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Exploring the Role of Reading Comprehension Strategies in Improving EFL Learners' Written Production

The Case of First Year Students of English at Biskra University

Dissertation Submitted to the Department of English as Partial Fulfillment of the
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Dedication

I would like to dedicate this work to:

To my beloved mother (Sabrine), my everything thank you for being a source of encouragement and inspiration, I dedicate this graduation to you. I worked hard those five years only for you, for this moment, to see your smile,

To my dear father (Messaoud), my strength, the one who has drawn me the path of success through his guidance and support. I am always proud for being your daughter and I wish you are proud of me at this moment,

Thank you both for supporting me and believing in me.

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To the best friends who brought me the most beautiful memories : "Wahiba, Latifa, Djihad, Haddine,"

And to whomever helped and cared for me through this journey.

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Abstract

Applied linguists define writing as a cognitive and communicative activity which allows individuals to convey their thoughts and ideas into written form. However, this constitutes one of the most challenging and complex task due its complexity .Accordingly, FL teachers strive to find the most appropriate solutions to help EFL learners to overcome those difficulties. In fact, this study sets out to explore the effective role that reading comprehension strategies play in improving learners' written production. The overall aim of the present study is to show how reading comprehension strategies contribute to the development of FL learners' writing abilities. We also assume that there exists a close link between reading comprehension and learners' writing skill. So, our hypothesis postulates that if reading comprehension strategies are properly implemented, it will help learners to overcome many serious obstacles in writing. In order to conduct our study, we opted for a qualitative approach to gather the necessary data about this issue. The main data gathering tool in this research are two questionnaires. One is administered to (10) teachers at the Department of English at Biskra University and another to a group of (40) first year students from a population of about 300. Both groups are randomly selected. After the analysis and interpretation of the results obtained from the two questionnaires, we found out that both teachers and students agree on the efficacy of this strategy.

Key words: implementation, writing, reading, intensive reading strategies,

List of Abbreviations and Acronyms

- EFL** English as a Foreign Language
- FL** Foreign Language
- L1** First Language
- L2** Second Language
- TEFL** Teaching English as a Foreign Language
- SL** Second Language

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General Introduction

1 Background of the study

It is commonly agreed among applied linguists and language practitioners that there is an obvious an interconnection between the four key language skills. Therefore, the development of one skill will certainly influence the other one. Reading for example, holds a very intimate relationship with writing. Very often, good readers are good writers. However, most of the time FL learners witness certain obstacles whether at the linguistic or the cognitive ones. Consequently teachers are continually looking for the most suitable ways to boost their learners writing skill. As a matter of fact, in this case, reading comprehension seems to be effective in providing FL learners with input that can develop their linguistic background knowledge .Exposure to the target language through different text types with their different structures, jargon and writing styles will sharpen their abilities in writing. It will also reduce the phobia of writing as students will gradually get rid of the fear of making mistakes. This also justifies the inclusion of a new module called 'Reading' in the curriculum of first year in view to expose Algerian EFL learners to different text genres. This course is meant not only to develop reading comprehension but to help acquire the necessary linguistic aspects such as grammar, vocabulary, mechanics and writing styles.

2 Significance of the study

In foreign language learning, reading and writing are considered as productive and interactive skills. Therefore, developing the two skills in parallel will give learners the opportunities to improve their writing performances in terms of composition. Learners need to develop their writing abilities for many reasons. First, they need it for personal reason and second for academic and future professional reasons. In fact the amount and quality of reading will determine the quality of written production.

3 Aims of the study

By conducting this research, we intend to draw both teachers' and learners' attention about the close relationship that exists between reading comprehension and the development of the writing skill. Our other aim is to show that EFL learners can overcome many serious hurdles in writing by intensifying reading comprehension tasks. The latter will certainly have a positive effect on their written production as it will provide them with sufficient input in terms of language features, ideas, and style. This study will investigate the main strategies in reading that teachers can adopt to help learners in the process of learning how to write.

4 Statement of the problem

As said earlier in the previous section, we cannot dissociate reading from writing and that the integration of both skills is crucial. In order to help learners overcome many problems in writing therefore, practioners are more than ever required to urge their students to read. Moreover, psychologists do confirm that reading which is a receptive skill precedes writing and that we learn to read in order to write. Therefore the amount of reading input will automatically have a considerable positive effect on writing.

5 Research Questions

Throughout the present study, we in intend to give answers to the following questions. :

Research Question 1: Is there a relationship between reading and writing?

Research Question 2: In what way do reading comprehension strategies promote EFL learners' writing skill?

Research Question 3: Will intensifying reading comprehension tasks improve learners' written output?

6 Research Hypothesis

The present study is intended to confirm or refute the following hypothesis: Intensifying reading comprehension will have positive effects on EFL learners' writing skill. In fact, we assume that due to the close relationship between the two skills, one will affect the other positively. In our case, reading may play a facilitating role in the improvement of writing.

7 Research Methodology

In educational research researchers have a myriad of methods that can be adopted to reach the research objectives. Very often, the choice of the method is dictated by the issue under investigation. Our study in educational context proves to be a bit complex. However, in order to avoid subjectivity and due time constraints we conducted a qualitative investigation

8 Datagathering Tools

In qualitative research, the most used research tool is the questionnaire. This research instrument consists of a series of questions which are meant to gather information from a targeted sample of respondents. In our study, we use the questionnaire because it is easy to design and administer and yields a huge amount of information. In the present study, we designed two questionnaires. The first one is destined to students so as to collect data concerning the difficulties they face and to gauge their attitudes towards this issue. This questionnaire is administered to (10) EFL teachers of the 'Written Expression' module at the Department of English at Biskra University. The second one is distributed to a group of first year students (N 40) at the same department. The questionnaires contained open ended and close ended questions sometimes with their correlation questions. Both questionnaires were piloted to avoid any ambiguity.

9 Sampling

First, it should be noted that both samples were randomly selected. We selected (10) teachers who are in charge of the module of writing. Moreover, we did not select them on the basis of experience or age. The student's sample was (40) also taken from a population of about three hundred students who have just graduated At the Department of English at Biskra University. The reason behind the choice of this level is that they have more or less specific difficulties in writing.

10 Structure of the Dissertation

Our study is made up of three chapters. The first two chapters represent the theoretical part and cover the literature review. The first chapter gives an overview about the interactive relationship between reading and writing. It also covers the process involved in writing highlighting its importance and its characteristics. The second chapter deals with a short account about reading. The third chapter deals with the field work and its main concern is the analysis and interpretation of the questionnaires which were administered to both teachers and their students.

Chapter One

The Writing Skill

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Introduction

Writing is a complex linguistic and cognitive skill wherein individuals convey their thoughts, ideas and feelings. In the process of foreign language learning, learners are expected to develop this skill in order to express themselves in the written form. However, most FL learners face some difficulties when they are asked to produce a piece of writing. In this chapter, we aim to provide a comprehensive overview of writing by exploring various definitions of this skill, its interconnections with speaking and reading, as well as the different writing approaches involved in the production of language in its written form. In addition to that, we will outline the stages involved in the writing process and highlight the essential elements of effective writing. Finally, we will discuss the significance of writing and the challenges that learners commonly encounter in this area. a general overview about the nature of writing. We will define all the concepts related to this skill. We will also highlight all its components, its characteristics.

1.1 What is writing ?

Writing has been defined by many authors and in different ways according to each author's stance. It is worth noting here, that writing has an important role especially for foreign language learners. Put simply, writing is a skill that people use to convey meaningful messages and to communicate their thoughts, opinions, attitudes and feelings in different contexts. In fact, numerous definitions of writing have been elaborated by many scholars. Let us consult some of them.

According to Walters (1983, p.17), "Writing is the last and perhaps the most difficult skill students learn if they ever do". The latter is one of the main skills for using language, through which one can express his/her thoughts. It is also reported that "writing is a reflection

of what can occur only after the main ideas are in place”. (Clark, 2003, p.8). This means that the writer’s objective is to know how to present his ideas in correct and meaningful form.

In addition to that, Lannon (1989) defines writing as the process of “transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning- writing is a process of deliberate decision”. This definition states that writing is the act of expressing a message in meaningful way and with sense. Moreover; writing relates to the activity in which such a part of written language is created. “Writing is clearly more than the production of graphic symbols, just as speech is more than the production of sounds”. Byrne (1979, p.1). This means that graphic symbols should be arranged according to certain ways and conventions in order to form words, and words which in their turn are arranged to form sentences. Then, the collection of a series of sentences is related to each other in certain way to form what is called “text”. Moreover, White & Arndt (1991, p.03) point out that this skill is “is far from being a simple matter of transcribing language into written symbols. In fact, it is a complex cognitive process in which many factors are in interplay. Most scholars in applied linguistics and psychology support the idea that writing is a conscious intellectual effort which usually has to be sustained over a considerable effort of time”. Moreover, writing is considered as a skill or a set of sub skills which is intimately related to other skills, particularly, reading and speaking..

Furthermore, White and Arndt contend that writing:’is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time. In sum, writing is a challenging task in the learning process so teachers use many strategies in reading to help FL learners produce correct language in the written form.

1.2 Writing and the Other skills

In the English language learning process there are four skills (listening, reading, speaking and writing) which affect each other, or in other words they complete each other.

This process occurs naturally and the integration of the four skills plays an important role especially in FL context.. In fact, the four skills can be classified into two types which are: receptive (Listening and reading) this type is about taking in the information, the second one is productive type (speaking and writing).this latter is about producing and giving the information

1.2.1 Writing and Speaking

Writing and speaking belongs to the same type of skills which are commonly called productive. Harmer (1991, p.16), states that “speaking and writing involve language production and therefore referred to as productive skill”. Some other scholars researchers consider that the writing is the transformation of speech in written form. For example; Lyons (1968, p. 38) confirms that “Writing is essentially a means of representing speech in another medium”. However, many other scholars believe that speaking and writing are different in several ways. Those differences between the two skills refer to bridge the gap between them, for example in:time and space. This means that the spoken word lasts for a short time, whereas writing is permanent. This indicates that written text can be stored and a possibility to refer back to at any time .Speech is an immediate interaction between speakers and listeners that cannot be recorded unless on purpose. However, in writing there is the absence of readers is a problem for the writer .In addition, Bachani (2003, p.01) claims that:

Unlike speech, writing is not always for the audience present and hence it demands clear and comprehensive message. While we speak we use variety of prosodic features such as pitch, loudness ,speed ,rhythm, pauses and so on that help us to get feedback from listeners but this does not happen in case of writing where the context is created through words alone and without the direct interaction between the writer and the reader.

In addition, Harmer (2004) mention many differences between writing and speaking on the level of time and space of communication, participants, process, organization, language, signs symbols and product. However, he states that in some contexts, these differences between writing and speaking fade away. For example, the use of written language in text messaging and internet chatting seems to be more like speech than written discourse where speakers seem to be speaking while using written word.

Also, we list some of the essential differences between writing and speaking summarized by Raimes (1983), in the following table:

Speaking	Writing
<ul style="list-style-type: none"> • Universal; everyone acquires a native language. • Has dialect variation. • Speakers use their voice as (pitch, stress, and rhythm), and bodies as (Gestures and facial expressions), to convey their ideas. • They use pauses and intonation. • They pronounce. • Speakers speak to listener who is right there, nodding or frowning, Interrupting or questioning. • Simple sentence are used, connected • Speaking is usually spontaneous and unplanned • It is usually informal and repetitive. 	<ul style="list-style-type: none"> • Not everyone learns to read and write. • Generally, demands standard forms of grammar, syntax and vocabulary. • Writers have to rely on the words on the page to express their ideas. • They use punctuation. • They spell. • For the writer, the reader' s response is delayed or non-existence. • More complex sentence is used with connecting words like: however, who and moreover. • Writing takes time and is planned. • More formal, it progress logically with fewer digressions.

Table1.1 :A Comparison Between the Speaking and the Writing Skills (Raimes,1983, p. 5)

1.2.2 Reading and Writing

At the first observation on the writing skill and reading they look different because writing is a productive skill while reading is receptive one. But actually those skills are complementary and can be developed in parallel. Eisterhold (1990) states that “reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred”. We can deduce from this reading in the writing classroom is understood as the appropriate input in improving the writing skill, also as it is perceived by Johnson (2008), the apparent relationship between the preceding skills is that reading helps students become better writers i.e. the more we read the better we write.. Through reading, students have incidental contact with the rules of grammar, so they develop a sense for the structure of the language and grammar and increase their vocabulary.

