

RESEARCH ARTICLE

Vol. 5. Issue.3. 2018 (July-Sept)

ISSN

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2628(Print):2349-9451(online)

THE IMPACT OF TEACHING ENGLISH GRAMMAR ON COLLEGE PERFORMANCE IN
WRITING (A CASE STUDY OF THREE EASTERN UNIVERSITIES OF SUDAN)

Dr. SUAD ABDELWAHID FADL ALLAH

University of Kassala

(suadfadlallah@yahoo.com)



Dr. SUAD ABDELWAHID
FADL ALLAH

ABSTRACT

This paper was devoted to find out if the College students' weak performance in writing sentence combining is related to their English grammar teaching. The descriptive analytical method has been applied; using the case study on teachers represented three eastern universities inside Sudan.. The data of the study in question were gathered by the teachers' questionnaire; statistical means and process (Frequency distribution of answers, percentages, and graphs) were used in the analysis of the collected data. According to the statistics, the outcomes of the responses in the teachers' questionnaire, have been proved that the EFL Sudanese learners of English at the three eastern universities has poor performance in writing, as a result, the following statements are considered problems: teaching of grammar for the sake of grammar itself rather than its application in writing. Teachers are not adequately aware of using sentence-combining principles when teaching grammar. Teachers do not use guided exercises to show students how to combine short sentences into larger ones. There is no relationship between teaching grammar, writing and sentence combining. Curriculum puts too much emphasis on grammatical texts without due attention for students' practice. Students are not trained on methods of turning clauses and sentences into connected ones.

Keywords: Sentence Combining, Grammar Instruction, Performance

Introduction

The standard of English is continuously deteriorating in schools and universities. There is no link at all between the teaching of grammar and the written work. In teaching undergraduates, the researcher has often found that even these students, who are preparing to be teachers; some do not show much concern for how to write combine sentences accurately. When they are asked to write an essay, for instance, the majority of them cannot express their ideas clearly, which results in poor writing. Students lack a good knowledge of writing skills because they did not learn language items communicatively. The paper aimed to encourage teachers to use sentence combining techniques, and draw their attention to use grammar instructions when teaching writing, because writing is a complex and challenging activity for many students. There is a relationship between teaching grammar, writing composition and sentence combining methods. Saddler and Graham (2004) 'examined the effects of sentence combining practice on the writing and revising ability of

forty-three fourth grade students', and found that it increased oral and written sentence-combining skills for the experimental group, as well as improved the quality of the revised stories for the group.

The joining of sentences partially indicates linguistic maturity, the learner moves from the simple sentence to the more complex one.

Literature Review

An Antecedent of Grammar Teaching

Hudson (1992) suggests two phases to the understanding and teaching of formal written grammar. According to Hudson, the first phase runs from 300 BC to 1957. This broad sweep of the history of grammars and grammar teaching has as its common strand the description of language and the subsequent prescription in 'grammar textbooks' in terms of how to write. The basic approach of these grammars is paradigmatic: that is, classes and categories of the language were defined and these were then taught as a means to write the language. In the Renaissance, the principle of a scientific classificatory approach to written language gave rise to grammar in the curriculum (the other disciplines were Rhetoric and Logic. Grammar was often taught in this period via exercises based on exemplary models of textual and sentence structure.

The publication of Chomsky's Syntactic Structures in 1957 marks the beginning of the second of these phases. Chomsky takes a structuralize approach, assuming that language can be described cross-sectional or at any one moment in history in terms of a coherent system of rules. Such an approach is part of the tradition of cognitive neuroscientific theories of language production in that it is interested in the structural relationships between words, phrases and clauses in sentences, rather than in classificatory categories or 'parts of speech'. The quasi-mathematical formulae of Chomsky theory, with its distinction between langue and parole (between deep syntactic structures and surface manifestations in speech and in writing) gave rise to generative, transformational and later 'universal' grammars, Damasio, 2000; Pinker, (1995). These grammars operated from basic principles in the construction of meaning and were intended to be able to generate intelligible sentences. Such generative capacity involved a transformation from deep structural rules and formulae to the actual utterances of everyday speech and writing.

Disillusion with traditional, that is to say, syntax-based and part of speech-based, grammar teaching required an alternative method of helping young people to write. This emerged in the 1960s in the form of 'sentence combining', a generic term used to cover a range of practical methods for improving writing quality and accuracy.

Researchers, linguists, educators had realized by the 1960s that the conventional approach to teaching syntax and the practice of 'parsing' (breaking down sentences into parts of speech in order to reconstruct them) was ineffective. Pointers toward sentence combining came from suggestions that studying formal grammar was less helpful than simply discussing grammatical constructions and usage in the context of writing (Harris, 1962); see also Calkins (1980); DiStefano and Killion, (1984) it has also been realized that systematic practice in combining and expanding sentences could increase pupils' repertoire in syntactic structures, as well as improve the quality of their sentences, Hillocks and Smith, (1991).

