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**Investigating the Impact of using “Grammarly” application in mastering the use of  
Prepositions: " In, On, At, By, Between and Among" on the Writing Performance.**

**The Case of Second Year EFL Students at Mohammed Kheider University of Biskra,  
Algeria.**

A Dissertation submitted to the Department of Foreign Languages in Partial Fulfillment of the  
Requirements for the Master's Degree in Sciences of Language.

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## **Dedication**

Many thanks to my beloved mom, she helped me a lot arrive such a day.

Many thanks to my brothers and sisters, especially my sweetie Hayet.

To my dearest soulmate Nina, and my besties Amani, Saida and Eve for their  
continual support and being part of my life.

I dedicate this modest work.

## **Acknowledgement**

First, all my thanks go to my dearest teachers of the whole five years, without citing names they were all incredibly great, each in his/her specialty is just amazing.

My teachers with whom I learned, studied, and experienced what English Language truly is. I am really grateful for every person I learned from, even one simple word.

To my dearest supervisor Ms. Amina Mansouri for her immense help, patience and guidance the whole four months, she gave her best to encourage me write a professional thesis, inspire me with her sincere feedback, ideas, and correct my mistakes all the time. I really appreciate her efforts, time and energy.

To the jury members, Dr. Mehiri my teacher, as well as Dr. Benidir for their guidance and energy to read and correct my research study.

To my dearest colleagues and classmates, boys and girls, with whom we spent only good times, with whom we developed and helped one another academically.

Promotion 2016 we are **UNFORGETTABLE**.

Thank you, a bunch.

## **Abstract**

In the previous studies, researchers focused on examining the impact of implementing ICTs in the classroom “audiovisual aids”, generally to improve a specific skill, for example speaking and listening during different modules. Whereas, our present study aims at describing and explaining the different impacts of ICTs and Applications namely “Grammarly App” on developing learners’ use of prepositions in writing. The main intention and objective of developing such a research is then to determine whether the implementation of ICTs has an effect on the improvement of the students’ writing, and mastering of prepositions. So, learners build a grammatical ability and achieve an enormous progress in their higher studies.

Furthermore, to test and check the hypothesis, and to answer the questions, a test and a questionnaire were designed and addressed to students of the second year LMD, English Language Branch, at Mohammed Kheider University of Biskra. It is hypothesized in this research that if EFL learners cannot master the writing skill without mastering the use English prepositions, and that Grammarly application and ICTs have a positive impact on learning prepositions. We used a descriptive method to design the questionnaire and the test, so that the data gathering tools are adequate. The questionnaire was dedicated to 12 students, and the test was divided into two parts, each part was dedicated to 06 students. After that, the analysis of the results revealed the importance of the implementation of ICTs, and it shows how effective is to master the use of prepositions in writing.

## **List of Abbreviations**

**EFL:** English as a Foreign Language.

**FL:** Foreign Language.

**ICT:** Information Communication Technologies.

**L1:** First Language.

**L2:** Second Language.

**TL:** Target Language.

**App:** Application.

**Q:** Question

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**DECLARATION:**

I, Karima HABECHE, do hereby solemnly declare that the work we are going to present in this thesis is my own, and has not been submitted before in any other institution or university for a degree.

This work is to be carried out and completed at Mohammed KHEIDER University of BISKRA, Algeria.

## **INTRODUCTION:**

It is attested that EFL students usually face difficulties in learning the appropriate use of English prepositions (Sudhakaran, 2015; Delija, 2013; Yousefi, 2014).

Prepositions are one of the most challenging and difficult English grammar points for English as a Foreign Language (EFL) teachers to teach L2 learners (Delija & Koruti 2013).

Brown (1987) has explained the major causes of the misuse of the prepositions made by the L2 learners, which are interlingual transfer, and intralingual transfer that occurs when learners overgeneralize the rules (as cited in Delija & Koruti 2013).

Prepositions are connective words that express the relationship between units. According to Quirk (1985) and Swan (1996), in the most general terms, a *preposition* expresses a relation between two entities, one being that represented by the prepositional complement.

In our case, it is known that mastering the use of prepositions is viewed as an area of difficulty in particular amongst Algerian EFL learners, and how these prepositions cause frustrations amongst the majority of learners, which makes it very hard to differentiate between them. Using the correct preposition is a difficult aspect in English Grammar because of how crucial and tricky the prepositions are.

### **1- Statement of the problem:**

Learning English in general is considered as a hard task to deal with, especially for Arabic learners “the case of Algerian learners in our study”, because both languages are derived from two different families. For instance, learning the English grammar is competitive and challenging, it

causes many difficulties. As a result, these difficulties will cause a lack of attempt to discover the type of these errors and try to fix them.

Our study tries to investigate and explore reasons which lead to the misuse of English Prepositions in writing, and reveal the errors encountered by Algerian EFL students, as well as investigating the influence of the implementation of Grammarly application and ICTs in using certain English prepositions in the written language.

## **2- Significance of the study:**

The importance of this study lies in that it tackles the well-known issue which is the misuse of English prepositions. It explains what are the exact important factors that lead to the misuse of these prepositions. Overall, it tries to make a real explanation about how learners should master the mentioned prepositions in order to develop their writing performance. In addition, this work shed light on the relation between the mother tongue “Arabic language” and its effect on choosing the correct prepositions to use in the target language “English language” which is the Language Transfer. Furthermore, our study explores the role of applications and its impact on learning how to use prepositions, and develop the writing performance.

## **3- Aims:** the objective behind conducting this research is:

- Identifying, exploring and investigating the challenges and difficulties that face the Algerian EFL learners throughout their higher education. More specifically in learning and using prepositions properly and in a correct way in order to master the writing skill.
- Examining the performance of EFL learners in using prepositions to reveal the exact issues facing them.

- Exposing the difficulties that face EFL learners in choosing the appropriate prepositions.
- Determining the reasons behind the misuse of certain prepositions “the frequently used ones”.
- Showing the role and importance of prepositions in writing.
- Explain the relation between prepositions and a good writing.
- Examining the underlying causes that lead to most common errors in grammar especially with prepositions.
- Explaining how to overcome this well-known difficulty among Algerian EFL learners through the implication of applications, and study their influence on writing.
- Determining the usefulness of applications and their impact on the correct choice of prepositions.
- Showing how Grammarly application has a significant role in enhancing the use of prepositions while writing.

**4- Key terms:** English Language Prepositions, Written Language, Language Transfer, EFL learners’ misuse of Prepositions, Foreign Language, Grammatical errors, Applications. Online applications, ICTs.

**5- Main QUESTIONS:** This study aims at shedding light on the following research questions:

1. Are the Algerian EFL learners aware of the correct use of the English prepositions?

2. To what extent the writing skill is affected by the exact use of English prepositions?
3. What are the causes behind the misuse of prepositions and the commit of errors while writing by Algerian EFL learners?
4. What should be the suitable solution for increasing the EFL learners' writing?
5. Do applications have a significant impact on the use of prepositions?
6. What are the types of applications that are most helpful for EFL learners in developing the use of prepositions in writing?

**6- HYPOTHESIS (Expected Answers):** The present research is based on hypotheses that shall be tested and verified through.

1. We hypothesize that EFL learners cannot master the writing skill without mastering the use English prepositions.
2. We hypothesize that Grammarly application and ICTs have a positive impact on learning prepositions.

## **7- METHODOLOGY:**

The Researchers intend to use the descriptive approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from every material relevant to their field of interest which is a new and fresh area in their department as far as they are concerned. In addition, they will use the quantitative approach to cater for both theoretical and applied research. The results of the questionnaire and the test will be included in the thesis.



**8- RESEARCH TOOLS:** The main research tools are itemized below:

1. Questionnaire.
2. Students' Test.

**9- RESEARCH LIMITATIONS:** we limit this study in order to clarify what will be done, so our research will deliberately focus on:

1. Finding out the exact factors and causes leading to the misuse of the English prepositions: “in, on, at, by, between, and among” in particular in writing.
2. Finding out the main difficulties which the EFL learners face in their writing while using the mentioned prepositions.
3. Finding and providing solutions to cater for learning and using prepositions properly by Algerian EFL learners.
4. Encouraging and improving the performance of EFL learners in Grammar and Writing.

## **10- Literature review**

A literature review is a critical analysis of published sources, or literature, on a particular topic. It is an assessment of the literature and provides a summary, classification, comparison and evaluation.

Hourani (2008) analyzed the common grammatical errors in students' paragraphs. 105 students, 20 teachers and 5 supervisors were participated in this study. The results showed that students need more reinforcement and development in their writing.

Mohammed Amin & Hussen (2015) assessed the problems facing students when writing a paragraph. He used the descriptive research design to describe the problems which are unity,

organization, grammar, adequacy, capitalization and spelling. This study suggested that students need a chance to practice more what they learned to develop their writing.

Jesús Andrés López Henao (2017) examined in his research the Influence of ICT in the development of writing skills through an online platform. The type of study in this research was under the paradigm of qualitative research.

Dian Sari Zahara Munthe (2019) analyzed the students' errors in using prepositions in, on, at while writing descriptive text production. 200 students took part in this research, they were the seventh grade of junior high school Pembangunan Bagan Batu. She aimed at investigating and identifying the most common types of students' errors in using prepositions. This research was descriptive quantitative research in order to describe the problem and to count the frequent use of each type of errors made by students.

In the present study, our work aims at investigating and exploring the impact of ICTs and online applications on the use of English prepositions in writing. The current research focuses on relevant issues that must be tackled which are; the writing performance, the improvement of writing through using grammar, and the method of implementing ICTs in order to facilitate the use of prepositions by EFL learners.

## **STRUCTURE OF THE STUDY:**

### **PROVISIONAL OUTLINE:**

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## **Introduction**

Writing is viewed as one of the most important four basic language learning skills, and it occupies a significant role in the process of learning a language. However, learning a language takes a lot of courage and commitment, writing remains the essential key to a successful learning. In fact, it is the capability that allows a learner to comprehend and produce a language for proper and effective interpersonal communication. Furthermore, a good writing needs to be lucid, easy to read and understandable. Again, while writing learners set a goal which is using a correct grammar. Eventually, learners will be able to write their own ideas and express their thoughts and views more clearly to the audience.

In our study, we will explain to what extent writing in a foreign language is important, and how can learners improve their writing using a correct grammar rules, and what are the factors influencing writing performance.

### **Section One:**

#### **1. Writing:**

A language in general is used for many kinds of purposes, and needs. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing is one of the productive skills that should be mastered in using a language. First students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. Second when the students and learners understand the knowledge of the language, it means that they have acquired a language competence. Brown (2000: 31) states the definition of a language competence as “one’s underlying knowledge of system of a language, its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together”.

Writing is important and efficient skill. However, it is a complex activity, EFL learners can develop it while learning the language itself through more practice, and more focus.

### **1.1 General overview about writing:**

Nowadays mastering a language is a necessity, people are connected through language worldwide. English is the most required language due to globalization; it becomes the link between all different countries. As Reddy (2016), states English has become an official language in several countries in the world, and some other countries make it a second language or a foreign language.

In Algeria, English is a foreign language that is taught from Middle Schools up to universities. EFL Learners in the university study for developing their language competence, and master the four skills which are: “listening, speaking, reading and writing”. The Writing skill has an important role during the whole learning process. Although, EFL learners face several difficulties for instance the use of grammar as they write, it exists many methods and tools that can facilitates the learners’ endurance.

### **1.2 Historical background of Writing:**

Harmer (2007: 1) rightly says, “Human activity of writing is a fairly recent development in the evolution of men and women ... some of the earliest writing found so far dates from about 5,500 years ago”. To signify different things that are connected to their everyday lives, the ancient people used to draw different painting and methods and they used to convey their messages through images, pictures and figures. So, Yule (2010) aptly says, “Human beings started to write some 20,000 to 25,000 years ago”. Likewise, Crystal asserts that the people of the ancient times used pictograms to signify different symbols. They used ☀ symbol to represent the sun. In the course of time, pictograms have become ideograms that played a significant part in writing system. The process of writing has undergone many changes as time progressed, so pictograms (picture-

## Chapter One: Writing Performance and Prepositions.

writing) changed into ideograms (idea-writing) and then ideograms changed into logograms (work-writing). Then, the Sumerians chastely followed the word-based writing system. Between the period of 1700 and 1500 B.C., the alphabet in the Sinaitic word replaced the pictograms. Then, the Chinese philosopher, Tien-Lcheu, invented the ink in 2697 and later on the paper was also invented in China in 12 B.C. which made writing to be common for all the human beings. (Cited in SRINIVAS RAO, 2017, p. 79)

### **1.3 Definition of writing:**

Brown (2001: 336) says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Which means that learners think about the task they are dealing with then using a language for describing it. In addition to Harmer (2004) he states that writing encourages students to focus on accurate language use. As learners write they correct and resolve the problems they face. And their writing process will develop as well as the language they use. According to Jonah (2006:14) writing is series of activities going on and involves several phases, the preparatory phase, the content development and review, as well revisions or improvements posts, Jonah (2006:29) argues that writing can be used as an indirect means of communication to others to convey information. Rivers and Temperley state, “To write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language “(1979; Cited in Azzoui, 2009, p. 5) This present definition considers writing as an activity rather than as a set of symbols. i.e., writing is not seen as just graphic symbols arranged according to certain linguistic rules, but as an activity; it involves producing meaningful segments to carry a message in the language since its main goal is to communicate. Furthermore, Richards and Schmidt (2002)

assert, “Writing is viewed as a result of complex processes of planning, drafting, reviewing and revising”.