Therefore, Mayo (2000, p.74) declares that: “It is not enough to tell students that reading more will make them better writers; the reading/writing connection needs to be made explicit”. He means by that the interaction between reading and writing is so important in education and teachers have to apply both of writing and reading together in order to enhance learner’s level. Krashen (1985) suggest that the writing ability is acquired through reading rather than through listening. Also, he adopts the idea that providing good input such reading will certainly result and produce good output in terms of writing. In his hypothesis included the following:

- “all good writers will have done large amounts of pleasure reading” (p. 3)
- “good writers, as a group, read and have read more than poor writers” (p. 3)
- “reading remains the only way of developing competence in writing” (p. 9).

He further argued that good writers are not only active readers, but self-motivated readers who read intensively during adolescence.

Celce-Muria (2001, pp. 224-5) also see that reading-writing are related and argues that: At the very least, readings provide models of what Englishlanguage texts look like, and even if not used for thepurpose of imitation, they provide input that helps studentsdevelop awareness of English language prose style

Moreover, Language development through reading and writing is hierarchical in nature. First we learn to recognize the alphabet letters. Then, we learn to decode words. First we learn to write a sentence; then we learn to write a paragraph. However, there is little evidence to support the idea that a true hierarchy of skills exists in reading (cited in Heller, Downing, 1982; Samuels, 1976).Finally teaching writing and reading in connected way can help EFL learner to improve their level in language learning process.

1.3 Approaches of writing

In the early 1960's, writing was a neglected skill, the speaking skill was much important. So, writing was not given enough attention, and was viewed as a simple reinforcement of "what students learned to say" (Rivers, 1968, p.51). After the 1960's, writing gained importance and was considered as the core of the language learning. Its understanding and use became largely valued in every discipline. As a result, numerous approaches and methods of teaching have been proposed, but there is no approach which is considered as the ideal one because all of them are efficient.So,we must be eclectic in the adoption of any model

1.3. 1 The Genre (social) approach

The term "genre" was defined by (Swales1990, p.58) as "a class of communicative events, the members of which share some set of communicative purposes". He means that the genre

approach emphasizes on teaching students the different genre and the context where writing occurs and the focus would be the language and discourse features of particular texts and the context in which the text is used. In addition, Byram (2004, p. 234) defines the genre approach as “a framework for language instruction” that’s means that the students should write with generalized, systematic guiding principles about how to produce meaningful passages.

This approach has specific characteristics that influence the use of language. These characteristics may include; communicative purposes, associated themes, conventions (rhetorical structures and other textual features), the channel of communication, degree of formality, mode of argumentation, textual structures, and the audience type. The genre approach focus is on social constraints and choices that operate when writing in a particular context rather than the grammar rules.

The genre approach is regarded as being similar to the product approach. Flowerdew (1993) claims that

Like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced. So, we have a range of kinds of writing-such as sales letters, research articles, and reports - linked with different situations (cited in Badger &White, 2000, p.114)

Richards (2003, p. 18) disputes that the significance of genre approach is that it contains discourse and contextual aspects of language use. This approach involves the direct teaching of a various genres through a cycle that comprises modeling, joint constructed with the teacher and finally, the learners separately produce a piece of written.

1.3.2 The Product Approach

Generally speaking this approach focuses on the final production of the writing process. The history of this approach refers back to the earliest views of the behavioristic theory of second language learning. Therefore, the focus is on the elements of language structure as a set of habit formation manipulated by the process of imitation and reinforcement. Moreover, the product approach introduces the writing process as a final product of syntactical patterns that aims to study the surface structure, then later on the deep structure within a particular context where it is used for the first time.

One of the main interests in this approach is accuracy. According to the product approach accuracy will be achieved by imitating model texts. So, the first students' task is to be familiarized with the conventions of writing that they take from model texts. In addition, there is a close relationship between **the model based approach** which is about teaching how to produce a text by imitating another and the product approach. In fact, both approaches are final drafts, but the model comes at the beginning and the product comes at the end.

Besides, Richards argues that "the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts" (1992, as cited in Sadek, 2007, p.231). While; Pincas (1982a), describes the product approach and considered writing primarily in terms of linguistic knowledge, then he emphasizes the mechanical aspects of writing like grammar, syntax... with appropriate use.

The product approach is considered as a traditional one and it can be summarized in the following points:

1) **Familiarization:** learners are taught grammar and vocabulary, commonly from supplied texts where they face new information.

2) **Controlled writing:** learners are given an opportunity to practice and they manipulate fixed conventions and rules, often from substitution tables.

3) **Guided writing:** learners imitate model texts, and done the task with flexibility to be capable to write freely

4) **Free writing:** the students focus on the organization of ideas and to language that is used, and use the patterns they have developed to write an essay or any other piece of writing.

The teacher's role in this approach is a to provide the texts which contain the grammar and the vocabulary that are supposed to be taught to learners and another central role is that the teacher is seen from the perspective of only correcting final drafts no matter to the process of the final product. Therefore, teachers' feedback is given only at the end of the written work (product). On the other hand, the learners' role in the writing process is to produce their own writing following the structure of the given texts as they attempt different activities. "emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task" Hyland (2003).

1.3.3 The Process Approach

The process approach in writing emphasizes the importance of the writing process itself, rather than solely focusing on the end product. It focuses mainly on the procedures to be followed rather than on the product itself. This is why Murray (1972), points out that "writing is a process, not a product." This approach is based on the idea that writing is a complex activity that involves different stages ordered as follows: prewriting, drafting, revising, and editing. Elbow (1973) defines this approach as a means of discovery, where ideas develop and evolve throughout the process by engaging in multiple drafts and revisions. In his turn,

Murray(1972) believes that the process approach encourages writers to embrace the messiness and challenges of writing..

1.4 Stages of writing

Writing is a process made up of various stages. Although there is no total agreement on the definite number of these stages, scholars recognize that the following are the most common ones.

1.4.1 The Planning Stage

This stage is the point of start, the writer role here is to gather information and generate ideas in simple words is brainstorming by the learner but pay attention to be guided by specific topic and the particular issue the writer will discuss in his piece of writing, The main principle behind this stage is to keep the flow ideas free and smooth without worrying about appropriateness, organization, grammar, and spelling because the focus is on quantity not quality. Drawing, talking, thinking, reading, listening to tapes and records, discussion, interviews; those are some pre-writing activities which can be done individually or in groups. In addition, the writer has to select the audience he will address, he needs also to decide the choice of language will use whether formal or informal since it will be appriated of refused by the readers.

1.4.2 The Drafting Stage

After the prewriting stage, the writer will start the first step in writing. This stage may be difficult at the beginning but it will be easy when the writer focuses more on the fluency and development of ideas rather than the writing mistakes he made. In other word the attention is on content, not on the mechanics of writing. Harris (1993, p. 55; cited in Tribble, 1996, p.112) defined this step as the step in which the writer begins to” translate plans and ideas into provisional text”.

1.4.3 The Revising stage

In this stage the writer concentrates on the big issues of content and organization. Hedge (1988, p. 23; cited in Tribble, 1996, p. 115) consider revising as the stage which distinguishes good writers from poor writers when she said: 'Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later.' .there are some basic questions that should be asked by the writer may include: "Is my argument expressed through a clear set of points or does my reader have to make conceptual leaps in order to follow me?", "Are any sections repetitious and can they be missed out?", and "Do I need to rearrange any sentences?", (Hedge, 2000, p. 306). Concerning organization, the writer may ask the following questions: "is the thesis statement clearly stated?", "Did I mention all the important details?" Revision may then involve additions, deletions, modifications in sentence structure, and rearrangement of ideas. It is a crucial writing phase in that it helps to improve the overall quality of writing. This can be done with the assistance of teachers' feedback and peer response.

1.4.4 The Editing stage

This stage is also called formatting whose purpose is to present his/her piece of writing to an audience (readers) Some people call it pen to paper. Here composition follows some specific steps in terms of coherence and good use of cohesive markers. The writer here is supposed to pay attention to mistakes and the smaller issues of punctuation, capitalization, and handwriting.

1.4.5 The Final Draft

In this stage the writer will have reached a final draft. The writer is supposed to have gone all the necessary steps in order to address his final copy to his/her audience. Therefore,

writing a final draft requires paying attention to any details concerning grammar, spelling punctuation as well as coherence and organization.. All the above stages were illustrated by Harmer (2004, p. 6) in a diagram that calls the “Process Wheel”.

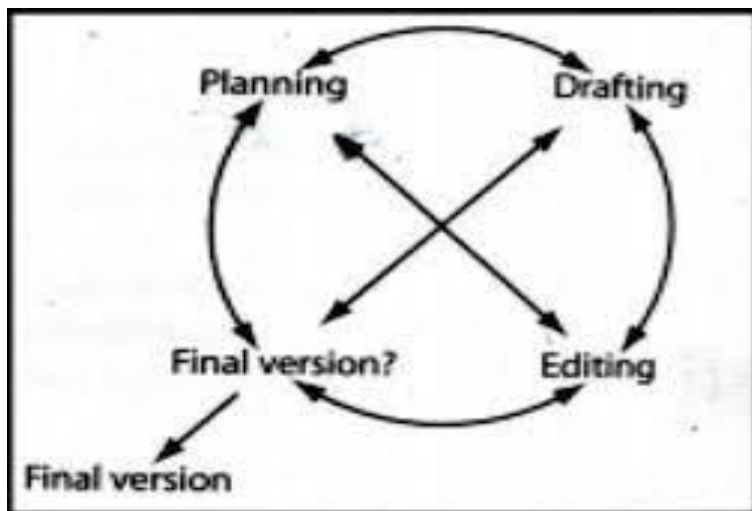


Figure 1.1: Process Wheel. (Harmer, 2004, p. 6)

1.4.6 The Publishing stage

In the last stage of the writing process the writing is delivered to the audience. Sommers and Collins (1984;cited in Nemouchi, 2008) and other investigators found that students produce better achievement and get much motivation when their work is published for a larger audience than the teacher. Classmates, other students, parents, and friends are among the potential audiences for students' written work.

1.5 Features of effective Writing

In the process of producing a good piece of writing, learner have to be aware about the elements of effective writing ,These elements help to connect and arrange ideas so that they smoothly flow in logical order which facilitate the task for readers to get the intended meaning Raimes (1983, p. 6) explained these elements in the following figure

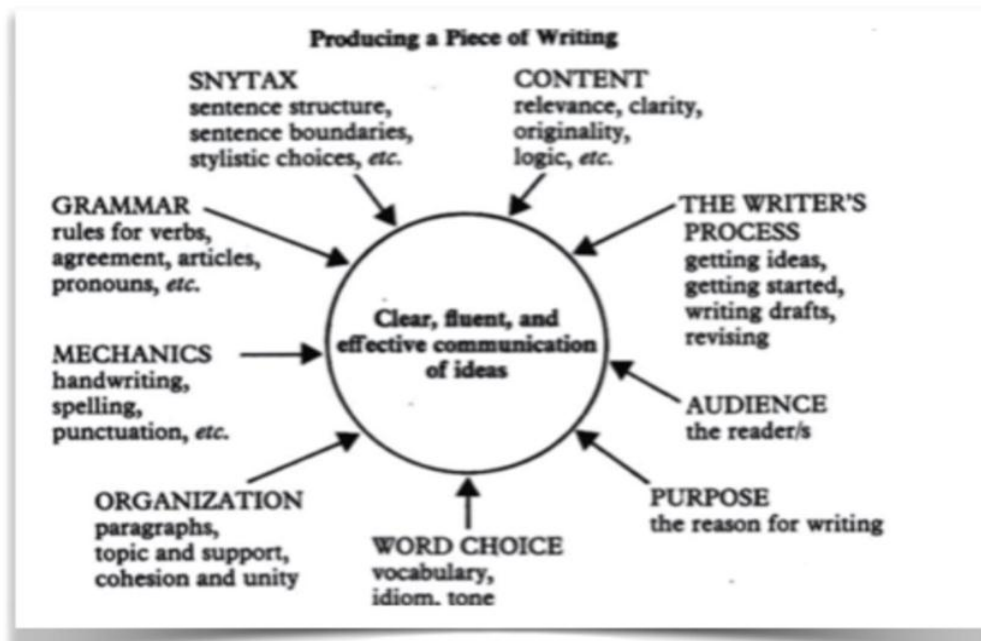


Figure 1.2 : Major Elements of Writing (Raimes1983, p.6)

The following points are the most common features of effective writing

1.5.1 Organization

The organization of writing is considered as the use mechanism which arranges the piece of writing which has to be apparent and coherent, generally many writing forms share the same standards, namely, the introductory, developing and concluding part. The writer follows a systematic plan of writing which will guide the reader from the first to the last sentence of the written product..Moreover there should be a kind of smooth transition from one idea to another.

