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The Role of Integrative Grammar in Developing Academic Writing

Case study second year students of English at Biskra University

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DEDICATION

In the Name of God, Most Gracious, Most Merciful

This work is dedicated to:

The most important person in my life: my mother who left us (God bless her).

My father who helped me.

My sisters: Chadlia, Zakia, Samira, Aicha, Djemaa, and to the new sister Mayada.

My brothers: Abdelbari, Messoud, Houdaifa.

My wonderful nephews : Abdelnafia, Abdelrazak, Abdelhamid , Aymen, Amin and Faress.

My elegant and beautiful nieces: Rofayda, Fatma , Aicha , Malak and Tasnime.

My friends: Najah , Imen, Amina, Souhaila , Mona , Ahlem and Aichoch .

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Abstract

Teaching writing has an outstanding position in foreign language education. One major area of writing is grammar which is considered as one of the most necessary components for good writing. Therefore, the main aims of the present paper are to draw learners' and teachers' attitudes towards the actual method used to teach grammar and to spot light on the possible correlation between integrative grammar teaching and improving learners writing. As well as determining to which extent integrative grammar can develop academic writing. Some implications have been suggested such as grammar instruction as related to the text types required to be learnt to develop learners writing at the department of English. In order to meet the aforementioned aims, a review had been dealt with in order to give some insights about both integrative grammar and writing in two theoretical chapters. In addition to meet the study aims practically, this research undertakes two research types that are correlation approach, the experimental research design. Finally, to reach the underlined goals of this research, both teachers', students' questionnaires and experiment are used as data gathering tools. After analyzing the results obtained from the first tools (the teachers' and students' questionnaires) results have shown that students make many mistakes when they write and that the great majority of them do not make a balance between form and content. Teachers and students acknowledged that grammar teaching way has a role in this deficiency. Moreover, the experiment outcomes had indicated the positive correlation between the dependent and independent variables as well as the improvement of experimental group after treatment phase. In brief, the results had shown that students can reduce the amount of mistakes in their writing and make a balance between form and content simultaneously through integrative grammar teaching.

List of Acronyms

ALM: Audio-Lingual Method

ACNOVA: Analysis of co –variance

CC: Communicative Competence

CLT: Communicative Language Teaching

EAP : English for academic purposes

EFL: English as Foreign Language

ESL: English as Second Language

SPSS: Statistical Package for Social Sciences

WE: Written Expression.

List of Abbreviations and Symbols

CG: Control Group

EG: N°: Number

Experimental group

St.dev: Standard deviation

%: Percentage

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INTRODUCTION

Writing proficiency is an important skill in English as a foreign or second language. Writing is one way to communicate using the target language. However, it is a complex and difficult task because it needs learners to establish various elements simultaneously as far as coherence, cohesion, and accuracy. Accuracy, in this context, refers to the appropriate use of grammatical rules in context (text level). Grammar is a vital factor that can enhance students' writing, through linking them or teach grammar in relation with writing because language learning is a cumulative and integrative process. Academic writing would be improved through relating grammar instruction and the teaching of composition via integrative teaching. The integrative teaching approach is an effective one as many studies had determined. It supports teaching grammar implicitly avoiding sentence level or the explicit way in teaching language rules. According to this approach, EFL learners can develop their writing. Consequently; learners become able to make a balance between form and content during the writing process. In contrast to what is happening in the Algerian universities generally and in Biskra University specifically speaking, grammar is taught in isolation, consequently learners face grammatical difficulties during the writing process. Grammar is a prerequisite for good writing. Teaching grammar in the context of writing is also related to the fact that rule explanation sometimes needs the discourse level. The goal of integrative grammar teaching is to develop students' grammatical knowledge and awareness about grammar in their writing which enhances their writing level.

1-Statement of the Problem

Writing skill is difficult and demanding task. It needs learners to establish various elements simultaneously. For instance producing ideas, making coherence and accurately produce their thoughts via choosing the appropriate grammar patterns. However, EFL learners may not make a connection between their grammatical knowledge and their own writing. Most students show inability to focus on the content and the form at the same time, especially when they write under time constraints, for instance in exams essays, EFL learners focus more on content (i.e. answering the question (s) and supplying the right information) rather than on grammar .This can lead to producing an incomprehensible piece of writing. On the other hand, when they know that grammar will be taken into consideration during the correction of their papers, they pay attention to the grammar they use when they write. Sometimes, when paying attention to grammar, they show an inability to focus on their ideas, and sometimes, they fail to answer the question of the topic or the assignment. This means that the students are able to focus on grammar alone or to concentrate on content only. In other words, they are blocked when they attempt to focus on these two aspects at the same time. It also appears that most students may not make a connection between their grammatical knowledge (i.e. what they are being taught in grammar) and the writing process. Therefore, grammar must be regarded as an aid to language users in accurately communicating their ideas, not as some isolated body of knowledge that must be studied for its own sake.

2-Aim of the Study

The present study aims at investigating the main cause behind students' lack of grammar knowledge use. It also aims at demonstrating the correlation between integrative grammar teaching and academic writing development. Therefore, the study is concerned with demonstrating that grammar is one of the necessary components for good writing and that we can link grammar teaching to the instruction of composition through integrative teaching.

3-Significance of the Study

The ultimate study has a great impact on the learning and teaching processes. It clarifies the role of integrative grammar in developing EFL learners' academic writing which leads to success in the foreign language teaching and minimizing the writing problems. It is beneficial for tertiary level students to improve their writing. Also for teachers, the writing task becomes easy from this angle. It enables EFL learners of Mohamed Kheider Biskra University to communicate effectively using the target language that can lead to the success of foreign language instructions.

4-Research Questions/Hypothesis

In attempting to investigate the ways grammar teaching can be related to the genres of writing students are required to produce, it is necessary to answer the following questions:

- 1-To what extent, Is grammar an important aspect in writing?
- 2-Do students use what they learned in grammar during their own writing?
- 3-what are the main factors behind EFL students' lack of grammatical knowledge use?
- 4-Does the change of grammar approach lead to learners' output changes?

Based on the assumption that grammar is a tool for conveying meaning and an aid to English learners in accurately formulating their ideas, these hypotheses can take place:

- 1-The way grammar taught would be the main reason behind students' deficiency in grammar knowledge use.

2-If grammar is linked to the types of texts students are required to write, their writing would be improved.

5-Research Design:

In order to meet the aforementioned aims, this research undertakes the correlation approach as well as experiment design as types. They are suitable for the conducted research because it tests the relationship between variables (integrative grammar /academic writing) and to make predictions. And to test the integrative grammar effectiveness The data is collected through teachers' and students' questionnaires. The teachers' questionnaire intend for written expression and grammar teachers aim at determining the place that grammar has in the writing process and the degree of importance it is given and to depict their attitudes about grammar teaching method. The Students' questionnaires, intend for Second Year LMD students, they are four hundred twenty-six students. Only fifty will be chosen randomly. These questionnaires will provide their opinions about their preferences in learning grammar, the importance they give it in their writing and whether they make any connection between what they learn in the Grammar module and in the Written Expression module. Eventually, within second-year students, an experiment is used to concretely test the integrative grammar teaching effectiveness. The data collected are analyzed via using SPSS.

6-Research structure:

The present study is composed of three chapters. In chapter one, a review of some theoretical issues on writing has been presented. It includes writing definition, approaches to the teaching of writing, writing difficulties and the place of grammar in this process. The second chapter provides a deeper insight into integrative grammar teaching. It includes two sections. The former section is considered with grammar in general. It means its definition, grammar teaching approaches, the place of grammar in language teaching approaches. The second chapter provides information about

integrative approach and integrative grammar definitions, principles as well as variables of integrative grammar teaching in addition to integrated grammar lesson, Chapter three deals with data analysis; it contains a detailed analysis of teachers' and students' questionnaires. Furthermore, this chapter is the core of this dissertation. It covers the research experimental study.

7 Limitation of the study:

In conducting any research, the researcher may face some obstacles. In our case, the first limitation is the time factor taking into account correcting each participant 's paragraph individually in the pre-test and post-test phases. Secondly, the participants number is small, in other words, it is difficult to collect large number of participants that can be representative to the whole population. Eighteen students out of four hundred twenty- six are small. In addition, the training phase took a long time more than the expected one because the modals lesson elements are imposed by the volunteer teacher who gave us his class to perform the t-test with. This lesson persists one session and a half contrary to the first lesson that presented in forty minutes. Finally, the number of questionnaires returned from both teacher and second-year students are missed.

Chapter One: Teaching and Learning Writing

Introduction

1.1 Writing Definition

1.2 Academic Writing

1.3 Current Approaches to the Teaching of Second Language Writing

1.3.1 The Product Approach

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1.4. EFL learners' Grammar Difficulties during Writing Process

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Chapter One: Teaching and Learning Writing

Introduction

Research in composition reached its peak in 1980s and this leads to a change in the views about the nature of writing that is used to have no real place in teaching the target language. Nowadays, it witnessed strengthening its position in language teaching and learning .Writing is a crucial skill in education context generally and in EFL or ESL classes specifically. It is a mean of communication using the target tongue. It is a complex process that needs an accurate selection of the suitable approach as well as recognizing the importance of certain issues as far as grammar importance in the writing course, students needs, the foreign language because writing in L2 is different from writing in L1 as Silva (1993)concluded .Writing is a type of students –teacher interaction in EFL classes where learners produce compositions and teacher corrects them and gives feedback .Therefore, for presenting a successful writing course,EFL teachers and learners should recognize the following crucial points: the writing definition ,approaches to teaching this skill, writing difficulties and grammar importance in the writing course. The aforementioned points will be discussed in details in this chapter.

1-Writing Definition

For a long time the only definition people could provide for writing was the use of symbols and graphs to record speech. But this term had known several improvements

through time. For instance, Weigle defines writing as the act of “encoding internal representation (ideas) into written text” (2002 36). Writing is one of the major skills for using language, through which one can convey his taught .In fact writing is not taking a pen and jotting down one’s ideas, it takes also into consideration the mental activity which is the most essential part in the writing process.

Writing is a complex task because it involves writers to establish various elements simultaneously .It is not only the employ of words and sentences but it is the ability to make this sentences cohesive as Baugh (1993) stated that cohesion refers to the well organization of the grammatical features in a text that enables the parts to fit together. According to Creme & Lea (2008), cohesion is concerned with the way in which parts of written texts fit together to make a whole rather than a series of incoherent spots. This is mainly essential when writers write an assignment and they have to focus on the linking pieces they use. These devices attach the thoughts in one sentence to the previous and to the following one. They also connect the smaller components of the sentence together, the phrases and clauses. Likewise, they join items to each other. The connecting devices assist to hold the argument along and provide arrangement to writing. According to Crystal (1998: 13):“Grammar is what gives a sense to language. . . Sentences make words yield up their meanings. Sentences actively create the study of grammar.”

This means that writing clear and informative sentences are as much art as it is the skilled use of grammatical rules which convey the intended meaning and

capture the reader's interest (Baugh, 1993). According to Radford (2004) the incorporation of grammar in the writing process should be emphasized because of the importance it brings to students. However, some writers generally fail when applying the grammatical essentials such as parts of speech, punctuation and punctuation style, sentence and sentence patterns, spelling, and capitalization on one hand, and the use of style consideration like composing and combining sentences, brevity, clarity and accuracy on the other hand. To sum up, writing is a skill which is compound of many competences as it is summarized by Canal & Swain (quoted in Nation, 2009: 32) as follows:

- Grammatical competence: knowledge of grammar, vocabulary and the language system.
- Discourse competence: knowledge of genre and the rhetorical patterns that create them.
- Sociolinguistic competence: the ability to use language appropriately in different contexts, understanding readers, and adopting appropriate authorial attitudes.
- Strategic competence: the ability to use a variety of communicative strategies.

1-2 Academic Writing

Academic writing is a kind of recording ideas or facts depending on specific structure and characteristics. It is any writing done to fulfill a requirement of a college or university; in other words, tertiary level students are supposed to write different forms of assignments during their academic studies (essay, paper, research paper, dissertation, article, business report and others). These assignments are referred to as academic writings which follow certain

conventions of structure, style and content. However, all of these assignments have the same goal and principles and addresses a specific type of audience; it means “target reader” (Mennens Mcs& Wilkinson Msc,2002).

In academic paper, certain characteristics should be taken into consideration. Initially, the language in academic texts tends to be “precise, impersonal and objectives”(Hartley,2008:3).In this context, a thesaurus is a good tool to help you pick just the right words to explain the issue .In addition , a formal tone is used ,writers do not use slang words, jargon and abbreviations. Heady (2007) lists the following characteristics of a good academic writing:

- It demonstrates good mechanical skills, including grammar, spelling, and punctuation.
- It is well organized with main ideas introduced early on and defended, complicated, and refined through the paper.
- It is coherent and unified.
- It explores and explains worthwhile content.
- It is free from filler phrases, verbal tics and space- waster.
- It is aware of its audience.
- It situates itself within a discipline, discourse community or scholarly field.

To sum up, it must be emphasized that academic writing is a skill like other skills as driving and painting .It gets better through regular practice that leads to proficiency and expertise.

2- Approaches to Teaching Writing

A number of approaches have emerged after the 1960's to develop practice in writing skill both in classroom and outside. Applying one approach or another depends on what EFL learners are suppose to do: Whether we want them to focus more on the product of writing than its process, or we want to encourage creative writing, either individually or cooperatively, whether to study different genres. Only the interested ones to the actual thesis will be discussed that are the process, product and academic purposes (genre) approaches.

2.1The Product Approach

The product approach is a crucial approach that enables writers or learners to practice writing. It focuses on the final draft or produced composition as its name indicates. The product approach encourages analyzing students' products at the end of writing process. Consequently, the teacher can know his or her learners weaknesses and as well as strengths. This orientation emphasizes the study of model text to make students aware of text features through imitating the model text, accuracy will be achieved. In this approach, learning has four stages as it is described by Richards (2003: 3-4):

1. Familiarization: Learners are taught certain grammar and vocabulary usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

For White (1988: 5) the model based approach is as the following:

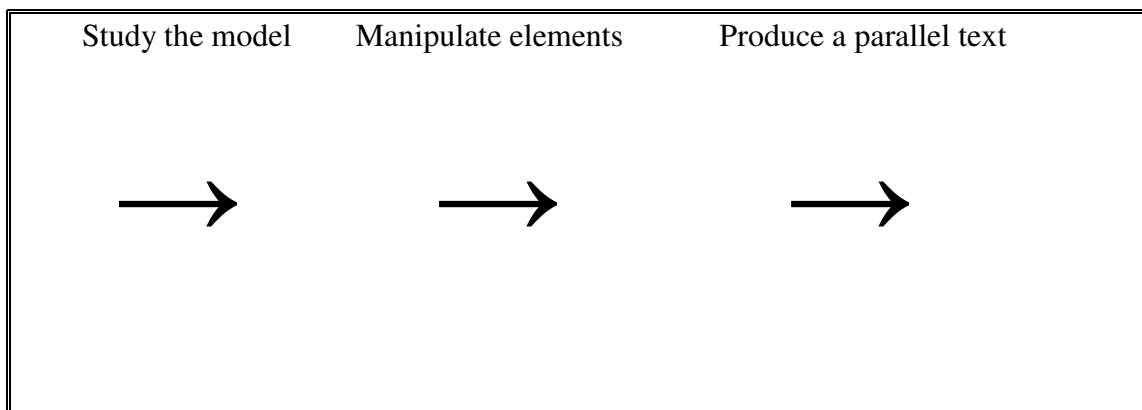


Figure .1.1 : The Product Approach stages

The first step is always the model text which is studied and analyzed from different points of view such as structure of grammar, content, sentence organization and rhetorical patterns. In the second stage, the different features that the students take from the model text are manipulated. Finally, the students are given a topic and asked to produce a parallel text.

This approach has been criticized especially for the concept of imitation. Escholarz &Walson argued that the teacher in this orientation escapes from the learner writing problems because the process is only a matter of imitation. Besides Escholarz said that this approach encourages writer to imitate the form and ignore the content. Therefore the learners abilities are decreased and they are not encouraged to write in their own style. In addition to that, it neglected two main notions as Silva criticized it. The notions of audience and purpose were largely ignored because of the restriction of writing to the classroom environment.

2.2The Process Approach:

The process approach comes as a reaction to the product one in the mid 1970's. It considers writing as stages that writers should follow to create a composition rather than a final product or matter of imitating model text. This orientation considers the writing process as a recursive process in which writers have the opportunity to move smoothly from one stage to another. As Raimes (1985:229) suggests "the process that produces is not linear at all, instead it is recursive". In other words, writers or learners pass through compulsory stages in order to write a full comprehensible production. Shedding light on the process approach definition, Murray (1992: 16) definition is quoted:

The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.

The process approach major aim ,as Nemouchir (2008) considers, is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper .That is likely to communicate their ideas. The process approach acknowledges that writing is a complex process in the sense that:“A writer must locate a subject, generate details, find a personal attitude toward the subject ,define an intended audience , select appropriate organizing strategies and revise for greater clarity , appropriateness to attitude and impact on the audience.”(Gebhardt 1980:71-72).

2.2.1 The Process Approach Stages

The process approach focus is no longer on the steps that the writer engaged in to produce this text .In other words, this orientation gives more importance to the stages involved in the process .In fact, there is no agreed consent on the definite number of the stages that characterize the writing process. But the most known ones are prewriting, drafting, revising, editing and publishing.

2.2.1.1Prewriting:

Prewriting is the first writing stage where learners generate ideas .In this stage, learners do not start writing , they prepare themselves to write .In other words , learners have several tasks to do before writing such as choosing a subject , focus on a topic , determine writing purpose , analyzing audience as well as generating ideas. Richards & Renandya (2002: 316) constructed the prewriting stage as: “an activity in the classroom that encourages students to write. It stimulates thoughts for getting

started. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing. ”

There are several good strategies for generating ideas and collecting information. They include brain storming, asking questions, clustering, keeping a journal and free writing. Brain storming and free writing considers as the most used strategies. Firstly brain storming is a way to gather information and come up with ideas .Its main principle is to let the writer’s ideas flow without judging them .The writer generates ideas firstly, then he can return and modify or omit irrelevant ideas .According to Oshima & Hogue (1999:04) “brain storming for ideas can get you started writing more quickly and save you time in the later stages of the writing process”. To sum up, brain storming and the other strategies used in the prewriting stage are the key for good writing start.

2.2.1.2 Drafting

Drafting is the second stage of writing process where writers or learners start writing based upon the generated ideas during the prewriting stage .In this stage, the writer focuses on content and meaning rather than mechanics. Beginning to draft is always a difficult task where the writer feels frustrated as a result of his production of false starts and mistakes at different levels. In this context Pickelt et al (2001:146) claim that writing the first draft is a hard task even for knowledgeable writers.

2.2.1.3 Revising

Effective writing is the result of thoughtful revision .When the learner has finished writing his or her draft , he or she can return to it and revise it focusing on the

large issues of thesis statement , purpose ,content, organization and paragraph structure that affects his or her entire composition .It would be counterproductive to look at grammar and punctuation.

Revising is a procedure for improving a work in progress; it is a series of strategies designed to rethink, reexamine and reevaluate the choices that have created a piece of writing (add, omit, correct, order, change in syntax, sentence structure and organization). According to Mather & Jaffe (1899: 507), students at the revising stage concentrate on the clarity of their messages by reorganizing their ideas and providing their texts with more effective vocabulary.

2.2.1.4 Editing

In the editing stage, the writer makes a final check to polish his draft. When editing, the writer has to make sure that he or she has used all the right words and proofreads his/her text to find mistakes in grammar, capitalization, punctuation and so on. Mather & Jaffe (1899: 507) put it this way: “In editing, the students proofread and correct errors in spelling, punctuation, capitalization and usage.” Whereas, Hedge (1988: 23) expresses his opinion about editing as follows: “Good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later.”.By “getting the content right”, Hedge means revision whereas the rest is editing. In the editing stage, the writer can use different strategies such as proofreading, editing checklists as COPS which stand for: C: capitalization,

O: organization, P: punctuation/ paragraphs, S: sentences/spelling. Hedge (1998: 23) proposed editing checklists in which writers ask themselves the following questions both during and after composition:

- ❖ Am I sharing my impressions clearly enough with my reader?
- ❖ Have I missed out any important points of information?
- ❖ Are there any points in the writing where my reader has to make a jump because I have omitted a line of argument or I have forgotten to explain something?
- ❖ Does the vocabulary need to be made stronger at any point?
- ❖ Are there any sentences which do not say much or which are too repetitive and could be missed out?
- ❖ Can I rearrange any sets of sentences to make the writing clearer or more interesting?
- ❖ Do I need to rearrange any paragraphs?
- ❖ Are the links between sections clear? Do they guide my reader through the writing?

2.2.1.5 Publishing

Publishing is the last stage in the writing process in which the writer puts his writing out to the public to find out how others feel about what he had written. Publishing helps enhancing the writer's achievement and motivation and it is a good way to validate the writers' piece of writing. Writers can publish their works using different strategies such as reading aloud, reading to a group and web publishing. Williams (2003: 107) defines publishing as: "Sharing your finished text with its

intended audience, publishing is not limited to getting the text printed in a journal. It includes turning a paper into a teacher, a boss, or an agency.”

Even though these stages are said to be universal; that is, each writer is assumed to engage in these stages to certain degree. The process approach claims that writing is a highly complex individualized activity which means that there are a lot of behaviours that are not universal. More than that, there is a variation within the universal way. Thus, prewriting is a universal task that may take the form of free writing, brainstorming, reading, discussion and so on, depending on the writers’ preferences as well as the writing task at hand.

