People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Djilali Liabes University

Sidi Bel Abbes

Faculty of Letters, Languages and Arts

Department of English Language

Implementing An Extensive Reading Approach in Written Expression Courses at the University Level: The Case of First-Year EFL Students at Ahmed Zabana University of Relizane.

Thesis submitted to the department of English language in candidacy for the degree of doctorate in Didactics

Submitted by: **Supervised by:**

Mrs. Benmokrane Aicha   **Prof. Nadia Kies**

Board of Examiners:

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ACADEMIC YEAR: 2019/ 2020

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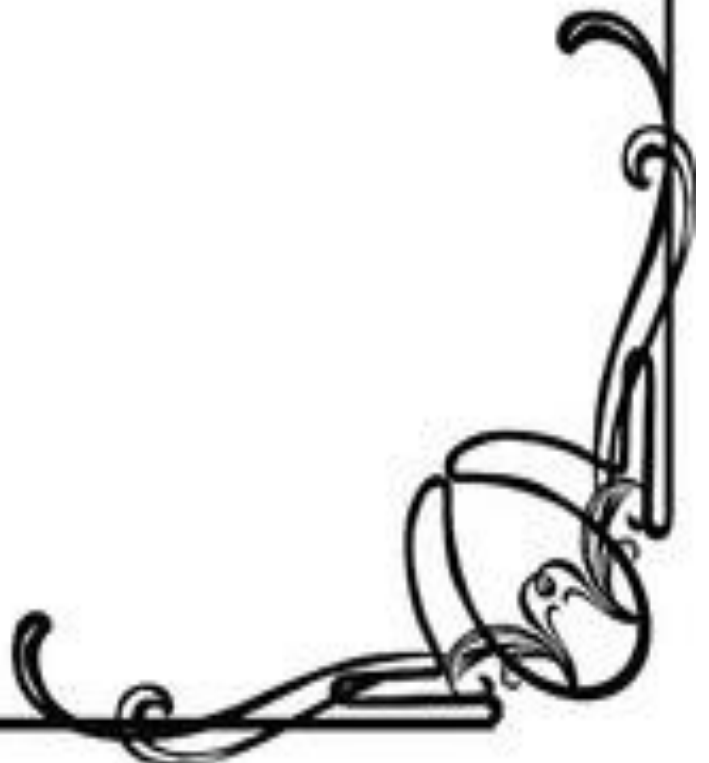
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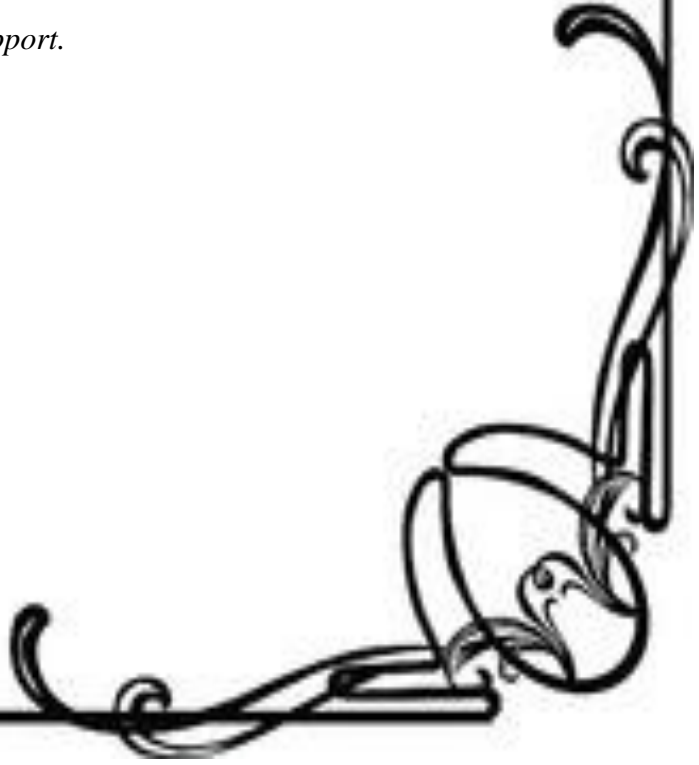|		
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Dedicaation

To my beloved family,

Husband and daughters

Aknowledgements

Abstract

Learning to write is a hard task to accomplish; it is a practical life skill which requires time and patience on the part of learners, and a variety of strategies and techniques in the teaching/learning process. A glance at students' grades proves the challenges they face in writing. First year students in the English department of Ahmed Zabana University, Relizane are the case study displaying the difficulties to produce a piece of writing; therefore, the incorporation of an extensive reading approach is the applied strategy to improve the students' writing abilities. The purpose of this research lies in investigating whether regular reading extensively is a solution to enhance the language writing proficiency. The study also aims to make students aware of the fact that extensive reading results in writing competence. To reach such an objective, the study is based on two different semi-structured questionnaires addressed to both learners and teachers and a classroom observation. Moreover, pre and post tests are also conducted. The open- ended questions help researchers to obtain respondents' attitudes and feelings on the issue at stake. The findings revealed that the majority of unskilled students who fail to express themselves on paper are the ones who do not read. The class observation adopting the extensive reading programme confirms the significant difference between the experimental and the control group; Extensive Reading (ER) improved students to promote their writing performance through reading a wide variety of texts offering the chance to the learners to be familiar with new structures, vocabulary and words in contexts, grammar achievement and so on. Accordingly, teaching reading and writing must be taught together with the integration of the ER approach. It is worth noting that reading digitally is a key factor in education today since the tremendous advances in technology have changed the way knowledge is transmitted. The availability of digital tools has made reading possible wherever students are; being at home or outside they have smart devices like cell phones, tablets, etc. Combining reading onscreen and print reading offer more time and space to students to reinforce their skills in reading and writing.

Table of Contents

Chapter One: Statement of the Problem and Methology

Chapter Two: Extensive Reading: Key Factor to Academic Writing Improvement

Chapter Three: Field Work and Data Analysis

Chapter Four: Pedagogical Implications and Recommendations

List of Tables

List of Graphs

List of Charts

List of Abbreviations

- EFL English as a Foreign Language

- ELT English Language Teaching

- ER Extensive reading

- ERP Extensive Reading Programme

- ESL English as a Second Language

- FVR free voluntary reading

- ICT Information and Communication Technology

- LMD system Licence Master Doctorate

- L1 First Language

- L2 Second Langue

- TEFL Teaching English as a Foreign Language

GENERAL INTRODUCTION

General Inroduction

University teachers including the researcher of the current thesis, who have dealt with the EFL classes in different modules, share the view that students' academic writing is far from being satisfactory. In fact, the writing difficulties are clearly displayed in the projects and assignments for exams and course works; the writing skill is basic to learning any language, and without adequate writing education is almost impossible. Therefore, through the present research, my personal contribution is exploring the source causes and difficulties in writing and the suggestion of solutions which enhance learners writing skill. Actually, recently, the purpose for teaching reading is its strong influence on writing achievement.

Researchers and teachers have developed a variety of approaches to teach writing; from controlled to -free – approach, and then Paragraph-Pattern Approach coming to the Process Approach. Sometimes thinking that writing is finished pieces compositions, other times emphasising the stages for generating ideas, organizing information, drafting, revising and editing (see chapter 2). Obviously, the approaches emphasised the application of procedures which were more related to pedagogy; the latter concerned how knowledge was produced through specific processes. Nevertheless, prior to pedagogy, writing needed language knowledge, information about the content of the topic is what lies behind writing failure in our universities today.

The present study discussed the issue of writing failure in English language at the tertiary level in Algeria. Relizane University was just a sample where empirical studies were conducted. A thorough glance at English learners' papers gave a detailed idea about the cause of low level in the writing skill; indeed, students lacked reading. Accordingly, getting information and knowledge on a wide range of topics could only be offered by reading extensively.

General Introduction

The purpose, therefore, was the implementation of an extensive reading programme to develop general language competence among first year English learners. It took place outside class since it implied reading a large amount of materials. Many writers regarded extensive reading as a teaching / learning procedure rather than a reading skill such as Day & Bamford (2005), Susser& Robb (1990), Krashen (1993), Nuttall (2000). These diverse studies on extensive reading encouraged us to explore pedagogical applications for the integration of such an Extensive Reading Approach (ER), an important feature of L2 foreign language teaching, English in our case.

It is necessary to note that ER is not a conventional teaching method, focusing on the teacher as source of knowledge; the pedagogical focus is on the student's own learning.

The present paper demonstrated the reasons why this approach adoption has become teachers' concern. Basically, central to the study is the interconnection between the reading and the writing skill.

In recent years, research has shown that reading and writing are no more distinct areas of exploration, but rather interdependent cognitive and social processes.

A number of scholars claimed that the combination of both skills would enhance students vocabulary, critical thinking and language acquision.

Writing is acomplicated skill because it cannot be acquired by simple learning of grammar rules, punctuation marks, and different writing techniques. To write well, there are only two things one absolutely must do: read and write. Everything else will flow from these two activities. What we learn as readers, we use as writers. Over time, our writing becomes in some ways a compilation of all the things we have learned as readers, blended together in our own unique recipe. Exposure to published, well-written work has a great effect on one's own writing, as observing the cadence, and writing styles of other authors will no doubt influence other writers' work. In the same way that musicians influence one another,

and painters use techniques established by previous masters, so do writers learn how to craft prose by reading the works of others.

In school, teaching writing has three purposes: to inform, to entertain, and to persuade. It is in fact true, to inform, first you have to be informed; to entertain, first you have to be entertained, and to persuade, first you have to be persuaded. Writers are like mirrors; they reflect back into the world all what they have taken in. If they read textbooks, newspapers their writing will be dry and informative. If they read romance novels, their prose will tend toward emotional descriptions. Read the classics and their work will sound mature; read poetry and the work will be fluid and musical.

Although research into the relationship between reading and writing dates back to 1930s, most pedagogy has separated reading and writing instruction (Nelson &Calfee, 1998).

In fact, educators used distinct curricula in which instructional materials and the working process treat the two skills as disconnected. Reading was conceived as a receptive skill, whereas writing was seen as a productive one; there was no attempt to relate the two skills together, thus, they were taught independently.Recently, the purpose for teaching reading is its strong influence on writing achievement; thus, the combination of the two skills has become the new tendency.

Between the1970s and 1980s, many researchers and educators pointed out at the advantages of implementing reading and writing instruction. Others continued encouraging its integration into educational curricula. In other words, the idea of integrating a reading programme to enhance writing was highly supported for years; educators and researchers began designing the way reading should be incorporated into the curriculum. They all shared equal attention to develop an approach based on exposing students to read in order to foster their academic writing.

Over the last ten years, a large body of research has shown that reading and writing are more interdependent than we thought. Reading inspires students, introducing them to great ideas and improving their ability to think critically and analytically. In fact, reading and writing work best as one process one fuels or informs the other. In order to make sure that reading and writing are working together effectively in the classroom, reading should be a part of all of our writing courses.

Integrated reading and writing activities bring benefits to the learner with respect to both content learning and language learning processes. As for language gains, processing information and constructing new texts based on prior reading helps students develop overall target language competence. Though much has been said about Reading-Writing connections, some areas which deserve more consideration still remain unexplored. The methods used so far need improvements.

The thesis consists of four chapters; a general introduction is first included to highlight the aims of the research, explains brierfly the methodological approach used to study the topic of inquiry, and highlights the potential outcomes the study intends to reveal.

Chapter one clearly states the problem which is "enhancing students' writing tnrough reading". It also formulates the research purpose through specific and significant research questions to fully explore the issue. The study is expected to prove the determined research questions which examined the integration of an extensive reading approach programme and its contribution in the improvement of the writing skill. The chapter points at a recent technological dimension; it further explores whether students benefit from digital reading as they are generally offered documents by different net sites and social media platforms.

The research questions are asked to identify the different obstacles which students face in writing. They also imply to investigate the root causes behind such writing hindrances.

Accordingly, the actual study addresses the following research questions:

1- Why is integrating an extensive reading programme beneficial?

2- How does an extensive syllabus function?

3- To what extent can extensive reading reflect a foreign language learners' writing proficiency?

4- Do digital texts motivate and engage students to learn more?

Apparently, the purpose is to reach adequate answers to facilitate the investigation of the implied hypotheses, knowing that, possible solutions are suggested to overcome the writing difficulties.

The current study purpose is to test the four hypotheses; beginning with the positive effect of the suggested Extensive Programme on developing the writing skills. The second hypothesis tackles the fact that extensive reading increases students' exposure to the foreign language, which enhances their general language competence. Obviously, having a good command of the language has a positive effect on the writing achievement of EFL university students. Finally, the last hypothesis was to point at the digital tools which make it possible for students to read regularly and instantaneously providing them with a variety of reading documents. The hypotheses are as follows:

- The suggested Extensive reading Programme may affect positively the writing skills.

- It is probable that Extensive reading increases students' exposure to the foreign language, which enhances their general language competence.

- Extensive reading has a positive effect on the writing achievement of EFL university students.

- Digital tools may make students read regularly and instantaneously providing them with a variety of reading documents.

A short description of the research methodology is included; the suggested approach necessitates graded readers; the idea is to motivate students to enjoy reading and this could be achieved only if the documents are at the readers' level. The established Extensive Reading Programme is experienced as a pleasurable part of the course, so the students' selection of the reading documents is given much importance. In the first chapter, we point at the ER alternative approach procedure, focussing on its significant role to bridge the gap between reading out of class and the use of this acquired knowledge in the classroom.

This chapter also shed light on the status English occupies in Algeria, particularly, at the university level, the stage at which ER approach was implemented to provide improvements to the writing skill. The incorporation of the new approach came as a feedback to the general complaint of university teachers who were anxious about the low level of students' linguistic competence as well as the grammatical and language structure. Written expression benefited from a special consideration in the LMD system, being a main subject in the academic learning process, the module is offered significant hours and the high coefficient given to the subject. However, the question of written skills in Higher Education still remained open to discussion; accordingly, the current chapter indicated our contribution to elaborate the academic writing field.

The second chapter consists of two main sections; first it highlights the reading and the writing relationship through a detailed discussion about how reading benefits writing. Reading is a source of inspiration, a method of grammar guidance and vocabulary expansion; this deep connection between what students read and what they write display that reading fosters language growth.

Furthermore, the chapter explored the shift to the digital environment, and demonstrated the impact of the changing technologies on our students' reading habits. Whatever forms

they take, screen or paper, a keyboard or a pen, the two skills remained interdependent and teaching them separately led to academic failure.

Likewise, the second section investigated thereading skill which takes a central role as part of the student's learning at the tertiary level; more specifically, it depicts the concept of reading in general and extensive reading in particular with emphasis on the construction of meaning and background knowledge. The chapter gives significant details to extensive reading and outlines its characteristics as well as the great positive influence on academic writing. Every section provides a theoretical basis for chapter three which aims to study the issue through an experiential approach. Accordingly, part three presents the analysis of the information collected from the research tools (tests, questionnaires and interviews). The findings are, therefore, interpreted and discussed.

Finally, chapter four gives a brief summary of the main study; in addition, it suggests further recommendations about strategies teachers could use to improve English language academic writing.

CHAPTER ONE

Statement of the Problem and Methodology

1.1 Introduction

A large number of teachers of English at the university level complain about the students low achievement in written expression, their failure is obviously displayed through the low grades they obtain.

The first chapter first debates the factors which contributed as triggers for the emergence and development of the present thesis which aims to develop EFL learners' writing skill through reading extensively.Then, it discusses the issue showing the significance of the written expression module not only in the educational system but as a skill which accompanies the individual during studies and at workplace. This chapter also points at the basic prior shortcomings associated with the difficulties students encounter in the field of writing. It describes the learning situation at the tertiary level in Algerian universities, taking the University Centre of Relizane to be a micro-dimension or a reflection of the English language learners who are facing almost the same problems in writing in different Algerian universities. Through the contribution in the teaching/learning situation, we conduct the research with first-year students adopting a teaching approach in which we incorporate reading as a vital component of the writing programme. Students have their own choice and interest about the reading documents which they read out of the classroom. The extensive reading programme goal is the improvement of academic writing. Hence, many tasks to check students' understanding of passages and texts read are performed by the teacher in the classroom. Students are required to benefit from their readings through written essays or summaries. A questionnaire was also addressed to students to fill in; it investigated their views and interests about reading extensively. They were asked to answer different questions concerning extensive reading and its positive impact on the writing abilities.

Alternatively, the study needs the contribution of my colleagues, teachers working at the English department at Relizane University where I also teach.

In addition to students, my colleague teachers are also requested to complete a survey; the participants are all permanent teachers and many of them have already taught the writing module. Their responses vary and undoubtedly help in answering the research questions.

1.2 Triggers of the Study

In the past few years, we noticed that we are concerned with significant difficulties and problems learners of English encountered in the writing skill.

While studying English as a foreign language, the students' main area of difficulty is their writing skills. As teachers of English, we believe that it is the teacher's first task to find the root causes which make our students poor writers in order to take appropriate measures and find the remedy. Both teachers and students become frustrated when the latter at the tertiary level display incompetence and a lack in the proficiency to write adequately in English. Our university students have acquired a fair amount of passive knowledge leading relatively to the acquisition of receptive skills. To provide them with productive skills, teachers must review the multiple strategies and approaches that have proved to be successful, as well as techniques and applicable methods which can promote the writing skill at an advanced level. One of these approaches is extensive reading which offers students a great amount of prior knowledge which contributes to the development of a variety of language skills especially the writing skill.

Students' writing difficulties are due to many factors. Raimes (1983) claims that*: "When students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language. (p. 13)".*

 Actually, these writing deficiencies are usually rooted in complications students frequently confronted in high school. So, it is often not obvious for teachers to identify these weaknesses until learners hand in papers or take exams. Consequently, ELT methodologists, experts and scholars suggested the implementation of reading in the EFL context, and currently teachers worldwide encourage learners to engage in a reading programme to foster their writing skill.

   It is worth noting that including the extensive reading in EFL is not a recent idea, it was supported by many L2 scholars and researchers since it was originally Palmer (1917) who used the tem extensive reading. (Rosszell, 2007; Soltani, 2011; Macalister, 2008; Kazerooni et al., 2011) suggest that L2 learners benefit from the opportunity to read a text which is meaningful to them. Extensive readers not only gain in reading skills and general proficiency, i.e. writing and speaking (Elley & Mangubhai, 1983; Hafiz & Tudor, 1989), but also widen their vocabulary according to (Cho &Krashen, 1994; Lai 1993; Hafiz & Tudor, 1990). However, the Algerian educational context still lacks research in the field especially on the empirical side. ELT teachers are conscious of the advantages of the reading/writing relationship, but implementing this concept in real teaching conditions remains a challenge. Most of the studies either doctorate or master researches remain an excellent point of reference in terms of theoretical knowledge but they have not yet received the attention to be integrated in teaching. Certainly, it is not easy to make students read, most of them do not have the habit to and some others find it boring. Furthermore, many teachers claim that the means are not adequate to implement an extensive reading program and so they refuse to adapt it to suit the local circumstances as it is the case in our department where there are no books available in the library. Besides, the insufficient number of teachers makes it hard to provide students with two tutorials in the writing

module per week, while integrating reading within the the writing syllabus is time consuming.

Our interest is not to apply the approach by thumb of rule; the purpose is first of all to motivate and encourage students to read outside the classroom. In short, students can read short texts or articles which are suitable to their level, even sometimes easy materials. In the same context, Bamford and Day (2002) go further to suggest that even the materials that are lower than the students' level are suitable for extensive reading because:

1) Less challenging materials boost the students' confidence especially those who start reading in a new language and may lack self-confidence.

2) Easy materials allow students to understand what they read and this in turn gives the students the opportunity to use their cognitive abilities.

Extensive reading is meant not to be related to any activities, reading is not usually followed by comprehension questions (Day &Bamford, 2002); still the students' experience of reading is at the center of the extensive reading experience. Therefore, the teachers need to check whether the learners are actually reading, tasks are the only ways to know how well learners are engaged in reading and they also support extensive reading practice into the classroom. Those activities enable teachers to find out what the learners experience from reading, and so they monitor the students' attitudes toward reading, and only then they can manage to link reading to other aspects of the programme conducted.

The main point of the study is motivating students to read; the majority of students lack intrinsic interest, the internal desire to do something for its sake. Students need a reason to read, if they are not intrinsically motivated, they should be offered external rewards by teachers which are generally good grades in case they perform well in reading through showing it in related activities. The aim is to make of reading a habit till it becomes enjoyment rather than external pressure. The whole approach would be a failure if those

first basic principles were not emphasized. ER program is not adopted because teachers usually lack time to cover the syllabus, they also complain of the lack of books in libraries. Besides, many teachers find it hard to convince learners to read when exam instructions are not related to the reading material. These constraints were the source of our interest to investigate the matter and adapt the ER approach according to the specific conditions of Algerian universities in general and the English department of Relizane in particular. Moreover, with the evolution and the availability of digital tools, reading is not limited to those who can afford buying books; people can read whatever type of texts whenever they are free and wherever they feel comfortable to do so.

1.3 Theme/ Statement of the Problem

Lack of reading has always been the cause of the failure in the academic writing. Teachers of English in Algerian universities often explain that the difficulties students encounter -such as the deficiency in vocabulary, the lack of knowledge of grammar and language structures- require reading to identify the skills needed to write adequately.

Whatever techniques and methods used to teach writing, reading remains the only activity which exposes learners to unlimited amounts of language like sentence patterns, idiom, organizational flow, cultural knowledge, grammar, cohesive links and so forth. As teachers, all of us have experienced that independent reading provides models for the reader to imitate in writing; reading and writing are reciprocal processes each one fosters the other.

Accordingly, the study at stake is an empirical opportunity to make of our students independent readers who would give feedback on what they read in a written form. Obviously, this work aims to demonstrate how extensive reading enhances learners' language knowledge and therefore fosters their writing skill. In fact, educators are fully

aware and convinced that developing writing skills through reading is the key factor to academic achievement in general and the writing skill in particular.

1.4 The Rationale of the Study

As foreign language teachers, we feel almost concerned about the development of (EFL) language writing. Moreover, the problem in the writing field needs the contribution of teachers and researchers together to explore the complex question of writing performance. Indeed, all practitioners in the field cannot deny the difficulties our university students encounter whenever they are exposed to writing.

It is high time teachers questioned the usefulness of emphasizing the final written products rather than finding ways to intervene in the process of writing. So many teachers today deal with strategies that are associated with process pedagogy; there are various versions of process which lead to different results and outcomes; educators should use the appropriate methods which suit writing difficulties students display.

Writing is a major skill that students inevitably come across in the field of higher education. As a matter of fact, writing accompanies students to lead a successful career after the completion of studies.

Practically, the written expression module requires a shift both in teaching pedagogy and practical methods. Therefore, considerable efforts and much practice in composing, developing, investigating and embedding writing techniques should be taken into account to improve the students' writing.

In previous years, the student has been considered as the central problem in the field of academic writing; consequently, the problem has been seen as a personal failing. Thus, practitioners have supported the notion that writing is a technical skill or an individual action.

Recent research in the field, however, examines the ways current models and practices are adapted in order to encourage the writing skill development. Still, a question arises that is the extent to which an approach will certainly make it possible for students to become effective writers, especially when they are learning to write in a foreign language in this case English. Hedge[1] (2000) points to the issue saying: ***"A process approach tries to provide useful support for student writers. The nature of the support will depend on the kind of learners, for example their age, backgrounds, and needs for writing in English".*** Obviously, with mature university students, as it is the case in this research, students come with prior knowledge such as vocabulary, grammatical structures and so forth. In fact, the amount of knowledge acquired in previous years does not meet the need of the written products for a solid academic performance.

Ideas about implementing reading to foster writing are not new; Young and Becker (1965), Emig (1971), Moffet (1968), Mellon (1969), Read (1971) Smith (1971) Russel (1991) and Ackerman (1993), for example wrote articles and books stressing the importance of reading for pleasure and its reciprocal relationship with writing.

Certainly, second/foreign language educators are still in search of a coherent, comprehensive theory in the teaching of writing. Research on writing has displayed various thoughts; some associated with writing as a process, others were concerned with cognitive conceptions of writing processes. Many other researchers focused on the influence of social sciences in education research.

More importantly, current research continues to spread empirical studies to investigate ways of helping students to decide on their priorities and then agree on what the focus of a learning program will be. Multiple theories and pedagogies do not oppose rather

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[1] **Tricia Hedge** is a Senior Lecturer in the School of Education at Nottingham University. Since 1972 she has taught students and teachers in universities in Sweden, Japan and the UK on a wide variety of programmes: English for Academic Purposes, English for Professional Purposes, and both pre-service and in-service education?

complement one another; so teaching writing is not necessarily dictated by a simple approach. ***"It is important to know that pedagogical approaches are influenced by university policies, individual politics and beliefs, student populations, geography, social constraints, social freedoms, past experiences, and in- the-*** moment *decisions that rarely fall under a single theoretical category"* Friedrich (2008: 21).

Actually, the present study aims at making our university students of English aware that writing involves more than the use of grammar and syntax and a set of vocabulary items. There are further elements without which the writing skill will never be thoroughly acceptable. In fact, students in the tertiary level need to refer to contextually meaningful writing. The trend is to expose English language learners to written English to enrich their language performance and to familiarize them with the features of written English. Only through extensive reading, learners can gain an increasing awareness of how texts are organized and how to build knowledge of language. Krashen (1989) developed a research on reading exposure which supports the view that it increases not only reading comprehension and vocabulary acquisition, but improves grammatical development and writing style. What students need is a reading programme that integrates extensive reading to promote language fluency, thus developing a high level in writing.

1.5 Research Questions

The purpose of this research is to explore the possibility of incorporating extensive reading as a programme in the written expression module for first year university students to improve the writing skill.

To find out the main effects of extensive reading on achievement in English writing the following questions have beenstudied.

- Why is integrating an extensive reading programme beneficial?

- How does an extensive syllabus function?

- To what extent can extensive reading reflect a foreign language learners' writing proficiency?

- Do digital texts motivate and engage students to learn more?

This study attempts to test the following hypotheses:

- The suggested Extensive Reading Programme may positively affect the writing skills.

- It is probable that Extensive reading increases students' exposure to the foreign language, which enhances their general language competence.

- Extensive reading may havea positive effect on the writing achievement of EFL university students.

- Digital tools may make students to read regularly and instantaneously providing them with a variety of reading documents.

The study has taken the English department of Relizane as the setting. First year LMD students' writing proficiency has been measured in correlation to the application of an experimental extensive reading -writing integration programme.

The above research questions seek to develop the integration of a reliable reading programme to show the valuable relationship between both skills. A detailed study which has involved extensive reading beyond the classroom has provided the learners with assignments to ensure they do not just passively read. In the light of the findings, the third and the fourth question are meant to indicate whether extensive reading can promote students' writing skill, as well as whether reading digitally is the new strategy to motivate students to read more.

1.6 Overview of the Methodology

Before the application of the syllabus design into the classroom, we should allow our students to select their own pleasure readings. In fact, the purpose of reading is related to

pleasure, general understanding and information. The aim is to engage learners with the text to improve their lexical – syntactical knowledge and experience language in context; therefore, they should be given the opportunity to read what they enjoy.

Through the suggested approach we have attempted to follow the writing progress of the students. Learners were provided with a variety of materials in order to match their particular needs, interests and levels. Teachers provide guidance in selection of suitable materials since students are required to read on their own, in their own time, at their own pace. A teacher knows in advance the level of his/her students and thus they need to offer them a list of titles of different books or articles to see whether they will be interesting to them. It is therefore advisable to make a class discussion about the students' preferences. It is the task of teachers to provide students with the chosen materials for reading in the library or making multiple copies of each title so that there will be enough materials for everyone to read.

The study was carried out over the two semesters i.e. for a whole academic year. Two groups of about 30 students each participated in the study; the teacher's role was to make students aware of how to take advantage of reading/writing connection to develop their language abilities.

Students read out of the classroom, during their free time, whenever they feel ready to read. For instance reading about four articles monthly is reasonable since students have much work to do in the other modules. Their extensive reading is not followed by exercises out of class. The goal of reading is to have general understanding and to have experience and joy for reading. The teacher encourages and assists the students with their readings which they undertake after class.

The written expression sessions were devoted to various activities about the out of class readings like written presentations of the reading materials. Occasional summaries in class

showed that the students were reading and also that they understood what they read. The activities done in class helped students improve their writing ability. These activities were not given as homework because extensive reading should have been under the learner's control and not an obligation imposed by the teacher.

It is important to note here, that the extensive reading program was a process which lasted for months during which learners were engaged independently in a continual practice of writing.

If we want our students to learn to write through reading then this suggests the more practice the better as Hedge makes it: ***"Involving learners in programs of extensive reading can be a highly productive step towards autonomous learning. If students have a chance to read at home …, they are engaging in an activity which will yield substantial possibilities for them to go on learning by themselves (2000:204).***

Obviously as we adopt an ER into an English Language Teaching (ELT) program our students should be motivated to achieve the goal of the approach. Consequently, they should know that they are reading not only for pleasure but for academic study as well.This awareness has gradually developed through the evaluative tests dealt with during the written expression courses. The activities given to the learners do not intervene in the reading process; they are rather a reflection of the prior knowledge gained while reading. By referring to tests, we try to prove whether our experimental research will be effective or not as the final results at the end of the semester will show it.

Prior to and at the end of the intervention of the ER Approach, two writing samples that served as pre-and post- tests were conducted in the classroom. Both writing samples were given as paragraph writing assignments; the pre-test was given as an assignment during the first week, prior to the start of the ER treatment, and the post-test was given during the last

week of the second semester at the end of the study. In both cases, the students were asked to write about the topics related to education.

In addition to the classroom treatment, the process used to collect information and data included a questionnaire addressed to students because we believed that they were the most important element in the process of writing. The survey questions were related to reading and writing together, they also provided information relative to the reading/writing skills, thus both the questionnaire and the intervention completed each other giving a clearer and more reliable analysis.

We have tried to use methods of data collection were eclectic; the research required a complete, detailed description of the issue. Both a qualitative and a quantitative research were used to explore the study. A students' semi-structured questionnaire to collect measurable data, as well as a teachers' questionnaire was used to clarify the understanding of the intervention.

1.7 English at the Tertiary Level in Algeria

Algeria is facing the challenges of the new century which requires a common medium of communication to have access to scientific knowledge and to communicate with the world. These demands led the country to focus on the teaching of English, the language which helps students to cope with their life in their own studies and researches as well as to communicate not only with the English-speaking countries but with the whole world. English is learnt across the national borders in order to join the global community.

The department of English at Algerian universities aims at achieving this goal. Indeed, English occupies an important place in the Algerian educational system in all levels of education since the language gains the status of science and technology needed in the learning process at the tertiary level.

Algeria endeavours to implement and develop the use of English to improve communication, as well as it facilitates access to knowledge for students, workers, researchers, etc. At the tertiary level, English is introduced in different curricula at different departments, either as a main subject at the departments of English or simply as an additional but 'compulsory' module.

1.8 Relizane Department of English and Teachers' profile

In the Department of English in Relizane University, all teachers hold a 'Magister' Degree in English as a foreign language in different fields of study like Literature, Civilization, Translation, Linguistics, Applied linguistics and TEFL. They all of them have not completed their PhD degree yet. They are full-time teachers who have varying teaching experiences since they have been teaching either at middle or secondary schools. Due to the shortage in the teaching staff, many part-time teachers contribute to the learning/teaching process. Some hold Master degrees and are waiting to be recruited as teachers of English in Middle or Secondary schools while others are already teaching there. The teachers' methodology is to emphasize the role of the student in the learning process to cope with education at the university and to give the 'learner-centered' approach a considerable interest. The written expression module should contribute widely to make of university students self-confident and of learning a life-long activity. Through writing, teachers could encourage students to be autonomous, focusing on skills and practice of the learners as active participants to construct their own learning process.

1.9 Teaching Writing to University Students

Spoken language is acquired naturally since the child is exposed to it, while writing a language has to be seriously learned. The need to write is vital; people social roles such as performing tasks, responsibilities, and so forth cannot be fully accomplished unless they are armed with the skill of writing.

In the context of education, writing occupies a fundamental place; testing a student's learning capacities is measured by how well he could express his knowledge through writing.

Expressing one's views and thoughts about a given topic enrich deeply his beliefs, opinions, skills and prior knowledge.

Over the past two decades, a growing number of university students have become less adequately proficient in writing. Educators are worried and often complain about students who are unprepared to write adequately. Thus, they often claim that the first barrier to students' limited level is their inability to be self-expressive and creative. Students clearly lack writing abilities to explore issues with depth and complexity. Educators are not satisfied with learners' skills and thus they have to try to develop methods to improve their students' skills. University instructors believe that the writing crisis began with previous levels; students were being advanced without the skills necessary for success at middle and secondary schools. Learning a language has given priority to speech and from this perspective writing was regarded as a secondary concern. Learning, speaking and reading take precedence as major skills whereas writing is given a secondary concern. Writing has been seen as only a support system learning grammar and vocabulary, rather than as a skill in its own right. After learning English for six years in previous levels (middle and secondary schools) students do not have a command of the linguistic system of the language and do not master the sentence and paragraph structures appropriate for an accurate piece of writing. Students enrolled in English departments lack the basics of writing such as mechanics, capitalization, punctuation, indentation, vocabulary, etc. Their essays are neither cohesive nor coherent. As a result of this worrying situation, many educators teaching writing are confused about how to improve their writings in classes. In fact, university students are supposed to have a linguistic and grammatical background to

connect between their theoretical knowledge and practical experiences. Unfortunately, learners are deprived of the essential skills appropriate to meet the need of the writing curriculum. University teachers give priority to a good command of language and grammatical accuracy. The reality reveals the learners' vague knowledge of writing academic English. Students have to develop their linguistic competence and grammatical and language structure which enable the learner to be an active part of the writing process. Knowledge of vocabulary and grammar rules is the means to transmit a flow of ideas and thoughts in a written form. English Language teachers often do not know how to handle that low linguistic and grammatical performance.

In fact, the reality of teaching writing at universities reveals the vague knowledge of writing academic English. To improve the situation, new strategies for teaching academic writing should be introduced at the tertiary level.

Proficient writing takes many practice sessions, the students may not need to be graded but checked to assure the gradual improvement of the skill. In a writing course, teachers have to do with higher order writing concerns that is ideas, organization, development, and clarity: however, students often lack the "lower-order issues" like sentence correctness, style, mechanics, spelling and so forth. In fact, if students still need to construct the basic concerns of writing, teachers surely won't succeed in focussing higher-order writing practices. Students, therefore, are unlikely to learn from the provided courses since they do not fit the required level.

Teachers often find it difficult to decide which strategy would be effective and trustworthy. Writing is one of the great challenges to students in their learning process at university because many students have difficulties adapting the rhetorical strategies they brought with them from secondary schools to the new strategies they need for writing. University educators are aware that learners have not been sufficiently prepared for adequate written

production. Therefore, little time is left to go through the writing skill as a learning process. Students cannot reach writing competence if they lack linguistic knowledge. Moreover, they also need to be taught the language structures and forms to write effectively and accurately. Students finish their secondary school education and they join higher education institutions with poor writing skills. Teachers at universities have certain expectations regarding the writing requirements of their courses. They expect students to be able to write at a higher level than they did in school: concise, coherent and well-reasoned writing assignments, however, these expectations are often not met.

Educators should elaborate a syllabus design based on developing the writing skill as a process. The syllabus involves a combination of the different language skills needed in writing since they encounter a set of problems at different levels: Grammar, vocabulary, sentence structure and so forth; all those elements are taught in a parallel manner to improve students' repertoire of strategies and skills which gradually involve them in the writing process. Our learners' level of English language proficiency is considered to be of creditable importance. It is no more seen as a separate trend but as an integrated activity, and skill aiming at facilitating the way for learners to better grasp the content of their courses and, later on, function adequately in the various situations. To identify an appropriate level of difficulty, it is important to know what prior knowledge and experiences students bring to the course so you know where to begin and how fast to proceed.

Students' motivation will increase if they see that their efforts are helping them make progress towards a goal. Hence, it is important to provide opportunities for students to practise using skills and knowledge. The opportunity to receive feedback and use it to improve subsequent performance can build students' confidence and work against unproductive beliefs about learning how to write for example, if a student believes he is

not good at grammar but then finds himself improving with practice, he may rethink his beliefs about his own capabilities and develop positive faculties and expectations. Modern education places great value on the development of the learners' humanistic qualities and the associated affective factors.Teachers tend to give students control, choice, and a more active role in their learning process. Therefore, the syllabuses should serve as a reference point for teachers who wished to engage students into the classroom. The course design process will be able to focus more concretely on learning outcomes, the university should be able to achieve the following 'learning outcome standards' in writing. Producing written pieces exhibiting the ability to organize, and use appropriate structure, vocabulary and mechanics.

Writing is producing proper sentence construction, appropriate use of tenses, and punctuation. It is true that grammar is an important component of teaching writing. It also includes a superb set of vocabulary, word choice, spelling, paragraph structure and other components of "correct writing". Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting them out there.

1.10 The Place of Writing in the LMD System

University teachers often comment on the inadequate writing proficiency of their undergraduate and even graduate students. Therefore, it is no surprise that writing is among the major concerns of the recent system in the educational field.

The educational reform in Algerian universities has implemented not only ICT tools in the teaching/ learning process but has an effect on the way students should perceive knowledge and information. Researchers in linguistics and writing have noticed the fact that students reach university with low written skills in English. Hence, the question of written skills in Higher Education had to be given its crucial importance to improve the

students' level; during the three academic years the focus is on the four skills. In addition to the teaching of the language oriented skills, i.e. grammar, written production, oral production and discourse comprehension, other subjects like Linguistics, Phonetics, Literary studies, Anglo-Saxon Culture and Civilization, American, African Civilizations, Research Methodology, Psycho-pedagogy, Information and Communication Technologies (ICT).

   The written expression module has been given consideration in the new suggested curriculum allowing learners to master the written task since they are required to produce written essays and projects. Obviously, students lack writing strategies during their process study which make them improve performance, consolidate linguistic knowledge relying on self- development and autonomy. Reinforcing and extending mastery of writing practice demands time and effort. The LMD system seems to give students a chance to practice by offering more time during tutorials. Tutorial teaching is a unique aspect of the educational experience that offers students individual or collective work with a tutor checking their writing skills and giving them an opportunity to receive immediate feedback. Students are involved in written tasks within a time limit, evaluating their academic skills through the formative assessment controlled by teachers in tutorial sessions. The purpose is to enable students to gain a deep understanding of the subject matter in a given discipline so they can apply what they have learnt in relevant new contexts; all that in a tutorial setting where they have to respect time limit and take responsibility for their own learning. The syllabus designers in the LMD[2] system tend to give students a more active role in their learning process and engage them into the classroom.

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[2] The LMD (Licence, Master Doctorate) system has given more freedom to students to achieve autonomous learning under the role of the teacher as a facilitator of the teaching/learning process.

The written expression module includes reading as a fundamental source of inspiration as its name indicates it "Comprehension and written expression". Feeding writing by reading reflects an awareness of situation, reading is the exploring style, organization, logic, usage, syntax grammar and mechanics. The other purpose is to provide the student with multiple opportunities for writing, since the only way to become a comfortable, competent writer is to write a lot.

The LMD teaching methods as well as learning needs and styles are in search of a complete, valuable individual who can do, can change, can modify, can design, and can be autonomous. There is no room for spoon-fed learners unable to make decisions, seeking ready-made works.

The system focuses the idea of continuous evaluation and tutoring which are supposed to lead towards the learner's autonomy.Autonomy is closely connected to ongoing self-evaluation a main factor the system aims to achieve.

1.11 Towards Worldwide Learning Strategies

The implementation of the LMD reform was launched in the Algerian universities during the academic year 2003-2004. Modern techniques and methods of teaching the four skills were introduced to prove the efficiency of the reform and to reach the international standards. The starting point was to think of creating structured, unified programmes throughout universities at the national level. Courses and syllabi should meet the need of the LMD students. A serious concern should be given to content and organization of units to develop the syllabi.

The application of the LMD system in Algeria is considered as a step towards globalisation. The global interconnectivity has generated an urgent need for an international means of communication. The Algerian university, like all universities in the world, symbolizes the knowledge and learning. Modern times have changed the role of the

university whose main new tasks are open to global developments, especially those of science and technology. The system's aim is to develop possible interactions between the university and the outside world.

This new system which concerns the European Higher Education in the first place gets its name LMD or BMD (Licence-Master-Doctorat or Bachelor's- Master's- Doctorate in English). Throughout time, the adoption of this system is widespread in other countries out of the European boundaries and one of which is Algeria. The LMD is designed so that all system components, including teachers and students have become involved in training and are no more spectators as in the "classic" system.

The LMD system is of a great importance to the teaching/learning process; in the field of teaching English as a Foreign Language, since its implementation in 2004, educators and teachers are giving importance to the new strategies such as the use of I CT. In a world of digital interests, there is a need for an urgent change in the mode of teaching and research; a change that will accord Algerian academics self-confidence in the use of ICTs. The EFL- LMD classroom is not very different from the classical classroom. The main difference lies primarily in the system itself and not the set of courses provided. Teachers in both systems use approximately the same methodology to attain somehow the same objectives, making students read with comprehension and score good in examinations.

Concerning the programme in the classical system, it is elaborated by the teachers to fit the designed objectives of the EFL courses; whereas, the LMD educators elaborate it to fit the designed objectives of the nature of the "licence" opted for. The methodology emphasized within the recent system is more student-centered making of the teacher role a guide and counselor. The classical system adopted annual examinations in separated modules as opposed to the two exams during two semesters a year in modules which are units made of two or three subjects of study. Students in the LMD system use the credit

system instead of compensation. The main purpose of teachers in the classic system was to prepare students for teaching which is different from preparing them for the master in the new system. The main point of the reform is encouraging the student to be autonomous through the tasks he has to perform inside and outside the class.

The new system gives more importance to the continuous/ formative evaluation than the classic one does, helping students to be more self-reliant in their learning. The LMD system is adopted to improve the quality of spoken and written English to facilitate its integration in the world economy. To achieve good results, EFL university teacher's efforts focus on changing the traditional approaches into more communicative innovative activities to teaching paying attention to the four skills together.

The major difference between the two systems is therefore the percentage devoted to the students' workload which has a great impact on their success or failure.

1.11.1 A learner-centered Approach

It is agreed in the recent educational approaches that the individual is the most important factor in education. This salient individual is the Student whose hidden abilities are the core factor in the teaching/ learning process.

The concept of autonomy emerges with the involvement of the Communicative Approach in the field of language teaching. Developing opportunities to be autonomous and to make important academic choices helps students develop a sense of responsibility and self-motivation. They therefore want to engage in academic tasks and persist in learning. Autonomy in second and foreign language learning originated in Holec's Autonomy and Foreign language learning first published in 1979, where he provides a definition of learner autonomy as: *"To say of a learner that he is autonomous is to say that he is capable of taking charge of his own learning and nothing more ...to take charge of one's learning is to bear responsibility for all the decisions concerning all aspects of this learning."*

(Holec, 1981:3). As it is well stated in the definition, autonomy increases the learner's motivation -taking charge of his own learning as an active element in the learning context. The LMD as a recent, educational system emphasizes that the language learning process is based on the learner adopting an active role in and outside the classroom. Thus, his success is a continuous evaluation of his progress in the classroom and through discussions on the learning process in classroom sessions. Moreover, the learner's research projects and classroom presentations largely contribute in reaching a high level of autonomy from the learner. The purpose of the implementation of the LMD system in Algerian universities was an attempt to bring change and shift from traditional to more contemporary teaching and learning practices that take the learner as the central focus of all the pedagogical practices. The system's goal is the continuous evaluation through the students' personal efforts. The value of this system is its aim to raise the awareness of learners about their contribution in developing their own skills and abilities.

This system examines and defines the ways and means to teach and evaluate differently in higher education. It aims to urge these in the educational process enabling students across the world to acquire diplomas equivalent to European diplomas, developing the professionalization of higher education encouraging the student's access to the world of work not only in his native country but in the whole world as well; allowing the student to build up a personalized education gradually.

However, very little is done to ensure the implementation of ICT in higher education. The access to modern technologies is often restricted by the scarcity of these facilities in the workplace. Some make personal efforts by using their own materials like laptops in the lectures when it is possible. Traditional means like handouts and white boards remain efficient tools. It is worth noting that Higher education could only be effective if it goes with the ICT's use. Instructors are a long way from having a centralised online resource for

courses and technological teaching materials at universities. Therefore, the use of technology beyond the classroom remains available through other means on the internet such as blogs, social network, or dynamic web pages. ICT is increasingly used at the personal level in Algeria.Since autonomy is currently viewed as a prerequisite for success in language learning within the LMD system, recent advances in internet and computer technology can no longer be ignored and they appear to be perfectly suited to promote learner independence.

With the wealth of resources available for self-study through multimedia and internet, language teaching has become in a position to encourage learner autonomy. Autonomous learning may complement the lack of the availability of ICT in the educational settings.

The teacher's role is to develop learner's autonomy into a life-long learning ability. Because independent learning capabilities can stimulate students' interests in learning English and improve learning outcomes effectively. The learners need a great deal of guidance and feedback from the teacher who should take a series of roles as a learner trainer, coordinator, facilitator, mentor and language researcher.

Autonomy is essential for learners who learn English in a foreign language context where there is lack of opportunities to hear and practice the language in the real world. It is, therefore, the learner's responsibility to create and seek for environments where the foreign language is used.

1.11.2- The Advantages of the LMD System

The LMD system has promoted new pedagogical practices. It is adopted to enhance both the teaching/learning process and the teaching profession. Within this system, EFL academics are required to innovate some of their practices. They need to:

- Develop the contents of their pedagogical programs instead of complying with the national program set by the Ministry of Higher Education and Scientific Research.

- Adopt the learner centered approach instead of the teacher-centered one.

- Provide students with an on-going assessment instead of a one-shot exam at the end of each semester.

These principles are considered indispensable factors in the process of human and social development to build a competent citizen capable of meeting the challenges of the changing needs of society and cultural advancement.

Promoting higher education on the global level is an opportunity for learners to acquire the right knowledge, skills and competencies that match the modern requirements of modern education.

The principle of degrees resulting from an assessment system common to a maximum of countries is an indisputable advantage of the LMD. In the meantime, e-learning is on the increase in the area of Computer Sciences and is making progress to other subjects. Students exploit the internet services for their research works; they also keep in touch with the development in the world.

