

Chapter 01: General Introduction

Background to the study:

Learning English as foreign language EFL learners generally involve the exposure of learning to the four skills, (reading, listening, speaking, and writing). Each one has affected on the learners. Writing as skill has come to play the role it deserves in foreign language teaching and learning because of the benefits it provides. It is one of the most challenging skills for almost all the learners. Reading skill is very important to improve EFL learners writing skill because they are strongly related with it. And the most element is related to them is vocabulary. For that in our case study that we choose to study it in the university of Mohamed khiedher in Biskra, we choose the learners of first year at the department of English, in order to investigate what extent they suffer from the poverty of vocabulary because of the lack of habit of reading that influence negatively on their writing style.

Statement of the Issue:

Writing skill is very important in learning a foreign language. Learners have to master this skill appropriately and effectively in order to succeed. EFL students write in answering examination questions throughout their academic education. What we have noticed that EFL first year students have weaknesses in writing. In other words, they have many difficulties when they write among them lack of vocabulary. EFL students have ideas and linguistics competence but they have lack of vocabulary. In our study we are going to look at different learners writing problems in general and in particular lack of vocabulary.

Significance of the study:

As it is said "good readers always are good writers" this study has a great impact both among EFL learners and EFL teachers by showing the fact that the connection between reading and writing skills is very strong.

Aim of the study:

The aim of the study is to improve EFL learners' writing on one hand to help teachers through different strategies to be implemented in EFL classrooms to enrich learners' vocabulary.

Research Questions:

Our study aims at addressing the following questions.

Does the lack of good writing in English come because of the lack and poverty of words and vocabulary?

To what extent can reading skill influence the amount of vocabulary as result to improve good style of writing?

Hypotheses:

On the basis of the assumption that vocabulary range can be improved through intensive extensive reading the following hypotheses are formed

If students read inside and outside the classroom they may enrich their amount of vocabulary?

If teachers motivate their students to read they may affect their writing ability?

Methodology:

The descriptive method is the appropriate one because it facilitates the way of collecting data that we need to know about the different problems of students and the challenges that face them during the classroom. Also it was used by all previous researchers who have study it this issue of improving writing skill through the reading skill by using the vocabulary.

Literature reviews:

Many scholars were doing some studies about the issue of lack vocabulary that effect on the writing skill. From those scholars we choose: Hedge(1985:vi) explains that students are educated in the various skill and strategies to progress in reading through intensive reading activities in the classroom, she follows her point of view stating that these activities are designed to assist students in the detailed comprehension of shorter text: this suggestion is about extensive and intensive reading.

Williams (1984:11) also follows this idea saying that the ultimate is to use language appropriately.

And there are some scholars write about skimming and scanning as example: Williams (1984:11) skimming means glancing rapidly through a text by" merely dipping into it and sampling it at various point" to comprehend its general content. He also emphasise that the purpose of skimming is briefly summarize what the text is about. he believes that one of the reasons for practicing skimming is to help the learner acquire a study technique, to organize his thoughts and also to specify what information he can get from a book however, he claims that skimming is not on appropriate technique for learners at beginning levels, as they both

lack the language knowledge and confidence, he also suggests it should be practiced at the intermediate levels.

Also there are some scholars who give definition of reading we capture as example the definition of Walker (1992:37) defines reading as active, problem solving process that involves predicting or guessing what the writer says, based on expectations about story events. He claims that reading involves recalling an individual's life experience and trying to understand what is written. He also states that reading comprehends and also rising of human learning, in other words, reading is more than just getting meaning in a literal sense.

Also Hill and Holden (1990:91) support this point of view stating that reading is the most useful skill for student to increase the understanding of a text, and it is very important since the learners get direct feedback about the text.

Instruments:

This study is a piece of information that comes through the result of Questionnaire which are administered to the students of first year LMD student at university Mohamed Khider Biskra department of English for the academic year 2014/2015.

The number of those students is about 25 students

Also the Questionnaire is given to the teachers.

Population:

We choose the students of first year LMD of English at Biskra University

Sample:

We try to choose group about 25 students from the whole population.

Structure of study:

This study is divided in to two main parts the theoretical part and practical part the first one is divided in to tow chapters the first is about the reading skill and vocabulary. The benefit of this chapter is to show how to use this skill in order to collect vocabulary in different ways and in different stages; the second one is about writing skill. The second part is the practical one is about the field work it means the result of Questionnaire that will be administrate to both students and teachers

Limitation of the study:

It should be noted that in addition to its theoretical and practical importance, this study also has some limitations that should be taken into consideration, when interpreting the finding, firstly, this study analyzed EFL first year students problems in acquiring vocabulary and how they deal whith it in writing skill at Biskra University. Other universities may offer different teachers and different courses. Secondly the data will be analyzed to investigate the improvement of writing skill via intensive reading that help student to increase their vocabulary.

Chapter 02: Reading and Vocabulary

Introduction:

When considering the act of reading in our daily life. We read journals, books, TV programmes, but the problem is in the idea that we read without even the feeling that we are reading. Also without being attention to the words and vocabulary that we are reading. Because the learning of vocabulary is a very important part of learning+

a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. For that we try in this chapter to discuss briefly some of reading definition its nature, types and variables also this chapter introduces the vocabulary definition and its difficulties.

Section A: Reading

1. Definition of Reading:

To unify the definition of reading is not an easy matter. Many researchers and writers are trying to give definition to this skill some of them:
* MecShane Susan (2005:p 03) defined reading as "complex system of deriving meaning from print " that contain the following elements :The skill and knowledge to understand how phonemes or speech sounds are connected to print, The ability to read fluently, The ability to decode unfamiliar words, Sufficient background information and vocabulary to faster reading comprehension; the development and the maintenance of motivation to read.

*Baudoin et al (1994) claims the complexity of reading, they show different between " word recognition " and " comprehension " for that they define reading as follows:

- Reading is a complex activity that contains both comprehensions which means (the process of making sense of words, sentences and connected paragraphs) and word recognition, the processor perceiving how written symbols correspond to one's spoken language.

also they give definition to reading skill; it is the process starts with a visual activity being performed by the reader. First the reader recognizes the language she/he is reading in. Then the brain processes the information and gives it logical significance.

*Adams (1990) claims that the definition of reading is as follows: "decoding the words of the text separately is important to build an overall understanding of the text".

*Goodman(1973) wrote also about the definition of reading he claims that "as readers use cues from the linguistics text, they bring their knowledge and benefits about the world to bear on making sense they guess what's coming making predictions and inferences; they are selective about use of text cues and they monitor their guesses for contradictory cues. Effective reading, then, is not accurate word recognition; it is getting to meaning and efficient reading is using just enough of the available cues, giving what a reader brings to the reading, to make sense of the text".

In his quotation Goodman mentioned the use of previous knowledge about the world and try to use it during the read of the passage in order to reach and effect his/her comprehension.

Urquhart and weir (1998) put a definition of reading as "reading is the process of receiving and interpreting information encoded in language from via the medium of print".

Through all those definitions we can conclude those points:

Reading skill is a process that helps the reader take the general photographic of the text and translate it to notes and information in the brain. The process of reading has to do with different materials in different which is valuable in different place and different kind but have

the same aim which is to help readers to achieve successful comprehension and building meaning.

2. The Nature of Reading:

From the previous information it is easy to see reading as process or as product but the difficult is that we cannot make a deferent between the process of reading and the result of that process we mean the product of that process.

2.1. The Process:

According to Alderson(2000:03) claims that the word process means the interaction between the reader and the text it is clearly that the reader doesn't concentrate only on the print of text but about what he is reading we mean that the readers think about the meaning of that text; The relation between words. At what extent he can relate this new information with previous one, he thinks also about the difficulties and the easiest of that text. many things also can be happen when the reader read text several times we mean that the process is likely to be dynamic, variable and different for the same reader, also the process will be different for different readers on different text and on different time and with different purposes .understanding the process of reading is presumably important to an understanding of the nature of reading. But in general it knows that the process is silent, private and internal.

2.2. The Product:

Alderson(2000:p03) claims that The earlier researcher concentrates on the product approach this mean that researchers would typically design text of understanding of particular text; administer the test to suitable information. They research about the relationship between the results of the tests and variables of interest. But this approach has two major problems which are: the method used to measure the process and variation in the product. Also they

concentrate on the messages that send from the writer to the reader we mean that the successfully of understanding depend on the strategies that the reader use it during the read of text which are: reading the lines to get linguistic comprehension. Reading beyond the lines; in attempting to interpret what he is reading. Reading between the lines; to infer implicit information and meaning another thing that is worth mentioning is that achieving successful understanding also it depends on three interrelated elements which are: the reader, the text, the activity.

3. The Importance of Reading

It is a well-known fact that when there were no multimedia, reading was primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The only tragedy is that, with time, people have lost their skill and passion to read. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving vocabulary and word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary. It is observed that children and teenagers who love reading have comparatively higher level.

They are more creative and do better in school and college. It is recommended that parents to inculcate the importance of reading to their children in the early years. Reading is said to significantly help in developing vocabulary, and reading aloud helps to build a strong emotional bond between parents and children. The children who start reading from an early age are observed to have good language skills, and they grasp the variances in phonics much better Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired,

consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. also it helps us to stay in-touch with contemporary writers.

4. Type of Reading:

A cording to Davies (1995cited in Bouaouina, 2010.p18) there are several types of reading skill which are coming during the reading activity and they follow the purpose of the reader itself. For that the reader should use one of them which is the most appropriate for his/her purpose. And those types we mean(skimming, scanning, intensive and extensive)- are serving the need of the reader when he/she read some piece of writing.

*In general there are four types of reading which are:

4.1. Skimming:

*Is reading technique that provides understanding of the whole text without reading it from each word? It contain discovering the main ideas of a text by reading first and last paragraphs and topic sentences, and paying attention to other details on the page like littlest, bold, type or italics.....and others.

*is reading selectively to get a general idea of what an article is about. And the main objective of skimming is to understand the main points and the central idea of the text.

What knows that this type of reading is used only if students have a lot of material to read in a limited aunt of time?

4.2. Scanning:

Is a reading technique that one uses in order to find specific information without reading the whole text. It involves looking down and around a page quickly and efficiently searching for important words, facts or phrases to find specific information. When scanning a text. One should use peripheral vision and shouldn't focus only on the logical flows of the text.

*Both of them are techniques of efficient reading and let the reader going through a selection but they have different that in skimming the information needed is general but in scanning the information required is specific.

4.3. Intensive Reading: through the web site (<http://erfoundation.org>) the word read mean:

R: read quickly and

E: enjoyably

A: adequate

D: don't need a dictionary

When student read to learn this mean Intensive reading which called "study reading" they are reading a text to learn some things about the language it self-maybe a new word, some grammar and so on. The most and the majority of learners are doing this type of reading during their textbook. The aim of this type of reading is to help teach the language or reading skill such as guessing the topic of an article from its title.

4.4. Extensive Reading: through the web site (<http://erfoundation.org>)

'Learn to read " it means that student read extensively which means that they are practicing the skill of reading by reading for purpose of getting information-as example reading a story book with the aim of enjoying the reading without consciously knowing that

they are learning. The aim is to build and growth the reading fluency-not at the reason to learn a new things, and o deepen their knowledge of already met language items and to get a better sense of how these fit together communicatively. This allows them to process language faster and improves comprehension and enjoyment, students can also learn to read by building their set of reading skills and strategies and by doing speed reading activities designed to improve comprehension speed and overall fluency.

5. Variables Affecting the Nature of Reading:

According to Alderson(2000.p33). The reading process is the interactions that happen between the reader and the text which is front of him/her. This process of reading can be flounced by many factors which help or challenge the understanding of the text. Some of those factors or variables that affect the nature of reading are: the reader himself and the text.

5.1. Reader Variable:

The reader has a big role on the product of reading we mean he influence on the success of that product, more explanation the different reader's characters give different result on the product reading. As example the reader's background knowledge and motivation help the reader to understand the text or not. So the reader who has these characters can understand it easily not like the reader with poor motivation and poor background knowledge. The reader influences even positively or negatively on the nature of reading. Alderson(2000.p33)

5.2. Text Variable:

5.2. A: knowledge of Genre/Text Type.

The classification of reading materials based on text type called the genre, the text can be divided in to tow types, the publication type and the expository type. The first as (books, journals, news paper.....) the second as essay, theoretical article...and others. Some

researchers search about the relationship between reader's knowledge of the text and the process or product of reading. They conclude that the reader who have some ideas about the genre of the text and about the information that this text contain and about the type of that text he may investigate his/her reading comprehension. Alderson(2000.63.64)

5.2. B. knowledge of Subject Matter/Topic:

The familiarity and unfamiliarity play a big role on understanding the topics and subject of text .we mean that the reader who has familiarity with text he will find easiest in understanding the subject unless he reader who is unfamiliar with text he will face difficulties to learn new information and understanding new topics .also there is relation between familiarity and linguistic proficiency and lack of subject. All of those complete each other as follows, the reader with linguistic proficiency can cover he matter of the lack of subject in other hand the familiarity with text can compensate the inferior of linguistic proficiency. Alderson(2000.p44).