2.3 The Genre Approach

The genre based approach can be regarded as an extension of product approach like product approach ,genre approach regards writing as predominantly linguistic but unlike product approach , it emphasizes that writing varies with social context in which it is produced .In fact, there is a range of writing kinds such as sale letters , research articles , law record and apology letters .This approach is especially appropriate for students of English for specific purposes that is why it has been called “English for academic purposes approach »or (EAP).“In a genre approach to writing learners study texts in the genre they are going to be writing before they embark in

their own writing ” (Harmer ,2001:258). In this orientation, learners provided with a typical model text for instance letters or research articles before they start writing their own composition. Then students draw on previous knowledge about text gained from reading, writing as well as knowledge gained from the model text. Learners can also carry out exercises which manipulate relevant language forms.

Proponents of this approach believe that it is successful in allowing students understanding that different texts require different structures and that the introduction of authentic text enhances students’ involvement and brings relevance to the writing process. To become competent writers, students need to acquire discourse knowledge about the different purposes and writing forms as well as knowledge about the topics.

Indeed the genre approach is an effective one as its proponents consider it .It contains several negative sights .First of all, students may not have enough knowledge of appropriate language or vocabulary to express what they intend to communicate to a specific audience .Another weakness as Badger & White (2000) declare is that the genre approach under values the writing skills which learners need to produce a written product and ignores the writing abilities learners have in other classes. In addition to that, learners are largely passive.

1.3 EFL Learners’ Grammar Difficulties during Writing Process

Grammar is one of the most difficult aspects of a foreign language to master. It is argued that mastering grammar is a complex process that requires “making a series of

decisions about when and why to use one form rather than the other”(Celce –Muria 2002 p.121).Making the right decisions during writing in the second language requires learners to be grammatically competent.Shanklin(1994 147) suggested that “grammatical proficiency is both an important pedagogical skill and an important part of target language proficiency ”.Shanklin means that grammatical proficiency is “the ability to make judgments about the acceptability and appropriateness of an utterance with specific reference to grammatical notions” (ibid p.148).The variety in forms and usages confuses English as a second or foreign language (ESL/EFL) learners. They learn new grammar rules every day but they have difficulties applying them especially when they write.

Most EFL learners make various grammatical errors , Shatz & Wilkinson 2010) highlight some of the common problems such as the prepositions misuse, article, past tense and the third person singular. Larson-Freeman (2000) gives the following example: “I am loving every minute of my class” .The rule in English says that the (ing) of the progressive aspect cannot be attached to a stative verb such as love”.However , native speakers would agree on that, arguing that it has “the special effect of intensifying the emotion expressed by the verb. It is conversationally acceptable and meaningful in English ”.Students’ mistakes refer to certain causes as it is indicated by Gomaa (2010) “students’ first language affects learning the target language». In other words, interference,EFL learners’ relay on their knowledge aboutL1 during writing and this can cause student writers to make false hypotheses about L2 writing. For example, a sentence like “flue infection spreads by peace with hands” is grammatically correct but meaningless. The student means “flue infection is caused by greetings and handshakes”.The words , greetings and peace are the same meaning in Arabic so the student transfers these two items from his mother tongue to

the target language .Gomoo(2010) also adds common mistakes causes EFL learners make as she has experienced while teaching writing:

a. Run on sentences: Run on sentences in Arabic are accepted. In Arabic we write endless sentences with no punctuation marks, while that is not accepted when writing English.

b. Punctuation: Several English language learners with Arabic background struggle with punctuation since Arabic has few limitations in the use of commas and periods than English. The semi-colon and the exclamation marks are not very commonly used in students' writings.

C.Writing Organization: The circular structure in the English essay (with the topic sentence of the same idea in the conclusion) is foreign to Arabic essay where the conclusion has to bring something new.

Some grammar mistakes are easy for learners to correct themselves through reading or revising their products. While other grammar mistakes are not easy to find because the learner simply has not yet know the correct way to express his or her idea using the target language .Shartz & Wilkinson(2010:165) argue that second language learners“often cannot express complex thoughts showing complicated relationship.”

As a result, it is necessary for ELLs to master grammar in order to be competent in the four language skills especially writing because incorrect use or lack of grammar understanding might hinder communication (Savage, Bitterlin, & Price 2010). Therefore, teachers should be able to identify the most common grammar problems and try to adapt their teaching. Employing the correct grammar helps English

language learners create “clear, well-structured, unambiguous sentences” (Derewianka, 1999: 3 as cited in Shatz & Wilkinson, 2010, p. 164).

1.4 The Impact of Grammar Difficulties on Students’ Writing

Grammar is considered a prerequisite in writing because it helps learners to communicate effectively. It allows them to express their ideas correctly. Good writing is certainly beyond grammar manipulation. However the grammar importance in writing, most EFL learners’ written products are full of mistakes and errors which can hinder the communication. Learners may fail to send their messages successfully and readers may not understand the intended meaning, they may misunderstand the exact sense learners want to express. Producing a well structured writing piece is necessary for EFL learners to reach high levels of ultimate achievement as Ellis (1990:171) states that grammar instruction influences students’ performance in helping them to “learn more rapidly and ...reach higher levels of ultimate achievement.”

Grammar as a whole has several advantages. It allows students to vary the ways for expressing their ideas, and this cannot be achieved without a direct grammatical instruction, particularly to non-native speakers of English who may not possess in their linguistic repertoire the possible combinations of the TL (Zamel 1980 cited in Pack & Henrichsen 1981: 468). Moreover, thinking that, “if students somehow learn to communicate, mastery of the forms will take care of itself.” is a mistake and that “form does not take care of itself, at least not for so many learners and not in the most efficacious manner” (Eskey 1983: 319 quoted in Larsen-Freeman 1991: 279-280). Without sufficient attention being paid to grammatical accuracy, the learners develop fluency at the expense of accuracy (Higgs & Clifford 1982 cited in Tarone & Yule 1989). This will provoke the production of ungrammatical forms which do not improve or change even with a

long period of instruction, and which become fossilized because students are placed “in situations where the demands on their performance soon outpace their grammatical competence” (Richards 1984: 19). More importantly, grammar is necessary for writing because “communicative language use is only possible...by virtue of the grammatical system and its creative potential.” (Littlewood 1985:40 quoted in Lock 1996: 266), and “a proper understanding of the concept of communicative competence would have revealed that it gives no endorsement for the neglect of grammar” (Widdowson 1990:40 quoted in *ibid*). Nevertheless, Odlin (1994: 12) suggests that “students must have more than just a superficial acquaintance with grammar.” They need to know and to see how grammar works in context, how it helps to generate language and to make meaning.

1.5 Teaching Writing Methodology

To teach writing, certain factors should be taken into account. These factors consist on the given learners group, the language learners are going to learn or to write in. The aforementioned features determine the approach kind to be followed as well as students’ needs.

1.5.1 The Second Language

L2 learners should focus on the language supposed to be used during writing because writing using the target language is unlike using the mother tongue. As Silva (1993) concluded that L2 writing is different from L1 writing in:

- ❖ linguistic proficiencies and intuitions about language: it means that for L1 literate adult writing plays an important role in second language development

, not only in the development of accuracy but also in the emergence of new structures(Weissberg 2000) .

- ❖ learning experiences and classroom expectations,
- ❖ sense of audience and writer,
- ❖ preferences for ways of organizing texts,
- ❖ writing processes,
- ❖ Understandings of text uses and the social value of different text types.

Another factor influencing L2 writing is extensive writing. Taylor (1981: 9) explains that extensive writing is only possible in certain occasions where the writer needs to persuade, inform, complain or express an opinion. Flower & Hayes (1977) suggest that extensive writing is mainly “goal-oriented” or “purposeful” in the sense that it is intended either for “achieving a specific objective, solving a particular problem, or fulfilling a particular function”. If we compare writing to the other skills, opportunities to use it outside its usual setting are rather rare. Weigle (2002:4) explains that “extensive public writing (that is, writing beyond the sentence or paragraph level and intended for an audience other than oneself or one’s close associates) is reserved for those employed in specialized careers such as education.”

Another problem in L2 writing is that students often expect to reach native speaker proficiency when they start learning to write and this expectation may cause them frustrations. This expectation may also be nurtured by some of their teachers. For this reason, the students must know that they are not expected to reach native speaker proficiency because it is not easily defined, i.e., there is no ‘ideal’ written product in English or a ‘model’ to follow (Kroll 1990b: 141). Therefore, what students should know is that they are required to produce an

acceptable, clear and interesting piece of writing in accordance with the requirements of the writing situation.

1.5.2The Students

EFL learners are the given group of people who are acquiring the target language in academic setting. However, the single language and circumstances they are studying in, certain differences can be noticed .It exists two writers types expert and novice or skilled and unskilled successive .For instance, Raimes (1985) recognizes many factors that distinguish skilled and unskilled writers .Generally , skilled writers evaluate themselves during writing (Brookes &Grundy 1998 :19). They give sufficient time to writing ,focusing mainly on planning and revising ,they give more importance to content and ideas organization than on surface aspects like punctuation .In addition , they take into consideration the reader importance from the topics background knowledge , as well as the amount of explanations to be provided sides (Weigle 2002) whereas novice writers spend short time in planning (Pianko 1979) . They use strict outlines that do not give them the opportunity to change or modify thoughts .Unskilled writers , usually confuse revision with editing because they neglect the crucial role of revision stage in writing process. They focus on form rather than content. In addition, they usually do not give sufficient significance to the reader for the reason that they find it difficult to move from their“writer-based prose to prose that conveys a message unequivocally to the reader” (Flower 1979). In other words, they have not the audience sense because they believe that the reader will undoubtedly understand what they have written.

In brief, good and poor writers have their own characteristics and strategies they follow to produce a composition. These characteristics may affect their writing. One's written product reflects the writer level through style, ideas, accuracy, clarity as well.

1.5.3 The Writing Course

The ability to write has to be consciously learned. Harmer (2004: 3) agrees that writing should be learned because it could not be naturally acquired like speaking. Though, he provides more reasons to teach writing for EFL learners that include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Harmer (1998: 79) illustrates the reasons for teaching writing as follows:

- **Reinforcement:** Some learners acquire languages in a purely oral way but most of them benefit greatly from seeing the language written down.
- **Language development:** The mental activity learners go through in order to construct proper written texts that are all part of the ongoing learning experience.
- **Learning style:** For many learners, producing language in a slower way is something they appreciate. Writing provides time and ease for learners more than Face-to-face communication does.
- **Writing as a skill:** Learners need to know how to write essays, how to put written reports together and how the writing system operates (for example, in terms of

conventions such as punctuation, paragraph construction) just as they need to know

how to pronounce language appropriately.

However the writing process importance, EFL learners may not recognize why they are learning to write .Thus it is the teacher responsibility to make the students aware of the writing goals and understand that, for example, learning to write will help them for “other classes or after graduation” (Holzman 1983: 293). In general, teaching students to write has the goal of enhancing their skills to produce a single sentence of any complexity, and developing additional skills required to produce units longer than a single sentence (Buckingham 1979). These skills will help the students become less controlled by the text and the teacher, develop the use of syntactic patterns, write longer units of discourse, and use awareness of cultural differences in writing. Another goal consists in moving the students to the level of advanced composition in which they will be provided with enough opportunity to write for their own purposes and to make them independent writers making their own choices of structure, content and purpose (Buckingham, *ibid.*).

One of the functions of a writing course in the first steps of learning to write is teaching students the distinction between the “physical paragraph” which is rather mechanical, and the “conceptual paragraph” which is more difficult because it includes aspects as selection of ideas (Buckingham *ibid.*: 249-250). Another function is to help the students acquire the ability to synthesize “knowledge and skills to produce extended arguments, descriptions, narrations, and explications”, among

this knowledge grammatical knowledge about sentence- and discourse-level (Buckingham *ibid.*: 245).

The writing course can be used particularly to the “development of expression/creativity, as a diagnostic check to see how the students do when there is no control, for language development if there is a suitable correction feedback process” (Bruton 1981: 144). In general, the teacher has a large choice of techniques to practice writing. These include for instance controlled, guided, or free (open) composition (Bruton *ibid.*: 143). These techniques can be further divided into language and content/organization, as follows:

1-Controlled composition having controlled language and controlled content/organization.

2-Guided composition having controlled content/organization and less controlled language.

3-Free composition is less controlled in both language and content/organization.

Usually, the topics students respond to are assigned by the teacher. The teacher must take into consideration the extent to which “the presentation of a topic can affect student performance” (Kroll 1990a: 106). It often happens that the students face difficulties in responding to a topic because they have not understood in what form to produce the required text. Some topics seem to suggest particular paragraph developments, and in turn, some types of paragraph development seem to elicit certain structures, it means, they “are nearly always connected to specific modes of discourse(temporal sequencing seems to be the favored pattern used

in narrative writing, for example) (Buckingham 1979: 250). These considerations can greatly help the teacher to find solutions to some of the students writing problems. Correction of students' products is an important element in the writing classroom because it can be used as a way to draw their attention to their mistakes, especially if it is done in context and in the classroom. An essential aspect is when teachers come to treat learners' errors, they must not analyze the errors themselves, but look for their possible causes (Shaugnessy 1977 cited in Rouse 1979). Correction must be seen in itself as an occasion to learn where the teacher makes students pay attention to their mistakes and makes them think about them (Bruton 1981: 145).

Evaluating students' writing is one of the most important tasks of a teacher. Gere (1980: 44) explains that teachers and researchers alike acknowledge that pronouncing judgment on a piece of writing is both important and difficult. It is important because teaching students for placement or admission, and research in composition all depend upon ability to discriminate levels of quality in writing. Writing is difficult because the theoretical basis of evaluation remains unarticulated.

Therefore, because of the inherent difficulty in evaluating students' writing, a clear definition of what is considered important in their writing and what the teacher will mainly focus on can be a good strategy. For instance, telling students that their writing will be mainly evaluated for content organization can facilitate the job of the teacher and provide the learners with a clear picture of what they are going to be evaluated for.

1.6 The Place of Grammar in the Writing Course

Grammar has a crucial place in writing since the final goal of any approach is to make students produce a good writing piece as Brookes & Grundy (1998:15) declare: “the final production in writing is important. All of us would like to produce final products that are imaginative and accurate, personal and public, fluent and correct .Whatever the approach followed during teaching writing ,grammar has place for instance , in the process ,concernes with grammar occur at the final product stage. On the other, in the product approach , these concerns are taken into account from the beginning .

In accordance with the central aim of the actual work that consist on the students writers have problems with grammar , punctuation, and others , they can hardly give any kind of consideration to important matters such as planning and revising. What is important then is to enquire about the areas that cause them most problems and to find ways to help the students meet the requirements of academic writing. Celce-Murcia (1988 cited in Keh 1991: 18) suggests that “focus on grammar can be appropriate at the pre-writing stage. Certain types of writing elicit certain types of structures, and these can be taught as preparation for the particular writing task”. In addition, grammatical knowledge can be necessary to learn conventional punctuation. From a general perspective, the place of grammar in the teaching of writing is dependent upon the importance it is given by the teachers and the students, and to the kind of texts students are required to produce. Greenbaum (1988: 29) writes: “My own experience as a teacher and a writer convinces me that learning about grammatical structures, word order, and cohesion devices can improve written style.”

Conclusion:

Teaching and learning writing is a complex task because in one hand it involves teachers to select appropriately an approach that fulfills students' needs; effective teacher can exploit the benefits of the used approach and know how to deal with its dark sides .In the other hand, EFLs should take simultaneously various points into account such as grammar aspect .In brief, writing is a way of communication and expressing ideas that writer needs to be flexible in order to focus on form and content at the same time. Integrative approach is a vital key that minimizes such EFL writing problems particularly grammatical ones.

Chapter Two: Teaching Integrative Grammar

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Chapter Two: Teaching Integrative Grammar

Introduction

Over the nineteenth century, many changes happened in the language teaching generally and grammar teaching in specific consequently many approaches appeared .Each one tried to give its best for the teaching process. Teaching grammar treated the language rules in isolation and the rule presentation followed by intensive practice and drill of the grammatical pattern .These approaches neglect completely the fact that language is acquired for the purpose of communication and the best way for valid grammar teaching is to relate it with communication .In other words, one way for communicating effectively is relating grammar instruction to the teaching of compositions. This can be applied in EFL classes through using integrative approach and teaching grammar lessons as an integrated tutorials.Cosequently the aforementioned points will take place in the following chapter.

1.1 .Grammar Definition:

Apparently grammar is easy to be defined. In dictionaries, grammar is a set of a language rules. This definition does not only give an incomplete account for grammar but also ignores the grammar function. Accordingly, Swan(2005:3) mentions that without talking about grammar function, it would be like:“if someone defined a bus as a large vehicle constructed on one or two levels without mentioning that is used for public transport.” Consequently, grammar function is a core point for deeply understanding the grammar concept. Swain (ibid) continues to define grammar as a sum of devices which are likely to transmit meaning where vocabulary fails to do so. According to Thornburry (1999:13) grammar is a “description of the rules for forming sentences, including an account of the meanings that these forms convey.”And that it“adds meanings that are not easily inferable from the immediate context”.In other words, grammar is one factor that enables interlocutors to interpret sens.Grammar is rules of language .It is a system of meaningful structures and patterns (Larsen-freeman 2001).Greenbaum(1988:23) gives another definition to the word grammar which is “the properties and processes that underlie the use of the language-that underlie the ability of speakers to speak and understand the language.” It means, the rules we use whenever we speak or write. In other words, putting words in the right position.

1.2 .The Place of Grammar in the Approaches and Methods of Language Teaching:

Language teaching had witnessed several changes at the approach and methods levels. These changes are justified by learners' needs changes and the desire to for looking to a best way that helps students to learn the FL/TL. Some approaches gave standed position to grammar whereas others neglect it .The most common approaches or methods to language teaching are grammar translation method, the audio lingual approach, communicative language teaching and the direct method. The aforementioned approaches will be dealt with in this section.

1.2.1 The Grammar Translation Method:

GTM is also known as traditional approach. This approach appeared in the nineteenth century. In this orientation, grammar was considered as the basis of instruction as Thornbury (1999:21) states“courses followed a grammar syllabus.”According to Richards &Rodgers(1986)the method was characterized by detailed study of grammatical rules .It followed a deductive model .students given model sentences that illustrated the rule .they had to memorize the grammar rule(s).students might practice the acquired rule (s)through written exercises presented in the form of isolated sentences .The most important aspect in language learning was accuracy .However ,the sentences used as a foundation for practice ,neglected the way language was used in real communication .Richards&Rodgers (1986:4) criticized the GTM because it made learning as “a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literacy prose.”

At the end of the nineteenth century, the world had known several changes .One of these changes is at the language teaching level .This change reflected the need of

oral proficiency. This is why, at that time the speaking skill was favored on the other proficiencies especially writing.

1.2.2 The Direct Method

Direct method appeared at the first part of the twentieth century .in this approach, the speaking skill had the priority to writing .lessons begin with dialogues or stories in the target language, use of visuals like actions pictures and objects to convey meaning. Grammar, in this orientation, learnt unconsciously; in other words, writing as well as grammar are not considered as crucial components of the language lesson. They had no real place in language learning process.

1.2.3 The Audio-Lingual Approach (1950-1970)

The audio-lingual approach appeared in 1950s. Its emphasis was on oral production. It neglected the written aspect in language learning. It focused on drills. There is no place for mistakes .This mere repetition of drills prevented students from making mistakes. It used drills to reinforce grammatical patterns .In the audio-lingual approach, grammar was taught inductively as Richards &Rodgers (1986:51) declared“the rule of grammar should be taught only after the students have practiced the grammar points in context.”

This orientation had known several criticisms. Firstly, ALA main purpose was eliminating mistakes and ensuring correctness but it denied the fact that “making and learning from errors is a key part of the process of acquisition” (Harmer 2001:80).In addition, it focused on the sentence level but neglected the context as it is mentioned in Harmer (2001:80) quotation: “the language is decontextualized and carries little communicative function.”

1.2.4 Communicative Language Teaching:

CLT appeared in the nineteen seventies .This approach believes that communicative competence consists of more than simply the knowledge of the rules of grammar; in other words, in addition to knowing the rule, CC involves knowing how to use this rule appropriately .according to CLT principles, the language is learnt in order to be used .Harmer(2001:84-85) summarizes the principles of CLT in the following points:

-Language functions are more important and significant than a focus on grammar and vocabulary.

-It principally seeks “to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.”

-It offers the learners a lot exposure to the TL and enough opportunities to use it, which are crucial for students’ language development.

-It stresses life-like communication.

-Accuracy is not a priority; communication is more important than grammar.

Communication (spoken or written) is focused on content rather than on form.

-It encourages students to use a variety of language structures, and the teacher neither intervenes nor predetermines the language forms students will use.

To sum up, CLT is as its name indicates. It supports being able to use the language appropriately .Meaning is the most important aspect in language learning

tasks .Grammar is acquired unconsciously through communication rather than through teaching rules explicitly.

