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Enhancing EFL Students' Writing Skill Through Extensive Reading Strategy
The case of second year L.M.D students of English Division at
Biskra University

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master
Degree in Language Sciences**

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Dedication

I dedicate this work to :

My parents with great love, respect and endless gratitude.

All the members of my family

All my close friends and colleagues

Acknowledgments

First and foremost, « *Praise is to Allah Who gave me the power to complete this dissertation.* »

I would like to express my deepest and infinite gratitude to my supervisor **Mr.Slimani Said** whom I respect deeply. Special sense of gratitude for his kindness, help and forbearance.

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Abstract

The current study investigates the effective contribution of the extensive reading strategy to develop the students' proficiency in the writing skill. This latter, is one of the most

challenging and troublesome skills in our department. Due to its complexity, students fail to produce acceptable compositions and find it too difficult to master all the aspects of writing and use them accurately. This research has the desire to enable second year LMD students to overcome the maximum of their writing deficiencies and consequently ameliorate their writing production through the adoption of extensive reading strategies. To reach such an aim, this study used the qualitative and descriptive research method. Questionnaires were administered to both, teachers of written expression and second year LMD students in the English Division, at Biskra University to check how they deal with and handle the writing skill, in order to know their attitudes about the effective role of extensive reading towards writing. The results obtained, revealed that both teachers and students show an eminent appreciation, approval and motivation for applying the extensive reading strategy in which they consider it as a so helpful means to enhance the students' writing skill. Most importantly, the more students read extensively, the more their writing improves.

List of Abbreviations

LMD : Licence Master **D**octorate

E R : Extensive **R**eading

I R : Intensive **R**eading

E F L : English as a **F**oreign **L**anguage

E S L : English as a **S**econd **L**anguage

L 1 : Mother Tongue / First Language

L 2 : Second Language

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General introduction

Writing skill is one of the biggest component in the English language. It is also one of the four macroskills which needs a particular attention and interest, especially in foreign language classes because it is regarded as the most difficult skill to be acquired or taught. For this it has been seen by some researchers as Richards and Renandya, who indicated 'There is no doubt that writing is the most difficult skill for L2 to master.' (2002, p.303). Yet, usually in the academic processes students receive many evaluations and feedback from their teachers. These latters always meet recursive errors in their students' writing productions. Commonly, the problems which students encounter are : spelling mistakes, word choice, grammatical rules, and the lack of vocabulary knowledge.

Since the process of evaluation has become no more highly fruitful enough, when students act passively in which they rely heavily only on their teachers' feedback, and do not take part in the learning process. We supposed that students need a great exposure to the language through the extensive reading strategy to be more conscious and aware of their writings. Grabe (2003, p.32), declares that wide reading or ER has a role in improving language learners' writing ability. Whether in other side, Krashen supports that L2 students will become better writers through a combination of writing practice and extensive reading (cited in Grabe, 2003,p.32).

The present study is conducted to highlight the status and the use of extensive reading strategy among the students and teachers. Notably, how it is perceived and dealt with, besides the way it is approached to be for the benefit of the improvement of the writing skill.

1-Statement of the Problem :

Writing is one of the main essential skills in second language learning. It has a considerable particularity and complexity whether in teaching or to be learned by students, because it should cover many aspects such as grammar, punctuation and semantics.

Numerous researches and studies have been done about the different methods and means to improve writing production.

We observed that students fail to produce long essays or inappropriate sentences or expressions in their written tasks or activities in which they have in classrooms, and this supposed to be for the lack and insufficiency of enough background vocabulary or knowledge.

This study looks up to shed light on the effective role that extensive reading can contribute to enhance English foreign language learners level of writing proficiency through extensive exposure to comprehensive texts and encouraging reading.

2-Research Questions :

To carry out this study we have addressed these research questions :

- To what extent do the students struggle with the writing skill in the language learning?
- Do EFL learners give a significant importance to the reading skill in learning the language?
- How can Extensive Reading affect positively student's writing ability?
- Does really Extensive Reading improve EFL student's writing efficiency?

3-Aims of the Study:

This study aims to :

- Determine the effective impact of Extensive Reading on students' writing skill.
- Find out the benefits and the contribution of Extensive Reading strategy towards enhancing the level of writing for students.

4- Hypothesis :

According to what has been mentioned in the above questions , we put forward this hypothesis :

We hypothesize that if EFL students reach to be aware about the importance of extensive reading strategy and they read extensively, they will be able to develop their productions of writing.

5-Research Methodology :

To set out this research, we will adopt the qualitative approach in which we attempt to investigate and describe teachers' and students' attitudes, sights, and beliefs about the influence of extensive reading on the students' ability.

5.1 Population :

The population of this study is second year LMD students of English. We intentionally have chosen the second year level because they are supposed to achieve and rely on many basic tasks of writing throughout this level. Unlike the first year students who just base on listening skill.

5.2 Data Gathering Tools :

About the data collection methods, we will utilize semi structured questionnaires which enable us to gather comprehensive and different information about respondents to serve us in the analysis of the study.

Questionnaires will be distributed for both teachers and students. The first will be directed to written expressions teachers to find out to what extent they use their experience and techniques in involving reading tasks and the means devoted for ameliorating the writing level. The second questionnaire will be handed to the learners of second year at the English branch in Biskra University. We shall look for their awareness, views about the role of extensive reading in the enhancement of the writing level.

6- Significance of the Study:

This study endeavors to make the students aware and well-interested about the reading skill as much as they can , since it has a great deal in terms of vocabulary growth, reading, habits, speaking proficiency , reading speed and writing ability .

This study attempts to diagnose the teachers' and students' attitudes about the importance of extensive reading in enhancing the writing skill and how they practice it in

the classroom. Moreover, it intends to motivate both teachers and students to intensify their efforts to improve the status of writing proficiency.

7-Structure of the Dissertation :

This research includes three main chapters. The first chapter presents the 'Writing Aspects and perspectives' in which it discusses the nature and most perspectives of writing skill. The second is about 'Reading and Extensive Reading', This tackles the reading as an important skill in learning the language , as well the extensive reading with its characteristics and benefits on behalf of writing skill. The last is the 'Field Work', it is a practical chapter, so that it analyses the data gathered via the questionnaires that will be submitted to teachers and students.

Introduction

In second language learning, the writing skill receives a great attention and a special interest by many experts and linguists, due to its main function in accordance with the other skills in the language. It is a so complex ability because it stands by certain sub-skills. Writing also is considered as one of the most received-evaluation skill.

In the target language, writing being a mere productive ability that has to be effectively creative, purposeful, and well-structured to achieve its real communicative role in terms of conveying the relevant message for the right audience. The foreign English language learners attempt always to produce satisfactory pieces of writing either in their homeworks tasks or in formal examinations to get the appreciation of their teachers and gain good grades.

Throughout this chapter, we will expose the main angles of writing skill. To meet the needs of students as well, we shall tackle the nature of writing going through its sub-skills and some essential processes. Furthermore, the importance and purposes of writing skill will be highlighted in this chapter. Eventually, we present the changes and evolutions that writing went through the different approaches. At last, we shall clarify the linked relationship of the writing and reading altogether.

1. Definition of writing

The writing as productive skill is too demanding for the mastery of other abilities and capacities of the language, such: vocabulary background, semantics ,grammatical rules ,mechanics , spelling and so on.

Historically speaking, Carroll (1990,p.05) proclaimed that the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings ,arguments , explanations, theories. He adds, writing allows us to share our communication not only with our contemporaries, but also with future generations, as well it permits people from the near and far-distant past to speak to us.

In its simplest notion writing defined by online merriam-webster dictionary : ‘ the way that we use written words to express our ideas or opinions’

For its complexity Montaigne consider writing as " An attempt to transform ideas into words, thus giving order and meaning to life. By using the term '*essais*', He acknowledged that a written piece is never really finished. (cited in Nadell&Logan, p.12)

The American essayist White adds about it and confessed, "Writing . . . is a hell of a chore for me, closely related to acid indigestion." (cited in Nadell &Logan, p.13)

Cited in (Giffiths, p.244) , Harmer (2004) tackled with the correlational relationship about the writing with other linguistic skills :

Writing in the language classroom is often seen as an extension of or support for the other skills. It may, for example, be used to consolidate the learning of grammar or vocabulary or be used as preparation for a speaking activity: jotting down intended dialogue will give the students time to think and therefore improve confidence and fluency. The opportunity to write in order to become a better writer does not often predominate in the language classroom (Harmer, 2004).

2. Sub-skills of writing

The writing skill has many aspects and main elements to be effective ,creative and well organized ,thus Sárosdy,Bencze,poór and Vadnay (2006,p.60-61) state the following necessary points :

1. **Spelling:** is the process or activity of writing or naming the letters of a word. Also it is a difficult sub-skill for many learners as pronunciation does not coincide with the various ways of spelling.
2. **Punctuation:** in English is completely different from the system of another languages such in Hungarian as commas have special functions, for example, in relative clauses.
3. **Orthography:** observing orthographical rules is very important in writing, whenever we teach a new language structure we are supposed to teach the necessary orthographical rules simultaneously with it.
4. **Writing at the required speed:** writing as motoric process must be done at the required speed.
5. **Linguistic competence:** which means 'knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology' Canale and Swain (1980,p.29 ,cited in Sárosdy et al)
6. **Making a text cohesive, well-structured:** In order to achieve this aim we need discourse competence which is the ability to connect sentences, to form a meaningful whole out of a series of utterances .

7. Focusing on the relevant message: a writer should be able to choose the most significant parts from a lot of pieces of information.

8. Achieving the expected style and register: while writing a text the author is expected to be aware of the features of various styles and registers so as to make an appropriate piece of writing (Savignon, 1983,p. 40-41 cited in Sárosdy et al).

3.Difference Between First and Second Language Writing

It is taken for granted that writing in the second language is completely and highly different from writing in the first language. There are many distinctions in terms of the written texts and discourse. Bikner et al (cited in Hinkel,2004,p.10) stated some of them :

- Discourse and rhetorical organization.
- Ideas and content of writing.
- Discourse and text cohesion.
- Rhetorical modes (e.g., exposition, narration ,and argumentation)
- Reliance on external knowledge and information.
- References to sources of knowledge and information.
- Assumptions about the reader's knowledge and expectations (e.g., references to assumed common knowledge and familiarity with certain classical works)
- The role of audience in discourse and text production, as well as , the appraisal of the expected discourse and text complexity (e.g. Reader vs. writer responsible text)
- Employment of linguistic and rhetorical features of formal written text (e.g., fewer/less complex sentences, descriptive adjectives ,passivization, nominalization ,lexical variety, simple nouns and verbs and more conjunctions)

4. Writing purposes

There are two kinds of learning writing, 'writing for writing' which concerns EFL or ESL students and the non-natives, otherwise the 'writing for learning' that is for natives in their first language.

According to Harmer (2004,p39), the most effective learning of writing skills is likely to take place when students are writing real messages for real audience , or at least when they are performing tasks which they are likely to have to do in their out-of-class life. He

adds, the choice of writing tasks will depend, therefore, on why students are studying English. There are three categories that determine writing use and objectives :

4.1. English as a Second Language (ESL): this means the students who are living in the target language community and who need English to function in that community on a day-to-day basis. Recent immigrants and refugees will have specific writing needs as the ability to fill in a range of forms, or write a particular kinds of letters, alongside the need for general English development.

4.2. English for Specific Purposes (ESP) : Many students study English for a particular (or specific) purpose. The choice of topics and tasks for such students should not only develop their general language competence but also be relevant to their reason for study. People who for instance going to work as nurses, they will have to study medical English. Those who are going to study at an English-medium university need to concentrate on English for Academic Purpose (EAP). Business students will focus on the language of management and commerce..., and such like cases.

4.3. English as Foreign Language (EFL):

Unlike the previous two mentioned categories, the needs of this category apply to the students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. Besides, in the case of adult students it is often hard to find writing tasks that are directly relevant to the varying needs of a class full of students from different backgrounds and occupations.

4.4. Some Reasons for Writing

Hedge (2005, p.09), has asked groups of English teachers from around the world about why they ask their students to write in classroom. He stated that they have provided a set of purposes for writing which contains the following points:

- For pedagogic purposes, to help students learn the system of language.
- For assessment purposes, as a way of establishing a learner's progress or proficiency.
- For real purposes, as a goal of learning, to meet students' needs.
- For humanistic purposes, to allow quieter students to show their strengths.
- For creative purposes, to develop self-expression

- For classroom management purposes, as a calm activity which settles students down.
- For acquisitional purposes, as a careful mode of working with language which enables students to explore and reflect on language in a conscious way.
- For educational purposes, to contribute to intellectual development and to develop self-esteem and confidence.

5. The Processes of Writing

Teaching students about the processes of writing equips them to produce accurate texts. For most academic purposes, the processes of writing consist of drafting, revising, conferencing, editing, proofreading and publishing. (Department of education and training, 1999, p.23)

Drafting : involves making notes of ideas, planning the text and writing the text down initially.

Revising : involves reworking a text to improve ideas or amend the content. Revising might involve editing, because it often requires reorganizing the text or changing sentence structures.

Conferencing : involves discussing drafts with others to engage in critical reflection and clarification of meaning. Revising and editing might occur during, or be the result of, such discussions.

Editing : involves changing the drafts of developing texts in order to improve the text, for example, by improving cohesion, syntax, grammar and vocabulary. Editing leads to changes which will be incorporated into the next draft of the text.

Proofreading : involves preparing the final text for presentation, including reading the text to locate and fix any inaccuracies in grammar, spelling, punctuation or layout.

Publishing : involves presenting the text to its intended audience. At school, this is often the teacher, although it is good to give students the experience of writing for other audiences where appropriate.

6. The Importance of Writing Process at Compositions and Essays

Any piece of writing in English should contain certain organized parts: introduction, body and conclusion. Paragraphs and essays vary according to their natures and types. In most cases teachers give a title to the students and ask them without any preparation to write an essay or a composition. According to Sarosdy et al(2006,p.63) there are methodological steps leading students to effective essay writing. As a first step is called Brainstorming, teachers should lead in the topic either with a picture or with some introductory questions in which Students could be asked to come up with certain ideas about the topic in question. Preparing for the step of composition, The ideas suggested by the students must be put on the board and then classified according to certain criteria, and providing them an argumentative essays with a provoking subject so that students supposed to prepare an outline for the composition. The next step to do is making a first draft followed by editing. At this stage it is very important to draw the students' interest to proper organization and to give them some prompts on how to make a text cohesive focusing on Discourse markers and linking words. The last stage of writing process will be making a final version so as students could do within classroom or as home task.