6. Reading Drives:

When we speak about drives of reading we mean the purpose of reading or the reasons that push students to read. Some researchers define them as follows:

*Carver (1988) state that the majority of students are reading only for getting information or experience pleasure.

*River (1968:95) describes the reasons of read as "the normal uses of reading ".

*Nuttal (1982) claims that the most typically use of reading in foreign language is to improve the language and to be very fluency on it.

But in general there are two major drives which are the following:

6.1. Reading for Usefulness:

This reason also contains two objectives which are:

6.1. a. Getting Information: in his object the learners search only for the information in order to know it or for add it as a cultural knowledge.

6.1. b. knows a Piece of Information: the aim of this object is to know the information in order to use it and employ it in daily life.

6.2. Reading for Interest:

By this reason we mean that the reader has a desire to read and he/she is interesting for some books in order to read it. This desire or interests push him/her to read in order to fully her/his emotion and inner desire its reading is only for enjoyable.

Section B: Vocabulary

1. Vocabulary Issue.

Vocabulary is an important sub-skill of language that is often found o be challenging to teach by language teachers. The word is the basic things that the language based on it.

Some researchers speak about ha issue as example,

*Zimmerman (1997a.p05) claims that "the teaching and learning of vocabulary has been undervalued in the field of second language acquisition through its varying stages and up to the present day." Also Paribakht and Wesche (1997.p174) state that " it is sill fare from clear how learners acquire vocabulary or it can be thought." Schmihand McCarthy(1997)state that it is still an area that is often neglected both in and outside classroom. Krashen (1989) claimed that one of the major challenges that face reading comprehension is the problem of

vocabulary. and this last is becoming because of the neglected and disappear of teaching vocabulary

2. What is word?

The centre content of language is the word. We mean that there is no language which birth without beginning with word. It emerged firstly with word. The argument of that point is that in historical and the way that we learned our mother tongue. We begin with words. The idea of acquiring new words never stops.

The familiarity between the reader and the text play role on understanding language, unless if one is not familiar with terminology of given text then will be heavy going due to both the density and specialized nature of its vocabulary.

All learners face the same problem of misunderstanding of text even if this text is simple because they are unfamiliar with words, and their problem is compounded especially when they try to produce language.

3. Word Mastery:

Richard (1992 cited in Bouaouina, 2010:18) states that knowing a word mean how often this word is include in spoken and writing input, and different usage. Furthermore; it means also knowing word classes. Families and formation and the different meaning associated with the word's semantic value. He means that the reader or the writer should have a big knowledge about word. He concentrates on the receptive of words. For that he

Claimed that many aspects involved in knowing a word

*Its relative frequency in the language;

*Its register characteristics, which may include social, temporal and geographic variations, and field and mode of discourses;

*The syntactic behavior associated with the word.

*Its underlying form and the derivations that can be made from this form;-the network of associations between that word and other words in the language which may include such associative links as antonym, synonymy, and subordinate, coordinate, and super ordinate classifications.

*Its semantic features and connotations.

*The different meanings associated with the word

* Nation (1997:238-54) as it is cited in Bouaouina (2009-2010, p; 19) they see word from the second face we mean the productive one for that they show three elements that show the knowledge about the word which is as follows:

3.1. Knowledge of the Form of the Word (even this word is speaking or writing, and knows the part of it)

3.2. Knowledge of the Meaning of the Word (what does a given word refers to, and knowledge of words whose meaning has relationship with that word)

3.3. Knowledge of the Use of that Word: including the grammatical function and the different Constraints on its use.

From both definitions we conclude that there are different between the productive and perceptive word mastery not like when we hear and see. And write or speak

4. Word Difficulties:

The majority of readers think that coming across new words may hinder their reading Comprehension. That is why; they should know the reasons behind the difficulty of these new words. Nuttall (1982:76-79) cited in Bouaouina (2009-2010,p:21),claims that there are different factors that make words difficult to understand, she grouped them in seven types:

4.1. Idioms:

Are composed of certain number of words whose meaning is not inferred from individual words but from the whole group of words. Thus, students have to be trained in the use of this kind of words.

4.2. Transfer of Meaning:

Metaphors and other similar kinds of transferred meanings cause serious problems for understanding word meaning .The main cause for this is that these items have a hidden meaning that requires to be inferred.

4.3. Words with Several Meanings:

Many words in English have more than one meaning. This reflects the flexibility of language. Writers use particular words that have specific meanings which might be obscure for ordinary readers.

4.4. Sub-Technical Words:

Some words have specific technical meanings related to a particular field of study that makes them difficult for readers.

4.5. Super Ordinates:

They are words which have general meanings related to other words which have specific meanings and are referred to by the more general term.

4.6. Synonyms and Antonyms:

This kind of words may cause problems to learners since there is no exact synonym or antonym to another word.

4.7. Irony:

Here the difficulty is not in the words themselves but in their use by writers.

Nuttal (1982:78) says 'irony is probably the most difficult of all uses of language for the student to interpret'.

From the above explanation, it can be deduced that word difficulties indicate that a word is a more complex phenomenon than it might appear. This would be more obvious through the following points:

Words have different functions, some carrying mainly grammatical meanings, while others bear a greater informational load.

The same word can have a variety of forms.

-Words can be grouped together to form units that behave as if they were single words.

-Many words commonly co-occur with other words.

-Words may look and/or sound the same but have quite different meanings.

Conclusion:

In this chapter we have provided theoretical background concerning the reading process and vocabulary, in addition we have discussed the major types of reading skill and its nature which include two main types which are the process and the product one, and its importance ,the variables that affecting the nature of reading in addition of that we have also discussed the vocabulary issue the word mastery and the word difficulties. As result of that chapter we have noticed that the reading skill have a great impact on the learners that is to said that if the reader follows some condition he/she can master this skill very well in order to be good readers.

chapter three writing skill

Introduction:

Writing is fundamental skill in language learning as it obeys rules and instruction; it is also a difficult skill that requires considerable effort and practice on the learner's part to reach a satisfactory level of writing. Writing is communication tools that translate thoughts into language and pedagogical speaking; it is the means by which learner's achievement is generally examined. This communication skill and reading, as receptive skill are strongly related because reading provides writing with knowledge and ideas developed grammar and enrich vocabulary .in order to develop writing proficiency students should have time to read. However, it render highly beneficial, students should learn to comprehend the writing material .in this chapter we present writing in general, starting by definition, types and approaches.

1. Definition of Writing:

Writing cannot be developed in vacuum. it is a skill that needs a special care from both teachers and learners whether in native or foreign language context.

A lot of researchers are discussion the definition of writing some of them:

« The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practice in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing" Myles(2002.para.1).

In his cotation he mention that the role of add the composing is the most difficult activity that the learners may engage in it especially SL/ FL learners because writing is not

acquired rather it is either learned or culturally transmitted in academic setting or other settings.

Lado(1983:248) claims that “we mean by writing in a foreign language the ability to use structures, the lexical items, and their commotional representation in ordinary matter of fact writing”.

2. The Importance of Writing

Nowadays when Learning to communicate has become the principal object while studying a foreign language, each skill plays an important part. To have success a very important part is played by teaching language English for communication. The teacher has to use different techniques and strategies to develop communicative writing according to the age and language level of students. Teachers should have clear objectives in the teaching process. When texts do not offer a lot of writing activities is the teacher who has to prepare communicative writing assignments. An effective writing assignment can advance important course objectives, the instructions should be given clear, in this way it encourages students to learn actively. The goal is not simply dictate and written down a part but to develop into a higher level so as it continues the idea of what they hear at communicative level.

3. Types of Writing:

Hedge(2005:86,87) claims that the types of writing are depends in to tow parts first of all in the large side on the student’s reason for learning English and, secondly we mean in particular side, for writing in English. Writing is a relatively rare activity outside the professional word so the English language teacher needs to link carefully about the role of writing in the classroom and the demands made from the part of the students. There are six types of writing which are: personal writing, study writing, public writing, creativity writing, social writing and institutional writing.

3.1-Personal writing:

Personal writing is writing for oneself and includes various types of journals as well as diaries .these writing activities generally used to determine a student's ability to overcome obstacles, achieve goals, think critically, and write affectively .Hedge(2005:86)

3.2-Study writing:

Writing for educational purposes and consists of all the tasks , that students perform and which are read and often corrected and marked by the teachers. Hedge (2005:p86)

3.3-Public writing:

Hedge (2005.86) state that the public writing enables people to make convention on the contemporary issue. Writing as members of the general public to organization or institutions. There are usually conventions to follow in the writing.

3.4-Creativity Writing:

Hedge (2005.p86) state that creativity writing is anything where the purpose is to express thoughts, feeling and emotions rather than conveying information, it is a form of personal free down helps in building self esteem.

3.5. Social Writing:

Hedge (2005.87) claims that social writing helps and allows the students to collaborate discussion, and share ideas; it provides a sense of community

3.6. Institutional Writing:

It relates to professional intuitions, it is impossible to make a general list of this type of writing. Because each profession has its own specific texts like academic papers.

4. The Source of Errors in English Writing:

The writing errors are different from one student to another but there are some errors which are common among foreign language students who have a lot of ideas. but not enough language to express these ideas when writing . The students do such errors for different reasons which are: translation, overgeneralization and fossilization.

4.1. Translation:

*Graoui (2008:68) state that translation is one of the major common errors that lets the students make mistakes in writing skill in which they translate some words from their mother tongue to the foreign language .They translate also the target language structure. in the learning process researchers often study the interference of the native language from developmental stages of interlanguage.

4.2. Fossilization:

The second common source of writing errors is the fossilization in which foreign language learners stop learning when their internalized rule system contains rules different from those of the target language .according to Odlin (1994:13)" interlanguage competence diverges in more or less permanent ways from the target language grammar «cited in Graoui(2008.69).

4.3. Overgeneralization:

Graoui (2008:68) the last common source of errors is the overgeneralization in which language learners in both first and second language acquisition have been observed to produce errors which can be explained as extensions of some general rule to items not covered by this rule in the target language.

5. The Approaches of Teaching Writing Skill:

To master the writing skill is not easy matter, for that a lot of teachers and researchers have been endeavoring to come up with the most effective theories, approaches and models of teaching writing.

The existing approaches to teaching writing are considered to be successive, one emerging with the purpose to come over the others deficiencies (Raimi, 1991). On the other side, other researchers are suggesting other ideas. (Hyland, 2003) claims that “complementary and overlapping perspectives, representing compatible means of understanding the complex reality of writing.” Every approach is centered on one text, other on writer and the last on reader, it is not appropriate to apply one approach in the class rather than other, for that from now it is better to mix all of them.

5.1 .The Product Approach:

When we see the hand of audiolingualism method of language teaching, writing was considered as secondary to speech, that is to say. Writing skill is just elements which help or push the students to learn oral language. As Hyland (2002) claimed that the skill of writing is a textual product that can be analyzed either at the sentences, or the discourse level (USO-Juan, Martinew-Flor, and Palmer- silveira, 2006) they claim that, aim focus of that approach is to see the final and general real product of the individuals. also it emphasizes the accuracy and

correctness of students' productions. For that Sliva (1990, 13) claims that written text was « collection of sentences patterns and vocabulary-a linguistic artifact, a vehicle for language practice ». However teaching writing on the basis of this approach is a habit formation where error should not be occurred and if so it needs correction or elimination where possible (Trrible,1996).Raimes (1991,p.408) stat that the most common activities that students prefer to use in such context are as follows « sentences drills, fill-in substitutions ,transformation, and completion ».also there are other activities as coping and imitating the text presented by teachers what is called « controlled composition » where a given model is studied considering the text features, punctuation, spelling, vocabulary and rhetorical conventions, then followed by exercises to check comprehension by completing sentences ,reordering scrambled paragraphs, sorting out topic sentences and others, finally learners produce the given text model. the word text-focused approach is also mean the product approach that is to say it focus on the accuracy and correctness of the writer, his ideas and decisions ,and the process through which texts are produced. In this approach we see students as texts producers but teachers role is limited to correct students products we mean the teachers role is to proofread students products .despite teachers efforts to improve their students writing over time, student mistakes keep accruing which indicate the effectiveness of the product to writing(Tsui,2003)

5.2. The Process Approach:

When we hear the word writer-oriented approach is the same when we hear process approach. This approach has adapted tow main theories which are : cognitive and expressive. In the view of cognitivism writing skill is a cognitive process we mean they focus on the mental process which the writers or students involved in as they write but when they express

their ideas and feeling but when they create this show the view of expressivism (Reid,2001).the researcher Hyland (2003 :10)state that

« like the expressive orientation ,the process approach to writing teaching emphasized the writer as an independent producer of text, but it goes further to address the issue of what teachers should do to help learners perform a writing task. »

Thus teaching writing has go far from the way that they focus only to the final product of writing to the stages and steps that the students or teachers go from to product it and create it

Zamel(1983.p165) state that writing skill is a « non-linear, exploratory and generative process where writers discovered and reformulate their ideas as they attempt to approximate meaning » .Hence ,the writer as he text generator and the process he goes through are tow foci of this approach.

