

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Boudiaf M'sila

Faculty of letters and languages

Department of English



Stream : English language

Option: linguistics

**EFL Learners and Teachers' Awareness towards the Role of
Extensive Reading in Enhancing the Writing Skill:
The Case of Third Year EFL Students at M'sila University**

A Dissertation Submitted to the Department of English M'sila University

in a Partial Fulfilment of the Requirements for the Degree

of Master in Linguistics

Candidates:

Hadjila RAHALI

Souha ZIOUCHE

Board of Examiners

Mc. Chaouki BOUNAAS	University of M'sila	Chairperson
Mc. Messaouda LAJINI	University of M'sila	Supervisor
Ms. Imane CHERIET	University of M'sila	Examiner

September 2018

*DEDICATION***DEDICATION**

This dissertation is dedicated to

My dear parents Kouider and Kaltoum for their unconditional love

My husband Fares whose support has always encouraged me

My dear parents in law Abd lkader and Fatiha for their great assistance

My sweet lovely son Ghayth

My lovely sisters and friends whose support always strengthened me

My best friends Malika and Iman for their endless support

Hadjila

DEDICATION

This work is dedicated to

My precious parents Yousef and Karima to whom I owe my success

My dear sisters and brothers for their love and encouragement

My family members for their help

My close friends for their endless support

Souha

*ACKNOWLEDGEMENTS***ACKNOWLEDGEMENTS**

Praise to Allah, the Almighty for His great help and blessings

No word is worthy for expressing our deep gratitude to our supervisor Ms. Messaouda LADJINI. We would like to thank her for her extensive efforts; she was giving us feedback about every detail in this work. As we can never forget her encouraging and supporting words; thus, a million pages of acknowledgments would never mirror our hearty gratefulness to her.

Special thanks also are dedicated for the teachers who helped us , and also special thanks to the board of examiners for accepting to examine our work. Last but not least, third year LMD students, who participated in this humble study, are also strongly thanked.

*ABSTRACT***ABSTRACT**

The present study investigates the extent to which EFL learners in the department of English at M'sila university are aware of using extensive reading to develop their writing abilities. It attempts to shed light on the importance of using extensive reading in the learning process in order to reduce the students' writing deficiencies and increasing their motivation to read. The study also aims to raise teachers and students' awareness about the importance of extensive reading in academics for the sake of the learning process. This current study was conducted among third year students of English department at M'sila university. It was based on the use of the descriptive method where data were collected both qualitatively through students' semi structured interview and quantitatively through two questionnaires. The findings confirms that using extensive reading in the learning process reduces the students' writing problems. They also reveal that teachers and students' awareness of the importance of extensive reading provides them with better writing performance. This research tackles descriptively the role of extensive reading in enhancing writing performance. Based on the findings obtained, teachers are advised to schedule practical reading sessions during the first three academic years in university in order to enhance the students' writing skill.

LIST OF TABLES

Table 2.1 Students' Gender	56
Table 2.2 Students Choice to Learn English at University.....	57
Table 2.2 Students' Choice to Learn English at University.....	57
Table 2.5 The Skill Strongly Related to Reading.....	59
Table 2.6 Students' Frequency of Reading in English.....	60
Table 2.7 Students' Preferred Time of Reading.....	61
Table 2.8 Students' Preferred Books.....	62
Table 2.9 Students' Frequency of Using Reading Strategies.....	63
Table 2.11 Extensive Reading's Role in Achieving Students' Purposes	64
Table 2.13 The Teachers' Encouragements to Focus on Extensive Reading.....	66
Table 2.15 The Importance of Extensive Reading in Improving the Writing Skill.....	68
Table 2.16 Students' Expectations when Reading Books outside Classroom.....	69
Table 2.17 The Students' Attitudes towards the Writing Skill.....	70
Table 2.18 The Importance of the Writing Skill.....	71
Table 2.19 Students' Level in Writing.....	72
Table 2.20 Students' Awareness of the most Effective Writing Strategies.....	73
Table 2.21 Components of Good Writing.....	74
Table 2.22 The Most Difficult Problem Students Face in their Writing.....	75
Table 2.23 Students' Most Difficult Steps in the Writing Process.....	75
Table 2.24 Students' Most Effective Activity to Develop Writing Proficiency.....	77
Table 2.25 The Contribution of Extensive Reading in the Writing Skill.....	78
Table 2.26 Teachers' Gender.....	86
Table 2.27 Teachers' Qualifications.....	86
Table 2.28 Teachers' Experience.....	87
Table 2.29 The Importance of the Reading Skill for EFL Learners.....	88

LIST OF TABLE

Table 2.30 The Importance of Improving the Reading Skill.....	88
Table 2.31 The Frequency of Teachers' Encouragements.....	89
Table 2.32 The Frequency of Teachers' Reading Strategies.....	90
Table 2.33 The Importance of Dividing Reading into Stages.....	91
Table 2.36 The Frequency of Teachers' Encouragements of Reading Outside Classroom in a Given Period.....	94
Table 2.37 Teachers' Agreement about Students' Free Selection of Reading Materials.....	95
Table 2. 38 Reasons for Students' Interesting in Extensive Reading.....	96
Table 2.39 The Importance of the Writing Skill.....	98
Table 2. 40 Teachers' Estimation of the Students' Level in Writing.....	99
Table 2.41 The Allocated Time to Written Expression.....	100
Table 2.42 Teachers' Help for Students' Improvement in Writing.....	101
Table 2.43 Difficulties Encountered by Students.....	108
Table 2.44 Teachers' Opinion Concerning the Role of Reading in Improving Students' Writing	104
Table 2.45 The Importance of Extensive Reading in Enhancement Students' Writing	105

*LIST OF FIGURES***LIST OF FIGURES**

<i>Figure 2.4</i> The Skill Students Want to Develop.....	58
<i>Figure 2.10</i> Students' Practice of Extensive Reading.....	63
<i>Figure 2.11</i> Extensive Reading's Role in Achieving Students' Purposes	64
<i>Figure 2.12</i> Students' Awareness of Extensive Reading Strategies.....	65
<i>Figure 2.13</i> Teachers' Encouragement to Focus on Extensive Reading.....	66
<i>Figure 2.14</i> Source of Students' Motivation to Read in the Library.....	67
<i>Figure 2.15</i> The Importance of Extensive Reading in Improving the Writing Skill.....	68
<i>Figure 2.16</i> Students' Expectations when Reading Books outside Classroom.....	69
<i>Figure 2.17</i> Students' Attitudes towards the Writing Skill.....	71
<i>Figure 2.18</i> The Importance of the Writing Skill.....	72
<i>Figure 2.20</i> Students' Awareness of the Most Effective Writing Strategies.....	73
<i>Figure 2.21</i> Components of Good Writing.....	74
<i>Figure 2.22</i> The Most Difficult Problem Students Face in their Writing.....	75
<i>Figure 2.23</i> Students' Most Difficult Steps in the Writing Process.....	76
<i>Figure 2.24</i> Students' Most Effective Activity to Develop Writing Proficiency.....	77
<i>Figure 2.25</i> The Contribution of Extensive Reading in Improving the Writing Skill....	78
<i>Figure 2.30</i> The Importance of Improving the Reading Skill.....	89
<i>Figure 2.31</i> The Frequency of Teachers' Encouragements.....	90
<i>Figure 2.32</i> The Frequency of Teachers' Reading Strategies.....	91
<i>Figure 2.33</i> The Importance of Dividing Reading into Stages.....	92
<i>Figure 2.34</i> Causes of Students' Reading Difficulties.....	92
<i>Figure 2.35</i> Teachers' Attitudes towards their Students' Extensive Reading.....	93
<i>Figure 2.36</i> The Frequency of Teachers' Encouragements of Reading Outside Classroom in a Given Period.....	94
<i>Figure 2.37</i> Teachers' Agreement about Students' Free Selection of Reading Materials.....	95

LIST OF FIGURES

<i>Figure 2.38</i> Reasons for Students' Interest in Extensive Reading.....	97
<i>Figure 2.39</i> The Importance of the Writing Skill.....	98
<i>Figure 2.40</i> Teachers' Estimation of the Students' Level in Writing.....	99
<i>Figure 2.41</i> The Allocated Time to Written Expression.....	100
<i>Figure 2.42</i> Teachers' Help for Students' Improvement in Writing.....	101
<i>Figure 2.43</i> Difficulties Encountered by Students.....	103
<i>Figure 2.44</i> Teachers' Opinion Concerning the Practice of Reading for Students' Writing Improvements	104
<i>Figure 2.45</i> The Importance of Extensive Reading in Enhancing Students' Writing	106

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
L1	The First Language
L2	The Second Language
LMD	Lisence-Master-Doctorat
WE	Written Expression
ER	Extensive Reading

TABLE OF CONTENTS

TABLE OF CONTENTS

DEDICATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
LIST OF TABLES	v
LIST OF FIGURES.....	vii
LIST OF ABBREVIATIONS.....	ix
TABLE OF CONTENTS	x
GENERAL INTRODUCTION.....	1
1. Background of the Study	1
2. Statement of the Problem.....	2
3. Research Questions.....	3
4. Research Aims.....	3
5. Literature Review.....	4
6. Research Design	6
6.1 Approaches and Research Methods.....	6
6.2 Data Collection Procedures.....	6
7. Structure of the Study.....	7
8. Significance of the Study	8
9. Definitions of Key Terms.....	9
CHAPTER ONE LITERATURE REVIEW.....	10
Chapter Introduction.....	10

TABLE OF CONTENTS

SECTION ONE READING AND EXTENSIVE READING.....	11
Introduction.....	11
1.1.1 Definition of Reading.....	11
1.1.2 Reading Comprehension.....	13
1.1.3 Types of Reading.....	13
1.1.3.1 Skimming.....	13
1.1.3.2 Scanning.....	14
1.1.3.3 Intensive Reading.....	14
1.1.3.4 Extensive Reading.....	15
1.1.4 Models of Reading Process.....	15
1.1.4.1 The Bottom-Up Model.....	15
1.1.4.2 The Top-Down Model.....	16
1.1.4.3 The Interactive Model.....	17
1.1.5 Strategies of Reading.....	18
Pre-Reading Strategies.....	18
While-Reading Strategies.....	18
Post-Reading Strategies.....	19
Reading Comprehension Difficulties.....	19
Definition of Extensive Reading.....	20
Principles of Extensive Reading.....	21
Advantages of Extensive Reading.....	22
Characteristics of Extensive Reading.....	24
Strategies of Extensive Reading.....	25

TABLE OF CONTENTS

Extensive Reading and Intensive Reading.....	26
Conclusion.....	27
SECTION TWO THE WRITING SKILL.....	28
Introduction.....	28
1.2.1 Definition of Writing.....	28
The Process of Writing.....	29
Planning.....	30
Drafting	30
Editing	31
Final Version... ..	31
Characteristics of Academic Writing.....	31
Consistency	31
Clarity.....	32
Mechanics.....	32
Factors behind Writing Difficulties.....	33
Learner as a Potential Source of Writing Difficulties.....	33
Lack of Motivation to Write.....	33
Lack of Reading.....	34
Major Problems in Writing.....	35
Grammar.....	35
Vocabulary	36
Spelling.....	36

TABLE OF CONTENTS

1.2.5.4 Punctuation.....	36
1.2.5.5 Style.....	37
1.2.6 Approaches of Writing.....	38
1.2.6.1 The Product Approach.....	38
1.2.6.2 The Process Approach.....	39
1.2.6.3 The Genre Approach.....	40
Conclusion.....	41
SECTION THREE THE READING-WRITING RELATIONSHIP.....	45
Introduction	42
Conclusion.....	44
CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSIONS OF THE RESULTS.....	45
Chapter Introduction.....	45
SECTION ONE RESEARCH METHODOLOGY AND DESIGN.....	47
Introduction.....	46
Research Variables.....	46
Research Sample and Population.....	47
Population.....	47
Sample.....	47
Research Methodology.....	48
Research Design.....	48
Research Type.....	49

TABLE OF CONTENTS

Data Collection Tools.....	50
Quantitative Tools.....	50
Questionnaire.....	50
Qualitative Tools.....	51
Interview.....	51
Data Collection Procedures and Analysis.....	52
Conclusion.....	52
SECTION TWO FINDINGS AND DISCUSSION OF RESULTS	53
Introduction... ..	53
Findings... ..	53
The Students' Questionnaire	53
Aim of the Students' Questionnaire	53
Administration of the Students' Questionnaire	54
Description of the Students' Questionnaire	54
Preliminary Students' Questionnaire Results and Discussions... ..	56
2.2.1.2 Teachers' Questionnaire	83
Aim of the Teachers' Questionnaire	83
Administration of the Teachers' Questionnaire	83
Description of the Teachers' Questionnaire.....	84
Preliminary Teachers' Questionnaire Results and Discussions... ..	107
Students' Interview	110
Aim of the Students' Interview... ..	110
Conduct of the Students' Interview.....	110

TABLE OF CONTENTS

Description of the Students' Interview.....	110
Preliminary Students' Interview Results and Discussions	119
2.2.2. Discussion of the Findings and Results from Data Analysis	120
Conclusion.....	122
SECTION THREE RECOMMENDATION.....	123
Introduction... ..	123
Pedagogical Implications and Recommendations.....	123
Suggestions for Future Research.....	124
Conclusion.....	124
GENERAL CONCLUSION.....	125
REFERENCES.....	127
APPENDICES.....	138
APPENDIX A STUDENTS' QUESTIONNAIRE	138
APPENDIX B TEACHERS' QUESTIONNAIRE	142
APPENDIX C STUDENTS' INTERVIEW	145

GENERAL INTRODUCTION

1. Background of the Study

Acquiring the foreign language is a challenging process. Scholars are very interested at finding appropriate and effective ways to improve language. Reading and writing are important skills to promote learners' abilities to apply the language. They are moving hand in hand, and they are interconnected skills in the educational context. As Zamel (1992) says "writing development always includes reading development" (p. 20). (As cited in Hadi Salhi et al, 2015)

Writing is an important skill learner need to develop. According to Sen (2007), "the definition of communication tells you that in communication you deal with ideas. But these ideas cannot be communicated unless you code them appropriately in words, or in signs, or in symbols" (p. 22). It means that writing is a means of communication because it mirrors the writers' experiences, thoughts, and feelings.

It is a complex process which requires more attention from the learners. Recent researches indicate that EFL students find many problems in writing such as lack of vocabulary, spelling, language structure and other aspects of language. Moreover, they highlight its complexity in order to find effective strategies or to integrate writing skill with the other skills like reading (Darus & Ching, 2009).

Reading is a basic activity in foreign language acquisition. It is the process of decoding meaning from the written materials. It needs an extra preparation from the learners because it is very complicated, especially when the materials are unknown (MCNamara,

GENERAL INTRODUCTION

2007). Extensive reading is what the learners are required to enhance in order to develop reading proficiency as well as other skills like writing. It is known as reading for pleasure or reading a wide range of language input. According to Bamford & Day (1998), it is concerned with simple, various and important materials.

Writing is not a single skill, but a combination of other skills. Researchers support the integration of reading with writing in teaching the foreign language (Morrow, 1997; Brown, 1987; Murcia & Olshtain, 2000). They claim that it is very beneficial for learners to enhance writing abilities. These skills are the focal point which interests many researchers in learning psychology, education, composition, reading, and applied linguistics. They improve not only literacy and language content, but language proficiency as well (Barbara Kroll, 2003).

2. Statement of the Problem

Bailey (2003) states that “international students especially find the written demands of their courses extremely challenging. On top of the complexity of the vocabulary of academic English, they have to learn a series of conventions in style, referencing and organization” (p. 6). It means that writing is a difficult skill which needs more attention. Despite the fact that writing activities are very important in the foreign language classroom, learners still have a problem with this skill. Moreover, researchers are still looking for several ways to develop EFL learners’ writing skill. They find that extensive reading plays an important role to improve this activity, based on the idea that if the learners read more they will write better (Zamel, 1992).

Algerian learners from M’sila university get low grades in writing exams. They claim that they do not have the ability to write academically and effectively. In addition to that, teachers complain that foreign language learners lack the ability to write logically because of their poor vocabulary and incorrect grammar, spelling mistakes, lack of mechanics and

GENERAL INTRODUCTION

language structure. They restrict themselves only on teachers' feedback and writing inside classroom.

In this study, the primary interest will be improving the writing skill by using an extensive reading programme in the English department at M'sila university. Researchers shed light on the importance of extensive reading in enhancing English foreign language learners' writing skill.

3. Research Questions

This study seeks to answer the following questions:

- 1- Are both teachers and students aware of using extensive reading to develop writing proficiency?
- 2- Do learners gain more vocabulary, different writing styles, and different themes and ideas when they read extensively?
- 3- Do t teachers play a key role in motivating students to read and in raising their awareness towards an extensive reading-writing relationship?

4. Research Aims

This study aims

- 1- To investigate the extent to which third-year LMD students are aware of the importance of extensive reading.
- 2- To provide evidence on whether the students develop their writing skills (vocabulary, grammar, and writing style) through extensive reading.
- 3- To investigate the role of teachers in motivating students to read, and in raising their awareness towards extensive reading-writing relationship.

5. Literature Review

The previous studies by many researchers advocated the notion of the positive effect of extensive reading on writing. They supported the integration of both skills inside the classroom. These studies; Tudor & Hafiz (1989), Krashen (1993), Wai King Tsang (1996), Day & Bamford (2002), Lee & Hsu (2009) investigated the impact of extensive reading on writing performance and prove that it is very useful in foreign language acquisition.

Hafiz & Tudor (1989) claimed that the learners enhance their reading and writing abilities after they set a specific programme by using graded reading books. The results showed that learners can use correct syntax in the second language. Next, for that Krashen (1993) made different studies in both second and foreign language. He mentioned that reading a lot has positive effects on foreign language acquisition, because of the good result that shows the learners' improvement in different tests.

Tsang (1996) studied which one of these programmes can improve the writing skill, whether extensive reading or the repeated writing activities. The experiment showed that the reading programme was the chosen one because it is very useful in the educational context. One of its benefits is the development of the writing skill.

GENERAL INTRODUCTION

In addition to that, Day & Bamford (2002) suggested new conditions for integrating extensive reading in the teaching and the learning processes. There are ten principles related to this study ; the reading material should be easy, a variety of reading materials on a wide range of topics must be available, learners choose what they want to read, learners read as much as possible, the purpose of reading is usually related to pleasure, information and general understanding, reading is its own reward, reading speed is usually faster rather than slower, reading is individual and silent, teachers orient and guide their students and teacher is a role model of a reader.

Moreover, Lee & Hsu (2009) made a comparison between their study and some studies by other researchers such as Hafiz & Tudor (1990) and Tsang (1996). They claimed the limitation of these two studies in some key areas such as vocabulary, spelling, and this refers to the limited amount of materials and the duration of the studies (two studies were only during four weeks) in addition to the oral reports which affect the pleasure of reading. Lee & Hsu increased the amount of the needed reading materials; the time was 50 minutes of uninterrupted reading each week, which later on proved to be not good for both learners and teachers.

The previous studies focused on the empirical studies to investigate the impact of extensive reading on learners writing performance. Some of them restricted themselves to increase the number of reading materials and the duration of the studies (Lee and Hsu, 2009). In addition to the role of teachers who facilitated the integration of extensive reading in the classroom (Bamford & Day, 2002). But they do not addressed the issue that EFL learners in the educational context has not applied it yet, that is why the foreign language learners still have problems in writing.

GENERAL INTRODUCTION

This study is based on the same objective of the previous scholars, which is investigating the foreign language learners' weaknesses in writing. Accordingly, it seeks to identify the students' awareness of extensive reading in English department at M'sila university.

6. Research Design

6.1. Approaches and Research Methods

Methodology holds all the process of educational research thus, the choice of the methods to be used must be appropriate. It controls the data collection, the analysis, the interpretation, and the conclusions driven by data analysis. It includes interview and questionnaire (Basit, 2010). This research adopts the mixed-method approach through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the collected data. In our study, the method uses the descriptive one as it is aimed to investigate the extent to which EFL learners at M'sila university are aware of using extensive reading to promote writing skill.

6.2. Data Collection Procedures

In this study, an interview and two questionnaires are used to collect data. A questionnaire will be administered to students to find out the extent to which they are aware of the importance of extensive reading and its role to enhance writing skill, in addition to their problems in writing performance. Another questionnaire will be given to written expression teachers to know their attitudes toward extensive reading, in addition to their role to increase the students' motivation to read extensively in order to develop writing proficiency. The third data collection tool is a semi-structured interview which is a number of direct questions were

GENERAL INTRODUCTION

asked to the students to explain their opinions about extensive reading and mention some of their problems in writing. The analysis and the interpretation of the data will help to reach the aims and confirm or decline the hypothesis.

7. The Structure of the Study

The present work is divided into two main chapters. Each chapter is divided into sections. The first chapter reviews the related literature. The second one deals with the practical part of the study.

The first chapter outlines some of the theoretical issues related to the study; it is divided into three sections which are reading with extensive reading, writing skill and the relationship between extensive reading and writing skill. The first section: reading and extensive reading deals with the meaning of these terms, reading comprehension, types of reading, models of the reading process, strategies of reading, principles of extensive reading, advantages of extensive reading, characteristics of extensive reading, intensive and extensive reading and strategies of extensive reading. The second section: writing skill provides a better understanding of writing. It includes general issues of this concept, definition of writing skill, the process of writing, characteristics of academic writing, factors behind writing difficulties, major problems in writing, and approaches of writing. The third section explains the relationship between extensive reading and writing skill.

The second chapter is divided into three sections which are research methodology and design, findings and discussion of results, suggestions, and recommendations. The first section discusses the methodology, the research design, and the procedures for collecting and analyzing data. It also includes the description, analysis, and interpretation of data collected from both teacher's and students' questionnaire and also from the students' interview. The

GENERAL INTRODUCTION

second section interprets the data collected and discusses the main findings. The third section provides some suggestions and pedagogical implication.

8. Significance of the Study

The result of the study may help the teachers and the students to become more aware of the importance of extensive reading to develop the EFL learners' writing skill. It contributes to decreasing the students writing problems in order to become good academic writers.

*GENERAL INTRODUCTION***9. Definition of Key Terms**

Reading skill: is a cognitive ability which requires the interaction between the readers and the written materials in the specific context.

Extensive reading: refers to the process of reading a large amount of written materials in a short period of time for the sake to learn the language or to get pleasure.

Writing skill: refers to the use of symbols, graphic marks to represent a language in which the writer transmits correct sentences.

CHAPTER ONE LITERATURE REVIEW**Chapter Introduction**

Writing is one of the central concerns of higher education (Sajid & Siddiqui, 2015). Teaching writing in universities does not enough to enhance the learners writing skill. Rather, the students should rely on the other strategies and skills such as reading. Extensive reading is one of the important ways of developing the students writing capacities (Hafiz & Tudors, 1989). The different problems they face in writing put educators under the responsibility to look for effective means to reduce them.

This chapter is concerned with the theoretical part of this research. The chapter represents the definitions of reading and extensive reading, reading comprehension, types of reading, models of the reading process, reading strategies. It also sheds light on writing skill, its definition, its process, characteristics of academic writing, factors behind writing difficulties, problems in writing, and approaches to writing. It provides a deep description of how extensive reading affects EFL learners' writing skill.

Section One Reading and Extensive Reading

Introduction

This current chapter highlights the most important elements related to reading skill and the essential role of extensive reading in learning the foreign language. Researchers try to investigate how reading and extensive reading develop the other skills. The first section provides different definitions of reading and identifies the reading comprehension. Besides, the researchers mention the types of reading and describe the reading models that have been advocated by researchers in the field. This section also includes the most effective strategies to achieve better comprehension.

This section presents some of the learners' difficulties in the reading process. In the second section, this research identifies the notion of extensive reading as it is defined by many researchers, its principals, its benefits and its major characteristics. In the end, this section presents some strategies for extensive reading that are useful for reading and for reading comprehension.

1.1.1. Definition of Reading

Reading as a cognitive ability is recognized as one of the essential skills in the learning process, especially in academics. Giving a straightforward clear definition of reading is not an easy matter. Researchers in different fields of the study propose the definition of reading according to their different perspectives.

Bhardwaj (1997) focuses on the significance of reading as an educative means for extending ideas and information in mind. She defines reading as a cognitive process of acquiring knowledge from the printed materials. It contributes to learner's academic success.

CHAPTER ONE LITERATURE REVIEW

Grabe (2009) defines reading according to different purposes. He claims that it is interactive, strategic, flexible, continuously evaluative and learning linguistic process. According to him, reading requires an interaction between readers and writers. Readers use numbers of strategies and skills to achieve the reading goal. The flexibility demonstrated by fluent readers keeps the processes aligned with each other. Evaluation occurs purposefully when the reader decides how she or he responds to a text. In any text learners read, the evaluation process makes reading a learning process as they make decisions about how to respond to the text. Finally, reading is a linguistic process because it is impossible to read without making graphic-phonemic connections, without recognizing the word to be read and the structural phrases organizing the words and without having reasonable store of linguistic knowledge.

Wallace (1992) gives the definition of reading with a great focus on the purpose and the context. He states that “reading is an interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer’s part which the reader has some purpose in attempting to understand” (p. 4). It can be noticed that reading involves three principals; the reader, purpose, the situational context of the text and the social expectation of the print and of the reading behavior.

Meyer (1949) points out the definition of reading based on research that is completed using real texts with real readers. He claims that “ reading is what happens when written words begin to live in the mind, heart, relationships, and world of someone engaging with text” (p.16). Accordingly, reading affects all the aspects of the reader’s life.

From all the above definitions, one can recognize that reading is not an easy process of decoding meaning but a cognitive ability that requires the interaction between the reader and the written materials in a specific context. In addition to the effective strategies that help in

CHAPTER ONE LITERATURE REVIEW

comprehending the text and help to achieve the reader's purpose in all the fields of research, especially in academics.

1.1.2. Reading Comprehension

Reading comprehension is the process of understanding the meaning between words and sentences (McNamara, 2007). Comprehension is a complex activity that occurs in the transaction between the reader and the written materials. As stated by Pardo (2004)

“comprehension is a process in which readers construct meaning by interpreting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the readers take in relationship to the text”(p. 272). According to her, this definition which is given by some teachers means that reading comprehension requires all the capacities, knowledge, and experiences of the reader.

Similarly, Wooly (2011) claims that “reading comprehension is the process of getting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences” (p. 15). He means that comprehension is a mental process that demands the linking between ideas across sentences to get meaning from the whole text rather than understand the sense of every single word. This activity refers to one of the most important types of reading which is skimming in order to get the general information.

