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The Role of E-reading on the Reinforcement of the Writing Strategies

A Case Study of Master One Students of English at Biskra University

Dissertation Submitted in Partial Fulfilment of the Requirements for Master
Degree in Sciences of Language

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2016/2017

Dedication

I gladly dedicate this work to:

The closest people to my heart; the ones who always support me in any decision I make in my life and encourage me to give the best I could;

the King and Queen of my life:

My dear father Abdelkader and my beloved mother Yamina;

May Allah bless them

My beloved sisters, especially Salima and to my dear brothers.

The ones who enthusiastically encouraged and helped me; like:

Bechar Abdelkrim and Jouama Arafaa.

My dearest friends Safia, Soundous, Anfal, Amira, and Oum

Saad with whom I shared unforgettable memories.

All my relatives and friends who sincerely supported me with their prayers. .

Acknowledgements

First of all I should be so grateful and thankful to Allah, the Most Gracious and the Most Merciful for giving me the patience, power and will to complete this work.

It is my supervisor whom I would like to thank most for his valuable help, monitor, and continuous review and priceless pieces of advice for better accomplishment of this work, much gratitude for Mr. SLIMANI Said.

My sincere thanks go to the Board of Examiners for accepting my dissertation to be read and examined.

Special thanks go to Douida Brahim for his cooperation and help.

I would like, also, to give special thanks to all my family and friends who motivated and encouraged me to finish this work.

I will not forget, of course, to express my gratitude to all the teachers and students who accepted to answer my questionnaires.

Abstract

Mastering the EFL writing skill is among the most important abilities that students of English need to accomplish from their English teaching classes and in order to do so learners need to master using the writing strategies correctly for better writing production. This study aims at exploring the role of E-reading in the reinforcement of students' writing strategies and making them aware of the existing relationship between reading and writing and more specifically between the use of E-reading and its effect on the development of the writing strategies. In order to test the hypothesis that states that the appropriate practice of E-reading for more information and extra reading leads to better improvement of the writing strategies consequently the improvement of the writing production, we have used the descriptive method by administering two questionnaires for both teachers and students. The teachers' questionnaire is given to a sample of teachers of written expression (N=08) at the English branch at Biskra University seeks to know their opinion about the learners' use of E-reading as a tool for more extra reading and knowledge and to what extent they support this idea and encourage students to do so and if it affects the development of the writing production of their learners. Students' questionnaire is administered to a sample taken from Master One students of English at Biskra University (N=40) selected randomly from three groups, in order to find out whether students are aware of the role of E-reading in reinforcing the writing strategies. Accordingly, our research findings suggest that better using of E-reading leads to more mastering of the writing strategies consequently better writing production.

List of abbreviations and acronyms

%: per cent

ADHD: Attention Deficit Hyperactivity Disorder

EFL: English Foreign Learners

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

N: Number of respondents

SL: Second Language

UK: United Kingdom

List of tables

	Page
Table 1.1: The Bottom-up, Top-down, and Interactive Beliefs about Reading.....	29
Table 2.2: The Interest-Subject-Topic Strategy.....	35
Table 2.3: The What-Why-How Strategy.....	35
Table 2.4: The Idea-Detail Strategy.....	36
Table 2.5: The Tell-Show Strategy.....	36
Table 2.6 : The Transition-Action-Detail Strategy.....	37
Table 2.7 : Students' Gender.....	51
Table 3.8: Students' Experience in Learning English.....	51
Table 3.9: Students' Possession of Personal Computer or Tablet.....	52
Table 3.10: Students' Use of the Internet.....	53
Table 3.11: Students' use of Internet (hour/week).....	53
Table 3.12: Students' Rate in Using the Internet.....	54
Table 3.13: Priority Given to Each Skill.....	54
Table 3.14: Frequency in Reading in English.....	55
Table 3.15: Students' Preferred Place of Reading.....	55
Table 3.16: What Students Prefer to Read.....	56
Table 3.17: Students' Enjoyable Reading Time in the Internet.....	57
Table 3.18: Students' Confession about Their Ability of Finding Appropriate Books in the Internet.....	57
Table 3.19: The Teachers' Encouragement Towards Using E-reading.....	58
Table 3.20: Students' Opinion About the Benefits of E-reading.....	59
Table 3.21: Students' Preferred Way of Choosing the Reading Materials.....	60

Table 3.22: The Text Understanding.....	60
Table 3.23: Reading Functions.....	61
Table 3.24: Students' Opinion About the Writing Strategies.....	62
Table 3.25: Students Opinion About the Time Given to Written Expression Courses.....	63
Table 3.26: Students' Level in English.....	63
Table 3.27: Students' Opinion about the Importance of Using the Writing Strategies.....	64
Table 3.28: Using E-reading Before Writing.....	65
Table 3.29: Teachers Encouraging Students to Use E-reading.....	66
Table 3.30: The Students' Opinion About the Importance E-reading.....	67
Table 3.31: Teachers' Gender.....	74
Table 3.32: Teachers' Degree of Qualification.....	74
Table 3.33: Teaching Experience.....	75
Table 3.34: Modules Taught by the Teachers.....	76
Table 3.35: The Reading Importance.....	77
Table 3.36: The Neglecting of Reading Skill in the Programmes of Teaching.....	77
Table 3.37: Teacher-Students Discussion about E-reading.....	78
Table 3.38: The use of E-reading as a Tool of Teaching.....	78
Table 3.39: Students' Opinion about E-reading.....	79
Table 3.40: Students' Interest Toward E-reading.....	79
Table 3.41: Teachers' Encouragement to Students to Use E-reading.....	80
Table 3.42: Teachers' Opinion about Letting Students Choose What to Read.....	82
Table 3.43: The Importance of Writing for Learners.....	82
Table 3.44: Students' Level in English.....	83
Table 3.45: The Approaches Used in Teaching the Writing Strategies.....	83
Table 3.46: Learners' Difficulties When Writing.....	84

Table 3.47: The Differences Between the Writing Strategies of the First and the Foreign Languages.....	86
Table 3.48: How Can Students Develop their Writing strategies.....	87
Table 3.49: The Relationship Between Reading and writing.....	88

List of figures

Figure 2.1: What Writers Deal with as they Produce a Piece of Writing.....	26
Figure 2.2: Flower and Hayes Model.....	30
Figure 2.3: White and Arndt' s Model.....	31
Figure 2.4: The Draw-Label-Caption Strategy.....	38
Figure 2.5: The Cluster Strategy.....	41

Table of content

	Page
Dedication.....	II
Acknowledgment.....	III
Abstract.....	IV
List of Abbreviation.....	V
List of Tables.....	VI
List of Figures.....	IX
 General Introduction	
Introduction.....	01
1. Statement of the Problem.....	02
2. Significance of the Study.....	02
3. Aims of the Study.....	03
4. Research Question.....	03
5. Research Hypothesis.....	03
6. Research Methodology.....	03
6.1. Research Tools.....	04
7. Population and Sampling.....	04
7.1. Population.....	04
7.2. Sampling.....	04
8. Research Limitation.....	05
9. Structure of the Dissertation.....	05

Chapter One: Reading Skill and E-reading

Section One: The Reading Skill

Introduction

1.1. Definition of reading.....	07
1.2. Types of reading.....	10
1.2.1. The Bottom-up Model.....	10
1.2.2. The Top-down Model.....	11
1.2.3. The Interactive Model.....	12
1.3. Reading Strategies.....	14
1.3.1. Pre-reading.....	14
1.3.2. While Reading (In reading).....	14
1.3.3. Post Reading (After, Follow-up).....	15

Section Two: E-reading

1.4. History of E-reading.....	15
1.5. Definition of E-reading.....	16
1.6. Digital Copyright.....	17
1.7. E-reading Users.....	18
1.8. Principles for Extra Reading (Extensive Reading).....	19
1.9. Goals of Extra Reading on the Internet (E-reading).....	21
Conclusion.....	23

Chapter Two: Writing Strategies

Introduction.....	24
2.1. Definition of Writing.....	24

2.2. Definition of the writing strategies.....	26
2.3. Approaches of the writing strategies.....	28
2.3.1. The product approach.....	28
2.3.2. The process approach.....	29
2.3.3. The genre approach.....	32
2.4. The writing strategies.....	33
2.4.1. I don't know what to write about.....	34
2.4.2. It's just a matter of opinion.....	35
2.4.3. It's all in the details.....	36
2.4.4. A game of show and tell.....	36
2.4.5. A sequence of events.....	36
2.4.6. The picture worth a thousand words.....	37
2.4.7. The three key ingredient.....	38
2.4.8. Definition of writing.....	38
2.4.9. Great beginning.....	39
2.4.10. Happy endings.....	39
2.4.11. Little things that make great difference.....	40
2.5. Types of pre-writing strategies.....	41
2.5.1. Strategies the gather the ideas.....	41
2.5.2. Visual templates to organize ideas.....	41
2.5.3. Brainstorming.....	42
2.6. Learning strategies.....	42
2.6.1. Meta-cognitive strategies.....	43
2.6.2. Cognitive strategies.....	43
2.6.3. Social strategies.....	43

2.6.4. Affective strategies.....	44
2.7. Steps of the writing process.....	44
2.7.1. Planning.....	44
2.7.2. Drafting.....	45
2.7.3. Revising.....	45
2.7.4. Editing.....	46
2.8. The reading-writing relationship in second/foreign language.....	46
Conclusion.....	47

Chapter Three: Field Work

Introduction.....	48
3.1. Students' questionnaire.....	48
3.1.1. Aims of the questionnaire.....	48
3.1.2. The population.....	49
3.1.3. The sample.....	49
3.1.4. Description of the students' questionnaire.....	49
3.1.5. The results of the questionnaire.....	51
3.1.6. Interpretation of the results.....	69
3.2. The teachers' questionnaire.....	72
3.2.1. Aims of the questionnaire.....	72
3.2.2. The population.....	72
3.2.3. The sample.....	72
3.2.4. Description of the questionnaire.....	72
3.2.5. Results of the questionnaire.....	74
3.2.6. Interpretation of the results.....	89
Conclusion.....	91

General Conclusion..... 92

Recommendations..... 93

Bibliography

Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Questionnaire

Summary

Introduction

Writing and reading are among the most necessary skills that EFL students need to develop perfectly as learners of English as a Second or Foreign Language. Writing is a strong skill that students can use to express their feelings and ideas. Learning to write in English is not an easy task and it is very important and essential educational mean that serves different educational purposes and related to certain learning objectives that learners of English need to develop. Moreover, writing has been known as the core of education and has been presented as a vital path of language learning. It offers foreign language learners a way of discovering the language that they are trying to learn and permits them to find out how this language works.

As writing is widely involved in the educational system, reading also has the same importance as the writing skill. Reading is a necessary ability that plays a major role in rising learners' language proficiency. Along with that, selecting the suitable approach for teaching writing, teachers of written expression should take into account the importance of extra reading outside the classroom for their students specially by using the modern technology. Teachers always need to show the relationship that exists between reading and writing. Learners as well need to acknowledge the importance of E-reading in ESL/EFL classes as a means of improving their level in English and increase their knowledge about it. Most students have problems when it comes to the usage of correct grammar and vocabulary when expressing their thoughts and ideas whether in writing or oral performance. As a result of these issues they struggle when they try to write an assignment because of their limited vocabulary and insufficient information and grammatical structures. Therefore, many researchers have been made about this problem which is the reading-writing relationship and the impact of reading has on the writing skill; more specifically the impact of E-reading on the reinforcement of the writing strategies.

1. Statement of the problem

Writing is one of the four skills which need special attention because it is seen as the hardest skill to be acquired or taught (Richard and Renandya, 2002: 303). Most of students still have problems with this skill specially the learners of English as a foreign language at Biskra University, particularly when they are asked to apply the writing strategies when they write something. For that there is an essential need to investigate this problem that faces EFL learners.

There are many reasons behind learners' poor writing, particularly when they are trying to use writing strategies in the writing assignments, and the main reason is the lack of E-reading in the foreign language, so teachers need to encourage their students to use the internet as a basic element to read more. In order to develop their writing production and use it's strategies correctly.

Consequently we aim through this research to state the role of E-reading on improving students' writing strategies.

2. Significance of the study

Teachers use different techniques to help their students to improve their skills especially writing and more precisely their writing strategies when they are teaching a foreign language. This research investigate the impact of E-reading on the reinforcement of the writing strategies and making the university students aware of the importance of E- reading and motivate them to read more and make it more enjoyable. Therefore, the student will be able to produce a better and meaningful writing composition.

3. Aims of the study

This study aims to:

- The impact of E- reading on writing.
- Highlight the importance of using E-reading as a tool of teaching in universities.
- Show the relationship between reading and writing.
- The importance of writing strategies on writing performance.

4. Research Questions

- Are teachers and learners aware of the role of E-reading on the development of writing ability?
- Does reading affect the learners' style, writing strategies, vocabulary, and writing production as a whole?
- Do teachers motivate learners to use E-reading as a daily habit?
- Do teachers assign books from the internet for their students?

5. Research hypotheses

We hypothesize that:

If the learners of the foreign language especially at the university become more aware of the importance of E-reading and they depend on it most of time for their home works, assignments or writing production. It will develop their ability to define and use writing strategies correctly.

6. Research methodology

To reach the research aims and goals we will rely on qualitative approach and descriptive method that are less time consuming. However, they provide reliable data about the problem.

6.1. Research tools

For gathering the needed data we will use:

- **Students' Questionnaire:**

It is a tool used to gather the useful data that uses questions to be answered by the respondent that are related to the research problem. This questionnaire will be given to Masters One English students at Biskra University to know their point of view about the role of E-reading in the development of writing strategies

- **Teachers' Questionnaire:**

It is made with teachers to know to what extent both teachers and students are aware of the relationship between writing and reading and how they affect each other.

7. Population and sampling

7.1. Population:

the population that is involved in this study is Master One student of English at Biskra University during the academic year 2016\ 2017, this exact population is chosen intentionally because they suit this study; next year they will be exposed more to E-reading to help them in writing their presentations

7.2. Sampling

Since it is too difficult to deal with the whole number of population, the sample used is composed of 40 student of Master One English Learners at Biskra University and 8 teachers of written expression.

8. Research Limitation

- It is predicted that it may be difficult to get accurate data from the part of learners and teachers when they are given the questionnaire.
- Limitation of time.
- E-reading is a new subject so there are no references and sources that we can use.
- Not every student has an access to the internet, so most of them need print books.
- This research is limited to the students of master one of English at Biskra University so they are already busy preparing themselves to next year graduation.
- This research investigates the most difficult skills which are writing and reading.

9. Structure of the dissertation

Our study consists of two parts: the first one is devoted to the theoretical part which is divided into two chapters. The second one is concerned with the practical part which presents the field work of the dissertation where the data gathered is analysed and discussed.

The first section of the first chapter is about definitions of reading in general, and its types. In addition, it includes the models of reading. Also, in the same section, we tried to shed light on some reading strategies that are used in the process of reading. The second section is devoted to the historical background of E-reading and some of its definitions. In addition, an explanation of what a digital copyright is and by whom E-reading is used and for what purpose it is also, used. Also, we have presented the principles of reading and finally the goals of extra reading in the internet.

The second chapter is completely devoted to the definitions of writing and the writing strategies then the different approaches used when teaching them. Moreover, we focused on different writing strategies that can be used by the EFL learners. Also, we have

stressed on the relationship between reading and writing skills and the contribution of E-reading in the reinforcement of the writing strategies.

Chapter three is concerned with the analysis and interpretation of the data gathered from questionnaires submitted to both teachers and students about the role of E-reading in improving the students' writing strategies.

