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**The Effects of Extensive Reading on EFL Learners' Writing**

**Skills:**

Case of EFL Students at the English Department, Tiaret University,  
Algeria

A Dissertation Submitted in Partial Fulfillment

Of the Requirements for the Degree of Master in Didactics

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*Dedication 01*

Every challenging work needs self-efforts as well as guidance of elders especially those who were very close to our heart.

I dedicate this work to:

★ *My parents*

★ *All my siblings*

★ *My friends: Habiba, Bouchra, Najet, Nesrine, Houaria,  
Fatima and Hafida*

★ *All my family*

★ *All my teachers*

★ *All my post-graduation colleagues*

*Boukhemacha ghaniya*

## *Dedication 02:*

I dedicate this modest work to all who supported me.

*To my beloved father and mother for their sacrifice, to my brothers and sisters.*

*My sincere gratitude is extended to my friends Ghaniya and Mustapha.*

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*Thanks to all my friends within whom I shared the university life.*

*Saidani Fatima*

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I

## **Abstract**

In this study we investigate the impact of extensive reading in enhancing writing learner's abilities. In addition, both reading and writing play an essential role in second foreign language.

This study aims at enhancing students writing performance, though the reading skill. And it design to assess the hypothesis in EFL learners read extensively and how the writing competence will be increased. In order to gather data we have used a mixed research method, both quantitative and qualitative methods. We shed the light on two questionnaires; the first one was submitted to 70 EFL LMD students at the division of English at Tiaret University. While, the second questionnaire was administrated to 9 selected EFL teachers. The results showed that there are a lot of issues and obstacles that restrains the development of EFL learners' language learning in general, and writing ability in specific. At last, it confirmed that if students are exposed to ER materials such as graded readers and authentic materials, then the performance in writing skills will definitely improve.

**Key words:** EFL learners, extensive reading, writing skills.

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### **List of abbreviations and acronyms**

**EFL:** English as a foreign language

**ER:** Extensive reading

**E-G :** for example

**ELT :** English language teaching

**Q :** question

**LMD :** licence, Master, Doctorate

**L2 :** Second language

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# **General**

# **Introduction**

## **General introduction**

Reading is lifelong skill to be used both at school and throughout life. It is one of the most important skills in language, and further a key to research as it is widely recognized today. Reading is not an easy task since it involves the interaction of various components and aspects used in different ways by different readers. It is a part of our daily life, we read for information and survival, as we read for study and pleasure. And to read is to grasp language patterns from their written presentation.

Extensive reading is arguably the primary way that EFL students can build reading vocabulary to an advanced level. Expert in the field of language development agree that the main vehicle for instruction should be encourage students to read extensively, it give the students chances to read longer pieces of reading which they chose which they can read at their own speed, and at their own ability level. this can be done with graded readers.

Writing is a complex process that allows writers to explore thoughts and ideas. And, make them visible and concrete. It is a difficult skill for native and non- native speakers alike. Whereas, it is an art that every writer loves doing in different ways. A good way to express our thoughts and share information with readers. Briefly, both reading and writing play a major role for EFL learners learning process.

EFL students at the branch of English of Tiaret University today face numerous challenges in terms of writing. Writing has now become a huge part of every student's life, starting with the simplest context to the most complex writing pieces. At this point students are asked to craft different types of essays, research papers, and other kinds of creative writing tasks. Writing is skill students will need for the futur, which is why it is crucial to develop it to the proper level. Therefore, the present study was conducted with an aim to investigate problems in EFL students writing, and factors that hinder their writing skill.

This study aims at enhancing the student's writing ability through making the students aware of the fact that the development of writing skill derives from large amounts of self- motivated reading. To achieve these aims, we set the following research questions

- 1.What are the advantages of Extensive reading?
- 2.To what extent does Extensive reading improve learners' writing skills?
- 3.How can reading enhance writing skills?

The following hypotheses are set:

1. Learners who read large amount of materials will be able to develop and enhance their writing ability.
2. Reading projects can be used to motivate learners to read and write in the target language.
3. Understanding different writing skill, will make students read better.

This study administered two questionnaires, one for the EFL teachers, and the other one to EFL learners LMD at the English division of Tiaret University. The present study will be done through a descriptive type of research to supply the way that extensive reading improves the students writing abilities. It is based on quantitative and qualitative methods to collect data.

The population in this research from a total number of EFL LMD learners in the University of Tiaret, the sample is about 70 students who are randomly chosen. While, the EFL teachers of written expression are 9 participants, for the sake of obtaining the opinions and the points of view concerning the writing skill.

This thesis contains three main chapters. The first one presents theoretical overview of extensive reading, by explaining the reading skill, as well the extensive reading, it's importance, and it's principles with the writing skill. The second chapter is concerned with the writing skill; it discusses the most important principles. And, for the last chapter which is the field work it is concerned with the analyses of data that is gathered through the two questionnaires.



# Chapter one

## Reading

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## **1.1 Introduction**

Reading is one of the basic skills of language learning, in the last few years , the reading skill attracted the attention of a large number of theorists, each of which has approached the process from a different perspectives , though there are many definitions to reading process could be considered , Indeed reading is very complex skill which require thinking, understanding, and critical process to construct meaning from all sorts of written texts .

In this chapter, we tend to provide definitions of reading and its importance, the main types of reading (extensive, intensive, loud, and silent), Moreover, we aim to emphasize the reading theories (the bottom-up, top-down, and the interactive one), then we move to the reading fluency and reading comprehension. More, we identify the extensive reading and its benefits, after that we introduced its basic principles, and also, we mentioned the differences and the characteristics of each approach extensive and intensive reading.

## **1.2 Reading Defined**

Reading has been held under the magnifying glasses of many scholars, it is the ability to draw meaning from the printed page and interpret the information approximately, (Grabe and Stoller, 2002). It is an active cognitive process of interacting with print and monitoring interpretation or understanding to establish meaning by giving test.

For many years, three basic definitions of reading have driven literacy programs in the United states (Foertsh,1998). According to the first definition, learning to read means learning to pronounce words, according to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

This new definition places the learning skills in the context of authentic reading, and recognizes the importance of skill instruction as one place of the reading process.

Reading is process of constructing meaning, the reader actively interacts with the text and the context, or reading is a number of interactive process between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning.

Reading which involves cognitive process should be acquired by everybody. In order to acquire the reading skills certain skills should be acquired. According to Eskey (1970), The ability to read the written language at a reasonable rate with a good comprehension has long been recognized to be important.

### **1.3 The Importance Of Reading**

According to the one world literacy foundation, a person who can read can educate themselves in any area of life because we are in age that is overflowing with new information. Reading and more importantly critical reading is the best way to rationalize and relate to further information. Research shows that children who read with their families develop a love of reading that lasts a lifetime and children who are confident about reading, have a positive attitude toward learning.

One of the basic reasons why reading is important is that it helps you grow mentally, emotionally and psychologically, every book gives you an opportunity to learn new things and explore new ideas, reading books increases you your knowledge and makes you smarter.

But, the importance of reading is not limited to just these benefits, it helps you discover yourself, impacts valuable lessons from years of experiences, it improves your focus and concentration. Reading improves the person emotional health, the importance of reading in memory enhancement, it's great source of motivation it expands your knowledge and makes you smarter, broadens your imagination and enhances your creativity it makes you more empathic reduces stress and helps you sleep better, enhance your analytical thinking it gives you joy and pleasure, makes you humble, improves your vocabulary, language command and communication skills, the importance of reading in improving your brain function and makes you better person.

## 1.4 Aims of Reading

It is quite clear that when we read articles, a sign, a warning or ads, our motives and aims are different in way or another form when we read a piece of poem, a short story or a piece of prose. Harmer (2001 :200) points out that:

*One type of reading and listening, in other words, takes place because we have some kind of utilitarian or instrumental purpose in mind .... Another kind of reading and listening takes place largely for pleasure.*

(Harmer, 2001 :200)

In other words, one type of utilitarian or instrumental purposes achieved when reading or listening with an aim in the mind, also those two kinds are taking place more for pleasure.

Recreational reading or free voluntary reading, is independent, self-selected reading of continuous text for a wide range of personal and social purpose, it can take place in and out of school, at any time. The main stimulus behind this reading is pleasure, information, and general understanding.

Harmer(2001)considers two main reasons for reading instrumental and pleasurable

- Instrumental reason simply a reading with a clear aim in the mind of the reader. We generally read a notice to get the time of the departure of a bus, to know how to carry out a procedure, we read a sign to know to get to a place, we may also read a ticket machine to know how to operate it or set if on and off.
  
- Pleasurable reasons, imply a reading for entertainment or free voluntary reading, people usually read magazine, stories, poetry, just for leisure and distraction. However, it is signalling that there is crossover between the two categories, that is pleasurable reading can be instrumental too, teachers usually

assign pleasurable text not just for the sake of pleasure, but for utilitarian purposes.

### **1.5 Silent Reading VS Loud Reading**

Silent reading is considered to be the best kind of reading as the mind is fully engaged. In this act. Some researches say that reading silently improves students understanding, it helps them concentrate on what they are reading (n.d) , furthermore, reading habits should begin from an early age for child's development to inculcate reading habits into children. This type of reading helps in higher classes as the students have to comprehend the vast resources of textbooks for comprehension and examination purposes.

Reading a text silently is a skill that all students will need as they move through secondary education and into college. Similar to learning an active reading strategy, learners should practice reading silently each day, and like all explicit instruction we must make it clear to our students why this skill is important to them.

Reading silently improves learner's understanding. Because, it helps them concentrate on what they are reading rather than the pronunciation of an individual words.

When reading silently, we can form a mental picture of the topic being discussed. Also, we do not need to read one word at a time.

Reading silently also helps develop the skills of reading for a purpose, as the focus is on understanding the content without additional burden of having to pay attention to pronunciation.

Help students enhance their reading efficiency through understanding how to interpret information given in a graphical form.

Knows as an oral reading, loud Reading should be introduced after the students have been given some training in two months on the points concerning pronunciation, intonation, stress, pitch and other aspects of spoken English, some researchers say that Most difficulties are found in the process of learning and teaching productive skills. But more hardest than that thing students are not taught to read aloud properly in their mother tongue (n.d).

Indeed, teachers should teach their learners to read loudly and correct the pronunciation wherever necessary and enable them to understand the meaning of spoken words, phrases and sentences

## **1.6 Reading Models**

Models of reading process are models of an ideal reader reading a text. Referring to the bottom-up, top-down, and the interactive processes, they can tell us and give us insights about how such a reader does during the process.

### **1.6.1 The bottom-up Model**

The reader is expected to reconstruct the writer's message in serial way, starting with the small units that is the letters to sounds to words to meaning, this means that the reader decodes separate linguistic units, phonemes, graphemes, and words, then building textual meaning.

In this respect, Alderson (2000 :16) points out that “*Bottom-up approaches are serial models, where the reader begins with the printed words, recognizes graphic stimuli, decodes them to sound recognizes words and decodes meanings*”. This means that the bottom up process can be as a serial model where the reader starts with the written word, recognizes graphic stimuli, the translation process from the print recognize graphic stimuli, recognition of the perceptual characteristics of objects, translate them into sound, perceive or realize words and translate meanings.

### **1.6.2 The Top-down Model**

This model implies the opposites of the term “bottom-up” in reality. The reader interacts with the text and construct meaning of the text by combining information developed from the text and his knowledge of the world. This model involves the use of prior knowledge to work on the meaning of text. In this regard, Harmer (2001) states:

*In top- down processing the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture, this is greatly helped if the reader or listener's schemata allow them to have appropriate expectations of what they are going to come across.*

(Harmer, 2001 :201)

In other words, as with readers such schemata arouse expectations which allow listeners or readers to absorber focus on the big picture and general meaning of the reading or listening text.

### **1.6.3 The Interactive Model**

This model is an interaction between the top-down and bottom-up processes. According to Alderson (2000), neither the bottom-up nor the top-down approach is an adequate characterisation of the reading process and more adequate models are known as interactive models in which every component in the reading process can interact with any other component, be it higher-up or lower down.

It is clear that without a good understanding of small details gained from bottom-up processing one will not be able to get clear general picture of what the text is about in this continuous and simultaneous interaction.

### **1.7 Reading Comprehension**

Comprehension is what reading is all about. Decoding without comprehension is simply word barking, being able to articulate the words correctly without understanding its meaning, effective comprehends not only make sense of the text, they are reading, they can also use the information it contains.

Harmer (2007) argues that effective reading comprehension needs six types of knowledge including; semantic knowledge, morphological knowledge, general world knowledge, topic-cultural knowledge, topic knowledge, and genre knowledge.



Reading comprehension includes not only the ability to decode printed text and recognize and understand words, but also constructing meaning through the dynamic interaction among; 1) the reader's existing knowledge; 2) the information suggested by the text being read; and 3) the context.

## **1.8 Reading Fluency**

Fluency is the ability to read “like you speak”. Hudson, lane, and, pullen (2005), defines fluency this way. “*Reading fluency is made up of at least three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression*”. Non-fluent readers suffer in at least one of these aspects of reading, they make many mistakes, they read slowly or they do not read with appropriate expression and phrasing. Fluency involves recognizing words automatically, grouping words quickly to help students gain meaning from what they read.

## **1.9 Reading Skills and Strategies**

A great deal of research efforts has tried to identify a catalogue of reading skills, furthermore most people accept that we can at least identify certain strategies which readers can make conscious use of when reading difficult texts and help them to read more effectively.

### **1.9.1 Predicting**

In order to be a good reader, learners should set a goal for their reading, therefore, good readers have a purpose for reading, one strategy for improving comprehension is predicting, which help the reader set a purpose for their reading. Research had shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block &Israel,2005).

Predicting is very effective technique to promote reader’s activation of their prior knowledge which plays a very important role in reading process. This strategy also allows for more student’s interaction which increases students interest and improves their understanding of the text (Oczkus,2003).

### **1.9.2 Visualisation**

Another strategy that the good readers employ when comprehending a text is visualization (Adler,2001). Visualization requires the reader to construct an image of what is read, this image is stored in the readers memory as a representation of the readers interpretation of the text (National Reading Panel,2000). Teachers can motivate students to visualize settings, characters, and, actions in a story, and ask them to make drawings or write about the image that come to their minds after visualizing the text.

The unseen text is the information that resides inside the reader's head; ideas, opinions, essential background knowledge. The unseen text is unique to each reader (CrisTovani,2002). Visualization can help students to focus, remember, and apply their learning in new and creative situations, it is an invaluable skill in subjects such as Math, science ..., it is a good way of promoting comprehension of the ideas in written texts by forming pictures in the mind from the words on the page.

### **1.9.3 Skimming**

Skimming is defined as *“glancing through written materials quickly, in order to get an overview of the content or the intention of the writer or how a material is organized”* Grallet (cited in May ,2010:16).

When you skim, you read quickly to get the main idea of a paragraph, page, chapter, or article and a few (but not all) of the details. This strategy allows you to read quickly to get a general sense of a text, so that you can decide whether it read quickly to get a general sense of a text, so that you can decide whether it has useful information for you.

More, this strategy includes gathering the most important information, or *“gist”*.it is not essential to understand each word when skimming, but just running your eyes over the text and noting important information. According to Christine Nuttall (1996), by skimming, we mean glancing rapidly through a text to determine its gist and keeping ourselves superficially informed about matters that are not of great importance to us. For example, much newspaper reading is skimming.

### **1.9.4 Scanning**

We mean, by scanning glancing rapidly through a text either to search for a specific piece of information (eg a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (Christine Nuttal, 1996). In this regard, Grellet (1996) argues:

*When scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. we simply let our eyes wander over the text until we find what we are looking for; whether, it is a name, a date, or a less specific piece of information*

(Grellet ,1996:19)

This means that, seeking specific words and phrases across the text. When you scan, you move your eyes quickly down a page, or, a list to find one specific detail, it allows you to locate quickly a single fact, date, name, or, word in text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to question or to add a specific detail to something you are writing.

### **1.9.5 Questioning**

Readers can use the questioning before, during, and after reading, the questioning process requires readers to ask questions of themselves to construct information and discover new information (Harvey&Goudvis,2000). Questioning is very effective strategy, effective readers use it to understand what they read before, during, and after reading. Using the prior knowledge to think about the topic, then during reading monitor understanding, and reflecting on the ideas and information in the text. Finally, after reading, reflecting upon the ideas and information and extending their understanding in critical and creative ways.