1.1.3. Types of Reading

1.1.3.1. Skimming

Aslam (1992) defines skimming as the process of reading quickly to look for the general idea and for the main point of specific reading materials. Bahatnagars (2010) claims that “the purpose of skimming is to get an overview of the text that is to check its relevance,

CHAPTER ONE LITERATURE REVIEW

grasp its central theme and the main points. It prepares you for the more concentrated efforts for detailed reading, which is to follow, if the text is useful''(p.219). This means that skimming aims to guide the reader to take global information about the reading text.

Furthermore, it involves reading rapidly through the text to get the superficial sense of the content without focusing on specific information. As stated by Burt (1996) ''skimming involves reading swiftly through text in order to register the general outline and omitting the details'' (p.5). That is to say, this type demands an overall view of the text without looking at specific words.

1.1.3.2. Scanning

On the other hand, scanning is reading fastly to find answers to specific questions. As Thomas (2008) says ''scanning is a skill of locating the required materials quickly from the reading materials''(p.143). According to him, it is fast reading to get specific facts without reading everything. Luncatoni (2015) argues that scanning is a technique when you read a passage rapidly to retrieve information relevant to a purpose, ignoring irrelevant ones.

1.1.3.3. Intensive Reading

Many researchers argue that intensive reading is reading for accuracy, with a deeper purpose to get detailed information and to understand the materials in depth. As stated by Choudhury (1998) ''intensive reading means the detailed study of the passage, in this type of reading reader, has to be careful with different language items, words, grammar, language expression and ideas''(p. 48 - 49).

In addition to that, Morris (1972) confirms that this type of reading is very useful in the classroom and requires a careful reading to understand every single word. Furthermore,

CHAPTER ONE LITERATURE REVIEW

Nunan (2015) focuses on the importance of intensive reading in improving a variety of reading skills as well as the features of language such as grammar and vocabulary.

1.1.3.4. Extensive Reading

In contrast, extensive reading is known as reading for pleasure or reading a wide range of resources. Many researchers give many definitions for extensive reading according to their points of view. Jacobs & Ferreil (2012) state that “extensive reading is a simple idea. By reading regularly and in quantity, students learn to read and come to enjoy reading more” (p.2). This means that it is a way to get relaxation and pleasure. According to Bamford & Day (1997), this type of reading requires a large quantity of reading materials and aims to get the general understanding of the text. In addition, it is very beneficial in acquiring a foreign language. Krashen (1982) highlights the importance of extensive reading in improving learner’s vocabulary and grammar in addition to promoting the reading competence.

1.1.4. Models of the Reading Process

1.1.4.1. The Bottom-Up Model

It happens when the reader understands the written materials by giving his attention to the grammatical units as the smallest linguistic elements such as sounds and words in order to understand the whole text. As stated by Angosto (2013) “the comprehension process starts with words (their pronunciation, semantic value, morphology, etc. Which later gives access to more extensive unites (syntagmas, sentences, paragraphs) and finally to interpreting the whole text” (p.84). This means that the process occurs from the smallest units of the language to the biggest ones.

Moreover, Pearson (1979) affirms that the bottom-up models assume that the translation process begins with the print to the linguistic units and finally to the meaning. It is

CHAPTER ONE LITERATURE REVIEW

like Gough's view (1972) about the reading system, which functions as the following steps. First, the written letters are received by the visual system to be transformed into sounds. Second, these phonemic units are modified into a word. In the third level, the meaning of this word is sequentially entered into the mind system. However, this model emphasizes only the literal comprehension of the text and ignores the importance of the reader's background knowledge to guess the meaning from the text. Similarly, Skudiere confirms that it is not so beneficial for the advanced learners because they are able to read the message automatically.

1.1.4.2. The Top-Down Model

A top-down reading model is an approach that gives the priority to the reader as an active element over the individual words in the reading process. It emphasizes the reader's background information about the language and his previous experiences that help him to predict and understand the meaning from the printed materials (Barnet, 1985; Careel & Eisterhold, 1983; Esky, 1986; Garnhom, 1985).

Pearson (1978) argues that it is in contrast to the bottom-up model. He highlights the idea that the readers play an active role in the translation process. He says that "they use general knowledge and specific contextual information provided by the text as much as they can and symbols sound knowledge as little as they need" (p.5). Similarly, Angosto (2013) points out that in this opposite approach, comprehension is made from the whole (text) to the part (word), that is to say, the reader relies on the contextual clues (title, general idea) to figure out unfamiliar words.

Some writers argue that reading comprehension is started at the beginning of the children's life. (Kendeou, Vandebroek, White & Lynch, 2007). According to Smith (1971), the definition of comprehension is the process of understanding meaning of the print by the use of the known information which existed in the reader's brain before facing the text.

CHAPTER ONE LITERATURE REVIEW

Goodman (1967) presents this model as a psycholinguistic guessing game. He argues that efficient reading does not made from understanding the smallest elements of the language, but from guessing the meaning from the existing cues of the print. The professional and experienced readers use their interpretive knowledge to guess the content in order to construct the meaning. However, this model focuses only on the reader's contribution to figure out meaning from the print, and it ignores the importance of the text as grammatical knowledge. This is the reason for the emergence of the interactive model which integrates the two previous models together.

1.1.4.3. The Interactive Model

This approach of reading emphasizes the interaction between the reader and the text. It involves the reader's employment of the bottom-up and the top-down models together. According to Rumelhart (1977), the interactive model of reading is neither the top-down nor the bottom-up but the integration of the two.

Stanovich (1986) argues that the combination of the reader's prior knowledge and contextual clues of the text with words meaning helps the reader to comprehend the written message easily. Besides, Coady (1979) claims that reading comprehension requires three important elements, process, strategy, and background knowledge. Beginners focus on identification of the smallest units of the text (words) to understand ideas. Whereas, for professional readers, background knowledge, the previous experiences, and the effective strategies help them to comprehend the text by guessing the meaning without reading the print word by word.

CHAPTER ONE LITERATURE REVIEW

1.1.5. Strategies of Reading

Strategies of reading are beneficial steps to the readers to improve their reading skill whether in the classroom or in their own. These strategies are: before reading strategies, during reading strategies, and after reading strategies.

1.1.5.1. Pre-Reading Strategies

Researchers in different fields of study emphasize that pre-reading activities are very important as preparation for the reading passage. According to schema theory, understanding the message which is written in the text requires both the background knowledge and the text. Reader's previous information about the topic helps him to guess the meaning before reading the text; looking to its pictures, titles, and subtitles make him predict what it is about. (Rumelhart & ortory, 1977)

Learners should know the purpose before reading the print, by asking the question of what they want to know. As Gramer (1978) says “reading purpose depends upon the information students want to gain and the amount of time they have to secure it”(p.33). This means that students put their reading purpose according to what they want to learn in a specific period of time.

1.1.5.2. While-Rereading Strategies

Palinscar & Brown (1984), in their study, focus on four strategies which help the reader's comprehension. The first strategy refers to the identification of the main idea and themes and uses this information to solve questions as self- tests. The second one is summarizing the important and specific elements in the text. The third strategy is clarifying the unknown words by using different internal resources. The fourth one is predicting what

CHAPTER ONE LITERATURE REVIEW

comes next by relating the prior knowledge with text structure in order to confirm or disconfirm the reader's hypothesis.

1.1.5.3. Post-Reading Strategies

After reading the written materials, learners respond to the text by asking questions as an evaluation of their comprehension. Day & Sunk Park (2005) highlight these three activities; evaluation, personal responses, and summarizing. They recognize them as types of reading comprehension.

Evaluation means the reader's judgment about the text. The second type is a personal response which requires the reader's response with the context of the text. The third one is summarizing the previous activities to reflect a global understanding of the text.

1.1.6. Reading Comprehension Difficulties

Researches on reading comprehension show that EFL learners face a lot of problems during their reading activities. Researchers declare that there are many reasons behind these difficulties. Shehu (2015) classifies them into four reasons, from the simplest to the biggest one.

1- Vocabulary: most EFL learners encounter the problem of understanding the unknown words when they are reading the text. This makes the learners unable to get the whole meaning of the passage

2- Memorizing: there are some students who suffer from memorizing words they just read, so they cannot comprehend ideas written in the text.

CHAPTER ONE LITERATURE REVIEW

3- Lack of reading extensively: Students do not like reading a lot; this is considered a big problem. When they do not read or they read a little, they will not be able to develop their reading skills, thus they will fail to construct the meaning of the written materials

4- Difficult text: the type of the text is very important in reading. There are texts which are not appropriate to the students' level. EFL learners have to choose what seems to be easy to understand and to get information from.

1.1.7. Definition of Extensive Reading

Scholars define extensive reading according to their different perspectives. They highlight its usefulness as a type of reading in the foreign language learning. Most of them believe that it is a key to acquiring the foreign language when reading a lot of books in a given period of time. Others consider it as a free time activity to the learners for their relaxation.

Kelly (1969) points out that in teaching the foreign language, the first researcher who defines extensive reading is Harold Palmer. His definition is that extensive reading is reading fastly to acquire the language and to get ideas and enjoyment.

Richard and Schmidt (2002) define extensive reading as follows “Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (p. 193-194). According to their definition, this type of reading is reading a wide range of texts to gain global understanding to develop reading skills, to enjoy and love reading, and to increase the readers' ideas and information.

Furthermore, Krashen (2004) declares that extensive reading is silent and voluntary reading. Similarly, Aliponga (2013) affirms that it is a free activity which does not need any

CHAPTER ONE LITERATURE REVIEW

pressure from other sources. From all these definitions, EFL learners can recognize that extensive reading is the key for learning the foreign language, by reading a lot of favorite resources in their free time in order to develop their reading fluency and widen their information.

1.1.8. Principles of Extensive Reading

Readers have the ability to select materials they want to read and to choose when and where they prefer to read. Bamford and Day (1997) simplify the notion of extensive reading by describing a number of its principals as follows:

1- The reading material is easy: learners choose materials that contain vocabulary and grammar which are appropriate to their linguistic level. When students find difficult words to understand they will suffer to interpret the whole text.

2- There must be a wide variety of reading material on a large range of topics: providing students with large reading materials will allow them to choose what they want to read, in different ways with different purposes.

3- Students choose what they want to read: students have the freedom to choose the easiest materials to read in order to be able to achieve their purposes.

4- Learners read as much as possible: learners will gain many benefits if they read more.

5-The purpose of reading is usually related to pleasure, information, and general understanding: learners read not only to achieve comprehension but to get more knowledge and relaxation.

6- Reading is its own reward: far from reading for the goal to comprehend the text, teachers may ask students to read for different reasons. The first one is to know what they can learn

CHAPTER ONE LITERATURE REVIEW

from reading. The second reason is to know what they are reading. The third one is to observe their behavior in reading. The fourth reason is to make a relation between reading and other aspects of the curriculum.

7- Reading speed is usually faster rather than slower: learners read rapidly when they choose easy texts to read. If they find new words difficult to understand they keep reading the rest or guessing the meaning before reading the whole passage.

8- Reading is individual and silent: extensive reading occurs most of the time in outside classroom. Reading in the library or at home or everywhere makes the learners read silently.

9- Teachers orient and guide their students: teachers should motivate and encourage their students to read extensively whether inside classroom or on their own. They have to provide them with the advantages of extensive reading such as gaining more knowledge, choosing what they want to read, and developing reading fluency. In addition to that, they need to control their attitudes toward reading.

10- The teacher is a role model of a reader: teachers share the ability to experience the text with their students. They test the reading materials by reading it first before giving it to their students and inform them what it is about.

1.1.9. Advantages of Extensive Reading

The effective way to develop a foreign language is through extensive reading. Many scholars highlight its importance in enhancing learners' linguistic competence. It is considered one of the most important skills learners use outside classroom, and by which they keep in contact with their target language.

When they read fastly, they will gain large quantity of new words and they will understand them in different context. In addition, since it is defined as reading for pleasure,

CHAPTER ONE LITERATURE REVIEW

extensive readers are pushed to enjoy reading more in order to develop their reading skills. Researchers such as Grabe (2009), Huang & liou (2007) and Yamashita (2008) point out that extensive reading is very useful to improve all the linguistic aspects such as vocabulary, grammar, in addition to the other skills such as writing.

Laufer-Dvorkin (1981) in his study, finds that extensive reading has the essential role to develop the learners' vocabulary, and it promotes the syntactic patterns of the language. Krashen (2004) focuses on extensive reading as a means to gain new words, to acquire correct grammar from the reading materials. Furthermore, Nation (1997) argues that extensive reading has the great part in increasing the learners' motivation to read, thus it develops their reading proficiency.

According to Savas (2009) and Haider & Akhter (2012), extensive reading helps the reader to be free from others' control. When they read outside classroom this type of reading makes them as autonomous as they want. Boakye (2017) from his research, claims that "extensive reading increased students' effective levels in reading, as well as their reading habits and reading proficiency in both pleasure reading and academic reading" (p.8). This means that reading for enjoyment or reading for an academic purpose enables the readers to read more quantities frequently without getting bored in order to improve their reading skill.

Furthermore, extensive reading plays an important role in enhancing the writing skill. Many researchers such as (Stotskuy 2003; Carson et al, 1990; Carson & Loeki, 1993; Flahive & Bailey 1993; Grabe, 2003; Rodriguez Kessler, 2006; Farahzad, 2010) point out that there is a strong connection between extensive reading and writing. As Loh (2009) says "for one to be able to write, one must first be able to read and comprehend one's reading materials" (p. 15). This means that good writing always requires more practice in reading. In addition to Hafiz & tudors (1989) in their study, when they use the graded reading programme to investigate.

CHAPTER ONE LITERATURE REVIEW

which one of the skills is improved more when they read extensively. They found that most learners have the ability to develop their writing skill through a great quantity of vocabulary and syntactic knowledge gained through reading.

1.1.10. Characteristics of Extensive Reading

Many scholars affirm that extensive reading is totally different from the other types of reading. It is recognized as contrast to intensive reading, since it is characterized as free faster reading for pleasure, requiring specific reading materials. As cited by Davis (1995) “pupils are given the time, encouragement and materials to read pleasurable, at their own level, as many books as they can, without the pressures of testing or marks”(p. 329). (Cited in Sheu, 2004).

Some of the important characteristics of extensive reading programme are summarized by many scholars such as: (Bamford, 1984; Bright & McGregor, 1977; Day & Bamford, 1998; 2000). These are:

- 1- To read different selected resources
- 2- To read wide range of resources
- 3- To have all the chance to choose what to read
- 4- To read for enjoyment or to get knowledge
- 5- To have the freedom to make relaxation
- 6- To get more reading experiences in the real world

From the entire above characteristics, one can recognize that extensive reading is a type of reading that requires a large quantity of interesting materials to be read for personal purposes, whether to gain knowledge of the target language or to get more pleasure.

CHAPTER ONE LITERATURE REVIEW

1.1.11. Strategies of Extensive Reading

Extensive reading has useful strategies which help the learners to read effectively, without the assistance of any extra materials. Many researchers mention the importance of the following activities used by EFL learners to achieve their different purposes.

Koch (2009) argues that since extensive reading is a fast reading, learners have to skip the unknown words and rely only on the context to get the general idea of the text. If the book seems to be too difficult, they have the chance to change it by another book which is appropriate to their level. In addition to that, he affirms that it is better for the learners to avoid using dictionaries. Translating the text word by word, but understanding the word according to its contextual situation, helps the readers to interpret the whole passage.

Hayashi (1999) claims that “extensive reading utilizes prior knowledge and is based on learner-centered” (p. 128). According to his saying, students who choose what they want to read, they do not find problems in understanding the meaning of each single word. By reading a lot of resources, learners acquire background knowledge about the foreign language and get more experiences in reading, they use previous information and experiences to guess the meaning, and then they understand the written materials easily.

According to Richard et al (2013), extensive reading is reading for getting meaning in English not translating each single word. EFL learners do not focus on grammar directly. If they read for pleasure with a great motivation, reading becomes a habit and they learn grammatical rules by reading a lot. Furthermore, learners do not learn specific reading strategies to read, but they acquire them by reading extensively.

Extensive reading is the key for learning the foreign language. It is a free interested activity which does not require help from extra materials or other's pressure. EFL learners

CHAPTER ONE LITERATURE REVIEW

learn their target language by themselves, develop their own skills, and read an enjoyable environment for their reading activity.

1.1.12. Extensive Reading and Intensive Reading

Reading is one of the most important skills learners do to keep their contact with foreign language. It is considered a complicated skill requires more attention from the learners. Extensive reading is a type of reading, most foreign language learners prefer to follow in order to facilitate reading activities and to increase their motivation to read. Some scholars consider it as the opposite of intensive reading. Richard et al (2013) compare these two types according to their perspective. Their comparison can be summarized by these following differences.

In intensive reading, learners follow some strategies when they are reading a certain topic. The first strategy is translation by using dictionaries. When EFL learners face new vocabulary in the written materials, they translate words into their mother tongue, because they are not able to get meaning from the whole sentence. They were against this process when they say “translation is not reading, and reading is not translation” (p. 9). The second activity is when the readers ask questions and use strategies to check their comprehension. But, learners need to read more in order to understand the passage easily.

Richard et al (2013) claim that “good things happen when EFL students read extensively in English. Reading a large amount of easy material helps them learn to read- students learn to read by reading, not by translating, studying grammar, or acquiring learning strategies”(p.11). This means that, by extensive reading learners improve reading skill, in addition to its contribution in helping the learners to learn more linguistic aspects from the target language. Learners do not understand the passage word by word, but use their background knowledge of language to get the general meaning of the written message. EFL

CHAPTER ONE LITERATURE REVIEW

learners use important strategies when they read extensively, they succeed in gaining large vocabulary, develop writing proficiency, enjoy reading and become long life readers.

Conclusion

This section introduces firstly the reading skill by providing definitions by different scholars. Researchers provide also the definition of reading comprehension as an essential element related to reading. Next, to that, it explains the types of reading in addition to its models of processing. This section tackles some of the effective strategies of reading which helps in comprehension.

Secondly, this section presents extensive reading in addition to its principles. It mentions its benefits in learning foreign language and its characteristics. The difference between extensive and intensive reading have been explained to end up with some extensive reading strategies.

This section aims to highlight the role of extensive reading which is considered an essential activity. It helps in learning the target language, by gaining new large vocabulary, apply correct grammatical rules and develop reading proficiency. Extensive reading is important in improving not only reading but other skills, especially in writing.

CHAPTER ONE LITERATURE REVIEW

SECTION TWO WRITING SKILL

Introduction

This section deals with the writing skill. It presents the theoretical framework, in other words, it deals with the literature review. It begins with explaining writing, and then it highlights its definition, its process, and its characteristics. Later, the section will deal with the factors behind poor writing, its main problems and its approaches as key solutions

1.2.1. Definition of the Writing Skill

Writing is regarded as a means of communication between people (Gillett, Hammond, and Martala, 2009). As cited in Gillett et al (2009) “Academic writing is a social practice” (p.19). This means that the writer always writes with an objective and readership in the brain and all what is considered false or true is defined by the members of the social community.

Writing is also an act that uses symbols, graphic signs to represent a language. Unlike speech which it is a system that is difficult to be received, it needs capacities of the human brain in order to be learned (Yule, 2010).

Moreover, Bazerman (2009) says that “writing is a general term for a visual system distinct from art, and a mode of language use that is distinguished from speaking, whereas writing system refers to specific type of graphic marks that represent types of linguistic units” (p. 7). This means that writing is an act of transmitting correct sentences through the visual medium as marks on paper, and writing system as script and orthography (Bazerman, 2009).

Furthermore, writing is an extremely complex skill that requires training, instruction, practice, experience, and purpose in the academy (Grabe & Kaplan , 1996). As stated by them (1996) “writing is a technology implies only that the way people learn to write is

CHAPTER ONE LITERATURE REVIEW

essentially different from the way they learn to speak, and there is no guarantee that any person will read or write without some assistance” (p.6).

Brown and Yule (1983) claim that written language is the language of schooling. It is a language that is learned in perfect exemplification. Any high graduated person is motivated to acquire a language through excellent written models by selected teachers. This idea is supported by Ur (1996) who states that “Writing cannot normally be picked up but has to be systematically taught” (p.134). That is to say, it actually demands a lot of concentration.

In addition to that, writing is viewed as a skill that is fundamentally different from the other four skills (Donough, Shaw, and Masuhara, 1993). As reported by Donough et al, (1993) “Along with the other three skills, writing has developed and accumulated many insights into the nature of language and learning” (p. 90).

From all the above definitions, one can recognize that writing is not spontaneous and easy skill. It is a complex cognitive activity that requires practice, control of contents, format, sentence structure, vocabulary, punctuation, and spelling. It integrates information into cohesive and coherent paragraphs and texts.

1.2.2. The Process of Writing

Teaching writing is an important task for foreign language learners in order to promote effective writing in classroom, especially for the writing process. According to Kendall & Khuon, (2006), the writing process refers to the stages that any foreign language learner needs to go through. This process of writing is the same for all writers who produce a piece of writing. This stages which the writer moves through may virtually be affected by the medium that is written on a paper and on a computer or on their heads, and by the content of the writing, for example, making necessary changes as punctuation, capitalization, and spelling.

CHAPTER ONE LITERATURE REVIEW

But in all of these cases, it is suggested by Harmer (2004) that the process has four main elements which are planning, drafting, editing, and final version.

1.2.2.1. Planning

This provides experienced writers before starting to write, plan what they are going to write, and decide what is the appropriate information used to explore, and develop their writings. For some writers, this may include all what they already knew and what they are learning in a piece of paper. For others, just random words are noted. Others organize what they have to say in their heads before down it on paper. When planning, writers have to think about three main issues which are the purpose, the audience, the content structure.

In the first issue (the purpose), any proficient writer has to decide about the objective of his writing. The purpose will affect not only the data selected but also the choice of language and the type of the text they want to write. In the second issue (the audience), experienced writers think of the audience they are producing for because this will affect not only the language they use whether it is academic or not but the structure of writing also. In the third issue (the content structure), writers have to consider how the piece of writing relate the ideas which they have decided to be involved (Harmer, 2004).

1.2.2.2. Drafting

This offers the opportunity to refer to the first version of the piece of writing as a draft. This may provide writers ways to draft and to draw on their different strengths. Then, the writers improve the first draft and edit the final version. (Harmer, 2004)

CHAPTER ONE LITERATURE REVIEW

1.2.2.3. Editing (Reflecting and Revising)

Writers produce a draft, then organize and check what they are going to say; maybe the ideas are not well organized or clear which require some necessary changes to clarify the meaning. Proficient writers make their writing easy for readers to comprehend especially when they concentrated on general features before detailed ones. Helping writers to make appropriate revisions for their draft, reflecting and revising by other readers is more important to suggest comments or other ideas (Harmer, 2004).

1.2.2.4. Final version

Writers edit their draft, and then they change what is necessary. This may be distinguished from both the original plan and the first draft because there are different points that writers use in the editing process. Then, the writer can now publish the final written products to its intended readers (Harmer, 2004).

1.2.3. Characteristics of Academic Writing

1.2.3.1. Consistency

Consistency is considered as an essential feature. It is an element that participates in proficient writing in English. Different aspects of language like grammar, style, vocabulary, and layout appear inconsistent in foreign language writing, these lead readers to find difficulties in understanding what has been written. Nevertheless, it is necessary for any writer to be consistent and to cover such issues like cohesion and coherence for a well successful writing in English (Barkho, 2016).

Cohesion refers to the connectivity in a text. It links all the different parts of writing together which make sense for readers to understand. Achieving a good cohesion in writing,

CHAPTER ONE LITERATURE REVIEW

the writer should think of connections between topics, themes, words and phrases (Crème & Lea, 1997).

Coherence is when the ideas are arranged in a clear and logical way, by which readers can understand at least two important elements in writing which are the writer's purpose and the writer's line. In the first element, the reader should be able to comprehend and evaluate what the writer's purpose, whether to inform, persuade, give opinion, and make a judgment. In the second element, the reader should be able to follow the writer's line of reasoning in order to understand the type of the text. The text can be narrative, descriptive, and discursive (Harmer, 2004).

1.2.3.2. Clarity

One of the common problems that learners face when they write is the lack of clarity Carroll (1990). He states that "insufficient clarity may be due to vagueness, ambiguity or obscurity" (p. 4). Vagueness is the use of word or sentence that has no specific meaning. Ambiguity is the use of word or expression which can be understood in different ways. Obscurity is the misuse of word usage or convoluted sentence structure, Nevertheless often obscure writing is due to the absence of obvious relationship between ideas. He argues that a proficient writer is the one who write clearly, coherently and who have a clear focus on his subject.

1.2.3.3. Mechanics

According to Harmer (2004), Writing is like any other skill. It has its mechanical components which are very significant in putting together a good piece of writing. Writers need to be more concentrated on certain phases of learning to write in English. Among the most common mechanics of writing include handwriting, spelling, and punctuation which are very important for students to use them in parallel writing in order to give them a basic

CHAPTER ONE LITERATURE REVIEW

mechanical proficiency when they write more creatively.

A. Handwriting: although the major written products are typed by using the computer keyboards, handwriting is still an essential element in writing. It is widespread in exam writing.

B. Spelling: spelling is one of the factors which need to be taken into account. Students need more help to learn how to spell by reading as much as possible. Extensive reading is an important way which helps the learners to remember English spelling rules and their exceptions.

C. Punctuation: using punctuation correctly is necessary for English academic writing. Many people judge the use of punctuation. If the capital letters, commas, full stops are not used correctly; this can create difficulties to understand the text. If students want to be good writers and write effectively, they need to use punctuation correctly.

1.2.4. Factors behind Writing Difficulties

1.2.4.1. Learner as a Potential Source of Writing Difficulties

1.2.4.1.1. Lack of Motivation to Write

It is accepted in most fields of learning that motivation is essential for success and achievement. Accordingly, Harmer (1998) stresses this point and claims that “[...] It is clear that highly motivated students do better than ones without any motivation at all” (p.8). Harmer (1998) also states that learning becomes more successful when learners are aware to take such responsibility for their own learning to become good learners. In other words, good students do not just wait to be taught. As reported also by him “Learning is a partnership between teachers and students” .which means that teachers should be aware of treating their students as partners in some aspects of learning, and students of themselves as partners, they will together improve and facilitate the learning process.

CHAPTER ONE LITERATURE REVIEW

According to Daly and Miller (1975) as cited in (McKinley, 2015) “Writing apprehension is characterized by avoidance, lack of motivation, fear of negative evaluation, and low self-concept with respect to writing activities” (p. 3). This means that interest is very important for writing successfully in which decreases students writing anxiety.

1.2.4.1.2. Lack of Reading

Reading is assumed to be an interesting tool for learning languages. It is an essential skill that contributes to effective language development, literacy with a great effect on reading comprehension, vocabulary, grammar, and writing. In addition to that, it is an enjoyable task (Krashen, 2003). Mason & Krashen (1997) stress that learners who do self-selected reading activities as pedagogical readers, they make greater gains in writing, compared with students who participate in traditional form- based - EFL classes. That is to say, even the two skills are separated; research evidence from L1, ESL and EFL encourage the complementarities between reading and writing as well as the advantages of motivating students to read more materials for better writing ability (Kirin, 2010).

