

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages  
Section of English



## **Improving Students' Writing Skill through Extensive Reading**

**Case Study: Third Year LMD English Students at Biskra University**

A Dissertation Submitted to the Department of Foreign Languages  
As Partial Fulfillment for the Master Degree in Sciences of Languages

**Submitted by:**

Miss.Rekibi Khaoula

**Supervised by:**

Mr. Slimani Said

**Board of examiners:**

Mr. Slimani Said..... Supervisor

Dr. Meddour Moustafa.....President

Mrs. Aichaoui Thelja.....Examiner

Academic Year 2015-2016

## **Abstract**

As the proverb says "a good reader is a good writer". This study investigates the effective contribution of extensive reading in improving the students' writing skill. The latter, is considered as a challenging task for students because the majority of them are unable to reach this satisfaction for the writing skill. This skill entails a series of difficulties that result in the students' poor writing production. Moreover, our study aims to develop students' writing skill through reading a large number of understandable material. The focus of the investigation has been focussing on the influence of amounts of language input on the students' writing ability. This study is designed to assess the hypothesis if EFL learners read extensively, appropriately, and following certain strategies their academic writing competence will be increased. This research has been conducted under a descriptive method, because it is the most adequate one to deal with this topic. In order to gather data, we have administrated two questionnaires. The first, submitted to 50 students of third year LMD at the division of English at Biskra University. The second one was administered to the 5 selected teachers of written expression. The results obtained demonstrate the role of extensive reading in improving the students' writing proficiency. Based on these results, the research hypothesis was confirmed that students need a great exposure to language through extensive reading to enhance their writing competence. Also, the teachers should urge their students to read and to be aware about the importance of both skills (reading and writing) and to know that they complete each other.

*Dedication*

*I pray and thank God Almighty for granting us the gift of knowledge and blessing us  
with His mercy.*

*I dedicate this work*

*To my dear parents. My mother and my father; love of my life, for their support which is  
often the only stable thing when everything else goes into chaos.*

*To my sisters and brothers. To my brother's wife for their blessing and trust.*

*To my beloved little angels, nieces and nephews.*

*To my dear friends for standing with me all the time.*

*Thank you so much, I really appreciate that.*

## **Aknowledgment**

All praise and gratitude is to Allah Who gave me health and energy to bring this work to light.

I would like to express my hearty gratitude to Mr. Slimani Said who guided this research and gave me his time and expertise. I thank him not only for his comments and valuable suggestions, but also for his encouragement and understanding.

All appreciations go to the jury members for their precious time to read and scrutinize this work.

My special thanks go to Mr. Douida Brahim and Mr. Saif Eddine Messast for their help and suggestions to enrich this work.

I will not forget to express my gratitude to all teachers and students who participated in this work and basically made it happen.

To whoever taught me a word.

## **List of abbreviation**

EFL: English Foreign Language.

ER: Extensive Reading.

ERP: Extensive Reading Programme.

LMD: License. Master, Doctorate.

Q: Question.

## List of tables

<b>Table 01: Getting an extensive reading programme.....</b>	<b>16</b>
<b>Table 02: Stages of the product approach.....</b>	<b>30</b>
<b>Table 03: Students' gender.....</b>	<b>45</b>
<b>Table 04: Proficiency level in English.....</b>	<b>46</b>
<b>Table 05: The skill that students interested in.....</b>	<b>46</b>
<b>Table 06: Students' attitude towards reading.....</b>	<b>47</b>
<b>Table 07: Frequency of reading.....</b>	<b>48</b>
<b>Table 08: What students prefer to read.....</b>	<b>49</b>
<b>Table 09: Materials that students often read.....</b>	<b>50</b>
<b>Table 10: The purpose of reading outside the classroom.....</b>	<b>51</b>
<b>Table 11: The choice of the reading material .....</b>	<b>51</b>
<b>Table 12: Improving the writing skill through the use of effective reading straregies.....</b>	<b>52</b>
<b>Table 13: The contribution of the reading material in improving the writing skill.....</b>	<b>53</b>
<b>Table 14: The importance ofwriting skill as a language skill.....</b>	<b>54</b>
<b>Table 15: Students' opinion about their level in writing.....</b>	<b>54</b>
<b>Table 16: Students' level in writing.....</b>	<b>55</b>
<b>Table 17: Students' attitude towards writing academically.....</b>	<b>56</b>
<b>Table 18: Students' attitude about what good writing is?.....</b>	<b>57</b>
<b>Table 19: Students' primary focus when writing.....</b>	<b>58</b>
<b>Table 20: The contribution of reading skill on writing skill.....</b>	<b>59</b>
<b>Table 21: How reading improves the writing skill.....</b>	<b>60</b>
<b>Table 22: Students' difficulties in writing skill.....</b>	<b>61</b>
<b>Table 23: Thinking about the purpose of writing.....</b>	<b>62</b>
<b>Table 24: Teachers' gender.....</b>	<b>64</b>
<b>Table 25: Teachers' qualification.....</b>	<b>65</b>
<b>Table 26: Teachers' experience.....</b>	<b>66</b>
<b>Table 27: Teachers' experience in teaching WE.....</b>	<b>66</b>

<b>Table 28: The importance of reading skill for EFL learners.....</b>	<b>67</b>
<b>Table 29: The frequency of teachers' encouragements.....</b>	<b>68</b>
<b>Table 30: Reading improves students' writing skill.....</b>	<b>69</b>
<b>Table 31: Frequency of providing students with reading strategies.....</b>	<b>70</b>
<b>Table 32: Integrating reading with writing tasks.....</b>	<b>71</b>
<b>Table 33: Teachers' encouragements to read extensively.....</b>	<b>71</b>
<b>Table 34: Teachers' attitude towards the allotted time for written expression.....</b>	<b>73</b>
<b>Table 35: Teachers' attitude towards the written expression programme.....</b>	<b>73</b>
<b>Table 36: Adequacy of students to write.....</b>	<b>74</b>
<b>Table 37: Teachers' attitude towards their students level in writing.....</b>	<b>75</b>
<b>Table 38: Students' difficulties during writing.....</b>	<b>77</b>
<b>Table 39: Frequency of teachers' help during writing.....</b>	<b>78</b>
<b>Table 40: Teachers attitude towards the teaching methods.....</b>	<b>79</b>

## List of figures

<b>Figure 01: A model of writing</b> .....	32
<b>Figure 02: Students' gender</b> .....	45
<b>Figure 03: Proficiency level in English</b> .....	46
<b>Figure 04: The skill that students interested in</b> .....	47
<b>Figure 05: Students' attitude towards reading</b> .....	48
<b>Figure 06: Frequency of reading</b> .....	49
<b>Figure 07: When students prefer to read</b> .....	49
<b>Figure 08: Materails that students often read</b> .....	50
<b>Figure 09: The peurpose of reading outside the classroom</b> .....	51
<b>Figure 10: The choice of the reading material</b> .....	52
<b>Figure 11: Improving the writing skill through the use of effective reading strategie</b> 52	
<b>Figure 12: The contribution of the reading material in improving the writing skill</b> ...53	
<b>Figure 13: The importance ofwriting skill as a language skill</b> .....	54
<b>Figure 14: Students' opinion about their level in writing</b> .....	55
<b>Figure 15: Students' level in writing</b> .....	56
<b>Figure 16: Students' attitude towards writing academically</b> .....	57
<b>Figure 17: Students' attitude about what good writing is?</b> .....	58
<b>Figure 18: Students' primary focus when writing</b> .....	59
<b>Figure 19: The contribution of reading skill on writing skill</b> .....	60
<b>Figure 20: How reading improves the writing skill</b> .....	61
<b>Figure 21: Students' difficulties in writing skill</b> .....	62
<b>Figure 22: Thinking about the purpose of writing</b> .....	63
<b>Figure 23: Teachers' gender</b> .....	65
<b>Figure 24: Teachers' qualification</b> .....	65
<b>Figure 25: Teachers' experience</b> .....	66
<b>Figure 26: Teachers' experience in teaching WE</b> .....	67
<b>Figure 27: The importance of reading skill for EFL learners</b> .....	67

<b>Figure 28: The frequency of teachers' encouragements.....</b>	<b>68</b>
<b>Figure 29: Reading improves students' writing skill.....</b>	<b>69</b>
<b>Figure 30: Frequency of providing students with reading strategies.....</b>	<b>70</b>
<b>Figure 31: Integrating reading with writing tasks.....</b>	<b>71</b>
<b>Figure 32: Teachers' encouragements to read extensively.....</b>	<b>72</b>
<b>Figure 33: Teachers' attitude towards the allotted time for written expression.....</b>	<b>73</b>
<b>Figure 34: Teachers' attitude towards the written expression programme.....</b>	<b>74</b>
<b>Figure 35: Adequacy of students to write.....</b>	<b>75</b>
<b>Figure 36: Teachers' attitude towards their students level in writing.....</b>	<b>76</b>
<b>Figure 37: Students' difficulties during writing.....</b>	<b>77</b>
<b>Figure 38: Frequency of teachers' help during writing.....</b>	<b>78</b>
<b>Figure 39: Teachers attitude towards the teaching methods.....</b>	<b>79</b>

## Table of contents

<b>Abstract</b> .....	IX
<b>Dedication</b> .....	IX
<b>Aknowledgments</b> .....	IX
<b>List of abbreviations</b> .....	IX
<b>List of tables</b> .....	IX
<b>List of figures</b> .....	IX
<b>General introduction</b> .....	<b>01</b>
1. Statement of the problem.....	01
2. Aim of the study.....	01
3. Significance of the study.....	02
4. Research questions.....	02
5. Hypothesis.....	02
6. Limitation of the study.....	02
7. Research methodology.....	03
7-1 Research method.....	03
7-2 Data gathering tools.....	03
7-3 Sample of the study.....	03
8. Structure of dissertation.....	03
<b>Chapter one: Theoretical Overview of Extensive Reading</b>	
<b>Section one: Reading skill</b> .....	05
Introduction.....	05
1. What is reading?.....	05
2. The importance of reading.....	06
3. The nature of reading.....	06
a. The process of reading.....	06
b. The product of reading.....	07
4. Reading comprehension.....	07
5. Types of reading.....	08
5-1 Extensive reading.....	08

5-2 Intensive reading.....	08
5-3 Critical reading.....	09
5-4 Close reading.....	09
6. Some reading strategies.....	09
6-1 Predicting.....	10
6-2 Skimming.....	10
6-3 Scanning.....	10
6-4 Inferring.....	11
<b>Section two: Extensive reading.....</b>	<b>11</b>
1. Definitions of extensive reading.....	11
2. Extensive reading procedure in practice.....	12
2-1 Techniques and tactics.....	12
2-2 Exercises and practice activities.....	12
2-3 Resources.....	13
3. The basic principles of extensive reading.....	14
4. Extensive vs intensive reading.....	15
5. Establishing an extensive reading programme.....	16
5-1 The teacher preparation.....	16
5-2 Curriculum.....	17
5-3 Organizing library.....	17
a. Easy.....	18
b. Short.....	18
c. Varied.....	18
6. The importance of extensive reading.....	18
7. Challenges of used extensive reading.....	19
8. Objectives of extensive reading.....	20
9. The relationship between reading and writing.....	21
Conclusion.....	22
<b>Chapter two: The Writing Skill</b>	
Introduction.....	23
1. Definitions of writing skill.....	23

2. The process of academic writing.....	24
2-1 Pre-writing stage.....	24
2-2 Organizing (outlining) stage.....	25
2-3 Writing draft paper stage.....	25
2-4 Drafting stage.....	26
2-5 Writing the final draft and submitting the work.....	26
3. Characteristics of academic writing.....	26
3-1 Organization.....	26
3-2 Clarity.....	27
3-3 Coherence.....	28
3-4 Word choice.....	28
4. Approaches of writing.....	29
4-1 The product writing approach.....	29
4-2 The genre approach.....	30
4-3 The process approach.....	31
4-4 The creative writing approach.....	32
4-5 The cooperative approach.....	32
5. Methods of scoring students' composition.....	33
5-1 The analytic method.....	33
5-2 The impression method.....	34
5-3 The error-count method.....	34
6. The academic writing within the classroom.....	35
6-1 The teacher role.....	35
6-2 The student role.....	35
6-3 The role of reading material.....	35
7. Rational behind writing.....	36
8. Major difficulties in writing skill.....	37
8-1 Grammar difficulties.....	37
8-2 Vocabulary.....	38
8-3 Spelling.....	38
8-4 Punctuation.....	38
8-5 First language interference.....	39

8-6 Organization .....	39
8-7 Clarity problems .....	40
Conclusion .....	40
<b>Chapter three: Field Work</b>	
Introduction .....	42
<b>The Students' Questionnaire.....</b>	<b>43</b>
1. The aim of the questionnaire .....	43
2. Administration of the questionnaire .....	43
3. Description of the questionnaire .....	43
4. Analysis of the questionnaire .....	45
<b>The Teachers' Questionnaire .....</b>	<b>63</b>
1. The aim of the questionnaire .....	63
2. Administration of the questionnaire .....	64
3. Description of the questionnaire .....	64
4. Analysis of the questionnaire .....	65
Conclusion .....	80
Findings and recommendations .....	81
<b>General Conclusion .....</b>	<b>83</b>
References List .....	84
<b>Appendices.....</b>	<b>90</b>
<b>المُلخَص.....</b>	<b>100</b>

## **General Introduction**

Reading ability is an important second language skill. Students need continuous exposure to the language by reading widely or what is called *Extensive Reading* to enhance their writing skill. Extensive reading involves students in reading large quantities of books; their reading is based on choices and purpose.

Extensive reading enables the students to obtain a large amount of input of English. More specifically, make connections between extensive reading and writing is an excellent way to improve language proficiency because it offers students opportunities to think critically, organize their thoughts, and share their knowledge.

Writing in a foreign language is one of the most challenging skills for almost all learners, what makes writing every troublesome task for EFL learners that they face difficulties with its different aspects which include content, organization, vocabulary, language use, spelling, punctuation, accurate capitalization and paragraphing.

In brief, extensive reading plays an important role within written pieces. So that EFL learners must take into consideration its importance to improve their level of writing competency.

### **1. Statement of the problem**

Due to the complexity of the writing skill, a great majority of third year LMD students at the branch of English of Biskra University find it difficult to achieve the goal of being competent as academic writers, they face difficulty in paragraph writing. This hindrance emerged from the fact that most of them are not used to writing paragraphs in English. Therefore, in this study, we will spotlight on the relation between Academic Writing and Extensive Reading.

### **2. Aim of the Study**

Since many EFL learners have difficulties in the academic writing, our study aims to develop students' writing skill through reading a large number of understandable material. The focus of the investigation will be on the influence of amounts of language input on the students' writing ability.

### **3. Significance of the Study**

This study tends to offer practical solutions to students' academic writing problems. It contributes to figure out the main reason behind the lack of the academic writing and how extensive reading develops it.

### **4. Research Question**

- The study raised this question:

To what extent does extensive reading ma enhance the writing accuracy of 3<sup>rd</sup> year LMD English students at the English branch in Biskra University?

### **5. Hypothesis**

This study is designed to assess the hypothesis that if EFL learners read extensively, appropriately and following certain strategies, their academic writing competence will be increased.

### **6. Limitation of the Study**

This research is limited to a sample of 50 students to represent the third year LMD students. We know that it is not representative, but it is more judicious to work with a limited number.

It is limited also to one area. The extensive reading-writing relationship, the contribution of extensive reading on writing development that such focus on extensive reading during the writing course will be on the expense of practicing writing. Hence, our study will focus only on simple instructions that support extensive reading-writing relationship during the writing class.

It is also limited to written expression teachers in order to spotlight on writing competency and try to find out a series of new factors that we related to the two variables: writing skill and extensive reading.

## **7. Research Methodology**

### **7-1 Research method**

This present study is mainly built on a descriptive type of research to supply the way that ER enhance the development of students' writing skill. It is based on the qualitative method to collect data.

### **7-2 Data gathering tools**

Concerning data collection we will administer two questionnaires, one for teachers of written expression, and the other to third year LMD learners at the English division of Biskra University. The purpose behind the teachers' questionnaire is to determine the place of extensive reading in developing written pieces, and the degree of importance it is given by them through how teachers encourage and apply free reading in the teaching programme to attain students' proficiency.

The students' questionnaire, intended for third year LMD students. It will investigate their opinion about their awareness concerning vocabulary, grammar and gauge their level of academic writing proficiency.

### **7-3 Sample of the study**

The population in this research will be selected from a total number of third year LMD English Students in University of Biskra. The sample is about 50 students who are randomly chosen.

A sample of 5 written expression teachers will be also chosen, for the sake of obtaining their opinions concerning the contribution of extensive reading to enhance students' writing skill.

## **8. Structure of the Dissertation**

This research consists of three main chapters. **The first chapter** presents **Theoretical Overview of Extensive Reading**, this tackles the reading skill, as well the extensive reading with its principles and its importance on writing skill. **The second** is about **Writing Skill**, in which it discusses the most perspective of writing skill. **The last**

**chapter** is the **Field Work**, it is a practical chapter. It analyses the data that is gathered via the questionnaires that will be distributed to both teachers and students.

## **Section one: Reading Skill**

### **Introduction**

Reading is a very important skill; it helps people to learn and acquire knowledge and experiences everywhere and every time. Consequently, learners need to raise the attitude of reading and become active readers. In this chapter, the first section, we tend to provide definitions of reading, its importance, and the nature of reading. Moreover, we aim to emphasize reading comprehension. In the second section, we will identify the extensive reading and its procedures. After that, we will introduce its basic principles and establishing an extensive reading program. Also, we will talk about its importance and its objectives. Finally, we will finish with the relationship between reading and writing.

### **1. What is reading?**

Urquhart & Weir (1998, p.22) reading is often defined in simple statements much like the following: "Reading is the process of reviewing and interpreting information encoded language from the medium of print". Or, "comprehension occurs when the reader extracts integrates various information from the text and combines it with what is already known" (Koda, 2005, p.04).

Dr. Kimberly defines reading in his web site (2014) "a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before/ during and after reading", (Goodman, 1973, p.162) states that the learner: "Interacts with a message encoded by the writer. He concentrates his total prior experiencing concepts he has attained as well as the language competence he has achieved".

However, when we think of the different purposes for reading and the varying processes that are called into play, it is evident that no single statement is going to capture the complexity of reading.

## **2. The importance of reading**

According to Holmstron and Glengeninig (2004, p.32) the importance of reading are:

- Reading develops students writing by making them better writers; since they may face different rules of grammar which will help them later in developing a sense for structures of the language, grammar, and increase their vocabulary.
- Reading enables students to have a kind of interaction and form their own thoughts.

Thus, when we read, we need to be able to.

- recognize different formats such as headlines or faxes and different styles and genre.
- know letters, words, and phrases.
- understand implication and style.
- skim, scan, predict, guess, and remember.
- match what we read to our own experience.
- be able mentally to agree or disagree, to criticize or to commend.
- be able to survey books.

## **3. Nature of reading**

From the previous findings, it is easy to see reading as a process or as product, but the difficulty is that we cannot make a difference between the process of reading and the result of that process we mean the product of that process.

### **a) The process of reading**

Alderson (2000, p.02) claims that the process of reading, means the cognitive activity operating in real time. It is the interaction between a reader and given text. Here, the readers are supposed to be under different actions which are: reading the print, try to relate the information with each other, and think about what they are reading, find out how useful the text is, and infer the difficulties they may face when reading, and search for ways to overcome them.

According to Alderson (2000, p.03) many things can happen when the reader reads a 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 and different text and on different time and with a different purpose. Understanding the process of reading is presumably important to an understanding of the nature of reading. But, in general, it is known that the process is silent, private and internal.

#### **b) The product of reading**

Alderson (2000, p.03) claims that the earlier researcher concentrates on the product approach, this means that researchers would typically design, text of understanding of particular texts; administer the text to suitable information they research about the relationship between the results of the texts of 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 successful understanding depends on the strategies that the reader uses them during the reading of text which are:

- Reading the lines to get linguistic comprehension.
- Reading beyond the lines; is attempting to interpret what they are 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.

(Alderson, 2000, p.03)

### **4. Reading comprehension**

Reading comprehension means reading with understanding. Reading comprehension is defined by Vaughn and Bos (2003, p.312) as "the process of interacting with text to construct with meaning by combining the author's information with reader's background knowledge. Thus, it contains three important elements: the reader, the text and the purpose of reading". Many researchers agree on the principle that reading comprehension ability is practiced through an extensive essence of reading instruction.

According to Grabe and Stoller (2004, p.04) "Reading comprehension remarkably complex, involving many processing skills that are coordinated in very efficient combinations".

## **5. Types of reading**

The reading skill has become a priority in second or foreign language classrooms. Reading instructions; therefore, is an essential component that teachers of English need to be aware of in their lesson activities. This can be achieved by training learners with the way of how to deal with a given text, and explain to them the different steps required for effective reading. In order to make the task of reading easy teachers should provide them with the different types of reading:

### **5-1 Extensive reading**

Nuttall (1982, p.23) defines extensive reading as "reading for fluency". In addition, Hedge (2000, p.202) states that extensive reading brings about many conflicting definitions. Some use it to refer to "skimming and scanning activities", other associate it to the quantity of material.

Hafiz and Tudor (1989, p.05), assume that this type of reading being of a great pedagogical value, emphasizes the importance of the learners' experience to large quantities of meaningful and interesting L2 material. This would produce a beneficial effect on the learners' command of L2.

