



Mohamed Kheider University  
of Biskra Faculty of Letters  
and Languages Department of  
Foreign Languages

## **MASTER THESIS**

Letters and Foreign  
Languages English  
Sciences of the language

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Submitted and Defended by:

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On: **The Impact of Intensive Reading in Enhancing EFL Learner's**

**Written Production**

**The Case of Second Year Students of English at Biskra University**

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## **Declaration**

I, **KOUIDRI Soumia**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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## **Dedication**

*I dedicate this work to:*

*To the most precious people to my heart, to the persons who gave me  
strength*

*and hope:*

*To my beloved parents "Seddik & Farida"*

*To my dear brothers "Mohamed & Djalal"*

*To my beloved grandmother "FATIMA"*

*To all my lovely friends whom I really love:*

*"Ferial, Cheima, Fatima, Radhia, Kamar, Ferial, Khadidja, Yousra, Asma, Amina, Djihad,*

*Wafa, Fairouz, Aya, Kaouthar"*

*To all those who prayed for me and besought God to help me*

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## **Abstract**

Writing is regarded as a challenging skill that demands high efforts and practice on the part of the learners, to achieve an acceptable level of writing. Many EFL learners face serious hurdles due to the different issues and difficulties. Therefore, the researcher has chosen the intensive reading as a possible and adequate solution to learners' writing problem. Moreover, the main objective of the present study is to investigate the impact of intensive reading in enhancing EFL learners' written production. Specifically, we attempted to check if intensive reading is used in writing classes, how it is used, in addition to teachers' and students' attitudes and opinions towards the importance of incorporating this technique in writing classes. In this respect, throughout this research study we hypothesize that if EFL learners use the intensive reading strategy it will be effective in the development of their writing skill and enhances their written production. Methodologically, a qualitative descriptive method is conducted to check the validity of the hypotheses, in which two questionnaires were distributed to both teachers of written expression courses (6 teachers) and second year students (36 students) at Biskra University. Additionally, the results of both questionnaires do confirm the validity of the research hypotheses, and it has indicated that both teachers and students have shown positive opinions and attitudes towards using the intensive reading to enhance students' writing production.

**Keywords:** writing skill, intensive reading.

## **List of Abbreviations and Acronyms**

**EFL:** English as a foreign language.

**ER:** Extensive Reading.

**ERF:** Extensive Reading Foundation.

**IR:** Intensive Reading.

**Et al:** and others.

**i.e.:** in other words.

**L1:** First language.

**SSR:** Sustained Silent Reading.

**%:** Percentage.

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# **General Introduction**



## **1. Background of the study**

English language is considered as an international communicative language. Learning English as a foreign language requires mastering language skills which are: listening, speaking, reading, writing. According to Harmer (2006) writing is a basic language skill, as important as the other skills. It has been regarded as the most challenging and difficult skill for EFL learners, especially at the level of their written production. Additionally, these difficulties may occur due to the lack of ideas, grammar and vocabulary. Hence, in order to condense these difficulties, there are different techniques, one of them is intensive reading which involves learners reading in detail with specific learning aims and tasks. In this respect, we assumed that intensive reading technique would help improve second year EFL students' written production.

## **2. Statement of the Problem**

It is recognized that EFL students face several difficulties when it comes to writing. It is considered as a complex and challenging task for second year students at the University of Biskra due to several reasons: the lack of practice in classroom, lack of motivation, and anxiety. Thus, our research attempts to discover the effectiveness of intensive reading in developing EFL students writing skill.

## **3. Research Questions**

This research seeks to answer the following research questions:

**RQ1:** what is the impact of intensive reading strategy on developing students' writing capacity?

**RQ2:** Is the implementation of intensive reading on writing classroom beneficial in improving students' writing difficulties?

#### **4. Research Hypotheses**

We hypothesize that using intensive reading would be effective in developing students' writing skill and it would enhance their written production.

#### **5. Aims of the Study**

- **General aim:**

This study aims to investigate the role of intensive reading in enhancing EFL students' written production.

- **Specific aims:**

This study aims to:

- a. Determine how intensive reading influences second year EFL students' writing skill.
- b. Identity the major used strategies that assist students to develop their writing capacities.

#### **6. Research Methodology**

The present study aims to investigate the importance of intensive reading in improving students' written production. We adopt qualitative descriptive method to collect and analyse data, since we believe it is more appropriate due to the nature of our research study.

##### **Data Collection Methods / Tools**

The researcher used teachers' questionnaire and students' questionnaire as tools to gathering data. Teachers' questionnaire will be distributed to written expression teachers to know their opinions towards intensive reading. The second questionnaire is dedicated to

students to highlight their opinions and attitudes towards using intensive reading as a tool to improve writing production. In order to test the validity of the above stated hypothesis.

### **Population and Sample**

The population of this study directs second year EFL students at Mohamed Kheider University of Biskra. The present population is selected by the researcher due to the fact that second year students have already studied the basics of writing skill. The sample of our study is constituted of thirtysix (36) students that have been chosen randomly, and six (6) teachers of written expression from the same university.

### **7. Significance of the Study**

The current study seeks to highlight the significant role of intensive reading as practical solution in enhancing EFL learners' written production. Hence, it contains strategies which is used to help students to be able to comprehend what they are reading.

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

The present study consisted of two main parts, a theoretical part that is divided into two chapters, and fieldwork that is devoted for the practical. The first part of the two chapters is devoted for an overview about writing skill and its theoretical areas. In addition, the second part highlights the second variable concerning intensive reading and its main elements and strategies. Finally, the practical part is concerned with analysing, interpreting, the data acquired from both teachers' and students' questionnaire.

# **Chapter One:**

# **Writing: An Overview**

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## **Introduction**

Learning a foreign language necessitates mastery of the four skills associated with that language which are mainly listening, reading, speaking, and writing. This latter is regarded as the most challenging and difficult skill to master, particularly for EFL students. Hence, it requires significant efforts and practices on the part of the students to achieve an acceptable level of writing. In the present chapter, the researcher outlines several aspects of writing, which include different definitions, the relationship between writing and other skills. Additionally, it lists the different approaches to writing skill, besides, it explores the writing qualities. Lastly, this chapter illustrates features of effective writing, then the major difficulties chanced by EFL learners.

### **1.1 Notion of The Writing**

Writing is one of the most important skills that EFL learners need to develop. For years, several researchers attempt to define the term "Writing" from different perspectives. According to Pincas (1992) "writing is a collection of graphic symbols which reproduce words in a written form" (p. 25). Those symbols may be the letters that are related to the sounds we produce when we speak. Besides, white (1986) claims that "because writing is a way of learning, you can actually achieve deeper insights into any subject by writing out your thoughts" (p. 18). Thus, the writer can produce and express his thoughts and ideas towards a given topic. Harmer (2001) opines that writing is "a form of communication to deliver thought or express feeling in the written form".

Furthermore, Rivers and Temerly (1979) declare that "to write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed

effort and deliberate choice in a language” (p. 263). Hence, when we write we need to have full concentration on a given topic. Supporting this, White and Arndt (1991) point out that “Writing demands conscious intellectual effort which usually has to be sustained over a considerable effort of time”.

Moreover, writing is regarded as a challenging skill to be taught which involves using the proper strategies and techniques. As well it is a difficult skill to acquire. Durai (2017) affirms that “writing skill is considered as the important and difficult skill to acquire. In today’s information and communication society writing becomes an essential skill for the students and for the professionals” (p. 780).

Hence, based on the above, we conclude that writing is an essential skill that expresses thoughts and feelings produced by words, phrases, and sentences to convey a certain message.

## **1.2 Writing and Other Skills**

Writing cannot be learned in an isolation, for the fact that besides this skill there are three other skills which should be treated the same to improve each other. Atkins (1996) declares that “by learning to integrate the skills, the learners not only develop their ability to express themselves but also, they develop their thinking power” (p. 226). In addition, language skills are classified as receptive (taking in information), or productive (giving out information). Listening and reading are examples of receptive skills, while speaking and writing are examples of productive skills.

### **1.2.1 Writing and Speaking**

Writing and speaking, both acts of message production, are referred to as productive abilities. Productive skills are defined as active skills by Golkova and Hubackova (2014) which

transmits the information produced by a language user in either spoken or written form. According to Nunan (1989), writing is an immensely challenging cognitive activity that requires the learner to have control over various elements similarly. Besides, Tarone (2005) considers speaking to be the most complex and difficult skill to master. Moreover, Meyers (2005, p. 2) declares that “writing is a way to produce language you do naturally when you speak”. Hughes (2013) defines speaking as the interpersonal function of language that produces and transfers meaning.

When preparing a speech and writing a paper, productive skills are also similar in some ways. According to Kanar (2014), selecting a topic, determining a purpose, considering the audience, stating the main idea, planning and organising what is intended to say or write are all steps in the same process, whether the speech is written or delivered orally. While setting a specific goal, students should define the topic they will discuss. They should also identify, plan, organise, and support their ideas with a strong beginning and end. Despite similarities in writing and speaking abilities, they differ in some ways.

Brown's (1994) observations on the differences between writing and speaking are summarised below:

- Performance: Oral language is transitory and must be processed in real-time, whereas written language is stable and can be read and re-read as many times as desired.
- Production time: Writers have more time to prepare, evaluate, and modify their words before they are finalised, whereas speakers have little or no time to do so.



- Distance in both time and space between the writer and the reader eliminates much of the shared context that exists between speaker and listener in face-to-face contact, necessitating greater explicitness on the part of the writer.
- When compared to the richness of devices available to speakers to enhance a message (for example, stress, intonation, pitch, volume, pressing), orthography in writing holds a limited amount of information.
- Complexity: Written language has longer clauses and more subordinators, whereas spoken language has shorter clauses connected by coordinators and more redundancy (repetition of nouns and verbs).
- Formality: Due to the extreme social and cultural purposes for which writing is commonly used, writing tends to be more formal than speaking.
- Vocabulary: Written texts contain a broader range of words and fewer frequency words than oral speech.

In short, while writing and speaking are distinct skills in some ways, both are useful in the learning process and should be mastered by students. Overall, we can see that language skills such as speaking, writing, reading, and listening are interdependent and complementary for EFL learners.

### **1.2.2 Writing and Reading**

Reading was the primary focus of education in the eighteenth and nineteenth centuries in Britain before writing, Foggart (1993 as cited in Tribble, 1996) declares that “it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology; writing on the other hand, assumes the giving of instructions and the formation of views about society” (p. 11).

The relationship between reading and writing has been investigated by a large number of researchers from a variety of perspectives. Practically, writing and reading, according to Hiroaki (1998), are cognitively similar in that they are both active and recursive processes. First of all, both skills, as active processes, involve three aspects, which are:

- ❖ **Active construction of meaning:** People do not have their ideas in advance during the writing process; instead, they write what they think on paper, read their piece of writing to see what it expresses, and then decide whether it is what they intended to say. Writing it down aids in the construction of its meaning. Readers construct meaning in the same way that they comprehend text through active processes.
- ❖ **Instructiveness:** There is a relationship between the text and the writer or the reader. In writing, writers read and react to their work, although in reading, readers read and react to the work of others. The only distinction is who wrote the text.
- ❖ **Activation of schemata:** Schemata refers to the writer's or reader's prior knowledge; it is required for both writing and interpreting the text.

Second, writing and reading are both recursive processes. According to Hiroaki (1998) in writing, students can revise their work several times. Also, he states “our interpretation is likely to change as we get new frameworks, which means that reading is a recursive process. That is, in addition to being active processes, writing and reading are cognitively similar in that they are both also recursive processes” (p. 9).

Moreover, the significance of this reading-writing link, while not well defined, is frequently thought to be similar to Eisterhold's concept. According to Eisterhold (1990, p. 88), the development of writing ability occurs through comprehensible input with a low affective

filter. He believes that writing ability originates from a large amount of self-motivated reading for interest and/or pleasure.

Furthermore, they prove that reading and writing complete each other according to Stotsky (1983) "better writers tend to be better readers, which means that better writers read more than poorer writers, and that better readers produce more syntactically mature writing than poorer readers" (p. 636). That is, good writers are good readers, and poor writers are poor readers and a lack of reading results in poor writing. Consequently, teaching writing and reading correlation can facilitate EFL classes to learn the language better.

### **1.3 Approaches to Writing Skill:**

Many linguists and researchers have proposed different methods and approaches for teaching writing skill.

#### **1.3.1 The Controlled-to-Free Approach**

This approach is known as the sequential approach by Raimes (1983). So, here the teacher provides students with statements at first to be exercised, and gradually provides them with paragraphs to be copied or manipulated grammatically, like switching from questions to statements, or from plural to singular in a given material. Accordingly, Raimes (1983) opines that students' problem of making mistakes would be reduced gradually when using this approach and the teacher's job of grading papers is quick and easy. Nonetheless, students can be asked to write a free composition with giving them some opportunities for self-expression.

#### **1.3.2 Free Writing Approach**

In this approach, students are asked to write as much as possible and as quickly as possible without paying attention to the mistakes. Defending this idea, Raimes (1983) agrees that, this focuses on fluency rather than accuracy and to achieve fluency teachers try to provide students with a free topic to write without taking any consideration for making mistakes. The main focus of the teacher is on the idea.

