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Department of Letters and English Language**

**The Effectiveness of Extensive Reading in Enhancing
Students' Writing Ability**
**Case Study of First Year EFL Students at University Center of
Ain Temouchent**

**An Extended Essay Submitted to the Department of English in Partial Fulfillment of the
Requirements for A Master's Degree in Advanced Studies in Contemporary Linguistics**

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Dedication

In the name of Allah, Most Merciful, Most Compassionate.

I dedicate my work to my very dear grandmother “Khadra” who has always supported me and sacrificed her life to make me who I am “May God protect her”

Great thanks to my parents for giving me a chance to prove and improve myself through all my walks of life

Special thanks to my sister “Khadidja ” and my beloved family for their trust and care

To my cousin “khadidja” for her help and ideal encouragement

To my close friends who always help me

Benmehimda Chahinez

Dedication

I pray and thank God almightly for granting us the gift of knowledge and blessing us with his
mercy.

I dedicate this work to the King and the Queen of my life

My dear father KADDOUR and my beloved mother Didia

To the Crown of my head my Husband Nasreddine

Thanks you for all your encouragement and love my ALLAH bless you now, and forever

To my brothers and to my sisters

To my close friends

To all the extended family for their unconditional support and encouragements

Henkouche AICHA

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Abstract

This research investigates the effectiveness of extensive reading in enhancing students' writing ability. Writing skill is considered as a challenging activity for students because the majority of them are incapable to reach their pieces of writing. Also, it entails a set of difficulties that result in the students' poor writing production. Moreover, our research paper aims to investigate the relation between students' writing skill and extensive reading.

In order to gather data, we have used classroom observation, also two questionnaires. The first, has been submitted to fifty students of first year LMD at the department of English and foreign language at Belhadj Bouchaib University Centre of Ain Temouchent. The second one was administered to three teachers of written expression. The results obtained demonstrate the effectiveness of extensive reading in enhancing students' writing ability. Based on these results, the research hypothesis was confirmed that students know that extensive reading provides them with some language aspects and enrich their culture background and enhance their writing competence. Also, the teacher should motivate their students to read and to be aware about the importance of reading and writing skills and to know that they complete each other.

List of Abbreviations and Acronyms

EFL: English Foreign Language

FL: First language

ICT'S: Information and communication technology or technologies

LMD: License, Master, Doctorate

L2: Second Language

Q: Question

%: Percentage

SL: Second Language

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GENERAL INTRODUCTION

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Acquiring a language needs basic skills which are listening, speaking, writing and reading. The more students listen, the more they speak well. The more students read, the more they write well. The objective of this research is to focus on reading and writing skills which complete each other.

Reading is one of the important skills for learning; it is the process of looking at series of written symbols and getting meaning for them. Reading is a receptive skill through it we receive information. So, Students need continuous exposure to the language by reading widely or what is called Extensive reading to enhance their writing skill. Extensive reading involves students in reading large quantities of books; their reading is based on choices and purpose. Extensive reading is type of reading that makes students acquire many and new vocabularies that facilitate to write in English. It offers them opportunities to think critically, organize their thoughts, and share their knowledge. On the other hand writing is a good instrument to learn English. Learners can express their ideas, opinions on paper using grammar, vocabulary which has been studied. So, writing is basic skill in language learning on which the EFL learners have to make effort in order to develop their level in writing. In fact, many students face set of difficulties such as: content and organization, vocabulary, language use, spelling, punctuation, accurate capitalization and paragraphing which make their writing were not easy to follow. So, extensive reading plays an important role within writing pieces. EFL learners should take extensive reading importance into consideration in order to improve their level of writing competency.

Due to the difficulty of the writing skill, most of the first year LMD students at the department of English and foreign language at Belhadj Bouchaib University Center in Ain Temouchent find it hard to being competent as academic writers, they face difficulty in writing. So, in our work, the light will be shed on the relation between Academic Writing and Extensive reading.

The aim of our study is to develop students writing skill through reading a large number of understandable materials. Also, to introduce the importance of extensive reading on learners' written production and to raise learners' awareness towards the reading –writing relationship.

General Introduction

In this study, we attempt to explain the importance of reading especially extensive reading in the development of students' writing ability. Besides we wonder if students are aware about its importance and if it enhances them to read large quantities of books in order to obtain information and enjoy texts.

Our research questions aim is to find out whether extensive reading really improves the learners' writing ability. So, we attempt to answer two questions:

1. Does extensive reading enhance students' writing ability?
2. Do learners benefit from the effectiveness of extensive reading to develop their vocabulary during writing?

The suggested hypotheses to these questions:

1. When learners read extensively their academic writing competence could be better accomplished.
2. Extensive reading is an excellent way to develop language proficiency because it presents opportunities to think critically and to develop the vocabulary during writing.

For the purpose of collecting data, the instruments employed are classroom observation and two questionnaires, the first one submitted to 50 students from first year LMD students of the department of English, it investigates students their opinions about the effectiveness of extensive reading. The second one submitted to 03 teachers of written expression in order to determine the place of extensive reading in developing written pieces.

The dissertation is divided into three chapters, in the first chapter; we will have some definitions about reading and writing skills in general. In the first part we define reading and its approaches and types. Then we move to extensive reading and its principles and importance. In the second part we define the writing skill and its approaches and process of academic writing. Finally, we will discuss reading-writing relationships.

The second chapter is a practical one, which is concerned with methodology and data analysis of both student's and teacher's questionnaire and we would analyze quantitatively and qualitatively to focus on the impact of extensive reading on the progress of writing skill.

In the last chapter, we analyze classroom observation and the findings, also we provide some recommendations and suggestions to help first year student to develop their academic writing.



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Part One: Reading and Extensive Reading**1.1 Introduction**

In learning English as second language or foreign language, many people focus on speaking. While, reading is an important skill in learning a foreign language or any matter, especially in academics. In this chapter, we will be mainly discuss two parts; in the first part, we will explain briefly reading, its approaches and their main strategies and types. Also, we will identify extensive and intensive reading, then, the basic principles and objective of extensive reading. The second part, we will shed the light on writing skill, after their approaches and process, also we will discuss the main characteristics and the most difficulties students faced in writing. Finally, we will illustrate the relation between reading and writing skill.

1.2 Definition of Reading

Reading is the key of any door of knowledge; it gives access to information and enriches our minds with new experience. Most information students learn is through reading. So, learners should to raise the attitude of reading and become active reader because there is a great relationship between reading and academic success. Giving a clear straightforward definition of reading is not an easy issue.

Many theorist and researchers have to define reading based upon different research purpose (s): for example, Oxford Dictionary (2008) defined reading as “a way in which something is understood”. So, reading means making things clear with no misunderstanding or misinterpret. According to Urquhart and Weir (1998,p.22) reading is often explained in simple statements such as the following: “Reading is the process of reviewing and interpreting information encoded language from the medium of print”. In the other hand, Dr Kimberly defines reading in his web site (2014) “a dynamic in which information from the text and knowledge possessed by reader interact to enable him to construct meaning before /during and after reading”

Goodman (1988,p.11-12) defined reading “as the process which requires readers to make the interpretation of graphic, signs, delineates reading in a variety of ways i.e. matching sounds to letters”. In this sense reading is a cognitive process which could aid the readers to produce meaning from the text.

Anywise, when we think of the different purposes and diverse processes of reading, we can say that reading is a complex cognitive ability that is considered as one of the basic language skill which can help students in learning foreign language.

Approaches of Reading

Some researchers have tried to explain reading mechanisms and examine reading process by which readers approach the meaning. So, they tend to clarify the process by which readers realize meaning construction.

Reading Approaches explain what happened in the process of reading, they describe how reader processes printed a text to construct meaning that means these approaches are concerned with how readers could be able to translate given printed words into meanings form the level of perception of the text by the eyes into analysis by brain. This led us to shed a light on three main theoretical models or approaches of reading process that has been researched by many cognitive and behavioral scientists: Bottom-up, top-down , interactive approach.

(Marto Redondo 1997, p.140)

1.3.1 The Bottom-Up Approach

This approach was proposed by Gough in 1972. It emphasizes a single direction, part-to-the whole processing of text. In other words, it includes a group of steps that the reader has to go through which means moving from the smallest linguistic unit still amount to the meaning of the text. According to Nuttal (1996, p.17) in bottom-up approach “the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure”. So, the readers utilize this approach consciously when they are muddled with an initial reading. In addition to this, the reader is totally reliable on the contextual meaning, and s/he does not need any background knowledge since it is text-driven.

1.3.2 The Top -Down Approach

It proposed by Goodman in 1997. This approach requires from readers to obtain meaning to text based on their previous knowledge. Richards (1990, p.50-51) explained the top-down approach referred to “ the use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous

knowledge about a topic , situational or contextual knowledge , or knowledge stored in long term memory in the form of “schema” and “scripts”. So, when the learners use their previous knowledge, this is named top-down strategy in which the reader moves from the general idea or information to specific information in the text.

1.3.3 The Interactive Approach

The interactive approach is a combination between bottom-up and top-down approach because the approaches can work together at the same time .According to Eskey (1988, p.94) “the interactive model is a balance among orthographic, lexical, syntactic, semantic and schematic process employed during reading ”.when applying the interactive, readers use the information gained from bottom-up and top-down approach in order to construct meaning.

The interactive approach is very essential because it makes students use all the means to make sense of what they are reading.

In fact, the three approaches of reading are important the bottom-up approach is concerned with reading letter for letter, word for word, however the top-down approach has relation with the readers’ background knowledge, and the last one is the interactive approach which is combination of the two approaches.

1.3 The Main Reading Strategies

Reading strategies are effective techniques that are used by EFL learners to success in reading comprehension. Therefore, many researchers have used different types of strategies; these last are more essential, useful and beneficial ones for learners which some of them are as follow: predicting, skimming, scanning and inferring.

1.4.1 Predicting

It is essential technique that must be used by reader to accomplish comprehension when reading .Smith(cited in May, 2010,p.16) is one of the most researchers who stressed the importance of predicting, and who claimed that “is the core of reading comprehension”.

Magiliano (1993,p.35) stated that “ prediction strategy involves thinking about what might be coming next to the text .It is applied be effective reader that mean , they

used pictures ,headings and text as well as personal experience to make predictions before they begin to read” .So , predicting requires thinking ahead whilst reading and anticipating information and events in the text .

1.4.2 Skimming

According to Grellet (1999,p.24), skimming is used by reader to get “ general idea about the content of printed materials through reading the text quickly” which means that in this strategy , readers will look for something quite specific or get general ideas before putting effort into reading . So, skimming is one of strategies that require readers to read quickly in order to get the general idea or core of section .In addition; it is good for the students when there is no time to read material carefully.

1.4.3 Scanning

Is like skimming, according to Grellet (1981,p.4) , scanning refers to” quickly going to through a text to find a particular piece of information” which means that scanning a quick reading in which the reader looks for specific information such as key words .So, scanning is a rapid glimpse over a text , in order to require information or to know either a passage is suitable for a given target or not .

1.4.4 Inferring

Sometimes, a text suggests something indirectly rather states it directly. It is the responsibility of the reader to infer this information .So, inferring is also the process of reconstructing the writer’s unstated presupposition. Grellet (1996, p.14) has defined inferring as “...making use of syntactic, logical and cultural clues to discover the meaning of unknown elements”. It is also “the process used by the reader to draw a particular conclusion provide by a text” (Nuttal1996, p.114)

Inferring is a powerful aid for the students to comprehend a text, also it helps them to read books more quickly, also, the inferences are the conclusions that a reader draws about unsaid paragraph based on what the author actually says.

1.4 Types of Reading

In language teaching, reading is very essential part among other language skills such as speaking, listening and writing. Especially, in learning a second or foreign language,

reading the most important language skill for academic purposes. In order to make the lack of reading easy teachers should provide them with the different types of reading.

1.5.1 Extensive Reading

According to Liana's Extensive Reading Journals (2011), it is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". So, we can say that extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment and increase their English proficiency.

Extensive reading also helps students to write better, and improves their listening and speaking abilities .

1.5.2 Intensive Reading

It is slow and careful reading, when students read intensively they focus on any small detail, Grellet (1981,p.4) "the intensive reading means reading shorter text to extract specific information " which means that intensive reading is careful and slow reading .In other words, It is reading in depth or carefully to comprehend a given text for instance ; studying it line by line , using dictionaries, translating and so on ,Intensive reading sometimes called reading study or reading between the lines which means deriving the hidden meaning.

Teachers may impact intensive reading because he is the part of the process, and it is largely a classroom task. It is sometimes termed local reading.

1.5.3 Critical Reading

Melbourne University website clarified it as "Critical reading means applying critical thinking to a written text, by analyzing and evaluating what you read". So, critical reading is also known as reading between the lines, it requires presenting a logical argument that evaluates and analyses what the reader has read. In other words, it involves understanding the content of the text as well as how the subject matter is developed.

1.5.4 Close Reading

B. Brummett (2010,p.09) explained that " Close reading is a mindful, disciplined reading of an object with a view to deeper understanding of its meaning ;often, that

understanding is shared with others in the form of criticism or critical analysis” .Which means that close reading is critical analysis of text that focus on the important detail in order to develop deeply and exactly.

1.6 Definition of Extensive Reading

Extensive reading is the food of the mind, is one of the means to obtain knowledge, and it enables the reader to contact directly with human knowledge. There is a big difference between a person who reads a lot to get knowledge and a person who does not read. Extensive reading is one of the means of learning because it enriches our knowledge with new experiences. There is lot of and different sources of information like the radio, the television, and the internet and so on however, books remain the best way of transferring information. So, it is the most effective way of expressing ideas.

According to Grellet (1981, p.4) extensive reading refers to “reading longer texts, usually for one’s own pleasure .This a fluency activity mainly involving global understanding” which means that extensive reading is reading with the aim of realizing general understanding .Moreover, it is identified as an approach that improves learner’s reading fluency by reading many books with easy words and pleasuring topics.

Extensive reading is sometimes called by alternative terms such as “pleasure reading”, “sustained silent reading”, “free voluntary reading” or “book reading”. Day and Bamford (2004,p.1) emphasize that in extensive reading “students are encouraged to stop reading if they material is not interesting or if it is too difficult”, it means that student should be able to select materials that they can read it simply and with confidence .

1.7 The difference between Extensive and Intensive

There is a difference between “Learning to read” and “Reading to learn” .Both of them are valid form of reading but they have different aims. When student “read to learn” (Intensive reading) they are reading a text to learn something about the language itself – may be new word, some grammar and so on .We could call it “reading study” .This is typical reading may students do in their text books, the passages are short and often have a lot of language the students do not know .There are typically pre-and post-reading activities and comprehension question as well.

When students “learn to read” (extensive reading) , they are practicing the skill of reading by reading for information – reading a story book for example with the aim of enjoying the reading without consciously knowing they are learning . Extensive reading can be inside or outside classroom and the students read books of their own choice. We can say that extensive reading is an extra reading in which students read enjoyable materials excluding school texts; in addition to that it evolves the ability of critical thinking which is important for students’ success.

Intensive and Extensive reading are the both essential types of reading, intensive reading presents new language items to learner and extensive reading improves students’ rapidity and fluency of reading .

