

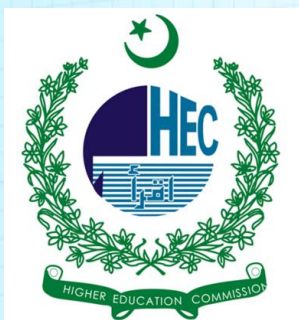
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**GRAMMAR AND WRITING SYNERGY: TACKLING THE OBSTACLES
OF WRITING PRACTICES IN RURAL EDUCATION**



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Abstract

This study analyzes how grammatical instruction can be incorporated in the writing process and how it impacts on improvement of writing skills of the rural students, who face certain challenges in their effective acquisition of complex grammatical structures. Focusing on adjuncting, complementing, and qualifying, which are considered to be the keys to academic success, the research develops the issue of how simultaneous teaching of grammar and writing can be useful in helping the rural learners to break the threshold of limited access to English-language materials and chances to use writing. The study assumed mixed methods, which entailed the use of a survey, which was sent to 100 students and 6 teachers working in rural educational establishments, and in-depth interviews with 6 teachers. The survey gathered information on which, how often, and how people perceived the effectiveness of grammar instructions, whereas the interviews revealed more in-depth information of the problems of teachers and how they integrate grammar in their writing activities. The results show that incorporating grammar in writing has a great effect in enhancing the grammatical correctness and overall writing in students since, by doing so, learners can use grammatical rules in its practical context, such as improvement of their understanding and ultimate retention in the long run. However, it was found that various challenges, such as lack of access to relevant resources, lack of practice in writing, and inadequate personalised feedback, were the obstacles to the growth of grammatical accuracy. In the context of the study, this also proposes the usage of adaptive and flexible teaching that may suit the unique characteristics of rural learners, encourage frequent writing, and be specific in teaching grammar to the learners. These findings add to the existing debate on the best practices of teaching grammar within rural school contexts and provide useful guidelines to teachers interested in enhancing the writing performance of their learners.

Keywords: Grammar instruction, writing proficiency, rural learners, language acquisition, adjuncts, complements, qualifiers, teaching methods, grammar integration, writing practice, educational challenges, language resources, academic success.

Introduction

The mastery of the English language is imperative in as far as scholarly achievement is concerned, especially when looking at the field of writing. Grammar justifiably forms one of the major pillars in the study of the English language, where it comprises a range of linguistic environments such as the use of adjectives, adverbs, qualifiers, adjuncts, and complements. Understanding of these grammatical elements enables the learner to write sentences that will be clear to the mind and grammatically perfect, thus becoming able to express ideas clearly and without ambiguity. However, in acquiring such linguistic items, non-native speakers face certain difficulties because they have to encounter the complexity levels and nuances that form their usage. The problem is frequently worsened by the fact that most grammar rules contain exceptions and subtleties, which are not that easily applied to one's first language and to English. As a result, students will have to spend much time and energy on practice and feedback to become more skilled in these aspects. Nonetheless, the benefits of reaching a high level of grammatical precision are significant, as they increase the overall efficiency of communication, helping to directly improve academic achievement.

Grammar is one of the foundations of learning a language, and its importance to the study of language is tremendous. As a structure of a written discourse, grammar allows learners to render their thoughts and ideas accurately. In the academic context, an excellent understanding of grammar is a necessity so that students are able to communicate complex ideas clearly. The study conducted by Bitchener (2020) proves that grammatical instruction is an essential factor to ensure that learners become more careful in the 'grammatical correctness of their writing with such improvement being especially important when it comes to essay writing where several grammatical blunders are capable of destroying the validity of all arguments presented by an author completely. Moreover, it is especially when it refers to the second-language learners, where the knowledge of grammar rules is even more essential, as those learners have to acquire the new linguistic system on top of knowing the grammar rules.

Although considerable importance has been attributed to it, the teaching of grammar remains a controversial matter. The one issue that is in consideration is

whether the grammatical principles should be integrated into the teaching of writing, or rather, it should be treated as a specific skill that can only be taught in isolation. This has been a long standing controversy with each side having come up with convincing arguments. As suggested by Williams (2019), a combination of grammatical learning and writing exercises allows learners to implement grammatical constructs during real writing, thus promoting a more direct and real learning process. Conversely, the grammar can be taught as a subject in itself in a way that gives an in-depth knowledge of the language structures, which can then be used in their writing. Each method is effective and has weak aspects, and the success usually depends on the educational situation and needs of learners.

Although it is currently more or less agreed that grammar should not be taught in an isolated context but rather as part of a bigger picture of linguistic general education, many teachers still seem to believe that a specific and intense approach to grammar is beneficial. They argue that this way helps learners to internalise their rules of grammar, after which they apply the grammatical rules they have acquired in writing. The approach has been especially popular in the past, especially in rural schools where money and human resources to offer English-language tuition are limited. Teachers operating under such environments most of the time face hindrances regarding effective grammar teaching due to shortcomings in providing sensible grammar education, due to teaching facilities (instruction material is limited, teachers are not adequately trained, or the learning group is too large).

The conditions of rural students provide representatives of unique problems as far as language acquisition is concerned. In less populated areas, students do not usually have as frequent a chance to expose themselves to and learn the English language regularly. According to Kormos (2017), the mentioned learners tend to deal with several restrictions, such as limited access to language resources, a lack of professional teachers, and exposure to English-speaking destinations. These limitations hinder the development of high-order grammatical competence, which is a requirement to succeed in academics and career life.

The ability to deal with the grammatical structures that include adjuncts, complements, and qualifiers is the key to the achievement of the perception needed throughout the rigor of advanced and acceptable academic writing. These patterns

change or develop the other elements of the sentence so that they bring extra meaning and complexity to the sentence. However, these higher level grammatical structures often prove troublesome to the rural learners, as they could have been taught and practiced dysfunctionally in the correct usage of the latter. According to empirical studies by Jiang (2017) and Snow (2018), children who master these structures completely have better results than those who do not.

