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***An Investigation On The Relationship between Grammar
Rules'Mastery and Effective Writing: case study third-
year licence students at Saida University***

Dissertation Submitted as Partial fulfillment of the Requirements for the Degree of Master
in Didactics.

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2021/2022

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedications

I dedicate this humble work to my parents, my adorable sister and her amazing son Iyad, my friends, and all who supported me to achieve this stage.



Acknowledgments

My warmest thanks and preciousrvisor“Dr. Senouci”for her help, guidance and precious feedback.

I would also like to thank the committee members Dr.Mouri and Dr. Boubekeur. Who have given their time to read and evaluate this humble work.

Likewise, unlimited gratitude toDr.Boubekeur for her constant feedback,encouragement, and motivation which were the major push for me to carry out this work.

Last but not least, my thanks to all my teachers and those who participated in theachievement of this work.

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Abstract



Teaching the English language as a foreign language is essential, considering that English is the most commonly used language nowadays. Algerian universities have been training their students to master the language so they can successfully communicate with it without difficulties. The key to successful communication in the English language is the mastery of its grammar. Grammar ensures that the composition of words uttered or written is correct and carries meaning. Therefore, the present research work aims to shed light on the importance of grammar in the EFL context, besides unveiling third-year students' attitudes towards writing at the University of Dr. MoulayTaher, Saida. It aims at assessing students' written compositions to figure out their grammar competence, highlighting grammar's importance, and uncovering students' writing weaknesses as well as their behaviour towards writing as a whole. Hence, data were collected from Dr. MoulayTaher University using different instruments: a teachers' questionnaire, classroom observation, and analysis of students' assignments. The results indicate that grammar is the core of the language governing the meaning, that grammar learning is language learning, and that students' writing mistakes are not only grammatical; poor vocabulary, spelling mistakes, and disorganized ideas can be generated by students' lack of interest and focus during writing. On that account, teachers ought to highlight the importance of mastering grammar in the EFL context. What must be done is to increase the number of grammar sessions and practice drills, plus the use of social topics that meet students' points of interest.

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Keywords: English as a foreign language, grammar competence, writing efficiency.

List of Abbreviations

EFL: English as a Foreign Language



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General introduction

General introduction

Introduction

The real meaning of learning a language is learning how to communicate with others and express our thoughts and ideas. Furthermore, fluency in a foreign language is essential in **human**

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Learning how to use **the language** has become a requirement in many societies. Learners must master the four language skills (listening, writing, speaking, and reading) in order to learn a second or foreign language. However, language teaching as a process cannot be improved without understanding the main important language components such as vocabulary, spelling, pronunciation, and grammar structure. The final component is regarded as the most intriguing due to its importance in both language teaching and learning.

Research in the field of education has shown that there exists a complementary relationship between grammar and writing. In order for a student to produce a good piece of writing, she or he must follow the grammar rules that govern the use of language. Applying these rules not only ensures the accuracy of the produced piece of writing but also improves its quality and style.

Because grammar is essential for learning any language, teaching grammar is an important part of the language teaching process. Furthermore, language learners will be unable to comprehend or use a language if there are insufficient grammatical rules. Grammar learning, on the other hand, is claimed to be complicated, and there is a gap between classroom knowledge and real-world events. As a result, grammar instruction, as many researchers argue, may help learners rise and improve their writing, and thus their foreign language. Writing is one of the most difficult language skills. Therefore, the researcher aims to investigate the reasons behind EFL learners' writing problems and look for strategies that may help students overcome their writing deficiency, especially, in terms of grammar, and word choice.

The objective of the current study is to highlight **the importance of grammar** in achieving efficiency in writing. In addition, it aims at uncovering students' attitudes toward writing.

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According to the significance of this study that has been mentioned before, The present **work** addresses two main questions, which are listed as follows:

General introduction

Q1. To what extent is grammar relevant for writing efficiently?

Q2. What are the EFL learners' attitudes towards writing assignments and does it affect their composition?

As a first attempt to answer the research questions, the researcher hypothesized that:

H1. Grammar mastery can be the most essential for writing efficiently.

H2. EFL learners may have negative attitudes toward written assignments, which distort their composition's coherence.

This study stems it is significant because previous research has shown that grammar instruction can help students improve their writing skills when learning a foreign language. Few studies, on the other hand, have been conducted on students' attitudes toward the impact of grammar instruction on their writing.

The accomplishment of this study requires the researcher to follow a mixed-methods approach to present the research dilemma. Three data gathering tools are chosen to obtain the essential relevant data (a questionnaire for teachers, classroom observation, and the analysis of students' written assignments). The first research instrument is a structured questionnaire that is used to address the first research question. It aims to obtain data about the teachers' perspectives towards the importance of grammar in composing an efficient writing piece. It is delivered online through Gmail to 10 grammar teachers at the department of English at Dr. MoulayTaher, SaidaUniversity. This questionnaire is structured in the format of four untitled sections, each section has a purpose. It consists of closed-ended questions (yes or no/multiple choices questions). Additionally, a classroom observation checklist is conducted for two groups of third-year students at Saida University during written expression sessions. It is used to determine the learner's attitudes towards writing. The third research tool is a content-based analysis. Its purpose is to check students' grammatical level and writing weaknesses.

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The present research is divided into three different chapters. The first chapter is the review of the literature, which deals with the theoretical background of this study. This comprises two sections: The first section is devoted to reviewing the grammar definitions. In addition to its types, it also sheds light on the importance of teaching

General introduction

grammar, and it deals with the four main methods and the two major approaches (deductive /inductive) used in grammar teaching. Finally, it discusses the common difficulties faced by EFL learners. The second section deals with the writing definitions and their components. In addition to the process of writing, it also deals with the six approaches used in teaching writing. Then, it highlights its importance for EFL learners. Finally, it concludes with the impact of grammar learning on students writing.

The second chapter is the research methodology chapter, which includes two different sections. The first section displays the theoretical background of the research approach and methodology. Whereas the second section presents the used research tools, sample and population and the purpose for which they are used, the description of each tool, in addition to the limitations of the study.

The third and last chapter is a data analysis and discussion chapter, which deals with the analysis of the research gathering tools besides the **interpretation** of the findings. Ultimately, the last section includes the recommendations and general implications that were provided by the researcher to overcome the problem under-investigation in this research work and find solutions that may enhance learners' writing performance.

It is common that when conducting any research, researchers might face some obstacles. In our conducted study, we encountered some difficulties that affected our research process progress. The small sample size of the study leads the researcher to generalize the findings of the study in a large context. In addition to limited free sources (books, articles, etc.)Also, the current pandemic affected the researcher's classroom observations during written expression sessions.where the timing was not enough. Although the study has been affected by the aforementioned limitations, the collected feedback enables us to confirm the validity of the research hypotheses.

Chapter one:

LiteratureReview

1. Introduction

Since the emergence of modern languages in the eighteenth century, grammar has been recognized as a distinct field of study. Because of its importance, it has been referred to as the skeleton of a language. It is unavoidable that learning grammar will always take a significant amount of time and effort because it covers numerous aspects that, in turn, establish various skills in language learning. In addition to mastering the four skills, English foreign language students should concentrate on grammatical skills because they are closely related to their production and reception of the language.

The present chapter is devoted to a literature review. It is divided into two parts. The first part is devoted to the definitions of grammar, its importance, and its various types, next it deals with teaching and learning grammar, including its importance and the methods/approaches used to teach it. Finally, it sheds light on the common difficulties faced by EFL learners when learning grammar. The second part tackles the definitions of writing, writing skills, and the writing process. It also shed some light on the approaches to writing instruction in EFL classes. Furthermore, it discusses the significance of teaching writing skills. Finally, it explores the impact of grammar instruction on students' writing.

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1.1. Part one: Understanding Grammar

1.1.1. Definition of Grammar

Many scholars have defined grammar in various ways. Ur (1980) states that grammar is "the way a language manipulates and combines words or bits of words to form longer units of meaning". It is the combination of sentences and the building of words to have meaningful units.

Purpura (2004) defines grammar as "A systematic means of accounting for and anticipating the linguistic knowledge of an ideal speaker or hearer." This is accomplished through a set of rules or principles that can be utilized to generate all grammatical or well-formed utterances in the language. The grammar of a language describes the ways in which words in that language can change forms and be joined into sentences". (Harmer, 2001, p.6) (cited in Harmer, 2001, p.6)

According to Musumeci (1996), there is no language without grammar because languages are identified by phonetics, phonology, morphology, syntax, and

semantics, all of which are considered aspects of grammar. Then, Widdowson clarifies, "Language learning is essentially grammar learning, and it is a mistake to suppose otherwise." Dennis (2006), para. 4, cites (1988, p. 154). On the other hand, Wilkins (1979, p. 123) claims:

The learner must still master the grammatical structure; there is no way to understand a language without first understanding its grammatical foundation. The novel idea is that the grammatical foundation can be provided in new ways that also consider the communicative purpose of language.

To summarize, all of the preceding viewpoints highlight the significance of mastering grammar as a language skill. Many linguists emphasize the importance of grammar and language working together. They go on reporting that language and grammar are inextricably linked since language learning is grammar learning. Grammar also helps students build productive abilities by allowing them to comprehend the structure of words and how to use them for communication. Successful conversation and successful written production are often the results of mastering grammar rules. Thornbury (1999) emphasizes the importance of grammar by stating that students must learn both language forms and their meanings, emphasizing that specific forms must be learned alongside the meaning that they share. Grammar, on the other hand, is a minor subject that should be taught; many languages have complex grammatical rules. However, there are only a few of them in English. As a result, learning it is superfluous (Thornbury, 1999, p. 14).

1.1.2.1. Types of Grammar:

1.1.2.2. Prescriptive vs. Descriptive grammar

Grammar is divided into several categories based on how rules are applied and how the language is interpreted; among these categories are formal and functional grammar, operational and analytical grammar, pedagogic and linguistic grammar, and, most importantly, prescriptive and descriptive grammar, which are the focus of this section. In terms of goals, Huddleston (1988) distinguished them. He claimed that prescriptive grammar "tells us how we should speak and write," but descriptive grammar seeks to "convey the grammar that underpins real usage"; that is, grammar has several purposes,

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and each one is regarded and treated differently depending on its role in language learning.

1.1.2.2. Prescriptive Grammar

Prescriptive grammar, which is closely related to rules, focuses on instructing individuals on how to effectively use language in specific settings and discussions. DeCapura (2016) defines prescriptive grammar as "grammar taught in school." Language has been discussed in newspaper and magazine columns, as well as on various social media platforms. Alternatively, language academies such as those found in Spain and France" (p.10). DeCapura (2016) went on **claiming** that prescriptive grammar instructs people on how to say something, what words to use when to make a particular choice, and why. In other words, prescriptive grammar addresses what, why, when, and how to say something in the appropriate situation.

1.1.2.3. Descriptive Grammar

Rather than directing individuals on what to say, descriptive grammar focuses on giving descriptions of the language structure. Descriptive grammar, unlike prescriptive grammar, depicts how native speakers actually use their language; it does not refer to the correct or incorrect use of language because it focuses on learners' understanding of the establishment of language into systematic and consequential patterns (DeCapura, 2003). It is unconcerned with the correctness of language use, but it does emphasize the significance of linguistic patterns. Descriptive rules also deal with languages in great depth. **A** descriptive grammar, according to Shmitt (2013), "may also be a more detailed look at language, comprising not only syntax and morphology but also phonetics, phonology, semantics, and lexis (that is, vocabulary" (p. 18). In other words, descriptive grammar is more concerned with what a language is than with how it should be used. Furthermore, grammar differences are significant in providing the foundation for a set of language skills, and they play an important part in foreign language teaching and learning because of their importance in assisting learners' progress.

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1.1.3. Grammar and Language Teaching

Grammar is a fundamental concept in language learning and teaching, and it is thus thoroughly taught using a variety of methods and approaches. According to Ur (1988), "there is no doubt that knowledge implicit or explicit of grammatical rules is essential

for language mastery: you cannot use words unless you know how they should be put together." Grammar mastery is essential in any language learning/teaching situation. Many linguists and linguists to make grammar teaching easier, theorists devised a number of approaches and methods.

1.1.3.1. The Deductive Approach

The deductive approach is based on first presenting rules and then applying them through examples. According to Dash and Dash, "in the deductive method, the teacher first tells the rules to the students and then asks them to apply these rules to a given exercise." This is to go from general to specific (p. 95). The deductive approach entails working from general to specific by first presenting principles and rules and then applying them.

Furthermore, Rivers and Temperley (1978) emphasize the roles of the teacher and the student in this approach, stating that teachers' roles are to "provide meaningful contexts to encourage the demonstration of the rules," while students' roles are to "evolve the rules from examples of its use and continued practice" (p.110). That is, the teacher presents the rules, and the students observe and acquire knowledge based on those rules, which they then apply to given tasks.

1.1.3.2. The Inductive Approach

The inductive approach is based on observing and measuring specific examples, and then inferring the general concept from these examples. According to Thornbury (1990), "in an inductive approach...without having met the rule, the learner studies examples and derives an understanding of the rule from these examples" (p. 49). In other words, the inductive approach requires rules to be derived from previously treated examples and exercises. Furthermore, Dash and Dash (2007) demonstrate how this approach emphasizes the role and participation of students:

The teacher works backward from particular to general. He presents specific examples to the students and then frames the rules with their assistance. Inductive methods allow students to think and participate actively in the teaching process (p.95).

This approach focuses on learners' abilities to infer rules from activities they were previously exposed to by their teacher. Many linguists regard it as an effective tool for

teaching grammar. Shrum and Gilsan (2015) support this idea by arguing that if learners are exposed to an adequate, understandable, and interesting example using the inductive approach, they will be able to unconsciously induce how the language works; thus, learners are given the opportunity to actually deal with language.

