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On: THE IMPORTANCE OF BOOK REVIEW ON ENHANCING EFL LEARNER'S WRITING SKILLS
CASE OF THIRD YEAR STUDENTS OF THE ENGLISH DEPARTMENT AT MOHAMED KHIDER UNIVERSITY OF BISKRA

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Dedication

I dedicate this work for my dear parents FATIMA and DJAMAL

My beloved sisters KHAOULA, RABAB and HADJER

My little brother ….My big hero TAHA

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This thesis could not have been completed without the help of my teacher and supervisor Professor REZIG BETKA NADIA to whom I would like to express my sincere thanks , I am grateful for her encouragement , insight advice ,support and patience .

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Abstract

Reading and writing are the basic skills that should be mastered by EFL learners. the technique of writing book review combines both skills because it is related to reading at the one hand and to writing at the other, the first step for writing a book review is reading the book and then evaluate it

Reading is considered as an essential component of ELT and functions as a crucial element to develop language writing, in fact , researchers have revealed that there are strong links between effective reading and language literacy this study aims at describing and investigating the effect of the use of book review method on developing students' writing skill ,the aim then is to decide whether the students' writing skill would be improved when teachers use the book review method.

To reach such an aim we have analyzed students' questionnaire to determine about the effectiveness of the method used in teaching, writing at the department of English in Biskra.. As a result ,the study' findings proved that if the reading and writing teaching is handled with care through the use of the method of book review in class, the writing problems among students will be reduced .At the end it is highly recommended for teachers to use the book review method to enhance both reading and writing skills among EFL language students.

Key words :

Book review, reading, writing, summarizing, evaluation

List of Abbreviations and Acronyms

EFL : English foreign language

ESL : English second language

ELT: English language teaching

L1: first language

L2: second language

% :percentage

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General

Introduction

1-BACKGROUND OF THE STUDY:

The four skills of learning a foreign language are essential for English foreign language learners , where reading and writing are for language literacy whereas listening and speaking are for language oracy , the mastery of both skills could cause a high degree of language performance to language learners . it is known that English foreign language learners tend to learn speaking and listening faster than reading and writing . at the university of Mohammed Kheider it is remarkable that students at the English division face problems with language literacy . language literacy conveys broader scope then the ability to read and to write ,it is related also to critical thinking and the learner knowledge or background . therefore ; it is known as transitive term ;because of its relation to various disciplines such as culture and discourse . reading is not an act of acquiring information but it is the act of interpreting and analyzing of ideas , therefore , language scholars usually relate the skills of reading and writing and consider them as interrelated skills . students at the English division at the university of Mohammed Kheider study the module of written expression during the three years ; however , EFL learners still face difficulties in the latter skills , because language is more than a combination of symbols which is used for interaction or communication , but a way for transferring a message which explains a group of thoughts or ideas . written text can express a group of thought or ideas . written text can express more than ideas but it can go beyond ideas but it can go beyond the linguistic text to transfer other dimensions such as culture ..psychology and build a relationship between reader, writer and written text . thus ; the process of learning English as a foreign language should be guided with a well prepared curriculum especially for those skills that develop the language literacy of EFL student's . an effective and tentative method is going to be presented and studied in the following work to help both EFL teachers and learners to develop a high competence on EFL writing .

2-Statement of the problem:

Reading and writing skills have a great importance on the EFL learning process , but due to their difficulty students always face problems when it comes to mastering those production skills . students at the English division at the university of Mohammed Kheider tend to find difficulties on both skills which lead to the following questions: is it because of the curriculum? Or because students do not read?, so what is the aim of filling our universities with books which students do not use or read until they are old fashioned and dusty ?. however; students at this university study the module of written expression at all years , teachers also use the methods that encourage reading; however , the problem of language literacy still exists . to master the skill of writing EFL learners should go through an intensive reading process than they may perform better in the writing process . reading and writing are not just acts of coding and decoding ideas therefore the process of learning them should be guided and well developed than the other skills. hence English language scholars suggested many methods to enhance EFL learners language literacy. book review is one of those known and beneficial strategies which is used to reduce such problems , thus ; the following work gives an intensive study about the use of writing book reviews on enhancing EFL writing skills .

3-Research questions:

Q1-How could EFL learners develop their writing skills?

Q2-Are there any methods to make students engage on the reading process?

Q3-What is the most appropriate suggestive way to motivate student's reading?

Q4- how can bookreviews contribute in the development of EFL learners' writing skills?

4-Research hypothesis

If EFL students are initiated through producing book reviews all the yearlong their writing skills will be improved.

Book review has a great contribution on motivating students to engage on the

Process of reading

5-Aims of the study:

The present study aim is to shed the light on the Importance of book review to Improve students' writing skills, it also aims to guide students and teachers to know the correct way of writing and using this method(book review) , moreover; our work targets a specific problem to make future students aware of the Importance of reading books on the learning process.

6-Research methodology

As it has been mentioned before that this study aims to shed the light on the importance of the use of book review as a method for enhancing EFL writing skills.thus;this research is descriptive innature that focuses on mixed –method. we have two variables the independent and the dependent variable. our sample is a group of English third year students at the university of MOHAMMED KHEIDER BISKRA which consist of 35 students , our data gathering tool is semi-structured questionnaire . at the end of this study we will discuss the obtained results of the student's questionnaire.

7-structure of the research

 The present research will be divided into three main chapters . chapter one and two will be devoted to the literature review whereas chapter three will be about the analysis of the results obtained from the questionnaire

The first chapter will be divided into two main parts the first part about reading whereas the second part will be about the method of book review, it will include definition of reading , features of engagement in reading such as social interaction , knowledge growth , strategies used and reading motivation , whereas the second chapter is about the method of book review

its definition , historical background ,its importance and types than we are going to deal with the methodology of writing book reviews and its relation to social media and finally we are going to discuss how teachers can use the method of book review to teach writing .

In the second chapter of the literary review, the second variable which is writing skill will be discussed starting from its definition , components and relationship to other skills after that we tried to explain its relation to other approaches than we have explained the different stages of the writing process and its different types

Finally, the last chapter of this research will be devoted to the theoretical part and the analysis of the obtained findings.

Chapter One:

1.1 Definition of reading

Reading is a complex thinking process that is needed by EFL learners because it is considered as a crucial language skill ;therefore, EFL learners need to read in extensive way to Improve their language competence , According to Urquhart and weir (1998,p 22) :" reading is the process of reading and interpreting information encoded in language from via the medium of print " which means that reading is the process of decoding and interpreting the signs and thoughts that has been encoded by the writer, thus, reading is a way of communication between the reader and the writer

Reading is defined as "the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills , cognitive skill , and knowledge of the world (albert.j.et al as cited in thao le thanh , 2010)

In very similar view ,Goodmann(1988) defined reading as "the process which requires readers to make the interpretation of graphic signs , delineates reading in a variety of ways , i.e. matching sounds to letters " (p,11-12). In a word, reading is the cognitive process which allows social interaction

1.2 Strategies for engaged reading:

Engaged readers use a wide range of strategies. using prior knowledge and posing questions as they explore their environment , engaged readers are involved in a process of searching, they read multiple texts , examine a variety of documents , and extract critical details (Guthrie,weber, & kimmerly,1993), as engaged readers succeed in searching , they use strategies for integrating information (Dole, Duffy, Roehler ,
Society has a major role in engaging students to read such as reading by Imitation , social media , book clubs , and public libraries may encourage students to read as well and share their reading story with others so they give them an inspiration and well to read more and to become a good reader or book wormer as they say

1.3 Features of engagement in reading

1.3.1 Knowledge growth:

Reading is one of the primary mechanisms by which we exercise our intellectual faculties and increase our knowledge of the world (e.g., stanovich,1993;stanovich&Cunningham,1993),

By reading people can grow and widen their knowledge reading also gives a new and vast spaces of thinking and Imagination therefore reading is considered as crucial skill for learners.

1.3.2 Strategies use

The purpose of reading is to understand , and it is through the active engagement of the reader with the text that comprehension is most likely to occur (Block and duffy , 2008)language learners use different skills to understand the written text but the most important is to relate the new ideas with the background knowledge than the reader needs to start the analysis of the ideas as well as to apply the critical thinking on the writer ideas and opinions , (Pressly 2002) approve this opinion by his saying "the skilled reader engages with text by using prior knowledge, asking questions , making inferences, monitoring understanding , and determining the Importance of what is read". An engaged reader also reflects on what has been read and applies ideas from the reading to new situations and other texts" (Fox&Alexander,2008), the reader process goes through three main steps before reading while reading and after reading By being actively engaged before, during and after you read required texts , you will be able to prepare to read ,think while reading , and reflect on what you have read , these active engagement strategies are important for elementary, middle, and high school students, however, even college-age or adult readers can benefit from applying them to their own reading (Nist&simpson,200a) by applying the latter active reading strategies the reader can benefit more from his reading since he can expect a good understanding of the text being read .

1.3.3 Reading motivation:

Guthrie and wigfield (2002,p.405)propose that " *reading motivation is the individual's personal goal's, values , and beliefs with regard to the topics, processes, and outcomes of reading".*
Motivation to reading is the most important element that helps language learner to engage on the process of reading and learning and make it daily habit or a lifelong hobby;

Paris and carpenter(2004) argue that this feature in reading motivation has to do with the nature of motivation as " a difficult psychological construct to define and measure , and consequently there is no single way to view or asses children's motivation for reading "(p.78). hence reading has a major Importance whether it is in the first language or the second or foreign language because it gives the reader the opportunity to see how native speakers use the language and how they reflect different aspects of their culture and express their feelings and their thoughts,

he reader to extract meaning from the written text.

1.4 Teaching reading:

1.4.1 The bottom up model:

The bottom up model is a reading model it has been defined in the British council website as follow " bottom-up processing happens when someone tries to understand language by looking at individual meanings or grammatical characteristics of the most basic units of the text (e.g. sounds for a listening or words for a reading)   (bottom up,2021); which means that the bottom up model is concerned with detailed parts of the language and their grammatical characteristics in order to understand the meaning.

