

RUN-ON SENTENCES IN TEACHING ENGLISH SENTENCE

Roland Giscard ONDZE OTOUBA

Université Marien N'GOUABI, Congo

rolandondze@gmail.com

Abstract

This research work deals with the teaching-learning of English sentence problems focused on run-on sentences at secondary schools. Through pre-investigation, observation and questionnaire addressed to learners and teachers of English, the relevant data have been collected from the Terminale level at Lycée Lumumba. It appears that this English grammar item is inserted in the official English syllabus, tested during the formative and summative evaluations, however, it is not taught and implemented in classes accordingly. Consequently, the secondary school learners are victims of run-on sentences when dealing with writing exercises related to “mistake correction” where, they ignore the usage of punctuations and conjunctions in different types of English sentences. Thus, this research work brings efficient strategies and techniques that would help teachers and learners identify and correct English run-on sentence items thanks to the teaching method of 3Ps (Presentation, Practice and Production) coupled with the explanatory method in a given lesson plan.

Keywords: *Teaching-learning, sentence problems, run-on sentence.*

Résumé

Ce travail de recherche traite de l'enseignement-apprentissage des problèmes de la phrase anglaise en mettant l'action sur le « run-on sentences » ou phrases agrammaticales en anglais au secondaire. A travers la pré-enquête, l'observation et les questionnaires adressés aux apprenants et enseignants d'anglais, les données ont été collectées dans les classes de Terminale au Lycée de Lumumba. Il paraît que cet item de la grammaire anglaise est inséré au programme officiel du cours de langue anglaise, évalué lors des évaluations formatives et sommatives mais, il n'est pas enseigné et pratiqué dans les salles de classes. Par conséquent, les apprenants du secondaire font des productions des phrases agrammaticales durant la résolution des exercices écrits axés sur « la correction des erreurs » au sein

des différentes phrases anglaises. Ces apprenants ignorent l'usage de la ponctuation et de la conjonction en anglais. Ainsi, ce travail apporte des stratégies et des techniques efficaces qui aideraient les enseignants et les apprenants à identifier et corriger les phrases agrammaticales à partir de la méthode d'enseignement des 3Ps (Presentation, Practice and Production) couplée avec la méthode explicative dans une fiche pédagogique donnée.

Mots clés : Enseignement-apprentissage, problèmes de la phrase, phrase agrammaticale.

Introduction

In Congo, the different testing activities are mainly focused on writing during the English teaching and learning process at secondary schools. As a matter of fact, writing is an activity which requires the mastery of many aspects of the target language such as; vocabulary and grammar rules in order to write this language correctly. In this perspective, this research work aims at enlightening English sentence teaching in connection to writing. The particular accent is put on the English sentence problems based on run-on sentences by the Terminale learners at Lycée Lumumba in Brazzaville. The teaching, learning and assessing of English sentence items are requested by the official English Syllabus: *General Objective 4: Expressing by writing and Specific Objective 4.3: Organising written messages*. It aimed to help the secondary school learners identify and then correct sentence problems (run-on sentences) thanks to the teaching strategies and learning activities. As a matter of fact, English run-on sentences result from the non-mastery of English writing principles by learners since they ignore how to express meaningful ideas or thoughts when writing English sentences. Thus, the solution to run-on sentences could be the teaching of English sentence types with the use of conjunctions and punctuations. This means that the secondary school learners are supposed to master English grammar and sentence structure for school requirements and communication

in the target language. When examining the learners' copybooks, it appears that many learners produce incorrect sentences when dealing with the writing exercises such as sentence order, paragraph order, guided writing and composition. It is in this perspective that this research work brings strategies that could help learners correct or avoid the English sentence problems in general and run-on sentences in particular during the formative and summative evaluations. This article raises two questions: (1) How to teach the correction of English run-on sentences in classes? (2) What are the difficulties teachers encounter when working on English sentences in classes? Moreover, this paper reviews the previous research works on English sentence problems, selects the appropriate methods to collect data and suggests strategies that could facilitate the identification and correction of English sentence problems.

1. Previous works on English sentence problems

This section reviews some research works dealing with the teaching of English sentence problems in order to develop the learners' ability to make good pieces of writing.

Helaine W. Marshall & Andrea Decapua (2010) conduct a study on English as a second language, and they realize that a great number of students who currently learn English are presented with many problems as far as writing is concerned when they enter college.