### **1.3.4 The Paragraph Pattern Approach**

This approach focuses mainly on the organisation (Raimes, 1983). In this approach, learners copy paragraphs or modal passages. Accordingly, he adds that; when learners using the paragraph-learners approach are allowed to form sentences into paragraph order, also identifying general to specific statements, or invent a suitable topic sentence. The focus here is on the organisation of sentences through order.

### **1.3.4 The Process Approach**

The focus of this approach is on the creative process of writing a text of the individual learner. Writers go through several stages as they write. These stages make up the writing process. In this process, the writer thinks, collects ideas, and then writes, then go back and think again. To produce an accurate piece of writing. According to Harmer (2004, pp. 4-6), there are four stages which are presented as follow:

#### **1.3.1.1 Planning**

Planning or prewriting is the first stage in the writing process, and it is considered as the most important and interesting part. At this stage, the writer needs to take into his consideration

three main issues. At first, the writer needs to identify the purpose of writing. Thus, the student can choose the right style of language of the produced text. Second, the writer has to decide who is going to read by this we mean the audience. He needs to decide the choice of language will use (Formal / Informal) since it will be influenced by the readers. Third, the writer has to consider the content of the structure that is how best sequence the fact, ideas, or arguments which they have to decide.

### **1.3.1.2 Drafting**

The writer follows the pre-writing plan to write the first draft of his composition. The focus needs to be put on the development of the ideas without taking into consideration the spelling mistakes, grammar, punctuation.

### **1.3.1.3 Editing**

At this stage, the writer makes changes that will improve their writing by checking the spelling mistakes, grammar. In addition to deleting some ideas that are off-topic, or add. Also, rearrange sentences or parts of sentences.

### **1.3.1.4 Final Version or Final Draft**

In this stage the final product is ready. After doing all the process, by checking the errors, word choice, spelling. All the above was summarised by Harmer (2004, p. 6) in this diagram which is called the "Process Wheel".

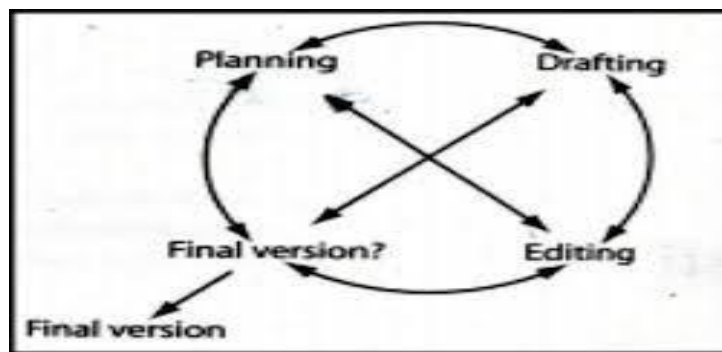


Figure 1. 1: Process Wheel. (Harmer, 2004, p. 6)

## 1.4 Qualities of Writing

Writing is regarded as the most difficult skill which requires different aspects. An effective piece of writing, according to Starkey (2004), is well-organised, clear, and coherent, with precise language and effective word choice, accurate language.

### 1.4.1 Organisation

The organisation of writing is concerned with the organisation of ideas, paragraphs, and structures. According to Manka (1996) which he declares that “Effective writing, therefore, depends on one’s ability to structure and organise words and sentences into a meaningful whole” (p. 38). Starkey (2004, p .2) points out that

By following [an organised method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis.

Moreover, Starkey (2004) opines that organisation usually follows certain methods and techniques such as prewriting which includes free writing and brainstorming. He also asserts that a clear organisation that tends to follow an organised pattern is quite important for the

reader's guidance as well as assisting the writer to send the message he wants to while informing, convincing, or entertaining the reader.

### **1.4.2 Clarity**

Clarity is an important aspect of writing that the learner should master to make his writing comprehensible and ensure that those who read it understand exactly what he is saying. According to Murray and Hughes (2008, p. 86), the key to achieving clarity is to keep sentences short and to the point, to be relevant as a learner/writer, to make every word count, and to avoid expressing more than one thought in each sentence. In the same line, Starkey (2004) adds that the learners should avoid ambiguity; use powerful precise adjectives, and adverbs; be concise and avoid repetition and wordiness. Additionally, he asserts that “wordiness is boring, and it takes up valuable time and space... there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using active (as opposed to passive) voice whenever possible”.

### **1.4.3 Coherence**

Coherence is an essential component of any type of writing. According to Starkey (2004) Coherence refers to writing in a clear, logical manner by connecting and arranging ideas so that readers can identify the starting point, main ideas, and how the passage is concluded. In the same vein, Murray and Hughes (2008, p. 45) argue that a good writer is the one “who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.”

#### **1.4.4 Word Choice**

According to Starkey (2004) choosing the right words is the best method for the learners to express certain ideas or thoughts in a given topic and at any level is extremely important. Furthermore, the level of writing is determined by the choice of words, such as denotations and connotations. Therefore, learners make sure to pay attention to words with literal meanings as well as those with implied meanings.

#### **1.4.5 Mechanics**

Mechanics when writing means paying attention to punctuation and capitalisation. Mechanics in composition According to Kane (1988) refers to how words appear, such as how they are spelt or arranged on paper. For example, the fact that the first word of a paragraph is usually indented is a subject of mechanics (Kane, 2000, p. 15). Moreover, Starkey (2004) identifies grammar, spelling, punctuation, and capitalisation as writing mechanics. Some studies found that mastering or correctly applying mechanics appears to be difficult. For instance, (Starkey, 2004) states that “the rules of mechanics are complex; in fact, they sometimes confuse even professional writers” (p. 39).

### **1.5 Features of Effective Writing**

Writing is a complex process that must be followed by certain elements in order to produce an effective piece of writing not just the process of putting ideas into words. According to Cali and Bowen (2003), Focus, organisation, support and conventions elaboration, and style are the five characteristics of effective writing. At first, the focus is on the topic or subject on which the writer should clearly state and identify the central idea and main points. Furthermore, organisation refers to how ideas are organised by forming an effective beginning, middle, and



end. These concepts should be logically organised, flow smoothly, and be related to one another. Additionally, Punctuation, spelling, capitalisation, and sentence usage are examples of conventions. Another characteristic is support and elaboration, in which the writer should fortify his ideas with clear and supportive details. Finally, style refers to how language should be specific, accurate, and appropriate to the audience, purpose, and material.

Even with all these characteristics of effective writing, students continue to struggle with writing due to common misconceptions. According to Checkett and Checkett (2006), there are essential misconceptions about good writing. First, good writing must be complicated. Second, good writing must be lengthy. Additionally, good writing is writing that is similar to speech. The last misconception is that good writing equates to good ideas, which are secondary in importance. As a result, effective writing should be clear and concise rather than complicated or lengthy. When students write simply and concisely, the piece of writing becomes easier to understand because it gets right to the point in a way that the reader can easily comprehend. Furthermore, Students should also use appropriate and formal words in academic contexts, as well as accede to proper punctuation.

## **1.6 EFL Students' Writing Difficulties**

Writing is a difficult task for the majority of EFL students. Heaton (1975) clarifies that writing skill is complex and sometimes difficult to teach since this requires a comprehensive knowledge of grammar, appropriate vocabulary, writing mechanics in terms of punctuation and capitalisation. The following are the main set of these difficulties:

### **1.6.1 Punctuation**

Punctuation is regarded as a major challenge for EFL students. The use of correct punctuation is essential in any piece of writing because it creates a smooth and logical connection between ideas and paragraphs. According to Carroll and Wilson (1993), there are three punctuation-related issues: punctuation rules are not exact, it is complex, and it is much more dependent on style to determine meaning. At the same point, Awad (2012, cited in Said, 2018) adds that the most common errors are: excessive use of commas instead of periods, inappropriate use of capital letters, misuse of quotation marks, and misuse of semicolons.

### **1.6.2 Spelling**

Spelling is typically defined as the correct letter arrangement to form a word. Learning to write correct words is also a difficult task for some students; it is one of the common issues encountered in students' written production. According to Kuiper and Allan (2004), most learners find spelling difficult for three reasons. First, they interpret words as sequences of sound segments rather than continuous streams of sound. Furthermore, the number of letters in a word's written form and the list of sound segments in the spoken word are not always the same. Thirdly, different sound segment sequences can be used to pronounce the same word.

### **1.6.3 Vocabulary**

Vocabulary is an essential skill for students to write, and it is also important in language learning. Raimes (1985) reports that students who have difficulties when writing in a second language simply lack vocabulary knowledge. Furthermore, EFL learners face significant difficulties in writing, due to the lack of vocabulary knowledge. This causes them to multiply repetitive words and ideas on what they are producing, stifling their creativity and limiting their

ideas. To add more, Thornbury (2004, p. 27) discusses some of the factors that make vocabulary difficult for students. One of the most important factors is pronunciation; undoubtedly, the researcher believes that difficult-to-pronounce words are more difficult to learn. Moreover, the spelling factor involves issues with words that contain silent letters, such as foreign, listen, headache, and muscle, and others. An additional factor is meaning, which causes learners to be perplexed when two words' meanings overlap. For example, the verbs "do" and "make" commonly confuse students. You make a decision and make plans, but you also do assignments and do the questionnaire. As a result, students seem to be unable to express critical and appropriate thoughts on a specific topic due to a lack of vocabulary.

### **1.6.3 Grammar**

Grammar is the core of any language writing process, and it is one of the most difficult aspects of writing. According to Harmer (2000, p. 12) grammar is "the description of how words can change their forms and be combined into sentences in that language". Grammar rules primarily include various rules such as tenses, prepositions, word class, voice, and so on. Thus, these rules pose a challenge for plenty of students when writing. Additionally, one of the most common writing difficulties that students face according to (Bahri & Sugeng) is a lack of understanding of grammar, which leads to difficulties in organising proper writing. As a result, some learners may find it difficult to understand the elements and sub-elements found in grammar.

## **Conclusion**

As a conclusion for what has been stated, writing is one of the significant skills that must be learned and improved under the teacher's guidance. In this chapter, the researcher provided a general overview of writing skill according to different scholars and linguists. It presented different definitions based on different perspectives of scholars. Then, it demonstrated the connection between writing skill and other skills such as listening, speaking, and reading. Additionally, it shed light on the different writing approaches. Moreover, it explored the qualities of this skill and presented the importance of effective writing skill. Lastly, it stated the major difficulties faced by EFL learners as spelling, punctuation, vocabulary, and grammar.

# **Chapter Two:**

# **Intensive Reading**

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## **Introduction**

Reading is considered as an important skill. This chapter intends to provide various reading definitions based on different focuses. In addition to its two components such as decoding and linguistic comprehension, its importance, and its purposes like reading for interest and reading for usefulness. Also, it tends to provide reading models such as The Bottom-up Model, Top-down model and interactive model. Moreover, it tends to introduce the types of reading extensive and intensive. This latter is devoted to its definitions according to different scholars and its types and its strategies. Hence, it accentuates some characteristics of intensive reading and how to distinguish between extensive and intensive reading.

### **2.1 Definitions of Reading**

Several scholars have defined the term 'Reading' differently but they have agreed on the same concept. Weir and Urquhart (1998, p. 22) illustrate that reading is frequently defined in simple statements such as; "Reading is the process of reviewing and interpreting information encoded language from the medium of print". Accordingly, Koda (2005, p. 04) adds that "comprehension occurs when the reader extracts integrate various information from the text and combines it with what is already known". To add more, Adams (1990, p. 102) cited that "decoding the words of the text separately is important to build an overall understanding of the text".

Moreover, reading has been viewed as the act of decoding graphic symbols. Supporting this, Goodman (1988, p. 12) notes that reading is not only an interaction between ideas and language but also between the writer and the reader. In the same vein, Goodman (1988as cited in Razi, 2011, p.17).) adds in his definition of reading, "matching sounds to letters". The process

of turning a written text/symbol to sounds, or simply decoding, is an essential part of the reading process; however, it is insufficient to gain a thorough understanding of a passage. To add more, Dr. Kimberly (2014) defines reading in his website as “a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before/ during and after reading”.

However, when defining reading, it is critical to consider both internal and external factors that affect the text's readability and comprehension; that is, the reader's intelligence, experience, and background knowledge are just as important as words, phrases, sentences, and grammatical cues. In proposing what an adequate definition should cover, Schmitt (2002) aligns these two types of factors:

A definition of reading requires some recognition that a reader engages in processing at the phonological, morphological, syntactic, semantic and discourse levels, as well as engages in goal setting, text-summary building, interpretive elaborating from knowledge resources, monitoring and assessment of goal achievement, making various adjustments to enhance comprehension, and making repairs to comprehension processing as needed (p. 234).

Hence, reading plays an important role in language teaching. IT can be considered as a skill of its own; it is generally acknowledged that it is a skill that must be learned due to its importance as a communicative and learning tool.

## **2.2 Components of Reading**

There are two main components of reading according to Gough and Tonmer (1986). Firstly, decoding related to word recognition, secondly linguistic comprehension.