Carrel and Eisterhold (1983, p.567) argue that sustained silent reading (SSR) activity can be effective in helping learners become self-directed agents seeking meaning, provided a SSR programme is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to the content, level of difficulty and length".

### **5-2 Intensive reading**

In intensive reading (or reflective) reading, learners usually read a page to explore the meaning and to be acquainted with writing mechanisms. During this type of reading,

the learners gain text comprehension, then, they will be able to form a critical view; thus, they will be able to state their opinions about the content, the arguments, the language used, the message, the intention, and the form of the text.

Intensive reading focuses on details and analysis. For Nuttall (1982, p.23), it requires "the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text".

### **5-3 Critical reading**

Melbourn University website defines it as "Critical reading means applying critical thinking to a written text, by analyzing and evaluating what you read".

An important foundation for critically evaluating a text, is trying to understand the writer's ideas and arguments, you should then seek to identify the strengths and the limitations in the author's arguments and evidences also, to challenge any assumptions the writer might have made. Gillett et al (2009, p.62) claim that "the reader asks the following questions: Is there a clear distinction between fact and opinion? Is the text giving different points of view or simply giving one sided information? What evidence is used to support the arguments? What conclusions are drawn? Are they justified? Alternatives are considered?".

### **5-4 Close reading**

Beth Burke Website defines it "Close reading is a critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, meanings. It directs the reader's attention to the text itself".

Barry Brummett (2010, p.09) defines it "is a mindful, disciplined reading of an object with a view to deeper understanding of its meanings; often, that understanding is shared with others in the form of criticism or critical analysis".

## **5. Some reading strategies**

Oxford (1990), has suggested six reading strategies from learning strategies are as follows: predicting, skimming, scanning, interfering, guessing the meaning of unfamiliar words and self monitoring.

## **6-1 Predicting**

It is an essential technique that must be used by readers to achieve comprehension when reading. Smith (cited in May, 2010, p.16), is one of the most researchers who stressed the importance of predicting, and who claimed that is the core of reading comprehension.

Psychologists agree that prediction refers to the use of prior knowledge about the topic and combine it with the new material in the text, i.e. Readers use what they know before, and relate it with the new one. Greenall and Swan (cited in May, 2010, p.16) assumed that before reading any passage, readers sub-consciously ask themselves what they know about the text. Therefore, predicting is very effective technique to promote readers' activation of their prior knowledge, which plays a very important role in reading process.

## **6-2 Skimming**

Is the most useful technique, used by the readers to make a quick assessment. It is defined as "glancing through written materials quickly in order to get an overview of the content or, the intention of the writer or, how a material is organized, Grallet (cited in May, 2010, p.16). For instance, one does not want to read the newspaper; therefore, he/she makes a quick glance through the pages in order to get the main information.

## **6-3 Scanning**

Like skimming, scanning also requires a quick glance through a text. However, in this case the research is more focused. To scan is to read quickly in order to look for a specific information or idea. In most cases, readers know what they are looking for; therefore, they concentrate mainly on finding a particular idea or an answer that serves their needs. Scanning involves moving eyes quickly across the text, seeking a specific words and phrases, this mainly occurs in the words of (Grellet; 1996, p.19) when he said:"When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for; whether, it is a name, a date, or a less specific piece of information".

## 6-4 Inferring

Knowing how to make inference is very important in reading. Kristin et al (cited in May, 2010, p.18). They suggested that inferencing includes such sub-skills as:

- ✓ Pronoun reference (knowing what a pronoun in a sentence refers back to).
- ✓ Forming hypotheses about what is coming next in the text.
- ✓ Guessing the meaning of new words or phrases.
- ✓ Forming an impression about character motives and behaviors across multiple locations in a text.
- ✓ Knowing the relationship of words as they are used in a particular context.
- ✓ Understanding cause-effect relationships of events mentioned at different times in a text.
- ✓ Drawing upon background knowledge in order to fill in gaps within a text.

## Section two: Extensive reading

### 1. Definition of extensive reading

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principle goal being obtained pleasure from the text (Bamford, 2004).

The term of "Extensive Reading" was originally coined by Palmer (1917) and since different terms have been used to refer to extensive reading; such as: "*Supplementary Reading*", "*Book Flood*", "*Uninterrupted Sustained Silent Reading*", "*Substained Silent Reading*", "*Reading because you want to*", "*free Voluntary Reading*", "*free reading*".

Extensive reading is one of the two types: the first type, where language learners read for meaning that focuses on input. The second type is to read for fluency development. Extensive reading is also defined as "the reading of large amounts of material in the second language over time for pleasure or interest, and without the addition of productive tasks" (Hafiz & Tudor, 1989, p.04). This mean that students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they read, for example to take a book or newspaper and enjoy with no interruptions for questions as assessments; just read for pleasure.

Grabe and Stoller (2002, p.259), state that extensive reading is reading that involves long texts and that expose learners to "large quantities of material within their linguistic competence". Day and Bamford (1998, p.13), define ER as "an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence".

## **2. Extensive reading procedure in practice**

Although the literature is inconclusive or contradictory on many points, extensive reading practice is simple enough.

Richard and Rodgers (cited in Susser and Robb, 1990) define "procedure" as the "techniques, practices, and activities that operate in teaching and learning a language according to a particular method".

### **2-1 Techniques and Tactics**

According to Susser and Robb (1989), The teacher's role in the extensive reading procedure is to encourage and help the students with their reading during or after class time, by checking and commenting on writing summaries that students do of their reading). Oral or written summaries give students an opportunity to demonstrate that they are, in fact, doing their reading. They also allow the teacher to determine if students understand their books at an acceptable level. If not, the teacher's task is to guide them to more appropriate books.

Frequent, reviews of the students' summaries are important, particularly at the beginning of the course because many students have not trained on summary writing. This review can be done by the teacher circulating among the students while they are engaged in independent activities, or by periodic collection of notebooks for inspection at the instructor's leisure. Additionally, record sheets maintained by the students allow both teacher and students to keep track of reading progress.

### **2-2 Exercises and practice activities**

The students' main task is reading, but writing summaries are valuable not only to provide a means for teachers to check comprehension, but because the writing of

summaries improve comprehension. In addition, this practice helps students improve their writing ability. Another task that can be adapted for extensive reading is the *standard exercise* a set of open-ended questions that can be designed to suit most books available to students in a course.

Students also have some responsibility for determining the appropriateness and comprehensibility of the books they are reading. One means of doing this is checking dictionary use:

- Too much necessary use shows that the book is too difficult.
- Too much unnecessary use shows that the student's approach is not appropriate for global reading.

(Susser and Robb, 1990)

## **2-3 Resources**

The primary resources required are a collection of books and magazines and a place to house them. Without such resource, student must purchase their own books or use public libraries.

Susser and Robb (1990) emphasize that providing books is not sufficient, the emphasis in extensive reading is on quantity so some standard unit of amount is useful for students to measure their own progress, and for teachers to compare students and to assign grades. Teachers are advised to build varied collections that include graded materials, literature, and popular writing. In general, popular works rather than classics are recommended such as love, violence, adventure, and fantasy.

In extensive reading procedures, reading is an individualized: if a book is uninteresting or too difficult the student simply abandons it for another. In other words, readability or comprehensibility is an element of the lesson rather than precondition, and is determined by the techniques of this procedure (Susser and Robb, 1990).

### **3. The basic principles of extensive reading**

It will be useful to familiarize the reader with the basic principles of the extensive reading approach as they are presented in *Extensive Reading Activities for Teaching Language* by Julian and Richard R. Day (2004, p.02):

#### *3-1 The easiness of the reading material:*

Learners read material that contains few or unfamiliar items of vocabulary and grammar. (There should be no more than one or two unknown vocabulary items per page for beginners and no more than four or five for intermediate learners).

#### *3-2 The availability of the reading material:*

There should be a variety of materials available in the library for the students to choose what they really like. This contains magazines written for language learners at different ability levels, books, newspapers, articles, novels. The variety encourages a flexible approach towards reading as the learners are reading for different purposes (for information or pleasure).

#### *3-3 Learners choose what they want to read:*

Self-selection puts the students in a different role from that in a traditional classroom. This is what students really enjoy about extensive reading, they are also encouraged to stop reading anything that is not interesting or that find it too difficult.

#### *3-4 Learners read as much as possible:*

The language learning benefits of extensive reading come from the quantity of reading. For the benefits of extensive reading to take effect, a book a week is an appropriate goal. This is a realistic target as books written for beginning language learners are very short.

#### *3-5 Reading speed is usually faster rather than slower:*

Because of the fact that the material is easy understandable for students, their reading is fluent. Learners are encouraged to ignore or guess the meaning of a few unknown items they may encounter from the context.

#### *3-6 The purpose of reading is usually related to pleasure, information and general understanding:*

Extensive reading encourages reading for pleasure and information. The aim of reading is not hundred percent comprehension; to meet the purpose of reading sufficient understanding is satisfactory.

### *3-7 Reading is individual and silent:*

Learners read at their own space. Sometimes silent reading periods may reserve for class when students read their self-selected books in the classroom. However, most of the reading is homework. Students read out of the classroom, in their own times, when, and where they choose.

### *3-8 Reading is an own reward:*

The goal of reading is the reader's own experience and joy of reading. However, teachers may ask student's experience of reading rather than comprehension.

### *3-9 The task of orients and guides the students:*

Before starting an extensive reading programme, students have to be familiarized what it is, why they are doing, what benefits it will bring them. The teacher keeps track of what and how much students read, they are interested in what they read in order to guide them in getting successful reading.

### *3-10 The teacher is a role model of a reader:*

Teachers should be familiar with all the books students are reading in order to recommend reading to individual students and share their reading experience.

## **4. Extensive reading vs. Intensive reading**

Many studies have been conducted to distinguish extensive reading from intensive reading. For instance, Uden (2003) states that extensive reading imitates reading in the first language in the way that its key elements are purpose and pleasure. It is based on easy material that is chosen by the learner to build language fluency and. ER allows learners to process language faster and improves comprehension. While, intensive reading refers to the careful reading of the material with the goal of complete and detailed understanding. Moreover, it is associated with the teaching of reading in terms of its components skill, i.e. distinguishing the main idea of the text, reading for gist.

The following chart offers basic characteristics of each approach.

<b>Intensive reading</b>		<b>Extensive reading</b>
Analysis of the language	<b>Linguistic focus</b>	Fluency, skill forming
Usually difficult	<b>Difficulty</b>	Very easy
Title	<b>Amount</b>	A book a week
Teacher selects	<b>Selection</b>	Learner selects
All learners study the same material	<b>What material</b>	All learners read different things (something interesting to them)
In class	<b>Where</b>	Mostly at home
Checked by specific question	<b>Comprehension</b>	Checked by reports and summaries

Table 1 (Welsh qtd in Waring, Getting An Extensive Reading Programme)

## **5. Establishing an extensive reading programme**

Nuttall (1982, p.186), stated that "we want our students to be able to read better, fast and with full understanding. To do this they need to read more. And there seem to be two ways of getting them to read more: requiring them to do so and tempting them to.

When establishing an extensive reading programme teacher needs adequate planning and cooperation with his/her colleagues, students, and parents. It is not an easy task, but it is certainly worth the effort.

### **5-1 Teacher preparation**

Because of its complexity:

**a.** Teachers should familiarize themselves with the rationale of extensive reading and its organization

**b.** Teachers should borrow and read graded readers in order to know what they are like.

## **5-2 Curriculum**

It is better to think in terms of starting a reading club outside the reading time table with charges membership free or lending freely (Hill, 2007). It is possible to run of three-month extension reading program as a part of EFL classes. Once the programme is successful and the teacher wants to make it a part of the school's curriculum they have to create a detailed design of the programme that will be presented to the authorities. If a teacher is planning to establish an ER programme that will cover more years.

## **5-3 Funds**

Funding an ER library should be planned before starting an extensive reading program. There are a lot of possibilities how to finance an ER library (Nuttall, 1982, p.172):

- Teachers can ask the headmaster to allocate some money for the programme.
- A teacher can also appeal to local donors (individuals, firms, organization).
- A teacher can gain money from grants.
- A teacher can also contribute by giving books from his/her own library, or ask colleagues to lend books.
- A teacher can involve students and their parents, so that students will pay for borrowing books, or attending the extra reading class.

## **5-4 Organizing a library**

When deciding about the types of books, teachers are going to buy the most important factor is whether the books will be interesting for their students. It is therefore advisable to make a small research in the class about the students' preference. Teachers can also guide students in finding their own material for reading; it is also interesting to use student-written text as additions to the library

Conely (2007), does not recommend the use of short stories and non-fiction for extensive reading as the reading should be smooth and quick. Non-fiction requires a close attention that can result in "a stop and start style of reading" (cited in Kredátusová, n.d, p.16).

Furthermore, Conely (2007), states that a book of short stories is usually read at more setting what results in fewer pages read at once. He sees the main advantage of fiction is speeding the reader along as the plot develops. (As cited in Mária Kredátusová, n.d, p.16). Christine Nuttall (1982, p.171) suggests four basic criteria for choosing ER materials:

**a. Appealing**

The book must appeal the readers; the topics should be interesting and suitable for the students."The books should look like the books we buy from choice, i.e. they should not smell of the classroom" (Nuttall, 1982, p.171).

**b. Easy**

Reading material should be easy in order to be read extensively. The first book students read should find their comfort reading zone after they start reading.

**c. Short**

With lower intermediate students the books should be fairly short, so that the students do not feel intimidated by the length of the book and do not feel strained or get bored.

**d. Varied**

Students should be offered a variety of genres and topics to suit their needs.

**6. The importance of extensive reading**

Nation (1997, p.15) claims that Over the years, numerous studies have reported that extensive reading plays an important role on language learners in a variety of ways. These studies claim that prolific readers noticeably improve their reading proficiency, reading habits, reading fluency, and vocabulary retention, as well as writing and spelling. In addition, Day and Bumford (1998, p.33-38), claim that "students who engage in extensive reading increase their reading speed, comprehension, vocabulary knowledge, motivation and positive reading attitudes". Furthermore, Hill and Holden (1990, p.92) emphasized that students may make better progress in reading comprehension and vocabulary development

through extensive reading than in traditional instructional reading, if they are encouraged to read whatever they want in "self-selected reading".

Moreover, Bumford (2004, p.01) states that "students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening, speaking abilities and their vocabularies will get richer". He also raised the motivational aspects of extensive reading, seeing its importance in developing positive attitudes towards the foreign language and increasing the motivation to learn that language.

In addition, extensive reading is important within writing tasks, it gives learners tools to make reading more meaningful; and through writing to enhance their overall language skills.

## **7. Challenges of used extensive reading:**

According to MacLoed (n.d), a lot of teachers face many challenged problems when trying to integrate extensive reading within learning, those are some problems:

→ An Extensive Reading program may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from the administration.

→ Students need to have easy access to texts within their language proficiency level. An Extensive Reading program is easiest to establish when the students have a high level of second language proficiency. For intermediate levels, students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

→ It may be difficult to keep students challenged to read more difficult texts as the program continues. Some established programs use a "weighing scale" for students to record materials read, giving more "marks" for materials read at a higher level. Although this has proven to be a motivating or a competitive factor in some cases, in others it becomes counter-productive if students try to read texts that are more difficult than they can manage and consequently become discouraged.

→ Reading each student's journal and reports can be very time-consuming for teachers.

→ Students who come from a culture in which literacy is not valued may be unwilling to participate in pleasure reading or may not get support at home.

→ Some teachers prefer a skill based program and do not feel comfortable with Extensive Reading.

→ Some teachers are unaware of how to use Graded Readers and so, provide a limited range of activities for students, limiting their responses.

→ Some teachers feel that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a "richer context" for practice.

→ Some people feel that if graded readers are used, they can give a false impression of the level of reading that has been achieved. They feel that some students may try "ungraded" materials too soon and may revert to using a dictionary to translate.

→ Some people feel that students may place too much emphasis on the number of pages read instead of on the understanding achieved.

→ Students that have only been exposed to Intensive Reading programs may not believe that Extensive Reading is a "proper" way to learn.

→ Aeberscold (1997) reported that feedback from students in an Extensive Reading programme indicated that they liked the "choice" but not the "load".

## **8. Objectives of extensive reading**

Day and Bamford (1998, p.45-46) states that the main objectives of extensive are as follow:

- Extensive reading develops confidence and motivation in reading.
- It creates comfortable reading without stopping to look up to unknown words or difficult items.
- Increase speed and fluency in reading.
- It helps students to choose reading materials for their own interests and language ability.
- Extensive reading increase background and world knowledge.

➤ Respond to reading in various ways:

- Share information from books with others, e.g. summaries that they do it.
- Share personal reactions and opinion about books in informal situation.

## **9. The relationship between reading and writing**

Over the past years, reading was the main focus rather than writing. In Britain, for example, in the eighteen and the nineteen centuries Foggart (cited in Tribble, 1996, p.11) pointed out, "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology, writing on the other hand assume the giving instructions and the formation of views about society". These two skills are viewed as separated skills because reading is passive and writing is productively one; however, these two language skills are complementary and can be closely developed. As Johnson (2008, p.07) " believes that the relationship between these two skills is that reading helps learners become better writer, by making them in contact with the rules of grammar, consequently they develop the language structure, grammar and increase their vocabulary; hence, reading in the writing classroom is understood as the appropriate input for the acquisition of writing skill since it is believed that "reading passages will somehow function as primary model for which writing skill can be learned, or at least inferred" (Eisterhold, 1990).

Krashen (cited in Eisterhold, 1990) believes that the writing abilities development occurs through the comprehensible input with low effective filter, he also claims that writing competence comes from large amounts of self-motivated reading for interest, or for pleasure.

The proof that there is a connection between reading and writing is the result of associational study, which is made by Stotskey (1983, p.42) that comes out with the following ideas:

⇒ There are correlations between reading achievement and writing ability. Better writers tend to be better readers.

⇒ There are correlations between writing quality and reading experience. Better writers read more than poorer writers.

⇒ They have seen to be correlation between reading ability and measure of syntactic complexity in writing. Better readers tend to produce more syntactically nature writing than poorer readers.

## **Conclusions**

In this theoretical chapter, we have given an overview of extensive reading and it is divided into two sections. The first section, we attempted to define the reading skill relying on various scholars' views and the importance of this skill on the language learning. Then, we moved to the nature of reading, including the process and product of reading. Also, we tried to identify reading comprehension and types of reading. Moreover, we have mentioned the different strategies that learners follow when reading texts.

Secondly, in this part we tried to collect some definitions of extensive reading and we talked about its procedures. In addition, we tried to shed light on the basic principles of extensive reading. Then, we moved to establishing an extensive reading programme (teacher preparation, curriculum, funds, organizing library and how choose its material). Also, we talked about the importance of extensive reading. At last, we have shown the main objectives that extensive reading aims to achieve and the relationship between reading and writing.

## **Introduction**

The writing skill is one of the most complex tasks. Consequently, it needs more effort and practice to achieve the good level of competency. Hence, this chapter will provide a theoretical overview of the writing skill, series of definition, aspects of academic writing, the main approaches of writing, teaching writing methodology. Moreover, we will also mention academic writing within the classroom. Finally, we will finish with the main difficulties encountered by the learners when writing.

### **1. Definitions of writing**

Many scholars and researchers defined writing in different ways, Crystal (2006, p.257) for instance states that “writing is a way of communicating which uses the system of visual marks made on some kind of surface. It is one kind of graphic expression”. This definition proves that the writing skill is a chain of symbolic graphs combined together to form a comprehensible text that is a necessary tool of communication. Lado (1983) as well views that writing is a mean of communication. A good writer is the one who has the ability to employ structure and vocabulary items correctly in order to convince readers and states his/her ideas clearly and precisely to make a comprehensible written piece. He locates it as follow: "we mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matters of fact writing".

Writing is more than visual marks; it is a complex activity as suggested by Jozef (2001, p. 05) who states that "writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representation of knowledge, and of experience with subjects". Moreover, Byrne (1979) argues that writing is a complex skill that makes the writer gives his mental and physical efforts. He also add that in addition to this complexity, there are some problems that can face any writer, they are categorized into three parts. First, the *psychological problems*; they come as a result of the lack of interaction between the writer and the audience. Second, *linguistic problems*: which contain lack of certain device such as clearness and correctness of expression and ideas. Third, *the cognitive problems*: such as the organization of the content and coherence problems.

The writing skill has a strong link with other skills, especially speaking and reading. Writing, according to River and Temerly (1978, p.263) as different to speaking, is a regulated system of communication and an essential tool in the academic learning.

In addition, written topics can stay for a long time because they are permanent whereas the spoken language is temporary. The same with writing and reading, which provide a strong relationship: the extensive reading a good prior knowledge to students and helps them to widen their style, ideas, and accuracy. Thomas (1976) provides:" a significant relationship existed between writing achievement and the amount and variety of reading experience" (cited in Flippo and Coverly, 2000, p. 15).

Writing is a very important skill because by writing people express themselves clearly. Also, by writing they give a visible image to the future generations as argued by Croll (1990, p.01). He says:

Without doubt, the most important invention in human history is writing. It provides a relatively permanent record of information, opinion, beliefs, feelings, arguments, explanation theories. Writing allows us to share our communication not only with contemporaries, but also with future generation. It permits people from the near and for distant past to speak to us.

All those previous definitions are general one. However, there is an important one which is the academic writing definition, students in universities are obliged to write different assignment during their studies (e.g. essays, research papers, articles). All those are "ACADEMIC WRITING" that follows some principles such as style, structure, and content. They are written for a specific type of audience ( Mannens and Wilkinson, 2002).

