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Developing Learners' Writing Performance through an Integrative Grammar Teaching Model

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Abstract: *Considerably, writing is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities. It involves both low-level transcription skills (handwriting, spelling, punctuation, capitalisation, and grammar) and high-level composition skills (planning, content, organisation, and revision). In this regard, second year university learners at the section of English often take a "written expression" course backed up with tutorial classes to help learners master the different writing techniques and styles. However, many learners struggle in the writing process and end up producing pieces of writing that are ineffective or even incomprehensible showing poor mastery of language usage. Most of the time, learners have good ideas and knowledge of the way paragraphs or essays should be organised. In such a case, the ineffectiveness that characterises learners' written products is grammar-related. To account for the reasons behind these problems, we hypothesised that the currently used grammar teaching method might not be effective leading to such a shortage in learners' knowledge and skills. As a remedy to this anomaly, we have proposed the Integrative Grammar Teaching Method (IGM) as a model of grammar teaching. The analysis and interpretation of the collected data revealed that IGM could help learners develop their writing performances. Likewise, it has confirmed that teaching grammar in the context of writing and including learners in the process of rules formation is more likely to help them use grammar correctly and appropriately in the process of writing producing more legible and correct written products. Therefore, we could conclude that the previously stated hypotheses were confirmed and the findings were supportive and positive.*
Keywords: *English as a foreign language (EFL)-integrative grammar teaching writing performance-written.*

الملخص: تهدف دراستنا الحالية الى البحث في مدى فعالية ونجاعة تطبيق منهجية جديدة لتدريس قواعد اللغة الإنجليزية بهدف تطوير المهارات الكتابية لطلبة السنة الثانية ل م د. يرتكز المبدأ الأساسي المتبع لهدا المنهج الى ادماج كل من كيفيتي تدريس

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القواعد وتدريس الكتابة ليكون بذلك منهاجا تفاعليا يسمح لطلبة بالمشاركة في مختلف المراحل المكونة لدرس من تكوين القواعد الى غاية استخدامها في الكتابة. كمحاولة منا من خلال هده الأخيرة الى شرح كل من الجانبين النظري والتطبيقي الذي يحوي على مختلف الأدوات المستخدمة لجمع المعلومات. وهو ما التمسناه من خلال النتائج المتحصل عليها والتي اكدت أهمية وفعالية المنهجية المقترحة في تطوير المهارات الكتابية للطلبة وكذلك اثراء رصيدهم المعلوماتي حول ما يتعلق بقواعد اللغة الإنجليزية.

الكلمات المفتاحية: الأدوات المستخدمة-القواعد اللغوية-اللغة الانجليزية-المهارات الكتابية-طلبة السنة الثانية.

1. Introduction

Today, it is obvious that scholars consider the writing skill as the most important among the other skills. In fact, it is so since when writing a paragraph, a composition, or a text, an English as a foreign language (EFL) learner has to do more than reflecting his/her thoughts, but s/he has to provide an accurate final written product with no or minor grammatical mistakes. In the academic setting, therefore, it is commonly recognised that writing usually goes together with grammar. That is, an EFL learner has to consider the grammatical aspect besides to conveying the required information. Regarding this fundamental assumption, the present paper will focus on the process of how to integrate the teaching of grammar in the course of written expression. Ultimately, a proposed integrative grammar teaching model will be suggested and tried out in the context under study with the expectations to overcome the myriads of anomalies identified in the EFL teaching context in relation to writing; and in the meantime, this model will attempt to provide some solutions to the difficulties encountered by EFL leaners when time comes to a written production.

2. Theoretical Background

2.1Teaching grammar and writing

There are myriads of definitions of the writing skill. These definitions differ according to the invoked frame or field of study. Hyland (2003) upholds that "one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules" (p. 3). In this way, the author suggests that writing is the product that combines the writer's command of both grammatical and lexical knowledge. He further adds that writing is seen as an extension of grammar in the way that it reinforces and strengthens learners' language by means of habit formation and testing learners' ability to produce correct sentences (ibid).