### **1.9.6 Inferring**

Inferring refers to reading between the lines, students need to use their own knowledge along with information from the text to draw their own conclusions ( Sera

fini,2004). An inference is the ability to construct what is in the text with what in the mind to create an educated guess (Beers,2003).

Making inference from words that are read or spoken is a key comprehension skill. Students may miss vital information if they fail to make appropriate inferences, students will develop greater awareness that texts can be understood on more than one level, In addition, they become capable and confident in comprehending the subtle meaning in texts.

### **1.9.7 Summarizing**

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler,2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas and distinguishing the related knowledge from the unrelated ones. Summarizing is a strategy, which helps the students to organize the ideas even in the long reading passages, which are usually perceived as threat for the students.

### **1.10 Types of Reading**

In order to make the task of reading easy, teachers should explain to the learner's different steps required for effective reading, providing them with the different types of reading:

#### **1.10.1 Intensive Reading**

Teachers should plan teaching of intensive reading, as it plays an important role, not only in examination but also in practical life as well. Intensive to enable students to improve and command over English and increase comprehension of the texts that they come across with expanding vocabulary.

Intensive reading refers to reading short texts thoroughly and with clear goals, such as to answer reading comprehension questions or to identify how sentences are linked, unlike the extensive reading, the goal of intensive reading is not to read many texts for fluency, but rather to read a shorter piece of text to gain deeper understanding of that text. Although reading comprehension can be one goal of intensive reading, its goals may include learning subject matter, vocabulary learning and studying the authors intentions, in other words the goal of intensive reading is not limited to reading comprehension.

### **1.10.2 Extensive Reading**

Extensive reading has been strongly recommended by researchers. This type of reading is also known as rapid reading or independent reading. The teacher plays the role of the supervisor while the student carry it out independently.

Reading silently and quickly in order to understand the subject matter and derive the meaning as a whole without the help of the teacher and expand passive vocabulary. Extensive reading includes reading a lot of easy , enjoyable books at a good speed, A great deal of research has acknowledge that ER has a positive impact on various aspects of language development, according to some researchers the objective of an extensive reading programme is to encourage reading fluency, so students should not be stopping frequently because they do not understand a passage, however, the books should not be too easy as this may well demotivate students who feel they are getting nothing out of the books. Moreover, the benefits of intensive reading include enhancing reading comprehension, helping students by understanding sentence structure and developing critical thinking as students have to answer all required questions after reading.

Extensive reading is defined in many different ways, and it is not always easy to find one definition that captures all the essential elements of ER, this is particularly true when ER is defined in the context of a particular research study.

Building an extensive reading skills requires long-range curriculum planning if it is to have a major impact on fluency , and, reading comprehension development for

pleasure .Extensive Reading refers to read as many easy books as possible in order to improve students reading performance (Day & Bamford,1998).

Day and Bamford (1998) propose that one of the purposes of extensive reading is helping you form a better you. Through reading you create a structured path towards a better understanding and better actions to take in the future. According to Grabe and Stoller (2001:286), *“ER is defined as an approach to the teaching and learning of reading in which learners read large amounts of materials that are within their linguistic competence”*. Indeed, students who read a lot of books, have a better achievement in their learning performance and better grasp of the grammar rules and conventions.

Palmer (1997) explains that extensive reading means reading rapidly book after book and the reader's attention is always on the meaning, not the language of the text. More, Grabe (2009:328), stated *that “Reading Extensively when done consistently over a long period of time, leads to a better reading comprehension as well as improved abilities in several other language areas”*. Certainly, extensive Reading leads to enhance the student’s language learning in such areas as spelling, vocabulary, grammar, and text structure. Further, they can develop a reading habits through a long period of time.

Actually, practicing ER reading is the best predictor of academic performance. Students are required to read a lot of easy and interesting books that they select themselves in order to improve overall language proficiency.

### **1.11 Extensive Reading VS Intensive Reading**

Some researchers says that Extensive Reading is a completely different sort of approach. It involves learners reading texts for enjoyment, and to improve general reading skills. Extensive reading imitates reading in the first language in the way that its key elements are purpose and pleasure. It is based on reading easy material that contains mostly one to two unknown words per page for general understanding.

Extensive reading helps learners to build reading speed and reading fluency, in general, it boosts reading comprehension, which in turn can improve writing skill. While, intensive reading involves learners reading in detail with specific learning aims and tasks, it refers to ‘careful reading (or translation). research has found that when students read intensively, they enhance their level, reading a variety of genres helps students learn text structures and language which they can transfer into their own writing in addition, reading provide them the prior knowledge that they can use in their stories.

Intensive reading enables the students to comprehend the text, its sense and meaning, moreover, it enables the students to improve and command over English, and increase comprehension of the texts that they come across with expanding vocabulary. Three major phases of intensive reading -before, during, and after reading. Not all the components of the three intensive reading stages are equally necessary or appropriate for all the texts, teachers should be selective about task types, and amount of attention given to each of the three stages, depending on the target text and its place in the syllabus. Here are some differences between intensive and extensive reading:

#### A/Intensive reading

- It focuses on the vocabulary and grammar to understand.
- word- for word reading.
- very slow.
- 100% understanding.
- limited reading.
- Difficult texts.

#### B/Extensive Reading

- Focuses on getting the main ideas and filling in the details.
- Fluent reading (rapid).
- Fast and even pace.
- Overall understanding.
- Reading a lot.

- Easy texts.
- Ignore or guess unknown words.

## 1.12 The Benefits of Extensive Reading

There is a wealth of research into the benefits of Extensive Reading for language learners, here is a digest of what can be considered to be the most important benefits:

- Cognitive mental stimulation and brain exerting , learning vocabulary and knowledge expansion , lower level of stress and tension relief , memory improvement and better focus.

- When reading , you are in full silence , because you are connects directly to your brain , in addition it exposes you to a world of imagination , exploring a different angle to see a thing you have known , on how different action leads to a different result .

- Research by Richard Day amongst many others shows that reading make you learn new vocabulary, further, the more that you read, the more things you will know, the more that you learn.

- Students who read extensively also make gains in writing proficiency (Elley and Mangubhai 1981, and Hafiz and Tudor 1989); this is probably because as students encounter more language, more frequently through extensive reading, their language acquisition mechanism is printed to produce it in writing.

- Reading extensively enables students to develop their experience into text and written pieces.

- Research studies shows the students become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies get richer, they develop positive attitudes toward and increased motivation to study the new language (Day & Bamford, 2004).



- ER help you form a better you, how to build a self-confidence, memorizing things better, and you will be a better communicator, furthermore, it improves the four skills, increases our motivation to learn other languages (increase students' exposure to the languages).

- When reading, you are in full silence, because reading connects directly to your brain, in silence , you seek for more, you are focused , thus, you will learn and grow ,in addition, you see from the point of view of authors about everything in life, hence, you shape a better self .Jean Henry (1995:70) describes “*students engrossed in reading as the most beautiful silence on earth* ”.

- There are numerous benefits associated with ER (Extensive Reading Foundation ,2011, Jacobs & Farell ,2012), when students read extensively over a period of time, their reading fluency improves and their ability to comprehend texts also increases discussed below are more specific benefits students can get from ER (Renandya & Jacobs,2002).

### **1.13 Motivation for Extensive Reading**

According to Guthrie and infield (2000), reading motivation can be defined as the individual's personal goals, values, and beliefs with regard to the topics, professes, and outcomes of reading. A priority in building a reading motivation is to consider which goals will have a high priority and how to combine all of the priority goals into a coherent overall motivational plan.

If a student is not enjoying the book they are reading, they should be encouraged to choose another one, even if this means they will not finish it, this is what real readers do. Readers interests come first because students will not read extensively or voluntarily unless they are interested in the material (Jeon& Day, 2016).

Students should read the appropriate books that interest them. In addition, they should read books with familiar vocabulary, this allows students to enjoy reading and avoid tedious use of dictionaries, includes comic books, authentic novels, and stories. It

is more important to read for a few minutes every day, than to read for 20 minutes only once a week (Elisheva Barkon, 2017).

Teachers should encourage their students to read few minutes every day, by making a program as a regular part of the weekly schedule throughout the year, and encourage them to continue at home. They should be encouraged to read different books, whatever they want to read.

It is clear that motivation training and teaching positively impacts the development of reading comprehension abilities (Guthries, klauda, &, Ho,2013; Sciefelete, 2011). Certainly, teachers have an important role to play in students motivations for reading students know that reading development is hard task and they need effective motivational support from teachers and the curriculum itself.

#### **1.14 Challenges of Extensive Reading**

Understanding difficult words and the inability to find the meaning of these words are among the common barriers for the students to read, understand and enjoy any reading material. Many teachers face many challenges and problems when trying to integrate extensive reading within learning, those are some problems:

Some researches mention that:

- An extensive reading program may be costly and time consuming to set up if materials are not already available.
- Students that have been exposed to intensive reading programs may not believe that extensive reading is an only ‘proper’ way to learn.
- It may be difficult to keep students challenged to read more difficult texts as the programme continuous.
- In some classes it is counter -productive if students try to read texts that are more difficult than they can manage.

According to Renandya and Jacobs (2002), despite the support for ER from research findings, it remains a relatively underused language teaching technique, there are several sometimes-related factors that may explain this:

- In many teaching contexts there is a suspicion of learner autonomy, with a preference remaining for teacher -led classes.
- In many syllabuses reading development is subordinated to the explicit teaching of grammar and vocabulary.
- Where reading is included in a syllabus, fluent reading (on which ER is likely to have most impact) is rarely the stated goal with the belief that it will naturally follow from the more intensive reading usually associated with the classrooms.
- While many teachers believe in the efficacy of ER, many do not implement it in their own programmes, most probably because of time constraints and the need to cover other areas of the syllabus.
- ER can be very resource intensive and it can be difficult to find appropriately graded material.
- Learners may not see reading as a pleasurable activity (Day and Bamford's fifth principle) and so do not engage fully with ER programmes.

### **1.15 The Relationship between Reading and Writing**

Reading and writing should be taught together, reading and writing activities should go hand-in-hand and supplement each other, stated by (Tierney and Pearson,1983), as they are. Reading and Writing are similar cognitive processes of meaning construction, practice with one contributes to the success of the other, they are connected with meaning, the purpose of writing is to convey meaning, while reading is to construct meaning.

As writing improves through daily communicative use, reading is enhanced, stated by (Goodman & Goodman, 1983). Researchers says that reading and writing are two sides of the same coin, they are both part of a circuit of communication.

A strong correlation exists between reading ability and writing ability, but it is much stronger in one direction than the other. Some students who read well, write well but almost all students who write well, read well, while reading and writing are closely correlated, the correlation is far from perfect. Little research has been done on, reading-writing relations across different ability levels in each (Fitzgerald & Shanahan,2000).

Reading and writing have traditionally been thought of and taught as opposites with reading regarded as receptive, and writing as productive. However, researchers have increasingly noted the connections between reading and writing. Identifying them as essentially similar process of meaning construction. Experienced readers and writers share a surprising number of common characteristics. Gail Tompkins (2006) notes that reading and writing have been traditionally thought of and taught as flip sides of the coin, as opposites.

Research has shown that when students receive writing instruction, their reading fluency, and, comprehension improve, stated by (NCTC,2017). Reading and writing are two important ways of communication, they contribute to the improvement of one another, most students who struggle with reading also struggle with writing, so there is a strong connection between phonics and spelling.

### **1.16 The Influence of Reading on Writing**

It has been expressed through the concept in which reading is trying to discover what a piece of written text means by understanding the words a writer is using. In this respect, Peha (2003 :3) says “*when reading we do not just wait for the meaning to come to us, we go for it, aggressively we look deeply into the text hunting in certain specific ways searching for clues as to what the writer is trying to say*”.

This means that good readers use context clues to help them understand the meaning of an unfamiliar and challenging word, should not just wait for the meaning come to us so we should look deeply

By reading, writers not only occur knowledge, but they also gain a better understanding of language, understanding the written word is one way the mind grows

in its ability, it grows your vocabulary writing becomes an art when the writer chooses the right words to get his message across.

Reading plays a major role in writing , at the same time practice in writing helps in building reading skills , reading affects writing and vice versa ,furthermore, writing is the act of transmitting knowledge in print , we must have information to share before we can write it .

Taking into consideration the effects of reading on writing, there are a number of studies that fail to show an apparent correlation between reading and writing ability with the intention of proving that writers must also be readers. For instance, Battle (1986) concluded that Freshmen did not appear to absorb reading skill as a function of learning to write or several compositions themselves, have not been without ambivalence toward the importance of reading in improving students writing (Morrow, 1997).

Reading not only expands your imagination, but your ability to reshape your writing in unexpected ways, even if you are not a writer, reading helps to keep our brains active and is an activity that reduces stress. More, reading helps us make connections to our own experiences and emotions. Reading makes of you a better writer and a better communicator.

### **1.17 Conclusion**

In this chapter, we have given an overview of an extensive reading. We focused mainly on the definition of reading, and its importance, relying on various scholars and views. More, we mentioned the main types, theories, concepts, and models of reading.

Further, we tried to collect some definitions of extensive reading, and its benefits. We attempted to shed light on the basic principles of extensive reading and talked about the main differences between extensive and intensive reading.

# Chapter two: the writing skill

## **Chapter two: The Writing Skills**

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## **2.1 Introduction**

An ability to learn English now days is something that most of us would hope to achieve it, in order to learn this language, of course, it should be acquiring its four skills (speaking, reading, listening and writing).

Writing is the most difficult skill in English, it is caused by getting ideas, organizing and developing details, choosing correct sentences and maintaining paragraph unity, that is why it is necessary to be taught, and should be an essential Component in learning.

This chapter tries to shed light on the writing skill which seems the most difficult skill to learn. This chapter attempts to discuss the importance of writing and its definitions, then we moved to writing skills within ELT, types of writing, teaching and developing writing and approaches to teaching writing, rational behind writing, relationship between writing and reading, then the major difficulties in writing skills.

## 2.2 Writing Defined

Writing is defined as a reflective activity that requires enough time to think about the specific topic, to analyze and classify any background knowledge. It is a powerful means of communication by which students learn better to express themselves (Al Mansour and al Shorman, 2014).

Moreover, learning to write in English as a foreign language has been an essential professional educational issue that serves various educational purposes and meets certain learning needs upon which the foreign language learners progress depends (Al Mansour and Al Shorman, 2014 ).

As a productive skill, writing can represent an obstacle in the process of language, development, since it requires that formal content, and cultural Schemata are obtained and presented appropriately cohesively, and accurately. Raimes (1984, p:335) categorizes the Component of writing as a content, organization, grammar, Syntax, mechanics, word choice, the targeted audience and the writers process, thus, writing is such a complex skill even for native speakers, since it requires mental efforts. Therefore, Byrne (1988) declares that writing is a process of encoding (putting your message into words) carried out with the reader's expectations, or as confirmed by Nunan (1999) a complex, cognitive process that requires sustained intellectual efforts over a considerable period of time.

The definitions of writing are stated by many experts. According to Brown (2001) writing is a thinking process to write successfully for a reader, the writer must have message in mind to communicate to the reader, information, to provide to support the message, an organizational strategy that imports the information in an appropriate way, and then words on paper to record that message. How a writer gets to that point depends on the writer's process.

## 2.3 Importance of Writing

Good readers are good writers, the good news is that writing is a skill which can be learned like other one trick, for improving your writing is to read. Reading forces, you to slow down and you may pick up problems with the flow that your eye Would otherwise skip over.

- *Writing for study*: Writing skills is a part of a course or study, whether at college or university you need to write essays, a report, a research proposal these works are often long, and need careful and structuring writing.
- *Writing at home*: people would say that the art of letter writing is dying out, however there are still many times when you need to put pen (to paper) or Word to paper.
- *Writing under specific circumstances*: writing something specific, taking notes of a conversation or prepare a report, write the minutes of a formal meeting, all these types of writing require specific skills and a particular style.
- *Writing in the workplace*: good writing is a skill which will get you a long way in the workplace, partly because it is rare in many places, especially in management and professional environments, it is the ability to write in plain english. That is avoiding unnecessary jargon, and keeping sentences short and concise. Learning how to write specific types of documents will be useful.

Writing is extremely important not only an important academic skill, but also a skill that translates into any career field. Since writing is used in all fields and jobs, it is primary basis upon which one's work, learning, and intellect will be judged in college in the work place and in the community. It is a skill which equips us with communication and thinking skills, writing expresses who we are people, it preserves our ideas and memories, writing allows us to understand our lives.

