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English Division

Enhancing EFL Learners' Writing Skill Through Reading

A case study of first Year Students at the English division, University of Biskra

**A Dissertation Submitted to the Department of Foreign Language in Partial
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Submitted by:

Hadjer Deguiani

Supervised by:

Tayeb Bouhitem

Board of examiners

Supervisor: Mr.BOUHITEM.T,Biskra university

Examiner: Mr.TEMAGOULT.S,Biskra university

Presedent: Mrs.BAKHOUC.H.R,Biskra university

Academic year: 2015/2016

Dedication:

In the name of GOD most gracious Most Merciful All the pays is due to GOD alone the sustainer of all the world who gave me the capacity for doing this research

This dedicated to the memory of my favorite and beloved grand mother” Hadda”

This dissertation is dedicated to my wonderful and dearest people to my heart; my father “Omar” and my mother” Barka” for their encouragement and for their help to achieve my dream

I would like to dedicate this work to my grand mother “Khadidja” who is the source of happiness, and for her support and love.

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ABSTRACT:

There are many reasons why students have difficulties in writing, among them lack of reading. In this study, we investigated how the practice of reading can enhance EFL learners' writing skill. Being aware about the importance of reading to get sufficient vocabulary in order to improve the level of writing, this problem which students encounter during writing. The method for empirical investigation in the study include students' and teachers' questionnaire. Using descriptive method which is the most appropriate for our research. To convince the majority of students that reading makes them better writers and they should be made aware of the significant to read more with the purpose of acquire vocabulary that lead to better writing. It is by the means of two questionnaires devised to both teachers and students from the department of English at University Mohamed Khidher Biskra, where we investigated our hypothesis which show the importance of reading to improve students' writing, or in other words if students read a lot ,they will be good in writing skill. The findings gathered in this study confirmed the writing skill will be improved through reading. Because of that it will be necessary to encourage students to read more because they need encouragement from the teachers and engaging them in reading tasks and multiple peace of writing to motivate students and facilitate to acquire the vocabulary thus, they will mastering the skill.

❖ **List of Abreviation**

- ❖ EFL : English foreign language.
- ❖ LMD: licence-Master-Doctorate.
- ❖ % : percentage.
- ❖ Etc.: So Forth.
- ❖ Q: question.
- ❖ N: Membre.
- ❖ WE: Written expression.

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Chapter 01 : General introduction

Statement of the problem:

EFL first year students have many problems in writing. Among these problems lack of vocabulary they claim that they have ideas but they can't transmit their ideas in written because of many reasons among these reasons lack of vocabulary.

Students' writing display too many mistakes related to grammar, spelling, punctuation and capitalization. They even lost the ability to write short and correct sentences, with many repeated words revealing a lack of vocabulary; writing is an indication of lack of reading.

In our study we spot light on the importance of reading to improve our EFL learners writing skill.

It's very important to read as much as possible to improve learner's writing skill. Without neglecting this aspect because reading is one of the most important factors that the Learners need in order to be mastering the writing skill.

Objectives of the study:

The present study deals with the learners poor achievements in writing with the purpose:

To find the reasons behind these issue and what the learners need to achieve as a goal of becoming a good writer.

Through this study we aim to reach the goal of being a good writer by emphasizing on the reading habit, this helps learners to overcome the difficulties they face when they write.

Additionally, EFL learners need to be readers if they want to become a good writer.

Significance of the study:

This research study is very important, because it shows us how the practice of reading skill is significant and very effective on the learners' writing; in addition to that, it reveals that if you don't read you can't be a good writer you hope to be. It means that the connection between reading and writing skills is very strong.

Research questions:

Our research aims at addressing the following questions:

- Why do our students produce poor writing productions?
- What should be done to improve the situation?
- What are the EFL students' writing difficulties?
- How can reading influence writing skill?

Hypothesis:

The following hypothesis is formed:

If students read a lot, they will be good in writing skill. In other words, if EFL students read a lot, their writing will be improved

Research methodology and design:

a) The choice of the method:

This study uses the descriptive method as an appropriate way in order to test our hypothesis "if students read a lot, they will be good in writing skill" whether it will be confirmed or refuted. The present study uses a descriptive method for collecting data.

b) Population of the study:

Since the purpose of the study is to clarify the importance of reading to enhance EFL learners writing skill. The population of this study is first year students and teachers of written expression at the department of foreign language, branch of English at Biskra University during the academic year 2015/2016.

C) The sample:

In this study our sampling is about 40 students we have chosen randomly first year LMD students and teachers of written expression in English division at the department of foreign languages, University of Biskra.

D) Research Tools for Collecting Data Analysis:

For data collection we make questionnaire for both EFL students and teachers at Mohamed Kheider University of Biskra .In this study we will use one main tool: questionnaire. Teachers' questionnaire. Students' questionnaire would be directed to first year LMD students in the department of English at the University of Biskra.

Literature of review:

Many scholars were doing some studding about the issue of lack of reading that effect on the writing skill, from those scholars we choose: Loban (1963) as it is cited in Langer.J.A, Flihan.S, 2000). He explains that there is a strong relationship between reading and writing from where students who wrote well, also read well.

On the other hand, Widdowson (1979:56) views the reading process as:"not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge with the reader's mind".

De Ford (1981) also following this idea indicates that there is an interactive relationship between the reading and writing process. Learners learn about how to become writers from reading; Stotsky (1983:636) published a review of correlation and experimental studies that investigated reading and writing relationships. Also to that time showed that better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers. (Cited in Langer.J.A, Flihan.S, 2000).

According to Smith (1983) cited in Langer.J.A, Flihan.S, 2000). Explains that reading like a writer allows one to actually become a writer. In addition to making meaning of the text, the reader takes in and learns from the author's style, the reader uses the author's text as a model for texts that he or she reader will eventually write.

Another scholar is Squire (1983) state that writers combine what they have learned about language from the texts they have encountered as readers. They are also reflecting on their knowledge they have read to generating and synthesizing ideas for writing.

As cited in Hirvela (2004, p 53-20) Krashen's points out that "it is reading that gives the writer the feel for the look and texture". (1984:20). He indicates that the content of a text is formed through reading because it takes the information from read other sources.

Celce-Murcia (2001-224-5) argues: at the very least, readings provide models of what English language texts look like, and even if not used for the purpose of imitation, they provide input that helps students develop awareness of English language prose style.

Other studies like Hedge (2005:13) said that "there is widely held belief that in order to be good writer a student needs to read a lot, this makes sense. It benefits students to be exposed to models of different text types so that they can develop awareness of what constitutes good writing".

Also Blachowicz, C, Ogle, Dog (2008) agree that reading is essential; it is the process by which people gain information and ideas from: Books, newspapers, manuals, letters, contracts, advertisements and a host of other materials using strategies for constructing meaning before.

During and after reading will help students connect what they read now with what they learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.

Structure of the study:

This study is divided into two main parts the theoretical part and practical part the first one is divided into three chapters the first is about general introduction, the benefit of this chapter is to show the main aim of this research methodology, hypothesis and research questions. The second one is about "reading skill", this tackles the reading as an important skill in learning a language, as well as the extensive reading with its characteristics and benefits on writing skill; the third one is about writing skill.

The second part is the practical one. The last chapter deals with data collections and interpretation of students' questionnaire and teachers' questionnaire and is devoted to some useful pedagogical implications and suggestions that may help both teachers and students to teach, learn the writing

Chapter 02: Reading Skill

Introduction:

In this chapter we deal with a receptive skill which is reading skill, begin with definitions of reading then the purpose of this skill .Then we discuss another point which is reading types. Through this title we focus on the way the reader reads and uses the most appropriate style of reading for his/her purpose, he/she is serving their needs when they read some piece of writing, in addition, we will explain the importance of reading, through this point we know how much reading is significant, it introduces and builds a store of background knowledge. Moreover, this chapter will discuss motivation in reading and explain the nature of reading. In another side we discuss the reading engagement and engaged readers before another title which is reading-writing connection. At the end, we will speak about the relation between reading and writing specifically.

2.1 Definition of reading:

Many researchers and writers are trying to give definitions to reading skill, among them: Urquart& Weir (1998:22) ‘reading is the process of receiving and interpreting information Encoded in language form by means of the medium of print’. This means that through reading we receive extra information and details relates to foreign language.

According to Westwood (2001) reading is a skill which a person obtain meaning from print, the whole purpose of reading is understanding information in the text. In addition to Harmer (1983:53) who said that:

“Reading is the practice when readers move their eyes on the text
To own the language they are reading in. Then the brain pick up
The information provides by the eyes and translates it with giving
Important meaning”

In that definitions the writer speaks about the receptive skill which is reading, explain that it obtains the message by the eye as images, after that the information translate from the brain when the image comes into a message. Also Vacca .JAL et al. (2003) define Reading as a process where the mind is the main factor in operation inside it; it is not directly observable or measurable through any one instrument or procedure.

Reading is the interactive between a reader and a text which leads to Reading fluency. Through this skill the reader interacts producing movement with the text as he/she tries to get reaction from the meaning and where various kinds of knowledge are being used Alyousef. HS (2005).

Mcshane. S (2005) wrote also about the definition of Reading, he claim that reading is a complex system of deriving meaning from print that requires an understanding of how speech sounds are related to print decoding(word identifications)skills, fluency, vocabulary and background knowledge , active comprehension strategies and a motivation to read.

Walker (1992:37) said that reading is an active, problem solving process that involves predicting or guessing what the author says, based on expectations about story events. He claim that reading is comprehending and also developing of human learning; in other words reading is more than just receiving meaning in a literal sense.

According to Hill and Holden (1990:91) reading is very important skill to the learners because it helps them to understand a text and gets immediate feedback about the text.

2.2. Purposes of Reading:

The knowledge in which a person acquire, take from comprehension and developed a means from one paragraph to another. In this case the learner motivate to read; the purpose of reading may be pass the limit to satisfy our ordinary needs and develop their skills, the purpose why people read is important for a number of reasons generally comes for information's, interest and pleasure.

Learners participate in multiple kinds of reading depending on their need, reasons of reading and the situations they encounter for example reading news paper, books, sport scores. It could be forecasts', entertainment guide and advertisement etc.

We may engage in different kinds of reading for different purposes; however the ultimate goal is to grasp and recall what we have read. This act has to be selective the information that satisfy his needs (Smith, 1985:101-103).

Mcshne (2005:72) classifies reader purposes into two types: learning about something and finding specific information. The first one entails searching a subject in a magazine, article or in a newspaper, study for a text, learning how to do something and

reading for pleasure , however the second type of purposes reading contain reading to find specific information such as looking for a date in a list. To this point Grabe and Stoller (2002) divided reading into seven main headings:

- 1- Reading to search for simple information: here a person read to find a specific piece of information or specific words.
- 2- Reading to skim quickly: for example reading a text for general understanding.
- 3- Reading to learn from texts: a learner read to take important ideas or to be able to link a text with the knowledge of the learners.
- 4- Reading to integrate information: the reader can decide what information to integrate and how to combine it for the reader's goal. Stoller (2002)
- 5- Reading to write (or search for information needed for writing): the purpose of reading in this case to develop our writing and use those detail when we write a research or essay for example.
- 6- Reading to critique texts: it is task to critique a text through reading.
- 7- Reading for general comprehension: Stoller (2002) consider reading for general comprehension as complex, the most basic purpose for reading and supporting most other goals.

An example of Grabe and Stoller when we pick up newspaper, usually read the front page with some combination of search processing, general reading comprehension and skimming. We read for information but we also read with the goal to finish a newspaper fairly rapidly.

2.3. Reading types:

Reading types are used generally to extract information, facilitate to the learner the strategy in the sake of finding the right steps for knowledge and get required information. Davies (1995 cited in Bouaouina, 2010.p18) has set a group of four reading types which will be clarified as follow:

2.3.1. Skimming:

Grellet (1981:41) defined skimming as “quickly running one’s eyes over a text to get the gist of it”.

It is the process of quick reading for general meaning to gain general idea. A person let his eyes skimp over sentences or phrases which contain detail concentrate on identifying the central or main points. We use this strategy to preview a selection of text prior to detailed reading or take a deep understanding of a selection of text.

Skimming technique help a learner to consider what you know before, can help you discover and develop a purpose for reading. At the beginning skim may also help you make the best use of interest in the text and maximize your understanding and reflection on the material.

2.3.2. Scanning:

Is a skill that requires you read quickly while looking for specific information, when you scan you should start at the top of the page on the text and after that moving your eyes quickly toward the bottom. Generally scanning is a technique that is use to answer of questions.

Scanning is quick reading, focusing on locating specific information or find particular words or phrases that are exist in current task after passing your vision speedy over a section of a text.

Both of them (skimming and scanning) are used to select the text for detailed reading and after that to reinforce your understanding.

2.3.3. Intensive reading:

Several types of reading may occur in language classroom. Intensive reading is one of them .Sometimes called “narrow reading”, in this technique students deal with many texts by the same author about the same topic. It means to read a text in a purpose of found specific information or for comprehension.

Intensive reading help a learner to develop a language of the learning, provide a basis for explaining difficulties of structure and for take a more vocabulary. In this field Aebersold and field (1997) assume that intensive reading is reading carefully and thoroughly for maximum comprehension in which teachers provide direction and help

before, sometimes during and after reading followed by some exercises that require student to work on various types of text.

2.3.4. Extensive reading:

It is another technique of reading types means to read in a lower level of difficulty than that for intensive reading which take place in classroom; extensive reading used to obtain a general understanding of a subject through reading long texts, generally the purpose of this type of reading is for pleasure or to improve our general knowledge without worrying about every single word. For example when you read a novel before going to bed.

Furthermore Hedge. T (2000) supposes that extensive reading help a learner's to increase exposure to English and it is benefit when a class contact time is limited. Harmer (2007) gives importance to both intensive and extensive reading when he said:

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. whereas with the former a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed. it is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding), reading for specific information (often called scanning), reading for detailed comprehension or reading for inference (what is behind the words) and attitude (283).

2.4. The importance of reading.

Considering that reading is one of the most important factors which help a learner in his studies. There is a very important reason why ESL learners should try to develop their reading skills. Educational researchers have found that there is a strong correlation between reading and academic success.

Good reader can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments and detect implication. They also found that students who have a large vocabulary are usually good readers in addition to the fact that the best way to acquire a large vocabulary is to read extensively.

This habit helps a learner to enrich their brains, it innovates brain connection, another benefit is to improve concentrations; if learners read regularly, and they develop the ability to do this for longer periods. Through reading students learn about people, places and events outside their own experience they are exposed to ways of life, ideas and beliefs about the world may be different from those which surround them. It is important to build a store of background knowledge and help younger children learn to read confidently and well, moreover reading leads to more highly developed language skills and stay in touch with writer styles of writing.

2.5. Motivation in reading:

Motivation plays an important part in developing reading skills, because what we read by choice reflects our own interest. We expect to find certain things in what we read, perhaps answers to questions, information and ideas which are of special interest to us for the process of reading. This is a permanent inter-relationship between the reader and the text in which expectation is a fundamental characteristic indeed, the knowledge we already have about the subject and what we want to find in the text may be as important as what we take from it. As we read, we make predictions some of which we are confirmed or modified.

Cambria and Guthrie (2010) divided reading motivation into three sections: an interested student reads, the learner focuses on enjoying books. Being delighted by new information or being excited about an author. This technique increases achievement in the long term.

Second one is confidence as a reader, here a learner's beliefs in their capacity and they are sure in themselves as a reader, understand well and are not afraid of making mistakes or may be their weak level. On the contrary the students who doubt their abilities believing that they are worse than they are, retreating from all text interactions.

Third one is dedication, the students' persistence in reading whatever the assignment. Being well organized and making effort to be successful in reading. Those three factors improve achievement and motivation in reading.

Whereas in classroom, however the situation is different and artificial with students often being confronted with texts, they do not know anything about and are not interested in reading. All this of course may be argued makes teaching learning situation difficult. The teacher is therefore faced with a task of finding material which will appeal to the class as a

whole, also allow a students to choose their own when possible yet this does not mean that the choice of texts should be limited on you to what they know already. It is an exaggeration to say that only texts the learners know something about should be selected as of in another they know less about can awaken interest and lead to the desire to read a balanced approach is best to ensure that there is a range of material to which the students will be whatever to respond. Encouraging them to pursue their reading on whatever topics they are interested in beside provide variety.

2.6. The nature of reading:

Through studies researchers classified the nature of what we read with the obligation of having some relation to how we read; it is difficult to study the nature of reading since it is devided into two complex theory process and product.

2.6.1. The process:

Alderson (2000, 3) defined the process of reading as the interaction between a reader and a text...the learner is thinking about what he is reading, in another words the meaning of the text and his relation to the information that he have .apparently the process is likely to be dynamic when the reader read a text, this differentiate from one reader to the other, the understanding of this text or peace of reading. With different purposes at different time.

Also the process will be different for different readers. Understanding the process of reading is presumably important to an understanding of the nature of reading. The process is internal, private and silent.

2.6.2. The product:

Alderson(2000 :03) said that the earlier researcher focus on the product approach. This final mean that researchers would typically design text of understanding of particular text. Focused on the relationship between the results of the tests and variables of interest. Other researchers wishing to understand what distinguished one type of reader from another. Researchers divide product problems into two major which are: variation in the product and the method used to measure the process.

Since reader may differ in their knowledge and experiences, then the product of reading will also necessarily differ. Second problem show the inevitable limitation in theories as well as tests.

To summarize thus far: it is possible to see reading as process, or to examine the product of that process. Any theory of reading is likely to be affected by the emphasis that is placed on process or product.

2.7. Reading engagement and engaged readers:

Reading motivation divided into two: reading engagement and engaged readers. According to Guthrie, Wigfield and Perencevich. Reading engagement refers to it as “the extent to which an individual reads to the exclusion of other activities, particularly when faced with other choices” (Kamil, 2003, p.7). This definition of reading engagement spot the light on the fact that engagement is a deliberate behaviour on the part of the reader who chooses to undertake a reading activity rather than other activities.

Guthrie, Wigfield, & Perencevich (2004) Reading engagement described as the relationships between different aspects of motivation, between individuals and reading materials, and between individuals themselves, in addition to using adequate reading strategies and developing awareness about ideas .

The term engaged readers explaining by various researchers between them, The National Institute for Literacy (NIFL) (2007:35) explains that the term is used to refer to individuals who “tend to enjoy reading and to read more frequently ” . Moreover, Baker and Wigfield (1999:81) said that individuals who are engaged in reading usually develop various aims for undertaking reading activities, use what they have acquired from their past experiences to produce new meanings.

In addition to Guthrie (2004) stated that engaged readers have four main features; they are cognitively competent, motivated, knowledge-driven, and socially interactive. When relating this explanation to the definition of reading engagement in terms of motivation and social interaction, we can identify engaged readers as follows:

Engaged readers are not only motivated and socially interactive but are also using their background knowledge to gain new understanding. As this understanding, engaged students are strategic in reading a variety of texts. They employ such

strategies as questioning and summarizing to learn from books. Guthrie, Wigfield and Perencevich (2004:58).

