

العلاقة بين إتقان قواعد اللغة وجودة التعبير الكتابي لدى طلاب الصف الحادي عشر في سلطنة عمان

The Relationship Between Grammar Mastery and the Quality of Expressive Writing Among Eleventh-Grade Students in the Sultanate of Oman

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المخلص:

تهدف هذه الدراسة إلى استكشاف العلاقة بين إتقان قواعد اللغة وجودة الكتابة التعبيرية لدى طلاب الصف الحادي عشر في سلطنة عمان. تعد القواعد اللغوية من العناصر الأساسية التي تؤثر بشكل كبير على قدرة الطلاب على التعبير عن أفكارهم بوضوح ودقة. تم استخدام منهجية تحليلية تتضمن جمع بيانات من عينة من الطلاب من خلال اختبارات تحصيل القواعد وتقييم الكتابات التعبيرية. وقد أظهرت النتائج أن هناك علاقة إيجابية بين إتقان قواعد اللغة وجودة الكتابة، حيث كان الطلاب الذين حققوا درجات أعلى في اختبارات القواعد يميلون إلى إنتاج نصوص تعبيرية ذات جودة أعلى. كما تم تحديد بعض العوامل المؤثرة الأخرى مثل مستوى الممارسة الكتابية والدعم التعليمي المقدم. وتوصي الدراسة بزيادة التركيز على تعليم قواعد اللغة كجزء من المناهج الدراسية، وتوفير فرص أكبر للطلاب لتحسين مهاراتهم في الكتابة التعبيرية، مما يساهم في تعزيز مستوى الأداء التحصيلي لديهم.

الكلمات المفتاحية: إتقان قواعد اللغة، جودة الكتابة، التعبير الكتابي، الصف الحادي عشر، سلطنة عمان

Abstract:

This study aimed to explore the relationship between grammar mastery and the quality of expressive writing among eleventh-grade students in the Sultanate of Oman. Grammar is a fundamental element that significantly influences students' ability to express their thoughts clearly and accurately. An analytical methodology was employed, involving data collection from a sample of students through grammar proficiency tests and evaluations of their expressive writings. The findings revealed a positive correlation between grammar mastery and writing quality, as students who scored higher in grammar tests tended to produce higher-quality expressive texts. Other influencing factors, such as the level of writing practice and the educational support provided, were also identified. The study recommends increasing the focus on grammar instruction as part of the curriculum and providing greater opportunities for students to enhance their expressive writing skills, contributing to improved academic performance.

Keywords: Grammar mastery, writing quality, expressive writing, eleventh grade, Sultanate of Oman.

1. Introduction

Expressive writing is a fundamental skill that students must master at all educational stages, as it reflects their ability to articulate their thoughts and opinions clearly and in an organized manner. In the educational context, Arabic grammar plays a crucial role in enhancing the quality of expressive writing by helping students construct grammatically, correct sentences and maintain a coherent linguistic style. According to research conducted by Hyland (2003), grammar mastery enhances writers' ability to communicate effectively, resulting in clearer and more persuasive texts.

In the Sultanate of Oman, students face various challenges in developing their writing skills, including a lack of practical training in applying grammar rules to expressive writing. Studies indicate that gaps in grammar proficiency can negatively impact writing quality (Fawzi, 2018). Therefore, understanding the relationship between grammar mastery and writing quality is essential for developing effective educational strategies.

This study is based on analyzing the relationship between grammar proficiency and writing quality among eleventh-grade students in Oman. By exploring how grammar mastery affects writing quality, the study aims to provide educational recommendations to improve students' writing skills.

Applying Social Learning Theory in Education:

Social Learning Theory can be applied in classrooms by designing instructional activities that encourage participation and interaction. For example, group discussions and collaborative writing exercises can be used to enhance students' language proficiency and quality of expression.

The relationship between language proficiency and quality of expression highlights the importance of focusing on developing students' language skills. By providing interactive learning environments, these skills can be improved, ultimately leading to enhance academic performance

among students in the Sultanate of Oman. Evidence suggests that investing in the development of language proficiency and expressive quality can contribute to achieving positive educational outcomes.