1.1.4. Grammar in Language Teaching Methods and Approaches

1.1.4.1. The Grammar-Translation Method (GTM)

According to Hu and Byram (2000), the grammar-translation method (GTM) was first used by Europeans in the middle ages to teach and learn Latin and Greek. It is also referred to as the traditional method. GTM also used formal teaching and translation to teach foreign languages (Mukalel, 2005, p. 46). He also argued that it has the potential to be a successful method of teaching grammar in any language. Furthermore, GTM can help learners improve their writing skills. According to Mukalel (2005), "people who were trained under the grammar-translation method are known for their flawless writing, good handwriting, good spelling, and good knowledge of details of English grammar, things that our current generation deplorably lack" (55). In other words, the grammar-translation method improves language learners' writing skills and helps them understand grammar.

1.1.4.2. The Direct Method (DM)

This method had arisen as a counter to the grammar-translation method by the end of the nineteenth century. It provides unintentional learning. According to Mukalel (2005), the development of the DM was based on the evolutionary belief that a learner acquires a language simply by listening to and speaking it; additionally, the direct method prioritizes speaking overwriting in learning a language. Thornbury (1999) argued that "children pick up the grammar of their mother tongue simply by being immersed in language." In other words, as the direct method emphasizes, learning a language necessitates communication and verbal practice.

1.1.4.3. The Audio-Lingual Method

The audio-lingual method's theory is based on behaviorism, which focuses on habit formation as the key to language learning (Thorunbury, 1999). This method's primary focus was on the sentence level (i.e., drills). Furthermore, Larsen-Freeman (1986) emphasizes that this method "drills the students in the use of grammatical sentence

patterns" (p. 35), because sentences are a type of meaningful language that conveys understandable messages. As illustrated by Grauberg (1997):

The audio-lingual method, developed in the United States in the 1960s, was based on a view of language in which large abstract categories like 'tense' or 'case' were rejected in favour of a number of patterns determined by position within a sentence. The audio-lingual method, developed in the United States in the 1960s, was based on a view of language in which large abstract categories like 'tense' or 'case' were rejected in favor of a number of patterns determined by position within a sentence. These were to be learned through analogy and drill, rather than through rule explanations (p. 34).

To put it another way, the audio-lingual method emphasizes the importance of sentences in creating understandable language. The audio-lingual method, according to Mukalel (2005), is a contemporaneous version of the direct method that focuses on the communicative value of the foreign language taught in class. This method emphasizes the spoken form of a language by prioritizing it over the written form and by emphasizing mere repetitions of drills rather than the description of the rules.

1.1.4.4. The Bilingual Method

The bilingual method can be traced back to Prof. Dodson at North Wales University, who used Welsh to teach English and other foreign languages in order to discover the effectiveness of an L1 in teaching an L2 (Mukalel, 2005).

Furthermore, Dash and Dash (2007) state that teaching English is accomplished by providing mother-tongue equivalents of English words or sentences wherever possible. Thus, in the bilingual method, it is permissible to use the mother tongue to give directions, elicit an answer, or explain some difficult and new words (p. 67). In other words, the teacher uses native terms in class to help students learn the target language. Furthermore, the bilingual method adheres to a traditional structure known as the "P-P-P" structure, which stands for presentation-practice-production (Aslam, 2006). During this practice, the native language is used to demonstrate the differences and similarities between the two languages in order to achieve the target language.

1.1.4.5. The Communicative Language Teaching (CLT)

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Cook (2003) contended, "The communicative approach, also known as communicative language teaching (CLT), quickly became and continues to be the dominant orthodoxy in progressive language teaching." Its theories have had a profound and far-reaching impact not only on language teaching but also on many other applied linguistic areas " (p. 36). The communicative approach is widely regarded as a highly effective approach in foreign and second language teaching because it allows grammar to be integrated into other language skills while also achieving the ultimate goal of language learning.

Furthermore, the communicative approach in foreign language teaching aims to engage students in the authentic use of the language in real-life situations. Furthermore, the communicative approach promotes better motivation and enjoyment in the classroom (Cajkler&Addelman, 2012, p. 31). In other words, the communicative approach enables language learners to apply grammatical rules to communicative tasks, primarily speaking and writing.

Despite the fact that grammar has been treated differently according to many methods and approaches in order to facilitate the acquisition and retention of grammatical rules, learners still, encounter many obstacles when learning grammar. They believe that mastering and memorizing all of the rules is quite difficult.

1.1.5. The Position of Grammar in Foreign Language Teaching

Grammar is regarded as an essential component of learning any language. According to Leech, Deucher, and Hoogenraad (1982), grammar should be regarded as a central component of a language that combines sounds and meanings. That is to say, foreign language learners must learn grammar because it facilitates their learning by providing structure and syntax guidance. In line with these ideas, Hedge (2000) asserted that many teachers place a high value on grammar in their classroom methodology because of the important role it plays in shaping learners' knowledge boundaries of the language. Grammar is an unavoidable component of learning any language. According to Bouyakoub (2005), grammar serves as a foundation for learning a language. After studying grammar, we should be more aware of the language's strength, flexibility, and creativity, and thus be better able to use it and evaluate others' use of it. Grammar, in other words, establishes knowledge of other language skills. Grammar enables people to communicate in a meaningful way in a foreign language. According to Lin (2008),

"effective grammar instruction can help students use this knowledge as they write." Teachers can explain abstract grammatical terminology to students to help them write and read more proficiently and confidently by connecting oral language to written language (p. 3). That is, mastery of grammar improves students' language proficiency, particularly in writing and reading, and allows learners to generate a good understanding of the language that they are producing and receiving.

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Furthermore, Nunan (1991, p. 297) argued that students cannot communicate effectively unless they have a basic understanding of grammar; thus, mastering grammar allows them to perform better in a target language (as cited in Oumsalem and jebarni, 2012). As a result, grammar has been given significant importance in learning foreign languages and improving learners' communicative competence throughout the ages. Grammar was given a significant portion in the various teaching methods and approaches, in terms of its position in foreign language teaching and learning.

1.1.6. Challenges and Difficulties of Teaching Grammar

Choosing appropriate examples to teach grammatical rules and forms is one of the challenges that teachers face when teaching grammar. For the students, the examples used to explain the rules of traditional grammar were from foreign contexts. Therefore, to make things more accessible, the grammar teacher must contextualize his/her teaching with examples drawn from the students' own lives and experiences to make his teaching meaningful and meet the needs of his students (socio-cultural situations). A critical component of grammar instruction is providing correct and appropriate examples that focus on a specific topic, so that students are interested, motivated, and connected to the information they have. They would be more engaged and involved in the educational process as well.

Another challenge for the teacher is determining the number of rules to be taught to the students. The teacher should choose grammatical rules and patterns that have the most communicative potential. Because overloading the learners with rules would make the language learning process difficult and would have a stifling effect on the learners. Furthermore, it is the teacher's responsibility to select only the most important grammatical rules and patterns that will assist students in dealing with various communication situations.

Furthermore, one of the issues that most English teachers face is the students' low level of proficiency. Students are sometimes unaware of basic grammar rules and structural patterns that they should have learned at previous levels.

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Therefore, in this case, if the teacher begins explaining a certain rule without first determining the level of the students, his efforts will be futile (a waste of time) and will yield no results. To avoid this widespread issue, the teacher should begin with simple grammatical terms and work her way up to more complex ones. Furthermore, the teacher must provide students with regular practice of grammatical rules by asking them to apply and relate those rules to real-life situations.

1.1.7. Difficulties Encountered by Learners of Grammar

Grammatical rules are regarded as the most difficult issue that foreign language learners face. The identification of grammar with rules raised concerns about grammar's effectiveness in language learning. As a result, according to Oldin (1994), the use of pedagogical rules presents three major problems: determining the nature and extent of the regularity or generalization, determining an appropriate formulation for the generalization, and determining a safe generalization (p. 16). As a result, learners face a variety of challenges when learning grammar, making mastery difficult.

The various features of grammar are another difficulty that most learners face when learning grammar. According to Greenbaum (1988), there is no standard terminology for grammar (p. 42). For example, according to Richards (1981, p. 398), the term "tense" in some grammar books refers to all types of English tenses and aspect, such as the progressive, whereas in others, the terms "tense" and "aspect" are distinguished. The present simple, for example, is a tense, whereas the present continuous is an aspect of the present. Students are frequently perplexed because of this.

Furthermore, native language (L1) interference creates several difficulties, particularly in grammar learning. Aitken explained this concept in 1992, stating, "Some errors are caused by 'mother tongue interference; the native language behaves in ways that are not applicable to English, but the learner treats them as equivalents" (p. 9). That is, L1 interference contributes to the difficulty of learning grammar by causing foreign language learners to make grammatical errors due to the overgeneralization of their mother tongue.

1.2. Part two: Writing

1.2.1. Definition of writing

Writing is regarded as an important productive skill. It is a type of communication that is used to convey specific information or feelings. Many academics are at a loss to provide a relevant definition of this concept. Writing, according to Nunan (2003), is a skill that necessitates both somatic and mental effort. This area demonstrates that writing is an active skill that necessitates the production of concrete work, which requires both physical and mental energy. He goes on to say that it is the mental construction of ideas, thinking about a strategy while interpreting them and structuring them into sentences and paragraphs that will make them understandable to the reader. Alsamadani (2010), on the other hand, stated that writing is "a complex, challenging, and difficult process" (p. 53), Quintero (2011) backed up this idea by defining it as a complex activity that needs to be improved because it requires mental processes to form organized sentences. All of the previous points make it clear that writing is a difficult skill for foreign language learners because it requires careful thought to organize ideas in terms of content and form.

Guemide (2008) proposes that writing is a critical language skill that requires adequate thinking about a specific subject in order to analyze any information (quoted in Nunez, 2012). Furthermore, Widdowson (1978, p. 62) stated that, "Writing is an activity that I am currently engaged in that is not simply composing. What I am doing (successful or not) is developing a discussion and arranging parts in such a way that I can persuade you, the reader, that I have something worthwhile to say." What is the purpose of this activity? There is certainly more to say than simply stringing sentences together like wagons on a train.

In this sense, writing is a complex activity that must be mastered by both native and non-native English speakers. Widdowson compared connecting sentences and ideas to train connecting wagons. In his opinion, writing is more than just putting sentences together. Whereas students must have something important to say, they must also demonstrate rich content in their written product.

1.2.2. Writing competence

Writing competence, as the name implies, is the cognitive ability to construct a successful piece of writing while taking into account all aspects of effective writing (grammar, spelling, vocabulary...). According to Koay (2017), "I find writing to be an excellent platform for promoting creative and critical thinking skills" (para. 1), which clarifies that learners will be able to construct, reflect, analyze, and criticize what they have already produced as well as express their thoughts and attitudes. When students and teachers emphasize ideas and the organization of ideas, they achieve effective writing.

1.2.3. The Importance of Writing

Writing is a crucial skill that EFL students must master. It gives students enough time to think rather than speak, and it allows them to do language processing and use the language they have learned (Harmer 2001). For example, teaching students a specific grammar rule or new expression and then asking them to apply these rules while writing a paragraph will help them apply what they have recently learned. Furthermore, writing allows students to reflect on their work because they have enough time to correct grammar errors and organize their thoughts as needed.

Effective writing, according to Yang, Grabe, and Kaplan (1999), necessitates the delivery of information in a coherent and clear manner. Furthermore, Comming (1995, p.148) states that the main benefit of writing at that level is that it helps students learn. Writing new words and structures helps students remember them, and because writing takes more time and care than speaking, written practice helps students focus their attention on what they are learning.

Cumming's viewpoint emphasizes the importance of writing in enhancing students' foreign language learning; while practicing writing tasks, students memorize new vocabulary items and grammar rules that feed their language repertoire.

1.2.4. Approaches to Writing Instruction

EFL students are expected to master writing skills competently because they will need them to achieve academic goals. So, the question that needs to be addressed is how to teach students this skill in order to achieve better results. Scholars and linguists have attempted to find a variety of methods and strategies to help students with their writing

problems. These methods and approaches assist students in honing their writing skills and producing the desired product. These approaches are as follows:

1.2.4.1. The Controlled to the Free Method Approach

Because it is sequential, this method emphasizes accuracy over fluency. It places a high value on grammatical and lexical changes. It is based on giving students activities that deal with changing sentences from active to passive, asking them to change sentences from the past to the present, plural to singular, and so on. Because it is a matter of transforming and changing while performing a given task, students are less likely to make mistakes here.

After completing this activity, students will move on to free writing, in which they will be required to use their ideas and express themselves freely (Namouchi, 2014).

1.1.4.2. The Free Writing Approach

According to Anderson (1992), freewriting allows students to express their knowledge in their own style, even if it does not sound correct or academic (as cited in Namouchi, 2004). That is, students are free to write without regard for their teacher's instructions. They also have the option of selecting topics that interest them, and it is preferable if they feel comfortable with this, as it will encourage them to improve their writing skills.

During free writing activities, the teacher instructs students to concentrate on the topic (the content) rather than on grammar and spelling issues. Once they have completed the activity, the teacher may assist them by providing grammatical instructions. When students are given the freedom to write freely, the teacher will notice that it motivates them to produce successful work because they find it easy to write on several topics they are familiar with and prefer.

The content and audience are the most important aspects of the free writing approach. As part of the exercise, teachers ask students to read their work aloud; this raises their awareness of the fact that they are writing for an audience (Namouchi, 2014).

