



Using Different Syntactical Structures for Developing Primary School Students' Linguistic Competence

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Abstract

The Main purpose of this Research is trying to solve problems that students may face when they learn new different syntactical structures in creative ways, it explores the impact of syntactical structures on the linguistic development of primary school students and enhances their proficiency including grammar. After we applied the necessary strategies to overcome the difficulties that students faced in the pre-test, such as using the correct tenses, writing sentences in the correct order, and using appropriate punctuation marks, we conducted a post-test to measure the extent of their development and improvement. The students showed better efficiency in writing coherent paragraphs and using grammatical rules and punctuation marks correctly in the post-test. Higher scores in the post-test indicate a general improvement in the average academic performance of students and thus the effectiveness of these strategies and games used.

Key Words: syntactical structures, primary school students, linguistic competence

1. Introduction

This research explores the grammatical structures and their impact on the field of primary education by developing the language proficiency of students. It also examines various grammatical arrangements and seeks to provide valuable insights into the pedagogical approach for the development of language skills in primary education. Syntactical awareness is the secret element to open the gate to allow students to express their own ideas.

Grammatical awareness is crucial for young learners as they begin their language and communication journey. It involves understanding speech parts, sentence structure, word order, and punctuation. Nurturing grammatical awareness in both the 5th and 6th primary stages prepares children for strong literacy skills, enabling them to express themselves confidently and effectively. A solid grasp of grammar also sets the stage for language proficiency and comprehension, paving the way for continued academic and personal growth. David Crystal, "In Word and Deed," TES Teacher, April 30, 2004.

In order to increase students' syntactical awareness, we will use some effective strategies, such as:

Error analysis strategy

Error analysis is an activity to reveal errors found in writing and speaking, the error analysis is the study of errors made by the second and foreign language learners.

Error analysis may be carried out in order to:

(a) find out how well a student knows a language,

(b) find out how a student learns a language, and

(c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

After implementing this strategy, the student becomes capable of quickly rectifying errors and develops speaking and writing skills. Error analysis and the EFL classroom teaching XIE Fang, JIANG Xue-mei (College of Foreign Languages, Liaoning Normal University, Dalian Liaoning 116029, China

Story construction Strategy

Overall, stories serve as dynamic and engaging vehicles for grammar instruction, enabling students to develop linguistic competence in a holistic and immersive way. By integrating stories into grammar lessons, educators create rich learning experiences that promote language acquisition, critical thinking, and creativity.

2. The Theoretical Framework

Primary school students :

Primary school students must have attained 6 years of age by 1 September in the year of admission. Children who have not yet attained the age of compulsory schooling may be admitted earlier if they are sufficiently mature and have the required social skills for

attending compulsory schooling free of charge. Parents begin enrolling their children after they reach the age of six in primary schools and after they finish nursery stage, In the primary education stage, students learn the basic cognitive skills necessary for their age, such as the initial skills in reading, writing, Math, and drawing. One of the most important stages of education is this stage, as it builds on all subsequent stages, such as the middle and secondary education stages and the university education stage, this educational stage is usually free and is a right for all students in the country in which they live. Students at this age can correct information more easily than in the following stages. We chose the fifth stage and the sixth stage because of their ability to understand well and correct errors in the knowledge they acquired in the pre-fifth stages, because there is a degree of difficulty in correcting errors that are present in the memory of students at older ages (M.J. Gaertner, 2010).

Characteristics of 5th and 6th primary stages :

For a language programme to be successful in improving communication, it is imperative that we have an excellent grasp of the children we are working with. The behaviour that might be anticipated as a child grows in terms of understanding language and other aspects are discussed below. It is important to keep in mind that children develop at varying rates and in various ways. Any broad description of behaviour must therefore be adjusted to take into account the unique needs of the students in your classroom.

- Students' thinking becomes more logical and they are more capable to understand difficult concepts in the fifth and sixth primary stages.

- Young children learn through play :

Primary students are masters of play. One of the most important indicators of a species' intelligence is the behaviour of its young (Ackerman, 1999).

Play is the best teaching tool available, and primary pupils naturally want to use it to the fullest extent possible. They are at the age when learning capacity and brain development are at their peak. It should not be shocking that children would prefer to perform and participate than to merely listen. It's a characteristic of their layout. Young children can rehearse important skills including complex decision-making, leadership, and executive functioning in the context of play. These skills are harder to practise in more structured settings. In turn, this promotes "having of wonderful ideas."