Furthermore, developing countries are improving in the area of information and communication technologies (ICTs); tools which the LMD involves as the most accessible ways to the mastery of communication technology and the academic success together. The success of the LMD is conditioned by the mastery of ICTs. The goal is the student's interaction with the learning environment. Hence students have to keep the daily access to the Internet and make use of the computer tools. They should be in a position to do so with a view to increasing it to the maximum, since the student's personal work most often requires meticulous research which can be done with the help of the exploitation of the multiple sources data available on the Internet nowadays. This will enable learners share universal knowledge and manipulate the computer tools needed for communication to meet international standards**.** Pradeep Kumar Misra (2012:p236) confirmed that*: **"Two parallel**

processes take place in a technology enhanced learning environment: students become more active, reflective learners and students and teachers engage in learning through the use of technology and become more familiar with technology by using it".

In the same way, the LMD is designed so that all system components, including teachers and students become involved in training and are no more spectators as in the "classic" system: the teacher has the opportunity to contribute in collective tasks; the system has encouraged research and creativity among teachers.

The LMD system underlines the importance of teachers' availability to students outside the regular classroom meeting time. This is a new pedagogical activity for the teacher which permits a direct relation between the teacher and the student outside the academic sessions i.e., the teacher-learner interaction becomes easier and closer. In fact, instructors play the role of the guide informing the learners about pedagogical information they may need throughout their learning process; tutoring is the best way to apply the Learner-centered Approach we are expected to use in our educational settings.

1.11.3 Deficiencies in the LMD System

The LMD system is implemented to offer students' chances of success. However, after some years of its integration indifferent universities, students' results are often lower than what they used to be in the old system. Many factors contributed to this frustrating situation. Graduates of the classical system still consider "classical degrees" to be superior to those obtained through the LMD system. Also, students' achievement in universities shows that our learners are a long away from improvement. Actually, the LMD system (License, Master, and Doctorate) brought no fruitful result that had been expected by university teachers; rather, they brought a huge number of graduates. Unfortunately, some teachers still believe that their task is to provide students with information and knowledge whereas, the LMD reform stipulates that teachers must change their teaching methods,

from traditional pedagogy centered on the transmission of knowledge towards a more interactive teaching, focusing on students and their learning, or learning difficulties.

The starting point to education progress is taking students into consideration to respond to their different needs. The procedures should be appropriate to students' profiles; many instructors did not change the schedule and the lectures' contents in the subjects they teach though the reform demands new methods and revised curricula which serve the needs of not only the system but the learners in particular.

Teachers should coordinate to help each other; regular meetings are to be consulted to gain from the former's experience and knowledge. More precisely, for every subject, one teacher should be the chief element of the subject. The goal is one unified curriculum with homogeneous teaching material, therefore, homogeneous evaluation and standard. Thus, the main principle of cooperation the LMD system emphasizes is implemented.

Undoubtedly, the field assessment in LMD is taking other forms as it undergoes significant changes. Today the methods of assessment are various. They include progress grids, learning journals, project work, teacher-developed tasks, peer-assessment and self-assessment. Stakeholders (decision-makers, researchers, teachers, students and parents) should pay more attention to assessment achievement, an area which is somewhat not given its great importance.

Since the implementation of the system, universities throughout our country Algeria are facing the same obstacles related to human and material resources. Many teachers have not changed the lectures' contents in the subjects they teach though the reform needs more new methods and revised curricula which serve the needs of not only the system but the learners in particular. Moreover, though the LMD system calls for more cooperation and coordination between the teachers, the same module is taught differently, thus students are not evaluated fairly. The large number of students in the class hinders the system efficacy;

the lack of high-level teachers and lack of learning facilities such as libraries and technological means.

The technological tools available today make it possible for teachers to explore beliefs and ideas about the curriculum innovation. Lessons at university can be understood deeply by watching videos, consulting a course presentation online, watching a film, listening to songs and being in contacts with mates through social media. Modern tools are affecting the educational reforms as well as the lives of both teachers and students.

The goal of recent studies, including the present study- is to provide the necessary changes and teach the students. The goal of recent studies, including the present study- is to provide the necessary changes which should be reinforced by incorporating human values such as creativity, imagination and curiosity to make of the Algerian student a successful individual able to face the challenges of the modern society.

1.11.4 The Value of Writing in a successful Educational System

Whatever educational system, traditional or new, the most successful is the one which works to place a strong emphasis on writing**.** Experts and educators are concerned to think of writing a perspective to prepare students for future academic and professional endeavours. Professor Yeo-chi king points at the fact saying

> *... The fact remains that effective writing is a skill desperately needed by the young generation, no matter whether they come to work in business corporations, government or academic circles. Writing is not merely a medium of communication but also and more importantly the all-compassing framework of conceptualisation, analysis, elaboration, ad, above all, thinking.*

In fact, educators at colleges and universities have long expressed their anxiety that many graduates lack the writing skills required, thus they find it hard to command and adapt the basics of adequate writing to convey their views and ideas in the various contexts throughout life. A successful educational system presents an effective writing programme

with promising strategies and classroom practices; teaching writing should be a crucial element in the educational system.

Writing is the most prominent method of daily communication in an electronic world where verbal interaction has become less frequently used. Communication through writing is not a current trend; it has always been the medium through which history and literature of ancient people are recorded. Written communication is not only adopted to preserve information trough time and across space, but it is also a key asset at every stage of one's career and his entire life, employers are often impressed by expressive writing and social relationships flourish due to exchanging good written communication.

Writing well is not a gift; it is a set of skills which all learners could have the opportunity to learn. Any educational system should provide diversity in the programme design, offer new perspectives and prospects to put the writing skill in the heart of education and reform.

1.12 Facts about Writing

We may ask forty writers about what writing is we could have forty various answers. But one common point they agree on is writing is hard work. Writing has been with us for several thousand years, and nowadays is more important than ever. Although thousands of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode. It is not easy to provide a clear definition of what writing is because of its long history and great importance. It is an activity not only linked to the educational field but to artistic composition and professional occupation. Historians, educationalists, psychologists, cultural anthropologists, typographers, computer programmers, and linguists all have their own interest in writing basing their disciplines on specific understanding of how writing works, what functions it serves, and which methods can be applied to its investigation.

What is probably the most widely quoted definition of writing was given by Aristotle[3]:

> *Words spoken are symbols of affections or impressions of the soul;*
> *written words are symbols of words spoken. And just as letters are not*
> *the same for all people; sounds are not the same either, although the*
> *affections directly expressed by these indications are the same for*
> *everyone, as are the things of which these impressions are images*
> *(1938: 115).*

Written words are symbols of spoken words. And just as letters are not the same for all men, sounds are not the same either, although the affections directly expressed by these indications are the same for everyone. The main concern here is with the purpose of Writing is which is dependent on speech and, therefore, to analyze people's thoughts and ideas In the course of time. Apparently, an idea in the mind is expressed in speech, but also in writing that is employed to record reality.

   People write for different purposes, some write for personal enjoyment. There are times when they write to live the excitement of a wonderful moment. They cannot live the experience physically still it is always possible for the memory to offer that pleasure again. Writing is a strong desire to empty someone's mind when he cannot keep everything bottled up to himself. It is a way to survive; getting rid of the pressure of stress fears pain or whatever negative feeling which sometimes invades the human soul. In fact to reflect on a page seems to give comfort and relief when it is hard to find a listener.

Many other people write to transmit and share their ideas and opinions with others. Articles writers for instance, do so for self-expression, to make their voices heard since there is always an audience somewhere. The written word is powerful; it can cross spaces of time and distance and reach that audience to make a change in the world.

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[3]**Aristotle Aristotle** (384 B.C. to 322 B.C.) was an Ancient Greek philosopher and scientist who is still considered one of the greatest thinkers in politics, psychology and ethics. ... In 335,**Aristotle** founded his own school, the Lyceum, in Athens, where he spent most of the rest of his life studying, teaching and writing.

People have always needed to escape the pressure of real life. Fiction gives them that chance to forget about the daily grind. Creative minds make of words miraculous stories; they appreciate that feeling of getting immersed in an amazing world that they have never lived in reality. Novelists spend much time in their own realm, a world of imagination and craziness which has never existed. This inventive power offers an opportunity to talk about something that remains discreet if not lived in novels.

1.13 Writing in Academic Study Settings:

Formal writing is used in academic and scientific settings. Therefore, it requires time and effort to build meaningful, unambiguous and well structured sentences, paragraphs or essays. Writing produced in institutional settings can be described as "writing to learn" it is the appropriate way for learners to demonstrate what they have grasped. They also write to convey their thoughts and ideas.

Formal writing fulfils the requirements of a college or university student or teacher. It is also used for publications and presented at conferences. Writing continues to lie at the very centre of academic performance and success for both teachers and learners. Murray and Moore point at the idea*:*

> *If you are an academic, the chances are that your career development is defined by what you write... Despite the inevitable problems associated with how writing continues is evaluated and rewarded across the disciplines, academic writing continuous to be seen as the fulcrum on which many other aspects of scholarship depend . (2006).*

Writing addresses the wide-range of skills that students at the university level need to develop to be successful across the disciplines. Higher education involves adapting to new ways of understanding, interpreting and organizing knowledge. It is important for a student to develop critical analysis and intellectual enquiry to become academically literate.

Unlike any other form of writing, academic writing has its own rules and practices. It is characterised by a level of explanation and detail, it requires explicitness, evidence,

precision, elaboration and objectivity. Producing an academic written work demands particular techniques to fulfil its objective as a communicative skill. It is mainly undertaken for learning progress or course assessment purposes. Students may be asked to write essays, research papers, term papers, argumentative, informative or analysis papers; but all of these assignments have the same goals and principles.

The common purpose of a written work is the ability to persuade the reader that the writer i.e., the student understands the topic in question. Hence, he supports his answer using reason and evidence.

The student's analysis purpose is another dimension in writing. Analytical assignments investigate causes and examine results, seek ways to find solutions to the problems stated by coming out with the student's answer after the analysis of various ideas, and other people's arguments.

Students are also required to write about an informative topic where they provide the readers with information about the topic to enlarge the reader's view. In all those assignments have different purposes which must be achieved.

   Academic writing differs from informal writing in fundamental ways in terms of the kinds of language use appropriate to each of them. Most writing which occurs in non-academic settings such- as personal emails, diaries, face book posts and blogs – is informal; it is more casual and spontaneous. An informal writing style shows a level of familiarity which is suitable only for people who know one another; style which allows the writer to use casual speech, broken syntax, slang or colloquial sayings. Different situations call for different ways of putting words together. The tone, vocabulary, and syntax all change as the occasion changes.

   All writing has a time, a place and an audience to appeal to; the audience is anyone who reads or perceives the message; the latter influences the writer's purpose, the intended

audience is the specific group that the message sender has in mind. In fact the reader is the very reason of the communication. Knowing the reader before writing helps the writer to evaluate information and plan effective rhetorical strategies. The audience makes it possible to guide research, select the content and it also influences the style. Academic writing is done by scholars for other scholars. Actually, a college student is engaged in activities that others have been engaged in for years; he read about, argues about, and writes about great ideas. Academic writing is devoted to topics and questions that are of interest to the academic community. The student must first think about a suitable topic to write an academic paper; a topic or a question that is relevant to the academic community of which he is a part. The choice of the theme makes it possible for the readers to understand the points and make a thoughtful response; the reader begins to consider what the writer thinks. Academic writing should be analytical rather than personal. In other words, writing must influence the audience reactions, arguments, and information about the topic in question. The writer must add something of his own to contribute with fresh ideas and take a stand on a topic. The reader is affected by the way the writer views the issue and his position on a subject. If an academic writer fails to have a particular opinion or stance and does not try to alter the audience viewpoint, then it will fail to meet the expectations of the academic reader.

1.14 The Importance of the Writing Skill at Workplace

Effective writing skills are central in both education and in the world of work that follows. It is very important to be able to express yourself well. Learning how to adapt to a new template is a skill that can be transferred into the workplace. Getting an education is not just about learning the concepts in the courses, although that is certainly an important part of it. Higher education also means learning transferrable skills. Students should meet the expectations and challenges of communicating in a changing workplace. They need to

reinforce both thinking and writing skills learned at school. Students will broaden their concept of audience and refine their ability to synthesize information from various sources. Diplomas do not guarantee success in later life, in fact clear and effective writing form is critical, it often serves as a first impression of intelligence or professionalism, and credibility is at stake. No matter how knowledgeable or skilled someone may be if he cannot convey himself clearly in writing, he will miss opportunities. Writing defines the writer it is sending message about who this person is.

Writing skills are important in many types of company communications, including emails, reports, presentations, company brochures, sales materials, and visual aids. With emails, notes, letters, texts and Tweets, most people spend a fair amount of time at work communicating via the written word. Whether they are messaging a colleague, writing to a manager, or addressing employees or clients your writing skills can boost or hinder your career easily, even if you do not have a "writing" profession. Basically, People with good writing skills are generally seen as more credible. Better writers tend to be perceived as more competent and more intelligent.Good writing skills communicate intelligence, professionalism, and competency.It is a "threshold skill" for employee selection and promotion. In his article, Kinsman pointed at the importance of writing in workplace:

> *Corporations spend as much as $3 billion annually to improve the writing skills of their workers, and poorly written job applications are often tossed out immediately, according to a recent survey…The survey was done by the National Commission on Writing for America's Families, Schools and Colleges, which hopes to expand a commitment to writing in schools". He added "Clarity, brevity, accuracy and providing the appropriate detail in a written communication in the workplace…Even more importantly, as workers try to gain promotions; they'll stand a much better chance if they can write directly and accurately. Those without that ability will find themselves relegated to lower-paying positions . (October 3, 2004).*

A good command of writing means prosperity and success in one's career. Take the training of letter-writing skill, for example. Students are eager to acquire the skill, as they fully understand that the first thing they need to do in order to get a job is to write an application letter. Writing will contribute to their career prospects, while failing to do so will inevitably jeopardize their chances of getting a good job.

1.15 Conclusion

To conclude, the integration of an extensive reading programme in the English curriculum at the university level was designed to make learners feel relaxed and allow them to be involved in the programme naturally. The goal is to make reading extensively basic and voluntary to students. In order to meet these requirements, our approach focused on the personal choice of the reading documents by the students who also read wherever and whenever they felt the desire to do. Thus, the reading activity was the reader's personal reward. Additionally, the teacher was a key component of the ER programme; he created a motivating environment through the presentation of activities and tasks to check whether the group of students could report about what they had**.** Actually, the approach contribution was to increase motivation to read; therefore, to gain proficiency in the target language. The following chapter will identify the extensive reading procedures and introduce its basic principles, showing the significant interrelation between reading and writing.

CHAPTER TWO

Extensive Readings a Key Factor to Academic Writing

Chapter Two: Extensive Reading: a Key Factor to Academic Writing Improvement

2.1. Introduction

It is widely agreed that extensive reading influences students' academic competency; in fact, reading from a wide variety of sources reinforces correct language structures. Consequently, to learn with authentic language in context and to be regularly exposed to a large number of texts on a wide range of topics foster the writing skills.

Writing is no more regarded as a productive skill and reading as a receptive skill; they rather support one another since they share many language aspects like grammar, vocabulary, spelling and meaning in context. Usually, asking students to write about what they have read improve their language performance and skills because they perform well at both reading and writing tasks which are tightly related. This mutual relationship between both skills reinforces the fact that extensive reading is a premise which offers improvement to academic writing.

2.2 Writing and Reading Relationships

The 1980's indicated a change in educators' viewpoint and assumption; research new tendency is the relationship between reading and writing as cognitive and social processes. The two skills are no more considered independent but interrelated acts; their connections are observed in the context of their common characteristics. Indeed, they share the fact of being written, they both aim at communicating; besides, the reader and the writer interact together the same way speakers do.

Reading and writing share the same background knowledge such as information to compose texts, structural knowledge to convey meanings and writing formulas like cohesion and coherence devices. These basic common principles make of the two skills tightly connected and complementary. Recent curricula are based on this interrelation to make learners read like writers and write like readers; therefore, they bridge the gap between receptive and productive skills.

2.3 Reading is a Means for Language Acquisition

Basically, the more we read the better we write; through reading, we meet a large set of structural units. Reading and writing are interdependent and reciprocal processes; both are personal and social activities, which naturally intersect in the process of learning. Reading and writing share structural components, whatever acquired in one modality then are applied in the other.

Reading develops the writing skill in a way that traditional practices have failed to achieve. A major portion of what we know comes from what we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Writing is a complex skill; while basic writing skills can be taught, it is impossible to teach the art of writing. It is possible to learn, but this learning is only fully achieved through reading; our highest cognitive functions are developed and supported through active and interconnected use of language we are exposed to in reading. Through reading, the learner gains knowledge and therefore inspiration. A good reader perceives language with a writer's eye; he has a better mastery of vocabulary, grammar and understands the nuances of language. Knowledge of a language is not examined in isolation; to deeply understand linguistic messages, one has to master the syntactic, semantic and pragmatic aspects of the language, these attributes function as interrelated parts to convey complete meanings between interlocutors. The formal properties, namely grammar and vocabulary sometimes fail to provide the reader with the appropriate meaning. As a matter of fact, context is a crucial aspect in the construction of meaning. For instance in the two sentences below, the word "intense" implies different meanings; "he is an intense person" and "She worked intensely for six hours". In the former sentence "intense" is associated with emotion; whereas in the latter it is rather determination. In other words, though the sentences are

syntactically well built with the suitable choice of vocabulary, it is in fact the context which determines the specific meaning of the item according to its use in each sentence.

Whatever our views on reading, its impact on writing remains impressive. Reading increases vocabulary knowledge, presents thousands of words and lexical patterns which readers come across through massive and repeated exposure to them in context.

Reading is an effective way to consolidate what learners already know. With successive readings, the learner is exposed to new words, expressions, structures, and aspects of discourse; reading offers language in context rather than in isolated chunks.

By reading, students understand how writers put down their thoughts and express their feelings in the form of words. They also improve their way of expressing something new and different, which is the best way of increasing creativity.

Writing, as an academic subject, is based on the interdependent relation between reading and writing; scholars have pointed at that tight connection when individuals acquire their native language context. To effectively interact with the written text, the reader experiences similar conventions as those in verbal communication. For example, Tierney and Pearson (1983) showed that:*"at the heart of understanding the reading/writing connection one must begin to view reading and writing as essentially similar processes of meaning construction"* (p. 568).

In the same way Petrosky (1982) noted that *"reading, responding, and composing are aspects of understanding, and theories that attempt to account for them outside of their interactions with each other run the serious risk of building reductive modules of human understanding"* (p. 20).

Cognitive theories are concerned with the role of the active mind in processing learning opportunities. It is communicating orally or in writing in an active process of skill development and gradual elimination of errors as the learner acquires the language. Indeed,

acquisition is a product of the complex interaction of the linguistic environment and the learner's internal mechanisms. With practice, continual restructuring learners achieve an increasing degree of mastery in language. The cognitive theory represents the mind's innate capacity for learning, which gave new explanatory power to how humans acquired their first language; this also had a tremendous impact on the field of ESL/EFL as psycholinguists explained *"how such internal representations of the foreign language develop within the learner's mind"* (Omaggio, 1993: 57). Cognitive learning is not memorizing lists of isolated words or rules in a foreign language; this kind of knowledge is temporary and is often subject to loss. However, meaningful learning is deeply integrated into the individual's cognitive structure and therefore, knowledge becomes permanent.

In this sense, reading is a process of connecting information in the text with the prior knowledge of the reader. Reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson, 1994). The interaction between the reader and the text and the input the reader develops from reading foster the writing skill. In fact, the amount of receptive knowledge gained from reading is transferred in writing. Basically, it is the ability to decode written texts accurately and to comprehend what is read which nourish the capacity to produce connected texts (sentences, paragraphs, and documents, etc. According to Smith (1983) reading like a writer allows one to actually become a writer. When reading like a writer, in addition to making meaning of the text, the reader learns from the author's style, use of conventions, and author's texts as a model for productions that he will eventually write.

While reading different types of texts, students are encouraged to pay attention to and learn consciously about grammatical and lexical features of the passages, organization of the written pieces, and expressions which are unfamiliar to the students. Through practice,

students will improve their reading skills, and at the same time, build the foundation of futurewriting.

2.3.1- The Written Text as a Context

Context helps readers understand what they otherwise would not be able to comprehend. It is a much needed assistant to make readers familiar with unknown words and make sense of outside information. Without context, information can be misinterpreted, since meaning is represented in relation to the text which implies the combination of grammatical forms and meanings to interpret the message of the text in question. Context enables readers to cope with the cohesion and the coherence of a text according to its communicative function. Halliday refers to text as follows: *"**A text is best thought of not as a grammatical unit at all, but as a unit of a different kind: a semantic unit. This unity that it has is a unity of meaning in context, a texture that expresses the fact that it relates as a whole to the environment in which is placed"** (Halliday& Hassan, 1989: 292). The nature of a text relies on being a semantic unit and it is, therefore, communicative; thus, reading or writing a text requires the expression, interpretation, and negotiation of meaning.

A written text creates a relationship between the writer and the reader and the meaning of the text is conveyed through this interaction: the reader plays an active part in this interaction. Reading means interpreting a text, constructing new meanings from the printed words; it is a cognitive task which requires an active engagement on the reader's part. Consequently, the linguistic skills are complementary since reading refers to the decoding and understanding of messages; whereas writing involves the encoding and expression of messages in writing.

2.3.2 Reading Ability and Vocabulary Expansion

Vocabulary building is fundamental; having a limited supply of words would limit someone capacity when he expresses himself. Vocabulary lies at the heart of content learning, whether one is trying to strengthen and broaden his vocabulary for school or personal growth, the key is a commitment to regular learning new words. Vocabulary expansion is bound to reading knowledge; through exposure to texts, the reader learns new language used in context which ameliorates his speaking as well as his writing fluency.

The power of reading lies in the ability to figure out unknown words from the context, the meaning is grasped without even referring to a dictionary and interrupting the reading process. Besides, the more one reads the more his memory is engaged in active repetition and usage and therefore, vocabulary acquired is highly unlikely to be forgotten. Building vocabulary is not only affective to improve reading comprehension but offers background knowledge about a great variety of topics and facilitates the process of acquiring language production. Horst, Cobb and Meara (1998) claimed that through reading learners can *"enrich their knowledge of the words they already know, increase lexical access speeds, build network linkages between words, and…a few words will be acquired" (*p. 221). More importantly, readers learn the meanings of words while reading, even if their purpose is not learning those words. In the same way Mckeown & Kucan (2010) stated: *"Vocabulary must be learned through reading because it was not clear where else it was learned. It seems reasonable to believe that persons with large vocabularies acquired them through wide reading because of the lack of other possible resources."(p51)*

A number of studies claim that only a small percentage of vocabulary building is due to direct vocabulary instruction, the remainder being due to acquisition of words from reading. This suggests that traditional approaches to the teaching of vocabulary, in which the number of new words taught in each class is much less effective in promoting

vocabulary growth than simply getting students to spend time on reading of interesting books.

2.3.3 Reading: An Effective Grammar Guidance

Each language has its own specific structure and different ways of putting words together to make meaningful sentences. Any speaker or writer of any language should know this system of rules so that his oral or written communication makes sense. Research strongly suggests that the most beneficial way of helping students improve their command of grammar is through reading. Researchers agree that it is more effective for instance to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962). By connecting their knowledge of reading the language to writting, readers can write and read with greater competence and confidence.

Sentence combination has long been used as a strategy in education to help students understand how sentences work. Similarly, being familiar with the vocabulary of grammar (noun, adjective, verb, etc), benefits students' understanding. Students misplace parts of speech or modifiers if they study them in isolation. Integrating grammar instruction into the reading process helps learners make immediate applications; thus allowing them to see the relevance of grammar to their own writing. Grammar instruction that is separate from writing instruction does not improve students' writing competence (Braddock and others, 1963; Hillocks, 1986). The reading context is the guidance learners need to understand and apply those aspects of grammar in their own productions. Reading is the effective reference for students who are familiar with grammar rules and fail to apply them in writing . Reading fosters the students' ability to acquire the grammar structures within passages and texts; thus, they implicitly learn the grammatical forms through observation.

Learners will use grammatical conventions more effectively in verbal or written communication if they learn them in context.

While language includes distinct components (e.g., the lexicon, grammar, and phonological system) that can be studied and measured separately, learners experience and learn language as an interconnected package. Therefore, it is not surprising that the amount and diversity of written stimulation students receive relates to growth of vocabulary and grammar. Vocabulary and grammar are complementary, they feed one another**.** According to recent studies in American Universities, by as A. Marchman, Martinez-Sussmann &

S. Dale (2004), words and grammar developed in parallel. Learners learn vocabulary through grammar and grammar through vocabulary in two ways. First, when children note the linguistic context in which words appear, they gain information about a word's part of speech.

Sentence combining is the strategy of joining short sentences into longer, more complex ones. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style. Numerous studies (Mellon, 1969; O'Hare, 1973; Cooper, 1975; Shaughnessy, 1977; Hillocks, 1986; Strong, 1986) show that the use of sentence combining is an effective method for improving students' writing.

Moreover, knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences or improve language skills. Therefore, students not only learn what they read but they are also able to transfer that knowledge for use with new content.

2.3.4 Reading is a Source of Inspiration and Thoughts

Researchers and scholars interested in writing and reading connections have also examined ways in which the two, related composing processes, conceptualize and

communicate thoughts and ideas, and affect students' learning. Writing is the ability to manipulate the language and thoughts; it involves ways of thinking that are learned in many contexts of life.

   One of the most important aspects of academic writing is making use of the ideas of other people. In fact, this is an essential skill for every student to show that he understands the materials he studies and that he can use the ideas and thoughts in his own way. For this reason, any academic text contains the voices of other writers; however, the focus should be on transferring others' thoughts rather than reproducing them. The new way of expressing the ideas should reveal something of the writer habits of mind, his ability to connect and shape ideas, and his capacity to transform or change received language as individual expressions. Indeed, whatever the source of inspiration, stories and books, or TV programs and films, newspapers and magazine articles are not meant to encourage the writer to duplicate or be derivative. And it definitely does not mean to copy what he sees; what is expected from a reader then is the product of his own analysis rather than a reproduction of the content read or a replication of earlier studies. M. Wallace and A. Wray point at the idea claiming:

> *The purpose of student-cantered learning is to help individuals gain confidence in developing their own ideas, achieved by using existing knowledge as a stepping stone on the way to originality. In knowledge-centred learning, individuals are encouraged to become aware of existing scholarship and to value it above their own ideas as a novice. Ultimately, both traditions and aspects of the same thing: individuals make a personal effort to contribute something new to an existing bank of respected knowledge.*   (2006 p: 8)

   Reading is offering the opportunity to students to immerse in the culture of the text; it makes it easy and possible for them to learn the language in its conventions and discourse. However, this is effective only if the reader takes a deep insight to passages. A shallow reading is receiving information or knowledge as isolated facts, while exploring a text

deeply enables the reader to use cognitive skills to analyze and negotiate meanings with the writer, the fact which facilitates the building of new structures. Having access to information through the printed word is exposing the reader to a world of imagination**.** Armstrong (2003: p42) explained :

> *As readers begin to incorporate more and more words into their vocabulary and string them together into meaningful sentences and larger texts, their ability to access imagery accordingly". He added: "The writer John Hawkes revealed a high level of visual imagery while reading: I couldn't read without forming a visual image. I've never read any fiction so abstract that you wouldn't form a visual image. I've never read any a fiction that doesn't have a landscape, doesn't create a world, some kind of space.*

   Through books one can enrich his mind; exercise his brain to stay fit, expand his knowledge and literacy development. Books require active engagement, it takes effort to read words, figure out what they mean and the reason they are written that way. Immersing in printed words is building images, thoughts and opinions. It is using critical thinking and logic to process the information and knowledge to understand the concepts and ideas provided by the writer; this leads to a more trained brain for concentration and creativity. Books stimulate the reader's imagination, creation and curiosity, providing him with improved skills in the form of a richer vocabulary, correct grammar and better spelling.

2.4 The Power of Writing

   Writing is an act of recording and words last for a long time. Some people write books because they feel they have more knowledge to give readers. People acquire knowledge not only for their own benefits; in fact, humans are social beings and as such they are bound to share what they know with others. Besides, the way to preserve knowledge is sharing it openly. Sharing knowledge is improving the learning experiences; it is keeping

with that critical mentality that allows people to grow intellectually. Through collective knowledge future generation build a smarter world.

Writing is the physical manifestation of spoken language; it is a complement to speech. Without the written word, the world would be very different now. People write to leave something behind in print, their stories, their religious beliefs, cultures, events of their time, literature, etc. Printing records the lives of people and so is the first step in the written history of a culture or a civilization. In fact, many tribes or communities remain unknown because they did not interpret their existence through writing. Actually,MacArthur. Graham, et al mentioned*:*

> *Although writing is not really this explosive, it is one of the humankinds' most powerful tools. It lets us communicate with others who are removed by distance or time, allowing us to maintain personal links with family, friends, and colleagues. Writing connects more than just our immediate circle of associates and loved ones, however, it can foster and preserve a sense of heritage and purpose among larger groups of people.*   (2006: p1).

Naturally, voice is not only produced as speech. The written communication has a great impact on the human life since it is the chief vehicle for historical, economic and social changes; it makes it possible for people to benefit from the ancient generations then contribute in the shaping of public knowledge and make endeavours.

For all above reasons, people have different views about writing, some believe writing is a gift and writers are naturally talented. Their creative ability gives them the opportunity to visualize their imagination coloured by their feelings and reactions. They exhibit their ideas so vividly and beautifully that the reader feels what they themselves feel. Tiberghien describes the process of writing:

> *"To write well takes practice. A writer writes, just a runner runs and a dancer dances...With your words you give life to what you see, what you hear, what you touch. In this way you transform the outer thing that you see or touch into something inner. You bridge the outer and*

the inner worlds, the visible and the invisible ... Your daily life calls
you in a thousand directions... You slow down and write. You learn to
look anew at the world around you. . *(2007: p 1)*

Being an artist is being creative; creativity reveals a unique product, a new style and a distinctive voice. This individuality and uniqueness feed the writer's contentment and satisfaction; thus, writing becomes part of his identity. However, different individuals have different standards, tastes or expectations and so not all of them learn to write to become great writers. Whatever the learners' aims and needs, writing adequately remains the source of knowledge as well as critical thinking. Writing is a thinking process which enables students to examine critically their basic assumptions and clarify their own thoughts and ideas. Academic writing is the primary basis which one's work and intellectual capacities are judged in college. It is a form of a continuous evaluation to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking. Obviously, the writing skill is an essential part of the learning process, a close look at it is highly important

2.5 The Writing Skill in English Language Teaching

The writing skill in English language teaching has proved its necessity in improving academic purposes. It has never ceased to be the central point in the continuous process of language learning. Writing reflects the student's abilities and their capacities to use the target language accurately which explain their academic success since writing means the acquisition of the other skills listening, speaking and reading. Writing produces lifelong learners and allows students to apply their writing skills to all subjects.

However, writing is considered a problem for EFL learners; it is a task which demands a continuous effort to build language competence which needs lifelong practice. Writing is available at different times and in different places; it promotes learning beyond traditional schooling and throughout adult life. It is a way to instill creativity, initiative and

responsiveness in people thereby enabling them to show adaptability to keep learning for a lifetime.

Writing in a second or foreign language seems to be the most difficult language skill for language learners to acquire since they need active skills to produce the language. It is not surprising that writing remains a complex process that requires the learner to be aware of and combine various components of language successfully. Being a productive skill, the process is making in use the receptive skills already required, it is a mental task which prompts the students to be involved in communication, otherwise the objective of the communication is not achieved. Learners find it hard to have an infinite capacity to create new sentences and select the language they think suitable for the purpose in question. Language production means that students are supposed to use all or part of language at their disposal to achieve a communicative purpose. Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students. In this context, Bell and Burnaby (1984, cited in Nunan, 1989, p 36): explain**:**

> *Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.*

These linguistic, psychological and cognitive problems involved make learning a considerable challenge. Responding positively to such difficulties, students should be aware of the progressive growth of the four language skills.

2.5.1 Bridging the Gap between Receptive and Productive Skills

To evaluate the reading or writing as productive skills, consideration should be given to the difference between the former and the two other receptive skills which are listening and

speaking. To have a good command of the language, the four ones should be integrated and thus work as a whole.

The term productive skills is given to speaking and writing skills; students actually have to produce language themselves (Harmer, 2007, p.265). Whereas, reading and Listening are called receptive skills because when students listen and read something they receive the language, understand it and decode the meaning. Being receptive does not mean that the reader or listener is a passive participant; his active involvement in the communication is the source of his productive ability.

   The crucial difference between the two kinds of skills is that writing and speaking deal with output, while reading and listening deal with input; therefore the main goal of receptive skills is comprehension and acquisition, the threshold to the productive skills.

   Many educators and researchers claim that receptive skills are relatively easier to learn, and they assume that students continually and gradually acquire them in the classroom. Still the difficulties students encounter in their own productions is due to the lack of knowledge in the raw materials which are the receptive skills. In fact, most of students hear the language in the classroom; Listening is different from hearing as it involves understanding, the truth is that students listen to what they are interested in:

> *A communication skill that's often overlooked is listening. Yet recent surveys tell us that we spend 45 percent of our time listening. Do we listen carefully to what people are telling us? According to one study, we hear only one quarter of what's being said. The rest of time we're daydreaming or just turned out completely .*
>
> *Ferguson (1998:p2).*

In the same way, reading is not a passive activity in which readers just move their eyes over the printed page. The goal is specific to be engaged mindedly to literally understand words and process them to gain true understanding.

The teaching and learning of receptive skills presents some potential problems which need to be resolved. These are mainly related to the difficulty of the language presented in the texts, the tasks which accompany the skills, providing students with materials which suit their abilities is the first step to remove some obstacles they are likely to come across. If learners do not go beyond the stage of understanding the texts, they will never feel comfortable with the receptive skills.

Obviously inappropriate learning input leads to the failure of producing output, most of the time students lack personal confidence and so they are unmotivated to involve in a speaking or writing task. Feeling incompetent makes learners lose interest and react as an audience, their production will be repeating what teachers say or rewriting what they could memorize from a passage.

Experience tells us that teaching a skill at the exclusion of other skills is impossible because language is an integrative activity and so it is wise to teach language skills interactively, more than one skill at a time.

2.5.2 Written Versus Spoken Language

The primary purpose of language is communication; the fundamental tools to carry out that purpose are speech and writing, both modes are the fundamental means through which humans have the ability to communicate and interact with one another. Clearly, there is much in common between spoken and written language, in particular grammar, vocabulary/expressions, as well as the two interlocutors necessary to accomplish the transmission of the message. People assume that spoken and written language are different. However, linguists find it hard to distinguish between speech and writing as different linguistic products. Linguists observe huge "corpora" of millions of strings of spoken and written language. When they jumble together all the strings, they find they cannot usually identify which ones were spoken and which ones were written. Both modes are produced

in various human contexts and purposes with very few absolute linguistic differences between the language that is produced by the written and spoken forms of language.

On the other hand, being productive and maintaining social relations between communicants, the two modes are by no means interchangeable. In language acquisition, spoken language has always existed prior to written language, Children learn to speak before they learn to read and write. Learning to speak appears to happen naturally and spontaneously within the home; whereas learning to write is usually associated with the beginning of formal schooling. Communication through speech is a resource available for all normally equipped human beings across different social groups and cultures. It is acquired under rather different conditions than writing. It starts and largely develops in early childhood as an integrated element of habitual activities in everyday life. In the case of first language acquisition, speaking is learned unconsciously in daily life and writing is learned consciously, usually in schools.

In the second language learning situation, speaking and writing do not only focus on the interactional dimension which is to interact socially to transmit a wide range of messages but there is another major function of language, the transactional function, whereby humans use linguistic abilities to communicate knowledge, skills and information. In this context the distinction is restricted to fulfil educational proposes. In foreign/ second language learning, oral language is just as linguistically complex as written language, but the complexity is of a different kind. The inevitable differences in the structures and use of speech and writing come about because they are produced in very different communicative situations. Unlike speech, written texts are typically not perceived and interpreted at the same times and places as they are produced. In principle a written text can be decoded at any place, and the decoding can often be performed by a great number of different people. In fact, because it is permanent, writing provides opportunities for more careful

organization and more complex structures. The reader can go back over it again and again if the meaning is not immediately clear.

A written text lacks a shared context between the sender and the receiver, the medium of writing is adapted for a monologic function. Normally, the sender, the writing individual works alone, and the same applies to the receiver. The lack of a shared context adds some difficulties to the writer's task. Novice language learners in particular must use explicit and concise language in order that their message does not lack clarification.

Obviously, though being productive skills, writing and speaking are distinct processes; while writing requires systematic instructions and practice, speaking is usually spontaneous and unplanned. Conceding that learning to speak precedes learning to write, explains that written language is more difficult to perceive and it is often associated with formal schooling. Careful writing involves the use of rules and norms within its properties. Writing is more structurally complex and elaborate than speech in terms of longer sentences and a greater use of subordination. It is more decontextualized or autonomous than speech, so it is less dependent on shared situation or background knowledge. It is more deliberately organized and planned than speech. In writing, punctuation marks designate sentence boundaries and provide information about the type of sentences. Writing should be grammatically accurate as not to disrupt comprehension as there are no other clues to meaning.

Actually, developing the speaking skill in foreign language learning is not simple to acquire. The issue may be simpler by assuming that all literates are from the oral culture. In other words, all people who learn to write already know how to speak English, yet for ESL or EFL students, the issue is definitely more complicated. One cannot deny that speech is more widely used than writing which explains that learners are exposed to the oral mode more frequently; however, the mastery of the speaking skill is not easily

improved. It is necessary for second language learners to recognize that speaking performs different functions; the fundamental purpose is to acquire communicative competence; however, English teaching is practised in a non-native context and far from real-life situations, the fact that hinders spontaneous interaction.

Conversation is most easily picked up in an immersive environment where communicating in that language is forced by circumstances. For example, in order to buy groceries, go to the doctor, joke with friends, or even earn a living one has to learn to comprehend and speak efficiently. The case of the English language in Algeria lacks opportunities to develop the speaking skill by exposing students to real settings which limit the quantity and quality of the input.

Conversely, bringing the outside world into the classroom is not possible in the EFL setting; teachers can prepare EFL learners for further learning as independent learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Therefore, communicative ability inside or outside the classroom is an important part of the total learning process. In addition to the restricted use of the skill, spoken language also has the challenge that one must be able to comprehend and respond in real time, speech is much more dynamic and immediate, the speaker must produce his utterances quickly and readily, and the listener must respond just as rapidly, under the pressure of the emotive and social atmosphere of the face-to-face interaction. Immediate comprehension and production prove to be a complex social interplay between agents.

Additionally, an advanced language course should create optimal conditions for developing learners' sociocultural knowledge, linguistic knowledge, and knowledge of the grammar, vocabulary and phonology of the target language.

Though speaking is a demanding skill and loaded with heavy duties, such as pronunciation, stress, rhythm, intonation, and vocabulary knowledge, etc. There are some specific qualities which make it a less complicated process than the writing skill. In fact, Speaking involves facial expression, hand movements and body 'language' that carry a   great deal of information to the listener.

   The mastery of speaking and writing skills in English is a priority for many second-language or foreign-language learners. However, to learn a foreign language, it is necessary to master all the four skills. Language is a tool of communication; this kind of communication is a bi-directional process which includes both receiving information as well as giving out information. In other words speaking and writing are based on the receptive skills, namely reading and listening.

2.6 Digital Writing and its Impact on Academic Writing

   In school, writing is a key language skill; it supports learning in other content areas. In a knowledge society, written expression shapes success for individuals and groups. The rapidly changing nature of ICT is changing the nature of literacy and knowledge acquisition and contributed in giving a new conception of literacy which was formerly narrow, based on digital notions of reading and writing.

Broadly defined, *"digital writing[1] can be any type of "compositions created with, and oftentimes for, reading and / or viewing via a computer or other device that is connected to the Internet"* (NWP et al., 2010, p 7) cited in T. Hicks (2015:p 9).

Technology has completely altered the way in which information is delivered and consumed. The demands of today's audience have changed how information is produced, presented and digested. The connectivity of web-based networks and myriad digital

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[1]The tem "digital writing" here is used in the context of the technological tools offered to the students (inside or outside the classroom) to use the keyboard rather than the pen in academic writing.

applications has opened up vast new opportunities, formats, and audiences for writing. Digital writing allows students to combine words, images, and videos into multimedia compositions that can reach a global audience. With this wide range of choices, they have numerous opportunities to express their ideas ranging from a personal essay recorded as a podcast to a research project presented as a web site or even an argument created as a blog post, complete with links and supporting graphics.

In the 21ˢᵗ century, more and more students are likely to be asked to write in digital environments, to present the main points of their research papers, or may be asked to create an electronic portfolio to share all the work for a semester. Students in online classes will write discussion board posts every week, and some professors are even replacing some of the traditional essay assignments with assignments like photo essays or video essays.

New technologies are being made every day, and it may be time to re-evaluate and put in some additional methods to digital writing as a tool for shaping students' thinking. Tapping into the collaborative potential of digital use is a great advantage for educators. Students use a range of digital tools especially outside the classroom, cell phones or smart phones, computers, tablets, etc. These digital technologies have made it easy to "write" in all sorts of new ways such as using more modes and resources, such as image, sound and video.

Digital technologies provide many opportunities to practice writing through participation. Mobile technologies allow one to write, capture, edit, and publish anytime, anywhere; being in a garden, in a bus, or walking through the neighbourhood. Writing is no longer limited to a designated time or location. In fact, expressing oneself is a need at times; people are speaking their minds, discussing what they are reading and exploring other people's feelings and ideas. The informality of the written word and how students use the language is the downside of technology, but the upside is that students are communicating

in the written form much more than they have ever done at their age. The ease of accessibility brought via technology has opened the availability of writing opportunities for students today; digital devices have engaged students to write constantly.

Whether digital tools serve as a support for learning to write or as a means of allowing students to practice their skills are still open to debate. Actually, the more students write, the more they improve at writing. Social media can be a tool where students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing. Still, educators are still hesitant about how to make social media a consistent platform to foster the writing skill. Neal (2011) stated:

> *As technologies raise expectations, challenges and opportunities for writers, it also creates a type of instability those students and teachers must negotiate... Writing teachers are not exempt from the obligation of responding wisely and appropriately to technological change. A central disciplinary concern has been and will continue to be how to respond to the shifting landscape of writing technologies. Most of us desire to respond to the changing nature of digital texts and technologies, though we may be uncertain about how to proceed and if we have the time and resources to develop a sustainable model for investigating and integrating new technologies..   (p. 16)*

How digital technology is impacting the writing students' habits academically is the issue that concerns teachers; they have to do with the importance of incorporating digital writing into formal learning to benefit from that current digital culture which ranks high as an essential factor to students' success.

As the prevalence of social media technology increases, so does its participation in academic life among students. The rapid nature of this phenomenon forces anyone with an interest in teaching to ask: what effect do social media have on students' academic writing? Whether the effect is detrimental or positive, the fact remains that social media cannot be ignored, and that whatever its effects, teachers have a responsibility to adapt to them.

2.6.1 The positive Effects of Social media on the Students' Writing Skill

With social media taking up such a large space in our lives, one questions whether they are impacting people's communication, more importantly, students' communication skills positively. It has also been noted that more students are now willing and able to write as they are familiar with the social media; they do feel the same pressure they would when they are asked to write an academic paper. Embracing social media as a positive trend that gets students to use keyboard and screen encourages a new generation to express their thinking process on the road to academic writing. The explosion of social media has completely changed the way we communicate with each other. Whether via laptop computers advanced mobile devices, Wi-Fi or enhanced 4G wireless networks, students are more exposed to communication than any generation in history. This communication boom has been praised for its educational benefits.

2.6.1.1 Social Media and the Writing Style

Students are actively engaged in using social media to support writing outside of school, such as blogs, wikis, and online communities. Research conducted in out-of-school settings shows that the use of social media can be highly effective for developing young writers as they can take benefits from online tools to sharpen their message in response to comments and feedback from others and build their identity as authentic writers .These advantages of out-of-school online writing may be especially important for English language learners who lack the opportunity to be permanently exposed to the language. Students are introduced to new forms of writing daily, forms that require new and more developed faculties and ways of thinking. Blogs and other various internet sources provide engagement and creativity in writing; they contribute to the change in the nature of students' writing going beyond the traditional forms of expressing oneself. Websites facilitate collaboration among writers; online users exchange data, information, and the

ability to change the way documents are produced since they are involved with broader audiences, collaborative writing is a form of practice that is supported in classrooms because of its efficacy. Wolsey & Grisham (2012) put it clearly saying:

> *Technology improves the speed and efficiency of sharing work, obtaining responses, and providing feedback. Students can easily share their work in a number of ways: e-mailing a copy of their work for response, posting to an online blog…or posting the work to a court management system or online storage locker, for example. Sharing work is easier with technology, but so is the feedback.* (p 32)

Expressing oneself freely through social media is an opportunity to gain confidence and to write with less anxiety to the audience. Addressing a broad public with different intellectual capacities undermine one's ability and self- reliance. Digital writing encourages communication which may lead to deeper thinking and self-expression. Several teachers and educators characterized these shorter online posts as "prewriting" that may get a student engaged in a topic or discourse to which he will write a longer piece or explore it further. In some teachers' eyes, these digital forms of expression are building blocks for lengthier, more formal writing language. Vocabulary used for texting is not classic academic writing for sure but whoever uses the written language to communicate is using a set of English words to convey meaning; he is consequently, going through formative processes that can lead to more sophisticated composition skills.

Text messaging reinforces the need to write as expressively as possible. It is a form of written communication which demands real-time communication, interlocutors had to take into account the non-verbal aspects of communication used in speaking and had to somehow translate those non-verbal cues into written text. Communicating in this way required an increase of expressivity in the written text messages and correspondingly an increased awareness of tone, audience, and word choice, essential elements needed in the writing skill.

Effective academic writing is characterized most importantly by well-developed discourse, audience awareness, and purposeful decision making; those analogous qualities are expected by the conventions of online communications. It follows, then, if these analogous qualities are emphasized and much explored by students, they will simultaneously practise academic writing through blogging while gaining insights into how to critically engage with online communication.

