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Title

The Effect of Extensive Reading on EFL Students' Academic Writing Skill:
Case of Master Two Students at Mohamed kheither University

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Abstract

This research is presented to undergraduates within the English domain at Mohamed kheither university. This study is conducted as an attempt to develop the academic performance of EFL students. It aims at highlighting the importance of reading skills and its benefits to improve their academic writing skill. This study has to detect the difficulties of academic writing that master two students struggle with. Therefore, a mixed-method research was adopted. It attempts to analyze the qualitative and quantitative data obtained from the participants. The research phase took place during the second semester of the academic year 2021-2022. During this period, a questionnaire were administered to forty master two students and an interview were held with eight teachers of both academic writing and reading module. The findings of the field work revealed that ER has a relationship with AW in which the more students read a lot of different materials for pleasure, the more they gain new vocabulary, develop grammar and increase background knowledge. The results also have shown that ER helps students to overcome their AW issues. Therefore, the results leads to the confirmation of the alternative hypothesis, and rejection of the null hypothesis. That is to say, the results have shown that extensive reading effects positively on EFL students' academic writing.

Key words: extensive reading, academic writing

Dedication

I dedicated this work to

my family my mother Halima and my father Ibrahim.

My friends Hind, Lina, Charifa, Sonia and Wissam

Acknowledgements

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List of abbreviations

ER: Extensive reading

AW: Academic writing

EFL: English foreign language

ESL: English second language

L1: First language

L2: Second language

ESP: English for specific purposes

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General introduction

Introduction

The mastery of English language has been the priority for most learners all around the world whether it is a second or foreign language, but still posing an issue for many students (Turqui, n,d). Until recently, a lot of students assumed that language learning was concerned with the grammatical rather than communicative. Yet they ignore the importance of the productive and receptive competence (listening & speaking, writing & reading) for developing their language efficiency (Sadiku 2015). The writing skills which is the subject of interest of this study has always been the biggest obstacle for students' success in English learning, it seems that students find writing in there one's native language easier than writing in English Brown (2001, p. 339). Thus, a number of researchers suggested many effective techniques to improve students' writing skills and one of the odds is extensive reading. Different studies assured that there is a relationship between reading and writing and extensive reading may have an impact on students' performance on academic writing.

In recent years reading has been added as a separate module in English License classes at Mohamed kheither University; however, some experts see extensive reading as a part of the writing process and they should not be taught separately (Kenny, 1994). In other words, extensive reading should be included within academic writing program as well as in conjunction to other courses in foreign language studies. In fact, many studies have confirmed on the benefits of teaching academic writing by extensive reading.

1. Background of the study

Since the appearance of writing in English, people read for different purposes. At the beginning people thought of reading only as a hobby, they tended to read fiction for entertainment and read newspapers to open up for the outside world and religious text to influence their beliefs, values and behavior (Manguel, 1997). The act of reading is considered an invaluable social tool, for those who like to create their own space in a middle of the crowd or try to avoid contact with others or even to show that they have company and they are not

alone, "reading is a Godsend" (Halsey & Owens 2011). Additionally, to social act, reading is more than just for books, it is for life. According to Pual (2006), people who often read books tend to be smart and nice as well as to knowledge improvements compared to those who do not read.

Besides, English is an international language thus learners all around the world need to learn it for specific goals (Lamri, 2016). Scholars in ESP domain assured of the importance of reading for academic achievements. Scholars like Jordan (1997) states that students read for a purpose. Students do not read carelessly but they use reading as a tool to succeed in different courses in general and academic writing in specific. On the other hand, Bruce (2011, p. 140) adds concerning the current situation: "Reading is sometimes taught on its own as a separate skill, sometimes in conjunction with writing". This means that reading can be used to gain knowledge of a target community or in conjunction with the use of other skills like writing. Reading is viewed as the most important skill among all four skills for non-native speakers. McDonough (1984, p. 70), stated "It will come as no surprise to most people to discover that, in ESP terms, by far the most significant skill is that of reading". The present study aims to highlights the effect of reading a lot of different materials to enhance students' academic writing.

2. Statement of the problem

Students find academic writing difficult when they first begin to study a foreign or second language at the university. It was very easy for teachers to notice that students are struggling to write a polished piece of paper. Thus, many studies were conducted to help students improving their writing skills. Some researchers related the poor performance of students' writing skills was more likely to be due to their lack of reading. According to Graham and Dolores (2007, p. 7), writing is sometimes regarded as the "flip side" of reading. It is frequently assumed that adolescents who are proficient readers are also proficient writers. If this were the case, then encouraging students to read better would naturally improve their writing.

Therefore, the main goal of this research is to check the existing literature through determining the relationship between extensive reading and academic writing performance and to determine the significant effect of ER in enhancing EFL students' academic writing.

3. Research objectives

As stated above, reading is a crucial skill that plays a significant role in improving Students' writing ability especially in a foreign language. These points led to the initiation of this study. The general objectives of this research are:

- Identifying the difficulties of academic writing in English that students struggle with.

- Highlighting the relationship between extensive reading and academic writing skill.

- Encouraging students to read often for academic purposes.

4. Research questions and hypotheses

The current study focuses on extensive reading and Its effect on EFL Students' academic writing skill. It is an attempt at answering a few questions that pertain to university teachers as well as to master one students of English. The specific objectives of the investigation can be expressed in the following research questions:

1. What is the importance of reading?

2. What are the reasons and problems that make students fail as writers?

3. Is ER important for academic achievement?

4. Is there a significant effect of using extensive reading to enhance students' academic writing performance?

This research is based on two hypotheses which are:

H1: Extensive reading has a effect on improving students' academic writing ability.

H0: Extensive Reading has no effect on improving students' academic writing ability.

5. Introductory notes to methodology

This study aims to identify the effects of extensive reading in enhancing students' academic writing. To reach the research objectives and answer the research questions, a mixed method is used in the present study. The researcher, therefore, used qualitative and quantitative methods research since it better suits our case. A sample of (40) master two students is randomly opted to answer some questions through a questionnaire in order to have a different perspective and opinion about the topic, also an interview will be held with 8 teacher of both Academic Writing and Reading module at Mohamed Kheider during the academic year 2021/2022.

6. Structure of the dissertation

This dissertation consists of two chapters besides to general introduction and general conclusion. The general introduction consists of: The background to the study, the statement of the problem, the research objectives related to the dissertation, the research questions and the hypotheses that will be answered after analyzing the data collected from participants and the structure of the thesis.

Chapter one reviews the literature. It introduces the main points and aspects related to the subject under study. This chapter deals with the issue of reading. It includes an overview about distinctive points and aspects related to this language element from different scholars 'perspectives. It will begin with some definition of reading and its models. It also will covers the most common difficulties of reading that students struggle with, then it will identity the techniques of reading. It will sheds light to extensive reading technique, and provides some of its benefits. The second chapter of this research is concerned with academic writing. This part of the research includes the definition of this skill in general and then it will mainly focuses on academic writing type and the types of essays in academic writing. It will also count some

features and characteristics of good academic paper. It also will discuss the problems that EFL learners encounter in academic writing in addition to, some strategies to teach this skill and its relations with reading skill.

Chapter three presents and discusses the findings of the data collected from participants. In this chapter, all the research questions will be answered relying on the analysis. It includes part for analyzing the data gathered from the questionnaire. The other part is concerned with the analysis of teachers' interview.

To end this thesis, it will includes a general conclusion. It will summarizes the main findings of the research and its significance. It will discuss the limitations that confounded the present study and provides the main implications for future research.

Chapter one:

Extensive reading

Introduction

This chapter reviews the literature of reading. It provides some definitions, models also it will address some of reading difficulties encountered by students as well as to reading techniques. Then it sheds light on extensive reading technique, numerate some of its benefits and its necessity for language program.

1.1. Reading

Until now, most researchers have been concerned with teaching and learning fields, and reading was given a lot of attention as educational specialty. Reading is not only a crucial aspect of academic context but also it is just important outside of it (Aldersom, 2000). In this context, Hanrvy et al (2017) added that reading makes people smart. It increases people intelligence and knowledge in many aspects. Thus, students need to read not only for academic purposes but also for general purposes.

1.1.1. Definitions of reading

The word "to read" can present different meanings, but the main core meaning of the word is the activity by which we interpret information appropriately in written or printed form Grabe and Stoller (2002, p.9). However, many definitions of reading were giving from different perspectives;

Unlike some who think reading is just pronunciation of printed words. Goodman (1999) believed that reading is an active process or in other term a thinking process that happens in the mind and encounters between the reader and the text. The reason behind considering reading as an active process is that; it requires time to think about what one is reading. In other words, readers would make an application of their prior experience (personal events) and knowledge (words) to a reading experience. In addition, readers will attempt to construct meaning from the

text by asking questions and making point of view.

On the other hand, Wallace (2003p.4) defined reading as part of the communication process, because it involves an interaction between the text, context and the reader. In a different point of view Grellet (2004, p.7) specifies reading as a process of guessing. The readers use what they know to understand unknown elements, in this case the writer emphasizes on the importance of background knowledge for the reader to decode the unknown elements.

From another perspective, reading was described as comprehension process. Butler (2017) argued that reading is not only part of comprehension, but it is comprehension process. Reading does not only focus on eye movement and words recognition or pronunciation of those words, but it is something that occurs when the reader comprehends what the writer wants to say or what he/she was thinking.

To sum up, scholars have defined reading from four perspectives. First, reading is a thinking process that happens in the brain. Second, the reading process relies on the background knowledge of the reader to decode the unknown elements. Third, reading is an interacting and communicating between reader with the printed language. Finally, reading is getting meaning from printed pages.

1.1.2. Models of reading

"Reading model is a theory that try to explain and predict what is going on in the eyes and mind of the reader when reading and comprehending (or miscomprehending) a text" Davies, (1995, p.59) cited in (Vahedi et al, 2014) . There are three main models of reading: bottom-up and top-down and interactive model.

1.1.2.1. The bottom-up model

The term "bottom up" describes how exactly the reading process works. It also called "part to whole" approach, in which the learner starts the reading process with a partial

knowledge about letters sounds, words, to the whole processing of a written text sentence, phrases, and clauses (Brown 1998). According to Reid (2005, p.12), this model emphasizes the identification of individual letters and sounds into phonemes – the sound component of words – and then decoding these letters and sounds to form words and sentences. This implies that the student needs to read accurately before attempting to extract meaning from the text. Gough's view on the other hand suggested that the reader often creates meaning based on the context. In short, this model emphasizes the written text, or in other term "driven text", it focuses on decoding the language. However, this model is only beneficial to young learners because it emphasizes on individual words, pausing for grammatical difficulties and repeated readings (Enjoy 2009).