2.8. Reading-writing connections:

Reid (1993:15) “Such investigation shows that reading is an active, not a passive experience. Furthermore, research has shown that correlations exist between effective readers and effective writer”. Reading and writing are integrally connected. All student writers read; they read about writing, they read the writing of other [...] and readers, particularly good readers, often write: they outline, they summarize, they respond to, and they synthesize their reading. Reading has always been a part of the ESL writing classroom. Krashen (1984) has shown the reciprocal relationship between reading and writing: good readers are often good writers, and good writers are often good readers. Stotsky (1983) found direct correlations between reading achievement and writing ability: better writers read more than poorer writers, and better readers tend to produce more syntactically mature writing than poorer readers. As cited in Reid. M. J. (1993:54)

Reid. M. (1993:16) claim that more experienced readers may respond by using strategies that try to account for the writer’s intentions and the writing situation as well as the meaning of the text. Writing and reading are closely tied since good writing is the result of the exposure to a lot of reading, and good reading results in good writing.

Most studies to date focus on sustained reading and its influence on writing. Yet, another aspect of this relationship is reading-to-write. Flower (1990) considers reading-to-write a tool that includes different activities that enhance writing instruction. Besides sustained reading, the reading-writing relationship can be considered as one that uses reading activities directly aimed at motivating students to improve their writing. The reading-writing relationship however is most often viewed from one direction: the influence of reading on writing. In the same vein, reading is said to affect writing more than writing affects reading. This direction may be substantially important for EFL students, who have fewer opportunities to engage in reading activities.

2.9. How to remember new vocabulary when you read:

Chesla (2000:37) points out that there are six strategies that can help make new, unfamiliar words a permanent part of your vocabulary:

2.9.1. Circle the word: If the book or text belongs to you and you can write on it, do write on it. Circling the word will help fix that new word and its context in your memory, and you'll be able to spot it easily whenever you come back to that sentence.

2.9.2. Say the Word Out Loud: Hear how the word sounds. Say it by itself and then read the whole sentence out loud to hear how the word is used.

2.9.3. Write the Definition Down: If possible, write the definition right there in the margin of the text. Writing the definition down will help seal it in your memory. In addition, if you can write in the text, the definition will be right there for you if you come back to the text later but have forgotten what the word means.

2.9.4. Re-Read the Sentence: After you know what the word means, reread the sentence. This time you get to hear it and understand it.

2.9.5. Start a Vocabulary List: In addition to writing the definition down in the text, write it in a notebook just for vocabulary words. Write the word, its definition(s), its part of speech, and the sentence in which it is used. Chesla (2000:37).

2.9.6. Use the Word in Your Own Sentence: It's best to create your own sentence using the new word, and then write that sentence in your vocabulary notebook. If the word has more than one meaning, write a sentence for each meaning. Try to make your sentences as colorful and exciting as possible so that you'll remember the new word clearly.

Conclusion:

As a conclusion to this chapter, it can be said that reading is a very significant skill in which learners interact with written texts to acquire language input and knowledge of vocabulary, grammatical structure, and rhetorical features of texts in general. It has types to specify the way which the learners can read to reach his/her goal after reading. We have seen the importance of reading in learning a foreign language, in addition to motivations in reading and the nature of this skill, moreover in this chapter we discuss reading engagement and engaged readers to gain better understanding and more information about the writing text, in the last part of this chapter and more important part we focus on reading-writing connections to know the importance of reading to establish our learners' abilities and skills, from this chapter we considered that reading is an important skill for learners to develop their information and other reasons.

Chapter 03 : writing skill

Introduction:

In this chapter, we will present definitions of writing, the importance of the productive skill. Then, we speak about types of writing. Also we will be discussed the reasons for writing and mentioning characteristic of good writing, we will explain the stages of writing and how the writer move step by step in writing , beginning with prewriting to editing. However in the next title we will speak about the source of errors in English writing. Finally we spot the light on the writing and other language skill.

3.1. Definition of Writing:

Writing is considered as the most complex human activities. It includes the development of an ideas, experience with a subjects and the capture of mental impersonation of knowledge. Rogers (2005) define writing as the use of graphic marks to represent specific linguistic utterances, it involves making an utterance visible, he focus on writing as represent language or it is related to language not to ideas.

Nancy Arapoff (1967:233) defines writing as « much more than an orthographic symbolization of speech. It is most importantly, a purposeful selection and organization of experience. (Thoughts, facts, opinions, or ideas) which acquired through actions or through reading or hearsay »

According to the online wikipedia, writing is a medium of human communication that performs language and emotion through the inscription or recording of sign and symbols, it is relies on many of the same structures as speech, such as vocabulary, grammar and semantics. The result of writing is generally called text. And the recipient of text is a reader.

Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Elbow (1978)

Also online omniglot (1991) define writing as a method of representing a language in visual or tactile form, writing systems use sets of symbols to represent the sounds of speech, and may have symbols for such things as punctuations and numerals.

3.2. The Importance of Writing:

Considering Writing as the once considering the domain of the elite and well-educated, has become an essential tool for people of all walks of life in today's global community. Whether used in reporting analyses of current events for newspapers or web pages composing academic essays, business reports, letters, or e-mail messages, the ability to write effectively allows individuals from different cultures and backgrounds to communicate. Furthermore, it is now widely recognized that writing plays a vital role not only in conveying information, but also in transforming knowledge to create new knowledge, it is thus of central importance to students in academic and second language programs throughout the world.

3.3. Types of Writing:

According to online Freeology journal (2013) there are four main types of writing: expository, persuasive, narrative and descriptive

- Expository – Writing in which author's purpose is to inform or explain the subject to the reader.
- Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.
- Narrative – Writing in which the author tells a story. The story could be fact or fiction.
- Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

In another side, Hedge (2005:86, 87) claims that the answer for the question what kinds of texts do we ask our students to write is that depends largely on their reasons for learning English and, in particular, for writing in English. Writing is relatively rare activity outside the professional world so the English language teacher needs to think carefully about the role of writing in the classroom and the demands made on students. He divided types of writing into six which are: personal writing, study writing, public writing, creative writing, social writing, and institutional writing.

3.3.1. Personal Writing:

Is writing for oneself and includes various types of diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the English-language classroom. This can provide valuable practice opportunities.

3.3.2. Study Writing:

Study writing is writing for academic or educational purposes and includes all those tasks that students perform, either writing notes and summaries for themselves or writing essays, reports, reviews, etc, which are read and often assessed by teachers.

3.3.3. Public Writing:

Hedge (2005:86) claim that public writing is writing as a member of the general public to organizations or institutions. There are usually conventions to follow in the writing. It includes such activities as writing letters of enquiry, application, and complaint.

3.3.4. Creative Writing:

Creative writing can include poems, stories, rhymes, drama. It is often found in primary and lower secondary classrooms in first language education. It helps learners in building self esteem.

3.3.5. Social Writing:

Hedge (2005:87) state that social writing is all the writing that establishes and maintains social relationships with family and friends, for example, telephone text messages, and personal emails. These will be relevant to EFL students who need to learn the correct formats and formulae.

3.3.6. Institutional Writing:

Relates to professional roles. Each one will have its own specialized texts such as academic papers. Language students in more specialized groups can usually draw up specifications of their own needs in writing English.

3.4. The Reasons for Writing:

Teachers give a set of writing to the students for several reasons, according to the students needs and for the sake of helping them to develop their learning proficiency. In recent years, Hedge (2005) asked groups of English language teachers about why they draw writing activities for their students in the classroom. The teachers introduced a set of purposes which they consider as reasons for writing, these purposes are as follows:

- For pedagogic purposes, writing should be appropriate for the school environment to help the students learn the language system. For example, to consolidate the learning of new structures or to help students remember new items of language.
- For assessment purposes, as a way used to establish the student's learning progress or proficiency.
- For real purposes, is the aim of the learning process, it concentrates on the needs of the students.
- For humanistic purposes, its goal is to help the weak students and enable them to show their abilities and allow quieter students to show their strengths.
- For creative purposes, to help the students write for themselves, and its aim is to develop and improves the students' self-expression.
- For classroom management purposes, as a relaxed, calm activity which settles the students down.
- For aquisitional purposes, is careful ways of dealing with the language to permit the students explores and reflect on language try on the language in a conscious way.
- For educational purposes, it is a method to build the students' confidence, improve their self-esteem, and intellectual abilities (ibid).

3.5. Characteristic of Good Writing:

Successful writing involves, among other things, the ability to integrate information from previous researchers in relevant areas of study. Even the most original academic paper integrates facts, ideas, concepts, and theories from other sources by means of quotations, paraphrasing, summaries, and brief references.

The writers using background sources-processing that involves reading, understanding, learning, relating, planning, writing, revising, editing, and orchestrating. Kroll (1990:211).

Among the characteristics of good writing, the writer writes in such a way that minimal effort is required by the reader. A piece of writing should take meaningful sense. Every word you write needs to be understood by the reader. The style should be specific and concise. Everything should be relevant. Readers are generally lazy and in a hurry. They need to be able understand everything the first time; without forcing to wait till the end of section. The sentences linking together in clear form by making each sentence form a chain with the next. The reader is guided step-by-step towards the writer's conclusion. Adrian (2011:55-56).

3.6. Stages of Writing:

When we compose a piece of writing the writer become involved in some activities and going through it before and during writing, we must know the stages that allow us to going on simultaneously to have better understanding and effective work. It differs from one writer to another. We move systematically through the different stages of the writing skill to understand, and engaging in the creation of written texts. The most used ones are: Prewriting, drafting and redrafting, editing. Hyland (2003:11) said that these stages do not occur in a linear sequence; they are recursive, interactive and potentially simultaneous; i.e.: all the work can be reviewed, evaluated and revised, even before any texts has been produced at all.

3.6.1. Prewriting:

Hedge (2005:53) said that

Before putting pen to paper, the skilled writer in real life considers two important questions: what is the purpose of this piece of writing? This may influence the choice of organization and the choice of language. Second question, who am I writing this for? The reader may be an individual, one you know well, or a group of colleagues, an institution, an examiner, or a tutor. Thinking about the eventual readers helps the writer to select what to say and how to present it in the most appropriate style-formal, friendly, serious, or tentative.

He said that good writer generates plans for writing at this stage, though, the amount of planning varies. Some pieces of writing require a great deal of preparation and that others can be written more or less spontaneously.

Experienced writers plan what they are going to write. Before starting to write, they try and decide what they are going to say. For some writers this involves making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned when prewriting, writers have to think about three main ideas(issues),in the first they have to consider the purpose of their writing since this will influence not only the type of text they produce, but also the language they use. And the information they choose to include, secondly, the writers think of the audience they are writing for and the choice of language whether it will be formal or informal in tone. Thirdly is the content structure of the piece of writing. That is how best to sequence the facts ideas or arguments which they have decided to include. Harmer (2004:4-5)

Prewriting exercises do not only help students to find something to say about a specific topic, they also help them to improve their writing skills through reading organizing, classifying of the prewriting notes and providing them opportunities to get ideas . Murray (1988:16).

3.6.2. Drafting and Redrafting:

Drafting can refer to the first version of a piece of writing as a draft (ibid).

Harris (1993:55) in this stage it needs to be some point at which the writer begins to translate plans and ideas into provisional text, moving from thinking about writing to doing it. As cited by Tribble (1996:112).

“Drafting is the physical act of writing”. Lindermann (1987:26). In his quotation Lindermann consider drafting as the practical part of writing which the learners move through theoretical part to the practise, in other words, from prewriting to the writing.

Drafting is a second phase of activity; moreover it consists of making a first draft. But writing the first draft is often interrupted as the writer stops to read over and review, to get an idea of how the text is developing, to revise plans, and bring in new ideas or rearrange those already expressed...good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later. In general the drafting stage focuses primarily on what the writer wants to say, while redrafting progressively focuses on how to say it most effectively. Hedge (2005: 53-54).

We can say that writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it or write it. Then after you have finished writing, you read over what you have written, make changes and correction. Therefore, writing is never a one step action; it is a process that has several stages.

3.6.3. Revising and Editing:

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it doesn't, perhaps the order of the way something is written is ambiguous or confusing.

In this case the writers make the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience Harmer (2004:5).

Writers are continuously reading through what they have written and making corrections to make sure of having correct grammar and acceptable piece of writing. In this sense getting the content right is a reasonable summary of what should happen during revision. The rest is edition, Hedge (1988:23). Editing is the final step before handing out the final draft.

Johnson (2008:167) state that:

Basically ‘editing’ means making your piece as reader-friendly
As possible by making the sentences flow in a clear, easy-to-read
Way. It also means bringing your piece of writing into line
With accepted ways of using English: using the appropriate
Grammar for the purposes of the piece, appropriate punctuation
And spelling, and appropriate paragraphing.

3.7. The Source of Errors in English Writing:

Students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other. There are often confusions which provoke errors in a learner’s use of English, especially in English writing where the errors are different from one student to another; students do such errors for different reasons which are: translation, overgeneralization, and fossilization.

3.7.1. Translation:

The first common source of the writing errors that the students make is translation, in which they translate some words from their native to the foreign one. The students also translate the target language structure. In the learning process, researchers often study the interference of the native language from developmental stages of interlanguage .

3.7.2. Overgeneralization:

The second common source of errors is overgeneralization, in this kind of errors the students start to over generalize a new rule that has been (subconsciously) learnt. In addition to language learners in both first and second language acquisition have been

observed to produce errors which can be explained as extensions of some general rule to items not covered by this rule in the target language.

This account for mistakes like ‘she is nicer than him’, where the acquisition of more for comparatives is over-generalized and their mixed up with the rule that the students has learnt-that comparative adjectives are formed of an adjective plus er. Harmer (2007:100).

3.7.3. Fossilization:

Foreign language learners make other kind of errors, when their internalized rule system contains rules different from those of the target language. According to Odlin (1994: 13): “learner” interlanguage competence diverges in more or less permanent ways from the target language grammar” (in Graoui, 2008: 69). Fossilization in language learning may occur when students feel their communicative needs have already been met. These types of errors may cause some problems in the writing process especially when they are repeated because they will become bad habits. Fossilization in language learning might be related to the cultural issues which fossilized for the reader who do not have enough interaction and engagement in foreign language texts. As cited in (Graoui, 2008: 68.69).

3.8. Writing and Other Language Skill:

3.8.1. Four Language Skill Working Together:

Writing is not an isolated skill. Four language skills work together to enhance the development of each other: speaking, listening, reading and writing. Listening and reading are the receptive skills (taking in information), and speaking and writing are the productive skills (giving out information). According to Johnson (2008), language skills enhance each other; i.e. The development of individual language skills improves the development of others. For example, listening and hearing other people use language enhances one’s ability to speak, reading helps students become better writers, and writing helps in developing phonic knowledge and enhances reading fluency. As cited by Hamadouch (2010:14-15).

3.8.2. Writing and Speaking:

Opinions differs between Traditional linguistic and educational research where the first one said that written language is a reflection of oral language, while educational

research has taken the stance that the written form of the language is more « correct » and therefore should be more highly valued than spoken language in recent years a consensus has been emerging to reconcile these two positions. (But spoken and written texts do vary across a number of dimensions, including but not limited to) textual features, sociocultural norms and patterns of use, and the cognitive processes involved in text production and comprehension.

A useful summary of some of the differences between speaking and writing can be found in Brown (1994). List of the characteristics that differentiate written language from spoken language:

Permanence: oral language must be processed in real and specific time, while written language is constant and can be read and reread in any time.

Production time: writers generally have more time to plan, check and revise their words before they write their final draft, however speakers must plan, formulate their utterances within a few moments if they are to maintain a conversation.

Distance: between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact and thus necessitates greater explicitness on the part of the writer.

Orthography: which carries a limited amount of information compared to the richness of devices available to speakers to enhance a message (eg .stress, intonation, pitch, volume, etc.)

Complexity: written language tends to be characterized by longer clauses and more subordinators, while spoken language have shorter clauses connected by coordinators as well as more redundancy (e.g. repetition of nouns and verbs)

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

Vocabulary: written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts. As cited by Weigle (2002:15-16).

3.8.3. Reading –Writing Connections:

Researchers, and practitioners (e.g., Eisterhold, 1990; Heller, 1999) The connection between reading and writing has often been viewed in straightforward terms : those who read well and write well. Although this relationship has been long recognized, researchers have often been more interested in understanding the sources of the

relationship. The result of studies that have investigated this issue showed multiple realities. For example, researchers come to view reading and writing as two skills that share similar processes. They argue that readers and writers go through similar processes to either comprehend or create meaning.

Cremer, P. and Lea, R. M. (2008) state that choosing your reading material was one important aspect in analyzing the title of your written assignment. Reading is also an integral part of the whole writing process. In addition, successful writing needs the techniques of being able to integrate the important points of what the learners read into their own writing. 'Reading is always an integral part of student writing'.

Conclusion:

We conclude, as a conclusion to this chapter that a productive skill, which is written, is a complex and difficult to master this operation. It needs a follow-up and attention from the teachers and learners by knowing the importance of this skill, stages that the learners go through to write better good range of vocabulary. Such a purpose can, we think, be attained only with the returning to some mental activity. Writing skill has a relation with other skill related to them and makes a connection with others. This makes it easier to conduct a right and the desired results. In this chapter we specify the characteristic of good writing and the errors that the writers face and their sources.

Chapter 04: field work

Introduction:

Because of the nature of the present subject, it is indispensable to elicit teachers' and students' ideas about reading, writing and the way to connect them because the learners and the teachers are the main variables of the study. Their opinions are very important to develop the level of the learners in writing skills and to tell them about the significance of reading skills or knowing more vocabulary through reading, in other words, to find solution to the students' writing problems to be better writer and enrich their vocabulary.

For this purpose, a questionnaire addressed to both teachers and students is the most appropriate way to gather data for our study.

The aim of the students' questionnaire is to find students' opinions about their level in writing, to show us how their writing are connected with the reading skill and if they consider it as an important factor to enrich their writing.

The teachers' questionnaire is used to gather information about the teachers' views about the module of writing and the problems they face in writing, in addition to find the easiest way to establish students' with taking into consideration how the teachers motivate and encourage their learners to read.

The main objective behind such a questionnaire is to draw some conclusion and verify the following hypothesis:

When students read a lot, they will be good in writing skill. In other words, reading a lot help a students to improve their writing.

The students' questionnaire:

Administration of the Questionnaire:

The students who responded to the questionnaire were chosen randomly among the total number of the first year LMD students. At Mohamed Khidher University. Biskra. The choice of first year students was based on the problem that the majority of the students have problems when they write a piece of writing and reading skill; they did a lot, they didn't have enough vocabulary and misreading, we choose 40 students among the whole number.

Description of the Students' Questionnaire:

The questionnaire consists of eighteen (18) questions divided into two main sections (see appendix I). The questions include close-ended questions, and open ended questions where students have to explain their choice or suggestion.