- Young children explore the world with wonder.

Students are full of wonder as they explore the world. Few of us take the time to consider why nature is the way it is, with the exception of infants (who lack the knowledge to avoid asking the crucial questions). I have personally encountered certain children who have curiosity about things like the appearance of a black hole, the tiniest particle of matter, the reason why our memory of the past rather than the future, the mechanism behind the seeming order in the cosmos, and how chaos once existed (Carl Sagan, 2018).

- Mental development generally continues to grow rapidly.
- The student is interested in study materials and loves books and stories.
- At the end of this stage, the child is observed engaging in reading, especially in his free time.
- It is noted here the importance of learning through activity and practice.
- Attention must be paid to collection at this stage.
- Thinking grows from live thinking towards abstract thinking, i.e. verbal thinking, just thinking about the meanings of words. At the end of this stage, it is noted that the child is critical of others and sensitive to their criticism.
- Imagination grows from illusion to realism, creativity and synthesis and the child's interest in reality and truth grows.

Elementary Students' Problems in learning English :

Many kinds of learning difficulties that students face in the classroom, especially in elementary school. At various phases of their schooling, most students encounter a great deal of difficulty when writing in English. These main issues fall into the categories of pedagogical, psychological, cognitive, and linguistic issues. Grammar rules are frequently misused by school-age students, leading to a multitude of writing issues. Insufficient comprehension of grammatical rules impacts the efficacy of learners' written work. Students at different academic levels embrace one other through these kinds of

writing challenges. Students can effectively negotiate their educational needs by using well-written and grammatically correct English. Elementary school students have a variety of difficulties when writing in English. In their exams and in-class assessments, they consistently make grammatical errors. This makes it difficult for them to write well and enable them to do well on tests. Novariana, Sumardi, and Tarjana (2018) in their argument discuss the same problems they see with students who are writing in a second language. Grammar and syntactical errors made by students. May be clearly seen in the class through the writing they have done at different levels. The most common errors pupils make in their writing are also related to sentence construction. For elementary-level pupils writing in a second language, choosing the right words to utilise in their writing appears to be somewhat challenging. Most students struggle to use appropriate terms in their writing because they have a restricted vocabulary, which hinders their ability to write well in academic settings. In academic writing, punctuation is considered to be extremely important, according to Abdul Karim (2014). Punctuation is thought to play a very important function in helping readers understand what is written. Before the start of any significant term, topic, or even heading, capital letters are employed. However, elementary school students struggle to capitalise words correctly. Spelling is regarded as being crucial to both writing and reading. Numerous academics claim that spelling exercises are beneficial for teaching

young children how to read and write correctly. Spelling errors are also thought to be significant obstacles to pupils learning writing abilities, especially in school.

The linguistic Competence of the Primary school students and what's meant by linguistic competence :

Language proficiency can be defined as the ability to use language accurately and appropriately in its oral and written forms in a variety of settings (Cloud, Genesee, & Hamayan, 2000).

Kern (2000) developed a broad conceptual framework for understanding language proficiency that includes three dimensions of academic literacy : linguistic, cognitive, and sociocultural.

Phillips & Tan (2004) defined it as the system of rules that governs an individual's tacit understanding of what is acceptable and What is not acceptable in the language.

The language skills of elementary school students can differ due to factors like age, language exposure, educational setting, and individual capabilities. Within a primary school, each student progresses at their own pace, leading to variations in linguistic competency. Teachers have a crucial role in aiding and nurturing their students' language development by providing suitable instruction, opportunities for practice, and constructive feedback.

Primary school students enhance and develop their linguistic abilities across multiple domains :

1. Vocabulary : Young learners at the primary level progressively broaden their vocabulary by acquiring unfamiliar words and comprehending their definitions. They acquire new vocabulary through activities such as reading, listening, and participating in discussions. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development (Cunningham and Stanovich, 1998). Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts.

Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students.

2. Grammar, at its most basic level, is a set of rules about the types of words we use and what they do. It also tells us how words work together in sentences (Primary Grammar,2024)

Introducing primary students to basic grammar components like nouns, , adjectives, and adverbs. Using everyday examples to make these concepts relatable.