1.1.2.2. The top-down model

It also called "whole language" approach. According to this model readers can only interpret the whole meaning of text if they associated to an existing knowledge.For example, even if the word "triskaidekaphobia" is pronounced accurately, the reader may not be able to understand its meaning. However, in this example; "Claudia's bout with triskaidekaphobia prevented her from ever staying on the thirteenth Floor of a hotel". For comprehension to occur, the reader needs to activate an existing of background knowledge and associate the meaning of the word" Triskaidekaphobia" (fear of the number 13) with some previous experience or knowledge that linked the number 13 with being unlucky. In contrary to bottom-up model, the schemata is the one determine for what is comprehended and what is not Alvermann et al (2017, p. 27). In addition to that, this model emphasis on the predictions of text meaning relying on the structure of semantic and syntax knowledge more precisely the reader making meaning from the text by using what in his head, so mainly this model is more decade for the proficient reader who is able to construct meaning using various strategies and linguistic knowledge (weaver 1994).

1.1.2.3. The interactive model

This model gather the key element of both top down and the bottom-up model. Brandon (2017, p. 11) stated that this model of reading emphasizes that readers focus on comprehension and construct meaning using a combination of reader-based and text-based information. In other word, it combines a perceptual and a cognitive process at once to understand the text. At this level the reader simultaneously uses all sensory, syntactic, semantic, and pragmatic sources at the giving time to accomplish the reading process. Moreover, the selective use of information from various sources is used without attachment to any order even though one source of meaning can be primary at a given time (Emerald 1991).In this case, the process of reading demand an interaction between the reader's mind and the text.

1.1.3. Reading difficulties

Reading is a very complex skill, so it is not surprising that a lot of learners are struggling and having many difficulties with reading. There are many kinds of reading difficulties but the most common one is the one related to the five components of reading: Comprehension and vocabulary, phonics and phonemes, fluency.

1.1.3.1. Comprehension and vocabulary difficulties

The issue with comprehension and recognition of words during the reading process might be the most common issue of EFL learners. Vocabulary knowledge and reading comprehension can be related in which lack of vocabulary knowledge may affect student comprehension. The disability to understand the new vocabulary and ambiguous sentences may impede their comprehension ability (Cain & Oakhill, 2011). However, sometimes it is not necessary if a student has adequate vocabulary knowledge that will lead him/her to a whole comprehension of the written page. As previously mentioned, comprehension is not only recognition of individual words but the background knowledge is fundamental to get the whole meaning from the text. In other words, pragmatic and linguistic features and even socio-cultural aspects are required for a complete understanding of the text (Qrqez & Ab Rashid 2017).

1.1.3.2. Phonics and phonemes difficulties

Phonemic and phonological awareness are sequential if the purpose is to avoid reading failure. According to Blachman (1997, p. 21, the deficit of phonological basis is very common with disable reader. Good readers have a strong phonological awareness but students with weak phonological skills will likely become poor readers (Blachman, 2000). It is not enough for readers to learn the identity of the speech sounds because there are many sounds that are not represented by alphabet letters and more letters represent different phonemes, and this can be confusing for readers. Moreover, without this awareness it is hard for a learner to grasp the principle that supports the alphabetic code, hence mastering the phonic decoding skills required for identifying unfamiliar words and for spelling. (David et al 2019, p.44) as cited in (Fromkin et al., 2014; Liberman et al., 1989; Moats, 2010).

1.1.3.3. Fluency

According to Hasbrouck & Glaser (2012, p. 13), fluency involves accuracy reading happens at appropriate rate or speed, and suitable pronunciation of expressions that includes pitch, tone, rhythm. Poor fluent readers are the one who struggling and hardly read a short passage. Readers with hard fluency often are slow and make a lot of spelling mistakes. Moreover, it takes them a long time to finish reading, they break words while reading, need a lot of effort to decode words, and they ignore sentence structure for example pitch, stress, pauses. This problem is often related with low comprehension and phonological awareness and other many reasons like text type and level of difficulty. However; this issue can simply be solved by reading extensively Timothy (2014, pp. 6,10)

1.1.4. Types of reading

There are two main types of reading namely: Intensive reading and extensive reading.

1.1.4.1. Intensive reading

According to Nation (2004, p. 20), intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items.

According to Granda (n.d), this type of reading is for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing reading which will have to be understood and remembered. Intensive reading focuses on grammatical forms, and surface structure details, for the purpose of understanding literal meaning, implications, rhetorical relationships, and detailed analysis, led by the teacher, of vocabulary and grammar points.

The goal of intensive reading is to gain a deep and detailed comprehension of the material. This technique forces students to pay close attention to the text details, what it means and how the meaning is generated under the guidance of the teacher or the task Nuttall (1996, p. 23).

1.1.4.2. Extensive reading

ER is known for different terms like, pleasure reading, wide reading, self-selected reading, free voluntary reading. The study of extensive reading was mainly inspired by the based Krashen theory of comprehension, which indicate that the acquisition of language is occur when students understand the whole meaning of what is read and heard only beyond their current level Norma (2004, p.330). The term was identified by different views, Seymour and Walsh (2006, pp. 112113), believed that when doing extensive reading, students would read long whether for information or pleasure, they focus on the general meaning not the language study, no using of dictionary during reading, they are free to choose the material and any genre of books without being tested, and read at their own pace. In short, according to this definition only good readers are able to read extensively in which they need at least to recognize 95 to 98 percent of words and they do not have reading difficulties. Moreover, Jeffrey and Mikulecky (2010, p. 1), defined ER as "reading a lot-many whole books in a semester". However; along with Seymour (2005)

assumption, extensive reading requires the following principle: students must read at their own pace, choose the books at an appropriate level and they must not be tested on what they read.

According to Leather (2021, p.1) extensive reading includes reading large amounts of longer comprehensible texts, either fiction or non-fiction, for extended periods of time through input at their level of proficiency. For student, reading becomes a source of learning as well as a source of enjoyment as cited in (Nation, 2009).

In conclusion, based on the definitions above. Day and Bamford (2004) have summarized the characteristics of ER as following:

- Learners read for pleasure and information.

- Reading a variety of materials.

- Learners choose what they want to read.

- Learners read a lot amount of books.

- They read fast.

- Learns read silently and individually.

- Learners learn incidentally.

1.1.4.4.1. The benefits of extensive reading

The benefits of ER have been well documented by many researchers (Day & Bamford, 1998; Nation,2001; Grabe & Stoller, 2002; Krashen,2004). Most of the researchers have drawn similar results.

The most significant benefit of extensive reading is promoting vocabulary and grammar knowledge. Vocabulary knowledge is necessary to understand the language. Therefore, Zhang & Jiren (2018, p.12) have conducted a study to help students increase their vocabulary knowledge using ER. They come to the conclusion when applying an extensive reading program and following specific instructions, it will have a large effect on English vocabulary

learning. In addition, Krashen (2004) in his work "The Power of Reading" that mainly focuses on vocabulary, grammar and listening skills. The researcher has claimed that L2 learners acquire linguistic knowledge incidentally through reading. In other words, learners unintentionally learn from any activity. At this point, the reader is unaware of the learning process that is taking place, in which he or she will unconsciously learn new words. In the same vein, Hedgcock and Ferris (2018, p. 214) claimed that the repeated exposure of phrasal and clausal patterns, uses of lexical items and their spellings, and a "range of other graph logical features such as paragraphing, punctuation, and capitalization conventions" will naturally occur the learning process of grammar knowledge.

Extensive reading builds background knowledge and fosters critical thinking. According to Gunning and Thomas (2006, p.88), reading informational texts provides the reader with background knowledge that will help him/her learn how to use discourse of a specific genre. In other words, the reader must have been exposed to that genre so he/she can understand. For example, reading science books helps the reader to learn about scientific discourse. Likewise, reading narrative books gives reader knowledge about how stories are structured, and reading a lot of historical books promotes cultural knowledge. As well as a previous study by Day and Bamford (1998, p.45) concluded that extensive reading develops background knowledge, which in turn can promote readers' critical thinking.

Another benefit of ER that was highlighted by Bell (2001), his results of reading rate tests showed a substantial support for the notion that learners participating in ER gain higher reading speed. As result, the researcher concluded that ER naturally improves reading rate.

In the same context, empirical studies have demonstrated that ER develops comprehension skills. According to Berns (2010, p.38), immersing learners in a flood of extensive reading effects positively on reading and listening comprehension, as well as related skills based on a study conducted by Elley and Mangubhai (1981).

In addition to what has already stated, extensive reading motivates and promotes readers' attitude. To put it another way, motivation is referring what moves students to read extensively. According to Foste and Poulshock (2021, p.4), humans are inherently motivated to compel stories; when a reader finds interested and enjoyable stories, this will motivate him/her to keep reading. For instance, the Harry Potter novel has clearly showed the compile of magic books. Furthermore, studies have also shown that even those who do not like English language, will develop a positive attitude towards the language, if they participate in ER program.

Last but not least, ER improve students' writing skill. In an empirical study conducted by Krashen (2015), his results showed that students in classes that include time set aside for voluntary reading perform better in tests of reading comprehension, vocabulary and writing, compared to those in similar classes without sustained voluntary reading. King (2000, p.142), said "If you do not have time to read, you do not have the time (or the tools) to write. Simple as that.". In other words, students cannot write about any topic unless they first read about it. To sum up, ER has a positive effect on vocabulary, grammar, as well as it helps reader gain information about different topics which these three are essential for the writing skills, so based on these facts, it is possible to say that writing skill will naturally and automatically be improved by ER.

In conclusion, all the evidences demonstrate the importance of ER for ESL and EFL learners. The frequent expose of English language input will expand students' vocabulary, develops their grammar and syntax, in addition, it increases readers background knowledge and critical thinking, develops their fluency, it also promotes their motivation and they are more likely to gain positive attitude toward reading, also it improves their writing skills.

Researchers	ER program Results
Zhang& Jiren (2018)	Vocabulary and Grammar development
Gunning & (2006)	

Thomas	Increasing in Background knowledge &Critical thinking
Bell (2001)	Increasing reading speed
Foster & Poulshock (2021)	Positive reading attitude and motivation
Krashen (2015)	Improvement in writing skills

Table 1: Researches' results of applying ER in English language program

1.1.4.4.2. The necessity of ER in language program

The previous literature demonstrate that reading for pleasure is beneficial for both educational purposes as well as personal development Clark and Rumbold (2007, p.3). Therefore, scholars insisted on including this crucial type of reading in English language program. Krashen (2003) said that ER is the best technique in the field of SL pedagogy. Furthermore, Nation (2003, p.22) declared that it is important for teachers to encourage their students to read extensively during class, in which he stated "The single most important improvement a teacher can make to a course is to add a substantial extensive reading program". Waring (2006) also emphasis on the importance of ER and he agreed that it should be part any language program.

