the learners' language acquisition process and strategy use (Patkowski, 1980; Muñoz, 2006; Lightbown, 2008a). Most studies on LLS have been carried out on adults despite the differences in the acquisition of an L2 by children, adolescents and adults. In general, adults reportedly employ LLS more frequently than younger learners, but it has been difficult to distinguish whether this difference is related only to the difference in age between adults and younger learners or the increasing level of proficiency among adult learners (Willing, 1988; Ehrman and Oxford, 1989; Ehrman and Oxford, 1990; Tragant and Victori, 2003; Pawlak, 2018).

With respect to research on the use of LLS with populations other than adults, Tragant and Victori (2003) carried out a study on 766 Catalan-Spanish L1 students belonging to three different age groups (age 10, n=284, age 14, n=186 and age 17, n=296) who had received a different number of hours of English instruction. To carry out this study, a questionnaire containing open-ended questions written in Catalan was used as the instrument to collect the data that measured the use of strategies used in the process of learning vocabulary, spelling, pronunciation, reading and writing in English (a foreign language to the students). The results of the study showed a significant difference between the strategy used among the three groups, the younger group reporting having used learning strategies less frequently than the

other two older groups that had been exposed to the English language for a longer period of time. A second study had been carried out by Tragant and Victori (2006) using the same two variables (hours of instruction and age) but the amount of instruction was the same for the two groups of participants, the first being secondary students with ages from 11 to 18 and the second being adults of ages from 19 to 49. The results of their study showed that the strategy use of the participants varied as they got older and regardless of the hours of instruction (Tragant and Victori, 2006).

Tragant and Victori (2013) carried out a final study to measure 1,975 secondary-school middle and upper-grade English students' frequency of strategy use. The participants, divided into two groups, were asked to complete a 55-item questionnaire based on a 6-point Likert-type scale (Tragant and Victori, 2012) in order to measure their reported frequency of strategy use. The items of this questionnaire were drawn from the most recurrent answers of a set of open-questions on LLS reported in their previous studies (2003, 2006) used to measure the frequency of use of LSS by school-aged Spanish L1 English students. The study concluded that older students who had received instruction for a longer period of time used more skill-based deep-processing learning strategies than those who were younger and had received a lesser number of hours of instruction (2013).

Another study which investigated LLS choice by young adolescents is the study carried out by Milla and Gutierrez-Mangado (2019), who investigated the strategy choice of 131 Basque-Spanish bilingual primary education learners of L3 English from two different grades (grades 5 and 6 of primary education). In this study, factors such as age, proficiency and gender were taken into account. The researchers investigated whether the participants' different levels of proficiency (low beginners, beginners, and upper beginners) would be a variable that affected the difference in strategy choice by the two groups along with whether there would be a significant difference in strategy choice by female and male participants. The tools used to carry out this study were a) a background questionnaire, b) an English level test (Cambridge English FLYERS placement test), and c) an adapted version of Purdie and Oliver's (1999) LLS questionnaire. Their results showed that there was a slight difference between the two grades regarding strategy use, the younger group having chosen Memory Strategies more frequently than the older group. When analysing and classifying the strategies used by younger learners regarding the frequency of their use, they found that Social Strategies were the strategies the participants used more frequently along with

Memory and Metacognitive Strategies with Cognitive and Compensation Strategies being the strategies they used with the least frequency. Furthermore, they found the same results in the older group, that is, the older group made frequent use of Social Strategies the most along with Memory and Metacognitive Strategies and made the least use of Cognitive and Compensation Strategies. Regarding their findings related to gender, they found no statistically significant differences regarding the choice of LLS between males and females neither in the same age groups nor in the comparison of the different age groups (Milla and Gutierrez-Mangado, 2019).

Farzad Salahshour et al. (2013) conducted a study on 65 3rd grade high school students whose L1 was Azeri Turkish. The participants' average age was 17 and among the participants, 25 were males and 40 were females. Their study revealed that female participants employed overall LLS more frequently than male participants. They found that male subjects made frequent use of Metacognitive and Social Strategies whereas female subjects made frequent use of Metacognitive and Compensation Strategies. They also found that Memory strategies were the least used by both genders in their study. Furthermore, Lan and Oxford (2003) carried out a study on 1,191 elementary school fifth and sixth grade students from different regions of Taiwan whose L2 was English. These 1,191 students had been classified into four groups of around 300 participants depending on their region of origin and they had been exposed to at least three full years of English learning. The questionnaire used in this study was an adapted version of Oxford's (1990) SILL and the results of the study reported that females were far more conscious of Metacognitive and Cognitive Strategies and that they made use of auditory strategies more frequently than males did (as cited in Milla and Gutierrez-Mangado, 2019).

Contrary to these findings, Peacock and Ho (2003) carried out a study on 1,006 Chinese university level students from Hong Kong of which 51% were male and 49% were females. Their average age was 21 and were first, secondary and third year university students. Their study concluded that females use Memory and Metacognitive Strategies more frequently than males.

In another study with adults, Radwan (2011) conducted a study on 190 university students from the Emirate of Abu Dhabi and other six emirates of which 131 were female and 59 were male. Their ages varied from 18 to 21 and their level of English had been classified into three different levels, namely: English level 1 (36%), English level 2 (44%), and English

level 3 (20%). Their study concluded that males use Social Strategies more frequently than females. On the other hand, other researchers like Rahimi, Riazi and Safi (2008) did not find any significant difference in the use of strategies in Persian EFL adult learners regarding gender.

The role gender plays in language acquisition should be widely investigated although many researches have shown that females use certain strategies more frequently than males, the results of gender related studies on language learning strategies show significant differences among learners.

### **2.3. Grammar Learning Strategies**

Within LLS, researchers (Oxford, 1990; Oxford et al., 2007; Pawlak, 2018) have claimed that there is a specific set of strategies which learners use for learning the grammatical aspect of an L2, these being called Grammar Learning Strategies (GLS). This term was first used by Oxford et al. (2007) basing their definition on Oxford's (1990) classical definition of LLS and defined GLS as "actions and thoughts that learners consciously employ to make language learning and/or language use easier, more effective, more efficient, and more enjoyable" (Oxford et al., 2007: 117-139).

To this day, even though there has been great progress in the field of research in LLS, emphasis has been drawn to the general LLS that have been described in section 2.2. rather than to GLS. The analysis and investigation of the way in which L2 learners employ GLS when learning an L2 is still a fairly new concern that has not been investigated as in depth and so, they have not been given the necessary attention (Anderson, 2005), which is rather surprising when we take into account that grammar is one of the key parts of a language and as Anderson (2005) expresses, there is a necessity to research the learning strategies learners employ when learning the grammar of their L2.

Muncie (2002) makes a clear statement pointing out that the grammatical aspect of a language is as important as any other one and that it is necessary for communication since meaning is expressed through grammar. Cohen (2001) exposes that even though attention has been drawn to the way in which grammar has been and is being taught, the way in which learners learn grammar has not been given as much importance and thus, states that research

into GLS is of crucial importance since they are part of the strategies used by language learners (Cohen, 2001).

Lightbown and Spada (2006) argue against the idea of not giving the necessary importance to the teaching of grammar in isolation by stating that exposure to comprehensible input is not enough to acquire language unconsciously. Ellis (2006), on the other hand, has tried to reinstate the importance of grammar in language teaching and learning by stating that given that grammatical competence is a component of communicative competence, grammar should be taught explicitly in Second Language Acquisition (SLA) since “grammatical deficiencies may cause a breakdown in communication and interfere with an intended message, therefore, it is understood that language learners need to speak fluently, but they also need to speak accurately” (as cited in Corzo, 2013: 218).

In addition, Debata (2013) points out that grammar helps the students in the correction of mistakes and improvement of written work. He implies that although it is not necessary to study the grammar of our first language in order to acquire it, the grammatical aspects of an L2 should be studied and learnt if the goal of the learner is to master their second language.

Furthermore, Stavre and Pashko (2016) state that it is essential for instructors to stimulate natural grammar acquisition instead of setting grammar acquisition as a set of rules to be learned in schools. In other words, GLS should be considered devices that learners can make use of to help their foreign language grammar acquisition (Stavre and Pashko, 2016).

Furthermore, Krashen (1981) supports the idea of belittling the importance of teaching grammar in isolation by explaining that learners should be capable of acquiring language unconsciously through the exposure of comprehensible input and rejects the idea of learning a language consciously through the exclusive teaching of grammar rules (Krashen, 1981, 1982).

Taking this into account, investigating GLS can become an additional tool to help students master the grammar of their L2, and hence contribute to the general process of language acquisition.

Although describing GLS in a single and clear definition has been a problematic task, various attempts have been made at defining GLS. Pawlak (2008) describes GLS as the grammar strategies employed by L2 learners in the process of learning and using grammar structures in their target language (TL). One of the most recent definitions of GLS has been Oxford's (2017: 244) stating that GLS are “teachable, dynamic thoughts and behaviours that

learners consciously select and employ in specific contexts to improve their self-regulated, autonomous L2 grammar development for effective task performance and long-term efficiency”.

One of the most problematic aspects related to the research on GLS is the lack of an instrument to organise and categorise GLS. Researchers have modified and used Oxford's (1990) Strategy Inventory for Language Learning (SILL) (Oxford, 1990) but as Pawlak (2013) states, the SILL is not a tool that serves to investigate GLS, but rather LLS. Thus, several researchers have tried to propose different data collection tools for GLS. Cohen and Pinilla Herrera (2010) created a website that collected what teachers and students found to be the most difficult grammatical aspects of the Spanish language and it served as a tool to help students increase their learning process. Although this tool is completely valid, Pawlak (2013) expresses that it is limited only to the Spanish language so it cannot be used as an universal data collection tool. Moreover, Oxford et al. (2007) designed a different data collection tool that classified GLS into three categories, namely: strategies for implicit learning, strategies for explicit inductive learning and strategies for explicit deductive learning. Implicit learning is completely meaning oriented and explicit learning is based on intentional learning and can be either inductive or deductive. Implicit learning strategies are focused on form (imitation of the way in which more proficient learners say things, remembering emphasised structures in oral production through pitch, repetition... and/or keeping a journal with new and important structures). Explicit inductive learning strategies include trying to find out how the TL works and confirming it and checking their hypothesis with more proficient learners. Finally, explicit deductive learning strategies include checking the most important structures that will be covered in class prior to said class, paying attention to the teacher when they provide new rules and creating their own sentences using said rules.