Students are spending more and more time writing and working in environments with different rules and standards than that of academia. This is a truly unique situation where the two worlds of language have literally existed side by side sharing the same temporal space, everyday language or "social media language" and academic language. Each world needs to be respected for its purpose, that is online and offline. It is only when the two realms collide that confusion arises. Many educational researchers and teachers claim that the user of social media networks are struggling with code switching making the English language inappropriate in the classroom. Still, the truth is that the poor quality of using academic English is due to the students' inability to differentiate between the two kinds of language which are casual writing and formal writing. English language students are not aware that they are using informal language in their academic essays, most of them implement the new vocabulary or expressions they learn in digital mediums as acquired English words to widen the foreign language rather than figuring out a difference between their social communication and writing for the college essay.

This occurs because students are not used to using the two distinct forms of writing, social media writing can offer a sense of a different style of writing and thereby helps students see the distinct contours of a piece of academic writing. The experience of writing in multiple registers actually strengthens writing overall. Greater awareness of the conventionality of writing increases the chance to find ways to work productively within

those conventions. By writing things that are more direct or casual or polemical, we are better able to understand how those qualities may or may not operate within our formal academic prose. And, ultimately, being able to shift registers and understand how tone, evidence, vocabulary, and syntax all affect that shift can only improve our academic writing. Devos, Aadahl et al (2010) explained:

> *Today, however, most computers are connected to the Internet and, increasingly, people can connect via mobile phones as well. These devices have become tools for writing; publishing; distributing; collaborating; interacting; and remixing and mashing together image, word, sound, motion, and more into something that goes far beyond our original of what they could do. ...Digital writing is not simply a matter of learning about and integrating new digital tools into an unchanged repertoire of writing processes, practices, skills, and habits of mind.* (p4).

Obviously, expressing oneself varies according to learning new writing genres; the internet provides the learner with multiple opportunities to explore different writing repertoires. Commenting pictures or publications, chatting, interacting sarcastically, sharing stories, sending a message to interact with a university staff, and so on; each situation requires a different form of communication. Websites and software applications enrich communication knowledge and modes.

2.6.1.2 Social Media Benefits Writing and Language

It is easy to assume that new forms of technology deteriorate English. A lot of criticism has been levelled at social media and the negative effect it has on the way students process and retain information, as well as how distracting it can be. However, in a world where connections have become the first source of giving and receiving information at rapid speeds, students are to become experts at developing a sense of Internet presence.

Social media offers plenty of opportunities for learning and interactivity; it is not too hard to see how students benefit from using social media. Students are experiencing the world

through more than just books and assignments; they are learning and adapting to the world using a relatively new forms of communication.

Less obvious, though, social media is strengthening the English language; a growing body of research is documenting the ways in which primarily young people are learning languages via their social media, on their own, outside of formal language learning classes or programs. Social media include blogs, online role-playing games, fan writing, instant messaging, fan websites, virtual worlds, chat, and the like. A blog, for instance is an online platform which people use to express issues related to their lives and different viewpoints they may have. Blogs can be used for language learning, the ability to exchange comments on one another's posts develops the user's language competence. The use of blogs also enables teachers and instructors to assess written language learning in a relatively accessible way. Blogs allow students to create fluent sets of sentences, write paragraphs, and use different tenses with more confidence to discuss topics. Blogs help to develop vocabulary, increase reading speed and develop proper use of grammar and enhance reading comprehension. They offer higher vocabulary and improve sentence fluency and make the blogger aware of looking for grammar mistakes in writing.

   In the same way online gaming enables participants to chat with players from all over the world. This can provide players with the opportunity to learn a new language—at least at a basic level—so they can participate more fully in the game with the other players. The social interaction these gamers engage in while playing helps with their understanding of the grammar constructions and conversational ways of the language they are using. Without this social interaction, many students may be less willing to practise their new skills which would enhance their abilities in the language they are learning. EFL students are able to acquire more language skills through the social communication that they have with the native speakers of English. It is argued that learning language from video games is

a contextual process. Gamers playing a game that has text and audio in a language other than their own (e.g., an English-speaking player playing a Japanese game) can draw on the context of the game to help them understand what is being said or written within the game. Games transform the learning process from a passive task to one in which individuals engage actively in the experience of learning by focusing first on meaning. Computer games, researchers' argue, supply authentic environments for language learning, complete with ample opportunities for students to develop and test their emerging target language knowledge.

Moreover, social networking studies in electronic media have provided alternative contexts of language development for English language learners. As a result, students experiences with English in an Internet chat room can be seen as a process of language socialization, by studying closely how people navigate across contexts of socialization in the virtual environments of the Internet, practices of English in the global sphere articulate with local practices of English in offering opportunities to learners to act in a real life context.

A number of social networking sites help individuals engage in language learning and allow members to communicate and learn language skills. Facebook [2]for example, allows language barriers to be broken down, it connects different people from anywhere in the world. The website permits people to share with others what they desire, ask public opinion, ask questions etc. They can share pictures, videos with friends, facebook gives students additional knowledge; it improves their knowledge about other places, customs

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[2] **Facebook** is by far the most popular social media platform in Arab countries, with around 156 million users as of January 2017 – up from 115 million in 2016.
The top five countries in terms of Facebook accounts include Egypt (35 million), Saudi Arabia (18 million), Algeria (16 million), Iraq (14 million) and Morocco (13 million).
Facebook Users: Algeria ranked 3rd in Arab world. By dz breakingFebruary 7, 2017
https://www.dzbreaking.com/2017/02/07/null-15418/

and cultures. For example, English students can improve their English by chatting with foreigners in other countries. In addition, Facebook gives the students the opportunity to communicate with their friends very easily; they can also use Facebook for group study by creating a group only for studying. Students can share any information and learn about homework, assignments, exams, etc. Facebook is an excellent mechanism for building English skills. Facebookers gain English writing experience through composing various messages. It also builds learners' English reading skills, people read an assortment of messages from other pages, posted statuses and receive notifications and respond to them; they use it as a tool for their studies by spending time browsing profiles, meeting new people, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language at the same time. Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system (Stelter, 2008). This diversity of messages enables readers to learn new words from people all over the world, in different fields of life and educational walks. Facebook offers users a great opportunity to participate in various communities of knowledge building and knowledge sharing. As a matter of fact, the social network contributes to building knowledge as Social Constructivist theories have pointed to that before. Students construct knowledge as they receive comments and suggestions, they can use the information given to improve their language skills. *"Technologies and social networking tools offer alternative ways for conceptualizing and delivering education and are catalyzing shifts in the way learners work, think, and construct knowledge"* Lee & McLoughlin, (2010)

Kent and Leaver (2014) also mentioned the interest of learners today in social media saying:

> *The advent and growth of these tools and technologies have been*
> *paralleled by a heightened emphasis on student-cantered pedagogies,*

> *and they have garnered much attention among educators, many of whom see them as having the potential to address issues of student demotivation and disengagement with didactic modes of teaching. Facebook the world's most popular social networking site with a reported 1.11 billion active users (Facebook 2013) is now widely used by students across the higher education sector.* (p 43)

Digital resources are useful tools in the learner school life; in fact, conducting a research or performing homework for example, require to access official websites or even social media platforms which provide the necessary knowledge for the school activities. The use of internet sources enhances the learner-centered process; the learner is engaged in a learning experience which fosters his personal active participation.

> *Connective technologies such as Facebook enable the generation of social capital through the building of relationships and flow of knowledge between members of the academic community, including friends, associates, teachers/ lecturers. Facebook offers opportunities to create enhance and rediscover social ties that make a difference in students' lives, especially when they are in a period of transition, for instance entering university or living away from home".*
> *(Kop, Fournier, &Mak 2011) (p.46).*

Indeed the virtual learning environment is deeply imbedded into the higher educational landscape. It is an integral part of the student learning experience. Although Facebook is probably more prevalent among students, other social networks and websites like Twitter, You Tube, and LinkedIn are also enriching the learning experience in exciting ways.

Skype for example is a computer software application that allows users to make voice calls over the Internet. Calls to other users of the Skype service are free. Skype allows its users to talk, and/or text and add videos. One can use Skype on his computer, his mobile device which make speech permanent since language practice is only improved by usual contact. Consequently, by conversing, one puts his English speaking and listening skills into action.

Moreover, Skype main strength is using it for voice or and video chats; there are even teachers on Skype who offer English lessons and there are conversational groups that meet more informally.

YouTube is another social networking site. Users upload, share and view videos on this social website. Learning English via YouTube involves listening to the language via the viewed videos learning through reading the comments posted in English. In addition, some YouTube videos are text presentations in a slide show format, or have subtitles available, which actually enable students read English in each screen shot. Some even post their own videos; they may tell people about their lives, read some poetry, sing a song, etc.

The starting point of Social networking is message boards and then moved to forums. They allow users to communicate different subjects. A forum is a discussion area on a website which focuses on specific subjects, those interested in the subject gather to discuss topics and share opinions, information, and ideas. In turn, the users read the postings of other forum members and pick up new words, phrases, and unique information along the way. It all contributes to building the English language skills in an interesting manner.

Users interested in building their English language skills gather to converse, they practise English by connecting with others who have an interest in learning English in the Live Text Chat room.

2.6.1.3 Social Networks Sites and Errors Correction

   Instead of looking at social media sites as platforms for making mistakes, the panellists said, look at them as platforms for catching mistakes. There is no doubt that students are actively engaged in online communities, but how do these social sites impact students' writing?

   It is argued that digital tools encourage students to be more invested in their writing by encouraging personal expression making writing practice easier despite an increasingly

ambiguous line between formal and informal writing. These digital technologies give students a reason to write. Social media and texting are very engaging for them because they write reflexively.

In her research, Tenore (2013) mentioned some ways that social media benefits writing and language, she claimed that digital technologies increase the awareness of mistakes. When people make grammatical or spelling mistakes others will point them out via these websites therefore they become more aware of spelling and grammar; thus improving the language. Young people are motivated to learn from their peers online.They interact and receive feedback from one another. She also mentioned how new words and meaning, such as "googled", "tweeted", "Friended" are created and added in dictionaries.

Social media is making it easier than ever to contribute to the evolution of language. SMS and social media communications tools have made irreversible impacts on the way we write, but that does not mean we should write in that "social" manner. Certainly, many are tempted to use "l8r" and countless other SMS abbreviations to save time and space. Those who are well-versed in the "old ways" of communicating will likely switch back and forth, as appropriate. People who are communicating via SMS or social networks are not necessarily spelling things incorrectly. They are effectively speaking a new language entirely, that is the impact of social communications in the realm of public speaking; so who is to say if it is "right" or "wrong"?

A problem arises when users are not able to differentiate formal from informal language. The students at tertiary level are inclined to use improper formats and sentences that violate Standard English. Those lacking English proficiency may be affected as they will have the tendency imitate the language used improperly.

Teachers and language experts despair at how use of this informal medium can lead to a casual attitude to grammar, but the truth is that social media can have a positive or negative

effect on writing skills and grammar, depending on the individual and his or her schema of grammar. If a person has excellent prior knowledge of grammar then social media will reinforce grammar skills as it can be used as a tool to analyze and correct poor grammar. However, if a person has poor writing skills and weak grammar abilities, then social media can contribute to perpetuate poor grammar usage.

Grammar and writing skills are not carefully considered when written on social media as opposed to when writing with pen and paper. Some people may be concerned with looking like they are not trying too hard and purposefully use grammar in an incorrect way. Some people on the other hand, may be concerned about sounding intelligent when writing posts on social media sites. The reader that assesses grammar does not always know the writer's intention and may just automatically judge that person as having poor grammar skills. Moreover**,** online discussion influences the students' grammar skill positively. Students progress when making different word forms in English. They are also more active to check their dictionaries when they find difficult words and their skill in guessing meaning word is improved. They can learn more new words when they read their friends posting and responding on them. The idea being that when they know their comments can be read by the peers and a public audience, they not only consider what to say more carefully but pay more attention to how they write it and take more care with grammar, spelling and punctuation.

Technology not only makes available for users to have permanent language practice but provides them with online correction tools designed to find spelling as well as basic grammar and stylistic mistakes in English texts. Online users misspell words for all sorts of reasons ranging from poor spelling to typing too fast and transposing keys; thus these tools make it possible to correct the most awkward mistakes, with a high degree of accuracy and speed, and to improve their written English. The idea of an automatic and interactive

online spell-checker in addition to the online translation service were the best technologies; today's generation emails, texting, posts, comments, etc are spellchecked. Smart phones and computers have an auto-correct option on them, which automatically corrects the errors, fixes words and capitalizes the beginnings of sentences (or what Word interprets as sentences) and correct other anomalies in capitalization.

   AutoCorrect also includes a built-in list of frequently misspelled or mistyped words. For example, if one often types "teh" for "the," or "adn" for" and" he may not even notice that Word is silently correcting this for him.

The option "Check spelling" provides the writer with several possible corrections. Word marks a word as misspelled. Clicking on it, a list of correction suggestions appears from which the right word is chosen. There is still an AutoCorrect can do more than correct misspelling or mistyping and grammar, it can also expand abbreviations, include recognizing words with two initial capital letters (e.g. "EXample", correct accidental use of caps lock (e.g. eXAMPLE).Arora, Bansal et al (2006) pointed at the usefulness of the tools: *"Word corrects the spelling and grammatical errors made by you while you are typing"(p139).***Still correcting typing mistakes is sometimes misleading:***"WORD does not take your permission to correct the mistakes. For example, if you type accidant, then Auto Correct considers this as misspelt word and corrects it to accident on its own". (Ibid: 139).*

Autocorrect features In Microsoft WORD offer the possibilility to choose Autocorrect options, choose or add options in the list. Versions are numerous, the matter is to select what to keep and what to ignore.

 "**WORD 2000 allows you to search through the whole document and check for the spelling and grammatical errors. In this case, WORD asks for your confirmation**

before the correction is made in the document. This method is especially useful if you want to postpone proofreading a document."(Ibid: p 139)

The principle purpose of the auto correct, as part of the spell checker, is to correct common spelling or typing errors which is time saving for the user. It fixes errors in less than a second, saving so much time that would normally be filled with editing and researching corrections. Therefore, it improves productivity as it helps in reducing red underlines, spend less time spell-checking and focus on the creative process of writing. It improves spelling since the typist is frequently exposed to repeated corrections.

With a large number of social media fans now having to rely on spell-check, we are heading towards an auto-correct generation who refute the idea that the net is ruining people's intelligence claiming that spelling has been degrading for much longer than auto-correct has been around.

2.6.2 Negative Impacts of Social Networks on Formal Writing

Despite positive advantages, social media and Facebook can also be a disadvantage to students. It is naive to think that the language of social media is not having an effect on the way we use English in daily life. It is more appropriate to consider just how much of an influence it is having on the way we communicate.

A negative effect of social media in terms of learning English is that it may not provide a suitable environment for formal teaching and learning, social media may increase the usage of English of poor quality because students tend to use non-standard English when interacting with each other online. A set of host of words originating from social media and the wider Internet have become so common that they have now slipped into popular usage, without even realizing it. A few words that have their origins in technology are blogosphere (the collective word for personal websites called blogs), troll (someone who

creates conflict online by starting arguments or upsetting people) and buzzword (a word or phrase that is fashionable at a particular time or in a particular context).

Another curious phenomenon is using words that were previously used in a different sense and to which are given new meanings to refer primarily to their social media context. 'Friended' and 'unfriended' are two examples of words that have been given a new meaning due to their usage online. The word 'friend' and 'befriend' is from Old English originating in the 13th Century, but it has been given an entirely new meaning according to their use on facebook (the process of adding or removing someone from someone's circle of friends). 'Google' is the world's leading search engine and it has become universal in its usage that the phrase 'Google it' has virtually replaced the phrase 'search for it' in common speech. There are examples of this lifted directly from social media too; 'tweet it' refers to writing a message using Twitter, but has essentially come to mean 'share it'.

Moreover, English language learners are doing worse in their spelling, grammar and writing skills due to the use of jargon[3] and logos which have negatively impacted their self-expression and way of writing. Slang language and word abbreviations have found their way to the students' style into formal writing. Writing informally means using contractions (isn't rather is not), implementing informal words (cop rather than police officer), or slang (dude, bro, etc.). Some people may use this same level of informality when they write emails or text messages along with abbreviations and emoticons. Nettle and Romaine said (2000):

> *Students today are opting for increasing the speed with which they are able to communicate online in a synchronous manner. Informal communication using instant messaging (IM) and chat features*

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[3] Jargon is a literary term that is defined as the use of specific phrases and words in a particular situation, profession, or trade. These specialized terms are used to convey hidden meanings accepted and understood in that field. Jargon examples are found in literary and non-literary pieces of writing.

> *simplify formal spelling and grammar. This simplification is similar to what happens to language when many more users adopt it and complexities are lost.*

A great majority of EFL learners who spend most of the time on social media may have difficulty distinguishing between lack of proper grammar usage on a social network site and what is expected of them academically, regarding their writing skills. They develop the tendency to use informal language and style; consequently, an increasingly ambiguous line between "formal" and "informal" arise. In fact learning a new language can be difficult and it can pose a problem for students if they are being exposed to errors in writing but are not aware of the misuse.

2.6.2.1 Information Access in a Digital World

Students have started relying more and more on the information accessible easily on social networking sites and the web. They consult the internet for all kind of help, including websites and translation kits. This may seem like a positive change; however, in the long run it creates tech-dependent adults, because they need this convenience for anything that they are responsible to do.This reduces their learning and research capabilities, their command over the language and their creative writing skills. Many, including educators have claimed that it is the great technological advance for education which largely benefits learners, as it opens up opportunities for studying, discovering and learning. Yet, as time goes by and the first generation of students grow up with modern internet technology and reach their teenage years, some have started to question whether students' over-reliance on technology could be more of a burden than a blessing. In an educational environment, students not only need to be provided with a variety of information the fastest and easiest way possible, they would rather need to develop necessary skills which prepare them adequately for college and work.

Clearly, 21st century skills are being used at random and possibly in harmful ways. It is more than just being able to effectively use digital media. It is about personal interactions as well. Net users have to process complex information, think systematically to make a meaningful use of modern technology.

Students need the ability to think analytically, which includes proficiency with comparing, contrasting, evaluating and synthesizing. These skills mean having the ability to think clearly and rationally, as well as being able to reflect and think independently. It is also crucial to evaluate the accuracy and credibility of the net information, the learner should not consume all what he receives as knowledge; online information is not always reliable. Selecting the authoritative sources and authors is part of developing a keen sense of credibility then having the capacity to adapt the information received to the prior knowledge constructed.

Among social media skills is digital communication which is declining face-to-face interaction. In fact, digital technologies such as social networking sites, cell phones, texting, instant messaging and emailing are stunted forms of communication that can hinder personal relationships. This can lead to detachment, a lack of mental stimulation and emotional connection, misunderstandings and a breakdown in communication. Net users communicate more easily and via virtual devices than they do with face-to-face interaction. They are not able to express themselves effectively in the real world, due to poor performance at social events and job interviews, for example. They may lose the ability to converse freely and openly, affecting interpersonal skills. It is harder for people to pick up on nonverbal cues, develop and express empathy, and even do something as simple as have a conversation.

Miscommunication is caused by the lack in the opportunities for expression, explanation, and clarification that are found in face-to-face interactions.

2.6.2.2 The meaning of "Research" and "Copy and Paste" Culture

Perhaps the greatest impact of digital writing having on student concerns research habits and the degree to which it has changed the very nature of "research". Students have become totally reliant on web sites to conduct projects and researches, the way they consume online information and knowledge lack their contribution, effort, and credibility. Since everything is now accessible online or through data saved in a computer or mobile devices, many students have develop poor studying habits and a lazy attitude towards education. The simple act of tapping a search term into a keyboard can deliver a Google-selected list of hundreds of relevant articles in a second; thus students have become passive learners ready to consume unable to produce. The idea of "performing research" has shifted from a relatively slow process of intellectual curiosity and discovery to an ineffective research habit to get to information faster and easier. They rely heavily on the information easily accessible on those social networking sites and the web which reduce their learning and research capabilities since they no more use their academic endeavours and mental capacities. As a result, they become unproductive minds since they do not exploit research according to personal contribution as interactive experiences that motivate and engage them in the learning process.

The Net is very different from traditional library research, and the differences can cause problems. The Net is a tremendous resource, but it must be used carefully and critically. Conducting research on the Web needs to start with a specific focus on questions. Unguided search on the Internet is a lot of useless information and wasted time wading through it. Students surf the Internet and other different social networks, thinking they can do their project in one hour. They do not bother concentrating, analyzing, and thinking critically about the issue. High technology causes students to be lazy causing net users finishing in half the time, with half the effort and none of the knowledge.

Research doe not just mean 'look it up on Google', the more students use Google the less likely retain what they skim. When they do read, they do not read for arguments. Instead, they generally move their eyes up and down if something interests them. They do not work on retaining what little they read, or even seem to think that taking notes is necessary. Their reasons seem that Google stores knowledge so it is available whenever they need to make use of it. Lathrop and Foss (2005) discussed what is meant by research process indicating:

> *Digital children must learn to read critically, write effectively, listen intently, and speak fluently. They must be able to find information, understand the information they locate, evaluate the reliability of that information, and see how to apply it to answer a pressing question or to take advantage of a new opportunity. They must be able to communicate their ideas to diverse groups using a variety of media.*
> (Pp8-9)

It is also noteworthy to mention that the availability of textual material in electronic format has made plagiarism easier than ever. Cutting, copying and pasting of paragraphs or even entire essays now can be performed with just a few mouse clicks. Some students are just procrastinators, while others do not understand the hours required developing a good research paper, and some others' capacities do not enable them to do a descent work. Thus, they are most tempted to copy to save time and effort and avoid bad grades looking for a superior product they can submit as their own.

Apart from the fact that students plagiarize because they lack research skills, they are also not well-versed in the issue in question;moreover, they are often are under pressure because they do not know how to manage their time, many of them still do not distinguish between paraphrasing and plagiarism. Students need to know that information found online is the intellectual property of its author and it requires proper attribution. Unintentionally, they incorrectly cite sources, during the note taking stage. They may find it difficult to tell the difference between "common knowledge" they are allowed to use, and original ideas

which are the intellectual property of others, they quote material instead of paraphrasing. The real skills they need to learn are interpretation and analysis and how to process the information they find. Actually, the focus must be on the fact that learning means knowing how to filter and interpret the vast quantities of data one is exposed to. It is developing a unique and authentic identity and originality, taking advantage from knowledge and data available on social networking. Students must recognize the importance and value of independent work. Using one's own words helps form the skills needed to thinking creatively, effectively academically, socially and professionally.

Doing an original work is designed to show that students are able to apply their academic skills into a written paper. Personal writing is an opportunity to express oneself processing the data and knowledge he acquired to explain the assignment reaching conclusions through individual analysis and critical thinking.

Students should value the intellectual property that is the intellectual creation of other authors to stimulate the creativity of the human mind; the fact that enables them to have their own proper production as an innovative and distinctive task. Therefore, when a student plagiarizes, he is depriving himself from having the opportunity to learn improve his skills.

> *While it is true that plagiarism[4]is a violation of the rules governing conduct in many circumstances (for instance university, classrooms), and of widely held principles, it is also an act of language use. If to plagiarize is to 'take (the work or an idea of someone else) and pass it off as one's own' as the Concise Oxford English Dictionary says, then the 'passing off' occurs when the work or idea is articulated by the person who took it. The plagiarism is not complete until 'the taker'*

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[4] Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense: According to the Merriam-Webster online dictionary, to "plagiarize" means: to steal and pass off (the ideas or words of another) as one's own, to use (another's production) without crediting the source, and to commit literary theft.In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

> *writes or speaks about the work or idea, identifying it as his or her own. Plagiarism is, therefore, fundamentally a specific kind of language in use, a linguistic phenomenon.*
>
> *D. Pecorari (2008: p1).*

Plagiarism is, by definition, imitation, which is the opposite of creativity. In fact, Plagiarism limits creativity, critical thinking and originality involved in personal production. This negatively affects the overall educational experience and growth of a college student. Copy-and-paste word processing impacts academic writing and largely contributes to school failure. Plagiarism is a serious ethical offense; it is a type of academic dishonesty. Students at universities are aware enough to stay away from this fraud behaviour and cheating

Keeping in mind that honesty in writing is not only important for academic success but a major quality in producing a responsible member of society able to handle future prospective jobs as they move into adulthood to handle their professional and personal lives.

2.6.2.3 The negativity of auto correction

   Many students have become dependent on electronic spell-checkers. Most notably, the impact technology on net generations is very well displayed in decreasing spelling and grammar skills because of the ever so useful "spell check". There are no doubt auto correctors and spell checking software can be beneficial but it can never replace basic knowledge and personal efforts learners make to use the language properly and adequately. With a large number of students now having to rely on spell-check, the world is heading towards an auto-correct generation unable to spell common words and misuse mere grammatical rules. With the continuous reliance on technological autocorrecting one wonders how do autocorrect technologies have an effect on writing?

Building communication skills is the first feature which should be acquired to express one's thoughts and views. Adopting the option "correct as you type" hinders the learning abilities of the student since autocorrecting interferes with the thought process of individual effort to do self-correction; the student becomes totally passive and reliable on the autocorrect system which constantly fixes the mistakes for him depriving him of the chance to see his own mistakes. Any autocorrect user has become able to write a readable sentence without having to think grammatically about how it is structured or trying to understand the reason for the other corrections. This fast correction offer eliminates the revision step, a crucial stage to stimulate learning autonomy and thus learners find it hard remembering how to spell appropriately while writing essays. Performing without the help of an autocorrect has become a difficult task; learners have become lazy and less confident. Language is a human tool and requires the insight of human minds because it is based on individual thoughts and ways of shaping these thoughts and ideas through using an appropriate academic language style learnt in school. Electronic devices are not able to process the task as a human mind does.

Furthermore, Digital spelling correctors either suggest a correction like the spell-checker or make the change automatically like in the case of the autocorrect. The latter needs the user intervention to choose the suitable correction not to write weird words irrelevant to the context; actually it is only the writer who knows what he intends to type.

Very often, the autocorrect changes the typed words to errors without the user's consent as opposed to spell check which offers suggestions to the misspelled word after underlying it with a wavy line. The writer finds that annoying and time consuming. F.Jonhson points at the matter explaining: *"**Most autocorrect actions what you want most of the time, so simply using the Undo button occasionally when they don't is no big deal. But what if**"*

your last name is Abbout and every time you type it, Excel changes it to About? In that case, you might want to remove this autocorrection completely."(2006: 135).

Many users may have no idea about the extent to which AutoCorrect is changing their texts. They are unaware of the mistakes because of the automated process. Accordingly, the autocorrect stubbornly corrects words in spite of the writer's awareness to use more convenient words. This leads to a confusion of the reader who receives strange texts with odd meanings.

 Besides, autocorrecting without the user interference affects his spelling competence especially novice spellers who still do not trust their own spelling abilities. They are often victims of automatic correction, they do not even think about the misspellings and figure them out, and their brains just accept those sometimes random corrections blindly. D.Gookin makes this clear claiming: *"Some of your typos and spelling errors will never be graced with the red zigzag. That is because Word quickly fixes hundreds of common typos and spelling errors on the fly. It is done by the Auto Correct feature, and you really have to be quick to see it"* (2007: p101).

   Typing needs checking the text before sending and proofreading it since autocorrecting does not always give the desired results like inserting words which do not fit the context or propose wrong words as corrections, the fact that causes confusion. Smartphone users know that the autocorrect feature frequently changes adequate message into something wildly embarrassing or just plain weird. The examples are numerous many of them are funny as the girl who received a text from her father saying: "Your mom and I are going to divorce next month." Promptly, the father corrected himself saying: "I wrote Disney and this phone changed it. We are going to Disney."

   Certainly, autocorrect and similar programs are providing assistance. Their principal purpose is to correct common spelling or typing errors, saving time for the user. However,

autocorrect influences the writing habits negatively if one is addicted to the help of a computer's spell checker. Not practising spelling as a daily activity without the use of technological devices reducees the spelling abilities which are only constructed and developed through personal efforts and test.

2.6.2.4 The digital Environment and Distraction

The majority of the scholars spend portion of their days stuck behind a screen, revising for their exams or doing their assignments. Apart from searching information to perform their academic tasks, students are attracted to social networks to kill the boredom while studying. Usually, students have the right intention of checking their Facebook or Instagram for a certain short time, then that short time is extended to long pauses. This constant distraction has affects on how one learns and gets information. Students who are surfing through their social media while working hurt productivity. The assignments require their total focus and concentration, interruptions by technology cause the brain to switch from a topic to another; this wastes time and energy.

> *When technology becomes a distraction, it dulls your focus, taking your attention away from a lecture you may be listening to or a page you may be reading. You may think that you can text and study at the same time or listen to music while reading a textbook chapter and still maintain comprehension, but the fact is that some part of your mind has shifted its focus to something other than what you are studying. As a result, you lose concentration and your comprehension of the material may be sketchy at best.*
>
> C. Kana   (2008:p190)

Brain researchers say that there are two types of learning sections in the brain. The 'focused learners' are those who pay full attention and are not distracted by their laptops and other devices; they use the hippocampus region of their brain. These students are able to think in high level situations and are usually successful in their studies and at work. 'Multitaskers' are those who are doing two to three tasks simultaneously and are not focusing on one task in particular. These students are using the area of the brain called the

striatum. This way of learning though is not bad but only appropriate in case of specific jobs such as working on an assembly line.

The Internet provides an escape for students who have become increasingly distracted especially when they have educational tasks to perform. They spend more time on entertainment, either chatting with friends, reading mates' updates or looking at the latest pictures. They sometimes thoroughly forget about doing the homework or the exams review. Interruptions of digital technology hinder the student's ability to deliver his work in the specified time frame; distractions cause him twice as long to complete a homework assignment. In the same way, his partial attention makes it impossible for his brain to absorb information and retain it.

Multitasking, while doing academic work, makes learners more tired and less competent. Most important, several studies have shown that information acquired while partially distracted is often quickly forgotten, so the learning is tragically shallow. Unlike what some people think about multitasking being a new way of dealing with technology, it is scientifically stated that there are fundamental biological limits to what the brain can focus on. Undoubtedly, social media is not the only factor exacerbating educational success; still it remains the most distracting cause shortening the student's attention span to do a thoroughly good work. It is high time educators, parents and students thought of using social networks wisely to achieve academic success.

2.7 Extensive Reading Characteristics

The ability to read the written language at a reasonable rate with good comprehension has long been recognized to be a crucial skill in academic teaching/ learning process. Reading is not passive, it is in fact interactive, and this process has been recognized for some time in native language reading.

Reading is an activity which leads to the development of learning; it is a basic skill which needs a mental processing to react to a particular world of knowledge related to a text. Reading is a social process that involves experiencing and interacting with people and books in a specific environment. In fact, reading is an interactive process between the reader's background knowledge, the information inferred by the written language, and the reading situation context in constructing meaning. The process of reading is not just the interpretation of a text, but the interpretation of another person's world view as presented by a text. A text brings back memories, knowledge and experiences from a different time period; the reader may be familiar with or complex ideas unrelated to his background knowledge, his reading skill enables him to relate the content of that hostile environment to his existing knowledge to figure out a conversation with the author agreeing or disagreeing with what he reads. Reading has to be active and purposeful; naturally, students who read passively fail to build comprehension that is the ultimate goal of reading. At a certain level in language teaching/ learning process, instruction shifts from learning to read to reading to learn.

When students reach middle school, and after achieving a certain level in linguistic ability, great emphasis is given to comprehension strategies and skills, and students are expected to understand what they are reading. Without comprehension, reading is a frustrating, pointless activity. The relationship between the reader and the text results in constructing meaning that is comprehension. Reading is a complex activity that is crucial for adequateobtaining information; it requires an integration of memory and meaning construction. Students read to learn to expand knowledge and have a successful communication.

2.7.1 Reading Comprehension

Reading is described in many ways; some people describe it as a thinking cognitive process, others claim it is the reconstruction and interpretation of meanings behind printed symbols. Still, others say it is the process of understanding written language. All these explanations of reading are accurate. One crucial point is that comprehension of written material is the purpose of reading since when understanding breaks down reading actually becomes meaningless and loses its function.

Reading comprehension is the process of constructing meaning from text rather than to obtain meaning from isolated words or sentences. The aim of all reading instruction is ultimately targeted at helping a reader understands a text. Deriving and constructing meaning from written language indicates that the reader often goes beyond the meaning explicitly expressed by the author; the reader may very well add his experience and background knowledge to infer additional or deeper meaning sent by the writer.

As opposed to the traditional view which considers readers as passive recipients of information, the cognitive view of reading introduces a mental representation of the text read which demands the reader's analysis and meaning depending on his background knowledge.

2.7.2 Comprehension: a Cognitive Process

Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker[5], 2000).

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[5] Barbara J. Walker is professor of reading at Oklahoma State University where she teaches courses in reading difficulties. Dr. Walker received her Ed.D. from Oklahoma State University in Curriculum and Instruction, specializing in reading difficulty. Prior to returning to Oklahoma, Dr. Walker was a professor in the Department of Special Education and Reading at Montana State University, Billings, where she coordinated the Reading Clinic.

From this perspective, cognitive psychologists' approach of teaching reading is one that combines a text-based approach and a discourse meaning approach in such a way that the processes are interactive and reciprocal (Farris et al. 2004; Pressley 2002; Snow and Sweet 2003).

A wide range of cognitive skills are involved in the process of comprehension. During reading, a mental ability is enhanced to derive meaning from texts; the reader can decode words and bring meaning to the unfamiliar vocabulary encountered because they have a greater existing vocabulary, more experience using context clues, and greater background knowledge (Ewers and Brownson 1999; Goerss et al. 1999; Kuhn and Stahl 1998; Stanovich 1986). Conversely, when there is a reduction in the cognitive load of a reader's working memory, difficulties arise that may lead to comprehension failure (Cain and Oakhill 2007). Moreover, because of the absence of contextual cues in many texts, less skilled readers have more difficulties interpreting the writer's message and forming suitable inferences from unfamiliar events or relationships.

Readers consciously select mental processes to complete reading tasks successfully. Reading strategies are defined (Baker &Boonkit, 2004) as ***"techniques and methods readers use to make their reading successful"*** (p. 302). Besides, reading strategies also have been defined as plans and behaviours for solving problems when faced in constructing meaning (Janzen, 2003). These strategies range from bottom-up strategies to more comprehensive ones like top-down strategies.

Bottom-up strategies make use of information, which is already available in the data, such as understanding the text by analyzing the words and sentences in the text itself, or looking up an unfamiliar word in the dictionary. On the other hand, top down strategies make use of previous knowledge such as connecting what is being read to readers background knowledge (Janzen, 2003).

2.7.2.1 Top-down processing

Cognitively based, psychologists have distinguished between two kinds of processing. The 'top-down' model is in direct opposition to the 'bottom-up' model. In the former comprehension starts with global aspects (title, basic ideas of paragraphs, etc.), and goes into smaller linguistic units. Readers handle the reading text through their pre-existing schemata, namely previous experience and background knowledge to identify new words and guess the meaning of the reading passage. The view aims to develop the reading skills which the learner needs to interact with the text and extracts information from the text. Meaning was no longer something to be extracted from a text, but was the result of each reader's interaction with the text. The result was that reading instruction began to emphasize global or top-down processes such as predicting, guessing from context and inferring.That is to say to understand a message, the learner first starts from the meaning of a paragraph, and later turns to the sentences and words that make up the message.

This type of reading seemed facilitating students' comprehension immersing them in global reading activities. They are no more expected to know the sense of every item in the passage. Though it was supposed to be a good model in reading; top-down processing was criticized as not appropriate for EFL reading. Eskey (1988) said that the reader in top-down processing is supposed to be a "good" reader, who has already learned to decode the language.

2.7.2.2 Bottom-up Processing

Bottom-up processing is the fact of perceiving elements in a text to understand language. Comprehension is based on looking at individual meanings or grammatical characteristics of the most basic units of the text, and moves from these to trying to understand the whole text. In this view, the comprehension process starts with words (their pronunciation, semantic value, morphology, etc.), which later gives access to more extensive units

(sentences, paragraphs) and finally to interpreting the whole text. The interpretation of each paragraph is determined by the ability to get the meaning of sentences which is the result of understanding words, and so on. Thus a bottom-up processor is the one who grasps the sense of concepts and ideas by starting with the details and then working his way up to the overall concept.

However, bottom-up processing is not thought to be a very efficient way to approach a text, it is acknowledged that some readers need additional help with bottom-up processing before comprehension is possible. Reading is not involving students scanning every word, focusing on word forms rather than meaning.

The general agreement among reading specialists is that a reader ought to be an active participant who personally contributes in texts comprehension. The key element is the importance of the reader's prior knowledge. Many researchers describe the bottom-up model as limited; it lacks the reader's activity and predictions about the content as well as the style used.

In this regard, the idea of reading comprehension demands a combination of the two approaches when we are processing a text, we may tend to switch from one to another when needed.

It is vital to train learners to use prediction techniques to anticipate the content and language of a text as it is also important for them to widen their vocabulary. There is no doubt that bottom-up skills remain important because they work on aspects of the text that are useful even when the learner's vocabulary level is high; there are times when learners complain of not decoding a passage in spite of the bunch of vocabulary they master. Consequently, learners may use a combination of bottom-up and top-down processing to understand a text, for example compensating for a lack of vocabulary by employing top-down cues about context.

2.7.2.3 Schema Theory

A schema is a generalized description for understanding how knowledge is represented and how it is used. It is concerned with the importance of prior knowledge and its contribution to learning something new.Students develop schemata (units of knowledge) about various contexts and different situations in life. E.g. receiving guests, events, going to a football match, doing shopping, and also about objects e.g. a house, a car, etc. Since schematic knowledge is culture specific it is, therefore, easy to specify that it may play a major role in the right interpretation of a text. The term was precisely defined by Cook (1989: 69) as: ***"Mental representation of typical situation… used in discourse processing to predict the contents of the particular situation which the discourse describes".***

Schema theory describes the process by which readers combine their own background knowledge with the information in a text to understand it. All readers carry different background information and these are also often culture-specific. Carrell and Eisterhold (1983:80) point out, ***"one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader's cultural background".***There is no doubt readers' cultures can affect their comprehension of the texts because of the content and schemata they hold, some cultural concepts may be absent in the cultural background of non-native readers, and so create misinterpretations. The concept of the "owl" represents different things in different cultures though some beliefs have changed through to a certain extent through time; the bird symbolizes "wisdom" and "learning" in Europe, the owl motif can be seen on buildings dedicated to education and literacy. In Japan it is associated to "luck" and "protection from suffering"; thus, a variety of wooden owl figures and toys as well as little plastic owl cell phone covers is found in the Japanese market. While in the Algerian

culture to hear an owl crying means "very bad events or death", the owl is also associated with "ugliness".

Apparently, reading problems may arise due to schema deficiencies which are culture-specific, in such cases; an opportunity to build new culture-specific schemata will be available to the EFL/ESL students. It would seem more suitable to prepare students by introducing appropriate pre-reading activities helping them build background knowledge on the topic in question prior to reading.

Moreover, schemata do not only affect the way information is interpreted, but also continue to change as new information is received. For example, a very young child's schema for dog might contain only her or his understanding of the family pet, something white, furry, and fun to play with. As the child gains more experiences with a variety of dogs in a variety of settings, the dog schema will expand. It may connect to other schema such as types of dogs; colors of fur; foods dogs eat; places where dogs stay; dangerous dogs; veterinarians who provide healthcare to pets; etc. Conceding that, the reader with a wealth of accurate information interprets meaning easily and adequately; his comprehension may be distorted. In other words, the degree of "fit" between new information and prior knowledge determines the ease, difficulty, or lack of comprehension. So the richer the existing knowledge structure, the better the comprehension of the context. Learning, then, is the accumulation of rich knowledge structures. Schemata are a system of classifying and making sense of the world people are living in, the surrounding environment. When new information is assimilated, schemata grow richer and the learner could interpret, supply missing data, make inferences, etc. On the other hand, if the reader has wrong or no schemata in his prevailing view of the world, misconceptions may override information presented in the text.

Cognitive scientists claim good readers constantly connect their background knowledge to the new knowledge they encounter in a text. In fact, they activate a schema as soon they begin to read. The initial knowledge directly affects how readers understand and react to a text. Despite the popularity of the schema theory, there may be limits to their use in English language teaching and they may not always function as intended. There are times when giving contexts do not improve bring back stored knowledge even for advanced foreign language readers suggesting that their schemata were not activated. In such cases, they may apply meaning to a text by using syntactic, semantic or discourse cues.

In the schema-theoretical view, reading requires both down and bottom-up strategies operating interactively. The interaction occurs at three levels: interaction between bottom-up and top-down processing, that between lower-level and high-level skills, and between reader's background knowledge and the knowledge presupposed in the text. Bottom-up processing is activated by particular information from the text. Top-down processing starts with general predictions based on personal schemata to make sense of new contents in the given contexts to confirm these predictions. Bottom-up processing and top-down processing always occur simultaneously and interactively in reading.

2.7.2.4 The Interactive Reading Model

The interactive reading model postulates that reading combines both types of processes: the top-down, or reader based, approach and the bottom-up, or text based, approach. Both modes of information processing, top-down and bottom-up alike are seen as strategies that are flexibly used in the accomplishment of the reading tasks (Carrell and Eisterhold, 1983; Carrell, 1988; Clarke, 1979; Eskey, 1988; Grabe, 1988).This theory states that both these approaches interact to give the reader a hypothesis or prediction about the text. Reading is at once a perceptual and a cognitive process. In fact, a skilled reader must be able to make use of syntactic, semantic, and pragmatic information to accomplish the task, in other

words, he uses both knowledge of word structure and background knowledge to interpret the texts he read. Wray & Medwell pointed at the model saying*:*

> *The reader is transformed as new knowledge and insights are assimilated: the text is transformed as the reader constructs in the course of reading a parallel text, related to but not identical to the published text. It is this parallel text which is comprehended and to which the reader responds.* (1994: p.59)

Both types of processing compensate for deficiencies with each other. In practice it means using various techniques while processing a text which help learners to better understand a written passage; it is the interaction among the reader, the text and the context. A full comprehension may be achieved if all these parts are interwoven. (Anderson, 1999:1) defines the language skill *as "**an active, fluent process which involves the reader and the reading materials in building meaning. Meaning does not reside in the printed page, nor is it only in the reader**".*Actually, a reader should take an active part in the process by interacting with a text and also reacting and responding to it in various ways. Hence, it seems to be reasonable that a text interpretation may be varied depending on readers' processing abilities and personal background knowledge.

The benefit of this model is that students are not required to fit into a set mold or have identical skill sets to decode and interpret text. They are encouraged to use their own capacities to gain understanding and new information. When used in the classroom setting, students should be encouraged to share their knowledge with classmates or peers. This model allows the reader to bring his background knowledge to reading and to interact with others to construct meaning and memory from the text since knowledge or learning is built from experience stored in memory as opposed to knowledge being absolute meaning conveyed by a text. Learners have different personal knowledge gained through a lifetime of experiences. The interactive model emphasizes both the printed content and what a reader brings as skills to interact with the text. It has been proved through reading practice

that the overreliance on either mode processing and neglecting the other mode causes reading difficulties for foreign language learners. The interactive models of reading assume that skills at all levels are interactively available to process and interpret the text.

Reading achievement in foreign language is significantly related to how well the reader variables like: interest level in the text, purpose for reading the text, knowledge of the topic, foreign language abilities, awareness of the reading process, and level of willingness to take risks interact with the text variables. A reader should keep these perspectives in mind; they come into play in understanding various facets of second language reading.

2.8 Types of Reading

Teaching reading for foreign language students involves how to balance intensive and extensive reading methodologies. Two approaches have been used in developing reading skills, known as intensive and extensive reading. It is believed that these two approaches can be beneficial, in one way or another, for improving students' reading comprehension ability. For many years, reading courses in Algeria have favoured an intensive reading approach. Students in a reading course typically read passages in their textbooks, and the teachers attend to issues of grammar, vocabulary, text organization and meaning that arise from the readings.

However, reading is not retricted to educational institutions; it is part of our daily life. People read for information and survival as they read for study and pleasure, they also read to consolidate and extend their knowledge of the language.

Clearly, reading is the most important activity in any language class, not only as a source of information and a pleasurable activity, but as a means of consolidating and extending one's knowledge of the language and its related aspects such as culture, civilization, and history. Furthermore, it is widely agreed that reading is a skill which must be learnt because of its importance as a communicative and as a learning tool. For this purpose,

learners generally go through two main types in their reading: intensive reading and extensive reading.

2.8.1 Intensive Reading

Intensive Reading refers to the kind of the reading task done in class under the teacher's supervision. The role of the teacher is prominent, since the latter guides the students to do the exercises related to reading comprehension including what to read, when to read, what vocabulary and grammar points are to be discussed. This means the reading is slow and that there are few opportunities for the learner to learn to read smoothly because he has to stop every few seconds to work on an activity. For example, the learner may be answering comprehension questions, learning new vocabulary, studying the grammar and expressions in the text, translating the passage, or other tasks that involve the student in looking intensively inside the text.

 In intensive reading the student is more concentrated, less relaxed, he is devoted to achieving a study goal rather than to pleasure and entertainment. Intensive reading aim is to arrive at a profound understanding of a text to develop specific receptive skills and strategies. Thus, ***"the intensive reading lesson is intended primarily to train students in reading strategies."***Nuttall, (1982: 23).

IR is the most common method of teaching reading. This method is not only a way of teaching vocabulary and grammar but also engages students to be trained in developing reading skills. It is a method based on a variety of techniques like skimming to understand the essence of a given topic, scanning to find out specific words or details and reading intensively to get specific details or information; during this step the reading is slow and given a lot of concentration ***"Intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the***

text". Nation (2009: p 47). Reading has different purposes in academic work; various strategies are used to solve different tasks.

2.8.1.1 Skimming

Skimming is commonly used in classrooms; it is the kind of reading which indicates the different points to gain an overview of the content. It is used to quickly gather the most important information without looking up every word in a dictionary. A skimming strategy is about spending time on introduction and topic sentences, headings, titles and subtitles before reinforcing understanding and deep comprehension.

People often skim when they have a lot of material to read in a limited amount of time. Students use skimming for instance when they want to see if an article may be of interest in their research or when they are reading academic texts to collect information because they need to write an essay about the topic. Reading several sources take too much time, so skimming saves hours of laborious work.

Good skimmers do not skim everything at the same rate or give equal attention to all the information of a text. Though skimming is always faster than normal reading, the reader should know when he slows down especially when he finds unfamiliar key words which prevent him from understanding the material in question.