1.1.4.3. The writers' Workshop Approach

Commentaire [S14]: Link this passage with the previous one to form a complete paragraph

According to Foley and Thompson (2003), students prefer collaborative learning, which emphasizes the importance of collaborative learning in improving students' language skills performance. The writers' workshop method does not promote collaborative writing. The writer's workshop, on the other hand, refers to the formation of a community of people who share a common interest, which is academic writing. Writers form a group in which they write and share their work. The writer's workshop, according to Sarnecka (2019), necessitates a series of meetings. Each meeting is intended to provide feedback on a member's written product, if he or she has already sent his or her work to the group. The remaining members' mission is to read the previous work and plan a meeting to discuss and comment on it. When the workshop participants are from the same field of study, the workshop will produce effective results. Second, in order to achieve successful results, participants must write frequently (Sarnecka, 2019).

Dorn (2001) believes that a writer's workshop should follow a predictable pattern of mini-lessons, independent writing, conferring, and sharing. To begin, mini-lessons are instructions given by the teacher at the start of the session to focus on specific skills. Mini-lessons are so-called because each meeting lasts only five or ten minutes. Second, in independent writing, members are free to choose the topics on which they wish to write. They keep track of their writing in notebooks. The teacher's role in this step is to assist and encourage students to consult with their peers. These activities last between fifteen and twenty minutes.

Commentaire [S15]: Link this passage with the previous one

During independent writing, teachers hold five-minute conferences with each student and ask them to read their work. Then, rather than focusing on mistakes and weaknesses, they will emphasize their writing strengths. The final step is to share written work. Members will present their work to their team members. The teachers' job is to plan a meeting where students will read their work in front of their peers. This step takes between five and ten minutes.

Certainly, the writer's workshop is not limited to interactions between teachers and students. However, this workshop could be designed by a group of friends who share the same interest, and some of them could be writing professionals, resulting in successful outcomes.

1.1.4.4. The Product Approach

This approach focuses on the end result of the writing process, emphasizing how it will be produced in terms of grammar, vocabulary, and writing conventions (spelling, punctuation.etc.), as well as the content and organization (Brown, 1999). Nunan stated that while concentrating on writing activities, students imitate and transform texts provided by the teacher, using the model text as a starting point for writing.

Steele (2004) defines the product approach as having four stages:

- In the first stage, students learn a sample of the text given while keeping the genre of the text in mind. For example, if the text is a formal letter, students will focus on the features that distinguish this genre, such as the formal language used, the statements of the request.etc.
- In the second stage, the teacher instructs students to practice the features emphasized in the first stage, such as using "I would like to" in a statement to practice the language used in the formal letter (this practice must be controlled).
- In the third stage, students are asked to consider the organization of ideas; here, the organization is more important than content, and there is a strong emphasis on the structure of the language.

After the learning process, students will write the final product, and they will follow the instructions they have learned to test their fluency and competency in the language. Then they apply the previously learned vocabulary and structure.

1.1.4.5. The Process Approach

The process is a method of teaching students to write by emphasizing the process rather than the product. Students' progress through the stages of the learning process while writing. However, each scholar has a unique perspective on the steps taken in this approach. According to Harmer (2004), the writing process entails planning what needs to be produced, drafting it, reviewing and editing what we have drafted, and finally producing the final product. In contrast, Nunan (2003) states that the process approach involves brainstorming, drafting, writing feedback, revising, and editing. He goes on to say that, writing is more than just finishing a piece. However, in order to achieve the desired result, a number of skills must be mastered.

Lyons and Healsley (1987) define the writing process as three stages: prewriting, writing, and post-writing. To begin, pre-writing necessitates adequate thought about the

provided topic as well as an effective selection of ideas to begin writing. Second, during the writing stage, students work collaboratively (in a cooperative manner) to create written material under the supervision of their teachers in order to assess them. Editing and proofreading are part of the post-writing process; students edit to correct their mistakes, and proofreading can be done collaboratively. Students may exchange papers to correct errors in grammar, spelling, and punctuation.

All of the writing approaches that have emerged have been developed to teach students how to write effectively and to find solutions to prevent EFL learners from experiencing writing problems, difficulties, and weaknesses.

1.2.5. Stages of the Writing Process

Based on previous opinions about the stages of writing, five stages have been chosen to be explained: planning, drafting, revising, editing and proofreading, and publishing.

1.2.5.1. Planning

This stage necessitates students to plan before writing; it is a series of steps students devise to organize their ideas, beginning with the general and progressing to the specific. According to Harmer (2004), it is critical to concentrate on the following aspects of the planning stage. First, the reason for writing will influence the type of text produced, the language used, and the selection of ideas. Second, the audience to whom they are writing will influence the shape of the writing as well as the language used, whether formal or informal. The third factor is the written material's content. For example, students in this class will plan for a well-organized sequence of ideas, arguments, and comments that will be required in the writing activity. Flower and Hayes (1981) argue that planning is more than just a way of jumping from one idea to another. This concept, however, refers to how writers structure an explicit representation of information; it is much more abstract, for example, representing a whole number of ideas which a single keyword. They also believe that writers must consider generating ideas, organization, and goal setting as key components of the planning stage.

Commentaire [S16]: Too long paragraph

1.2.5.2. Drafting

It is the first draft of the piece of writing, and it was considered a student's first attempt. Students are given little time to write their first draft during the drafting stage, and while drafting, they must focus on improving the content rather than the form (grammar and spelling) (Nunan, 2003).

1.2.5.3.Revising

At this level, revising a paper does not imply fixing errors. However, it necessitates that students reorganize, omit, and add information in order to develop the content (Nunan, 2003). In this sense, revising assists students in expanding their knowledge of the subject or topic on which they are writing.

According to Oshima and Hogue (2007), revising places a high value on content and organization. Unlike edition, it places a premium on grammar, punctuation, and so on.

Commentaire [S17]: Very short

1.2.5.4.Editing and Proofreading

. Students are required to read and reflect after revising the ideas included in the written work. They may encounter mistakes, unstructured ideas, or problems in the form of the product. Harmer stated that good writers typically focus on the overall meaning and structure before delving into details such as grammar accuracy (2004).

1.2.5.5.Publishing (the final version):

Once students have finished editing their work, they must provide the final version of their work, taking into account all previous changes. After going through all of the previous stages, the writer will be confident and ready to publish his or her work to a specific audience.

1.2.6. Coherence and Cohesion in Writing

1.2.6.1. Cohesion

It is an important aspect of writing that has an impact on students' output. According to Halliday and Hassan (1976), "cohesion is no longer structural; it is internally marked by lexical-grammatical items," which means that cohesion appears in the text through grammar and vocabulary. Reference, ellipsis, lexical cohesion, and conjunction are the four types of cohesion proposed by Halliday and Hassan. To begin, reference is used to avoid repetition when referring to someone or something that has already been identified.

Students can use (she, he, mine, his...) to refer to themselves. Furthermore, the ellipsis is the omission of unnecessarily repeated words. for example:

a. What are you doing?

b. I am writing.

The writer omits the phrase "(I)" instead of saying, "I am writing" (I). Furthermore, lexical cohesion is the substitution of a noun for its synonym, for example:

a. You were talking to your classmate.

b. Yes, my pal has asked me to change my place.

Furthermore, conjunctions are words that are used to connect words, sentences, and paragraphs, such as and, so, for, to...

1.2.6.2. Coherence

Coherence is defined as "the situation in which all the parts of something fit together naturally or reasonably" by the English Cambridge dictionary (2021, para. 1). Coherence, in other words, is the quality of logically connecting words, sentences, and paragraphs. According to Hughes and Dahamel, coherence is the logical sequence of sentences that is dominated by some guidelines that must be meaningful and clear to the reader (1962, cited in Connor, 2009, p. 2).

Lee (2002) advised EFL students to follow five guidelines when writing coherent essays:

a. Outlines and organizes the main ideas.

b. Arrange the information logically (the new one after the old one).

c. Examples are used to explain and simplify the meaning of the writer's ideas.

d. Makes use of cohesive devices (reference, ellipsis, etc.) to help achieve unity in the written material.

e. Writers employ meta-discourse markers to assist the reader in understanding the writer.

1.2.7. Components of the Writing Skills

Writing, like other skills, has mechanical components, according to Harmer(2004,p.44). Handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts are among them.

1.2.7.1. Handwriting

Handwriting is a necessary skill for exam writing, postcards, and forms (such as application forms). For some students, such as Chinese or Japanese, or those who use distinct scripts such as Arabic or Indonesian, writing in Roman cursive or 'joined up' lettering can be difficult. Students who are adapted to writing in their L1 from right to left may experience difficulties with not only perception but also the angle and position of the writing arm. When teaching handwriting, there are two approaches: letter recognition and letter production, which are used when students encounter difficulties with this skill and the teacher can assist them (Harmer, 2004, pp. 44-45).

1.2.7.2. Spelling

The second skill is spelling. The English spelling is sophisticated but not haphazard. When certain spellings are acceptable and when they are not, there are rules that govern them. Furthermore, exceptions to these rules are common, but they are limited to a small number of individual words. English learners must be aware of the various spellings in order to differentiate between homophones, which are words that sound the same but are spelled differently, such as threw and through. The best way to help students learn to spell is to encourage them to read as much as possible and to assign exercises that require them to work out their spelling rules. (Harmer, 2004, pp. 44-45).

1.2.7.3. Punctuation

Punctuation is the third writing skill. Correctly using punctuation is an important skill. Many people believe that the quality of what is written is determined not only by the content and language but also by the use of punctuation. If students misuse punctuation such as capital letters, commas, and full stops, the text they produce will be difficult to understand, creating a negative impression. Where writers use e-mail communication, the need for accurate punctuation does not appear to be as important. If teachers want their

students to be good English writers, they must teach them how to use punctuation correctly. (Harmer, 2004, pp. 46-47).

1.2.7.4. The Construction of well-formed sentences, paragraphs, and texts

The final writing skill is the ability to construct well-formed sentences, paragraphs, and texts. Learners must practice combining or putting words together to form well-formed sentences, paragraphs, and texts. Parallel writing, in which students follow a written model, is one method for accomplishing this. In addition, sentence writing is the most important type of parallel writing. For example, students could be given one or two model sentences and then asked to write identical sentences based on the information provided or their own thoughts and ideas. A paragraph construction example uses a substitution drill procedure in which students are asked to write a paragraph that is similar to the previous one after reading it (ibid).

1.2.8. The purpose of Writing

Writing is a skill that allows students to attain a variety of objectives. As a result, it is seen as a crucial skill for success in learning a language. If readers are asked to explain why student A is writing a letter to student B, they must be able to explain the letter's communicative goal (invitation, apology, etc.). The letter's style and word choice definitely contribute to determining the writer's objective. However, in certain circumstances, the reason for writing isn't immediately apparent. As a result, understanding the writer's communicative goal is crucial to comprehending the written material. As a result, writing can be used for a variety of purposes. Some of these objectives are listed below.

1.2.8.1. Writing for Language Practice

The primary goal of writing is to practice linguistic forms in order to improve accuracy and correctness. The audio-lingual technique of teaching a language, for example, is a method in which the writing skill is primarily used for training, reinforcing, and imitating language forms, according to behaviorists. Writing, by the way, is not only an important aspect of teaching/learning languages but it is also seen as a skill in and of itself. It aids in the development of student's abilities to acquire and analyze the primary mechanisms of comprehension and writing output. Writing, according to Harmer and Ken, helps pupils generate and modify meaning through form manipulation, reinforce target language use, and improve understanding and recall. It also aids in the development of pupils' ability to

think, particularly in terms of how to articulate thoughts and organize ideas in accordance with the expectations of the reader.

1.2.8.2. Writing for an Effective Vocabulary

Writing has the goal of providing students with an effective vocabulary stock that responds to real-world standards and reveals the quality of the written text. This activity, however, may occasionally cause students to struggle with spelling and meaning. According to Zamel (1982), syntax, vocabulary, and rhetorical forms are important features of writing, but they must be taught as means to better express one's meaning rather than as ends in and of themselves.

1.2.8.3. Writing for Production

The purpose of writing ability is to assist students in improving their knowledge and developing important main ideas with interesting and relevant details. According to Tribble (1996), writing is defined as a process that takes place over time, especially when we consider the sometimes lengthy periods of thought that precede the creation of an initial draft. Above all, EFL teachers agree that writing is difficult (p. 160). They should, however, learn how to work with writing and what the best theories are for developing learners' written production. Furthermore, Freedman and Pringle (1980) consider writing to be a creative process. involve perception, linguistic, and cognitive complexity, where meaning is created through the writer's active and ongoing participation (p.177).

1.2.9. The Impact of Grammar on Students' Writing

According to Al-Akeeli (2013, p.66), "Grammar is the most important element of written language; when a learner has mastered grammar, he can easily communicate with others through writing". Good writing demonstrates good learning ". Similarly, Baleghizadeh and Gordani "Students' English skills can be improved by producing written work that incorporates the grammatical structures they have learned. Although expecting non-native students to achieve 100 percent accuracy is unrealistic (and many native English speakers may face similar difficulties), they should strive to continually improve their writing accuracy in order to make their work as readable and efficient as possible " (P.160).

According to Calkins (1980), the most effective way to improve students' command of grammar in writing is to use students' writing as the foundation for teaching grammatical concepts. According to research, teaching punctuation, sentence variety, and sentence patterns in the context of writing are more effective than gaining access to the topic by teaching unorganized skills. Hillocks (1986) discovered that separating grammar instruction from writing instruction does not improve students' writing competence. (Beverly, 2007, p.2; cited in Lin, 2008, P.3).

