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Investigating The Role of Intensive Reading Strategy to Develop Students' Grammar Correctness

A case of Master one Students of English at Mohamed Khieder University of Biskra

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Dedication

I dedicate this work,

To my   beloved mother LALIA.

To my brothers and sisters.

I dedicate this work to all my friends' promotion of

(2019) Mohamed Kheider University of Biskra

Acknowledgement

I would like firstly to express my deep gratitude to Dr. SAIHI Hanane for her support, guidance, and help in the realization of this dissertation. No words would be sufficient to say how much respect and thanks I owe her.

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Abstract

This study attempts to investigate the role of intensive reading strategy to develop students' grammar correctness. However, the research is specifically concern about the fact that our students still make grammar mistakes , they still have problems in applying the rules to their daily tasks successfully .Many teachers are familiar with, and said that all of their grammatical mistakes emerged because of their lack of reading . Thus, the present investigation aims at shedding light on the reasons behind master one student's failure to use their knowledge of grammar to communicate and write effectively. The study was conducted at Mohamed Kheider university of Biskra. We hypothesize, that if these students read intensively their grammar will be developed, they will be able to use grammar rules more effectively and apply them appropriately for their meaningful context. To check the abovementioned speculation, a questionnaire is used to collect data about how much the students make use of intensive reading strategies to develop their level in grammar .The correlation between the two variables (intensive reading and grammar) showed very significant results in the areas of intensive reading and grammar that would be useful for education and curriculum developers in designing curriculum changes to meet the needs of all students.

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learning grammar is still an obsession among some students because of some difficulties they suffer .Obviously , grammar mistakes and errors make the reader or the writer use the language in terrible manner and no one can understand what he says correctly. Grammar is important from the outset that we are clear about what we mean by the term grammar. Many people think of grammar as a rather boring school subject which has little use in real life .They may have across the concept in Latin 'o' level , in English composition , or in the explanation of teachers as to what is 'good' or 'bad' grammar. So, grammar is often associated in people's mind with one of the following ideas: a dead language such as latin, learning how to write good English, a learning how to speak 'properly' no one of these ideas about grammar is completely wrong. The focus on these dissertation is how to reduce grammar errors and mistakes, this later is emerged by a lot of causes. The most important reason why a reader commits linguistic mistakes in the grammar is the lack of reading practice. Intensive reading is the suitable solution that help students to use the rules in their appropriate context. The role of the teacher is very important during the session because, he is a guide and the controller at the same time. Due to the importance of reading in learning language generally and TEFL context specifically and the observations of difficulties that students still face, there is a need to address these problems in more direct and substantial ways. Reading, almost always practiced intensively, and intensive reading regarded as an effective tool for improving reading comprehension. The overall prupose is to explain the role of intensive reading to develop student's grammar because it helps the student a lot to achieve amazing results and enable him to write and speak the language properly without mistakes in the rules. The distinctive feature is of this study is considering intensive reading in order to shed some light on the field of reading and its impact on the students' level in grammar .

1. Background

Reading is one of the basic talents students have to learn. It is through reading that they enrich their knowledge and understanding of the different subject areas. Also, students are exposed to vary other text resources which may help them build up their awareness, and write correctly without making the common mistakes in grammar. Intensive reading enable

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student's to recognize the majority of words in texts quickly.it is widely recognized that reading is one of the most important skills for students of a foreign language to master; since it enables them to expand their knowledge of the language, the cultures, and the world.

2. Statement of the problem

'Reading' is by far the most dominant skill that plays a substantial role in improving readers' language proficiency, especially in a foreign language setting. Actually, EFL students basically rely on this skill to acquire knowledge .Nevertheless, students tend to handle reading to develop grammar because the lack of it could be harmful, in addition the lack of intensive reading lead to make grammar mistakes and errors whether in writing or speaking .Grammar has always been one of the most controversial issues in the teaching .Most of the misunderstandings about the nature and the meaning of grammar, and its role in language teaching in general. Grammar, perceived as accuracy, is a problematic area for many non-native speakers who still struggle with elements like organization and coherence .Linking grammar and reading can enhance students' reading skills.

To summarize at this point, the implementation of a formal written or oral test is now a necessity to enhance English language learning, and proficiency .Therefore, more attention must be given to reading assessment to achieve better results that reflect the student's level either in writing or speaking with a less grammar mistakes and errors.

3. Aims of the study

This study tends to investigate three major goals Initially, it aims at drawing attention on how the intensive reading may help the students to develop their grammar without making errors and mistakes .Secondly, the study aims at assessing the student's level through activities and tasks .Finally, the central side of this investigation will be on how the intensive reading help the students to avoid grammar mistakes.

4. Research Questions

Through this study, we aim to answer the following questions:

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a) Does the problem of grammar mistakes emerge because students do not read?

5. Hypotheses

The present research is based on this hypothesis that shall be verified through this study.

We hypothesize that intensive reading helps the students to produce correct grammar.

6. Preliminary literature review

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers 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 (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962).Helping learners apply grammatical rules into communicative tasks(writing and speaking)

Samuels (1974).Carrell and Eisterhold (1983) state that accessing appropriate content schemata depends initially on "the graphic display" which "must be somehow reconstructed by the reader as meaningful language" (p. 562). Therefore, readers can improve reading comprehension by expanding their vocabularies and gaining greater control over complex syntactic structures. Contemporary insights believe that grammar facilitates learning and its presentations to learners should be through "contextualization of linguistic forms in situations of natural use" (Hedge, 2003, p. 159). Reading comprehension strategies are seen as comprehension processes that enable readers to construct meaning from the printed page most effectively.

intensive reading, states that its purpose is " to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (Palmer, 1921, cited in Day and Bamford, 1998, p. 5).students assume that intensive reading is reading carefully, and thoroughly for maximum comprehension in which teachers provide instructions and help before, sometimes, during and after reading followed by some tasks .

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In line with these views, we attempt through these research to defend the validity of using intensive reading to improve learners' writing competence, and to prove its merit to be adopted by language teachers.

7. Research methodology

The research looks for a link between the two variables, which are grammar and intensive reading in which the intensive reading is the independent variable. The descriptive methodology that must be used throughout this research is students' questionnaire, and teachers' interview are via qualitative method. Qualitative method helps more to collect information about the study, and it is comprehensive and complete data that is gathered by having the courage to ask an open ended questions.

7.1. Population and Sample

The population of this study consists of thirty five   taken from general population of 188 of the Department of Languages at the University of Biskra. Due to the short time of the presents study, it obliged us to choose specific and random number. We will chose Master one students as sample because they are more informed and aware about the language rather than the others.

7.2. Data collection tools

To get a through feedback about intensive reading and grammar correctness, the researcher will use interview for teachers then a questionnaire for students as a main tool for collecting data.

8. The structure of the study

The present research consists of two basic chapters.

❖ The first chapter made up of two sections .This first section is about the nature of grammar, definitions, approaches, how to teach grammar, common mistakes usually made by students.

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❖ In the second section, we will define reading as well as reading strategies, and we specify to speak about the role of intensive reading and how help the students to avoid the grammatical mistakes.

❖ The last chapter includes the investigation and results. First, we will deal with the results of the questionnaire. After that, we will discuss the interview of teachers, and final discussion of the results.

Introduction

   The teaching of grammar had often been synonymous with foreign language teaching. In the inherited tradition of foreign language teaching, grammar was not viewed as descriptive or as a rule-governed creativity, but as something to be learned in a relatively abstract process. Language learning involved 'learning about language' rather than learning the language. This theoretical background attempts to explain how to look at grammar in foreign language teaching and the extremely important role it plays in language learning. Also, the researcher mentioned different approaches in teaching grammar, and explains how grammatical methods and success ways of reaching goals can add to grammatical structure. Grammar mistakes and errors emerged by several causes one of them is lack of reading. On the other hand, intensive reading strategy is very important to develop student's grammar. Intensive reading can be a means of increasing learner's knowledge of language features, it is widely assumed that one does not know the grammar of one's own language until it has been learned through formal instruction. Therefore, it is important to encourage students to read intensively, especially out the classes because this habit allow them to become aware and develop unconscious language correct grammar rules. Most universities give the priority to intensive reading at the expense of other practical courses. Control of reading.