7.Approaches of Teaching the Writing Skill

7.1. Historic Overview :

Decades ago, writing has witnessed and developed through many stages and received many basic changes through the course of the time. At first stage, writing was merely a mechanic process in which it regards mostly the technical aspects. In the renaissance epoch handwriting had a very significant role, too, in the Middle Ages era writing and spelling could not be separated . At the second stage, writing could be means teaching composition because it refers to individual creative works, notably individual style and register. At the first three decades after the second world war, the methodology of teaching English was interested just in the product and not the process of writing. By the nineties , language teachers accepted that writing was a very complex thinking process which could be taught and learnt but it had to meet a lot of different requirements such the legal background of rhetorics, cultural awareness, rewriting and revision, without neglecting invention and creativity either. (sarosdy et al, 2006,p.60)

7.2. The Process Approach

In the teaching of writing most teachers were strongly focusing on students' product at the expense of organization and process writing. This was the view of the traditional approaches. Unlikely, as its name suggests Process approach pay attention to the various stages that any piece of writing goes through. It emphasizes the various skills that should be employed when writing i.e. pre-writing phases such editing, redrafting and finally publishing. Harmer(2001,p.257,258) saw the approach process writing in two forms .simplest and complex . In its simplest form a process approach asks students the procedure of putting together a good piece of work by supplying them with some activities accordingly ask them to classify in terms of first draft and final one within the appropriate stages. In its complex form ,regardless to those recursive way , Harmer mentioned that at the editing stage one could feel to go back to pre-writing phase and think again, we may edit a bits of our writing as we draft it. Replying to him, white and arndt (cited in Harmer,2001,p.258) clarified ' writing is re-writing that revision_seeing with new eyes_has a central role to play in the act of creating text'

Process approach focus primarily on what writers do as they write rather than on textual features, but depending on the writer's immediate task, this approach may also consider text features. (Murray, 1997,p. 34). As the Figure below shows:

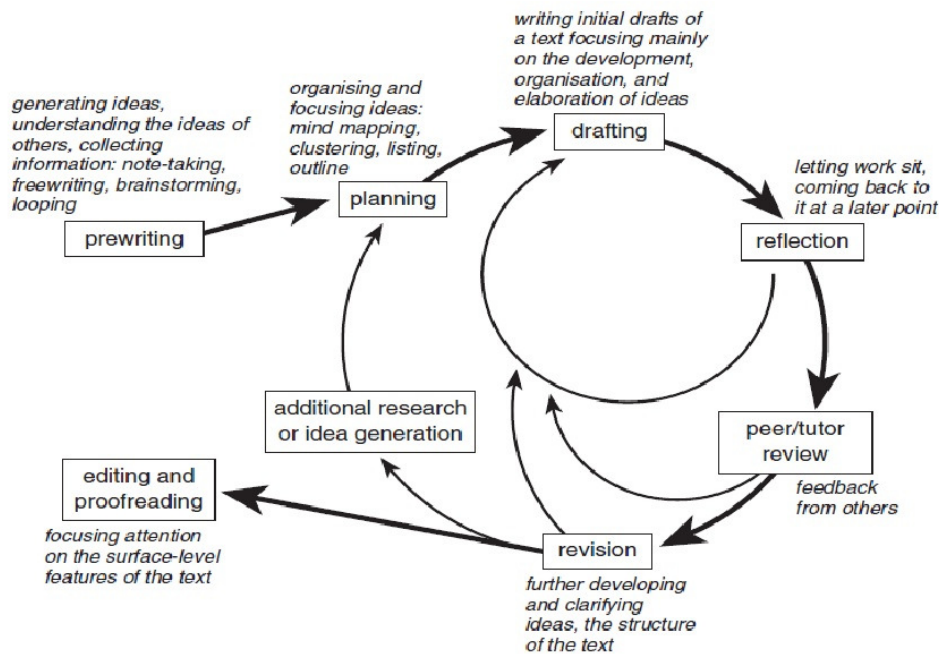


Figure 01 : The writing process approach (Murray, 1997,p. 34).

As the figure above shows, the writing process approach pays attention to the organization and structural arrangement of the writing skill. This latter, follow certain main steps and procedures. Firstly, it comes the initial phase “prewriting” which is basically devoted for generating ideas ,collecting data and information. As it could include note-taking and brainstorming for grasping the ideas. The subsequent step is ‘planning’, it is purely for organization and design. Classifying focused ideas in form of clustering, listing is so helpful. An outline too is a very useful for clear guidance. The next stage is “drafting” that considered as a preliminary version of a piece of writing in which focuses on the arrangement, development and elaboration of ideas. There is also what called ‘reflection’ step, it means thinking the written text over and reconsider it again. Coming to a very crucial phase in the writing process surely is the evaluation step. The stage of ‘tutor/peer review has a significant role to carry on such writing work. Review from others can be too beneficial for the assessment. The stage of “revision” consecrated for further developing and clarifying ideas. As well, it includes refining sentences and paragraphs. It also regards mainly the structure of the text. After this important step comes the basic stage that is ‘Editing and proofreading’ which look at the physical aspects as size and the features of the text. At the last of this process, the writer could be inspired to generate new ideas and a new research.

7.3. The Genre (social) Approach

The process approach puts too much emphasis on the cognitive processes and individuality of writing with too little regard given to the social forces, which help to shape a text. Swales (1990, cited in Griffiths,p.245). The Genre is a description of text structures and language features which are typically used to achieve different social purposes.(DET, 1999,p.10)

Harmer (2001,p.259) denoted that, A genre approach is especially appropriate for English students for specific purposes as it is mostly useful for general English students including low levels to produce good ,effective written work to be satisfied. He mentioned also, students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read, and by whom many students' writing tasks do not have an audience other than the teachers.

Griffiths pretended that in order to make students score well and achieve effective writing production by combining the two processes. she showed that 'One of the advantages of using the genre approach along with process is that an initial focus on genre, examining how the rhetorical and linguistic features of a text are constructed so as to achieve a particular purpose, helps the teacher to prepare the students to write. Once the thinking processes necessary to composing such a text have been modeled, then the students may engage in the cognitive stages recommended by the process approach in order to construct their own text.(2008,p.246)

7.4.The Creative Approach

According to Grafield (1996) said about the creative approach 'a journey of self-discovery promotes effective learning'(cited in harmer,p.259). Ur (1991,p.169) sees that the term 'creative writing' suggests imaginative tasks such writing poetry, stories and plays. those activities have a number of features to recommend them . He added "most people feel pride in their work and want it to be read."

By and large, The aim of teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding required, students need to learn about writing and learn through writing.

Through the approaches discussed above, Griffiths (2008) synthesized a set of factors that may affect the writing skill :

It is the responsibility of the learner to exploit the opportunity to learn. These variables (aptitude, motivation, and opportunity), cannot be considered in isolation: they must favorably co-exist in the language learner, since only then can the personal, social, and cultural divergences that exist between learning to write in a first and target language be successfully navigated and aspirations aligned with achievements.(p.252)

8. Writing and Reading Connections

In the English language teaching process there are four skills (listening, reading, speaking and writing) which affect each other, or in other words they complete each other. Writing and reading skills have mutual and complementary relationship between them in which they play very crucial role in terms of acquiring or learning the language .Heller (1999,p.3) consider them as the essentials of literacy. He indicated ‘Reading and writing are the *products* of skills acquisition, with comprehension and composition being the observable elements. Reading and writing are *processes* an individual undertakes to construct meaning from print or to construct meaning using print, respectively.

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).

Ruszkiewicz and Dolmage (2010,p.317) talk about the influence of reading on writing, ‘Reading can deepen your impressions of a subject, enrich your understanding, sharpen your critical acumen, and introduce you to alternative views. Reading also places you within a community of writers who have thought about a subject.’

Krashen (1985) proposed that writing ability is acquired through reading rather than through listening. He asserted that “if second language acquisition and the development of writing ability occur in the same way, writing ability is not learned but is acquired via

extensive reading in which the focus of the reader is on the message, i.e., reading for genuine interest and/or pleasure”(p.23) .

Krashen adopts the idea that providing good inputs such reading will certainly result and produce good output in terms of writing. In his hypothesis included the following :

(a) “all good writers will have done large amounts of pleasure reading” (p. 3)

(b) “good writers, as a group, read and have read more than poor writers” (p. 3)

(c) “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.

Conclusion

Some troublesome issues in writing skill seem to be recursive among students to write long essays and compositions, if they did it might be ill-organized and unprofessional. Therefore, we have treated those questions above to raise students’ awareness about them and make them conscious henceforth. The most common problems of inability to write correctly or as it should be are: grammatical mistakes, spelling, mechanics, and the lack of lexis and lack of vocabulary. This latter, can be enriched and extremely enhanced through reading, and more precisely by extensive reading strategy which will be discussed in the next chapter.

Introduction

Since its emergence, reading was such a great favour and present for the human beings. As it has been considered in early times from the Muslim nation when the first word inspired for the Prophet Mohamed (pbuh), was "read " which linked in the subsequent verses with the honorings from 'Allah' the Almighty. Reading is an essential component for learning the first or foreign/second language. It is also one of the main four skills of English language. Therefore, in this chapter we will survey the major basic perspectives of the reading skill and extensive reading exposing how they interact and contribute to develop the other language skills. At first, we try to highlight the identification of reading by touching upon its different definitions, the process and types of models. Moreover, we will show components that are useful for reading comprehension. Regardless the teacher's role in the class, we will present the main strategies of phases of reading to achieve good results concerning comprehension issue. For a good understanding of the purpose of the reading skill we will discuss some important points, such as : the scope of effects of reading, whether it is very beneficial to make the distinction and grasp the process of reading in both first and second language. In the second section, we will clearly identify the extensive reading and its different definitions and approaches too. Also we try to provide the characteristics of ER that mostly clarify it. After that, we will finish by illustrating the general benefits and main goals of this strategy towards enhancing student's writing and other related skills.

Section 1 :The Reading Skill.

1. Definition of Reading

There has been a lot of debate over the past ten years about the teaching of reading. Some see the reading as the mastery of phonics, others as a process of production whereby the reader uses background knowledge and knowledge of the language system to predict meaning.

To start discussing the reading skill, we have to, firstly, introduce it by exposing its nature and definition. Definitions and conceptions that were set about reading are widely considerable because of its importance and status as it is the receptive skill and input in the language.

Johnson (2008,p.3) acknowledges that Reading is the practice of using text to create meaning. In other side, Anderson defines reading as the process of constructing meaning from written texts. He stated that Skilled reading is :

a- constructive: learning to reason about written material using knowledge from everyday life and from disciplined fields of study ;

b- fluent: mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning ;

c- strategic: controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;

d- motivated: able to sustain attention and learning that written material can be interesting and informative; and

e- a lifelong pursuit: continuous practices, development, and refinement.

Urquhart and Weir (1998, p.22) sees that reading is the process of receiving and interpreting information encoded in language form via the medium of print. It is also widely accepted that the reading skill is "a cognitive ability which a person is able to use when interacting with written texts" (Urquhart and Weir, p.88) .Whereas Pinker (2007) sees that « the Language is an instinct, but reading is not. ».

At the process to read, the reader must be able to: perceive the written text (visual skills); recognise the script (orthographic skills); identify the message (linguistic skills); understand the message (semantic skills)" (Council of Europe 91,cited in Teixeira,p.17).

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience(using scemata). (Mikulecky, 2008). Koda and Zehler (2008,p.1) mentioned about reading importance in the language as follows:

Reading is an essential component of academic learning, as well as a foundation for becoming an informed member of the broader community. failure to achieve adequate reading proficiency denies students access to the

essential tool for further learning. Students suffer academically when they are unable to make the transition from oral language skills to achieving basic decoding competence and comprehending various types of texts.

2. The Process of Reading

During the process of reading many things could happen. Alderson (2000, p.3) claims that the process is what we mean by 'reading' proper : the interaction between a reader and the text. He assumes that this process should not be seen when the reader is looking at the prints trying to decode some marks in the page deciding what they mean and how they relate to each other. The reader also supposed to function his thinking about what he reads making analyses relating meaning and thoughts together, he has to link between what he knows to what he reads and what to expect as results of such texts. Moreover, the reader may evaluate the type of the text, namely, how entertaining, pleasant, boring. Alderson proclaims that the reader may be consciously reflecting on the difficulties or easiness he experienced while reading and on possible ways to overcome these difficulties or carrying on the enjoyment. To a such degree , the reader may be fully absorbed in 'reading' in a way that he may be completely unconscious of how he is reading and what happening around him. Alderson adds further, the process is generally silent ,internal and private.

3. Models of Reading

The term 'model' refers basically to “ a representation of the psychological processes that comprises a component or set of components involved in human text comprehension” .These metaphorical models are an attempt to explain what reading involves and mainly how reading works. They are also further predictions that explain the nature of reading abilities.

3.1. The Bottom-up model

The bottom-model describes the reading as a mechanical process in which the reader decodes the ongoing text letter-by-letter, word-by-word, sentence-by-sentence. This mechanical processing translates information in the text piece-by-piece with little interference from the reader's background knowledge. However, it could be not adequate for describing all the reading skill. (Grabe & Fredricka 2002, p.25)

3.2. The Top-down model

The top-down model presumes that the reader actively controls the comprehension, directed by the reader's goals and expectations. This model characterises the reader as someone who has a set of expectations about the information in the text and who samples enough information to confirm these expectations. Grabe (2009, p.89) adds the reader directs the eyes to the most likely places in the text to find relevant information. Nevertheless, the model does not clarify what mechanisms the reader use to generate appropriate inferences, nor how sampling is directed by the mind or how the mental formation of comprehension works. The inferencing is a prominent feature in the top-down model as is the importance of the reader's background knowledge. Top-down model emphasises the interaction of all processes to each other under the control of some central monitoring mechanism. In spite of that, it is unclear what the reader could learn from a text without having all expectations about all the information in this text (Grabe 2009, p89).

3.3. The Interactive model

The interactive model indicates that neither bottom-up nor top-down models can by themselves describe the whole reading process. This model is defined as a combination of the both bottom-up and top-down models and emphasizes the interrelationship between a reader and the text. It is now commonly accepted as the most conclusive picture of the reading process for both L1 and L2 readers. (Rumelhart,1977). The simple idea behind this view is that one can take useful ideas from bottom-up perspective and combine them with key ideas from a top-down view. What this means is that, there is an interaction between the bottom-up and top-down processes .Grabe states that word recognition needs to be fast and efficient; and background knowledge serves as a major contributor to text understanding, as does inferencing and predicting what will come next in the text.

