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THE IMPACT OF EXTENSIVE READING ON EFL STUDENTS' WRITING PERFORMANCE

The case of EFL second-year students of 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 dissertation to:

My beloved **parents**

who have been supporting and guiding me throughout

the years of my life to reach this level .

My thanks go to my brother and sisters who

have been always on my side motivating me to complete what I

have started .

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Abstract

The present study aims at investigating the effect of an extensive reading on developing the students' writing performance. Since this letter is an important skill in our department. Due to its complexity, most students found it too difficult and they fail to master it and its aspects correctly. 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, and to reach that the sample of this study consisted of 24 students randomly chosen from EFL second year students in Mohamed kheider University of Biskra, and assigned to experimental and control group 12 students for each group. Data of the study were collected within one month period via an achievement test design for equivalent groups. The students of the control group were asked each session to write a paragraph about a specific topic without reading any text of any materials related to this topic. The same procedure were followed for the experimental group, except that they were given a text to be read before writing, whose topic is related to the topic of the writing assignment. Results showed that the experiment group outperformed the control group on the measure. This indicated that the extensive reading have a significant positive effect on the learners' writing performance. Most importantly, the more students read extensively, the more their writing improves.

List of abbreviations

LMD: **L**icence **M**aster **D**octorate

E R: **E**xtensive **R**eading

I R: **I**ntensive **R**eading

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

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

L 1: **M**other Tongue / First Language

L 2: **S**econd **L**anguage

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General introduction

Reading is an important language skill and a highly complex process which requires an active participation on the part of the reader. Some scholars have expressed their point of view about the reading process to highlight its complexity. According to Lyutaya (2011: 26) "reading literature is an excellent way for students to make progress in English language learning; it exposes them to exciting plots, interesting characters, and authentic dialogues as they learn the language in context", which means that reading is an important skill in learning.

Reading, on one hand, is not only a single skill but a combination of many skills and processes and through reading, one can teach writing, speaking, vocabulary items, grammar, spelling, and other language aspects. Extensive reading which calls reading for pleasure have a great role in learning because it increases vocabulary knowledge, and helps students become better readers. Writing, on the other hand, is one of the biggest components in the English language. It is one of the four macro skills which need a particular attention and interest, especially in foreign language classes because it is regarded as the most difficult skill to be acquired or taught. It is also a powerful means of communication; and the learned process of shaping experiences into a text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings.

Students mostly fail in writing correctly because they face problems in spelling mistakes, word choice, grammatical rules, mechanics, and the lack of vocabulary knowledge. Which make them passive in the classroom because they rely only on their teachers' feedback; we assumed that students need a great exposure to the language through the extensive reading strategy to be more conscious and aware of their writings. In this research, the focus is on the effects of reading on writing performance among Second Year LMD Students University of Biskra. We will highlight the use of extensive reading by mentioning its benefits and how it can improve the writing skill.

1. Statement of the problem

Most students get low grades in their writing exams , and many university professors complain about EFL students' inability to organize their ideas logically, their lack of suitable information to cover the assigned topics, their poor vocabulary, their structure and spelling mistakes, and their writing patterns .

Similarly, Algerian EFL students complain about being unable to write efficiently and most of them get low grades in their writing exams. At a higher level of education such as college and university, writing is one of the language skills that students should perform. Usually a good reader makes a good piece of writing. This statement shows that reading and writing have their own connection and share a very close relationship with each other. Furthermore, most students are not aware that reading actually can help them in writing. Therefore, the present study aims at investigating the effects of reading on the students' writing performance. We will shed light on the effective role that extensive reading can contribute to enhance English foreign language learners level of writing proficiency.

2. Aim of the study

Extensive reading should be an important part of the university curriculum, and especially because the effect of extensive reading on writing performance has not been widely studied, the present study attempts to investigate the effect of an extensive reading on the writing performance. This general purpose can be categorized into some specific aims. These can be interpreted as follows:

- ❖ To investigate the effects of extensive reading on the writing performance of second year students in Biskra university.
- ❖ To determine the difficulties in writing without reading the text.
- ❖ To examine the ways reading help students in writing.

3. Significance of the study

The present study will:

- ❖ Help students to be able to produce meaningful paragraphs, essays, letters, reports, short stories, articles, compositions, and summaries. The extensive reading may help to determine students' progress in previously mentioned skills as well as their mastery of the writing sub-skills such as thesis statement,

relevance, coherence, cohesion, exposition, quantity, unity, wording, and grammaticality.

❖ Help teachers to better understand extensive reading and integrate it into their classroom routine in general and in the writing class in particular.

4. Research Questions

The present study attempts to answer the following questions:

❖ What is the impact of an extensive reading on the writing performance of second year students in Biskra university?

❖ How can extensive reading affect positively on the students' writing performance?

❖ Does really Extensive Reading improve EFL student's writing efficiency?

5. Hypothesis

This study attempts to test the following hypothesis:

We hypothesize that extensive reading has positive effects on the writing achievement of Biskra EFL university students and leads to develop the language competence in general.

6. Research methodology

We chose the experimental design for this study because it is suitable to test our hypothesis. There are two variables: an independent variable, which is the texts read by students and a dependent variable which the students' writing performance.

❖ **Participants**

The population of the present study is second year LMD English students, aged between 20 to 21 years old, they are 314 female and 110 male which means 424 student, but the size of our sample is 24. We have chosen the second year students because they are supposed to more interested in developing their writing performance and started to write a paragraphs and essays, unlike first year students whose primary focus is listening. They are

selected using random sampling and randomly assigned to the experimental and control groups.

❖ **Instruments and Procedures**

Achievement tests were used for this research. The experiment was lasted three weeks, two sessions per two weeks for students of the control, and one session for the experimental group. The students of the control group were asked each session to write a paragraph about a specific topic without reading any text of any materials related to this topic. The same procedure were followed for the experimental group, except that they were given a text to be read before writing, whose topic is related to the topic of the writing assignment. Which mean that they were obliged to read the text and answer to its questions and at the end of the test they will write a paragraph related to that topic of the text.

❖ **Data analysis**

In this research tested the students' writing performance by using Marking Scale for Graders' Evaluation which is done by Jacobs et al.'s (1981), and consists of 5 aspects (content, organization, vocabulary, language use, and mechanics).

7. Structure of dissertation

This research includes three main chapters. The first chapter presents the '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. The second is about 'Writing skill' in which it discusses the nature of writing skill. The last is the 'Field Work', it is a practical chapter, so that it analyses the data gathered via the control and experimental group.

Chapter one
Reading and extensive reading

Introduction

Language is always thought of as a vocal process, but it is also visual. In learning English whether second or foreign language, many people focus on speaking. However, reading is an important part in learning English, especially in academics.

Reading fluency is also an essential component in achieving language learners' goals. Extensive reading has for many years been seen as an important and motivating means of improving general language proficiency in a second language. A big amount of research has been carried out on reading and learning to read. Regarding reading fluency, reading a lot is suggested as one of the good practices for learning English as a second language, foreign language, and first language learning. Extensive reading is rising in popularity in reading classes for both native and non native English students. For many decades, people have been strongly interested in ER programs. ER is one of the effective reading approaches. ER means reading widely, in high quantities, and with pleasure. ER can help improve reading skills in L1 and FL, and also have a beneficial effect on the development of other language skills. There are many evidences that ER is beneficial for students to get large amount of input of English. Also, ER makes students motivated to learn their target language…, and it has a lot of benefits to be mentioned later on.

In this chapter we will investigate the most basic perspectives of the reading skill and extensive reading exposing how they interact and contribute to enhance the other language skills. First of all, we spotlight the identification of reading by touching upon its different definitions, the most components, models, and reading problems, also the deference between extensive and intensive reading .Moreover, we will present some strategies that are useful for reading and reading comprehension. Regardless the principles and characteristics of extensive reading, and then finishing by mentioning some benefits of extensive reading and its aims.

Reading skill

1. Definition of reading

Reading is a very complex process which demands an active participation on the part of the reader. Some scholars have pointed out their point of view about the reading process to highlight the complexity of reading. According to Roy Harris (2000), the message in the printed text is not something given before. He means that it is something created by the interaction between the writer and reader as participants in a particular communicative situation. To Smith (1997), reading is asking questions of printed text and reading with comprehension becomes a matter of having your questions answered. This means reading is a thinking process by requiring the reader to understand and to use different skills in gaining the information from the text such as inferring, questioning, predicting, and drawing conclusions.

In ancient times, not all people could read text materials because literacy was limited to certain people. Before the invention of printing, copies of a manuscript were made by hand and took many years. But after the invention of print technology, people were familiar with text materials. This provided people with a wide range of access to written texts. In modern society, no one can avoid an environment surrounded by print materials such as e-mails, documents, newspapers or magazines. Reading is very important part in our lives. If we are illiterate, it will be uncomfortable to live. Urquhart and Weir (1998: 22) sees that reading is the process of receiving and interpreting information encoded in language form through the medium of print. Reading includes many complex skills that have to come together in order for the reader to be successful. For example, clever readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use. Proficient readers know when unknown words will interfere with achieving their purpose for reading, and when they will not. When unknown words arise and their meaning is needed for comprehension, clever readers will have a number of word attack strategies available to them that will allow them to interpret the meaning of the words to the extent that they are needed to achieve the purpose for reading.