1.3 Grammar Teaching Approaches:

1.3.1 Deductive approach:

The deductive approach is also known as rule-driven teaching .it derives from deductive reasoning where the term goes from general to specific. Teaching grammar deductively means presenting rules or patterns firstly then their application through examples as Thornbury(1999) defines it. In deductive approach giving the grammatical rule means no more than directing learners' attention to the problem discussed. Eisentein(1987) suggests that with the deductive approach learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning Widodo (2006:127) presents the following table that shows advantages and disadvantages of the deductive approach to teaching grammar :

<i>Advantages</i>	1.The deductive approach goes straightforwardly to the point and can, therefore, be time-saving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given.
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and

	acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not be able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Table.2.1: Advantages and Disadvantages of Deductive Approach

1.3.2 Inductive Approach

An inductive approach can also be called rule-discovery learning. It is the act of inferring a general rule from a number of instances. Furthermore, the rule-discovery learning suggests that a teacher teaches grammar starting with presenting some examples. It means, learners understand grammatical rules from the example. This approach involves learners participating actively in their own instruction. In addition,

the approach encourages a learner to develop her or his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher.

This approach contains various benefits as well as disadvantages. Widodo (2006) mentions five advantages of inductive approach such as learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self-reliance. In addition to, their greater degree of cognitive depth that is exploited. The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they will be motivated. Another important benefit of this approach is that it involves learners' pattern-recognition and problem-solving abilities in which particular learners are interested in this challenge. If the problem-solving activity is done collaboratively, learners get an opportunity for extra language practice. Although the advantages diversity that induction gave to teaching grammar process, this does not mean that it does not affect negatively on the grammar lesson and on the learners themselves. Initially, the approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule. Also the concepts given implicitly may lead the learners to have the wrong concepts of the rule taught. The approach can place emphasis on teachers in planning a lesson and it encourages the teacher to design data or materials taught carefully and systematically. Finally, The approach may frustrate the learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Deductive and inductive approaches do not drill learners to be able to use grammar in communication because language is used for communication this is why it will be more effective if grammar is taught for the same purpose.

1.3.3 Integrative Approach:

The four macro skills are taught separately and at times one at the detriment of the other. Grammar translation method and audiolingualism are well known cases of teaching the four skills segregated. Macro skills can be taught either in a segregated methodology or integrated methodology. Unlike discreet skill teaching, integrated skill teaching requires that macro –skills to overlap and complete one another to attain the set objects as it is the case content –based instruction and task-based instruction). Depending on this , integrative approach is an approach where two main items or teaching elements are related as it is the case of integrative grammar . An integrated model is an approach in which some teaching strategies are used in stylistic analysis which does not only explore texts, literary and nonliterary from the perspective of style and its relationship to content and form. This approach involves the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register, and others, in order to find out not just what a text means but also how it comes to mean what it does (Short 1996 as cited in Savvidou 2004).

1.4 Definition of Integrative Grammar Teaching:

Teaching grammar involves selecting the appropriate method and techniques to overcome the underlined objectives as well as to fulfill students needs .Many assumptions about the actual used method fail and the desire to change them by other ones more effective ,well developed and fascinating in order to make grammar lesson more beneficial and interesting .The need to avoid teaching grammar in isolation and adopt a new technique that enables students to use grammar background while communicating is a dilemma that many studies proved as it is the case of the present paper aim. Integrative grammar teaching is inherently selective .It means that, it deals with the grammatical aspects related to the kinds of texts students need to write (Hyland 2003).The phrase integrative teaching means then identifying specific grammatical features in writing the specified genre.EFL students are required to write different text genres during their academic career. However the amount and types of compositions EFL students wrote, they still make grammatical mistakes .Therefore, students should be provided and taught by strategies and linguistic choices that would help them to write various writing genres .In this case, integrative grammar is the suitable approach to be used; it aims to make “a synergy” between grammar and writing. In other words, to balance between learning grammar and using grammatical knowledge in writing (Larsenfreeman1991:280).Integrative grammar can improve academic writing as the ultimate study aims to clarify. It will “help students edit errors in writing, provide them with a variety of syntactic strategies for effective communication” (Frodesen 1991:266).

EFL students know the grammar rules explicitly but they fail to apply them in communication. This refers to the way grammar used to be taught with. It means grammar in isolation. Therefore; integrative grammar teaching is an alternative solution that can minimize grammatical errors during writing. Integrative grammar has several advantages. It will give learners an opportunity to understand how language works and this will improve their communication skills as Wajneyb (1990:6) states“ context gives a more precise understanding of how to use the grammar, and provides accuracy in the studied language both in oral and written skills.” Brown(1980: 189) explains the advantages of context-based teaching as:

A single sentence can seldom be fully analyzed without considering its context. We use language in stretches of discourse. We string many sentences together in cohesive units. Both the production and comprehension of language are a factor in our ability to perceive and process stretches of discourse.

Each writing genre has a fundamental tense in addition to others that intervene to help writers explain and express their taught as Schleppergrell (2003: 20). explains that“ narrative texts ... typically use past tense, but also include other verb forms to place events before the main time line or to present timeless generalizations” EFL learners should be aware of the texts types they are supposed to write. Brooks&Grundy (1998:11)suggest that “each genre has its own conventions concerned with the type of information to include and the order to put in” .Discussing such convention helps to provide a clear framework within which students can write effectively. In order to select the appropriate grammatical element, EFL or ESL students take the composition type into account.

To sum up, relating grammar and writing instruction depends on students' needs, objectives and the requirements of the educational institution.

1.5 Principles of Integrative Grammar Teaching:

Integrative grammar teaching application in EFL /ESL classes requires certain principles as far as students needs, objectives as well as the course are concerned.

1.5.1 Students Needs:

Students' needs are a vital element that should be taken into consideration while applying integrative grammar. It is a reason of change. The key to start a successful grammar course is to establish clearly the students' interests and what they want to know. According to Tarrone &Yule (1989:3) "teachers must constantly adjust their methods and materials on the basis of their identification of the local needs of their students."

Teachers should analyze students' needs and interests. They collect data about their preferences .In needs analysis, the data gathered "reflects the perceptions and priorities of the learners on what should be taught and how it should be taught. Such information often reveals learning –style preferences by the learner."(Nunan 1988 :78).Teacher can gather data through diagnostic tests, interviews with learners and teachers, observation as well as self -report as Richards (1984:17) proposes. While Peck (1991) adds other means that allow teacher to gather data. He suggests class discussions, individual talks with students, and questionnaires .In other cases ,students needs can be determined by such situations .For instance, at the university level , students are writing for certain purposes such as examinations, classroom assignments

(Hyland 2003). In this goal, “an integrative grammar teaching approach creates optimal conditions for learning for everyone in the classroom” (Sysoyev 1999:27).

In brief, students’ needs are crucial element that influences the method as well as techniques used in presenting grammar course. It can support the used method or ask for change with another one more effective.

1.5.2 Objectives

Any lesson or course has an underlined objective that can be broad and narrow scale. The main grammar course objective is to enable students to use grammar rules while communicating. Fontana (1995:157) defines objectives as “what a student should be able to do at the end of a successful lesson”. Therefore, the aim of a grammar lesson is not only to make learners know the rule but also to be able to use it. Establishing specific learning objectives is very important because they will help the teacher “to structure the learning experience and evaluate its success” (Fontana *ibid*:162). In addition, objectives give many expected hints for both teacher and learner about the program as it is mentioned in Nunan book (1988:63). He states “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 programme, and to help in developing means of assessment and evaluation.”

Integrative grammar teaching aims mainly to enable learners to make a balance between form and content while writing. So it seeks to make learners become self-reliant writers. Harmer (2001) insists teachers to encourage their learners to be more autonomous. Becoming independent writers means being an independent analyst as well as problem solver. First of all, EFL learners should become independent analyst

because there are some instructions where teacher lacks time to go in details in classroom .In this case ,the learner should have the intuition of analysis as Oldin (1994:12). explains “instruction is so often incomplete, students will have to become independent analysts of the target language if they are to deal with all problems that their instructors lack time to cover in much detail” Then learner becomes problem solver when she or he can find solutions or alternative ways for their writing problems .Students should be encouraged to use grammar as a tool to discover solutions for their writing problems because EFL learners become progressively more “aware of and responsible for correcting their own errors”(Keh 1991:18).

In accordance with the actual research, the objectives of integrative grammar syllabus are to improve students’ grammatical knowledge, awareness about grammar in their writing not only in sentence level but also text -level .Because working with grammar at the text-level makes students use complex language. .During writing process ,students face many options and choices in order to express an idea Held & Rosenberg (1983:819) declare that“writing is largely a matter of options among which the writer is relatively free to choose.”

EFL learners should be provided with a clear idea of any course. They should know what is expected from them and what they are going to do at the end of the lesson.

1.5.3 Course

A course in integrative grammar teaching is dependent on the teaching materials, and gradual building-up. The selection of the teaching materials is an

essential task and influences greatly the whole teaching/learning process. Materials have often been at odds with the skills they seek to teach, for instance, in “intending to teach mechanics that apply throughout essays, they offer practice with fill-ins or unrelated, single sentences” (Friedmann 1983:398). Materials must provide appropriate context in order to be used adequately for language teaching. However, the most valuable source of materials is the students’ own writing (Nott & Raimes 1985). The main source of materials is the textbook (Crookes & Chaudron 1991). Utilizing student-generated material for devising classroom tasks is very productive and beneficial, and offers useful data. For instance, taking points of grammar from students’ writing is particularly helpful because it will allow the teacher to select what grammar points deserve most attention. Students’ writing represents authentic language, and therefore, it will not only help the teacher, but also motivate the learners. Integrative grammar teaching is essentially meaning-based; however, when it is necessary, the teacher can elaborate a combination of form-based and meaning-based activities using a gradual building-up where the students “need to develop from more controlled and mechanical to more free and communicative behaviour” (Crookes & Chaudron 1991: 51). In other words, going from an initial mechanical stage to a far more communicative one. This building-up can be used to practice certain grammatical points through drills to more communicative activities as free compositions.

1.6 The Role of Integrative Grammar in Developing Writing

Integrative grammar approach considers as an effective solution that enables EFL learners to focus on the form and content simultaneously. It helps them to use their grammatical background as they write. Many researchers, such as Harris 1983, agree

that it is more effective to teach punctuation, sentence variety and usage in the context of writing than to approach the topic by teaching isolated skills. Teaching grammar in the writing context is also related to the reality that some rules explanation need the discourse level. Larsen Freeman (2003) argues that certain grammar rules are less difficult to explain at the text- level then at the sentence level. She gives an instance of the present tense that is preferred over the past tense. She justifies that the reason is difficult to perceive at the sentence level whereas at a discourse level “the present perfect serves as a bridge between the present and past”(2000 :12) .Integrative grammar teaching can deal with different genres and various grammatical structures .There are grammatical items that can be dealt with in all text types in the writing process such as punctuation ,tenses, coherence and clarity through moving from the simple sentence limits and discovering how to add description through prepositional phrases that can function as adjectives for example :the man with glasses is my teacher .

Integrative grammar teaching is a supported approach because it provides learners with exposure to real language and real situation in context. In other words, it provides them with ample opportunities to practice what they have learned in real or realistic communication situations especially in the writing proficiency .Teachers can reach the grammar item he or she may need his or her students to learn one meaning is clearly understood and students have a clear idea of the context in which it was used and the communicative need it satisfied .Consequently , this approach can give a lot to the foreign language classes .It represents the key to the academic writing problems .

1.7 Main Variables of Integrative Grammar Teaching:

There are main elements that should be taken into account while attempting to implement the integrative grammar teaching that are the learners, teacher as well as classroom. These factors can influence the integrative grammar implementation because any teaching change can be affected by them.

1.7.1 The Teacher:

Working as a language teacher is very demanding especially as a grammar and writing teacher because many things are expected from the teacher to do. Teacher is a main element in the teaching process in general. He or she works as an information provider, facilitator, fellow writer and competent analyst himself since grammar instruction depends largely on the teacher as Brooks & Grundy (1998) declare. In integrative teaching, Harmer describes the teacher's role as a motivator, resource and feedback provider. Initially, EFL teacher should motivate his or her students to work in the non-segregated circumstances where they are supposed to work on grammar and writing simultaneously. It is the teacher's role to encourage learners to be self-reliant, to understand the grammar rule and to be able to use it in composition; Harmer (2001:261) describes "motivator involves creating the right conditions for the generation of ideas, persuading of the usefulness of the activities, and encouraging them to make as much effort as possible for maximum benefit." Furthermore, the teacher must know how to link classroom tasks to relevant research. Generally good methodology and data analysis are "part of the quality control and product

improvement aspect of the teacher's role" (Fontana 1995:170). Good teacher is the one evaluate himself or herself constantly ,test the effectiveness of his way of teaching and he or she should be flexible to pass the classroom difficulties .Doff(1988:278) mentions that one feature of good teacher is "to judge their own teaching honestly and to see clearly how much learning is taking place in class."

In summary, the mentioned roles are just main ones because the teacher role in classroom cannot be limited to only the aforementioned ones .EFL teacher can perform various roles simultaneously in order to present a successful course.

1.7.2 The Learner

The emergence of competency based approach considers teaching as a learner centered process. It means learners in classroom are active rather than passive .Learners are main variable in the teaching process especially in integrative grammar teaching where they are suppose to work hand by hand with their teachers

Teaching an integrated course can be affected by many factors as far as students level, learner types and others are considered .Hyland (2003:73) declares that teacher works with learners of "different motivations, proficiencies, language background ,and needs." The mentioned factors should be taken into account because from one angle, proficiency and language background affect the integrative grammar teaching

efficiency. Learners' needs, from another angle determine the grammar type that is suitable for them.

Grammar teaching relies on the students' level .The common learners' classification consist on beginners, intermediate and advanced ones. There are homogenous and heterogeneous classes .Generally, even if a classroom is homogenous, learners are dissimilar in the way they learn a language and this can affect grammar integrated course because it represents lessons and tasks that are appropriate to the level of all students.Willis(1996:10) divides learners into two types: analytic learners who favorite a deductive approach in addition holistic learners who prefer an inductive approach. In linking grammar and writing teaching, it is important to take into account the "level of linguistic and discourse proficiency that the students actually reached" (Olshtain 1991:236).Students level is very important because depending on it the lesson, kinds of tasks and procedures selected. In this case, the teacher has"to balance the interests of individuals against what is good for the group and be aware of certain individual traits when putting students into pairs and groups"and"to recognize which students need more personal attention than others, and which need different kinds of explanations and practice of language."(Harmer 2001: 43).

Learning strategies are other factors that influence integrative grammar teaching. Learning strategies are"the choices that the learner makes, and with the possibility that the efficiency with which the learner's capacities are used can be changed"

(Skehan 1989 :73) learning strategies use interpret that the students are responsible for their own learning.

The actual work, integrative grammar teaching aims to offer the students strategies that will aid them in decision –making and autonomy while writing. Broadly speaking, for an effective integrative grammar teaching, the students’ level, learning strategies should be taken into consideration .In order to satisfy the needs of all the students, the variety of activities and changes in the material used are helpful.

1.7.3 The Classroom:

The success of integrative grammar teaching is dependent upon a well-organized lesson and a good classroom organization. In integrative grammar teaching, a well-organized lesson should combine two elements: simplicity and effectiveness. This involves the following guidelines as described by Child (2004: 413-414):

- Using grammatically simple presentation.
- Using a language that can be understood by the students, and eventually defining the technical terms.
- Using brevity, appeal and coverage. Because students learn many things the same day, “if every description consisted of weaving webs of words around learner, they could end up ... mentally inactive.”
- Presenting the main points of the lesson before starting it, “unless it is a gradual build-up lesson.”

A good classroom organisation is based on an efficient teaching framework. For Skehan (1989: 121), “classroom organization ...subsumes the degree of structuring of teaching, the explicitness of instruction, and the participant organization of the classroom” .A classroom in integrative grammar teaching should be organized on the basis of the following principles:

-Favour a learner-centred classroom as much as possible. According to Crookes & Chaudron (1991: 57), this implies a “greater individualization of learning objectives”, increasing the opportunities for students to write, increasing students’ personal participation to the presentation of the lesson, increasing interaction between learners because students often will pay more attention and learn better from one another, since their performances and processes of negotiation of meaning are more closely adapted to one another’s, level of ability.

-Favour flexibility. Brookes & Grundy (1998) stress that it is one of the key-components of classroom management. Flexibility means balancing between group work, pairwork and personal work. Doff (1988: 137-138) explains that “pairwork and group work are not teaching methods, but ways of organizing the class. They can

be used for many different kinds of activity, and are naturally more suitable for some activities than for others.” The best way to use them is to balance between pairwork and groupwork. In group work, students work in small groups (generally four to five students) at the same time. According to Crookes & Chaudron (ibid.: 58), group work particularly offers a good management of class time, more risk-taking through the use of new language (it means complex language), a quick introduction of new ideas. In pair work, the whole class is divided into pairs. Every student works with his or her partner, and all the pairs work at the same time, it means simultaneously (Doff, ibid.). In order to avoid problems, the teacher must “give clear instructions about when to start, what to do, and when to stop” and should train students to work in pairs or groups in order to “set up a routine” (Doff 1988: 138.).

1.8 New Methods for Teaching Integrative Grammar:

Language teaching methodologies knew several shifts especially in grammar because teachers are not satisfied with the way or ways grammar is proposed to be taught. These methods cannot make learners use the grammar background during communication. This is why teachers look for method that enables learners to use effectively the acquired knowledge about grammar in the writing skill. Integrative grammar can be applied in EFL classes through various methods such as EEE (exploration, explanation, and expression) model and task-based model.

1.8.1 The EEE method:

It is a model used in an integrated lesson where the teacher presents the lesson through three stages that are exploration, explanation and expression (Altagh 2003). In the first stage, exploration, the students are given sentences that illustrate a certain grammar rule and are asked as a group to find the pattern and to formulate the rule. In this phase, students are self-reliant. They do everything by themselves. The teacher can intervene only when it is necessary. Initially, in order to make the task more easy, some grammatical structure can be highlighted. Instead of being given a rule explicitly, learners spend time discussing and discovering grammatical pattern which help them understanding the rule. In exploration, students gain knowledge that becomes their own. When they self-deduce the rule; it becomes easier for them to remember it. Consequently, exploration acts as a motivated tool. The second stage of learning is explanation where the teacher or the students summarize what was previously discovered (in the exploration phase). It is an important stage because students feel safe when they confirm and know the exact structure; students should have a source or reference to refer to when they are confused. This phase can be sometimes omitted relying on students' competence, confidence and actual performance. The final stage is a productive one, it is expression. In this last step, students use new structures in producing meaningful compositions. This stage prepares students for natural use by helping them focus equally on form and content in using the language while communicating. In other words, the expression stage gives them the opportunity to practice communication under the teacher's supervision. This method is a way of combining form and meaning in teaching grammar.

1.8.2 Task based method:

In past, Task based model begins with the meanings that learners want to convey. In other words, it represents accuracy to fluency sequence. Task-based is a fluency-first model of instruction that is proposed by proponents of the communicative approach. According to Thornbury (2005) the first task learners are supposed to do is to perform a communicative task that the teacher has set them. Then the teacher uses this to identify language features learners could have used in order to communicate their intentions more effectively. These features are taught and practised before students re-perform the original (or a similar) task as it is simplified by Thornbury (2000):



Figure .2.2: Stages of the Task Based Method

In this kind of lesson, the language items are selected to assess learners' communicative difficulties rather than having been predetermined by a grammar syllabus. Simply, the syllabus objectives are expressed in terms that relate to real language use (telling a story, booking a hotel room etc.) rather than a grammar terms (present perfect, adverbs of frequency etc).

Currently, task based approach had been revised and new views has taken place to explain how task based should be worked. In summary, task based approach supports balance between content and form. In Skehan (1996:18) characterization of task-based instruction, he suggested when organizing task based instruction, there needs to be both a focus on language forms and a focus on communication. He argued that “learners do not simply acquire the language to which they are exposed, however carefully that exposure maybe orchestrated by the teacher.” Willis(1996)has proposed a task-based framework very similar to the grammar-based PPP model, with the difference that the order of the meaning-based and form-based activities are reversed. Her model consists of three cycles: pre-task cycle, task cycle, and language focus cycle .The aim of the pre-task phase is to expose students to the task or prepare them to carry out the task, through such activities as brainstorming, using pictures, highlighting new vocabulary, and so forth .The task cycle is to give them opportunities to use the language for spontaneous communication. The language focus phase is to help them develop an awareness of how language works, that can be achieved through the use of various language-based activities and exercises such as repetition, sentence completion, matching exercises, dictionary work and others.

1.9 An Integrative Grammar Lesson

Since the introduction of communicative language teaching many progresses in English language teaching has been emerged .Moving from presentation and practice to pre-while as well as post stages is one of these developments .For instance, traditional grammar teaching starts with the teacher’s statement of the grammatical

pattern on the board but integrated grammar teaching is a unique and authentic approach because it implements the pre-while and post stages.

Initially, the pre-stage is the first step in an integrated lesson. In this phase, the teacher needs to connect grammar instruction with real life and stimulate students' interest in the topic. This stage offers an opportunity to exploit students' prior knowledge of the subject and set the context as well as mood for teaching new grammar point. Short stories, texts, pictures can be used at the pre-stage. For instance, teacher can write the theme «changes over the years» on the board and elicits various areas in which changes generally take place over time (see appendix d). Then he displays or shows two pictures one of biplanes and the second of monoplanes. In order to exploit students' prior knowledge and elicits possible differences using any two pictures prompts that represent past and present mode of transport. The idea is to introduce- used to- phrase in this stage. Then, the while-grammar part should help students notice the new grammar point and provide meaningful input through context-specific pictures, videos, examples, and texts. In this stage, learners will know the rule will be acquired through teacher's explanation or even through students' discussions. Teacher prepares his lesson dependent on students needs and should give them enough information about the grammatical structure they are going to deal with. Finally, the post-stage focuses on the productive aspects of the new structure. It is a task that gives learners an opportunity to use the learnt structure in their own compositions. Thus, an integrated grammar lesson, to use Krashen & Terrill's (1983: 19) view, should focus "on teaching communicative abilities with an emphasis on the primacy of meaning".