Conclusion

This chapter has reviewed the literature of reading ability, it indicates some of its definitions and its three models. It also has stated the difficulties that EFL learners face in reading. Also, this chapter mainly focused on extensive reading technique which is the independent variable of this research. It has discussed the benefits of extensive reading technique. At the end, it attempted to cover some researchers' view of the necessity to includes ER in language program. The next chapter is devoted for academic writing skill which is the dependent variable of the present study.

Chapter two: Academic writing

Introduction

The second chapter is concerned with the writing skill. It starts with some definitions of writing and its steps, then it sheds light on the academic writing type, it provides different types of academic writing. It will discuss the criteria of good academic writing as well as the difficulties encountered by EFL students in this type of writing. It also will discuss the strategies used to teach academic writing. In addition, it attempts to identify the relationship between reading and academic writing.

2.1. Writing

Along with reading skill, writing is an important skill and a predictor of academic success (Graham & Dolores, 2007, p.3). For this reason, EFL students need to master it to succeed in their courses. However, Hamand (2014) stated that writing is not easy, in fact, it is the most difficult skill to acquire among four language skills.

2.2.1. Definitions of writing

Elbow (1998) claims that writing require two different abilities, they usually conflict with each other and can be go on the same time which are: creating and criticizing. In other words, writing is drawn on the ability to create words and ideas out of yourself, but it also draws on the ability to criticize them in order to decide which ones to use.

In deferent point, Graham and Perin (2007, p.9) stated that writing plays two roles. The first one is that writing requires the usage of some strategies like (planning, evaluating, and revising text) to achieve a variety of goals, such as expressing ideas or opinions supported by evidence or writing a report. The Second role is that writing is seen as a means of extending students' knowledge by learning subject matter. In other words, when a teacher askes student to write about a certain topic related to the lesson, it helps them organize their thoughts, which leads them to a better understanding of the lesson as cited in (Keys, 2000; Shanahan, 2004; Sperling

& Freedman, 2001).

Another definition of writing, it was defined similar to reading by some experts in which they defined it as a thinking process. The writer expresses his thoughts carefully and in organized way on a paper. Olson (2009) has argued " If you're having trouble writing, it's often because you're not yet finished with the thinking part". Moreover, many teachers and many curricular guidelines assume that writing is a set of basic skills learned through daily practice, while writing in fact is thought, expression, and it is about having something to say Lane (2008.p23).

Along with reading, writing was defined as a communication process. The writer attempts to exchange his/her thoughts, ideas or conveying a clear message to the audience "There are many ways of communicating ideas, and writing is always the best one" Ellison (2010, p.162). In the same line Stunk et al (2008, p. 98) declared that all types of writing are communication whether academic, creative, personal, etc. They all carry a message to the audience.

2.2.2. The steps of the writing process

In order to write a good essay from well written paragraphs to polished essay paper, scholars have suggested the following strategies for students to follow.

2.2.2.1. Planning

Gillon (2008, p. 43) states, planning of almost any type requires careful thinking. When students plan en essay, they have two basic thinking objectives: first, establish a thesis or focus for their writing, and second objective is to organize the supporting information. The time spent on organization depends on the type of writing. For instance, narratives writing require very little organizing. However, for most academic essays, students will need to identify the methods of development comparison, cause / effect classification that best supports their thesis, and then organize the details appropriately. Ken Macrorie offers this important insight about planning: " Good writing is formed partly through plan and partly through accident"

2.2.2.2. Drafting

Drafting is a stage of writing process in which the writer develop a complete version of his/her writing (Saylore,2012). According to Lorrain (1995, p1-3), drafting is like a thesaurus resort for improving composition process. It is very important steps in writing process. Teacher intervention is more preferable at this stage of writing because students can build on suggestions and promptings of the teacher. Rarely student skip drafting process and write directly, but most of writing is drafted whether in one's head, diagram, or notes or on word processor. The importance of drafting differ depends on the reader. For instance, a letter to a friend can be drafted mentally but an article for professional journal needs very comprehensive drafting and editing.

2.2.2.3. Polishing

After finishing drafting, it comes the revision and editing step. In this stage the writers need to read their drafts and rewrite the trouble area of their writing. In other word, they should first focus on the content whether adding or deleting information. Generally, they do not overly concentrate on spelling, grammar, or punctuation. If they had an evaluation and feedback from teacher, they should do more planning. The revision stage happened after the final draft (Second or third), while revising writers would make editing at the same time. Revising is about the content and organization and editing is about working on the smaller issue of grammar and punctuation (Oshima and Hogue, 2006b, p. 273).

2.2.2.4. Publishing

The last stage in the writing process is presenting the paper. Angrew (2003, p. 34) has summarized what students do in the publishing stage. In the last step in the writing process students will read their own writing in the classroom and share it with their teachers. Their paper could be selected and posted on classroom bulletin board or printed in a class book, enter writing contests, submit writing to children's publications..

Prewriting

Outlining

Drafting

Revising

Editing
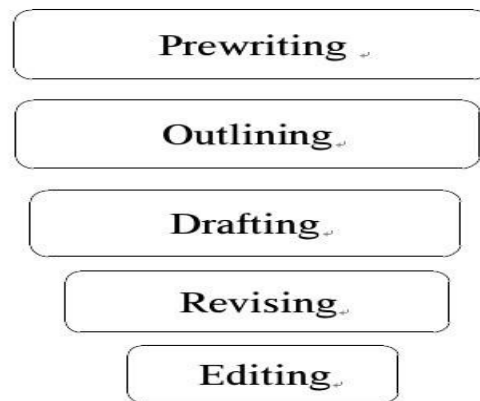
Figure1: The five writing steps according to Saylore (2012)

2.2.3. Academic writing

Harris (2002, p.6) has referred this type of writing as the term The "A" paper. It was defined as a completed writing at university setting for academic audiences including teachers, students, instructors that is important for learners' success in a course. Moreover, an affective "A" paper has three main characteristic namely; it should a convincing content, Clear organization and an affective use of the English language.

In the context, Geyte (2013,p. 9), defined AW as the kind of writing done by scholars or students in high school and college classes. This type of writing takes many forms: journals, articles, textbooks, dissertations, essays, etc. Essay form is the most popular type of assignment among students. The essay can be set as a coursework assignment to assess a student's understanding of a module In the same line, Soles (2014) added, AW includes a large variety of texts article, reports, essays, reviews, papers, exams, whether written by the scholars for knowledge contribution in their field or by students for achieving university course requirements.

2.2.4. Types of essays in academic writing

Most likely, grader readers have noted in many academic texts that the academic writing has more than one type.

2.2.4.1. Descriptive essay

According to Kennedy (2009), the descriptive essay has four types namely: a. The description of object or place, b. The description of sequence of events, c. The description a process, d. Describing and explaining. First, description of object or place, refer to describing the appearance of something, or to state the major characteristics of it. In fact, in this type there is no comments or personal points of view. Second type is describing a sequence of events. Describing a sequence of events is simply telling a story. The writer tells how events happened or how one event caused another. The third type includes describing a process. It is narrating and explaining a fact clearly into steps or stages. The last type is describing and explaining. Some of the words and phrases which introduce this type of description are: explain the causes/reasons.... account for.... analyze the causes.... comment on (the reasons for) .... etc.

2.2.4.2. Analytical essay

According to Godfrey (2015, p.5), analytical essay is when the writer analyzes something in detail, breaking down and examining concepts and ideas, evaluate and finds weaknesses and strengths. Then, form them in his/her writing, and providing conclusion, solutions, and knowledge creation

2.2.4.3. Critical essay

Conttrell (2011, p.167) stated that in this type of essay, the writer presents a case through providing reasons, evidence, comparing and evaluating arguments, balancing between conflicting evidence, and making a judgment on the basis of evidence. Only essential details are included and background knowledge should used sparingly, minimum use of description. When producing a critical writing, it is important to consider audience because the readers might disagree with the evidence included. Therefore, a good critical writer knows how to connect arguments and know what kind of evidence meets the readers opposition.

2.2.5. Criteria for good academic writing

Contrary to what many people think writing is not an ability that someone born with or so called a "gift" or "talent" and those who write well find writing easy. Successful writers needed time to develop their writing skills which leads to a successful "A" paper Ede (2017, p. 115). Therefore, an affective "A" paper includes some characteristics and features that involves rhetorical focus, language focus, audience and purpose.

2.2.5.1. Rhetorical focus

Before proceeding on writing steps, learners must be informed with the usual format and organization of the paragraph. The paragraphs of a good academic paper must be well structured and well-formed. This includes providing it with a title, beginning with margins, respecting spacing and indenting between the paragraphs, and paragraph sentences must be connected. In addition, the paragraph must be organized in terms of the typical order, consists of topic sentence, the body, and the concluding sentence. Finally, the paragraph must have unity and coherence between the controlling idea and supporting sentences to present a single and clear idea (Savage & Shafiei, 2006, pp. 5-16).

2.2.5.2 Language focus (Form and Function)

It is clear that AW style is different from other writing styles. According to Janet (2012, pp.323-331). when the author or educator write he/she must take into consideration the following:

- Avoid informal and colloquial language.

- Avoid contraction.

- Avoid addressing the reader directly as "you" and asking direct questions.

- Use formal negative forms for example "Not very much research" become "Little research has been".

- Avoid vagueness, like the use of etc..., and so on.

- Use simple, and complex sentence.

- Use passive voice appropriately.

- Avoid subjectivity "I", fragment sentences and uncompleted sentences.

- Strengthen the claims by using different words.

- Avoid non-idiomatic and unclear sentences. The writer should convey his/her

idea clearly to the reader.

Some other features concerning language focus were identified by Hacker and Sommer (2017) and summarized as follows:

- Use precise language to avoid wordiness, and use concise language.

- Concerning academic words, avoid pretentious language and euphemisms.

- Avoid language that is racially offensive or sexually skewed.

- Avoid use slang, jargon, clichés, and conversational language.

2.2.5.3. Audience and purpose

Before writing, the writer must consider his/her audience first. For graduate students their audience would be their instructor, who is apparently knowledgeable about the topic assigned to them. Therefore, in order to successfully complete the writing task, it is important to understand the instructor's expectation and prior knowledge, because these will affect on the writing content. In this case the writer purpose is usually to display familiarity, expertise, and intelligence. However, if the writer knows more than the audience than the purpose is often instructional Swales and Freak (2009, pp.7-9).

2.2.5.4. Academic integrity

Academic integrity or in other term intellectual honesty. It is about giving full and correct acknowledgment of the sources: facts, ideas and arguments. In academic writing the key to achieve intellectual honesty is by referencing and citing. A decent academic writer gives a credit to the original source of information that he/she has used whether by making a note (citation) or publishing a full detail of the source in the list of references. In addition, academic integrity including avoiding plagiarism which is the act of taking ideas, information whether accidentally or intentionally and passing them off as his/her own in writing (Day, 2013, p.132) .