Integration of grammar and writing in the learning process is particularly key to rural learners as it would give them direct chances to practice the rules of grammar in the writing process, and with this understanding, the rules of grammar will be competitive and sufficient in use. Practices that occur regularly during writing allow learners to integrate the principles of grammar, practicing more liberated and correct usage in their further assignments. According to Reinders (2020), such a method can bring more substantial learning effects, as students see how the grammar is used in real life in their pieces of writing.

Even though the concept of integrating grammar and teaching writing is an efficient pedagogical strategy, the approach used to implement it is worth attention. Tasks as an instructional method related to language teaching and process writing provide the learner with a wide range of practice and a chance to utilize grammatical structure in a meaningful situation. The crux of the matter, nevertheless, consists of adopting a suitable balance between deliberate teaching of grammar and the needs of writing tasks.

Problem Statement

The question of how best grammar should be integrated into teaching writing remains one of the fundamental issues in the teaching of languages. The lack of an agreement on the benefits of integrating grammar instruction with writing practice rather than teaching grammar as an independent study has tremendous implications to learners, in particular those in rural settings where teaching materials may be in short supply. The rural learners, especially, have to face unique challenges, the most notable one being a lack of access to higher language training, which challenges their ability to master the skill of using grammatical elements, including adjuncts, complements as well as qualifiers in application in their writing. This study aims to explore how incorporating grammar instruction directly into writing practice can enhance the level of

grammatical competence within the learners who live in rural areas and hence support better writing skills.

Research Questions

The study has four research questions as follows:

1. What is the attitude of rural students to the role of grammar in the process of writing?
2. What are the problems that rural learners have when they use grammatical structures, adjuncts, complements and qualifiers in writing?
3. How effective is teaching grammar by integrating it in the writing process to improve grammatical accuracy and overall good writing skills of learners?
4. Which approaches to grammar teaching are the most effective according to the rural students and the teachers?

Objectives of the Study

1. To investigate the attitude of rural students to the role of grammar in the process of writing
2. To assess the problems that rural learners have when they use grammatical structures, adjuncts, complements, and qualifiers in writing.
3. To explore the effectiveness is teaching grammar by integrating it in the writing process to improve grammatical accuracy and overall good writing skills of learners.
4. To propose the approaches to grammar teaching that are most effective according to the rural students and the teachers.

Significance of the Research

The combination of grammar learning with exercising the art of writing on a prolonged basis offers a notable benefit to rural students, which gives them a chance to overcome the challenges they face in mastering of advanced grammatical structures. Yet, further research is also necessary to find out the most effective ways in which the two spheres could be synchronized, taking into consideration the unique needs of students of rural areas and professional constraints that teachers find themselves in due to the specifics of that environment. The current investigation is a part of this conversation, as it investigates to study the perceptions of rural learners and teachers regarding grammar and its impact on writing achievements, evaluate the effectiveness

of the integration of the grammar teaching and writing practice in improving the level of grammatical correctness and the general level of writing achievements in rural areas, explore the frequency and the methodology of grammar teaching in rural environments, and create practical recommendations to combine grammar and writing education as applicable to rural students.

Literature Review

Grammatical competence that is well mastered has a potent impact in the acquisition of linguistic competence, especially in the written discourse. The recent researches confirm the idea about the need of a comprehensive pedagogy in which grammatical instruction is embedded in the writing process. Bitchener (2020) argues that, given grammar teaching in combination with regular writing activities, learners are more likely to internalize structural conventions, and the resulting piece of writing will be characterized by a higher degree of coherence and quality as a whole. This cumulative approach contrasts with the traditional classroom, where grammar instruction is considered a stand-alone activity that prepares the student.

Structural forms like adjuncts, complements, and qualifiers form important tools that not only you should take when you want to make your writing exact, but also very much more refined. Jiang (2017) notes that authors who are proficient in such devices can communicate rather determined meanings (of low or subtle nuance) and advance what might be called a logical argument. Such a conclusion is supported by Snow (2018), who states that these are very important aspects of grammar, since precision and clarity in academic writing are the most important aspects.

Although the importance of grammar is very well-known, often students living in the countryside face the problem of learning high-level linguistic patterns. Kormos (2017) pointed out challenges that affect the process of acquiring the skills of using complicated grammatical patterns by these learners due to the lack of resources and the insufficient exposure to writing in English. According to Reinders (2020), such students tend to have fewer writing activities, which further compounds the problem they encounter during grammar placement in their work.

Moreover, according to research, the intensity of grammar exercises is also one of the determinants of proficiency among learners. As proposed by Krashen (2018), writing exercises help develop an understanding of grammatical constructions

profoundly and allow students to memorize the structures and employ them in practice. Nevertheless, due to a lack of consistency in training, the learner is likely to lack the fluency required to incorporate complicated grammatical structures with ease. Another aspect of effective grammar guidelines is the instructional method. Reinders (2020) argues that the integration of learning grammar into writing activities could lead to an increase in the potential of learners to use grammatical concepts in verbal communication in real life. Truscott (2017) supports this opinion by showing that the incorporation of specific grammar revision with writing procedures has better results in recalling grammatical structures. Still, there is controversy as to whether such an approach is universal in different instructional situations.

The teaching of grammar is also context dependent. The learners in rural settings often lack proper exposure to the English speaking interlocutors, hence limiting the exposure of the language beyond the confines of the classroom. The deficit, outlined by Krashen (2018), is that it could hinder the growth of proficiency in grammar and writing. The pedagogical strategies, therefore, have to be adjusted according to the specific conditions of such learners.

Overall, despite the significant benefits of incorporating teaching of grammar and writing practice, teachers should keep in mind specific factors that affect rural students and adjust their strategies. Rigid teaching structures that combine the teaching of grammar with the training of writing skills can support the students in the defeat of their particular difficulties and strengthen their general linguistic competence.

Research Methodology

The proposed study will use a mixed-methods approach with the view of exploring the relationship between the instruction of grammar and writing proficiency in the rural schools. The data gathering was carried out in two phases, which were quantitative and qualitative in the format of a survey and a series of interviews, respectively.