Section one:

This section aims at getting the students' opinions about reading skill and vocabulary whether they like reading, this receptive skill and their level in English vocabulary. In addition to help us to specify the importance of reading to get enough vocabulary in order to establish their writing in learning second language.

Section two:

It deals with writing skill and the problems that face students when they write in second language, it attempts at finding out the reasons behind the poor level of writing production and their relation to reading skill.

Analysis of students' Questionnaire:

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

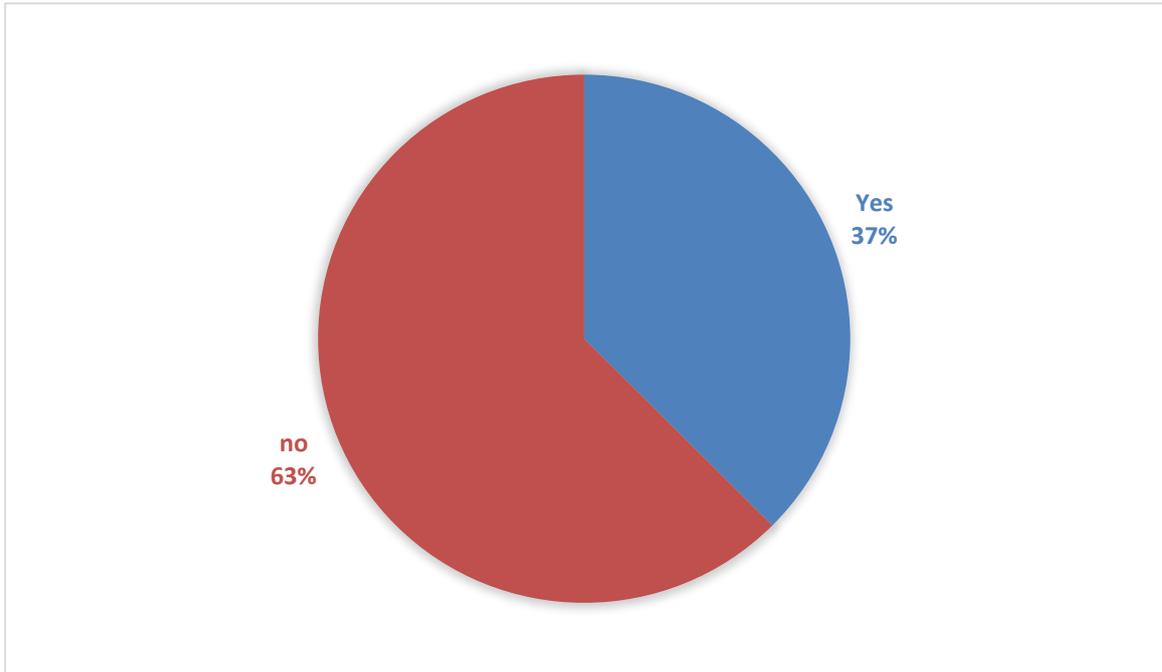
1. Do you like reading?

Yes

No

Option	N°	%
Yes	15	37
No	25	63
Total	40	100

Table (01): Students' Views about Reading.



Graphs (01): Students’ Views about Reading

The table above shows that the majority of the students (63%) answered with “yes” which means that they like reading. This indicates that reading is viewed as an important skill to be fulfilled. The rest respondents, which represent 15%, have answered with “no” which means that they do not like reading.

2. Reading is your favorite subject?

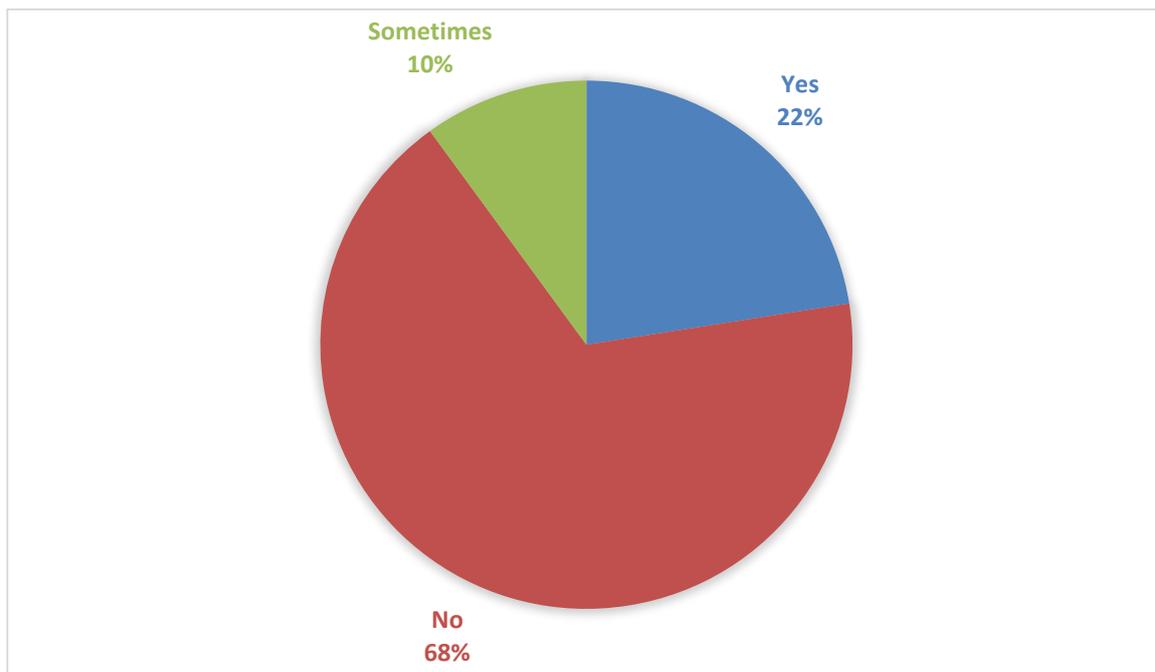
Yes

No

sometimes

Option	N°	%
Yes	09	22
No	27	68
Sometimes	04	10
Total	40	100

Table (02): Preference Students’ To Read



Graphs (02): Preference Students’ To Read

68% of the sample answered that reading is not their favorite subject. Meanwhile, 22% responded with yes. On the other hand, 10 % see reading as a matter of mood. These results urge us to encourage reading among students for it has a great effect on their written performance.

3. Do you read?

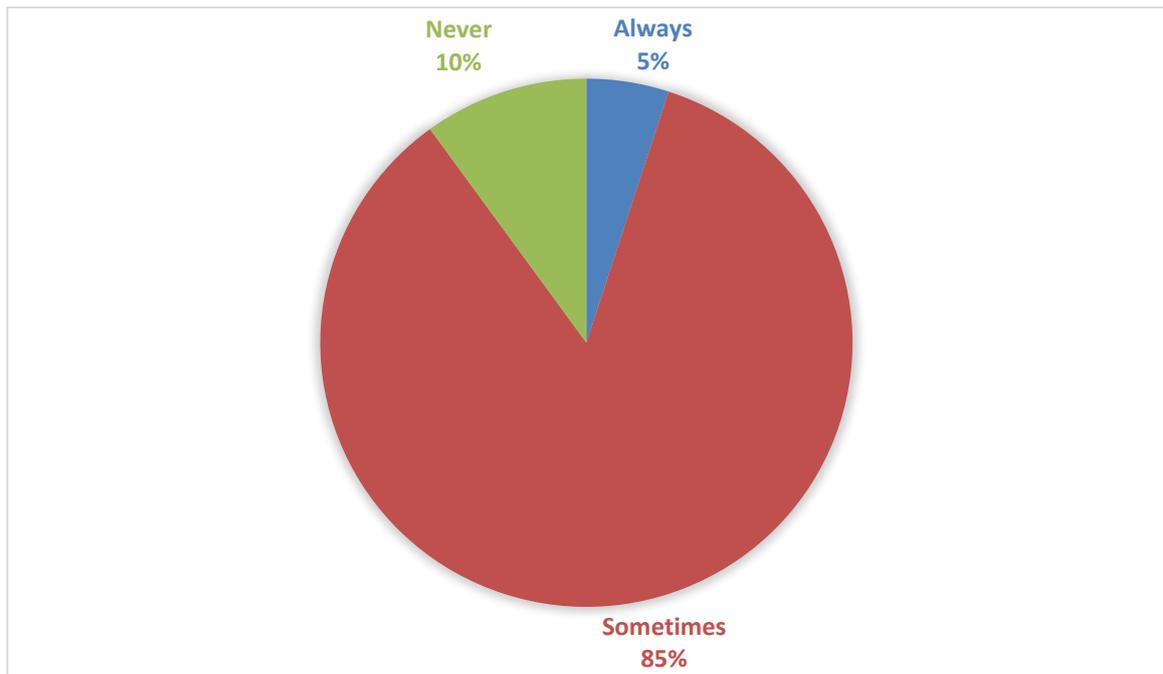
Always

Sometimes

Never

Option	N°	%
Always	02	05
Sometimes	34	85
Never	04	10
Total	40	100

Table (03): The Students’ Habits of Reading



Graphs (03): The Students' Habits of Reading

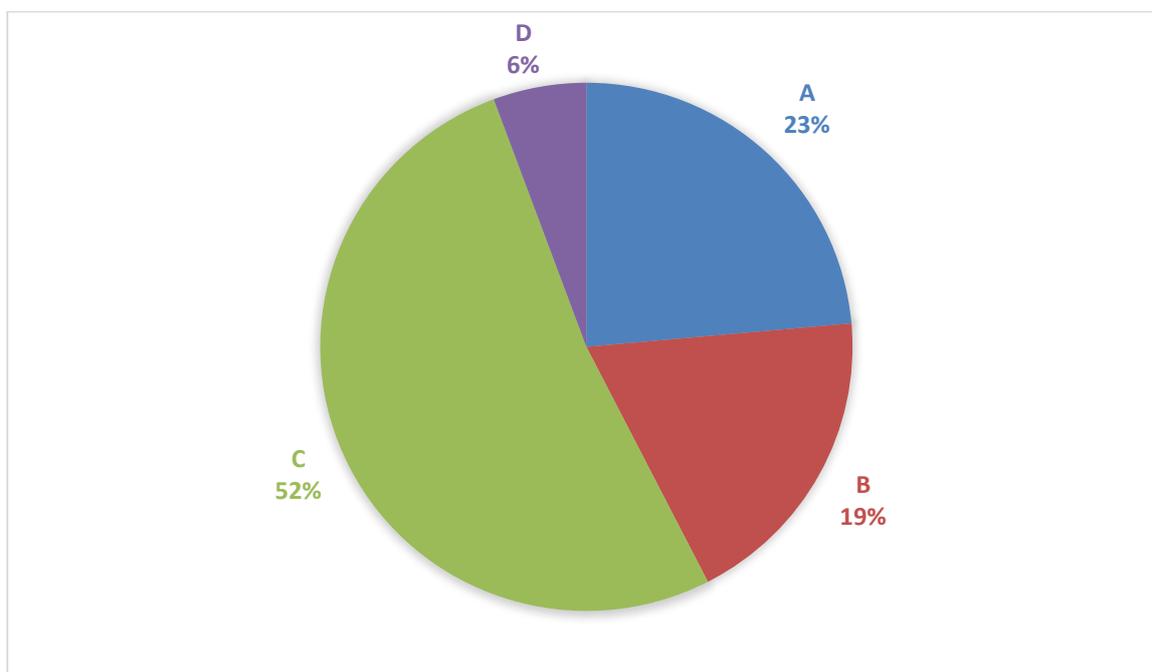
85% of the total number of students read sometimes. However, a low proportion (05%) read always, and surprisingly, there are university students who never read who represents a proportion of 10%. We can see that students do not have a reading culture, since the majority of them do not always read. These results supports the data obtained from the previous question; since it is very natural for those who do not always read to not take reading as their favorite subject.

4. Why do you read outside the class?

- A. To know more about language structure
- b. Teachers ask you
- C. You want to enrich your vocabulary
- D. You want to develop your way of writing

Option	N°	%
A	05	23
B	04	19
C	11	52
D	20	06
Total	40	100

Table (04): Students' Reasons behind Outside Class Reading



Graphs (04): Students' Reasons behind Outside Class Reading

As seen in the graph and the table above, half of the study sample (52%) read outside the classroom to enrich their vocabulary. 23% of the sample read to know more about language structure and a close proportion read outside the classroom because of teachers' orders. On the other hand, only 06% of the sample read to develop their writing skills. Based on these results, we conclude that the vast majority of the students are aware of the importance of reading in enhancing one's vocabulary

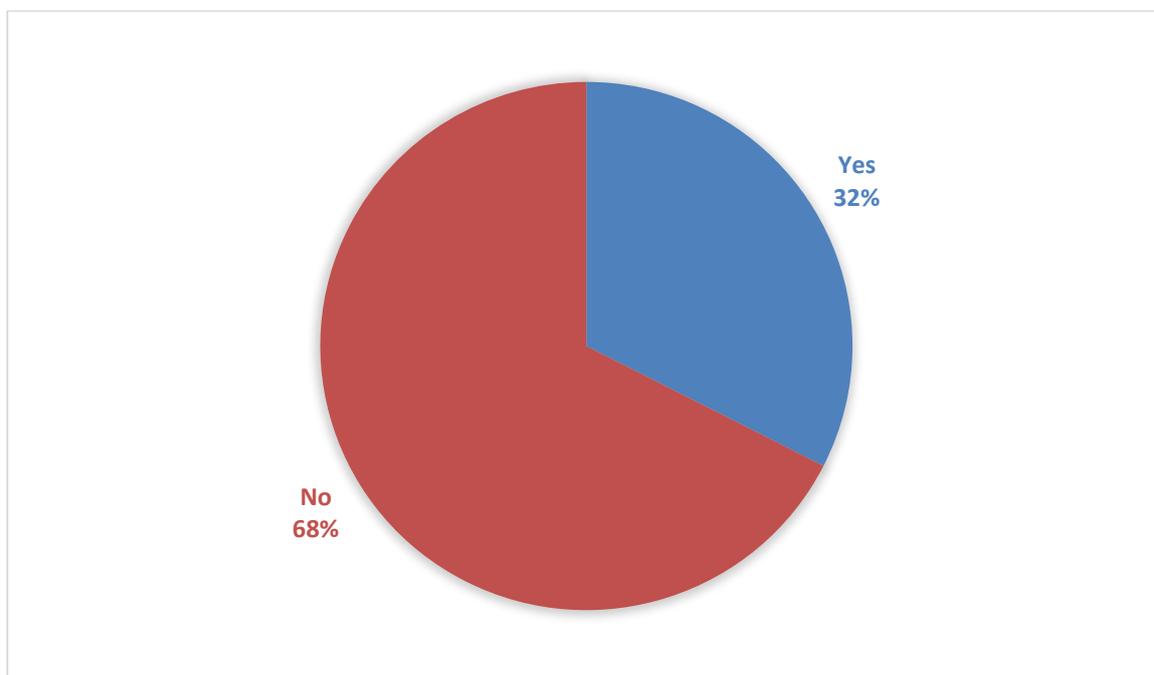
5. Are you motivated to read?

Yes

No

Option	N°	%
Yes	13	32
No	27	68
Total	40	100

Table (05): The Students' Motivation to Read



Graphs (05): The Students' Motivation to Read

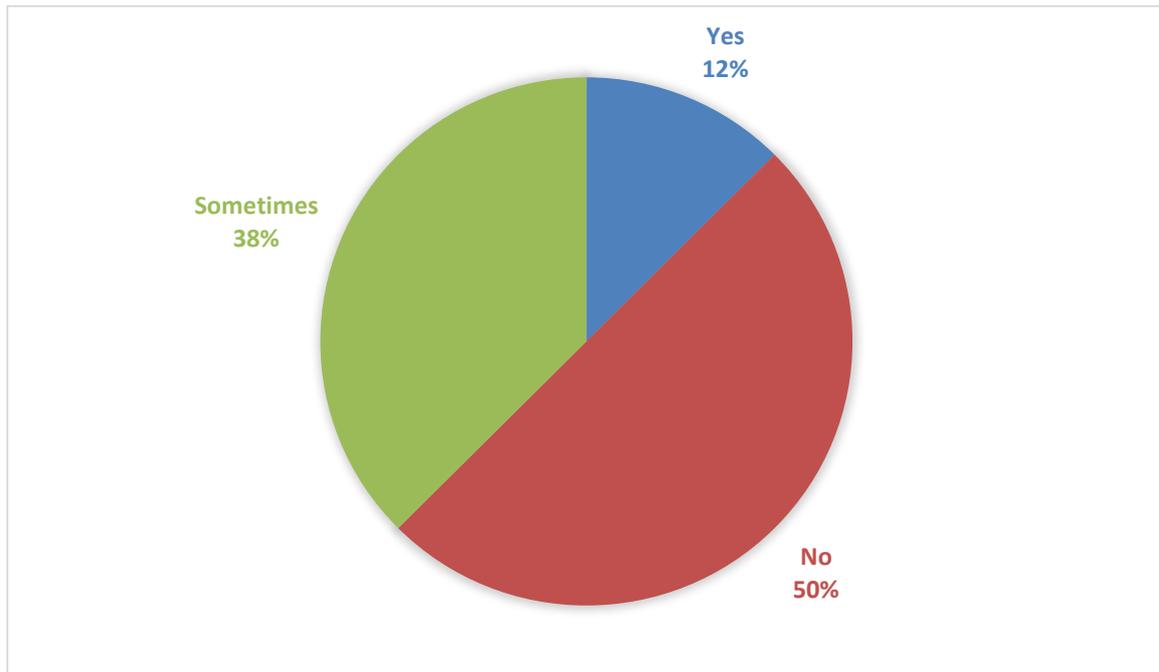
A great amount of the students 68% are not motivated to read which only 32% of them motivated. These results shed light on a dangerous phenomenon, namely lack of motivation to read, which begs the question on how to find working ways to motivate university student to read.

6. Do you like to borrow books from the library?

Yes No Sometimes

Option	N°	%
Yes	05	12
No	20	50
Sometimes	15	38
Total	40	100

Table (06): The Attention of Students Taking Books from the Library.



Graphs (06): The Attention of Students Taking Books from the Library.