Section One: The Reading Skill

Introduction

Reading is a very important language skill and extremely sophisticated ability that all learners of English should learn. Many people see it as an enjoyable time where they can just relax and enjoy reading stories, books, or even a journal which make them gain more information and knowledge about the topics that they are interested in. Hence, reading is a vital skill either in first language (L1) or in second language/ foreign language (SL/ FL). This chapter sheds light on defining reading and E-reading and their importance in the students' educational system. The same chapter is divided into two sections; the first one is about reading' definitions, types, models, and reading strategies and the second one is about E-reading, where we defined this new notion and give a brief historical background about it. In addition, we defined the digital term copyright and how it is protected. Furthermore, we presented the principles of extra reading in the internet and its goals and contribution on the students' learning development.

Again, this chapter focuses on showing the importance of using E-reading in our days and how can be used in improving the students' level in English for the sake of developing their writing production and usage of the writing strategies.

1.1.Definitions of Reading

Reading is a critical language skill when learning a foreign language or even in the mother tongue. Reading is a very important skill to be acquired. Thus, finding a specific and exact definition of reading is not an easy task to achieve. Many researches and theorists tried to outline and define reading based on completely different research purpose (s). The word

reading and its meaning has been investigated for a long time, yet no single research could be enough to gather all the aspects that reading has and define exactly what reading is.

Alderson and Urquhart (1984) claim that there are three important elements to define reading which are: a reader, a writer, and a text

Reading is private; it is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to the writer is not directly observable (cited in Davies, 1995: 01)

In this definition, reading is an activity that the readers do it alone using their mental abilities to decode words to get meaning from the messages they are reading which is written by another person (writer). Each reader uses his/her unique style to read what the writer, who is far in space and time, is saying. They try to respond to this message sent by the writer and these responses cannot be seen by the writer, they happen indirectly.

Gough and Hoover (1996: 03) gave almost the same definition as Alderson and Urquhart, they define reading as a two processes: decoding and comprehension. For them, reading is:

Decoding and comprehension [...] are the two halves of reading [...] for neither decoding in the absence of comprehension, nor comprehension in the absence of decoding, leads to any account of reading [...] Literacy-reading ability- can be found only in the presence of both decoding and comprehension.

This means that if the reader wants to achieve the purpose of reading which is understanding the message sent by the writer; the reader need first to decode and explain the words they read then shift to comprehension activity which means to link this codes and get a

meaning from it. This two cannot be separated because reading is not achieved in the absence of one of them.

Decoding is “The word recognition process that transform print to words” (Kamhi and Catt,2002:45), and comprehension means “Understanding the message that the print conveys” (Nation, 2005: 41).

Another definition given by Davis (1995: 57): “A formalized, usually visually represented theory of what goes on in the eyes and the mind when readers are comprehending a text.” According to this definition, readers comprehend the text that they are reading is arranged in fixed steps. First, they see the words by their eyes then the information goes directly to their minds where they understand the meaning of this words.

Hay and Spencer (1998:222) state that:

Word recognition is an essential component in the mastery of reading.... .and considerable evidence suggests that the major difficulty confronting the beginning reader is the development of rapid, automatic word recognition skills.... efficient readers use a variety of orthographic data to recognize word units, such as individual letters, letter clusters, morphemes, word stems, and word patter.

According to this definition, word recognition is when the student read the word and recognize it immediately and this skill is very important for the learners of a foreign language; if they do not have this ability they will face many problems in understanding what they are reading specially the beginners they must develop a rapid and automatic recognition of the

words they read. Skilled readers use different skills and information concerns writing when they try to understand a text, such as cluster, morphemes, and word patterns.

1.2.Types of Reading Models

Many researchers tried to answer the question of what happens in the visual system and the brain when reading a passage, and what is the process that the students go through to achieve the meaning of the meaning of the text. So, they came up with different models which shows the processes that happens when reading that leads to understanding the intended meaning by the writer.

1.2.1. The Bottom-up Models of Reading Process

When learners read in their initial (native language) they do not face any problems when it comes to the linguistic patters and vocabulary or any aspect concerning the language because they are familiar with the language. But, when reading in a second or foreign language all its aspects are new for them such as grammar, linguistics, vocabulary, and even the structure of the sentences can be different and the only solution for this issue is decoding the language, which means that students start with recognizing letters, then words, and finally the words in the context. So, the first step is understanding the print.

According to Eskey (1988: 96):

“ For me Chinese text contain no information, and neither best top-down reading strategies nor any amount of background knowledge on its subject will make me a successful reader of that text unless it take the trouble to decode Chinese script.”

Furthermore, Gough (1972) as cited in Hurson (2007:03) states that the bottom-up models specialized in how readers get data from the written texts, he assumed that readers related letters and words together in a systematic manner. He explained the reading process as

a letter-by-letter series where readers separate all the letters they see by their visual system then decode them into phonemic units before understanding their meaning.

1.2.2. Top-down Model of Reading Process

The top-down models are learners, because students start the process of reading from the higher skills to the lower skills in the process of reading, which starts from the top, the higher mental stages, till it ends in the lower-level which is the text itself. It consider reading as a linear process and it works on the opposite direction from the bottom-up models process of reading. so, reading was seen as an active act and the reader is the center of this act (Alderson,2000)

In the top-down models, the previous knowledge of the reader about the topic he is reading about play a major role in his comprehension of the text. According to Alderson (1984, 12):

... reading comprehension is a little dependent on a syntactic analysis of the text's sentences. It follows that foreign language reading comprehension is possible without mastery of contrasting parts the second language syntax.

The top-down models expect from the reader to have a prediction about the meaning of the text by relying on their previous knowledge about the topic and this is considered the top and then move down to the text which is the lower level on the process of reading to confirm his previous prediction about the meaning of the passage. As Goodman states (1973):“reading is a process in which the reader picks and choose from the available information only enough to select and predicts a language structure which is decodable” (Goodman, 1973:164). Also, reading is “a psycholinguistic game, involving an interaction between thought and language” (Goodman, 1976:498)

1.2.3. The Interactive Models of the Reading Process

The interactive models is concerned with the relationship between the bottom-up and the top-down models. Proficient readers should use both of the models of the reading process for better understanding of the text as Eskey proposed, he stated that:

“good readers are both good decoders and good interpreters of texts [...] good decoding skills are [...] one of the causes and not merely a result as Goodman has argued of fluent reading. No doubt, the whole process is reciprocal, but that exactly what an interactive model would predict.” (Eskey, 1988: 95)

According to this definition of interactive model, fluent readers do not neither rely only on explaining the sentence, words, or letters they read nor depending on the prediction they have made relying on their previous knowledge about the topic but they rely on the two models together for better understanding of the meaning intended by the writer; they decode and interpret.

Carrel (1988: 12) assert that “reading is a receptive language process...in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs” this means that readers starts decoding the letters and words first then shift to decoding the message which is encoded by the writer in the text.

Stavonich (1980; in Samuels and Kamil 2002: 212) explained the interactive model as:

Interactive models of reading appear to provide a more accurate conceptualization of reading performance than do strictly top-down or bottom-up models. When combined with assumption of compensatory processing that a deficit in any particular process will result in greater reliance on other knowledge sources, regardless of their level in the processing hierarchy.

As a sum up, reading is viewed from different perspectives and the following table summarizes the believes of the bottom-up, top-down, and interactive believes system.

	Bottom-up	Top-down	Interactive
	Beliefs About	Beliefs About	Beliefs About
Relationship of word recognition to comprehension	Believe students must recognize each word in a selection to be able to	Believe students can comprehend a selection even when they are not	Believe students can comprehend by identifying words quickly and
Use of information cues	Believe students should use word and letter-sound cues exclusively to	Believe students should use meaning and grammatical cues in addition to	Believe students process letter-sound and meaning cues simultaneously to
View of reading	Believe reading requires mastering and integrating a series of word identification skills.	Believe students learn to read through meaningful and authentic activities	Believe students learn to read by developing skills and strategies in meaningful contexts.
Units of language emphasized instructionally	Emphasize letters, letter-sound relationships, and words.	Emphasize sentences, paragraphs, and text selections.	Emphasize letters, letter-sound relationships, words sentences,
Where importance is placed instructionally	View accuracy in identifying words as important.	View reading for meaning as important.	View accurate and word identification as contributing to meaningful reading.

Assessment	Think students need to be assessed on discrete skills.	Think students need to be assessed on the kind of knowledge constructed	Think students need to be assessed on the basis of their performance in meaningful
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Table 1.1: The Bottom-up, Top-down, and Interactive Beliefs about Reading

(Vacca et al, 2006: 39)

1.3. Reading strategies

1.3.1. Pre-reading

Pre-reading strategy helps the learners to activate their background knowledge about the topic that they are going to read and help them to draw schemata in their minds about it (Carle and Long 1991). Varaprasad (1997) confirmed that this will motivate and attract the students' interest to the topic and make connections between the text they are reading and their prior-knowledge about it; this will make the readers answer some questions about it and make predictions. So, pre-reading helps learners, to a great extent, in anticipating the meaning of the text.

1.3.2. While-reading (In reading)

This strategy helps in constructing meaning which helps the readers in understanding the text and solving difficulties. Also, this helps students activate their judging abilities, raises their knowledge about the topic and the understanding of the writer's purpose. There are some strategies that can be used during this stage: skimming, scanning, and making connections (Brown, 1994).

1.3.3. Post-reading (after, follow-up)

The post-reading strategy helps in reconstructing the meaning of what has been already read. They are used for checking, summarizing, and evaluating. This means that it helps readers to use their acquired knowledge when they read a similar passage. Post-reading activities make students go beyond the text and use the knowledge acquired from reading to apply it in two things: transferring reading skills into other texts or by integrating reading skill with other language skills (Phillips,1985).

Section two: E-reading

E-reading or digitized materials are widely spread in the entire world in our days among the different categories of people and used for different reasons of reading: for pleasure, seeking new knowledge, and educational purposes. E-reading offers to the consumers a large amount of information and knowledge about any topic that crosses their minds in a rapid and easy way that the printed books cannot do. At the same time, E-books challenge the stereotype of the books culture that have been improved by the printed ones because people are used to read concrete pages of books but now they have shifted to screen papers which offers them a reading experience better than what has ever been possible with printed books.

1.4.History of E-reading

In order to make all books and knowledge that any person in the entire word could need, Google in 2004 started a project to establish a project to start a digital library of scanned texts that could make all the books available and can be found inline. In 2005, the Authors Guild, as a lawyers group for writers, and the association of American Publishers sued Google Books because Google did not ask for permission to publish digitalized books of different

writers around the world. A class-action settlement was reached in 2008, with an amendment made in 2009, and now Google Books has been freed from liability for its past and future scanning and indexing of books. But, Google Books must share profits with the right holders .(as cited in Burrit, 2010: 10).

This made finding, reading and downloading materials from the internet become an easy task for all readers.

1.5.Definitions

Reading is used by people around the world to increase their knowledge and to be aware of what is happening around them and in the whole world. It is one of the four skills or the language that EFL learners need to acquire. However, E-reading is new used term that refers to using the internet to gather or read almost about anything that the reader need to know about. Which helps the students of foreign language to be exposed more to the language that they are learning

E-reading as we said before is a new word used, this why there are a few definitions of this term. E-reading is “reading books and newspapers on a portable device such as: an eBooks reader, tablet computer or smart phone” (taken from PC Magazine Encyclopedia (2016). Rouse (2003) she defined eBooks “is an electronic version of a traditional print book that can be read by using a personal computer or by using an eBook reader”. We cannot deny the importance of the print books as Steinberg (1955: 07) said that, “the history of printing is an integral part of the general history of the civilization”; this means that printed books played a big part in the improvement of knowledge of the whole word. After this invention of the printed books now, there is a new revolution in the written world which is the shifting to easier, rapid, and digital books.

Eisenstein (1995: 555) stated that the book is not going to extinct because the previous revolutions in the textual media did not affect the printed texts and the technology of electronic texts will coexist with persistent print media. Eisenstein (ibid) argues that “premature obituaries on the death of the sermon and the end of the book are themselves testimony to long-ending habits of mind.” This means that if eBooks and printed books develop together, each one of them will influence the other to develop much better. Hayles (2003: 276) states that “this aspect of electronic textuality--- along with many others---cannot be separated from the delivery vehicle that produces it as a process with which the user can interact”; he claims that some aspects such as: the retardation of the reading content of the eBook or the different views are impossible to notice using eBooks as the same efficiency in printed texts. Hayles (2002: 107) also asserts “literature was never only words, never merely immaterial verbal constructions, literacy texts, like us, have bodies, an actuality necessitating that their mentalities and meaning are deeply interwoven to each other.”

1.6. Digital copyright

Writers of books or any text that is published in the internet need to protect their written work from being stolen by others. Lessing (2006: 172) explains that a copyright protection

...has always been at war with technology. Before the printing press, there was not much need to protect an authors' interest in his creative work. Copying was so expensive that nature itself protected that interest. But as the cost of copying decreased, and spread of technologies for copying increased, the threat to the author's control increased. As each generation has delivered a technology better than the last, the ability of the copyright holders to protect her intellectual property has been weakened.

This means that before there was no technology and all writers rewrite or modify their own writing and if the writer wants to make copies of his/her work, that was expensive so, their works are already protected from being stolen. But, now it is the opposite; making copies is very easy because of the revolution in technology, authors' works are not protected anymore.

However, copyright eventually changes because its concepts and laws are in a continuous changing along with the technological progress and the digital devices, which can be proved by the lawsuits against Google Books (as we explained previously in the history of E-reading) which shows that the laws made to protect the copyrights of the writers need to be updated continuously to be more valid.

1.7.E-reading usage and users

A charity dedicated to raising literacy level in the UK called National Literacy Trust made a study about the differences between reading in print and reading on screen, where they concentrated on the relationship between children's reading on screen and their reading skill and behavior (as they published in a survey, 2002) and they got to the following main findings:

- 97% of children said that they have an internet at home and they use their electronic devices to get access to it.
- Children read more on the screen than on paper outside the school, 68.7% read on computer, phone, or tablet and 61.8% read print (magazine, book, or newspaper).

Then, the National Literacy Trust' survey (2014: 5) shifted to the effect of electronic devices and technology on the children' behavior and found that: "the portion who

felt that eBooks would have a positive effect on their motivation to read increased from 33% to 49% between 2010 and 2012”.

1.8. Principles for extra reading (reading extensively)

Our world contains a huge amount of materials to be read, specially the internet such as: articles, eBooks, short stories, and so on. For this reason, students select only what they want to read and attract their interest. Bamfort and Day (1997: 7-8) gave a number of principles that help in explaining the difficulty of extensive reading, they are summarized as follows:

- **The reading material is easy**

Students read materials that are appropriate to their level in English which contain few difficult vocabulary and grammar. If the students want to read for pleasure, they should be selective because there is a wide range of themes to choose from. Students will not succeed to read extensively if they struggle with understanding the difficult words of the materials.

- **Learners choose what they want to read**

In the traditional classrooms, teachers used to select what his students’ are going to read, but now it is a self-selection by the students who enjoy having the freedom to do that. This makes them stop reading books that they are not interesting or too difficult for them.

- **Learners read as much as possible**

If students want to learn the language correctly, this depends on the quantity of their reading and teachers can play a major role in motivating their students to read outside the classroom. For example, the teacher can continuously encourage the students for extra reading outside.

- **A variety of materials on a wide range of topics is available**

Students should have different choices of materials to choose from which one to read because they have different interests and different purposes of reading. This variety of materials helps in making the students more flexible toward reading.

- **Reading speed is usually faster than slower**

Extensive reading should encourage fluency, so the vocabulary and grammar of materials that students read should not be difficult. If they are so, students will stop reading. Continuously, each time they stop and check the dictionary for the meaning of the difficult words which make it hard for them to be fluent readers. As a solution for this situation, students write down in a notebook the non understood words than check their meaning after they finish reading.