Conclusion:

Teaching grammar had known several shifts for the search of developing a particular proficiency as the principles proficiency as the principle of grammar teaching approaches aim for. However, in past, there were no focus on content and form simultaneously as the integrative approach principles seek for. Integrative grammar teaching aims to engage students in writing activities in place of just giving them grammar exercises and grammar concepts can be taught by helping the students to edit their grammatical structures in their written work.

Field work

Chapter Three: Field work

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Chapter Three: FIELD WORK

Introduction

The correlation between integrative grammar teaching and academic writing development that has been discussed theoretically in the precedent chapters needs to be assessed practically in the field work. Therefore, In order to systematically prove the relation between the independent variable and dependent one, the integrative grammar principles should be applied in concrete to measure the validity of integrative grammar in developing academic writing. From one hand, training students to make a balance between form and content while writing. In addition students have the opportunity to experience using grammar knowledge in communication .From another hand, students may decrease the rate of integrative grammar errors. These advantages of integrative grammar need to be trained with second year LMD students via T-test to evaluate its effectiveness on their writing in other words, an experimental group has the chance to be taught using integrative grammar .In addition to questionnaires for students and teachers to make predictions about the possibility of applying this approach.

1-2 Questionnaire for Students

1-1-1The Sample

The students who responded to the questionnaire and participated in the experiment are chosen randomly from the population of second year LMD at Mohamed kheider university, Biskra, The choice of Second Year students was based on the consideration that they have already been introduced to English grammar and

to a certain amount of grammar terminology in the First Year. We also assume that they have learned some basic skills of writing like producing different types of sentences, clauses and paragraphs according to written expression for second year LMD programm . Thirty eight questionnaires were returned from the fifty initially planned and this represents our sample.

1-1-2 Description of Questionnaire for Students

The questionnaire devoted for students are divided to four sections .The entire questionnaire paper contains fourteen questions about grammar and writing.

Section One:

This section includes factual questions about the students' age and gender. In addition, three questions about writing. This section aims to know learners' difficulties in general and to identify the place of grammar in students writing.

Section Two:

This part is about grammar and grammar learning. It contains four close- ended questions. These interrogatives are asked to know the students' opinions about grammar module and their preferences about learning grammar .The aim ,behind this section, is to discover if students are satisfied with the way grammar is taught.

Section Three:

The third section is about grammar in writing. It includes seven interrogative sentences, some are closed-ended questions and others are open -ended. Through students' answers to these questions, we aim to get data about their abilities in focusing on form and content simultaneously and the way they prefer to learn grammar in other words, whether they prefer integrative grammar teaching.

Section Four: Further Suggestions

This section is a space devoted to students to give additional comments about sections dealt with so far, or to make suggestions about teaching methodology, learning writing or learning grammar in general.

1-2: Questionnaire for Teachers:

1-2-1: The Sample

The teachers who responded to this questionnaire are teachers of WE and grammar of Second Year LMD at the Department of English, University of Biskra. The total number of the teachers of WE and Grammar is sixteen. Fourteen questionnaires were handed in by the researcher and eleven questionnaires were returned. Therefore, eleven represent our sample.

1-2-2. Description of the Questionnaire

The questionnaire handed for teachers consists of twenty one questions. Most of the questions are close-ended. But for some questions, the teachers are requested to give explanations or suggest other alternatives. The questions were divided into five sections (see Appendix A).

Section one:

This section is for WE teachers .The aim of this section is to get information from the teachers of WE about the Students' levels and writing difficulties that they face, focusing on grammar difficulties, and to see if teacher see that way grammar is taught is the cause of grammar problem predominance in the writing process.

Section Two:

The second section is for teachers who teach or taught grammar .It aims to know their students levels in grammar module and how they teach this module. It contains two close- ended questions and one open ended question.

Section Three:

This part objective is to know the teachers' opinions about linking grammar and writing. Whether it contributes to writing improvement. The three interrogatives shaping this section are closed ended ones.

Section four:

The fourth section contains five questions .Only question number two, in this segment, is open- ended question. It aims to know teachers supports to integrative grammar teaching, the supposed time and number of students per group that allow this method to take place in EFL classes.

Section Five: Further Suggestions

In this section, the teachers are invited to give additional comments about the sections dealt with so far, or to make suggestions concerning integrative grammar teaching.

1-3: Description of the Experiment:

This research is designed under two main types of research; co relational research which aims to investigate the relationship or the correlation between two variables. The second type is the experimental study design which is made to measure the effect of one variable on the other. This experiment is designed upon three main phases that are:

Pre-test:

This phase took two grammar sessions. In the first session, a short revision about types of sentences, paragraphs, and the tenses used in each genre in addition to the importance of punctuation. Then two tasks took place depending on the lessons students learned and the paragraph type they dealt with in written expression courses. After, we had observed the participants' abilities in identifying the infinitive phrases and its functions within the session with their grammar teacher, experimental group, and control group were asked to write five sentences using adjective and infinitive phrases. Then students are asked to write a short paragraph using the same grammatical pattern. The aim of this step is to know the main reason behind students' grammatical problems during writing. The second session of the pre-test is for writing a paragraph. Participants wrote paragraphs using adjectives as words and phrases.

Test:

During two sessions, only experimental group participants studied two grammar lessons using integrative approach principles. This step aim is to train students to use grammar knowledge in communication and to check the effectiveness of the integrative approach in concrete. The first tutorial was about expressing past habit using (used to). Students are trained to write paragraphs using this pattern. Five students read their products. The second tutorial talked about modals and its uses. Also EG has the chance to produce a piece of writing using the learnt pattern. Some products had been read.

Post-test:

In this single session experimental group and control group participants are asked to write paragraphs trying to include the modals pattern they learnt in the test phase, the topic was free, they choose their own topics to write about because we aim to evaluate the success percentage of the integrative approach as well as to what extent students make balance between writing steps and time management.

In brief, the t-test persists for five sessions where treated using integrative grammar lessons. The first lesson was prepared by the researcher herself that was about the past habitual used to. Whereas the second lesson is prepared collaboratively with the grammar volunteer teacher. This lesson is programmed in second year lesson of second semester. The two tutorials are included in the appendices.

1-4 Data Analysis:

In this section, the data obtained from the tools used, (questionnaires for teachers and students as well as the test), will be analyzed. Questionnaires will be firstly analyzed. Then the test will be also analyzed. The data and results obtained from these two tools were presented in form of tables.

Gender	Respondents' Number	Percentage%
Female	31	82
Male	7	18
Total	38	100

1-4-1: Questionnaires Analysis:

1-4-1-1: Questionnaire for Students Analysis:

Section One: General Information

Table3 .1:Students' Gender

The first table reveals that females' respondents are more than males. Out of thirty eight students seven are males whereas the others are females.

Section Two: Learning Writing

Q1: What are the elements you focus more during writing?

Q1a					
Answers		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	a+	26	68,4	68,4	68,4
	a-	12	31,6	31,6	100,0
	Total	38	100,0	100,0	

Table.3. 2: Ideas Focus in Writing Process

Q1b					
		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	b+	17	44,7	44,7	44,7
	b-	21	55,3	55,3	100,0
	Total	38	100,0	100,0	

Table.3. 3: Grammar Focus in Writing Process

Q1C

Answers		Frequence	Percentage	Percentage valid	cumulative Percentage
Valide	c+	16	42,1	42,1	42,1
	c-	22	57,9	57,9	100,0
	Total	38	100,0	100,0	

Table.3.4: Vocabulary Focus in Writing Process

Q1d

Answers		Frequency	Percent	Valid Percent	cumulative Percent
	d+	10	26,3	26,3	26,3
	d-	28	73,7	73,7	100,0
	Total	38	100,0	100,0	

Table.3. 5: Punctuation focus in Writing process

From tables, 2, 3, 4, 5, students focus more on ideas as it is indicated in table 2 that 68% of students focus on ideas only .c+ refers to this .Whereas 31% do not focus on ideas. Whereas other writing elements have low than 45% as a percentage .In other words, producing ideas is the element which took the front among the three other suggested ones. This indicates that EFL students consider writing as taking a pen and jotting down one's own ideas.

Q2: During writing, do you face any difficulties?

Answers		Frequency	Percent	Valid Percent	Cumulative Percent
	yes	30	78,9	78,9	78,9
	no	8	21,1	21,1	100,0
	Total	38	100,0	100,0	

Table.3. 6: Writing Difficulties Acknowledgments

The above table shows that the majority of students confess that they face difficulties during writing. This is represented in the following graph:

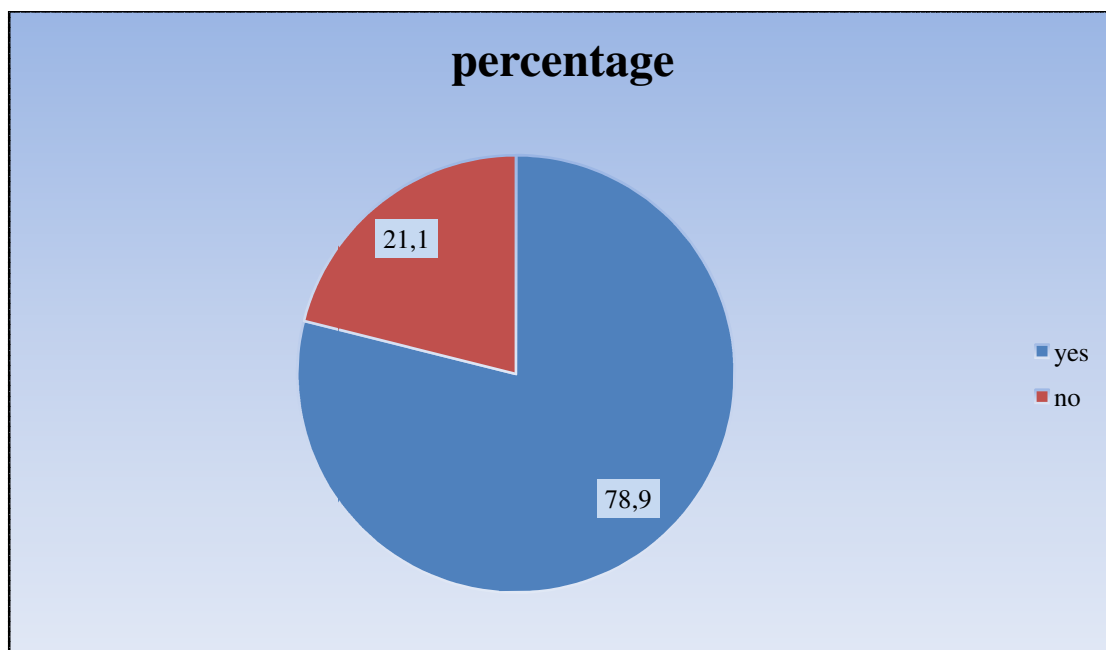


Figure.3. 1: Facing Difficulties in Writing

The above pie chart indicates that writing is a difficult skill. Because most of EFL students acknowledge that they face difficulties when writing. Consequently, second year LMD students are novice writers.

Q3: If yes, does inability to use correct form one of these difficulties?

Table.3.7: Students' deficiency of correct form use.

Depending on the table 7 data, most students suffer from inability to use correct form when they write. This indicates absence of the link between grammar knowledge and writing process.

Section Three: Learning Grammar

Q4: Do you see that grammar module is

a-Very difficult

b- Difficult

c- Easy

d-Very easy

Options		Frequency	Percentage	Percentage valide	Cumulative Percent
Valid	a	3	7,9	7,9	7,9
	b	25	65,8	65,8	73,7
	C	10	26,3	26,3	100,0
	d	0	0	0	
	Total	38	100,0	100,0	

Table.3.8: Students' Opinions about Grammar Module

Grammar module	N	Median	St.deviation
N valide (liste)	38	2,1842	0,56258

Table.3.9: Students' opinions median and standard deviation

1	2	3	4
1-1,75	1,76-2,49	2,50-3,24	3,25-4

Table.3.10: Likert scales

Regarding table eight, nine and ten contents, 65% consider that grammar module is difficult. In order to test their answers' validity Standard deviation is accounted as well as mean, as it is indicated in the table number nine. The mean of this answers is

2,18 which make us assume that the majority of answers will be in the range 1,76-2,49 of Likert scales and the mean belongs to this range. It means majority of answers will be number two that is difficult. The standard deviation is small which logically means that the answers are closer.

Q5. In learning grammar, do you prefer:

a-To be given the rule directly by your teacher?

b-To find the rules by yourself?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	a	21	55,3	55,3	55,3
	b	17	44,7	44,7	100,0
	Total	38	100,0	100,0	

Table.3.11: Learning Grammar Preferences

Q6: If you prefer to find the rules by yourself is it through:

a-Practice

b-Knowing the rule explicitly

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	a	23	60,5	60,5	60,5
	b	5	13,2	13,2	73,7
	n.a	10	26,3	26,3	100,0
	Total	38	100,0	100,0	

Table.3.12: Students' Rule Finding Ways

Concerning students responses to this question, they prefer to be given the rule directly by their teachers as it is presented in the previous table (a) .Whereas 44, 7%

prefer to find the rule by themselves. This rate also prefers to find the rule through practice. This indicates that EFL students are autonomous learners.

Q7: Are grammar rules difficult to remember?

		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	yes	28	73,7	73,7	73,7
	no	10	26,3	26,3	100,0
	Total	38	100,0	100,0	

Table .3.13: Students Attitudes towards Grammar Rules.

Through table number thirteen content, a high rate of responses was yes. The students confess that grammar rules are difficult to remember. While only ten students do not see the same. Students had justified their answers as follows:

- ❖ Grammar rules are difficult to remember because of lack of practice.
- ❖ Grammar rules are learnt usually by heart but when it comes to use, they are similar. It is difficult to identify the exact rule.
- ❖ Having short memory.
- ❖ They are complicated and there are many exceptions.

Q8. Do you take grammar aspect into consideration during writing?

		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	yes	33	86,8	86,8	86,8
	no	5	13,2	13,2	100,0
	Total	38	100,0	100,0	

Table.3. 14: Grammar Consideration during Writing

Table 14 shows that 13, 2% of students do not take grammar aspect into consideration. They neglect this element while writing.

Q9: If you are not able to focus on form and content simultaneously is it because of:

- a. Unawareness
- b. Way grammar is taught

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	a	22	57,9	57,9	57,9
	b	16	42,1	42,1	100,0
	Total	38	100,0	100,0	

Table.3.15: Causes of Inability to Focus on Form and Content Simultaneously.

The rate of this question answers is somehow closer. Firstly some students see that unawareness is the main cause behind their inability in focusing on form and content. Whereas 42, 1% considers that the way grammar is taught is the main cause. It indicates that learners' are aware about the role of teaching to develop the writing skill.

Q10. Grammar mistakes will cause you to lose marks in examination essays?

		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	yes	36	94,7	94,7	94,7
	no	2	5,3	5,3	100,0
	Total	38	100,0	100,0	

Table.3.16: The Impact of Grammar Mistakes in Examination Essays Marks

In accordance with the table data, many students do not deny the fact that grammar problem is a cause that makes them get low marks in examination essays.

Q11.Do you like to learn grammar beyond sentence level (in context)?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	35	92,1	92,1	92,1
	no	3	7,9	7,9	100,0
	Total	38	100,0	100,0	

Table.3.17: Learning Grammar beyond Sentence Level

In response to this question, the majority of students' answers support the idea of learning grammar beyond sentence level. This can clarify that the students are not satisfied with the method used to teach grammar. In addition EFL learners shows desire to get native speakers' levels. Because they do not based on root learning they want to explore more about grammar structures in context.

Q12.When you are writing, you are able to focus on:

a-Grammar only

b-Ideas only

c-Both

This question will be analyzed statistically using Liker scale .The aim of this question is to determine to what extent students focus on ideas, grammar or both of them.

		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	Grammar	1	2,6	2,6	2,6
	Ideas only	29	76,3	21,1	23,7
	Both	8	21,1	76,3	100,0
	Total	38	100,0	100,0	

Table 3.18: Elements Students Focus more on During Writing

	N	Median	St.deviation
When you are writing, you are able to focus on	38	2,12	0,42164

Table.3.19:Median and Standard Deviation of Writing Elements

1	2	3
1-1,66	1,67-2,33	2,34-3,00

Table.3.20: Likert Scale

Table.3.18 shows that the majority of students can focus only on ideas. But these answers are statistically tested using Likert scale. This is clearly indicated in the table number 19 and 20 via the mean that is located in the range [1, 67-2, 33].In addition, the standard deviation is small. It indicates that the answers are closer.

Q13.Do you expect that relating grammar with the types of texts you are required to write will help you to improve your writing?

		Frequency	Percentage	Percentage valid	Percentage cumulative
Valid	yes	34	89,5	89,5	89,5
	no	4	10,5	10,5	100,0
	Total	38	100,0	100,0	

Table.3. 21: Expectations about relating grammar and writing

The majority of students expect that integrating grammar and writing can contribute in academic writing development. The following graph represents this clearly:

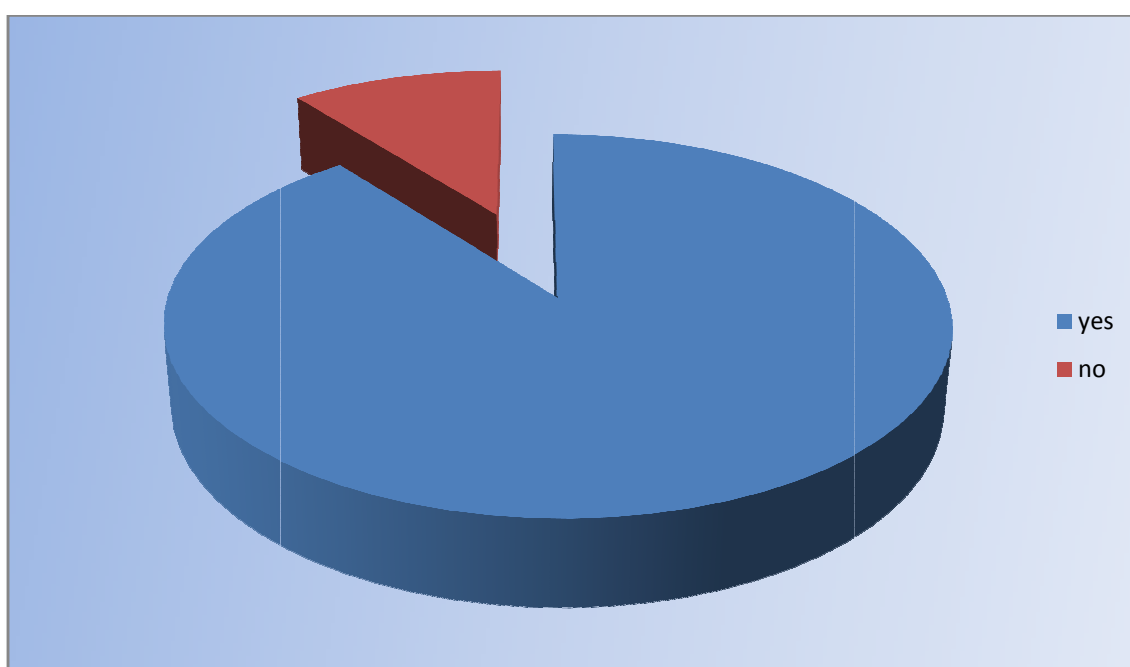


Figure.3. 2: Students' Expectation about Writing Development Integrative Grammar

Q14: How do you prefer to improve your level in grammar and writing?

Some students answer this question n and their answers were as follows:

- ❖ Use grammar rules when writing.(Three students)
- ❖ Practice through using new strategies(two students)
- ❖ Reading(four students)
- ❖ Practice by using authentic materials(one student)

- ❖ Instead of series of exercises , we should practice grammar rules by writing to help us memorize them .(Three students)

Section four: Further Suggestion

In this section some students suggest some benefit points that have been mentioned in the following lines:

- ❖ Grammar is essential in learning English; the more they practice it, the more language learning becomes easier (02 students).
- ❖ Grammar is part of writing and each one completes the other (01 student).
- ❖ They need more grammar to express their ideas (03 students).
- ❖ They need sessions when they can practice the learnt rules in their own examples that can be corrected by teachers .From one hand, because they see if they write their own examples is a way to memorize the rule instead of teacher extensive exercises .From another hand , when the produced compositions are corrected ,students know their mistakes and they can learn from it.(4 students)

1-4-1-2: Interpretation of the Results:

In writing section, the students' answers revealed that they focus on ideas more than grammar, vocabulary and punctuation. Producing ideas took 68% as a rate. Whereas grammar classified in the third place after vocabulary. The answer to question one is interesting because it proved our expectation that the organization of

ideas represents the most important aspect for the students. Also during writing, students confess that they face difficulties and inability to use correct form which is one of these difficulties that the majority of students do not deny. The answers to first section question is very important because through students responses we proved the first part of our expectation which consists on that students focus on producing ideas and neglect the grammar aspect .They are unable to use correct forms when they write. As it is mentioned in the actual thesis problematic.