Pawlak (2013) designed his data collection tool based on the importance of the student's thoughts and actions when learning or mastering a TL. The creation of this tool is based on four main principles:

- 1) The classification should be general and thus applicable to any TL rather than language-specific.
- 2) It should draw upon existing taxonomies of LLS.
- 3) It should build on existing, comprehensive divisions of methodological options in teaching TL grammar.



- 4) It should be informed by the findings of existing research on GLS and attempts to categorise such strategies, such as the one by Oxford et al. (2007).

Pawlak (2018) classified GLS into four categories, namely: Metacognitive, Cognitive, Affective and Social, with the cognitive category being divided into further subcategories (see Figure 1).

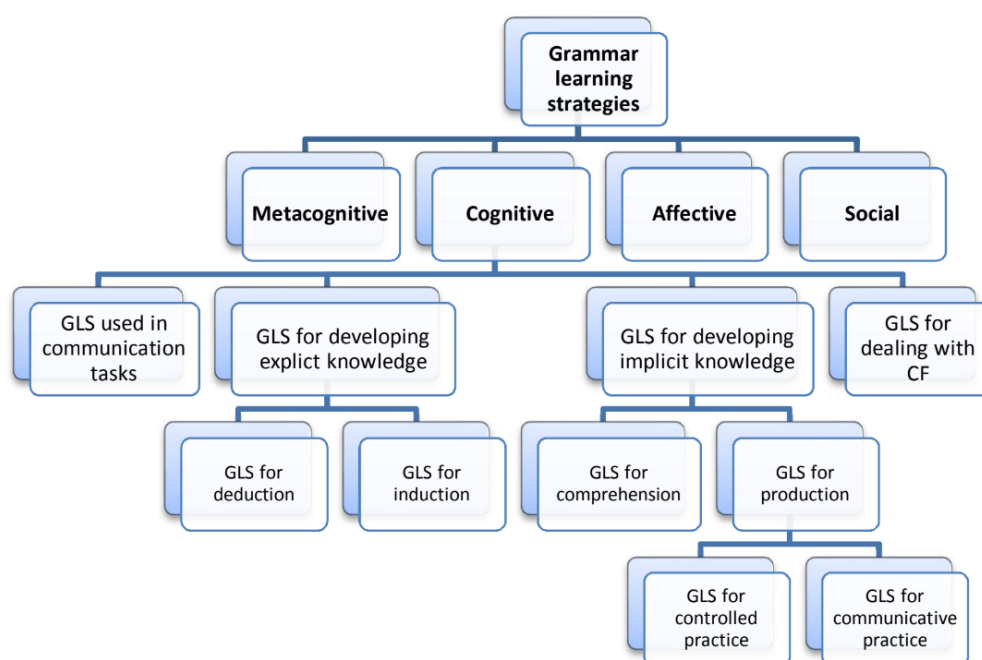


Figure 1: Pawlak’s (2018: 360) Grammar Learning Strategy Inventory.

Taking into account that the present study is based on Pawlak’s (2018) classification of GLS, I will provide a description of each of these Grammar Learning Strategies through Pawlak’s perspective and describe how he defined them in his study (Pawlak, 2018: 360, 361).

### 2.3.1. Metacognitive Strategies

According to Pawlak (2018), Metacognitive Strategies are based on the conscious planification, organisation, evaluation and self-reflection to handle and deal with the learning of the second language by analysing grammar structures in readings and listenings and

seeking to work on grammar structures in different environments. For instance, in this category we can find GLS that involve previewing the grammar structures to be covered in a lesson prior to it, trying to find more effective ways of learning grammar and knowing one's weaknesses and strengths regarding grammar.

### **2.3.2. Cognitive strategies**

Regarding Cognitive Strategies and as it can be seen in Figure 3, Pawlak divided Cognitive Strategies into four different subcategories. The first subcategory of Cognitive Grammar Learning Strategies (A: GLS used in communication tasks) helps the performance and the conception of grammar in interactive assignments such as trying to use specific grammar structures in unplanned oral performances or comparing a given learner's own oral and writing production to a more advanced learner's.

The second subcategory of Cognitive Grammar Learning Strategies (B: GLS for developing explicit knowledge of grammar) helps with the specific development of grammar knowledge which is divided into two further groups: GLS employed for deductive learning which include examples such as trying to understand every grammar rule and GLS employed for inductive learning which include examples such as discovering rules by analysing examples.

The third subcategory of Cognitive Grammar Learning Strategies (C: GLS for developing implicit knowledge of grammar) is aimed at aiding the development of implicit knowledge of grammar which is divided into two further groups: GLS employed for comprehending grammar and GLS employed for producing grammar.

1. The first group deals with GLS that are employed to understand or comprehend specific grammar structures that might appear in listening and reading texts.
2. The second group deals with GLS that are useful in the production of grammar such as the appliance of new rules to create sentences and their appliance in meaningful communicative contexts.

The fourth subcategory of Cognitive Grammar Learning Strategies (D: GLS used to deal with corrective feedback on errors in the production of grammar) involves paying attention to the feedback provided by the instructor on different aspects of their grammar usage, trying to

notice and self-correct errors when practising grammar or trying to engage in negotiating grammar forms with the instructor (Pawlak, 2018).

### **2.3.3. Affective strategies**

According to Pawlak (2018), Affective Strategies are used to self-regularise emotions and motivations of the learner when learning the TL grammar. These strategies include trying to relax when the student encounters problems comprehending or using grammar, practising grammar structures that might be difficult for the student and expressing how they feel about learning grammar (Pawlak, 2018).

### **2.3.4. Social strategies**

Social Strategies are a way to ease the process of learning grammar by interacting with the teacher, proficient TL users or other peers, in order to help each other with the difficulties they might find in their learning experience. These strategies include asking the teacher for an explanation when something has not been understood or practising grammar structures with other peers in order to improve their grammar learning (Pawlak, 2018).

## **2.4. Studies on Grammar Learning Strategies**

Despite the important role that GLS play in the linguistic field, there is a lack of research and studies that investigate Grammar Learning Strategies compared to the immense research that has been made on LLS and therefore, it has been a problematic task to define the meaning of GLS in a single and unique definition. As Pawlak (2018) expresses, there is a lack of empirical investigations and studies regarding GLS. The section below describes a number of studies that have been carried out on GLS and the findings with respect to GLS.

Tilfarlioğlu (2005) conducted his study with 425 Turkish native speakers who learned English as an L2 at university level. His study took into account the achievement grades of the students and included a Grammar Learning Strategies Questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL). The aim of his study was to find out whether there was a relationship between students' achievements and their success in

grammar by taking into account variables such as gender, the differences between successful and unsuccessful language learners, exposure to the TL and the students' use of GLS in English. In order to measure whether the participants of this study were successful or unsuccessful language learners, student performance was calculated using four midterm exams, 22 quizzes and one final exam. The average scores of 75% of the midterm exams and 25% of the quizzes were taken and consecutively, the average scores of 60% of these exams and 40% of the final exam were taken and added to the performance scores. Students who scored 60 and above were considered successful students whereas students who scored less than 60 were considered unsuccessful students. The results of the study showed that both successful and unsuccessful students used GLS equally and that there was no significant difference between the choices of GLS in both groups. Furthermore, Cognitive, Metacognitive and Social/Affective GLS were the most used strategies by the majority of the students (70.20%). Regarding gender, the results showed that female students used GLS more frequently than males, especially Cognitive, Metacognitive and Social/Affective GLS. Regarding exposure, the students who had been exposed to English for fewer years (1-3) used GLS more frequently than those who had been exposed to English for a longer period of time (6-10 years), especially Cognitive and Metacognitive GLS (Tilfarlioğlu, 2005).

Supakorn, Feng and Limmun's study (2018) analysed 168 grade 11 (16-17 years old) students learning English as a Foreign Language of which 91 were Chinese native speakers and the other 77 Thai native speakers. They classified the participants in three groups taking their proficiency level into account, namely: high, intermediate and low proficiency levels. In order to classify students into these three categories, the authors developed a 60-item grammar proficiency test. The study included a background questionnaire and a 30-item grammar learning strategy questionnaire based on Oxford's (1990) Strategy Inventory for Language Learning (SILL). The aim of their study was to find out which strategies the lower proficiency and higher proficiency groups reportedly used, the difference in frequency of their use and the way in which their strategy choice may differ. The results showed that both Thai and Chinese higher proficiency students reportedly applied GLS more frequently than lower proficiency students and that the most reportedly employed strategies by both groups were Metacognitive, Memory, Social and Cognitive GLS. Furthermore, they found that Thai students reported making use of Social and Affective Strategies more frequently than Chinese students. Regarding Cognitive and Memory Strategies, while both groups used them in

similar amounts, the results showed that they preferred to use them by employing different tasks or methods.

The conclusion they drew from their study was that the strategies the higher achievers reported using, that is, Cognitive, Metacognitive, Memory and Social GLS should be taken into account when teaching English grammar. In addition to this, Memory and Social Strategies were concluded to play an important role as they were shown to aid the students in their grammar learning. The authors suggested further research should be carried out regarding the beneficial aspects of including learning activities that improve the learners' process of mastering grammar (Supakorn, Feng and Limmun, 2018).

Mulugeta and Bayou (2019) analysed a total of 264 preparatory school grade 11 students from Addis Ababa (Ethiopia) of which 117 were males and 147 were females. The aim of this study was to find out about the GLS used by the participants and whether there were differences in their use by female and male students. The study consisted of a two-part Grammar Learning Strategies Questionnaire (GLSQ) based on Oxford's (1990) Strategy Inventory for Language Learning (SILL). The first part consisted of a background questionnaire and the second part consisted of the 35-item questionnaire proposed by Oxford (1990). The participants were asked to indicate their response on a Likert Scale from 1 to 5 where 1 referred to the lowest level of accuracy and 5 referred to the highest level of accuracy.