In general, avoiding plagiarism in "A" paper is very essential for students' success. Thus, a good writer should consider to present a clean work and should be creative to use different methods to avoid plagiarism. Lathrop and Foss (2009, p. 5) stated:

"Honesty and integrity are the hallmarks of good character and are expected from everyone. Dishonesty in any form, including cheating. and plagiarism. Is wrong and will not be tolerated"

2.2.6. Common problems in academic writing

Research findings have shown that most students in college have difficulties within their task of any of the academic courses. Students writing were in poor quality from different features includes: making grammatical errors (Ariyanti & Fitriana, 2017; Altamimi 2018), lack of vocabulary (Hinkel, 2003; Paynter et al., 2006), spelling mistakes and punctuation (AlKhairy, 2013), exploring and generating ideas (Asadifard & Koosha, 2013), coherence and unity (Dasril. Et al, 2019).

As aforementioned, the criteria of good quality of "A" paper includes avoiding plagiarism. Unfortunately, plagiarism is one of the main problems that students struggle with whether in writing for assignments or even for their thesis. According to Click (2014), 30% of students plagiarized when they are given research also, they tended to be careless and insecure in their writing cited in (Maimunah et al., 2018). In the same regard, Gillet (2009), state that plagiarism can happen for many reasons. It could be either; because of insufficient time, lack of energy to do the task, or simply because of lack of motivation. In case student has plagiarized accidentally

than this is probably due to: student' ignorance of this action, and their ignorance of how to avoid it, student forgot where they did copy the information, or forgot to acknowledge their source of ideas, lake of confidence in their writing, and insufficient time.

2.2.7. Reasons for students' deficiency in AW

There are many reasons that make students struggle with academic writing, but the most common reasons is lack of motivation and lack of reading.

2.2.7.1. Lack of Motivation

One of the reasons for academic writing failure is lack of motivation. According to some scholars Dornyei (2001) motivation is very important for language learning success cited in Maimunah et al (2018). Harmer (2008) believed that students lose their interest in writing for three reasons: First, fear of failure, students fear to not achieve the goal of the task and not being able to reflect their knowledge in piece of paper. Second, students fear from making mistakes in writing. Student may feel uncomfortable with their writing because they are afraid of making mistakes hence this factor will prevent them from writing. Third factor is lack of confidence.

Some EFL students are uncertain of their abilities to write hence they will not show interest in writing. A previous study conducted by Daoud (1998),concluded that the main reason that academic writing is difficult for students and teachers in Arab countries is lack of motivation.

2.2.7.2. Lack of reading

As previously mentioned, some researches have emphasized on the importance of ER in developing language inputs. Mason & Washington (1992, p.28), stated that students would best enrich their speaking and writing by careful reading. Weakness in reading skills makes writing more difficult for the students. In general, "good writer is a good reader; a bad writer is a bad reader". In the same vein, Raimes (1994, p. 42) addressed the importance of reading into the foreign language in which he stated "the more our students read, the more they become familiar

with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of native speakers of the language". All in all, lack of reading is among the sources that can cause EFL essay writing problems.

2.2.8. Teaching AW using different techniques

There are many techniques that teachers have conducted to teach writing skills for students and three of them that commonly used are the following:

2.2.8.1. Teaching AW using reading

A study conducted by Ugboja et al (2018) aimed to experience teaching writing using reading. The researchers claims that reading and writing share a lot of the same background knowledge, in which they both communicate ideas and styles. In other word, while readers build mental representations of thoughts written by others, writers formulate their own thoughts, arrange them, and make a written record of them using spelling and grammar norms. As they concluded, reading and writing are both important parts of literacy that everyone desires. It is undeniable that good readers make good writers, hence reading to write is still the most effective strategy for teaching writing .

2.2.8.2. Teaching AW using practicing

Practical activities may be the commonly used strategy for teaching academic writing. There are various activities for the teaching academic writing. According to Coffin et. al. (2003), there are various activities for teachers to use in learning academic writing. First, teachers can ask their students to brainstorm individually all the types of writing they have been exposed to. Second, in small groups, teachers ask them to classify these types of writing into categories. Third, in a classroom discussion, the teacher tries to narrow the focus to academic writing activities such as notes on readings, essay drafts and laboratory reports. Then, the

teacher asks students about the specific rhetorical purposes of these modes of writing the intended audience, the language register used …etc. In the line,, Ogden and Goldberg (2002, p. 51) stated that the reason that makes writing difficult is that lack of practice. Writing is a skill that really does become easier by intensive practice.

2.2.9. The connection between academic writing and extensive reading

Lee & Schallert (2015) stated that it is rarely when students asked to write something that they do not first read about because academic writing is almost always drawn on work of others. Therefore, students need to learn to read critically so this showed how Aw and reading are closely linked to each other. In the other hand, Shanahan (2006) argued that reading and writing are draw on a common source of knowledge, skills, and processes. Although students often apply these resources differently when reading and writing, it is possible to design instruction so that skills, strategies, or knowledge for reading and writing are taught concurrently cited in Miller et al (2014, p. 39). Additionally, reading and writing are interconnected. Kennedy et al (2017) declared that not only reading the work of other writers help students develop their skills as a communicators, but much of the reading they do will result in writing. That is to say, when students response to a text in any way, in other words, to read the texts critically, this will occupy much of their academic career.

Yoga et al (1996, pp. 1-2), believed that reading and writing undergo on the same process. When we read, we bring to this task a unique self-all our experience, knowledge, believes, feelings, biases. At the same time reading change this self it may increase our knowledge of a subject, reinforce our beliefs, or change the way we think. In the other hand, writing gives a chance to discover ourselves and our topic as we strive to articulate our ideas, they are reinforced or challenged, and these changes in the way we think, in turn influences subsequent writing. As a result, reading and writing are closely connected in term that they both influence who we are and how we learn.

Conclusion

This chapter gave an overview of the writing skills, some definitions of writing. Also, it provided some definitions of academic writing with its types. It also had discussed the most common problems faced by EFL students in academic paper. In addition, it also have provided some features and characteristics of good academic writer. This chapter attempted to covers the reasons for students' deficiency in AW. Also, it included some of the techniques suggested by experts to teach academic writing, and at the end, it provides some researchers' perspective about the connection between reading and writing. The next chapter is concerned with the data analysis of students' questionnaire and teachers' interview.

Chapter three: Field work

Part one: Students 'questionnaire

Introduction

The final chapter of this research is devoted for data analysis concerning the effects of extensive reading on academic writing skill. Furthermore, it sheds light on students and teacher' opinions about extensive reading and academic writing. In this part of research two different tools are used to collect the data which are questionnaire and interview. The questionnaire is designed to 40 master two students at English department in University of Biskra. The interview is held with 8 teachers of both academic writing and reading.

3.1.1. Administration of the questionnaire

The questionnaire survey was administrated to EFL master two student studing science of language branch in university of Biskra. The questionnaire has been submitted online so the selection of our sample is based on voluntary selection. The reason behind choosing master two student is that they studied academic writing for three semesters as well as they are more expected to enroll in ER since they are doing their thesis. The data collected were run using google form, the results were represented in form of tables and pie charts for easy reading.

3.1.2. Description of the questionnaire

The questionnaire arranged in four sections and 20 questions. Each section includes a combination of questions form (multiple choice, open-ended and close-ended questions). The first section consists of 5 questions aims to gather some background information about the participants includes gender, age, their choice of English and their interest in reading as well as to time spent in reading.

The second section is aimed to gathers data about extensive reading. It also encompasses of 5 questions. These question is designed to know students' perspectives about ER. This section includes questions that aims to know whether master two students are enrolled in ER through

asking question about their favorite materials and whether they are familiar with this type of reading, and if they have problems in understanding a given text .The other two questions were designed to know if students are aware the importance of ER for academic purposes and for other language skills

 The third section of the questionnaire is designed to elicit information on students' academic writing. It attempts to know students attitude toward writing. It also attempts to know wether students are facing difficulties in writing as well as kind of these difficulties. The last two questions were designed to know students' techniques to overcome their difficulties in writing in addition to, their teachers advice to improve their writing skill.

The final section deals with the connection between extensive reading and academic writing. It attempts to know whether students using the learned words from ER in AW. It also aims at discovering students' point of view concerning the relationship between extensive reading and academic writing and whether extensive reading effects their academic writing skill.

3.1.4. Analysis of the questionnaire

Section one: General Information

Item 1: Gender

Male.   Female

Gender	Number	Percentage
Male	13	32.5%
Female	27	67.5%
Total	40	100%

Table 2: Students' gender
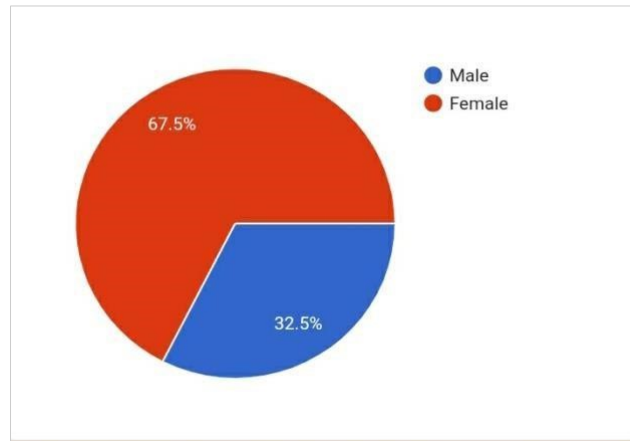
Figure 2: Students' gender

As the figure shows, the majority of participants (67.5%) are females, whereas the rest (32.5%) of males. That is more than a half number of females. This big variance of percentage shows that the dominant category in English departments is mostly females. More likely because females show a positive attitude and they are motivated to learn English language than males.

Item 2: English language was:

Your choice   Imposed on you

Options	Number	Percentage
Your choice	36	90%
Imposed on you	4	10%
Total	40	100%

Table 3: Students' choice of English language
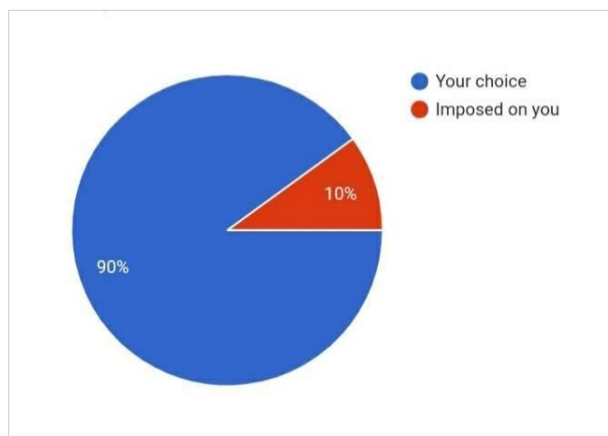
Figure 3: Students' choice of English language

The vast majority of respondents (90%) have declared that choosing English language were their own choice, whereas only 10% of them were imposed on them. This may be due to some reasons like parents' pressure or it was imposed by the administration. However, the results show that most of English students at Biskra University are interested in learning the language.