If skimming implies glancing through a passage superficially looking for particular information, then the other strategy deals with buried facts within passages and which need a more careful type of reading. Instead of faltering out information, a reader may actively look for details that match his tasks and drills and for that he needs to scan through the text.

2.8.1.2 Scanning

It is a technique which is used when the reader knows what information he needs before starting reading. He scans the text to find the particular facts and information or specific

vocabulary words which serve as answers to specific questions. In fact, this strategy involves rapid reading but focused reading of text, in order to locate information, for example looking for particular details such as dates, names, or types of words, etc. Scanning is efficient to uncover relevant material especially when the subject matter is familiar to the reader or the work is short. On the other hand, when the task is long and the topic is still unknown, he may need to skim the passage first to get a better idea so he can conduct his scan. This technique is effectively helpful to do tasks as the following:

- Locate information quickly.

- Know the key words you are looking for.

- Extract the information which the tasks demand.

- determine whether a new resource will answer your questions or not.

Skimming and scanning Reading techniques are particularly useful when the student works with long texts, as when he prepares reports or presentations. The reading technique he chooses depends on the type of information he is looking for.

    Researchers agree that the intensive reading approach helps learners perform well in conventional reading tests and exams; still it may not help them become fluent and independent readers. Criticisms pointed at the tendency of this strategy which gives too much attention to the sentence level, overdoing mechanical exercises and spoon-feeding. Intensive reading is not reading, it is rather deciphering and analyzing. The student develops the habit of depending on the teacher and the dictionary instead of learning from reading in an adequate, active and enquiring manner.

2.8.1.3 Reading for Detail

  Careful reading or reading for detail is probably the most commonly used reading strategy. This is a slower reading process that starts at the beginning of a passage and proceeds to the end. When reading for detail, students should read every sentence, but they

should not try to know the exact meaning of each word. Students should know that even when reading for information, they do not need to know every word in the text but should try and guess its meaning from the context, a valuable skill that saves time and effort. If students put too much pressure on themselves when it comes to new vocabulary, the dictionary may become more of a burden than an advantageous tool. While reading for detail, students should aim to understand about eighty percent of the information they read. If they need an answer to a particular question that they may have missed, they can always go back and scan for it.

With the help of skimming and scanning, students are armed with strategies they need to be successful learners. They rely on these skills in exams to perform different tasks such as analyzing textual details, comparing texts, answering questions, looking for specific facts and so on. In fact, having reading proficiency offers the ability to deal with instructions; they actually know which strategy to select depending on the kind of the activity.

The main aim of intensive reading is meant to address important skills as scanning, skimming, identifying the main idea, identifying the details and locating key words. Although these skills need to be consolidated through additional readings, students are neglecting doing extra reading outside the curriculum. Moreover, teachers of English as a foreign language always complain about the low level of students in reading achievement. Therefore, research on extensive reading has shown a range of benefits which lead the language learner gain good reading habits; thus a writing ability.

2.9 Extensive Reading

The concept of reading is no longer considered a skill related to school and educational institutions. It is rather linked to the concept of lifelong learning which demands a continuous process of getting knowledge, skills and strategies that someone builds throughout life from various sources. To put it in another way, reading is a complex

process which goes beyond decoding figures and understanding the meaning of words and messages of a text at school. Reading in this study context is the benefits, experience, joy, excitement a learner can get from being absorbed by reading far from the classroom environment.

Day and Bamford (1998) define extensive reading in a second language (L2) as *"an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence"(*p. viii).

Carell and Carson (1997:49-50) provide an overview of extensive reading saying: *"generally involves rapid reading of large quantities of material or longer readings 'e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language".*

   Over recent years, teachers and stakeholders have given much importance to developing the reading skill to motivate students to learn a second language in an effective and enjoyable way. Extensive reading (ER) has proved its success as an approach in language education. It contributes to provide the learner with positive attitude and motivation, builds up his vocabulary knowledge and develops his literacy skills. In addition to gains in reading fluency (e.g., Bell, 2001 and Kusanagi, 2004), extensive reading programs can lead to the development of good reading habits (e.g., Nash and Yuan, 1992), listening proficiency (e.g.,Elley and Mangubhai, 1981), writing ability (e.g., Krashen, 1989), and larger and more highly automated vocabularies (e.g., Nation, 1997). As a result, students become more interested in reading foreign language texts and gain confidence as readers (Day and Bamford, 1998 and Mason and Krashen, 1997).

   ER fosters language teaching and learning, learners read for pleasure and for overall comprehension of the material that has proved to bring considerable benefits into the

English language classroom. It motivates the learner to read a large number of texts on a wide range of topics since it is the student himself who selects his materials according to his level and interest. Students who read extensively become more confident, their writing abilities improve and so they become better writers. Moreover, their motivation to study the target language increases. *"Good things happen to students who read a great deal in the new language"* Bamford & Day, (2002: p.1).

Obviously, a good reader possesses the art of language; nothing inspires a writer like discovering language texts. Reading not only offers the person the language to express himself but influences his way of thinking and his critical mind.

2.9.1 The Basic Principles of Extensive Reading

The principles deal with the nature of extensive reading and the conditions and stages vital for its success. The aim is to become a good reader able to understand texts without making much effort. Taking pleasure in reading demands comfort and ease especially in foreign language learning when students sometimes develop a negative attitude towards reading due to the difficulties they encounter in understanding a text. To achieve good results through putting ER into action, a set of principles should be introduced to students as guidelines and opportunities to be successful readers.

2.9.1.1 Ease

Reading for leisure requires a large selection of books for students to choose according to their level. The selected documents should have been written specifically for EFL/ESL students or which have been adapted from authentic texts. Those so called "Graded Readers" written for language learners to foster their reading speed and fluency and give them the opportunity to discover the pleasure of reading. The materials are graded through control of vocabulary, grammar and use of images.

Setting up a class library is a good way to provide material for students who select what to read based on their interests. Thus, it is easy for a student to exchange for another one more suitable if he finds the material too difficult or does not enjoy it. Students' choice is of great importance as it facilitates understanding the texts and enjoyment; not coming across many unknown words make them read independently without the help of the dictionary. Students not only read texts that match their language level, but also choose and place to read to gradually develop a reading ability.

2.9.1.2 Choice

A great variety of materials on a wide range of issues should be available. The main goal is engaging students in an enjoyable world in which the learner feels the desire to read. This could be achieved if learners are offered varied documents such as books, magazines, newspapers, fiction, non-fiction, texts that inform, others which entertain since people's tastes vary from one person to another. Besides, people read for different reasons such as getting information, having general understanding, having pleasure, being fluent in reading, etc. In fact, the principle of choice encourages students not to lose interest and concentration in reading to make ER an aspect of foreign language acquisition a lifelong learning process.

2.9.1.3 Learners Read as Much as Possible

The major aim of extensive reading is to get learners doing large quantities of enjoyable reading outside of class time because it is time consuming to devote entire courses to reading. The number of materials to be read depends on the reader himself, his ability and willingness; however, Research by Nation and Wang (1999) on the Oxford Bookworms Series, suggested that learners should be reading one graded reader a week in order to get enough repetitions of the new words in order to be sure that vocabulary learning occurs; this means that learners should be reading one book a week. Nation and Wang pointed at

the length of the book to be read which is generally around 5000 words long. The amount of time devoted to reading should achieve the benefits of extensive reading and acquire the habit of reading.

2.9.1.4 Reading is its Own Reward

ER is the best way to develop the student's reading experience; it is an activity which continuously practised every day to be accustomed to real-world reading. This is mainly why no activities linked to reading are required; it is rather not to rob learners of the integrity to ladder up as their reading skills improve. They are unconsciously learning through practising the skill though the focus is on the reader's own experience. Therefore, there is amelioration in comprehension, so speed and fluency are more achieved.

2.9.1.5 Reading speed is rather Fast

Research indicates that if the students know about 90% of the words on a page, then they can read it quickly and with high levels of comprehension. Reading becomes frustrating if a great number of words need to be checked. The use of dictionaries is discouraging because it interrupts the process of reading, instead students can ignore or guess the unknown items from the context.

> *Remind students of what they do when they meet an unfamiliar word when reading in their own language. Most times, they are satisfied either to guess at or to ignore the word, and to look it up in a dictionary only as a rare last resort. Learning second language vocabulary is important, but it cannot be allowed to get in the way of learning to read. Students must realize that they are practicing reading, not learning vocabulary".*
>
> *Richards &Bamford (1998: P.122).*

Speed and pleasure are tightly related, Nuttall notes that "speed, enjoyment and comprehension are closely linked with one another" (1996: 128). She added describing: "The vicious circle of the weak reader: Reads slowly; does not enjoy reading; does not read

much; does not understand; Reads slowly…" ibid (p.127). Conversely, a good reader reads faster, reads more, understands better and so he enjoys reading.

2.9.1.6 Reading is Individual and Silent

Silent reading allows students to engage in is a personal interaction with the text. Being free to choose their own materials makes readers more responsible to decide when and where to read, they can also stop doing it at will and at the pace they are comfortable with. Silent reading is highly motivational; it is not followed by any of tasks as opposed to reading as an academic subject.

2.10 The Teacher is a Role Model for the Reader

The teachers who read widely are the best models for their students. Teachers who are constantly reading are developing and better informed. Knowledge obtained has a positive effect on their professional field; it is tightly associated to personal progress. The idea is being a very good sample for his students through the continuous improvement; teachers show language competence in class, and so students look at them as interesting people and wish to do the same.

Being skillful, teachers could first reassure learners that extensive reading is first a matter of personal pleasure to encourage them to enjoy the activity. Besides, the student's choice of his own material is a stimulus to keep on reading. Learners are offered a great variety of books and other reading materials to satisfy the readers' tastes though some of them may need assistance in selecting appropriate books. Guidance implies the support to share experience which leads the learners to achieve the final objective that is getting used to extensive reading. Teachers' attitude influences learners feeding their motivation and self-confidence.

2.11 The Benefits of Extensive Reading

Reading extensively does not only mean reading for pleasure but also for academic development; that is using the language features such as grammatical construction or lexical items fluently and accurately in communicative situations. The idea is that FL learners need to be exposed to the foreign language so that they become proficient. A huge amount of documents are required to facilitate the acquisition of vocabulary in a variety of contexts and the syntactic structures which increase the learner's competence in both writing and speaking abilities.

2.11.1 Better Readers

There is no doubt that students become better readers through reading which offers them more chance to read longer texts allowing them to improve their reading speed and fluency. Thus, they create a more positive attitude towards the reading skill and become independent and more effective language users as they understand the language faster and better. It is necessary for learners to master reading since it is the means of communicating and receiving information and knowledge, the sources of information are usually printed materials like books, magazines, newspapers, social media and so on, Greenall and Swan (1986:46) pointed at the importance of reading claiming: *"Effective reading means being able to read accurately, and to understand as much of the passage as you need in order to achieve your purpose"*. Obviously, understanding written materials is being able to using the knowledge and ideas gained through an interaction between the reader and the writer. Reading regularly provides people the capacity to recognize words rapidly and efficiently, it also encourages them to develop strategic processes like interpreting meanings, evaluating texts or processing sentences to build comprehension. Therefore, the more someone reads the better his reading skills and reading comprehension are enhanced.

2.11.2 Promote Language Skills

ER builds the learner's awareness to enlarge vocabulary, deepen grammar knowledge, and practise comprehension skills. It is undoubtedly a reinforcement of language and structures presented before in the classroom, it is only through concentration during silent reading that readers enrich vocabulary and develop background knowledge. They meet the language in its natural context and experience how it works in extended discourse, coming across the same word in different contexts builds up a deeper knowledge for that item depending on the meaning, the frequent exposure to various texts increases the amount of vocabulary and develops familiarity and automaticity. Not only vocabulary is enhanced but syntactic and grammar structures as well, thousands of patterns are introduced as they appear in different usages which give the opportunity to learners to see how these structures are really used.

2.11.3 Students Become More Motivated to Read

It is extremely motivating for students to have their own choice about what they like and what they do not as reading materials without the pressure of testing marks; their feedback is tightly linked to whether they enjoyed what they read. They select books at the right level, the interest lies in that feeling of pleasure they have while reading, and this develops confidence and enjoyment to be more eager to read. Capturing students' interest is the key to involve them in reading outside the formal class setting. Naturally, when reading is done in a stress-free atmosphere, an unconscious process of language acquisition occurs, the desire to learn individually according to personal interests becomes a long-life habit; therefore knowledge is gained anywhere and anytime the reader is ready and motivated to explore a text.

2.11.4 Students Become Autonomous Learners

Autonomy is defined as "the ability of the individual to take control of one's own learning" (Holec, 1981). Autonomy emphasizes the role of the learner who should take responsibility of his own learning. It is not surprising that extensive reading is the continuous process through which students can not only be effective in the target language but also successful in their higher education and future career. Carrell and Eisterhold (1989) argue that there is a significant relationship between autonomous learning and reading skills, and that knowledge gained in this way readily transfers for real use in real life. Being exposed to reading enhances people's confidence, reduces their anxiety of making mistakes and makes them independent knowledge seekers. Autonomous readers make self-evaluation, they develop good reading and listening habits, they experience a world of self-reliance in the absence of the teacher, and they can interpret what they read according to their own capacities; hence building up their critical thinking. The idea is that learners' task is to take control over their own learning to be successful without a teacher's assistance. Nunan's learner's centered approach (1988) is an example of independent learning; still there are more recent approaches such as task-based language teaching which include elements that can support autonomous learning skills.

2.11.5 Students Improve Writing

In his book (1982), Krashen argues that extensive reading will lead to language acquisition, through exposure to the target language, interesting material, and a relaxed tension-free learning environment. Learners decipher new words through context; this vocabulary knowledge facilitates the writing performance, they also develop the usage of structure in the foreign language. Similarly, Williams (1984, p.13) suggests some reasons why language learners should read in a foreign language:
- Learners can have further practice in the language that they have learnt.

- Learners can practice language in order to reuse it in other skills such as writing and speaking.

- Learners can learn how to get benefit from the texts to extract the information they need. Language acquisition without reading is difficult. Through reading, students develop both fluency and accuracy of expression in their writing, *"Where there is little reading there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment"*. (Bright and McGregor, (1970:p.52).

2.12 Digital Reading

Today, a growth in audiovisual media and digital text has changed written discourse. Traditional newspapers and printed books are in decline, and so are certain forms of reading. Reading requires books, without them literacy remains out of reach; this barrier is declined thanks to the spread of inexpensive mobile technology, electronic devices seem to offer viable alternatives to many traditional printed formats. Basic mobile phones provide a new, affordable and portable reading material. With today's technology, people can read everywhere, on the bus, on the train, while standing in line or waiting for a friend or the time to attend a meeting, etc. Mobile reading provides opportunities to people who are deprived of books in regions where documents are either costly or scarce. With the use of the web and the digital bombardments, people satisfy their information needs, they are increasingly using computers, laptops, tablets and mobile phones to read constantly and to make of it a daily habit. In fact, reading is surprisingly shifting from print to mobile platforms. Zhiguo *claimed "With the rapid development of Internet and mobile telecommunication technology, digital reading took an explosive growth. The rate of mobile reading significantly increased"* (2011: p320). It has, therefore, become

increasingly common for students to choose electronic versions of texts over printed versions for reasons of cost and convenience.

According to researchers from the U.S, Slovakia, Japan and Germany in 2010 and 2013, students use e-books because they are available and cheaper than traditional paper books versions and rather than easier or lighter to carry. Whatever the reasons may be, reading digitally seems to have a great impact on how learners get access to information and knowledge.

2.12.1 The Benefits of Reading Onscreen

Anyone who has access to e-books has a library in his pocket. From the comfort of his own house or office, being on vacation or at workplace, it has become very simple to purchase or download books and other reading documents through the internet; all he has to do is click on the link and the e-book is automatically downloaded to his computer, to a folder of his own choice. Furthermore, hundreds of downloaded materials are stored and carried from one place to another without worrying about their weight. The reader does not have to be connected to the internet after downloading his e-books; he can read them anywhere being off line.

Another advantage the physical book is unable to provide is the possibility to resize the fonts when the material appears in small size, making reading easier and more legible, even a relatively standard PDF of a book can be resized, reshaped, and made to scroll in a different way.

Electronic device provide an abundance of options and switching possibilities providing colours, pictures, sound and videos. In front of the screen, one is compelled by an urge to click than comes back and continues reading. Some researchers, suggest that with the frequency of digital texts readers have the opportunity to spend more time reading screen-based materials; the fact that motivate them to read extensively. Students are exposed to

electronic texts thanks to the mobile devices which have become common and available even when the reader in a remote corner. Likewise, many people who never used to read formerly are digitally experiencing it today, reading a book seemed difficult, with a thick physical format and tiny printed words, the material was not an attraction. However, the appearance of a text on Smart phones, tablets or any other device reduces the negative effect; the spacing seems generous, and the brightness is adjusted to fit the eye condition as Ziming Liu (2008) suggested: *"**In an increasingly digital environment, readers are likely to gradually develop the screen based reading behavior, and to increasingly use a variety of strategies (e.g., browsing and keyboard spotting) to cope with the information-abundant environment"* (p. 65).

Clearly, there are tremendous advantages to using digital media, readers benefit from its positive features as they are flooded with limitless online materials, their reading habits tend to be more digitalized in accordance with the advances in technology. A large number of learners are using technological devices and so they have become mobile readers.

2.12.2 Digital Reading Drawbacks

   Although readers benefit from the electronic books and the different online sites which flood them with a variety of information and knowledge, these electronic devices are also subject to some failures, in some instances features which are considered benefits can also be drawbacks. Digital texts and technologies have become more prevalent, students have gained new mobile ways of reading, but are they reading attentively and thoroughly?

   Since 1980s, researchers from different fields such as psychology and computer engineering have investigated to what extent people read accurately and comprehensively on screens. Most studies found out that most of people fail to be engaged readers. They cannot escape the constant distractions like receiving calls, checking out friends' facebook, checking emails and messages, access a game or listening to music. In fact it has become

hard to ignore interruptions which subtly inhibit reading comprehension. E-readers lose to concentrate on the page, they usually check and answer the messages and then return to continue reading; soon afterwards, they need a break and so spend some time on chatting on facebook. This scenario is affecting reading very badlybecause of these frequent shifts in the reading habit which cause the deterioration of the attention span; thus, the inability to focus on comprehension which means having difficulties to understand what one reads or completely fails to finish what he is reading.

> *Embedded in 'digital reading' is a form of hyper-attention because the reader is distracted from the principal task at hand. The model of comprehension of the text is interrupted by the technology itself, there is a distraction built into the very interface of the digital technology being used*.
>
> *Fowley, English, et L (2013.p101).*

By the 21st century, neuroscientists discovered that people suffer from a deficit of the kind of attention required to read a book; and that is usually blamed on the digital media. E-readers are slowly losing the talent for long-term immersion. Cognitive neuroscience has shown that reading involves a series of processes that sequentially activate different parts of the brain and involve not only visual, but also cognitive, affective and linguistic processes. Distraction, multitasking, cognitive overload make reading superficial. A study by Zeming Liu (2005) described screen-based reading behaviour as characterized by more time spent on browsing and scanning, keyword spotting, nonlinear reading and reading more selectively. Clearly, cognitive psychology claims that the way people learn is critically important to memory and recall; learning theory has shown they remember material they both read and hear aloud better than they only hear or read. Other researchers have found that students reading digital texts remember what they have read far better when they make handwritten notes of their reading, compared to those who annotate those texts on screen using software (Coiro, Knoebel and Lankshear, 2015; Eden and Eshet-

Alkalai, 2012).Obviously, this culture of constant connection wastes time, attention, and energy on unimportant information and interactions, staying busy but producing little of value. People who regularly juggle several streams of content do not pay attention, memorize, or manage their tasks. The result is reduced productivity and engagement.

With the abundance of on line materials, devices used for reading are likely to become more plentiful and more affordable. The switch to e-reading is inevitable, young people find e-books options more convenient, few those who still prefer holding traditional books in hands. However, physical existence of document can never be completely replaced. Although technology is highly affecting people in all walks of life, there still needs to be room for a choice; paper books are still vital in everyday life even for young people of the 'internet age.' Many believe that books are more likely to encourage learning and the development of other skills than using screens. With the acceptance of digital media among a large number of users and the preference for print on page among others, differences reveal the characteristics of each of them, so how do digital and paper readings shape the learning process?

2.12.3 Screen versus Paper Reading

Reading on screen compared to on paper is a hot issue, the rapid advances and changing features in electronic devices have created challenges especially in the educational field. More importantly, through learners' experience research states variations and contradictions resulting from engaging in the two different learning strategies. Today's so-called digital natives still interact with both words in print as well as onscreen words as learning and literacy in the school system demand the switch from printed books to digital devices. Besides, how reading digitally differs from the printed one is not only relevant to young learners, but to everyone who reads, the one who constantly switches between sitting in front of a computer and handing a book or a magazine.

Some of the practical advantages of going digital – as already stated previously- are due to the convenience or the availability and the immediacy of digital communication which provide several reading facilities which are faster, cheaper, and more available than ever; yet people who read from the ink-and-paper books show other benefits technology could not afford. Reading print on paper is believed to be more informative, less distracting, and less harmful to the health. People use different strategies when reading on paper formats, Liu, (2005) noticed an increase in attention while engaged in print words, he found that, while engaged in screen-based reading, more time was spent *"on browsing and scanning, keyword spotting, one-time reading, non-linear reading, and reading more selectively, while less time is spent on in-depth reading, and concentrated reading"* Liu (2005: p. 700). Mobile readers are not absorbed in reading, they take time to learn, and memorize less. The human brain functions differently while reading from pages of a book rather than from electronic devices, actually scrolling or flipping to different pages online prevent concentration and deep reading; this is not the case with long-established linear reading in which one typically performs being absorbed by printed sources. As a matter of fact, many believe that the inevitable outcome of digitalization is the loss of the ability to reflect and think deeply, with some going so far as to say that the internet is making people stupid.

Furthermore, readers of digital texts often complain about discomfort and fatigue, brain stress develops rapidly and they eventually feel tired unable to make efforts to read for a longer periods of time; mainly visual fatigue and/or eyestrain. A 2005 study from Sweden found that reading digitally requires a higher cognitive workload than reading on paper. Furthermore, staring at screens at night can disrupt sleep patterns; onscreen readers not only complain of disturbed sleep but wake up more tired the next day.

Another important aspect is the tactile aspects of a print book or magazine, a printed text reader can feel the thickness of the book, easily see how far he has progressed and can

quickly flick the pages to see where the present chapter ends. He could also remember where he was in the book when something happened or remembers the layout of a particular page. All these features not only make texts in a paper book easily navigable, they also make it easier to form a coherent mental map of the text. Undoubtedly, people's attitudes differ according to the kind of media they use, whether they realize it or not they approach computers and tablets with a state of mind less conductive to learning than when they shift to paper.

Certainly, paper has been the learning source for almost two millennia and it has proved itself an effective and enduring method of transmitting information, yet electronic reading materials offer several features that are unavailable in paper and thus, improve the students' learning experience. Claiming that electronic reading inhibits comprehension remains unconvincing, namely recent studies from the 1990s onwards have claimed that reading attitudes are changing; more people show a preference for electronic reading, they have the ability to quickly search and scroll through pages, performing equally well on comprehension as those who do in print. The effects of using screens or paper formats are not significantly different in terms of concentration and information or knowledge acquisition. Comprehension has nothing to do with the fixity of the texts or their physical volume; it is rather being used to navigating within the electronic devices, in the same context and according to a programme for international student assessment, a group of American reading experts pointed at the issue saying:

> *Reading electronic texts requires many of the same skills and understanding as reading in print medium, but reading in each medium also requires unique skills and knowledge, particularly about the conventions that are part of the reading context…knowledge of some techniques of navigation and some navigation features of being literate in the electronic medium…Both reading of text, as it is conventionally understood, and the ability to navigate within the electronic medium are conceived of as integral to proficiency in electronic reading.   (1997: p60).*

Experienced readers know how to transform their required skills during print reading in the digital reading for instance they may change their reading rate according to the text complexity, they slow down when they encounter unfamiliar material, reread to understand from context or maybe look up key words in a dictionary, such as on paper reading searching is scanning, evaluating, guessing, and rereading. Apart from the "ICT" skills, screen readers have to foster their reading habits. Comprehension is not a skill that people are born with, it is acquired over many years of practice, readers learn how to pause and consider words and connect them with the world they are living in the same way they do with texts on paper or on screens, Baron argued :

> .*For over two decades, psychologists and reading specialists have been comparing how we read on screens versus in print. Studies have probed everything from proofreading skills and reading speed to comprehension and eye movement. Neatly, all recent investigations are reporting essentially no differences.* (2015: p.12).

Admittedly, e-books are only a transitional phase, with a transformation in form and applications rather in content. Print may suit some people and digital texts may be preferable to others, still they both follow the same process to understand the material such as inductive and deductive reasoning, critical analysis or reflection.

Whether it is digital reading or paper reading the aim is gaining support and recognition in foreign language reading pedagogy; it is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a desire for reading permanently. Sometimes called by alternative terms such as pleasure reading, silent reading, free voluntary reading or book flood, extensive reading is an approach largely prioritized in second language acquisition. The more text language learners read, the more input they obtain, Stephen Krashen (1982) in his reading hypothesis (1993) emphasizes the benefit of written input through reading. The researcher represents the theory through the

comprehensible input aspect, including vocabulary, grammar, spelling, and linguistic skills.

2.13 Krashen's Comprehensible Input: A Learning Procedure

In language teaching terms, extensive reading is considered by some writers as another reading sub skill along with skimming, scanning and intensive reading (Grellet, 1981; Calfoglou & Sifakis, 2004). While it is regarded as teaching/learning procedure by Day &Bamford (2005), Susser & Robb (1990), Krashen (1993), Nuttall (2000). According to Krashen (1993) free voluntary reading, or FVR, is a system for encouraging silent, self-selected reading of enjoyable books written at the students' independent level. The principal theoretical motivation behind the use of ER in second language learning comes from the idea that learners need large amounts of comprehensible input in their new language in order to make progress toward overall command of that language (Krashen, 1982). Comprehensible input is a critical concept for second-language development for students being able to comprehend what is being said or presented to them. Comprehensible input is language input that can be understood by listeners despite them not understanding all the words and structures in it. As a result, the readers acquire proficiency of the language as a whole. Language is mastered by being continually exposed to the written or spoken input which is comprehensible to the learner. Krashen pointed at language acquisition unconsciously because they improve without making great efforts as they do when in conscious learning process of developing a foreign language through language lessons and a focus on the grammatical features of that language. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously. For instance, in the classroom and based on what teachers know about the learners' levels, learning strategies

such as guessing words from context and inferring meaning can encourage students to acquire 'comprehensible input'.

Krashen believes that people acquire their first language and target languages almost in the same way. And so there are two ways of developing language ability by acquisition and by learning. The acquired system process is similar to the way a child undergoes when he acquires his first language, learning a foreign language also demands natural communication in which learners do not focus on the form of the utterances but in the communicative act.

Krashen 'input hypothesis' is an attempt to display how second language is acquired. The input is specifically related to acquisition not learning. As a matter of fact, receiving second language 'input' precedes' the linguistic competence stage. The student is first exposed to 'comprehensible input' which though he is not yet able to produce, he can comprehend. As a rule, new language is acquired when one appropriately understands what he receives in the 'input context'. Therefore, linguistic competence is developed through practice, meaning negotiation, rewording and monitoring (self-correcting). Monitoring defines the impact of acquisition on learning; the result of acquired competence is also subconscious. The learner is generally not consciously aware of the rules of the language acquired. Grammatical sentences "sound" right, and errors feel wrong, even if he does not consciously know what rule was violated.

According to Krashen, the 'monitor system' role is editing and correcting when the second language learner is in a situation where he has enough time, emphasizes form and knows the rule, these three conditions reflect conscious grammar. Namely, the Monitor hypothesis implies that formal rules, or conscious learning, play only a limited role in second language performance.

Krashen is an advocate of the whole language approach to the teaching of reading, supporting the effectiveness of free reading and general comprehension. Krashen research emphasizes reading and its impact on language acquisition, he firmly believes in the value of reading for pleasure

> *When children read for pleasure, when they get "hooked on books," they acquire, involuntarily 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, and become good (but not necessarily perfect) spellers.*

Krashen (1993:84).

An extensive reading program is a must in foreign language teaching/ learning process, that helps students improve vocabulary and understand the structure of the language, and give a feeling of satisfaction to be able to read a book in English. Incorporating a Reading for Pleasure program into the curriculum enhances world knowledge, improves comprehension skills, and promotes reading as a lifelong activity; the fact which makes learners monitor their own progress.

Extensive reading is associated with good readers (Nuttal 1982: 167-168); she stated the vicious circle of both a good reader and a weak one. The weak reader does not understand, does not read much and reads slowly therefore he does not enjoy reading. The good reader enjoys reading, understands better, and reads faster therefore he reads more.

In Teaching Reading Skills in Foreign Language, Christine Nuttal calls 'the vicious circle of reading' pointing at successful reading which makes successful readers, the more students read the better they get at it, and the better they are the more they read. Whereas, students fail when they lack interest in reading and consequently, they totally find it boring and stop doing it. Pleasure is the key factor which makes students read on their own, as Krashen mentioned it again at a research in his book, The Power of Reading saying*:*

"When [second language learners] read for pleasure, they can continue to improve in their second language without classes, without teachers, without study and even without people to converse with". Krashen (1993: p. 84).

Though Krashen acknowledged that extensive reading alone does not ensure language acquisition and that dictionaries and grammar books are needed to fill the gap, he continued to view reading is the essential skill to master a second language *""powerful means of developing reading comprehension ability, writing style, vocabulary, grammar and spelling", as well as a means of promoting cognitive development and lowering writing apprehension"* (2004: 37).

There is no doubt that extensive reading provides students with a wide range of benefits. Many researchers such as Paul Nation (1997), Rob Waring (2009), and others all maintain that reading helps to develop the readers' own sense of language. There seems evident, therefore, to involve an extensive reading programme, a key to a variety of language skills development. Language learners should be trained to practice individual learning plans.

2.14 The power of Reading

After decades of research and publication of his book "The power of Reading", Krashen concludes that reading is one of the most effective ways for language learners to acquire language skills in context. Free voluntary reading has always proved its power in improving the writing style and spelling, increasing vocabulary, and developing grammatical structures. Clearly, and according to common wisdom and experience, free reading works everywhere and with everyone. Great writers, who have explored writing deeply through history, argued that writing can never be achieved without reading. *"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that."* *Stephen King.* *"Read, read, read. Read everything—trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the*

master. Read! You'll absorb it." – William Faulkner. Reading as a source of productivity is not a recent idea, it was during the eighteenth century that the idiom of 'love of reading' emerged and gained influence. Reading was highly valued; it was celebrated as fundamental and thus, it became a medium for gaining knowledge, intellectual and aesthetic pleasure, and self- improvement. Again and during the nineteenth century people believed in self-education and devoted energy and embraced the practice of reading.

Generations today do not regard reading as valuable in itself but a skill they need in learning. It is only when reading is seen as important in its own right that it becomes a source of pleasure for people. The impact of extensive reading on people's lives has always promoted success. Likewise, since his book "The Power of Reading" original edition 1993, Dr Krashen has has been exploring new research on the issue, showing that free voluntary reading is the key to linguistic improvement.

Krashen also pointed at those who do not develop the pleasure of the reading habit, they will certainly find difficulties in reading and writing at a level high enough to deal with the demands of today's world. Krashen advocates free voluntary surfing as well; he encourages second language learners to surf the net in the target language according to their own interests. In his paper (available at the International Journal of Foreign Language Teaching, 2007, ijflt.com) he presents the research behind this idea, showing the popularity of surfing, indicating that those who surf more also read more, and even read better, but also showing that few people surf in their second language. Surfing should work for the same reason free voluntary reading does. Naturally, there are other input sources as well, like movies, books and television.

2.15 Conclusion

In the present chapter, teachers have introduced extensive reading in order to foster students' interests; learners are involved in selecting their own reading materials which are

appropriate to their level. The main aim is to enjoy reading extensively and to raise the learners' awareness about the reading/ writing relationship. Technologies in the twentieth century made it possible for learners to resolve problems caused by time and space constraints. The rapid spread of mobile computing technology facilitated the access of e-books and limitless documents available whenever and wherever students are willing to read.

Moreover, although reading and writing are different skills, research has shown that they overlap in terms of their processes and their sources of knowledge. They are, in fact, sharing a number of common characteristics which make educators fully convinced to teach them in combination rather than separately.

   In a digital era and after several years of rapid growth in technology, students use online reading platforms to read; whatever reading medium onscreen or in print, the objective is the same. Technology makes reading materials available and cheaper, regardless of some of the drawbacks compared to reading in print.

Similarly, the increasing use of digital devices to perform university assignments and research demand the involvement of digital writing. Whether or not using keyboard and screen is disadvantageous at times or keeping on utitlizing pen and paper at school at other times, digital writing matters making the learning process more accessible with a click on a button. Typing expands the student's experience to write not only for academic purposes but gives him a chance to communicate with different audiences using different voices and registers.

To find out whether students are aware of the importance of reading, and to empirically test a reading approach to improve the learners' writing skill, the following practical chapter investigates deeply that reading could be a way of teaching writing.

Chapter three
Field work and Data Analysis

3.1 Introduction

Throughout the previous chapters, theoretical background knowledge about reading and writing has been presented. However, this practical chapter is an attempt to test the research hypotheses through data analysis. The information collected is reported quantitatively as well as qualitatively through a questionnaire completed by first year university students and another one for teachers at Ahmed Zabana Relizane University. The semi-structured questionnaires, including both close ended and open ended questions, offers a deep investigation about the tight relation between reading and writing. Furthermore, the current part deals with the observations revealed by the intervention study in the classroom. It tackles the findings of the study taking into consideration the research questions; thus, the analysis and interpretation of the results through different tools increase the validity and reliability of the intended investigation. The chapter provides an empirical evidence of the effectiveness of the method which results to the combination of reading and writing to accomplish specific goals. The overall aim of this research is to contribute to integrating adequate methods for improving academic writing, as it is clearly stated that reading is a part of the writing process.

The research is concerned with Algerian First Year University Students at the University Centre of Relizane. The study investigates an EFL hot issue dealing with the difficulties students encounter while writing. The reasons of these obstacles are revealed by the students themselves as they responded to the questionnaire. The main goal was to prove the evidence that extensive reading is the outstanding strategy to promote writing. To investigate the reading behaviour of English learners, that is the reading frequency and attitudes related to extensive reading, the focus is both on print and digital reading since online reading has become a basic source to meet academic goals. Multiple questions are carefully chosen to find out whether the respondents are aware of the tight relationship

between reading and writing. The survey is an opportunity to students to express their opinions which are of significant importance to the research; they actually provide helpful hints for adopting the adequate strategy to foster their reading habit, improve their reading ability and thus, their writing competence.

3.2. Research Design and Methodology

The study investigates the beliefs and attitudes towards the relationship between extensive reading and language proficiency to foster the writing skill.

The section involves the gathering, the analysis and the interpretation of data which have been elicited from respondents. Students and teachers completed two different questionnaires which fundamentally address the issue.

It is noteworthy to indicate that a triangulation of the research techniques has been used throughout the different stages of the study. The presentation of two questionnaires and the intervention study together consider a variety of qualitative and quantitative strategies of data. The observation and examination of the responses obtained are clearly stated statically and debated accordingly.

3.2.1 Participants

This study addressed sixty (60) first- year university students at Ahmed Zabana University. Their age vary between eighteen (18) and twenty one (21) years old. Fifty eight (58) from them had their baccalaureate in a literary stream and only two (2) were in the scientific stream. Nineteen (19) of them were boys and forty one (41) girls. The participants in question have studied English for seven years as they started learning it in the middle school, the secondary school and finally registered as first year students in the English stream at university. Their background of learning English is the same as they all of them finished their secondary education in seven years learning English as a foreign language.

The subjects under investigation come from the same linguistic background; they represent the same language and culture. Accordingly, they encountered the same difficulties related to English learning. They generally lack skills to be proficient in the English language due to their limited knowledge of the target and their communication barriers.

3.2.2 The Quantitative Questionnaire

The survey consists of four parts. Part one probes the students' general background related to age, gender and field of study. The second rubric has to do with perspectives attributed to students' attitudes toward extensive reading; the questions include reading beyond the classroom, how frequently students read, how motivating reading is and what obstacles they encounter while reading. The third section contains items reflecting the preference of mobile reading to print books since devices have evolved and so students. In this part, participants were also asked to mention the electronic tool they use most and whether they devote much time reading online. Some questions sought the benefits of reading on digital screens; the aim is to identify the students' personal motivation to read extensively. The last section of the questionnaire is devoted to reading and writing relationship. The respondents were asked to answer eight various questions, all dealing with the positive impact reading has on writing; the students responses on each item intended to show the shortcomings of writing due to the lack of reading such as grammar mistakes, organization of ideas, spelling, lack of knowledge, etc., they also aimed to check the students' awareness of the value of reading in English. The two last sections contain open questions so that students describe any other difficulties or sometimes suggested ideas which can make it possible for learners to engage in extensive reading.

3.2.3 Data Collection Procedures

The questionnaire was addressed to first year students belonging to two groups during the written expression tutorials; it was conducted by the field worker, myself, and it obviously took place during regular courses. Students were requested to state their true and honest responses. Moreover, clarifications were given whenever anyone needed explanation to ensure all participants fully understood the survey.

Prior to distributing the questionnaire, the students were informed that their answers would be studied and treated with complete confidentiality; this enabled them to express their views freely. All the students filled out the survey and because the task was done during the written expression courses, finally the papers were collected.

The questionnaire was designed to be reliable in terms of using the applicants' responses as a foundation to support the study objectives. The purpose of the analysis is to investigate the influence of extensive reading on the students' writing performance. Therefore, selected questions related to the research issue aim to find out the contribution of reading towards enhancing the English learner's writing proficiency.

The data were analyzed by looking into the frequency of responses on each item, and the results were presented in percentages then displayed either throughbar -graphs or pie-charts in case the data needed to be categorized according to qualitative information, rather than comparing changes or differences in data among groups.

3.2.4 Results:

The participants' age vary between 18 and 21; they all share the same linguistic background knowledge they gained from the journey they had with the English language, so they are supposed to acquire a sense of self-reliance to do their own readings without the teacher's interference.

The first part of the survey aim was to describe the students' reactions and attitudes toward reading extensively in the English language.

As for the question dealing with whether or not participants read at home, 47 claimed they sometimes like reading, only 4 often have the tendency to, 8 responded that they rarely found it interesting to read and one never liked reading extensively.

Do you like reading at home?	N	%
Often	4	6.67%
Sometimes	47	78.33%
Rarely	8	13.33%
Never	1	1.67%
Total number	60	100%

Table 3.1: Students'interest in reading at home.
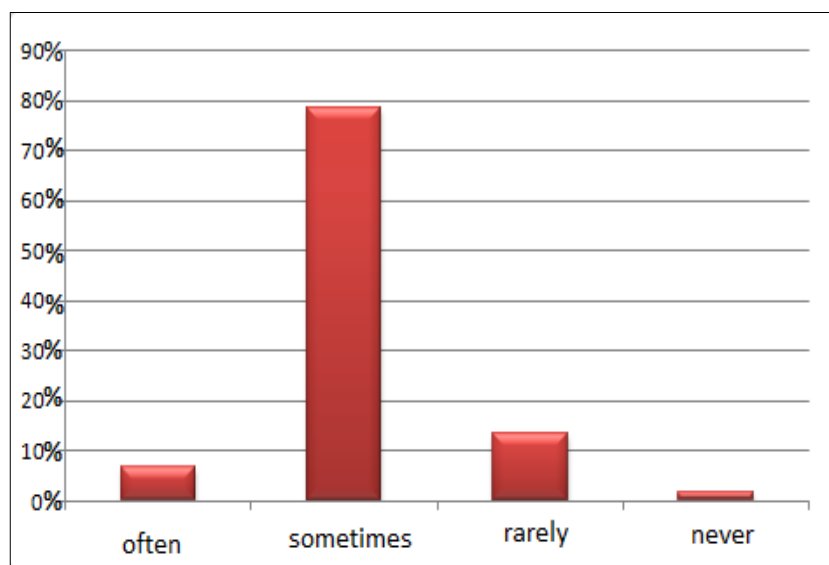
Graph3.1: Students' interest in reading at home

The following item shed light on how frequently ESL students read in English. 4 students declared they always read, 55 responded they sometimes did and only 1 student never read.

How frequently do you read in English?	N	%
Always	4	6.67%
Sometimes	55	91.67%
Never	1	1.66%
Total number	60	100%

Table3. 2: The amount of time devoted to reading in English out of class

The table shows that the majority read, but they do not frequently do. Only four (4) students always read, and only one said he never reads at home.
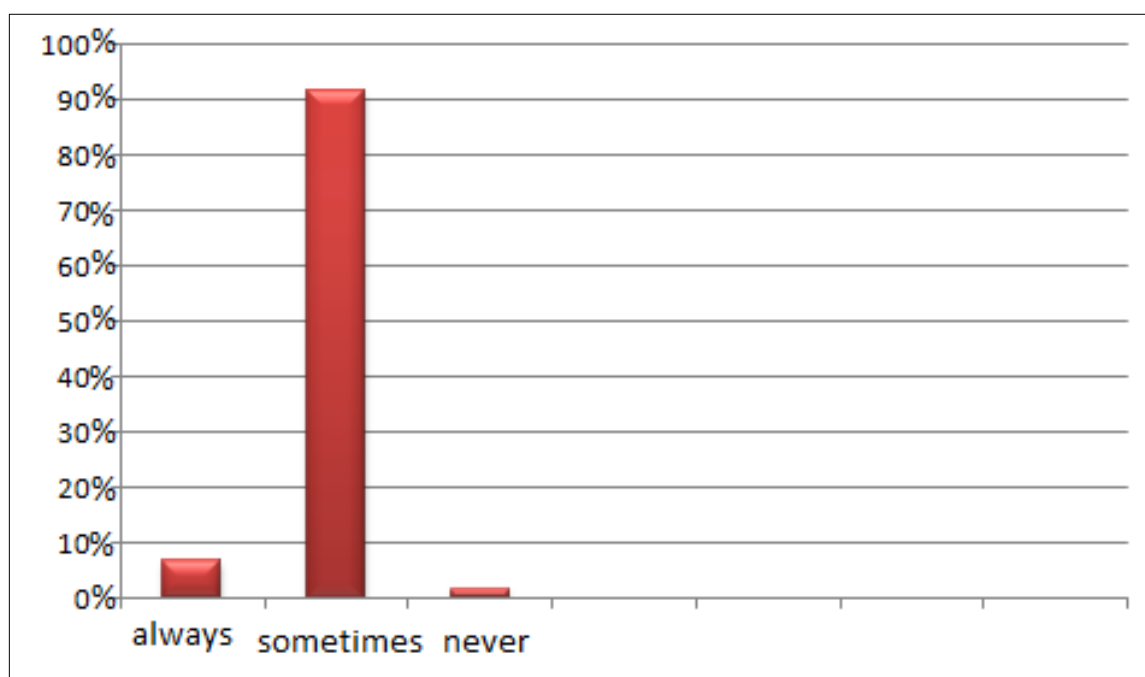
Graph 3. 2: The amount of time devoted to reading in English out of class

On the other hand, 59 applicants found that reading was extremely useful and only 1 disagrees with his mates.

Reading is a daily activity which is extremely useful	N	%
Strongly agree	59	98.33%
Agree	00	0%
Disagree	1	1.67%
Total number	60	100%

Table 3.3: The usefulness of reading daily
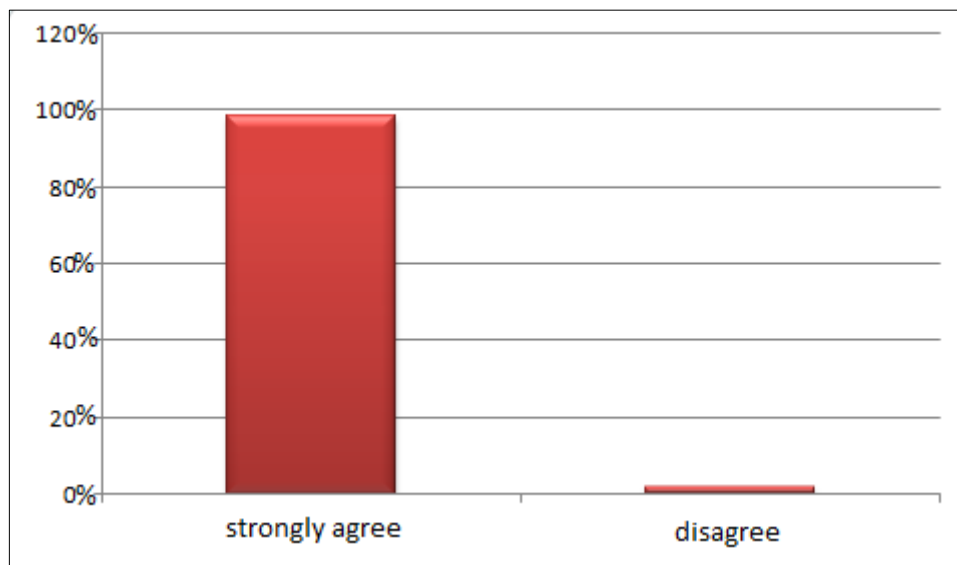
Graph.3 3: The usefulness of reading daily

The following table clearly stated that a total of 59 students found that reading was personally rewarding since it provided them with many keys to express themselves, 28 strongly agree while 31 among them agreed. Strangely, one claimed it was not.