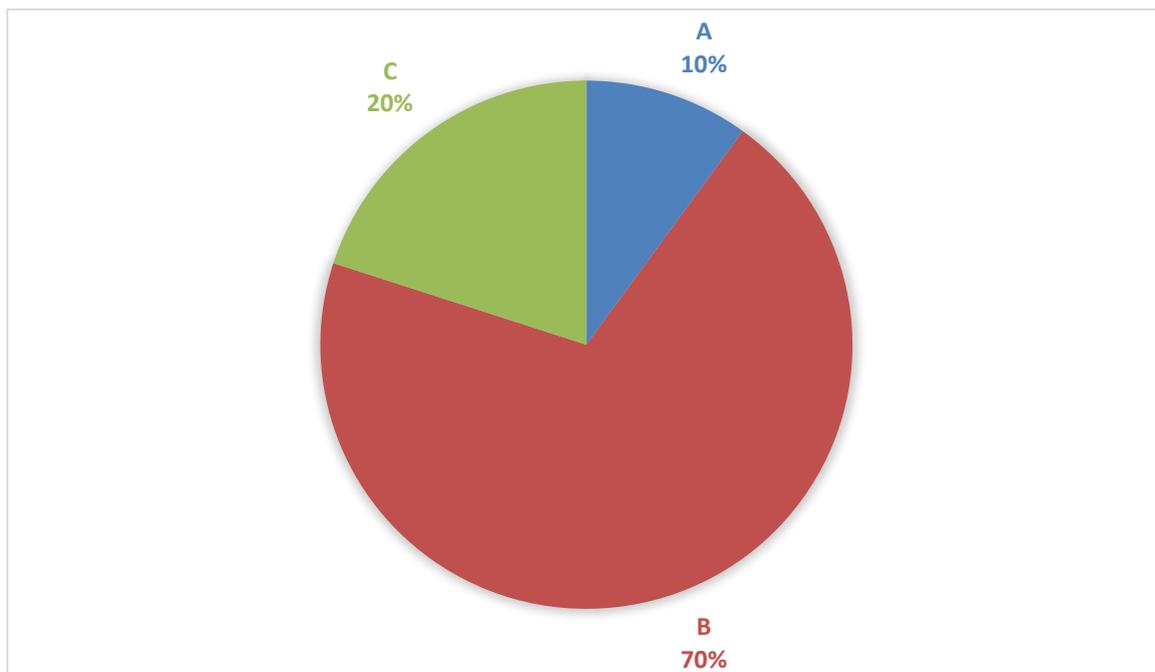
Half of the subjects dislike borrowing books from the library while only 12% of them borrow books. On the other hand, 38% of the subjects borrow books only sometimes. This means that reading is not a primary concern for the students.

7. Which of the following strategies do you prefer when you read?

- A. extensive reading
- B. intensive reading
- C. both

Option	N°	%
A	04	10
B	28	70
C	08	20
Total	40	100

Table (07): The Students' Preferable Strategy of Reading.



Graphs (07): The Students' Preferable Strategy of Reading.

70% of the subjects prefer the intensive reading and only 10% of them read extensively; meanwhile, 20% like both strategies. Based on these results, we conclude that most of students tend to read more in order to know about vocabulary and word meaning which is the main purpose of intensive reading; on the other hand, the low proportion of extensive reading is due to its stressful nature.

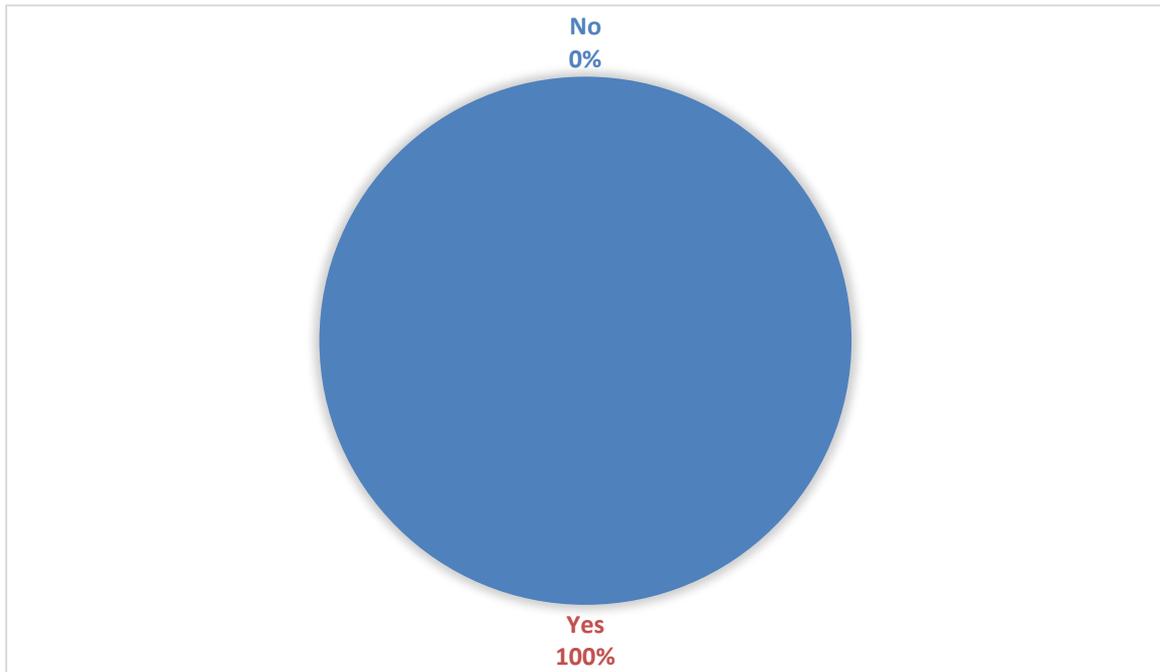
8. Does reading contribute to the development of the writing skill?

Yes No

If yes explain how?

Option	N°	%
Yes	40	100
No	00	00
Total	40	100

Table (08): Contribution of Reading to the Development of the Writing Skill



Graphs (08): Contribution of Reading to the Development of the Writing Skill

All the students acknowledge the positive effects of reading on their writing skills for different reasons as shown in their explanations:

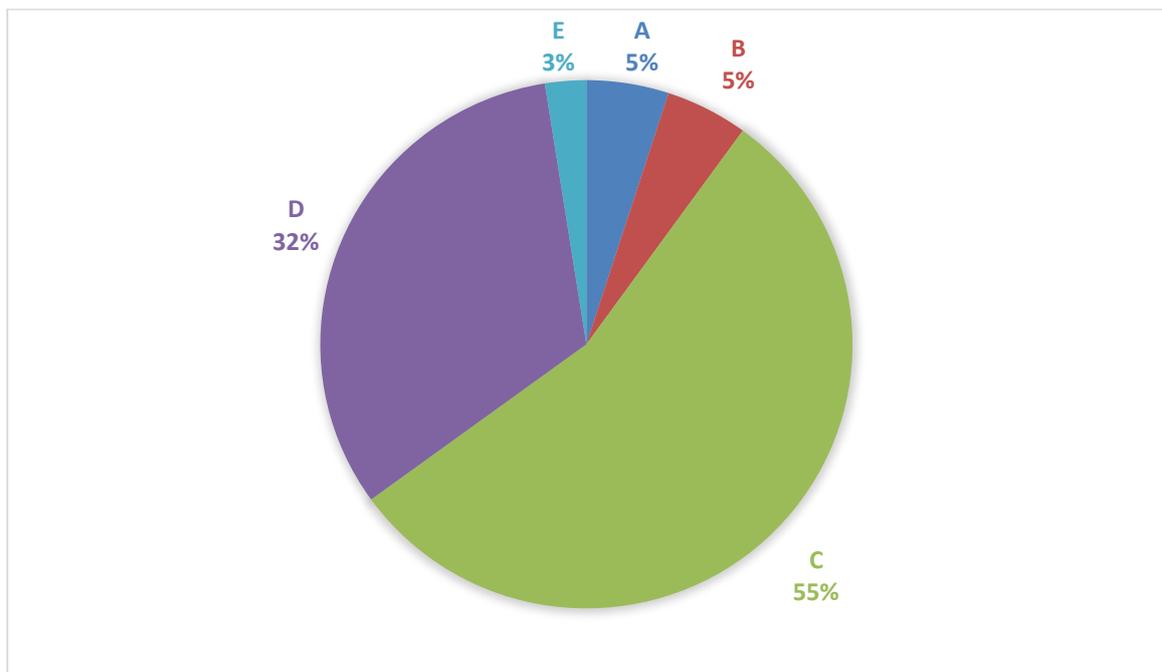
- Because it improves language skills by giving us more information.
- Reading and writing are interrelated. By reading, we can improve our writing skills more and more.
- Because it helps us in spelling out difficult words.
- By helping us in writing and organizing our ideas.
- Because reading give you new ideas and enriches our vocabulary.
- By introducing new vocabulary to use in our writing tasks.
- By developing our writing styles and strategies.

9. How do you consider your level in English vocabulary?

- A. very good
- B. good
- C. average
- D. bad
- E. very bad

Option	N°	%
A	02	05
B	02	05
C	22	55
D	13	32
E	01	03
Total	40	100

Table (09): The Students' Opinions about Their Level in English Vocabulary



Graphs (09): The Students' Opinions about Their Level in English Vocabulary

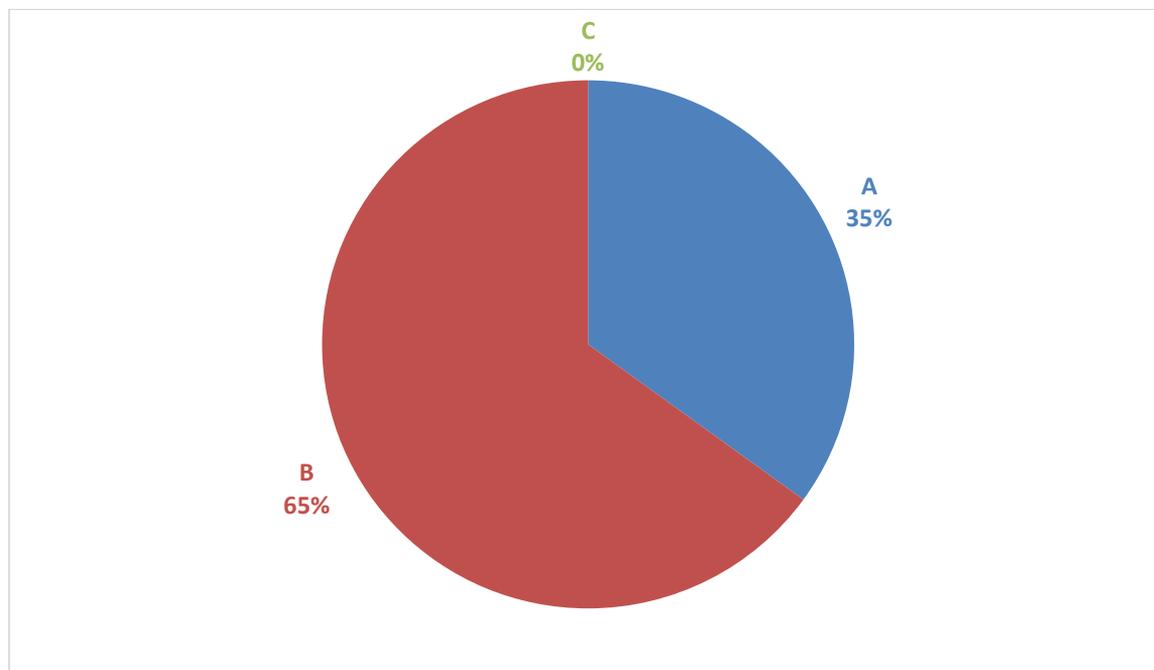
The results in the table above demonstrate that students' perspective about their level of vocabulary ranges from average (55%) to bad (32%). This level is caused mainly by their lack of reading.

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

- A. difficulties of understanding text
- B. difficulties of vocabulary
- C. other difficulties.....

Option	N°	%
A	14	35
B	26	65
C	00	00
Total	40	100

Table (10): Difficulties during Reading Skill.



Graphs (10): Difficulties during Reading Skill.

The table and the graph above show that vocabulary issue represents the most frequent difficulties in their readings. In other words, the problem lies in words as single items and not

in texts as whole; since they can deduce the whole meaning of the text through its context. Additionally, students provided some other difficulties which they face when they read in English. We mention:

- Sometimes, they face unfamiliar vocabulary, which make the text obscure.
- Difficulties in finding the right pronunciation based only on the written form.

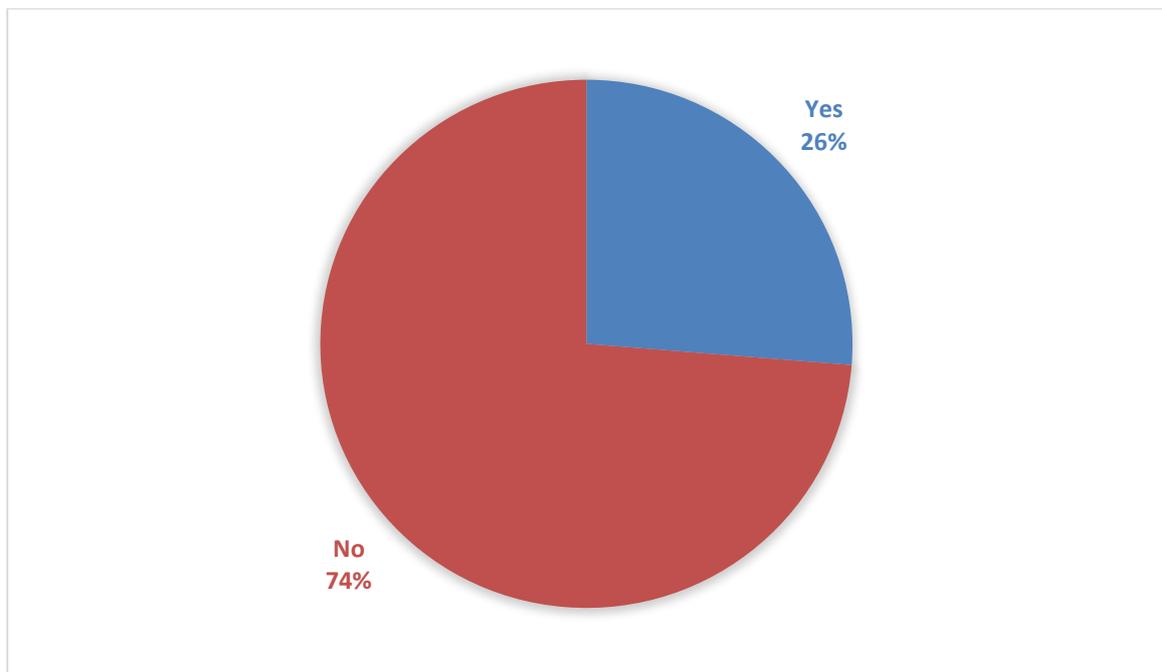
11. Is reading one of your favorite things to do?

Yes

No

Option	N°	%
Yes	17	26
No	23	74
Total	40	100

Table (11): Students’ Interest of Reading



Graphs (11): Students’ Interest of Reading

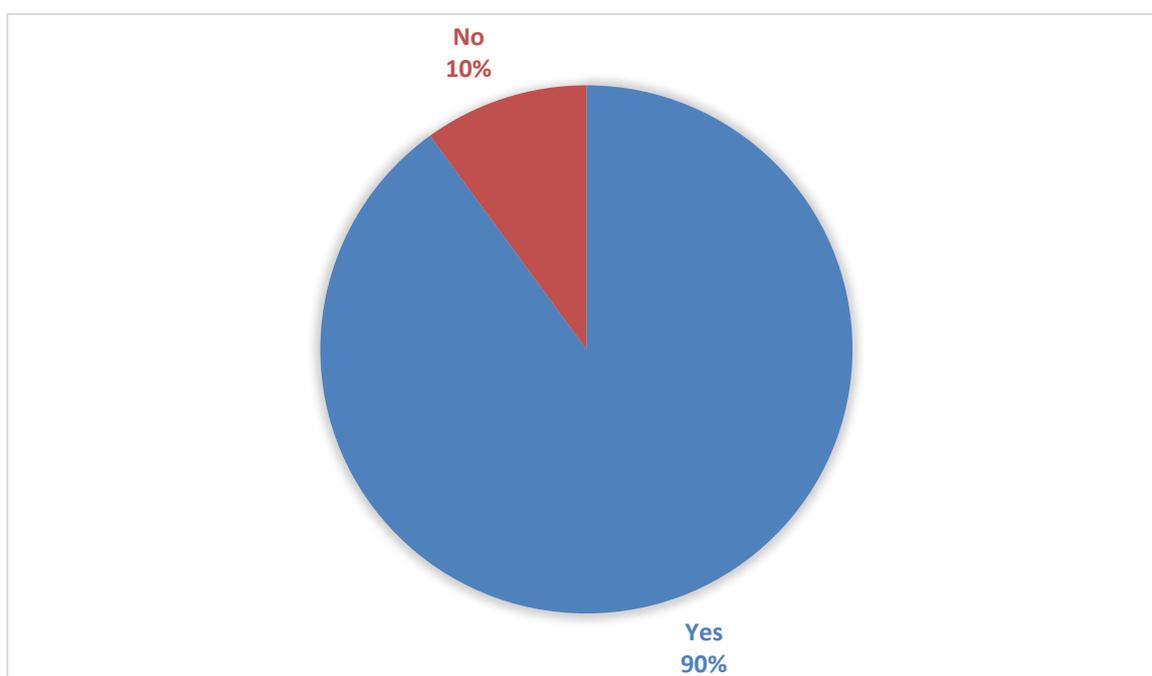
74% of the whole population responded by (No) when asked if reading represents a favorite habit for them; and only 26% see reading as a their favorite thing.

12. Do your teachers motivate you to read?

Yes No

Option	N°	%
Yes	36	90
No	04	10
Total	40	100

Table (12): The Students' Motivation to Read



Graphs (12): The Students' Motivation to Read

According to the table, 90% of the students affirmed that their teachers encourage them to read. This fact adds more credit to the idea that says that the problem lies in students not on their teachers.

Section two: writing skill

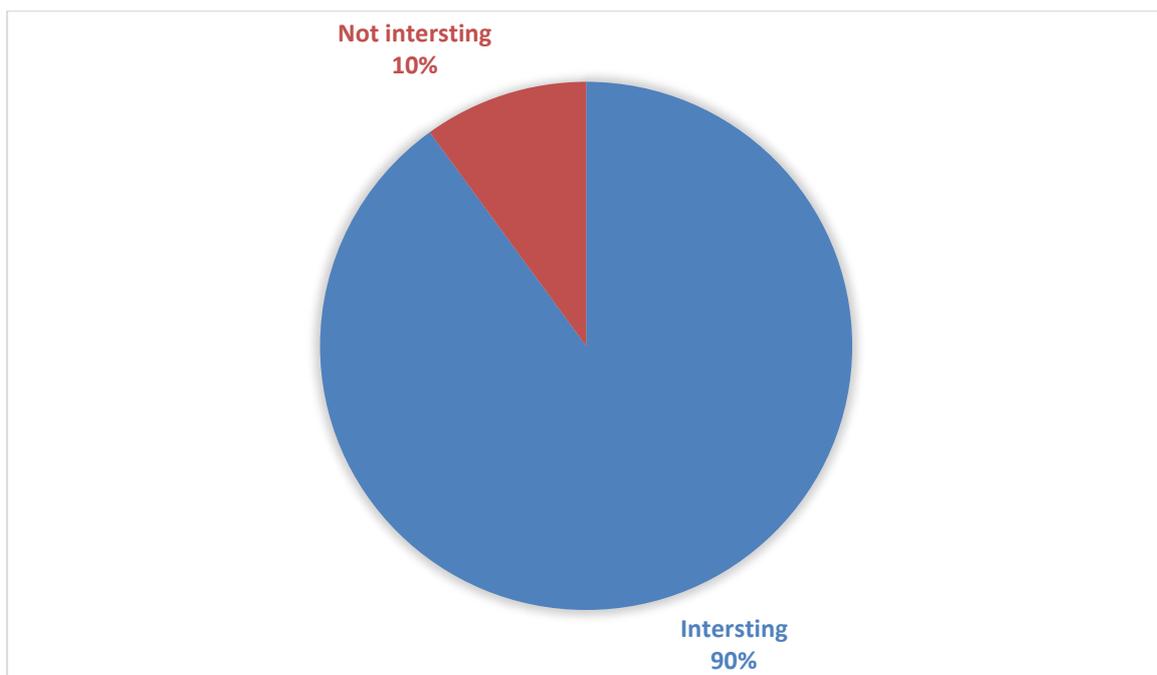
13. What is your opinion about the module of written expression (WE)?

