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The Role of Extensive reading in Enhancing EFL Learners' Writing Skill

Case of Third Year Students at Biskra University

Dissertation submitted in fulfillment of the requirements for a
Master Degree in Sciences of Language

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Dedication

♥In the name of Allah most merciful♥

I am proud to dedicate my dissertation to my family♥

A special feeling of gratitude to my iron heroine my mother ♥ my sunshine the reason I am what I am today *Fatima* ♥who encourages and motivates me everyday Who sacrificed on and on to raise beautiful inside and out children and pure just as her heart and soul , my mother who left me up when life knocked me down. Thank you mother I love you to the moon and back.

To my precious father Mr. *Abdelmadjid Zehani* ♥whom words of push for tenacity ring in my ears. My supportive father, my number one cheerleader, who raised me to be kind, and be more of a giver than a taker! Who established principles in my mind, and made not only my education a priority, but also my good upbringing. Thank you father I am proud to be your daughter.

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Khaoula ♥my soulmate, my Jerry.

Imane ♥and *Sana* ♥have never left my side and very special.

My only brother *Okba Zehani*♥ whom I appreciate and hold a special place in my heart, who never turned me down when I needed him, the man with values. God bless him for us...far from my eyes but near to my heart   without forgetting his kind wife.

To my sister's husband, *Aziz* ♥thank you for being a part of our family and for considering me as your little sister and helping me in every step.

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To all my beloved nephews and nieces whom I spent my most times with and who made hard times look like an animation with always a happy ending with their innocence.

I also dedicate my dissertation to my best friend who supported me unconditionally, for the many hours of help, patience, and hard work. Thank you so much I couldn't have done it without you.

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Abstract:

Writing in a foreign language is considered to be one of the most complex tasks in foreign language learning. The majorities of learners have a difficulty in mastering the writing skill, and they are unable to produce good quality of pieces of writing. Therefore, the current study aims to investigate the role of Extensive reading in improving EFL students writing' skill at Biskra University. In order answer our research questions, confirm or disconfirm our hypotheses, a descriptive method has been adopted, in which two questionnaires were administrated online to third year EFL students and written expression teachers at Biskra University. This study finding has shown that both EFL students and teachers have reacted positively to the use of extensive reading as a method to enhance the writing skill. Also, the results have shown that both EFL students and teachers believe that extensive reading contributes to a very great deal in helping to improve the writing skills. On the basis of the results, our questions have been answered, and our hypotheses are confirmed. Moreover, this study suggested some recommendations for students to explore the reading strategies, and to be aware of the importance of extensive reading in developing their language skills, and for teachers to motivate, encourage, guide, and engage their students in reading activities, and to highlight the importance of extensive reading in developing their language skills.

List of Tables

Contents

General introduction:

It is commonly known that developing the four language skills: speaking, writing, reading, and listening have always been the focus of foreign language teachers. At a university level, students of English as foreign language (EFL) are required to produce a high quality of writing. However, that was not always the case due to the fact that writing is a very challenging and complex task. When they attempt to write, students face many difficulties represented in: vocabulary, word choice, lack of ideas, coherence and cohesion...etc. It is believed that most of these difficulties are mainly due to the lack of reading. The reading skill is as important as the writing one. Extensive reading helps students to stay continuously exposed to the target language, which is in our case, English, and it allows them to obtain a large amount of informative input about that language, which will eventually helps them to produce an acceptable level of writings.

Teaching and learning to write in any language is an essential area that influences students' performance and language learning. Despite the fact that writing in a foreign language is a difficult task, we believe that extensive reading is a key element to develop the writing skills, as Williams (2003) assumes that good readers are good writers. So, teachers need to consider the role of reading widely and in large quantities in order to improve their students' writing skill. Students, in the other hand, need to recognize the importance of reading either to develop their abilities in both skills or to extend their knowledge.

2. Statement of the problem:

In foreign language classes, writing is considered to be the hardest skill to be acquired or to be taught. Students of English as a foreign language at Biskra University are encountering several numbers of difficulties or deficiencies in developing their writing skills. Written expression teachers believe that the poor qualities of writings that their students

produce are due to the lack of practice of the language outside the classroom, and mainly due to the lack of reading in English. Therefore, the aim of this research is to investigate the role of extensive reading in improving EFL learners' writing skill, the case of third year students at Biskra University.

3. Significance of the study:

This study is essential because it shed light on one of the most crucial elements in developing the writing skill which is reading. More importantly, this study shows why teachers should recommend reading as a vital method of improving students' writing skills to their students, making them aware of its importance, and why students should take it into consideration in order to develop their language learning in general and the writing skill in particular. Also, this study shows how can reading or "extensive reading" helps in increasing students' knowledge and raising their motivation.

4. Aims of the study:

This study main aim is to investigate the important role that extensive reading plays in enhancing students' writing skills. Also, it aims to raise students' awareness toward reading and its importance. Furthermore, it aims to determine students and teachers opinion towards reading inside or outside the classroom.

5. Research' questions:

- What are teachers and students' attitudes and opinions toward the use of reading as a method to enhance the writing skills?
- To what extent does reading contributes in improving the writing skill?

6. Research hypothesis:

- Teachers and students will show a positive attitudes and opinions about using reading as a method to enhance the writing skills.
- If students keep reading continuously large amount of books, the writing skill will be improved.

7. Methodology:

This study will employ the descriptive method as an appropriate way to confirm our hypothesis and to identify the importance of extensive reading in improving students' writing skills. Moreover, the descriptive method is the most suitable one to gather information and reach our research aim.

In order to gather data for the current study, two questionnaires will be distributed to both third year EFL students and EFL teachers at the University of Biskra. The students' questionnaire will aim to collect data about the impact of extensive reading on EFL students' writings, while the teachers' questionnaire will aim to collect data about the importance of extensive reading in enhancing EFL students' writings.

8. Literature review:

Throughout years, researchers have been trying to improve the quality of teaching and learning English as a foreign language. To reach positive results, scholars have been conducting researches about the use of different tools to improve the quality of teaching and learning inside the classroom. One of these methods is the use of extensive reading. A considerable number of researches have been conducted for the sake of investigating the effectiveness of using extensive reading as a tool to improve the teaching and learning quality in general, and the writing skill in particular.

For instance, an experiment was carried out by WAI-KING TSANG (1996) comparing the effectiveness of an extensive reading program and a frequent writing program on the acquisition of descriptive writing skills in English by a group of secondary students in Hon Kong, China. His findings show the importance of linguistic input in the acquisition of writing abilities, questioning whether students' writing can improve with activities that exclusively focus on output. Tsang's study shows that, in the area of language use, the reading program was the only one of the three he administered to students which proved to be significantly effective on the acquisition of writing skills.

Another study by BEKIR SAVAS (2009) in Turkey, entitled "An application of extensive reading to English for academic purposes programs at tertiary level for functional academic literacy: A Turkish case-study". His study was conducted within the EAP program in the Engineering faculty of Kocaeli University in Turkey. His sample was represented by two groups, a experimental group (Sixty first-year students), and a control group (fifty-two first-year students, in which he used a case study to test and validate his hypothesis. His paper discussed the need for an extensive reading component in English for Academic Purposes programs at the tertiary level as a way of improving students' academic literacy. Furthermore, efficiency of extensive reading was evaluated by comparison of academic literacy development of the experimental group who learned academic English through extensive reading with tasks and the control group who learned academic English through intensive reading and translation. To conclude, the findings indicate that extensive reading is more productive than intensive reading as the former focuses on meaning while the latter focuses mostly on language.

Yutthasak Chuenchaichon (2011) in his study investigated the development of paragraph – writing skills in EFL writers through the use of a reading – into – writing method. The study's sample was represented by 54 second-year English major students at

Naresuan University in Thailand. The study's results show that the reading – into – writing method had a positive impact on the paragraph – level writing development of these learners. The students of the experimental group tended to use more compound sentences and more complex sentences in their writing. This might be attributed to the fact that they had more chance of reading (and working with) texts containing compound and complex sentences.

Another research was conducted by KIFAH RAKAN ALQADI and HAITHAM M. ALQADI in 2013 at Al-Bayt University in Jordan entiteled "The Effect of Extensive Reading on Developing the Grammatical Accuracy of the EFL Freshmen at Al Al-Bayt University". The study aimed at determining the degree of the effect of extensive reading on developing the grammatical accuracy of the EFL freshmen at Al-al-Bayt University. The study sample consisted of 60 male and female students distributed in two groups: the experimental group and the control group. The subjects in the two groups were given a writing test in which a short paragraph was required to be written. Then the researchers started to assign several extensive reading tasks of various topics. After a period of 6 weeks, (20/3 – 1/5) in the second semester of the academic year 2011/2012, the subjects in both groups were given the same test in which they write a short paragraph. The two tests (pre and post) were corrected and the researchers compared their results in order to measure the effect of the treatment, which is extensive reading, on the students' writing grammatical accuracy. The study yielded the finding that extensive reading had a positive impact on enhancing the grammatical accuracy of the EFL freshmen at Al al-Bayt University.

Also, another study was conducted by HADI SALEHI MASOUD ASGARI and MAHDI AMINI in Islamic Azad University Najafabad Branch in Iran. The presented study was conducted to investigate the impacts of extensive reading on the writing performance of Iranian EFL pre-university students. To achieve the aim of the study, 48 students were randomly chosen from pre-university students, 24 of whom were ascribed to experimental

group and the other half assigned to the control groups. Data of the study were collected within a six- month period via a pre-test and post-test designed for comparable groups. The control group was treated by the regular teaching of an English teacher with the direct supervision of the researcher; however, the experimental group was treated by the researcher. An independent sample t-test was used as a statistical test. As a result, the findings of the study have shown that the experimental group outstripped the control group, resulting in null hypothesis rejection. This has indicated that extensive reading may have a significant positive effect on EFL learners' writing performance.