As mentioned before, it is hard to provide a single universal definition to "writing" as different approaches to teaching and learning second and foreign languages see and define writing differently. Raimes (1983) believes that there are as many ways to teach writing as there are teachers and teaching styles, or learners and learning styles. As a matter of fact, research in writing has developed noticeably over the past decade focusing on the appropriate and most successful ways to teach writing. For this reason, the product, process, and genre approaches have been put forward to help learners reach their full potentials in writing. Applying the product approach, learners are encouraged to mimic a model text, which is usually presented and analysed at an early stage (Teaching English, 2004). Unlike the product approach to writing, the process approach sees the stages of

composition from a totally different perspective, concentrating on the means employed to produce the final text rather than on the final text itself (Nunan, 1989). The genre approach was developed to grant learners sufficient opportunities to understand the various styles of organising written texts, as well as the different aims of writing (Richards, 2002). In this regard, the context and purpose of writing are highly emphasised in the genre approach (Roberts, 2012).

The definition of grammar has been one of the main areas of controversy among English language teachers, linguists, and the general public. Conventionally, grammar is seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots. That is, it is the study of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain (Thornbury, 1999). Because of its difficulty and complexity for learners, different generations of teachers have been adopting different approaches to teach grammar appropriately and effectively. In the past, grammar teaching methods were based on memorisation techniques that rely on repetition. Nowadays, literacy is more cherished and grammar teaching has shifted to more effective methods to yield better results (Inklyo, 2017).

The grammar-translation method, the direct method, the audio language method, and communicative language teaching are all examples of the various teaching approaches and methods that have been devised over the years to effectively teach grammar. The grammar translation method (GTM) is a traditional grammar teaching method which considers learners' mother language as the basis of studying a foreign language by means of direct translation of language items. Elizabeth (2007) affirms that GTM means "teaching the target language by translating it into mother tongue […] each phrase or sentence of English is taught by translating it into mother tongue" (p. 52). On the other hand, the direct method views language as an active, dynamic and structured system. It evolved from the idea that learners learn a language by listening to it and practicing it orally. This notion reflects the way people acquire their first language from its natural environment. Mukalel (2007) explains that "the Direct Method essentially consists of learning a foreign language without the medium of the mother-tongue and by having a direct association between language and experience, i.e. words and phrases with objects and actions" (p. 73).

Like the direct method, the audio-lingual method is based on the idea that presenting classroom lessons in the target language is more effective and is likely to yield better results. The audio-lingual method puts emphasis on the acquisition of structures and patterns in common everyday dialogue rather than focusing on the understanding of words (Taylor, 2003). Besides, the audio-lingual method puts emphasis on the grammatical accuracy (Richards, & Rodgers, 2014). However, this method seeks to keep explicit grammar explanations to the minimum (Taylor, 2003).

Since the early 1970s, the "communicative movement" which has as an aim developing learners' communicative ability in the foreign language influenced and dominated the domain of foreign language education. Communicative language teaching (CLT) achieves a more communicative perspective by combining newer functional views of language with the traditional structural ones. In other words, it does not consider language to be mere structures (grammar and vocabulary), but also considers the

communicative functions of language. In this sense, this approach calls for interest not only in forms of language, but also in the uses of those forms when applied for communication (Littlewood, 1981). Nowadays, there is a tendency to develop new perspectives to teach grammar focusing on the different factors determining grammar to be taught and the characteristics that affect grammar selection.

2.1Integrative Grammar Teaching Method (IGM)

Nowadays, foreign language teaching focuses on global and integrative tasks rather than on discrete structures (Sysoyev, 1999). Besides, literacy is highly regarded and emphasised in society; thus, a new revolutionary shift in approaching grammar for the betterment of EFL learners' levels has taken place (Inklyo, 2017). This shift of interest and focus has resulted from the comparison of communicative-based (also referred to as meaning-based) to form-based (also referred to as structure-based) approaches to foreign language teaching. It is true that communicative language teaching enables learners to perform spontaneously, but it never guarantees that their utterances would be linguistically accurate. While form-based approaches to teaching language emphasise the linguistic and grammatical structures, they produce learners with little ability to perform spontaneously (Sysoyev, 1999).