Carrell and Eisterhold (cited in grabe,1991) outlined the processes involved in this interactive process where both bottom-up and top-down processing occur simultaneously at all levels:

The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listener/reader's

conceptual expectations. Bottom-up processing ensures that the listeners/readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data. (1983, p. 557)

According to Grabe, the above models seem insufficient and may have eminent lacks and shortcomings. For that reason he concluded that the restricted (modified) model is primarily bottom-up driven with respect to automatic processing (word recognition, syntactic parsing, proposition formation). At the same time automatic processing may require interaction among processes and recourses within a given component-skill level. (2009, p.90)

4.Components of Reading

Grabe & Fredrica acknowledge that (75) per cent of whatever abilities are used in reading comprehension are explained by these five component skills.(2002, p.76)

Phonics and Phonemic Awareness: Phonics can be defined as relationships between letters and sounds, whether simple letter-sound correspondences or letter-sound patterns involving more than one letter and more than one sound, like the str- pattern and the -ing pattern in string, and the sounds they represent. Basically, phonemic awareness means awareness of the separable sounds in words, such as the three sounds (phonemes) in pet: /p-e-t/. In car, there are also three phonemes -that is, three separable sounds though most of us normally hear only two sounds, the /k/ sound and /ar/ together as a unit. The word string has five separable sounds, not six: /s-t-r-i-_/ . In current research, the term phonemic awareness is often used to mean not just awareness of the separable sounds in a word but the ability to manipulate the sounds. An example is being able to hear the word pet spoken by an experimenter, mentally remove the first sound, and say “-et” in response. (weaver , p.xvii)

a. Phonemic awareness : refers to an understanding about the smallest units of sounds that make up the small speech stream : phonemes.

b.Phonics : The relationship between written and spoken letters and sounds. It is the study of the relationships between letters and sounds that they represent. Also, it is taken to mean the description of reading instruction that teaches sound-symbol correspondence. Phonics

refers to a method for teaching speakers of English (in our case) to read and write that language.

c. Reading Fluency, Including Oral Reading Skill :The ability to read with accuracy, and with appropriate rate, expression, and phrasing. Fluency can also be defined as the ability to read smoothly with appropriate intonation. Students can achieved that with the following strategies :

1. Phrasing : It is the ability to read several words before pausing.

2.Pacing : It is the ability to increase or decrease speed at which students read.

3.Re-reading : Students need to be encourage to go over what they read.

4.Expressing : Improve students' fluency through oral readings.

5.Accuracy : It is identification and application of sound-letter relations .

d.Vocabulary Developement : The knowledge of words, their definitions, and context.

e. Reading Comprehension strategies : The understanding of meaning in text.

(Must be based on scientifically based research.)

(Must include classroom-based screening, and instructional and diagnostic reading assessments.)

(Should provide ongoing, high-quality professional development focused on essential elements of reading.)

5. Phases of Reading

The teacher needs to present his/ her reading lesson in a systematic way. To encourage students to use effective strategies when reading in a foreign language, he can develop simple exercises to evolve information via targeted strategies. They can be divided by the stage of reading at which they occur.

5.1. Pre-reading (warm-up, into, before reading)

Pre-reading activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid, p.16). Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the

situation or points rose in a text. Besides, Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

5.2. While-reading (during, through reading)

It helps students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.(Ibid, p.16)

5.3. Post-Reading Exercises (after, follow-up, beyond reading)

Post-reading strategies (exercises, activities, tasks, games, etc.) first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Ibid,p.16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new information into what one already knows, foreign language reading must go beyond detail eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

6. Effectiveness of Reading

There are many reasons for making reading effective. But, in higher education, one main purpose of reading is to collect information and ideas that the student can use when writing. S/he will gather this information from reading textbooks, magazines and journal articles, some of which will be given to him/her on reading lists, and some s/he will find for oneself. For Gillett, Martala & Hammond (2009, p.60), effective reading means reading purposefully, efficiently, interactively and critically.

6.1. Purposeful reading : Reading for writing needs to be purposeful. The students should always know why they are reading. They will have questions to be answered and information to collect. We read different texts in different ways depending on what we want from the text. We usually know why we are reading; we have a question and we read to find the answer. In academic reading, student need to be flexible when s/he reads: s/he may need to read quickly to find relevant sections that deal with particular points, and then reads carefully when s/he has found what s/he wants. In such reading situation, questions should be raised from the reader and asks oneself : Why am I reading this text? What do I want to get from this text? How can this text help me with my task? Where in the text might I find what I am looking for?

6.2. Efficient reading : This means reading selectively and not wasting time on texts or parts of texts that are not relevant to student's purpose. It also means varying reading speed depending on the task, sometimes reading fast and sometimes reading in more detail. Students certainly can not read a large quantities of books or even everything in the library on their topic. They probably cannot even read everything on their reading lists. Gillet et al (2009) assume that in order to survive in higher education, Students need to read efficiently, that is reading only what they need to read by using contents pages, indexes, summaries and reviews. These could be helpful questionings for the reader : Do I need to read this? Will it help me? Do I need to read all of it? Which parts can I leave out? (p.61-62)

6.3. Interactive reading : Reading is an interactive (two-way) process. Gillet and his colleagues, state that the reader should not be passive, absorbing all the facts which his/her eyes pass over but, has to be active. So, s/he has to construct meaning from the text making

use of his/her knowledge about the subject and what knows about the texts in his/her field and the language. In brief, in order to read effectively, the reader uses his eyes and brain. Mental abilities should work more. The questions that need to be asked in this section are : What do I know about the topic? What do I want to know from this text? What is the source of the text and how do such sources present information? What do I know about texts in my field? What language is used in such texts? (p.62)

6.4. Critical reading : For the reader it is important to read critically when reading in order to write. Critical reading requires the reader to evaluate the arguments in the text. S/he needs to distinguish facts from opinions, and evaluate the evidence given to support or go against the various points being in the text. To help for reading critically, the reader asks the following questions: Is there a clear distinction between fact and opinion? Is the text giving me different points of view or simply giving me one-sided information? What evidence is used to support arguments? What conclusions are drawn? Are they justified? Are alternatives considered? Gillett et al (2009, p.62).

7. Reading in a Second and First Language

An important question regarding ESL/EFL students is whether it is possible to successfully learn a L2 or FL in the same way as First Language (L1) learners do?. This issue has been long argued because there are several different characteristics between an L1 and L2. From a cognitive viewpoint, fluent first language reading and fluent second language reading are not much different (Day and Bamford, 1998, p.15). Anderson and Urquhart in the beginning of their book Reading in a Foreign Language state, “We do not, and indeed find it difficult to draw a clear distinction between first and foreign language reading”, (cited in Day and Bamford,). However, there are other perspectives. According to Koda, L2 reading and L1 reading are definitely different because L2 reading involves transferring between two languages (p.16). Koda points out three differences between L1 and L2 reading :

1. L2 learners can draw on their prior literacy experience, which potentially provides substantial facilitation
2. L2 reading instruction begins before sufficient L2 linguistic knowledge has been acquired...Whereas L1 instruction emphasizes decoding to enable children to link print with oral vocabulary, L2 instruction focuses on linguistic foundation building.

3. L1 reading assumes that information processing occurs in a single language, whereas L2 reading necessitates dual-language involvement – another factor separating L1 and L2 reading (p.7). As Koda defines transfer as “the ability to learn new skills by drawing on previously acquired resources”, she thinks that prior learning experience can be a source for learning a new language (p.17). Grabe and Stoller mention several weaknesses in L2 learners such as lack of language skills, vocabulary knowledge, cultural knowledge, and intuitive foundation in the structure of the target language (cited in Koda, 2005,p.18).

Section 2 : Extensive Reading .

1. Extensive Reading Approach

As an approach to read second language, extensive reading may be done in and out of classroom. Out the classroom, extensive reading is encouraged by allowing students to borrow books to take home and read. In the classroom, it requires a period of time, about at least 15 minutes or so, to be set aside for sustained silent reading in which students or even teachers could read individually what they wish to.(Day and Bamford,1998, p.7). palmer (1969, p.131) with first applying the term extensive reading in foreign language pedagogy was a pioneer of language teaching in modern times, in 1917, he selected " extensive" from multitude of synonyms used previously to convey similar ideas such as ‘abundant reading’ used by (Modern Language Association of America,1901). Indeed, extensive learning means for palmer ‘rapidly reading book after book’ so that the reader’s concern should be on the meaning, not the language of the text.

Another term for ER was used by Michael west who established the methodology of extensive reading so-called ‘supplementary reading’ so the goal of this was "the development to the point of enjoyment of the ability to read the foreign language" and the methodology involved is "taking care of individual differences and encouraging the reading habit".

Some other reading specialists as Stephen Krashen and Mikulecky called extensive reading ‘pleasure reading’ while in (1995), Grabe was not eager for either term because according to him extensive reading being rather general, and pleasure reading too specific in that. He pretends ‘lots of people get turned on to all kinds of materials that someone would not put it in a pile called pleasure reading ..extensive reading is people willing to engage with a lot of extended texts for a variety of reasons’. However, the name of

"pleasure reading" had sounded badly for students, parents and administrators. In other side, Krashen with his colleagues (1993) have used another term is "free voluntary reading" (cited in Day and Bamford, 1998). In modern times, extensive reading is recognized as one of the four styles or ways of reading, the other three are skimming, scanning, and intensive reading.

2. Definition of Extensive Reading

As the aforementioned above shown, it was somewhat disagreed about the name of extensive reading. Its definition and nature were to some extent unified and converged for one orientation and endeavor. In earliest times, for Palmer (1921/1964, p.111), extensive reading is 'rapidly reading book after book'. Day and Bamford (1998) define ER as "Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence." (p.xiii).

Extensive reading has been defined in many ways in literature. It has been called "pleasure reading," "sustained silent reading," or "uninterrupted sustained silent reading" (Susser & Rob, 1990, cited in Krashen, 1985, p.91). However, we see that the comprehensive definition of extensive reading builds on Grabe and Stoller's (2002) definition. Grabe and Stoller (2002) state that extensive reading is reading that involves long texts and that exposes learners to "large quantities of material within their linguistic competence". According to Simensen, ER counteracts "a tendency among foreign language learners always to regard a text as an object for language studies and not as an object for factual information, literary experience or simply pleasure, joy and delight" (Simensen 1987, p. 42).

Renandya finds a definition of extensive reading in (Carrell and Carson) stating that "extensive reading [...] generally involves the rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language" (p.134).

3. Characteristics of Extensive Reading

According to Bamford and Day (1998, p.7-8), for more useful way of understanding the complexity of extensive reading , is through a description of these set of characteristics :

- Students read as much as possible, perhaps in and definitely out of the classroom.
- A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.
- Students select what they want to read and have the freedom to stop reading material that fails to interest them.
- The purposes of reading are usually related to pleasure, information and general understanding. The purposes are determined by the nature of the material and the interests of the student.
- Reading is its own reward. There are few or no follow-up exercises after reading.
- Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar. Dictionaries are rarely used while reading because the constant stopping to look up words makes fluent reading difficult.
- Reading is individual and silent, at the student's own pace, and, outside class, done when and where the student chooses.
- Reading speed is usually faster rather than slower as students read books and other materials they find easily understandable.
- Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.
- The teacher is a role model of a reader for the students – an active member of the classroom reading community, demonstrating what it means to be a reader and the rewards of being a reader.

4. Benefits of Extensive Reading

It is agreed that Extensive reading has many advantages and considerable benefits for the foreign or second language teaching. For this, Nuttall confessed « The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it. (1996, p. 128). Davis in his point of view declares

that " Any ESL, EFL or L1 classroom will be the poorer for the lack of an extensive reading programme of some kind, and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present " (cited in Day & Bamford, p.1).

Good things happen to students who read a great deal in the new language. They become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer. They can also develop positive attitudes toward and increased motivation to study the new language. (Bamford & Day, 2004, p.1). Krashen expresses the benefits of ER and say " reading is good for us .the research supports a strong conclusion, however : reading is the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar and the only way we become good spellers' (1993, p.131). Day and Bamford too assessed "Extensive reading may play a role in developing the capacity for critical thinking so important for success in higher education."

Esky (1986, p.21) sees that students who do not read and not like to read is a problem. Nonetheless, the more students read the better they become at it. He stated "reading must be developed, and can only be developed by means of extensive and continual practice. People learn to read, and to read better by reading ". Whereas, Field consider ER a helpful skill for the student's aptitude "Extensive reading is the most efficient way to help students change old habits and become confident second language readers." (cited in Jeffries & Mikulecky, 2007, p.3). Likewise, Grabe (1991) discussed some benefits about extensive reading and denoted " longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background language, improve comprehension skills, and promote confidence and motivation "

5. Extensive Reading VS Intensive Reading

This duality of reading skill has a great effect on reading's run and functions. Harmer (2001, p.210) states ' to get maximum of benefit from their reading, students need to be involved in both extensive and intensive reading. In the former a teacher encourages to choose for themselves what they read and to do so for pleasure and for a general language improvement, the latter is often teacher chosen and directed, and is designed to enable students to develop specific receptive skills.' Whether Rob (2009) consider ER as usually

contrasted with intensive reading (IR). Rob emphasizes that teachers should explain to students the importance of ER showing a table below to explain difference between ER and IR :

Choices	Linguistic Focus	Difficulty	Amount	Selection what Material	Where	Comprehension
Extensive Reading (ER)	Fluency, skill forming	Very easy	A book a week	Learner selects All learners read different things (something interesting to them)	Mostly at home	Checked by reports/summaries
Intensive Reading (IR)	Analysis of the language	Usually difficult	Little	All learners study the same material	In class	Checked by specific questions

Table 1 : Some Differences Between Extensive Reading and Intensive Reading

6. Principles of Extensive Reading

In order to have a clear image about ER and how it deals with the needed or suitable materials for the students in the target language , Day and Bamford (2004, p.2) suggested to probe fully how ER supposed to be functioning what they call ‘top ten principles’. They indicated that the first two principles about what student’s read, while the rest are just based on them.

1. “The reading material is easy”. This makes ER different from other methods for teaching foreign language reading and because adjusting to the reader’s language competency is a major factor in successful ER. If there are one or two unknown words per page, it is not an appropriate text for beginner level students. For intermediate students, there should be no more than five unfamiliar words per page. Tanaka and Stapleton (2007,

p.131) study the relationship between unknown vocabulary and the reader's comprehension. They argue that "learners need to know at least 98% of the running words in the texts". With regard to easy materials, To attract students' attention and motivation, easy and interesting books are appropriate to improve reading skills.

2. "A variety of reading material on a wide range of topics must be available"

This principle is necessary to encourage the readers to read for different purposes and to read in different ways. Readers can choose a favorite reading material among various forms and genres such as books, magazines, newspapers, fiction, non-fiction, and texts for information. Various materials can lead students to read and also to use different types of reading approaches such as skimming and scanning. (Day and Bamford, 2004)

The other principles are listed below :

3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster rather than slower.
6. reading is usually related to pleasure, information and general understanding.
8. Reading is its own reward.
7. Reading is individual and silent.
9. Teacher orients and guides the students.
10. The teacher is a role model of a reader.

7. Goals of Extensive Reading

Through previous detailed, in-depth analyses and explanations about the extensive reading approach , it has eventually to attain or to achieve certain expected results and goals . Day and Bamford (1998, p.45-46) state that possible goals are when students will :

- ✓ Have a positive attitude toward reading in the second language.
- ✓ Have confidence in their reading.
- ✓ Have motivation to read in the second language.
- ✓ Read without constantly stopping to look up unknown or difficult words in the dictionary.
- ✓ Have increased their word recognition ability.
- ✓ Know for what purpose they are reading when they read.
- ✓ Read at an appropriate rate for their purpose in reading.

- ✓ Know how to choose appropriate reading materials for their interests and language ability.

