

A STUDY ON IMPACT OF GRAMMATICAL ON ENGLISH WRITTEN SKILLS

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Abstract

Grammar Instruction has an important role to play in helping students to speak and write more effectively. The purpose of this study was to examine the effects of direct grammar instruction on the quality of student's writing skills. The participants in this study included 18 fifth grade students and two fifth grade teachers. Based on the results of the students' pre-assessment writing scores through Write Score, direct grammar instruction was administered to address common errors found in their writing. The students receive direct grammar instruction each week for about four months. At the end of the four months the students were given writing post-assessment. The results indicate that after 4 months of direct grammar instruction half of the students who participated in the study showed significant increases in their overall writing scores. These results show that students can make adequate progress to improve their writing when research based strategies such as grammar instruction is implemented during writing instruction. Educators need to receive more training to increase their knowledge of effective research-based writing strategies in order to improve the overall writing quality of their students.

The present study was conducted with the aim to investigate elementary students' writing problems and factors that hamper their English writing skills. It also illustrates some supportive suggestions on how to improve elementary students' English writing skills. Writing is regarded as one of the most prolific skills which sometimes seem very difficult for the learners to develop; it is considered an important skill for good language production. Writing well is professed as a significant art for students' successful academic achievement. Students' writing problems in English language have become a major issue for English teachers and learners. Writing in English is considered a very complex skill particularly in elementary classrooms where students encounter numerous challenges regarding this skill. In the study writing samples were randomly collected from 155 students of grade eight to find out the most recurrent writing problems in their English subjects. 32 English teachers were also interviewed in order to know their perceptions about students' writing difficulties and factors that hamper their English writing development. SPSS software was applied to compute and analyze the outcomes of the research. The results of the study indicate that the majority of the students at elementary level are unable to write grammatically precise English paragraphs. The findings of the study disclose that the main problems of students' English writing are due to poor command over English tenses, grammar, syntax and insufficient vocabulary. Lack of creative ideas, writing anxiety, weak structural organization and dependence on L1 are also the major cause of learners' poor writing in English.

Key Words: Strategy Instruction, Grammar Instruction, Self-Regulation, Guided Writing, Quick Write, English writing skills, writing problems, elementary students.

Introduction

Over the past ten plus years, standardized testing has taken center stage and has affected instruction. Written expression is becoming recognized as the most neglected of the basic skills and there is no consensus on the best method for either teaching composition or evaluating it (Geisler, Hessler, Gardner, & Lovelace, (2009). Unfortunately, writing is a difficult task for most students. According to the article *Common Problems in Elementary School Writing*, learning to write is uniquely challenging because it requires the mastery and concurrent use of a complex array of language skills from vocabulary and spelling, to the ability to organize and convey ideas (Time4Writing, 2014). Many of the students are encountering the elements of writing for the very first time therefore; this entire process can be overwhelming for them.

Writing is such a valuable tool for communication, learning, and self-expression, therefore students who do not have adequate writing skills will be at a great disadvantage and will face restricted opportunities for education and even for employment. Data for the National Center for Education Statistics (2012) reveal that less than a third of students in the United States have mastered the skills necessary for proficient, or grade-level appropriate writing on the National Assessment of Educational Progress. Most of our students in the United States have scored at the basic level or below, which denotes only partial mastery of the writing skills needed at each grade (Harris, Graham, Friedlander, & Laud, 2013). Undoubtedly, the quality of instruction a student receives has been found to play a major role in their writing achievement.

Struggling writers often lack or have ineffective strategies for accessing the knowledge they possess, therefore effective research-based strategies must be implemented in the classroom to help struggling writers to become successful writers. Researchers have argued that writing strategies, knowledge, skills, and motivation all play an important role in student's growth as writers. Because of the ways in which affective and cognitive processes interact with writing, it is important that interventions for developing writing ability focus on strategies for developing both motivation and cognitive processes (Garcia & DeCaso, 2004). One promising approach to enhancing the writing skills of students is to directly teach them strategies for carrying out basic writing processes such as planning, drafting, and revising (Tracy, Reid, & Graham, 2009). Writing is considered an imperative skill for successful language development.