## **2. The process of academic writing**

A successful academic writing is based on the way of writing or the methodology and this is what we call the writing process, this process requires different stages.

### **2-1 Pre-writing stage**

The pre-writing is the first step in the writing process, which requires generating of ideas through the listing, that is to say, the writers are going to choose a topic and write it at the top of the paper; then, they quickly will make a list of words or phrases linked to it. Moreover, Kalamdaza (2007) claims that the first step in the writing process is the pre-

writing which is based on generating ideas and states various strategies that could be useful for this step.

✓ **brainstorming:** the writers should start with a word or phrase letting their thoughts go whatever direction they will, without thinking, just jotting down the ideas that come to their minds.

✓ **mind mapping:** we have found it interesting to add mind mapping. Wikipedia define mind mapping as " a diagram or spidergram, it is a strategy for making notes on a topic in which students produce words or phrases at random related to the given topic". Students start with a topic at the center of the paper then they generate a web of ideas related to their topic, this strategy helps the students to organize information.

✓ **wh question:** it is also a useful way to develop the writers' ideas because for such a topic they may ask (what, where, when, how, why, and who), through these questions they will see the topic from different points of view.

✓ **free writing:** they write all what come to their minds without caring about the sentence structure. The aim of this technique is to free the writers' mind.

✓ **listing:** this technique is a useful tool in the pre-writing in which the writers put the topic at the top of the paper and then make a list of words and sentences that come to their minds.

## **2-2 Organizing (outlining) stage**

The second step in the writing process is organizing or outlining. For Savage and Mayer (2005) in this stage, writers are going to organize their ideas into an outline by deciding which one is important than the other; then, they make a list of ideas under each important element so that to plan their ideas.

**Strategy:** as Savage and Mayer (2005) claimed that in order to develop an outline writers have to look at models that are similar to the writing that they want to do. Moreover, they should learn ways to organize and sequence their ideas, and create a visual plan for their ideas.

## **2-3 Writing draft paper stage**

Writing draft paper is based upon the writers' previous outline. In this stage, they will write their rough draft as quickly as possible without stopping or checking their

spelling, grammar, and punctuation. Mayer (2005) asserted that through writing, writers can expand their outline into a draft.

**Strategies:** to do this step effectively, writers have to "evaluate their outline, take out ideas that do not support their arguments, add clarifications or examples, check their work to make sure that their writing is clear and accomplishes the goals of the assignment" (Savage and Mayer, 2005, p.160).

## **2-4 Drafting stage**

After finishing writing their ideas down, the writers check their mistakes of grammar, punctuation, and spelling. Savage and Mayer (2005, p.160) added that through following two main steps, the editing stage would be a successful one; first, is to make attention on the content and organization, then work on grammar, and punctuation.

**Strategies:** the best strategy for writers to do the editing stage is to separate themselves from the text that they have written, or in other words, to forget that they are the producer of the text, but its reader, so that to focus on clarity at the sentence level.

## **2-5 Writing the final draft and submitting the work**

The last stage in the writing process is writing the final draft, that is to say, learners are going to write their draft after the correction of all mistakes, so that it will be a finished academic paper.

**Strategies:** as a final step, writers should make sure that their paper has the correct format, and has all the features of an academic paper.

# **3. Characteristics of academic writing**

Academic writing requires some criteria that make the written pieces more effective within an academic setting. Stareky (2004) suggested some criteria as organization, clarity, coherence, and word choice. These are explained as it follows

## **3-1 Organization**

Organization is the structural framework for that writing organization is important for effective writing because it provides readers with a framework to help them to fulfill

their expectation for the text. The process of organization needs some steps. Starkey (2004, p.02) states: "by following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis".

The writer follows different techniques before the process of writing such as brainstorming and free writing. Chelsa (2006) support the idea of free writing and brainstorming to be two important tools for shaping learners' ideas before writing the final draft. These techniques are similar as they fetch many thoughts on the given topics; however, free writing needs to write sentences, phrases on paper. Whereas, brainstorming includes making a list of separated thoughts related to the topic

Shannon (2011) added that there are two types of techniques used to organize the written material formally and informally. On one hand, the informal techniques which include brainstorming, free writing and mind mapping are used in order to guide the organization of the paper. On the other hand, the formal techniques are the classic outline which contains the general idea and its details which are well developed and organized so that they can help the author.

### **3-2 Clarity**

Academic writing needs to be clear enough for the readers to help them get the ideas easily. Murray and Hughes (2008) explain how clarity is essential in writing essays and how it makes them readable. According to them, achieving clarity is to write clear, short sentences, relevant, and not ambiguous.

According to Starkey (2004, p.09-12) clarity in writing will be accomplished when the writer must:

- *Eliminate ambiguity*: avoid any word or phrase which could mislead readers and confuse them.
- *Use powerful, precise adjectives and adverbs*: for example tired can be replaced by exhausted.
- *Be concise*: this means that writers must go to the point without repetition of words or unnecessary phrases and sentences.

Melbourne University web site article “developing clarity and focus in academic writing”, provides six ways to keep writing clear for the audience. They are summarized as follows

- Begin your paragraphs with a topic sentence which summarizes the main point of the paragraph.
- Establish your central topic at the beginning of the sentence preferably as a subject.
- Move from old to new information.
- Keep your topics, or the beginning of your sentences brief and simple, then put the complex or detailed information at the end of the sentence.
- Place less important information at the beginning of a sentence and more important information at the end of the sentence.
- Clearly emphasis your more important points, and de-emphasis minor supporting points.

### **3-3 Coherence**

Coherence is an important aspect in academic writing, the good style means relating the tiny elements which are sentences and paragraphs into a connected chain that will strike the big number of readers, in a meaningful and accessible way. Harmer (2004, p.25) argues that readers can understand the writer’s purpose and his/ her line of thoughts only if the text is coherent. He adds "coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction". That means sequencing information and linking ideas in the writer piece directs only to coherent production.

Kane (2000) declares that coherence is an important characteristic of effective writing; he adds that coherence is a matter of relating ideas excellently in a way that makes readers understand texts easily.

### **3-4 Word choice**

The best way for the learners to accurately convey their ideas in writing is to choose the right words. Shannon (2011, p.18) notes:"authors should always aim for the most

precise language possible in writing. In academic and scholarly writing, that principle is even more important". The correct use of words ensures the understanding of the written work, and the best way to convey the ideas accurately. According to Shannon (2011), Starkey (2004), and Kane (2000), there are two aspects that learners should consider while choosing the words to be used: *denotation* and *connotation*.

- *Denotation*, is the basic or literal meaning of a word that we can find it in the dictionary.

- *Connotation*, for starkey (2004, p.21):"is a word implied meaning which involves emotions, cultural assumption, and suggestions". So, connotation has a relationship with the real meaning of words and what they imply.

Academic writing characteristics are considered to be important elements that students must know, those elements would enhance the learning process generally and improves the writing skill awareness more specifically.

#### **4. Approaches of writing**

Nemouchi (2008) states that in the early of 1960's writing was a neglected skill, it was argued that language is most important in its spoken form and less important in the written one; for this reason, writing was not given much attention. When writing was first included in teaching curricula, it was viewed as a simple reinforcement of what students learned to say.

He adds, after 1960's, writing gained importance and was considered central in the language learning context. Its understanding and use became largely valued in every discipline each of which requires a specific method of teaching. Consequently, a great number of approaches and methods of teaching have come out. Although, none of these approaches can be considered as ideal, they have all proved to be successful in one period or another.

##### **4-1 The product writing approach**

The product approach is the most traditional approach. It was wide spread in the mid of 1960's. Gabrielatos (2002, p.05) defines it as:"a traditional approach in which students encourage to mimic a model text, usually is presented and analyzed at an early stage". This approach is interested in mastering linguistic features; thus, it focus on the appropriate use

of vocabulary, syntax, and cohesive device that mentioned by Pincas (1991). Another description of the product approach has been proposed by Richards (2003). Who argues that since the focus on the study of model text in order to make students aware of the text features, the first stage in teaching writing using this approach is familization:

- Familization, learners are taught certain grammar and vocabulary usually through a text.
- Controlled writing, learners manipulate fixed patterns often from substitution tables.
- Guided writing, learners imitate model texts.
- Free writing, learners use the patterns they have developed to write an essay, letters and so forth.

(Richard, 2003, p.3-4)

Familiarization	Controlled writing	Guided writing	Free writing
Encourage the students to be acquainted with certain text features	Students practise the skill with increasing freedom until they are ready for the free writing.		Use the writing skill as a part of genuine activities such as writing a story or essay.

Table 02: The stages of the product approach.

## 4-2 The Genre approach

The genre approach can be regarded as an extension of product approach. Like the product approach, genre approach regards writing as predominantly linguistic but unlike product approach it emphasizes that writing varies with the social context in which it is produced. Genre approach is linked with some kinds of writing letters and articles, which they are linked with a different situation. Painter (1989, p.21) states: "Language is a functional resource in that the language system can be viewed as having that form it does because of what is called upon to do the needs of language learners have shaped the linguistic system itself".

The genre approach considered that language is functional because it appears in the social context; thus, it will be shaped according to that context as well as it cannot be understood outside it.

The positive sides of the genre approach are that it acknowledges that writing takes place in social situations and is a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis, it is important for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects. Moreover, because the genre approach reflects a cultural ideology, the study of genres additionally opens for students an awareness of the assumption of groups who use specific ends (Nemouchi, 2008).

### **4-3 The process approach**

The process approach has emerged as a reaction to the product approach, it tends to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion and re-writing. The process approach model comprises of eight stages:

- Stage one: brainstorming it includes generating ideas.
- Stage two: planning, classifying ideas.
- Stage three: mind mapping; it is about organizing ideas into spider grams and making relationship between them.
- Stage four: drafting; the students start write all what come to their minds of ideas in the first draft.
- Stage five: peer feedback; drafts are exchanged between students to develop their awareness of writing.
- Stage six: Editing; drafts are returned to be corrected.
- Stage seven: Final draft; students write their final draft.
- Stage eight: Evaluation and teacher's feedback; teachers provide feedback on that final draft and make an evaluation on it (Steele, 2004, p.79).

This following diagram shows the interrelationship in the stages of the process approach

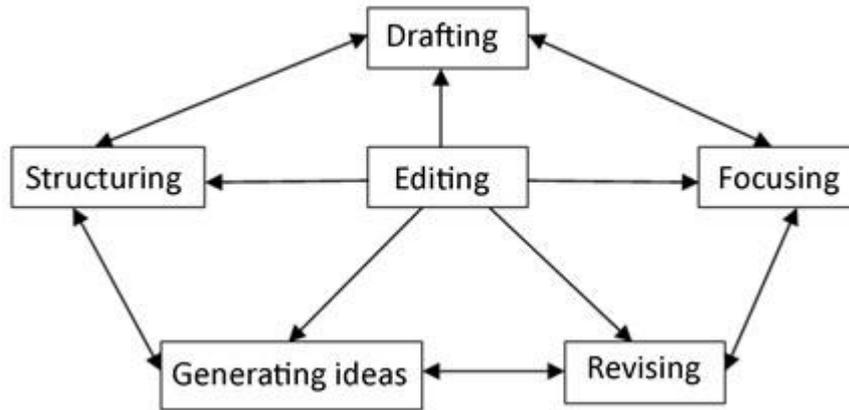


Figure 1: A model of writing (White and Arndt's, 1991, p.43) diagram

White and Arndt's (1991) diagram presents a framework which explains the nature of writing, as no linear.

#### 4-4 The creative writing approach

The British Council website defines the creative approach as "is an approach that presents creativity as one of our innate skills; this approach focus on the idea that we all can enjoy the potential to be creative under certain conditions".

The main principle of this approach is to show the pure creativity of learners through writing, which represent their own views and experiences as well as the self awareness. To promote the (product pride) we need to provide appropriate reader audience apart from teachers, we can use friends, parents, magazines, and so forth. Hindley (2008) explains that for well-organized written piece, the students are given a chance to gather ideas for their ideas. These include the regular use of visual arts, drama, music, role plays, and visualization. The creative approach provides for students the opportunity to make their ideas more developed, refined and shared.

#### 4-5 The cooperative approach

Writing cooperatively can be greatly motivating for students because it involves not only writing, but research, discussion, peer evaluation, and group pride in a group accomplishment.

According to Boughey (2007, cited in Harmer, 2001, p.260), group writing permits the teacher to provide more detailed and constructive feedback because the teacher deals with a small number of groups rather than many individual students. Writing cooperatively can be a great beneficial for raising the students' motivation; it involves not only writing but research, discussion, and peer evaluation. In addition to this, it is worthy to notice that individual students also find themselves saying or writing things they might not have come up individually, and the group research is broader than an individual's one. Indeed, Brooks and Grundy (2001, p.12) claim that:

We often suggest that students should work in pairs or groups, there are two reasons for this. The first, is to raise the students' awareness of the writing process by planning their work in the particular way that writing collaboratively involved. The second, is to make writing a less lonely or secretive activity than it sometimes appears to be.

## **5. Methods of scoring students' composition**

Heaton (1975) emphasizes that writing is not only a complex task that used to be taught, but it is also more difficult to be evaluated and scored. Moreover, it is almost impossible to get a valid a reliable mark when scoring students' essays because this skill does not lend itself to objective testing. Nevertheless, there are different methods that are used by teachers to increase the percentage of reliability in this skill. The three main important methods are the following:

### **5-1 The analytic method**

The analytic method considers writing made of various features such as grammar, concepts, vocabulary, creativity, and structures, each of which is to be scored separately by the teacher who uses scoring procedures to score his students' essays.

According to Heaton (1975, p.136) teachers who use this method view writing as a demonstration of many isolated skills that they scored separately and added together will come up with an appropriate assessment of the essay. The division of the aspects (features to be scored) and the weighting given to each aspect will be changed according to the teacher, the students' level and the course objectives.

Heaton (1975, p.136) expresses the analytic method: "This method depends on a marking scheme which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various features of a composition for scoring purposes".

This method is time consuming, it is a useful method of scoring in that it allows students to see areas of weaknesses in their written production. It also helps teachers keep in mind all the features as they score, so that no language aspect will be ignored.

## **5-2 The impression method**

In this method the teacher gives the marks according to his/her impression about the composition as a whole. According to Heaton (1975, p.135) in this method usually three or four marks score each paper because it is impossible for a composition to appeal to one reader and does not for another. The marks given using this method are impossible to obtain any high degree of reliability since it is based on subjective judgment.

## **5-3 The error-count method**

The error-count method or the mechanic accuracy method is another way of scoring students' compositions. Using this method, the teacher based his scoring or evaluating on the number of mistakes made on each paper, he/she counts the mistakes and deduces marks from a given mark. "The procedure consists of counting the errors made by each taste and deducing a number from a given total; for example, a student may lose up to ten marks for grammatical error, five and a half marks for misuse of words, five for misspelling , and so forth" (Heaton, 1975, p.137).

This method tends to forget the real aim of writing which is communication. Such emphasis on mistakes make students afraid of mistakes because they find it very difficult to get beyond the first sentence and they tend to stop after each sentence to check it and check it from mistakes of different kinds. Raimes (1984, p.83) claims: "they worry about accuracy; they stop after each sentence and go back and check it for inflection, word order, spelling and punctuation, breathe a sight of relief and go on to attack looming giants of the next sentence".

## **6. Academic writing within the classroom**

At university classes, teachers and learners play a crucial role in the process of teaching and learning writing skill; they are so important because the former role is to transmit knowledge via different ways and the later is an active participant in that learners, receive, interpret, analyze, and proceed so as to produce a successful piece of writing.

### **6-1 The teacher role**

Students need to be involved in the process of writing skill, they should interfere with the written tasks to value the learning experience. First of all, by encouraging students' participation as well as refining and expanding the writing skill which requires a particular pragmatic approach. So, teachers or instructors should be clear about the skill intended to improve, next they should determine the appropriate that tailor and facilitate the target area. Generally, teachers' role become significant to guide their students' work, then practice in the aspects of language and form, different texts and explanations, and provide them with opportunities, then give feedback, and freedom. Indeed, teachers are responsible for students' product in writing essay, reports, or whatever piece of writing. (Flower, Aaron, Okoomain, 2007)

### **6-2 The student role**

Flower, Aaron, Okoomai (2007) state that in the process of learning the writing skill, students need to be confident. Specifically, they need to be independent; although, often they avoid writing or take it with less proficiency than the other skills; speaking, reading, and listening, the reason is that the learner is face to face with a white paper, or the screen, sometimes they feel that they do not have the necessary knowledge, and experience that language learning require, beside the view in the classroom that writing must be correct reinforced the student's intention to write effectively.

### **6-3 The role of reading material**

Palmer (1993) argues that reading skill is the backbone of writing. It is regarded as the accomplishment of writing, he states that student who learns English as an L2 cannot write an essay perfectly, but reading others works will help students to have a good

background. Furthermore, make an alert to matters of style, structures and so on. Typically, the reading task helps learners not to make mistakes, reading helps students to familiarize with the topic and develop ideas."In the classroom reading with a goal in mind can help students focus their writing process" (Flower, Aaron, Okoomain, 2007, p.182).

## **7. Rationale behind writing**

In everyday life, the amount of writing we do is manual, i.e., in our daily routine we may write down a telephone message, a shopping list, and an invitation. Accordingly, Harmer (2007, p.04) states that "because writing is used for a wide variety of purposes, it is produced in many different forms. The shopping list and telephone message are a type of writing that many people do, as a matter of course". Furthermore, our writing is usually addressed to family members, colleagues and friends.

Nevertheless, in term of frequency, Mc Donough and Shaw (1993, p.15) argued that most people talk and listen far more than they actually write: Thus, it is evident that if people have few real world's reasons to write, they have even less to do so in second or foreign language. This seems to show that writing is most of time done for educational purposes and it may be the case. But, they do not provide clear evidence that most of the society do not have to write, and even if when people want to write, they usually write for social purposes. But, what about students who write for academic purpose such as reports, essays, summaries, and so on.

Hedge (2000, p.300) states that "these purposes are to enhance learning and to consolidate structures and vocabulary". Raimes (1994, p.14) has the same point of view as Hedge's (2000), but also draws attention to other important reasons: First, learners can go beyond what they have learned by taking risks the language; they can use structures or words they have not seen yet no matter if these are right or wrong. Second, writing may give learners a sense of involvement with the new language because as they express their ideas, they also use their eyes, hands, and brain which is relevant for learning. Third, as learners think what to write about and how to express their ideas, they find out new ways to write and express them; they also discover the need to get the right words and sentences. This lets us see that writing is a cognitive activity because of the close relationship between thinking and writing. This means that one of the educational purposes is to enable learners to express, order, and communicate their ideas effectively.

Nonetheless, Hedge (2005, p.95) argues that "successful writing goes beyond producing ideas and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way". White and Arndt (1991) go on to claim that the teacher's aim is to make writing a creative and stimulating process so that students do not frustrated by the complexity of writing and the other skills.

## **8. Major difficulties in writing skill**

### **8-1 Grammar difficulties**

In order to write comprehensively, the learner should have good knowledge of the parts of speech, the structures of the language and its linguistic devices. Brooks and Penn (1970, p.20) state :"[...] for one thing in writing, we must understand the structure of the language, what the parts of speech do, how the words related to one another, what the individual words mean, the rules of grammar and punctuation". Moreover, grammar is not an easy task in writing; learners find it too difficult due to the way teachers has been introducing it to them in schools. Seely (1998, p.159-160) states problems in grammar that may affect the students' writing as follow.

**The sentence:** Seely (1998, p.161) provides the main element of sentence that make it correct, accurately are the main difficulties in sentence which impede the learners' good writing are mentioned as follow:

**The verb:** a word of a group of words that express an action of a state of being. The problem if sentence does not include a finite verb, also if the verb lack subject.

**The object:** is a noun, noun phrase or pronoun that refers to a person or thing that is affected by the action of the verb, or that the action is done to or for. The common problem is when some pronouns change according to whether the word is the subject of the object of the sentence.

**Adverbials:** the problem that may face the student is where to place the adverbials.

**Coordinating conjunction:** students usually find difficulty with conjunctions. If they do not use it with two clauses or two phrases it can be a problem.

**Word order:** the way in which words are arranged in a sentence can be a challenging task for students and it may change the meaning of the sentence and result a mess.

## 8-2 Vocabulary

The use of appropriate vocabulary is classified as one of the main difficult tasks in the writing skill. Seely (1998, p.185-186) lists major elements in vocabulary problems.

**Active vocabulary:** is about the words that learners use in their writing.

**Passive vocabulary:** are the words that the learners understand, but not necessarily use them in their writing

**Vocabulary that we never dealt with.**

**Vocabulary that is seen to be passive.**

**Vocabulary words, we have seen before, but their meaning is not clear.**

## 8-3 Spelling

Spelling is considered as one of the major difficulties for learners. This complexity is due to that there is more than one way to spell a sound, or more than one way to pronounce a letter. This problem is emerged from the existence of words which spelt in the same way but differ in the sound and meanings such as *to lead* (to guide or to show), *to lead* (metal) for example:

- Susan will *lead* you to your car
- Luke collects *lead* soldiers

Another source of confusion is *homographs*, words that have different spelling and different meaning such as *to*, *two*, *too* for example:

- I go *to* France.
- We have *two* houses.
- John was *too* late.