### **2.2.1 Decoding**

According to Bader (2007), it is the ability to recognise words quickly and obtain a representation for written passages that allows access to the correct entry in the mental lexicon. For example, recognition establishes a link between graphically based letter coding and the mental lexicon, encouraging the process of retrieving semantic information at the word level. To add more, recoding refers to a reader's applying his knowledge of letter patterns as well as the letter-sound relationship to correctly process written words. Having this ability allows readers to quickly recognise words they are familiar with.

Moreover, Spencer (1998) opines that word recognition is a fundamental component of mastering reading, additionally, word recognition is regarded as the most difficult challenge that beginning readers face because they are unable to identify words immediately and quickly. In contrast, skilled readers use a variety of orthographic data to recognise words, letters, word stems, morphemes, and word patterns. In addition, according to Hillinger (1980), there are two kinds of mechanisms to define the process of word recognition. Firstly, phonological coding is a process of analysing and representing spoken words based on cypher knowledge, which captures letter sounds based on language rules. Secondly, direct access simply means that word recognition is performed by memorising the words' graphical representation and storing it in one's mental lexicon.

### **2.2.2 Linguistic Comprehension**

As for this type of components, Gough (1990) declares that linguistic comprehension is the process of taking lexical information at the word level, such as (semantic information), and obtaining sentence and discourse interpretations, whereas reading comprehension is dependent

on information received through the eyes from printed written passages. Besides, linguistic comprehension in the process of extracting meaning from written passages, as opposed to comprehension that only seeks the main idea, looks for specific details or skims. Hence, reading makes two claims; first reading consists of two components (word recognition and linguistic comprehension). The second is that both of these components are important for reading and that none of them can be sufficient on their own.

### **2.3 The Importance of Reading**

The importance of reading according to Holmstrom and Glengeninig (2004, p. 32) are summarised as follows; reading improves students' writing by exposing them to different grammar rules, which will aid them later in developing a sense for language structures, grammar, and enhancing their vocabulary. Moreover, reading allows students to interact with one another and form their own ideas. Consequently, when they read, they must be able to, first recognise different formats, such as headlines or faxes, as well as different styles and genres. Second, recognise letters, words, and phrases. Also, understanding implication and style. In addition to Skim, scan, predict, guess, and remember. Similarly, compare what we have read to our own experience besides, to be mentally capable of agreeing or disagreeing, criticising or commending. Last, be able to conduct a book survey.

### **2.4 Purposes of Reading**

In its general sense, people engage in the reading process to obtain general comprehension, for their pleasure to seek a sort of information. For instance, when reading a novel, short story, or article, the overall goal is not to recover all of the specific details but to

understand the main idea and connect it to the background knowledge. To say more, Harmer (1991, as cited in Chouaf, 2009) divides reading purposes into two main categories:

#### **2.4.1 Reading for Usefulness**

Gathering information is probably the most likely main motivator for students to read. Therefore, it contains two main objectives. According to Harmer (1991, as cited in Chouaf, 2009), the first aim is to obtain the information for its own sake it seems to be that the act of reading a specific text is done to gain knowledge that will help to avoid any confusion or answer a question. Second, he asserts, is to know a piece of information to apply it to a task. For example, before operating a machine, it is essential to read the manual thoroughly.

#### **2.4.2 Reading for Interest**

Reading for pleasure is another term for reading for interest. It also refers to anything that motivates someone to read voraciously. Reading for pleasure is entirely voluntary, whether it is done during the school day or in one's spare time. Readers are thus less concerned with information and more concerned with enjoyment, whether intellectual or emotional (Smith, 2014, as cited in Chouaf, 2009).

### **2.5 Models of Reading**

Different scholars and researchers investigated the concept of reading, its nature, and its significance in language teaching and learning; by determining how the reading process occurs and how the information is processed. Besides, the core idea underlying the approaches to the reading process is to seek to understand what happens in the visual system and the human mind when reading occurs. Thorough research on how to teach reading has resulted in the

development of three main reading approaches bottom-up, top-down, and interactive. Thus, teachers and educators can benefit from a better understanding of these approaches.

### **2.5.1 The Bottom-up Model**

The bottom-up model considers reading to be a text-driven decoding process. The reader's main responsibility is to reconstruct meaning embedded in the smallest of details. According to Martinez (1995) states that the text is a "chain of isolated words, each of which must be deciphered separately" (p. 70). Supporting this, he adds that reading is viewed as essentially deciphering a series of written symbols to create meaning and the reader as someone who "approaches the text by concentrating exclusively on the combination of letters and words in a purely linear manner". In the same vein, the reader attempts to interpret each word in the text. Bottom-up processing, or data-driven processing, as defined by Grabe and Stoller (2002), is a process in which readers recognise and analyse perceived linguistic information such as words and sentences and understand what a text means piece by piece with little interference from background knowledge. According to Barnett (1989), the bottom-up approach is a text-driven model of comprehension that includes two processes; decoding and comprehension. During the decoding process, the reader moves from the printed words to some phonological representation of the printed stimulus, also known as word recognition. Practically, the reader derives meaning from the decoded message during the comprehension process. Hence, the bottom-up approach allows reading researchers to conduct more research in the field, it is criticised by critics for having numerous flaws. That motivated many researchers and educators in this field to adopt a different approach that met their expectations, which tends to result in the emergence of a new approach known as the top-down model.

### **2.5.2 The Top-down Model**

As for this model, Barnett (1989) affirms that the top-down models assess the reader and his/her interests, world knowledge, and reading skills to be the motivating factors behind reading comprehension. Alderson (2000) states that this model starts with the notion of "reading as a psycholinguistic guessing game"(p. 17). In which the reader assigns expectations about the meaning of words in the text to progressively smaller units, such as letters and visual features (Davies, 1995). Moreover, Anderson (1991) opines that meaning does not exist in the text or the reader's mind, but both the reader and the written material are engaged in meaning construction (p. 1). To add more, the top-down approach is known for being "concept-driven." Specifically, it is involving concepts and ideas that exist in the readers' minds to trigger information processing while reading. Furthermore, Smith (1985) contends that "the more you (the reader) already know, the less you need to find out."(p. 15). For instance, the more readers know about the topic and the text to be read ahead of time, the less they need to rely on graphic information on the page.

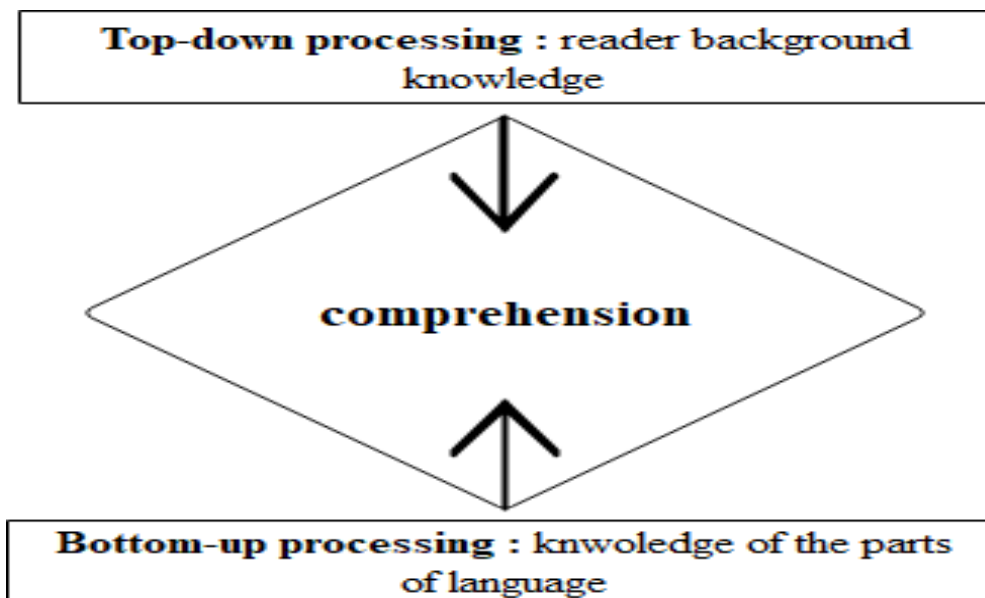
Nevertheless, it is worth noting that one of the top-down model's weaknesses is that some readers may have no or little knowledge of the text topic, so they are unlikely to generate predictions. Even though proficient readers can generate predictions, the amount of time required for prediction generation may be greater than the amount of time required for recognising the word (Samuels & Kamil, 2002, p. 212). Hence, the failure of both the bottom-up and top-down models resulted in the emergence of the interactive reading model.

### 2.5.3 Interactive Model

The interactive model refers to the interaction of the bottom-up and top-down models (Rummelhart, 1997). In like manner, it proposed the goal of advancing an alternative approach in which both approaches interact with one another. i.e., both the information in the text and the reader's prior knowledge is necessary for the reader to obtain comprehension. Eskey (1998, p. 94) states that

Unlike the top-down model, the interactive model does not presuppose the primacy of top-down processing skills -the gradual replacing of painful word-by-word decoding with educated guessing based on minimal visual clues- but rather posits a constant interaction between bottom-up and top-down processing in reading, each source of information contributing to a comprehensive reconstruction of the meaning of the text.

Supporting this idea, Nunan (1999) asserts that “reading is an interactive process in which the reader constantly shuttles between bottom-up and top-down processes” (p. 254). Even though interactive models recognise the effect of textual information on the reader's mental activities, several researchers, such as Anderson and Pearson (1988), Bernhardt (1986), and Coady (1979), as cited in Gascoigne (2005, p. 3), have focused on top-down factors such as metacognition, the compensatory capacity of interest and background knowledge, and schemata. Consequently, the reader uses his eyes during the reading process, the interactive model is not only focused on a mental process, in addition, the visual system is also important. Thus, the following figure depicts this approach.



**Figure 2. 1: Interactive Model of Reading (Adapted from “Using Technology to Teach Reading Skills”)**

## 2.6 Types of Reading

### 2.6.1 Extensive Reading

As for the first type of reading, Palmer (as cited in Day & Bamford, 1964, p. 5) was the first to use the term "extensive" to differentiate it from intensive reading. He delineated extensive reading as "rapidly reading book after book after book." According to Nuttall (1982, p. 23), extensive reading is «reading for fluency». In addition to Thomas (1938) who opines that the terms "free reading," "wide reading," and "extensive reading" appear to be interchangeable, and the definition of extensive reading should be the situation in which learners choose from a long list of carefully chosen books of varying difficulty and type, rather than the situation in which they are free to read whatever they want. Furthermore, it may be appropriate to consider a wide range of challenges and type of books for learners rather than enabling them to choose the books they want to read through chaotic guessing. Practically, some may argue

that this would have a negative impact on learner's reading motivation. Nevertheless, if teachers come across minor active learners who are eager to read beyond the booklist and have a strong reading ability, they may be allowed to choose the book they want to read but must be guided by teachers to avoid "misreading". On the other hand, sustained silent reading (SSR) activity, according to Carrel and Eisterhold (1983, p. 567), can be effective in helping learners become self-directed agents seeking meaning if it is "based on student-selected texts so that the students will be interested in what they are reading." Learners choose their own reading materials based on the content, level of difficulty, and length. Thus, the main objective of extensive reading is that it encourages readers to read a large amount of material in a relatively short period of time and to gain a general understanding of what is read rather than analysing the detailed information.

### **2.6.2 Intensive Reading**

As for the second type of reading, Nation (2004, p. 20) states "intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items". During the intensive reading process (or reflective reading), students typically read a page to investigate the meaning and become acquainted with writing mechanisms. Hence, when students have gained text comprehension, they will be able to form a critical opinion, consequently, they will be able to express their views on the content, arguments, and language used, the message, the intention, and the text's format.

Furthermore, intensive reading or "classroom reading" can be defined as a process that occurs frequently within the classroom and under the supervision of the teacher. In an intensive



reading lesson, students typically focus on reading texts of various genres (styles or types of text), which are frequently accompanied by study activities in which the student studies for specific purposes, such as enhancing reading skill. Progressively more, it is essential to mention that learners will not only read but will also be required to complete some tasks while reading. There are usually pre-reading and post-reading activities, as well as comprehension questions. According to (Palmer, 1964, as cited in Day & Bamford, 1998) the goal is to “take a text and study it line by line, referring to [a] dictionary and [...] grammar at all times, comparing, analysing, translating, and retaining every expression that it contains”(p. 5). Additionally, Aebersold and Field (1997, p. 45) state that “Each text is read carefully and thoroughly for maximum comprehension. Teachers provide direction and help before, sometimes during, and after reading. Students do several exercises that require them to work in-depth with various selected aspects of the text”.

Hence, intensive reading differs from extensive reading in that the former is a type of reading in which students "read to learn". Specifically, learners read a short passage to learn about the language, while the second one "learns to read." In other words, learners are practicing their reading skills by reading for information in a fun way (Extensive Reading Foundation [ERF], 2011).

### **2.6.3 Types of Intensive Reading**

Intensive reading according to (Brook, as quoted by H.G. Tarin 1990, p. 35, as cited in Siti Hurriyah, 2017) “careful study, meticulous study, and detailed treatment to a short task that averages only 2-4 pages per day." Read the review of the content, which is divided into reading

carefully (close reading), reading comprehension (reading for comprehension), critical reading (critical reading), and reading ideas (reading for ideas).