As a possible solution to the problem of whether grammar teaching has to focus on form or on meaning, integrative grammar teaching evolved combining a form-based with a meaning-based focus for the betterment of foreign language teaching and learning. Integrative grammar teaching can be viewed as a cognitive process of learning an L2 that reflects the sociocultural theory proposed by the Russian psychologist Vygotsky (1978). This integrative method of teaching grammar is also known as the Exploration, Explanation, and Expression (EEE) method as it consists of three major steps. In the first step, learners have to find the grammatical pattern in a group of sentences, a text or a paragraph, etc. primarily selected by the teacher (this will be called exploration). Second, learners are expected to find the pattern or sequences in the text or paragraph and summarise what was previously discovered (rules formation stage referred to as the explanation stage). Finally, they start practicing the production of meaningful utterances with each other in communication and interactive task (the expression) (Galvez, 2011).

3. The Study

3.1The problem

We have observed the current problem among second year students who are expected to have covered both basic grammatical rules and writing techniques, which seems not to be the case. On the one hand, the first-year grammar syllabus contains basic grammatical knowledge of the English language. Likewise, it aims to guide learners to produce grammatically correct sentences. In other words, "sentence grammar", which is the knowledge and rules for the construction of well-formed sentences, is the focus of the first-year grammar syllabus. On the other hand, the first-year written expression syllabus aims to provide learners with basic knowledge of paragraph writing techniques as an initial step. However, what is noticeable about this matter is that second year students have poor grammatical knowledge and show an inability to apply their knowledge of grammar in

writing. Worse than this, even learners who have a good mastery of grammatical structures during classroom practices or examinations are unable to write effectively.

Moreover, we believe that learners' poor mastery of English grammatical rules and their inability to pair their grammatical knowledge with the process of writing is due to the way teachers teach grammar. As we have observed in the context under study, grammar is taught by means of rules and structures given explicitly, but with little or no information or guidance on the way these rules are used in writing or speaking. What bothers a lot is that there is a little correlation between Grammar and Written Expression courses. Learners are expected to use their knowledge of grammar while writing to produce effective and comprehensible written products during the sessions of written expression. However, most learners produce incomprehensible clumsy written products (paragraphs, essays, etc.) mainly because they have not understood grammar rules in the grammar sessions. So, the problem starts in the session of grammar with the teacher of the grammar course and extends to other contexts where the learner has to write. In other cases, we have noticed that some learners show good mastery of grammar rules, but an inability to apply their knowledge while writing.

3.2The research questions

On the basis of investigating the effects of integrative grammar teaching in developing learners' writing performance, the following questions were raised.

1. Why are the majority of second year learners unable to apply their grammatical knowledge to the process of writing?
2. What difficulties do second year learners face with the teachers' methods and strategies of teaching grammar?
3. To what extent will the change in teachers' methods and techniques of teaching grammar develop second year learners' writing?

3.3The research hypotheses

On the light of the belief that grammar is an important factor to develop learners' writing skills, we hypothesised the following:

1. The majority of second year students' inability to apply their grammatical knowledge to the process of writing may go back to the lack of instruction and guidance by teachers concerning the effective use of grammatical rules in writing.
2. The difficulties that learners face with teachers' methods and strategies of teaching grammar can be the lack of awareness, the absence of guidance, the shortage of resources and time constraints.
3. If teachers change their methods and techniques of teaching grammar, second year learners' writing performances will develop.

3.4 The research aims

3.4.1 The general aim

The present study aims to show the effects of the application of the integrative grammar teaching method on learners' writings, focusing mainly on which aspects of grammar teaching can positively contribute to improving learners' writing proficiency.

3.4.2 The specific aims

Based on the above general aim, some specific aims can be displayed. These are:

- The study aims at investigating the reasons behind learners' inability to incorporate grammar in writing.
- It attempts to discover what difficulties learners face with the teachers' methods and strategies of teaching grammar.
- It also seeks to investigate the effects of changing teachers' methods of teaching grammar on learners' writings.

