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*Students' Attitudes' Towards the Impact of Grammar Teaching on the
Writing Skill*

*The Case of Second Year LMD Students at
Mohammed Seddik Ben Yahia University*

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The Students' Attitudes Towards The Impact of Grammar Teaching on The Writing Skill

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Dedication

I dedicate this work,

to my beloved mother and dear father,

to my sisters: Abla, Nadia, Siham, and specially Radia,

to my brothers: Farid, Khayraddin and his wife Nabila,

the angels of family: Alaà, Takieddin, Ritaj, Ayoub, Zaki,

Oussama, and specially Omayma,

to all my friends specially: Lamia, Bariza, Sara, Noura, Dalila and Ibtissam.

Ibtissam. A

Dedication

I dedicate this work,

to my dear mother and beloved father,

to my brothers: Imad, Hossam, Yasser,

to my sisters: Kanza, Houria, Ahlam,

to my closest friends: Khadija, Siham, Ibtissam, Chahira, Madjda, Sabrina, and Sara.

Ibtissam.B

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Abstract

The focal aim of this study is to find out the foreign language learners' attitudes towards the impact of grammar teaching on their writing skill. The study hypothesizes that students hold positive attitudes towards the impact of grammar instruction they receive on their writing abilities, but they do not apply all what they learn in their grammar module when writing. The aim is set, a questionnaire was designed and administered to second year EFL students at the department of English language at the university of Mohammed Seddik Ben Yahia Jijel. The questionnaire gives the students the opportunity to express their opinions and attitudes towards the effectiveness of grammar teaching and its impact on their writing abilities. The results obtained from the students' questionnaire revealed that although learners face some difficulties and challenges in acquiring grammatical knowledge as well as the practice of those rules, they think it is efficient in enhancing their writing style. Moreover, the results indicate that second year LMD students have different conceptions of grammar, and these conceptions affect the role they give to grammar when writing skill, also the students hold positive attitudes towards the impact of grammar on their writing.

List of abbreviations and symbols

%: Percentage

N°: Number of Subjects

Adj: Adjective

AL: Audio Lingual

CLL: Communicative Language Learning

EFL: English as a Foreign Language

Det: Determiner

L1: First Language

L2: Second Language

N:Noun

NP: Noun Phrase

S: Sentence

SFG: Systematic Functional Grammar

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الملخص

THE IMPACT OF GRAMMAR TEACHING ON STUDENTS' WRITING

Students Attitudes towards The Impact of Teaching grammar on The Writing Skill

1. Background of the study

Grammar teaching has always been considered as a controversial issue in the field of English teaching and learning. While some educators think that it is a must to master any language, others question its importance arguing that the language can be acquired naturally without studying long lists of complicated rules, just as a child learns his native language. Nevertheless, it is agreed that grammar plays an essential role in the process of language learning.

Research in the field of education has shown that there exists a complementary relationship between grammar and writing. Indeed, in order for the students to produce a good piece of writing, she/he needs to apply the grammar rules which govern the use of language. Applying these rules does not only guarantee the accuracy of the produced piece of writing, but it also enhances its quality and improves its style.

2. Statement of the Problem

Teaching grammar is one of the major parts of the language teaching process because grammar is crucial for acquiring any language. Moreover, without an adequate number of grammar rules, language learners will not be able to comprehend or use that language appropriately. However, grammar learning is claimed to be complicated and there is a gap between classroom knowledge and the real world events. Hence, grammar teaching as argued by many researchers, may aid learners rise and improve their writing, and hence their foreign language.

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3. Aims of the Study

The present study aims at eliciting the attitudes of second year LMD students toward the impact of grammar teaching on their writing at Mohammed Seddik Ben Yahia University. In addition, it aims at investigating to which extent the students apply their grammatical rules when writing.

4. Research Questions

This piece of research tries to answer the following questions:

1. What are the EFL learners' attitudes towards the impact of grammar teaching on their writing?
2. Do EFL learners apply the grammatical rules to develop their writing skill?
3. Does the lack of knowledge in grammar influence students' writing?

5. Hypothesis

The study hypothesizes that students hold positive attitudes towards the impact of grammar instruction they receive on their writing abilities, but they do not apply all what they learn in their grammar module when writing.

6. Significance of the Study

This study is an attempt to find out students' attitudes towards the impact of grammar teaching on their writing. It stems its significance from the following considerations:

1. Previous studies have demonstrated the usefulness of grammar instruction in developing students writing in foreign language learning. On the other hand, few studies have been conducted on students' attitudes towards the impact of grammar teaching on their writing.

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2. There is a requirement to elicit the student's motivation to learning grammar. To investigate the effects of grammar on students writing. And to show if EFL learners apply the grammatical rules when they are writing a text or an essay.
3. The present study would help curriculum developers in designing appropriate syllabi of English as a foreign language, particularly the teaching of grammar.

7. Means of Research

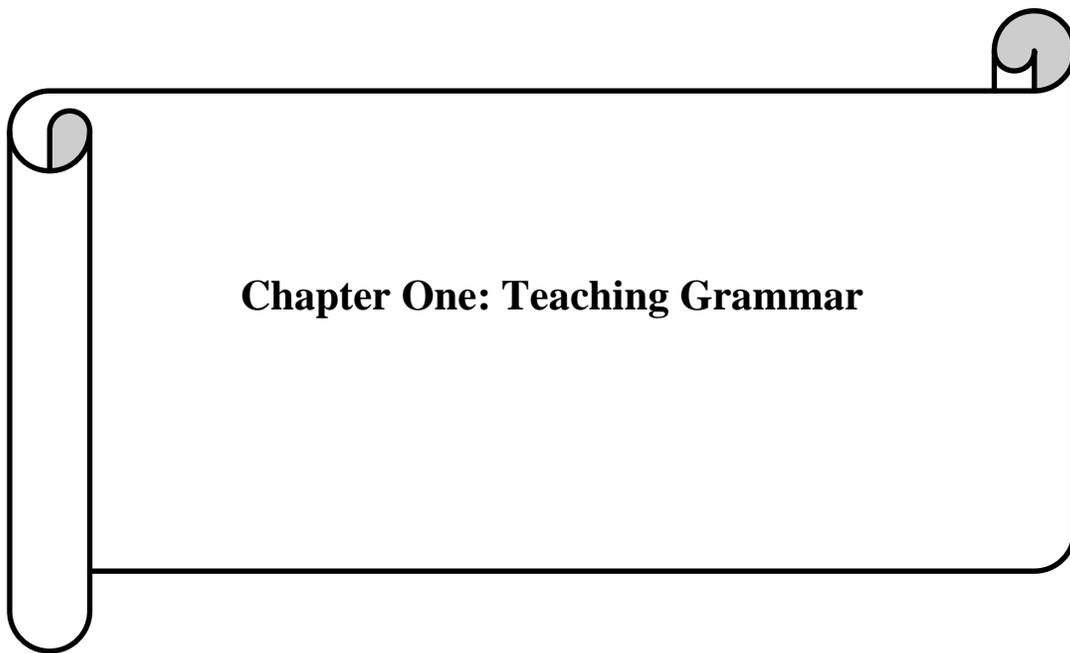
In this study, a questionnaire is used as a research tool to examine learner's attitudes towards the impact of grammar teaching on their writing. This questionnaire is directed to second year LMD students at the department of English.

8. Structure of the Study

The present study is divided into three chapters. The first two chapters constitute the theoretical background of the study. Chapter one provides the grammar definition in addition to its types, it also sheds light on the importance of teaching 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 chapter deals with writing. It presents the writing definitions and its 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 third chapter deals with research methodology and data analysis, it includes the students' questionnaire. It starts with the aim and administration of the questionnaire, and it

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sheds light on the description of it, also it discusses the data collection and analysis, and finally the discussion of the results.



Chapter One: Teaching Grammar

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Chapter One: Teaching Grammar

Introduction

1. Definition of Grammar

2. Types of Grammar

2.1. Prescriptive Grammar

2.2. Descriptive Grammar

2.3. Traditional Grammar

2.4. Phrase Structure Grammar

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4.1. The Deductive Approach

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5. The Common Difficulties in Learning Grammar

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Introduction

In foreign language teaching and learning Grammar is a fundamental component. Indeed as (Nassaji and Fotos, 2011: p1) argues, "without grammar, language does not exist". However, the role of grammar teaching is a controversial issue which has become the subject of heated debates among educators.

This chapter presents a review of the literature on grammar. It introduces first grammar definitions, and presents 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.

1-Definition of Grammar

Different definitions of grammar have been proposed by researchers and linguists. To start with, Cowan (2008,p:3) defines grammar as "the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language". Similarly, Thornbury (1999,p:1) views that "grammar is partly the study of what forms (or structures) are possible in a language". Harmer (1987, p:1) on this part, regards grammar as "the way in which words change themselves, and group together to make sentences". He adds: "The grammar of a language is what happens to words when they became plural or negative, or what order is used When we make questions or join two clauses to make one sentences".(Cited in Nunan 2011).