Many students who are non-native speakers of English, yet highly proficient, are placed into basic writing or English as a Second Language courses when they enter college. While these students may have advanced oral English proficiency, their writing frequently suffers from a lack of training in academic writing and

commonly contains fragments and run-ons, a frustrating sentence-level problem for these students. (2010: 175)

It results from the above quote that writing English is one of the problems that students face when they enter colleges. In fact, though students may be skilful enough to speak English; however, most of them have problems when it comes to write English accurately. Many among students write English sentences that contain fragments and run-ons. According to Helaine W. Marshall & Andrea Decapua, students' writing problems are due to the lack of training on academic writing. In order to help student better observe English sentence structures and avoid fragments and run-ons, Helaine W. Marshall & Andrea Decapua (2010: 175) introduce the concept of *Glue* to mean the clause markers: "*The approach taken here is that such students will be able to monitor their writing for incorrectly formed sentences if given a system designed to help them understand English sentence structure. The key concept is Glue, a term used for all clause markers*". This concept of *Glue* introduced by Helaine W. Marshall & Andrea Decapua refers to coordinating and subordinating conjunctions that students need to know to be able to write well-structured sentences and avoid run-ons. They declare that "*The term Glue refers to all clause markers, including coordinating conjunctions and subordinating conjunctions, relative pronouns, and noun-clause introducers* (2010: 177). Those conjunctions have much to do with the English sentence structures. If mastered, students will probably write accurate pieces of writing without any fragment or run-on sentence. For, run-on sentences are due to either the misuse of punctuation or the omission of necessary appearing conjunctions in a sentence. If learners do not master the use of coordinating conjunctions, subordinating conjunctions, relative pronouns, and noun-clause introducers, they will probably write run-ons and fragments.

To help learners avoid such occurring fragments and run-on sentences, learners should be trained to identify fragments and run-on sentences thanks to multiple exercises that promote the accurate use of *Glue*. That is what Helaine W. Marshall & Andrea Decapua demonstrate in the following passage:

Working through exercises, in which they label the Glue and systematically identify fragments, run-ons, and complete sentences, students see a system emerging, which brings them to an understanding of English written conventions. Using Glue, the students gain control of their writing and are able to avoid fragments and run-ons (2010:175)

It is obvious that learning through exercises better stimulates learners' understanding of the taught item. In the same perspective, English sentence fragments and run-ons are likely to be better learnt through multiple exercises promoting the use of *Glue*. This is an effective way to learn English sentence structure accurately and to avoid fragments and run-ons accordingly. Finally, Helaine W. Marshall & Andrea Decapua (2010) have suggested the use the clause markers as a way to help learners avoid English sentence problems based on sentence structure. But they do not present the role of punctuation which is closely used along with conjunctions to avoid badly formed structure.

Firat Altay (2007) conducts a study on English language necessary for the effective teaching and learning of writing. He finds out that writing skill is essential for the accurate teaching and learning of English as a foreign language.

Writing skill is an indispensable skill in the teaching of a foreign language. Run-on and stringy sentences form a very crucial part in writing and in syntax. So, learners should be careful about these ill formed structures, and they

should try to avoid them as much as possible.
(2007: 80)

From this passage, Altay reveals the relevance of writing skill thanks to which multiple sentence errors like Run-on and stringy sentences can be effectively learnt. For Altay, these sentence structure-based errors, especially Run-on and stringy sentences are syntactic errors. For they are worth concerned with the structure of the sentence. For example, if we consider the following sentence: “*John goes to school his mother appreciates him a lot.*” This sentence is a run-on sentence. In this sentence, there are two independent clauses which could make two simple sentences: “*John goes to school.*” can make one sentence for it has its own subject and verb. “*His mother appreciates him a lot.*” is also another sentence with its own subject and verb too. So, we have two complete thoughts. Noticeably, if this sentence is fused together, it can put the reader into confusion while reading. Therefore, Run-on sentences can be avoided. For this purpose, learners need to learn some sentence-related items as the background data that would complete the teaching of the sentence. Those background data are mostly items like punctuation and conjunctions that should be well studied and grasped into learners so that they can write well-structured sentences. That is what Altay demonstrates in the following passage:

In order not to form such ill formed structures, they should consider some facts. First of all, learners should learn punctuation marks very well. The reason is that, if punctuation marks are not used correctly, they can cause run-on sentences. Secondly, learners should have enough information on conjunctions, especially coordinating conjunctions. If such conjunctions are not used, when necessary, they can cause run-

on sentences. If they are overused, then they can cause stringy sentences. (ibid)

This passage shows the foremost items that should be taught when dealing with English sentence writing in order to avoid run-on and stringy sentences. For this purpose, learners should first learn the use of punctuation marks very well because the misuse of punctuation marks can create a run-on sentence. But, the mastery of punctuation alone is not sufficient to prevent learners from writing run-on sentences. Altay thinks that, in addition to punctuation, learners should learn the accurate use of coordinating conjunctions. This will probably prevent them from writing run-on sentences due to the omission of a coordination conjunction, and stringy sentences which worth concerns the overuse of coordinating conjunctions in a sentence. Working on the way to avoid both types of sentence problems, Altay writes that:

Learners should try to get as much input as possible in order to develop their mastery in the target language. By this way, they familiarize themselves with the current usages and structures in the target language. If this is done so, no doubt well-formed pieces of writing which do not have run-on or stringy sentences can be formed and learners of English language can communicate well as far as writing skill is concerned. (ibid).