Implementing charts, flashcards, and colourful diagrams to visually represent grammar rules since this is helpful for better retention and understanding (How to Teach Grammar to Primary Students , 2023)

3. Reading : In primary education, children must develop core knowledge of the following reading skills :

Reading comprehension – understanding the meaning of a written text

Listening comprehension / phonemic awareness – being able to identify phonemes

Vocabulary – words that children recognize and understand

Phonics – matching sounds to letters or words

Fluency – general ability to read (including easily recognizing sight words). (Primary Reading ,2024)

4. Writing :

Primary stage students should possess the following essential writing skills :

- Handwriting : They should develop legible and consistent handwriting, ensuring that their letters are formed correctly and aligned properly.
- Spelling : They should demonstrate proficiency in spelling common words and employ strategies such as phonics and word patterns to spell unfamiliar words.
- Grammar and Punctuation : They should apply basic grammar rules, such as subject–verb agreement and proper use of punctuation marks, to enhance the clarity and coherence of their writing .

- Sentence Structure : They should construct sentences with a variety of lengths and structures, including simple, compound, and complex sentences.
 - Organization : They should organize their ideas logically, using paragraphs or sections to separate different thoughts or topics.
 - Clarity and Coherence : They should strive for clear and coherent writing, ensuring that their ideas are expressed in a logical and understandable manner.
 - Creativity : They should be encouraged to express their thoughts imaginatively and creatively, using descriptive language and engaging storytelling techniques.
5. Listening : Students enhance their ability to comprehend spoken language, comprehend and follow instructions, and process information conveyed orally. They acquire the skill to identify key concepts, specific details, and the overall context through various listening exercises.
6. Speaking : Primary school students enhance their oral communication capabilities by actively participating in conversations, engaging in classroom discussions, and delivering presentations. They acquire the proficiency to articulate their thoughts clearly, employ appropriate language, and effectively convey their ideas and thoughts to others.

Definition of syntactical structures :

In English grammar, sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical function or meaning of a sentence is dependent on this structural organization, which is also called syntax or syntactic structure. (Richard Nordquist)

They dictate how elements combine to form grammatically and meaningful sentences, it governs the way components of sentences are organised and connected ensuring that the sentence meaning is clear and coherent .

They are fundamental building blocks of language syntax , they are integral to language learning and acquisition .

According to (Turnbull & justice ,2011, 8) ,children learn the rules of how words are organized into sentences l utterances (syntax) from their home oral language system .

Syntactic knowledge can serve as more efficient problem – solving strategy than decoding . (purcell– Gates, 1988, 9)

Teachers can provide exposure to syntactic structures in order to develop flexibility of language, aiding in the reading and writing of text, children on the primary stage develop understanding of syntax very early on that can be used in talking, reading, and writing. (clay, 2004, 20)

Grasping it allows learners to elevate their English skills and achieve improved skills, they are not static but they across language and contexts .

Quote that illustrate the importance of words & syntactic structures :

“Words have complex meanings precisely because neither words nor their meanings are entirely linguistic objects, but Rather the bastard offspring of language and the Real or imagined world ; it is the union of spare linguistic Resources with the vastness of the non linguistic universe that makes all words so rich from birth” (Aronoff , 2007, 813–814)

Using different syntactical structures :

Error analysis & Story construction

Using strategies in teaching is crucial because they help students engage with the material in ways that suit their individual learning styles and abilities. Not all students learn in the same way, so employing a variety of teaching strategies allows educators to cater to the diverse needs of their students. By doing so, teachers ensure that all students have the opportunity to comprehend and connect with the material effectively.

In this research, we will focus on two important strategies that will help teachers to be enthusiastic and dedicated in their teaching while simultaneously aiding students in understanding lessons smoothly and diligently. These strategies are error analysis and story construction.

Error analysis strategy:

First, students often make errors and mistakes in their writing, unable to construct a paragraph or even a simple or complex sentence correctly. By utilizing these mistakes and errors to correct them in front of students,

we can effectively enhance their language and writing skills. Therefore, Error Analysis is a strategy that benefits both teachers and students, making the teaching process more satisfying and productive.

In learning foreign or the second language, in this case English, we and even native speakers cannot avoid making mistake. (Brown, 1980, 164) states that making mistakes is a part of the process in human learning, as seen in the following quotation.

“Human learning is fundamentally a process that involves the making of mistakes. Mistakes, Misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information” (Brown, 1980, 164). The learners and teachers of language realize that errors in learning language always happen. This realization is very important to understand the process of the second language acquisition, as Jain says that “The realization that the second language learners’ errors are potentially important for the understanding of the processes of the second language acquisition” (1989, 189).