I find extensive reading personally rewarding	N	%
Strongly agree	28	46.67%
Agree	31	51.67%
Disagree	1	1.67%
Total number	60	100%

Table 3.4: Reading is a rewarding activity
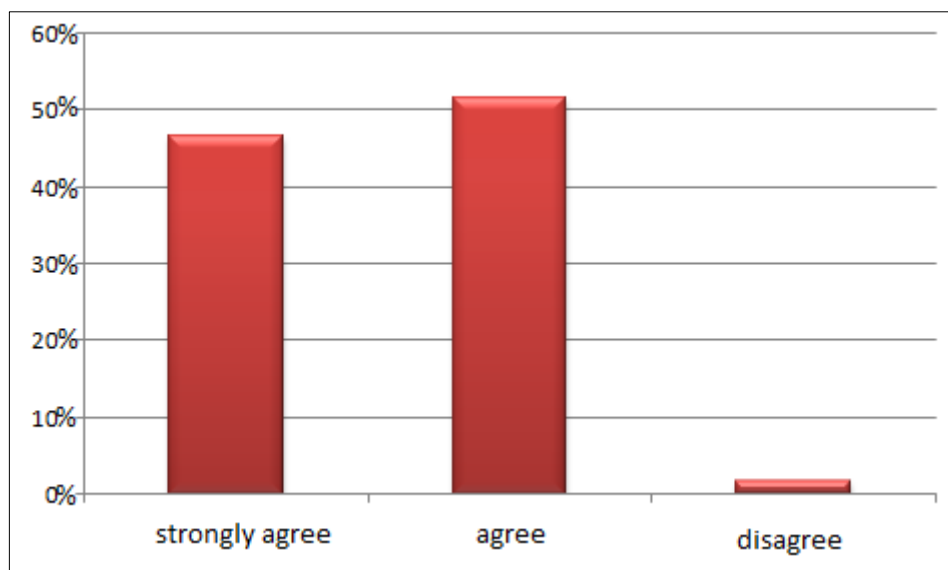
Graph3. 4: Reading is a rewarding activity

Respondents were also asked to answer why they read. They had to choose either for good grades, or to perform tasks at home, or simply do readings for pleasure. 49 students revealed they read because they wanted to develop their reading ability. 8 of the sixty confirmed they read to get good grades while 3 ones read only when they had homework to do.

I read because I have to	N	%
Get good grades in class	8	13.33%
Do reading tasks at home	3	5%
Develop my reading ability	49	81.67%
Total number	60	100%

Table3. 5: The student reads to achieve different aims
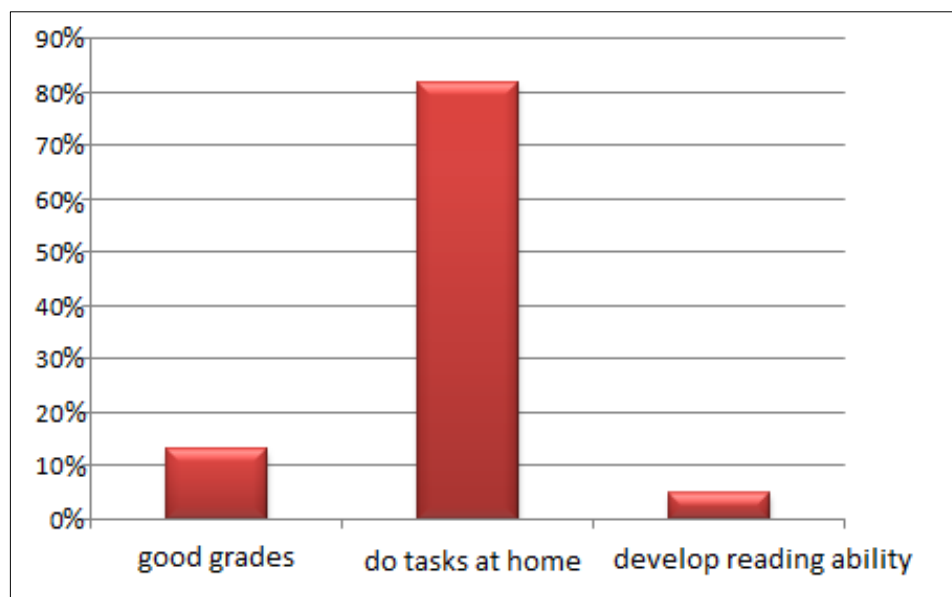
Graph3. 5: The student reads to achieve different aims.

In the same rubric, respondents had to mention the factors that may have been main obstacles for them to read, they also had to state in what language they preferred reading.

As for the difficulties they faced while doing readings, 40 participants complained about not grasping the meanings of many words, 9 others saw that the problem was sentence meaning and the remaining 11 said that they did not understand the main ideas.

A pie chart for this answer provides a better visual representation of the data which can be easily interpreted and read in details.

What do you find difficult about reading in English	N	%
Understanding word meaning	40	66.67%
Understanding sentence meaning	9	15%
Understanding main idea	11	10.33%
Total number	60	100%

Table.3. 6: Difficulties students encounter while reading
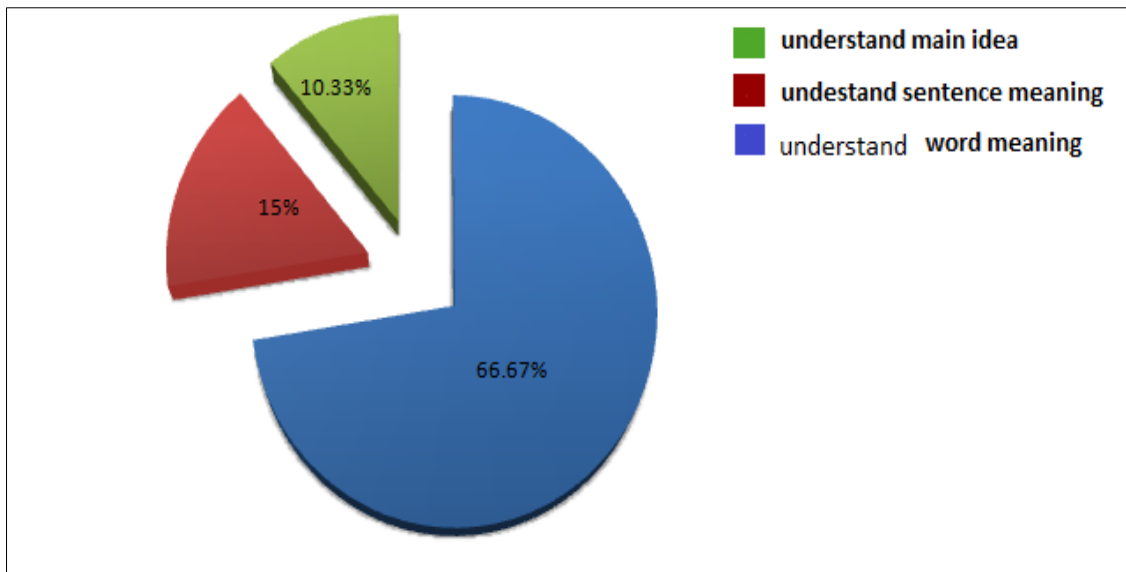
Chart3.1: Difficulties students encounter while reading.

It was quite obvious that the majority of students' difficulties were linked to the fact that they did not grasp the meanings of the words in a text. Naturally, they fail to understand the whole meaning of the passage.

These different obstacles made 51 students try again and read to get the right meaning; 5students simply skip the items or sentences they did not understand, whereas 5 stop reading.

Students' attitudes when they do not understand a passage	N	%
Stop reading	5	8.33%
Skip it	4	6.67%
Read again	51	85%
Total number	60	100%

Table 3.7: Students attitudes towards reading when they fail to understand
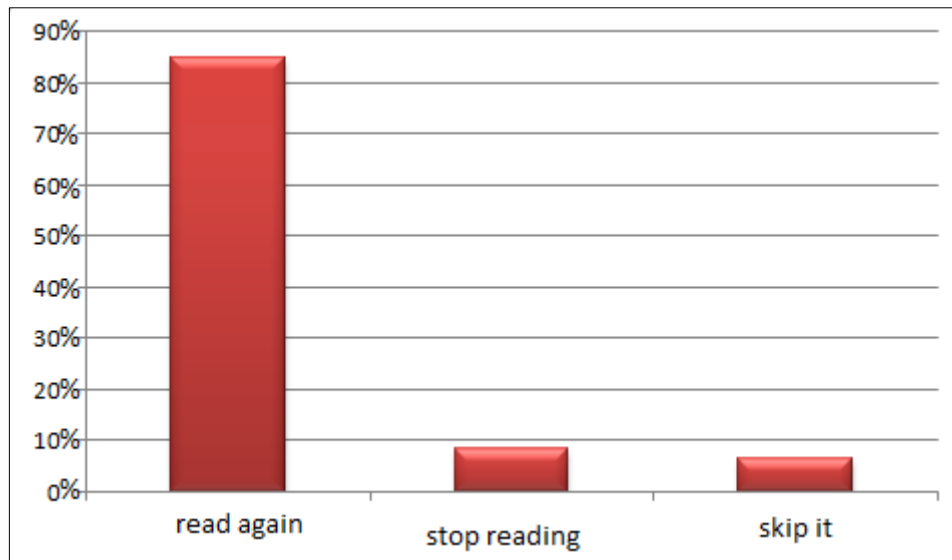
Graph3.6: Students towards reading when they fail to understand

Contrary to the result expected, most of applicants showed interest to understanding the text and claimed to read again. This finding eliminates the view regarding the negative attitude learners have towards L2 reading.

The last question in the section was enquiring into the students' favourite language they used to read extensively. A number of 35 respondents revealed they preferred English, only 9 favoured French and 16 thought Arabic is the best.

In what language do you prefer reading?	N	%
English	35	58.33%
French	9	15%
Arabic	16	26.67%
Total number	60	100%

Table3. 8: Students' favourite language of reading
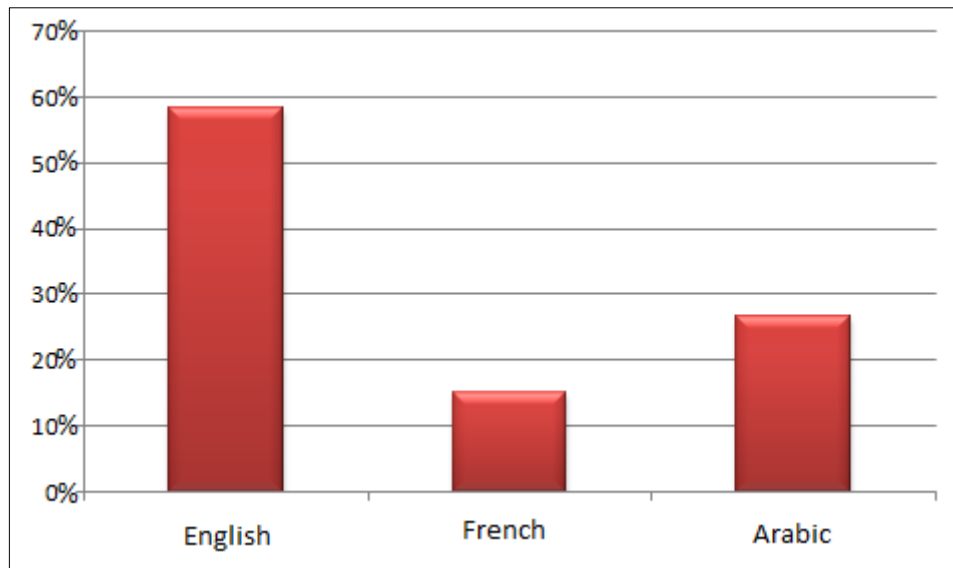
Graph 3.7: students' favourite language of reading

The above graph indicates that though it was hard for the participants to understand the texts, the largest number of them preferred reading in English. Again, that showed they only needed to develop their reading skill.

The third rubric is devoted to digital reading, since online data has become popular in the learner's life today. Firstly, a question was applied to determine the total number of those who read onscreen versus those who prefer print books. More than half that is 35 applicants preferred mobile reading the others 25 still practice print reading. The results interprets that students prefer using digital reading because it has become prevalent and available anytime and anywhere.

Do you prefer reading from?	N	%
A print book	25	41.67%
The internet	35	58.33%
Total number	60	100%

Table3. 9: Digital or print reading
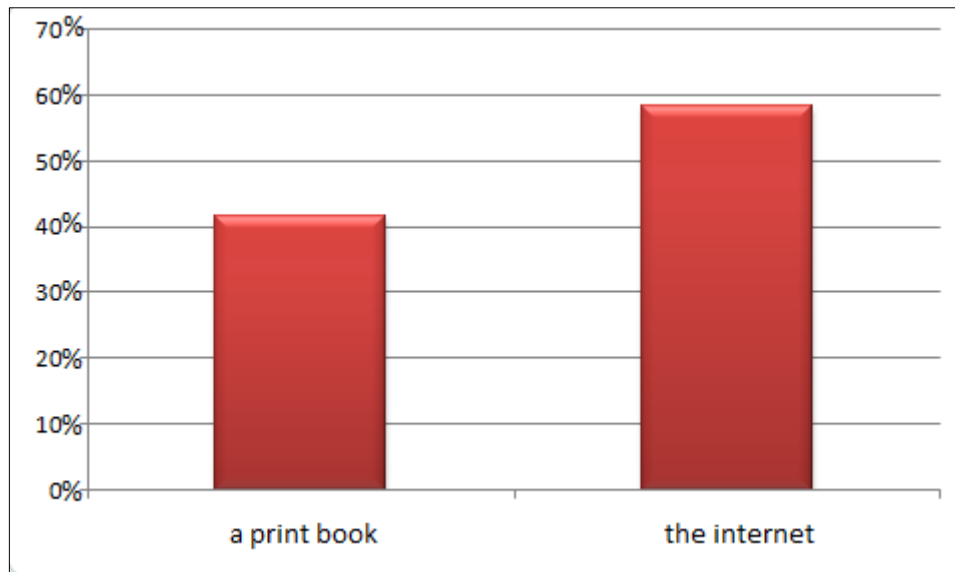
Graph 3.8: Digital or print reading

As the data pointed at, digital readers won favour and received more attention than print books.

The following question is associated with the tool which the students use to read digitally, apart from desktop computers, 21 respondents claimed to use laptops, 9 use tablets and 30 prefer mobile phones.

Which device do you prefer using?	N	%
Desktop computer	00	0%
Laptop computer	21	35%
Tablet	9	15%
Mobile phone	30	50%
Total	60	100%

Table3.10: Devices used by applicants
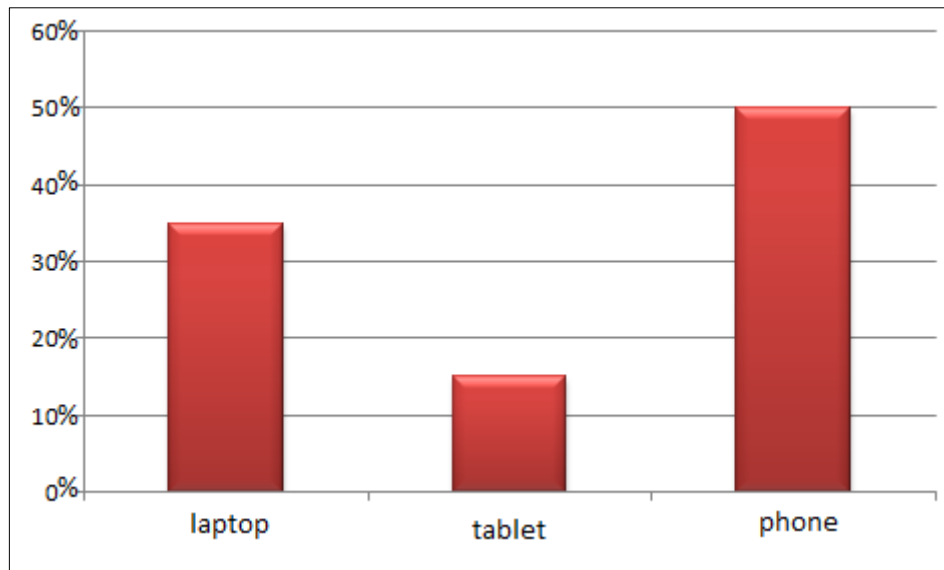
Graph 3.9: Devices used by applicants.

No respondent declared to use a desktop computer, some used tablets and half of the number of applicants asked said they utilized mobile phones. The finding is a fact which proves that the number of mobile phones users keeps increasing.

The survey also investigated where they used their mobile device to read, 42 responded that they read everywhere in opposition to 18 who said they read at home.

Where do you read on your mobile device?	N	%
At home	18	30%
Everywhere	42	70%
Total	60	100%

Table3. 11: Reading at home or everywhere
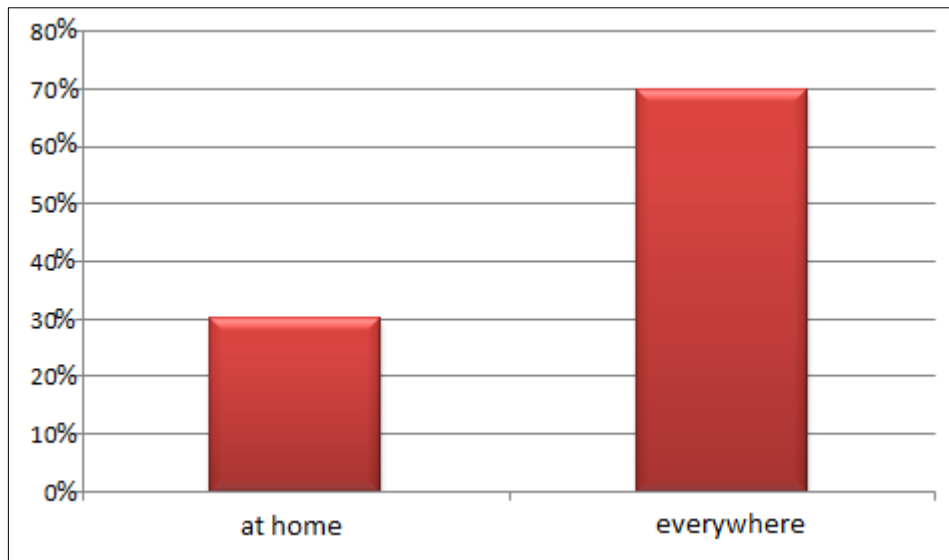
Graph3. 10: Reading at home or everywhere.

Owing a digital device changed the applicants' attitude since the study showed that a high percentage of applicants read not only at home but everywhere.

Concerning the reason they read for, 18 applicants chose school assignments, as their first goal compared to 35 who read for self-learning while only 7 read for leisure.

Do you read for	N	%
School assignments?	18	30%
Self-learning?	35	58.33%
Leisure?	7	11.67%
Total	60	100%

Table3. 12: What do respondents read for?
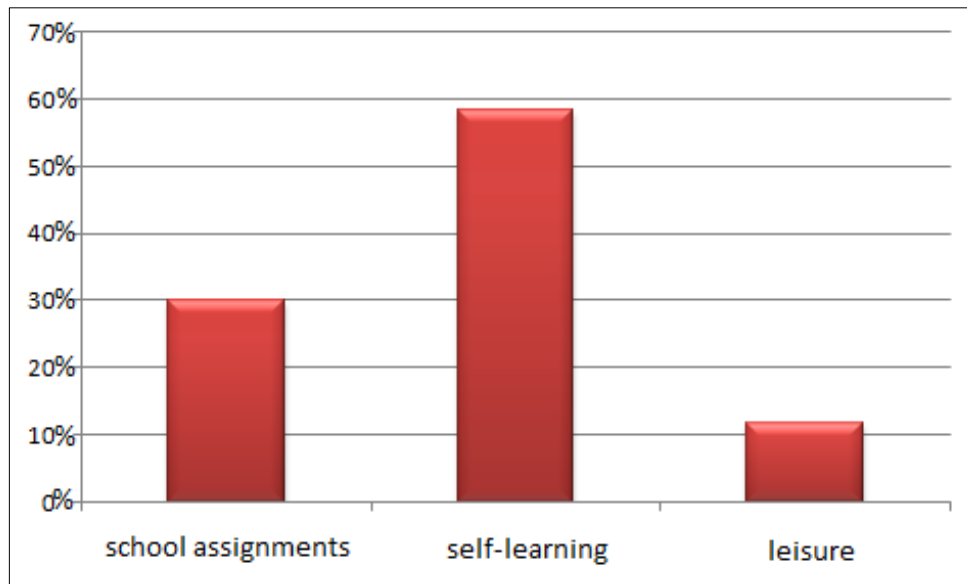
Graph 11: What do you respondents read for?

Graph 12 confirms that learners read for self-learning when they are free to choose what they want to read. The item (self-learning) occupied the first rank showing displaying that applicants did not like for school assignments or leisure but for their proper interest.

Question thirteen in the third rubric was intended to discover the primary reason students favoured mobile devices. A number of 47 students declared the reason was the fact that they always had their mobile device with them, 7 others complained of not having access to books and documents and the 6 remaining ones found that books are free and inexpensive online.

What is the primary reason you read on your mobile device?	N	%
Always have it with me	47	78.33%
I do not have access to books	7	11.67%
It is more affordable to read on my mobile; books are expensive	6	10%
Total	60	100%

Table3. 13: Reasons for choosing a mobile device
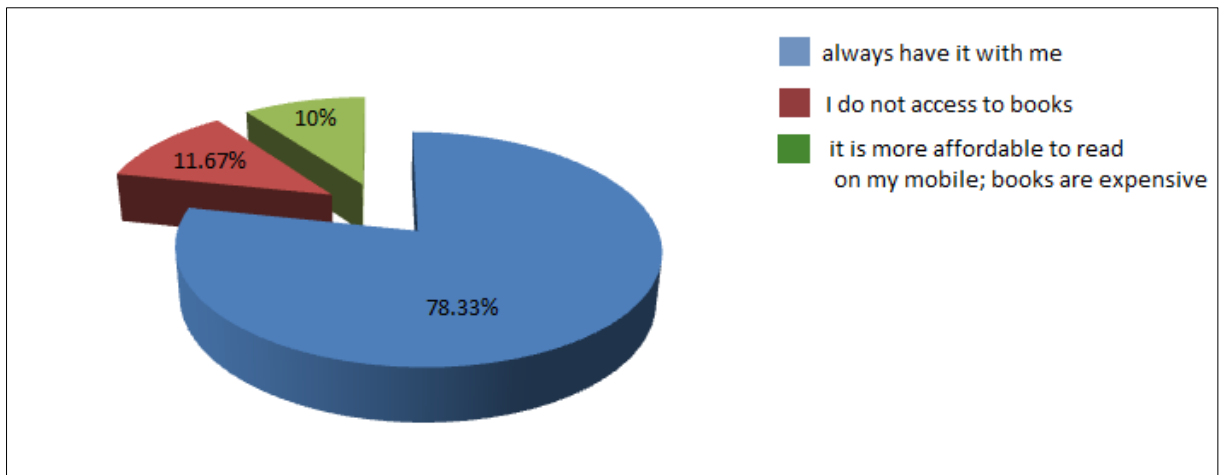
Chart3. 2: Reasons for choosing a mobile device.

Most respondents chose using a mobile devise namely a mobile phone, they revealed that the tool was available and that made it easy for them to read whenever and wherever they are.

Questioningthem in what way mobile devices change their reading habits**,** 41 repliedthey were positively influenced so they read more than they used to as opposed to 19 applicants who revealed that with those digital tools they read less.

Has a mobile device changed your reading habits?	N	%
Do you read more?	41	68.33%
Do you read less?	19	31.67%
Total	60	100%

Table3.14: Impact on applicants' reading habits.
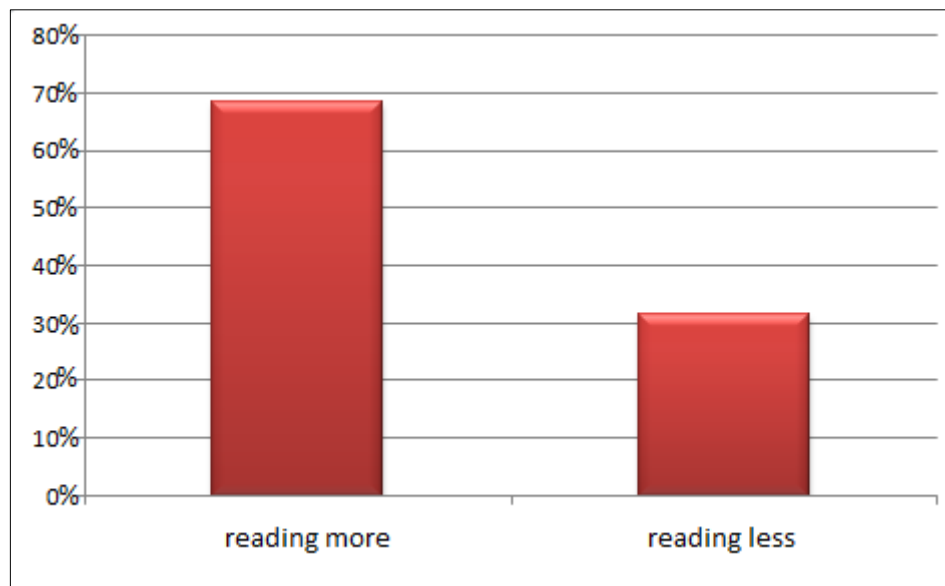
Graph3.12: Impact ofreading habits on applicants.

The research question above indicated a positive contribution of the mobile tools in changing the applicants' reading habits. The great majority noticed that they read more than they used to. Having the digital device at hand is a factor of comfort and motivation.

The last part of the questionnaire exploreddeeply the relationship between reading and writing, asking respondents different questions related to the issue. Answers about the kinds of mistakes students often did were elicited. 8 admitted their writing lacked clarity and continuity, 14 faced problems in organizing ideas, using correct grammar, and spelling while the big number of 38 mentioned that they had a poor style.

Which of the following best describes you?	N	%
My writing lacks clarity and continuity	8	13.33%
Organizing ideas, using correct grammar, and spelling	14	23.33%
Poor style	38	63.33%
Total	60	100%

Table3.15: Main errors students encounter in writing
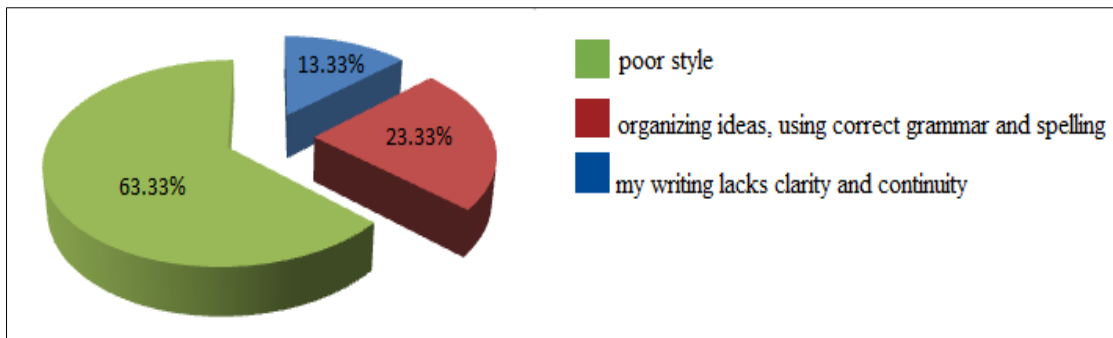
Chart3.3: Main errors students encounter in writing

Poor style was the significant problem according to the study; in fact, papers checked and corrected during the academic year confirmed the finding. That does not mean there were no other mistakes. Lack of clarity, continuity, grammar, and spelling, etc. were also indicated in the table above; however expressing the ideas badly remained the prominent and most difficult one not only at the statistical level but in academic writing as well.

The following item sought the root causes of the difficulties in writing English. 34 students problem was poor vocabulary, 17 experienced frequent grammar errors and 9 complained that they faced difficulties in the language as a whole.

Do you think your difficulties in writing in English result from:	N	%
Poor vocabulary	34	56.67%
Frequent grammar errors	17	28.33%
Language problem	9	15%
Total	60	100%

Table3.16: The source of difficulties students encounter in writing
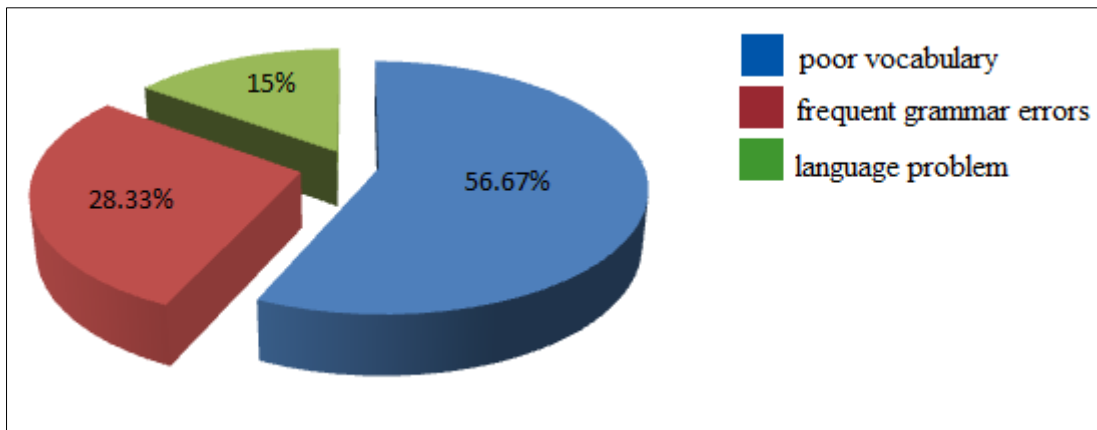
Chart 3.4: The source of difficulties students encounter in writing

Data in both the table and graph 16 considered that language problem is the main source of poor writing. Actually, this is tightly related to the style matter which impeded the students' writing.

To investigate whether the applicants did some writings in English at home, they were asked to mention what genres of writing they like. 8 of them mentioned stories, 22 were inspired by the different readings they did so they wrote about the same issues. 13 applicantssaid they did all kinds of writings, while 17 respondents mentioned other genres like poetry, diaries, etc.

What kinds of writing do you like doing?	N	%
I mostly write stories	8	13.33%
I mostly write about things I've read	22	36.67%
I do all kinds of writing	13	21.67%
Other	17	28.33%
Total	60	100%

Table3.17: Genres of writing applicants enjoy doing
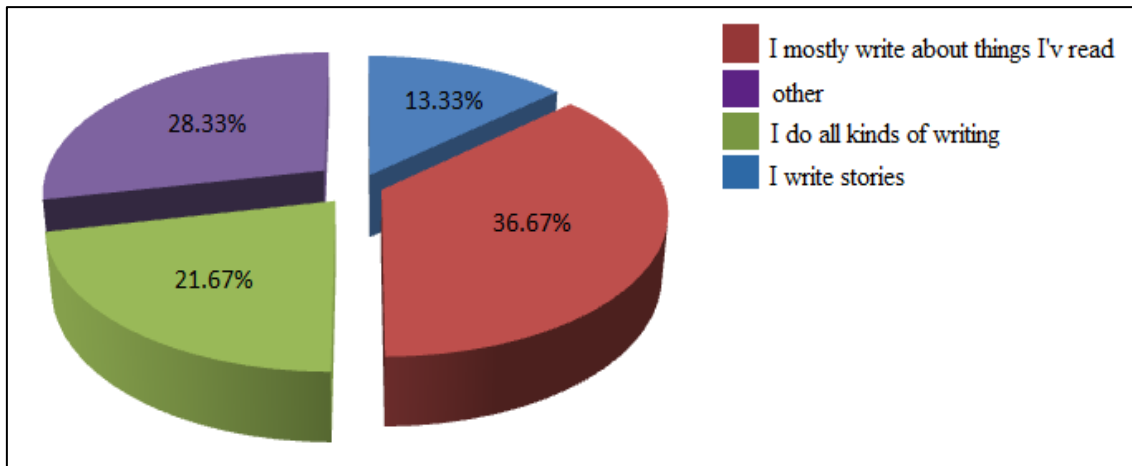
Chart3.5: Genres of writing applicants enjoy doing

Obviously, the applicants confirmed that reading stimulates students to write, the highest percentage declared that they write about the different issues they read about. Certainly, reading inspired them as they felt well-versed in the topics they already read about.

Reading and writing tight relationship is proved by responses 46 applicants who agreed that poor readers are poor writers, 14 admitted that reading is perceived as acquiring information and knowledge while obviously no one agreed that readers are motivated to write.

Reading and writing are tightly related:	N	%
Poor readers are poor writers	46	76.67%
Reading is acquiring information and knowledge	14	23.33%
Poor readers are motivated to write	0	0%
Total number	60	100%

Table3.18: Reading and writing tight relationship
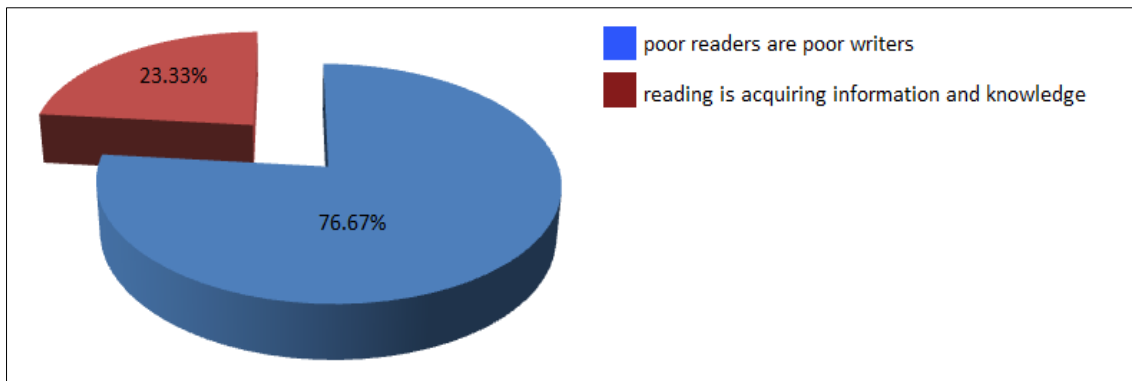
Chart3.6: Reading and writing tight relationship

It was clearly stated in the previous chart that all applicants believed in the interrelation between reading and writing; they admitted that those who did not read could not write as well, others also mentioned that knowledge is acquired from reading.

The nineteenth question was linked to the fact that reading skill is useful for improving the writing ability in English**.**Out of the 6o informants 41 believed reading is a source of knowledge. 9 agreed that it is a source of imagination, 10 said it is provides inspiration while none of them mentioned that reading is the source of the three factors that is knowledge, inspiration and imagination.

The reading skill is useful for improving my general writing ability in English:	N	%
It is the source of knowledge	41	68.33%
It is the source of imagination	9	15%
It is the source of inspiration	10	16.67%
It is none of those above	0	0%
Total number	60	100%

Table3.19: Reading is the source of various abilities
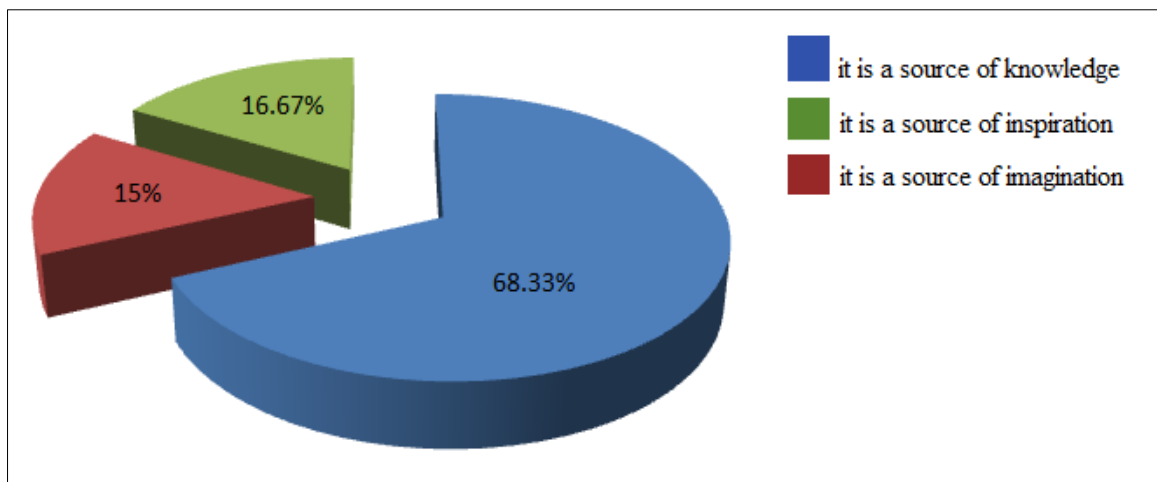
Chart3.7: Reading is a source of various language abilities.

Respondents proved again that it is through reading that one can develop his background knowledge; reading is the source of information and ideas as the finding showed.

Four questions probe the students' perspectives on how reading improves writing. Vocabulary knowledge ranks at the top with 30 students who chose this item. Only 2 declared that reading can enhance learners' general language competence, 4 believed it consolidates grammar and spelling, and 6 said it increases students' exposure to the language. Still, 18 informants could not choose only one factor and decided to mention the four of them.

How does reading help improve your writing?	N	%
It can increase knowledge of vocabulary	30	50%
It can enhance learners' general language competence	2	3.33%
It can consolidate grammar and spelling	4	6.67%
It can increase the students' exposure to the language	6	10%
All of those above	18	30%
Total number	60	100%

Table3.20: How does reading foster writing according to respondents?
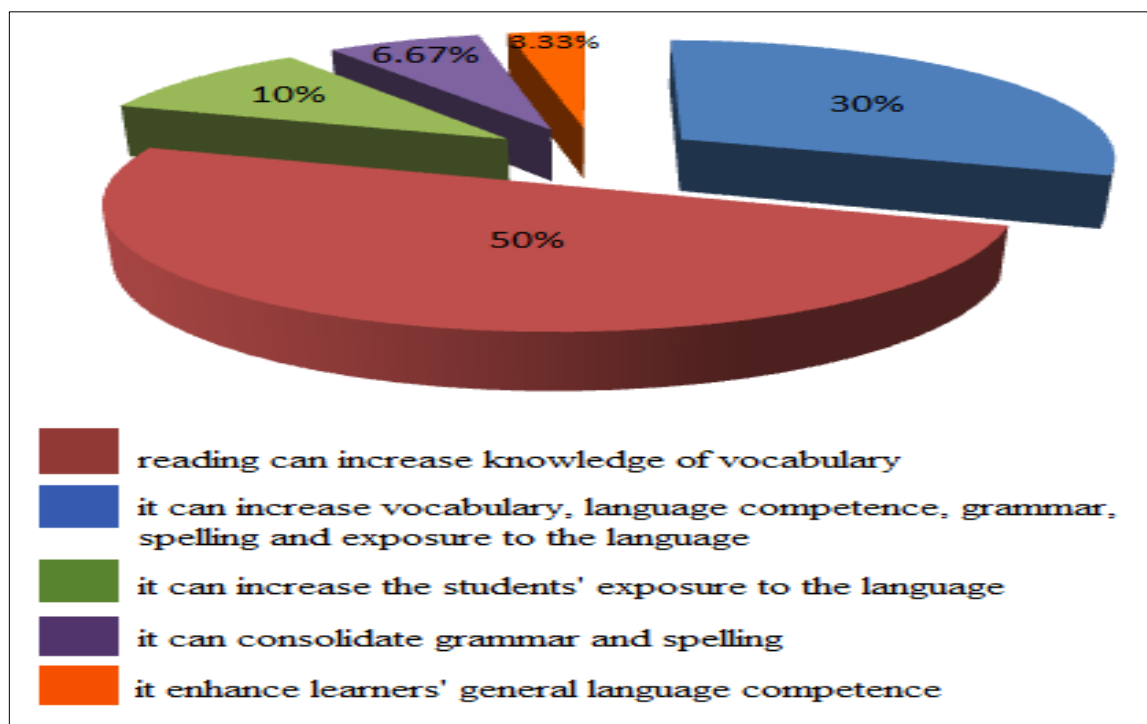
Chart3.8: How does reading foster writing?

Tough it is generally known that reading contributes in building the reader's writing skill, most participants reported that vocabulary was considerably gained compared to grammar, spelling and language competence.

Always related to the same idea, students had to choose between three statements to reveal what students lack when they do not read. 37 responded that when students do not read, they lack thoughts and ideas. 12 said they would lack creative thinking. And the other 11 found that they lack vocabulary and elaborated language knowledge

Students who do not read lack:	N	%
Thoughts and ideas	37	67.67%
Creative thinking	12	20%
Vocabulary and elaborated language knowledge	11	18.33%
Total number	60	100%

Table3.21:Non-readers' weaknesses
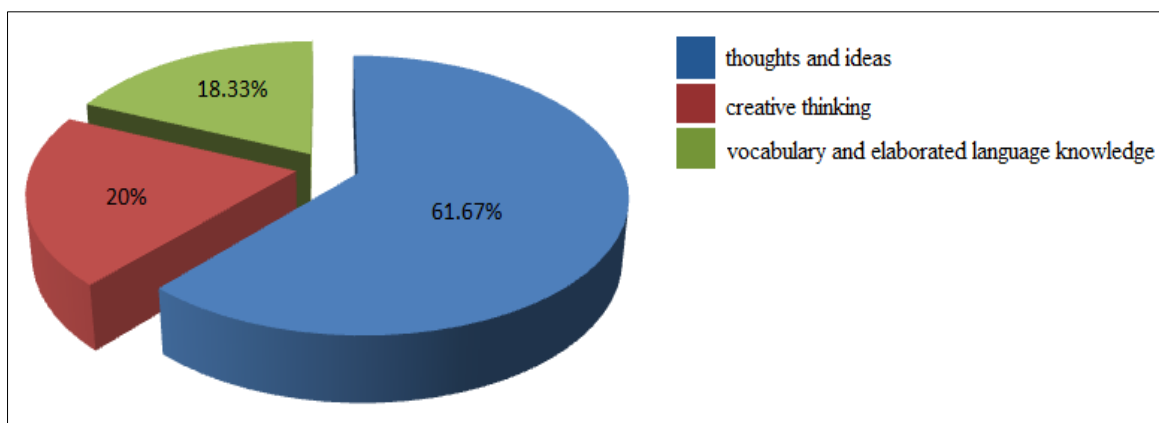
Chart3.9: Non-readers' weaknesses

Among the three negative consequences of neglecting reading, applicants insisted that non-readers lacked vocabulary and elaborated language knowledge, the fact that made their writing poor.

To come to the end with the survey, three suggestions for encouraging students to read were stated asking the respondents to choose the one most suitable for them. 29 said helping students to read, books in different genres should be available. Rewarding students who read extensively was the second option 14 applicants chose while the 17 others saw that students needed a sense of control, which is guiding them through tasks in the classroom.

What suggestions for encouraging students to read more?	N	%
Provide students with books in different genres	29	48.33%
Reward students who read extensively	14	23.33%
Give students a sense of control: guide them through tasks in the classroom	17	28.33%
Total number	60	100%

Table3.22: Motivating students to read
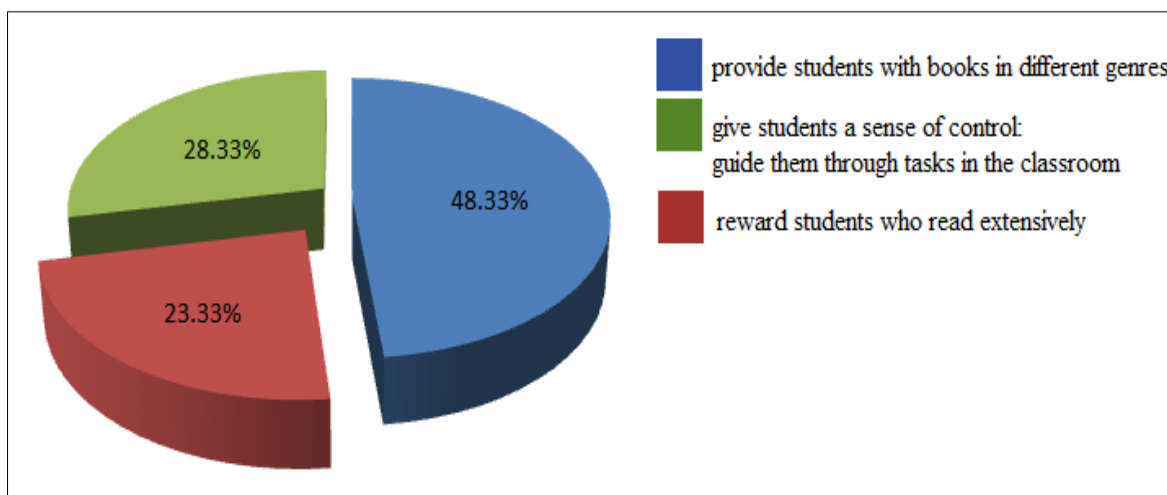
Chart 3.10: Motivating students to read

Findings indicated that the first obstacle which prevented learners from reading was the lack of books which did not suit students' interests. The other opinions supported the idea that students should be guided through tasks in the classroom to test whether or not they did some readings. However, the others saw that the ones who read extensively should be rewarded to motivate them to read more.

3.3 Intervention Study

Through years, teachers have used different techniques in the language class to help their students improve their language skills. Extensive reading has been the concern of many teachers and scholars. Reading is not a single skill but rather a combination of techniques which enable the reader to interact with a written text. Consequently, through reading students learn vocabulary, grammar, syntax, spelling, and other language aspects, the basic structure of writing.

The present study investigates the effect of extensive reading on the writing performance [1] of Algerian EFL university students at Ahmed Zabana University in Relizane. The aim of the study is to prove that students' writing performance significantly improveswhen they areexposed to the extensive reading texts. Actually, the study sought

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[1]**Performance is taken as** the manner of reacting to stimuli.

beneficial ways to facilitate the writing process through using an extensive reading program; the students ought to show they benefited when, in their turn, produce essays in which they used what they learned from extensive reading.

Teachers of English as a second language used to teach reading and writing separately. However, the two skills have many properties in common which make learners take advantage from this combination, this means classroom practices can be designed so that students use writing to read and reading to write. In fact, reading and writing work best as one process, the one fuels or informs the other. Written passages have always served as the basis for written production for students, whatever structural, syntactic, grammatical, vocabulary items are used; they can be rooted to one particular passage already read. Thus, in practice, this means that reading can be used as a springboard for writing, and writing can be used as a way to understand reading.

Applying this notion to actual teaching situations has become vital especially when teachers are aware of reading/writing connection; the students' lack of writing patterns and it seems the significant technique to improve their writing is the adoption of an extensive reading programme.

The research examined the role of extensive reading in of ELT through a qualitative inquiry which is an approach fostering a habit of English reading in students, providing them with a valuable source of English input. The programme is filling the gap left by quantitative survey whose results pave the way to this study since students' answers proved they are fully aware that extensive reading goes hand in hand with academic success in general and writing in particular.

The research was driven by these questions:

   a- Why an extensive reading programme?

   b- How is the syllabus elaborated?

c- To what extent can extensive reading reflect a foreign language learners' writing proficiency?