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

The purpose of reading is determined according to the students' interests and nature of the materials, where the students read just for the purpose of understanding the meaning of the passage and the teachers should give few or no follow-up activities.

- **Reading is individual and silent**

Silent reading usually happens outside the classroom where the students read their selected material in their own time, when and where they choose to. But, it can happen in the classroom where the teacher gives, for example, fifteen minutes period of silence for individual reading.

- **Reading is its own reward**

The aim of extra reading is to make the readers experience the enjoyment of reading and the pleasure that brings to them. The teacher can ask follow-up questions that are concerned with their experience of reading rather than comprehension.

- **The teacher orients and guides the students**

The teachers' role is to direct the students what to read, explain the methodology, goals of the programme. If the students are interested in the material that they are going to read, they need to be suitable to their level. Hence, the students will not feel frustrated when they do not understand the material.

- **The teacher is a role model of a reader**

The teachers have a big impact on their students by being a good role model for them in reading by showing them how to be readers in and outside the classroom, and this can be achieved when the teacher talks about the books that he/she has read or read aloud something for their students. However, teachers also can ask their students about their reading experience. The students are the central element during reading and the teacher is just a guide.

1.9. Goals of extra reading on the internet (E-reading)

Extra reading of different texts from a wide amount of knowledge that can be provided by the internet or even printed books written in the target language is an important material for the learners of foreign languages in improving their language proficiency. But, these materials should be appropriate to their students' level. Also, students should be given the opportunity to choose what to read. Hence, the focus is on the reading itself not on the post activities.

Extra reading (extensive reading) plays an important role in developing the language proficiency. From the angle of acquiring new knowledge, fluent reading, better writing production, better usage of the writing strategies, and even better comprehension. Peregoy and Boyle (2000: 240) state that “Wide reading increases general knowledge, which in turn, facilitates comprehension when reading texts of all kinds, including content area texts.” They claim that extra reading helps the reader to recognize the language patterns, structures, and vocabulary related to specific text types. This means that the students will acquire the knowledge of how texts work and writing their own texts of the same type when reading extensively. This can be achieved by E-reading since we are in the century of digital devices and internet. Hence, teachers should be aware of the benefits of reading inside and outside the classroom.

Day and Bamford (1998: 38) argue that “Reading is good for you...Reading is the only way, the only way we become readers, develop a writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers.” They emphasized that reading is the only way to develop the students’ style, vocabulary, grammar, and spelling. Also, Day and Bomford (2002: 139) talked about the role of the teacher in motivating students to read extensively, teachers need to guide and provide students with extra materials to read. So, teachers could give some aims and goals that students can accomplish through extensive reading as stated by Nation (2004: 22):

❖ Language

- Gaining new vocabulary.
- Acquiring new grammar structure.
- Becoming familiar with the discourse feature and pattern.

❖ Skills

- Improving reading comprehension.
- Fluent reading.
- Gaining new knowledge and ideas to use when writing assignment.
- Developing new knowledge to support the oral skill.

❖ Ideas

- Pleasure and enjoyment of reading.
- New information for the reading materials such as: cultures.

Conclusion

In this chapter, first we have presented some definitions of the writing skill in general, and then, we mentioned the types of the reading models. Also, we have dealt with the writing strategies that are used when reading something. All these things are involved in the first section of the first chapter. While, in the second section, we have mentioned first, the historical background of E-reading and then, some of its definitions. After that, we moved to the meaning of the digital copyright and how it can be protected. In addition to that, we devoted part of our research to the E-reading usage and users. Furthermore, we have shown the different principles of extra reading and its goals.

Introduction

It has been argued that learning to read and write is different from learning to speak or listen, because listening and speaking are the two skills that are acquired in an L1 environment. But reading and writing skills have to be learnt and not acquired, and not everyone can be a good writer or reader. Writing is an essential skill since the learner has to make a great effort and to practice many writing activities to reach a good level in writing. In other words, writing has always have been a very difficult task to be learnt. It is seen as a means of communication that happens between the reader and the writer using a written text. Therefore, the writer has to predict the reader's reactions, and write a text which answers all the questions of the reader. According to Nunan (2000: 47-66), writing is considered the most difficult skill for all language learners, whether the language is a first, second or a foreign language. In this chapter, we will present the reader with the writing skill in general, including different definitions, introducing writing and the writing strategies definitions, as well as the role of both teacher and student in acquiring the writing strategies, also this chapter will mention the approaches of writing strategies, and the writing difficulties.

2.1. Definitions of Writing

Writing is an important means of communication that is probably the most needed skill in academic communities. A great deal of the work carried out in the academic world is done through the medium of writing, and here are some definitions of writing:

According to Lyons and Kroll (1997) "writing is an act that takes place within context that accomplishes a particular purpose, and that is appropriately shaped for its intended audience (cited in Weigle, 2002: 19). For those researchers, writers must know the purpose, context, and the audience which means the intended readers that they are writing for. Weigle (ibid: 32-33) also states that writing is a complex skill that engages the writer in a physical as

well as a mental effort. Writing makes students more creative and not just writing what they already know as Weigle argues, again, writing is not only putting one's thoughts on paper as they accrues but actually using writing to create new knowledge." In accordance with this, White and Arndt (1991: 3) see that writing is far from being a simple matter of transcribing a language into written symbols: it is a thinking process in its own right that demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.

Byrne (1979) gave a definition for writing that can be slightly seen like the one of White and Arndt where he argues that writing is neither easy nor spontaneous; it requires continuous mental effort. Furthermore, Hazal Smith (2005, 07) spot light on university students and defined writing as "the writing experiment is designed for university students enrolled in creative writing courses and for their teachers." So, university students should study creative writing courses which defines where the intellectuals are. Hart (2006) stated, "You can't wait for inspiration; you have to go after it with a club." That was the first statement in his book and what he meant is if you want to be a good writer you have to work hard and collaborate with writers who are better than you and only then you will become a great writer and not by sitting there waiting for inspiration.

But for Hyland (2003: 03), writing is "marks on a paper or screen. A coherent arrangement of words ,clauses and sentences structured according to a system of rules"; It is just a matter of coherence and following rules of writing to achieve a grammatically and structurally written text.

Andrews (1999) and Leki (1992: 17) agree on one point which is writing is like sport it is only developed through practice and "the exposure to written texts in a natural process of communication rather than grammatical and theoretical rules on writing."

Nunan (1989) claims that learners need to know and acquire all the aspects that are included in the writing process and understand each one of them to achieve a good written product. The following diagram, suggested by Raimes (1983: 6) shows what writers deal with when they produce a piece of writing:

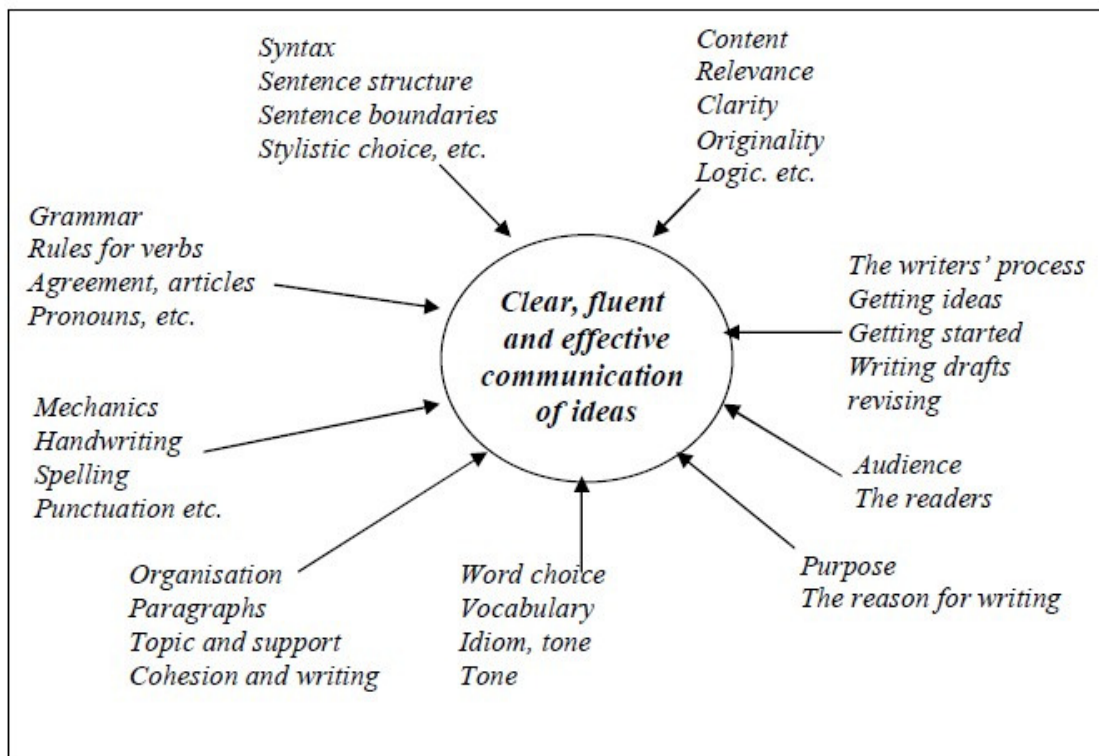


Figure 2.1: what writers deal with as they produce a piece of writing (Raimes, 1983:6)

As it can be seen above, writers need to take into consideration many aspects when writing such as grammar, syntax, organization, word choice, purpose, and even the intended audience which are the readers.

2.2. Definitions of Writing Strategies

Writing can be seen as a skill that is heavy to bear in the process of L2 presented appeared to make the writing production much easier. In the present time, teachers and researchers are more interested on *how* we write instead of *what* to write as Flower and Hayes (1980,1981) studied the process of writing for the native language that used to give

steps and strategies that can be used to write more effectively and successfully as: planning, generating ideas, translating, and editing.

Nichol (2014) in an online article, entitled: “20 Strategies for Writing in Plain Language” says that to achieve a good writing, writers need to know the 20 strategies that are mentioned in the article and the learners will write correctly. Some of these strategies: knowing your audience needs, organizing the content, clarity, and providing examples.

According to the Oxford dictionary (2011: 12), Strategy is “to help learners regulate or control their own learning, thus making it easier and more effective” and mentioned a number of strategies such as: planning and evaluating that help students to control and facilitate their writing production.

Many researchers, like: Amdt (1987), Beare (2000), Raimes (1985), Victori (1995) and Zamel (1982) claim that the writing strategies primarily separate successful from less successful writers. In another work done by Collins (04) “Writing strategies are cognitive and meta-cognitive procedures writers use to control the production of writing.” Hsiao and Oxford Strategy (2002: 372) can pave the way toward greater proficiency, learners autonomy, and self-regulation.

Angelova (1999) sees that writing strategies affect the process of English as Second Language writing (ESL) and its development among other factors. In order to write, people must perform a number of mental operations: they must plan, generate knowledge, and translate it into speech (Flower and Hayes,1980). Collins (2015) wrote an article about writing strategies for students with Attention Deficit Hyperactivity Disorder (ADHD) where she said that studies proved that the brain of this specific category of students works differently but that does not prevent them from being highly intelligent and they just need special attention from the teacher. This has led her to give a strategy for each problem they

face during the lesson which may help them improve their writing. D.Galko (2001: 3) claims that the best strategy to use at first is to read your writing assignment very carefully and reread it again then ask yourself questions that help you to write for example: who is my audience?, and what is the purpose of my assignment ?

2.3. Approaches of the Writing Strategies

Many approaches have been emerged that are related to writing in a second language such as the product approach, process approach, and the genre approach which make writing more easier and much clearer than before.

2.3.1. The Product Approach

According to Gbrielatos, (2002: 5) the product approach was widely spread in the mid-1960. He added that it is a traditional approach in which students are encouraged to mimic a model texts, usually is presented and analyzed at an early stage. This means that the teacher gives his students texts and they are asked to write similar ones; they imitate the model texts and focusing on structure and grammar rules when teaching. In this approach, before starting writing students study the model text and all its aspects after doing this, they start writing a parallel text. But, the product approach, as Tribble (1996) is only concerned with the final product and emphasizes on the correctness and form where errors are not accepted. In this approach students are expected to follow the four stages to write the text as suggested by Steele (2004):

Stage one: after they are given the model text, students are asked to study it very carefully and focus only on the important aspects and features. For example: if they are given a formal essay as a model text, their focus maybe on the way the introduction, body,

conclusion and how to write a catching thesis statement and even the language used. Students highlight any aspect that can be useful on writing a similar one.

Stage two: this stage consists of controlled practice of the highlighted aspects, each student works alone .and s/he will be asked to practice what they have highlighted in the first stage, for example: writing an introduction for a formal essay.

Stage three: this stage is the most important one where the organization of ideas is considered more important than the ideas themselves and also the language used must be correct and right.

Stage four: this stage is considered as the end of the learning process. Students individually use the skills, structure, forms, and vocabulary that have been acquired in the previous stages to produce the final product.

2.3.2. Process Approach

After the development of fields like psychology, cognitive psychology, social context, and cultural environment, researchers start to see writing as a set of processes (Britton,1970 ;Halliday 1978 ,1982). For Rohman (1965) writing is seen as an act that involves three stages: pre-writing, while writing, and post-writing.

Flower and Hayes (1980) consider writing as a mental process where writers go through multiple stages such as planning, translating, and reviewing. And the following figure will explain more how the writing strategies are used by the readers.

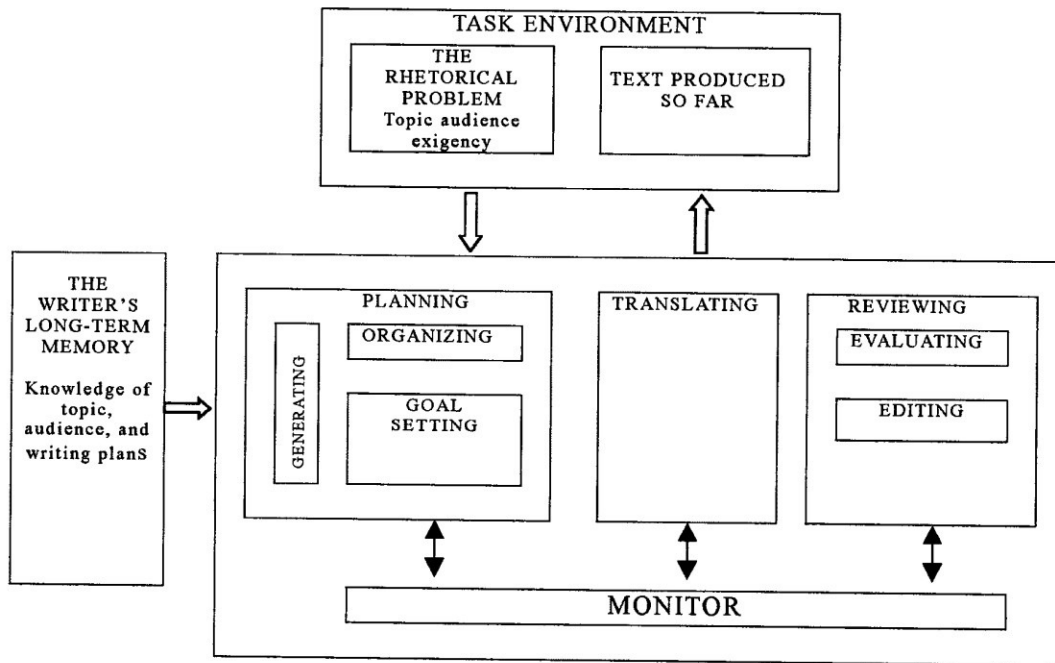


Figure 2.2: Flower and Hayes model (1982:11)

The diagram shows that the writing process is divided into three sections: task environment, the writer's long-term memory, and the writing process. Task environment includes elements that affect the writing process which are "outside the writer's skin, starting with the rhetorical problem or assignment and eventually including the growing text itself" (Flower and Hayes, 1981:369) such as the audience and motivation of the writer. After knowing all this information, the writer stores the intended audience, knowledge about the topic, and the different strategies that can be used; all of this is stored on the writer's long-term memory. The third aspect includes the writing strategies that are used during writing the assignment such as: planning, translating, and reviewing which are all under the control of the monitor that sets limits to each stage.