In learning grammar section, 65, 7% from students see that grammar module is difficult and they see that grammar rules are difficult to remember .In addition 44, 7% prefer to find the rule by themselves through practice. These results indicate that students have reached a level where they want to rely less on the teacher and that they are moving towards becoming problem-solverrites w. Because they see that they can remember the rules easily when they use it in their own examples rather than teachers' ones.

In section three, students refer the inability to focus on grammar and content simultaneously to unawareness. Whereas an important rate, 42, 1% considers the way grammar is taught as a main cause behind this failure. The obtained outcomes is good and workable to the conducted thesis because this rate of students are aware of the necessity to change the way grammar is taught with another one more effective. Because 92,1 liked learning grammar beyond sentence level, this reflects the students awareness about the level they want to achieve. Students do not prefer a set of isolated rules learnt by heart , they want a grammar knowledge that enable them to communicate using the target language because 89,5% expect that relating grammar with the types of texts they are required to write will improve their writing. This expectation reflects that students feel frustrated from the way grammar is taught

because they still dealt with as beginners, however they learnt a good amount of rules in secondary school. EFL university students should have the opportunity to use their knowledge and analyze it in order to acquire a critical thinking. Students are aware of the importance of grammar in language teaching because they suggest some rich ideas as far as learning grammar and writing through using authentic materials ,reading and practice .This means that students’ objective is to reach native speakers level. Therefore, this objective and awareness need to be reinforced.

1-4-1-3: Questionnaire for Teachers Analysis

Section One: Teaching Writing

Q1-Do your students face problems during writing?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	11	100,0	100,0	100,0

Table.3.22: Facing Problems during Writing

Q2-If yes, are grammatical errors the predominant problem?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	9	81,8	81,8	81,8
	no	2	18,2	18,2	100,0
	Total	11	100,0	100,0	

Table.3.23: Grammar Errors Predominance in Students’ Writing

Table twenty two and twenty three show that the total sample answer that their students have difficulties in writing. Also the majority of teachers(88,8%)see that the grammatical errors are the predominant problem .In other words, lack of using correct forms while writing is a main difficulty that second year student and others suffer from.

Q3: What is the level of most of your students in writing?

		Frequency	Percentage	Percentage valid	cumulative Pourcentage
Valid	a	10	90,9	9 0,90	81,8
	b	1	9 ,09	100 ,0	
	c				
					100,0
Total	11	100,0	100,0		

Table.3.24 : Students' Writers Levels

N	median	St.deviation
10	1,8000	0,42164

Table.3.25: students' levels mean and standard deviation

1	2	3
1-1,66	1,67-2,33	2,34-3

Table.3.26: The Ranges of Students' Levels according to Likert Scales

1	2	3
1-1,66	1,67-2,33	2,34-3

Table.3.27: The Ranges of Students' Levels according to Likert Scale

Greater responses rate shows that students are intermediated in writing. Whereas only 09% see that their students are beginners .This is proved through Likert scale and mean that indicated that the teachers' answer is centered in range two that means intermediated.

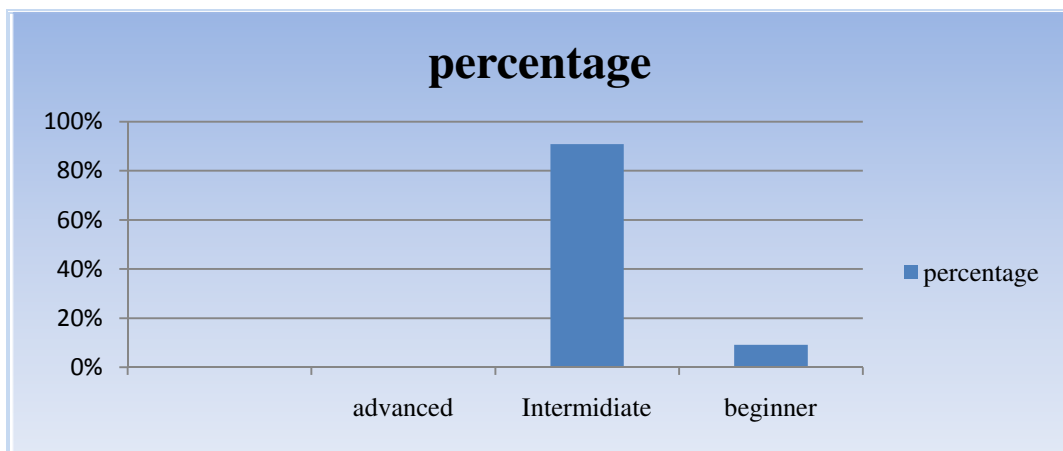


Figure.3.3: students writers levels

Q4-The time allocated to teaching written expression is sufficient to cover most of the elements required to teach writing successfully?

		Frequency	Percentage	Percentage valid	cumulative Pourcentage
Valid	yes	3	27,3	30,0	30,0
	no	7	63,6	70,0	100,0
	Total	10	90,9	100,0	
/	Missed Systeme	1	9,1	/	/

Total	11	100,0	/	/
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Table.3.28: Teachers' Opinions about Time Allocation for Teaching Writing

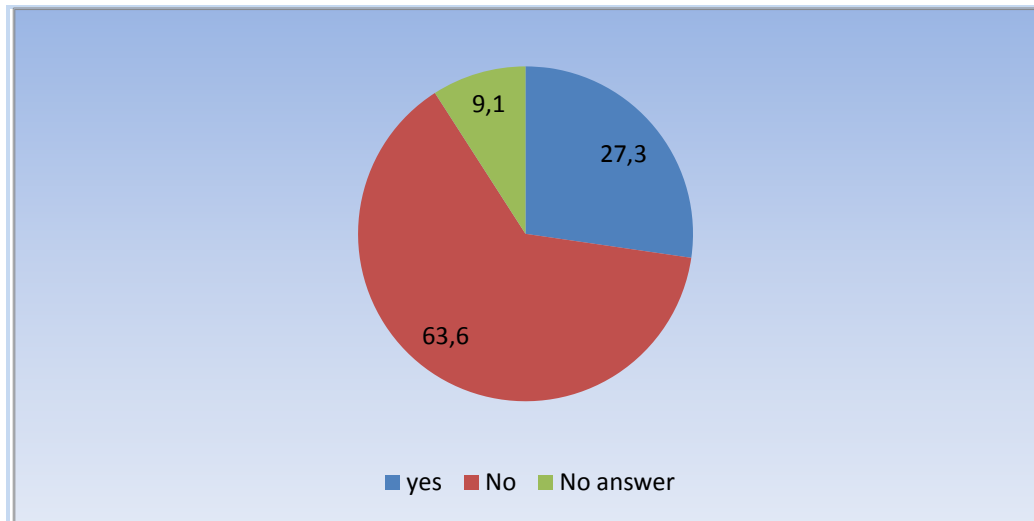


Figure.3.4: Time Allocated to Teaching Writing

The above tables show that 63% of the respondents consider that the time allocated to teach writing is insufficient to cover most of the elements required to teach writing successfully. Some teachers, who see that time is not sufficient, justified their answers as follows:

- ❖ Stages in writing demand considerable time as the drafting stage.
- ❖ Nature of subjects needs time.
- ❖ Practice needs time to write and to get feedback.

Q5-What is the approach that enables your students to write with fewer errors is it:

- a- Product approach
- b- Process approach

c- Genre approach

N	median	St .deviation
10	1,9000	0,56765
10		

Table.3.29 :Writing Approaches

1	2	3
[1,00-1,65]	[1,66-2,33]	[2,34-3]

Table.3.30: Ranges of writing approaches according to Likert scales

From table 28 and 29, the median of teachers' answer is 1, 90 that located in the range [1, 66-2, 33] which is correspondent to 2. In other words, the process approach is the approach that enables students to write with fewer errors. Eight written expression teachers justifications are too closer. They are summarized as follows:

- ❖ It enables learners to edit and revise their composition that is to say in revision stage, learners may recognize their errors and correct them.

Q6: In written expression courses, do you find opportunities to focus on grammar?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	6	54,5	66,7	66,7
	no	3	27,3	33,3	100,0
	Total	9	81,8	100,0	
Missed system		2	18,2		

Total	11	100,0		
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Table.3.31: Teachers’ Opinions about Opportunities to Focus on Grammar

54, 5% of written expression teachers’ responses were yes. They find opportunity to focus on grammar. However the high rate of positive answers, the majority of teachers explain their answers in a single way that is they can focus on grammar when they give feedback.

Q7: When correcting your students’ papers, do you find grammatical mistakes?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	11	100,0	100,0	100,0

Table.3.32: Grammatical Mistakes in Students’ Corrected Papers.

The entire sample confesses that they find grammatical mistakes when they correct their students’ papers.

8-If yes, is it:

a-Always

b-Often

c-Sometimes

d –Rarely

e-Never

	N	median	ST.deviation
N valid	10	1,09	0,30

Table.3.33:Grammar Mistakes Mean and Standard Deviation

1	2	3	4	5
1-1,79	1,80-2,54	2,60-3,39	3 ,40-4,19	4,20-5,00

Table. 3.34: Teachers' Answers Range according to Likert Scale

The teachers' answers have a median that is limited in the range number two. It means that majority of teachers answer this question by always.

Q.9: Can you catch your learners' messages inside a piece of writing full of grammar mistakes?

		Frequency	Percentage	Percentage valid	Cumulative Percentage
Valid	yes	7	63,6	70,0	70,0
	no	3	27,3	30,0	100,0
	Total	10	90,9	100,0	
missed	System	1	9,1		
Total		11	100,0		

Table.3.35:Teachers' Opinions about Understanding Learners' Messages in a Composition Full of Grammar Mistakes.

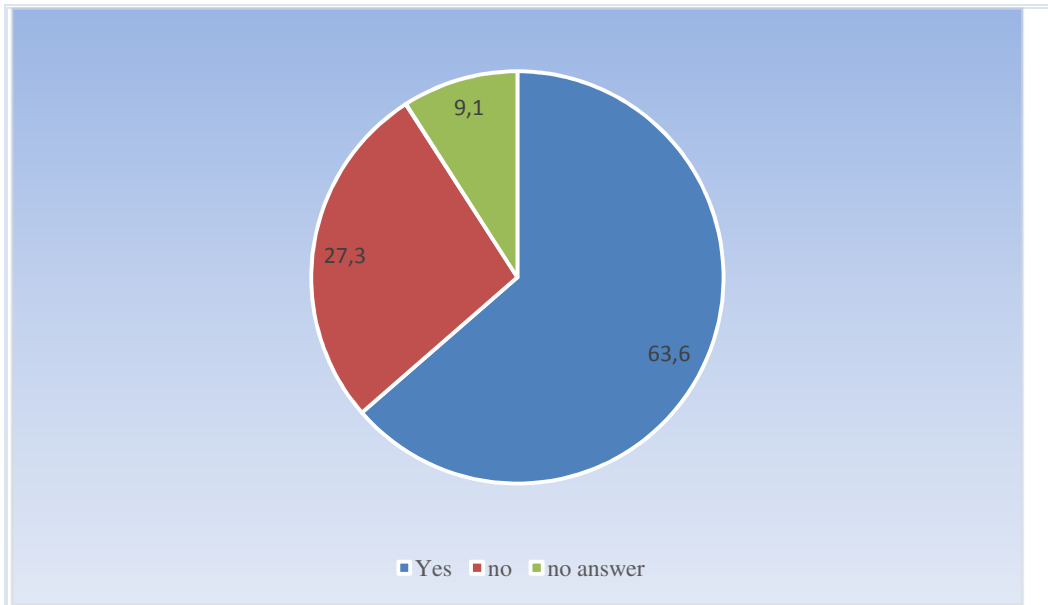


Figure. 3.5: Teachers' Opinions about Understanding Learners' Messages in a Composition Full of Grammar Mistakes.

63, 6% of responses show that written expression teachers are able to catch their learners' messages or ideas inside a piece of writing full of grammar mistakes. Whereas 27,3% are not enable to understand the learners messages.

Q10: Do you think that the way used to teach grammar is the main cause behind students' failure to use grammar knowledge in writing?

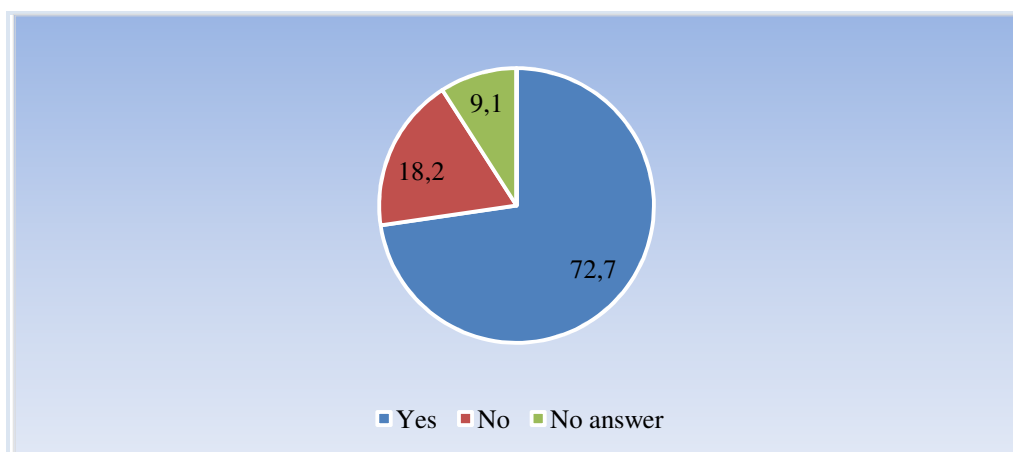


Figure.3.6:Teachers' Support to the Cause behind Students Failure in Using Grammar Knowledge

72,7% support the statement that the way grammar is taught is the main cause behind learners' failure in using grammar knowledge in writing. Through this confesses, it is clear that grammar teaching methods concentrate only on providing EFL learners with explicit rules.

Section two: Teaching Grammar

11-Do/did you teach grammar module?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	6	54,5	54,5	54,5
	no	5	45,5	45,5	100,0
	Total	11	100,0	100,0	

Table.3.36: Teaching grammar module

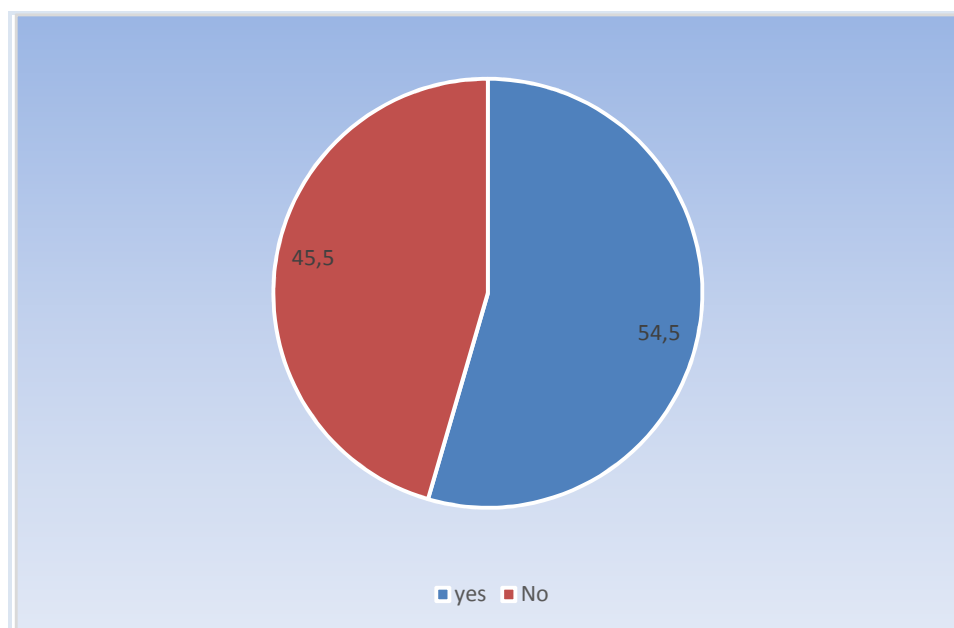


Figure .3.7: Grammar Module Teachers

According to the table and graph above, 54, 5% of teachers' had experienced teaching grammar whereas others teach only written expression.

12-Are your students' marks in grammar examinations:

a-Excellent

b-Very good

c-Good

d- Low

N	Median	St.deviation
10	3,16	0,42

Table.3.37: Median and Deviation of Students Grammar Marks

1	2	3	4
1-74	1,75-2,49	2,50-3,24	3,25-4,00

Table.3.38: Grammar Marks Rang according to Likert Scale.

We notice through table 37 and 38 scanning that the median of teachers answers is 3, 16 that located in the range number three. This means that majority of teachers 'answer is good.

Q13:In grammar exercises, do you just focus on sentences?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	Yes	3	27,3	42,9	42,9
	No	4	36,4	57,1	100,0
	Total	7	63,6	100,0	
Missed	Systeme	4	36,4		
Total		11	100,0		

Table.3.39: Grammar Exercises Nature

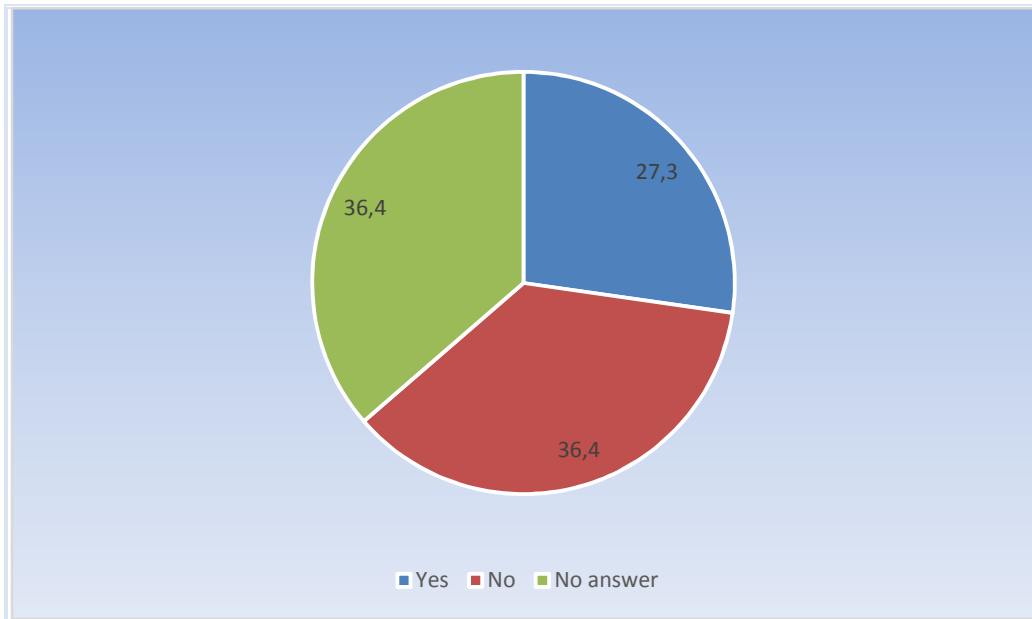


Figure.3. 8: Focus on Sentences in Grammar Exercises

According to grammar instructors, 27, 3 % acknowledge that they focus only in isolated sentences in exercises whereas 36,4% respond that they do not focus on isolated examples only.

Section Three: Linking Grammar and Writing:

Q.14 Do you think that linking grammar and writing will contribute to make the students improve their writing?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	11	100,0	100,0	100,0

Table.3.40: Linking Grammar and Writing Contribution to Writing Improvement

The entire sample answers about relating grammar and writing contribution to writing development was yes .All of them think that this link can develop academic writing.

Q.15 While correcting your students' productions, do you observe any connection between form and content?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	7	63,6	70,0	70,0
	no	3	27,3	30,0	100,0
	Total	10	90,9	100,0	/
Missed	Systeme	1	9,1	/	/
Total		11	100,0	/	/

Table.3.41: Teachers' Observation on Form and Content Connection

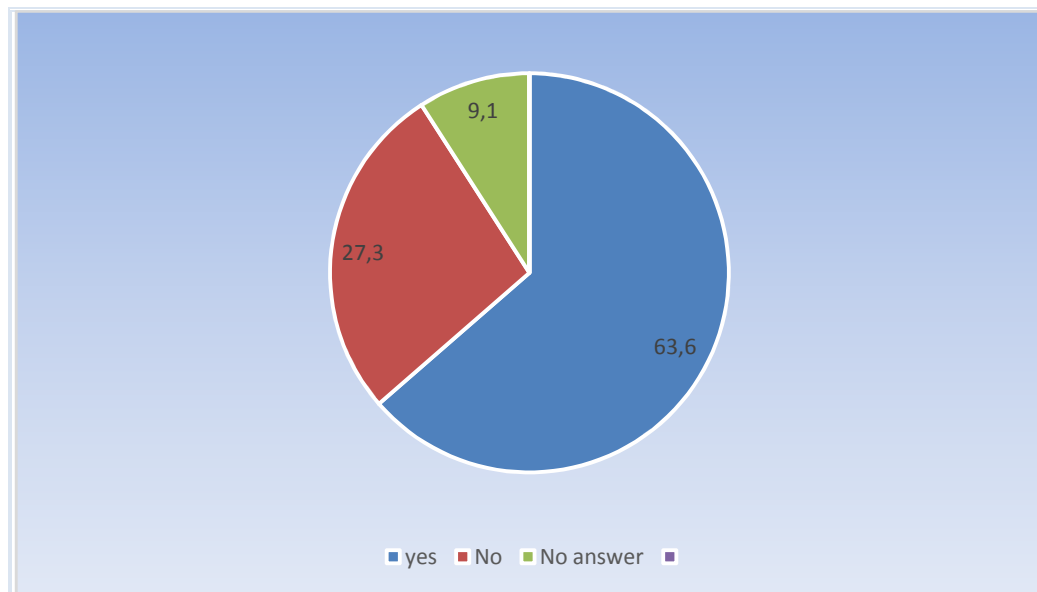


Figure .3.9: Teachers' Opinions on Content and Form Connection

Written expression teachers do not observe any connection between form and content. 27, 3% see absence of the intended connection. This interprets the deficiency caused by grammar teaching method used.