The following table shows the basic characteristics of each type:

Intensive reading		Extensive reading
Analysis of the language	Linguistic focus	Fluency, skill forming
Usually difficult	Difficulty	Very easy
Title	Amount	A book week
Teacher select	Selection	Learner select
All learners study the same material	What material	All learners read different things
In class	Where	Mostly at home
Checked by specific question	Comprehension	Checked by reports and summaries

Table 1.1 the difference between Extensive and Intensive Reading

1.8 The Importance of Extensive Reading

Eskey (1968, p.21) stated that “reading must develop and can only by means of extensive reading”. This means that extensive reading makes students better readers and aids them to read in the foreign language.

Nell (1988, p.6) confirmed that extensive reading “is an important goal of reading instruction and if offer rewards that is powerful enough both to sustain reading for long period and to support a large publishing industry”. In other word, Krashen (1993) stated extensive reading as “the free voluntary reading is one of the most powerful tool we have

in language education” .So, A student who reads a lot improve their education and personal development because there is a high relationship between extensive and student achievements

Extensive reading has the advantage of being both informative and pleasurable .It is an important source of ideas and information , it has a great role in forming one’s personality .Students will obtain many benefits if they read a great deal information.

Krashen (1993, p.83) summarized the importance of extensive reading by stating

When children read for pleasure, when they get “hooked on books”, they acquire , involuntary and without conscious effort, nearly all of the so-called “language skills” many people are so concerned about they will become adequate readers , acquire a large vocabulary , develop the ability to understand and use complex grammatical constructions, develop a good writing style

Extensive reading allows readers to find enjoyment in reading as they get a general understanding of literacy ideas, learn reading strategies, acquire new vocabularies, and develop their English proficiency.

1.9 The Basic Principles of Extensive Reading

It will be useful to familiarize the reader with basic principles of extensive reading approach as they are presented in Extensive Reading Activities for Teaching Language by Julian and Richard R Day (2004,p.02), they are summarized as follow:

1.9.1 The Easiness of the Reading Material

Learners read material that contains few or unfamiliar items of vocabulary and grammar. Reading for pleasure involves a large selection of books that are available for students to choose from their level. Students select what they want to read on their interests. If a student finds a book too difficult or he /she do not enjoy it, he/she can change it for another.

1.9.2 The Availability of the Reading Material

This principle is necessary to encourage the reader to read for different purposes and to read in different ways. There should be a variety of material available in library for the students to choose what they really like to read such as book, magazine, novels.

1.9.3 Learners Choose What They Want to Read

Readers can select a book by themselves and stop reading the book if it is not suitable to read or it is not interesting to them. This principle gives students responsibility for their own learning.

1.9.4 Learners Read as much as Possible

The language learning benefits of extensive reading come from the quantity of reading; teachers can help their students to follow extensive reading outside of the classroom.

1.9.5 Reading Speed as usually Faster than Slower

Reading books that are easy to understand without using dictionaries assist students to become fluent readers. Students will try to guess the meaning of the word from context if they find difficult words.

1.9.5 The Purpose of Reading

It depends on the students' interests and the nature of material. The purpose of extensive reading is not for the students to comprehend one hundred percent of what they read but to obtain knowledge and personal experience.

1.9.6 Reading is Individual and Silent

This principle is differing from the traditional reading skill like reading aloud or translating paragraphs. Individual and silent reading gives student a chance to interact with the text, and the student are responsible for their reading experience. This silent reading has been said to help structural awareness, build vocabulary, and to promote confidence in the language.

1.9.7 Reading is its Own Reward

Another goal is for students to enjoy the act of reading itself. So, there are usually no follow-up tasks after reading .Extensive reading is not usually followed by comprehension question .The aim of reading is reader's own experience and joy of reading .

1.9.8 The Teacher Orients and Guides the Students

The teacher orients students to the goal of the program, explains the methodology, and pays attention to what students read. Teachers can encourage and lead student to read as much as possible and to increase student's confidence.

1.9.9 The Teacher is a Role Model of a Reader

The teacher is an active member of the classroom reading community. So, if both teachers and learners read the same material, the learners will motivate to read .On one hand they consider teacher as a model, and on the other hand they do not find any problems or difficulties. So, the teacher plays the role of a guider and monitor to make students involved in reading task.

Extensive reading program requires proper guidance to be taught effectively .So, these principals play essential role to teach students to be fluent foreign language readers.

1.10 Objective of Extensive Reading

Day and Bamford (1998, p.45-46) offered that the main objectives of extensive reading are as follow:

- Extensive reading plays major role in the development of language proficiency
- Extensive reading motivates reader to be confidence in reading
- By extensive reading students will improve their reading , writing and speaking abilities and their vocabularies get richer
- Extensive reading creates comfortable reading without stopping to look up to unknown words or difficult items
- Extensive reading gives students freedom of selecting reading materials for their own interests and language ability
- Extensive reading increases background information and world knowledge.

Part Two: Writing Skill

1.11 Definition of Writing

Writing is an important means of communication that is likely the most necessary skill in academic communities. A big amount of the work achieved in the academic world is well-done out of the medium of writing. Rice and hugely define writing as any activity that leads to a completed document, including brainstorming or idea generating, gathering research, planning and organizing, drafting, revision, and editing.(qtd. In Lowry et al 71)they demonstrate the writing activity in terms of written products which demand mental efforts in order to finish written paper. “Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time.”White and Arndt (1991, p.3)

Many scholars and researchers defined writing in different ways. Crystal (2006,p.257) for instance states that “writing is a way of communicating which uses the system of visual marks made on some kind of surface; it is one kind of graphic expression”. This definition confirm that the writing skill is a series of nominal graphs put together to compose an understandable text that is necessary instrument of communication.

1.12 Approaches of Writing

Writing is the most significant proficiency in study a foreign language. The importance of being able to compose in a second or foreign language has turned into obvious nowadays. Suitably, various approaches to writing such as product approach, genre approach and process approach came into presence and they have been the interest of SL/FL researchers. The product approach concentrates on the text, ultimate product of writing process, and on the surface elements of language: grammar and mechanics. In contrast, the process itself, that is, how a writer can search and breed ideas, so that, content and discourse in a segment of writing are the main worries. Then, the genre approach considered writing development as the learning of genres, values, and practices of the target community. Later, the creative writing approach focuses on the idea that we all can enjoy the potential to be creative under certain conditions. Finally, the cooperative approach does not involve writing but research, discussion and peer evaluation.

1.12.1 The Product Approach

The product approach was wide spread in the mid of 1960's. Gabrielatos (2002, p.05) defined it as "a traditional approach in which students encourage to mimic a model text, usually is presented and analysed at an early stage". This approach concerned in mastering linguistics characteristics; so, concentrate on the suitable use of vocabulary, syntax, and cohesive device that mentioned by Pincas (1991). Other description of the product approach has been proposed by Richards (2003) Who disputes that ago the concentration of pattern text with a view to make students conscious of text characteristics, the first stage in teaching writing using this approach is familiarization:

- Familiarization, learners are educated certain grammar and vocabulary generally out of a text.
- Controlled writing, learners manipulate stable style often from exchange tables.
- Guided writing, learners stimulate pattern texts.
- Free writing, learners utilize the models they have improved to write an essay, letters and so forth.

(Richard, 2003.3-4)

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

Table1.2 The Stages of the Product Approach

1.12.2 The Genre Approach

The genre approach considers writing as mainly linguistic whereas the product approach point out that writing depends or it is tightly related to its social context. Genre approach is associated with specific kinds of writing related to different situations. Painter (1989,p.21) states: " language is a functional resource in that the language system can be viewed as having that form it does because of what is called upon to do the needs of language learners have shaped the linguistic system itself". Genre approach emphasizes that languages cannot be dissociated from its social context. Writing teachers can be of a

great help if they helped their student's emphasis: social situations (context), imitation, and analysis in order to understand the genre approach and the cultural ideologies that it depends on.

1.12.3 The Process Approach

The process approach has stood out as a response to the product approach, it faces to concentrate more on the classroom activities which enhance the expansion of the language use: brainstorming discussion and re-writing the process approach model includes of eight stages:

Stage one: brainstorming it involves generating ideas.

Stage two: planning, grading ideas.

Stage three: mind mapping; is an easy way to brainstorm thoughts organically without worrying about order and structure.

Stage four: drafting; the students began write all what come to their minds of ideas in the first draft.

Stage five: peer feedback; drafts are interchanged between students to promote their consciousness of writing.

Stage six: editing; drafts are returned to be corrected.

Stage seven: final draft; students write their final draft.

Stage eight: evaluation and teacher's feedback; teachers provide feedback on that final draft and make an evaluation on it. Steele (2004, p.79)

This following diagram shows the interrelationship in the stages of the process approach.

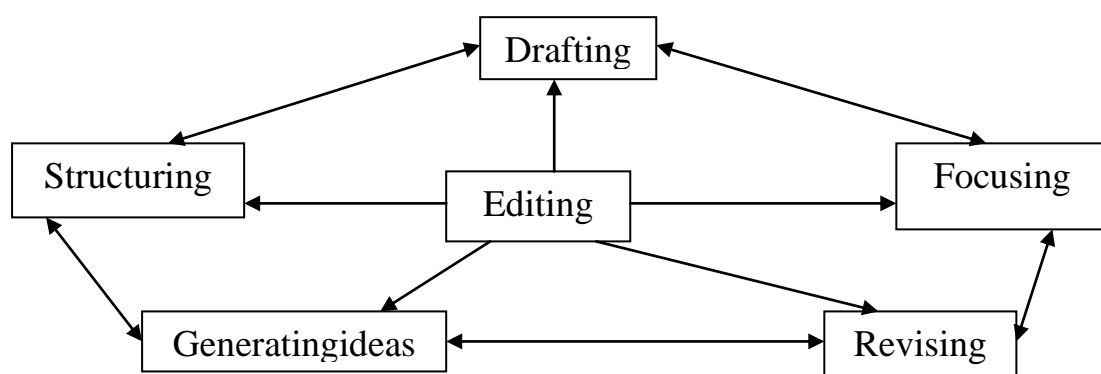


Diagram 1.1 a model of writing (White and Arndt's, 1991.43)

1.12.4 The Creative Writing Approach

The British council website defines the creative approach as:” is an approach that presents creativity as one of our innate skills; this approach focus on the idea that we all can enjoy the potential to be creative under certain conditions”. The main norm of this approach is to exhibit the clear innovation of learners through writing, which appear their own opinions and experiences as well as the self-sensibility. To enhance the product pride we want to supply suitable reader public apart from teachers, we can employ friends, parents and so on forth. The creative approach provides for students the chance to make their ideas more advanced, polished and participated.

1.12.5 The cooperative Writing Approach

According to Boughey (2007 cited in harmer 2001,p.260), set writing allows the teacher to prepare more itemized and constructive feedback as the teacher transacts with a tiny number of sets rather than many individual student. Writing cooperatively can be extremely encouraging for students since it includes not only writing, but research, discussion, peer evaluation, and group pride in a set achievement.

1.13 Process of Academic writing

1.13.1 Prewriting Stage

Pre-writing is a successful to explore and develop the learner’s ideas. The pre-writing is the first step in the writing process, which claim breed of ideas through the listing, that is to say, it means, the writers are going to choose a topic and write it at the upper of the paper; then, they will make a list of words or phrases related to it. Moreover, Gallo (2001) who observe in pre-writing there are many useful strategies that could be useful for this step.

- **Brainstorming:** in this strategy the writers should begin with a word or phrase permitting their ideas go whatever way they will, without reasoning, just note down the ideas that come to their mind.
- **Mind mapping:** It defines mind mapping as” a diagram or spider gram, it is a strategy for making notes on a topic in which students produce words or phrases at random related to the given topic”. It is interesting to add mind mapping, this strategy helps the students to organize information, they begin with a topic at the

middle of the paper then they generate a connection of ideas related to their topic.

- **WH question:** for such a topic they may ask (what, where, when, why, how, and who), through these questions they will see the topic from different points of view.
- **Free writing:** they write everything come to their minds without caring about the sentence structure in order to free the writers mind.
- **Listing:** in this technique, the writers put the topic at the upper of the paper and then make a list of words and sentences that come to their minds.

1.13.2 Outlining (Organizing) Stage

The second step in the writing process is outlining or organizing. According to Savage and Mayer (2005) in this stage, writers arrange their ideas into an outline then they choose which one is significant than the other; then, under each substantial element they put a list of notions so to scheme their ideas.

Strategy: as Savage and Mayer (2005) claimed that with a view to improve an outline writer have to look at samples that are comparable to the writing that they want to evolve. Furthermore, they have to pick up ways to regulate and range their ideas and inspire a visual plan for their plan.

1.13.3 Writing Draft Paper Stage

Writing draft paper is form in the writers' prior outline. In this stage, they will write their draft as fast as potential without interception or test their spelling, grammar, and punctuation. Mayer (2005) assured that over writing, writers can develop their outline into a draft.

Strategies: to make this step effectively, writers have to “evaluate their outline, take out ideas that do not support their arguments, add clarifications or examples, check their work to make sure that their writing is clear and accomplishes the goals of the assignment” Savage and Mayar (2005,p.160)

1.13.4 Drafting Stage

After complete writing their ideas down. The writers control their errors of grammar, punctuation, and spelling. Savage and Mayer (2005, p.160) inserted that out of

dependent two main steps, the editing stage would be a successful one; the student writer pays awareness to valid spelling, grammar, and punctuation.

Strategies: the superior strategy for writers to make the editing stage is to disconnect themselves from the text that they have written, or in other meaning, to overlook that they are the creator of the text, however its reader, thus that to concentrate on clarification at the sentence level.

1.13.5 Writing the Final Draft Stage

The last stage in the writing process is writing the final draft, at last, learners are going to write their rough copy after the correction of all errors, so that it will be terminated academic paper.

Strategies: as a conclusive step, writers have to emphasize that their paper has the right way, and has all characteristics of an academic paper.

1.14 Characteristics of Academic Writing

Academic writing demands some standards that make the written sections more functional within an academic framework. Starkey (2004) proposed some standards as organization, clarity, coherence, and word choice. These are demonstrated as it follows;

1.14.1 Organization

Organization is the constitutional scope for that script organization is substantial for functional writing because it supplies readers with a setting to support them to achieve their anticipation for the text. The operation of organization wants some steps. Starkey (2004, p.02) states: “by following ((an organized method of writing)), you will guide your reader from your first to at last sentence. He or she will be able to see how the various points you make in your ((piece of writing)) work together and how they support your thesis”.

The writer pursues different mechanics before the operation of writing such as brainstorming and free writing. Chelas (2006) supported the idea of free writing and brainstorming to be two substantial instruments for forming learners’ ideas before writing the final draft. These mechanics are comparable as they bring many ideas on the particular

topics; but, free writing requires composing sentences, phrases on paper. While, brainstorming contains making a standing of insular ideas linked to the topic.

1.14.2 Clarity

Clarity is a fundamental element of writing the learner must become clever so as to make handwriting fair and undertaking the readers' perception. According to Starkey (2004.09-12) clarity in writing will be achieved when the writer should:

- Eliminate ambiguity: evade any word or phrase which could deceive readers and disorganize them.
- Use powerful, precise adjectives and adverbs: for example, tired can be replaced by exhausted.
- Be concise: it means that writers should go to the point without repetition of words or unnecessary phrases and sentences.