Furthermore, according to Baleghizadeh and Gordani (2012), "grammar accuracy rules should always be followed in academic writing because the end-user or consumer is likely to be an expert in particular fields." As a result, in order to maintain clarity and avoid ambiguity in the expression, it is critical that writing be clear by adhering to punctuation rules and grammar conventions." (P.161).

According to Harmer (2004), writing is a "backup" for teaching grammar. In other words, writing plays a significant role in the curriculum when students practice writing and master the grammatical rules. Similarly, grammar is useful in dealing with the difficulties that arise during the writing process, which means that when grammar rules are followed correctly, there will be fewer errors in a piece of writing.

Furthermore, Noguchis' (1991) analysis demonstrates that grammar choices influence writing style, and sentence combining is an effective method for assisting students in developing fluency and variety in their writing style. Through participation in oral and written sentence-combining activities, students gain a better understanding of how sentence structure, usage, and punctuation affect meaning. (Cited in chin, 2000).

Conclusion:

The conclusion that can be drawn from this chapter is that grammar is a vital element of the English language and writing; being a productive skill in the language, necessitates the correct use of grammar. Furthermore, to make a student produce an efficient writing piece, the teacher plays a crucial role in engaging them with his/her techniques and strategies. Teachers ought to assess their learners to identify their grammatical hindrances and writing difficulties. In order to engage them in constructing a writing piece that is grammatically correct and carries proper meaning.

Commentaire [S18]: Do not capitalize all the words

Chapter Two: Research Methodology

2. Introduction

The following chapter tackles the methodology of this research. It's divided into two sections. The first section provides theoretical context. It defines research as well as research methods and research tools. Furthermore, the second section is devoted to fieldwork, in which the researcher presents the research design of this study by selecting the research methods and describing the research tools that aid in data collection to answer the research questions. This section, in particular, provides a description and purpose for each research tool, identifies the sample and population studied and summarizes the structure and content of each tool in tables. Finally, it discusses some of the challenges and obstacles that this research faces.

2.1. Part one: Theoretical Background

2.1.1. Definition of Research

According to the English Cambridge dictionary, research is "a detailed study of a subject, especially in order to discover new information or better understand the subject." (2021). In other words, research is a scientific and systematic study conducted by individuals in order to solve a specific problem. Dornyei (2007) argued that research must be systematic in order to be confident in the findings. In this sense, research must be well-organized in order for researchers to achieve accurate results. Cohen and Manion (1994), on the other hand, defined research as an experience combined with the reasoning that is regarded as a successful method for obtaining true answers to a problem. To sum up, researchers discover problems in various fields that need to be investigated. These problems pose several questions and may have multiple solutions; the research will approach these problems scientifically and systematically by following sequential and structured instructions that help to answer the questions and achieve the desired objectives.

Research methodology and research design are two terms that are often confused as one and the same. Research methodology is the procedures by which researchers go about their work of describing, explaining, and predicting phenomena (Goundar, 2012). Whereas Creswall (2008) argues that research design is the plan, and procedures for research, that span the decisions from a broad assumption.

2.1.2 Types of Research

As previously stated, research is the process of discovering solutions to research problems. There are several types of research that must be considered in order to facilitate the process of proving and validating the research. Among the most common types of research are:

2.1.2.1 Descriptive Research

Ranjit-Kumar defines this type of research as a systematic description of a problem, case, phenomenon, service, or program. Furthermore, according to Bouchrika (2020), research is not concerned with answering the why question, but rather with resolving the how, what, when, and where questions, which means that it is critical to understand the research problem is rather than checking out why it exists.

2.1.2.2 Exploratory Research

According to Kumar (2011, p. 9), this type of research investigates the relationship between the various aspects of research, with the goal of determining how and why this relationship exists. Exploratory research seeks to advance previous studies that are poorly understood or have not yielded sufficient results by generating new hypotheses and obtaining conclusive results, such as the investigation of the impact of the "tik-tok" application on Muslim social principles (Discover PhDs, 2020).

2.1.2.3 Correlational Research

It is similar to exploratory research in that it identifies the relationship between two or more variables and how one aspect is affected by the other (Kumar, 2011, P.9). Similarly, this type of research seeks to investigate the extent to which the variables in the observed situation change (Discover PhDs, 2020). Furthermore, according to Sassower (2017), correlational research attempts to determine the interconnectedness and similarities between various variables.

2.1.2.4 Applied Research

This type of research is known to be used in the social sciences due to the methodologies on which it is based in determining techniques for searching for information and solving problems. Kumaraswamy (2011, p. 8). Furthermore, Kothari (2004, p. 3)

confirmed the preceding idea by stating that gaining more knowledge through this type of research will always be used in specific organizations.

2.1.3. Research Approaches

Due to the variety of research approaches that differ depending on the research subject, researchers must consider the appropriate research approach that suits their research, where they can use the quantitative, qualitative, or mixed-methods approach.

2.1.3.1. Quantitative research approach

The quantitative method refers to information gathered from specific tools based on numerical data and analyzed by specific statistical methods such as experiments. Dornyei (2007). Quantitative research, according to Gass and Mackey (2005), "generally begins with an experimental design in which a hypothesis is followed by data quantification and some sort of numerical analysis is carried out" (2005, p. 2). This means that the quantitative approach is concerned with numbers or scores derived from the analysis of a specific quantitative tool, such as a test.

2.1.3.2. Qualitative research approach

The qualitative research method refers to the quality of the results obtained from research tools. It has nothing to do with numbers. Dornyei (2007) defined qualitative research as open-ended and non-numerical data that the researcher analyzes without using statistical methods, such as an interview designed and analyzed by the researcher using qualitative research analysis. On the other hand, Gass and Mackey (2005) regard qualitative data as impossible to count because it is based on abstract results that are interpretive rather than statistical, such as an observation based on the target population's attitudes or behaviors regarding a particular issue.

2.1.3. 3. Mixed method approach

It is a strategy in which the researcher will collect, analyze, and combine quantitative and qualitative research in order to understand the research problems. It can also open up new avenues of investigation that add to the evidence. As a result, Borkan (2004) clarifies that "mixed methods not only expand the toolbox; they also allow for the synthesis of research traditions and provide the investigator with additional perspectives and insights

that are beyond the scope of any single technique." The combination of methods offers the researcher new perspectives and a broader scope of research. It is very important for the researcher because of the benefits it provides, as Creswell and Tashakkori (2007) assert that answers to research questions can only be obtained by combining qualitative and quantitative methods; it clarifies the issue, and it provides accurate interferences.

2.1.4 Research Design

The research organization is an important step in beginning a research project; it requires the researchers' familiarity as well as caution in selecting the appropriate research design. Gorard (2013, p. 8) defined research design as the process of organizing and monitoring a research program or project from beginning to end. Furthermore, Kothari (2004, p. 14) stated that research design is critical in any research because it facilitates the research process and makes it more effective in obtaining information by contributing to the collection of evidence related to the research by saving effort, money, and time. It also comes in a variety of forms. Bhattacharjee (2012, pp. 39-40) establishes various research design sequences such as (field survey, experimental studies, cross-sectional field survey, longitudinal field survey, focus group research, action research, and case study research).

2.1.5 Characteristics of Good Research

The research process is not simply a process of presenting ideas, but rather one that is dependent on a set of requirements and characteristics that, in turn, strengthen the research's effectiveness. Rozakis (2007, p. 5) mentioned several characteristics that aid in the effectiveness of research, which are represented as follows:

- To avoid plagiarism, external sources must be meticulously documented.
- The monitoring of the various tools used in the preparation of research.
- Use proper documentation and adhere to a standard format.
- The use of Standard English as a writing language.
- The writer must demonstrate that he has done extensive research on the subject.
- The writer must demonstrate a thorough understanding of the topic and the materials used.

Chapter Two: Research Methodology

- Each point must be supported by compelling facts and examples. As a result, the research is distinguished by a number of characteristics which must be followed in order to obtain effective research, and these characteristics may include (originality of the subject, language used, type of references, paper format, etc.).

22.Part two: Field work

2.2.1 Population and Sample

The target population of this study consists of ten grammar teachers and third-year LMD students (n=146) at the department of English at the University of Dr. MoulayTahar, Saida.

2.2.2 The Research Approach of this Study

In order to answer the pre-stated research questions and validate the research hypotheses, the researcher chose three fundamental tools that are a mixed methods research of quantitative and qualitative approaches. because it is appropriate to the nature of the study as well as it allows obtaining information about the importance of grammar to learners' writing efficiency. It also attempts to study the relationship between the different variables of the study.

2.2.3 Data Gathering Tools

The researcher used three data gathering tools; the first tool is a semi-structured questionnaire for ten grammar teachers at the department of English language at Dr. MoulayTahar university of Saida. The second tool, which is classroom observation, is designed to explore third-year EFL students' behaviour towards written assignments and how they undertake them. Also, the study is based on using content-based analysis as a third tool, which is reviewing the assignments of students.

Commentaire [S19]: Behaviour and not behaviours

2.2.3.1 Teachers Questionnaire

The questionnaire is a systematic and necessary tool for gathering primary population data of interest for theoretically based research. It is an extremely useful educational tool. as Mbeki said, "I think that probably the most important thing about our education was that it taught us to question even those things we thought we knew" (p. 1).

Chapter Two: Research Methodology

What's more, the questionnaire has many advantages and disadvantages as a data collection tool:

- They offer the chance to assemble various facts from a large number of people in a short period of time.
- Answers are always kept anonymous.
- They are inexpensive if they are made via social networks.
- They are effortless, where researchers need only to distribute the questions to the respondents and wait for their feedback.
- They can cover a wide range of details as long as the length is not limited.
- Responses are given freely and randomly, unlike in the interview.

However, when using questionnaires, investigators still face some challenges because they may yield poor or incomplete responses. Various questions are introduced in the questionnaire, including:

Open-ended questions: are the types of questions that respondents are required to answer freely.i.e (they are not guided by specific answers). Those questions allow them to offer their feedback using their own words.

Likert scale questions: They are mainly concerned with the respondents' feelings, attitudes, and perspectives toward a certain subject. They are represented in a form of ordered options such as: Agree, strongly agree, disagree, and strongly disagree.

Dichotomous Questions: These are generally Yes/No questions. In this case, respondents have either to agree (yes) or totally disagree (no).

Multiple-choice questions (MCQ): Are also known as close-ended questions. They are the most popular types of questions in which the answerer is presented with different options to choose from.

2.2.3.2 Description of the Questionnaire

The teachers' questionnaire consists of four sections with fifteen (13) questions. Which are in the form of open-ended questions where teachers are required to answer freely. It means that the answer to this question isn't constrained by a set of choices. Close-ended questions which require a simple answer from the respondent are generally Yes/No questions, multiple-choice questions that consist of several possible answers, and the respondent is expected to choose one or more options.

Section One: Teachers' Profile (Q1-Q2)

It deals with teachers' general information; it comprises two questions, which attempt to gather background information about the participants (gender, degree held...)

Section Two: Grammar in the learning environment (Q 3-8)

This section involves six questions. Its main purpose is to investigate teachers' attitudes towards the significance of grammar in EFL classes. In (Q03), teachers are asked to define grammar according to their point of view. In (Q4), they are asked to state which method is the most efficient for teaching grammar. In (Q7), They are required to give their perceptions about students' attitudes toward learning grammar and whether they consider the time allocated for the grammar module sufficient or not. Furthermore, teachers are asked to give their opinions about what makes grammar important to EFL learners (Q8).

Section Three: Teachers' perception of students' writing skills (Q 9- 13)

This section deals with writing. It involves five questions. aimed at exploring teachers' attitudes towards the importance of writing. In (Q9), teachers are asked to provide their point of view concerning the influence of the lack of grammar knowledge on students' writing abilities as well as the students' common mistakes (Q10) and whether the grammatical errors are easily noticed in students' pieces of writing (Q11). Furthermore, it aims to find solutions for teachers to reduce students' grammatical mistakes (Q13).

Section Four: Further suggestions (Q14)

This section aims to obtain teachers' further recommendations concerning our theme.

2.2.3.3 Classroom Observation

According to Marshall and Rosman (1989), observation is the structured description of actions, behaviors, and artifacts. The observation can be overt (everyone knows they are being watched) or covert (no one knows they are being watched) (no one knows they are being observed and the researcher is concealed).

A classroom observation is a research tool that helps the researcher gather data about what is happening in the teaching situation. This technique is not only for teachers but also for learners where the researcher focuses on certain points during his attendance at the lesson and analyzes them. Through (CO), the investigator can attain information that may not be found when using another data collection; it also supplies some direct notes about the destined topic (Dornyei, 2007).

To check EFL students' behavior towards the written assignment and their manner of undertaking their tasks. The researcher has selected a classroom observation as a second research tool to witness third-year students in their grammar sessions. In addition, to exploring how students treat their writing skills in the language and what might be the cause of the students' writing issues.

2.2.3.3.1 The Procedures of Classroom Observation

The current classroom observation was structured observation through the use of an already prepared checklist. The classroom observation was undertaken at the department of English at Saida University. It began on February 22, 2022, and end on March 11, 2022. We have attended four grammar sessions with third-year EFL students. The sessions that we attended started at 08:00 am on Tuesday and at 09:30 am on Thursday, and they lasted for one hour. we have dealt with two groups together, consisting of 58 students, In addition, the teacher split the sessions of the week into one for lecture and the other one for practice.

The observer has created a guide sheet for the observation in order to collect valid data and make the observation process more structured, focused, and organized. The researcher sat in the back of the classroom and observed everything that happened during

Chapter Two: Research Methodology

each session, paying close attention to every detail. The researcher used a variety of techniques to collect information during these observation sessions.