Depending on the mentioned definitions, writing can be defined as a product-oriented task.

### **1.3.1 Writing as a skill:**

A skill is expertness, dexterity, practiced ability, and facility in doing something. Writing can be defined as a skill, because it can be learned and improved, it includes all the knowledge that is related to language and its written format. Writing skill means the ability to convert thoughts and write down ideas and facts into words, according to Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling through written form. By following proper standards, punctuations along with correct grammar rules and spellings. This structure allows the writer to produce a comprehensible and readable piece of work. Furthermore, the writing should be coherent, which means logically connected and the ideas flow properly to make sense.

Writing skills are also the key to impress the reader, they play an effective role and have a huge impact on the audience, due to the absence of the speaker’s voice, tone, and body language. As Tarigan (1985:5) states writing is productive skills for writing an indirect communication and the nature of the character is different from that expressed by speaking directly. Writing skills have influence on the quality of the written work and allows the audience to perceive the writer’s professionalism. Beside the education, learning, and study, skilled writers are demanded in the field of work, because they have strong writing skills and they are able to done more effective works. Different domains include writing for example, research, outlining, editing, time management, and blogging.

### **1.3.2 Writing as a process:**

Writing can be defined as a process since it is a complicated task which needs specific steps. In this respect, McCuen-Metherell and Wrinkler reported, “Writing is typically a hard work - even for gifted writers... writing process generally occurs in three stages: prewriting, writing, and rewriting” (McCuenMetherell & Wrinkler, 2009, pp.3-5). (2009; Cited in Laadjel, 2015, p. 17). Prewriting, drafting, revising, and editing, and a final version that is ready to publish.



**Figure 1: The process wheel. Adapted from *The Practice of English Language Teaching* by Harmer, 2011, p.36 “Copyright 2011 by Pearson, Longman.**

## Chapter One: Writing Performance and Prepositions.

### **A- Prewriting:**

The first stage of writing includes every action that is done before starting to write actually. Brainstorming is the major deed in prewriting, it allows the learner to think more deeply about the subject and decide what to write exactly afterward, according to the purpose of research, and also depending on the type of text the learner is going to write about. In addition to taking notes, outlining, gathering data and information, and researching in several sources.

### **B- Drafting:**

After gathering data, information and generating ideas, the learner writes down his/her ideas in sentences and in form of paragraphs to essays. Starting with explaining these ideas and supporting them, formulating correct expressions, taking into consideration the meaning making “writing should make sense”, the correct use of grammatical rules, the punctuation and the spelling.

### **C- Revising:**

In order to increase and improve the writing quality, learners receive a kind of evaluation from their peers on their work. As a result, a revising stage is needed. Teachers as well give feedbacks in order to correct their learners’ writing, so they can reconstruct and reformulate their work to present a proper version of their writing.

### **D- Editing:**

Editing means the work is ready to be done, so the learner edits a final revision for his/her spelling, grammar, capitalization and punctuation, in order to check and re-check how the text is adequate. Harmer (2004) explains that “once writers have produced a draft, they then usually read through what they have written to see where it works and where it doesn’t” (p. 5).

### **E- Publishing:**



## Chapter One: Writing Performance and Prepositions.

At this stage learners are ready to publish their written work, that is revised and corrected by their teachers. According to Harmer (2004) says that “once writers have edited their draft, making the changes they consider to be necessary, they produce their final version” (p. 5)

### **1.4 Types of writing:**

It is known that a writer or a learner is writing for achieving a certain purpose or goal. While a learner is putting his/her pen to paper or keyboarding, there exist many reasons for that. For instance, each writing purpose is under a specific type or genre of writing. Each type has its own objectives and focus.

Harmer (2009:327) says “Genre represents the norms of different kinds of writing”. It means that genre shows the value of kinds of texts. There are many kinds of texts and it has their own communicative purpose.

Kemper (1994:62) talks about four types of text, they are explained below:

**1. Descriptive:** It describes how something looks, acts, sounds, feels, smells, or tastes. It should be clear to make readers easy to visualize the description given on their minds.

**2. Narrative:** It tells stories at certain time. It can be the real story, or imagination, or a combination both of them.

**3. Persuasive:** It tries to influence the reader to accept the idea, adapt a point of view, or perform an action.

**4. Expository:** It gives the information to the reader about a topic and it has the purposes to convince the reader.

#### **1.4.1 Writing for learning:**

Current studies focus on explaining how to learn writing in a good way, on the other hand they turn a blind eye on explaining how to learn through writing. Foreign languages with their four basic skills, and

## Chapter One: Writing Performance and Prepositions.

especially English through the learning process, has some sort of creativity, because EFL learners have weak performance in the writing skill. In other words, teachers are required to involve their students' learning in form of writing, which allows them to write down what they learnt. Writing is an important part of the learning process; learners produce their pieces of writing at the same time teachers can evaluate them without any problems. Writing for learning in Foreign Language (FL) contributes at the development of the language proficiency, in addition to the improvement of learners' writing skills. All in all, these methods have lent a hand on focusing on the process of writing. Some recent studies suggest that writing is a tool of learning, and in different fields there exists a strong relationship between the two aspects; i.e., writing for learning and learning for writing. According to Spivey (1997) writing for learning process may support students use a meaning –making process which involves organizing and integrating ideas, then they follow a logical manner which makes connection within and across the essay in order to communicate their ideas effectively while writing.

### **1.4.2 Writing for communicating:**

Writing is considered as a language skill, which allows the learner to communicate his/her ideas through a written form. The communicative approach is based on producing a successful language which allows the writer to communicate real meanings and meaningful communications. Harmer (2001) argues that teaching productive skill takes into consideration the communication skills and activities; without this skill, there is no productive skill category. Learning writing in a communicative way in EFL classrooms is important, because it has an effective role in increasing and developing the student's learning process. Achieving the goal of learning and improving the language skills by implementing the writing skill in a communicative way. Both learner and teacher have to set different techniques and methods in the classroom in order to improve the writing for communication as well as the learning process. Chastain (1988 :244) states that:

“Writing is a basic communication skill and a unique asset in the process of second language”, writing is not only necessary for learning but also for communicating.

### **1.5 Importance of Writing:**

Writing is as important as its skills. In a foreign language, the written form has a significant social and educational functions. As Walsh (2010) says “Writing is important because it’s used extensively in higher education and in the workplace. If students don’t know how to express themselves in writing, they won’t be able to communicate well with professors, employers, peers, or just about anyone else. Much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. In addition to (cf. Chappell, 2011) the benefits of writing since it helps to: express one’s personality; foster communication; develop thinking skills; make logical and persuasive arguments; give a person a chance to later reflect on his/her ideas and re-evaluate them; provide and receive feedback; and prepare for school and employment.

Writing has a unique position in language teaching and learning since its acquisition involves a practice and knowledge of other three language skills, listening, reading and speaking. Moreover, writing allows learners to set an objective for their writing process, plan it carefully, think over its layout and logical structure, revise it and create a final piece of writing. In the process of writing, learners have to use cognitive skills; at the very first stages, they have to analyze the sources and after that synthesize them in a compact piece of writing. One of the best ways to make students attracted to writing is to let them write at the beginning of the learning process as freely as possible, and evoke in them the feeling of creativity.

Creative writing obviously can play a crucial role in the development of writing skills (cf. Janikova, 2005/6; Zajicova, 2011; or Rico, 1984). It has many benefits as well, first creative

## Chapter One: Writing Performance and Prepositions.

writing allows learners and writers to discover things about the language they use, and allows them to discover things about themselves too. Second, creative writing aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings. Third, it requires a willingness to play with the language, and it concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality.

### **1.5.1 Characteristics of a good Writing:**

A good piece of writing should include specific features. These basic characteristics of an effective writing are the points that a writer should take into consideration while producing his/her work. (Nordquist, 2019, *The Basic Characteristics of Effective Writing*.)

Generally a good writing simply means writing that contains no bad mistakes that is, no errors of grammar, punctuation or spelling. However, good writing is much more than just correct writing. Good writing responds to the interests and needs of its intended audience and at the same time, reflects the writer's personality and individuality (the author's voice). According to Nordquist, he states that a professional writing has rules which are; Good writing has a clearly defined purpose. It makes a definite point. It supports that point with specific information. The information is clearly connected and arranged. The words are appropriate, and the sentences are concise, emphatic, and correct.

The use of Good Grammar, Spelling, and Punctuation in writing is a way of creativity. While having a grasp on proper grammar, spelling, and punctuation will make you a good writer,

definitely it will help and facilitate to you the process of writing, and give you a strong structure to work on.

### **1.5.2 The development of writing among EFL learners:**

In the process of education, learners have to develop their level of mastering a language, starting by understanding the important elements of that specific language, as well as producing and creating meaningful works. Language proficiency goes hand in hand with developing the language accuracy, fluency, and cohesion. Writing includes different abilities, so in order to improve the writing skill, EFL learners have to tackle all these skills.

### **1.6 Factors Influencing Writing in Foreign Language:**

Writing in a foreign language is a difficult task for learners. EFL learners during their academic process are required to write different sentences, paragraphs, and even essays. The quality of the work might be decent, good and might contain errors as well. Writing is affected by many factors. Including the major element which is the correct use of grammatical features, which is the basic concept in writing, because if not, the piece of writing will be meaningless, and it causes frustration to the reader.

#### **1.6.1 The Use of Prepositions in Writing:**

Algerian learners are finding it difficult to use prepositions, one of the eight components of Parts of Speech appropriately. Their problems lie with their inability to select the right preposition according to context and determine the place of the preposition. The main reason for this challenge is the unpredictable collocation that prepositions have with the context used. In writing, one of the most important concepts is the use of Grammar. To be more specific, writers in general and

## Chapter One: Writing Performance and Prepositions.

learners in particular have to include prepositions in every work they produce, and much more every sentence they write. Prepositions are found in English language in many types.

First, prepositions are necessary language element, so that they must be found in every written and spoken work.

### **1.6.2 Difficulties of using prepositions in Writing:**

In learning a new language, learners are faced with difficulties as goes with the educational process in general. Each learning process has its own conflicts and confrontations. In learning the English language, EFL learners come across problems and encounter certain difficulties, which affect their learning process. In writing for instance, prepositions are part of this process, they found to be crucial and tricky. Prepositions are used plentifully in the English language especially and are a significant part of this language that cannot and must not be disregarded. For the first time using them, EFL learners have to understand their nature, their category and how to apply them correctly. Mastering the use of prepositions is viewed as an area of difficulty for EFL learners in General (Lorincs, 2012; Yousef et al, 2014; Delija, 2013) and for Arab learners in particular (Tahaineh, 2010; Al-Quda, 2013).

### **1-7 The importance of Grammar in Writing:**

English Language Grammar comes after the very first stages of learning a language, after trying out to communicate out using simple phrases and words. Since grammar needs more focus and concentration to comprehend its complexity, so that a learner can absorb the rules. Grammatical correctness is an important part in the writing process. The first reason is that Grammar must be correct in formal and academic domains as writing.

## **Section Two**

## **2. Prepositions:**

English language prepositions play an important role in the grammatical system. Furthermore, it has been observed that prepositions are considerably easier to use than master. As EFL learners, they use them everywhere, in both written and spoken language, for example in daily life conversations. However, it is difficult to master using the prepositions properly, especially while writing due to their several meanings, also they do not have permanent roles to follow, as well as they have several functions.

### **2.1 General overview about what is Grammar:**

Over the years, it is proven that grammar is a basic component in every language. As for the English language, grammar is considered as the system and basic structure of it. Grammar consists of chain of rules for the language that contribute in designing and governing the sounds, words, sentences, and other components, in order to combine and interpret the meanings. Grammar contains four basic areas; Phonology which deals with the system of sounds, Morphology which deals with the system of word formation, Syntax which deals with the patterns of word arrangement, and finally Semantics which deals with meanings. All these features of grammar have been developed from the very ancient Greek and Latin grammar rules to Medieval ages, arriving to the modern and recent set of rules, which nowadays allow an EFL learner to acquire a language as a native speaker's do.