The empirical studies concerning the combination of the reading and the wrting skills in the English language classroom still need encouragement to spread and reach universities throughout Algeria. Although educators have always agreed that reading is central to writing, the integration of reading within the writing skill programme is still not given the place it deserves. Evidently, the questions above are at the heart of the approach direct instructions; they are explicit explanations demonstrating the different stages of the method. The questions gradually display the application of ER Appraach in the classroom.

3.3.1 Substantial Contribution of the Study

The study is an opportunity to students to read lengthy articles provided by the teacher after asking them to choose the issue they found interesting and felt eager to read about it. The choice was conducted collectively the teacher and students during the written expression tutorial. All titles were stated then students agreed to select one they found the most interesting and enjoyable. Students' reading preferences were respected. However, most of them lacked materials; they did not have books and the university library was recently set up, there were only few documents which sometimes suited neither their interests nor their level. An alternative, which somehow breaks the principle of students' bringing their own books or setting up a library which includes a range of texts and books, is to assign the same reading material to everyone. This can serve to scaffold and guide the ER experience, especially in the beginning, in the absence from support from the library; teachers would need their own systems which should be simple and transparent. In such conditions the role of the teacher should be active, as the concerned teacher, I personally searched the adequate articles according to my students' requirements, the pages to be read were also appropriate. EFL learners need to read interesting, understandable materials that

are basically at the i+one[2] (input +1) level (Dulay et al 1982 ; Krashen 1985) i.e. at their linguistic ability and their background knowledge. In fact, Krashen claimed that second language learners need to understand input which should be a little beyond the learner's linguistic competence. Krashen defines the learner's present level as I; therefore, the new linguistic proficiency he acquires is defined as i+1.

The document should have been read in four days till one week depending on the session which would be devoted to writing an essay about the same topic as the document already read. Meanwhile some tutorials discussed the essay not only as a final product but gradually guided learners to proceed emphasizing both form and content. In fact, what students were taught in class is complementary with the empirical part they were exercising in the ER Approach.

In addition to that, the adopted programme is a part of the written expression syllabus which aims at fostering students' capacities to express themselves in writing within a limited time. Consequently, thick books demand a longer periods of time so that teacher and students together are able to make their purpose achievable. A time table is dedicated to extensive reading as homework, then its regular assessment throughout the written expression sessions.

3.3.2 Design and Framework of the Programme

The study has an experimental group design whereby twogroups are tested. A pre-test in writing was administered to both groups; Actually, I used the pre and the post testsdesign to help measure the degree of change occurring as a result of treatment or intervention. It

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[2]The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. We can then define 'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience.

determines to what extent the intervention was beneficial to the group, given the treatment, who underwent the same tests as the control group who received no treatment over the same period of time. More specifically, the tests indicate participants are not randomly assigned. The basic starting point is having an idea about both groups' background knowledge and academic level. On the other hand, only the experimental group went through the extensive reading programme for the whole second semester. The control group was tested to write essays about the same topics as their mates in the other group, but without the intervention of extensive reading materials.

To stimulate the experimental participants to read extensively, and to motivate them to participate in the study, a class discussion took on the significance of reading as a basic dimension in writing. Furthermore, "Comprehension and Written Expression", the name of the module obviously indicated that relation, so writing without reading did not lead to fruitful results. Consequently the aim was to convince the participants that integrating the ER approach not as an experience of study but as a part of the programme used in the module.

   In order to answer the questions of the study, the extensive reading programme accompanied with a writing test which is performed by students in class after doing the readings in various topics at home. The material is selected on the basis of students' level and interests. The aim of the program is to encourage English Language students to engage in the reading process more effectively to become good writers. During the second semester 2017- 2018, students were provided with articles and quite long passages to read which are followed by written expression tests. Namely, students in the experimental group were asked to read the material provided in one week period. The session which follows was dedicated to testing to what extent reading can contribute in language learners writing proficiency. The teacher gathered the reading materials to be handed to students after the

written test, so that they would not rely on the document but on what they learnt from it. The issue to write an essay about was the same have as in the document informants were provided to read extensively.

The participants were my students which facilitated the management of the ER programme. They had two sessions per week as written expression tutorials. Every class included 90 minutes, the written test took place in the classroom once in every fifteen days, and the other courses are devoted to the correction of the essay with focus on the respondents' benefits from extensive reading. In other words, further tasks to corroborate the efficacy of the approach were used. The essays were first corrected and marked then given back to the students to discuss them together. Teacher asks a student to read a part of his paragraph and his mates tried to find the mistakes which are stated on the board and corrected collectively; the mistakes can be of any kind, grammar, vocabulary, style, etc. The second step is deeply investigated whether adapting the extensive reading was fruitful as an approach; in fact students are asked to pick out of their written essays all vocabulary items, expressions or any kind of structure linguistic or grammatical they recently learnt from the documents provided and they implemented in their written productions. Teacher elicits from students the phrases, expressions, words or even sentences as well as any structures they read and used in their essays. Writing them on the blackboard, the teacher made the students aware of how much they could learn from reading. They were also reminded that without reading about the topic tackled in the test, they would encounter difficulties finding all those vocabulary words, useful ideas they might as well lacked the ability to organize their thoughts logically, and needed to master the sub-skills such as thesis statement, coherence, cohesion, unity, etc. Thus, improving the writing skill through reading was put into action in the language classroom. The prominent purpose of the activity is to introduce extensive reading to students as a matter of practice to motivate and

support them to read avidly. The process was applied over a period of two months, each time presenting a new theme according to students' self-selected reading material. The subjects under investigation were not asked to do any homework related to the extensive readings they did at home, the purpose was to help them to experience reading for pleasure rather for performing school activities. The focus was on understanding the document and gaining more linguistic knowledge.

3.4 The Extensive Reading Programme: Results and Findings

The broader aim of the present study was to evaluate the impact of an extensive reading program on the writing performance of Algerian EFL university students. The process of this qualitative studywas based on the study design, namely an experimental-group versus a control-group, in addition to a pre-to-post-test design. It compares the extensive reading programme method with the traditional method. The hypothesis to be proved was that students who were taught through the extensive reading approach would show better achievement in writing than those who were taught through the traditional method.

3.4.1 Introduction

Obviously, reading was the threshold leading to the improvement of the writing skill,students had to be aware that the key to expressing oneself is first to be keen on the reading ability. To have a positive attitude towards reading, participants were asked to select their own materials so that they would have the ability to understand, thus they would make of it a life-long activity. In fact, silent reading in the classroom was avoided not only because of the lack of time but also to make students take their own responsibility far from the teacher's help and influence. The aim was that learners would perceive the reading value and would be permanent readers**.**

3.4.2 Reading Article1

The first reading article was entitled "The negative Effects of Facebook"[3], the choice was based on the students' interest since this virtual world has become part and parcel of their daily life. The following step was testing both groups asking them to write an essay about the same issue as that of the article which only the experimental group had read. The papers were corrected and graded in order to establish the significant role of extensive reading in fostering writing, and to answer the third research question of this study which aim was to prove whether ER reflects a foreign language learners' writing competence.

The main outstanding remark was that the students in the experimental group scored better than the ones in the control group. The majority of them had the average, in other words, number of twenty one out of thirty got ten and more, whereas only fourteen acquired the average in the control group.
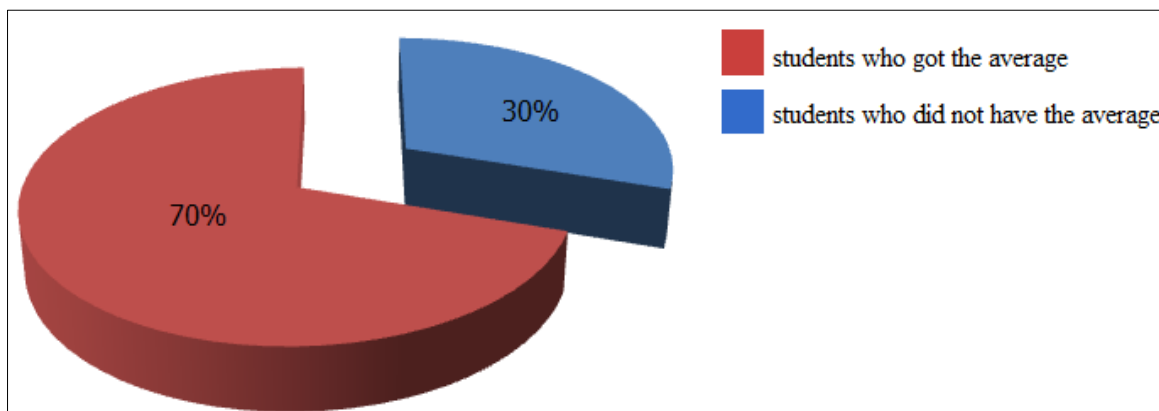
Chart3.11: Experimental group results.

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[3]The Negative Effects of Facebook ARE Real - Harley Therapy Apr 24, 2014
https://www.harleytherapy.co.uk/counselling/negative-effects-of-facebook.htm
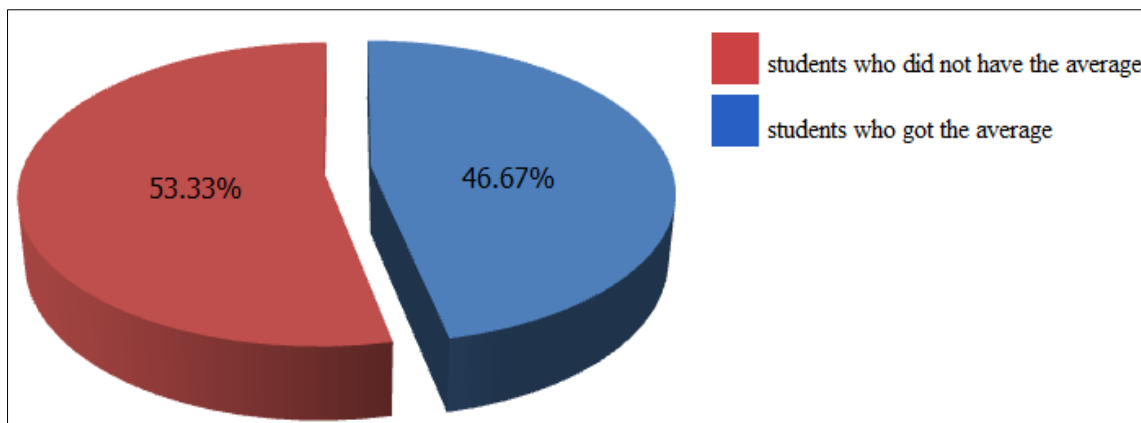
Chart3.12: Control group results

Furthermore, what attracts the attention is the vocabulary used by the learners who read about the theme, most of them exploited the article stating vocabulary items which are not commonly used. Words and expressions like "cyber-bulling", "stalker", "virtual friends", "cover photo", "electronic friends requests", etc; were repeated in the students essays. The fact which proved that they literary read the article. On the other hand, the students who did not do any readings found it difficult to use the appropriate words in the relevant contexts; for instance the word "virtual" was replaced by "the facebook friend" or "friend who is not in real life". Many others know very well the famous language linked to facebook such as profile, requests, wall, status, tagging, and texting or messaging, timeline, chat room, posts, and so on, still they find it hard to give correct sentences expressing their ideas. For example, someone wrote: "I always receive invitations from people asking to be their friend online", the student could very well say: "I always receive requests from people asking to add new friends". Though the items request and add are very popular, the student sometimes does not know how or when to use them in sentences.

This inability to build sentences relevant to a given specific context remains a matter of constant reading; this explains why learners are generally mistaken and do not use the appropriate words in their suitable contexts.

Similarly, reading offers ideas to the learner so that he could develop the issues he deals with in tests and exams. The fact is efficiently proved through the proposed programme. It was evident that the participants in the experimental group had more ideas and thoughts than in the other group; most of their essays include more than three ideas as the article inspired them with different thoughts. Keeping in touch with family and friends, making new friends, expressing oneself, cyber-bulling, facebook ruins relationships, Facebook is a stalker friendly website; these ideas and others were repeated in students' essays, each one extending them in his own way. Their written productions proved to be rich; the ideas were fresh and well elaborated and expressed the unity of the various paragraphs, the readers deepened their knowledge about the subject.

On the other hand, many of the non-readers in the control group seemed to be short of ideas, they turned around the bush to develop an idea which usually guided them not to respect essential factors of writing, mainly conciseness and coherence. The scarcity of thoughts made them far from being creative; they did not even experience any reading source to be inspired. Their written productions remained very limited; rewriting the same thought differently was the process they went through in writing the essay. Consequently, they neglected that a paragraph is considered as such only when it contains a new idea. To illustrate, a student stated the following ideas in her essay: "First Facebook is a great way to get in touch with family and friends", a s a second idea she mentioned: "Moreover, Facebook enables us to make contact with people", she also added another paragraph saying: It makes the world a small town by making communication through long distances possible". The point is that reading extensively provides the learner with guidelines, main thoughts which enlarge his narrow range of ideas and the monotony they create in writing long compositions.

In addition, it was apparent that the majority of those students who read the article kept the essay outline in mind; they transferred the key elements for each step beginning with a general point to deeply mention the central issue, then giving more details in the supporting ideas. Actually, the article served as a practical sample to illustrate the theoretical points already studied.

Naturally, the other learners in the guided group lacked involvement in an academic writing sample; some of them had to identify what was relevant and what was irrelevant information for the essay. In the introduction, more than one dealt with information about and when who launched Facebook, data completely irrelevant to the thesis statement which required a brief introduction about positive and negative aspects of Facebook.

Paradoxically, students who participated in the Extensive Reading Programme (ERP) did not show an improvement in the grammatical knowledge, both groups grammar mistakes were quite identical as well as some other errors like punctuation, capitalization, writing run-ons or fragments and even word order. The main reason was that learners were not used to reading in English before the programme, and so it was a challenge for them to be able to handle all the aspects of a language at once, also most of learners believed that ER is a crucial tool for vocabulary building. They were rather interested in drawing the meaning from the information according to the context; there interest in understanding the texts and gaining more vocabulary was the prominent goal of the students. This explained the fact that they did not pay attention to some other aspects of the language such as grammatical structures, syntax, which is how words are ordered in sentences, parallelism in writing sentences, and even spelling. In fact, exploring a reading text in terms of language points is not a simple matter; this would be possible only after an abundant exposure to reading materials or below a comfortable level of comprehension which is not the case of the subjects in this study.

It is worth noting that the treatment group noticed that the issue they wrote about in the written test was that of the article they read and the papers were corrected and graded. They wanted to know if the marks were to be taken into consideration in process-evaluation during the semester. The fact that all scores obtained would involve determining the student's progress made them more eager to read in the second experiment.

3.4.3 Reading Article 2

" Life after Prison: Re-entering society is no easy task"[4], this is the issue students agreed to read about after suggesting a set of topics and finally choosing one after a discussion in class with the teacher. An article of eight pages appropriate for the learners' level was carefully selected from the net. One week later, the written test was set for both groups. All the papers were gathered to be corrected.

While reading the written productions, the researcher felt that the gap between the two groups is widening, and the subjects in the experimental group style was more expressive. The expressions to describe a prisoner displayed that students did careful readings. Phrases and items like "rehabilitation", "the offender is sentenced", "reform experts include treatment facilities", "breaking the laws", "to commit crimes and offences", "on probation", "convicted, inmate, incarceration or imprisonment, etc;" " Life after prison: re-entering no easy task"; these relevant expressions to the issue were the obstacle which prevent students in the comparison group to express themselves freely. Only some common items were mentioned in their productions such as "prisoner, jail, guilty, punished, injustice, laws, arrest…" This evident difference makes it clear that these

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[4] Life after prison: re-entering society is no easy task: Nov10, 2014

https://www.dw.com/en/life-after-prison-re-entering-society-is-no-easy-task/a-18051657

students lack reading, in other words, they were unable to perform essays in which they showed an adequate capacity in writing. Neither linguistic competence nor sufficient information about the topic in question was provided. Thus, the test scores were lower than in the ER programme group. Only eleven out of thirty had the average in the control group while twenty one out of thirty did an acceptable work in the treatment group, and seven among them performed very well in writing good productions.
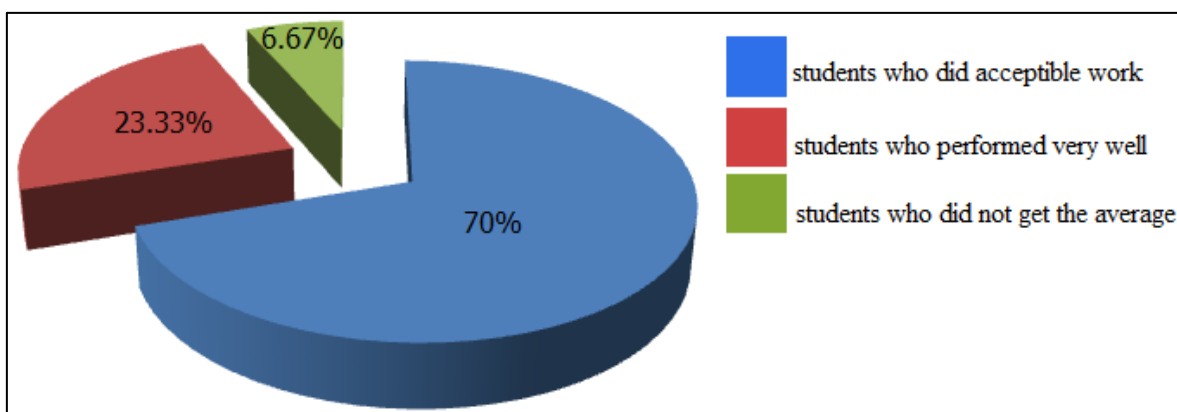
Chart3.13: Experimental group results after reading another article.
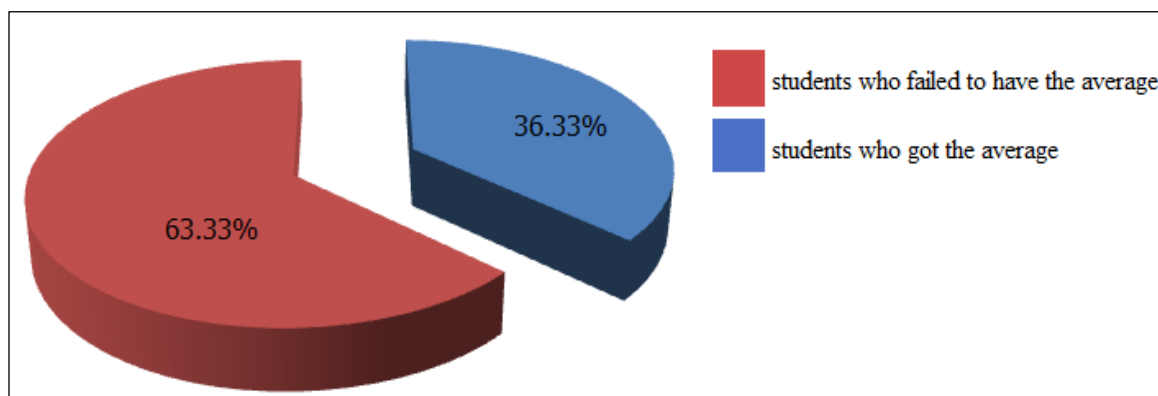
Chart3.14: Control group results

This is one sample one student starts his essay with: "Surely, anyone who commits a crime is worthy of punishment, but it's essential to ensure that punishment doesn't get in the way of their Social, academic development. There must be a system which helps individuals "get back on the horse" after their release.

Another student says: "Prisoners often struggle to find a place after their release; they were jailed because they were offenders, and so they need support from people when they got out"

In the body paragraph, one argues: "No matter how the crime, offenders have the right to be treated as if they never committed the crime. It is believed that criminals can become good members of society when they get out of prison and put back into normal society."

The above extracts are inspired by the reading the students did, the ideas were expressed differently keeping the key words relevant to the issue.

   A correction session was presented with the experimental group students; they were asked to give the vocabulary related to the topic "prisoners" without looking at their papers, students went to the board and wrote their expressions or words. At the end of the activity which took about twenty minutes, eighteen different items and phrases were mentioned on board. To engage them in deeper reading, students were later asked to observe the different steps of the article; how were the ideas linked to one another pointing at the transitions whenever there was a shift to a new idea. Many may have not focused on those transitional expressions (by contrast, in spite of, moreover, therefore and so on), the hallmark of good writing which closely ties all of the paragraphs together. As a second step, students were also requested to pick out the grammatical structures from the two first two pages which they were also mentioned on the board and discussed in terms of their use in the text.

   The aim behind these activities was to show the learners that vocabulary is not the only benefit the reader gains from reading. Language as a whole is acquired by exposure, and its aspects EFL learners complain about are made simper by reading a variety of texts that influence the learning outcome to enable them to be more affective language users.

On the other hand, the experimental class was experiencing an ER approach; they had to be guided to explore the documents provided to give extensive reading its literal meaning in terms of its multiple functions in language acquisition. DAY &Bamfort (1998) pointed at the idea claiming ***"students can become readers only if they know what it means to be a reader and the meaning reading can have in a person's life-things that second language reading teachers may be alone in demonstrating to them."*** (p. 167).

3.4.4 Reading article 3:

Going on with the ER programme, "Reasons Why Students Do Not Attend Classes"[5] was the following topic chosen by the subjects. Linda, the writer of the article, is a lecturer from the UK. She provided the readers with different reasons for skipping lectures as well as the benefits of permanent attendance.

The issue was not new for students in both groups, they are rather living the situation; having plenty of ideas was what I expected from them. Again the ER subjects were given the article to read and 10 days later, both groups were asked to write an essay about "Stating the reasons and the effects of not attending lectures".

The students who belong to the control group had shallow thoughts like "so students miss the bus, the teacher is boring, teachers do not notice the absentees, etc". Furthermore, many of them did not have sufficient information either to prove or to disapprove attending lectures; developing main ideas is part of the written work. While correcting the papers in question, I felt that the writers were struggling to find thoughts to enrich their essays, still the majority seemed to turn around the bush and stated very similar ideas throughout the production.

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[5] The Importance of Attending Class Nov 5, 2007

College and University Blog - Resources, help, and insight for your college experience
https://www.stateuniversity.com/blog/.../The-Importance-of-Attending-Class.html

The grades also indicate significant difficulties -either in vocabulary or lack of grammatical knowledge as well as the way ideas is elaborated - being measured over the control group which did not receive the ER treatment. It was observed that many have improved as far as the outline of an essay is planned because the lessons in the tutorials emphasized the steps an essay is written. Students mastered well how to respect the different stages from the introduction where the hook and the thesis statement are included to the body paragraphs with different topic sentences till the last stage which the conclusion; however, the content remains poor compared to the form.

Conversely, improvement was shown by the experimental learners who obviously did much better than the other group. The activities related to how to read deeply to gain more benefits from a reading document seemed to a feedback on the part of many students. First the "reasons why students do not attend class" were valid and reliable due to different researchers' opinions who tackled the problem of absences at the tertiary level. Some of the causes indicated, one read "unfavorable learning conditions, uninteresting or boring lectures, poor teaching strategies, students think they were able to do self-studies, students do part time jobs and so on". These topic sentences were developed by giving examples or explanations. For instance dealing with poor strategies, lecturers reading hand-outs or slides was the example which clearly explained the idea. Similarly, the effects of absenteeism discussed in the students' written productions displayed a good knowledge of the issue. The advantages of lectures attendance which were mostly mentioned varied in the way they were expressed but most of them were identical as ideas, among them "lecture attendance is a significant facilitator of academic success, students miss information and verbal assistance which lecturers present as direct learning, etc."

As for the vocabulary background, some interesting items and expressions were used such as "Student absenteeism, poor academic performance, to apply knowledge in the work

place, students who regularly attend perform better" and others were the inspiration of the article read before.

It is worth mentioning that the most prominent reason they read the article carefully was its link with the written expression tests done in class. The good grades they gained in the second test motivated them to read more. Reading extensively became positively correlated with achievement. Students needed to read for an external reward offered by the teachers which was aiming at scoring well in this case. Reading for enjoyment should be intrinsically motivated and it is acquired in the long-term. Initiating reading without promises of either reward or punishment was the key factor to engage learners in reading. Teachers ought to engage learners in the educational procedure to gain insights into extensive reading, so that they would lead them get used to reading over time. The crucial principle which is the purpose of reading is for pleasure, was cited among the "Top ten principles for Teaching Extensive Reading" in Day and Bamfort (2002) (see chapter2) and which Krashen (1993) mentioned before in his Free Voluntary Reading, was the target goal to make reading a life-long activity. In fact the notion of reading for "pleasure" is never acquired at the beginning of the study.

It is not surprising then, that the experimented group needed motivation to make efforts to read the materials provided. One wonders whether they would read at home if the issues of the written tests were not related to the reading documents. Certainly, the point was that students would continue to read in the target language once the ER programme was over and the starting point of the process should have been an association between reading extensively and academic work.

Nevertheless, the programme was immensely useful to influence the students positively and changes their attitudes towards reading in English. Actually in a class discussion, many responded that they only sometimes read in English - as the answer seven in rubric

two in the survey pointed at – however, the participants admitted that they found reading more enjoyable than they thought. They were even ready to read more to improve their English language. This attitude is deeply encouraged by the fact that the respondents were fully convinced that a skillful reader is a good writer, one of the main goals the ER programme achieved. They were aware that the two skills, reading and writing cannot be separated as they include a wide range of combined techniques; they were totally for the idea that reading is the best resource to enhance writing tasks. In accordance with a number of researchers who strongly admitted the reading and writing relationship in their works, among them: (Krashen, 1984, 1993); shanahan and Tierney (1990; Shanahan, 1990; Tierney & Shanahan, 1991) Grabe (2010); Byun (2010; Krashen (2004). Smith obviously put it: "neither writers nor readers can exist without a text" (1994, p.87).

3.4.5 General Discussion

The idea of the tight relationship between reading and writing was further studied in the classroom. In one of the tutorials, while students were picking out the language relevant to the topic in question, the grammatical structures, the cohesive markers, the transitions leading to different ideas, as well as paying attention to the unity of the paragraphs and so forth, the majority of students perceived that reading texts present models which must be assimilated to be incorporated in the active practical productive skills. One of them knew how to explain the power of the reading sample, she said that they did not know how to read because they ignored that understanding a text was a matter of being keen on vocabulary knowledge, and she added that they studied the points used by the writers in different modules but they did not know how to stick the whole together. The student remark was exciting; it meant a great deal, it even lines up with Nunan (2000, p. 217) showing the complexity of writing: ***"It is an enormous challenge to produce a coherent, fluent, extend piece of writing in L2".***

The findings appeared to agree with the most influential theorists who supported ER to promote writing competence. Still, the study remains relative if we consider the small group of participants who still encountered many problems in expressing themselves. The main reason which created a gap between students within the same group was that not all of them found the readings comprehensible. Although all participants had the same educational level and enrolled in the same educational institutions in terms of following the same programmes, some students' language proficiency in English is relatively low compared to their mates. The language they were exposed to, though understood by the others, was beyond their ability of comprehension.

After fourteen weeks of the programme application, these respondents' grades remained low and did not show any amelioration. Their productions proved that reading extensively did not contribute in their writings; there were any words, phrases or structures related to the documents they should have read. While correcting, two small parts from the essays were written on board. I purposefully asked the students to pick out the words or phrases which have a link with the article they had previously read. The general response was that "there was no connection with the readings". I then asked the writers of the essays who admitted that they tried to read but they found the article hard to understand.

Extensive reading influences positively and greatly the experimental students, but only the ones whose reading ability made it possible for them to understand a text. The different strands of comprehension are main criteria in acquiring the reading input to transfer it to written output. Some grasp only the surface meanings which are explicitly stated in a text. Others' level enables them to interpret what they read; they go beyond what is said for deeper meanings. Good readers are those who read carefully and analyze what they read, they see the relationships among ideas that is, how ideas go together.

The kind of readers in the experimental group is still novice readers, the majority could not go beyond the level of literal understanding with some reflections on the reading passages such as drawing conclusions, making generalizations and memorizing some language tools, items and information that the writer had presented. The achievement of such a reading level needs a longer exposure to reading extensively; it could never be accomplished within very few months. Therefore, the idea behind ER approach was to train first year students to reading to have a large amount of contact with the foreign language, a necessary step to feed their desire, willingness and awareness of the value of reading in English.

As for the control group, the evaluation of their written essays proved a continuous progress in form but not in content. In other words, students assimilated well the different stages of essay writing because they were dealt with in the written expression tutorials. Apart from some students who have personal capacities to write descent productions, most of the others linguistic background were not satisfactory; they knew how to introduce the topic, stating the reader's grabber the thesis statement, the indentation of the body paragraphs trying to start each one with a new idea and closing the essay with the concluding paragraph. Following the steps successfully for most of the guided group, explained the necessity of the teacher's guidance in order to promote the students' skills. Without any ER programme, learners seemed lost to follow the adequate way to improve their writings. Though reading and writing tight relationship has always been known to everyone, students needed that kind of motivation which the test group benefited from. Certainly, if the learners in the control group had been offered the chance to be instructed through the ER Approach, they would have acquired a more language input to write better essays than they did.

It was not obvious at all to measure statistically the amount of reading that would affect the reader writing ability, what was certain to indicate that any reading, whatever its length, short or long, contributed in effectively to the writing competency.The findings are in accordance with the two principles of extensive reading, learners read as much as possible and reading is its own reward Day and Bamford's (2002). In fact there is no upper time limit to the amount of reading, all depends on what the readers plan to achieve. Moreover, extensive reading is an activity people practice in everyday life, it is an experience complete in itself, and it is always beneficial and rewarding with or without follow-up activities and no matter the length of the document read.

3.5 Pre- and Post Tests

Prior to the other tools used in the study research namely, the questionnaire, ER programme, I also employed a pre-then-post test design. This latter is a measurement received in class comparing what the students knew before in a pre-test and after the experience in a post-test. More specifically, the tests indicate how the students are learning in the course. The results will help to identify teaching and learning methods that need to be changed or developed. A pre-test informs the teacher about the topics which are needed or not needed to cover in the course based on the students' previous knowledge, while a post-test is used to recognize students who need additional assistance and to implement any instructional needs to improve the course.

At the beginning of the second semester, and according to the syllabus conducted in the written expression course, the test required the students to write an essay respecting the different stages, the steps of essay writing were taught in classroom.

A pre test in writing was administered to both groups, and then only the experimental group went through the extensive reading program for the second semester, while the control group would have given lessons in writing without the intervention of extensive

reading materials. Finally both groups sat for a post-test in writing to see to what extend extensive reading was beneficial. The whole session was devoted to the activity to allow students to deal with form and content. The test included both the control and the treatment groups. After three months, and after the experimental group went through the ER programme, the post-test was performed in class. The instruction was the same as the one dealt with in the pre-test, writing an essay.

It should be noted that subjects under investigation progressed and showed more capacities in expressing themselves. The outstanding remark between the pre-test and the post-test was that they had become more interested in improving their writing ability in comparison to what they proved in the pre-test in which the great majority focused on the layout that is the structure arrangement of writing an essay. Certainly, the students were also unfamiliar with the plan of essay writing, still this criterion was not hard to acquire since a set of lessons with practical activities were given to them in the tutorial sessions. It is rather language acquisition through extensive reading beyond the classroom which was the basic principle which supported the benefits of the ER programme.

The evaluation of both tests was based on some specific points; the errors which were taken into consideration were punctuation and capitalization, grammar mistakes, spelling, run-ons and fragments, beginning new paragraphs indentation, syntax, using transitions, unified and coherent paragraphs. The emphasis on these errors was not random, actually all of them were taught in class for both groups; however, the experimental group was more exposed to passages which provided them with more practice. Some of the points are related to form such as paragraphs beginnings and indentation; other points are explained in details in class to both groups like run-ons and fragments, using transitions and writing unified and coherent paragraphs. As for syntax, spelling, and grammar mistakes, I often

refer to them when we correct students' productions. This variety of errors would give more validity to ER approach in terms of its advantages and positive impact on readers.

The results of the pre-test did not show any distinction between the guided and the experimental groups. The learners' mistakes were heterogeneous; they were related to all the kinds of errors mentioned previously. Still, students in both groups did better in form rather than context; the vast majority managed to respect the outline of an essay with the indentation of the different paragraphs. The special attention to form was due to the effective lessons they had during the first semester. In addition to that, there was not any significant difference between the mistakes committed by learners in the control group and the ones in the experimental group. In each group there were a few students who tried very hard to write unified and coherent paragraphs as the practical samples done in the classroom. The essays in the pre-tests were not marked but categorized as A, B and C levels. Only 5 out of 30 in the control group got A, 9 got B and 16 got C. The level was not more satisfying in the other group since 4 learners obtained an A, 11 received a B, and 15 got a C. This shows that both groups were relatively equal before conducting the experiment and that both groups achieved low in the pre- test.
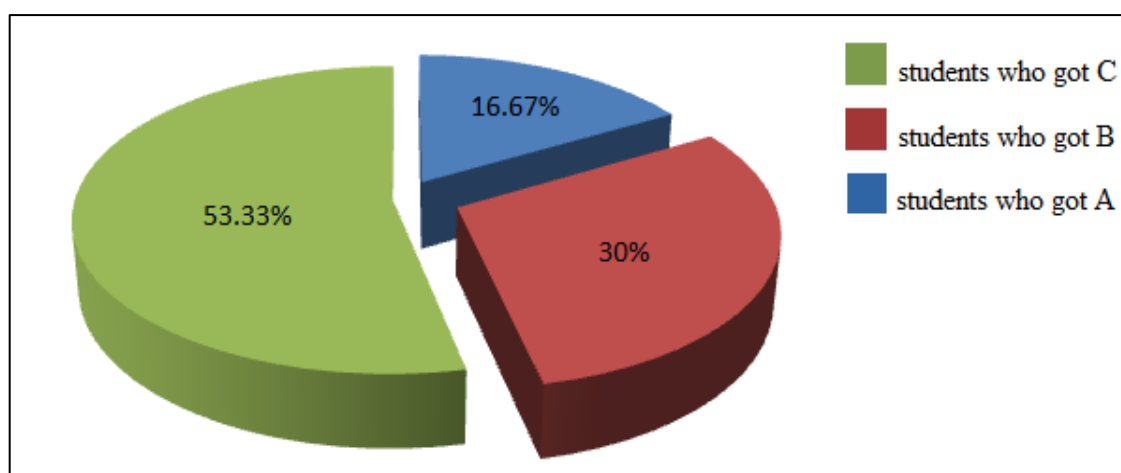
Chart 3.15: Control group pre-test results.

The pre-test scores showed that students in the control group gained similar knowledge about essay writing. Receiving approximately identical observations and similar grades revealed that learners in both groups needed to make effort to avoid errors in grammar, vocabulary, spelling, word order, cohesion and so forth. None of the two groups had a better command of the language than the other. All learners are required to develop their writing skills.
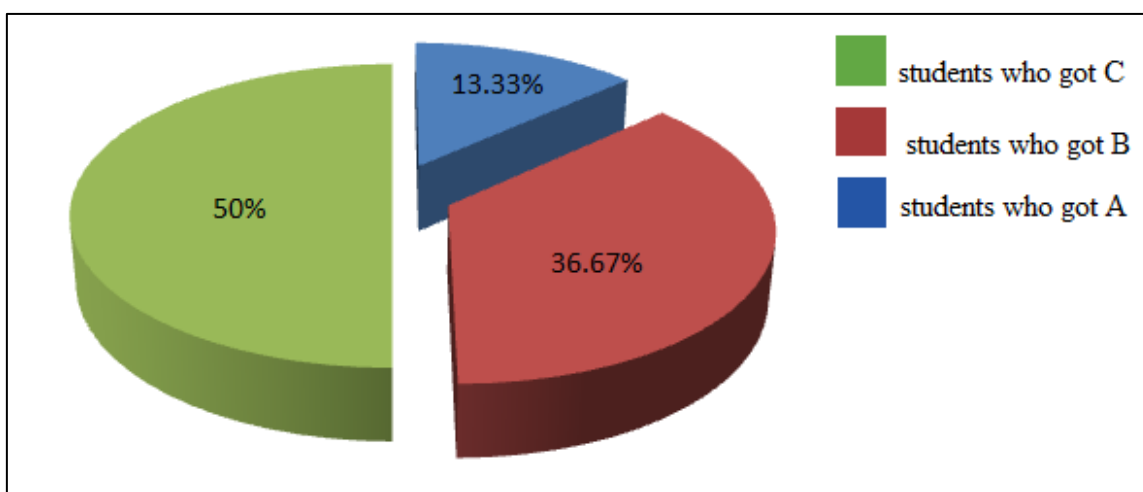
Chart3.16: Experimental group pre-test results

Students did not use to write essays in secondary schools but only paragraphs, and so they give importance to the layout since the lessons in semester one emphasized the essay stages.

However, besides form, content is another basic principle and an essential part of successful writing. By content is meant the way the essay is developed or the controlling purpose is supported. It is the relevance of the supporting details and the adequacy of the evidence implied to strengthen the controlling ideas. The ER programme is actually set to immerse the learners deeply in content referring to texts for support or elaboration of his ideas which require to be developed clearly and logically.

The pre-test was set to assess to whether the applicants achieved a higher level in writing compared to the scores attained in the pre-test before conducting the experiment.

First there is a significant difference between the achievement of students of the experimental group and that of students of the control group in the post-test in writing, favouring that of the experimental group students.

It seemed that the group which did not go through the treatment still regarded the essay form as the crucial part, and therefore refer to the essay steps due to the first semester syllabus content in spite of the written productions they performed and the essay samples written collectively in the classroom. Very few those showed interest to content trying to enrich their essays developing ideas, including appropriate academic style and relevant vocabulary. However, it was evident that those students did not examine and analyse linguistic knowledge in content. Their writing was unsatisfactory since it missed clear organization, weak reasoning and arguments. The writers displayed they learnt vocabulary and structures in isolation; this is due to the fact they did not read enough to establish the integration of language in its content.

As for the experimental group, the participants and through the pre-test understood fully that the essay is only complete if it consisted of the two components form and content. Moreover, the information was presented in better style than it was conveyed in the pre-test.

Althoughnot all participants achievement was not high enough to perform quite good essay writing, it was a big rise from a low level that was attained in the pre-test. The exposure to reading materials taught them that writing included style is the way to present information, word choice relevant to the issue at stake, organization, and that writing is not only respecting grammar and spelling. Even those students who did not know how to put these elements in practice, they knew those details. The post-test proved the difference in grades

since 8 students got A instead of 4 in the pre-test, 12 obtained B instead of 11 and the other 10 attained a C level while 15 reached that level previously. In both the papers were not marked for two reasons, first the pre-test question required from learners to write an essay before being provided with any sample in class, it was their first experience knowing only about the essay layout, therefore giving grades may discourage them to continue making efforts. Second, the purpose was to check whether students would be aware of the different criteria and include them in the post-test. The attention was focused on the use of the different elements like ideas, origination, vocabulary, grammar and usage, punctuation, capitalization and spelling.
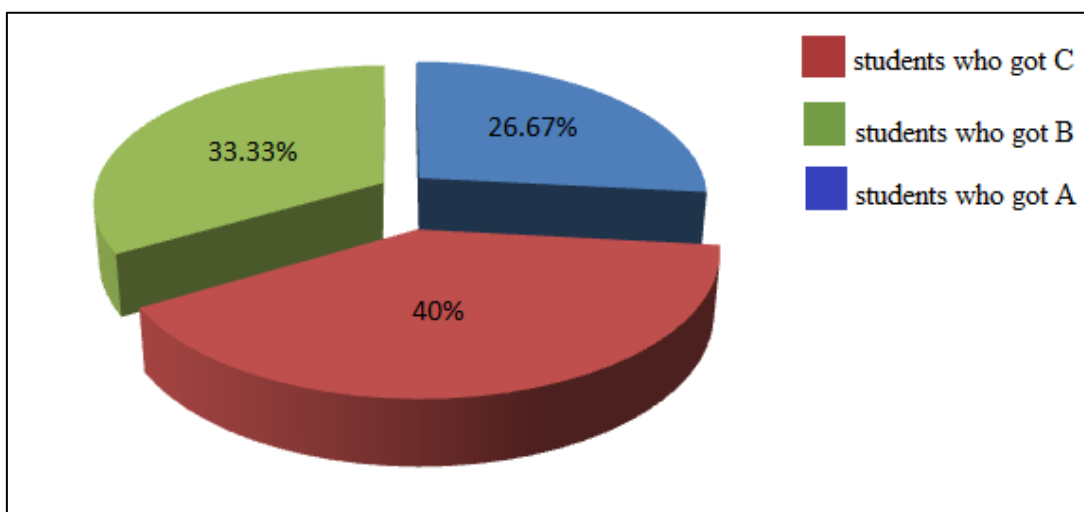
Chart 3.17: Experimental group post-test results

The results in the above chart (post-reading pie chart 14) shows that the experimental group scores were better than in the pre-test which they dealt before using reading to write technique. The students' achievement was displayed first in the higher percentage which shifted from 13.33 to 26.67. C level students performed well, and 10% among them achieved better grades. The reading passages offered the readers in the experimental group with a good opportunity to observe how ideas are developed within a text; they also grasped the meaning of a range of vocabulary in context, and gathered thoughts and information for their own writing.

Actually, integrating reading and writing with relevant topics was an important way to convince learners that the more they are exposed to reading, the better they will be in producing in writing.

3.6 The short story:

Reading non-literary materials like articles and passages was a good experience for the learners to read the lines and decode the meaning, a good reader, however, goes beyond the linguistic decoding which results from a text comprehension to cultural and discourse knowledge.

Often teachers hesitate to use literature in the classroom, they think students are not motivated enough to read short stories due to their limited knowledge of the language. Stories for example represent their proper culture displaying beliefs, traditions and moral principles which are sometimes expressed in a difficult language or too many idioms. Consequently, they have to achieve a certain level to facilitate the assimilation of the different culture they are exposed to while reading. Short stories invite the learner to interact with the world outside the classroom as they provide authentic contexts for exploiting the target language; thus readers require an adequate degree of language competence, which is basically gained through reading non-literary materials and at the same time to be trained to reading.

After students in the experimental group had experienced reading while practicing the activity through different articles in the ER programme, a further step was applied. Simple exposure to non-literary texts is not always sufficient for the mastery of the target language.

The short story is both enjoyable and instructive; therefore, it makes English learners eager to read more, it serves as a motivating element to engage students in reading.

Besides, short stories are not very long and can be handled within course hours, not only that but short stories are various in genres and can suit any level beginners or advanced young or adults.

   To familiarize the students with this kind of literary material, and to show them its rich potential to provide an authentic model of language use, a sample is studied in the classroom. The purpose was to make the learners aware of the social historical and cultural events through the story characters. In accordance with these ideas, Littlewood (2000) emphasizes the importance of the use of literature in EFL classes by arguing the following:

> *A major problem of language teaching in the classroom is the creation of an authentic situation for language. All language classrooms, especially those outside the community of native speakers, are isolated from the context of events and situations which produce natural language. Literature can overcome this problem because, in literary works, language creates its own context. The actual situation of the reader becomes immaterial as he or she looks on the events created by language. These events create, in turn, a context of situation for the language of the book and enable it to transcend the artificial classroom situation.* (p. 179).

Stories bring English to life, through characters, settings, and scenes they present the native speakers behaviour and way of thinking.

   As students already experienced extensive reading outside the classroom, in fact reading a two-page story did not seem hard to do. However, I personally asked the students whether they read stories in English before. Some replied they did others they said they read in the mother tongue ''Arabic'' and a minority claimed they never did. Still, all students replied they preferred stories to text when asked about the written genres they liked to read. I then introduced how a short story could be an exciting cultural trip to other countries and enable students to understand the language better by exposing them with experiences that are encountered in EFL setting.

The short story was selected in accordance with the learners' level; its length should be appropriate one or two class session. In terms of content, university students preferred tales which are more associated to real-life despite the surplus of imaginary activity associated with childhood like fairy tales and magic. Tales are stories based on truth, but with exaggerations at times, the events in the story may happen in real life and current events. Though many adults read fiction more others show a preference for stories which tend to be more linked to reality. Whatever the genre, the short story is a great tool for non-native speakers because it is short in length which frees the reader from feeling reluctant to start for fear he would not finish.

Two distinct genres were selected to provide students with content and context; their specific features attract students to read. The elements of the short story consist of characters, actions and plot which appear in a text with a beginning, middle and an ending. Learners would never build abilities to write narratives without reading stories from variety of genres such as romance, science fiction, horror, or mystery.

The first story is entitled "The Last Ride", the author is New York City taxi driver, and it can be read in a short amount of time, within one session only.It was purposefully chosen because of the language which is appropriate to the students' level and its relevant content to adults who generally favour topics of relationships, business situations, family life or even issues related to the alien culture.

The American author Kent Michael Nerburn (born July 3, 1946 in Minneapolis, Minnesota) published this short story focusing on American culture and general spirituality.

The author was once a cab driver who took an old lady as his last passenger one night in August. Kent was not a taxi-driver like the others; he went to the address to pick up the passenger, waited for long then decided to knock at the apartment's door. After a while, an

old lady in her eighties came out, he helped her getting into the car taking her luggage. He asked her where she wanted to go, she showed the places where she used to go, she even sometimes asked him to pull over near some buildings and sat looking at them in silence. They eventually arrived at the building the old woman asked Kent to drive her. She took her purse to pay him but he refused to take any money, instead he bent down and gave her a tight hug. She finally disappeared inside the hospice where she would spend the rest of her life.

The taxi driver was deeply touched by that old passenger; he drove aimlessly lost in thoughts. Nerburn did not take any other passenger during that shift. It was a bitter, sweet moment which made him realize what was important in life, a moment he would never forget.

This is the summary of the short story which was photocopied and distributed to the experimental group to read in the classroom. The class was divided to groups of three students who were supposed to work collectively. The silent reading of the story lasted twenty minutes, students did not show any boredom, and instead they seemed interested to go on reading to get to the end.

    Before introducing any activity related to the story, the students were required to give their first impression about it. It is noteworthy to point out that all students found reading and understanding a short story easier and less complicated than other genres of literature. After having the general feedback of the students, focus was on presenting activities to exploit the short story showing the benefits of reading such genres for an English learner.

3.6.1 The Story Analysis

    The following questions were asked in order to engage the students deeper in the story and share the moments lived by the writer and his characters.

-     Where does the story take place?

- What is the author's nationality?

- Who are the different characters of the story?

- Which events did attract your attention?

- Do you think the story is fiction?

- What expressions said by the driver attract your attention?