Melbourne University web site article "developing clarity and focus in academic writing", supplies six ways to retain writing clear for the public. They are summarized as follows:

- Start your paragraphs with a topic sentence which summarizes the main point of the paragraph.
- Put your centric topic at the first of sentence preferably as a subject.
- Move from old to new information.
- Hold your topics or the initial of your sentences brief and simple, and then put the complex or particular information at the end of the sentence.
- Set less important information at the first of a sentence and more important information at the end of the sentence.
- Obviously confirm you're more important points, and de-emphasis minor supporting points.

1.14.3 Coherence

Coherence is important element in any kind of writing. It is particularly decisive in academic writing, where hit or defeat may rely on how clearly learner has achieved to transmit his ideas to the reader. Coherence is an important part of text that makes it significative in the minds of the reader. Harmer (2004, p.25) states" coherence, therefore,

is frequently achieved by the way in which a writer sequences information, and this brings us right back to the issue of genre and text construction”. Which means ranging information and joining ideas in the writer part guides only coherent output. So, if the text is coherent, the readers will be able to understand the writer’s purpose and his/her line of ideas.

Murray and Hughes (2008, p.45) notice that good writer is the one “who sticks his idea together as links in a chain, each link connecting the one before it with the one after, if any links are missing, the connections become unclear and the argument structure breaks down”.

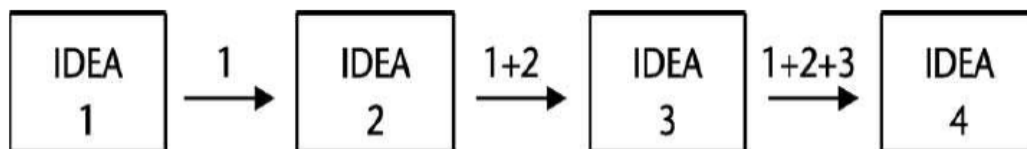


Diagram 1.2: Sequence of ideas (Murray and Hughes, 2008:46)

1.14.4 Word Choice

The best way for the learners to transmit precisely their ideas in handwriting is to choose the right words. Shannon (2011, p.18) notes: “authors should always aim for the most precise language possible in writing. In academic and scholarly writing, that principle is even more important”. The right employ of words include the conception of the written work, and the preferable way to transfer the ideas strictly. According to Shannon (2011), Starkey (2004), and Kane (2000), there are two aspects that learners should consider while choosing the word to be used; *denotation* and *connotation*.

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

Academic writing features are treated to be substantial element that students should realize; those elements would promote the learning operation generally and get better the writing skill consciousness more particularly.

1.15 The Most Common Hardships Faced in Writing Skill:

1.15.1 Grammar Difficulties

The learner must have good information of the parts of utterances, the body of the language and its linguistics instruments because they write universal. :”(...)for one thing in writing, we must understand the structure of the language, what the parts of speech do, how the words related to one another, what the individual words mean, the rules of grammar and punctuation” Books and Penn(1970,p.20). Furthermore, grammar is difficult task in writing; learners manage it too hurdle to the way teachers has been introducing it to them in schools. Seely (1998, p.159-160) states issues in grammar that may impact the students’ writing as follow: the sentence, the verb, the object, adverbials, coordinating conjunction, and word order.

1.15.2 Vocabulary

The employee of suitable vocabulary is classed as one of the major hard tasks in the writing skill. Seely (1998, p.185-186) lists main elements in vocabulary issues.

- Active vocabulary
- Passive vocabulary
- Vocabulary that are never dealt with.
- Vocabulary that is seen to be passive.
- Vocabulary words, we have seen before, but their meaning is not clear.

1.15.3 Punctuation

According to Seely (1998), punctuation plays a decisive function in reading also in writing. Using punctuation signs in itself is a difficult task for the learners because they are changing overtime, moreover, the way of utilizing them it varies from person to another.

- **Comma:** Seely (1998, p.229) states that the person who has learned how to use commas has learned how to write”. Comma is utilized to detach the sections in a standing or to demonstrate where there is an inconsiderable stop in a sentence.
- **Apostrophe:** it is used for two purposes which are:
 - To demonstrate possession.
 - To demonstrate that one or more letters have been quitted this occurs with constructions.

1.15.4 First Language Interference

Weigle (2002, p.37) stated that "in order to write good English, I know that I had to be myself actually meant not to my Chinese self. It meant that I had to create an English self and be that self". There are many difficulties not yet for hamper students in writing because of the interference of the native language. This may happen because the learners need the foreign language information. In addition, learners will use their linguistic element, grammatical, phonological, lexical and orthographical rules of the first language which is another problem.

1.15.5 Organization

It is very difficult for EFL learners to write a piece of writing very organized. The writers should consider that organization is very important in the writing skill. This organization has got a main advantage which facilitates the lack of reading and guides the readers as well. Starkey (2004p,.02) claims "you will guide your reader from your first to the last sentence .He/she will be able to see how the various points you make in your work together and how they support your thesis". He debates that when EFL writer's starts writing they will find a great challenge because they just start in a blank sheet of paper and write whatever going in mind.

1.16 The Relationship between Reading and Writing Skill

Over the past years, reading was the main focus rather than writing. Reading and writing are mutually reinforcing interactive process. Foggart cited in Tribble (1996,p.11) pointed out, "it is desirable that the majority should read in the way they can be given instructions and can be educated into a particular ideology, writing on the other hand assume the giving instructions and the formation of views about society". In the description of these two skills are linked as disconnected skills because writing as a productive skill and reading is a passive and receptive. But, these two language skills are complementary and can be closely advanced.

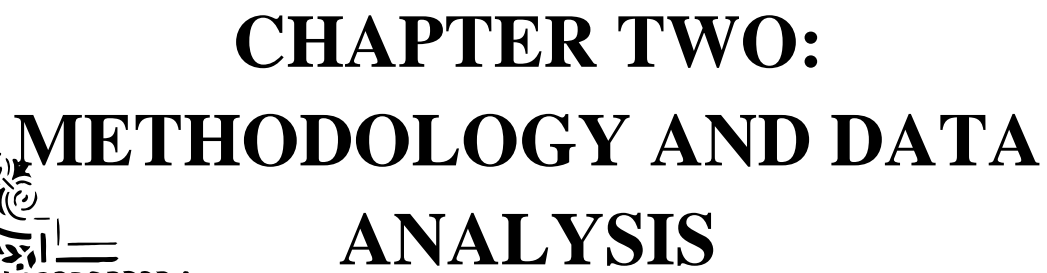
Krashen cited in Eister hold (1990) supposed that handwriting strengths development comes out of the intelligible input with soft functional filter, he also claimed that handwriting capacity derives from big amounts of self-motivated reading for regard, or for pleasure.

According to Stotskey (1983, p.42) there is a link between reading and writing that comes out with the following ideas:

- There are connections between reading fulfilment and writing strength. Better writers tend to be better readers.
- There are connections between writing goodness and reading experiment. Better writers read more than poorer writers.
- There are connections between reading strength and size of syntactic elaboration in writing. Better readers tend to make more syntactically nature writing than poorer readers.

1.17 Conclusion

In conclusion, reading and writing in a foreign language are essential and difficult skills at the same time. So, reading is the main tool to prepare students to become good writer's especially extensive reading, which is an approach in which students are free to read what they want, to go forward or to change a material .To read extensively, students should carry out a positive attitude about this approach which leads them to be motivated. And when they are motivated, they will read as they can. So, their vocabulary will be increased, they become fluent readers and the observable improvement is in writing and spelling, these are the advantages of free reading. Implementing extensive reading program is not hard but there are many reasons which hinder this program .for this, it is not implemented an activity that adds someone's knowledge about important news and also some new vocabulary items that can facilitate writing ability to the students.



**CHAPTER TWO:
METHODOLOGY AND DATA
ANALYSIS**

CHAPTER TWO: Methodology and Data Analysis

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2.1 Introduction

This chapter aims to investigate effectiveness of extensive reading in enhancing student's writing ability and to give students chance to express their opinion about this research topic .For that we have conducted a questionnaire for both first year students and written expression teachers from the department of English at Belhadj Bouchaib University center (Ain Temouchent). We have used tables and graphs in order to organize our statistics and make the results that we have found more understandable.

2.2 Participants

This study was conducted in the Department of English at Belhadj Bouchaib University Center at Ain Temouchent. The questionnaire was administrated to fifty students of first year LMD students which are chosen randomly and three teachers of written expression module.

2.3 Data Collection and Instruments

Our research depends on two main data gathering tool which are questionnaires administrated to first year English students and their written expression teachers and classroom observation.

2.3.1 The Student's Questionnaire

This questionnaire is designed to be answered by the first year LMD students of English at the department of English and foreign language at Belhadj Bouchaib University center of Ain Temouchent, in order to give us their opinions and responses towards the effectiveness of extensive reading in enhancing students' writing ability .

2.3.1.1 The Aim of Questionnaire

This questionnaire is mostly discussed the student's point of view and attitudes towards effectiveness of extensive reading in enhancing student's writing ability. Because, many students face difficulties during writing, they try to improve it through reading especially extensive reading.

2.3.1.2 The Description of Students' Questionnaire

This questionnaire contains three main sections; the first section is concerned with general information about the participants, the second section deals with reading and extensive reading, the third section deals with writing skill.

Section One: It includes three questions in order to have general information about the participants such as: gender, if learning English their own choice and the last one is about the level of the participants in English.

Section Two: This section includes six questions, the reason behind these questions is to know students point of view about reading and extensive reading, and how often they read, in addition to this the importance of extensive reading in developing writing ability

Section Three: This section includes seven questions, its deal with importance of writing skill, the level of participants in writing, their principals' focus during writing and difficulties they face in writing.

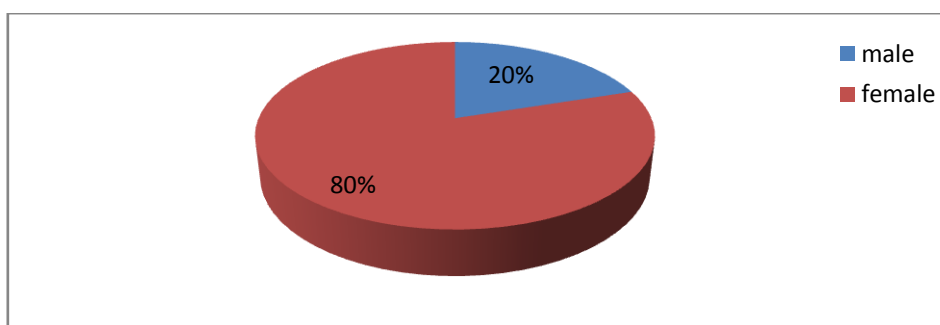
2.3.1.3 Analysis of Students' Questionnaire

Section One: General Information

Q1: Gender

Gender	Number	Percentage %
Male	10	20%
Female	40	80%

Table 2.1 Students' Gender



Pie-chart 2.1 Student's Gender

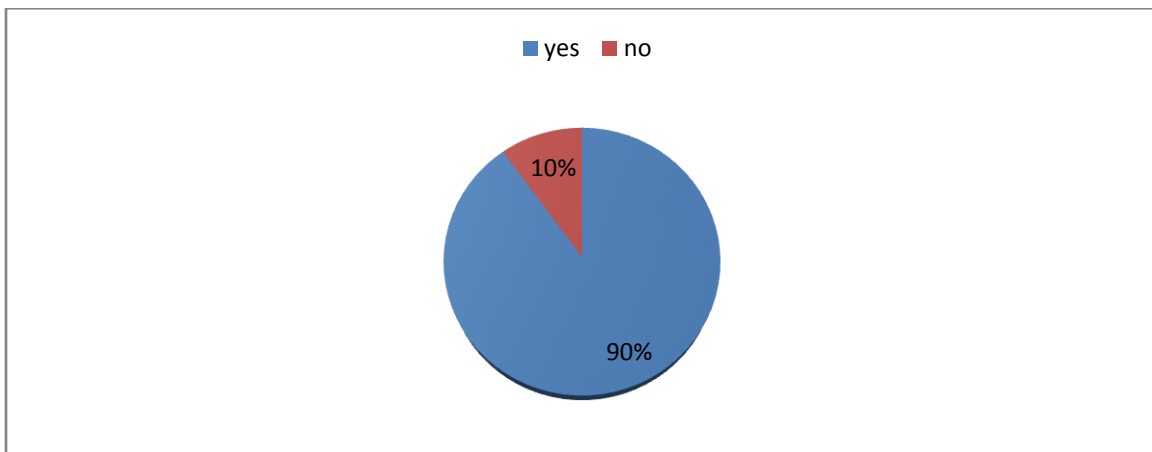
As the table offers, the majority of participants are female (80%) while a few numbers of participants are male (20%). Female is more motivated to learn English than male student,

female students consider English language as an easy language to learn, it is language of the world.

Q2: Is learning English your own choice?

Option	Number	Percentage %
Yes	45	90%
No	5	10%

Table 2.1 Student’s Choice to Learn English



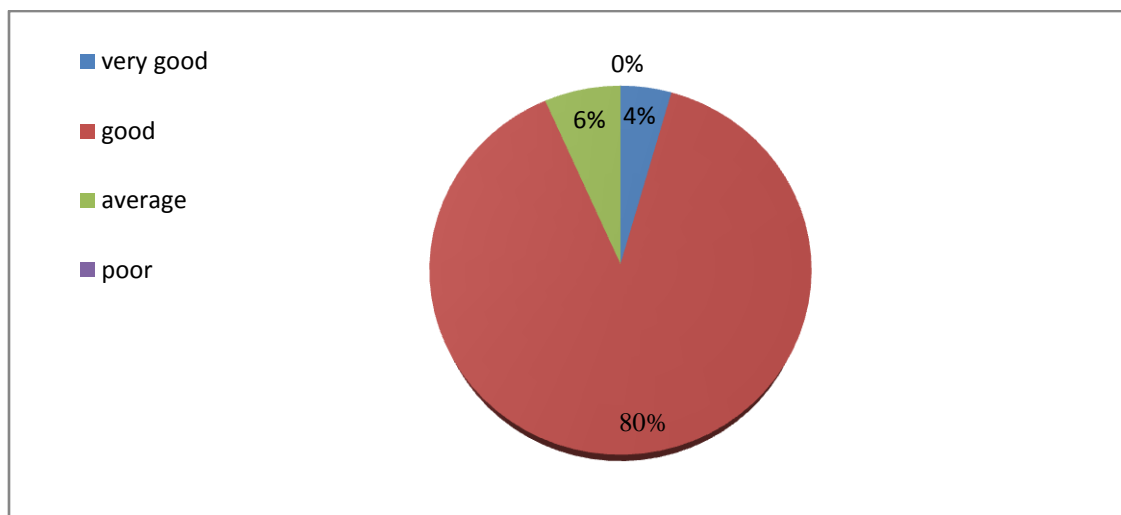
Pie- chart 2.1 Student’s Choice to Learn English

Table shows that the majority of the participants (90%) are satisfied to learn English since it is their own choice. However, few numbers of participants (10%) 5 students are not satisfied to study English.

Q3. How do you consider your level in English?