Carter and Nunan (2001:p34) argue that the term grammar can have different meanings. They state that it is used " to reform both the language users subconscious internal system and to linguists attempts explicitly to codify or describe that system. with regard to the latter, its scope

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can be broad enough to refer to the abstract system underlying all languages(i.e. a universal grammar) or, more narrowly, to the system underlying a particular language (e.g a Grammar of English)".

2. Types of Grammar Teaching

According to Woods (1995), grammar includes five types: prescriptive and descriptive, traditional grammar, phrase structure grammar, transformational-generative grammar and functional-systematic grammar (in Rohani, 2007 p:19).

2.1 Prescriptive Grammar

Prescriptive grammar is "when the correct use of language is prescribed by a set of rules. These rules are fixed "(Rohani, 2007, P. 19). The prescriptive grammar aims to produce rules which are to be adopted by their readers. (Collins and Hollo,2000, P. 17). For instance, this type of grammar "may prescribe that none takes a singular verb or it may allow either singular or plural, it may prescribe the adverb badly after a copula verb as in ' we feel badly about it (insisting in the adjective bad) '(Greenbaum, 1996, p. 24).

2.2 Descriptive Grammar

In descriptive grammar the language is considered as consistently changing. Unlike a prescriptive grammar the rules are constant (Rohani, 2007. p 19).Greenbaum (1996) defines descriptive grammar as an " attempt to describe the rules of the language objectively, accounting for what actually occurs " (p. 24). Similarly, Collins and Hollo (2000) view that "its concern is with describing how language is used rather than prescribing how it should be used "

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(p.16).Therefore, they state that descriptive grammarians differentiate between formal and informal contexts, for example:

(1) This is the house in which he lives.

(2) This is the house (which) he lives in.

The first example (1) indicates the formal contexts. However, the second one (2) refers to informal contexts.

2.3.Traditional Grammar

Traditional grammarians have outlined eight parts of speech which combine the sentence. These parts are: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. In addition to that, traditional grammar is based on syntax instead of semantics. as the fundamental element of a language. This type of grammar relies on interrelations of the words in a sentence like subject, object, complement,...etc, to reveal the distinct clause types as SV, SVO,SVOA....etc. The main English structure for traditional grammar is subject +verb+ object for example: he writes a letter (Rohani, 2007 p. 20).

2.3 Phrase Structure Grammar

According to Cook (1991), phrase structure grammar is an expanding work of traditional grammar. Which sheds light on the connection between words and phrases in a sentence. This type of grammar aims to comprehend the structural relation of words and phrases in order to consolidate the meanings through language. Unlike traditional grammar which focuses on the written form, phrase structure grammar focuses more on the spoken form. Eventhough, it is dependent on language structure, phrase structure grammar implements drills by utilizing

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substitution tables to motivate learners learn the sentence structure (woods 1995 in Rohani, 2007 p. 21).

2.4 Transformational Generative Grammar

According to Radfor, similar to traditional and phrase structure grammar transformational generative grammar also focuses on syntax, In other words, its grammarians study how our brain generates sentences (Cited in Rohani, 2007: p 21). In addition, they argue that" innumerable syntactic combinations can be generated by means of a system of formal rules, such as, transformational rule "(ibid).similarly, to what Chomsky's theory confirms, in transformational generative grammar, formal grammar includes all the rules requested to delimit the structures, explanations, and pronunciations of the full grammatical sentences. While informal grammar determines acutely on the language possessed knowledge through their users to overfills interstices in the specifications. Chomsky formulated a very simple set of rules in [1] to generate a number of sentences structures to understand the accurate specification.

(i) $S \rightarrow NP + VP$

(ii) $NP \rightarrow (Det) + (Adj) + N[1]$

(iii) $VP \rightarrow V + (NP)$

2.5 Functional Systematic Grammar

Hewinge and Hewinge stated that " while generative grammar are primarily concerned with describing language as an object, and how this reflects the distinctive properties of the human mind, a functional grammar such as systematic functional grammar (SFG) places at its center the

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social context of language, and explores how language is used and how it is structured for this use". (2005, P. 49). Halliday classifies three various types of meaning in relation to the clause in the unit as follows: Experiential that is based on content and ideas, Interpersonal which focuses on the participants communication and the speaker/ writer's stances towards the content, then, the last one is Textual that depends on the uses of language to arrange the text itself (Hewinge. A and Hewinge. M 2005, P. 49).

3. Teaching and Learning Grammar

3.1 The Importance of Grammar in Language Teaching/Learning

Grammar is the major element that helps the EFL learners to acquire language. Tabbert (1984) confirmed that "it is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negative etc, and that these mistakes are evidence of their need to study grammar" (p: 39). Azar (2007) stated that grammar "help students discover the nature of language i.e. that language consists of predictable patterns that make what we say, read,hear, and write intelligible" (P: 3). Azar also viewed that without grammar, people would utilize just individual words or sounds, pictures, and body language to communicate meaning (as cited in Lin 2008, p: 3).

On the other hand, Schiogel (2010, p. 4) claimed that "The place of grammar in the EFL classroom is controversial". She adds that it is important that teachers, with their understanding of language and grammar, and the importance they attach to grammar decide and influence how and to what extent they teach grammar in school. Most people think knowing the grammar of

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a language important to learn and understand that language. But it is not agreed on how it should be taught: either the formal rules should be learned or the students could have and use their intuitive knowledge. So Newmark says that "the study of grammar as such is neither necessary nor sufficient for learning to use a language". Ur says that Newmark might be right, but also says that it is not important whether learning grammar is necessary but whether it helps learning the language or not. Widdowson by comparison thinks that learning the grammar is not enough for the learner to be able to use a language. If learners know how to form correct grammatical sentences this does in his opinion not ensure that they can communicate in real life. Ur accepts his opinion in regard to grammar being useful for real-life discourse but being a dead end in itself.

As a last example, Hawkins is of the opinion that knowledge of grammar understood as the "insight into pattern" of a language, is as important as communicative use of the language in what he calls the dual process of acquisition/ learning and should no longer be disregarded. He sees the learning of grammar as an interesting voyage of discovery into the patterns of a language rather than the learning of prescriptive rules. Ur thinks he might be a bit optimistic in his view that students will find grammar as such interesting (Schiogel2010, p. 4).

3.2 Grammar in the Main Methods

"The traditional view of the development of methods over time is that there has been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present" (Hall,2011: P 79).The changes in grammar methods and approaches.

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" Have not been regular and have been characterized by many pendulum swings". Nassaji and Fotos (2011) discussed the status of grammar teaching. Thornbury (1999) has mentioned that there are four different teaching methods namely: Grammar Translation Method, the Direct Method, Audiolingualism, and the Communicative Language Teaching Method.

3.2.1 Grammar Translation Method

According to Freeman (2000, P. 11) the grammar translation method is not new, it was called the Classical Method when it was used first in teaching the classical languages like Latin and Greek (Chastain,1988). This method aimed to help students read and admire the foreign language literature. In this approach, learners are supposed to become more familiar with the grammar of their native language through studying the grammar of the target language. Similarly, Thornbury (1999, p. 21) confirmed that in the grammar translation method," Grammar teaching course followed a grammar syllabus and lessons typically began with an explicit statement of the rules, followed by exercise involving translation into and out of the mother tongue". The target language was segmented into various parts of speech (for example: nouns, verbs, adverbs, pronouns, articles, participles, conjunctions and prepositions), which were taught deductively through an explicit explanation of rules, with memorization and translations of texts from and into L1 with a focus on written language. Other purposes of this method included exploring the literature of the target language, preparing learners to develop an understanding of the first language and training learners academic capacities (Nassaji and Fotos 2011).

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3.2.2The Direct Method

According to Richards and Theodore (2014, P. 11), Gouin was the first reformer of the nineteenth century who attempted to build a methodology around the observation of child language learning. Freeman (2000, P. 23) said that the direct method was revived as a method when the goal of instruction was mainly based on how to use a foreign language to communicate. This method became popular because the grammar translation method was not very efficient to prepare students to use the target language for communication. Describing grammar teaching in this method, (Thornbury,1999, P. 21) explained:"The direct method prioritized oral skills, and while following a syllabus of grammar structures, rejected explicit grammar teaching. The learners, it was supported, picked up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language".

3.2.3Audio-lingual Method

According to Thornbury (1999), the Audio-lingual method, like the direct method, was based on the belief in the primacy of speech. However, it "was even more strict in its rejection of grammar teaching. Audiolingualism derived its theoretical based from behaviourist, psychology, which considered language as simply a form of behavior, to be learned through the formation of correct habits. Habit formation was a process in which the application of rules played no part" (p.21).The Audio-lingual method is an oral-based approach. In addition, it trains students to use grammatical sentence patterns .The way to acquire the sentence-patterns of the target language was through conditioning. Hence, it helps to react correctly to stimuli through shaping and reinforcement (Freeman 2000, p: 35).