Survey: The research questionnaire was applied to 100 students and 6 teachers in rural schools. Its prime intent was to determine the frequency of use and the teaching techniques that were being used to teach grammar, and also to draw a student opinion based on their understanding on the use of grammar and their writing ability. The

questionnaire that was used contained closed-ended type of questions with Likert-scale questions, hence, provided quantitative data that would be self-reported concerning their knowledge of grammar skills, how often they write, and the difficulties experienced when applying grammatical features like the use of adjuncts. The respondents were asked to provide the scale to the degree of their confidence in manipulating the complex grammatical constructions, such as adjuncts, complements, and qualifiers. The survey also got records on the number of times a person practiced writing, the value of grammar in writing, and the methods that teachers use to teach it. The closed-ended items data were treated utilizing the descriptive statistics, i.e., frequency distributions and percentages.

Interviews: A set of semi-structured interviews was conducted on the second phase of the process, in which participants were sampled out of the total population used in completing the initial survey. This conversation was about grammar (how students were taught) and the perceived useful aspect of grammar to writing, and how people would like to learn grammar. Thematic coding of qualitative data obtained in the course of the interviews has been done, enabling some common patterns and general trends to be recognized.

Conclusion: It can be concluded that, although there is limited practice access in the rural environments, the teaching of the grammar stuff, especially via explicit teaching methods, seems to be associated with increased writing skills. The qualitative results indicated student conformity to the teaching methods and also pointed out the extracurricular means by which the study of grammar is undertaken.

In complementing the survey, six teachers were interviewed semi-structured to gain a clear understanding of their teaching practice and the existence of a correlation between grammar teaching and writing. The interviews granted the freedom of exploration on the heterogeneous aspects of the teaching methodology of grammar and the consequences of the same to writing.

The interventions touched upon the participants of the interviews and their modalities towards grammar inclusion in the processes of writing, challenges faced during the scope of work in the rural area, and the evaluations of the learning needs of students. The thematic coding was applied to qualitative data and analyzed. There were some common themes relating to the instructional methods, obstacles affecting

learners, and the integration of the teaching of grammar and writing.

The research project also analysed the statistics held in the analysis file uploaded to enhance the knowledge on the difficulties faced by rural learners. It was found that the respondents commonly had problems with control of grammatical structures like adjuncts and complements, and the grammatically irregularities in their knowledge were also identified. These supportive data supplemented the survey and were part in the interviews.

Data Analysis

The quantitative data were analyzed by processing them in statistical software, giving frequency distributions and mean and standard deviation values of the main variables. The thematic analysis of the qualitative data (the interview materials) was performed with a focus on the themes connected with grammar teaching, writing exercises, and the challenges of rural students. The results clarified the research question better because the quantitative and qualitative findings were compared.

Results and Discussions

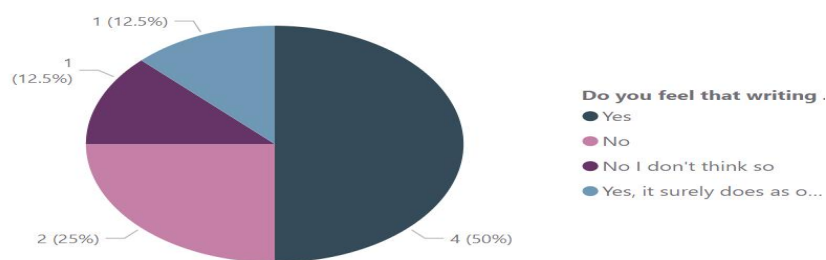
To improve one's skill in learning of the English language, it is essential to do research on the linguistic aptitude of learners, especially about the command of grammatical structures such as adjectives, adverbs, qualifiers, adjuncts, and complements. The question of whether or not grammar training should be included into the process of developing writing abilities has been a topic of discussion among both teachers and prospective students. The purpose of our study is to get an understanding of the various viewpoints of the frequency and methods of teaching these grammatical components, as well as the frequency with which students regularly practice writing in English. This will be accomplished via a series of surveys. Through these surveys, we have gained an understanding of the opinions that the respondents have about the influence that grammar has on writing abilities, their self-assurance in the utilisation of complicated grammatical forms, and their perception of the importance of separating grammar education from writing.

The answers highlight a significant gap of opinion on the most effective ways of teaching English. A significant number support a combined approach, disagreeing with the view that the complexity of grammar would best be learned over extended practice and in natural writing conditions. Contrastingly, a great deal of argument still

exists that grammatical principles should be taught and practised separately without being related to writing tasks. In addition, the extent of English writing encompasses significant differences in the population: some write regularly in academic and personal settings, and there are those who do not write as frequently or as often as they used to in an attempt to express themselves. The level of this diversity highlights the importance of flexible and adaptive lesson delivery strategies that may fit individual learning needs and learning styles of students. The results have given a solid foundation on which the next research shall be based regarding the best methods through which grammar teaching can be offered to the learners who are not all on the same skill level or background.

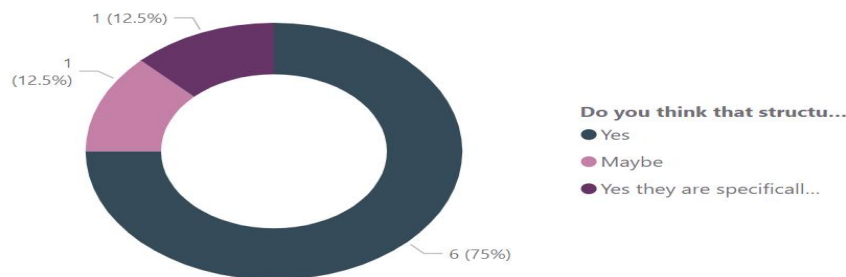
Teacher:

Do you feel that writing hinders your academic success at the college level?