3.5 Population and sample

The population of our study was students of second year at the section of English in Biskra University in the academic year 2017/2018. We selected this population because it represents students at the appropriate level we were basically attempting to investigate in our study. Moreover, this population was chosen to capture specific characteristics that we were looking for in a population to be able to investigate the problem effectively and answer the research questions adequately.

We opted for a purposive sampling as it suited the nature of our study, its final objectives as well as the fundamental theoretical assumptions on which it was based. Purposive sampling was the convenient choice since it does not recommend or rely on randomisation to select participants. As a matter of fact, we could not rely on randomisation in our context, which is social sciences, in order to obtain a representative sample. As for the treatment, we have selected 20 second year students who gave us their agreement to take part in our study.

3.6 Methodology

3.6.1 The research approach

In order to meet the before-mentioned aims of the study, this research followed a Mixed-methods approach opting for the case study and the quasi-experiment research designs. The Mixed-methods approach is suitable for the nature of the study because it focuses on the problem, derives information about it and aims at solving it. In this sense, it allowed for the observation and description of the problem under study in an attempt to understand the reasons behind the phenomenon (why are the majority of second year learners unable to apply their grammatical knowledge to the process of writing?)

3.6.2 The research designs

We have used the mixed-methods research design opting for the case study and the quasi-experiment research designs in order to fit the previously mentioned aims of this study. Applying the mixed-methods research design, we hoped to obtain a clearer and a more complete picture of the whole study linking between different approaches and designs. Additionally, we selected the Mixed-methods research strategy, which combines different methods of research, in order to reach multiple audiences.

3.6.3 The data collection methods

In this study, we opted for a triangulation using testing (the treatment), participant-observation and questionnaires as data collection methods. This enabled us to collect

primary and original data from its natural environment (Kothary, 2004). Opting for a triangulation, we attempted to ensure the validity and reliability of the research findings. In this sense, we tried to compensate the strengths and weaknesses of different data collection methods to obtain the best of both and to develop the analysis and accuracy of results.

The treatment has been divided into three main phases: the pre-test, the implementation of the proposed teaching method (IGM), and finally the post-test. Before selecting students for the treatment, we have taken their grammar teacher's consensus. Fundamentally, we have given the grammar teacher a consent letter to read and sign. Similarly, the students who accepted to participate in the treatment (20 students) have also received their consent letters to read and sign showing their agreement to take part in the treatment. It is worth mentioning that the pre-test group and the post-test group were the same. Moreover, a similar consent letter has been delivered to the head of the department in order to sign it and agree on the treatment.

After obtaining an idea about students' needs and their most common problems through the pre-test, we proceeded to the design of a mini-syllabus to be implemented in the application of IGM. The content to be taught has been carefully selected and organised to enable students to understand complex grammar rules, memorise them longer and successfully integrate their grammar knowledge to the context of writing. In other words, we attempted to design a mini-syllabus that would enable for grammar teaching in the writing context, rather than in isolation. It is worth mentioning that we provided students with practices and activities printed in hand-outs to save time and energy (we wanted to make sure that students were answering the activities and producing meaningful sentences instead of wasting their time on writing the instructions). We made sure to have some specialists and teachers to pilot and validate our tests and proposed mini-syllabus. The following table summarises the content and date of each session we have presented to our sample of 20 students.

The Session	**The Content**
Session 1	The pre-test Tuesday, February 20, 2018.
Session 2	Lesson 1: Conjunctions Wednesday, February 21, 2018.
Session 3	Lesson 2: Present Perfect or Past Simple? Tuesday, Febraury 27, 2018.
Session 4	Lesson 3: "Will" and "Be going to" Wednesday, February 28, 2018.
Session 5	Lesson 4: "Can", "Could", "Be able to" to express Ability Tuesday, March 06, 2018.
Session 6	The post-test + student fill in their questionnaire Wednesday, March 07, 2018.