Interesting not interesting

Justify:

Option	N°	%
Interesting	36	90
Not interesting	04	10
Total	40	100

Table (13): The Students' view about the Module of Written Expression



Graphic (13): The Students' view about the Module of Written Expression

90% of the respondents consider written expression module interesting for several reasons:

- It is the only module in which you can assess your language level; as well as develop your writing skills.
- It is an effective way to practice language and use vocabulary and grammar.
- It gives us a good opportunity to enhance our writing styles and strategies.

- It covers issues from several modules like methodology and grammar
- Because it represent one of the four major language skills.
- It gives us the opportunity to express ourselves and thoughts.

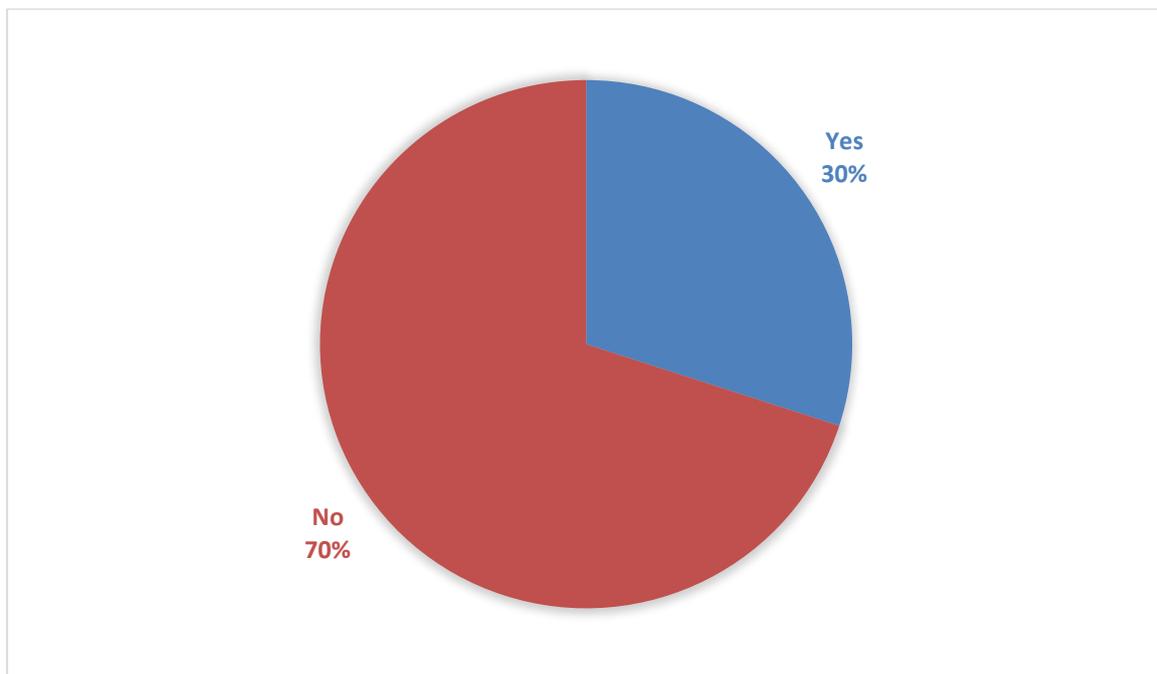
14. Are you satisfied with your level of writing?

Yes

No

Option	N°	%
Yes	12	30
No	28	70
Total	40	100

Table (14): Different Students Opinions about Their Level of Writing



Graphic (14): Different Students Opinions about Their Level of Writing

70% of the populations feel unsatisfied with their writing skills and they believe that there is much room for improvement. This attitude paves the way to more creative ways in teaching written expression

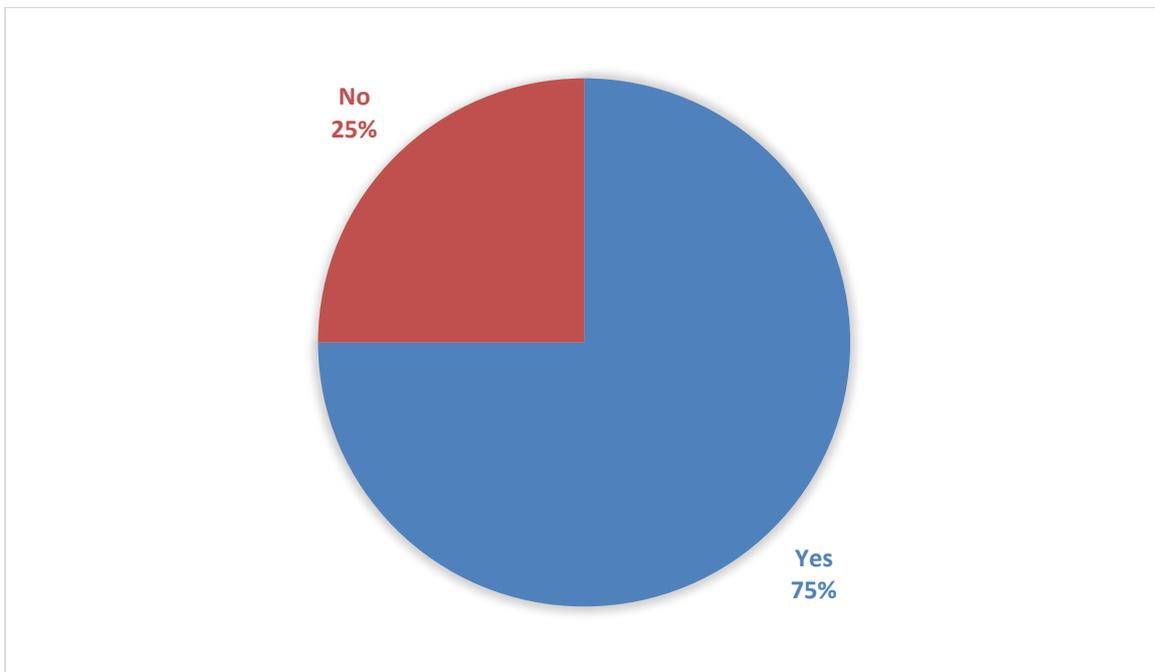
15. Do you find difficult to find the right vocabulary when you write?

Yes

No

Option	N°	%
Yes	30	75
No	10	25
Total	40	100

Table (15): The Students' Opinion about Finding the Right Vocabulary When They Write



Graphic (15): The Students' Opinion about Finding the Right Vocabulary When They Write

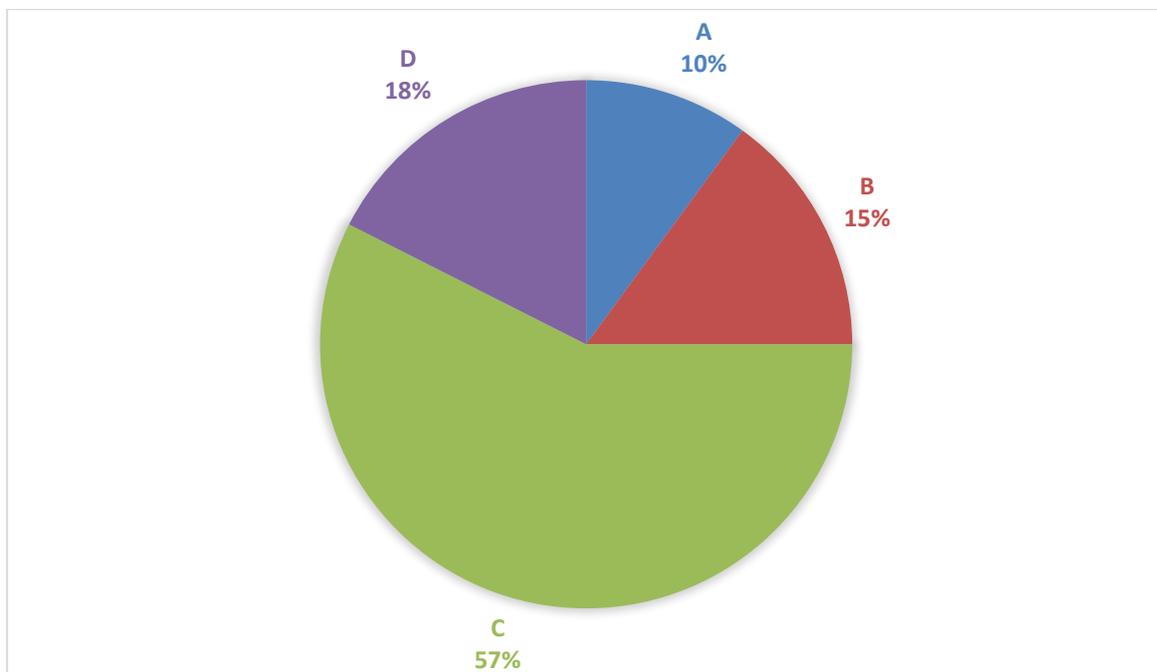
75% of the population faces some difficulties when they write due to lack of vocabulary and only a quarter (25%) think that vocabulary poses no problem during their writing tasks. These results encourage us to give students some reading passages in order to expose them to new vocabulary which they will use in their writing tasks.

16. What do you think the reasons behind the poor level of writing production?

- A. lack of ideas
- B. misunderstanding of the subject
- C. lack of vocabulary
- D. lack of reading

Option	N°	%
A	04	10
B	06	15
C	23	57
D	07	18
Total	40	100

Table (16): Students' Opinions about the Reasons behind the Poor Level of Writing Production.



Graphic (16): Students' Opinions about the Reasons behind the Poor Level of Writing Production.

More than half of the population (57%) considers lack of vocabulary to be a main reason behind their poor writing productions. 18% of the population thinks that lack of reading is an obstacle to good writing. In light of these statistics, it is of great importance to concentrate on how to enhance writing skills through reading.

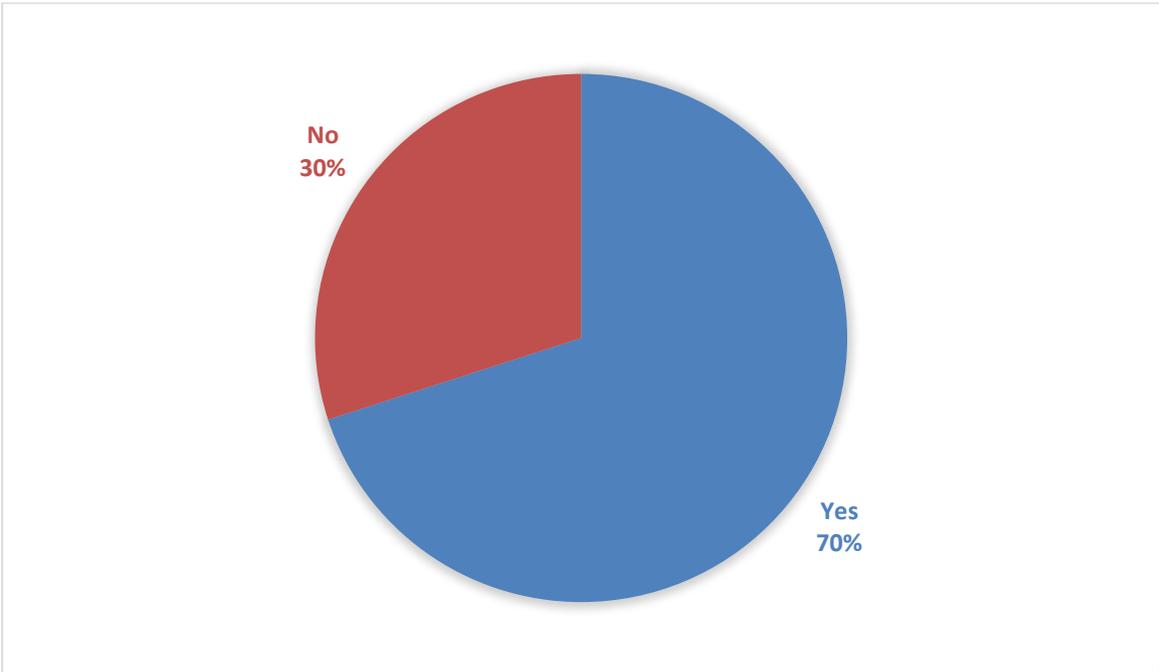
17. Do you face difficulties when you write?

Yes

No

Option	N°	%
Yes	28	70
No	12	30
Total	40	100

Table (17): Students’ Opinions about Writing Difficulties



Graphic (17): Students’ Opinions about Writing Difficulties.

70% of the subjects affirmed that they face difficulties when they write and only 30% of them write at ease. This situation denotes that students should be exposed to more writing techniques and strategies in order to facilitate their writing tasks.

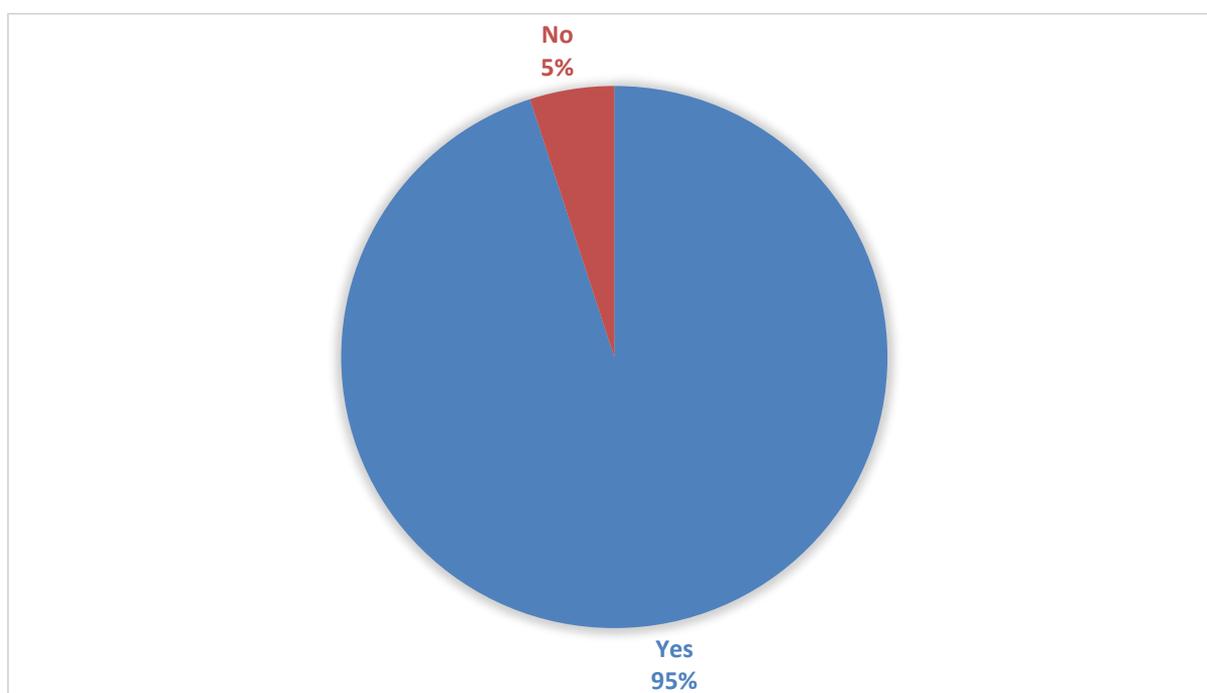
18. Do you think that reading can help you to improve your writing skill?

Yes

No

Option	N°	%
Yes	38	95
No	02	05
Total	40	100

Table (18) :The Contribution of Reading Skill to Improve Students’ Writing



Graphs (18): The Contribution of Reading Skill to Improve Students’ Writing

The vast majority of the subjects (95%) acknowledge the good impact reading has on improving writing skills. In light of these answers, teachers are encouraged to adopt reading as an effective tool for enhancing writing skills.

Discussion of students’ questionnaire

The results of the questionnaire reveal that reading motivation in the forty respondents is low if existed. Additionally, we discovered that students like to read more for their own amusement rather than for its positive effects on their language performance. Furthermore, student is highly unmotivated

to read. Surprisingly, reading activities do not represent a primary concern for them even though they acknowledge its direct link to enriching their vocabulary. We also conclude that students do not have the reading culture a university student should have.

The second part of students' questionnaire reveals that students are highly interested in written expression module since it represents a real opportunity to assess their language level. On the other hand, students admit that they are not satisfied with their level of writing. Moreover, they stated that they face difficulties when they write for two main reasons: lack of vocabulary this is due to lack of reading. Lack of vocabulary make students blocked and unable to use the right word to compose a comprehensible piece of writing. On the other hand, lack of reading leaves students unaware of writing strategies and techniques, which lead them to write poor writing production

2.The Teachers'Questionnaire:

2.1.Administration of the teachers' questionnaire:

The questionnaire was distributed directly to 6 teachers at the Branch of English module of written expression for first and second year students at Mohamed Khider University of Biskra; this selection is because the experience that the teachers have .and because first year teachers of written expression are less than 6, we choose others from the level of second year from the same branch. In addition to make their suggestions and observations valuable for the goal of this research. We collected the answer of teachers' questionnaire in a period of two weeks, that because teachers are so busy and they can not answer the questionnaire in the same day.

2.2.Description of the teachers' questionnaire

The teachers'questionnaire include four sections which consist of nineteen questions divided into open- ended and close- ended questions which require "yes" or "no" answers in addition to normal or full answers.

Section One: General Information (questions 1- 3).

In this section we put three questions and it is meant to collect general information about teachers' gender; their grade level, in addition to modules they have taught.

Section Two: Reading Skill (questions 4- 9).

this section include six questions which investigate the teachers' views about the usefulness of this skill and their encouragement to engage students to read.also this section contain the technique that the teachers support their learners.

Section Three: Writing Skill(question 10-14).

Contain six question in this section focusing on the writing skill and the reason behind the problems in writing, moreover consists the right way to develop EFL learners writing skill and if teachers are satisfied with the level of the students' writing.

