

THE INVESTIGATION OF GRAMMAR LEARNING STRATEGIES AMONG IRAQI EFL LEARNERS

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Abstract. *The study of grammar learning strategies received significant attention in EFL learning in recent years since their invention by Pawlak. The main objective of this study is to assess the degree to which a group of Iraqi English learners employs grammar learning strategies. The data was gathered using a quantitative research approach through a survey method. A total of 200 Iraqi EFL learners effectively participated in the grammar learning strategy inventory scale, which was created by Pawlak (2018). According to the results, Iraqi learners who are learning English as a foreign language use these strategies to a moderate degree. Students commonly employed strategies such as self-motivation, memorization, repetition, self-encouraging, and seeking correction for grammar errors. Furthermore, the majority of learners primarily employed cognitive strategies, while metacognitive strategies were utilized to a lesser extent. In addition, the study revealed that Iraqi EFL learners employ corrective feedback strategies more frequently than other subtypes of cognitive strategies.*

Key words: *Grammar Learning Strategies, Metacognitive, Cognitive, Affective, and Social Strategies.*

1. INTRODUCTION

Grammar is an essential component of all languages since it provides the foundation for effective and accurate communication via speaking, writing, and listening. Understanding grammar is vital for developing reading and writing skills. It is difficult to grasp the intricate structure of language learning without a basic understanding of grammar (Azar 2007). One of the most significant problems that EFL students have when studying a foreign language is the variation in grammatical structures from their original language. Students struggle to generate phrases due to their lack of grammar and the differences between the grammar of their native language and the foreign language (Schultz 2001). Furthermore, students commonly make grammatical errors, which is attributed to the use of traditional methods that do not assist students in acquiring the

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