At the beginning of the 1970's, linguists become more interested on the written discourse and the writing process specially in the educational researches, linguistics, and applied linguistics (Kroll,1990: VIII). It was unlike the product approach that emphasizes on

the final product because primary interest of the process approach is “the composing process of students’ writing instead of on the written product they produce” (ibid: 8).

The process approach supporters want their writers to “experience writing as a creative process for exploring and communicating meaning” (Spack, 1984: 451). So, this approach focuses on the steps and strategies that writers use to achieve their final product and also focuses on the meaning more than rule or structure and gives them the opportunity to be creative. What is written by the students at first is not the final product but it is only the beginning.

Hyland (2003:10) says that: the process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. Thus, writers use different strategies to write a text and the teachers should help them to achieve the best written text. White and Arndt (1991) suggested a writing model to investigate the writing process. For them, to write a text, students must go through six nonlinear ‘recursive’ steps they are: generating ideas, focusing, structuring, drafting, reviewing, and evaluating. Both suggested the following diagram to explain their model:

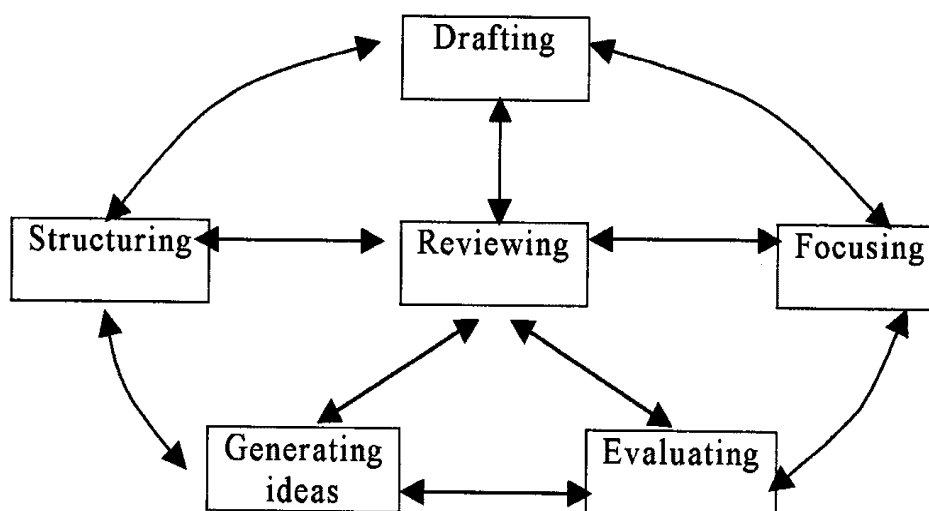


Figure 2.3: White and Arndt’s model (1991: 3)

Authors indicated that when generating ideas, writers rely on their long-term memory to brainstorm and create ideas that can be used in the writing assignment such as: details or even examples for the general ideas. In focusing stage, writers choose the main ideas that they really need and structure them in an organized way. Drafting happens when writers write many pieces of writing or their first writing attempt. For the evaluating stage, writers look for any mistakes or organizational problems that need to be fixed. Finally, in the reviewing stage, they re-read the written text and check if it answers the given assignment.

2.3.3. The Genre Approach

The genre approach to teaching writing is concerned as the name indicates that each writer have a different need from the other writers so each one will be learn a different genre in order to succeed in a particular situation .*genre* means different types of writings; refers to the overall structure and purpose of the text and the register which is more concerned with the details (Collerson, 1988). Littlefaire (1992:10) also defines genre “as a purposeful and communicative activity”. In this approach the text is used as a means of communication between the writer and the reader and not to go beyond the form and structure.

Moreover, Swales (1990:53) as cited in Tribble, (1996:49) defines a genre as;

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

This definition states that the social purpose of writing affects the language used in writing, the choice of the words, expressions, and even the structure.

The genre approach states that when writers write a text they should take the context in consideration and that will help them to produce an acceptable product. Thus; providing learners with a chance to experience different elements of writing “the topic conventions, style of the genre, and the context in which their writing will be read and by whom” (Harmer, 2004: 295). This means that learners must be exposed to large examples of the same genre and that will help them to develop the skill to a specific genre (Badger and White, 2000:155-156).

2.4. The writing strategies

This study investigates the use of the writing strategies in improving the learners’ writing production. And the relation between the learners’ achievement and the writing strategies.

Steve Peha: an author that started writing for teachers and students in his 30s. In 2001, he won an ‘Innovator in Education Award’ from the Newspaper Association of America for his work. In 2007 he won another of ‘Independent Publisher Gold Medal Award’ for young adult notification for his first edition of ‘Be a Better Writer’. Steve Peha also combined the best of classroom practice with a real-world result-oriented perspective to help make teaching more practical for teachers and learning for over a 15 years by publishing multiple books such as: The Writing Teacher’s Strategy Guide, Student Writing Samples Grades K.12, and others.

One of the most useful books that he published is: ‘The Writing Teacher’s Strategy Guide’ which shows 11 strategies that the teacher can use in the class to promote the learners’ writing and this is a summary of the 11 strategies:

Introduced his book by a statement: *“the best way to teach is the way that makes sense to you, your kids, and your community”*

Steve Peha’s 11 Strategies are:

2.4.1. I Don’t Know What to write About: it’s the worst feeling in the world because the teacher asks the students to start writing but the students do not know where to start and which topic to choose, this happens every time the teacher asks the students to write so they need a strategy that will always provide them with topics that they can choose from.

A. The Topic T.Chart Strategy: students make two lists in the same time but they are opposite for example; Fun-Have to lists. can be used in different grades.

This are some tips when using t-chart

- Save your T-Charts you will need them.
- Pick only the best topics taking into account the three rules:
 - pick topics you know a lot about
 - pick topics you have a strong feeling about
 - pick topics that are appropriate to your audience
- Putting something on both sides of the same Chart: a topic that you love and hate at the same time, often are the best topics
- Be specific if you can and do not write general topics
- Writing about the same topic more than once which show your interest area and specialist

B. When you can't choose:

When the teacher obliges them to write about limited subject, the learners try to find meaningful connections between things they know from their own life and things their teacher wants them to study. For example:

Interest	Subject	Topic
Things from your list	What you are studying	Possible topic
Baseball	Civil war	Sports during the civil war; baseball

Table 2.2: The Interest-Subject-Topic Strategy

2.4.2. It's Just a Matter of Opinion:

Writing is not like speaking to the audience because the writer will not be there to clarify the ambiguity for them. So, the best way is to use “The what-why-how Strategy” by answering the three questions

- What do you think? The writer's opinion
- Why do you think it? Give reasons to your opinion
- How do you know? The writer's evidence and examples

An example:

What	Why	How
The writer's opinion	The different reasons	Evidence and examples

Table 2.3: The What-Why-How Strategy

After completing the table, the writer transforms it into a paragraph.

2.4.3. It's All in the Details

Details are answers for question the reader might have, the learner use Idea-Detail Strategy for example:

Idea	Detail
A sentence that needs more support	What your audience needs to know
Pick something from your piece of writing	Think of the questions people would ask

Table 2.4: The Idea-Detail Strategy

If the writer needs more ideas he/she repeats the same strategy on a supporting idea

2.4.4. A Game of Show and Tell:

In writing “showing” is better than “telling” for these reasons:

- Showing is more specific than telling
- Showing helps readers to draw a picture in their minds
- Showing is more interesting than telling

And this happens by using The Tell-Show Strategy; for example

Tell	Show
Something the writer can describe	Describe it in details
The less the better	Make a picture in the reader's mind
The weather was really bad	A harsh wind whipped through the trees, dark clouds poured down buckets of rain that overran the gutters and spilled into the sidewalks.

Table 2.5: The Tell-Show Strategy

2.4.5. A Sequence of Events:

When writing something it is just like telling or recount what happened (describe a sequence of events), the writer goes through 3 parts:

A- Transition: using phrases like “than”, “after a while”, which help the writer to make his sequences flow smoothly.

B- Actions: the actual events listed in the order that they happened in

C- Details: additional information about each event

And it is called The Transition-Action-Details Strategy (T-A-D Strategy) for example:

Transition	Action	Details
Last summer,	I went on vacation with my family to the ocean	-we go almost every year - it is fun because there is a lot to do

Table 2.6: The Transition-Action-Details Strategy

This strategy can be used in different fields such as: history, scientific process, and even Math problem solving.

2.4.6. The Picture Worth a Thousand Words:

Drawing a picture about what the writer is going to write about can help him/ her to write better, this kind of drawing differs from the others because it has a different purpose and to achieve this purpose the writer needs to follow the three-step process :

- A. Draw:** the writer sketches a scene and tries to include as many as possible details.
- B. Label:** for each drawing, the writer creates a label or two. Label anything that is related to it.
- C. Caption:** writing a sentence that explains the draw. It is called the Draw-Label Caption Strategy.

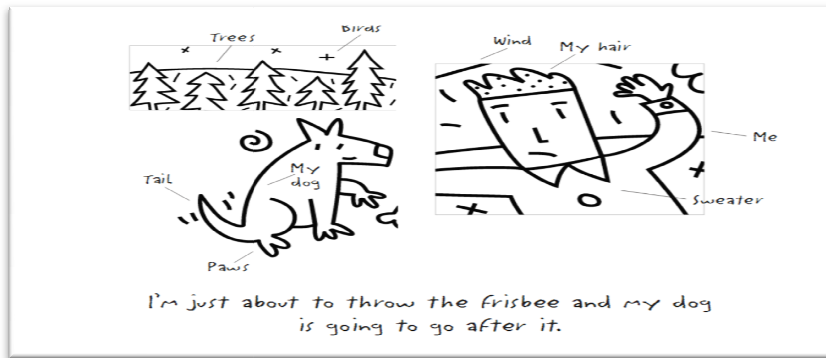


Figure 2.4: The Draw-Label-Caption Strategy

Then the writer uses all those labels and caption to form a paragraph.

2.4.7. The Three Key Ingredients:

“if you don’t tell them, they’ll have to ask”(52); about the readers they always ask questions about what they read and the writer must satisfy his audience, writers should provide the readers with three types of information: The Action-Feeling-Setting Strategy:

- A. **Action:** the important ideas; the main ones
- B. **Feeling:** describes the feelings of the people in the scene
- C. **Setting:** where and when.

2.4.8. Definitions of Writing:

Writing is the communication of content for a purpose to an audience »; this means:

- **Content (main idea, key details):** what the writer want to say.
- **Purpose (think+ do):** why the writer wrote it.
- **Audience (people + questions):** for whom the writers are writing and their possible questions.

The writer answers this three before start writing or use it as revision tool in the end .It is called the **CPA strategy**.

2.4.9. Great Beginning:

For a good beginning there are three criteria must be taken in consideration :

- **Catches the readers' attention:**

Use something that says “Hi, this is a good piece you're really going to enjoy!”

- **Make the reader want to read more:**

Use something in the beginning that makes the readers curious about what is coming next.

- **Is appropriate to purpose and audience :**

“your beginning is an invitation to an interesting and enjoyable experience”

2.4.10. Happy Endings:

Endings are hard, so there are some solutions to make it easier:

- **Feel finished:**

The writer has to feel that there is nothing else to say or add in his/her piece of writing.

- **Give the reader something to think about or do:**

The writers have to give his/her reader something will linger in their minds long after they have read their piece of writing.

- **Meet your readers' expectations:**

When you have started your piece of writing, the writer has set certain expectations in the readers' minds, so in the ending of the piece of writing; the writer should live up to those expectations.

2.4.11. Little Things That Make a Big Difference:

There are some elements that are overlooked when learning to write because the teachers say that the students will figure out how to deal with them in their own way. Such as:

A. The five big questions:

They are used to improve and develop the piece of writing.

- What makes this writing good?
- What would make this writing better?
- What is the one most important thing you want your audience to know?
- Why did you write this?
- What does your audience need to know?

B. Sharing, conferencing, and feedback:

Talking about your own writing and the writing of others is a big part of learning how to write, and tell your audience what kind of feedback you want.

C. How do you know when you are finished?:

This part is not easy to define; so, writers need to answer this question: Am finished on not yet?.

D. Beating writers' block:

The writer reach a point where he or she does not know what to write anymore, as a strategy for this issue, writers reread what they have wrote, do some formatting, editing, or some recopying using the different strategies that we have mentioned earlier.

2.5. Types of Pre-writing strategies

In an article written in CLRC Writing Center at Santa Barbara City College about the pre-writing strategies states that “ pre-writing process will depend on your learning style, time available, and the complexity of the assignment itself and also divided the pre-writing strategies into two main categories :

2.5.1. Strategies to gather the ideas: the writer can use one of the two strategies ; *free writing* : where the writer keeps writing for five minutes anything that comes to his mind without stopping than choose the ideas that are relate to the topic. *list* :list the different ideas even when they are not related to the topic or not in order and try to answer questions about the topic who, what, when , why, and how .

2.5.2. Visual templates to organize ideas : after warming up and gathering ideas in the previous step ; now the writers tries to find connections between the ideas and separate them into categories which defines the paragraphs using one of the next two strategies ; making an *outline* or *clustering* diagram to associate sub-ideas with the main ideas. example of clustering :



Figure 2.5: The Cluster Strategy

2.5.3. Brainstorming

Armastrong (2006: 01) ; defines brainstorming “ is the term commonly used to refer to any type of *prewriting* that authors use to help themselves generate ideas and work out the connections between larger and smaller concepts” and also as :

Brainstorming is an invaluable process by writers at all level, regardless of their experience. Good writing is understood to be not the product of a “genius strike of lightening” but the product of a series of trials and errors. beginning with the early stages of *prewriting* that are generated through brainstorming. (ibid)

She gave strategies and techniques that help when brainstorming that the writer can choose from when writing (Armastrong, 2006: 02):

1. Word map -use circles, to show connections between the ideas
2. List -list of ideas about the topic
3. Scratch outline -briefly highlight the main ideas
4. Questions and answers -ask as many questions as you can
5. Free-writing -write anything that comes to your mind about the topic.

2.6. The Learning Strategies

Rubin (1981:5) defines strategies as: “operations or steps used by a learner to facilitate the acquisition, storage, retrieval, and use of information”, and according to Shapira and Lazarowitz (2005: 72-90) the term strategy refers to “actions and behaviors used by the writer to solve problems in the writing process. These actions and behaviors reflect four clusters: ‘meta-cognitive’, ‘cognitive’, ‘social’, and ‘affective’ processes”.

2.6.1. Meta-cognitive strategies

According to Shapira and Lazarowitz(2005: 72-90) meta-cognitive strategies refer to the whole skills of the students that show their self-awareness when it comes to their level of understanding and degree of motivation. Schmit (2002), considers them conscious processes used by learners to manage their language learning. Oxford (2003: 317) states that these strategies include planning or writing, preparing for action, focusing, using schemata, activity monitoring, assessing its success, and looking for practice opportunities.