Item 3: Do you like reading in English

Yes   No

Options	Number	Percentage
yes	30	75%
No	10	25%
Total	40	100%

Table 4: Students' attitude towards reading in English
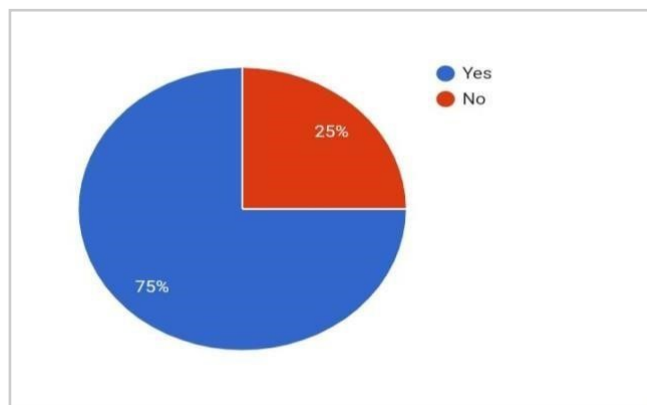
Figure 4: Students' attitude towards reading in English

The aim of setting such a question is to know whether master two students are English language readers. The results have shown that 75% of students like reading in English especially females since they represent the majority of English department. They read because they enjoy it and they are aware of its important for learning the language. Quarter of total present 25% of them show a negative attitude toward reading skill.

Item 4: How often do you read?

Sometimes   Often   Rarely   Never

Options	Number	Percentage
Sometimes	13	32%
Often	12	30%
Rarely	12	30%
Never	3	7.5%
Total	40	100%

Table 5: Students' frequency of reading
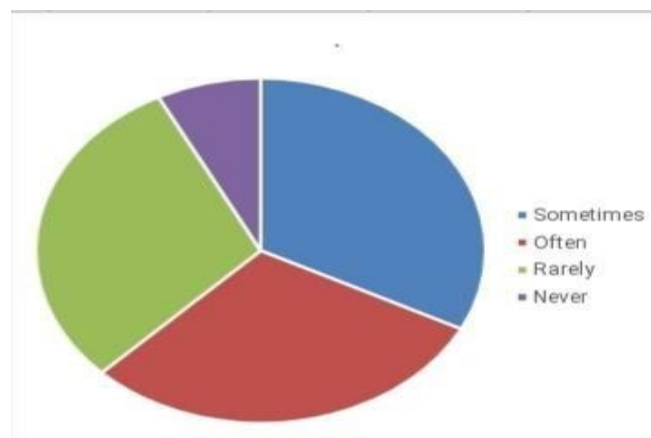
Figure 5: Students' frequency of reading

The question aims to specify the usual time spent in reading. The participants who stated that they sometimes read present 32.5% of total. In fact, 30% of students read often and the same percentage is rarely engaged in reading, while the rest (7.5%) stated that they never read because they do not have enough time or they do not like reading at all.

Section two: Extensive Reading   Item1:

What do you often read

Books   Novels.   Articles   Newspapers   All above

Options	Number	Percentage
Books	17	42.5%

Novels	24	50%
Newspaper	8	20%
Articles	2	5%
Others	2	5%

Table 6: Students' preferences of reading materials
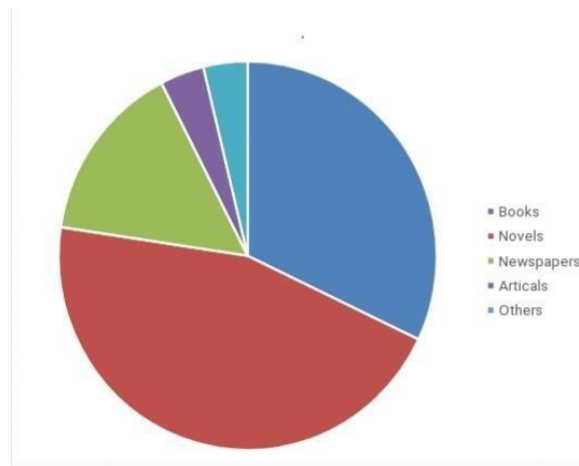
Figure 6: Students' preferences of reading materials

This question is designed to discover the materials that students prefer to read. From the figure above, we can say that reading novels is the most favorite martial for students in which it presents 60% of student's choice. Reading books comes second in range with (42.5%), while 20% of participants like reading newspaper and only (5%) of students are interested in reading articles. The rest two respondents presented an equal percentage (2.5%). One of them did not find their reading material from the list so he/she preferred to answer that: reading social media posts like Facebook, reading dissertations since he/she is about to write his own and the other participant refused to give a clear answer.

Item2: Do you face problems in understanding a given text?

Yes.   No

Option	Number	Percentage
Yes	19	47.5%
No	21	52.5%
Total	40	100%

Table 7: Encountering problems while reading a text
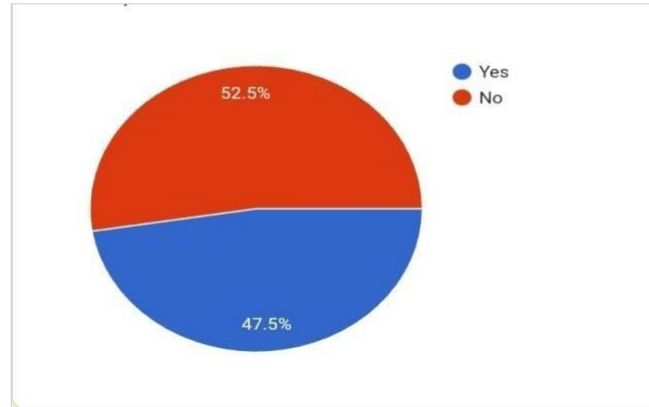
Figure 7: Encountering problems while reading a text

As the figure presented, approximately half respondents (52.5%) struggles with understanding a text, As explained in the theoretical part, Cain & Oakhill (2011) stated that students have difficulty in recognizing unfamiliar words or they may struggle with comprehension in which the type of text is difficult or they are not exposed to that specific genre of text. However, 47.5% of participants do not have any problems in understanding the text. This is more likely to be due to that students read a lot of different genre of texts,

Item 3: Do you read extensively?

Yes.   No

Options	Number	Percentage
Yes	23	57.%
No	17	42.5%
Total	40	100%

Table 8: Students' attitude towards ER
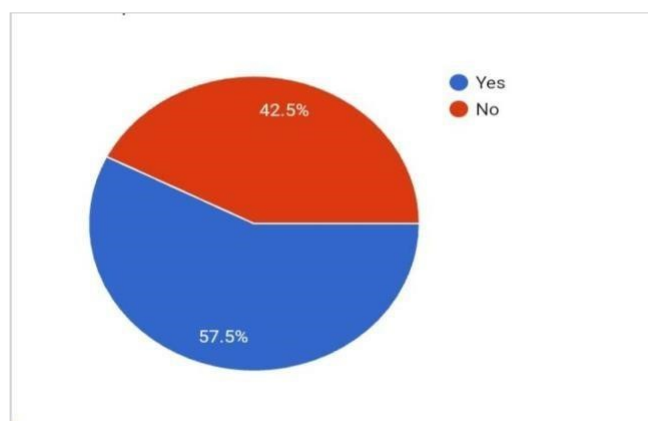
Figure 8: Students' attitude towards ER

The question aims to know whether students are familiar with this type of reading and whether they are using it. The responses of the question showed an impeccable value range of (57.5%) of participants who read extensively, the rest participants who give a "no" answer presents 42.5%. One of extensive reading benefits highlighted by Foster and Poulshock (2021, p.4), is that it promotes students attitude toward reading and motivates them to read more. That is to say, half of participants have gained a positive attitude toward reading.

Item 4: Extensive reading is important for the other language skills:

Strongly agree   Agree.   Disagree   Strongly disagree   Neither

Options	Numbers	Percentage
Strongly agree	25	62.5%
Agree	14	35%
Disagree	0	0%
Strongly disagree	0	0%
Neither	1	2.5%
Total	40	100%

Table 9: Students' opinions about the importance of ER for other language skills
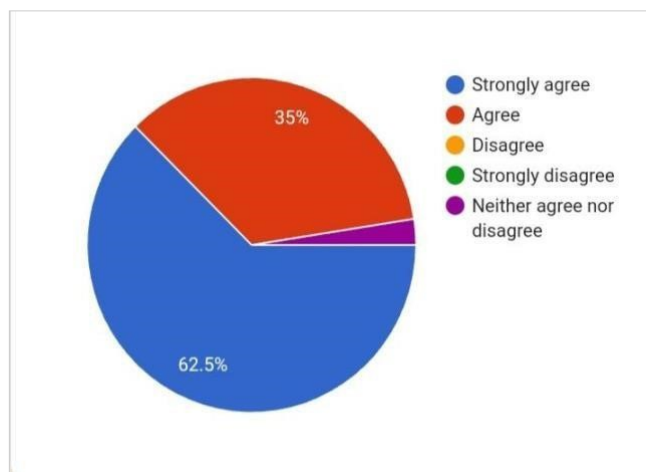
Figure 9: Students' opinions about the importance of ER for other language skills

The question aimed to find out if students are aware about the relationship between ER and other language skills. The results have shown that a great support (62.5%) and (35%) of

participants who either "strongly agree " or "agree" on the importance of ER for other language skills whereas none of them have" disagree" or "strongly disagree", while 2.5% stayed neutral. In this context, the previous studies have already demonstrate the importance of

Section Three: Academic Writing

Item 1: Since you are a master two student, do you face difficulties while writing your dissertation?

Yes.   No

Options	Number	Percentage
Yes	36	90%
No	4	10%
Total	40	100%

Table 10: Students facing difficulties while writing their dissertation
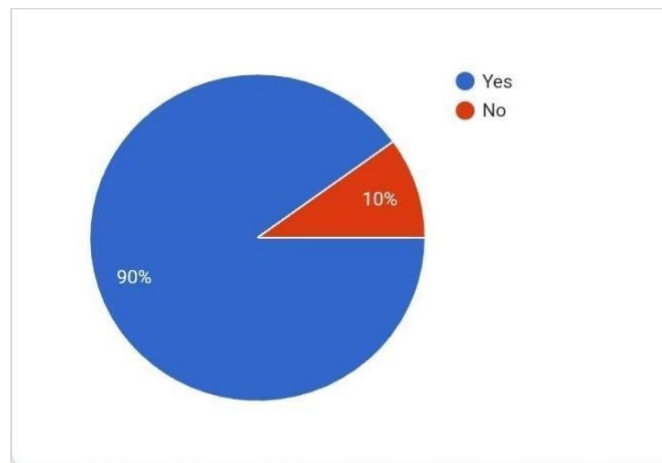
Figure 10: Students facing difficulties while writing their dissertation

From the obtained data, a great majority (90%) of the participants answered that they have difficulties when they write. Only (10%) of them do not have any problems in writing. From the data analysis we can conclude that academic writing is considered an obstacle for master two students. Therefore, they need help to develop their writing skill and overcome the difficulties.