Option	Number	Percentage %
Very good	2	4%
Good	40	80%
Average	3	6%
Poor	0	0%

Table2.1Proficiency Level in English



Pie- chart 2.1Proficiency Level in English

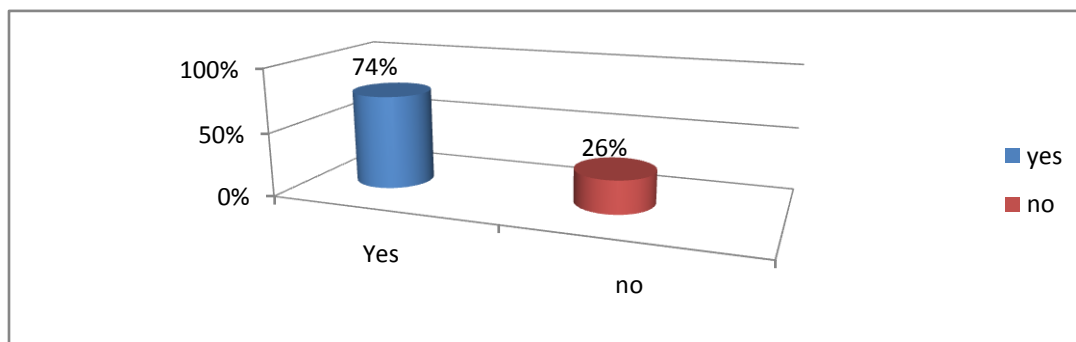
The table demonstrates that only 4% of participants answered that their level in English are very good; while majority 80% of them indicate that have good level in English. 6% of students show that their level in English is average may be they are first year students of English, they are beginners and with time they will develop their level .However, none of the participants said that they have poor level in English.

Section two: Reading and Extensive Reading

Q4. Do you prefer reading?

Option	Number	Percentage%
Yes	37	74%
No	13	26%

Table2.1.tudent’s Attitude through Reading



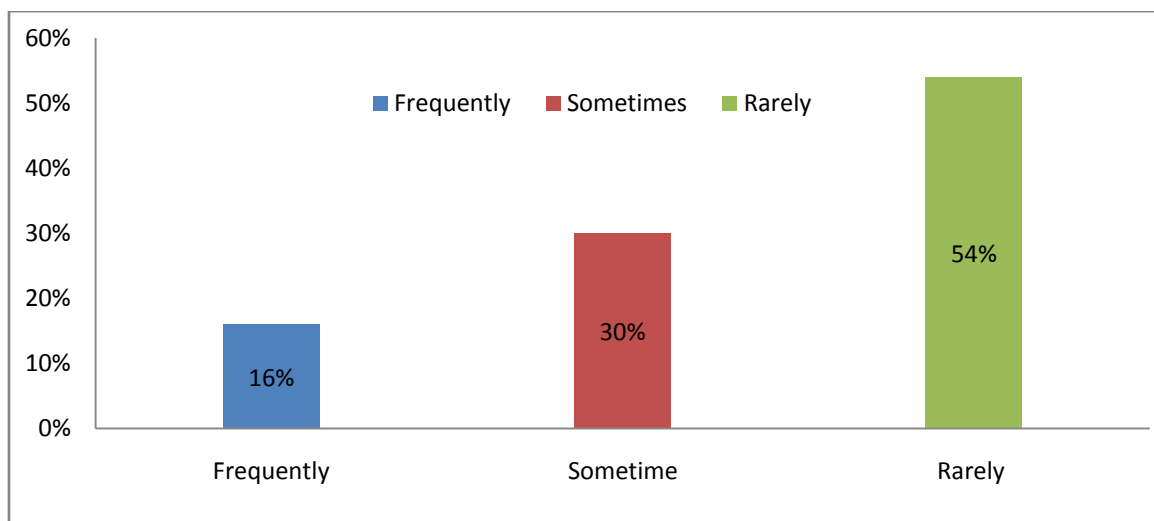
Bar -graph 2.1Student’s Attitude through Reading

The table illustrates that the most participants (74%) prefer reading, while 26% of them state that they don't like reading, this means that the most of students are mindful about the importance of reading because it enriches their culture background.

Q5. How often do you read?

Option	Number	Percentage
Frequently	8	16%
Sometimes	15	30%
Rarely	27	54%

Table 2.1Frequency of Reading



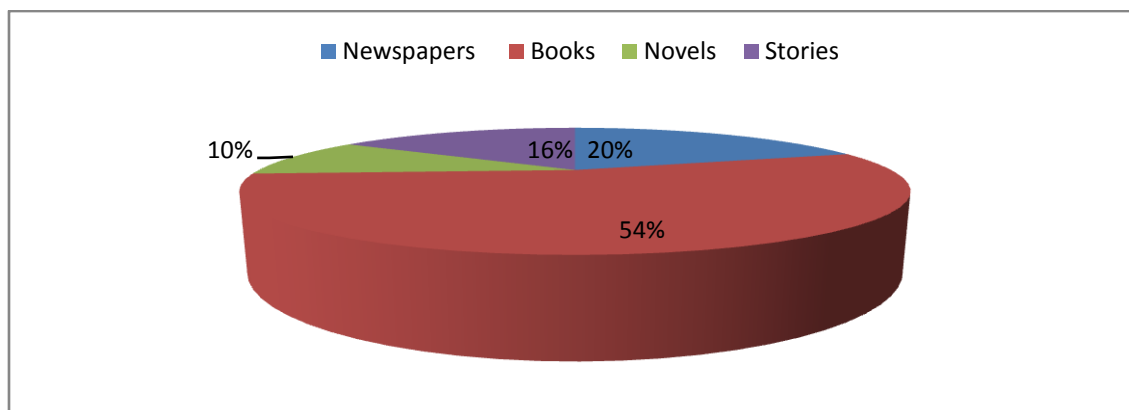
Bar- graph 2.1Frequency of Reading

This table demonstrates that the majority of the participants (54%) read rarely in English; while 30% of students sometimes read and only sixteen percent of students read frequently. These results clarify the lack of reading among EFL students.

Q6.What does you often read?

Option	Number	Percentage %
Newspapers	10	20%
Books	27	54%
Novels	5	10%
Stories	8	16%

Table 2.1Materials that Student often Read



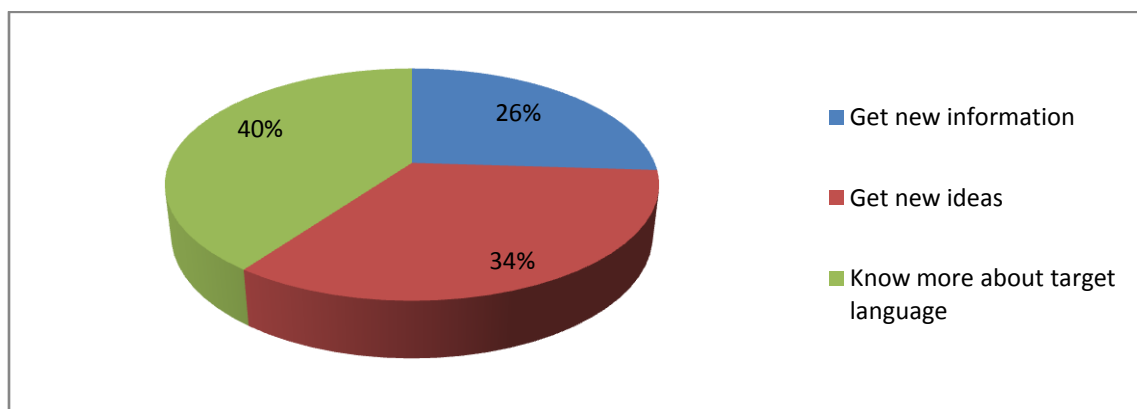
Pie- chart 2.1Materials that Students often Read

From this table , we observe that only 10% of the participants like to read novels , and 16% of them like to read stories , and 54% are interested in reading books , while 20% the participants like read newspapers .So , this means that the most of the students find reading of books more interesting and useful for them .

Q7. When you read a passage or book in English what do you expect to obtain from it?

Option	Number	Percentage %
Get new information	13	26%
Get new ideas	17	34%
Know more about target language	20	40%

Table 2.1The Purpose of Reading



Pie- chart2.1The Purpose of Reading

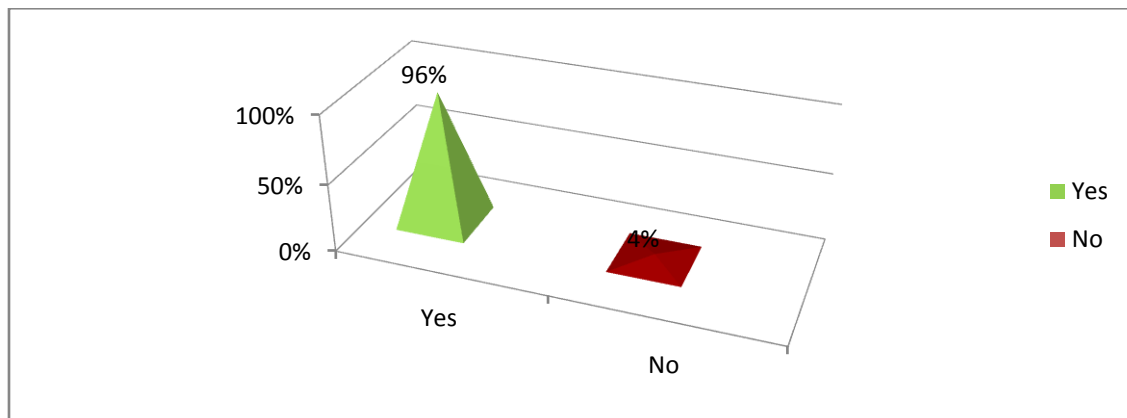
From this answer, we notice that the participants read for different purposes and different requirements. 40% said that the purpose of reading is to know more about target language, and 34% of them say that they for getting new ideas, and 26% of students state that they read

for getting new information. So, we notice that students use reading as tool to improve their knowledge.

Q8. Do the effective reading strategies improve writing skill?

Option	Number	Percentage%
Yes	48	96%
No	2	4%

Table2.1Improving Writing Skill by the Use of Reading Strategies



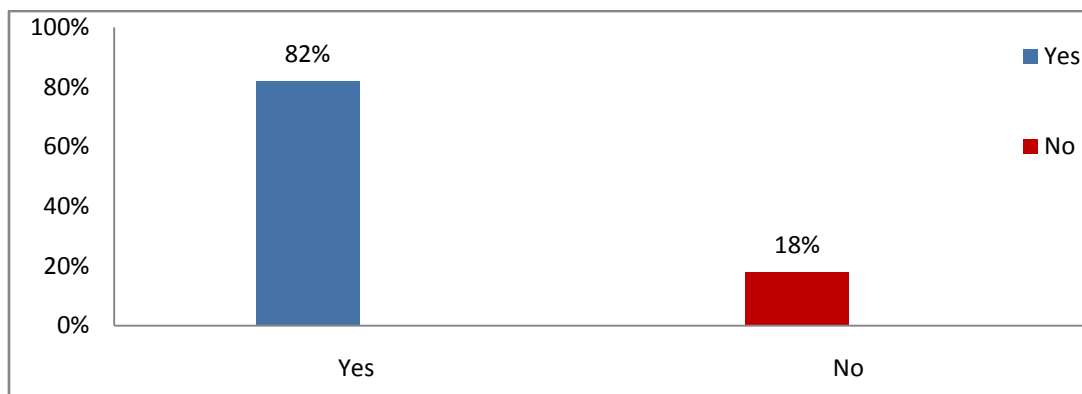
Bar-graph2.1Improving Writing Skill by the Use of Reading Strategies

In this question we notice that the majority of the participants 96% think that the use of reading strategies improve their writing skill and help them to organize their thoughts and vocabularies .While 4% of participants they think that reading strategy doesn't have any advantage in improving writing skill.

Q9. Do you think that extensive reading can develop your writing ability? If yes justify?

Option	Number	Percentage%
Yes	41	82%
No	9	18%

Table2.1Contribution of Extensive Reading in Developing Writing Ability



Bar-graph 2.1Contribution of Extensive Reading in Developing Writing Ability

This table demonstrates that 82% of the participants argue that extensive reading can develop writing ability .While 18% of them say no. Students prove that they are really informed of the advantage of extensive reading gives for learners. For further explanation, 41students of our sample give us justifications of why extensive reading can develop writing skill, they are summarized as follow:

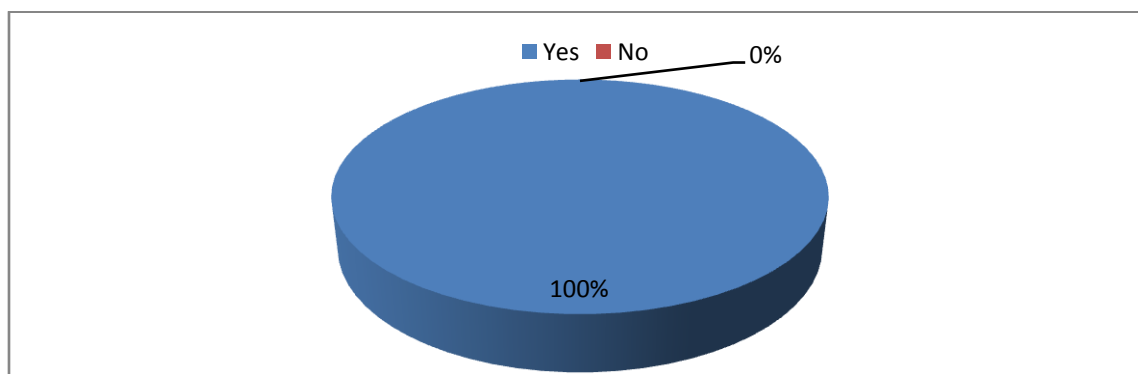
- Extensive reading develops student’s vocabulary
- Through extensive reading student’s obtain new ideas and expressions
- Extensive reading motivate student’s to know more about target language
- Extensive reading improves student’s language proficiency

Section three: Writing skill

Q10. Do you think that written expression is important as module?

Option	Number	Percentage %
Yes	50	100%
No	0	0%

Table2.1 Importance of Written Expression



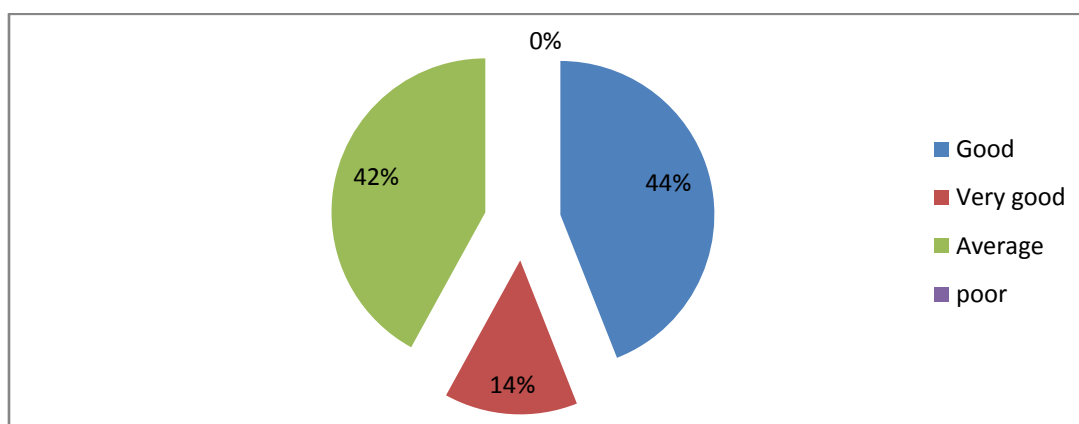
Pie -chart 2.1Importance of Written Expression

This question shows that all the participants 100% find the module of written expression very interesting which means that the students are aware of the importance of written expression in language learning because they are need to learn how to write.

