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**The Significance of Integrative Grammar Teaching in Fostering  
Writing Skill: The Case of First-Year EFL Students at Saida  
University, Algeria**

A thesis submitted as partial fulfillment of the requirements for the degree of Master in Didactics.

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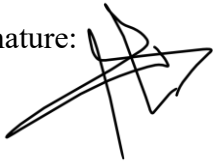
## **Declaration of Originality**

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

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A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke, positioned to the right of the 'Signature:' label.

## **Dedication**

I dedicate this humble work for me, and for myself.

## **Acknowledgements**

My thanks go to my supervisor Dr. Chamkha Abdessalam for his help in completing this research work.

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## **Abstract**

Writing skills are considered one of the difficulties that face English as Foreign Language (EFL) learners. During their learning to write, many students have grammar struggles while writing and end up producing pieces of writing that are ineffective or have grammar mistakes, which considered one of the most necessary components for good writing. In this regard, it is suggested to integrate grammar and writing by the implementation of Integrative Teaching Approach. Hence, Teaching Grammar Integratively is one approach that focuses on making “a synergy” between grammar and writing. The purpose of this study is to investigate the effectiveness of implementing the Integrative Grammar Teaching Approach (IGTA) on first-year students’ writing skill development at the Department of English Language at Saida University. It aims to determine the common mistakes in writing skills that EFL learners face. Also, to enable the learner to master grammar to integrate it correctly in writing skill. In order to reach the objectives, two tools were opted for data collection: a structured questionnaire to 11 grammar and written expression teachers and a teaching experiment which includes a pretest and a posttest for 64 students. As the findings suggest, it has been proven that Teaching Grammar Integratively has a major effect on improving writing performance. Concerning the structured teachers’ questionnaire, most teachers revealed that grammar mistakes are common in the writings of EFL learners. At the end of this research, a series of recommendations were suggested to both EFL teachers and learners to foster and implement IGTA.

**Keywords:** EFL students, Integrative grammar, Saida University, Teaching approach, Writing skill

## **List of Abbreviations**

ALM: Audio Lingual Method

DM: Direct Method

EEE: Exploration, Explanation, Expression

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as Second Language

FL: Foreign Language

GTM: Grammar Translation Method

IGTA: Integrative Grammar Teaching Approach

L1: First Language

L2: Second Language

MCQ: Multiple-Choice Questions

N: Number

?: Percentage

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## **General Introduction**

Writing is considered a crucial skill in the English subject. It is the most important language skill that requires more consideration. It is a difficult skill that cannot be improved without understanding the main important language elements, such as grammar structure. The latter is a vital component due to its importance in writing process because writing and grammar complement each other. In order for the teaching process to be successful and effective, using a synergistic approach is thoughtful. Hence, writing would be improved via implementing the Integrative Grammar Teaching Approach. The IGTA is a vital approach that can enhance students' writing. It supports teaching grammar and motivates students in fostering writing performance. That is why much importance was given to its use. As a result, implementing the IGTA by teachers, as many researchers argue, may help learners to improve their writing performance.

The IGTA has long been considered an important approach. The ability to integrate grammar correctly can significantly enhance the quality of written texts. Therefore, the study at hand attempts to explore the fact of grammar struggles and to show that the Integrative Grammar Teaching Approach has an impact on the writings of EFL learners. The idea behind choosing this study is a lack of previous studies that coordinate between the two concepts, especially in the Algerian context.

The continuous need for improving the instructional process related mainly to constant changes in instructional approaches. One of these crucial skills is writing; it is one of the most challenging foreign language skills for almost all learners; it may describe as helping learners to gain proficiency in the foreign language and master aspects of writing, as well as the improvement of their academic achievements. The process of writing is based on the students' ability to write with coherence; this stems mainly from the nature of the writing skill itself.

However, other important skill such as grammar knowledge were ignored; due to the complexity of this element, most students were unable to focus on both content and form simultaneously. Worse than this, most learners struggle to apply grammatical rules during the writing process. As a result, most first-year EFL learners at Saida University have a poor performance in the writing skill.

Since writing is significant for learners, the study focuses on the common mistakes in writing that EFL learners face. In addition to this, it focuses on enabling learners to integrate grammar into

their writing skill. The ultimate purpose of this research is to show the effectiveness of implementing the IGTA in developing first-year students' Writing Skill at the English Department of Saida University.

To serve this purpose, two questions are posed:

1. What are the most common mistakes students make in writing?
2. Does the implementation of IGTA have an effect on students writing skills?

Based on the two questions, two hypotheses are proposed:

1. Grammar mistakes are perhaps the most common ones in EFL learners writing production.
2. Teaching Grammar using IGTA may have a positive effect on students' writing skills.

To conduct this study, the researcher has opted for both qualitative and quantitative methods through the adoption of two research instruments (a questionnaire for teachers, and an experiment for learners with a pretest / posttest). Hence, the first research instrument is a structured questionnaire, which is used to address the research questions. It is delivered by hand to 11 written expression and grammar teachers at the department of English at Dr. Moulay Taher of Saida University. This questionnaire is structured in the format of four untitled sections; each section has a purpose. It consists of closed-ended questions (yes or no/ Multiple Choice Questions). It aims to explore teachers' beliefs about the effect of IGTA with Writing Skill development. The second research instrument is a pretest and posttest that is conducted for 1<sup>st</sup> year students at Saida University during grammar sessions. It is used to investigate the effectiveness of implementing Integrative Grammar Teaching in fostering students' writing performance.

The current dissertation is composed of three chapters. The first chapter is totally theoretical and devoted to reviewing the related literature. This first chapter comprises two sections: The first section is devoted to reviewing the writing definition and writing teaching approach. As well as, its important and stages. Finally, it discusses the difficulties encountered by learners of writing. The second section deals with the IGTA. It is composed of grammar definitions, its importance in teaching and learning. In addition, grammar teaching approaches and methods. Then, it also deals with principles of IGTA. Finally, it concludes with the role of integrative grammar teaching in fostering writing skill.

The second chapter focuses on the research methodology; it portrays the utilized methodology undertaken to achieve the research purposes. With a detailed description of the sample and population as well as an explanation of the data collection instruments, the teachers' questionnaire, pretest and posttest.

Finally, the last chapter attempts to analyze and interpret the collected data and findings. Beside the recommendations and general implications that were provided by the researcher to overcome the problem under-investigation in this research work and find solutions that may enhance students' writing performance. Also, the limitations faced while completing this research.

## **Chapter One: Literature Review**



## **Introduction**

Since the nineteenth century, many changes happened in the language teaching generally and grammar teaching in specific consequently many approaches appeared. The effective way is to connect grammar instruction to output skills. On other words, one way for communicating effectively is relating grammar instruction to the teaching of writing skills. In addition, to mastering the writing skill, students English as a foreign language should concentrate on grammatical knowledge because are close related to their writing production. The fulfillment of this aim through using Integrative Approach, which integrate grammar and writing skill simultaneously. The present chapter is divided into two parts. The first part tackles the definition of writing skills, its importance, its approaches, and the stages of the writing process. Also, it shed light on the problems faced by learners in writing. The second part is devoted to the definition of grammar and its importance in teaching and learning. It sheds light on the position of grammar in foreign language. Its methods and approaches teach used to teach it. Also, principles of Integrative Grammar Teaching Approach. Finally, it shows the role of Integrative Grammar Teaching in fostering writing skills

### **1.1. Part One: Writing Skill**

#### **1.1.1. Definition of Writing Skill**

Although writing skills are still a complex concept to define and scholars did not agree upon one perspective. When it came to definition of writing skills. It is considered to be a fundamental aspect of learning a foreign language and one of the key abilities for language usage. It is a form of communication used to express specific information or emotions. Numerous scholars have sought to establish a suitable definition for this skill. V. Zamel (1982) points out that writing is a skill to obtain meaning. The writers must be able to form and integrate information cohesively and coherently in paragraphs and texts. For this reason, learners must master how to compose and produce any piece of writing. Khaldoun (2008)

On the other hand, Harmer (2007) describes writing skills differently. Stating that it involves going through various ways in which the writer should follow in order to produce a well-formed piece of writing. Besides, writing is based on ideas or principles and linguistic processing. It is a very complex cognitive activity in which writers must show control between elements of text: content, format, sentence, structure, vocabulary, punctuation, spelling, and letter formation, i.e., control at the sentence level, Surga and Rao (2018).

Besides, according to Widdowson (1978), writing involves constructing accurate sentences and conveying them through a visual medium, such as a mark on paper. In this frame, writing is a challenging activity in which words are connected in a correct and organized manner using grammatical rules, sentences, and words in order to express thoughts and ideas into coherent texts. In light of his conceptualization (1983), most people face difficulty in setting their thoughts on paper. That is, most students face problems during difficult process for EFL students because it requires efforts to master it. In this context, Ahmed (2019) argues that the students' needs continue, and they make an effort to practice writing. Arguably, writing is more than putting sentences together. While students must have something important to say, they must also demonstrate rich content in their written product.

Learners EFL improving their qualified writers is considered an important matter. Writing skills are included in the skill types supposed to be used in an active way for students. Thus, at university level, writing skill consider fundamental unit. It is called "Written Expression". Which means it is a creative process, the ability to organize ideas, and being able to plan and go through the stages to produce a good piece of writing.

To sum up, the teachers and students' previous points make it clear that writing is a difficult skill for learners of English as a foreign language. This is because it requires careful thought to organize ideas in terms of content and form for reporting events honestly and clearly. As well as the knowledge of various components to organize ideas in order to achieve effective writing. Additionally, writing aids students in better understanding the linguistic components.