Koda and Zehler (2008: 1) pointed out 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.

They mean that the reading skill is an important skill in the learning process especially in academic learning.

2. Components of reading

Sternberg (1985: 36) has defined a component as an independent elementary information processing system that works upon internal representations of objects and symbols. According to this definition, a cognitive process like reading can be combined of many independent components. Furthermore, one component of a cognitive process may function naturally whereas other components may fail to develop to an optimal level. Gough & Tunmer (1986), have decomposed reading into two components, decoding (word recognition) and linguistic comprehension:

2.1 decoding

Word recognition is the ability to quickly derive a representation from printed input that permits access to the appropriate entry in the mental lexicon. Such recognition, which accomplishes a connection between a graphically based coding of letters and the mental lexicon, allows retrieval of semantic information at the word level. As Hay and Spencer (1998: 222) put it:

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

Two common types of mechanisms are the explanations of word recognition. The first

One is *phonological coding,* which is the link between sounds and letter symbols, It is also the combination of these sound-symbol connections to form words. Without phonics, words are simply a collection of wavy lines on a page. It is based on knowledge of the *cipher*, which catches the letter sound correspondence rules of the language. The second hypothesis, *direct access,* suggests that word recognition is achieved by mapping the graphic representation of the word directly onto its representation in the mental lexicon. Of these two, direct access is the only alternative that will allow reading non-alphabetic orthographies. However, in alphabetic systems, either system is at least theoretically possible. Indeed, one have examine whether both systems might be operative at different developmental stages or whether both might be operative at the same developmental stage but employed under different contexts Gough and Hillinger (1980).

Decoding takes on many meanings in both the word recognition literature and the educational instruction literature.

2.2 linguistic comprehension

Linguistic comprehension is a cautious comprehension that is meant to take out complete meanings from presented material as opposed to comprehension aimed at only extracting main ideas, skimming, or searching for particular details.

The simple view of reading makes two suggests: first, that reading composes of word recognition and linguistic comprehension; which is necessary for reading, neither being sufficient in itself. As noted by Gough & Tunmer (1986: 7):

> Reading equals the *product* of decoding and comprehension, or *R = D x C,*
> where each variable ranges from 0 (nullity) to 1 (perfection). We trust that it
> is clear that by comprehension we mean, not reading comprehension, but
> rather *linguistic* comprehension, that is, the process by which, given lexical
> (word) information, sentences and discourses are interpreted.

Means that they have explained their view of reading in the form of a formula

$R = D \times C$, where R presents Reading Comprehension, D for Decoding and C for linguistic Comprehension. Which means, is that if $D = 0$, then $R = 0$; and if $C = 0$, then also $R = 0$. It follows, then, that a student who has practically no decoding skill will be a non-reader. In like manner, a student who has not a language comprehension skill will also be a non-reader.

In sum, component skills analysis tries to comprehend reading as a set of theoretically distinct and empirically constituents. According to Brown et al. (1990), decomposition of reading ability takes that individual difference in reading ability will be restricted to variation in its two components.

3. Models of reading

The term 'model' refers to a representation of the psychological processes that covers a component or set of components involved in human text comprehension.
These metaphorical models are a try to explain what reading contains and how reading works. They are also further predictions that explain the nature of reading abilities. These models are bottom-up (letter to semantic) versus top-down (semantic to letter), and the interactive model.

3.1 Bottom-up Model

It is a traditional view which holds that novice readers acquire a set of hierarchical ordered sub-skills that sequentially build toward comprehension ability. Reading in this view is a matter of decoding a series of written symbols into their aural equivalents in the search for making sense of the text. It reports the reading as a mechanical process in which the reader decodes the ongoing text letter-by-letter, word-by-word, and 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. It is like what Davies (1995: 169) states about the bottom-up model "Models of the reading process that describe the process as a sequence of discrete 'steps', in which the direction of processing is from 'bottom-level' features of text to 'higher levels', that is, from the identification of letters to sounds, to words, to sentences and finally to meaning and thinking"

3.2 The Top-down model

It is the model of the reading process. that being in direct opposition to bottom-up model "predict that the processing sequence proceeds from predictions about meaning to attention to progressively smaller units, for example, letters, visual features" (Davies, 1995: 175). He means by that, a minimal attention is paid to letter-sound correspondences and what looks too important is the individual's uptake of information that is leaded by his

prior knowledge and expectations. This model supposes that the reader actively controls the comprehension, directed by the reader's aims and expectations. This model characterizes 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 (2009:89) adds the reader directs the eyes to the most likely places in the text to find relevant information.

This means that this model does not clarify what mechanisms the reader use to generate suitable inferences, nor how sampling is directed by the mind or how the mental formation of comprehension works. The inference is a prominent feature in the top-down model as is the importance of the reader's background knowledge. Carrell and Eisterhold (1983: 557) argue that top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.

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). He examines reading as an interactive process which includes various components from letter-level knowledge, letter cluster knowledge, lexical-level knowledge, syntactic-level knowledge, and semantic-level knowledge. 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.

In this model, Readers use both knowledge of word structure and background knowledge to interpret the texts they read. For example, a student who encounters an unknown word might use surface structure systems like graph phonic, or letter-sound, knowledge to decode the word. A different student might find it easier to use deep structure systems like semantic knowledge, like meaning and vocabulary, to solve the same unknown word. Each student makes connections in different ways. This process supports both methods of understanding, realizing that individual's process information in very different ways.

4. Some reading problems (poor reading)

Reading problems comes from a lot of sources. First, the student may not be able to read the words themselves. Indeed, word decoding development and deficits are the concern of many researchers and scholars, particularly for younger children and children with learning deficits. However, this concern has sometimes led to the neglect of the counterpart of word decoding: sentence comprehension. Numerous problems can occur for the reader at the comprehension level. Understanding how the words come together in each sentence can be a challenge. Or, the student can understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole. Further, the stumbling block may not be sufficient reading ability to understand more familiar genres of text, but rather, the student may only falter when faced with challenging, knowledge demanding text. The reader may lack the requisite knowledge.

More importantly, the student may lack the reading strategies necessary to overcome such challenges. Sometimes, when student readers are asked to read loudly in class, they are asked to put their index finger on the words they are reading. This behavior might develop a way of reading that these students might follow in their whole life; a way that is slow, loud, and with sub vocalization. However, the reading teachers need to know that if the eyes look at words one at a time, the brain accords with words in meaningful clusters. Therefore, using the index finger to refer to every word while reading aloud makes reading slow, and slow reading is bad " because it tends to create tunnel vision, overloads short-term memory, and leaves the reader floundering in the ambiguity of language" Smith, (1994:153).

5. reading comprehension

Defining reading comprehension is a contentious process. Comprehension is conceived as bridging what is known to what is being ignored and linking what is novel to what has been already recognize. Schank (1982:5) elaborates on this argument stating that the bulk of understanding is vested to comprehend what has been implied. According to him, much of what is written is generally implied; it is left to our memories to find out what is missing. Discourse processing researchers almost unanimously define comprehension as the formation of an internally consistent mental representation of text, through the process that combines information from text with the reader's prior knowledge. like Rand R.

According to Snow (2002: 11) reading comprehension is like the process of getting meaning out of the written language. In considering reading comprehension, the RAND emphasizes the importance of three elements: a) the reader who is doing the comprehending, including all the capacities, abilities, knowledge and experiences he brings to the act of reading, b) the text that is to be comprehended and which is broadly construed to include any printed text, and c) the activity in which comprehension is a part and purposes, processes, and consequences associated with the act of reading are included.

6. Types of reading

Basically, there are two types of reading, intensive reading and extensive reading. Both of them are important though their importance finds expression in different ways.

6.1 extensive reading

Hedge (2003) believes that extensive reading varies according to learners' motivation and school resources. He also states that it enables them to realize their independency by reading either in class or at home, through sustained silent reading (SSR). Carrell and Eisterhold (1983:567) argue that SSR activity can be effective in helping learners become self-directed agents seeking meaning, provided a SSR program is "based on student-selected texts so that the students will be interested in what they are reading. Students select their own reading texts with respect to content, level of difficulty, and length."

Extensive reading known as fast reading, also it plays two roles. One is to acquire a large vocabulary and the other is to develop the ability to think.

6.2 intensive reading

In intensive reading, learners always read a page to examine the meaning and to be acquainted with writing mechanisms. In this type of reading, the learner gets text comprehension to, then, be able to form a critical view and is, thus, able to state well-founded opinion about the content, the arguments, the language used, the message, the intention and the form of a text. Intensive reading focuses on details and analysis. For Nuttal (1982: 23), it requires "the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text." This

means that Intensive is about studying minute details and trying to wring absolutely every drop of information out of a section of text.