### **2.6.3.1 Read Carefully**

The latter can be defined as careful reading, which seeks to comprehend the ideas contained in the text in details by reading the organisation or observing the writing or approach used by the authors. Though, in addition to being able to understand all of the required text meaning, the reader must also be able to determine and connect the link between the existing idea, which is either contained in the sentence or each paragraph.

### **2.6.3.2 Reading Comprehension**

Reading comprehension according to H.G.Tarin (1986, p. 56) is a type of reading that seeks to comprehend literary standards (literary norms), critical review, a written drama (printed drama), and patterns of fiction (patterns of fiction).

### **2.6.3.3 Critical Reading**

Critical reading according to Albert et al (as quoted by HG Tarin, 1986) is a type of reading that is done wisely brimming with thoughtful, in-depth, evaluative, and analytical content (p. 89).

### **2.6.3.4 Reading Idea**

According to H.G. Tarin (1986, p. 116), reading for ideas is a type of reading that attempts, obtains, and applies the ideas contained in the passage.

## **2.6.4 Types of Reading**

According to Siti (2017, pp. 12-15) Activating background knowledge, reading for gist (skimming), and reading for specific information (scanning) are all intensive reading strategies. Besides, there are others which summarised as follows:

#### **2.6.4.1 Activating background knowledge**

Whenever a reader reads, he or she applies his or her knowledge of the world to the text and connects ideas to obtain meaning from it. So that student will be able to actively relate the new information they gain from reading to their prior knowledge if readers have the required background knowledge prior to reading to learn. Moreover, there are three types of connections in the process of activating background knowledge as Text-to-self, text-to-text, and text-to-world connection. Thus, students need to use these connections to figure out where their prior knowledge came from.

#### **2.6.4.2 Monitoring**

Monitoring is the process of asking oneself whether the meaning discovered is the expected meaning that is, whether the original prediction is coming true. Also, thinking about how and what one is reading, both during and after the act of reading, to determine if one is comprehending the text, as well as the capacity to explain ambiguity.

#### **2.6.4.3 Questioning**

Questioning is indeed a process in which one asks oneself whether the meaning sounds good. In addition, questioning is viewed as a method to motivating students to ask, answer, and discuss questions. The practice of questioning is concerned with not only linguistic production but also cognitive demands and interactive purpose.

#### **2.6.4.4 Searching-Selecting**

Searching a variety of sources to find relevant information to answer questions, identify words and terms, clear up misunderstandings, solve problems, or gather information. This differentiates from skimming in that the goal is to find information on a specific topic (s).

#### **2.6.4.5 Sequencing**

The process of putting or organising ideas in order based on their occurrence or some conditions in the reading passage is known as sequencing. Sequencing, like skimming, is not always noticed in text processing. Even though it is more likely to be linear than scanning. The closer periods text attention is more frequent and lasts longer than scanning attention.

#### **2.6.4.6 Skimming**

Skimming is a type of rapid reading that is used to get the gist of a text. Whenever the reader wants to get the main idea or ideas from a passage, this phrase is used. Skimming is necessary to understand the general meaning of a passage. To get an idea of how the passage is organised, look at the text's structure of the author's intention.

Similarly, it necessitates the reader organising and remembering some of the information provided by the author, rather than simply locating it. So, it is considered as a tool that allows the author's sequence to be observed.

#### **2.6.4.7 Scanning**

Scanning is defined as reading selectively to fulfil very specific reading goals; it is also viewed as a reading strategy used to find specific information in the text such as; finding a number, year, place, name, date, and so on to fulfil reading objectives.

It is used when the reader needs to find a specific piece of information without having to understand the rest of the text or passage. The main benefit of scanning is that any portion of the text that does not contain the pre-selected piece of information is ignored.

#### **2.6.4.8 Predicting**

Understanding requires the ability to predict. Meaning is anticipated by good readers. They accomplish this by predicting what they believe will happen in the selection and revising their predictions as they read.

#### **2.6.4.9 Monitoring, Questioning, and Re-predicting**

Those three components, monitoring, questioning, and re-predicting occur concurrently and are taught concurrently in this exam. Monitoring and questioning are nearly synonymous because questioning is also a process of discussing with oneself whether the meaning makes sense.

#### **2.6.4.10 Imaging /Visualising**

Refers to the process of creating a mental image or a graphic in order to comprehend the text imaging, like other comprehension strategies, requires readers to use prior knowledge and predict.

#### **2.6.4.11 Inferring**

Inferring is the ability to "read between the lines" or to deduce an author's message. Besides, comprehension always entails attempting to enter the author's head.

#### **2.6.4.12 Main Idea**

This type refers to the most important idea in an expository text. The main idea is frequently confused with the topic. Although it is relatively easy to identify the topic, it is more difficult to determine what the author considers to be important.

#### **2.6.4.13 Summarising**

This category describes the process of restating the meaning of a text in one's own words. It is a condensed version of a text. While it may include the main idea or theme, the emphasis is on describing the text's major points in brief form.

#### **2.6.4.14 Evaluating**

Understanding does not stop at determining an author's message. Rather making judgements about the situation is also part of comprehension. In addition to the author's words are evaluated by the reader.

#### **2.6.4.15 Synthesising**

The ability to combine information within a source or across multiple sources is referred to as synthesis. Besides, the information must be synthesised or combined. Also, readers must construct a unified understanding from disparate sources.

### **2.7 Characteristics of Intensive Reading**

According to Hedgcock et al. (2009), the preceding important features are required for intensive reading to be effective and beneficial.

- ❖ The texts to be studied are chosen by the teacher (perhaps with input from students),
- ❖ At the same time, all students read the same text and complete in-class or out-of-class exercises,
- ❖ The teacher emphasises specific linguistic features and textual content dimensions,
- ❖ Students work on the same text and activities at the same time, so both the teacher and students know what to do. It is known as an 'assessment of students' comprehension'.

## 2.8 Intensive Reading Vs Extensive Reading

Several studies have investigated the differences between extensive and intensive reading. According to Uden (2003), Extensive reading is similar to first-language reading in that its main components are purpose and pleasure. ER allows students to process language more quickly and enhances comprehension. Intensive reading, on the other hand, IR refers to a careful reading of the material with the goal of complete and detailed understanding. Furthermore, it is linked to the teaching of reading in terms of its component skill, namely distinguishing the main idea of the text and reading for gist. The table below summarises the key characteristics of each method.

<b>Intensive reading</b>		<b>Extensive reading</b>
Language examination	<i>Linguistic emphasis</i>	Fluency and skill formation
Generally difficult	<i>Difficulty</i>	Very simple
One title	<i>Quantity</i>	A book every week

made by the teacher	<i>Selection</i>	Learners chosen
The same material is studied by all student. In the classroom	<i>What kind of material is it?</i>  <i>The place</i>	According to learner's interest  Home
Verified using a specific question	<i>Comprehension</i>	Verified by summaries and reports

**Table 2. 1: (Welsh qtd in Waring, Getting an Extensive Reading Programme)**

## **Conclusion**

The purpose of this chapter was to delineate the various aspects related to the intensive reading approach. Firstly, it attempted to define the reading skill based on different scholars and linguists, its importance, its components, its purposes, and its models. Secondly, it provided a review about types of reading such as extensive and intensive. This latter is the next point of emphasis with its definitions, strategies and its types. Finally, this chapter highlighted the characteristics of intensive reading and the differences between the intensive and extensive process.



# **Chapter Three:**

# **Fieldwork and Data Analysis**

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## **Introduction**

The present chapter is devoted to the fieldwork that aims to investigate practically the impact of intensive reading in enhancing EFL learners' written production. It includes a detailed analysis of the collected data, followed by a detailed discussion of the findings in an attempt to prove the research hypothesis. The principal aim of this chapter is to come up with solutions to the writing issue of students, in addition, to improve their writing skill based on intensive reading. Moreover, a qualitative descriptive study was used in this chapter as it is the most suitable for our research. In order to supplement this study with valuable data; an online questionnaire was prepared and distributed to second-year EFL students and written expression teachers at Biskra University.

### **3.1 Teachers' Questionnaire**

The main purpose of distributing a questionnaire to EFL teachers is to validate the hypothesis and make conclusions about the significance of intensive reading in improving their students' written production. As a result, the researcher collected information about the various attitudes and opinions of written expression teachers at Biskra University.

#### **3.1.1 Description of Teachers' Questionnaire**

The present questionnaire is intended for English department teachers at Biskra University who teach a written expression course. Mainly, it covers different types of questions, such as numerical questions, closed-ended questions, as well as open-ended questions. To begin with is numerical questions, teachers' responses must be precise numerical and brief to answer. Besides, in closed-ended questions, researchers ask respondents to select from a pre-defined set

of responses, such as yes/no, arranged multiple choice questions, or denote frequency. Furthermore, open-ended questions do not have a set of choices; they are used to reveal the teachers' opinions and attitudes toward the theme being studied.

### 3.1.2 Administration of Teachers' Questionnaire

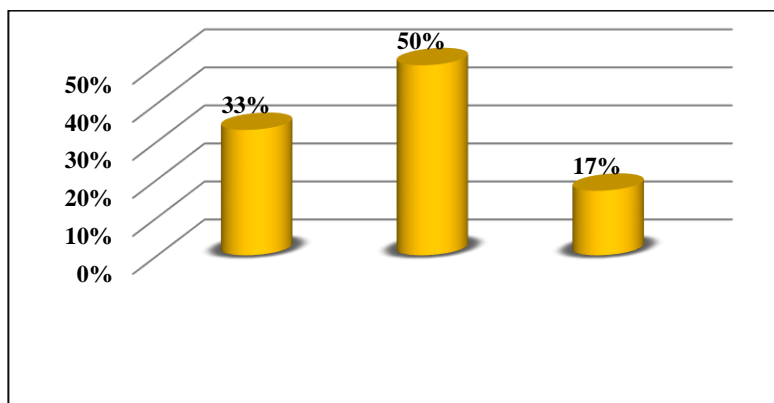
The current questionnaire was distributed to six (6) teachers of written expression courses at Biskra University who have sufficient experience to provide valuable feedback and comments for this research in this study. Moreover, the aim of this questionnaire is to check their opinions towards using intensive reading as strategy to improve their students' written production.

### 3.1.3 Analysis of Teachers' Questionnaire

#### Item 01. How long have you been teaching English?

Option	Respondents	Percentage
a. 1-5 years	2	33%
b. 5-10 years	3	50%
c. More than 10 years	1	17%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3. 1: Teachers' experience in teaching English**



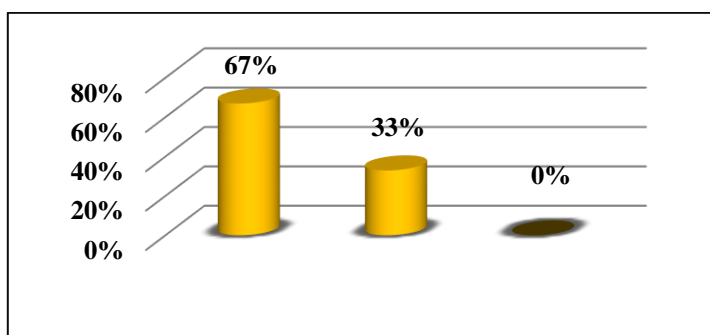
**Figure 3. 1: Teachers' Experience in Teaching English**

The responses of teachers show that they have varying levels of experience in teaching "English." According to what was reported in the questionnaire, three (3) teachers have been teaching English for more than five years, two (2) have been teaching for less than five years, and only one (1) has been teaching for more than ten years. The majority of teachers (50%) have been teaching for five to ten years, (33%) have been teaching for one to five years, and one teacher has been teaching for more than ten years (17%). As a result, we can conclude that this period of experience is more than satisfactory to provide us with useful responses.

**Item02. How long have you been teaching the module of “written expression”?**

Option	Respondents	Percentage
a. 1-5 years	4	67%
b. 5-10 years	2	33%
c. More than 10 years	0	0%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3. 2: Teachers' Experience in Teaching the Module of 'Written Expression'**



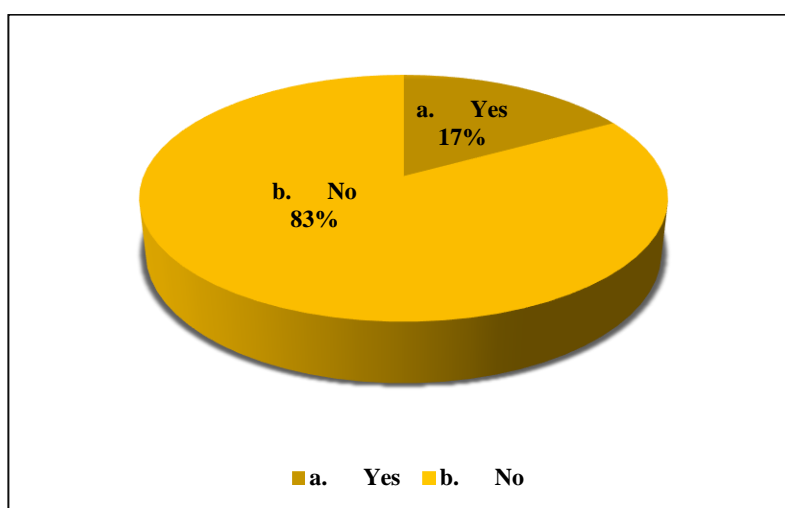
**Figure 3. 2: Teachers' Experience in Teaching 'Written Expression'**

Results show that the majority of teachers of 67% (04) who answered our questionnaire have taught written expression for less than five years, whereas, the rest of 33% (02) have taught written expression for more than ten years. This clearly shows that the researcher sample population is familiar with teaching written expression, which may aid in obtaining reliable questionnaire results.