This approach has introduced new concepts to the writing process, pre-writing, drafting and editing. It highlights the active role of the writer who can loop backwards and move forwards through the stage of the writing process (Zamel,1983,Raims,1991,Harmer,2001).Hence, the main role of the teachers is to promote students creativity and to guide them in the process of drafting, revising and editing by given feedback on their writings(sлива,ibid).

The common practices which were applied in such approach were the use of journals, free writing, writing extended narratives, and peer collaboration (Raimes,ibid).

Although text for mix delayed till later stages, the process approach to writing does not downplay the role of form in the students' productions. Harmer (2001) stated that the process approach increase the classroom interaction. But the problem is heir in the time consuming process, it takes too much time to go via its stages. Furthermore, (Hyland, 2002) state that the

process approach failed to incorporate any standards for evaluating good writing. In addition (Myles.2002,para.2) argue that

The process approach to instruction, with its emphasis on the writing process, meaning making, invention and multiple drafts (Raimes,1991), is only appropriate for second language learners if they are both able to get sufficient feedback with regard to their errors in writing, and are proficient in the language to implement strategies.

He mean by this idea that, obtaining adequate feedback, besides being able to apply revision strategies on the part of the learners are prerequisite for the success of implementing the process approach in SL contexts. In addition to the aforementioned short comings, this process has neglected the influence of the socio-cultural context on the writing process.

5.3 The Genre Approach

The genre approach to writing is influenced by the interaction's approach to language learning and the development of discourse analysis which assigns functions to the language in use (Uso-Juan et all.2006).This approach is regarded in part as an extension to the product approach (Sliva,ibid), whereas, in another part is considered as a distinct view of teaching writing (Johns,1990,Raimes,Hyland,2003).

Based on this approach writing is" attempts to communication with readers "(Hyland,ibid,18). That is writing is social act where the written text is set to communicate something. Thus, central to the genre approach is the writer's purpose behind writing a text and the reader's expectations about the written text. In line of that Hyland (2002,p.34) state that " Writers thus make assumptions about readers and adapt their texts to suit a particular audience and its likely beliefs and understandings" .the genre approach demonstrates that

writing is socially constrained, writing differs according to the context in which it is produced (Badger and White ,2000).

Swales (1990,p.53 as cited in Tribble,1996,p.49) defines genre as follow

A genre approach comprises a class of communication events, the members of which share some set of communicative purposes. These are recognized by the expert member of the parent discourse community and thereby constitute the rationale for the genre

Swales' definition of genre entails that the social purpose of writing determines the language used in writing, the choice of words, expressions and structures according to agreed conventions.

Teaching writing on the the light of this approach recommends deconstructing dominant genres, analyzing them from the linguistic point of view, reproducing them from an analysis of their structural and linguistic features, and generating learner's own texts that conform to the conventions of each genre (Badger and White, *ibid*), thus, providing learners with the opportunity to experience different of writing, " the topic, conventions, style of the context in which their writing will be read and by whom " Harmer (2007,p.295). He also said "In a genre approach to writing before they embark on their own writing " (*ibid*, p.258).

Parallel to the product approach, the genre approach considers writing as an act of production than a creative act. Hence, it downplays the role of the skills required to produce a text and demonstrates the passivity in learning to write.

6. Reasons for Developing Writing Skill.

As result of reading the students can provide their way of writing in different way we mean that:

* The learners will produce well structured sentences and paragraphs which are similar to the style of the reading materials.

*They can learn new vocabulary because they use the same word in different place that show that they have extracted the meaning of words from context.

*Transferring knowledge and building of the idea using one's own words rather than using the original one. Cited in (Nemouchi, 2008: 48)

7. Reading Writing Connection:

As it knows that the reading and writing are separated skill. That is to say they have different description also the reading skill is receptive unless writing skill is productive, However they are complementary and proficiency in one skill that comes from the ability of the other. When students read text and other materials absolutely he will get new vocabulary, ideas and know more about the language structure and syntax.

Far from the idea that says that the reading and writing skill are separated. All the four skill shared the same effectiveness of learning thus; writing and reading are closely tight since good writing is the result of the exposure to a lot of reading, and good reading result in good writing.

*Stosky (1983) correlation study as cited in Eisterhold (1990:88) was regarded as an evidence for the relationship between reading and writing which result in:

Correlations between reading achievement and writing ability. Better writers tend to be better readers.

Correlations between writing quality and reading experience better writing read more than poorer writers.

Correlations between reading ability and measures of syntactic complexity.

Conclusion:

In conclusion to this chapter, it can be said that written is a difficult skill that require both learners and teachers to have some necessary knowledge and information that would reinforce and make of the teaching and learning of the writing skill is easier and important to achieve this we have to look at writing as process and product that concentrate of the use of grammar and syntax and good range of vocabulary. As it is known that reading is highly complex mental activity, is strongly required to learn that skill. And achieve meaningful writing; as its provide with prior knowledge as important aspect in the learning process and increasing learners achievement of writing. For that we have concentrate in this chapter on the approaches that are more useful by teachers and helps students to create a good style of writing. Also we have discussed in this chapter the errors that face them during writing skill.

Chapter 04: Field Work

Introduction:

The percent chapter is devoted to the analysis of the questionnaire which were given previously to both teachers and students for the purpose of helping us to collect data which serve our research to know the problems that face students during reading and writing and try to find solutions to overcome this problem which is lack of vocabulary.

The aim of the questionnaire which is administrated to the students is to make them express their ideas and show us the major problems which challenge the reading skill and why they don't write effectively. However the questionnaire which is administrate to the teachers doing for the benefits of collecting some point of view about their student's problems during reading skill and how they can enhance their vocabulary to minimize the writing problems and to know how they teach the writing skill. Also to know in what extent they give an important to the reading skill in their course.

The main purpose of this chapter is to investigate the research hypotheses and to find solutions to the student's writing problemes. Therefore to enrich their vocabulary through reading skill to improve their writing skill. In other words students can write better.

The student's questionnaire:

Administration of the Questionnaire:

The questionnaire was administrated to twenty five student of first year chosen randomly from the English Department of university Mouhamed kheider of Biskra , the students answered the questionnaire in the same day that are given to them, and this number of students constitutes the sample of this research. the administrated questionnaire discuss an issue that is shared by almost all students, it does not need a great number of students to be analyzed, The majority of first year students face the same difficulties in writing skill and

reading skill and the major problem is that all students are poor of vocabulary which is the major common problem among them.

Description of the Student's Questionnaire:

The part of student's questionnaire is composed of two main sections which are; the first is vocabulary and reading section which contains twelve questions that discuss the reading process in general and vocabulary as the major part of reading skill. In this chapter we have chosen different questions which study this skill in different faces. The majority of questions are closed ended. However the second section is about writing skill and the main major common thing between both skills. This part contains both kinds of questions closed ended and open ended questions.

Section one:

This section helps us in collecting data about reading skill the important of it in learning second language and the main reasons that encourage students to read, and how the students should obtain a lot of vocabulary through reading in order to use it in writing skill.

Section two:

This section deals with the writing skill and the problems that face the students during their WE module. And how can students improve their writing style through reading

Analyze of student's Questionnaire:

Section one: Reading and vocabulary: From (Q1-Q12)

Q.1.1.Do you like reading?

Option	N	%
A lot	8	32%
A little	11	44%
Not at all	6	24%
Total	25	100%

Table.1.1. Student`s Views about Reading.

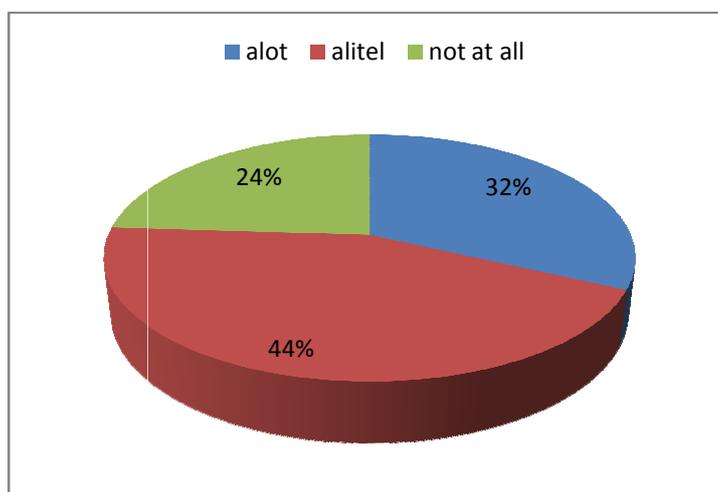


Figure.1.1. Student`s Views about Reading.

From this question we obtain the result as follows: when we asked 25 students if they like reading a lot eight students chose it that gives us the 32% of the whole students, when we put a little eleven students chose it which gives us 44% of the whole students; However when we put not at all six of the whole students chose it which gives us the percentage of 24%.that is to say that the majority of students read a little. In other words ,there is a lack of reading among our students.

Q: .1.2. How often do you read?

Option	N	%
Frequently	1	4 %
Sometimes	16	64%
Rarely	8	32%
Total	25	100%

Table.1.2 Frequency of Reading in English

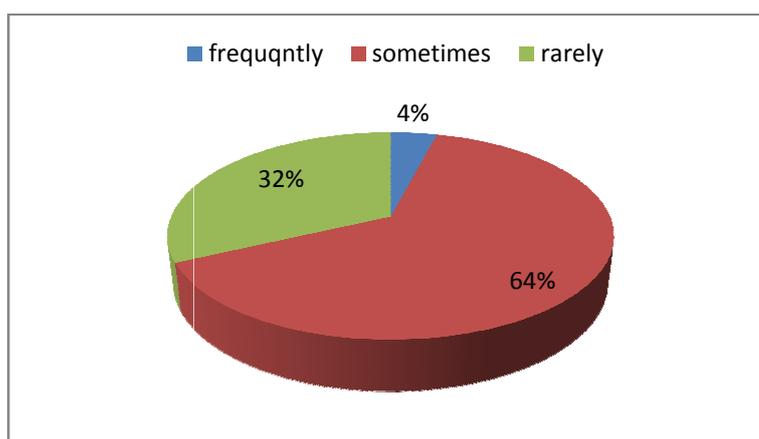


Figure.1.2 Frequency of Reading in English

From the above table we notice that only one student frequently read (4%) from whole, 16 students sometimes read (64%), where, eight of the whole learners(32%) rarely read. In short, the majority of EFL students do not read frequently thus, they do not aware about the importance of reading.

Q.1.3. When do you read?

Option	N	%
Only in the class	5	20%
Only during my free time	20	80%
Total	25	100%

Table.1.3. When do you read?

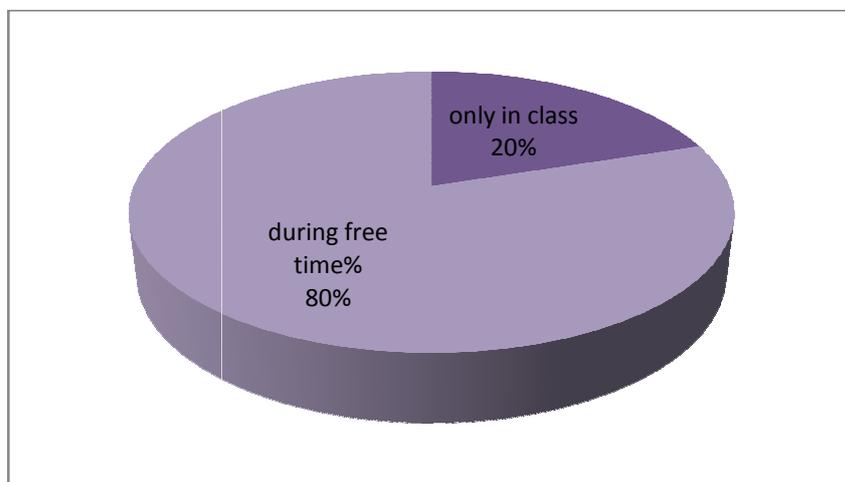


Figure.1.3. When do you read?

From the table and figure.1.3 we get the result as follow: the majority of students that we ask of them about when they prefer to read inside or outside the class; they claim that they read outside class we mean in their free time .However some of them they prefer to read only during class. The first give us 80 % and the second give us 20%.

Q.1.4. When you read a text or book outside the class, what do you expect to get from it?

Option	N	%
Acquisition new vocabulary	14	54%
Know more about the language you have read	3	11%
Acquire new ideas	9	35%
Total	25	100%

Table.1.4.The benefits of Reading a book outside class

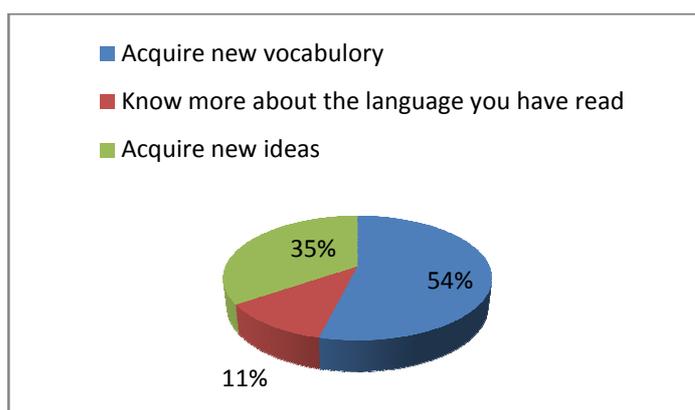


Figure.1.4.the benefit of reading a book outside class

Figure and table.1.4.express the information follow : the majority of student claim that they read book outside class for the purpose of acquiring new vocabulary the figure .1.4 shows us 54% of students read for that purpose of acquiring new vocabulary which mean that more than half of students prefer that, also the figure .1.4 shows us the rest of student read for the purpose of getting or acquiring new ideas which is presented statically on 35%.the little

student read for the purpose of know more about the language they have read they share 11% from the total students.