1.5.2 Clarity

The word clarity is meant to avoid ambiguity .In the writing process the writer should make sure that his writing is readable, comprehensible and guarantee that those who read it understand exactly what he means to say. Murray and Hughes (2008) state that the importance of clarity as a fundamental element is in making the one's writing easy to be read and

accessible. According to them, the key to achieve clarity is to make short sentences and to the point, the learner/writer should be relevant, make every word count, and one idea in the sentence is enough.

According to Starkey (2004) to enrich the clarity the writer should:

- Eliminate ambiguity: avoid using words that have multiple meaning. The writer should focus on the idea meaning and keep away from vague language and utterances that could mislead the reader.
- Use powerful, precise adjectives and adverbs; to enrich the ideas the writer should use strong and specific adjectives and adverbs, the right modifiers (adjectives and adverbs) are tools used to convey the message across in fewer, more accurate words.
- Be concise; the writer have to choose the appropriate word and avoid unnesseray words also avoid turning around the meaning and repetition.
- Word choice, the writer should choose the right words according to Starkey (2004) and Kome (2000), there are two aspects the learner should consider while choosing the words to be used denotation which is the literal meaning of the word and connotation which is the implied meaning of the word.

Moreover, Starkey (2004, p.15) sees that “wordiness is boring and it takes up valuable time and space. These are two equally important approaches to be more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible .”

1.5.3 Coherence

Coherence is an important element of effective writing which contributes to the overall clarity and comprehension of a text. According to Halliday and Hasan (1976) coherence refers to "the way in which the components of the surface text are connected within a sequence of

discourse." (p.4), This aspect, involves organizing ideas, arguments, and information in a logical and meaningful manner. This in fact, helps readers to follow the flow of thought .In order to achieve, (Grabe& Kaplan, 1996) argue that coherence requires the use of cohesive devices such as pronouns, transitional words, and conjunctions, which help establish connections between sentences and paragraphs. By writing coherent pieces of writing,, writers will facilitate the reader's understanding and engagement with their work.

1.5.4 Word Choice

Word choice is another important element of effective writing. It can significantly affect the clarity, tone, and overall message conveyed. This fact was explained by George Orwell (1946) who argues that "A scrupulous writer, in every sentence that he writes, will ask himself at least four questions, thus: What am I trying to say? What words will express it? What image or idiom will make it clearer? Is this image fresh enough to have an effect?" (P.2) .This quote justifies why the selection of words is important to accurately express one's ideas and engage the reader. Moreover, William Zinsser (2006) emphasizes on simplicity in word choice by stating that "the secret of good writing is to strip every sentence to its cleanest components.". This simply means reader should focus on the simple and the meaningful words .

1.5.5 Mechanics, and syntax

These two aspects are essential elements of effective writing. They play an important role in conveying meaning and clarity. Syntax refers to the structure and arrangement of words and phrases in a sentence, while mechanics concerns the rules of grammar, punctuation, and spelling. In this respect, O'Connor and Robertson (2009) state that "Syntax is the science of sentence structure, mechanics is the craft of correct sentence structure" (p. 12). Using appropriate sentence structure and respecting grammatical rules enables writers to convey their ideas in a coherent and exact manner..Moreover, according to (Hacker

&Sommers, 2017). mechanics, includes proper punctuation and spelling and contribute to the overall meaning of any piece of writing Therefore, mastering syntax and mechanics allows writers to express their thoughts and ideas in an effective manner.

1.5.6 Audience

The writer's goal is to send a message to the readers or the audience because of that at the beginning of writing, he should select the audience. According to Hyland (2003) the effective writer is the one who takes into consideration the degree of the audience awareness towards his writing.

1.6 Importance of teaching writing

The importance of teaching writing is to help students to improve their level of writing and provide them sufficient source to relay on them because this skill is important in the whole life and especially in the learning process. Carroll (1990) explained that the most important invention in human history is written. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories. Therefore Harmer (2004) contends that :

“Writing is important because it is used extensively in higher education and workplace , if people do not know how to express themselves in writing , they will have difficulties to communicate well with professors , employers ,peers or just about anyone else”.

In simple words writing is necessary for educational achievement, because it serves the learners with sources to extend knowledge in different learning disciplines; we need to remember that most of the exams depend on how students write in order to measure their knowledge (Harmer, 2001).

Moreover, writing is important for professional communication such as proposals, reports, applications, introductory interviews, and e-mails. Having good level in writing provides many opportunities to get a job easily.

1.7 Students' Main Difficulties in Writing

Many scholars assume that writing is the most difficult skill since it requires particular rules. Thus, most of EFL students face various problems in producing a correct piece of writing. Therefore, Nunan (1989) argued that: "writing is an extremely difficult cognitive activity which requires the learner to have control over various factors". In addition to Nunan, Seely (1998) identified four major difficulties that students struggle with when they write. These are summarized as follows :Grammar, Vocabulary, spelling, and punctuation.

1.7.1 Grammar

Grammar has been considered as an essential element in the process of writing because the focus is on the ability of learner in using the language correctly, the use of language means applying the rules that guide to produce a comprehensive language. According to Seely (1998), the main difficulties in grammar are the difficulties that come within writing the sentence. To clarify, the most of students face problems when it comes to ordering the words to form a sentence, selecting the right tense of the verb, identifying the object, knowing where to put the adverbs and conjunctions...etc.

Al-buainain (2009, p.04) claims that "Sentence-level grammatical errors committed by the learners involve some syntactic features, namely verbs, relative clauses, articles, fragments, noun modifiers, and prepositions". For example; the students fail to conjugate the verb in the right tense or they do not chose the appropriate articles (a/the) or miss order the structure of sentences. As result, the misunderstanding of grammar rules effect on the writing level of students also makes their writing full of errors.

1.7.2 Spelling

Another difficulty that faces the students when they write is spelling. According to Wikipedia spelling is a set of conventions that regulate the way of using graphemes to represent a language in its written form. Abdulmoneim (2013, p.06) states “Spelling is a language skill whereby sounds (phonemes) are represented by letters (graphemes) which constitute the smallest building blocks of written language”. However, the students face many problems in spelling due to various reasons for instance problems in sound analysis and poor memory which affect the writing process and the meaning of writing language become incomprehensible. To confirm, El-Aswad (2014, p.322) clarify that spelling “is very important in written language, and any mistakes in spelling can affect the written product and my lead to misunderstanding” .

Generally the common difficult in writing is vowels. Bowen (2011, p.90) stats “They may not know how to correct mistakes indicated by teachers, and often exchange one erroneous form for another. Spelling errors commonly center around difficulties with vowels, especially short vowels.”).In addition, Ryan and Meara (1996, as cite in Bowen, 2011) indicate the main results in investigating students’ difficulties in spelling. The following figure presents the percentage of making mistakes on vowels and consonants:

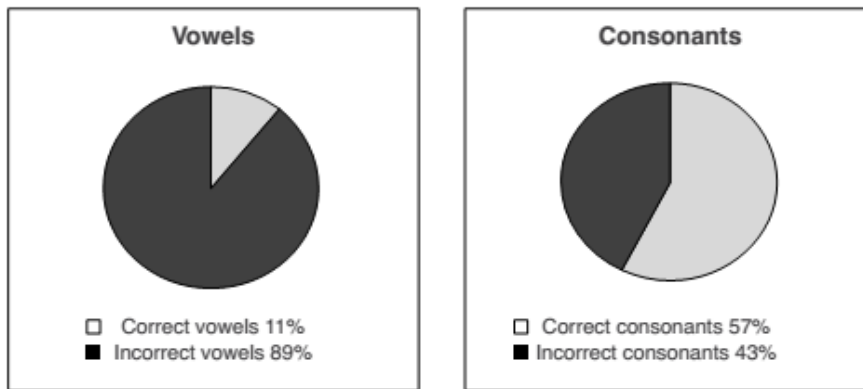


Figure 1.3 : the Proportion of Correct/Incorrect Vowels and Consonants in the 250 word analysis (Bowen, 2011, p.92)

The above figure presents the percentage of correct and incorrect vowels and consonants while spelling words. In the process of spelling words with vowels, the percentage of incorrect vowels is higher than the correct one. However, learners' achieve the process of spelling consonants with 57% and they fail in 46%. As result, we conclude that learners have difficulty in spelling vowels more than consonants.

1.7.3 Vocabulary

Vocabulary in simple words is the act of choosing the appropriate word to use and it is considered as one of the main difficulties that face the EFL learning especially in writing process. Seely (1998) noted that: "English is not static but dynamic, its vocabulary and grammar continue to develop and change, as they have done for centuries". Therefore, mastering the vocabulary level of English language is not an easy task but also the best writers are those who use a rich language in their writing. According to Helena Fortes (2007, p.9)" vocabulary is one of the main keys for successful communication in language" . Also for (Norish, 1983; Alamirew, 2005)" A good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structure" (cited in Alfaki, 2015, p.45). Vocabulary has a great part in

writing process, because it is the basic component of language. But in reality it's classified as one of the main difficulties in writing skill. When the students have lack in vocabulary, they fail to have a knowledge background and their piece of writing will not be in a good level.

1.7.4 Punctuation

The known definition of punctuation is the use of special symbols, spacing and conventional signs (called punctuation marks), as aids to the understanding and correct reading of written text, whether read silently or aloud. Majority of students neglect the value of punctuation marks and how they effect on the formality of their work and they face difficulty with it due to many reasons .Firstly, poor knowledge in using punctuation mark; most students agree that they do not know how to use punctuation mark in English correctly. Secondly, mother tongue interference; it has been recognized that the second language hampered by native language, this interference has been considered one of the major causes of writing errors made by EFL learners, also there are external factor as the technology development which affects on written texts in a widely way through not obeying formal writing requirements, and The deformation of punctuation mark penetrates in the classroom environment. However, the correct use of punctuation facilitate reading the text and make it comprehensible for the readers .According to Hussein (2015, p.39) “punctuation helps the writer to present higher ideas clearly and accurately by showing where one thought ends and another begins. It also shows relationships between the ideas in the topic”.

Conclusion

In a nut shell, writing is a major important skill for learners particularly for EFL learning .As a matter of fact, the writing process is important as it is difficult at the same time. This chapter started with various definitions of writing and the relation between writing and other skills as speaking and reading .Also the approaches of writing, then it listed the stages of

writing process and presented the elements of effective writing .Finally, it has provided the importance of teaching writing and it is ended by the main difficulties that face the EFL learners in writing.

Chapter Two

Reading Comprehension

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Introduction

Reading is a fundamental skill that plays a crucial role in acquiring any language, whether it is the first language (L1) or the second/foreign language (SL/FL). This chapter describes the reading skill, specifically focusing on intensive reading comprehension strategies by reviewing the various definitions of the reading skill and highlighting different perspectives on the subject. The chapter also addresses the main processes involved in reading emphasizing their significance. Additionally, it presents various reading models, such as The Bottom-up Model, Top-down Model, and interactive model, shedding light on their respective frameworks. Furthermore, the chapter emphasizes essential reading strategies adopted in reading, including skimming and scanning. Moreover, it introduces two types of reading: extensive and intensive. It will also clarify the importance of the interconnection between reading and writing.

2.1 What is Reading?

Reading is one of the four key language skills that is classified as receptive. Scholars have proposed many definitions of reading. For example Goodman (1973) sees reading as the interaction between writers and readers. He states that reading is when the reader: “Interacts with a message encoded by the writer. He concentrates all his prior experiences and knowledge that he has learned as well as the language competence he has achieved” (p.162). This means that the reader will learn how to understand the writer’s words and the situation of the written text by the writer also. He will also use his prior knowledge and experiences to be able to reach comprehension to the full. In the same line of thought, Brown (2019) defines the act of reading as “the process of decoding written symbols to derive meaning, engaging in a cognitive interaction with the text” (p.32). This definition means that reading involves the ability to understand and interpret written language by deciphering the symbols and actively engaging with the content on a mental level. Moreover, Rayner (2001) defines Reading as

“the level of understanding of a text/message, this understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message” (p.31). In this case, the reading skill reflects learner’s abilities to master reading texts comprehensively and the relation between the written language and the context. Another important definition was given by Smith (2020) which states that "Reading involves the active construction of meaning from text, as readers draw upon their prior knowledge, comprehension strategies, and textual cues" (p. 48). This definition is very important as it emphasizes that reading is not a passive activity but requires readers to actively interact with the text, making connections, analyzing information, and using various strategies to comprehend and interpret the content. Smith's definition shows the crucial role played by readers' background knowledge, cognitive abilities, and the context provided by the text itself in the process of meaning-making during reading

The previously mentioned definitions, makes it clear that reading is an essential language skill that involves the decoding of written materials by activating prior background knowledge.