### **1.1.2. Importance of Writing**

In order to show the importance of writing skills. Writing fosters language development at all levels: grammar, vocabulary, phonology, and discourse. This position is supported by (Oshima and Hogue, 2007,. As cited by Mentra, 2017), to enhance writing skills, students must master other skills such as spelling of words, punctuation marks, grammar, vocabulary, and other essential linguistic features. Learning to write requires effort and needs some hard work to enhance it and continue practice because it is a skill, not a natural gift everyone has. The writers must careful consider their writing before starting any activity to ensure that readers can comprehend the text's core. (Sawaki, Quinlan and Lee, 2013)

Meanwhile, Kellogg (2008, cited by Muhammad. J. 2013), who notices that writing is a basic key for students' academic success because it helps to enhance the grammatical

structure, develop the students' vocabulary, and assist other basic skills, including reading, listening, and speaking. Writing also requires learners to manipulate the language in interesting and demanding ways as they attempt to express ideas. Emig (1977; cited by Thompson, 2012) describes the writing as supporting the learning process in that it has a collection of elements conformable to confirm powerful limited strategies. It also requires a willingness to play with the language, and it concentrates more on the right side of the brain, with a focus on feelings and intuition.

Moreover, Tribble (1996) states that through writing, the individual becomes more effective in an intellectual organization, critical thinking, the expression of ideas and arguments, and unearthing what they know from background information. Writing is a skill that is essential to both students and teachers. Through writing, teachers can identify and address students' linguistic mistakes immediately and motivate students to master more skills.

As a whole, writing considers one of the communication skills through expressing opinions, ideas and feelings. At universities, writing skills are an indispensable unit, students have to write essays. Which helps students expand their vocabulary, master grammar, and develop expressions and ideas, which in turn impact other skills. Hence, students need to understand clear the importance of writing.

### **1.1.3 Approaches in Teaching Writing Skill**

When it comes to teaching writing approaches, there are varieties of activities and approaches that support teachers' reinforcing learners' second/foreign language writing. It aims to develop their students' writing accuracy and proficiency. Which in turn affects the students' writing results. Furthermore, (Lavelle and Bushrow 2007, as cited by Selvaraj and Aziz, 2019) writing approaches is describing the connection between writers' beliefs and the techniques of writing they apply. It means writers' beliefs the strategies they apply reflect the extent of the quality of writing. In fact, teaching writing is based on many approaches the teachers should teach students and stressing its importance. For example, when students choose one approach to practice, they will simplify the lessons, and understand how to begin their writing journey to produce a quality piece of writing. There are many approaches identify by researchers for ESL/EFL learners, such as product and process approaches. (Md.Kamrul Hasan and Mohd Moniruzzaman, 2011).

### **1.1.3.1 Product Approach**

This approach is also called “text-focused”, which means accuracy of the piece of writing. In this approach, teachers and students focus on grammatical and vocabulary mistakes, especially beginner students who have a lower level in linguistic proficiency. In this approach, the stages of the writing process are neglected such as planning and outlining texts. Thus, Pincas (1982, as cited, Kumar,.2020) opines that based on linguistic competence, use correct vocabulary and cohesive tools. Which means accuracy and correct use of it. Subsequently, the teachers place a great emphasis on the teaching of elements of grammar.

In the context, Nunan (1991) the imitation is available at the sentence level, not the speech level. It means students are supposed to write the same one through imitation by being given a similar text. To figure out the weaknesses and strengths of students, teachers analyze written text after the writing process. Which means focusing on the accuracy of the final product of writing. During this process, the teacher practices formative assessment and encourages students to ask questions about their writing. Furthermore, Raimes (1985:229) suggests that “the process that produces is not linear at all, instead it is recursive”, which means the learners pass through many stages in order to write a good production.

### **1.1.3.2 Process Approach**

This approach aims to focus more on the content than the form (Steele, 2004). This makes students focus on details that improve performing writing, encourages creative thinking, collaborative work, and peer-feedback revision play critical roles. The teachers also play an important role in encouraging and controlling the learners and focusing on both the content of what they wrote and how to produce it. Hence, it allows students to correct and modify whenever they make mistakes. In this frame, to more details, the researcher provides more elaborate information about writing stages in the next title.

### **1.1.4. Stages of the Writing Process**

Writing is considered a challenging task for EFL students, as cited. Due to the complexity of this skill, students need to practice writing more and follow steps to ease this task. Thus, scholars suggest steps students follow to produce a good piece of writing. Writing is a process that goes through different stages and depends on four main stages. As described by Gebhard (2006): pre-writing, drafting, revising, and editing.

#### **1.1.4.1 Pre-writing Stage**

Pre-writing stage, also called the planning process (precedes true composition). It is a first stage in the writing process. It involves choosing the topic. Writing an outline, using brainstorming to gain information, preparing and recognizing ideas, identifying the purpose, and changing whatever ideas. It can improve students those skills through collaborative work. Which involves removing, changing, and fixing details. This process helps learners discover what they want to write and how to write the text.

Prewriting is an important stage. Parson (1985) argues, when students are encourage to prepare ideas and information, they have a better chance for writing achievement compared those who start writing without using this stage. This stage is crucial for exploring and developing the ideas. To make students productive, it is important to give them more time to select topics. It is helpful to use plan activities such as note-taking, reading, and obtaining information to write on paper. In brief, during this process, students are not required to write good structure, just putting their general ideas.

#### **1.1.4.2 Drafting Stage**

The drafting stage is a crucial step in the writing process because the ideas may change or ignore until students start to put their planned ideas into written form. Barden (2003) argues this stage is the first try to write, which involves writing initial versions of the document, focusing on getting ideas down on paper. Elbow (1998) emphasizes that drafting is about converting their ideas without worrying about perfection. It is a stage that aids exploration.

In this process, teachers may play a crucial role in helping students to write effectively and use the appropriate ideas. During drafting, students convert their ideas into a preliminary text where the students' main focus is to build a framework for their ideas. Simultaneously, teachers play an important role in feedback, interact with students' ideas, and give pieces of advice that improve their texts.

To sum up, at this stage, writers have to focus on the meaning without paying attention to grammar rules, punctuation marks, or spelling. Because they have to convert the intended message onto paper with a use plan created in the pre-writing stages. Hence, they can communicate their ideas successful with the readers.

### **1.1.4.3 Revising Stage**

As it might be recognize this stage through its name. Students revise what they have written and rethinking the draft they wrote in the drafting stage. It can add something like examples to illustrate ideas or change the placement of a word. Using a simple style to make the text more understandable to readers. However, Harmer (2004) suggests that other readers' comments reflect frequent help and revision. Although Johnson (2008) notices, before the editing, students writers writing must be clear and correct by using grammar, the right vocabulary, and correct punctuation to enhance clarity, depth, improve the style, and meaning. This stage is important because the writers revise their drafts and try to modify, check, and explain their thoughts in a better way. Change information, improve the sentence structure, and clarify the quality of language so the intention of the readers.

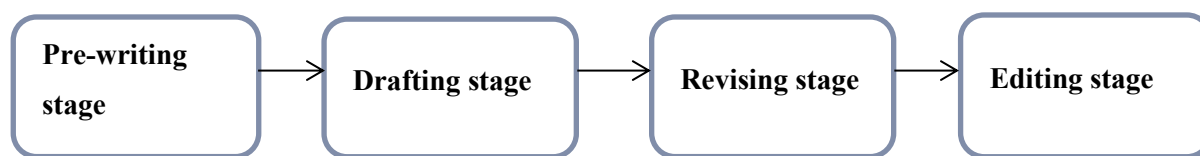
### **1.1.4.4 Editing Stage**

The editing process is also perceived to be the most difficult step in the writing skill. The editing stage, the writer is no longer a writer but becomes both the examiner and the editor of their work. The aim of editing is to review the pre-final production, reducing the possibility of any kind of confusion. Editing is a crucial stage in the entire writing process. As it allows written texts to be reviewed and edited in order to organize the final work for delivery to the target readers.

Additionally, Judit Kormos (2023), when students edit their texts, teachers assess whether they have successfully achieved their writing target, determine language and content-related problems in need of focus, and carry out textual changes to improve the quality of their writing production because this is the final step that comes as a final revision for the previous processes; hence, teachers can provide grammar instruction that guides students in their writing performance to identify and fix difficulties in sentence structure, usage, and mechanics. In brief, if students are given the appropriate time to correct their mistakes during the editing process, their writing performance will develop adequately and properly.

**Figure 1.1.**

The Process of Writing Stages by Gebhard (2006)



### **1.1.5 Problems Faced by Learners in Writing Skill**

Previous studies have shown that students—especially those learning EFL/ESL—face difficulties in writing. Which led to poor writing performance. Many researchers have investigated various problems encountered by EFL learners. Likewise, Nunan (1999) argue “the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners”. Which means most ESL students face challenges producing good writing assignments.

Additionally, Bell and Burnaby (as cited by Saib, 2017) claim writing is not only a complex language skill but also a skill of the mind that writers are oblige to master sentence structure, correctly handle vocabulary items, and pay careful attention to spelling and punctuation. As well as, they add that learners are facing problems applying linguistic knowledge and also the ability to connect information coherently and cohesively in a written text. Correspondingly, Byrne (1988) provides that there are three main factors that make writing poor, including linguistic problems, cognitive problems, and psychological problems. To illustrate the foregoing, the researcher explains the main point of those problems.

#### **A. Linguistic Problems**

Writing instruction for EFL students at University of Dr. Molay Taher is still stuck on students’ ability to apply grammatical accurately. The linguistic problems may impact the quality of writing. Correspondingly, the linguistic problems that hamper students' effective writing, such as struggles in grammar, lack of vocabulary, and mechanics (ibid). Structurally, mechanics, vocabulary, and grammar are three components of any text. Mechanics and vocabulary are its building tools, while grammar is its basic structure, without which one cannot produce a piece of writing well.

Grammar is considered one of the most difficult elements in writing skills. In general, one of the problems generally faced by most of the teachers EFL is the weak level of the students in grammar. Most of the foreign language writing teachers give importance on grammatical accuracy. That is what the researcher Shen (2012) infers that “no writing can achieve its writing purpose without the correct use of grammatical concepts” (p. 78), that is Shen confirm that misuse grammar led to loss of purpose of writing. To assess this argument, Alfaki (2015) argues that all linguistic problems, such as grammar, sentence structure, and vocabulary, are elements that prevent students from completing the writing process satisfactorily. Since grammar represents the backbone of writing skills, it is quite important for the students to be highly qualified in this element. Most EFL students face problems with poor grammar rules which negatively affect producing a proper piece of writing.