### **2.2 Definition of Prepositions:**

Different definitions from different sources are found for the term prepositions. First, according to Cambridge dictionary, a preposition in grammar is a word that is used before a noun, a noun phrase, or a pronoun connecting it to another word. Second in Meriam Webster dictionary,

prepositions are defined as showing direction, location, or time or to introduce an object. They are usually followed by a noun, noun phrase, or pronoun.

### **2.2.1 Functions of prepositions:**

Every preposition has a unique function and a specific use. These functions help learners identify how and when to use the adequate preposition and fit it to the context they are producing. Yet, there exists numerous problems faced by English Foreign language learners, it is found that the usage and the functions of English prepositions have been one of the prominent suffering spots for most students regardless of their competency in the English language (Collins, 1991).

### **2.2.2 Grammatical functions of prepositions:**

The grammatical Function of prepositions is connecting and linking words to each other within a sentence, prepositions connect nouns and pronouns, as well as they give and tell the reader about the needed details. In writing prepositions allow the writer to better express the existing relation between the different parts of the sentences, moreover, prepositions indicate information about time, location etc.

### **2.3 Types of Prepositions:**

There are many types of prepositions. Prepositions are divided into five different types. The most frequent type comes first, the simple prepositions, double prepositions, compound prepositions, participle prepositions, and phrase prepositions. The five mentioned types are:

### **2.4 Prepositions which express temporal relations:**

Prepositions of temporal relations, means which express time are used to indicate when something happened.



### **2.4.1 The most important prepositions which express temporal relations:**

The following prepositions are the ones commonly used in writing. Prepositions of time which express temporal relations such as: In, on, at, by, after, before, until, till, for, to, since, for, during.

### **2.5 Prepositions which express locative relations:**

Prepositions which express locative relations, location are the ones showing place, explaining where something or someone is.

### **2.5.1 The most important prepositions which express locative relations:**

Locative relations are expressed through using certain prepositions such as; in, on, at, between, among, near, beside, below, above, under.

### **2.6 The use of prepositions: In, on, at, by, between, among:**

The mentioned prepositions are the most frequent and crucial ones in the English language, learners when applying them tend to find plenty of difficulties especially while they write. These prepositions are hard to master, as learners can divide them as follow:

#### **2.6.1 In, on, at, as prepositions of space/time:**

Firstly, these three indicated prepositions are use commonly to show time.

In: it is used to show large time, and it is more general, it is used to express general periods of time, for example years, centuries, seasons, months, weeks, and general parts of the day.

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**On:** it shows dates and time, and it is quite general but more specific. It is used to express dates, holidays with the word “day”, days of the week, days of the month, miscellaneous “on time”.

**At:** it shows small time, and it is specific. It is used to express specific time, holidays without the word “day”, miscellaneous “at night”.

Secondly, these three mentioned prepositions are used as well to show space. They do follow the same order.

**In:** it is used to express general locative relations, it is used with countries, cities, neighborhoods and large areas, enclosed areas and spaces, and also used with books and newspapers.

**On:** it is less general and quite specific, on is used to locate streets, roads, and avenues, it is used also to indicate surfaces, public transportation, and it is used for communication and media.

**At:** it is very specific and it is used for addresses, specific locations, shops, group activities, and it is used to talk about home, work and places of study, at is used also to express the end, bottom, top and start of a place, finally at is used to express sitting at a certain surface.

### **2.6.2 By, between, among as prepositions of space/time:**

First, these three prepositions are used to express locative relations as follows:

**By:** it is used as a preposition of place, and it shows the location of something next something, beside or near to something else.

**Between:** it is used to express and show the place of something when it is located in the middle or between two things.

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Among: it is used to express and show the place of something when it is located or surrounded by more than two things.

Second, these mentioned prepositions can also be used to show and express temporal relations, which are:

By: it is used to express and show when something will happen, and it limits the time of this thing to happen before a specific time. For example, Exams must be corrected by the 25<sup>th</sup> April.

Between: it is used to express and show a period of time which separates two different moments. For example; Third year students have a break between 11 and 12:30.

### **2.7 Common Errors in using Prepositions while Writing:**

Learners when they write they make mistakes in using prepositions and choosing the appropriate ones, these are called errors. Common errors in using prepositions while writing is different. In order to master the use of the English prepositions we need to identify and classify the sources as well as the types of the errors. First, misplaced prepositions can change the meaning literally, because each preposition has a unique role in a sentence, for example; I arrived **in** home at 10 o'clock. Second, omitted prepositions can make a real problem in producing correct sentences, learners do not use the necessary preposition while it is a must and avoid it, for example; Anne was waiting the bus. Third, the insertion of prepositions which are used while they are unnecessary at all, it means that learners have added them to the sentence, for example; My mom entered **into** the house.

#### **2.7.1 Sources of errors:**

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When using prepositions, learners commit mistakes which are very noticeable and tend to make their writing more like broken English. These errors are committed due to numerous reasons and different sources. One of the most common reasons is the use of the language itself.

### **2.7.2 Types of errors:**

EFL learners tend to face different problems with prepositions, the use of wrong prepositions, omitting the required prepositions, using unnecessary preposition as mentioned above.

### **2.7.3 Language transfer:**

Language Transfer is to apply the rules of the first language (L1) to the second language (L2). In other words, a learners' knowledge and comprehension of the L2 influences the process of learning the L2 structure, vocabulary, syntax, semantics, spelling, morphology, pronunciation, and it includes grammar rules also. Language Transfer have an impact on learning a second language, it causes interference between the two languages and has two types.

### **2.7.4 Types of language transfer:**

When a learner tries to acquire a new language i.e., a second language, s/he links the rules of his/her mother tongue to the target language. In our case the Algerian EFL learners rely on their first language which is Arabic language to later on apply its rules on learning the L2 which is English language.

#### **2.7.4.1 Positive transfer:**

Language Transfer has two main types, it can be Positive or Negative, depending on the differences and similarities between the two languages (English and Arabic). This linguistic

interference has a positive impact when the similarities are great and the languages are derived from the same family.

#### **2.7.4.2 Negative transfer:**

In contrary, when the differences are great, the impact and transfer are negative, here the learner applies the rules of his/her L1 on the L2 which results plenty of errors.

#### **2.7.5 Intralingual interference:**

Intralingual interference or intralanguage interference occurs within one language which is the target language, it is the fact that a learner adopts the rules of the L2 and overgeneralizes them. EFL learner in order to simplify and facilitate the process of learning a second language, he/she thinks of a way that words are alike and do not differ in meaning, so the learner associates them to multiple sentences when they do not fit. Furthermore, prepositions make the learner wonder how to use them properly, because certain words must be linked to specific prepositions, but there exist some cases of exceptions.

#### **2.7.6 Interlingual interference:**

Interlingual interference is the impact of mother tongue language on the target language and across them. The interference of the L1 and its different rules on the L2, which is also a language transfer and it can be divided into two types; positive and negative.

### **Conclusion.**

In short, Grammar and writing are both interrelated elements, they have a remarkable impact one to the other. Grammar goes first to compose and build the basic of writing process, then the learner will be able to form correct sentences and readable pieces of writing.

# **Chapter Two:**

## **Online Applications and ICT's**

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## **Introduction**

Nowadays, the English language and the technological development have a remarkable spread all over the world. Both phenomena have a huge impact on society, and they are very required as skills. ICTs did transform the methods of language learning and teaching and change it fully. Furthermore, this development allowed learners and teachers to increase learning and teaching methods and facilitate the educational level at different levels. Starting from middle schools, higher schools, up to universities. Alike in all over the world ICTs become the most dominant factor in different specialties, and The Algerian Higher Education is not an exception.

### **1. General overview about Higher Education and ICTs:**

Higher Education in general indicates that learners are becoming researchers, which means that they depend on themselves, on analyzing, exploring, and investigating different ideas and subjects, trying to conduct researches and develop various experiences and theories in different fields. In language learning and as linguists and applied linguists' learners, the language is being studied scientifically, as those students try to apply different theories on each concept they tackle. ICTs boost learners and teachers each in their field of interests, and helps them in their inquiries and researches. In higher education ICTs play an important role which is according to Hidaya Habib "ICT has become an integral part of today's teaching learning process. Effective use of technology can motivate students, make our classes more dynamic and interesting and renew teacher enthusiasm as they learn new skills and techniques. The role of ICT in higher education is becoming more and more important and this importance will continue to grow and develop. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning".



## **2. Definition of ICTs:**

ICT which stands for Information and Communication Technologies, according to (Lacuban. September 13. ICT- Empowerment Technologies.) It is defined as follow; ICT is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education.

### **2. 1 Definition of Grammarly Application:**

Grammarly is both an application and a website that offers different services with different tools on its platforms. The application is named “Grammarly Keyboard-English Grammar Assistant” and it is directed to help English language users in general and learners in particular.

According to Rose Pope: “Grammarly is a software, application and an extension both free and paid that checks your grammar, spelling, and plagiarism and more in real time on number of different platforms as WordPress”. In addition, Collins defines Grammarly as follows: “Grammarly is a writing tool that that helps you check for several types of errors.” It detects Grammar and punctuations mistakes, spell check, and writing style. From the definitions above, the application Grammarly is directed to cover Grammar concepts in different fields.

Features	Free	Premium
Grammar and spelling checks	✓	✓
Checks punctuations grammar, context, and sentence structure	X	✓
Vocabulary enhancement	X	✓
Genre-specific writing style checks	X	✓
Plagiarism detector (checks over 16 billions web pages)	X	✓

*Figure 02: A table covering each Grammarly features and which plans cover it.*

*Adapted from*

[https://self-publishingschool.com/grammarly-review-pros-cons/?fbclid=IwAR0Ta5VuWHpb\\_237CdSOOP7TIE0nM2Twriqh\\_jabAE6WXZFfDK69\\_pzuL8](https://self-publishingschool.com/grammarly-review-pros-cons/?fbclid=IwAR0Ta5VuWHpb_237CdSOOP7TIE0nM2Twriqh_jabAE6WXZFfDK69_pzuL8)

## **2. 2 Applications and ICTs in Higher Education:**

The integration of ICTs in Higher education boosts learning and facilitates it. Moreover, implementing ICTs allows both learners and teachers to achieve and reach a better education process. Applications and Online Applications as well are parts of ICTs, these apps are well-known and useful among learners because they are practical and easy to apply on numerous ways under multiple forms. ICTs in education, specifically in lessons and courses' description, creation, and explanation helps to improve the engagement of learners, because technology provides different opportunities to make learning more fun and enjoyable in terms of teaching things in different ways and with different methods.

## **3. The role of ICTs in Higher Education:**

Nowadays ICTs have become an essential part of education in both teaching and learning processes. ICT plays an important, vital and effective role, teachers and learners benefit from it and use it to facilitate the courses' explanation. Moreover, Technology is a helping tool for students, it offers to learners a better understanding of any abstract concepts clearly and easily, and giving them the simplest explication. As that universities should invest in ICTs in all fields and specialties. English language divisions include ICT sessions to learners once per week, in order to make them familiar with its importance, and more of how to use computers and its softwares, such as Word and Excel, because they will need it in their studies, as well as in writing their dissertations for example.

### **3-1 The importance of ICTs in Higher Education:**

In higher education, the study is related to the use of technology, both have become inseparable. Today through ICTs learners do not need to go any further than their houses to attend classes, take exams or have research projects. The use of ICTs gives the learner a boost and many opportunities to be part of different educational and scientific conferences worldwide. In addition to facilitating the struggles of organizing meetings in limited time with many persons from many countries.

### **3-2 The impact of using ICTs in Higher Education:**

The use of ICTs has enormous impact on both the quality and quantity of education. ICT allows the learners to have full access to various lectures from different Algerian universities and all over the world, it also gives them an opportunity to take many courses at the same time in different specialties. Furthermore, ICTs improve the learners' performance in higher education, and help them to achieve better learning, on the other hand, for teachers it facilitates the methods

of teaching and the ways of explaining courses and delivering information to students, teachers have the chance to attend online formations and workshops about teaching in international universities. So that ICTs play an important role in limiting the time and energy for teachers and students in learning, so that the use of ICTs is classified as a positive mean in higher education.