I.1. 1.Definitions of grammar

The word grammar has been given different definitions

   Definition of grammar is provided by Bolinger (1977: 4) who gives a much clearer picture of what grammar may mean "Linguistic meaning covers a great deal more that reports of event in the real world. it expresses, sometimes in very obvious ways, other times in ways that are hard to ferret out, such things as what is the central part of the message, how we situate ourselves in the events we report, and many other things that make our messages not merely a recital of facts and comments about facts and situations". This definition makes clear the complex nature of any communicative act. Grammar described in Bollinger's terms, is concerned not only with how the message we are communicating is made up in terms of forms and structures (morphology and syntax), but

also in terms of meaning. Another view of describing grammar is that provided by Leech (1983: 152), within a pragmatic framework. He claims that any grammatical category may be analyzed on three levels: syntactic, semantic, and pragmatic.

> The most familiar level to linguistics is the syntactic: we can describe, for example, how to form negative sentences or clauses in English. The second level is the semantic: the level that is of sense rather than of force: here we consider, for example, the negative operator in Relation to propositional logic. And the third level is the pragmatic . . .

Leech (1983:4) also states that "grammar (the formal system of language) and pragmatics (the principles of language use) are complementary domains.... The nature of language cannot be understood without studying both these domains, and the interaction between them". From the definitions, it is clear that grammatical rules are likely to go beyond explanations of the use of models in purely grammatical and purely semantic terms and to examine uses in practical terms.

I.1.2. The Necessity of teaching /learning grammar

Teaching grammar is a controversy matter especially in second language acquisition. Thornbury (1999 p.14 as cited in Neupane 2009) says"In fact no other issue has preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar" .Grammar is a description of the rules that govern how a language /sentences are formed.Grammar teaching is necessary to achieve the goals.Also, Grammar teaching is essential,according to the dictionary definition, there are at least two senses of the word grammar, (1) [U] study or science of rules for the combination of words into sentences (syntax), and the forms of words (morphology). (2) [C] book containing the rules of grammar of a language .Zhang, 2009, p: 184.The necessity of grammar in relation to teaching/learning of the reading skill, but before reaching this point, it is necessary to examine the place of grammar in the different approaches/methods in language teaching/learning.

I.1.3. Methods of grammar in language teaching

This section will deal with a brief overview of the most common methods to language teaching. We will devote space for the Grammar-Translation Method, the Direct Method,audiolingualism methodand communicative approach.

I.1.3.1. Grammar translation method

Traditional approach or grammar translation method is the commonly method that used in language teaching; this method focus on the study and the practices of grammar rules in translation of sentences and texts.

The curriculum structured just around the study of grammar points. It followed this procedure:

-A grammar point was selected from a list of grammar points and presented.

-The rule of its use was explained and illustrated by model sentences.

-Students had to memorize the grammar rule(s).

-The rules were, then, worked out through written exercises presented in the form of isolated sentences. (Thronobury, 1999.P:21)

Grammar translation method consider the useful technique that allow students to practice grammar rules .Due to the practices of rules, the student fix the information very well .

I.1.3.2 Direct method

In the 19th century direct method appeared.It focused exclusively on the written language, by claiming to be the natural method. Also, it rejected explicit grammar.The learner is look like a child when pick up the grammar from their mother tongue, simply by being immersed in language. (Thronbury, 1999.P: 21) .Direct method is to concentrate in writing.

I.1.3.3.Audiolingualism method

Audiolingualism derived its theoretical base from behaviorist theory. The Audiolingual syllabus consisted of a graded list of sentences patterns. Although, not necessarily labelled as such were grammatical in origin .these patterns formed the basis of pattern practices drills the distinguishing feature of audiolingual classroom practice. Thronbury, 1999. P: 21).

I.1.3.4. Communicative language teaching (CLT)

It was motivated by developments in the new science of sociolinguistics, and the belief that communicative competence consists of more than simply the knowledge of the rules of grammar. Nevertheless, CLT did not reject grammar teaching out of hand. In fact, grammar was still the main component of the syllabus of CLT, even if it was dressed up infunctional labels, asking the way, talking about yourself, and making future plans etc.Explicit attention to grammar rules was not incompatible with communicative practice, either chomeskey, after all had claimed that the language was governed .this seemed to suggest to theorists that explicit rule giving may have a place after all. (thornubury.1999.p:22). CLT was being developed in course books and grammar teaching reemerged in classrooms, often it must be said at the expense of communicative practice.

I.1.4. Approaches of Grammar Teaching

There is two core approaches, deductive and inductive approaches. I would briefly highlight the two.

I.1.4.1. Deductive Approach

Deductive approach is to reason from general to specific .In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed. (Thornubury .1999.29)

According to Widodo (2006), a deductive approach is making use of knowledge from general to specific. In teaching grammar, this approach is called rule- driven approach as well. In this type, grammar knowledge is explicitly imparted then; teachers explain and reinforce their learners" comprehension with some practical activities. According to Widodo as well, in deductive approach learners feel comfortable while doing their exercises because they feel safe from committing grammatical errors.

Eisenstein (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 .Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, it leads to nvolve students' comprehension and allow learners to have a chance to personalize the rule.

1.4.1.1. Advantages of deductive approach

Scott Thronbury.1999P: 30 state the advantages of a deductive approach are:

- It gets straight to the point, and can therefore be time-saving. Many rules - especially rules of form - can be more simply and quickly explained than elicited from examples. This will allow more time for practice and application.
- It respects the intelligence and maturity of many - especially adult students, and acknowledges the role of cognitive processes in language acquisition.
- It confirms many students' expectations about classroom learning, particularly for those learners who have analytical learning style.
- It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

Deductive approach helps students a lot because it respects their critical thinking and makes them to become aware and generate ideas about deferent subjects .It focuses on the essential elements, and it goes straight forward to the core theme.

I.1.4.1.2. Disadvantages of deductive approach

Widodo .2006.P:128 mentioned some possible disadvantages which are

- Starting the lesson with a grammar presentation may be off-putting for some students, especially younger ones.

- They may not have sufficient metalanguage (i.e. language used to talk about such as grammar terminology).

- Or they may not be able to understand the concepts involved.

- Grammar explanation encourages a teacher-fronted, transmission-style classroom teacher explanation is often at the expense of student involvement and interaction. Explanation is seldom as memorable as other forms of presentation, such as demonstration.

- Such an approach encourages the belief that learning a language is simply a case of knowing the rules.

The demerits of the deductive approach is to reduce the way of learning ;it is only a matter of knowing grammar rules , and this is wrong because make the student ignore and neglect the lesson and focusing in another thing .

I.1.4.2. The inductive approach

Inductive approach is to come from particular to generalities .In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept. Inductive approach is so called rule – discovery learning, experts suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written.

The inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/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. (Widodo .2006.P:127)

According to Wajnryb (1992), the inductive approach represents the opposing way to the deductive one. In this approach, teachers focus on teaching communication rather than

some separated rules. Consequently, learners use language to induce its properties by themselves (p.85).

The writer Thornbury(1999) defines the inductive approach as the rule-discovery path .This approach implies manipulating a number of examples prior to knowing the target rule .From this exposure learners will find out some rules by themselves (p.49). The inductive approach is to move from specific to general rather than the deductive approach .The ultimate goal from that approach is to generalize, they study a small sample and make general laws from it.

I.1.4.2.1.Advantages of inductive approach

The approach is time and energy-consuming as it leads learners to have the appropriate concept of the rule. Nevertheless, the concepts given implicitly may lead the learners to have the wrong concepts of the rule taught. In addition, the approach can place emphasis on teachers in planning a lesson .It encourages the teacher to design data or materials taught carefully and in organized way .If the problem-solving activity is done in cooperative way, learners get an opportunity for extra language practice. Widodo; 2006.P:128

That approach guide both the teacher and the learner at the same time .The merits of inductive approach is to organize and to control the lesson .it is also give opportunities to the leaner during the session to find solution to their problems.