Q.16 Providing students with grammatical information according to the types of texts students are required to write are beneficial?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	11	100,0	100,0	100,0

Table.3.42: Grammar Information Beneficent

Instructors see that providing students with grammar knowledge according to what they are required to write is beneficial. It helps them to receive information implicitly.

Section Four: Integrative Grammar Teaching:

Q.17- Do you think that relating grammar and writing can be beneficial for EFL learners and teachers?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	10	90,9	90,9	90,9
	no	1	9,1	9,1	100,0
	Total	11	100,0	100,0	

Table.3.43: Teachers' opinions on Linking Grammar and Writing

In accordance with the above table information, higher rate consider that linking grammar and writing is beneficial at the learning and teaching levels. This is clearly presented in the next graph:

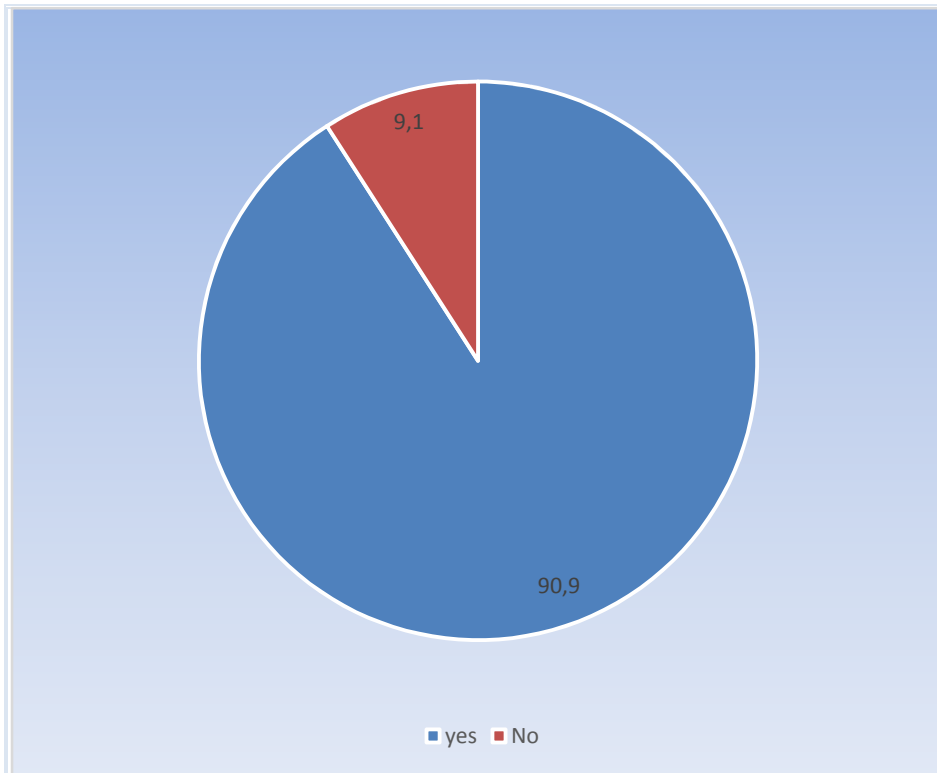


Figure.3.10: Teachers' opinions on relating grammar and writing

18-If there is a link between grammar and written expression, how much time should it be advocated?

In answering this question concerning time advocating in possibility grammar and writing would be taught in a link ,such answers are suggested. Initially,adding another session to the two usual ones (three teachers).Also three sessions per week for both grammar and written expression module. Two added hours is an answer by a single teacher. In addition, two respondents see that nine hours will be sufficient. Whereas two teachers' answers were as follows: students study written expression for five years but grammar is given only two years.There should be more time for grammar .In other words, grammar should be taught for five years.

19-Does the number of students per group allows to apply integrative approach in EFL classes?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	no	10	90,9	100,0	100,0
Missed	System	1	9,1	/	/
Total		11	100,0	/	/

Table.3.44: Compatibility of Integrative Grammar Teaching with Students' Number

90, 9 %see that number of students' per group cannot allow integrative grammar application. They see that overcrowded classes hinder the success of this approach.

20:If it is possible to include integrative grammar teaching, do you prefer to work

a-Alone

b-Leave the responsibility to the grammar teacher

c-Work in collaboration with grammar teachers

N	Median	St.deviation
10	3,00	0,66

Table.3.45: Teachers' median and deviation concerning working preferences.

a	b	C
1,00-1,65	1,66-2,33	2,34-3,00

Table.3.46: teachers' preferences in teaching integrative grammar using Likert scale

The teachers' median answers shows that their answers are in the c range which coded working in collaboration with grammar teachers' option.

Q.21: Collaborating with the grammar teacher about the kind of grammatical items to teach the students will facilitate your work in teaching written expression?

		Frequency	Percentage	Percentage valid	cumulative Percentage
Valid	yes	10	90,9	100,0	100,0
Missed	Systeme	1	9,1		
Total		11	100,0		

Table.3.47: teachers' opinions about teaching written expression facilitating

Table forty seven shows that most of teachers see that collaboration with grammar teacher can facilitate their role in written expression teaching.

Section Five: Further Suggestions

A few teachers added some comments about the place of grammar in the writing process and the importance of teaching grammar in integration with writing. These answers are recorded in the next points:

- ❖ Making some adjustments on the grammar syllabus and treat university students not as beginner learners.
- ❖ The collaboration should be among all teachers.
- ❖ A good writer is the one who masters grammar, punctuation and many other devices. However, they teach their learners how to write forgetting completely the importance of integrating grammar in writing. “It will be more effective if this new method implicated in our classes.”

1-4-1-4: Interpretation of Questionnaires for Teachers Results

In teaching writing process 63, 6% of respondents see that the time allocated to teach writing covering the most of the required elements is not sufficient .In addition, the entire written expression sample sees that their students face problems during writing and they confess that the grammatical errors are the prevalent ones. Teachers always find grammatical mistakes while correcting their students' papers. Consequently, 27,3%of teachers can not catch their learners messages as it is indicated in their answers about question number seven and nine .In other words, grammar errors hinder the communication process. This is why most written expression teachers support the process approach because it is the orientation that can make students write with fewer errors. It gives learners the chance to revise their products; consequently they may recognize their errors and correct them but unfortunately, this process needs to follow its stages .This is what EFL teachers consider as a barrier in front of covering the most elements required to teach writing successfully. Simply speaking, written expression teachers complain time insufficiency allocated to teaching written expression module. In fact because of times constraints, 54, 5% find opportunities to focus on grammar only when giving feedback, especially, in consulting examination papers. Furthermore, 72, 7% teachers think that the way used to teach grammar is the main cause behind students' failure to use grammar knowledge in writing. In other words, depending on teachers' closest evaluation to their students' levels, the way grammar is taught had known a valid response. In other words, 90, 90% of responses consider learners as intermediated. This means that EFL classes are homogenous in terms of writing abilities. This can

somehow break the doubt about students' abilities to be the cause in this problem because they have good abilities that need reinforcement.

In teaching grammar section, 54, 5% get the opportunity to teach grammar in addition to writing, however two teachers teach only grammar. These instructors see that their students' marks in grammar examinations are good. This interpret that classes have also a homogenous abilities in terms of using grammar knowledge. This means that they can focus only on grammar or only on writing. It means producing ideas. There is an absence of link between the two items. This is deduced from teachers' answers to the questions number three and twelve as well as students' responses to the twelfth and tenth questions. About grammar exercises, three teachers acknowledge that they just focus on sentences whereas four teachers do not rely on isolated examples.

Linking grammar and writing had known positive responses from teachers. Initially, a high rate (90, 9%) sees that grammar and writing linkage can be beneficial for EFL learners and teachers. But the implementation of integrative grammar teaching demands time. This is why many teachers suggest adding extra sessions. Since integrative grammar teaching is not an easy task, teachers prefer to work in collaboration with each other to make their works easier. But a bit barrier in front of the applying this approach is the number of students per group. In other words, overcrowded classes as it is confessed by written and grammar teachers let the integrative approach more difficult. But some beneficial suggestions are added as dividing groups to subgroups when it comes to practice in order to give each learner's products the chance to be corrected. Then avoidance of treating learners as beginners is added. The chance to develop students' intern abilities should be given.

To sum up, concerning the teachers responses, the following three main points are deduced. Initially, the first hypothesis that grammar teaching method can be the main cause behind learners' misuse of grammar knowledge is accepted. For the reason that both learners and teachers acknowledge the used approach useless. Then, various complain are received especially by written expression teachers who suffer from learners grammatical errors. This contradicts with the grammar teachers who consider that their students are good in grammar. Consequently, in front of this two contradicted opinions we deduce that learners have a good abilities in grammar and writing. But they do not go with the developments happened at language teaching level. Systematically, the grammar approach should be applied in accordance with communicative competence principles, since it is the regnant approach. In other words, language is used for the purpose of communication; consequently it will be more effective if it is learnt in communication. Finally, depending on the previous views, a standed prediction to adopt integrative approach is extracted.

1-4-2: T-test analysis:

1-4-2-1 pre-test analyses:

1-4-2-1-1 The First Session pre-test Results

In the first session, each student wrote a paragraph and five sentences. These products are corrected according to form and content aspects as it is represented in the following table:

participants	N°	Sentences/20			Paragraphs/20		
		Content/ 10	Form/ 10	Scores/ 20	Content/ 10	Form/10	Scores/20
Experimental Group	1	7	6	13	5	4	9
	2	6	6	12	5	2	7
	3	8	7	15	6	3	9
	4	7	4	11	7	2	9
	5	5	5	10	4	2	6
	6	4	5	9	8	3	11
	7	3	6	9	6	4	10
	8	9	8	17	7	2	9
	9	8	7	15	4	2	6
Control Group	10	5	6	11	5	4	9
	11	2	3	5	3	3	6
	12	6	6	12	6	2	8
	13	4	8	12	6	4	10
	14	3	7	10	3	3	6
	15	8	8	16	7	5	12
	16	5	7	12	6	3	9
	17	6	5	11	5	3	8
	18	4	4	8	5	2	7

Table.3.48:EG and CG pre-test sentences and paragraphs scores

The previous table presents EG and CG marks in the first pre-test session. We notice that many students loose marks in the level form or grammar aspect during writing paragraphs .However at the sentence level, marks are closer. The obtained marks are represented in the following histogram:

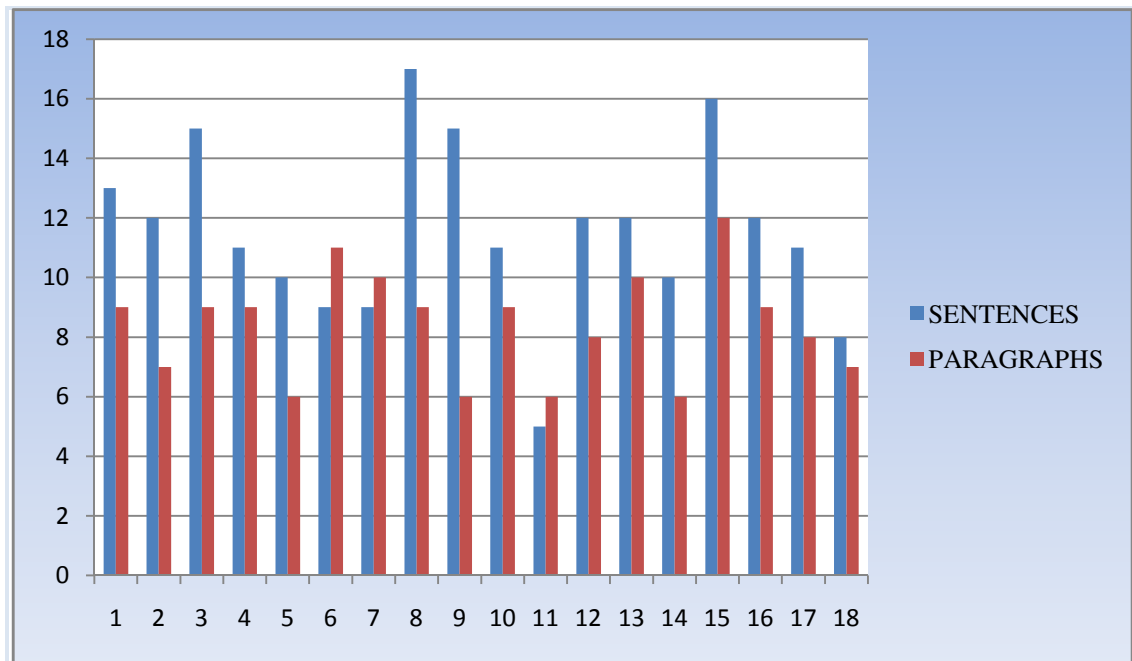


Figure .3.11:students'sentences and paragraphs marks

According to the graph above, each red and blue histograms represents a student’s sentences as well as paragraphs scores .This histogram shows that scores are closer for students 6,7,11,18 whereas the other students are not closer .Via this histogram students face difficulties during writing that are grammar mistakes that cause them to lose marks as it is indicated in the previous table.

1-4-2-2 Data Analysis:

1-Calculating the Mean of EG and CG:

participants	Sentences scores	Paragraphs scores
01	13	9
02	12	7
03	15	9
04	11	9
05	10	6
06	9	11
07	9	10
08	17	9
09	15	6
N=9	111	76
MEAN: $\bar{x} = \frac{\sum X}{n}$	$\bar{x}_1 = 111/9 = 12,33$	$\bar{x}_2 = 76/9 = 8,44$

Tableau.3.49:EG marks and mean in the pre-test

participants	Sentences scores/20	Paragraphs scores/20
01	11	9
02	05	6
03	12	8
04	12	10
05	10	06
06	16	12
07	12	9
08	11	8
09	08	7
N=9	97	75
Mean: $\frac{\sum X}{n}$	$\bar{x}_1 = 10,77$	$\bar{x}_2 = 08,33$

Table.3.50: CG Marks and Mean in Pre-test

Comparing the results of the pre-test in the CG and EG a noticeable difference has been observed between sentences scores and paragraphs scores in both groups. Concerning the sentences ,CG recorded 10,77 while the EG recorded 12,33 which is a difference of 1,56 whereas in paragraphs both are slightly equivalent ,they recorded 8,33 and 8,44 successively. This is clearly summarized in the next table:

	Sentences scores mean	Paragraphs scores mean
Control group	10,77	08,33
Experimental group	12,33	8,44

Table.3.51: Control and Experimental groups’ pre-test mean

According to the results obtained from the pre-test scores, we assume that the level of participants is slightly equivalent which leads us to predict that all participants in the EG and CG have the same problem which consists on inability to write a composition grammatically correct. However these participants show their success in using the same pattern in isolated sentences. Therefore, depending on the CG and EG means and on the fact that a sentence is a fundamental unit of paragraph, the first hypothesis that the way grammar is taught would be the main factor behind students’ lack of focusing on content and form simultaneously is accepted. Therefore, integrative grammar teaching is suggested as an alternative method that would develop academic writing.

1-4-2-3 Second Session Pre-test Results:

The following table represents a paragraph marks of the EG and CG .Students' paragraphs are corrected as follows:10 points for ideas and 10 points for grammar in other words 5 points for the use of infinitive phrases and adjectives and the other 5 points are for correct use of grammar tenses, subject verb agreement and so forth. The next two tables clearly present it:

participants	Content /10	Form/10	Marks
01	5	4	9
02	6	4	10
03	7	3	10
04	8	4	12
05	4	4	8
06	6	3	9
07	9	2	11
08	8	3	11
09	7	5	12

Tabl.3.52: EG pre-test paragraphs' scales and marks

participants	content	Form	Marks
01	6	3	9
02	7	3	10
03	5	3	8
04	8	5	13
05	4	4	8
06	3	2	5
07	9	3	12
08	5	2	7
09	6	3	9

Table.3.53: CG pre-test paragraph marks

1-4-2-1 Pre-Test Data Analysis:

In order to know the students levels and to limit the students' abilities in focusing on grammar and content simultaneously, we should calculate the mean and standard deviation of the obtained results.

Participants	Ideas	Grammar
1	5	4
2	6	4
3	7	3
4	8	4
5	4	4
6	6	3
7	9	2
8	8	3
9	7	5
Mean	6,66666667	3,55555556

Table.3.54: The EG paragraphs' scales and and mean

Participants	ideas	Grammar
1	6	3
2	7	3
3	5	3
4	8	5
5	4	4
6	3	2
7	9	3
8	5	2
9	6	3
N :9	53	28
Mean	10,6	5,6

Table.3.55: The CG paragraph scales and mean

From the table 55 and 56 the mean obtained from ideas scores in the pre-test is 10,66 for CG and 6,66 for EG whereas the mean of grammar is 3,5 and 5,6 for EG and CG sequentially. According to these results and since the total mark grammar is twenty, the mean earned by the two groups are slightly closer which makes us assume that all participants have not experienced using grammar knowledge in writing. To sum up, the results are analyzed as scales to determine the place of grammar in second year students' writings. Clearly, the total marks' mean and standard deviation is presented in the following table where 1 refers to EG results and 2 to CG results.

class	N	Minimum	Maximum	Mean	Variance	Std. Deviation
1	9	8.00	12.00	10.2222	1,944	1.39443
2	9	5.00	13.00	9.0000	6,000	2.44949
Total	18	5.00	13.00	9.6111	4,134	2.03322

Table.3.56:Pre-test paragraphs results' summary

The above table shows that the two groups are closer in the means and deviation is small this means that there is a link that makes both groups slightly similar. In other words as it is already mentioned that those students did not drill to use grammar knowledge in writing. This is what is going to be applied with EG to test the effectiveness of integrative grammar teaching and its relation in developing writing.

1-4-2-4 THE POST TEST:

The correlation between two variables is systematically measured via calculating the correlation coefficient (r) between the two variables. The correlation coefficient (r) ranges from (r) =1,0 to r=-1,0 which refers to positive relation and negative

relation successively whereas no relation exists when $(r) = 0$. In statistics, calculating the coefficient (r) can be done through using the following formula: $r = \frac{\Sigma xy}{n(SDx)(SDy)}$

In accordance with the actual thesis data, x, y, n, SDx, SDy , refer successively to: content scores, form scores, the number of cases, standard deviation of x and y which

can be encountered as follows: $1/SDx = \sqrt{\frac{\Sigma x^2}{n}}$

$$2/SDy = \sqrt{\frac{\Sigma y^2}{n}}$$

1-4-2-3 Calculating the Correlation Coefficient post- Test.

PARTICIPANTS	X	Y	X ²	Y ²	XY
1	6	4	36	16	24
2	7	5	49	25	35
3	7	7	49	49	49
4	8	6	64	36	48
5	6	5	36	25	30
6	7	6	49	36	42
7	6	5	36	25	30
8	8,5	6	72,25	36	51
9	4	5	16	25	20
10	4	5	16	25	20
11	4	3	16	9	12
12	6	3	36	9	18
13	5	3	25	9	15
14	6	6	36	36	36
15	6	3	36	9	18
16	3	4	9	16	12
17	7	5	49	25	35
18	3	3	9	9	9
N=18	$\Sigma x=103,5$	$\Sigma y=84$	$\Sigma x^2=639,25$	$\Sigma y^2=420$	$\Sigma xy=504$

Table.3.57: the correlation coefficient of EG and CG in the post -test

$$r = \frac{\Sigma xy}{n(SDX)(SDy)} = \frac{504}{18\left(\sqrt{\frac{639,25}{18}}\right)\sqrt{\frac{420}{18}}} = 0,973$$

1-4-2-4 The Interpretation of the Correlation Coefficient Results:

The correlation coefficient obtained from the results of the control and the experimental group in the post-test is $r = 0,97$. Statistically r is ranged as follows $-1 > r < 1$. In the post-test $r = 0,97$ which is a perfect relationship because positive correlation ranges from 0,01 to 1 whereas negative relation is when $r = -1,0$ and there is no relation when $r = 0$. Consequently, the r is above 0. The null hypothesis of no correlation exists between the dependent variable and independent one is refused.