From this passage, Altay shows the significance of giving more useful information about sentence writing. This permits learners to grasp diverse uses of elements that make up the English sentences and enhances their mastery when implementing the target language. By this way, learners will gain more knowledge about sentence structures of the English language. So, they will be accustomed to use coordinating conjunctions and punctuation accurately so as to write well-structured sentences and avoid run-on and stringy sentences. As a matter of Altay underlines

that learners who are given much input about the English sentence writing are likely to be able to communicate by writing accurately without any run-on or stringy sentences. Therefore, learners will be skilful as far as writing is concerned. Eventually, Altay has dealt with sentence problems taking into account two aspects: the syntactic aspect (basing on sentence structure) and the didactic aspect. He has presented the background items related to English sentence, especially the teaching of punctuation and conjunction as the effective way to teach English sentence problems. Altay work is limited to two types of sentence problems (run-on and stringy sentences).

Kiba-Pea (2021) develops the notions of English sentence problems based on sentence fragment. For, he remarks that many learners of secondary school in the class of 3^e have difficulties to deal with English sentences. These difficulties do not only hinder them from communicating, but worth prevent them to easily deal with certain types of exercises during class works and exams. Observing the English learning process at secondary school, Kiba (2021:17) realizes that: “*Secondary school learners encounter many problems when dealing with some exercises related to the sentence building “as guided writing” or “word order” in the simple sentence, compound sentence and complex sentences*”. From this assertion, one understands that learners of secondary school hardly cope with these above-mentioned types of exercises. The first, namely “guided writing” in the class of 3^e is based on grammatical items such as tense concord within “direct and indirect speeches”, “if clauses” etc. To better deal with such an exercise, learners need to have a good knowledge of complex sentences, so they can find it easy to cope with. The second exercise, which is “word order” is a sentence structure-based exercise. In fact, it requires learners’ ability to recognize the position of each sentence elements in a given sentence. So, learners should know the different elements that make up a simple sentence, a compound

sentence, a complex sentence and their position in these sentences. In other words, learners of secondary school, especially those in the class of 3^e should know the different components of each type of sentences and their normal occurring position in those sentences.

However, sentence components especially those making up different kinds of sentences are not taught in relation with their problems, making learners incapable of recognizing an incorrect sentence basing on its structure and meaning. For this reason, Kiba suggests the teaching and learning of English sentence problems in secondary school in order to encourage both teachers and learners deal with sentence fragments: “*Learners need to know the rules of making well-structured and meaningful sentences. Therefore, it will be easier for both teachers and learners to express their ideas or arguments when using sentences to communicate either orally or by writing*”. (ibid.) This passage reveals that English sentence learning should be not only focused on sentence structure, but it should also be focused on the meaning the sentence conveys. For example, learners can be asked to reorder the following words so as to have a meaningful sentence: *Supermarket / in / bought / an / I / apple / a /*. The learner “A” may say: “*I bought a supermarket in an apple.*” And the learner “B” may say: “*I bought an apple in a supermarket.*” Analysing both sentences basing on sentence structure, we can be tempted to say that both of them are correct as each sentence contains elements place in a normal occurring position in a sentence concerning the syntactic analysis. So, in both sentences the subject is followed by the verb and the object and the place clause. But, regarding the meaning analysis, the first sentence is incorrect, whereas the second is correct. This conclusion would bring learners to be confused when underlining that is the first sentence is incorrect. This is simply to explain an apple is a fruit, and a fruit is logically sold in a supermarket. So, it is illogical to say that you buy

supermarket in a fruit. Since a supermarket is place or a store where diverse items such as food items, beauty lotions, etc. are sold, it is more logical to buy an apple in a supermarket.

Considering all these parameters, English sentence structure should then be taught emphasizing on the meaning that sentence conveys. For, any good sentence should express a complete and logical thought. Teachers should then teach word order taking into account the meaning it carries. Basing on the meaningfulness of a good sentence, Kiba wants to help learners overcome sentence problems, especially sentence fragment, making them grasp the learning process of writing activities when he writes: *“The relevance of teaching English sentence is to help the secondary school learners grasp the learning processes of writing activities such as word order or writing a paragraph and composition in classes”*. (ibid) This shows Kiba’s implication in the teaching and learning process of the English sentence building so as to enable learners to make meaningful sentences and to build good paragraphs accordingly. Thus, Kiba mentions that paragraph building is a process which should be learnt and grasped by learners. This process goes from word order (sentence), sentence order (paragraph) to paragraph order (composition). Learners cannot make good sentences if they do not know the process of word combination. That is, the secondary school learners should first be trained on the different components of sentence types, the organisation of a paragraph and a composition before facing the above types of exercises during the formative and summative evaluations. In addition to that, Kiba raises that the teaching of English sentence is however based on forms (positive sentence, negative sentence and question sentence). In this perspective Kiba-Pea (2021:58) writes: *“It is obvious to stipulate that these teachers apprehend the teaching of English sentence easy and interesting because they have been trained on English sentence based on its forms. That is teaching the sentence is only a matter of sentence forms,*

but they ignore the teaching of sentence constituents and its problems". This statement shows how the teaching of English sentence is perceived and performed by teachers who just focus on tenses and forms in order to teach English sentence at secondary schools. They do not take into account other aspects related to the sentence problems which learners face when dealing with writing activities in classes. That is the reason why learners hardly cope with "word order", especially when this exercise requires words of a compound sentence or a complex one. Thus, Kiba-Pea (2021:59) enlightens:

Many teachers [...] are skilled in teaching sentence based on forms of sentences. [...] But they do not fix the learners' attention on types of sentences like compound, complex and compound-complex sentences which are made of independent and dependent clauses joined by conjunctions. Consequently, they prefer to stop at the level of forms.