Q11. How do you examine your level in writing?

Option	Number	Percentage %
Good	22	44%
Very good	7	14%
Average	21	42%
Poor	0	0%

Table 2.1 Students' Level in Writing



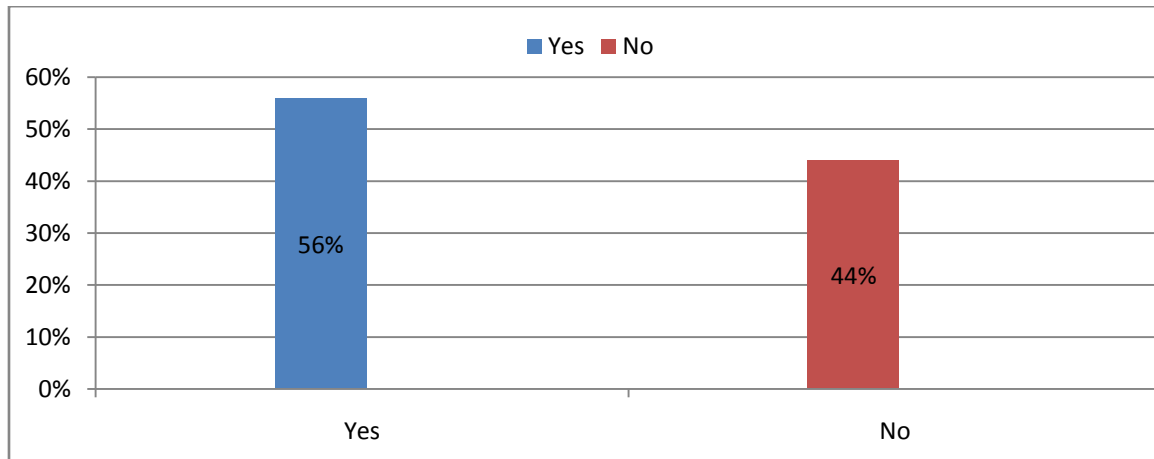
Pie- chart 2.1 Student's Level in Writing

The results show that 44% of the participants have good level in writing and 14% of them have very good level in writing which means that they are skillful in English writing. While, 42% of students state that they are average in this skill. None of them say that they have poor level in writing .So , students still have some problems and difficulties in writing such as grammar, vocabulary , content and organization ,for that they are looking for solutions to improve in this skill.

Q12. Are you stimulated to write academically in English?

Option	Number	Percentage %
Yes	28	56%
No	22	44%

Table 2.1 Students' Attitude through Writing Academically



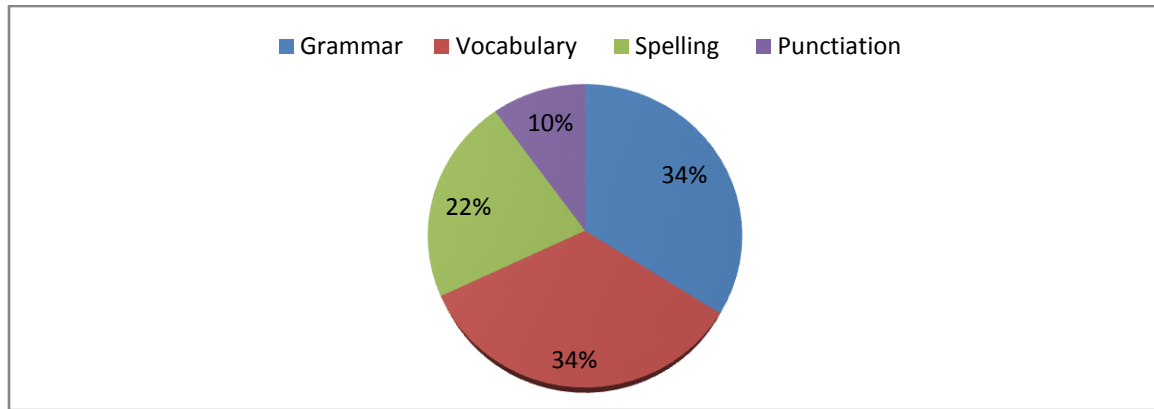
Bar-graph 2.1 Student's Attitude through Writing Academically

The table demonstrates that 56% of the participants are stimulated to write academically, while 44% of them are not stimulated to write academically because they still facing some difficulties in writing .So, the aim of this question is to recognize the students' abilities about writing academically.

Q13. What is principal focus when you are writing?

Option	Number	Percentage %
Grammar	17	34%
Spelling	11	22%
Vocabulary	17	34%
Punctuation	5	10%

Table 2.1 Students' Principal Focus in Writing



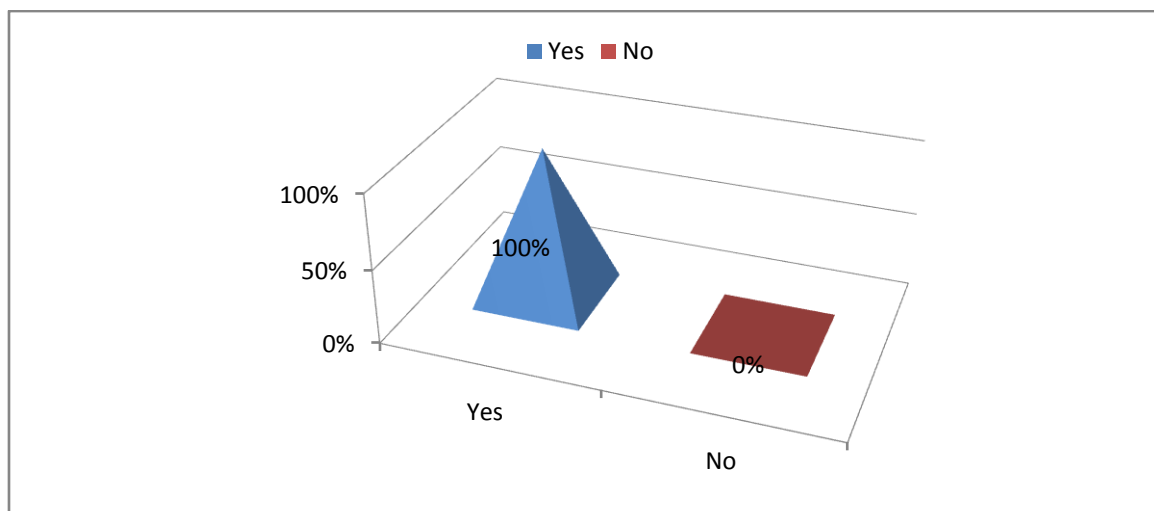
Pie chart 2.1Students’ Principal Focus in Writing

The results show that 34% of participants’ principal focus in writing is on grammar, in other hand 34% of them select vocabulary .While, 22% of students focus on spelling and only 10% of them focus on punctuation. So, students have different viewpoint but they are not mindful about the importance of these principals, they should focus on all these aspects to be better in writing.

Q14. Does reading improve writing skill?

Option	Number	Percentage %
Yes	50	100%
No	0	0%

Table2.1Improving Writing Skill through Reading



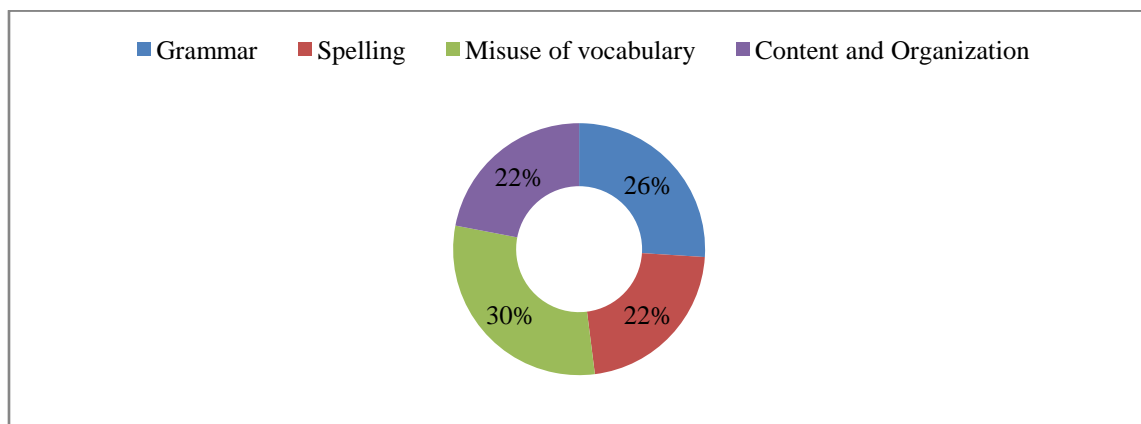
Bar-graph 2.1Improving Writing Skill through Reading

From this question we notice that all participants 100% familiar with the importance of reading in improving writing skill

Q15. What are the main hardships that face you during the writing activities?

Option	Number	Percentage%
Grammar	13	26%
Spelling	11	22%
Misuse of vocabulary	15	30%
Content and Organization	11	22%

Table 2.1Students’ Hardships in Writing



Pie -chart 2.1 Students’ Hardships in Writing

The majority of students face some difficulties that affect their writing. This table demonstrates that 22 % of participants have difficulties with spelling and 26% of them have difficulties with grammar .In other hand 22% of students’ have problems in content and organization. While 30% of them have difficulties with vocabulary because they cannot find the suitable words or items to express their ideas.

2.3.2 The Teacher’s Questionnaire

This questionnaire is designed to be answered by the teachers of written expression module , It was done with three teachers of written expression in the department of English and foreign language at Belhadj Bouchaib University Center in AinTemouchent .This questions help us to have a general idea about reading and writing relationships .

2.3.2.1 The Aim of Questionnaire

It is essential to investigate teachers' opinions and attitude towards the effectiveness of extensive reading in enhancing students' writing ability, the major purpose of teachers' questionnaire is to point out the improvements that extensive reading can provide for students' writing. In addition, it aims to consider whether EFL teachers mindful of some strategies that help them to stimulate their students to write.

This questionnaire is designed to be administrated to Written Expression teachers at department of English at Belhadj Bouchaib University at Ain Temouchent .We choose three teachers to answer on questionnaire.

2.3.2.2 The Description of Questionnaire

The questions are either closed ended questions, requiring from the teachers to tick the appropriate answer from set of choices, or open ended question where teachers are requested to give explanation or suggestions. The teachers questionnaire consists of (15) questions which is divided into three sections

Section One: It contains general information about the teacher their gender, qualification and years of teaching written expression at university.

Section Two: It consists of six questions is about the reading skill, this section aims to gather some information about reading and extensive reading and their importance to improve writing ability.

Section Three: It consists of six questions is about the writing skill, its importance for students, and student's level in writing and main difficulties that they face during writing activities.

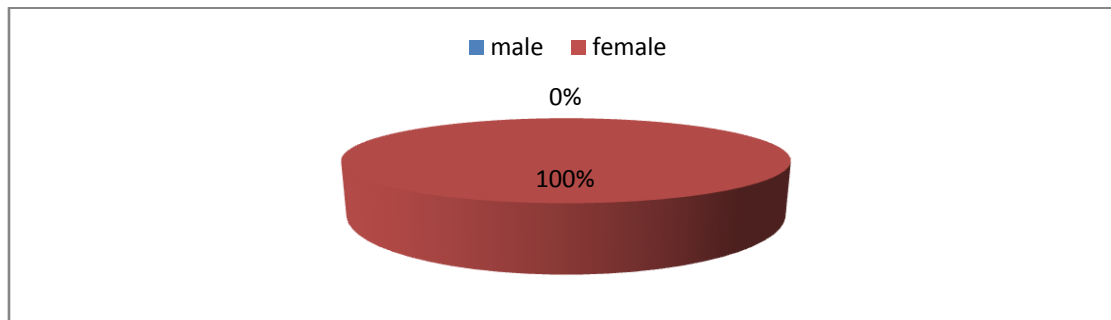
2.3.2.3 The Analysis of questionnaire

Section One: General Information

Q1. Gender

Gender	Number	Percentage%
Male	0	0%
Female	3	100%

Table 2.2 Teacher's Gender



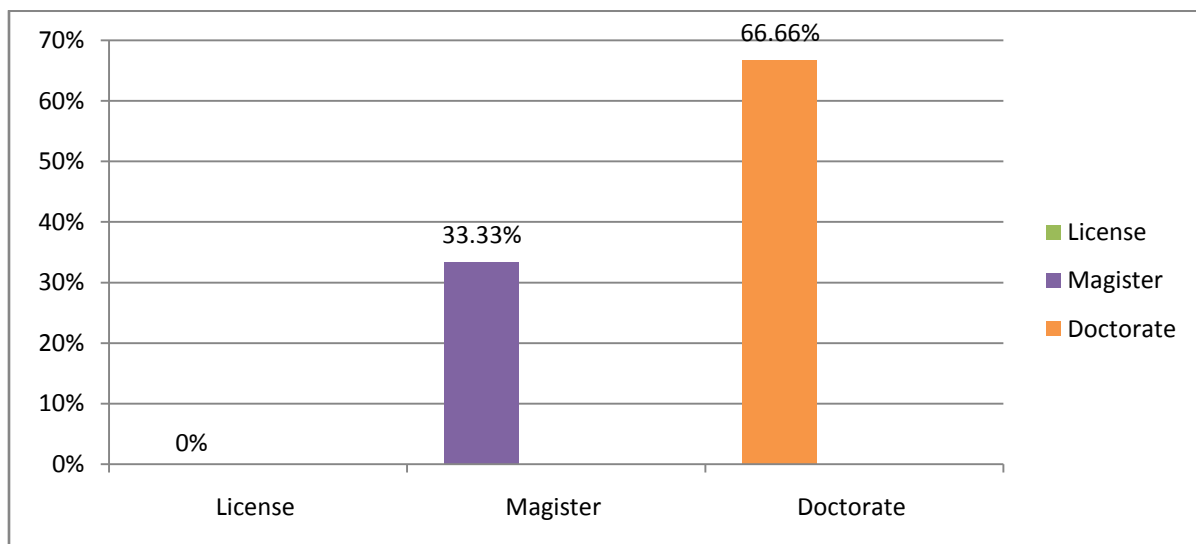
Pie -chart 2.2Teacher’s Gender

The table illustrate that 100% of teachers of written expression are female which means that there is an over representation of teacher female in English department.