1.4.2 The top down model

Reading is among the most important elements that the students need , but through time and with new generation the method of teaching has been changing too , the top down model in a modern teaching model where the emphasis focuses on the student and his brain

rather than the small linguistic element as the bottom up model do ,'' the top down model is suited for dealing with explicit knowledge, but not tacit knowledge ,while the reverse holds true for the bottom-up model ''(Nonaka &Takeuchi1996 ,p.240)

1.4.3 The interactive model

The formation of the term interactive reading for the reason that it combines both the top-down model and the bottom up model , '' an interactive reading model attempts combine the valid insights of bottom-up and top-down models .,it attempts to take into account the strong points of the bottom-up and top –down models , and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading today . (McCormick, T.1988)

That is to say that language learner can understand the meaning at first by recognizing the linguistic items which means by applying the bottom-up model , then the reader need to use his background information which means top-down model in a word good readers can understand the meaning by applying both models to obtain the interactive meaning.

1.5 Types of reading:

There are two main types of reading, extensive and intensive reading each one of them has its importance and feedback for the language learner as follow:

1.5.1 Extensive reading:

   extensive reading is generally known as free reading or pleasure reading since it is the act of reading outside the classroom as a voluntarily reading which aims to have a final understanding for the book or the material that had been read. according to (carrel & carson,1997) ,'' extensive reading involves : rapid and long reading of large amounts of material including books and novels" .Extensive reading expands a person's perceptions and awareness of the importance of reading by reviewing information and books outside the scope of the lessons received in the classroom.

Moreover,carell&Eisterhold (1983;p.567) explain *:* " students select their own reading texts with respect to the content , level of difficulty , and length " , grellet (2008) emphasizes, "Extensive reading includes long texts ,usually one's own pleasure .this is a fluency activity mainly involving global understanding ".

Nuttal (1982) asserts that , extensive reading should be standard practice in second language learning . she came up with the idea that the best way to improve one's knowledge and skills of a foreign language is to go and live among the speakers or read extensively which may occur whether in short or in long time" the reading material is easy .Day and Bamford (1998) attempt to determine the nature of successful ER programs "These are what we believe are the basic ingredients of extensive reading . we encourage teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular , and the ways they teach foreign language reading . we posit these ten principles in the hopes that others will consider them and react to them(day&bamford,1998).

The basic components of extensive reading according to day and bamford are as follow:

1 the reading material is easy .

2 a variety of reading material on a wide range of topics must be available

3 learners choose what they want to read .

4 learners read as much as possible .

5 the purpose of reading is usually related to pleasure , information and general understanding

6 reading is its own reward .

7 reading speed is usually faster rather than slower.

8 reading is individual and silent .

9 teachers orient and guide their students .

10 the teacher is a role model of a reader .

The previous principles are of great Importance to language learner and teacher as well , however the most crucial is the last one that assures the Importance of the teacher as a role model for the students of being a good reader.

1.5.2 Intensive reading :

Contrastingly intensive reading is the process of reading in detail ; according to palmer" 1921) "intensive reading " means that the readers take a text and study it line by line. Which means that IR is more detailed ,focused and analyzed study which may benefit the student not just at the level of ideas but also at the level of language.

Furthermore ,Haarman et al.(1988) define intensive reading as "the style we employ when we wish to have a very clear and complete understanding of the written text".

In contrast to extensive reading intensive reading is the process of reading in detail word by word and trying to analyze what is beyond the written text.

Paran (2003,p.40) states that "intensive reading is needed for four main reasons :

- Help learners comprehend written texts ,to become more aware of text organization to better comprehend .

-To learn how to use and monitor effective reading strategies .

-To develop literacy skills necessary .

-To generate productive expressions in L2"

Intensive reading is a reading that takes place in the class under the supervision of the teacher ,it is a process that focuses on improving the pupil's analysis and the detailed comprehension of the oriented book.

1.6 Reading strategies:

According to researchers reading is divided into 03 main strategies:

Skimming – scanning – predicting

1.6.1 Skimming:

According to NUTTAL(1996), "skimming is a rapid glance over the text in order to get the gist" . In other words , the reader when skimming runs his eye rapidly to get an over view about the topic, skimming is knowing the general concept of the written text without going deep into the details of it . this skill is very important especially in exams and when there is a limited time to extract certain information.

According to Lakshmi (2007) "skimming is reading at fastest speed which a person can accomplish ,it is used when a reader wishes to cover material in a hurry"

1.6.2 Scanning:

Scanning is the contradiction of skimming where the language learner should look at all parts of the text carefully for the reason of discovering some language elements'' quickly going through a text to find a particular piece of information '' (grellet,1981.p.4, it has been defined in the British council website as follow ''scanning is reading a text quickly in order to find specific information , e.g. figures or names . it can be contrasted with skimming , which is reading quickly to get a general idea of meaning.

In a word we can say that both skimming and scanning are reading techniques where scanning is related to rapid eye movements and key words whereas skimming is reading quickly In order to get a general overview of the topic.

1.7 Historical background:

The term book review has been used since many decades, according to its contribution in the Improvement of culture along the time,

"The academic culture of reviewing books started in Athens in 140 BC. But the practice was institutionalized much later in paris1665 when the journal des scavans was founded. in the early days , a book review meant drawing the attention of the scholarly community to the state of play in the field . reviewers tried to be comprehensive in their reviews and the journal did so in its selection of books", (Miranda,1996)

   the interest of people for reading books at that time as well as their concern for analyzing and criticizing books led them to the creation of the method of book review and building institutions to achieve the intended purpose ,but the most Importantly is the development of the oriented method for reading books along the time

Another change in book reviewing that commenced with the public nation of the Edinburgh was in the purpose of the review no longer were reviews just summaries. but they become another avenue scholarly work to be appraised for quality (ibid).

1.8 the definition of book review

   providing an accurate and clear definition about what a book review is somehow complicated ;although some scholars have attempted to provide an adequate definitions

The term book review has been defined in the website of the university of South California USC as follow " A book review is a thorough description , critical analysis , and /or evaluation of the quality , meaning , and significance of a book , often in relation to prior research on the topic . reviews, may be longer or shorter depending on the length and complexity of the book being reviewed , the overall purpose of the review , and whether the review is a comparative analysis examining two or more books that focus on the same topic . professors assign book reviews as a practice in carefully analyzing complex scholarly texts and to assess your ability

to effectively synthesize research so that you reach an informed perspective about a research problem or issue" .

The Webster online dictionary has define it as "An article or talk in which a book, esp. a new book, is discussed and critically analyzed"(Merriam-webster,n.d.).

"Book reviews are assigned to allow students to present their own opinions regarding the author's ideas included in the book or passage. they are a form of literary criticism that analysis the author's ideas, writing techniques and quality. a book analysis is entirely opinion-based in relevance to the book they are good practice for those who wish to become editors, due to the fact, editing requires a lot of criticism", (Paul T,2019) .

According to the website of the duke university "a book review both describes and evaluates a work of fiction or non-fiction. it describes a book's over-all purpose, its structure , and style of narration , attempting to place the book in a larger context by comparing it to other books of its kind"(duke university).

1.9 The importance of book review:

Book reviews are important for both readers and writers "over 85% of all Amazon kindle readers rely heavily on book reviews before making an online order to have the copy of the book ", (Ambrosio,2014) ;since the process of reading is an interaction between the reader and the written text therefore the method of book review is considered as the interaction between the reader and the writer of the book "scholarly book reviews are significant indicators of scholarly communication , and can successfully be utilized to trace the flow of information within and across knowledge domains",(hartley,2006). according to Franklin (2014,p.78), " book reviews are not mere summaries or mere praise statements (oinas and leppala,2013) . rather they are evaluative commentaries in which reviewers demonstrate their knowledge of the books , where they stand in the scholarly literature and what contribution they make . reviews may also evaluate books against their stated objectives . they typically make informed analysis rather than merely heap praises on books".

book reviews play an important part in academic communication most academic journals publish book reviews in addition to their articles .indeed some specialist journals publish

nothing but book reviews. nonetheless not a lot is known about how people read and write book reviews(hartley,2006)

in a word book reviews are the voice of the reader which may set the intended work in a broader context through stating its strengths and weaknesses ,therefore book reviews are considered as crucial method specially in teaching and learning foreign languages hence the latter skill involves the reader in the writing process and gives him a personal voice which engage him in the reading process and Improve his writing abilities.

1.10 Types of book review:

There is a huge contradiction about the different types of book review were part of writers see that a book review means for certain a criticism of a book where others tend to divide it into two main types or categories critical book reviews and descriptive book reviews where the writer in the second part just summarize what is written in the book , according to Baig and jawaid(2018p243) '' books are considered as tools of communication between two minds '' than he explained his idea by stating that ''a well written and comprehensive review

can let you know whether that book worked as a communication tool between the author and reader or not

generally we can divide it into two types:

1.10.1 descriptive book review:

they also refer to it as book reports "book reports are informative reports that discuss a book from an objective stance .book reports commonly describe what happens in a work : their focus is primarily on giving an account of the major plot ,characters , thesis , and/or main idea of work"(mora-denaya,n.d.), which means that book reports or descriptive book review is a composition given to the student to write a general overview of the targeted work without being subjective, a book report has been defined also as follow "a book report is an essay discussing the contents of a book ,written as part of a class assignment issued to students in schools particularly at the elementary school level"(Null,1997,p03-08)

the sacred heart university has explained the process of writing a descriptive book review as follow in "presents the content and structure of a book as objectively as possible, giving essential information about a book's purpose and authority . this is done with description and exposition by starting the perceived aims and purposes of the author , often incorporating passages quoted from the text that highlighted key elements of the work. Additionally, there may be some indication of the reading level and anticipated audience"(writing a book review).

1.10.2 critical book review:

in contrast to descriptive book reviews ,the dominant concept of critical book reviewing is the act of evaluating book that is to say that the reviewer should be subjective by criticizing the book and giving his/her ideas ,opinion and feeling about the work

"a critical review is the summarization and evaluation of the ideas and information in an article .it expresses the writer's point of view in the light of what you already know on the subject and what is acquired from related texts . reviewing critically means thinking carefully and clearly and taking into consideration both the strengths and weaknesses in the material under review"(writing a critical review).

   Reviewing a book has a certain principals that the reviewer should master before attempting to analyze it and the main factor of reviewing a book is to understand the content "a critical review is much more than a simple summary; it is an analysis and evaluation of a book ,article ,or other medium .writing a good critical review requires that you understand the material, and that you know how to analyze and evaluate that material using appropriate criteria"(writing a critical review)

1.11 How to write a book review:

The process of choosing a book requires considering several steps and standards starting from choosing the title and content of the book , the latter information depends on the genre of the book and the writer style.