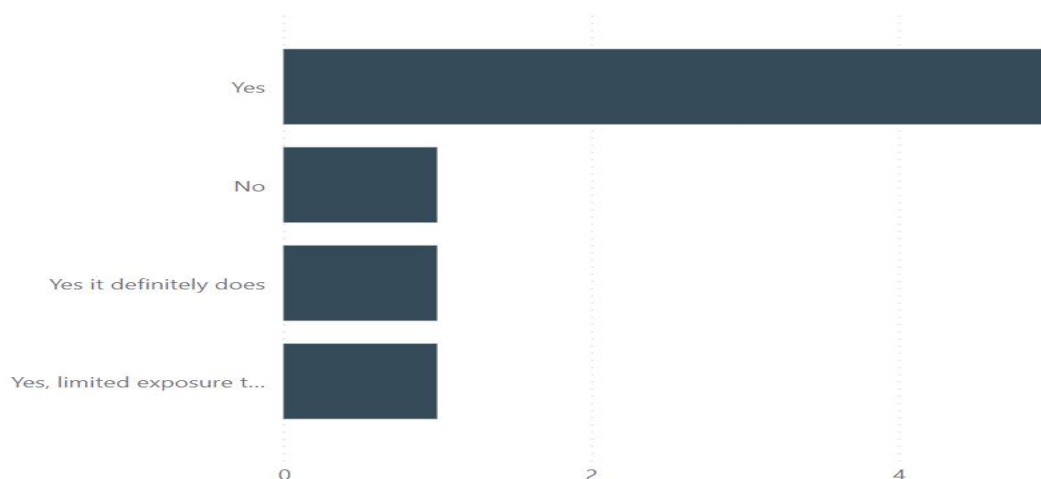
The above pie chart represents survey question responses to the survey question, “Do you feel that writing impedes your academic achievement at the college level?”. There are four options to select from, and the overall quota of respondents was divided equally. 50 percent of the respondents gave the most popular answer, which is Yes, it does, since one has to write so much. The second most frequently reported answer is NO, as mentioned by a quarter (25%) of respondents. The rest of the answers, Yes and No, I do not think so, received the same level of solutions, 12.5 %, thus concluding that the given attitudes were not so common in the surveyed group.

Do you think that structural patterns are likely to be the source of many grammatical problems in the English writings of rural learners?



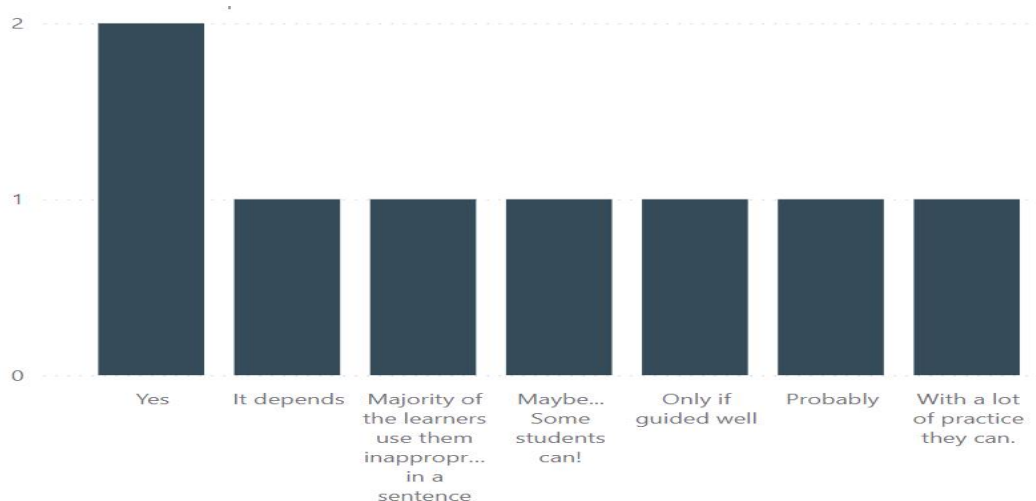
The donut chart represents responses to the question: "Do you think that structural patterns are likely to be the source of many grammatical problems in the English writings of rural learners?" Three-quarters of the respondents replied that they are definitely responsible for the grammatical hardships as Yes. Consequently, such an answer presupposes strong belief that structural patterns is a significant cause of grammatical mistakes in rural English learners writings. The rest of the respondents divide their views: 12.5 % say that the answer is Yes, whereas twelve point five percent would answer that it is Maybe and the number of those who place primary responsibility on structural patterns is significantly less than that. Based on the data, therefore, participants evidently agree with the importance of structural patterns in dictating grammatical problems that rural learners face whenever writing in English.

Do you think that the lack of exercise is affecting the learning of the English language?



The bar graph discusses, "Do you think that the lack of exercise is affecting the learning of the English language?" The longitudinal bar represents the topmost response group and indicates that the respondents who have responded with Yes are of the opinion that there is a showable association between lack of physical activity among those who lack proficiency in English. The 1-response number in the segment marked Yes, limited exposure to is the same as that in the No segment, and the total also shows a minority status. The similarly sized category, "Yes, it does", indicates a group of people whose judgment of agreement is spoken out with a louder voice. Considered in their aggregate, the data show a bias of concurring, though in varying degrees of certainty.

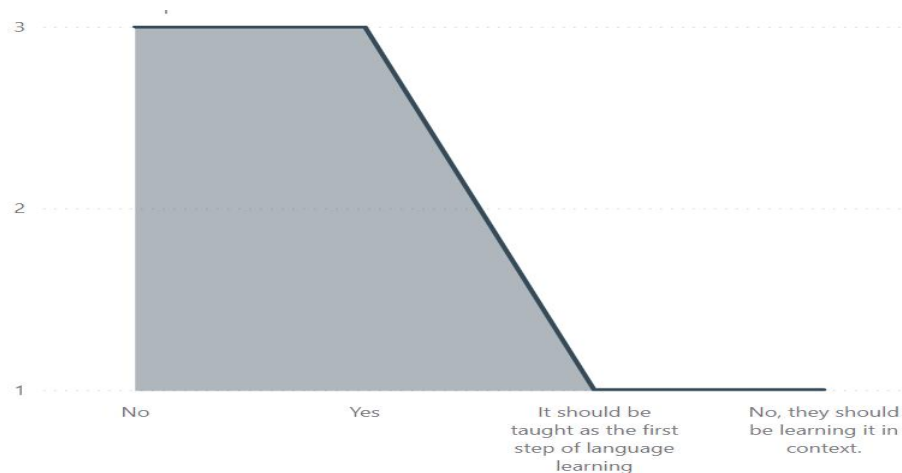
Do you think that the learners can use the appropriate structure of adjunct, complement qualifiers, and their function in a sentence?