Relating to the errors in learning language, the theory of error analysis appears. Error analysis is used to know the process of language acquisition and also used to know the process of language mastery. Error analysis can be applied in any skills of learning language. (NURYANA, 2018, 129)

Error analysis is an activity to reveal errors found in writing and speaking, and it is the study of errors made by the second and foreign language learners. Error analysis may

be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis. (Sunardi Hasyim.2)

Applying this strategy was not an easy task, but with the help of some tools, games, and ideas to implement it, the process became easy and enjoyable. Examples of these tools or games are sentence scramble, punctuation stickers and parts of speech sorting.

First, “ Sentence Scramble ” is a simple game consisting of cards, each containing a word. By arranging these cards, they can form a complete sentence. In this strategy, we use this game in various ways. For instance, we may place the cards on the board to form a complete sentence with an error. Students are then given the opportunity to identify and correct the error. Alternatively, students can be divided into groups, with each group given a set of cards that can form a complete sentence. One group stands in front of the class, each student holding a card. The students may stand in a way that creates an error in the sentence. Again, students are invited to identify and correct the error or rearrange themselves to create a sentence without errors. Applying this game helps students to know the error of the sentence and correct it, and it helps them to know how to form a complete sentence and avoiding the common mistakes in writing and speaking.

Secondly, punctuation stickers are invaluable, especially for primary stage students who often struggle with correct punctuation. They frequently forget to include a full stop at the end of a sentence. As teachers, it's crucial to assist students in learning how to use punctuation accurately. Punctuation stickers provide an effective solution to engage students and help them consistently remember to use punctuation correctly when writing paragraphs or even simple sentences. Punctuation stickers, an engaging grammar activity, offer a fun approach to practicing the correct usage of punctuation in sentences. The activity begins with five sentences that lack punctuation. Each sentence is accompanied by stickers, each containing a punctuation mark. Students are tasked with identifying the errors in the sentences, which lack punctuation, and using the stickers to correct them by placing the appropriate punctuation marks in the correct positions within the sentence. This activity not only reinforces the importance of punctuation but also encourages students to actively engage in analysing and correcting sentences. Additionally, it provides a tactile and visual learning experience, making it particularly effective for primary stage students who may benefit from hands-on activities. Through this interactive exercise, students not only improve their understanding of punctuation rules but also develop their critical thinking and problem-solving skills. Moreover, the element of fun and participation enhances student motivation and enthusiasm for learning grammar.

Finally, parts of speech sorting, is an educational activity designed to help students practice identifying and categorizing words according to their parts of speech. In this game, students are typically presented with a set of words or sentences and are asked to sort them into categories representing different parts of speech, such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

In the end, after implementing these games, especially the strategy, students become capable of anticipating, identifying, and correcting errors. Consequently, their skills in both writing and speaking are enhanced. They are assisted in composing sentences and paragraphs correctly, forming coherent sentences, using punctuation marks appropriately, and distinguishing between parts of speech and using them correctly. Overall, through the application of these games and strategies, students not only improve their grammar and punctuation skills but also develop a deeper appreciation for the structure and mechanics of language. This foundation supports their academic success and prepares them for effective communication in various contexts.

Story construction strategy:

Story construction strategy refers to the process of planning and organizing a narrative in an effective way.

Story construction strategy is used in syntactical awareness to help students understand the structure and organization of sentences and paragraphs. By constructing

stories, students are able to see how words and phrases are put together to create meaning and convey information in an effective way. else, students learn to think critically about the relationships between words and how they can convey the overall message of a text. story construction help students to forming coherent and cohesive sentences and paragraphs by learning them writing skills. So , using story construction strategy in syntactical awareness can improve students' communication skills.

Story Grammar strategy is one of reading comprehension strategies of graphic organizer to Comprehend narrative texts. According to Dimino (1990), Story Grammar strategy is a framework to help the students in analysing the main characters, setting, problems, events, solution, and assist students to outline a Story. By using Story Grammar, the important information can be comprehended. Story Grammar is a guide to help the students as they read the text. Story Grammar allows the students To comprehend the story easier. As Schmitt (1986) stated that Story Grammar strategy is a reading Comprehension strategy in improving the students' interactions to find out the important information of the Story by using an organizational framework. In addition, Story Grammar can be used as a foundation to answer the questions related to the story (Dimino et. Al, 1990, 21)

How are Students after and before story construction strategy?