The results of the study indicated that the participants were moderate strategy users and that the most frequently reportedly used strategies were Compensation Strategies and the least reportedly used strategies were Affective Strategies. The authors did not find significant differences between the two genders in their reported general strategy use, but they did observe gender differences in the least frequently used strategies: male students revealed that their least preferred strategies were Affective Strategies and their reported strategy use was quite lower than that of female participants, while female students revealed that their least preferred strategies were Metacognitive Strategies. The authors suggested that the reason why males did not make frequent use of Affective Strategies may be related to the fact that males were not inclined to ask for emotional support when learning the grammar of their L2 as much as females. In this respect, Oxford (1990) expressed that females paid more attention to their emotions compared to males and therefore employed these types of strategies with a higher frequency. On the other hand, the reason why females may have neglected

Metacognitive Strategies may be related to the fact that although they are one of the most important strategies in learning language grammar, research has shown that these strategies were used occasionally and without being aware of the important role these strategies play in L2 grammar acquisition (Mulugeta and Bayou, 2019).

In one of the most recent studies on GLS, Pawlak (2018) tried to test the reliability of the GLSI and correlate his inventory with Oxford's (1990) SILL. In order to do so, Pawlak (2018) analysed 106 Polish native speakers of which 76 were females and 30 were males who learned English as an L2 and were majoring in English as a FL at university level. Their average exposure to the TL amounted to 10.5 years and their proficiency level lay between B2 and C1 levels. The study was carried out by using Pawlak's (2009b, 2013) Grammar Learning Strategy Inventory (GLSI) which classified GLS into four categories: Metacognitive, Cognitive, Affective and Social Strategies. Whereas the rest of the studies described above analysed the strategy choice and use by participants of different ages and genders, Pawlak's GLSI (2009b, 2013) also tested the validity and reliability of the strategies reportedly used by the participants in order to conclude whether this tool was reliable and valid to carry out studies that measured the use and choice of said strategies. The results of the study showed that the majority of the correlations were positive and statistically significant with a variance of 64%. Therefore, the study concluded that Pawlak's GLSI (2009b, 2013) is a satisfactory tool to measure strategy choice.

The research that has been carried out so far has revealed contradictory results regarding the frequency of use of GLS by students of different ages, having taken into account different variables that could affect the use or choice of said strategies, which seems to suggest variables such as age, gender, level of proficiency or whether the participants are good or bad language learners cannot be understood as clear factors to determine the students' strategy choice when it comes to language learning.

The study that I have carried out is important in the field of GLS because as it has been previously stated, there are only a small number of studies that have been carried out in regards to the use of GLS by adolescents. By conducting this study with young students, we will be able to contribute to identify the effect age has got regarding the strategy use and the strategy choice of the younger participants.

### **3. Methodology**

#### **3.1. Research questions**

The literature review has revealed that there is a lack of studies that have researched the way in which adolescents employ GLS in the process of learning an L2. Therefore, the present study aims to fill in this gap on the reported use of GLS by adolescents. In order to do so, we entertain the following two research questions:

Research Question 1: What type of GLS do Basque-Spanish bilingual adolescents report using when learning English as an L3?

Research Question 2: Do the students who are more exposed to the English language (Group 1) report using GLS with higher frequency than the ones who are less exposed to the language (Group 2)?

#### **3.2. Hypotheses**

These are the hypotheses I propose for the previously mentioned research questions:

With respect to RQ1, we hypothesise that like adults, as described by Tilfarlioğlu (2005) and Pawlak (2018), adolescents will use Cognitive Strategies with the highest frequency.

With respect to RQ2, we hypothesise that secondary-school adolescents who are more exposed to their L3 will employ GLS with higher frequency than those who are less exposed to their L3 as seen in the results of Tilfarlioğlu's (2005) study.

## **4. Experimental study**

### **4.1. Participants**

This study analyses the responses of 75 (33 males and 42 females) Spanish and Basque bilingual learners of L3 English from secondary education (grades DBH3 and DBH4 with an average age of 14.87) in a school from a middle size town in Guipúzcoa. All participants had an early exposure to the English language and had been learning English as an L3 for an average of 11.62 years. All the participants follow a D education model where the majority of the subjects are taught in Basque except for Spanish, English language courses and the subject of History in English for students in Group 1. Note that it was each student who could decide on taking History in one or the other language during their 3rd and 4th grades of secondary school. The participants' level of English has been measured through an English Level Test.

Authorization was obtained from the parents of the participants, assuring parents of the privacy of the personal information given by the participants by stating that the information obtained through this study will be kept under strict confidentiality and that the student's personal data will be completely anonymous.

The 75 participants were divided into two groups according to their choice of studying the subject History either in English (Group 1) or in Basque (Group 2). The reason for having made this distinction is to be able to discover if there is any difference in the frequency of use of the grammar strategies between the group that is more exposed to English and the one that is less exposed to it. Group 1 was composed of 54 participants (18 males, 42 females) and Group 2 was composed of 21 participants (15 males, 6 females). The main characteristics of the participants can be seen in Table 2.



	<b>G1</b>	<b>G2</b>	<b>TOTAL</b>
<b>Number of participants</b>	54	21	75
<b>Age of the participants (average and sd)</b>	14.83 (0.64)	14.90 (0.70)	14.87 (0.65)
<b>Gender</b>	18 males 42 females	15 males 6 females	75
<b>Age of first exposure to English</b>	3.11 (1.44)	3.38 (0.97)	3.19
<b>Years of exposure to English</b>	11.72	11.52	11.62

Table 2: Main characteristics of the participants.

## 4.2. Instruments

The instruments used in order to carry out this study have been a Background Questionnaire, an English Level Test and Pawlak's Grammar Learning Strategy Inventory (GLSI) (Pawlak, 2018).

The Background Questionnaire included 44 questions about the participants' linguistic background (see Appendix 3). The results show that 69.33% of the participants use both Spanish and Basque on a daily basis as their main languages, the remaining 13.33% having stated that they only use Basque on a daily basis and the other 2.67% having stated that they only use Spanish on a daily basis. When asked what their first language is, 41.33% of the participants stated Basque to be their first language and 14.67% stated Spanish to be their first language, the remaining 37.33% having stated that both Spanish and Basque are their first language. 2 out of 75 participants stated having both Basque and English as their first language, other participants stated having Basque, Spanish and English as their first language and 1 of the participants stated having Italian as their first language. Moreover, 34 out of 75 participants expressed they had been learning French at their former school for an average of 2 hours per week. Regarding after-school language lessons, 2 participants expressed they were attending private German lessons for a total of 2 hours per week and 1 participant reported attending private Catalan lessons for 1 hour per week.

Regarding the English Level Test, the participants' English level was established by using a free online tool found in the British Council webpage (<https://learnenglish.britishcouncil.org/online-english-level-test>). This test consisted of 25

grammar and vocabulary questions (max. score = 25) that the participants had to respond to by using A, B, C response options. The results were classified into three different levels, namely: Beginner to Pre-intermediate, Intermediate and Upper-intermediate or above. The results showed that 36 of the participants belonged to the Intermediate or above group (n = 36) obtaining scores ranging between 17-25; 38 participants were classified as Intermediate obtaining scores ranging between 9-16; there was one participant who was classified as Beginner or below having obtained scores ranging between 0-8.

By group, the English Level Test showed that more participants in Group 1 (those that took History in English) obtained higher scores than those in Group 2 (those taking History in Basque).

Scores (max. score = 25)	Group 1 (n = 54)	Group 2 (n = 21)	Total
Beginner to pre-intermediate: 0-8	0	1	1
Intermediate: 9-16	21	17	38
Upper intermediate or above: 17-25	33	3	36

Table 3: Scores obtained by each group in the English Level Test.

The difference between the English Level results of each group might be of great interest in this study seeing as proficiency level has been a key factor to determine whether L2 learners employ GLS. Looking at the percentages of participants in each group belonging to each level, we can classify them as Group 1: beginner-preintermediate (0%); intermediate (38,8%); upper intermediate (61,1%) and Group 2: beginner-preintermediate (0.3%); intermediate (51.5%); upper intermediate (0.9%). By looking at these percentages, the highest percentage of students with the highest level is found in Group 1.

The main instrument used to measure the reported use of GLS was Pawlak's (2018) Grammar Learning Strategy Inventory (GLSI), which includes seventy items related to grammar learning. For this study, I translated all seventy items both into Spanish and Basque with the purpose of helping the students understand what was being asked in each statement and let each participant choose the language they felt most comfortable answering in. I also adapted the printable versions of the materials into Google Forms format due to the fact that

the data was collected during the Covid-19 pandemic (January 2021) and hence I found it impossible to carry out this study in person.

The 70 statements in Pawlak's (2018) GLSI are divided into four categories and subcategories, which I will show below with one sample item per category (the full list of items can be found in Appendix 1). The participants had to provide an answer by choosing from a scale from 1 to 5, 1 referring to the scarce usage of the strategy and 5 referring to the frequent usage of the strategy. The 70 questions were randomised with the aim of having all the different types of grammar learning strategies blended together (for the randomised items see Appendix 2).

The first category (Part A) consists of 8 items and these belong to Metacognitive Grammar Learning Strategies (Q1-Q8). In this category, the participants found statements such as (1):

(1) I preview the grammar structures to be covered in a lesson (Q1).

The second category (Part B) contains 50 items regarding Cognitive Strategies and it is divided into four sections (Part B1, Part B2, Part B3, Part B4). Part B1 consists of 10 items (Q9-Q18) used to help both in the production and understanding of grammar in communication exercises (2).

(2) I pay attention to how more proficient people say things and then imitate (Q16).

Part B2 consists of 24 items (Q19-Q24) used to strengthen the direct understanding of grammar (3).

(3) I try to discover grammar rules by analysing examples (Q34).

Part B3 consists of 10 items (Q43-Q52) used to enhance the indirect understanding of grammar (4).

(4) I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice) (Q44).

Part B4 consists of 6 items (Q53-Q58) used to handle corrective feedback on mistakes in the production of grammar (5).

(5) I listen carefully for any feedback the teacher gives me about the structures I use (Q53).

The third category (Part C) includes 7 out of the 70 items (Q59-Q65) related to Affective Grammar Learning Strategies (6).

(6) I talk to other people about how I feel when learning grammar (Q64).

Finally, Part D includes 5 out of 70 items (Q66-Q70) related to Social Grammar Learning Strategies (7).

(7) I ask the teacher or more proficient learners to help me with grammar structures (Q67).