The analysis of this passage unveils that the secondary school teachers of English do not help learners master how to make meaningful complex sentences. As a matter of fact, notions like "clauses" and "compound" "compound-complex" and "conjunction" are hardly taught, learnt and implemented in the target language in classes. Therefore, the secondary school learners are not familiar with the difference between both clauses. They ignore the rules which govern the notion of "if clause" during the English learning process when Kiba-Pea (2021:18) argues: "*During the teaching of "if clause" in classes, learners have troubles in recognizing the difference between an independence and a dependent clause. Likewise, the learning of the compound sentence seems difficult to learners when dealing with English in classes*". The above passages shows that the secondary school learners have problems to understand complex sentences in general and "if clauses" in particular because they

are not taught the difference between an independent clause and a dependent one. Finally, Kiba-Pea's work has analysed problems that learners encounter when dealing with English sentence building. Through this work, Kiba has presented the different items that teachers should teach in order to help learners deal with sentence building, paragraph building and composition writing so as to avoid English sentence problems, especially sentence fragments.

2. Data collection method and analysis

This section provides the research methods to collect information about the selected topic. Therefore, pre-investigation, observation and questionnaire are the selected tools in the class of Terminale at Lycée Emery Patrice Lumumba.

2.1. Pre-investigation

This sub-section deals with the analysis of the Congolese official English Syllabus, the inspectors' term planning, the teachers teaching cards and the learners' copybooks. The analysis of this syllabus has permitted to discover the references of English sentence writing: "*General Objective 4: Expressing by writing, Specific Objective 4.3: Organizing written messages: Punctuation – Capital letters – Paragraphing – Connectives*". Many items related to complex run-on sentence mainly punctuation, Capital letters, and Paragraphing do not appear in the inspectors' term planning of Lycée level, but just some selected items like "if clauses" and "relative pronouns" have been picked out from the official syllabus. The analysis of the teachers' teaching cards and the learners' copybooks shows that some categories of conjunctions are chosen in order to teach complex sentences at Lycée level. This concerns the conjunction "if" (in "If clauses"), the conjunction "that" (in reported speech) and some relative pronouns, especially "which, who, and

whom”. As a matter of fact, the teaching of “If clauses” performed in “Terminale A” during the first, the second and the third weeks in November. In “Terminale C/D”, this notion is taught during the third and the four weeks in the same month. “Reported speech” is taught during the second and the third weeks of February in all classes of Terminale including Terminale A and Terminale C/D. Obviously, other types of conjunctions such as coordinating conjunctions (for, and, nor, but, or, yet, so), correlative (either... or, neither... nor, not only... but also, whether... or...), and other subordinating conjunctions (because, even if, even though, when, although, as soon as, while, in order to, before, after...) are not taught at Lycée level.

2.2. The analysis of the classroom observation

The purpose of this sub-section is to examine the data collected during the observation made at Lycée E.P. Lumumba high school in classes of Terminale in order to know if English sentence problem based on run-on sentence is implemented in different classes of Terminale.

Table N° 1: Observation check list

Sentence problem	Contents	Observation
Run-on sentence items	<ul style="list-style-type: none"> - Run-on sentence into separate sentences (types of sentences) - Adding a semicolon and a coordinating conjunction into Run-on sentences - Run-on sentences into clauses 	<i>Run on sentence items are not taught as an autonomous lesson.</i>

From the observation made in different pedagogical classes of Terminale A, precisely “TA1”, “TA3” and “TA4”, I realise that English components, especially grammar, vocabulary, study of

topics, reading comprehension and language functions are all taught at Lycée Lumumba. But some items related to grammar like punctuation usage is not taken into account by teachers because it is not mentioned in the inspectors' term planning, although it appears in the Syllabus (2002:21). Hence, teachers of English teach English language according to items mentioned in the inspectors' term planning. During that period; from 23 October 2020 to 20 May 2021, I have observed the complex sentence structures through "If clauses", "reported speech" and "relative pronouns". The analysis of the above lessons reveals that the teachers' emphasis remains only on tense agreement based on conjugation, however, the use of punctuation in sentence is not taken into account.

2.3. Questionnaires addressed to teachers and learners

This sub-section aims at analysing and interpreting the learners' and teachers' collected data through the questionnaire. These data concern the teachers of English in the different pedagogical classes of Terminale A.

Question 1: Which grammar item do you often teach? Justify.

This question investigates about the most recurrent grammar items that teachers often teach during the school year. In this perspective, this question has been asked to the teachers in order to get the appropriate information.