#### B. Psychological Problems

When students are asked to write about a topic. Obviously, the attitude and the mood have an impact on achieving written assignments. Students EFL face many psychological challenges during writing activities, lack of motivation, practice, and teachers' feedback. To support this fact, psychological problems, lack of interest, being unconfident, and writing worried are some challenges that students face (Octaviana, 2016). The thing makes writing a difficult task.

#### C. Cognitive Problems

Most scholars consider that cognitive problems are mechanics of writing, such as punctuation marks, spelling, and spaces at the beginning of paragraphs. It is a small technique that most writers are ignored. According to Kroll (1997) clarifies the learners ESL/ EFL have difficult skills during writing skills, which they need to master in order to organize their ideas into coherent written pieces. As cited, cognitive problems are one of the three basic problems that students faced while writing texts.

## **1.2. Part Tow: Integrative Grammar Teaching Approach**

### **1.2.1. Definition of Grammar**

Grammar is a fundamental concept in language learning and teaching. The concept of grammar is considered an important unit in any language. It is various seen as a rule and represents the basic element in language as it talks about its structure. Hence, grammar is one of the several sciences of language. That has been given different definitions by different



language linguists. According to Penny Ur (1998), grammar can define by changing and adding different words that longer units of meaning can be constructed. Supporting the same idea, Harmer (2001) describe the exact definition of grammar as follows: “the description of how elements in that language may take on different shapes and be joined together to create sentences” (p. 12), which means manipulating and combining words to give meaning in a proper manner and form clear sentences.

As Thornbury (1999) climes, grammar is part of the study of the structures available in language. Which means that grammar represents how a language is structured or formed. In fact, students who do not understand the grammar of the target language will have difficult writing assignments. In contrast, Ur (2012) adds that the definition of grammar should be expanded to include the format in which teachers need to instruct learners. Additionally, Lanham (as cited by Omar, 2019) believes that grammar refers to the rules that enable the ability to make meaningful statements in any language.

As a whole, all the previous viewpoints highlight the importance of mastering grammar as a language skill. Which is considered a system of meaningful structures. It is an essential aspect of language. On the other hand, it is a fundamental unit that should be taught. It helps learners to communicate properly and understand the meaning of sentences. Through the construction of basic units to give a correct meaning.

### **1.2.2. Importance of Teaching and Learning Grammar**

It is certainly worth studying search about the importance of teaching/learning grammar. The significance of teaching and learning grammar continues to be a controversial subject. Interestingly, grammar is an essential component that can be integrated into any language skills. Students must notice that integrating grammar can enhance these skills, enabling them to produce good oral as well as written communication. The teachers have to pay more attention to help student's master grammar.

The teacher plays a crucial role in teaching grammar for students. According to Ellis (2006) clarify the term grammar teaching which “involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta-linguistically and/or process it in comprehension and/or production so that they can intern” (p. 84) , which means teacher has to provide activities of the grammatical rules to the students through classroom exercises to help students understand

grammar structure. The teacher should start from the simple grammatical terms, then move to complex ones.

All in all, one of the main aspects to improve language skills is grammar. Both teachers and students agree that grammar is a set of rules that help learners to combine correct sentences and tenses. Only when the grammar is correct can the sentences convey an accurate meaning. Furthermore, at University of Dr. Molay Taher, teaching grammar is a fundamental unit. Therefore, it is important estimate to the teaching and learning grammar in English as a foreign language. The mastery of grammar rules helps to express language with correctness. Thus, it is compulsory to value the importance of grammar in teaching and learning.

### **1.2.3. Position of Grammar in Foreign Language Teaching**

In foreign language teaching, the role of grammar continues to be a controversial subject. Grammar enables learners to communicate in a meaningful way in a foreign language. Hence, many scholars describe grammar as the heart of language. To support this sentence, Greenbaum and Nelson (1999), “grammar is the central component of language” (p. 1), which means grammar is generally seen as the core of language. Hedge (2000) asserted grammar has a great importance in the classroom methodology because of its vital role in teaching.

Many teachers are interested in teaching grammar in classroom methodology. Furthermore, the most important goal of teaching grammar is to facilitate skills of language. For Ur (1994) grammar is basic to use the language. This means mastering grammar helps to enhance language. Hence, grammar helps to order and modify words. Moreover, misuse grammar would be problem such as difficult to understand and poor writing. (Bastone, as cited by Fengjuan, 2010)

Although, students have many ideas on the standard of mastering a language. There is the commonality idea, that is, to master a language must master its grammar. As a result, grammar has been given significant importance in learning foreign languages and improving learners’ communicative competence. Hence, grammar was given a significant portion in the various teaching methods and approaches, in terms of its position in foreign language teaching and learning.

### **1.2.4. Grammar in Language Teaching Methods**

Teaching English as a second language ESL/ EFL is quite different from teaching a first language (L1). There are many elements that should be known by the teacher to make the

process an effective and flexible activity. To realize that aims, one of the elements is method. There are many methods that have appeared in the field of teaching ESL and EFL. Scholars agree approaches have been used throughout the history of English language teaching ELT, which is a group of items or an overall plan for systemic presentation to teach a second or a foreign language (Ali Alghamdi et al., 2019).

#### **1.2.4.1. Direct Method**

Direct method supports the “natural” process of learning a language. It only the target language that is used. As well, the DM focus on educating students' oral skills, including output skills, and this method stresses learners' communication skills in English (Vireak and Bunrosy, 2024). This method enhances the interactions between teacher-student and student-student tasks in practice. This method emphasize oral communication and enhance language use in a good manner. Assists students with correct pronunciation and introduces new vocabulary using similar words.

The idea behind the Direct Method is that the learner should learn in the same process as children learn their mother tongue. The aim is to help learners gain practical communication skills. The direct method ought to related immediately to the target language without being translated into the native language. In this method, conversational activities hold a significant role, with students using authentic contexts and standing a better chance of thinking, and communicating in the target language. Mart Cagri (2013).

#### **1.2.4.2. Audio-Lingual Method**

The audio-lingual method which dominated teaching in the 1960s. Also known as the oral method or the new method. That helped to decode shifts in languages like French, German, and Italian. This method was close related to the direct method in its view of the importance of teaching oral skills. Which focuses on correct grammar forms of spoken language. As Larsen-Freeman (2001) it is very different because it focuses on teaching students how to emphasize vocabulary acquisition through exposure to use in context and pushes students to use different sentence patterns.

Indeed, this method focuses on improving the students' speaking skills and pronunciation correctly. For example, the teacher states the words “read” and “red” and asks the students if these words are similar or not. Then, s/he can use other examples and ask students to identify which sound is produced by the sound that is included in the word “read” or that of “red.” This

approach focus on speaking and listening skills by teaching grammar through practice, and grammar rules are taught inductively.

### **1.2.4.3 Grammar Translation Method**

The teacher frequent interacts with the content in the local tongue during the teaching process, and the teachers' learning has incorporated these basic targets. Most teachers EFL agree to use grammar translation method, to recall vocabulary and grammar easier. According to Lestary (2019), the grammar translation method is an antiquated teaching system for teaching Greek and Latin. The GTM is a popular teaching method for teaching grammar and focuses on understanding vocabulary and translation.

To illustrate, teachers ask students to translate whole texts word by word, then ask them to remember grammar and vocabulary, using this technique. It means to support students to recall the grammar and vocabulary through teachers using Mother language (ML) (Afiah, 2018). This method emphasizes grammar and vocabulary. Hence, students must master patterns and words and spell the right. Furthermore, this method is an extremely important part of teaching ESL/EFL.

### **1.2.5. Grammar Teaching Approaches**

In the EFL classrooms, teaching grammar is considered a main issue in language teaching. Which is often discussed among language teachers. Teaching grammar involves selecting the appropriate methods and techniques to achieve the objectives. As well to fulfill students' needs, because most teachers face misuse of appropriate approaches to students' needs. Hence, many scholars have devised many approaches and methods to make grammar teaching easier. It is thoroughly taught using a variety of approaches through a range of inductive and deductive procedures.

#### **1.2.5.1. Deductive approach**

The deductive approach represents a more traditional approach to teaching. That is, more of a top-down approach, which moves from the more general to the more specific. In this approach, the teacher gives students an in-depth explanation of a grammatical rule, and students come across the same grammatical idea in their own work. After that, students apply what they have learned through exercises. In this respect, (Ibid., p. 54-55) notice that the deductive approach has one disadvantage, which is that the students may feel that the teacher is provide

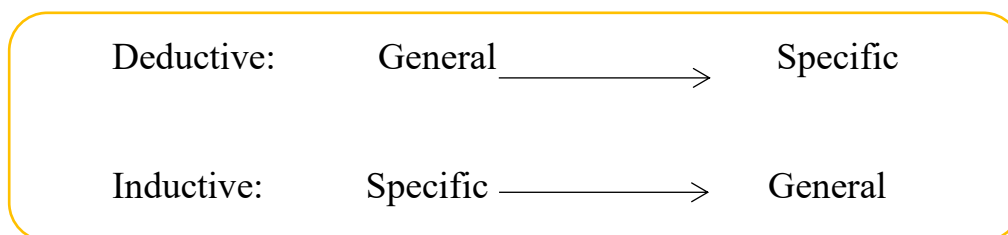
them too many lectures that have little to do without related to being able to use the language. That is, to the lack of students' participation in the teaching process. Which leads to the lack of creativity and degradation of the thinking because every thought was clear. That is why a deductive approach is better for adult learners and teachers' impressions to improve their writing performance and ability to success. (Sik, 2015, as cited in Noveria, 2021)

### 1.2.5.2. Inductive Approach

The Inductive Approach to teaching grammar is essential a bottom-up approach. Which moves from the more specific to the more general. The inductive approach is very effective because it requires students to process and analyze data. For example, the teacher presents some examples that demonstrate a certain grammatical rule, and the students have notice into how the rule functions and formulates without teacher explanation. It is the job of the students to guess how the rule is formed and how it works. As a result, this method focus on give the students the prospect of understanding the rules of grammar in more natural way during their own writing. In an Inductive Approach, the learner tries to derive understand of the grammar through studying examples of language. In fact, the student learn "practical" during discovery and gives assignments to do that are typically obtained by the teacher or other plans, such as grammar texts (Harmer., 2007, as cited by Hidayat., 2017).