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3.2.4 Communicative Language Teaching

According to Alakeeli (2013, P. 24), the communicative method was developed by Charles A. It was based mainly on the utilization of Counseling-Learning theory. In addition, it redefined the teacher and learners role in the language classroom and the relation between them. Moreover, Widdowson (1987) stated that " the communicative approach defined the aim of language learning as acquiring the communicative ability, that is, the ability to use and interpret meaning in real-life communication " (cited in Nassaji and Fotos , 2011, p. 6).

Similarly, Widdowson(1978) claimed that some educators observed that when students interact (communicate) with each other outside the classroom they can not use appropriate sentences, so communicative language teaching aims to apply the theoretical perspective of the communicative approach and to make communicative competence the objective of the language teaching(Cited in Freeman 2000, p:121).

4. Approaches to Grammar Teaching

In foreign language teaching, there are two main theoretical approaches used in teaching grammar: the deductive and inductive approaches.

4.1. The Deductive Approach

Thornbury (1999) stated that "a deductive approach started with the presentation of a rule and is followed by examples in which the rule is applied"(p. 29).In addition. Widodo viewed that this approach "is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deductive, we reason from general to

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specific principles " (2006, p. 126). Thornbury (1999: 54-55) confirmed that there are three steps in the deductive approach to grammar teaching. First, the teacher provides clear definitions and explanations of a certain grammar point. The next step is to provide examples of sentences where the grammar point is usually used, as a means of presenting the students with the most frequent usage of a rule in a certain context. Then students practice the rules providing their own examples at the end of a lesson (cited in Nestic and Hamidovic, p. 192). According to Swan (cited in Thornbury, 1999, p.32), there are six standards which should be considered when applying the deductive approach:

***Truth:** the rules should be true.

***Limitation:** The rules should show clearly what limits are on the use of a given form.

***Clarity:** The rules need to be clear.

***Simplicity:** The rules should be simple.

***Familiarity:** The rules attempt to make use of concepts already familiar to the learners.

***Relevance:** the rules should answer only those questions that the student needs answered.

The deductive approach has many advantages which are summarized by Thornbury (1999, P. 30) in four main points first, it gets straight to the point, and can therefore be time –saving. Also it respects the intelligence and maturity of many adult students, and acknowledges the role of cognitive processes in language acquisition. In addition, it confirms many students' expectations about classroom learning particularly for those learners who have an analytical learning style. Furthermore, it allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

4.2. The Inductive Approach

Thornbury views that in the inductive approach "the grammar rule is presented and the learner engages with it through the study and manipulation of examples. In an inductive approach. On the other hand, without met the rule, the learner studied examples and from these examples drives an understanding of the rule ".(Nesic and Hamidovic,p. 191) this means that students produce rules indirectly, applying a rule to exercises from a text. The teacher's task is to provide the appropriate context where a certain rule is used together with the appropriate context for communication".

One of the main advantages of the inductive approach according to Widodo (2006, p. 128) is that the learners are trained to be familiar with the rule discovery. This could enhance learning autonomy and self-reliance. In addition, students are more active in the learning process, rather than being simply passive recipients. Moreover, this approach involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge. And if the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice.

On the other hand, Thornbury (1999, p. 54) mentioned the major disadvantages of this approach which include: the time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than a means. Furthermore, The time taken into work out of rule may be at the expense of time spent in putting the rule to some sort of productive practice. Also, students may hypothesis the wrong rule, or their version of the rule may be either too broad or too narrow in its application. In inductive approach

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frustrates students who, by dint of their personal learning style or their past learning experience or (both). Would prefer simply to be told the rule.

5. The Common Difficulties in Learning Grammar

Grammar is considered as a major difficult aspect of a foreign language to master. Hence, the EFL learners face many problems and difficulties in learning grammar. Alakeeli (2013, P. 69) concluded that there are seven common problems which he summarizes as follows:

1. Word order

Alakeeli(2013) stated that "In English, word order is more important than it is in many other languages. Very often EFL students produce sentences that sound strange to the native's ear because the order of the words in the sentences is wrong. The basic pattern for English statements is: subject-verb-object(s)-place- time " (ibid). Harmer (2007) said that the elements have to go in the right order for the sentence to work, if we tried to say 'it here in warm is' the sentence would not work. Also he mentioned some examples:

*Stealthily is warm in here.....(1)

*In hospitable is warm in here.....(2)

* It's warm go.....(3)

This expresses the importance of the words types in correct sentences, so we can not put an adjective (1), or an adverbs (2) in the subject slot, or a verb in the adverbial position (3).

(Harmer,2007).

2. Present Tense

Present tense refers to actions that happen in present. This is not totally right, because we use present in other cases, to express habitual, repeated and something that is generally true for example: The sun rises in the East, I go every day to school at 8:00 a.m.(Alakeeli, 2013. P. 70)**3.**

Past Tense

Past tense shows experiences and events that are over and done in the past. One problem is that people tend to use present tense to talk about personal experiences in the past. Another problem is when learners use 'would + verb' to indicate an event that happened in the past. This is correct in speech but it is wrong in writing (ibid).

4. Two Word Verbs

In English, some phrases contains a verb and a preposition or adverb. For instance, "get" means 'to obtain... etc.' while "get over" means 'to recover from an illness ', and "get up" means 'to arise from a reclining position.' This presents a major problem for EFL students, because these are not listed in dictionaries (ibid).

5. The verb Do

The verb Do is used in English according to four various ways:

1. As a verb like other verbs
2. As a sign of emphasis

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3. As a verb that can be put it in front of the subject to combine a question or to avoid formed a negative statement.

4. As a substitute to save repetition of another verb or verb phrase (ibid).

6.Prepositions

If the teachers do not teach much prepositions at the same time this will be better for their students, because prepositions are a main problem for them and because various languages use various prepositions (ibid).

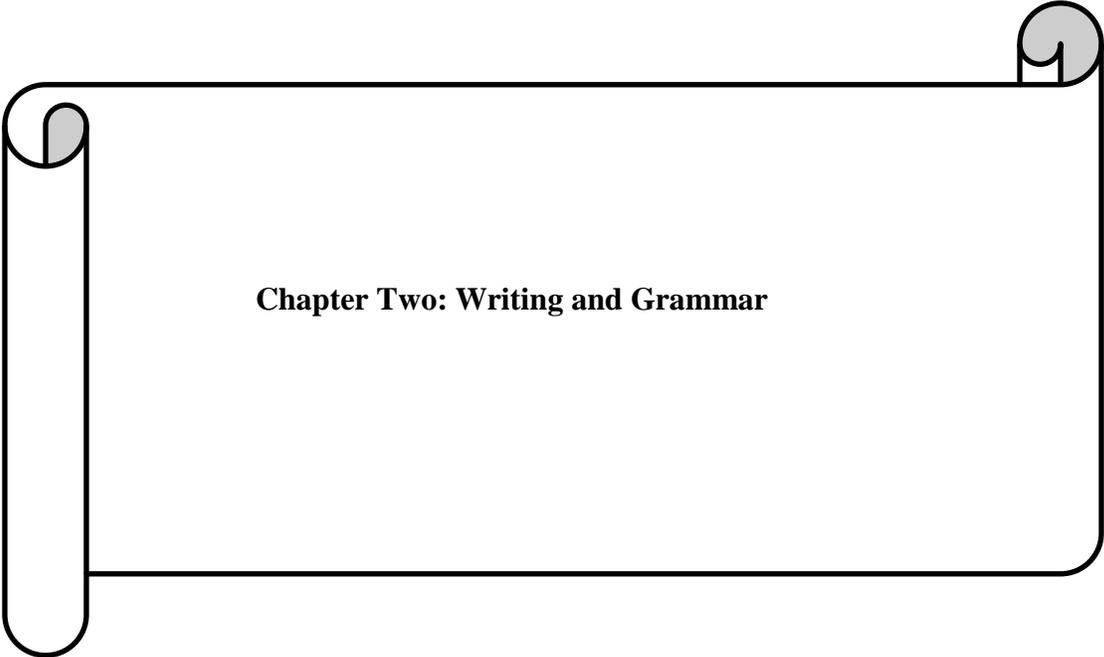
7.Nouns

English language nouns are devived into countable and non-countable. A countable noun is one which can have a plural form unlike a non- countable noun which can not. Languages are different, for example in English, the noun "homework" is non- countable, but in other languages this noun is countable so the students have to learn which nouns are countable and which are not in English because it impacts other principles of grammar (ibid).