Table n° 2: English grammar items

Responses	Respondent	Percentage
Tenses	08	88.88
Sentences	01	11.11
word formation	00	00
Total	09	100

The above table reveals that most teachers regularly teach tenses at Lycée E.P. Lumumba since they represent the basic grammar lessons that could help learners make good sentences and to express their ideas accurately during the writing activities. The rate of respondents who often teach sentences at Lycée level is 11.11%, whereas none of them have selected word formation when teaching English grammar lessons in classes of Terminale.

Question 2: Which English sentence item do you often teach in the class of Terminale? This interrogation enquires about the different teaching items performed by teachers about English sentence in the class of Terminale at Lycée E.P. Lumumba. The following table evidences.

Table n° 3: English sentence teaching issues in the class of Terminale

Responses	Respondents	Percentages
Sentence constituents	01	11.11
Sentence forms	07	77.77
Types of sentences	01	11.11
Purpose of sentences	00	00
Total	09	100

These results underline that sentence constituents, purpose of sentences and types of sentences have been selected by few teachers of English whereas, the majority of them often teach sentence forms as a mean to deal with English sentence in classes. Otherwise, 77.77% of teachers prefer teaching sentence forms in order to get learners be able to write positive, negative and question sentences or forms at secondary schools.

Question 3: Which kinds of sentence problems do you often teach in classes of Terminale? The purpose of this question is to enquire about the sentence problems that teachers often teach in order to help learners deal with writing activities in classes.

Table n° 4: Kinds of sentence problems taught

Responses	Respondents	Percentages
Run-on sentence	00	00.00
Sentence fragment	05	55.55
Faulty parallelism	00	00
Redundant reference	04	44.44
Over-long sentences.	00	00
Total	09	100

The above table shows that teachers have chosen two (02) kinds of sentence problems to teach in the class of Terminale to help learners face writing activities. This concerns sentence fragment and redundant reference. These teachers think that learners should find fragments and then correct sentences containing at least a subject, a verb and an object. In addition, they teach redundant reference, which they think is likely to make learners avoid repetition and make good pieces of writing, whereas run-on sentence, faulty parallelism and over-long sentences have not been taken into account by the selected teachers of English.

Question 4: Have you been trained to teach English sentence problems? This question seeks to know if teachers of English have been trained to teach English sentence problems during their training period at university.

Table n° 5: Teachers' training on English sentences problems

Responses	Respondents	Percentages
Yes	00	00
No	09	100
Total	09	100

Even though they are mentioned in the English syllabus in different pedagogical classes at secondary schools, the selected teachers of English confess that none of them at Lycée Lumumba has been trained to teach English sentence problems during the training period at university. However, they deal with these language items when testing the secondary school learners in guided writing exercises.

Question 5: Which English sentence item do you often learn in the class of Terminale? The aim of this question is to know the English sentence item that the secondary school learners often learn to face the writing activities in classes. The following chart brings more details.

Table n° 6: Items learnt for writing English sentences

Responses	Respondents	Percentages
Sentence constituents	10	20
Types of sentences	00	00
Sentence forms	40	80
Purpose of sentences	00	00
Total	50	100

The above table mentions that learners often learn sentence forms and sentence constituents as an issue to deal with English

sentence writing, whereas the types of sentences and the purpose of sentences are not selected because they are not important in English sentence forms.

Question 6: Which English sentence problem does your teacher use to help you face writing? This interrogation aims at collecting the learners' opinions about the sentence problem that the teachers of English practice in order to help learners face the writing activities during the formative and summative evaluations.

Table n° 7: English sentence problems

Responses	Respondents	Percentages
Run-on sentences	00	00
Sentence fragments	40	80
Faulty parallelism	02	04
Redundant reference	08	16
Stringy sentences	00	00
Choppy sentences	00	00
Total	50	100

The data from the above table unveils that English sentence problems especially Run-on sentences, Stringy sentences and choppy sentences are not learnt at Lycée Lumumba. However, Sentence fragment and redundant reference are learnt in order to reinforce the learners' writing skills. Basing on these data, we are likely to admit that English sentence items are implemented in different writing exercises in the class of Terminale.

III. Discussion

This section aims at discussing about the causes that hamper the

effective teaching and learning of the English sentence problems in general and run-on sentence in particular in the class of Terminale. These causes are related to the teachers' professional background, the inspectors' term planning, and the teachers' choice on some English teaching items. In fact, the teachers of English have not been trained on English sentence problems strategies. It is obvious that they may probably have problems when it comes to transposing, and adapting the scientific knowledge according to the level of the learner. In this perspective, Baraer (2013:1) states *"A teacher cannot be satisfied with his academic knowledge. He must have training providing him with didactic and pedagogical skills."* A teacher is then supposed to have didactic and pedagogical background. In addition to that, the inspectors term planning does not clearly mention sentence problems as a teaching item. As a matter of fact, none of the following English sentence problems appear in the syllabus (run-on sentences, sentence fragment, redundant reference, faulty parallelism, stringy sentences...). So, teachers prefer not to deal with these problems since they are not mentioned in the allotment. Therefore, when dealing with the English sentence building, most of them focus all their attention on conjugation. They ignore other English sentence issues when learners produce the wrongly punctuated or structured sentences.