2.6.2. Cognitive strategies

Cognitive strategies, on the other hand, are personal strategies that make students able to process and transform information. According to Oxford (1990), cognitive strategies can be seen in the use of the dictionary (which can also be seen as a social strategy), organizing information, reading out loud, analyzing, summarizing, and reasoning.

2.6.3. Social strategies

Social strategies means developing awareness and feelings for others, and the actions that the learners use when interacting with others . Cohen and Dornyei (2002:180), mention that asking questions, peer revision, and co-operating with others to finish a task. Shapira and Lazarowitz (2005: 74) were more specific when they stated that this interaction happens between the writer and the reader. Moreover, Nystrand (1986: 97) investigates the influence of peer responses on the writing with colleagues. He found that students who receive a feedback from their peers their writing performance is improved.

2.6.4. Affective strategies

Affective strategies “serve to regulate emotions, motivation, and attitudes” (example of reduction of anxiety) (Cohen and Dornyei, 2002: 181). Affective strategies are two types: negative and positive. Positive includes ‘anxiety alleviation’ ...calming or self-relation techniques such as deep breathing, meditation, listening to music, laughing ... and self rewarding’. Negative, on the other hand, includes ‘avoidance, passiveness, difficulty in concentrating, and showing lack of concern’ (Shapira and Lazarowitz, 2002 : 75).

2.7. Steps of the writing process

2.7.1. Planning

Parson (1985: 19) states that: “students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to get to work on their writing without this kind of preparation”. Planning is used as a first step of generating ideas from the learners’ prior-knowledge about the topic that the student is going to write about. The student reads, classifies, and organizes these ideas. The students who go through this step will have a better writing production than the students who do not as Parson stated.

Planning activates the students’ minds to use different strategies such as: brainstorming which helps the students “to make generalizations and see connections and relationships among their observations, thoughts, and facts” (Taylor, 1981: 10). Planning makes the students ready for the written task because they already have the necessary prior-knowledge to write from.

2.7.2. Drafting

Drafting is “the physical act of writing” (Linderman, 1987: 62). It is the stage where students use the information and ideas gathered from the planning stage and use them to shape the concrete (physical) written production. Trimmer (1995: 54) states that writers in the drafting stage “determine whether the information...discovered in planning can be shaped into successful writing”. Drafting is the first draft of the writing production. Galko (2002: 49) states:

Drafting means writing a rough, or scratch, form of your paper. It is a to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spot or to check your your facts later. As you draft, you do not need to worry about grammar spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.

This means that writing a draft happens many times not just once because writing a rough draft, the students will write only the ideas that they could use and might delete some or just draw something that will remind them about a specific idea or something that they think they will forget when writing. They keep doing this until they get to the best draft, and in this stage the student do not worry about correcting grammar, spelling, or punctuation.

2.7.3. Revising

Revising is the stage where students re-read the draft that they have wrote and look for new ideas and correct what should be corrected. Revising is the core and center of the writing process as Taylor (1981: 07) states “Revision..... is that crucial point in the process when discovery and organization come together, when writers refine and recast what they have written and shape it into coherent written statement”. So, the students re-read and discover the mistakes and correct the ideas then organize the text in a coherent written production.

Moreover, Brown and Hood (1989: 20) claim that revising is more than correcting grammar, spelling, and punctuation. It is also concerned with the content and if the purpose is well-defined and the reader can understand the text which has to be appropriate to a specific writing situation.

2.7.4. Editing

Editing is the last step before achieving the final draft. Editing is as Johnson(2008: 167) defined it:

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 purpose for the purpose of the piece, appropriate punctuation and spelling, and appropriate paragraphing.

2.8.The reading-writing relationship in second/foreign languages

Eisterhold (1990: 88) writes in the same meaning: “Good writers are always good readers, and better writers read more than poor writers” (Quoted in Nemouchi, 2008: 44). Before reading and writing were seen as separate skills when learning L1 and L2, but recent studies showed that these two skills effects each other and there is a relationship between the two. Reading make the writing production better, always the students who read more we find their writing assignment better than the students who do not read because they have more knowledge about the topic.

Also, “writing should not be isolated as a cognitive or academic activity because it fundamentally depends on writers’ purposeful interaction with print” (Ferris and Hedgcock, 2005: 13). This means that when teachers try to teach their students how to write, reading should be an important part of this process for the students of a second/foreign language classes. Johnson (2008: 07) argues that reading helps students to recognize rules of grammar,

structure, and vocabulary. This means that readers will learn how to use correct writing strategies, grammar, structure, and acquire new vocabulary through reading.

Harmer (2001: 251) states that: “productive work needs not always to be imitative. But, students are greatly helped by being exposed to examples of writing and speaking which show certain conventions of them to draw upon”. Productive skills, such as: writing to be improved needs receptive skills such as: reading.

As a result, researchers have proved the relationship between reading and writing, which is a complementary relation. So, E-reading also helps in improving the students’ writing strategies and the writing production as a whole because it is a digital type of reading which is widely spread in our days.

Conclusion

In conclusion, writing is one of the important elements in the learning of a foreign language which plays a major role in improving the students’ level in English. It is a difficult skill to be learnt but, it is an essential aspect in identifying the languages’ culture and society for the learners who are trying to know about the target language. Writing needs more attention from both teachers and students which can help in facilitating the learning process of this skill by establishing the reading-writing relationship in the minds of the learners of a foreign language. As a result, they will deduce the importance of E-reading in improving and reinforcing their writing strategies usage and the writing production as a whole.

Introduction

This third chapter is devoted to find an answer to the inquiry: whether foreign language writing strategies could be better achieved when learners use E-reading. Thus, we have opted for qualitative and descriptive method as the most appropriate one to achieve the research desirable aims. Indeed, this research work relies on the collection of data from Master One students and teachers of written expression in the department of English at Biskra University through two questionnaires.

The students' questionnaire is administered to find how much students are aware of the significance of E-reading and to what extent they consider it as an important way to improve their writing strategies. In the other part, teachers' questionnaire is addressed to investigate to what efforts could be done by teachers to motivate their students to improve their writing strategies through E-reading. Besides, it examines whether they encourage using E-reading as a part of the lesson plane and give their students practices and activities to raise learners' awareness toward the reading-writing relationship. Moreover, a detailed analysis and interpretation of the gathered data from both questionnaires is also presented in this empirical part of the work in the form of tables and figures. Results of this investigative study serve as a crucial step toward a diagnosis of the problem.

3.1. Students' Questionnaire

3.1.1 Aims of Students' Questionnaire

This questionnaire is designed to depict the students' beliefs and attitudes toward both E-reading and the writing strategies and if they use them or not. It mainly attempt to point out the students' awareness of the E-reading-writing strategies relationship. Also, is teachers of written expression motivate the students to use E-reading to improve their use of the writing strategies.

3.1.2. The Population

Master one students at the Department of Foreign Language at Biskra University represent the population used in this questionnaire during the academic year 2016/2017. The total number of master one students population consists of 170 students. The population has been intentionally chosen on the basis that this level suits better this study where students has already received both formal instruction and experienced writing in English during the past three years of LMD system. In addition, they are the most level who is exposed to E-reading because they are preparing for their dissertation for next year so this category of students use the Internet more than the other students as a tool of finding out information about their topics.

3.1.3. The sample

Since it is impossible to deal with the whole population, our sample is composed of 40 Informants (5 males and 35 females) of Master One EFL students. The participants have been selected randomly among 3 existing groups.

3.1.4. Description of students' questionnaire

The questionnaire (see appendix 01) consists of 27 questions carefully selected and simplified according to the students' level. They are grouped in three sections. Most questions are closed-ended questions; respondents had to answer with dichotomies (yes/no questions), tick the appropriate answer (s) from a series of options. However, there are some open-ended questions where the respondents are asked to provide explanations or further information.

3.1.4.1. Section One: General Information (Q1-Q7)

In this section, respondents are asked to indicate their gender and number of years they have been studying English, whether or not they have a personal computer or tablet. Also, we

wanted to know if they use the Internet and for how many hours per week, then they were asked to rank the language skills in terms of their interest to develop each skill.

3.1.4.2. Section Two: Reading and E-reading (Q8-Q17)

This section seeks information about some aspects of the reading skill and more precisely, about E-reading. First, students were asked about their reading experience in English, either they prefer to read printed books or E-reading or when they prefer to do so. In addition, we are interested to know if they practice reading for pleasure during their free time. Moreover, students were asked if they know the right way to search for the books they want in the Internet and if their teachers encourage them to read more. Also, does E-reading help in developing their English. Furthermore, in this section, also, we wanted our students to tell us whether they prefer their teachers' choice of what to read or give them total freedom to make their own choice. Finally, the two last questions were about when they prefer to read and how they understand what they read and finally, what they do when they finish reading. Hence, we aim through this section to identify to what extent both teachers and students are aware of the notion of E-reading and if students are enhanced to use E-reading to develop their proficiency in the using of the writing strategies.

3.1.4.3. Section Three: The Writing Strategies (Q18-Q27)

This section provides general information about the respondents' background in the writing strategies they know and are they difficult to apply. In addition, is the time given to written expression courses sufficient? Moreover, the students were asked if they consider the use of the writing strategies necessary in developing their writing production. Also, whether they read (E-reading) about the topic they are going to write about and if the teacher encourages them to do so. Finally, we want them to tell if they have any further comments about the relationship between E-reading and the writing strategies development and they are

welcome to add them. Hence, this part seeks to provide the contributions that E-reading offers to enhance students' writing strategies.

3.1.5. The Results of the Questionnaire

Section One: General Information

Q1. Gender

Gender	Number of respondents (N)	Percentage (%)
Male	5	12.5
Female	35	87.5
Total	40	100

Table 3.7: Students' Gender

From the results on the table above, we can notice that the number of the female respondents is more than the number of the males. Thirty five (35) of the respondents out of 40 students are females and only 5 are males; this means 87.5% of the sample is females while 12.5% are males. This indicates that females prefer to study English rather than the males.

Q2. How many years have you been studying English?

N of years	N	%
4	7	17.5
5	10	25
10	1	2.5
11	17	42.5
12	5	12.5
Total	40	100

Table 3.8: Students' Experience in Learning English

The previous table illustrates that most of the respondents (42.5%) have been studying English for seventeen year. Thus, they are familiar with the English language and already possess considerable capacities in this foreign language that can be used. However, a considerable number of students (10) said that they have been studying English for five years and 7 of them said that they have been studying English for four years. These results show that some respondents have wrongly perceived this question; consequently, they have only counted the years of learning in the university.

Q3. Do you have a personal computer or tablet at home?

Options	N	%
Yes	37	92.5
No	3	7.5
Total	40	100

Table 3.9: Students’ possession of personal computer or tablet

The table shows that almost all the students 37 out of 40 respondents said that they possess a personal computer or a tablet or any electronic tool that can be used to connect the Internet. This means that 92.5% have a computer at home and only 7.5% said that they do not have it. These days most learners are able to afford a personal computer or any other electronic device.

Q4. Do you usually work on the internet?

Options	N	%
Yes	38	95
No	2	5
Total	40	100

Table 3.10: Students' use of Internet

From the table above, we can see that 95% of the respondents answered: yes, they usually use the Internet and only 5% said they do not. This means that most of Master one students use the internet as a part of their daily life.

Q5. How many hours do you spend on the internet per week?

Hours/Week	N	%
4	12	30
8	9	22.5
15	2	5
20	5	12.5
35	4	10
More	8	20
Total	40	100

Table 3.11: Students' use of internet (hours/week)

The table shows that 30% of the respondents use the internet in the average of 4 hours /week, 22.5% said that they use it for 8 hours / week and in the other hand 20% of them said that they use it for more than 35 hours / week and the rest they use the internet between 15 to 35 hours / week. The results show that there are differences between the respondents'

answers because some of them do not use the internet a lot and the others are completely the opposite.

Q6. How do you rate yourself as an Internet user?

Options	N	%
Hardly use it	3	7.5
Average user	22	55
Heavy user	7	17.5
Addicted user	8	20
Total	40	100

Table 3.12: Students' Rate in using the Internet

In this question we have asked the students to rate themselves when it comes to using the internet. Seven point five per cent (7.5%) said that they hardly use the internet. More than the half of the students rate themselves as average users of the internet (22= 55%), and between 17.5% and 20 % rate themselves between heavy users and addicted users. These results show that most of the students use the internet in an acceptable average and the others use it more than the average.

Q7. Which of the following skills you are interested to develop?

Priority given each skill	N	%
Writing	17	42.5
Reading	3	7.5
Speaking	16	40
Listening	4	10
Total	40	100

Table 3.13: Priority given to each skill

We can notice from the table above, that 42.5 % of the students give priority to the writing skill and 40% give priority to learning and acquiring the speaking skill. But, only 10% want to learn how to listen to the language that they are trying to learn and 7.5% give importance to reading skill. This means that students are trying to learn the productive skills only and forget about the receptive ones.

Section Two: Reading and E-reading

Q8. How often do you read in English?

Options	N	%
Always	6	15
Often	18	45
Rarely	16	40
Never	0	0
Total	40	100

Table 3.14: Frequency of Reading in English

The table above illustrates that most of the respondents said that they often or rarely read in English. These results show that there is a noticeable lack of a reading habit among the students of Master one.

Q9. Where do you prefer to read? In case you choose answer (d) say where exactly

Options	N	%
Only in class	3	7.5
In the library	3	7.5
At home	33	82.5

Elsewhere	2	5
Total	41	100

Table 3.15: Students' Preferred Place of Reading

This question is asked on purpose to make us know what kind of environment the students prefer to read in. The table shows that the majority of respondents (82.5%) prefer to read at home and the two choices: in class or in the library have the same percentages which are 7.5% and only 5% said elsewhere. Only two of the students (5%) said that they read elsewhere; one of them answered by reading in the internet and the other one said: “everywhere, whenever there is chance and time”. From the results we can notice that the students prefer to read outside the classroom. Consequently, they prefer to read in a suitable atmosphere and away from the classroom pressure.

Q10. What do you prefer to read?

Options	N	%
Printed books	31	72.09
E-reading	12	27.90
Total	43	100

Table 3.16: What students' prefer to read

Table number 10 illustrates that 72.09% of the students prefer to read printed books and 27.90% prefer E-reading and only three of the respondents said that they prefer them both. From the results we can notice that the students are not yet familiar with the term E-reading; we mean that the students do not use the internet as a tool for further reading they still prefer to use the old way of reading which is printed books.

Q11. Do you enjoy the time you spend reading on the Internet?

Options	N	%
Always	9	22.5
Sometimes	25	62.5
Rarely	6	15
Total	40	100

Table 3.17: Students ‘enjoyable reading time on the internet

The majority of the students said that they sometimes enjoy their time in reading (62.5%). This means that they have a desire to read but it only needs some encouragement and motivation to develop it. Only 22.5 % of the respondents said that they always enjoy reading which means that this category of learners benefits more than the others because they feel at ease when reading. While 15% said that the rarely enjoy it.

Q12. Do you know how to find suitable books in the Internet that interest you and that are appropriate for your level? If yes, say how?

Options	N	%
Yes	23	57.5
No	17	42.5
Total	40	100

Table 3.18: Student confession about their ability of finding appropriate books in the Internet

The table above shows that more than the half of the students know how to find the books they need in the internet (57.5%) and they answered the question “how” by saying that they ask their teachers to give/show them the exact book to read or by searching in

educational websites such as “Bookzz”; this means that they do not face any problems of frustration when reading on the internet. For this, they enjoy the time they spend in reading. But, the other 42.5% said that they do not know how to find suitable books for their level, this means that they will feel frustrated when they do not find what they are looking for in the internet which leads them to stop searching and do not enjoy their time reading in the internet.