Cremer and Lea (1997) argue that one of the best ways of writing effectively in academic setting is to relate the necessary points of what have been read into writing. As stated by them (1997) “Reading is an integral part of the whole writing process” and to do this, it is very important to have focused and active reading. Furthermore Krashen (1993, p.85) summarizes the importance of reading by stating that “when children read for pleasure, when they get “hooked on books”, they acquire involuntarily and without conscious effort, nearly all of so-called “language skills” many people are so concerned about: they will become adequate readers, acquire a large vocabulary” (p. 85). This means that reading is one of the effective ways in which the individuals around the world can increase their knowledge as well as get exposed to the experiences of other people.

CHAPTER ONE LITERATURE REVIEW

1.2.5. Major Problems in Writing

Most of EFL students make mistakes and face difficulties in various stages of their writing process.

1.2.5.1. Grammar

According to Eckelberry (2016), grammar is the rules of writing and speaking and comprehending at least its basics which is essential for every learner. As stated by Duigu (2002, p.7) “Grammar is the infrastructure of the writing, and if that is weak, then a clever superstructure of ideas will simply make the whole essay collapse” and in order to write comprehensively, learner should have at least four essentials such as the tenses, the correct use of parts of speech, the use of the passive and correct clause structure. Field (2009) reports that there are different problems in grammar that may affect the students writing, for example, identifying nouns, knowing the article, making use of conjunctions, using prepositions, utilizing adjectives.

A. Identifying nouns: nouns are the names of things, places or people. There are four types of nouns: concrete, proper, collective and abstract. The problem is if the sentence lacks the accurate noun.

B. knowing the article: they are usually placed before nouns and they are: the, an, a. The problem is that if the sentence lacks appropriate article or does not include an article in a sentence.

C. Making use of conjunctions: conjunctions or connectives are words that link two parts of the sentence together. Students usually find problems if they do not use it with two clauses or no punctuation

D. Using prepositions: preposition is a word that governs a noun or pronoun and usually comes before it. The most common problem that students may face is the misuse of

CHAPTER ONE LITERATURE REVIEW

appropriate preposition.

E. Utilizing adjectives: adjectives are words that describe nouns. They add color and flesh to the sentence. The problem that students may face is where to place the adjectives.

1.2.5.2. Vocabulary

The lack of vocabulary is a major cause of bad writing style that learners may face in their writing. Duigu (2002) suggests that most students have perfect ideas, but do not have enough vocabulary in English to express them. In some cases, some students also use incomprehensible, incorrect vocabulary, but more commonly students in this situation are likely to write in a much easier style for academic purposes.

1.2.5.3. Spelling

Spelling is considered one of the main difficulties that learners may face in their writing assignments. This complexity is due to the lack of spelling-sound correspondence which means that there is more than one way to spell a sound. This problem is called homophones (words that sound the same but spelt differently) such as: threw and through, they are immediately differentiated in writing. Pairs of words that sound identically like: sun and son, sew and so (Harmer, 2004).

1.2.5.4. Punctuation

Using the right punctuation marks is an important skill for every writer. It helps them to understand what they write in English. In addition to that, the reader will track what the writers want to say Eckelberry (2016). In other words, excessive and unnecessary use of punctuation marks in a sentence makes it very hard to read. A variety of languages use these signals in different ways and for different objectives, not only that the way punctuation marks are used might be different between the varieties of the same language (Barkho, 2016).

CHAPTER ONE LITERATURE REVIEW

According to Longknife, and Sullivan (2012) the major problems with punctuation come from misuse of apostrophes, commas, and semicolons. This states as follows:

A. Apostrophes: serve two functions showing ownership, for examples, john's dog forming contractions, for example, I'd (would) have gone.

B. Comma: serves as a great clarifier. It separates elements in a sentence to help the reader make sense of what is written. It is used in several ways: to separate items, introductory material, to indicate a natural pause, to set off extra information.

C. Semicolon: serve an important purpose. When writers have two complete thoughts, they can use a semicolon rather than Fan-Boys to provide the proper separation, for example, I went to the club early last night; Kathy wasn't there yet.

1.2.5.5. Style

The writer uses specific way to express himself through writing. The good writing style is the one that is written in clear way and accessible style in order to help readers to comprehend without any misused words, faulty sentences or poor paragraph (McClain & Roth, 1999).

Duigu (2002) stresses that there are two types of problems related to style: one is the effect of personal writing habits; the second is the result of cultural differences between the mother tongue on the one hand, and English for academic purposes, on the other. This is examples stated as follows:

A. Modifiers: are the most essentials aspects of language use, that is used appropriately because it is in this way writers show the personal real understanding of the issues. The most common errors in the use of modifiers are overgeneralization, exaggeration, understatement, and confusion.

B. Cultural Differences in Style: one of the major problems that some students face is that

CHAPTER ONE LITERATURE REVIEW

their previous experience in writing has been in a style which is not similar to that expected in their test essays. This may be because the type of writing they have done before is different or the style of writing valued by the mother tongue culture differs from the style expected in English.

1.2.6. Approaches of Writing

The teaching of writing has been a central element and principal means of education. Hence, three main approaches to teaching writing have been advocated and used in the past few decades which are nowadays the most competitive one (Nemouchi, 2014).

1.2.6.1. The Product Approach

Product approach is a traditional approach in which focuses on rhetoric and on highlighting structures of grammar (Silva, 1990). Nemouchi (2014) regards the product approach to writing as an end product. Using this product approach, students are normally emphasized to write a “similar or parallel text” in order to make them more aware of the text features. A particular feature of this approach is to pay more attention on correctness and copying models. Model text is viewed as an appropriate knowledge of structures of grammar, content, sentence organization and rhetorical patterns.

White (1988) reports more on the model by saying that “What the model does not demonstrate is how the original writer arrived at that particular product. In other words, it gives no indication of process” (p. 6). As cited in (Nemouchi, 2014). Which means that the objective and the focus of such writing approach is on the writing product rather than on how the students should approach or see the process of writing.

Pincas (1982) clarifies that linguistic knowledge as the most important element in writing. The attention focuses on the appropriate use of syntax, vocabulary, and structure of

CHAPTER ONE LITERATURE REVIEW

language in which learners can learn partly through imitation. Moreover, the approach is considered as teacher-centered as each teacher becomes the arbiter of the models used. This approach often referred as a debate of among many scholars about the failure of the product approach which emphasizing the form rather than the content (Nemouchi, 2014).

1.2.6.2. The Process Approach

Because of the failure of the product approach in the teaching of writing, in the early 1980s, there was an obvious shift from the product approach to the process approach. In the new trends of teaching writing, the emphasis was more on the writing as process itself rather than writing as a final product. So those who advocate a process approach to writing pay more attention on the different steps that make up the act of writing which are setting goals, generating ideas, organizing information, selecting appropriate language, drafting, revising, writing, editing and publishing (Nemouchi, 2014).

The process approach aims to get to the heart of the various skills that should be employed when writing rather than emphasizing on linguistic knowledge such as knowledge about grammar and text structure. Moreover, in the process approach, the teacher acts as a facilitator. He aids students to go through the writing process rather than to provide direct instruction (Badger, 2015).

According to Harmer (2000), the stages that writers go through in producing a piece of writing are as follows: drafting, reviewing, redrafting and writing. They are done in recursive way. The writers may revisit pre-writing phase and think again after doing some editing or revising.

Nemouchi (2014) states that process approach is very important for students to develop their writing. Teachers who use this approach facilitate the activity of writing skills, by spending time with learners to get information and reaction on the content of what they

CHAPTER ONE LITERATURE REVIEW

write in their drafts. Raimes (1983) as cited in (Nemouchi, 2014) claims that “writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them” (p. 76). This means that students may well involve to a new language through process of writing.

1.2.6.3. The Genre Approach

Because of the similarities with the product approach, the genre approach is considered as the extension of the product approach. The product approach considers writing as predominantly linguistic (Badger & White, 2000). According to Nemouchi (2014) teaching the genre approach means that students should have knowledge about topic, style of the genre, conventions and the context in which their writing will be read. Basically, this approach is more functionalist, that is, writing based on a functional model of language and being tied closely to social purpose in particular contexts.

Swales (1990) defines genre as “a class of communicative events shared by members of a community for communicative purpose” (p.47). Which means that genre is influenced by the features of the situation such as the subject matter, the relationship between the writer, the audience and the pattern of organization. Proponents of the genre approach argue that the use of model texts and the idea of analysis suggest that learning is partly as question of imitation and partly as a matter of understanding and consciously applying rules (Nemouchi, 2014).

Hyland (2004) claims that genre approach focuses on different teaching situations. Teachers look beyond content, composing processes, and textual forms in order to see writing achieving communicative purposes. He considers genre as a collection of texts which are used by writers in order to successes in particular situations.

*CHAPTER ONE LITERATURE REVIEW***Conclusion**

This section discusses different theoretical issues related to the writing skill, because of its essential role in learning foreign languages. Teaching writing has been a subject of interest among many researchers who have dealt with its various facets. This section tackles general overview of the writing skill, its definitions, its process, its characteristics, its major problems and its approaches as a key solution.

*CHAPTER ONE LITERATURE REVIEW***SECTION THREE READING-WRITING RELATIONSHIP****Introduction**

This section presents the relationship between reading and writing. It highlights the role of extensive reading in enhancing EFL writing skill. This current section will mention some points related to the importance of reading a lot in promoting not only the reading habit but the writing capacity of the students as well.

1.3.1. Reading- Writing Relationship

Both reading and writing skills play essential roles in second and foreign language teaching and learning. Reading is considered not a separate skill but a combination of other skills in which the readers interact with printed words for content and pleasure. (Salehi et al, 2015). According to Olsen (2003), writing and reading involve the development of meaning; both are conceptualized as composing activities in the sense that both involve drafting, redrafting meaning. As for the pedagogical context, Kirin (2010) claims that readers will spontaneously recognize new vocabularies and language structures while reading and can use them in their writing assignments.

Most recent trends in teaching English stressed that “One of the best ways to improve writing is to improve reading, and vice versa; and that in the writing classroom, a lesson about writing is a lesson about reading, and vice versa” (Hirvela, 2004, p.11). This means that reading and writing are related in the teaching classroom but researchers have only recently explored it. Krashen (1984) as cited in Kroll (1990), states that “The development of writing ability and of second language proficiency occurs in the same way: via comprehensible input with a low affective filter” (p, 88). This means that reading is an essential skill for acquiring writing skills and second language as well.

CHAPTER ONE LITERATURE REVIEW

Studies of the reading–writing relationship suggest three hypotheses which have been chosen to describe as models. The first one is directional hypothesis which means that the reading-writing connection is directional. Reading affects writing, however, that writing knowledge is not particularly useful in reading. What marks the directional model is reading-to -writing model. The second hypothesis is the nondierctianal–hypothesis, where reading and writing are said to derive from a single understanding. They argued that writing, like reading, is a process of “interactive and dynamic activation, instantiation and refinement of schemata” (p. 13). The third type is the bi- directional hypothesis. It is the most complex model which means that reading and writing as interactive and dependent as well (Eiesterhold, 1991)

In addition to that Grabe and Kaplan (1996) as cited in Kroll (1990), observes more recently that “Reading and writing are reciprocal activities; the outcome of a reading activity can serve as an input for writing, and writing can lead a student to further reading resources” (p. 207). This means that, by connecting reading and writing activities, one can incorporate the idea that both skills benefit from each other in classroom activities.

Moreover, Rubin and Hansen (1986) suggest that there are multiple types of knowledge that are able to be tapped through reading instruction might transfer to writing instruction: informational knowledge, structural knowledge, transactional knowledge, aesthetic knowledge, and process knowledge.

Furthermore, Abu Akel (1997) states that reading and writing are two sides of the same coin and focus on their similarities and differences in terms of mental processing. He mentions that one might assume that reading and writing are related in terms of dynamic or static perspective, that is from a dynamic perspective, one would be interested in how it may differentiate over multiple situations, purposes, and even over varied languages (first or second or third and fourth languages)

CHAPTER ONE LITERATURE REVIEW

Flower (1989) deduces that both reading and writing considered as modes of learning in the college context which led the researchers and tutors to develop a newer idea of “critical literacy”, that is reading and writing might be utilized to serve the functional and minimal literacy demands and that enables learners to develop and use skills for analysis, synthesis, and creative expression. Smith (1985) claims that in the case of L1, it is widely accepted that both skills (reading and writing) cannot be dealt with separately in learning and teaching. The goal of this section is to provide an explanation about the relationship between writing and reading and how these skills affect each other interchangeably in the learning process.

Conclusion

This chapter was devoted to the theoretical part of the present research. The chapter was divided into three sections which are the reading skill and the writing skill and the relationship between both skills. The first section emphasized the reading skill. It started by defining reading skill by different scholars; then defining reading comprehension. The section, then, focused on types of reading and models of processing in addition to the effective strategies of reading. The last part of the section was concerned with extensive reading and its principles, its benefits in learning foreign language and its characteristics. Also, it concentrated on the difference between extensive reading and intensive reading and the role of extensive reading.

The second section was dedicated to the writing skill. First, it provided definitions of writing skill, its process, and its characteristics. Next, it dealt with major problems in writing, in other words, it explained the problems that may appear in the writing process. Then, it tackled the approaches of writing as a key solution to the writing problems. The third section was designed to provide some explanations concerning reading-writing connections and how they affect each other by different researchers

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION OF RESULTS

Chapter Introduction

This chapter is the methodological part of the present work; how the research has been carried out. This chapter is divided into the following parts: definitions of some notions qualitative and quantitative approaches, and descriptive research design. In addition, the data collection means, population, sampling techniques, full description of instruments used to collect the data; the students questionnaire and the teachers interview (including the aim, the administration of the of the tool, and the description of the tool), instrumentation (pilot test), data analysis procedures, issues of trustworthiness and delimitation of the research. This methodological chapter is considered as a plan of the overall work; how the research tackles each single point in the conducted study.

SECTION ONE RESEARCH METHODOLOGY AND DESIGN**Introduction**

This section is devoted to the practical part, in which both the qualitative and the quantitative data obtained are analyzed. Two questionnaires are submitted for both written expression teachers and third- year LMD students in the department of English at M'sila university.

The section associates the description of the data obtained from some third year students. This data are gathered by using one semi-structured interview. Our study seeks to achieve the desired aim which is knowing to what extent third year LMD students are aware of the role of extensive reading in improving writing skills, in addition to the teachers' awareness of extensive reading and their motivation to enhance students writing proficiency.

2.1.1. Research Variables

Most of EFL learners face many problems in their writing performance. The present study aims to know the awareness about the role of extensive reading in improving writing skill by third year LMD students at M'sila university, thus the variables of this research contain two important items. The first one is the independent variable which is the extensive reading program, whereas the second one is the dependent variable which is the students' performance in writing.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

2.1.2. Research Sample and Population

2.1.2.1. Population

In any research, selecting the appropriate population is critically significant. It is the members of students which this research is based on. Blankenship (2010) maintains that “the population is also the group that the researcher wants the results of the study to apply to at the conclusion of the study” (p. 82). For the present research, the selected population is third-year LMD students at M’sila university because learners at this level are often required to read a large quantity of materials to become more knowledgeable to write effectively.

The whole number of the selected population is two hundred and fourteen (240), relying on this data, one-fourth of the population is chosen. Furthermore, written expression teachers are also invited to enrich the research with their contribution, because one of the aims of this study is to highlight the importance of motivating the learners to read extensively to have the ability to write logically and correctly.

2.1.2.2. Sample

The sample in research is known as “the subset of individuals, groups, organizations selected through the sampling process to participate in the study” (Blankenship, 2010). Randomization is a technique of sampling in which each member of the population has an equal chance to participate for constituting a sample (Friedman et al, 2010). Convenient sampling is another way researchers use to collect data from proximal and from people they always contact them. According to Jackson (2012) “convenient sampling involves getting participants wherever you can find them and typically wherever is convenient” (p.102).

The first sample has been selected randomly from the whole population of the third year LMD students, the promotion of 2018 in the department of English language and literature at M’sila university in order to conduct the research. One-fourth of the population, that is 60 (9 male and 51 female) out of 240 third year of EFL students are selected

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

. Moreover, eight students were selected randomly to answer eight questions in the interview.

Whereas, the second sample has been selected conveniently from the population of written expression teachers in the department of English at M'sila university. Eight teachers who teach third -year students have been selected to answer the given questionnaire because they are the ones in charge with these students and the closest to them in written expression classroom. They are always motivating their student to read extensively to enhance their writing ability. Furthermore, they are always observing and noticing their behavior, actions, attitudes toward writing and reading. Hence, this sample is the available ones who shows acceptability to contribute to this research. It has been selected to provide more realistic and valid data.

2.1.3. Research Methodology

2.1.3.1. Research Design

Mixed methods approach was adopted for carrying out this study. Johnson et al (2007) focus on its usefulness in doing a research, when they say “it recognizes the importance of traditional quantitative and qualitative research but also offers a powerful third paradigm that often will provide the most informative, complete, balanced, and useful research result”(129). According to the authors, a mixed methods approach is believed to be reliable because it accumulates the strengths of both qualitative and quantitative.

Mixing the two methods together in doing this study has many reasons behind. On the one hand, Nykiel (2007) argues that “Quantitative research is most useful in gathering measurable information that can be tracked over time”(p.55). The quantitative data are required to investigate the writing problems which are faced by third -year LMD students at

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

M'sila university and which can be resolved by reading extensively. On the other hand, qualitative data is defined by Strauss and Corbin (1990) as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification”(p.17). (Cited in Golafshani, 2003). Qualitative data are needed for the purpose of getting detailed insights about the extensive reading that EFL third -year students at M'sila university focus on to enhance their writing skill. The qualitative data are also needed to gather more information about the topic by interviewing these students.

As a result, the mixed methods are viewed to be appropriate for solving the current problem. Eventually, studies proved that using both qualitative and quantitative approaches may provide a better understanding of research issues and complex phenomenon than either approach alone (Venkatesh et al, 2013).

2.1.3.2. Research Method

In the current study, a descriptive research is carried out in order to determine the teachers' attitudes towards extensive reading and its important role to develop writing skill. Besides, it aims to explore the extent to which third- year LMD students are aware of using extensive reading to improve their writing performance. It attempts to describe the phenomenon which is required to be described. In this regard, “descriptive research allows investigators to understand characteristics of those variables among participants and to begin examining relationships among those variables”(Thyer, 2010, p.120).

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

2.1.4. Data Collection Tools

2.1.4.1. Quantitative Tools

Daniel (2016) argues that “the quantitative approach is dominant due to its characteristics and strength makes more preferred by researchers” (p.98). It is used to quantify attitudes, opinion, behaviors, and other defined variables. The quantitative tool of the present study is a questionnaire in order to collect large amounts of data from a large number of people, in a short period of time and in a less costly way.

2.1.4.1.1. Questionnaire

A questionnaire is a data collection instrument that consists of a series of questions and other prompts for the purpose of gathering information from respondents. (Stevens et al, 2001). The questionnaire is firmly constructed to receive answers related to the chosen variables for analysis. In addition to that, it is the suitable tool which gives freedom to the respondents to express their opinions about a certain phenomenon, as other authors have noticed.

In order to evoke information from the participants to know the extent to which they are aware of the role of extensive reading in enhancing writing skill in a short period of time, the researchers opt for the questionnaire. In the current study, 60 questionnaires were distributed, they include 27 items which are mostly closed-ended with one open-ended. Besides, 8 questionnaires were given to written expression teachers which contain items in order to know the teachers' attitudes toward extensive reading when it contributes to developing students writing proficiency.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

2.1.4.2. Qualitative Tools

According to Lichtman (2010) “qualitative research is a general term. It is a way of knowing in which a researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears as filters” (p. 5).

The qualitative tool of the present study is semi- structured interview, which contains 8 open-ended questions for eight third-year LMD students. The researcher aims to identify the extent to which third year students are aware of the use of extensive reading for enhancing writing performance.

2.1.4.2.1. Students’ Interview

According to Johnson & Christensen (2012), an interview is a method of data collection that is used by the interviewer to get available information from the interviewee by asking a series of questions. Johnson and Christensen (2012) defines qualitative interviews as the ones that provide detailed data about a participant’s thoughts, beliefs, experiences, knowledge, reasoning, motivations, and feelings about a topic.

The researcher in the present study conducts a semi- structured interview. This kind of interviewing is “the most spontaneous and loosely structured interview. The interviewer discusses the topics of interest and follows all leads that emerge during the discussion” (Johnson & Christensen, 2012, p. 203). Therefore, the aim of conducting a semi-structured interview is because it is considered as flexible technique where the interviewer is much more free to ask, in case of need, supplementary questions or at times he may omit certain questions if the situation so requires.

2.1.5. Data Collection Procedures and Analysis

In this study, the data that have been collected quantitatively through the questionnaire have been analyzed using descriptive statistics which is suitable to conduct this research. According to McHugh (2003) “descriptive measures can reveal a great deal of information about any variables of interest, whether the data be clinical, administrative, educational, or research data” (p .116).

Whereas, the data that have been collected through the interview have been analyzed via the thematic analysis. Nowell et al (2017) argue that “thematic analysis is a qualitative research method that can be widely used across a range of epistemologies and research questions” (p. 2). It is minimally organizes and describes the data set in detail. However, it also often goes further than this and interprets various aspects of the research topic (Boyatzis, 1998).

Conclusion

This section presents a brief review about the methodology of the current study. It is an attempt to present a clear idea about the research variables, the approach adopted, the tools and the procedures followed for collecting and analyzing data. The qualitative data were collected through questionnaires which were administered to both teachers and students. While the qualitative data were collected from students using the interview.

This section is considered as a foundation for the next one which was devoted for the data analysis and interpretation of the result. Thus the next section is the practical part. It will discuss data gathered from questionnaires and interview.

Section Two: Findings and Discussion of Results

Introduction

This section is devoted to analyzing both the qualitative and the quantitative data obtained. The researcher presents a detailed analysis and interpretation of the data gained from both questionnaires which were submitted from teachers and from students, and from the students' interview. It discusses the finding to answer the research questions. Furthermore, a conclusion is drawn concerning the written expression teacher's attitudes towards the use of extensive reading for developing writing skill and about the extent to which third-year LMD students are aware of the importance of reading extensively to promote their writing abilities.

2.2.1. Findings

2.2.1.1. The Students' Questionnaire

2.2.1.1.1. Aim of the Students' Questionnaire

In the present study, in order to explore the extent to which third-year students in the department of English at Msila university are aware of the importance of extensive reading in improving writing skill, the research designs a questionnaire as the suitable and the effective tool to collect the students' answers about the given questions because extensive reading is a concept which cannot be measured easily through a classroom observation in a short period of time and in a less costly way. In addition to that, a good atmosphere was created for the students to feel good and comfortable when the questionnaire is given inside the classroom which leads to the validity of our research.

2.2.1.1.2. Administration of the Students' Questionnaire

The questionnaire was administered to sixty, out of 240 students in the promotion of 2018. The sample is chosen randomly from the department of English at M'sila university. The administrated questionnaire was answered in the classroom from first to third may, on the same day that is given to them, and it took ten to twenty minutes as enough time. It discusses the issue that is shared by almost students who face many difficulties in writing skill which can be enhanced by reading extensively. The questionnaire was first pilot tested with 12 students in order to determine the appropriate time as far as the structure and the vocabulary of the questions in addition to detecting some misunderstanding points.

2.2.1.1.3. Description of the Students' Questionnaire

This questionnaire consists of 26 questions divided into 5 main sections. The first one is about the general information which includes 5 items. The second section is about learners' attitudes towards reading which contains 4 items. The third section which contains seven items, tackles students' attitudes towards extensive reading. Whereas, the fourth one is about students' attitudes towards the role of extensive reading in enhancing students' writing skill, which contains 9 items. The last section tackles further comments related to the role of extensive reading in developing writing performance. The questionnaire's questions are all closed-ended, students are asked to choose yes or no answers or to pick up the appropriate answer from a number of choices.

Section One: General Information

In this section, the respondents are asked to provide the researcher with their gender, to indicate their level in English and if it is their own choice, and to choose the skills which interested them as far as the skills which are mostly related to reading.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Section Two: Students' Attitudes towards Reading

This section is devoted to collect data about reading skill. The first question (Q6) tends to know the frequency of reading. The second one (Q7) aims to determine when students prefer to read. Whereas the question eight is asked to know the kinds of materials students prefer to read inside the classroom. While the last question (Q9) seeks to know if the students are aware of the strategies of reading and if they use them when they face any difficulties in the reading materials.

Section Three: Learners' Attitudes towards Extensive Reading

This section consisted of 7 questions (10-15) to seek information about some aspects of extensive reading and about the learners' attitudes toward this skill. The first question (10) seeks to know if the students read extensively, and the way they use to get the meaning of the passage. The second one (11) is asked to know if the students get the meaning easily and reach their purpose when they read extensively. Whereas the question three (12) tends to know the students' awareness of extensive reading strategies. The fourth question tends (13) to know the frequency of the teachers' motivation to encourage the students to read extensively. The fifth question (13) seeks to know the person who encourages the students to read in the library. The sixth question (15) is asked to know to what extent learners consider extensive reading very beneficial to develop writing skill. The last question (16) is asked to seek information about the benefits of extensive reading outside the classroom.

Section Four: Students' Attitudes towards the Role of Extensive Reading in Improving Writing Skill

This section provides general information about the sample's background knowledge in writing. The first question (17) seeks to know if the respondents are interested in writing. Whereas the second question (18) is about their level of writing. The third one (19)

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

tends to know the extent to which students consider writing as an important skill in the learning process. The fourth one (20) tends to know about the students' awareness of the strategies of the writing skill. While the question five seeks (21) to know what good writing means. In the sixth (22) question, respondents are asked to provide the researcher with the most common difficulties in writing. Whereas the question seven (23) is about the most difficult steps in the writing process. The question eight (24) tends to know the most effective activity learners do to improve their writing abilities. In the question nine (25) respondents are asked to mention how extensive reading contributes in developing writing skill.

Section Five: Further Comments

This section is designed to give the opportunity to the respondents to feel free when they respond to the given question which is concerned with the role of extensive reading in enhancing learners writing abilities.

Preliminary Students' Questionnaire Results Section

1. General Information

Question 1. Gender **1. Male** **2. Female**

Table 1

Students' Gender

Gender	Number of respondents (N)	Percentage (%)
Male	9	15
Female	51	85

In the above table, it can be deduced that female respondents outnumber males. It shows the number of third- year LMD students which are sixty students, 51 of them are female (85%). Whereas, the other participants are males because females are more interested

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

in studying English as a foreign language more than males. Moreover, males, in general, prefer to study technical and scientific branches. Therefore, it is found that 9 males out of 60 with a percentage of 15% prefer to study foreign language.