## 8-4 Punctuation

According to Seely (1998), punctuation plays a crucial role in reading as well as in writing. Using punctuation marks in itself is a challenging task for the learners because they are changing over time, also the way of using them it differ from person to another.

**Comma:** Seely (1998, p.229) states that "the person who has learned how to use commas has learned how to write". Comma is used to separate the items in a list or to show where there is a slight pause in a sentence.

**Apostrophe:** it is used for two purposes which are:

- to show possession.
- to show that one or more letters have been abandoned, this happens with constructions.

## **8-5 First language interference**

Weigle (2002, p.37) states that "in order to write good English, I know that I had to be myself actually meant not to my Chinese self. It meant that I had to create an English self and be that self". The interference of the native language is one of the most difficulties that can hamper students' writing, it may happen because of the learners' needs to the foreign language information. Moreover, learners may use their linguistic elements, phonological, grammatical, lexical, and orthographical rules of their first language; this can be a problem in itself.

## **8-6 Organization**

The majority of EFL learners face a difficulty to produce an organized academic piece of writing; hence, organization is an important element that the writer must take into consideration. The written piece should be presented to readers in a structured format; the main advantage of organization it guides the reader and facilitate the task of reading. Starkey (2004, p.02) claims "you will guide your reader from your first to last sentence. He/she will be able to see how the various points you make in your work together and how they support your thesis". He also argues that EFL writers find a great challenge when they start writing because they just start in a blank sheet of paper and write whatever going in mind, "it is important to recognize that in order to do it well, you must commit yourself to a process" (2004, p.01).

Moreover, writing does not happen in one setting according to the process that learners should follow. This can help the learners to jot down their ideas into a logical combination to create a paragraph or an essay because writing needs cognitive efforts before starting to write. Johanna (2005) argues that the majority of the learners find a difficulty when organizing their ideas. This weakness can be seen within sentences and paragraphs. She related the poor organization or illogical sequence of ordering the points to the poor teaching in schools "the problems could be reduced by effective teaching, the

creation of a wider reading and writing habit, and involvement in discussions and debates" (2005, p.21).

## **8-7 Clarity problems**

Some EFL learners produce ambiguous written assignments, so the reader cannot understand the writers' message and what they intend to convey. Insufficient clarity is usually a matter of using a word or expression which its meaning is not precise or not clearly defined. Starkey (2004) claims that the writers' goal is to convey information, that goal will not be realized if the readers do not understand the first few sentences or paragraphs and they will stop reading because they find it ambiguous and they do not understand the intended meaning. Even if they finish reading they fail to grasp the message." Learning how to be a clear and accurate writer will help make your essay readable and will guarantee that those who read it understand exactly what you mean to say" (2004, p.11).

According to Carrol (1990) lack of clarity is one of the most common flaw that learners face when they write. He added "insufficient clarity may be due to vagueness, ambiguity, or obscurity"(1990, p.11). Vagueness is the matter of using a word or expression that has not precise definite meaning. Ambiguity is using a word or expression in such a way that it can be understood in more than one way. Obscurity is the use of an incorrect word or complex sentence structure. In other words, he stated "that is why it is imperative that you only impress your reader(s) with your unique take on a topic, but also say exactly what you mean as clearly and, in many cases, as concisely you can" (1990, p.12).

Students have to avoid ambiguous language by eliminating words or phrases that have more than one meaning; and correcting word order that conveys meaning different from the one intended. Also, they should be concise by eliminating unnecessary words or phrases, the main objective being to solve their writing problems and; eventually, to write in a clear way.

## **Conclusion**

In this part, we have tried to give a general overview of the writing skill, its definition. Also, we have mentioned the process of academic writing with its stages and

strategies. Moreover, we tried to shed light on the most important characteristics of academic writing and we have provided the different approaches and perspectives to teach the writing skill. Furthermore, the methods that are used by teachers in order to score the students' composition. In addition, the crucial role of the teacher and the student in the writing process, and throughout the reading material the students may attain a good amount of information that may affect and improve their writing. We have also mentioned rationale and purposes behind writing, and the major difficulties that face the students during the writing process.

In brief, writing is not an easy skill which requires both teachers and learners to have some necessary knowledge and information that would reinforce and make the teaching and learning of writing skill easier as well as prepare students to become good writers.

## **Introduction**

The this chapter is devoted to the analysis of the questionnaires which were submitted for both teachers and students for the sake of obtaining data which serve our research to know the hindrance that face the students and effect their writing product and to determine the relationship between reading and writing.

The aim of the questionnaire which is administrated to the students is to make them express their ideas and opinion about the problems that face them during the writing process, and their techniques that they use to improve their writing proficiency. However, the questionnaire which is administrated for teachers is to determine the place of extensive reading in developing written pieces, and the degree of importance it is given by them through how they apply free reading in the teaching programme to attain students' proficiency.

The main purpose of this chapter is to investigate the research hypothesis and to find solutions to students' writing problems. Therefore, to improve their writing through extensive reading.

# **The students' Questionnaire**

## **Introduction**

This questionnaire aims to give the students a chance to express their attitudes and opinion towards the research topic. Therefore, the questionnaire was designed to know to what extent EFL learners are aware of the role of extensive reading in improving their writing proficiency. To check the validity of the hypothesis the students' questionnaire will be analyzed.

### **1. Aim of the questionnaire**

This questionnaire is mainly designed to diagnose the students' points of views towards the importance of extensive reading on enhancing EFL learners writing skill.

### **2. Administration of the questionnaire**

The questionnaire was administrated to fifty students of third year LMD students chosen randomly from the English department branch of Mohamed Kheider University. The questionnaire was answered in the same day that is given to them, and the number of students constitutes the sample of this research. The administrated questionnaire discusses an issue that is shared by almost all students, the majority of them face the same difficulties in writing skill for that they attempt to improve it through the reading skill in the general and through extensive reading in particular.

### **3. Description of the questionnaire**

The students' questionnaire is composed of three main sections, made up of 21 items divided as follows:

#### **3-1 Section one: General information**

This section contains three questions, it is concerned with general information of the learners such as gender, their level in English, and in which skill they are interested. This

section aims to gather general information about our sample which paves the way for us to make an accurate analysis.

### **3-2 Section two: Reading skill**

This section consisted of seven questions (4-11), it is devoted to collect data about the reading skill and the effects of reading skill on their writing proficiency. The first question (Q 4) tends to know the students' attitude towards reading. Questions 5-6, aim to determine the frequency of reading and when students prefer to read. While, question 7 asks students what the kind of material they prefer to read. Question 8, seeks to know what students are expected to get from reading in their free time. Moreover, question 9 tends to determine whether the students choose their reading material by themselves or it is imposed by the teacher. Also, we attempt to know the students opinion about the use of effective reading strategies in improving their writing skill by asking the question 10. The last question (11), asked students about their opinion concerning the effects of reading material on the development of the writing level.

### **3-3 Section three: The writing skill**

This section deals with the issue of writing skill and it consist of 10 questions (12-21). Question number 12 tends to know the importance of writing as a language skill. Question number 13 and 14 are designed to show how students consider their level in writing and whether they are satisfied with it. Question 15 seeks to know if students are motivated to write academically or not. Question 16 and 17, attempt to show the students' attitude towards what good writing requires, and what is their primary focus when they are writing. While question number 18 and 19, are about the contribution of reading in writing, and the way that it can improve their writing. Question 20 is about the major difficulties that hinder the students' writing. The last question (21), is designed to show whether the students think of the purpose of what they are writing about.

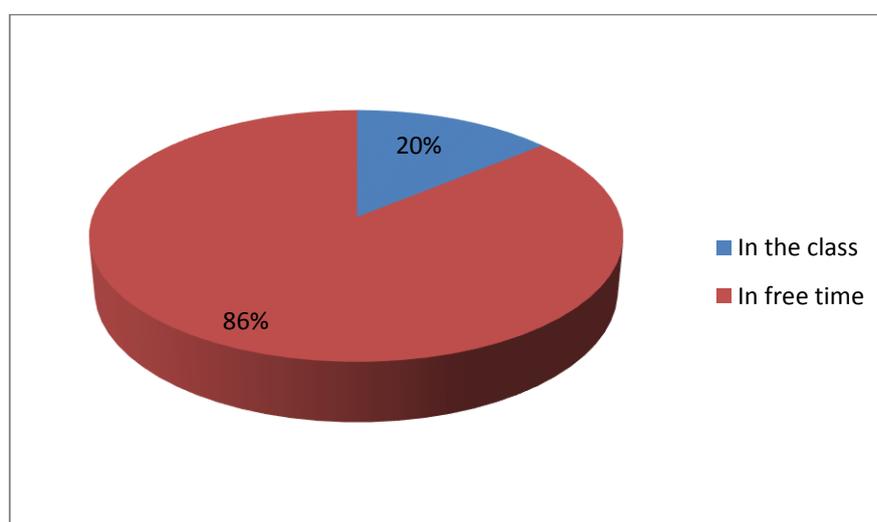
#### 4. The analysis of students' questionnaire

##### Section one: General information

##### Q -1. Gender

Gender	Number	Percentage
Male	10	20%
Female	40	80%

**Table 03 : Students' gender**



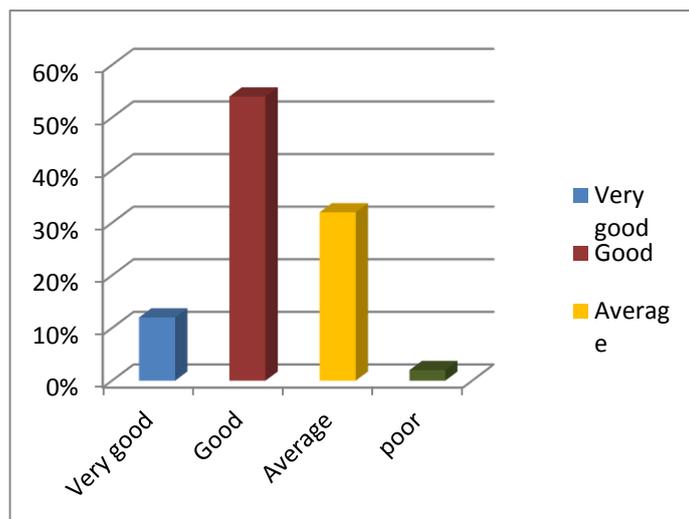
**Figure 02 : students' gender**

Table 02 revealed that 40 out of 50 participants were females this is about 80% which consolidates the females are more interested towards studying foreign languages and English in particular; for that, female are dominate on language teaching. Males in general tend to prefer scientific and technical branches. Therefore, we found only 10 males out of 50 with a percentage of 20% prefer to study foreign languages.

### Q-2. How do you consider your level in English?

Options	Number	Percentage
1. Very good	06	12%
2. Good	27	54%
3. Average	16	32%
4. Poor	01	02%

**Table 04: Proficiency level in English.**



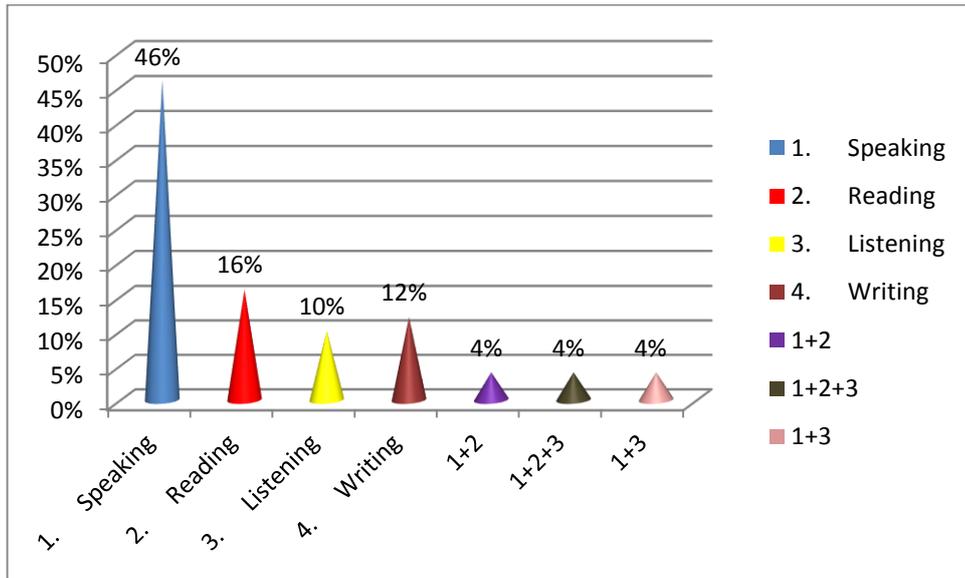
**Figure 03: Proficiency level in English**

Students are expected to evaluate their English level from very good to poor. The table demonstrates that 12% of them perceive themselves as very good students; while, 54% who have admitted that their level is good. Thirty two percent declare that their level is average. The rest of answers were about 2% state that their level is poor. This means that the learners' level is good in English Language in general. It is a direct announcement that they may have constraints which prevent them to get a very good level.

### Q-3. In which skill are you most interested?

Option	Number	Percentage
1. Speaking	23	46%
2. Reading	08	16%
3. Listening	05	10%
4. Writing	06	12%
1+2	02	04%
1+2+3	02	04%
1+3	02	04%

**Table 05: The skill that students interested in**



**Figure 04: The skill that the students are interested in.**

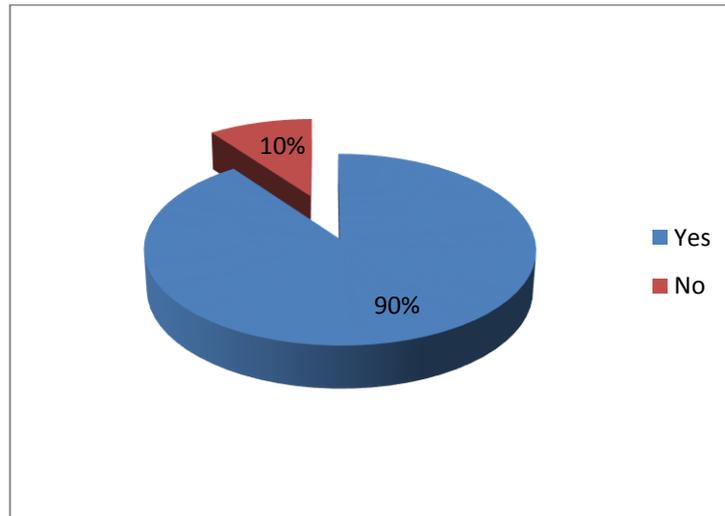
The table above exposes that 45% of students are interested in the speaking skill for communication. While, 20% answered that it was writing. As for reading, it was about 16%, and only 10% learners state that their favorite skill is listening to grasp the correct pronunciation of words. Four percent go for both speaking and reading. Also, 4% correspond that they are interested in speaking, reading, and listening; at last, 4% of students prefer speaking and listening. From the analysis of this question the majority of students prefer the speaking skill since they use it to communicate, but they are not aware that these skills work on parallel they develop each other.

## Section two: Reading skill

### Q-4. Do you like reading?

Options	Number	Percentage
1. Yes	45	90%
2. No	05	10%

**Table 06: Students' attitude towards reading**



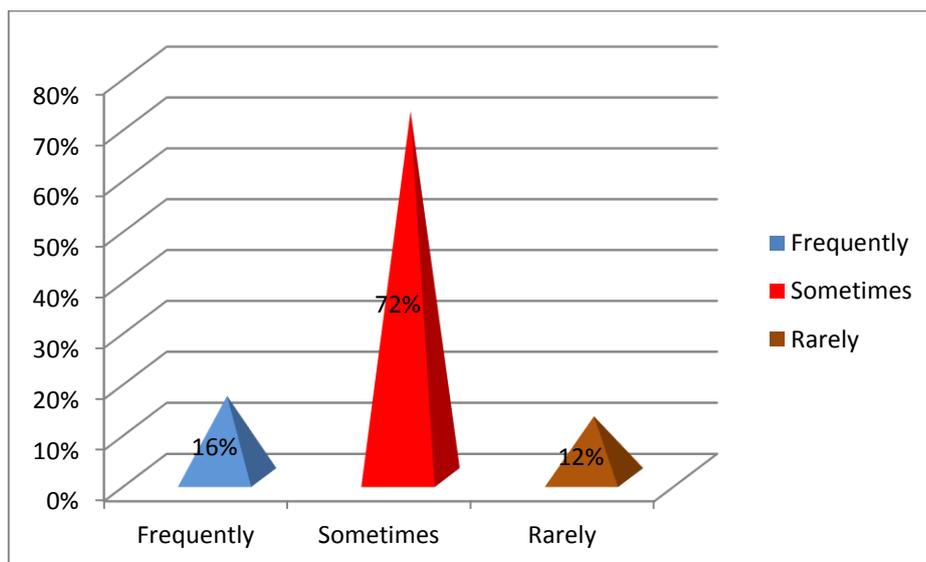
**Figure 05: students' attitude towards reading**

This question aims to shed light on students' attitude towards the reading skill. Ninety percent indicate that they like reading, and only 10% of the students state that they don't like reading. This means that the majority of students are aware of the importance of reading, because it provides them with some language aspects and enriches their cultural background.

**Q-5. How often do you read?**

Options	Number	Per cent age
1. Frequently	08	16%
2. Sometimes	36	72%
3. Rarely	06	12%

**Table 07: Frequency of reading**



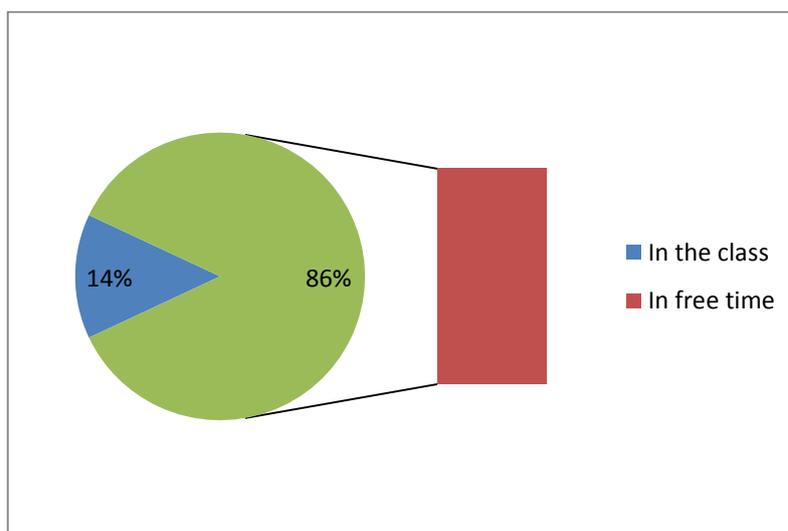
**Figure 06: Frequency of reading**

This table illustrates that the majority of students (72%) sometimes read in English. This demonstrates the lack of reading habits among EFL learners.

**Q-6. Do you read?**

Options	Number	Percentage
1. only in the class	07	14%
2. in free time	43	86%

**Table 08: When students prefer to read.**



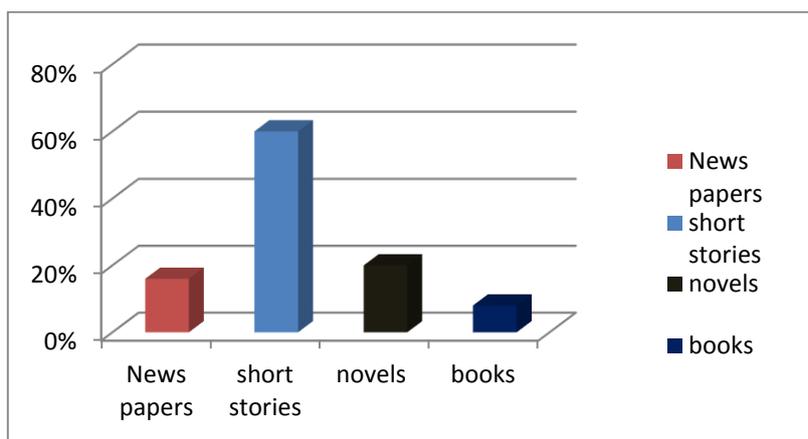
**Figure 07: When students prefer to read.**

Table 08 reveals that the majority of students (86%) prefer to read in their free time. However, 14% of students like to read in the classroom with the teacher instructions. This shows that students are motivated to read and they try to enrich their background and improve their language skills.

**Q-7. What do you often read?**

Options	Number	Percentage
1. News papers	08	16%
2. Short stories	30	60%
3. Novels	10	20%
4. Books	02	04%

**Table 09: Materials that students often read.**



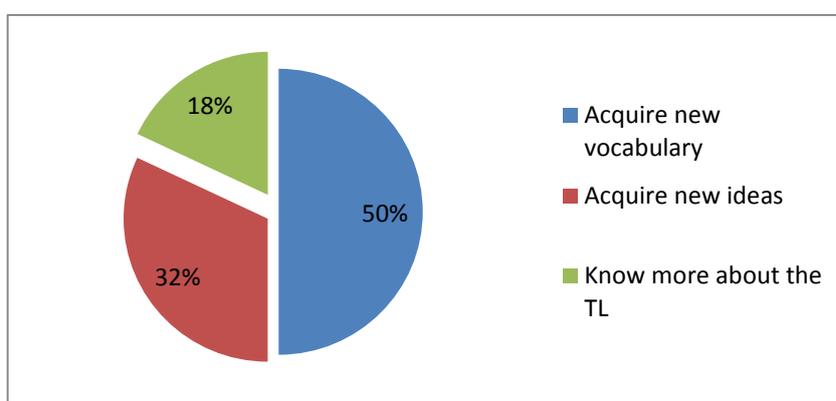
**Figure 08: Materials that students often read.**

From the table nine, we notice that 8% of the students like to read news papers, and more than the half (60%) are interested in reading short stories. We have also noticed that 20% of them like to read novels, and only 4% read books. This means that the majority of the students find the reading of short stories more interesting and pleasurable for them more than news papers, novels, and books.