Item 2: What are these difficulties?

Grammar   Word choice.   Citation.   Paraphrasing.   Summarizing.   All above.   Others

Options	Numbers	Percentage
Grammar	5	12.5%
Word choice	18	45%
Citation	16	40%
Paraphrasing	14	35%
Summarizing	9	22.5%
All above	7	17.5%
Others	2	5%

Table 11: Students' difficulties in writing
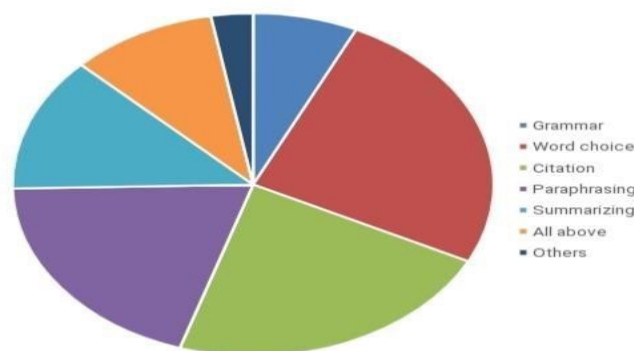
Figure 11: Students' difficulties in writing

The results revealed that most students problems with writing include (word choice, citation, paraphrasing). 45% of the informants said that they have problems with word choice while 40% answered that they struggling with citation and 35% stated that they have difficulty in paraphrasing, whereas 22.5% have difficulty in summarizing. Grammar is difficult for 12.5% of students and 17.5% struggle with all the mentioned in the list. 2.5% added punctuation as one

of the main issues, as well as to 2.5% seems to have no problems with writing. These results have been supported by many previous studies (Al-Khairy, 2013; Ariyanti & Fitriana, 2017; Altamimi 2018).

Item 3: In your opinion, what is the best way to overcome these difficulties?

Students are aware that they need to master academic writing skill, so they have suggested some affective techniques for them to overcome writing difficulties. Most of 40 students' responses were similar. Some students said that reading a lot of different materials help them to improve their academic writing problems. In the same line, others added that reading extensively will help them improve their vocabulary and grammar. In addition, some students see that doing a lot of practice is the best way to overcome their difficulties in AW. So, We can say that 100% of participants emphasize on using reading and practices to overcome writing difficulties.

Item 4: What is the advice that your teachers give you to improve your academic writing?

We can summarize most 40 students' answers in one answer namely "reading and practicing". Teachers also emphasize on the need to practice and read a lot of materials for improving their students' performance in academic writing. Thus, we can confirm that extensive reading and practicing are the best techniques for improving students 'academic writing skill.

Section Four: AW & ER

Item1: Do you use the learned words from extensive reading in writing? Yes.
No

Options	Number	Percentage
Yes	39	97.5%
No	1	2.5%
Total	40	100%

Table 12: Students' use of leaned words from reading in their writing
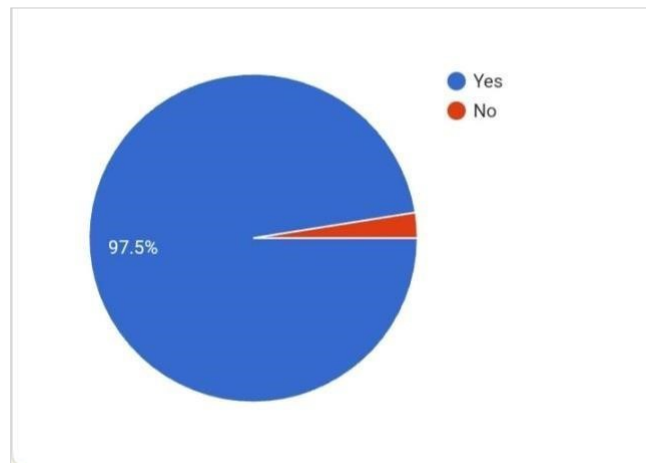
Figure 12: Students' use of leaned words from reading in their writing

From the data obtained, we can notice that the majority (97.5%) of participants use the learned words from extensive reading in their writing, while only 2.5% have answered with "no". Thus, we can conclude that extensive reading enrich students' vocabulary knowledge as well as provides them with ideas and information about the topic they write about. As matter of fact, Day and Bamford (2004) have confirmed these results in their previous study.

Item2: A good reader is a good writer:

Strongly agree.   Agree   Strongly disagree   .Disagree

Options	Numbers	Percentage
Strongly agree	27	67.5%
Agree	9	22.5%
Disagree	2	5%
Strongly disagree	1	2.5%
Neither	1	2.5%
Total	40	100%

Table 13: Students' opinions about the influence of reading on writing
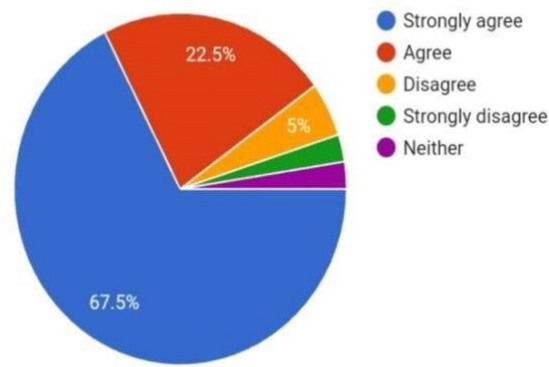
Figure 13: Students' opinions about the influence of reading on writing

As it is presented in the above figure, 90% (67.5%+ 22.5) of students either "strongly agree" or "agree". This shows that students are aware of the importance reading in improving writing skill. While only 7.5% (5%+2.5%) of participants either "disagree" or "strongly disagree" with the statement and the rest (2.5%) have chosen to be neutral. In conclusion, the results showed clear support for the validity of the statement. In other word, students are aware that the more they read the more their writing ability becomes better.

Item 3: Does ER affect your academic writing?

Yes   No

Options	Number	Percentage
Yes	34	85%
No	6	15%
Total	40	100%

Table 14: Students' view about the affect of extensive reading on AW performance
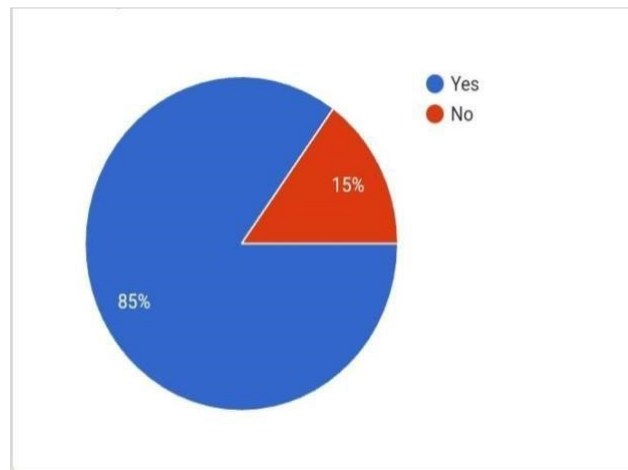
Figure 14: Students' view about the affect of extensive reading on their AW performance

This question aimed to find out if students see any connection between ER and AW. Based on the data gathered from respondents, it shows that 85% of participants see that reading extensively effects their performance on academic writing, while 15% think that there is no effect of ER on AW. To support that, Krashen (2015) in the previous literature, stated that ER effects positively on the performance of students in AW.

If yes, explain please

The justification of 40 students who answered with "yes" includes similar point of view. Some students declared that ER improve AW. They stated that ER enrich vocabulary knowledge and develops grammar, syntax, spelling as well as it increase their background knowledge which the latter is essential for writing skill. In short, students believe that ER makes writing easy. Indeed, these benefits of ER has already documented by many researchers (Day& Bamford, 2004; Gunning & Thomas (2006); Krashen, 2015)

Item 4: Do you think that ER helps you overcome your writing difficulties?

Yes   No

Options	Number	Percentage
Yes	38	95%
No	2	5%
Total	40	100%

Table 15: Students' opinion about the use of ER to overcome writing difficulties
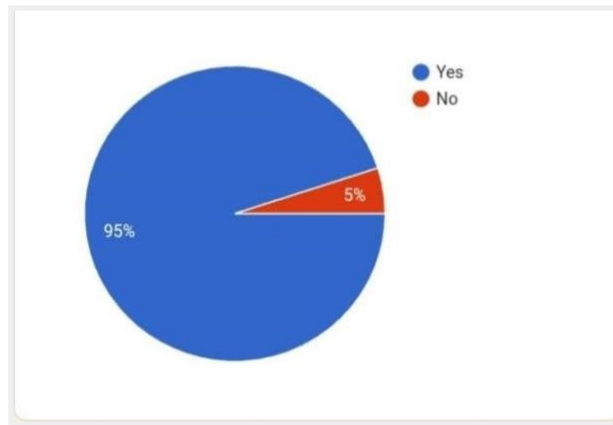
Figure 15: Students' opinions about the use of ER to overcome writing difficulties

This question was setting to ensure if ER is an effective way to overcome the writing difficulties. The majority of participants (95%) agreed that ER can help them with their writing issues including: grammar, word choice, citation, paraphrasing, summarizing and punctuation. Whereas 5% do not consider it as an effective way to help them overcome their difficulties in writing. However, according to the majority, we can conclude that ER is beneficial to develop students' written skill.

Item 5: According to you, what is the relationship between ER and academic writing?

The 40 responses were closely similar. Some students declared that extensive reading and academic writing are linked; when students read extensively, they develop strong writing skills automatically. That is to say, the more students read, the better writer they will become. Other students stated that ER and AW complete each other. Students cannot write about something that they have not already read about. These claims has been supported by Lee & Schallert (2015) in which they stated that it is rarely when students asked to write something without reading about it.

3.2. Teachers' interview

The second technique used for data collection is interview. A sample of 8 teachers of academic writing and reading has been non- randomly selected in English Department at Biskra University. The teachers were interviewed for gaining more information about the effect of extensive reading on master two students' performance in academic writing, since they are

informed and knowledgeable about their students' level, as well as they have more experience in this field of study.

3.2.1. Analysis of teachers' interview

Item 1: What kind of material do you ask your students to read?

Teachers' answers were varied; Half number of teachers that present (50%) mentioned some of the listed materials: novels, books and short stories which were most prevalent among students. This indicate that teachers take students' interest into consideration when selecting materials, also it proves that reading for pleasure is handy and beneficial for students. 37.5% of teachers did not determine any specific materials. They reported that reading any kind of material would be beneficial for students, so they prefer to leave the choice to students. While 25% which presents 2 teachers answered that they preferred students doing academic reading like reading handouts, glossaries, encyclopedias, to enrich their knowledge and improve their writing skills to succeed in their courses.