Table1. The content and date of sessions

Opting for participant-observation, we aimed to note and describe any changes that occurred during the introduction of the proposed model to learners. Since we were teachers and observers at the same time, we were able to collect information not easily accessible if we had used other types of observation. Luckily, we were able to observe many aspects of students' behaviours that could not have been possible if we were not the teacher and the observer at the same time.

Moreover, we could not find another teacher at the section of English in the University of Biskra who applied the "integrative grammar teaching method"; therefore, the idea to be the implementers and the observers at the same time yielded the expected results. Since we were teachers and observers at the same time it had been necessary that we prepared an observation checklist (structured observation) with the items and points to be observed ahead of observation. During the lesson, we would just tick in the right column and add notes in few lines if there were any. We validated and piloted the observation checklist helped by some teachers in the department.

In addition to the treatment and the participant-observation, we have designed four questionnaires to teachers of grammar, teachers of written expression, students who did not receive the treatment, and those who received it. The questionnaire of grammar teachers aimed to collect information about the different methods and practices teachers use and apply to teach grammatical structures to learners. Moreover, it attempted to explore teachers' reactions towards learners' grammatical mistakes. Through this questionnaire, we tried to further elucidate teachers' views and opinions about the association between grammar and the teaching of writing. From teachers' experiences, we hoped to learn about the expected effects of grammar knowledge on students' writings.

The questionnaire of written expression teachers aimed to collect information about teachers' attitudes towards grammatical mistakes made by learners while writing (do they organise mini-lessons to explain grammatical structures that learners do not master, or they tolerate these mistakes and ignore them). Besides, it attempted to explore the different techniques used by teachers to correct learners' grammatical mistakes. Like the questionnaire of the grammar teacher, this questionnaire tried to extract teachers' thoughts and opinions about the correlation between grammar knowledge and the writing performance of students.

Students' questionnaire was addressed to second year students at Biskra University. We designed it to collect information about students' preferences and their satisfaction with methods of teaching grammar and writing used by their teachers. In addition, this questionnaire aimed at having insights into students' attitudes towards the importance of grammar in writing. We further, hoped that this questionnaire would enable us to collect information about students' views on the way in which teachers assess their works and provide them with feedback.

The last questionnaire was addressed to students who participated in the treatment. We constructed this questionnaire to extract students' views and opinions towards IGM. Through this questionnaire, we also aimed to give students the opportunity to provide us with any suggestions and views they had concerning the integrative grammar teaching method and its application. To validate and pilot our questionnaires, we submitted three

copies of each to teachers of grammar and written expression and five copies of each to students of different levels (not necessarily from our population).

4. Data Analysis and Interpretation

We analysed the data that we have collected through this research using descriptive statistics and content-based analysis.

4.1 The pre-test

Correcting students' writings in the pre-test, we have discovered that they had many problems related to the writing techniques as well as grammar and punctuation. For instance, most of them had problems with tenses and punctuation (especially around conjunctions).

Moreover, we have remarked that some students had problems with the use of pronouns confusing, for instance, between "there" and "their." Similarly, they would include two subjects in the same sentence (e.g., cheating in exams it is a…) Writing sentences without verbs is another common phenomenon we have noticed in students' writings. Other mistakes we have paid attention to include the misuse of the "s" of possession, definite and indefinite articles, propositions, conjunctions, capitalisation, etc.

4.2 The post-test

We have remarked that students' writings have developed dramatically at the level of grammar as well as paragraph organisation. As a matter of fact, we have given students notes on the way they have to organise their paragraphs and also on capitalisation. In addition, we took notice that they were responsive as they have taken our remarks into consideration and, unlike in the pre-test, they wrote paragraphs as one body including the indentation.

Moreover, we have discerned that they understood and grasped the lesson of "conjunctions" since their use of conjunctions and punctuation developed noticeably. Introducing lessons about tenses and modal verbs, the students avoided many (not all) the mistakes related to the use of tenses and verb forms.