However, It is possible that many think that writing a book review does not require any specific steps, but like others, to write a book review, certain steps must be followed ,which may differ from person to person, but some of them are fixed

''a book review should focus on the book's purpose , content and authority . a critical book review is not just a book report or summary . it is a reaction paper in which strengths and weaknesses of the material are analyzed . it should include a statement of what the author has tried to do , evaluate how well (in the opinion of the reviewer) the author has succeeded in doing what he wanted to do , and present evidence to support the evaluation . there is no right way "(how to write a book analysis)

Generally the way of writing a book review according to (goodridge,2010,p.12) is as followed:

Book review by………………….

Title:…………………

Author: ………………………..

Illustrator: …………………………….

I liked this book because: ………………………………

………………………………………………………………………….

The best bit is when ……………………………………………………….

…………………………………………………………………………..

You should read this book because …………………………………………

……………………………………………………………………………………………

Words to describe this book ………………………………………………….

……………………………………………………………………………………..

Marks out of ten .../10

1.12 Book reviewing and social media

Reading books was a famous hobby among people specially on early ages before the spread of social media because people used to have free time whereas social media become a major cause of distraction specially for young people '' social media could be distracting from reading and homework, with a potential knock-on effect on their literacy ''(Hymas,2018) .

Hence using social media needs a long amount of time therefore students and book readers tend to suffer from luck of time ; on the other hand social media is a double sided coin because it has a major contribution on the teaching process ,'' the use of social media in education helps students , teachers , and parents to get more useful information , to connect with learning groups and other educational systems that make education convenient ''(Nasta, n.d.).

   social media has enhanced communication between readers and brought them together on common platforms to discus and exchange ideas and suggestions , and even contributed to enriching the communication between readers and writers personally .'' authors use social media platforms primarily for marketing , publicity and making contact with readers'' (laing,2017)

1.12.1 book blogs:

''countless book blogs exist, and bloggers review books both for the love of reading and to establish themselves as experts in their niche '' (Stephanie,2021,p.222).

The term blog has been defined in the Merriam webster online dictionary as follow ''a website that contains online personal reflections, comments , and often hyperlinks , videos, and photographs provided by the writer''(Webster dictionary,n.d.)

''The bloggers mainly articulated responses to efferent reading by sharing information about the content of the reviewed books ,as well as their strengths and weaknesses .responses to aesthetic reading were mainly articulated by describing how the bloggers experienced the narrative ,what kind of emotions were felt during the reading process''(Savolainen,2019)

1.12.2 Booktubers:

Unlike the bad effect of social media on new generations book tube has a good effect on both readers and writers

, '' in the vast territory of reading-related media practices, literary vloggers commonly known as booktubers as an acronym of book+youtubers) have gained a strong social recognition ibro-America as an influential group to promote reading, especially among children and young adults. (liuch,2017;tomasena,2016)

Booktubers have a major influence on engaging their audience with literacy practices including viewers from all ages where the booktuber tries to convince and have a good impression on their audience by sharing their emotions ,their point of views ,and their reading experience so the young reader will consider the act of reading books as an adventure rather than a boring passive activity. ''booktubers are a group of creators who celebrate and discuss books on YouTube .just like other YouTube communities(…).typical booktuber content includes book reviews ,reading challenges, and animated book summaries''(karla&tendencias,2021) Recently , due to the wide spread of the YouTube platform, many readers are using it to share their book reviews and opinion with other ''

book tube is a growing community of readers on YouTube who are engaging with reading through participation on social media and building digital identities as readers ''(Tara, 2020).

1.12.3 Goodreads:

 Good reads is a famous application made for readers where they have a platform to share their book reviews their book recommendations and even interact with their writer or maybe criticize them , the most contribution of social media on general is giving the readers a platform were they can communicate with their writers and having the full option whether to thank them or to criticize them or may be even giving them suggestions for future works ; writers have their part from good reads where they can know their readers true opinions and know what they are interested in so they can avoid the parts that have strong objections from the audience ;

. the bright side on good reads is the part of publicity where writers and publishers have q good platform; to grow their trade.

1.13 Teaching writing through book reviews

Reading and writing are very important skills for EFL learners . the technique of writing book review combine both skills because it is related to reading at the one hand and to writing at the other, it is known that good writers tend to be good readers first, readin,g could become more effective when it is intertwined with writing because it contributes on moving the reader from the step of being passive and recipient to the step where he takes the role of the writer

Reading is very essential for building knowledge ,hence it develops the thinking process .for language learners it is essential in the learning approach to use books as helping tools for enhancing student's reading and writing skills , reading doesn't contribute on just enriching the reader's culture and knowledge but also helps the learner improve his writing skills and reading feedback as well writing books reviews helps the learner to behave like a writer ,and think critically about the text or book which he tries to read and analyze

''Social work educators who have not published book reviews may wish to consult Hartley (2010) and lee et al (2010) for additional suggestions and guidance .developing this skill and passing it along to students may effectively target specific practice behaviors as mentioned

above , increase student self-confidence which may be a prelude to improved writing ''
(kindle,2016,p139)

In a word writing book reviews has a major influence on students reading and writing
because it helps on making the process of reading more active and accurate hence the
learner should take notes and then analyze the ideas, so that practicing writing reviews on
classes or homework will contribute on enhancing EFL both reading and writing abilities.

Chapter Two:

2.1 Definition of writing

writing is an important language skill hence it is related to thinking, personality and knowledge but what is most important is that it is a mean of communication even between generations, writing is not a language but it is a mean of expressing the language because it is a deep thinking process ,

Writing is a mean of communication there are two macro skills of a language productive and receptive where writing combines both of them , writing in general means words in symbols (for example ,Hieroglyphics) written down as a mean of communication.(Encarta Dictionary ,1999).

The men who invented and perfected writing were great linguists and it was they who created linguistics (Antoine Meillet,1925)

Writing has survived with the human race where it passes thousands of years from clay tablets to computer screens, Writing is a productive skill .it includes all the aspects of language such as grammar , vocabulary and spelling .writing could be defined as a process in which learners are supposed to present their ideas clearly through the graphic representation .

White and Arndt(1991.p03) see that :

> Writing is far from being a simple matter of transcribing
>
> Language into written symbols . it is a thinking process in
>
> Its own right . it demands conscious intellectual effort
>
> Which usually has to be sustained over a considerable
>
> Effort of time .

In a very similar view). " but writing is clearly much than the production of graphic symbols , just as speech is more than the production of sounds ". Byrne (1988:p.01).which means that language is not as simple as it appears

Brown , (2001,p.336) also claimed that writing is a thinking process . furthermore , he states that writing can be planned and given an unlimited number of revisions

before its release .

That is to say that language is an important mean of communication and thinking it is considered as difficult process because it requires a high level of thought organization , an adequate choice of vocabulary ,a high level of proficiency and a good knowledge about the grammatical rules.

2.2 Component of writing:

Writing has many components for the writing process such as prewriting writing , revising, editing, and publishing,

Writing has many components such as structure of the language which includes modeling and explicit instruction where students need to learn different sentence structures such as simple, compound ,complex and compound-complex where the result will be clear in speaking and writing and can tackle reading higher level texts, the second component is grammar than we have the process finally we have the models and genres where teachers model how to analyze fiction and nonfiction genres. So the components of the writing skills that should be learned by the students are structure ,vocabulary ,content ,organization and mechanic .Brooks and Penn(1970:20) state:

…for one thing, in writing, we must understand the
Structure of the language ,what the parts of speech do,

How the words relate to one another ,what individual
Words mean, the rules of grammar and punctuation.

Learning to write is the same as learning to think , the writing process goes through many steps but the most important one is the notation where the writer gather his ideas about the topic and tries to clarify and organize them to write them into the form of words and statements, that is to say that writing is the graphic representation of thoughts and ideas,

2.3 Writing and other skills:

2.3.1 Writing and speaking:

Speaking is the act of thinking load ; speaking and writing are both productive skills , writing is more developed skill hence it needs high thinking and analyzing processes where speaking is very Important specially in the daily communication, it is known that speaking reflects the speaker ideas, way of thinking as well as his personality , Harmer(2003:87) states that through speaking , the students will understand ideas, opinions and information from other people. Speaking is Important part of second language learning hence the students need to express themselves and communicate with others , the difference between writing and speaking is that speaking is an acquired skill whereas writing is learned skill , " writing abilities are not naturally acquired ; they must be culturally (rather than biologically) transmitted in every assisting environments" Grabe and Kaplan(1996:6) .

That is to say that students face obstacles when learning writing , ie, they have to go through intensive study where they need to master different language items such as vocabulary and grammar to master writing as well as to read as much as possible because reading is the fundamental element of writing ,the differences between writing and speaking can be as seen by (Brown ,1994) as follow :

1.performance :oral language is transitory and must be processed in real time ,while written language is permanent and can be read and re-read as often as one likes.

2-production time: writers generally have more time to plan ,review and revise their words before they are finalized ,while speakers must plan ,formulate and deliver theirutterances within a few moments if they are to maintain a conversation.

3-distance between the writer and the reader in both time and space , which eliminates

Much of the shared context that is present between speakers and plan , formulate and

Deliver their utterances within a few moments if they are to maintain a conversation.

4-orthography which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message(for example :stress ,intonation, pitch, volume, pressing).

 5-complexity written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses and more subordinators , while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (for example: repetition of nouns and verbs).

6-formality : because of the social and cultural uses of which writing is ordinarily put, writing tends to be more formal than speaking .

7-vocabulary : written texts tend to contain a wider variety of words , and more lower frequency words, than oral texts.

2.3.2 Writing and grammar

Language is composed of different element such as vocabulary and grammar where grammar is related to the structure of the sentences, the aim of teachers when teaching a language is the mastery of fluency and accuracy where fluency is about being fluent in speaking whereas accuracy is about the correct grammar structures which means the correct use of phrasal verbs, prepositions, verb forms ,etc. According to Penny Ur " grammar does not only affect how units of language are combined in order to " look right'; it also affects their meaning". Because incorrect sentence structure may affect the intended meaning ,Raimes (1981,p:5) describes grammatical structures as follow **:**

Certain methods of development require certain

Structures ,e.g., a comparison-contrast task

will make the use of comparative and superlative

forms necessary, likewise in chronological narration,

past tenses and in spatial order ,prepositions of place

will used

Hence we can say that grammar is important as other language items therefore language learners should be initiated through intensive grammar practices to be fully capable to produce correct sentence which means being accurate and fluent writers and speakers ,

In a very similar view Radford see that , " grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax , morphology is the study of how words are formed out of smaller units (called morphemes) and syntax is the study of the way in which phrases and sentences are structured out of words".