#### **4 Importance of using Applications in learning and teaching Grammar:**

When learning the Grammatical basics of a language, learners are required to understand, memorize, and absorb each concept of the given rules. In English language, teachers use different methods while explaining grammar lessons to their students, these methods can be traditional and consumed; for example, giving the rule at the very beginning of the lesson, then illustrating some examples, after that asking the students to memorize the rule and apply it on a given random exercise. As a result, it will not be beneficial, and would make it harder for students than clear. However, ICTs and Applications nowadays are the most used methods by the majority of learners as well as teachers. As an EFL learner, it is important to be involved and be on date with each technological improvement related to the field of languages. Moreover, integrating ICTs and apps in grammar lessons by teachers would be helpful for both parts, and will increase learning achievements in a positive way.

#### **5 The impact of using Online Applications on learners' performance in Higher Education:**

In higher education, learners' performance can be influenced by various factors. Namely, the teachers' professionalism which includes their teaching methods, lesson plans, and explanations in the classroom, motivation, and behavior. In addition to the learners' role such as interaction, motivation, and goals as their academic achievements. One of the significant parts of technology

is the use of online applications, which allow the learners to have full access to different sections from different sites by only using one simple application. On online apps which are connected to the internet, they use the technique of Web Search Engine to facilitate its use, so that the user can obtain the appropriate results of his/her research and questions. The online application requires only the access to internet so that it allows you to navigate freely.

### **5-1 Enhancing the psychological factors:**

When talking about the psychological factors, it means the following;

- 1- Motivation for both learners and teachers, their confidence, validity, and satisfaction inside the classroom. Because the main reason of using ICTs in the classroom is to seek for useful and positive interaction between the teacher and students. Generally, people learn through actions, instead of learning passively. So, as an idea that can reduce anxiety and stress in the classroom atmosphere, and in order to improve the learning and achieve its objectives, we obtain that why not just bring that “outside” into the classroom? By creating the necessary elements of different experiences.
- 2- Self-esteem: self-esteem or confidence in a classroom can be improved through using technology. It is known that every learner is a better achiever if s/he is feeling good and at ease. Teachers when they use technological tools inside and outside the classroom in giving instant positive feedbacks to their students, rather than using a paper and a pen which is an outdated technique and it consumes times. This technique will give much better results foster the ability of learners’ about becoming successful and confident future influencers.
- 3- Anxiety: when learners use technology, they be able to talk and interact at ease with others without feeling anxious or disturbed. Because technology and ICTs will reduce the

pressure, make the atmosphere of the classroom more enjoyable and fun. In addition to the e-learning when students have online courses they can talk freely, behind their screens, they will participate and make more fruitful discussions with their peers and teachers, o their self-confidence with increase.

- 4- Communication: as it is mentioned above, through using technology, learners be more active and dynamic in the classroom or whatever studying environment is. So then, teachers and learners will have more communication. Learners will understand better, ask more questions and find many ideas to discuss.

**5-2 Motivating the passive learners:** Passive learners in the classroom are absent due to different reasons, these reasons are generally psychological factors and can be classified as parts of their personality. Passive learners need some special techniques so that their attitude would change; ICTs will help them to be part of the classroom interaction. Technology

**5-3 Facilitating the rules and its use:** ICTs and applications in particular help in facilitating the explanation of the most complicated rules, theories, and concepts. For instance, a learner takes a course in grammar and by using an application specialized in grammar for example “Grammarly”, s/he can understand better how to apply them in multiple cases, the application allows the learners to master these rules, know the exceptions of each rule in an organized method.

## **6 The impact of implementing Grammarly Application in learning and using prepositions:**

Grammarly Application is concerned with English language use. It is divided into two types; The website and its extensions, The Application for Windows, Android, and iOS. Grammarly has

multiple uses, in general it is concerned with correcting grammatical errors, suggesting well-formed and correct sentences, detecting plagiarism in written texts, and furthermore giving rules about different language concepts. Grammarly application types serve the use of prepositions, it facilitates to learners how to master the prepositions as well as how to use them in a correct way. Learners find in Grammarly website the definition of prepositions, types of prepositions, and examples with explaining given errors and mistakes and how to avoid them, in addition to appearing a notification whenever there is an error.

### **6-1 The impact of Grammarly Application on learning prepositions:**

Prepositions can be misused when learners do not pay much attention to their exact meanings and functions. As a result, Grammarly app is dedicated to those learners who struggle and found problems in choosing the right preposition to use when writing. In the mentioned process which is writing, Grammarly gives a clear and simple explanation about all types of prepositions by suggesting examples, giving definitions and rules. As well expressing their functions.

### **6-2 The impact of Grammarly Application on using prepositions in writing performance:**

The proper use of prepositions serves in producing a correct grammatical structure. In paragraphs and essays one of the main basics is to write correct sentences, i.e., grammar, prepositions' use and apply. In that case Grammarly is the appropriate tool for increasing the learners' ability in mastering the implementation of prepositions in writing performance. Furthermore, learners create meaningful well-constructed paragraphs without any sort of grammatical errors.

## **7- Positive and negative impact of Online Applications and ICTs:**

There exist some negative effects of ICTs on the level of education. First in colleges up to universities there is some teachers who depend fully on the information they found on the web, which means that they use technology to cover their weaknesses. Students also will prefer to choose the reliance on technological tools and have access to the course materials rather than attending classes, so they will feel lazy, and their understanding will be affected negatively. On the other hand, the implementation of ICTs has many positive effects on the learning process, Kennewell & Beauchamp (2003) (as cited in LAADJEL, K. (2015). *The Effects of ICTs on Student's Academic Writing*. Master Thesis. University of Biskra.) identified the following advantages of ICTs:

- Access a wide range of up-to-date information and sources from within and beyond the school.
- Process information and develop high quality reports.
- Produce dynamic images to represent relationships.
- Hypothesize and test ideas for themselves.
- Engage in activities similar to those carried out by professionals and academics in the subject.
- Work together in teams.
- Work independently of their teacher. It helps teachers also to:
- Prepare high quality material for pupils to see as a class and to interact with individually.
- Organize a variety of resources in advance of a lesson that can be accessed easily and rapidly for class use.



## Chapter Two: Online Applications and ICTs.

- Focus pupils' attention on key concepts.
- Monitor pupils "progress on tasks".
- Analyze pupils' attainment and set targets for learning.

### **Conclusion**

This chapter emphasized on explaining the involvement of ICTs and technology in the learning process. Therefore, the current section described how teachers, learners and writing process in particular are affected by the implementation of technology in classes, and how ICTs and Applications such as Grammarly affect the learning of English Prepositions and their use in the writing performance. In addition to describing what factors are influenced during the whole process of learning through the implementation of ICTs in and outside the classroom.

## **Chapter Three**

### **Research Methodology, Data Collection**

### **Methods, Data Analysis and Results**

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## **Introduction**

The present Chapter “3” in particular is designed to cover the methodological part of the study. The chapter main concern is to test and check the proposed previous hypotheses, to answer the questions and research problematic, and to encounter the objectives of the research. In addition to analyze the gathered data, as well as the research materials and tools. The data used in the conducted research are primary sources since they are a questionnaire and a test. The researcher emphasis is detecting to what extent the EFL learners are familiar with the use of English prepositions, their types and functions. Moreover, how to implement ICTs in their learning process, writing performance “its effects on students’ writing” and mastering prepositions’ use in particular.

### **1. Research Methods:**

The research is based on qualitative collected data, and the study used a qualitative method in conducting the presented work. The researcher chooses the qualitative method in order to understand how the variables have impact on one another, to explain what are the reasons behind the obtained answers of students and participants, and finally to examine the collected data.

### **2. Research Variables:**

The main aim of the present study and the key purpose is to investigate the impact of implementing ICTs in higher education, and the impact of Grammarly application role in mastering the use of prepositions in writing performance. The two variables are the Writing performance including prepositions, and the ICTs including Grammarly Application.

### **3.1 Research Methodology:**

The followed Methodology that was used in conducting our research is a descriptive approach that serves us developing the two theoretical parts “chapters”, and a qualitative followed method in developing the practical part “chapter”, and gathering the necessary data from a questionnaire and a test.

#### **3.1.1 Data Gathering Tools:**

##### **3.1.1.1 Students’ Questionnaire:**

A questionnaire involved 12 students from the second-year class, which consists of 12 main questions. The addressed questions focused on discovering to what extent learners are familiar with applying and using prepositions properly in their writing, in addition to exploring their point of view about implementing Tech and ICT in learning “Grammar courses” in higher education levels.

##### **3.1.1.2 Students’ Test:**

A test was conducted with the EFL learners of second year, it was divided into two sections. The first section was an advanced level exercise about prepositions, students were asked to answer two tasks; the first task was a paragraph completion, fill in the passage gaps with the appropriate preposition, by then students were asked in the second task to reorder the misplaced prepositions of each sentence.

The second section of the test was also an advanced level exercise directed for 12 students of the second year, they were asked to answer the same questions but this time students are allowed to use the Grammarly Application as a helping tool through the process of answering the test, so that the researcher identify the exact effects of implementing Applications like “Grammarly” and

its role in facilitating and helping learners for a better use of English prepositions in the writing performance.

### **3.1.2 Population and Sampling:**

In the conducted research, 24 students were chosen from the English language second year license promotion, at Mohammed Kheider University of Biskra. This population were chosen exactly because of two main reasons; First, at this level “second year”, Grammar module tackled the concept Prepositions, as well as its types and functions. Second, students start to write more paragraphs in the written expression sessions. Consequently, the researcher has chosen to settle the practical part of the study with the prementioned level, and worked with sample of 24 students because it represents approximately half of one classroom.

### **3.1.3 Data Analysis:**

At the following steps, the Questionnaire and the Test will be described, analyzed, and results will be discussed:

## **3.2 Students' Questionnaire:**

The researcher addressed students of second year to answer the current questionnaire, for that the study relied on a questionnaire as a tool for gathering information in a descriptive study.

### **3.2.1 Aim of Students' Questionnaire:**

The purpose why choosing a questionnaire as a data gathering instrument is that the questionnaire is oriented to Second year students as mentioned above, so that the researcher perceives a direct, valuable information and exact answers about students' point of view toward prepositions and writing performance. Number of 12 answers were obtained from the utilized

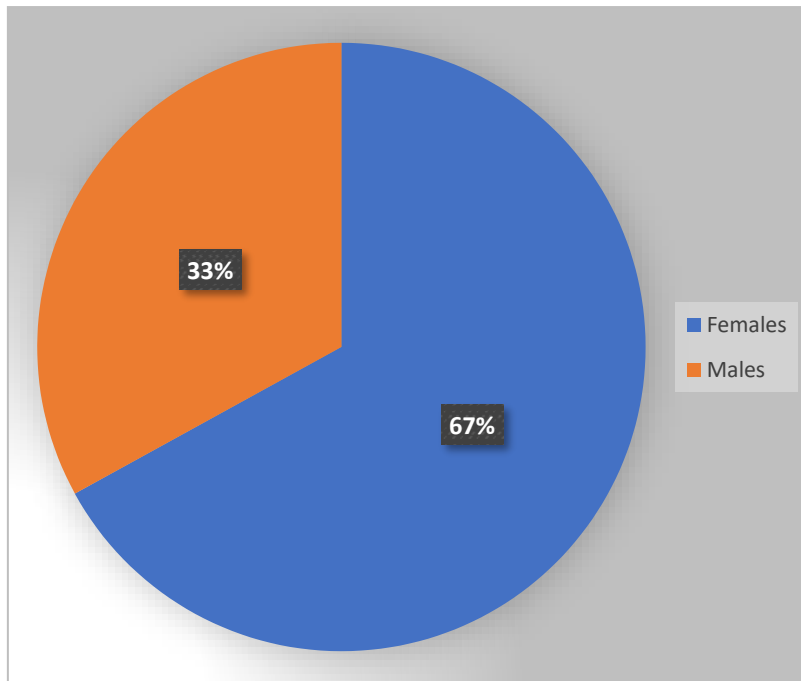
questionnaire.

### 3.2.2 Description of Students' Questionnaire:

The questionnaire was based on specific and well-organized questions, and created carefully, in order to tackle and cover all the necessary points mentioned in the theoretical part of the two chapters. The questionnaire balances the information that the researcher used in conducting the study. Eventually, information would be gathered to understand to what extent the students are aware of how important the prepositions are, and what makes them this hard to use while writing.