Q.1.5.How often does your teacher encourage you to read?

Option	N	%
Frequently	14	56%
Sometimes	6	24%
Rarely	2	8%
Never	3	12%
Total	25	100%

Table.1.5. The role of teacher to push students to read.

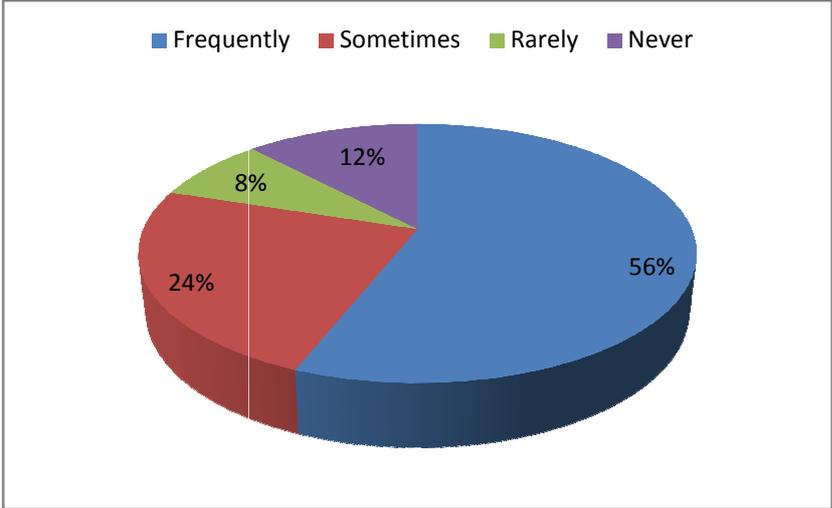


Figure.1.5. The role of teacher to push student to read.

The results show that 56% (14 students) claim that their teachers frequently encourage them to read. Six students (24%) answered that they are encouraged sometimes. 8% (2 students) claim that are rarely supported to read by their teachers and only 12% (3 students) are never being encouraged to read. The table and the graph show that teachers are mostly encourage their students always to read. That means that the teachers are care about the importance of reading.

Q.1.6. Why do you read?

Table.1.6.the reasons for reading.

Options	N	%
You want to follow some style of writing	1	4%
In order to increase your vocabulary	20	16%
For pleasure	4	80%
Total	25	100%

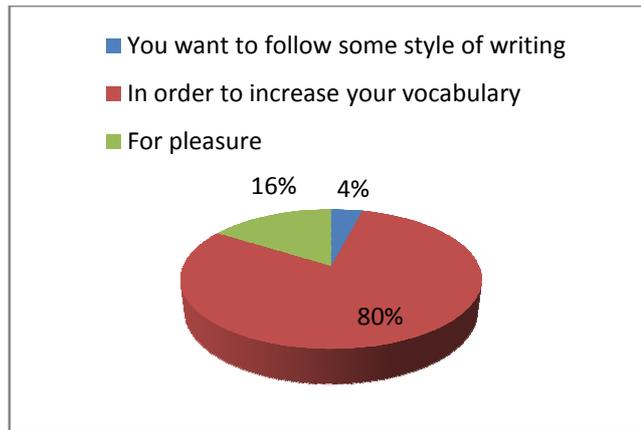


Figure.1.6.The reason for reading

According to the figure and table.1.7 we conclude that the majority of students are reading for the reason of increasing their vocabulary for that the graph represent the percentage of 80%.However few students read for the reason of pleasure they persents 14% from the whole students that we asked them. And which is mentioned that only one student read for the purpose of following some style of writing for that it is represented in the column 4%. that is to said that the majority of learners read for pleasure.

Q.1.7.What usually you read in English?

Table.1.7.What usually you read in English?

Options	N	%
Academic book	5	20%
News paper. magazines	5	20%
Others	15	60%
Total	25	100%

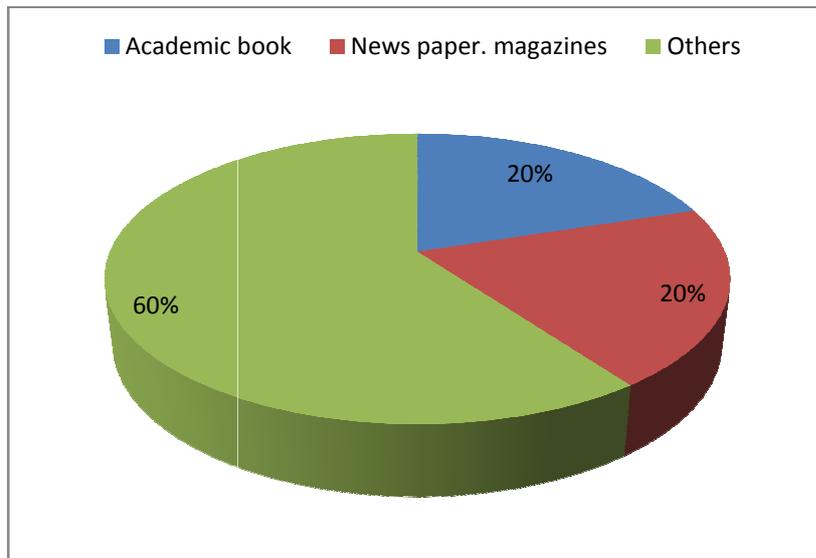


Figure.1.7.The reading materials

Both of table and figure.1.8 show the result of reading materials that are using by students, we obtained that the percentage 60% express the students who are usually reading different materials not like academic books and news papers, and magazines which are in English language. The percentage 20% expresses both the students who read academic books, news paper, and magazines.

Q.1.8.Do you enjoy when you read?

Table.1.8. Frequency of Students reading Time.

Options	N	%
Always	7	28%
Sometimes	10	40%
Rarely	5	20%
Never	3	12%
Total	25	100%

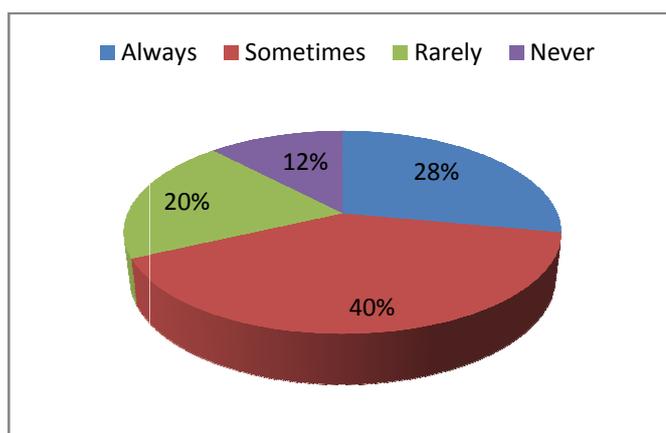


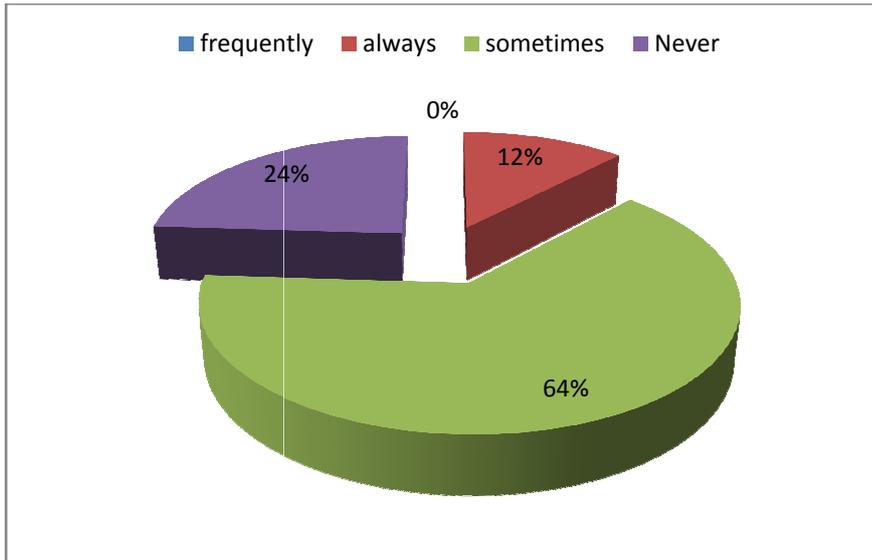
Figure.1.8. Frequency of Students reading.

According to the graph it is clear that the majority of EFL learners sometimes enjoy the time of reading (40%) others claim that they rarely enjoy they present (20%) from whole of students. in general the information obtained is that the learners are not care about the reading skill.

Q.1.9. how often do you read without being asked?

Options	N	%
frequently	0	0%
Always	3	12%
sometimes	16	64%
Never	6	24%
Total	25	100%

Table.1.9. how often do you read without being asked?



Figuer.1.9. how often do you read without being asked?

The table above present that the majority of students sometimes read without being asked (64%) that is mean that they need to be motivate. others (24%) claim that they never read which mean they don't have habit at all to read. we conclude that almost are unmotivated learners.

Q.1.10.How fast do you read?

Options	N	%
Quickly	13	52%
Slowly	12	48%
Total	25	100%

Table.1.10.How fast do you read?

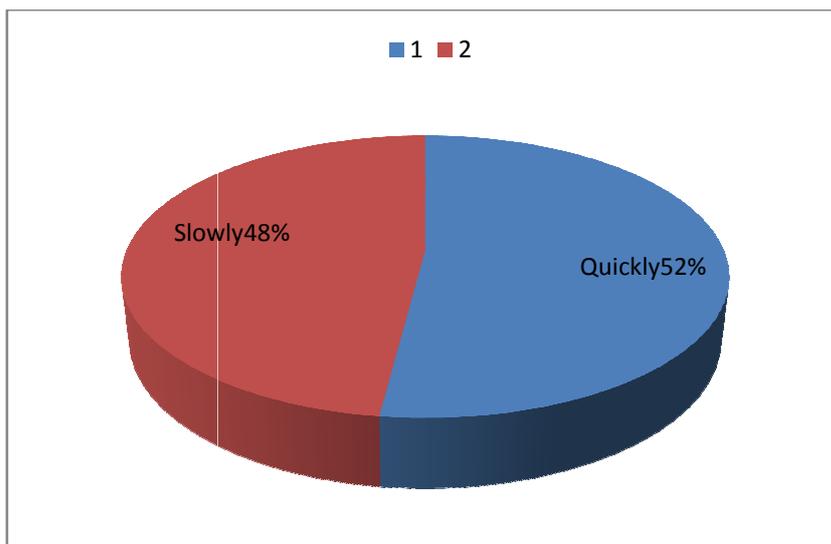


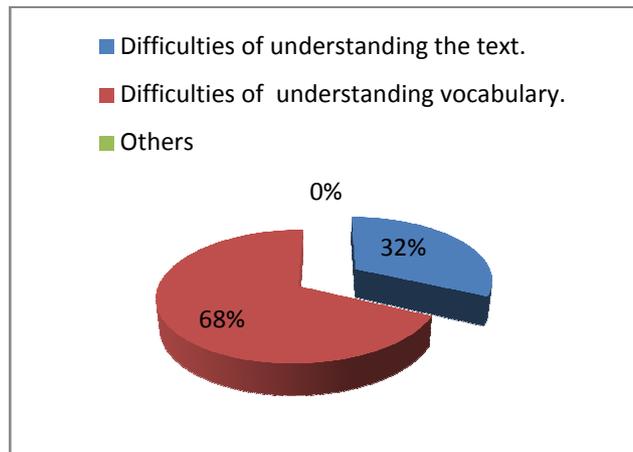
Figure.1.10. The way of reading.

We conclude from this table and figure the following information; the students who have chosen the fast way are more somehow for that they present 52%. However the students who chose the slow way they present 48% from the total number.

Q.1.11. When you read English books which difficulties do you face?

Table.1.11. The difficulties during the reading skill.

Options	N	%
Difficulties of understanding the text.	8	32%
Difficulties of understanding vocabulary.	17	68%
Others	0	0%
Total	25	100%



Figuer.1.11. Difficulties during reading skill.

What is presented in the table and figure above is that the great number (68%) of EFL learners face the same difficulty which is the misunderstanding of vocabulary during their reading. Others (32%) claim that they face the misunderstanding of the text. In general they suffer from the familiarity with both text and vocabulary.

Section two: Writing skill from (Q12-Q18)

Q.1.12. Are you motivated to write?