2.2.3.3.2 Description of the Checklist

The present checklist is structured in the form of a table. The table is divided into seven columns, and each column includes one section. Each section contains several items on which the observer can put a tick in the columns depending on what he observed in the classroom. Additionally, the researcher can add any comments or remarks in the column specified for the comments. The checklist comprises five sections: classroom environment, which is about the description of the classroom atmosphere (materials and equipment in addition to the student's number). The second section is about the role of the teachers during the lesson, how they manage their classrooms, and how they present the lecture, besides checking its clarity to students.

Section three was about learners' attitudes during the class. It aims to observe the learner's attitudes during the grammar session, if they are interested and their desire to participate by asking and answering questions, and if they show a positive attitude towards grammar tasks. Moreover, section four was about the teacher's feedback; this section tries to find out how the teacher corrects her learners' errors and on which aspects she/he focuses more. The last section is done to see how learners react while receiving their teacher's feedback if they accept the provided feedback and correct their mistakes.

2.2.3.3.3 Content-based Analysis

A content-based analysis is a research tool that uses qualitative data to discover and determine the existence of specific words, themes, or concepts. The data source may vary, but this research tool allows the researcher to reflect on the relationship between certain themes or concepts and derive meaning from the connection.

2.2.3.3.4 The Analysis of the Students' Assignments

During the observation sessions of students' writing practice, we collected some samples of students' group work that had already been corrected and marked by the teacher, to further analyze and reflect on the research questions and hypotheses.

Chapter Two: Research Methodology

Conclusion

This chapter strived to highlight the most essential aspects of research methodology. It is composed of two sections. Through the first section, we attempt to present an overview of research definitions, types, research approaches, research design, and the main characteristics of good research.

The second section traces the basics of the research methodology of the present study. It started by mentioning the sample and the population of the study, data gathering tools, the administration, and the aims of each tool (questionnaire, classroom observation, and analysis of students' written assignments) in addition to the description of these tools.

Commentaire [S20]: It misses the number of the chapter

Commentaire [S21]: Join this section with the previous one

Chapter three:

Data Analysis and Recommendations

INTRODUCTION

The third chapter tackles the practical part of this study. It is divided into three parts. The first part is devoted to the analysis of the data gathered from the three research tools used in this study, with their interpretations. The second part is devoted to the discussions of the results obtained from the analysis, where they answer the pre-stated research questions and test the validity of the research hypotheses that were suggested by the researcher. And the third part tackles the recommendations and solutions for this study.

3.1. Analysis of teachers' questionnaire

Section one: Teachers' Profile

Question 1: Teachers' gender

Table 1: Teachers' Gender

		<i>Frequency</i>	<i>percent</i>
<i>Valid</i>	<i>Male</i>	<i>3</i>	<i>33,3%</i>
	<i>Female</i>	<i>6</i>	<i>66, 7%</i>
	<i>Total</i>	<i>09</i>	<i>100 %</i>

Data obtained from table 1 demonstrates that (66, 7%) of the respondents are females, whereas only (33, 3%) are males.

Question 2: Teachers' qualification

Table 2: Teachers' HeldDegree(s)

		<i>Frequency</i>	<i>percent</i>
<i>Valid</i>	<i>license</i>	<i>0</i>	<i>0</i>
	<i>Master</i>	<i>1</i>	<i>11, 1%</i>
	<i>Doctorate</i>	<i>7</i>	<i>77, 8%</i>
<i>Magister</i>	<i>1</i>	<i>11, 1%</i>	
<i>Total</i>	<i>9</i>	<i>100%</i>	

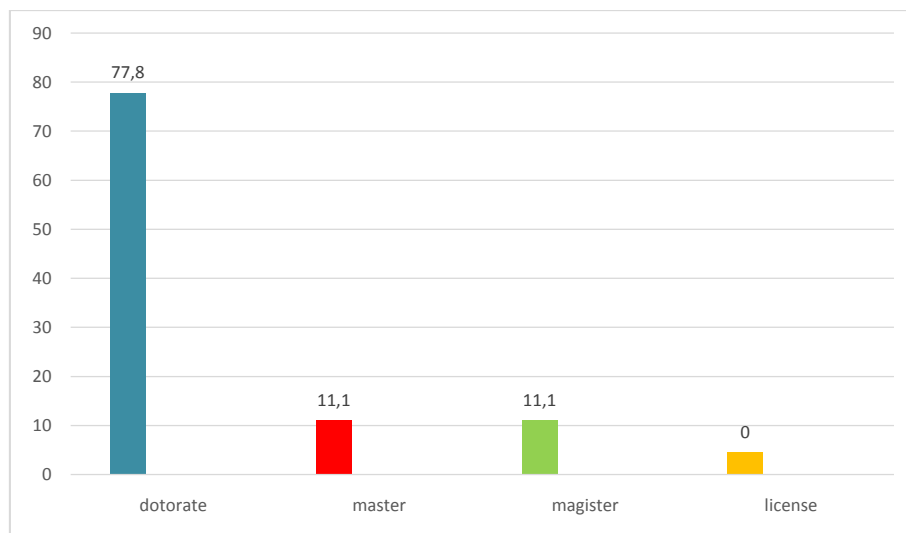


Figure 1: Teachers' Qualification Degree

Commentaire [S22]: Capitalize what is in red

According to the findings in the table (2) and figure (1), the majority of teachers (77, 8%) hold a doctorate degree, whereas (11, 1%) hold a master/ magister degree.

SECTION TWO: An overview of grammar in the learning environment

Question 3: How would you define grammar?

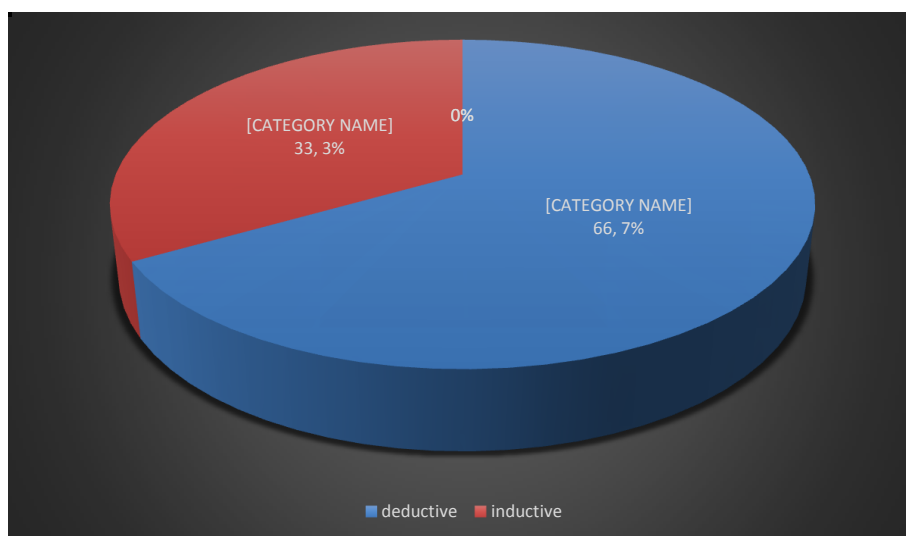
This question tries to find out how teachers define grammar. The first teacher claimed that “Grammar is the manner in which words are organized to build meaningful sentences”. Another one added, “Grammar is a set of rules, mastering grammar means having a good command of a language”. The third teacher declared, “Grammar is an important part of the English language as it allows correctness and comprehension”. The last teacher stated that “grammar is a set of rules that govern how the different elements of language are combined to make larger units”. The results indicate that teachers have different conceptions of grammar.

Question 4: Which method do you believe is the most effective for teaching grammar?

a -The deductive method b- The inductive method

Table three: The Grammar Teaching Methods Used by EFL Teachers

		Frequency	percent
Valid	Deductive	3	33, 3%
	Inductive	6	66, 7%

**Figure 2:** Grammar Teaching Methods Used by EFL Teachers

The results displayed in table 3 and figure 2 revealed that the great majority (66,6%) of teachers asserted that the deductive method is the more efficient in teaching grammar. Whereas, (33, 3%) of teachers believethethe inductive method is more effective.

Question 5: Do you believe that the time allotted for the grammar module is

a- Sufficientb- insufficient

Table four: Teachers' Opinion about the Time Allotted for Grammar Module

		Frequency	percent
Valid	sufficient	2	22, 2%
	Insufficient	7	77, 8%

Commentaire [S23]: Use only a table or a figure, needless to draw both

Commentaire [S24]: Capitalize what is in red

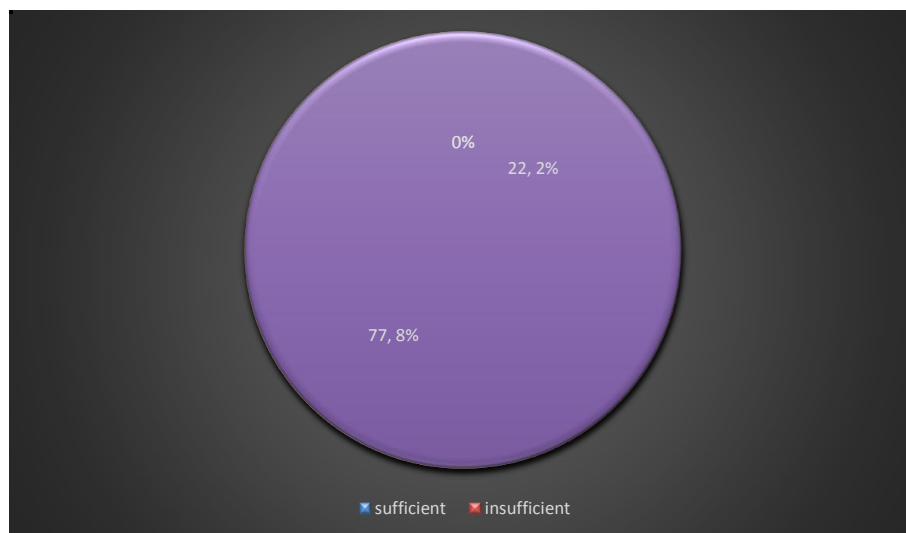


Figure 3: Teachers' opinions about the time allocated for the grammar module

This question seeks to reveal whether the teachers consider the time allotted for grammar module sufficient or not. Table 4 and Figure 3 show that (77, 8%) of the participants argued that the time devoted to the grammar module is insufficient to cover all the grammatical aspects. Whereas, (22, 2%) of teachers claimed that the time allocated was sufficient.

Question 6:What makes grammar important to EFL learners?

This question aims to investigate if teachers are aware of the significance of grammar to EFL learners. Teacher (A) claimed that: *“Grammar is an essential component in learning English. If it is not well mastered, it affects badly the productive skills such as speaking and writing”*. Teacher (B) said: *“Learners wouldn't be able to master the target language without the mastery of its grammar”*. Teacher(C) asserted: *“We cannot learn a language without learning its grammar, it's the basic core of EFL and it is required for perfect writing”* Teacher(D) affirmed that: *“Grammar is language. Without grammar you can't speak or write correctly”*.

Question 7:How do you find students' attitudes towards learning grammar?

a- Positive

b- negative

Table five: Students' attitudes towards learning grammar

		<i>Frequency</i>	<i>Percent</i>
<i>Valid</i>	<i>positive</i>	5	55, 6%
	<i>Negative</i>	4	44, 4%
<i>Total</i>		9	100%

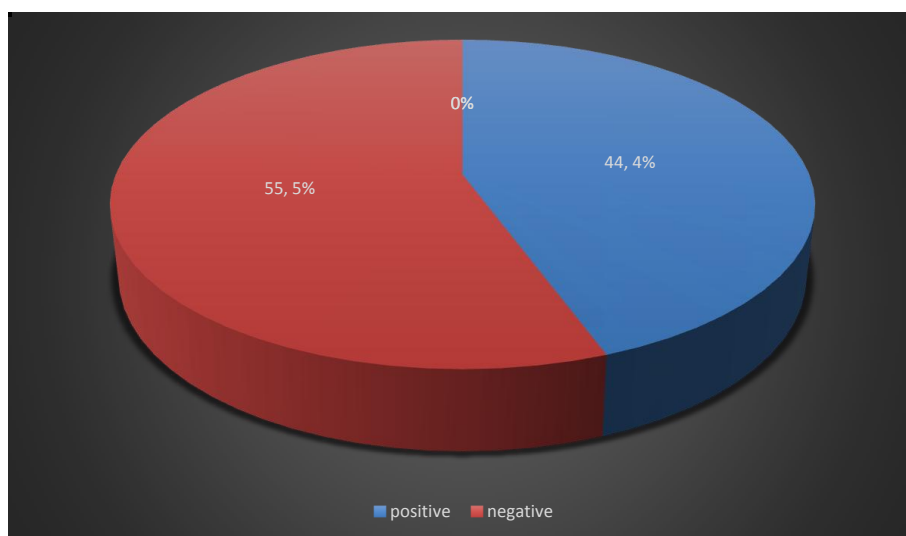


Figure 4: Students' attitudes towards learning grammar

The results displayed in table 5 and figure 4 revealed that most teachers (55, 5%) confirmed that students have negative attitudes toward grammar. Whereas, (44, 4%) of the respondents claimed that students have positive attitudes and they like studying grammar.

Question 8:What level of grammar is required for students to construct a meaningful passage?