The bar graph shows responses to the question "Do you think that learners can use the appropriate structure of adjunct, complement qualifiers, and their function in a sentence?" The percentage of those survey participants who gave responses to the question with the answer Yes is quite large, which means that learners can learn these logical constructions. Contrarily, one respondent said, It depends, whereas two respondents are providing the verdict to the effect that the Majority of the learners use them inappropriately or inappropriately. One of the respondents said, perhaps... Some students can, another student wrote, only with proper guidance, and another respondent responded, probably, or the need to guide and practice. These answers in total confirm the thought that even though a small portion of learners can use such grammatical constructions effectively, the rest will do it conditionally or with

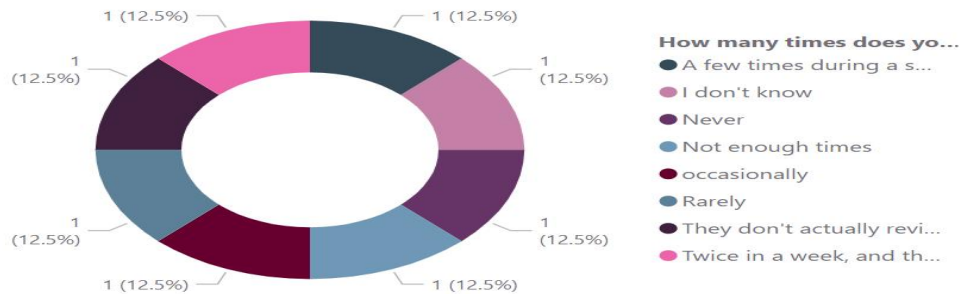
significant effort sometimes, and may need to be taught or have a lot of practice.

Do you think that the teaching of grammatical rules should be separated from the teaching of English writing?



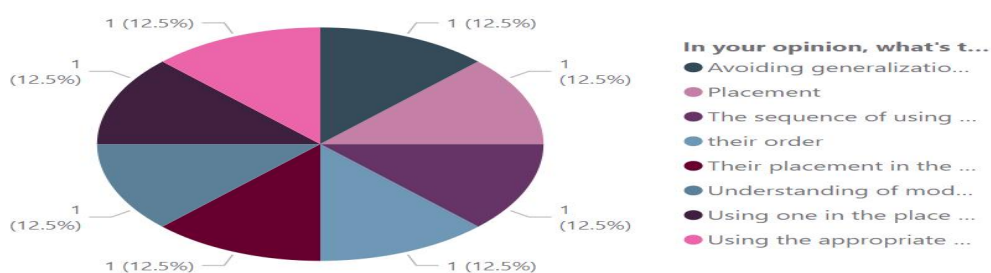
The graph represents answers regarding the question “Do you believe that grammar rules should be taught apart from teaching English writing?” It is obvious that values are ordered in a descending manner, which perhaps defines a ranking or scale. 3 respondents chose the option “No”, suggesting that they think grammatical rules should not be detached from writing teaching. 2 respondents gave the response “Yes”, indicating that these respondents prefer a separation between teaching grammar and writing. 1 Response in favor of the statement “It should be taught as a first step to language learning.” This response suggests that grammar ought to play an important role in issues related to teaching languages. Lastly, “No, they should be learning it in context” has 1 response, which means that this respondent believes grammatical rules will have to be connected with writing and taught within the same environment. The overall trend of the graph indicates that students prefer to integrate grammar with writing as opposed to teaching it independently.

How many times does your learner review the functions of adjective and adverb categories of grammar, and syntactical concepts?



The donut chart shows that these grammar topics, functions of adjectives and adverbs as well as syntactical concepts are reviewed by the learners with a certain regularity. The chart is made up of 8 segments to represent different frequency categories, and each part constitutes an equal measure; therefore, there were 8 respondents. 12.5% of the total responses are therefore accounted for by one respondent from each category. The categories are “A couple of times per semester” “I do not know.”

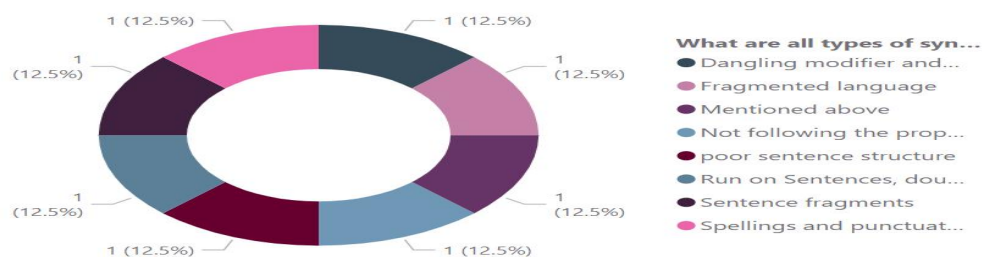
In your opinion, what's the most challenging part about using adjectives and adverbs in writing?



The pie chart shows the percentages of responses to this question, just like in Graph 1, each slice stands for one challenge, and all slices are equal, which means that there was a respondent out of 4 (correspondents constituted roundabout a graphical ratio. These include avoiding generalizations, Placement, the sequence of using modals by the students, and their order. Use them in place before acquiring this knowledge. For better chances and appropriateness, therefore, leading to its

application at an early stage. Since some of the challenges are identified with labels that have been cut off, one is unable to ascertain the full dimension of every category. However, an equal distribution implies that among this pool of respondents, there is no unique aspect in terms of adjectives, and the words used to describe it appear more like a diverse set without something sticking out as being the overarching challenge for these writers when using such parts sentence.