Before engaging in story construction, students may demonstrate different levels of

grammatical and syntactical awareness. Some characteristics include :

Limited Exposure to Diverse Sentence Structures : Students may be used to using a limited variety of sentence structures which leads to repetition and simplification of writing.

Difficulty with Complex Syntax : Students may struggle to construct complete, understandable sentences that convey their ideas effectively, Which ultimately results in uncoordinated or incomprehensible writing.

Limited Understanding of Sentence Functions : Students may find it difficult to understand the importance of different sentence structures to convey meaning and serving different functions in a narrative.

Inconsistent grammar and mechanics: students show errors in correct sentence writing and incorrect grammar arrangement , such as errors in punctuation, subject-verb agreement, or sentence structure.

After engaging in story construction, we often see an improvement in students' syntactical awareness and mastery.

Expanded of Sentence Structures :

Students are exposed to a range of sentence structures through story construction, which helps them develop a more varied and developmental writing style.

Through practice, students become more sophisticated at constructing complex sentences, which leads them to express their ideas more smoothly and coherently.

Improved Grammar and Mechanics : As students participate in story construction and

receive feedback on their writing, they become more attentive to grammar and mechanics, which leads to increased accuracy in their writing.

Overall, story construction serves as an important strategy to improve students' syntactical awareness, leading to development in their writing skills and overall literacy improvement.

Activity about the past continuous tense :

The aims of the activity :

An educational activity intended to help students guess the grammar in an easier way and know when to use it. Stories motivate students to imagine and think.

The steps of the activity :

Students are shown pictures of a story in the past continuous tense on the board and instructing students to focus on the story and its structure, and the tense used in it.

Reading the story with them, giving them two minutes, and saying, guess the tense used in the story (past, present, or future).

After two minutes, asking students to raise their hands and receiving their answers. At the end I say the right answer (the past continuous tense) and explain it in detail.

3.Methods of Research and the tools used

Activity 1 (The past continuous tense)

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Reading the story with them, giving them two minutes, and saying, guess the tense used in the story (past, present, or future).

After two minutes, asking students to raise their hands and receiving their answers.

At the end I say the right answer (the past continuous tense) and explain it in detail.

The evaluation of the activity:

Students are able to infer the tense structure used in the story.

Activity 2 (Adverbs)

The aims of the activity:

An educational activity helps students to guess and know the error in the sentence and correct it.

Then, I start to explain the lesson in details.

The steps of the activity:

I paste pictures of the sentences on the blackboard and ask the students if the sentence is correct or wrong, and they raise their hands, and if the sentence is wrong, correct it.

The evaluation of the activity:

It helps students think and focus on sentence formation and how to discover and correct errors.

Activity 3 (Parts of speech)

The aims of the activity:

An educational activity intended to help students to know what the parts of speech are.

The steps of the activity:

I ask students what the parts of speech are and receive their answers. Then, explain it in details. After that I divide the board into 4 parts for the noun, verb, adverb, and adjective.

Finally, I distribute to them papers containing different words, and tell them to classify them in their correct places.

The evaluation of the activity:

Students should be able to differentiate between parts of speech and know the location of each one.

Activity 4 (Prepositions of place)

The aims of the activity:

An educational activity intended to help students to differentiate between the prepositions of place by watching a video about it.

The steps of the activity:

I tell students that they will watch a video and guess what the title of the lesson is.

After watching the video and focusing on it, I review the prepositions of place with them and the video.

Then, I write many questions on the board and they answer it by raising their hands.

The evaluation of the activity:

Students are able to focus on the video and reach its main goal. Students know what the prepositions of place are and how to use it in describing the place of things.

Activity 5 (If conditional)

The aims of the activity:

An educational activity intended to help students guess the structure of the sentence by watching a video.

The steps of the activity:

Students are shown a video about if conditional and instructing them to focus in details.

After watching the video, they tell me the structure of if conditional.

Then, I explain the lesson in details and tell them when we use it.

The evaluation of the activity:

Students are able to guess the structure of the sentence that they watch in the video. Students know what the structure that is used in the video and know when they use this structure.