According to all these studies that we have mentioned above, and their results that were related to extensive reading and its role in developing other language skill, especially writing, this study aims at gathering information about extensive reading investigating its contribution in the development of the writing skill in foreign language teaching and learning context, case of third year students of English at Biskra University.

9. Structure of the study:

This research is divided into three main chapters. Chapter one and two will be devoted to the literature review and chapter three to the field work.

Chapter one will deal with the reading skill, its definition and importance. Furthermore, it will introduce strategies of reading and its types. This chapter will also define extensive reading, show its importance, and the difference between intensive and extensive reading. Moreover, it will highlight the role of extensive reading in developing reading comprehension. Finally, it will shed light on the principle of extensive reading, and its role in language learning.

Chapter two will introduce writing as a productive skill; it will show its importance and different purposes of writing. Furthermore, it will show different approaches to teaching

writing, and major the difficulties that face students when they write. Additionally, it will discuss major features of effective writing. Finally, this chapter will highlight the relationship between reading and writing and show how effective reading can help in improving students' writing skills.

Finally, the third chapter will deal with data analysis. This chapter contains a detailed analysis of students` feedback questionnaire and teachers` feedback questionnaire, and ultimately a summary of the results obtained in this research work.

Chapter one: Reading and extensive reading

Introduction:

In the contrary of writing, reading is a receptive skill that needs to be developed by EFL learners. It is a process of interaction between the reader and the material in which all the schematic knowledge being interacted with all the reader's social and contextual factors, it enables individuals to decode, interpret and comprehend any reading material. One type of reading is extensive reading, which is defined as reading extensively in an easy and enjoyable way to enhance their academicals skills and fluency. This chapter will deal with the reading skill, its definition and importance. Furthermore, it will introduce strategies of reading and its types. This chapter will also define extensive reading, show its importance, and the difference between intensive and extensive reading. Moreover, it will highlight the role of extensive reading in developing reading comprehension. Finally, it will shed light on the principle of extensive reading, and its role in language learning.

1.1 Definition of reading:

Reading was defined in many perspectives; for instance, according to Wikipedia: "reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas". Also, according to Nunan (1991) reading is usually conceived of a solitary activity in which the reader interacts with the texts in isolation. In addition, Mitchell (1982) has provided a simple definition of reading; according to him reading can be defined loosely as the ability to make sense of written or printed symbols. From a psycholinguistic perspective, according to Goodman (1967) as cited in Carrel & Eisterhold (1983), reading was regarded as an activity in which the reader processes information and tries to make decisions that will be confirmed, disconfirmed or refined. That is to say, reading is an interactive process that takes place between the reader's mind and the printed text.

1.2 The importance of reading:

The reading skill is as crucial as any other language skill. Therefore, Holmstron and Glengeninig (2004) have summarized the importance of reading as follows;

They stated that reading develops students writing by making them better writers, since they are going to face different language rules which will help them later in developing a sense for structures of the language, grammar, and increase their vocabulary. Also, reading enables students to have a kind of interaction and form their own thoughts. Thus, when we read, we are going to be able to:

- Recognize different formats such as headlines or faxes and different styles and genre;

- To know letters, words, and phrases;

- To understand implication and style;

- To skim, scan, predict, guess, and remember;

- To match what we read to our own experience;

- To be able mentally to agree or disagree;

- To criticize or to commend, and to be able to survey books.

1.3 Reading strategies:

A considerable number of researchers have found that implementing or teaching reading strategies is a key element in developing student comprehension. Therefore, (2013) has identified six reading strategies which are summarized as follows:

1.3.1 Predicting:

Predicting means that the reader is going to set a goal or purpose for their reading. According to Block and Israel (2005), good readers use their own experiences and knowledge to make predictions and formulate ideas as they read. Furthermore, this strategy also allows

for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003).

1.3.2 Visualising:

Visualization is the reader ability to construct an image of what is read. This image is stored in the reader's memory as a representation of the reader's interpretation of the text (National Reading Pannel, 2000). It is another good strategy that the reader employs when comprehending a text.

1.3.3 Making connections:

Another good strategy is making connections, which means that readers can activate their prior knowledge and connect the ideas in the text to their own experiences. In this way, reading materials become clearer and meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world.

1.3.4 Summarizing:

According to Adler (2001) the process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words. In order to help students' capacity to improve text comprehension, the process of summarizing allows readers to distinguish the main ideas from the supporting ones, and to distinguish the related knowledge from the unrelated one.

1.3.5. Questioning:

According to Harvey & Goudvis (2000) the questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. This strategy of questioning can be used before, during, and after reading. Therefore, by using this strategy, the reader's ability of text comprehension can be improved.

1.3.6 Inferring:

Inferring refers to the process of reading between the lines. Throughout this process, readers are going to use their own knowledge along with information from the text to draw their own conclusions. According to Harvey & Goudvis (2000), throughout the process of inferring, readers will be able to draw conclusions, make predictions, identify underlying themes, use information, pictures to create meaning from the text.

1.4 Types of reading:

Reading is one effective way of facilitating the learning process as well as the teaching process. Therefore, in order to make the task of reading easy, teachers should provide their students with the different types of reading.

1.4.1 Extensive reading:

The term "extensive reading" was originally coined by Palmer (1917), but afterwards, different terms have been used in order to refer to extensive reading such as, "**Free reading**", "**Sustained silent reading**", "**Book flood**"...etc. according to Bamford (2004), extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principle goal being obtained pleasure from the text. That is to say, extensive reading is the process of reading a considerable number of reading materials in different settings by the students, for the sake of gaining knowledge, experience, and entertaining themselves.

1.4.2 Intensive reading:

According to Koay (2015), Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. In addition, Lampariello (2017) defined intensive reading as: "an activity that requires great mental effort and focuses. Because of

this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout". That is to say, intensive reading is a difficult process in which students are required to pay a great attention to the text because they have to get the full understanding of it.

1.4.3 Critical reading:

Harris and Hodges (1981) have defined critical reading as: "a process of making judgments in reading, evaluating relevancy and adequacy of what is read, an act of reading in which a questioning attitude, logical analysis and inference are used to judge the worth of what is reading according to an establish standard". That is to say, intensive reading is a toll that helps the readers to evaluate what they read and later on make decisions about it. Stressing on this idea, Cervetti, Pardales, & Damico (2001) also viewed critical reading as a process, in which they defined it as: "critical reading is the process of evaluating the authenticity and validity of materials and of formulating an opinion about it".

1.5 Extensive reading and its importance:

Kelly (1969) claimed that Harold Palmer (1917) was the first to use the term extensive reading in foreign language teaching. According to Palmer's point of view about Extensive reading, students read a great deal of reading materials and read quickly. Additionally, He believed that in extensive reading, books were read for both language study, and pleasure and information. In addition, according to Richards and Schmidt (2002), extensive Reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build knowledge of vocabulary and structure and to encourage a liking for reading. That is to say, the main objective of extensive reading is to train students to read directly and fluently in the target language for enjoyment.

While there is abundant evidence that reading plays a significant role in learning a foreign or second language (Gradman and Hanania, 1991; Constantino et al, 1997; Camiciottoli, 2001), many studies have also stressed the benefits of extensive reading, such as its positive effect on reading comprehension (Robb & Susser 1989; Mason & Krashen, 1997; Bell, 2001; Sheu, 2003), vocabulary knowledge (Elley, 1991; Lao & Krashen; 2000, Sheu, 2003), writing performance (Elley, 1991; Mason & Krashen, 1997), grammatical competence (Elley & Mangubhai, 1983; Sheu, 2003). Furthermore, Day and Bamford (1998) emphasized on the importance of extensive reading as an effective tool to improve learning, in which they claimed that: "students who engage in extensive reading increase their reading speed, comprehension, vocabulary knowledge, motivation and positive reading attitudes".

1.6 Extensive reading Vs Intensive reading:

Extensive and intensive readings are two completely different types of reading. A considerable number of studies have been conducted in order to distinguish between the two types. For instance, Renandya (2007) have explained the difference between extensive reading and intensive reading in simple terms, in which he declared that intensive reading is more detailed on limited texts with the focus on the language, while extensive reading is broader in terms of texts and the focus is on the content rather than the language. In addition, Mohsin (2019) have conducted a research about extensive and intensive reading, in which he drew a table showing the differences between the two types. This table is represented as follows:

Sr No.	Extensive Reading	Intensive Reading
1	Extensive reading is considered as being reading rapidly. The readers read books after books. Its attention is paid to the meaning of the text itself not the language.	Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.
2	The purpose of extensive reading is for pleasure and information.	The purpose of intensive reading is getting literal meaning of the text.

3	Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.	Readers are also concerned with the meaning of individual words or sentences.
4	Reading of novels, magazines, newspapers etc. are the examples of extensive reading.	Reading of textbooks is the example of intensive reading.
5	Generally silent reading becomes the example of extensive reading.	Generally oral reading becomes the example of intensive reading.
6	Extensive reading is of large quantities of material or long texts, because reading is individualized, students choose the books by themselves what they want to read.	Intensive reading is usually "a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning"
7	Extensive reading means to read a lot of matter.	Intensive reading means that to read some matter very thoroughly and deeply.
8	Extensive reading means reading different books of similar ideas.	Intensive reading means reading single book over and over to get its literal meaning.

Table 1 The difference between extensive and intensive reading

1.7 Reading comprehension development through extensive reading:

Considerable numbers of studies have demonstrated gains in reading comprehension through extensive reading. For instance, Pilgreen and Krashen (1993) as cited in Loh (2009) did an experimental study where they involve 125 high school students of English as a second language. According to their study, these students showed remarkable gains in reading comprehension. In addition, Day and Bamford (2004) have found improvements in their participants reading ability. In their study; they observed two classes, one with extensive reading and another is a regular class. After they finished conducting their study they stated that the extensive reading group outperformed the traditional group on a reading ability test. Finally, another study by Sims (1996) who made an experimented on two groups of Taiwanese University freshmen, in which one group was exposed to extensive reading while the other one was exposed to skilled-based reading. The results of this study have shown that was exposed to extensive reading have scored better on writing recall protocols and on reading comprehension tests.