**Item03. Do you think that the hours allotted to teaching the written expression programme are enough to improve your students' level in writing?**

Option	Respondents	Percentage
a. Yes	1	17%
b. No	5	83%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3. 3: Teachers' Opinions about the hours Allotted to Teaching the Written Expression**



**Figure 3. 3: Teachers' Opinions about the Hours Allotted to Teaching Written Expression**

Based on the data obtained from the teachers' responses, the results show that the majority of teachers (05) which constitutes the highest proportion (83%) assume that the scheduled sessions of "Written Expression" they teach are insufficient to improve students' writing. Although, one (01) teacher (17%) disagrees, s/he believes that two written expression sessions each week is sufficient. The majority of teachers believe that there is not enough time to practice writing or fully develop their writing skills because they cannot cover every aspect of writing.

**If “no”, please explain why?**

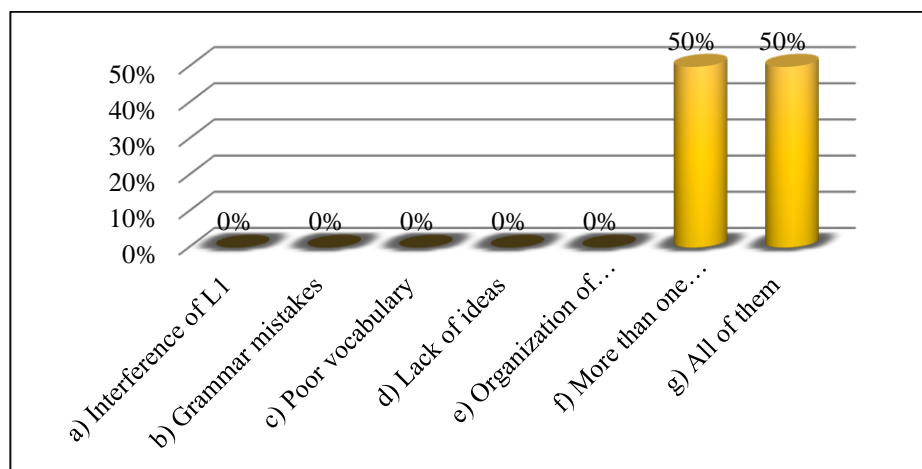
The teachers stated that the hours allotted are not enough to improve their students' level in writing for several reasons:

- Writing needs frequent practice including drafting, editing and proofreading. One session per week is barely devoted to initiate some writing elements with some examples. Students need to practice and be given feedback which requires time,
- I found that students need more time than the allotted because we could not have the chance to discuss and analyse different types of essays and have the enough host of practices to master different parts of essay ,
- They need much more time for practicing for what they study in theory,
- Students are in a due need for more practice,
- Students need more practice.

**Item04.What are the most common writing problems you noticed in your students' writing? You may choose more than one option.**

Option	Respondents	Percentage
a) Interference of L1	0	0%
b) Grammar mistakes	0	0%
c) Poor vocabulary	0	0%
d) Lack of ideas	0	0%
e) Organisation of the content	0	0%
f) More than one problem	3	50%
g) All of them	3	50%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3. 4: The most Common Noticed Writing Problems Students' Writings**



**Figure 3. 4: The most Common Noticed Writing Problems Students' Writings**

The objective of this item is to check students' writing problems from teacher's point of view. Besides, the figures have revealed equal proportion in which (50%) for more than one problem response and (50%) for all of them answer. The researcher can deduce that the majority of students face difficulties when it comes to the writing productivity for several reasons.

#### **Others:**

The teachers set some other problems from their perspective:

- Self-regulation and ideas development and generation Syntactic issues,
- Luck of reading is their major problem,
- Most of the students focus on correctness, they neglect appropriateness (powerful).

#### **Item05. In your opinion, how does reading improves students' writing skill?**

The purpose of asking this question was to investigate whether reading skill can be used as a technique to enhance the writing skills. The teachers have responded as follows:

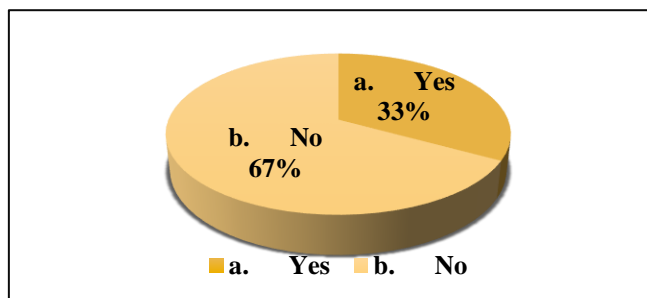


- It exposes them to a wide range of written products with different genres and styles from which they can learn various sentence structures and expand their knowledge on certain ideas,
- It has a massive impact it influences ideas generation and style improvement,
- Through the realisation of writing patterns and correct spelling,
- It represents the main source for language especially academic one as English is not practiced outside,
- Through improving their "style", "academic style",
- With reading, students will learn new words, structure and ideas.

**Item06. Do you use intensive reading as strategy in the class?**

Option	Respondents	Percentage
a. Yes	2	33%
b. No	4	67%
<b>Total</b>	<b>6</b>	<b>100%</b>

**Table 3. 5: Teachers' Use of Intensive Reading Strategy**



**Figure 3. 5: Teachers' Use of Intensive Reading Strategy**

This question seeks to elucidate perception and the implementation of intensive reading strategy in classroom during the writing process. The majority of teachers opted for the second choice (67%) in which they do not use the intensive reading strategy. While (33%) opted for two teachers who utilise this technique.

**If yes, please explain how?**

The teachers expressed their opinions by providing the following explanation:

- Most of the homework that I gave them should include a task in which they read an essay and they analyse it (reflective writing),
- I give them tests to read then I ask them to pick out and analyse the elements we study in the theory,
- We are teaching them mechanics of writing. You should state the type of writing.

**Item07. In your opinion, to what extent does intensive reading help students to enhance their written production?**

The reason behind asking this question was to explore the attitude and opinion of teachers towards the effective usage of intensive reading on enhancing students' writing production.

The teachers expressed their opinions by providing the following responses:

- Though I do not use it as a permanent element in my writing class, there is no doubt that it enormously helps students develop their writing skills,
- It is largely effective,
- As I stated earlier, writing patterns, spelling, cohesion and coherence (the smooth flow of ideas) can be reached through intensive reading,
- It enhances their written production since it interrelated to skills together letting reading to act as a data basis for the written texts plus it provides language in context,

- It really helps them,
- Students will more engaged in the writing process when read a lot.

The responses above demonstrate that teachers use the general concept of intensive reading which is reading in details to reach specific purpose. Besides, one of the respondents explains his or her manner of using this technique in achieving writing patterns, spelling, cohesion and coherence.

### **3.1.4 Discussion of the Findings of Teachers' Questionnaire**

The data presented by all of the teachers is highly crucial in interpreting the study results which is based on analysis of teachers' questionnaire responses. Practically, it demonstrated some facts and insights about teachers' attitudes toward implementation of intensive reading as technique in their writing courses. The researcher concluded from all of the teachers' responses that writing as a productive skill is deliberated as the core of language teaching and learning in academic writing.

Initially, the first three questions contain general information for teachers of written expression. According to the findings, the majority of teachers agreed that the allotted hours of "Written Expression" they teach are insufficient to improve students' writing. To add more, students need enough time to practice writing effectively. As a result, teachers should implement a strategy that would improve their students' writing as well as increases productivity.

Second, the fourth question portrays teachers' attitudes concerning the writing difficulties of their students, in which all teachers agreed that the majority of students have

problems with; interference of mother language, grammar, vocabulary, lack of ideas, coherence and cohesion, and academic style. Besides, some teachers set other problems from their perceptive like; self-regulation and ideas development and generation syntactic issues, also lack of reading is their major problem, in addition that most of the students focus on correctness, they neglect appropriateness (powerful). This means that a good writing should contain correct grammar, good ideas, clarity, in addition to spelling, punctuation, and to be a good reader. Supporting this, students should integrate these elements in order to write effectively.

Moreover, in the fifth question the finding revealed that all the questioned teachers have agreed on the effectiveness of reading skill. To add more, they believed that reading has a massive impact, in which it influences ideas generation and style improvement. Moreover, it represented the main source for language especially academic one as English is not practiced outside. The results also implied that teachers consider reading as a kind of aid in the development of students' writing productivity.

Furthermore, the last two questions of teachers' questionnaire, in which its aim was to explore teachers' opinion and attitude towards the use and the importance of intensive reading as a tool to improve writing skill. The results indicated that teachers rely on intensive reading as a technique in their classes. For more details, teachers were asked about their opinion and perceptive about intensive reading, that almost all of them have expressed a keen interest about its usage.

As a conclusion, based on the data analysis and interpretations, most of the teachers believed that implementing intensive reading is effective in reducing students' difficulties and enhancing their written production.

## **3.2 Students' Questionnaire**

### **3.2.1 Description of Students' Questionnaire**

This questionnaire is a secondary data collection tool for second-year English students. Its primary objective is to investigate students' awareness of their writing difficulties and to collect data on their attitudes toward intensive reading as a means of enhancing their writing. Mainly, the questionnaire's structure was organised from general to specific in familiarising students with the research topic. There are two types of questions on this questionnaire, which total 17 in number; the first is closed-ended questions, which are yes/no questions or requires answers from a range of options. The second type is open-ended questions, which requires students to justify their choices or to present their opinions or ideas. This data tool is divided into three areas:

#### **Section One: General Information**

This section focuses on general information for students in terms choice of English major and level, as well as preferred strategy.

#### **Section Two: Writing Skill**

This section is primarily concerned with investigating students' perspectives on the difficulty of the writing skill, their level of proficiency in the writing skill, and the reasons for their writing weaknesses.

#### **Section Three: Intensive Reading**

This section was created to collect students' perspectives, preferences, perceptions, and attitudes towards the intensive reading.

### 3.2.2 Administration of Students' Questionnaire

The questionnaire has been directed to thirty six (36) second-year English students at Biskra University who were chosen at random. It was submitted to the sample of students via an online questionnaire.

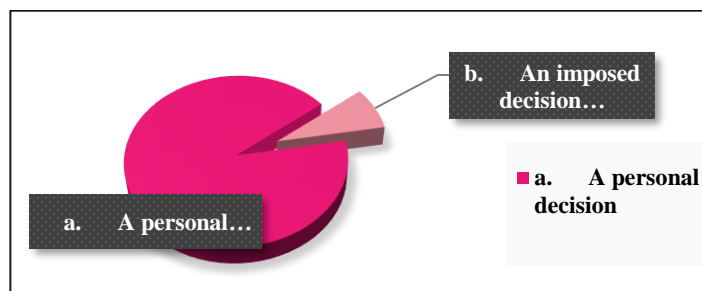
### 3.2.3. Analysis of Students' Questionnaire

#### Section One: General Information

#### Item01. Was studying English at the university:

Option	Respondents	Percentage
a. A personal decision	33	92%
b. An imposed decision	3	8%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 6: Students' Attitude toward Studying English**

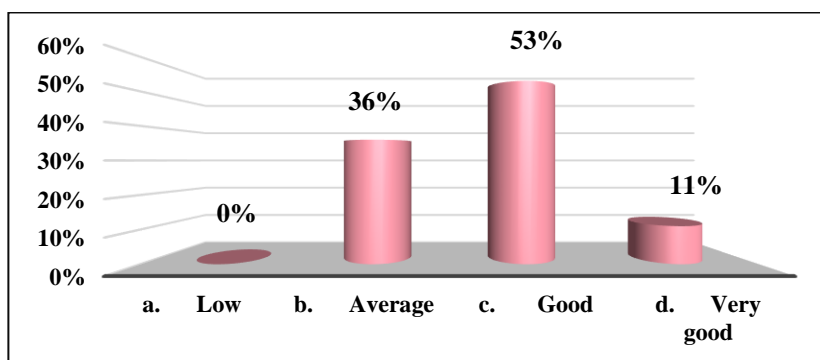


**Figure 3. 6: Students' Attitude towards Studying English**

This question was simply included to see if the respondents' application for studying English whether a personal decision or an imposed decision. The findings show that the majority of students (92%) acknowledge that it is their choice to learn English while only three (3) of about (8%) state that English was not their personal choice. This could imply that the majority of students are thought to be eager and motivated to learn and improve their English language.

