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BOUNAB Assia

Title

A Diagnose of Secondary School Pupils' Grammatical mistakes in Compositions:

The Case of Third-Year Pupils at "Khadraoui Brothers" Secondary School in Biskra

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr.	SEGUENI Lamri	MCA	Biskra	President
Dr.	SAKRAOUI Amel	MCA	Biskra	Supervisor
Mrs.	MOUSSAOUI Nadjet	MAA	Biskra	Examiner
Mr.	BACHAR Maamar	MAA	Biskra	Examiner

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Declaration

I, BOUNAB Assia hereby declare that the work entitled, Analysis of Secondary School Pupils' Grammatical mistakes in Writing Compositions:The Case of Third-Year Pupils at "Khadraoui Brothers" Secondary School in Biskra, and supervised by Dr. SAKRAOUI Amel of Mohamed Kheider University of Biskra is entirely my own work, and has not been submitted before to any other institution or university for a degree.

Certified:

Miss: BOUNAB Assia

Master Student, Section of English.

Dedication

I dedicate this simple work to

My beautiful mother Nacira

My hero, my father Ali

My lovely sisters

Kaouthar, Ahlem, and Nawel

My precious brothers

Houssam, Ibrahim, Abderrahmane, and Farouk

My dear nephews

Hanine, Aridje, Ahmad, Mouhamed, Ilyes, and

Aroua.

My lovely friends whom I really love

To everyone who knows and respects me

Thank you all.

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Abstract

This study attempts to investigate the learning of grammar in the Algerian secondary school. This is based on the belief that third-year pupils are taught English language for six years, but they cannot practice and use the language in correct way. Most of the mistakes made by pupils in learning English are due to difficulties in the grammar rules. Therefore, the present study aimed at focusing light on the pupils' difficulty to use their knowledge of grammar to write effectively. This research highlights the common grammatical mistakes made by pupils at Khadraoui Brothers secondary school in order to look for appropriate strategies to remedy the situation with the participation of eight pupils from the same secondary school and twelve of teachers of English language. Teachers' questionnaire and the analysis of pupils' compositions have been as the effective data gathering tools of the descriptive qualitative approach. The questionnaire is administered to twelve teachers of English who are teaching in khadraoui Brothers secondary school, and eight pupils' compositions selected randomly from fifteen papers for the content analysis. The analysis of the data obtained emphasized the main factors that affected the usage of grammar rules when it comes to writing for third-year pupils. It is concluded that the lack of practice inside and outside the classroom setting have reduced the pupils' writing performance and have consequently prevented them from developing the correct application of grammar rules in their written productions.

Key Words: grammatical mistakes, compositions.

List of Abbreviations and Acronyms

TESOL: Teaching English to Speakers of Other Languages

L1: First language

L2: Second language

SLA: Second Language Acquisition

GTM: Grammar Translation Method

DM: Direct Method

CLT: Communicative Language Teaching

Et al: et alia (and others)

S: Subject

V: Verb

O: Object

Q: Question

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General Introduction

General Introduction

Background of the Study

Improving any language comes by mastering the four language skills: listening, speaking, reading, and writing. According to Richards, grammar is the system of rules used to produce sentences grammatically correct. It is needed because a pupil cannot express his ideas and thoughts if he had problems in understanding and using grammar.

In this study, the researcher asserts that the difficulties and problems faced by pupils in learning English grammar rules should not be ignored. Arab pupils face many problems in reading and writing in English. There are many difficulties Algerian pupils face in learning grammar in English. Identifying these difficulties and pointing them out will help teachers bring solutions to these difficulties and problems more easily and provide better education for pupils.

Statement of the Problem

Grammar is central to the teaching and learning of languages. Without it pupils will have many problems in the four language skills and mainly in the writing skill; a pupil who is unable to understand and practice grammar will struggle to read, write, speak, and listen in any language. Correct grammar helps pupils to express their thoughts and ideas by writing correctly. This study is designed to find out the difficulties in learning grammar for third-year secondary school pupils. Moreover, the causes of these difficulties are important to bring facilities and solutions.

Objectives of the Study

1. To shed light on grammar difficulties for third-year pupils at Khadraoui Brothers Secondary School.

2. To diagnose the causes of difficulties in learning English grammar to secondary school pupils.

3. To bring solutions to difficulties in learning English grammar to secondary school pupils.

Research Questions

1. What are the difficulties that pupils encounter in learning English grammar ?

2. What are the causes of difficulties in learning English grammar?

Research Hypothesis

1. Grammatical mistakes might be one of the significant mistakes that pupils face in learning grammar.

Research Methodology

Due to the nature of the research. The design of the study is descriptive qualitative. This type is used in this study because the data obtained by the researcher is based on qualitative data then the researcher explains results into descriptive form. The descriptive design goes with the study since it describes the difficulties in understanding grammar among third-year pupils at Khadraoui Brothers secondary school, the affect of grammar difficulties on the writing skill of those pupils, and the factors that cause the pupils' difficulties. The researcher has decided to choose 08 paragraphs selected randomly for the content analysis. Concerning data collection, the researcher would administer a questionnaire and analysis of pupils' compositions "content analysis". The content analysis, directed to third-year secondary school pupils, this study is an

attempt to find the difficulties of grammar and how they affect the writing paragraphs. The questionnaire is for secondary school teachers. The purpose behind the teachers' questionnaire is to determine the role of grammar on the writing skill, how teachers teach pupils to master and use correct grammar in their writings.

Significance of the Study

The study sheds light on grammar difficulties to third year pupils of Khadraoui Brothers secondary school. After knowing the difficulties, the causes, and how they affect the writing skill, pupils will be able to know their difficulties in grammar and they will try to correct their mistakes. Thus, we hope to give some better changes in the process of learning English, especially in writing paragraphs.

Structure of the Dissertation

This dissertation contains two main parts. The first is the theoretical part, which divided into two main chapters. The first chapter is a general overview about grammar, in which the researcher focuses on grammar definitions, types, approaches, teaching techniques, and its role and importance to third year secondary school pupils. Moreover, the second chapter is an overview of the writing skill and assessment. This chapter starts with definition of writing and its basic rules and stages. The researcher sheds light on the importance of writing and the difference between writing skills and the writing process. This chapter ends with assessment definition, its importance in writing, and its types. The second part is a work field. In this part the researcher wants to prove, to find, and to suggest solutions to those difficulties. Teachers' questionnaire and pupils' compositions are tools that help us a lot to gather data about those difficulties.

Introduction

Grammar is a set of rules and conventions that dictate how English language works. These rules are simply tools that writers of a language can use. When you learn how to use the language, you can craft your message to communicate exactly what you want to convey.

This chapter sheds light on grammar definitions, types, approaches, teaching techniques, and its role and importance to third year secondary school pupils.

1.   Grammar Definitions

Learning a new language cannot be separated from grammar. Meaning that in learning a new language individuals have to know its grammar rules. Grammar can be defined in several ways. Specialists have suggested some definitions of grammar. Richards (2012, n.p) believes that, "Grammar is the system of rules used to produce sentences refers to the knowledge of parts of speech, tenses, phrases, clauses and syntactic structures used to create grammatically well-formed sentences in English". That is, the mastery of grammar rules is important to create sentences and correctly use the language.

Moreover, Harmer (2015, n.p) states that, "Grammar can thus be partly seen as a knowledge of what words can go where and what form these words should take". Thus, studying grammar means knowing how different grammatical elements can be strung together to make chains of words. In addition to Harmer, Field (2009, n.p) has offered a definition for grammar in which he asserts:

> **Grammar is the organization of words, every word in the English language represents a particular part of speech it is named to identify it. The main parts of speech in sentences are nouns (or pronouns) and verbs. Some parts of speech are**

used to enhance your writing and make it interesting to read. Others must be used to make sense of your writings.

According to DeCapua (2008, n.p), for native speakers of any given language, grammar often represents to them the great "mystery" of language, known only to language specialists or those of older generations, the ones who know what is "right".

Built on those statements, Learning English grammar rules and systems means that learners can form clear and meaningful sentences without mistakes.

1-2- Types of Grammar

According to Chomsky and other researchers, there are four types of grammar; perspective, descriptive, theoretical, and functional grammar.

1-2-1- Perspective Grammar

Prescriptive grammar is a set of rules about language based on how people think language should be used. Prescriptive grammar, on the other hand, specifies how a language and its grammar rules should be used. Hinkle (2018, n.p) clarifies that, "A prescriptivist view of language implies a distinction between "good grammar" and "bad grammar," and its primary focus is on standard forms of grammar and syntactic constructions". Thus, in prescriptive grammar, there is right and wrong language.

1-2-2- Descriptive Grammar

Prescriptive grammar refers to a set of linguistic rules based on how people think language should utilized. In descriptive grammar, there is no right and wrong language. According to Nordquist (2019, n.p), the term descriptive grammar refers to an objective, nonjudgmental description of the grammatical constructions in a language. It is an examination of how a language is being used, in writing and speech. Moreover, descriptive grammar is a

study of a language, its structure, and its rules as they are used in daily life by its speakers from all walks of life, including standard and nonstandard varieties (Hinkle, 2018).

1-2-3- Theoretical Grammar

The study of the essential components of any human language, Nordquist (2019, n.p) believes that, "Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language". This grammar aims to present a theoretical description of the grammatical system of the English language.

1-2-4- Functional Grammar

Functional Grammar is a linguistic theory first proposed in the 1970s by a Dutch linguist named Simon Dik. It is a linguistic theory that states all constituents, whether affixes, words, phrases, or sentences, have semantic, syntactic, and pragmatic functions Metz (2022, n.p). Thus, Panggabean (2011, n.p) states that, "Functional Grammar describes grammar in functional terms in which a language is interpreted as a system of meanings".