**Q-8. When you read a text , what do you expect to get from it?**

Options	Number	Percentage
Acquire new vocabulary	25	50%
Acquire new ideas	16	32%
Know more about the TL	09	18%

**Table 10: The purpose of reading outside the classroom.**



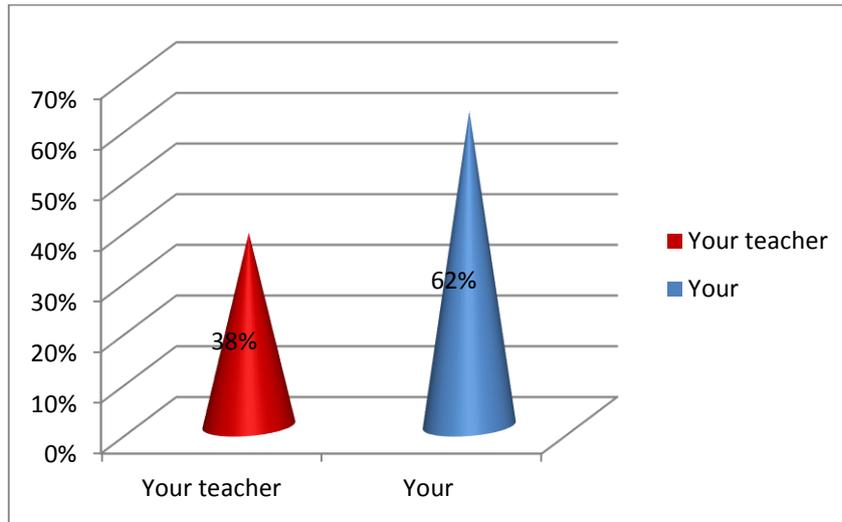
**Figure 09: The purpose of reading outside the classroom.**

From the analysis of this question, we have noticed that students read for different purposes and different needs. Fifty percent said that the purpose of reading is to enrich the vocabulary knowledge, and 32% state that they read for the sake of obtaining new ideas to explore it during the writing process and to enrich their general knowledge. While, 18% of the students claim that they read to know more about the target language and to facilitate the process of learning. From this question, we find that most of students have a problem with vocabulary and its appropriate use so they use reading as a tool to improve it.

**Q-9. The choice of materials you read is decided by :**

Options	Number	percentage
Your teacher	19	38%
You	31	62%

**Table 11: The choice of the reading material.**



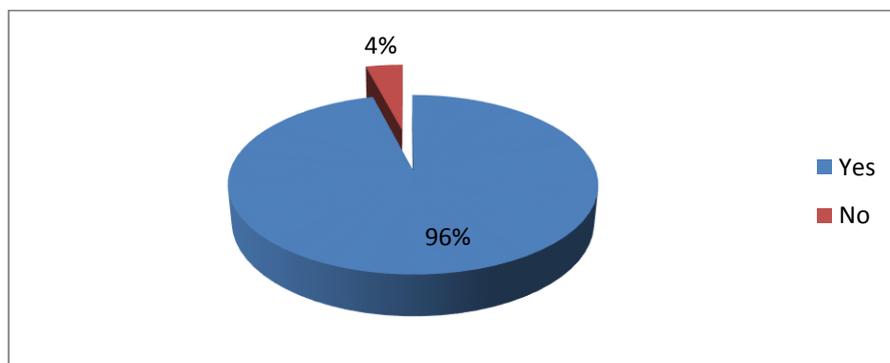
**Figure 10: The choice of the reading material.**

The table shows that 38% of the students read only what the teacher selects for them for the reading task so that the teacher plays an important role in the reading engagement. Whereas, 62% of them indicate that they choose the reading material by their own according to their interest and in what they are motivated to read in deep to get general understanding.

**Q-10. Do you think that the use of effective reading strategies improves your writing skill?**

Options	Number	Percentage
Yes	49	98%
No	01	02%

**Table 12: Improving the writing skill through the use of effective reading strategies.**



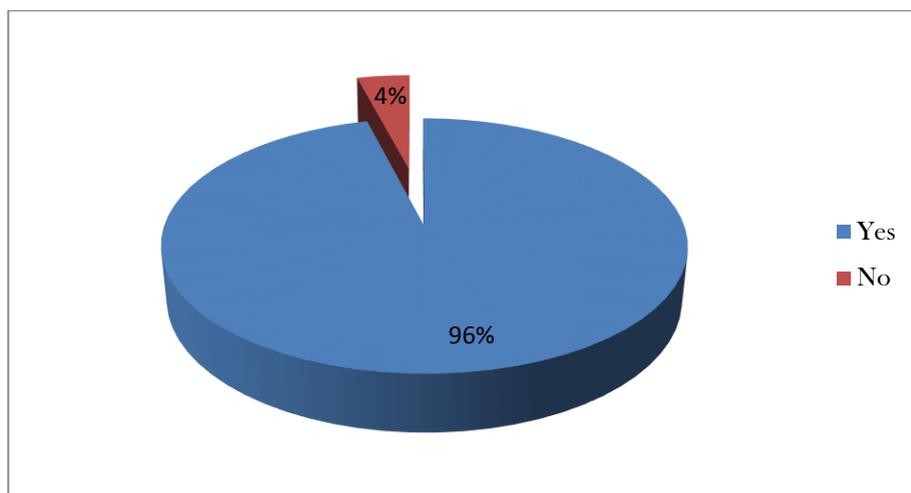
**Figure 11: Improving the writing skill through the use of effective reading strategies.**

The majority of the participants about 96% think that the use of reading strategies improve their writing and stimulate their thinking to create new ideas. Also, they believe that the use of reading techniques help them to organize their thoughts and pay attention on vocabulary and content. In contrast, 4% think that reading strategies have no benefits on the writing skill because they think that writing skill is an isolated skill it depend only on their background.

**Q-11. Do you think that the material you read can develop your writing proficiency?**

Option	Number	Percentage
1. Yes	49	98%
2. No	01	02%

**Table 13: The contribution of the reading material in improving the writing skill.**



**Figure 12. The contribution of reading material in improving the writing skill.**

From this figure it is clear that a great deal of students (98%) agree that the reading material enhance the writing skill and on all its aspects.

**-Explain how?**

This question aims to show how reading improves writing.

They state that the reading material develops the writing skill through:

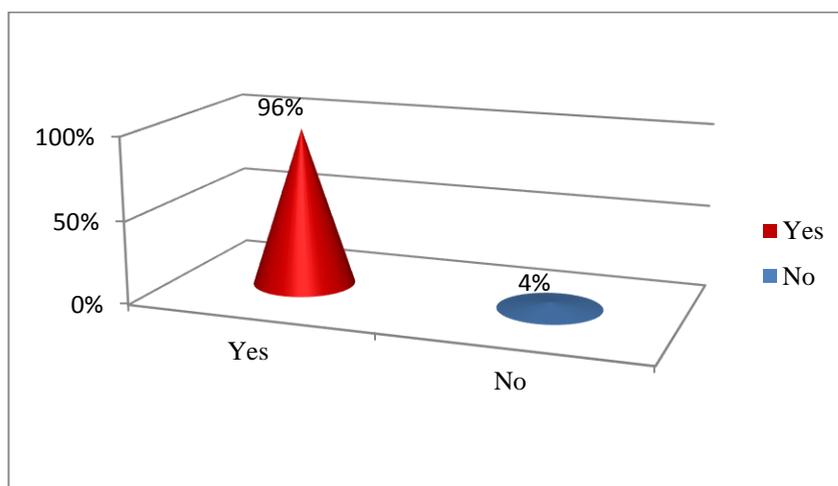
- enrich vocabulary and new items to use them in their written pieces.
- provides them with tools and techniques to organize their writing product.
- acquire new ideas and arguments to develop their topics.
- improves their grammar and sentence structures.

## Section two: The writing skill

### Q-12. Do you believe that writing is important as a language skill?

Options	Number	Percentage
Yes	48	96%
No	02	04%

**Table 14: The importance of the writing skill as a language skill.**



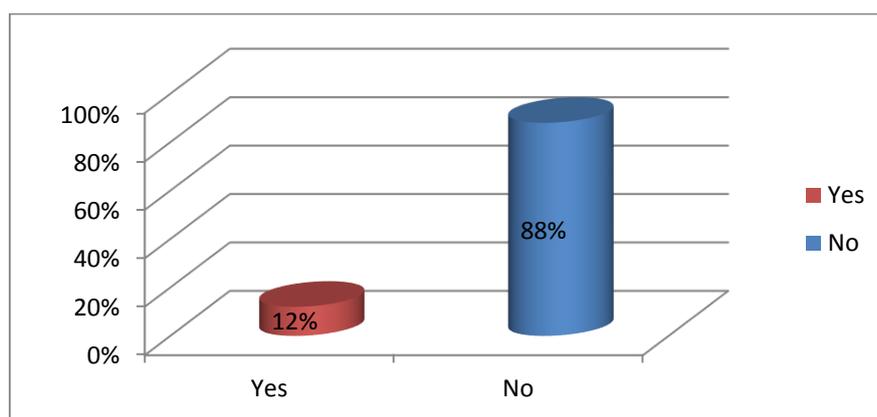
**Figure 13: The importance of writing skill as a language skill**

From the table, most of the students (96%) believe in the importance of the writing as a language skill; while, only 4% of the students see that writing it is not important. This shows the students awareness about the importance of writing.

### Q-13. Are you satisfied with your level in writing?

Options	Number	Percentage
Yes	6	12%
No	44	88%

**Table 15: students' opinion about their level in writing.**



**Figure 14: Students opinion about their level in writing.**

This figure presents that the majority of EFL learners (88%) are not satisfied with their level in writing for different reasons.

### **If “no”, explain why?**

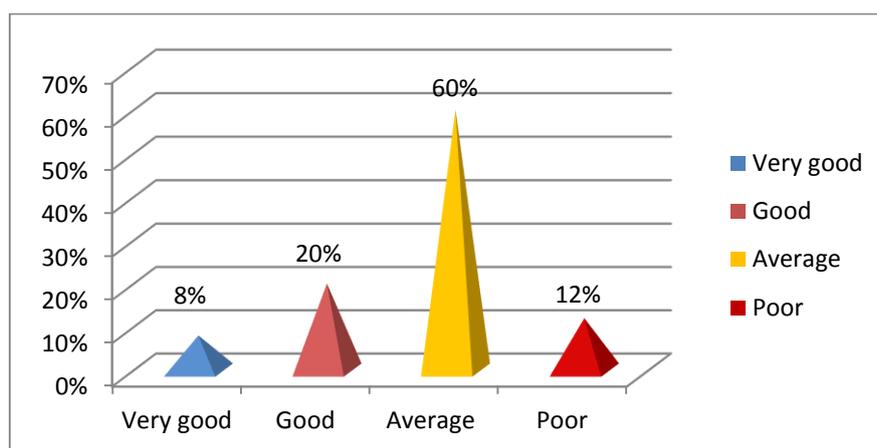
The students who state that they are not satisfied with their level they present the following reasons:

- the lack of background and information that hinder the process of writing.
- they keep making spelling and grammar mistakes.
- The misuse of vocabulary considered as a problem effects their writing product.
- they face a difficulty in the organization and the form of their writing pieces.

### **Q-14. How do you consider your level in writing?**

Options	Number	Percentage
1. Very good	04	08%
2. Good	10	20%
3. Average	30	60%
4. Poor	06	12%

**Table 16: Students’ level in writing**



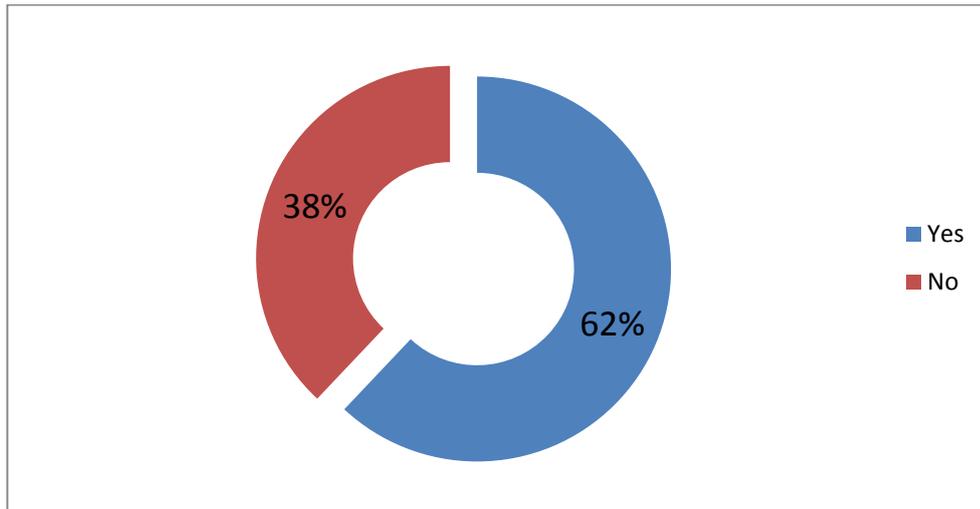
**Figure 15: Students' level in writing.**

The way students rated their level in writing correlates with data that they have provided in the previous question. Only 2% thought that they have a very good level in writing or in other word that they are highly proficient in E English writing. While, 20% state that they reach a good level in this skill. Also, from the table it is obvious that a large number of students (60%) consider their level in writing as average. They expressed deep disappointments particularly because they still have problems at the end of their studies; the rest of them (12%), claim that their level in writing is poor. This shows that students at this level are still facing difficulties and problems concerning grammar, vocabulary, the form, the organization of the content and ideas, and other problems for that they are looking for solutions and ways to reach improvements.

**Q-15. Are you motivated to write academically in English?**

Options	Number	Percentage
Yes	31	62%
No	19	38%

**Table 17: Students' attitude towards writing academically.**



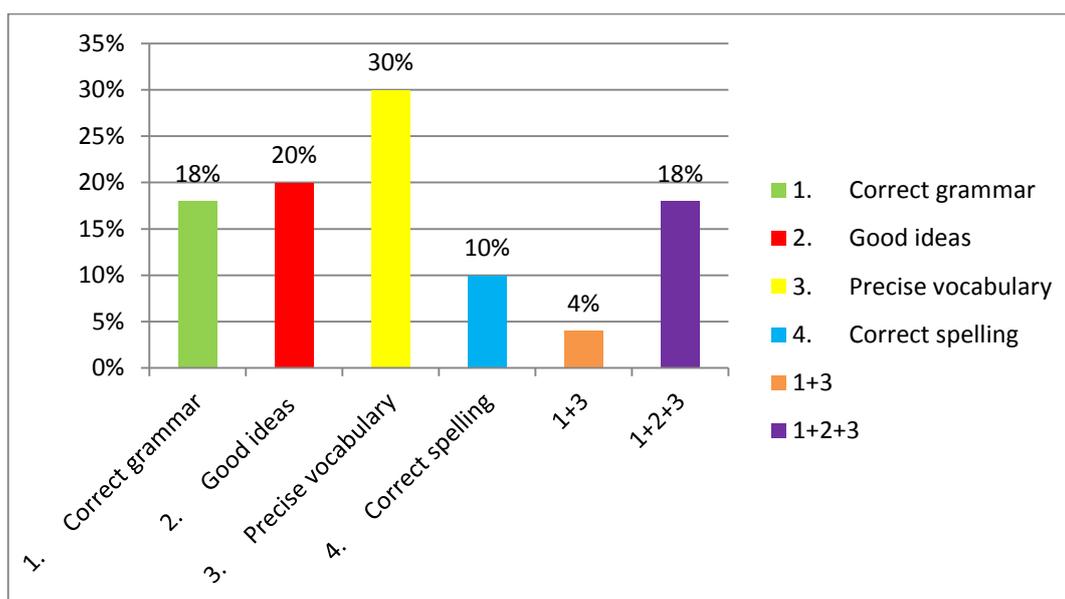
**Figure 16: Students' attitude towards writing academically.**

This question aims to know the students' abilities about writing academically and the results were as follow. Sixty two percent of the students are motivated to write academically because they are aware of the importance of writing skill in the academic setting. In contrast of this, 38% of participants are not motivated to write academically because they still facing difficulties in the writing process.

**Q-16. According to you, good writing requires:**

Options	Number	Percentage
1. Correct grammar	09	18%
2. Good ideas	10	20%
3. Precise vocabulary	15	30%
4. Correct spelling	05	10%
1+3	02	04%
1+2+3	09	18%

**Table 18: Students' attitudes towards what a good writing is.**



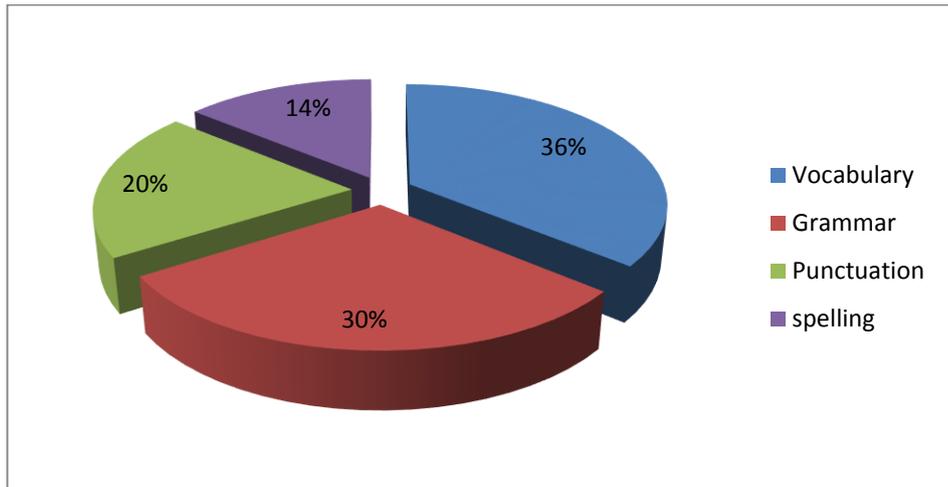
**Figure 17: Students' attitude towards what a good writing is.**

A very interesting data gathered from this question, 18% of the students believe that a good writing is a matter of correct grammar including rules and the other aspects neglecting the other aspects of good writing. While, 20% state that good writing is a matter of obtaining good ideas. The vast majority of the students (30%) claim that good writing is based on the appropriate use of vocabulary. Ten percent of the students consider that spelling is the most important elements to reach good writing. Moreover, 4% of them argue that good writing is the combination of correct grammar and good ideas. And 18% declare that good writing include the correct use of grammar, good ideas, and the use of appropriate vocabulary. The results confirm that our learners have different views about what good writing requires, they have many interpretations but no one recognize that a good writing is a combination of all language aspects.

**Q-17. What is your primary focus when writing?**

Options	Numbers	Percentage
Vocabulary	18	36%
Grammar	15	30%
Punctuation	10	20%
Spelling	07	14%

**Table 19: Students' primary focus when writing.**



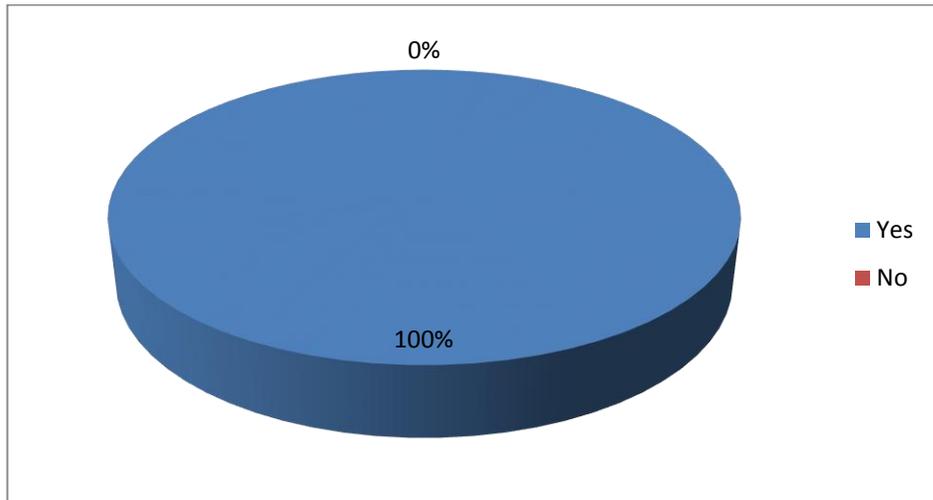
**Figure 18: Students' primary focus when writing.**

When we ask students about their primary focus when writing, the answers were different from one to another. Thirty six percent of the students' responses show that they focus on the appropriate use of items and vocabulary. Thirty percent of participants state that they concentrate on the grammatical aspects including sentence structures and rules. Moreover, 20% of them give importance to punctuation and pauses; and 14% focus on spelling during the writing process. Students have different points of view but they are not aware that they have focus on all these aspects to get good piece of writing.