To conclude, all researches related to extensive reading, and all studies that we have mentioned above, have asserted the important role of extensive reading in developing reading comprehension.

1.8 Principles of extensive reading:

Day and Bamford (1998) have identified 10 principles of extensive reading. They believed that these principles are the ingredients of extensive reading, in which they encouraged teachers to use them as a way to examine their beliefs about reading in general and extensive reading in particular, and the way they teach foreign language reading. These 10 principles are represented in:

1. **The reading material is easy:** which means that the text must be well known within the learners' reading competence in the foreign language in order for extensive reading to be possible and to have the desired results. That is to say, learners need to be familiar with the vocabulary used within the text, grammar patterns, idioms...etc.

2. **A variety of reading material on a wide range of topics is available:** which means that learners should be exposed to different kinds of texts due to the fact that each one of them has a preferable type of reading material to read. Varied reading materials encourage learners to read as each learner read for different reasons (entertaining, passing time, gaining information...etc.).

3. **Learners choose what they want to read:** which means that learners have to be given the freedom of the choice of the reading material, so they can freely choose texts they expect to understand, enjoy, and to learn from. In the other hand, learners will stop reading anything they find to be difficult, or not interesting.

4. **Learners read as much as possible:** this is the "extensive" of extensive reading. The most critical element in learning to read is the amount of time spent actually reading.

Additionally, by being exposed to a considerable number, and different kinds of reading materials, learners' language proficiency and competence will be improved.

5. **The purpose of reading is usually related to pleasure, information, and general understanding:** which means that the purpose of extensive reading is not one hundred percent comprehension of the text, instead, the focus shifts away towards the reader's personal experience. So, the learner's goal is sufficient understanding to fulfill a particular reading purpose.

6. **Reading is its own reward:** that is to say that the goal of reading is the reader's own experience and joy of reading.

7. **Reading speed is faster rather than slower:** due to the fact that the given text or reading material is easy, and understandable by the students, their reading should be fluent. Therefore, learners are asked to ignore or guess the meaning of the few unknown words in the given text instead of using the dictionaries.

8. **Reading is individual and silent:** it means that learners reading at their own pace. It can be done in both in the student's own time when and where the student's chooses, or inside the classroom, when the teacher asks for a silent, self-selected reading.

9. **Teachers orient and guide their students:** which means that students need to be familiarized with what is an extensive reading program, why they are doing it, and how it is going to benefit them. Therefore, teachers need to keep tracking their students what and how much they read, and if they are interested on what they read in order to guide them to get successful reading.

- **The teacher is a role model of a reader:** that is to say, teachers in general have a strong influence on their students. Therefore, teachers should be familiar with all what their students read because when both of them share the same reading, the classroom can be a place to discuss books with students, answer their questions, and make

recommendations to each student individually. Thus, the classroom can be a place where students and teachers experience together the value and pleasure to be found in the written word.

1.9 The role of extensive reading in language learning:

Previous studies have confirmed that there is no doubt about the crucial role of extensive reading in improving the language learning process. For instance, Bell (1998) has highlighted some of the various roles that extensive reading plays in language learning process:

- It can provide "comprehensible input".

- It can enhance learner's general language competence.

- It increases the students' exposure to the language.

- It can increase knowledge of vocabulary.

- It can lead to improvement in writing.

- It can motivate learners to read.

- It can consolidate previously learned language.

- It helps to build confidence with extended texts.

- It encourages the exploitation of textual redundancy.

- It facilitates the development of prediction skills.

Conclusion:

The literature of this chapter has shown that reading is a crucial element in language learning. As for extensive reading, it has proved that it is one of the effective tools of improving language learning in general, and the writing skill in particular. Therefore, this chapter have dealt with reading as a skill; it has shown its definition and importance.

Furthermore, it has introduced strategies of reading and its types. This chapter has also defined extensive reading, showing its importance, and the difference between intensive and extensive reading. Moreover, it highlighted the role of extensive reading in developing reading comprehension. Finally, it had shed light on the principle of extensive reading, and its role in language learning. The next chapter will deal with the writing skill in general, highlighting some major points about this topic.

Chapter Two: The writing skill

Introduction:

Writing is one of the most challenging skills that occupies an intrinsic value in language teaching and learning. It includes the knowledge and abilities related to expressing ideas through the written word. It is a fundamental skill because it allows students to get a point across what being physically present. This chapter will introduce writing as a productive skill; it will show its importance and different purposes of writing. Furthermore, it will show different the approaches to teaching writing, and major difficulties that face students when they write. Additionally, this chapter will discuss major features of effective writing. Finally, it will highlight the relationship between reading and writing, and show how effective reading can help in improving students' writing skills.

2.1 Definition of the writing skill:

Throughout years, scholars defined writing in many ways, one of these scholars is Tarigan (1994), who explained the definition of writing as a skill of language, and he said that: "writing is one of the language skills which are used to communicate indirectly, without having face to face with other people". In other words, writing is a tool to interact with other people without necessarily meeting them in person.

Another definition by Nunan (2003): "writing can be defined by serious of contrast: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. The definition can be explained as follow, physical and mental mean that writing is physical action to pour some words or ideas to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by readers. Express and impress mean that a writer typically serves two masters, himself and his desires to express an idea or a feeling and readers. Process and product mean that a writer needs some

steps of working to get a product of writing form. The writer must imagine, organize, draft, edit, read, and re-read.

From the explanation above, it can be said that writing is an ending of product from students' thinking, feeling, and idea, even experience that is visualized in written form.

According to Harmer (1988): "writing is used for a wide variety of purposes: it is produced in many different forms". That is to say, writing is one of language abilities that are a process to express an idea, feeling, and arguments in a form of words in sentences.

Furthermore, according to Dorothy E Zemach & Lisa A Rumisek (2005), Writing is an important form of communication in day to day life it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Writing is a form language using activities in the form of written. In writing process the students must be focus to select idea, must have a lot of vocabulary when writing, be creative in using of language, and understand proper spelling or grammar.

2.2 The importance of the writing skill:

Writing skills are important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations. According to Ramelan (1992), writing is another means of communicating ideas, which is more prevailing and more often used in daily life. Written texts are more exposed as found in newspapers, magazines or letters. So that the researcher can conclude that writing is very important as one medium of communication. The importance of writing can be seen in daily life and also in social life, like in education and business aspect. Academicians and business people view writing skill is crucial. For academicians writing skill can be the ticket to better college grades and greater academic achievement. Also, writing skill is considered essential for achieving career and business

goals. It is an important medium of communication, according to Prabhakar Pillai (2010). Additionally, Rogers (2005), declared that: "Writing is one of the most significant cultural accomplishments of human beings, it allows us to record and convey information and stories beyond the immediate moment. Writing allows communicating at a distance, either at a distant place or at a distant time". This means, writing is a tool of communication that allows human beings to translate their thoughts, ideas, and feelings into language at any time and any place.

2.3 Purposes of Writing:

Writing is used in everyday life for different purposes, for instance, it is used to send a message to a friend, to send an invitation, shopping list...etc. Accordingly, Harmer (2007) stated that: "because writing is used for a wide variety of purposes, it is produced in many different forms". Therefore, according to Houghton Mifflin Harcourt textbook "Writing Handbook Student Edition Grade 6", there are four main purposes of writing:

- **To inform:** which means to share facts and other information such as reports, or statements that are supported with facts and evidences.

- **To explain:** which means to tell what, how, and why about a topic.

- **To narrate:** which means to tell a story that can be made up or truthful. Most forms of narrative writing have a beginning, middle, and an end.

- **To persuade:** which means to state an opinion or goal, and support it with reasons and supporting details in order to get the audience to agree, and take action.

2.4 Approaches to teaching writing:

There are three main approaches to teaching writing, the process approach, the product approach, and the genre approach.

2.4.1 The process approach:

The process writing approach came as a reaction to the product approach. Fowler (1989) acknowledged that the process approach of writing was developed as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently permitted learners to express themselves better as individuals. That is to say, it allows learners to express themselves freely by introducing their own ideas and using their own language.

The writing process is also the ability to translate ideas into a written text. According to Harmer (2004), writing has four stages, planning, drafting, editing and final version (publishing).

Planning: it is the first stage of the writing process in which the students have to consider three main issues, first, identifying the purpose of writing, having to regard the language they will use, and finally, having to select the content.

Drafting: it is the second stage in the writing process, in which students need be given a considerable amount of time to develop the first draft focusing more on developing and organizing ideas more than producing correct grammar, punctuation or spelling.

Editing: it is the third step after drafting. Here, students are required to read again their pieces of writing in order to check if there are mistakes, and make the necessary corrections.

Final version: it is the final stage, the final version of the piece of writing, in which it is much different than the first draft. In this stage, students are ready to send out their writing to the readers.

2.4.2 The product approach:

The product or the controlled writing approach was widespread in the mid- 1960's as "the marriage of structural linguistics and the behaviourist learning theories of second

language teaching" (Hyland, 2003). 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). It is regarded with the final result of the writing process and mainly based on activities which require from the learner to be engaged in imitating and transforming model texts.

The product approach to the teaching of writing focuses more on grammatical and syntactical structures and imitating models. As Nunan (1999) claimed: "it concentrates on writing tasks in which the learner imitates, copies and transforms teacher supplied modes, it focuses on steps involved in creating a piece of work where the model text is always taken as the starting point". In other words, students are required to study and analyze the model text from all angles including: structures of grammar, content, sentences, organizations and rhetorical patterns. After that, they are given a new topic and invited for a parallel writing task.