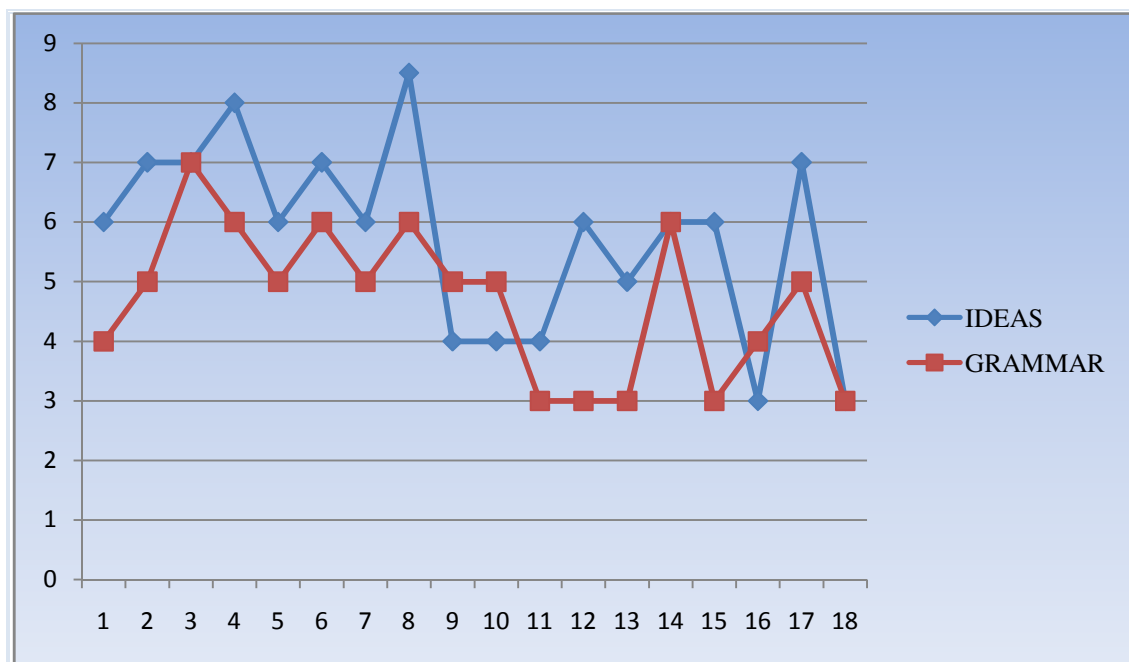


Figure.3.12: the correlation between grammar and writing in the post-test

According to the line graph above, grammar and writing have been noticed correlated. At the beginning of the line graph, the participants number one and two are less correlated. Whereas from the line graph middle to the left, the variables are clearly correlated except the twelfth participant. In the middle and the left of the line

graph, increase in ideas production is followed by decrease in grammar mistakes. In other words, contrary to the usual state where students produce various ideas full of grammar errors ,these participants produce good ideas with decrease in grammar problems. In this range, participants show development in focusing on form and content simultaneously especially participants' number: three, five, six, seven and fourteen. To conclude, EG participants show development in using grammar knowledge during writing which makes us assume that this improvement is an outcome of the treatment stage.

1-4-2-5The Control Group and the Experimental Group post-Test Scores and Mean

In order to evaluate the outcomes gained from the CG and EG post-test ,the mean should be measured, it can be calculated using the following formula: $\bar{x} = \frac{\sum x}{n}$

participants	Paragraph scores/20	
	Ideas scores	Grammar scores
1	6	4
2	7	5
3	7	7
4	8	6
5	6	5
6	7	6
7	6	5
8	8,5	6
9	4	5
n=9	Σ59,5	Σ49
Mean	$\bar{x} = 59,5/9 = 6,61$	$\bar{x} = 5,44$

Table.3.58: The EG post-test paragraph scores and mean

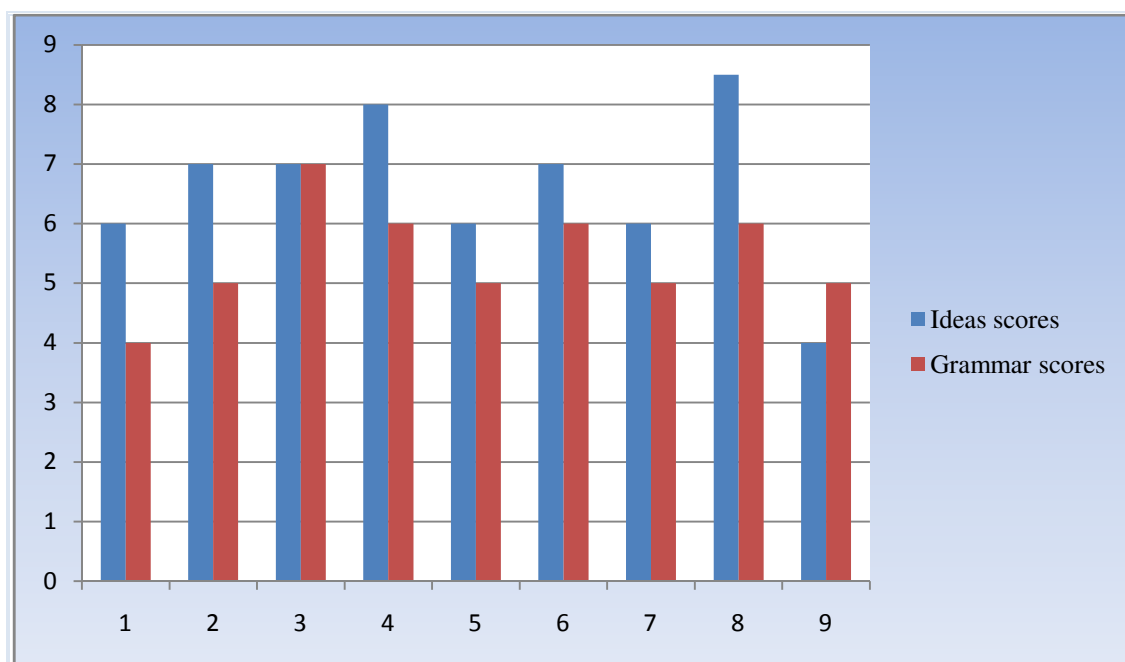


Figure.3.13:EG grammar and ideas scores

Participants	Paragraph /20	
	Ideas scores	Grammar scores
01	4	5
02	4	3
03	6	3
04	5	3
05	6	6
06	6	3
07	3	4
08	7	5
09	3	3
N= 9	44	35
Mean	$\bar{x}=4,88$	$\bar{x}=3,88$

Table.3.59: the paragraph grammar and ideas scores of the control group

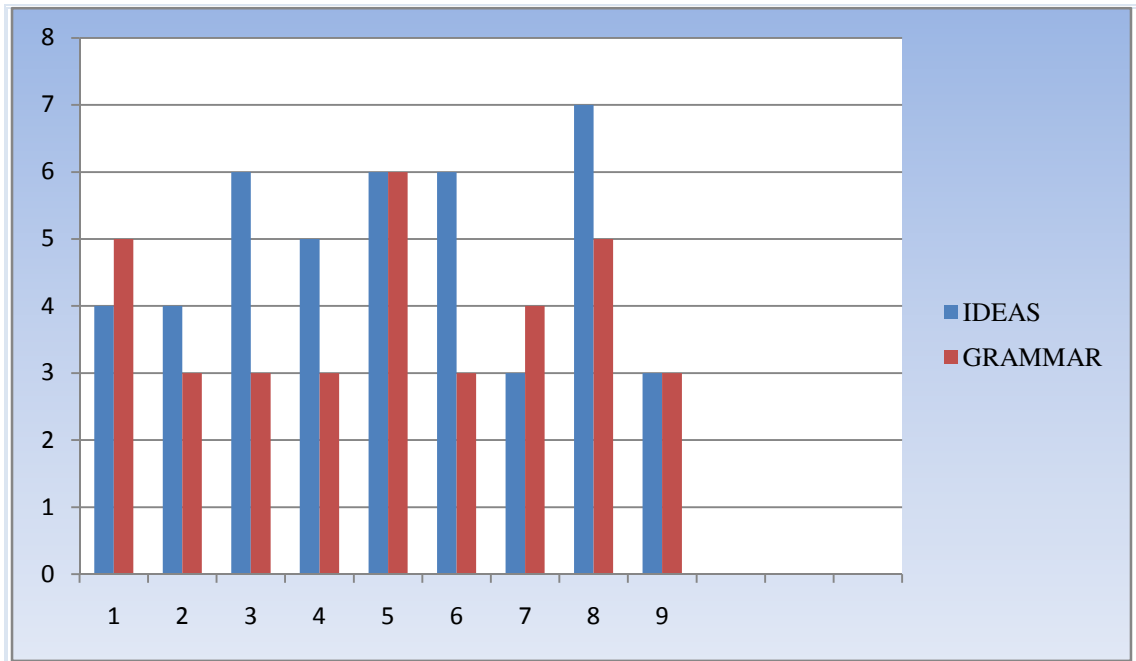


Figure.3.14: CG ideas and grammar marks

Depending on the results stated in the tables 59 and 60, the CG mean of grammar is 3,88 whereas the EG get 5,44 as a mean. Also, the CG ideas mean is 4,88 but the EG obtained 6,61 as a mean.

1-4-2-6 Comparison between the EG Pre and Post -test Results.

The EG shows progress because it scored 3,55 as a mean in the pre-test whereas in post-test EG scored 5,33 as a mean in grammar this change is clearly presented in the next histograms:

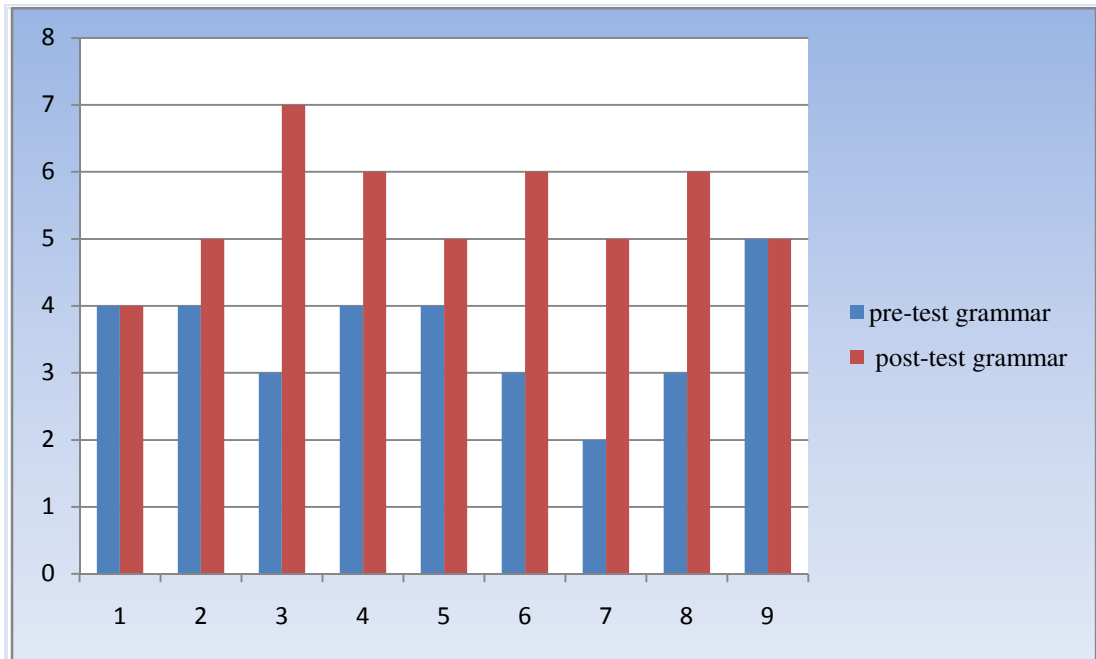


Figure.3.15: EG grammar pre-test and post test improvement.

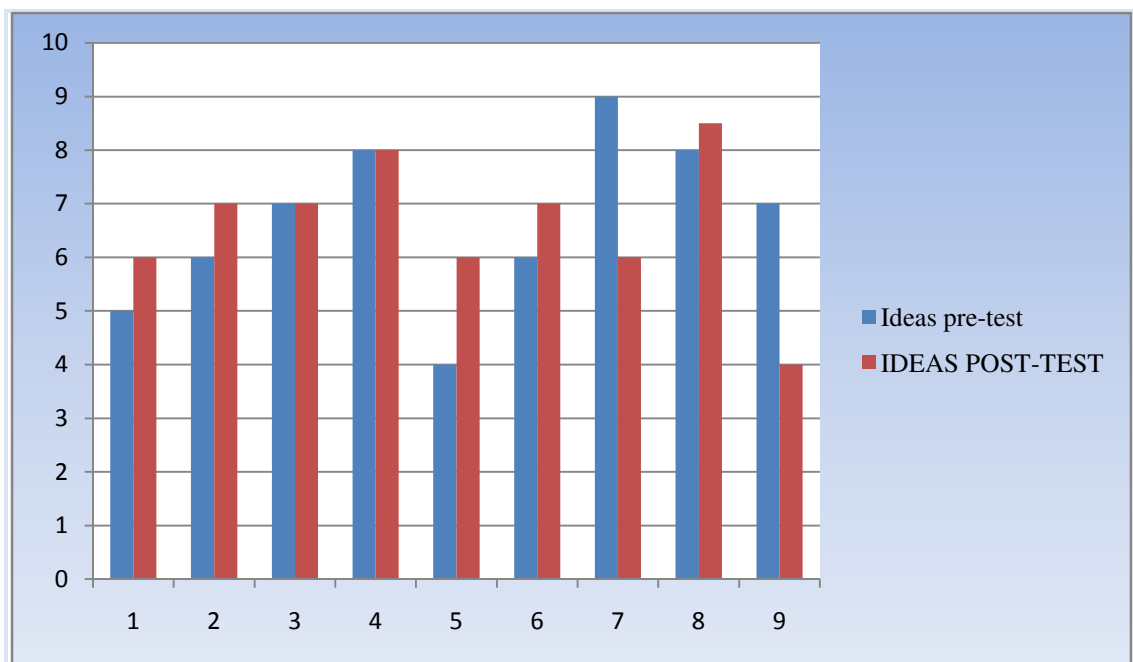


Figure.3.16: EG ideas pre-test and post test.

Experimental group participants show a noticeable improvement after the treatment period. As it is presented in the coming histogram and table where participants scores consider a progress because of integrative grammar that enables

them to use grammar knowledge during writing consequently their products know a progress

METHODE		PRETEST	POSTTEST
1,00	Mean	10.2222	12.1667
	N	9	9
	Std. Deviation	1.39443	2.19374

Table.3.60:EG paragraphs mean and deviation in pre and post-test

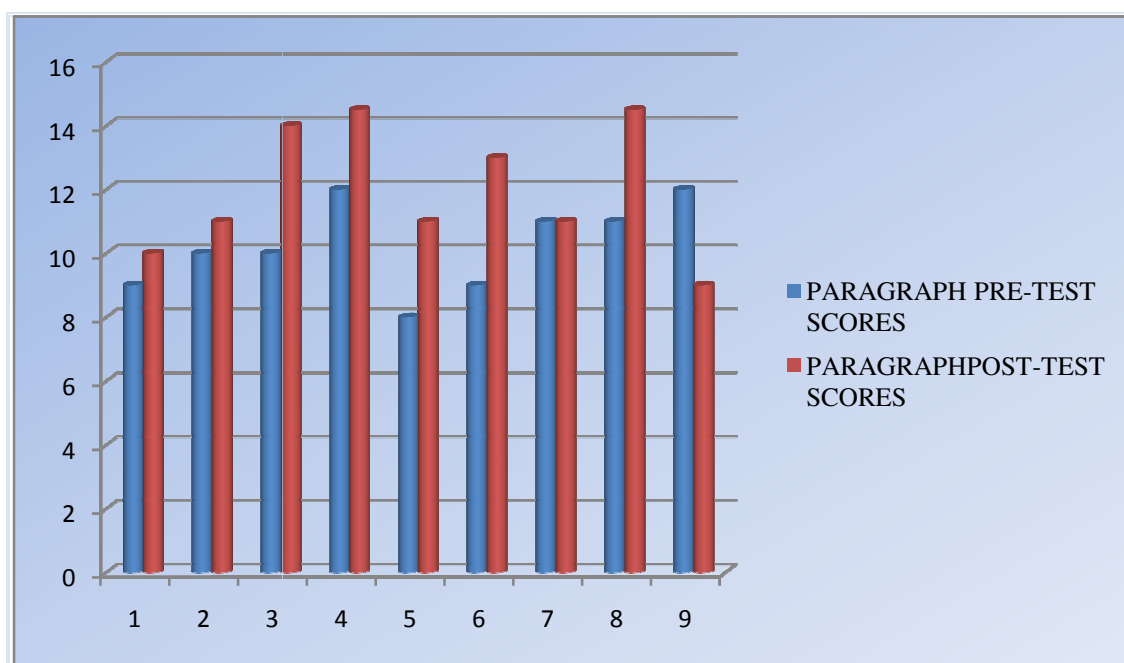


Figure.3.17: EG paragraphs pre-test and post –test improvement

As far as integrative grammar is concerned, the graph shows an improvement in the using grammar during writing; seven participants in the experimental group achieved a development relating grammar knowledge with writing and only one participant maintained at the same level However, one participant had lower score than the pre-test results. Consequently, we can say that the experiment that has been

conducted reached its underlined goal of developing students' abilities to use grammar knowledge during writing.

1-4-2-7 Comparison between the Control Group and Experimental Group

post-Test Results:

Taking into account the results gained from the pre-test of EG and CG, the outcomes achieved by the EG in the post-test show a significant improvement in the average of grammar and writing after the treatment period. This is proved through the mean of CG which is less than the EG mean 5, 44<3, 88 in grammar scores. Since grammar scores are improved for EG this means that the paragraph marks will increase. This is clearly mentioned in the next table where a noticeable progress took place within EG paragraphs. While no apparent change for the CG.

METHODE		PRETEST	POSTTEST
1,00	Mean	10.2222	12.1667
	N	9	9
	Std. Deviation	1.39443	2.19374
2,00	Mean	9.0000	8.7778
	N	9	9
	Std. Deviation	2.44949	2.10819

Table.3.61: EG and CG pre and post-test paragraphs mean and standard

deviation

In general, depending on the results obtained from EG pre and post-test comparison, CG and EG post-test as well, EG shows an improvement after the treatment stage whereas CG stay at the same level. Cosequently, this development can

be referred to the method used; in other words, to teaching using integrative grammar. This is what will have been affirmed statistically using ACNOVA in the next element t-test.

1-4-2-8 T-test

After treatment period, grammar development that is shown by EG participants leads to the whole paragraphs amelioration. For that reason the use of integrative grammar within them is assumed to be the cause. Consequently, this is going to be proved through counting mean, Pearson correlation and ACNOVA analyses.

1-4-2-8 Calculating the correlation:

t-test phases	group	Pearson correlation
Pre-test	1	0,068
Post-test	1	0,068

Tableau.3.62:EG Pearson correlation

The above table shows that $r = 0,068$ of the EG in both pre-and post-test phases. This indicates that integrative grammar and writing are positively correlated because r is more than -1 .

t-test phases	group	Pearson correlation
Pre-test	2	-0,508
Post-test	2	-0,508

Table.3.63: CG Pearson correlation

The table on the top indicates a negative correlation in the CG pre-and post test. In other words, the relation between writing and deductive grammar is negative because r is negative.

From the two previous tables' outcomes, the following hypothesis, the change of the method used would improve students' levels, will be tested. In order to determine if there are statistic differences at the $P= 0, 05$ level among means of participants' marks of both groups.ACNOVA is used to expose the method used effect on students' output.The coming table will have shown the results of that analysis.

source	Sum of squares	Mean square	F	sig
Pre-test method	5.881	5.881	1.29	0.27
Integrative method	57.655	57.555	12.663	0.03

Table.3.64: Tests between subjects effects

There is a difference that has statistic denotation at the level of significance ($P<0, 05$) between mean of EG participants marks. Consequently integrative method gets $P=0, 03$ that has an important denotation which reflects the positive effect on students performance in writing. Whereas the old method used with CG has no signals because $P>0, 05$ as it is mentioned in the previous table.

1-5 Interpretation of the Results:

The t-test was made to test the effectiveness of integrative grammar teaching ,the correlation between integrative grammar and writing as well as determining the cause behind students failure in grammar knowledge use. Statistically, the results obtained from the t-test proved that there is a positive correlation between the dependent and independent variables .In other words, since $r = 0,973$ for both groups and for EG group $r = 0,068$, it affirmed the relationship existence because r is above zero. This means the null hypothesis where there is no relationship is rejected. Then, through this experiment, the hypothesis that the way grammar taught would be the main reason behind students' deficiency in grammar knowledge use is accepted. From one hand, the comparison between EG and CG groups post test results as well as the negative correlation that CG got ($r = -0, 05$) clearly indicate that. From another hand, the hypothesis is accepted depending on the results obtained via using ACNOVA where $p=0, 03 < 0, 05$. Consequently, integrative grammar teaching can make students exploit their grammar knowledge during communication especially writing.

1-6 Overall Results and Discussion:

The main objectives of this study are to determine the abundances of grammar errors cause in EFL written products, to investigate the correlation between integrative grammar teaching and academic writing as well as the role of integrative grammar teaching to improve academic writing .In order to test the aforementioned aims, questionnaires for teachers and students are analyzed in addition to the t-test. This triangulation used had depicted students' and teachers' opinions about the way grammar is actually taught and their views about relating grammar writing. Teachers had shown a negative attitudes towards grammar teaching way as they consider it the

main cause behind students' deficiency in grammar information use. This had been indicated in via the high responses rate (72, 7%) received from written and grammar teachers. These results are also affirmed in the t-test via ACNOVA results. It gets $p = 0,27$ which has no statistic denotation because it is more than 0,05. Whereas, from integrative grammar angle, both students and teachers had shown supported attitudes towards teaching grammar items according to the text types students are required to write. This support gained 90,9% from teachers and 89,5% from students. Integrative grammar teaching had known a statistic denotation that reflects its importance and effectiveness. It means $TS 0, 03$ is less than 0, 05. Consequently, this method had an effect on students learning development.