I.1.4.2.3. Disadvantages of inductive approach

Widodo, 2006, P: 128 provides some disadvantages and said that, this approach gives more opportunity for learners to participate, so this feature lead to time-consuming approach. There will be no enough time in the class to introduce another things .In addition ,The learners may face wrong expectation of the rules aim of study, which make them lose motivation. In another hand, the approach may frustrate the learners with their personal learning style, or their past learning experience .Obviously, the writer illustrates some facts about the inductive approach and how it contributes to the decline of the student.

I.1.5. The principle aims of fundamentals of English grammar

The ultimate goals of fundamentals of English grammar are to introduce clear information about English and its usage to provide a broad and diverse practice that promotes growth in all areas of language use, and to be fun, informative and enjoyable for students and teachers alike .This approach is selective and seeks to balance language learning activities that focus on the form with an abundance of opportunities for meaningful collaborative communication.

Most students find it useful to devote special time in the English language curriculum to focus on grammar. Usually students have many questions about English grammar and appreciate the opportunity to work with the text and the teacher to give some meaning to confusing models, and norms in this strange language group. This understanding provides the basis for progress in usage ability the study is acceptable and comfortable classroom that encourages students. Both in speaking and writing, with ways to communicate their ideas in a new language.

Teaching grammar does not mean lecturing on grammatical patterns and terminology. It does not mean bestowing knowledge and being right and an arbiter of correctness .Teaching grammar is to help students make sense, little by little of a huge, puzzling construct, and engaging them in various activities that enhance usage abilities in all skill and areas. (Betty Schrampfer Azare 2003).

Using grammar as a base to promote overall English usage ability, teacher and text can engage the students in interesting discourse, challenge their minds and skills, and intrigue them with the power of language as well as the need for accuracy to create understanding among people

I.1.5.1. Classroom techniques for exercise types

Most exercises in the text require a kind of completion, conversion, combination, meaning discussion, or a combination of these activities. They range from those under strict and manipulative control to those who encourage free responses and require an innovative

and independent use of language. Techniques vary according to the type of exercise (Betty Schrampfer Azare and all; 2003).

I.1.5.1.1. Fill in the blanks and controlled completion exercises

The term "fill-in-the-blanks" describes exercises in which the students complete the sentences by using words given in parentheses. The term "controlled completion" means exercises in which the students complete sentences using the words in a given list. Schrampfer illustrate some useful techniques

Technique A

Ask a student to read an item aloud. You can say whether the student's answer is correct or not.

TEACHER: Juan, would you please read Number 3?

STUDENT: Ali speaks Arabic.

TEACHER (to the class): Do the rest of you agree with Juan's answer?

This method is beneficial for discussion not only of grammar items but also of vocabulary and content. The teacher gives to the learner opportunity to ask questions, and to judge how well they understand the grammar.

-Technique B

Teacher, read the first part of the item, then pause for students to call the answer in unison. For example:

TEXT entry: "Ali (speak) _____ Arabic."

TEACHER (with the students looking at their texts): Ali....

STUDENTS (in unison): speaks (plus possibly a few incorrect responses scattered about)

TEACHER: ...speaks Arabic. Speaks. Do you have any questions?

This technique provides plenty of time in class, but it's also slow enough to allow you to answer questions and discuss grammar, vocabulary, and content. It is essential that students prepare training by writing in their books, so it should be appointed early as homework.

-Technique C

The teacher can simply give the answers so that students can correct their own previously classroom in their textbooks. You can either read the whole sentence ("Number 2: Ali speaks Arabic.") Or just give an answer ("Number 2: Talking"). Or give answers to the entire exercise before opening it to questions. Alternatively, you can make a student read his answers and ask other students to ask questions if they disagree.

-Technique D

Divide the class into groups (or pairs) and have each group prepare one set of answers that they all agree is correct prior to class discussion. The leader of each group can present their answers. Another option is to have the groups (or pairs) hand in their set of answers for correction and possibly a grade. It's also possible to turn these exercises into games wherein the group with the best set of answers gets some sort of reward (perhaps applause from the rest of the class).

I.1.6. Teaching grammar through texts

If learners are to achieve a functional command of a second language, they will need to be able to understand and produce not just isolated sentences, but whole texts in that language. Language is context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context.

Course texts tend to be specifically designed for easy understanding and display of certain rule features. This often gives them a little unrealistic air, as in this example:

Scott T .How to teach grammar p.25

(Contrasting Present Progressive – "Going to" Future)

   This is Mr. West. He has a bag in his left hand. Where is he standing? He is standing at the door of his house. What is Mr. West going to do? He is going to put his hand into his pocket. He is going to take a key out of his pocket. He is going to put the key into the lock. (P: 25, how to teach grammar)

   Texts are very significant in learning a second language because it helps student to produce utterances and explain in the target language easily .It also help them to imagine what will happen by translating their ideas from L1 to L2 .

I.1.7. Grammar features in the text

   Many learners expect grammar to get some attention in a language course. Focusing on grammar features during intensive reading provides a good opportunity to satisfy this expectation and at the same time to deal with grammar in a meaningful context. Most of the following activities involve focusing on the grammar to get a clear interpretation of a

grammatically complex part of the text. The following principles should guide attention to grammar in intensive reading.

1. High frequency grammar items deserve sustained attention. In general, such items tend to be formally simple. That is, the shorter a grammatical feature, the more frequent it is likely to be. Although frequency information about grammatical features has been around for a long time (George, 1963), it is only recently that grammar descriptions have included such information (Biber, Johansson, Leech, Conrad and Finegan, 1999).

2. Low frequency grammatical features are best given attention as part of strategies for dealing with complicated grammatical features such as subordinate clauses, coordination, and complicated noun groups. All of the following activities in this section on grammar are strategy based.

For the part of speech activity, the teacher chooses words from the passage and writes them with their line numbers on the blackboard. The students find each word in the passage and say whether it is a noun, a verb, an adjective, or an adverb by writing n., v., adj., or adv. after it. The words chosen for this exercise are usually words that can be different parts of speech in different contexts. Being able to recognise the part of speech of a word in a given context has three values. First, when trying to guess the meaning of a word from the context, knowing the part of speech of the word will make sure that the meaning guessed is the same part of speech. Second, it makes looking up the word in a dictionary much easier because the meanings of words are usually classified according to the part of speech of the word. Third, if a sentence is difficult to understand, it might be because the learners are applying the wrong meaning or function to one or more of the words in the sentence. By checking the part of speech of the words the learners may be able to understand the sentence.(I.S.P.Nation.2009.P:40).

While reading a book the expert students look to grammar features because it is the right way to deal with grammar in meaningful context.

I.1.8. Avoiding errors

The following is a list of typical mistakes of grammar and syntax and grammar that you should look out for when checking what you have written. Tonya Trappe. 2005.P :25 illustrated the following :

Grammar mistakes	Corrected version
Nouns - They need more sellers. - I am the responsible of marketing - One of the best product was …	 - The need more sales people - I am responsible for marketing - One of the best products was …
Who/which/whom - The manager which looks after this … - It is the company who makes. - Whom is working with who?	 - The manager who looks after this .. - It is the company which makes . - Who is working with whom ?
Comparatives and superlatives - His results were worst than hers. - That is the better idea we could find. - It is the more important company in Britain.	 - His results were worse than hers. - That is the best idea we could find. - It is the most important company in Britain
Linking words - Neither the invoice or the order arrived . - There is no change despite of the new machine.	 - Neither the invoice nor the order arrived. - There is no change in spite of /despite the new machine.

Articles - The children are most affected by the advertising . - A document you requested has been sent. - I am accountant	- Children are most affected by advertising . - The document you requested has been sent - I am an accountant.
Modals - We said that you don't have to smoke in the canteen. - You must to show your badge on entry.	- We said that you must not smoke in the canteen . - You must show your badge on entry.
.**Gerunds and infinitives .** - We succeeded to decide … - We approve you to do it . - I would like to drive to the conference instead of to fly .	- - we succeeded in deciding - we approve of doing it . - I would like to drive to the conference instead of flying .

Table 01, grammar mistakes and corrected version

The table below shows some grammatical mistakes and errors that may the students face them when they are writing or speaking. Errors and mistakes emerged when the students do not respect and may be they did not grammar rules very well.