**Q-18. Does reading contribute to the development of the writing skill?**

Options	Number	Percentage
Yes	50	100%
No	00	00%

**Table 20: The contribution of reading skill on writing skill.**



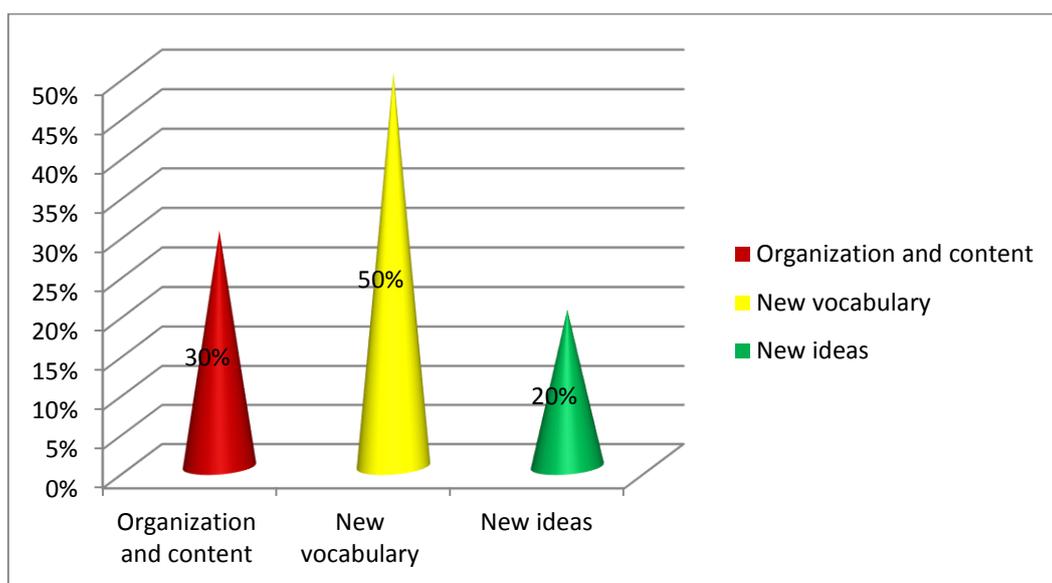
**Figure 19: The contribution of reading skill on writing skill.**

From this figure it is clear that all the students totally agree that reading contributes and plays an important role in the development of the writing skill so that we obtained the result of 100%.

**Q-19. In your opinion, how reading improves the writing skill?**

Options	Number	Percentage
Organization and content	15	30%
New vocabulary	25	50%
New ideas	10	20%

**Table 21: How reading improves the writing skill.**



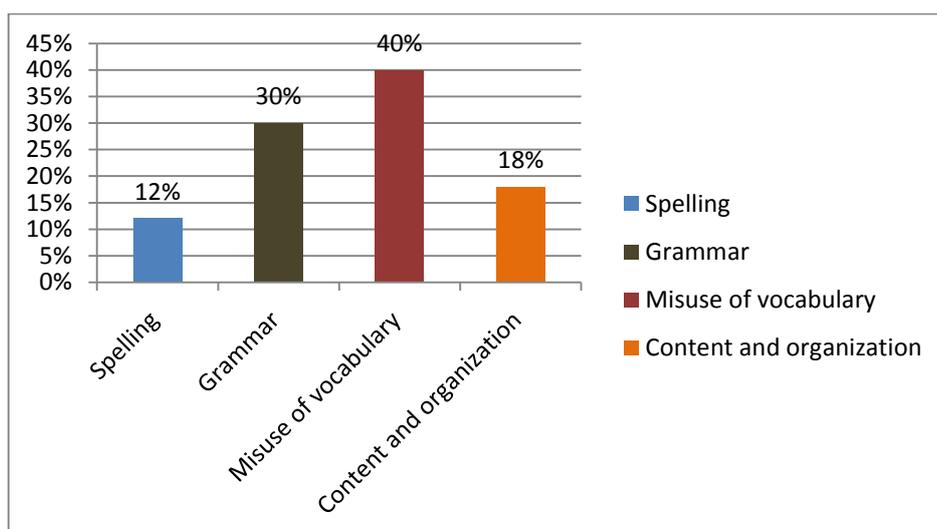
**Figure 20: How reading improves the writing skill.**

From the table number 21, the data shows that 30% of the sample demonstrates that the reading skill helps them to know the appropriate way to organize and present their ideas and how they can develop their content. While, 50% who have chosen that reading enable them to acquire new vocabulary to explore it during their writing, this reveals that the students are aware of the reading importance in acquiring new lexis and vocabulary. Twenty percent indicates that reading makes them open-minded to new ideas and improves their writing style. The results that obtained from this table confirm that the respondents are aware about the reading-writing relationship and they prove that they are really know the benefits of reading on their writing.

**Q-20. What are the main difficulties that face you during the writing tasks?**

Options	Number	Percentage
Spelling	06	12%
Grammar	15	30%
Misuse of vocabulary	20	40%
Content and organization	09	18%

**Table 22: Students' difficulties in writing.**



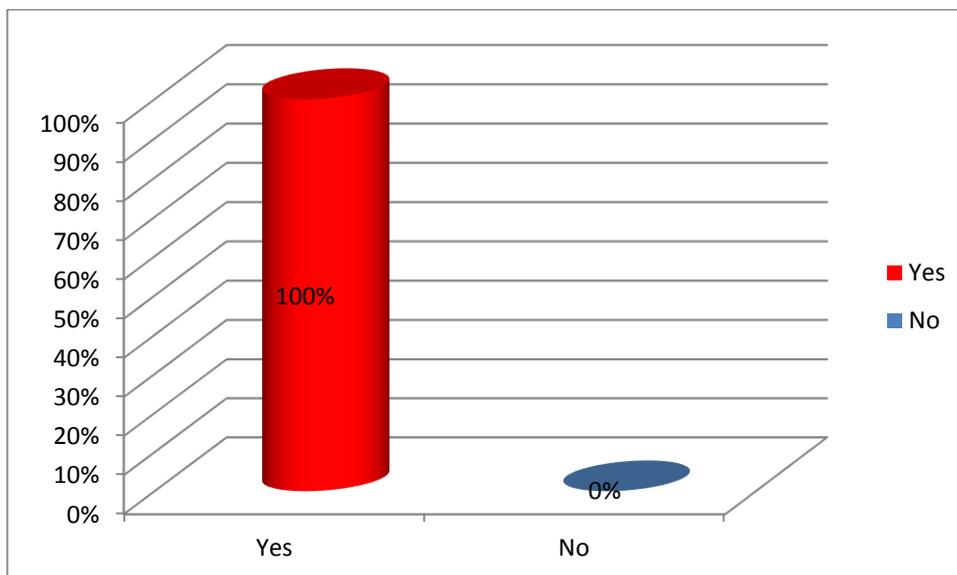
**Figure 21: Students' difficulties in writing.**

Most of the students find themselves unable to write accurately because they face a series of difficulties that affect their writing. As the table shows, 40% of them have difficulties in the first place in vocabulary which mean that they cannot find the appropriate words to express their ideas because if the lack in linguistic background. While, 30% of learners have problems with grammar because they do not grasp the grammatical rules for that they still face difficulties concerning sentence structures, tenses, and other problems. Eighteen percent face difficulty with the way of presenting ideas and the content. At last 12% state that they have difficulties with spelling. This is the result of a number of factors including the lack of reading, students become better writers by strengthening their reading skill and vice versa. We can deduce then that students are conscious of their difficulties in writing. Therefore, they expressed their willing to improve their level in writing.

**Q-21. When writing, do you think of the purpose of what you are writing about?**

Options	Number	Percentage
Yes	50	100%
No	00	00%

**Table 23: Thinking about the purpose of writing.**



**Figure 22: Thinking about the purpose of writing.**

The goal behind this question is to know if students think about the purpose of their writing or not. One hundred percent of participants state that they think of the purpose they are writing for.

**- Why?**

- They claim that thinking of the purpose provides them with the focus that they need on the topic.
- it helps them to generate ideas.
- thinking of the purpose makes their writing clear and effective.

**Teachers' questionnaire**

**1. Aim of the Questionnaire**

It is necessary to consider the teachers' opinions and attitudes towards the importance of extensive reading in enhancing the students' writing skill. Besides, aims at investigating whether EFL teachers are aware of some strategies that help them to activate their students to write.

## 2. Administration of the questionnaire

This questionnaire is designed to be administrated to Written Expression teachers at the department of English branch, at University of Biskra. We choose seven teachers to answer on the questionnaire and only five were interested in it. The purpose behind teachers' questionnaire is to determine the place of extensive reading in developing the writing skill and the degree of importance it is given by them through how teachers encourage and apply free reading in the teaching programme to attain students' proficiency.

## 3. Description of the questionnaire

The teachers' questionnaire consists of 20 questions and it is divided into three main sections. The first section, contains general information about the teacher their gender, qualifications, years of teaching at the university, and years of teaching written expression in particular. Section two, is about the reading skill. This section aims to collect some information about the reading skill. Section three, designed it investigate teachers' opinion on some practical aspects of this skill.

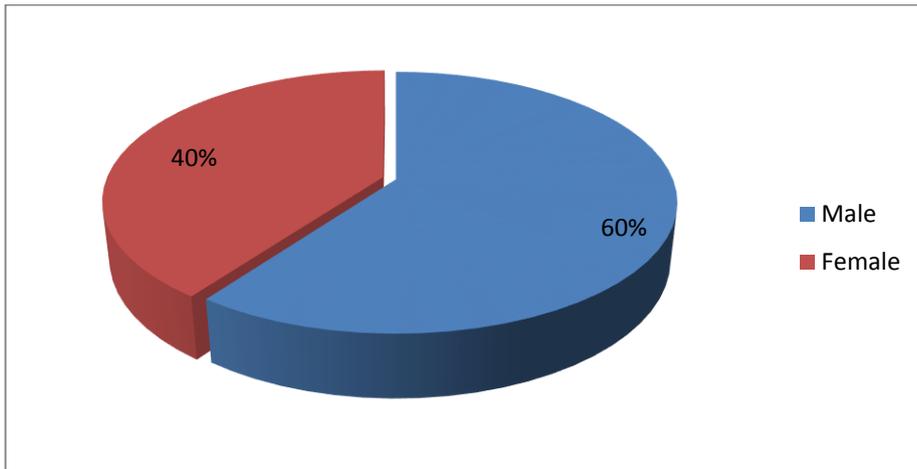
## 4. Analysis of the teachers' questionnaire

### Section one: General information

#### Q-1: Gender

Options	Number	Percentage
Male	03	60%
Female	02	40%

**Table 24: Teachers' gender.**



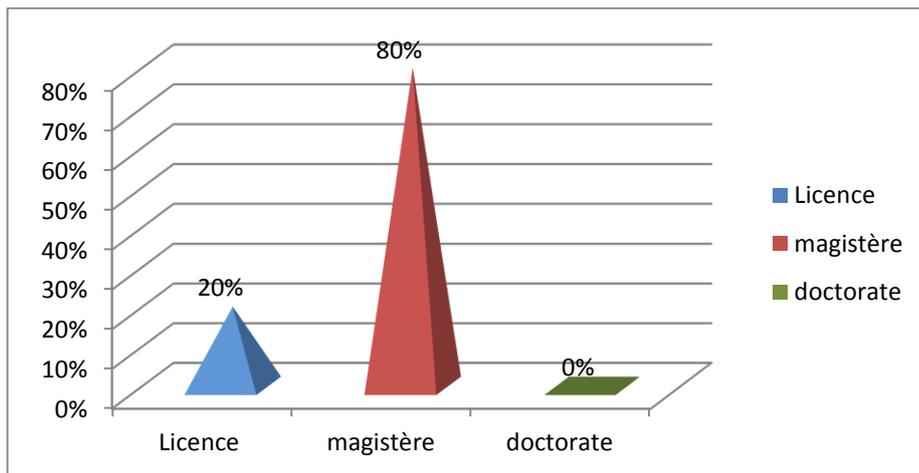
**Figure 23: Teachers' gender.**

From the table we illustrate that 60% of teachers are male. However female represent only 40%. This means that male are also interested in teaching foreign languages not only the technical branches.

**Q-2: What is your qualification?**

options	Number	Percentage
License	01	20%
magistere	04	80%
doctorate	00	00%

**Table 25: Teachers' qualification.**



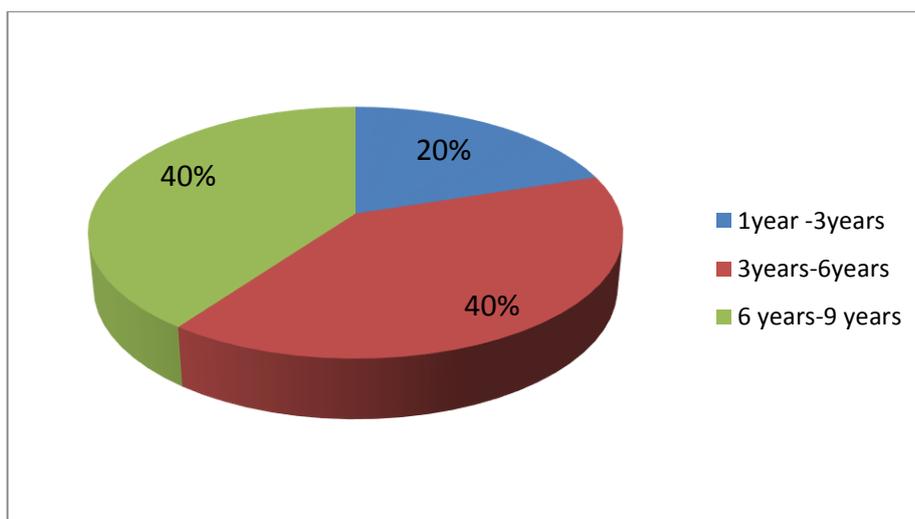
**Figure 24: Teachers' qualification.**

The table shows that teachers' qualifications are varied from one to another. Eighty percent of participants have the magister degree. While, 20% have license degree. These degrees shows the variation of experiences of our teachers.

**Q-3: How long have you been teaching English at the university?**

Options	Number	Percentage
1 year -3years	01	20%
3years-6years	02	40%
6 years-9 years	02	40%

**Table 26: Teachers' experience.**



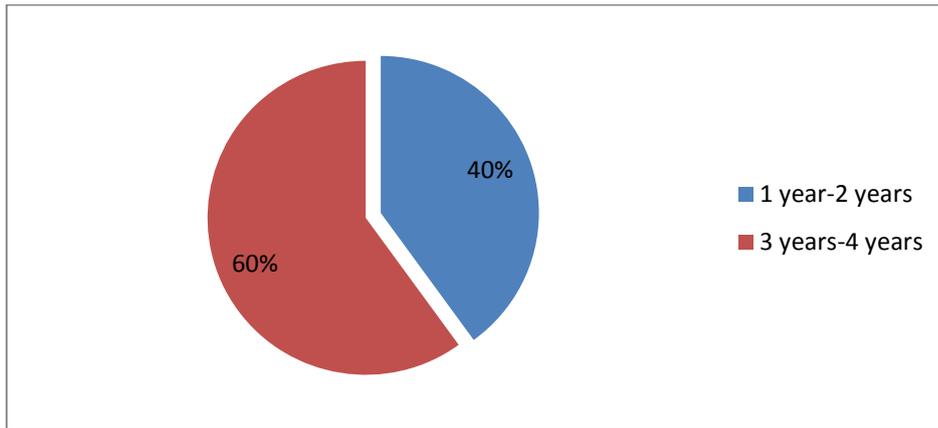
**Figure 25: Teachers' experience.**

The aim from this question is to determine the teachers' experience in teaching at the university level, we chose to specify the level because teaching in higher education deals with mature students with different needs. The result shows that only one teacher (20%) have two years in teaching at the university. While, 40% have from 3 years to 6 years. The rest 40% are between 7 years to 9 years. This means that they are aware of the difficulties of teaching and learning process.

**Q-4: How long have you been teaching written expression?**

Options	Number	Percentage
1 year-2 years	02	40%
3 years-4 years	03	60%

**Table 27: Teachers' experience in teaching written expression.**



**Figure 26: Teachers' experience in teaching written expression.**

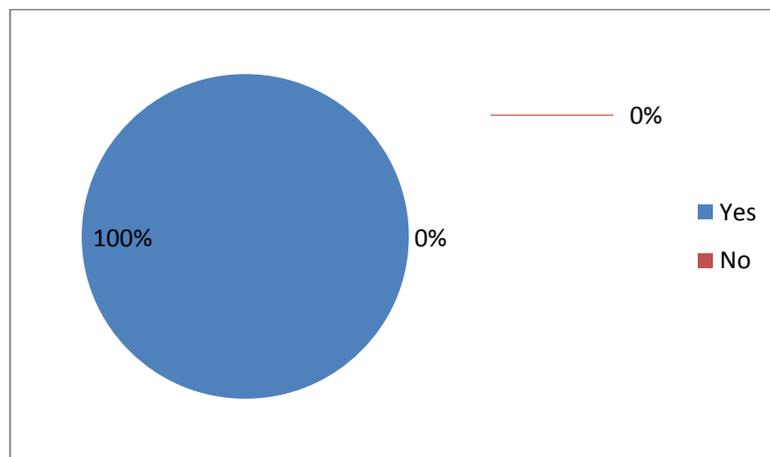
The table 27 shows that the vast majority of informants 60% have been teaching written expression for 3 to 4 years. This question reveals that only 2 teachers have been teaching the writing module from the beginning of their careers in teaching. When we compare the years of teaching "Written Expression" we can see that teachers should acquire more experience in teaching writing so as they could teach efficiently and let students take an advantage of such an experience to improve their writing.

**Section two: Reading skill.**

**Q-5: Do you consider reading as an important skill for EFL learners?**

Options	Number	percentage
Yes	05	100%
No	00	00%

**Table 28: The importance of reading skill for EFL learners.**



**Figure 27: The importance of reading skill for EFL learners.**

Clearly that all teachers (100%) agree that reading is an important skill for EFL learners that they have to develop to improve the other language aspects.

**If “yes” explain why?**

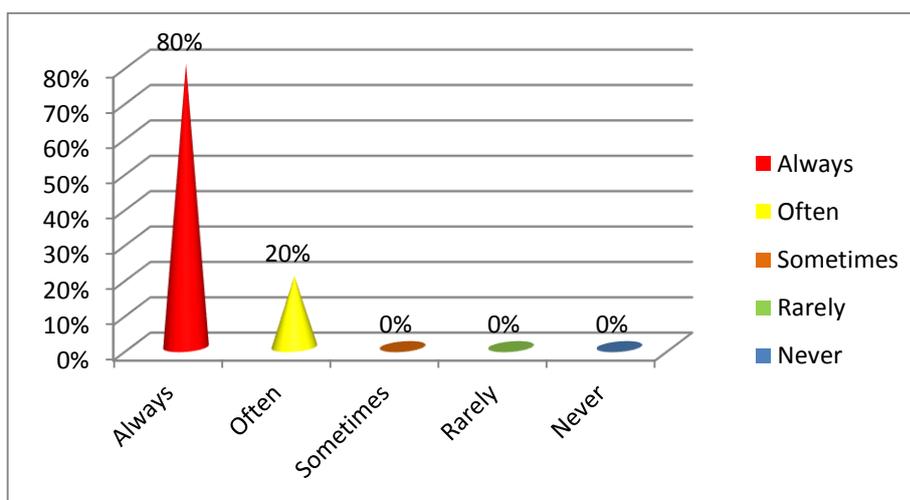
Teachers state that reading skill is an important skill for EFL learners for many reasons:

- reading lead students to academic success.
- it is the basic skill that they build on in all educational phases.
- allowed students to gain vocabulary and enrich their semantic field.
- it is the primary and fundamental source of knowledge for students.
- improve their writing skill and it assists the student to understand the organizational patterns of writing (style, grammar, spelling, punctuation, order).
- enlight their minds with new ideas to use it in their writing.

**Q-6: How often do you encourage your students to read?**

options	Number	Percentage
Always	04	80%
Often	01	20%
Sometimes	00	00%
Rarely	00	00%
Never	00	00%

**Table 29: The frequency of teachers’ encouragements.**



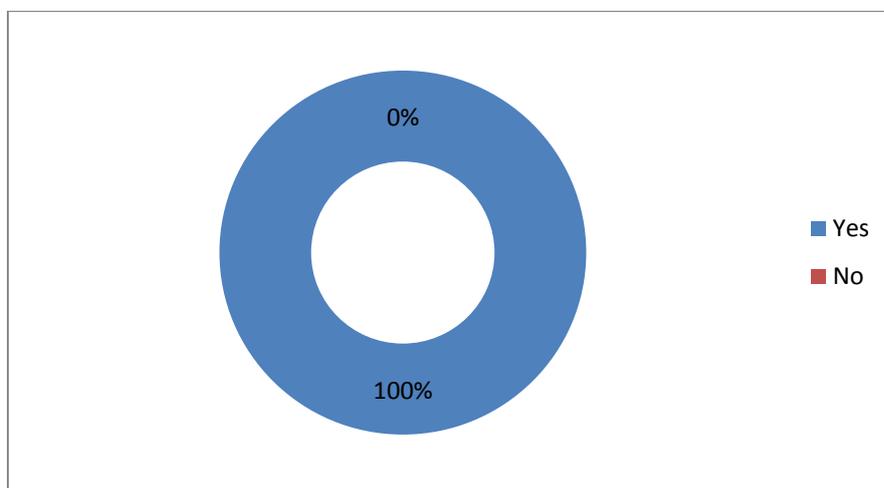
**Figure28: The frequency of teachers’ encouragements.**

The table above indicates that 80% of teachers always encourage their students to read. Only 20% state that they often encourage them to the task of reading. This shows that teachers are totally aware of the advantages and the influence of reading skill so that they tend to encourage their students to read to develop their language aspects.