The easy way to compare these two types is reading the same paragraph 100 times (intensive) vs. reading 100 different paragraphs (extensive).Hafiz and Tudor (1989: 5) differentiate between extensive and intensive reading, declares that in intensive reading activities, learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discourse system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive, on the other hand, is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

7. Strategies of reading

Reading strategies is designed to help students better understand and apply what they read, whether in a classroom or on their own. Which they are:

❖ Before starting reading

Good reading starts before you even open a book or read a sentence. Like with a lot of things in life, careful preparation and up-front work make the act of reading much simpler. The kinds of strategies you use before you really get down to the reading itself are often called pre-reading strategies. It contains four main steps which are:

Find a quiet place: Good reading takes concentration, and is hard to do in a place that is noisy or not private.

Think it through: Look at the book or article you will be reading, and think seriously about it.

Headings: Take a look at the title of what you will read.

Predict: This strategy actually belongs in both this section and the next one.

❖ While reading

It is important, especially for those who wish to develop their reading skills, not to just passively read. Instead, try reading actively, using critical reading strategies. These contain keeping your mind and often your hands busy, because if you are predicting what's

coming next and taking notes you avoid the temptation to mentally check out and just skim the words half-heartedly. And you'll come away with a deeper understanding for and appreciation of what you've read. It contains many steps like (read more than once, ask questions, take notes, pay attention to organization, reading aloud and socially..) It helps students improve reading strategies, develop their control of the foreign language, and decode problematic text passages.

❖ After finishing reading

After finishing reading or (post-reading) has two main steps:

Pick out the main ideas

This is something you must have been paying attention to while you read anyway, so when you are done try to make a list of all the most important ideas and concepts. Think about just what the author was attempting to communicate.

Write a summary

Like picking out the main ideas, writing a summary imposes you to think about which parts of what you read were most important. Try to make the summary as short as possible, just hitting the highlights of the piece.

Extensive reading

1. definition of extensive reading

Extensive reading has been defined in many ways by educators, scholars, and reading specialists. The first person to stratify the term 'extensive reading' in foreign language or second language pedagogy was Harold Palmer (1936), one of the most prominent applied linguists in British twentieth-century language teaching, also Richards and Rodgers (2003), defines the extensive reading as rapidly reading book after book where the reader's attention have to be on the meaning, not the language of the text. He chose the term 'extensive reading' to distinguish it from intensive reading (IE) which often refers to 1) the careful reading of shorter, more difficult foreign language texts with the aim of complete and detailed understanding, and 2) the teaching of reading in terms of language skills by studying reading texts intensively in order to practice reading skills such as distinguishing the main idea of a text from the detail, finding pronoun referents, or guessing the meaning of unknown words.

Extensive reading has been defined also in many ways in literature. It has been called "pleasure reading," "sustained silent reading, " or "uninterrupted sustained silent reading" The comprehensive definition of extensive reading builds on Grabe and Stoller's (2002) definition. They 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 (1987:42), 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". Renand (1980) wrote about extensive reading that is 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.

Another view about ER, according to Brown (1994: 297-298), extensive reading is one of the two subcategories of silent reading. This means that ER looks like a silent reading when you read a lot of references silently.

The relevant definition of extensive reading on basis of theory and practice which was developed from the earliest definition stated above is:

… an approach to learning to read a second language,
Extensive reading may be done in and out of the
classroom. Outside 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, at least 15 minutes or so to be set aside for *sustained*
silent reading, that is for students – and perhaps the
teacher as well – to read individually anything they wish
to.

(Day and Bamford 1997: 7)

So, extensive reading is so important inside or outside the classroom in order to develop fluency, and gain a large amount of vocabulary, which means the more students read extensively, the more they succeed.

2. Characteristics of extensive reading:

According to Bamford and Day (1998:7-8), for more workable way of understanding and making clear the complexity of extensive reading , is through a description of these collection of characteristics :

(1) Students read as much as possible

(2) A variety of materials on a wide range of topics is available

(3) Students select what they want to read and have the freedom to stop reading material that fails to interest them.

(4) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar

(5) Reading is individual and silent. Students read at their own place. Most ER is done outside class, as assignment, in the students' time.

(6) Reading speed is usually faster rather than slower.

(7) The teacher is a role model of reader for students.

(8) Teachers orient students the goals of extensive reading, by making clear the methodology, keeping track of what students read, and guide students in getting the most out of the program.

(9) The goals of reading are usually related to pleasure, information, and general understanding. These purposes are specified by the nature of the material and the interests of the students.

(10) Reading is its own reward.

Bamford and Day (1997) recommend that there are few or no follow-up exercises to be completed after reading. The teachers need to ask their students to engage in follow-up activities after reading for these reasons:

1) To discover what the student understood and experienced from reading.

2) To keep track of what students read.

3) To monitor the students' attitude toward reading.

4) To link reading with other aspect of the curriculum.

3. Benefits of extensive reading

Learners who engage in ER will become good readers in the target language. Not only does reading comprehension developmental, but students who read extensively learn reading strategies and rise their reading rates. Rising reading rate is important because rate is a critical component of fluent reading. We know from books and researches that fluent readers are better readers than slow readers.

The gains in motivation and attitude (oftentimes called affect) are equally impressive. Study after study shows how attitudes changed toward reading in English and how the students became eager readers. Elley (1991:397) reported that the students developed "very positive attitudes toward books as they raised their literacy levels in English." In addition, to gains in affect and reading proficiency, research demonstrates that students who read extensively also make gains in language proficiency.

Finally, the research convincingly shows that ER grows vocabulary knowledge.

It is not new information that ER helps students become good readers. Research in both first language (L1) and second language (L2) displays that we learn to read by reading. The more our students read the better readers they become. An integral part of this is learning new vocabulary. One of the better ways in which vocabulary is learned is through reading. Learners face the same words over and over again in context, which leads to vocabulary learning. Nuttall (1996, p:128) also confessed about the benefit of reading by saying "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". That is mean knowledge can be developed by reading extensively.

Best things happen to learners who read a great deal in the new language. They become better and more confident readers, they write better, their listening and speaking abilities develop, and their vocabularies become richer. They can also develop positive attitudes and rise motivation to study the new language. Krashen (1993:131) 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" . He means that extensive reading leads to higher education. Jeffries & Mikulecky (2007:3) argues that, "Extensive reading is the most efficient way to help students change old habits

and become confident second language readers", which means that Extensive reading is considered as a helpful skill for the student's aptitude. Whereas, Esky (1986: 21) states that "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 ". He means by that, students who do not read and not like to read is a problem and the more students read the better they become at it.

4. Principles of extensive reading

To have a clear view about ER and how it deals with the needed or suitable materials for the students in the foreign language, Day and Bamford (2004 :2) suggested how ER supposed to be functioning what they call 'top ten principles'. Which are:

1. *The   reading   material   is   easy.* This will separates extensive reading from other approaches to teaching foreign language reading. For extensive reading to be possible and for it to have the desired results, texts have to be well within the learners' reading competence in the foreign language. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text difficult for overall understanding.

2. *A variety of reading material on a wide range of topics must be available.* The success of extensive reading depends largely on imposing students to read. To awaken or motivate a desire to read, the texts made available must ideally be as varied as the learners who read them and the purposes for which they need to read. Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious. For an inside track on finding what your students are interested in reading.

3. *Learners choose what they want to read.* The principle of freedom of choice means that learners can choose texts as they do in their own language, that is, they can choose texts they expect to understand, to learn from. Correlative to this principle, learners are also free indeed encouraged to finish reading anything they find to be too difficult.

4. *Learners   read   as   much   as   possible.* This is the "extensive" of extensive reading, made possible by the prior

principles. The most elements in learning to read is the amount of time spent in reading. While most reading teachers agree with this, it may be the case that their students are not being given the opportunity to read.

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

   In an extensive reading approach, students are encouraged to read for the same kinds of reasons and in the same ways as the general population of first-language readers. This sets extensive reading apart from daily classroom practice on one side, and reading for academic purposes on the other side.

6. *Reading   is   its   own   reward.*

   The students' experience of reading the text is at the center of the extensive reading experience, just as it is in reading in daily life. For that, extensive reading is not always followed by comprehension questions. It is an experience Complete in itself.

7. *Reading   speed   is   usually   faster   rather   than   slower.*

   When students read material that is well within their linguistic ability, for personal interest, and for general rather than academic purposes, it is an incentive to reading fluency.

8. *Reading   is   individual   and   silent.*

   Silent, individual extensive reading contrasts with the way classroom texts are used as cars for teaching language or reading strategies or (in traditional approaches) translated or read aloud. It permits students to reveal that reading is a personal interaction with the text, and an experience that they have a responsibility.

9. *Teachers   orient   and   guide   their   students.*

   Extensive reading is different from daily classroom practice. Students accustomed to wading through difficult foreign language texts could drown when suddenly plunged into a sea of simple and stimulating material.

10. *The   teacher   is   a   role   model   of   a   reader.*

    This can be seen inside the classroom when the teacher helps and motivates his students to read.