1-3- Role and Importance of Grammar

Grammar is the foundation for communication. Grammar rules can help learners develop the habit of thinking in logic and clear way. SAIDVALIYEVNA (2018, n.p) thinks that, "After studying grammar, learners can become more accurate when using a language. Without good grammar, clear communication is impossible". Grammar is important because it is the structural foundation of our ability to express ourselves. According to Crystal (2004, n.p), the more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help in the development of precision, detection of ambiguity, and exploit the richness of expression available in English

1-4- Grammar Teaching Approaches in the Classroom

Grammar teaching processes have been in large part changed from deductive to inductive due to the fact while pupils are taught in a deductive technique their interest is directed to grammar the policies in place of information the language. In inductive teaching, beginners are taught grammar policies as well. In inductive teaching, learners are taught grammar rules as well.
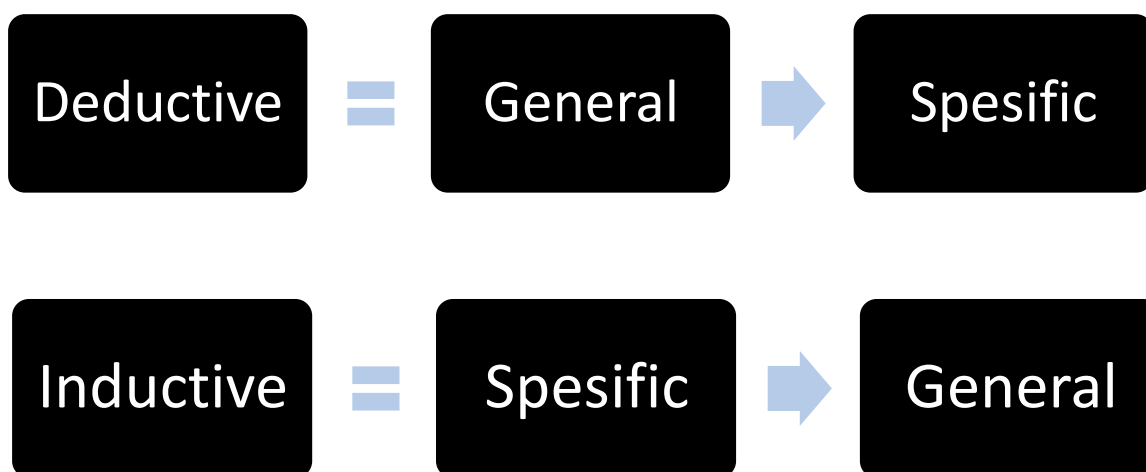
Figure (1.1) The Deductive and Inductive Approaches

1-4-1- The Deductive Approach

A deductive approach is more teacher-centred learning where the points of English grammar are explicitly stated to the students and then tested. Madero (2020) believes that, "Once the grammar is introduced and explained, students usually complete grammar exercises

to become familiar with the pattern". This is a method that has been commonly used in English classrooms in the west.

1-4-2- The Inductive Approach

According to Madero (2020, n.p), the inductive teaching approach in TESOL is a sort of discovery learning that focuses on the student. For example, an instructor might use or show a few examples of a grammar point in English and then ask students what they notice. In many cases, the grammar point might be introduced by simply engaging the students in a directed conversation to slowly introduce it. The teacher guides the students to notice the grammar pattern, and finally explicitly exposes them to it.

1-5- Presenting and Explaining Grammar in the Classroom

There are three areas generally associated with grammar teaching in general. They are respectfully as follow rules, form and meaning.

1-5-1- Teaching and Presenting Grammar as Rules

Broadly speaking, learning a foreign language means among many other things learning its grammatical system incorporates in the form of rules. Woods (1995) states that, "such knowledge can constitute the basis on which learners may ...build their knowledge, which will act as the generative base for them to express their ideas" (p. 15). In this sense, for many language specialists, grammatical rules can constitute the sound ground on which language learners rely to generate an infinite number of sentences and at the same time facilitate the transmission of knowledge from the teacher to the learner.

1-5-2- Teaching and Presenting Grammar as Form

Hubbard et al (1991) define form as, "The actual words (written) or sounds (spoken) used to express something in the language, as opposed to meaning or use. Form is synonymous with structure" (p. 327). Teaching form has always been dominant, despite the appearance of many grammar teaching methods.

According to many language specialists, teachers need to be aware of the fact that time is an important factor in teaching grammatical forms, as it enables their learners to achieve a level of accuracy. In this respect, learners are more accurate the more time they have available. They can use this time to plan, monitor and fine-tune their output (Thornbury, 1999, p. 92). Thornbury (1999, p. 92) believes that, "One way to achieve that is by correcting learners' mistakes and thus, making learners aware that accuracy is also important. Using activities that ensure the correct production of the form can constitute an ideal model to achieve such a target". Such activities should bear respect to the following criteria: attention to form, familiarity with the structure, sufficient thinking time and the appropriate feedback; that is an account of how accurate learners are.

Purpura (2004, p. 13) states that, "Because it has been proved that a focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively". The teacher has to consider the teaching of grammatical meaning to help his learners lay the focus on what to do with language, rather than on how language is organized.

1-5-3- Teaching and Presenting Grammar as a Meaning Resource

According to specialists in the field of language, Thornbury (1999) believes that:

> **Any teaching that focuses on the identification of grammar as a meaning resource is usually targeted toward favouring fluency over accuracy which can be defined as the ability to process language speedily and easily. This latter can be achieved if the teacher succeeds at diverting learners' attention away from form. One way of attaining this is by providing learners with a set of activities that serve such a target**. (p. 93)

Examples of these activities are Information gap tasks, which both encourage real-life communication and learners' motivation at once. In this respect, Thornbury (1999, p. 92) states

that, "Learners have only limited intentional resources, and it is often difficult for them to focus on form and meaning at the same time".

In the light of what has been said, grammar teaching includes teaching grammatical rules in certain circumstances, practicing the form in others, and in others helping learners to convey meaning.

1-6- Difficulties Encountered by Learners of Grammar

Among the different difficulties that foreign language learners encounter, grammatical rules are considered the most complicated. The identification of grammar with rules raised doubts about the efficiency of grammar in language learning. Therefore, Oldin (1994, p. 16) believes that, "The use of pedagogical rules presents three major problems: establishing the nature and the extent of the regularity or generalization, finding an appropriate formulation for the generalization, and finding a safe generalization". Accordingly, Greenbaum (1988) states that, "Learners face different obstacles when learning grammar which makes it challenging to master it. Another difficulty that most learners face concerning grammar is the various features of grammar. There is no standard terminology for grammar" (p. 42). For instance, the term 'tense' in some grammar books means all types of English tenses and aspects, such as the progressive whereas other books differentiate between the terms tense and aspect. For example, the present simple is a tense, while the present continuous is an aspect of the present. This often creates confusion for students. Due to the overgeneralization of learners' mother tongue, L1 interference takes part in the difficulty of learning grammar. One main factor that can prevent grammar learners from falling into the previously mentioned difficulties in classroom engagement which is considered an important predictor of students' positive academic achievements.

1-7- Instructional Techniques in Teaching Grammar

1-7-1- Form-based Techniques

According to specialists in the field, using such techniques requires the teacher to stress the meaning of a particular grammatical structure, in an attempt to divert the learner's attention to form, without necessarily providing a direct explanation of the intended form. However, in some other cases, making use of such techniques involves explicit, deductive grammar teaching. By doing so the teacher aims at providing the language learner with a grammatical rule, without necessarily using grammatical terminology.

Such techniques revolve around the instruction of grammatical forms. Purpura (2004) believes that:

> **They can involve implicit, inductive grammar teaching, where the focus is on meaning, but the goal is to attract the learner's attention to form without using grammatical metatalk, or linguistic terminology. (p. 40)**

According to Purpura, applying Form-based techniques to the classroom setting could also involve consciousness-raising activities, which may be introduced inductively or deductively. Purpura (2004) thinks that:

> **Inductive consciousness–raising activities provide learners with L2 data, and ask them to derive an explicit rule from the target structure, while deductive consciousness–raising activities provide learners with a grammar rule, and ask them to apply it to L2 data. (p. 24)**

In addition to consciousness–raising activities, the teacher may use "the Dictogloss" technique, another instance of form-based technique, where he reads a carefully selected passage to his learners who are supposed to take notes while listening. Then, he requires them to work in groups to reconstruct the passage and compare it with the original.

The following figure summarizes the two main types of form-based techniques for grammar teaching, their goals and the type of practice associated with each genre.

Form-Based Techniques

Implicit, inductive grammar teaching	Explicit, deductive grammar teaching
To attract the learner's attention to form (no use of grammatical metatalk)	To provide learners with a grammar rule (grammatical meta talk can or can not be used)

practice

Inductive consciousness–raising activities (To help learners derive an explicit rule, after providing them with L2 data)	Deductive consciousness–raising activities (To apply the provided grammar rule to L2 data)

Figure (1.2) Form-Based Techniques for Teaching English Grammar

According to Purpura (2004, p. 40), these techniques deal with how input is used in grammar instruction. Examples of these techniques are input flooding, typographical input enhancement

and comprehension practice. In the first type of techniques, learners are presented with a large amount of input in which the targeted feature is present. The second input is manipulated utilizing of capitalization, printing in boldface and so forth, whereas in the comprehension practice technique learners are asked to relate grammatical form to meaning, often using pictures or meaning focused questions (Purpura, 2004, p. 41).

Input-based techniques have proved to be successfully used in assessing learners' acquisition of grammatical meaning.

1-7-3- Feedback-based Techniques

According to Parpura (2004, p. 42), this is the kind of technique, where an utterance containing an error is repeated without the error. "Garden Path" is another technique through which learners are explicitly shown the linguistic rule and allowed to generalize with other examples; however when the generalization does not hold (negative evidence), further instruction is provided. The last instance of feedback-based technique is known as the "Metalinguistic Feedback" technique. This involves the use of linguistic terminology to promote "Noticing".

1-7-4- Practice-based Techniques

Such techniques involve "Input-processing instruction and output practice". Lee and VanPatten (2003, n.p) describes SLA as the construction of an unconscious or implicit system of language that consists of several components (e.g. lexis, syntax) that interact in language use. They proposed a set of three acquisitional processes: input processing, system change, and output processing. The former describes how learners understand the grammatical information they hear or see. This is where input is converted into intake by strategies that promote form-meaning association during comprehension (Lee & VanPatten, 2003). This process is measured by grammatical comprehension tasks. The second describes how new grammatical information is incorporated or accommodated into the developing system of language and how this new

information restructured the implicit system of language. The final process involves output processing. This accounts for how learners learn to use newly acquired grammar to produce meaningful utterances spontaneously. These processes are described as follows:

I   II   III

Input ———→ Intake ———→ Developing system ———→ Output

Figure (1.3) Three processes in SLA and Use (VanPatten, 1996: 154, cited in Purpura, 2004:42)
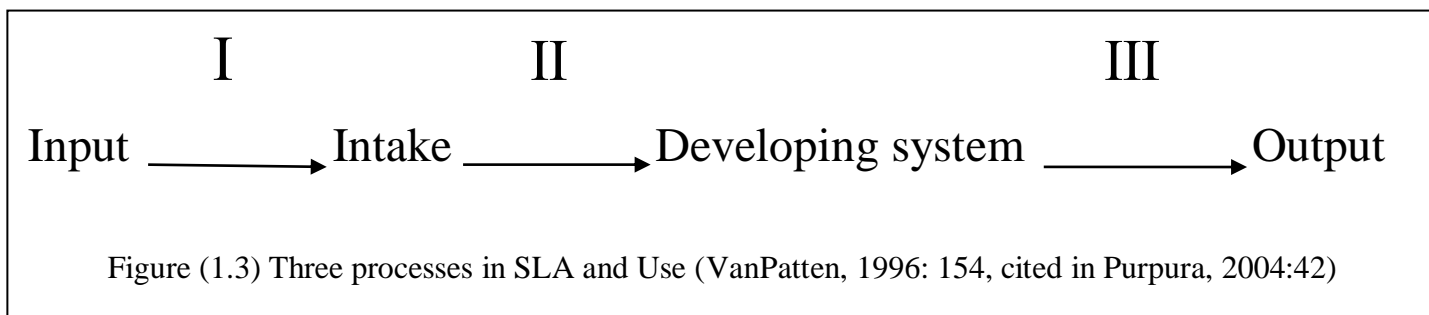
In addition to the already cited techniques and those used by language teachers, many researchers have stressed the importance of grammar learning strategies in enhancing learning the target language grammar.