Its importance increases when it comes to writing in English language which is widely used for international communication and comprehension of the required knowledge. English writing has a great impact on the entire system of education, because it is the primary source of world knowledge. According to Deane (2018), writing is the most significant development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries of the world from one generation to another. In Pakistan, English has been given the status of Lingua Franca, and as a second language, it is taught as a compulsory subject in

educational institutions from grade one to graduation level. The role of English is very crucial in promoting quality education in Pakistani educational institutions, it has played a significant role in increasing the status of the economic zone, and even it has brightened the lives of people and the business community. With respect to English writing and reading comprehension, students in government schools are not so fast and well in these skills, and still they are facing complexities in this particular domain. The majority of the students at school level are unable to comprehend this writing skill properly. They are still facing numerous challenges in English language subjects particularly in writing skills (A. Ali, Javed, & Shabbir, 2017). The need and significance of English writing skills in the modern era cannot be denied. The basic motive of teaching English writing skills in Pakistani schools is to make the learners capable to correspond in English language

Statement of Research Problem

For the past 5 years, the 5th grade students at the elementary school have scored below the state average of 80% meeting or exceeding on the State Writing Assessment. The scores have averaged in the 70% range. During the 2010 school year, the scores dropped drastically to 46% meeting or exceeding which was below the state as well as the county average. In 2011, the scores rose to 84% meeting or exceeding. The dramatic increase was contributed to the teacher's attitude towards writing as well as the students receiving a full one hour writing block each day.

When examining the data presented, there is a lot of inconsistencies when it comes to student performance each year. The plan is to get all 5th grade teachers excited about teaching writing as well as provide them with strategies that have been proven successful in improving student writing. The objectives of this project were: 1) to provide teachers with effective, research-based strategies that they can implement within their classrooms to help students improve their quality of writing; 2) to provide students with opportunities to practice writing on a daily basis; and 3) to increase student scores on the Write Score Writing Assessment.

Review of Literature

Writing is a very essential skill that will benefit students for their entire lives by helping them to connect to the world around them. Students struggling with the writing process develop a negative view of writing as well as a negative image of their own abilities to conduct written communication (Diliberto, 2004). When teachers introduce and allow students to practice writing with engaging activities in elementary school, they will be able to foster confidence and hopefully a lifelong love of writing. Several research-based instructional strategies have been found to be effective in engaging students in the writing process thereby improving their overall writing performance. Some of these strategies include grammar instruction, Strategy Instruction, adding Self-Regulation to Strategy Instruction, and guided writing/quick-write program. In this paper, the effectiveness of strategies to improve student writing is investigated.

Grammar Instruction

Grammar instruction is very important. Its primary goal is to enable students to carry out their communication purposes whether verbally or in writing. According to Chin (2000), effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. Therefore, as teachers, we must determine what the students already know about grammar and build upon that knowledge. Grammar instruction needs to be couched in meaning contexts, which includes appropriate student support as well as involve them in learning experiences that encompass whole class instruction, small group instruction, collaboration in pairs, and independent work (Stathis & Gotsch, 2013). Grammar instruction should also be integrated into the revising and editing process because this will help the students to make immediate applications, which in turn will allow them to see the relevance of grammar to their own writing.