Item 2: Do you encounter difficulties while correcting written productions?

Options	Number	Percent
Yes	7	87.5%
No	1	12.5%

Table 16: Teachers facing difficulties in students' papers
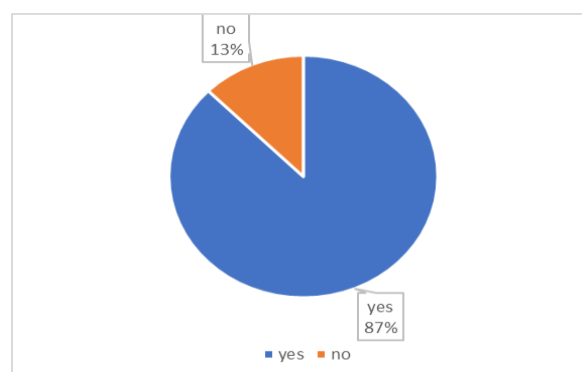

Figure 16: Teachers facing difficulties in students' papers

The table above revealed that most teachers face different types of mistakes in students' papers. 87.5% of participants which represents 7 teachers out of 8 have answered with "yes". Only one teacher (12.5%) who answered that he/she did not encounter any problems in students' written production. However, the majority of participants confirmed that students struggle with writing. Based on data analysis of the questionnaire, students also have declared that writing is considered a challenging task for most of them. These results have been supported by Kress (2010) in which he claims that EFL learners find writing difficult skill to acquire among all four language skills.

Item 3: What are the common problems students suffer from when it comes to academic writing?

Based on the responses of teachers, it seems that many students struggle with writing from different aspects. According to 7 of them (87.5%), the most common mistakes that students commit involve accuracy, coherence, cohesion and spelling mistakes. Teachers stated that students are unable to write accurately in addition to that, their essays are incoherent and it lack of cohesion in their paragraphs as well as students make a lot of spelling mistakes.

Furthermore, three teachers out of eight (37.5%) classified some of the listed difficulties that students have opted: grammar and punctuation. They declared that some of students' weaknesses involve grammar and punctuation. This fact has been proven in study conducted by Gambol et al. (2012), they found that most common students' mistakes in writing are in grammar and punctuation. One teacher (2.5%) added that students struggle when it comes to citing and referring the work of others or in other words they fall in plagiarism. According to Gillet (2009), plagiarism can be due to many reasons. For instance, students' ignorance, or lack of confidence in their writing. item 4: How to overcome these problems?

The aim of the question is to discuss the most effective strategies to help students with their writing problems. 97.5% of teachers have offered the same methods. 7 out of 8 teachers

suggested two ways; students need to read extensively or intensively, in addition to doing intensive practice, these results are consistent with the students' responses regarding teacher advice to improve their writing.

Along with reading and practicing, two of the participants (25%) preferred to give feedback and correct students' mistakes to make them rewrite again to overcome their writing problems. The results obtained from this question revealed that reading and practicing are most effective strategies to help students overcome difficulties in writing. In fact, scholars like Ogden and Goldberg (2002, p. 51), believed that practicing is the best way to help students increase their writing proficiency.

Item 5: In your opinion, what are the most effective strategies to enhance Master Two students' academic writing?

The aim of this question is to know the most used techniques by teachers to improve academic writing. The results showed that 87.5% support reading and practicing strategies to enhance students writing. As it is previously mentioned in the literature review, Coffin et al (2003) stated that practices is very common way to teach academic writing for EFL. Students. In addition, Ugboja et al (2018) believed that teaching writing using reading is very effective strategy by which the two share the same background knowledge

Item 6: According to you, is there a relationship between extensive reading and academic writing? Explain please?

The whole sample (100%) of respondents have declared that there is relationship between ER and AW. Teachers' views were closely similar. Two teachers (25%) believed that good readers are often good writers. Two other teachers represent (25%) declared that ER is considered a primary source of knowledge for AW in which it helps students to write about any topic and makes their research goes smoothly. A related theoretical perspective stated that academic writing is almost always drawn on work of others thus, students need to learn to read critically and this showed how AW and reading are closely linked to each other (Lee &

Schallert, 2015).

Item 7: Does lack of extensive reading affect your students' academic writing?

Options	Number	Percentage
Yes	7	87.5%
No	1	12.5%

Table 17: Teachers' attitude towards lack of reading
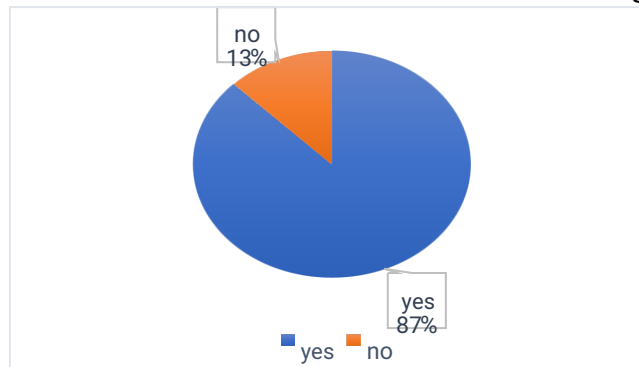
Figure 17: Teachers' attitude towards lack of reading

87.5% of the respondents have admitted that the lack of extensive reading effect on students' performance in academic writing. Some of teachers have explained that without doing a lot of reading students will be poor learners. Other added that ER is necessary for gaining more knowledge about language requirements, while 25% of the interviewed teachers consider lack of ER as the main source of the poor performance of students in AW. In other word, students with poor reading habit are often poor writers, and vice versa. Only one teacher (12%) has disagreed in which he claims, based on his experience, that there are excellent writers in English without necessarily being English readers. However, he believed that reading adds more to writing skill.

Based on the responses, we can conclude that lack of ER has a negative effect on students' academic writing skill. In fact, these claims have previously confirmed by different scholars including Raimes (1994, p. 42) in which he stated "good writer is a good reader; a bad writer is a bad reader".

Item 8: How can extensive reading improve students' academic writing?

We aimed from this question to know teachers' views about how the use of extensive reading improve academic writing. Teachers have highlighted some of the benefits of ER to improve writing skill. Half of the participants (50%) consider ER as a source of knowledge in which it provides the writer with the ideas and information about the topic and this what has been proven by an investigation conducted by Gunning & Thomas (2006). In addition, 3 teachers added that ER provides students with "A" paper requirements from structure, format, and academic style. From the results, we may go in the same line with Krashen (2008) in which he stated that writing style comes from reading. Two teachers declared that one of the ER benefits is expanding vocabulary knowledge. These claims are supported by the existing literature. According to Zhang & Jiren (2018) students will acquire new vocabulary if they enroll in ER program.

Item 9: Do you have anything to add?

The final question aims to gather any additional notes or information that can enrich our data. Three teachers did not want to add anything. The rest 5 teachers' statements were closely similar. All 5 teachers insisted on the importance of reading for students not only for academic purposes but also for general purposes. One teacher stated that reading is simply good for life and this is what Pual (2006) has addressed when she claims that people who often read books tend to be smart and nice as well as they will be more knowledgeable compared to those who do not read.

3.4. Discussion of the main results

This study aims at determining the effect of ER on EFL students' academic writing. This research has addressed three main objectives that attempts to have reached along with the practical part.

The findings of the questionnaire showed that most students agree on the importance of reading for their academic achievement even though most of them confess that they seldom read in

English. The data collected from the students' questionnaire shows how writing is a difficult skill for undergraduate students. That is, they need to work on developing it. Therefore, they see that extensive reading as the most effective technique to help them improve their academic writing skill.

Moreover, there was evidence of the relationship between ER and AW that was shown in the data analysis of the teachers' interview. Teachers reported that the more students read, the more they enrich vocabulary knowledge, develop grammar, syntax as well as become familiar with different genres of text. In addition, the interview results show that teachers encouraging students to read extensively and do a lot of practice to develop their academic writing. Overall teachers in English department at Biskra university calls for the necessity to apply ER in English language program.

Conclusion

The present chapter has provided a practical analysis of students' questionnaire and teachers' interview using mixed method. The research findings of this chapter have supported the previous claims covered in the literature reviews. The focus of this section is to see the effectiveness of extensive reading on EFL students' academic writing skill. This chapter devoted a section to describe and analyze the results of the questionnaire and the interview. The next part will be the final section in the present study.

General conclusion

Introduction

This paper gives a summary of the main results obtained from the data collection. It also comprises of the limitations that the researches have encountered while working on this research. It also provides some implications for future research. Some recommendations are provided for teachers and students.

4.1. Summary

As have been mentioned before, one of the main objectives of this thesis is to highlights the importance of extensive reading for developing students' academic writing. The analysis of students' response to the questionnaire and teachers' answers to interview questions indicate that both academic writing and ER are important for academic achievement. The other main objective of this study was to determine the difficulties of academic writing that students struggle with. The results have indicated that most common problems in academic writing involves; grammar, punctuations, word choice, coherence and cohesion. The last objective attempts to discover a way to encourage students to read more often. Based on the result, students can gain positive attitude towards reading when reading their preferable materials.

4.2. Implications

Although a large of empirical studies have been conducted to investigate the effectiveness of ER on academic writing performance. The results could not be generalized because of the limitations of each study like the small sample size. Therefore, this study was conducted within Alegeria context in particular Biskra city, to examine the effectiveness of ER on academic writing performance of master two students in Biskra university. The results obtained from the data collection tools have considerable theoretical and pedagogical implications. They provide theory techniques to improve academic writing skill. In fact the findings of the present study

reflect that there are two main strategies that EFL learners can follow to overcome their difficulties in academic writing. Students could either read a lot of materials or practice more to improve their writing skill.

4.3.Limitations

Some limitations had confounded the current work. The First one is the small number of participants; only 40 students have participated in completing the questionnaire as well as only 8 teachers were available to do the interview. Therefore, the results could not be generalized. The second issue was the inability to reach master two students for the entire second semester, so the questionnaire survey was submitted online, which took a long time to collect all the needed data.

4.4. Recommendations

By the end of this research, we recommend some points concerning the subject of interest that we think it is essential for students and teachers.

- Students should give much importance to reading just like writing.
- Students need to develop their academic writing skill by reading a lot of different materials
- Teachers should provide much time for practicing writing
- Teachers should encourage their students to read by suggesting their preferable material

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Appendices

Appendix A.: Students' questionnaire

Dear Master Two students

The following questionnaire aims to collect data about The Effect of Extensive Reading on EFL Students' Academic Writing skill. You are kindly requested to fill in this questionnaire by choosing the appropriate answer and providing a statement when required.

Your answers will be used for research purposes only and it will be treated with confidence.

Thank you for your efforts.