Section Four: Vocabulary(question 15-19)

The final section is about vocabulary. specifically we focus on the importance of reading as a source of acquiring vocabulary and the efficient of the relation between writing and reading. in addition to collecting data about the views of the teachers about the causes behind students' writing problem. The importance of vocabulary in writing is a significant ideas to make the learners aware about the obligation of reading and getting enough vocabulary to write well.

3.1. Analysis of the teachers' questionnaire

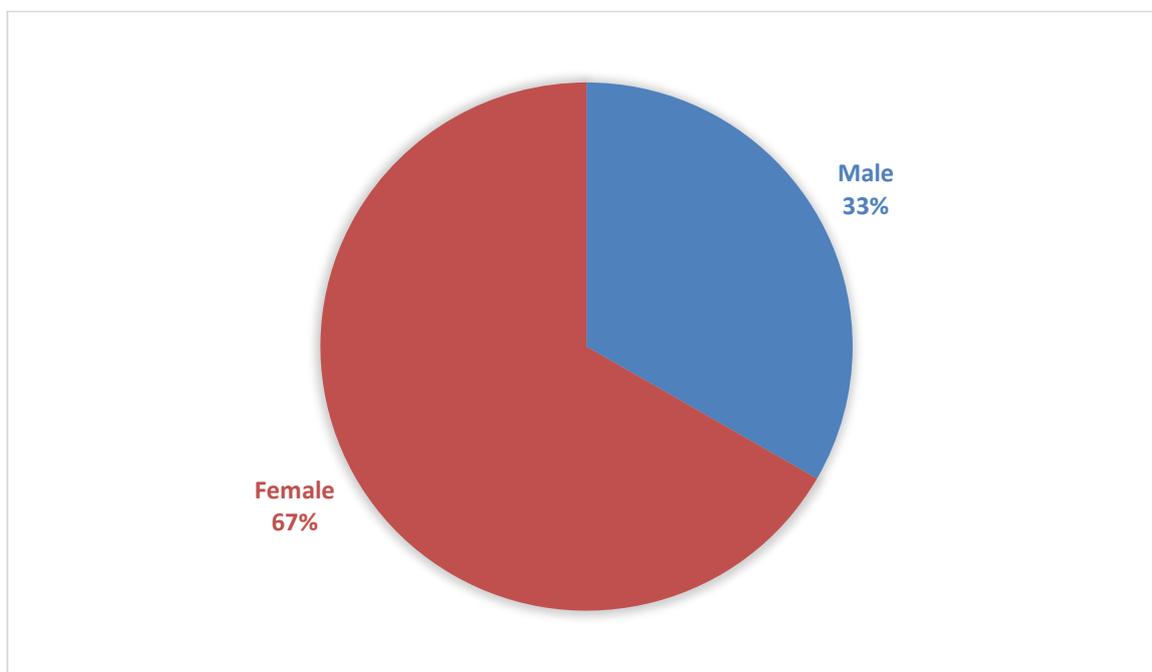
D) Section one : general information

1. Specify your gender ?

Male Female

Option	Number	Pourcentage %
Male	2	33
Female	4	67
Total	06	100

Table (19) :teachers' gender



Graph (19) : teachers' gender

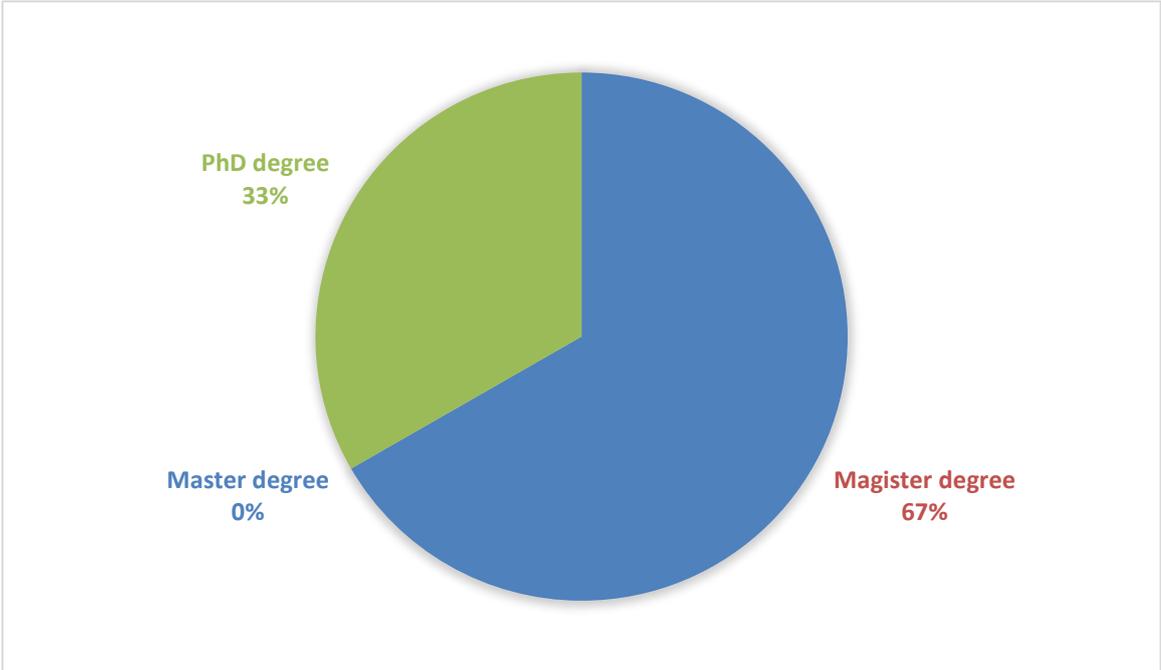
The above table illustrates that our sample consists of four females and two male respondents. This mean an over representation of female teaches in the department of English.

2. Educational qualification (grade level) ?

- a. Magister degree
- b. Master degree
- c. Phd

Option	Number	Pourcentage %
A	04	67
B	00	00
C	02	33
Total	06	100

Table (20) :degree held



Graph (20) :degree held

From table (20) we notice that 67% of the respondents hold a magister degree and the other 33% hold a PhD degree. however no one from select teachers have master degree. We believe that our sample actually represents the population from which it is designed.

3. Module you have thought ?

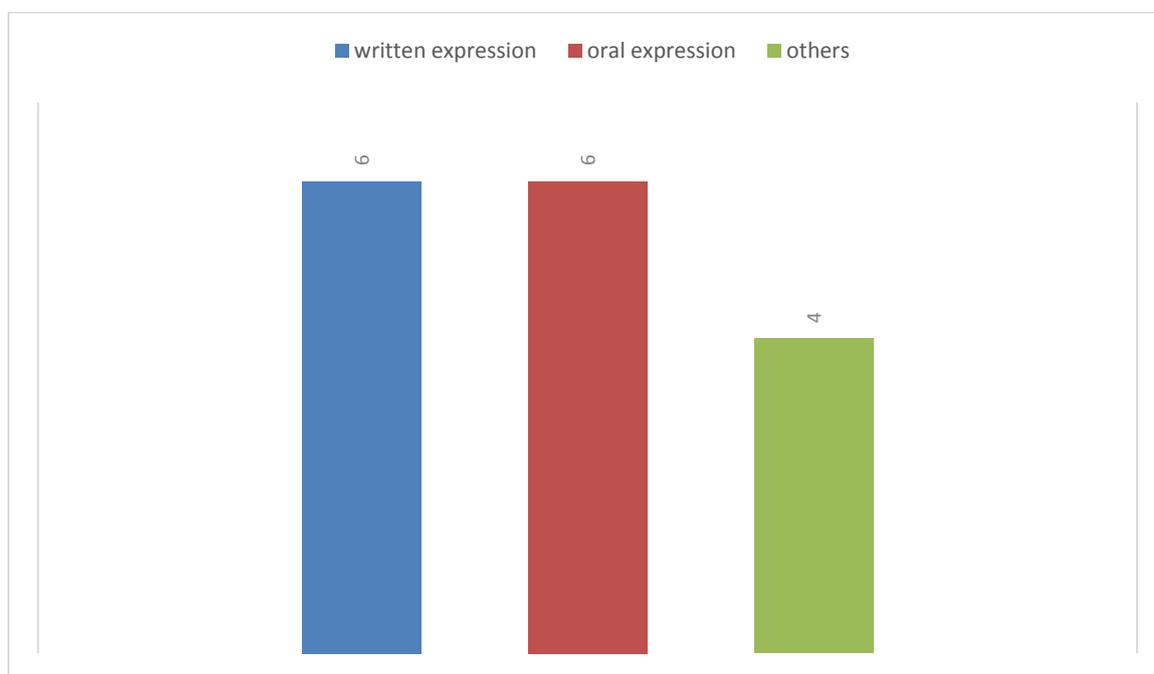
a. Written expression

b. Oral expression

c. Others

Option	Number	Pourcentage %
A	06	/
B	06	/
C	04	/
Total	06	100

Table (21) : modules taught



Graph (21) : modules taught

The table above shown us that all the teachers claim that they teach both modules (O E and W E).four of them which represent 66.66% said they thought linguistic, grammar, E.S.P. What is remarked that at university Mouhamed khider have some experience in both modules writing expression and oral expression.

II) Section Two : Reading Skill

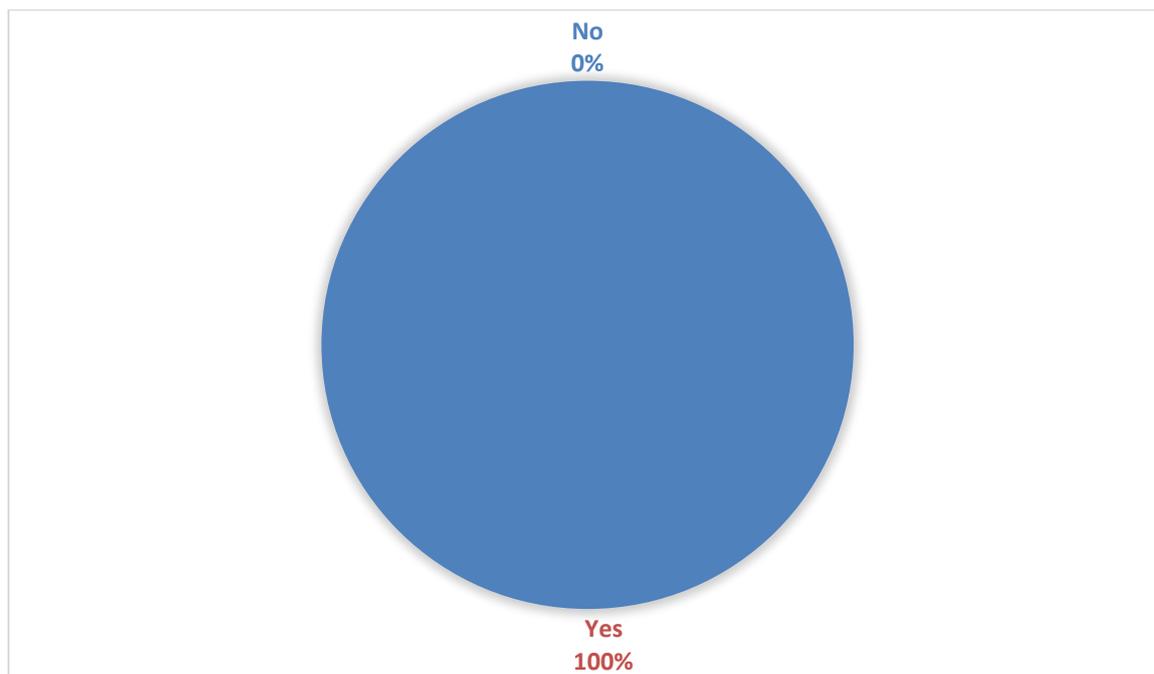
4. Is reading skill useful for EFL learners ?

Yes

No

Option	Number	Pourcentage %
Yes	06	100
No	00	00
Total	06	100

Table (22) : teachers perspective on reading usefulness



Graph (22) :teachers perspective on reading usefulness

All the respondents (100%) stated that reading is an important skill for EFL learners. However no one from the teachers said that reading is not useful for EFL learners. This means that teachers are greatly aware of the importance of reading for their students.

5. According to you, how can reading teaching improve your students' writing skill ?

- It is an essential source for the other productive skills.
- It exposes them to the written language and allows them to familiarize with the different styles and genres of writing.
- It exposes them to the target culture..
- It helps them in enriching vocabulary, ideas and prepares them to be good writers.

- It helps them improve their English.
- Reading develops spelling, lexis, grammar, style and vocabulary.
- It is a receptive skill through which learners gain knowledge as well

6. Do you encourage your students to read outside the class ?

a.Always

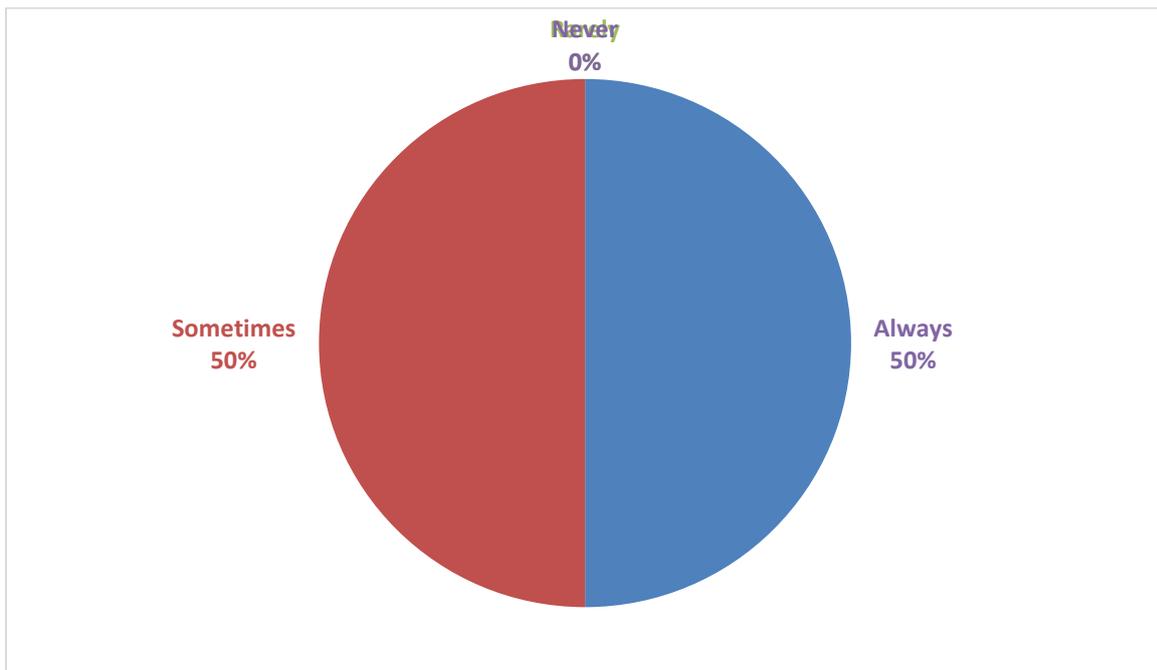
b.Sometimes

c.Rarely

d.Never

Option	Number	Pourcentage %
A	03	50
B	03	50
C	00	00
D	00	00
Total	06	100

Table (23) : teachers' encouragment to read outside the class



Graph (23) :teachers' encouragement to read outside the class

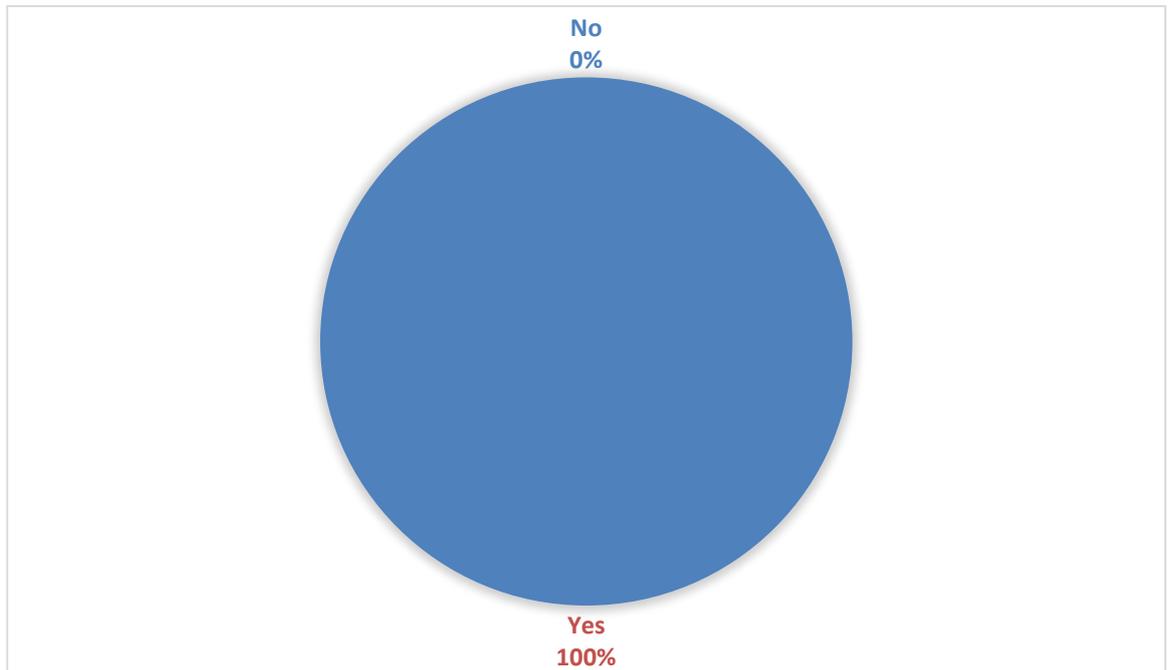
This graph reveals that 50% of the teachers claim that they always encourage their students to read outside the class, the other half said that they are sometimes encourage their students. This means that some of the teachers are aware about the importance of reading skill. These results confirm the results obtained in the students' questionnaire regarding teachers' encouragement for reading outside the class.