5. Aims of extensive reading

There are a various goals of extensive reading; it is up to the student's capacity. Day and Bamford (1998:45-46) state that possible aims 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 difficult words in the dictionary.
- ❖ Have increased their word recognition ability.
- ❖ Know for what purpose of 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.
- ❖ To develop the ability to guess new words from context

Conclusion

Reading is a very complex process which requires an active participation on the part of the reader, which means that reading is an important part in education, and this can be seen in this chapter which speaks firstly about deferent definitions about reading and several scholar's point of view about reading to introduce it, after that, we have presented its components and models which they represent such ways and tricks to cope with reading skill, and then we move to provide some reading problems in order to avoid them. Finally we ended up by giving the definition of reading comprehension and the types of reading which are extensive and intensive reading and the differences between them, also the strategies of reading, secondly we have defined the extensive reading what it means and how it works and what are its principles and characteristics, furthermore, ER benefits such as: gain new vocabularies and the more our students read, the better readers they become. And then, we have finished the chapter by giving the principles of ER and its aims.

Chapter two
An overview of writing skill

Introduction

Writing in general is the way that you use written words to express your ideas or opinions. It requires the development of thinking skills**.** Writing also is the externalization and remaking of thinking, and to consider writing as separate from the intentions and beliefs of the writer is not to address composition as a reflective tool for making meaning. The core of education is the term which was used for writing, and has been described as an important way of language learning. It is a strong means of communication by which students learn better to express themselves. Teaching and learning to write in any language is essential area that influences students performance and language learning, they attempt always to produce satisfactory pieces of writing either in their assignment tasks or in formal examinations to get the appreciation of their teachers and gain good grades, because writing is considered as a productive ability. And, to write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also important, to create a correct spelling and formatting.

In this chapter, we will present the main angles of writing skill. To know the needs of students as well, we shall tackle the definition of writing moving to its sub-skills and some essential processes. Furthermore, the 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 together.

1. Definition of writing

Writing is not an easy task, but it is not so difficult. It needs desire and pressing from the writer, so that he can express his thoughts, feelings or points of view towards a given topic. Moreover, writing is one of the macro skills which need to be learned as Nunan (1996:36) states "Writing is not a natural activity" ,which means that, writing is not a spontaneous activity or a skill which the child born with; this means that we have to be taught how to write; otherwise, we will never be good writers.

Writing is the acquired procedure of forming experiences into text, permitting the writer to discover, extend, illuminate and communicate feelings and thoughts, this was stressed by Zainal and Husin (2011), they mean that writing entails the development of thinking abilities. As Applebee (1984) and Emig (1977) argues, writing is the externalization and remarking of thinking, and to count writing as detached from the intentions and viewpoints of the writer is not to address composition as a reflective device for meaning making. Writing is an influential means of communication in which students learn better to express themselves.

Teaching and learning to write in any language is an essential area that influences students' performance and language learning. Moreover, learning to write in English as a foreign language has been an indispensable professional educational issue that serves numerous educational purposes and meets certain learning needs upon which the foreign language learners' progress depends. In addition, writing needs conscious and mental effort because it is a process where we have to consider many aspects such as: punctuation, structure of sentences and choice of words simultaneously. Rivers and Temperley (1979 :263) pointed out: "To write so that one is really communicating a message isolated in place and time, is an art that requires consciously directed effort and deliberate choice in language". They mean that when writing something we have to focus on it because writing requires a concentration and mental efforts.

Writing has a key gate-keeping role in career improvement. In general, the way learning to write reflects a proof that one has really mastered a language. Likewise, EFL students face problems because of their defective command of vocabulary and grammar with which they convey their ideas and opinions. So writing is an important part of education.

2. The writing processes

To teach students the processes of writing it pushes them to produce accurate texts. There is five-step processes of writing described by Donald Graves (1983) presented as follow:

Step 1: Prewriting

The aim in this step is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor… where learners need to develop skills for gaining what they know about a topic down on paper, and generating ideas or finding additional facts. They also need skills to check whether their writing is on-topic and fulfills its purpose.

Step 2: Drafting

It is the writer's first attempt to catch ideas on paper. It contains planning and writing down the text initially. The Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step (Donald Graves calls these hot topics).

Step 3: Revising

It is the heart of the writing process. Here a piece is revised and reshaped many times. The draft step is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. In this step the student should looks for the flow and structure. And reread paragraphs and move things around. Again, not every draft should be taken to this stage. Graves recommends that students be given a choice as to which of these drafts they want to take to the revision step. In general, students find only one in five drafts worthy of investing the mental and emotional energy necessary to revise and create a finished product. The rest of the story drafts can be kept in a file folder as a junkyard for other writing ideas or included in a portfolio to document students' writing journeys.

Step 4: Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

Generally editing leads to changes which will be incorporated into the next draft of the text.

Step 5: Publishing and sharing

In this step students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

3. Sub-skills of writing

The writing skill consists of many aspects and has main elements to be well organized and affective, thus S_rosdy,Bencze,poór and Vadnay (2006:60-61) mention the following important points to be followed in order to get a creative pieces of writing:

3.1. *Orthography*

To monitor the orthographical rules is a very important step in writing, each time we teach a new language structure we are supposed to teach the necessary orthographical rules simultaneously with it.

3.2. *Punctuation*

Languages have different meaning of each punctuation, English also is not like the others such in Hungarian as commas have special functions, for example, in relative clauses.

3.3. *Spelling*

It is the 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.

3.4. *Achieving the expected style and register*

In writing a text the writer is expected to be conscious of the features of many styles and registers so as to make an appropriate piece of writing.

3.5. *Linguistic competence:*

It is the knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology'

3.6. *Writing at the required speed*

The process of writing must be done at the required speed.

3.7. *Focusing on the relevant message*

The writer here has been able to choose the most significant parts from a lot of pieces of information.

3.8. *Making a text cohesive*

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

4. Approaches to the Teaching of Writing

4.1. Historical overview:

Decades ago, the teaching of writing has been a central element and principal means of education. This interest in writing as a skill leads to the emergence of different conflicting views of the best way to teach writing. From fourteen's to sixteen's the teaching of writing was based on the notion of controlled or guided composition. In the 1960s, teachers and researchers in the field began to doubt about the effectiveness of controlled composition. The result of this doubt was the birth of rhetorical function where the focus shifted from the sentence level to the discourse level. When focusing on the discourse level, the main interest is the type of development of the discourse such as narration, argumentation, expository and so on. Later, in the 1970s, the process approach which has the greatest

effect on the teaching of writing in both L1 and L2 has emerged. After the process approach, the field of writing has received a new comer which is the genre approach.

4.2.   **The genre approach**

In the mid 1980s, the attention has been paid to the genre approach to teaching writing. In terms of writing in a second language, the term "genre" was defined by (Swales 1990.58) as "a class of communicative events, the members of which share some set of communicative purposes". His definition displays the basic idea that there are certain conventions or rules which are generally associated with a writer's purpose. Such as a personal letters tell us private stories. He sees that the genre approach starting point is the concept of discourse community and identifies a range of academic contexts.

Swales (1990:29) states six characteristics for identifying a group of writers and readers as discourse community: "common goals, participatory mechanisms, information exchange, community specific genres, a highly specialized terminology and a high general level of expertise." "common goals" refer to the aims of the scholars in any community that may include accounts of replicable experimental procedures, the reporting of new knowledge, the examination of students and so on. For writing, the "participatory mechanisms" are texts that are associated with a particular discipline, such as; academic journals and text-books.

In addition, Byram (2004: 234) defines the genre approach as "a framework for language instruction" .The genre framework supports students' writing with generalized, systematic guiding principles about how to produce meaningful passages. Harmer (2001:259) also 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.

This approach has specific characteristics that influence the use of language. These characteristics may include; communicative purposes, associated themes, conventions (rhetorical structures and other textual features), the channel of communication, degree of formality, mode of argumentation, textual structures, and the audience type. It is clear that when such an approach is adopted the focus is on texts, but this focus is not on grammar, rather it is on social constraints and choices that operate when writing in a particular context.

That is, students study the style, conventions, structures and organization, argumentation…etc of texts in the genre they are going to write.

The genre approach is enhanced by the functional model of language which discusses the association between discourse and the context in which language is used. So the importance of genre approache is that it includes discourse and contextual aspects of the language use.

4.3. The product approach

To take an overall view about writing is to see it as an act of imitating or adapting model texts. So that one can create coherent arrangement of words, clauses, sentences and paragraphs that are readable, grammatically correct and comprise different discourse conventions. To view the writing skill like this directs our attention to the product approach which has been dominated from the mid 1940s" to the mid 1960s", and is still in use. The product approach encourages analyzing student's product at the end of the writing process, so that the teacher can recognize their weaknesses and strengths. This orientation has its origins in the tradition of rhetoric and emphasizes the study of model text to make students aware of text features. When adapting such approach to writing, one main interest is accuracy. According to the product approach accuracy will be achieved by imitating model texts. So, the first students" task is to be familiarized with the conventions of writing that they take from model texts. In that, there is a close relationship between **the model based approach** which is about teaching how to produce a text by imitating another and the product approach. In fact, both approaches are final drafts, but the model comes at the beginning and the product comes at the end. White (1988:7) has explained it this way:

Not only does the model come first in the teaching sequence, it also shows a finished text. In other words, the focus right from the start is on the product, which is, of course, someone else s‟ writing. What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process.