As a matter of fact, we have noticed that they took grammar accuracy seriously as an important requirement for good writing. Therefore, they put extra effort to polish their writing watching their grammar and punctuation. This has been clear from the difference between their scores in the pre-test and post-test. Through the following histograms, we attempted to show and summarise the differences between the scores of the pre-test and the post-test:

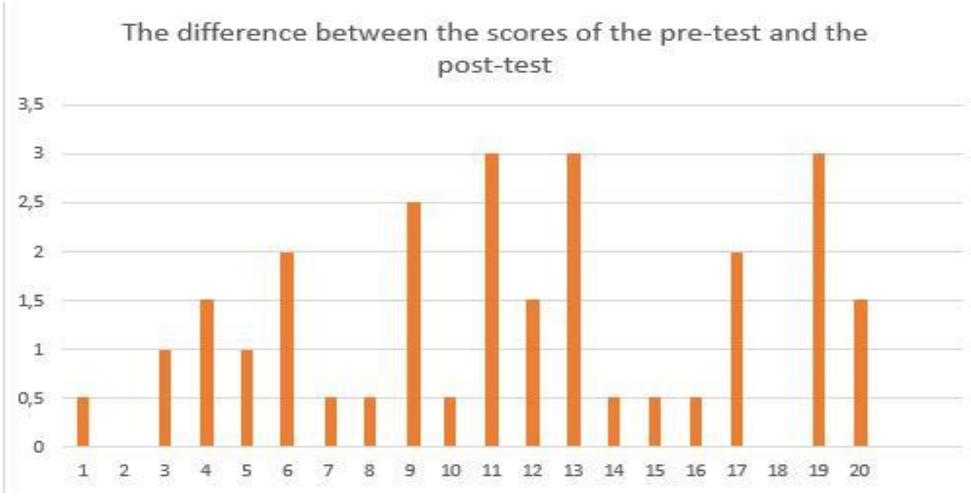


Figure 1. Histogram for the difference between the scores of the pre-test and post-test

As we can see from the above histogram, there are clear and noticeable differences between the scores of the pre-test and those of the post-test. These differences can be explained by means of the success of the proposed alternative model of grammar teaching which is IGM. As a matter of fact, we were not trying to generalise our findings to the entire population because of many factors related to the nature of our study (case study), as well as its field (social sciences and humanities).

$$t = \frac{\frac{\sum d}{N}}{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}} = 5.0485 \qquad N = 20 \qquad Df = N - 1 = 19 \rightarrow \text{critical value} = 2.8609$$

We could have stopped at the previous stage; however, what we wanted to know was whether or not this difference is statistically significant. Thus, we ought to proceed to inferential statistics that could give us inferences from the set of data that we have obtained. Using inferential statistics, we could infer from the set of data on whether the predicted effect of the independent variable had actually occurred during the treatment. We manually calculated the t-test and further confirmed the results using the excel programme. We have used the following formula:

As mentioned before, we needed to measure the significance of our results statistically. Considerably, the significance of results is calculated by the probability coefficient (p) which ranges usually from 0 to +1. In the field of social sciences, the results are considered to be significant if (p) equals 0.5. The latter means that the results could be due to pure chance in 5% of the cases. Likewise, the results we have obtained were statistically significant. Moreover, since the results of the t-test were higher than the critical value, the study was seen as significant and the null hypothesis was rejected in favour of the alternative hypothesis.

4.3 The participant-observation

After the analysis of the data we have collected through the observation checklist, we could establish the importance of the explanation stage on the confidence of students and their trust in their teacher's information and in their analytical skills. We have also noticed that the students increasingly got involved in the lesson seeing other classmates formulating the rules and answering. We have concluded that such kind of discussions encourages and motivates students as well as raises their attention to the lesson. Likewise, they were more likely to memorise the rules that they have made efforts to discover and formulate. In addition, we can say that the correct use of the board has a great impact on students. As we have remarked, even if the lesson is a bit complicated, we could summarise it and make it clearer and easier for students to take notes of the most important elements of the lesson when we exposed them in a neat way on the board. Finally, the students showed their complete involvement in the lessons and their ability to apply what they have learnt during the production stage.