What are all types of syntactic mistakes committed by your learners?



The donut chart will provide a general impression of the major syntactic errors that students usually make, each piece belonging to a specific error type. The total number of participants is eight, and they are represented as eight slices, each representing one individual respondent. The categories that have been identified include: dangling modifiers and, fragmented language, as mentioned above, not following the proper, poor sentence structure, run-on sentences, double sentence fragments, and spelling and punctuate correctly. Other labels look shorter, making them partly blurred. However, all of the categories were reported by the same number of respondents, meaning that there is no specific error type that can prevail; instead, learners are represented as having a set of syntactic deficiencies. Such a distribution highlights the scope of challenges that face us in learning syntax.

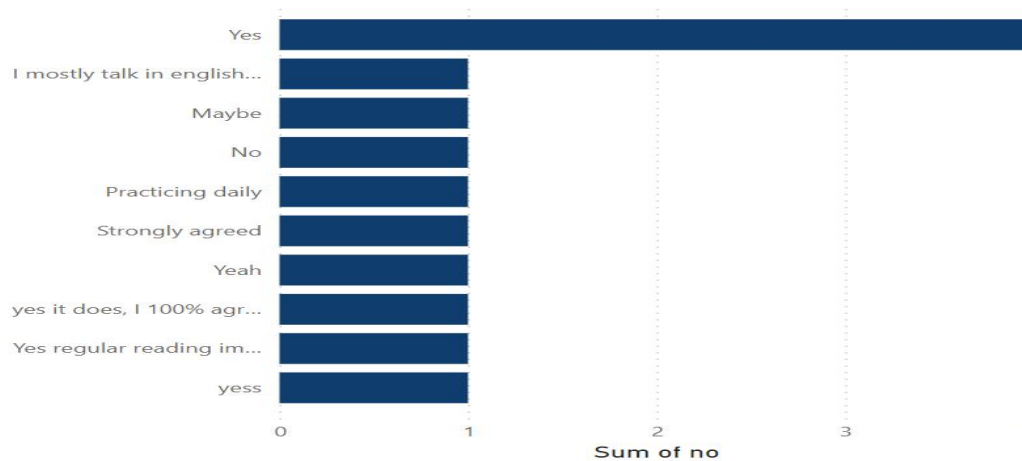
Why the rural learners are not consciously aware of sentence structure form and its function before using it proficiently?



The treemap chart that has been submitted visualises the possibilities of explaining why the learners in the rural locations might never realise consciously the intent of using sentences or the format of the sentences before using it effectively. The impression created by each box is that it shows how many responses or how heavily each factor should be evaluated, but since there are no additional numbers to confirm it, it is hard to believe this assumption. Reasons are as given by "Since they are not taught in a...", "it is because grab...", "I don't have the information...", and "N/A", as well as, it is since they lack practice and thus... They are conscious of sentence...", "They rely on rote learn...", and one comment that is either a question that one has failed to answer or something that was considered as an outlier: "Didn't hear the question?? Before...". The labels are cut short yet provide a range of reasons, including information absent, teaching that might not emphasize grammar, no practice, and rote learning, among others. All these are the reasons that make the sentence structure difficult to be learned by the rural learners.

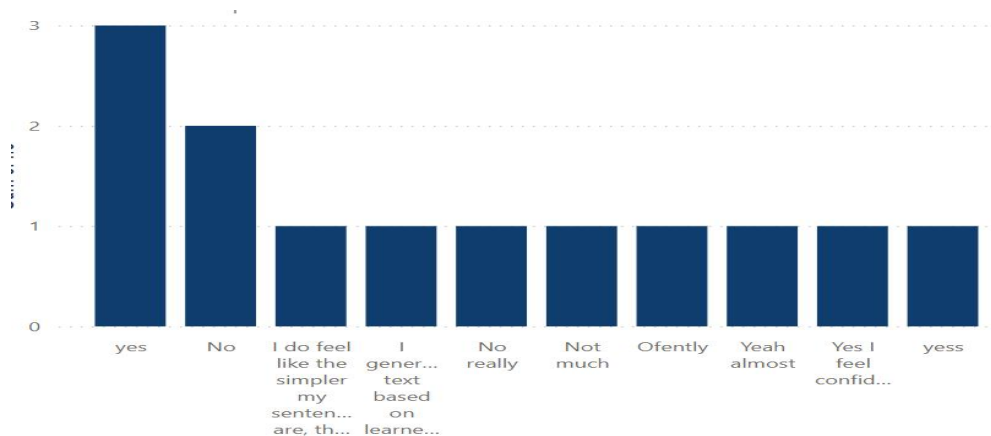
Student:

Do you believe that insufficient practice affects your proficiency in English?



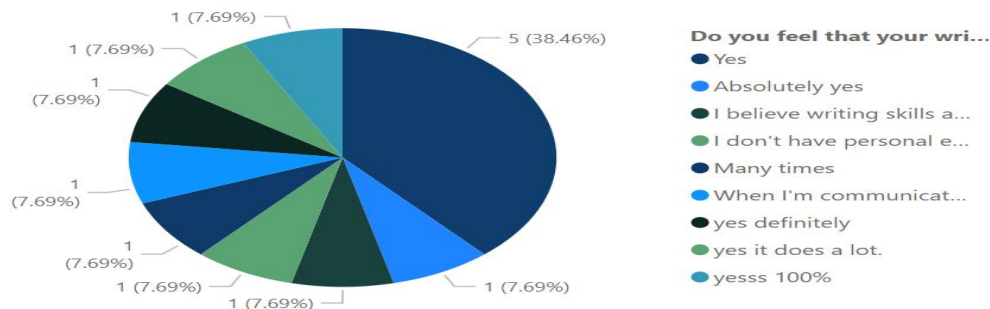
The horizontal bar graph seems to depict reactions from a survey question that pertains to the awareness of sentence structure and how it is used, but does not indicate what specific question was asked. The longest bar stands for the response “Yes”, which has been counted three times, meaning that a majority of respondents agree or confirm with the statement about this survey. “Strongly agreed”, “Yeah”, “yes”, and others as well as “Yes, regular reading indeed, I 100% agree. Also suggests that these people consider some of the identified attitudes or practices have a beneficial effect on awareness to how sentence works at large. The answer “Mostly in English...” could be indicating that regular English speaking is one of the factors influencing this awareness. So, there is one count for “No”, indicating the disagreement, and one for “Maybe”, showing uncertainty. On the one hand, when we say “ practicing daily,” it implies that constant practice is needed; on the other hand, however, whether this makes sense or not for the main question remains unclear. The responses are varied,s which helps in understanding the diversity of opinions regarding what factors determine sentence structure among rural learners.