Table.1.12. The student's motivation to write.

Options	N	%
Yes	20	80%
No	5	20%
Total	25	100%

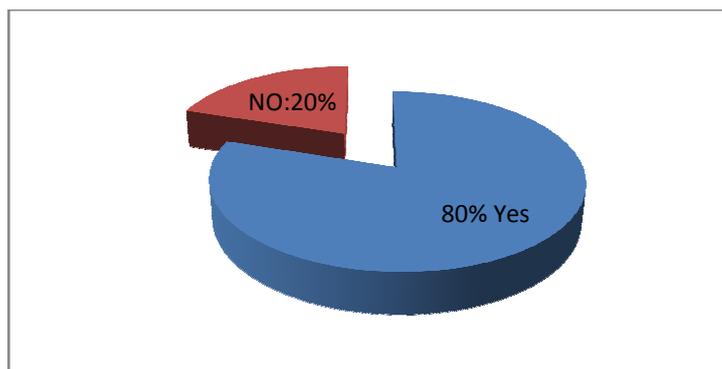


Figure .1.12. The student’s motivation to writing.

This figure present the degree of the students motivation to write, when we asked them if they are motivated in writing. The majority of them they answer by yes for that we obtained the percentage of 80%, some of them they chose No which give us 20% from the whole number of students.

Q.1.13. If (No) explain why?

The students who claimed that they are not motivated they put the reasons as follows:

They don’t have enough vocabulary and they can’t express their ideas.

They claim that they don’t have the desire to write

They face a lot of difficulties in vocabulary, Grammar, spelling.

Q.1.14.Do you think that three hours are enough for writing expression during a week?

Options	N	%
Yes	0	0%
No	25	100%
Total	25	100%

Table .1.13. . The Student’s Opinions about the time given to W E.

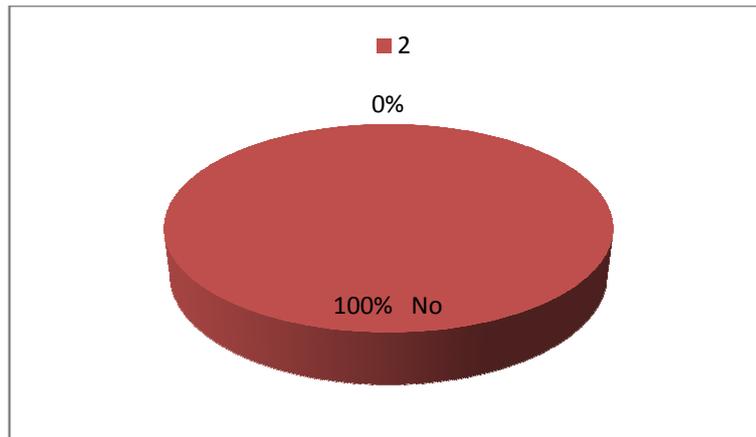


Figure .1.13. The Student’s Opinions about the time given to WE.

The figure 1.14. Shows only one result which is present in 100% for all the answer of student because they chose the same answer, they claim that the time given for teaching writing skill during a week is not enough.

Q.1.15.Are you satisfied with your level of writing?

Options	N	%
Yes	10	40%
No	15	60%
Total	25	100%

Table .1.14. Different students opinions about their level of writing.

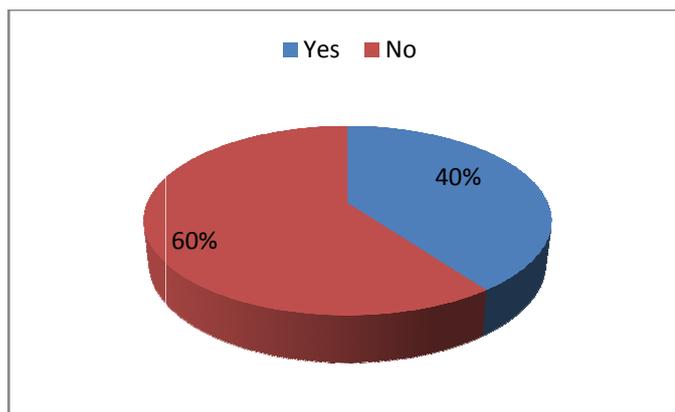


Figure. 1.14. Different students opinions about their level of writing

This figure presents the student's answer about their level on writing. The majority of students are not satisfied about their level in English for that we obtained the result of 60% from the whole percentage. The others claim that they are satisfied for that they percent 40%.

Q.1.16. If (no) explain why?

This question is completing the previous one. The students who claim that they are not satisfying they give us the following reasons:

They suffer from grammar, vocabulary, spelling mistakes

Because my level is weak.

Because we still beginner on vocabulary and in system of writing

Because the time given to teach writing skill is not enough for that we cannot master our skill.

making mistakes is an indication of that we are learning.

Q.1.17. Does reading contribute to the development of writing skill?

Options	N	%
Yes	25	100%
No	0	0%
Total	25	100%

Table .1.15. the contribution of reading skill on writing skill.

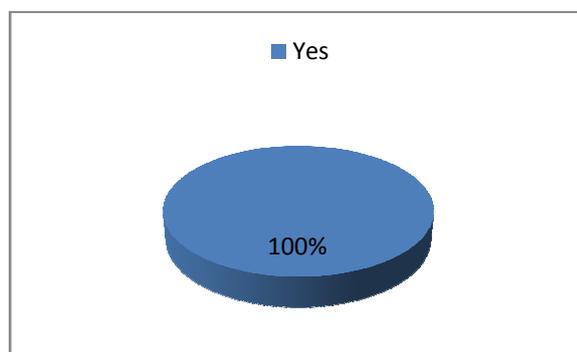


Figure1.15. the contribution of reading skill on writing skill

From this figure it is clear that all students are agree that the reading skill contribute to the development of writing skill for that we obtain the result of 100% Concerning their items.

Q.1.18. If (yes) explain how?

This question is to complete the previous one.

They claim that the reading skill contribute to the development of writing skill through;

- Know new words.
- Enrich vocabulary as result use it during writing skill.
- They claim that it increase the motivation to read.
- They claim that if you read a lot you write well.

Q.1.19. In writing what is the most important elements to you?

Table .1.16. The Student’s Opinions about the most important Component in Writing.

Options	N	%
Vocabulary	9	36%
Grammar	9	36%
Content organization	4	16%
Punctuation and spelling	3	12%
Total	25	100%

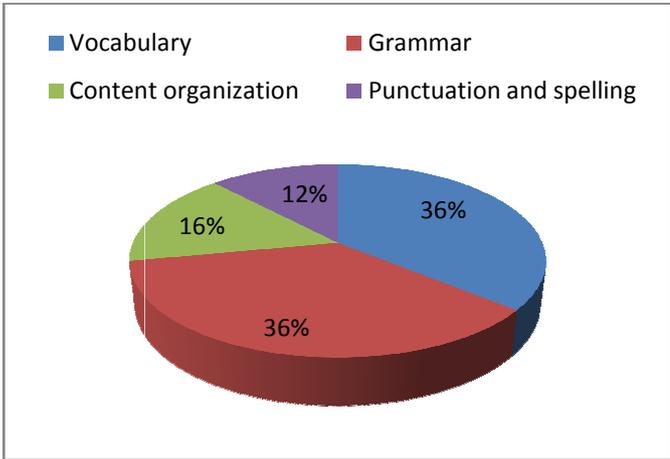


Figure .1.16. The Student’s Opinions about the most important Component in Writing.

From this analysis of this question we have understood that the vocabulary and grammar have the same importance in writing skill. This idea comes from the student’s answer. In the

figure they share the same percentage 36%. However they give a little importance to the punctuation and spelling for that the 12% express the degree that is given by student who has chose is as the more important. The last percentage 16% expresses the important of content organization.

III.1.4. Discussion of the student's Questionnaire.

The general results that we obtained through this questionnaire are as follow: the students of first year university of biskra don't care about reading skill at all. this result is clear from the percentage that shown (44%) of them claim that they don't like reading a lot they read sometimes, also they don't care about the reading outside the class this mean that they don't have desire to read even in their free time in general they are poor readers for that they suffer from the poor background and they cannot express their ideas because of that problem also they suffer from the misunderstanding of text and topics they cannot be familiar with it. when we discuss their writing skill in the section two we obtain those results the majority of students (80%) claim that they are motivate to write but the time given to the WE is not enough for that they cannot deal with all the steps of writing specially the grammar mistakes and translation word...and so on. And they are not sufficient about their level in writing skill because they suffer from different problems one of them is vocabulary, grammar. Even if they claim (100%) that the reading skill contributes writing skill they are not care to develop their reading.

III.2.The teacher’s Questionnaire:

III.2.1. Administration of the teacher’s questionnaire.

The questionnaire was given to eleven teachers of W E at the university of Mouhamed kheider Biskra but we didn’t collect all the questionnaires because the majority of them they are not helpful for that we collected only six from eleven. We hope that those six teacher’s questionnaire will help us to suggest the purpose of this research about their point of views in general in both reading and writing skills.

III.2.2. Description of the teacher’s questionnaire.

The teacher’s questionnaire is made of four sections each of them is about one part of the research, the first is about the personal information, the second is about the reading skill , the third is about the writing skill, and the last is about vocabulary which is the main common link between he two skills.

Section one: is about the personal information in which we collect the teacher’s gender, career at the university, degree(s) held.

Section two: in this chapter we try to collect some information about the reading skill and which important the teacher gave to this skill and if the push their learners to read or not.

Section three :is about the writing skill how the teachers teach it during the class, and which is the most important approach they use it, also we try to collect some information about the learners habit and capacity in writing skill are they skilled or unskilled learners.

Section four: this section is about vocabulary. we do this section for the purpose of collecting data about the role of teachers on encouraging their students to read in order to

increase their background as result to be good readers to investigate the idea that said good reader equal good writer.

III.2.3. Analysis of the teacher's Questionnaire.

Section one: Personal information.

Q.2.1. Gender.

Options	N	100%
Male	2	33%
Female	4	67%
Total	6	100%

Table .2.17.the teacher's gender.

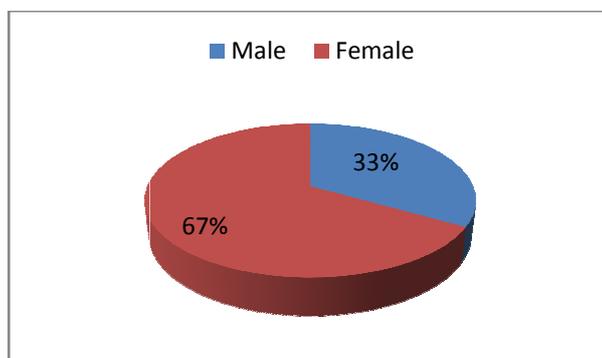


Figure.2.17. the teacher's gender.

We illustrate that the number of teachers who are female represents 67%.however 33% present male teachers.

Q.2.2.Degree(s) held?

Options	N	%
Licence	2	33%
Majister	4	67%
Doctorate		
Total	6	100%

Table.2.18. Teacher's graduation.

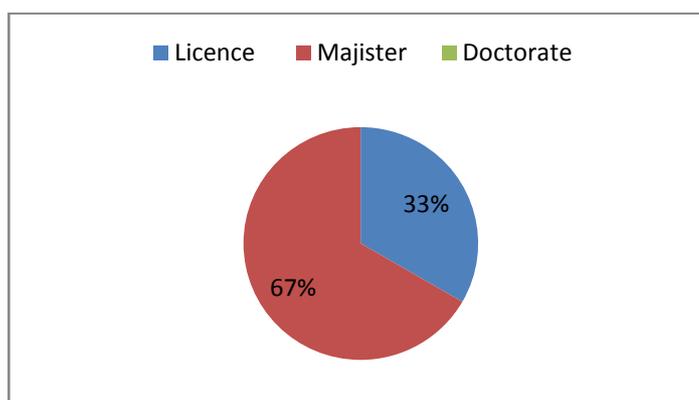


Figure.2.18. Teacher's graduation.

According to the result obtained and shown in this figure is very clear that the majority of teachers Mouhamed khider hold majister for that they present 67%.and the other hold license the 33% express the teachers who have license.

Q.2.3. Course(s) you have taught?

Options	N	%
W E	1	16%
Oral expression	1	17%
Both	3	50%
Others	1	17%
Total	6	100%

Table .2.19.The Modules though by Teachers.....

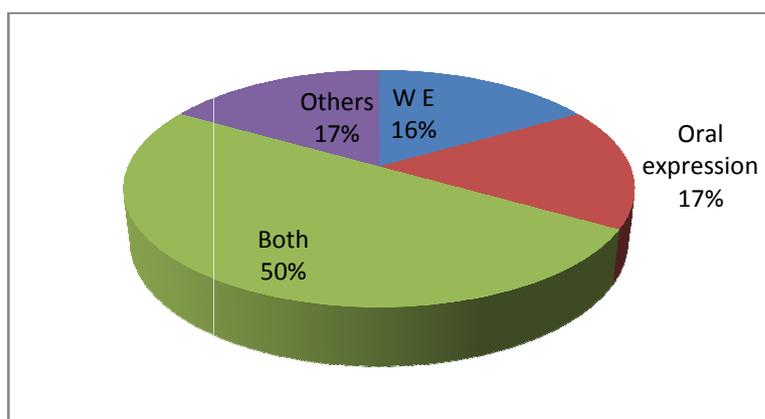


Figure.2.19. the Modules taught by Teachers.