2. *Previous Studies:*

- **Al-Abri (2018)** – In his study titled *"The Impact of Grammar Instruction on Writing Performance of Eleventh-Grade Students,"* Al-Abri aimed to assess the effect of grammar instruction on writing performance. The study adopted a quasi-experimental approach, comparing two groups of students. Measurement tools included writing tests and questionnaires, with a sample of 100 students from different schools. The results showed that students who received intensive grammar instruction performed better in expressive writing. The study recommended integrating intensive grammar instruction into the curriculum to enhance writing skills.
- **Al-Khalili (2019)** – In her study *"The Effect of Using Grammar Teaching Strategies on Improving Creative Writing Among Secondary School Students,"* Al-Khalili explored the relationship between grammar teaching strategies and creative writing improvement. A qualitative approach was used by analyzing a sample of written works and applying surveys and focus groups. The sample consisted of 80 secondary school students. The study found a positive relationship between grammar teaching strategies and improved creative writing, recommending their wider application in classrooms.
- **Al-Rifai (2020)** – In his research *"The Relationship Between Grammar Achievement and Writing Quality Among Eleventh-Grade Students,"* Al-Rifai sought to analyze the relationship between grammar achievement levels and writing quality. The study used a quantitative data analysis approach, applying achievement tests and writing quality assessments to a sample of 120 eleventh-grade

students. The results indicated that grammar achievement significantly affects writing quality, highlighting the need to emphasize grammar teaching in curricula.

- **Al-Saidi (2021)** – In the study *"The Impact of Language Exercises on the Development of Students' Writing Skills,"* Al-Saidi aimed to evaluate the impact of language exercises on writing skills. An experimental approach was used with pre- and post-training writing tests. The sample included 60 secondary school students. The study confirmed the importance of language exercises in enhancing writing skills and recommended incorporating them as a core component of curricula.
- **Al-Kindi (2022)** – In his study *"Grammar Teaching Strategies and Their Impact on Expressive Writing Quality,"* Al-Kindi explored the impact of grammar teaching strategies on writing quality. A mixed-methods approach was adopted, using questionnaires and writing tests on a sample of 150 students from different schools. The results showed that effective grammar teaching strategies improve writing quality, recommending the development of innovative teaching strategies to enhance grammar instruction.
- **Al-Bakri (2019)** – In his study *"Grammar Teaching Methods and Their Impact on Expressive Writing,"* Al-Bakri examined the impact of various grammar teaching methods on expressive writing skills. The study adopted an experimental design, applying different teaching methods to a group of students. Measurement tools included writing tests and questionnaires, with a sample of 70 students across various educational stages. The findings emphasized the importance of effective teaching methods in enhancing writing skills and suggested updating curricula to incorporate effective instructional methods.

- **Al-Saleh (2020)** – In his research *"The Relationship Between Grammar Mastery and Writing Quality Among University Students,"* Al-Saleh analyzed the correlation between grammar mastery and writing quality among university students. A quantitative methodology was employed, collecting data through questionnaires and achievement tests on a sample of 150 students from various academic disciplines. The results indicated a strong relationship between grammar mastery and writing quality, emphasizing the importance of grammar proficiency in improving students' writing. The study recommended focusing on grammar instruction in academic programs to enhance writing skills.

The available literature confirms the strong relationship between grammar mastery and the quality of expressive writing. Studies from Oman, the Arab world, and beyond highlight the importance of focusing on grammar instruction as a fundamental part of developing students' writing skills.

3. Research Methodology:

Methodology is an essential part of any research study, as it determines the methods and procedures used to collect and analyze data. In this research, titled *"The Relationship between Grammar Mastery and the Quality of Expressive Writing Among Eleventh-Grade Students in the Sultanate of Oman,"* a comprehensive methodology has been followed to achieve the study's objectives accurately and objectively.

3.1 Method and Procedures:

A descriptive research design was adopted, aiming to explore the relationship between two main variables: grammar mastery and expressive writing quality. This design allows for the *collection* of both quantitative and qualitative data, providing an in-depth understanding of the research topic.