### **4.3. Procedure**

Owing to the global pandemic of Covid-19, it was not possible to carry out this study as I would have liked to -that is, face-to-face. Therefore, I contacted my secondary school English teacher with the aim of proposing to carry out this study with the students in her English class. After agreeing to perform the study with the students in her English class, I sent my teacher the authorization paper and she then sent it to the parents of the possible participants, of which 75 voluntarily signed the authorization to grant permission for their children to participate in the current study.

Since it has been impossible to hand out the printed versions of the Background Questionnaire, the English Level Test and Pawlak's GLSI questionnaire, the only option for the participants to complete said tasks has been to adapt these three tasks into Google Forms documents and to distribute them via email by my secondary school English teacher. My teacher took the time for the participants to complete these three tasks in her online English classes so that the participants could be somewhat monitored and for all of the participants to complete said tasks at the same time to ensure their completion.

First of all, the subjects were provided with a Background Questionnaire (see Appendix 3), then the English Level Test (see Appendix 4) and finally Pawlak's (2018) GLSI. The participants were asked to answer each question sincerely and to patiently take the time needed to finish each task. Regarding the Background Questionnaire and the English

Level test, the participants were allowed up to approximately 30-40 minutes to complete each task. Since Pawlak's original Questionnaire was aimed at university students, and foreseeing that secondary school students would need more time to read, think and answer each question, the participants of the current study were given up to 60 minutes to complete this task.

In the next section, I am going to describe the results obtained in the GLSI. To analyse these results, I followed Oxford's (1990) analysis to classify the reported frequency of each strategy category into different groups:

- Means ranging between 5.0-3.5 were classified as high use
- Means ranging between 3.4-2.5 were classified as medium use
- Means ranging between 2.4-1.0 were classified as low use

## **5. Results and discussion**

The general results showed that that the most<sup>1</sup> frequently reportedly used strategies correspond to a subcategory of Cognitive Strategies: Part B4) GLS used to deal with corrective feedback on errors in the production of grammar (Table 4). Since this is only a subcategory of a bigger group of strategies, the group itself is going to be taken into account to analyse the results and classify them into the main four categories.

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<sup>1</sup> Since no statistical analyses were carried out the description and interpretation of the results is only tentative.

<b>STRATEGIES</b>	<b>MEAN</b>	<b>STANDARD DEVIATION (SD)</b>
<b>Metacognitive (A)</b>	2.98	1.03
<b>Cognitive (B)</b>	3.04	1.07
<b>B1</b>	3.12	1.08
<b>B2</b>	2.94	1.09
<b>B3</b>	2.93	1.07
<b>B4</b>	3.5	0.99
<b>Affective (C)</b>	2.75	1.11
<b>Social (D)</b>	3.08	1.06

Table 4: Mean and Standard Deviation for each strategy (mixed both students who learned History in English and students who learned History in Basque).

The results in Table 4 seem to show that the most frequently used strategies by the participants have been Social Strategies with a mean of 3.08/5. The second most frequently used set of strategies seem to belong to Cognitive Strategies with a mean of 3.04/5. Metacognitive Strategies seem to take the third position with a mean of 2.98/5 and the last in this rank appears to be Affective Strategies with a mean of 2.75/5.

The reason why Social Strategies seem to be the most frequently used strategies might be related to the students' need to interact with both their peers and their teacher along with their desire to understand or improve what they are working on by asking for aid may be some of the factors that lead the students to choose Social Strategies over the rest of the strategies.

Table 5 takes into account the results obtained from both groups, that is, the group that studies History in English (Group 1) and the group that studies History in Basque (Group 2). The means obtained by each group seem to indicate that students in Group 1 reportedly use each strategy with a higher frequency than the students in Group 2. However, the results also seem to suggest that both groups use the same strategies with the highest and lowest frequencies. As it can be seen in Table 5, both groups reported using Social Strategies with the most frequency with a mean of 3.21/5 in Group 1 and with a mean of 2.94/5 in Group 2.

Along with Social Strategies, Group 1 reported using Cognitive Strategies with the same frequency as Social Strategies with the equal mean of 3.21/5. The second most used group of strategies for Group 1 seem to be Cognitive Strategies with a mean of 3.21/5 and for Group 2 Metacognitive Strategies with a mean of 2.89/5. Furthermore, the students learning History in English reported Metacognitive Strategies as the third in frequency with a mean of 3.07/5, while in the case of the students learning History in Basque, Cognitive Strategies came in as the third most frequently used strategies with a mean of 2.87/5. In terms of the least used strategies, both G1 and G2 seemed to use Affective Strategies with the least amount of frequency with means of 2.79/5 and 2.70/5 respectively.

<b>STRATEGIES</b>	<b>MEAN/STANDARD DEVIATION (SD) G1 (n= 54)</b>	<b>MEAN/STANDARD DEVIATION (SD) G2 (n=21)</b>
<b>Metacognitive (A)</b>	3.07 (1.15)	2.89 (0.90)
<b>Cognitive (B)</b>	3.21 (1.13)	2.87 (1.01)
<b>B1</b>	3.43 (1.12)	2.82 (1.03)
<b>B2</b>	3.05 (1.17)	2.83 (1)
<b>B3</b>	3.05 (1.15)	2.82 (0.99)
<b>B4</b>	3.80 (0.95)	3.20 (1.04)
<b>Affective (C)</b>	2.79 (1.19)	2.70 (1.04)
<b>Social (D)</b>	3.21 (1.12)	2.94 (0.99)

Table 5: Mean and standard deviation obtained for each strategy category in each group.

The results in Table 5 might indicate that both groups choose Social Strategies when learning their L3 over the other categories of strategies. Social Strategies involve asking questions or interacting with their peers and teacher in their L3 in class, which seems to be part of these adolescents' daily class routine. In fact, this strategy category seems to be essential in the students' L3 learning process since the students take part actively and most importantly, orally, in their L3 class. The fact that the most frequently used strategies seem to be Social Strategies might be also involved with the level of maturity of the students. These strategies involve asking the teacher to repeat grammar-related information if they do not

understand it, seeking for help from more proficient learners, their will of wanting to be corrected when making a mistake and their overall willingness to help others if needed. Besides, the frequent use of said strategies might perhaps also indicate their level of interest in learning their L3 and the effort of doing so might be reflected in the result in Table 5.

Furthermore, the teacher might have played a key role and might also be the reason why the students preferred Social Strategies over the rest of the strategies since teachers are the ones who usually encourage and motivate the students to work together and by doing so, the students may have felt at ease asking for aid from other peers or their own teacher in their L3 learning process.

On the other hand, as the results in Table 5 seem to show that the least frequently used strategies happen to be Affective Strategies in both groups with a mean of 2.79/5 in G1 and 2.70/5 in G2. Even though Affective Strategies seem to be the least used strategies by both groups, their means are quite high and this might mean that the students do not always overcome their insecurities when they are faced with information involving grammar structures since they do not speak to other peers or their teacher about how they feel when learning grammar or the fact that they may feel anxious or nervous when using grammar structures. Furthermore, the overall results of Table 5 indicate that G1 seems to report a higher use of GLS than G2.

In order to present a clearer view on the 10 most used grammar learning strategies and the 10 least used grammar learning strategies by each group, Table 6 shows the results obtained by each item (the items in this table are the result of the previously mentioned randomization). To see Pawlak’s original GLSI, see Appendix 1.

ITEM	MEAN	SD	RANK		ITEM	MEAN	SD	RANK
Q7	4.30	0.86	1		Q62	3.87	1.09	6
Q26	4.17	0.83	2		Q66	3.78	1.14	7
Q13	4.09	1.12	3		Q47	3.74	1.08	8
Q30	4.07	1.01	4		Q54	3.70	0.92	9
Q69	3.96	0.93	5		Q59	3.70	0.98	10

Table 6: Most frequently reportedly used items (G1: History in English).



Taking into account the responses of Group 1, the item that seems to have achieved the highest mean was item Q7 with a mean of 4.30/5 and the item with the lowest mean item Q59 with a mean of 3.70/5.

Social Strategies and Cognitive Strategies have been the most frequently used strategies by Group 1 with the equal mean of 3.21/5. Nevertheless, in the case of the most frequently used items by Group 1, all the 10 most frequently used items (Q7, Q26, Q13, Q30, Q69, Q62, Q66, Q47, Q55, Q59) correspond to the category of Cognitive Strategies and these results may show that Group 1 opted for Cognitive Strategies over any other type of strategies.

In order to have a clearer view on the strategy choice of G1, I have classified these 10 Cognitive Strategies into their corresponding subcategories. As shown in Table 6, 5 out of 10 items (Q7, Q69, Q26, Q59, Q54) belong to Part B4: GLS used to deal with corrective feedback on errors in the production of grammar. These items involve strategies such as paying attention when the teacher is correcting the student's grammar structures or trying to discuss grammar rules with the teacher. From the remaining 5 items, 3 (Q62, Q13, Q30) belong to Part B2: GLS used to develop explicit knowledge of grammar. These items involve strategies such as trying to understand every grammar rule, noticing when the teacher corrects their grammatical mistakes and paying attention to the explanation on grammar rules in class. The remaining 2 items (Q47, Q66) belong to Part B1: GLS used to assist the production and comprehension of grammar in communication tasks. These items involve strategies such as paying attention to grammar structures employed by more proficient students or using tools like Google to find out how grammar rules are employed.

All in all, the results that have been reported in Table 6 represent a great predominance of Cognitive Strategy use by Group 1, which might indicate that the students are aware of the importance their implication in learning an L3 has got in its acquisition since, as mentioned above, Cognitive Strategies are directly involved in the learning of the grammar of an L3 and said strategies are employed consciously by the students in order to improve or learn grammar structures.

In the case of Group 2, the 10 most frequently used items correspond to the four different grammar strategy types (Table 6). 7 out of 10 of these items correspond to Cognitive Strategies (Q40, Q13, Q22, Q7, Q69, Q26, Q54). 2 out of 10 items correspond to Metacognitive Strategies (Q6, Q2) and this last one has been classified as last in this rank

with a mean of 3.19/5. 1 out of 10 items correspond to Affective Strategies (Q68) but seeing as it has got the same mean of 3.24/5 as Q54, they are both going to be classified in the same place in the chart. Lastly, 1 out of the 10 items corresponds to Social Strategies (Q1) with a mean of 3.24/5.