Conclusion

In this chapter, firstly, we have given an overall overview about the skill of reading in which tackled the main perspectives that it deals with. We explained its nature and definition to introduce it, and the meanwhile how it works as a process. After that, we have presented its models and components which they represent such ways and tricks to cope with reading skill. Finally, we ended up by giving the effectiveness and the main differences between L1 and L2 reading in English language learning. Secondly, we presented the Extensive reading strategy that we have shown initially its adoption in the second language, how it can be introduced successfully and mainly its substantial benefits for English language development. Extensive reading with its advantages such increasing reading fluency, speed and comprehension. Furthermore, ER raise the students' attitudes, motivation and confidence to engage in reading in second language. Additionally, discussion above has shown that ER does not only increase students' vocabulary background knowledge and word recognition, but also Extensive reading, contribute to develop the students' performance of writing skills such style of writing, grammatical rules, and general language competence.

Introduction

The current research is about to check our hypothesis that states the importance of the extensive reading strategy for the sake of enhancing the students' writing achievement and production. The students and teachers are the main elements of this study. Their views and opinions were very crucial to test the hypothesis that we formulated. We chose to address questionnaires as an appropriate tool for both, teachers of written expression and second year LMD students at the department of English, Biskra University.

The students' questionnaire aims at finding out how much students consider extensive reading that affects their writing proficiency and their awareness about its significance in learning the language. In the other part, teachers' questionnaire is addressed to investigate what efforts and methods could be done by them to enhance their students' writing skill, besides to examine whether they encourage reading practices and activities for the students.

1. The Students' Questionnaire

1.1. The Sample

The fifty (50) students to whom we addressed the questionnaire to answer were chosen among the total number of the second year students' population, which consists of 449 students (331 females / 118 males) at the department of English in the University of Mohamed Kheider of Biskra. However, forty five (45) only who handed us back the questionnaires.

1.2. Description of the Questionnaire

The students' questionnaire consists of fourteen (14) questions in form of closed and open questions. There are nine (09) closed questions in which students are required to choose among the given options, and the other five (5) questions are open-ended when students also were required to select from the options and give their own clarifications and justifications.

The questionnaire is divided into three main sections. The first one is about general background and information of the students, including questions about their choice of the English field and the type of the baccalaureate they hold. The second section is about the students views about the skill of writing and how they deal with it, as well as, the difficulties that they struggle with. The last section which includes seven questions (07), it investigates students' opinions about the effect of reading on their writing ability, also more importantly checking how students consider and regard the significance of the skill. Particularly, to figure out the common extent of students who read extensively.

In the second section that deals mostly with the issue of writing, contains five (5) thematic questions ranged as (3, 4, 5, 6, 7). The question number 3 is about to know initially students' view of writing in English language. After that, the question number 4 seeks for the students' level of their ability in writing. The question number 5 looks for whether the programme of 'written expression' is helpful for the students' expectations to achieve good writing. Additionally, question 6 is addressed to see how students rank their priorities among the four skills (writing, reading, speaking, listening). At last, in the question number 7, among given options students asked to determine which kind of difficulties they encounter in their writing.

The third section intends to verify the status of reading among the students and emphasize the effectiveness of reading extensively in English. Seven questions (7) were the proportion of this section organised in form of (8,9,10,11,12,13,14). Question 8 was put to see whether reading enhances the students' writing, while question number 9 is about the way that reading can improve their writing (if they answered 'yes' in question eight). Significantly, the question number 10 addressed to students to know whether their teacher encourages reading activities. The question number 11 refers basically to extensive reading, so that students were asked where they prefer to read (in/out the classroom). The question number 12) was put to realize the amount of the students' devotion for reading in English. Concerning the question number 13, it seeks the level of students' interest about the reading skill by inquiring them whether they borrow books from libraries or not. The last question (14) which was put open, students asked directly to state their opinions and views about the advantages of reading a lot in English.

1.3. Analysis of the Results

Section One : Students' Background Information

Question 01 : Choosing to learn English is :

Your own choice

Imposed on you

Choices	Imposed on you	Your choice	Total
Numbers of students	02	43	45
Percentage	4.44%	95.56%	100 %

Table 02 : Student's choice to learn English

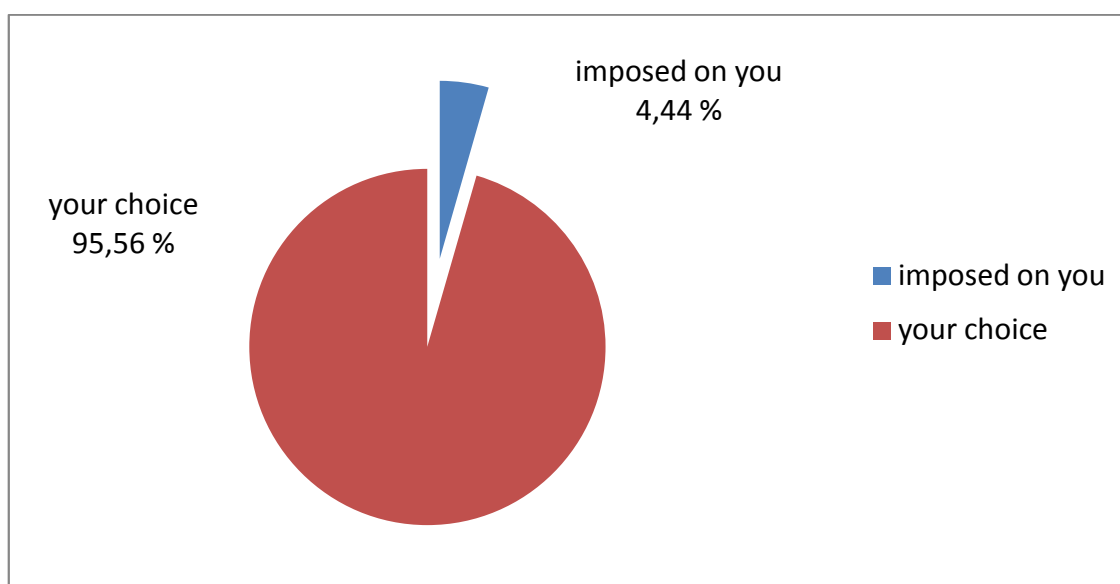


Figure 02 : Student's choice to learn English

As the graph above shows, the majority of the students (95,56%) chose to learn English by their personal desire, this makes them motivated to learn and expected to realise good feedback in studying English. Whereas others (4.44%) who are obliged to learn English, they are supposed to be unmotivated to achieve satisfactory results in their studies.

Question 02 : The Bacallaureate you hold :

a- Literary

b-Scientific

c- Literature and foreign languages

Other ...

The baccalaureate type	Literary	Scientific	Literature and foreign languages	Other	Total
Number of students	17	15	11	2	45
Percentage	37.78%	33.33%	24.44%	4.44%	100%

Table 2 : Students' type of the Bacallaureate.

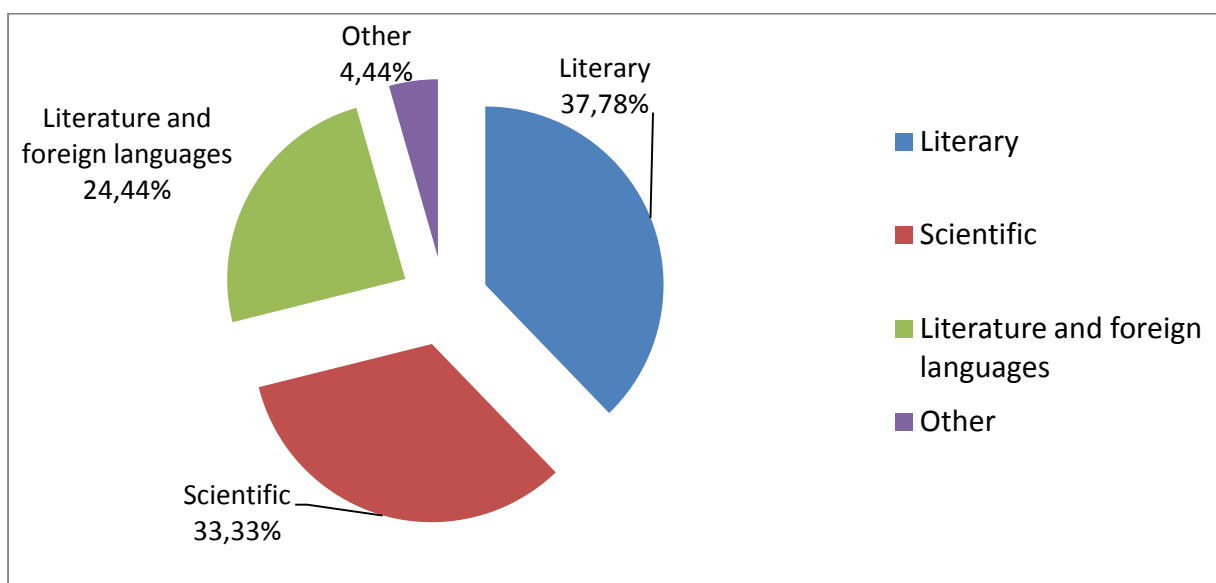


Figure 03 : Students' type of the Bacallaureate.

We have introduced this question to know the different backgrounds of the students. Most of them (37.78%) came from the literary stream. This is due to that English language from the main privileged choices available to them to select among other branches, also it was from the main basic matters in their earlier studies. Others are scientific (33.33%), this category of learners are too smart, so as they usually can get through in grammar and written expression modules which require accuracy and great attention to details. The category who studied as their speciality literature and foreign languages were (24.44%),

they are supposed to be more knowledgeable and capable because they studied English a year before the university level. The rest of students (4.44%) were two students, one mathematics and the other Economics.

Section 2: Writing issue for the students

3. To what extent do you consider the importance of writing in the target language ?

a-Ordinary

b-Important

c-Very important

Importance	Ordinary	Important	Very important	Total
Number of students	07	26	12	45
Percentage	15.56%	57.78%	26.67%	100%

Table 3 : Students' opinions about the importance of the writing.

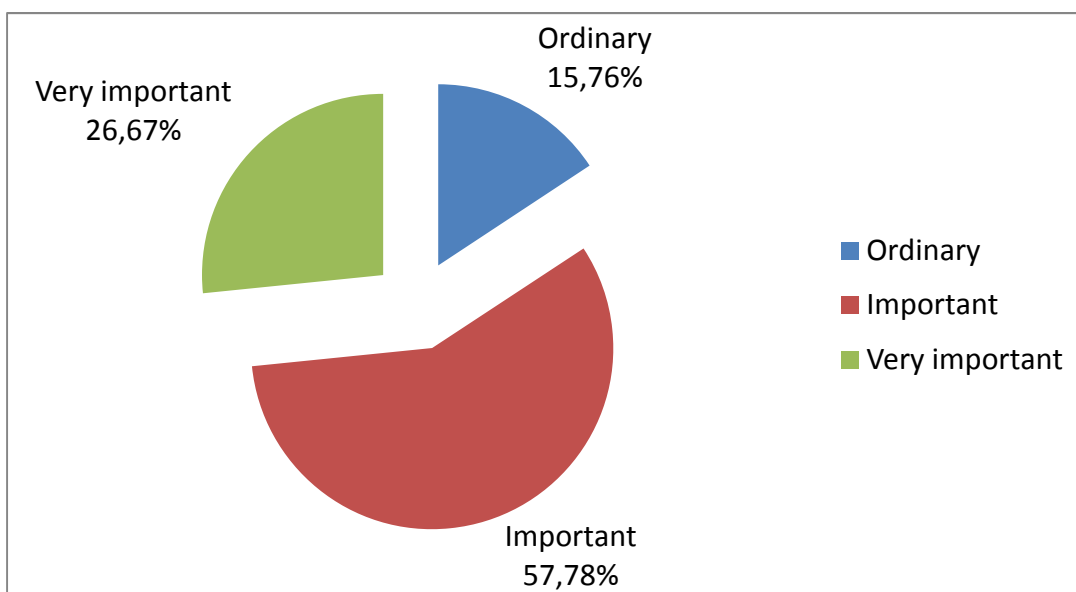


Figure 04 : Students' opinions about the importance of the writing.

It can be seen from the graph, most of the students (57.78%) confessed and emphasized the importance of the writing skill. They see it as one of the main crucial four skills in learning English language. Others (important 26,67%) confirmed also the significance of writing skill. A few (15.56%) see that the writing skill is an ordinary one. This category

has another interest which could be for the other skills such : reading, listening or speaking.

Question 04. Your ability to write in the English language is :

a-Weak

b-Average

c-Good

d-You don't know

Students' ability	Weak	Average	Good	You don't know	Total
Students' number	3	25	14	3	45
Percentage	6.67%	55.56%	31.11%	6.76%	100%

Table 4 Students' ability to write in English

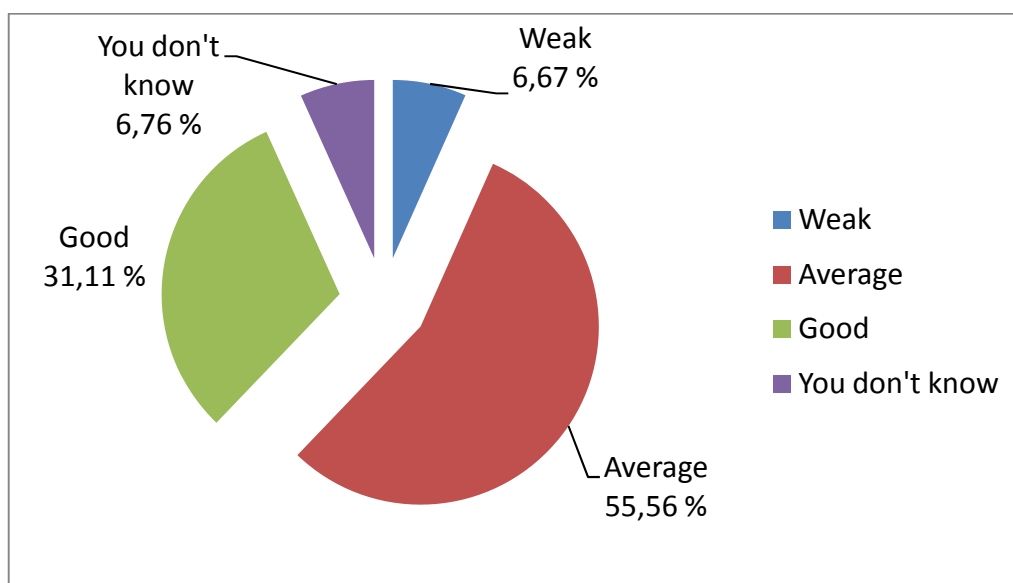


Figure 05 : Students' ability to write in English.

It is clear from the graph above that a large number of students (55.56%) declare that their ability in the writing skill is average. So, we can infer that students eagerly want to improve their writing production. However, the other students (31.11%) who replied by 'good' were seemingly satisfied with their writing. The rest of respondents were of the

same ratio (6.76%) for both who stated ‘weak’ and ‘don’t know’, these categories certainly find many difficulties and problems concerning the writing skill, so that they need more practices with teachers’ help, guidance and containment.

Question 05 : Do you think that “written expression” programme you are learning is enough to improve your writing proficiency?

Yes

No

If no , please explain

Choices	Yes	No	Total
Students’ number	23	22	45
Percentage	51.11%	48.89%	100%

Table 5 : Students’ opinions about the ‘written expression’ programme in terms of writing.