Writing skills are essential elements of communication, it enables the learner to communicate his/her message with precision and correctness. Writing abilities is a necessity for the work because the evolution of information technology, more jobs demand good writing skill. For example, In all workplaces, employees should be able

to write letters, emails statements. Excellent writing abilities make individuals become able to communicate their thoughts effectively, as “Jessica Willson” declares that good writing enables to communicate a word with accuracy, efficiency and can lead to a wider audience related to face to face communication or telephone conversations.

Writing is the way to explain, educate, inform and express your opinion or philosophy to the other by using appropriate vocabulary. Also, it is a Way that makes you focused, intelligent and conscious and it reflects in the personality because without connecting what you are writing to your heart and brain, you cannot write it effectively, writing improves your focus.

Writing is a fundamental element of expression and a central component of articulation. Simply, it is the capacity to communicate through words in order to express and share your thought in effective manner.

### **2.3.1 Benefits of Writing**

Writing is important, it brings about a lot of advantages. According to Chappell (2011) since it helps to:

- Express personality
- Foster communication.
- Develop thinking skills.
- Make logical and per suave arguments.
- Give a person a chance to later reflect on his/her ideas and reevaluate them.
- Provide and receive feedback
- Prepare for school and employment
- Writing is critical to be bring a good sender, - Writing is an essential Job skill.
- Writing is the primary basis upon which one's work, learning, and intellect will be judged in College, in workplace and in the Community. - Writing equips us

with Communication and thinking skills - Writing expresses who we are as people.

- Writing makes our thinking and learning visible and permanent.
- Writing fasters our ability to explain and refine our ideas to others and ourselves
- Writing preserves our ideas and memories,
- Writing allows us to understand our lives,
- Writing allows us to entertain others.

As Walsh (2010) says writing is important because it is used extensively in higher education and in the workplace).

## **2.4 Writing Skills within ELT**

The most important part of communication skills, good writing skills allow you to communicate your message with clarity to a larger audience.

Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake.

Academic writing requires some criteria that make the written pieces more effective within an academic setting. Starkey (2004) suggested some criteria as organization, clarity, coherence, and word choice. These are explained as it follows:

### **2.4.1 Organization**

Organization is the structural framework for that writing organization is important for effective writing because it provides readers with a framework to help them to fulfill their expectation for the text.

The process of organization needs some steps. Starkey (2004, p.02) states:

**By following an organized method of writing you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in**

**your (piece of writing) work together and have they support your thesis.**

Starkey (2004, p.02)

Shannon (2011) added that there are two types of techniques used to organize the written material formally and informally. On one hand, the informal techniques which include brain storming, Free writing and mind mapping are used in order to guide the organization of paper. On the other hand, the formal techniques are the classic outline which contains the general idea and its details which are well developed and organized, so that they can help the author.

## **2.4.2 Coherence**

Coherence is an important aspect in academic writing, the good style means relating the tiny elements which are sentences and paragraphs into a connected chain that will strike the big number of readers, in a meaningful and

accessible way. Harmer (2004, p. 25) argues that readers can understand the writer's purpose and his/her line of thoughts only if the text is coherent. He adds:

**Coherence, therefore, is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction**

Harmer (2004, p. 25)

That is to say sequencing information and linking ideas in the writer's piece direct only to Coherent production.

Kane (200) declares that coherence is an important characteristic of effective writing; he adds that coherence is a matter of relating ideas in a way that makes readers understand texts easily.

### 2.4.3 Clarity

Academic writing needs to be clear enough for the readers to help them; get the ideas easily.

Murray and Hughes (2008) explain how clarity is essential in writing essays and how it makes them readable. According to them, achieving clarity is to write clear, short sentences; relevant, and not ambiguous.

According to Starkey (2004, pod - 12) clarity in writing will be accomplished when the writer must:

- Eliminate ambiguity = avoid any word or phrase which could so mislead readers and confuse them.
- Use powerful, precise adjectives and adverbs: for example, tired can be replaced by exhausted.
- Be concise: this means that writers must go to the point without repetition of words or unnecessary phrases and sentences.

Melbourne university website article “developing clarity and focus in academic writing”, provides six ways to keep writing clear for the audience. They are summarized as follows:

- Begin your paragraphs with a topic sentences which summarizes the main point of the paragraph.
- Establish your central topic, at the beginning of the sentence preferably as a subject.
- Move from old to new information.
- Keep your topics, or the beginning of your sentences brief and simple, then put the complex or detailed information at the end of the sentence.
- Place less important information at the beginning of a sentence and more important information at the end of the sentence.

- Clearly emphasize your more important points, and de-emphasize minor supporting points.

#### **2.4.4 Word choice**

The best way for the learners to accurately convey their ideas in writing, is to choose the right words. Shannon (2014, p.18) notes:

**Authors should things always am for the most precise language possible in writing. In academic and scholarly writing, that principle is even more important.**

Shannon (2014, p.18)

The correct use of words ensures the understanding of the written work, and the best way to convey the ideas accurately. According to Shannon

(211), Starkey (2004), and Kane (800), there are two aspects that learners should consider while choosing the words to be used: denotation and connotation.

- Denotation, is the basic or literal meaning of a word that we can find it in the dictionary.
- Connotation, for Starkey (2004, p.21): “is a word implied meaning which involves emotions; cultural assumption and suggestions? So, connotation has a relationship with the real meaning of words and what they imply.

#### **2.4.5 Mechanics**

In Composition, "Mechanics " refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics (Kane, 2000:15). Conventions of writing require that a sentence begins with a capital letter and ends with full-stop, punctuation (period, question mark? or exclamation point).



These types of conventions of mechanics are very significant in putting together a good quality piece of writing because no matter how original are the learner's ideas, if he cannot express them in a clear and accurate manner. Starkey (2004) addressed writing mechanics in terms of grammar. Spelling, punctuation and capitalization.

Grammar is a key element not only in writing, but also in language as a system of Communication in general. Having a good knowledge of the parts speech, the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires Brooks and Penn (1970: 20) state: . . . . . for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation.

Capitalization and punctuation marks are integral parts of written English. Among other thing, "they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make your work easier to read and understand and will, therefore, help it make a more favorable impression on your readers" (Murray and Hughes 2008-185).

Spelling is one of the factors which need to be taken into account by students when dealing with writing, because it is an aspect many teachers in an EFL Context focus on when evaluating students work.

## **2.5 Types of Writing**

Writing is a way express human emotion, knowledge every writer her his own style of writing, which reflects his personality. However, piece of writing requires different style which can decide on the basis of the content of the writing.

No matter what you write it is very important for you to stay focused on your purpose of writing. There are mainly four different type of writing which are narrative, descriptive, expository and persuasive writing.

In addition to the four main types, there are few more categories such as. Creative, review, subjective and objective writing, each writing type has a different purpose and requires a different writing skill in order to convey your message efficiently. Some researchers defined types of writing as follow:

**A/Narrative:** In narrative paragraph of essay writing, the writer develops a lot of fictional character and tell what happened to them in the form of a story, all novels, poetry, short stories, biographies, and autobiographies fall under this type of writing.

Mostly stories are narrated from the point of view of one character, which is called first person narration. There are situations in narrative writing such as actions conflicts, and fights, motivational events. A narrative nature story always has a definite beginning internal and ending.

**B/ Descriptive:** Descriptive writing is a style of writing which focuses on describing character, an event or a place in great detail it is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of what happened. The author visualizes to you what he sees, hears, tastes, smells and feels (5 senses).

Descriptive paragraphs and essays are usually written in the first-person point of view, and are much more emotional and personal than expository writing descriptive writing connects the world with our feelings, the writer should make the reader long to smell the rich essence of the trees, the haunting Call of the wolves, if that's what you are writing about, it will rise many rich and vivid adjectives and adverbs.

**C/ Expository:** Expository writing most common types of writing styles, in which the main focus of the author is tell you about a given topic or subject, and leaves out their opinions, it exposes or explains things about a subject, it is also sometimes called "information writing".

Expository writing is developed by the use of clear reasons, facts and statistical information, cause and effect or examples expository paragraphs are written without emotion and usually written in the third person, because personal feelings move you into

descriptive writing, both of descriptive type and expository one can spend a lot of time describing things, but the big difference is that expository description tends to focus on external objects, situation and processes, in order to explain things in a neutral descriptive type of writing, other hand, tend to focus on our emotional responses.

**D/ Persuasive:** persuasive writing or argumentative is a type which contains justification and reasons to make someone believe in what the author believes in, and convince the reader. To accomplish this, the writer must develop a topic which is well defined and debatable, and has more than one side.

Persuasive writing attempts to prove you point of view. It is usually written in objective, third person of view; such a stance helps demonstrate your objectivity, it should be based that "argumentative" writing on for facts and be more rational. The analytic facts are always good to persuade the reader. By Robin Jeffery.

## 2.6 EFL Writing

A successful academic writing is based on the way of writing or the methodology. The process of writing suggests that we can teach students how to write with coherence, an appropriate grammar, structure and acceptable spelling.

One of the effective ways to do this is to motivate the students and make them aware of the steps involved in effective writing. In broad terms, the writing process has three main parts: pre-writing, composing and post-writing.

These three parts can be further divided into five steps: (1) planning (2) Gathering/organizing (3) Composing/ Drafting (4) Revising/ Editing (05) Proofreading.

**A/ Planning:** Determine general purpose, determine appropriate format, choose a topic, and write a statement of purpose.

**B/ Gathering/ organizing:** Practice divergent thinking, and practice convergent thinking.

**C/ Composing and | Drafting:** Write one section of the rough draft at a time, connecting devices.

**D/ Revising-editing:** Begin with higher order concerns and finish with lower order concerns.

**F/ Proofreading:** print a “Hard” copy for review, read it out-loud, use "cover sheet" for line - byline review, and get feedback from others.

## **2.7 Approaches to teaching writing**

Teaching writing has seen numerous approaches and methods to develop writing skills.

Applying one approach or another depends on what we want our learners to do.

**2.7.1 The product approach:** the product approach was wide spread in the mid of 1960's. Gabrielatos (2002, p.05) defines it as:

**A traditional approach in which students encourage to mimic a model text, usually is presented and analyzed at an early stage.**

Gabrielatos (2002, p.05)

This approach gives precedence to classroom activities which require from the learner to be engaged in copying, imitating and performing sentences, developing paragraphs from different kinds of models. It is also interested in mastering familiarization:

- Familiarization learners are taught certain grammar and vocabulary usually through a text.

- Controlled writing, learners manipulate fixed patterns often from substitution tables.
- Guided writing learners imitate model texts.
- Free writing learners use the patterns they have developed to write an essay, letters and so forth.

(Richard, 2003 (03-4))

Familiarization	Controlled writing	Guided writing	Free writing
Encourage the student to be acquainted with certain text features.	Student practice the skill with increasing freedom until they are ready for the free writing.		Use the writing skill as a part of genuine activities such as writing a story or essay.

**Table2.1: The stages of the product approach**

**2.7.2 The process approach:** Many changes happened in writing research and in approaches to teaching writing. Earliest work in the teaching of writing was based on the notion of controlled or guided composition. In the 1960's however teachers, felt that controlled composition was not enough.

Until 1970s most studies of writing were about the written product. During this decade the focus shifted from product to process. The process approach tends to focus more on the verity classroom activities which promote the development of language use: brainstorming, group discussion and re-wanting. The process approach model comprises of light stages:

- Stage one: brainstorming it includes generating ideas.
- Stage two: planning, classifying ideas.
- Stage three: mind mapping; it is about organizing ideas to into spider grams and making relationship between them;

- Stage four: drafting; the students start write all what come to their minds of ideas in the first draft.
- Stage five: peer feedback; drafts are exchanged between Students to develop their awareness of writing.
- Stage six: editing; draft is returned to be corrected.
- Stage seven: Final drafts; students write their final draft.
- Stage eight: Evaluation and teacher's feedback; teachers provide feedback on that final drafts, and make an evaluation on it (Steele, 2004, p. 79).

### **2.7.3 The Creative writing approach**

The British Council website defines the creative approaches:

**Is an approach that presents creativity as one of our innate skills; this approach focuses on the idea that we all can enjoy the potential to be creative under certain conditions.**

The British Council

The main principles of this approach are to show the pure creativity of learners through writing, which represent their own views and experiences as well as the selfawareness. To promote the (product pride) we need to provide appropriate reader audience apart from teachers, we can use friends, parents, magazines, and so forth. Hindly (2008) explains that for well-organized written piece, the students are given a chance to gather ideas for their ideas. These include the regular use of visual arts, drama, music, role plays, and visualization.

The creative approach provides for students the opportunity to make their ideas more developed, refined and shared.

## 2.7.4 The Genre Approach

The Genre approach to teaching writing is mainly concerned, as the name indicates on teaching particular genres that students need control of, in order to succeed in particular situation.

This might include an emphasis on the content of text as well as the context in which the text is produced.

Genre approach is linked with some kinds of writing letters and articles, which they are linked with a different situation. Painter (1989, p. 21) states:

**Language is a functional resource in that the language system can be viewed as having that from it does because of what is called upon do the needs of language learners have shaped to the linguistic system itself.**

Painter (1989, p. 21)

That is to say the genre approach considered that language is functional because it appears in the social context, thus, it will be shaped according to that content as well as it cannot be understood outside it.

The positive nodes of the genre approach are that it acknowledges that writing takes place in social situations, and is a reflection off a particular purpose and it understands that learning can happen consciously through imitation and analysis, it is important for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects. Moreover, because the genre approach reflects a cultural ideology, the study of genres additionally opens for students and an awareness of the assumption of groups whose specific ends (Nemouchi, 2008)

## 2.8 Teaching and Developing Writing

Writing is very demanding task, requires the following of systematic training that represents five stages of writing skill development: copying, reproducing, recombining, guide writing and composing.

○ **The copying activity:** It is necessary and presented as the first stage in the

Writing program. This is of course because the learners have problems at the graphological level, that is, if they have to learn new graphic symbols. It helps to teach spelling or to reinforce sentence structure. Copy things down in order to have a record. It should be either oral or read by the teacher on the basis of the already known material.

○ **Reproducing:** In this stage students start the reproduce what they have learned without referring back to the original.

○ **Dictation exercises:** The purpose of this exercise is to find out if the memorizing understanding, and distinguish capabilities are acquired by learners or no dictation typically the following steps:

1. Teacher reads a short paragraph one or twice at normal speed.
2. Teacher reads the paragraph in short phrase units of three or four words and each unit is followed by pause.
3. During pause, students write exactly what they heard.
4. Teacher, then that reads the whole paragraph once more at normal speed so students can check their writing.
5. Scoring of students written work can utilize a number or rubrics for assigning points.

Usually spelling and punctuation errors are considered as grammatical errors.

○ **The recombination stage:** Is the stage where learners are asked with minor adaptations to reproduce the learned work. As a step further student may be asked to make



- Recombination about a subject presented in picture or monetized dialogues, since they have already been presented to the learners, recombination not only enable students to produce accurate and correct sentence, but they also consolidate what has been learned.

## **2.9 Difference between Error and Mistake**

First of all, let us remind you that we make mistake and not do a mistake. The difference between “error” and “Mistake” is in the context that they are used in a Mistake " is usually accidental, you know it is wrong. Otherwise, an “error” is usually made due to the lack of knowledge and is more formal than “mistake” “Machines never make mistakes, but rather they make errors.

Some researchers said that both terms refer to a wrong or incorrect action. The main difference between error and mistake is that error is more formal and technical than mistake.

*Mistake:* is a decision that later turns out be wrong you feel that you made a mistake if you are not satisfied with the outcome of your action.

*Example:* I made a mistake on my job application.

*Error:* is a more formal word and is generally used when the chosen action is compared to a set of rules the action is considered to be wrong if it is different

*Example:* Computers, of course, produce, various errors when they are not working properly.

## **2.10 Components of the writing skill**

The following elements can be considered as components of the writing skill

- **Grammatical:** The ability to construct sentences not the ability to diagram them, the use of grammatical forms and syntactic patterns, correct grammar, correct punctuation and spelling are key in written communications.
- **Compositional skills:** Compositional skill is the ability to organize words to produce an effect. It is not an extension of grammatical skill; it is a separate skill. Storytelling is a compositional skill or the content, which involves the ideas expressed.
- **Domain Knowledge:** The ability to overcome the curse of knowledge is one of the foundational elements of compositional skill. It is something you need in order to communicate successfully between domains, most technical communication does not take place between domains, but within them. Nonetheless for those whose task it is to communicate the knowledge of a domain to those outside of it, grammatical skill, compositional skills, and domain knowledge are all essential to true mastery of the craft.