7. Does poor vocabulary affect your students' reading and writing ability?

Yes No

Option	Number	Pourcentage %
Yes	06	100
No	00	00
Total	06	100

Table (24) : teachers' perspective on the effective of poor vocabulary in students writing



Graph (24) : teachers' perspective on the effective of poor vocabulary in students writing

All the respondents (100%) stated that poor vocabulary affect our students' reading and writing ability, while no one select the second choice which is poor vocabulary didn't

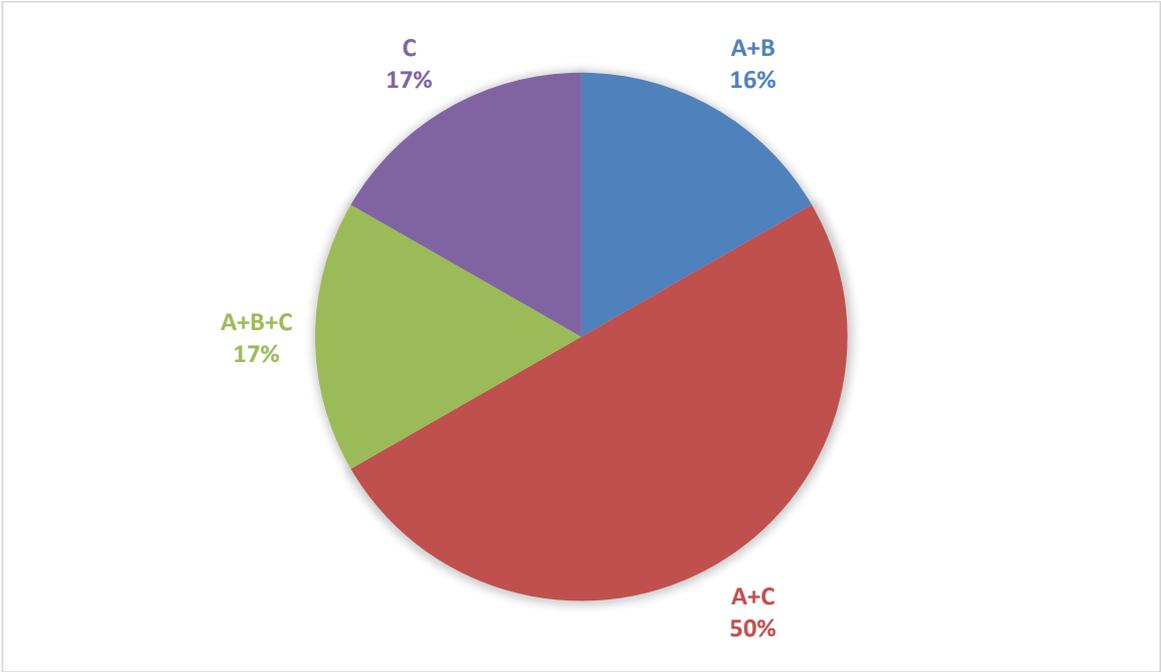
affect our students' reading and writing ability, and it take (0%). This means that teachers are greatly aware of the importance of the reading skill for their students.

8. Do you consider reading process as benifitial to ?

- a. Get a lot of vocabulary
- b. To be a good reader
- c. To be a good writer
- otherbenefits

Option	Number	Pourcentage %
A+B	01	16
A+C	03	50
A+B+C	01	17
C	01	17
Total	06	100

Table (25) : teachers' perspective on the benefit of reading process



Graph (25) :teachers' perspective on the benefit of reading process

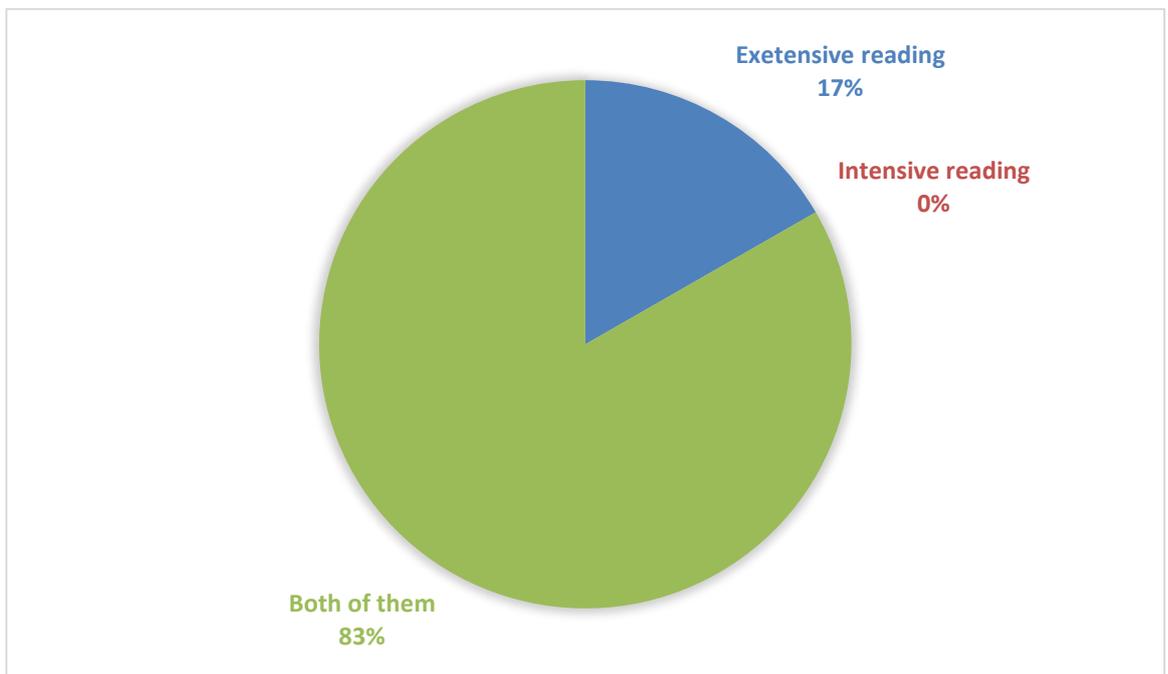
Based on the graph above, teachers interpret reading benefits in terms of getting more vocabulary which makes them good writers. On the other hand, teachers do not encourage reading for the sake of reading

9. Which technique do you support your learners to use ?

- a. Extensive reading
- b. Intensive reading
- c.Both of them

Option	Number	Pourcentage %
A	01	17
B	00	00
C	05	83
Total	06	100

Table (26) : teachers’ perspective on the best technique for learners to use



Graph (26) :teachers’ perspective on the best technique for learners to use

The table and the graph above indicate that teachers encouraging their student to read both intensively and extensively since both approaches have their own benefits.

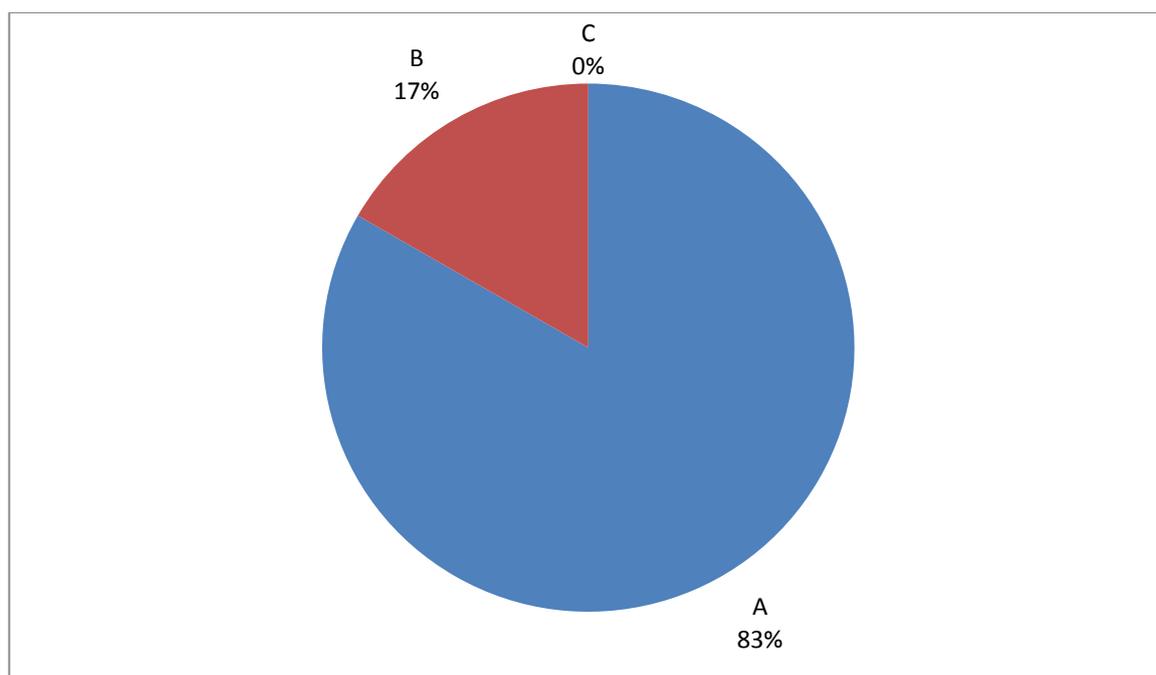
III) Section three : writing skill

10. How can you support your students' writing through reading ?

- a. Encourage them to read more
- b. Gives them ideas about the subject
- c. Teach them how to use correct grammar

Option	Number	Pourcentage %
A	05	17
B	01	83
C	00	00
Total	06	100

Table (27) : teachers' method in supporting students' writings



Graph (27) :teachers' method in supporting students' writings

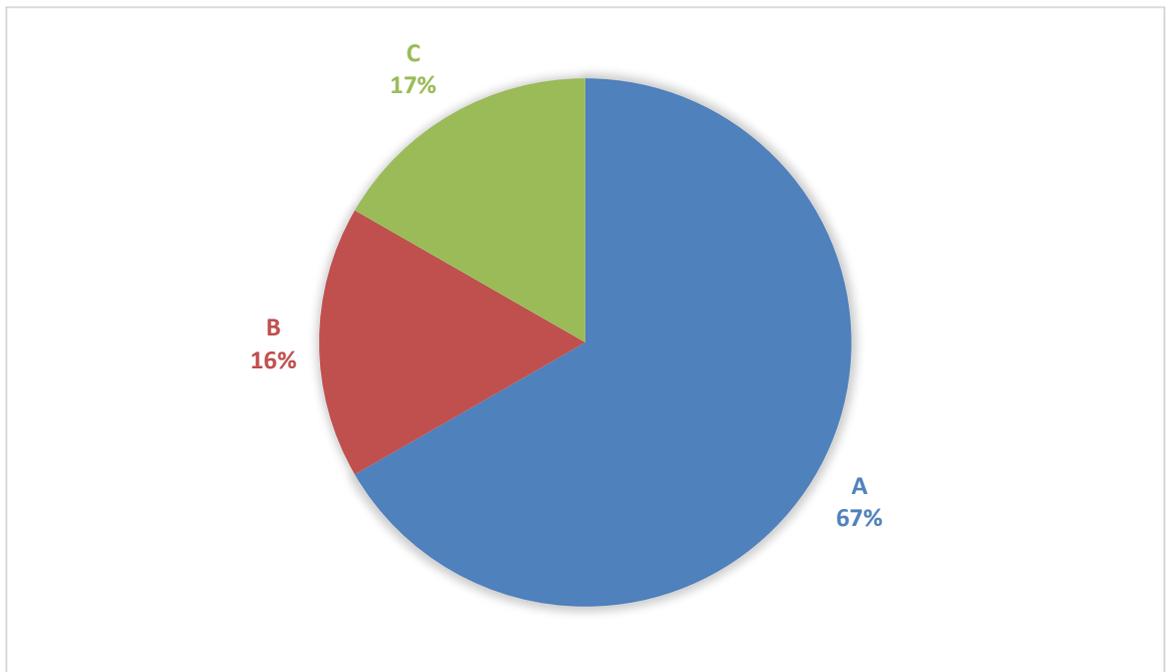
Most of the teachers claim that the best method in supporting students' writing through reading is by encourage the students to read more ,for that it is presented in the graph as (83%) since reading gives the learner vocabulary, style and strategies of good writing.others who represent (17%)said that to support our students' writing we gives them ideas about the subject.however no one answer teach them how to use grammar to support students' writing.

11. Why does the majority of students have problems in writing ?

- a. Lack of vocabulary
- b. Misunderstanding of grammar
- c. Difficulties of grasping ideas in writing

Option	Number	Pourcentage %
A	04	67
B	01	16
C	01	16
Total	06	100

Table (28) : teachers’ perspective on the source of writing problems



Graph (28) :teachers’ perspective on the source of writing problems

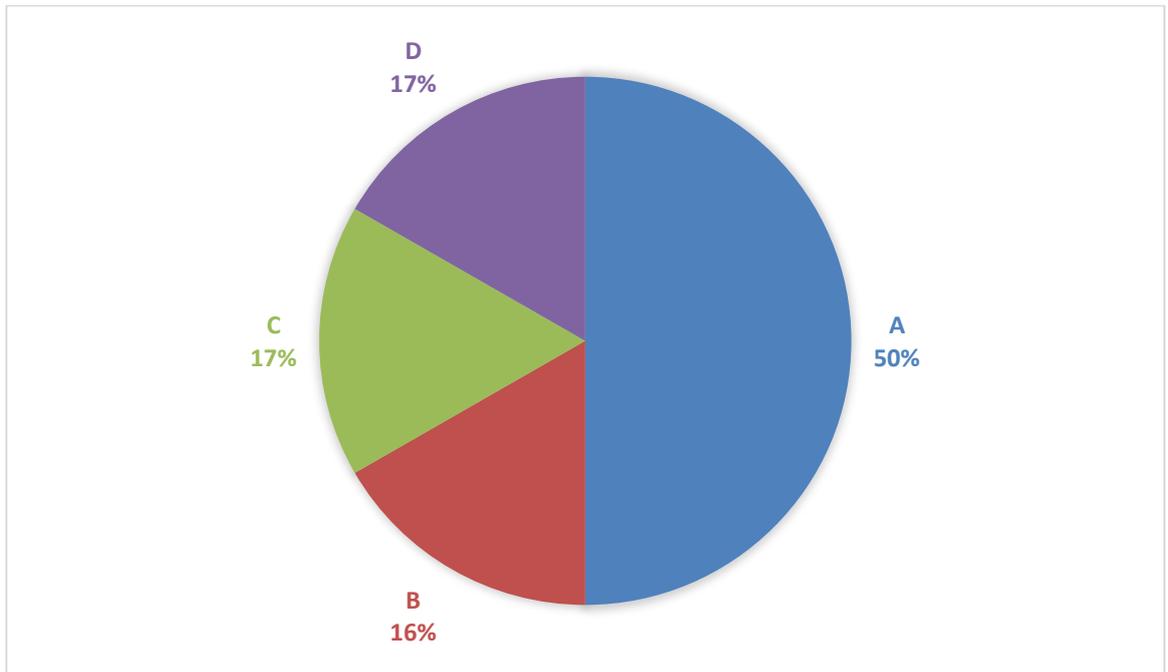
Four out of six teachers who have participated in our study impute their students’ writing problems to the lack of vocabulary; whereas, one of them consider grammar as a main reason of poor writings and the other one refer to difficulties in grasping ideas in writing.

12. What is the right way to develop EFL learners' writing skill ?

- a. Reading in foreign language
- b. Practicing writing
- c. Improve learners' grammar
- d. All of them

Option	Number	Pourcentage %
A	03	50
B	01	16
C	01	17
D	01	17
Total	06	100

Table (29) : the right way to develop EFL learners' writing skill



Graph (29) : the right way to develop EFL learners' writing skill

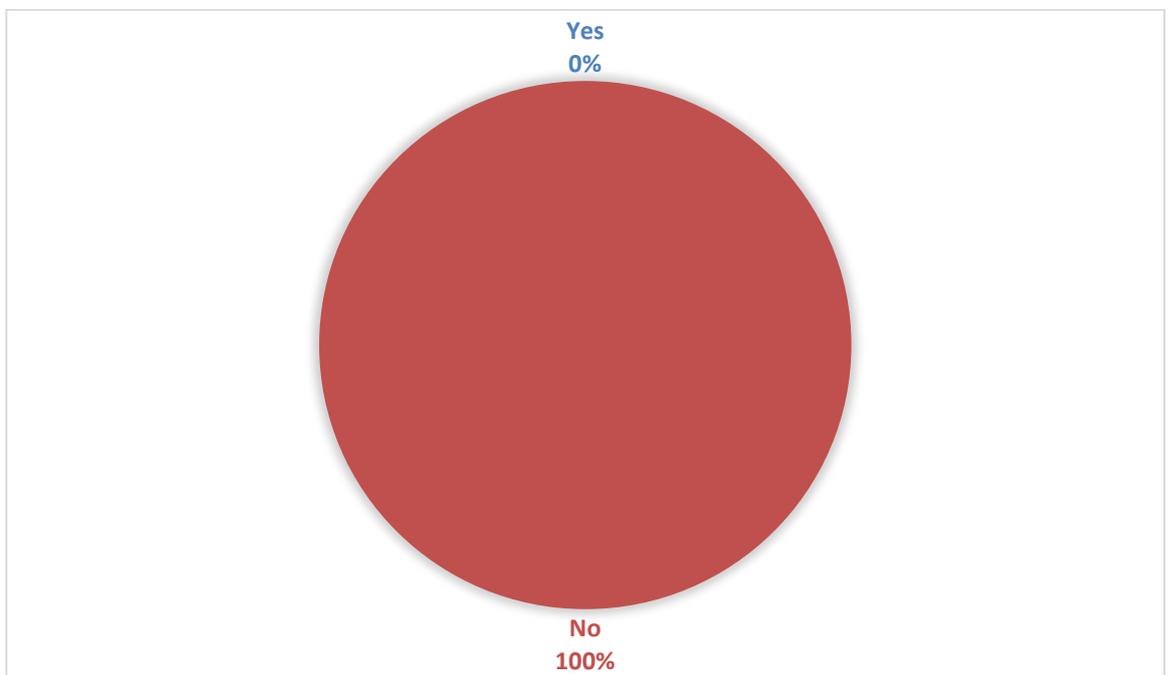
Half of the respondents(50%) believe that the right way to enhance students writing is through reading in the foreign language that they are learning. One teacher went for practicing writing as a good strategy to develop writing skills and another one focuses on the importance of grammar. The last one gave a wholistic answer since he responded with “all of them”.

13. Do you think that the syllabus you are teaching is enough to improve learners' vocabulary and reading ability?

Yes No

Option	Number	Pourcentage %
Yes	00	00
No	06	100
Total	06	100

Table (30) :teachers' estimation on teaching syllabus



Graph (30) :teachers' estimation on teaching syllabus

All the respondents (100%) firmly consider that the syllabus which they teach is not enough to develop students vocabulary and reading ability to a university level. This result requires us to find new way to make syllabus more effective and another ways to develop students' vocabulary and reading ability.