Shiu (2011,p. 6) conducted a study on the EFL learners perceptions of grammatical difficulties, he examined twenty grammatical features through a questionnaire, and found that "some features were more difficult, for the participants than others to learn" (Dehghani, Bagheri, sadijhi, Tayyeb, 2016 : p 211). Furthermore, Shiu confirmed that "some of the twenty features including clauses embedded questions, prepositions, real conditional, participal construction, and unreal conditionals were perceived by the participants of the study as the most difficult. At the same time, it was found that negation, third person-s present, progressive, simple past-ed, WH questions, and model auxiliaries, were least difficult items for the participants of the study"(ibid)

Conclusion

Teaching grammar is one of the major elements for acquiring any language, because the EFL learners will be competent to comprehend and utilize the language correctly. Hence, in this chapter we provided different definitions of grammar in addition to its types. We also highlighted the two main approaches to grammar teaching namely deductive and inductive approaches. In addition to the history of teaching grammar. Moreover, we presented the grammar importance. Finally, we discussed the common problems (difficulties) that are faced by the learners.



Chapter Two: Writing and Grammar

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Chapter Two: Grammar and Writing

Introduction

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Conclusion

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Introduction

In foreign language teaching, writing is one of the most difficult skill for learners to master and it poses a serious challenge to the students of a foreign language. Learners can not communicate in a good way or express their ideas in the written form without developing the writing skill. Hence, teachers and specialists in the field attach great importance to the writing skills.

Therefore, this chapter deals with writing. It presents definitions of writing, the writing skills, and the process of writing. It also shed light on the six approaches to teaching writing in EFL classes. Moreover, it tackles the importance of teaching writing skills. Finally, it deals with the impact of grammar teaching on students' writing.

1. Definition of Writing

Writing is an important skill for EFL learners to develop. It plays a major role in language development, learning and teaching. Scholars and researchers define writing differently.

Yule (2010, p. 212) defines writing as "the symbolic representation of language through the use of graphic signs". Harmer(2004) views that "writing has been seen as only support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and put forward ways of teaching this skill which acknowledge and emphasize its importance".

On the other hand, Hayland considers writing as " a social act and personal activity that seeks to achieve different purposes in society." He states that:" while every act of writing is in a sense both personal and individual, it is also international and social, expressing a culturally

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recognized purpose, reflecting particular kind of relationship and acknowledging an engagement in a given community". According to Hayes(1996)," Writing is a social artifact and is carried out in a social setting .What we write, and how we write to is shaped by social convention and by our history of social interaction" (cited in Weigle, 2002: 19).

2. Components of the Writing Skills

According to Harmer(2004,p.44), writing has its mechanical parts like the other skills. They include handwriting, spelling, punctuation and the construction of well- formed sentences, paragraphs and texts.

1.1: Handwriting

Handwriting is an essential skill whether in exam writing, postcards, forms(such as application forms).Handwriting can be hard for some students like Chinese or Japanese, or those who are using distinct scripts such as Arabic or Indonesian, writing in Roman cursive or ‘joined up’ lettering presents many problems. Students who are adapted to write in their L1 from right to left, can face problems not only of perception but also of angle and position for the writing arm. In teaching handwriting, there are two-stage approaches which are the recognition and production of letters when the students encounter some problems concerning this skill and which the teacher can follow them.(Harmer 2004, p.44 - 45).

1.2. Spelling

The second skill is spelling. English spelling is sophisticated but it is not random. There are specific rules about when certain spellings are acceptable and others are not .Also, these rules often have exceptions but they are related to a small number of individual words. Learners of English need to be aware of the different spellings to differentiate between homophones which

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refer to words that sound the same but spelt differently like threw and through. The best way to help students to learn how to spell is to have them read as much as possible and to give them exercises, getting them to work out their spelling rules. (ibid).

1.3. Punctuation

The third skill of writing is punctuation. Using punctuation in a correct way is an important skill. For many people, the quality of what is written depends not only on the content and language but also on the use of punctuation. If students use some punctuations like capital letters, commas and full stops inappropriately, the text they produce will be difficult to comprehend and this gives a negative impression. The need for accurate punctuation does not look very important where writers use e-mail communication. Teachers need to teach the students how to use punctuation correctly if they want them to be good writers in English. (ibid)

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

Last writing skill is the construction of well- formed sentences, paragraphs and texts. The learners need to apply combining or putting words together in well-formed sentences, paragraphs and texts. One way to do this is parallel writing in which the learners follow a written model. Also, the most essential form of parallel writing is sentence writing. For instance, students can be given one or two model sentences and then have to write identical sentences focusing on the information given to them, or on their own thoughts and ideas. An example of paragraph construction employs a ‘substitution-drill’ procedure in which the students are asked to write a paragraph which is similar to the previous one when they have read it.(ibid).

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3.The Process of Writing

Harmer(2004, p.4) defines the writing process as "the stages that a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content(subject matter) of the writing ,the type of writing (shopping lists, letters, essays, reports or novels), and the medium it is written in(a pen ,paper, computer word files, live chat, etc)". The writing process has four main elements which are planning, drafting ,editing and the final version.

3.1.Planning

Planning is the first stage in the writing process. Experienced writers plan what they are going to write. They decide what they are going to say before they start writing. For some writers, planning may include making detailed notes, while others may not write down any initial notes because they may do all their planning in their heads. The writers have to think about three major issues. First, they have to take into account the purpose of writing because this will affect not only the type of text they produce, but also the language they use, and the information they select to include. Second, experienced writers think of the audience they are writing for, because this will influence not only the form or shape of writing but also the selection of language whether it is formal or informal in tone. Third, the writers have to take into consideration the content structure of the piece, this means how best to arrange the facts, ideas or argument. (ibid).

3.2. Drafting

Drafting is the second stage in the writing process. A Draft can refer to the initial version of a piece of writing. This first version is sometimes done and changed later. Many drafts may be generated on the way to the last version when the writing process changes to editing (p.5)

3.3. Editing(reflecting and revising)

The third essential stage in the writing process is editing. Editing is also called reflecting and revising. When writers have produced a draft, they usually read what they have written to see where it works and where it does not. May be the arrangement of the information is ambiguous. The way some thing is written maybe vague or confusing. In this stage the writers may utilize various forms of words for a specific sentence. More skilled writers need to look at the general meaning and the whole structure before focusing on detailed characteristics like individual words and grammatical accuracy. Individual words and grammatical accuracy are necessary, they are often dealt with in the process. While Reflecting and revising, writers are sometimes aided by other readers or editors who give opinions and make suggestions. The reader's response to the piece of writing will aid the author to make suitable revisions.(ibid)

3.4. final Version

Final version is the last stage in the writing process. When the writers have edited their drafts they produce their last version by making the changes they regard to be important. This may look significantly distinct from the original plan and the first draft. In this stage, the writer is now ready to send the written text to its planned audience.

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The process of writing is not linear but rather it is recursive. It means that the writers design, draft and edit but sometimes re-plan, re-draft and re-edit. They may change their mind and re-plan, draft or edit even when they think this was their final draft. The final version is actually the final version when the process has realized its culmination. (p.5-6)

4. Approaches to Teaching Writing in EFL Classes

Approaches to teaching writing in EFL classes have witnessed many changes over time. According to Raimes, 1983 there are six main approaches to teaching writing which are the Controlled-to-Free Approach, the free-Writing Approach, the Paragraph-Pattern Approach, the Grammar-Syntax-Organization Approach, the Communicative Approach and the Process Approach.

4.1 .The Controlled-To-Free Approach

The Controlled-to-Free Approach follows a particular order. Students are first given sentence exercises, next paragraphs to copy, and manipulate in a grammatical way. For example, students change present to past, plural to singular or questions to statements. Also, they may replace words, clauses or connect sentences to each other. It is also simple for students to write much with controlled composition. Then, students are permitted to try some free compositions after they reach a high level of proficiency. The Controlled-to-Free Approach emphasizes three features which are grammar, syntax and mechanics. It also focuses more on accuracy rather than fluency or originality. (Raimes, 1983 p.6-7)

4.2. The Free-Writing Approach

The Free-Writing Approach emphasizes the quantity of writing rather than its quality. In other words, teachers approach the teaching of writing by providing a large free writing on particular topics, with just few correction of errors. This approach is more appropriate for intermediate-level students who should concentrate on content and fluency first. Grammatical accuracy and organization will gradually come after ideas are written on the paper. Students can be asked to write freely on any topic for five or ten minutes, Then teachers read the brief pieces of writing produced by students and may comment on the ideas expressed without correcting them. Some students might offer to read their own writing aloud to the class. In this approach, the audience and content are essential, especially since the free-writings sometimes turn on subjects that the students are interested in. Finally, those subjects will be the basis for other more focused writing tasks.(ibid)