The key source for much sentence-combining practice is O'Hare (1973), the basic tenet of O'Hare's work is that written English is a dialect which is distinct from spoken English and that instruction should be based on language-learning techniques. The combining operation can be seen as a way of facilitating greater expression of ideas in various forms. Its success can be evaluated in terms of the length and complexity of sentences in pupil writing.

Basic to the practice of sentence combining, which can be defined as the manipulation of phrases and clauses to write more complex sentences, is that practice begins with a simple form, like a kernel or simple sentence. This kernel sentence is combined with another one and/or elements are embedded into it. Combining can be affected via conjunctions or semi-colons or via subordination. A list of typical sentence-combining techniques would include the following:

- compounding sentence elements
- subordinating one clause to another
- using appositives to connect ideas

- using participle phrases to connect ideas

Sentence-combining techniques became widespread in the 1970s and still have currency in the USA. At the 2004 American Educational Research Association Conference, for example, one of the papers, Saddler and Graham, (2004) examined the effects of sentence-combining practice on the writing and revising ability of forty-three fourth grade students, and found that it increased oral and written sentence-combining skills for the experimental group, as well as improved the quality of the revised stories for the group.

Teaching of Grammar

It should be said at the start that such a conviction flies in the face of research evidence, Perera (1984: 12) notes that: Since the beginning of the 20th century, a body of research has indicated that grammatical construction, unrelated to pupils' other language work, does not lead to an improvement in the quality of their own writing or in their level of comprehension. Furthermore, the majority of children under about fourteen seem to become confused by grammatical labels and descriptions. It is obviously harmful for children to be made to feel that they 'can't do English' because they cannot label, say, an auxiliary verb, when they are perfectly capable of using a wide range of auxiliary verbs accurately and appropriately. There is a brief summary of this research evidence in Wilkinson (1971: 32–35).

Wilkinson (ibid: 32) notes that, although grammar is a useful descriptive and analytical tool, other claims made for it are nearly all without foundation. Studies in the twentieth century have suggested that the learning of formal and traditional grammar has no beneficial effect on children's written work; Rice (1903), claimed that training in formal grammar does not improve pupils' composition; Asker (1923), Macaulay (1947), and Robinson (1960), claimed that ability in grammar is more related to ability in some other subjects than in English composition; Boras (1917), Segal and Barr (1926) claimed that a knowledge of grammar is of no general help in correcting faulty usage; Benfe (1935) and Catherwood (1932), claimed that grammar is often taught to children who have not the maturity or intelligence to understand it. Macaulay (1947) and Symonds (1931), claimed that teaching grammar may actually hinder the development of children's English, Macaulay (1947).

A recent critical review of the empirical evidence on the teaching of grammar provides an overview of research studies in English-speaking countries, Wyse (2001: 422). This review concludes that 'the teaching of grammar (using a range of models) has negligible positive effects on improving secondary pupils' writing'.

Hudson's book (1992: xi) suggests that 'until you know what is on the menu you can't choose from it'. In arguing the case for increased awareness of language construction amongst teachers, he says something similar to the Bullock Report's position, that it is useful for teachers to know about grammatical construction so that they can help pupils appropriately, Perera (1984) similar conclusion. It may be that there is a degree of consensus among researchers and policy-makers from the 1970s to the 1990s; specifically, that, at the very least, teachers of English should know about grammar so that they can advise their pupils according to their particular needs. Perhaps a key distinction to be made at this point, one that might have a bearing on the systematic review undertaken, is how much teachers need to know about grammar in order to teach writing, and how much pupils need to know in order to write well.

The Role of Grammar in Improving Students' Writing

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language. Weaver (1998) claimed that he was surprised to discover that during the Middle Ages, grammar was considered the foundation of all knowledge, the necessary prerequisite for understanding theology and philosophy as well as literature.

Barton (1999) claimed that , we can teach students about grammar and develop their grammatical understanding through exercises and drills. But how do students then transfer that understanding into reelecting on their own work? To answer this question the researcher thinks that sentence combining is a logical process, It shows students how to apply their grammatical knowledge to their writing and reading Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can simplify abstract grammatical terminology so that students can write and read with greater competence and confidence.

Research on Grammar and Writing

The first major study of the use of formal grammar in the teaching of writing was that by Macauley (1947). Macauley's study focused on the question of at what stage formal grammar should be taught rather than whether it was appropriate and effective for it to be taught. He came to the conclusion, after a number of tests on the effectiveness of grammar teaching, that neither upper primary (i.e. 11, 12 years old) pupils nor junior secondary (i.e. 13, 14 years old) pupils could be depended on to recognize simple examples of nouns, verbs, pronouns, adjectives or adverbs after several years of having been taught them in English lessons (the latter group, for six years). Only upper secondary (i.e. 15, 17 year old) pupils and those in the top boys' and girls' classes in each year were able to reach the 50% pass standard set in Macauley's tests. Macauley (ibid:162) overall conclusions are that 'scores rise with age and schooling but that, for most pupils, age and schooling are not in themselves enough for a mastery of even the most simple rules in English formal grammar and those who pass 'our' standard are few in number and are in the best of the upper secondary classes'. The implications Macauley draws out for the stages of schooling are clear: there is no point in trying to teach formal grammar in the primary years or even in the lower secondary years; it is a practice and field best reserved for brighter pupils in the last years of secondary schooling. The study does not look at the effect of such teaching on writing accuracy or quality, but it does point out the difficulties of the teaching (and by implication, the learning) of formal grammar.