**Item 02. How do you find your level in English?**

Option	Respondents	Percentage
a. Low	0	0%
b. Average	13	36%
c. Good	19	53%
d. Very good	4	11%
<b>Total</b>	<b>36</b>	<b>100%</b>

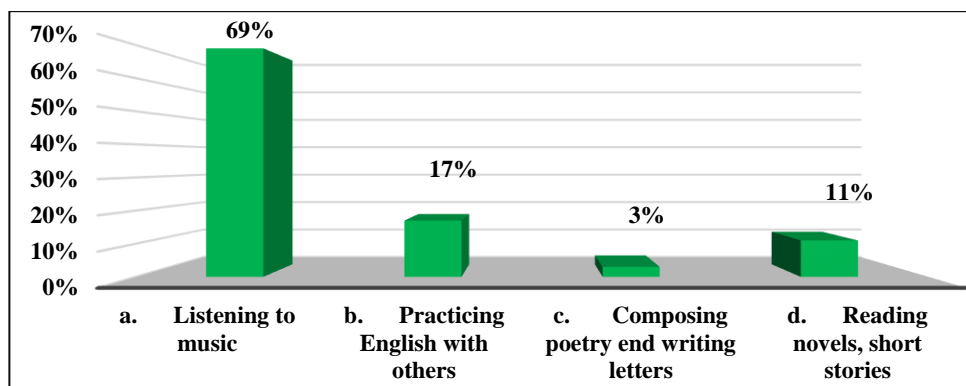
**Table 3. 7: Students' Perception about their Level in English****Figure 3. 7: Students' Perception about their Level in English**

Students are supposed to evaluate their English level in this item. The graph and table illustrate that more than half of the participants (53%) have a good command of the English language. However, 13 students of about (36%) have an average level, while three students (3) of about (11%) of them perceive themselves as very good students.

**Item03. In your spare time, which strategy you prefer?**

Option	Respondents	Percentage
a. Listening to music	25	69%
b. Practicing English with others	6	17%
c. Composing poetry and writing letters	1	3%
d. Reading novels, short stories	4	11%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 8: Students' Perception about their Preferable Strategy**



**Figure 3. 8: Students' Perception about Their Preferable Strategy**

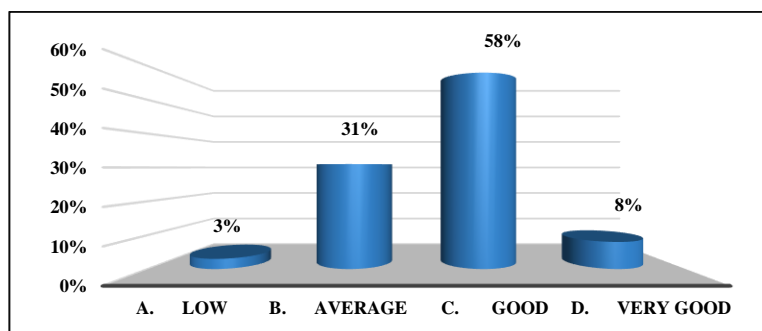
The table and the figure above expose that (69%) of students which consist of 25 students are interested in listening to music. As for practicing English with others, it was about (17%), however, (11%) of students do prefer reading novels and short stories during their spare time, while, one (1) student (3%) is interested in writing letters and composing poetry.

## Section Two: Writing Skill

### Item04. How could you describe your level in writing?

Option	Respondents	Percentage
a. Low	1	3%
b. Average	11	31%
c. Good	21	58%
d. Very good	3	8%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 9: Students' Perception about their Level in Writing**



**Figure 3. 9: Students' Perception about their Level in Writing**

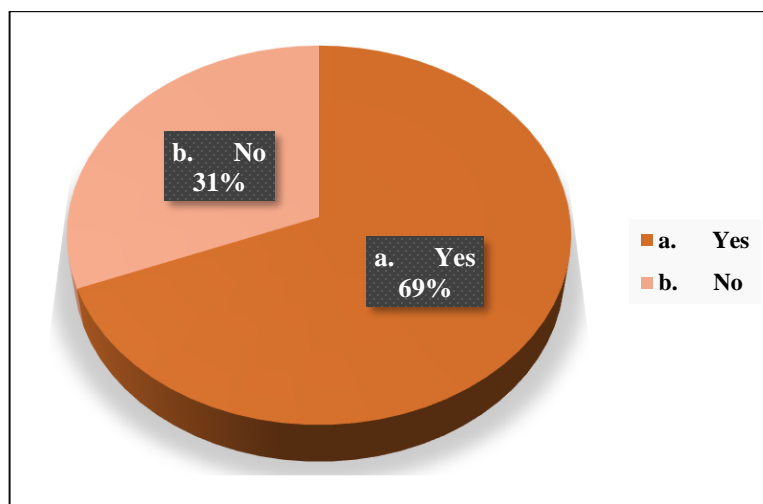


By posing such a question, we hoped to get students to assess their own writing abilities. The results revealed that approximately half of them (58%) see their level in writing as good. While (31%) claim to have an average level. In addition, only few students (3%) confessed to have a low level in writing. These findings showed that students are aware of their writing level.

**Item05. Do you consider written expression an enjoyable course?**

Option	Respondents	Percentage
a. Yes	25	69%
b. No	11	31%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 10: Students' Perception Towards Written Expression Course**



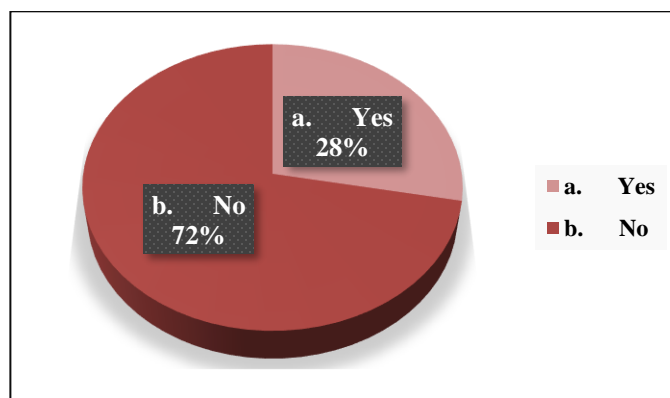
**Figure 3. 10: Students' Perception towards written Expression Course**

This question is devoted to explore students' opinion towards writing expression course, whether they consider it as an enjoyable course or not. As statistics have shown 25 of students (69%) selected the first option in this item which is "yes". Whereas, 11 of students (31%) opted for the second option which is "no". Consequently, from the respondent's answers, it is observed that the majority of students are motivated to attend the written expression course.

**Item 06. Do you think that hours devoted to studying the written expression module are enough to produce a good writer?**

Option	Respondents	Percentage
a. Yes	10	28%
b. No	26	72%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 11: Students' Perception about the Hours Allotted for Written Expression Module**



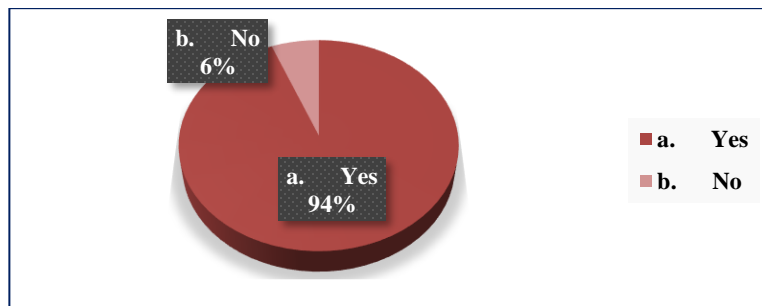
**Figure 3. 11: Students' Perception about the Hours Allotted Written Expression Module**

This question considered the students' opinions about the hours allotted for studying written expression programme, whether is it sufficient or not. A rate of (28 %) of respondents affirmed that the time allotted is enough to produce a good writer. On the other hand, the majority of students (72%) pointed out that the hours allowed are insufficient to produce a good writer.

**Item 07. Do you face problems in writing?**

Option	Respondents	Percentage
a. Yes	34	94%
b. No	2	6%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 12: Students' Perception about Whether they Face Issues in Writing**



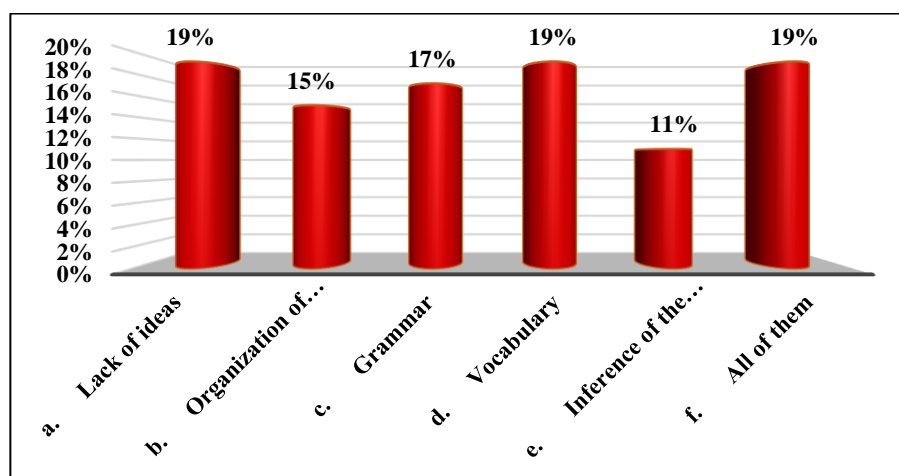
**Figure 3. 12: Students' Perception about whether they face Issues in Writing**

This question intends to reveal the students' perception regarding the problems of writing. The results have shown that the highest proportion of about (94%) opted for (yes), in which they affirmed that they face problems in writing. Whereas, only (6%) they do not have any difficulty when writing.

**If yes, in which aspect?**

Option	Respondents	Percentage
a. Lack of ideas	7	19%
b. Organisation of the content	5	15%
c. Grammar	6	17%
d. Vocabulary	7	19%
e. Inference of the mother language	4	11%
f. All of them	7	19%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 13: Students' Difficulties in Writing**



### Figure 3. 13: Students' Difficulties in Writing

According to the table and the figure above, the students who confirmed they have problems in writing were asked to identify these difficulties. According to the answers given, there is an equal proportion (19%) in which they considered it as the most difficulties. Practically, it consists of each of the following options as; the lack of ideas, vocabulary, and other students opted for all of these difficulties stated in the table above. Moreover, (19%) of respondents pointed out that grammar is one of the most difficult aspects in writing. Meanwhile, (15%) claimed that do not write well because of the poor organisation of ideas in terms of cohesion and coherence. In addition to (11%) of students claimed that what hinders their writing is the interference of the L1.

#### Item 08. In your opinion, is it crucial to improve the writing skill?

Option	Respondents	Percentage
a. Yes	36	100%
b. No	0	0%
<b>Total</b>	<b>36</b>	<b>100%</b>

Table 3. 14: Students' Perception about Improving Writing Skill

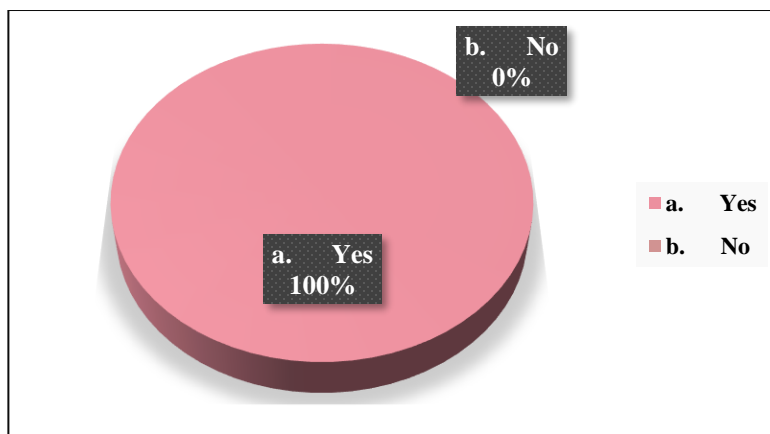


Figure 3. 14: Students' Perception about Improving Writing Skill

Both the table and the figure above indicate that 100% of the informants responded by yes. The answers clearly show students' awareness of the importance to improve writing skill.

### **Justify your answer, please**

The students expressed their opinions by providing the following answers:

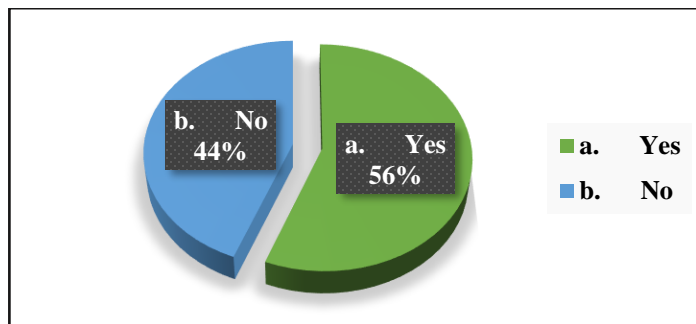
- Writing is the image that reflect our level mostly since the majority of exams are written one which is unfair to neglect the other skills in evaluation and assessment.
- Writing skills must be improved because we need it in writing our dissertations and theses, thus, our writing must be improved for that purpose.
- Writing is involved in all aspects of our lives, and it is not possible to obtain an academic or career opportunity if you do not possess sufficient writing skills to prepare a suitable CV.
- Because it helps gaining more vocabulary and writing academically;
- Because written expression is the basis to express yourself.
- Writing is essential because it helps us to express ourselves and tells other what you really this, for that we have to improve this skill so it will be easy for you to use it.