ITEM	MEAN	SD	RANK		ITEM	MEAN	SD	RANK
Q7	3.67	0.97	1		Q1	3.24	0.77	6
Q22	3.43	0.75	2		Q26	3.24	1.09	7
Q13	3.38	0.74	3		Q54/Q68	3.24	1.00	8
Q40	3.29	1.06	4		Q69	3.19	1.12	9
Q6	3.29	1.15	5		Q2	3.19	1.03	10

Table 7: Most frequently reportedly used items (G2: History in Basque).

The item with the highest mean of 3.67/5 belongs to the category of Cognitive Strategies and this item (Q7) appears to be the same item as the most frequently used by Group 1, which might indicate that the participants in both Group 1 and Group 2 employ this specific strategy with a great frequency. This item (Q7) belongs to Part B4 of the Cognitive Strategy category and it involves paying attention to the teacher's corrections and feedback on the structures the learners use and it is a great indicator of the students' level of interest in learning an L3. On the other hand, the items that have achieved the lowest mean have been items Q69 and Q2 with means of 3.19/5. Item Q69 belongs to the category of Cognitive Strategies, specifically to an item that we can find in Part B4 and it involves paying attention to the teacher's feedback when doing grammar exercises and repeating the correct structures. Item Q2, on the other hand, corresponds to Metacognitive Strategies and it involves paying attention to the student's own grammar structures in reading and writing tasks.

These results show a great emphasis on the use of Cognitive Strategies since 7 out of the 10 most frequently used items belong to this category of strategies. Furthermore, 5 out of these 7 Cognitive Strategies (Q7, Q69, Q26, Q54, Q13) have been most frequently used by both groups in this study and they can be seen placed in both charts in Table 6 and Table 7.

Regarding the classification of these items, 4 out of 7 Cognitive Strategy items (Q7, Q69, Q26, Q54) correspond to Part B4: GLS used to deal with corrective feedback on errors

in the production of grammar. As it has been shown in Table 7, these items involve strategies such as paying attention when the teacher is correcting the student’s grammar structures or trying to discuss grammar rules with the teacher. 2 out of the remaining items (Q13, Q22) correspond to Part B2: GLS used to develop explicit knowledge of grammar. These items involve strategies such as trying to understand every grammar rule and using electronic devices to figure out grammar rules. Lastly, 1 out of the 7 items belonging to Cognitive Strategies (Q40) corresponds to Part B1: GLS used to assist the production and comprehension of grammar in communication tasks. These items involve remembering certain structures that are frequently repeated in a text.

In conclusion, the frequent use of Cognitive Strategies seems to indicate a high level of consciousness and maturity of the students regarding the learning of grammar in the L3 seeing as these strategies are consciously employed by the students in order to improve or learn the grammar of their L3.

Table 8 shows the least frequently used items by Group 1. Although the 10 most frequently used items by Group 1 corresponded to Cognitive Strategies, it appears to be that 7 out of 10 least frequently used items by Group 1 (Q60, Q11, Q35, Q10, Q43, Q8, Q14) correspond to this strategy category as well. 2 out of 10 items (Q32, Q57) belong to Social Strategies and 1 out of 10 items (Q44) belongs to Affective Strategies.

ITEM	MEAN	SD	RANK		ITEM	MEAN	SD	RANK
<b>Q32</b>	1.83	1.02	1		<b>Q35</b>	2.35	1.12	6
<b>Q60</b>	1.93	1.27	2		<b>Q10</b>	2.41	1.19	7
<b>Q57</b>	2.02	1.25	3		<b>Q43</b>	2.48	1.13	8
<b>Q11</b>	2.09	0.96	4		<b>Q8</b>	2.50	1.30	9
<b>Q44</b>	2.26	1.01	5		<b>Q14</b>	2.59	1.43	10

Table 8: Least frequently used items (G1).

Even though the 10 most frequently used items by Group 1 belong to Cognitive Strategies, these strategies are still remarked in the least frequently used items given that Cognitive Strategies take up the biggest space in Pawlak’s (2018) GLSI, these being 50 out of the 70

items proposed in the questionnaire. The least frequently used item is Q32 with a mean of 1.83/5. This item (Q32) corresponds to Social Strategies, specifically to the strategy that involves sharing the student’s feeling regarding learning grammar with their peers.

Regarding the different means of the 10 items on Table 8, it must be mentioned that the item that seems to have been most frequently used out of the least frequently used items (Q14) has got quite a high mean value of 2.59/5. This means that even though it is in the chart of the 10 least frequently used strategies, it is an item that has been highly used by Group 1 in their grammar learning process.

Table 9 shows the least frequently used items by Group 2. Among these 10 items, 6 belong to Cognitive Strategies (Q14, Q35, Q61, Q11, Q67, Q60), 3 belong to Social Strategies (Q64, Q32, Q57), 1 belongs to Affective Strategies (Q44) and 1 belongs to Metacognitive Strategies (Q70). So far, all four tables (Table 6, Table 7, Table 8, Table 9) show a great predominance of Cognitive Strategies which means that both the most frequently used items and the least frequently used items correspond to Cognitive Strategies.

ITEM	MEAN	SD	RANK		ITEM	MEAN	SD	RANK
Q14	2.14	1.15	1		Q11/Q70	2.52	0.98	6
Q64	2.43	0.98	2		Q67	2.52	1.03	7
Q35	2.48	0.81	3		Q60	2.52	1.12	8
Q32	2.48	1.03	4		Q57	2.52	1.17	9
Q61	2.48	1.08	5		Q44	2.62	0.59	10

Table 9: Least frequently used items (G2).

Looking at the means of these 10 items, item Q14 appears to be the item that Group 2 seems to report using with the least frequency with a mean of 2.14/5. This item corresponds to Cognitive Strategies, especially to Part B2: GLS used to assist the production and comprehension of grammar in communication tasks, and it deals with the student’s interest in reading and watching TV in English in order to improve their grammar learning.

The item with the highest mean (Q44) out of these 10 least frequently reportedly used strategies in Group 2 has obtained a mean of 2.62/5 and it belongs to the group of Affective Strategies. This item (Q44) illustrates the willingness of the student to practice grammar

structures with their peers. All in all, the results of this table indicate that Group 2 seems to make a moderate use of the strategies shown in Table 7 since the item with the highest mean (Q44: 2.62/5) and the item with the lowest mean (Q14: 2.14/5) are used in a moderate manner nevertheless.

The objective of the present study has been to investigate the GLS employed by bilingual Spanish and Basque students while learning their L3, which in this case has been English. The overall results showed that the students made use of Social Strategies with the highest frequency closely followed by Cognitive Strategies and Metacognitive Strategies. The finding that participants of this study reportedly use Cognitive Strategies with the highest frequency seem to show a preference for strategies such as paying close attention to more proficient learners when using grammar structures, trying to understand every grammar rule learnt in class, working with their peers to discover new grammar rules or paying attention to the teacher when they are corrected on their grammar mistakes with the highest frequency compared to the other type of strategies. This seems to indicate that secondary school students might have a great level of interest in learning an L3 since Cognitive Strategies deal with strategies that the learners use to learn or improve their L3 willingly.

Taking into account the distinction between the two groups, and supporting our hypothesis based on Tilfarlioğlu (2005), the adolescent participants in Group 1 (with more exposure to the TL) seem to use GLS with a higher frequency than participants in Group 2 (with less exposure to the TL). Recall that in Tilfarlioğlu's (2005) study, it was found that adult students who had been less exposed to the TL had reported having used GLS with a lesser frequency than those who had been more exposed to their TL.

On the other hand, however, both the group that had been more exposed to the English language (Group 1) along with the group that had been less exposed to the language (Group 2) made the most frequent use of Cognitive Strategies and used Affective Strategies with the least amount of frequency. These results also agree with the results obtained in Tilfarlioğlu's (2005) study where university-level students reported employing Cognitive, Metacognitive and Social strategies with the highest frequency regardless of the difference in age. Perhaps the small difference in exposure and the level of proficiency between both groups investigated in this study was not enough to expose any difference in the choice of

different strategies, although it was sufficient to expose the higher use of all GLS by the participants in Group 1. In this respect further studies where the difference in exposure between both groups is greater and the level of proficiency is the same are needed.

The results obtained by Mulugeta and Bayou (2019) coincide with my study to some extent: the adolescent students in both studies reported having used Affective Strategies with the least frequency. Mulugeta and Bayou (2019) express that the scarce use of Affective Strategies might be derived from the learners' lack of interest in noticing their emotions, attitudes and motivation regarding the process of grammar learning. Also, due to the conservative nature that is widespread in nowadays' society, adolescents are often discouraged to recognise their feelings before reacting to the feelings of other students around them. In addition, the inadequate facilities in most schools could prevent students from using Affective Strategies and this would be a great disadvantage for the students. This reasoning could be applied to the learners who took part in this study seeing as the least frequently used strategies were Affective Strategies but further research ought to be carried out in order to investigate the factors that may affect the strategy use and choice of adolescents in language learning.

The present study analysed the variables that may affect the choice of strategies used for the acquisition of the L3 of Basque and Spanish bilingual adolescents, but this study has been limited to analysing only a few variables due to the short time I have had to carry out the study and because the world was going through a time of global pandemic at the time of the study. Now that this study is concluded, and if I had the chance to carry out a future study in the same field of study, it would be of great interest to be able to analyse other variables that could show more clearly which are the factors that lead students to use certain GLS when learning their L3. In case of carrying out a future study, I would like to analyse the responses of the participants who have taken part in this study since they were adolescents at the time of completing the tasks to carry out this study and they have now become young adults. Therefore, it would be very interesting to compare and to contrast the results of the participants at different ages and to be able to analyse whether their choice and use of GLS in language learning would be different from the results found in this study. If this were possible, I would like to analyse various factors that could affect the use and choice of GLS such as the motivation of the students, whether they are good or bad learners according to

their grades, their anxieties or problems when learning grammar and the choice of strategies according to gender among other variables.

## 6. Conclusion

This study on the reported use of GLS has shown that the secondary-school students reported using Social Strategies with the highest frequency. The reason why Social Strategies have been the most frequently used set of strategies might be related to the students' need to interact with both their peers and their teacher along with their desire to understand or improve what they are working on by asking for aid.

Furthermore, the results indicate that the students that have been more exposed to their TL employ GLS with higher frequency than the students who are less exposed to their TL, which coincides with the findings in Tilfarlioğlu's (2005) study. However, it may also be the case that those students with more exposure are those that have a higher proficiency level so further studies need to be carried out to tease these two variables apart.