1-8- Common Problems in Learning Grammar

Problems in foreign language learning are unavoidable. According to NurmaDhona (2018, n.p), learners commit different kinds of mistakes in learning English as a foreign language which is due to poor knowledge of grammar, thus it often appears to be a difficult task for them to write and speak. These problems are very obvious in writing composition. First, sentence structure is the main problem that learners face; they do not know when to put a subject, verb, or object. Grammar or structure is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Learning structure is necessary because the structure is the main capital and an important element in language, and learners should master it. Then, the use of tenses, because of the lack of knowledge, learners cannot choose the appropriate tense to use in a specific sentence. Furthermore, punctuation represents a real problem. Learners do not know when to use or remove the comma, semicolon, full stop, question mark…. By this kind of mistake, the meaning of the sentence can completely change.

1-9- Teaching Methods

1-9-1- The Grammar-Translation Method GTM

The teaching of grammar during the first half of the century was dominated by the grammar-translation method. The emphasis of this method is on the organization of language at the sentences level in terms of parts of speech, such as verbs, and also the types of words, such as nouns, verbs, adjectives, adverbs. The translation was a way of studying and analysing the rules of the language. Its focus was on rules, and the grammar class came to be seen as the class teaching the rules of grammar.

Though this method was aimed to study and analyse the rules of the language, it has proved to be deficient in some respects.

1-9-2- The Direct Method DM

The direct method was based on the belief that a language could best be thought of by its active use in the classroom. Unlike the Grammar Translation Method, the Direct Method has been relying on techniques that focus on speaking and listening and uses of the target language for all classes; learners should learn to speak and understand the target language in everyday situations.

1-9-3- The Audio-Lingual Method

Thornbury (1999, n.p) believes that, "The theory of the Audio-lingual Approach was based on behaviourist psychology, that language was learnt through habit formation". It focused primarily on the sentence level (drills) and did not take into consideration how language functions at the text level. This repetition of drills prevented students from making mistakes that are part of language learning. As a result, the drills prevented students from testing their ability to use the language by themselves (Harmer J. , 2001). In the Audio-lingual Approach, Richards and Rodgers (1986, p. 51) state that, "The language spoken form takes precedence over the written form, and grammar teaching followed an inductive model, i.e., the

rules of grammar should be taught only after the students have practiced the grammar points in context". Thornbury (1999, p. 21) agrees with this claim and adds that, audio-lingual was even more strict in its rejection of grammar teaching. Nevertheless, according to Harmer (2001), in the audio-lingual approach, the language is decontextualised and carries little communicative function, because the main purpose was to eliminate mistakes and ensure correctness. The approach denied also the belief that making (and learning) from errors is a key part of the process of acquisition. In sum, Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their minds.

1-9-4- The Communicative Language Teaching Method CLT

Communicative language teaching CLT is a cover term for several approaches that developed in the 1970s in critical reaction to audio-lingual teaching methods and their inadequate results.

Communicative teaching of grammar is a new kind of grammar. It is a fresh departure in grammar writing in that it employs a communicative rather than structural approach. Bouyakoub (2005, n.p) states that:

The emphasis is made on fluency rather than accuracy. The communicative approach avoids terms like rules, system, and structure speaking about speech, discourse and communication. It is then a new perspective on the subject since it relates grammatical forms and structures systematically to meanings, uses and situations. What people want to do through language is more important than the mastery of language as an unapplied system.

Conclusion

This chapter is mainly concerned with clarifying some concepts about the target language grammar (both its teaching and learning processes). It also lays the focus on some useful techniques and strategies that both the teacher and the learner may employ to be able to practice the target language grammar effectively to attain some communicative purposes.

After defining grammar, light sheds on the different types of grammar and the role it plays in language teaching and learning. Then, the focus moves to its teaching and the approaches that shape such teaching. Also the grammar teaching methods.

The next chapter will focus on writing in L2. Starting with writing definitions, and then, explaining the basic rules and stages of writing. Light have shed on the importance and approaches of writing. The researcher adds the difference between writing skills and the writing process. In the end, there is assessment definitions, importance, and its types in writing.

Introduction

This chapter is divided into two sections: the first one is about writing and the second one is about assessment. The first section includes initially a general view of writing by considering, first, the definition of writing and its basic rules and stages. Second, the researcher sheds light on the importance of writing and the difference between writing skills and the writing process. Finally, the section on writing ends by mentioning the writing approaches. The second section is devoted to assessment. It starts by defining the term and, its importance in writing. Finally, the section ends with types of assessment of writing.

1. Writing Definitions

Writing is among the most complex human activities. According to Horvath (2001, p. 05), it involves the development of a design idea, the capture of mental presentations of knowledge, and experience with subjects. It is not just a matter of transferring new codes into the target language. In fact, it involves the mastery of several skills. Unlike speaking, for instance, writing does not come naturally to human beings; moreover, writing requires more effort than recognizing meaning through listening and reading. In either case, contrary to oral language skills, academic language skills require professional teaching and training.

Berbache (2007, n.p) states that, "Many researchers agree that writing is a skill that must be taught". However, writing is not viewed as a skill in itself; it has been viewed recently as intimately interrelated with other language skills, particularly reading and speaking.

Writing is a system of human intercommunication through conventional visible marks. CANDRASARI (2005, n.p) thinks that, "Writing began at the time when man learned how to communicate his thoughts and feelings through visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system".

2. Basic Rules of Writing

To produce good pieces of writing, it is important to respect certain writing characteristics such as brevity, clarity, and simplicity. Generally, they affect any piece of writing positively when they are respected.

a) Brevity

Brevity is shortness in duration and/or conciseness of expression in a speech or a written text. Contrast with verbosity. Brevity is generally considered a stylistic virtue as long as it's not achieved at the expense of clarity.

b) Clarity

Each stage of writing should be complete and carefully constructed. Unambiguous sentences lead to confusion and misunderstanding. So, clarity is essential.

c) Simplicity

Unnecessary words and bombastic language could be confusing. Therefore, simplicity in writing is essential.

3. Stages of the Writing Process

a) Pre-writing

According to Creme and Lea (2008, n.p), to accomplish the assignment, it is essential that the student understand the aim behind that latter. This could be done by making a division through underlying the keywords that determine the scope of the assignment. Then came brainstorming; is fast writing of whatever comes up from someone's thinking, even if some terms (words) or clustering (phrases) are later rejected. This step helps promote thinking to get new ideas and for arranging those latter into a well-organized structure.

b) Organization

The method of organization the researcher chooses for his writings is just as important as its content. Calderwood (2021, n.p) clarifies that, "Without a clear organizational pattern, the reader could become confused and lose interest". Choosing the organizational pattern before outlining ensures that each body paragraph works to support and develop the thesis.

c) Drafting

Drafting, as with brainstorming, is most efficient when the writing is permitted to be defective (except in timed writing like in exams). According to Lamri (2010, n.p), the aim behind the draft is to jot down the ideas within the confines of the outline without that the student forces himself/herself to get everything correct. The teacher's reaction to such sloppy copies helps for the stage of revision and strengthens the writing skill.

d) Reviewing

Revision works better when you have some time to let your writing sit. Craft (2020, n.p) explains reviewing as follows:

> **You will be better able to look at your writing with a reader's eye if you can put it aside for a day or two before working on it again. If drafting is for the writer, revision is for the reader. During revision, you consider your writing from your audience's point of view". In fact, to revise means literally to "re-see" or "re-look" at your writing. You may need to change the order of your information, expand certain sections, or cut details in others. Often, you will need to go back to the drafting stage and re-word parts of your paper.**

Revising is not editing. Save the spelling, grammar, and sentence fixes for later. Most writers find it helpful to have someone else read their writing and thesis statement. A reader who is

unfamiliar with your document can help you identify which parts are working and which are still unclear.

e) Editing

Editing is the process of checking, and re-checking the draft to make it more standard, and formal, and give it academic sense-making ready for final publication. Editing is defined as the process of changing something imperfect into perfect by wasting time on the draft of the first round. In the same context, According to Pitambar (2019, n.p), editing is a process of correcting and adapting a particular academic text. It is a process of close reading and re-writing of the first draft. In the same vein, the stage of the writing process where an author or an editor works to improve a draft and prepares it for final publication by correcting every kind of error and making words and sentences clearer, more precise, more effective, comprehensible to its readers and contexts.

f) Publishing

Writing is communication- if you have written something, you must have intended for someone to read it, even if that person is only yourself. When you publish a document, you are releasing it to the public for others to read. Not all of your writing will be taken through the publishing stage, but even turning a paper into your teacher constitutes "publishing".

Pre-writing

Publishing

The Writing Process

Organization

Editing

Drafting

Figure (2.1) The process of writing.

4. The Importance of Writing

Writing is an important medium and it is used for different purposes. Writing performs many functions in a person's day to day life in different areas like academic, official, media, social, cultural and personal settings. Nirmala (2013, n.p) thinks that, "Reading makes a full man, conference a ready man, and writing an exact man". In the field of education, writing plays a dominant role in writing projects, assignments, examinations etc. Writing equips us with communication and thinking skills. It also fosters our ability to explain and refine our ideas to others and ourselves. Writing is an important part of communication

5. Writing skill Vs Writing Process

Writing as a skill expresses ideas, thoughts and feelings to other people in written symbols to make other readers understand the ideas conveyed. In other words, Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Team (2021, n.p) believes that, "The ability to communicate ideas through writing is in high demand for employers in any industry". Writing as a process denotes how to write using a pen, respecting an order of stages towards producing a piece of writing. In this sense, the role of the writing instructors is to train their students on how to produce quality content and to learn different writing genres (academic or practical).