Writing is a medium of communication that involves the depiction of a language with written symbols. It is assumed to be a very productive skill; different writers put their creative ideas and thoughts in writing forms. Writing provides learners with numerous opportunities to seek modern ways to compose their different ideas and thoughts in a foreign language (Rao, 2017). English language skills have equal importance and are interconnected in the environment of language learning. Although all the four language skills have their own significance, but writing skill is the most vital skill among them because it plays a significant role in all facets of life. Writing is the process of human interconnection. Writing is considered an imperative skill for good language production. It is thought of as a significant skill mainly in the content of English as a second language and the majority of the learners face numerous challenges while writing. Learners, especially students of elementary level, get confused in English writing due to a lack of strong vocabulary and suitable reading comprehension of the English language passages. This skill demands very close attention for its effective learning and teaching from the very initial stage of imparting education at school level (Fareed, Ashraf, & Bilal, 2016a). According to PUSPA ANINDHITA (2016), usually elementary learners of English language encounter more difficulties to cope with writing skills than the rest of the three skills. Writing is only considered a part of learning and teaching syntactic and grammatical components, poor command over this skill underestimates the worth and importance of students' creativity. Writing gives proper shape and structure to the ideas and thinking of men. Not only it is valuable for the people to write down their thoughts, facts, creative ideas and experiences on the paper, but it also assists to maintain the past of every country in written form. Writing is perceived as a blend of the process and product, and this writing process produces a collection of different thoughts and ideas in learners' minds. Setiawan, Rohayati, Sari, and KUSUMA (2014), argue that writing is a perception of the abilities that involve the rules of grammar, vocabulary and different concepts of sentence formation. Successful writing demands the writers to explore and classify previous knowledge. Writing brings the individual from ignorance to the luminosity of knowledge. It explains the essence of writing as a man who doesn't know how to read and write is called illiterate and ignorant (Khan & Khan, 2020). According to Andrew (2019), students face a number of writing difficulties at different levels of their study, these challenges can usually be categorized into cognitive, psychological, linguistic and pedagogical problems.

The need for grammar instruction and the method of teaching it in elementary language arts curriculum have long been controversial issues (Feng, & Powers, 2005). In a research study conducted by Feng and Powers,

(2005), on the effects of explicit grammar instruction, two specific questions were addressed for guiding their study. First, does error-based grammar instruction have positive short-term effects on student writing? Second, does error-based grammar instruction have positive long-term effects on student writing? For this study, a decrease of 20% would be considered positively effective. The data for this study consisted of student writing samples that were collected at three different points in the school year. Mini-lessons were designed and taught based on errors identified in previous writings. The participants in this study were a group of fifth grade students in a public elementary school in a southern state. Based on results from each of the three writing samples, students improved in their writing in the following three areas: mechanics, sentence structure, and usage. Positive results were found on both the short-term and long-term measures. Grammar instruction is most effective when mini-lessons are taught that target specific errors in student writing. It has been strongly suggested by some researchers that this is the most beneficial way of helping students to improve their command for grammar in writing.

Elementary Students' English Writing Problems:

Various types of learning problems students encounter at school and particularly in elementary classes. The majority of the students face numerous problems of English writing at their different learning stages. These major problems can be classified as linguistic, cognitive, psychological, and pedagogical problems. Students at school level encounter numerous writing problems regarding the correct use of grammatical rules. Inappropriate knowledge of grammatical rules affects the results of learners' effective writing. Such writing problems produce embracement among the various students at their academic level. By using good and grammatically correct English students bargain their educational needs effectively (Adams & Keene, 2000). Students of elementary level face a number of problems while writing something in English. They make many grammatical mistakes in their exams and class tests. This creates hurdles in their effective writing and getting good grades in the exams. Novariana, Sumardi, and Tarjana (2018), argue about the same issues of the students they encounter while writing in a second language. Students' grammatical and syntactical mistakes can be observed easily through their writing content at various levels in the class. Sentence structure mistakes are also the major mistakes students commit in their writing. The use of appropriate words in writing seems very difficult for elementary-level students who write in a second language. Due to limited vocabulary, the majority of the learners are unable to use proper words in their writing and these issues slow down their writing expertise in their academic learning of writing (Z. A. A. Ahmed, 2018). According to Abdul Karim (2014), punctuation marks are assumed to be very essential in academic writing. The role of punctuation marks is perceived as very crucial to comprehend the meanings of the written text. Capital letters are used before the beginning of any important topic, words, and even before important headings. Yet, elementary learners face problems while using capitalization appropriately (Hajar, 2019). Spelling is considered a very important component in reading and writing. According to many researchers, spellings help in learning to read and write properly, this practice is useful especially for young children. Spelling problems are also assumed major problems for the students to learn writing skills particularly at school level (D. A. I. Ahmed, 2017).