2.4.3 The genre approach:

The genre approach is assumed to be an extension of the product approach because it focuses on integrating the knowledge of a particular genre and its communicative purpose. Eventually, this will help learners to produce speeches to communicate with others in the same discourse community successfully. Terrible (1996) argued that: "writing is seen as an essentially social activity in which texts are written to do things, the assumption being that if the reader cannot recognize the purpose of a text, communication will not be successful". That is to say, the communication will be lost if the readers or listeners cannot identify the intentions and purposes of the speech.

Despite the fact that it is beneficial in some aspects, the genre approach is less helpful in letting them understand the true message of the text. In addition, it precisely focuses more on how language is used and its purpose according to different contexts. Also, the genre

approach is blamed for limiting the student's creativity because writing takes place through exploration and imitation of different kinds of models (Badger & White, 2000).

2.5 Major difficulties in writing:

Writing is a significant skill in language production. Therefore, the development of this skill draws considerable attention for its learning and teaching from the very early phase of language education. Nunan (1989) argued that: "writing is an extremely difficult cognitive activity which requires the learner to have control over various factors". In addition to Nunan, Seely (1998) identified four major difficulties that students struggle with when they write: Grammar, Vocabulary, spelling, and punctuation.

2.5.1 Grammar:

According to Seely (1998), grammar is considered to be the basis of learning any foreign language, in which he defined it as: "A group of rules that determine how language works, and describe things in a practical way. It can be classified into: syntax...and morphology". Also, Seely (1998) argued that the main difficulties in grammar are the difficulties that come within writing the sentence. To clarify, the majority of students find difficulties when it comes to ordering the words within the sentence, selecting the the right tense of the verb, identifying the object, knowing where to put the adverbs and conjunctions...etc. Brooks and Grundy (2001) agreed with Seely, in which they stated that: "for one thing in writing, we must understand the structure of the language, what the parts of speech do, how the words related to one another, what the individual words mean, the rules of grammar and punctuation".

2.5.2 Vocabulary:

Ur (1994) explained that vocabulary is the words that teachers educate in the foreign language. Thus, the use of the appropriate vocabulary is considered to be one of the main

difficult tasks of the writing process. In addition, Seely (1998) noted that: "English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries". That is to say, mastering the vocabulary level of English language is not an easy task due to the fact that the English language is rich of words, new words or word that changed overtime: also, the English language has a considerable number of varieties. Furthermore, Seely (1998) listed the major element in vocabulary problems:

- **Active vocabulary:** the words that learners use in their writing.
- **Passive vocabulary:** the words that the learners understand, but not necessarily use them in their writing
- **Vocabulary that we never dealt with.**
- **Vocabulary that is seen to be passive.**
- **Vocabulary words, we have seen before, but their meaning is not clear.**

2.5.3 Spelling:

Another difficulty that faces the students when they write is spelling. According to Wikipedia, Spelling is a set of conventions that regulate the way of using graphemes (writing system) to represent a language in its written form. In other words, spelling is the rendering of speech sound (phoneme) into writing (grapheme). According to Seely (1998), writing in English is more difficult than writing in any other language due to the fact that English has forty sounds, but only twenty-six letters, so in order to write in English, students need to combine letters in different ways. Another reason is that many words have been derived from other languages, some have kept their original spelling and pronunciation, and some have changed.

2.5.4 Punctuation:

According to the Cambridge dictionary, punctuation is the use of special symbols that you add to writing in order to separate phrases and sentences to show that something is a question...etc. According to Seely (1998), punctuation marks facilitate reading the text and make it comprehensible for the readers. Thus, due to the lack of recognition of the unique function of each punctuation mark has, a considerable number of students misuse or do not use at all the punctuation marks when they write.

2.6 Characteristics of effective writing:

As was mentioned before in this piece of paper, writing in a foreign language is a complex and challenging task to any language learner. Therefore, effective writing is characterized with some features as: Organization, clarity, word choice, and mechanics.

2.6.1 Organization:

One of the most important features of writing in a foreign language is organization. Organization in general is the framework of any given piece of writing. Also, it means that the information that is going to be presented to the readers need to be in a structured and an organized format. For instance, Starkey (2004) supported this idea in which he stated: "…by following an organized method of writing, you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your piece of writing work together and how they support your thesis".

2.6.2 Clarity:

Another characteristic of good writing is clarity. Clarity refers to the most readable and comprehendible piece of writing that an EFL learner had produced. In foreign language learning, if the readers can easily read and understand the message of any piece of writing,

that means that that piece of writing have reached clarity. For instance, Starkey (2004) identified five steps in order to accomplish clarity in writing:

- Eliminating ambiguity by avoiding words or phrases that have more than one meaning.

- Using powerful, precise adjectives and specific adverbs, and replacing vague language with more specific words.

- Be concise by eliminating unnecessary words and phrases.

- Avoiding the repetition of information and ideas because it is a sign of sloppy writing.

- Using pronouns when the antecedent is obvious and meaningful.

2.6.3 Word choice:

Choosing the most suitable word to be added in any piece of writing is the best way for learners to convey their messages accurately. So, the best way to convey a message is by selecting the correct words in order to ensure the understanding of any written work. In addition, there are two aspects that learners should consider while choosing the words to be used, which are the denotation and connotation meaning, according to starkey (2004) and Kane (2000). To clarify, the denotation meaning is the literal meaning of words that it can be find in the dictionaries, while the connotation meaning is the implied meaning of words, which involves emotions, cultural assumptions, and suggestions.

2.6.4 Mechanics:

Another feature of good writing is mechanics. Mechanics, according to Kane (2000), refers to the appearance of words, how they are spelled and arranged in a piece of writing. Furthermore, mechanics are very significant in making the learner's piece of writing readable and understandable; Starkey (2004) stressed on this idea in which he stated that: "the learner should express himself through the written word in a clear and accurate way which helps him

to succeed in his writing". Also, according to Kane (2000), no matter how original the ideas of the learner are, if he/she cannot use mechanics correctly, they are meaningless.

2.7 The relationship between reading and writing:

An extensive reading program is viewed as a complimentary writing scheme that is usually conducted together. For instance, extensive reading has a significant influence on students writing skills; It can be implied that reading and writing have close relation and they are highly likely to be integrated into a learning process, Not only are they theoretically interconnected but also empirically supported and interrelated.

Research investigating the correlation between reading and writing in the ESL and EFL contexts find that more reading may result better writing (lee, S. and Krashen, S, 2002). As it is said, a good reader is a good writer , reading extensively introduces students to a wide range of vocabulary, information, grammar and improves their spelling so the more they read the less they face writing issues . Menzo (1995) described the relationship between writing and reading as an interrelated skill, and they describe it as ″two-way relationship between reading and writing ″. This means that they cannot stand alone; they complete each others to achieve academic proficiency. In addition to Menzo, Williams (2003) claimed that ″good writers are usually good readers and good readers are good writers″. So, he supported the previous idea meaning that only a person who reads a lot and has an extensive knowledge can write well.

2.8 The contribution of extensive reading in enhancing the writing skills:

Writing, as a productive skill, can represent an obstacle in the process of L2 development since it requires that formal, content, and cultural plans which are obtained and presented appropriately, cohesively, and accurately. Throughout years, scholars have suggested and tried to develop some techniques that helps in improving the writing skills, one

of these techniques is extensive reading. For instance, Krashen (1989) studied the power of reading on language acquisition. In his research on exposure to reading, he concluded that extensive reading increases not only reading comprehension and vocabulary acquisition, but it improves grammatical development and writing style too. In addition, according to Krashen (1985) as cited in Nemouchi (2008), as he stated: "...if second language acquisition and the development of writing ability occur in the same way, writing ability is not learned but is acquired via extensive reading in which the focus of the reader is on the message , i.e. reading for genuine interest and for pleasure". That is to say, the development of writing is via the process of exposure to reading materials of the target language. So, if L2 learners adopt extensive reading as an alternative to enhance their writings, they will succeed due to the fact that it provides them with more knowledge about the target language.

Conclusion:

In conclusion, writing in a foreign language is considered as an essential and a difficult process that need to be developed by foreign language learners. This chapter has provided some definitions of the writing skill and its importance. Also, it has presented different purposes of writing, the approaches of teaching writing, and some of the writing difficulties. In addition, it has dealt with some of the characteristics of effective writing, and the relationship between writing and reading. Finally, it has discussed the topic of how extensive reading can contribute in enhancing the writing skill. The next chapter will deal with the field work i.e. the analyses of the online questionnaires of teachers and students.

Chapter Three: Data Analysis

Introduction:

This chapter is concerned with the data collection and analyses. It provides a description of the research tool used in this research. The analysis of data gathered by students and teachers` online questionnaires as well as its interpretation is also presented in this chapter. Furthermore, data analysis will be reported in tabular presentations so that the results will be clearer. By the end of the chapter, the researcher will suggest some recommendations.

3.1 Research Instruments:

For the purpose of reaching the aims of the present research, answering our research questions and confirming or rejecting our hypotheses, an online questionnaire was used as a data gathering tool. So, we have administered two online questionnaires for both, third year students and written expression teachers at Biskra University.

3.2 Students' Questionnaire:

Some of the reasons why we used the online questionnaire are that because it can be used with a large number of subjects; giving them time to answer the items, the data gathered will be more reliable. Also, this questionnaire is mainly designed to confirm or reject our hypotheses, and to answer our two research questions, what are teachers and students' attitudes and opinions toward the use of extensive reading as a method to enhance the writing skills? And To what extent does extensive reading contributes in improving the writing skill?

3.2.1 Piloting the Questionnaire:

It is important to pre-test the questionnaire on a group of students similar to the intended sample before administering it. Piloting the questionnaire helps in discovering possible weaknesses in some items or deleting others which are inappropriate and unrelated to the subject. Due to the lack of time, we could not pilot or pre-test the questionnaire before

distributing it. However, it was checked by the supervisor. As a result, some items were reformulated and some were deleted.