## **Section Three: Intensive Reading**

### **Item 09. Do you think you are a good reader?**

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>a. Yes</b>	20	56%
<b>b. No</b>	16	44%
<b>Total</b>	36	100%

**Table 3. 15: Students' Opinion about Whether they Are Good Readers or Not**



**Figure 3. 15: Students' Opinion about whether they Are Good Readers or Not**

The above table and diagram show that most of the respondents answered with yes. It reveals that (56%) of the students considered themselves as good readers, while (44%) of them do not and answered with no. These results show the positive attitudes of the students toward reading and their interest in it.

### **Why so?**

Students explained their points of view with the following clarifications:

#### **a) For 'Yes'**

- Because I read everything that comes across. I do not have a specific type of books, i.e., I am not picky in reading and that is what makes a good reader,
- I love imitating the native speakers for their astonishing accent (Americans for instance). That is way I give pronunciation a great importance through reading.
- Because whenever I finish a book, I feel like I end up understanding mostly all ideas and thoughts that are explicit or between lines,

- I do not have a difficulty in understanding what a text says except for some new words ,

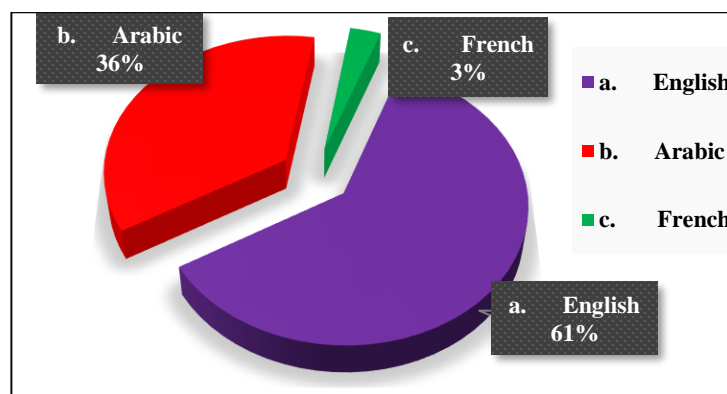
**b) For 'No'**

- Because I do not like reading , I feel boring with some books,
- Because I took the whole idea and do not prefer going deep within the story events, especially if it is obligatory,
- I do not have patience to read and understand that is why I do not keep reading when I do not understand many words in the written text,

**Item 10. In what language do you read?**

Option	Respondents	Percentage
a. English	22	61%
b. Arabic	13	36%
c. French	1	3%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 16: The Language Students Mostly Prefer to Read in**



**Figure 3. 16: The Language Students Mostly Prefer to Read in**

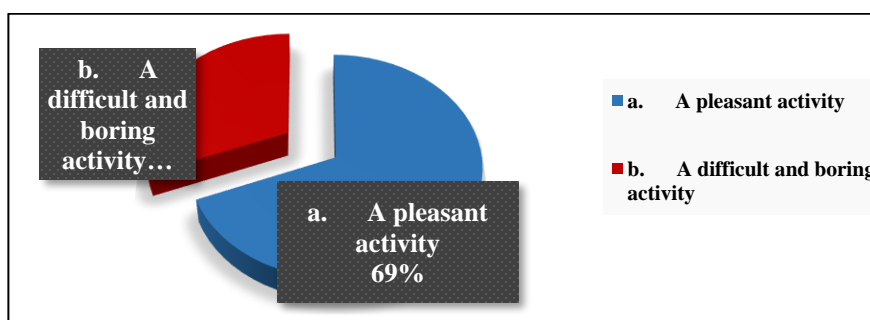
The majority of the students (61%) answered that they prefer to read in English language. While (36%) of students enjoy reading in the Arabic language. In addition to (3%)

opted for the French Language. The results show that the majority of students are interested in learning English through reading.

### Item 11. How do you describe reading?

Option	Respondents	Percentage
a. A pleasant activity	25	69%
b. A difficult and boring activity	11	31%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 17: Students' Perception towards the Reading Activity**



**Figure 3. 17: Students' Perception towards the Reading Activity**

As the table and the figure show, the majority of the students (69%) admitted that reading for them is pleasant activity. While (31%) opted for the second choice which is a difficult and boring activity to do.

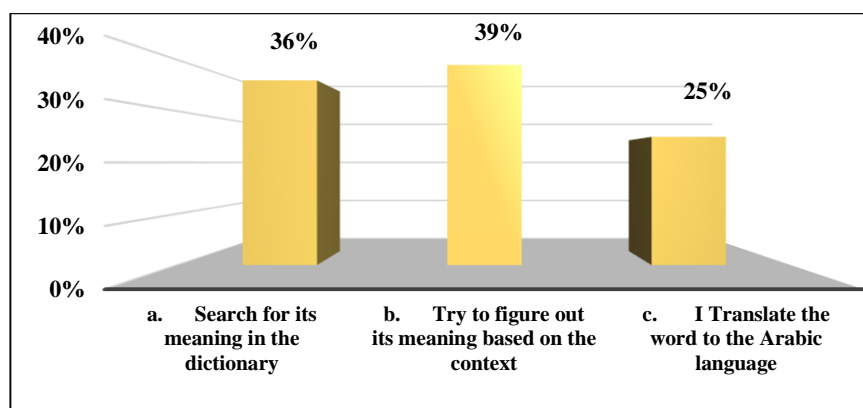
### State others

- A way to improve your skills,
- There are those who prefer reading to see their level of understanding,
- Reading is pleasure, whereas sometimes is a haven.
- Getting more knowledge and idea.
- An escape.



**Item 12. What do you do when you do not understand a word while reading?**

Option	Respondents	Percentage
a. Search for its meaning in the dictionary	13	36%
b. Try to figure out its meaning based on the context	14	39%
c. I Translate the word to the Arabic language	9	25%
<b>Total</b>	<b>36</b>	<b>100%</b>

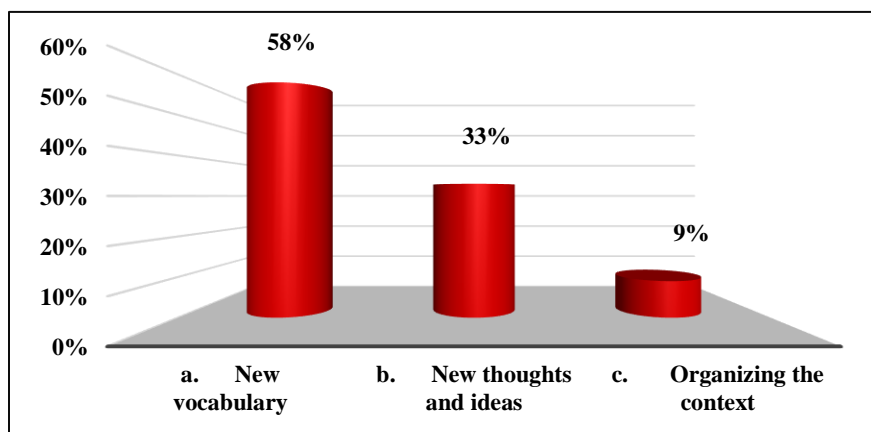
**Table 3. 18: Students' Used strategy to Understand while Reading****Figure 3. 18: Students' Used Strategy to Understand while Reading**

The reason behind asking this question was to explore what students do when they do not understand something while reading. The majority of students (39%) try to figure out its meaning from the context. Whereas (36%) of students search for its meaning in the dictionary. In addition to (25%) they translate the word to their mother language.

**Item 13. In what way reading enhances writing skill?**

Option	Respondents	Percentage
a. New vocabulary	21	58%
b. New thoughts and ideas	12	33%
c. Organising the context	3	9%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 19: Students' Opinion about Reading in the Enhancement of Writing**



**Figure 3. 19: Students' Opinion about Reading in the Enhancement of Writing**

The above question aimed to determining the students' attitudes and opinions towards the effectiveness of reading to enhance their writing in different aspects. The majority of students (58%) consider that reading is beneficial in the improvement of their vocabulary. The other proportion (33%) opted for new thoughts and ideas. While (9%) consider that reading helps them in term of the organisation of context.

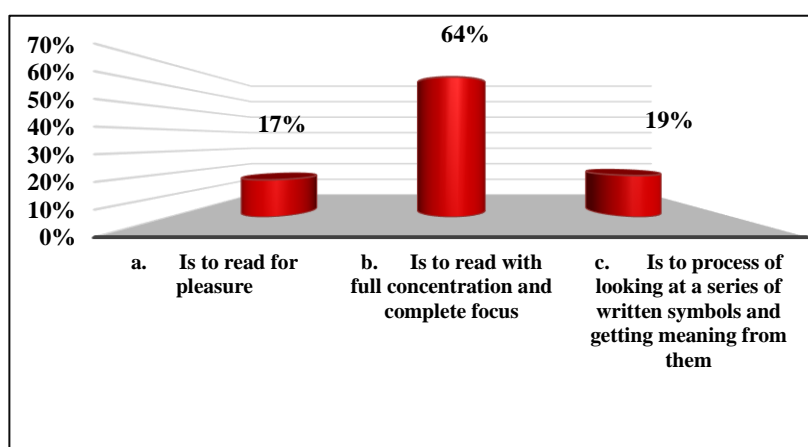
### **Others**

Students illustrate some other advantages of reading:

- It helps you to recognise new techniques of writing, to develop the ability of expressing ideas and concepts,
- Help in expanding the maximum of vocabulary,
- It opens the door for new perspectives,
- Reading changes your mind and brings new thoughts also help you to express yourself better with more right vocabularies.

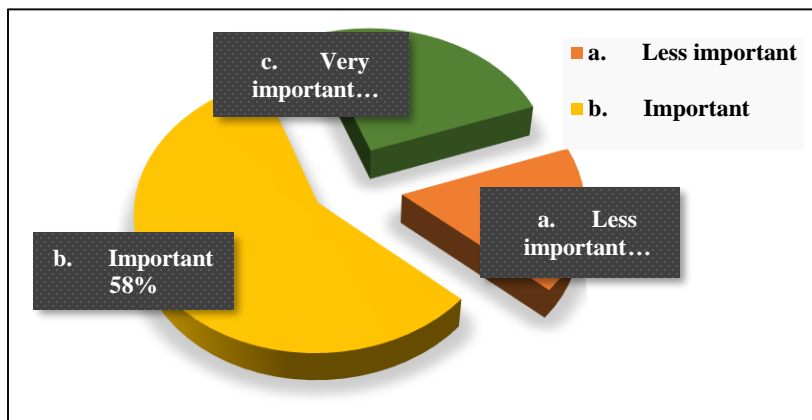
**Item 14. What is “Intensive Reading”?**

Option	Respondents	Percentage
a. Is to read for pleasure	6	17%
b. Is to read with full concentration and complete focus	23	64%
c. Is to process of looking at a series of written symbols and getting meaning from them	7	19%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 20: Definition of Intensive Reading****Figure 3. 20: Definition of Intensive Reading****Item 15. Do you consider using intensive reading as a strategy to improve your writing skill?**

Option	Respondents	Percentage
a. Less important	6	17%
b. Important	21	58%
c. Very important	9	25%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3. 21: Students' Perception towards Intensive Reading as a Beneficial Strategy To Improve their Writing**



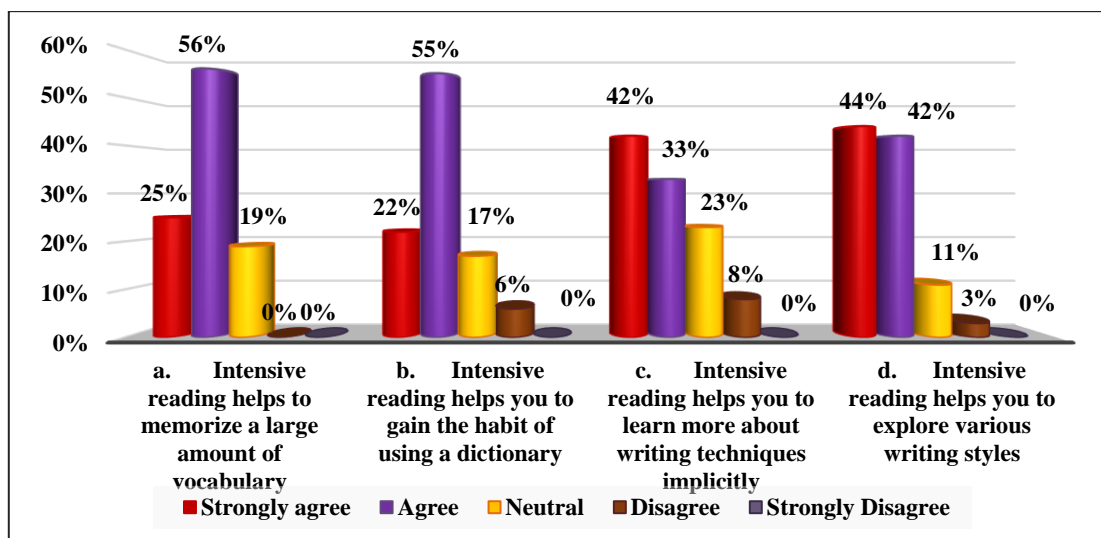
**Figure 3. 21: Students' Perception towards Intensive Reading as a Beneficial Strategy to Improve their Writing.**

This question attempted to investigate students' attitude towards intensive reading as useful strategy in the improvement of writing. It is observable that more than the half of respondents (58%) claimed that it is important in the enhancement of their writing. In addition, (25%) believed that is very important. Whereas, (17%) claimed that is not important. Accordingly, we can conclude that majority of second-year students have positive attitudes toward intensive reading.