4.3 .The Paragraph-Pattern Approach

The Paragraph-Pattern approach focuses on the organization of written text instead of the accuracy of grammar or the fluency of content. In this approach, students produce paragraphs, analysis the form of model paragraphs, and follow model passages. They put scrambled sentences into an order of a paragraph, they introduce particular statement, they select or create a suitable topic sentence, they put or delete sentences. The Paragraph-Pattern Approach focuses on a particular principle which is people build and arrange their communication with each other in various ways in different cultures. The students need to see, analysis and practice the particular English characteristics of a piece of writing even if they organize their ideas well in their first language.(ibid)

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4.4. The Grammar-Syntax-Organization Approach:

The fourth approach concerned teaching writing in EFL classes is the Grammar-Syntax-Organization Approach. Some teachers focus on more than one of the characteristics when producing a piece of writing in this approach. For them, writing can not be comprised of separate skills which are learned one by one. Also, they design writing tasks that lead students to pay heed to organization although they work on the necessary grammar and syntax. For example, the writer requires more than the appropriate vocabulary when he starts an instruction on how to operate a calculator. He needs simple form of verbs, an organizational plan focusing on arrangement, sequence words such as first ,second, then, and may be sentence structures like "When "and "then" during discussion and preparation of the task. In this approach, students are supposed to see the interrelation between what they are trying to write in their papers and how they need to write it. Finally, the Grammar-Syntax-Organization Approach links the aim of a piece of writing to the forms that are needed to convey the message.(ibid)

4.5 .The Communicative Approach:

First, the Communicative Approach emphasizes the purpose of a piece of writing and the audience. Student writers are supposed to act like writers in real life and ask essential questions about the purpose and audience such as<Why am I writing this? And <<Who will read it? The teacher was the only audience for student writing in a traditional way. Some teachers believe that writers do their best when their writings are really a communicative act, when they are writing for a real reader. The teachers, then,have expanded the readership when using the Communicative Approach. They stretched out the readership to different students in the class who do not only read it, but also react, modify a form or style, summarize or comment but not

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correct. In the Communicative Approach, the teachers may take readers outside the classroom in order to choose a suitable content, language and level of formality. In addition, students are supposed to do their tasks. For instance, when the teacher asks them to describe their room at home, this task does not mean that they only use the present simple and prepositions. It takes on new dimensions. If the students for example exchange letters, write back to each other, ask questions and make comments, real classroom readers can be brought into these assignments.(ibid)

4.6 .The Process Approach:

Nowadays, the teaching of writing has moved from an emphasis on the written product to the process of writing. Writers ask questions not only about the purpose and audience but also about how they write a paragraph or a text and how they start writing it. They agree on a particular point which is how to begin writing and how to arrange the task. Student writers need to know that what they write first in their papers is not a final product but it is just a beginning. Moreover, a student who is given the time for the process to work, will learn new ideas, words and new sentences in this approach. A lot of teachers give students the occasion to investigate a topic fully in prewriting activities like a discussion, a debate, and brainstorming. In this approach, writers make connections and generate ideas through producing free associations. In addition, Brainstorming can be done aloud in class, groups or individually. The first piece of writing produced is not corrected. The reader in the Process Approach reacts only on the ideas expressed. Moreover, the students do not write on a particular topic in a limited time and do not wait the teacher to correct their errors. Rather, they examine the topic through writing, they show the teacher and each other their drafts and use what they write to think about and change them to

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new ideas and to read over. The teachers give their students two essential supports which are time for students to test their ideas and feedback on the content when they use the Process approach. the teachers consider the writing process as a process of discovery for students in which they discover new ideas and new language form to express ideas.(Raimes, 1983 p. 10).

5.The Importance of Teaching Writing for EFL Learners

At the university syllabus, the writing skill is regarded as an essential part in teaching English. Hence, the educational system should focus more on enhancing the students' level in this skill. Importantly, writing is considered as a means of communication as Raimes (1983,p.3)mentions "But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. How?... writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students." In addition, learners can express their ideas and thoughts through writing. Also Raimes appends "...when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks....,when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning."(1983, p. 3).

Harmer (2007, p.112) states that writing gives the students more thinking time than in spontaneous conversation. This provides them more chance concerning language processing that is thinking about the language either in study or activation. Moreover, he makes a difference between two main reasons for teaching writing which are writing-for –learning, and writing-for-

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writing. In the former, writing is a tool to apply language, it helps students to use the previous knowledge. The latter, aims to create a good writers by improving the student's skills.

6. The Impact of Grammar on Students Writing

Al-Akeeli (2013,p:66), acknowledges that" Grammar is an important aspect in expressing thoughts by writing, it is the most important element of written language, when the learner is well mastered with grammar , he can easily communicate with others through writing. Good writing indicates good learning". Similarly, for Baleghizadeh and Gordani "students can advance their level of English by producing written work that employs the grammatical structures they have learned. Although it is unrealistic for nonnative students to expect to reach 100% accuracy (and many native English speakers may have similar difficulty), they should aim to continuously improve their writing accuracy, in order to make their work as readable and efficient as possible" (2012,p: 160)

As Calkins (1980) suggested, the most helpful way to improve students' command of grammar in writing is to use students' writing as the base for teaching grammatical concepts. Research also indicated that it is more effective to teach punctuation, sentence variety, and sentence patterns in the context of writing than to access the topic by teaching unorganized skills. Hillocks (1986) found that grammar instruction that is separate from writing instruction is unable to enhance students' writing competence. (Beverly, 2007, p.2 cited in Lin, 2008: p 3- 4).Chin (2000) also stated that:

As students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in

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sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a mini- lesson on this concept, using examples from student writing. The teacher can have students edit their own and one another's drafts for this problem. Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing (p:1).

Moreover, Baleghizadeh and Gordani (2012) said that "in academic writing one should always follow rules of grammatical accuracy since the end-user or consumer of the writing is likely to be an expert in particular fields. Hence, it is vital that writing is clear through compliance with rules of punctuation and the conventions of grammar to maintain clarity and avoid ambiguity in expression " (p:161).

Harmer (2004) believes that writing is a 'backup' for teaching grammar. In other words, when the students practice writing, the grammatical rules can be mastered, writing plays a major role in the curriculum. Similarly, grammar is useful to face the difficulties that are encountered in the writing process which means that there will be fewer errors in a piece of writing when grammar rules are used correctly.

Hillocks (1986) states that "sentence-combining practice provide writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most apt". Also, Hillocks and Smith (1991) reveal that systematic practice can rise students' knowledge of syntactic structures through sentence –combining as well as enhancing the quality of their sentences, especially when stylistic impacts are discussed as well. Structured sentence-combining exercises guide the

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students more concerning how to produce new sentences, however, unstructured sentence-combining exercises permit for more change, but they still need students to create logical and meaningful sentences. (cited in chin, 2000)

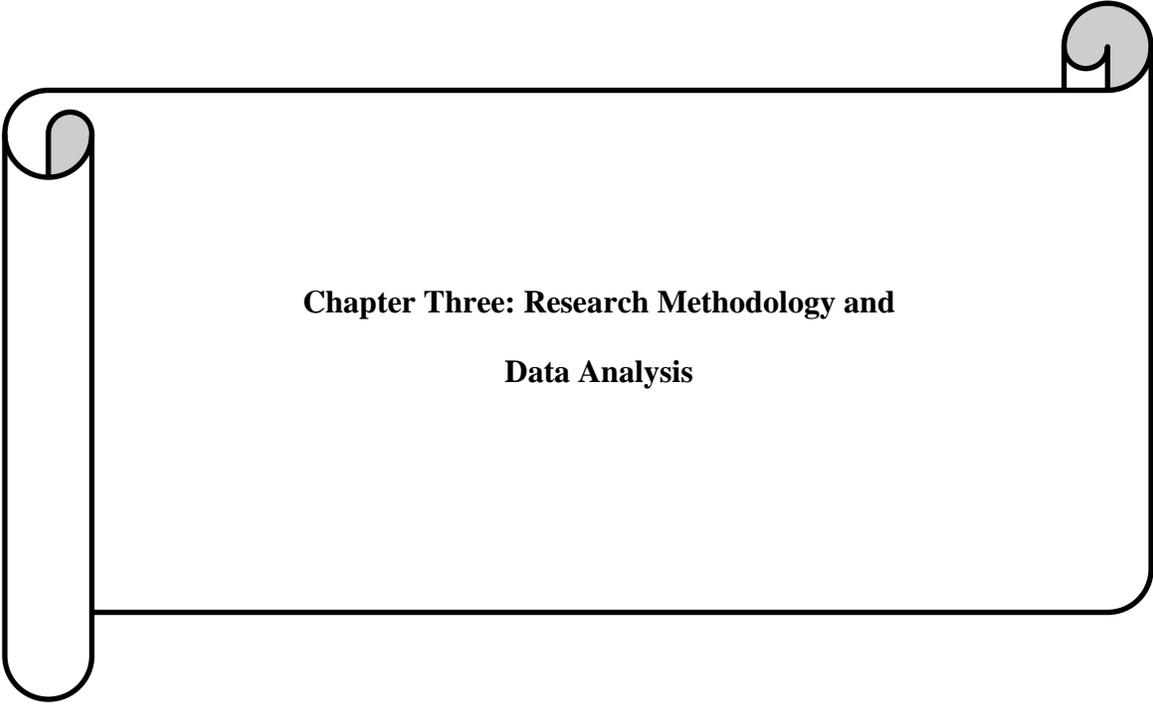
Moreover, Noguchis' (1991) analysis shows that grammar choices influence the style of writing, sentence-combining is an efficient method for helping students' progress fluency and variety in their writing style. The students understand better the ways in which sentence structure, usage and punctuation affect meaning through participation in oral and written sentence-combining activities.(ibid).