3.2.2 Administration of the Questionnaire:

Students' online questionnaire was distributed on June 7th 2021. The questionnaire was randomly distributed online to third year students at the department of foreign languages, English division, Biskra University on their Facebook group. Thus, the total number of third year students is 671, but only 40 of them have answered this questionnaire.

3.2.3 Description of Students' Questionnaire.

The questionnaire consists of 18 items. These items are required to be answered either in (yes/no) questions , or in picking-up the most appropriate answer from a series of options , and ask students to provide their opinions , and justifications. This questionnaire involves three parts: the first one includes general information, consists of items from 1 to 3 about students' gender, their level in English, and which language skill do they have the most problems with. The next part consists of items from 4 to 10 which investigate students' attitudes, knowledge, and opinions towards the writing skill and their major writing difficulties. The last part includes items from 11 to 18 aiming at gathering information about Students' knowledge, opinions, and attitudes towards reading and extensive reading, and their roles in improving their writing skills.

3.2.4 Results of Students' Questionnaire

Section One: General Information

Item 1: Gender

Gender	Number	Percentages
Male	14	35%
Female	26	65%

Table 2 Students' gender

40 students participated in answering this questionnaire. The table shows that 26 of them (65%) are females while 14 of them (35%) are males. It is noticed that the number of females is higher than males which infer that females are more interested in studying foreign languages in general and English in particular.

Item 2: How can you describe your level in English?

Response	Number	Percentages
Excellent	6	15%
Good	22	55%
Average	12	30%
Weak	0	0

Table 3 Stduents' levels in English language

This item was asked in order to know the students' level in English language. The statistics above show that most of the students (55%) have a good level in English, while (30%) have an average level, and only (15%) have an excellent level. From the results we can conclude that all the participant in answering this questionnaire have an acceptable level in English language.

Item 3: Which skill do you have the most problems with?

Response	Number	Percentages
Writing	16	40%
Speaking	14	35%
Reading	4	10%
Listening	6	15%

Table 4 Most difficult language skill according to students

This question was asked in order to know which skill do students found most difficult. The results show that 16 students (40%) have a problem with the writing skill, while 14 students (35%) have problem with the speaking skill; in the other hand, six students (15%) have a problem with the listening skill, and only four find it difficult to read. That is to say, the majority of students have problems with the productive skills which are writing and

speaking. This weakness might be due to some reasons such as, the lack of reading inside or outside the classroom.

Section Two: The writing skill

Item 4: Do you find the module of written expression?

Response	Number	Percentages
Very Interesting	15	37,5%
Interesting	20	50%
Not interesting	5	12,5%

Table 5 Students' opinions about the degree of interest of the writing skill

This question was asked in order to investigate the students find the module of written expression very interesting, interesting, and if it is not interesting at all. A huge number of the students (50%) believe that the written expression module is interesting, whereas (37, 5%) of them think that it is very interesting, and only (12, 5%) of them consider it as not interesting. That is to say, the majority of students enjoy studying the module of written expression.

Item 5: Your weaknesses in writing in English are due to?

   a. Lack of reading
   b. Lack of ideas
   c. Lack of practice
   d. Lack of motivation

Response	Number	Percentages
A	18	45%
B	6	15%
C	14	35%
D	2	5%

Table 6 Reasons behind students' weaknesses

This question was displayed to students in order to know the reasons behind students' weaknesses in writing in English. From the results, we came to the conclusion that the lack of reading inside or outside the classroom and the lack of practicing writing inside or outside the classroom seem to be the major reasons behind the students' failure to produce a good pieces of writings.

Item 6: Which writing aspect do you find difficult?

    a. Mechanics (Punctuation, capitalization and spelling)
    b. Grammar
    c. Vocabulary
    d. Organization of ideas (cohesion and coherence)

Response	Number	Percentages
A	11	27,5%
B	8	20%
C	17	42,5%
D	4	10%

Table 7 Most difficult aspect of writing

This question was asked in order to know which aspect is the most difficult for students when they write in English. From the result, it seems that all the mentioned above difficulties have an impact on students' writings. However, the vocabulary aspect and the mechanics are the two major problems that prevent students from producing good pieces of writing.

Item 7: Is writing a necessary skill that needs to be developed?

Response	Number	Percentages
Yes	40	100%
No	0	00%

Table 8 The degree of importance of developing the writing skill

This question was raised in order to investigate how much the writing skill is important for EFL learners to be developed. From the table, we can conclude that all students agree that writing is an essential skill that needs to be developed as they answer came as follows, (100%) answered with yes, and (00%) answered with no.

The summary of the students' explanation:

As we mentioned before, all students agreed that writing is a skill that needs to be developed. So, the majority of their justifications of this answer were that they believed that in order to reach and excellence or acceptable level of writing, they need to practice writing more so their writing skills will be developed.

Item 8: According to you, good writing requires:

    a. Correct grammar
    b. Correct spelling
    c. Precise vocabulary
    d. Good ideas

Response	Number	Percentage
A	4	10%
B	10	25%
C	5	12,5%
D	21	52,5%

Table 9 Features of effective writing

This question was asked in order to know what an effective or perfect writing requires according to EFL learners' point of views. The table shows that (52,5%) of students think that effective writing is about finding or writing good ideas, while (25%) of students thinks that effective writing is about writing correctly. Furthermore, the rest of the students are divided between (12,5%) who think that good writing is about using precise vocabulary, and (10%) who think that it is about using correct grammar rules. From the results, we can conclude that thinking and generating good ideas is considered to be a crucial element in writing according to EFL learners' feedback.

Item 9: In your opinion, what is the most difficult step in writing?

    a. Generating ideas
    b. Writing first drafts
    c. Revising
    d. Editing

Response	Number	Percentage
A	18	45%
B	12	30%
C	4	10%
D	6	15%

Table 10 Writing' most difficult step

This item was asked in order to know which step of writing is considered to be the most difficult step according to EFL students. The table shows that (45%) of students

struggle with the step of generating ideas, while others (30%) find it difficult to start writing first drafts. In the other hand, (15%) of the sample think that the editing stage is more difficult, and only (10%) believe that the revising stage is more difficult. That is to say, the results ensure the findings of the previous question which make the assumption that selecting good ideas and knowing how to use them in a piece of writing is the first step to reach a high level of writing quality.

Item 10: Before you start writing your assignments, do you read about the topic?

Response	Number	Percentages
Yes	22	55%
No	18	45%

Table 11 Students' knowledge about the target language' topic

This question was addressed to the students in order to know if they read about the given topic before they start to write or they do not. The table shows that (55%) of them do read about the give topic before they start writing, while (45%) of them do not read. From their feedback, we can conclude that EFL learners are divided into those who like to read first before they start writing, and those who do not like to read before they start writing.

The summary of the students who answered with "Yes":

The students who answered with "Yes" believed that reading about the topic before start writing is a needful and important step that makes the learners have a general idea about the topic he/she going to write about.

The summary of the students who answered with "No":

The students who answered with "No" justified their answers by declaring that most of the time when their teacher of written expression provide them with assignment, they do not have enough time to read about the topic, so, instead of that, they use their general knowledge to write about that topic.

Section three: Reading and extensive reading

Item 11: How often do you read?

Response	Number	Percentage
Always	5	12,5%
Sometimes	34	85%
Rarely	1	2,5%

Table 12 The frequency of students' reading

This question was asked to know how often students read. The table shows that (85%) of the students answered with **"Sometimes"**, (12,5%) answered with **"Always"**, and only (2,5) of them answered with **"Rarely"**. From the results, we can understand that the majority of students read just occasionally, and that may be due to the reasons of the lack of the time, reading materials...etc.

Item 12: Where do you prefer to read?

    a. Inside the classroom
    b. Outside the classroom

Response	Number	Percentage
A	13	32,5%
B	27	67,5%

Table 13 Students' preferences about the place for reading

This item was asked in order to know the most preferable place for students to read. The results of this question show that (67,5%) of students prefer to read outside the classroom, while (32,5%) prefer to read inside the classroom. That is to say, maybe there are some reasons why they prefer to read outside the classroom such as, the lack of time while studying inside the classroom, and the lack of reading materials in the University (reading materials that are compatible with students' preferences).

Item 13: What do you prefer to read?

    a. Books
    b. Novels
    c. Scientific articles
    d. Short stories

Response	Number	Percentage
A	5	12,5%

B	2	5%
C	17	42,5%
D	16	40%

Table 14 Students' preferences about the materials to read

This question was raised in order to know students' preferable reading material. The table shows that the majority of students (42,5%) and (40%) prefer to read **"scientific articles"** and **"Short stories"**, while the minority (12,5%) and (5%) prefer to read **"Books"** and **"Novels"**. From the students' feedback, we can infer that the majority of EFL learners at Biskra University prefer to read materials that extend their knowledge, and also materials that are somehow exciting.

Item 14: Does your teacher help you to choose the reading materials?

Response	Number	Percentage
Yes	32	80%
No	8	20%

Table 15 Teachers' contibution in choosing reading materials fo their students

This item was asked in order to know if the EFL learners are being helped by their teachers in order to choose the reading materials or not. The table shows that (80%) of the students answered with **"Yes"** while (20%) answered with **"No"**. That is to say, the majority of EFL teachers at Biskra University are doing their best in order to provide their students with reading materials or helping them choosing ones.

Item 15: What do you expect to get from reading materials?

    a. Learning new vocabulary.
    b. Be more exposed to the target language.
    c. Acquire new ideas.

Response	Number	Percentage
A	23	57,5%
B	11	27,5%
C	6	15%

Table 16 Students' expectations from reading materials input

This question was raised in order to know students' expectations from reading materials. The table shows that (57,5%) expect to learn new vocabulary, while (27,5%)

expect to be more exposed to the target language, and only (15%) expect to acquire new ideas. From the result, we can conclude that the majority of students share the same purpose from reading materials which is leaning and acquiring new vocabulary.