IV. Teaching and learning strategies

This section aims at showing the way teachers should behave to train the secondary school learners during the teaching and learning of English complex run-on sentences lessons through the following stages: Presentation, Practice, and Production.

Presentation: The aim of this stage is to provide the explanation on how to fix run-on sentence problem based on English complex sentences. In fact, the teacher reminds the four (4)

conditions related to the correction of English complex run – sentences, and provides run-on sentences, corrected sentences and explanations:

A) The four (4) conditions:

Condition A: Make each sentence independent

Condition B: Use of semicolon

Condition C: Use of comma and coordinating conjunctions

Condition D: Use of subordinating conjunction

B) Run on sentence:

I have passed the exam my father will send me to America.

C) Corrected sentences:

1. I have passed the exam. My father will send me to America.
2. I have passed the exam; my father will send me to America.
3. Have passed the exam, **so** my father will send me to America.
4. **If** I have passed the exam, my father would send me to America.

D) Explanations

1. Complex run-on sentence is corrected when run-on sentences is separated into sentences;
2. Complex run-on sentence is corrected when the clauses are joined with a semicolon;
3. Complex run-on sentence is corrected when clauses are connected with a comma and a coordinating conjunction;
4. Complex run-on sentence is corrected when a subordinating conjunction and a comma are added to make clauses important.

Practice: In this stage, the objective is to make learners repeat the teacher's sentences and their own sentences based on the selected item orally.

Production: This stage deals with the oral and written production from learners. As a matter of fact, the teacher's role is to make learners produce their own examples of run-on sentence on the board with its suggested correction.

Conclusion

This research work has tackled the didactic process related to the implementation of teaching and learning English sentence problems based on Run-on sentences at secondary school. The analysis of the pre-investigation, observation and questionnaire reveals that many teachers often teach sentence structures and sentence forms based on conjugation when dealing with English sentence writing, but they fail to show learners the use of punctuation within sentence structures to help them avoid run-on sentences. In addition, most teachers have problems to deal with the English sentence teaching as they forget to take into account problems that hamper learners from writing accurately. This is due to the teachers' lack of the professional background during the training period at the Teaching Training College (ENS) on the teaching of English sentence issues. Consequently, learners produce run-on sentences because they fail either to punctuate the sentence correctly or to use conjunction in complex or compound sentences. Thus, this article provides the practical suggestions that could help both teachers and learners identify and correct the English Run-on sentences in the class of Terminale through the teaching method of 3Ps coupled with Explanatory method in a lesson plan mentioned down. Therefore, four (4) explanations relevant for the correction of run-on sentences in English are related to writing independent sentences instead of complex ones, joining two closely related

sentences with a semicolon, putting a comma and a coordinating conjunction between independent sentences to make a compound sentence, and selecting a subordinating conjunction to make a complex sentence. Once learners are familiar with the correction of run-on sentences, they would be able to improve their writing skills in connection to composition or any writing exercises during the learning process.

Références

- Achoeah J. E. (2013). Sentence errors: a review of selected GNS 112 test scripts of students of the University of Ilorin. *European Journal of Arts and Humanities*, 1(2), 88-98.
- Adegbija E. E. (1998). *Effective Communication in Higher Education: The Use of English*, Ilorin: General Studies Unit.
- Aghagolzadeh, F., & Tajabadi, F. (2012). A Debate on Literature as a Teaching Material in FLT. *Journal of Language Teaching and Research*, 3(1), 205-210.
- Akram & Mehmood. (2009). The Status and Teaching of English in Pakistan; Language in India: Strength for Today and Bright Hope for Tomorrow, 7(12).
- Altay F. (2007). Run-on and Stringy Sentences in Writing, *Journal of Language and Linguistic Studies* Vol.3, N°.1, 175-184
- Ansari M. S. (2013). Teaching Language through Literature in ESL/EFL Classes: A Critical Study in Utilitarian Perspectives. *International Journal of English and Education*, 2(3).
- Aqeel R. M. & Sajid M. A. (2014). A Study of Organizational Problems Faced by Pakistani Student Writers. *International Journal of Science and Research (IJSR)*, 3(11), 258-261.
- Becker A. Davis, S. McGregor, L., Grover, C. (1990). Student Expectations of Course and Instructor. *Teaching Psychology* 17, 59-162.