### 3.2.3 Analysis of Students' Questionnaire:

**Q01:** Gender?

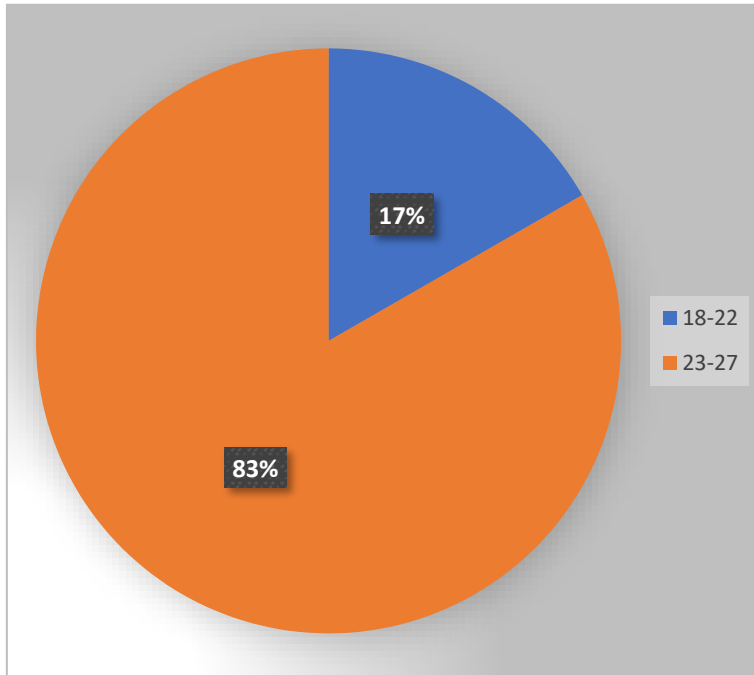


*Figure 03: Gender of the participants.*

Results for the first question about the gender of participants in the questionnaire shown in the Figure above indicates that the majority “more than the half” of English language learners

are females. A number of 8 female respondents out of 12, with a percentage of 67%. While, the number of males was 4 male respondents out of 12, with a percentage of 33%.

**Q02: Age?**

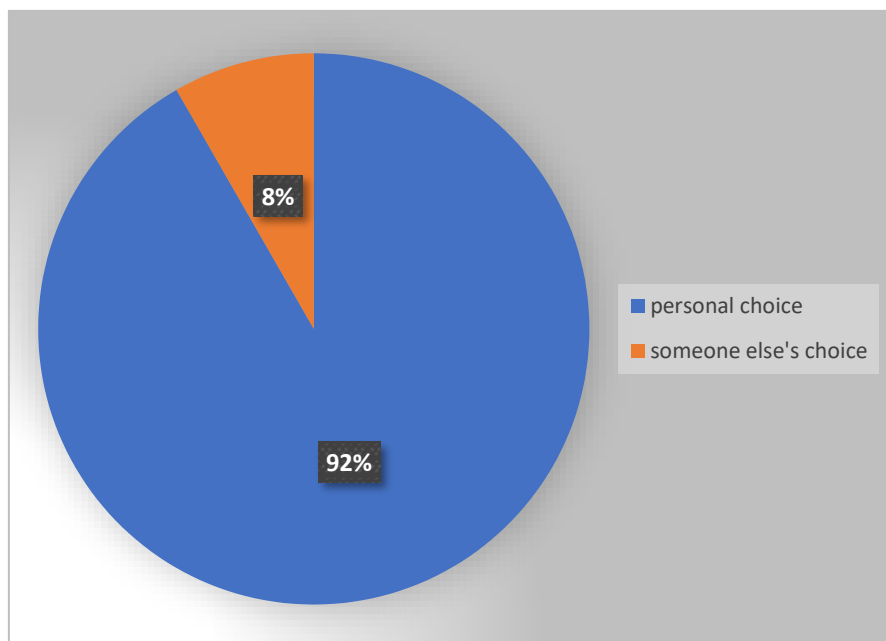


***Figure 04: Age of the participants.***

Results above indicate that the majority of the population “about 10 participants out of 12” of the learners are more than 23 years old, with a percentage of 83%. Moreover, as it is noticed above in the figure 2 participants with a percentage of 17% of the respondents are between 18-22 years old, All the above explain that learners in Higher Education have different ages however in one level, and respondents who participated answering our questionnaire are with different ages, which is an advantage for us, since we obtain answers from various age categories.

**Q03: Was learning English language as specialty a?**

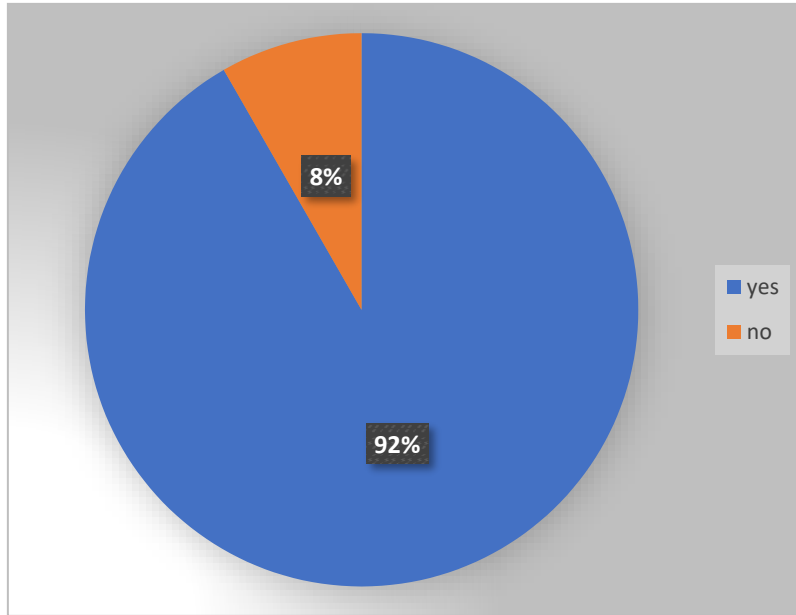




*Figure 05: learning English Language as a specialty.*

In this answer we notice that learners' specialty as English Language is mostly a personal choice, since results reveals 92% of the population are learning what they already choose, in other words a better learning and achievement is acquired only when we choose what we really want to study and follow our true passion in whatever domain. In contrast, 8% choose the specialty because of someone else's choice.

**Q04:** Are you familiar with the term "prepositions"?



*Figure 06: learners' familiarity with the term prepositions.*

From the results shown above, 92% of the respondents are familiar with the term prepositions, while 8% are not familiar with this term, one reason can explain this answer, because of their carelessness. In addition, learners who answered with no are not aware about prepositions, they might know them but not the term precisely.

**Q05:** How do rate your overall level about prepositions?

Option	Number	Percentage
Excellent	00	00%
Very good	3	25%
Good	9	75%
Fair	00	00%

<b>Poor</b>	<b>00</b>	<b>00%</b>
<b>Total</b>	<b>12</b>	<b>100%</b>

*Table 01: learners' level in using prepositions.*

The table above reveals that the overall level of the learners is “Good”, 75% = 9 of learners are good at using prepositions, while 25%=3 of the learners are very good at using prepositions, which means that prepositions are not easy at all. No one, 00% of the participants answered with excellent, Fair and Poor.

**Q06:** In your opinion, may prepositions make difficulties while applying them?

Option	Number	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

*Table 02: learners' opinions about the prepositions' difficulty.*

The table indicates that the majority of learners face challenges and encounter problems while using different sorts of prepositions. These results show that 75%=9 are struggling with prepositions, whereas only 25% = 3 do not have any problem, as that it is true and important to help them ameliorate their knowledge and level by affording a detailed study as ours.

**Q07:** Are you interested in learning how to use prepositions properly?

Option	Number	Percentage
Yes	11	91.7%

No	1	8.3%
Total	12	100%

**Table 03: learners' interest in learning prepositions.**

As we mentioned above, learners need to learn correctly how to use prepositions, the result in the table reveal that students are really interested in learning a proper and a correct use of prepositions. 91.7%=11 learners out of 12 responded with a yes to show their interest in our subject. While only one learner responded with a no 8.33%=1. These results help us generate and conclude that different methods which any learner can use in his/her study and help them in facilitating the rules are very interesting. It is known that the majority of students at universities prefer easy, clear and direct explanations, in order to save time and energy.

**Q08:** Do you find difficulties in using certain prepositions while writing?

Option	Number	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

**Table 04: prepositions' problems and difficulties in writing**

-If yes, what are these difficulties for you?

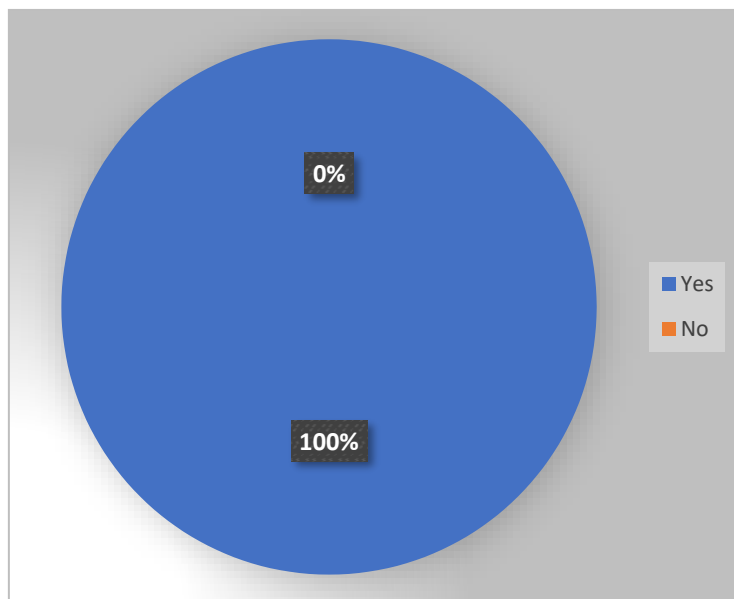
The answers of this open-ended question were as follows; the participants answers were mainly about prepositions' use, and where to put them in a sentence.

Option	Learners' difficulties in using prepositions while writing.	Number	Percentage
--------	---	--------	------------

A	Where to put them in a sentence.	1	8.33%
B	Where to place some prepositions and how they change depending on some words.	1	8.33%
C	In the use of them.	1	8.33%
D	For example, when we use for and to...	1	8.33%
E	Grammar form.	1	8.33%
F	The difference between In and At.	1	8.33%
G	Not difficult	1	8.33%
H	Sometimes I can't be sure which preposition should I use, because sometime we can find 2 prepositions have the same meaning alone but gives different intention in the sentence.	1	8.33%
I	I have a struggle to use the prepositions in on and at.	1	8.33%
J	I myself have find no difficulties in using any sort of preposition.	1	8.33%
K	Some prepositions have many meanings and uses.	1	8.33%
L	The majority of prepositions have variety of meanings depending on context	1	8.33%
Total		12	100%

*Table 05: difficulties of prepositions in writing among learners.*

**Q09:** According to you, are prepositions important in writing?



**Figure 07:** *prepositions' importance in writing.*

This open-ended question allows us to get in depth understanding how learners see prepositions' use and importance in writing. The collected answers indicate that prepositions are very important in the writing performance. The obtained answers indicate that 100%=12 learners confirm that writing without prepositions is nonsense.

**Q10:** In your opinion, what kind of strategies or tools you might apply for better learning of prepositions?

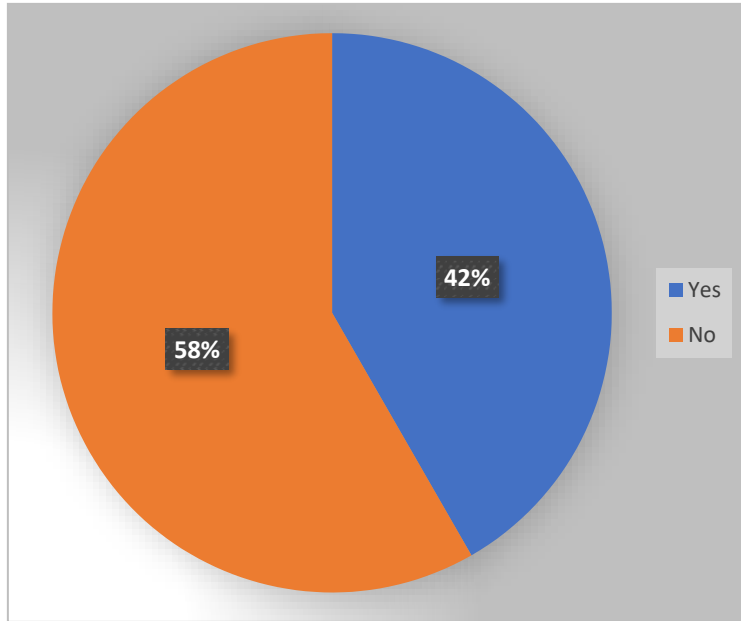
Option	Learners' opinion about the appropriate tools in learning prepositions.	Number	Percentage
A	Memorizing.	1	8.33%
B	Reading more articles and books that simplify the use of prepositions, in addition to reading some grammar books and having exercises about prepositions.	1	8.33%
C	To know the right use of it.	1	8.33%