## 2.11 Rational behind writing

In our everyday life we Speak more than writing. In terms of frequency. McDonough and shawl (1993, p. 15) supported the view that most people talk and listen more than they write. It shows that people write in the real world, they have even chances to do so in a second language. But this does not mean that the writing has a very insignificant role. People do writing because of its wide range of variety - Harmor[ 5 ] in this regard, stated that writing is used for a wide variety of purposes so it is produced in various forms. While, commenting upon the reasons for writing, Raimes (1994, p.14) draws our attention to some significant ones. Firstly, learners can go beyond what they have learned by taking risks the language; they can use structures or words, they have not seen yet, no matter if these are right or wrong.

Secondly, writing may give leaners a sense of involvement with the new language because as they express their ideas, they also use their eyes, hands, and brain which is relevant for learning.

Thirdly, as learners think what to write about and how to express their ideas, they find out new ways to write and express them; they also discover the need to get the right words and sentences. This means that the educational purpose of writing is to make the learners expert in expressing, ordering and communicating their ideas effectively

## **2.12 Relationship between Writing and Reading**

“Writing is the written expression of thoughts, desires, emotions, and this requires skill rather than knowledge” (OZ, 2006:251).

Writing is a process which demands hard work. There are many students express their thoughts in written form with great difficulty. The reason for this is insufficient reading comprehension.

Reading needs on an effective mental process, and an accomplished reader uses some strategies for comprehensive reading, such as relating to the text to one's own experience, summarizing the information, concluding and asking questing on the text. An effective reading process will most probably influence one's writing achievement.

Writing helps individual's communication needs, as well as, their learning, according to Dyson (1995), writing is not merely an individual activity but a process which requires social interaction. Ryers (1987) maintains that the fledgling young who begins to write should (write in a shared way) to accelerate the process.

Means that the learner will develop a better technical point of view toward writing and have an increased awareness of his/her own responsibilities.

One of key factor which affect writing is the reading habit. In the teaching learning process in schools, most of learning instruments are the sources based on the language, and this puts an increased emphasis on the reading comprehension levels of students.

A successful writing process has a close relationship with effective reading. Reading enables students to become lifelong literates (Belt, yaşar, 2007).

An effective reading is based on using reading comprehension Strategies, a good reader should effectively practice some processes such as relating the text to his/her own

experience, summarizing information, concluding and raising questions about the text (Allen, 2003; and Keerwerhaeghe; 2005) Understanding of the text by the reader depends on the use of the Cognitive and metacognitive strategies effectively. That is to say effective readers use reading comprehension strategies skillfully.

### **2.13 Difficulties in Writing Skill**

A large number of researchers have attempted to define writing. The definition put forth by “Chakraverty” and Gautum. " [ 1 ] is that writing involves cognition. It demands a lot of time for thinking and reflecting on a topic. It requires the writer to analyze and classify any background knowledge. After this difficult process, the writers need an appropriate language to express these ideas into a cohesive and coherent discourse.

Nunan [ 2 ] also pointed out that:

**Writing is an extremely complex, cognitive skill for everyone because in this activity the writer has to show control of some variables simultaneously.**

Nunan (p.36).

Accordingly, Widdowson [ 3 ] while defining writing also supported that writing is the use of the usual medium to show the graphological and grammatical system of the language; it means writing is the production of sentences as examples of usages. Thus, in order to compose correctly, it is essential that the students overcome the complexity by learning the graphic system of language, its grammatical structures and vocabulary related to the topic under-writing.

Another definition of writing is put forth by a researcher [ 4 ] who argues that writing is neither a mechanical task, nor a simple matter of jotting a speech down on a piece of paper.

It is an exploration in the use of the graphic potential of a language a creative process an act of discovery.

### **2.13.1 Grammar difficulties**

Grammar is not an easy way; teachers have been introducing it to them in schools. Seely (1998, p.159-160) states problems grammar that may affect the student's writing as follow.

**The sentence:** "Seely " (1998, p. 161) provides the main element of sentence that make it correct, accurately are the main difficulties in sentence which impede the learners good writing are mentioned as follow:

**The verb:** a word of a group of words that express an action of a state of being. The problem if sentence does not include a finite verb, also if the verb lack subject.

**The object:** is a noun, noun phrase or pronoun that refers to a person or thing that is affect by the action of the verb, or that the action is done to or for.

The common problem is when some pronouns change according to whether the word is the subject of the object of the sentence.

**Adverbials:** the problem that may face the student is where to place the adverbs.

**Coordinating Conjunction:** students usually find difficulty with conjunction. They do not use it with two clauses two phrases, it can be a problem.

**Word-order:** the way in which words are as in sentence can be a challenging task for students and it may change the meaning of the sentence.

### **2.13.2 Vocabulary**

The use of appropriate vocabulary is classified as one of one of the main difficult tasks in the writing skill. Seely (1998, p. 185-186) lists major elements in vocabulary problem.

**Active vocabulary:** is about the words that learners use in their writing.

**Passive vocabulary:** are the words that the learners understand, but not necessary use them in their writing.

- Vocabulary that we never dealt within.
- Vocabulary that is seen to be passive.
- Vocabulary words, we have seen before, but their meaning is not clear.

### **2.13.3 Spelling**

Spelling is considered as one of the major difficulties for learners. This complexity is due to that, there is more than one way to spell a sound, or more than one way to pronounce a letter.

This problem is emerged from the existence of words which spelt in the same way but differ in the sound and meanings, such as to lead (to guide or to show), to lead (metal). for example:

- Susan will lead you to your car.
- Luck collects lead soldiers.

Another source of confusion is homographs, words that have different spelling and different meaning such as to, two, too for example:

- I go to France.
- We have two houses.
- John was too late.

### **2.13.4 Punctuation**

According to Seely (1998), punctuation plays a crucial role in reading as well as in writing. Using punctuation marks in itself is a challenging taste for the learners because they are changing overtimes, also the way of using them it differs from person to another

**Comma:** Seely (1998, p. 229) states that “The person who has learned how to use Commas has learned how to write”. Comma is used to separate the items in a list or to show where there is a slight pause in a sentence.

**Apostrophe:** It is used for two purposes which are:

- To show possession.
- To show That one or more letters have been abandoned, this happens with constructions.

### **2.13.5 First language interferences**

Weigle (2002, p. 37) states that “it meant that i had to create an english self and be that self”. The interference of the native language is one of the most difficulties that can hamper students writing, it may happen because of the learner’s needs to the foreign language information. Moreover, learners may use their linguistic elements, phonological, grammatical, lexical, and orthographical rules of their first language; this can be a problem in itself.

### **2.13.6 Organization**

The majority of EFL learners face a difficulty to produce an organized academic piece of writing, organization is an important element that the writer must take into consideration. The written piece should be presented to readers in structured format; the main advantage of organization, it guides the reader and facilitate the task of reading.

Starkey (2004, p. 02) claims “you will guide your reader from your first to last sentence. He/she will be able to see how the various points you make in your work together and how they support your thesis”.

He also argues that EFL writers find a great challenge when they start writing because they just start in a blank, sheet of paper and write whatever going in mind, “it is important to recognize that in order to do it well, you must commit yourself to a process” (2004, p, 01)

Moreover, writing desks met happen in one setting according to the process that learners should follow. This can help the learners to jot down their ideas into a logical combination to create a paragraph or an essay because writing needs cognitive efforts before starting to write.

Johanna (2005) argues that the majority of the learners find a difficulty when organizing their ideas. This weakness can be seen within sentences and paragraphs. She related the poor organization or illogical sequence of ordering the points to the poor teaching in schools.

### **2.13.7 Clarity problems**

Some EFL learners produce ambiguous written assignments, so the reader cannot understand the writer's message and what they intend to convey. Insufficient clarity is usually a matter of using a word or expression which its meaning is not precise or not clearly defined.

Starkey (2004) Claims that the writer's goal will not be realized, if the readers do not understand the first few sentences or paragraphs and they will stop reading because they find it ambiguous. Even if they finish reading, they fail to grasp the message.

**Learning how to be a clear and accurate, writer will help make your essay readable and will guarantee that those who read it understand exactly what you mean to say.**

Starkey (2004, p. 11)

According to Carrol (1990) lack of clarity is one of the most common flaws that learners face when they write. Vagueness is the matter of using word or expression that has not precise definite meaning. Ambiguity is using a word or expression in such a way that it can be understand in more than one way. Obscurity is the use of an incorrect word or complex sentence structure. In other word, he stated:



**That is why is imperative that you only impress your readers with your unique take on a topic in many cases, as concisely you can.**

Carrol (1990, p. 12).

Students have to avoid ambiguous language by eliminating words or phrases that have more than one meaning; and correcting word order that conveys meaning different from the one intended.

Also, they should be concise by eliminating unnecessary words or, phrases the main objective being to solve their writing problems and; eventually, to write in a clear way.

## **2.14 Conclusion**

The conclusion that can be drawn from this chapter, is that writing is a productive skill that should be learned in order to use language, it has significates in improving the communicative competence of the learners.

The capacity of communication with each other, means that the students have a language competence into two parts organizational and pragmatic competence.

Writing is a phenomenon of social, cultural and cognitive nature, that it is why it must be taught.

This chapter tried to shed light on the definition of writing, its importance. Also, we have mentioned the writing skills within ELT (English language teaching).

Moreover, we have mentioned the different approaches and the relationship between the writing and reading skill, we spoke about reading skill that may affect and improve the student's writing.

We have provided the types of writing and its complements. We have also mentioned the EFL writing, teaching and developing waiting, rationale and purposes behind writing, also the major difficulties that face the students during the writing process.

**Chapter Three:**  
Research  
Methodology  
And Data  
Analysis

## Chapter three: Research Methodology and data Analyses

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### **3.1 Introduction**

This chapter is the practical part of this study. It includes the research aims, research methodology and the research instruments.

We trying here to shed the light on the objectives of this research, our case of study, providing clear arguments and options in conducting this research.

In this current research, we have provided the analysis of the two questionnaires, that were designed to both the students and teachers. It provides a discussion of the result contain opinions and points of view of both students and teachers.

In addition, it shows suggestions around the reading instruction and the role of reading in improving the english language skills.

In brief, the aim of this chapter an overall investigation of the findings, exploring the informant's motions and implications, so as to provide answers to the designed research questions.

### **3.2 Aims of the Research**

The purpose of this research was mainly designed to diagnose and investigate students' ideas and points of view towards the importance of extensive reading on improving EFL learners writing skills.

- Providing answers and solutions to these questions raised in this research.
- Showing the obstacles faced by EFL learners that restrain them in improving their writing skills.
- Clarify the reading- writing correlations and how they are complementary to each other.



### **3.3 Research Methodology**

For this part of research, there are two interchangeably research methods are used which are quantitative and qualitative, those two methods allows us to test the hypothesis by systematically collecting data. In addition, exploring the ideas and experiences.

This study was managed at the department of english at Ibn Khaldoun university of Tiaret, it addressed 70 EFL LMD students in addition, 09 EFL teachers of written expression.

### **3.3 Sample Population**

70 EFL LMD students participated in this study, were selected randomly from Ibn Khaldoun university of Tiaret, divided into 20 male and 50 females, the age of the students was between 18 to 40 and more. While, the teachers were 09 teachers of written expression divided into 5 male and 04 female.

### **3.4 Research Instruments**

In this research, two questionnaires were used: students' questionnaire and teachers' questionnaire. Student's questionnaire was made up of 22 item, divided into three sections. While, the teachers questionnaire was consisting of 15 item divided into two sections.

#### **3.4.1 Students' questionnaire**

The purpose of this questionnaire is to give chance to the students in order to express their ideas and opinions towards the research topic. This questionnaire is mainly designed to diagnose and investigate students' ideas and points of view, towards the importance of extensive reading on improving EFL learners writing skills. The focus of our analysis is put on what extent the EFL learners are aware about the Paramount role of extensive reading in enhancing their writing performance.

The questionnaire was managed for 70 EFL LMD students chosen randomly from the English department of Ibn Khaldoun university of Tiaret. The questionnaire was sent and answered online, the number of the students contain the sample of this research.

The questions that are entailed in this questionnaire aimed to gather students' answers, worries, and opinions concerning reading and writing.

The student's questionnaire is segmented of three main sections, made up of 22 items divided as follow:

**A/ Section one:** The first section consists of four questions, it is concerned with the general information of the learners such as; gender, age. Also, knowing about the student's level of English language, and the skill which they prefer or interested in. The aim of this section is gathering general information about the learners, in order to provide an adequate and accurate data or analysis.

**B/Section two:** Contains of eight questions (3\_10), it is devoted to collect data about the reading skill. The first question (Q3) tends to know the students views and opinions toward reading books, if they like reading or not and justify why? question 4 tends to know to which extent reading is hard for them, if they have any difficulties in reading and why? Question 5 wants to know how often do they read, if always sometimes or rarely. question 6 ask about the number of the books that students have read in their whole life. While, question 7 ask about what is the genre of books that students prefer or the materials. question 8 seeks to know if the target of the reading books is for information or just entertainment. For the ninth question, tends to determine about the main opinions of the reading instruction, how students find it. By asking the last question (10), we want to know about the students worries and difficulties, students facing when they read extensively to provide them with the adequate suggestions and solutions.

**C/section three :**This section deals with the reading-writing connections, and it consist of 7 questions (10\_16).question number 10 tends to know is that reading in foreign language leads to a better improvement in learning that language and why ?. question 11 are designed to know the effects of reading in the development of the language skill proficiency. Question number 12 seeks to know the main benefits of reading. Question number 13 attempt to know if students think that reading can improve their writing skills or not. While, question number 14 is designed to show the main preferable activities of

the students in extensive reading program. The last questions tend to show about the ways to improve writing skill through reading and to know about the suggestion of the classroom activities for developing students' writing skills.

### **3.4.2 Teachers' questionnaire**

This aims of this questionnaire is to investigate the role of extensive reading in developing students' writing abilities. In addition, it investigates whether teachers play a key role in motivating students to read and in raising their awareness toward an extensive reading- writing relationship.

This questionnaire was managed to EFL teachers at the Department of the English branch at the university of Ibn Khaldoun in Tiaret. We chose five teachers to answer the questionnaire. It is to recognize the role of extensive reading in developing the writing abilities and knowing what successful teachers know about reading and how to motivate students to read, also addressing the problems that can delay the development of reading skills, and what reading programs currently requires.

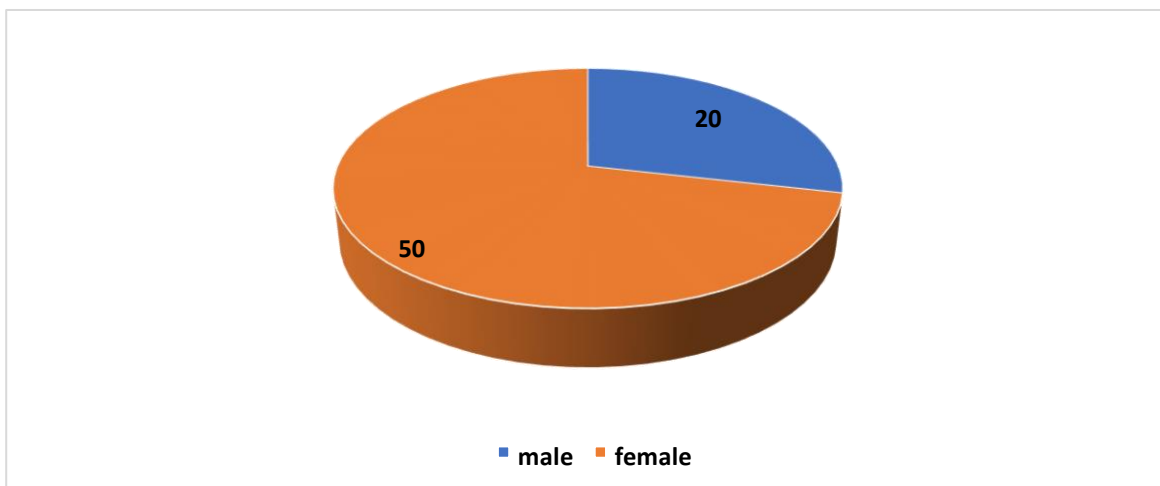
The teacher's questionnaire consists of 15 question, and is divided into two main sections. The first section consists of four questions, contains general information about the teachers, gender, their qualification, years of teaching at the university, and the modules they have taught. The second section devoted to the connection of reading and writing, consists of twelve questions which are designed to know the points of view about some practical characteristics of reading-writing skills.