Question 2. Learning English is

- 1. My personal Choice 2. My parents' choice 3. Imposed by
the department**

Table 2*Students' Choice to Learn English at University*

Students' Level	Number of respondents (N)	Percentage (%)
My personal choice	48	80
My parents' choice	9	15
Imposed by the department	3	5

Table 2 shows that the majority of students who are 48 one (80%) at the department of M'sila University are satisfied to learn English since it is their own desire to choose the branch. This means that they are very interested to study English as a foreign language. Whereas, the small number of nine participants (15%) who are not satisfied to learn this language declared that studying English is their parents' choice. Three participants (5%) mentioned that the department imposed them to learn English. Therefore, they need more motivation and encouragement.

Question 3. I consider my level in English

- 1. Poor 2. Average 3. Good 4. Very good**

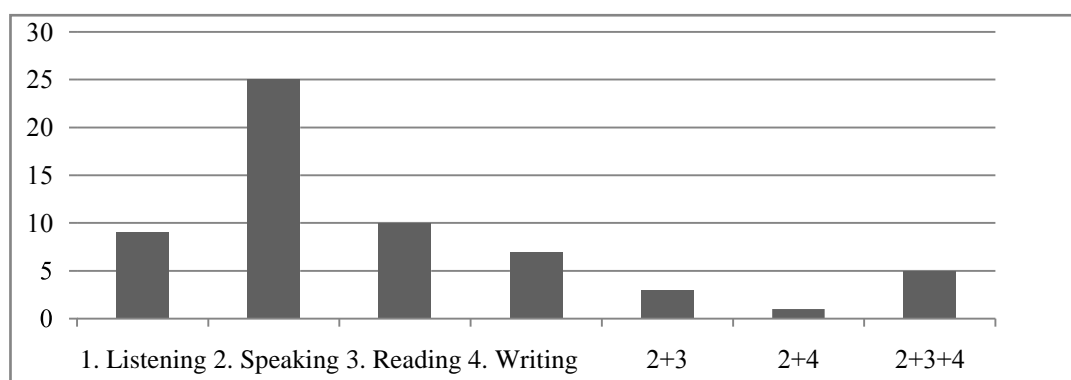
Table 3*Students' Level in English*

Level	Number of respondents (N)	Percentage (%)
Poor	2	3.33
Average	21	35
Good	29	48.33
Very good	8	13.33

The table above exposes that third-year LMD students in the department of English at M'sila university showed their levels in English which is between poor and very good. It demonstrates that two students (13,33%) described their level as very good. Whereas, 21 respondents (48,33%) declared that their level is good. The rest of the answer was 35% who have the average level, while 3,33% who admitted that their level is poor. This means that most learners have a good level in English. It is clear that they may have some problems which make them not very good at studying English.

Question 4. The Skill I want to develop is

1. Listening 2. Speaking 3. Reading 4. Writing

**Figure 4. The skill that students want to develop**

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The data presented in the figure 4, shows that 25 (41,66%) students liked to develop their speaking skill for the purpose to communicate. While 10 (16,66%) respondents answered that it was reading. Nine students (15%) claimed that the skill they have the desire to improve is listening. Whereas 7 (11,66%) respondents mentioned that writing is the only one which needs more interest to be enhanced. Tree students (5%) preferred both speaking and reading. Whereas, one of them (1,66%) go for speaking and writing. The rest of the answer was five students (8,33%) who chose the three skills which are speaking reading and writing.

As is seen in the analysis, a big deal of third year LMD students (41,66%) in the department of English language and literature at M'sila university are interested to develop the speaking skill because they considered it as the only way they can develop in order to help them in communication. Therefore, they are not aware of the importance of other skills in the learning process, in addition to that ,they need extra motivation and encouragement to enhance the four skills together.

Question 5. The skill strongly related to reading is

1. Speaking

2. Listening

3. Writing

Table 5

The Skill Strongly Related to Reading

Skill	Number of respondents (N)	Percentage (%)
Listening	6	10
Speaking	14	23,33
Writing	44	73. 33

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Table five reveals that 44 out of 60 participants, this is about 73,33% declared that the skill which is strongly related to reading is writing. Furthermore, 14 (23,33%) demonstrated that speaking is related more to reading than the other skills. Only a few participants, that is about 10% showed that listening is the skill which has relation with reading. This means that the majority of EFL students at M'sila university connect writing with reading skill because they benefit a lot from reading to improve their writing skill. It provides them with background knowledge about the topic they write about in addition, they learn grammatical and syntactic rules to write effectively.

Section 6. Learners' Attitudes towards Reading

Question 6. I read in English 1. Rarely 2. Sometimes 3. Always 4. Frequently

Table 6

Students' Frequency of Reading in English

Options	Number of respondent (N)	Percentage (%)
Rarely	11	18,33
Sometimes	35	58,33
Always	7	11,66
Frequently	7	11,66

Relying on the result presented in table 6, 11 (18,33%) students claimed that they rarely read in English. Whereas, the majority who are 35 (58,33%) respondents said that they sometimes read in the foreign language. Seven (11,66%) students always preferred to read. While the rest, 7 (11,66%) respondents claimed that they enjoy reading frequently. From the information presented above, most students illustrated that they sometimes and rarely read in english. It means that third-year LMD students at M'sila university do not read a lot, which demonstrates the lack of reading habits among them.

*CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION***Question 7. I read**

- | | |
|---|--|
| 1. Only when the teacher asks me | 2. Only during weekends and holiday |
| 3. Whenever I have time | 4. Every night before I sleep |

Table 7*Students' Preferred Time of Reading*

Options	Number of participants (N)	Percentage (%)
Only when the teacher asks me	15	25
Only during weekends and holidays	9	15
When ever I have time	31	51,66
Every night before I sleep	5	8,33

Table 7 illustrates that most of the respondents (51,66%) preferred to read whenever they have time. Fifteen students (25%) said that they read only when the teacher asks them. Whereas, 9 (15%) respondents reported that they read only during weekends and holidays. The rest, that is about (8,33%) who prefer to read every night before they sleep. This question seeks explicitly the students' desires about which time they prefer to read. It is deduced that students prefer to feel free in choosing the appropriate time of reading and feel at ease when they want to read in doing their reading activities outside the classroom far away from others' pressure.

Question 8. When I read outside classroom I prefer books

- 1. Which are interested to me**
- 2. Which the teachers choose for me**
- 3. Which are appropriate to my level**

Table 8*Students' preferred books*

Options	Number of respondents (N)	Percentage (%)
Which interest me	35	58,33
Which the teachers choose for me	5	8,33
Which are appropriate to my level	20	33,33

From the analysis of this question, it is noticed that students read different books. Most of students, who are about (58,33%) showed that they choose books for reading which are interested in them. In addition, 20 (33,33%) respondents preferred books which are appropriate for their level. While five (8,33%) students claimed that they read books which the teachers choose for them. This shows that the majority of third- year LMD students choose what they want to read according to their interest.

Question 9. If I find written information difficult to understand

- 1. I just give up**
- 2. I usually give up but occasionally try to use strategies**
- 3. Sometimes give up but other times I use strategies**
- 4. I always use strategies**

Table 9

Students' Frequency of Using Reading Strategies

Options	Number of respondents (N)	Percentage (%)
I just give up	3	5
I usually give up but occasionally try to use strategies	11	18,33
I sometimes give up but other times I use strategies	17	28,33
I always use strategies	29	48

Foremost, the data presented in table 9, shows that 29 (48%) students all the time use reading strategies, 17 (28, 33%) participants said that they sometimes give up but other times they use reading strategies . In addition 11 (18 ,33%) students claimed that they usually give up but occasionally use strategies. Furthermore, 3 (5%) informants mentioned that they just give up and they never use reading strategies. The findings proved that most students seem to apply reading strategies, probably because they are aware of the importance of using them to understand difficult passage in the written materials.

Section 3. Students' Attitudes towards Extensive Reading

Question 10. I Read Extensively 1. Yes

2. No

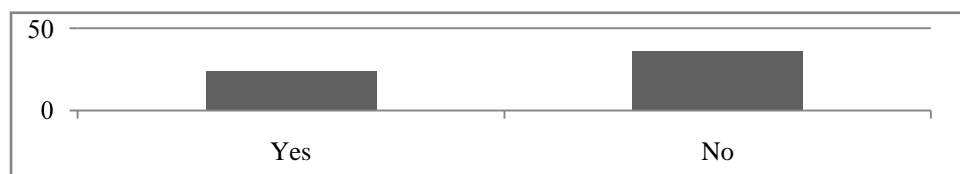


Figure 10. Students' practice of extensive reading

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The question is asked to know whether students apply extensive reading in their learning process or not. As it is illustrated in the 10 figure above, the majority, who is 36 (60%) respondents do not read extensively. Whereas, 24 (40%) students like to apply extensive reading. From the above analysis, it is deduced that most third- year LMD students at Msila university do not read extensively because they do not interested to read extensively

Question 11. When I read extensively, I reach my purpose and understand the passage easily

1. Strong disagree 2. Disagree 3. Agree 4. Strong agree

Table 11

Extensive Reading's Role in Achieving Students' Purposes

Options	Number of respondents (N)	Percentage (%)
Strongly disagree	5	8,33
Disagree	10	16,33
Agree	32	53,33
Strongly agree	13	21,66

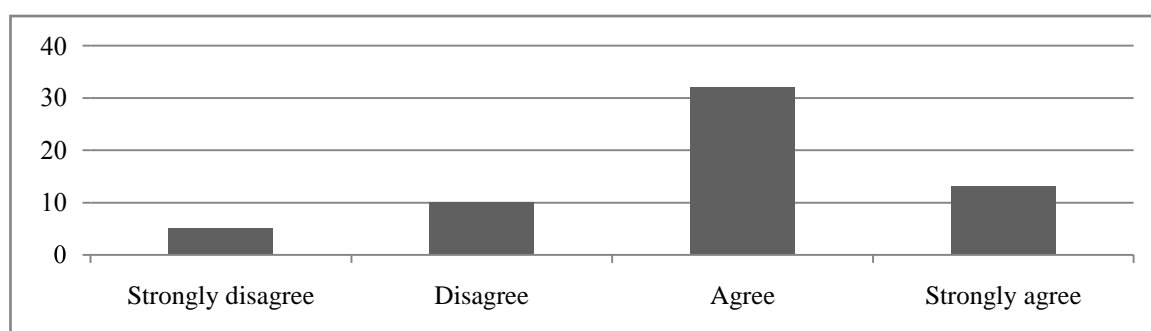


Figure 11. Extensive reading's role in achieving students' purposes

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Table 10 and figure 10 show that 32 (53,33%) students agreed that if students read extensively, they will reach their purposes easily. While 13 (21,66%) respondents were strong agree that they acheive their reading purpose when they apply extensive reading. Furthermore, only 10 students (16,33%) who disagreed on this issue. The rest, who are 5 (8,33%) were strongly disagree that they never reach their purpose easily when they read extensively.

From the analysis above, one can deduce that most students who read extensively can reach their purpose easily. Which means that they are aware of the importance of extensive reading which contributes to achieving the EFL learners' purposes in an effortless way.

Question 12. I know how to use extensive reading strategies

1. Yes

2. No

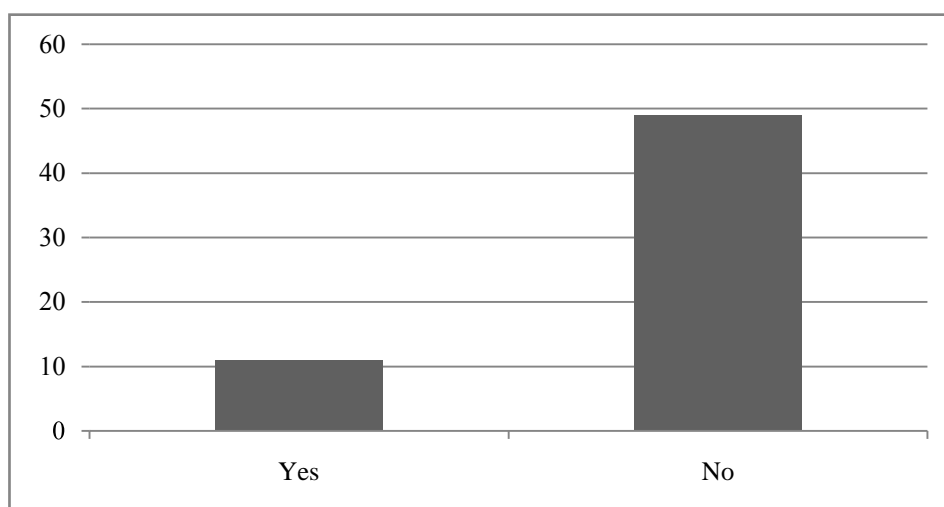


Figure 12. Students' awareness of extensive reading strategies

From the data presented figure 12, 49 (81,66%) participants claimed that they do not use extensive reading strategies. The rest, who are 11 students (18,33) mentioned that they use extensive reading strategies when they read any written materials. This means that, most of the third year LMD students do not use extensive reading strategies. Probably these students do not try to use them at all, or probably they are not aware of extensive reading

strategies.

Question 13. My teachers encourage me to read extensively

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Table 13

The Teachers' Encouragement to Focus on Extensive Reading

Options	Number of respondents (N)	Percentage (%)
Never	12	20
Rarely	10	16,66
Sometimes	18	30
Most of the time	20	33,33

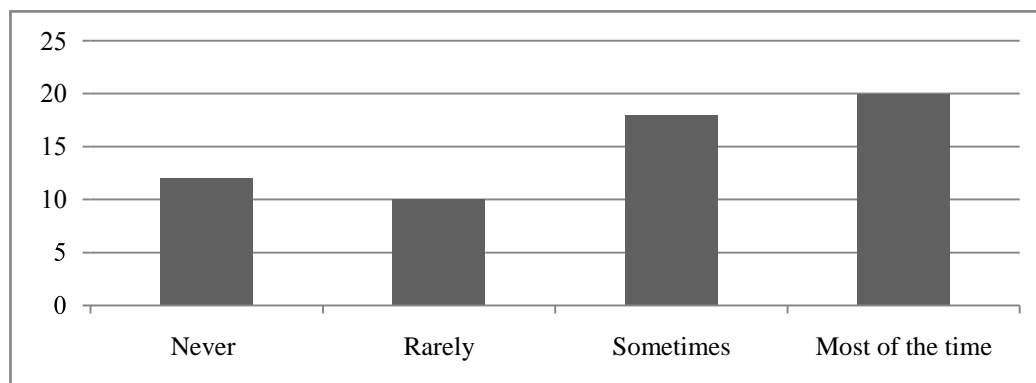
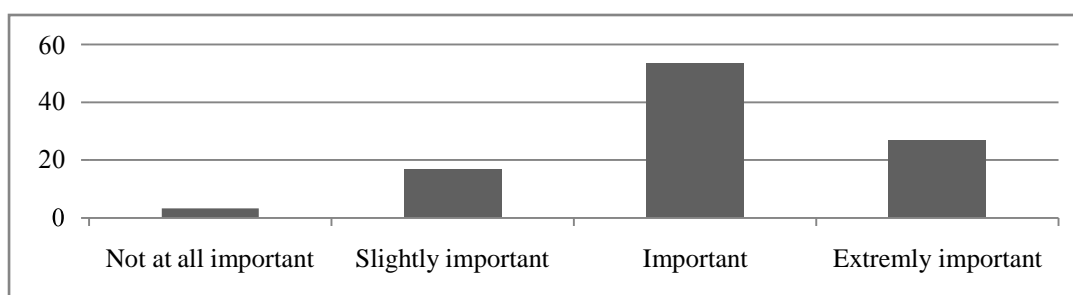


Figure 13. Treachers' encouragement to focus on extensive reading

From the result of table 13, nearly all the respondents reported that their teachers encourage them to read extensively, 20 (33,33%) claimed that their teachers motivate them to read extensively most of the time, in addition, 18 (30%) said that their teachers sometimes encourage them to focus on extensive reading. Ten students (16,66%) mentioned that their teachers rarely encourage them to read extensively. Whereas, only 12 respondents 20% claimed that the teachers never motivate them to focus on extensive reading. This analysis shows teacher's awareness of the importance of extensive reading in the learning

Table 15*The Importance of Extensive Reading in Improving the Writing Skill*

Options	Number of respondents (N)	Percentage (%)
Not at all important	2	3,33
Slightly important	10	16,66
Important	32	53,33
Extremely important	16	26,66

**Figure 15. The importance of extensive reading in improving the writing skill**

From this figure, it is clear that a great deal of students 32 (53,33%) claimed that extensive reading is important to improve writing skill. Furthermore, 16 (26,66%) mentioned that it is extremely important to develop their writing. Whereas, few of respondents 10 (16,66%) said that extensive reading is slightly important to enhance the other skill. While the rest 2 (3,33%) of students claimed that it is not at all important to improve this productive skill. From the analysis above, it is deduced that the majority of students consider that extensive reading plays an important role in enhancing their writing proficiency. Which means that they are aware of the the effectiveness of reading extensively on the writing

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Question 16. When I read books outside a classroom I expect to

- 1. Get more vocabulary and different writing styles**
- 2. Know more about the language I am reading**
- 3. Get pleasure**
- 4. Discuss different themes and ideas**

Table 16

Students' Expectations When Reading Books outside Classroom

Options	Number of respondents (N)	Percentage %
Get more vocabulary and different writing styles	3	5
Know more about the language I am reading	2	3,33
Get pleasure	6	10
Discuss different themes and ideas	4	6,66
All o them	45	75

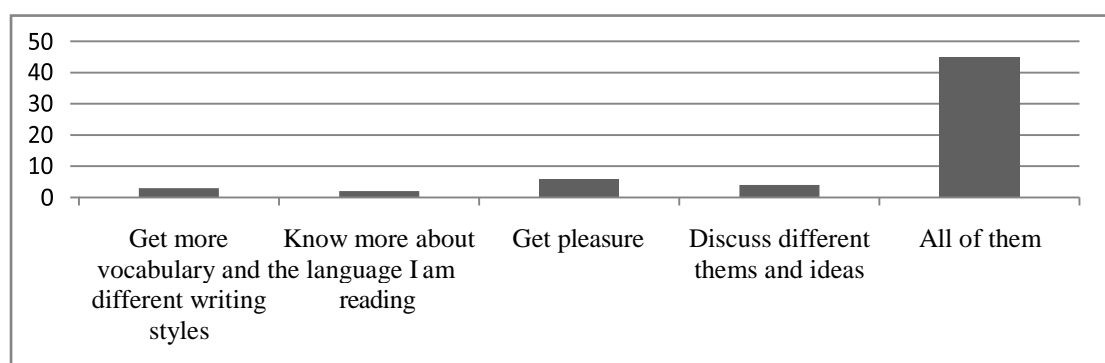


Figure 16. Students' expectation Reading books outside class room

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

From the table 16, most of the students 45 (75%) demonstrated that reading books outside classroom helps them to enrich the vocabulary knowledge and different writing styles, to know more about the target language, to get pleasure and to obtain new information to discuss different themes. Whereas, only 6 (10%) said that they enjoy their time when they read outside classroom, 4 (6,66%) mentioned that the benefit of reading outside classroom is to acquire more knowledge about the language they read, while 3 students (5%) declared that they expected to get more vocabulary and writing styles when they read outside the classroom, the rest who are two (3,33) respondents claimed that they gain and discuss different topics and ideas.

The results are obtained from the table number 16 and the figure number 16, confirm that most of the students are aware of the benefits of reading outside the classroom. Furthermore, the majority of the respondents said that they acquire large vocabulary and different writing styles by reading outside classroom, this means that they are really know about the reading-writing relationship.

Section 3. Students' Attitudes towards The Role of Extensive Reading in Improving Writing Skill.

Question 17. I like writing 1. Yes 2. No

Table 17

The Students' Attitudes towards Writing Skill

Options	Number of respondents (N)	Percentage (%)
Yes	47	78,33
No	13	21,66

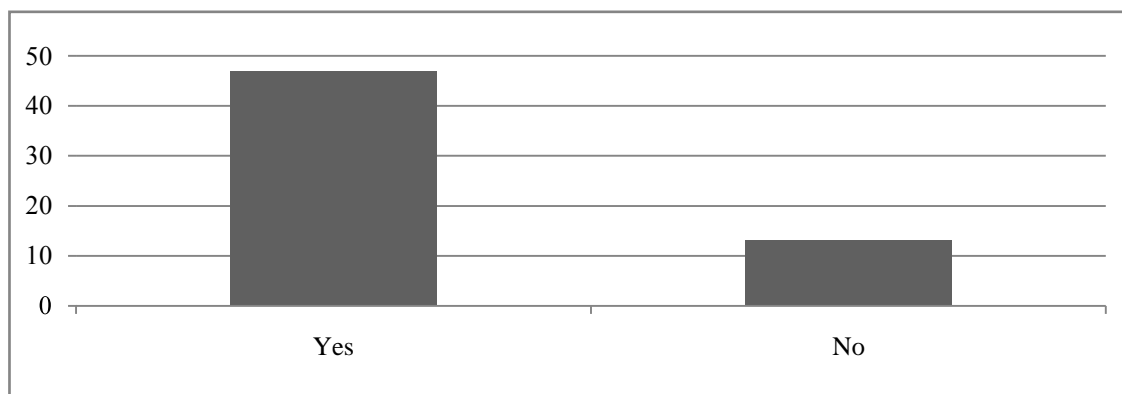


Figure 17. Students' attitudes towards writing skill

From the analysis of this question, it is deduced that the majority, that is about 47 (78,33%) of third-year LMD students at M'sila University like to write in English. Whereas, 13 (21,66%) do not prefer to write. Which means that writing in foreign language is very interesting skill performed by the learners. Furthermore, it is an enjoyable productive activity preferred by the students.

Question 18. Writing is an important skill in the learning process

1. Not at all important

2. Slightly important

3. Important

4. Extremely important

Table 18.

The Importance of the Writing Skill

Options	Number of respondents (N)	Percentage (%)
Not at all important	1	1,66
Slightly important	6	10
Important	30	50
Extremely important	23	38,33

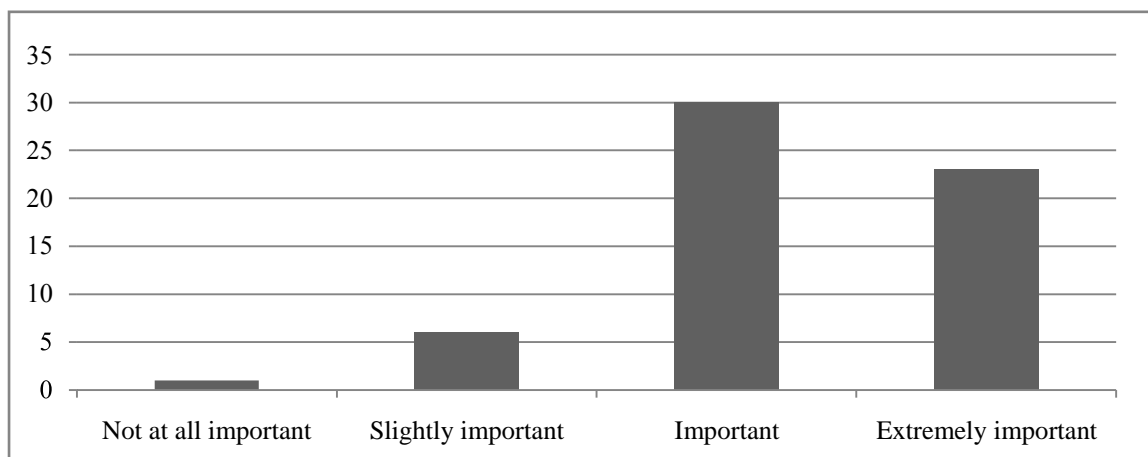


Figure 18. The importance of the writing skill

A very interesting data gathered from this question, the majority of respondents 30 (50%) stated that writing is an important skill for EFL learners, 23 (38,33%) students mentioned that it is an extremely important activity in the learning process. Only six students (10%) declared that it is slightly important. While 1 respondent (1,66%) claimed that it is not important at all. Which means that students are aware of the importance of writing skill and they tend to make greater efforts to develop their proficiency.

Question 19. My level of writing is

1. Poor

2. Average

3. Good

4. Very good

Table 19

Students' Level in Writing

Options	Number of respondents (N)	Percentage (%)
Poor	3	5
Average	30	50
Good	22	36,66
Very good	5	8,33

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As shown in table 19, The majority of the respondents (50%) estimated that they have an average level in writing, while 22 (36,66%) students declared that they are good writers. However, 5 (8,33%) students claimed that their level of writing is very good. Few respondents, who are only 3 (5%) considered their level in writing as being poor. From this analysis, It is deduced that most third-year EFL learners at M'sila university are not satisfied with their performance in writing, but they need more encouragement from the teachers to help them to improve their writing abilities.

Question 20: I am aware of the most effective writing strategies

1. Yes

2. No

Table 20

Students' Awareness of The Most Effective Writing Strategies

Options	Number of respondents (N)	Percentage (%)
Yes	20	33,33
No	40	66,66

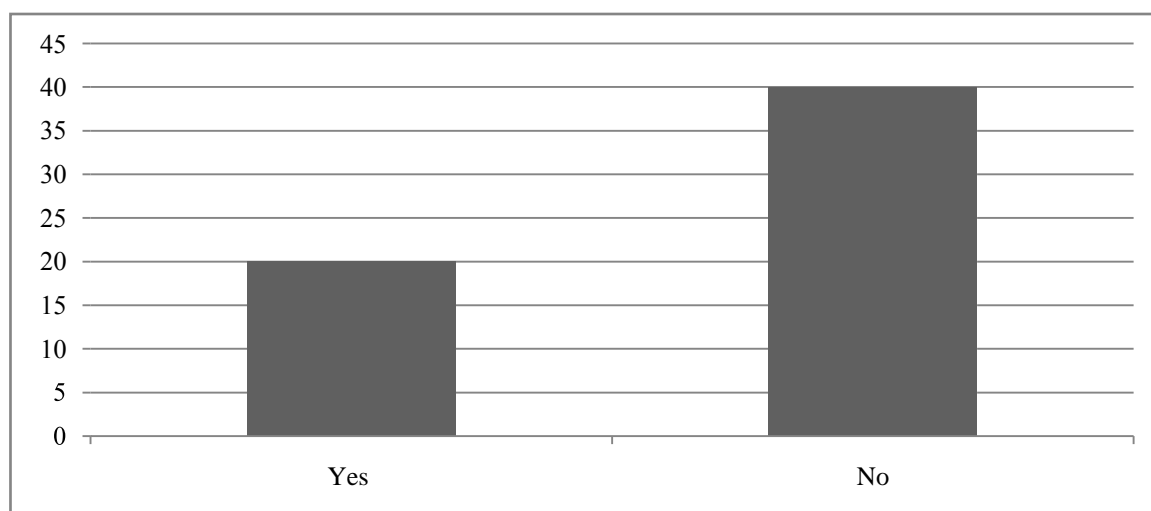


Figure 20. Students' awareness of the most effective writing strategies

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Table 20 shows that the majority of informants 40 (66,66%) claimed that they are not aware of the most effective writing strategies. Whereas, the rest of the respondents, 20 (33,33%) mentioned that they know what are the most important steps they use during their writing activities. Therefore, students are not aware of the importance of the most effective strategies for writing.