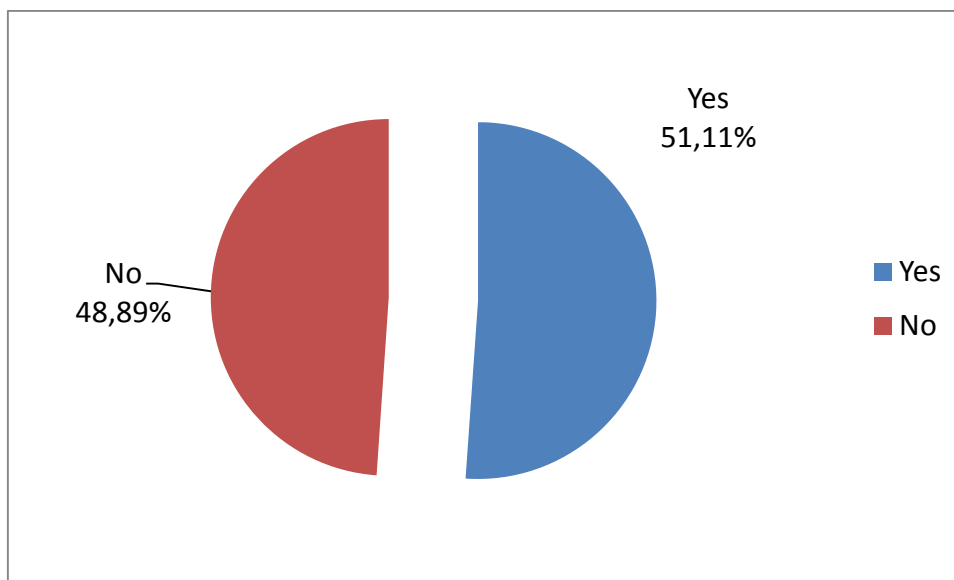


Figure 06 : Students’ opinions about the ‘written expression’ programme in terms of writing.

This question has the intention to diagnose and opt out the essential, varied and main requirements that increase and promote the writing skill, supporting that by including the choice given when students say 'No', they are required to provide explanations. The students responses were almost equal (51.11% for 'yes', 48.89% 'No'), this indicates that the question of enhancing the writing skill is so controversial, because writing skill needs considerable efforts and shared cooperation among teachers and students. As well as, it can be improved when it is reinforced by other skills like extensive reading and listening. On the other hand, concerning the 'Written Expression' module, we figured out from the students opinions that it is not sufficient for enhancing their writing and it does not achieve all their needs due to the lack of good methods and authentic tools. Moreover, the time constraints and overcrowded classes, as well, the lack of practice have a contribution on this problem.

Question 06 : Which of the four language skills you are mostly interested in ?

a-Writing

b-Reading

c-Speaking

d-Listening

The skills	Writing	Reading	Speaking	Listening	Total
Students' number	10	11	15	09	45
Percentage	22.22 %	24.44 %	33.33 %	20 %	100 %

Table 6 : Students' most interest in the skill.

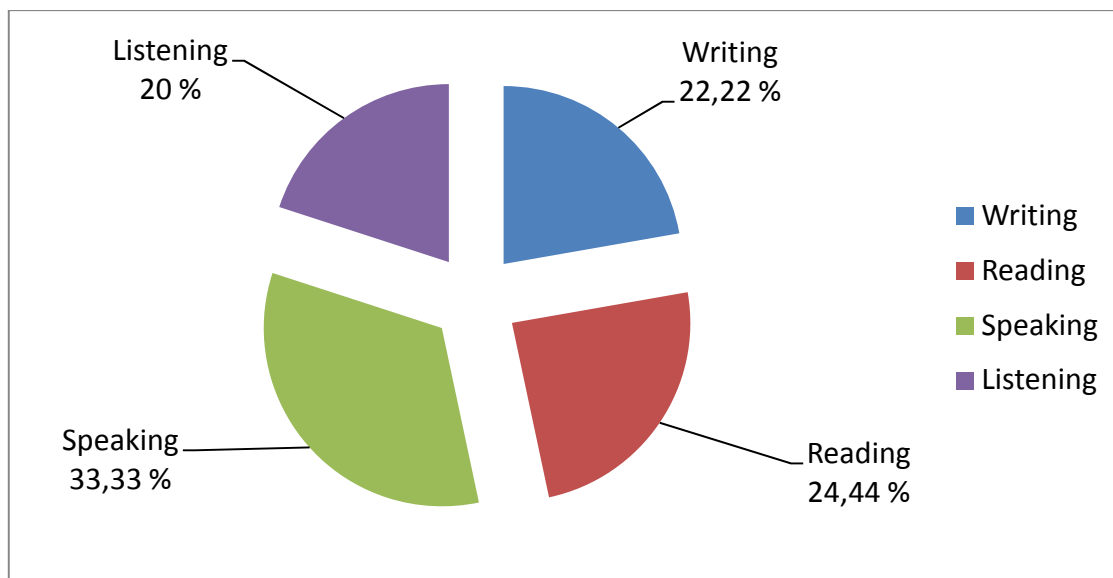


Figure 07 : Students' most interest in the skill.

The table above exposes that 15 of respondents (33,33 %) showed their interest for the speaking skill, while other 11 students (24.44 %) prefer the reading skill. Whereas 10 students (22.22 %) tend to give priority to the writing skill. The remaining 09 students (20 %) answered about the listening skill. From these results we can notice that most students give importance to the productive skill 'speaking' then the receptive skill 'reading', this indicates that reading contributes greatly to help students develop their speaking production. In addition to that, writing and listening skill were emphasised for their importance in the language.

Question 07 : In your opinion, what are the main difficulties you are facing in your writing :

a-Lack of vocabulary

b-Spelling

c-Grammtical rules

d-Process and organisation

what else ...

Difficulties of writing	Lack of vocabulary	Spelling	Grammtical rules	Process and Organisation	Total
Students number	20	4	15	4	45

Percentage	44,44%	8,89%	33,33%	8,89%	100%
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Table 7 : Students' encountered difficulties in writing

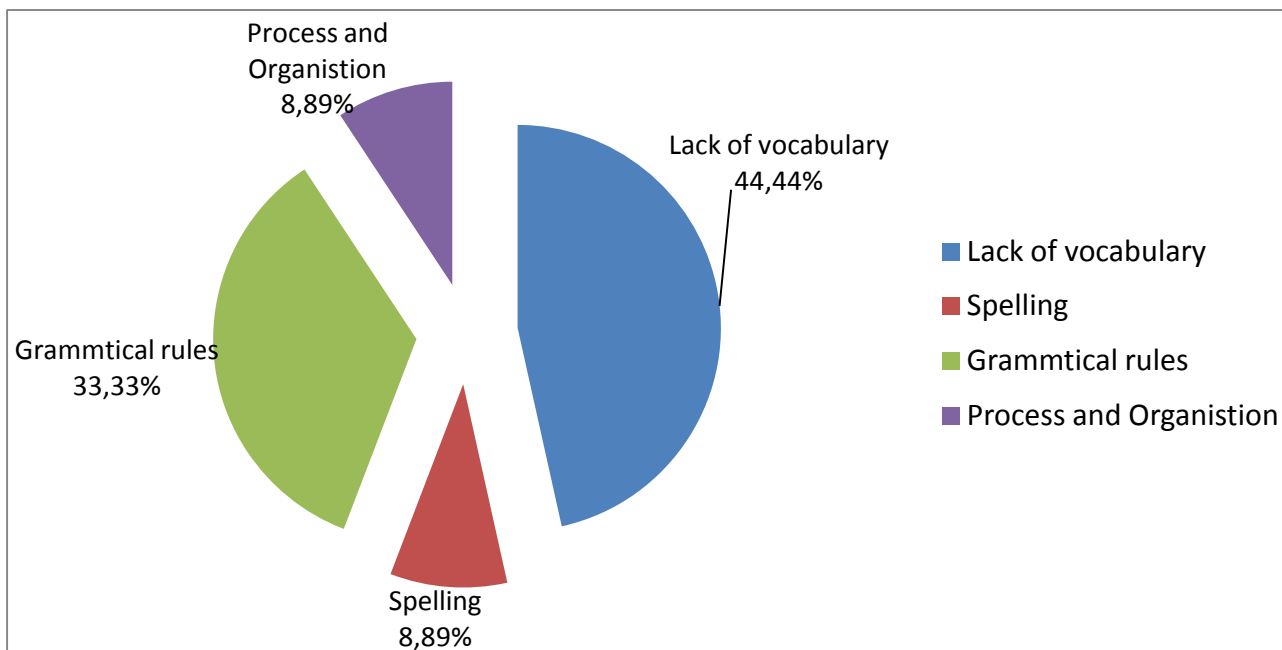


Figure 08 : Students' encountered difficulties in writing

As shown in the table above, 20 of the students (44,44%) stressed that most difficulties they face in the writing skill are due to the lack of vocabulary, and this obviously because of the lack of reading in the language. Extensive reading is the best way to extremely reduce this problem. Whilst, other 15 participants (33,33%) considered writing difficulties lurk beneath grammatical rules. Likewise, 8,89% of students find problems in their writing with spelling, besides process and organisation.

Section 3 : Reading and Extensive Reading

Question 08 : Does reading help you to enhance your writing ?

Yes

No

Choices	Yes	No	Total
Students' number	45	0	45
Percentage	100%	0%	100%

Table 08 :The effect of reading on the writing skill

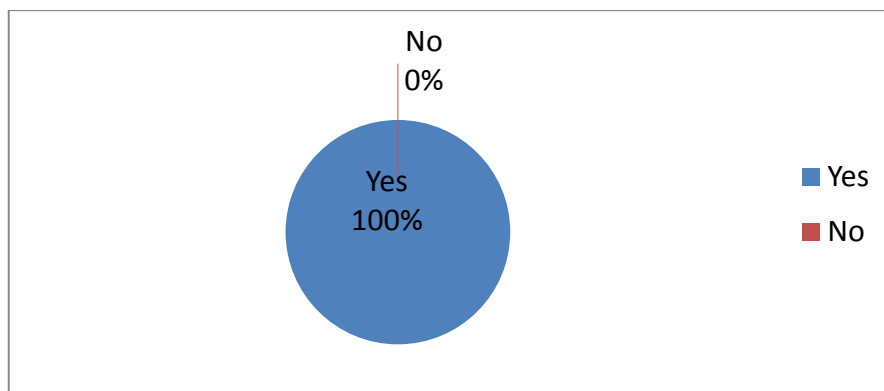


Figure 09 :The effect of reading on the writing skill

As it is apparent above, all the forty five (45) students (100%) unanimously, emphasized the crucial role of the reading skill to enhance the students' writing one.

Question 09 : If yes, how it helps you ?

a-Increasing your vocabulary

b-Learn grammatical rules

c-Master spelling and use correct words

What else ?.....

Reading help	Increasing your vocabulary	Learn grammatical rules	Master spelling and use correct words	Total
Students' number	23	10	12	45
Percentage	51,11%	22,22%	26,67%	100%

Table 09 : Reading function

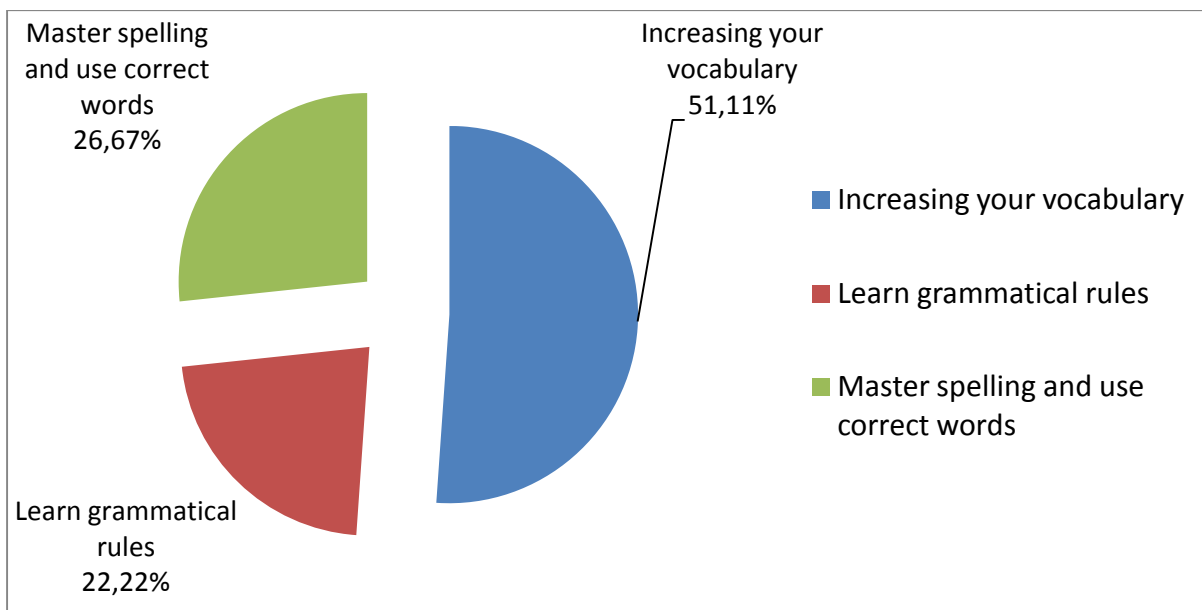


Figure 10 : Reading function

From the table number 09, the data shows that 23 of respondents (51,11%) demonstrate that the reading skill help them to increase their vocabulary repertoire. This reveals that students are very aware about the magnificent role of lexis and vocabulary that can be acquired mostly through reading in English language. Whereas, the second category (26,67%) who have chosen that reading enables them to master spelling and use correct words. Indeed, we believe too, that spelling has huge significance which affects directly the writing skill. For this reason, spelling should be taken into consideration with more attention. So, continuous and extensive reading keeps the spelling level steady and well-controlled. The rest of students (22,22%) indicated that reading enables them to learn grammatical rules. What is more, reading skill makes students open-minded to a lot of ideas and improve their writing style.

Question 10 : Does your teacher encourage reading activities and tasks ?