## **3.5 The Analysis of Students Questionnaire**

### **Section one: General information**

#### **Q1 \_ Gender**





**Graph 3.1: Student's gender**

The figure above shows that 50 out of 70 participants were females, this is about 71%. Which outcrop that the females are more interested towards studying foreign languages and English in particular.

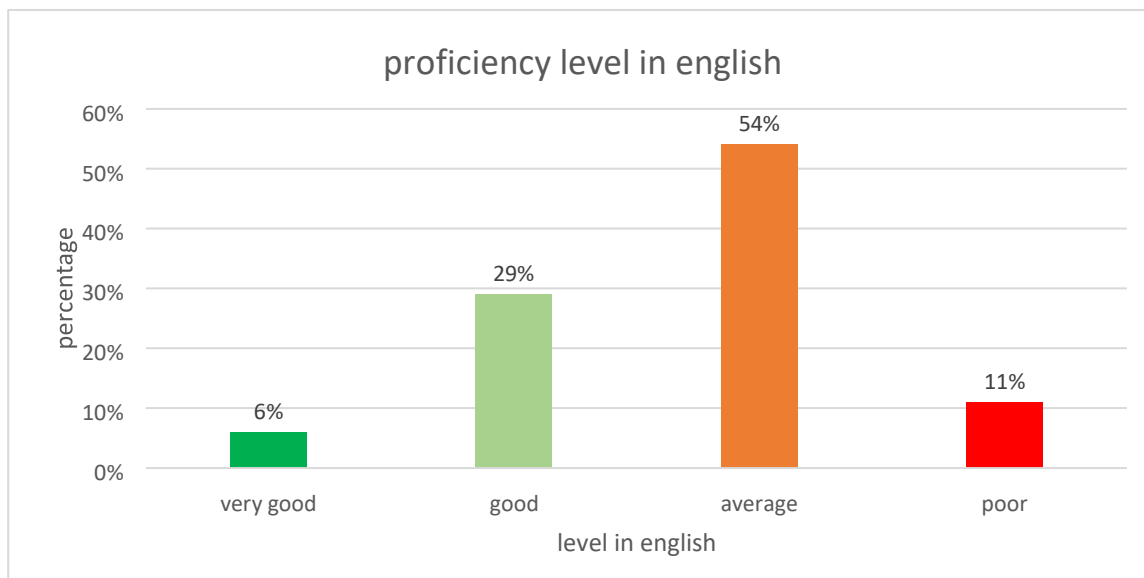
**Age:**

Age	18→24	25→29	30→39	40 and more
Number	40	20	7	3
Percentage	57%	29%	10%	4%

**Table 3.1: Students age.**

Table 3.1 shows that 40 out of 70 participants their age between 18\_24 years old, which was the higher proportion. Twenty participants out of 70 their age between 25\_29, it is about 29%. While, those 7 participants out of 70 were between 30\_39 years old, it is about 10%. In addition, only 3 participants out of 70 of 40 Years old and more report that they like reading it is about 4%.

**Item 1:** How do you consider your level in English?



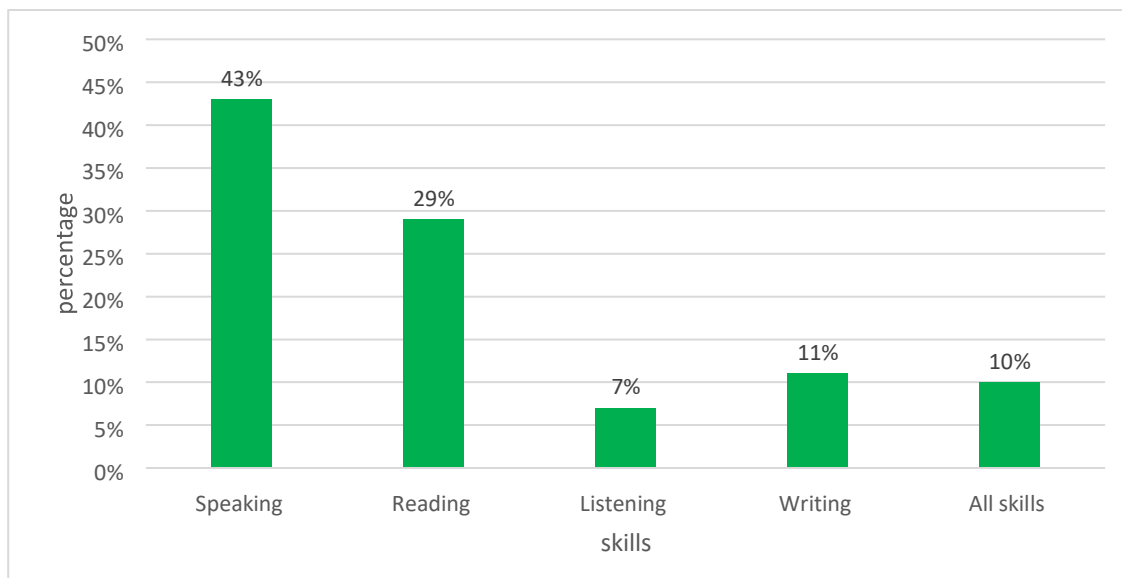
**Graph 3.2: Proficiency level in English.**

The students were asked to do a self-evaluation of their perceived of English proficiency attitude, toward the English language learning.

The figure elucidates that 6% of them perceive themselves as a very good students. While, 29% who have admitted that their level is good. The overall mean perceived level of proficiency is 54% which is average. The rest of answers were about 11% state that their level is poor and weak.

This indicates that the respondents had some problems with spoken english.

**Item 2:** In which skill are you most interested? And why?



**Graph 3.3: Skills in which students are interested.**

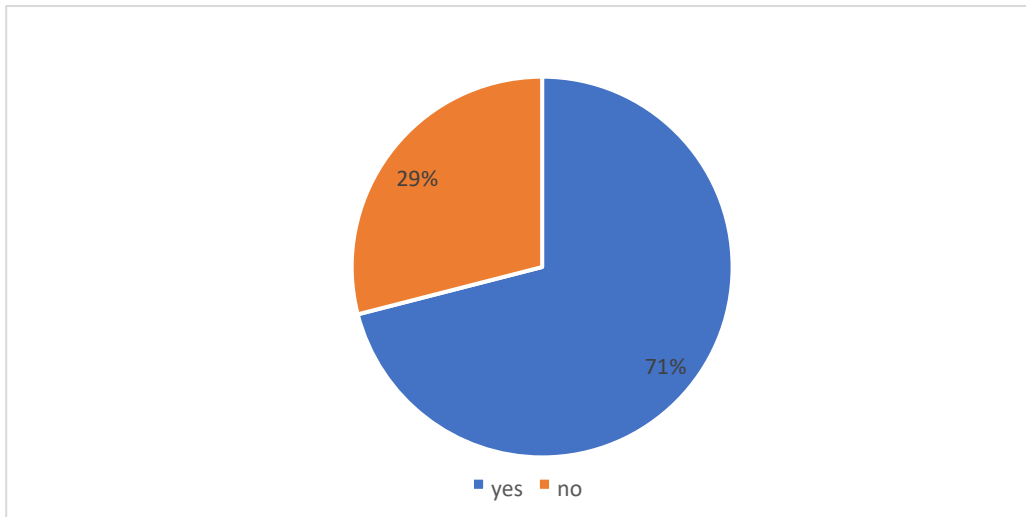
The figure above shows that the emphasis is put particularly on speaking skill for communication. Thirty participants out of seventy is about 43% preferred speaking skill. Twenty nine percent reply that they are interested with reading. Because, it is important to them for developing the professional knowledge, and it is the language most often used in international publication, contracts and instruction.

As for writing, it was eight participants who are interested it is about 11%. Also, a seven percent identify that they are interested in listening, because, they think that if there was a high level of comprehension all other skills will follow. In addition, 10% of participants said that they prefer all the skills.

From the analysis of this question, the majority of students prefer speaking skill since they use it for communication. But they may do not know that communication involves the use of the four language skills, listening and speaking in oral communication, reading and writing in written communication. So, they are interrelated, they develop each other in tandem.

## **Section two: Information about reading**

**Item 3:** Do you like reading? And why?



**Graph 3.4: Students ‘attitudes towards reading**

The purpose of this question is to discover the student’s attitude toward reading skill. Students who like reading had score that correspond to them agreeing with fifty participants, it is about seventy one percent which is the higher score. They also reported that they read for entertainment, read things they chose themselves. and they read because reading is good practice to boost and improve memory, critical thinking skills, better performance in school, this further enhances vocabulary.

More, according to their answers, reading opens their mind to other realities than their own. it is without a doubt the best form of education. Students who do not like reading had score that correspond to disagreeing with twenty person it is around 29%. they also reported that they are poor reading skills, cannot absorb knowledge and new information at a satisfactory pace. when they read in very slow pace this trouble and frustrates them, it makes them feel incompetent.

And some of them says that they have a difficulty in understanding unknown words. poor readers have lower confidence compared to better readers.

At last, we notice that the majority of students are aware about the importance of reading. Because, it plays an important part in building a good self-image.it is a function that is necessary in today's society.

**Item 4:** Do you think that reading is hard for you? And why?

Options	Numbers	Percentage
Yes	33	47%
No	37	53%

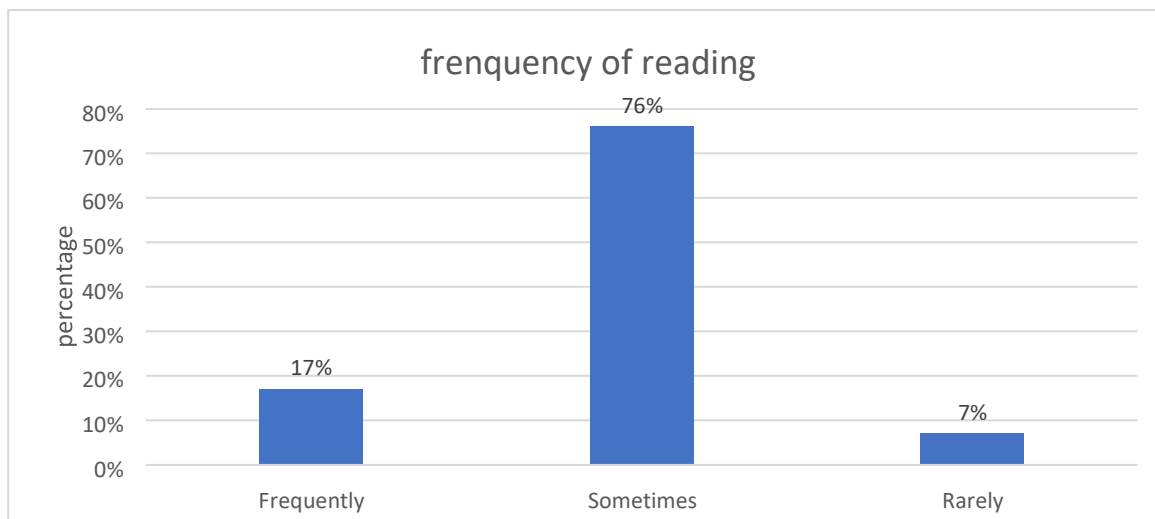
**Table 3.2: students opinions about reading.**

The aim of this question is to find out the difficulties of reading skill faced by the students.

Thirty-seven participants out of seventy says that, they do not see any problems in reading, and comprehension of the text is the main important thing. When they do not understand a word, they try to grasp the whole meaning of the idea. While, a thirty three percent out of seventy says that they have difficulties in reading. Because, they have no motivation in reading habits, they read a little or nothing. Another students' difficulties is the material of reading is unfamiliar, grammatical complexity, the sentences too long, or uses complicated sentences.

Related with these problems, struggling with new words. long texts are seen by the students as a major obstacle to comprehend a reading text.

**Item 5:** How often do you read?

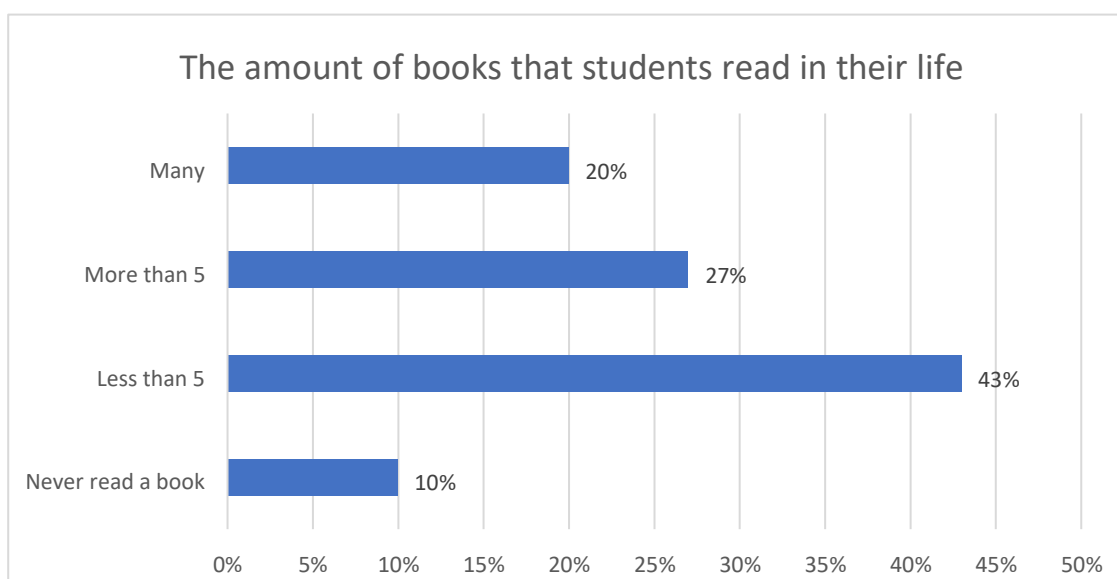


**Graph 3.5: Frequency of Reading.**

The above graph indicates that twelve participants out of seventy, it is about 17% said that they read in English frequently. a fifty-three participants, around of 76% said that sometimes they read in English. and only five participants, about 7% said that rarely they read.

This means that the majority of the students read sometimes in English. So, this demonstrates the majority of EFL learners do not take reading as a habit.

**Item 6: How many books have you read in your life?**



### **Graph 3.6: The amount of books that students have read**

This graph above illustrates the amount of books that students have read in their life. fully thirty participants out of seventy, this is around 43% which is the higher score, reported that they have read less than five books in their life.

About 27% of participants read more than five books in their life, and around 20% have read many books. Whereas, seven participants around 10% who reported that they never read a book in their whole life.

We notice that the higher score 43% was the participants who have read less than five books in their life, it is indeed a sad statistic.

It is never too late to reinvest in reading.

### **Item 7: What genre of books do you enjoy most?**

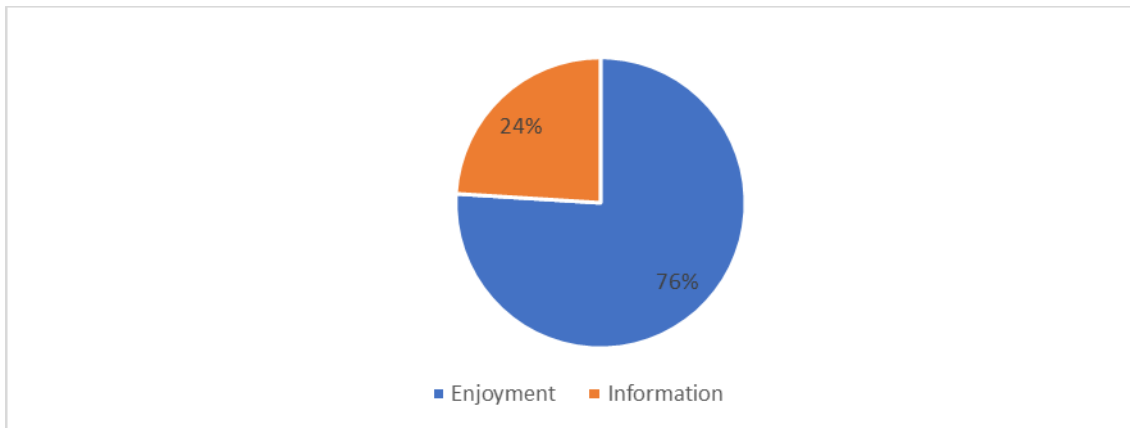
Options	Numbers	Percentage
Books/ E-books	14	20%
Novels	20	28%
Short stories	25	36%
Newspaper	11	16%

**Table 3.3: Materials that students often read.**

From the table above, we observe that a twenty-five person around 36% said that they like short stories. followed by a twenty person it is about 28% are interested in novels. while, fourteen participants around 20% said that they like reading books and E-books and only 11 persons around 16 % said that they are interested in reading newspaper.