Item 16: Do you think that extensive reading helps you to develop your writing skill?

Response	Number	Percentage
Yes	40	100%
No	0	00%

Table 17 Students' thoughts about the role of extensive reading in developing their writing skills

This question was used in order to know students' thoughts about extensive reading helping in developing their writing skill. As it has been shown in the table, all students (100%) agree that reading extensively will help them develop their writing skill. From the results, we can conclude that the students' exposure to the reading materials of the target language extensively, has a positive effect on their writing skill development.

The summary of the justifications of the students of the "Yes" answer:

As we have mentioned before, all the students agreed that extensive reading is a beneficial source of help in enhancing their writing skill. Therefore, they justified their answers by stating that, extensive reading helps in learning new vocabulary and writing styles in addition to grammar and ideas for writing, which will eventually help the learner to develop his/her' writing skills.

Item 17: In your opinion, to what extent does extensive reading help you to develop your writing skill?

    a. A very great deal
    b. A lot
    c. Very little
    d. Not at all

Response	Number	Percentage
A	33	82,5%
B	7	17,5%

C	0	00%
D	0	00%

Tableau 18 Students' opinions about the degree of extent that extensive reading plays in developing their writing skill

This question was asked to students in order to know the degree of the contribution of extensive reading in enhancing their writing skills. As the table shows, (82,5%) of students think that extensive reading is helping to a very great deal, and (18,5%) of students think that it is helping a lot. From the results shown in the table, we can conclude that students believe that extensive reading is an effective tool that helps in improving writing.

Item 18: In few words, say how can extensive reading helps in improving the writing skill?

This question was asked in order to know students' opinions on how can extensive reading helps in improving the writing skills. It is noticed that all the students participated in answering this question.

Summary of the answers:

EFL students in Biskra University are well aware of the role that extensive reading plays in improving their writing skills. Therefore, the majority of them agreed that in addition to learning new vocabulary, grammar, and new ideas and writing styles, extensive reading can help learners to extend their knowledge about things they did not know before; also it can be a source of motivation for learners and boost their imagination to write in different topics. All in all, according to the sample' point of view, extensive reading plays a crucial role in enhancing students' writings.

3.2.5 Interpretation and discussion of the results:

Section One: General Information:

In the first section, the analyses of the data gathered show that the majority of participants (65%) are females. Furthermore, it shows that a considerable number of them

(55%) have a good level in English. So, most of them are well familiar with the English language. In addition, it is noticed that writing and speaking are the most difficult skills that students have problems with when they write. That is to say, this difficulty might be due to the lack of practicing the language either in written or oral activities inside or outside the classroom.

Section Two: The Writing Skill:

In this section, the majority of participant (87,5%) declared that the written expression module is a "very interesting" and "interesting" module, and they enjoy to study it. Also, the majority of students stated that the reasons behind their weaknesses in writing are due, mostly, to the lack of reading (45%) and the lack of practice writing inside and outside the classroom. Besides the weaknesses, students also declared that vocabulary and mechanics are two main aspects (difficulties) that prevent students from produce good pieces of writing. Additionally, all students agreed that writing is a necessary skill that needs to be developed, in which they justified their answers by stating that if they want to reach a good level of writing, they need to practice the skill more. Furthermore, effective writing for them is to generate good ideas, and organize them well in their pieces of writing. Next, according to them, generating ideas and writing first drafts are the two main difficult steps of writing due to the fact that the ideas need to be well elaborated, and their writings need to be well planned. Finally, when they were asked about if they read about the topic before start writing their assignments or not, their responses were divided into those who answered with "yes" (55%), and those who answered with "no". To explain, those who answered with "yes", believed that reading about the topic before start writing is a needful and important step to be well aware about the topic. In the other hand, those who answered with "no" justified their answers by declaring that in most of the time they do not have enough time to read about the topic, so instead they use their general knowledge to write.

Section Three: Reading and extensive reading:

Concerning this section, the majority of the students (85%) admitted that they read occasionally (sometimes) because they do not have enough time or much sources. Next, (67,5%) declared that they prefer to read outside the classroom, whereas others (32,5%) stated they prefer to read inside the classroom. That is to say, students prefer to study away of the classroom due to the fact that they have enough time, and access to different sources. In addition, (82,5%) of students have stated that they prefer to read either "scientific articles" or "short stories" due to the fact that they extend their knowledge and they are fun. Furthermore, students admitted that their teachers during class help them in choosing their reading materials; it is noticed that the teachers' help is crucial because they have enough experience in this domain. Additionally, (57,5%) of students expect to learn new vocabulary from their reading materials. Also, all the students agreed on the idea that extensive reading helps in improving their writing skills "to a very great deal" (82,5%) due to the fact that it helps them in learning new vocabulary grammar, writing styles, and most importantly providing them with new ideas. Finally, students have declared that extensive reading can help in improving writing because in addition to learning new vocabulary, grammar, and new ideas and writing styles, extensive reading can help learners to extend their knowledge about things they did not know before; also it can be a source of motivation for learners and boost their imagination to write in different topics.

3.3 Teachers' Questionnaire:

We used the online questionnaire with teachers because of the lack of the time, and it is a much quicker way to collect reliable data. Also, this questionnaire is mainly designed to confirm or reject our hypotheses, and to answer our two research questions, what are teachers and students' attitudes and opinions toward the use of extensive reading as a method to

enhance the writing skills? And To what extent does extensive reading contributes in improving the writing skill?

3.3.1 Piloting the Questionnaire:

The piloting stage of the questionnaire is important; however, due to the lack of the time, we could not pre-test or pilot it. So, it was checked by the supervisor. As a result, some items were reformulated and some were deleted.

3.3.2 Administration of the Questionnaire:

This questionnaire was distributed on June 17th 2021. It was administered online to written expression teachers at the department of foreign languages, English division, Biskra University. Four teachers participated in answering this questionnaire.

3.3.3 Description of Teachers' Questionnaire:

The questionnaire consists of eighteen items (18). These items are required to be answered either in (yes/no) questions , or in picking-up the most appropriate answer from a series of options , and ask teachers to provide their opinions , and justifications. This questionnaire involves three parts: the first one includes general information consists of items from 1 to 3 about teachers' qualifications, years of experience, and their opinions about their students' level in writing in English. The next part is about the writing skill. It consists of items from 4 to 9 which investigate teachers' attitudes, knowledge, and opinions towards the writing skill. Finally, the last part includes items from 10 to 18 aiming at investigating, and gathering information about teachers' attitudes, opinions, and knowledge about reading and extensive reading, and their roles in helping students to improve their writing skills.

3.3.4 Results of Teachers' Questionnaire:

Section One: Background Information

Item 1: Qualifications

Response	Number	Percentage
Master/Magister (MA)	0	00%
Doctorate (PHD)	4	100%

Table 19 teachers' qualifications

This item was asked in order to know teachers' qualifications at the University of Biskra. The table shows that all the teachers (100%) who participated in answering this questionnaire have a PHD degree. From the results above we can say that our sample is highly qualified for teaching at a University level.

Item 2: Experience

Response	Number	Percentage
1-5 years	0	00%
5-10 years	4	100%
More than 10 years	0	00%

Table 20 Teachers' Experiences

This item was asked in order to know how experienced teachers of foreign language at Biskra University are. From the results, we can notice that all of them (100%) have from 5 to 10 years experience of teaching at a University level. That is to say, all of them are highly experienced teachers in English.

Item 3: How can you describe your students' level in writing in English?

Response	Number	Percentages
High	0	00%
Average	3	75%
Low	1	25%

Table 21 Teachers' opinions about their students' level in writing in English

This question was added in order to know students' levels in writing in English according to their teachers' opinions. The table show that (75%) described their students'

level in writing in English as "average", while (25%) described it as "low". That is to say, teachers are not happy with the EFL students' level in writing in which they believe that the majority of students produce a low level of writing that must to be developed as soon as possible.

Section Two: The writing Skill

Item 4: Which approach do you adopt in teaching writing?

Response	Number	Percentages
The product approach	0	0%
The process approach	0	0%
The genre approach	0	0%
All of them	4	100%

Table 22 Teachers' adoptation of the writing approaches

This item was asked in order to know which approach do teachers of written expression adopt when they teach the writing skill. As the result have shown, all of them (100%) agree on the idea of the diversification in using the approaches and not to stick just to one.

Item 5: Do you think that writing is an important skill for EFL learners?

Response	Number	Percentage
Very Important	4	100%
Important	0	00%
Not important	0	00%

Table 23 Teachers' opinions about the importance of the writing skill

This question was asked in order to know the degree of importance of the writing skill according to EFL teachers. All the teachers (100%) agree that writing is an important skill for EFL learners. From the result, we can conclude that writing is an essential skill in foreign language teaching and learning.

The summary of the justification of the teachers' answers came as follows:

According to EFL teachers who participated in answering this questionnaire, writing is the essence of communication that students have to master since they need it in their

academic carriers. Also, they add that writing is the only language skill that reflects the learner' competence, which means that it shows its real abilities/levels.

Item 6: How do you encourage your students to write?

This item was raised in order to know which techniques the teachers use in order to encourage their students to read. All participants (100%) have answered this question.

The summary of the teachers' answers came as follow:

It is noticed that each teacher has his/her own technique in order to encourage their students to read. For instance, for some teachers, they organize or allow their students to form groups in order to create a good and an interesting atmosphere to read. For others, they give their students the freedom to select any reading material that they think it is interesting to read. Another common strategy which the teachers share is that they allow their students to use the internet to look for reading material; then, the students are asked to provide a feedback about what they have read.