A particularly significant study undertaken in the UK was that of Harris (1962), who compared the effect of instruction in formal grammar and functional grammar over a period of two years on the writing of 228 London pupils aged 12 to 14. This study has been seen as significant because of its longitudinal dimension and its comparison of formal grammar teaching on the one hand, and 'functional or 'direct' on the other.

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962). Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing. Many studies have led research summaries like George Hillocks (1986:138) to conclude that:

None of the studies reviewed for the present report provides any support for teaching grammar as a means of improving composition skills. If schools insist upon teaching the identification of part of speech, the parsing or diagramming of sentences, or other concepts of traditional grammar (as many still do), they cannot defend it as a means of improving the quality of writing.

Kolln (1996) pointed out that teaching grammar in the context of writing might be much more effective than teaching grammar as a separate subject (as evidence, she cites, for instance, a study by Harris (1962), which is reported at length in (Braddock, Lloyd, Jones and Schoer 1963). Later studies by Warwick B. Elley et al (1976) and MaQuade (1980) do not invalidate this point. On the other hand, it is by no means clear that application of selected aspects of grammar cannot be done just as effectively, and a lot more efficiently, without detailed, explicit grammar study, as illustrated by OHar's experiment in sentence combining (1973). This is the argument advanced by Noguchi (1991), and Weaver (1996).

Though the research investigation, this issue has been meager, it is definitely promising. For example, Calkins (1980) found that third graders learned punctuation much better in the context of writing than by studying punctuation rules in isolation.

Furthermore, an experimental study at grades four through six showed that students who were taught the conventions of language in the context of their writing generally made better use of writing mechanics, than did students who had studied these skills in isolation, DiStefano and Killion (ibid).

Grammar Instructions

Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning.

The approach sentence combining recognizes the interaction of grammar simultaneously throughout the writing process. Research on ESL/EFL writers problem suggests that it is difficult for ESL/EFL writers to combine ideas when they lack grammatical knowledge. Also grammar instruction can lead to hyper-correction, as students overcompensate for errors and make their writing even worse. And while both comprehensive and selective error marking has not been found to improve writing, the possibility of productive error correction, if coordinated with instruction and timed with student readiness, is left open, Clark (2003:382).

Several different traditions provide suggestions and support for different grammar instruction techniques. Transformational/Generative grammar suggested by Francis Christensen (1967) that sentence-combining could be used as a pedagogical technique to produce more correct complex sentences. Sentence-combining defines different types of sentence kernels and modifiers, and then defines how they can be put together. The technique was very popular and successful in the 1970s and then fell out of favour. English as a second language has unique issues with grammar instruction, as it cannot be assumed that a student has a speaking knowledge of English before learning to write.

Research conducted since the early 1960s shows that grammar instruction that is separate from writing instruction does not improve students' writing competence (Braddock and others, 1963; Hillocks, 1986). In addition, research indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through detailed studies of students' writing, Shaughnessy (1977) concludes that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy (1977) advocates four important grammatical concepts: the sentence, inflection, tense, and agreement. She recommends that teachers encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize grammatical terminology to the detriment of students' ability to understand and apply the concepts. Weaver (1998) proposes a similar approach to teaching grammar in the context of writing. She writes, "What all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing."

On the other hand, Holbrook (1983), Smith (1982), Sealey (1987) and others have shown that grammar instruction which relates directly to students' writing can enhance writing achievement. "We... need... to make a distinction between teaching writing and teaching grammar and mechanics..."

Methodology

The teachers in the departments of English Language at the three universities (Kasala, Red Sea and Gadarif) reaches (25) teachers.

The English language teachers' questionnaire is (6) statements Likert scale, where respondents select (tick) their best choices. Deals with the viewpoint of teachers on aspects related to the teaching of English grammar.

The options for answering the statements were presented in the form of a five ordinal scale: strongly disagree, disagree, not sure, strongly agree, agree. The degree (5) is given to answer (strongly agree), the degree (4) is given to answer (agree), the degree (3) is given to answer (no idea), the degree (2) is given a weight to answer (strongly disagree), the degree (1) is given to answer (disagree).

The Statistical Package for Social Studies (SPSS) program has been used for the general processing of data. In order to achieve paper objectives the following statistical means and process were used: Frequency distribution of answers, Percentages and Graphs.