Therefore tacking a general or superficial assumption about grammar and writing may give the belief that they are independent skills whereas speaking about them in details assures that they are related skill where grammar forms a fundamental element of the written language .

2.3.3 Writing and reading   :

Good readers make good writers

Books are the written conversation between the reader and the writer Stages of the development of the writing skill:

For the purpose of developing EFL learner's writing skills the ELT should initiate their students through the different stages of writing . Rivers sees that there are five stages :

Copying , reproduction , a production with major adaptations , guided writing and finally composition.

2.4Approach to teaching writing :

2.4.1 The controlled to free approach:

In the 1950s and early 1960s, the audio-lingual approach dominated second-language learning it is based on the audio-lingual approach where writing was to speaking and writing practice was used to perfect grammatical control. in this approach , the teacher gives the students the parts of sentences and has them write complete sentences using the parts , they may also ask students to copy sentences or short paragraphs to learn grammar in this approach students practice writing without making errors so they will feel confident , after that the

teacher asks the students to write more similar sentences but in extensive way the final step is to encourage the student to write in a more creative way so that the student will

2.4.2 The free- writing approach:

What distinguishes this approach from the latter writing approaches is that it emphases on fluency and content rather than method of writing hence the student is considered more proficient .the quantity of writing is considered as more Important than quality ,when the compositionis written the student will have the time for grammatical accuracy ;organization and to correct the form in general thus the most important part is the content and the ideas ,in general the free writings is concerned with subjects that the student is interested in, the role of the teacher is confined on reading the student production and it may extend to giving comments to the students about the ideas which is discussed in the work ,hence the work shouldn't be corrected but read and commented on instead.

2.4.3 The process approach to writing :

The influence of the process theory on writing remains powerful .writing researchers have point out the limitations of a product approach to the teaching of writing . inevitably, a product approach concentrates only on ends rather than means and how writers create writing by focusing on the form and structure rather than means and how writers create writing .by focusing on the form and structure rather than means and how writers create writing

2.4.4 Genre approach :

Genre-based approach considers writing as a social and cultural process practice. The purpose of this writing involves the context where the writing occurs , and the conventions of the target discourse community .the genre approach to teaching is writing as Paltridge (2004) claims, emphasizes the teaching of particular genre students need for later social

Communicative success .the focus would be the language and discourse features of particular texts and the context in which the text is used. The notion of genre is defined as abstract , socially recognized ways of using language "(Hyland,2003, p.21)

Genre approach emphasizes more on the reader , and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Munice,2002)

2.5 Stages of the writing process:

2.5.1 Prewriting :

it is the step that help the writer generate ideas since it is the first stage of writing process ;followed by drafting ,revision , editing and publishing ; it could be a written or oral process that help the writer or the student to recollect and organize his ideas , it is not a condition that prewriting process should be before writing because it could be In the middle of writing as well , prewriting is a step for generating new ideas or to come up with more details or just to connect between ideas , it is the phase that prepares the writer to write long assignments in a more organized way , where the writer organizes his ideas and the general form of the assignment, therefore teachers should advice their student to give major importance to the step because as Benjamin Franklin said once " Failing to plan is planning to fail"; Richards and Renandya describes the prewriting phase as follow :

Pre-writing is in activity in the classroom that encourages

Students to write. It stimulates thoughts for getting started.

In fact, it moves students away from having to face a

Blank page towards generating tentative idea s and

Gathering information for writing .

(Richards and Renandya2002:316)

In academic setting there is various step related to prewriting such as free writing and brain storming , brainstorming is a method for generating ideas its aim is to give the writer free thinking time the same with free writing where the writer is free to write what comes to his mind without judgment and omit the unnecessary ideas later.

2.5.2 drafting :

   drafting is the second phase of writing process , and it can take a considerable amount of time and it may include other elements such as editing , revising and peer reviewing ; the drafting process has two stages the rough draft which is the segment (result) of the drafting process whereas the final draft which is the last attempt of the writer after many trying and editing .

2.5.3 revision :

   revising is the stage before the final stage , where the writer reread his work again from a critical perspective where he starts the process of reviewing his evidence as well as refining his purpose and taking another look to his arguments ,

2.5.4 editing :

   editing is the final step before the student submits the final draft to the reader .

it is the phase where the writer gives attention to his language and the form of his sentences that is to say to correct the grammatical forms as well as the correctness of the spelling as well as punctuation and capitalization . therefore editing is preparing the written assignments fully corrected and then submitted.

2.6 Categories of writing :

2.6.1 Technical writing :

Technical writing refers to the idea of communicating or writing by using technological device such as computers and softwares….etc,

2.6.2 Expressive writing :

expressive writing is personal   and emotional writing , Doug and Emily (1996,p,02),defined " expressive writing as the process of thinking on paper " ,

2.6.3 Expository writing:

expository writing is when the writer tries to explain something or tries to clarify and explain certain idea, "is writing for real purposes and real audiences .these compositions must be expressive and descriptive while also being informative and instructive ,whether the paragraphs explain a simple procedures or provide detailed descriptions of people, places, objects, or experiences"(summers&amp,2000,p.05)

2.6.4 Persuasive writing

"Is a type of non fiction writing used to convince the reader to agree with the other about an issue. The author will rely heavily on facts to express their opinion and use them in argumentative type of writing style"(sadillo,2015),that is to say that persuasive writing is an attempt to write for a specific purpose or oriented goal where the writer should avoid emotions, opinions and bios in his writing and tend to be reasonable by giving examples and using a specific style of writing to convince his audience. .

2.7 Process approach :

Process writing instruction focuses on the process of composing texts , process writing emerged in the 1970s,

The approach that is opposed to traditional ways of teaching writing is process approach , the predominance of process approach has given rise to the role of feedback as an essential component of writing courses, the notion of writing as process was introduced to EFL studies by zamel (1976), who argued that advanced EFL writers are similar to L1 writers and can benefit from instruction emphasizing the process of writing.

A product approach concentrates only on end rather than means and how writers create writing , by focusing on the form and structure rather than understanding how learners write and learn to write the composing processes were ignored (jack.c,1995).

Writing in its broad sense-as distinct from simply putting words on paper- has three steps: thinking about it , doing it, and doing it again (and again and again , as often as time will allow and patience will endure).(Thomas ,1994)

Process writing is an approch to writing , where language learners focus on the process by which they produce their written products rather than on the products themselves .BROWN (2001,p.336)states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process . in the addition , Brown quotes Elbow (1973:14-16) as saying that writing should be thought of as an organic , development process…not as a way to transmit a message but as a way to grow and cook a message. kroll (1990)also quotes Applebee(1986) as saying that the process approach " provided a way to think about writing in terms of what the final product looks like (paterns of organization , spelling, and grammar)".

2.8 The product approach :

A product approach implies focusing on an end-product. The concept first appeared in teaching and writing and was later adopted by marketers and managers . in marketing, a product approach means that a business concentrates on its output rather than on customers' demand, needs, and values.

A product approach is " a traditional approach in which students are encouraged to mimic a model text , usually is presented and analyzed at an early stage" (Gabrielatos,2002,p.05)

Chapter Three:
Fieldwork and Data Analysis

Introduction:

The present chapter consists of the field work of the study which is divided into two parts ,the theoretical part that deals with the research methodology ,research approach ,research design, population, sampling, and data collection methods ,whereas in the second part we analyze the learners 's questionnaire , we will include the different questions that compose the learners questionnaire, and discuss the result of this questionnaire according to students answers, the data collected and the obtained results will help us shed the light to the Importance of the process oriented (book review method) ,and its benefits on the writing expressing lessons .

3.1 Definition of research

 Research is defined according to the Webster's dictionary as follow ''studious inquiry or examination; especially ;investigation or experimentation aimed at the discovery and interpretation of facts ,revision of accepted theories or laws in the light of new facts , or practical application of such new or revised theories or laws '' (Webster dictionary)

3.2 Research methodology :

Each research needs to be done according to specific methodology which should be followed by the researcher on the process of writing his research.

3.4 Research approach:

Research approach means in general the plan that contains several steps that the researcher should follow it starts from general supposition to specific methods of collecting data which follows certain methodology, it has three major types qualitative , quantitative and mixed method .

3.4.1 Research approach for this study

As long as the aim of this study is to illustrate the Importance of using the method of book review to enhance EFL learners reading and writing skills in order to relate these variables with one another this method followed the qualitative and quantitative approaches (mixed method approach) . because it is adequate for the present study. , it helps to know students' attitudes and ideas toward the use of book reviews as a technique for enhancing EFL learners' reading and writing skills.

3.5 Research design/strategies :

Research design is an art and a major part of the methodology that should be mastered by the learner in order to write an organized and correct research .

 it has been defined as follow'' Research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed . the design of the investigation touches almost all aspects of the research , from the minute details of data collection to the selection of the techniques of data analysis '' (Flick, 2019,p.128)

 in a word research design is the first plan that is created in order to get the research organized and obtain a credible results.

3.6 Sampling and population:

The participants of this study consist of third year EFL learners at Mohamed KheiderBiskra university. the main reason behind choosing third years is because they have to write a book review about a book which the teacher of literature chooses and they will discuss it , the latter book could be an exam subject in the second semester.

3.7 Data collection method

3.7.1 Questionnaire :

Questionnaires are data collections method that aims to gather information about teachers and language learner which uses a group of questions researchers usually use both open and closed questions to gather opinions, ideas , and attitudes toward the subject being discussed

3.7.2 Description of the study questionnaire

The study questionnaire is the second tool of the under-investigated study, it was a semi structured questionnaire addressed to EFL students at the university of Biskra , and it was divided into three sections.

Analysis and interpretation of students' questionnaire:

As a second tool to collect data for the under-investigation study ,we designed this questionnaire to collect information ,opinions ,and thoughts from students then analyzed ,interpret them to test (prove/reject) our hypothesis.

Section one : general information

We try to focus on having an idea about our sample' gender ,their level of English as a foreign language to them ,the skills they think they interest them the most ,and attempt to extract the major reason that affect their choices.