**Figure1.2.**

The Function of Deductive and Inductive Approach by Noveria 2021



### 1.2.5.3 Integrative Approach

Integrating skills and knowledge is paramount in education. Integrative approach one of education process where students' connection to integrate many skills and concept to help students enhance skills and knowledge. The concept behind Integrative Teaching is that teacher

integrate skill to complex skill, it means to facilitate learning process and help students connection curricula.

### **1.2.6. Importance of Integrative Approach in Teaching and Learning**

Integrative approach is a crucial technique that helps teachers and learners to foster a lot of skills. In this context, Leonard (2012) describes through integrative approach, students can solve complex problem and enhance understanding of knowledge. According to Miller (2005), "Integrative learning refers to many different Integrative capacities: the application of theory to practice, the ability to connect skills and knowledge from one course to solve and explore issues in another, and the capacity to reject and identify connections made over time", it means integrative teaching is focused on applying real-world scenarios, and connection between skills to make it deeper understanding.

Teachers play an important role during apply this approach. Through use strategies such as role play, short stories, or peer learning, it helps learners apply new experiences at a more complex level.

### **1.2.7. Principles of Integrative Grammar Teaching**

Successful apply Integrative Grammar Teaching is vital for teachers and students. Hence, it necessary for researcher to study the bonds that bind these elements to each other, and to show their impact on proficiency of students.

#### **1.2.7.1. Students Needs**

Teachers determine students' needs are a crucial role that should be taken into consideration while applying any lecture. It helps teachers to determine course objectives and provide lectures in an organize way and what should be taught and how it should be taught. Students' needs aim to organize teaching and learning process through understanding gaps among students. Teacher takes into consideration steps to follow to achieve students' need to prepare activities that the learner needs to learn. As a first step, the teacher should organize lesson with the students' needs through expressed in terms of what the learner should be able to do.

Students' needs are closely related to objectives and course. Broadly speaking, for an effective Integrative Grammar Teaching, the students' level, learning strategies should be taken into consideration. It allows them especially to gain control over some grammatical aspects.

### **1.2.7.2. Objectives**

The objective is a vital element that should be taken into consideration while applying any lesson or course. According to Nunan in his book (1988) state “objectives act as a guide to the selection of the other elements in the curriculum to provide a sharper focus for teachers, to give learners a clear idea of what they can expect from a language program, and to help in developing means of assessment and evaluation.” which means students’ needs are closely related to objectives and course. Therefore, the aim of a grammar lesson is to be able to use and apply it. Integrative grammar teaching aims mainly to enable learners to make a balance between form and content while writing. Connection the lecture and real life by using strategy i.e. communication and simulation. Therefore, the aims of integrated grammar are to foster students’ grammar understanding, awareness about significance of grammar in their writing.

### **1.2.7.3. Course**

Successful learning of language is vital for students. It is based on courses that teachers designed. The goal of a course is achieving student’s needs. It relates the content of course directly to the students' needs. The teachers are courses designers, and they should know about their student’s level. Therefore, the selection of the teaching materials is an important task and influences greatly the whole teaching and learning process. Thus, it is workable to necessary on the course aims and students' needs to choose the appropriate approach to be used in the course. In grammar and writing case, teachers should design a correlation session that integrates grammar and writing skill simultaneously.

### **1.2.8. Role of Integrative Grammar Teaching in Fostering Writing Skill**

The Integrative Grammar is an Approach. In this context, focus on students' writing ability is assessing, testing their grammatical knowledge, and the extent of their progress in both. The integrative grammar is selective, i.e., it related to the grammatical competence associate with the type of texts that students need to write, Sysoyev (1999). This approach consists of three major stages (a) exploration, (b) explanation, and (c) expression (EEE). Each step has aims to be beneficial.

Exploration is the first stage of Integrative Grammar Teaching. This step focuses on "Inductive learning." When given students sentences that illustrate a certain grammatical rule,

students are expected to find the pattern as a team (ibid). The rule is formulated with the help of the teacher (Johnson, 1995). Students should be allowed to solve problems on their own and only receive information when needed.

Explanation is the second stage of learning. As students find patterns in the examples they have already used, teachers can review what was previously learned. During the exploration stage, the focus is on the form. Sometime, it is necessary to go back to the "textbook" to show students examples and results of the previous stage. Sometimes, it is necessary for students to go back to the textbook to show examples and results of the previous stage. This step is beneficial because students feel safer when they can use the book to go back in case of confusion (ibid).

Expression is the third and last stage of the process. After the exploration stage and highlighting the rules in the explanation stage, students start practicing meaningful utterances with each other in communication tasks. The aim of this stage is to help students to obtain experience by making meaningful utterances. On the other hand, this stage gives the opportunity to practice communicating and support students by guide teachers. In this case, communicative interaction will be better, which allows students to relate it to something they care or know about, thus making it valuable (ibid).

This type of approach helps learners to develop writing skills. It has three stages; each stage has a rule that helps learners to better understand. Teachers play a crucial role in facilitating the learning process of grammar by applying different strategies. The researcher does not mean this method but means the process of Integrating Grammar.

## **Conclusion**

The conclusion that can be drawn from this chapter is that grammar is a vital element of the English language and writing, being a basic skill in the language. Most EFL students face difficulty in applying correct grammar knowledge in writing performance. Which impacts poor their writing production. Thus, teachers must check the level of students in grammar and assist to correctly apply in the writing skill. Furthermore, through Integrative Approach, teachers can facilitate teaching grammar, help students to apply it, and assist to correctly apply in the writing skill. It depends principally on the objectives and needs of students, and the requirements of the educational institution.



## **Chapter Two: Research Methodology and Design**

## **Introduction**

While the first chapter tackled the theoretical and general background of the current study, the following chapter tackles the methodology of this research. It outlines the research design used for investigating the present issue, which is the importance of Integrative Grammar in students' writings. In order to answer the research questions asked in the general introduction. The researcher explains the research methodology that was followed for the collection and analysis of data in this study. Describing the participants, including 1<sup>st</sup> year EFL students and teachers at Dr. Moulay Taher, Saida University. As well as the research tools that aid in data collection to answer the research questions.

### **2.1. The Research Methodology**

This research is conducted with the use of a mixed method approach. The researcher has chosen two tools that are mixed-method research of quantitative and qualitative approaches to answer the research questions and to validate the research hypotheses. Allison and Joana (2017)" a mixed method approach allows researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions", which means that the researchers have many tools to help them to examine and explore answers the research questions.

It is important to distinguish between qualitative and quantitative methods. Concerning the qualitative data, the qualitative method is adopted to describe the effectiveness of Integrative Grammar Teaching and its effectiveness on students' written performance. While the quantitative approach is used to determine common mistakes that students made in writing skill. For the sake of getting a firm grip on credible and reliable results, teachers' questionnaire and students tests were carried out to ensure the attainment of research objectives and hypotheses.

### **2.1 Data Collection**

Data collection in research is a crucial factor; it is a process of gathering information that seeks to answer all the questions that have been posed. The researcher used two data gathering tools; the first tool is a structured questionnaire for eleven (11) teachers. The second

tool is students' pretest and posttest. The two aforementioned research tools bring data that are more likely to be analyzed both quantitatively and qualitatively.

## **2.2 Research Design**

The research design is an important step in beginning a research project. It is a strategy that follow to discuss, examine, gather data, and answer to the proposed questions. There are several types of research that must be considered in order to facilitate the process of proving and validating the research. Among the most common types of research are: exploratory research, correlational research, applied research, and descriptive research.

Kothari (2004) claimed that descriptive design helps the researchers to describe the situation accurately. Besides, Tavakoli (2012) argued that descriptive approach has connection with both qualitative and quantitative research. To illustrate the foregoing, this work employs the descriptive method, which means it describe the effectiveness of the Integrative Approach through assess students' writing performance. In this study, the chosen case study involves first-year EFL students. With the objective to show the effect of the Integrative Grammar Approach on learners' writing skill.

## **2.3. Population and Sample**

The target population of this study was first-year license students, a total of (250) students. The idea behind focusing on first- year students based on the consideration that they have already been introduced to English grammar and to a certain amount of grammar terminology. They also assume that they have learned some basic skills of writing, like producing different types of sentences, clauses, and paragraphs according to written expression in the first-year, which makes it easier to examine their learning level of the written assignment. However, one of selecting sampling is convenience sampling, which means focus on way of selecting available participants and they have ease of access based on target population. MacNealy (1999) defined a convenience sample as a sampling technique that requires the researchers to go to the public "locations and ask passers-by to participate" (p. 156). In this context, the sample concerns 64 learners from first-year students that are selected convenient, and eleven (11) English Language teachers from Dr. Moulay Tahar, Saida University, that were enrolled during the academic year 2024/2025.

## 2.4 Experiment Design

The term "experiment design" is used to refer to relationship between an independent and dependent variable, according to Zubair 2023. In this case, the independent variable is the variable of influence, which is Teaching Grammar Approach. Also, the dependent variable is the variable that is being influenced, which is level of students' writing skill. Specifically, in this study, the researcher checked whether Teaching Grammar Integratively, which was the independent variable that would be applied after conducting a pretest, would lead to a significant development in learners' writing performance.

The experimental study has been carried out in this research in the academic year 2024/2025 during the second semester in a grammar class through prepare grammar lessons and the collection of first-year students' written performances. The aim behind this experiment is to help students enable grammar to improve the students' writing skill by implementing the IGTA. On the other hand, design lecture that integrates grammar and writing simultaneously. The researcher had 3 classes (all first-year); the purpose was to teach them a grammar lesson 3 sessions for the future tense and taught 1:30 hour for each classroom and took place on April 16, 2025 from 8h: 00 AM till 2h: 00 PM.