D	Collect certain words that show the appropriate use of each preposition.	1	8.33%
E	Substitute an adverb for a prepositional phrase.	1	8.33%
F	A lot of practice.	1	8.33%
G	Writing a lot of essays, use it in grammar.	1	8.33%
H	Actually, I do not have one.	1	8.33%
I	More exercises.	1	8.33%
J	Reading books and watching movies will help enhancing your skills so that you can use them properly.	1	8.33%
K	Reading books and stories.	1	8.33%
L	Use multi-sensory teaching approaches, use examples in context, preferably from a real text.	1	8.33%
Total		12	100%

***Table 06: learners' adapted strategies in learning prepositions.***

In this open question, the results and the gathered answers show what learners adapt as strategies and methods to enhance their learning about prepositions, the appropriate method for them was a lot of practice and repetition of using prepositions, as well as reading. The last answer suggested to implement the multi-sensory approach in teaching which is oriented for teachers, and it is based on

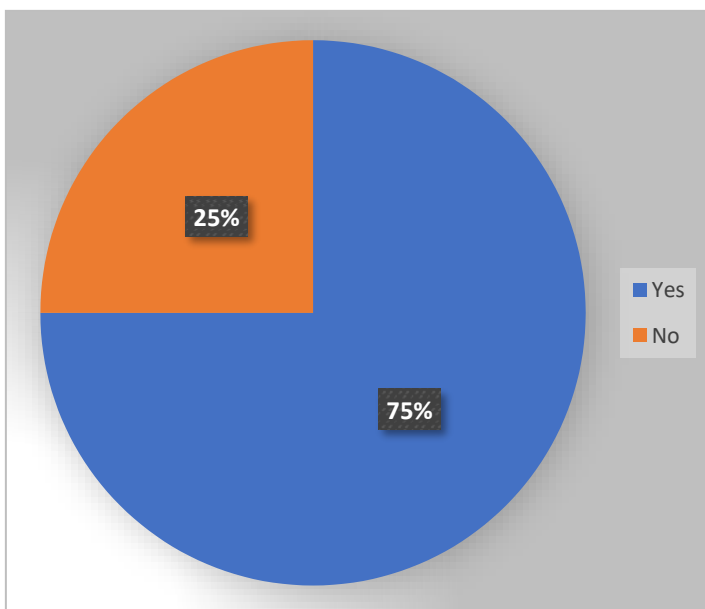
**Q11:** Do you know about implementing ICTs in learning?



**Figure 08:** learners' familiarity with the term ICTs.

In this closed question, we aim at discovering if learners are familiar with the term ICTs, furthermore, we extract if they ever experienced learning through ICTs. Results show that about more than the half 58% are not familiar with this term, and the other half about 42% know this term.

**Q12:** Are you familiar with using applications of grammar and prepositions?





**Figure 09: learners' familiarity about using apps of grammar.**

-If yes, do you find it useful?

Option	Answer	Number	Percentage
Yes	<ul style="list-style-type: none"> <li>- Am not familiar with it but it seems a good way to learn.</li> <li>- Am not familiar with that.</li> <li>- Indeed.</li> <li>- It is quite useful.</li> <li>- Of course, it is useful all time.</li> <li>- Yes.</li> <li>- Yes.</li> <li>- Yes, it is.</li> <li>- Grammar and prepositions are the most important things in any language, so there is no way to learn a language without knowing how to applicate grammar rules and prepositions in particular sense.</li> </ul>	10	83.3%
No		2	16.7%
Total		12	100%

**Table 07: how beneficial the use of prepositions' applications for learners is.**

This open-ended question aims at knowing do students really use applications, and how these applications are beneficial for them. In addition to knowing their point of view about the apps they used. The majority of learners 83.3%= 10 said that it is true and apps which are used in learning certain grammatical concepts are really useful, these participants gave answers and added their point of view to support their claims. Whereas, only 2 respondents said the apps are not useful, and added no comment.

### **3.2.4 Discussion of the Findings:**

The questionnaire helped us develop a general understanding about students' point of view about prepositions. Results obtained from the analysis of each question "from question 1 to question 12" in the questionnaire serve our suggested hypothesis, and facilitate answering our main questions. First, gathered data and respondents' answers indicate that EFL learners of the second year are quite familiar with prepositions' but they found them challenging, besides that writing while implementing these prepositions is the most difficult task for them. Moreover, after we consider their views as a reliable information, and from their responses we noticed that the majority agreed on how crucial prepositions are, in addition to their use. Furthermore, learners agreed with the researcher on that writing is as important as any other skill, and prepositions have a significant role in developing a piece of writing. To master writing, one must master the use of each preposition, respondents said. Second, their answers about to what extent they are familiar with using ICTs in learning prepositions and English grammar were positive. Finally, all the problems that the learners of Mohamed Kheider university of Biskra face, they affirm that ICT's is an effective strategy that fits all the different methods of higher studies, because we are in a world of technology, and students use such tools all day long, so why not in their studies? All in all, ICTs and Apps facilitate to learners a lot.

## **3.3 Students' Test**

### **3.3.1 Procedures of students Test:**

After distributing the questionnaire to the second-year learners, another group of 12 students were chosen randomly to answer the test. As a first step, the researcher explains what the test is about "as it is written in the first lines introduction above the questions". After that, the researcher gives the students the sufficient time to answer the questions "about 30 minutes for each group". The group of 12 students was divided into two sub-groups, because our test is divided into two sections. Students of the first sub-group should answer by themselves and put the answers directly. However, the second sub-group should use the Grammarly Application

“its online version as well as the site are allowed” so that we can better analyze the impact and real effect of implementing the mentioned application.

### 3.3.2 Description of the students’ Test:

The grammatical test was carefully conceptualized and based on raising questions according to the specific mentioned prepositions in our study. As a result, students can give us appropriate answers that can serve the research and help us generate ideas to discuss.

### 3.3.3 Analysis of the students’ Test:

The analysis of each answer is presented in a separate table, and each answer is given in a specific percentage so that we can compare the results at the end of the analysis.

#### Test 01: learner’ answers of the following 2 tasks without using any sort of apps:

1- Fill in the gaps the following passage?

**Gap01:** Last week, my father had a big surprise **for** my little brother and I.

Sentence 01	Correct use	Wrong use	Total
Number	2	4	06
Percentage	33.33%	66.67%	100%

*Table8: Correct vs wrong answers of preposition in the 1<sup>st</sup> gap.*

**Gap02:** We were visiting the amusement park! Excitedly, we packed our lunches and hooped **into** the car.

Sentence 02	Correct use	Wrong use	Total
Number	1	5	06
Percentage	16.67%	83.33%	100%

**Table9: Correct vs wrong answers of preposition in the 2<sup>nd</sup> gap.**

**Gap03:** Father drove **along** the highway.

Sentence 03	Correct use	Wrong use	Total
Number	1	5	06
Percentage	16.67%	83.33%	100%

**Table10: Correct vs wrong answers of preposition in the 3<sup>rd</sup> gap.**

**Gap04:** and **across** town

Sentence 04	Correct use	Wrong use	Total
Number	0	6	06
Percentage	0%	100%	100%

**Table11: Correct vs wrong answers of preposition in the 4<sup>th</sup> gap.**

**Gap05:** **toward** our destination.

Sentence 05	Correct use	Wrong use	Total
-------------	-------------	-----------	-------

Number	0	6	06
Percentage	0%	100%	100%

*Table12: Correct vs wrong answers of preposition in the 5<sup>th</sup> gap.*

**Gap06:** Finally, we arrived **at** the Thrills and Chills Amusement Park. We almost started running in different directions!

Sentence 06	Correct use	Wrong use	Total
Number	4	2	06
Percentage	66.67%	33.33%	100%

*Table13: Correct vs wrong answers of preposition in the 6<sup>th</sup> gap.*

**Gap07:** Dad told us it was important **to** stay together.

Sentence 07	Correct use	Wrong use	Total
Number	3	3	06
Percentage	50%	50%	100%

*Table14: Correct vs wrong answers of preposition in the 7<sup>th</sup> gap.*

**Gap08:** **At** the end

Sentence 08	Correct use	Wrong use	Total
-------------	-------------	-----------	-------

Number	2	4	06
Percentage	33.33%	66.67%	100%

**Table15: Correct vs wrong answers of preposition in the 8<sup>th</sup> gap.**

**Gap09:** of the day

Sentence 09	Correct use	Wrong use	Total
Number	3	3	06
Percentage	50%	50%	100%

**Table16: Correct vs wrong answers of preposition in the 9<sup>th</sup> gap.**

**Gap10:** we were exhausted from all of the fun we had.

Sentence 10	Correct use	Wrong use	Total
Number	4	2	06
Percentage	66.67%	33.33%	100%

**Table17: Correct vs wrong answers of preposition in the 10<sup>th</sup> gap.**

**Gap11:** We pretended we were flying over rollercoaster tracks on the way home.

Sentence 11	Correct use	Wrong use	Total
Number	2	4	06

Percentage	33.33%	66.67%	100%
------------	--------	--------	------

**Table18: Correct vs wrong answers of preposition in the 11<sup>h</sup> gap.**

**Gap12:** I had a wonderful time **with** my family.

Sentence 12	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

**Table19: Correct vs wrong answers of preposition in the 12<sup>th</sup> gap.**

2- Reorder the misplaced prepositions in each sentence:

**Sentence01:** I am not angry you. At, **with**

Sentence 01	Correct use	Wrong use	Total
Number	2	4	06
Percentage	33.33%	66.67%	100%

**Table20: Correct vs wrong answers of preposition in the 1<sup>st</sup> sentence.**

**Sentence02:** This is different that. To **from**

Sentence 02	Correct use	Wrong use	Total
Number	1	5	06

Percentage	16.67%	83.33%	100%
------------	--------	--------	------

**Table21:** Correct vs wrong answers of preposition in the 2<sup>nd</sup> sentence.

**Sentence03:** This is a secret you and me, we must not share it. **Between** among.

Sentence 03	Correct use	Wrong use	Total
Number	2	4	06
Percentage	33.33%	66.67%	100%

**Table22:** Correct vs wrong answers of preposition in the 3<sup>rd</sup> sentence.

**Sentence04:** Are Japanese goods superior European goods? **Than** to

Sentence 04	Correct use	Wrong use	Total
Number	3	3	06
Percentage	50%	50%	100%

**Table23:** Correct vs wrong answers of preposition in the 4<sup>th</sup> sentence.

**Sentence05:** I was annoyed his stupidity. With **at**

Sentence 05	Correct use	Wrong use	Total
Number	1	5	06
Percentage	16.67%	83.33%	100%



**Table24: Correct vs wrong answers of preposition in the 5<sup>th</sup> sentence.**

**Sentence06:** He has not visited our family his marriage. From **since**

Sentence 06	Correct use	Wrong use	Total
Number	1	5	06
Percentage	16.67%	83.33%	100%

**Table25: Correct vs wrong answers of preposition in the 6<sup>th</sup> sentence.**

**Sentence07:** She was sitting her five children. Between **among**

Sentence 07	Correct use	Wrong use	Total
Number	2	4	06
Percentage	33.33%	66.67%	100%

**Table26: Correct vs wrong answers of preposition in the 7<sup>th</sup> sentence.**

**Sentence08:** She has two other houses this. Beside **besides**

Sentence 08	Correct use	Wrong use	Total
Number	3	3	06
Percentage	50%	50%	100%

**Table27: Correct vs wrong answers of preposition in the 8<sup>th</sup> sentence.**

**Sentence09:** Do not rush conclusions. Into **to**

Sentence 09	Correct use	Wrong use	Total
Number	2	4	06
Percentage	33.33%	66.67%	100%

**Table28:** Correct vs wrong answers of preposition in the 9<sup>th</sup> sentence.

**Sentence10:** Have you any money you? By **on**

Sentence 10	Correct use	Wrong use	Total
Number	1	5	06
Percentage	16.67%	83.33%	100%

**Table29:** Correct vs wrong answers of preposition in the 10<sup>th</sup> sentence.

**Test 02:** students' answers of the same previous tasks, but while using Grammarly App:

1- Fill in the gaps the following passage?

**Gap01:** Last week, my father had a big surprise **for** my little brother and I.

Sentence 01	Correct use	Wrong use	Total
Number	4	2	06
Percentage	66.67%	33.33%	100%

**Table30:** Correct vs wrong answers of preposition in the 1<sup>st</sup> sentence.

**Gap02:** We were visiting the amusement park! Excitedly, we packed our lunches and hooped **into** the car.

Sentence 02	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

*Table31: Correct vs wrong answers of preposition in the 2<sup>nd</sup> gap.*

**Gap03:** Father drove **along** the highway.

Sentence 03	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

*Table32: Correct vs wrong answers of preposition in the 3<sup>rd</sup> gap.*

**Gap04:** and **across** town

Sentence 04	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

*Table33: Correct vs wrong answers of preposition in the 4<sup>th</sup> gap.*

**Gap05:** **toward** our destination.

Sentence 05	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

**Table34: Correct vs wrong answers of preposition in the 5<sup>th</sup> gap.**

**Gap06:** Finally, we arrived **at** the Thrills and Chills Amusement Park. We almost started running in different directions!