Q13. Does your teacher encourage you to use the Internet to read outside the class? If yes, explain how (what kind of E-reading)?

Options	N	%
Yes	35	87.5
No	15	37.5
Total	40	100

Table 3.19: The teachers’ encouragement towards using E-reading

As it is noticed from the above table, 87.5 % of the students said that their teachers encourage them to use E-reading as a tool to read more outside the classroom. Thirty seven point five per cent (37.5%) said that the teachers do not do that. This shows the awareness of the importance of using E-reading to read more. These are some explanations that the respondents gave about how and what kind of E-reading teachers’ advise their students.

Most students (87.5%) said that their teachers always tell them to read more like: novels, articles, short stories, books, or any passage that is written in English because that helps them to improve their level in English. Two (2) students only said that the teachers told them to read in the blogs, articles or books about the topic that they are going to study next session. Also, most of them (87.5%) said that the teachers provide them with some reliable and educational websites and books’ titles and authors of certain books to facilitate finding them on the internet.

Q14. Is E-reading beneficial to develop your level in learning English? If yes, explain how?

Options	N	%
Yes	33	82.5
No	7	17.5
Total	40	100

Table 3.20: Students' opinion about the benefits of E-reading

The above table illustrates that 82.5% of the respondents said that E-reading helps them to improve their level in English. In contrast, 17.5% of them said that it does not.

According to the students who said “yes”, gave the following explanations:

- It is a kind of reading and since it is authentic it is beneficial.
- It is more crucial in developing our level in English and it is entertaining at the same time beneficial.
- It depends on the user; if s/he has a critical reading it will be beneficial.
- It enhances our vocabulary and style of writing.
- To acquire new vocabulary, adopt new styles, and new information.
- Developing the writing skill by reading.
- Because it is easy to find and free and find one topic written in different ways.
- Because I can get access to different categories of interesting books for free, and also can download them to read them later.
- I can read books anywhere because they are on my tablet and not heavy (printed)

Most of the students (82.5%) said that E-reading helps them to enrich their vocabulary, information, style, and improve their writing skill. Also, it's easier to get access to, free, and can download the book and read it anywhere they want.

Q15. While using E-reading you would like the teacher to

Options	N	%
Choose for you the passage or the text to read	5	12.5
Let you choose among different readings	18	45
Give you a complete freedom to choose what interests you	17	42.5
Total	40	100

Table 3.21: Students' preferred way of choosing the reading material

We can notice from the table above, that the respondents who chose that they prefer that the teacher gives them a complete freedom to choose what interests them. 42.5% are almost the same as the ones who chose that they prefer the teacher to give them multiple choices and they choose one of them 45%, and only 12.5% prefer that the teacher gives them exactly what to read. Hence, students are more motivated to read when they are given the freedom to choose what to read whenever they want to.

Q16. While using E-reading, do you understand the text

Options	N	%
Word by word meaning	0	0
General meaning	31	77.5
Both of them	9	22.5
Total	40	100

Table 3.22: The text understanding

Table 16 shows that 77.5% of the students are able to understand the general meaning of the text they are reading. This is a result of the students' background knowledge which plays a major role in understanding the text without having any need to translate each word of it. Also, this means that students concentrate more on comprehending the main ideas and not looking for new vocabulary words or just reading for pleasure. However, 22.5% need to explain words by using dictionaries to understand the text and then understand the general meaning of it.

Q17. While dealing with a text in the Internet, what would you like to do with it?

Options	N	%
To do comprehension activities	3	6.66
To gain new vocabulary and different styles	30	66.66
To extract and discuss the different themes and ideas	12	26.66
Total	45	100

Table 3.23: Reading' functions

From table 17, the results show that 66.66% of the respondents, when reading on the Internet, they read for the sake of gaining new vocabulary words and different styles. This means that E- reading does affect the writing styles of the students and their choice of vocabulary. Moreover, 26.66% read to extract and discuss the different themes and ideas. So, this means that they read for the sake of exchanging ideas with others or use them as a basic for starting writing about the same topic that they are reading about. Only 6.66% said that they read to do comprehension activities. Hence, most students are against reading only one text just to answer questions about it.

Section Three: Writing Strategies

Q18. What are the writing strategies you know? (Mention some of them)

From the data gathered in table 18, we found that 24 out of the 40 respondent (60%) answered by some or all of the following strategies: drafting, free writing, outlining, brainstorming, clustering, generating ideas, editing, mind mapping, planning, and reviewing. This means that they are aware of the steps they have to go through before starting writing. But, the remaining respondents (40%) did not answer that question because they do not know what is meant by the writing strategies which mean that they do not go through these steps before writing the assignment or they use them unconsciously without knowing that they are called the writing strategies.

Q19. How do you find these writing strategies?

Options	N	%
Very interesting	8	20
Interesting	24	60
Not interesting	8	20
Total	40	100

Table 3.24: Students opinion about writing strategies

Table 19 shows that 60% of the respondents said that writing strategies are interesting to know and 20% said that they are very interesting. This result shows that the students know the importance of the writing strategies when writing in a foreign language. Thus, the teachers have to make their students aware of them and guide them to the correct way to use them and make them even more interested in them. However, 20% of the students said that the writing strategies are not interesting for them. This means that this category of learners needs to know

how can the writing strategies improve their writing performance and make it more easier and simpler.

Q20. Is the time allocated to study written expression sufficient to cover most of the aspects needed to develop your writing?

Options	N	%
Yes	6	15
No	34	85
Total	40	100

Table 3.25: Students' opinion about the time given to the written expression courses

The Table illustrates that 85% think that the time allocated to the written expression courses is not enough for them to learn everything they need to know, such as: all the writing strategies that they have to know and can help when writing. So, it must be another alternative solution to fix this problem and also this result shows that the students are aware of the written expression courses for them. In the other hand, 15% of them said that the time allotted for the written expression sessions is enough; this means that they learn all what they need to know from the teachers of the written expression and they do not need any extra time.

Q21. How would you rate your level in English?

Options	N	%
Highly proficient	1	2.5
Proficient	3	7.5
Adequate	32	80
Weak	4	10
Total	40	100

Table 3.26: Students' level in English

The table above shows that 80% of the respondents rate their level as adequate learners. This may illustrate that they are not satisfied about their level in English. Also, 7.5% rate their level as proficient; this means that they seem satisfied about their English. Moreover, 10% think that their level in English is weak and that they are not satisfied at all about their level. Only one student (7.5%) said that his level in English is highly proficient.

Q22. When writing, is using writing strategies necessary to develop your writing?

Options	N	%
Yes	30	75
No	10	25
Total	40	100

Table 3.27: Students' opinion about the importance of using writing strategies

The table above shows that 75% that the use of the writing strategies helps students when they are writing an assignment that shows that they know the importance of knowing and using the writing strategies when writing. However, 25% still think that the writing strategies do not help in developing their writing and these categories have to be shown the importance of the writing strategies.

Q23. According to you? What are the most difficult writing strategies in writing? Please, classify them according to their difficulty.

From the data gathered from the questionnaire given to the students, 60% of the respondents did not answer this question, maybe they have not understood it or they do not know the writing strategies. On the other hand, the other students gave the following answers:

- 25% of students out of the 16 students that answered this question answered by some or all of the following strategies: drafting, brainstorming, clustering, free writing,

mapping, editing, and reviewing; most of them said that brainstorming and drafting are the most difficult strategies to be used.

- The most difficult one is genre writing because you have to be skillful at all types of texts.
- Writing the final draft after correction.
- Paraphrasing and summarizing.
- The most difficult writing strategy in writing is grammar.
- Spelling mistakes, structure.

We can notice from the answers of the respondents that only a few of them have understood the question and knew what are the writing strategies and others answered by spelling and grammar; this shows that they have a lack of knowledge about the writing strategies.

Q24. Before writing your assignment, do you use E-reading to know about your topic? If yes, explain why?

Options	N	%
Yes	33	82.5
No	7	17.5
Total	40	100

Table 3.28: Using E-reading before start writing

Table above indicates that 82.5% of the respondents use the Internet to read about the topic that they are going to write about; this shows that they know the importance of reading before writing and how it can improve their writing and they use E-reading indicates that it is easier and faster than using printed books. But, 17.5% do not read before they write this

means either they have enough knowledge about the topic or they are not interested on knowing more about the topic they are going to write about.

Some of the students’ explanations about why they use E-reading to read about the topic that they are going to write about:

- To gain more information about the topic and how to deal with a the points (vocabulary and new ideas).
- Because E-reading is fruitful of many sources and different opinions that can help us in our topic.
- To ck my understanding about the topic.
- It is the most rapid and easiest way to do so.
- Helps us to make our writing stronger.

As we can notice from the comments of the respondent most of the ones that answered by ‘yes’ agree that the internet provides them with the necessary information, knowledge, vocabulary, and ideas that makes their writing much better.

Q25. Does your teacher stimulate you to use E-reading to enhance your writing performance? if yes, how?

Options	N	%
Yes	22	55
No	18	45
Total	40	100

Table 3.29: Teachers encouraging students to use E-reading

The table above illustrates that 55% of the students said that their teachers stimulate them to use E-reading to enhance their writing performance; this means that the teachers do

know the importance of E-reading for their students and affect their writing; they notice the reading-writing relationship. They gave the following explanations about how the teacher stimulates them to use E-reading:

- By advising us to choose any information that suits us and prepares us to be a researcher in the future
- By checking the internet simply.
- Provides us with sites and sources.
- By giving us activities related to E-reading.
- They usually assign us to check and get access to information from E-text so they improve our E-reading and consequently our writing.
- When we read we gain knowledge and strategies.

But 45% said the opposite and this is almost the half of the students that answered by 'No'; these teachers must use and show the importance of E-reading for the students of the foreign language.

Q26. As a foreign language learner, to what extent does E-reading help to improve your writing level?

Options	N	%
Very much	24	60
Little	14	35
No help	2	5
Total	40	100

Table 3.30: The students' opinion about the importance of E-reading

The table above shows that only 24 out of 40 students (60%) know the help that E-reading provides for them. Thirty five per cent of them (35%) think that it provides only a little help for them. These students have to be shown its importance and motivated by the teachers to use it more. Moreover, 5% say that E-reading does not provide any help for them.

Q27. Please add any further comments about the role of E-reading in the writing strategies' development?

Since we are interested in the students' point of view about the role of E-reading in enhancing the writing strategies, we gave this open question so that the students can express their opinion toward this issue. Twenty (20) of the respondents did not have any further information or opinion. But, the other 20 students gave very interesting comments; here are some of them:

- The role of E-reading is to offer the wide knowledge around the world into your hands, as it is a big library that does not have limits and also make it easier to access to any information easily and save you time and efforts.
- Reading enhances the learners' speaking and writing skill.
- I think, E-reading in general develop the one' ability to produce writing, because the more we read more we write, especially when reading electronic text, we reach our vocabulary with new items because language always change and develop.
- Well, E-reading is effective for EFL learners, I strongly agree to integrate it in the educational system.
- As a working woman and have children, recently; I like reading audio-books/ listening to native speakers.
- When you see different writers use different techniques, you are likely to understand how language is best used and you can use the same techniques to write as well.

3.1. Interpretation of the Results

The major goal of this research is to show the role of E-reading in improving the learners' writing production and usage of the writing strategies. We are trying to investigate the students' opinion about E-reading and its contribution in the use of the writing strategies while they are writing through the results of the submitted questionnaire which is divided into three sections.

Section one: General Information

In this section, the results show that the number of males studying English in the English branch is less than the females. This means that the female students prefer to study foreign languages more than males. Also, the majority of the students have been studying English for many years. So, they are not beginners in that foreign language structure, grammar, writing strategies and vocabulary. In addition, the majority of the students have either a personal computer or a tablet. This means that the students are aware of the technology and they do not have lack of exposure to it. Moreover, most of the students do use the internet. So, they do not have any excuse of not to use E-reading as a tool of extra reading and they can get access to the Internet in different times of the week. Some of them have become strongly linked to the internet but most of them are between average and addicted ones according to their own classification. This means that they spend a lot of time in front of their screens using the internet where they can spend this time reading something in the internet which can help them develop their language. But, most respondents do not know the importance and contribution of reading or the receptive skills in improving the productive ones.

Section two: reading and E-reading

From this analysis, learners of foreign language do not have the habit of reading in English. This means that the environment where these students live do not have this habit of reading that leads to improving their English. As a solution, learners need more educated people around them to motivate and encourage them to read more and make reading a daily activity. Most of the respondents answered that they prefer to read outside the class; this means that they choose the perfect setting for them, which is not the class, to enjoy their time reading. Also, they prefer printed books, most of them, which take us to the conclusion, although they spend a lot of time on the internet; they do not search on it for a topic or article that they can read, perhaps they do not know the ways to find suitable topics to their level, which causes them frustration and makes them not enjoy reading. This leads us to the role of the teacher who is supposed to provide his/her learners with the topics, names of books and articles, and even the names of the authors that are suitable to their level in English; this makes it easy to find in the internet. Moreover, the teachers will recognize the improvement of his/her students because of the extra reading as the respondents answered in the questionnaire. In addition, students prefer having the freedom to choose the topics that interest them, which makes them less bored in the classroom and have more feedback. If the students choose a topic to read, this means that they already know about it, so they do not have to explain each word, just understanding the general meaning is enough; learners are looking for extra information and vocabularies or for discussing about the topic or the theme in a written production or orally.

Section three: writing strategies

Concerning the writing strategies, more than half of the students knew what is meant by the writing strategies; but, some of them do not; perhaps learners do not use them before they write or they are used unconsciously. Still, learners find the writing strategies interesting but the time allocated to the written expression where they can learn more about the writing strategies is not enough this shows that students have a desire to learn how to practise using the writing strategies when writing an assignment. In addition, the vast majority of the respondents rate their level in English as being adequate and these results submits that they are not satisfied with their level in English proficiency and they want to improve it. Also, most of the respondents are sure that using the writing strategies when writing an assignment is very important. This shows their awareness about the benefits of the writing strategies in helping them to express their thoughts, opinions, and ideas in a sophisticated way. Consequently, good writing needs good using of the writing strategies, but most students did not know what the writing strategies are and they gave answers like: grammar and spelling. This means that learners of English at Biskra University have a lack of knowledge about these strategies. So, students need to read more and study more about them and the teachers of written expression take some responsibility on this issue because they do not give their students enough practice. Furthermore, most students use E-reading before writing about a particular topic which means that E-reading provides the students with the necessary knowledge and ideas about the subject in a short period of time and the teachers can play a major role in motivating students to use E-reading more often.

Concerning the reading-writing relationship, learners are aware of the contributions that E-reading provides to enrich their vocabulary, styles, correct usage of grammar and the writing strategies as a result, learners become good writers.

3.2. The Teachers' Questionnaire

3.2.1. Aims of the Questionnaire

The main purpose of the teachers' questionnaire is to point out the information, help, and facilitations that E-reading can provide for the students. Furthermore, it aims at reporting the extent to which the reading-writing relationship is supported by the written expression teachers. Besides, the questionnaire seeks to find out the teachers whether or not use E-reading as a part of their lesson plan and if they encourage their students to use the internet for further information and reading about the lesson presented. Therefore, a detailed analysis of all the answers is carried out to find the most relevant findings and offer reasonable interpretations.

3.2.2. The Population

Our target population consists of all the written expression teachers in the department of English at Biskra University during the academic year 2016/2017. The total number of written expression teachers is (23). This population has been intentionally chosen since teachers are aware of students' level in writing and they have an experience that makes their suggestions and observations valuable for the aim of this research.

3.2.3. The Sample

Since it is impossible to deal with the whole population, our sample is composed of eight (8) teachers who are selected randomly among the total number of teachers.