Question 21: good writing means

- | | |
|---------------------------|----------------------------------|
| 1. Correct grammar | 2. Appropriate vocabulary |
| 3. Good ideas | 4. Correct spelling |
| 5. All of them | |

Table 21

Components of Good Writing

Options	Number of respondents (N)	Percentage (%)
Correct grammar	5	8,33
Appropriate vocabulary	7	11,66
Good ideas	3	5
Correct spelling	8	13,33
All of them	37	61,66

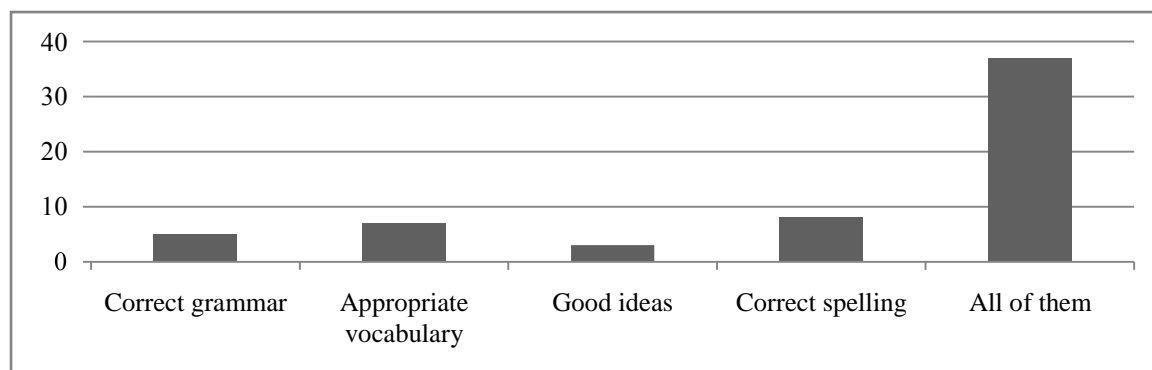


Figure 21. Components of good writing

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As presented in table 21, the majority of respondents 37 (61,66%) believe that good writing means: correct grammar, appropriate vocabulary, good ideas, and correct spelling. However, eight students (13,33%) claimed that good writing entails correct spelling, as well as 7 (11,66%) respondents, said that only appropriate vocabulary can make the students to write good. Whereas, five students mentioned that good writing contains correct grammar. Furthremore, few respondents 3 (5%) claimed that good writing means good ideas. From the analysis above, it is deduced that students are aware of the components of good writing.

Question 22 : The most difficult problem I face in writing is

1. Spelling mistakes

2. Incorrect grammar

3. Lack of vocabulary

4. Poor content and organization

Table 22

The Most Difficult Problem Students Face in Their Writing

Options	Number of resonidents (N)	Percentage (%)
Spelling mistakes	8	13,33
Incorrect grammar	20	33,33
Lack of vocabulary	22	36,66
Poor content and organization	10	16,66

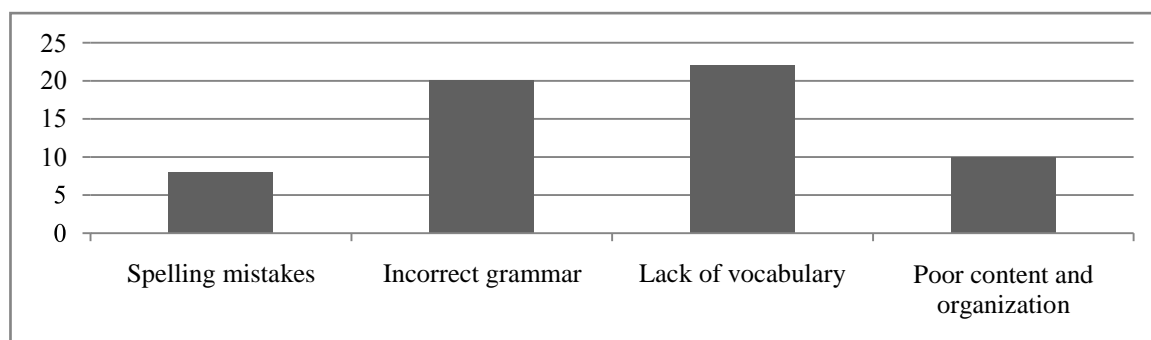


Figure 22. The most difficult problem students face in their writing

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

From Table 22 and the figure 22, most of the students 20 (33,33%) claimed that the problem they face in their writing is incorrect grammar, as well as 22 (36,66%) respondents said that lack of vocabulary is our problem in writing. Furthermore, poor content and organization is the most difficult problems are faced by ten students (16,66%) in their writing activities, eight (13,33%) participants said that they are not able to write words with their correct spelling. The findings prove that the majority of students seem to face two most difficult problems which are incorrect grammar and lack of vocabulary that requires more extensive reading performance to be solved.

Question 23: The most difficult step in writing is

1. Generating ideas 2. Writing initial drafts 3. Revising 4. Editing

Table 23

Students' Most Difficult Step in the Writing Process

Options	Number of respondents (N)	Percentage %
Generating ideas	27	45
Writing initial drafts	23	38,33
Revising	4	6,66
Editing	6	10

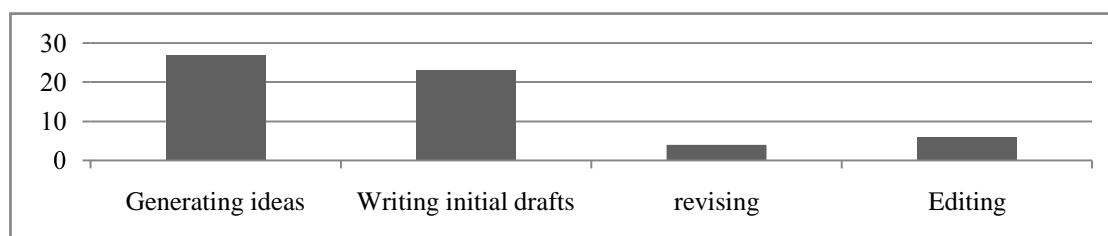


Figure 23. Students' most difficult step in the writing process

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The data presented in both table 23 above, shows that the majority of respondents have difficulties with the most important stages in the writing process, 27 (45%) respondents chose the step of generating ideas, and 23 (38,33%) students claimed that writing initial drafts is the most difficult step in the writing process. In addition, few students mentioned (6,66%) that revising is the most complicated activity when they write, the rest of respondents 6 (10%) choose editing as the difficult step. Thus, students face the problem of forming good ideas to write the first drafts probably because of the lack of vocabulary and writing strategies.

Question 24: The most effective activity to develop my writing proficiency is

- 1. Reading extensively 2. Writing a lot 4. Focusing only on the teachers' feedback**

Table 24

Students' Most Effective Activity to Develop Writing Proficiency

Options	Number of respondents (N)	Percentage (%)
Reading extensively	10	16,66
Writing a lot	20	33,33
Focusing only on the teacher' feedback	30	50

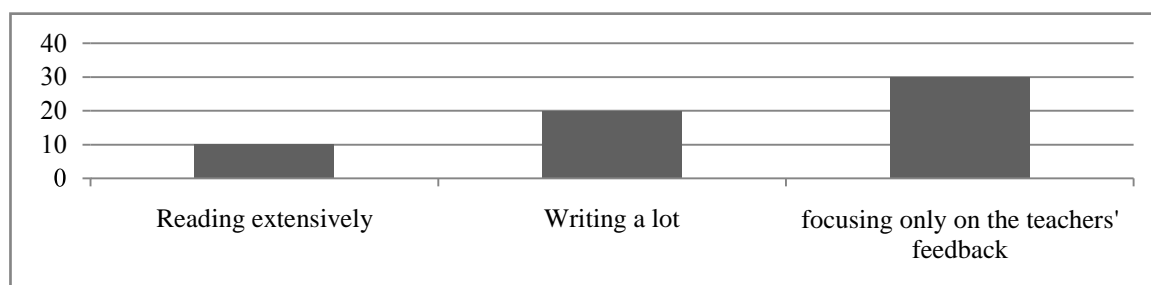


Figure 24. Students' most effective activity to develop writing proficiency

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As shown in table 24 and figure 24, most of the respondents 10 (16,66%) reported that reading extensively makes them have proficiency in writing, 30 (50%) mentioned that following only what is taught by written expression teachers is enough to develop their writing abilities. Whereas, 20 (33.33) respondents said that writing a lot is the most effective activity to develop writing performance. Which means that students do not focus on extensive reading on developing their writing abilities but they strict themselves only on the teachers' feedback and doing a lot of writing activities.

Question 25: Extensive reading contributes in improving writing level by acquiring

- | | |
|-------------------------------------|------------------------------------|
| 1. New and large vocabulary | 2. Different writing styles |
| 2. New information and ideas | 3. All of them |

Table 25

The Contribution of Extensive Reading in Improving the Writing skill

Options	Number of respondents (N)	Percentage (%)
New and large vocabulary	4	6,66
Different writing styles	2	3,33
New information and ideas	5	8,33
All of them	49	81,66

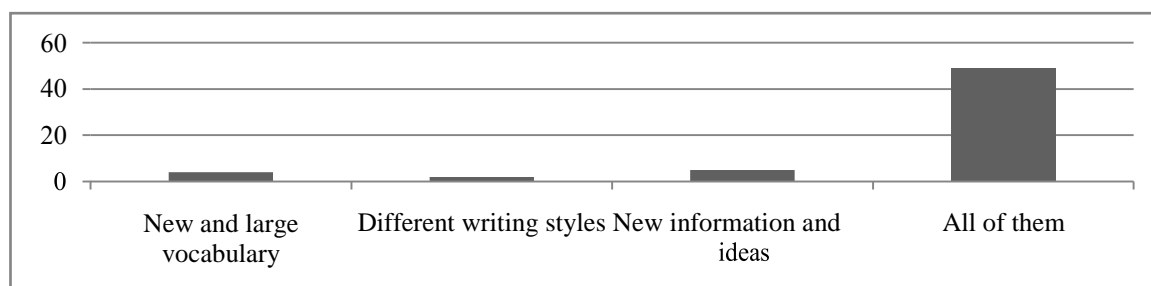


Figure 25. The contribution of extensive reading in improving the writing skill

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As it is presented in both table and figure 25 above, the majority of students 49 out of 60 (81,66%) claimed that by reading extensively they acquire new and large vocabulary, different writing styles and new information and ideas. Whereas, few respondents chose one of the three given options ; 4 (6,66%) students mentioned that they gain a lot of new words when they read extensively in the foreign language, only 5 (8,33%) students said that extensive reading helps in acquiring new thoughts about different topics, the rest, who are 2 (3,33%) respondents claimed that they learn many writing styles when they read extensively. Therefore, students prove that they are really aware of the benefits that extensive reading provides for learners' writing skill.

Section 5. Further Comments

Question 26. Please add any further comment about the role of extensive reading in writing development

The question is asked to know the students' point of view toward the role of extensive reading in improving their writing. A free space is provided for them to feel free when they express their opinions about this issue. Few students, who are only 19 out of 60 were interested to respond to this question and add some important comments. Whereas, the majority of students 41 did not give any comments.

The respondents claimed that extensive reading has a great role in improving their writing skill. It contributes to knowing about others' cultures, so they will gain new words which have different meaning according to different contexts. It makes them more knowledgeable about the target language. Furthermore, extensive reading helps the learners to be open-minded since it develops their imagination when they read a lot of books in a short period of time. In addition, it helps them to be exposed to new writing styles and new vocabulary

*CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION***2.2.1.1.5. Discussion of Students' Questionnaire**

This questionnaire tends to achieve the aim of this study which is exploring the extent to which third- year EFL learners are aware of the use of extensive reading in improving their writing skill. The sample responds to twenty-six questions which are divided into five sections for the sake to know the students attitudes toward reading extensively and its contribution to decreasing their writing difficulties.

The results of the first section show that the majority of respondents are females. Which means that they are interesting to study foreign languages more than males. Most respondents are motivated and interested to study English as a foreign language since they chose it themselves. Furthermore, almost all students are more motivated to develop their speaking as the primary needed productive skill for communication more than writing. This indicates that students have problems in writing which lead them to focus only on speaking as a way of communication. Moreover, the majority of the research sample are aware of the reading-writing relationship, probably they gain more benefits from reading to develop their writing skill.

Concerning the second section, the majority of students do not have good reading habits and they sometimes or rarely read in English. This indicates that students lack the interest to read frequently. When speaking about the students preferred time of reading, they prefer practicing reading only when they have time. So, they become more motivated to do this activity when they choose when and where they want to read without any pressure.

Concerning the students' preferred reading materials, they choose what interested them and what is appropriate for their level. Which means that students like what they want from the easiest and interesting reading materials, not what is chosen by the teachers. Moreover, when the students find any difficult information in written passage they do not give

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

up and they always use strategies. This indicates that they are aware of reading strategies which help them to understand difficult words.

From the third section, students who are included in this research do not like to read extensively, probably because they do not interested to read. Furthermore, When the respondents read extensively they are able to reach their purposes and understand the passage easily. It is deduced that the majority of students are aware of extensive reading which is a fast reading helps the learners to get the meaning of the print without any difficulties. Concerning extensive reading strategies, students do not use them while practicing this process. Consequently, they do not read extensively because they are not aware of extensive reading strategies and they are not interested to read more.

In addition, almost all students are encouraged to read extensively by their teachers. Which means that encouraging third-year EFL learners at M'sila university is not enough to make them practicing extensive reading in an effective way since the majority of them do not read a lot. Unfortunately, most students do not have any source of motivation to push them to read in the library. Students lack the educational, cultural and social features that encourage them to read outside classroom, especially in the library. Thus, students need more support to enhance this essential skill.

Speaking about students' opinions about the importance of extensive reading in improving writing skill, students are aware of the reading-writing relationship when they declared that extensive reading is very important to develop their writing proficiency. Moreover, students expect more benefits from reading extensively. Accordingly, they are aware of the contribution of extensive reading that provides to discuss different themes and ideas, to make them more knowledgeable about different writing styles, to helps them to have background knowledge about the target language and to get pleasure.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

In the forth section, the majority of third-year students studying in the department of English at M'sila university like to write in the foreign language. Which means that writing is an important productive skill preferred by the learners because it is considered a way of effective communication when they express thoughts, ideas and feelings. In addition, students show their greater awareness of the usefulness of writing in the learning process, because they are expected to write correctly and academically especially in their dissertations. Moreover, the students' level in writing is between poor and good. It indicates that they face many problems in writing. Thus it is a difficult process which requires more attention from the EFL students.

Concerning writing strategies, most students are not aware of them which cause them problems in writing. Furthermore, almost all students agree that good writing entails correct grammar, appropriate vocabulary, good ideas, and correct spelling. This means that students are aware of what good writing means and that refers to written expression teachers' feedback to inform them about the components of academic writing.

When speaking about the writing problems, students find many difficulties to write correct grammar, good and, organization in addition to other problems which are lack of vocabulary and spelling mistakes. Accordingly, relying on the teacher' feedback is not enough to improve students writing abilities. Moreover, the most difficult steps in the writing process are generating ideas and writing initial drafts. This indicates a logical result since third year EFL learners do not read extensively, so they cannot be more knowledgeable about different topics and they lack information and ideas which are necessary for the first drafts.

Concerning the most effective activity to develop writing skill, students agree that they benefit from the teachers' feedback and in practicing writing more than focusing on extensive reading. Which means that the majority of students are passive learners since they do not read

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

a lot of resources in order to develop their writing performance and they focus only on what is taught by written expression teachers. In addition, almost all students are aware of the contribution of extensive reading on writing skill. It is deduced that they are encouraged by the teachers to read more for the sake to acquire new different writing styles, large vocabulary, and new information and ideas.

2.2.1.2. The Teachers' Questionnaire

2.2.1.2.1. Aim of the Teachers' Questionnaire

In the present study, in order to know teachers' perceptions, opinions, and attitudes towards the importance of extensive reading in enhancing the students' writing skill at Mohamed Boudiaf M'sila university. The researcher designed a questionnaire that seeks generally to find out teachers' attitudes towards a particular topic. Also, the aim of questionnaire is to explore the extent to which the reading-writing relationship is supported by the written expression teachers. Furthermore, the researcher, by the implementation of questionnaire, intended to make the teachers feel comfortable in order to provide responses that ensure the validity and reliability of data.

2.2.1.2.2. Administration of the Teachers' Questionnaire

In order to gain clear insights and opinions about the place of extensive reading in developing students' writing skill, a questionnaire has been designed as quantitative data collection tool. The questionnaire has been administered to written expression teachers of Mohamed Boudiaf M'sila university. The researcher administered the questionnaire to eight teachers of written expression (4 males and 5 females). The questionnaire was first piloted with three teachers of written expression, by which 6 instructions were modified after

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

conducting the pilot questionnaire (7, 14, 17, 19, 21, 22 instructions), because these instructions were not understood by teachers, and different comments were carried on it.

After the administration, teachers began to respond and they took twenty to twenty five minutes which is considered as enough time. They have answered on it in very suitable conditions; silence and calm were the dominant features in the teachers' room.

2.2.1.2.3. Description of the Students Questionnaire

This questionnaire consists of 21 items divided into 5 main sections. The first section is about the general information which includes 3 items. The second one is about teachers' attitudes towards reading skill which contains 6 items. The third section tackles teachers' attitudes towards extensive reading with 4 items. Whereas the fourth one is about the reading's role in enhancing writing skill which contains 7 items as well. The last section tackles further comments related to teaching writing through reading.

Section 1: General Information

This section aims to collect general information about the respondents, their sex, their qualifications and their teaching career at the university.

Section 2: Teachers' Attitudes towards Reading Skill

The purpose of this section is to find out respondents' attitudes towards reading skill. Question one (Q1) aims to ask respondents if they consider reading as an important skill for EFL learners or not, (Q2) tends to know whether respondents want their students to improve reading skill, (Q3) is stated to figure out if respondents encourage their students to read, (Q4 and Q5) aim at discovering whether respondents provide their students with reading strategies and if they think about the process of dividing reading lesson into pre- reading, while- reading and post-reading activities as an important issue.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Section 3: Teachers' Attitudes towards Extensive Reading

This section aims at sorting out the teachers' attitudes towards extensive reading. Question one (Q1) seeks to ask respondents if their students read extensively, (Q2) tends to discover if respondents encourage their students to read outside the classroom in a given period, (Q3) aims to ask respondents whether their students enjoy reading when they choose what they want to read, (Q4) aims also to ask respondents why their students are interested in extensive reading.

Section 4: Teachers' Attitudes towards the Role of Extensive Reading in improving writing skill

This section seeks for determining teachers' attitudes towards writing skill and reading's role in enhancing writing skill. The first question (Q1) aims to know if respondents find the writing skill important for EFL learners or not, (Q2 and Q3) are stated to ask respondents about the level of their students in writing and about the time allocated to written expression, (Q4) seeks to know which strategy respondents employ in order to improve their students writing, (Q5) aims to ask respondents when they set writing assignments, where exactly most of students may find difficulties, (Q6 and Q7) aim to ask respondents if they find practicing reading improve student's ability to write in English and if extensive reading enhances the students' writing abilities and what they may gain from it.

Section 5: Further Comments Related to Teaching Writing through Reading

This section is designed to give freedom and space to our respondents where they can add any information or comments about teaching writing through reading.

As it is seen in table 2, the teachers' degree or qualifications are different from one to another. Five/two teachers (87,5%) hold magister/ master degree and (12, 5 %) hold a doctorate degree. These degrees show the variation of experiences of our teachers.

Question 3: Teaching Career at the University

1. 1-5 years

2. 6-10 years

3. More than 10 years

Table 3

Teachers' Experience

Options	Number of respondents (N)	Percentage (%)
1-5 years	04	50%
1-6 years	03	37,5%
More than 10 years	01	12,5%

As it is seen in table 3, the teachers' career at university is varied. Thus, (50%) are between 1-5 years in teaching at the university. While, (37, 5%) are between 6-10 years and only one teacher (12,5%) that has more than 10 years in teaching. This means that they are aware of the difficulties of teaching and learning process.

Section 2: Teachers' Attitudes towards the Reading Skill

Question 4: Do you consider reading as an important skill for EFL learners?

1. Not at all important

2. Slightly important

3. Essential

Table 4*The Importance of the Reading Skill for EFL Learners*

Options	Number of respondents (N)	Percentage (%)
Not at all important	00	00
Slightly important	00	00
Essential	08	100

As it is seen in the table 4, eight teachers (100%) agree that reading is an important skill for EFL learners. Therefore, this implies that teachers are aware of the importance of reading for EFL learners so according to the positive attitude expressed toward this skill.

Question 5: The skill I want my students to improve is reading

1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Table 5*The Importance of Improving the Reading Skill*

Options	Number of respondents (N)	Percentage (%)
Strongly disagree	00	00
Disagree	00	00
Agree	05	62,5
Strongly agree	03	37,5

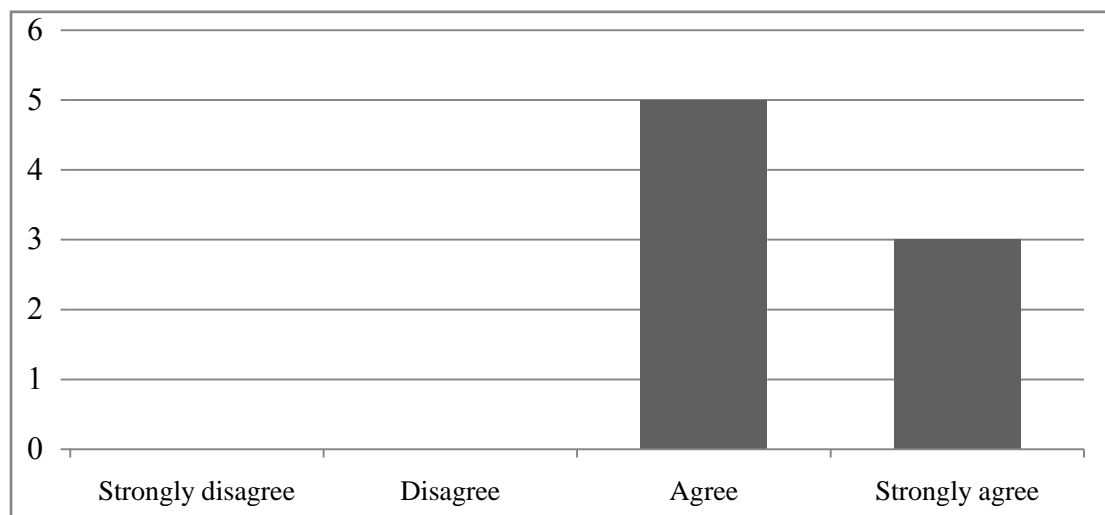


Figure 5. The importance of improving reading skill

As it is noticed in figure 5 and in table 5, most of the respondents (62, 5%) agree that improving reading skill is an essential step for students successful in their learning. Also, three teachers (37, 5%) are strongly agree about its significance. This means that the respondents have a great extent to improve reading skill for their learners.

Question6: I encourage my students to read

a .Never 2. Rarely 3. Sometimes 4. Most of the time

Table 6

The Frequency of Teachers' Encouragement

Options	Number of respondents (N)	Percentage (%)
Never	00	00
Rarely	00	00
Sometimes	01	12,5
Most of the time	07	87,5

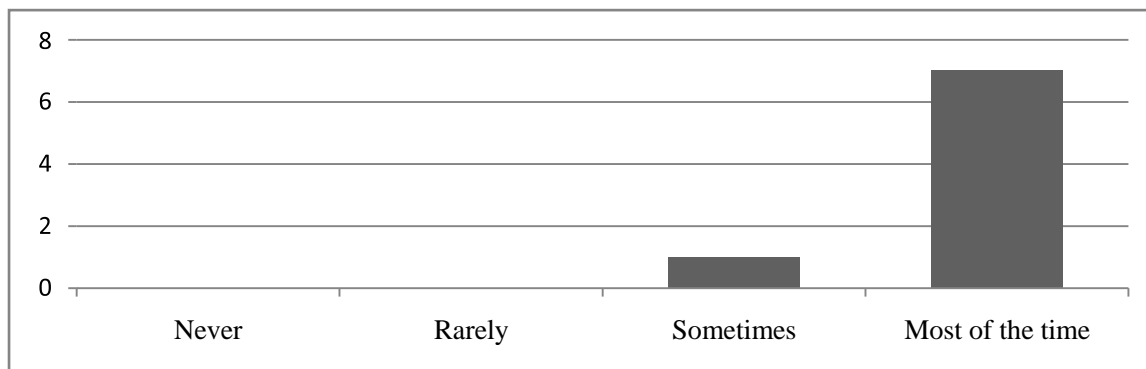


Figure 6. The frequency of teachers' encouragement

As it is seen in the figure 6 and in the table 6; seven teachers (87, 5%) encourage their students to read most of the time. Only one respondent (12, 5%) says that he or she sometimes encourages them to read. This shows that the majority of teachers supports the idea of reading and believes that it has great advantages to develop students' language abilities in general and their knowledge of the language in particular.