Item1 .students gender

This item illustrated respondents' gender distribution (female or male)
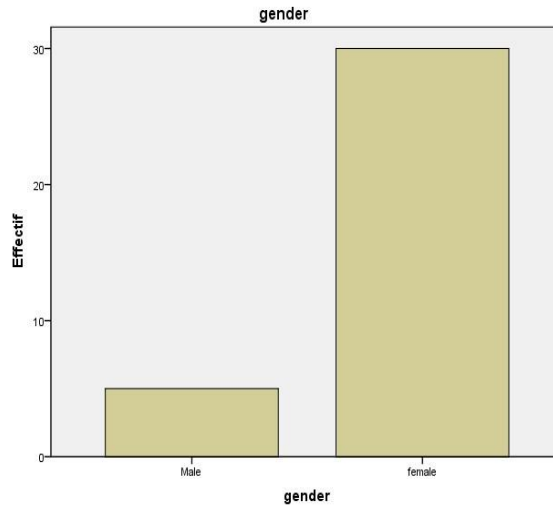
The table demonstrates the distribution of gender in our sample .as it is shown ,it is observable that 30 respondents (80)were females ,whereas five respondents (20)were males. This clarifies that the majority of our sample are females .this means that females are more interested in learning English at third year level.

Item2   :students' classification of their level in English :

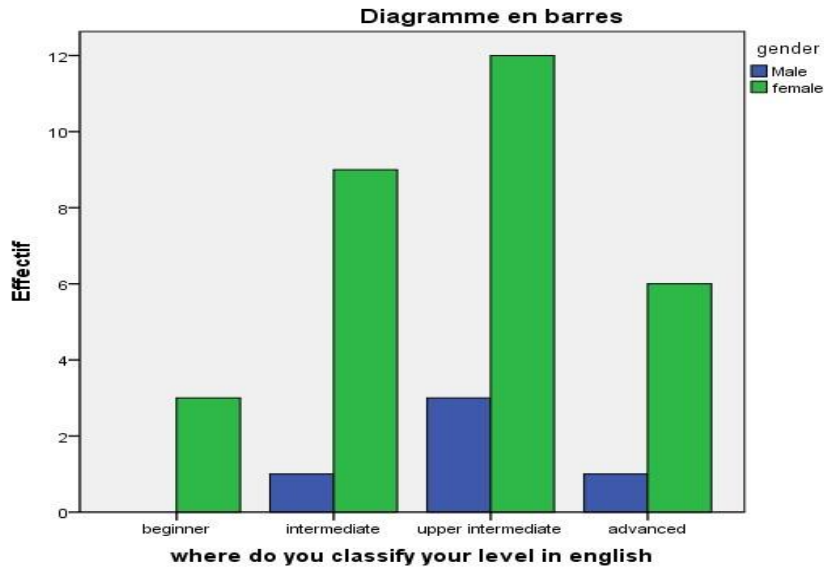This item aimed to know the level of the third year learners according to their opinion.

Table1 :students' classification of their level in English :

		gender		
		Male	female	Total
where do you classify your level in english	beginner	0	3	3
	intermediate	1	9	10
	upper intermediate	3	12	15
	advanced	1	6	7
Total		5	30	35

  The table above revealed that 12 females and 3 males choose an upper intermediate level which represents the majority of answers ,while 10 respondents noted that the have an intermediate level ,whereas 07 claimed they have an advanced level ,however ,only 03

females think they have a beginner level .as a result, the level of students English ranges from upper intermediate to intermediate.

Table2 skills that interest students :

		male	female	total
In which skill you are interested	reading	02	03	05
	Writing			**07**
	Listening			07
	Speaking			13
	All of them			03

the majority of respondents asserted that they prefer speaking ,while there was an equal number of students who preferred writing and listening ,however, we notice that the smallest number of respondents was readers for it did not exceed … students which means that reading is the leastskill that interests students**.**

Justification :

in this question ,the respondents were asked to justify their answers ,as for speaking they claimed that it is the most crucial skill they need in life when it comes to communication, whereas for listening and writing they justified that it helps the student gain new vocabulary that helps the later to use the language correctly and provide a good mastery of the language ,despite the small number of students who chose the reading skill they claimed that it is the most important skill that helps enhance their level by providing the write vocabulary as well as the grammar

consequently ,the above results show that reading is the least skill that students prefer because they rely on easier skills as speaking and writing.

section 04 : reading

Item3 : do you like reading

Diagramme en barres
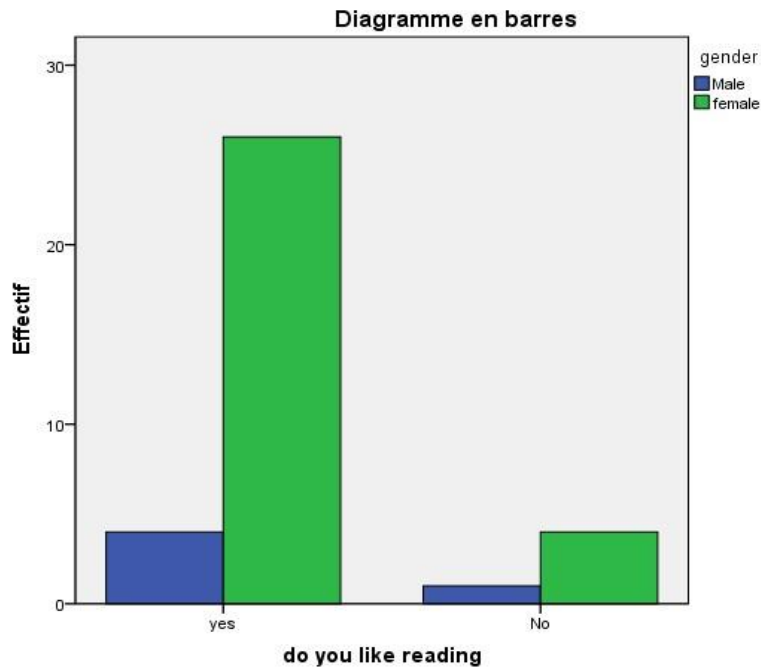
Table3 : do you like reading

		gender		
		Male	female	Total
do you like reading	yes	4	26	30
	No	1	4	5
Total		5	30	35

from the results shown in the table listed above we notice that most respondents like reading ,as reading is a crucial skill in the academic and educational field.

Item4 : the frequency of reading :

Diagramme en barres
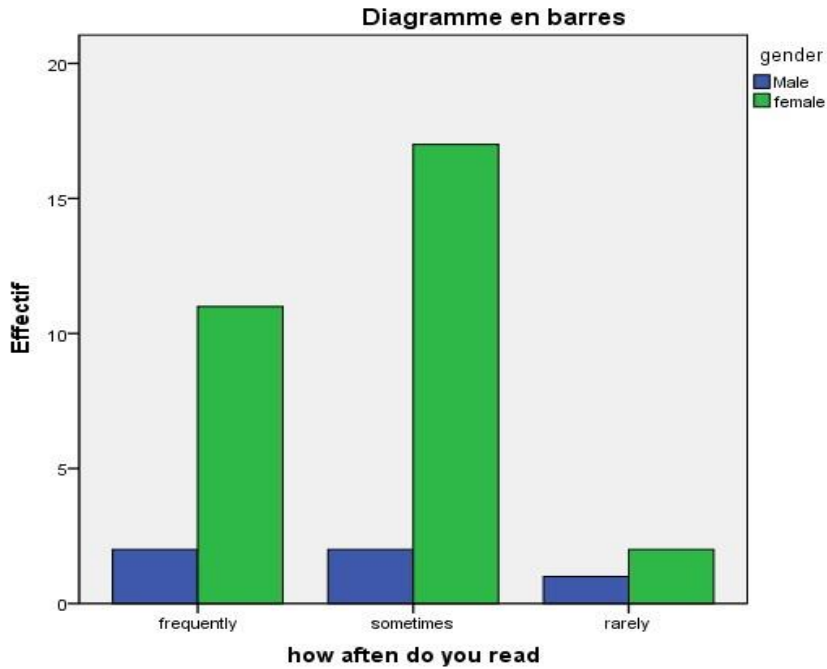
Table 4: the frequency of reading :

		gender		
		Male	female	Total
how aften do you read	frequently	2	11	13
	sometimes	2	17	19
	rarely	1	2	3
Total		5	30	35

as the above table reveals most of students were not engaged on the reading process which means that they are not interested on reading and this phenomenon is common among new generations hence they are interested more on movies and social media therefore they have no time or passion to reading because they are used to noise which transform them from learners to passive social media followers,   , only 3 students said that they rarely read that is to say that the majority of student like to read books because language requires reading but

being not good readers is because of social media as we discussed before also personalities and preferences have a major effect on their choices **,** for the student who read frequently we have only 2 males in contrast females we have 11 which is a good numbers , which means that girls are interested and engaged on the process of reading more than boys .