The table above shown us that the majority of teachers (50%) claim that they teach both modules (O E and W E).Then 17% of them though O E, and 16% though (W E).other represent 17% said they thought linguistic, grammar, E.S.P.what is remarked that the teachers at university Mouhamed khider have some experience in both modules writing expression and oral expression.

Section two: Reading skill.

Q.2.4. Do you consider reading as an important skill for EFL learners?

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

Table.2.20. The important of reading skill.

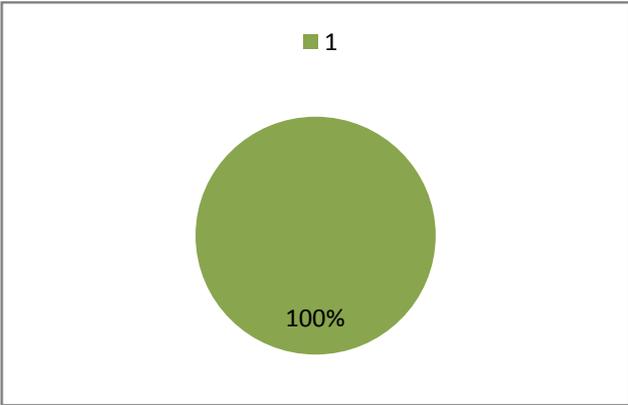


Figure.2.20. The importance of reading skill.

All the teachers claim that the reading skill is an important skill for EFL learners for that it is presented in the graph as 100%.from this we conclude that the teachers are aware about the importance of reading skill.

Q.2.5. If (yes) explain why?

This question is to complete the previous one. The teachers state that it is an important skill for EFL learners because of,

It exposes students to the real written language and provides them with knowledge and styles and grammar.

It is way to learn how to write.

It improves their knowledge about the foreign language.

Reading is very important to develop other aspects of the lge like vocabulary and grammar.

It is the main source of knowledge for the students.

Q.2.6. How often do you encourage your students to read?

Options	N	%
Allways	4	67%
Often	0	0%
Some times	2	33%
Rarely	0	0%
Never	0	0%
Total	6	100%

Table.2.21. The frequency of teacher's encouragement.

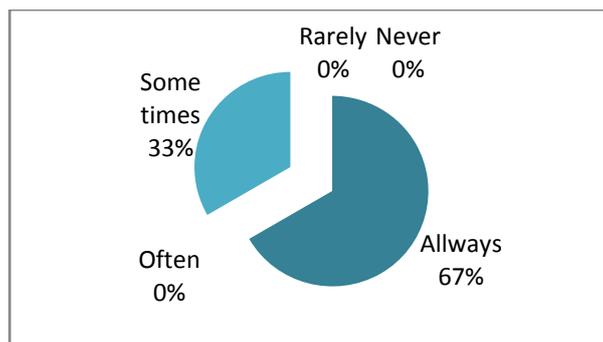


Figure .2.21.The frequency of teacher’s encouragement.

This graph reveal that the high percentage of the teachers 67% claim that they always encourage their students to read, others who represent 33% said that they are sometimes encourage their students. This means that the teachers are aware about the importance of reading skill.

Q.2.7. whatever your answer is, explain how?

This question is the rest of the previous one. They claim that,

Reading is not explicitly integrated in the program, so teachers do not ask students to frequently read, unless it serves the course objectivities.

By stating the benefits of reading such as: (1) to become knowledgeable students on different issue ;(2) stimulate their brain to write; (3) improve their style; and (4) enlarge and enrich their vocabulary dictionary .

We push hem o read in order o make them aware of the importance of reading for that we sometimes give them some titles of useful reads.

We ask them to print short stories with them audio script, and to read them more than once to learn vocabulary, structure.

Q.2.8. D o you consider your students as skilled or unskilled?

Options	N	%
Skilled	0	0%
Unskilled	6	100%
Total	6	100%

Table.2.22.Skilled or Unskilled Reader

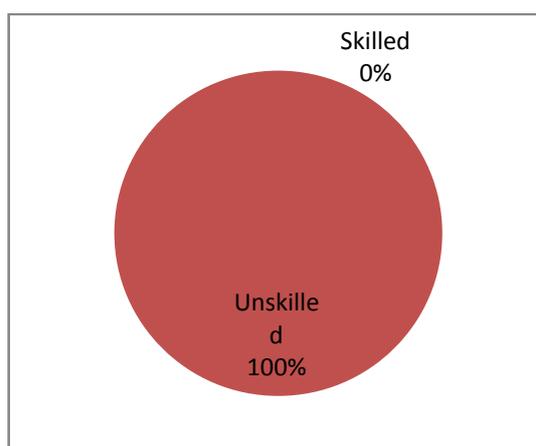


Figure.2.22.Skilled/ Unskilled Readers.

All the teachers claim that their students are unskilled students because they don't care about reading skill they haven't a habit to read.

Q.2.9.In your view, what is the most important in the reading process?

Options	N	%
Word identification	0	0%
Comprehension	0	0%
Both of them	6	100%
Total	6	100%

Table 2.23.The component of reading process.

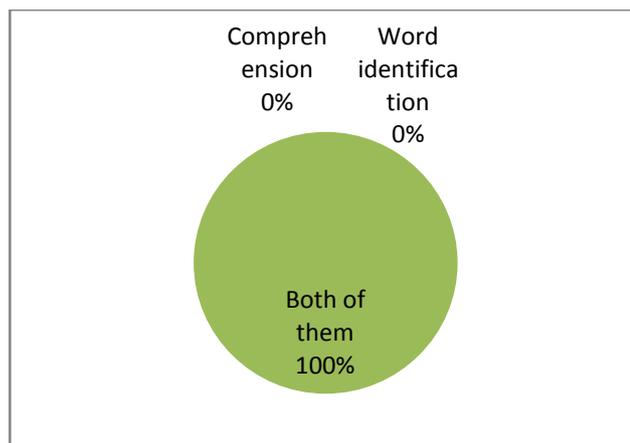


Figure.2.23. The component of reading process.

All the teachers state that both components of reading skill are important because they complete each other if the readers know about the word identification it clearly that he will get the comprehension of the text.

Section three: writing skill.

Q.2.10. how much do you consider writing as an important skill for EFL learner's.

Options	N	%
Very important	6	100%
Important	0	0%
Not important	0	0%
Total	6	100%

Table.2.24. the importance of writing skill.

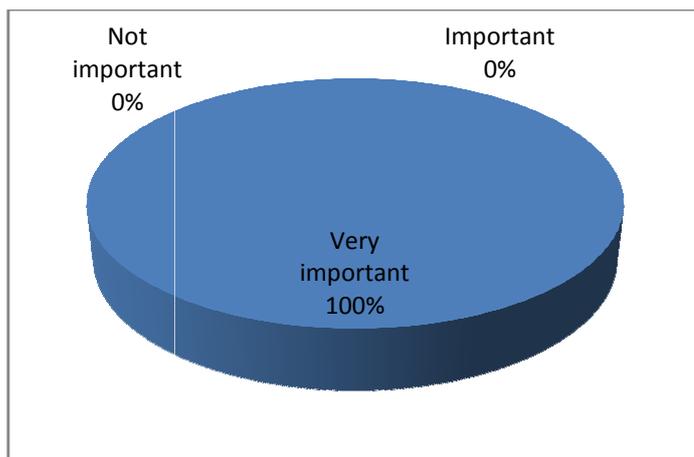


Figure .2.24.the importance of writing skill.

The graph above shows that all the teachers which represent 100% agree that writing skill is very important in English classrooms.

Q.2.11. How do you estimate your student’s level in writing?

Options	N	%
High	0	0%
Average	2	33%
Low	4	67%
Total	6	100

Table.2.25. teacher’s estimation of the student’s level in writing.

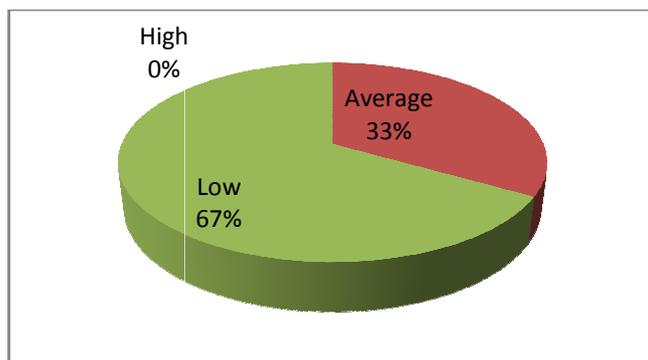


Figure .2.25. Teacher’s estimation of the student’s level in writing.

The majority of teachers of university of Biskra state that their students hold a low level in writing skill which is presented in sector 67%.only two teachers claim that their students hold average level for that it is present 33%.but this cannot change the fact that the majority of student at university Mouhamed khider hold low level in writing skill.

Q.2.12.Do you teach writing through?

Options	N	%
The product approach	0	0%
The process approach	4	67%
The gender approach	0	0%
All of them	2	33%
Total	6	100%

Table.2.26. Approaches to teaching writing.

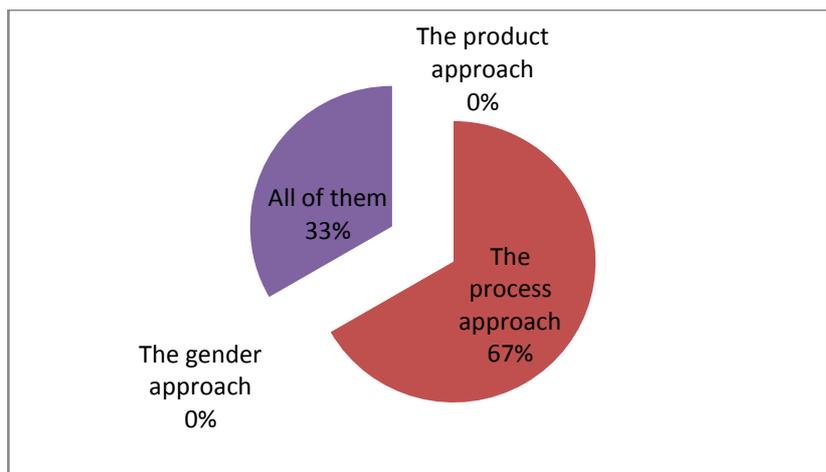


Figure.2.26. Approach to teaching writing.

The figure shows 67% for the teachers who use the process approaches in teaching writing, because it serves the student's creativity. The other few teachers claim that they mixed all the approaches as it is presented on the pie chart 33%.

Q.2.13. In your view what is the best way to improve EFL learners writing skill?

Options	N	%
A lot of vocabulary		
Practicing writing		
Getting constant feedback on their writing		
Reading in the foreign language		
All of them	6	100%
Total	6	100%

Table.2.27. How to develop writing skill.

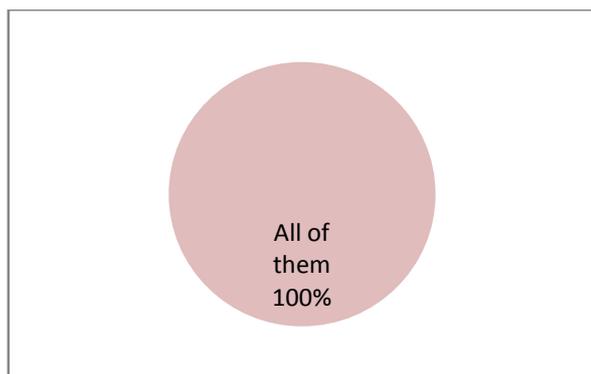


Figure .2.27.how to develop writing skill.

There is no priority between all of the elements that develop writing skill because all teachers 100% claim that the students must practice and have all of those components at the same time to investigate the good writing.

Section four: About vocabulary.

Q.2.14. Do you think that reading and writing are related?

Options	N	%
Yes	6	100%
No	0	0%
Total	6	100%

Table.2.28. Reading writing relation

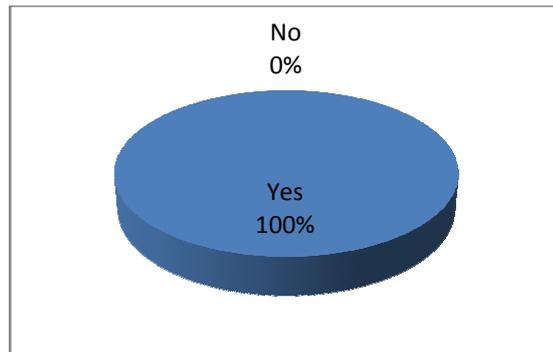


Figure.2.28. Reading writing relation.

The teacher's answer about the reading writing relation are absolutely (yes) because it presented in the figure about 100%.this mean that no one can neglect this important relation between reading and writing.

Q.2.15. In both cases explain how?