Item 7: What obstacles do your students face when they write?

   a. Spelling
   b. Grammar
   c. Vocabulary
   d. Content and organization

Response	Number	Percentage
A	1	25%
B	0	00%
C	1	25%
D	2	50%

Table 24 Students' writing obstacles according to their teachers

The objective of this question was to investigate the obstacles that students face when they write according to their teachers. The table shows that (50%) of the teachers noticed that their students have content and organization difficulties, the other (25%) believe that they have spelling difficulties, while the other (25%) noticed that they have also vocabulary difficulties. To conclude, according to the teachers, students face obstacles from different

aspects, that is why they produce a low quality of writing. However, thinking about ideas or generating them, and the way students are going to organize them seems to be the major difficulty.

Item 8: In your opinion, how can your students develop their writings?

a. Keep practicing writing constantly
b. Reading extensively
c. By providing them with feedback about their writing
d. Having more grammar lessons

Response	Number	Percentage
A	2	50%
B	1	25%
C	1	25%
D	0	00%

Table 25 Techniques that may help students to develop their writings according to teachers

This question was asked in order to know teachers' opinion about how can their students improve their writings. The results show that (50%) of teachers believed that students should keep practicing writing constantly, while (25%) thought that their students should read extensively; in the other hand, (25%) believed their students should be provided with feedback about their writing in order to help them to develop it. From the results, we can conclude that teachers should not stick to only one method to help their students develop their writings, but they should vary the methods.

Item 9: Do you provide your students with reading materials?

Response	Number	Percentage
Yes	4	100%
No	0	00%
Sometimes	0	00%

Table 26 Frequency of teachers' provision of reading materials to their students

This question was added in order to know whether written expression teachers provide their students with reading materials or not. The results show that all teachers provide their

students with reading materials. So, the teachers' answers show how important the skill of reading is.

Section three: Reading and extensive reading

Item 10: Do you think that reading is an important skill that needs to be developed?

Response	Number	Percentage
Yes	4	100%
No	0	00%

Table 27 The importance of the development of the reading skill

By asking this question, we attempt to know if the reading skill is as important as the other language skill. The table show that all the teachers (100%) agree that reading is as important as all the other language skills. That is to say, the reading skill is a crucial element in foreign language learning and teaching, that why EFL student should work to develop it too.

The summary of the justifications of the students answers:

According to the EFL teachers at Biskra' University, those who participated in answering this questionnaire, the reading is as crucial as the other three language skills, writing, speaking, and listening due to the fact that it helps in developing these skills especially writing. In addition, reading is a source of input; it helps students by enriching their vocabulary, and providing them with new ideas.

Item 11: Do you provide your students with reading materials?

Response	Number	Percentage
Yes	4	100%
No	0	00%
Sometimes	0	00%

Table 28 Teachers' provision of reading materials

From this question, we want to know if teachers provide their students with reading materials or not. The table show that all the teachers (100%) provide their students with

reading materials. The results show that reading is an important skill; also it seems that it plays a crucial role in enhancing students' abilities.

Item 12: How do you encourage your students to read?

This item was raised in order to know the techniques/methods that teachers use in order to motivate and encourage their students to read. All the teachers participated in answering this question.

The summary of the teachers' answers came as follows:

According to teachers, the majority of learners are motivated to read due to the fact of the lack of time inside the classroom, and the inability to find sources that suits or interests them. However, in order to encourage them to read, teachers try to look for reading materials that are interesting and ask their students to read them. Also, they assign their students with topics that they do not have an idea about them in order to make them do some researches. Additionally, teachers provide their students with insight about the benefits and importance of reading regarding the development of other skills.

Item 13: How often do you encourage them to read?

Response	Number	Percentage
Alway	4	100%
Sometimes	0	00%
Rarely	0	00%

Table 29 Frequency of teachers' encouragement

This question was asked in order to know the degree of frequency of teachers' encouragement of their students to read. The table shows that all teachers (100%) are always doing their best in order to encourage their students to read. One more time, that shows the degree of importance of reading in language teaching and learning.

Item 14: **Do you provide your students with reading strategies?**

Response	Number	Percentage
Yes	3	75%

No	0	00%
Sometimes	1	25%

Table 30 Teachers' provision of reading strategies

This question was put in order to know if EFL teachers provide their students with some reading strategies or not. The table shows that most of the teachers (75%) provide their students with reading strategies, while (25%) do sometimes provide them with some techniques of reading. From the results, we can conclude that due to the fact that reading is an effective tool to improve other learning skills, teachers are making sure to provide their students with strategies in order to help them improving those skills.

The summary of the explanation of this question came as follows:

According to teachers, reading is beneficial for EFL students due to the fact that it helps in improving both the teaching and learning processes. Therefore, teachers provide their students with some strategies such as, summarizing, paraphrasing or taking notes about reading materials that they have read. In addition, they sometimes ask them to rewrite what they have read in their own styles in order to benefit from what sample text, and to develp more their skills.

Item 15: Do you combine reading strategies with writing tasks?

Response	Number	Percentages
Yes	4	100%
No	0	00%

Table 31 Teachers comnination of reading strategies with writing tasks

This question was asked in order to know if teachers include some reading strategies with writing tasks or not. The results show that all teachers (100%) use some of the reading strategies with writing tasks. From the results, we can conclude that reading plays a crucial role in the process of developing the writing skill.

The summary of the teachers' explanation came as follows:

According to teachers, due to the fact that reading and writing are related and they complete each others, it is important to include some of the reading strategies with writing tasks. Therefore, teachers ask their students to read their own passages, rewrite some text in their own ideas or style, paraphrase or summarize some texts, and take notes about what they have discovered such as new vocabulary, grammatical pattern, or ideas. This leads to the full memorization of that vocabulary, grammatical pattern, or ideas.

Item 16: Do you think that extensive reading helps in improving EFL learners' writing skill?

Response	Number	Percentage
Yes	4	100%
No	0	00%

Table 32 Teachers' opinions about the role of extensive reading i improving EFL learners' writings

This question was raised in order to know if teachers believe that extensive reading help in improving EFL learners' writing skill. The table shows that all teachers (100%) agree that extensive reading is a source of help in the development of the writing skill. Once again, from the results, we conclude that extensive reading is a crucial tool for developing the skills of writing of EFL students.

Item 17: To what extent do you think that extensive reading helps in improving EFL learners' writing skill?

  a. A very great deal
  b. A lot
  c. Very little
  d. Not at all

Response	Number	Percentage
A	4	100%
B	0	00%
C	0	00%
D	0	0%

E	0	0%

Table 33 Teachers' opinions about the degree of extent that extensive reading plays in developing their writing skill

This question was asked in order to know to what extent teachers' believe that extensive reading helps in improving EFL learners' writing skill. The table shows that all teachers (100%) picked "a very great deal" as an answer. That is to say, extensive reading is one way to improve students' writing as teachers clearly declared that it contributes in enhancing learners' writing skills to a very great deal.

Item 18: In few words, say how can extensive reading helps in improving EFL learners' writing skill?

This question was raised in order to know in what way extensive reading can help in improving EFL learners' writing skill can. All teachers participated in answering this question.

Summary of their answers:

According to EFL teachers at Biskra University, there is no doubt about the importance, and the critical role that extensive reading plays in enhancing students' writing skill. There are several reasons why extensive reading is crucial element in foreign language teaching and learning such as, first, extensive reading helps students to gain new ideas and information from different disciplines which they can use as arguments afterwards in their writings; second, it helps them to acquire new vocabulary and to follow correct grammar patterns and other language rules, which they will use in their writings to make it more acceptable; next, it helps them to discover the literature and culture of the target language; furthermore, it enlarge their imagination and thinking to strength their memory; finally, it can be a source of motivation and enjoyment due to the fact that extensive reading can be a way to explore the word.

3.3.5 Interpretation and discussion of the results:

Section One: Background Information:

In the first section, the analyses of gathered data shows that all the teachers participated in answering this questionnaire are experts, well experienced, and highly qualified to teach English as a foreign language at high level. So, all of them (100%) have an experience from 5 to 10 years of teaching at a University level (high level of education). From the results, we can conclude that our sample consists of highly qualified teachers.

Section Two: The Writing Skill:

In this section, the majority of teachers agree on the idea of diversification when using the writing approaches due to its importance in fulfilling the aims of the writing skill. According to teachers, the writing skill is as crucial as any other language skill, in which it is considered to be the essence of communication in academic disciplines. In addition, teachers have mentioned that in order to encourage their students to read, they provide them with some techniques such as, grouping them or giving them the freedom. Also, according to the teachers, generating ideas (the content) and the way students' organize their piece of papers seem to be the major obstacle in the process of writing. Furthermore, teachers stressed on the idea keep practicing writing constantly in order to develop it. Finally, teachers declared that they provide their students with reading materials whenever they have the chance.

Section Three: Reading and extensive reading:

Concerning this section, all teachers (100%) agreed that reading is an important skill that needs to be developed due to the fact that it helps in developing other language skills. For instance, all teachers declared that they provide their students with reading materials whenever it is possible. In addition, teachers have stated that they always encourage their students to read using techniques such as, grouping them in small groups to read, or showing them the importance of reading. Also, teachers, in most of the time, provide their students

with some beneficial reading techniques such as, not taking, summarizing...etc. Furthermore, teachers combine some of the reading strategies with writing tasks due to the fact that both skills are related (they complete each others). Additionally, teachers believe that extensive reading contributes helps improving EFL learners' writing skills to a very great deal. Finally, teachers stated that extensive reading can help in developing EFL learners' writings in in many ways such as, it helps students to gain new ideas and information about different topics, it helps them to acquire new vocabulary and correct grammar rules too...etc

Conclusion:

This chapter has provided the analysis of both teachers and students' online questionnaires. In the students' questionnaire, students have shown a positive opinions, and attitudes toward the use of extensive reading as a method to enhance their writing skills. Also, they believed that extensive reading contributes to a very great extent in enhancing their writing skills. In the teachers' questionnaire, teachers have also shown positive opinions and attitudes toward the use of extensive reading as a method to enhance their students' writing skills. Furthermore, they believed that extensive reading contributes to a very great deal in helping to improve their students writing skills. To conclude, both EFL teachers and students at the University of Biskra are aware of the crucial role that extensive reading plays in developing learners' writings. All in all, this chapter has answered our research questions, and confirmed our research hypotheses.