I.2.1. Definitions of Reading

Reading is essentially defined as an interactive process between reader and text. In fact, the reader actively interacts with the text in order to highlight the meaning. In other words, reading is the activity of recognizing words, decoding and understanding text. The meaning is built through a process that includes dynamic interactions between the background knowledge of the reader and the information contained in text, and the reading situation context (Dutcher, 1990). The writer. Grabe views reading as follows:

Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for   example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. (Grabe, 1991: 377).So that , The writer explain the term reading as a process of understanding where active students need to teach reading strategies more efficiently,

According to Urquhart and Weir (1998: 22):"Reading is the process of receiving and interpreting information encoded in language form via the medium of print". This means that the message that is brought through the text is decoded and interpreted by the vocabulary elements, grammatical points, and the rhetorical structure of the text. Moreover, Anderson (1999:1)views:"Reading is an active fluent process which involves the reader and the reading materials in building meaning". This means Reading is an effective process that includes fluent reader and reading materials to construct meaning.

Reading as a thinking process research has revealed that there is a strong link between reading and thinking as readers become massively strategic and metacognitive when they read. They use thinking as part of decision making in order to construct the final meaning (Pressley, 2009). From the above definitions we noticed that reading is a way to gather a variety of information, and it is a process to help the students to reduce mistakes and errors. Reading is very important because it makes students actively involved about different subjects and help them to rise their awareness.

I.2.2. SQ3R reading strategy

SQ3R is a reading strategy designed to help students improve their comprehension, memory, and efficiency in reading. Briefly, this strategy aims to familiarize students with the material for easier understanding and to illustrate the importance of active review so that information is stored not only in the short term memory, but also in the long term memory. A basic premise is that we remember information when it is connected to our emotions and when we can interconnect the ideas. Finally, this is an excellent strategy to cut down wasted reading time. Robinson, F. P. (1970) makes the following to involve students to read and understand what the writer talking about .

- **Survey**

 Read the objectives, introduction, bolded words, conclusion, summary, headings and subheadings, and the diagrams. This will give you a broad sense of the direction and scope of the topic and allow you to become familiarized with new terms. As you survey, activate any prior knowledge you have regarding the topic and show interest in the steps the authors take to reach their conclusions.

- **Question**

Formulate your own questions based on the information you have gathered at the pre reading stage: turn headings into questions, turn boldface or italicized phrases into questions, use the chapter's questions, and use course objectives to focus on particular ideas.

- **Read**

Read actively by underlining and marking in your text and by answering your questions. Mark your text and answer your questions using your own words rather than using the phrases in your text. Match your rate of reading with your comprehension level and slow down and/or reread if you do not understand.

- **Recite**

Recite, from memory as much as possible, the important points under each heading after you read a section. Out loud and in your own words, recite the key features of the topic and how it relates to previous sections. This recitation can be done by writing, but doing it aloud benefits auditory learners and takes less time.

- **Review**

Review immediately after reading a section. This should be relatively brief, not more than 5 minutes, and can encompass answering your questions and outlining sections out loud and from memory. To inhibit forgetting, try reviewing weekly, and every time you read another section, review the previous section in the same way.

SQ3R Make reading easy and enjoyable and decipher the codes that readers can find while reading .if the reader follow this strategy can store the information as long as possible because without a good technique to follow, there will be no benefit for reading.

I.2.3. Models of Reading

There was many researchers tried to illustrate the mechanisms, consequently certain processes established, they called them models .The term model may be defined as "a systematic set of guesses or predictions about a hidden process" (Davies, 1995, p.57).It refers to what is happening on the level of perception by the eyes and analysis by the brain during the process of reading, as well as certain policies and approaches to the teaching of reading.

I.2.3.1. Bottom up Model

This model appeared as a consequence of the development of Behaviorist Psychology in the 1950's, and in this perspective, reading is seen as a response (recognizing words) to stimuli (the printed words). In his studies, Gough (1972) established that reading starts at letter level since the reader is required to read letter by letter. Then, the reader moves to the next stage, which is recognizing the sounds corresponding to those letters, and their syntactic characteristics. The final stage is getting meaning (Davies, 1995)

The Bottom-up model presents meaning it is directly linked to the text (or Text-driven); meaning exists in the text and the reader is supposed simply to get this meaning. Anderson (1994) explains that this model considers textual meaning as the sum total of the meanings of words that build up clauses. This also means that the reader is not supposed to play an active role in the understanding process, such as using his/her previous knowledge about the topic of the passage, and about the world (Gough, 1972; LaBerge & Samuels, 1974).

One of the drawbacks of this model is that it minimizes the role of the reader; s/he is a passive decoder who identifies printed symbols and converts them into corresponding sounds. Besides, the Bottom-up model describes information flow as a series of stages that transforms the input and passes it to the next stage without any feedback, or possibility of later stages of the process to influence earlier stages (Stanovich, 1980).Nevertheless, there are weaknesses of this model, one of the them is to concentrate only in the confession of letters, words, phrases and neglect the role of understanding texts .In addition, The effort that the reader should be done to memorize the stages of the process,which would rather hinder the learners' performance.

I.2.3.2. Top-down Model

The Top-down model came to present the reading process just in a reverse sequence of processing presented in the Bottom up model. The Top-down model proposes that reading begins with predictions about meaning. It was first introduced by Kenneth S. Goodman and Frank Smith as an alternative to the Bottom-up model of reading. Goodman (1967), as cited in Carrell and Eisterhold (1983), and Smith (1994) define reading as the process of connecting information contained in the text with the amount of knowledge the reader brings to the act of reading.

Cornaire (1991) assumes that when someone begins reading a passage, they uses their background knowledge of the topic to have a broad idea about what the passage is about, and thus, the reader aims at understanding the content. Moreover, the Top-down model presents four essential cycles in the reading process; "optical, perceptual, syntactic and meaning" (Davies, 1995, p.61).The ultimate goal of this model is to focus on meaning during the process of reading because of its central importance. Goodman (1967), as cited

in Carrell and Eisterhold (1983), views reading as a "psycholinguistic guessing game" in which the reader attempts to rebuild the message aimed at by the writer, while for Smith (1975) the reading process is purposeful, selective, anticipatory and based on comprehension. This model gives to the learner an active role in the process of reading. In the top down model focus much more on prediction and it is seen as basic activity in reading.

I.2.3.3. Interactive model

Basicaly, this model is built on the principle that reading comprehension is based on the interaction of the two previous models. The Interactive Model was proposed in an attempt to present a model that would explain how readers use information from various sources at the same time during the reading process (Rumelhart, 1977). The Interactive model does not pre-select or expect any processing sequence, like in Bottom-up and Top-down models (Davies, 1995).Instead, reading is the process of relying on sources of information at the same time, but still selectively.

Rumelhart (1977) asserts that "a skilled reader must be able to make use of sensory, semantic and pragmatic information to accomplish his task. These various sources of information appear to interact in many complex ways during the process of reading" (pp.573-4). Nonetheless, Rumelhart (1977) does not clearly identify how different types of information from different sources cooperate in the reader's mind while reading.

I.2.4. Types of reading

Reading can be divided into two main types that may differ in purpose, level and height. These types are described according to ELT.

I.2.4.1. Extensive reading

Extensive reading fits into the meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.

Reading is a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

However, because of the nature of reading and learning from reading, a reading development program will benefit from careful planning and monitoring. There are two major language-based reasons for this. First, reading requires considerable knowledge and skill. This knowledge includes recognizing the letters and words of the language, having a large vocabulary and substantial grammatical and textual knowledge, being able to bring knowledge of the world to the reading task, and developing a degree of fluency with the reading skill. Second, learning through extensive reading is largely incidental learning, that is, the learners' attention is focused on the story not on items to learn. As a result, learning gains tend to be fragile and thus it is important to have quantity of input with substantial opportunities for vocabulary repetition.(I.S.P.Nation.2009.P:49-50).

This type plays a substantial role in learning a second language. It helps students to acquire a foreign language and rising their awareness of grammatical structures. In this respect, Hafiz and Tudor view:

" The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials,

will in the long run, produce a beneficial effect on the learners‟ command of L2 .”(Hafiz and Tudor, 1989:5). Simply, this means that the overall reading can be considered as an important strategy in language learning. In fact, it improves writing skills, and expands knowledge of vocabulary, and supports language proficiency rules. Certainly, this can occur through exposure to a range of lexical and grammatical and semantic features and text reading material.