The experimental design also includes pre-tests and post-tests. The 3 sessions, the research had a design lesson plan on the board (see table 2.1). In primary stage, the researcher asked students to write short paragraph consist 7 lines to be analyzed and gather the necessary. Each student started to expression. The activity was given to all students (64) learners from 3 sessions, and this was considered a pre-test.

The researcher implemented 3 stages to support learners understanding and foster grammar (see Literature Review chapter, page 15). Those stages are considered a key to the development of students writing skill during the implementation of Integrative Grammar Approach. Specifically, in this study, the researcher examined whether the Integrative Grammar Approach, which was the main aim that will be assessed after conducting an experiment, would lead to a significant improvement in learners' ability to develop writing skill.

Concerning the pre-test, the same activity was given to the same learners once again, and it was considered as a post-test. Finally, the sixty-four papers to collected for analysis

and comparison of first and second drafts to investigate the effectiveness of the IGTA on learners' writing performance.

**Table 2.1.**

Lesson Plan Design

<b>Model:</b>	<b>Number of Students:</b>	<b>Date:</b>	<b>Level:</b>	<b>Time:</b>
<b>Lecture:</b>	<b>Learners Style:</b>			
<b>Objective</b>	1-			
<b>Assessment</b>				

## 2.5 Research Instruments

In order to validate the research hypotheses and answer the pre-stated research questions, two research instruments were designed: the first research tool is a structured questionnaire by hand over for eleven (8) EFL teachers from Dr. Moulay Tahar, Saida University and three (3) English teachers that replied online from different Universities. The second instrument is a pretest-posttest that was delivered to first-year student participants to show the effectiveness of the IGTA on their written assignments. Both tools used for collecting data are explained in detail in following titles.

### 2.5.1. Teachers' Questionnaire

The questionnaire is a systematic and necessary tool for gathering primary population data of interest for theoretically based research. In this context, Bhandari (2023) describe a questionnaire is a group of questions that aims to collect information from teachers or students about their beliefs for qualitative and quantitative research. The questionnaire is considered the most useful tool to collect data. The purpose of collecting certain information to support the researcher's hypotheses and answer the research questions. A questionnaire is a written document with different types of questions, like open-ended, where teachers can express their thoughts freely, close-ended, yes-no questions, and Multiple-Choice Questions (MCQ). The

teachers were asked to tick the suitable answer, and they were also asked to explain their points of view. The teachers' questionnaire was categorized into five sections.

### ***2.5.1.1. Description of Teacher's Questionnaire***

The questionnaire of this work aimed to explore teachers' beliefs about the effect of Integrative Grammar Teaching Approach with writing skill development and determine the most difficulty that students face with poor writing skill. The teachers' questionnaire was given by hand out for eleven (8) grammar and written expression EFL teachers from Dr. Moulay Tahar, Saida University, which was structured, and three (3) English teachers that replied online from different Universities. The teachers' questionnaire consists of fifteen (15) main questions and divided into five sections; each section has different questions; each question has the purpose of collecting certain information and data to support the researcher's hypotheses (see appendix A). Preliminary Section about teachers' profile. The first section one was Integrative Grammar Teaching Approach; at the same time, the second section consists of questions about the teachers' perception of students develop writing skills. The third section is about importance of grammar in fostering writing. Section four, this section about teachers' further recommendations concerning theme.

#### **Preliminary Section: Teachers' Profile (Q1-3)**

**Question one:** teachers are asked to determine how long they have been teaching the English language to check whether they are still beginners or they are advanced teachers.

**Question two and three:** the second and third question is intended to determine whether teachers have taught grammar and writing skill.

#### **Section One: Integrative Grammar Teaching Approach (Q 1-4)**

**First Question** to highlight to what extent teachers know Integrative Grammar Approach and define its meaning.

**Second Question:** teachers are asked to state which method they believe is the most efficient for teaching grammar.

**Question three:** to know teachers' beliefs if grammar sessions are enough in teaching.

**Question four:** aimed to determine teachers' attitudes towards the student's learning grammar.

#### **Section Tow: Teachers' Perception of Students' Develop Writing Skills (Q 5-8)**

**Question five:** the question aims to describe the level of students' writing skill.

**Question six:** this question aimed to investigate the main problems that the students usually face during writing process.

**Question seven:** aimed to explore if teachers give students chance to explore their mistakes in writing performance.

**Question eight:** it aimed to find out how can students avoid grammar mistakes in writing performance.

### **Section Three: Importance of Integrative Grammar in Fostering Writing (Q 9- 11)**

**Question nine:** it aimed to know if teachers observe connections between form and content in students' productions.

**Question ten:** aimed to explore way to Teaching Grammar Integratively develop writing skill.

**Question eleven:** this question asked if teachers if they observed connection between grammar and their students' writing production.

### **Section Four: Further Suggestions (Q 12)**

This section aims to gain teachers' further recommendations concerning the topic, questions, or theme.

## **2.5.2. Description of Pretest and Posttest**

As Adu (2018) explain test is a tool used in educational practice to evaluate knowledge and aptitude. As far as the experiment design used in this study, a pre-test and post-test were used. They were administered to the students and were done during the grammar session lessons for first-year students EFL second semester enrolled during the academic year 2024/2025. In this investigation, a test was utilized as a method to show how effective the students' writing improvement through implementing the IGTA and confirm or disconfirm the hypotheses posited. The main purpose of Teaching Grammar Integratively is to enable the learner to master grammar to integrate it in writing. To this end, a preliminary writing evaluation was carried out prior to implementing the Integrative Grammar Approach. The researcher had checked 6 students' scripts (see appendix D and E). Moreover, script checking also gave a clear view about the writing errors that 1<sup>st</sup> year students made.

### **2.5.2.1 Pre-test**

A pretest is like an activity session that helps researchers to collect data and makes sure when they conduct the study, standpoint of Hashim et al. (2022). Concerning the current study, the pre-test was used to assess whether the learners was applying grammar before

implementing the treatment. The pre-test consisted of one activity in each session. The activity included a short paragraph about “Where do you see yourself in the future?”. The pretest was organized written and was allocated 20 minutes. A total of 64 assignments have been collecting. (see appendix B). Students' products are corrected (see appendix D)

#### *2.5.2.2 Post-test*

The posttest was conducted after the researcher had finished presenting all the grammar lessons that planned it. The last 20 minutes were dedicated to writing a short paragraph individually about “What will you be doing this summer?” (see appendix B), it was designed to last for twenty minutes so as not to impair the whole session. The goal behind the post-test was to show whether the Integrative Grammar Approach was affective in improving learners' writing performance. On the other hand, to compare the extent of effectiveness of Integrative Grammar Approach after and before implementing Integrative Approach in learners' writing skill. A total of 64 assignments have been collected, and results are also discussed at the end of the last chapter: Data Analysis and Discussions.

## **Conclusion**

This chapter strived to highlight an overall overview of a chosen methodology that is suitable for descriptive research which seeks to investigate the effectiveness of an Integrative Grammar Teaching Approach with students' writing performance development. Also discussed the sample and population that contributed to this research. In addition to the description of tools that allow the researcher to gather the necessary data and to investigate the impact of IGTA. To this end, a structured questionnaire was directed to eleven (11) grammar and writing skill teachers, and pretest- posttest for first-year students of Saida University, Algeria.



## **Chapter Three: Data Analysis and Discussions**

## Introduction

The third chapter tackles the practical part of this study. It is devoted into three parts. The first part is devoted to the finding and analyses of the data gathered from the two research tools which are used in this research. The second part is devoted to the discussions of the findings obtained from the analysis, where they answer the pre-stated research questions and test the validity of the research hypotheses that were suggested by the researcher. Finally, it discusses some of the challenges and obstacles that this research faces.

### 3.1. Data Analysis

#### 3.1.1 Analysis of Teachers' Questionnaire

There were in total 11 teachers that were chosen to answer the questionnaire. Hence, the final and total number of respondents of the questionnaire were 8 teachers from the Department of English Language at Saida University, and three (3) English teachers that replied online from different Universities. The results gathered are analyzed and interpreted below.

#### **Preliminary Section: Teachers' Profile**

##### **Question one: Your teaching experience:**

Table 3.1.

Teachers Teaching Experience

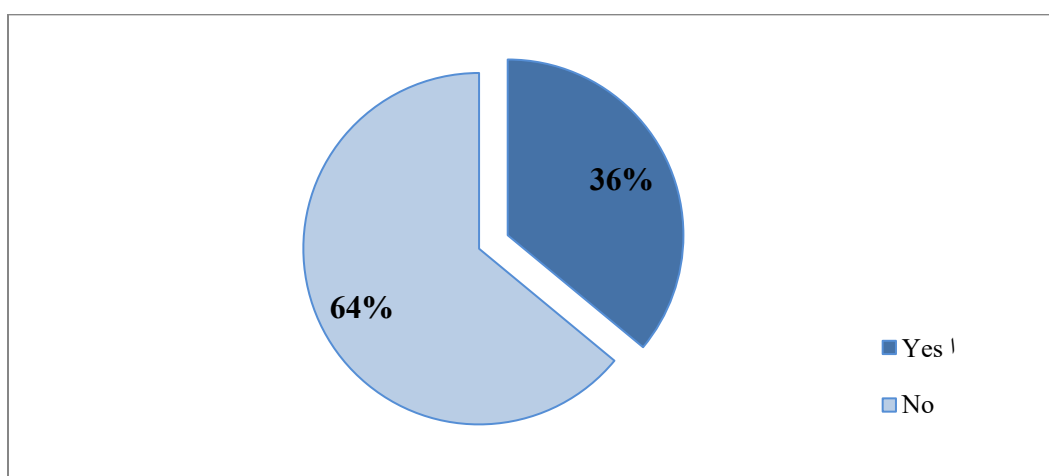
<b>Options</b>	<b>Number(N)</b>	<b>Percentage (%)</b>
<b>0-3 years</b>	2	18 %
<b>3-9 years</b>	4	36%
<b>More than 10 years</b>	5	46%
<b>Total</b>	11	100%

According to table 3.1, 11 teachers were asked about prior experience in teaching English language. Two out of 11, that is 18% educators had 0-3 years' experience in teaching English language. Four (4) instructors around 36% had more than 10 years' experience. On the other hand, five out of 11 teachers stated that s/he taught English language around 3-9 years.