**Item 16: To what extent do you agree with these statements?**

Option	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
a. Intensive reading helps to memorise a large amount of vocabulary	25%	56%	19%	0%	0%
b. Intensive reading helps you to gain the habit of using a dictionary	22%	55%	17%	6%	0%
c. Intensive reading helps you to learn more about writing techniques implicitly	42%	33%	23%	8%	0%
d. Intensive reading helps you to explore various writing styles	44%	42%	11%	3%	0%

**Table 3. 22: Different Ideas about Intensive Reading**



**Figure 3. 22: Different Ideas about Intensive Reading**

The researcher through this question, wanted to check students' perceptions about the advantages of intensive reading. The researcher presented different ideas about intensive reading and asked participants about their opinions. Mainly, the participants could select only one option when answering this question. Firstly, half of students (56%) agreed that intensive reading helps them to memorise a large amount of vocabulary, in addition, (25%) strongly agreed with this idea. However, (19%) of them keep neutral. Moreover, the majority of students (55%) agreed that intensive help them to gain the habit of using a dictionary. Additionally, (22%) strongly agreed on this view. Whereas, a small proportion of students (17%) and (6%) selected the options “disagree” and “neutral” respectively. Furthermore, according to the table and the figure above, nearly half of students (42%) strongly agreed that intensive reading helps them to learn more about writing techniques implicitly. While, others selected the options (33%) “Agree” and (23%) “Neutral”. In addition, only (8%) disagreed with this view. Finally, participants are asked about their view on this statement “intensive reading helps you to explore various writing style”. Nearly half of students (44%) opted for “strongly agree” option and (42%) selected “agree” option. Whereas, (11%) opted for “neutral” option and only (3%)

disagreed with this idea. The researcher concluded that the majority of students are aware of the advantages of intensive reading.

### **3.2.4 Discussion of Students' Questionnaire**

Based on the analysis of students' questionnaire. The researcher has obtained valuable responses about students' attitudes towards intensive reading in enhancing their writing skill. To start with, the first section contains general student information. According to the findings, the vast majority of participants agreed that studying English was a personal decision. Besides, they are motivated and eager to learn this language. Furthermore, the most of them are pleased with their English level.

The researcher's primary goal in the second section is to identify students' opinions toward the writing process. The findings indicated that the majority of students are satisfied with their level of writing. In addition, the majority of them agreed that they enjoy the written expression course. Also, most of them are not satisfied with the time allotted for the written course. Furthermore, the majority of them agreed that they face some challenges in improving their English skills, particularly in writing. They stated that they have some difficulties dealing with the various aspects of writing such as vocabulary, grammar, lack of ideas, and in term of cohesion and coherence. According to the data, the most difficult aspects for students to master are vocabulary and grammar. Moreover, the results revealed that the majority of students agreed on the idea that is important for them to improve their writing skill.

The final section's analysis revealed significant findings concerning the importance of intensive reading in improving students' writing. According to the findings, we can understand from the students' answers when they were asked about whether they like reading, the majority

showed a positive attitude toward reading. Additionally, the results showed that most of the students are engaged with intensive reading process in addition to its advantages. In other words, the majority of participants are aware that intensive reading is beneficial and helpful in enhancing their writing proficiency.

## **Conclusion**

Essentially, the current chapter discussed our study's fieldwork. The researcher gathered data by administering questionnaires to both teachers and students. The first questionnaire was distributed to English teachers at the department of Biskra University who teach the written expression course. The main goal was to gain insight into the significance of intensive reading in enhancing EFL learners. To add more, the second questionnaire was intended for second-year university students. Its principal goal was to investigate the students' awareness about their writing challenges and to collect data on their attitudes towards intensive reading as a tool for increasing their writing. The data collected is presented in the form of tables and graphs. Besides that, each question was analysed and discussed, and a discussion of the findings was presented at the end of the chapter. The analysis of both teachers' and students' questionnaire reported that intensive reading is beneficial to enhance students' written production.

# **General Conclusion**



## General Conclusion

Writing is an essential skill in the process of language learning and teaching. Due to the extreme degree of its complexity and its importance in EFL context; it should be taken seriously in order to improve the level of EFL learners. Accordingly, the purpose of conducting the current study is to focus on the significance of integrating intensive reading new strategies to enhance students' written production. In addition, it attempted to answer the two proposed research questions as well as to prove the validity of the followed research hypotheses. The present study consists of three chapters. The first two chapters concerned with theoretical part and literature review of the research study, while the final chapter dealt with the practical framework.

The first chapter aimed at delineating the varied aspects related to the first variable "writing". Mainly, it shed light on different definitions of writing, its relation to other language skills, and its qualities. In addition, it highlighted the different writing models, and the importance of effective writing skill. Moreover, it stated the main difficulties encountered by EFL learners as spelling, punctuation, vocabulary, and grammar.

Progressively more, the second chapter is devoted for the second variable "Intensive reading". Practically, it consisted of two sections that tackled reading skill in general and intensive reading in particular. Firstly, the primer section tended to provide an overview about reading skills including different definitions, its importance, its components, its purposes, its models, in addition to its types. Secondly, the second section was concerned with intensive reading. It discussed the main definitions based on different scholars, its strategies and its types.

Lastly, the researcher attempted to shed light upon the characteristics of intensive reading, besides, the differences between the intensive and extensive process.

Furthermore, the third chapter focused on the fieldwork of the study. The researcher conducted a qualitative descriptive method in order to confirm and prove the proposed hypotheses. The present study was based on two questionnaires for both EFL teachers and students as a data gathering tool. Thus, it was administered to second-year students and to the written expression teachers of English at Mohammed Kheider University of Biskra. Based on the findings obtained from the questionnaires, it confirmed the research hypotheses that includes if EFL learners use the intensive reading strategy it would be effective for the development of their writing skill and it enhances their written production. Consequently, it can be deduced based on the results that students can rely on intensive reading as an effective tool to enhance their writing proficiency.

### **Limitation of the Study**

The limitations of any research study usually reflect the issues that faces the researcher during the process of gathering data related to the topic have been investigated. The major limitation of this study was time constraints. It was conducted out over an extremely short period of time, which did not allow the researcher to go in depth within the research. The number of students and teachers who took part in the study was insufficient. Although the difficulties that faced the researcher; this research shows positive results.

## **Pedagogical Implications**

Based on the analysis and results obtained throughout the present research investigation. The researcher set some pedagogical implications and suggestions for both EFL teachers and students to be taken in consideration as:

- **For Teachers :**

- ✓ Teachers should make students aware of the significance of writing skill and encourage them to write by giving them different tasks frequently,
- ✓ Teachers should raise students' awareness about intensive reading as a concept and explain how it should be applied in classroom in order to be beneficial,
- ✓ Teachers should set enough time for this strategy to be implemented in the classroom,
- ✓ Teachers should act as motivators for their students by providing clear instruction and encouraging them to practice.

- **For Students:**

- ✓ Students should be aware of the importance of the writing skill and developing this latter,
- ✓ Students should understand the relationship between reading and writing and how they complement one another,
- ✓ Students should have positive attitude towards intensive reading as a tool to use,
- ✓ Students should develop their writing products through reading various types of English text based on the teacher guidance.

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# Appendices

## Appendix 01: Teachers' Questionnaire Questionnaire for EFL Teachers

Dear teachers,

This questionnaire is an attempt to collect data for my master dissertation. It is about exploring "The Impact of Intensive Reading in Enhancing EFL Learners' Writing Production. Thus, you are kindly requested to answer this questionnaire. Your responses will help us effectively to rich our objectives. Please tick the appropriate box or give a complete answer whenever it is necessary.

*Thank you for your time and collaboration*

**Q1:** How long have you been teaching English?

.....years

**Q2:** How long have you been teaching the module of "writing expression"?

.....years

**Q3:** Do you think that the hours allotted to teaching the written expression programme are enough to improve your students' level in writing?

- Yes
- No

If "no", please explain why?

.....  
.....

**Q4:** What are the most common writing problems you noticed in your students' writing?

- Interference of L1
- Grammar mistakes
- Poor vocabulary

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- Lack of ideas
- Organization of the content

**Q5:** In your opinion, how does reading improves students' writing skill?

.....  
.....

**Q6:** Do you use the intensive reading as strategy in the class?

- Yes
- No

If yes, please explain how?

.....  
.....

**Q7:** In your opinion, to what extent does intensive reading help students' to enhance their written production?

.....  
.....

## Appendix 02: Students' Questionnaire

### Questionnaire for Second Year EFL Students

Dear students,

This questionnaire is an attempt to collect data for my master dissertation. It is about exploring "The Impact of Intensive Reading in Enhancing EFL Learners' Writing Production. Thus, you are kindly requested to answer this questionnaire. Be sure your responses will be an anonymous and will use for the research purpose only. Please, tick the appropriate box or write full statements whenever it is necessary.

**Thank you for time and collaboration.**

#### Section One: General information

**Q1:** Was studying English in the university

- A personal decision
- An Imposed decision

**Q2:** How do you find your level in English?

- Low
- Average
- Good
- Very good

**Q3:** In your spare time, which strategy you prefer?

- Listening to music
- Practicing English with others
- Composing poetry and writing letters
- Reading novels, short stories.

#### Section Two: Writing Skill

**Q1:** How could you describe your level in writing?

- Low
- Average
- Good

- Very good

**Q2:** Do you consider written expression an enjoyable course?

- Yes
- No

**Q3:** Do you think that the hours devoted to studying the written expression module are enough to produce a good writer?

- Yes
- No

**Q4:** Do you face problems in writing?

- Yes
- No

**Q5:** If yes, in which aspect?

- Lack of ideas
- Organization of the content
- Grammar
- Vocabulary
- Inference of the mother language

**Q6:** In your opinion, is it crucial to improve the writing skill?

- Yes
- No

Justify you answer

.....  
.....

**Section Three: Intensive Reading:**

**Q1:** Do you think you are a good reader?

- Yes
- No

Why so?

.....

**Q2:** In what language do you read?

- English
- Arabic
- French

**Q3:** How do you describe reading?

- A pleasant activity
- A difficult and boring activity

State others:

.....

**Q4:** What do you do when you do not understand a word while reading?

- Search for its meaning in the dictionary
- Try to figure out its meaning based on the context
- Translate the word to Arabic language

**Q5:** In what way reading enhances writing skill?

- New vocabulary
- New thoughts and ideas
- Organizing the context

**Q6:** what is Intensive Reading?

- Is to read for pleasure
- Is to read with full concentration and complete focus
- Is the process of looking at a series of written symbols and getting meaning from them

**Q7:** Do you consider using intensive reading as strategy to improve you writing

Skill?

- Important
- Less important
- Very important

**Q8:** To what extent do you agree with these statements:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Intensive reading					



THE IMPACTS OF INTENSIVE READING ON LEARNERS' WRITING PRODUCTIONS

helps to memorize a large amount of vocabulary					
Intensive reading helps you to gain the habit of using a dictionary					
Intensive reading helps you to learn more about writing techniques implicitly					
Intensive reading helps you to explore various writing styles					

## المخلص

تعتبر الكتابة مهارة تشكل تحديا حيث تتطلب مجهودات كبيرة وممارسة من طرف المتعلمين لتحقيق مستوى مقبول في الكتابة. يواجه العديد من متعلمي اللغة الإنجليزية كلغة أجنبية عقبات خطيرة بسبب المشكلات والصعوبات المختلفة. لذلك، اختار الباحث القراءة المكثفة كحل ممكن وكاف لمشكلة كتابة المتعلمين. إضافة لذلك، الهدف الرئيسي من هذه الدراسة هو التحقيق في تأثير القراءة المكثفة في تعزيز الإنتاج الكتابي لمتعلمي اللغة الإنجليزية كلغة أجنبية. حاولنا بالأخص التحقق من إذا كانت القراءة المكثفة تستخدم في الأقسام، كيف يتم استخدامها، بالإضافة الى سلوك الطلبة وأرائهم حول أهمية دمج هذه التقنية في حصص الكتابة. في هذا الصدد، من خلال هذه الدراسة البحثية، نفترض انه إذا استخدم دارسو الانجليزية كلغة اجنبية استراتيجية القراءة المكثفة ستكون مؤثرة في تطوير مهارتهم الكتابية وتحسن منتوجهم الكتابي. منهجيا، منهج وصفي نوعي اجري لتحقيق من صلاحية الفرضيات، حيث وزع استبيانين لكل من اساتذة التعبير الكتابي (6 اساتذة) وطلبة السنة الثانية (36 طالب) في جامعة بسكرة. إضافة لذلك، نتائج الاستبيانين تؤكد صلاحية فرضيات البحث. كما تشير الى ان كل من الاساتذة والطلبة أبدوا رأي وسلوك ايجابي فيما يخص استخدام القراءة المكثفة لتطوير المنتوج الكتابي للطلبة.