6. The Learners' Major Difficulties in Writing

According to Hedge (2005, p. 07), writing is a more difficult task for the majority of English-language students than the other skills. It is too hard even in their first language. The English poet Strachey enlightens the difficulties that he qualified in writing: "first, I write one sentence. Then, I write another. That's how I write. And so I go on. But I have a feeling [that] writing ought to be like running through a field". Consequently, Seely (1998, n.p) states that, "A big

question that all of us may ask is: "what can I do to write", or "why writing is difficult". The main reasons for learners' major problems in writing are the related to grammar, vocabulary, spelling, and punctuation".

a) Grammar

According to Alfaki (2015, n.p), learners have many problems in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students". Similarly, students have problems with subject-verb agreements, pronoun references, and connectors.

Seely (1998, n.p) states that, "Most learners have the idea that grammar appears too difficult or even impossible to grasp due to the way it has been introduced to them in schools, or later in their lives". He states the major difficulties in grammar that may hinder learners' achievement in writing as follows:

• *The Sentence*: Seely (1998) claims that, "There is no simple and clear definition to the sentence because many people who speak English have got a very good grasping of what a sentence is. However; problems occur when it comes to writing" (p. 161). Generally speaking, when students write a sentence that they doubt about and ask for advice about how it would be correct. More precisely, the major problems in a sentence that may inhibit learners' achievement in writing are:

• *The Verb*: The sentence that does not contain a finite verb, is not a sentence because the reader is left waiting for something to occur, and simply we cannot exactly know what the writer meant. Also, another possible problem concerning the verb is the lack of subject-verb argument.

• *The Object*: The shared problem concerning the object is when some pronouns change according to whether the word is the subject or the object of the sentence.

• ***Adverbials***: Learners may face trouble with where to place the adverbials. "… There is not much choice about where you put them in the sentence. Adverbials can pop up anywhere." (Seely, 1998, p. 161).

• ***Coordinating Conjunction***: Seely (1998) states that, "The purpose of using the coordinating conjunction either with two clauses or with two phrases. If this does not happen, errors will occur" (p. 161).

• ***Word Order***: In English, the meaning of the sentence is usually conveyed via the order of its words.

b)   vocabulary

A good composition should consist of an appropriate and varied range of vocabularies used with proper grammar and a varied range of sentence structures, when the writer master vocabulary choice's practices that would reflect a concern for the reader and the purpose of writing, the composition was written by the student would become sensitive to his/her reader. However, according to Alfaki (2015, n.p), writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, usually, students use "big words" in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem with diction. Furthermore, Seely (1998, p. 150) believes that, "English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries". Besides this, foreign language learners find difficulty in understanding English vocabulary because of the richness and the variation of this language.

c)   Spelling

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students Alfaki (2015, n.p). The problem with English spelling is due to its linguistic history. It is mainly concerned with the sound symbol. In other words, English language letters do not have a direct

relation with their sounds, and this problem cannot be solved unless we use a series of conventions. These rules developed over a period of time when vocabulary and pronunciation of English were also developing (Seely, 1998, p. 205). He also claims that "There are over forty sounds in English (…) and we only have the same twenty-six letters in the alphabet. So we have to combine letters in different ways to represent the missing sound".

d) Punctuation

Punctuation has an effective role to play in writing since it is importance to convey the message. It looks like the cane a blind person uses to get his way because a piece of writing that lacks punctuation means only failure of the writer to convey his message. Goldbord (2006, n.p) defines punctuation as an aspect of communication rather than an afterthought; which stands outside of words and affects all aspects of writing- clarity, simplicity, and preciseness. In support of this point, the role of punctuation is noticed in that it helps the writer keep track of what he has written and what he will write, as it precisely helps the reader to understand what the writer wants to say. This implies that the writer should always be sure of his punctuation so as not to mislead the reader by, for instance, placing a full stop instead of a comma or omitting a single mark, which may lead to confusion. In line with this, punctuation makes the piece of writing more polished and technically correct and will make sense of the writer's ideas.

For example, if we take the following two sentences which are similar in the wording, but one contains no punctuation and the other contains a comma, we can find that there is a big difference in meaning between them

Eg1. My aunt Nadia prepared a delicious pasta.

Eg2. My aunt, Nadia prepared a delicious pasta.

In the first sentence, my aunt Nadia could be one of several aunts, yet in the second sentence, Nadia is my only aunt. That is why the writer should be aware.

7. Approaches of Writing

a) The Product Approach

According to Nunan (1989, p. 86), the Product Approach focuses on the production of well-produced composition. "…a product-oriented approach, as the title indicates focuses on the result of the learning process, what is that the learner is expected to be able to do as a fluent and component user of the language. The emphasis is to lead learners to achieve pre-determined objectives. The most common activity required is copying and imitation, carrying out sentence expansions from cue words and developing sentences and paragraphs from models of various sorts. Learners study various types of exercises aimed at relevant features of the text: punctuation, spelling, and vocabulary. These exercises require the learners to check comprehension by completing sets and adding logical connectors following which, in a final exercise, learners produce parallel texts. In their grading, the teachers focus on the product, its clarity, originality and correctness.

b) The Process Approach

The writing process represents a shift in emphasis in teaching writing from the final product itself to the different stages the writer goes through to create this product. In the process approach, students are allowed to explore the topic through writing, teachers and peers' feedback to improve their composition. McWorther (2010, n.p) thinks that, "Writing is a process, not a product". Consequently, the process approach provided a way to think of writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, grammar). Besides, it is viewed as an approach to the teaching of writing, which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models. In other words, students do not copy an already made piece of writing, but rather

commit themselves to writing on their own. So, they are likely to be creative writers. More importantly, writing is not linear because writers need to go back and forth throughout the different steps to write appropriate ideas. In fact, students write and rewrite until they reach the purpose of writing about a given topic.

8. Assessing Writing

a) Definitions of Assessment

Assessment is the process that defines the extent to which educational objectives are achieved by learners. According to Wiesnerovà (2012, n.p), it is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. Deygers (2009, n.p) states that, "A general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. In other words, assessment is judging the ability of a learner based on a test or otherwise and using this judgment as a constructive element in learning over time".

b) The Importance of Assessment

According to Chelli (2010, n.p), assessment is an important and integral part of the learning and teaching process. It involves attention to clear teaching and learning, aims, motivation, previous experience and present abilities, effective tasks and flexible teaching methods. In other words, assessment serves several purposes and provides information about the knowledge, skills and attitudes students have acquired. In fact, assessing helps to determine the level of competence the students have acquired and whether they can apply that knowledge, and it can help in providing high-quality instruction for students.

c) Types of Assessment of Writing

Berbache (2007, n.p) divides assessment into two parts; formative and summative. The formative assessment aims at informing teachers and pupils on levels reached. It helps find out in what areas difficulties in learning lie and to offer strategies intended to promote learning. The summative assessment, on the other hand, takes place at the end of a pre-set period, learning cycle, or study program; it is widely used to decide about learners' placement in appropriate levels. The summative assessment considers the progress made, the amount of knowledge acquired, and the skills handled so far by learners, in order to determine whether these learners can proceed to the upper classes.

Student writing can be evaluated on five product factors:

Fluency

The first writing skill a teacher might assess with a beginning writer is fluency: being able to translate one's thoughts into written words. As concepts of print and fine motor skills develop, the student should become more proficient at writing down words and sentences into compositions of gradually increasing length. Issacson (2020, n.p) believes that, "The developmental route of very young writers involves trying to understand what written language is about as they look at books, become aware of environmental print, and put pencil to paper. Then children try to relate their experiences in writing using invented spelling".

Content

According to Isaacson (2020, n.p), content is the second factor to consider in the writing product. Content features include the composition's organization, cohesion, accuracy (in expository writing), and originality (in creative writing).

Conventions

In order to fulfil the communicative function of writing, the product must be readable. Costa and Toledo (2020, n.p) are expected to follow the standard conventions of written English: correct spelling, punctuation, capitalization, grammar and legible handwriting. Consequently, even if the message is communicated, readers tend to be negatively predisposed to compositions that are not presentable in their form or appearance.

Syntax

According to Costa and Toledo (2020, n.p), a child's early attempts at writing move from writing single words to writing word groups and sentences. Beginning writers often produce sentences that follow a repeated subject-verb (S-V) or subject-verb-object (S-V-O) pattern. The composition in Figure five was written by a ten-year-old female deaf student.

Vocabulary

The words used in a student's composition can be evaluated according to their uniqueness or maturity of the words used in the composition. Both quantitative and qualitative methods can be used to evaluate vocabulary (Costa & Toledo, 2020).

► Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres (Isaacson, 2020).

Conclusion

This chapter highlights the most important elements that concern writing skill. The chapter is divided into two sections; the first section is devoted to the writing skill which gives illustrations about writing generalities such as definitions, basic rules of writing, and the importance of writing besides learners' major difficulties in writing. Finally, this section deals with writing approaches "product and process". Considering the second section involves definitions of the term assessment and a spotlight on the importance of assessment. The researcher concludes this section with types of assessment of writing.

Introduction

The main objective of this work is to identify, describe, and explain the grammar difficulties that affect the pupils' writing compositions. This chapter aims to prove, to find, and to suggest solutions to those difficulties. Teachers' questionnaire and pupils' compositions are tools that help us a lot to gather data about those difficulties.

1-   The questionnaire

The questionnaire is administered to ten English teachers who are teaching in khadraoui Brothers secondary school. The purpose behind the use of questionnaire as a data- gathering tool is that it has the power to provide useful information about teachers' views concerning teaching of grammar, teaching of writing, and to get a deep understanding of the grammar difficulties pupils' facing in their writing compositions. The different views of teachers are very important because they are familiar with this type of studies, and they are aware of the students' problems. This part of research aimed at presenting and analyzing each question separately depending on the teachers' answers.

1.1-   Administration of the Questionnaire

The questionnaire was given to ten English language teachers at Khadraoui Brothers Secondary School of Zeribet Eloued "Biskra". Their experience, suggestions and observations are respected for the research conduct.

1.2-   Description of the Questionnaire

The teachers' questionnaire contains fifteen questions in three sections (see Appendix A). The questions include yes or no, close- ended (question formats that provoke a simple response from a respondent), and multiple choice (fundamental survey questions which provides respondents with multiple answer options) questions "from QuestionPro website". In some

questions, teachers are requested to provide an explanation, justification, or suggest other alternatives.