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## APPENDICES

### Appendix 1

Pawlak's GLSI (translated version)

#### Part A - Metacognitive GLS

1.	I preview the grammar structures to be covered in a lesson.  Me anticipo a revisar las estructuras gramaticales que se emplearán en una lección.	1	2	3	4	5
2.	I pay attention to grammar structures when reading and listening.  Presto atención a las estructuras gramaticales cuando leo y escucho.	1	2	3	4	5
3.	I look for opportunities to practice grammar structures in many different ways.  Busco oportunidades para practicar estructuras gramaticales de diferentes maneras.	1	2	3	4	5
4.	I try to find more effective ways of learning grammar.  Trato de encontrar formas más efectivas de aprender gramática.	1	2	3	4	5
5.	I know my strengths and weaknesses when it comes to grammar.  Conozco mis puntos fuertes y mis debilidades cuando se trata de gramática.	1	2	3	4	5
6.	I have specific goals and objectives in learning grammar.  Tengo metas y objetivos específicos en el aprendizaje de la gramática.	1	2	3	4	5
7.	I schedule grammar reviews in advance.  Programo revisiones de gramática por adelantado.	1	2	3	4	5
8.	I pay attention to grammar structures in my own speaking and writing.  Presto atención a las estructuras gramaticales en mi propia habla y escritura.	1	2	3	4	5

## Part B – cognitive strategies

### Part B1 – GLS used to assist the production and comprehension of grammar in communication tasks

9.	I try to use specific grammar structures in communication (e.g. telling a story).  Intento usar estructuras gramaticales específicas en la comunicación (por ejemplo, al contar una historia).	1	2	3	4	5
10.	I read for pleasure and watch television to improve my knowledge of grammar.  Leo por placer y veo la televisión para mejorar mi conocimiento de la gramática.	1	2	3	4	5
11.	I notice (or remember) structures that cause me problems with meaning or communication.  Reconozco estructuras que me causan problemas con el significado o comunicación.	1	2	3	4	5
12.	I notice (or remember) structures that are repeated often in the text.  Reconozco estructuras que se repiten a menudo en un texto.	1	2	3	4	5
13.	I notice (or remember) structures that are highlighted in a text by italics, boldface, underlining, etc..  Reconozco estructuras que están resaltadas en un texto en cursiva, negrita, subrayado, etc.	1	2	3	4	5
14.	I notice (or remember) structures that are emphasised orally through pitch, repetition, etc.  Reconozco estructuras que se enfatizan oralmente a través del tono, repetición, etc.	1	2	3	4	5
15.	I notice structures that are repeated extremely frequently in a short period of time (e.g. the past tense in a series of stories over the course of a few lessons).  Reconozco estructuras que se repiten con extrema frecuencia en un corto período de tiempo (por ejemplo, el tiempo pasado en una serie de historias en el transcurso de algunas lecciones).	1	2	3	4	5

16.	I pay attention to how more proficient people say things and then imitate.  Presto atención a cómo las personas más competentes dicen cosas y las imito.	1	2	3	4	5
17.	I compare my speech and writing with that of more proficient people to see how I can improve.  Comparo mi discurso y escritura con el de las personas más competentes para ver como puedo mejorar.	1	2	3	4	5
18.	I use Google or other search engines to see how a specific grammar structure is used in meaningful contexts. Uso Google u otras herramientas de búsqueda para ver cómo una estructura gramatical específica se usa en contextos significativos.	1	2	3	4	5

**Part B2 – GLS used to develop explicit knowledge of grammar.**

19.	I pay attention to rules provided by the teacher or coursebook.  Presto atención a las reglas propuestas por el profesor o el libro del curso.	1	2	3	4	5
20.	I try to understand every grammar rule.  Reconozco estructuras que están resaltadas en un texto en cursiva, negrita, subrayado, etc.	1	2	3	4	5
21.	I memorise rules about frequently used linguistic forms/structures (e.g. formation and use of the passive).  Memorizo reglas sobre formas / estructuras lingüísticas de uso frecuente (por ejemplo, formación y uso de la pasiva).	1	2	3	4	5
22.	I memorise rules about how structures change their form (e.g. form an adjective to an adverb).  Memorizo reglas sobre cómo las estructuras cambian su forma (por ejemplo, como se forma un adverbio de un adjetivo).	1	2	3	4	5
23.	I mark new grammar structures graphically (e.g. colours, underlining).  Marco nuevas estructuras gramaticales gráficamente (por ejemplo, colores, subrayado).	1	2	3	4	5
24.	I paraphrase the rules I am given because I understand them better in	1	2	3	4	5



	my own words. Parafraseo las reglas que me dan porque las entiendo mejor en mis propias palabras.					
25.	I make charts, diagrams or drawings to illustrate grammar rules. Hago cuadros, diagramas o dibujos para ilustrar las reglas gramaticales.	1	2	3	4	5
26.	I remember grammar information by location on a page in a book. Recuerdo la información gramatical por su ubicación en una página de un libro.	1	2	3	4	5
27.	I use rhymes or songs to remember new grammar rules. Uso rimas o canciones para recordar nuevas reglas gramaticales.	1	2	3	4	5
28.	I physically act out new grammar structures. Actúo ante nuevas estructuras gramaticales.	1	2	3	4	5
29.	I use a notebook/note cards for new rules and examples. Uso un cuaderno / tarjetas de notas para nuevas reglas y ejemplos.	1	2	3	4	5
30.	I group grammar structures to remember them better (verbs followed by gerund and infinitive). Agrupo estructuras gramaticales para recordarlas mejor (por ejemplo, verbos seguidos de gerundio e infinitivo).	1	2	3	4	5
31.	I review grammar lessons to remember the rules better. Repaso las lecciones de gramática para recordar mejor las reglas.	1	2	3	4	5
32.	I use grammar reference books, grammar sections of coursebooks or grammatical information in dictionaries. Utilizo libros de referencia de gramática, secciones de gramática de libros de texto o información gramatical en diccionarios.	1	2	3	4	5
33.	I use my mother tongue or other languages I know to understand and remember grammar rules. Uso mi primera lengua u otros idiomas que conozco para comprender y recordar las reglas gramaticales.	1	2	3	4	5

34.	I try to discover grammar rules by analysing examples. Intento descubrir reglas gramaticales analizando ejemplos	1	2	3	4	5
35.	I create my own hypotheses about how structures work and check these hypotheses. Creo mis propias hipótesis sobre cómo funcionan las estructuras y verifico estas hipótesis.	1	2	3	4	5
36.	I use electronic resources (e.g. English websites, corpora) to figure out rules. Utilizo recursos electrónicos (por ejemplo, sitios web en inglés, corpora) para descifrar las reglas.	1	2	3	4	5
37.	I work with others to reconstruct texts read by the teacher which contain many examples of a particular structure. Trabajo con otras personas para reconstruir textos leídos por el maestro que contienen muchos ejemplos de una estructura particular.	1	2	3	4	5
38.	I analyse diagrams, graphs and tables to understand grammar. Analizo diagramas, gráficos y tablas para comprender la gramática.	1	2	3	4	5
39.	I work with others to discover grammar rules. Trabajo con otras personas para descubrir reglas gramaticales.	1	2	3	4	5
40.	I notice when the teacher leads me into overgeneralization error (e.g. saying broken) and then I think about what went wrong. Me doy cuenta cuando el maestro me dirige a un error de sobregeneralización (por ejemplo, decir "rotpido") y luego pienso en lo que hice mal.	1	2	3	4	5
41.	I memorise whole phrases containing specific language forms. Memorizo frases enteras que contienen formas de lenguaje específicas.	1	2	3	4	5
42.	When I do not know the part of speech, I consider such clues as form, meaning and context. Cuando no conozco la parte del discurso, considero como pistas la forma, significado y contexto.	1	2	3	4	5

Part B3 – GLS used to develop implicit knowledge of grammar

43.	I repeat the rules and examples to myself or rewrite them many times.  Me repito las reglas y los ejemplos o los reescribo muchas veces.	1	2	3	4	5
44.	I do many exercises to practice grammar (e.g. paraphrasing, translation, multiple-choice).  Hago muchos ejercicios para practicar la gramática (por ejemplo, parafrasear, traducir, elegir múltiples opciones).	1	2	3	4	5
45.	I try to apply new rules carefully and accurately in specific sentences (e.g. to complete a gap).  Intento aplicar nuevas reglas con cuidado y precisión en oraciones específicas (por ejemplo, para rellenar un hueco).	1	2	3	4	5
46.	I use newly learnt rules to create new sentences (to write about my plans).  Utilizo reglas recién aprendidas para crear nuevas oraciones (para escribir sobre mis planes).	1	2	3	4	5
47.	I try to use grammar rules as soon as possible in a meaningful context (e.g. use them in my speech and writing).  Intento usar las reglas gramaticales lo antes posible en un contexto significativo (por ejemplo, en mi discurso y escritura).	1	2	3	4	5
48.	I try to use whole phrases containing specific structures in my speech.  Trato de usar frases completas que contienen estructuras específicas en mi discurso.	1	2	3	4	5
49.	I notice (or remember) a structure which, when I encounter it, causes me to do something, like check a box, choose a drawing or underline a structure.  Reconozco una estructura que, cuando la encuentro, me hace hacer algo, como marcar una casilla, elegir un dibujo o subrayar una estructura.	1	2	3	4	5
50.	I try to adjust the way I process spoken and written language in accordance with L2 spoken and written rules (e.g. in the case of some passive voice sentences).  Intento ajustar la forma en que proceso el lenguaje hablado y escrito de acuerdo con reglas habladas y escritas de mi L2 (segunda lengua)	1	2	3	4	5

	(por ejemplo, en el caso de algunas oraciones de voz pasivas).					
51.	I listen to and read texts containing many examples of a grammar structure.  Escucho y leo textos que contienen muchos ejemplos de una estructura gramatical.	1	2	3	4	5
52.	I compare the way grammar is used in written and spoken language with how I use it.  Comparo la forma en que se usa la gramática en el lenguaje escrito y hablado con la forma en que la uso yo.	1	2	3	4	5