- Bhatia V. K. (1990). Integrating Products, Processes, Purposes, and Participants in Professional Writing. In C. N. Candlin & K. Hyland (Eds.), *Writing: texts, processes, and practices* (pp. 21-30). London: Longman.
- Bilal et al. (2013). Investigating the Problems Faced by the Teachers in Developing English Writing Skills. *Asian Journal of Social Sciences & Humanities*, 2(3).
- Blumenthal, A. (2002). English as a second language at the community college: An exploration of context and concerns. *New Directions for Community Colleges*, 117, 45-53.
- Bosher, S. (1998). The Composing Processes of Southeast Asian Writers at the Post-secondary Level: An Exploratory Study. *Journal of Second Language Writing*, 7, 205-240.
- Corder, S.P. (1981). *Error Analysis and Interlanguage*. New York: Oxford University Press.
- Demirezen M. (2012). An Analysis of Problem-Causing Structures of Simple Sentences for Turkish University Students. *International Journal of Humanities and Social Science*, 2(3), 136-146.
- Dorn D. (2000). *Building Essays: A Reader Centered Writing Guide*. New Jersey: Prentice Hall.
- Dörnyei Z. (2011). *Research Methods in Applied Linguistics: Qualitative, Quantitative and Mixed Methodologies*. Oxford University Press: Great Clarendon Street Oxford OX 2 6DP.
- Eastwood J. (2005). *Oxford Practice Grammar* (2nd ed.). Oxford: Oxford University Press.
- Friedman T. (1983). *Teaching error, nurturing confusion: Grammar texts, tests, and teachers in the developmental English class*. *College English*, 45, 390-399.
- Hacker D. (2003). *A writer's reference*. (5th ed.). Boston, MA: Bedford/St. Martin's.
- Hornby A.S. (2010). *Oxford Advanced Learner's Dictionary of Current English* (8th ed.). Oxford : Oxford University Press.

- INRAP. (2016) *Programme et Guide Pédagogue. Anglais – Lycée d'enseignement général*. Brazzaville: INRAP Editions.
- Kiba-Pea Nanay. (2021). *Teaching and Learning English Sentence Problems at Secondary school: A Case Study of Fragment in the Class of 3e at CEG Liberté*. Brazzaville: Université Marien Ngouabi.
- Langan J. (2008). *Exploring writing: Sentences and paragraphs*. New York: McGraw-Hill.
- Langan J. (2009). *Sentence skills: A workbook for writers: Form B (8th ed.)* New York: McGraw-Hill.
- Olujide M. T. (1999). An Overview of English Syntax in Adegbija E.(ed.) *The English Language and Literature in English: An Introductory Handbook*. Ilorin: Department of Modern European Languages, University of Ilorin.
- Raimes Ann. (1983). *Technique in teaching writing: Technique in English as a Second Language*. New York: Oxford University Press.
- Sanusi I.O. (1996). *Introducing the Linguist and Linguistics*. Ilorin: Jimson Publishers.
- Sharples Mike. (1999). *How We Write: Writing as Creative Design*. London: Routledge.
- Stockwell R. (1975). *Foundations of Syntactic Theory*. Englewood Cliffs, N.J: Prentice Hall Inc.
- Straus J. Kaufman L. & Stern T. (2014). *The Blue Book of Grammar and Punctuation*. San Francisco, CA: Jossey-Bass.
- Wilson P. & Glazier T. F. (2009). *The least you should know about English: Writing skills: Form A (10th ed)*. Belmont CA: Wadsworth Cengage Learning.
- Wingersky J. Boerner J. & Holguin-Balogh D. (2009). *Writing paragraphs and essays: Integrating reading, writing, and grammar skills (6th ed.)*. Belmont, CA: Wadsworth Cengage Learning.

Level: Terminale

Subject: English

Matter: Grammar

Title of the lesson: English complex run-on sentence

G.O 4: Expressing by writing

S.O 4.3: Organising written messages

A sample of a lesson plan

Performance Objective	Teaching Strategies	Learning Activities	Evaluation	Timing	Obs
By the end of the lesson, learners should be able to correct English run-on sentence problems thanks to the teacher's explanation.	<p>I.1- Warming up - Greeting: The teacher greets the class.</p> <p>- Asking for the date: The teacher asks learners to tell the date</p> <p>- Attendance checking: The teacher checks the roll</p> <p>I.2- Pre-requisite The teacher asks learners to cite the different types of sentences with one example each.</p> <p>The teacher asks learners to justify the use of punctuation in different types of sentences.</p>	<p>Good morning, Sir! We are fine, and you?</p> <p>Today is Wednesday, January 12th 2022 Malonga is missing, Sir.</p> <p>Answers The different types of sentences are the following: 1- Simple sentence E.g.: Sita is a learner. 2- Compound sentence E.g.: Loukombo is tired, but he doesn't want take a rest. 3- Complex sentence E.g.: We didn't succeed to work outside because of the rain. 4- Compound-complex sentence E.g.: I like eating meat, but my mother prefers eating vegetables because she finds it very healthy.</p> <p>Answers 1. The period marks the end of a simple sentence. E.g.: I am a pupil. 2. The semicolon joins the two</p>	<p>Good morning class! How are you today?</p> <p>What is the date today? Who is missing in this row?</p> <p>Task 1: Cite the different types of sentences with one example each.</p> <p>Task 2: Justify the use of punctuation in different types of sentences.</p>	5mn	