Data Analysis and Discussion

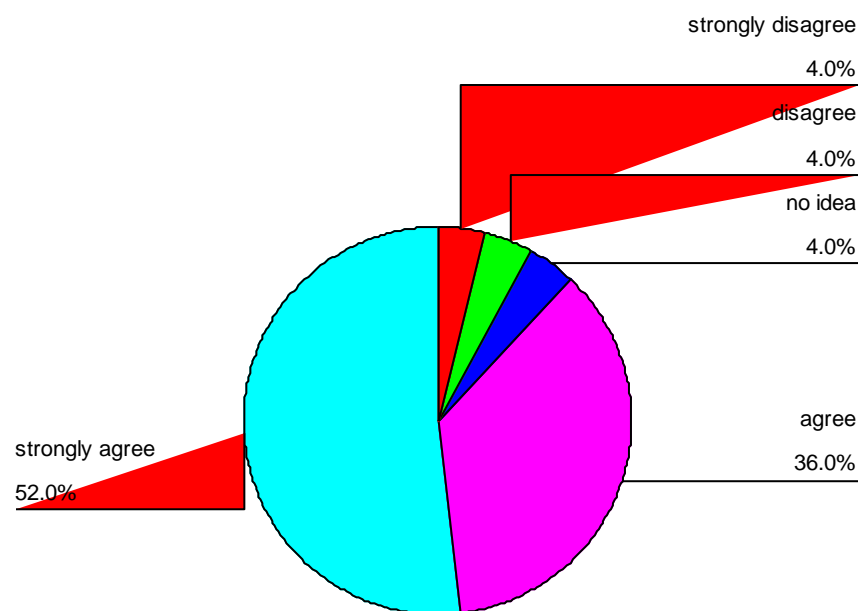
The English language teachers' questionnaire is statements Likert scale

The results of the questionnaire are presented in the following tables:

Table 1 Frequency distribution of teachers' responses to Statement No (1): Teaching grammar for the sake of grammar rather than its application in writing

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	1	4.0
no idea	1	4.0
Agree	9	36.0
strongly agree	13	52.0
Total	25	100.0

Table (1) shows that (13) of the teachers strongly agree, (9) agree, while one has no idea, one disagree, and one strongly disagree, that teaching grammar for the sake of grammar itself rather than its application in writing.

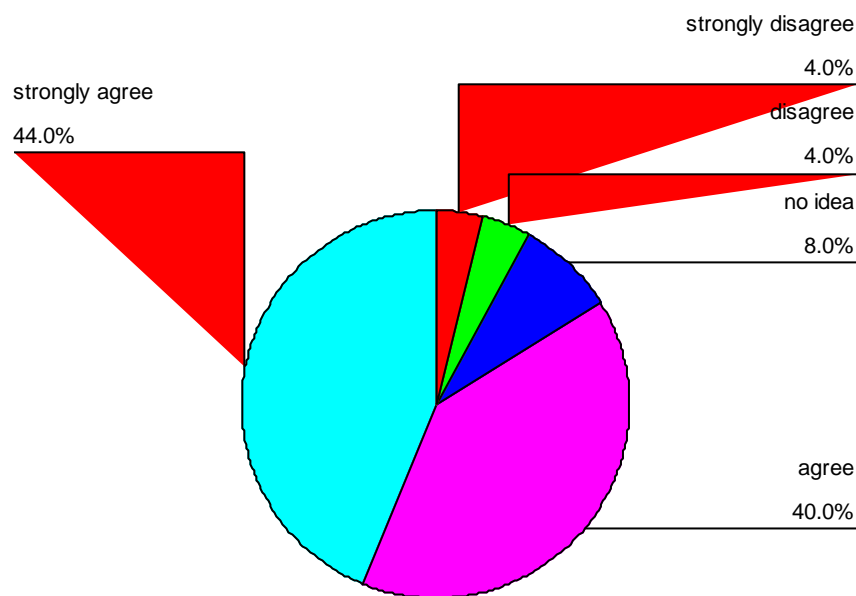


Graph 1 covers the teachers' response to Statement No. 1 into percentages

Table 2 Frequency distribution of teachers' responses to statement No. 2: Curriculum puts too much emphasis on grammatical texts without due attention for students' practice

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	1	4.0
no idea	2	8.0
Agree	10	40.0
strongly agree	11	44.0
Total	25	100.0

Table 2 shows that (11) of the teachers strongly agree, and (10) agree, while only one disagree, (2) have no idea, one disagree, and one strongly disagree, that curriculum puts too much emphasis on grammatical texts without due attention for students' practice.

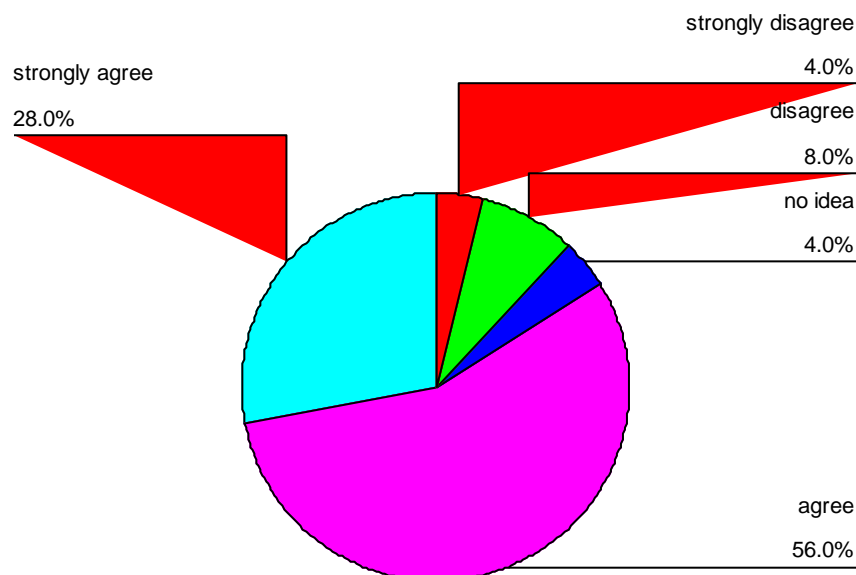


Graph 2 represents the statement No.2 in percentages.