**Part B4 – GLS used to deal with corrective feedback on errors in the production of grammar**

53.	I listen carefully for any feedback the teacher gives me about the structures I use.  Escucho atentamente cualquier comentario que el maestro me dé sobre las estructuras que uso.	1	2	3	4	5
54.	I pay attention to teacher correction when I do grammar exercises and try to repeat the correct version.  Presto atención a la corrección del maestro cuando hago ejercicios de gramática y trato de repetir la versión correcta.	1	2	3	4	5
55.	I try to notice and self-correct my mistakes when practising grammar.  Trato de darme cuenta y autocorregir mis errores al practicar la gramática.	1	2	3	4	5
56.	I try to negotiate grammar forms with the teacher when give a clue (e.g. a comment about the rule).  Intento negociar formas gramaticales con el maestro cuando doy una pista (por ejemplo, un comentario sobre la regla).	1	2	3	4	5
57.	I notice when I am corrected on grammar in spontaneous communication (e.g. when giving opinions).  Me doy cuenta cuando me corrigen la gramática en la comunicación espontánea (al dar opiniones...).	1	2	3	4	5
58.	I try to notice how the correct version differs from my own and improve what I said.	1	2	3	4	5

	Intento darme cuenta de cómo la versión correcta difiere de la mía y mejorar lo que yo dije.					
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**Part C – affective GLS**

59.	I try to relax when I have problems with understanding or using grammar structures.  Intento relajarme cuando tengo problemas para comprender o usar estructuras gramaticales.	1	2	3	4	5
60.	I encourage myself to practice grammar when I know I have problems with a structure.  Me animo a practicar la gramática cuando sé que tengo problemas con una estructura.	1	2	3	4	5
61.	I try to use grammar structures even when I am not sure they are correct.  Intento usar estructuras gramaticales incluso cuando no estoy seguro/a de que sean correctas.	1	2	3	4	5
62.	I give myself a reward when I do well on a grammar test. Me doy una recompensa cuando me va bien en un examen de gramática.	1	2	3	4	5
63.	I notice when I feel tense or nervous when studying or using grammar structures.  Me doy cuenta cuando me siento tenso o nervioso cuando estudio o uso estructuras gramaticales.	1	2	3	4	5
64.	I talk to other people about how I feel when learning grammar.  Hablo con otras personas sobre cómo me siento al aprender gramática.	1	2	3	4	5
65.	I keep a language learning diary where I include comments about language learning.  Tengo un diario de aprendizaje de idiomas donde incluyo comentarios sobre el aprendizaje del idioma.	1	2	3	4	5

66.	I ask the teacher to repeat or explain a grammar point if I do not understand.	1	2	3	4	5
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	Le pido al maestro que repita o explique el aspecto de la gramática si no entiendo.					
67.	I ask the teacher or more proficient learners to help me with grammar structures.  Le pido al maestro o alumnos más competentes que me ayuden con las estructuras gramaticales.	1	2	3	4	5
68.	I like to be corrected when I make mistakes using grammar structures.  Me gusta que me corrijan cuando cometo errores al usar estructuras gramaticales.	1	2	3	4	5
69.	I practice grammar structures with other students.  Practico estructuras gramaticales con otros estudiantes.	1	2	3	4	5
70.	I try to help others when they have problems with understanding or using grammar.  Intento ayudar a otros cuando tienen problemas para comprender o usar la gramática	1	2	3	4	5

## Appendix 2

### GLSI items in random order

1. 61. Intento usar estructuras gramaticales incluso cuando no estoy seguro/a de que sean correctas.
2. 8. Presto atención a las estructuras gramaticales en mi propia habla y escritura.
3. 49. Reconozco una estructura que, cuando la encuentro, me hace hacer algo, como marcar una casilla, elegir un dibujo o subrayar una estructura.
4. 35. Creo mis propias hipótesis sobre cómo funcionan las estructuras y verifico estas hipótesis.
5. 34. Intento descubrir reglas gramaticales analizando ejemplos.
6. 5. Conozco mis puntos fuertes y mis debilidades cuando se trata de gramática.
7. 53. Escucho atentamente cualquier comentario que el maestro me dé sobre las estructuras que uso.
8. 25. Hago cuadros, diagramas o dibujos para ilustrar las reglas gramaticales.
9. 21. Memorizo reglas sobre formas / estructuras lingüísticas de uso frecuente (por ejemplo, formación y uso de la pasiva).
10. 51. Escucho y leo textos que contienen muchos ejemplos de una estructura gramatical.
11. 41. Memorizo frases enteras que contienen formas de lenguaje específicas.
12. 26. Recuerdo la información gramatical por su ubicación en una página de un libro.
13. 20. Reconozco estructuras que están resaltadas en un texto en cursiva, negrita, subrayado, etc.
14. 10. Leo por placer y veo la televisión para mejorar mi conocimiento de la gramática.
15. 29. Uso un cuaderno / tarjetas de notas para nuevas reglas y ejemplos.
16. 45. Intento aplicar nuevas reglas con cuidado y precisión en oraciones específicas (por ejemplo, para rellenar un hueco).
17. 63. Me doy cuenta cuando me siento tenso o nervioso cuando estudio o uso estructuras gramaticales.
18. 43. Me repito las reglas y los ejemplos o los reescribo muchas veces.

19. 9. Intento usar estructuras gramaticales específicas en la comunicación (por ejemplo, al contar una historia).
20. 2. Presto atención a las estructuras gramaticales cuando leo y escucho.
21. 21.42 Cuando no conozco la parte del discurso, considero como pistas la forma, significado y contexto.
22. 36. Utilizo recursos electrónicos (por ejemplo, sitios web en inglés, corpora) para descifrar las reglas.
23. 31. Repaso las lecciones de gramática para recordar mejor las reglas.
24. 24. Parafraseo las reglas que me dan porque las entiendo mejor en mis propias palabras.
25. 70. Intento ayudar a otros cuando tienen problemas para comprender o usar la gramática.
26. 55. Trato de darme cuenta y autocorregir mis errores al practicar la gramática.
27. 52. Comparo la forma en que se usa la gramática en el lenguaje escrito y hablado con la forma en que la uso yo.
28. 3. Busco oportunidades para practicar estructuras gramaticales de diferentes maneras.
29. 30. Agrupo estructuras gramaticales para recordarlas mejor (por ejemplo, verbos seguidos de gerundio e infinitivo).
30. 40. Me doy cuenta cuando el maestro me dirige a un error de sobregeneralización (por ejemplo, decir "rompido") y luego pienso en lo que hice mal.
31. 67. Le pido al maestro o alumnos más competentes que me ayuden con las estructuras gramaticales.
32. 64. Hablo con otras personas sobre cómo me siento al aprender gramática.
33. 48. Trato de usar frases completas que contienen estructuras específicas en mi discurso.
34. 4. Trato de encontrar formas más efectivas de aprender gramática.
35. 37. Trabajo con otras personas para reconstruir textos leídos por el maestro que contienen muchos ejemplos de una estructura particular.
36. 11. Reconozco estructuras que me causan problemas con el significado o comunicación.
37. 14. Reconozco estructuras que se enfatizan oralmente a través del tono, repetición, etc.



38. 56. Intento negociar formas gramaticales con el maestro cuando doy una pista (por ejemplo, un comentario sobre la regla).
39. 23. Marco nuevas estructuras gramaticales gráficamente (por ejemplo, colores, subrayado).
40. 12. Reconozco estructuras que se repiten a menudo en un texto.
41. 66. Le pido al maestro que repita o explique el aspecto de la gramática si no entiendo.
42. 44. Hago muchos ejercicios para practicar la gramática (por ejemplo, parafrasear, traducir, elegir múltiples opciones).
43. 32. Utilizo libros de referencia de gramática, secciones de gramática de libros de texto o información gramatical en diccionarios.
44. 69. Practico estructuras gramaticales con otros estudiantes.
45. 22. Memorizo reglas sobre cómo las estructuras cambian su forma (por ejemplo, como se forma un adverbio de un adjetivo).
46. 13. Reconozco estructuras que están resaltadas en un texto en cursiva, negrita, subrayado, etc.
47. 16. Presto atención a cómo las personas más competentes dicen cosas y las imito.
48. 47. Intento usar las reglas gramaticales lo antes posible en un contexto significativo (por ejemplo, en mi discurso y escritura).
49. 17. Comparo mi discurso y escritura con el de las personas más competentes para ver como puedo mejorar.
50. 1. Me anticipo a revisar las estructuras gramaticales que se emplearán en una lección.
51. 62. Me doy una recompensa cuando me va bien en un examen de gramática.
52. 7. Programo revisiones de gramática por adelantado.
53. 50. Intento ajustar la forma en que proceso el lenguaje hablado y escrito de acuerdo con reglas habladas y escritas de mi L2 (segunda lengua) (por ejemplo, en el caso de algunas oraciones de voz pasivas).
54. 58. Intento darme cuenta de cómo la versión correcta difiere de la mía y mejorar lo que yo dije.
55. 15. Reconozco estructuras que se repiten con extrema frecuencia en un corto período de tiempo (por ejemplo, el tiempo pasado en una serie de historias en el transcurso de algunas lecciones).

56. 59. Intento relajarme cuando tengo problemas para comprender o usar estructuras gramaticales.
57. 65. Tengo un diario de aprendizaje de idiomas donde incluyo comentarios sobre el aprendizaje del idioma.
58. 46. Utilizo reglas recién aprendidas para crear nuevas oraciones (para escribir sobre mis planes).
59. 57. Me doy cuenta cuando me corrigen la gramática en la comunicación espontánea (al dar opiniones...).
60. 27. Uso rimas o canciones para recordar nuevas reglas gramaticales.
61. 38. Analizo diagramas, gráficos y tablas para comprender la gramática.
62. 19. Presto atención a las reglas propuestas por el profesor o el libro del curso.
63. 28. Actúo ante nuevas estructuras gramaticales.
64. 60. Me animo a practicar la gramática cuando sé que tengo problemas con una estructura.
65. 33. Uso mi primera lengua u otros idiomas que conozco para comprender y recordar las reglas gramaticales.
66. 18. Uso Google u otras herramientas de búsqueda para ver cómo una estructura gramatical específica se usa en contextos significativos.
67. 39 Trabajo con otras personas para descubrir reglas gramaticales.
68. 68. Me gusta que me corrijan cuando cometo errores al usar estructuras gramaticales.
69. 54. Presto atención a la corrección del maestro cuando hago ejercicios de gramática y trato de repetir la versión correcta.
70. 6. Tengo metas y objetivos específicos en el aprendizaje de la gramática.