**Q-7: According to you, does reading improve the students’ writing skill?**

Options	Number	Percentage
Yes	05	100%
No	00	00%

**Table 30: Reading improves students’ writing skill.**



**Figure 29: Reading improves students’ writing skill.**

The table 30 indicates that all the written expression teachers (100%) argue that reading enhance the improvement of the writing skill.

**- Explain how?**

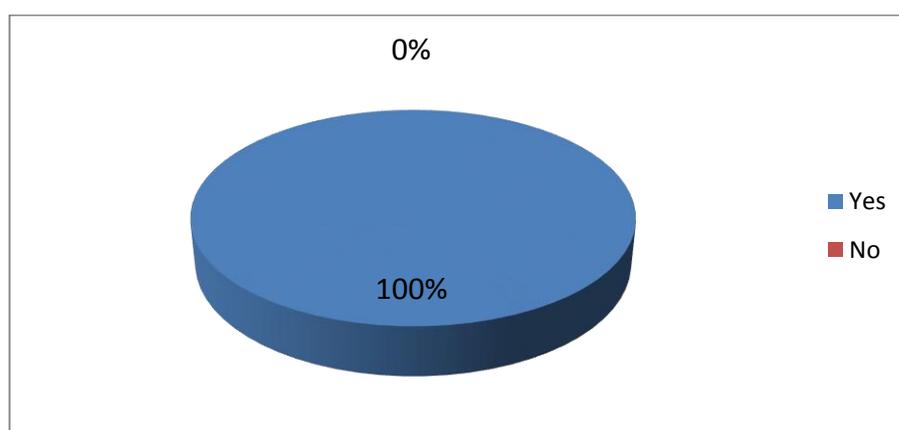
- reading provides the students with all the language components.
- it makes them aware of grammatical, semantic, and stylistic structures which will later on affect their writing.
- reading enables learners to improve their vocabulary, and to get exposed to different structures and skills of the target language in an integrated components of the four skills.

- by reading they discover new topics, new writing style, and they enrich their imagination which will enhance their written pieces.
- reading helps them to know more about the culture of the target language.
- teachers state if you want to speak you have to listen, and if you want to write better you have to read.

**Q-8: Do you provide your students with some reading strategies?**

Option	Number	Percentage
Yes	04	80%
No	01	20%

**Table 31: Frequency of providing students with reading strategies.**



**Figure 30: Frequency of providing students with reading strategies.**

When we ask teachers if they provide students with some reading strategies, 80% state that they always provide their learners with reading strategies during the tasks. While, 20% claim that they do not provide them. This means that teachers are aware of the effectiveness of reading strategies in the process of learning. The use of reading strategies is a crucial factor for increasing the comprehension because through those strategies students can review and relate what they are learning to what they already know.

**- If “yes” please explain**

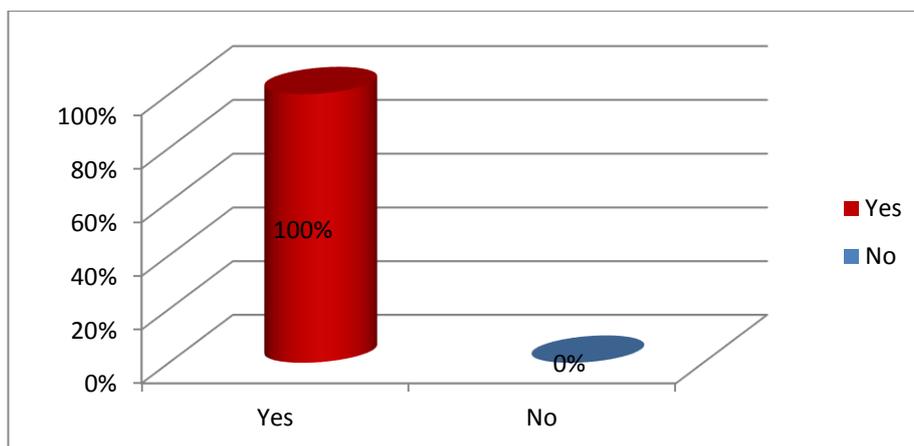
When we asked teachers to explain mostly they state that:

- They use reading, summarizing, paraphrasing, and translating.
- They ask them to take notes.

### Q-9: Do you integrate reading with writing tasks?

Options	Number	Percentage
Yes	05	100%
No	00	00%

**Table 32: Integrating reading with writing tasks.**



**Figure 31: Integrating reading with writing tasks.**

From the analysis of this question we find that 100% of teachers integrate reading with writing tasks because they believe that these two skills are related and complete each other.

#### - The explanations

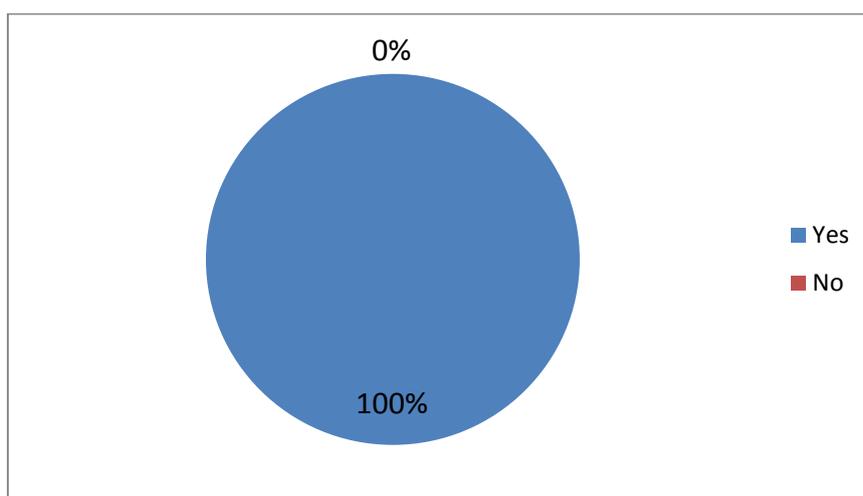
The experienced teachers state that integrating reading with writing skill is an important task and it can be as follow:

- during written expression when students finished writing a passage teacher ask them to read it.
- when they read teacher ask them to summarize the text in their own style.
- read a text and re-write about it with their own ideas.

### Q-10: Do you encourage your students to read extensively?

options	Number	Percentage
Yes	05	100%
No	00	00

**Table 33: Teachers' encouragement to read extensively.**



**figure 32: Teachers' encouragement to read extensively.**

The aim behind this question is to know whether teachers encourage their students to read outside the classroom and during their free time, all of them (100%) state yes because its role in developing all the language aspects. Reading extensively leads the reader to get a high amount of knowledge and to have an overall understanding of meaning and vocabulary.

**Q-11: In your opinion, what are the benefits that students may gain from extensive reading?**

This question is designed to collect the possible benefits that students may gain from extensive reading and the responses are as follow:

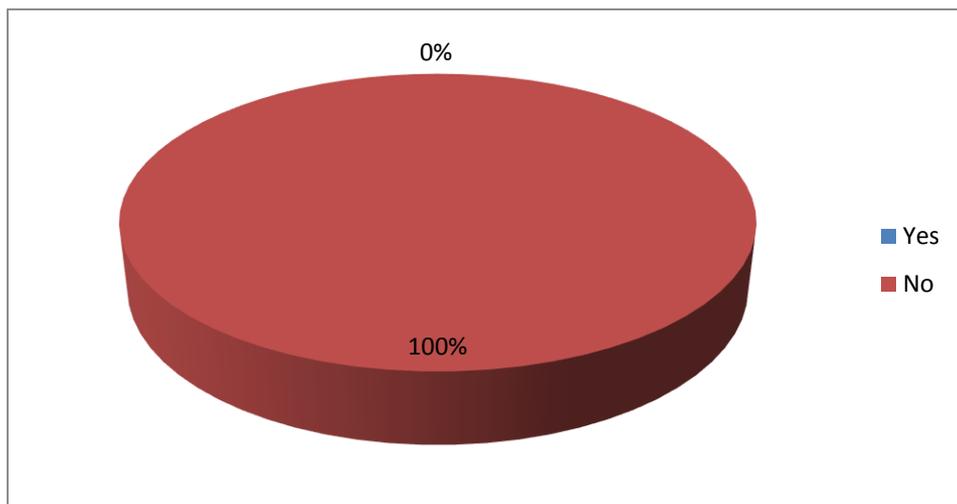
- extensive reading is way of enjoyment because the students select their own material according to their interest.
- They gain the correct application of language rules in context concerning grammar, structures, punctuation, and spelling.
- they acquire new vocabulary, idioms, items that they use it to enrich their writing pieces.
- acquiring the other sides of language culture and literature.
- gain new ideas and arguments to enrich their writing.
- enlarge their imagination and thinking to strength their memory.
- get information from different disciplines and gain general understanding.

### Section three: Writing skill

#### Q-12: Do you think that time allotted for written expression is enough?

Options	Number	Percentage
Yes	05	00%
No	00	100%

**Table 34: Teachers' attitude towards the allotted time for written expression.**



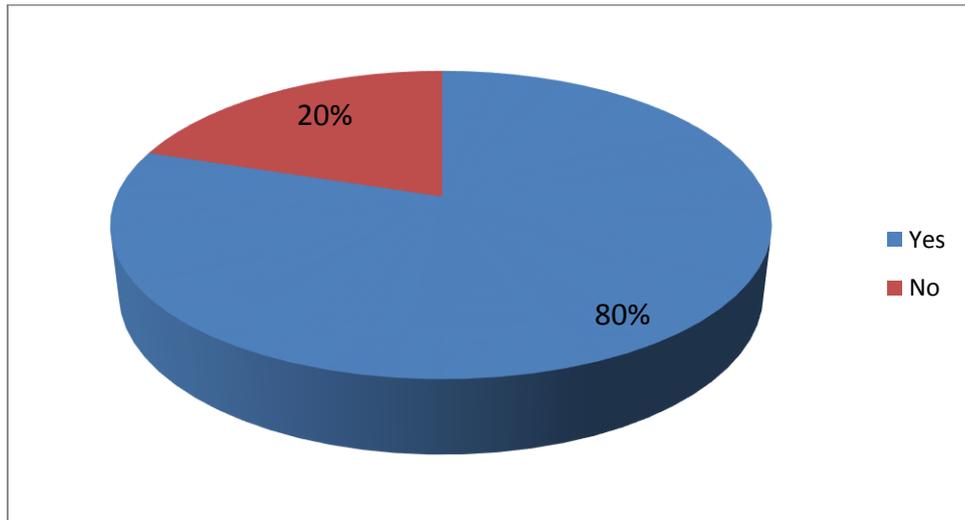
**Figure 33: Teachers' attitude towards the allotted time for written expression.**

It obvious from the table that all teachers (100%) select the negative answer. All of them that the time is no sufficient to practice writing or to fully develop the writing skill. Because they cannot cover the most aspects of written expression. They believe that students need a continued study and practice for this skill especially in the classroom and to take advantage from the teachers' feedback.

#### Q-13: Do you think that “The Written Expression Programme” that you are teaching in enough to improve your students' writing competence?

options	Number	Percentage
Yes	04	80%
No	01	20%

**Table 35: Teachers' attitude towards the Written Expression Programme.**



**Figure 34: Teachers’ attitude towards the Written Expression Programme.**

From this analysis we find that, eighty percent of teachers think that the Written Expression Programme is enough and qualified to improve the students’ writing skill. In contrast, 20% of them see that this programme is not enough to fulfill the students’ weaknesses. According to the results shown, this programme is designed to be a good basis to reinforce the learners’ writing level.

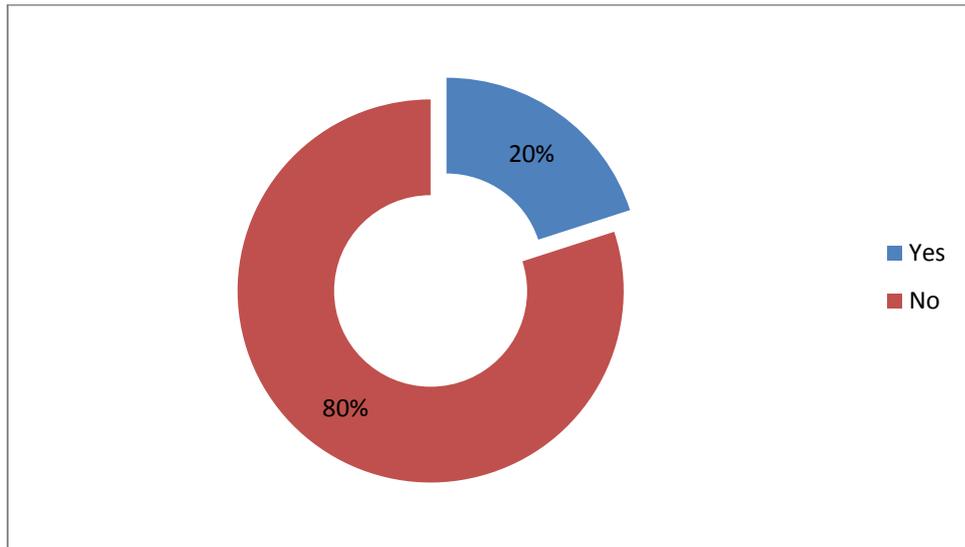
**If “no” please explain**

The teacher who believe that the taking programme is not enough to reinforce the students’ writing skill improvement because is lacking variety activities that enhance the students writing products, and it does not emphasize the practice of writing paragraph or essays from the beginning of the year.

**Q-14: Are your students able to write in an adequate way?**

Options	Number	Percentage
Yes	01	20%
No	04	80%

**Table 36: Adequacy of students to write.**



**Figure 35: Adequacy of students to write.**

The majority of teachers (80%) state that their students are not able to write in an adequate way because they still suffer from many problems that affect their writing. The rest proportion (20%) believes in the ability of their students. We deduce that teachers are not satisfied with their learners' writing since they have difficulties and mistakes in all the aspects.

**- If “no” please explain why?**

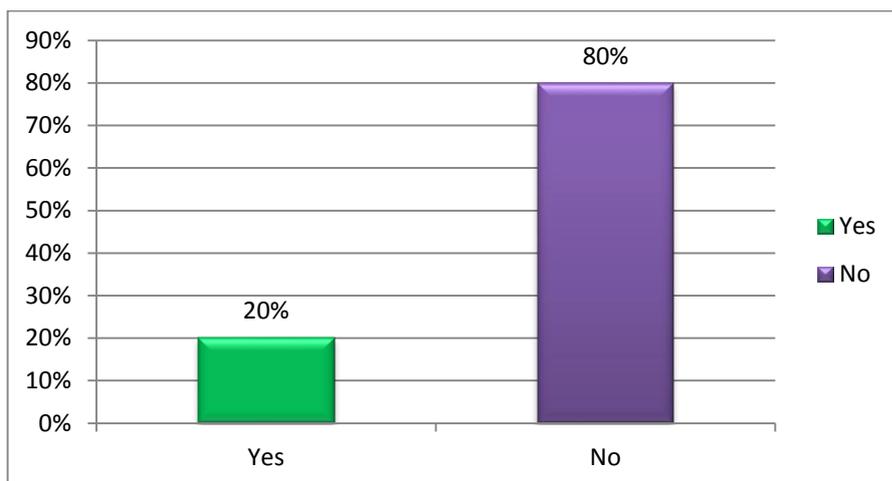
In this section we tend to know why students do not write in an adequate way. Teachers state many points of view:

- poor linguistic background.
- they think in Arabic while they write and this effects their writing.
- the lack of reading
- misuse of vocabulary, grammar mistakes, spelling punctuation.

**Q-15: Are you satisfied with their level?**

Options	Number	Percentage
Yes	01	20%
No	04	80%

**Table 37: Teachers' attitude towards their students' level in writing.**



**Figure 36: Teachers' attitude towards their students' level in writing.**

The answers we collected, reveal that most of the informants (80%) are not satisfied with the third year students' level of writing. And only 20% reports that he is satisfied with his students' level in writing. From the analysis of this question we notice that students have a weak level in the writing skill. This means that teachers are not satisfied with their students' level in writing because they are unable to write a good piece of writing.

**- If "no" please explain why?**

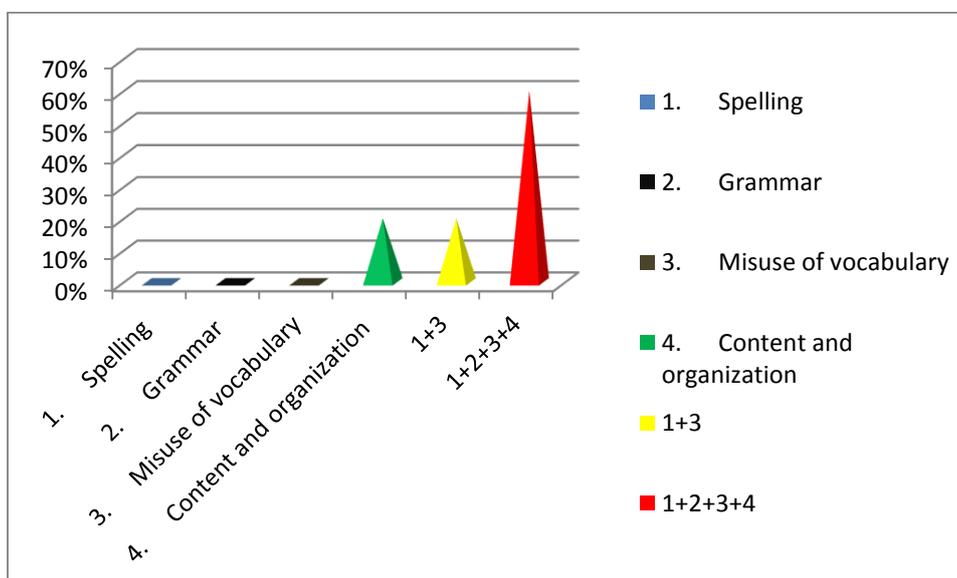
Teachers who claim that are not satisfied with their students' level they state many reasons and they are presented as follow:

- they do not give importance to the writing skill.
- lack of practice and motivation.
- they commit a lot of mistakes and most of time they are unable to convey a message through their writing.
- because they do not read and practice extensively.
- students do not apply what they have learned.
- lack of linguistic background.

**Q-16: What are the main difficulties that students face during the writing tasks?**

Options	Number	Percentage
1. Spelling	00	00%
2. Grammar	00	00%
3. Misuse of vocabulary	00	00%
4. Content and organization	01	20%
1+3	01	20%
1+2+3+4	03	60%

**Table 38: Setudents'difficulties during writing.**



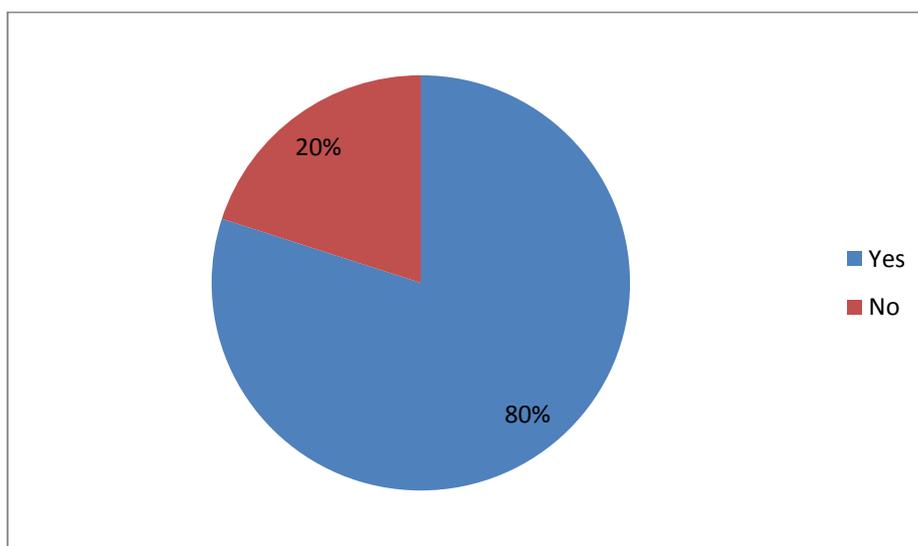
**Figure 37: Setudents'difficulties during writing.**

According to the results obtained, 20% state that student face difficulty in the content and the organization including generating ideas and putting it in the appropriate order. Twenty percent of the informants claim that students meet difficulties with spelling and the misuse of vocabulary. While 60% affirm that students have difficulties with all of these aspects. The results shows that writing is a difficult task for third year students for that they face a lot of problems during this process. These difficulties are emerged from the lack of reading because reading and writing are complementary. In addition, through reading students acquire knowledge of vocabulary, grammatical structures, and the rhetorical features of texts.

### Q-17: Do you help students during writing?

Options	Number	Percentage
Yes	04	80%
No	01	20%

**Table 39: Frequency of teachers' help during writing.**



**Figure 38: Frequency of teachers' help during writing.**

Because of the students' difficulties and weaknesses in the writing skill, eighty percent of teachers provide their learners with help when writing because they think that it is essential to help students and guide them to develop their pieces. While, 20% state that they do not provide their students with help because they think that students must rely on themselves to improve their writing.

#### **- If yes what kind of help?**

When we ask teachers what kind of help they provide us with different ways:

- guiding the process of writing.
- editing content and organization, by helping them to organize their thoughts via mind mapping.
- provide them with vocabulary and explain some difficult words.
- correcting their grammatical mistakes.
- checking spelling and punctuation.