Q2. Qualification

Degree	Number	Percentage %
License	0	0%
Magister	1	33.33%
Doctorate	2	66.66%

Table2.2Teachers’ Qualification



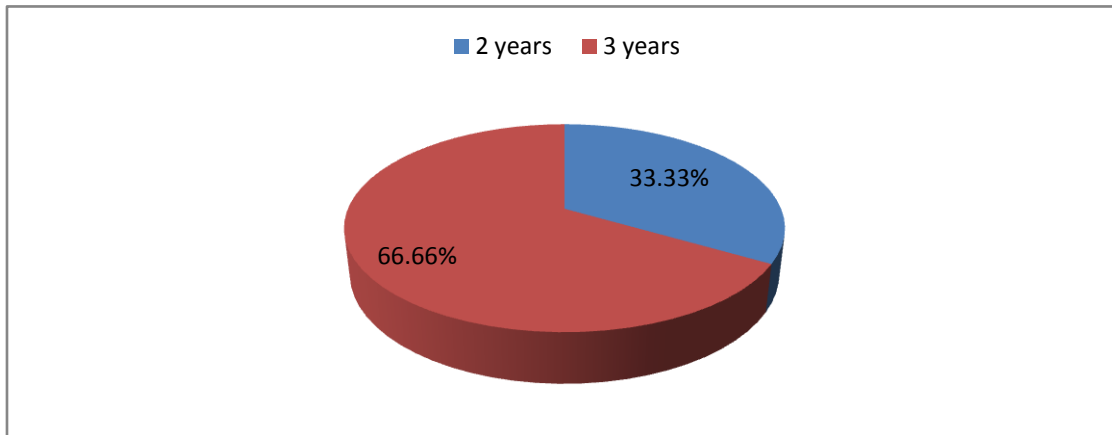
Bar-graph 2.2Teachers’ Qualification

The table shows that 66.66% of the participants have doctorate degree. While 33.33% of them have magister degree. These qualifications demonstrate the variations of that teachers.

Q3. How long you have been teaching written expression?

Years	Number	Percentage %
2 years	1	33.33%
3 years	2	66.66%

Table 2.2 Teachers’ Experience in Teaching Written Expression



Pie -chart 2.2 Teachers’ Experience in Teaching Written Expression

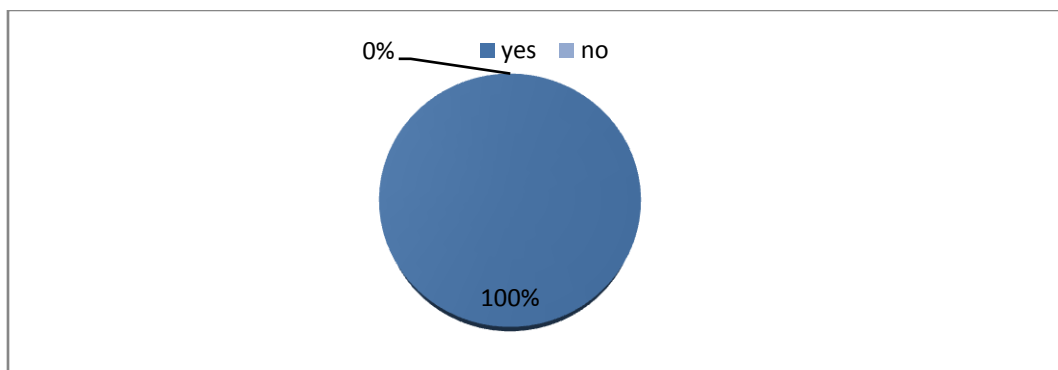
The result shows that 66.66% of the participants have three years experience in teaching written expression while 33.33% of them have two years in teaching written expression.

Section Two: Reading and Extensive reading

Q.4 Do you consider reading as an important skill for EFL learners?

Option	Number	Percentage%
Yes	3	100%
No	0	0%

Table 2.2 The Importance of Reading for EFL Learners



Pie -chart 2.2 The Importance of Reading for EFL Learners

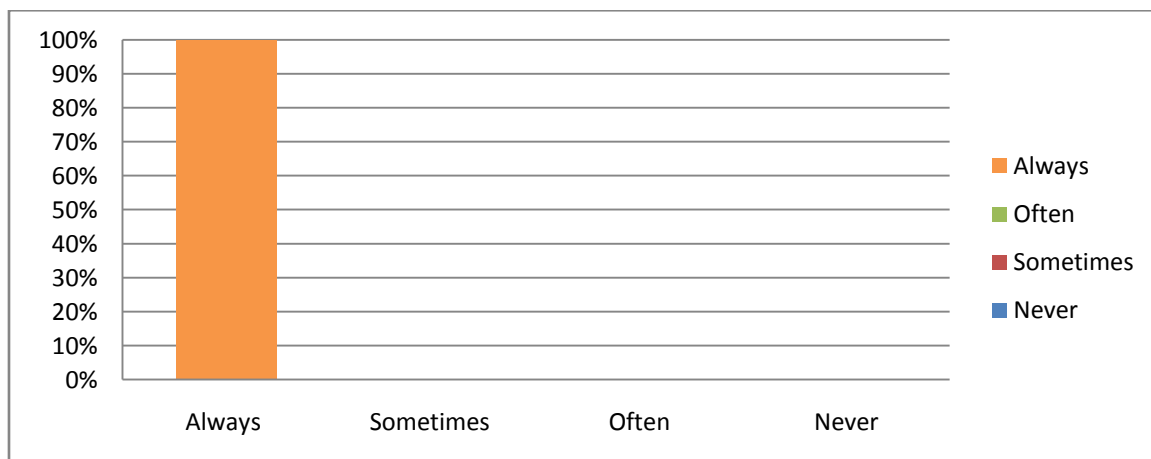
From this answer we notice that all the participants (100%) argue that the reading is an important skill for EFL learners. To explain their answers, they give us some reasons :

- Reading skill prepares students to the three other skill
- Reading is a very important skill for EFL learners since it introduces them to the most other important ones such as writing and speaking
- Reading develops students minds with new ideas to use in their writing

Q5. How often do you support your students to read?

Option	Number	Percentage %
Always	3	100%
Sometimes	0	0%
Often	0	0%
Never	0	0%

Table 2.2The Frequency of Teachers’ Support



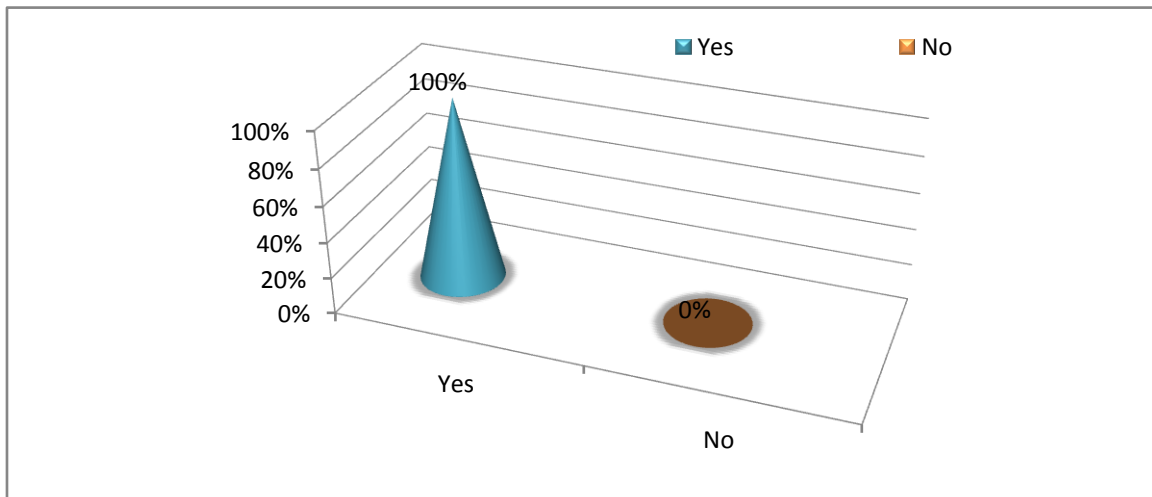
Bar-graph 2.2The Frequency of Teachers’ Support

The table indicates that all written expression teachers (100%) always support their students to read. This results show that teachers are aware of the influence of reading skill .So, they encourage their students to read to develop their foreign language.

Q6. Do you combine reading with writing activities?

Option	Number	Percentage %
Yes	3	100%
No	0	0%

Table 2.2 Combining Reading with Writing Activities



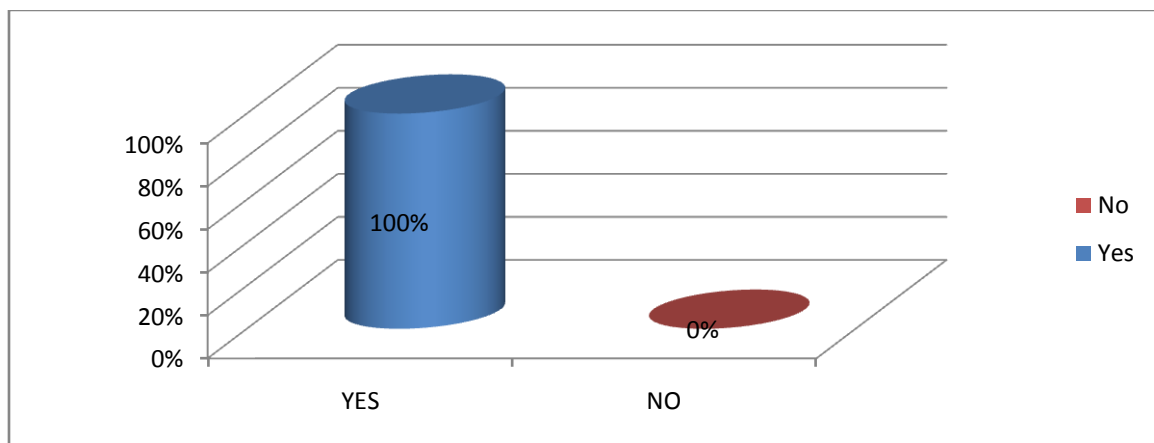
Bar-graph 2.2 Combining Reading with Writing Activities

From this question we notice that 100% of the participants combine reading with writing activities because they know these two skills are related and complete each other.

Q7. Do you motivate your students to read extensively?

Option	Number	Percentage %
Yes	3	100%
No	0	0%

Table 2.2 Teachers' Motivation to Read Extensively



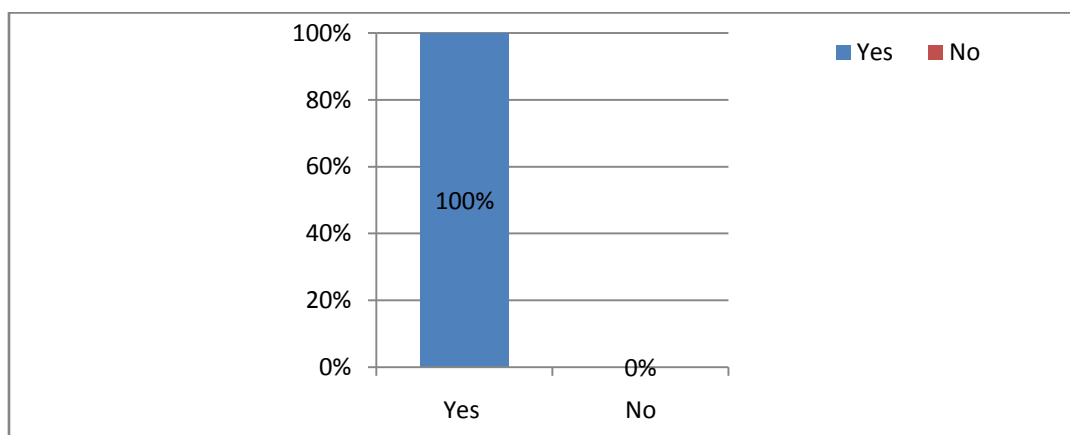
Bar-graph 2.2 Teachers' Motivation to Read Extensively

This table demonstrates that all participants 100% motivate their students to read extensively, because reading extensively leads the reader to get a high amount of knowledge and to have overall understanding of meaning and vocabulary.

Q8. Does reading improve the students’ writing skill?

Option	Number	Percentage%
Yes	3	100%
No	0	0%

Table 2.2Reading Improves the Students’ Writing Skill



Bar-graph 2.2Reading Improves the Writing Activities

The table demonstrates that all the written expression teachers 100% are aware that reading improves the writing skill, because they state the improvement of the writing skill for many reasons:

- Reading enhances learners’ level in all the other skills and it is a way to improve their vocabulary
- Reading makes students aware of grammatical , semantic which later on affect their writing

Q9. What are the benefits that students may get from extensive reading?

This question is designed to gather the possible benefits that students may get from extensive reading and the answers as follow:

- Extensive reading enriches students vocabulary and their way of thinking
- Extensive reading introducing and helping students in written productions

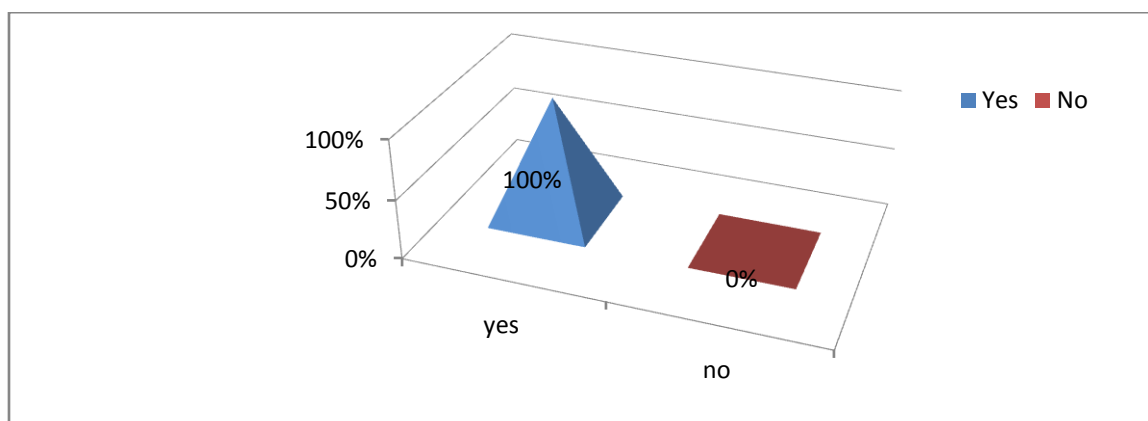
- Get information from different disciplines and gain general understanding
- Students get the correct application of language rules in context concerning grammar, structures, punctuation and spelling.

Section three: Writing skill

Q10. Do you think the teaching the written expression program is suitable to enhance your students’ writing competence?

Option	Number	Percentage %
Yes	3	100%
No	0	0%

Table 2.2 Teachers’ Attitude towards the Written Expression Program



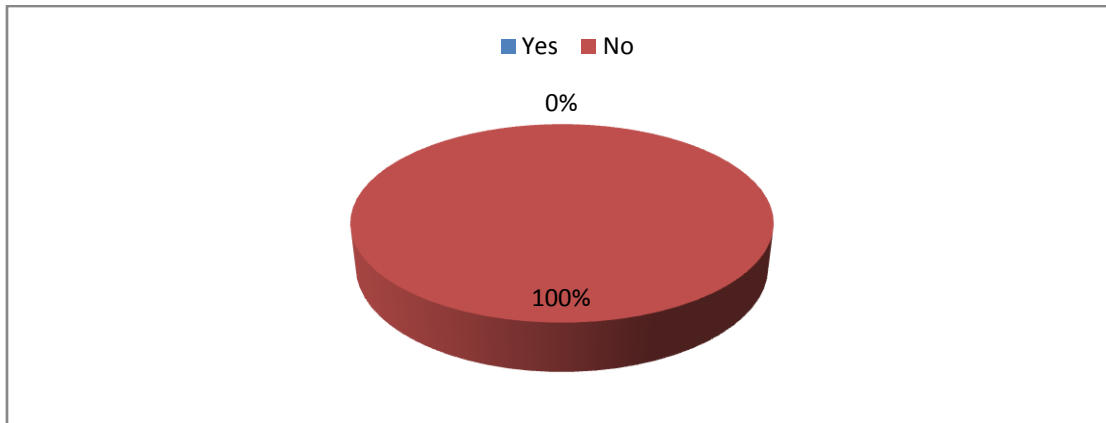
Bar-graph 2.2 Teachers’ Attitude towards the Written Expression Program

From this question we analysis that all the written expression teacher (100%) think that the written expression program is suitable and qualified to enhance students writing competence.