Sentence 06	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table35: Correct vs wrong answers of preposition in the 6<sup>th</sup> gap.**

**Gap07:** Dad told us it was important **to** stay together.

Sentence 07	Correct use	Wrong use	Total
Number	4	2	06
Percentage	66.67%	33.33%	100%

**Table36: Correct vs wrong answers of preposition in the 7<sup>th</sup> gap.**

**Gap08:** **At** the end

Sentence 08	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

*Table37: Correct vs wrong answers of preposition in the 8<sup>th</sup> gap.*

**Gap09:** of the day

Sentence 09	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

*Table38: Correct vs wrong answers of preposition in the 9<sup>th</sup> gap.*

**Gap10:** we were exhausted from all of the fun we had.

Sentence 10	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

*Table39: Correct vs wrong answers of preposition in the 10<sup>th</sup> gap.*

**Gap11:** We pretended we were flying over rollercoaster tracks on the way home.

Sentence 11	Correct use	Wrong use	Total
-------------	-------------	-----------	-------

Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table40: Correct vs wrong answers of preposition in the 11<sup>th</sup> gap.**

**Gap12:** I had a wonderful time **with** my family.

Sentence 12	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

**Table41: Correct vs wrong answers of preposition in the 12<sup>th</sup> gap.**

1- Reorder the misplaced prepositions in each sentence:

**Sentence01:** I am not angry you. At, **with**

Sentence 01	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table42: Correct vs wrong answers of preposition in the 1<sup>st</sup> sentence.**

**Sentence02:** This is different that. To **from**

Sentence 02	Correct use	Wrong use	Total
-------------	-------------	-----------	-------

Number	6	0	06
Percentage	100%	0%	100%

**Table43: Correct vs wrong answers of preposition in the 2<sup>nd</sup> sentence.**

**Sentence03:** This is a secret you and me, we must not share it. **Between** among.

Sentence 03	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

**Table44: Correct vs wrong answers of preposition in the 3<sup>rd</sup> sentence.**

**Sentence04:** Are Japanese goods superior European goods? **Than** to

Sentence 04	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table45: Correct vs wrong answers of preposition in the 4<sup>th</sup> sentence.**

**Sentence05:** I was annoyed his stupidity. With **at**

Sentence 05	Correct use	Wrong use	Total
Number	4	2	06

Percentage	66.67%	33.33%	100%
------------	--------	--------	------

**Table46:** *Correct vs wrong answers of preposition in the 5<sup>th</sup> sentence.*

**Sentence06:** He has not visited our family his marriage. From **since**

Sentence 06	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table47:** *Correct vs wrong answers of preposition in the 6<sup>th</sup> sentence.*

**Sentence07:** She was sitting her five children. Between **among**

Sentence 07	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%

**Table48:** *Correct vs wrong answers of preposition in the 7<sup>th</sup> sentence.*

**Sentence08:** She has two other houses this. Beside **besides**

Sentence 08	Correct use	Wrong use	Total
Number	6	0	06
Percentage	100%	0%	100%



**Table49: Correct vs wrong answers of preposition in the 8<sup>th</sup> sentence.**

**Sentence09:** Do not rush conclusions. Into **to**

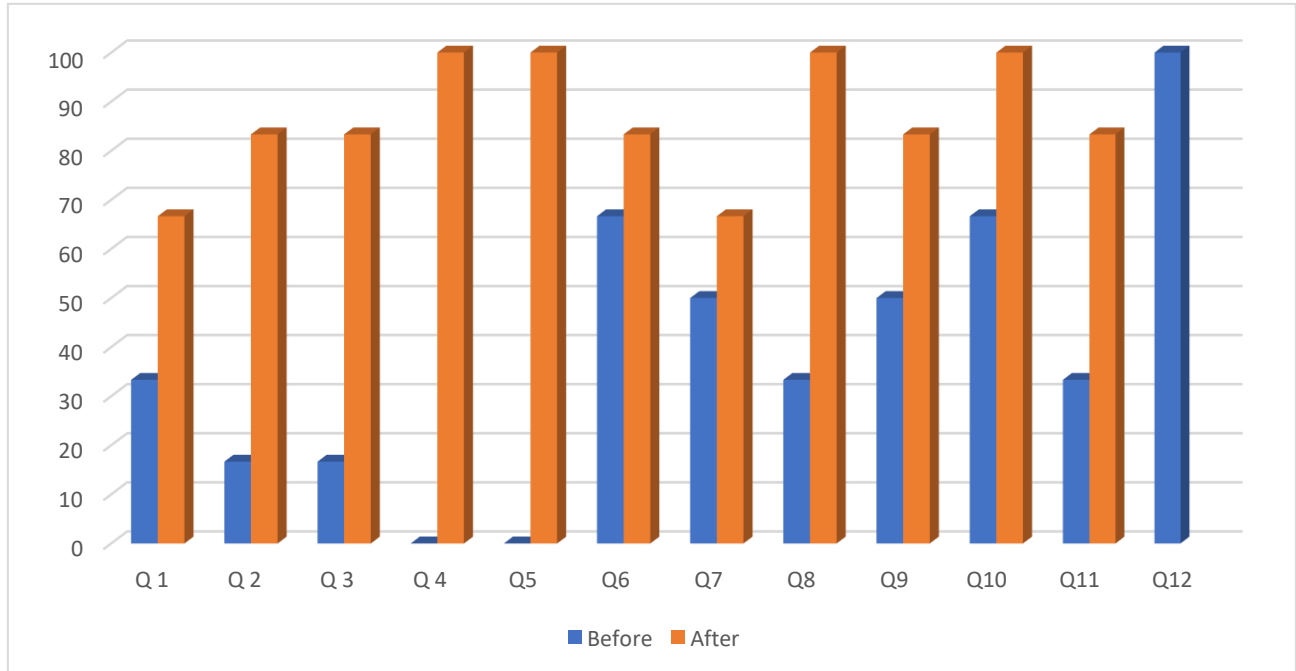
Sentence 09	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

**Table50: Correct vs wrong answers of preposition in the 9<sup>th</sup> sentence.**

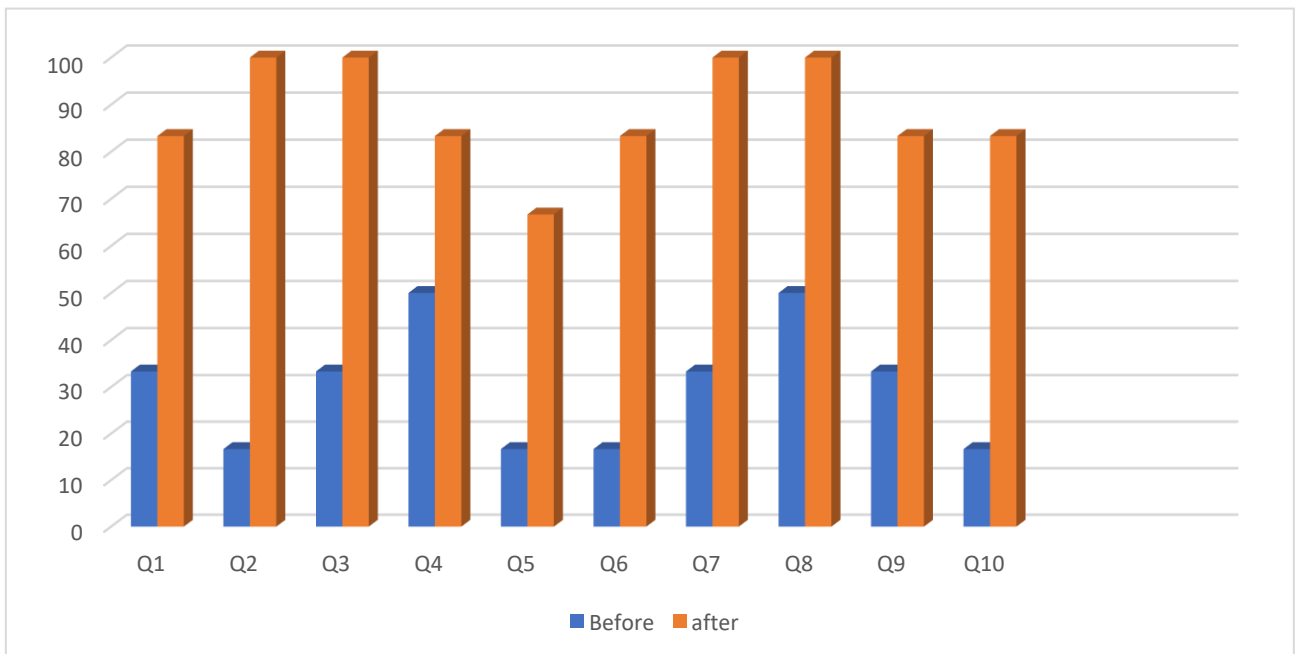
**Sentence10:** Have you any money you? By **on**

Sentence 10	Correct use	Wrong use	Total
Number	5	1	06
Percentage	83.33%	16.67%	100%

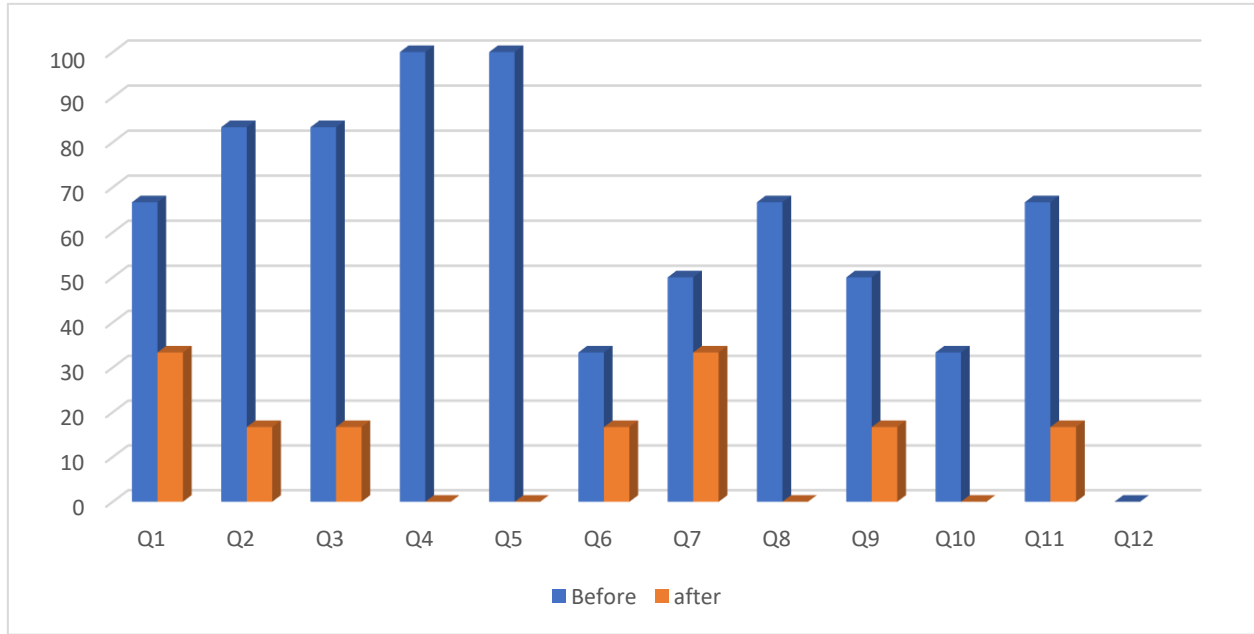
**Table51: Correct vs wrong answers of preposition in the 10<sup>th</sup> sentence.**