Item 5. student's reading preferences
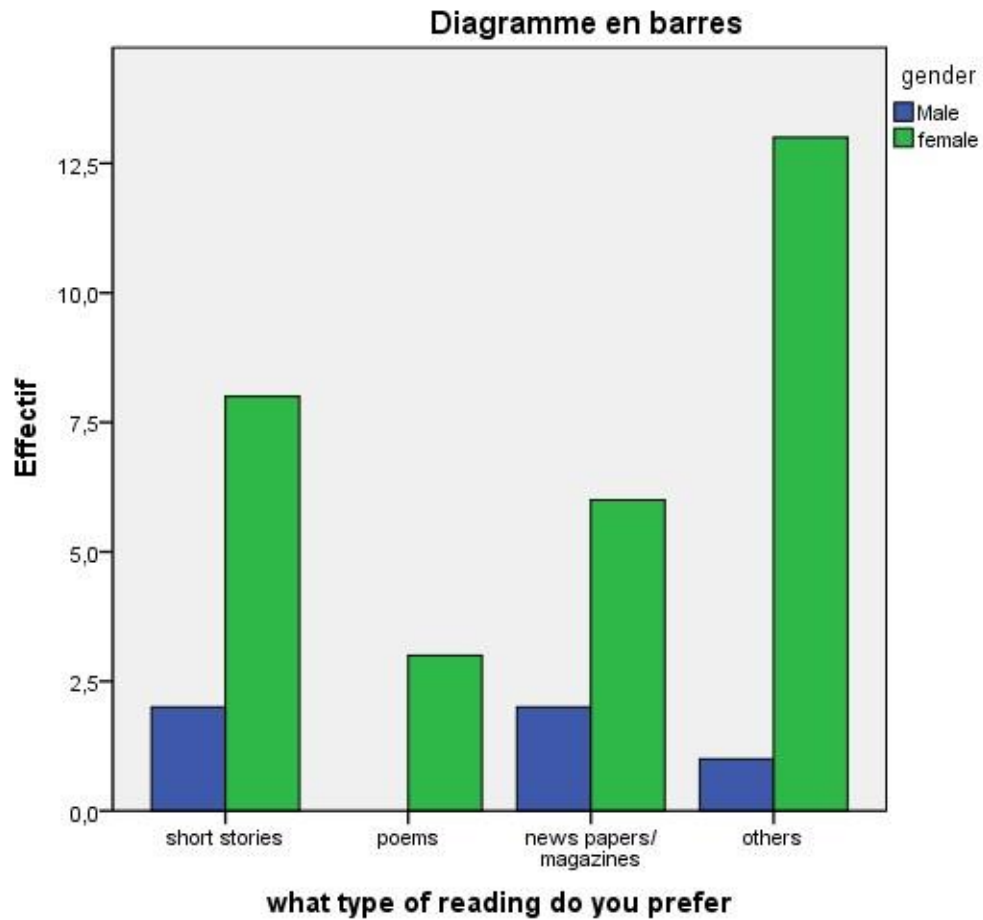
Table5 . student's reading preferences

		gender		
		Male	female	Total
what type of reading do youshort stories		2	8	10
prefer	poems	0	3	3
	news papers/ magazines	2	6	8
	others	1	13	14
Total		5	30	35

 as the above table reveals the majority of the students chose others which could represent books/articles/novels ...etc. which is used within the educational domain ,10 students chose short stories as a preference because usually short stories are easy to read as it contains easy vocabulary as well as the amount of pages is short compared to other types, many other students chose magazines and newspapers ,whereas the least number preferred poems which can be explained by the difficulty of the language used and the change of language

over time.

Item 6. teachers encouragement:
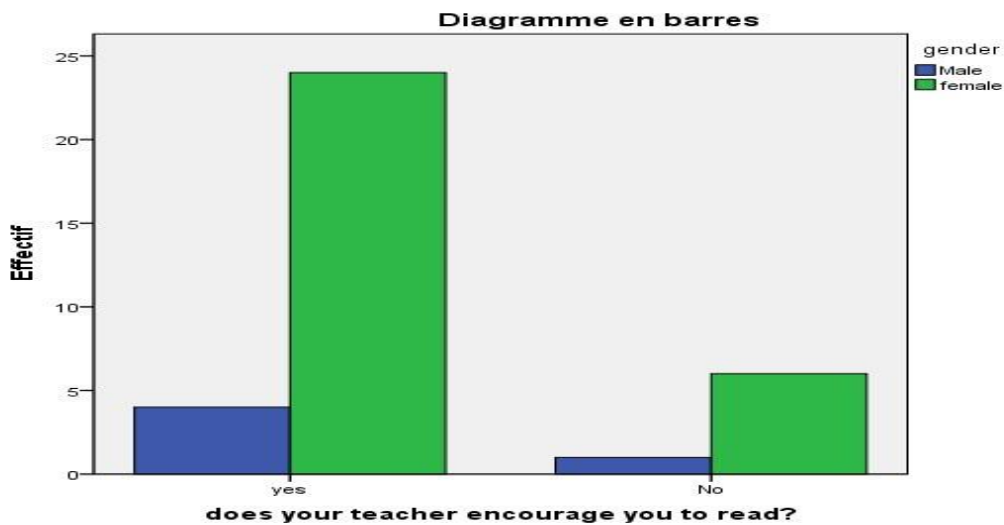
Table 6. teachers encouragement:

		gender		
		Male	female	Total
does your teacher encourage you to read?	yes	4	24	28
	No	1	6	7
Total		5	30	35

According to the results teachers provide students with motivation that encourages them to read because the majority indicated that teachers do motivate them to read ,while only 07 students disagree that the teachers encourage reading. and the results shows the role of the teacher in the educational process.

Item 7. Reading strategies:

Diagramme en barres

does your teacher teach you some reading strategies
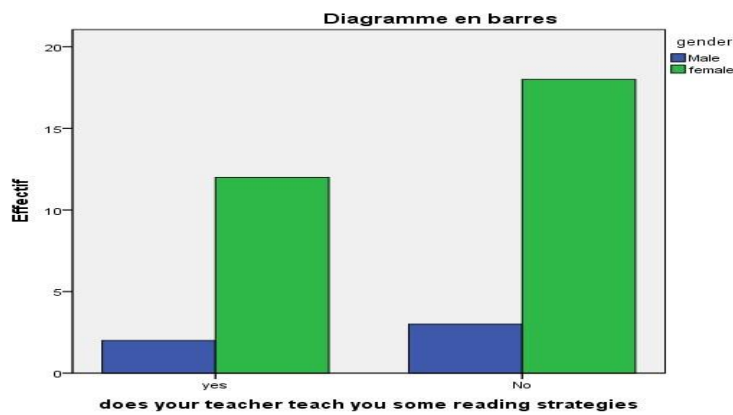
Table 7. Reading strategies:

| | gender | | |
	Male	female	Total
does your teacher teach you yes some reading strategies No	2	12	14
	3	18	21
Total	5	30	35

We can notice that this question is related to the previous question ,but despite the encouragement given by the teacher to read as the previous answer. the students claimed that they do not provide them with strategies that help enhance reading and this can be explained by the curriculum that depends on the self-learning process of the individual.

Section three :writing

Item 8. Writing skills:

Diagramme en barres
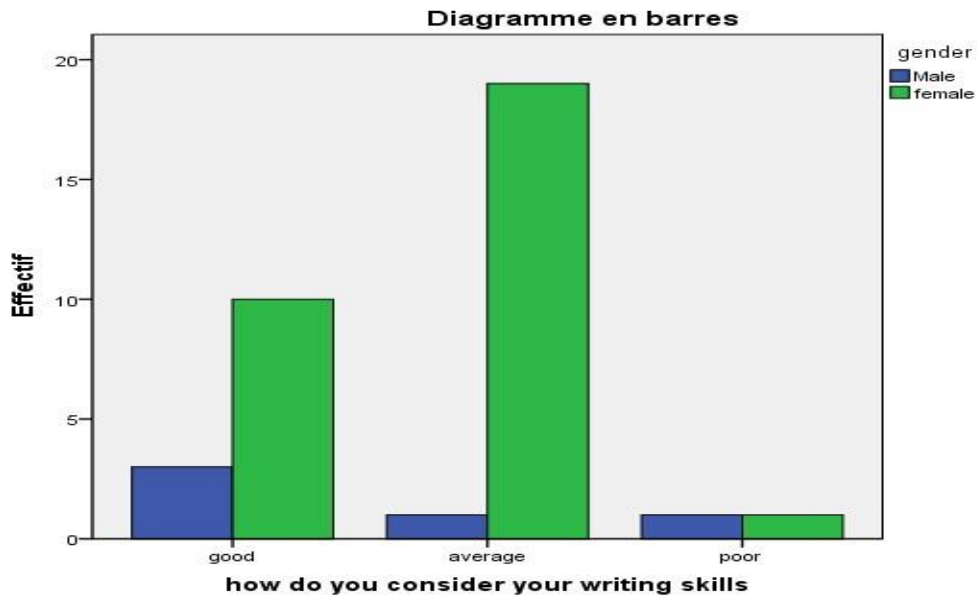
Table 8. Writing skills:

		gender		
		Male	female	Total
how do you consider your writing skills	good	3	10	13
	average	1	19	20
	poor	1	1	2
Total		5	30	35

As it is shown on the above table most students consider their writing to be average ,while 13 students think they have a good writing skills ,whereas only 02 students considered their level to be poor .According to the later results we can explain that the majority of students believe they have the crucial skills that helps them in writing as: the right grammar, vocabulary ,the good organization of content… etc.

Item 9. Level satisfaction:
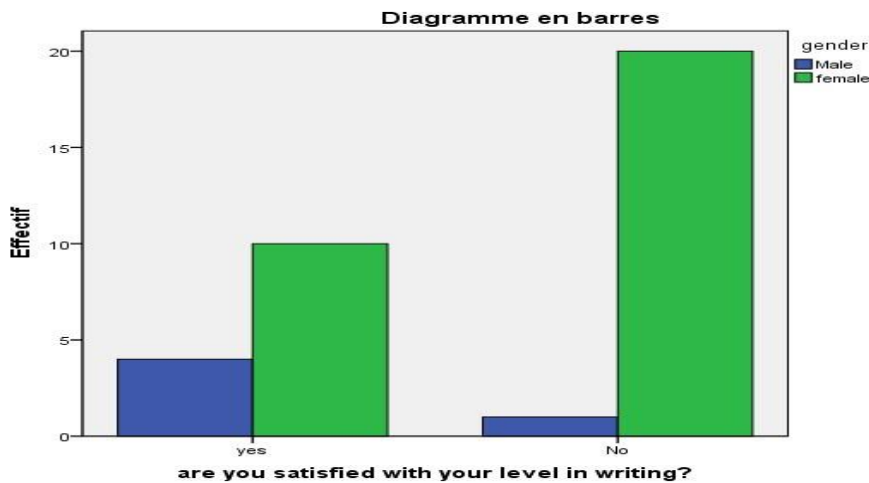
Table 9. Level satisfaction:

		gender		
		Male	female	Total
are you satisfied with your level in writing?	yes	4	10	14
	No	1	20	21
Total		5	30	35

as it is shown on the table most of students are not satisfied with their level `in writing which means that they are not confident when it comes to writing

Item 10. good writing requirement :
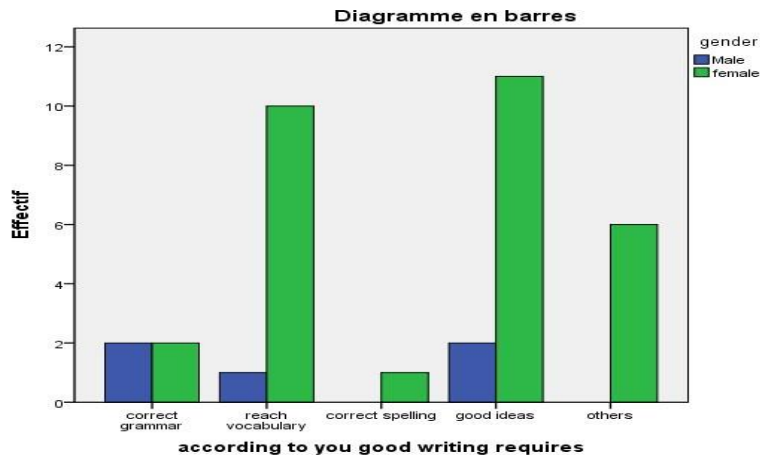
Table 10. good writing requirement :

		gender		Total
		Male	female	
according to you good writing requires	correct grammar	2	2	4
	reach vocabulary	1	10	11
	correct spelling	0	1	1
	good ideas	2	11	13
	others	0	6	6
Total		5	30	35

the table showed that most students suggest good ideas the most Important element they need to write, after that 11 students reclaim the reach vocabulary to be the crucial element for a good content, whereas only 01 student chose spelling and 04 chose grammar as a requirement despite its Importance as it is considered one of the most Important factor to master a language.