Q11. Are your students able to write in appropriate way? If no explain why?

Option	Number	Percentage %
Yes	0	0%
No	3	100%

Table 2.2 Appropriate Way of Students to Write



Pie chart 2.2 Appropriate Way of Students to Write

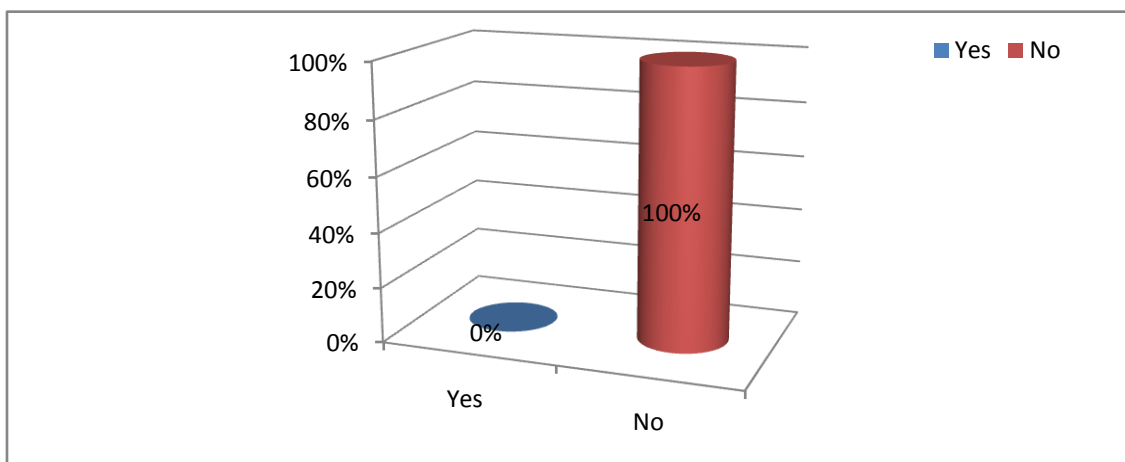
We notice that all the participants (100%) state that are not able to write in appropriate way because they face many difficulties that affect their writing. The teachers give us some point of view to explain why students do not write in appropriate way:

- They may face the problem of lack of vocabulary
- They should read more and more in order to be able to write accurately
- They think in Arabic while they write and this effects their writing
- Misuse of vocabulary, grammar mistakes and punctuation

Q12. Are you satisfied with their in writing?

Option	Number	Percentage%
Yes	0	0%
No	3	100%

Table2.2 Teachers’ attitude towards their students’ level writing



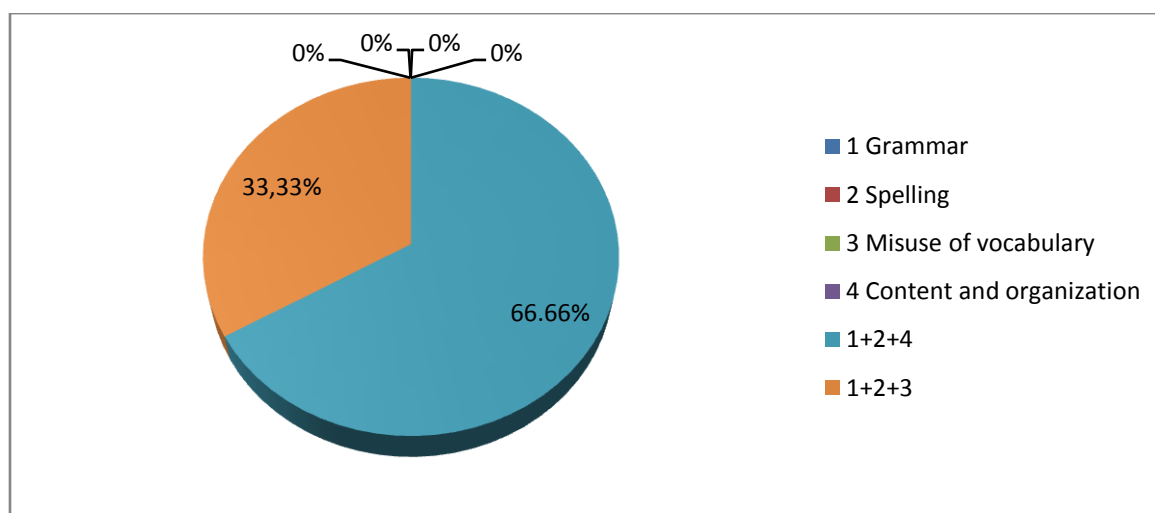
Bar-graph 2.2 Teachers’ Attitude towards their Students’ Level Writing

From this question we notice that written expression teachers 100% they are not satisfied with their students' level in writing because they do not apply what they have learned, except the best ones because some of them are good and other are average or weak.

Q13. What are the major difficulties that students face during the writing activities?

Option	Number	Percentage%
1. Grammar	0	0%
2. Spelling	0	0%
3. Misuse of vocabulary	0	0%
4. Content and organization	0	0%
1+2+4	2	66.66%
1+2+3	1	33.33%

Table 2.2 Students' Difficulties during Writing



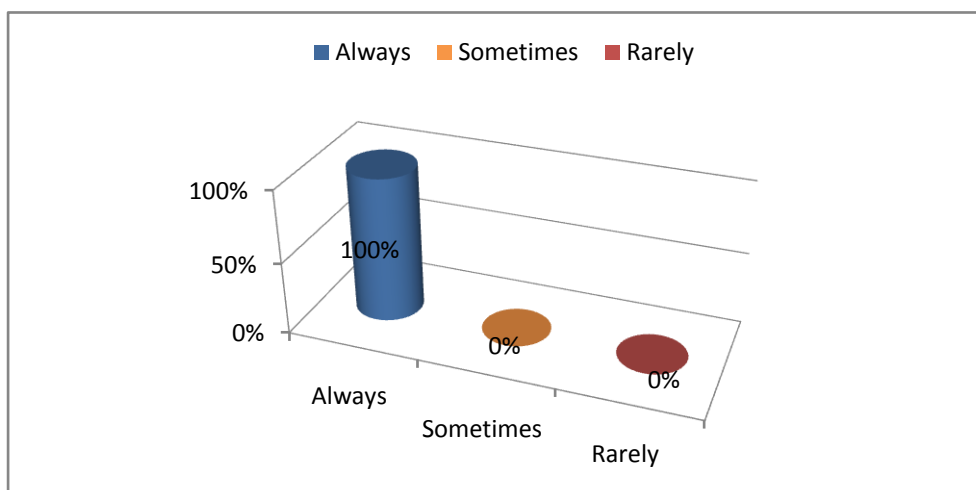
Pie chart 2.2 Students' Difficulties during Writing

From this question we notice that 66.66% of the participants state that students face difficulty in Grammar, Spelling, content and organization .while 33.33% of them says that students face difficulty in Grammar, spelling and misuse of vocabulary. These difficulties come from the lack of reading because reading and writing are complementary. Furthermore, through reading students gain knowledge of vocabulary and grammatical structure.

Q14. How often do you motivate your student to write?

Option	Number	Percentage %
Always	3	100
Sometimes	0	0
Rarely	0	0

Table 2.2 The Frequency of Teachers' Motivation



Bar-graph 2.2 The Frequency of Teachers' Motivation

From this question we notice that all the participants (100%) always motivate their students to write such as giving them new topics that simulate them and subject of their interest to make their writing much better. Also, motivate them by extra mark for the best assignment.

Q15. What is the appropriate method that can be used in teaching writing?

In this question we notice that the participants use different methods in teaching writing due to the needs of their students. They provide us with some methods to develop students' level in writing such as:


- Pair work under the supervision of the teacher
- Providing them with many exercises especially as homework
- Writing paragraphs frequently is an accurate method
- Collective correction which means giving the students opportunity to make mistakes and focusing only on the topic and their ideas. After that they will make the correction of the mistakes. So, this method will lead students to make their pieces of writing much better.

2.4 Conclusion

From the analysis of these questionnaires we notice that all the students are aware about the importance of writing skill but they face some difficulties that hinder their writing process. So, they work to improve it by reading skill especially extensive reading. Otherwise, teachers' answers showed that they are mindful about their students' problems in writing and their main role in improving and motivating their students' writing ability through the use of the appropriate methods.



**CHAPTER THREE: CLASSROOM
ANALYSIS AND
INTERPRETATION OF THE
FINDINGS**



CHAPTER THREE: Classroom observation analysis and Interpretation of the findings

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Chapter Three Classroom Analysis And Interpretation of The Findings

3.1 Introduction

This chapter presents a brief summary about our research work .Our starting point is an overall classroom observation, also we shed the light on the interpretation of the results. At the end we will present some recommendations and suggestions for both teachers and students.

3.2 Classroom Observation

The classroom observation was considered as method to collect data about our research. Observation was made in the classroom in order to observe the interaction between the teacher and the students in teaching and learning writing skill, also to observe the teacher's performance in using strategies, techniques and methods in teaching writing.

This observation was done to express the difficulties that students faced when writing, and how they reacted when receiving feedback which are provided by the teacher.

This observation's data was extracted from four lectures with three different teachers. While, we missed two sessions because they had a test .So, this observation's data took place in the department of English and foreign language at Belhadj Bouchaib University at Ain Temouchent, first year LMD students which they studied the module of "Written Expression". Furthermore, this observation's data took one month, the teachers always help us and give us opportunity to attend hole the session also they provided us with some suggestions. Concerning the students' we noticed that there are some absences during the sessions, they always active and motivate with their teachers'.

The teachers give their students instructions on how to write and students start drafting, sometimes they give them homework which means writing a paragraph at home, when they delivered it, teacher corrected it and gave some comments about their works, and instructions to follow them for a good writing. So, students required to re-write the composition once again to correct their previous mistakes.

While observing, we noticed that the teacher always play the main role in classroom, they motivate their students to participate and share their knowledge and express their ideas, Furthermore, they facilitate to the students how to write good and

Chapter Three Classroom Analysis And Interpretation of The Findings

meaningful paragraph and encourage them to add new information for the purpose of gaining a new knowledge.

Concerning the students, some of them are good; they always practice and share their ideas, some of them they are average they face some obstacles in writing such as:

- **Lack of Vocabulary**

Students find themselves combating to find appropriate words to express their own thoughts. Consequently the choice of expression is severely limited .So, they feel uncomfortable. Also, these limitations of vocabulary affect their participation in writing skill.

- **Grammar Mistake**

Students sometime fall in case of grammatical mistakes; they always try to make sure that some things are not missed according to grammar. For some students writing perfectly becomes hard thing for them. So, grammatical mistake is one of the obstacles that prevent students of foreign language from writing.

- **Lack of Self-Confidence**

Students who are afraid to make mistakes; they will never improve their writing because they do no practice writing skill. In this case teacher has main role to convince their students that making mistake is part of learning and by making mistake we will learn. So, self-confidence is one of the most factors to achieve good writing product. Confident student always expect that his/her writing will be good however unconfident student often suppose that his/her writing will be bad.

The teachers give their students free topics and full time to stimulate them and subjects of their interest to make them motivate to write .Also they motivate them by praising them through giving extra marks for the best assignment and encourage that to keep up with that level of work.

The analyses of the classroom observation explain that some of the students were motivated to write thanks to the reading skill especially extensive reading which facilitate the writing tasks because they gain new information and vocabulary.

Chapter Three Classroom Analysis And Interpretation of The Findings

Classroom structure show that the teacher always have warm up activities to activate the students' thinking, and get their intention to the present topic. Concerning the teacher-students' interaction the analysis demonstrates that the teacher gives more space to the students to express themselves , so they feel free to give their point of view , asking question and criticizing.

From the classroom observation, we concluded that extensive reading is considered as an important tool that motivates learners to write spontaneously without any obstacle. So, they can enhance their writing skill through extensive reading.

3.3 Discussion of the Results

3.3.1 Students' Questionnaire

The aim of our work is to investigate the effectiveness of extensive reading in enhancing student' writing ability. The questionnaire was administrated to fifty students of first year which are chosen randomly, in order to respond to fifteen questions in order to know their opinion about the importance of extensive reading in their writing proficiency. The questionnaire administrated to them is divided into three sections that reveal the following results:

The section one is about general information, in this section the results demonstrate that the number of female students studying at department of English and foreign language of Belhadj Bouchaib University is higher than male students (see table 2.1.1) this means that girls are more motivated to learn English than male. Furthermore, the majority of the students are satisfied to learn English because it is their own choice (see table 2.1.2). In addition, as shown in (table 2.1.3) the majority of students indicate that they have good level in English and 4% of them have very good level while 7% of participants have average level in English which means that they are beginners and by time they can improve their level.

The section two is bout reading and extensive reading, in this section the analysis illustrate that the majority of the students prefer reading (see table 2.1.4) which means that they awareness about the importance of reading skill, but they do not read all the time the majority of them read rarely in English so results show the lack of reading among EFL

Chapter Three Classroom Analysis And Interpretation of The Findings

students. Moreover, the most of the students use reading as tool to improve their knowledge.

Students demonstrate that they are known the advantage of reading especially extensive reading which can develop their writing skill, by extensive reading students can improve their language proficiency and get new ideas and expressions.

Section three is about writing skill. So, concerning writing skill all the students find the module of written expression very interesting because they need to learn how to write. Concerning their level in writing, the majority of students' have good level but they still have some obstacles in writing such as grammar, vocabulary...and so on. Furthermore, good writing demands mastering all aspects of the language in order to create a balance of writing.

When talking about the writing process, we find that most of the students face difficulties in writing (see pie-chart 2.1.15) .So, concerning the reading –writing relationship, students are aware about the contribution that extensive reading provides to develop their vocabulary, get new ideas, use correct spelling and apply correct grammar .

3.3.2 Teachers' Questionnaire

It was done with three teachers of written expression module in the department of English and foreign language at Belhadj Bouchaib University in Ain Temouchant in order to investigate teachers' opinions and attitude towards the effectiveness of extensive reading in enhancing students' writing ability . The questionnaire is divided into three sections which reveal the following results:

Section one is concerned with general information, the results show that teachers of written expression are female who have different qualification and different experience in teaching written expression at university.

Section two is concerned with reading and extensive reading, in this section the results demonstrate that teachers consider reading as an important skill for EFL learners (table 2.2.4). So, always support their students to read in order to develop their second language. Furthermore teachers aware that reading improves the writing skill , extensive

Chapter Three Classroom Analysis And Interpretation of The Findings

reading helping students to develop positive attitudes and increased motivation to write in foreign language .