**Question two: Have you taught Grammar before?**

*Figure 3.1*

Grammar Instruction by Teachers



The figure 3.1 shows that the teachers taught grammar. The majority of instructors around 64%, that is 7 educators had not taught grammar before. On the other hand, 36% Instructors had taught grammar before.

**Question three: Have you taught Written Expression before?**

Yes	→	8
No	→	3

In this question, teachers were asked to determine if they had taught Written Expression before. Eight out of eleven educators taught Written Expression before. Therefore, 3 out of 11 instructors had not taught Written Expression before.

### Section one: Integrative Grammar Teaching Approach

#### **Question one: Do you know Integrative Grammar Teaching Approach?**

**Table 3.2.**

Teachers Awareness the Term of Integrative Grammar Teaching Approach

<b>Options</b>	<b>N</b>	<b>%</b>
<b>Yes</b>	4	36%
<b>No</b>	7	64 %
<b>Total</b>	11	100 %

The table summarizes the answers of 11 teachers about their awareness of the Integrative Grammar Teaching Approach. 7 out of 11 instructors reported that they know the term of Integrative Grammar Approach. Furthermore, four out of 11, that is 36 % of educators did not know the IGTA.

#### **If yes, how would you define Integrative Grammar Approach in English language teaching skill?**

The teachers' illustrations are summed up in the following claims:

- Teacher (A) claimed that" the integrative grammar approach is the application of grammar rules in writing and speaking activities"
- Teacher (B) mentioned that "it is the integration of grammar in meaningful communication and context-based language use"
- Teacher (C) added" integrative grammar approach is to integrate or include grammar in the teaching of writing i.e: teaching writing with introduction of grammar rules since it is a core component in correct writing"
- Teacher (D) asserted "using grammar rules while teaching language skills such as writing, speaking."

#### **Question two: Which Approach do you believe is the most effective for teaching grammar?**

**Table 3.3**

Grammar Teaching Approaches Most Effect by EFL Teachers

<b>Approach</b>	<b>N</b>	<b>%</b>
<b>Deductive</b>	5	45%
<b>Inductive</b>	5	45 %
<b>Both</b>	1	10 %
<b>Total</b>	11	100 %

The table 3.3 shows which Approaches those instructors believed were the most effective for teaching grammar. Five out of 11 educators believed the Deductive Approach is beneficial for teaching grammar; it depends on their learners' abilities and their motivation. Similarly, five instructors believe the Inductive Approach is supportive for teaching grammar because they prefer to have students active during the lesson. Hence, it helps students' write assignments more efficiently. One teacher, that is 10 %, believed that both methods are effective.

**Question three: How do you find students' attitudes towards learning grammar?**

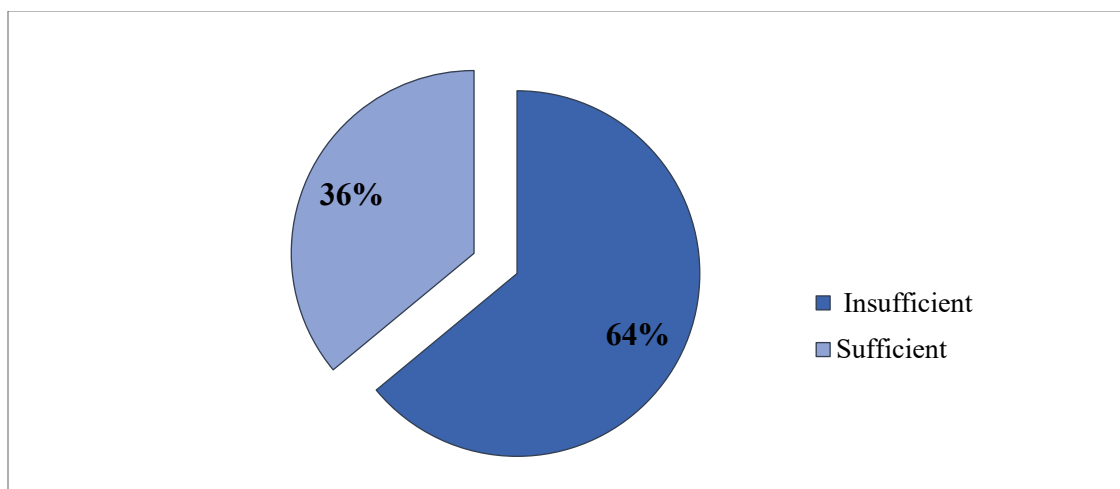
Positive	→	5
Negative	→	4
Natural	→	2

In this question, teachers were asked about their students' attitudes towards learning grammar. 5 out of eleven teachers had a positive attitude towards learners' learning grammar; that is, students were interested and had motivation to learn grammar. On the other hand, four out of 11, that is 36%, educators found a negative attitude towards learners' learning grammar, which affects their composition coherence negatively, that is, a lack of composition. 18 %, that is two teachers had a nature attitude towards learners' learning grammar.

**Question four: Do you think that the scheduled Grammar sessions are: sufficient or insufficient?**

**Figure 3.2.**

Teachers' Opinion about the Time Allotted for Grammar Sessions



Through the analysis of the figure 3.2. The teachers were asked whether the grammar sessions were sufficient or insufficient. 64 % instructors indicated that grammar sessions are insufficient. On the other hand, 36% educators responded that grammar sessions are sufficient.

## Section Two: Teachers' Perception of Students' Development of the Writing Skill

### Question five: What is the level of most of your students in writing?

**Table 3.4**

Students' Writing Skill Level

Level of Students	N	%
Weak	5	46%
Intermediate	6	54 %
Advanced	0	0 %
Total	11	100%

According to the table 3.4. 11 teachers had described the level of students in writing skill. The largest educators' group (54 %) educators described that the majority of learners had an intermediate level of writing performance. Five out of 11 instructors, that is 46%, reported that

students had a weak level in writing production. Surprisingly, no teacher viewed that the students had an advance level in writing production.

**Question six: What are students' common mistakes in writing?**

**Table 3.5.**

Students' Common Mistakes in Writing Skill

Options	N
Grammar Mistakes	9
Vocabulary	8
Coherence	6

The analysis of the table 3.5. Reveals that the majority of respondents (9) strongly agree that grammar mistakes are common mistakes in students' writing. In the second rank comes" vocabulary" the educators (8) stated that. While the instructors 6, reported that coherence is the common mistake that learners made in their writing performance. To illustrate, most of teachers chosen more than one option.

**Question seven: During correcting mistakes, do you give your students opportunities to find out and to correct their mistakes by themselves?**

Yes  10

No  1

In this question, the instructors argued about giving learners the chance to correct mistakes by themselves. Ten out of 11 educators stated that they give learners opportunities to correct their mistakes by themselves. On the other hand, one out of 11 teachers reported that s/he does not give students the opportunity to correct their mistakes by themselves.

**How?**

In their explanation, teachers' arguments as following:

- Teacher (A) claimed that" peer connection, students exchange their written production and correct the other "
- Teacher (B) mentioned that "in the connection session "
- Teacher (C) added "yes, I sometimes repeat what they say or write (I repeat it twice or three times) so that they can notice there is a mistake in what they have said or written "
- Teacher (D) claimed that" I usually give students alternative answers when they grant the wrong answers, this allows them to compare the two problem answers and assess in order to come out with a different answer that goes accordingly with the rule of grammar displayed during the lecture "
- Teacher (E) asserted" It is about giving them to reflect on the thing (mistakes) they did, find what is going out of the rail, try to fix it and give my feedback"
- Teacher (F) added " To reread their work, use AI correct\ Grammarly"

**Question eight: How can students avoid grammar mistakes in their writing?**

In their explanation, teachers comment as follows:

- Teacher (A) claimed that "practicing reading in the target language to enrich their linguistic background "
- Teacher (B) mentioned that "reading a lot and practice: do a lot of activities"
- Teacher (C) added "simply by focusing more in grammar sessions"
- Teacher (D) asserted "reading is the most essential tool used to develop better and enhance their writing skills (read to write)"
- Teacher (E) claimed that "they have to review all what they do in grammar lectures (sessions) they have to give importance to every presented point in grammar the (module), and when I integrate it in writing sessions, I stress it more thus, it can be effective and they can become skilled in the writing"
- Teacher (F) mentioned that" use dictionary. Check in their smartphone "
- Teacher (J) added " by using grammar rules activities"

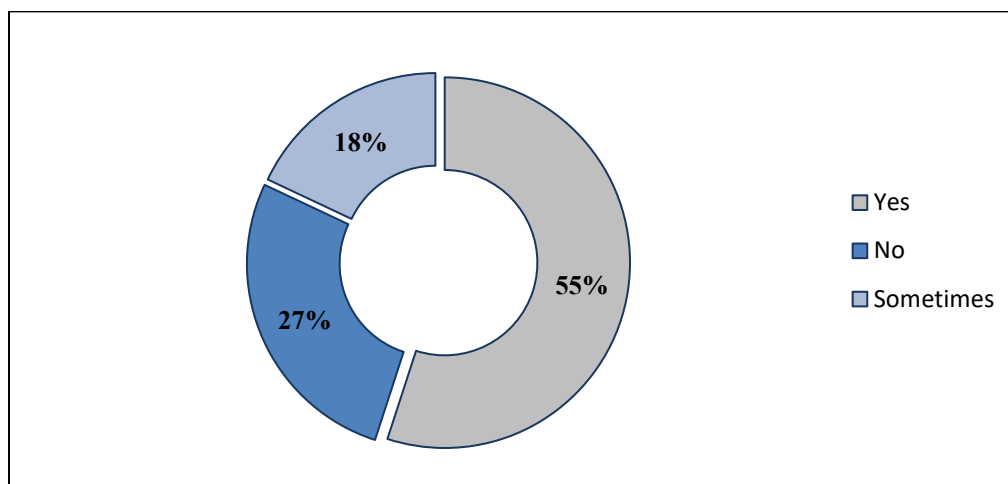
**Section Three: Importance of Integrative Grammar in Fostering Writing**

**Question nine: While correcting students written assignment, do you notice connection between meaning and form?**



**Figure 3.3.**

Coordination between Meaning and Form



The figure 3.3 shows that 11 educators were asked about the notice between meaning and form on learners' written performance. The largest group (55%), which is 6 out of eleven instructors reported that the students connect between meaning and form. On the other hand, 27% indicated that learners do not coordinate between meaning and form in. 18% of teachers responded that the students sometimes coordinate between meaning and form in writing productions.