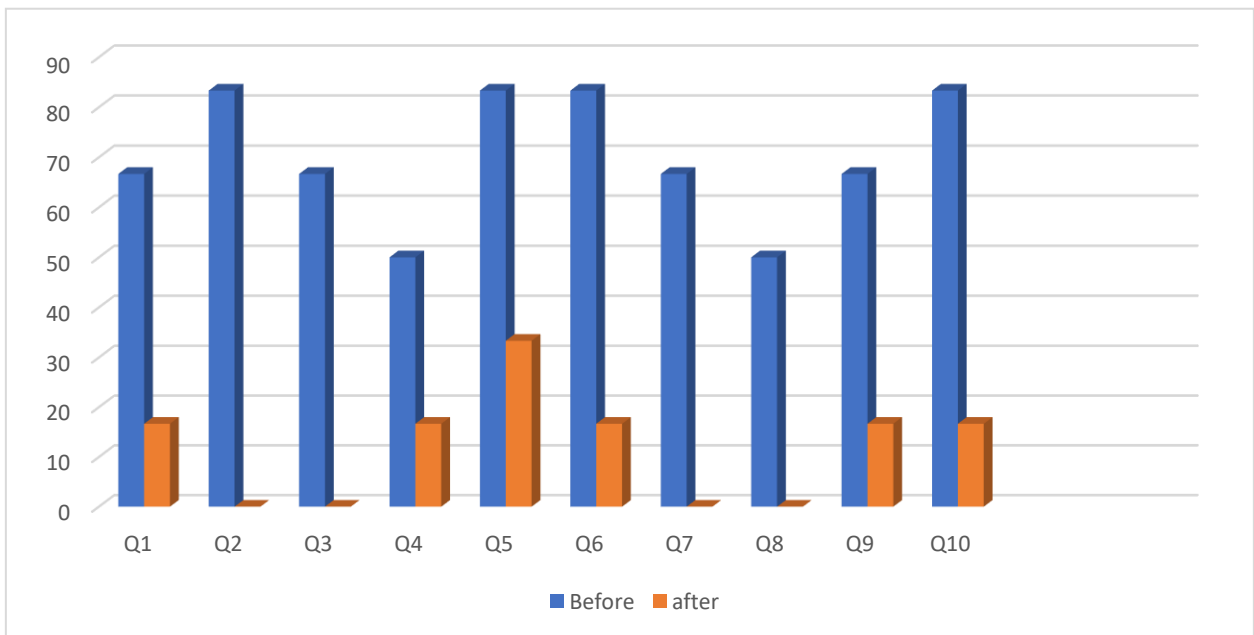
*Figure10: learners' correct answers of the first task before and after using Grammarly App.*



*Figure11: learners' correct answers of the second task before and after using Grammarly App.*



**Figure12: learners' wrong answers of the first task before and after using Grammarly app.**



**Figure13: learners' wrong answers of the second task before and after using Grammarly app.**

### **3.3.4 Discussion of The Findings.**

Results demonstrate that prepositions make a real problematic for EFL learners, especially their use in a written form. The responses show to us clearly that wrong answers are more than the correct ones in the two first tasks of the first test. After the implementation of Grammarly App, the answers are quite correct and the percentage of the correct answers increased in the two last tasks in the second test. All in all, and after the comparison “showed in the 4 figures above” we notice that ICTs and Apps are effective in helping learners better answering such tasks, and while using Grammarly app. Finally, our work came to support the hypothesis which supposed that Grammarly application and ICTs have a positive impact on learning prepositions.

#### **Conclusion.**

The analysis of both the students’ questionnaire and the students’ test and the results obtained from them helped us to point out significant information. The collected results insist on the following; First, from the questionnaire we noticed that prepositions are crucial and difficult to master for learners at the beginning of their higher studies “as in our case for second year LMD”. Second, according to the results obtained from the test, writing is interrelated to applying grammatical structure, which is a correct use of some specific prepositions “indicated above”, in addition to the main concern in applying prepositions while producing a paragraph using a helping tool “Grammarly application” as the results we obtained from the second test, it shows the improvement in the answers of each question. Therefore, the second chapter was conducted, and its main focus was on Implementing Technological App in writing performance, the results show that, EFL learners produce better pieces of writing and face no difficulties while applying prepositions, when implementing ICTs. As a result, get positive outcomes. To sum up, technological improvements are influencing students’ achievements, positively.

## **GENERAL CONCLUSION**

To conclude, this study was designed to investigate and explore the difficulties encountered by EFL learners of the second year LMD, at Mohamed Kheider, University of Biskra. In comprehending specific grammatical elements which are prepositions, how to apply and use them properly in writing, as well as discovering the challenges of applying ICTs and Applications to examine the impact of these technological tools in improving the use of prepositions by EFL learners, as well as facilitating the crucial rules for them, by depending on Grammarly application as a helping tool.

Our study was divided into two main parts, the first part was a theoretical work on explaining what Grammar, prepositions, writing, and ICTS are. By then a practical part covered the data gathering tools, the questions, hypothesis, and the analysis of each implemented instrument.

The study aims to confirm or reject the mentioned hypothesis by testing them, the first hypothesis was that EFL learners cannot master the writing skill without mastering the use of English prepositions, the second hypothesis was that Grammarly application and ICTs have a positive impact on learning prepositions.

The used population was EFL learners of the second year LMD from University of Mohammed Kheider, Biskra. Sample of 24 students divided into two sub-groups to participate in answering the test, in addition to 12 students who participated in answering the questionnaire. The total was 36 participants.

## RECOMMENDATIONS

The gathered information from this study, and based on the obtained conclusions and findings from this research; our modest work attempts to improve the use of the English prepositions, in particular; “In, On, At, By, Between, Among”. Because these prepositions are the most challenging and crucial, which make more difficulties for the Algerian EFL learners.

We recommend the following:

- Learners should pay more attention to the importance of prepositions and their role.
- Learners should be aware about the exact meaning of each preposition.
- Learners should practice more exercises about prepositions in order to master their use properly in writing performance and elsewhere.
- Writing is the key to master different concepts and multiple grammatical structures.

We hope that the Algerian EFL learners will benefit from our humble work, as well as our research serves them to develop their ability in choosing the correct preposition, in order to enable them master both prepositions’ use and writing performance, and improve their writing skill, in addition to help them implement the different ICTs and technological tools in their higher studies and endeavor careers. We have the pleasure to add some beneficial information to the previous researches, and inspire the coming ones.

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## APPENDICES

### Appendix A

#### Student's questionnaire

Dear colleagues,

This questionnaire serves as a data collection tool for our academic Master research work. It aims to discover the EFL learners' ability in choosing the suitable prepositions while they write and what may influence it. In addition to explain and investigate how they can implement online applications and ICTs as a mean for mastering the use of English prepositions in writing performance. Your contribution in completing answering our questionnaire would take no longer than 10 minutes, however, it will give us a great help.

PS: please be sure that your answers are in safe hands and will be treated with utmost confidentiality, and your responses are absolutely anonymous and will serve only academic purposes.

The gathered answers and the data you are supposed to provide are very helpful and exceedingly important as well as your cooperation. Therefore, you are kindly invited to answer the following questions by ticking (v) your answers in the corresponding box(es), and add any needed statements where necessary.

Thanks for being a part of our work!

1. Gender:

-Male            -Female

2. Age:

-18-25           -25-30

3. Was learning English language as specialty a:

-Personal choice            -Someone else's choice.

4. Are you familiar with the term "prepositions"?

-Yes            -No

5. How do rate your overall level about prepositions:

-Excellent            -Very Good            -Faire            -Poor

6. In your opinion, may prepositions make difficulties while applying them?

-Yes            -No

7. Are you interested in learning how to use prepositions properly?

-Yes            -No

8. Do you find difficulties in using certain prepositions while writing?

-Yes            -No

9. If yes, what are these difficulties for you?

-

10. According to you, are prepositions important in writing?

-Yes            -No

11. In your opinion, what kind of strategies or tools you might apply for better learning of prepositions:

-

12. Do you know about implementing ICTs in learning?

-Yes            -No

13. Are you familiar with using applications of grammar and prepositions?

-Yes            -No

If yes, do you find it useful

-

**Thank you for your collaboration.**

## **Appendix B**

### **Students' Test**

Dear colleagues,

The presented tests are designed to conduct a study which aims at investigating the impact of using Grammarly Application and ICTs on the use of prepositions by EFL learners in their writing performance.

In this respect, you are kindly invited to participate and be a part of our work by answering the following exercises.

PS: please do not cheat from internet, for we really need the incorrect answers!

#### **First test:**

Please read carefully the introduction mentioned above, then start answering the first task.

1- Read the first passage then fill in the gaps the suitable preposition for each sentence.

Last week, my father had a big surprise **for** my little brother and I. We were visiting the amusement park! Excitedly, we packed our lunches and hooped **into** the car. Father drove **along** the highway and **across** town **toward** our destination. Finally, we arrived **at** the Thrills and Chills Amusement Park. We almost started running in different directions! Dad told us it was important **to** stay together. We took turns rollercoasters, bumper cars and racing boats together. **At** the end **of** the day, we were exhausted **from** all of the fun we had. We pretended we were flying over rollercoaster tracks **on** the way home. I had a wonderful time **with** my family.

2- Read the following sentences carefully then correct and reorder the misplaced prepositions found in it.

1. I am not angry you. At, **with**.
2. This is different that. To **from**.
3. This is a secret you and me, we must not share it. **Between** among.
4. Are Japanese goods superior European goods? **Than** to.
5. I was annoyed his stupidity. With **at**.
6. He has not visited our family his marriage. From **since**.
7. She was sitting her five children. Between **among**.
8. She has two other houses this. **Besides** beside.
9. Do not rush conclusions. **To** into.
10. Have you any money you? By **on**.

### **Second test:**

In our study we are investigating the impact of using applications, specifically the application and website of “Grammarly” and its role in facilitating and helping learners for a better use of English prepositions. For that you are allowed to use this application while answering the following test.

PS: it is obliged to use the mentioned application, so that we can obtain the desired answers in order to analyze better your responses.

1- Read the first passage then fill in the gaps the suitable preposition for each sentence:

Last week, my father had a big surprise **for** my little brother and I. We were visiting the amusement park! Excitedly, we packed our lunches and hooped **into** the car. Father drove **along** the highway and **across** town **toward** our destination. Finally, we arrived **at** the Thrills and Chills Amusement Park. We almost started running in different directions! Dad told us it was important **to** stay together. We took turns rollercoasters, bumper cars and racing boats together. **At** the end **of** the day, we were exhausted **from** all of the fun we had. We pretended we were flying over rollercoaster tracks **on** the way home. I had a wonderful time **with** my family.

2- Read the second passage carefully then correct and reorder the misplaced prepositions found in it.

1. I am not angry you. At, **with**.
2. This is different that. To **from**.
3. This is a secret you and me, we must not share it. **Between** among.
4. Are Japanese goods superior European goods? **Than** to.
5. I was annoyed his stupidity. With **at**.
6. He has not visited our family his marriage. From **since**.
7. She was sitting her five children. Between **among**.
8. She has two other houses this. **Besides** beside.
9. Do not rush conclusions. **To** into.
10. Have you any money you? By **on**.



## ملخص البحث

في مختلف الدراسات السابقة ركز الباحثون حول دراسة تأثير استعمال تكنولوجيا المعلومات و الإتصالات داخل الفصول الدراسية كمثال "الوسائل السمعية البصرية" وذلك عموما من اجل تطوير و تحسين مهارة معينة كمثال التحدث و الاستماع خلال عدة مواد و وحدات مختلفة. بينما دراستنا الحالية تهدف الى وصف و تحليل التأثيرات المختلفة لتكنولوجيا المعلومات و الإتصال و التطبيقات المختلفة لكن بالتحديد تطبيق " غرامرلي" و دراسة تأثيره على تطوير إستعمال الطلبة لحروف الجر اثناء الكتابة. الهدف الرئيسي وراء تطوير مثل هذا البحث هو من اجل تحديد إذا كان لتوظيف استعمال وسائل تكنولوجيا المعلومات و الإتصالات تأثير على تطوير مستوى الطلبة في التحكم في إستعمال حروف الجر و الكتابة. لذلك يبنى الطلبة مهارة نحوية. و يحققون انجازات و تقدم في دراساتهم العليا.

بالإضافة الى ذلك ولأجل تجربة واختبار الفرضيات المقترحة. و للإجابة على الاسئلة. تم الاعتماد على استبيان و فرض موجهين الى طلبة السنة الثانية. فرع اللغة الانجليزية. بجامعة محمد خيضر بسكرة. الفرضيات اقترحت ان طلبة اللغات ليس بإمكانهم احترام الكتابة بدون احترام استعمال حروف الجر في اللغة الانجليزية. تم استخدام المنهج الوصفي في بحثنا الحالي لتصميم الاستبيان و الفرض. لذا كانت الوسيلتين المستخدمتين لجمع المعلومات مائة لدراستنا. الاستبيان كان موجه ل 12 طالب و الفرض كان مقسم الى جزئين. كل جزء كان موجه ل 6 طلاب. بعد ذلك تحليل النتائج المحصل عليها اظهرت مدى اهمية ادراج استعمال تكنولوجيا المعلومات و الاتصالات و ايضا بينت ان الإستعمال الصحيح لحروف الجر ومدى أهميته في الكتابة.