Teacher (A) said: "In my opinion, the university student is already prepared before in grammar". I mean the secondary period of school. In university, the student only fosters his/her knowledge and consolidates his/her pre-acquisition". **Teacher (B) argued that:** "Grammar mastery is closely related to language mastery, so learners must be able to form correct sentences without any grammatical mistakes that would cripple their communicative abilities and distort the meaning of the message". **Teacher (C) added,** "level of English grammar will be sufficient as soon as learners are able to master all word

classes"Teacher(D) **proposed that** "The more they understand and use grammar rules correctly, the more they be advanced in constructing a meaningful passage".

SECTION TWO: Teachers' perception towards students' writing skill

Question 9: Writing can be influenced by the lack of grammar knowledge ?

a- Agree b- strongly agree c- disagree d- strongly disagree

Table 6: Teachers' attitudes towards the impact of grammar on students' writing

	Frequency	Percent
Valid Agree	0	0
Strongly agree	9	100 %
Disagree	0	0
Strongly disagree	0	0

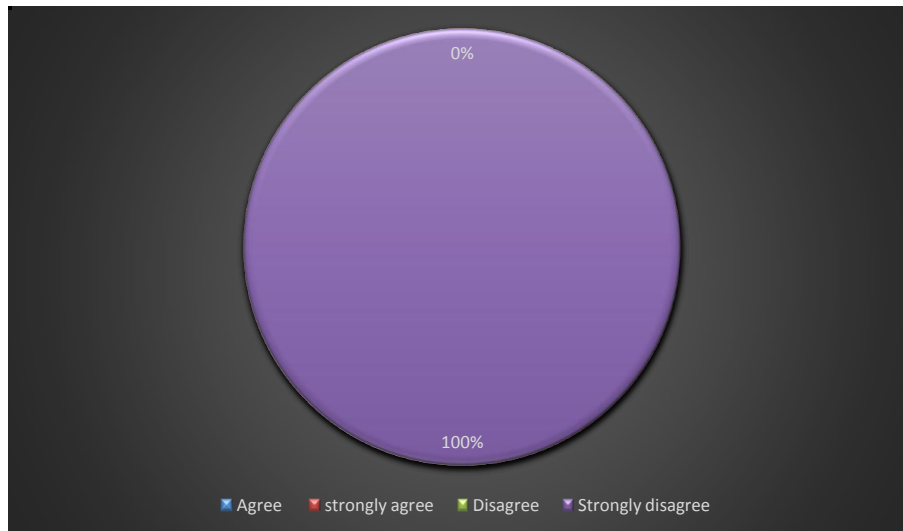


FIGURE 5: Teachers' attitudes towards the impact of grammar on students' writing

The analysis of table 6 and figure 5 reveals that all the respondents (100%) strongly agree that the lack of grammar mastery affects students' writing.

Question 10: What are students' common mistakes in writing?

- A- spelling
- B- Lack of coherency
- C- vocabulary
- D- misuse of tenses
- E- punctuation

Table 7: *Students' common mistakes in writing*

		Frequency	Percent
Valid	spelling	2	22, 2%
	Lack of coherency	2	22, 2%
	Vocabulary	0	0
	Misuse of tenses	4	44, 4%
	Punctuation	1	11, 1%

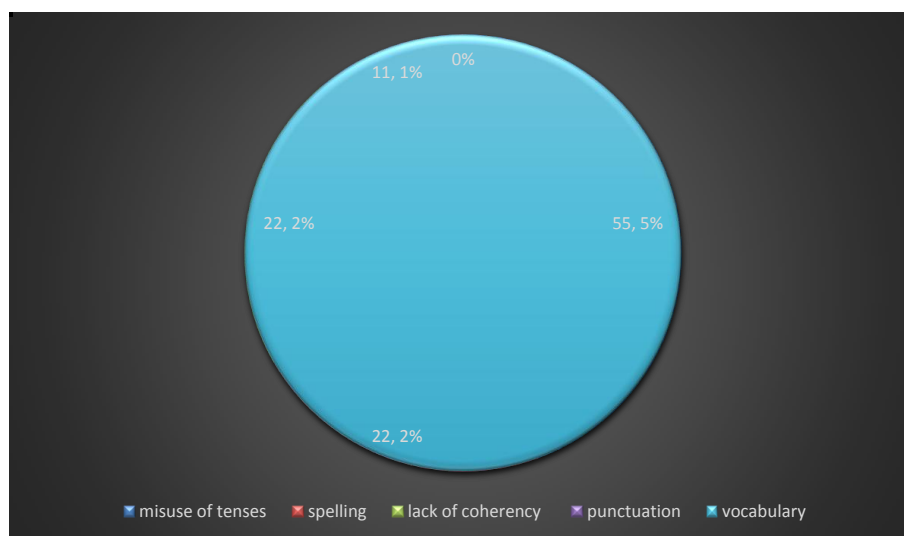


FIGURE 6: Students' common mistakes in writing

Question 11: Are grammatical errors easily noticed in a students' writing?

a- Yes

b- No

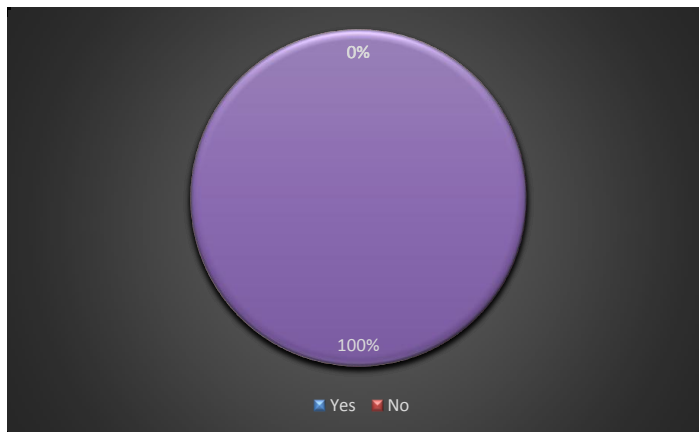


Figure 7: Ability to notice grammatical mistakes

The results of the above item indicate that all the respondents (100 %) stated that they can easily notice grammar errors in students' pieces of writing.

Question 12: Is it difficult to presume the meaning of students' writing despite their grammatical mistakes?

A- Yes

B- No

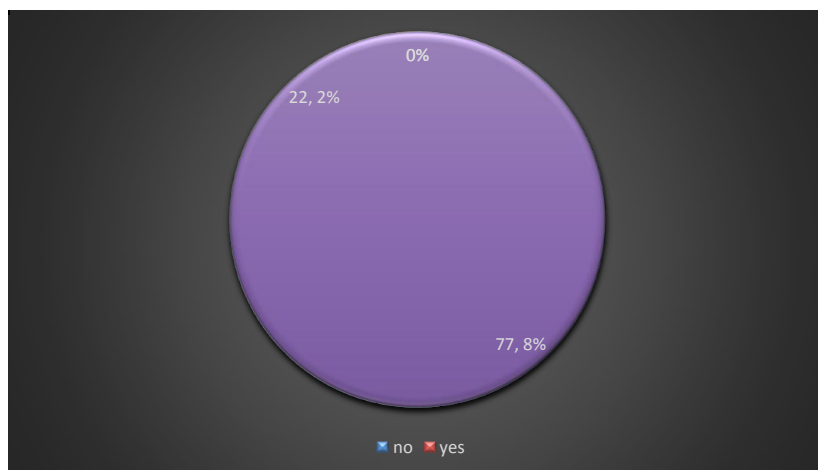


Figure 8 : Ability to understand despite grammar errors

The figure above shows that the great majority of teachers (77, 8%) stated that they could not presume the meaning of students' writing when it is riddled with grammar mistakes because this confuses and misinforms them. Whereas, (22, 2%) of teachers claimed that they could grasp the meaning of students' writing despite their grammatical errors.

Question 13:How can students avoid grammatical mistakes in their writing?

This question tries to sort out ways to minimize students' grammatical errors in writing. **Teacher (A) claimed that:**“Students should practice activities in and outside the classroom in both grammar and written expression.” **Teacher (B) added,** “By reading in the target language and having their written products reviewed and corrected by their teachers.” **Teacher (C) argued,** “They should practice plenty of activities and read extensively.” **Teacher (D) said,** “They should practice grammar in their free time.”

SECTION FOUR: Further suggestions

Only three teachers added further suggestions. **One of the teachers said that:**“To learn a language, we need to focus on learning grammar.” Students are required to practice the grammatical patterns of language as much as they can.” **Another one suggested that:**“Reading is very important in learning grammar. By reading students will require an ability to use their language correctly.” **The third teacher added,**“Learners

seem not motivated enough to learn grammar.therefore, they have to practice at home in addition to what is done in the classroom.”

3.1.1 Discussion of the Findings of Teachers' Questionnaire

The teacher's questionnaire has contributed to gain some answers to the fundamental research questions. To begin with, teachers defined grammar as the manner which governs making sense of language elements and creating meaning by connecting small units of language into larger ones. The production of meaningful word compositions is bound to be governed by a set of grammatical rules meaning. In this context, Purpura (2004) defined grammar as a systematic means of accounting for and anticipating the linguistic knowledge of an ideal speaker or hearer. Grammar is strongly linked to language, and learning a language depends on mastering its grammar.

In the EFL context, grammar is highly important. All teachers agree that grammar is the essential component in learning English and that students cannot learn English without learning its grammar, since if not well-mastered it could affect the language's productive skills' efficiency (speaking, writing). Bouyakoub's (2005) statement supports that idea by saying that grammar serves as a foundation for learning a language. After studying grammar, we should be more aware of the language's strength, flexibility, and creativity, and thus be better able to use it and evaluate others use of it.

Furthermore, teachers keep emphasizing the importance of grammar in English, saying that students cannot use their productive skills in the language without proper, correct grammar, and that grammatical mistakes can cripple and alter the meaning of the passage. In essence, Nunan (1999) asserts that effective grammar instruction can assist students in applying their knowledge as they write.

Commentaire [S25]: claiming

Moving to the second section, where teachers' had shed light on the importance of grammar in writing. All agreed that the lack of grammar mastery can highly affect students' writing. According to Yang, Grabe, and Kaplan effective writing means the delivery of information in a clear coherent manner, which can only be achieved by the mastery of grammar.

Regarding students' most common mistakes in writing, most teachers' stated that the misuse of tenses is a mistake most students make; in addition to spelling and lack of coherence. Students often conjugate verbs in the wrong tenses, which gives the teachers a

hard time presuming the meaning of their composition. According to Harmer (2004, p.44), writing has mechanical elements which consist of handwriting, spelling, punctuation and the construction of well-formed sentences.

On top of that, the majority of teachers agree that it is difficult to understand students' ideas when they commit grammatical mistakes in writing. Efficiency in writing demands the mastery of grammar. Al-Akeeli (2013) defends that point when he stated that grammar is the most important element of written language and that good learning is demonstrated through good writing.

To sum up, this questionnaire was fruitful with information concerning the research question. The collected data helped confirm the importance of grammar mastery in achieving writing efficiency. Besides, the teachers' answers prove that one cannot compose a meaningful written passage efficiently without the use of proper grammar.

3.2 Classroom Observation

3.2.1 Analysis of Classroom Observation

The following section examines the classroom environment and scrutinizes the classroom observational sessions.

3.2.1.1 Section One: Classroom Environment

The physical conditions of the classroom were simple and basic. However, they do not build up any atmosphere that would be motivational or facilitate brainstorming for students to write. The classroom carried 58 students since 2 groups attended the lecture at the same time; the overcrowded class restricted the teacher from reaching and interacting with all her students.

3.2.1.2 Section two: The role of the teacher

The teacher starts her day by greeting her students with a bright smile asking about them, and checking on them to spare some time for latecomers to take their seats. Once everyone settles down she starts the lecture. The 3-rd year written expression program is mostly composed of formal writings such as motivational letters, job application letters, cover letters, and so on. Once the teacher defines what type of letter, they are going to undertake in the lecture she proceeds to mention its usage and limitations. The teacher

then defines the type of letter, when to use it, what to include in it, and what to avoid, emphasizing the formal shape of the letter, which she illustrates on the board. The teacher explains at a slow pace, moving slowly from one segment to another, providing the students with enough time to process the information given to them and propose their inquiries if they have any.

Once the teacher finishes with the explanation, she then proceeds to ask the student to pull out their sample letter, which she provided online, to read and analyze it. Students are given enough time to read the letter and notice all of the elements that indicate the type of that letter and their importance in shaping the message that is meant to be delivered through it.

For the teacher to cope with the overcrowded class, she devotes one session for the lecture and one session for practice. In the practice session, she gives the students a scenario in which they are asked to write a formal letter (the type of letter that they tackled in the previous session). A few students work individually, while the vast majority work in groups of 4 to 5 students. Students start writing as the teacher walks around, reminding them to be careful and to avoid some mistakes that she has already encountered with the other groups as she sits down to wait for students to bring their letters for correction.

3.2.1.3 Section three: Students' behaviour in class:

Since the class is divided into two forms (lecture and practice) students also have two kinds of behaviour.

A/ During the lecture: Students are highly passive during the lecture, you mostly hear the teacher's voice while students are listening and going through their phones or chatting with their friends. They rarely ask questions about what to include in the letter and what to avoid mentioning. This could be for various reasons such as students not giving enough importance to the writing skill in general or believing that they can reach millions of letters samples online when in need for one just at the click of a button.

B/ During practice: students' group work is a double-edged sword. Students can provide each other with alternative ideas to rephrase and enhance their letters; however, they can also distract each other from the task and start socializing. Usually take about an hour to offer their writing for correction, just so they can avoid correcting their work and leave.

3.2.1.4 Section four: Teacher's feedback

Once a group offers their letter the teacher reads it carefully with one member of the group by her side to clear out any misunderstanding that can occur from students' handwriting or else. Then she proceeds to underline the grammatical mistakes and expressions that can be changed or improved and gives overall comments on the letter and its shape.