Factors Affecting Elementary Students' English Writing Skills:

According to Hasani (2016), a number of factors create hurdle in developing elementary students' English writing skills, as lack of learners' motivation, inadequate time for writing, lack of reading and writing practice, no proper feedback and comments on students' written work, lack of teaching resources and facilities, overcrowded classrooms, unproductive teaching methods, and students' social background. All these factors are the main cause of elementary students' English writing problems. Lack of free writing opportunities affect learners' creativity of writing, but unfortunately, the majority of the instructors do not practice this habit in their classrooms and hence the results are unfavorable for the various learners improving their skills of academic writing (Alfaki, 2015). Proper writing activities require sufficient time to accomplish the writing tasks as the nature of writing tasks is different at various stages. Students need plenty of time for proofreading, rewriting, assembling the scattered thoughts, proper organizing of different ideas, and composing the specific writing drafts. They cannot get mastery in their English writings if they are not given appropriate time for their academic writings. Due to insufficient time students are unable to communicate their self ideas in their writings, this decreases their inventive writing skills properly (Carson, 2001). Proper appreciation and giving good grades to the learners is not a tough job for any school teacher, but most of the English teachers ignore this strategy while teaching English writing and reading skills at school level. They do not give proper guidance to their students on how to write well (Graham (2008).

Strategy Instruction

Strategy Instruction (a student-centered approach to teaching) is an effective method in improving student writing. In a research study by Graham, et al. (2012), in an effort to identify effective instructional strategies for teaching writing to elementary grade students, a meta-analysis of writing intervention literature was conducted. The focus was on true and quasi-experiments. An average weighted effect size (ES) was calculated for 13 different writing interventions. The primary question guiding their review was: What writing treatments improve the writing quality of writing produced by students in the elementary grades? Twenty studies examined the effectiveness of strategy instruction. The focus of most of the studies were on teaching planning or drafting strategies, followed by planning, drafting, or revising, and just revising. The research showed that strategy instruction enhanced the quality of the students' writing. All of the studies in this meta-analysis included students in grades 1 through 5. According to Hough, et al. (2012), the primary effects that have been shown from strategy instruction have been an increase in the number of story elements (e.g., who, what, when, where, and how) included in student stories, higher rated stories in terms of quality, and longer stories.

Adding Self-Regulation to Strategy Instruction

Self-Regulation Strategy Development (SRSD) involves explicitly teaching students' strategies for accomplishing specific writing tasks (Lienemann, Graham, Leader-Janssen, & Reid, 2006). With SRSD, the teacher models how to use the target strategy and then provide students with as much support as they need as they progress toward independent use of the strategy (Troia & Graham, 2003). Research has shown that when self-regulation is combined with Strategy Instruction, it will have positive effects on student writing. This

method of writing instruction is designed to help students learn, use, and eventually embrace the strategies of skilled writers. In SRSD, students are taught to generate ideas, organize them, and write more about them (Hough, Hixson, Decker, Bradley-Johnson, 2012). In a review of research conducted by Troia and Graham (2003), the research revealed that when strategy instruction incorporates self-regulation (SRSD) both struggling and good writers showed improvements in the quality of their writing. Research has also shown that the SRSD model of instruction has been proven to be effective in teaching students a variety of planning and revision strategies. Instruction in these strategies has led to improvement in four characteristics of student's performance: quality of writing, knowledge of writing, approach to writing, and attitudes about writing.

Guided Writing/Quick-write Program

Guided writing is defined as instruction presented to small, flexible group of students that share similar instructional need (Gibson, 2008). Guided writing provides opportunities for direct intervention instruction, assessment, and feedback of students writing. Teachers are able to reinforce an instructional objective and provide scaffolding were needed. Thus, this targeted approach to writing is able to meet the needs of a specific group of students.