2.2 Aspects of Reading

Sternberg (1985, p.36) defined a component as an independent elementary information processing system that works upon internal representations of objects and symbols. According to this definition, a cognitive process like reading can be combined of many independent components. Furthermore, one component of a cognitive process may function naturally whereas other components may fail to develop to an optimal level. In general scholars agree on two main aspects which will be subsequently outlined.

2.2.1 Decoding

Decoding is a fundamental aspect of reading that involves the ability to recognize and decode individual words and their corresponding sounds. Hiebert Fisher (2019) explain, decoding as "the process of translating print into speech" (p. 58). It allows readers to make sense of written text and is a crucial skill for comprehension and understanding. According to Vellutino and Scanlon (2017), decoding is essential for developing reading fluency and automaticity, as it enables readers to effortlessly recognize and process words. Furthermore, Shanahan and Lonigan (2016) emphasize that decoding skills are closely linked to phonological awareness, which involves recognizing and manipulating the sounds of spoken language. By mastering decoding, readers can effectively navigate through written material and access its meaning, thereby enhancing their overall reading proficiency.

2.2.2 Linguistic comprehension

According to Gough (1990) Linguistic comprehension is a careful comprehension that aims to take out the complete meanings from the presented material while there is comprehension which aims to extracting main ideas, skimming, or searching for particular details only, and the simple view of reading presents two suggests: the first is that reading is composed of 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. As mentioned with Gough & Tunmer (1986, p. 7):

Reading equals the *product* of decoding and comprehension, or $R = D \times C$,

where each variable ranges from 0 (nullity) to 1 (perfection). We trust that it

is clear that by comprehension we mean, not reading comprehension, but

rather *linguistic* comprehension, that is, the process by which, given lexical

(word) information, sentences and discourses are interpreted.

This means that they have presented their view of reading in the form of a formula $R = D \times C$, where R presents Reading Comprehension, D for Decoding and C for linguistic Comprehension. Which means, is that if $D = 0$, then $R = 0$; and if $C = 0$, then also $R = 0$. It follows, then, that the learner who has practically no decoding skill will be non-reader. Consequently, the student who is unable to have a good language comprehension skill absolutely will be non-reader.

2.3 Reading Comprehension

Reading comprehension is an important skill in foreign language learning. It consist of a number of tasks that follow any text. Their aim is to decode the text by extracting specific information that shows understanding. This operation takes the form of either skimming or scanning the text. It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts. Moreover, reading comprehension involves using a number of reading strategies. The strategies will be incorporated into a sequence that involves pre-reading, while-reading, and post-reading phases.

2.3.1. The pre-reading phase

Before starting reading and performing the prepared tasks the teacher gives a global picture about the text. In teaching, this is called warm up where the teacher presents the type of text, the background knowledge and the necessary concept with their vocabulary. Teachers use different techniques such as brainstorming, visual aids, and question answer.

2.3.2. The while-reading phase

The while- reading phase is the core of reading comprehension. The reader now is supposed to have a general idea about the text and starts concentrating on the content of the

text by gathering information, confirming prediction and arranging information. Here are some examples of the while-reading phase:

- Answering direct questions: whether reference of inference question
- Identifying topic sentence
- Skimming or scanning for information
- Filling tables or charts from a text
- Expressing opinion
- Summarizing

2.3.3. The post-reading phase

This is another important phase which reflects accurate comprehension of the text was. At this stage, the learners are supposed to have fully understood the and that they are able evaluate its content. Therefore, they are asked to express personal viewpoints and whether or disagree with its content. In fact, this stage helps them develop new attitude, new concepts and would certainly feel differently as they have new knowledge and new experience.

2.4 Characteristics of Reading comprehension

Intensive reading or reading comprehension is a focused and detailed understanding of reading that involves careful examination of a text to extract general or specific information. Nuttall (2005) explains this aspect of reading by saying that "Intensive reading is characterized by a slow, deliberate pace, with close attention to vocabulary, grammar, and textual details" (p. 78). This type of reading requires active engagement and concentration by reader. In order to clarify this feature of reading. Anderson (2017), asserts that: "Intensive reading involves deliberate effort to comprehend the text through highlighting, annotating, and reflecting on the content" (p. 42). This means that reader has to look for all the deep

details of text given into consideration. Furthermore, Grabe and Stoller (2019) contend that intensive reading involves analyzing and interpreting the author's message, as well as making connections between different parts of the text. By engaging in intensive reading, readers develop their comprehension skills, vocabulary knowledge, and critical thinking abilities. This is clearly highlighted by Nation (2020), who argues that "Intensive reading enhances reading fluency, deepens understanding, and expands vocabulary proficiency" (p. 125). Therefore, intensive reading provides an opportunity for readers to dive deeply into a text, actively interact with its content, and derive maximum benefit from the reading experience.

2.5 The role of the teacher

In the teaching learning process there is an active interaction between the teacher and the learner. The teacher plays different roles according to the course, the objectives to be reached and the type of activity being performed. The most important role in a fully organized classroom is the role controller where everything is controlled by the teacher. (Harmer 2007). As far as reading is concerned, the teacher performs different as will be stated below.

2.5.1 Resource

In this role, the teacher acts as a resource by helping the students if necessary. She/he should be a reliable source of information by providing additional information or simply talks to the learners providing the resource of spoken language. The teacher in this case, provides them with extra information when necessary to help them overcome their difficulties in reading.

2.5.2 Feedback provider

Providing feedback is of great importance in the teaching operation. Therefore, teachers continually assess the learners' performance and provide with judgments on how

they are performing any activity. Very often positive feedback is preferred to negative as the latter can demotivate the learners.

2.5.3 Prompter or motivator

In this role, the teacher encourages students to participate in the learning process by making suggestions on how to proceed in an activity. According to Harmer (2007), when the students lose the thread of what is going on, or they are “lost for words”, the teachers need to be able to push them forward in a discreet and supportive way. In such situations, teachers need to explain words or phrases as the clues for the students to be able to go on reading, suggest them other alternative solutions to say something or in other words, or suggest them what could come next after their last word.

2.6 Importance of Reading

Reading is an indispensable skill that plays an important role in our personal and academic success. And since reading is a fundamental skill in our lives Smith (2020) argues that, "Reading is the gateway to knowledge and intellectual growth" (p. 12). Therefore, engaging in reading activities exposes individuals to a rich amount of information, diverse perspectives, and new ideas. This of course, is necessary for our academic success and future career. At the linguistic level, there are many benefits that an individual can gain from reading in addition to grammar vocabulary and mechanics. According to Adams (2019), "Reading enhances critical thinking skills, expands vocabulary, and improves overall communication abilities" (p. 25). At the social and intellectual level, reading not only develops empathy but social and cultural understanding also. On this aspect, Nell (2016) states that "Books allow us to step into the shoes of others, broaden our horizons, and develop a sense of empathy towards different cultures and experiences" (p. 48). At the mental level, reading enhances imagination and creativity, as mentioned by Cope and Kalantzis (2017), who assert that

"Books spark imagination and transport readers to different worlds, fostering creativity and innovation" (p. 92). Therefore, the importance of reading cannot be neglected, as it not only enhances knowledge and understanding but also develops critical thinking and imagination.

In addition to the previous advantages stated above, at the language level reading helps in recognizing different text genres and train learner to be develop many reading techniques such how to skim and how to scan and how to be able to infer meaning.

2.7 Models of Reading

The starting point is that researchers attempted to investigate how the human mind and the visual system act with the reading process and how the information is processed, .Different scholars in the field of applied linguistics have discussed the concept of reading, its nature, its characteristics and its importance in the teaching learning process. Furthermore, this investigation has led to the emergence of four main models of reading process: the Bottom-up model, the top-down model, Interactive and receptive

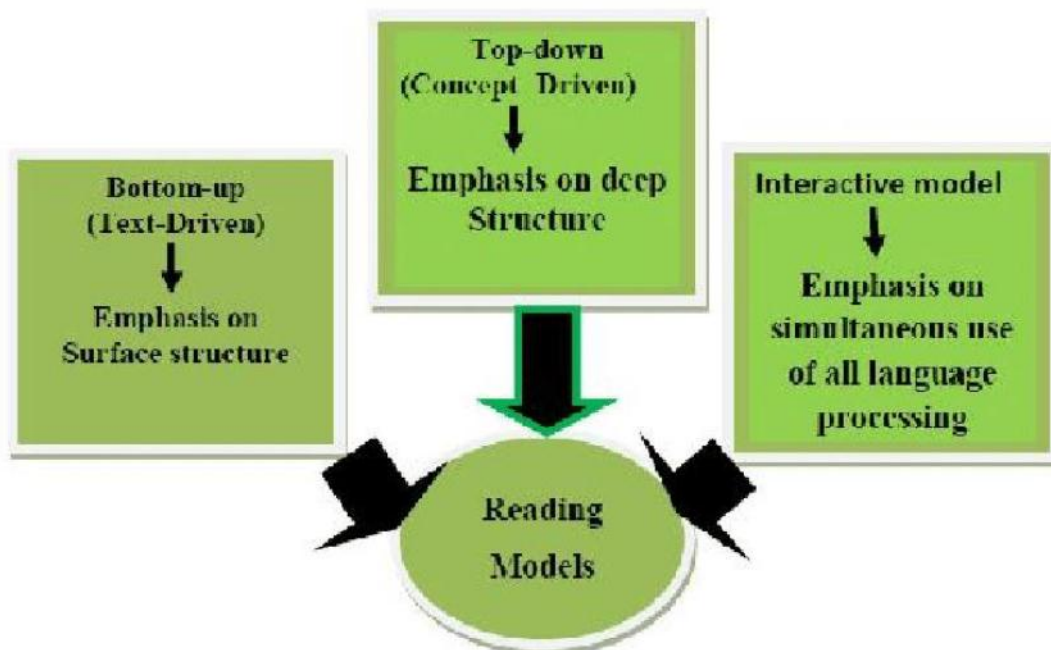


Figure 2.4 : Models of Reading Dechant (1991)

2.7.1 The Bottom -up Model

In this model, the reading process is considered text-driven decoding process wherein the only role of the reader is to reconstruct meaning contained in the smallest units of the text. It is recognized that the text is linguistically and chronologically arranged. It consists of a sequence of isolated elements that are interpreted in isolation. Moreover, in the process of decoding, the reader passes from the printed words to some phonological representation of the printed words recognition. In the comprehension process, the reader extracts meaning from the decoded messages.

Besides, Brown (2007) described the bottom-up model as the use of a data-processing device in order to point out the linguistic signals such as (letters, morphemes, syllables, words, phrases, and discourse producers). Also, readers should pay attention to word and sound/letter cues in identifying unrecognized words. And, letters, letter/sound relationships, and words should receive primary focus in instruction. Bottom –up models, at least in the beginning stages, give little importance to the affect of the reader’s world knowledge, contextual information, and other processing strategies.

On the other hand, even though the bottom-up model was the way to reading researchers to carry out more researches in the domain, it was under attack on the part of critics for having many weaknesses. These weaknesses of the bottom-up approach function as motives that urged researchers and educators in this field to look for an alternative model that suit their expectations; the result was the emergence of a new model which is known as the top-down model.

2.7.1 The Top -Down Model

It is a model that concentrates on the reader himself and his prior knowledge. Afterwards this knowledge is broken down into more specific details. This type of cognitive process plays

a major role in many aspects of everyday life, including language comprehension and reading. Top Down Processing can help us make sense of a confusing situation or figure out hidden meanings within something. Examples of top-down processing include:

1. Making assumptions based on prior knowledge
2. Drawing conclusions from limited data
3. Interpreting what someone says based on context clues
4. Using predictions to fill in missing information

Therefore, the top-down focuses on the reader and his/ her interests, world knowledge, and reading skills as the driving force behind reading comprehension. According Smith (1985, p.15) “The more you (the reader) already know, the less you need to find out”. Put simply, as much as the readers know in advance about the topic and the text to be read, the less they need to use graphic information on the page. It simply means that the more the reader is knowledgeable about background information or what is called schemata the more he gets involved in the helps in comprehension process.

2.7.2 The Interactive Model

The drawbacks of both the bottom-up and top-down models resulted in the emergence of the interactive reading model. The purpose of this model was to provide an alternative model where both previous models would be fused. The interactive model does not presuppose the primacy of top down processing skills it rather invites the reader to make both processes overlap. The reader proceeds by integrating the strategies that will enable him to get the gist of the text. Both of the information that exist in the text (bottom-up model) and the readers’ background knowledge (top-down) are essential for helping the reader to achieve full comprehension. Moreover, during the reading process, the interactive model is not only

focused on a mental process, but, the visual system is also. so, the following figure depicts this model idea .