3.2.1.4 Section five: Students' reaction to the feedback:

Each group gets their chance to have their paper corrected and commented on how to improve it, yet most of the students remain seated until class is almost over. That is when they offer their work. It is noticeable that most of the students do not take notes of the teacher's comments or correct the mistakes she highlights. Most of them offer their work to be corrected just so they can get marked on it, or else they would not have worked from the beginning. That is how careless students are towards their writing skills.

3.2.2. Discussion of the Findings of the Classroom Observation:

The analysis of the classroom observation helped get a clear picture of students' perspectives on written assignments. To begin with, we have observed the manner in which students tackle written assignments and use their language to produce a written composition. First of all, it was noted that students do not make a plan for their writings; they just start patching one sentence with another. Harmer (2004) regards planning as a crucial step in writing, a step that determines the type of the produced text and the language used in it.

Another point that is important in writing is drafting. Yet students do not give it much importance despite that it sets the foundation for good production of language. Nunan (2003) sees drafting as an important step in writing since it offers students the chance to improve the content of their writing.

Moving on to another point, which is revising, it is safe to say that students rarely revise what they wrote before getting it corrected, considering the spelling mistakes that they could have corrected if they noticed. In essence, Nunan (2003) states that revising does

not simply fixing errors, but it allows students to reorganize ideas, omit, or add information that would improve their content. Oshima and Hogue (2007) also emphasize the importance of revision, claiming that it places a high value on the content and the organization.

The analysis of the findings reveals that students' attitudes toward written assignments highly affect the composition and the efficiency of writing.

3.3 Analysis of students' written assignments:

In order to confirm grammar's importance in achieving efficiency in writing, in addition to identifying other variables that could alter or hinder the meaning of a written passage, thus decreasing the efficiency of students' writing; this section is devoted to the analysis of students' letters in the classroom. The letters are from two 3rd year classes, and the instances provided in the following section will be included in the appendices.

After the teachers finished talking about the various strategies and points of view they presented, the students were encouraged to work in groups or compose their own letters about the topics they were taught. After the students finish their work, their written sheets are then gathered and graded by the professors, considering the following points :

- Grammar
- . Vocabulary
- .Spelling
- .Ideas expression
- .Sentences and paragraphs organization

The correction of students' extended essays reveals a multitude of writing problems at the levels of grammar, spelling mistakes, idea expression, and writing mechanics. It is worth mentioning that third-year students' weaknesses emerge even when using social and affective strategies (in-group work, students have sufficient time to produce and means such as dictionaries and teachers' or classmates' assistance). It is also important to note that students' poor performance will be analyzed in-depth, showing some sentences and paragraphs distilled from their letters.

1/Grammar:

Grammar accuracy is a tricky problem for EFL students, given grammatical errors have an effect on the function and quality of their lengthy writing. It is always essential in writing, primarily in the cohesion of sentences and paragraphs. It is vital to notice that the students' grammatical errors are minor when compared to their individual work during the examination; nonetheless, because they cooperated and assisted one another or received aid from the teachers, their grammatical errors have decreased. Additionally, the researcher observes that learners' grammatical difficulties are displayed in the use of auxiliaries, tenses, and sentence grammatical order. Most of these textual hurdles reveal the students' weaknesses. The following passage is from a student's letter (see appendix 1):

« I am contacting you for a philanthropic goal. We would help people in different countries; we need medical supplies in order to treat patients like wounded, poor, and needy people because our duty as human beings is helping each other... »

The passage above was written by one student, and it is noticeable in the first sentence that the student used "a" as a determiner, which is for single words, with "philanthropic goals," which is plural, as the teacher emphasizes for the student to reconcile themselves. The same sort of mistake is repeated in a reverse way when the student writes: «... our duty as human being... » This demonstrates how much students do not focus or scan what they wrote so that such errors can be easily identified and corrected; this is just one of many flaws students do not identify in their writing due to a lack of attention.

The issue is that students do not struggle with singular and plural forms only, but also with picking the most suitable determiner to use. Four students worked on a job application letter and wrote (see appendix 2):

« ... In addition, I've been studied in private school mean while I can speak five languages (Arabic, French, English, Espanol, Germany). All this professional achievement helped me in gaining job I am so excited to work at your university with your group... »

The first thing that attracts the reader's eye is the wrong conjugation at the start. Not only is the auxiliary "to have" written in an informal way, but students wrote the past participle of the verb "to study" rather than writing "studying" which is wrong for the following 2 reasons: The students are trying to express an action that started in the past and continued, either finished in the near past or in the present. Hence, the correct tenses to use are either the present perfect continuous or the past perfect continuous, that is to say, the student should have said "... I have been studying..." or "... I had been studying..."

Besides the previous point, the second issue would be in the singular and plural forms and the use of proper determiners. The students mentioned their accomplishments as “professional achievements” when the word “achievement” ought to be in plural since the students did not have only a single one, which will also make the use of the demonstrative “this” wrong. Hence the suitable form of the sentence should be “...all these professional achievements...”. Another mistake which the teacher also corrected in the same passage follows the previous sentence with an error that revolves around the same issue: students have with determiners when they write: “... helped me in gaining job...” forgetting to add the determiner “a” before the word “job”.

The following passage is from a business letter submitted by four students (appendix (3)) :

“... if your company would like fund us we would greatly appreciate. All your donation will save many children's life from cancer. Your generous support and contribution will help children over the world who suffering silently. Your donation will give us the opportunity to provide the cancer treatment also supply many hospitals by medical equipments...”

The mistakes in this passage reveal how hardly students struggle with conjugation. The grammar rules say that if a sentence contains two verbs, the first is conjugated, whereas the second stays in the infinitive. i.e. “... if your company like fund us...” is grammatically incorrect. The correct form would be “... If your company likes to fund us ...”. The teacher also noticed and corrected that the students had forgotten to add the auxiliary “to be” in another sentence since it is wrong to say “... will help children who suffering...” and the proper form of the sentence should be “... children who are suffering...”.

These kinds of mistakes occur very often among 3rd-year students. Despite being steps away from graduation, learners still do not know the proper conjugation of verbs and struggle even more with the use of the appropriate determiners in their sentences, making them inconsistent.

2/Vocabulary selection and ideas expression:

For EFL students, the vocabulary selection of ideas appears to be a significant barrier. The insufficient usage of vocabulary seems to have a damaging effect on the cohesion of the writing piece. It is vital to note that the students' compositions were based on translation, primarily from L1 to English. The paragraphs that follow are taken from

Chapter three: Data Analysis and Recommendations

pupils' written work. The following passages are taken from the students' letters which they wrote within the class:

"dearsir, I am writing for the following reason to express my interest in volunteer campaign to distribute Ramadan food, that you posted on Facebook. Let you know that I have experience in this field. I was share with my team volunteer campaigns such as blood donation, orphansponsorship, and cancer patients...etc.

"I am very pleasure to be one of your team to work in your organization. I am so excited to develope my experience, and put smile on people faces..."

This letter was drafted by four (4) students; it contains an inadequate selection of vocabulary and lacks coherence. That is due to the influence of the mother tongue. Students rely on translating expressions from their native language to English, which weakens the meaning of their writing. For instance, when the student wrote, *"I am writing for the following reason to express my interest..."* they could have settled for an expression like *"I am writing the following letter to express my interest..."* since the reason for writing it proceeds the heading sentence directly and the reason will not be introduced in the form of elements. Another example of weak idea expression and the misuse of language and translation is when the student started his second part of the letter with *"Let you know that I have experience in this"* Regardless of how the start of the sentence has an incorrect meaning, it is a very informal way to write a letter by a 3rd year student. A proper form to start the sentence with; which the teacher wrote and highlighted, was *"we would love to let you know..."*. Proceeded by the part in which the students made no sense in their letter, which is *"... I was share with my team volunteer..."* This is where it is apparent that students struggle with grammar and the construction of sentences. This is not a passage submitted by a single student but rather four (4), which means they share the same difficulties in writing. They meant to express their previous voluntary activities, however. The use of the verb *"to be"* is incorrect. A better way to say it would be as follows: *"I used share with my volunteer team..."* The flaws in this letter did not end here, for the student had made another mistake in their final parts when they wrote *"I am very pleasure"* instead of using the adjective *"pleased,"* which would make their sentence proper. This sheds more light on how much students struggle in constructing sentence and writing pieces.

Students' writing pieces carry various mistakes, some which are a result of their grammatical incompetence. Others are due to their excessive use of translation from other languages, like their native tongue. Both languages are not governed by the same

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grammatical rules, and this weakens the meaning, if not ruins it all. For example, students sometimes presume that some vocabulary in French carries the same meaning in English when it does not. The passage beneath is from a business letter submitted by a single student (appendix 5):

“... Our ceremony will take place in the Forsane Hotel at the evening. Precisely at the great hall and it will last for three hours. We hope that you would assist and support our cause...”

The teacher went on and highlighted the word “assist” and wrote “attend” on top of it to show the student his mistake and went on and spoke about it in a session revealing that the word has different meanings in the two languages (English and French). This case happens very often when students use words from French thinking it is correct when it is not. And this issue is irrelevant, almost all students have mobiles with internet access, yet, they rarely use them to check if they are correct or to search for proper accurate vocabulary that deliver the real meaning they are trying to shape through their writing. Not only that, but it was noticed during observation that students rarely reach out to their teacher for assistance. **orto** clear out inquiries, the only time students listen to their teacher’s comments is while the teacher is correcting their piece and giving them feedback. Noted that not of the students takes notes or correct their mistakes on the spot but rather just listen to what the teacher says and then take their seats again.

When it comes to inadequate choices, it is not limited to words only. **third**-year students seem to oddly struggle with picking the right preposition to use. The following passage submitted by three (3) students demonstrates a case of this issue (appendix 6):

“... I would like to opportunity to invite you to attend our ‘summer fashion show’ event as our valued customer. The event will be held on the evening of the Children’s day, and it will be taking about two hours in the “Eden” hotel...”

The teacher underlined the whole first sentence, for the misuse of vocabulary weakened the sentence’s meaning; however, that is not the sole issue which the passage. Students in their 3rd-year still do not know what the right preposition to use in their writings. For example, rather than saying, “...and it will be taking about two hours at the “Eden” hotel.” The students used the wrong preposition, which is “in”, and this flaw is not

limited to these three students, but rather many 3rd year license students have difficulties picking the right preposition.

3/ Spelling:

Since it also has an impact on the writing composition, spelling is taken into account when assessing and correcting students' writings. Students can commit spelling mistakes with various measures in their writings, mistakes that are of common words that they should misspell.

"... we need medical supplies in order to treat patients..."

"... I can speak five languages (Arabic, French, English, Espanol, Germany)..."

"... All your donations... will give us the opportunity to provide... medical equipments"

The instances above are from students' work that was already analyzed in the previous segments. They highlight some common spelling mistakes made by the students, mistakes which affect their writing composition even when the conditions allow students to compose their writings without such flaws, considering the fact that they can use dictionaries or their phones, unlike during examinations.

3.3.2 Discussion of the findings of the analysis of student's assignments:

The analysis of the finding ensured the importance of grammar in writing efficiently. In this context, Al-Akeeli (2013) states that grammar is the most important element of written language. When students master grammar, they can easily communicate through writing. However, grammar is not the only writing element that students struggle with.

To begin with, there is no denying grammar's importance in writing, for it governs the meaning of the composition and ensures that the connection between language elements makes sense. Guemide (2008) sees writing as a critical language skill that demands adequate thinking. In this sense, writing is considered a difficult skill by scholars and teachers, and it requires focus and planning to ensure the correctness of the composition's meaning.

One of the first issues that are notable in students' writings is the influence of the mother tongue; the latter distorts the grammar, resulting in a weak meaningless

Chapter three: Data Analysis and Recommendations

composition. Aitken (1992) reports that this phenomenon can be the cause of some writing errors, students treat the mother tongue's grammar as equivalent to English.

Moving on to another point, this is spelling. Students often make spelling mistakes, which decreases the efficiency of their writing. Harmer (2004) sees English spelling as sophisticated and not haphazard and believes that students should be aware of various words' spelling in order to distinguish between homophones.

Furthermore, punctuation also plays a crucial role in English writing. It makes the composition organized and indicates the flow of sentences, which facilitates reading. Harmer (2004) suggests that if teachers want their students to be good writers, they ought to teach them how to punctuate correctly.

According to Freedman and Pringle (1980), writing is a creative process that involves students' perception, linguistic and cognitive complexity, and that meaning is produced through students' active participation. This indicates that students' attitude toward writing and their behavior while writing has a significant impact on their compositions' correctness and efficiency.

The findings of the analysis ensure that grammar is the most important element in writing and that it ensures the correctness and understanding of the composition, besides indicating some minor issues that could occur due to students' lack of focus and interest in writing.

Conclusion

The aim of this chapter was to analyze data to determine how relevant grammar is in writing, besides the impact of students' attitudes toward writing assignments on their compositions' efficiency. Three tools were designed: a questionnaire, an interview, and a CBA. Each tool has a particular objective. The results indicate that grammar is the most important aspect of writing; these findings confirm some of the research hypotheses. Additionally, the researcher found that students have a negative attitude toward writing assignments and that the latter does distort their composition efficiency, which confirmed the second hypothesis. The findings prompt the researcher to make pre-suggested recommendations for syllabus policymakers, teachers, and students.

Commentaire [S26]: the number of the chapter

Recommendations and general implications

After reading about previous studies, selecting tools, and analyzing data through the multiple research methods used. The researcher tried to provide a number of recommendations that were addressed to policymakers, teachers, and students of the English language at the University of Saida.