In brief, no one can deny the fact that extensive reading enables learners to improve their language competence, progress in their reading ability become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning .

I.2.4.2. Intensive reading

Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence. Used on suitable texts and following useful principles, this can be a very useful procedure as long as it is only a part of the reading programme and is complemented by other language-focused learning and by extensive reading for language development and extensive reading for fluency development.

At its worst, intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. Such intensive reading usually involves translation and thus comprehension of the text. So, one goal of intensive reading may be comprehension of the text. The use of translation makes sure that learners understand, and when the learners do some of the translation themselves, it allows the teacher to check whether they understand.

Intensive reading may also have another goal and that is to determine what language features will get attention in the course. That is, the language features that are focused on in each text become the language syllabus for the course. This has several positive aspects.

First, the language features are set in the communicative context of a text. The text can baused to show how the language features contribute to the communicative purpose of the text and this can be good preparation for subsequent writing activities. Second, choosing features in this way is likely to avoid the interference between vocabulary items or grammatical features that can occur when topic-centred syllabus design is used. I.S.P.Nation.2009.P:25.

Intensive reading is a useful process, it can help students to grasp information and enriching their knowledge. It focuses on comprehension and understanding the text. Also, it contributes to the communicative purposes. Moreover, intensive reading is the key thatenable students to write and think easily.

I.2.4.3. Focuses in intensive reading

Intensive work on a reading text can focus on the following aspects.

. **1. Comprehension.** Intensive reading can aim at understanding a particular text.

2. Regular and irregular sound-spelling relations. This can be done through the teaching of phonics, through teaching spelling rules, and through reading aloud.

3. Vocabulary. Learners' attention can be drawn to useful words, and the underlying meaning and use of these words can be explained. Words from the text could be assigned for later study.

4. Grammar. Difficult grammatical features can be explained and analyzed.

5. Cohesion. Learners can practise interpreting what pronouns refer to in the text, what the conjunction relationships between sentences are, and how different words are used to refer to the same idea.

6. Information structure. Certain texts contain certain kinds of information. Newspaper reports, for example, can describe what happened, what led to the happening, what the likely effects will be, who was involved, and when and where it happened. Learners can be helped to identify these different kinds of information.

7. Genre features. The vocabulary, grammatical features, cohesive features and information all contribute to the communicative effect of a text. Intensive reading can focus on how the text achieves its communicative purpose through these features and what this communicative purpose is.

8. Strategies. Intensive reading can be used to help learners develop useful reading strategies. By working intensively on a text, learners can practise the steps in guessing from context, using a dictionary, simplifying difficult sentences and taking notes. They can also receive training in integrated packages of strategies.I.S.P.Nation.2009.P:29.

   The discussion and explanation of the text need not be done using the first language, but use of the first language makes explanation much easier. The effect of this teaching should be to get learners to actually learn specific features or to make them aware of these so that they notice them in future reading and thus have a greater chance of learning them later.

I.2.4.4.Features of a Good Intensive Reading Exercise

   Let us look at what a good reading exercise should do.

   1. A good reading exercise directs the learners' attention to features of the text that can be found in almost any text, or to strategies for dealing with any text, with the aim "to develop in the language learner the ability to comprehend texts, not to guide him to comprehension of a text" (Davies and Widdowson, 1974: 172). To put it another way, when learners study a reading text, we want them to gain knowledge that will help them to understand tomorrow's reading text. We want them to learn things that apply to all texts. We want them to gain knowledge of the language and ways of dealing with the language rather than an understanding of a particular message. If a reading exercise does not focus on generalisable features of a text, it does not provide much opportunity for any useful, cumulative learning to take place. This requirement is particularly important for teaching reading.

   2. A good reading exercise directs the learners' attention to the reading text. That is, the learners need to read the text or at least part of it in order to do the exercise. It is also important that some reading exercises require the learners to consider parts of the text in

relation to their wider context, that is, other parts of the text, and information from outside the text.

3. A good reading exercise provides the teacher and the learners with useful information about the learners' performance on the exercise. If the learners were not successful on some parts of the exercise, then they should be aware of what they have to learn in order to do the exercise successfully with another text. Also, the teacher can get guidance from the learners' performance to improve teaching. Good exercises provide useful feedback for the teacher and the learners. Also, if the teacher understands what an exercise is trying to teach, they can judge the value of the exercise according to what they think is important for teaching reading.

4. A good reading exercise is easy to make. Teachers have to choose texts suited to the particular needs of their learners, and if these texts do not have satisfactory exercises, the teachers must make their own. Often teachers may want the learners to work with a textbook that is used in another discipline they are studying, and so they will have to make their own exercises. This should require a minimum of skill and time. If the preparation of language teaching materials becomes the job only of experts, then language teachers will have lost the flexibility needed for successful teaching. I.S.P.Nation.2009.P:29.

Consequently , a good reading exercise focuses on items or strategies that apply to any text, requires the learners to read the text, provides useful feedback for the learners and the teacher, and is easy to make.

I.2.4.5.The Role of teaching exercises

The focus has been on language-focused learning activities that teach rather than just provide practice. Exercises that teach are used in the belief that through such teaching, learning will be faster and more sure. Such exercises have an obvious value where time is short or where learners have not succeeded in learning to read well by other methods. But these exercises are not a substitute for practice. It is very important that learners should have the opportunity to gain meaning-focused input through reading plenty of material that does not contain too many unknown or difficult items. This meaning-focused input material

provides the learners with experience in reading and allows them to apply what they have learned in other parts of the reading course. I.S.P.Nation.2009.P:48.

They should also have the opportunity to work with very easy material so that they can develop fluency in reading. Through Exercises the teacher can improve a good result and reduce any difficulties that the students may face.

I.2.5.Diagnosing problems

If a student have problems with reading, it is very useful to be able to see where the problems lie. As reading is a complex skill, there are many possible sources of difficulty. So if a student performs badly on a proficiency measure such as a cloze test or a comprehension test, it is useful to have a procedure which can be followed to find the reasons for the poor performance. There are four general principles that should be followed. First, diagnosing problems should be done on an individual basis. That is, diagnostic testing should be done with the teacher sitting next to the individual learner and carefully observing what happens. There are several reasons for this. If testing is done with the whole class, individual students may not give their best effort. In addition, a teacher needs to be able to observe what aspects of the diagnostic task are causing difficulty, and should be able to adjust the testing procedure during the process to get the best information about an individual's problems. Second, diagnosing problems should begin with the smallest units involved and go step by step to the larger units. From a reading perspective, this means starting with word identification, moving to vocabulary knowledge, then to comprehension of single sentences, and then to text comprehension and reading speed. The assumption behind this progression is that the various smaller units combine to contribute to the larger units. Third, as much as possible, learners should feel comfortable with and relaxed during diagnostic testing. This is a difficult principle to apply because in such testing it is obvious to the student that they are being evaluated in some way. The principle, however, can be applied by the teacher beginning with very easy tasks where the student can be successful, giving praise for effort and success, being friendly, and frequently taking small breaks to help the learner relax. Fourth, do not rely on only one test. Even where it seems obvious where the problem lies, use a different kind of test possibly at a different level of unit size

to double check. Decisions about a learner's level of skill can have far-reaching effects on their learning. It is worth spending time to get the best possible information.Nation.2009.P:80.

The role of the teacher is very important , students need his instructions and information's to help them to move on .He should guess suitable strategies in order to know the student's level easily and making tests for them to controle whether they are accommodate the information or not.

Conclusion

That chapter has described a wide range of techniques and strategies for improving learner's grammar and reading skill .Intensive reading provides valuable opportunities for learning .In other words, one of the teacher's most important jobs is to plan .So that , a course provides a properly balanced set of opportunities for learning .However ,all of these strategies and tasks need to help each other and be present in the course in the proper proportion ,so that students can have an effective range of usefull opportunities to learn the language and develop skill in its use .

Chapter two: Results and discussion

Introduction

The present study is about eliciting teachers and students' opinions about investigating the role of intensive reading strategy to develop students' grammar correctness. The researcher deigned a Questionnaire for students' and Interview for teachers .This chapter is devoted to the analysis of both teacher's interview and students' Questionnaire, than we will analyze the results and discuss the outcomes, in the final we will conclude with small conclusion to the chapter.