This means that the product approach can be at the end of text.

According to White (1988 :5) the model based approach is moving from Study the model to Manipulate elements ,and then, Produce a parallel text.
There are four steps in this model. The first step is always the model text which is studied and analyzed from different points of view such as structure of grammar, content, sentence organization and rhetorical patterns. In the second stage the different features that the students take from the model text are manipulated. Finally, the students are given a topic and asked to produce a parallel text. This traditional approach that encourages students to imitate model texts can be outlined in the following way:

Step one: Students read the model text and highlighted the specific features of genre in this text. For example, if studying essay organization, students‟ attention will be directed towards the way the essay in the model text is organized; how paragraphs are distributed, linkers used to connect these paragraphs, the thesis statement, indentations and all the techniques that help in the organization of an ideal essay.

Step two: In the second step, students have a controlled practice of the highlighted features, usually in isolation. So, following the example in the first stage, students here asked to make practice on linkers between paragraphs, writing introductions, stating thesis statements, writing conclusions and so on.

Step three: In this step students are asked to arrange paragraphs in order to get a coherent essay (introduction, developmental paragraphs, and conclusion).

Teachers who use this approach give more attention to the organization of ideas rather than ideas themselves.

Step four: In the last step students are given a topic and requested to develop an essay in the same way as the model text.

4.4. **The process approach**

This approach comes as a reaction to the product approach. The process approach has a noticeable effect on the teaching of writing worldwide. It stresses the creativity of the individual writer and sees writing as a highly complex activity. This orientation pays attention to the improvement of good writing rather than the imitation of model texts.

Thus, the focus shifted from the final product itself to the different stages that the writer goes through in order to create this product. The process approach emphasized that writing is an activity that is composed of a variety of activities, and that these different activities are typically recursive. The teacher in the process approach becomes a facilitator. He guides and helps his students at each stage of their composing process. Whereas, the students in this orientation are asked to come up with multiple drafts of their work and to be aware that re-writing and revising are integral to writing.

The process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This concludes with modifying as a final stage in text creation, rather than an initial one as in a product oriented approach. This approach can include identified stages of the writing process such as: pre-writing, writing and re-writing. When the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing.

5. **Writing and reading connections**

The connection between writing and reading make a better language learning, during the 1980s and 1990s, a few research projects about the relationship of reading and writing

were conducted that revealed that when reading and writing were taught together, both students' thinking and learning skills were developed. Also, many authors explored whether reading and writing could interact. In the field of reading-language arts, a number of the specialists suggest that the reading-writing connection and integrated language arts instruction are very valuable. And they are usually considered complementary processes.

Various studies have examined the use of reading and writing together and found it to be a more effective way for the students' English abilities to improve, Mayo(2000:74) declares that "It is not enough to tell students that reading more will make them better writers; the reading/writing connection needs to be made explicit". He means by that the interaction between reading and writing is so important is education. According to his experience, it was effective to try to find a piece that he admired, to understand the elements of the author's work which made Mayo admire it, and to emulate his writing. He learned how to write by reading materials which were attractive to him. He suggests a 'genre study' as one way of working reading and writing together. A genre study involves students reading and writing in a particular genre, it makes students understand its conventions much better and use that understanding in their writing. In another side, Mayo (2000:77) makes his students select one sentence from a book and share their sentences with small groups. Of course, the sentence should be an important chunk presenting a theme in the book. In the group discussion, students think about the author's attitude for communicating with characters or settings and talk about why the author represents themes this way. Through this activity, students can experience reading like a writer would. As a result, students can easily improve their writing and reading skills. Teachers need to teach students how to do closer reading and writing.

The reading and writing relationship is so important, especially in academic settings. According to Grabe (2009:337) Reading for academic courses is usually linked to certain types of writing activities such as note taking, paraphrasing, analyzing, and synthesizing information from texts .Another way to combine reading and writing is to have students summarize what they read. This is an essential skill to improve learners' comprehension of reading. With regard to this issue, He points out that:

Research in L1 settings has demonstrated that summary
practice improves
reading comprehension of texts, and summary writing is particularly relevant
for L2 reading instruction. However,
research on L2 summary writing, as well as its effectiveness in developing
both reading skills and writing skills,
has been minimal, particularly in the last decade, and deserves
much more attention.

Grabe also refers to reading-to-write approaches that involve the acts of summarizing and integrating information from texts. These approaches support the concept that readers try to find specific information to write about by going back to the texts and applying reading strategies to meet their purposes for the writing.

Generally, one of the most common forms of integrated instruction happens when students rise their knowledge by reading and then use the newly learned information when they write. Reading and writing are connected when the writer responds to reading, Delaney (2008:141) explains reading-to-write as "instructional tasks that combine reading and writing for various educational purposes." Reading-to-write includes either reading to learn or reading to integrate information. In addition, reading comprehension implies three characteristics such as approaching topic knowledge, understanding the tasks, and reviewing or evaluating the written outcome. Delaney points out that:

Perhaps reading-to-write should be conceptualized as a reciprocal interaction
between literacy skills, in which the basic processes and strategies used for
reading and writing are modified by an individual's goal and abilities, and
also by external factors. Reading-to-write certainly involves the interplay of
reading and writing processes.

Delaney (2008:141)

Furthemore, Ruszkiewicz and Dolmage (2010:317) speak about the influence of reading on writing by saying that: '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.' they mean that reading leads to better writing.

Krashen (1985: 23) also proposed that writing ability is acquired through reading rather than through listening. By asserting 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". He would say that the workable skill to improve writing performance is the reading skill.

Celce-Muria (2001: 224-5) also speaks about the reading-writing strong connection and argues that:

> At the very least, readings provide models of what English
> language texts look like, and even if not used for the
> purpose of imitation, they provide input that helps students
> develop awareness of English language prose style.

ESL/EFL students have a several of benefits from the writing and extensive reading connection, Grabe(2009 :248) suggests that After extensive reading in the classroom, applying writing activities is useful for improving students' language skills. Because reading and writing are interdependent processes that are mutually beneficial, an integrated reading-writing program is needed in the ESL/EFL classroom. The goals are for students to become effective readers and writers while adapting skills learned in one area to the other. Brooks states that the students should know the functions of reading and writing because there are some similarities in the knowledge and the processes involved in each. He thinks combining reading and writing instruction is essential in literacy improvement. He also proposes that although reading and writing have similar cognitive processes, they also present different learning experiences when the students read versus compose.

As for ESL/EFL students, a successfully integrated reading and writing program depends on the use of reading and writing skills throughout the program courses. The incorporated classroom-learning situation of combining reading and writing is important to literacy.

According to Brooks(1988:245) literature is crucial in this situation because it can give the student experiences that can be explored through reading and writing. The essential role of the teacher is to implement integrated reading-writing instruction. In the classroom, it is important for teachers to recognize the importance of the connection of reading and writing because the implemented instruction reflects the developmental nature of the reading writing connection. The teachers should not teach reading and writing skills separately but integrate new concepts through both reading and writing activities in order to develop thinking and language skills. Brooks shows that the teachers should make the students engage in reading-writing activities and connect the two skills during instruction. Teachers and administrators of ESL/EFL need to explore more innovative ideas and practices for reading-writing instruction. Because traditional ideas and practices are still useful, teachers should try to adapt old ways as well as find new ways to be good curriculum creators.

6. Writing purposes

According to Harmer (2004:39), the best 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 have to do in their out-of-class life. He adds, the choice of writing tasks will depend on why students are studying English. There are three divisions that limit writing use and objectives:

6.1. English as a Second Language

This means the learners who are living in the target language community and who need English to function in that community on a dayto- day basis. Recent immigrants and refugees will have specific writing needs as the ability to fill in a range of forms, or write particular kinds of letters, alongside the need for general English development.

6.2. English for Specific Purposes

A lot of learners study English for a particular purpose. The choice of topics for such learners 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.

6.3.   English as Foreign Language (EFL)

The needs here is 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.

Conclusion

Writing is a way of communication that uses graphic symbols; that is, we combine letters that represent our sounds when we speak. But the meaning of writing does not stop on the boundaries of graphic symbols or visual marks, nevertheless, these symbols have to be arranged according to certain conventions and rules to form words, and from these words we form sentences until we produce what we call a text that really communicates a message and expresses our thoughts. That is what we have clarified in this chapter by starting with defining what is writing and its nature, moving to the process of writing which are five steps (prewriting, drafting, revising, editing and publishing) then, we have presented the sub-skills of writing. After that, we explained the approaches of writing and its historic overview, and the writing reading connection to enhance this strong relationship and work with it, because they are similar processes and have similar linguistic elements. Finally we ended up the chapter by speaking about writing purposes.