Error analysis is a methodical approach to studying and examining errors made by language learners. It aims to uncover patterns, identify causes, and understand the underlying issues contributing to these errors. This process involves analysing language production, including written and spoken language, to gain insights into the nature of errors, the factors influencing them, and their impact on language learning and communication

To apply this strategy effectively, various methods and games can be utilized in the classroom. One such method is the sentence scramble game, where students rearrange words to form correct sentences. By engaging in this activity, students not only identify errors but also learn how to structure sentences accurately.

Another useful technique is using punctuation stickers. This method involves providing students with stickers representing different punctuation marks, which they can place correctly in sentences. This hands-on approach helps students grasp the rules of punctuation and apply them accurately in their writing.

Furthermore, parts of speech sorting is a valuable game, particularly for fifth-grade students. In this activity, students categorize words into different parts of speech, such as nouns, verbs, adjectives, and adverbs. By doing so, students gain a deeper understanding of grammar concepts and learn to use parts of speech correctly in their writing and speaking.

In conclusion, error analysis combined with engaging activities like sentence scramble, punctuation stickers, and parts of speech sorting can significantly enhance language learning in the classroom. These strategies not only help students identify and correct errors but also improve their overall language proficiency and communication skills.

Interview with the Teacher:

- Teachers share some insights into the challenges students face when learning English at the 5th and 6th primary stages: At these stages, students often encounter several common challenges in learning English. As students progress, they are introduced to more complex grammar rules and structures. This can be overwhelming for some learners, leading to errors in

sentence construction and comprehension. Understanding and applying complex grammar rules can be challenging for students in the 5th and 6th grades. They may have difficulty with verb tenses, sentence structure, and word order. At this stage, students encounter more complex grammar structures, such as past perfect tense, passive voice, and conditional sentences. Understanding and using these structures correctly can be challenging. Pronouncing words can be a significant challenge. Students may feel self-conscious about making mistakes or have difficulty mimicking native speakers' intonation and rhyming ideas coherently. Using appropriate vocabulary and grammar and structuring sentences effectively requires practice and guidance. Learning English can be a challenge, especially if students don't see immediate practical applications or if they face difficulties in understanding certain concepts. Fear of making mistakes or being judged by their peers. This can inhibit their participation in classroom activities and oral communication.

Interview with students:

- Through our interviews with students, we learned about the reasons that make them suffer in learning the English language, especially the problems they face when writing or forming

sentences. This is due to their ignorance of whether a word is a verb, a noun, an adjective, or an adverb. This leads to incorrect formation, whether when writing a paragraph or a sentence. The lack of distinction between types of words is due to their inability to understand the words and their lack of linguistic knowledge; that is, they do not have sufficient vocabulary, and this makes it difficult for them to write the sentence despite the presence of distinct ideas they have. The problem is also due to a lack of understanding of the rules of grammar or neglecting to review them, which leads to the overlapping of tenses when writing and the inability to compose a correct sentence, which makes it difficult for them to describe what is going on in the student's mind when writing, as he cannot distinguish whether this tense is in the past continuous or the past simple. Therefore, one of the problems was the lack of distinction between the tenses used when writing.

We conducted a pre-test to measure the syntactical awareness of the students , It include sentence structure, parts of speech, word order, agreement, verb tense.

We took into account several important considerations, such as :

- Creating a variety of test items that target the chosen aspects of syntactical

awareness. It includes multiple-choice questions, fill-in-the-blank sentences, sentence corrections, short-answer questions.

- Developing test items at various difficulty levels to gauge students' understanding across a range of syntactical concepts.
- Ensuring that the test items align with the curriculum or specific learning objectives we are teaching
- Explaining clearly the instructions and expectations, and provide sufficient time for students to complete the test.

After the students finished the pre-test, we corrected it and took notes on most of the common mistakes that the students made in the test, to find appropriate strategies for teaching methods that suit the students' age and their level in the language as well.

After using and applying appropriate strategies, various activities and games, we designed a post-test that includes the same types of questions with a different level of questions between easy and difficult as in the pre-test. The purpose of a post-test is to measure the overall effectiveness of the strategies or training by evaluating learners' mastery of the subject matter. It serves as a tool for determining the extent to which learners have achieved the desired learning outcomes or objectives.