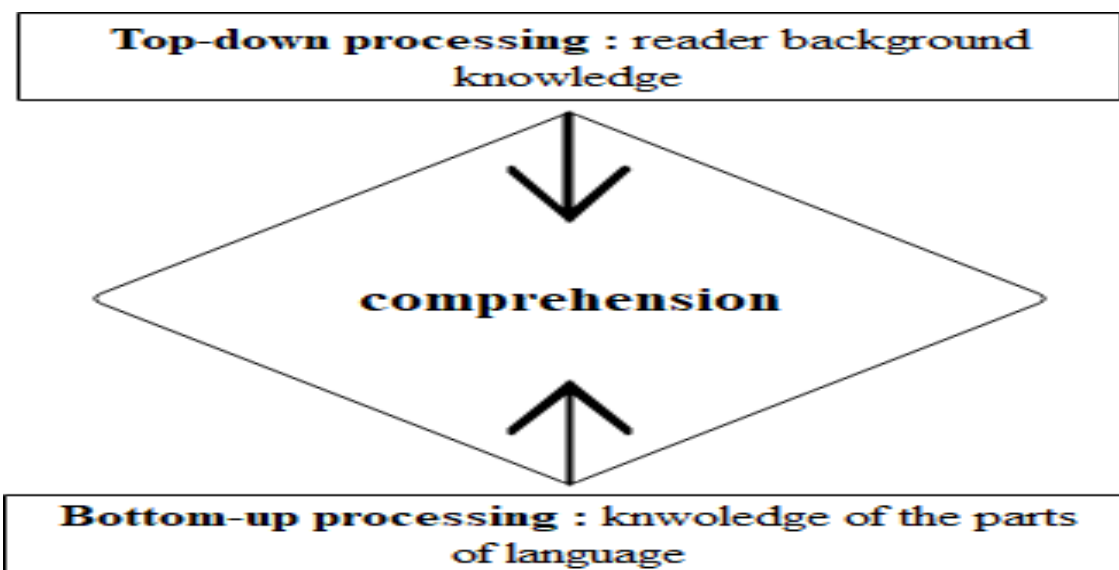


Figure 2.5 : Interactive Model of Reading Adapted from “Using Technology to Teach Reading Skills” Gascoigne (2005)

2.8 Reading Strategies

There are different definitions for the word strategy such as: Brown (2007,p.119) defined strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.". That's means strategy is the used steps by learners in order to reach the purpose they want, this is definition of strategy in learning process in general while in the reading field the strategy of reading be defined as follow,Pani (2004, p.358) defined reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers.” readers use strategies to facilitate the process of reading and to understand well .In addition learners benefits from what they had learn by using the correct

strategies and that's will give a good reader. So, there are various reading strategies, but all of them are used for the same propose which is helping the learners in reading.

2.8.1 Skimming

According to Nuttal (1996), skimming is reading fast to get a general overview about the material given. In other words, skimming means getting a general idea about the text and the reader role is to turn his eyes rapidly about the text to keep himself superficially informed with the topic and neglecting unnecessary information. In addition, this type of reading purpose is to help reader to know whether to continue reading or not, what to read carefully, and where the best place is to begin and this strategy is helpful for students when there is no time to read the text . It is generally conclusion as “a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (Grellet,1999, pp. 2-25) .Moreover, Skimming does not involve reading every word. Instead, you may skim by reading, for example; Titles, Words in that are in bold, underlined words, diagrams and introduction or conclusion,the first sentence of every paragraph, chapter questions.(Helpsheet.Readingskill.p 3).

2.8.2 Scanning

According to Grellet, scanning refers to “quickly going through a text to find a particular piece of information” (1981. P.4).this means that scanning is fast reading technique used to extract specific information from a particular text. The reader’s roles here is try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task. In short,it is viewed as a speed reading technique used when readers are willing to find a certain piece of information without understanding the remaining text or passage necessarily.

2.9 Types of Reading

Reading can be divided into two main types that may differ in purpose. As Harmer (2007) states that, there are two types of reading: extensive and intensive reading. The first term refers to the reading that students often do for pleasure. This is better when students have the chance to choose what they want to read. On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary.

Intensive reading consists of different types. Anderson and Lynch (2017), include one type of intensive reading which they call as "close reading," this type involves "meticulously examining the text for deep analysis and interpretation" (p. 82). Close reading requires readers to pay attention to the language aspects: structure and literary devices used in the text. Another type of intensive reading is called "critical reading," which was described by McWhorter (2016), as involving "evaluating and questioning the text's arguments, assumptions, and evidence" (p. 125). In other words, Critical reading requires analyzing the reliability of the information presented and forming opinions. Another form of reading is called academic reading which is a form of intensive reading that focuses on extracting specific information from scholarly articles and research papers. To define this type, Gillett and Hammond (2009) state that "Academic reading requires in-depth comprehension, note-taking, and critical thinking skills" (p. 58). These different types of intensive reading offer readers different means to deal deeply with texts, enabling them to enhance their analytical, evaluative, and comprehension abilities.

Conclusion

Reading is a very important skill, but it is regarded as one of most complex and difficult processes which requires an active and interested reader. There are different types of reading

such as the intensive reading which is an effective strategy used by teacher to help learners to get new knowledge and to learn the language used. This chapter discussed a variety of reading aspects and focus more on the intensive reading, firstly; the chapter provides different definitions of reading, and its components, its importance, its models and its strategies. Secondly; it attempted to mention the types of reading such as extensive and intensive. This latter is the next point of emphasis with its definitions, its characteristics, its stages. Finally; the chapter shed the light on types of intensive reading and its Focuses.

Chapter Three
Field Work and
Data Analysis

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Introduction

The current chapter represents the analysis and interpretation of both teachers' and students questionnaires. After having gathered the necessary information from our respondents, we will proceed to a thorough data analysis. We will tackle each item separately by providing the statistics which will be displayed on tables. The aim behind our study is either to confirm or reject the postulated hypothesis. Moreover we will analyse the responses in a qualitative objective. Our investigation is to find out whether reading comprehension strategies will boost FL learner writing skill. We opted for this method of research because we think its is more appropriate to such issues especially in education.

Methodology of the Study

3.1 Research Approach

The aim of the present investigation is to survey the role of intensive reading comprehension strategies in improving the learners' writing skill. Furthermore, the present study adopts the qualitative approach. It is thought to be the appropriate one and because of the shortage of time and the nature of the research.

3.2 Research Design

The purpose of investigating is to show the close relationship between reading comprehension strategies and the improvement of EFL learners written production. We also would like to highlight the interconnection between reading and writing. Therefore, we opted for qualitative descriptive design to answer the study questions, this latter aims to answer the research questions and test the hypothesis

3.3 Data Collection tools

Because of the limited time, we chose the questionnaire as the appropriate tool to gather the needed data, the researchers designed two questionnaires, the first one was for the written expressions teachers and the second was for the first year students in order to point out their attitudes toward the role of intensive reading strategy in enhancing EFL learners writing skill, as a result, the gathered data would help to validate the research hypothesis

3.4 The Population and the Sample of the study

3.4.1 Sample of Teachers

The sample of the present study comprises ten (10) written expression teachers at the University of Mohammed Khider Biskra. The reason behind choosing this sample n is to collect the teachers' attitude towards applying the intensive reading comprehension strategy in class in order to enhance the students' writing skill,

3.4.2 Sample of Students

For the students, the sample was chosen randomly from total of three hundred (400) first year students of English department at university of Mohamed khider-biskra, forty (40) students from different groups were selected in order to answer the questionnaire of the study. The reason of choosing this sample is to gather their point of view about the intensive reading strategy used by their teacher because first year students are supposed to focus and improve their language skills to help them in learning process in coming years.

3.5 Analysis of teachers' questionnaire

3.5.1 Aim of questionnaire

The aim of administering the questionnaire to EFL teachers is to validate the hypothesis and make conclusions about the role of intensive reading strategy in improving their students' written production. As a result, the researcher collected information about the different attitudes of written expression teachers at Biskra University.

3.5.2 Description of Teachers' Questionnaire

The present questionnaire is destined to teachers at the Department of English teachers at the Department at Biskra University. It particularly targets the teachers of written expression module. It contains three sections and contains various questions. The question types cover close ended and open ended questions sometimes followed by correlation questions. The questions were carefully designed in a simple straightforward manner.

3.5.3 Piloting and Validation

After designing questionnaire, it was piloted to check the questions difficulty, ambiguity, and to check if there were any repeated questions. After piloting the questionnaire, we omitted some repeated questions and corrected the mistakes, and focused on the most important ones that serve our objectives.

3.5.4 Administration of Teachers' Questionnaire

The present questionnaire is destined to ten (10) teachers of written expression courses at Biskra University who have sufficient experience to provide valid and reliable information and comments for this research. Moreover, the general purpose of the questionnaire is to check their opinions towards the role of reading comprehension strategies in improving their students' written production.

3.5.5 Analysis of Teachers' Questionnaire

Section One: General information

Item 01. Would you please specify your gender?

Options	Frequency	percentage
a) a. Male	2	20%
b) b. female	8	80%
Total	10	100%

Table 3.2 :Teachers' Genders

From the above table, we notice that the most of teachers 80% (08) are females, whereas the males represent 20% (02) of the whole population. This leads us to that say, the population is mostly composed of females especially in teaching foreign language in university of Mohamed khider biskra.

Item 02: Are you experienced in teaching written expression at University?

Option	Frequency	Percentage
a) YES	7	70%
b) NO	3	30%
Total	10	100%

Table 3.3 : Teachers' Experience in teaching written expression at university

The responses of teachers show the teachers' experience in teaching written expression at the university. According to what is reported in the questionnaire, three (30%) teacher are not experienced in teaching written expression .while, seven teachers (70%) are experienced in teaching the written expression module at the university. We can conclude that majority of the teachers are experienced in teaching the written expression module at Biskra University .

If yes, for how many years?

Teachers who ticked the option (b) which means they are experienced in teaching written expression module at Biskra University mentioned the number of years , 4 of teachers have taught this course for more than seven years , while 3 other teachers for less than five years. This varying results indicate that teachers need training and expertise in this domain.

Section Two: The writing Skill

Item01. Are you satisfied with your students' level of writing?

options	Respondents	Percentage
a) YES	7	70%
b) NO	3	30%
Total	10	100%

Table 4 : Teachers' satisfaction with their students' level of writing?

The findings show that the majority of teachers almost 70% (07) are satisfied with their students' level of writing whereas, there are 30% (03) teachers say they are not satisfied with their students' writing level . As a result, a large proportion of teachers claim that they are satisfied with their students' writing level.

It no, please justify

Teachers who are not satisfied with their students' level justify their answers as follow:

- The need for more practice
- Not enough time for practice and feedback
- Lack of exposure to the target language
- They do not read outside the class
- Lack of motivation

Item 02: How would you assess the present level of your first year students?

options	Frequency	Percentage
a) Excellent	1	10%
b) Acceptable	8	80%
c) Low	1	10%
Total	10	100%

Table 3.5 : Teachers' assumption about the present level of their first year students

According to the data obtained from the teachers' responses, the results show that the majority of teachers (8) who represent the largest proportion (80%) declare that their students have an acceptable level. Although, only (01) teacher (10%), who believe that his students have a low level, also, only (1) one teacher (10%) who declare that their students have an excellent level, we can conclude that the majority of first year students have an acceptable level

Item 03: Do you think that EFL students should have good command of writing?

Options	Frequency	Percentage
a) YES	9	90%
b) NO	1	10%
Total	10	100%

Table 3.6 : The teachers' perception about the importance of good command of writing

This question was designed to figure out the importance of good command of writing by EFL students. The table shows that the large proportion (90%) of teachers agree that the EFL students should have good command of writing, while only one teacher (10%) who believe that the EFL students are not supposed to have a good command of writing. We can

deduce that the majority of teachers are aware that the EFL students should have a good command of writing.

If yes, please justify

Teachers justified their answers as follow:

- Academic success requires the mastery of writing
- They need good writing in the learning language process
- The writing is the basic language skill
- Skills are related to each other so good writer are good readers
- They should have a good writing to be able to express their ideas thoughts and a opinions
- Because learning language is based on skills and writing is one of them
- To master the four language skills
- Good writing helps to get jobs

Item 04: What difficulties do your students encounter most in writing?