The Quick-write strategic writing program teaches many of the same story elements as Self-Regulated Strategy Development, but in a more abridged format with time limits (Hough, Hixson, Decker, & Bradley-Johnson, 2012). These time limits and abridged format allow students to have a rough draft of a story in about 10 minutes. Quick-write allows students to go through the writing process during each teaching session. The biggest difference between Self-Regulated Strategy Development and Quick-write is the time component. The strength of Quick- write is that more frequent and repeated practice with each step of the writing process may aid students in understanding and utilizing the writing skills that they have learned. However, the biggest obstacle to Quick-write is that the program does not include a description of teaching techniques. Hough, Hixson, Decker, & Bradley-Johnson (2012) did observe positive effects of the Quick-write program.

A variety of instructional strategies has been examined in an effort to improve the writing of 5th grade students. Experts agree that most struggling writers differ from those who are successful writers in that the struggling writers have not developed a strategic approach for creating and organizing ideas (Weisendanger, Perry, & Braun, 2011). As teachers begin to implement a variety of strategies, they can begin to improve writing instruction, thereby; enhancing student writing. According to Graham (2008), the road from novice to competent writer is paved by changes in students' writing knowledge, motivation for writing, strategic writing behaviors, and basic writing skills.

Research Methodology

Participants

Participants in this study included two 5th grade teachers and 18 students selected from 5th grade students at a public elementary school. The school is a Title 1 school with approximately 650 students. Of the students

chosen for this study, eight were female and ten was male. Ten of the students were African American, two were white, and four were Hispanic. Eight out of the 18 students received special education services. None of the students received Gifted or ESOL services. This class of students was selected to participate in this research study because they were enrolled in the inclusion class that I was serving as co-teacher. Both teachers participating in this study were white females with an average of three to five years of teaching experience. Both teachers taught writing, but indicated during the first professional development session that neither of them had received any formal training on how to teach writing.

A methodology is a scientific and logical process after the selection of a problem and it is based on the selection of sampling and data collection to get the required results of the study. A mixed method approach has been used in this research that involves assembling and analyzing both quantitative and qualitative data to investigate the questions of interest. Useful suggestions have also been described to improve the creative writing talent of grade students in the government elementary schools. Questionnaires for students and semi-structured interviews for English teachers were the main sources for data collection. The population of the present research was all the government boys elementary schools of district of Rahim Yar Khan, Province Punjab, Pakistan. And only grade students of government boys' elementary schools were kept into focus for the target population. The researcher has used a random sampling technique while conducting the present research. The samples of the study were 155 students and 32 English teachers of elementary level in the government boy's elementary schools of Tehsil Khan Pur. These randomly chosen samples represent the whole teachers' and students' population of the government elementary schools of district Rahim Yar Khan who are teaching and learning respectively. Sixteen government boys' elementary schools were randomly chosen for data amassing. Questionnaire and semi-structured interviews were the research tools of the study. To assess the grammatical competence of the students of grade eight, a paragraph of English writing of learners' own choice was given to them. Both open-ended and close-ended type questions were used in this investigational research and SPSS software was used to compute and analyze the results of the present research.

Procedure

This research started with a series of professional development sessions for the teachers. During the first session, a pre-assessment was given to the teachers in the form of a T-Chart. The teachers completed a word wall using the T-Chart to express both positive and negative feelings towards writing. The teachers expressed that they did not feel very confident with teaching writing. They also expressed that it is hard teaching students who already have a negative view towards writing. On the positive side, the teachers expressed that they loved coming up with different ideas for the students to write about and they also enjoyed reading the students' writing because they got an opportunity to see how the students express themselves.