Yes

No

	Yes	No	Total
Students' number	40	5	45
Percentage	88,89 %	11,11%	100%

Table 10 : Students' opinions about the encouragement of their teachers towards reading

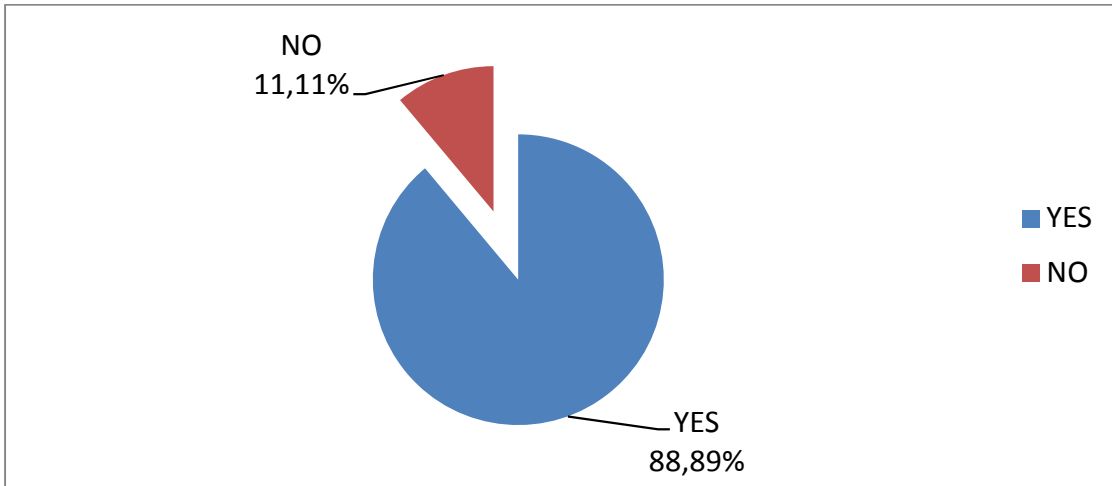


Figure 11 : Students' opinions about the encouragement of their teachers towards reading

According to the results of table 10 which illustrates that most of 40 students (88,89 %) stated that their teachers do encourage reading activities and tasks. Thus, we believe that it is a better way to involve students and expose them consistently within reading tasks what result in improving all their linguistic competence and abilities. The other (5) few students (11,11%) pretend that their teachers do not encourage reading activities. This category apparently wants more reading activities in their classroom.

Question 11 : Where do you generally prefer to read ?

In the classroom

Out of the classroom

	In the classroom	Out of the classroom	Total
Students' number	07	38	45
Percentage	15,56%	84,44%	100%

Table 11 : Students' preferred places for reading

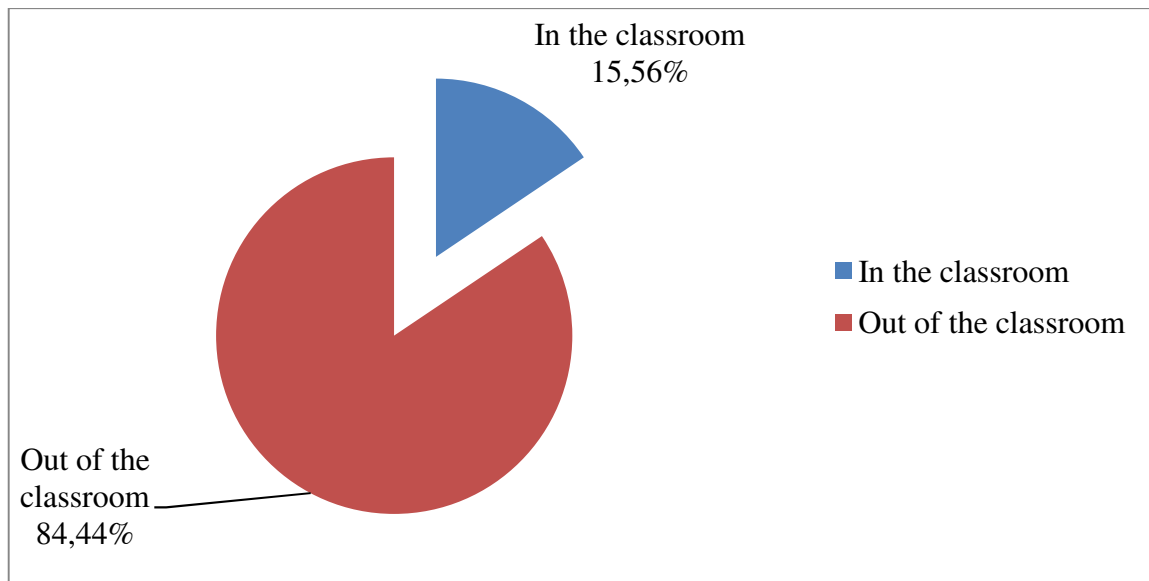


Figure 12 : Students' preferred places for reading

This question explicitly seeks the students' preferences and choices about which settings they read in. Within the question, there is a reference for one of the principles of the extensive reading strategy which is reading outside classrooms. We can see that most of the students (84,44%) prefer to read outside the classroom, independently from their teachers. Accordingly, they prefer to read extensively. We deduce that students like to be in a suitable atmosphere and feel at ease in doing their readings. Yet, 7 students (15.56%) chose to read in the classroom. Here, we emphasize the role of the teacher through providing good and appropriate reading materials, as well as motivating students to ameliorate their reading ability.

Question 12 : How often do you read in English ?

a- Daily

b- Weekly

c- Monthly

Reading frequency	Daily	Weekly	Monthly	Total
Students' number	09	25	11	45
Percentage	20%	55,56%	24,44%	100%

Table 12 : Students' frequency of reading in English

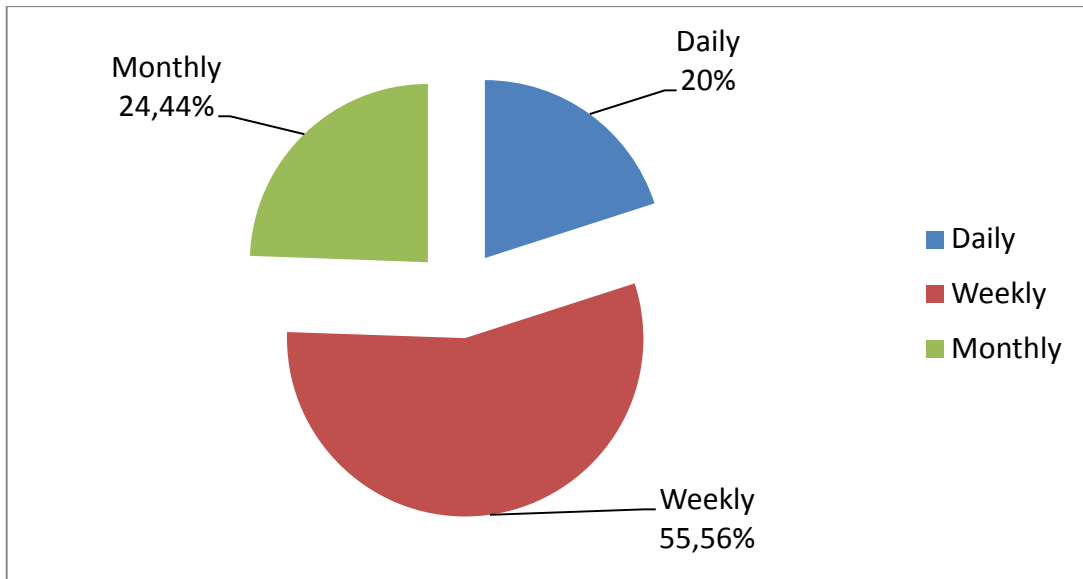


Figure 13 : Students' frequency of reading in English

This question was set because it is regarded as the core and from the main elements that our hypothesis premises on. Considering the extensive reading counts on the large quantity of reading. Through the results shown above in the graph, the majority of students (55,56%) denoted that they read weekly. The reading of this category is average. Whereas, students who read 'monthly' are endangered and threatened of great underachievement in writing particularly and in all the language skills. While, other students stated that they read daily. Since they read extensively, this category expected to do well in all facets of other language skills : writing, speaking and listening.

Question 13 : Do you borrow books from the library ?

Yes

No

Sometimes

Never

	Yes	No	Sometimes	Never	Total
Students' number	09	11	24	01	45
Percentage	20%	24,44%	53,33%	2,22%	100%

Table 14 : Students' confessions about borrowing books from the library.

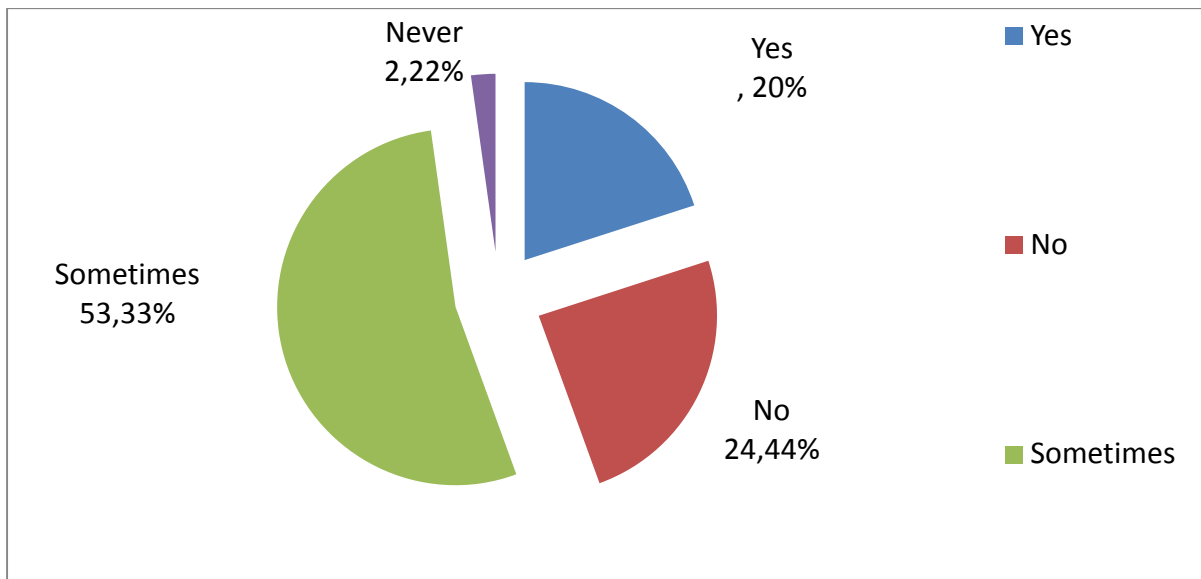


Figure 14 : Students’ confessions about borrowing books from the library.

We have introduced this for the goal of knowing whether reading captures students’ concern and attention or even occupies them such the case when they are required to achieve their homeworks in due time. The table 13 shows that 24 of students (53,33%) also sometimes borrow books from the library. The other group of respondents (24.44%) said ‘no’, this might be that students rely on other types of reading like e-books and mobiles. Only 09 students (20%) replied that they do borrow books from library, this could be the better habit they adopt in learning their target language. One student said s/he never borrows books.

Question 14 : In your opinion, what are the advantages of reading a lot ?

This question is an overall overview directed to second year LMD students to get their different attitudes and opinions about the various benefits and advantages of the reading skill in the English language. The students views are stated below in brief inclusive points :

- The reading skill enables students to know about the English styles, learning more vocabulary, mastering the use of words in their specific contexts.
- The reading skill helps students to get fluency, cultivate themselves, know different cultures, and develop their own thinking.

- It increases the familiarity with the construction of paragraphs and texts.
- Reading a lot is the best skill to help the students to discover their mistakes.
- It helps the student to know the structural, grammatical rules and acquiring the academic language.
- It makes the students open-minded by knowing how others think, and helps them to organize their ideas.
- It helps the students to express themselves and feelings.
- Reading helps the learners to improve their skill of pronunciation, and consequently they do well in their oral expression module.
- Raising the students' awareness to avoid committing mistakes,
- Raising the students' awareness to know different writers' styles.

2. The Teachers' Questionnaire

2.1. The Sample

The second questionnaire is designed to be administered to written expression teachers at the department of English, University of Biskra. The population was totally six (06) teachers. The data collected back was useful to know how teachers deal with the writing skill and the methods, techniques they follow in teaching this module. As well as, the challenges encountered by the students with this skill. Moreover, to have a look at the main objectives at this level (2nd year).

2.2. Description of the Questionnaire

The teachers' questionnaire consists of (13) questions. It is intended firstly to know the teachers' experiences and backgrounds. Then secondly, in order to have clear image about how they deal with and run the writing skill with their students. In addition, they required to provide their views and opinions about the writing difficulties, students' level of writing, and the conditions of good writing. In the third section, was about to the practice of the reading skill among teachers and students.

2.3. Analysis of the Results

Section 1

1. What are your qualification(s)?

Licence (BA)

Magistère (MA)

Doctorat (PhD)

Qualifications	Licence (BA)	Magistère (MA)	Doctorat (PhD)	Total
Teachers	01	04	01	06
Percentage	16,67%	66,67%	16,67%	100%

Table 15 : Teachers’ Qualifications

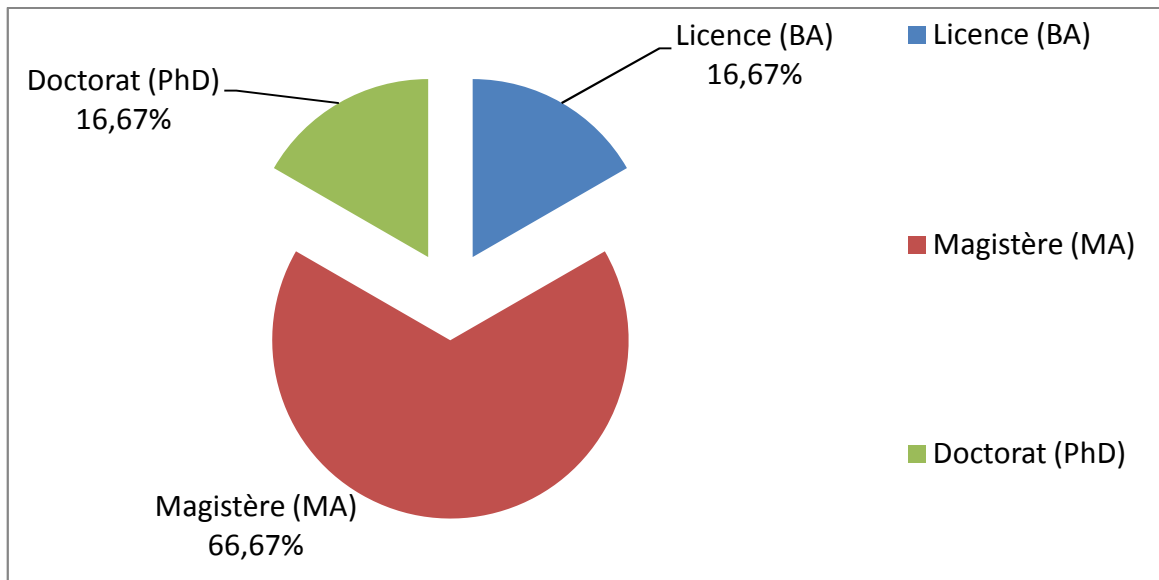


Figure 15 : Teachers’ Qualifications

The table above shows that there are four (04) teachers who hold a ‘Magister degree’, and one teacher holds ‘licence’, also we have one teacher who holds (phD) degree. This variation of teachers is considered too beneficial for the students to take advantage of their different experiences.

Question 2 :According to you, what are the main objectives of written expression at this level (2nd year)?

This question has been suggested to serve us to diagnose the direct and the main issues and aspects of the writing skill. We aim to determine the methods and objectives of

teaching writing for the students of second year LMD students. Additionally, the techniques that teachers apply and follow to convey their lessons. Below, teachers' opinions about the objectives of Written Expression module are listed briefly :

- Make students express themselves in a correct written form, and know different genres of writing.
- Enable students to achieve communicative competence and improve their writing skill.
- Enabling students to produce a meaningful and coherent piece of writing (paragraphs).
- To help students differentiate between types, methods, techniques of developing paragraphs and the right way to apply them.
- Enable students to write correctly with logical order of ideas and avoiding mistakes through representing to them the formal and academic means of writing.