The t-test results had proved the correlation between integrative grammar and academic writing development. Initially, the relationship had been indicate through counting Pearson correlation that had been 0,068 for EG pre-test and post-test and 0,9 for EG and CG post-test. This clearly designated via both r results that are above zero ($-1 < 0,068$ and $0,9 < 1$). The integrative grammar and academic writing are positively correlated this mean that increase in grammar leads to development in writing.

To sum up, grammar is a crucial part in writing. The success of communicating using the target language depends on producing ideas grammatically correct. In order to fulfill this requirement, integrative grammar teaching enables learners to make a balance between form and content. This is what is missed in EFL classes where students have grammatical abilities and writing abilities, but there is no link between them. Consequently, these competences need to be reinforced to break down the hedge between them.

1-7 Recommendations

As it is the aim of this study, a list of recommendations is presented here for educators in order to improve their students' writing:

- ❖ Teachers should provide learners with authentic materials that enable them to go from initial mechanical stage to a far more communicative one.
- ❖ Integrative grammar teaching involves more efforts to plan lessons. Consequently written expression and grammar instructors should collaborate with each other in order to relate grammar items with the text types students are required to write.
- ❖ Integrative grammar teaching success depends on good classroom organization and a well organized lesson. This is why grammar teachers should take into account the importance of lesson plan phase as well as the number of students per group in order to avoid difficulties.
- ❖ Teachers should give students the opportunity to communicate using the acquired grammatical items through extensive practices. From one hand, extensive practices ameliorate students' abilities in using a correct grammar while writing. In addition students become aware about the various use of one grammar pattern because integrative grammar is based on meaning.
- ❖ Integrative grammar teaching does not only mean choosing a method but developing methodology as well.

Conclusion:

The actual thesis reveals that both students and teachers recognize the importance of developing writing skill. Since the deficiency of using grammar knowledge effectively while writing as it is confessed by both instructors and learners, those respondents show a positive attitude towards integrative grammar teaching .From the teachers angels, it is beneficial and will facilitate their work in teaching writing. According to students, integrative grammar is expected to improve their writing. This expectation is proved via testing the effectiveness of integrative grammar teaching with second year students. It shows an improvement at the grammar level which consequently leads to increase in writing. The correlation between two variables is positive. It means that when students' grammar level is increased, their writing will increase. Generally, the triangulation method used for data collection is statistically analyzed. It reveals that integrative grammar enables students to apply grammar information during producing outputs. In addition, its implementation is predicted since both learners and instructors consider the way grammar is actually used is the main cause behind students 'failure in grammar knowledge use.

General Conclusion:

Depending on the integrative grammar services to the language teaching in general and to the communication process in specific, this paper has been conducted to shed light on the correlation between integrative grammar teaching and academic writing development. In addition, it aims to depict teachers and students attitudes toward the actual grammar teaching method. To meet the aforementioned aims, three chapters are designed: two theoretical and one practical.

Throughout the two theoretical chapters, some insights about both writing skill and integrative grammar are dealt with. Furthermore, the former chapter is a general overview of writing as far as writing definition, approaches to teaching writing, grammatical difficulties in writing, teaching writing methodology and the place of grammar in writing are concerned. Then ,integrative grammar teaching chapter includes grammar definition , approaches to teaching grammar ,integrative approach and grammar definitions, integrative grammar variables and principles as well its role in developing academic writing .Finally, some hints about integrative grammar lesson are also included. The correlation between the variables had been discussed theoretically. It had also been assessed practically in the field work via t-test and questionnaires for written expression and grammar teachers as well as second year students.

After analyzing data gathered using triangulation tools, the following outcomes are deduced. Initially, the positive correlation is affirmed statistically. Furthermore, integrative grammar teaching effectiveness is statistically proved in addition to EG participants that have shown development after the treatment period. The statistic test (ACNOVA) is used to compare approaches, integrative grammar and inductive grammar, in order to prove their effectiveness on learners 'output.

Since language learning is a cumulative and integrative process, integrative grammar teaching provides a solution to the problematic concerned with EFL learners' deficiency in accurate use of grammar information while writing. It supports learning grammar for the communication seeks .Eventually, teaching integrative grammar needs collaboration among grammar and written expression teachers.

Appendix(A)

Questionnaire for teachers

Dear teachers

We would be very grateful if you answer the following questions for the sake of our study about the role of integrative grammar in developing academic writing.

Please tick in the corresponding box and make full statements whenever necessary.

Note: There are questions for written expression teachers and others for grammar teachers. Whereas it exists questions for both of them. Please continue reading. Your impressions are very important.

Section One: Teaching writing process

1-Do your students face problems during writing?

Yes.....

.....

No.....

...

2-If yes, are grammatical errors the predominant problem?

Yes.....

No.....

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

a- Beginner.....

b-Intermediate.....

c-Advanced.....

4-The time allocated to teaching written expression is sufficient to cover most of the elements required to teach writing successfully?

Yes

No.....

Please, explain why:

.....
.....
.....
.....

5-What is the approach that enables your students to write with fewer errors is it:

a- Product approach.....

b- Process approach.....

c-Genre approach.....

Justify.....

.....
.....
.....

6-In written expression courses, do you find opportunities to focus on grammar?

Yes.....

No.....

Whatever your answer please explain:

.....
.....
.....

7-When correcting your students' papers, do you find grammatical mistakes?

Yes.....

No.....

8-If yes, is it:

a-Always.....

b-Often

c-Sometimes.....

d-Rarely.....

e-Never.....

9-Can you catch your learners messages inside a piece of writing full of grammar mistakes?

Yes.....

No.....

10-Do you think that the way used to teach grammar is the main cause behind students' failure to use grammar knowledge in writing?

Yes.....

No.....

Section Two: Teaching Grammar

11-Do/did you teach grammar module?

Yes.....

No.....

12-Are your students' marks in grammar examinations:

a-Excellent

b-Very good.....

c-Good.....

d- Low.....

13-In grammar exercises, do you just focus on sentences?

Yes.....

No.....

Please, Explain why:

.....
.....
.....
.....
.....

Section Three: Integrative Grammar

14-Do you think that linking grammar and writing will contribute to make the students improve their writing?

Yes.....

No.....

15-While correcting your students' productions, do you observe any connection between form and content?

Yes.....

No.....

16-Providing students with grammatical information according to the types of texts students are required to write are beneficial?

Yes.....

No.....

Section four:

17- Do you think that relating grammar and writing can be beneficial for EFL learners and teachers?

Yes.....

No.....

18-If there is a link between grammar and written expression, how much time should it be advocated?

.....
.....
.....

19-Does the number of students per group allows to apply integrative approach in EFL classes?

Yes.....

No.....

Please,explain:.....
.....
.....
.....

20-If it is possible to include integrative grammar teaching, do you prefer to work :

a-Alone.....

b-Leave the responsibility to the grammar teacher.....

c-Work in collaboration with grammar teachers.....

21-Collaborating with the grammar teacher about the kind of grammatical items to teach the students will facilitate your work in teaching written expression?

Yes.....

No.....

Section five: Further suggestions

Please add any comment about the place of grammar in the writing process and the importance of teaching grammar in integration with writing.

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Appendix (B)

Questionnaire for Students.

Dear students

We would be very grateful if you answer the following questions for the sake of our study about the role of integrative grammar in developing academic writing.

Please tick in the corresponding box and make full statements whenever necessary.

Some questions may have more than one answer.

We inform you that your answers will absolutely remain confidential.

Section One: General Informations

Age:.....

Gender : a. Male

b-Female

Section Two: Learning Writing

Q1.What are the elements you focus more during writing:

a-Producing ideas.....

b- Grammar.....

c-Vocabulary.....

d- Punctuation.....

Q2. During writing, do you face any difficulties?

Yes

NO.....

Q3.If yes, does inability to use correct form one of these difficulties?

Yes.....

No.....

Section Three :Learning Grammar

Q4. Do you see that grammar module is:

a-Very difficult.....

b-Difficult.....

c- Easy.....

d-Very easy.....

Q5.In learning grammar, you prefer:

a-To be given the rule directly by your teacher.....

b-To find the rules by yourself.....

Q6. If you prefer to find the rules by yourself is it through:

a-Practice.....

b-Knowing the rule explicitly.....

Q7. Grammar rules are difficult to remember?

Yes

No

Justify your answer:

.....
.....
.....
.....

Section Four: Grammar Place in Writing

Q8. Do you take grammar aspect into consideration during writing?

Yes

No

Justify your answer

.....
.....
.....
.....

Q9. If you are not able to focus on form and content simultaneously is it because of:

a. Unawareness

b. Way grammar is taught

Other: Please, specify:.....
.....
.....
.....

Q10. Grammar mistakes will cause you to lose marks in examination essays?

Yes

No.....

Q11. Do you like to learn grammar beyond sentence level (in context?)

Yes.....

No.....

Q12. When you are writing, you are able to focus on:

a-Grammar only.....

b-Ideas only.....

c-Both

Q13. Do you expect that relating grammar with the types of texts you are required to write will help you to improve your writing?

Yes.....

No.....

Q14.How do you prefer to improve your level in grammar and writing?

.....
.....

Section four: further suggestions

Please add any comments about the place of grammar in the teaching process to develop academic writing.

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.....
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.....
.....

thank you

Appendix(C):Pre-test Tasks

a-The First Session Tasks:

Task01: Warming Up

Questions:

- What are the types of sentences?
- What are the types of paragraphs?
- What are the tenses most used in each type?
- What is the importance of punctuation in writing?

Task 02: Write five sentences and one single paragraph using infinitive and adjective phrases.

b-The Second Session task:

Task01: Write a short comparison and contrast paragraph using adjective phrases as words and phrase.

(Topic is free students can choose their own topics .The aim is to test to which extent students can manage time in writing)

Appendix (d) Test lessons:

An Integrated Grammar Lesson one:

Lecture 01: The Past Habitual Tense in English

1. Pre-Grammar Stage

Task 01: The lesson theme is changes over the years.

a-What do you know about the main changes happened over the years?

b-Does the way of nowadays life the same as it is in past?

c-look to the following modes of transportations pictures and discuss the differences:



- ❖ The aim of this phase is to exploit student's prior knowledge and elicits possible differences using any two picture prompts that represent past and present mode of transport. The idea is to introduce and model 'used to be' phrase at this stage.

1-While Grammar Stage:

- Consider the following sentence:
 - a-** The journey by camels used to be very slow and tiring, but now the journey by cars and planes is faster and very comfortable
- Read the following passage:

For many years in the desert, camels used to be the only form of transportation. Before the age of modern trains, camel trains used to carry all the goods for trading between Central Africa and Europe. Traders sometimes used to put together camel trains with 10,000 to 15,000 animals. Each animal often used to carry as much as 400 pounds and it could travel twenty miles a day. This form of transportation used to be so important that camels were called the “ships of the desert”.

Now, modern trains travel across the desert in a very short time. One engine can pull as much weight as 135,000 camels. In addition, trains use special cars for their load. Refrigerator cars carry food; boxcars carry heavy goods; stock cars carry animals; and tank cars carry oil.

Air travel has changed, too. The earliest planes were biplanes, with two sets of wings. The top speed of this plane was 60 miles per hour. The pilots used to sit or lie on the wings in the open air. The plane engines sometimes used to stop in the middle of a trip. It used to be impossible to fly in bad weather. In snow or in rain, the wings frequently used to become icy. Then the plain might go down. Mechanical improvements during the First World War changed airplanes. Monoplanes took the place of biplanes. Pilots flew inside of covered cabins. Still, even these planes were small. Only rich people used to be able to travel in airplanes.

Now modern jets make air travel possible for all people. No place in the world is more than 24 hours away by jet. Further improvements have lowered the cost of flying, and they have made air travel much safer than it used to be. A modern 707 can carry 170 people and can fly at 600 miles per hour. People never used to eat, sleep, or watch movies on airplanes. Now these things are a normal part of air travel!

Note: the phrase “used to” is used to express past habit.

Task 1: Answer the questions in complete sentences.

(a) What used to be the only form of transportation in the desert?

- (b) How many camels did traders use to put together in camel trains?
- (c) How fast did the camel trains use to move?
- (d) How much weight did the camels use to carry?
- (e) What did people use to call the camels?

- **Answers:**

- (a) Camels used to be the only form of transportation in the desert.
- (b) Traders used to put 10,000 to 15,000 camels in camel trains.
- (c) Camel trains used to move twenty miles a day.
- (d) Each camel used to carry as much as 400 pounds of weight.
- (e) People used to call the camels “ships of the desert”.

3. Post-Grammar Stage:

- **Practice:**

Go back to your childhood and write the similarities and differences between your life then and now. You may talk about your childhood through things and specific experiences, e.g. shoes you loved or hated; sweets you liked and fought for; house(s) you lived in; your favorite toys, games, music, friends, neighbors, family members, dens, pets, etc.

An Integrated Grammar Lesson Two:

- ❖ **Pre-grammar stage:**

- **Read the following story:**

The story of Helen Keller ,the girl who could not see , hear or speak

I'd like you to know the story of Helen killer who could neither see nor hear from the time she was baby. Yet the brilliant girl was able to overcome all those handicaps, to graduate from a college with honors and become a useful citizen.

I must say there was nothing wrong with Helen Keller when she was born .here father and mothers were very proud of their pretty baby, who tried to say” pa-pa“and “ma-ma” for nineteen months Helen grow bigger and stronger. She was able to walk when she was a year old she could say a few words. But one day the child fell ill. She

must have been very ill. Four days she was laid up with a high fever and soon the parents learned that their darling would never be able to see and hear; the little child was now doomed to a life of silence and darkness, she could not hear what was said to her and did not know who to talk; she was unable to play with other children. The little child was now doomed to a life of silence and darkness she could not hear what was said to her and did not know how to talk, she was unable to play with other children, when Helen was six years old her parents took her to Baltimore and then to Washington to famous doctors to find out they could do something to make her hear and see again but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said the Kellers should address the Perkins institution for the blind in Boston and ask if they could send someone to help the child. It was a wonderful day for Helen Keller when Ann Sullivan arrived in March 1887 to take charge of the child who could neither hear nor speak. Helen was nearly seven. Ann Sullivan was past twenty.

Ann Sullivan found a way to make herself understood. She gave the child a doll and taking Helen Keller's hand she slowly spelled out "d-o-l-l". The child learnt for the first time that things must have names. When Miss Sullivan later spelled into the little girl's hand the word "w-a-t-e-r" and then let the water from the pumps run over her hand, a new light seemed to brighten the face of the child. During the next three months, she learned 300 words and could even put some of them into sentences. Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her and worked with her every hour of the day. By means of the hand language, Helen and her teacher were able to talk to each other.

Helen learned to read books that were printed for the blind with raised letters. She also learned to use the typewriter to write what she wanted to say; When Helen was 10 she was determined that she would learn to speak. At first she learned only sounds the letters of the alphabet, but soon she was able to say words and sentences.

In the story of her life Helen Keller writes, "I shall never forget the surprise and delight I felt when I uttered my first connected sentences: "it is warm. " At first she had much difficulty with her speech, but Ann Sullivan understood what Helen practiced speaking day after day until at last she developed a clear voice. Later she was able to speak before large crowds which came to hear her whenever she lectured,

at the age of 20 Helen Keller passed to all difficult entrance examinations to Radcliffe College. Helen did extremely well in her classes and was able to keep up with the other students .Helen wrote the story of my life while she was in college. In her writing and lectures Helen did everything she could to help and encourage others who were blind.

Task01: Discussion

- Do enjoy the story?
- What do you notice?
- What are modal verbs?
- From the story, mention modal verb and indicate its meaning.

2-While Grammar Stage:

❖ Form

Can, could, will, may, and might are called “model verbs”. They are, in fact, verbs which “help” other verbs to express a meaning, it is important to release that these “model verbs”have no meaning by themselves. A model verb such as would have several varying functions, it can be used, for example, to help verbs express ideas about the past ,the present and the future .it is therefore wrong to simply believe that “would is the past of will”:it is many other things .Modals(also called model verb, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English . They are different from normal verbs like “work, play, visit...” they give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

❖ Requests and Orders

We use can _ could _will_ would +you+bare infinitive to make requests or orders.

- Can you explain again?

- Could you bring me a plate from the kitchen?
- Will you please tidy your bedroom?
- While the band is setting up would you check on the food?

❖ **Offers**

We use a modal verb can + I + bare infinitive to offer to do things.

- Can I get you a sandwich or anything?
- I'm driving into town – can I drop you somewhere?

❖ **Permission**

We use can _ could _ may _ might 4-1 (or other pronoun \ noun) to request permission

- May I see your ticket please?
- Could I use your phone?

We use negative modals to make a request sound stronger.

- Cannot we open the window?

❖ **ABILITY: CAN, CAN'T, COULD, COULDN'T, BE ABLE TO**

We use can, can't, could, couldn't and be able to talk about ability

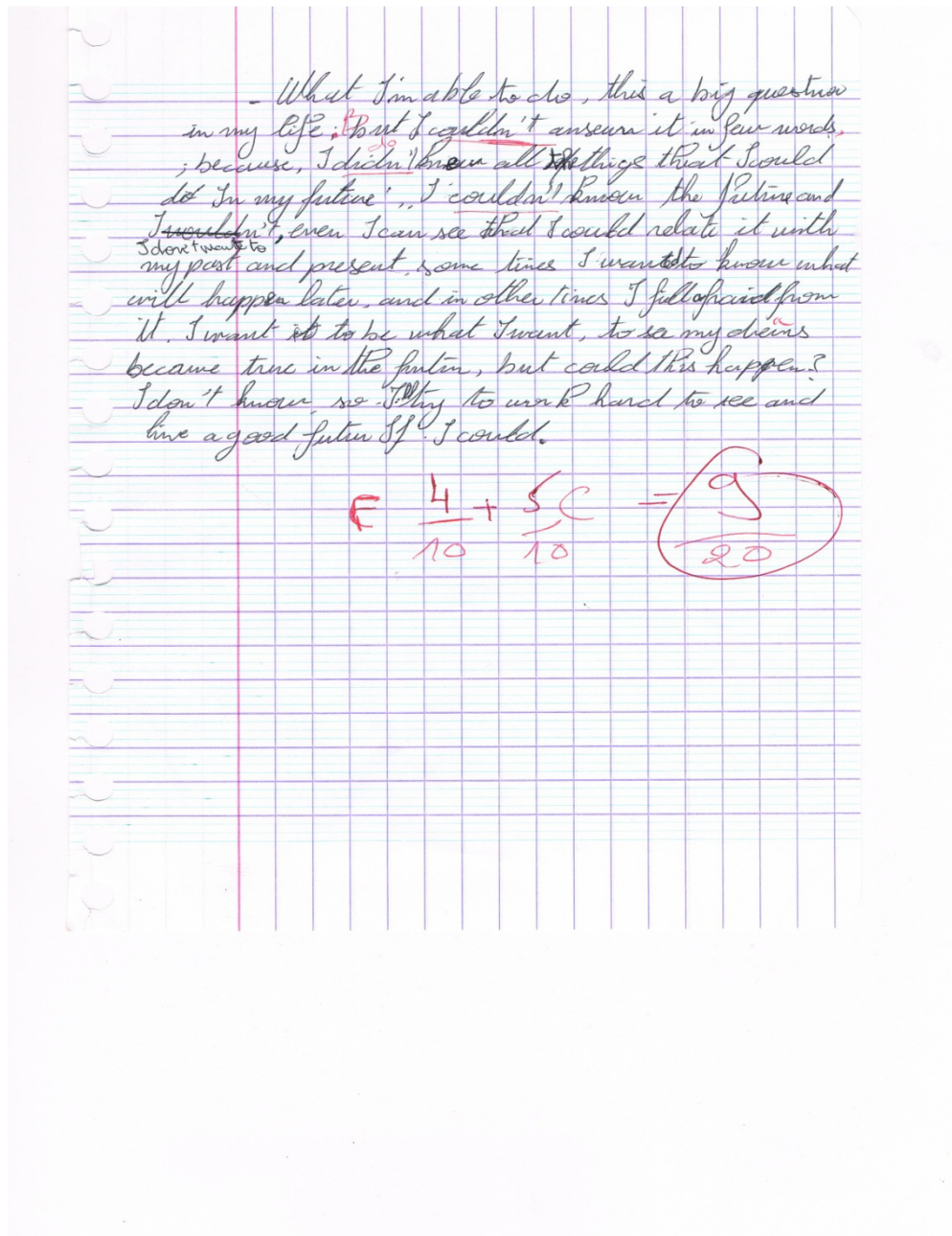
	past	present	future
affirmative	Could/was able to/used to be able to	Could/am/is I are able to	Will be able to
negative	Couldn't/wasn't/weren't be able to /didn't use to be able to	Can't/am not/ isn't aren't able to	Won't be able to

Practice: Using modal verbs, write a paragraph talking about your favorite tasks. Whether you prefer the duties that need more mental abilities or physical ones?

Appendix (e) post –test

Practice: depending on your knowledge about modals, write a short paragraph using these structures. Choose your own topics.

Appendix (F) Pre-Test Paragraph:



Post-Test Paragraph (G)

$$6 + 6 = 12$$

your life will be much easier if you decide to make it so. So be always happy and don't focus get in to you. You will be able to achieve your dreams and you can do it if you have a strong personality with a little bit without determination. You can make miracles and you achieve the glory of your so hold on to life and make it like a test paper and ask yourself am I able to do that? and try harder to get to your goal and make your answers the open key for all of your troubles that faces you in life and let your friends close and your enemies closer and you should wash your foot steps and where you puting them with that mixture you can live a perfect life with out no worries and could say it's a perfect life for me. ^{you} as they say: "You could if you would."