II.2.1. Students' questionnaire

Questionnaire is designed to students in order to see whether the intensive is a solution to reduce grammar mistakes and errors or not. A short questionnare have been making to 35 students chosen randomly from master one students of the department of English at Biskra University.

II.2.1.1. Administration of the questionnaire

The questionnaire was given to master one students of English .students took approximately 10 minutes to answer it .Thus , all the questionnaires were answered and handed back to the researcher .

II.2.1.2. Description of the questionnaire

This questionnaire is largely conceptualized based on review of literature described in the theoretical part of the present research. The questionnaire is easy to answer anyone can do it .It contains of 15 questions divided into two sections, the researcher have mainly used MCQ multiple choice questions and closed ended questions because they are easy to answer . Also, the researcher have used questions in the form of explanation as 'please justify' or 'justify your answer'. The questionnaire did not include open ended questions because the students may not answer unless by some of proficient one.

II.2.1.3. Analysis of student's questionnaire

The questionnaire of students is divided into two sections. Section one is about grammar skill and section two is reading skill.

Section one: Grammar skill

Question 1

Q01: Do you think your level in grammar is?

| A - excellent | B - good | C - average | D - poor |

level	Number of students	percentage
Excellent	0	0%
Good	26	74%
Average	09	26%
poor	0	0%

Table. 2 .1.students' level in grammar

From the figure we can notice that student are their levels mostly good because 74% the results shown that .In the other hand, 26% of students their levels are average , Moreover, the answers of students is limited between good and average ,and no one said his level is excellent or poor .

Q02: Do you think learning grammar can be?

| A –an interesting activity | B – Compulsory activity | C–boring activity |

Learning grammar	Number of students	percentages
-An interesting activity	17	49%
-Compulsory activity	16	46%
-boring activity	02	6%

Table .2.2. Students' perception about learning grammar

As the table shows , 17 students said that grammar is an interesting activity by justifying their answers that grammar is very important , whereas 16 students said that grammar is compulsory activity and only two of them said that grammar is a boring a skill and no need to study it .

Only two students express that grammar is a boring activity because they see no need to learn grammar at the beginning of their studies because they are not able to memorize rules about a new language that they have only some hints about it. Others state that they fear correcting their errors and suffer a lot from the grammatical rules exceptions because they are not able to master them at the present time and level.

Q03: Which skills do you improve through grammar activities?

| A –speaking | B–reading | C–writing | D–listening |

option	N	Percentages
A	11	31%
B	12	34%
C	12	34%
D	0	0%
Total	35	100%

Table .2.3. How the students improve their grammar

 We notice that students chose more writing and reading , and they see that grammar rules help them in writing and speaking ,and no one said that grammar help them to develop their listening skill. As show in the results the greater rate writing contains 57% students. However, 31% of students said through grammar rules we can develop our reading abilities; they see that grammar lesson is very useful and help them in improving their reading skill.

Q 04: Do you learn grammar better when the teacher?

A – a- does not give the rule, but guides you to get the rule by yourself

B – Gives the rules, explain it then gives the activities

C – Combines the two methods

Learning grammar	N° of students	percentages
A	04	11,42%
B	15	42,85%
C	16	45,71%
total	35	100%

Table: 2.4. The role of teacher in teaching grammar

The results show16 of students said that learning grammar can be better when the teacher gives the rules and explain it with activities. They are totaly right because through exercises the rules will be fixed in the brain. Theyprefer the deductive teaching, where teachers provide in-depth explanation to the target rules as a first step, then allow their learners to practice the rules in order to make them memorize. The other students said that combine the two method in learning grammar is better deductively and inductively 15 of students confirm that, and the remaining group contains a (04) students their answers when the teacher does not give the rules. This type of learners prefer to manipulate language and explore it by themselves.

Q 05: Do you often think that you know most of grammar rules, but you still make mistakes?

A –Yes   B–No

Option	N°	%
Yes	29	83
No	06	17

Table .2.5. Students' mistakes in grammar

Approximately, the majority of students still make grammar mistakes and errors .The ratio show that 83% said yes, and most of students claim that their grammar mistakes should be corrected whether in spoken or written forms this refer to what Students think that when their mistakes are corrected, this will give them another chance to practice the rules as well as it will enhance their level. Others assume that teachers "corrections make them conscious about their errors in order not to commit them next time.

Q 06: Should teachers correct all your grammatical mistakes?

A –Yes   B–No

If yes justify ………………………………………….

option	Number of students	percentages
Yes	20	57%
No	15	43%

Table .2.6. The continuity of making mistakes

Concerning this question the students still making miskes even they know the grammar rules some of them report that their failure is due to their rare revision of lessons which lead to forgetting most of the rules. Others think that grammar rules are difficult and confused and they are not able to distinguish between them. Other students claim that they have no time devoted to practice these rules in daily conversation; therefore, they are exposed to lose them easily. Other students inform that they do not understand the teachers" explanation all the time.

Q 07: Grammar terminology is difficult to remember.

A –Yes   B–No

If "Yes", please, explain why …………………………………

option	N	%
Yes	09	26%
No	26	74%

Table 2.7. Students opinion about grammar terminologie

As the result show that the majority of students said that grammar terminologies is easy to acquire it, and there are no difficulties to memorize it. 74% of students said NO and no problems in acquiring grammar rules, and the remaining one said there are some difficulties. The views of students is different from one student to another ; those whom said is difficult may be emerged by the lack of practice of grammar rules and they learning it by heart that's why consider it is very hard .

Q08: Do you think that if you read a lot, grammar rules will be mastered?

A –Yes   B–No

Option	N°	%
Yes	31	89%
No	04	11%
Total	35	100%

Table .2. 8. Students perception about learning grammar by reading

The results show that 89% of students said that grammar rules can be mastered and easy to memorize; the remaining student said NO and justifying their answers by it is difficult to remember .The role of reading is very important in learning grammar rules .if the student are good readers and they make it as a habit; consequently, the errors will be reduced. Some of them report that their failure is due to their rare revision of lessons, and reading books especially outside classes which lead to forgetting most of the rules.

Q09: When you are writing, you take into consideration grammar, when you:

A – Start writing your ideas on the rough paper.

B – Have finished writing down your ideas on the rough paper.

C – Start writing the final version.

D – Are revising your final version.

option	N°	%
A	04	12
B	11	31
C	13	37
D	07	20
Total	35	100

Table.2.9. Students' Focus on Grammar during the Process of Writing

From the results shown in the table, the greater rate is C they think about grammar when they start wring the final version and they make it the most appropriate step. The other students 31% think about grammar when they finished down their ideas on rough paper; 20% after revising the final version they think about grammar; and the remaining one take into account the grammatical aspect when they begin to write down their ideas on the rough paper.

Section two: the place of grammar in reading skill

Q01. Do you like reading?

| A –lot | | B–a little | | C–not at all |

Option	N	Percentages
A	14	40%
B	17	49%
C	04	11%

Table.2.10....Students'views about reading

From this question we obtain the result as follows: when we asked 25 students if they like reading a lot 14 students chose it that give us the 40% of the whole students, when we put a little 17 student chose it which give us49% of the whole student not at all 04of the whole students chose it which gives us the percentage of 11%hat is to said that the majority of students read among our students read a little .Moreover, we notice that there was a lack of reading among students.

Q02. How often do you read?

A –frequently	B–sometimes	C–rarely

Option	N	%
A	12	34
B	13	37
C	10	29

Table .2.11.Freauency in reading of English

From the above results we notice that 12 students read frequenly and this is good for them to enriching their conscious and their knowledge , whereas 13 students sometimes they read and it is the greater rate .the remaining one contains 10 students did not like reading. In short, some students still did not know about the significance of reading.

Q03. When do you read?

A –only in the class	B – only during my free time	C–rarely

option	N	%
A	03	9%
B	25	71%
C	07	20%

Table .2.12.when they read

As the figure show that the greater rate is when the students have free time, it contains 25 students and it is the majority of them .However, 3 students only in the class and the remaining one they rare to read .Consequently, the majority of them the become aware about the importance of reading.