All teachers answer by yes for that they justify as follow:

Reading provides the learners with the ideas, vocabulary, the sounds linguistic structure that he/she is required to use in his/ her writing.

Both of them have a great concern with the lge.

Reading enables students to understand their topic explicitly. And it provides students with plenty of examples concerning style, use of punctuations constructions of complex sentences, use of transitional words and expressions.

Reading help students to enrich their culture

It introduces a lot of writing styles.

Q.2.16.how often do you support the relation between reading and writing during the writing class?

- Very often good readers make good writers.

- Not very often.

- they read paragraph in way to refer its outlines and the key words in order to write it in the one style keeping the same outline.

*The other teachers don't claim.

Q.2.17. according to you, why is vocabulary very important?

-Reinforce meaning and strengthen the style.

- help learners to take out and or to developing their vocabularies.

- Vocabulary is the providing source of writing.

- It makes the able to express any topic without having any difficulty to use the required words.

-A significant role .it is the vehicle of express.

Q.2.18.when you correct the paper exam what is the most difficult challenges that face the learner writing skill?

Options	N	100%
Vocabulary	2	33%
Grammar	2	33%
Punctuation	2	33%
Total	6	100%

Table.2.29. The more difficult element in writing exam.

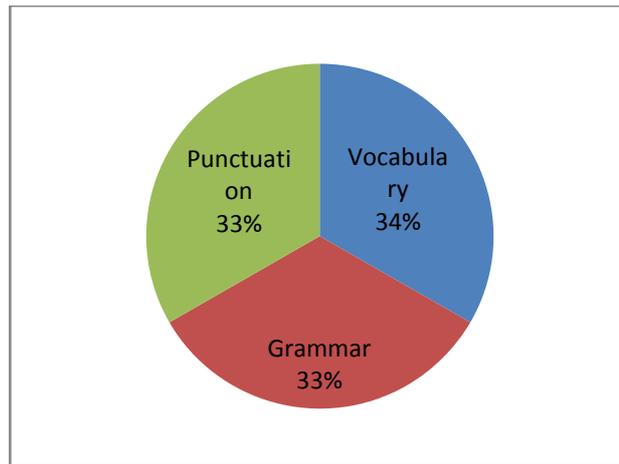


Figure.2.29. the more difficult element during writing exam.

Concerning this graph the most difficult element in writing expression is vocabulary. The majority of teachers that represent 34% claim that among the difficulty that students face in writing expression is lack of vocabulary. Students have a great problem concerning their vocabulary because the majority of students don't read therefore they have a lack of vocabulary the result they cannot write effectively. Other claim that punctuation and grammar are also challenge the students writing skill as it is presented 33% in the graph.

Discussion of the results of the teacher's Questionnaire.

The analysis of the teacher's questionnaire shown as that the majority of teachers of W E in university Mouhamed khider are female (60%). And the majority of them hold license degree they don't have a great experience. But the problem is not in the teachers experience itself but on their encouragement in order to push their learners to read. The majority of them claim that they always encourage their student this is the contrast of the students answer when we ask them if their teachers encourage them to read they claim that they don't. In addition, (100) claim that the reading skill is an important skill for EFL learners; this means that are aware about the reading skill because it's exposes students to the real writing language, and provide their knowledge, writing styles and grammar. Fore that they concentrate to push their

students to read because it is not explicitly integrated in the programs. (100%) claim that their students are unskilled readers because they do not have a habit to read, also, we have discuss in the chapter three reading and writing relation, (100%) claim that they are related. This fact no one can neglected, when we ask them about approaches that they use during class the majority of them(67%) claim that the process approach is the appropriate one because its serves the students' creativity. All the teachers (100%) claim that the following components: a lot of vocabulary, practicing writing, getting constant feedback on their writing, reading in the foreign language. Help students to improve their writing skill.

Recommendations:

Considering the role that reading skill plays to enrich the student's vocabulary as result to improve EFL learners writing skill. We propose some recommendations depending on the results of the questionnaire.

- ✓ The students should be aware to the important of the reading skill in order to enrich their vocabulary which helps them to increase their writing skill.
- ✓ The students should know that the technology never substitute books.
- ✓ We know that the reading skill is not explicit in the program but the learners must motivate themselves to increase their desire for reading.
- ✓ The role of teachers should be more then encouragement it is better to be obligatory to let their student good readers.
- ✓ To investigate the proverb that said good readers equal good writers both teachers and students should be aware about both skills also to minimize the difficulties that face the students during writing skill.

Conclusion

From this chapter we obtain the results of the questionnaire that is used as tool in order to collect some information about the issue that we tried to study it. In order to investigate our hypotheses about the importance of reading skill in enhancing vocabulary as result to improve EFL learner's writing skill. The analyses of the teacher and student questionnaires proved strongly the effect of reading on writing that is strongly mentioned by both teachers and students. They show also their level, their difficulties during both skills, if they are motivated to read or not. they are agree about the idea that said poor readers equal poor writers .The teacher also declared about their awareness of reading for that they encourage their student to read because lack of vocabulary impedes as the hinder our students to write effectively and as we knows that reading skill is not explicitly integrated in the program.

General Conclusion:

Reading skill is one of the most important recent interests skill in language; it is considered as an important skill that effect on the development of writing skill, thus many researches proposed different ways for improving student's ability in writing. The present study aims to prove that enhancing vocabulary acquisition via intensive reading affect the improvement of EFL learner's writing skill. It seeks to elicit the student's and teacher's awareness of reading writing connection, that the main link between them is vocabulary. Hence the study hypothesizes.

If student's read inside and outside the class they may enrich their vocabulary.

If the teacher urges and motivates their student's to read they may affect their writing skill.

The first chapter introduces theoretical background which is split in to tow part A and B. the first one about reading skill its definition, its types also it include the important of reading, and e variables affecting the nature of reading finally is drives that contain reading for usefulness and reading for interest. The second part is about vocabulary that includes the definition of word, its difficulties.

The second chapter is about writing skill it contains the definition of writing, the approach of teaching writing which are: the product, the process and the genre. Also we discuss the major sources of errors in English writing.

The third chapter is the practical part of this study. Its ultimate goal is to test the two research hypotheses. It investigates the enhancing vocabulary aquisition via intensive reading to improve EFL learner's writing skill through an analysis of two questionnaires; students' and teachers' questionnaires, the two questionnaires aims at finding out both , students' and teacher's views towards the impact of reading on writing skill.and if the learner's read more

they will write effectively. The results of the study reveal that both teachers and students are aware of reading-writing relationship, and the students claim also that the quantity of vocabulary have a great impact on the writing skill during expression of ideas, moreover, the teachers give considerable support for that relation during WE course. However, that support is implicitly done. Moreover, the results demonstrate the effect of frequent reading on learners' writing skill. The results obtained have confirmed our both hypotheses; thus, we come to realize the important role that reading play in enriches the quantity of vocabulary as result developing learners 'ability in writing.

Bibliography

1. Adams, M.J. (1990). *Beginning to Read*. M.I.T. Cambridge.
2. Alderson, J.C. (2000). *Assessing reading*. Cambridge: Cambridge University Press. analysis in student texts. Retrieved December 3, 2011, from
3. Baudoin, E.M., Bober, E.S., Clarke, M.A., Dobson, B.K., & Silberstein, S. (1994)
4. Bouaouina, Zouleikha (2009-2010) « Enhancing Vocabulary Acquisition via Intensive Reading » constantine : Mentouri university .
5. Carver, R. (1988). *Vocabulary: "Applied Linguistic Perspectives."* Rutledge London and New York.
6. Davies, F. (1995), *Introducing Reading*, Penguin English, London. directions in ESL. In B. Kroll (Ed.), *Second language writing; research insights for the classroom*. Cambridge: Cambridge U. P.
7. Eisterhold, J.C. (1990). *Second language composition instruction; Development, issues,*
8. Goodman, K.S. (1973), "Psycholinguistic Universals of the Reading Process". In *Psycholinguistics and Reading*, edited by F. Smith, Holt, Rinehart, and Winston, New York.
9. Graoui, H. (2007/2008). "Analysis of some factors responsible for the learner's underachievement in English". *Majester's degree in language civilization*. Biskra.
10. Grellet, Françoise. 1981. *Developing Reading Skills*. Cambridge: CUP.
11. Harmer, J. (2001). *The practice of English language teaching (3rd Ed)*. England, Longman.
12. Hedge, T. (2005) *Writing (2nd Ed)*. New York: Oxford.

<http://iteslj.org/links/TESL/Articles/Writing/>

- 13.Hill, D., and Holden, S. (Eds). (1990), Language Teaching: 1988 Milan Conference Organized by The British Association for Applied Linguistics. London: Modern English Publications.
- 14.Hyland, K. (2002). Teaching and researching writing. Edinburgh Gate: Pearson Education Limited.
- 15.Hyland, K. (2003). Second language writing. Cambridge: Cambridge U. P
- 16.Krashen,(a:1989); Cited in Ginidharan and Conlan,2003, On -line Pages.
- 17.Lado , R.(1983) language testing(writing in a foreign language). Longman.language teachers. Cambridge: Cambridge U. P.
- 18.McShane, Susan. 2005. *Applying Research in Reading Instruction for Adults: First step for Teachers*. New Hampshire: Portsmouth
- 19.Myles, J. (2002). Second language writing and research: The writing process and error.
- 20.Nation,P.&J.Newton (1997).Teaching Vocabulary. In Coady&Huckin1997:238-241.
- 21.Nemouchi, A. (2008). " *Writing connection with grammar and literature in the study organization of the LMD* " (Doctorate Thesis). Costantine: Mentouri university.
- 22.Nuttal, C.(1982), Teaching Reading Skills in A Foreign Language, Heinemann Educational Books,London.
- 23.Paribachar, T.S &Wesche, M.(1997). "Vocabulary Enhancement Activities and Reading for Meaning in Second Language Vocabulary Acquisition". In Coady&Huckin, T.(Eds), 174-200.
- 24.Raimes, A. (1991). Out of the woods; Emerging traditions in the teaching of writing.
- 25.Reid, J. (2001). Writing. In R, Carter.,& D, Nunan (Eds.), The Cambridge guide to
- 26.Richards J. C.,J. Platt(1992). The Longman Dictionary of Language Teaching and Applied Linguistics, Longman, London.

27. Rivers, W. (1968). *Teaching Foreign Language Skills*, University of Chicago Press, Chicago, U.S.A.
28. Schmitt, N. (1997). *Vocabulary Learning Strategies*. In Schmitt & McCarthy 1997:199-227.
29. Silva, T. (1990). *Second language composition instruction; Development, issues, directions in ESL*. In B. Kroll (Ed.), *Second language writing; research insights for the classroom*. Cambridge: Cambridge U. P.
30. *teaching English to speakers of other languages*. Cambridge: Cambridge U. P. *TESOL Quarterly*, 17(2), 165-187. *TESOL Quarterly*, 25(3), 407-430.
31. Tribble, C. (1996). *Writing*. Oxford: Oxford U. P.
32. Tsui, A.B.M. (2003). *Understanding expertise in teaching; Case studies of second*
33. Urquhart, S. & Weir, S. (1998). *Reading in a second language Process :Product and practice*. Longman.
34. Williams, E. (1984). *Reading in The Language Class room*.
London: Macmillan Publishers Ltd.
35. www.erfoundation.org. *Guide to extensive Reading*.
36. Zamel, V. (1983). *The composing process of advanced ESL learners; Six case studies*.
37. Zimmerman, C. (1997). *Do Reading and Interactive Vocabulary Instruction Make a Difference? An Empirical Study*. *TESOL Quarterly*, 31, 121-140.

Appendix one

The Student's Questionnaire

*Dear students.

We would be very grateful and happy if you accept my questionnaire in order to answer it. my questionnaire are as follows.

Your answer that you give to us will serve our study about enhancing vocabulary acquisition through reading to improve writing skill.

Please put tick in the box just in the front of each statement you choice. some question need to be explain others mu be you choice other answer which is propriety for you.

I: Section one: Reading and Vocabulary

1. Do you like reading?

A. lot.....

B. a little.....

C. not at all.....

2. How often do you read?

A. frequently.....

- B. sometimes.....
- C. rarely.....

3. When do you read?

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

4. When you read a text or book outside the class, what do you expect to get from it?

- A. Acquire new vocabulary.....
- B. knows more about the language you are read.....
- C. acquire new idea.....

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

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

6. How often does your teacher encourage you to read?

- A .frequently.....

- B .sometimes.....
- C .rarely.....
- D. never.....

7. What push you to read?

- A .you want to follows some style of writing.....
- B. for pleasure.....
- C .in order o increase your knowledge.....

8. What do usually read in English?

- A. academic book.....
- B .news paper, magazines.....
- C. others.....

9. Do you enjoy the time you send on reading?

- A. always.....
- B .sometimes.....
- C .rarely.....
- D .never.....

10. How often do you read without being asked?

- A .frequently.....
-

B. always.....

C. sometimes.....

D. never.....

11. How fast do you read?

A. quickly.....

B. slowly.....

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

A. difficulties of understanding text.....

B. difficulties of vocabulary.....

C. other difficulties.....

.....
.....
.....