Do you feel confident in using qualifiers, adjuncts, and complements appropriately in sentences?



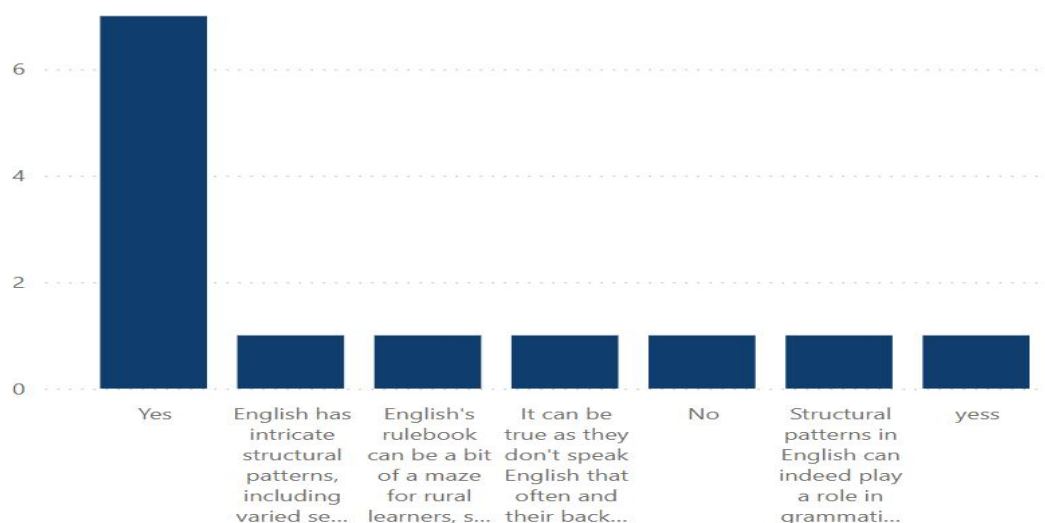
The chart represents the answers to the question Do you feel competent on how to utilize qualifiers, adjuncts, and complements in sentences?. In this case, the frequency of the category yes is the greatest, having three counts, which implies that most participants do not feel awkward using these elements of grammar. The cell of the category no gets two counts, which shows that a smaller proportion of the respondents do not have such confidence. The other four categories that contain a single count portray an isolated view or specific scenarios, where individuals are assured(or not) and in which they are placed. Some are used as an indication of a conditional degree of confidence or a more complex attitude, e.g., I do like the simpler my sentence, whereas others, e.g., No really and Not much, produce an extremely negative key. The term oftently (possibly a misspelling of often) conveys the idea that it was used often; this is not explicitly stated, nor is the idea that the person is confident. The character wide nature of these responses indicates that there was a wide variety of personal evaluations of the ability to use qualifiers, adjuncts, and compliments by the participants.

Do you feel that your writing skills impact your academic success at the college level?



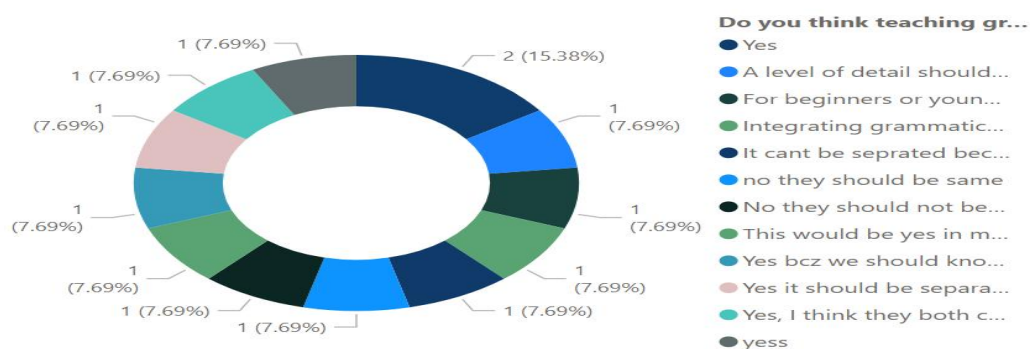
This pie chart shows the answers to the question “Do you feel that your writing skills affect your academic success at college?” The majority of respondents believe in 38.46% that their own mastery contributes into making them successful, academically speaking as well. 7.69% of the pie is occupied by one respondent, each representing all other responses. Such responses exhibit different levels of affirmation, from “Absolutely yes” and “yes 100%” to more qualified or uncertain ones like the latter two. “I don’t have personal...” is a response that indicates there may be no experience or general uncertainty about the meaning of writing skills. In general, the chart reveals that almost all respondents recognize a strong connection between writing skills and academic achievement, but their confidence in qualifying such a relationship varies.

Do you think structural patterns in English contribute to grammatical errors in the writings of rural learners?



The bar graph shows responses to the question in a survey titled – “Do you believe grammatical rules should be taught separately from writing skills when teaching English?”. It can be seen that most respondents agree with it, as their answers are stacked into one very tall piece of column. the other answers, each being a SINGLE count give different reasons or points of view that may make sense for such separation. These comprise of remarks about English grammar’s complexity “English has complicated structural patterns,” “Englishers rulebook can be really a maze” and comments on the learners background as well as their familiarity with English Further, one respondent supports integration instead of separation with “ Structural patterns in English can indeed play a role in grammatical - yess ”. Apart from that overall the graph clearly indicates prevalence of being on side for separating writing skills and traditional grammar instruction simply based on multiple reasons.