3.2 Study Sample:

A representative sample of 100 eleventh-grade students was selected from Masoud Bin Ramadan Post-Basic School (Secondary) in North Al Batinah Governorate, Sultanate of Oman. A random sampling technique was used to ensure representation of all students regardless of their educational or social backgrounds. The sample was *divided* into two groups:

1. A high-achievement group in grammar.
2. A low-achievement group based on students' continuous assessment records in teacher records.

This division allows for a comparative analysis of the impact of grammar proficiency on the quality of expressive writing.

3.3. Data Collection Tools:

The following tools were used to collect data:

- **Grammar Achievement Test:** A test was designed to measure students' proficiency in Arabic grammar, consisting of multiple-choice and essay questions. The test included 30 questions covering various aspects of grammar.
- **Expressive Writing Assessment:** Students' expressive texts on specific topics were collected and evaluated using a standardized rubric that included criteria such as clarity, organization, and style.

4. *Research Procedures:*

1. **Data Collection:** The tests were conducted in a structured educational environment, where students were given sufficient time to complete the grammar test. Afterward, they were asked to write an expressive text within a set time frame.

2. **Data Analysis:** Data were analyzed using SPSS statistical software. Correlation analysis was conducted to determine the relationship between grammar achievement scores and writing quality. Descriptive analysis was also used to provide additional insights into students' performance.

5. **Reliability and Validity:**

To enhance the credibility of the research, several strategies were employed:

- **Validity Testing:** A pilot test was conducted before the main study to refine the questions and ensure their quality.
- **Reliability Verification:** Cronbach's Alpha coefficient was calculated for the grammar test, yielding a value of 0.85, indicating a high level of reliability.

6. **Research Ethics:**

Ethical principles were upheld throughout all stages of the research. Prior consent was obtained from parents and students before data collection, and confidentiality of the information was maintained, ensuring its use solely for research purposes.

The adopted methodology is based on scientific principles aimed at achieving reliable and accurate results. Through the use of appropriate tools and a representative sample, the research aspires to provide valuable insights into the relationship between grammar proficiency and the quality of expressive writing among eleventh-grade students in the Sultanate of Oman.

7. **Research Results:**

The study results are a crucial component that present the evidence and data collected during the research. This study analyzed the relationship

between grammar proficiency and expressive writing quality among eleventh-grade students in Oman. The results are presented in detail, focusing on key studied dimensions.

7.1 Grammar Achievement Test Results

Table 1: Grammar Achievement Test Results

Evaluation Level	Score Range	Percentage of Students	Evaluation Criteria
High	80% and above	25%	High level of clarity, organization, style.
Moderate	60% – 79%	50%	Moderate level of clarity, organization.
Low	Below 60%	25%	Low level of clarity, organization, style.

- **Overall Average:** The general average of students' scores was 72%, indicating a good level of grammar proficiency.
- **Distribution:** The results showed that 30% of students scored between 85% and 100%, while 40% scored between 70% and 84%. Meanwhile, 30% scored below 70%.

7.2 Expressive Writing Evaluation Results:

Table 2: Expressive Writing Evaluation Results

Evaluation Level	Score Range	Percentage of Students	Evaluation Criteria
High	80% and above	25%	High level of clarity, organization, style.
Moderate	60% – 79%	50%	Moderate level of clarity, organization.

Evaluation Level	Score Range	Percentage of Students	Evaluation Criteria
Low	Below 60%	25%	Low level of clarity, organization, style.

- **Overall Quality Average:** The general average for writing quality was 68%, with notable variation across groups.
- **Distribution:** 25% of students achieved high ratings (80% and above), 50% received moderate ratings (60% to 79%), and 25% received low ratings (below 60%).

7.3 Analysis of the Relationship between Grammar Proficiency and Writing Quality:

Pearson correlation analysis was used to examine the relationship between grammar achievement and writing quality. The results revealed the following:

- **Positive Correlation:** There was a strong positive correlation between grammar proficiency and writing quality ($r = 0.75$, $p < 0.01$), indicating that students who scored higher in grammar tests received higher evaluations in expressive writing.