Question 03 : Do you think that your students are motivated to write in English?

Yes

No

Please , Explain why or why not?

Choices	Yes	No	Total
Teachers' number	03	03	06
Percentage	50%	50%	100%

Table 16 : Teachers' opinions about students' motivation towards writing

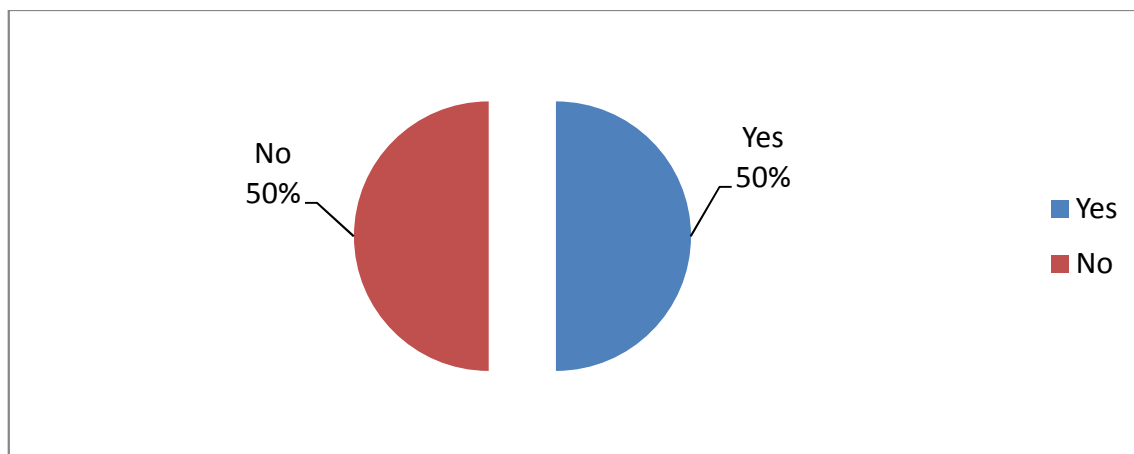


Figure 16 : Teachers' opinions about students' motivation towards writing

The graph (16) shows that three teachers (50%) who see that their students are not motivated enough to write in English, and they were not satisfied with students' interest for writing. They mentioned that students seem careless and need more motivation. We deduce that both teachers and students should cooperate together to overcome the difficulties encountered against the complexity of this skill. As a solution, teachers have to motivate their students to read more to enhance their writing style. The other half of teachers confessed (50%) that their students are motivated to write in English. They see that the writing in the target language is a challenge for them, so that they try to do their best to succeed and write good production.

Question 4 :What are the main difficulties usually the students may encounter in writing task ?

a- Misuse precise vocabulary

b- Spelling

c-Grammar

d- Mechanics

Others,

The answers of teachers have shown that unanimously all of them (100%), affirmed that students usually meet these writing problems (misuse a precise vocabulary, spelling grammar, mechanics). Therefore, teachers generally concentrate on content and

organisation of the writing skill for their students. Otherwise, they expect from students two main aspects : generating good ideas and putting them in real order.

Question 5 : Are you satisfied with your students' level of writing ?

Yes

No

If 'No', please, explain why ?

All the teachers (06) replied that they are not satisfied with the level of writing in English for the second year students. This is what we need to solve or to come up with some solutions to cope with this problematic question, viz, the writing skill. The teachers declare that students have many deficiencies even follow-up corrections is always given, they still commit the same errors. Others, see that students still lack practice and producing good paragraphs. Moreover, they neglect to use mechanics' rules and lack of vocabulary knowledge. Some stated that the less students are motivated to learn writing the poor their language will be.

Question 6 : According to you, good writing refers to : (you may choose more than 1 option)

a- Precise vocabulary

b- Spelling

c-Correct grammar

d- Good ideas

e- Organization and process

What else,

All the six (06) teachers consider that the good writing refers mainly to the mastery of certain different aspects that could be : the use of precise vocabulary, spelling, correct grammar, good ideas, organization and process. We infer from those answers that all the teachers make sure that good writing is concerned with covering fully all the aspects of writing skill.

Section 3

7. Do you motivate your students to read in English ?

Yes

No

Choices	Yes	No	Total
Teachers' number	06	-	06
Percentage	100%	-	100%

Table 17 : Teachers' opinions about motivating students to read.

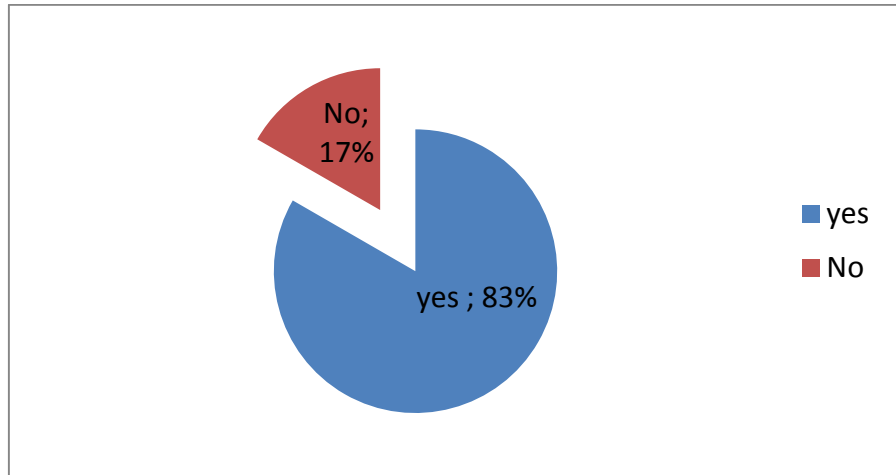


Figure 17 : Teachers' opinions about motivating students to read.

As it is illustrated above, all the teachers' answers confirm that all of them do encourage their students to read in English, because they are aware of key role that the reading skill plays in the development of the language.

Question 8 :Do you introduce reading activities (such sustained silent reading..) within your classroom ?

Yes

No

Choices	Yes	No	Total
Teachers' number	05	01	06
Percentage	83%	17%	100%

Table 18 : Teachers' opinions about introducing reading activities in classroom

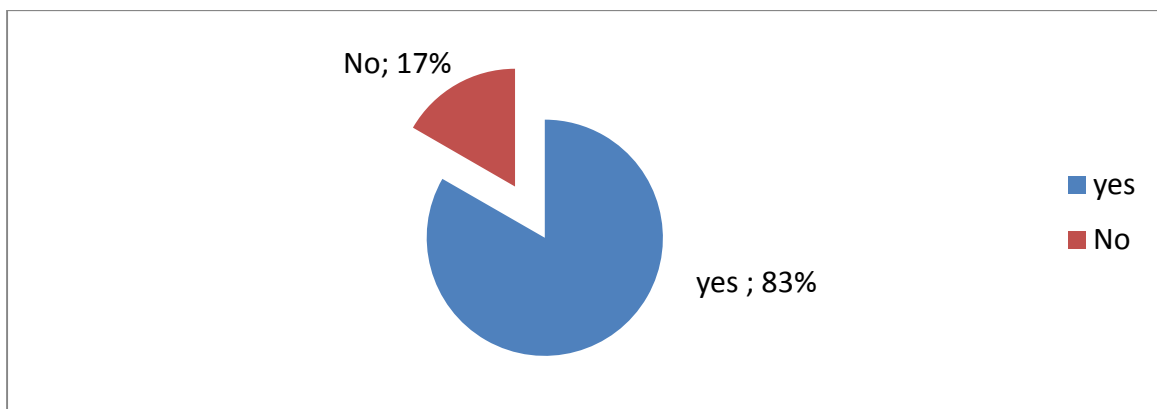


Figure 18 : Teachers’ opinions about introducing reading activities in classroom

According to the data shown in the graph, most teachers (05) do introduce reading activities in their classes. It is supposed that they are very conscious of the benefits of integrating one receptive skill ‘reading’ with the receptive one ‘writing’, because this combination leads to further better results which reflect on the students positively. While, one teacher mentioned that he does not introduce reading in writing within classroom.

Question 9 : In your opinion, does reading contribute in the development of the writing skill?

Yes

No

If ‘Yes’, please, explain how ?

Choices	Yes	No	Total
Teachers’ number	06	0	06
Percentage	100%	0%	100%

Table 19 : Teachers’ opinions about contribution of reading to writing development

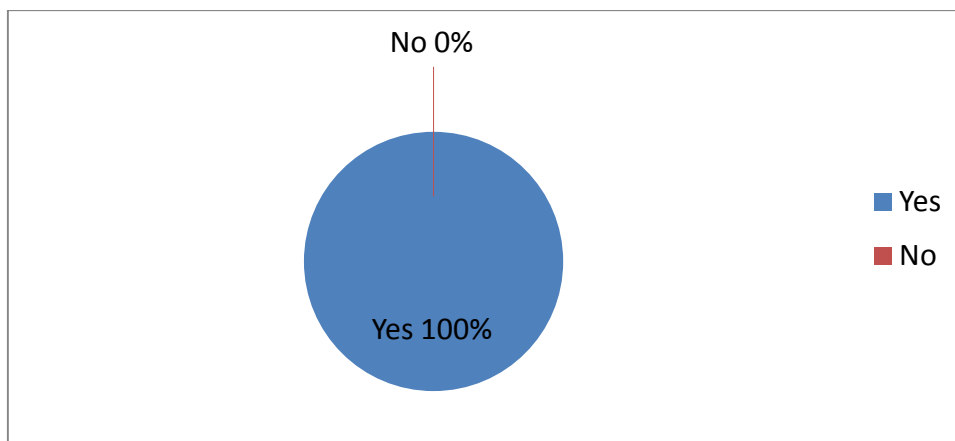


Figure 19 : Teachers’ opinions about contribution of reading to writing development

All the teachers (06) confessed that reading does contribute in the development of the writing skill. In proving so, they demonstrated certain benefits of the reading skill. Some of them see it as the main source of ideas, enrich vocabulary knowledge, and linguistic structures. Significantly, gaining good style of writing. Others see that it enables students to get new information about the topic they face, also to see how pieces of writing and different texts are organized.

Question 10 : In your class, do you usually assign reading-writing type of tasks ?

Yes

No

Sometimes

Choices	Yes	No	Sometimes	Total
Teachers’ number	00	01	05	06
Percentage	00%	16,67%	83,33%	100%

Table 20 : teachers’ opinions about assigning reading-writing type

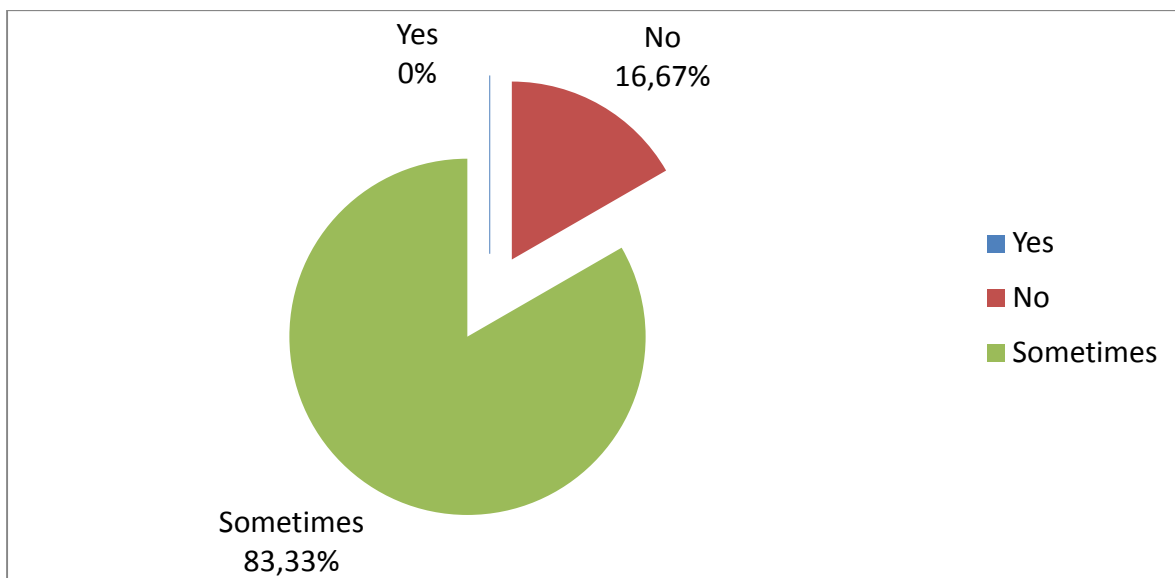


Figure 20 : teachers' opinions about assigning reading-writing type

It can be seen from the graph above, most teachers (87%) said that they sometimes assign reading-writing types of tasks in the classroom. This is due to the complexity and the necessity of time for the writing skill. In this case, as an alternative solution, teachers have to assign reading activities outside the classroom. Consequently, students read extensively so that their writing and many other skills will improve. However, one teacher has replied that he does not introduce reading activities within his programme of teaching writing.

Question 11 : In your opinion, do good readers make good writers ?

Yes

No

Please, explain how

Choices	Yes	No	Total
Teachers' number	06	0	06
Percentage	100%	0%	100%

Table 21 : Teachers' opinions about whether good readers make good writers

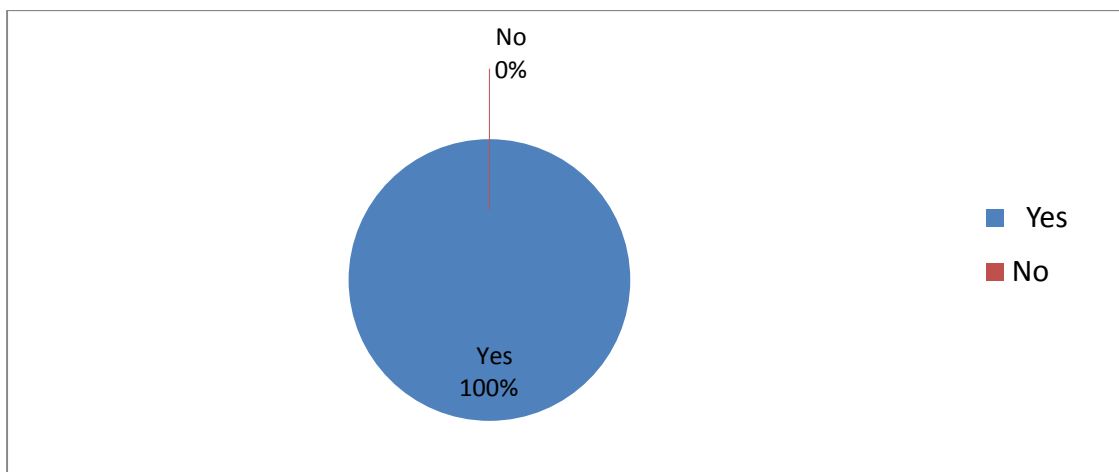


Figure 21 : Teachers’ opinions about whether good readers make good writers

As it can be seen from the graph, all the teachers argued that whoever reads a lot in the language will inevitably enhance once writing skill. Teachers stressed that whenever students read, they will have a rich background to rely on when they write. In other words, teachers declared ,too, that good readers have excellent self-motivation and self-esteem towards learning the language what makes them develop good writing style in English, and will have large repertoire of English words.