Section One: teachers' profile (Q1-Q3): The aim of the first section is to elicit the background information of teachers: their gender (Q1), their age (Q2), and how long they have been teaching English (Q3).

Section Two: grammar (Q4-Q10): Its general objective is to help us to find out the teachers' opinions about pupils' grammar difficulties. For example; whether grammar is important, whether it is well covered by the program. And whether grammar difficulties affect pupils' writing paragraphs. These questions aim to clarify types of grammar difficulties and how they affect the pupils' writing skill.

Section Three: writing (Q11-Q15): This section is composed of questions seeking information about students' writing problems, how teachers correct pupils' writing, and types of grammatical mistakes pupils' do when they write.

1.3-   The Analysis of the Teachers' Questionnaire

Teachers' profile

Section one includes three multiple choice questions. It aims to collect general information about teachers mainly their age, their teaching experience, and their gender.

Question 01:

It is a multiple choice question which aims at specifying teacher's gender. The answers are shown in the table below:

Option	Response	Percentage
Male	04	40%
Female	06	60%

Table (3.1) Teachers' gender

As it is shown in the above table, the vast majority of participants 60% our female teachers while only a few 40% are males.

Question 02:

It is a multiple choice question. It aims to specify the participant's age. The answers are displayed in this table:

Option	Response	Percentage
24-30	03	30%
30-40	06	60%
More than 40	01	10%

Table (3.2) Participants' age

The data obtained from the above table shows that 30 % of teachers stated that they are aged between 24- 30 years old. This category involves trainees, novice and junior teachers. Also, 60 % of them stated that their age ranged between 30 to 40. However, only 10 % of them stated that their age is more than forty years old.

Question 03:

This question is also a multiple choice question. It aims to gather information about the participants' experience in teaching.

Option	Response	Percentage
1-5 years	04	40%
5-10 years	04	40%
More than 10 years	02	20%

Table (3.3) Teachers' teaching experience

The table shows that 40% of teachers have from one to five years experience in teaching 40% of them have from five to ten years teaching experience. Finally, 20% of teachers have more than ten years experience in teaching. This means that the majority of the respondents are novice and junior teachers; however few of them are seniors.

Section One: Grammar

This section contains seven questions and it aims at finding as much information as possible about student's grammar difficulties, their level in it, and its importance.

Question 04:

The question is a yes or no question. It has been devised to explore the extent to which grammar is important to secondary school pupils.

Option	Answers	Percentage
Yes	10	100%
No	00	00%

Table (3.4) The importance of grammar to secondary school pupils
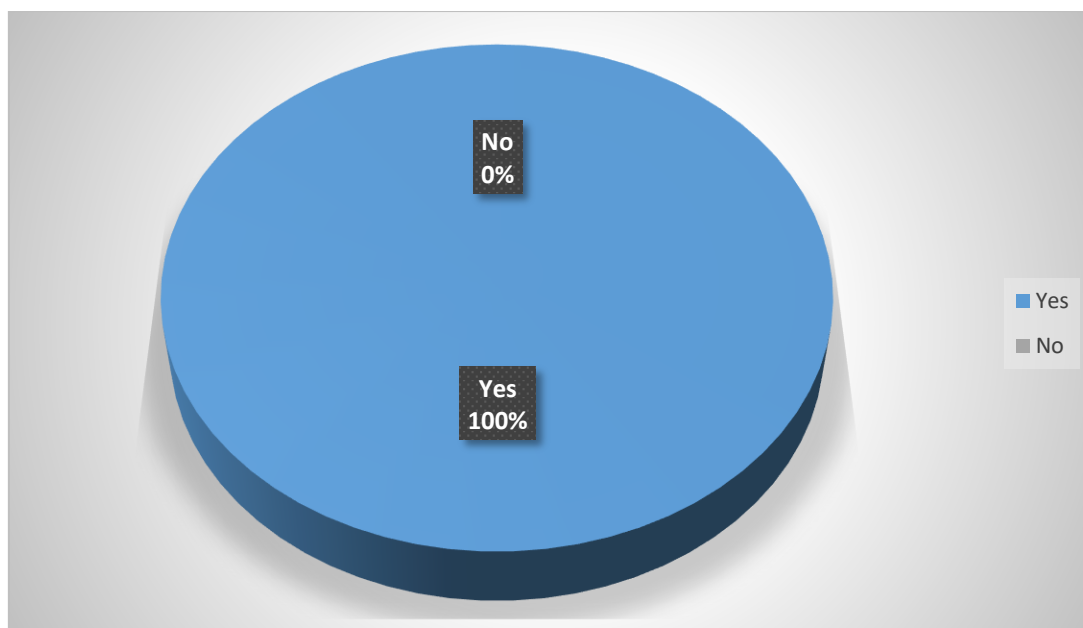
Figure (3.1) The importance of grammar to secondary school pupils

As it is clearly shown in the above table, all the informants 100% stated that grammar is important. This means that grammar has great importance to secondary school pupils.

- Justify your answer, please

In this question, teachers were asked to give justifications on their choices. Almost the majority of teachers mentioned communication, grammar is important in which the message cannot be conveyed clearly if it is used in wrong way.

Examples of teachers' justification:

- It loses communication.
- It is very important because it helps them to interact and communicate with each other.
- It facilitates interaction.

The rest of them said that grammar is a part of the language learning process that cannot be separated.

Examples:

- It is part of the language.

- Without grammar they cannot produce ant writing or oral language.

- It helps them speak English fluently and accurately.

Question 05:

This question is a yes or no question. It has been devised to explore the extent to which grammar is covered by the program of secondary schools.

Option	Answers	Percentage
Yes	07	70%
No	03	30%

Table (3.5) Whether grammar is well covered by the current program or not

From the analysis of the table. It is shown that 70% of teachers stated that grammar is well covered by the current program; however, 30% of them stated that it is not well covered. This means that grammar is well covered by the program of secondary schools.

Question 06:

This question is a multiple choice question which aims to investigate pupils' level in grammar.

Option	Answers	Percentage
Good	00	00%
Medium	04	40.00%
Weak	06	60.00%

Table (3.6) Pupils' level in grammar

The table shows that some teachers 60% stated that the level of pupils in grammar is weak. Others 40% stated that the level is medium.

Question 07:

This question is a yes or no question. It aims to explore whether pupils have grammar difficulties or not.

Option	Answers	Percentage
Yes	10	100%
No	00	00%

Table (3.7) Whether pupils have grammar problems or not

From the table above. All teachers 100% stated that pupils have grammar difficulties.

If yes, how many of them?
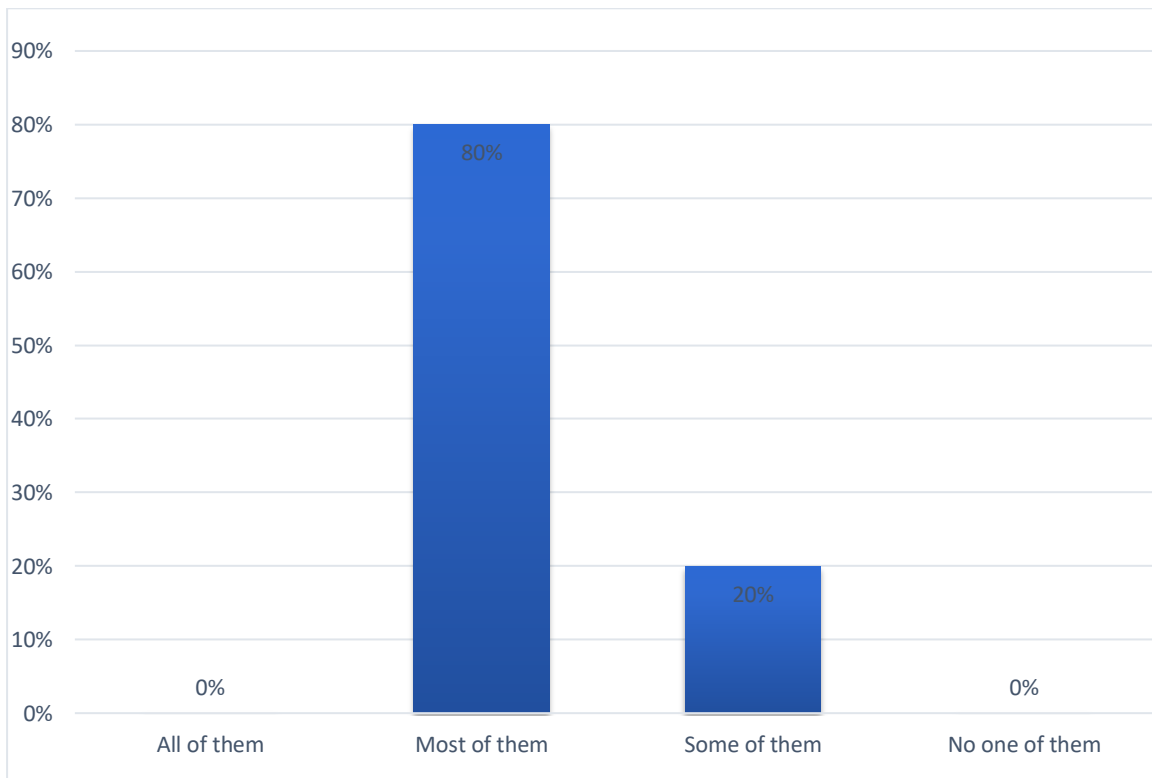
Figure (3.2) Common pupils' grammar problems

According to the graph above. 80% of teachers said that most of pupils have grammar difficulties. And 20% of them said that some of their pupils have grammar difficulties.