Recommendations:

Based on the feedback of the two online questionnaires of the teachers and students, the researcher will suggest some recommendations the following recommendations for both EFL students, and teachers.

For teachers:

- Teachers should motivate and encourage their students to read inside or outside the classroom in order to develop their language skills.

- Teachers have to engage their students in reading tasks in order to make them aware of the importance of this skill.

- Teachers should guide their students in the process of selecting reading materials in order to facilitate for them the task of reading, and avoid boredom.

- Teachers should create a challenging atmosphere inside the classroom to enrich the idea of using extensive reading in order to improve their language learning skills.

For students:

- Students need to explore different reading strategies due to the fact that it contributes in improving other language skills.

- Students need to be aware of the importance of extensive reading in developing their writing skill, and other language skills.

- Student need to have the freedom to choose reading materials with a little room for the teacher's guidance.

- Students have to adopt extensive reading as tool to develop their language skill as it has proved to be effective.

General conclusion:

This study attempted to investigate the role extensive reading in enhancing EFL students writing skill at Biskra University. Throughout this research, we have hypothesized that teachers and students will show a positive attitudes and opinions about using reading as a method to enhance the writing skills, and if students keep reading continuously large amount of books, the writing skill will be improved. In order to collect data, a descriptive method adopted in which two questionnaires were used; for both teachers and students.

This study is a total of three main chapters. Chapter one and two were devoted to the literature review and chapter three to the field work. Chapter one was is about the reading skill and extensive reading. For instance, it has introduced reading and its importance. Also, it has presented strategies of reading and its types. This chapter had also defined extensive reading, shown its importance, and the difference between intensive and extensive reading. Moreover, it highlighted the role of extensive reading in developing reading comprehension. Finally, it had shed light on the principle of extensive reading, and its role in language learning.

Chapter two was about the writing skill. This chapter introduced writing as a productive skill; it had shown its importance and different purposes of writing. Furthermore, it had shown different approaches to teaching writing, and major difficulties that face students when they write. Additionally, it highlighted the relationship between reading and writing. Finally, this chapter will discussed major features of effective writing and shown how effective reading can help in improving students' writing skills.

Finally, the practical part dealt with data analysis. It was composed of detailed analyses of students and teachers' feedback questionnaires. The findings of this research show that our hypotheses were confirmed. First, students have shown a positive opinions, and attitudes toward the use of extensive reading as a method to enhance their writing skills.

Also, they believed that extensive reading contributes to a very great extent in enhancing their writing skills. Second, teachers have also shown positive opinions and attitudes toward the use of extensive reading as a method to enhance their students' writing skills. Furthermore, they believed that extensive reading contributes to a very great deal in helping to improve their students writing skills.

To conclude, according to the literature of this study that provided information about the writing skill, the reading skill, and extensive reading as well as the students and teachers questionnaires' feedback, extensive reading have proven to be one of the effective tools to improve not only the reading skill, but also all language skills.

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Appendices

Appendix 1: Students' questionnaire:

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master Project in sciences of the language. This study attempts to highlight on the role of extensive reading in improving EFL students' writing, case of third year EFL students at Biskra's University. Therefore, you are kindly asked to answer the following questions by putting a tick (√) on the appropriate box and expressing your comments when necessary.

Section one: General information

1- Gender

- Male ☐
- Female ☐

2- How can you describe your level in English?

- Good ☐
- Average ☐
- Weak ☐

3- Which skill do you have mostly problems with?

- Writing ☐
- Speaking ☐
- Reading ☐
- Listening ☐

Section two: The writing skill

4- Do you find the module of written expression?

- Very interesting ☐
- Interesting ☐
- Not interesting ☐

5- Your weaknesses in writing in English are due to:

- Lack of reading ☐
- Lack of ideas ☐
- Lack of practice ☐
- Lack of motivation ☐

6- Which writing aspect do you find difficult?

- Mechanics (punctuation, capitalization and spelling) ☐
- Grammar ☐
- Vocabulary ☐
- Organization of ideas (cohesion and coherence) ☐

7- Is writing a necessary skill to develop?

- Yes ☐
- No ☐

Explain.

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8- According to you, good writing requires:

- Correct grammar ☐

- Correct spelling ☐

- Precise vocabulary ☐

- Good ideas ☐

9- In your opinion, what is the most difficult step in writing?

- Generating ideas ☐

- Writing first drafts ☐

- Revising ☐

- Editing ☐

10- Before you start writing your assignments, do you read about the topic?

- Yes ☐

- No ☐

Explain why?

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Section three: Reading and extensive reading

11- How often do you read?

- Always ☐

- Sometimes ☐

- Rarely ☐

12- Where do you prefer to read?

- Inside the classroom ☐

- Outside the classroom ☐
☐

13- What do you prefer to read?

- Books ☐

- Novels ☐

- Scientific articles ☐

- Short stories ☐

14- Does your teacher help you to choose the reading materials?

- Yes ☐

- No ☐

15- What do you expect to get from reading materials?

- Learning new vocabulary ☐

- Be more exposed to the target language ☐

- Acquire new ideas ☐

16- Do you think that extensive reading helps you to develop your writing skill?

- Yes ☐
- No ☐

Explain.

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17- In your opinion, to what extent does extensive reading help you to develop your writing skill?

- A very great deal ☐

- A lot ☐

- Very little ☐

- Not at all ☐

18- In few words, say how can extensive reading helps in improving the writing skill?

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Appendix 2: Teachers' Questionnaire:

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master Project in sciences of the language. This study attempts to highlight on the role of extensive reading in improving EFL students' writing, case of third year EFL students at Biskra's University. Therefore, you are kindly asked to answer the following questions by putting a tick (√) on the appropriate box and expressing your comments when necessary.

Section one: General information

1- Qualification:

- Master/Magister (MA) ☐

- Doctorate (PHD) ☐

2- Experience:

- 1-5 years ☐

- 5-10 years ☐

- More than 10 years ☐

3- How can you describe your students' level in writing in English?

- High ☐

- Average ☐

- Low ☐

Section two: the writing skill

4- Which approach you adopt in teaching writing?

- The product approach ☐

- The process approach ☐

- The genre approach ☐

- All of them ☐

5- Do you think that writing is an important skill for EFL learners?

- Very important ☐

- Important ☐

- Not important ☐

Explain.

6- How do you encourage your students to write?

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7- What obstacles do your students face when they write?

- Spelling ☐

- Grammar ☐

- vocabulary ☐

- Content and organization ☐

8- In your opinion, how can your students develop their writings?

- Keep practicing writing constantly ☐

- Reading extensively ☐

- By providing them with feedback about their writing ☐

- Having more grammar lessons ☐

9- Do you provide your students with reading materials?

- Yes ☐

- No ☐

- Sometimes ☐

Section three: Reading and extensive reading

10- Do you think that reading is an important skill that needs to be developed?

- Yes ☐

- No ☐

Explain why?

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11- Do you provide your students with reading materials?

- Yes ☐

- No ☐

- Sometimes ☐

12- How do you encourage your students to read?

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13- How often do you encourage them to read?

- Always ☐
- Sometimes ☐
- Rarely ☐

14- Do you provide your students with reading strategies?

- Yes ☐
- No ☐
- Sometimes ☐

If yes, please explain.

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15- Do you combine reading with writing tasks?

- Yes ☐
- No ☐

Explain why?

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16- Do you think that extensive reading helps in improving EFL learners' writing skill?

- Yes ☐

- No ☐

17- To what extent do you think that extensive reading helps in improving EFL learners' writing skill?

- A very great deal ☐
- A lot ☐
- Very little ☐
- Not at all ☐

18- In few words, say how can extensive reading helps in improving EFL learners' writing skill?

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الملخص:

تعتبر الكتابة بلغة أجنبية واحدة من أكثر المهام تعقيدًا في تعلم اللغة الأجنبية حيث يواجه غالبية المتعلمين صعوبة في إتقان مهارة الكتابة، فهم غير قادرين على إنتاج نصوص ذات نوعية جيدة. لذلك، تهدف الدراسة الحالية إلى معرفة دور القراءة المكثفة في تحسين مهارات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية في جامعة بسكرة. للإجابة على أسئلتنا البحثية أو تأكيد فرضياتنا أو عدم تأكيدها، تم اعتماد طريقة وصفية، حيث تم إجراء استبيانين عبر الإنترنت لطلاب السنة الثالثة من اللغة الإنجليزية كلغة أجنبية ومعلمي التعبير الكتابي في جامعة بسكرة. أظهرت نتائج الدراسة هذه أن كلاً من طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية قد تفاعلوا بشكل إيجابي مع استخدام القراءة المكثفة كوسيلة لتعزيز مهارة الكتابة. أظهرت النتائج أيضًا أن كلاً من طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية يؤمنون بأن القراءة المكثفة تساهم بقدر كبير جدًا في المساعدة على تحسين مهارات الكتابة. على أساس النتائج ، تم الإجابة على أسئلتنا كما تم تأكيد فرضياتنا. علاوة على ذلك ، اقترحت هذه الدراسة بعض التوصيات للطلاب لاستكشاف استراتيجيات القراءة، ولإدراك أهمية القراءة المكثفة في تطوير مهاراتهم اللغوية ، وللمعلمين لتحفيز طلابهم وتشجيعهم وتوجيههم وإشراكهم في أنشطة القراءة ، و لتسليط الضوء على أهمية القراءة المكثفة في تنمية مهاراتهم اللغوية.