**Question ten: Explain, how does Teaching Grammar Integratively improve students' Writing proficiency?**

In this question, teachers identify how Teaching Grammar Integratively improves students' writing proficiency in the following suggestions:

- Teacher (A) claimed that "integrative grammar has nothing to do with the form "
- Teacher (B) mentioned that "I help them recognize their own mistakes "
- Teacher (C) added " using grammar rules in context "
- Teacher (D) asserted "As far as I see, using grammar as a way to enhance or elaborate students writing skill is analog task. If the learners master the grammar rules, by force they will produce good texts where ideas are predated "
- Teacher (E) stated "If teachers instructor(s) cooperate and share what practices they are using and doing, this might help"

Teacher (F) claimed that "teaching grammar integratively improves students writing proficiency by making them understand grammar rules and accuracy through context and meaning communication examples that reinforces comprehension, therefore, lexical resource will be enriched for effective use of writing"

**Question eleven: When you correct the students' papers, do you observe any connection between what they are learning in Grammar and their Writing?**

Yes → 3  
No → 4  
Sometimes Yes → 4

In this question, teachers were asked if learners coordinate between what they had learned in grammar and their writing skill. Three out of 11 educators stated that the students had connected what they had learned in grammar and writing skill. 4 out of eleven instructors reported that the learners had not connected what they had learned in grammar and writing skill. On the other hand, four out of 11 teachers responded that the students sometimes coordinate what they learned in grammar and writing skill.

#### **Section four: Further Suggestions**

**Do you have further suggestions and comments?**

Only two teachers mention his/her opinion as follows:

- Teacher (A) claimed that" students should understand that grammar is corner stone when learning any L2, they have to take the courses.\module seriously, and pay a considerable effort misterming it "
- Teacher (B) added" I suggest that this approach should be adopted by teachers of English grammar and written expression. They, students, need to have a higher awareness if using integrative grammar "

#### **3.1.2. Analysis of Students' Pretest and Posttest**

As it has been indicated above, to determine the effectiveness the IGTA, all students were post-tested after the treatment period. The same tool used in the pre-test was used as the post test. Students were asked to write a short paragraph about "Where do you see yourself in the future?" in the same allocated time (20 minutes). After checking all learners' written assignments, the researcher has seen the students made the highest percentage of mistakes in

grammar knowledge (see appendix D). After the treatment session, learners were asked to write an exemplification essay on the following topic “What will you be doing this summer?”. The researcher has seen the learners had improved the quality of writing performance more than pretest assignments (see appendix E).

### **3.2. Data Interpretation and Discussion of the Main Findings**

In this chapter, the researcher presented and analyzed the research findings derived from the structured teachers' questionnaires and students' test, focusing on the effect integrative grammar approach in improving writing skill among first-year EFL students at Dr. Moulay Taher, Saida University in Algeria. Through this analysis, the researcher evaluates the validity of research hypotheses and address the research questions posed at the outset of the study.

Starting with the teachers' questionnaire which tried to answer the first research question. The results from the teachers' questionnaire revealed that only 36% of teachers were familiar with the term, while 64% were slightly familiar, indicating limited or unclear familiarity with the concept.

Indeed, the teachers' questionnaire was of paramount role in helping the researcher to collect valuable data about main mistakes that learners had in writing skill. According to the emerging results, the majority of teachers 80 % agreed that the EFL students have a common grammar mistake in writing production, which is study that Farooq (2020) states that grammatical errors are the most common errors students make when producing written texts. This confirm the first research hypothesis, which states that the lack of grammar knowledge is the most common mistakes EFL learners writing production. On the other hand, insights from pretest-posttest also supported this hypothesis; based on their writing production, they had grammar mistakes, which resulted in poor writing performance.

To evaluate the impact of the Integrative Grammar Teaching Approach with writing skill development as an answer to the second research question, the study was based on a pre-test and a post-test assigned before and after the treatment. The pre-test was assigned at the beginning of session, it was crucial in determining the grammar knowledge of the students. The researcher had seen grammar mistakes in students' written assignments. After the pre-test the researcher used the treatment represented in Teaching Grammar Integratively, which involved the exploration, explanation, and expression stages. After the treatment session, a

post-test took place. From the obtained results, notable improvements were observed. Students had applied grammar knowledge correctly, which means the IGTA had helped students to improve their grammar, thus their writing production.

The following passage is from a student's assignment (see appendix D): « I will teaching in the future.....» it is noticeable in the first sentence that the student used (teaching) word, which is for continuous tense, s\he did not used (be) word after (will). The same sort of mistake is repeated in the same way with other learner: « I will see myself complete my studying in U.S.A.», the learners made the same mistake. The mistakes in both passages reveal how hardly students struggle with grammar. To show that IGTA was effective, learners apply grammar correctly (see appendix E). To illustrate, learner wrote « we will be travelling to Parise » it is noticeable in the previous sentence that the student used (be) with (traveling) word. Also, other student «I will travel to mountains with my family». Other student wrote « I will learn rule play of music».

After comparing the data obtained from the pretest and posttest, it can be deduced that the Integrative Grammar Teaching Approach effectively improved first-year students' written productions. These findings align closely with the research conducted by Chaouki and sara (2018), where they highlighted how developing learners' writing performance through an Integrative Grammar Teaching Model. This support the second research hypothesis, which states that the Teaching Grammar Integratively Approach may be effective on students developing writing skill. To sum up, this pretest-posttest was fruitful with information concerning the research question. The collected data helped confirm the importance of Integrative Grammar Teaching can make students exploit their grammar knowledge during practice writing.

### **3.3. Recommendations and Implications**

The current research has offered insights into teachers' perceptions and opinions concerning the effectiveness the IGTA with writing development. On this basis, some recommendations as solutions are given to help students and teachers to achieve it.

#### **For Teachers**

- Give students a lot of written assignments to practice what they have learned in grammar sessions.

- Teachers should design some sessions with an objective in mind to teach grammar and writing simultaneously.
- A teacher is responsible for helping students to develop their writing skill by moving gradually from grammar rules, sentence to paragraphs and then essays, which would give students the opportunity to acquire the basics and be scaffolded to write.
- Teachers should focus on appropriate grammar lectures based on students' needs.
- It is necessary to include teaching grammar with writing curriculum program by teachers though design textbooks that consist grammar lectures and writing practice.
- Teachers focus on students struggles and try to support it by providing feedback to improve writing skill and grammar knowledge.
- Use simple words and examples to help students understand grammar.
- Teachers should be designing more sessions that collect practice writing and grammar.

### **For Students**

- Students should write a lot of assignments and give them to writing teachers to correct them.
- Students should take notes concerning grammar mistakes during the writing process.
- Learners should carefully understand grammar lessons and then apply grammar knowledge correctly in writing productions.

### **3.4. Limitations of the Research**

The limited access to multiple resources and articles relevant to the research topic was challenging. The researcher found difficulties during the collection of the reliable sources most articles and books are not available. As well as, the library of the university did not provide the researcher with any book related to field of didactics, and there are no beneficial books related to grammar teaching approaches. Since the questionnaire was handed out at the end of the second semester, the researcher managed to design an online version and send it to teachers. Nevertheless, the researcher received only three (3) responses. Lastly, the limited knowledge of the Integrative Approach among the teachers made it a bit difficult to collect the questionnaire' answers accurately.

## **Conclusion**

The aim of this chapter was to analyze data collected to explore how the IGTA effects on students' Writing Skill. Besides, determining the difficulties that students face in writing productions. Two tools were designed: a structure teachers' questionnaire and students' pretest-posttest. The data from each tool was discussed. Indeed, the results show that the students struggle with grammar in Writing, and underscore the importance of Teaching Grammar Integratively to enhance students' writing skill. Recommendations for future researches for both students and teachers that aim to foster IGTA in improving students Writing productions were provided in this chapter.

## **General Conclusion**

## **General Conclusion**

Writing plays crucial role for EFL learners. Students learn it to communicate and express their ideas and feelings. The most important goal of learning foreign languages is to enable the learner to communicate. Learning writing requires coping with fundamental element: grammar knowledge. Grammar considered crucial element in the English subject, and is considered the most important element that requires more consideration. Indeed, students face grammar difficulties when trying to write. It considered common problem encountered by EFL students in writing performance process. This has resulted in poor students' Writing texts. Hence, IGTA comes into role to link grammar and writing in an effective way. The current research focused on highlighting the effectiveness of the IGTA with students' writing skill development. Basically, this research attempted to explore the students' level of Writing Skill by implementing the Teaching Grammar Integratively. The case study was first-year EFL students in the department of English language at Saida University.

The research design employed a mixed-method approach, includes two research questions were guided by two research tools a structured questionnaire for eight (8) grammar and writing teachers from Departments of English Language at Dr. Moulay Tahar, Saida University, and three (3) English teachers that replied online from different Universities. Also, an experiment design includes pretest-posttest to 64 out of 250 learners from first-year at the Department English of Saida University. The current work is based on two main research hypotheses that had been posted: 1) Grammar mistakes are perhaps the most common ones in EFL learners writing production. 2) Teaching Grammar using IGTA may have a positive effect on students writing skills. First of all, the results gathered from the structured teachers' questionnaire show that the majority of the teachers agreed that EFL learners have grammar struggle in writing skill. However, the first hypothesis was confirmed through revealing that teachers' answers which the grammar mistakes is the most common mistakes EFL learners writing productions.