3.2.4. Description of Teachers' Questionnaire

The whole questionnaire consists of twenty (20) questions (see appendix 2) organized in three sections: section one is General information, section two is about Reading and E-reading, and section three about the Writing strategies. It involves closed and open-ended questions. The teachers are supposed to answer by "yes" or "no" or tick up the appropriate

answers from a set of options, or fill in the blank for further explanations or personal opinions.

3.2.4.1. Section One: General Information (Q1-Q4)

This section aims at collecting general information about the respondents, their sex, their qualifications, their teaching career at university, and the courses they have taught.

3.2.4.2. Section Two: Reading and E-Reading (Q5-Q12)

The purpose of this section is to find out the respondents' attitudes towards the reading skill and whether it is neglected in the programmers of teaching English with comparison to the other skills. Moreover, do they discuss the students' beliefs about E-reading and if they like it or not and whether or not use it as a tool of teaching. Also, what is the purpose of the student from E-reading. Furthermore, respondents are asked if they encourage their students to read more outside the classroom using E-reading and if their students would enjoy reading using the Internet if it is done properly and giving them the freedom to choose what to read. Hence, we aim through this section to see to what extent teachers of written expression consider E-reading as an important strategy to improve students' level in learning a foreign language especially developing the writing strategies.

3.2.4.3. Section Three: The Writing Strategies (Q13-Q20)

This section aims at sorting out the teachers' views about the writing skill, what is the level of their students in writing, its importance for learners, and the approach by which writing strategies is taught. Moreover, what are the difficulties they face with the students when they give them a writing assignment and whether the writing strategies used in the first language differ from the writing strategies of the foreign language. Also, how can the students develop their writing strategies. Furthermore, the teachers were asked whether or not good readers make good appliers of the writing strategies. Hence, this section investigates the relation between reading and writing and how can reading improves the students' writing

strategies. It aims at pointing out the teachers' viewpoints about the role of E-reading in improving students usage of the writing strategies and how the respondents support this relation.

3.2.5. Results of the Teachers Questionnaire

Section One: General Information

Q1. Gendre

Gender	N	%
Male	3	37.5
Female	5	62.5
Total	8	100

Table 3.31: Teachers' Gender

Table one illustrates that our sample consists of 3 males and 5 females. This means that 37.5% of the respondents are males and 62.5% are females; which means that there is a large representation of female teachers in the English division.

Q2. Degree of qualification

Options	N	%
License	0	0
Magister	5	62.5
Doctorate	3	37.5
Total	8	100

Table 3.32: Teachers' degrees or qualifications

In the table above we notice that 62.5% of the teachers hold a Magister degree, 37.5% hold a Doctorate degree, and 0% hold a license degree. This means that the sample consists of very experienced teachers with good qualifications and the students are in good hands. Hence, there is a sufficient number of teachers of written expression in the English division.

Q3. Teaching career at the university

Years	N	%
One	1	12.5
Two	2	25
Three	1	12.5
Eight	1	12.5
Twelve	2	25
More than 35	1	12.5
Total	8	100

Table 3.33: Teaching experience

The table above illustrates, in one hand, 4 of the teachers have less than three years of experience in teaching; this means that they still inexperienced in teaching the module of written expression. In the other hand, the other half of the respondents have a teaching experience between 8 to 35 years which means that they are highly experienced especially in the module of written expression. Hence, in the English division, teachers have different teaching experiences.

Q4. Course(s) you have taught

Courses	N	%
Written expression	8	34.78
Oral expression	6	26.09
Grammar	5	21.74
Academic writing	1	4.35
Didactics	2	8.69
Study skills	1	4.35
Total	23	100

Table 3.34: Modules Taught by the Respondents

From the above table we can notice that all the respondents have taught or still teach the module of written expression. Also, they have taught all different modules which helped them to know their students much better.

Section two: Reading and E-reading

Q5. Do you consider reading as an important skill for EFL learners? If yes, why?

Options	N	%
Yes	8	100
No	0	0
Total	8	100

Table 3.35: The reading importance

The results of the above table show that all the teachers (100%) consider reading as an important skill for EFL learners. This means that the teachers are aware of the importance of reading for their students. They gave the following justifications for their answers:

- ❖ “It (reading) helps learners acquire sound pronunciation, learn new vocabulary, discover learning concepts, and enrich language capacities”
- ❖ “It would develop students’ writing skill too, and to correct their spelling mistakes too”.
- ❖ “It is a paramount to language learning”
- ❖ “It exposes learners to different ranges of texts in different fields and areas of interest. Reading also allows learners to discover a variety of language styles, ideas, and ideologies”.
- ❖ “It is proved that reading has an substantial role on other language skills as it provides an authentic context for the elements of language to be perfectly displayed”.
- ❖ “Learning a language is intrinsically linked to reading about it”.
- ❖ “It improves all the other 3 skills, it helps them to get cultural insights and improve their writing”.

The result was that the entire teachers agree that reading helps in improving the other 3 skills.

Q6. Is reading as skill neglected in the programme of teaching English in comparison to other skills?

Options	N	%
Yes	6	75
No	2	25
Total	8	100

Table 3.36: The neglecting of reading in the programmes of teaching.

The table illustrates that 75% of the respondents think that the reading skill is neglected in the programme of teaching English in comparison with the other skills. However,

25% said that reading is not neglected. Hence, most teachers prefer to give reading more time in the programme of teaching because they know its importance for their students.

Q7. Do you discuss your students' beliefs about E-reading?

Options	N	%
Yes	5	62.5
No	3	37.5
Total	8	100

Table 3.37: Teacher-students discussion about E-reading beliefs

We notice from the above table that 62.5% of the teachers discuss with their student their opinions about using E-reading as a tool of learning the target language. Thus, the students will be aware of the importance of E-reading in improving their level in English. But, only 37.5% of the respondents tell their students about the benefits of E-reading.

Q8. Do you use E-reading as a tool of teaching?

Options	N	%
Yes	3	37.5
No	5	62.5
Total	8	100

Table 3.38: The use of E-reading as a tool of teaching

The table number 8 illustrates that 37.5% of the teachers use E-reading as a tool of teaching in the class; this means that they know its importance and the help that it provides to them and to their students. However, 62.5% of the respondents do not use it which means that they have to use it more and motivate their students to use it also.

Q9. Do your students like E-reading? Explain

Options	N	%
Yes	3	37.5
No	1	12.5
I don't know	4	50
Total	8	100

Table 3.39: Students' opinion about E-reading

The results show that 50% of the teachers do not know their students' opinion about E-reading; this means that they do not motivate them to use it for extra information and extra reading. Moreover, only 12.5% said that their students do not like E-reading and its role to make them like it and use it. However, 37.5% of the respondents said that their students like E-reading "because they are in constant use of their technology and smart devices."

Q10. Are your students interested in E-reading for?

Options	N	%
Answering comprehension questions	1	11.11
Gaining new vocabulary	3	33.33
Discussing different themes and ideas	4	44.44
They are not interested at all	1	11.11
Total	9	100

Table 3.40: Students' interest towards using E-reading

From the above table we can notice that 44.44% of the teachers said that their students are interested in E-reading to discuss the different themes and ideas. Whereas, 33.33% said that they use it for the sake of gaining new vocabulary and 11.11% for answering

comprehension questions. But, 11.11% said that their students are not interested at all in using E-reading, and one of the teachers added entertainment to the list which means that the students read in the internet for the sake of having fun and enjoy the time they spend on reading. So, teachers say that the students use E-reading to gain new vocabulary about new topics and gain new information about them that they can use afterwards.

Q11. How often do you encourage your students to use E-reading for extra reading outside the classroom? Whatever your answer is, explain how?

Options	N	%
Always	4	50
Often	1	12.5
Rarely	3	37.5
Never	0	0
Total	8	100

Table 3.41: Teachers' encouragement for students to use E-reading

The table number 11 illustrates that half of the respondents (50%) always encourage their students to use the internet for extra reading and more information whereas, only one teacher often tells his students to use E-reading. But, 37.5%, which means, three teachers out of eight said that they rarely encourage their students to use the Internet for extra reading. They gave the following explanation for the answers they have chosen:

- The teachers that answered by always said:
 - Use such strategy is because we need to improve our students proficiency.
 - Each time I push them to discover new words and things in reading listening activities and CD works.

- This is simply to let them in constant contact with authentic materials and updated input.
- The teachers who answered by rarely said:
 - I try to encourage my students to read and sometimes focus on the fact that even if books are not available in the library, they can find them in the net. They may use it to collect information, practice, have fun, and improve their level in speaking and writing.
 - It is devoted to nature of the courses I teach(oral and written expression) I encourage them to read outside the class.
- The teacher who answered by often said:
 - Since students are not familiar with technology and the internet, I often recommend downloading some English novels or short stories. Our intention is to push them to employ these inventions to help them to develop their language skills.

From these results we notice that some teachers encourage students to read outside the class and some do not.

Q12. Students will enjoy reading using the internet if it is done properly and learners can choose what they want to read?

Options	N	%
Strongly agree	4	50
Agree	4	50
Disagree	0	0
Strongly disagree	0	0
Total	8	100

Table 3.42: Teachers' opinion about letting students choose what to read

From the above table we can notice that the teachers are divided into two equal percentages, where the teachers who strongly agree are 50% and the other half who agree are 50% that students will enjoy reading using the internet if it is done properly and learners can choose what they want to read; this means that they know that their students enjoy reading what they are interested on and will not complain because they like what they are reading about and they want to know about more about the topic.

Section three: The writing strategies

Q13. How much do you consider writing as an important skill for EFL learners? Why?

Options	N	%
Very important	7	87.5
Important	1	12.5
Not important	0	0
Total	8	100

Table 3.43: The importance of writing for learners

Table above illustrates that the majority of the respondents (87.5%) think that writing is a very important skill for EFL learners and the remaining respondents see it important for them. As we can see from the results, all the teachers agree on the importance of writing skill for their students; and these are their explanations for their chosen answers:

- ✓ Writing allows learners to communicate their ideas to a wider audience it also helps them to express their thoughts and practice their language in a written form.
- ✓ Writing is a communicative/ productive skill learners have to master because almost all tests and exams come in a written form.

Q14. How do you estimate your students' level in English?

Options	N	%
High	0	0
Average	6	66.66
Low	3	33.33
Total	9	100

Table 3.44: Students' level in English

We can see that 66.66% of the respondents said that their students' level in writing is average which means that they have an accepted educational background but in needs more improvement. Whereas, 33.33% said that their level is low in writing performance which means that they need more practice on writing and also more reading.

Q15. Do you teach the writing strategies through.....? Why?

Options	N	%
The product approach	2	25
The process approach	6	75
The genre approach	0	0
Total	8	100

Table 3.45: The approach used in teaching the writing strategies

We can notice from the above table that most of the respondents (6 out of 8 teachers) 75% use the process approach when they teach the writing strategies and only 25% use the product approach. The reason that made them choose the process approach is because it concentrates on the mental activities of the students and makes them more innovative in using the writing strategies. The teachers gave the following explanations for their choice:

- Answers of the teachers who have chosen the process approach:

- ✓ I find the process approach more practical and helpful to students as they practice writing through different steps (planning, drafting....)
 - ✓ It is necessary to show how we generate ideas, make a draft, revise and edit. All these steps have to be mastered to obtain a good and correct written composition. This method permits students to evaluate their own writing and see their progress step by step.
 - ✓ Because learners still need guidance at all levels of the written process before the final production.
 - ✓ It is programmed like this.
- For the teachers who have chosen the product approach:
- ✓ The nature of the course I teach requires I follow such an approach. And the other teacher did not give an explanation.

Q16. When you give a writing assignment, do your learners find difficulties in

Options	N	%
Applying correct grammar	2	16.66
Applying the writing strategies correctly	0	0
Choosing appropriate vocabulary	2	16.66
Expressing good ideas	2	16.66
Using correct spelling	2	16.66
All of them	4	33.33
Total	12	100

Table 3.46: Learners' difficulties when writing

From the table above we are trying to know if the teachers are aware of the difficulties that their students face when they are given a writing assignment; we can notice

that 33.33% of the teachers said that their learners face difficulties in all of the aspects which are: applying correct grammar, applying the writing strategies correctly, choosing appropriate vocabulary, expressing good ideas, and using correct spelling. In addition, 16.66% of the respondents said that the students face problems in applying correct grammar. Also, 16.66% is the same percentage for the remaining aspects. Thus, students need more attention to these problems and more practice to solve them.

Q17. Would you explain the reason(s) behind facing difficulties in applying the writing strategies when writing an assignment?

The teachers gave the following explanations for the reasons behind the difficulties that the students face when they apply the writing strategies:

- It is difficult to apply the theoretical part when practicing.
- Students do not work enthusiastically.
- Because they found some obstacles when they express their ideas and make a lot of spelling and grammar mistakes.
- They suffer from the lack of reading (to see how experts manage writing), lack of practice, lack of attention during the class, difficulties of the assignment itself, lack of interest (motivation), and the influence of the mother tongue (different language structures).
- They suffer from deficiency of linguistic competence (lack of language knowledge), lack of practice outside the class, and the lack of exposure to the language via reading texts.
- The absence of the writing strategies (outlining, organizing ideas, ordering.... And so on) and the lack of time which make learners to write disorderly.

As we can notice from the reasons given by the teachers most of them agree on the following problems that make the students do not write correctly are:

- ❖ The students do not read outside the class for more information and ideas.
- ❖ Students do not practice writing outside the classroom.
- ❖ Students are not familiar with the writing strategies at the first place.

Q18. Do you think that the writing strategies for the first language differ from the writing strategies of the foreign language? If yes, would you state the difference(s)?

Options	N	%
Yes	5	71.43
No	2	28.57
Total	7	100

Table 3.47: The differences between the writing strategies of the first and the foreign language

From the results we can see that 71.43% of the respondents said ‘yes’ the writing strategies for the first and foreign languages differ from each other; that’s why the learners of English find difficulties when writing in a language that is different from their mother tongue. But, 28.57% answered by ‘no’ they do not differ. And these are the differences given by the teachers who answered by ‘yes’:

- They almost differ in all aspects (spelling, punctuation, grammar, structure), methods of developing essays/paragraphs in L1 are also different.
- As the grammar, lexis, vocabulary, mechanics differ in both languages, so differ in the strategies. Indeed, the structure of each language is different as well as how sentences/ideas are connected and developed.

- English is kind of a straight forward language not like Arabic which seems to be ‘indirect’. Like linguistic differences do also affect the writing strategies.
- Arabic is about digression while English is straight forward and this is the very crucial difference.

Q19. In your view, how can your students develop their writing strategies?

Options	N	%
Practicing the writing strategies	1	11.11
Reading extensively in the foreign language	2	22.22
Getting constant correction for their writing strategies	2	22.22
All of them	4	44.44
Total	9	100

Table 3.48: How can students develop their writing strategies

The table above illustrates that almost half of the respondents (44.44%) agree that if students want to develop their writing strategies they must have a constant correction for their writing strategies, practice them, and read extensively in the foreign language. In addition, 22.22% said that if they want to develop their writing strategies students need to only read extensively in the foreign language. Also, the percentage was the same for getting constant correction for their writing strategies. Furthermore, only 11.11% of the teachers said that their students have to practice the writing strategies. Hence, teachers think that their students need great efforts on learning and practicing the writing strategies.

Q20. In your opinion, do good readers make good applicers of the writing strategies?

How?