Chapter three
Analysis and discussion of the results

Introduction

The present study is about checking whether our hypotheses are correct or not, which assume that extensive reading impact positively on the students' writing performance, and to prove that we have selected randomly 24 students from 2nd year LMD EFL students, department of English university of Mohamed Kheider Biskra, aged between 20 to 21 years old, we divided them on two groups, the control group contains of 12 student, and the experimental group consists of 12 student, we dealt with them during three sessions per two weeks in the month of April, two session for the control group each session 6 students have attended, and one session for the experimental group.

The students of the control group were asked to answer one question without reading any text of any materials àrelated to this topic, the question was about writing a short paragraph about a short story that they like more. In their answers we have notices that they are not good in the content, language use, and especially in the vocabulary, so they got a bad marks, however, the students of the experimental group were asked to read many times the text that we have provided to them and answer to its questions, the text was talking about the advantages of online friends, and the questions were about the summarization of the text and about writing a paragraph about this topic which is the advantages of online friends. In their answer we have observed that they wrote correctly without spelling mistakes and the content were relevant to the topic, so they were deserve to get good marks. Furthermore, we have followed " The Marking Scale for Graders' Evaluation" by Jacobs et al.'s (1981) in our correction of the test , which consists of 5 aspects with 4 levels for each (content, organization, vocabulary, language use and mechanics). The results showed that the experiment group outperformed the control group on the measure. This indicates that the extensive reading have a significant positive effect on the students' writing performance.

1. The control group

The control group consists of 12 students, in the first session of the first week, and in the second session of the second week of April, they answered individually on the question of writing a short paragraph about a short story that they like in one hour period of time without reading any text of any materials related to this topic. After correcting their papers we have observed that they have a low level of writing, in addition to that they spend the full hour in answering, but they did not get good marks.

We will present how we have corrected their papers following the Marking Scale for Graders' Evaluation which done by Jacobs et al.'s (1981), and it consists of 5 aspects with 4 levels for each, those aspects are: (content, organization, vocabulary, language use and mechanics) detailed as follows:

1.1. Content

Students	scores
1	2
2	2
3	1.25
4	2
5	1.25
6	1.5
7	2
8	1.5
9	1.5
10	1.25
11	2
12	2
Mean:	1.68

Table 1: calculating the mean of the content in the control group.

From the students' mean of the content in the control group which is "1.68", we noticed that they did not get the full mark "4" in their content of answering the question. In one hand this failure is because of the lack of suitable information, they did not wrote so many knowledge and information about the topic, which means that their answers was too limited with a luck of details. In the other hand their answers did not show the knowledge of the subject and non-substantive.

1.2. Organization

Students	scores
1	1.5
2	2
3	1.25
4	2
5	2
6	2
7	2
8	2.25
9	2
10	1.25
11	1.25
12	0
Mean:	1.62

Table 2: calculating the mean of the organization in the control group.

The mean of the organization in the control group is "1.62", which means that the students' answer of the question was very bad, because it was not well-organized. The ideas were logical but not clearly stated with limited and incomplete support, also their knowledge were confused and not fluent.

1.3 vocabulary

Students	scores
1	2.5
2	1
3	1
4	1.25
5	1.25
6	2
7	1.25
8	2.25
9	1.25
10	2
11	1.5
12	2.5
Mean:	1.66

Table 3: calculating the mean of the vocabulary in the control group.

We have noticed that the students' vocabulary was very poor. In one hand, because they did not use effective words with a lot of errors and spelling mistakes, furthermore, they were confused to choose the appropriate word to put it in the appropriate context, so they wrote inappropriate word or they leave blank spaces. In the other hand, they translated words from their first language to English thinking that they have the same meaning.

1.4 Language use

Students	scores
1	1.25
2	2
3	1
4	1.25
5	1.25
6	1.5
7	1.25
8	3
9	2
10	2
11	2
12	2.5
Mean:	1.75

Table 4: calculating the mean of the language use in the control group.

The language use in the students' answers was not good; they got bad marks because they used a simple construction with some errors of the arguments, word function, and pronouns. In addition to that, they have no mastery of sentence construction rules followed by a lot of grammatical errors. So their answers were not effective.

1.5 Mechanics

Students	scores
1	1
2	1
3	1.25
4	1
5	1.25
6	1.5
7	2
8	3
9	1.25
10	1
11	1
12	2
Mean:	1.43

Table 5: calculating the mean of the mechanics in the control group.

We have observed that the students' mechanics that they used in their answer was totally poor, because of their writing which have a lot of spelling mistakes with no or inappropriate punctuations and capitalizations, also they have a bad hand writing that we faced difficulties to understand it. Furthermore, the meaning was too obscured.

1.6. The mean of the total score in the control group

Students	total score
1	8.25
2	8
3	5.75
4	7.5
5	7
6	8.5
7	8.75
8	12
9	8
10	7.5
11	7.25
12	9
Mean:	8.12

Table 6: calculating the mean of the students' total score in the control group.

As shown in the above table we notice that the students' total score of the control group were not good, because of the students' poor vocabularies that they used in their answers which contain a lot of spelling errors and luck of organization. In addition, they failed in using the language appropriately to the context and without organization of the ideas, so all of these mistakes will lead automatically to such bad marks.

2. The experimental group

The experimental group consists of 12 students. In the third week of April and exactly in the first session of Sunday morning from 8 to 9 o'clock; they read so many times the text that we provided to them which is about the advantages of online friends, and they answered to its questions the first one is about the summarization of the text, however, the second question was about writing a paragraph about the benefits of online friends. In this session we have observed that they got no difficulties in answering to the questions, and they did not ask for clarifications or explanations. Furthermore, after correcting their

papers we have noticed that they got good marks which reflect their high level especially in writing. We have corrected the students' papers in the same way like the control group. We will show the details as follows:

2.1 Content

Students	scores
1	3
2	3
3	2.5
4	2.5
5	3
6	2
7	2
8	3
9	3
10	2
11	2.5
12	2
Mean:	2.54

Table 7: calculating the mean of the content in the experimental group

The students' content in their answers was excellent and relevant; the marks that they got are between 2 to 3.5. This success is because they wrote correctly also the information was correspondent to the subject. Furthermore, they used good expressions about the topic and suitable to the context.

2.2 Organization

Students	scores
1	3
2	2.5
3	3
4	3
5	2
6	2
7	2
8	2.5
9	3
10	2
11	1
12	2
Mean:	2.33

Table 8: calculating the mean of the organization in the experimental group

From the students' mean of the organization in the experimental group which is "2.33", we noticed that the students of the experimental group have got good marks which means that they have a high level, we observed also that their ideas were logical and clearly stated with so many knowledge and information about the topic.

2.3 Vocabulary

Students	scores
1	3
2	3
3	3
4	3
5	2
6	2
7	2.5
8	2.5
9	3
10	3
11	2.5
12	2.5
Mean:	2.66

Table 9: calculating the mean of the vocabulary in the experimental group.

From the mean that we have founded which is: "2.66", we noticed that the students' vocabulary that they used in their answers was very good, because they have used an effective terms. Moreover, they have written mastery words which are appropriate to the context without spelling errors with idiom choice and usage.

2.4 Language use

Students	scores
1	3
2	2.25
3	2
4	2.25
5	2
6	2
7	2
8	2.5
9	2
10	2
11	2
12	2
Mean:	2.16

Table 10: calculating the mean of the language use in the experimental group.

As shown in the table above, the student's marks are between "2 to 3". We have noticed in their papers that they used a very good language which has a few or no spelling mistakes; generally, they used an effective and simple sentence constructions which communicate directly the topic.

2.5 Mechanics

Students number	Scores
1	2
2	3
3	2
4	2
5	3
6	2
7	2.5
8	3
9	3.5
10	2
11	1
12	2
Mean:	2.33

Table 11: calculating the mean of the mechanics in the experimental group.

The students mechanics was average between "1 to 3.5", it is because they wrote a few spelling errors, however, they put a correct punctuations in over the paragraphs that they wrote with a right capitalizations in their places when it is necessary with a comprehensible handwriting.

2.6. The mean of the total score of the experimental group

Students	Total score
1	14
2	13.75
3	12.5
4	13
5	12
6	10
7	11
8	13.5
9	14.5
10	11
11	9
12	10.5
Mean:	12.06

Table 12: calculating the mean of the total score in the experimental group.

We noticed that the students' total score in the experimental group are good. In one hand it is because the students answer were rich and without spelling mistakes, also the content was relevant with so much information about the topic. In the other hand, their answers were well-organized with a sequential ideas and an effective use of punctuation, capitalization and paragraphing.

3. Calculation of the variance and standard deviation of the control and experimental group

We will calculate first the variance and the standard deviation of the control group following the table of Mackey and Gass (2005: 260) starting by using the control group scores and its means and then analyze the difference between them, moving to difference squared, after that we will calculate the variance and the standard deviation knowing that:

The variance= sum of different squared: number of scores.