Table 3 Frequency distribution of teachers' responses to statement No. 3: Teachers are not adequately aware of using sentence-combining principles when teaching grammar

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	2	8.0
no idea	1	4.0
Agree	14	56.0
strongly agree	7	28.0
Total	25	100.0

The table above shoes that (14) of the sample of teachers agree, (7) strongly agree, one has no idea, (2) disagree, and one strongly disagree, that teachers are not adequately aware of using sentence-combining principles when teaching grammar.

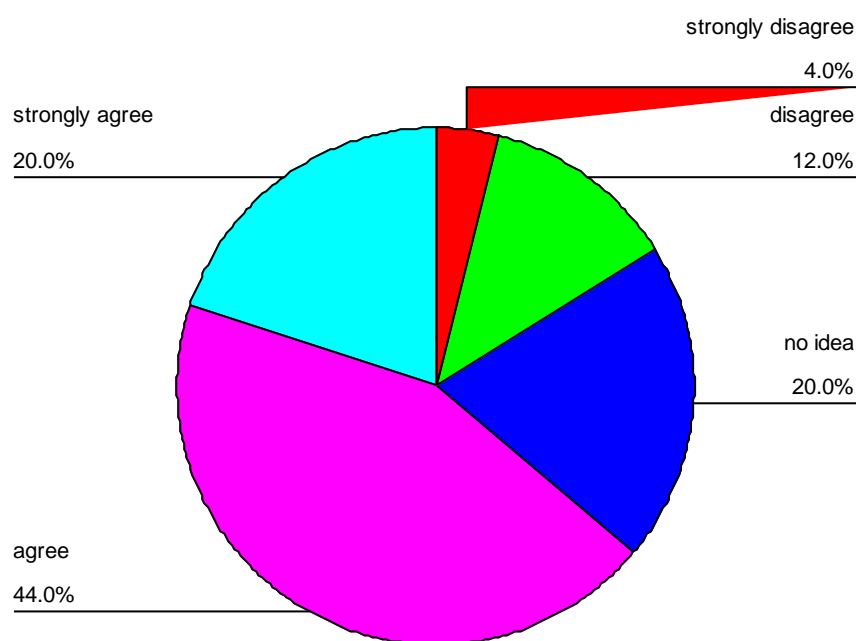


Graph3 shows the teachers' responses to statement No.3 into percentages

Table 4 Frequency distribution of teachers' responses to statement No. 4: Teachers use guided exercises to show students how to combine short sentences into larger ones.

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	3	12.0
no idea	5	20.0
Agree	11	44.0
strongly agree	5	20.0
Total	25	100.0

The table shows that (11) of the teachers agree, whereas (5) have no idea, (5) strongly agree, (3) disagree, and (1) strongly disagree, that teachers use guided exercises to show students how to combine short sentences into larger ones.

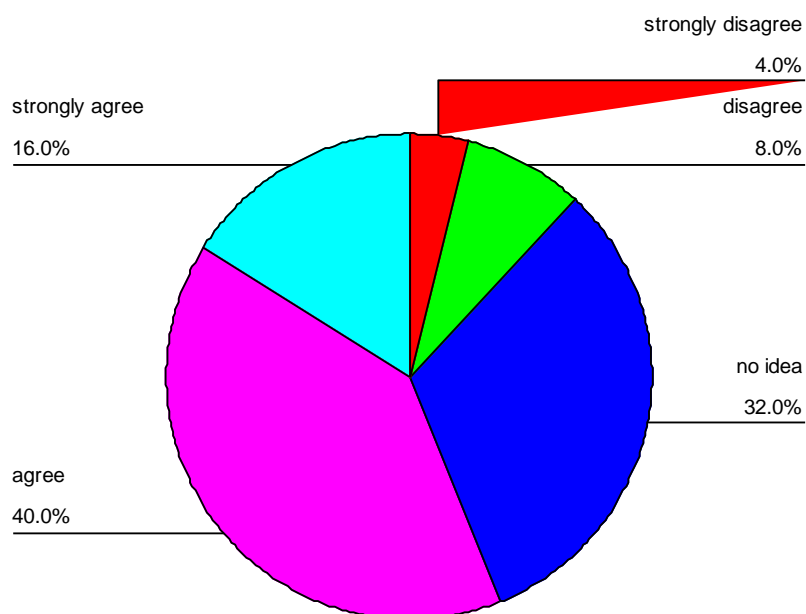


Graph 4 shows the teachers' responses to statement No.4

Table 5 Frequency distribution of teachers' responses to statement No. 5: College students do not realize that there is relationship between grammar and English writing

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	2	8.0.
no idea	8	32.0.
Agree	10	40.0
strongly agree	4	16.0
Total	25	100.0

The table shows that (10) of the teachers agree, whereas (8) have no idea, (4) strongly agree, (2) disagree, and (1) strongly disagree, that College students do not realize that there is relationship between grammar, and English writing.