The focus of this professional development was on finding effective writing strategies that we felt would improve the students' overall writing quality. During our second session, we reviewed the results of the students' pre-writing assessments. After looking at the most common errors found in their writing and reviewing/discussing the

different strategies presented in the PowerPoint presentation, we decided that we would implement the direct grammar instruction strategy based upon common errors found in the students' writings and immediately began implementation. The students received the intervention for approximately 1 hour per day, 3 days per week for a total of 11 weeks (from Mid-October until the beginning of February). At the end of the professional development, the teachers completed a post-assessment using the same T-Chart from session one to see how their attitudes toward writing had changed. The teachers expressed that they felt more confident teaching writing. They realized that when they showed enthusiasm and excitement about writing, the students showed the same attitudes. Providing strategies for the teachers gave them a starting point for teaching writing.

Data Collection

Within the first two months of school, the students were given a Write Score baseline assessment. This assessment was used to establish the student's initial writing levels. Write Score is a company that provides hand scored open-response questions and essays with human scorers. The scorers are educators with a strong background in writing instruction.

Data was collected over a four month period from November through February using the writing worksheets, *Improving a Paragraph*. Each week, the students received instruction on different grammar skills based on the common errors from their writing pre-assessment. Each day after instruction, the students were given a paragraph that they had to rewrite and make changes as necessary to improve the wording and/or the flow of the paragraph. At the end of the week, the students were given three different writing prompts. They had to choose one of the prompts and write their own paragraphs incorporating what they had learned from the lessons that week. The students were able to conference with the teacher to discuss their errors and receive individualized grammar instruction to help them to make corrections to their papers. In February, the students received a post writing assessment through Write Score.

Data Analysis and Results

To test the effects of explicit grammar instruction on the writing skills of 5th grade students, the pre and post writing assessments from Write Score were collected for comparison.

The scores were evaluated for each student participating in this research study. They received scores in three categories: Organization and Purpose, Development/Evidence/Elaboration, and Conventions. For organization and purpose, the students could receive up to four points, development/evidence/elaboration up to four points, and conventions up to two points. The students could receive up to 10 points for their essays based on the sum of the three scoring categories. The students were grouped based on the pre-assessment results from the Write Score Assessment. They were placed in two groups: group one consisted of students who scored in the average range with scores from six to ten points and group two consisted of students who scored in the below average range with scores from zero to five points. From the two groups, students were placed in subgroups based on common errors found in

their writing. It was hypothesized that the number of students receiving a higher score would increase, while the number of students receiving a lower score would decrease.

The Write Score Pre- and Post- Assessment scores showed significant gains in some student scores. Of the 18 students who participated in the study, four students scored lower on the post-assessment than they did on the pre-assessment. Five of the students' scores remained the same and nine of the students' scores increased.

Table 1: Pre-test and post-test scores

Pre-Assessment Scores	Post-Assessment Scores
5	5
5	5
5	5
5	0
5	5
5	7
4	7
3	5
0	5
0	5
6	3
5	0
5	5
3	5
0	0
0	5
0	5

The results from the pre- and post- writing assessments were analyzed using the Paired *t*-test. The two-tailed P value was equal to 0.1471. By conventional criteria, this difference is considered to be not statistically significant. The mean of the pre-assessment was 3.11 and the mean for the post-assessment was 4.28. The mean of the pre-assessment minus the post-assessment equals negative 1.17. The standard deviation of the pre-assessment was 2.37

and the post-assessment was 2.14. According to these results, the research hypothesis is not supported. Although the overall scores increased, those students who received higher overall scores received more points for organization and purpose. Most of the students received the same number of points on both the pre- and post-assessments for grammar and conventions.

Table 2: t-test results

Group	Pre-Assessment	Post-Assessment
Mean	3.11	4.28
SD	2.37	2.14
SEM	0.56	0.5
N	18	18

Discussions

Writing is such an important skill that all students must be able to master. There are many strategies and resources that teachers can use in order to help students produce quality writing. The focus of this research study was to test the effects of direct grammar instruction in improving the overall quality of students' writing.