Question 08:

This question is a multiple choice question. It has been devised to investigate where do most pupils have problems in grammar.
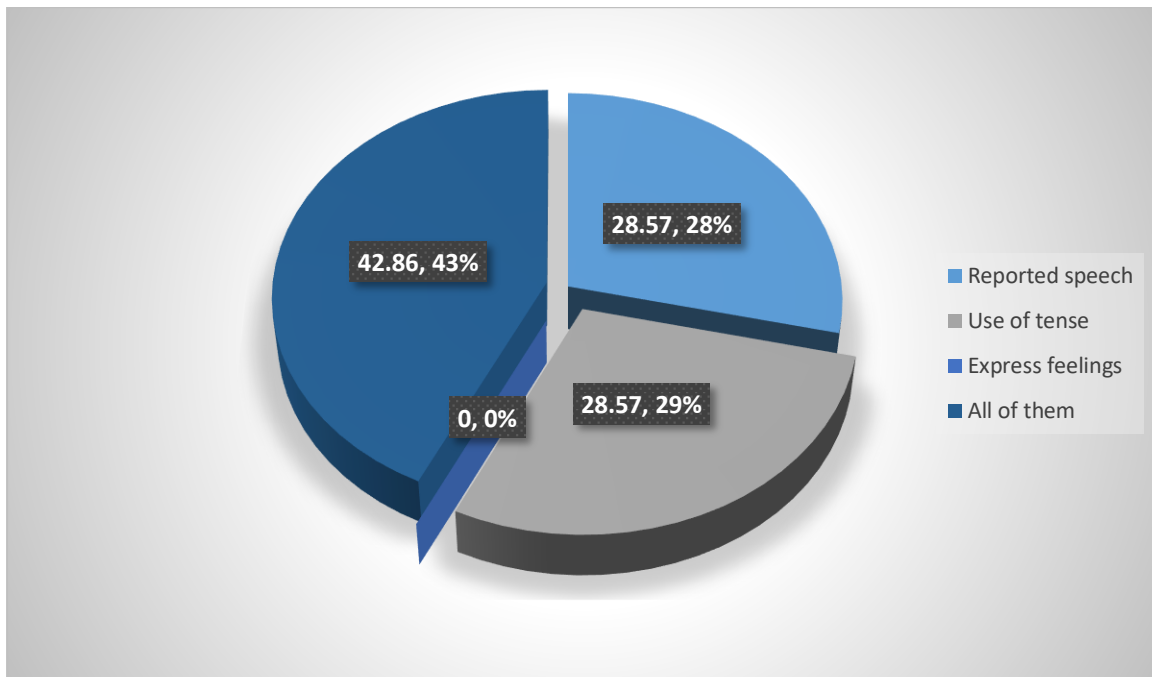
Figure (3.3) Where do most pupils have problems in grammar

42.86% of teachers claim that pupils' have reported speech, use of tense, and express feelings problems. 28.57% of them say that they have problems in the use of tense; pupils' do not know how and when to use tenses. 28.57% others observe reported speech problems.

Question 09:

This question is a yes or no question. It aims to know whether teachers encourage their pupils to ameliorate their grammar.

Option	Answers	Percentage
Yes	10	100%
No	00	00%

Table (3.8) Whether teachers encourage their pupils to ameliorate their grammar or not

From the table. It is clear that all teachers 100% said yes; that they do encourage their pupils.

- If yes, please explain how.

In this part teachers are required to explain how do they encourage their pupils to ameliorate their grammar.

Those are some examples:

- Consult extra sources+ remedial exercises assignment.
- Simply throughout starting by the basics of grammar like conjugating verbs, parts of speech, passive voice, and reported speech.
- Through writing simple sentences   and paragraphs using the formerly learnt grammar points as well as speaking with a full and simple sentences.
- Practicing at home+ resorting to the net for extra exercises.

Teachers encourage their pupils to ameliorate their grammar by giving them home works and extra exercises to practice. Others encourage them by giving lessons in chronological order; from easy to difficult.

Question 10:

It is an open-ended question and it aims at getting a deeper understanding of how can the mastery of grammatical rules affect third year secondary school pupils' writing paragraphs. Here is sample of teachers answer to this question:

- Incapacity to produce because of the language's absence.

- Inability to express themselves.

- Of course yes. Because if they don't master the English grammar that are supposed to be learnt during this stage or even in the previous stages, they will not be able to write a well formed and a meaningful paragraph.

- Correct grammar means correct written production.

From what teachers said, it is clear that the mastery of grammar affect pupils' writing paragraphs. "Correct grammar means correct writing paragraphs".

Section Two: Writing

This section includes five questions and it aims at shedding light on the writing difficulties and the major problems that students encounter in their writing.

Question 11:

This question is a yes or no question. It has been devised to explore the extent to which writing skill is necessary to develop pupils' level.

Option	Answers	Percentage
Yes	10	100%
No	00	00%

Table (3.9) The importance of the writing skill to develop pupils' level

The table shows that all of teachers 100% said that writing skill is necessary to develop pupils' level.

- Justification of the both cases.

45

In this part of the question teachers are required to justify their choices. We have only the yes choice. Here there are some examples of what they have said.

- Language is four skills. Writing is one of them.

- Writing is a productive skill it enables the learners surface their ideas.

- The four skills are complementary, listening, speaking, reading, and writing.

From what is said. The writing skill is a necessary skill to develop pupils' level of the language.

Question 12:

This question of the second section is a multiple choice question. It aims to find out the aspects do teachers focus most when correcting their pupils' paragraphs.
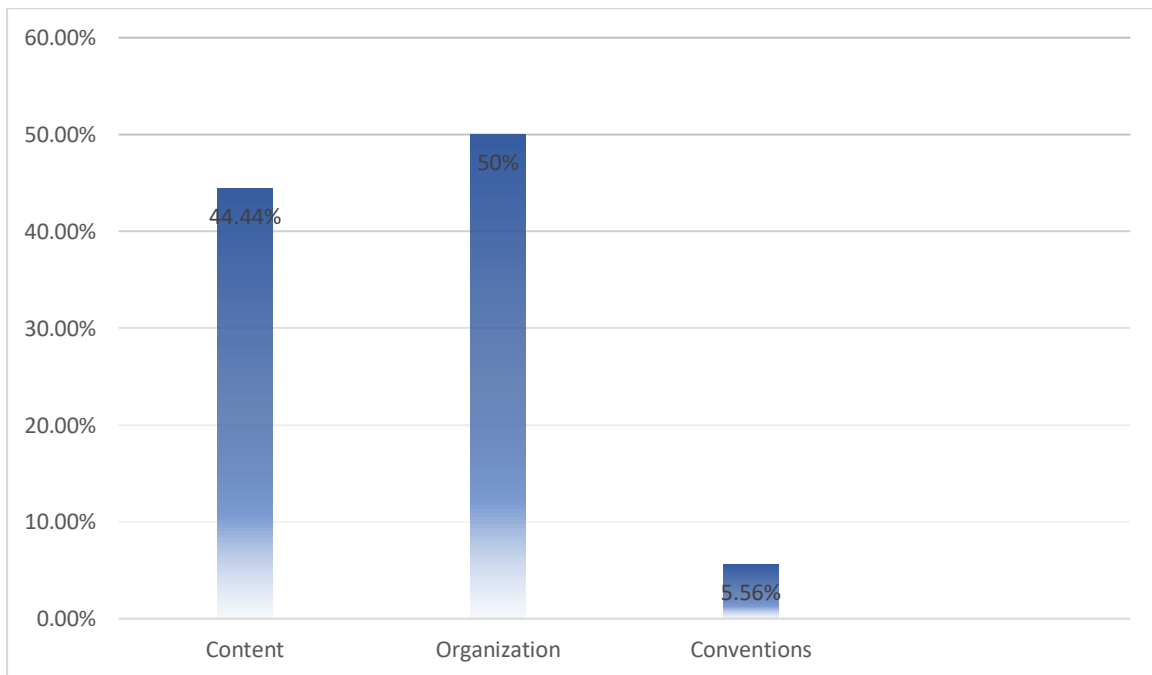
Figure (3.4) Aspects teachers focus more when correcting pupils' compositions

50% of teachers focus more on the sentence structure and the organization of ideas of the paragraph. 44.44% of them choose the content. The rest of them 5.56% focus on the conventions.

Question 13:

This question is a multiple choice question which aims to investigate the most common problems teachers notice in their pupils' writing.
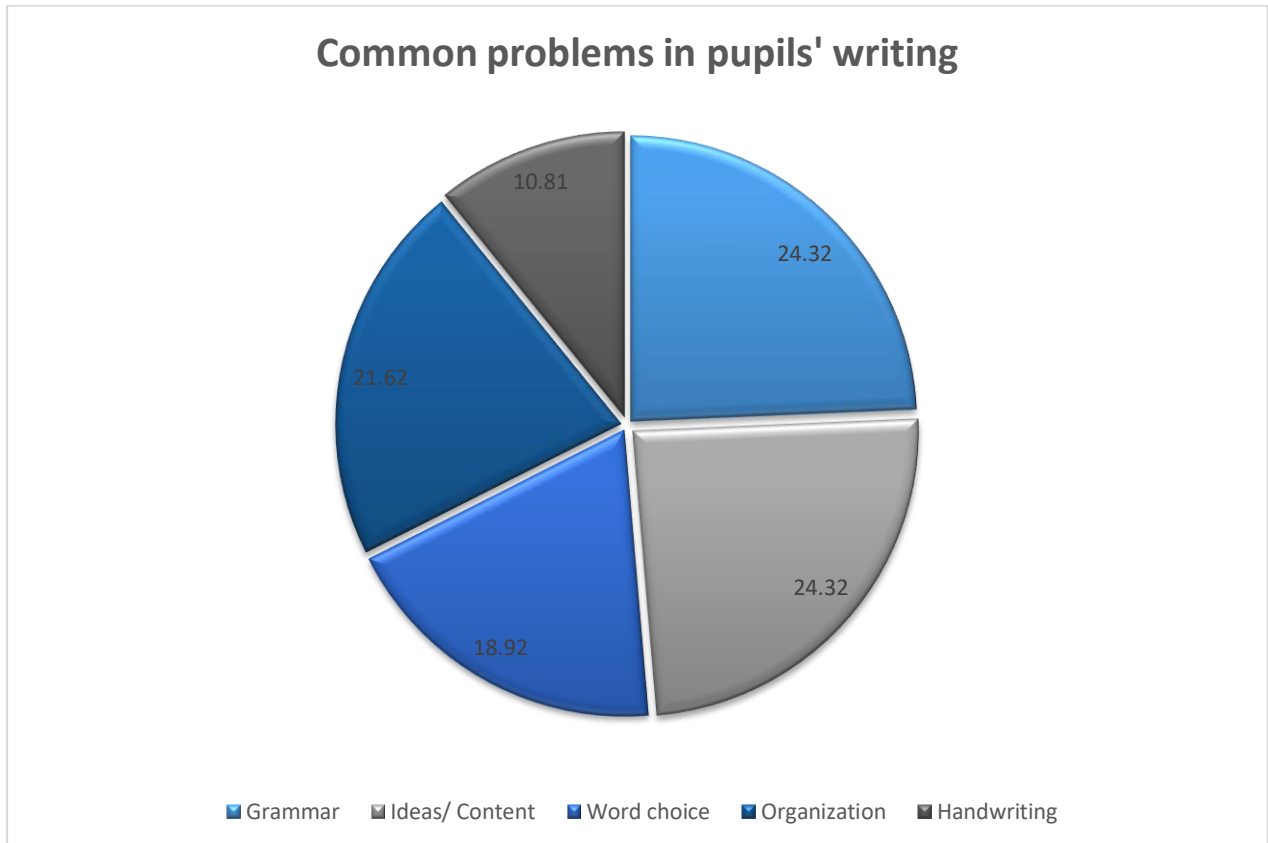
Figure (3.5) The most common problems pupils have in their writings

24.32% of teachers notice ideas and content problems in pupils' writing. 24.32% others observe grammar problems. 21.62% of teachers find problems in the organization of pupils' writing. 18.92% notice word choice problems. And the rest of them 10.81% state that pupils have handwriting problems marked in their writing.