Table 3: Correlation Analysis between Grammar Proficiency and Writing Quality

Statistical Analysis	Value	Significance Level	Interpretation
Pearson Correlation	0.75	$p < 0.01$	Strong positive correlation between the two variables.
Coefficient of Determination (R^2)	0.56	–	56% of the variance in writing quality is explained by grammar proficiency.

The results indicate that students proficient in grammar tend to achieve higher levels of writing quality.

- **Regression Analysis:** A simple regression analysis was conducted to determine the extent to which grammar proficiency explains variance in writing quality. The results showed that grammar proficiency accounts for 56% of the variance in writing quality.

7.4 Results of Difference Analysis:

A T-test was conducted to determine differences between the two student groups (high-achieving and low-achieving in grammar):

- **Differences in Writing Quality:** The results indicated statistically significant differences ($p < 0.05$) between the two groups. The high-achievement group in grammar scored an average writing quality of 80%, while the low-achievement group scored an average of 55%.

Table 4: T-test Analysis Results

Study Groups	Average Writing Quality	Significance Level	Interpretation
High Grammar Achievement	80%	$p < 0.05$	Significant difference in writing quality between groups.
Low Grammar Achievement	55%		
Difference Between Groups	25%		A significant gap confirms the impact of grammar proficiency on writing quality.

The study confirms that grammar mastery significantly influences students' expressive writing quality. The results support the need for enhancing grammar instruction as an integral part of the curriculum.

8. Qualitative Analysis:

In addition to quantitative data, some expressive writings were analyzed qualitatively. The analysis revealed the following insights:

- **Quality of Ideas:**

- Writings that achieved high scores contained well-organized and clear ideas, with effective use of grammar.

- **Common Errors:**

- Writings with lower evaluations contained numerous grammatical errors, which affected the clarity of the presented ideas.

The results of this study confirm a strong positive relationship between grammar proficiency and the quality of expressive writing among eleventh-grade students in the Sultanate of Oman. The results highlight the importance of grammar instruction as an essential part of developing writing skills. The study calls for practical steps to improve grammar teaching and enhance students' writing skills.

6. Recommendations and Suggestions:

Based on the study's results regarding the relationship between grammar proficiency and expressive writing quality among eleventh-grade students in the Sultanate of Oman, several recommendations and suggestions are proposed to enhance grammar teaching and writing skills. These recommendations include:

6.1 Curriculum Development:

- **Integrating Grammar into Curricula:**

- School curricula should include focused lessons on Arabic grammar, emphasizing its application in expressive writing rather than teaching it as a separate subject.

- **Updating Educational Content:**

- Educational content should be regularly updated to align with students' needs and modern requirements, making learning more engaging and effective.

6.2 Enhancing Teaching Methods:

- **Using Diverse Teaching Approaches:**

- Teachers should adopt various teaching methods, such as active learning, group participation, and project-based learning, to reinforce students' understanding of grammar and improve their writing skills.

- **Providing Continuous Teacher Training:**

- Regular training programs should be offered to teachers to enhance their skills in teaching grammar and writing effectively, based on research-driven strategies.

6.3 Providing Individual Support:

- **Remedial Programs for Students:**

- Special support programs should be established for students struggling with grammar or writing, such as tutoring sessions or writing workshops.

- **Continuous Feedback:**

- Teachers should provide timely and precise feedback to students regarding their writing, helping them learn from mistakes and improve their performance.

6.4 Encouraging Writing Practice:

- **Increasing Writing Opportunities:**

- More opportunities should be provided for students to practice writing, such as writing essays, stories, or reports, to enhance their writing skills.

- **Organizing Writing Competitions:**

- Writing competitions can be organized to encourage students to write and express their ideas, boosting their confidence in their writing abilities.

6.5 Utilizing Technology:

- **Leveraging Technological Resources:**

- Technology and digital resources should be utilized to support grammar and writing instruction, such as educational applications and websites that offer interactive exercises.

- **Creating Online Platforms:**

- Online platforms should be established to facilitate communication between students and teachers, allowing them to exchange ideas and texts, making the learning process more interactive and efficient.

Conclusion:

Improving writing skills and grammar instruction requires joint efforts from teachers, administrators, and students. By implementing these recommendations, the quality of students' expressive writing can be enhanced, contributing to their academic and social development.

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