3.4.1. For policymakers

- Adequate time should be given to the written expression module.

- They should avoid overcrowded classes and minimize the number of students in each group by providing enough rooms and teachers, which would help teachers to provide learners with lots of activities and make the mission of correcting their work easy.

3.4.2 For students

*EFL learners should be aware of the importance of grammatical skills in mastering the English language.

*Students must be attentive and concentrate well during grammar sessions to understand better.

*Students need to practice a lot inside and outside classrooms.

*Students should read for pleasure outside the classroom to get exposed to the target language that will enhance their vocabulary knowledge of the English language, help them grasp some grammar forms, improve their writing style through the organization, and reduce convention mistakes.

*Students should practice writing frequently at home by writing about topics they like or they are interested in such as writing summaries for stories, rewriting lessons using their own styles, or keeping a diary to make writing a habit.

*Students need to stop relying only on the teacher and the syllabus provided by the administration. There are several sources like websites that entail writing instructions and steps which help them to overcome their writing problems such as the daily writing tips that helps in learning writing basics like vocabulary knowledge,

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English expressions, grammar instructions...etc, in addition to grammar girl which is a website that entails articles about writing, provide ten minutes for reading and practice, and the most helpful one for students is the Purdue writing lab which suits them since it helps in academic writing, it helps to reduce conventions mistakes, provide clear expressions...etc.

*Students should ask teachers or proficient writers about the strategies that help them to write competently.

3.4.3 For teachers

*Teachers should support students to cope with their problems with grammar.

*It is advisable for teachers to get their students' interests for better comprehension. Teachers have to adopt an appropriate classroom strategy that helps learners comprehend grammar.

*Teachers should provide interesting activities that help their learners apply grammar rules.

*Teachers need to change the traditional methods of teaching grammar and provide learners with enough input that helps them to write accurately.

*Teachers should adopt the free writing approach where learners have the chance to write about topics they prefer.

*Teachers may detect learners' writing problems by testing them and asking them questions about the difficulties they encounter while writing in English, which will facilitate the mission of overcoming their weaknesses.

*Teachers can specify a particular time when they ask students to use the dictionary in the writing tasks that help them use a variety of English vocabulary terms and reduce spelling mistakes.

General Conclusion

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General Conclusion

Numerous studies have shown that grammar instruction can help students improve their writing skills when learning a foreign language. However, few studies were conducted to shed light on students' attitudes toward the impact of grammar instruction on their writing. In the light of previous studies, this research investigated grammar's relevance to writing efficiency; then, the reasons behind students' deficiency in order to either confirm or disconfirm the hypotheses.

The present work consists of three chapters. The first chapter dealt with the literature review. This chapter highlights the theoretical background of this study as it defines grammar. In addition to its types, it also sheds light on the importance of teaching grammar, and finally, it discusses the common difficulties faced by EFL learners. Moving on to the second section, which deals with the writing definitions and their components. In addition to the process of writing, then, it highlights its importance for EFL learners. Finally, it concludes with the impact of grammar learning on students' writing. While the second chapter was devoted to the research methodology, it attempts to highlight the research design of this work. It also, it described the research tools and identified the population being investigated. Ultimately, the third chapter was devoted to the analysis of the data gathered from the research tools, with their interpretations and discussions. The findings led to the suggestion of some recommendations and pedagogical implications.

The current work is based on two main research questions that are aimed at investigating: 1) To what extent is grammar relevant for writing efficiently. 2) Finding the EFL learners' attitudes towards writing assignments and whether it affects their composition. Additionally, through the proposed research questions, the researcher hypothesized that: 1) grammar mastery can be the most essential for writing efficiently. 2) EFL learners may have negative attitudes toward written assignments, which distort the coherence of their composition.

In order to answer the two research questions and test the research hypotheses, a mixed-method approach was adopted depending on the use of three data gathering tools, a structured questionnaire for ten grammar teachers and a structured classroom observation checklist and analysis of third-year students' written assignments in Dr. MoulayTahar University of Saida, Department of English language. First, the results gathered from the questionnaire show that grammar is highly relevant in English learning

General Conclusion

and especially in production. Then, the findings of the classroom observation revealed that students have a negative attitude towards writing and lack interest during written expression sessions. In addition, the analysis of the students' written assignments showed a multitude of mistakes in their composition. Ones, which are due to the lack of concentration and neglecting revision.

The selected three research instruments were very helpful and effective in gathering reliable results despite the non-cooperation of some informants. The results obtained from this study confirmed all the hypotheses.

Relying on the findings, which are revealed from the current work, the researcher suggested several pedagogical recommendations that might help in future research. Future studies must be conducted to uncover the reasons behind students' lack of interest in writing as a language skill. Also, administrators are required to give sufficient time for written expression sessions to provide more opportunities for teachers to do their work to the fullest by discovering students' weaknesses through diversification in activities and helping them to overcome their difficulties by providing adequate feedback.

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Appendices

Appendix A

Teachers' questionnaire

Dear teachers,

You are kindly invited to answer the following questionnaire which is a part of research entitled the grammar rules' mastery and its relationship with efficient writing. This questionnaire will take less than 5 minutes and we fully guarantee that your answers will be treated confidentially. Your contribution is highly appreciated and valuable for our research.

Thank you.....

Section One: Teachers' Profile

1/ Gender

- A. Male
- B. Female

2/ Degree(s) held ?

- A-Doctorat
- B-Master
- C-License
- D-Magister

Section two: An overview of grammar in the learning environment

3.How would you define grammar?

.....

4.Which method do you believe is the most effective for teaching grammar?

- A- The deductive method.
- B- The inductive method.

5.Do you believe that the time allotted for the grammar module?

- A- Sufficient
- B- Insufficient

6.What makes grammar important to EFL learners ?

.....

7.How do you find students' attitudes towards learning grammar?

- A- Positive

B-Negative

8.What grammar level is enough for students to construct a meaningful passage?

.....

SECTION THREE: Teachers' perception towards students' writing skills

9.writing can be influenced by the lack of grammar knowledge?

A-Agree

B-Strongly agree

C-Disagree

D-Strongly disagree

10.What are students' common mistakes in writing?

A-Spelling

B-Lack of coherency

C-Vocabulary

D-Misuse of tenses

E-Punctuation

11.Are grammatical errors easily noticed in students' writing?

A- yes

B-No

12.Is it difficult to presume the meaning of students' writing despite their grammatical mistakes?

A- yes

B-No

Justify.....

13.How can students avoid common grammatical mistakes in their writing?

.....

Section four:Further suggestions

Do you have further suggestions and comments?

Appendix 02

Classroom Observation Checklist

Teacher: Group n°:

Observer: Date:

Level: Time:

Rating Scales: Obs: Observed N.Obs: Not Observed

Observation's aspects	Indicators	Observed	Not observed
Classroom environment	<ul style="list-style-type: none">• Classroom's conditions• Class is overcrowded• Lecture's equipment		
<ul style="list-style-type: none">• Comments :			

Appendices

Teacher's role	<ul style="list-style-type: none"> • Teacher lectures with details • Teacher provides life situations in which the lecture can be used • The teacher provides a examples about the lesson • The teacher briefly repeats the lecture • The teacher gives students assignments on the lecture 		
<ul style="list-style-type: none"> • Comments: 			

Students' attitude in class	<ul style="list-style-type: none"> • Students are on time • Students follow the teacher's instructions • Students discuss the lecture with the teacher • Students ask questions about the lecture • Students are interested • Students are bored 		
<ul style="list-style-type: none"> • Comments: 			

Appendices

Teacher's feed	<ul style="list-style-type: none"> Teacher checks on the students while working Teacher corrects students work in class Teacher give verbal corrections Teacher warns students about grammatical mistakes Teacher offers students time to correct their mistakes 		
<ul style="list-style-type: none"> Comments: 			
Students' beha to the teache feedback	<ul style="list-style-type: none"> Students correct their mistakes after the the teacher checks them Students ask how to improve their composition Students discuss the teacher's remarks Students ask the teacher for another correction after fixing their passage 		
<ul style="list-style-type: none"> Comments: 			

Appendix 03

Students' written assignments

Jone Bell
 Giled Sciences Company
 London . U.K
 G.S.C. 68454
 555.24.333
 jonebell@gmail.com

~~SAVE Children - Org~~
 Dr. Mohamed Armin
 Save children Organiz
 Reghaia - Alger 1603
 999, 111, 248
 Dr.Mohamed@gmail.com

March 3, 2022

Dear Jone Bell,

I am writing this letter to ask you to help
 us to contribute to donating money to our
 Organization "Save children" to help cancer
 patients. We have been trying to earn money
 for a while to put a smile on the faces of the
 sick children.

We really appreciate the efforts made by your
 company "Giled Sciences" towards different issues
 being faced by people. In particular, your
 contributions must be appreciated. I have
 read about your organization through a friend. I have
 read about your previous projects on social
 media, this is what motivated us to make
 this donation for children cancer patients. We

GRM ③

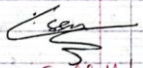
have 10 years experiences from The beginning of this philanthropic way.

If your company would like ^{to} fund us, we would greatly appreciate. All your donations will save many children's life from cancer. Your generous support and contribution will help children over the world who ^{are} suffering silently. Your donation will give us the opportunity to provide the cancer treatment also supply many hospitals by medical equipments.

I hope you give us the golden chance to help this innocence.

Thank you for your consideration

Cordially,


Your Full Name

Ms. Asma Group 3
Rajia Farida G02
Khadri Aicha G02
Arbaoui Maryem G02

12 ✓

Subject's Application for post of Professor ✓

Dear Ms John,

My name is Haddi Fatma Zahra, it is with my pleasure that I am presenting my resume for the position of English language professor at Michigan University in United States of America. I am confident that my skills and experience will suit the job.

I've been waiting impatiently for job vacancies until your announcement attracted me. I got my Baccalaureate in 2019, and a Bachelor's degree in 2023. Also in the 2024 I got my master degree.

In addition I've been studied in private school meanwhile I can speak five languages (Arabic, French, English, Spanish, Germany). All this professional achievement helped me in gaining job.

I am so excited to work at your university with your group.

Thank you so much for your time and consideration.

Sincerely,
HADDI Fatma

Haddi Fatma@gmail.com
Phone number

ANDREAS Markus
Association Director
CARITAS Association
Freiburg Im Breisgau
Germany .73098

HAMMADI Ikrame
Nurs. practitioner
Ahmed Medeghri Hospital
City Dargadi Mawra
Saida. 20000
0474707565
Hammadi Ikrame 22260
gmail.com.

March 3, 2022

13

Dear Mr, Markus,

I am contacting you for a philanthropic goals. We would help poor in different countries, we need medical supplies in order to treat patients like wounded, poor and needy people, because our duty as human being is helping each other.

If you help our hospital this will be a great addition to our care. Also, people desperately need us to stand by them in difficult times. I am looking and wait for your help.

Thank you for your ~~help~~ time and I hope to hear from you soon,

Respectfully,



HAMMADI Ikrame

Monica LEE
Hajaj st. Madagascari, Algeria.
Madagascar 27000
Monica.lee@gmail.com
068543 7733.

Smith JEWN
The Haute-Couture of Jewn.
Sbimen st, Salamandre, Madagascar
Algeria.
Madagascar 27000
Smith.Jewn@gmail.com
0778 63 52 64

May 3rd 2022


Dear Ms. Monica,

I would like to offer opportunity to invite you to attend our summer Fashion show "event as our valued customer. The event will be held on the evening of the children's day, and it will be taking about two hours in the Eden hotel."

The collected money from our "Fashion show" will be donated to the cancerous children. Your interest in attending our event, and your donations will help us to gain the sufficient amount of money, which can change the miserable situations, that the cancerous kids are suffering from, where your name will be mentioned.

Thank you for your time and I hope to meet you in the event.

Respectfully,


Smith JEWN.
The Haute-Couture of Jewn.

ABDELKADER Amir
Director of A.B.C Corporation
46 A.L.N Boulevard
Saida 2000

BOUKHART Faiza
Lullaby Orphanage
One Hundred Roses City
Saida 2000
1213 669 11 4 15 32
Chang Hou @willoughby.fr

March 3, 2020

Dear Mr Abdelkader,

I am extremely glad to invite you to our annual ceremony of donation and charity for Lullaby orphanage. This year's concept is about selling ~~donated~~ masterpieces in an auction. We thought of this concept because we believe it's easier to donate a masterpiece rather than money and our guests would be entertained too.

Our ceremony will take place in the Fasane Hotel ^{at} the evening, precisely at the great Hall and it will last for three hours. We hope that you would ~~attend~~ assist and support our cause. Thank you for your support and partnership, with the hope of seeing you.

Sincerely


BOUKHART Faiza
Lullaby Orphanage

Belhadi Gharba 611, Belhamidi Abit 604
Belhamidi Maara, Mouptiani Hafida 6103-

Mr. Abdelvader Organization of ELMAH El Bayadh 34000 Abdelvader@gmail.com 05.35.70.33.40	BELHAMIDI Abit. Organization of Wafab El Mahara Saidon. 30000 Abit05@gmail.com 05.88.20.51.03
--	--

03rd March, 2022

Dear Sir,

I am writing for the following reason to express my interest in volunteer campaign to distribute Ramadan food. That you posted on Facebook. I let you know that I have experience in this field. I was there with my team volunteer campaigns such as blood donation, orphan sponsorship, and cancer patients etc.

I am very pleasure to be one of your team to work in your organization. I am so excited to develop my experience, and put smile on people faces.

Thank you so much for your time

Respectfully,
Abit

BELHAMIDI Abit.