Options	Frequency	Percentage
a) Lack of practice	1	10%
b) Lack of exposure to the target language	1	10%
c) Linguistic problems such as grammar, mechanics	7	70%
d) Lack of motivation and confidence	1	10%
Total	10	100%

Table 3.7 : The teachers’ perception about the difficulties that face students in writing

The above table shows that (70%) of teachers agree that the most important difficulty that faces students in writing is the linguistic problems such as grammar, mechanics while the

proportion of (10%) of teachers have believe that the lack of practice is the most difficulty that students face . On the other hand, only one teacher (10%) who view that the Lack of motivation and confidence may be the difficulty that their students face when it comes to write. Also, there are other teachers (10%) who ticked the second option which means that the students face the difficulty of lack of exposure to the target language. Finally, we can say that most of teachers agree that the linguistic problem constitutes the major difficult point in writing process for students

Item 05: How do you treat those difficulties?

Options	Frequency	Percentage
a) Intensive reading	6	60%
b) Intensive practice	2	20%
c) Simplifying the task	1	10%
d) More homework	1	10%
e) Others	0	0%
Total	10	100%

Table 3.8 : The teachers' way in treating the difficulties of writing

By posing such a question, we aimed to point out the teachers' techniques in treating the students difficulties in the writing process. The results show that (60%) of teachers adopt the intensive reading comprehension strategy as a solution , while (20%) of teachers use the intensive practice to overcome those difficulties , In addition , (10%) of teachers try to simplify the task for the students , and only one teacher (10%) who asks their students to do a homework as way of treating the difficulties they face. We can conclude that the majority of teachers are applying the reading comprehension strategy to imrovvr their students' writing skill.

In each case, please explain

Teachers explain their choices as follow:

- Reading activities are helpful to acquire new vocabulary
- Intensive reading comprehension activities will simplify writing tasks
- Reading comprehension helps students to memorize the spelling of words
- Intensive practice encourage students to write even they are wrong
- Practice in reading can develop good writing habits
- When I simplify the task to students with simple words they understand the task easily
- Some students do not understand the task so when I simplify for them they can do it
- Giving homework to students is a helpful solution because they can use other means or get help from one of the family members

Item 06:In the writing session you focus on

Options	Frequency	Percentage
a) Content	1	10%
b) Form	3	30%
c) Both	6	60%
Total	10	100%

Table 3.9 : Teachers' focus in writing session

The purpose of this question is to find out whether writing teachers focus on content or form. The majority of teachers (60%) focus on both options which means content and form, whereas, (30%) of teachers focus on the form, while only one teacher (10%) who focus on the content . Finally, most of written expression teachers focus on the content and the form at the same time.

Item 07: How do you correct students' errors in class?

Options	Frequency	Percentage
a) Peer correction	1	10%
b) Self-correction	2	20%
c) Teachers' correction	7	70%
Total	10	100%

Table 3.10 : The teachers' way in correcting the students' errors in class

The table above shows the teachers' way of correcting the students' errors in class, seven (07) teachers (70%) correct the students' errors by themselves, (20%) which means (02) teachers prefer peer correction in class, while, one teacher (10%) chose the option (b) which means he gives the chance to the students to correct their errors by themselves.

Please justify your answer.

Teachers set a variety of justifications for their way of correcting the students' errors

- I prefer to correct the students' errors by myself to confirm that they get the idea
- I would like to correct by myself to explain for them more
- I correct by myself because I know my students and the way they get the corrected one
- I prefer the peer correction because it let the students learn from the others errors
- Peer correction is helpful because all students participate
- Self- correction is the appropriate for me because students need a time and chance so they can find their errors and correct them

Section three: Reading comprehension in EFL context

Item 01: Do you consider first year EFL students as good readers?

Options	Frequency	Percentage
a) yes	8	80%
b) No	2	20%
Total	10	100%

Table 3.11 : The teachers' point of view whether the first year students good readers

This item is meant to know whether first year students are good readers, the table above shows that the majority of teachers (80%) believe that their students are good readers while, two teachers (20%) who do not consider their students as good readers

Item 02: Do you believe that reading is a helpful technique to develop the writing skill?

Options	Frequency	Percentage
a) Yes	8	80%
b) No	2	20%
Total	10	100%

Table 3.12 : The teachers' view whetherintensive reading is helpful technique to develop the writing skill

As illustrated in the table, the largest proportion opted for yes options which means (80%) of teachers view that the intensive reading strategy is a helpful technique to develop the writing skill, While, only two teachers (02) 20% do not use the intensive reading. Consequently, we can say that most of teachers are aware that the intensive reading is a helpful strategy

Item 03: Did you implement reading comprehension as a helpful strategy before?

Options	Frequency	Percentage
a) Yes	7	70%
b) No	3	30%
Total	10	100%

Table 3.13 : The teachers implement of intensive reading as a helpful strategy before

This aim of this item to check if the writing teachers applied the intensive reading comprehension strategy before. the results are clearly indicate that the largest the proportion of (70%) of teachers who have applied the intensive reading strategy before while three other teachers (30%) who do not apply the strategy before ,so , the majority of teachers apply the intensive reading strategy in class

Item 04: Do students enjoy the reading comprehension sessions?

Options	Frequency	Percentage
a) YES	6	60%
b) NO	4	40%
Total	10	100%

Table3.14 : The students' attitudes towards the intensive reading session from the teachers' view

The table above shows the teachers' view about their students' attitude towards the use of intensive reading comprehension strategies, (60%) of teachers agree that their students enjoy in the intensive reading session. Whereas, four other teachers (40%) who think that their students do not enjoy in the intensive reading strategy

If no, please justify why?

Teachers justify their answers as follow:

- They do not like to reading
- They are not interested in reading
- Maybe because they have a negative past experiences
- They do not like the reading materials

Item 05: The students learn a huge amount linguistic knowledge from intensive reading strategy?

Options	Frequency	Percentage
a) Strongly agree	8	80%
b) Agree	2	20%
c) Strongly disagree	0	0%
d) Disagree	0	0%
Total	10	100%

Table 3.15 : The students' learning from the intensive reading strategy from teachers' perspective

The purpose of asking this question is to find out whether the students are learning linguistics knowledge from intensive reading comprehension strategy, the largest proportion of (80%) of teachers believe that their students learn from the intensive reading comprehension strategy and chose the option (a) which means they are strongly agree with the idea, also the other two teachers (20%) agree that the students learn new linguistics knowledge from the intensive reading. We can say that the intensive reading is considered as a source of linguistics knowledge

Item06 : Does reading comprehension help students in improving their written production?

Options	Frequency	Percentage
a) Yes	10	100%

b) No	0	
Total	10	100%

Table 3.16 : The intensive reading strategy helps the students in improving their written production

The table above shows whether the intensive reading comprehension strategies help students in improving their written production, the results is obvious that all teachers (100%) agree that the intensive reading helps students in learners’ written production, we can say that the intensive reading strategy is truly helpful one

3.5.6 Discussion of the Findings of Teachers’ Questionnaire

In fact, the analysis of the teachers' survey yields invaluable insights that support the research hypothesis. Specifically, the survey reveals the attitudes of teachers towards the integration of intensive reading comprehension strategies as a beneficial strategy within their "written expression" module. Through the comprehensive analysis of the teachers' responses, the researcher concludes that the reading skill proves to be beneficial in the writing process for EFL learners.

The findings of the first section which is based on three questions about the general information of the participants’ teachers of "written expression" module indicate that a significant proportion of teachers (80%) are females. Furthermore, the majority of teachers (70%) are experienced in teaching written expression. Consequently, the teachers who responded to this survey exhibit sufficient expertise to respond to the questionnaire

The second section of the questionnaire aims to explore the teachers' attitudes towards the writing skill. The responses are as follows: large proportion (70%) of teachers are satisfied with their students’ writing level, and the majority of teachers (80%) think that their students have an acceptable level. Besides, (90%) teachers who think that EFL students should have good command of writing, and they justify their answers as follow: they need to have a good

written production to help them in the coming years ,They need good writing in the learning language process ,The writing is the basic language skill, skills are related to each other so good writer are good readers ,They should have a good writing to can reach their message , and, Because learning language is based on skills and writing is one of them ,the fourth question is about the difficulties students face in writing; the results show that largest proportion of teachers (70%) consider that the Linguistic problems such as grammar, mechanics is the most difficulty the students face .Moreover, the fifth question is about the teachers' way of treating those difficulties and we obtained the following results.(60%) of teachers apply the intensive reading comprehension strategy as a helpful technique to overcome the difficulties and those are some justification for their choice: Intensive reading is helpful to get new vocabulary ,intensive reading comprehension is the most solution to let students learn new items ,and, reading intensively help students to memorize words spelling. The question number six is about the teachers' main focus in class, the large proportion (60%) of teachers focus on the both points (the form and the content).Finally , the last question in this section is about the teachers' way in correcting the students' errors in class; (70%) of teachers chose the option (c) which means they correct the students' errors by themselves, and they justify with: I prefer to correct the students' errors by myself to confirm that they get the idea ,and I would like to correct by myself to explain for them more.

The last section focuses on the intensive reading comprehension strategies. The first question is whether first year students are considered as good readers. In fact, the majority of teachers (80%) answer with yes, the second question is about the teachers' perception about the intensive reading as a helpful technique to develop the writing skill. The result was positive, (80%) which means that most of teachers believe that reading is helpful strategy to enhance the students' writing level. In addition, the third question aims to know if the teachers' implemented reading comprehension as a helpful strategy before, (70%) of teachers answer with yes which means they use the intensive rading comprehension strategy before.

the fourth question is about the students' attitude toward the reading strategy session from the teachers' point of view, and most of the teachers (60%) agree that the students enjoy in the intensive reading session. Furthermore, the fifth question objective is to point out whether students learn a huge amount linguistic knowledge from intensive reading strategy. To this question (80%) from the whole proportion of teachers strongly agree with the idea. The last question in this questionnaire sheds the light on the role of intensive reading help in improving students' written production which all teachers (100%) agree with it. This confirms the idea that the intensive reading helps students to improve their writing.

In conclusion, the interpretation of the results obtained from the teachers' questionnaire; clearly indicate that teachers hold a positive attitude regarding the use of reading comprehension strategies in improving the quality of EFL learners' writing abilities. So, we can conclude that the more learners' read the better they write.

3.6 Analysis of Students' Questionnaire

3.6.1 Aim of the questionnaire

The main purpose of distributing a questionnaire to EFL teachers is to validate the hypothesis and make conclusions about the significance role 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.

3.6.2 Description of the students' Questionnaire

This questionnaire is intended for f first year EFL learners at the Department of English at Mohamed khider university of Biskra. Its aim is to diagnose the students' writing problems. It also seeks to probe their awareness with the intensive reading and its role in improving their writing skill. The questionnaire was organized from general information to specific. It includes various types of questions which are closed-ended question; means yes/no questions

or choosing the answer from a range of suggestions. The second type is open-ended questions which requires justification where the students are supposed to express their points of view about a particular point .

3.6.3 Piloting and Validation

In order to improve the reliability and validity of questionnaire', a pilot study was conducted. This phase allowed the researcher to address many errors and eliminate ambiguous questions from the final version of the questionnaire. Invaluable feedback was provided by the supervisor, who assessed the questionnaire's content clarity, level of difficulty, and item layout. Additionally, two questions were suggested by the supervisor to aid the students' comprehension of the topic.

3.6.4 Administration of students' Questionnaire

The final version of the questionnaire was designed then, it was administered to forty (40) first-year English students at Biskra University who were chosen randomly, and then was submitted to them in the written expression session.

3.6.5 Analysis the Students' Questionnaire

Section One: Students' Profile

Item 01: Please, specify your gender

Options	Frequency	Percentage
a) Male	5	13%
b) Female	35	87%
Total	40	100%

Table 3.17 : The students' gender

From the table above, we notice that the majority of students are females 87% (35), while the males represent 13% (5).

Item 02: Do you believe that your English level is acceptable?

Options	Frequency	Percentage
a) Yes	31	77%
b) No	9	23%
Total	40	100%

Table 3.18 : The students' level

The aim of this question item is to find out how learners would assess their general linguistic level in English. The results obtained indicate that the majority of students 77% (31) assume that that they possess an acceptable level in English. However, only nine (9) students (23%), admit that their level is not acceptable .So, we can conclude that the majority of first year students at the department of English at Biskra University have an acceptable level.

Item 03: Are you working on improving the four language skills?

Options	Frequency	Percentage
a) Yes	37	92%
b) No	3	8%
Total	40	100%

Table 3.19 : The students' attitude toward improving the four language skills

By posing this question we aim to determine whether the students are motivated to improve the four language skills. The results in the above table show that (37) of students

who represent the largest proportion (92%) tick the option 'yes'. This simply means that they are working to enhance the language skills, while, only three (3) students (8%) who are not working in improving the language skills. This also reflects their motivation and enthusiasm to master the for skills

Section two: Students' attitudes towards the writing skill

Item 01: Do you like writing in English?