Concerning the students' pretest and posttest. In relation to pretest, unexpected and interesting findings were deduced. The resulted obtained that the students had grammar mistakes, which poor writing productions. After implementing the IGTA treatment, which involved three stages: exploration, explanation, and expression to enhance writing skill. The



post-test was administered and it has been revealed that the Teaching Grammar Integratively has a major effect on improving and developing first-year writing performance. This result confirms the second hypothesis which stated that Teaching Grammar Integratively Approach effective on students developing writing skill. The selected two research instruments were very helpful and effective in gathering reliable results. The results obtained from those tools had been confirmed all the research hypotheses.

Nevertheless, during the whole process of inquiry, many challenges and obstacles were faced. The teachers' questionnaire was handed out at the end of the second semester; the researcher managed to design an online version and send it to teachers. Nevertheless, the researcher received only three (3) responses. As well as, during the collection of the reliable sources most articles and books are not available. Also, the library of the University did not provide the researcher with any book related to field of didactics, and there are no beneficial books related to grammar teaching approaches. Despite these challenges, the study has still provided valuable insights.

After completing the analysis and interpretation of the data, several recommendations have been proposed for both EFL learners and teachers. Also, this work emphasized supporting teachers to show their skills in integrates different skills to enhance poor skill. Teachers should design a correlation session that integrates grammar and writing skill simultaneously. Hence, it is necessary to include teaching grammar with writing curriculum program by teachers design textbooks that consist grammar lectures and writing practice. Also, students should write a lot of assignments and give it to writing teachers to correct it.

As a whole, the current study is the starting point of a further research project in terms of appreciating the different skills of teachers and students. In this frame, the following topics could be proposed as a kind of continuation to the current study for further research: "The implementation of IGTA through integrates sessions"; "The importance of integrates language elements in developing language four skills" and the importance of IGTA implementation in decreasing writing skill learning difficulties.

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## **Appendices**

## Appendix A

### Teachers' Questionnaire

Dear teacher, you are kindly invited to answer the following questionnaire, which is a part of research entitled the significance of Integrative Grammar Teaching Approach in developing writing skill. This questionnaire will take less than 5 minutes, and we fully guarantee that your answers will be treated confidentially. Your contribution is highly appreciated and valuable for our research.

Thank you.

#### **Preliminary Section: Teachers' Profile**

1- Your teaching experience:

A- 0-3 years

B- 3-9 years

C- More than 10 years

2- Have you taught Grammar before?

A-Yes

B- No

3- Have you taught Written Expression before?

A-Yes

B- No

#### **Section One: Integrative Grammar Teaching Approach**

1- Do you know Integrative Grammar Teaching Approach?

-Yes

B -No

If yes, how would you define the Integrative Grammar Teaching Approach in English language teaching skill?

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2- Which approach do you believe is the most effective for teaching grammar?

A- The Deductive Approach.

B- The Inductive Approach.

C- Both

3- How do you find students' attitudes towards learning grammar?

A- Positive

B-Negative

4- Do you think that the scheduled grammar sessions are:

A- Sufficient

B- Insufficient

### **Section Two: Teachers' Perception of Students' Developing Writing Skills**

5 -What is the level of most of your students in writing?

A- Beginner

B- Intermediate

C- Advanced

6- What are students' common mistakes in writing?

A-Grammar mistakes

B- Lack of coherency

C-Vocabulary

7- During correcting mistakes, do you give your students opportunities to find out and to correct their mistakes by themselves?

A -Yes

B -No.

- How?

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8- How can students avoid grammar mistakes in their writing production?

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### Section Three: Importance of Integrative Grammar Teaching in Fostering Writing

9- While correcting students written assignment, do you notice connection between meaning and form?

A- Yes

B- No

C- Sometimes yes

10- Explain, how does Teaching Grammar Integratively improve students' writing proficiency?

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11- When you correct the students' papers, do you observe any connection between what they are learning in grammar and their writing assignments?

A- Yes

B- No

C- Sometimes yes

### Section Four: Further Suggestions

Do you have further suggestions and comments?

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**Good Luck**

**Appendix B**  
**Pre-test**

**Name :** .....

**Group number:**

Write a short paragraph (no more 7 lines) about “Where do you see yourself in the future?”

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**Good Luck.**



**Appendix C**  
**Post-test**

**Name:.....**

**Group number:**

Write a short paragraph (no more 7 lines) about what will you be doing this summer?

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**Good Luck.**

## Appendix D

### Students' Written Pretest Assignments

#### Assignment 1

- I will teaching in future because I like you Education it is an honorable profesionstion but I need a good presentation for the student in order to understand lessons and cleaning a good consequence, and I will presanting a specific lessons out school for the benifis of the students.

#### Assignment 2

- the future is an importante step in the life, the humane prepare for it early.  
- me as student I think in the future I will be a techres of engliche because now I study engliche, as long as I see me a ~~dees~~ succes woman and I will achive my dream.

### Assignment 3

- Will as I am student at the university I follow my future and I will see myself complete my studying in U.S.A and I will be teacher of English and I will have my own business of fashion and my own market in big ~~market~~ marketing. and I am really want to be like that in the future because this is my dream.

## Appendix E

### Students' Written Posttest Assignments

#### Assignment 1

In this summer, I will celebrate the success of our children inshallah. To reward them, we will be travelling to Paris. I think we will spend a good journey and all family will really enjoy it. Family is very important in our life, and we must take care of them every time.

#### Assignment 2

What will you doing next summer  
In this summer, I will learn a lot of play music because I like strumming in machine of music like Spinet and drumstick. It is my favourite since childhood. Like next summer, I learned how to play machine Spinet and the same inshallah in this summer, I will learn music play and I enjoy to play music.

### Assignment 3

this summer, I will travel to the mountains with my family, we will stay there for one week, during the trip I will be taking a lot of photos and will be enjoying the fresh air. My brother will play with his drone, and my parents will be relaxing by the river, I will also read some books and will be learning new things about nature. It will be a great summer.

## الملخص:

تعد مهارة الكتابة إحدى المهارات الرئيسية التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية. أثناء عملية الكتابة، يواجه معظم الطلاب صعوبات القواعد، وينتهي بهم الأمر إلى إنتاج نصوص كتابية غير فعالة أو مليئة بالأخطاء النحوية، والتي تعتبر إحدى أهم المكونات الرئيسية للكتابة الجيدة. في هذا الصدد، يُقترح دمج القواعد والكتابة من خلال تطبيق نهج التدريس التكاملي. وبالتالي فإن تدريس القواعد بطريقة تكاملية هي أحد الأساليب التي تحقق "التآزر" بين القواعد والكتابة. تهدف هذه الدراسة إلى التحقق من فعالية تطبيق منهج القواعد التكاملية لمهارة الكتابة لدى طلاب السنة الأولى في قسم اللغة الإنجليزية في جامعة سعيدة، كما تهدف إلى تحديد الأخطاء الشائعة التي يواجهها متعلمو اللغة الإنجليزية كلغة أجنبية في مهارة الكتابة، أيضاً لتمكين المتعلم من اتقان القواعد لدمجها بطريقة صحيحة أثناء عملية الكتابة. ولتحقيق الأهداف بدقة، تم اختيار أداتين لجمع البيانات، استبيان مُنظَّم وجّه لأحد عشر مُعلِّماً للقواعد والتعبير الكتابي، وتجربة تدريسية شملت اختباراً قبلياً وآخر بعدياً لـ 64 طالباً. وكما تُشير النتائج، فقد ثبت أن تدريس القواعد النحوية تكاملياً أدى إلى تحسن كبير في أداء الطلاب الكتابي. وفيما يتعلق باستبيان المُعلِّمين المُنظَّم، كشف مُعظم مُعلِّمي اللغة الإنجليزية كلغة أجنبية أن الأخطاء النحوية هي أكثر الأخطاء شيوعاً في كتابات الطلاب. وفي نهاية هذا البحث، قُدمت سلسلة من التوصيات لمُعلِّمي ومُتعلِّمي اللغة الإنجليزية كلغة أجنبية على حدٍ سواء لتعزيز وتطبيق منهج تدريس القواعد التكاملية. الكلمات المفتاحية: منهج التدريس، مهارة الكتابة، القواعد التكاملية، مُعلِّمي اللغة الإنجليزية كلغة أجنبية، جامعة سعيدة

## Summary

Writing skills are considered one of the difficulties that face English as Foreign Language (EFL) learners. During their learning to write, many students have grammar struggles while writing and end up producing pieces of writing that are ineffective or have grammar mistakes, which is considered one of the most necessary components for good writing. In this regard, it is suggested to integrate grammar and writing by the implementation of Integrative Teaching Approach. Hence, Teaching Grammar Integratively is one approach that focuses on making "a synergy" between grammar and writing. The purpose of this study is to investigate the effectiveness of implementing the Integrative Grammar Teaching Approach (IGTA) on first-year students' writing skill development at the Department of English Language at Saida University. It aims to determine the common mistakes in writing skills that EFL learners face. Also, to enable the learner to master grammar to integrate it correctly in writing skill. In order to reach the objectives accurately, two tools were opted for data collection: a structured questionnaire to 11 grammar and written expression teachers and a teaching experiment which includes a pretest and a posttest for 64 students. As the findings suggest, it has been proven that Teaching Grammar Integratively has a major effect on improving writing performance. Concerning the structured teachers' questionnaire, most EFL teachers revealed that grammar mistakes are common in the writings of EFL learners. At the end of this research, a series of recommendations were suggested to both EFL teachers and learners to foster and implement IGTA.

**Keywords:** EFL students, Integrative grammar, Saida University, Teaching approach, Writing skill