- What do you think about his behaviour towards the old lady?

As for the first question, students easily answered that it was in New York City, the discussion was developed to talk about the setting as the students mentioned the late hour during the night the author picked her in his cub in the middle of the night and then the expression "and then walked into the dim morning light" clearly stated the moment as students pointed at that.

The author is American; he was living in New York where the setting took place, so the short story is purely American.

Concerning the characters, the students mentioned the taxi driver and the old lady, while others pointed at the orderlies who came to take the lady's luggage.

Question "e" was controversial. Many found the story real, it was non-fiction they declared. Others said it is based on a based story but extended into piece of narrative.

The different events which generally attracted the learners are the fact that the cab driver waited for the lady, assisted her to get in the car, drove and stopped at different buildings so that she lived again some of her memories. Still the events all students found most touching were when the old woman left to the assisted living leaving behind the writer thinking about that last drive which he could never forget. He was driving randomly, wondering about that poor lady and many others like her who needed a kind heart.

The last question concerned the students' opinions about the taxi driver behaviour. All students were fascinated by the attitudes of the man towards the lady, the way he is

influenced by family fed his desire to help others. The driver is representing the American society and its social beliefs, namely his warm relationships with others were greatly appreciated.

3.6.2 Collective debate

"The Last Ride" is like other short stories, a literary genre in which much is left unsaid; it is up to the reader to make implications. The story source was the life experience someone got from daily life, it was a non-fiction story; it is a story which reveals a universal truth or value that is shared by people living in different parts of the world, humans have common life experiences, human nature sometimes transcends culture. However, the author followed the structure common for narrating stories. The setting was encouraging English learners to know about the foreign culture. Besides, the chosen story contains limited events and few characters it which makes it easy for students to follow in a short time.

To involve the learners deeper into the story, more details were discussed; first a brief background about the author's personal life. What the readers needed to know was that Kent Michael Nerburn (born July 3, 1946 in Minneapolis, Minnesota).He has published 16 books of creative non-fiction and essays, focusing on Native American and American culture and general spirituality. The secret of his profound understanding of human suffering and hope was greatly related to the experience he had when he was a child, he usually accompanied his father who worked for the Red Cross, and they helped victims of fires and floods and other disasters. Kent often confronted the same tragedies as the police and firemen encountered and that was obvious in his story. By pointing at that reality, students knew that the writer expressed true emotions in his piece of writing.

The students were asked to refer to the conversation and examine how the cab driver responded to the old lady. Examples were picked out by the readers:

"Would you carry my bag out to the car?"

"It's nothing,"

"I just try to treat my passengers the way I would want my mother treated."

"Oh, you're such a good boy," she said. When we got in the cab, she gave me an address, and then asked, "Could you drive through downtown?"

"It's not the shortest way," I answered quickly.

"Oh, I don't mind," she said. "I'm in no hurry. I'm on my way to a hospice."

"I don't have any family left," she continued. "The doctor says I don't have very long."

I quietly reached over and shut off the meter.

"How much do I owe you?" she asked, reaching into her purse.

"Nothing," I said.

"You have to make a living," she answered.

"There are other passengers."

Almost without thinking, I bent and gave her a hug. She held onto me tightly.

"You gave an old woman a little moment of joy," she said. "Thank you."

I squeezed her hand, and then walked into the dim morning light. Behind me, a door shut. It was the sound of the closing of a life.

www.metafilter.com/75230/The story of a cab   28sep.2008

Students found the conversation a concrete tool to experience real-life language usage; conversations lead the readers to explore the disguising marks of human nature. They not only represent cultures but the individual on a personal level, dialogues give hints to readers about the characters' personalities, backgrounds and even his personal role which continue to develop throughout the whole story. As characters talk with one another, the reader can learn about the setting of the story, the time period in which the story is set, the

conflicts which are driving the plot, all that can be revealed and explained through the comments of characters.

It is noteworthy to state a student opinion who claimed: "like in movies, we need dialogues in short stories; they engage us deeper in the story".

Furthermore, most of texts students read are paragraphs; they rarely read or write conversations, therefore these latter break up the monotony and make stories lively and active.

Due to the little dialogue within the above story, students developed critical thinking; they seemed deeply influenced by the cab driver words which left them with a lasting impression.

3.6.3 Story Writing

Teaching English through short stories aimed at developing students' understanding of the features of a short story, promote their language skills, cultural awareness, critical thinking and creativity. In other words, students were expected to write a story in which they applied the necessary elements in a story of their own.

Stories serve as a holistic approach to teach the language in its natural context. Students did not need detailed courses about a story process, they rather lived the different steps the events happened, they felt and reacted to the characters emotions. Moreover, they identified and grasped the specific aspects such as setting, character, plot, climax, dialogue and closing. Those techniques would be hard to teach if teachers used direct instruction, which is standing in front of the class teaching the required material. Learners would find it hard as well to assimilate how a story should be performed; being engaged means taking an active role in their learning. In fact, the readers' interaction with the story, living every step as if they were characters themselves is a technique which enables students to write their own stories in their turns. The group who read the story demonstrated awareness in

using the various techniques in terms of organization of events, the story process, from the setting till the end, going through all the other elements such as the characters, plot, climax, etc. Students found it easier to construct stories in their minds – some said they threaded their own ones- since they were asked to tell about a real story which they lived, but could not think of any one. When asked "how they could weave a story that it never happened to them, they all claimed that was easier than writing an expository, or an argumentative essay because a narrative is differently grasped from other types of discourse". "They explained that they shared the author's story, and they kept a visual imagery since they were involved in the events and actions; this is why they found it easier to construct stories in their minds".

To the reason why it was not difficult to grasp and create a story; Nabila, Mensoria, Réda and Jihad all shared the same opinion which was reading a story was first enjoyment. Because of having that desire to discover what would happen to the characters, readers would never feel bored to come to the end of the story; they also sought to understand vocabulary not to miss the details of the story**.**

Saricoban (2011:p160) stated that: ***"...a short story with its setting, characters and compelling plot, captures and holds the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher –order thinking benefits".***

Story reading is not only an affective pedagogical strategy for learners only, it keeps teachers' role limited, they become guiders or facilitators as students participate actively in reading a story sample then weave a similar one according to the principle elements they personally grasped from reading. In fact, the teacher is a monitor who observes the student and helps him to stick to the task. Giving the chance to learners to do the work without a

direct support of the teacher is to make of them self-confident, self-reliant and autonomous able to improve with his personal learning experience.

3.7 The Teachers' Questionnaire

Another questionnaire is addressed to teachers who are required to provide information about their teaching beliefs and practices; the questionnaire emphasizes the instructural materials and activities used to teach the writing skill. Furthermore, educators should complete some open-ended questions dealing with the incorporation of the reading technique in their writing courses. They are also asked to supply to what extent they are using Information Technology to cope with recent pedagogical changes and students' interests.

To ensure the validity of the present research, the information was collected through various methods to facilitate insights and understanding if only one method was used. Therefore; a crucial factor in the teaching/ learning process had to be taken into account; another questionnaire was addressed to teachers to analyse their views and responses.

The teachers' participation was fundamental, they are conscious of their students writing weaknesses; obviously, they dealt with some techniques and strategies to increase the effectiveness of the learners writing capacities.

The main objective of this questionnaire is to verify the research hypotheses, and to expect more information about how teachers perceive the writing skill what techniques could better facilitate learners to become better writers.

The questions were chosen to deepen the area of study, which is the interrelationship between reading and writing and the importance of implementing the former in teaching the latter.

Three assumptions were investigated:

- The learners' writing difficulties and whether they were willing to write.

- The teachers' implementation of the reading skill within a writing course.

- The introduction of digital tools in the classroom.

3.7.1 Description of the Questionnaire:

Nine teachers from the English department of Relizane University Center answered eighteen questions among them eleven open- ended ones which needed developed responses. They are all full-time teachers, and they are all Magister holders. The respondents' experience level varied between two and twenty nine years, and all of them exercised teaching at the Secondary School before joining University.

The questionnaire contained three sections which explored detailed data about the following points:

From question one to question six: included questions about reasons which made writing difficult.

The seventh and the eighth question sought further explanation of how reading was used to assist writing.

In the same context, ranging from question nine to thirteen, were about the contribution of collaborative work in enhancing writing and the way to assess the writing practice.

The last series of questions, from fourteen to the last one (eighteen), inquired information about the use of ICT as an effective method in the classroom.

 It is noteworthy to indicate that teachers illustrated their answers through answering the open-ended questions to corroborate their responses.

3.7.2 Analysis of the Results

The collected data displayed considerable efforts to rethink the writing skill to make learners more engaged and more creative.

3.7.3 Teachers' Views about the Reasons for Poor Writing Skills

The first bunch of questions searched the root causes of students' difficulties, as well as their interests in writing. The lack of motivation on the part of students to write was the first obstacle teachers stated when most of them (six teachers) said that students did not show interest to writing.

As for the causes of learners writing weaknesses the common reply was lack of reading; neither inappropriate approaches nor lack of prior knowledge had a negative result on poor writing the way insufficient reading did. A teacher went further saying: "lack of motivation matters, but if a student reads, he becomes fully equipped to express himself; accordingly he becomes motivated to write." In other words, demotivation is due to learner's weak skill and low capacities to write.

Teachers' views
Students' lack of motivation in writing. Lack of reading.

Table3. 23: The reasons of poor writing

3.7.4 First Year students' Improvement in Writing

As the study was specifically about first year students, teachers were required to indicate whether their learners assimilated the writing skill.

Five teachers gave a negative response and they gave the following justifications:

"Students are not aware about the importance of writing; they are more interested in speaking. The impact of smart phones influenced them greatly; their dream is to be good speakers of English".

"They need more practice, guidance and instructions".

"They face some prior knowledge difficulties; perhaps the majority did not choose to study English. They are forced to due to the system or orientation".

"Most of them rely on the teacher; they do not write at home, they only do tasks they are asked to. Writing improves through practice, a continuous practice".

"They do not prove to assimilate writing and this is reflected in their poor productions".

The same teachers above thought that students do not achieve a satisfactory writing level in the second and third year.

Most of the respondents found that the problem does not lie at the essay level but also at the sentence and the paragraph level.

Teachers' views
- Students need a lot of practice   - They still face difficulties at the sentence and paragraph level though being second and third year students.   - They showed more interest to speaking rather than writing.

Table 3.24: Students' improvement through years

    The teachers' views clearly displayed that students lacked basic knowledge to write. They encounter obstacles while writing sentences; thus, they were unable to go further writing paragraphs or essays. This is mainly due to the lack of practice on the one hand, and the fact of being more interested in verbal communication rather on the writing on the other hand.

3.7.5 The teachers' Views about the Importance of Reading in the Writing Skill

    All teachers mentioned that reading is the most essential skill for writing as they had to select one from the three skills (listening, speaking and reading).

To justify their choice, one of them stated: "Reading is the true basis that enables students to write properly. It is related to both form and content of the writing task".

Another teacher said: "a good reader is a good writer and a good listener is a good speaker. Extensive reading leads to skillful writing".

There is no doubt that that reading and writing are two related skills as it was already discussed in chapter two. However, the different techniques to implement reading in the writing courses are the main aim of this research.

How they included the reading skill in their writing courses was the point teachers were requested to clarify.

The common response was that all of them included reading in teaching writing. Only three ones indicated reading was assigned as homework while others used it in the classroom.

Teachers' views
- Reading and writing are tightly connected. - All of the teachers included reading in writing either inside the classroom or as assignments at home.

Table3.25: The importance of reading in the writing skill

Educators did not consider reading and writing as separate skills. All of them taught both together; some presented reading as a homework because of lack of time; others found a way to combine the two skills together inside the classroom.

3.7.6 Different Ways to Encourage Writing

Concerning the collaborative way of working, teachers involved the group work technique to encourage students to work collectively.

On the other hand, the respondents did not share the same view concerning whether or not learners performed better in working in groups. Those who said collective tasks did not benefit students explained their views as follows:

"It is good when asking students to generate ideas or discussing topics collectively, but when it comes to production, individual work is preferable".

"Many students rely on their peers to do the work".

"Some students are selfish; they prefer writing their ideas thinking they are better than their mates".

The others common view was that weak students do not perform well in writing; however, they surely make more efforts when they team up with good mates though their contribution remains limited.

Two questions sought information about whether their students wrote essays in the classroom or at home. While most of respondents supported both ways, others gave different opinions. "I need to test a work done at leisure. Writing in class may result in a half executed work. Homework helps to go deeper into the writing (checking meanings, rereading, etc.)", one teacher responded.

Another one said: "Writing at home gives them the opportunity to use a text support, helping themselves with the net".

A teacher who favoured writing in the classroom simply stated: "If time allows, in the classroom is better".

Another colleague explained: "in my view, it would be better to urge students to write their essays in class rather than at home. This will allow them to rely on themselves avoiding plagiarism from the Internet in the process."

How can you make of your students better writers?

Teachers could choose either assessing students' works, and grading them make them practice writing regularly; or ask them to read about topics then ask them to write about them.

The shared response was to make students practice writing regularly.

Concerning the suggestions to help learners become better writers, their opinions were various:

"Extensive reading"

"Exchanging reading materials among peers because learners cannot afford buying books to practice reading"

"Evaluating students' writings help them get acquainted to the writing competencies".

Teachers' views
- They use group work technique to encourage peer learning. - Students are required to write their written productions in class and at home according to some teachers. - Some others favoured writing only in the classroom so that learners rely on themselves. - students should write regularly - They also should read regularly.

Table3.26: Different ways to encourage students to write

According to the teachers' views, various strategies are used to promote writing. Some found it more effective for students to work in collaboration than to do tasks on their own at home. They claimed that they benefited from their peers, and their works would be more personal since they would not use any network platforms. Whereas, some other teachers encouraged their students to write regularly outside the classroom; they advised them to read as well; they believed that only by regular writing and reading they could improve.

3.7.7 The Use of ICT in Teaching in the Classroom

The remaining questions are related to the implementation of technology in the classroom. The respondents did used ICT in lessons' presentations. They explained the reason why engaging technological tools is important.

One colleague stated: "Because today's learners feel better when joining visual aids and technology to acquire knowledge".

Another one agreed on the same point and said: "ICT helps gaining time and effort but it is not always available". The same view is expressed differently: "ICT can save time, it is also motivating".

Showing their support for digital tools, teachers would like learners to use technology not only at home but in the classroom as well. Technological means make students more engaged and active; they also save time while working. Furthermore, teachers were required to explain how digital tools enhance students' writings. They clarified the point giving the suggestions below:

For "a digital generation, paper work is boring, so if we can join technology to studies, it is agreeable and motivating for the majority".

"To introduce a digital tool like a video, for example is providing learners with new ideas to enrich their background knowledge".

"The simplest way for using technology is the data show, the presentation of a course would be beneficial and attention grabbing; students could take notes more easily as everything is clearly stated. It is also possible to illustrate points with pictures which facilitate understanding".

Evidently, respondents corroborated their responses by acting positively to the following question; they agreed that thanks to technology, students remained exposed to the target language. They added that learners worked collectively by exchanging ideas, watching videos and reading from different net resources.

As far as the changes the implementation of multimedia technologies could make in the classroom, all of the teachers believed that:

They make students more centered-learners

Teachers become facilitators

They provide new teaching methods other than the traditional ways.

In reference to the last response, teachers were asked to explain if students benefited more from an ICT teacher than a traditional educator who used old teaching methods and techniques. The illustrations were various depending on personal experiences.

"Both methods are beneficial, each style presents advantages and drawbacks. If the teacher exploits the positive aspects of both styles, that would be a great job", one teacher responded.

Another respondent who shared the same view said: "Both of them I suppose. We can no longer ignore the fact that some traditional methods were and still are efficient and successful in acquiring knowledge though ICTs can facilitate and attract the learners' attention; therefore motivating them".

Some others preferred using digital technology, and so one argued: "ICT teachers make learners familiar with multimedia technologies and gain more time for additional tasks and make-up activities".

Similarly, another educator explained: "Digital generation needs recent teaching techniques. They are part of this world and they need to cope with the technological revolution in developed countries. Our students are active members of the globe which has no restricted frontiers".

Another colleague responded: "Teachers have to be eclectic and more open to the latest and most sophisticated techniques. Unfortunately, there is no special development programmes to train instructors on how to implement those high-tech gadgets effectively."

Teachers' views
- Implementing technology in presenting lessons is time-saving. - ICT is a source of motivation for learners since they feel comfortable using digital tools. - ICT breaks the routine of using traditional ways in course presentation. -Students become more learner-centered. - Digital natives are more open to modern techniques; teachers should be eclectic to vary the teaching methods in the classroom.

Table3.27: The use of ICT in the classroom.

3.8 Conclusion of teachers' Questionnaire

The contribution of the teachers through answering the questionnaire was of significant importance. As their prominent role in the teaching/learning process, they enriched the study giving valuable views and suggestions. Certainly, teachers are fully aware of the complexity of writing skill as they are also conscious of students' level which needs to improve.

Educators shared similar worries about how to motivate learners, engage them in the written course to become good writers. Indeed, continuous practice is needed in the classroom as well as at home. To bridge the gap between inside and outside the classroom, extensive reading and writing together are the key factors to develop students' skills.

Moreover, the prevalence of digital tools offers learners multiple opportunities to foster their writing abilities; they are encouraged to be creative and more exposed to knowledge and production. As a result, being in contact with different sources and individuals make it possible for them to interact and exchange ideas and information.

3.9 A Synthesis of Results of Data Collection

The empirical study experienced sixty first year university students who participated in offering quantitative and qualitative data represented in a semi-structured questionnaire. The applicants' feedback about whether or not reading is a basic component of academic writing was evident through their answers; in fact, the general response was in favour of extensive reading outside the classroom which was, eventually, applied as an extensive reading programme.

Furthermore, the observational case study carried out in the classroom actively engaged the treatment group in ER programme. The results associated with the reading programme proved its effectiveness after the higher scores of the experimental group in the post test.

Through another questionnaire, teachers emphasized the idea that reading has a significant practical use in academic writing; teachers encouraged all techniques which led to enhance motivation and students' autonomy. Extensive reading is a voluntary effort which boosts confidence and self-efficacy.

The present practical study was not limited to non-literary texts only, teachers' should arise students' awareness on the cultural and social dimension of the relevant country whose language is learned. Short stories proved to be the most suitable literary genre for learners due to their shortness and different interests. The aim was to engage students in a real world experience, and the result was satisfactory to read the learners' written feedback responding to the aspects of the short story; the students improved their critical thinking and creativity and respected the cultural standards and conventions depending on the scene and setting of the story selected.

Combining quantitative and qualitative data, with the reading programme received students as well as teachers' support.

The methods used to collect information shared the same goal which was about improving the writing skill through reading; the attitude of learners and teachers confirmed their effectiveness.

3.10 Conclusion

This study is performed to explore the learners' perceptions of extensive reading at the university first year level. Their positive attitude towards extensive reading was first obtained from the analysis of the questionnaire they completed. Hence, applicants showed that they were aware of the benefits of ER and its tight relationship with writing. Actually, the results obtained through the application of the ER program after the experimental group exposure to extensive reading proved that reading remains the first key to improving the writing skill i.e. learners who experienced the approach developed language skills

better than the ones in the control group. The chapter also reported findings about a short story dealt with in the classroom; the literary genre proved to be encouraging to make learners read more, all of them liked the story and showed interest and attention. It may also indicate that they prefer reading in the classroom due to their lack of autonomy and responsibility to do their own learning.

On the other hand, teachers were an effective element; their valuable views were stated through the responses to the open-ended questions in the questionnaire addressed to them. Teachers displayed a great concern to motivate students to be good writers. They, certainly, need to cooperate to design an adequate ER program for university students since they are the first ones concerned in altering the curriculum and running the classroom.

The following chapter is based on the significant teachers' views and techniques used to ameliorate the students' writing level; as well as the incorporation of the ER programme with the valuable information collected from both students and colleague teachers. The data obtained helped to determine suggested implications which could contribute in providing more suitable strategies to academic writing with a focus on difficulties commonly encountered by learners.

CHAPTER FOUR

Pedagogical Implications and Recommendations

4.1 Introduction

The data obtained through the different questionnaires as well as the intervention study significantly met the research objectives; the significant information explored the deep causes of students' writing failure.

Suggestions to students writing difficulties and recommendations to have a change in the writing program are the aim of this chapter in order to raise writing proficiency of the English language learners.

Teachers need to provide their learners with an [14]extensive reading programme as a basic source to develop their writing abilities. In the same context, the scarcity of reading documents no longer get in the students way; countless of texts, articles and books are affordable and prevalent thanks to the internet. Technological tools should be exploited inside and outside of the classroom. With implementation of digital means, opportunities are proposed for enhancing creativity and appropriate techniques could motivate learners to write better.

4.2 The Writing Skill Weaknesses

Writing has always occupied a significant place in the educational curriculum within its different stages. Obviously the tertiary level is not an exception; teachers at the English department at Relizane University perceive the fact and they are doing their best to improve the writing skills so that learners express themselves and write decently. Many

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[14] An extensive reading programme should be introduced not just for a class, but for an entire school, involving all of the teachers and pupils. However, the lack of materials and lack of experience are two factors which mean that starting on a small scale and building up the programme over time is often a more successful strategy. It is also important that the programme be integrated into the school syllabus and timetable, to ensure that it will continue even if the organizers move on. At the core of an extensive reading programme, however, is the idea that learners must be encouraged to read in their free time, so most of the activity should be taking place outside the school.

students at university are struggling with writing; their weaknesses are related to various problems as their results clearly show their low level.

My simple experience in teaching writing made it possible to show some facts; the main factor which hinders writing is that first year students come with poor writing skills, and some of them feel unable to improve, they realize that their level in English does not encourage them to be successful in the discipline in question. Certainly, during high school, students were not writing frequently neither they followed the same norms and rules of writing, nor knew in details the types of writing that they would be required to know at university; however, a student profile should be adequate enough to meet the qualities and needs of an English learner.

There is no doubt that students' choice of the discipline is associated with marks obtained in the "baccalaureates exam", the diploma gives them access to university studies; still this does not always orientate the student toward the stream which suits his level and motivation.

Actually, many students require competitive selection entry exams, students need to trust their personal qualifications, background prior knowledge and their learning profiles. The testing determines whether the learner meets the appropriate criteria of leaning English. Students' prior knowledge could either help or hinder learning.

4.2.1 The students' Prior Knowledge

The writing skill has always been considered an outstanding part of the English syllabus which means that the development of this skill has its root in the very early phase of language education. Unfortunately, many students who enroll in the English department at Ahmed Zabana University lack many factors they should have acquired at college and high school. The problem goes back to incompetence in syntax, coherence, idea expansion,

topic sentence, mechanics, and organization, lack of vocabulary and grammar errors. Very often, first year students find it challenging to improve dealing with all these deficiencies.

First year written expression syllabus content gradually considers going from what is simple to more difficult; therefore, emphasis is given to studying the sentence level, to form a paragraph, the foundational principles to write an essay.

However, the difficulties English learners endure seem more complex, they are often linked to previous courses in secondary schools. Many of them still have a trouble about grammar namely tenses, making correct sentences, and even lacking of simple words to express their thoughts. As a matter of fact the written expression courses would be devoted to sentence construction, common errors such as fragments, run-ons, punctuation and capitalization and spelling, instead of focusing on essay writing. A large number of students are confused because they lack prior knowledge and skills.

Secondary school teachers should be aware that students are unable to formulate ideas and write cohesive paragraphs. Teachers are concerned about how and what their pupils are learning; more emphasis should be given to the basic structure of building sentences and then putting these sentences to make a cohesive text. Pupils do not even make the difference between phrases, fragments and sentences. Grammar is used incorrectly and a lot of spelling mistakes. Students at high school are expected to know the different sentence structures, going from the simple sentence, the complex sentence, the compound and the compound complex sentence. Once pupils master the basic elements to make coherent sentences, their writing easily improves gradually as they build upon the skills learnt in prior grades. Writing is hard work, pupils study writing from basic to advance, at high school they mainly learn to study how to write sentences and paragraphs, the elementary part of an essay. At the tertiary level, learners consolidate and expand what

they have acquired previously before going further into the writing issue to deepen their knowledge to be competent writers.

The advantage at university is that writing is a module; it covers the three whole years of the License degree, during this period, students have enough time to write much. Writing never improves if students do not write more often to get more practice. At the university level, students should master various skills to overcome writing difficulties; factors like extending the vocabulary knowledge, developing and analyzing ideas as well as presenting thoughts clearly and concisely to avoid ambiguity and redundancy. Achieving the academic writing abilities become more possible through practice, they; hence, develop the writing style and gain self-confidence. There are not any miracles which transform learners to competent writers overnight, even the most gifted writers had to learn and practice over a period of many years.

4.3 The written Expression Module Content

The basic component of written expression is comprehension as the name of the module indicates (Written Expression and Comprehension); actually expressing oneself in a given language is not a single skill, writing is the final stage of literary skill development, this includes listening, speaking, and reading. The latter skill is overemphasized because reading and writing share almost the same processes regarding the complementary roles of readers and writers in achieving [15]rhetorical goals (see chapter 2). Besides, comprehension is tightly associated to expression, a written text is necessary for word-level decoding or spelling skills.

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[15] The goal of a rhetorical analysis is to articulate HOW the author writes, rather than WHAT they actually wrote. It is analyzing the strategies the author uses to achieve his or her goal or purpose of writing their piece. Writers of different disciplines often use varying writing strategies in order to achieve their goals. So, it is okay to analyze a scientific article a different way than you would a humanities writer. These authors have very different goals in mind, and thus will use different writing strategies.

However, many of the written expression teachers assume that students enter university with adequate listening and reading abilities, and so they focus on the second dimension which is written production, neglecting the basic element which is comprehension which has a major role in learning outcomes and academic success. Indeed teachers are using the different language modalities in instruction, for instance, through oral debates (oral expression), lectures (listening comprehension); still reading is no longer a module of its own. Educators may think reading comprehension is everywhere in all lectures and courses, and without it learning is not possible. Reading comprehension is a vast issue and understanding for specific purposes like answering questions or getting the ideas of a passage is very different from reading to produce and express oneself taking into account every aspect of how to transmit a message.

Therefore, teachers should be aware that reading comprehension is part of the written expression module since it is the skill which provides students with more knowledge about a topic and enable them to convey their ideas in a written manner.

Teachers often complain of the lack of time claiming that reading in the classroom is not possible; they seem not to have enough time for doing both reading and writing.

Getting used to reading is a process as writing needs steps to ameliorate; students are not to read lengthy texts which take hours to finish. A short passage includes more than a word and more than an expression which students are not familiar with, they also benefit from how cohesively the sentences are bound together. Reading a passage could last a quarter an hour or twenty minutes, readers should be trained to take notes while reading.Teachers are guiders in the classroom and should help students to be influenced by the writing style, vocabulary development, new phrases and expressions, etc, so that students do not fall in the trap of plagiarism. After they finish with the first step, teachers collect the original text and shift to the second step which writing. The assignment to be completed by students has

to be linked to the topic already read, whatever it is a summary, writing a paragraph or an essay, writing a personal reaction to the material or analyzing the text, what the students have learned from the passage should be used in their tasks. It is only in this way writing can improve, people may know many different language points, but they remain useless or disappear definitely if they are not used in practice. Having students write about a text they are reading enhances how well they comprehend it, and at the same time it offers opportunities to facilitate reflection and encouraging personal involvement. This process combines those two skill reading comprehension and written expression in a single activity.

The writing activities should be well selected depending on the students' level and ability, they should reduce anxiety, learners are not born anxious writers, and they become so through difficult or negative experiences with writing. Researchers proved that EFL learners may find the topics suggested by teachers a hindrance since they sometimes feel unable to express themselves freely. In the same way, students fail to write an adequate essay if they ignore how to link sentences into a coherent paragraph as well as how to proceed and organize an essay.

4.4 The Written Expression Programme

For years, teachers have not agreed to unify the writing syllabus even at the level of their own department, for instance, in the department of English where myself belong to, the first year written expression programmes do not cover the same aspects and points to be taught. This is due to many factors among them, the late recruitments of teachers especially temporary teachers who are usually employed after their colleagues have already tackled the propramme. Very often, then, the teachers do not work collectively; do not share ideas and views to come out with a suitable syllabus with clarity and precise objectives; for instance there are some who teach parts of speech as written expression lessons. Others,

however, begin with constructing sentences, going through the steps of the different stages of essay writing, such as the way an introduction is performed, the body paragraphs to end with the concluding paragraph; only then students are asked to write a whole essay taking into account all those elements. Unfortunately, some other teachers do not devote any courses to teach learners about how an essay is produced; they rather directly start with written productions.

Teachers of the same module ought to design the syllabi to tackle the same points at the same time within a time limit; thus students are fairly assessed and equally valued. Moreover, coordination is an opportunity for the ones who lack experience to work with more qualified and skillful teachers through organizing regular meetings to ensure the syllabus progressing.

In fact, novice teachers should consult with colleagues who have previously taught the course to know how to plan the lesson design, activities and assignments. Effective course design is very well performed when the teacher knows the type of learners he is confronting and what they are able to do; at that moment, he could measure and decide his students' skills and abilities.

*"Students come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence what they notice about the environment and how they organize and interpret it. This, in turn, affects their abilities to remember, reason, solve problems, and acquire new knowledge."*Bransford, Brown, et L (2000, p. 10).

Very often, students lack fundamental prior knowledge that is supposed to be familiar with, this important fact is not taken into account by some new teachers in more advanced courses in syllabus design. Since new knowledge is built on existing background, the following points should be attentively considered:

- To determine how prior knowledge could be used as in a syllabus design

- To identify multiple access points to the curriculum to increase engagement and success.

- To find out what material has been covered in the preceding syllabus.

- To use techniques which suit the students' level.

- To emphasize specific goals of the course.

4.5 Steps to Successful Writing

Writing can never be treated as a one-step activity; its nature   which requires a clearly written piece and a well-organized content makes it difficult for a writer not to go through stages. The complex combinations of the multiple skills have to be taught by breaking down the process.

Many teachers tend to favour focusing on the written product of their students without interfering in the various steps which have contributed to the final output. They generally find checking the writing process time consuming and claim that learners have already been familiar with the way an essay is produced. Evaluating a final production means neglecting all the series of steps namely, pre-writing, drafting, revising and editing and giving the priority to publishing that is the final piece of writing.

Planning the writing piece and respecting the elements progressively is fundamental, the stages are the skeleton students put flesh on; it is the basic structure to build sentences, to develop ideas and thoughts successfully according to the process. It is fundamental to remind students of the way a piece is written at the beginning of the academic year. If first year student deal with the matter during a semester for instance, second and third year students need a session to ensure they are aware a composition is a matter of gradual procedure.

Indeed, the writing process is time consuming, but how can teachers claim they are teaching students how to write? Are not they simply editing writing assignments, and so

have become editors by default? This approach is appropriate for all levels to develop learners' confidence in their writing skills.

Adopting such an approach allows students to react immediately to the committed mistakes of any kind and continue performing the writing task in the right way before the end of the activity. Moreover, discovering mistakes and errors and doing self-correction give them the chance to feel, see and experience success with writing. As centered-learners, students make use of most of their abilities such as knowledge of the vocabulary, grammar, coherence, cohesion and all what construct meaningful language to convey their own thoughts and transmit their written messages.

Certainly, applying the process procedure does not mean neglecting the product; the latter is in fact the result of the learning process. The student is actually giving consideration to each stage to end up with a good output. The different stages serve as activities which enable students to make use of their personal capacities each time they refer to one of the steps. The writer is exercising going back and forth from brainstorming, planning, revising, to drafting and editing since the process is not necessarily linear.

4.5.1 Collaborative Work

Nunan (1991) claims that the process approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing.

Many teachers do not encourage group work in the classroom, they rather prefer pair work when the activities and drills require interaction. The simple reason is that learners do not take advantage from their peers, but they generally gather to waste time in talking. Also, teachers avoid working in groups claiming that the excellent elements always do the task for the less competent ones.

Working in collaboration is quite common in university courses especially in the LMD system; the projects held in different modules are done and presented by groups of students; in other words, the teams organize meetings out of the classroom, share the tasks, delegate tasks, define roles and contribute to the work to achieve a common goal. This effort proves its effectiveness during the team presentation in the classroom. While working collectively beyond the classroom is an opportunity to benefit from mates' knowledge and experience, collaboration in the classroom is another environment where the teacher is a fundamental element in the process.

Fruitful group work is not an easy task; it demands great efforts on the part of educators who are supposed to have a good class management. Indeed, many do not achieve the intended outcome because they could not control their classes. The first requirement to successful collective work is organization and discipline. Teachers should not only ask students to be in groups and give them the assignment waiting for the task to be ready in a limited time. It is a good idea to let students free to choose their groups, but the teacher can always intervene if he judges a given group cannot be productive, either because of their level or lack of discipline. The focus is encouraging learners to learn from their peers and the educator's role is preparing the team for that, his participation improves practice and motivates the members of the groups to make more efforts by checking and evaluating their tasks.

It is high time educators ceased to be traditional, teachers are no more the ones who lecture and show little interest in involvement and interaction with learners. In recent classrooms, the role of the teacher is not meant to impose authority and control over the group, his presence is rather to ensure communication to make his teaching more dynamic and his students more active.

Additionally, students generally misbehave when they feel under pressure and burnout; this is the unhealthy learning environment which routine teachers create. In collaborative writing sessions, teacher and learner share authority, the former is not the only source of knowledge so, the latter learns indirectly from his teacher who is engaged in the group through his guidance and help, and takes profit directly from his peers who are given the chance to assess what they have learnt. The members exchange diverse opinions, support knowledge they receive from one another and participate in critical thinking.

4.5.2 Assessment

Traditionally, teachers often loaded their students' papers in red ink, underlying every mistake and error, neglecting the fact that it was discouraging to point at mistakes and negative points only. Personally, I have not noticed that my students trying to refer to their papers for self- correction. They do not even ask for the general remarks, written on their papers to learn from the corrections.

Certainly, there are times when the great number of mistakes makes it impossible to minimize the red marks on the paper; yet some ideas provide students with positive feedback and make them feel self-confident.

A good strategy is to use a list of "symbols" as a correction code which the teacher has already shared and discussed with learners. For instance, P stands for punctuation, VT for verb tense, SV for subject- verb agreement, TS for tense shift, etc. These error codes enable students to know the kind of mistakes they have committed, so they focus on correcting the error rather than finding the mistake in an underlined phrase or sentence; in fact, teachers can underline the errors and write the correction symbol in the margin, *"this technique makes correction neater and less threatening than masses of red ink and helps students to find and identify their mistakes"* (Hyland, 2003, p.181).

In addition to giving more chance to the learner to do self-correction, peer correction is another technique in which peers correct one another. After correcting the papers at home, the teacher stated the common mistakes he judges they need emphasis since many students have committed the same mistakes or errors. The error is written on board so that the whole class is involved in the correction. First, the category of mistake is indicated then students suggest their corrections. If, for example, it becomes evident that no one in the class gives the right answer, then the teacher can take appropriate steps to explain it to everyone.

Another procedure to make peer correction work a vital part in the classroom is engaging students as correctors of their classmates' papers. The teacher gathers the written piece then he organizes a correction session in which he distributes the papers among learners who belong to the same group or to a different one. The correctors are not only asked to correct the errors but find them first. The student picks up the mistake, writes on board and arranges it; if classmates have other suggestions, they participate giving their other possible corrections.

Exchanging students' drafts is encouraging autonomy, cooperation, interaction and development. Thus, students become aware of the writing weaknesses and so, they avoid committing the same errors. Consequently, if learners can contribute productively, they can easily get rid of many errors in their later writing tasks.

I personally experienced the last technique with my students; their feedback was very positive, most of them designated interesting mistakes which were of various categories. They were eager to state the errors on board since they were not their own ones. Some even showed their surprise to see certain kinds of mistakes.

Through peer feedback, the teacher becomes a facilitator and students learner- centered, an opportunity to make learners take their own responsibility in learning. A teacher's goal is

to give students the chance for writing and discover their own mistakes trough correcting one another.

My personal experience in correcting students' papers through writing remarks and comments has proved its inadequacy. Challenging the learner to correct his own mistake, without offering him a possible correction has always been useless.

4.5.3 The Use of ICT in a Writing Course

Technology has become an essential part of people's life; technological devices have the capacity to motivate learners in both classrooms and outdoor learning. It is therefore, the teachers' responsibility to successfully integrate digital tools into the curriculum to create new techniques to improve the language skills in general and writing in particular.

The students' difficulties in written expression are various; they include spelling mistakes, grammar, mechanics, etc. Besides, many complain of the shortage of ideas which make their essays poor and their paragraphs redundant, repeating the same thoughts.

In this case, a film, a podcast or just a series of pictures presented on a video can be a powerful experience. Students are given the instruction about the issue they would write about, but before asking them to write, they should first see what is presented to them as a film or video, they take notes of the ideas they judge suitable for their essay. Once they jot down the main thoughts, they can go on with the process, making a plan, developing, organizing until writing the first draft. The technological medium is used here as a facilitator of thinking about possible guidelines to the issue in question.

The social media networks can be a component of active learning strategies; they allow the tasks to be taken beyond the classroom into a virtual world where limitless interactions are possible. Teachers and students together can create a class blog; after the collective correction in the classroom the best production is posted. Students are encouraged to

improve because they like seeing their work appear online. They are also motivated by the hundreds of those who read their writings and giving opinions and impressions.

Each time students blog, the quality of their work and their passion for writing process foster. They even check many times if there are careless mistakes when they know their writing would be posted on a blog. It is a kind of rewarding to help students express their thoughts publicly.

Many educators disapprove of social networking as beneficial learning tools, they rather consider them as a distraction and a means of wasting time; this rejection is not objectively approved when there are little empirical studies which have examined the issue.

It is high time educators and teachers conducted practical school works in collaboration with their students to know about their interests and to what extent mobile and web based technology affect their academic performance.

There is no doubt that parents and teachers together know very well that learners log into their facebook accounts or any other social medium site several times a day, they have become part of their daily life; this addiction can be advantageous and gainful if students are oriented to explore these sites for active learning, instead of blaming them about being heavy net users who devote their time to amusement and entertainment.

4.5.4 Types of Techniques to Encourage Writing

Because learners require regular practice and extensive exposure to language to develop good writing skills, they need to learn how to be creative to compose written productions. The following practical strategies could inspire them, feed their imagination and foster their writing skills.

4.5.4.1 Collective Brainstorming

To flee the routine, a little discussion about the issue could encourage learners to do more efforts. There are times when students are short of ideas; consequently, they find it

difficult to start the task. The first motivating step would be presenting a plan together, eliciting ideas from students and jotting them down; the following step would be expanding on the thoughts. Many learners claim that the hardest part of essay writing is getting it started; therefore, brainstorming is the effective stage since the writer focuses on the collection of ideas which serves as an essential part of the essay plan; stated explicit thoughts are the best way to avoid repetitions and randomness. Brainstorming collectively enriches the written piece and helps to view the issue from different angles. Matthews et al mentioned:

> *When you truly have no idea where to begin, try brainstorming. Brainstorming is a problem-solving technique in which one or a group suggests as many ideas as possible about a given problem or situation, concentrating on quantity rather than quality; the result is a random topic list of brief notes compiled quickly without much concern for order.*   (1996: p 54).

It is simpler and less time consuming for a writer who is offered ideas to reflect on them, this gives him more time to focus on the way he expresses himself. The technique is more suitable for novice writers although it is advisable to use it with more advanced learners to remind them of the process of writing and to vary the procedures in the classroom. Collaboration is basic for evolution; it encourages learners to come up and exchange new and creative thoughts and ideas in a short while. Consequently, while coworkers take advantage from one another, the teacher role is of a facilitator.

4.5.4.2 Interesting Topics

Choosing a topic for writing plays a pivotal part in the achievement of an essay; students often feel frustrated when they are short of ideas because they find the topic of discussion complicated or boring. They also complain of certain complicated topics to which they do not feel confident to discuss since they lack information about them. Therefore, teachers should not assume that their students have the same interests and share knowledge about

the same issues. Many topics are specific, that is to say related to particular fields one does not have some background about because they are outdated or simply linked to unfamiliar domain of knowledge different from that of the students concerns. For instance, English language learners find it hard to discuss a topic about "discrimination in schools and criminal justice in America", "drug laws", "religion and atheism" or "Formal education tends to restrain our minds and spirits rather than set them free". Academic papers may be difficult due to the restricted knowledge about the subject, the mentioned issues are challenging, they are totally cultural, only a well versed about those values, beliefs and lifestyle could handle them; the last issue is philosophical and more controversial. Teachers should be aware that students are expressing their ideas first and foremost to use their language knowledge, and so they need debatable topics to facilitate the task for them. Assignments are an opportunity to build learners' skills and explore their capacities rather than a form of punishment. Traditionally, in most classes, it is the teacher who chooses the writing topics for his/ her students because they assume they are more qualified than their students to select interesting, debatable, and current issues. However, learners complain of the issues they are asked to write about claiming that they usually have limited knowledge about them. Students prefer writing about their own topics, issues which inspire them because they are associated with interesting fields in which they are well versed. There is a great variety of issues related to different themes, social, political, educational, economic, familial, etc. In fact, the right choice does not seem to be easy at all. Young people preoccupations and interests may be different from their teacher; this is why this latter should have conversations with learners about the possible topics they like writing about.

A list of possible choices can be the first step before engaging students in the writing activity during written expression sessions. Students are invited to a discussion about the interesting topics learners like, the subjects are written on board then a selection of the

most shared ones would be taken into account to be the essay issues. This does not exclude some topics the teacher judges useful.

On the other hand, in tests a choice in writing topics should be based on the students' skills, abilities and interests. The examinees have time a limit to handle the whole process of planning, drafting, revising and editing the work; it is frustrating to ask them to deal with unfamiliar and uninteresting issues. Actually, learners perform better when the level of difficulty is slightly above their capacities, a task or a topic of discussion- in this context- may create anxiety, and therefore failure. Motivating topics are those in which students display their ability to think critically and be creative and original. Most of these topics are relevant to the candidates' lives like important events in the news, using popular culture technology, social problems people encounter daily, educational difficulties or facilities, etc. Teachers should take in consideration that exams have time limits, the task should not be challenging because this often cause the students to feel overwhelming and unable to begin.

4.5.4.3 Writing to an Audience

Educators including myself are totally aware of how a written piece would successful if it is shared with a larger public; students spend hours working on assignments knowing that their teacher would be the single person reading their productions. Educators often ask learners to write a letter which would not be sent to anyone; or write a short story which their teacher would read; or again writing an essay giving opinions or exposing facts with no one reading them and praising or criticizing the views presented. Obviously, students without an authentic goal in mind, they are writing for the teacher's gratification so that he/ she rewards them with a good grade. In producing content for a global audience lies the motivation which makes the work fascinating. Yet changing the audience from teacher to a larger public is not an easy

matter at all. Though it is not evident to have genuine audience, writers need a reason to write and an audience to appreciate their attempts as K. Healy points at the idea:

> *...having developed sense of audience on the students' writers part means that as they write, they have images of the intended readers of their writings flickering- consciously or unconsciously- around in the background. To the degree that these images are sharply alienated in the writers' minds, student writers will select details and develop their pieces of writing, anxious always that their known readers' expectations be fulfilled.*

<div align="right">Healy (1986) in Olson (1987: p 70).</div>

To consider a reading audience requires students to adapt mentally to situations depending on the topic which makes of a reader local, national or global.

It is actually the assignment which defines the kind of audience the learner is addressing; the content of an essay, for instance, varies depending on the intended audience. If the assignments are about persuading children that smoking is bad for health and they should avoid smoking, the essay would include vocabulary, tone, and style which are different from the ones used to address adult smokers. In the same way, writing a letter to a teacher to tell him/her about the difficulties students encounter during the first year of university would surely include different information from a letter written to a friend about the same topic. The two letters would be different in terms of content, structure and tone; the writer may be serious, sarcastic, witty, and casual according to the addressee. The illustrations, chosen words adopted would match the audience expectations.

Choosing the target audience in academic writing is crucial; the actual person who would read students' papers is the teacher or sometimes the other classmates who would listen to their friend reading his essay. Formal papers have to follow an academic tone; consequently, writers ought to avoid slang, clichés, and stick to the process an academic production should be written. It is, therefore, critical to consider how an authentic audience

is involved in such conditions. For many years, the eternal quest for student motivation in writing has been the prominent goal of teachers of English; they sometimes search for appropriate assignments to combine students' interests with academic standards, and other times think of the various purposes for writing for a larger audience not only inside but outside the classroom.

A way to invite students to be original and genuine in their tasks is engaging them to have a topic of their choice to make their voices heard. Writers find it easier and more interesting to express their ideas about an experience they have lived, a problem they would like to find solutions to, an issue they want to share with others, etc. Very often, barriers to writing are to face unfamiliar content and being short of ideas. The best example maybe my students who tackled their own issues in the classroom; each one had to talk about a topic he enjoys dealing with a non-fictional narration. The papers were collected to check how well they could do when the topics are personal. Apart from some students who seemed lost to find their proper interesting topics for discussion, the majority had the chance to talk about very important experiences they had, memories they shared with dear ones, people they knew during trips or while they were on vacation and so on. I was offered a variety of beautiful memories, some are amazing, others are moving and sad and some others are funny. I had the occasion to read my students' favourite stories, and see whether a free topic is a stimulus for writing better. Actually, those essays proved that students did not have difficulties in finding thoughts, they are their own topics, and so they easily came up with many thoughts to thoroughly discuss the matter. Thus, they would only make efforts to express them in a descent style.

On the other hand, teachers can provide learners with assignments which allow them to write to real audiences, authentic writing enable students to develop real writing skills which will be required when they no longer write to the teacher.

Teachers select topics under the umbrella of the type of writing under study, whatever type narrating, describing, expository, argumentative or writing letters, all writing categories may be directed to specific genuine audiences. In other words, students could be asked to write a story to children or write about educational means they need in their studies, they also could write a letter to parents to share their emotions with; publishing tools are the first opportunity to reach the real readers. The net and with all the vast possibilities of social media simply bridge the gap between academic writing inside the classroom and the larger audience outside the educational institutions. With the prevalence of smatphones and the various technological tools, students as well as their teachers have great opportunities to post their written academic productions to share them with a large public. Blogging which is a personal website is an excellent medium to for someone to express himself to the world. It would be a good initiative if teachers themselves are bloggers, they could choose the best essays and post them. Blogging is a powerful way to improve students' writing; there are always dozens of people who share the writers' thoughts and passions. Moreover, students perform better when they know their written productions will be posted, the audience would rather be real, therefore, and students are motivated and invested in the tasks; trying to amaze the larger public worldwide.