On the other hand, Some of researchers confirmed that there is no relation between grammar and writing. Krashen, for example, (as cited in Freeman and Freeman, 2004) he said "there is no relationship between formal grammar instruction and performance on measures of writing abilities. Similarly, Braddock, Lloyd -Jones, et al (as cited in Freeman and Freeman, 2004) stated:

In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displace some instruction and practice in actual composition, even a harmful effect on the improvement of writing. (p. 218) (cited in Cubillo and Hernandez, 2015 p: 110)

Conclusion

Teaching writing is regarded as one of the major difficult skill to master for EFL learners. Hence, through this chapter we provided writing definitions, the four components of writing skills which are handwriting, spelling, punctuation and construction of well-formed sentences, paragraphs and texts. In addition, the four major stages of the writing process were presented. Another issue we dealt with is the six approaches to teach writing that govern EFL classes. Moreover, we shed light on the importance of teaching writing for EFL learners. Finally, we discussed the impact of grammar on students writing.



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Chapter Three: Research Methodology and Data Analysis

Introduction

The Students Questionnaire

1. Aim of the Questionnaire
2. Administration of the Questionnaire
3. Description of the Questionnaire
4. Data collection and Analysis
5. Discussion

Conclusion

Introduction

This chapter reports on the practical part of research. It describes the research design and presents the analysis of the outcomes. It starts with the aims of the questionnaire. Then, the administration as well as the descriptive of the questionnaire are highlighted. Finally, it presents a detailed analysis and interpretation of the results. The data collected from our research will help us to identify the problems, and suggests possible solutions.

The Students' Questionnaire

1. Aims of the Questionnaire

This questionnaire is addressed in order to investigate the students' opinions and attitudes towards the impact of learning grammar on their writing, and to discover if grammar has a crucial role in developing the writing style or not.

1. Administration of the Questionnaire

The questionnaire was administrated to second year License students in the department of English at Mohammed Seddik Ben Yahia University. It took place in the second semester of the academic year 2018. Within a population of Two hundred and fifty seven (257) second year students, eighty (80) subjects have been randomly selected. We delivered 80 copies of the questionnaire and we were handed back the same number because all the students answered it.

3. Description of the Questionnaire

The present questionnaire consists of seventeen (17) closed questions (yes/no questions), where the students are asked to pick up correct answer from a series of options, in addition to

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open questions asking the students to mention their point of view or to explain their selections or to arrange the selections in terms of the importance. The questions are divided into four sections as follows:

Section One: General Questions (Q1-Q2)

This section includes background information about the student. It consists of two questions. In the first question, students are asked to describe their gender. In (Q2) students are asked about how long they have been studying English.

Section Two: Grammar (Q3-Q8)

This section deals with Grammar. It includes six questions. In the first one, the students are asked to define grammar according to their points of view (Q3). In (Q4) students are asked if they like studying grammar or not, and if the answer was "no" they clarify why. Question five (Q5) aims to find out if the students consider learning grammar a difficult task or not, and if the answer is "yes", they choose from a set of options the grammatical aspects that pose difficulties for them. Question six (Q6) is asked to find out which method students think is more effective in teaching grammar. The seventh question (Q7) aims to know the students' opinions about the time allocated for the grammar module and whether it is sufficient or not. The last question (Q8) is addressed to say whether the students practice grammar rules or not.

Section Three: Writing (Q9-Q12)

The first question of this section (Q9) is asked to investigate the students' interest in writing. Question (Q10) is designed to explore whether students consider developing the writing skill important or not, and if the answer is "yes", they explain why by choosing the appropriate

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option.(Q11) investigates whether the time allocated to teaching Written Expression is sufficient or not. Then, in (Q12) students are asked to classify the items according to their importance when writing: organization of ideas, grammar, vocabulary, punctuation.

Section Four: The Place of Grammar in Writing (Q13-Q17)

This section contains five questions. In the first one (Q13) students are asked whether they apply the rules they have studied in their grammar module when writing, and if the answer is "yes" they say how often. (Q14) aims to know which grammatical aspects students consider more when writing: Tenses, Prepositions or Adverbs. Question (Q15) asks students about the stages of writing when they take grammar into account more: when they start writing their ideas on the rough paper, when they have finished writing down their ideas on the rough paper, when they start writing the final version, or when they are revising their final version. In (Q16) students are asked about their points of view concerning the impact of learning grammar on their writing abilities, they are further asked to say what are the effects of grammar learning on the writing skill by selecting the appropriate option. The final question (Q17) investigates which form of grammar teaching has a more positive effect on their writing: the teaching of formal grammar (syntax), or the teaching of sentence-combining.

2. Data Collection and Analysis

3. Section One: General Information

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Q1: Gender

Table 1:

Gender

Gender	N°	%
Female	74	92,5
Male	6	7,5
Total	80	100

Taking a quick glance at this table, one finds that female students outnumber male ones. The majority of participants (92,5%) are females, while only (7,5%) are males. The participants sex, however, does not influence the results of the study.

Q2: How long have you been studying English at university?

The results show that all the participants have been studying English at university for two years.

Section Two: Grammar

Q3: According to you, grammar is defined as:

a- How we should speak and write a language

b-All the possible grammatical structures of a language

c-How the sentences of a language are formed

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d-The set of rules which underlie the use and usage of a language

Others: please specify

Table 2:

Students' conceptions of grammar

Options	N°	%
a	13	16,25
b	26	32,25
c	8	10
d	20	25
ac	2	2,5
ad	2	2,5
bc	3	3,75
bd	3	3,75
cd	1	1,25
ac	1	1,25
bd	1	1,25
Total	80	100

As the table shows, (32,5%) of the participants defined grammar as all the possible grammatical structures of a language, and (25%) of them defined it as the set of rules which underlie the use and usage of a language. Additionally, another group of participants (16,25%)

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defined it as how we should speak and write a language, while only (10%) defined it as how the sentences of a language are formed. These results indicate that the students have various conceptions of grammar. Those conceptions may affect the degree of importance they attach to grammar and the role they give it in improving their writing skills.

Q4: Do you like studying grammar?

Yes

No

If no, why?

Table 3:

Students' attitudes towards studying English Grammar

Options	N°	%
Yes	62	77,5
No	18	22,5
Total	80	100

Responses to this question shows that (77,5%) of the students like studying grammar, while (22,5%) do not like it. The students whose answer was "no" explained their answer as follows:

- English grammar has many rules that the students should follow (1 student).
- English grammar is difficult, complex, and confuses the students (13 students).

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From these results we conclude that the students are aware of the importance of grammar in developing their language.

Q5: Do you find learning grammar difficult?

-Yes

-No

Table 4:

Students' attitudes towards the difficulty of learning English grammar

Options	N°	%
Yes	63	78,75
No	17	21,25
Total	80	100

In response to (Q5), a great amount of students (78,75 %) confirmed that learning grammar is difficult task. While only 17 students (21,25%) stated that it is an easy task. If yes, which item do you find more difficult?

a- Tenses

b- Model verbs

c- Conditional sentences

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*Table5:**Students' common difficulties in learning grammar*

Options	N°	%
a	47	58,75
b	7	8,75
c	9	11,25
Total	80	100

Among those students who considered grammar a difficult task ,58,57% (47 students) asserted that tenses is the most difficult item, while 11,25 % (9 students) find difficulties with conditional sentences, and 8,75% (7 students) think that model verbs are the most difficult aspect. The only justification for these results is that for students, English is not their native language, it has many rules, and these rules include exceptions, hence, they encounter many learning its grammar.

Q6: Which method do you find more effective in teaching grammar?

a- To be given the rules directly by the teacher (the deductive method).

b- To find the rules by yourself (the inductive method).

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*Table 6:**Students' preferences for grammar teaching methods*

Options	N°	%
a	56	70
b	24	30
Total	80	100

The table shows that the majority of questioned students (70%) prioritize the deductive method i.e. receiving the rules directly from the teacher, and just 30% prefer the inductive method that is find the rules by themselves. The fact that the majority of students prefer deductive method this indicates that they have not reached yet a level where they rely on themselves in acquiring grammar rules.