Options	N	%
Of course	4	50
Yes	2	25
No	2	25
Total	8	100

Table 3.49: The relationship between reading and writing

Half of the teachers (50%) strongly agree that good readers become good writers and 25% answered by 'yes' 'they agree on that', but 25% do not agree that good readers become good writers; which means they ignore the relationship that exists between writing and reading. And here are some of their explanations for their answers:

- Reading and writing are two interrelated skills. The more you read the better you write.
- Not necessarily because if you read extensively as many do, they lack practice and vice-versa.
- Reading serves as a reference for good grammar use as well as good style, vocabulary use. Readers see how language is structured, how ideas are related in a coherent way, and how the components of good writing are respected: clarity and precision. Learners also see how the topic is developed through the text.
- Reading alone may expose the learners to the language written form, but it needs to be accompanied with practicing a lot of writing mechanics.
- To learn and be a good learner, one must have good strategies in learning.

Almost all the teachers agree that reading affects greatly on the writing performance of the learners and their usage of the writing strategies.

3.2.6. Interpretation of the Results

In the analysis of the teachers' questionnaire, we tried to know their opinion about reading and writing and the relationship between these two skills and whether there is an effect of E-reading on the writing strategies. Also, we wanted to know whether or not teachers use E-reading as a part of their lesson plan. After gathering the data obtained from the analysis of the teachers' responses, here is the interpretation of these results for the three different sections of the questionnaire.

Section one: General Information

In this section of the general information, the responses of the questionnaire have shown that five out of eight teachers are females and three males with different degrees of qualification and multiple experiences of teaching different modules over years at the university. These varied qualifications can play a major role in supplying students with a large amount of knowledge when they teach. Also, their teaching of different modules can help them in defining the students' weaknesses in each module.

Section two: Reading and E-reading

In this second section of the teachers' questionnaire, all teachers agreed on the fact that the reading skill is very important for the EFL learners, but the majority think that it is neglected in the programme of teaching English in comparison with the other. Therefore, most of the respondents said that they open discussions with their students about the benefits of E-reading and its major role in improving students' writing production and usage of the writing strategies, but still not use it as part of the lesson. Obviously E-reading helps in

facilitating and speeding of comprehension of the students and also makes the teachers' work easier because if students already searched about the subject that they are going to learn about this would make the lesson much easier to explain. In addition, teachers are convinced that extra reading on the internet helps the students to gain more new vocabulary and discussing the different themes and ideas. For this reason, the majority of teachers are trying to encourage and motivate their students to read more on the internet in English. In addition, they agreed or strongly agreed that students will enjoy reading in the internet (E-reading) if it is done properly and if the students are given the freedom to choose what to read,; topics that interest them; and suitable for their level in English. Hence, they avoid falling in difficult and boring subjects that crush the students' motivation to read.

Section three: Writing Strategies

Concerning the writing skill, all the teachers consider it as very important to be learnt for EFL learners and need to be developed among the other skills since they consider most of their students' level in English as average or low level. Moreover, most of teachers use the process approach to teach the writing strategies because they find it more practical and helpful for the students and also because students still need guidance at all levels of the written process, they are not proficient yet, teachers believe that the process approach is more effective than the others because it fixes the problems that the students face when writing such as: applying correct grammar, choosing appropriate vocabulary and good ideas. We can notice from these results that teachers are aware of the reading-writing relationship and they are sure that good readers make good writers. E-reading has shown to be a very useful way of improving students' vocabulary, spelling, and even styles of writing and motivate them to read more in the foreign language.

Teachers have noticed that students have difficulties in applying the writing strategies because it is a theoretical part so they need more practice and always there is a lack of vocabulary, grammar, spelling, linguistics, and also the influence of the mother language because the writing strategies of the two are different from each other. These problems can be solved by practising more the usage of the writing strategies, extra reading in the foreign language, and getting constant correction of the writing strategies.

The analysis of both teachers' and students' questionnaires has focused on both skills reading and writing problems and the relationship between E-reading and the writing strategies. The results of this study have answered the research questions and confirmed the hypothesis that EFL students' writing strategies will be improved if they do extra reading on the internet in English as a foreign language which both students and teachers agree on.

Conclusion

Writing in a foreign language is a complicated and difficult skill to be learnt which is faced with a number of obstacles that the learners need to overcome if they want to achieve the aim of being proficient writers. In order to do that, they need to read extensively and practise more the writing strategies. The present study is investigating the role of E-reading on reinforcing and developing the writing strategies of EFL learners. The results gathered from both questionnaires of learners and students revealed that E-reading and extra reading outside the classroom are strong and enjoyable ways for learners to improve their writing strategies and consequently the writing production. The more students read the better they enjoy it. As a result, there is a positive relationship between writing and reading which confirms our hypothesis.

General conclusion

Writing is one of the essential skills that play a major role in all the domains of the students' life. Concerning EFL learners, writing is an important skill that needs to be developed, and this is what has urged us to think in an effective solution that might help the students to practise the use of the writing strategies and acquire new vocabulary items to make their writing production much better. E-reading is thought to be the most appropriate strategy that can be used in our days because of the wide spread of technology in all over the world. The present study tried to show the relationship between reading and writing, and the positive effect that reading has on the usage of the writing strategies and the writing skill as a whole.

The main purpose of this study is to shed light on the importance of E-reading in the reinforcement of the usage of writing strategies. It examines the relationship between reading (E-reading) as a receptive skill and writing (writing strategies) as a productive one. Therefore, we are investigating the teachers' and learners' perception towards the benefits of E-reading in improving their level in the writing production. Hence, we aim through this research to test our hypothesis where we predict that if EFL learners become more aware of the major role of E-reading in the development of the writing strategies usage in parallel with the teachers' motivation of their students' towards E-reading, their proficiency in using the writing strategies correctly will increase.

As a matter of fact, and with reference to the outcomes already mentioned, significant improvements are thought to be achieved through the application of E-reading to improve the students' level in using the writing strategies and writing skill as a whole. The present work is just an attempt to investigate the role of E-reading in reinforcing the learners' writing

strategies which need an elaboration. However, much more research needs to be carried out in the field of E-reading where many questions are still open to debate concerning this issue.

Recommendations

Based on the findings of the study about the role that E-readings plays in improving the students' writing strategies and the writing productions as a whole, these are some practical suggestions and recommendations:

- Students should be motivated to read simple materials that are appropriate to their level in English rather than start reading difficult materials that cause frustration and make them no more interested in reading.
- Topics that interest students need to be chosen in order to make reading a pleasurable activity by involving them in choosing what to read.
- Remind, continuously, the students about the reading-writing relationship and its benefits in improving the learners' vocabulary, usage of the writing strategies, grammar, and even style. This will establish this notion in the students' minds. Hence, they will enjoy reading and this leads them to improve their writing skill.
- Digital devices and the internet need to be widely used. So, encouraging students to use the internet for extra reading and practising activities that activate their mind to extract new vocabulary, new writing strategies, style and ideas to improve their writing level.
- Provide the learners with websites, authors' names and works, eBooks, and any material that is related to the learnt lesson and they have to be appropriate to their level. This makes finding the materials on the internet much easier for the students.

- Address the students' follow-up activities about the lesson that exist in the internet and try to solve them. But, these activities need to be short and simple for the sake of motivating them since they need to read for the sake of reading not for grades.
- Students read and reread what they are interested in for the sake of pleasure and understanding the general meaning to establish the habit of reading in their minds.
- Encourage students to read beyond their comfort zone through making goals and keeping a reading log to expand their knowledge about the culture of the foreign language that they are learning.
- Use E-reading as a part of the lesson plan; where the teacher provides all students with websites that they can get access to if they want to extend their knowledge about the lesson they have just studied, when the teacher gives them just general ideas because of the shortage of time.
- Creating an atmosphere of challenge among students to enrich the idea of practising E-reading that leads them to be convicted toward the role of E-reading on the reinforcement of the written production and the usage of the writing strategies.
- Encourage students to read more in the internet and try to find out what are the possible writing strategies that the writer used and try to write a similar text using the writing strategies they have found. This will make their reading more critical and at the same time is a practice about using the writing strategies correctly.
- Constant correction of the written assignment by the teachers and the practise of the writing strategies are needed.

Dear student,

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master dissertation in science of the language. It aims at finding out the students' opinions concerning the role of E-reading on the reinforcement of the writing strategies. Your answers are quite significant for the validity of the research we are conducting. We wish to gain your full attention, honesty, and interest. We would be very grateful if you accept to answer the following questions. Please, tick () the appropriate answer or give full statement whenever necessary.

Aourar Messaouda

Section one : General information :

Q1. Gender :

Male

female

Q2. How many years have you been studying English ?

.....yeas

Q3. Do you have a personal computer or tablet at home ?

a. Yes

b. No

Q4. Do you usually work on the internet ?

Yes

No

Q5. How many hours do you spend on the Internet per week ?

4

8

15

20

35

More

Q6. How do you rate yourself as an Internet user ?

a. Hardly use it

b. Average user

c. Heavy user

d. Addicted user

Q7. which of the following skills you are interested to develop ?

(rank them in order from 1 to 4)

a. Listening

b. Reading

c. Writing

d. Speaking

Section two : Reading and E-reading :

Q8. How often do you read in English ?

a. Always

b. Often

c. Rarely

d. Never

Q9. Where do you prefer to read ?

- a. Only in class
- b. In the library
- c. At home
- d. Elsewhere

In case you choose answer (d) say where exactly :

.....

Q10. What do you prefer to read ?

- a. Printed books
- b. E-Reading

Q11. Do you enjoy the time you spend reading on the internet ?

- a. Always
- b. Sometimes
- c. Rarely

Q12. Do you know how to find suitable books in the Internet that interest you and that are appropriate for your level ?

- a. Yes
- b. No

If yes ? say how ?

.....
.....

Q13 .Does your teacher encourage you to use the internet to read outside the class ?

a. Yes

b. No

If yes , explain how (what kind of E-reading)

.....
.....

Q14. Is E-reading beneficial to develop your level in learning English ?

a. Yes

b. No

If yes , explain how ?

.....
.....

Q15. While using E-reading you would like the teacher to

a. Choose for you the text or passage to read?

b. Let you choose among different readings?

c. Give you a complete freedom to choose what interests you?

Q16. While using E-reading, do you understand the text

a. Word by word meaning ?

b. General meaning ?

c. Both of them ?

Q17. While dealing with a text on the Internet, what would you like to do with it ?

- a. To do comprehension activities
- b. To gain new vocabulary and different styles
- c. To extract and discuss the different themes and ideas

Section three : The writing strategies :

Q18. What are the writing strategies you know? (mention some of them)

.....

.....

Q19. How do you find these writing strategies ?

- a. Very interesting
- b. Interesting
- c. Not interesting

Q20. Is the time allocated to study written expression sufficient to cover most of the aspects needed to develop your writing ?

- a. Yes
- b. No

Q21. How would you rate your level in English writing ?

- a. Highly proficient
- b. Proficient
- c. Adequate
- a. Weak

Q22. When writing, is using writing strategies necessary to develop your writing?

a. Yes

b. No

.....
.....

Q23 .According to you, what are the most difficult writing strategies in writing?

(Please, classify them according to their difficulty)

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

Q24. Before writing your assignment, do you use E-reading to know about that topic ?

a. Yes

b. No

If yes , explain why ?

.....
.....

Q25. Does your teacher stimulate you to use E-reading to enhance your writing performanse ?

a. Yes

b. No

If yes , how ?

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

Q26. As a foreign language learner, to what extent does E-reading help to improve your writing level ?

- a. Very much
- b. Little
- c. No help

How ?

.....
.....

Q27. Please add any further comments about the role of E-reading in the writing strategies development .

.....
.....

Thank you for your cooperation

QUESTIONNAIRE

Dear teacher,

This questionnaire is a part of research designed as a data collection tool for the accomplishment of a master dissertation in science of the language. We direct this questionnaire to investigate the role of E-reading on the reinforcement of the writing strategies. Your answers will be strictly confidential and a great help to us. We would very gratefull if you accept to fill in the following questionnaire. Please, tick () the appropriate answer or give full statements whenever it is necessary.

Thank you in advance for your cooperation and the time devoted to answer this questionnaire .

Aourar Messaouda

Section one : General information

Q1.Gender :

Male

Female

Q2.Degrees or qualifications :

.....

Q3.Teaching career at the university.....year(s)

Q4. Course(s) you have taught :

.....
.....

Section two : Reading and E-reading :

Q5. Do you consider reading as an important skill for EFL learners ?

a. Yes

b. No

- **If yes, Why ?**

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

Q6. Is reading as a skill neglected in the programme of teaching English in comparison to other skills ?

a. Yes

b. No

Q7. Do you discuss your students' beliefs about E-reading ?

a. Yes

b. No

Q8. Do you use E-reading as a tool of teaching ?

a. Yes

b. No

Q9. Do your students like E-reading ?

a. Yes

b. No

Explain :

.....
.....

Q10. Are your students interested in E-reading for ?

a. Answering comprehension questions

b. Gaining new vocabulary

c. Discussing different themes and ideas

d. They are not interester at all

Q11. How often do you encourage your students to use E-reading for extra reading outside the classroom ?

a. Always

b. Often

c. Rarely

d. Never

Whatever your answer is, explain how ?

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

Q12. Students will enjoy reading using the internet if it is done properly and learners can choose what they want to read ?

Strongly agree Agree

Disagree Strongly disagree

Section two : The writing strategies :

Q13. How much do you consider writing as an important skill for EFL learners ?

- a. Very important
- b. Important
- c. Not important

Why ?

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

Q14. How do you estimate your students' level in writing ?

- a. High
- b. Average
- c. Low

Q15. Do you teach the writing strategies through

- a. The product approach ?
- b. The process approach ?
- c. The genre approach ?

Why ?

.....

.....

.....

Q16. When you give a writing assignment, do your learners find difficulties in

- a. Applying correct grammar ?
- Applying the writing strategies correctly ?
- b. Choosing appropriate vocabulary ?
- c. Expressing good ideas ?
- d. Using correct spelling ?
- e. All of them

Q17. Would you explain the reason(s) behind facing difficulties in applying the writing strategies when writing an assignment ?

.....

.....

.....

.....

Q18. Do you think that the writing strategies for the first language differ from the writing strategies of the foreign language ?

a. Yes

b. No

If yes, would you state the difference(s) ?

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

Q19. In your view, how can your students develop their writing strategies ?

a. Practicing the writing strategies

b. Reading extensively in the foreign language

c. Getting constant correction for their writing strategies

d. All of them

Q20. In your opinion, do good readers make good applicers of the writing strategies ?

a. Of course

b. Yes

c. No

How ?

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

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ملخص

لقد حاولنا من خلال هذا البحث معرفة كيف ينظر طلاب السنة الأولى ماستر انجليزية في جامعة محمد خيضر بسكرة إلى استعمال القراءة ، وهل ذلك يساعد في تحفيز استعمال استراتيجيات الكتابة بشكل صحيح أم لا ؟ وأيضا أردنا معرفة إذا كان أساتذة اللغة الانجليزية يحفزون تلاميذهم على استعمال الأنترنت للبحث والقراءة أكثر على المواضيع التي تستهويهم وذلك عن طريق إجراء استبيانين الأول للأساتذة والثاني خاص بالتلاميذ حيث يقوم كل من الأساتذة والتلاميذ بالإجابة على الأسئلة المطروحة ، قصد معرفة وعيهم إزاء معرفة رأيهم حول هذه المشكلة. إستنادا إلى النتائج المحصل عليها تبين لنا أن جل طلبة الأولى ماستر يعتبرون استراتيجيات الكتابة عنصر مهم عند قيامهم بالكتابة عن الموضوع ما ، وأن القراءة عبر الأنترنت تساعدهم في استكشاف كيفية استعمالها بشكل صحيح. وأما الأساتذة فهم يعتبرون الأنترنت عنصر مؤثر على التلاميذ لكن مازالوا لا يستعملونه كجزء من الدرس .