Item 11. the relationship between reading and writing according to students point of view:

Diagramme en barres
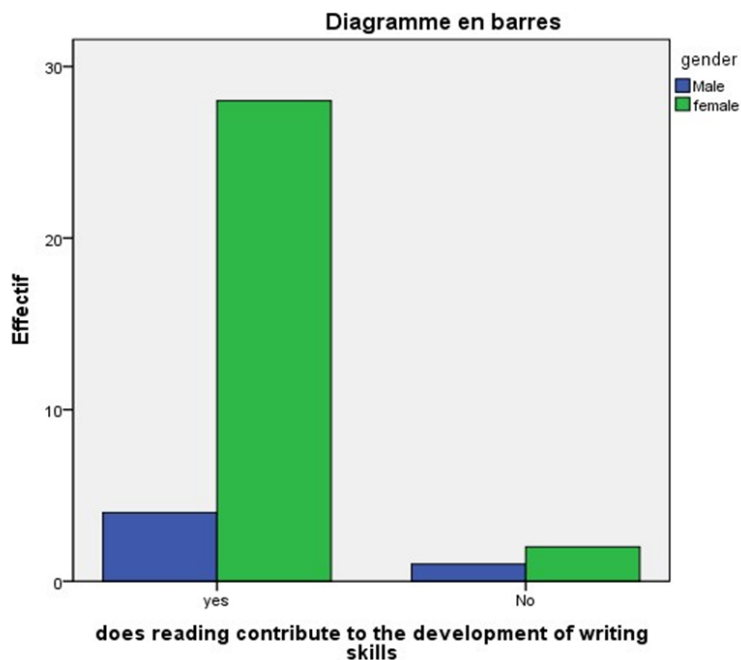
Table 11. the relationship between reading and writing according to students point of view:

		gender		
		Male	female	Total
does reading contribute to the development of writing skills	yes	4	28	32
	No	1	2	3
Total		5	30	35

according to the results majority of students (32 students) agree that reading helps improve writing skills that can be explained that reading extensively helps in developing critical thinking ,allows studying grammar in context, vocabulary enrichment ,provide new ideas ,which will certainly help in improving the writing level of students .

section four: book review

Item 12 . reading as a task

Diagramme en barres

Did your teacher asks you to read a book before
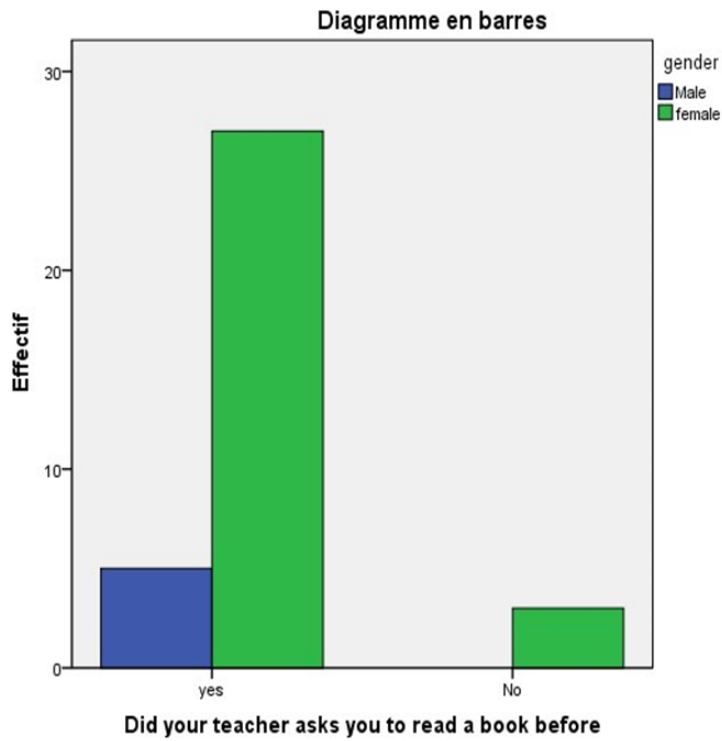
Table 12 . reading as a task

	gender		Total
	Male	female	
Did your teacher asks you to yes read a book before No	5	27	32
	0	3	3
Total	5	30	35

As shown in the table above reading is often given as a task by teachers who provide the names of books related to the topic studied in order to discuss or analyze them.

Item 13. analyzing a book

Diagramme en barres
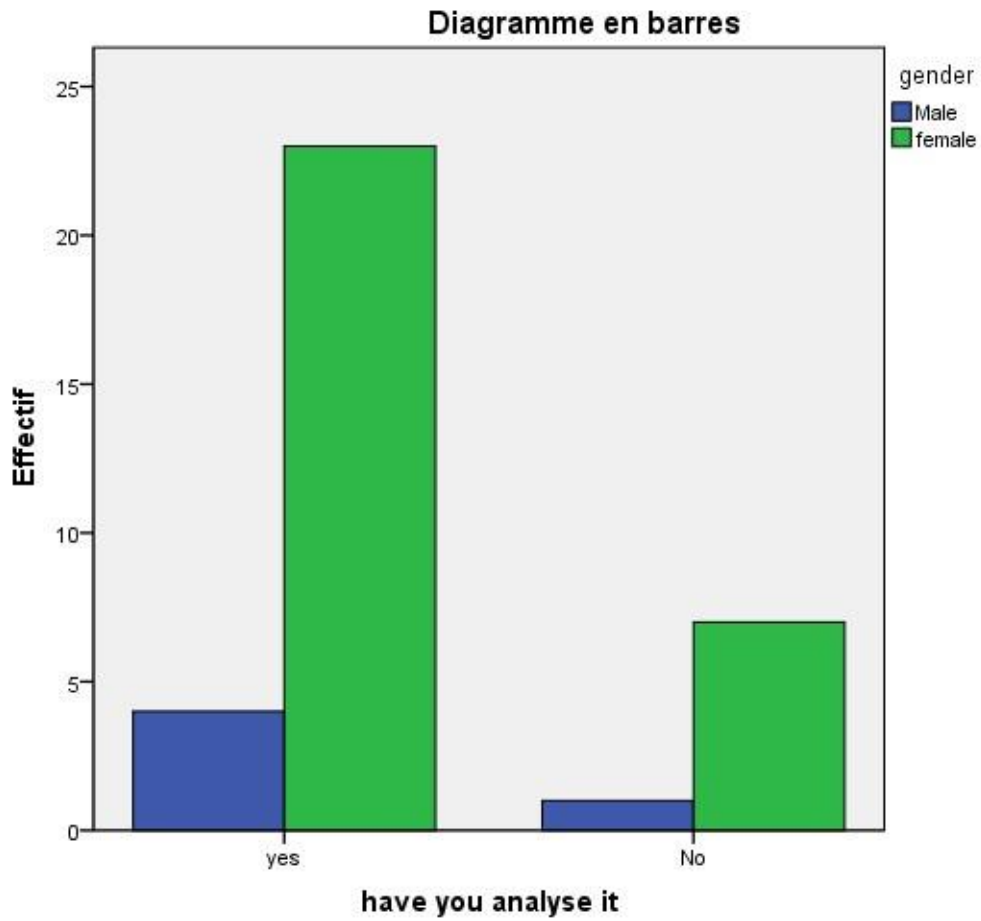
Table 13. analyzing a book

		gender		
		Male	female	Total
have you analyse it	yes	4	23	27
	No	1	7	8
Total		5	30	35

according to results the majority of students analyzed the books given and this method of analyzing books is called "book reviewing" because it requires the reader to extract and write only important information in order to analyze and criticize them.

Item 14. reading strategies:

Diagramme en barres

did you apply some reading strategies on that book
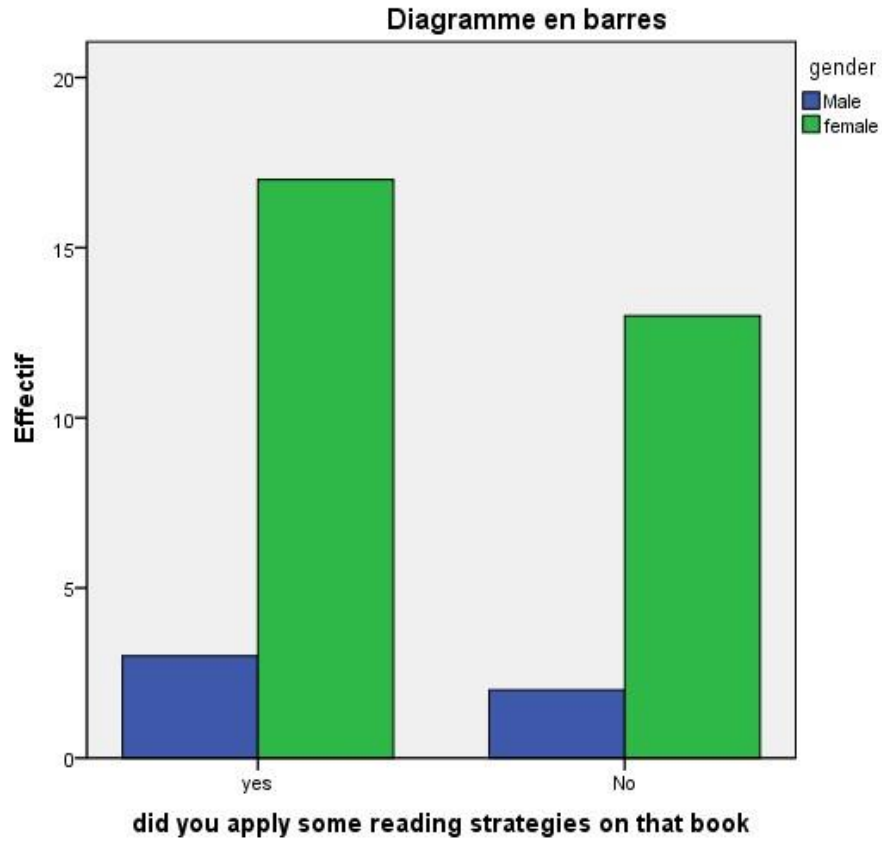
Table 14. reading strategies:

		gender		Total
		Male	female	
did you apply some reading strategies on that book	yes	3	17	20
	No	2	13	15
Total		5	30	35

from the results shown in the table listed above 20 students replied that they have had used reading strategies on the books given while 15 students said that they did not apply any reading strategies on the books given ,that means that it is not considered that reading books require analyzing the content during class, because it depends on the teacher as long as it is not included in the curriculum.