4. Results of Research

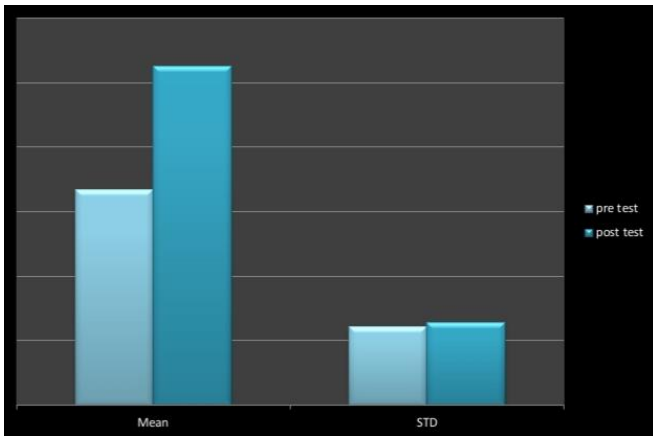


Figure (1): “Grade Graph: A Visual Insight into Student Success at grade 5”

	Mean	STD
Pre test	6.68	2.427618861
Post test	10.52	2.551470164

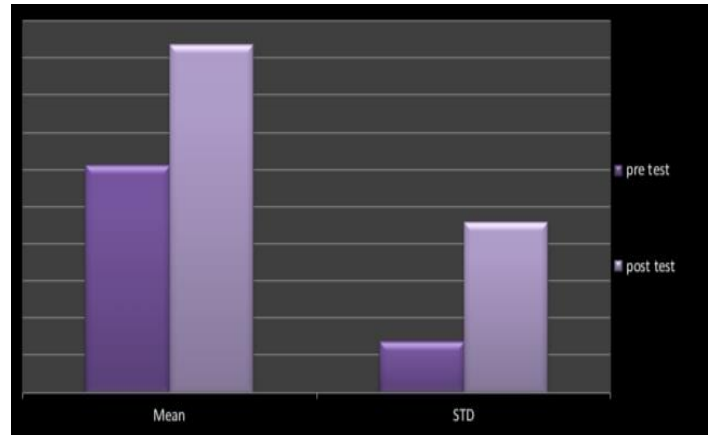


Figure (2): “Grade Graph: A Visual Insight into Student Success at grade 6”

	Mean	STD
Pre test	6.1	1
Post test	9.35	5

5. Interpretation of Results

Figure (1) illustrates the standard deviation and mean scores for both the pre-test and post-test, revealing a significant enhancement in students' academic capabilities. During the pre-test, students encountered challenges such as difficulties in constructing well-organized paragraphs and using proper punctuation. However, after implementing strategies like error analysis, story construction, and engaging games such as sentence scramble and punctuation stickers, students demonstrated improved proficiency in writing coherent paragraphs and utilizing punctuation correctly in the post-test.

The increase in the standard deviation reflects a broader range of scores, indicating a more varied performance among students following the implementation of these strategies. Moreover, the higher mean scores on the post-test signify an overall improvement in students' average academic performance.

The indicator on the chart corroborates these results, emphasizing the effectiveness of the strategies and games used in conjunction. These instructional methods were thoughtfully crafted to target specific learning objectives and tailored to meet the unique needs of the students. Through the integration of interactive and impactful games into the learning process, students were actively engaged and motivated to participate, resulting in significant advancements in their academic development.

Figure (2) shows the pre- and post-test grades for students in the sixth grade of primary school. The main reason for the students' low grades is that they do not know what the main problem is through which they find difficulties in applying the English language in their lives and then overcome this problem, as in the pre-test they were facing many difficulties in differentiating between parts of speech and basic grammar. Although they almost know these rules, they find it difficult to use them in sentences. It was necessary to help them differentiate between the parts of speech so that they had the ability to produce useful sentences. This was done by applying many effective strategies and educational games that helped them greatly. When writing, they distinguish between different tenses and parts of speech. These strategies helped them overcome many of these problems, helped them distinguish between every part of the language, and paved the way for them to recognize their problems in a concrete way. It also contributed greatly to the increase in their scores in the post-test and the improvement of their performance over the pre-test. Better their ability to produce speech, form sentences, and create paragraphs.

6. Conclusion

In conclusion, it is necessary to use various syntactical structures in developing language proficiency among primary school students. This approach promotes a deeper understanding of language, improving communication skills, and enhances cognitive

development. By exposing students to various sentence structures, educators can develop ingenuity and creativity in their language usage. Furthermore, this approach accommodates different learning styles and ensures a more comprehensive understanding of grammar and sentence structure. Ultimately, incorporating a range of syntactical structures enables students to express themselves fluently and skilfully in both spoken and written communication.

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