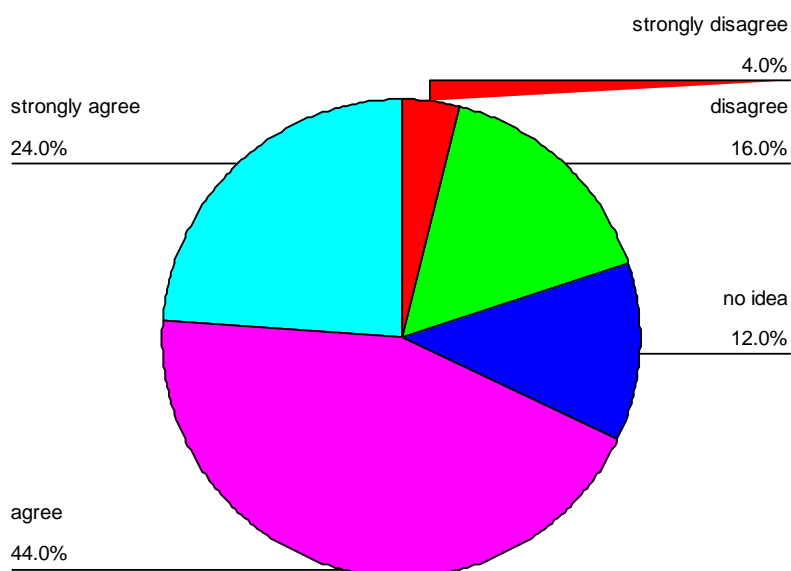


Graph 5 shows the teachers responses to statement No.5

Table 6 Frequency distribution of teachers' responses to statement No. 6: Students are trained on methods of turning clauses and sentences into connected ones.

Answer	Frequency	Percent (%)
strongly disagree	1	4.0
Disagree	4	16.0.
no idea	3	12.0
Agree	11	44.0
strongly agree	6	24.0.
Total	25	100.0

Table above shows that (11) of the teachers agree, whereas (6) strongly agree, (4) disagree (3) had no idea, and only one strongly disagree, Students are trained on methods of turning clauses and sentences into connected ones.



Graph 6 shows the teachers' responses to statement No. 6

Discussion

From the teachers point of views, that, teaching of grammar for the sake of grammar itself rather than its application in writing indicating that students' poor performance in writing as far as this problem area is concerned. One problematic question that remains unresolved concerns whether or not having a large score of knowledge of grammar are enough for fluent and successful communication in second language acquisition. Grammar is considered crucially important for second and foreign language learners but many questions arise as to whether or not grammar teaching benefits and improves students' writing skill. Teaching grammar may actually hinder the development of children's English, Macaulay (1947). Although efforts have been exerted in this language element, yet the standard of the EFL learners is poor due, perhaps, to lack of necessary linked ideas. In the teaching and learning of English as a foreign language (EFL), it is noticed that learners struggle hard to convey their ideas in writing.

For a long time, there has been a debate as to whether or not the teaching of grammar helps EFL learners to learn how to write well. The results have been negative, partly because some have refused to acknowledge research evidence that suggests the teaching of grammar (syntax, parts of speech) in a top-down approach is ineffective, partly because some of the research has been difficult to access, and partly because previous studies and reviews have not been sufficiently comprehensive.

Many approaches suggest that grammar learning should consist largely of consciousness-raising activities rather than the teaching of rules. Consciousness-raising is defined as the deliberate attempt to draw the learner's attention specifically to the formal properties of the target language. In approach, learners are not seen simply as recipients of knowledge, but as researchers studying the regularity of the language. Teachers encourage learners' search without knowing in advance what patterns they will discover. For decades, however, the teaching of grammar has rarely achieved such practical goals. Relatively, few students learn grammar well; still, fewer make use of the grammar they have learned in improving their writing. But it is usually the case that the majority of EFL learners, even advanced ones, have various problems in their oral or written productions. This is in spite of the fact that they apparently seem to have little grammatical knowledge.

The students' errors are not only due to poor grammatical knowledge, but these problems arise partly from lack of knowledge about techniques used to combine their sentences. The sentence-combining method pioneered by Mellon, Daiker (1978), and others as a valid and effective approach to the teaching of grammar, it has seen a great deal of success in helping students learn grammar.

Grammar is being taught but students are still not improving their writing, because the Curriculum puts too much emphasis on grammatical lessons without due attention for students' practice. Roger Gower (1981) discusses what features are needed in grammar books for teachers and learners, and in particular what trainee teachers want. He conducted that users need books that reflect the current interest in communication, that show grammar as a coherent system.