As a result we find that the majority of the students 36% their five main type to read is short stories. Because, it seen the most suitable choice due to it's potential to help students enhance the four skills, and the motivational benefits embedded on it.

**Item 8:** Do you usually read books for enjoyment or information?



**Graph 3.7: Students choice to read for enjoyment or information.**

This question aim to highlight what usually students read books is that for enjoyment or information.

We notice that the majority of students a fifty-three person about 76% said that they read for enjoyment. While, 17 participants around 24% said that they read just for updating knowledge.

As a result, students preferring entertainment books more than informational ones.

**Item 09:** How do you find the reading instruction?

Options	Number	Percentage
Unsatisfactory	21	30%
Average	33	47%
Good	12	17%
Excellent	4	6%

**Table 3.4: Students attitudes towards the reading instruction.**

The table above shows that the opinions of students toward the reading instruction.

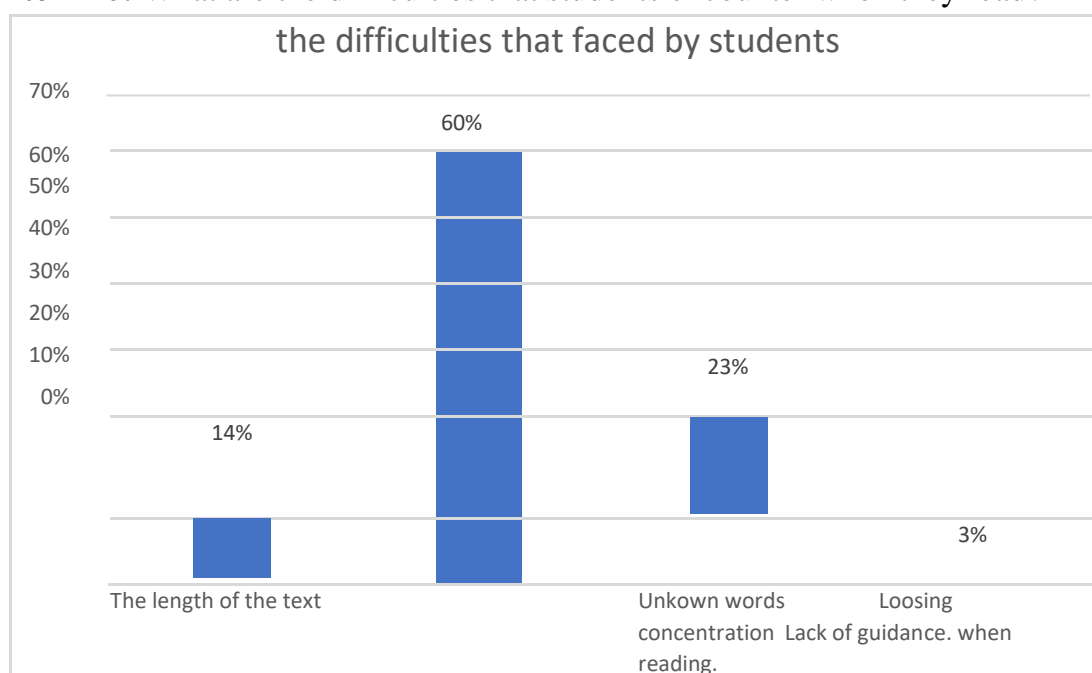
Twenty-one participants about 30% said that the reading instruction is unsatisfactory. Also, 47% which is the higher score of students reported that it is



average. and 12 participants around 17% said that it is good. While, only 4 persons around 6% said that it is excellent.

The result shows that most of the students see it unsatisfactory and mostly average, which means a low reading achievement. Because, reading instruction is the fundamental skill upon which all formal education depends. So, students learn to read must develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

**Item 10:** What are the difficulties that students encounter when they read?



**Graph 3.8: Students Reading Difficulties**

The purpose of this question is to investigate the extensive reading difficulties.

10 participants about 14% said that they have a problem with the length of the text, it is too long. a 16 person around 23% reported that they lose concentration easily when they read extensively. While, a 42 participants around a sixty percent said that they have an issue with the ambiguous words. And only two persons around a three percent said that they suffer from the lack of guidance.

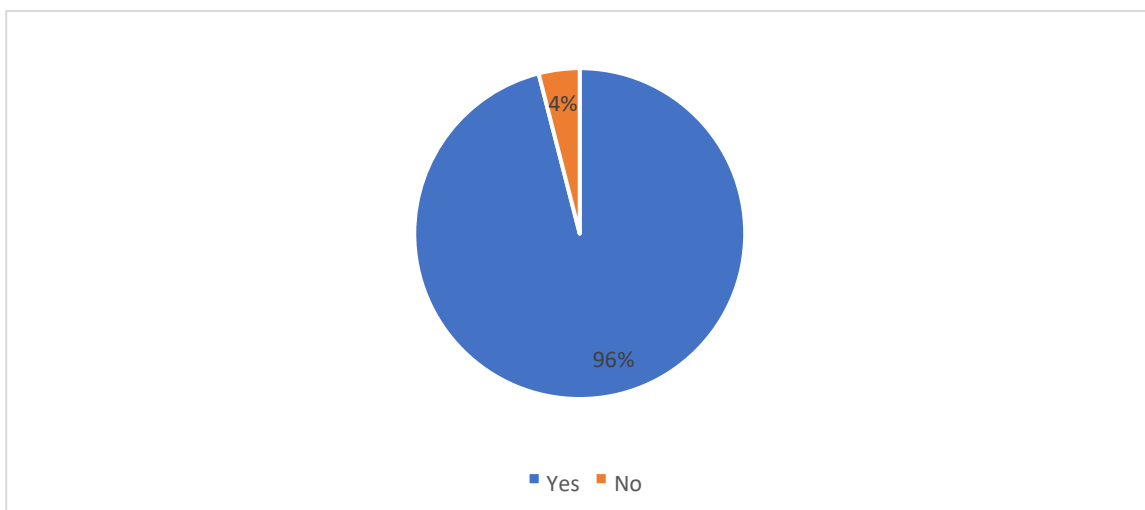
Whereases, the other problems that the students mentioned are:

Spelling / reading out loud correctly / weak comprehension /poor decoding and word recognition skills, limited vocabulary knowledge, the difference between USA and UK english.

The reasons of these problems may be related to the learner's lack of reading habits, or to the difficulty of the reading skills itself.

The results reveal that, most of the learners have difficulties when reading extensively at the level of pronunciation, loosing concentration, the nature of the text and others in general...as well as, 60% have an issue with ambiguous words in particular way.

**Item 11:** Is reading in the foreign language a good way to practice that language? Why?



**Graph 3.9: Language practice through reading**

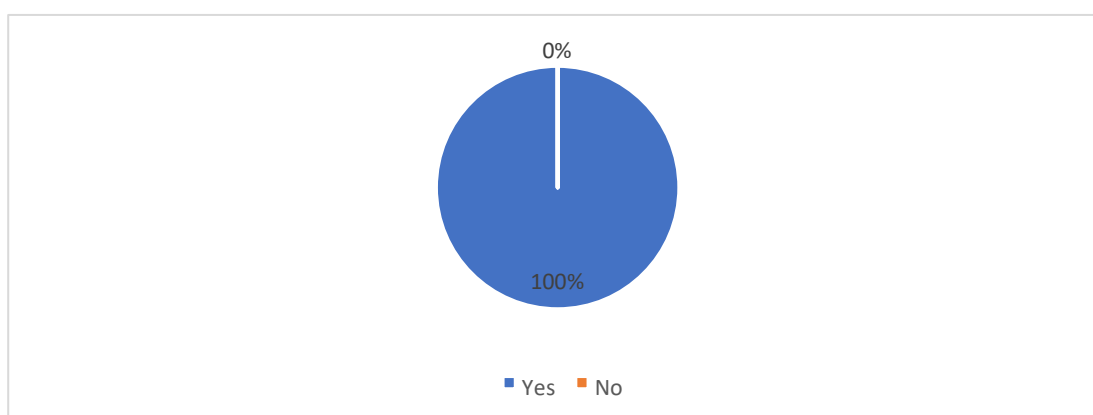
This question aim is to know whether reading in the foreign language a good way to practice that language and why?

A 67 participants around 96% said that yes, reading in foreign language help us become more comfortable with the words and grammatical rules, that enable us to express our own thoughts. While, a 4% said No, not reading alone can make us good to learn that language but also speaking and listening in the first way. One of the students

who says No gave the example of the babies they start practicing sounds, all gurgles and babbles, then they get talking all without reading or writing words.

And yet, just speaking and listening are not the whole picture. Reading has an important role to play. Reading helps you to enter the imaginative world of the people you want to speak to. It is a world full of unspoken assumptions and cultural references, familiarity with it can help you make sense of how they think even.

**Item 12:** Do you think that reading can improve your language skills?



**Graph 3.10: The role of reading in improving language skills**

The aim of this question is to investigate what students' points of view whether reading can improve their language skills or not.

A Seventy participants it is 100% says yes. Because, reading is paramount skill help us improve all parts of the english language, vocabulary, grammar, writing skills at the same time.

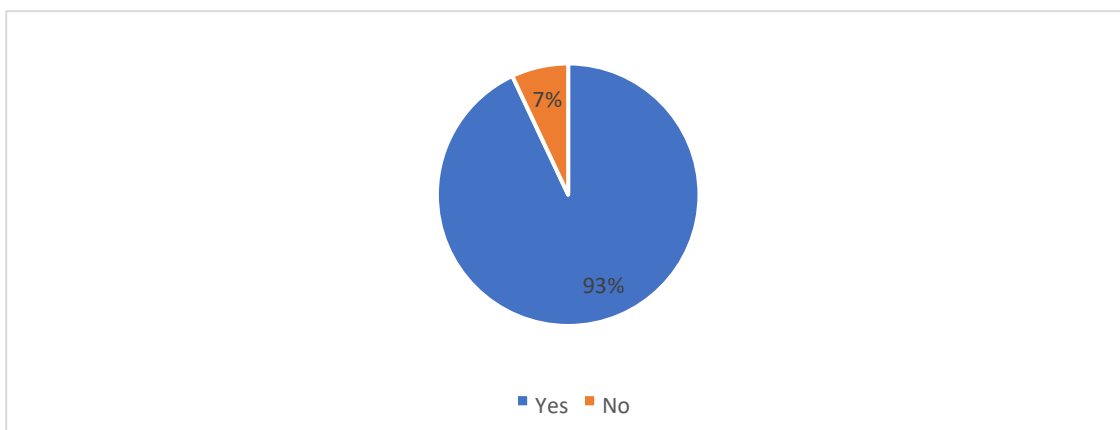
No matter what language we read we can widen our knowledge in the respective aspects of life. People who are good communicators have a vast store of vocabulary from their reading that they can draw on the moment they need it, while others flounders for words.

**Item 13:** What are the language learning benefits of reading?

Here is the sum of students' answers:

- ◆. Vocabulary growth.
- ◆ Increases motivation self- esteem and empathy.
- ◆ Students who read extensively become more autonomous learners.
- ◆ Reading widely expands our vocabulary.
- ◆ It can give our writing more accuracy and depth.
- ◆ Reading helps us in improving the grammar when students are encouraged to read extensively, they are more apt to produce grammatically correct sentences.
- ◆ Written language skills will be developed through extensive reading.
- ◆ Reading could well teach you about your target culture more efficiently than any other medium can, learning about history, society, civilization.
- ◆ Helps to enter the imaginative world of the people we want to speak.
- ◆It is great refreshment to each reader's mind, when someone reads everyday his short/ long memories will be refreshed, and stronger to remember words.
- ◆ Improving the reading speed and fluency.
- ◆ Developing the writing abilities.
- ◆ Developing the critical thinking.
- ◆ Developing the learner's autonomy.
- ◆ Improve the overall language competence.
- ◆ Improve the receptive and the productive skills.

**Item 14:** Do you think that reading can improve your writing skills?



### Graph 3.11: The reading – writing correlation

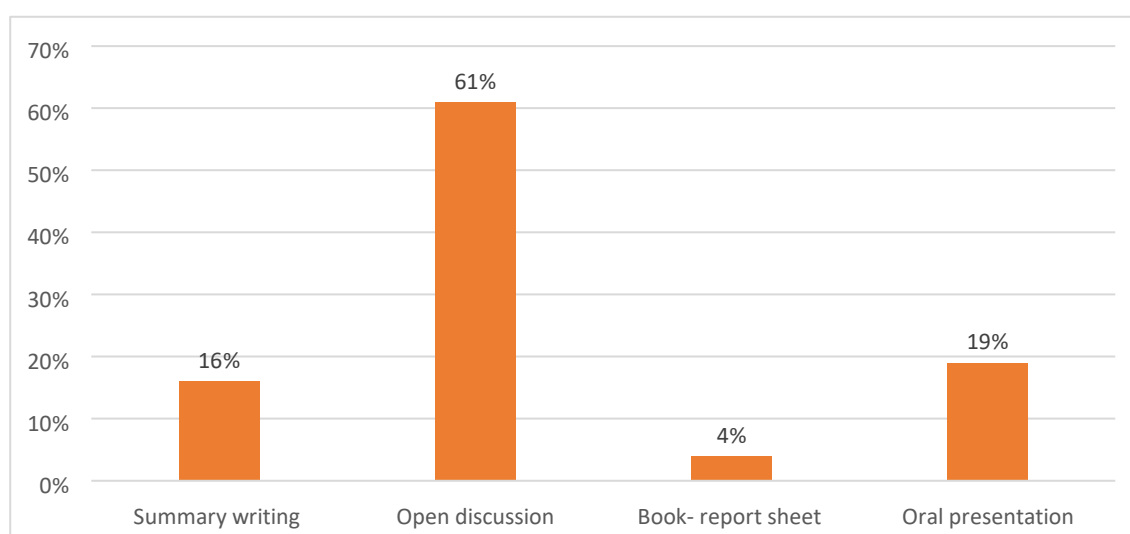
The graph above shows the points of view of students who think that reading can improve their writing skills.

A five participants, about seven percent disagree that reading can improve our writing skills. While, a 65 participants around 93% says of course reading improves writing no doubt in it. Because, it will add new words in your dictionary.

The more you read more new words you will get, which you can use in your writing. It increases your vocabulary and knowledge, brings confidence in you, makes you creative as well.

people who are reading the most should then be the best authors. Reading develops our awareness of language, absorb a facility with words and sentences structure in the most enjoyable and effortless way, it is wonderful to read great writers.

**Item 15:** Which of these activities do you prefer in extensive reading programme?



**Graph 3.12: students' preferable activities in extensive reading programme.**

The data shows that the majority of the participants prefer the open discussion sessions in extensive reading program. followed by thirteen participants it is about 19% of the sample said that they like oral presentations.

While, a11 participants around 16% report that they like the summary writing. and only 3 participants about 4% said that they like the book-report sheet.

From this result that obtained from this table revealed, a significant development in the student's awareness toward the open discussion and oral presentation sessions, that provided them a relaxed learning environment void of worry, and enhancing their self-confidence through the active involvement, with real communication situations comparable to the other activities.

**Item 16:** How can Reading improve your writing skills?

Here is the sum of students' answers

◆ There are many studies that deal with Improving writing skills through interacting reading and writing skills, This Improves students learning in all disciplines. Because, it requires students to become more actively engaged in what they are study, with this engagement comes greater academic success and that in turn increase students motivation.

◆ Reading will help to expand your vocabulary and structures, so you can enhance your writing skills as well.

◆ Reading considered as input and writing as an output, besides reading also supplies more new information and provokes students in their writing furthermore, the necessity of selecting information in the writing process it is reasonable to consider the effectiveness of integration reading and writing instruction.