Q04. How would you classify the following reason for reading outside the class? According to their importance.

A – When the teacher ask me

B – You want to learn new rules and vocabularies.

C – For bonus marks since reading is part of class assignment

D – In order to increase your way of thinking

option	N	%
A	05	14
B	10	29
C	11	31
D	09	26

Table.2.13. The causes of reading

We notice from the figure and the table that 11 students they read for bonus marks since reading is part of class assignment, and 10 of students they read to develop their grammar and to enrich their vocabularies; they see that reading is the suitable solution to develop their languge. 09 students from the whole they read to increase their knowldege and the rest of them they did not take care about reading and read only when the teacher oblige them .Consequently, lack of reading is very harmful for them but we notice that there are progression among students.

Q05. How often do you read without being asked?

A – Frequently   B – Always   C – Sometimes   D – Never

Option	N°	%
A	09	26
B	05	14
C	18	51
D	03	9

Table .2.14. The frequency of reading without being asked

The table above present that the majority of students sometimes they read without being asked (51%) that is mean that they need to be motivate. others (26%) they read frequently

and the 5 of them always they read and make it as habit, whereas the rest they never read and they are unmotivated students.

Q06. When you read English books which difficulties do you face?

A – Difficulties of understanding text

B – Difficulties about vocabularies and verbs

C – Other difficulties

Option	N°	%
A	09	25
B	26	74
C	0	0

Table.2.15. the difficulties in reading an English book

The results show that the greater rate 26 students said that they found difficulties about vocabularies and verbs , and 9 of students they face difficulties of understanding text and the general idea from it. In general, they suffer from the familiarity with both text and vocabulary.

II.2.4. Discussion of the student's Questionnaire

The general results that we obtained through this questionnaire are as follow: the students of master one of university of Biskra don't care about reading skill at all. This result is clear because the results show that they sometimes read, but there are some excellent students who care about reading to build their background knowledge. Also they don't care about the reading outside the class this means that they don't have desire to read and only read in their free times. So that, they are poor readers that's why they make grammar mistakes and errors and still suffering to express their ideas .Also, they suffer from the misunderstanding of text and topics they cannot be familiar with it. In general, grammar mistakes and errors emerged by the lack of intensive reading lead to some problems in

writing, because writing skill developed when they take care about reading skill especially outside classes.

II.2.5. Description of the teachers' interview

The interview was given to four teachers at the university of Mouhamed kheider Biskra but we didn't contact all the teachers because the majority of them they are not helpful for that we collected only four. We hope that those four teacher's interview will help us to suggest the purpose of this research about their point of views in general in both grammar and intensive reading skill.

Teachers' academic degrees

English teachers of Mohamed Kheider University of Biskra differ widely in terms of academic degree. Two of the teachers is MCA whereas the two others are preparing their PHD.

Part one:

Q 01. Do you agree that grammar skills reflect the real achievement levels of English students of BISKRA University?

The teachers' perception about this question is that every student should master grammar because when they commit grammatical mistakes and errors, it affects negatively the outcomes and his English whether in writing or speaking will be destroyed. Also, the other teacher said that grammar is back bound and the core of language ,if someone does not have good grammar is big problem .However, another teacher said that Grammar must be taught with different ways and it is not enough; it means that we must integrate the four skills in order to be proficient students .For example, when we deal to Wr .EXP courses we cannot focus only on grammar but with other patterns of language .whereas ,another professor said that his agreement about the rules of language skills reflect the true levels of achievement for students of English because grammar it one of the features of good language user .

Q02.In written expression courses, do you find opportunities to focus on grammar?

All the teachers they found opportunities to focus not only on the structure of the sentences but they are going to analyze and take into consideration all the mistakes whether related to grammar, syntactic or semantics aspects of the language. So that, it is necessary that all the teachers should focus on grammar. Obviously , someone who have good writing he master the language , simply he is good in grammar .However, another teacher said that during written expression courses they concentrate on the form , the function , the organization and the content of the aspects of the language , but when they feel that the students do not know how to use grammatical rules the teachers move to another techniques and strategies such as the guidance of writing , then free writing in order to explore more the mistakes of students .During written expression courses students most of the time focus on writing because they have prior knowledge about the topic. Consequently, mistakes emerged because of the students do not care about reading especially intensive one, and always the teachers recommend students to do intensive reading to avoid grammatical errors and mistakes unconsciously . Moreover, every student should focus on grammar because it is one of the main characteristics of good writer.

Q03. Do your students have problems in using the rules?

The teachers said 'yes' the students still make grammar mistakes cause of their lack of reading, this will make their writing and speaking full of mistakes and confusing .So that, the language they use will be not clear . Especially in tenses they still make mistakes and do not know in which context they use the appropriate tense. Grammatical rules can change differently, the more you read intensive or extensive reading you will explore more about how to use rules correctly.

Q04. What further ideas do you suggest to enhance your students grammar acquisition?

One of the teachers insist about the obligation of intensive reading .When they read, they are going to accumulate structures .In addition, students should highly selective and read only to highly quality and do not read for anyone .Books and articles are evaluated by

experts, this make them avoid mistakes unconsciously .The other teacher said that the grammatical rules cannot be memorized. the best way of teaching grammar rules is not to teach the students definitions of verbs, adjectives or adverbs but let them to explore it from a passage or short story after that they will compare about what they have learnt before and finally, they are going to apply in speaking or writing .Ultimately, much practice and reading should be exist in order to avoid any kind of mistakes.

Part two:

Q01. What techniques and strategies do you use in teaching reading?

One of the teachers said that every time we have to vary strategies and techniques because the more you vary the more you want students to be good in language .The other teacher prefer his students to read short stories because helps them to use less words to convey meaning .Students get bored of reading long novels , articles especially master students .Short stories helps them to write academically and avoid value judgments , and rely on studies not opinions .However, another teacher recommend students to read chapters and reviews .whereas, another professor said that they do not have reading skills in a curriculum , so they just try to give opportunities to students to read during the session .

Q02. Do you advise your learners to do intensive reading?

A –Yes   B –No

If yes, what types of material, do you recommend?

Every time teachers advise their students to do intensive reading, even they are on the bus they can take their mobiles to read especially topics related to their field. Obviously, teachers urge students to read intensively because without reading they cannot be good users of foreign language. Intensive reading help students to explore more about the lesson it self .Most of them recommend their students to read short stories.

Q03. Would you agree if your department sets an intensive reading program?

> A –Yes   B –No

In both cases justify your answer

All of the teachers agree of this idea because the problem they have that the students do not read , So they obliged to read intensively .Due to a lot of readings , the students will extend their knowledge about topics being studied and intensive reading help to reduce grammar mistakes .Intensive reading helps to develop the spirit of competition among students . Also, it improves their knowledge and style .In Europe, they have time of reading, and the students supervised by their teachers and discuss about topic in order to gain more vocabularies and proficiency.

Q04. What are the language learning benefits of intensive reading?

Intensive reading is for getting information about something or doing a research, so we consider that intensive reading like a must. It can improve grammar, vocabulary, listening, speaking and all the language competences.

II.2.5.1. Discussion of teachers' interview

We totally agree with the professors because grammar is the basis of language. In section one ,teachers cannot deny the role of the other patterns of language but grammar is very important and reflect the real level of students .In addition, grammar skills should be mastered in order to speak and write well and to express our thoughts and convey the meaning in a clear and obvious way .In section two ,teachers mainly recommend their students to do intensive reading in order to get more information about the subject it self , and they know what it is the role of it to reduce grammar mistakes and errors .Intensive reading activities are needed , to become more aware and to comprehend what the text is affirm as ,and to develop more literacy skills .Nevertheless, teachers said that intensive reading help students to gain more fluency , grammar and vocabulary. In the other hand, the teachers agree with the idea to set intensive reading as module to encourage students'

level, since it becomes mandatory every students read to gain scores and at the same time their level will be risen. An intensive reading approach is crucial and important in the teaching of reading as an essential language skill. In fact, it includes an explicit instruction and deals with more detailed comprehension strategies. Its practice focuses on vocabulary knowledge, patterns of text organization, and texts genres and types.