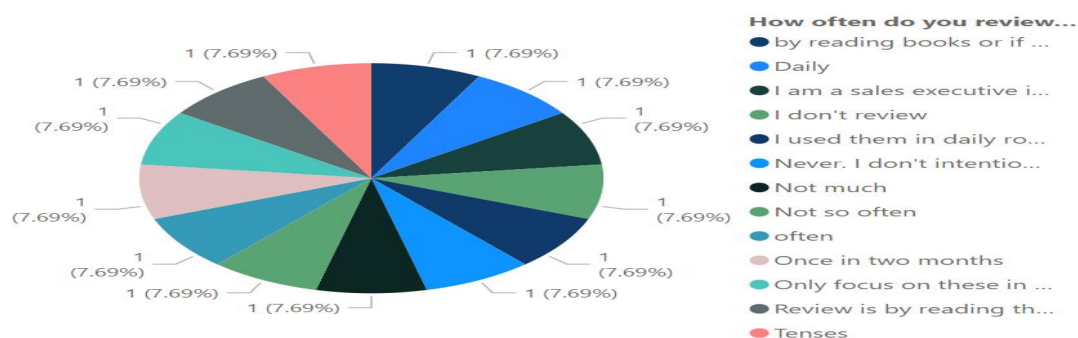
Do you think teaching grammatical rules should be separate from teaching English writing skills? Please explain your reasoning.



The donut graph presents a visual display of an answer to the question: Do you believe that teaching grammatical rules should be independent of teaching English writing skills? The large range of opinions is observed by the diagram, where the greatest part (15.38 percent, or two out of thirteen answers) replies Yes. Other stands are presented in the form of direct statements, since one respondent made each statement and refers to one stand, e.g. A level of detail should not always separate grammar instruction and writing instruction, For beginners or young students it can be beneficial to separate grammatical instruction and writing instruction, Integrating grammatical instruction with writing instruction is often practicable, Grammatic instruction cannot always be separated form writing instruction, No they should be the

same, No they should not be separate, This would be yes in most cases, yes, because one must know grammar before writing, yes it should be Such attitudes depict different beliefs as to whether grammar ought to remain a subjective practice on its own, or be intertwined with writing skills where certain respondents propose that separation or integration must be desirable under particular circumstances. Although they tend slightly toward separation, the responses do admit that context and the degree of detail are also important aspects.

How often do you review and practice the grammatical functions of adjectives and adverbs?



The related pie diagram demonstrates the proportions of answers to the question: How frequently do you read and perform the grammatical functions of adjectives and adverbs was answered. One slice is the equivalent of one reply, and that is 7.69 % of the total of population, and that is 13 respondents. The responses can be from “Daily” to “Once in two months” and “Not so often”, with some of them saying “I don't review or Never”, “I did not mean to...” The answer, I am a sales executive i, means that the occupational situation does not require such review, and “I used them in my daily routine” means it is not so systematic study. The entry “Tenses” can indicate the emphasis on another aspect of grammar. All in all, the chart showed the wide range of practices in terms of review frequency, ranging between day to day review and never using these functions.

How often do you write in English, both in academic settings and personally?



The treemap chart demonstrates the answers to the following question: How frequently do you write in English, both in school and outside school? Individual squares are probably a representation of either numbers or proportions allocated to the scoring of both response types. Answers were ranged on a continuum of generalizations like “50 70 percent”, “About once a day”, “All the time”, and “Very often” to the more quantificationally precise “Probably; 9 out of ten.” Some of the respondents explain the situation in detail or demonstrate a certain level of confidence, e.g., “I am good at writing in English...” Others suggest practice rarely, or not at all, such as, I don't even... and I occasionally write. The color code by itself does not have a legend; however, this, in effect, may serve to distinguish personal over academic writing, or merely apply to various answer categories. The chart generally presents a great level of writing practices among the respondents, having some of them writing in English quite often and others putting little effort.

So, Learners in the country often consider grammar as something they cannot do without in the process of their writing. Nevertheless, they have many problems in using such grammatical constructions like adjuncts, complements, and qualifiers in their texts. According to experimental findings, when systematically taught grammar is combined with intensive writing practice, the effect on accuracy of grammar as well as overall writing ability is significant. Of the instructional methods made available to these learners, the technologies that are viewed themselves the most effective by the rural learners as well as their pedagogues are the direct modelling of the grammatical

patterns and purposeful and practice-based.

Conclusion

This paper focused on investigating the impact of integrating grammar teaching and writing activities to determine how the writing level of rural students will be enhanced. The results have shown that the integration of grammar instruction in writing activities significantly improves the capacity of learners to apply structures and grammatically competent constructions. This method is especially helpful to the rural learners since they can learn to use the grammatical strategies contextually to enhance their knowledge and understanding of the grammatical constructs.

The study, however, found out the hardships that rural learners are exposed to. There is not much access to the English-speaking literature, few chances to write, and personalised feedback are lacking, which blocks the progress of their grammatical precision. These barriers highlight the need to teach with special instructional methods in mind that relate to rural learners, including those who have limited contact with the English-speaking world and written words.

This discussion showed that learners in the rural setting mostly preferred a more writing style method of teaching grammar, despite some of them expressing the inability to learn such more advanced grammatical formations as adjuncts and complements. The findings provide an illustration that though the combination of grammar and writing education is one of the most effective pedagogical strategies, educators must provide learners with sufficient practice and feedback opportunities, through which they will manage to overcome their difficulties concerning complicated grammar.

To conclude, the paper has proved the importance of teaching methods that offer a combination of both grammar and writing activities without being rigid and inflexible in their application. The educators should also have capabilities and tools that will enable them to deal with the unique situations of the rural learners, therefore, developing their grammatical skills and their overall writing ability. Preventing an extreme approach toward teaching grammar and writing, teachers will be able to help students to succeed at school, as well as improve their linguistic knowledge.

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