From table (2) the viewpoint of the sample of the study is that, teachers are not adequately aware of using sentence-combining principles when teaching grammar. Not only students need more exposure to the language; the teachers too need to be well exposed. They need to train their students on methods of turning clauses and sentences into connected ones. They need to draw their students attention to that sentence-combining is associated with grammar. Teachers need to keep themselves abreast of current issues by reading books and journals related to their profession. Unless we take a more professional interest in our work, we may lag behind our more professional counterparts in the domain of English language teaching.

Too often students have been taught by teachers who don't know any better (or who don't know how to deal with "awkward" sentences, fragments, and run-ons) that they should write with short sentences. As students progress through school their sentence length grows in direct proportion to the level of advancement in the school system; grammar school students write very short sentences, high school longer, college and professional writers the longest of them all. But how are those sentences structured? They use what are called subordination and co-ordination and appositive phrases, and adjective clauses to be coherent, then perhaps, teachers must think about different methods, as sentence-combining method need to be tried to produce better student achievement.

According to the teachers views are that, teachers do not use guided exercises to show students how to combine short sentences into larger ones. Barton (1999:5) claimed that , we can teach students about grammar and develop their grammatical understanding through exercises and drills. In sentence combining methods, students begin with several short sentences and learn how to combine them into longer more complex sentences Mellon (1969: 32). These allow writers and students to develop the complete thoughts in a way that makes their writing flow with a rhythm that engages the readers' attention and keeps them from getting lost in clauses that seem to weave back and forth and go nowhere. Working with these techniques has the additional advantage of curing some of the grammar and syntax problems that English teachers find so vexing, problems that convinced them to counsel students to simplify their lives by chopping up their sentences. The second problem with the mean here is no relationship between teaching grammar, and writing sentence-combining.

Research shows that sentence combining is the most effective technique to teach sentence level maturity, have suggested that the most effective sentence combining exercises are those that use from students own writing or sentences created by the teachers Joseph Lawor (1982).

Findings

From the above mentioned analysis and discussion and according to the teachers' answers or opinions, the findings are:

- Teaching of grammar for the sake of grammar itself rather than its application in writing.
- Teachers are not adequately aware of using sentence-combining principles when teaching grammar.
- Teachers do not use guided exercises to show students how to combine short sentences into larger ones.
- There is no relationship between teaching grammar, and writing sentence combining.
- Curriculum puts too much emphasis on grammatical texts without due attention for students' practice.
- Students are not trained on methods of turning clauses and sentences into connected ones.

Recommendations

Referring to the findings of the teachers' questionnaire, the researcher recommends the following:

- Grammar should be linked to writing rather than being taught for the sake of grammar itself. Therefore, curriculum and teachers' classroom exercises should aim at making students better aware of writing methods and principles and their application in writing.
- Students would be more and better exposed to exercises which make benefit of for improvement of English writing.
- Increased understanding of English language allows EFL teachers the freedom to use writing techniques to help their students become English writers.
- As with any part of any curriculum, teachers need to acknowledge that sentence combining exercises are not a panacea; other methods must be developed and employed to reinforce and strengthen the skills that the students learn.

References

- Amiran E. Mann J. (1982). *Written composition, grades K-12: literature synthesis and report*. Portland, OR, USA: Northwest Regional Educational Laboratory. ERIC document number ED213034.
- Asher, W. (1990). *Educational psychology, research methodology, and meta-analysis*. Educational Psychologist 25.
- Asker, W. (1923) "Does knowledge of formal grammar function?" School and Society 27th January.
- Boraas, J. (1917) "Formal grammar and the practical mastery of English" Unpublished doctoral thesis (in). Minneapolis, Minnesota: University of Minnesota.
- Calkins, LM. (1980). "when children want to punctuate: basic skills belong in context." Language Arts 57.