Q7: Do you think that the time allocated for the grammar module is?

a-Sufficient

b-Not enough

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Table 7:

Students' opinions about the time given to the grammar module

Options	N°	%
a	31	38,75
b	49	61,25
Total	80	100

As it is presented in the above table, (61,25%) of the students think that the time allocated to teaching grammar is not enough to cover all the grammar aspects, while the remaining students (38,75%) consider that the time allocated is sufficient. This proves that the students need more time to cover all the grammatical aspects. So the educational authorities should specify more hours for the grammar module.

Q8: Do you practice the English grammar rules you study in your grammar module?

-Yes

-No

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*Table 8:**Students' attitudes towards practicing grammar rules*

Options	N°	%
Yes	66	82,5
No	14	17,5
Total	80	100

Almost all the participants (82,5%) claimed that they practice and apply the grammar rules they have studied in classroom, only 14 students (17,5%) reported that they do not practice these rules. This shows clearly that the students are aware of importance of grammar rules in developing their language.

Section Three: Writing

Q9: Do you find writing in English interesting?

-Yes

-No

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Table 9:

Students' interest in writing in English

Options	N°	%
Yes	78	97,5
No	2	2,5
Total	80	100

The table shows that. The majority of students (97,5%) find that writing in English is interesting, and just two students (2,5 %) think that writing is not interesting. These results indicate that the majority of students are aware of the importance of the writing skill. And the essential role it plays in developing their language.

Q10: Do you think that the time allocated to teaching written expression is sufficient to cover most of the aspects needed to develop your writing skills ?

-Yes

-No

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*Table 10:**Students' opinions about the time given to the Written Expression Module*

Options	N°	%
Yes	45	56,25
No	35	43,5
Total	80	100

Responses to the question asking the students if the time allocated to teaching Written Expression is sufficient or not show that (43,75%) of them think that it is not sufficient, and(56,25 %) think it is enough. These results show that the students need more time to cover most of the aspects needed to develop their writing skills.

Q11: According to you, which item is more important when writing?

a -Organization of ideas

b -Grammar

c -Vocabulary

d -Punctuation

*Table 11:**The Most important components of writing*

Options	N°	%
a	28	35
b	14	17,5
c	22	27,5
d	6	7,5
Total	80	100

The table shows that grammar takes place after vocabulary and organization of ideas.(35%) of the students consider the organization of ideas as the most important component when writing, while according to (27,5%) of them vocabulary comes first. However, (17,5%)of the participants asserted that grammar is the most important component, the remaining few students (6) opted for punctuation. These results confirmed our expectations. The students confirmed that organization of ideas represents the most important item, but in fact what is also important for them is the amount of vocabulary essential to express those ideas.

Section Four: The Place Of Grammar In Writing

Q12: Do you apply the grammar rules you study in your grammar module when writing?

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-Yes

-No

Table 12:

Students' application of grammar rules

Options	N°	%
Yes	71	88,75
No	9	11,25
Total	80	100

The table shows that only few students (11,25%) do not apply the grammar rules they have studied in grammar when writing. The majority (88,75%) of them claimed that they apply those rules.

If yes, how often :

a-Always

b-Often

c- Sometimes

d- Rarely

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*Table 13:**Students' frequency of applying grammar rules*

Options	N°	%
a	15	18,75
b	31	38,75
c	22	3,75
d	3	27,5

The percentage of students whose answer was 'yes' is divided into (38,57%) of students who apply it often, (27,5%) who apply it sometimes, (18,75%) who apply it always, and just (3,75%) apply it rarely. From these results we conclude that the students know the complementary relation between grammar and writing, and this will help them remember the rules, and apply their grammatical knowledge when writing.

Q13: Which grammatical aspects do you consider more when writing?

-Tenses

-Prepositions

-Adverbs

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Table 14:

The grammatical aspects considered more by students when writing

Options	N°	%
a	64	80
b	11	13,75
c	1	1,25
ab	2	2,5
ac	1	1,25
abc	1	1,25
Total	80	100

The majority of students (80%) responded that tenses are the grammar aspect that they consider most when writing. (13,75%) opted for prepositions, and only one student chose adverbs. Two students (2,5%) said that they take tenses and prepositions into account when writing. This proves that the majority of students face difficulties with the forms of English verbs, and with the use of prepositions.

Q14: When writing, Do you consider grammar rules when you:

a- Start writing your ideas on the rough paper.

b- Have finished writing down your ideas on the rough paper.

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c-Start writing the final version.

d-Are revising your final version.

Table 15:

The writing stage when students consider grammar rules

Options	N°	%
a	31	38,75
b	19	23,75
c	13	16,25
d	9	11,25
ac	2	2,5
ab	1	1,25
ad	1	1,25
bc	2	2,5
bd	1	1,25
cd	1	1,25
Total	80	100

The table reveals that (38,75%)of the students consider grammar rules when they Start writing their ideas on the rough paper, and (23,75%) do when they have finished writing down their ideas on the rough paper.(16,25%) of them take into consideration grammar rules when

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Start writing the final version , and some of them (9 students) consider those rules when revising their final version. The remaining percentages represent those students who opted for more than one option. These results prove that the learners realized that the grammatical problems are responsible for reducing their level in writing essays specially in exams. The results also prove the students fears of grammar since they consider it immediately when they start writing their ideas. Students awareness that gaps in grammar can influence their writing level motivate them to take into consideration the grammatical aspect from the beginning of the writing process.

Q15:Do you think learning grammar has an impact on your writing abilities?

-Yes

-No

Table16:

Students' attitudes towards the impact of grammar on their writing abilities

Options	N°	%
Yes	73	91,25
No	7	8,75
Total	80	100

The majority of surveyed students (91,25 %) think that learning grammar has an impact on their writing abilities.

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If yes, What are the effects of grammar learning on your writing skill?

a- Improving the accuracy of your writing (Making fewer error)).

b-Helping you express clearly your ideas in writing.

c-Improving the quality of your writing.

Others, please specify

Table 17:

Students' opinions about the impact of grammar on their writing

Options	N°	%
a	14	17,5
b	31	38,75
c	17	21,25
ac	6	7,5
bc	4	5
abc	1	1,25

The students whose answer was 'yes' confirmed that grammar learning affects their writing skill by: Helping them express clearly their ideas in writing (38,75%), Improving the quality of their writing(21,25%), and Improving the accuracy of their writing (Making fewer errors) (17,5%). However,(8,75%) of the participants think that learning grammar does not have an

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impact on their writing skill. From this results, we indicate that the EFL students are highly concerned with grammar even if they give it a secondary position after organization of ideas and vocabulary (see Q10), and they are aware of the impact of grammar on their writing abilities particularly to express clearly their ideas.

Q16: According to you, which form of grammar teaching has a more positive effect on your writing ?

-a The teaching of formal grammar syntax (the set of rules, principles and processes that govern the structure of sentences).

b-The teaching of sentence- combining (how to join short simple sentences to make longer ones).

Table 18:

Students' attitudes towards the most effective form of grammar teaching

Options	N°	%
a	54	67,5
b	26	32,5
Total	80	100

The table shows that (67,5%) of students think that the teaching of formal grammar syntax (the set of rules, principles and processes that govern the structure of sentences) is the form of grammar teaching that has a more positive effect on their writing, and (32,5%) think that the teaching of sentence- combining (how to join short simple sentences to make longer ones) is

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more effective . The students pay more attention to syntax because this form will help them write correct and simple sentences.

5. Discussion:

The results of the questionnaire have revealed many facts about the students' opinions towards the impact of grammar instruction on their writing abilities. The current study was conducted with second year LMD students at the university of Mohammed Seddik Ben Yahia. The participants in this research think both that grammar and writing are important skills which play critical roles in learning English.

The results indicate that the second year EFL students have different conceptions of grammar, and these conceptions affect the role they give to grammar when writing skill. Furthermore, they consider learning grammar as a difficult task because English is not their native language and it has many rules with exceptions. From the obtained results, the majority of the students prefer the deductive method in learning grammar. This means they have not reached yet a level where they rely on themselves. Besides, more than half students are not satisfied with the time allocated for the grammar module and this may explain their low level in it. However, those who have a good level think that the time allocated is enough to cover all the grammatical aspects. Hence, the educational authorities should specify more hours for the grammar module to enhance the students' level.

The students hold positive attitudes towards the significance of writing. At the same time they consider it an easy task since three sessions per week are enough to understand the writing aspects. Moreover, the results of our research indicate that the students are aware of the

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complementary relationship between mastering and applying the grammar rules and writing. This helps them use the language properly, remember the rules, and test their grammar knowledge. This leads them to reach more advanced level when writing because they will avoid grammar errors specially the use of tenses which considered one of the major difficulties and challenges for EFL learners.