Question 7: I provide my students with reading strategies

1. Never 2. Rarely 3. Sometimes 4. Most of the time

Table 7

The Frequency of Teachers' Reading Strategies

Options	Number of respondents (N)	Percentage (%)
Never	00	00
Rarely	00	00
Sometimes	05	62,5
Most of the time	03	37,5

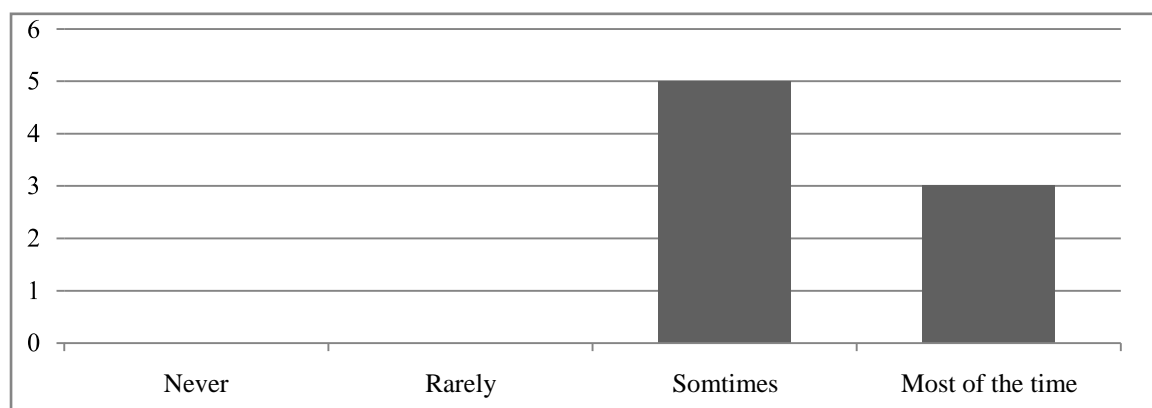


Figure 7. The frequency of teachers' reading strategies

It is obvious in the figure 7 and the tables 7, most of respondents (62, 5%) raise their students' awareness to the range of strategies that facilitate reading. Also three respondents (37, 5%) provide reading strategies for their learners. This means that almost all the teachers find reading strategies as an interesting task for students.

Question 8: I think the process of dividing my reading lesson into pre-reading, while-reading and post-reading activities is

1. Not at all important

2. Slightly important

3. Important

4. Extremely important

Table 8

The Importance of Dividing Reading into Stages

Options	Number of respondents (N)	Percentage (%)
Not at all important	00	00
Slightly important	00	00
Important	04	50
Extremely important	04	50

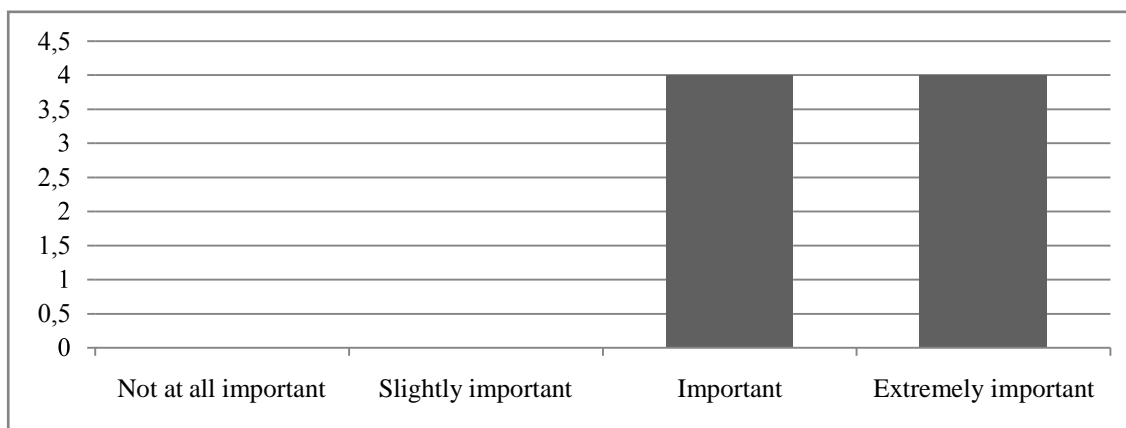


Figure 8. The importance of dividing reading into stages

As it is seen in the table, half of the respondents (50%) seemed that this division is important and another half of respondents (50%) believed that it is extremely important for them. This means that the respondents are aware of the process of dividing reading lesson into stages and find it as an essential task for students to apply it in the classroom. .

Question 9: My Students find difficulties in reading because of

- 1. Lack of motivation 2. Lack of interest 3. Lack of materials 4. All of them**

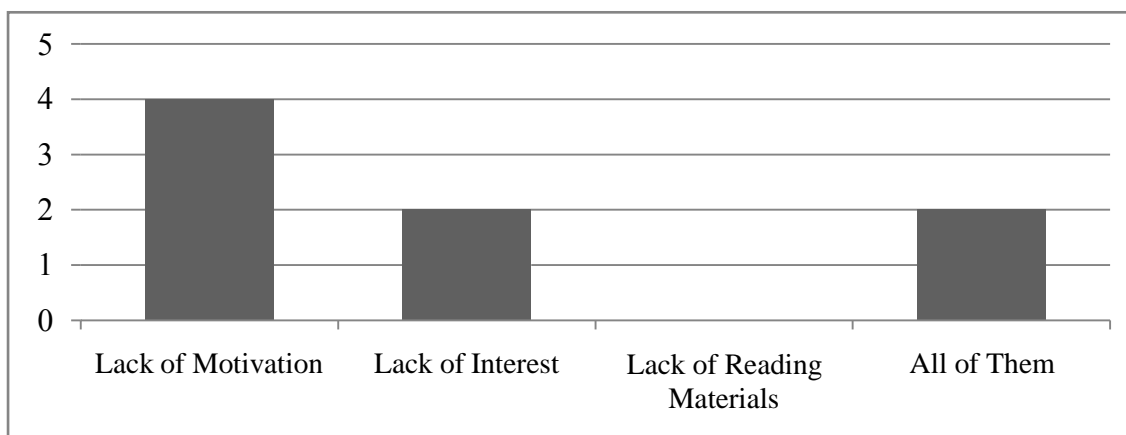


Figure 9. Causes of students' reading difficulties

It is clear in the figure 9, the majority of respondents (50%) believed that their students find difficulties in reading because of the lack of motivation. While, two respondents (25%) found that the lack of interest is the cause of reading difficulties, still (25%) of respondents declared that the lack of motivation, the lack of interest and the lack of reading materials are

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

all related to reading difficulty. This means that reading comprehension is a difficult task that needs great awareness from students to read successfully.

Others, Please Specify

Some teachers specify other causes of reading difficulties as follows:

.The habit of reading was not injected since pre-high education.

. The lack of reading habit and even in L1.

.Some students hold negative attitudes about reading.

.There is no separate module for reading.

.Language deficiency

. The lack of linguistic competencies and strategies.

Section Two: Teachers' Attitudes towards Extensive Reading

Question 10: My students read extensively (reading a large amount of materials in a short period of time)

1. Never

3. Sometimes

2. Rarely

4. Most of the time

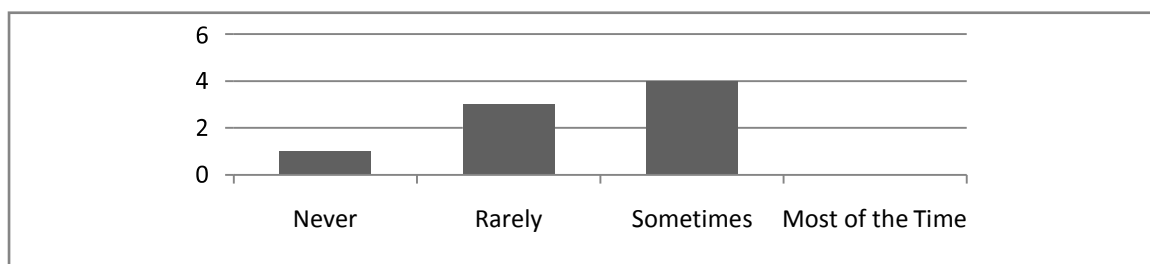


Figure 10. Teachers' attitudes towards the use of extensive reading by their students

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The figure 10 shows that four respondents (50%) stated that their students sometimes read extensively and three teachers (37, 5%) claimed that they rarely read large amount of materials in a short period of time. Whereas one teacher (12, 5%) declared that students never read extra materials outside classroom. This means that just some of the students are really interested in extensive reading and the majority of them neglected the importance of extensive reading.

Question11: I encourage my students to read outside classroom in a given period

1. Never 2. Rarely 3. Sometimes 4. Most of the time

Table 11

The Frequency of Teachers' Encouragements

Options	Number of respondents (N)	Percentage (%)
Never	0	00
Rarely	03	37,5
Sometimes	03	37,5
Most of the time	02	25

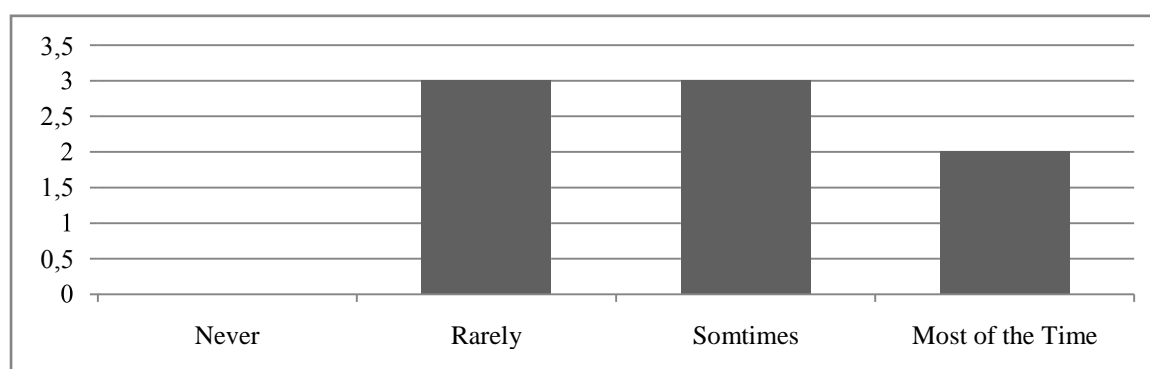


Figure 11. The frequency of teachers' encouragements

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The figure 11 shows that three teachers (37,5%) encourage rarely their students to read outside classroom in a given period and three respondents (37,5%) added that they sometimes encourage them to practice extensive reading. Whereas (25%) from teachers answered that extensive reading should be encouraged most of the time. This means that some teachers do not miss an occasion without encouraging students to read extensively materials that interest them.

Question12: Students will enjoy reading if they choose what they want to read

1. Strongly disagree

2. Agree

3. Disagree

4. Strongly agree

Table 12

Teachers' Agreement about Students' Free Selection of Reading Materials

Options	Number of respondents (N)	Percentage (%)
Strongly disagree	00	00
Disagree	00	00
Agree	04	50
Strongly agree	04	50

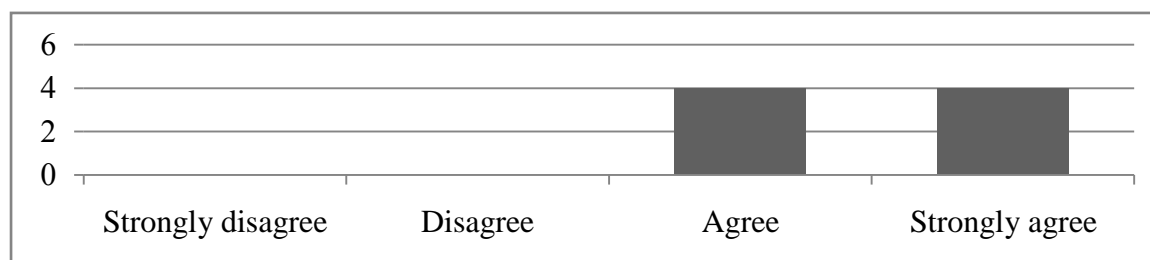


Figure 12. Teachers' agreement about free selection of reading materials

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As it is seen in figure 12, half of the respondents (50%) strongly agree that if students are given a chance to select the reading materials, they will enjoy reading tasks. In addition, another half of teachers (50%) agree to make students participate in choosing their reading topics. However, no teacher expresses his disagreement about this issue. This means that choosing appropriate quantities of reading materials is very important for students to get them more engaged in reading.

Question13: My students are interested in extensive reading for

1. Gaining new vocabulary
2. Discussing different themes and ideas
3. Pleasure
4. Gaining different writing styles
5. All of them

Table 12*Reasons for Students' Interesting in Extensive Reading*

Options	Number of respondents (N)	Percentage (%)
Gaining new vocabulary	01	12,5
Discussing different themes and ideas	01	12,5
Pleasure	00	00
Gaining different writing styles	01	12,5
All of them	05	62,5

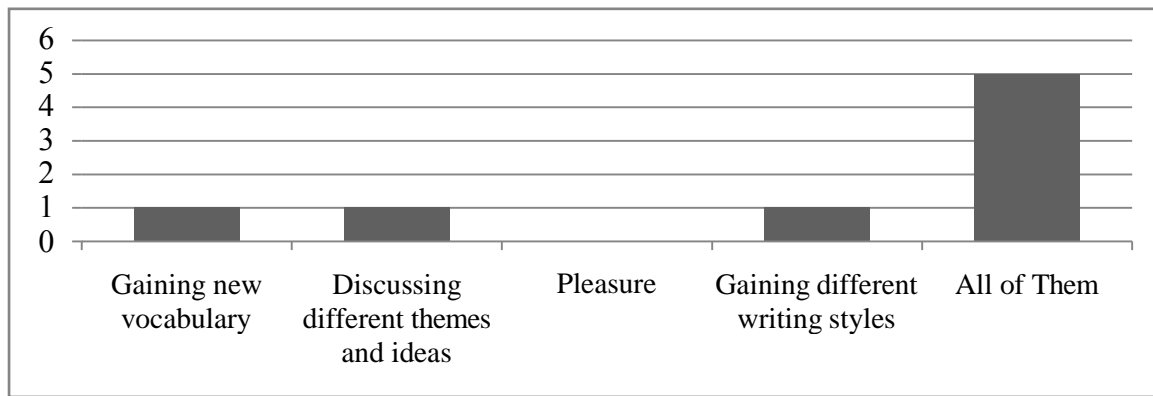


Figure 13. Reasons for students' interesting in extensive reading

The figure 13 shows that a considerable amount of teachers (62, 5%) stated that students read for the sake of gaining new vocabulary, discussing different themes and ideas, pleasure and gaining different writing styles. However, one teacher (12, 5%) said that students read extensively to gain new vocabulary and another one (12, 5%) thought that they read to discuss different themes and ideas. In addition, one respondent (12, 5%) believe that they read just to gain different writing styles. So, most of the respondents argued that reading large quantities of materials is essential for students to enhance their writing skill.

Others, please specify

Some of teachers specify other reasons for students' interesting in extensive reading as follows:

- . Some of students read extensively as a sign of prestige which is wrong.
- . Some of students read large amount of materials in order to build their background knowledge.
- . Some of students read a lot of sources outside classroom for knowing about other cultures.

Section Three: Reading's Role in Enhancing Writing Skill

Question 14: According to me, the writing skill is important for EFL learners

1. Not at all important

2. Slightly important

3. Important

4. Extremely important

Table 14

The Importance of the Writing Skill

Options	Number of respondents (N)	Percentage (%)
Not at all important	00	00
Slightly important	00	00
Important	03	37,5
Extremely important	05	62,5

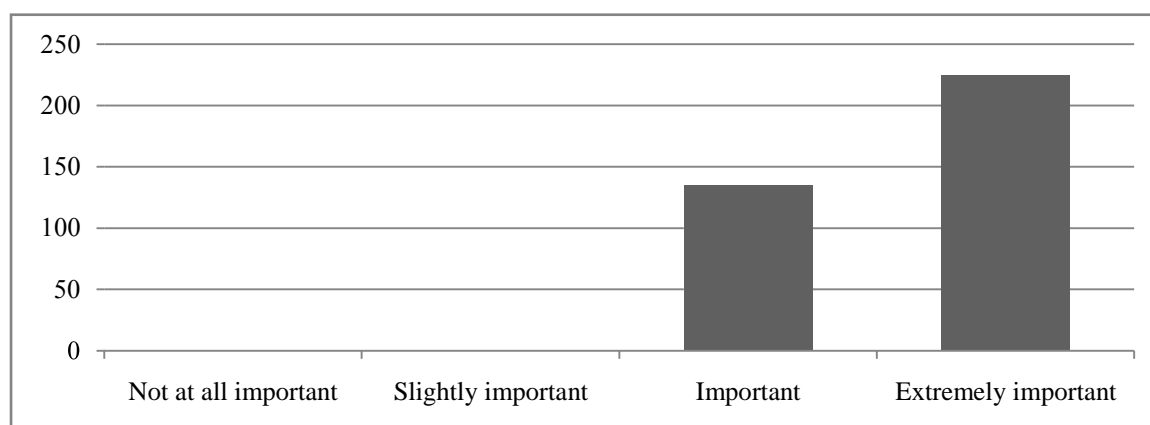


Figure 14. The importance of the writing skill

As it is noticed from the figure 14, most of the respondents (62, 5%) stated that the writing skill is extremely important for EFL learners. Therefore, they have to be more aware to write efficiently their assignments. Also, three teachers (37,5%) found writing skill as an important task for EFL learners. This means that the majority of respondents agreed that

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

writing is the corner stone in EFL classes, by which students have to master it in their academic carriers.

Question 15: My students' level in writing is

1. Poor 2. Average 3. Good 4. Very good

Table 15

Teachers' Estimation of The students' Level in Writing

Options	Number	Percentage
Poor	04	50
Average	03	37,5
Good	01	12,5
Very good	00	00

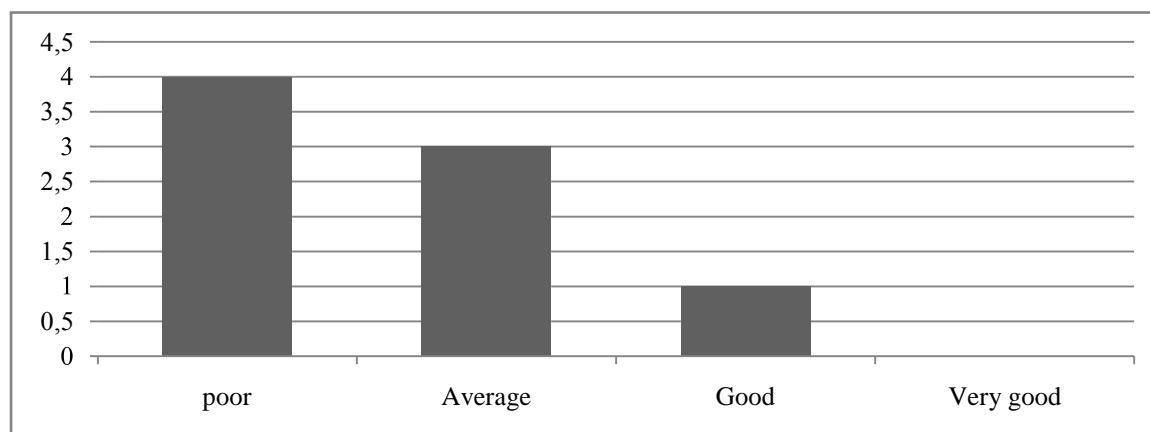


Figure 15. Teachers' estimation of the students' level in writing

As it is seen in the figure 15 and table 15, four teachers (50%) view that the level of students' writing in English is poor and three respondents (37,5%) claimed that they have an average in writing .while some of teachers (12, 5%) stated that their students are good in writing and none of the respondents said that students are very good at writing. This means

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

that students face a lot of problems in writing and they have not enough background in writing, by which students need to be more aware of their writing problems and to find solutions as well.

Question16: The time allocated to written expression is

1. Insufficient

2. Sufficient

3. Very sufficient

Table 16

Allocated Time to Written Expression

Options	Number (N)	Percentage (%)
Insufficient	08	100%
Sufficient	00	00%
Very sufficient	00	00%

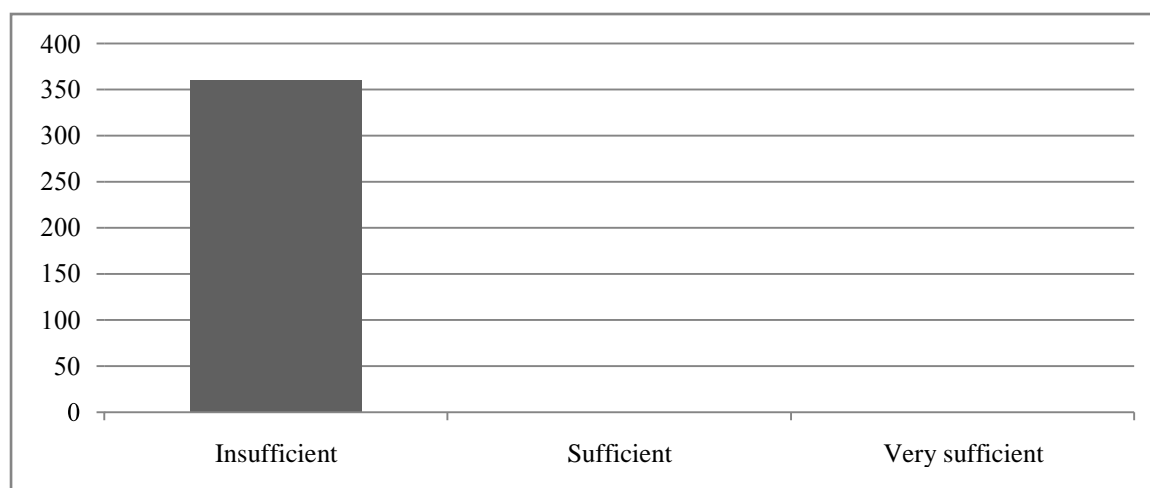


Figure 16. Allocated time to written expression

It is clear from the figure 17 that all the teachers (100%) are not satisfied by the amount of the time allotted to written expression because they cannot cover the most aspects of written expression. They believe that students need continued study and practice for this skill especially in the classroom and to take advantages of the teachers' feedback.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Question 17: In order to improve students writing, I employ the following strategy

- a. Asking students to make more practice in writing**
- b. providing them with Getting constant feedback on their writing**
- c. Encouraging extensive reading in the foreign language**
- d .All of them**

Table 17

Teachers' Help for Students' Improvement in Writing

Options	Number of respondens (N)	Percentage (%)
Asking students to make more practice in writing	02	25
Providing them with Getting constant feedback on their writing	01	12,5
Encouraging extensive Reading in the foreign language	00	00
All of them	05	62,5

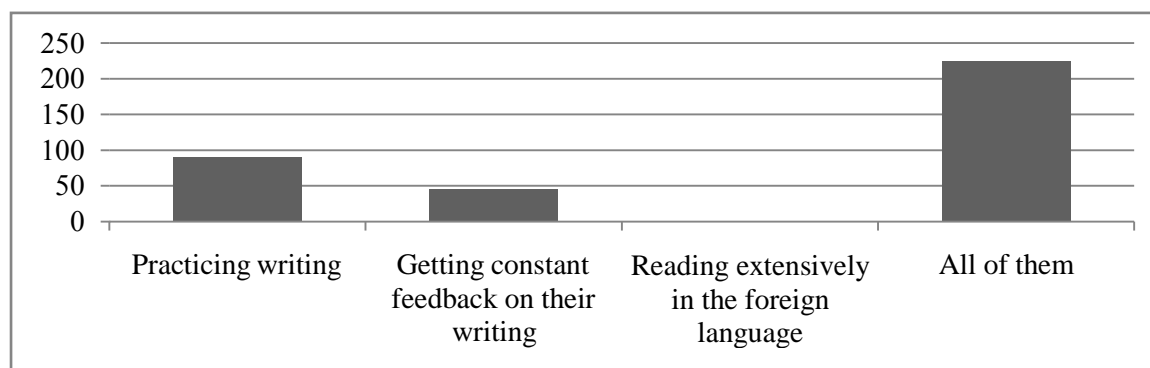


Figure 17. Teachers' help for students' improvement in writing

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The figure 17 shows that the majority of respondents (62,5%) declared that they can help students to improve their writing by using the following strategies: practicing writing, getting constant feedback on their writing and reading extensively in the foreign language. However, two teachers (25 %) stated that students can develop their writing skill through practicing writing and only one respondent (12,5%) seemed that getting constant feedback on their writing will help them more in their writing.

Others, please specify

Some teachers specify other strategies which help students to enhance their writing:

- . Re-reading the written productions again and again
- . Demonstrating techniques of writing.

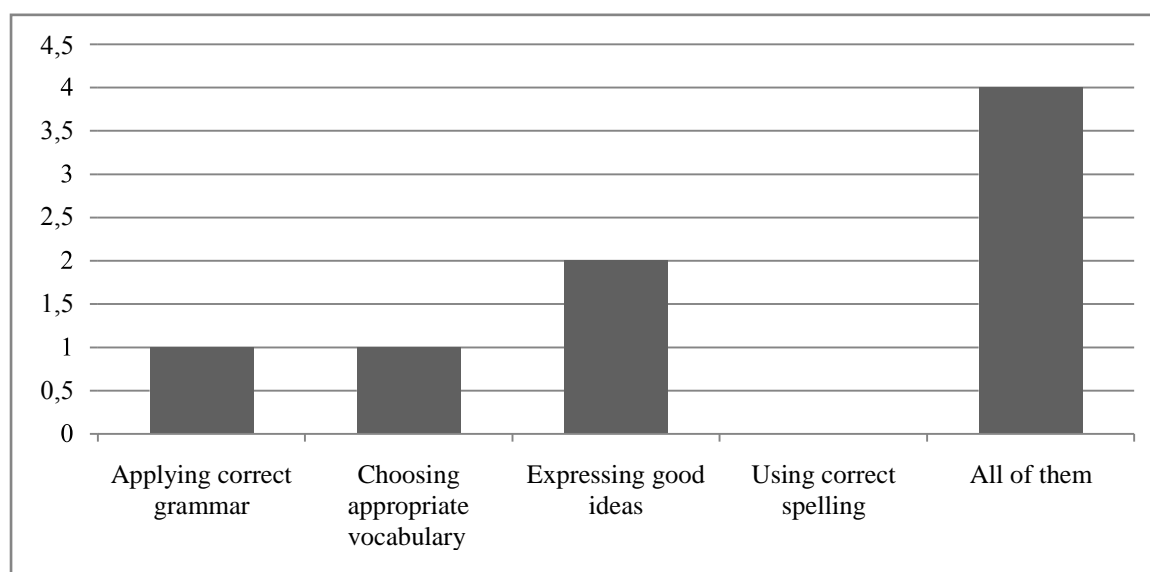
Question 18: When I set a writing assignment, most learners find difficulties in

1. Writing accurately (respecting grammar rules)
2. Choosing appropriate vocabulary
3. Expressing and finding good ideas
4. Spelling correctly
5. All of them

Table 18

Difficulties Encountered by Students

Options	Number of respondents (N)	Percentage (%)
Writing accurately (respecting grammar rules)	01	12,5
Choosing appropriate vocabulary	01	12,5
Expressing and finding good ideas	02	25
Spelling correctly	00	00
All of them	04	50

**Figure 19. Difficulties encountered by students**

As it is seen in the figure, this question attempts to highlight teachers' views concerning the difficulties that students face when writing. Half of teachers (50%) confirmed that learners lack writing correctly (respecting grammar rules), choosing appropriate vocabulary, expressing and finding good ideas and spelling correctly. In addition, two respondents (25%) believed that the absence of expressing and finding good ideas can cause

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

problems in writing assignments. However, one respondent (12, 5%) claimed that students find difficulties in respecting rules of grammar while another one teacher (12, 5%) stated that learners find obstacles in choosing appropriate vocabulary. Thus, this study may conclude that third-year LMD students need help and guidance to overcome these difficulties.