II: Section tow: writing skill

13- Are you motivate to write

Yes

No

14- If “no” please explain why?

.....
.....

.....
.....
.....

15-Do you think that three hours a week are enough for written expression?

Yes No

15-Are you satisfied with your level of writing

Yes No

16-If “no” please explain why?

.....
.....
.....
.....

17- Does reading contribute to the development of the writing skill?

Yes No

18. if yes explain how?

.....
.....
.....

19-In writing what is the most important elements to you?

1. Vocabulary 2.Grammaire
3. Content organization 4.Punctuation and Spelling

***thank you for your cooperation**

Appendix two

The Teacher's Questionnaires

Dear teachers

We would be very grateful and happy if you accept my questionnaire in order to answer it. My questionnaires are as follows.

Your answer that you give to us will serve our study about enhancing vocabulary acquisition via intensive reading to improve EFL learners' writing skill.

Please put tick in the box just in the front of each statement you choice. Some questionnaire need to be explaining others may be you choice other answers which is propriety for you.

I. Section one: background information.

1. Gender?

Male.....

Female.....

2. Degree(s) held?

-license.....

-magister.....

-doctorate.....

3. Course you have thought?

-Writing expression.....

-oral expression.....

Other.....
.....

II-SECTION TWO READING SKILL

4. Do you consider reading an important skill for EFL learners?

NO.....

Yes.....

5. If yes explain why?

.....
.....
.....

6. How often do you encourage your students to read?

-allways.....

- often.....

- Some times.....

- Rarely.....

-Never.....

7. Whatever your answer is, explain how?

.....
.....
.....
.....

8. Do you consider your students as?

-unskilled readers.....

-skilled readers.....

9. In your view, what is most important in the reading process?

-word identification

-Comprehension.....

-both of them.....

III. Section tow: writing skill

10 -How much do you consider writing as an important skill for EFL

Learner's?

-very important.....

- Important.....

-not important.....

11. How do you estimate your student's level in writing?

-High.....

-average

-low.....

12. Do you teach writing through?

- The product approach.....

- The Process approach.....

- The genre approach.....

13. In your view what is the best way to improve EFL learners writing skill?

-a lot of vocabulary.....

-practicing writing.....

-getting constant feedback on their writing.....

-reading in the foreign language.....

-all of them.....

III. Section four: vocabulary

- 14. Do you think that reading, writing are related?

Yes

No

-15. In both cases explain how?

.....
.....
.....
.....
.....
.....

-16. How often do you support the relation between reading and writing during the writing class?

.....
.....
.....
.....
.....

-17. In your view what is the role that vocabulary play it to improve EFL learners writing skill?

.....
.....
.....

-18. When you correct the copier exam what is the most difficult challenges that face the learners writing skill?

- Vocabulary
- Grammar.....
- Punctuation.....

*** THANKE YOU***

الملخص

الكتابة بلغة أجنبية هي من أكثر المهام تحديا وتعقيدا لمتعلمي هذه اللغة, إنها مهارة صعبة تتطلب جهدا كبيرا. فتحسين هذه المهارة معقد جدا إن لم يكن الأكثر تعقيدا من المهارات الأخرى. خاصة وان الضعف الأكثر انتشارا لدى الطلبة هو فقر المصطلحات مما يجعل الطالب عاجز عن التعبير عن أفكاره. فسعيانا لجعل كل من الطالب والأستاذ يدركون هذه الحقيقة قمنا بانجاز هذا البحث المتعلق بكيفية اكتساب المفردات عن طريق القراءة من اجل تحسين الكتابة. لان المهارة الكتابية لا تكتمل إلا بمهارة القراءة. ومن اجل التحقق من صحة الفرضية القائلة بذلك, قمنا بتوزيع الاستبيانين على طلبة والأساتذة جامعة محمد خيضر بسكرة. ومن خلال هذه الاستبيانات توصلنا لصحة الفرضية. فمهارة الكتابة لا تكتمل إلا باكمال مهارة القراءة.

Dedication

Above all, I would thank « ALLAH » The one who help me to Start This work and to finish it.

I would like to dedicate this work to :

The light of my life my parents, my father **ALI** and my mother **Masouda** thank You for all your sacrifices and your encouragement.

- ✓ To all my family from the young to the old
- ✓ To all my friends without exception
- ✓ To all people who encourage me to finish this simple work

ACKNOWLEDGEMENTS

In the Name of God, Most Gracious, Most Merciful. All the praise is due to God alone, the sustainers of the entire world.

This work could not have been finished without the help of my teacher and supervisor **Mr. Tayeb Bouhitem** to whom I would like to express my sincere thanks for his encouragement and his helpful to his patience to correct this work.

I would like also to express my acknowledgement to both **Mr. tamagoult** and Mr. **Abdelwahid Boukhama** the members of the jury for reading and evaluating my dissertation.

I will not forget to thank all the teachers and students who helps me to answer the questionnaire. thank you for your collaboration.

To all the responsible in the department of English in university
Mouhamed khider.

Abstract

As the proverb says "good readers equal good writers". The present study aims to investigate the effect of reading on enhancing vocabulary acquisition as result to improve EFL learner's writing skill. For that we have chosen the descriptive method which fits our research we described both skills reading and writing and in other hand to show the role that the vocabulary plays to helps students to write effectively. As we know that the major connection between both skills is the vocabulary we chose the questionnaire as tool of gathering information that we need in our reaserch. We administrate the questionnaire to both teachers and first year students at university Mouhamed khider Department of English in order to see what extent is the idea that the reading effects the learner's writing. These questionnaires help us to exam our hypothesis, if the learners read more they enrich their vocabulary as result they will be good writers. Also if the teachers urge their students to read they will hinder the luck of vocabulary that face and challenge their writing style, and to see if our hypotheses are valid or not. The result obtained confirmed and demonstrated the effect of reading skill on writing skill. Based on this result our examining of hypotheses is confirmed that the learners should read more to increase their background as result to be good writers also the teacher should urge their student to read and to be aware about the importance of both skills(reading and writing) and to know that they complete each other.

List of abbreviation

- EFL. English foreign language
- WE. Written expression
- N. Member
- O E Oral expression

List of tables

Table 1.the student`s View about Reading.....	37
Table.2. frequency of reading in English.....	38
Table.3.When do you read.....	39
Table.4.the benefits of reading a book outside class.....	40
Table.5. the role of teacher to push students to read.....	41
Table.6.the reasons for reading.....	42
Table.7.the reading materials.....	43
Table.8. Frequency of Students reading Time.....	44
Table.9. how often do you read without being asked.....	45
Table.10.The way of reading.....	46
Table.11. the difficulties during the reading skill.....	47
Table.12. the student`s motivation to write.....	48
Table .13.The Student`s Opinions about the time given to W E.....	49
Table.14. the opinions of students about their level of writing.....	50
Table.15. the contribution of reading skill on writing skill.....	52
Table.16. the Student`s Opinions about the most important Component in Writing.....	53
Table .17.the teacher`s gender.....	56

Table.18. teacher's graduation.....	57
Table.19.The Modules though by Teachers.....	58
Table.20.the important of reading skill.....	59
Table.21.The frequency of teacher's encouragement.....	60
Table.22.Skilled or Unskilled Reader.....	62
Table.23. the component of reading process.....	62
Table.24. the importance of writing skill.....	63
Table.25. teacher's estimation of the student's level in writing.....	64
Table.26. Approaches to teaching writing.....	65
Table.27. how to develop writing skill.....	66
Table.28. Reading writing relation.....	67
Table.29. the more difficult element during writing exam.....	69

List of figures

Figure 1.the student`s View about Reading.....	37
Figure.2. frequency of reading in English.....	38
Figure.3.When do you read.....	39
Figure.4.the benefits of reading a book outside class.....	40
Figure.5. the role of teacher to push students to read.....	41
Figure.6.the reasons for reading.....	43
Figure.7.the reading materials.....	44
Figure.8. Frequency of Students reading Time.....	45
Figure.9. how often do you read without being asked.....	46
Figure 10.The way of reading.....	47
Figure.11. the difficulties during the reading skill.....	48
Figure 12. the student`s motivation to write.....	49
Figure 13.The Student`s Opinions about the time given to W E.....	50
Figure 14. The opinions of students about their level of writing.....	51
Figure 15. the contribution of reading skill on writing skill.....	52
Figure.16. The Student`s Opinions about the most important Component in Writing.....	53
Figure.17.the teacher`s gender.....	56
Figure.18. teacher`s graduation.....	57

Figure.19.The Modules though by Teachers.....	58
Figure.20.the important of reading skill.....	59
Figure.21.The frequency of teacher’s encouragement.....	61
Figure 22.Skilled or Unskilled Reader.....	62
Figure 23. the component of reading process.....	63
Figure 24. the importance of writing skill.....	64
Figure.25. teacher’s estimation of the student’s level in writing.....	65
Figure.26. Approaches to teaching writing.....	66
Figure 27. how to develop writing skill.....	67
Figure.28. Reading writing relation.....	68
Figure.29. the more difficult element during writing exam.....	70

Table of Content

Dedication.....	I
Acknowledgement.....	II
List of Abbreviation.....	III
List of Tables.....	IV
List of Figures.....	V
Table of Content.....	VI

Chapter One:

General Introduction	page
1. Statement of the Issue:.....	02
2. Significance of the Study.....	03
3. Aims of the Study	03
4. Research Questions.....	03
5. Research Hypotheses.....	03
6. Research methodology.....	04
7. Literature Review.....	04
8. Instrument.....	05
9. Population.....	05
10. Sample.....	06
11. Structure of the study	06
12. Limitation of the Study.....	06

Chapter two: Reading and Vocabulary

A: Reading skill:

Introduction	page
1. Definition of reading.....	08
2. The nature of reading.....	10
2.1: The process.....	10
2.2: The product.....	10
3. The importance of reading.....	11
4. Type of reading.....	12
4.1. Skimming.....	12
4.2. Scanning.....	13
4.3. Intensive reading.....	13
4.4. Extensive reading.....	13
5. Variables affecting the nature of reading	14
5.1. Reader variable.....	14
5.2. Text variable.....	14
5.2. a. Knowledge of genre/ text type.....	14
5.2. b. Knowledge of subject matter/topic.....	15
6. Reading Drives.....	15

6.1. Reading for usefulness	16
6.1. a. Getting information.....	16
6.1. b. knows a piece of information.....	16
6.2. Reading for interest	16

B: Vocabulary.

1: Vocabulary Issue.....	16
2. What is word.....	17
3. Word mastery.....	17
3.1. Knowledge of the form of the word.....	18
3.2. Knowledge of the meaning.....	18
3.3. Knowledge of the use of that word.....	18
4. Word difficulties.....	19
4.1. Idioms.....	19
4.2. Transfer of meaning.....	19
4.3. Words with several meanings.....	19
4.4. Sub-technical words.....	19
4.5. Super ordinate.....	20
4.6. Synonyms and Antonyms.....	20
4.7. Irony.....	20

Conclusion	21
------------------	----

Chapter three: Writing skill

Introduction

1. Definition of writing.....	23
2. Importance of writing.....	24
3. Type of writing.....	24
3.1. Personal writing.....	25
3.2. Study writing.....	25
3.3. Public writing.....	25
3.4. Creativity writing.....	25
3.5. Social writing.....	25
3.6. Institutional writing.....	26
4. The source of errors in English writing.....	26
4.1. Translation	26
4.2. Fossilization.....	26
4.3. Overgeneralization.....	27
5. The approach of teaching writing skill.....	27
5.1. The product approach.....	27
5.2. The process approach.....	28

5.3. The genre approach.....	30
6. Reasons for developing writing skill.....	31
7. Reading writing connection.....	32
Conclusion.....	33

Chapter four: Field work

Introduction

The Student's Questionnaire

1. Administration of the Student's Questionnaire.....	35
2. Description of the Student's Questionnaire.....	36
3. Analysis of the Student's Questionnaire.....	36
4. Discussion of the Student's Questionnaire.....	54

The teacher's Questionnaire

1. Administration of the Teacher's Questionnaire.....	55
2. Description of the Teacher's Questionnaire.....	55
3. Analysis of the Teacher's Questionnaire.....	56
4. Discussion of the Teacher's Questionnaire.....	70
5. Recommendation	72
6. Conclusion	73
General conclusion.....	74

Reference.....	77
Appendix one.....	80
Appendix tow.....	85
.....	المخلص



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



Mohammed Kheider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Division

**Enhancing Vocabulary Acquisition via Intensive Reading to
Improve EFL learners Writing skill.**

**A case study of first Year Students of English at Mohamed Khiedher University of
Biskra**

**A Dissertation Submitted to the Department of Foreign Language in Partial
Fulfillment for the Requirement of the Master's Degree science of language**

Submitted by:

Dalila Hadjaz

Supervised by:

Tayeb Bouhitem

BOARD OF EXAMINERS

Presedent: Mr.TEMGOULT.S,Biskra University

Examiner: Mr.BOUKHAMA.A, Biskra university

Supervisor: Mr.BOUHITEM.T ,Biskra university

JUNE 2015