The standard deviation= square root of the variance.

We will do the same thing with the experimental group.

3.1. The control group

Score	Mean	Difference	Difference squared
8.25	8.12	0.13	0.01
8	8.12	-0.12	0.01
5.75	8.12	-2.37	5.61
7.5	8.12	-0.62	0.38
7	8.12	-1.12	1.25
8.5	8.12	0.38	0.14
8.75	8.12	0.38	0.39
12	8.12	0.63	15.05
8	8.12	3.88	0.01
7.5	8.12	-0.12	0.38
7.25	8.12	-0.87	0.75
9	8.12	0.88	0.77
			Sum= 24.75

➢ Variance: 24.75 : 12 = 2.06
➢ Standard deviation: 1.43

Table 13: Calculating of the variance and standard deviation in the control group

After calculating the variance and standard deviation of the control group we remarked that the variance was: 2.06, and the standard deviation was: 1.43.

3.2. The experimental group

Score	Mean	Difference	Difference squared
14	12.06	1.94	3.76
13.75	12.06	1.69	2.85
12.5	12.06	0.44	0.19
13	12.06	0.94	0.88
12	12.06	-0.06	0.0036
10	12.06	-2.06	4.24
11	12.06	-1.06	1.12
13.5	12.06	1.44	2.07
14.5	12.06	2.44	5.95
11	12.06	-1.06	1.12
9	12.06	-3.06	9.36
10.5	12.06	-1.56	2.43
			Sum= 33.97

➢ Variance: 33.97 : 12 = 2.83
➢ Standard deviation: 1.68

Table 14: calculating of the variance and standard deviation in the experimental group.

As shown in those two tables we notice that the standard deviation of the control group and experimental group are not too deviated, and their results are not far from the zero so there is no problem in the results, which means that the students have understood correctly the test and they all have answered in the same way with no big deviation in the marks that they got.

4. Calculation of the mean difference:

We will calculate the mean difference between the control and experimental group in order to compare the result with the p-value "0.05" knowing that:

➢ The mean difference = the mean of the control group – the mean of the experimental group.

Mean of control group	Mean of experimental group	Mean difference
8.12	12.06	**-3.94**

Table 15: calculating of the mean difference

5. Discussion of the results

In the present research we have hypothesized that the students' writing performance would be developed if they read extensively. This hypothesis has been tested by comparing the means of the control group and the experimental group in the achievement test, the control group mean was "8.12"; however, the mean of the experimental group was "12.06", and the mean difference between them was "-3.69", so we notice here that this result is up from the p-value "0.05", which that mean: the mean difference: 3.94 is up from 0.05.

Since the results are in the direction of the present research hypothesis so the result is accepted, here we can say that extensive reading has a positive impact on the writing performance of second year EFL students, and FL/SL learners with all levels, because in the experimental group students were obliged to read and read more than one time the text in order to answer the questions related to that text, and the results were positive because the extensive reading of the text helps them in their writing an answering the questions. Furthermore, the paragraphs that they wrote at the end of the test were excellent, just because they have already read the text many times, that's why their vocabulary and content were good and sufficient to get good marks; however, in the control group students

got bad marks because of the lack of vocabularies followed by many spelling errors and a bad language use that's why they failed in the test, so all of that is due to the lack of reading.

There is a difference between the results of the two groups which is caused by many reasons, first, reading many texts and doing many reading and writing activities will help the students to develop healthy reading and writing habits, second, extensive reading promote total attention that leads to greater understanding of the content which automatically lead to improving the writing performance, third, extensive reading increases the amount of vocabularies, so that the students can use them later on in their writing, fourth, when read extensively students can get more information and ideas about several topics that they have read. Finally, the findings of the present study shows that the use of extensive reading inside or outside the classroom tends to make learning more interesting, which kept students active and motivated. The results suggested that integrating extensive reading into writing instruction was effective for enhancing students' performance and provided a positive learning experience, because reading is so essential in foreign and second language which means that the more the students read for pleasure and extensively the better they increase their reading speed and reading comprehension and improve their language skills and write without any mistakes.

Conclusion

We have seen in this chapter the comparison of the control and experimental group after calculating the mean and mean deference between them, and the findings shows that the extensive reading helps the students of the experimental group and leads them to get good marks; however, the control group have failed in their test because they did not read any text related to the topic of the test and they were asking for the help, also they were late to bring back the papers of answers not like the experimental group who bring back quickly the papers without asking for helps, which means that reading for pleasure will help students in writing and facilitates learning, and the more the students practice reading activities it will be a great assistance to improve and promote too many writing activities at the beginning and advanced levels. All in all, using the extensive reading is effective in motivating the students to read a wide variety of texts and to write a great number of essays on different topics, which in turns, improved their writing performance.

Recommendation

Extensive reading has a lot of benefits that pushes us to work with it in our daily life and read extensively with pleasure whether inside or outside the classroom. Furthermore, in order the students to get a higher level of writing performance; they have to be engaged with the extensive reading to get more and correct feedback about any topic without spelling errors, generally, the students face difficulties in writing without reading the text, and they have agreed that they have no idea about how to start and what to write an answer. Thus all the students have to read to gain more vocabularies and ideas; this will help them to develop the other skills especially writing.

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. Moreover, 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.

Finally, the reading and writing skills are connected to each others and they create a strong relationship that must our students follow it, and our dear teachers advise to work with it in order to help their students to write effectively in several topics.

General conclusion

Promoting the writing skill is not an easy task for EFL students, since they are non-native learners, so they will face a lot of difficulties in order to develop their writing performance. Students of second year, at this level are required to produce pieces of writing ranging from short essays to long articles and dissertations, and to reach that point students must have the capacity to write correctly and without mistakes and the only one way that leads to having such capacity is the extensive reading which is reading for pleasure at any time not only in classroom.

Extensive reading helps the learners who are native and non-native in developing very positive attitudes toward books as they raised their literacy levels in English which can enhance the other skills especially writing. Moreover, by reading extensively students gain more vocabularies to use them later when they need, also they will have more knowledge and information about many issues from the topics that they have read. So 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. We have proved that in this research who aims to show the benefits of extensive reading on EFL students writing performance, and how it can easily develop and enhance their writing in order to discover the reading-writing connection and work with this strong relationship and make teachers and students engaged with the extensive reading.

First we have hypothesized that the extensive reading has a positive impact on the students writing performance, which means that it can enhance their writing and help them to create a correct pieces of writing, second step we have selected randomly 24 second year LMD EFL students from Mohammed khieder University of Biskra as a sample, and then we have divided them to two groups control and experimental group, in order to test our hypothesis to see whether accept it and work with it or reject it and avoid it.

The control group consists of 12 students tested in 2 sessions per two weeks, they were asked to write a short paragraph about a short story that they know and like more. After corrected their papers and analyzed the results we have noticed that they are not good writers, because their answers were very poor with a lot of mistakes, so the findings of this group revealed that second year LMD students face many difficulties in writing such lack of vocabulary knowledge, spelling, mastery of mechanics and correct grammar. However, the experimental group which contains also 12 students, which were tested in one session, they read a text which we have provided to them and then answered to its questions, at the end of the session they were obliged to write a paragraph about the topic of the text that was given to them, and after corrected their answers we observed that they are very good in writing and they got good marks.

This difference between the two groups is because the use of extensive reading. Students who read more can be better writers, which mean using the extensive reading in the writing classes is a novelty. This novelty may have encouraged the students to deal with it enthusiastically, which may have been reflected in better writing achievement, so our hypothesis is accepted and correct.

The findings of this research suggested that integrating extensive reading programs into writing instruction, was effective for enhancing students' writing performance and provided a positive learning experience. So should teachers engage their students with the extensive reading inside the classroom and outside the classroom as a home-work. Furthermore, the students must recognize the reading-writing strong connection and work with it in order to become better writers.