Item 19: Practicing reading may improve students ability to write in English, I

1. Strongly disagree 2. Agree
3. Disagree 4. Strongly agree

Table 19

Teachers' Opinion Concerning the Role of Reading in Improving Students' Writing

Options	Number of respondents (N)	Percentage (%)
Strongly disagree	00	00
Disagree	00	00
Agree	01	12,5
Strongly agree	07	87,5

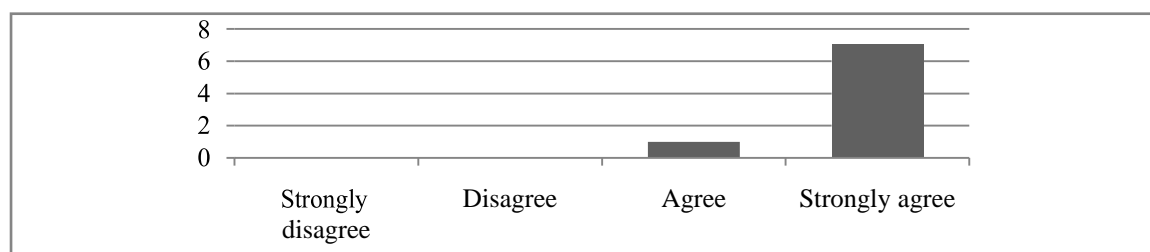


Figure 19. Teachers' opinions concerning the role of reading in improving students' writing

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

As it is noticed in the figure 19, teacher's answers to this question were mostly positive. By which, Seven teachers (87, 5%) strongly agreed about the importance of reading in developing students' English writing skill. In addition, one respondents (12,5%) agreed about the benefits that their students can get from reading so as to improve their writing in English. This means that most of the respondents support the idea of reading-writing relationship for developing students' writing abilities.

Question 20: Extensive reading enhances the students' writing abilities and causes them to acquire

- | | |
|-------------------------------------|------------------------------------|
| 1. New and large vocabulary | 2. Different writing styles |
| 3. New information and ideas | 4. All of them |

Table 20

The Importance of Extensive Reading in Enhancing Students' Writing

Options	Number of respondents (N)	Percentage (%)
New and large vocabulary	00	00
Different writing styles	02	25
New information and ideas	01	12,5
All of them	05	62,5

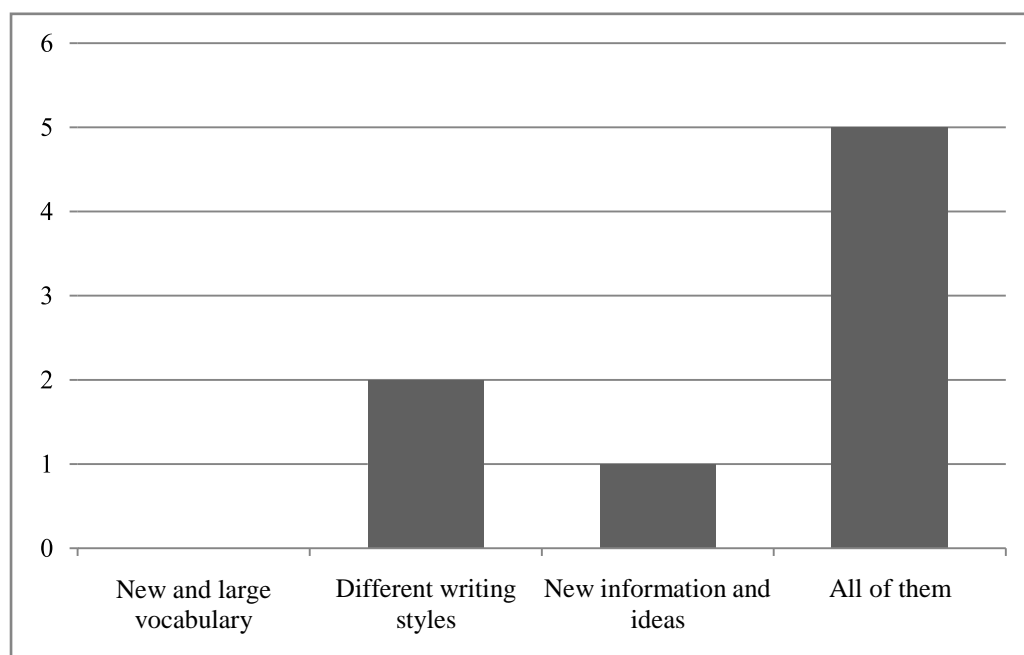


Figure 20. The importance of extensive reading in enhancing students' writing

It is clear from the figure that (62, 5 %) of respondents declared that their students benefit from extensive reading by acquiring new and large vocabulary, different writing style gain different writing styles through reading extensively and only (12,5%) of respondents state that reading a lot of materials will improve students writing abilities by acquiring new information and ideas. This means that extensive reading is a fruitful skill that has to be given great consideration by students in order to improve their writing skill.

Section Five

Question 21. Please, feel free to add any comments related to teaching writing through reading

This question is meant to give the informants freedom to add any comments that may foster and serve the present research. Some of teachers' comments about the role of extensive reading in enhancing EFL learners writing skill. The comments are stated as follows:

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

- . Making the link between reading and writing is always important. But the issue lies in the nature of the link between the two; and also the way learners and tutors view reading as a contributor to good writing.
- . Students need to develop reading and writing at the same time.
- . Extensive reading is the direct gate to help students develop as accurate writers.
- . Students are in need to read as an effective input to develop a productive skill like writing as a final output.

Which means that teachers are aware of integrating reading with writing in their teaching process.

2.2.1.2.5. Discussion of Teachers' Questionnaire

“The teachers' Attitudes towards Extensive Reading in improving EFL Students' Writing Skill”

The aim of this first section is to determine general information about the respondents. Therefore, the collected data provides us information about their sex, whether they are male or female, their degree or qualifications, if they hold license, magister/master or doctorate degree, in addition to their teaching experience at university. The recorded answers of this section indicate that the majority of respondents are female, where there are five females and three males. Furthermore, they hold different qualifications and gain varied experiences in teaching English at university, by which this will help them to provide students with multiple pieces of information that aid them to ameliorate their level in writing skill.

The second section of the present questionnaire is devoted to the teachers' attitudes towards reading skill. This section revealed that. All the teachers focalized on the importance

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

of reading for EFL learners and all of them have a positive attitude towards this skill. Furthermore, they assumed that improving reading skill is an essential task for learners in their learning. Thus, that's why they mostly encourage them to read and provide them with reading strategies to facilitate the process of dividing reading lesson into pre-reading, while-reading and post -reading activities for well and easy comprehension.

However, it was found that most of teachers believe that those students' lack of motivation, lack of interest and lack of materials encounter a variety of difficulties in reading and in order to overcome these difficulties, students should take into account these factors that may contribute in creating a vital comprehension of reading tasks. From the obtained results, we observe that most of the respondents specify other causes of reading deficiencies like the lack of reading and even in L1, the lack of linguistic competencies and strategies, negative attitudes about reading, language deficiency and no separate module for reading.

The third section of the questionnaire deals with teachers' attitudes towards extensive reading and the results revealed that, teachers assumed that most of the students are aware of the importance of extensive reading and most of them have negative attitudes towards reading in general. However, in spite the fact that the students are not interested to read large quantities of materials, some of teachers do not miss an occasion without encouraging them to read outside the classroom. Furthermore, the respondents' answers indicate that appropriate selection of the reading materials is highly important for students to enjoy reading. Students generally prefer to read in a language in which they feel at ease. Also, the recorded answers stated that teachers found most of the students are engaged in reading for the sake to enhance the writing skill. Most of teachers agree on the fact that students' interest in writing is bounded to the mastery of different aspects such as vocabulary, discussing different themes and ideas, pleasure and gaining different writing styles.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The fourth section of the present questionnaire focuses on teachers' views about writing skill and reading' role in enhancing writing skill. The present results indicate that all the respondents are aware of the importance of the writing skill. Thus, they openly acknowledged its importance for EFL learners. From the obtained results, teachers observe that the majority of the students acknowledged that they have a poor level in writing. This implies that writing for them remains a great challenge and efforts should be done to develop their levels. Another issue which is worth mentioning is the amount of time students devote for writing expression. Indeed, from the teachers' answer we can deduce that students do not practice writing in sufficient time. It also demonstrates that the majority of the respondents find that implementing appropriate writing strategies is interesting and worthy for students to develop writing abilities like practicing writing, getting constant feedback on their writing and reading extensively.

Concerning the respondents, the majority of them recognized that when they set writing assignments, writing remains a very difficult skill since students encounter a variety of difficulties in their writings such as lack of applying correct grammar, choosing appropriate vocabulary, and expressing good ideas and using correct spelling. Furthermore, it was assumed by teachers that the practice of reading is effective for students to develop languages in general and the ability to write in English specifically. Moreover, through the respondents' answer, the researchers can deduce that most of them share the same view concerning the positive effects of reading could have on writing. Promoting extensive reading to improve students' writing abilities causes them to acquire new and large vocabulary, different writing styles, and new information and ideas.

2.2.1.3. Students Interview**2.2.1.3.1. Aims of the Students' Interview**

In order to figure out to what extent are third- year LMD students aware of the use of extensive reading in enhancing writing performance, the researcher believes that there is a need for conducting a semi-structured interview with third- year students in order to gain clear insights and opinions and elicit supplementary and detailed information from them in case there is a need for further explanation and clarification.

2.2.1.3.2. Conduct of Students' Interview

In the present study, the interviewees participants are the third year LMD students of Mohamed Boudiaf M'sila university. Hence the interview has been conducted with eight (08) students out of (240). The interview had been piloted before, it was conducted in order to detect any misunderstood points as far as the structure and the vocabulary of the questions are concerned and to determine the allotted time.

The eight interviews were audio recorded and conducted on different dates and in different places (classrooms, laboratory and teachers' room). Two of them were conducted on 6 Mai 2018 from 10.30 to 11.00 a.m, two of them were on 7 Mai 2018 from 10.30 to 11.00 a.m and the four of them were on 9 Mai from 10.30 to 11.00 a.m. Each interviewee was interviewed for twenty minutes (20) to twenty-five minutes (25). All the interviews were conducted in a comfortable atmosphere where both the interviewer and the interviewee were calm and feel at ease.

2.2.1.3.3. Description of Students' Interview

The whole interview is made up of 8 open-ended questions, where the students are asked to give their personal opinions and attitudes towards the subject. The initial question

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

(Q1) aims to find out if students like reading, (Q2) tends to figure out whether students divide their reading process into stages (pre-reading, while-reading and post-reading), (Q3) is stated to know if students read extensively (fast reading of large materials outside classroom), (Q4) stands to discover whether students think that extensive reading is very beneficial for their learning, (Q5) seeks to know if teachers encourage their students to read in order to improve other skills (writing, speaking and listening), (Q6) aims to find out whether the level of students' writing is very good, (Q7) aims to figure out the most difficult problems of students that face in their writing process, (Q8) stands to know students opinions about how can extensive reading improve their writing proficiency.

2.2.1.3.4. Students' Interview Analysis and Interpretation

Question 1: Do you like reading?

- 1. Yes (why) 2. No (why)**

The responses to this question show that only two students have positive attitudes towards reading. They think that reading is an interesting task for their learning while. Other six students are not patient to read.

Student 1 claimed "yes of course", I like reading because it is a way for developing my learning.

Student 2 added "mainly yes" because I have so much time and I think that reading is an enjoyable task and I would love to spend my time in reading instead of doing other things.

Student 3 stated "No", since when I start reading I feel boring.

Student 4 claimed I suppose, " No" because I' m not interested to read and in fact, I read only when the teacher asks me to do that

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Student 5 said “No”, because I do not enjoy reading and I’m more interested in other skills like speaking and listening.

Student 6 claimed “No”, sure I do not like reading because I believe that it is not an essential task for my learning.

Student 7 said “No” not really I like reading, I read only to get information for my project rather than for pleasure.

Student 8 claimed “No” I do not like reading because I’m not patient enough to read a book.

Thus, it is obvious that most of the students do not enjoy reading. They believe that reading is not very important task for their learning. Most of students are not aware of reading skill and its benefits. However, only two students are at ease to read.

Question 2: Do you divide your reading process into stages? (Pre-reading, while-reading and post- reading)

1. Yes (how)

2. No

Most of the interviewees reported that they do not divide reading process into stages.

Student 1 stated “No”; I do not divide my reading process into stages.

Student 2 claimed “No” sure; I just read the whole materials without any specific division or process.

Student 3 said “No” I do not divide my reading into stages at all.

Student 4 added “No” I do not.

Student 5 stated “No” in fact I do not care about the stages of reading.

Student 6 claimed “No” I just read without any attention given to stages.

Student 7 said “No” I do not read with specific process.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

However one of the students claimed that he divided his reading process into stages. He relied on the content and he used dictionaries and translated his difficult words. Thus, it is clear from the answers that the majority of students do not find it significant to divide the process of reading into stages or pay more attention to the stages of reading.

Question 3: Do you read extensively? (Faster reading of large materials outside classroom)

1. Yes (why) 2. No (why)

The suggested responses for this question show that most of the students do not read a lot of materials outside the classroom. Two students are interested to read extensively in order to reach their purposes and still other six students find it not necessary to read more sources. They neglected the importance of extensive reading.

Student 1: said “yes”, I read a lot because reading develops other skills like speaking and especially writing for getting more vocabulary and new ideas.

Student 2: advocated “yes”. I do that in summer because being a foreign language learner, reading books is an essential task that helps me in my learning.

Student 3: added “No” because I have not enough time to read extensively.

Student 4: “No” I do not, because reading a lot of materials makes me feel boring.

Student 5: confirmed “No” because I find reading more materials outside classroom is not necessary for our learning.

Student 6: declared “No”. I do not read completely because I’m not patient to read extra materials at all.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Student 7: claimed “No”. I do not read a collection of books in summer; I read only when someone challenges me.

Student 8: “No” for sure I do not read because I’m not interested.

Concerning this question, as it is seen, the interviewees’ answers varied. But the majority of students had little extent to read extensively. They found that reading as much as possible of materials is not supposed to be significant for their learning.

Question 4: Do you think that extensive reading is very beneficial for your learning?

1. Yes (why) 2. No

Student 1 definitely claimed “yes”, extensive reading is very beneficial for my learning because it helps me to gain vocabulary, grammatical rules, and writing styles.

Student 2 claimed “yes” because reading helps not just reading but it helps all the other skills for example understanding of language, writing a language, spelling, grammar and everything that is related to language can be learned through reading.

Student 3 stated “yes” because when you read extensively, you will have great access to vocabulary.

Student 4 added “yes” because reading is an important stage in learning languages.

Student 5 declared “yes”. I think reading is so beneficial for learning because it helps to know the grammatical rules and to gain new vocabulary.

Student 6 said “yes” because it helps me in speaking and writing in exams.

Student 7 stated “No” because in my opinion listening is the most beneficial skill for learning.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Student 8 “No” because I suppose reading is important only for reading style.

According to the whole number of students’ responses, it was thought that extensive reading is very important for the majority of students in their learning. It is beneficial for them to improve other skills especially for writing skill. Whereas, two students did not find it effective for their learning.

Question 5: Do your teachers encourage you to read in order to improve other skills (writing, speaking, and listening)

1. Yes **2. No**

Student 1 mentioned “yes”, the teachers encourage me to read because they are the leaders.

Students 2 declared “yes”, always the teacher encourages us to read for improving other skills like speaking, listening and writing.

Student 3 stated “yes “they do.

Student 4 definitely” yes “the teachers most of the times encourage us to read whenever and wherever we can read.

Student 5 “yes” my teachers always increase our attention to read materials in order to develop writing and other skills.

Student 6 added “No”. Not all the teachers motivate us to read whether inside or outside the classroom.

Student 7 confirmed “No”. In fact, no teacher encourages me to read extra sources.

Student 8 claimed “No” teacher cares to encourage us to read as much as possible of books.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Hence, it is clear that five students are encouraged by their teachers to read, to be more aware of the importance of reading in order to enhance other skills like writing, speaking and listening. Three students stated that not all the teachers have a great extent towards reading encouragements for their students.

Question6: Do you think that your level of writing is very good?

1. Yes **2. No (why)**

Student 1 claimed that “No” my level in writing is not very good because I face some difficulties in writing.

Student 2 said I suppose “No”, I’m poor at writing not a very good one because I have obstacles in writing.

Student 3 confirmed “No” my writing is average since as we are third-year students we still face some problems in writing.

Student 4 stated “No” my level of writing is poor because sometimes I find myself I cannot start writing easily.

Student 5 declared “No” I think my writing is somehow good because I do some problems in writing.

Student 6” No”, I can consider my level of writing is average because sometimes the style I write is not really convincing.

Student 7 added “No”, because I face issues in organizing my ideas and shifting from one idea to another.

Student 8 stated “No” my writing is average because I find difficulties in the pre-writing step like the lack of ideas and vocabulary.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Hence, it is obvious that all the students agreed that they do not achieve very successful writing assignments. They considered their level of writing is poor because most of the interviewees complain about their writing problems.

Question 7: what are the most difficult problems you face in your writing process?

Student 1 stated that the most difficult problems I face in my writing process are mainly in spelling and organizing a sentence semantically perfect to achieve a meaning for a reader.

Student 2 claimed that I face a problem with ambiguous ideas by which I cannot start writing.

Student 3 declared that spelling mistakes are the most serious problem I face in my writing process.

Student 4 agreed that the main difficulties that I face in my writing are writing style and creating new writing style.

Student 5 added that the way I organize my ideas is the major problem for me in the writing process.

Student 6 supposed that I face spelling mistakes in my writing process.

Student 7 mentioned that the construction of phrases and spelling mistakes are the most difficult problems I face in my writing process.

Student 8 stated that I have problems in the lack of vocabulary and in the order of ideas.

According to students' responses, all of them face varied problems in their writing process. They found difficulties that hinder them to start writing correctly without any mistakes. All the interviewees agreed about such common problems like spelling, organization, vocabulary, structure of sentences, style of writing and ambiguity of ideas.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Question 8: According to you, how can extensive reading improve your writing proficiency?

Student 1 stated that the benefit of extensive reading on writing is to improve and reach my vocabulary in addition to that it develops my writing styles.

Student 2 claimed that when you read extensively, you will be exposed more to language and you will end up with good writing products or materials.

Student 3 added that through extensive reading you will get a good writing style by imitating other writers' styles and get more vocabulary in addition you will get an idea about the use of punctuation and get different ideas.

Student 4 said that extensive reading enhances my writing proficiency in term of grammar and spelling mistakes.

Student 5 declared that extensive reading helps us to get new vocabulary and to widen our knowledge in addition to that it helps in writing about any topic related to any domain.

Student 6 confirmed that extensive reading is a helpful step for writing, by which you will get more information and write in a good writing style and perform it easily.

Student 7 stated that when you read a lot of materials, you will know other writers styles and in fact, you will adopt a new writing style.

Student 8 claimed that extensive reading enriches our vocabulary in English.

Thus, it is clear that all the students believed that extensive reading has a great effect on their writing to write proficiently. They found it as beneficial task to enhance their writing skill for what is called vocabulary, grammar, spelling, punctuation and writing style in order to become good writers.

2.2.1.3.5. Discussion of the Student's Interview**“Students' Awareness towards extensive reading in Enhancing Writing Performance”**

The first research question is “Are both teachers and learners aware of using extensive reading to develop writing proficiency?” This research question is answered by all the items 1,2,3,4,5,6,7 and 8 in the students' interview. The results revealed that the majority of third-year LMD students that are interviewed at Mohamed Boudiaf M'sila university are aware of the use of extensive reading and believe that is very important.

It was found that most of the students believed that reading is not an enjoyable and interesting task to the fact that they do not like reading and they read only when they really need to do that. More specifically, it was found that the students that are interviewed do not pay attention to divide the reading process into stages; they just read the whole material to gain the gist of the text. Whereas only one student who relies on the stages of reading.

Moreover, the majority of students assumed that they are not interested to read extensively. They stated that reading more materials outside the classroom is a boring task and not important for their learning. However, only two students who claim that they read extensively. Also, most of the students believe that extensive reading is very beneficial for their learning. On one hand, most of the students assume that their teachers encourage them to read and always increase their awareness towards the importance of reading in enhancing other skills like writing, speaking and listening, where there are only some teachers who have little extent towards reading encouragement in classroom.

On the other hand, the students believed that since they are third- year students, they do not achieve very good writing assignments and they consider their level is poor because they face some problems in writing. Also, students stated that they face different difficulties in the writing process. The most serious problems that affect their writing to write incorrectly

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

are the lack of vocabulary, grammar, spelling mistakes, organization of ideas, style of writing and ambiguity of ideas. Moreover, it was assumed by students that extensive reading can be a beneficial task for writing skill by getting more vocabulary, using correct spelling, punctuation and grammar rules, in addition to organizing the ideas and creating new style of writing as well.

2.2.2. Discussion of the Results

The current section is devoted to giving answers to the research questions of this study. This research was carried out essentially to investigate the role of extensive reading in improving third-year LMD students' writing skill at M'sila university. The blend of tools which are two questionnaires for both students and teachers and one structured interview for the students adopted for carrying out this investigation is believed to present data about the extent to which students are aware of extensive reading contribution in improving writing skill. Besides, teachers with their contribution have explained effective tips for raising students extensive reading awareness to enhance their writing performance.

The study started with the assumption that if students are aware of extensive reading they will improve their writing skill. It was clear of the discussion of the analysis that teachers and students agreed on what has been suggested. Both of them believe that applying extensive reading in the learning process decrease students' problems in writing.

The first question of this research is are both teachers and students aware of using extensive reading to develop writing proficiency ?. The analysis of the three tools together revealed that extensive reading is very useful in learning. From the semi-structured interview, it was clear that students are aware of the importance of extensive reading in decreasing their writing problems and enhance their abilities to write academically and correctly. But they do not have good reading habits because they rarely read a lot of books in a given period of time.

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

The results of the students and teachers questionnaire also reveal that none of teachers ignore the role of extensive reading in developing the students writing skill. But the problem is on the students who act as passive learners and do not read as proficient readers as it is mentioned in the interview's result. This satisfactory results which appear in the lack of students interest to read inside or outside classroom and without the pressure of others make them still have problems in writing, even they are in the third year level. Which means that extensive reading is not being a part of the curriculum which makes the learners have to apply it in an effective way in order to write as a proficient writer (Green, 2005).

The second question that third students set out to answer was do the learners gain more vocabulary, different writing styles and different themes, and ideas when they read extensively ?. The same results were obtained from the three tools. Both of teachers and students are aware of the benefits of extensive reading when learners acquire new words, new ways of writing, and different thoughts which are necessary to their written productions, similarly, as mentioned in Sun's investigation (2003) about the attitudes of 95 participants towards extensive reading in university, when the students showed good results. In addition, they found that it is very important in enhancing their linguistic competence.

The third question was do the teachers play a key role in motivating students to read and raising their awareness towards extensive reading-writing relationship Teachers' motivation to the students is very important to push them to read more in order to improve their reading proficiency as well as their writing skill. Cambria & Guthrie (2010) state that "you can certainly ignore motivation if you choose, but if you do, you may be neglecting the most important part of reading"(p.16). In the teachers' questionnaire, it is revealed that teachers do their best to motivate EFL third-year students at M'sila university to read outside classroom for the sake to develop writing skill. The same results were obtained from the

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

Students' questionnaire. Students are really motivated by the teachers to focus on this skill in order to develop other skill especially writing.

Concerning the students' interview, after the analysis, it is deduces that the teacher plays a great role to raise the students' awareness of the importance of extensive reading. Third-year students at the department of English language and literature believes that the teachers as motivators, increase their interest in reading extensively. Consequently, teachers may develop the learners writing capacities by motivating them to read more resources, because the more students get motivated the more they read large quantities of materials.

Conclusion

This section was concerned with the description, analysis, and discussion of the findings of the different data collection tools. This current section started with the teachers' questionnaire, then the students' interview, and then the students' questionnaire of their views perception, and expectation concerning the use of extensive reading to improve writing skill.

*CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION***SECTION THREE RECOMMENDATION****Introduction**

The two last sections dealt with the methodology, methods, and research design used in this study as well as the data analysis, interpretation, and discussions. This section provides some suggestions and recommendations that may help in solving some problems and improving writing through the implementation of extensive reading in the light of the results found.

From the results found, it was clear that students are aware of the importance of extensive reading to develop writing skill. They complained about their writing problems in grammar, spelling, punctuation, and mechanics. Therefore, some points are recommended and some suggestions are proposed to help teachers and learners to promote writing skill.

2.3.1. Implications

The current section endeavors to present implications that are basically driven from the results obtained. The main aims of this study is to explore facts behind third-year LMD students' writing problems and to investigate students' awareness towards the use of extensive reading in enhancing writing performance. The findings reveal that a considerable number of third year students at Mohamed Boudiaf M'sila university have great extent towards extensive reading to improve writing skill, but they do not apply it in their carrier learning. Though, all of their written expression teachers agree on the positive effects of extensive reading on the improvements in their writing performance.

Thus, the researcher would like to recommend all written expression teachers to raise their students' awareness about the importance of extensive reading and to read a lot, and about its positive effects on enhancing their writing performance. The teachers are expected to utilize an educational curriculum to promote and reinforce their

CHAPTER TWO RESEARCH METHODOLOGY AND DISCUSSION

learners extensive reading so that they can enhance their writing skill such as vocabulary, grammar, spelling, punctuation, organization and writing style. Moreover, to offer them a program this includes appropriate materials, guidance, tasks such as libraries of books. The instructions and programs of extensive reading will enable weak learners to improve their writing productions.

2.3.2. Suggestions for Future Research

This research has collected quantitative and qualitative data from only third-year LMD students of Mohamed Boudiaf M'sila university. It is suggested that future research should consider participants from other English departments at other universities, In order to gain deep insights about the extent to which extensive reading is used by EFL learners to improve writing skill, and to see the teachers' attitudes towards the importance of extensive reading in educational curriculum and its effects on the students' writing performance. Besides, future research studies can apply more than two data collection means, in order to collect more valid and reliable data. Finally, the conducted study is only descriptive; therefore, it will be better if future researchers conduct an experimental research for the sake of finding out the impact of extensive reading on students' writing performance.

Conclusion

This chapter included the results obtained from the two questionnaires administered to teachers of written expression and to third-year LMD students in addition to the one semi-structured interview which were conducted with third-year students. Besides, it presented the analysis, interpretation, and the discussion of the findings, along with the implications recommendations for future research concerning enhancing writing skill through extensive reading.