4.4 The questionnaires

We have opted for descriptive statistics (percentages) and content-based analysis to analyse the collected data from the four questionnaires that we have used in this study. The analysis of the questionnaires of both teachers of grammar and written expression revealed that grammar is important in developing students' writings. Moreover, the majority of both grammar and written expression teachers have confirmed that teaching grammar and written expression are strongly associated. With this connection in mind, many teachers have expected that linking the teaching of grammar to the teaching of writing, students' writings are more likely to develop. Besides, they expressed their agreement along with the introduction of some aspects of grammar teaching to the process of writing, but in a limited fashion because of time limitations.

As a matter of fact, many teachers advanced that the time allocated to teaching writing is sufficient to help students develop their writing performance; however, students in their questionnaire have expressed their dissatisfaction with the time allocated to teaching them writing explaining that they needed more time to develop this complex skill. In addition, the information we have collected from grammar and written expression teachers concerning the approaches and methods they apply to teach students have been of great importance in helping and guiding us towards selecting or avoiding certain classroom conducts and techniques based on insights of the relation of these methods with the degree of motivation of students. As a side note, we have also collected useful information about grammar teachers' views on contextualised and decontextualised grammar teaching. Again, this acted as a basis for many decisions we have taken and choices we have made as both teacher and researcher.

Moreover, we have extracted information about the explicit explanation of grammar rules and the related stage of the lesson during which teachers usually provide such explicit discussions of grammar rules. What we have concluded is that the majority of teachers, who have participated in this study, actually provide explicit explanations of the rules of grammar, but at the beginning of the lesson. At this exact point, we believe that our proposed model of grammar teaching differs from the rest of grammar teaching methods applied by teachers. Considerably, IGM proposes the exploration stage before any explicit

grammar instruction. The latter comes in the explanation stage after the process of discussing and formulating the rules based on the analysis of the examples proposed by the teacher.

The questionnaire of students helped us gather information about students' attitudes, perceptions and preferences concerning the teaching methods and techniques they believe can help them develop their writing performance. We have included many common aspects between the questionnaires of teachers and that of students in an attempt to gather the maximum of information and views, as well as to double-check and confirm the obtained data. The majority of students ascertained that grammar is important and that, apart from studying it for academic reasons and to get good grades, they study grammar because it helps them improve their knowledge of English, express themselves correctly and understand both spoken and written discourse.

In addition, the questionnaire of students revealed an important point we considered in our study that is memorisation. In the model of grammar teaching that we have adopted, the teacher would apply certain classroom techniques (discussion, analysis, practice, etc.) to help students memorise the rules in the classroom and learn to apply them in writing. The majority of students have advanced that they are being taught grammar by means of examples that they simply memorise. We considered this point to be one of the limitations of the currently applied grammar teaching methods as students may forget the rules if they do not use them in actual written or spoken productions.

Through our research, we have discussed the matter of motivation collecting various information from different sources. In the case of students, the great majority expressed their demotivation of the grammar teaching method being applied so far to teach them. In accordance with IGM, the majority of students have advocated the technique of deducing and extracting the rules of grammar from concrete and authentic examples helped by their teachers in constructive and fruitful discussions. Similarly, students have expressed their satisfaction and motivation by teachers who involved them in the process of learning and encouraged them to achieve better results.

Furthermore, the students who have participated in the treatment have been given a questionnaire to fill in giving their perceptions and opinions on the integrative grammar teaching method. All the students expressed their agreement that the IGM helped them to develop their writings. Moreover, they confirmed that our proposed model helped them clarify many misunderstandings and uses of many grammatical rules, as well as encouraged them to start learning by themselves as they gained confidence in their analytical skills. Finally, they insisted that they would remember the rules we have taught them as they participated in the process of rules formulation.