Options	Frequency	Percentage
a) Yes	27	67%
b) No	13	33%
Total	40	100%

Table 3.20 : Students' attitude toward the writing in English

This item aims is to gauge students' attitude towards the writing In fact, the majority of the students (67%) like writing in English. Only a small portion thirteen (13) students (33%) do not like the process of writing in English. Therefore, we can say that majority of first year students of English at Biskra University like writing in English and are willing to improve their written production.

Item 02: Do you find writing in English a difficult task?

Options	Frequency	Percentage
a) Yes	15	38%
b) No	25	62%
Total	40	100%

Table 3.21 : The difficulty of writing in English for students

Through this item, we attempt to figure out whether students consider writing in English as difficult task. The results in the table indicate that 25 (62%) estimate that writing is not a hard task while, (15) other students (38%) believe that writing in English is a difficult task..Therefore, we may say that first year students have acquired certain writing abilities which enables them to write.

If yes, please explain

Students who think that writing in English is a difficult task explain as follow:

- I can't express all my ideas in English
- I face the problem of mother tongue interference
- I don't know the spelling of all words
- Because of the complexity of grammar rules
- Because I need a long time to be able to write a small paragraph
- Because writing in English require a rich vocabulary and the mastery of grammar rules
- Because of the complex nature of expression in English
- Simply because it is not my mother language
- Because we do not practice writing sufficiently
- Because I had a bad experience in the past

Item 03: Does your teacher of written expression motivate you to write?

Options	Frequency	Percentage
Yes	30	75%

No	10	25%
Total	40	100%

Table 3.22 : The students' perception about their teachers' motivation

This item is about whether students are motivated in writing by their written expression teachers. The results obtained came as follows: more than half (75%) of the students tick the first option which is (yes). This means that their teachers are doing their best to boost them to write in English. Moreover, a portion of (25%) of students tick the second option which is (no); they are not motivated to write by their teachers. So, we can conclude that Written Expression teachers use all means to facilitate the task for them in writing.

If yes, please explain how?

Students who are motivated to write by their teachers explain their answers as follow:

- I love writing because when my teachers of writing allow us write about whatever we are interested in.
- Because the more we write the more our writing skill will improve.
- Teachers of writing ask us to write and make a challenge between all students
- Teachers helps us to know the importance of practice writing
- The teachers encourage us to write even when we make errors
- The person who write the best will have an opportunity the other time
- Teachers provide us with examples and models of pieces of writing
- The teachers often say to us that writing is an important skill and we should improve the level of writing in English.

Item 04: Which of the following do you consider as a problem for you in writing?

Options	Frequency	Percentage
a) Grammar	20	50%
b) Vocabulary	11	28%
c) Spelling	7	17%
d) Punctuation	2	5%
e) Mechanics	0	0%
Total	40	100%

Table 3.23 : The problems that face students in writing

According to the results displayed on the table, a portion of (50%) i.e. half of the students do recognize that they face problems at grammatical level in writing. (28%) of students face problem of poor vocabulary stock in writing. Besides, (17%) of students face the problem of spelling in writing, and other (5%) of students face the punctuation problem. Generally, we can say that half of students of the population find problems at the grammar level in writing. So, we can say that students encounter serious problems when it comes to building structurally correct sentences.

In each case, please justify

Students justify their choices as follow:

- I face problem in subject-verb agreement
- I do not know how to choose the appropriate tense
- I do not know the morphology of many words

- I have the problem of articles and their use
- My problem is the correct use of preposition
- I have the punctuation errors because I do not practice them
- I do not have a large number of vocabulary

Item 05: Does your teacher use some strategies to help you overcome these difficulties?

Options	Frequency	Percentage
a) Yes	30	75%
b) No	10	25%
Total	40	100%

Table 3.24 : The teachers use of strategies to help students overcome the difficulties

This question item is meant to find out whether teachers use certain strategies to help learners overcome their writing obstacles and propose solutions for the students .Most of students (75%) (30) report being assisted by their teachers.Yet, 25% (10) claim that their teachers do not provide them with any kind of strategy. As a conclusion, we may that teachers are ready to adopt certain strategies in order to assist their learners.

If yes, what are these strategies?

Students provide some strategies used by their teachers:

- By using activities such as paragraph modelling
- Paraphrasing, and translating
- Reading in order to learn vocabulary and make group work
- Reading extensively and intensively

- Writing about different topics in class
- Group work
- Writing different times
- Peer correction.
- Spelling exercises

Section three: The Reading Comprehension Strategy

Item 01: Do you like reading?

Options	Frequency	Percentage
a) Yes	35	87%
b) No	5	13%
Total	40	100%

Table 3.25 : The students' attitude toward reading skill

The table shows the results about the students' attitude towards the reading skill. The majority 87% (35) of students respond by "yes" and 13% (5) of students respond by "no". Thus, we can clearly say that the majority of EFL learners like reading.

Item 02: You think that the reading activities in the classroom are:

Options	Frequency	Percentage
a) easy and interesting	29	72%
b) difficult and boring	11	28%
Total	40	100%

Table 3.26 : The students' attitude toward the activities of reading in classroom

In the table above, we can clearly see that the overwhelming majority of the students (72%) (29) think that reading in class is an easy and interesting activity, while another portion of 28% (11) qualify reading in class as a difficult and boring activity .As a result we can deduce that the majority of students consider that reading activities easy and interesting.

Item 03: Which type of activities do you prefer in the reading sessions?

Options	Frequency	Percentage
a) Reading comprehension questions	4	10%
b) Filling charts and tables	7	17%
c) Matching pairs	3	8%
d) Translating passages	1	3%
e) True false questions	25	62%
Total	40	100%

Table 3.27 : The types of activities students like in reading session

As illustrated in the table, (25%) of students in the reading session like the activity of true false question. Then,(17%) of students like the filling charts and tables activity. However,(10%) of the students like reading comprehension question. The last, (8%) of students prefer the activity of matching pairs. Finally, only one student (3%) who likes the activity of translating passages in the reading session. Therefore, teachers must vary the activity type so as to attract and motivate all learners in order to encourage them to read.

Item 04: Do you think that the activities in reading sessions help you improve your writing ?

Options	Frequency	Percentage
Yes	37	92%
No	3	8%
Total	40	100

Table 3.28 : The students' point of view about the role of reading activities in enhancing writing

The above table shows the following results: (92%) of students agree that the activities in reading session help them to improve the writing skill. Whereas, only (8%) of students who disagree; they do not think that the reading activities help them to develop their writing.

Item 05: do you read when:

Options	Frequency	Percentage
a) Teacher asks you to read	27	67%
b) You like to read	13	33%
Total	40	100%

Table 3.29 : Students' opinion about the act of reading

This question item is intended to check students' readiness to read. In other words, whether they are willing to read or they just read when the teacher asks to do so. The results obtained show that is more than half of them (67%) of students claim that they read only when the teacher asks them to read. However, the other portion (33%) of the students like

reading by themselves. As a conclusion, we can say that students' readiness to read is low and that intensifying reading comprehension is necessary.

Item 06: How often do you read in English?

Options	Frequency	Percentage
a) Frequently	5	12%
b) Sometimes	29	73%
c) Rarely	6	15%
Total	40	100

Table 3.30 : The students' numbers of time reading in English

By addressing this question item, we aim to know the frequency students' reading habits in English. The results shown above demonstrate that the large portion of students (72%) tick the option (sometimes). Then, (15%) of students tick the option (rarely), after that (12%) of students tick the option of (frequently). In general, we can say that the majority of students read only sometimes in English. Therefore, intensifying reading in the language classroom is essential.

Item 07: Reading comprehension strategies helps you to:

Options	Frequency	Percentage
a) Avoid grammar and punctuation mistakes	8	20%
b) Enrich your vocabulary stock	19	48%
c) Improves your writing style	10	25%
d) Develops your critical thinking	3	7%

Total	40	100%
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Table 3.31 : Students’ perceptions about the help of the intensive reading

This item aims to check the level at which the intensive reading comprehension strategies help students. The results show that (48%) of the students agree that these helps them in enriching their vocabulary stock, (25%) of students who agree that the intensive reading helps them to improve their writing style, the other (20%) of students believe that intensive reading helps them to avoid grammar and punctuation mistakes. Only (7%) of the student who think that intensive reading helps them at the level of improving their critical thinking.

Item 08: In reading, you prefer:

Options	Frequency	Percentage
a) Literary texts	10	25%
b) Scientific texts	12	30%
c) Articles from newspapers and magazines	5	13%
d) Texts of ideas and thought	10	25%
e) Others	3	7%
Total	40	100%

Table 3.32 : The reading materials the students prefer

From the table above displays the most preferred reading materials by students. The responses were similar , (30%) of students tick the scientific texts ,an equal portion for literary text (25%) and texts of ideas and thought (25%) , while (13%) of students prefer the articles from newspapers and magazine . Only (7%) of students who prefer others reading materials

If others, please specify

Students add other reading materials they prefer such as:

- Stories in social media
- Online reading platform
- Graphic novels and comics
- Podcasts
- Short stories

Item 09: For you, reading intensively is:

Options	Frequency	Percentage
a) For fluency	10	25%
b) For leisure	7	18%
c) For academic purpose	20	50%
d) For communication	3	7%
Total	40	100%

Table 3.33 : The students' purpose of reading intensively

The table above displays the students' purpose for reading comprehension. Half of the students (50%) agree that they read for academic purpose, and (25%) of students read intensively for fluency purpose,. Also, (18%) of the whole portion of the students choose the option (b) which is reading intensively for leisure. Finally, only (7%) of students who agree that they read for the goal of communication.

Item 10: How often do you read in the classroom?

Options	Frequency	Percentage
a) Always	2	5%
b) Often	4	10%
c) Sometimes	26	65%
d) Rarely	8	20%
e) Never	0	0%
Total	40	100

Table 3.34 : Students' frequency of reading in class

By this question, we aim to explore how often the students read in the classroom, As the results above show most of students (65%) tick the option (sometimes), then, (20%) of students tick the option (rarely), after that (05%) of students tick the option (always), the other (10%) of students tick the option (often). Finally no one (0%) tick the last option (never). We can generally say that the majority of students read sometimes in class. So, they should be given more opportunities to read in the classroom.

Item 11: Do you think that the intensive reading comprehensions strategies help you improve your writing style?

Options	Frequency	Percentage
a) Yes	38	95%
b) No	2	5%
Total	40	100%

Table 3.35 : Students' view about the role of reading comprehension improving their writing style

The students provide their opinion whether the reading comprehension help them in improving the writing skill, the results is obvious that majority of students (95%) agree with the idea. However, only (5%) of them who disagree and believe that the intensive reading do not help them to improve their written production.

If yes, please explain to what extent?

Students explain their point of view as follow:

- Reading comprehension exposes me a wide range of vocabulary and sentence structure
- I learned grammar rules from reading comprehension
- Reading helps me to avoid grammar errors
- reading introduce to me a wide array of writing styles
- Reading allows me to explore various genres such as: academic articles, essays, opinion pieces
- Reading encourage me to analyze, synthesize , evaluate and interpret different texts
- I can identify elements that resonate with me and incorporate them into my own writing

3.6.6 Discussion of students' questionnaire

After completion of the data collection and analysis of the students' questionnaire, significant findings emerged that confirm our hypothesis regarding the role of t of intensive reading comprehension strategy on improving students' writing proficiency. To begin with,

the first section is about student' profile which reveals that the majority of our sample (87%) is composed of female rather than male. In addition, most of them (77%) believe that they have an acceptable level . Besides, from students' responses we deduce that (92%) of first year EFL students are working on improving their level in the language skills.