### Q-18: How do you encourage your students to write?

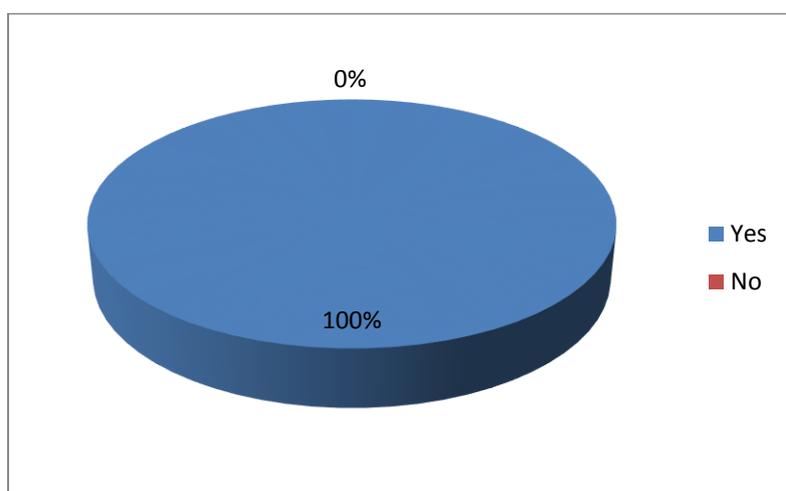
The main purpose from this question is to know the main techniques and strategies that are used by teachers to encourage their students to write. The participants provide us with some ways to motivate their learners:

- allowing students to see themselves as authors, they state that when they give students the chance of being an author, they will push themselves and show their best efforts.
- assign relevant writing assignments, by giving them new topics that stimulate them and subjects of their interest to make them motivated to write.
- give the students permission to make mistakes, this will make them focus more on the topic and their ideas that they will generate. Also, it will give the students the opportunity to make mistakes and at the same time it will lead them to work on their own mistakes to make their pieces of writing much better.
- motivate them extrinsically and intrinsically, by praising them through giving extra marks for the best assignment and encourage them to keep up with that level of work.

### Q-19: Do you appreciate the methods that are used in teaching writing?

Options	Number	Percentage
Yes	05	100%
No	00	00%

**Table 40: Teachers' attitude towards the teaching methods.**



**Figure 39: Teachers' attitude towards teaching methods.**

In this question we ask teachers about their attitude towards the methods that are used to teach writing, one hundred percent of the informants state that they appreciate the methods that are used in teaching writing and they are totally satisfied with it because it rich teachers' objectives and work on improving students' level and serve their needs.

**Q-20: In your opinion, what is the appropriate method that can be used in teaching writing?**

This question determines the appropriate method to teach writing and achieve students' development. Various approaches are used in teaching writing such as the process and the product approaches. According to the analysis of this question two teachers prefer to use the process approach, they state that students go through different stages and steps that are presented to them in logical order from the first step to the final step and it provides students with activities to practice each step and achieve general understanding. Otherwise, three teachers prefer to adopt both the process and the product approaches. They believe that some types of writing demand these two approaches according to the type of writing such as formal letters which focus on the style, organization, and grammar.

From this analysis we determine that teachers use different approaches this can be due to the conditions and needs of their students.

**Conclusion**

From the analysis of these questionnaires we have found that all students face a serious problems and obstacles that hinder their writing process and affect their performance. So that they working on finding for ways to improve their writing skill and their writing production. Their responses which they provide us with showed that student are aware of the importance of the writing skill and they work on improve it so that they resort to extensive reading as a way to develop their level. Otherwise, teachers' responses showed that they are aware of their students' weaknesses and their precious role in improving their learners' writing ability through the use of different educational techniques and strategies.

## **Findings and recommendations**

Considering the role of reading and extensive reading in particular plays an important role to develop EFL learners' writing skill, we propose the following findings and recommendations.

### **Findings:**

- Through the analysis of the data, we realized that extensive reading is an important task and it plays an important role in developing the students' writing proficiency.
- From this research we have found that third year students face a lot of difficulties in the writing skill, these problems emerged from the lack of the practice and because they neglect the other language aspects.
- Students agreed that extensive reading increase their writing ability, and enhance learners' effective domain such as motivation and attitude to write.
- Teachers are totally aware of extensive reading influence to develop writing and other language aspects for that they use it as a technique to increase the students' level.
- Nearly all the teachers claim that most of the students are unable to write in a good way, because they do not read in English.
- Teachers agreed that the appropriate choice and the use of reading material will enhance learners' writing abilities.
- All teachers confirm that extensive reading and writing complement each other, thus integrating ER in the EFL classroom will help students to develop and improve their writing skill.

### **Recommendation:**

- Students must be aware of the relation between reading and writing and how they complete each other.
- Students need to explore different strategies and techniques to improve their level.

- Students should have a good writing product through reading different types of English text, this may play a great role to improve their acquisition as well as to write with different types.
- Teachers should use some techniques and strategies to facilitate the task of learning; also they must be aware of the importance of those strategies and their impact on students' achievement.
- Make use of reading materials and activities which will arouse learners' motivation and develop their writing skill with taking into consideration their level.
- Teachers should work as motivators for their learners by giving them appropriate instructions and encourage them to practice.

## **General conclusion**

The reading skill is one of the most recent interested skills in language; it is considered as an important skill that affects the development of language aspects, especially writing. The recent study aims to prove that extensive reading affects the improvement of EFL learners' writing proficiency. Hence, the study hypothesizes:

- If EFL learners read extensively, appropriately and following certain strategies, their academic writing competence will be increased.

The first chapter introduces the theoretical overview of the reading skill and it is divided into two sections. In the first section, we have provided definitions of reading, its importance, and its nature. Moreover, we aim to emphasize reading comprehension. In the second section, we identified the extensive reading and its procedures. After that, we introduced its basic principles and establishing an extensive reading programme also we talked about its importance and challenges that hinder the application of extensive reading. Finally, we have stated its objectives and the relationship between reading and writing.

The second chapter is concerned with the writing skill, it consists of series of definitions and aspects of academic writing and the process of writing. In addition, we talked about the main approaches that are used to teach writing, and methods of scoring students' compositions. We also mentioned academic writing within the classroom and the main difficulties encountered by the learners when writing.

The third chapter is a practical part, it aims to test the research hypothesis. It investigates improving students writing skill through extensive reading via the analysis of the two questionnaires submitted for both teachers and students. The questionnaires tended to collect views towards the impact of extensive reading on writing skill.

The results of the study revealed that students are facing many problems when writing such as: organization, grammar, vocabulary, spelling, punctuation and other aspects that effects their writing production. They have shown their positive attitude, they stated that ER helps them to reduce their difficulties and enhance their language aspects.

Students and teachers have shown their awareness of reading-writing relationship. They claimed that the two skills have a complementary function and they work in parallel.

## List of references

- Alderson, J. C. (2000). *Assessing reading*. Cambridge, UK: Cambridge University Press.
- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge, UK: Cambridge University Press.
- Bos, C. S., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems*. Boston [u.a.: Pearson.
- Brooks, A., & Grundy, P. (2001). *Writing for study purpose*. Cambridge: Cambridge University Press.
- Brummett, B. (2010). *Techniques of close reading*. Los Angeles: SAGE.
- Byrne, D. (1979). *Teaching writing skill*. Longman.
- Carroll, R. T. (1990). *Student success guide: Writing skill*. US: Sacramento City College.
- Carrell, P. L., & Eisterhold, J. C. (1983). Schema Theory and ESL Reading Pedagogy. *TESOL Quarterly*, 17(4), 553.
- Chesla, E. L., & LearningExpress (Organization). (2006). *Write better essays in just 20 minutes a day*. New York: Learning Express.
- Crystal, D. (2006). *The encyclopedia of the English* (2nd Ed.). Cambridge: Cambridge University Press.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge, U.K: Cambridge University Press.
- Eisterhold, J. C. (n.d.). Reading–writing connections: toward a description for second language learners. *Research Insights for the Classroom*, 88-102.
- *Exploring corporate strategy*. (1999). London: Prentice Hall Europe.
- Flippo, R. F., & Caverly, D. C. (2000). *Handbook of college reading and study strategy research*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Gabriellatos, C. (2002). *EFL writing product and process*. US: department of education.
- Gillet, A., Hammond, A., & Martala-Lockett, M. (2009). *Successful academic writing*. London: Pearson Education.
- Glendinning, B., & Holmstron,, L. (2004). *Study reading*. UK: Cambridge University Press.
- Goodman, J. (1973). *Analysis of Reading Miscues*. In Smith, F. *Psychologist and Reading*. New York: Rinhas and Winson.
- Goodman, K. S. (1973). *Psycholinguistic Universals of the Reading Process*". In *Psycholinguistics and Reading*. New York: edited by F. Smith, Holt, Rinehart, and Winston.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow: Longman.
- Grellet, F. (1983). *Developing reading skills: A practical guide to reading comprehension exercises*. Cambridge [Cambridgeshire: Cambridge University Press.
- Grellet, F. (1996). *Writing for advanced learners of English*. Cambridge: Cambridge University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching*, (3rd Ed.). UK: Pearson Education Limited.
- Harmer, J. (2004). *How to teach writing*. Harlow: Longman.
- Harmer, J. (2007). *How to teach writing* (5th Ed.). Pearson Education Limited.
- Heaton, J. B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. London: Longman.
- Hedges, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

- Hedges, T. (2005). *Writing*. Oxford: Oxford University Press.
- Hedge, T. (2003). *Teaching and learning in the language classroom*. UK: Oxford University Press.
- Hindley, J. (2008). *Improving writing through a creative approach*. National Teacher research Panel.
- Johnson, A. P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. USA: Rowman & Littlefield Education.
- Jozef, H. (2001). *Advanced writing in English a foreign language*. University of Pécs.
- Kalamdaza, M. (2007). *English academic writing*. Budapest. Hongrie: Centre for Social Science.
- Kane, T. S. (2000). *The Oxford essential guide to writing*. New York: Berkley Books.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge, UK: Cambridge University Press.
- Koda, K., & Zehler, A. M. (2008). *Learning to read across languages: Cross-linguistic relationships in first- and second-language literacy development*. New York: Routledge.
- Kredátusová, M. (n.d.). *The Benefits of Extensive Reading in EFL* (Unpublished master's thesis). Masaryk University, Czech.
- Lado, R. (1983). *Language testing: writing in a foreign language*. Longman.
- Lems, K., Miller, L. D., & Soro, T. M. (2010). *Teaching reading to English language learners: Insights from linguistics*. New York: Guilford Press.
- May, C. (2010). *Explicit Instruction of Reading Strategies That Enable EFL Learners to Achieve Comprehension in Reading* (Unpublished master's thesis). Mentouri University, Constantine.

- Mc Donough, H., & Shaw, F. (1993). *Materials and methods in ELT*. Oxford: Blackwell.
- Mennes, M. H., & Wilkinson, M. B. (2002). *Academic writing skills*. University of Maastricht.
- Murray, N., & Hughes, G. (2008). *Writing up your university assignments and research projects: A practical handbook*. Maidenhead: McGraw-Hill/Open University Press.
- Nuttall, C. E. (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Painter, C. (1989). *Learning language: A functional view of language development*. NJ: Albex.
- Palmer, H. E. (1917). *The scientific study and teaching of languages*. Yonkers-on-Hudson, NY: World Book Company.
- Palmer, R. (1993). *Write in style: A guide to good English*. London: Spon.
- Pincas, A. (1982). *Teaching English writing*. London: MacMillan.
- Raimes, A. (1984). *Techniques in teaching writing*. New York, NY: Oxford University Press.
- Ramsey, F. H., Aaron, J. E., & Okoomian, J. (2007). *Instructors Resource Manual to Accompany, The Little Brown Hand Book* (10th Ed.). Pearson education.
- Richards, J. C. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Rivers, W. M., & Temerly, M. S. (1978). *What unskilled ESL students do as they write: A classroom study of composing*. New York.

- Savage, A., & Mayer, P. (2005). *Effective academic writing 2: The short essay*. Oxford: Oxford University Press.
- Seely, J. (1998). *The Oxford guide to effective writing and speaking*. Oxford: Oxford University Press.
- Shannon, P. (2011). *A guide to academic and scholarly writing*. USA.
- Smith, F. (1985). *Reading without none sense* (2nd Ed.). New York, NY: teachers college press,15.
- Starkey, L. B. (2004). *How to write great essays*. New York: Learning Express.
- Stotsky, S. (1983). *Research on Reading/Writing Relationships: A Synthesis and Suggested Directions*. *Language Arts*, 60(5).
- Susser, B., & Robb, T. N. (1989). *Extensive homework*, 13(8).
- Susser, B., & Robb, T. N. (1990). *EFL Extensive Reading Instruction: Research and Procedure*, 12(2).
- Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.
- Tudor, Ian, & Hafiz, F. (1989). *Extensive reading and the development of language skills in an L2*.
- Urquhart, A. H., & Weir, C. J. (1998). *Reading in a second language: Process, product, and practice*. London: Longman.
- Voughn, S., & Bos, S. (2009). *Teaching students with learning and behavior problems* (7th Ed.). New Jersey: Pearson Education.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge: Cambridge University Press.
- White, R. V., & Arndt, V. (1991). *Process writing*. London: Longman.

## Web sites

Burke, K. A close look at close reading: scaffolding students with complex texts. Retrieved from [http://nieonline.com/tbtimes/downloads/CCSS\\_reading.pdf](http://nieonline.com/tbtimes/downloads/CCSS_reading.pdf)

Creative writing approach. Retrieved from

<http://englishagenda.britishcouncil.org/continuing-professional-development/creative-approach-language-teaching-way-recognise-encourage-and->

Dr. Kimberly's literacy blog. Retrieved from

<http://www.learningunlimitedllc.com/2014/05/9-definitions-reading-comprehension/>

Melbourne University. Developing clarity and focus in academic writing

[http://services.unimelb.edu.au/\\_data/assets/pdf\\_file/0006/471291/Developing\\_clarity\\_and\\_focus\\_Update\\_051112.pdf](http://services.unimelb.edu.au/_data/assets/pdf_file/0006/471291/Developing_clarity_and_focus_Update_051112.pdf)

Nation, P. (1997). *The language learning benefits of extensive reading*, 21(5). Retrieved

from <http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/1997-Benefits-of-ER.pdf>

Nemouchi, A. (2008). Approaches to Teaching Writing. Retrieved from [http://fll.univ-](http://fll.univ-biskra.dz/images/pdf_revue/revue14_15/nemouchi%20abdel%20hak%202.pdf)

[biskra.dz/images/pdf\\_revue/revue14\\_15/nemouchi%20abdel%20hak%202.pdf](http://fll.univ-biskra.dz/images/pdf_revue/revue14_15/nemouchi%20abdel%20hak%202.pdf)

Steele, V. (2004). Word Choice for Creative Writing. Retrieved from

<http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teachingtips/product-process.>

Types of reading. Retrieved from <http://fis.ucalgary.ca/Brian/611/readingtype.html>

# **Appendices**

**Students' Questionnaire 01**

**Teachers' Questionnaire 02**

## Appendix: 01

### The Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitude towards the use of extensive reading as a tool to develop your writing proficiency in English, your answers are very important for the validity of this research. As such, we hope that you will give us your full attention and interest. Thank you in advance and know that no research can be done without the collaboration of both the researcher and the population to achieve optimal validity.

Please, tick (✓) the choice that corresponds to your answer briefly on the open-ended questions.

#### **Section one : General information**

1. Gender :

- Male
- Female

2. How do you consider your level in English?

- Very good
- Good
- Average
- Poor

3. In which skill you are interested?

- Speaking
- Reading
- Listening
- Writing

Please, justify

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

**Section two: Reading Skill**

4. Do you like reading?

- Yes
- No

5. How often do you read?

- Frequently
- Sometimes
- Rarely

6. Do you read?

- Only in the class
- During your free time

7. What do you often read?

- News papers
- Short stories
- Novels
- Books

Others.....  
.....

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

- Acquire new vocabulary
- Acquire new ideas
- Know more about the target language

Others.....  
.....

9. The choice of materials you read is decided by:

- Your teacher
- You

10. Do you think that the use of effective reading strategies improves your writing skill?

- Yes
- No

11. Do you think that the material you read can develop your writing proficiency?

- Yes
- No

Justify how?

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

**Section three: Writing Skill**

12. Do you believe that writing is important as a language skill

- Yes
- No

Say why?

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

13. Are you satisfied with your level in writing?

- Yes
- No

If "no", please, explain why?

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

14. How do you consider your level in writing?

- Very good
- Good
- Average
- Poor

15. Are you motivated to write academically in English?

- Yes
- No

16. According to you, good writing requires:

- Correct grammar
- Good ideas
- Precise vocabulary
- Correct spelling

Others.....  
.....  
.....

17. What is your primary focus when writing?

- Vocabulary
- Grammar
- Punctuation
- Spelling

Others.....  
.....  
.....

18. Does reading contribute to the development of the writing skill?

- Yes
- No

19. In your opinion, how does reading improve the writing skill?

- Organization and content
- New vocabulary
- New ideas

Others.....  
.....

20. What are the main difficulties that face you during the writing tasks?

- Spelling
- Grammar
- Misuse of vocabulary
- Content and organization

Other difficulties  
.....  
.....

.....

.....

21. When writing, do you think of the purpose of what you are writing about?

- Yes
- No

Why?.....  
.....  
.....

 *thank you* 

## Appendix: 02

### The Teachers' Questionnaire

Dear fellow teachers,

The research is carrying out a study about the effect of using extensive reading as a tool to improve students' writing skill. Your feedback is needed to obtain the teacher's attitude and general point of view regarding the implementation of extensive reading for writing tasks.

Please, tick (✓) the appropriate answer or make a full statement(s) when necessary.

#### Section one : General Information

1. Gender

- Male
- Female

2. What is your qualification?

- License
- Magistere
- Doctorate

3. How long have you been teaching English at the university ?.....years

4. How long have you been teaching written expression ?.....years

#### Section two : Reading Skill

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

- Yes
- No

If "yes", please, explain why?

.....

.....

.....

.....

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

- Always

- Often
- Sometimes
- Rarely
- Never

7. According to you, does reading improve the students' writing skill?

- Yes
- No

If "yes", please explain how?

.....

.....

.....

.....

8. Do you provide your students with some reading strategies?

- Yes
- No

If "yes", please, explain:

.....

.....

.....

.....

9. Do you integrate reading with writing tasks?

- Yes
- No

Whatever your answer, please, explain:

.....

.....

.....

.....

10. Do you encourage your students to read extensively?

- Yes
- No

11. In your opinion, what are the benefits that students may gain from extensive reading?

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

**Section three : Writing Skill**

12. Do you think that time allotted for written expression is enough?

- Yes
- No

13. Do you think that "the Written Expression Programme" that you are teaching is enough to improve your students' writing competence?

- Yes
- No

If "no", please, explain why?

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

14. Are your students able to write in an adequate way?

- Yes
- No

If "no", please explain why?

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

15. Are you satisfied with their level in writing?

- Yes
- No

If "no", please, explain why?

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

16. What are the main difficulties that students face during the writing tasks?

- Spelling
- Grammar
- Misuse of vocabulary
- Content and organization

Other difficulties :

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

17. Do you help your students when writing?

- Yes
- No

If "yes", what kind of help do you provide them with?

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

18. How do you encourage your students to write?

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

19. Do you appreciate the methods that are used in teaching writing?

- Yes
- No

20. In your opinion, what is the appropriate method that can be used in teaching writing?

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

*thank you, you have been very helpful.*

## المخلص

كما يقول المثل "قارئ جيد يعني كاتب جيد", تسعى هذه الدراسة إلى اكتشاف المساهمة الفعالة للقراءة الواسعة على مهارة الكتابة لدى الطلبة. هذه الأخيرة التي تمثل تحدياً لمعظم الطلبة لفشلهم في إنتاج تركيبة كتابية مقبولة يواجه الطلبة تحديات و مصاعب متفرقة و التي بدورها تؤثر في جودة الكتابة و نوعيتها إذ يواجهون تحديات و مصاعب متنوعة و متفرقة و التي بدورها تؤثر على جودة الكتابة و نوعيتها. و علاوة على ذلك تهدف دراستنا لتطوير المهارة الكتابية للطلاب من خلال قراءة عدد كبير من المواد و النصوص المفهومة. صممت هذه الدراسة لتتأكد من صحة الفرضية القائلة انه إذا قرأ طلبة اللغة الانجليزية بشكل مكثف و منظم و اتبعوا مجموعة من الاستراتيجيات ستتحسن مهارتهم الأكاديمية في الكتابة. استخدمت هذه الدراسة منهج البحث الوصفي لجمع المعلومات, قدمنا استبيانين, و جها أحدهما لطلبة السنة الثالثة لغة انجليزية في جامعة محمد خيضر ببسكرة, أما الآخر فكان موجهاً لأساتذة مقياس التعبير الكتابي على مستوى نفس الجامعة. عكست النتائج المحصل عليها الدور الذي تلعبه القراءة الواسعة في تحسين مهارة الكتابة عند الطلاب. على ضوء هذه النتائج, تم تأكيد الفرضية البحثية, أي أن الطلبة يحتاجون للاحتكاك قدر المستطاع باللغة الأجنبية عبر القراءة المكثفة لتحسين و تطوير مهارتهم الكتابية.