Question 14:

This question is a multiple choice question. It aims to know how often do teachers practice writing activities with pupils in the classroom.

Option	Answers	Percentage
Always	00	00%
Sometimes	10	100%
Rarely	00	00%
Never	00	00%

Table (3.10) Practicing writing activities in the classroom

All teachers 100% state that sometimes they practice writing activities with their pupils in the classroom.

Question 15:

This question is an open-ended question it aims to find out the types of grammatical mistakes teachers find when correcting pupils' paragraphs.

Teachers provide different types of grammatical mistakes found when they correct their pupils' writing paragraphs:

- Verb form+ spelling mistakes+ subject verb agreement.

- Ambiguous ideas+ word order.

- A variety. Indentation, word order, subject-verb agreement, article-noun agreement, reference, capitalization.

- Subject verb agreement, article noun agreement, tenses, the use of pronouns, punctuation marks...etc.

2- Pupils' Compositions

Eight compositions selected randomly from fifteen papers for the content analysis. Third year secondary school pupils are the sample of the study. The sample consists five females and three males aged about eighteen to nineteen. The compositions were a class test not a home work activity.

2.1- The content Analysis

This table summarizes pupils' problems from their compositions

Types of mistake	Number	Percentage
Capitalization	09	20%
Spelling mistakes	05	11.11%
Indentation	05	11.11%
Verb form	03	06.67%
The word is unnecessary	03	06.67%
Tense	07	15.56%
Punctuation	02	4.44%
Sentence fragment	01	02.22%
Reference "use of wrong pronouns"	02	04.44%
Reword	04	08.89%
Wrong preposition	04	08.89%

Table (3.11) Pupils' mistakes in writing
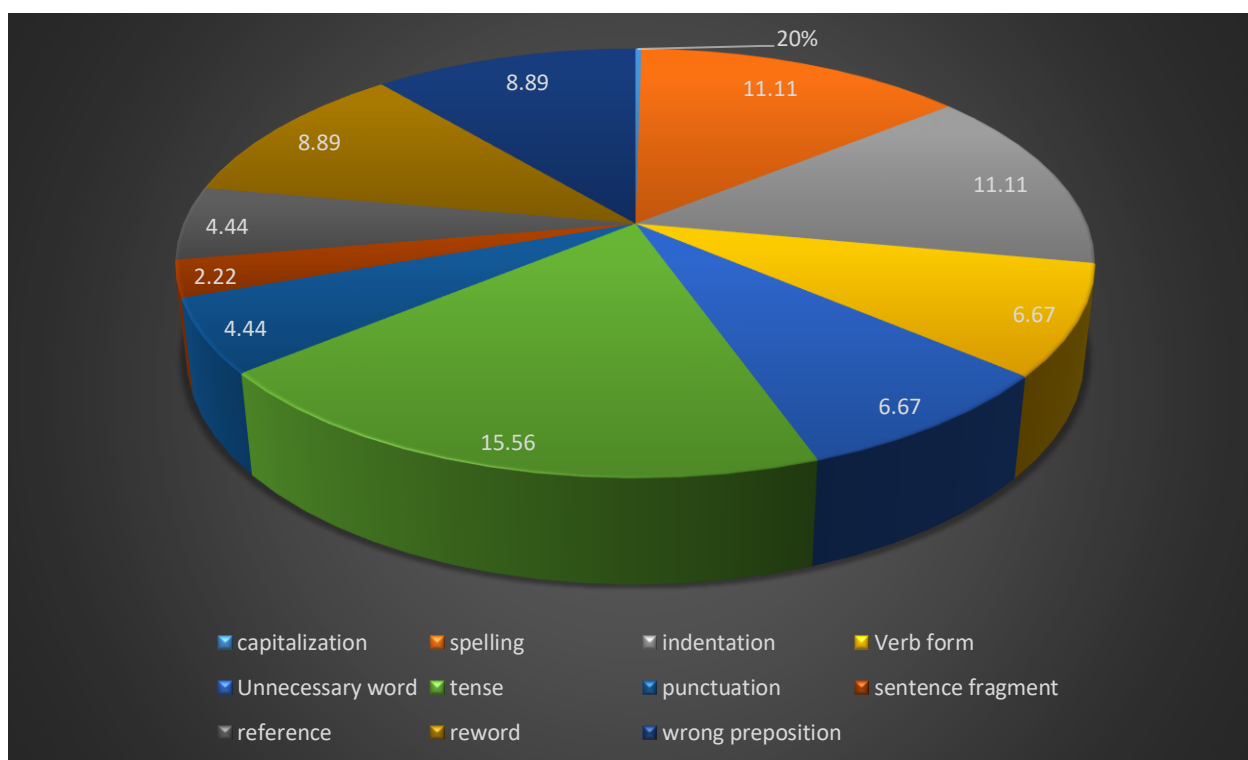
Figure (3.6) Pupils' mistakes in writing

This table and graph bellow shows that the highest percentage was in capitalization mistakes 20%. Then, 15.56% of mistakes are with the use of tenses. In addition, spelling and indentation problems are repeated to 11.11%. 08.89% in wrong preposition problems and rewording sentences. Verb form and unnecessary words 06.67%. Punctuation and use of pronouns 04.44%. At the end, 02.22% in sentence fragment problems.

2.2- Correction of Mistakes

2.2.1- Capitalization

Secondary school pupils have a problem with capitalization, they do not know when to capitalize words. May be because the luck of reading and writing pupils face capitalization difficulties.

Type	Mistake	Correction
Capitalization	ignorance and poverty…	Ignorance and poverty…
	firstly, you told…	Firstly, you told…
	though, from…	Though, from…
	…than the adults Because of their …	…than the adults because of their…
	to start with…	To start with…
	they go to work…	They go to work…
	. also wars as well as family…	. Also wars as well as family…
	child labour has recent…	Child labour has recent…
	. yours faithfully.	. Yours faithfully.

Table (3.12) Correction of capitalization mistakes

The examples above show how pupils forget to capitalize the initial words. In the fourth example the pupil capitalized the word "because" in the middle of the sentence and this is wrong.

2.2.2- Spelling Mistakes

When it comes to writing, secondary school pupils face spelling mistakes difficulties. They do not know how to write correct spellings.

Type	Mistake	Correction
Spelling mistakes	…to effect them…	…to affect them…
	…, factures, fatigue, …	…, fractures, fatigue, …
	…of the victimey…	…of the victim …
	…futur of the children…	…future of the children…

	…no one to car for them …	...no one to care for them …

Table (3.13) Correction of spelling mistakes

According to the table above and the answers of Q15 in the teachers' questionnaire. It is clear that some pupils have spelling mistakes. They do not concentrate with the form of words, they only memorize sounds.

2.2.3- Indentation

Type	Mistake	Correction
Indentation	Firstly, …	Firstly, …
	In general, …	In general, …
	Therefore, …	Therefore, …
	Besides, …	Besides, …
	All in all, …	All in all, …

Table (3.14) Correction of indentation mistakes

Some secondary school pupils do not know that the indentation is obligatory to start any new paragraph. When a writer use an indentation the reader will understand that he will read a new idea or new argument.

2.2.4- Verb Form

Type	Mistake	Correction
Verb form	…, which leads children …	…, which lead children…
	…, which makes the country…	…, which make the country…
	…that allows businessmen…	…that allow businessmen…

Table (3.15) Correction of the verb form mistakes

When it comes to writing, pupils face difficulties in the form of verbs. They do not know when to add the "s" of the present tense to the verb and with which pronoun.

2.2.5- Unnecessary Words

Type	Mistake	Correction
Unnecessary words	…childhood in intertainment like…	…childhood like…
	…hanger and starving is another…	…hanger is another…
	Increase exclusive immigration.	Increase of immigration.

Table (3.16) Correction of unnecessary words mistakes

Unnecessary words are found in some compositions. Pupils try to compose long sentences so that they use all the vocabulary they have learned before even the unnecessary words.

2.2.6- Tense

Type	Mistake	Correction
	…promised us that there are comfortable...	…promised us that there were comfortable…
	…this is not available…	…this was not available…
	…bed cover is dirty…	…bed cover was dirty…
Tense	…there is comfortable …	…there was confortable…
	…and we cannot move…	…and we could not move…
	…there are no buses…	…there were no buses…
	…there are cards and…	…there were cards and…

Table (3.17) Correction of tense mistakes

As the table above denotes, pupils have made a lot of tense mistakes. According to the answers of teachers in the questionnaire, pupils commit this mistake always and for many reasons. In those examples, the pupil' problem is that he do not know how to narrate a story happened in the past and how to move from an idea to another using the same tense.

2.2.7- Punctuation

Type	Mistake	Correction
Punctuation	In addition the weak laws…	In addition, the weak laws…
	…and study, they go to work…	…and study. They go to work…

Table (3.18) Correction of punctuation mistakes

Pupils do not use punctuation in their compositions or they use it in wrong way. However, punctuation is important, a comma of a full stop missing can make the change of the content and the idea.

2.2.8- Sentence Fragment

Type	Mistake	Correction
sentence fragment	As for relaxation games, there are table tennis and cards.	As for relaxation games, there were a lot of broken board tennis and cards.

Table (3.19) Correction of sentence fragment mistakes

In the table above, this example explains how the pupil produce a meaningless sentence. May be because pupils think in their L1 language "Arabic" then translate the idea to English. This is one of the most common reasons.

2.2.9- Reference

Type	Mistake	Correction
Reference	Our holiday it was very bad ..	Our holiday was very bad...
	They causes a lot of …	It causes a lot of …

Table (3.20) Correction of reference mistakes

The use of wrong pronouns affect the writing of pupils and make it weak with a lot of mistakes.

2.2.10- Rewording

Type	Mistake	Correction
Reword	When the families don't have enough money. They oblige their kids to go…	Their families don't have enough money so, they oblige their kids to go…
	…, they go to work in very hard manual jobs.	. They do hard manual jobs.
	First, one of the causes of child labour is …	The first cause of child labour is…
	…inability of the state to provide for the needs of children.	…inability of the state to meet the needs of children.