◆ Reading encourages you to gain ideas to write about.

◆ Reading sharpens your critiquing or critical skills.

◆ When you comparatively engage with writing technics, reading expresses you to different writing styles, which you can later on develop into your own.

◆ The best way to strengthen your writing skills is to read.

◆ If I come across a beautiful story, article, passage, phrase or even a word, my brain stores it for future use.

◆ Reading develops your awareness of language, you absorb a facility with words and sentence structure in the most enjoyable and effortless way.

◆ The more you read the wider.

### 3.6 The Main Findings of the Students Questionnaire

The result obtained from the student's questionnaire shows that most EFL students are aware about the importance of reading in enhancing their overall language ability. However, they reported that they have some issues with reading skill as well as the writing skill.

For the reading skill, students said that they do not have the motivation in reading habits, they lose concentration easily when they read, struggling with the ambiguous words, spelling and limited vocabulary knowledge are seen by the students as a major obstacle to comprehend the reading text.

Whereases, the writing skill students do not know how to write a good essay, without making mistakes and with a coherence and a cohesion way. Building an extensive vocabulary knowledge help EFL learners to practice the reading skill in a better way. In addition, enhancing their reading fluency.

The results indicate that EFL learners sometimes do extensive reading. So, the majority of students do not take reading as a habit.

The reasons behind poor reading habits related to the absence of extensive reading programme, or to the difficulty of reading skill itself...

Students are sentient of the important role that reading play in practicing and improving their language skills. In addition, enhancing their writing ability. Moreover, students answers indicates that reading can affects their language

### 3.7 Analysis of the Teachers Questionnaire:

#### Section one: General information 1) Gender:

From the table below, we notice that 56% of teachers are male while, females represent only 44%, as a result male teacher are also interested in teaching foreign languages not only the scientific branches.

Options	Numbers	Percentage
Male	5	56%
Female	4	44%

**Table 3.5: Teachers gender.**

2) What is your qualification?

Options	Number	Percentage
Licence	0	%0
Magistere	4	44%
Doctorate	5	56%

**Table 3.6: Teachers qualifications.**

As shown in the table number 20, the variation of teacher's qualification from one to another. 5 persons 56% of the participants have the doctorate degree. and 44% of the participants have the magistere degree. While, zero percent have licence degree, these degrees show the differences our teachers experiences.

3) How long have you been teaching English at the university?

Options	Numbers	Percentage
1→ 3 years	3	33%
4→ 7 years	4	45%
8→ 22 years	1	11%
23→ 42 years	1	11%

**Table 3.7: Teachers experience in teaching English at the university.**

It can be seen from the table the teacher's experience in teaching at the university level.

The result shows that 33% of teachers, three teachers have from 1 to 3 years teaching at the university. While, 4 teachers have from 4 to 7 years teaching english, it is about 45%. in addition, 11% of teachers just one teacher has 22 years teaching. and the most higher level was 42 years teaching english language at the university.



At last, there is a variation in teachers' effectiveness at every stage of the teaching career. So, not every unexperienced teacher is less effective, and not every experienced teacher is more effective.

More experienced teachers support great students learning for their colleagues and their school. As well as, for their own students.

#### 4) What modules have you taught?

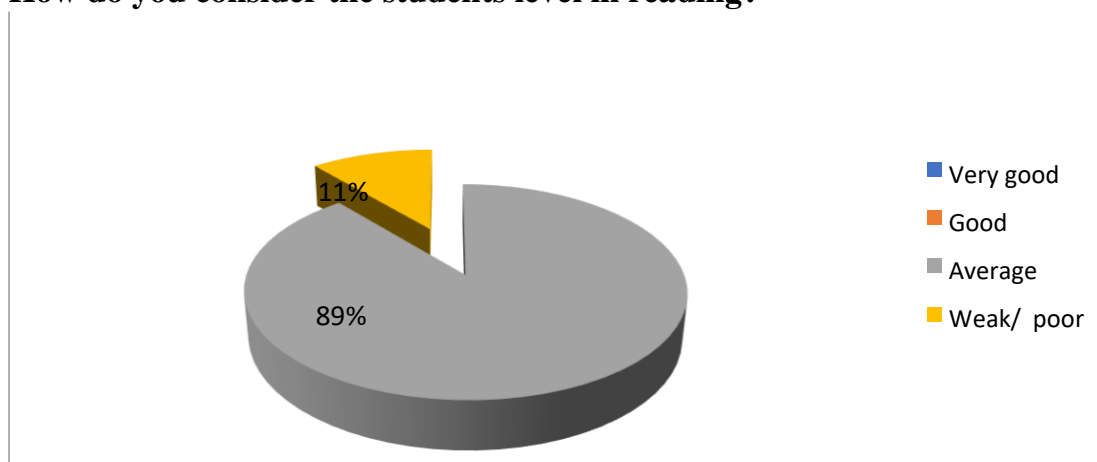
The aim of this question number 04 is to highlight the main modules that teachers have taught?

As a result, we find that most of the teachers shares some modules, for instance the written expression module, the important modules that was mentioned by teachers are : Reading comprehension/ writing / listening / oral / aural / literature/ reading methodology / documentary research / translation/ linguistics / data analysis / grammar/ epistemology / reading/ evaluation / training / engineering / sociolinguistics /dialectology / language planning / policy and ESP .

At the end, we notice that those teachers share in common some modules, for instance writing expression module. Therefore, we observe that written expression module has always been considered an important task to do.

#### Section two:

#### 5) How do you consider the students level in reading?



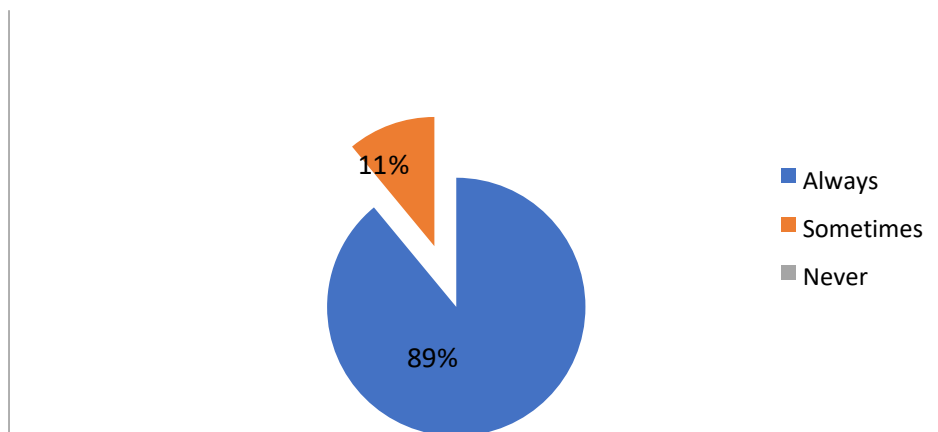
### Graph 3.13: Teachers' attitudes towards their students' level in reading.

The Aim of this question number 05 is to find out the points of view of teachers toward their students level in the reading skill.

The majority 89% of teachers consider their students level in reading as an average. While, 11% teachers said that it is weak.

As a result, we notice that almost teachers see that their students have a poor academic performance in reading. as Reading abilities are necessary for every subject and every career, the students read the more likely they will see their reading levels go up.

#### 6) How often do you encourage your students to read extensively?



Graph 3.14: The frequency of teachers' encouragements.

The graph above shows that 89% of teachers always encourage their students to read. While, 11% of the teachers said that sometimes they encourage them to the task of reading.

As a result, teachers are aware of the student's motivation for success. So, their advice and encouragement will help the students move a step further, in developing their attitude toward reading.

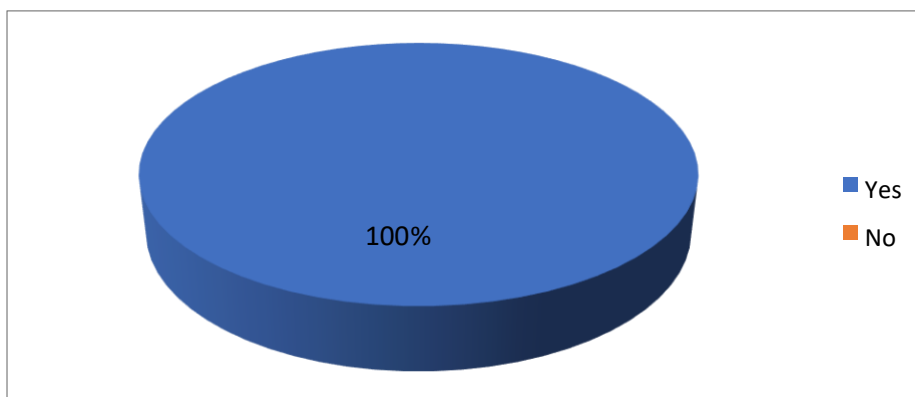
### 7) What Reading Obstacles do EFL Learners Have?

This question is designed to collect the possible obstacles that EFL students have.

The following are some obstacles that are mentioned by the teachers:

- Students have problems in pronunciation besides ambiguous terms which are associated with the speciality, hence student's unfamiliarity with new concepts prevent them from understanding a text or a quote in exams and thereby they will be unable to reformulate the passage their own words.
- poor vocabulary, unfamiliarity with different contexts, learners are not more knowledgeable about idiomatic expressions.
- phrasing / grammar mistakes / no respect of punctuation.
- lack of initiative / vocabulary
- This generation has no obstacles because they like to read online books it is up to their willing to read.
- Poor spelling and decoding abilities /translate / pronunciation.
- Ambiguous words.
- Reading aloud.
- Lack of ability to recognize the types of text or text structure they read followed by the lack of attention.

### 8) Do you think that writing can be taught through classroom reading?



### **Graph 3.15: Integrating writing with reading task.**

The purpose of this question is to find out whether the writing skills can be taught through classroom reading or not. The majority of teachers 100% said yes it can be.

As a result, teaching reading together with writing improves both skills. writing affects a person's ability to read.

In addition, when reading and writing are taught together the benefits are greater than when they are taught separately.

#### **9) What classroom reading activities can be used to enhance writing?**

◆ The question number 09 is designed to highlight if classroom reading activities can be used to enhance writing.

The teacher's responses are:

\_ Integrated with other classroom activities can become great way of consolidating language acquired in class, students can be motivated to write when topics are interesting relevant to them.

◆ First, reading activities could be used with pupils of middle school, in order to encourage them enhance their English language and the same case for the other languages as literary stories, poems, TV and so forth. as for students at a higher level they need activities that help them increase their ability to organize ideas, summarize, synthesize and evaluate critically.

◆ Comprehension activities critical thinking activities, creative activities.

◆ Using texts and Reading comprehension questions extensively, this will help them to build a strong vocabulary and to learn grammar in context, punctuation rules.

◆ All reading activities are useful.

◆ Mind-mapping.

◆ Through summarizing what have been read.

**10) Do you think that extensive reading is important for enhancing the English language learning?**

Options	Numbers	Percentage
Yes	7	78%
No	2	22%

**Table 3.8: Teachers attitude towards the importance of extensive reading in enhancing English language learning.**

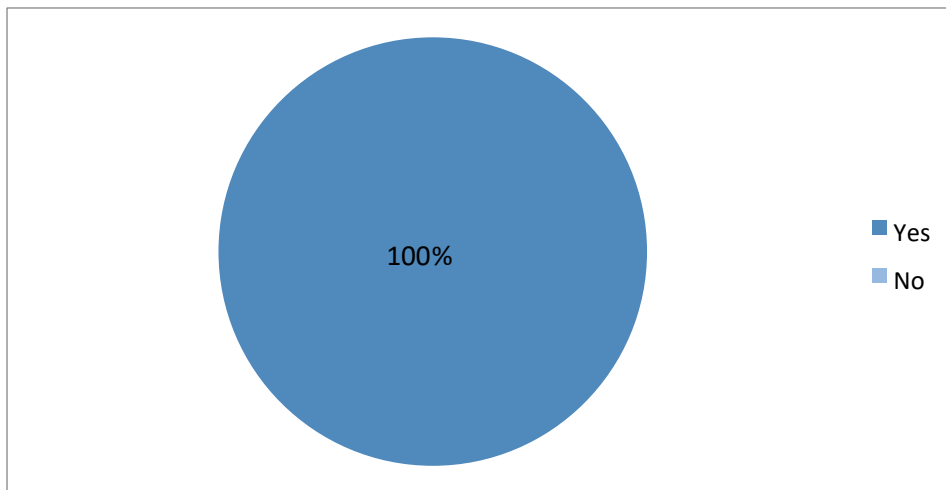
The table reveals that almost the participants teachers believe that Reading is an important skill for enhancing the english language learning.

A seven participants teachers, about 78% agree that extensive reading provide learners very rich background on different topics, acquire new vocabulary, and they will be more familiar with idiomatic variation.

In fact, extensive reading enables EFL learners to gain lexical items, to enlarge their vocabulary and linguistic repertoire, ideas, viewpoints to enrich their scope of vision. And, sentences structure to enable them revisit and reinvest them into writing. doing so, students will enhance english language learning.

Whereases, 22% of teacher's participants said No, english as a foreign language is not delimited to reading only, the four skills are necessary. there should be balance of activities in lesson plans to enable learners to read appropriately. And, use the language to communicate accordingly.

**11) Do you think that extensive reading is important for enhancing the writing skills?**



**Graph 3.16: the importance of extensive reading in enhancing the writing skills.**

The result illustrated in the figure above signify that, the majority of teacher’s participants agree that extensive reading is necessary to improve the writing skills.

All the nine teachers’ participants 100% said yes obviously. But, not extensively used, the timing allocated at schools or universities is not enough. Thus, students should be autonomous to develop their writing skills. these skills are not an end product. But a whole process reading develops students writing competence, acquire a considerable amount of vocabulary, and developing their writing styles by comparing their writing that of authors.

Reading to the brain is just like food to the body, as long as our bodies need food to survive so do our brains, the more we read the more we can write better unconsciously.

## **12) What writing weaknesses do EFL learners have?**

The following illustrates the main teachers’ answers to this question:

- ◆ There are many weaknesses as lack of coherence, absence of cohesion.
- ◆ Lack of focus.
- ◆ No organization of ideas.
- ◆ Grammar mistakes.
- ◆ long sentences, spoonerism,

- ◆ Subjectivity.
- ◆ Punctuation problems.
- ◆ Poor vocabulary.
- ◆ Run- on sentences.
- ◆ Learners are not more knowledgeable on how to write paragraphs and essays.
- ◆ Spelling mistakes.
- ◆ Errors in the use of prepositions.
- ◆ Lack of reading strategies.
- ◆ lack of practice.
- ◆ Students vocabulary shortage.
- ◆ Organizing the ideas.
- ◆ Miss understanding the requirement of writing (they do not know the processing of writing).

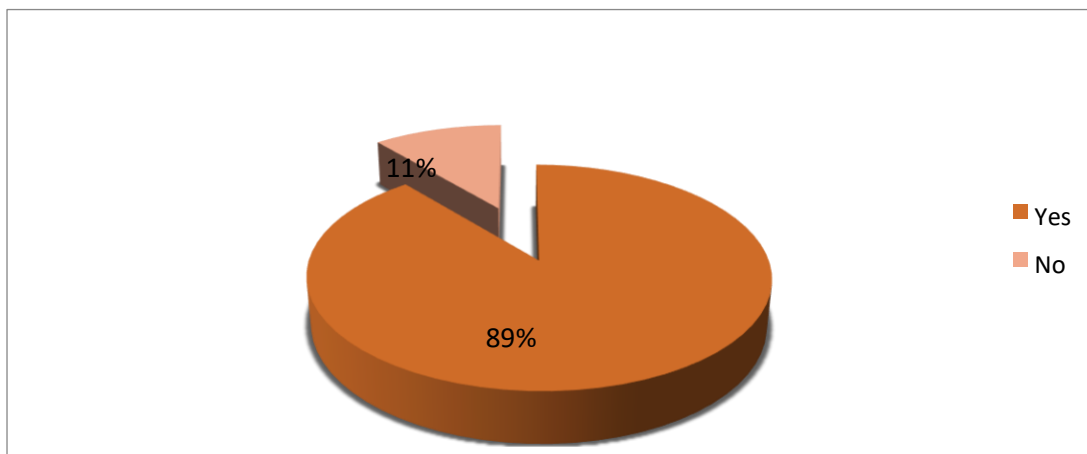
## 12) How can extensive reading be used to improve writing abilities?