Section one: General information

Item1: Gender

Male.　　　　Female

Item 2: How did you come to English?

Your choice　　Imposed on your

Item 3: Do you like reading in English?

Yes　　No

Item 4: How often do you read?

Sometimes

Often

Rarely

Never

Section two: Extensive Reading

Item 1: What do you often read?

Novels

Books

Newspapers

Articles

Others

Item 2: Do you face problems in understanding a given text?   Yes

No

Item 3: Do you read extensively?

Yes   No

Say why please?................................

Item 4: Extensive reading is important for the other languages skills:

Strongly agree

Agree

Strongly disagree

Disagree

Neither agree or disagree

Section 3: Academic Writing

Item 1: Since you are Master two student, do you face difficulties while writing your

dissertation?

Yes   No

Item 2: What are these difficulties?

Grammar

Word choice

Citation

Paraphrasing

Summarizing

All above

Others

Item 3: In your opinion, what is the best way to overcome these difficulties?

....

Item 4: What is the advice that your teachers give you to improve your academic writing?

....

Section Four: Extensive reading & Academic writing

Item1: Do you use the learned words from extensive reading in writing?

Yes

No

Item 2: A good reader is a good writer

Strongly agree

Agree

Disagree

Strongly disagree

Neither agree or disagree

Item 3: ER affect academic writing?

Yes.   No

Item 4: Do you think that ER helps you overcome your writing difficulties?

Yes   No

Item 5: According to you, what is the relationship between ER and academic writing?

....

Appendix B: Teachers' interview

Dear teacher

This interview aims to collect data about The Effect of Extensive Reading on EFL Students' Academic Writing Skill: The Case of Master Two Students at Biskra University. You are kindly requested to provide answers for the questions below. Your answers will be used for research purposes only, and it will be treated with confidence.

Note: the first question was omitted you can replace with: What is the most important skills among all four language skills?

Item 1: What kind of material that you ask your students to read?

Item 2: Do you encounter difficulties while correcting written productions?

Item 3: What are the common problems students suffer from when it comes to academic writing?

 Item 4: How to overcome these problems?

Item 5: In your opinion, what are the most effective strategies to enhance Master Two students' academic writing?

Item 6: According to you, is there a relationship between extensive reading and academic writing? Explain please?

Item 7: Does lack of extensive reading affect your students' academic writing?

Item 8: How can extensive reading improve academic writing?

Item 9: Do you have anything to add?

Thank you for your effort

Appendix C: Teachers' answers

Item2: What kind of material that you ask your students to read?

Teacher1

"I honestly ask them to read anything in English because it is beneficial to them to read in English and I let the freedom to them to choose what they prefer to read".

Teacher 2

" Different kinds of materials (study handouts, stories, content materials, online documents".

Techer 3

"Narrative texts (novellas & short stories) and academic paragraphs"

Teacher 4

"I usually ask my student to read short stories"

Teacher 5

"Glossaries, encyclopedias, and the Internet to enrich their knowledge and academic skill to write effectively"

Teacher 6

"Any kind of materials"

Teacher 7

" Novels, short stories"

Teacher 8

"Short stories, novels, books. "

Item 3: Do you encounter difficulties while correcting written productions?

Teacher 1

Yes, I do

Teacher 2

yes

Teacher 3

Teacher 4

 Sure, I generally make comments on my students writing production

Teacher 5

Yes, lack of coherence and poor vocabulary. In addition to writers' block and plagiarism due to lack of practice

Teacher 6

"Yes"

Teacher 7

"Yes"

Teacher 8

"Yes, of course"

Item 4: What are the common problems students suffer from when it comes to academic writing?

Techer 1

"They suffer from many problems related to spelling, grammar, punctuation, and writing techniques and style. In terms of content, it can be a matter of irrelevant content for instance".

Techer 2

"All kinds of problems (mechanics of writing, language problems, generating ideas, drafting and editing)".

Teacher 3

"Lack of accuracy, different types of errors".
Teacher 4

"Students find difficulties with arguments, they also suffer from lack of consistency and accuracy".

Teacher 5

"Lack of coherence and poor vocabulary in addition to write' block and plagiarism due to lack of practice as well as the poor of writing skill in terms of process, products and genres because of lack of extensive reading and guidance in each step in academic writing".

Teacher 6

"Spelling, Arabic translation (transfer)".

Teacher 7

"Grammar, cohesion, coherence".   Teacher 8

"Spelling mistakes, punctuation, coherence, cohesion".

Item: 5 How to overcome these problems?

Teacher 1

" I try first of all to correct to all my students without any exception. I correct all the mistakes they make and I make remarks concerning that. If it is a common mistake or error, I give them all one feedback".

Teacher 2

"Frequent practice of writing especially at home. Reading different materials and summarizing/paraphrasing their content. Watching films and writing comments/reflections about the themes and characters".

Teacher 3

" Feedback, corrections and intensive practice".

Teacher 4

"Through intensive reading and practice".

Teacher 5

" Extensive reading and intensive practice with the help of an instructor and a peer in addition to collaborative work".

Teacher 6

"Reading and practicing a lot"
Teacher 7

"Provide them with reading materials regularly".

Teacher 8

" I always advise them to read and practice especially with foreigners".

Item 6: In your opinion, what are the most effective strategies to enhance Master Two students' academic writing?

Teacher 1

"They have to find time to write and rewrite and read what they wrote and they proofread and they can have other peers to proofread, besides, they have to follow the necessary rules to write correctly".

Teacher 2

" Writing workshops (organized by teachers and involve students as well) that aim to empower students to be creative writers. Assignments and feedback are also recommended".

Techer 3

"Read more, practice more".

Teacher 4

" I think students should have clear idea about academic writing requirements so that they can deal with topic using the language that is appropriate for them".

Teacher 5

"Doing research and workshops on how to write academic and effective works through guided writing and free writing as much as possible".

Teacher 6

" Reading extensively "

Teacher 7

"Writing workshops (organized by teachers and involve students as well) that aim to empower students to be creative writers. Assignments and feedback are also recommended".

Teacher 8

" By reading authentic materials/ reading extensively and practicing "

Item 7: According to you, is there a relationship between extensive reading and academic writing? Explain please.

Techer 1
 "As much as you read, you will be a good writer. You can learn many vocabularies to use, you can improve your style of writing from what you read and you can just be influenced by texts"

Techer 2

"Good readers are often good writers. Through reading, students are exposed to a wide range of language input with different language constructions and stylistic features"

Teacher 3

"Extensive reading is an ideal and rich source of ideas and language for students, it offers language in context about various topics and they are discussed logically, often

Teacher 4

"There is a strong connection between the two. ER can help students better deal with or approach any topic. It helps them to reformulated their research problems and do their research meaningfully"

Teacher 5

"Of course, the more students read the better they write and the greater work they can com up with. To bring about excellent products, students need to have guidance and consistent style of academic writing and referencing".

Teacher 6

"The more you read the more you improve your writing"

Teacher 7

"Sure, the more you read, the more your writing improves"

Teacher 8

"Yes, for sure. They complete one another. If you read extensively you will be better writer since you will get exposed to different styles and forms of writing and you will gain a large stock of words"

Item 8: Does lack of extensive reading affect your students' academic writing?

Teacher 1

"Not necessary, we can have excellent writers in English without necessarily reading books. However, reading adds more to your writing skill "

Teacher 2

"Yes, it does. Students who do not read, they are often poor writers, and vise versa "

Teacher 3
"Of course"

Teacher 4
"Yes, ER affect positively on students' academic writing in the sense that, they will become more knowledgeable of language requirements"

Teacher 5

"Absolutely, it is the main reason for students' poor academic writing and strategies to fulfill the scientific standards"

Teacher 6

"Yes, it does ".

Teacher 7

"yes"

Teacher 8

" Of course because they will be poor learners"

Item 9: How can extensive reading improve students' academic writing?

Teacher 1

"What is acquired via reading can be found and seen in the students' writings ".

Teacher 2

"Reading for pleasure and at your own pace gives the learner a good sense of reading, which eventually become a habit that might be developed into other skills as writing. Such activities may include summaries, paraphrases, reflections, commentaries, reviews and presentations".

Teacher 3

" By inspiring them and providing them with the required vocabulary, structures, ideas and …"

Teacher 4

"Help them express their ideas objectivity and their writing will more consistent.

Teacher 5

Through citing the previous works and enriching their writing in term of content and style.

Teacher 6

" Using correct structure. Overcome mistakes"

Teacher 7

Teacher 8

"By providing learners with different styles of writing. They will be well-versed and knowledgeable with new words and expressions".

Item 10: Do you have anything to add?

Teacher 1

"I just support the notion of reading in life in general, and reading any piece written in English is helpful for students regardless of the domain, for example: students can read in politics, arts, media, not only books and novels. Just READ in English, it gives you fruitful results".

Teacher 2

"Reading must be considered and developed as a habit that evolves through years. Students ought to enjoy it and practice it for its own sake and also to develop their writing skills".

Teacher 3

"Reading more means writing better"

Teacher 5

"ER should be instilled among students from a young age and encouraged at university level more than ever".

Teacher 8

"Interesting topic and I wish EFL learners take into consideration the importance of reading in developing the other skills".

"ER should be instilled among students from a young age and encouraged at university level

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ملخص

يتم تقديم هذا البحث للطلاب الجامعيين داخل مجال اللغة الإنجليزية في جامعة محمد خيثر. يتم إجراء هذه الدراسة كمحاولة لتطوير الأداء الأكاديمي للطلاب. حيث يهد ف إلى تسليط الضوء على أهمية مهارات القراءة وفوائدها لتحسين مها رات هم في الكتابة الأكاديمية. تحاول هذه الدراسة ان اكتشاف صعوبات الكتابة الأكاديمية التي يعاني منها الطلاب. لذلك، تم اعتماد بحث مختلط.. حيث يحاول تحليل البيانات النوعية والكمية المستقاة من المشاركين. تمت مرحلة البحث خلال الفصل الدراسي الثاني من العام الدراسي 2021-2022 . خلال هذه الفترة، تم تقديم استبيان إلى أربعين طالباً، وأجريت مقابلة مع ثمانية معلمين من وحدة الكتابة الأكاديمية والقراءة. كشفت نتائج العمل الميداني أن الطلاب الذين يقرؤون الكثير من الموارد المختلفة من أجل المتعة ،ي زيد اكتسابهم لمفردات جديدة، وتطوير القواعد وزيادة المعرفة. أظهرت النتائج أيضاً أن القراءة المكثفة تساعد على تخطي الصعوبات التي يوجهها الطلبة في الكتابة الأكاديمية. لذلك، تؤدي النتائج إلى تأكيد الفرضية البديلة، ورفض الفرضية الباطلة. وهذا يعني أن النتائج أظهرت أن القراءة المكثفة. تؤثر بشكل إيجابي على كتابة الأكاديمية للطلا ب