Item 15. method of book review

Diagramme en barres

did you use the method of book review on class before
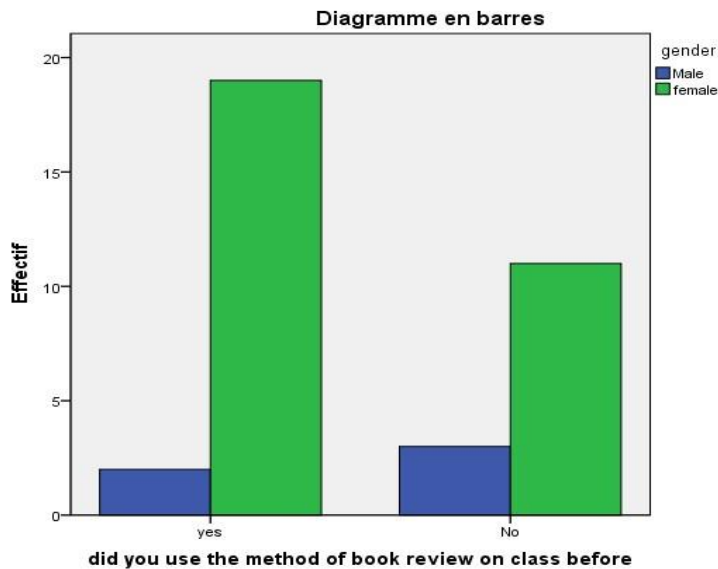
Table 15. method of book review

		gender		Total
		Male	female	
did you use the method of book review on class before	yes	2	19	21
	No	3	11	14
Total		5	30	35

The table showed that it is common to use book review strategy during class hence 21 students declared that they've used it at class while in the other hand 14 students said that they did not use book review at class and this is probably due to the requirements of book reviewing or because of the poor background of students that may force the teacher to focus on basics such as :grammar and vocabulary instead of book reviewing because it requires time and certain language level.

Item 16. the importance of book reviewing :

Diagramme en barres
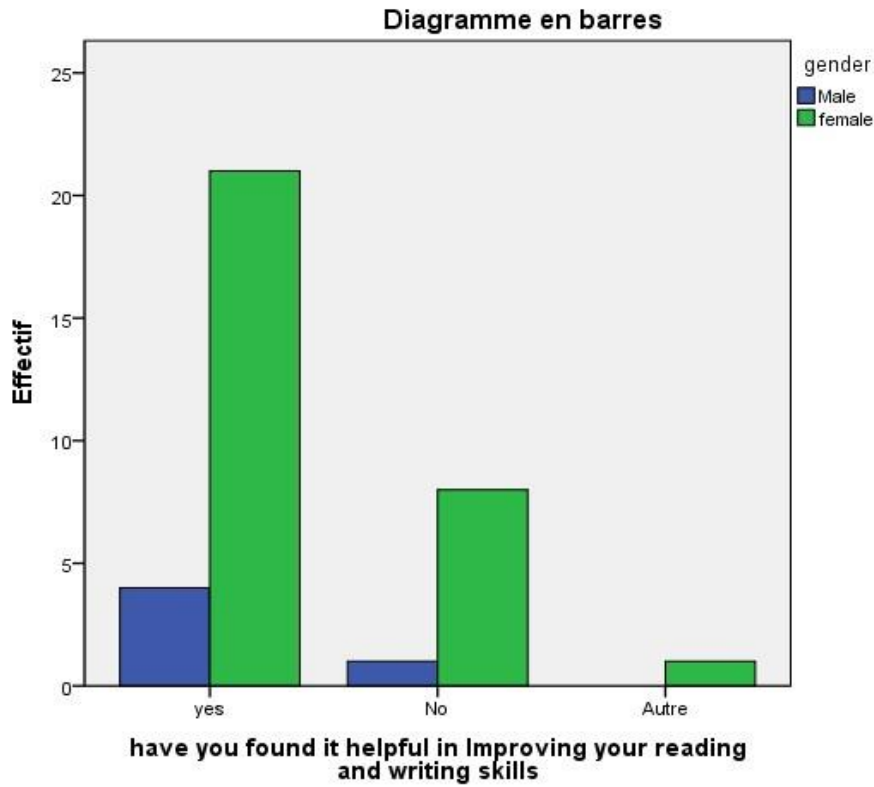
Table 16. the importance of book reviewing :

		gender		Total
		Male	female	
have you found it helpful in Improving your reading and writing skills	yes	4	21	25
	No	1	8	9
	Autre	0	1	1
Total		5	30	35

As the results show book review does help students enhance their reading and writing skills because it is mainly composed of these two main skills and this explains the number of

students who agreed (25 student) .while the students who disagree were 09 this is maybe due to the luck of guidance throughout the process.

3.8Discussion of the students questionnaire :

3.8.1 The analysis of the students' questionnaire reveals these notes :

. we see that the level of students English ranges from upper intermediate to intermediate which means that they have a good level in English .

. many students confirm that reading is the leastskill that interests them which highlights a dangerous phenomenon that may affect language learners' level in English .

.the results reveals that students who are interested in reading prefer to read books, short stories rather than reading newspapers and magazines ,that is to say that they tend to read educational materials.

.Teachers help students to read

From the analysis of the finding students agreed that reading helps improve writing skills which means that EFL students are aware of the importance of reading.

. many student confirmed that using book review does help them enhance their reading and writing skills because it is mainly composed of these two main skills

3.9 limitation of the study :

the present study was carried in Mohamed kheider university of biskra with third year students in the department of English ,our study has some limitations one of those limitations is the lack of sources about book review because the topic is new.

General

Conclusion

General conclusion :

Reading and writing are both complex learning activities , however ; if the reader uses his reading activities like skimming , scanning, the latter skills will help the language learner engage on the process of reading so that his writing skills will be improved constantly , writing book review assignments will help the EFL learner to practice writing and critical thinking ,therefore, his language literacy will be ameliorated and improved significantly .

We have designed and implemented the present study to answer the statement of the problem , whether the use of book review method on classes helps EFL learner specially third year students to improve their writing ability and their language literacy , to determine the effectiveness of this method

At the beginning of this dissertation , we tried to define both reading and book review because in order to write a book review you must be a good reader , therefore we started by defining reading ,the features of engagement in reading and we discussed the modals of teaching reading ,then we moved to talk about types of reading and reading strategies ,at the second part of this chapter we defined book review , its historical background and its types , the relationship between book review and social media (goodreads ,book tube and book blogs) and how to teach writing through book reviews.

Secondly ,the second chapter consists of writing ,its definition ,component and relation to other skills ,then we moved to the approaches of teaching writing , we mentioned the stages of writing process and the types of writing .

 The third chapter consist of the practical part of the study where we discussed data analyses that was collected by means of a questionnaire which aims at investigating the attitude towards the usefulness of the book review method in writing skill among third year EFL students at Mohamed Khider university of Biskra .

it can be concluded that the book review method was helpful to students since most of answers collected agreed that the latter strategy was helpful increasing their reading feedback and improving their writing skill.

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Appendices

The students' Questionnaire

Dear student ,

You are kindly requested to fill in this questionnaire to express your attitude towards the use of the method of book review in class to enhance your writing and reading competence (language literacy) , your answers are very important for the validity of this research .

I would appreciate if you could participate in this questionnaire by answering the following question .

Thank you for your
Cooperation .
*please put a cross (X) in the appropriate box .
*make justification whenever necessary.

__Section one__ : general information

.1Gender

Male ☐
Female ☐
Where do you classify your level in English

Beginner

Intermediate ☐
Upper intermediate ☐
Advanced ☐
In which skill you are interested
Reading   ☐
Writing ☐
Listening   ☐
Speaking ☐
Please
justify…………………………………………………………………………………
………………………………………………………………………………………

__Section two__ : reading
Do you like reading
Yes   ☐
No   ☐
How often do you read
Frequently   ☐
Sometimes   ☐
Rarely ☐

What type of reading do you prefer

Short stories

Poems

News papers/magazines

Others

Does your teacher encourage you to read ?

Yes   ☐

No ☐

Does your teacher teach you some reading strategies

Yes   ☐

No ☐

If yes do you find it helpful,

justify…………………………………………………………………………………

…………………………………………………………………………….

Section three writing

How do you consider your writing skills

Good ☐

Average ☐

Very good ☐

Poor ☐

Are you satisfied with your level in writing ? ☐

Yes ☐

No ☐

According to you good writing requires ☐

Correct grammar ☐

Reach vocabulary ☐

Correct spelling ☐

Good ideas ☐

Others ☐

Does reading contribute to the development of writing ☐

skills

Yes ☐

No ☐

Section four : book review ☐

Did you teacher ask you to read a book before ☐

Yes ☐

No ☐

Have you analyze it ☐

Yes ☐

No ☐

Did you apply some reading strategies on that book ☐
Yes ☐
no ☐
Did you use the method of book review on class before
Yes ☐
No ☐
Have you found it helpful in Improving your reading and writing skills
Yes ☐
No ☐
Justify………………………………………………………………………………
…………………………………………………………………………………..
Thank you , you have been very helpful.