The following sums up the main teacher's answers concerning this question:

- Extensive reading becomes dysfunctional at a higher level with topics that do not interest learners, exposing passages or books which are of interest could raise motivation among students.
- Reading literary texts as short stories, reading newspapers and subsequently learners have to summarize what they have read.
- It depends on each teacher's way of implementing techniques in his classes it can be done either traditionally or in modern way.
- If students read extensively, writing can be enhanced automatically
- Reading stories.
- Through extracting various structures and rewriting for different purposes.
- Extensive Reading allowed to learners absorb grammatical patterns from context, when students are encouraged to read extensively they are more apt to produce grammatically correct sentences.
- The constant repetition of words in an extensive reading text have the potential to lead the learner to pick up words subconsciously that will subsequently constitute to vocabulary growth and better writing in terms of vocabulary and content.

- Students who had completed the extensive reading text, not only produced more content words from the extensive reading text but also demonstrated a richer variety of words in their writing than the students who did not read texts.

**13) Do you think that extensive reading programme should be integrated in English department? If yes how?**



**Graph 3.17: Integrating an extensive reading programme in the English Department**

The Results shows in the figure above number 27 that the majority of teacher’s participants agree on introducing an extensive reading program.

An 89% of participants teachers agree that a lot of work is involved in organizing a reading programme, it should be supporting and advocating. Because, students make a huge progress, it raises their level of proficiency in english and reading level in particular.

While, a 11% of teachers think that there is no need for this programme because students are urged to make research and write in an academic way.

**If yes how?**

- Extensive reading in not needed at this level because students are urged to make research and write in an academic way, all that is required is to select formal words in there and in their writing tasks.
- Through reading competition setting up a reading programme etc.



- It depends on reading comprehension teacher's collaboration as well as administrations to prepare a programme that better serves them.
- Adding more hours to written expression and reading comprehension.
- The teacher is the only master of the class she / he should have a word to say.
- Especially in literature though reading novels than ask the students to make analysis about it.
- For weak students it will enable them to extract structures, vocabulary and improve their writing.

14) What do you suggest for encouraging learners to read extensively?

- ★ Throughout rewards, extra marks, certificates of encouragement.
- ★ Reading literary texts, ludic reading texts, summaries after reading. ★ opening a better library.
- ★ Give them freedom to read stories and let them, give their own comments.
- ★ you can only mention how reading extensively can be beneficial to them and rest go to them.
- ★ thematic reading, read short stories with a various difficulty levels
- ★ they have to start gradually by reading short stories and build up a reading schedule for each week.
- ★ Encourage students to read but not force them, teachers should be a role model for their students, let them see you read and how much you enjoy reading books and magazines, sharing your reading experiences with colleagues what you have gained and learned from these texts.
- ★ Set up a book clubs, reading groups, literature circles students need to interact with each other, it greatly enhance their comprehension and makes literacy in the classroom so much more enjoyable.

development and recognizing their huge benefits.

### **3.8 The Main Findings of Teachers' Questionnaire**

The results obtained from the teacher's questionnaire reveals that, reading has a positive impact in enhancing their students language learning skills. However, teachers see that the level of their students in reading skill is average and mostly weak. As a result, they are not satisfied with their students' level.

Also, most of teachers emphasized that they always encourage their students to read. In order to help them move a step further developing their attitude toward the reading task. While, they reported that their students facing a lot of obstacles that hinders them in improving their level.

Teachers are emphasizing on the huge necessary role of teaching writing and reading skill together for their great benefits, more than they are taught separately. In addition, teachers highlight some activities that could help EFL students to enhance their writing performance, for instance; the comprehension activities, critical thinking activities, creative activities...

At last, teachers are urging their EFL learners to read extensively, and how it help them to improve their writing abilities by providing some suggestions: to encourage learners to read extensively teachers can give extra marks, certificates of encouragement .... classroom reading can be used as a strategy to improve the learner's language skills.

### **3.9 Discussion and Interpretation of the Main Findings**

To sum up the points made so far, the analysis of the questionnaire reveals that there are a bunch of obstructions encountered by students throughout the writing and reading skills.

Having such difficulties affects adversely students' performance. Thus, they working on finding ways to improve their writing skills. their responses which they provide us showed that both EFL teachers and students confirmed the productive skills are important ones, and they are closely related, since one skill can improve the other. Whereas, the teacher's responses reveal a conscious among teachers about their student's weaknesses, and the important role in enhancing learners writing ability through the use of different techniques and approaches.

Our current research attempt to expose the main general objectives of this study. Trying to provide the main research methods, procedures, by crystalizing the combination of the two

research methods. A mixed research approaches which are quantitative and qualitative ones. In addition, it entails two research questionnaires, the students and the teacher's questionnaire, and the purpose of each instrument. It provide also the sample population of this investigation by describing the research participants and their attitude toward the task of reading and writing.

Therefore, we tried here to provide an interpretation of the result with the help of the questionnaires. Then, we gave general discussions of the main results related these analyses with the research questions and hypothesis.

In brief, this chapter illustrates the basic research aims, design, instruments. Moreover, it entailed the analysis of the participants answers, views and recommendation, and attempted to give an appropriate interpretation of the results.

### **3.10 Suggestions and Recommendations**

Considering the important role of reading and extensive reading in particular in improving the general language ability and accomplishing the effective reading production, we give the following recommendations and suggestions:

- 1•** From the analyses of the data, we realized that there are a huge positive impact of extensive reading on learners language abilities, reading proficiency, motivation, and attitude toward reading.
  - 2•** There are a variety of problems that restrain EFL learners to improve their writing productions. Thus, writing has always been a heavy task and a burden over the shoulders of foreign language learners.
  - 3•** Students agreed that reading in second language is a good way to practice that language.
- Reading and writing are two main important approaches, that is why improving these two literacy skills in a significant way will help students to develop their language proficiency, and their writing productions.
  - Teachers are totally aware of the motivation of their students to read extensively and improving their writing ability.

- Teachers are conscious of the obstacles that face their students concerning reading and writing. But they are attempting to create ways and techniques to solve their student's levels.
- Nearly all Teachers are not satisfied about students' level.
- All teachers confirm that there is a correlation between reading achievement and writing ability so they are complementary can be used closely developed.
- Students must reach perceptible that reading and writing abilities are significantly related to each other.
- Students should not lose interest in reading, since reading is very essential

To grow knowledge and also to improve comprehension and vocabulary.

- Students must be aware of the different process of writing. Because, it help them to overcome the difficulties they face when they write.
- teachers should advise and encourage their Students. because, it helps them move a step further developing their attitude toward reading.
- Teachers should find out and create ways to encourage their Students to read as well as facilitating an independent reading culture in classroom.
- Teachers should guide their Students through the writing process to help them develop strategies for generating, drafting, and organizing ideas.
- finally, we must give much importance on understanding the processes of reading and writing, and rearranging the ways of approaching those tasks.
- Encouraging the students to choose a book on a topic that interests them.
- Teachers create the setting for students to discover the "joy of reading" students may become lifelong readers through enjoyable, interesting reading experiences.
- The purpose of reading is usually related to pleasure, information and general understanding.

- teachers should guide the students to read more in the target language and train learners how to choose suitable reading material and how to read it , also should be trained to implement extensive reading program in EFL classrooms .
- Teachers act as role models by sharing their reading experiences with students, and create environments where students feel comfortable to read
- Encouraging the students to choose a book on a topic that interests them.
- Teachers create the setting for students to discover the “joy of reading” students may become lifelong readers through enjoyable, interesting reading experiences.
- The purpose of reading is usually related to pleasure, information and general understanding.
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- Teachers act as role models by sharing their reading experiences with students, and create environment where students feel comfortable to read.

### **3.11 Conclusion**

This chapter included two main parts two main parts, the first part is for the student’s questionnaire which is divided into three main sections, the first section was devoted to the general information, section two it is for collecting data about reading, and the third section for

the reading -writing connections. Moreover, the teacher's questionnaire was divided into two sections, the first section contains the general information about the teachers, and the second section was devoted to the connection of reading and writing.

Furthermore, this part of research shed the light on two main data analysis the quantitative and qualitative research. Also, it is including the interpretation of the results provided by the questionnaires, then providing a general discussion of the main results.

At last, it can be concluded that both target groups teachers and students are aware of the importance and the effectiveness of reading in improving the learners writing productions.

# **General Conclusion**

## **General Conclusion**

The Reading skill is the most important life skill a person can learn. Reading and writing are actually quire complementary without doubt.

The Present study aims primarily at proving the efficacy of extensive reading on the learning and achievement of EFL learners writing skill. So, the study hypothesizes that if EFL learners read extensively and appropriately, they will be able to achieve a better writing production.

The first chapter introduces the theoretical overview of the reading skill, and it was divided into two sections. For the first section, we have provided definitions of reading and its importance. Also, the main types of reading which are (extensive, intensive, loud, and silent reading). In addition, we have explained the reading theories (The bottom- up, top- down, the interactive one). Then, we moved to the reading fluency and reading comprehension. While, the second section we identified the extensive reading and its benefits. After that we introduced its basic principles, and also, we have mentioned the differences and the characteristics of each approach extensive, intensive reading, and establishing an extensive reading programme. Then, we moved to the barriers or challenges. We concluded by the influence of reading on writing and the relationship between them.

Concerning the second chapter, the writing skill consist a series of definitions and aspects. It's importance and benefits, Writing skills with ELT (Organization, coherence, clarity, word choice, mechanics). Rational behind Writing, approaches to teaching Writing and the relationship between reading and writing, the types of writing (narrative, descriptive, expository, persuasive). EFL Writing, teaching and developing Writing, difficulties in Writing skills (grammar difficulties, vocabulary, spelling, punctuation, first language interference). The components of writing skill (Grammatical, Compositional skills, Domain knowledge), and the differences between error and mistake, and at last the conclusion.

The third chapter, is for the practical part, it aims to test the research hypothesis, it investigates improving students writing skill through extensive reading, via the analysis of the two questionnaire that were submitted for both teachers and students.

The questionnaire tended to collect views towards the impact of extensive reading on writing skill.



Based on the findings of the third chapter, some practical suggestions are presented to meet the concern of enhancing the EFL learners writing skill through extensive reading, integrating writing and reading skill was an important tool beyond cultivating students' attitude and improving their writing.

The Questionnaire were submitted to both teachers and students in order to collect data toward the impact of extensive reading on EFL writing skill

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# Appendices

## ★Students questionnaire★

**Dear students**

**You are kindly requested to answer the questions in the following questionnaire. It aims at gathering data about the importance of Reading in developing the Writing skills.**

### **Section one: General information**

Gender:                      male.                      Female

Age: .....,.....

1• How do you consider your level in English? Very

good.      Good.      Average      poor

2• In which skill are you most interested?

Speaking.      Reading.      Listening. Writing. All skills

Please, justify why? ..... ..



**Section two: Information about Reading**

3\_ Do you like Reading?

Yes. No.

Why? .....

4\_ Do you think Reading is hard for you?

Yes. No.

Why?

5\_ How often do you read?

Frequently. Sometimes. Rarely.

6\_ How many books have you read in your life?

Never read a book. Less than 5 books. More than 5 books. Many.

7\_ What genre of books do you enjoy most?

Books/ E- books. Novels. Short stories. Newspaper 8\_ Do

you usually read books for enjoyment or information?

Enjoyment. Information.

9\_ How do you find the Reading Instruction?

Unsatisfactory. Average. Good. Excellent.

10\_ What are the difficulties that students encounter when they read extensively?

The length of the text. Unknown words. Loosing concentration when reading  
lack of guidance

Others .....

**Section three: the links between Reading and Writing**

11\_ Is Reading in the foreign language a good way to practice that language ?

Yes.                      No.

Why?.....

12\_ Do you think that Reading can improve your language skills?

Yes.                      No.

13\_ What are the language learning benefits of reading?

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

14\_ Do you think that Reading can improve your Writing skills?

Yes.                      No.

15\_ Which of these activities do you prefer in extensive reading programme?

Summary Writing.      Open discussions.      Book-report sheet. Oral presentation.

16\_ How can reading improve your Writing skills?

.....  
.....

17\_ What reading tasks do you suggest to improve your Writing skills?

.....

.....

**★ Thank you for your cooperation★**

## Appendix 2

**★ Teachers questionnaire★**

**Dear teachers;**

**You are kindly requested to answer the questions in the following questionnaire. It aims at gathering data about the importance of Reading in developing the Writing skills.**

### **Section one: General information**

1\_ Gender:            Male.            Female

2\_ What is your qualification?

        Licence            Magistere.      Doctorate

3\_ How long have you been teaching english at the university?

.....

4\_ What modules have you taught?

.....

.....

**Section two: Reading and Writing**

5\_ How do you consider the student's level in reading?

Very good. Good. Average. Weak/ poor

6\_ How often do you encourage your students to read extensively?

Always. Sometimes. Never.

7\_ What reading obstacles do EFL learners have?

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

8\_ Do you think that Writing can be taught through classroom reading?

Yes. No.

9\_ What classroom reading activities can be used to enhance Writing?

.....  
.....

.10\_ Do you think that extensive reading is important for enhancing the english language learning?

Yes. No.

Justify? ..... ..

11\_ Do you think that extensive reading is important for enhancing the Writing skills?

Yes.      No

Justify?.....

.....

.....

12\_ What Writing weaknesses do EFL learners have?

.....

.....

.....

.....

13\_ How can extensive reading be used to improve Writing abilities?

.....

.....

.....

.....

.....

14\_ Do you think that extensive reading programmes should be integrated in English department?

Yes.      No.

If yes, How ? .....

.....

15\_ What do you suggest for encouraging learners to read extensively?

1\* .....

2\* .....

3\* .....

## Summary

Writing has always been a challenging and complex task, as it is an important element in developing language competence, it is argued that reading has an important influence on student's motivation to write, and therefore, on the effectiveness of their learning.

This study is about the influence of reading on writing, and the learner's level from the written side. Case of EFL students at Ibn Khaldoun university Tiaret. The result revealed that the main reason for the poor writing of the student is insufficient reading. A good reader is a good writer. Further, the findings showed that teachers of english always prefer reading in order to improve writing, and thus develop language competence.

**Keywords:** Key words: EFL learners, extensive reading, writing skills.

## **Résumé**

L'écriture a toujours été une tâche difficile et complexe, et c'est un élément essentiel dans l'acquisition de compétence linguistiques. On fait valoir que la lecture un effet important sur d'écriture d'élève et, par conséquent, sur l'efficacité d'apprentissage des langues.

Cette étude Concerne les remarques des enseignants sur le niveau d'écrit de l'apprenant, et influence de la lecture sur l'écriture. Le cas d'étudiants d'anglais a l'université Ibn Khaldoun de Tiaret. Les résultats ont révélé que la principale raison du faible niveau d'écriture de l'apprenant est la lecture insuffisante. Un excellent lecteur est un excellent écrivain.

De plus, les résultats sont montrés que les professeurs d'anglais préfèrent toujours lire pour améliorer l'écriture, et ainsi développer les compétences linguistiques.

**Mots-clés** : la lecture -l'écriture – compétence d'écriture, Etudiants d'anglais.

## ملخص:

لطالما كانت الكتابة مهمة صعبة ومعقدة، فهي عنصر مهم في تطوير الكفاءة اللغوية. يقال أن القراءة لها تأثير مهم على كتابة الطالب، وبالتالي، على فعالية تعلمه للغة.

بناء على ذلك، سيتم توجيه التركيز الرئيسي لهذه الدراسة إلى ملاحظات المعلمين حول تأثير القراءة على الكتابة ومستوى المتعلم من الناحية الكتابية. لهذا السبب، تم تقديم استبيانين للمشاركين في أقسام اللغة الإنجليزية بجامعة تيارت. طلاب اللغة الإنجليزية كلغة أجنبية ومعلمي اللغة الإنجليزية كلغة أجنبية.

كشفت النتائج أن السبب الرئيسي في ضعف المستوى الكتابي للطلاب هو نقص القراءة. القارئ الجيد هو الكاتب الجيد. علاوة على ذلك، أظهرت النتائج أن معلمي اللغة الإنجليزية كلغة أجنبية يفضلون دائماً القراءة من أجل تحسين الكتابة، وبالتالي تطوير الكفاءة اللغوية.

**الكلمات المفتاحية: الكتابة – القراءة – الكفاءة اللغوية.**