5. Conclusion and Recommendations

The implementation of IGM has confirmed that teaching grammar in the context of writing and including students in the process of rules formation is more likely to help them use grammar correctly and appropriately in the process of writing producing more legible and correct written products. From our notes while observing students, we have established the importance of the three main stages of the integrative grammar teaching method; andtherefore, no stage should be skipped to guarantee the needed results. Furthermore, all the students who participated in the study expressed their satisfaction

with IGM and confirmed that it helped them overcome many grammar related problems they had before. In addition, they stated that they feel more motivated to learn and confident to write and express their views in both the spoken and written form.

In the light of what has been dealt with in this research, IGM is not to be regarded as an end in itself, but it should be rather considered as a starting point to develop the teaching of grammar and help EFL students master the writing skill and produce effective written products. In other words, this method is a model that we have proposed to help students develop their writing performance. However, it should not be seen as the only or best model of teaching grammar as it was an attempt to help EFL students develop their writing, as well as an endeavour to improve the quality of grammar teaching in Algerian universities. The following are some recommendations drawn from this study:

For teachers

- The study aims at investigating the reasons behind learners' inability to incorporate grammar in writing.
- It attempts to discover what difficulties learners face with the teachers' methods and strategies of teaching grammar.
- It also seeks to investigate the effects of changing teachers' methods of teaching grammar on learners' writings.

For students

- Some students, mainly high achievers, are advised to give the opportunity to their classmates to participate and avoid dominating the session.
- Similarly, we would encourage shy students to participate in the exploration stage and rule formation giving their own viewpoints and contributions.
- We believe that it is important that students take notes during the explanation and even the exploration stage.
- Students are required to take the practice stage more seriously and concentrate on the remarks the teacher gives them individually while checking their work progress.
- The feedback obtained from practices is equally important and cannot be skipped or ignored by students. Thus, we advise students to pay attention to such a matter during this stage.

For researchers

- Since we have investigated the effects of a grammar teaching model, the nature of our study raises a number of opportunities for further research both in the context of grammar and writing. More research will, in fact, be necessary and important to investigate EFL students' learning styles and the most appropriate teaching methods that could develop the quality of learning and teaching.
- From our contact with second year students during the implementation of the proposed model of grammar teaching, we could conclude that students are not satisfied with their teachers' feedback techniques. They think that they cannot develop their writing levels because they have not been given appropriate feedback

on how to do so. On the other hand, and in relation to the previously mentioned issue, teachers claim that their classes are over-crowded and the issue of time raises again and causes problems as well. Therefore, these new three variables that are feedback, over-crowded classrooms and time can be addressed in future researches in relation to IGM and the association of grammar teaching with the teaching of writing. In this sense, the questions we have proposed in our questionnaire can be used as the basis to generate a number of hypotheses for further empirical testing using broader samples and quantitative research methods. In this sense, the current study could be extended into a longitudinal study devoting more time to the application of IGM and the observation of different aspects and issues or difficulties faced by students.

- As we have mentioned before, our study was conducted on Algerian students who are Tamazight or Arabic native speakers and; thus, English is a totally different language for them, especially because English is considered a foreign (not a second) language in Algeria. Considerably, English grammar would sound hard and complex to Algerian students. Therefore, taking the issue the difference between English and the Algerian native languages as well as its correct status in Algeria could be a starting point for further research to develop grammar teaching methods or even to test the model that we have proposed on different parts of the country and see its impact on Algerian students and their writings. As a side note, Algeria is a vast multilingual country that is well known for its rich and diverse linguistic and cultural heritage, so what has worked for students in one region is not likely to be applicable in another one. Likewise, we advise future researchers to implement these variables in their research on IGM or other grammar teaching methods.

For students

- One important point we have slightly tackled in our research, but still needs to be further addressed is the issue of over-crowded classrooms and their possible effect on the implementation of different models of grammar teaching and providing feedback. Therefore, we would suggest that the administration reconsiders the number of students per group.
- The limitations of this study represent a call for future research and further confirmation of different results. In the future, researchers can shed light on some of the obstacles we have faced and avoided to reach results that could help EFL students in our context to develop their writing performances. Hopefully, this study would be a guide for further studies on grammar and writing, especially researches related to EFL learners. The research remains open to other studies in the Algerian educational context in the following years.

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