The findings from this research study show that when teachers read the students' writing, identify common errors, and design mini-lessons to target those particular errors, the overall quality of the students' writing improved. The students were able to see their errors and receive targeted instruction as well as receive additional feedback from the teachers. In the past when grammar skills were taught in isolation, it had no effect on the students' writing. This is primarily because most of the students in the class were unable to make the connections between grammar and writing. They were not able to take what they had learned when grammar skills were taught in isolation and apply it to their writing.

With more emphasis being placed on writing through the implementation of the Georgia Milestones Assessment, in the future, I would like to allow students more time in the classroom to practice writing as well as spend time in small groups using an error-based instructional approach to teaching grammar highlighting the importance of applying these skills especially during the revising and editing stages of writing.

Teachers must be willing to commit to providing quality writing instruction and they must afford the students multiple opportunities during the week to write as well as provide them with constructive feedback to ensure that they understand their writing errors and are able to make corrections using the strategies they learn during writing instruction. Implementing this strategy at the beginning of the year would be beneficial to helping improve the writing of the students in addition to ensuring overall academic success. According to Garcia & DeCaso (2014), writing ability contributes substantially to general academic success.

Limitations of the Research

There were some limitations that might have affected the outcome of the research. The sample consisted of a total of 18 students. This was a convenient and relatively small sample of participants. The length of time that the students received direct grammar instruction might have also affected the results. The strategy was implemented for a total of 4 months, which included holiday breaks. This short amount of time might not have allowed the students to get maximum benefits from the implementation of the strategy.

Recommendations for Future Research

From the literature review, studies have found that grammar instruction has impacted student's writing abilities in a positive manner. Further research needs to be conducted on the effects of grammar instruction across the curriculum on students' writing. Research should focus on the overall improvement in the quality of students' writing when this type of program is implemented.

More studies should be completed like this one for a longer period of time with random samples of students rather than a convenient sample. Conducting this research for a longer period of time with a different group of students on a larger scale could be beneficial to educators when choosing a strategy or strategies to teach students how to write. Teachers of all grade levels would benefit from this research as well as those students who are struggling writers. Writing is a skill that is important not only to the success in school but also in work, as well as in our personal lives.

Recommendations to Improve Students' English Writing Skills

To develop English writing skills of elementary learners, the respondents recommended a variety of solutions. To start with, reading was recommended with a view in learning better writing and enriching vocabulary. Teaching of conscious vocabulary was also recommended to enhance effective writing aptitude of the students, as extensive practice of reading enriches learners' vocabulary. Daily twenty to thirty minutes for writing can improve elementary learners' writing expertise. From early grades, we must at least promulgate the practice of extensive writing as we do in speaking skill. For this purpose, some reformations are needed in our present examination system. According to the participants, our education and examination system should not encourage plagiarism and rote learning. Likewise, the significance of good teachers cannot be overlooked and denied. Some extra writing courses should be included in English textbooks for elementary classes, and particular courses based on only English tenses will be helpful for the teachers to teach writing skills to the students. Likewise, competitions of creative writing among the students will be fruitful in developing their English writing skills. Daily sessions regarding reading and writing activities produce positive outcomes for the learners in learning creative writing talent. Reading has great importance in developing writing skills. Many critics argue that regular reading is considered a stepping stone for better writings and it helps the students to reinforce their writing ability at their academic level. Graham and Perin (2007), Strong vocabulary makes the students confident in describing their inventive ideas in writing form. Motivation changes the learning style of the learners, as it is considered a basic element to groom the learning power

of the learners. Motivation proves more effective especially for elementary-level students because they need proper guidance in their learning practice, particularly in learning English language skills (Hwang, Hung, and Chen (2014)

Conclusion

Writing is a difficult task for most students and therefore, quality instruction is needed on a daily basis. A high-quality writing program will provide a balance between opportunities for students to engage in writing that is meaningful to them. It will also allow them to receive explicit instruction in the skills and strategies they need to become proficient writers. The process of teaching effective writing instruction at the beginning of a student's formal educational experience is one way of preventing difficulties and negative reactions to writing (Diliberto, 2004).

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