Section three is considered the writing skill, the analysis of questions show that teachers written expression program is qualified to enhance students writing competence. furthermore they state that their students are not able to write in appropriate way because they face some obstacles that impact students' writing such as: the lack of vocabulary , grammar mistake and punctuation .So , teachers of written expression are not satisfied about the level of their students' because they do not use what they have learned before in their writing .

Teachers have main role in writing task, they always motivate their students' to write, they give them subject of their interest in order to make their writing better. In addition to that teachers give us some methods in order to develop students' writing.

The analysis of both teachers' and students' have shown that the both are aware about the significance of the extensive reading in enhancing students' academic writing ability. Students are convinced by the power of extensive reading because it enables them to require and learn new words and new expressions.

3.4 The Main Findings

Concerning the effectiveness of extensive reading which plays an important role in enhancing students' writing ability .We propose the following findings:

3.4.1 Concerning the Students

- From the data analysis , we achieved that extensive reading is an essential activity which plays a main role in developing students' writing proficiency
- Through this research we have found that the first year students face many difficulties in writing skill, these problems emerged from the lack of vocabulary
- Students aware about the importance of extensive reading in enhancing their writing ability.
- Students find difficulties on words choice or vocabulary , spelling and punctuation
- Students agree that writing expression module is an essential module but at the same time it is hard skill because they face some obstacles.

Chapter Three Classroom Analysis And Interpretation of The Findings

- From extensive reading, students have acquired new vocabularies and information that help them to write more effectively.

3.4.2 Concerning the Teachers

- Teachers also are aware about the role of extensive reading to develop writing skill and other language aspects for that they use it as tool to increase students' level
- Teachers state that the majority of the students they do not read in English,so, they are unable to write in good way as the students who read a lot.
- Teachers confirm that extensive reading and writing complement each other, because extensive reading helps EFL learners to develop their writing skill.
- Teachers agree that extensive reading helps students to evolve and improve their writing skill.

3.5 Recommendations

We propose the following suggestions in order to help both teachers and student to improve writing skill:

3.5.1 Recommendations for Students'

- Students should be aware about reading- writing relationships and how they complete each other.
- Students need to explore different strategies to improve their level
- Through reading different types of English text , student will have a good writing product , because reading play main role to improve writing skill
- Through reading, learners can have a large amount of vocabulary items, structures and ideas. Also, they can identify different writing styles.
- Students should make reading as habit.

3.5.2 Recommendations for Teachers'

- Teachers should use the appropriate methods to facilitate the task of learning.
- Teachers should work as monitors and motivators for their students by giving them suitable instructions and encourage them to practice.

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- Teachers should provide students with pair and group works activities, by doing so, they will learn to generate and organize their ideas and correct each other's mistakes.
- Giving chance to students to read others' work in order to develop
- Teachers should correct the idea that reading and writing are not difficult to master
- Teachers should teach reading strategies to make reading enjoyable process

3.6 Teaching Strategies to Improve Learners' Reading Skill to Intensive Reading

Reading is a matter of understanding not just sounding out words; in addition to that it is essential skill which can improve learners' knowledge. So, these are the main teaching strategies in order to clarify the importance of reading skill and encourage students to read.

3.6.1 Reading Activities

Reading is an active process in language classroom which is interactive and mostly directive by teachers. To make reading activities more meaningful, the teachers should use different techniques such as; before, during and post reading activities which are used to motivate students existing knowledge and to guide them to actively participate in the reading process.

3.6.1.1 Pre-reading Activities

Pre-reading is an important activity which prepare students for the context of reading passage. If students bring their background knowledge about a topic, reading will become an easy task because the learner's background knowledge affects their comprehension. In order to motivate and involve students, teachers should use different pre-reading activities such as; class discussions, visual aids, predicting.

3.6.1.2 During Reading Activities

During reading activities are used to encourage learners to be active readers and to promote a dialogue between the reader and the writer. The aim of this stage is to teach

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comprehension through making connections, generating questions and determining importance by guiding the reader to use proficient reading strategies.

3.6.1.3 Post Reading Activities

Post reading activities requires that readers transform the most important information or a key word in the text that has been read. So, teachers should give their students opportunity for discussion by giving them short comprehension questions in order to test students' understanding.

3.6.2 Literary Extensive Reading

Reading texts or books is communication between texts and readers, especially extensive reading which is very important for students. So, students should be encouraged to read books not only for language acquisition, but for “a new word, a new experience” coming through interaction with texts. In addition, teachers of English and literature should be aware that they are especially qualified to guide students to the last point.

Extensive reading has powerful impact on language learning. The more students read, the more they pick up items of vocabulary and grammar from the texts.

3.6.3 ICT'S

In world of foreign language education we need to be aware about the importance of technologies. So, we can take advantage of this knowledge and apply it in classroom, especially when it comes to the development of skills such as reading that are sometimes hard to motivate. The use of ICT's for reading can be quite useful for the teachers, if they have courage of experiencing something new, they will take their students to higher levels of proficiency. The use of technology has great influence in EFL learners' reading ability inside as well as outside the classroom. There is a lot of ICT'S which are useful for learners' such as; Mobile learning, it provides easy path to the learning at any place and any time, it also brings several opportunities to engage the learner in activities outside the learning environment.

Mobile Technologies has become an important element of our daily public contacts and relations.

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3.6.4 Text Selection

Text is essential to the study of English and is used for a set of purposes. Students learn through texts, developing their reading and viewing skills, using texts as models for writing and creating. Imaginative and critical connection with a set of high-quality literature is also vital part of student learning in the English classroom.

Text selection is an important and complex aspect of teacher' work; there are many elements which they should consider before making their selection such as: the objective of reading; student motivation; enjoyment and interest.

Teachers should have the flexibility to select texts based on their professional knowledge and experience, and in collaboration with students and school communities. At any time, one of the many reasons for selecting texts may take precedence over another. For instance, teacher should need to select a more challenging text to meet the needs of a student who making good advance.

Well selected simplified materials can be used as means of improving the learners' reading competence, allow them to read complete books without struggle and gradually gain self-confidence to move to proper materials.

3.7 The Impact of Corrective Feedback to Improve Students' Writing Skill

The corrective feedback has great impact in improving writing skill. According to Hyland and Hyland (2006) observe that feedback is essential element for the improvement of second language (L2) writing. In addition, it seems like opportunity for learning and for motivating students to do better. So, in their study state that corrective feedback is considered to be a tool that increases and makes communication and collaboration between both students with students and students with teachers.

From many expressions and definitions, we can notice the importance of corrective feedback during the classes of writing. So, we are summarized as follow:

- Making students aware about their error and motivate them to find the suitable ways to correct their error

Chapter Three Classroom Analysis And Interpretation of The Findings

- Help students to make an atmosphere of collaboration and communication between students and teachers, which help them to have more detail about their writing.
- Corrective feedback plays role such as, monitor and facilitator
- Towards corrective feedback teachers will be well trained about how provide guidance for their students.

3.8 Limitation of the Study

Our research investigates the effectiveness of extensive reading in enhancing students' writing ability. In our research we faced a set of limitations. First, it is about the lack of time. The second limitation is about the lack of sources which is the main obstacle that we faced. The third limitation is about the pages of the chapters which are not equal especially chapter three because we didn't have enough information concerning this topic. Furthermore we do not have time to apply extensive reading .

3.9 Conclusion

The present chapter is, in fact, a summary of the main finding concerning the classroom observation and the questionnaires. From the analysis of the results we gave some recommendations for students and teachers in order to improve writing skill.

We spotlight on the main teaching strategies which can develop reading skill, and make it not boring matter, also we talk about the importance of teachers' feedback which play the best method to help students to get better level in writing skill.



GENERAL CONCLUSION

General Conclusion

General conclusion

The reading skill is one of the most interested skills in language; it is considered as an important skill that affects the development of language aspects, especially writing. The objective of this research is to prove that extensive reading impacts the improvement of EFL learners writing proficiency.

Our research is based on investigating the hypotheses that are introduced in the introduction; we divided our work into two main parts theoretical and practical part.

The first chapter introduces the literature review of the reading and writing skills: it is divided into two parts. In the first part, we have provided definitions of reading, its approaches and strategies. Moreover, we defined extensive reading, its importance and basic principles. In the second part, we identified writing skill and its approaches and process. After that, we mentioned characteristics of academic writing within the classroom and the main hardships that students face during writing. Finally, we have stated the relationship between reading and writing.

The second chapter is concerned with methodology and data analysis. It investigates effectiveness of extensive reading in enhancing students' writing ability through the analysis of the two questionnaires submitted for both teachers and students. The questionnaires tended to collect views towards the effect of extensive reading on writing skill.

The result of the research demonstrated that students are facing many problems in writing such as: organization, grammar, vocabulary, spelling, punctuation and other aspects that effects their writing production. They have shown their positive attitude, they stated that extensive reading helps them to decrease their difficulties and enhance their language aspects.

Students and teachers were awareness about the importance of reading-writing relationships. Because, the both skills have a complementary function and they work together.

In the third chapter we started with the analyses of the classroom observation and the analyses of the results. Also, we dealt with some recommendation and suggestions for both teachers and students in order to show the importance of extensive reading and their impact in writing skill. Also, we mentioned the impact of corrective feedback to improve students' writing skill.

General Conclusion

To sum up, reading and writing are fundamental to learning which they reinforce and interact with each other in many ways, the both are functional and cognitive skills and they are used to achieve tasks. When learners read, they automatically utilize what they learn from reading in writing.

Reading and writing are closely connected skills. It is well known that the more they read, The more they achieve better in writing.



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APPENDICES

Appendices

Appendix01: Students' Questionnaire

Dear student

This questionnaire serves as a data collection instrument for master degree in Foreign Language. It investigates the Effectiveness of Reading Skill in enhancing Student's Writing Ability. Your answers will be of great help to us. Would you tick appropriate answer. Please your answer briefly on the open-ended questions. Thank you in advance for you collaboration

Section One : General Information

Q1. Gender

- a. Male
- b. Female

Q2. Is learning English your own choice?

- a. Yes
- b. No

Q3. How do you consider your level in English?

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

Section Two: Reading and Extensive Reading skill

Q4. Do you prefer reading?

- a. Yes
- b. No

Q5. How often do you read?

- a. Frequently
- b. Some time
- c. Rarely

Q6. What do you often read?

- a. Newspapers
- b. Books
- c. Novels
- d. Stories
- Others.....

Appendices

Q7. When you read a passage or book in English what do you expect to obtain from it ?

- a. Get new information
- b. Get new ideas
- c. Know more about target language

Q8. Does the effective reading strategies improves writing skill ?

- a. Yes
- b. No

Q9. Do you think that extensive reading can develop your writing ability ?

- a. Yes
 - b. No
- If yes Justify ?

Section Three : WritingSkill

Q10. Do you think that written expression is important as module

- a. Yes
- b. No

Q11. How do you examine your level in writing ?

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

Q12. Are you stimulated to write academically in English ?

- a. Yes
- b. No

Q13. What is your principal focus when you are writing ?

- a. Grammar
- b. Vocabulary
- c. Spelling
- d. Punctuation

Q14. Does reading improve writing skill ?

- a. Yes
- b. No

Appendices

Q15. What are the main hardship that face you during the writing activities ?

- a. Grammar
 - b. Spelling
 - c. Misuse of vocabulary
 - d. Content and organization
- Others hardships.....

Appendices

Appendix 02 : Teachers' Questionnaire

Dear Teacher

You are kindly requested to fill in this Questionnaire which aims at gathering information needed for the achievement of master dissertation. This Questionnaire investigates The Effectiveness of Reading Skill in enhancing Student's Writing Ability.

Please tick the appropriate answer or make a full statement when necessary. Thank you for your time and for your collaboration.

Section One : genera information

Q1. Gender

- a. Male
- b. Female

Q2. What is your degree ?

- a. License
- b. Magister
- c. Doctorate

Q3. How long you have been teaching written expression.....years?

Section two : Reading and extensive reading skill

Q4. Do you consider reading as an important skill for EFL learners?

- a. Yes
 - b. No
- Justify.....

Q5. How often do you support your students to read ?

- a. Always
- b. Sometimes
- c. Often
- d. Never

Q6. Do you combine reading with writing activities ?

- a. Yes
- b. No

Q7. Do you motivate your students to read extensively ?

- a. Yes
- b. No

Appendices

Q8. Does reading improve the students' writing skill ?

a. Yes

b. No

If yes, please

Justify.....

.....

Q9. What are the benefits that students may get from extensive reading ?.....

.....
.....

Section Three : Writing Skill

Q10. Do you think that teaching « the written expression program » is suitable to enhance your students' writing competence?

a. Yes

b. No

Q11. Are you student able to write in appropriate way?

a. Yes

b. No

If « no » please explain why?

Q12. Do you satisfied with their the level in writing?

a. Yes

b. No

Q13. What are the major difficulties that students notable during the writing activities?

a. Grammar

b. Spelling

c. Misuse of vocabulary

d. Content and organization

Q14. How often do you motivate your students to write ?

a. Always

b. Sometimes

c. Rarely

Q15. What is the appropriate method that can be used in teaching writing ?.....

Appendices

Appendix 03: Classroom observation

Name:

Date:

Class Observed:

Time:

Observer:

Department:

Teacher :

Questions	Always	Sometimes	Rarely	Never
1. Does the teacher allow the students to read in class?				
2. Does the teacher divide reading lesson into pre-reading, while reading and post-reading tasks?				
3. Is teacher an active partner in reading tasks?				
4. Does the teacher encourage the students to read by themselves?				
5. Does the teacher read the text himself/herself and then demonstrate and interpret it to the students?				
6. Does the teacher teach the students how to summarize?				
7. Do students use the process of academic writing?				
8. Does the teacher teach students the main characteristics of academic writing?				
9. How often do the students face difficulties during the writing activities?				
10. Does extensive reading develop writing ability and the reader become good writer?				
11. Does teacher help the students to analyse long sentences?				

Résumé

Cette recherche étudie l'efficacité de la lecture extensive qui argumente l'abilité d'écriture chez l'étudiant. Le talent d'écriture est considéré comme un challenge pour les étudiants car la majorité d'eux sont incapable d'achever leur écriture. Aussi elle entaille une série de difficultés qui peuvent causer une production d'écriture pauvre chez l'étudiant. En outre, notre recherche vise le développement du talent de l'écriture des étudiants à travers la lecture extensive.

Pour collecter les informations, on était obligé d'assister plusieurs cours « classroom observation » et on a deux questionnaires. Le premier administré à 50 étudiants de la 1^{er} année LMD au département des langues étrangères option anglais au niveau de centre l'université Belhadj Bouchaib à Ain temouchant, et le deuxième a été administré à trois professeurs de l'expression écrite. Le résultat obtenu a démontré l'efficacité de la lecture extensive dans le développement du talent d'écriture des étudiants. Basé sur ces résultats, la recherche de l'hypothèse a été confirmée que les étudiants savent que la lecture extensive fournit les lecteurs (les étudiants) avec quelques aspects de la langue et enrichit leur culture et améliore leur compétence de l'écriture. Egaleme nt, le professeur doit motiver ses élèves ou étudiants pour lire et être au courant de l'importance des talents de la lecture et l'écriture et de savoir que ces capacités complètent l'un l'autre abilités