Our other objective was to gauge the students' attitudes toward the writing skill. The findings from the first item illustrate that (67%) of students like to write in English, and more than half of the whole proportion of students (62%) do not find the task of writing in English as difficult. Moreover, a large proportion (75%) of students are motivated to write by their teachers and they mention various justification such as: The teacher encourages us to write even when they make errors and challenges us that the student who writes best will have an opportunity on other time. In addition to that, teachers provide us examples and models of pieces of writing. The teacher advises us that writing is important skill and that we should improve our level of writing in English. Furthermore, the proportion (50%) of students consider the grammar as the main problem they face in writing and justify their answers as follow: 1. I face problem in subject-verb agreement 2. I do not know how to choose the appropriate tense 3. I do not know the form of many words 4. and I have the problem of articles and their use. The question number six is about whether teachers are using some strategies to help their students in order to overcome their difficulties. The result was (75%) of students agree that their teachers are applying various strategies and they mention many examples as: to read intensively, writing about different topics in class, Learning in groups, writing different times, and using role places and presentation

Finally, the last part which is about intensive reading comprehension strategies, starts with first item and inquires whether students like reading. The results clearly indicate that they like reading because the majority (87%) answer with yes. Besides, the second item is about the attitude of students toward the reading activities in class. The findings are (72%) of students

consider that the reading activities in class are easy and interesting. Moreover, the third item is about the type of activities students prefer in the reading sessions. The results show that (62%) of students prefer the true and false questions. Furthermore, the fourth item about the students' attitudes toward the activities in reading sessions are helping them to improve their writing, (92%) of the students answer the first option which means (yes) the reading activities help them in improving their writing. Also, the fifth item explores the frequency of students' reading and came as follows : (67%) of students read only when the teacher asks them. Besides, the results of the item number six is that (73%) of students agree that they read (sometimes) in English, the seventh item is about at which level the intensive reading helps the students, (48%) of students claim that the intensive reading helps them to enrich their vocabulary stock . The next item is about the type of reading materials preferred by students. So, the proportions were similar; (30%) of students chose the scientific texts as the preferred ones. The item number nine tackles the purpose of students of reading intensively, (50%) of them agree that they read intensively for academic purpose, before the last item , (65%) of students claim that they read in class (sometimes) , finally , the last question in the students questionnaire is about the intensive reading and if it helps students in improving their writing level, the result was clear which most (95%) of students answer with yes which means that the intensive reading helps them to develop their writing skill.

In conclusion, the analysis of the results obtained from the first year EFL students' questionnaire; clearly indicate that students have a positive attitude of intensive reading as a strategy which helps them in improving their written production.

3.7 The results of the analysis of both questionnaires

In conclusion, the interpretation of questionnaires completed by both teachers and students revealed the significance role of intensive reading comprehension strategies for developing writing abilities and serving as an invaluable tool for foreign language learners

writing skill.. When effectively implemented in the classroom, reading comprehension strategies can be efficient in the development of all language skills. Moreover, this strategy offers the benefit of exposing new grammar and vocabulary, and many other language elements thus promote boost learners' mastery of the writings skill. The positive outcomes observed in first-year university classrooms of English that tackled the role reading comprehension proved our hypothesis, affirming that this strategy represents an effective way in enhancing EFL learners' written production.

Conclusion

This chapter is concerned with the research field work. It covers the analysis and discussion of questionnaire results obtained from teachers and students' questionnaires. The first questionnaire was specifically destined to teachers in charge of the written expression module the department of English at Biskra University. Its primary objective was to investigate the significance of the reading comprehension strategies in improving the writing output of EFL learners. Furthermore, a second questionnaire was distributed to first-year university students aiming to explore their awareness of writing difficulties and gather data on their perception of intensive reading as a strategy utilized by teachers to enhance their writing skills. We present the collected data in the form of tables, carefully analyzing and discussing each question. The chapter concludes with a comprehensive presentation of our findings which unequivocally support the positive role of the reading comprehension strategy in improving students' written production, as it is affirmed by both teachers' and students' questionnaires.

General conclusion

General Conclusion

The present study investigates the close relationship between reading and writing. Its main concern is to examine how reading comprehension strategies improve the quality of learners' written production. The results suggest that EFL learners face various serious obstacles in writing. It also revealed that learners are in favour of improving their writing skill. Moreover, most of the questioned teachers agree on the necessity to integrate the two skills so as to assist FL learners in their achievements. The results also suggest that adopting effective reading comprehension strategies have a positive impact on the learners' writing. At the linguistic level, the study clearly indicates that learners face difficulties at the grammatical, lexical, mechanics and coherence levels. A possible reason for that is the lack of reading. Furthermore, students showed a positive attitude towards reading and writing since most of them agree on the importance of improving their performance in both skills.

As for teachers, they all agree that reading texts provided an invaluable source of language input that students can apply in their own writing. Moreover, the teachers involved in this study all stated that reading many different texts and doing many reading and writing activities help the students develop good reading and writing habits. This of course, will pave the way to promoting the students' writing skill. In addition, the findings of the study confirm our hypothesis which proposes that through reading comprehension strategies has a positive effect on students' performance in writing. Finally, we hope that these findings will contribute to our understanding of the reading writing relationship and bring solutions to EFL learners' writing difficulties.

Limitation of the Study

It is common for all researchers to face certain difficulties. Our main constraint while conducting this research was time limitations. We believe that this type of investigation requires more time to reach reliable results that can be generalized. In addition, we faced certain difficulties in gathering some questionnaires which were distributed to the students. Therefore, further studies on this issue are necessary to reach better results.

Recommendations

In this concluding part of our study, we would like to bring our own contribution as far as this issue is concerned. We will therefore, supplement this research with a number of recommendations that will be directed to both teachers and learners. It worth noting, that the following suggestions stem from our experience as FL learners. Some of them will be addressed to teachers and others to the learners.

Recommendations for teachers:

1. First, coordination between the teachers of writing and reading is essential.
2. Teachers' are required to vary the teaching techniques in both reading and writing
3. The integration of the four skills is necessary
4. Varying the text genres so as to meet different learning needs.
5. Teachers in reading are required to set specific criteria in the selection of texts.
6. Diversifying the types of reading and writing tasks.
7. Providing appropriate feedback on learners' written productions
8. Giving learners more time for practice.

9. Motivating learners to read more often either intensively or extensively.

10. Insisting on the relationship that exists between the two skills.

Recommendations for students:

1. Students should know that the more they read the better they write.
2. Reading helps them overcome many serious hurdles especially in grammar, vocabulary, punctuation and spelling.
3. Reading will improve the quality of their written production.
4. Reading different text genres will develop their writing styles and help them ameliorate the quality of their writing styles in terms of cohesion and coherence.
5. Reading either extensively or intensively will help them in reasoning and critical thinking.

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Appendices

Appendix A: Teachers' Questionnaire

Questionnaire for teachers

Dear teachers,

You are kindly requested to answer the following questionnaire which is part of Master dissertation titled: "Exploring the role of intensive reading strategy in improving EFL learner's written production». We would be so grateful if you answer the questions below as accurately as possible. Please, tick (✓) the suitable choice or give full answers when necessary. Your answers will be very helpful for the validity of the research.

Section One: General Information

Q1. Would you please specify your gender?

a) Male

b) Female

Q2. Are you experienced in teaching written expression at University?

a) Yes

b) No

If yes, for how many years?

..... (years)

Section Two: The writing skill

Q 1. Are you satisfied with your students' level of writing?

a) Yes

b) No

If no, please justify

.....
.....

Q 2. How would you assess the present level of your first year students?

- a) Excellent
- b) Acceptable
- c) Low

Q 3. Do you think that EFL students should have good command of writing?

- a) Yes
- b) No

If yes, please justify

.....
.....

Q 4. What difficulties do your students encounter most in writing?

- a) Lack of practice
- b) Lack of exposure to the target language
- c) Linguistic problems such as grammar, mechanics
- d) Lack of motivation and confidence

Q 5. How do you treat those difficulties?

- a) Intensive reading
- b) Intensive practice
- c) Simplifying the tasks
- d) More homework
- e) Others

In each case, please explain

.....
.....

Q 6. In the writing session you focus on:

- a) The Form
- b) The Content
- c) Both

Q 7.How do you correct students' errors in class?

- a) Peer correction
- b) Self-correction
- c) Teacher's correction

Please justify your answer.

.....
.....

Section three: Reading Comprehension

Q1.Do you consider first year EFL students as good readers?

- a) Yes
- b) No

Q2.Do you believe that intensive reading is helpful technique to develop the writing skill?

- a) Yes
- b) No

Q3.Did you implement intensive reading as a helpful strategy before?

- a) Yes
- b) No

Q4. Do students enjoy the intensive reading sessions?

- a) Yes
- b) No

If no, please justify why?

.....
.....

Q5. The students learn a huge amount linguistic knowledge from intensive reading strategy?

- c) Strongly Agree
- d) Agree

e) disagree strongly

f) Disagree

Q6. Does intensive reading help students in improving their written production?

a) Yes

b) No

If yes, please explain

.....
.....

Appendix B: Students' Questionnaire

Questionnaire for Students

Dear students,

We are currently investigating the role of the intensive reading strategy and its role in boosting the EFL learners writing skill. We will be grateful if you answer the following questionnaire. Would you please, tick (✓) the appropriate choice or write full answers when necessary. Your contribution is very important for the validity and success of this research study .Be sure that your answers will be kept anonymous. We appreciate your effort

Thank you in advance

Section one: Students' profile

Q1. Please, indicate your gender

a) Male

b) Female

Q2.Do you believe that your English level is acceptable?

a) Yes

b) No

Q3. Are you working on improving the four language skills?

a) Yes

b) No

Section two: Students attitudes towards the writing skill

Q1. Do you like writing in English?

- a) Yes
- b) No

Q2. Do you find writing in English a difficult task?

- a) Yes
- b) no

If yes, please explain

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.....

Q3. Does your teacher of written expression motivate you to write?

- a) Yes,
- b) No,

If yes, please explain how?

.....
.....

Q4. Which of the following do you consider as a problem for you in writing?

- a) Grammar
- b) Vocabulary
- c) Spelling
- d) Punctuation
- e) Mechanics

In each case, please justify

.....
.....

Q5. Does your teacher use some strategies to help you overcome these difficulties?

- a) Yes

b) No

If yes, what are these strategies?

.....
.....

Section Three: Reading comprehension strategy

Q1. Do you like reading?

- a) Yes
- b) No

Q2. You think that the reading activities in the classroom are:

- a) easy and interesting
- b) difficult and boring

Q3. Which type of activities do you prefer in the reading sessions?

- a) Reading comprehension questions
- b) Filling charts and tables
- c) Matching pairs
- d) Translating passages
- e) True false questions

Q 4. Do you think that the activities in reading sessions help you improve your writing ?

- a) Yes
- b) No

Q5. You read when:

- a) The teacher asks you to read
- b) You like reading

Q 6. How often do you read in English?

- a) Frequently
- b) Sometimes
- c) Rarely

Q7. Reading intensively helps you:

- a) Avoid grammar and punctuation mistakes

- b) Enrich your vocabulary stock
- c) Improves your writing style
- d) Develops your critical thinking

Q8. In reading, you prefer:

- a) Literary texts
- b) Scientific texts
- c) Articles from newspapers and magazines
- d) Texts of ideas and thought
- e) Others

If others, Please specify

.....
.....

Q 9. For you, reading comprehension is:

- a) For fluency
- b) For leisure
- c) For academic purposes
- d) For communication

Q10. How often do you read in the classroom?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Q11. Do you think that the intensive reading comprehension strategy help you in improving in the writing level?

- Yes
- No

If yes, please explain to what extent?

.....
.....

المخلص

يعرف اللغويون التطبيقيون الكتابة على أنها نشاط معرفي وتواصلية يسمح للأفراد بنقل أفكارهم وأفكارهم في شكل مكتوب .. ومع ذلك ، فإن هذا يشكل واحدة من أكثر المهام صعوبة وتعقيدًا بسبب تعقيدها ، وبناءً على ذلك ، يسعى مدرسو اللغة الأجنبية لإيجاد أسسها. حلول لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية للتغلب على تلك الصعوبات. في الواقع ، تهدف هذه الدراسة إلى استكشاف الدور الفعال الذي تلعبه استراتيجيات الفهم القرائي المكثف في تحسين الإنتاج الكتابي للمتعلمين. الهدف العام من هذه الدراسة هو إظهار كيف تساهم استراتيجيات فهم القراءة المكثف في تطوير قدرات الكتابة لدى متعلمي اللغة الأجنبية. نفترض أيضًا أن هناك ارتباطًا وثيقًا بين فهم القراءة ومهارات الكتابة لدى المتعلمين. لذلك ، نفترض فرضيتنا أنه إذا تم تنفيذ استراتيجيات فهم القراءة بشكل صحيح ، فسوف تساعد المتعلمين على التغلب على العديد من العقبات الخطيرة في الكتابة. من أجل إجراء دراستنا ، اخترنا نهجًا نوعيًا لجمع البيانات اللازمة حول هذه المشكلة. أداة جمع البيانات الرئيسية في هذا البحث عبارة عن استبيانين. أحدهما يُدار لـ (10) معلمين في قسم اللغة الإنجليزية بجامعة بسكرة والآخر لمجموعة من (40) طالبًا في السنة الأولى من تعداد يبلغ حوالي 300. يتم اختيار كلتا المجموعتين بشكل عشوائي. بعد تحليل وتفسير النتائج التي تم الحصول عليها من الاستبيانين ، وجدنا أن كلاً من المعلمين والطلاب يتفقون على فعالية هذه الاستراتيجية.

الكلمات المفتاحية: التنفيذ ، الكتابة ، القراءة ، إستراتيجيات القراءة المكثفة ،