- Catherwood C. (1932). A study of the relationship between knowledge of rules and ability, to correct grammatical errors and between identification of sentences and knowledge of subject and predicate. Master's thesis (in EPPI Review). Minneapolis, Minnesota: University of Minnesota.
- Christensen, Francis. (1967). *Generative Rhetoric of the Sentence*. Notes Toward a New Rhetoric. Francis Christensen. New York: Harper
- Damasio A (2000). *The Feeling of What Happens: Body, Emotion and the Making of Consciousness*. London: Vintage.
- DiStefano P. and Killion J. (1984). *Assessing writing skills through a process approach*. English Education 16.
- Elley, W., Braham. I. Lamb, H., and Wyllie, M. (1975). *The Role of Grammar in a Secondary School Curriculum*. New Zealand Council for Educational Studies 10.
- Graham, S. & Harris, and K. J. (2005) Writing better: effective strategies for teaching students with learning difficulties. Baltimore: P.H. Brookes Pub. Co.
- Harris, R. J. (1962). *An Experimental Inquiry into the Functions and Value of Formal Grammar in the Teaching of Written English to Children Aged Twelve to Fourteen*. Unpublished Ph.D. dissertation, University of London. In Review: EPPI-Centre.
- Hillocks, G., Jr. (1986). *Research on Written Composition: New Directions for Teaching*. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills and the National Conference on Research in English.
- Hillocks, G., Jr. & Smith, M. (1991). *Grammar and Usage*. In J. Flood, J. M. Jensen, D. Lapp & J. R. Squire (Eds.), *Handbook of Research on Teaching the English Language Arts*. New York: Macmillan.
- Holbrook, H. T. (1983). *Whither (Wither) Grammar*. Language Arts
- Holdzkom, D.; Reed, L.; Porter, H. J.; and Rubin, D. L. (1982). *Research within Research: Oral and written Composition*. St. Louis, Mo: Cemrel, Inc.
- Hudson, R. (1992). *Teaching Grammar: A Guide for the National Curriculum*. Oxford: Basil Blackwell.
- Kolln, M. (1996). Rhetorical grammar: a modification lesson. English Journal 25
- Kress, G. (1994). *Learning to Write*. 2nd edition. London: Routledge.
- Lakoff, G, Johnson M. (1980). *Metaphors We Live By*. Chicago: Chicago University Press.
- Lawlor, Joseph. (1983). *Sentence Combining: A Sequence for Instruction*. Elementary School Journal 84
- Macaulay WJ (1947). *The Difficulty of Grammar*. British Journal of Educational Psychology 17.
- McQuade, Donald A. (1986). *The Territory of Language: Linguistics, Stylistics and the Teaching of Composition*. Donald A. McQuade. Carbondale, IL: Southern Illinois UP
- Noguchi, R. R. (1991). *Grammar and the Teaching of Writing: Limits and Possibilities*. Urbana, IL: National Council of Teachers of English.
- O'Hare, Frank. (1971). *Sentence Combining: Improving Student Writing Without Formal Grammar Instruction*. NCTE Research Report No.15. Urbana: NCTE.
- Perera K (1984). *Children's Writing and Reading: Analyzing Classroom Language*. Oxford: Basil Blackwell.
- Pinker S (1995). *The Language Instinct: The New Science of Language and Mind*. London: Penguin.
- Rice JM (1903). *Educational research: the results of a test in language and English*. Forum XXXV
- Robinson N (1960). *The Relationship between Knowledge of English Grammar and Ability in English Composition*. British Journal of Educational Psychology 30
- Roger Gower, (1981). *Review of Nine ELT Grammar Books*. ELT Journal 36/1 October.
- Saddler B., Graham S. (2004). *The effects of sentence combining practice on writing skills*. Paper given at the AERA annual conference, San Diego: USA, April
- Sealey, J. (1987). *Grammar Instruction*. R & D Interpretation Service Bulleding 9/1 entire issue.
- Segal D, Barr NR (1926). *Relation and Achievement in Formal Grammar to Achievement in Applied Grammar*. Educational Research 14
- Shaughnessy, M. P. (1977). *Errors and Expectations: A Guide for the Teacher of Basic Writing*. New York: Oxford University Press.
- Smith, T. R., ed. (1982). *Handbook for Planning an Effective Writing Program: Kiner Garten through Grade Twelve*. Sacramento, CA: California State Department of Education.

Symonds PM (1931). *Practice vs. grammar in the learning of correct usage*. Journal of Educational Psychology 22.

Weaver, C. (1998). *Lessons to Share on Teaching Grammar in Context*. Portsmouth, NH: Heinemann.

Wilkinson A. (1971). *The Foundations of Language: Talking and Reading in Young people*. London: Oxford University Press.

Websites

Barton G. (1998). Grammar without Shame. www.geofbarton.co.uk

Benfer, M. (1935). *Sentence Sense in Relation to Subject and Predicate*. Unpublished Master's thesis. Iowa City, Iowa: University of Iowa. In Review: EPPI-Centre [http:// www.dur.ac.uk/education/ staff.1662](http://www.dur.ac.uk/education/staff.1662)

Bivens, W. P., III, and Edwards, A. B. (1974). *Transformational Grammar and Writing Improvement*. Paper presented at the Annual Meeting of the Conference on College Composition and Communication, ED 101 361 [http:// www.writing.panidnad.com/research_04.html](http://www.writing.panidnad.com/research_04.html)

Braddock R, Lloyd-Jones R. and Schoer L. (1963) "Research on Written Composition." Illinois, USA: National Council of Teachers of English. <http://www.jstor.org/pss/40171134>

EPPI (2004). *The Effect of Grammar Teaching (Sentence- combining) in English on 5 to 16 year olds accuracy and quality in written composition*. Center's Research Evidence in Education Library at <http://www.eppi.ioe.ac.uk/reel/>

Evans, R.; Venetozzi, R.; Bundrick, M.; and McWilliams, E (1988). *The Effects of Sentence Combining Instructions on Controlled and Free Group and on Scores of Standardized Tests of Sentence Structure and Reading Comprehension*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA Available from: [http:// www.jstor.org/stable/27540337](http://www.jstor.org/stable/27540337)

Wikipedia, the free encyclopedia. 4 September (2009). Wikimedia Foundation, Inc., <http://www.en.wikipedia.org/wiki>