Question 12 : Do you motivate your students to read outside of the classroom ?

Yes

No

Sometimes

Choices	Yes	No	Sometimes	Total
Teachers’ number	04	00	02	06
Percentage	66,67%	00%	33,33%	100%

Table 22 : Teachers’ opinions about motivating students to read outside of the classroom

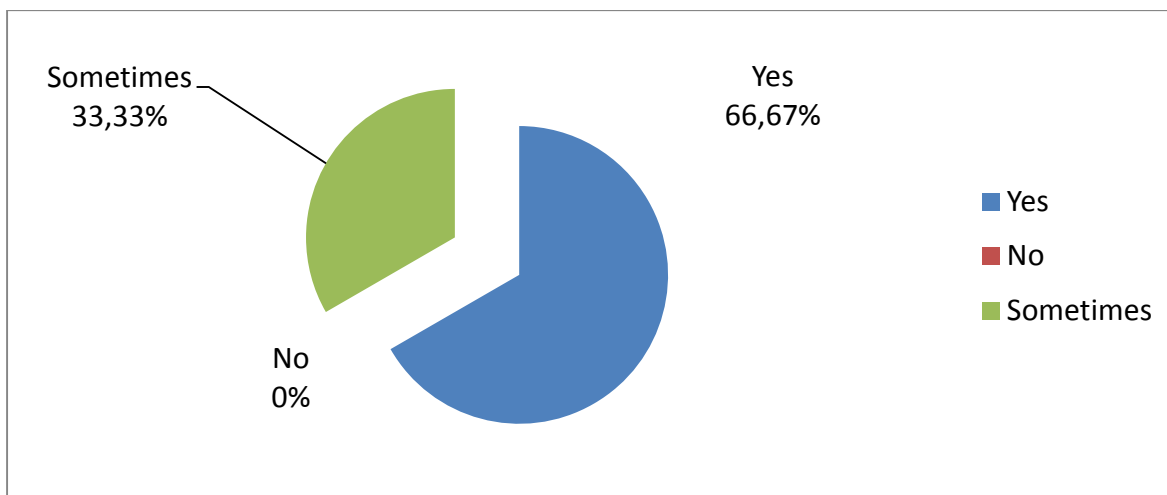


Figure 22: Teachers' opinions about motivating students to read outside of the classroom

As it is clearly appearing in the table (21), four (4) teachers stated that they motivate their students to read out the classroom. This category of teachers expected to crop good results and fruitful ramifications that will be reflected in their students' production of writing skill in which their likelihood of committing grammatical errors will be extremely reduced and overcome. Reading extensively as it shown in the previous chapter increases highly students awareness and consciousness of acquiring good style, enlarge vocabulary knowledge , and give positive attitudes for students who adopt it. The other teachers (02) claimed that they sometimes motivate their students to read outside classroom, this could be explained as belittling the great importance of reading skill towards writing in which they have complementary role for language development, hence, both of them are two faces for one coin.

Question 13 : According to you, what are the benefits for students who read in great deal in the language ?

We have introduced this question for the sake of knowing how reading a lot (Extensively) can ameliorate particularly the students writing proficiency, and generally their other skills in the English language. Therefore, we have put an open question devoted for teachers to supply their views and opinions based on their experiences in the teaching process. Teachers' various views about the benefits for students who read in great deal in the language are listed below :

- Students can discover how the language is used.
- Students become more skillful in writing skill.
- They will acquire new vocabularies, idioms, and expressions.
- They will be able to adopt good style of writing.
- Reading increases students' motivation, confidence and positive attitudes for learning the language.
- Students become open-minded to learn about other cultures.
- Reading develops students' critical thinking and writing, as well it enables them to acquire the accurate and the academic language.

Conclusion

After having analysed all the data gathered from the answers provided by the students of second year and the teachers of written expression modules, we have found out that all of them have the desire to improve the writing performance and production. Students seemed so eager to master the writing skill; their responses showed that most of them are aware of its importance in the language. Thus, they confirm themselves that should increase their levels and be motivated to read greatly and extensively to enhance their writing proficiency. On the other hand, the teachers' answers showed that teaching the writing skill is very challenging because it requires great different efforts. In addition to that, the positive attitudes and motivation of the students.

Findings and recommendations :

- Throughout this research we discovered that second year students seriously face many difficulties and obstacles towards the writing skill, moreover they lack enough motivation to achieve written productions.
- According to the views of the teachers, most of students do not strictly obey all the feedback observations given to them during the evaluation processes. Therefore, they need more sources of reinforcements to better their writing ability

- Through conducting our research we realized that Extensive reading is so essential for ESL/EFL learners to take advantage of improving their writing proficiency and fluency. As students constantly read books with pleasure in the class and out of the class, they can increase their reading speed and reading comprehension, motivate their attitudes for learning the target language, and improve their other language skills.
- From the responses of teachers and students, both of them embrace the idea behind applying the extensive reading strategy to empower students' abilities making them produce good pieces of writing, and minimize all various kinds of frequent writing errors.
- Besides, teachers consider the extensive reading strategy as the very engaging skill for the students which facilitates the ongoing of courses of their lessons during classroom sessions. They acknowledge that ER can be the best way to raise students' awareness and interest about their writing performance.
- The constant repetition of words in an extensive text has the potential to lead the learner to pick up words subconsciously that will subsequently contribute to vocabulary growth and better writing in terms of vocabulary and content.
- The teacher is an active member of the classroom reading community and a role model of a reader for the students have to demonstrate what it means to be a reader and the rewards of being a reader.
- We concluded that, combining an Extensive reading strategy and writing activities help students to positively develop their English competency.
- Teachers have to motivate the students to read as much as they can in the language and simultaneously assign reading-based tasks within the classroom and even out.

- To sum up, in order to attain the best level of writing performance for the students, is when teachers keep providing feedback evaluations about writing then mainly motivating students to read extensively either in or out of classroom. Students, in their role, in learning and acquiring the language properly have to give special attention to the acquisitional skills. Accordingly, they have to read in a great deal and read extensively to be familiarized and adapted with all the demands of the other skills, particularly, the writing.

General Conclusion

Enhancing the writing skill is a very difficult task for EFL students, since these latter are non-native learners, so it is inevitably that they will confront such awkwardness and show some unfamiliarity towards this new foreign skill. Students of second year, at this level are required to produce pieces of writing ranging from short essays to long articles and dissertations.

We have investigated this issue with the ultimate aim of shedding some light on one of the crucial elements related to the teaching of English as a foreign language, notably reading and Extensive reading. Our study relies on three main elements, firstly, reading is a crucial part in learning a second or foreign language as well as a first language. Second, extensive reading has many benefits in acquiring the target language. Third, integrating reading and writing helps language learners develop their writing, besides the overall language abilities.

Along with this research, we started from the fact that writing status is so worsened and not controlled as it should be whether for students to learn or teachers to teach it. For this case, we believed that adopting the extensive reading strategy is the best way to overcome these writing difficulties and reduce all its kinds of language aspects' errors. In doing so, and in order to test our hypothesis aforementioned above, we have submitted questionnaires for both participants, teachers and students to gather the needed data and

information about their standpoints and views concerning introducing the extensive reading strategy for the goal of enhancing the students' writing performance.

The analysis of students' and teachers' questionnaires revealed that second year LMD students face many difficulties in writing such lack of vocabulary knowledge, spelling, mastery of mechanics and correct grammar. They acknowledged that for highly reducing those writing problems, extensive reading is regarded as a too helpful strategy to do so.

Both teachers and students showed strong approval , positive attitude and seemed motivated towards the contribution of Extensive reading and its considerable benefits in enhancing the writing production. They confirmed that both reading and writing have complementary function in learning the language so that they can not be treated separately.

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APPENDICES

STUDENTS' QUESTIONNAIRE 01

TEACHERS' QUESTIONNAIRE 02

ARABIC SUMMERY 03

FRENCH SUMMERY 04

Appendix 01

Students ' Questionnaire

Dear Students,

The current questionnaire is an attempt to gather the needed information for the accomplishment of Master dissertation. We designed this questionnaire to explore the effectiveness of the Extensive Reading strategy to improve the writing skill and production. We would be very grateful if you could help us to accomplish our research by filling in the questionnaire.

NB:Extensive Reading:is 'The rapid reading of large quantities of material or longer readings for general understanding' ,It is also 'rapidly reading book after book' .

Please, use a tick (√) to indicate your chosen option ,and write your answer when needed.

Section 1

1. Choosing to learn English is :

Your own choice

Imposed on you

2. The Bacculaureate you hold :

a- Literary

b-Scientific

c-Technical

Other

Section 2

3. To what extent do you consider the importance of writing in the target language ?

a-Ordinary

b-Important

c-Very important

4. Your ability to write in the English language is :

a-Weak

b-Average

c-Good

d-You don't know

5. Do you think that "written expression" programme you are learning is enough to improve your writing proficiency?

Yes

No

If no , please explain.....
.....
.....

6. Which of the four language skills you mostly are interested in ?

a-Writing

b-Reading

c-Speaking

d-Listening

7. In your opinion, what are the main difficulties you are facing in your writing :

a-Lack of vocabulary

c-Grammtical rules

b-Spelling

d-Process and Organistion

what else
.....

Section 3

8. Does reading help you to enhance your writing ?

Yes

No

9. If yes, how it helps you ?

a-Increasing your vocabulary

b-Learn grammatical rules

c-Master spelling and use correct words

What else ?.....
.....

10. Does your teacher encourage reading activities and tasks ?

Yes

No

11. Where do you generally prefer to read ?

In the classroom

Out of the classroom

12. How often do you read in English ?

a-Daily

b-Weekly

c-Monthly

13. Do you borrow books from the library ?

Yes

No

Sometimes

Never

14. In your opinion,What are the advantages of reading a lot ?

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

Thank you so much for your collaboration

Good luck

Appendix 02

Teacher's Questionnaire

Dear Teachers,

The following questionnaire is a part of research work that deals with the impact of Extensive reading strategy on the students' writing for the second year level. Your answers will be of great help for our research. Would you please, tick the appropriate case and make statement whenever required.

Section 1

1. What are your qualification(s)?

Licence (BA)

Magistère (MA)

Doctorat (PhD)

Section 2

2. According to you, what are the main objectives of written expression at this level (2nd year)?

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

3. Do you think that your students are motivated to write in English?

Yes

No

Please , Explain why or why not?

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

4. What are the main difficulties usually the students may encounter in writing task ?

a- Misuse precise vocabulary

b- Spelling

c- Grammar

d- Mechanics

Others,.....
....

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

Yes

No

If 'No', please, explain why ?

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

6. According to you , good writing refers to : (you may choose more than 1 option)

a- Precise vocabulary

b- Spelling

c- Correct grammar

d- Good ideas

e- Organization and process

What else,
.....
.....

Section 3

7. Do you motivate your students to read in English ?

Yes

No

8. Do you introduce reading activities (such sustained silent reading..) within your classroom ?

Yes

No

9. In your opinion, does reading contribute to the development of the writing skill?

Yes

No

If 'Yes' , please, explain how ?

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

10. In your class, do you usually assign reading-writing type of tasks ?

Yes

No

Sometimes

11. In your opinion, do good readers make good writers ?

Yes

No

Please, explain how

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

12. Do you motivate your students to read outside of the classroom ?

Yes

No

Sometimes

13. According to you, what are the benefits for students who read in great deal in the language ?

.....

.....

.....

.....

.....

.....

Thank you dear Teacher for your collaboration

We wish you all the best in your career

Appendix 03

الملخص

تسعى هذه الدراسة إلى إستكشاف المساهمة الفعالة لإستراتيجية القراءة الواسعة لتطوير كفاءة الطلبة في مهارة الكتابة. هذه الأخيرة، هي واحدة من بين المهارات الأكثر تحدياً وإشكالاً في قسم اللغة الإنجليزية. فنظراً لتعقيدها، يفشل الطلاب في إنتاج تركيبة كتابية مقبولة حيث يجدون أنه من الصعب جداً السيطرة على جميع جوانب الكتابة واستخدامها بدقة. هذا البحث يهدف إلى تمكين طلاب السنة الثانية للتغلب على الحد الأقصى من القصور في كتاباتهم وبالتالي تحسين الإنتاج الكتابي من خلال اعتماد استراتيجيات القراءة الشاملة والواسعة النطاق. للوصول إلى هذا الهدف، إستخدمت هذه الدراسة منهج البحث النوعي والوصفي. تم توزيع إستبيانات لكل من، أساتذة مقياس التعبير الكتابي وطلاب السنة الثانية في قسم اللغة الإنجليزية في جامعة بسكرة للتحقق من كيفية التعامل مع معالجة مهارة الكتابة، وذلك بغية معرفة مواقفهم حول الدور الفعال للقراءة الواسعة تجاه الكتابة. النتائج التي تم الحصول عليها، كشفت أن كل من الأساتذة والطلاب أظهروا تهمين، إستحسان وتحمُّز لتطبيق إستراتيجية القراءة الواسعة والشاملة حيث يعتبرونها كوسيلة جد مفيدة لتطوير مهارة الكتابة لدى الطلبة. وبصفة أهم، كلما إزداد الطلاب قراءة شاملة وواسعة، فإن مهارة الكتابة لديهم سوف تتحسن أكثر.

Appendix 04

LE Résumé

Cette étude vise à explorer la contribution efficace à la stratégie de la lecture extensive pour le développement de l'efficacité et les compétences d'écriture chez les étudiants. L'écriture est l'une des compétences les plus difficiles et les plus problématiques dans le département d'anglais. Compte tenu de sa complexité, les étudiants ne parviennent pas à produire une composition écrite acceptable où ils trouvent qu'il est très difficile de contrôler tous les aspects de l'écriture et de les utiliser avec précision. Cette recherche vise à permettre aux étudiants de deuxième année de surmonter le maximum de carences dans leurs écrits et améliorer ainsi la production écrite par l'adoption des stratégies de la lecture extensive. Pour atteindre cet objectif, cette étude a utilisé une approche de recherche qualitative et descriptive. Des questionnaires ont été distribués à la fois, à les professeurs d'expression écrite et les étudiants de la deuxième année du département d'anglais à l'Université de Biskra pour vérifier la façon de traiter les compétences de l'écriture, afin de connaître leurs attitudes sur le rôle actif de la lecture extensive à l'écriture. Les résultats obtenus, ont révélé que les deux professeurs et les étudiants ont montré estimation, approbation et de stimulation à l'application de la stratégie de lecture large et extensive où qu'ils considèrent comme très utile pour le développement des compétences d'écriture chez les élèves. Dans le plus important, le plus que, les étudiants lisent extensivement et largement, le plus que, ses compétences en écriture, vont mieux et deviennent améliorée.