GENERAL CONCLUSION

This study is descriptive; it has been conducted to investigate the extent to which extensive reading is used by students to enhance their writing performance and to determine EFL learners and written expression teachers' attitudes towards the role of extensive reading. The current study has addressed three major research questions. The first one: are both teachers and learners aware of using extensive reading to develop writing proficiency? The second one: do learners gain more vocabulary, different writing styles, and different themes and ideas when they read extensively? The third one: do teachers play a role in motivating students to read and in raising their awareness towards extensive reading- writing relationship?

This research adopts the mixed method approach; it has combined the quantitative and qualitative methods together. The former is two questionnaires that has been designed for eight teachers and for sixty out of two hundreds forty third year students at Mohamed Boudiaf M'sila university. The later is a semi-structured interview designed for eight students.

The analyses of quantitative and qualitative data enable us to come up with these essential findings. The first research question demonstrated that both teachers and students are aware of the importance of extensive reading but the majority of third year LMD students at Mohamed Boudiaf M'sila university do not read a lot in order to enhance their writing abilities .Though, it is not enough to motivate students to read a lot. Teachers are expected to utilize an educational curriculum to promote and reinforce their learners' extensive reading, and to offer them a programme which includes appropriate materials, guidance, tasks, and facilities such as permanent libraries of books to improve their students' writing performance. It was found in the second research question that learners benefit more from extensive reading, by which they gain new vocabularies, different writing styles and different ideas as

GENERAL CONCLUSION

well. Moreover, concerning the third research question, the findings revealed that teachers, most of the time, encourage their students to read outside the classroom in order to increase their attention towards the role of extensive reading in promoting well successful writing products. Thus, it was concluded that third year LMD students at Mohamed Boudiaf M'sila university have great extent towards the importance of extensive reading in improving the writing skill but they do not have the habit of reading a lot of materials in their real learning and this might be a reason for their poor performance in writing.

At last, though the WE teachers believe that extensive reading has positive effects on the students' writing performance. Third year students do not read effectively and sufficiently. Therefore, it is obligatory for these teachers to raise the students' awareness about its role first because most of them do not read large quantity of materials outside classroom. Then, they follow the instructions to help them develop extensive reading in order to improve their writing skill.

REFERENCES

- Adel, R., & Rajab, H. (2015). *Enhancing elementary level EFL students' reading comprehension and writing skills through extensive reading enrichment program*. International Journal of English Language Education, 3(2) 1-17. DOI: 10.5296/ijele.v3i2.7742 URL: [http://dx. doi.org/10.5296/ijele.v3i2.7742](http://dx.doi.org/10.5296/ijele.v3i2.7742).
- Afrin, S. (2016). *Writing problems of non-English major undergraduate students in Bangladesh: An observation*. Open Journal of Social Sciences, 4, 104-115. DOI: 10.4236/jss.2016.43016.
- Angosto, A., Sanchez, P., Alvany, M., Cuevas, I., & Leon, J.A. (2013). *Evidence for top-down processing in reading comprehension of children*. Psicología Educati Via, 83-88. DOI: <http://dx.doi.org/10.5093/ed.2013a14>.
- Badger, R., & White, G. (2000). *A process genre approach to teaching writing*. ELT Journal. Retrieved from: <https://www.researchgate.net/publication/31211657>.
- Bamford, J., & Richard, R. (1997). *Extensive reading: What is it? Why bother*. The Language Teacher.
- Bailey, S. (2015). *Academic writing: A handbook for international students*. 4th edition. Routledge.
- Barkho, L. (2016). *Where you may get it wrong when writing English: A practical guide for students, teachers and professionals*. 1st edition. Bookboon.Com.
- Basit, T.N. (2010). *Conducting research in education contents*. New York: Continuum International Pub. Group.

REFERENCES

- Baxter, P., & Jack, S. (2008). *Qualitative case study methodology: Study design and Implementation for novice researchers*. *The Qualitative Report*, 13(4), 544-559. Retrieved from <http://nsuworks.nova.edu/tqr/vol13/iss4/2>.
- Bazerman, C. (Ed.). (2009). *Handbook of research on writing: History, society, school, individual, text*. New York: Taylor & Francis Group.
- Bhardwaj, A. (2004). *Improving reading skills*. New Delhi: Sarup & Sons.
- Bhatnagar, N., & Bhatnagar, M. (2010). *Communicative English for engineers and professionals*. Pearson India.
- Blankenship, D.C. (2010). *Applied research and evaluation methods in recreation*. Leeds Human Kinetics.
- Boakye, N.A. (2017). *Extensive reading in a tertiary reading program: Students' accounts of affective and cognitive benefits*. *Reading & Writing – Journal of the Reading Association of South Africa*, 8(1).DOI: <https://doi.org/10.4102/rw.v8i1.153>.
- Burt, A. (2005). *Key comprehension teachers' handbook 4*. New edition. Harlow: United kingdom: Pearson Education Limited.
- Bolukhas, F. (2013). *The effects of reading strategies on reading comprehension in teaching Turkish as a foreign language*, 8(21). *Academic Journal*. 1614-2154. DOI: 10.5897/ERR2013.
- Brown, G., & Yule, G. (1983). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge: Cambridge University Press.
- Carroll, R.T. (1990). *Student success guide: Writing skills*. Retrieved from [www.skepdic.com/refuge/study skills](http://www.skepdic.com/refuge/study%20skills).

REFERENCES

- Choudhury, N.R. (1998). *Teaching English in Indian schools*. New Delhi: A.P.H. Publishing Corporation.
- Clark, S.K., Dugan, C., Moretine, T., Prior, J.O., Ray, Rosenbing, M., Trischitta, A. (2007). *Successful strategies for reading in the contents areas*. Shell Educational Publishing.
- Crème, P., & Lea, M.R. (1997). *Writing at university*, 2nd edition. Philadelphia: Open University Press.
- Dao, T.N. (2014). *Using internet resources for extensive reading in an EFL content*. Hawaii Pacific University TESOL Working Paper Series, 12, 72-95. Retrieved from: <http://www.npu.edu>.
- Doolittle, P.E., Hicks, D., Triplett, C.F., Nichols, W.D., Young, C.A. (2006). *Reciprocal teaching for fostering the deeper understanding of texts*. International Journal of Teaching and Learning in Higher Education, 17(2), 106-118. Retrieved from <http://www.isetl.org/ijtlhe/>.
- Davoudi, M., & Moghadam, H.R.H. (2015). *Critical reviewing of the models of reading comprehension with a focus on situation models*. International Journal of Linguistics. 7(5) 172-187. DOI:10.5296/ijl.v7i5.8357. Retrieved from: <http://dx.doi.org/10.5296/ijl.v7i5.8357>.
- Day, R.R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Day, R.R., Park, J. S. (2005). *Developing reading comprehension questions: Reading in a foreign language*. 17(1). Retrieved from: <http://nflrc.hawaii.edu/rfl>.
- Duigu, G. (2002). *Essay writing for English tests*. New edition. Academic English Press.

REFERENCES

- Eckelberry, A. (2016). *Writing well (for the rest of us): No grammar. No rules. Just common sense*. St. Thomas Press.
- Field, M. (2009). *Improve your written English: Master the essentials of grammar, punctuation and spelling and write with greater confidence*. How to Books.
- Friedman, L.M., Furberg, C.D., Demets, D.L. (2010). *Fundamentals of clinical trials*. 4th edition. New York: Springer.
- Gillet, A., Hammond, A., & Martala, M. (2009). *Inside track: Successful academic writing*. England: Pearson Education Limited.
- Goodman, K.S. (1967). *Reading: A psycholinguistic guessing game*. *Journal of Reading Specialist*. 6, 123-135. Retrieved from <http://doi.org/10.1080/19388076709556976>.
- Golafshani, N. (2013). *Understanding reliability and validity in qualitative research*. *The Qualitative report*, 8(04), 597-606. Retrieved from: <http://nswworks.nova.edu/tqr/vol8/iss4/6>.
- Grabe, W. (2009). *Reading in second language : Moving from theory to practice*. New York: Cambridge University Press.
- Grabe, W. (1991). *Current developments in second language reading research*. *Teachers of English to Speakers of other Languages, Inc.* 25(3), 375-406. DOI: 10.2307/3586977.
- Grabe, W., & Kaplan, R.B. (1996). *Theory and practice of writing*. New York: Taylor and Francis Group.
- Gramer, W. (1978). *Speed reading for better grades*. J. Weston Walch, Publisher.

REFERENCES

- Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching*. Pearson Education Limited.
- Harmer, J. (2000). *The practice of English language teaching*. 3rd edition. London: Longman.
- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.
- Hayashi, K. (1999). *Reading strategies and extensive reading in EFL classes*. Sage Journals.
Retrieved from: <https://doi.org/10.1177/003368829903000207>.
- Hirvela, A. (2004). *Connecting reading and writing in second language writing instruction*.
USA: The University of Michigan Press.
- Ibrahim, A.M. (2012). *Thematic analysis: A critical review of its process and evaluative*.
West East Journal of Social Sciences. 39-47.
- Jacobs, G., & Farrell, T. (2012). *Teachers' sourcebook for extensive reading*. Charlotte
Information Age Publishing, Inc.
- Jackson, S.L. (2015). *Research methods and statistics: A critical thinking approach*. 5th
edition. Boston: Cengage Learning.
- Johnson, R.B., Onwuegbuzie, A.J., Turner, L.A. (2007). *Toward a definition of mixed
methods research*. Journal of Mixed Methods Research, 1(2), 112-133. DOI:
10.1177/1558689806298224.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and
mixed approaches*. 4th edition. Sage Publications, Inc.
- Kendall, J., & Khuon, O. (2006). *Writing sense: Integrated reading and writing lessons for
English language learners*. Maine: Stenhouse.

REFERENCES

- Kirin, W. (2010). *Effects of extensive reading on students' writing ability in an EFL class*.
The Journal of Asia TEFL, 7(1), 285-308.
- Kitzinger, J. (1994). *The methodology of focus groups: The interaction between research participants*. Sociology of Health & Illness, 16, 103-121. Retrieved from:
<https://doi.org/10.1111/1467-9566.ep11347023>.
- Koch, T. (2009). *Expanding the power of extensive reading: Avoiding the rabbit hole*.
Selected papers on Theoretical and Applied Linguistics, 18, 193-198. Retrieved from:
<http://ejournals.lib.auth.gr/thal/article/view/5438>.
- Krashen, S.D. (2003). *Explorations in language acquisition and use: The Taipei lectures*.
Portsmouth: Heineman, 1-22.
- Krishman, G., Rahim, R.A., Marimuthu, R., Bin Abdullah, R.B., Mohamad, F., Jusoff, K.
(2009). *The language learning benefits of extensive reading: Teachers should be good role models*. English Language Teaching, 2(4), 107-116. Retrieved from:
www.ccsenet.org/journal.html.
- Kroll, B. (Ed). (1990). *Second language writing: Research insights for the classroom*.
Cambridge: Cambridge University Press.
- Kroll, B. (Ed). (2003). *Exploring dynamics of second language writing*. Cambridge:
Cambridge University Press.
- Lee, S.Y., & Hsu, Y.Y. (2009). *Determining the crucial characteristics of extensive reading programs: The impact of extensive reading on EFL writing*. The International Journal of Foreign language Teaching, 12-20.

REFERENCES

- Lichtman, M. (2010). *Qualitative research in education: A User's guide*, 2nd edition. Sage Publications, Inc.
- Liu, F. (2010). *A short analysis of the nature of reading*. *English Language Teaching*, 3(1), 152-157. Retrieved from: www.ccsenet.org/elt.
- Loh, J.K.K. (2009). *Teacher modeling: Its impact on extensive reading program*. *Reading in a Foreign Language*, 21(2), 93-118. Retrieved from: <http://nflrc.hawaii.edu/rfl>.
- Lucantoni, P. (2015). *English as a second language course book*. 5th edition. Cambridge: Cambridge University Press.
- Longknife, A., & Sullivan, K.D. (2012). *Easy writing skills step-by-step: Master high . Frequency skills for writing proficiency-fast*. Mc Graw-Hill Companies, Inc.
- Mc Donough, J., Shaw, C., & Masuhara, H. (1993). *Materials and methods in ELT: A teachers' guide*, 3rd edition. Wiley-Blackwell.
- Mc Hugh, M.L., Barr, D.H. (2004). *Descriptive statistics, part//: Most commonly used descriptive statistics*. *Journal for Specialists in Pediatric Nursing*, 8(3). Retrieved from: <https://doi.org/10.1111/j.1088-145X.2003.00111.X>.
- McKinley, M. (2015). *The effects of leisure reading on writing apprehension*. Retrieved from: <https://www.researchgate.net/publication/280612135>.
- Mc Namara, D.S (Ed). (2007). *Reading comprehension strategies: Theories, interventions, and technologies*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Mihara, K. (2011). *Effects of pre- reading strategies on EFL/ESL reading comprehension*. *TESL Canada Journal*. 28(2), 51-73.
- Morris, J.D. (1972). *Intensive reading* . *ELT Journal*. XXVII, 38- 47.

REFERENCES

- Nemouchi, A. (2014). *Approaches to teaching writing*. Retrieved from: <http://fll.univ-biskra.dz/images/pdf.revue/revue14-15/nemouchi%20abedl%20hak%20pdf>.
- Nowell, L.S., Norris, J.M., White, D.E., Moules, N.J. (2007). *Thematic Analysis: Striving to meet the trustworthiness criteria*. *International Journal of Qualitative Methods*, 16, 1-13. DOI: 10.1177/1609406917733847.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York: Routledge.
- Nykil, R.A. (2007). *Handbook of marketing research methodologies for hospitality and tourism*. New York: Haworth Press, Inc.
- Pardo, L.S. (2004). *What every teacher needs to know about comprehension: The Reading Teacher*, 58(3), 272-280. DOI: 10.1598/RT.58.3.5.
- Pearson, D., & Gallagher, M.C. (1983). *The instruction of reading comprehension*. National Institute of Education, 317-345.
- Richard, M. (2002). *Phonics exposed: Understanding and resisting systematic direct intense phonics instruction*. Mahwah, N.j: Lawrence Erlbaum Associates.
- Roselmina, I., & Squire, J.R. (2000). *Perspectives on writing: Research, theory and practice*. International Reading Association, Inc.
- Rusinovci, X. (2015). *Teaching writing through process-genre based approach*. *Us-China Education Review a*, 5(10), 699-705. DOI: 10.17265/21611-623x1.
- Sajid, M., Siddiqui, J.A. (2015). *Lack of academic writing skills in English language at higher education level in Pakistan: Effects and remedies*. *International Journal of Language and Linguistics*. 2(4), 174-186.

REFERENCES

- Salehi, H, Asgari, M. & Amini, M. (2015). *Impacts of the extensive reading texts on the writing performance of Iranian EFL pre- university students*. Asian Journal of Education and E- learning, 3(4) 306-316. Retrieved from: www.ajouronline.com.
- Sen, L. (2007). *Communication skills*. New Delhi: PHI learning pvt.LTD.
- Sheridan, E.M. (1981). *Theories of reading and implications for teachers*. Reading Horizons, 22(1). Retrieved from <https://scholarworks.Wmich.edu/reading-horizons/vol22/iss1/11>.
- Sheu, S.P. (2004). *The effects of extensive reading on learners' reading abilities development*. Journal of National Taipei Teachers College, 17(2), 213-228.
- Shehu, I. (2015). *Reading comprehension problems encountered by foreign language students*. Academic Journal of Interdisciplinary Studies MC SER Publishing, Rome-Etaly, 4(1). DOI: 10.5901/ajis.2015.v4n1s1p91.
- Stevens, A., Abraham, k., Braziez, J., Fitzpatrick, R., Lilfod, R. (Eds). (2001). *The advanced handbook of methods in evidence based healthcare*. London: Sage Publication Ltd.
- Tsang, W.K. (1996). *Comparing the effects of reading and writing on writing performance*. Applied linguistics, 17(2), 210-233. Retrieved from: <http://appliedjournals.org/>.
- Tuan, L.T. (2012). *Teaching writing through reading integration*. Journal of Language Teaching and Research, 3(3), 489-499. DOI: 10.4304/jltr.3.3.
- Thomas, M. (2008). *Effective teaching: A measure of excellence*. S. Ehand and Company Pvt. Ltd.
- Thyer, B.A. (2010). *The handbook of social work research methods*. 2nd edition. Sage Publications, Inc.

REFERENCES

- Ur, P. (2012). *A course in English language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Venkatesh, V., Brown, S.A., Bala, H. (2013). *Bringing the qualitative-quantitative divide: Guidelines for conducting mixed methods research in information system*. *Mis Quarterly: Management Information Systems*, 37, 21-24.
- Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.
- Walker, B.J. (1989). *The interactive model of reading: Deciding how disability occurs*. Retrieved from: <https://files.eric.ed.gov>.
- Williams, R. (1986). *Top ten principles for teaching reading*. *EFL Journal*, 40(1), 42-45. Retrieved from: <http://elj.oxfordjournals.org>.
- Williams, J.D. (2014). *Preparing to teach writing research theory and practice*. 4th edition. New York: Routledge.
- Wooley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Netherlands: Springer.
- Yamashita, J. (2004). *Reading attitudes in L1 and L2 and their influence on L2 extensive reading*. *Reading in a Foreign Language*. 16(1). Retrieved from: <http://nflrc.hawaii.edu/rfl>.
- Yamashita, J. (2013). *Effects of extensive reading on reading attitudes in a foreign language*. *Reading in a Foreign Language*. 25(2), 248-263. Retrieved from: <http://nflrc.hawaii.edu/rfl>.
- Yule, G. (2012). *The study of language*, 4th edition. Cambridge: Cambridge University Press.

APPENDIX A STUDENTS' QUESTIONNAIRE

Dear third year students,

This questionnaire is designed to know the students awareness about the role of extensive reading in improving EFL students' writing skills. You are kindly asked to answer the questions below, bear in mind that your responses are very beneficial for this research validity to highlight the role of extensive reading and to find solutions to the students' writing difficulties. Please tick (✓) the appropriate answer and provide a full statement if necessary.

Thanks in advance.

Section One: General Information

1. Gender: a. Male b. Female

2. Learning English is

a. My personal choice b. My parents' choice c. Imposed by the department

3. I consider my level in English

a. Poor b. Average c. Good d. Very good

4. The skill I want to develop is

a. Listening b. Speaking c. Reading d. Writing

Justify.....
.....

5. The skill which is strongly related to reading is

a. Listening b. Speaking c. Writing

Section Two: Students' Attitudes towards Reading

6. I read in English

- a. Rarely b. Sometimes c. Frequently d. Always

7. I read

- a. Only when the teacher asks me b. Only during weekends and holidays
c. Whenever I have time d. Every night before I sleep

8. When I read outside classroom I prefer books

- a. Which interested me b. Which the teachers choose to me
c. Which is appropriate to my level

9. If I find written information difficult to understand

- a. I just give up b. I usually give up but I occasionally try to use strategies
c. I sometimes give up but other times I use strategies d. I always use strategies

Section Three: Students' Attitudes towards Extensive Reading.

10. I read extensively (reading a lot of books for your pleasure)

- a. Yes b. No

11. When I read extensively , I reach my purpose and understand the passage easily

- a. Strongly disagree b. Disagree c. Agree d. Strongly agree

12. I know how to use extensive reading strategies

- a. Yes b. No

13. My teachers encourage me to read extensively

- a. Strongly disagree b. Disagree c. Agree d. Strongly agree

14. The one who motivates me to read in the library for my pleasure is

- a. My teacher
- b. My parents
- c. No one

15. Extensive reading is very beneficial to develop my writing skill

- a. Not at all important
- b. Slightly important
- c. Important
- d. Extremely important

16. When I read a book outside classroom I expect to

- a. Get more vocabulary and different writing styles
- b. Know more about the language I'm reading
- c. Get pleasure
- d. Discuss different themes and ideas

**Section Four: Students' Attitudes towards the Role of Extensive Reading in
Improving Writing Skill**

17. I like writing: a. Yes b. No

18. Writing is an important skill in the learning process

- a. Not at all important
- b. Slightly important
- c. Important
- d. Extremely important

19. My level in writing

- a. Poor
- b. Average
- c. Good
- d. Very good

20. I am aware of the most effective writing strategies

- a. Yes
- b. No

21. Good writing means

- a. Correct grammar
- b. Appropriate vocabulary
- c. Good ideas
- d. Correct spelling
- e. All of them

others, please specify.....

.....

22. The most difficult problem I face in writing is

- a. Spelling mistakes
- b. Incorrect grammar
- c. Lack of vocabulary
- d. Poor content and organization

23. The most difficult step in writing is

- a. Generating ideas
- b. writing initial drafts
- Revising
- Editing

24. The most effective activity to develop my writing proficiency is

- a. Reading extensively
- b. Writing a lot
- c. Focusing only on the teachers' feedback

25. Extensive reading contributes in improving writing level by acquiring

- a. New and large vocabulary
- b. Different writing styles
- c. New information and ideas
- d. All of them

Section Five : Further Comments

26. Please add any further comments about the role of extensive reading in writing development.

.....

.....

.....

APPENDIX B TEACHERS' QUESTIONNAIRE

Dear teacher,

This questionnaire is designed to investigate the importance of extensive reading in enhancing third year students' writing skill. You are kindly asked to answer carefully the questions below, bear in mind that there is no wrong or right answer. However, your responses are believed to be a valuable contribution to highlight the role of extensive reading and to find solutions to the EFL students' writing problems. It is worth mentioning that your confidentiality is certainly preserved. Please tick (✓) the appropriate answer or give a full statement if necessary.

Thank you for your collaboration.

Section One: General Information

1. Gender: Male Female

2. Degree or qualifications

a. License b. Magister c. Doctorate

3. Teaching career at university:

a. 1-5 years b. 6-10 years c. More than 10 years

Section Two: Teachers' Attitudes towards Reading Skill**4. I consider reading as an important skill for EFL learners**

a. Yes b. No

5. The skill I want my students to improve is reading

- a.Strongly disagree b.Disagree c. Agree d. Strongly agree

6. I encourage my students to read

- a. Never b. Rarely c. Sometimes d. Most of the time

7. I provide my students with reading strategies

- a. Never b. Rarely c. Sometimes d. Most of the time

8. I think the process of dividing my reading lesson into pre-reading, while reading and post-reading activities is:

- a. Not at all important b.Slightly important c.Important d.Extremely important

9. My students find difficulties in reading because of

- a. Lack of motivation b. Lack of interest c. Lack of reading material

Others, please specify

.....

Section Three: Teachers’ Attitudes towards Extensive Reading

10. My students read extensively (reading a large amount of materials in a short period of time)

- a. Never b. Rarely c. Sometimes d. Most of the time

11. I encourage my students to read outside classroom in a given period

- a. Never b. Rarely c. Sometimes d. Most of the time

12. Students will enjoy reading if they choose what they want to read

- a.Strongly disagree b. Disagree c. Agree d. Strongly agree

13. My students are interested in extensive reading for

- a. Gaining new vocabulary
- b. Discussing different themes and ideas
- c. Pleasure
- d. Gaining different writing styles

Others, please

Specify.....
.....

Section Four: Teachers' Attitudes towards Writing Skill and Readings'

Role in Enhancing Writing Skill.

14. According to me, the writing skill is important for EFL learners.

- a. Not at all important
- b. Slightly important
- c. Important
- d. Extremely important

15. My students' level in writing is

- a. Poor
- b. Average
- c. Good
- d. Very good

16. The time allocated to written expression is

- a. Insufficient
- b. Sufficient
- c. Very sufficient

17. In order to improve students writing, I employ the following strategy

- a. asking students to make more practice in writing
- b. providing them with constant feedback on their writing
- c. encouraging extensive reading in the foreign language
- d. Others, please

Specify.....
.....

18. When I set a writing assignment, most learners find difficulties in

- a. Writing accurately (respecting grammar rules)
- b. Choosing appropriate vocabulary
- c. Expressing and finding good ideas
- d. Spelling correctly
- e. All of them

a. Others , please

specify.....

.....

19. Practising reading may improve students ability to write in English, I

a. Strongly disagree b. Disagree c. Agree d. Strongly agree

20. Extensive reading enhances the students' writing abilities and causes them to acquire

a. New and large vocabulary b. Different writings style c. New information and ideas

21. Section Five

Please, feel free to add any comments related to teaching writing through reading

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

Thank you again for your responses

APPENDIX C STUDENTS' INTERVIEW

1. Do you like reading?

Yes (why)

No (why)

2. Do you divide your reading process into stages? (pre-reading, while-reading and post-reading)

Yes (how)

No

3. Do you read extensively? (faster reading of large materials outside classroom)

Yes (why)

No (why)

4. Do you think that extensive reading is very beneficial for your learning?

Yes (why)

No

5. Do your teachers encourage you to read in order to improve other skills (writing, speaking and listening)

Yes

No

1. Do you think that your level in writing is good?

Yes (why)

No (why)

2. What are the most difficult problems you face in your writing process?

3. According to you, how can extensive reading improve your writing proficiency?

الملخص

تهدف هذه الدراسة إلى إثبات أهمية القراءة المكثفة لتحسين وتطوير الكتابة لدى طلبة السنة الثالثة، كما انها تهدف لمعرفة معظم المشاكل التي يواجهها الطلاب في الكتابة وإيجاد الحلول المناسبة لها. إن الغرض من هذه الدراسة هو توعية المدرسين والطلبة في أهمية القراءة الواسعة لتحسين الكتابة خاصة والتعليم عامة. تم إجراء هذا البحث بين طلاب السنة الثالثة في قسم اللغة الإنجليزية في جامعة المسيلة. وقد تمت عن طريق إجراء البحث الوصفي حيث تم جمع البيانات نوعيا وكميا من خلال تقديم استبيانين، وجه أحدهما لطلبة السنة الثالثة لقسم اللغة الإنجليزية في جامعة محمد بوضياف بالمسيلة، أما الآخر فكان موجها لأساتذة التعبير الكتابي على مستوى نفس الجامعة. إضافة إلى إجراء مقابلة مع مجموعة من هؤلاء الطلبة، وذلك لمعرفة مدى وعيهم بأهمية المطالعة في تحسين المهارات الكتابية. تقترح هذه الدراسة القيام بالبحث التجريبي، وذلك للوصول إلى نتائج قوية تؤكد صحة هذه الفرضية، أي أنهم يحتاجون قدر المستطاع للغة الإنجليزية عبر القراءة المكثفة لتحسين وتطوير مهاراتهم.

كلمات مفتاحية: القراءة، مهارة الكتابة، مشاكل الطلبة في الكتابة، أهمية المطالعة، تحسين مهارات الكتابة.