Also the results show that although the students opted for the organization of ideas as the main important item followed by vocabulary when writing, still they are aware that the grammatical problems are responsible of reducing their level in writing specially in exam. The fact that they are aware that gaps in grammar can influence their writing level motivates them to take into consideration the grammatical aspect from the beginning of the writing process. In addition to that, the students are interested in the sentence structure rather than sentence –combining that enable them to convey their ideas and messages using simple sentences as well as correct and successful language.

To sum up, second year LMD students reported positive attitudes towards the influential role of grammar rules on their writing. Hence, students apply the grammatical knowledge they acquire in their grammar module when writing, their writing level will be improved.

Conclusion

This chapter dealt with the practical part of our study. It explored the students' attitudes towards the impact of learning grammar on their writing abilities. For this aim, a questionnaire was used as research tool. It was administrated to eighty second year LMD students. The questions gave them the opportunity to express their beliefs and attitudes towards developing the writing skills through applying grammatical knowledge. The obtained results confirmed our hypothesis set at the beginning of the study that is the students hold positive attitudes towards the impact of grammar instruction they receive on their writing abilities. But they do not apply all what they learn in their grammar module when writing.

General Conclusion

The current study is an investigation of the second year LMD students attitudes' towards the effectiveness of teaching grammar in enhancing their level in writing at English department of Jijel university. It is also an attempt to discover whether those students apply what they learn in the grammar module when they write. Hence, this dissertation was divided into three chapters, two for the theoretical background and one for the field work. Furthermore, the essential hypothesis on which this study was formed, was students hold positive attitudes towards the impact of grammar instruction they receive on their writing abilities. But they do not apply all what they learn in their grammar module when writing.

The first chapter highlighted the grammar definitions presented by different linguists, and its types. Also it discussed the main four methods, in addition to the major approaches (deductive /inductive) used in teaching grammar. Then, the importance of teaching and learning grammar for EFL students is discussed. Finally, it shed light on the basic difficulties the foreign language learners face in acquiring grammar.

The second chapter, on the other hand was devoted to the writing skill. First, writing was defined, and the basic components of the writing skill were provided. Moreover, it mentioned the four main stages in the writing process. Also, this chapter dealt with the six influential approaches in teaching writing. Then, it discussed the writing importance. At the end it highlighted the impact of teaching grammar on students' writing.

In this study a questionnaire was designed and distributed eighty second year LMD students in order to give them the opportunity to express their opinions towards the impact of grammatical knowledge on their writing, and to get answers to the previously posed questions.

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The analysis of the students' questionnaire revealed that students hold positive attitudes towards grammar. They believe that it is very important. However, they do not consider it as the most important element when writing. Indeed, it is classified after the organization of ideas and vocabulary. Moreover, they admit that grammar has great impact on their writing, that is, they believe that the more they apply the grammatical knowledge, the less they commit errors, and hence, the better writing would be.

Limitations of the Study:

When we have conducted this study, we have faced some difficulties and problems. These limitations are as follows:

* To begin with, in this study, the sample was expected to include all the second year LMD students to be under the investigation. However, because of time constraint, we limited the sample to 80 students.

*We were obliged to distribute the questionnaire early because of the students' absence in the end of the second semester.

*This study did not include a test to examine the impact of grammar on students' writing.

Recommendations:

Based on the result of our study, we propose the following recommendations:

* The teachers should help students to develop their level in both grammar and writing through the use of effective methods and techniques.

*The teachers need to motivate the students more to practice grammatical knowledge in writing paragraphs, essays ,,,,etc.

*The Written Expression teachers should correct the grammatical mistakes which are committed by learners when writing.

*The EFL learners should know the necessity of writing stages in parallel with the application of grammar rules affect on their writing style.

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*Students should consider both following the writing stages and applying the grammar rules they have learnt..

*Further studies need to be conducted to find out why students give more importance to the organization of ideas and vocabulary compared with grammar.

*There is a need for experimental studies to investigate the impact of grammar instruction on students writing.

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Appendix

Students' Questionnaire

Dear Students,

You are kindly requested to fill in this questionnaire to express your points of view towards the impact of grammar teaching on students writing. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your attention and interest. Please, mark(√) the appropriate box(es) or give full answer(s) on the broken lines. May I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: General Information:

Q1:Gender:

Male

Female

Q2:How long have you been studying English at university?

.....year(s)

Section Two: Grammar:

Q3:According to you, grammar is defined as:

a-How we should speak and write a language

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b-All the possible grammatical structures of language

c-How the sentences of a language are formed

d-The set of rules which underlie the use and usage of a language

Others:pleasespecify:.....

.....

Q4: Do you like studying grammar?

-Yes

-No

If no, why?

.....

.....

.....

Q5: Do you find learning grammar difficult?

-Yes

-No

If yes, according to you classify the following difficult items?

- Tenses

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- Model verbs

- Conditional sentences

Q6: Which method do you find more effective in teaching grammar?

a- To be given the rules directly by the teacher (the deductive method)

b- To find the rules by yourself (the inductive method)

Q7: Do you think that the time allocated for the grammar module is ?

-Sufficient

-Not enough

Q8 –Do you practice the English grammar rules you study in your grammar module?

-Yes

-No

Section Three: Writing

Q9: Do you find writing in English interesting?

-Yes

-No

Q10: Do you think that the time allocated to teaching written expression is sufficient to cover most of the aspects needed to develop your writing skills?

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-Yes

-No

Q11: According to you, which item is more important when writing?

-a Organization of ideas

-b Grammar

-c Vocabulary

-d Punctuation

Section Four: The Place of Grammar in Writing

Q12: Do you apply the grammar rules you study in grammar module when writing?

-Yes

-No

If yes, how often :

-Always

-Often

-Sometimes

-Rarely

Q13: Which grammatical aspects do you consider more when writing?

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-Tenses

-Prepositions

-Adverbs

Q14: When writing, Do you consider grammar rules when you:

a-Start writing your ideas on the rough paper.

b-Have finished writing downs your ideas on the rough paper.

c-Start writing the final version.

d-Are revising your final version.

Q15:Do you think learning grammar has an impact on your writing abilities?

-Yes

-No

If yes, What are the effects of grammar learning on your writing skill ?

- Improving the accuracy of your writing (Making fewer errors).

-Helping you express clearly your ideas in writing.

-Improving the quality of your writing.

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Others, please

specify:.....

.....

Q16:According to you, which form of grammar teaching has a more positive effect on your writing ?

-a The teaching of formal grammar (syntax) (the set of rules, principles and processes that govern the structure of sentences).

b-The teaching of sentence- combining (how to join short simple sentences to make longer ones).

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Résumé

L'objectif principal de cette étude est de découvrir les attitudes des apprenants

De la langue étrangère envers les impacts de l'enseignement de la grammaire sur leur écriture.

L'hypothèse de l'étude est que les étudiants ont des attitudes positives envers l'impact de l'enseignement de la grammaire qu'ils reçoivent sur leurs capacités d'écriture, mais ils n'appliquent pas tout ce qu'ils apprennent dans leur module de grammaire lors de l'écriture. Pour répondre à cet objectif, un questionnaire a été conçu et adressé à un échantillon de 80 étudiants EFL deuxième année au département de l'anglais à l'université Mohammed Seddik Ben Yahia Jijel. Le questionnaire offre aux étudiants l'opportunité d'exprimer leurs opinions et leurs attitudes par rapport à l'efficacité de l'apprentissage de la grammaire et son impact sur leurs capacités. Le résultat obtenu à partir du questionnaire des étudiants a révélé que même si les apprenants sont confrontés à des difficultés et des défis dans l'acquisition de connaissances grammaticales ainsi qu'à la pratique de ces règles, ils pensent qu'il est efficace pour améliorer leurs capacités d'écriture.

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الملخص:

الهدف المحوري لهذه الدراسة يكمن في تقصي وجهات نظر طلاب اللغة الأجنبية حول تأثير تعلم النحو فيما يخص مهارتهم في الكتابة. الفرضية التي اعتمدت في هذه الدراسة هي إن الطلاب لديهم مواقف ايجابية اتجاه تأثير القواعد النحوية التي يتلقونها على قدراتهم الكتابية، مع أنهم لا يطبقون كل هاته القواعد التي سبق لهم دراستها في مادة النحو و ذلك أثناء تحريرهم لنصوص أو مقالات. لتحقيق هذا الهدف، اعتمدنا في دراستنا على استعمال استبيان موجه لطلبة السنة الثانية بقسم الانجليزية وهذا من اجل صبر أرائهم واستطلاع موقفهم حول فعالية تعليم النحو و تأثيره على قدراتهم الكتابية. لقد أفضت نتائج هذه الدراسة إلى التأكيد أن على الرغم من أن طلاب اللغة الأجنبية يواجهون بعض الصعوبات والتحديات في اكتساب المعرفة النحوية، كذلك ممارسة و تطبيق هاته الأخيرة، إلا أنهم على دراية بأهميتها وتأثيرها في تحسين أسلوبهم في الكتابة.