### Appendix 3

#### Background Questionnaire<sup>2</sup>

1. **Curso** (Grade)
2. **Número de clase** (Classroom number)
3. **Edad** (Age)
4. **Género** (Gender)
5. **Idioma en el que han contestado** (The language you have answered in)
6. **Indique qué idiomas usa en su día a día.** (Indicate which languages you use in your day-to-day life).
7. **Indique cuál es su primera lengua (lenguas que aprendiste desde nacimiento).** (Indicate what your first language is (languages you learned from birth)).
8. **Indique cuál es la primera lengua de su padre.** (Indicate what your father's first language is).
9. **Indique cuál es la primera lengua de su madre.** (Indicate what your mother's first language is).
10. **Indique en qué idioma se comunica con su padre.** (Indicate in which language you communicate with your father).
11. **Indique en qué idioma se comunica con su madre.** (Indicate in which language you communicate with your mother).
12. **Indique en qué idioma/s se comunica con el resto de miembros de su domicilio.** (Indicate in which language/s you communicate with the rest of the members of your household).
13. **Indique en qué idioma/s se comunica en el colegio.** (Indicate in which language/s you communicate at school).
14. **Indique en qué idioma/s se comunica en la calle.** (Indicate in which language/s you communicate outdoors).
15. **Indique en qué idioma/s se comunica con sus amigos.** (Indicate in which language/s you communicate with your friends).

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<sup>2</sup> The Background Questionnaire has been translated into both Basque and Spanish with the aim of facilitating the understanding of what has been asked about the participants.

16. **Indique el porcentaje estimado de su uso diario del Castellano. (Escriba un número del 0 al 100. Asegúrese de que los porcentajes en las siguientes tres preguntas sumen 100%. Por ejemplo: castellano 70%, euskera 20% e inglés 10% = 100%).** (Indicate the estimated percentage of your daily use of Spanish. (Write a number from 0 to 100. Make sure that the percentages in the next three questions add up to 100%. For example: Spanish 70%, Basque 20% and English 10% = 100%)).
17. **Indique el porcentaje estimado de su uso diario del Euskera.** (Indicate the estimated percentage of your daily use of Basque).
18. **Indique el porcentaje estimado de su uso diario del Inglés.** (Indicate the estimated percentage of your daily use of English).
19. **Indique una estimación del porcentaje total de su uso diario de otros idiomas.** (Provide an estimate of the total percentage of your daily use of other languages).
20. **Indique si estudia otro idioma que no sea el inglés en el colegio. En caso de afirmación, indique cual. Si la respuesta anterior es afirmativa, indique cuántas horas semanales dedica en el colegio a dicho idioma.** (Indicate if you study a language other than English at school. If so, indicate which one. If the previous answer is affirmative, please indicate how many hours per week you dedicate in the school to that language).
21. **Indique si estudia otro idioma que no sea el inglés fuera del colegio. En caso de afirmación, indique cual. Si la respuesta anterior es afirmativa, indique cuántas horas semanales dedica fuera del colegio a dicho idioma.** (Indicate if you study a language other than English outside of school. If so, indicate which one. If the previous answer is yes, please indicate how many hours per week you dedicate outside of school to that language).
22. **Indique la edad en la que empezó a estudiar inglés.** (Indicate the age at which you began to study English)
23. **Indique el número de horas semanales que pasaba estudiando inglés en primaria (LH).** (Indicate the number of hours per week you spent studying English in Primary (LH)).
24. **Indique el número de horas semanales que pasaba estudiando inglés en secundaria (DBH).** (Indicate the number of hours per week you spent studying English in secondary school (DBH)).

25. **Indique si ha recibido clases particulares de inglés en academias o mediante clases privadas. (En caso afirmativo, especifique durante qué edades, dónde y cuánto tiempo estuviste recibéndolas: por ejemplo, 3 años, 2 horas a la semana).** (Indicate if you have received private English classes in academies or through private classes. (If yes, please specify during what ages, where and how long you were receiving them: for example, 3 years, 2 hours a week).
26. **Indique si tiene algún certificado de nivel de inglés. (En caso afirmativo, especifique si es First Certificate/Advanced/Proficiency u otros).** (Indicate if you have any English level certificate. (If yes, please specify if it is First Certificate/Advanced/Proficiency or others).
27. **Indique una estimación del número de horas semanales que pasa escuchando inglés fuera del colegio.** (Provide an estimated number of hours per week you spend listening to English outside of school).
28. **Indique una estimación del número de horas semanales que pasa hablando en inglés fuera del colegio.** (Provide an estimated number of hours per week you spend speaking English outside of school).
29. **Indique una estimación del número de horas semanales que pasa leyendo en inglés fuera del colegio.** (Provide an estimated number of hours per week you spend reading in English outside of school).
30. **Indique una estimación del número de horas semanales que pasa escribiendo en inglés fuera del colegio.** (Provide an estimated number of hours per week you spend writing in English outside of school).
31. **Indique en qué idioma piensa.** (Indicate in which language you think).
32. **Califique su dominio del idioma inglés en una escala del 1 al 5 (1 = Muy bajo y 5 = Muy alto) [Reading].** (Rate your English language proficiency on a scale of 1 to 5 (1 = Very low and 5 = Very high) [Reading]).
33. **Califique su dominio del idioma inglés en una escala del 1 al 5 (1 = Muy bajo y 5 = Muy alto) [Listening].** (Rate your command of the English language on a scale of 1 to 5 (1 = Very low and 5 = Very high) [Listening]).
34. **Califique su dominio del idioma inglés en una escala del 1 al 5 (1 = Muy bajo y 5 = Muy alto) [Speaking].** (Rate your command of the English language on a scale of 1 to 5 (1 = Very low and 5 = Very high) [Speaking]).

35. **Califique su dominio del idioma inglés en una escala del 1 al 5 (1 = Muy bajo y 5 = Muy alto) [Writing].** (Rate your command of the English language on a scale of 1 to 5 (1 = Very low and 5 = Very high) [Writing]).
36. **Indique en qué idiomas realiza estas acciones. [Escuchar la radio].** (Indicate in which languages you carry out these actions. [Listen to the radio]).
37. **Indique en qué idiomas realiza estas acciones. [Escuchar música].** (Indicate in which languages you carry out these actions. [Listen to music]).
38. **Indique en qué idiomas realiza estas acciones. [Ver películas/series].** (Indicate in which languages you carry out these actions. [Watch movies/series]).
39. **Indique en qué idiomas realiza estas acciones. [Ver la televisión].** (Indicate in which languages you carry out these actions. [Watch TV]).
40. **Indique en qué idiomas realiza estas acciones. [Leer libros].** (Indicate in which languages you carry out these actions. [Read books]).
41. **Indique en qué idiomas realiza estas acciones. [Leer noticias].** (Indicate in which languages you carry out these actions. [Read the news]).
42. **Indique en qué idiomas realiza estas acciones. [Hablar/chatear con los amigos].** (Indicate in which languages you carry out these actions. [Talk/chat with friends]).
43. **Indique en qué idiomas realiza estas acciones. [Usar redes sociales].** (Indicate in which languages you carry out these actions. [Use social networks]).
44. **Indique cómo ha aprendido inglés hasta ahora.** (Indicate the way in which you have learned English so far).

## Appendix 4

### English Level Test

1. The baby boy saw ... in the mirror and started to cry.

A. itself

B. herself

**C. himself**

2. A lot of trains ... late today due to the heavy storms.

A. are run

B. run

**C. are running**

3. ... was a strong wind last night.

**A. There**

B. Here

C. This

4. Firstly, I want to congratulate you all. Secondly, I would like to wish you good luck and ...

I hope you have enjoyed the course.

A. in the end

B. at last

**C. finally**

5. You ... clean your teeth twice a day to avoid having problems.

A. can

**B. should**

C. will

6. The children thought they were ... when they saw the bull.

A. in a danger

**B. in danger**

C. in the danger

7. Jack: I think it's going to rain.

Jill: I ... , the clouds are clearing.

Jack: We'll soon see.

**A. disagree**

B. complain

C. argue

8. I really don't like this meal. ... money in the world wouldn't get me to eat it.

A. Whatever

B. Enough

**C. All the**

9. Last year, Joanna bought two ... coats in New York.

**A. long, black, leather**

B. black, long, leather

C. leather, black, long

10. I must report to the meeting that Cyrus completed his first piece of work well ahead of schedule. ..., however, his work has been handed in late.

A. Sequentially

**B. Subsequently**

C. Consequently

11. That's very good of you but you ... have paid me back until tomorrow.

**A. needn't**

B. wouldn't

C. couldn't

12. I ... intending to stop smoking even before I got this bad cough.



A. would have been

**B. had been**

C. have been

13. Anne: Oh! I watched the new TV show last night.

Jo: Was it any good?

Anne: Yes. ... the TV set is so old I could see very little.

**A. Mind you**

B. Still

C. By the way

14. Choose the word or phrase which has a similar meaning to: consider

**A. think about**

B. seem well

C. go for

15. Choose the word or phrase which has a similar meaning to: talk

A. stroll

**C. converse**

B. point out

16. Choose the word or phrase which has a similar meaning to: complete

**A. finish**

B. go through

C. full

17. Choose the word or phrase which has a similar meaning to: return

A. account

**B. go back**

C. reverse

18. Choose the word or phrase which has a similar meaning to: report

- A. go after
- B. account**
- C. respect

19. She hit her ... while she was playing football.

- A. motor
- B. tail
- C. shoulder**

20. The ... went to the police.

- A. crime
- B. solicitor**
- C. shoulder

21. It was bad but it was not a ... .

- A. gate
- B. magazine
- C. crime**

22. Some words are often used together, e.g. smelly + socks. Choose a word which is often used with: concrete.

- A. builder**
- B. thrill
- C. proposal

23. Some words are often used together, e.g. smelly + socks. Choose a word which is often used with: tender.

- A. diet
- B. words**
- C. beast

24. Some words are often used together, e.g. smelly + socks. Choose a word which is often used with: sophisticated.

**A. dress**

B. purse

C. ship

25. Some words are often used together, e.g. smelly + socks. Choose a word which is often used with: blunt.

A. movement

B. proposition

**C. instrument**