Conclusion

In short, the actual thesis reveals that both students and teachers recognize the importance of intensive reading strategy to develop their grammar, writing and speaking skill. It is concluded from the overall agreement that intensive reading is significant in developing speaking/ writing skills without making the common mistakes in grammar. This expectation is proved via questioning the effectiveness of intensive reading to enhance students' grammar with master one students. The correlation between two variables is positive. It means that when students' reading level is increased, their grammar will increase. On the whole, the qualitative method used for data collection is statistically analyzed. Moreover, the teachers insist about the role of intensive reading to enhance students' grammar , writing and speaking skill because the lack of reading hinder our students to write grammar effectively and efficiently .

Recommendations

Considering the role that intensive reading plays to enrich students' grammar as result to improve EFL students whether in writing or speaking we propose some recommendations depending on the results of the students' questionnaire and the interview of teachers.

❖ Grammar should be taught in an organized and sophisticated manner in order to make learners more investigative and reflective in exploiting their cognitive processes.

❖ The students should be aware about the significance of intensive reading to develop their grammar, vocabulary and writing skill.

❖ Every student should encourage himself to read because it is implicitly in the program.

❖ Teachers should think about how to correct students' errors to make them consciously aware of their grammatical mistakes in order to reduce the level of errors and make students more confident.

❖ The role of the teachers should not be only about the encouragement of students to read, it is better to make it obligatory.

❖ Teachers should give students the opportunity to use the acquired grammatical items through intensive practices. From one hand, intensive practices ameliorate students' abilities in using a correct grammar while writing or speaking .In addition students become aware about the various use of one grammar pattern because integrative grammar is based on meaning

General conclusion

Intensive reading is one of the most important recent interests' strategy in language; it is considered as an important technique that effect on the development of grammar, thus many researches proposed different ways for improving student's ability in grammar. The present study aims to prove enhancing grammar acquisition via intensive reading affect the improvement of EFL learner's writing and speaking skill .It seeks to elicit the student's and teacher's awareness of reading, writing and speaking hence the study hypothesizes. If the students have the desire to read inside and outside class his level in grammar will be increased, so the teacher should always urge his students to read intensively because it affects their writing and speaking skill.

The first chapter introduces theoretical background which is split in to tow sections A and B. The first section about grammar its definition, its types also it include the important of techniques and how grammar to be taught , and some difficulties and deficiencies in grammar that the students still make it in their writing and speaking skill The second section is about reading skill in general and intensive reading in specific ,it contains the definitions of reading, the approach of teaching reading .Also, we discuss the importance of the intensive reading and its connection with grammar .

The second chapter is the practical part of this study. Its ultimate goal is to test the two research hypotheses. It investigates the enhancing grammar acquisition via intensive reading to improve EFL students' writing and speaking skill through an analysis of students' questionnaire and teachers' interview, the two tool aims at finding out both, students and teachers views about the present study and split a considerable light about the effect of intensive reading to develop students' grammar. The results of the study reveal that both teachers and students are aware of intensive reading-grammar relationship .Moreover, the role of the teacher is very important and the results show the effect of intensive reading on students' grammar. The results obtained our hypotheses; thus, we come to realize the important role intensive reading play to produce correct grammar as result developing students 'ability in writing and speaking skill.

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Appendix one

Student's questionnaire

Hello every one !

It is a great pleasure for me to have this great opportunity to ask on this important subject, which concerns us all because of its great impact on the lives of the individual and society .We direct this questionnaire to investigate the role of intensive reading strategy to develop student's grammar correctness.

Would you please circle the right answer.

SEGUENI Djouhaina

1. Section one grammar

Q01: Do you think your level in grammar is?

a- excellent	b- Good	c- Average	d- Poor

Q02: Do you think learning grammar can be?

a-an interesting activity	b-compulsory activity	c-boring activity

Q03: Which skills do you improve through grammar activities?

a- speaking	b- reading	c- writing	d- listening

Q 04: Do you learn grammar better when the teacher?

a- does not give the rule, but guides you to get the rule by yourself
b- Gives the rules, explain it then gives the activities
c- Combines the two methods

Q 05: Do you often think that you know most of grammar rules, but you still

make mistakes?

- Yes   No

Q 06: Should teachers correct all your grammatical mistakes?

a-Yes   b-No

if yes, justify

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Q 07 :Grammar terminology is difficult to remember.

a-Yes   b-No

If "Yes", please, explain why……………………………….. ………………………………….

Q08: Do you think that if you are you read a lot, grammar rules will be mastered?

a-yes   b-No

Q09: When you are writing, you take into consideration grammar, when you:

a-Start writing your ideas on the rough paper.
b-Have finished writing down your ideas on the rough paper.
c-Start writing the final version.
d-Are revising your final version.

Section two: reading skill

Q01. Do you like reading?

A. lot   B. a little   C. not at all

Q02. How often do you read?

A. frequently   B. sometimes   C. rarely

Q03. When do you read?

A. only in the class   C. rarely

B. only during my free
time

Q04. How would you classify the following reason for reading outside the class?

According to their importance.

A. when the teacher ask me
B .you want to learn new rules and vocabularies.
C. for bonus marks since reading is part of class assignment
D .in order to increase your way of thinking

Q05. How often do you read without being asked?

A .frequently

B. always

C. sometimes

D. never

Q06. When you read English books which difficulties do you face?

A. difficulties of understanding text
B. difficulties about vocabularies and verbs
C. other difficulties

Thank you for your contribution*-*

Appendix two

Teacher's interview

Dear teachers

I am currently conducting a Master research in EFL at the university of Biskra. This research attempts to clarify the role of intensive reading strategy to develop student's grammar correctness .It tries to explain how reading can develop grammar ,writing and speaking .Also , the study aims to seek the various techniques and methods that help teachers use intensive reading as teaching learning process to increase learners results .

This interview is designrd to gother evidences about my research topic and you are kindly requested to answer the questions and to give your opinions about my topic .

I appreciate your contribution

Teacher's information

Grade:………………………………………………………………..

Part one:

Q 01. Do you agree that grammar skills reflect the real achievement levels of English students of BISKRA University?

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Q02. In written expression courses, do you find opportunities to focus on grammar?

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Q03. Do your students have problems in using the rules?

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Q04. What further ideas do you suggest to enhance your students grammar

acquisition?

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Part two :

Q01. What techniques and strategies do you use in teaching reading?

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Q02. Do you advise your learners to do intensive reading?

A-yes   B-No

   If yes, what types of material, do you recommend?

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Q03. Would you agree if your department sets an intensive reading programme ?

A –yes   b-no

In both cases justify your answer

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Q04. What are the language learning benefits of intensive reading?.

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الملخص

تحاول هذه الدراسة استكشاف دور استراتيجية القراءة المكثفة لتطوير صحة قواعد اللغوية لدي الطلاب. ومع ذلك، فإن البحث يهتم بشكل خاص بحقيقة أن طلابنا لا يزالون يرتكبون أخطاء نحوية، ولا يزالون يواجهون مشاكل في تطبيق القواعد على مهامهم اليومية بنجاح. ، يهدف البحث الحالي إلى تسليط الضوء على الأسباب وراء فشل طالب اللغة الاجنبية في استخدام معرفتهم لقواعد اللغة للتواصل والكتابة بشكل فعال. أجريت الدراسة في جامعة محمد خضر في بسكرة. نفترض أنه إذا قرأ هؤلاء الطلاب بشكل مكثف سيتم تطوير قواعدهم، فسيكونون قادرين على استخدام قواعد اللغة بشكل أكثر فعالية وتطبيقها بشكل مناسب. للتحقق من الفرضية المذكورة أعلاه ، يتم استخدام استبيان لجمع البيانات حول مقدار استخدام الطلاب لاستراتيجيات القراءة المكثفة لتطوير مستواهم في القواعد. وأظهرت العلاقة بين المتغيرين (القراءة المكثفة والقواعد النحوية) نتائج مهمة للغاية.الحل الامثل لتحسين مستوى طلبة في القواعد هو جعل القراءة المكثفة اجبارية في المنهاج الدراسي مما يحفز الطلبة لنيل درجات اعلى و في نفس الوقت يرفع من من المستوى اللغوي لديهم .