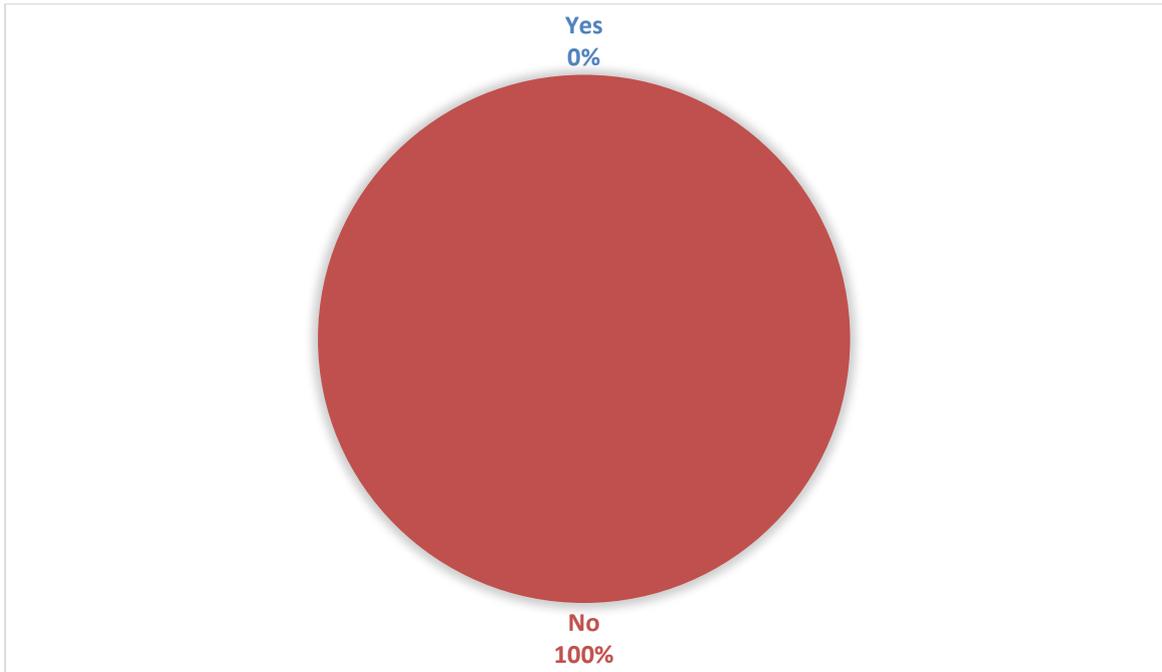
14. Are you satisfied with your students' writing level ?

Yes No

Option	Number	Pourcentage %
Yes	00	00

No	06	100
Total	06	100

Table (31) : students' level in writing



Graph (31) :students' level in writing

All the teachers who participated in the present study are not satisfied with their students' writing skills. A fact urges the pedagogical staff to find solutions for this situation.

IV) Section four :Vocabulary

15. Do you consider reading skill as a source of acquiring vocabulary ?

Yes

No

Option	Number	Pourcentage %
Yes	06	100
No	00	00
Total	06	100

Table (32) : reading skill as a source of aquiring vocabulary



Graph (32) : reading skill as a source of acquiring vocabulary

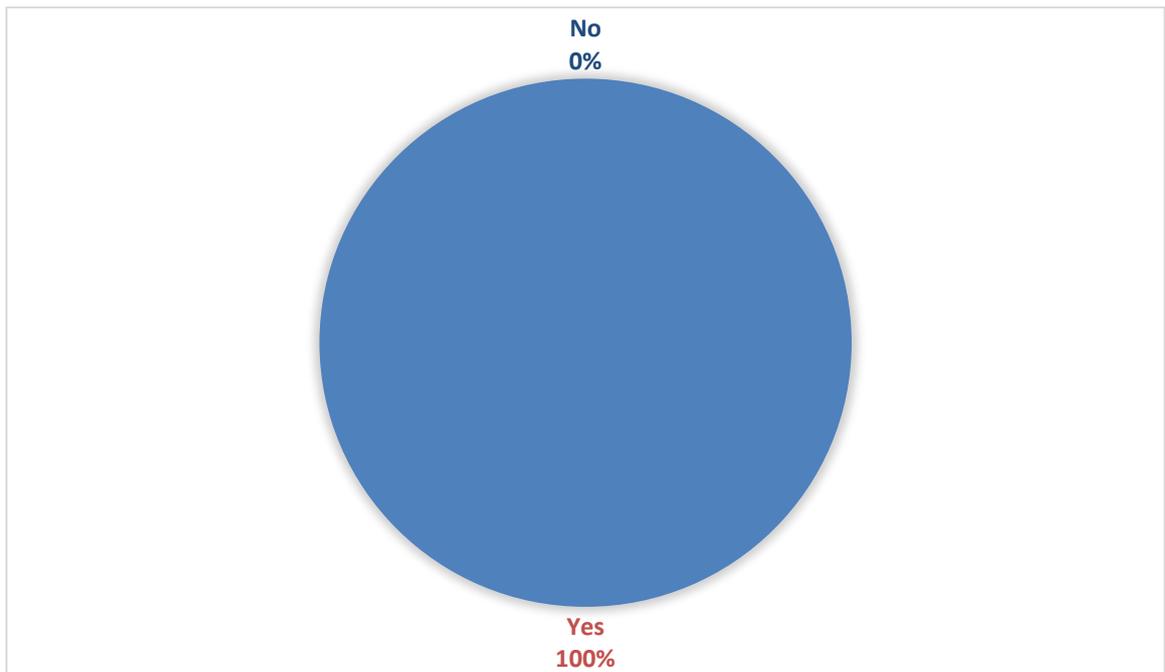
Unsurprisingly, all the teachers consider reading as a primary source for enriching vocabulary since it exposes learners to new words and familiarize them with more sophisticated terminology.

16. In your opinion, is the relation between reading and writing efficient ?

Yes No

Option	Number	Pourcentage %
Yes	06	100
No	00	00
Total	06	100

Table (33) : reading writing relation



Graph (33) : reading writing relation

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

17. Why ?

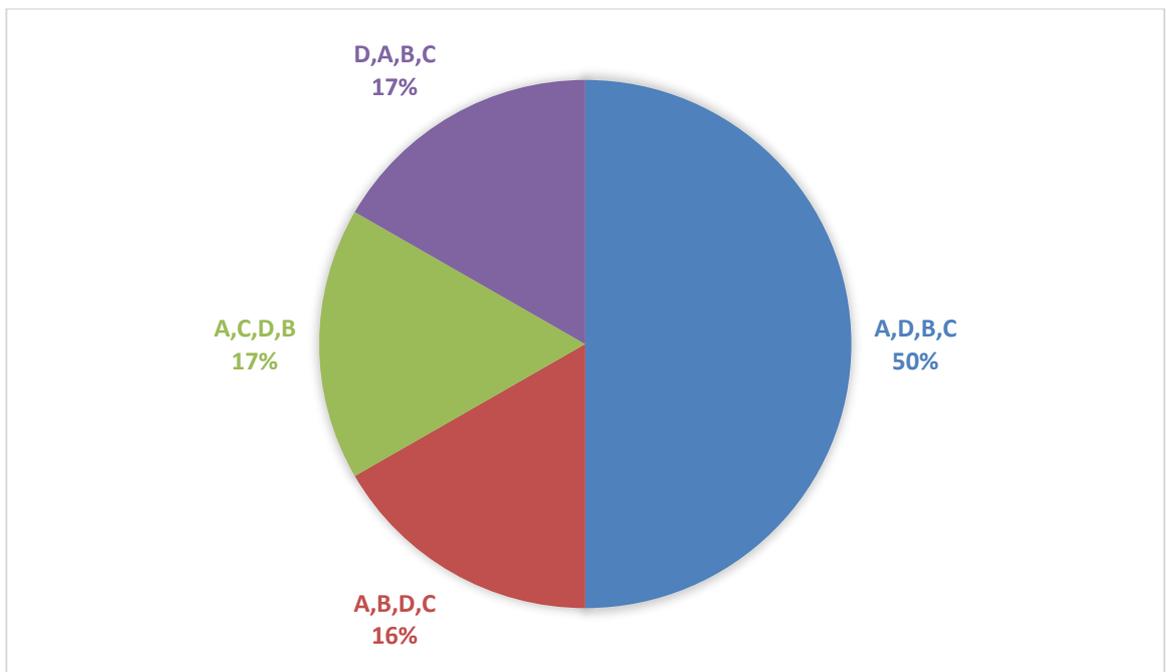
- Reading provides the learners with the ideas, vocabulary, the sounds linguistic structure that he/she is required to use in his/ her writing.
- Both of them have a great concern with the lge.
- Reading enables students to understand their topic explicitly. And it provides students with plenty of examples concerning style, use of punctuations constructions of complex sentences, use of transitional words and expressions.
- Reading help students to enrich their culture
- It introduces a lot of writing styles

18. According to you, what are the causes behind students' writing problem ?

- a. Vocabulary
- b. Grammar
- c. Punctuation
- d. Organization

Option	Number	Pourcentage %
A,D,B,C	03	50
A,B,D,C	01	16
A,C,D,B	01	17
D,A,B,C	01	17
Total	06	100

Table (34) : the causes behind students' writing problem



Graph (34) : the causes behind students' writing problem

The table (34) and the graph above reveal that half of the respondents 50% classified vocabulary, organization, grammar then punctuation as the main causes behind students' poor writings. Other two teachers also place lack of vocabulary as a central issue in students' writing.

These results shed light on the effects good vocabulary have on writing productions.

19. In your opinion what is the importance of vocabulary in writing ?

- The basic unit of writing is vocabulary.
- A good choice of vocabulary strengthens ideas and reinforces arguments and helps in persuading the reader.
- Vocabulary communicates ideas and thoughts.
- Richness of vocabulary makes your writing sound professional.
- Most of foreign language learners cannot express themselves due to lack of vocabulary.

Discussion of the teachers' questionnaire:

The analysis of the teacher's questionnaire shows that the majority of teachers of WE in university Mouhamed khider push their learners to read. They stated that they always encourage their students; which goes in accordance with the students' answers when we ask them if their teachers encourage them to read. In addition, (100) claim that the reading skill is an important skill for EFL learners; this means that they are aware about the reading skill because it exposes students to the real writing language, and provides their knowledge, writing styles and grammar. The respondent teachers consider lack of vocabulary to be the central problem of students' poor writing production; consequently, they encourage their students to read more extensively to gain new words, and intensively to know the exact meanings of words in different contexts.

The relation between reading and writing is confirmed through this study; thus, we urge teachers and the pedagogical staff as well to focus more on reading in order to improve students' writings.

Conclusion

The results obtained from students' and teachers' questionnaire confirm the strong association between reading and good writing skills. In other words, spreading reading culture among students leads to good outcomes. Through the results of students' questionnaire we notice that students are not interested about the reading skill and do not read outside the classroom, also they are not satisfied about their vocabulary. However, the analyses of teachers' questionnaire reveals that teachers find it difficult to improve the level of students' writing only through the official lecture or syllabus they teach because it is not enough for students to develop their level in writing. Students also need to read outside the classroom and try to be aware about the importance of reading to get the vocabulary that they need to write better and

because it is the most important mechanics of writing which concern complex skill. Through the analyses we noticed that teachers does not satisfied from the level of the students' writing because most of the students have difficulties in approaching this skill and the reasons back to the lack of reading. Thus we strongly advise teachers to give reading activities more importance and consideration for they have big impact on students writing skills. Furthermore, teachers have to encourage students to read more and give more importance to reading skill to improve their writing and to be good writer.

Pedagogical Recommendation

Through this study and the results that we have found from our study, we suggest some pedagogical recommendation, we recommend the following:

- Students should be aware about the importance of reading to improve their vocabularies which help them in writing.
- To make students read outside the classroom and bring books from the library, teachers can give them exercises to do like a research. This depends on their reading. In another side they offer them extra points.
- Teachers should encourage their students to read without specify the topic; words are your lifeblood. Trying to read anything. Just get started in order to enlarge their background in the target language.
- As it is known that there is a connection between reading skill and writing because of those students learn about how to become writers from reading Teachers must point out the problems regarding reading, ask students comprehension and check questions after each reading.
- Teachers most successfully support their students' reading and writing development when they create a variety of learning contexts.
- As intensive reading teachers must read out the text first and then let the students read without checking their mistakes of pronunciation.
- Students who are motivated read additional materials (stories, novels, magazines etc.)Written in English about their interest outside the classroom to increase their desire for reading.
- . Teachers are aware of their students 'needs so they should find working ways to motivate university students to read by themselves.
- Teachers must give opportunity to students who like reading inside the classroom to read and getting benefits from their reading.

General conclusion:

‘If you don’t have time to read, you don’t have the time (or the tools) to write. Simple as that. ‘Stephen king. This means that best students writers are those who read alot, because of that reading skill is more significant to the students when they write, it helps them to get and obserb vocabulary in their writing .the objective of our study is to prove that the development of the students’ writing will be through reading, in order to become good writer students must focus on the reading skill. In general this helps learners to overcome the difficulties they face when they write.

The main hypothesis of our research studies: If students read a lot, they will produce good writing. In other words, if students read a lot, their writing will be improve it.

Our study divided into four chapters, the first one is general introduction. It contains statement of the problem, objectives of the study, significance of the study, research questions, hypothesis, research methodology and design, research tools for collecting data analyses. Through this chapter we specify the important points that we try to explain.

The second chapter introduces theoretical background about reading skill its definition, purpose of reading, reading types, the importance of reading, motivation in reading, the nature of reading and reading engagement and engaged readers. Furthermore we speak about reading-writing connection. In last point we speak about how to remember new vocabulary.

The third chapter is about writing skill. It includes the definition of writing, the importance of writing, types of writing, the reasons for writing, characteristic of good writing, stages of writing, the source of errors in English writing, in addition to writing and other language skill.

The fourth chapter introduces the practical part where we test our hypothesis ‘If students read a lot, they will be good in writing skill. In other words, if students read a lot, their writing will be improved’. To enhance students’ writing, we oblige them to read a lot. Because through reading, students obtain the vocabulary which they need in their writing. We confirm this hypothesis by doing an analysis of two questionnaires; students’ and teachers’ questionnaire. The present study investigated the importance of reading skill to enhance EFL students’ writing skill, from the answer of students questionnaire, we notice that students observe that their writing difficulties is result of lack of reading because they have not

sufficient vocabulary to write better; in spite of their level of writing they didn't like to read outside the classroom, however the results of the teachers' questionnaire prove that the syllabus they are teaching is not enough to be good writer because of that students must read outside the classroom and their teachers motivate them to do that. From the results we found that both students and teachers are aware of the contribution of reading skill. From that we confirmed our hypothesis which concludes the importance of reading skill to enhance EFL learners writing skill.

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Appendix one

Students' Questionnaire

You are kindly invited to answer the following questions which are part of a master research about "Enhancing EFL learners' writing skill through reading ".The results of the dissertation are based on your responses.

Please put a tick (✓) to indicate your answer or by making a full statement wherever needed.

Section one : Reading and Vocabulary

1. Do you like reading ?

Yes No

2. Reading is your favorite subject ?

Yes No Sometimes

3. Do you read ?

Always Sometimes Never

4. Why do you read outside the class ?

a. to know more about language structure

b. Teachers ask you

c. you want to enrich your vocabulary

d. you want to develop your way of writing

5. Are you motivated to read ?

Yes No

6. Do you like to borrow books from the library ?

Yes No Sometimes

7. Which of the following strategies do you prefer when you read?

- a. Extensive reading
- b. Intensive reading
- c. Both

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

Yes No

If yes explain how ?

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

9. How do you consider your level in english vocabulary ?

- a. Very good
- b. Good
- c. Average
- d. Bad
- e. Very bad

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

- a. Difficulties of understanding text
 - b. Difficulties of vocabulary
 - c. Other difficulties
-
.....

11. Is reading one of your favorite things to do ?

Yes No

12. Does your teachers motivate you to read ?

Yes No

Section two : writing skill

13. What's your opinion about the module of writen expression (WE) ?

Interesting Not interesting

Justify :

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

14. Are you satisfied with your level of writing ?

Yes No

15. Do you find difficult to find the right vocabuary when you write ?

Yes No

Justify :

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

16. What do you think the reasons behind the poor level of writing production ?

a. Lack of ideas

b. Misunderstanding of the subject

c. Lack of vocabulary

d. Lack of reading

17. Do you face difficulties when you write ?

Yes

No

18. Do you think that reading can help you to improve your writing skill ?

Yes

No

Thank you for your collaboration.

Appendix two

Teachers' Questionnaire

We would be very grateful if you accept answering the following questionnaires. Your answers will help us in the study about « an investigation about enhancing EFL students writing skill through reading. Please put a tick (✓) in the corresponding box and make full statements whenever necessary.

I) Section one : General information.

1. Specify your gender ?

Male Female

2. Educational qualification (grade level) ?

a. Magister degree

b. Master degree

c. Phd

3. Module you have thought ?

a. Written expression

b. Oral expression

Others.....

.....

II) Section Two : Reading Skill

4. Is reading skill useful for EFL learners?

Yes No

5. According to you, how can reading teaching improve your students' writing skill?

.....

.....

.....

6. Do you encourage your students to read outside the class?

a. Always

b. Sometimes

c. Rarely

d. Never

7. Does poor vocabulary affect your students' reading and writing ability?

Yes No

8. Do you consider reading process as beneficial to?

a. Get a lot of vocabulary

b. To be a good reader

c. To be a good writer

other benefits.....

.....

.....

9. Which technique do you support your learners to use?

a. Extensive reading

b. Intensive reading

c. Both of them

III) Section three : writing skill

10. How can you support your students' writing through reading?

a. Encourage them to read more

b. Gives them ideas about the subject

c. Teach them how to use correct grammar

11. Why do the majority of students have problems in writing?

a. Lack of vocabulary

b. Misunderstanding of grammar

c. Difficulties of grasping ideas in writing

12. What is the right way to develop EFL learners' writing skill?

a. Reading in foreign language

b. Practicing writing

c. Improve learners' grammar

d. All of them

13. Do you think that the syllabus you are teaching is enough to improve learners' vocabulary and reading ability?

Yes No

14. Are you satisfied with your students' writing level?

Yes No

IV) Section four : Vocabulary

15. Do you consider reading skill as a source of acquiring vocabulary?

Yes No

16. In your opinion the relation between reading and writing is efficient?

Yes No

17. Why ?

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

18. According to you what are the causes behind students' writing problem?

- a. Vocabulary
- b. Grammar
- c. Punctuation
- d. Organization

19. In your opinion what is the importance of vocabulary in writing?

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

الملخص:

يعاني الطلبة من صعوبة الكتابة وذلك لعدة أسباب أهمها نقص القراءة, حيث نبين في هذه الدراسة كيف أن القراءة تساهم في تحسين وتطوير الكتابة لدى الطلبة. و لهذا يجب أن نعي أهمية القراءة لتعلم مفردات جديدة. و تعتبر المنهجية المتبعة عند الكتابة أيضا مشكلا يعيق الكتابة الجيدة للطلبة, وذلك من خلال ما تبين من الاستبيانين اللذين وزعا على كل من أساتذة وطلبة جامعة محمد خيضر بسكرة قسم الانجليزية. المنهج المتبع في دراستنا هو المنهج الوصفي وهو الأنسب لها و لإقناع الطلبة بأن القراءة الكثيرة لمختلف أنواع النصوص تتفهم و تكسبهم مفردات في شتى المجالات مما يمكنهم من استعمالها في الكتابة و بالتالي يتحسن مستوى الكتابة, حيث درسنا الفرضية التي تبين أهمية القراءة في تطوير كتابة الطلبة وذلك لأن الطالب إذا أكثر من القراءة زاد الرصيد اللغوي و الفكري لديه و الذي ينعكس على نوع و مستوى كتابته, وهي النتيجة المتوصل إليها من خلال دراستنا. ولهذا يجب تشجيع الطلبة على القراءة أكثر من طرف الأساتذة.