Social media break down personal barriers and enable learners to have passion for writing. They are engaged in real-world, exchanging ideas and receiving various responses. Certainly, the students' purpose would not be restricted to writing to receive a grade, but rather to present a written piece which is worth publishing. I remember being at high school, deprived of the net service students are offered today, the teacher brought magazines and provided us with addresses, we wrote letters to penpals, we were very glad to receive replies from people abroad. Writing to penfriends was a real pleasure; we learned new language and exchanged thoughts and ideas. Today, the possibilities are

limitless; teachers and students together are required to contribute to be more creative and more innovative through writing to a target audience, a source of inspiration and motivation.

4.6 Grading Essay Tests

Assessing is primarily a means of guiding students to improve; it is evaluating how well knowledge is acquired to identify the weaknesses so that remedial support is provided. Evaluating the learner is also an opportunity to discover his own weaknesses and encourage self-assessment.

Unfortunately, checking and commenting students' tasks is often merely correcting papers for the sake to offer grades. Most of students are no longer interested in reading the observations and respond through an effective feedback to avoid committing the same errors again. On the other hand, teachers are sometimes the cause of such behaviour as they load the papers with remarks which leave the students wonder what possible corrections could be suggested. To illustrate, teachers do not have to react for every mistake, still they should select points to comment on not to discourage the writer thinking he is too bad to make more efforts; loading the whole paper in red ink is frustrating as J.Harmer put it *"Most students find it very dispiritingif they get a piece of written work back and it is covered in red ink, underlinings and crossings-out. It is a powerful visual statement of fact that their writing English is terrible."* *(1998: p 64).* In addition to that, vague, general observations are not useful, for example remarks like "your idea lacks focus" or "awkward sentence" do not benefit writers. Instead, "reword this sentence, or write the sentence differently" would clarify what the teacher wants them to do. If the teacher thinks a thought or a sentence is unclear or awkward, he should explain why he considers it to be so; he could also propose an alternative to the idea lacking arrangement.

Students find it difficult to correct their mistakes and errors when the commentary provides no guidance.

Similarly, positive comments is a way to praise good learners for the efforts made, they highlight their strengths. While there are some students who do not take the teachers' observations into account many others deeply value them and respond to them either positively or negatively. It is usually preferable to begin with positive comments about the work, rewarding the writer for the good points stated help him to progress and improve his writing skills, to confess students' capacity for working develops self-confidence. Overwhelming learners with negative remarks make them refuse the criticisms, assuming that the educator does not have a balanced response to the paper.

Addressing the writer saying for instance, "you are grammatically very weak", "you do not give importance to punctuation", "you have a poor English style" those kind of direct criticisms are often frustrating. Instead, the teacher could point at that saying, "there are grammar mistakes in your paper", "make more effort to improve the poor style". There is no harm to use "you" while praising or advising the learner, but this is not stimulating at all point at him while criticizing him badly; the student usually receives them as direct attacks. In the same way, underling phrases or sentences and writing too long remarks underneath is too demanding to respond to read them all. Teachers and students should agree on "correction symbols and abbreviations" such as "amb" for ambiguous, "art" for article missing or misused, "cl" for clarity or "ro" for run-on and so on .These abbreviations point at the errors avoiding to write full sentences, sometimes just a question mark or an exclamation point in the margin explain very well what a student has to be careful with in his writing.

Grades alone do not usually reflect the efforts students make to perform a task; that is why they are not enough to be a source of formative feedback. Though good grades are a

big motivation for learners to work harder, the opposite is often discouraging. Many students who receive low grades are frustrated lose self- reliance. Consequently, commenting papers should fill the gap left by marks. That is to say, since bad marks are often counterproductive to learning, comments should offer guidance and stimulate learners to have a positive feedback. They should not be stated to justify grades but highlight strengths as well as weaknesses to remind the student that the mark is not the first aim but knowledge.

Educators had better keep papers observations clear; the language should be literal to avoid misunderstanding. When negative comments cannot be avoided because they are supposed to be worthy to reach effectively the desired goal, it is preferable to be formulated as questions rather than statements not to seem like judgments or warnings for example the commentaries"You had better start with the second idea, Sarah" instead of saying "Begin with the second idea"; or "could you reword the sentence in brackets

" instead of saying "find another way to write the sentence in brackets".

It is also worth noting that written communication between teachers and students is related to the work and performance in classroom, and so subjectivity is usually a part of the commentary. Conversely, educators do not know all the learners, the fact that the need for objective and fair opinions. I personally still remember a mysterious comment on a written expression comment we were asked to perform; the copy is the witness which proves to what extent the observation affected me. I was a third year university student, the teacher Mr Guella did not know me personally but liked the work; he doubted my capacities but managed perfectly to make a student proud his teacher was satisfied with her production, and at the same time disappointed he did not know she was one among those he was sure of their capacities. The comment was simply: "I hope it is original" (see copy of the written task in the index).

4.6.1. Teachers' Attitudes to Error correction

Many students feel embarrassed when the teacher points at their errors and mistakes in front of their classmates. Teachers usually avoid not affecting their learners' self-esteem on the one hand by making the error correction impersonal, and on the other hand supports them considering that making mistakes and errors are part of the process.

Collective correction on the board benefits the vast majority; most of the errors concern many students, therefore, the main aim is not dealing with one individual but presenting the correction to all the learners as a remedial work in order to reinforce learning. Certainly, the errors are taken from the students' essays; however, it is preferable to state the mistakes on board without mentioning who has made them; feeling comfortable, learners can contribute to the activity and correct their own mistakes. Correcting collectively would be very useful when peers are involved in correcting one another mistake.

Though it is widely agreed that a piece of writing is considered well written if it is free from errors and mistakes, educators should handle with them as inevitable. Exploring a foreign language is only acquired through attempts to ameliorate their style of writing.

There is no doubt that the kind of mistakes committed and the frequency of repeating the same errors again can either be a good or a bad sign. Foreign language teachers should be patient and skillful enough to find some errors tolerable. Most mistakes of spelling punctuation and capitalization or grammar disappear as the student becomes more proficient in English. Still, usage mistakes persist in EFL students' writing; non-native speakers use words or string of words that an English speaker never uses to convey particular meanings.

Teachers should identify the anomaly and make students work on it. In fact, the teacher cannot focus on every single writing error but gives priority to the most persistent ones.

Being a non-native English teacher knows his students' L1 and can intervene to point at the translation which is one of the primary factors which hinders the flow in writing *"Students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English come into contact with each other there are often confusions which provoke errors in a learner's use of English",* claimed J. Harmer (2001: p99).

Many students worry about grammar and vocabulary, teachers' duty is to remind them that a written piece is also adequate thoughts, coherence, cohesion, structure and organization.

There are times when students complain about the low grades they usually have, although they claim they are keen on grammar and vocabulary. I personally encountered some similar cases especially first year students who have been excellent in English, but they, apparently, seem disappointed not to get the grades expected. Correction is not only indicating the mistakes but explaining to the writer why he is a long way from deserving a satisfactory mark in spite of the knowledge he has about the English language, *"One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways"* (Ibid 2001:P59)

Too often teachers pay less attention [16]to fluency giving priority to accuracy, in other words although learners communicate the right messages with an adequate use of the language, the written piece still looks inappropriate because language usage is highly considered.

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[16] Accuracy, meanwhile is defined by the Oxford dictionary as the quality or state of being correct or precise. In other words, accuracy is the ability to speak or write withoutmaking any grammatical, vocabulary, punctuations and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness. Fluency vs Accuracy in the Teaching of English | Hakim Zainul

Actually, no one denies that accuracy like poor grammar structures can cause misunderstanding; yet form should not be overemphasized, and it is therefore more practical to consider both fluency and accuracy equally important in writing. A balance between the two while correcting, encourage learners to become more proficient at expressing their thoughts. Just like in speaking, some students are fluent in writing; they are able to produce lengthy essays without planning or editing while others take an eternity to write a paragraph.

To be a skillful writer needs the support of the corrector so that learners construct more accurate sentences and develop new language patterns. The two components - accuracy and fluency -are complementary; the ability to express one's thought in writing and using the correct grammar and syntax are together necessary in mastering the English language.

4.7 Fair and Equitable Treatment of Students

Very often teachers give the opportunity to some students to participate in class, and neglect others who are most of the time waiting to be supported. This unfair treatment may not be dealt with to discriminate between students; it is generally easier to talk and listen to those who are always ready to show their capacities. However, ignoring students is an unfair feedback which can destroy their academic motivation, and discourage their interests, confidence and efforts.

Every teacher duty is to treat learners with respect giving all of them the occasion to take part in the course no matter the mediocrity of the tasks. ***"Teachers must believe in all students' ability to achieve at high levels…. These educators are committed to each student's success and work to prevent failure"*** Kaplan & Owings*. (2002: p44).

Students' stories about being ignored are often expressed by the expression:" I don't like that subject or module"; the reason is not directly displayed; however, if the learner is asked to explain his negative feeling towards that subject, he generally claims that it is due

to the teacher. Some learners complain about not being encouraged to work harder; they do not find any interest in performing tasks, doing activities which are never checked. They often feel reluctant, and give up making any effort. Indeed, it is demotivating to notice that some students receive the teacher's attention and have their works appreciated while others are ignored because they are not as good as the privileged ones.

Daily experiences are basic lessons to teachers; I personally lived situations which proved that learners are highly affected by the teacher's behaviour. Teachers usually begin working with the volunteer students who are always willing to have their works ready to be checked. It is less tiring and less time consuming to work with such students; nonetheless, low achieving students need more attention and care. During writing sessions, I often ask the ones who seem doubtful of their abilities, sometimes to read their productions, and other times write one or two sentences from their essays on the board which would be collectively discussed and corrected. The best part of the strategy is to remind the learners that they are making significant efforts. The students soon notice that the educator is not only interested in their learning, but he cares about them as people. Consequently, this sense of being an important part within the classroom encourages them to be confident and find ways to engage in the classroom.

4.8 Free Writing

In addition to writing assignments which are checked and graded, it is totally beneficial to set a time limit for free or creative writing. Free writing is a strategy similar to brainstorming, but it is rather writing sentences and whole paragraphs. Free writing enables students explore vocabulary, writing styles and linguistic structures which they would not risk in a formal essay or graded assignments.

Certainly, teachers have topics and types of writing that they have to cover through the semester or the year; still it is advantageous to offer some time for learners to choose the

issue and the format in which they would like to write. Students could feel free during a while of fifteen to twenty minutes to write about any topic they like and about any genre they prefer, for instance a friendly letter, an anecdote, a story, a piece of fiction, etc. Independent writing practice is the creation of classroom experiences which provides students with immediate feedback so that they develop the capacity to express themselves freely and in a short time. Moreover, being interested in what they write makes them avid and passionate writers. Indeed, the pleasure for writing is what students lack, love for writing flows from that natural feeling and enthusiasm to express oneself. In fact, when teaching writing becomes a twenty minutes or less in which learners challenge the time to produce, they are not learning to write, but practicing it.

Similarly, some students take their responsibility for their own learning, I was many times handed free writings to read to reflect on them; the productions were personal experiences dealing with different topics the writers selected. I should confess that I was impressed by the interesting issues and the way the ideas were expressed; their natural ability to write and their enjoyment for their own choice boosted their confidence and their ability to write. Those students believed that confidence is tightly linked to achievement; it was that belief in their own capacities which urged them to reveal their thoughts and feelings, and enjoy communicating them to others. Teachers need to know that learners just write to express their own thoughts and feelings; they do that for pleasure not for grades; those writings should be supported because they help students to be involved in the writing process.

4.9 Teachers should be Positive Role Models

Teachers do change their students' beliefs and behaviours toward academic subjects; they could communicate enthusiasm, interest and even passion for their subjects. However, to be inspirational teachers require haing skills and knowledge in a particular area. Great

teachers make topics constantly alive, referring to current events to make learners more involved and enable them better understand the issue through relating it to the word they live in. For instance, if students are required to write about racism in America it would be more interesting to relate it the situation the blacks are living today in the US. Writing combines knowledge and experience, the former is connected to the latter to fuel creative thinking and new ideas. [17]Steven Jobs, the American inventor and co- founder of Apple Computer stated a great quote in 1996: *"Creativity is just connecting things. When you ask people how they did something, they feel a little guilty because they did not really do it, they just saw something"*. The quotation seems simple at first glance, but it carries a deep meaning which is at the heart of how educators should consider writing.

The most challenging part of being a writing teacher is being a writer himself; he should write to know what to teach, to know how his students feel going through the writing process, he must write to be familiar with the variety of genres and forms. A writing teacher should feel how scary or how joyous writing a piece is. It is always honest and useful to approach the different steps of writing process; teachers who happen to teach writing have to experience it for schoolwork reasons if they never paractise it for pleasure. They would, surely, be able to better understand how their students negotiate that difficult task and know the appropriate advice to offer them in terms of improving their writing outcomes. Honestly, I purposefully wanted to live the experience, and decided to write an essay in the classroom at the same time my students were writing theirs. The topic was about the reasons for not attending university courses. I obviously had my own reasons, but

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[17] Steve Jobs (Feb 24, 1955 – October 5, 2011) was an American businessman and inventor who played a key role in the success of Apple computers and the development of revolutionary new technology such as the iPod, iPad and MacBook. Steve Jobs Biography | Biography Online
https://www.biographyonline.net/business/steve-jobs.html

I was curious to know my students' causes which in my view were significant since they would guide me to offer help depending on the obstacles and problems revealed.

Writing an essay when someone is restricted by time is not an easy task at all; there are a range of skills to be applied, the outlining of the essay, the way an introduction is stated with the grabbing opening and thesis statement, body paragraphs with their topic sentences, expressing all that in a descent style coherently and cohesively. Thinking of my students, I wondered how could some of those novice writers manage to produce appropriate essays. Indeed, I was once a student and already went through the same stages, but that time, as a teacher, was the longest and closest attention I gave to essay writing. I finally finished my production and gathered my students' ones.

Reading the essays, one very easily finds out that teachers are not aware of how much work an essay requires from students to perform. In fact, students do not give great importance to the writing stages; they merely think of ideas to develop the issue. Is not it too demanding to create an outline, stating an appropriate thesis statement, looking for specific thoughts, focusing on the topic sentence of each paragraph, shifting smoothly from one paragraph to the other through transitions?

Moreover, students should also make sure the ideas are stated clearly and the logical structure of the essay flows well. Writing such a draft should take the writer more than two or three hours especially if he does not have a good knowledge about the topic. Taking that entire task into consideration, teachers should give priorities to some elements over others; the main objective is structuring the essay, all essays should have an introduction, body paragraphs and a conclusion. Naturally, the information or ideas relevant to the issue should be supported and presented as main points in separate paragraphs. Along with content and its structure, correction should not focus every aspect of the product:

- Grammar

- Punctuation and capitalization

- Spelling mistakes

- Sentence construction

- Incoherent ideas

- Accurate, very well explained and knowledgeable points.

Distinguishing between major or serious and minor errors while correcting and grading implies that a written production is a whole; teachers should not react primarily on surface errors, considering an essay as if it *were "a series of separate sentences or even clauses, rather than as a whole unit of discourse"*, Zamel (1985:p86).

Writing is a process, teachers should bear in mind that students are struggling with both its linguistic structure and writing conventions; accordingly, different errors are stressed at different times. Novice writers make a lot of mistakes and correcting every single error risks overwhelming the student. At first, the weight is on the ability to organize the essay according to a logical, detailed outline and clarity of expression, in other words more emphasis is given to instruction on how to organize the ideas within the content, giving supporting details which correspond to the different parts of the written production with a quite good command of the language. Once the basic structure of the essay is grasped, other elements are to be gradually emphasized; form is prior to content, without it the essay lacks its backbone. Correct grammar and mechanics, accurate punctuation, cohesion, good transitions and others would not diminish overnight. They cannot be learnt in one setting; errors are an inseparable part of learning to write, and they are gradually avoided by practice.

4.10 Short Stories a Real Motivation

People have always enjoyed listening to or reading short stories since they were children, actually one reads only what interests him; hence, stories can increase that deep

desire for reading. A story goes through steps to come to an end, reading the complete story to know how the conflict is resolved develops the motivation for reading. Furthermore, short stories are authentic, students experience a type of language that is not often introduced in the classroom. They also encourage interaction as many points are raised and need discussion; learners give their opinions and develop attitudes towards the alien values, customs and traditions.

Short stories invite the reader to acquire the language in terms of content and language usage, reading stories has been considered the best way to enrich one's vocabulary background, expressions, and knowledge of all kind; it is a resource which is both delightful and instructive to improve the linguistic proficiency and writing skills.

Reading a story is first an opportunity to share the author's culture; the reader is engaged in a world which represents its people's customs, traditions, beliefs, experiences, and expectations among others; reading a story is a genuine source and a powerful material to provide learners not only with language improvement but a social and cultural background different from his native one. As a matter of fact, when learners are immersed in a story, language becomes a natural process which is easily identified due to their personal enjoyment and curiosity to know about other peoples' way of life.

The implementation of the literary genre, short story, was carried out in the research to investigate the type of texts, students preferred reading; in fact, their preferences contribute to shaping their reading attitudes to be better readers; the aim, actually, is to enhance the learners' motivation to read.

The students showed a great interest to know about the different events of the story. They also reacted to the friendly treatment of the old lady. More than four students did the same remark saying: "Though he is American, the cab driver has the same moral values like Muslims; he said he treated the lady as he would like his mother to be treated". Students

admired the writer's kind heart being very touched by that left alone old lady, leaving her in a nursing home. The story is a very good sample of cultural diversity and universal moral ethics, some values are shared among people worldwide. "Common principles need to be shared across cultural boundaries to spread harmony and agreement particularly in a global world", that was the general statement students end up the discussion about cultural diversity. (See chapter3)

4.11 Peer Feedback Activity

One of the affective pedagogical strategies to teach students critical thinking is giving and receiving feedback concerning a piece of a written production. Though peer review is evaluating someone else's task, it is the best technique to support students to construct their own formative feedback and take their responsibility for their personal learning. The researcher in the present research experienced the process; the teacher gathered papers which students had written the session before, and distributed them among students the following session. Having two groups was an opportunity to exchange the essays of the students in the first group with the ones in the second group. In fact, students feel more comfortable to write better feedback when their peers are not in the same class as them. When the students received their peers' papers, they were required to give specific remarks rather than just appraising or depreciating the work such as saying "good work" or "improve your style". Analysing one another's work was a challenge for learners; they had to be good readers first to determine whether a paper is well written. Naturally, though students do not have the qualifications as an instructor criteria to evaluate a work, peer assessment made them work hard to think critically and judge the task adequately. Indeed, peer-viewers involved in assessing and sometimes grading their classmates' works promote their capacity for judgment. They also become more aware of their own errors and mistakes. Actually, feeling responsible of assessing their classmates' tasks, heighten their

awareness and their capacity to be more attentive to spot the errors and mistakes. Many students found the activity interesting they even marked the papers though giving a grade was optional. The focus was on spotting the mistakes and giving observations.

4.12 Contribution of the Thesis to Teaching Writing in Algeria

The results and findings of the current research offer a theoretical and empirical background for teaching / learning process for the Department of English at Ahmed Zabana University in Relizane as well as for other universities in the field of writing in an EFL context. Adopting an Extensive Reading Programme to foster writing was based on the students' and teachers' experience in the classroom; the purpose was to develop the practice field. In fact, the connection of reading and writing remained theoretical for many years; teachers knew the beneficial effect of reading on foreign language learning and particularly the writing skill, but very few hardly experienced extensive reading in classroom environments. The study was an attempt to help stakeholders (university teachers, syllabus designers) to close the theory-practice gap through the actual integration of the approach.

Our investigation held through questionnaires and interviews addressed both students and teachers who displayed a positive response concerning the combination of the two skills, the fact that made it easier to overlap for practical objectives, namely implementing the ER Approach.

Furthermore, participants in the experimental group showed a readiness for reading as they were fully convinced that it fostered their academic written skills.

The suggested approach tried to offer a more interesting way to teach writing compared to traditional methods; what characterizes the current approach is the fact learners were involved in their self-selected readings. They selected their own materials according to

their levels and interests. Thus, due to their engagement into the ER programme, participants were motivated and enthusiastic about reading.

Finally, the study invited EFL teachers to explore the advantages of ER Approach and apply it in the classroom. Different teachers could contribute with different techniques to achieve successful implementation, effective pedagogy depend on the kind of students we deal with and lead to fruitful results. The ER Approach needs to be evaluated through the prevalence of the method in many other universities. Our common goal is testing its effectiveness in building the learner's language proficiency, ER Approach brought in a new meaning in teaching languages. It is high time teachers contributed to the process of change and not to limit themselves to the traditional methods. The recent trend is the encouragement of learners' involvement in their own learning environment.

4.13 Limitation of the Study and Encountered Problems

The current study encountered some constraints. To begin with was the constraint of the time devoted to the intervention, the ER programme required to last more than a whole semester because building up the reading habit was a long-term goal of the approach, and four months were not enough to get to the expected result. It was, therefore, not easy to check whether learners would be lifelong readers. The research outcomes would be much more fruitful if the practical experience took a longer period. Moreover, the lack of motivation on the part of some students, who still perceived reading as an academic exercise, made it hard for the researcher to rely on their reading out of the classroom; it was for that reason that their works (essays, summaries) about the read documents were graded. There was no way to encourage students to read except correcting their papers and take the marks into account in evaluating their work. There were no other alternatives not to associate voluntary reading with academic schoolwork. In fact, learners read

independently chosen documents; however, the researcher had to check their reading performance through classroom assignments.

The other challenge we had to face is the scarcity of books and documents; our English department is recently established, and there were hardly any books available. Thanks to the internet, we were offered a great choice of texts, articles which we duplicated according to the respondents' choice and interest. Still, in this challenging environment, the ER programme succeeded in applying the approach at the workplace, and investigated the status of ER in second language classrooms.

4.14 Conclusion

The pedagogical implications and recommendations in the present chapter center around making use of strategies which encourage learners to be successful writers. There are multiple factors to consider such as an adequate programme with selected materials and techniques adjusting them to the needs of the learners. Furthermore, giving the opportunity to students to work collectively, and implementing technological means during writing courses are also significant techniques. The researcher puts focus on the students' personal selection of essays topics in order to give learners a sense of personal accomplishment and ability. To motivate students to practice writing, educators should encourage them to write on a public platform; writing for a larger audience other than the teacher needs to create technological learning environment to enrich the curriculum. Accordingly, learners are motivated to write out of the classroom, feeling eager to see their works assessed by a larger public.

Finally, our aim was that the above suggestions will serve as pedagogical insights for teachers to encourage the use of a variety of materials, methods and techniques.

GENERAL CONCLUSION

The current research is devoted to the investigation of an effective approach to enhance students' writing skills at the tertiary level in Algeria. Our students still make mistakes, and do not use the language accurately while writing in spite of the different methods and strategies used to enhance them to be good writers.

Our study focused on an approach which combines teaching writing with a reading programme; both skills worked together to build a good knowledge of the English language. The proposed method intended to help students to go beyond traditional strategies as autonomous learners ready to become successful, confident and self- reliable academic writers.

Furthermore, the programme was based on students' involvement since they made their own choices about what and when to read. Accordingly, the approach would enhance enthusiasm and develop the students' attitude to practice writing.

The thesis stated four hypotheses which were planned to investigate whether reading for pleasure could provide EFL learners with language skills, with particular interest to reading and writing as complementary skills.

The first hypothesis has to do with wether an Extensive Reading programme has a positive impact on the students' writing skills, contributing to better results in promoting language competence.

The second hypothesis supposed that reading has always been the adequate possibility to keep FL learners exposed to the foreign language since living far from the country in which the target language is spoken is often an obstacle to learning. The reader is not only involved in a variety of authentic contexts which provides him with different language use, topics, styles of writing, but healso shares the writers' views and ways of thinking.

Since the university was the academic setting for the study, the third hypothesis claimed that students are better linguistically equipped to understand different texts and documents though they could as well use graded readers so that they ameliorate their writing skill.

The fourth and last hypothesis is concerned with reading digitally which is part and parcel of learning in the twenty first century. The hypothesis claims that mobile reading encourages students to read regularly because digital devices are easier to carry than books and hard copies; besides, limitless reading documents are available on the net. Obviously, in today's post-modern era of language teaching, digital technology has not only entered people's life but has found its way into the educational system; consequently, our research would be inadequate if it did not incorporate the contribution of modern technology in education in general and in offering opportunities to students to develop as good readers inside and outside the classroom.

Research tools such as the questionnaires and the intervention study have been instrumental to the verification of the hypotheses.

The study findings unveiled that doing further readings built foundational knowledge for the students in the experimental group; they actually did better in writing compared to their mates in the control group. On the other hand, the questionnaire designed to students, and the the other one addressed to teachers provided us with interesting data which confirmed our hypotheses. Throughout the questionnaire, there was a common agreement on the part of students who believed in the ER approach indicating that it is the best method to gain background knowledge necessary for the writing skill. Similarly, the teachers' questionnaire reported a great flexibility in respondents thinking about the effectiveness of extensive reading, and its tight relationship to classroom practice. Their willingness to embrace change was also a major requirement for technology integration; digital tools should be available to facilitate access to books and documents.

Likewise, the students' questionnaire results revealed that onscreen reading gave them the opportunity to read books which they could not afford due to their high price.

The current study, displayed that most of respondents did not have the habit of reading; however, they found ER beneficial and motivating. In fact, after the intervention their perception of reading has changed since they have become aware that their writing skills remained poor because they did not read during their leisure time.

The intervention is an empirical evidence that when students read, they are able to develop learning abilities in the target language, namely writing is one of these capacities. As a matter of fact, the pre-and-post test results confirmed the efficacy of the intervention programme, when applicants clearly showed they brought prior knowledge from reading and aplied what they learned in practice in the post-tests.

Based on the results obtained from the current investigation, EFL teachers should know how to arouse motivation and interest in their students about developing their reading habit. It must be noted that though learners made their own choice about the graded readers, the ER programme would not be successful if teachers did not suggest assignments and activities related to the readings. Obviously, the ER programme followed the ten principles of ER (Bamfort and Day, 1998); yet the principle that reading is its own reward is not sufficient to check how much students read and to what extent they benefit from it in their studies; thus, teachers may ask students to perform follow-up activities based on their readings to make sure they learn from what they read through engaging them in the act of learning from reading through writing.

The researcher had to include some changes to the concept of extensive reading to give a clear view that students lacked the motivation to read; the idea behind ER was that FL learners needed to read not only for pleasure but also for academic progress. The researcher ultimate goal was to build the students' habits for reading outside the class.

Interestingly, the ER Approach intervention was advantageous in terms of involving students in the reading activity; most of the applicants would unlikely to read if ER were not required as part of the syllabus.

Furtheremore, after the intervention, there was a positive attitude on the part of readers towards ER; the fact that ER is an efficient way to develop learners to better writers (Day and Bamford 1998; Krashen 1993; Nuttall 1996; Welch 1997) is in line with the results of the present investigation.

The researcher's impression related to the last hypothesis was that students actually read more when they used digital devices because they were able to access documents without carrying a heavy load. From this perspective, we notice that digital readers still lack motivation and desire to read; the fact that learners were onscreen readers was due to that they often carried electronic tools, and not because using technology gives an exciting pleasure to people to be readers. Furthermore, there was no significant difference between digital text format readers and paper readers in terms of reading motivation and attitude towards reading as well as a better comprehension of texts.

The current research was an empirical and pedagogical attempt based on an experimental design conducted in the classroom to involve the learner, the teacher and the technological material which fit the digital era where the teaching/learning process is taking place.

However, there were some inevitable limitations we encountered during the study. First, as a case study, it was conducted with a small number of EFL learners in one university though the findings would be appropriate to be applied in similar settings in other Algerian universities where EFL students experience the same writing difficulties. Involving more participants from different universities would make the investigation more informative,

and the suggested ER programme more powerful and reliable because of its external validity.

The second constraint has to do with the period of time the study was conducted; the researcher strongly agrees that one semester was not sufficient to make of voluntary reading a lifelong activity. Certainly, our intention is going on working in the same way applying the same approach, but the students already dealt with would unlikely belong to the same classes already under treatment. In order not to leave the planned programme half-way, the researcher mission is to establish the ER Approach as a major component the English department syllabus. The success of the implementation of a programme depends on the support of colleagues; collaboration and coordination of the teachers together as a whole department to manage to set up a long term programme which would be used for future generations of teachers and students.

This paper is an invitation to colleagues in Algerian universities to develop programmes and teaching methods which support the effectiveness of new technologies in the educational process, and also pave the way for our academic performance. Further research is needed to explore technology as well as teaching materials in order to foster students' language skills. Still, increasing recognition of the centrality of the writing skill to learning in higher education is considerable enough to be given time and effort. Investigating other writing classes throughout our universities will gather complimentary information to the present work.

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APPENDICES

AppendixA

Glossary

Accuracy: The use of correct forms of grammar, vocabulary, spelling and pronunciation. The focus is on using and producing language correctly.

Cognitive (processes): The mental processes involved in thinking, analyzing, understanding and learning.

Collaboration: a process in which people work together to achieve common purposes. The process involves working creatively together, and co-constructing knowledge.

Cooperative learning: an approach in which students work together in small groups to benefit from peer learning and achieve a shared task.

Critical reading: It is a deep engagement in a text in which the reader participates in a dialogue with the writer. Reading critically means to examine arguments, and to evaluate and analyse what is read.

Critical thinking: The ability to analyze information.

Digital learning: is when opportunities for students to learn are provided online e.g. by sharing links, websites, video conferences or Google documents. Learning can be personal or through collaboration.

Fluency: Ability to read text quickly, accurately, and with ease. Fluency combines recognition of words and comprehension.

Formative assessment: A set of techniques teachers use to evaluate students during a lesson, a course or a unit.

Graded readers: books in which the language has been made easier for learners; these are documents where the language has been simplified.

ICT (Information Communication Technology): It refers to technologies which offer access to internet, wireless networks, cell phones and other communication media.

Intervention: strategies or processes to address specific student learning needs or whole school improvement, i.e., before-school or afterschool programs or materials.

Learner-centred: When the learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson. Students are required to take an active role rather than just listening passively to their instructors.

Learner autonomy: is the capacity learners have to take charge of their own learning. This implies choice of aims, content, approaches based on reflection related to individual needs and interests.

Lifelong learning: All learning activity undertaken throughout life, with the aim of improving knowledge, skills and qualifications for personal, social or professional reasons.

Peer assessment: It is a collaborative learning strategy, learners evaluate their peers' tasks and have their tasks evaluated by peers as well.

Prior knowledge: pre-existing knowledge, skills, beliefs, and attitudes that influence new learning and how a student will respond to new learning.

Metacognition: refers to knowledge and understanding one's own thinking.metacognitive practices help students to be conscious of their strengths and weaknesses as learners, writers or readers.

Reading approach: In Foreign Language Teaching, a programme or method in which reading comprehension is the main objective.

Self-assessment: a process by which students evaluate their own work and learning progress. It encourages self-reflection and responsibility for their personal learning.

Summative assessment: an evaluation of a student's learning at the end of an instructional unit

Appendix B

The Students' Questionnaire Instructions: For the following items, please tick the appropriate answer in the spaces provided. Where a line is provided, please write your answer, if applicable.

Rubric 1: General Background (Profile).

 Age………………………………..

 Gender: …………………………..

 Baccalaureate branch of study: scientific……………..   Literary…………..

Rubric 2: S t u d e n t s ' A t t i t u d e s t o w a r d Extensive Reading.

1- Do you like reading at home?

> a. Often ………………….
> b. Sometimes…………….
> c. Rarely ……………..   .
> d. Never………………...

Explain why:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

2- How frequently (in a week/month/year) do you read in English?

    a. Always …………………….
    b. Sometimes …………………
    c. Never……………………....

Explain why:

……
…….
……

3- Reading is a daily activity which is extremely useful.

    a. Strongly Agree……………..
    b. Agree……………………….
    c. Disagree………………………

Explain why:

……
……
……

4- I find extensive reading personally rewarding.

    a. Strongly agree…………….
    b. Agree………………….
    c. Disagree…………………..

Explain why

………………………………………………………………………………………………………
………………………………………………………………………………………………………
………………………………………………………………………………………………………..

5- I read because I have to.

    a. Get good grades in class
    b. Do reading tasks at home
    c. Develop my reading ability

Other reasons:

………………………………………………………………………………………………………
………………………………………………………………………………………………………..
………………………………………………………………………………………………………..

6-What do you find difficult about reading in English?

a. Understanding words' meaning
b. Understanding sentences' meaning
c. Understanding main idea

Other features:

……
……
………………………………………………………………………………………………………..

7- When you do not understand a passage you:

a. Stop reading
b. Skip it
c. Read again

Other alternatives:

……
……
………………………………………………………………………………………………………..

8- In what language do you prefer reading?

a. English
b. French
c. Arabic

Explain why:

……
……
………………………………………………………………………………………………………..

Rubric 3: (Mobile Reading)

9-Do you prefer reading

a. From a print book?
b. From the Internet?

Explain: why

……
……
………………………………………………………………………………………………………..

10- Which electronic device do you prefer using to read?

    a. Desktop computer
    b. Laptop computer
    c. Tablet
    d. Mobile

State your reasons:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………..

11- Where do you read on your mobile device?

    a. At home.
    b. Everywhere.

12- Do you read for?

    a. School assignments
    b. Self-learning
    c. Leisure
    d. Curiosity

Others:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………...

13- What is the primary reason that you read on your mobile device?

    a. Always have my mobile with me.
    b. I do not have access to books and documents.
    c. It is more affordable to read on my mobile; the books are free or inexpensive.

Others:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………..

14- Has a mobile device changed your reading habits?

    a. Yes**: …………….**
    b. No**: ……………..**

How:

……………………………………………256……………………………………………………
………
………………………………………………………………………………………………………...

- With a mobile:

    a. Do you read more?
    b. Do you read less?

Say why:

………
………
………..

Rubric 4: Reading and Writing Relationship

15- Which of the following problems do you encounter?

    a. My writing lacks clarity and continuity.
    b. Organizing ideas, using correct grammar, and spelling.
    c. Poor style.

16- Do you think that your difficulties in writing in English result from?

    a. Poor vocabulary
    b. Frequent grammar errors
    c. Language Problems

Others:

………
………
………..

17- What kinds of writing do you like doing?

    a. I mostly write stories.
    b. I mostly write about things I have read.
    c. I do all kinds of writing.
    d. I do not like it

Others:

………
………
………..

18- Reading and writing skills are tightly related to:

- Poor readers are poor writers.

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

- Reading is perceived as acquiring information and knowledge.

a- Yes: ....   b-No: ....

- Poor readers are motivated to write.

a- Yes: …………   b- No: …………

19- The reading skill is useful for improving my general writing ability in English.

    a. It is the source of knowledge
    b. It is the source of imagination
    c. It is the source of inspiration
    d. It is none of those above

20- How does reading help improve your writing?

    a. It can increase knowledge of vocabulary
    b. It can enhance learners' general language competence
    c. It can consolidate Grammar and spelling
    d. It can increase the students' exposure to the language

Others:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

21- Students who don't read lack:

    a. Thoughts and ideas
    b. Creative thinking
    c. Vocabulary and elaborated language knowledge

Others:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..

22- What would you suggest for encouraging students to read more?

    a. Provide students with books in different genres.
    b. Reward students who read extensively
    c. Give students a sense of control
    d. Guide them through tasks in the classroom.

Please give your own suggestions to engage students in extensive reading:

………

………

Appendix C

Questionnaire to Teachers

Dear colleagues,

This questionnaire aims to reinforce the main points of the research, namely, the interrelated relationship between writing and reading, and the approach used to improve the tertiary English learners' writing skill.

Your contribution is vital, your opinions and ideas are taken into consideration to enrich and complete this study. Please answer the following questions ticking the appropriate box or providing a full statement when necessary.

General background

Sex: Male   .…….   Female   ……

Qualifications: Licence (Classical system) .….   Master (LMD) .….   Magister .….
Doctorate .….

Your experience in teaching precise .….

1- **Do your students show interest in writing?**
   a. Yes.........
   b. No............
2- **What is good writing, in your opinion?**
   a. Correct grammar
   b. Good ideas
   c. Clarity and coherence
   d. Extended vocabulary
   e. All of them
3- **Are the students writing weaknesses related to:**
   a. a -Lack of an appropriate approach
   b. b- Lack of prior knowledge
   c. c- Lack of reading
   d. d- Lack of motivation

Others please specify:

…………………………...

…..………………………………………………………………………………………………

4- **Do first year learners easily assimilate the writing skill?**

258

a. Yes ………
b. No ………..

-If "no" please explain:

………

………

5- Do students reach a satisfactory writing level in second and third level?
a. Yes …….
b. No ……..

- If "No" Are the difficulties at the level of:

a. Sentence level
b. Paragraph level
c. Essay level
6- Which of the following skills is most essential for writing?
a. Listening
b. Speaking
c. Reading

Please explain:

………

………

7- Do you include reading in your written expression courses
a. Yes ……
b. No ………
8- Do you assign reading:
a. As a homework
b. b- As part of the classroom course.
9- Collective writing enhances academic written production.
a. Yes …….
b. No ……..
c. Sometimes …….
10- Do students perform better in group work?
a. Yes ……..
b. No ……..

Please explain:

………

………

11- Do your students write their essays:
a. In the classroom
b. At home

Please explain why:

………………………………………………………………………………………………

………………………………………………………………………………………………

12- How can you make of your students better writers?

a. Assessing their works regularly and grading them

b. Make them practice writing regularly

c. Ask them to read about topics then write about them

Other suggestions:

………………………………………………………………………………………………

………………………………………………………………………………………………

13- Do you often use ICT in presenting your lessons?

a. Yes ………

b. No ……….

c. Sometimes ………

Please explain why:

………………………………………………………………………………………………

………………………………………………………………………………………………

14- Would you like your students to use portable devices (laptop, tablet mobile phone) :

a. In the classroom

b. At home

c. Both

15- Do you think using digital tools enable learners to:

a. Save time while working

b. Have more information about an issue

c. Make them more engaged and active.

d. None of those above.

Please explain:

………………………………………………………………………………………………

………………………………………………………………………………………………

16- How does technology help students to improve their writing?

a. They are often exposed to the new language

b. They develop their thoughts and ideas by reading others' pieces.

c. They work collectively by exchanging ideas, watching videos, reading, etc.

Others:

………………………………………………………………………………………………

………………………………………………………………………………………………

17- Introducing ICT and multimedia technologies into the classroom:

a. Make students more centered learning
b. Provide new teaching methods other than the traditional ways
c. Teacher becomes a facilitator

Others:

………………………………………………………………………………………………
………………………………………………………………………………………………

18- What do you think students benefit more from:
a. A traditional teacher
b. An ICT teacher

Please explain:

………………………………………………………………………………………………
………………………………………………………………………………………………

Thank you for your contribution. Your help is greatly appreciated.

Appendix D

Aïcha
Benmokrane

ESSAY:

I always wanted to read books, and I have read several stories so far. My feelings vary according to the kind of books I read. Although I was pleased by many stories, "The Gift of the Magi" would always remain the only story that gave me such a great shock.

While reading it, I found that it has a surprising ending. In fact, just by looking at the title, one expects a christmas story. It was about Della who wanted to buy him a christmas present. The girl had only $1.87. Although she counted her money three times, she found that the amount was always the same. Della started wondering how she could manage to buy him a christmas present as she needed more money. Being tired of thinking, she laid down on a small, shabby couch, and she started crying bitterly. A short while after, the girl stopped weeping and took the mirror and looked into it. Suddenly, her face lit up because she got an idea. While she was looking into the mirror, she let down her beautiful long hair which shone like a waterfall in the reflection, rippling her back. Della was turning over the idea of selling her hair so that she could afford to buy him a present. Indeed, the girl decided to sell her hair in order to purchase a chain for his watch.

Well written.

Promptly, she wore an old brown jacket and ran down the steps, pinning up her hair. Once at the shop, she had her hair cut and sold. Then Della went directly to search the stores and she was very pleasant to find a chain for Jim's watch. As soon as she arrived home, she heated curling irons and put them to work. Della was very happy with the chain so she clutched it in her hand and she kept waiting for Jim.

A moment later, Jim arrived. Glancing at her, it was very hard for him to believe what he saw. There was nothing he could do about her hair which bewildered him. Jim noticed that Della didn't understand, so he wanted to explain his bewilderment by giving her a package. Once she opened it, she saw a set of combs for long hair. Della was in an unbearable situation. She could only say to Jim that her hair would grow so that she could make him happy.

After that, she remembered her present and she produced the chain. Jim was very puzzled to see the chain; moreover, he couldn't produce his watch. Jim also didn't have enough money to buy the combs so he was obliged to sell his watch.

When Della heard Jim's confession she was very astonished. She looked at him and they both smiled, while the chops for supper were put on the stove.

Well written. I hope it is original!

الملخص

تعلم الكتابة هي مهمة صعبة الإنجاز ، إنها مهارة حياة عملية تتطلب وقتًا وصبرًا من جانب المتعلمين، ومجموعة متنوعة من الاستراتيجيات والتقنيات في عملية التعليم / التعلم.

نظرة على درجات الطلاب تثبت التحديات التي يواجهونها في الكتابة. طلاب السنة الأولى في قسم اللغة الإنجليزية بجامعة أحمد زبانة ، غيليزان هم العينة المختارة لدراسة الحالة التي تبين الصعوبات في إنتاج نص كتابي. لذلك فإن دمج نهج قراءة مكثف هو الاستراتيجية المطبقة لتحسين قدرات الطلاب على الكتابة.

يكمن الغرض من هذا البحث في معرفة ما إذا كانت القراءة المنتظمة على نطاق واسع حلاً لتعزيز الكفاءة اللغوية. تهدف الدراسة أيضًا إلى توعية الطلاب بحقيقة أن القراءة المكثفة تؤدي إلى الكفاءة في الكتابة.

للوصول إلى هذا الهدف ، تعتمد الدراسة على استبيانين مختلفين شبه منظمين موجهين لكل من المتعلمين والمدرسين وملاحظة الفصل الدراسي. علاوة على ذلك ، يتم إجراء اختبارات ما قبل وما بعد. تساعد الأسئلة المفتوحة الباحثين في الحصول على مواقف المشاركين ومشاعرهم حول هذه القضية. كشفت النتائج أن غالبية الطلاب غير المهرة الذين يفشلون في التعبير عن أنفسهم على الورق هم الذين لا يقرؤون. تؤكد الملاحظة الصفية التي تتبنى برنامج القراءة المكثف على الفرق الكبير بين المجموعة التجريبية والمجموعة الضابطة. قراءة مجموعة متنوعة من النصوص تقدم الفرصة للمتعلمين للتعرف على الهياكل والمفردات والكلمات الجديدة في السياقات وتحقيق القواعد اللغوية وما إلى ذلك. وفقًا لذلك، يجب تدريس القراءة والكتابة مع تكامل نهج المطالعة المكثفة (ER).

تجدر الإشارة إلى أن القراءة الرقمية هي عامل رئيسي في التعليم اليوم لأن التطورات الهائلة في التكنولوجيا قد غيرت طريقة انتقال المعرفة. إتاحة الأدوات الرقمية جعلت القراءة ممكنة أينما كان الطلاب في المنزل أو في الخارج لديهم أجهزة ذكية مثل الهواتف المحمولة والأجهزة اللوحية وما إلى ذلك.

يوفر الجمع بين القراءة على الشاشة والقراءة المطبوعة مزيدًا من الوقت والمساحة للطلاب لتعزيز مهاراتهم في القراءة والكتابة.

كلمات مفتاحية: القراءة المكثفة ، قدرات الكتابة ، الكفاءة اللغوية ، أداء الكتابة ، تكامل نهج ER ، القراءة الرقمية ، الأدوات الرقمية ، القراءة على الشاشة ، القراءة المطبوعة.

Résumé

Apprendre à écrire est une tâche difficile à accomplir; c'est une compétence pratique qui demande du temps et de la patience aux apprenants. Un coup d'œil sur les notes des élèves montre les difficultés qu'ils rencontrent pour écrire. Les étudiants de première année du département d'anglais de l'Université Ahmed Zabana, Relizane, illustrent les difficultés rencontrées pour produire un texte; par conséquent, l'incorporation d'une approche de lecture extensive est la stratégie appliquée pour améliorer les capacités d'écriture des élèves.

Le but est de rechercher si une lecture régulière est une solution pour améliorer les compétences linguistiques.

L'étude vise également à sensibiliser les élèves au fait que des lectures approfondies se traduisent par des compétences en écriture. Pour atteindre un tel objectif, l'étude repose sur deux questionnaires semi-structurés différents destinés aux apprenants et aux enseignants et à une observation en classe. De plus, des tests pré et post sont également effectués. Les questions ouvertes aident les chercheurs à obtenir les attitudes et les sentiments des répondants sur la question en jeu. Les résultats ont révélé que la majorité des étudiants non qualifiés qui ne s'expriment pas sur papier sont ceux qui ne lisent pas. L'observation de classe qui adopte le programme de lecture extensif confirme la différence significative entre le groupe expérimental et le groupe témoin; la lecture extensive(ER) a amélioré la capacité des élèves à promouvoir leurs performances en écriture grâce à la lecture d'une grande variété de textes offrant aux apprenants la possibilité de se familiariser avec les nouvelles structures, vocabulaire et mots dans des contextes, réussite grammaticale, etc.

En conséquence, l'enseignement de la lecture et de l'écriture doit être enseigné en même temps que l'intégration du programme de lecture extensif.

Il convient de noter que la lecture numérique est un facteur clé de l'éducation aujourd'hui, car les énormes progrès technologiques ont modifié la manière dont les connaissances sont transmises. La disponibilité des outils numériques a rendu la lecture possible partout où les étudiants sont à la maison ou à l'extérieur, ils ont des appareils intelligents comme des téléphones portables, des tablettes, etc. La combinaison de la lecture à l'écran et de la lecture imprimée offre plus de temps et d'espace aux étudiants pour renforcer leurs compétences en lecture et en écriture.

Mots clés: lecture approfondie, compétences en écriture, maîtrise de la langue, performances en écriture, intégration du programme de lecture extensif, lecture numérique, outils numériques, lecture à l'écran, lecture imprimée.