Table (3.21) Correction of rewording mistakes

According to the table and examples above, rewording is one of the repeated mistakes found in pupils' compositions. Pupils do not revise and edit their compositions, this can be a reason of rewording mistakes.

2.2.11- Wrong preposition

Type	Mistake	Correction
Wrong preposition	…you cheated on us and you …	…you cheated us and you…
	…working out in endless hours.	…working out for endless hours.
	factories or on streets …	factories or in streets …
	protections for children's rights …	protections of children's rights …

Table (3.22) Correction of wrong preposition mistakes

Pupils use wrong prepositions in their writings. Their mother tongue and the luck of practicing preposition activities can be the main causes of this mistake.

Conclusion

The main objective of this chapter is to reach comprehensive answers to the research questions that were raised at the beginning of the present research. It starts with a small introduction which indicates the two tools used to gather data "teachers' questionnaire and pupils' compositions". The results of the analysis reveal that teachers are agree that all pupils have different problems with grammar which affect their writing skill. Numerous mistakes have been recorded in the use of tenses, prepositions, punctuations, capitalizations, spellings...

3- Discussion of the Results

According to the analysis of different items in the students' analysis and teachers' questionnaire, we draw up the following discussion:

From the analysis of the data obtained from the teachers' questionnaire, EFL secondary school teachers agree that grammar is important and well covered by the academic program. Pupils' level in grammar is a low level; which needs modifications and ameliorations in the program and the teaching strategies.

On the other hand, the analysis of pupils' compositions helped us to conclude that they are facing a great problem in grammar which affects their writing skill. In fact, pupils are competent in some of the grammar rules, but their level in grammar has some troubles. This kind of troubles in the learning process may be due to the lack of practice in writing and grammar activities at school and at home which affects their grammar learning and writing skill.

General conclusion

Most of the secondary school pupils face difficulties in producing compositions, because writing is a hard skill which demands careful thoughts, knowledge, and concentration. This study has tended to show how grammar difficulties can affect negatively pupils' compositions. It has been conducted to gain a thorough understanding of the problem of committing grammatical mistakes by the pupils in their writings. So, by training and practicing grammar rules pupils will avoid those problems.

This dissertation can be divided into two main parts. First, the theoretical part which is composed of two chapters. Through the first chapter, researcher sheds light on grammar definitions, types, approaches, teaching techniques, and its role and importance to pupils. In chapter two, deals with definitions of writing skill, its importance, and approaches. This chapter ends by defining assessment, its importance, and types. The third chapter starts with a small introduction which indicates the two tools used to gather data "teachers' questionnaire and pupils' compositions".

The findings of this research has revealed that secondary school pupils do make different types of grammar mistakes in their writing compositions. However, they can fix this trouble by practicing and concentrating. This research study has provided answers to the research questions. In addition, with regard to the obtained results, we believe that this study sheds light on the importance of the good usage of grammar in enhancing the pupils' writing skill.

Recommendations

Regarding research findings, the following recommendations are put forward:

Recommendations for teachers:

- Teachers should include class reading because it is one of the most useful strategies in learning vocabularies because it helps pupils to learn the recurring vocabulary, facilitate it, and then, improve their writing productions.

- Teachers have to teach their pupils the basic rules of a good piece of writing in order to improve pupils' compositions.

- Teachers should have different motivational ways while presenting the lesson in order to make pupils accept and receive data.

- Teachers should go one by one when they present a grammar lesson, summarize the grammar rules, and give pupils time to ask about their ambiguities.

- Teachers should organize meetings and workshops to exchange ideas and find ways to improve students' level in grammar and writing.

Recommendations for pupils:

- Pupils are advised to practice writing out of the classroom context in order to enhance and to promote their writing performance.

- Pupils are advised to practice grammar activities out of the classroom.

- Pupils should concentrate with their teachers' explanation and ask questions if they have.

Recommendations for administration:

- The administration should provide teachers with the necessary materials that can support teachers' efforts to develop pupils' grammar and writing skills, such as computers and data shows.

Limitation of the study

In order to accomplish the present study, the researcher faced some issues that delayed the completion of this research. They are as follows:

- The crisis of COVID-19 has prevented the submission of pupils' test.

- The small number of the sample (pupils' compositions).

- The personal problems, the hard physical and psychological conditions that the researcher has faced.

- The lack of the needed books and references in the library of the faculty, which leads the researcher to use the electronic ones.

General Conclusion

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Appendices

Appendix A

Dear teachers,

You are kindly requested to answer the following questionnaire, which is designed to gather information for the accomplishment of a Master dissertation. The latter is about "Grammar difficulties that 3rd-year secondary school pupils are likely to encounter when writing paragraphs". We would be so grateful if you could provide us with precise, clear, and complete responses. Would you please tick ($\sqrt{}$) the appropriate answer(s) and write a full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used only for research purposes.

Prepared by:

BOUNAB Assia

2021/2022

Background about teachers

Q1- Would you specify your gender, please?

a) Male ☐   b) Female ☐

Q2- Would you specify your age?

a) 24-30 ☐

b) 30-40 ☐

c) More than 40 ☐

Q3- How long have you been teaching English?

a) 1-5 years ☐

b) 5-10 years ☐

c) More than 10 years ☐

Section One: Grammar

Q4- Is grammar important to secondary school pupils?

a) Yes ☐   b) No ☐

Justify your answer, please

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Q5- Do you think that grammar is well covered by the current program?

a) Yes ☐   b) No ☐

Q6- How do you consider your pupils' level in grammar?

a) Good ☐   b) Medium ☐   c) Weak ☐

Q7- Do your pupils have grammar difficulties?

a) Yes ☐   b) No ☐

If yes, how many of them?

a) All of them ☐

b) Most of them ☐

c) Some of them ☐

d) No one of them ☐

Q8- Where do most pupils have problems with grammar?

a) Reported speech ☐

b) Use of tense ☐

c) Express feelings ☐

d) All the above ☐

Q9- Do you encourage your pupils to ameliorate their grammar?

a) Yes ☐   b) No ☐

If yes, please explain how

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…….

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Q10- According to you how can the mastery of grammatical rules affect 3rd-year secondary

school pupils' writing paragraphs?

……

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Section Two: Writing

Q11- Is writing a necessary skill to develop pupils' level?

a) Yes ☐   b) No ☐

In both cases, justify your answer, please

…………………………………………………………………………………………………

………………………………………………………………………………………………..

Q12- When correcting your pupil's written paragraphs, on which aspect do you focus most?

a) Content ☐

b) Organization ☐

c) Conventions ☐

Q13- What are the most common problems you notice in your pupils' writing? You can

choose more than one option.

a) Grammar ☐

b) Ideas & Content ☐

c) Word choice ☐

d) Organization ☐

e) Handwriting ☐

Q14- How often do you practice writing activities with your pupils in the classroom?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Q15- What are the types of grammatical mistakes do you find when correcting your pupils' paragraphs?

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We would really appreciate any suggestions or comments from your part.

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"Thank you for your time, effort, and collaboration"

Appendix B

<u>Causes and Consquence of</u>
child labour:

- Child labour has recently become
one of the biggest issues in Algeria. It is
any work that harms children's mental
and Physical health. children are forced to
work at an early age because of many factors.

- To start with, some children go to work
due to povety. When their families don't have
enough money so, They oblige their kids to go and
work in order to survive and to fulfill their
needs like food and clothes. As well as the expensive
life conditions sometimes force children to work and
help their parents at home. Also, the lack of schools
in the country helps children to work at early age.
Instead of going to school and study. They go
to work in very hard manual jobs, I m addition,
the weak laws of the country that allows businessmen
and companies to exploit small children in hard
works by giving them very low wages.

- All in all, it is high time goverements passed
very severe laws to eradicate this problem in order
to save the bright future of the children and
the country.

تلاميذ سنة ثالثة ثانوي يواجهون الكثير من المصاعب في التعبير الكتابي في مادة اللغة الإنجليزية. تهدف هذه الدراسة الى القاء الضوء على هاته الصعوبات ومدى استيعاب التلاميذ لقواعد المادة. في اطار هذا الهدف تم اختبار النشاط الكتابي للتلاميذ مقترح من طرف أستاذة المادة في إطار المنهاج المدرسي اخذنا ثمانية وضعيات ادماجية كعينة للبحث. استبيان للأساتذة يحمل اسئلة مفتوحة مغلقة ومتعددة الاختيارات حول الموضوع. سلكنا في دراستنا منهجا نوعيا وصفيا.

من خلال نتائج البحث نستنتج ان أسباب هذه الأخطاء متمثلة في : قلة ممارسة النشاط الكتابي والنحوي داخل القسم وخارجه. قلة المطالعة. قلة التركيز داخل القسم. سمحت لنا هذه الدراسة باكتشاف نقاط ضعف التلاميذ في هذه المادة، وهي خطوة أساسية تساعد على معالجتها وتحسينها الذي يعد أحد أهداف العملية التربوية. كما أن هذه الدراسة تساعد واضعي المناهج على مراعاة حاجات التلاميذ وإيجاد طريقة مناسبة تساهم في إعداد المواد التعليمية.

Résumé

Les élèves de troisième font face à de nombreuses difficultés d'expression écrite dans les matières anglaises. Cette étude vise à faire la lumière sur ces difficultés et sur la compréhension des règles de la discipline par les étudiants. Dans le cadre de cet objectif, les activités écrites des élèves ont été testées par des professeurs de matières dans le cadre du programme scolaire. Nous utilisons huit cas d'inclusion comme échantillon d'étude. Un questionnaire pour les enseignants avec des questions ouvertes et fermées et des choix multiples sur le sujet. Nous avons utilisé des méthodes qualitatives et descriptives dans notre recherche.

D'après les résultats de l'étude, nous avons conclu que les causes de ces erreurs se manifestaient comme suit : Manque d'activités écrites et grammaticales à l'intérieur et à l'extérieur du département. Manque de lecture. Manque de concentration au sein du département. Cette recherche nous permet d'identifier les faiblesses des élèves dans la matière, une étape importante vers leur enrichissement et leur amélioration, l'un des objectifs du processus éducatif. Cette recherche aide également les concepteurs de cours à tenir compte des besoins des étudiants et à trouver des moyens appropriés d'aider à la préparation du matériel pédagogique.

Chapter One: General Overview about Grammar

Chapter Two: General Overview of the Writing Skill

Chapter Three: Field Work and Data Analysis