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Appendix 01

Marking Scale for Graders' Evaluation

(The scale consists of 5 aspects with 4 levels for each)

aspects	level	Criteria
Content	4-3.25	EXECELLENT TO VERY GOOD: Knowledgeable; substantive; thorough development of topic; relevant to assigned topic
	3-2.25	GOOD TO AVERAGE: Some knowledge of subject; adequate range; limited development of topic; mostly relevant to the topic, but lacks detail
	2-1.25	FAIR TO POOR: Limited knowledge of subject; little substance; inadequate development of topic
	1-0	VERY POOR: Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
Organization	4-3.25	EXECELLENT TO VERY GOOD:Fluent expression; well-organized; ideas clearly stated/supported; logical sequencing; cohesive
	3-2.25	GOOD TO AVERAGE:Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing
	2-1.25	FAIR TO POOR: Non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	1-0	VERY POOR: Does not communicate; no organization; or not enough to evaluate.
Vocabulary	4-3.25	EXECELLENT TO VERY GOOD: Sophisticated range; effective word/ idiom choice and usage; word form mastery; appropriate mastery
	3-2.25	GOOD TO AVERAGE: Adequate range; occasional errors of word/ idiom form, choice, usage *but meaning not obscured*
	2-1.25	FAIR TO POOR: Limited range; frequent errors of word/ idiom form, choice, usage; *meaning confused or obscured*
	1-0	VERY POOR: Essential translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
Language use	4-3.25	EXECELLENT TO VERY GOOD: Effective complex constructions; fewer errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions
	3-2.25	GOOD TO AVERAGE: Effective but simple constructions; minor problems in complex constructions; several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions *but meaning seldom obscured*
	2-1.25	FAIR TO POOR: Major problems in simple/ complex constructions; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns,

		prepositions and/ or fragments, run-ons, k2deletions; *meaning confused or obscured*
	1-0	VERY POOR: Virtually no mastery of sentence construction rules; dominated by errors, does not communicate; or not enough to evaluate
Mechanics	4-3.25	EXECELLENT TO VERY GOOD: Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	3-2.25	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing *but meaning not obscured*
	2-1.25	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; *meaning confused or obscured*
	1-0	VERY POOR: No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible, or not enough to evaluate

Table 16: Marking Scale for Graders' Evaluation

Jacobs et al.'s (1981)

Appendix 2

Samples of the students paragraphs

Student 1: control group paragraph

Actually I have read just one story.
"Frankstein"
the story speak about a scientist who
create something that he to live with
him. a monster. the scientist collect organs
From the dead bodies. After that he let
him alone in this life, so the monster
want to revenge from his creator. he
Killed his bad brother, his freind and
his wife of the scientist. Finally, frankstein
died with bridly.

Student 2 : control group pararaph

I have read so many stories but I don't know about the number.

There is one of these stories which still in my mind till now which is about remember synday. where there is a mom who had the habit of forgotting what he done so he try to write every thing he done.

One day he falls in love but he couldn't say to his girlfrend about his problem in the first meeting he forget the I

his girlfrend was very nervous and she decide to let it alone because she don't know what's happen.

One day he decide to talk to hair and tell her about his problem.

so she was very sade and she ask for the pardon. and she decide to told about every thing and and they maried.

Student 3 : control group paragraph

Actually, I have read 2 stories in the first semester they were about Frankenstein and Weathering hight. I enjoyed when I read them and the most story which attracted me is frankenstein which was about a men who created a monster to challenge the others but in fact it was a big problem for the humanity when the monster avenged from frankenstein by killing his family, and at the end of the story frankenstein died with his sadness. This story is to Merry Shelly who started to write a gothic novel but in fact she was writing a science fictition story.

Student 4 : control group paragraph

I have read too many stories
in the recent period of my life (four
or five). the most favorit one for
me is " animalsfarm" by george orwel.
it is an attractive story o teach
me how I must redd between the line
becouse it is political more thata
adventural story. He wrote something
but he ment something else.
     It is there is other stories who
I should to read theme maybe I chang
my mind

Student 5 : control group pararaph

"Frankenstien the story is written by Marry Shelly. She wrote the story of it when her 3 childs died and because of suffering in her life and her Mother dieder, Mary womstion Croft, during the first period of science fiction and the revelution Marry she think that she can one day find a solution fro those who died and make the back after die in the story she creat a Monster is people say that the monster is Mary Mestery becaus of suffering, the victor frankenstien and his friend try to creat a New think by giving life to Non human. in the end the Monster kill him self and and Victor alsa.

Student 6 : experimental group paragraph

1. The advantages of having online friends:
   The online friends is the expression that means friends on social networks. The first thing about this is that the friends could be from all around the world there are no boundaries. These friends can be even your best cause you are talking honestly without any interests. The other thing is that your friends could be found easily.

2. The To make an online friends is a good idea, certainly. To have a friends all over the world will help you to share cultures and civilizations and even traditions. You'll know more about the other side of the other world. You may learn a language or perfect it through your interaction with those friends. In some real cases, those online friends become real friend and met face to face and sometimes become families. I have a point, that I may be disagree with the paragraph I read the honest communicating, I don't think that those devices of illusion can
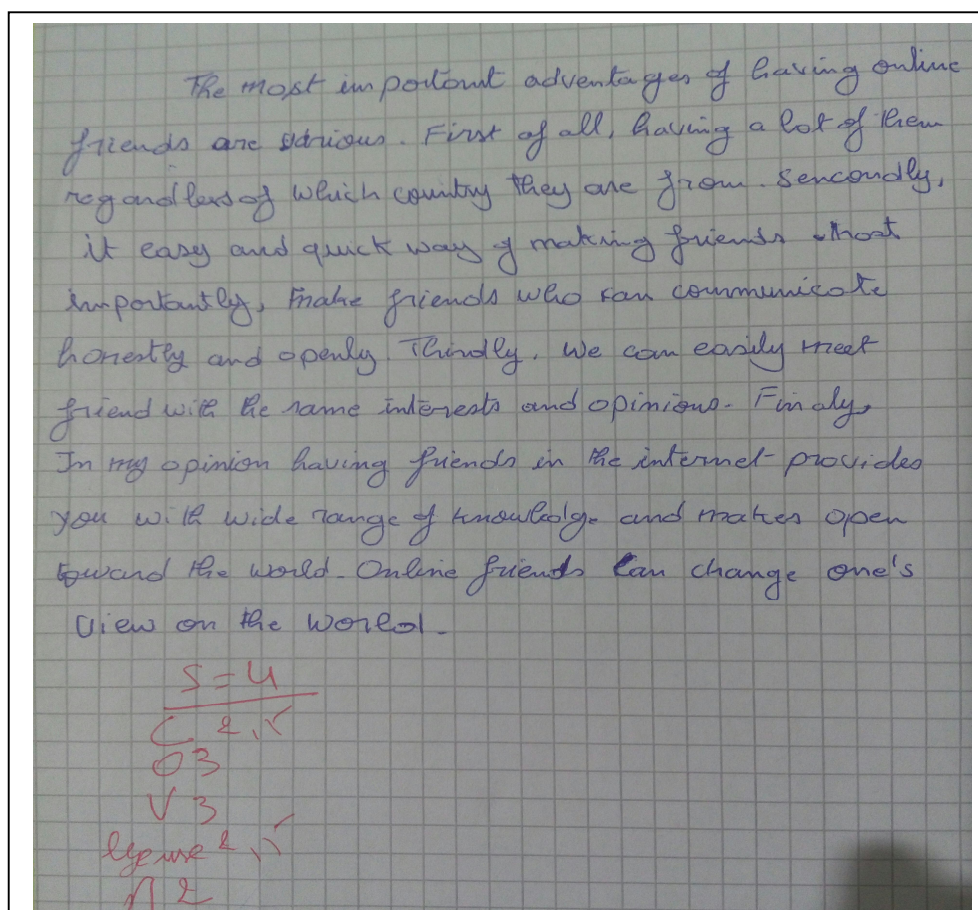
Student 7 : experimental group paragraph

The answers :
- The paragraph:

In our days we found most of the people chair online in social media such as : Twiter, Facebook, whatapp ... There have many advantages some of them: The possibility of funding friends without any geographical restriction. No matter what country someone lives in, he or she can become a close friend because you are communicating more honestly and openly. You can make friends more quickly and easily. You can than decide to meet in person if you want to. You can only meet people who live near you or you go to school or work with you. Finally, online friends important for chair your ideas with other people, but you can not trust all people because you don't know them as well.

S = 5

Student 8 : experimental group paragraph

The most important advantage of online friends for all the people are different from one person to another. so what is the important advantge of online friends_ The perfect thing for online friends is the easy to finding & a lot of friends without any geographical restriction. also you can became a close friend because you are communicating more honestly and openly. In other side, with the internet, you can easily find friends who share your interests and opinions. Im concluding, online friends can made many problems to you because you don't know them as well, so the person who share with you online can lies to you too. So don't trust for the online relationshipe.

Student 9 : experimental group paragraph

The most important advantages of having online friends are strious. First of all, having a lot of them regardless of which country they are from. Sencondly, it easy and quick way of making friends. Most importantly, make friends who can communicate honestly and openly Thirdly. We can easily meet friend with the same interests and opinions. Finaly, In my opinion having friends in the internet provides you with wide range of knowledge. and makes open toward the world. Online friends can change one's view on the world.

S = 4
C 2.5
O 3
V 3
llgure 2.5
M 2

Student 10 : experimental group paragraph

Having an oline friends become very common as a result of the great develpment occured within the social networks nowadays cary with it many benifits.

The main important thing of having onlin friends is the possibility of making social relationships without any geographical restrictions, with an online friends you can communicate more honestly and openly. Moreover, you can easily find friends who share your interest and opinions, with the chance to feel free to meet that person or not In my own opinion having an online friends is such a great gift made by the globolights because with an online friend you can share all your worries and problems whaiting for advices having no fear to be judjed, in addition to that an onlin friend that you have never met is likely to be a person who loved you soul only and this is the right meaning of friendship that we lack in our relations, you can also share you thougts and ideas eazily.