<p>By the end of the lesson, learners should be able to provide the conditions justifying the correction of English complex run-on sentences.</p>	<p>The teacher asks learners to provide different subordinate conjunctions and their meanings.</p> <p>The teacher asks learners to provide English sentence problems with one example each.</p> <p>The teacher chooses run-on sentence which is two or more thoughts mingled together without punctuation.</p> <p>II. Day's lesson: English complex run-on sentence</p> <p>1. Presentation The teacher provides.</p> <p>A) The four (4) conditions</p> <ul style="list-style-type: none"> - Condition A: Make each sentence independent. - Condition B: Use a Semicolon. - Condition C: Use a comma and coordinating conjunctions. - Condition D: Use a Subordinating conjunction. <p>B) Run on sentence: I have passed the exam my father will send me to America.</p>	<p>related independent clauses in the compound sentence. E.g.: Mabika is big; she often eats fatty food.</p> <p>3. The comma joins the introductory clause with the independent clause in the complex sentence. E.g.: When wake I up late, I hurry to go to school</p> <p>Answers</p> <p>1- If ---- Condition</p> <p>2- While -- -- Contrast</p> <p>3- In order - ---- Purpose</p> <p>4- Because ---- Cause</p> <p>Answers</p> <p>1 - Subject-verb agreement E.g.: Maria go to school every morning.</p> <p>2 - Run-on sentence E.g.: My uncle is an engineer my father is a lawyer.</p> <p>3 - Faulty parallelism E.g.: I like singing and to dance during festivals.</p> <p>4 - Sentence fragment E.g.: Jack a kind little boy</p> <p>Learners listen carefully.</p>	<p>Task 3: Provide different subordinate conjunctions and their meanings.</p> <p>Task 4: Provide English sentence problems with one example each.</p>	<p>10mn</p> <p>10mn</p>	
---	--	--	---	-------------------------	--

	<p>C) Corrected sentences</p> <p>1- I have passed the exam. My father will send me to America. (Cond. A)</p> <p>2- I have passed the exam; my father will send me to America. (Cond. B)</p> <p>3- I have passed the exam, so my father will send me to America. (Cond. C)</p> <p>4- If I have passed the exam, my father would send me to America. (Cond. D)</p> <p>D) Explanation</p> <p>1- Complex run-on sentence is corrected when run-on sentences is separated into independent sentences; (<i>cf. condition A</i>)</p> <p>2- Complex run-on sentence is corrected when the clauses are joined with a semicolon; (<i>cf. condition B</i>)</p> <p>3- Complex run-on sentence is corrected when clauses are connected with a comma and a coordinating conjunction; (<i>Cf. cond. C</i>)</p> <p>4- Complex run-on sentence is corrected when a subordinating conjunction and a comma are added to make clauses important.</p> <p>2. Practice The teacher asks learners to repeat the sentences above and then request them to make run-on sentences with its suggested correction orally.</p> <p>3. Production</p>	<p>Answers Learners repeat the sentences above and make run-on sentences with its suggested correction orally.</p> <p>Answers</p> <p>1. Run-on: When a strange man stepped towards our apartment the dog barked so loudly.</p> <p>- Corrected sentence: When a strange man stepped towards our apartment, the dog barked so loudly.</p> <p>2. Run-on sentence: Ben has hit a stone his hand is aching.</p>	<p>Task 5: Repeat the sentences above and then make run-on sentences with its suggested correction orally.</p> <p>Task 6: Write your oral production on the board and read them correctly in pairs.</p> <p>Task 7: Copy down the summary of</p>	<p>15mn</p> <p>10mn</p>	
--	---	--	---	-------------------------	--

	<p>The teacher asks learners to write their oral production on the board and read them correctly in pairs.</p> <p>Next, the teacher allows learners to copy down the summary of the lesson on their copybooks.</p> <p>III. Evaluation The teacher makes some complex run-on sentences and then asks learners to correct them accordingly.</p>	<p>- Ben has hit a stone; his hand is aching.</p> <p>3. Run-on sentence: My father asked me not to go to the sea I went to bathe there yesterday.</p> <p>- Corrected sentence: My father asked me not to go to the sea, but I went to bathe there yesterday.</p> <p>4. Run-on sentence: Julianna is a nurse she works for Blanche Gomez hospital.</p> <p>- Corrected sentence: Julianna is a nurse. She works for Blanche Gomez hospital.</p> <p>Learners copy down the summary of the lesson on their copybooks.</p> <p><i>Answers</i> Corrected sentences 1 - Condition A: My father likes kids. He dislikes their noise.</p> <p>- Condition B: My father likes kids; he dislikes their noise.</p> <p>- Condition C: My father likes kids, but he dislikes their noise.</p> <p>- Condition D: Although my father likes kids, he dislikes their noise.</p> <p>2 – Condition A: Okana plays</p>	<p>the lesson on their copybooks</p> <p>Task 8: Correct the following complex run-on sentences:</p> <p>1. My father is likes kids he dislikes their noise.</p> <p>2. Okana plays guitar his brother dances.</p>		
--	--	---	---	--	--

		<p>guitar. His brother dances.</p> <ul style="list-style-type: none"> - Condition B: Okana plays guitar; his brother dances. - Condition C: Okana plays guitar, and his brother dances. - Condition D: When Okana plays guitar, his brother dances. 			
--	--	--	--	--	--