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Using Reading to Improve Writing Skills: the Case of First Year EFL Students at Tlemcen University

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First of all, I would like to express my recognition to Allah, for guiding me and giving me ambition, determination to accomplish this simple work.

Dedications

To my family

To my teachers

To my friends

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Abstract

This research work demonstrated the importance of practicing reading skill as a routine practice for EFL students. The investigation took the form of a case study of first year Students at Tlemcen University. Actually, it is not an easy task to motivate learners since most of learners find it a boring acitivity.The aim behind of this work is to link reading with writing skills. The questionnaire and Interview have been used to collect valuable information they were delivered respectively to first year EFL learners and TEFL teachers at Tlemcen University. The data collection was analyzed both qualitatively and quantitatively. The final results revealed that most of learners are interested in reading, in fact it is only a matter of time and organization. Thus,the hypothesis put forward by the researcher were confirmed partially in a nutshell, the evidence collected pointed out to the fact that student's motivation towards writing skills is improved by developing reading habits.

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List of Abbreviations

ELT: English language teaching

EFL: English foreign language

FL: Foreign language

TEFL: Teaching English as a foreign language

General Introduction

Reading is regarded as a powerful tool in helping students to learn a new language that is to say language specialty known as foreign language, moreover reading may help students to improve their level and acquire fluency and understand an infinite number of sentences and decipher what the words refers to in the text

The importance of English as a global language has led the teachers and educators to think about implementing reading for beginners in the foreign language to learn a language in an easy way and how they can perform tasks and activities of language. Therefore, their concern is to put into practice reading as a discipline or a source of inspiration for the simple reason that it increase student's motivation and deep learning of the target language and improve language proficiency in task-based activities.

Learning a foreign language, namely "English" requires huge efforts implications for students to take into consideration that this is not an easy task to handle again. Therefore, it is asserted that students can master and write in a professional way only if they read enough concerning the target language

As far as reading is concerned it has all the time and in all ages been a source of knowledge; nowadays it is proved that the ability to read is highly valued and very important for social and economic dimensions, thus its importance has increased it is a way to enable student to become more specialized in the Target language, it also allows success in language. In that case, those who read all the times can express themselves easily and develop social skills. Educational researchers on the other hand, have found that there is a strong correlation between reading and writing in relation to the academic success. A student who is good reader is able to mix with others; he is a better practitioner and can easily communicate with the others rather than those who don't read at all. Reading opens several barriers and opens the vision to a better future.

This research work is fundamentally based on first year EFL students at Tlemcen University, since they are in the beginning of their university cycle; they have a lot of things to learn in the target language. The rationale behind this is to make them learn the language through reading and apply it as a new disciplines that enables the

students to acquire knowledge and become independent learners. The researcher adopted the case of first year EFL students and TEFL teachers. The investigation took place at Tlemcen University. Three research questions have been formulated in this research work they are as follow:

1. Why does reading play an integral role in improving writing skills ?

2. What are reading strategies and techniques that teachers should apply in the classroom?

3. How can students be involved in reading?

Hence, to obtain reliable answers to the above research questions, the following hypothesis have been put forward:

1. According to some scholars and educators the reading is a powerful tool to help EFL learners to build their own vocabulary and improve their writing abilities if they used to listen frequently to different foreign words and expressions.

2. Teachers claimed that in this case there should be extra hours and create enjoyable atmosphere which promotes reading and use suitable reading materials that are interesting according to students.

3. Students can be involved in reading if they determine their setting, reading goals, invest in tools that encourage reading and link it directly to writing through identifying the basic principles of writing, grammar, and spelling but also you have to write like it is your job and practice regularly.

To confirm or reject, the above hypotheses, the researcher uses a descriptive case study dealing with first year EFL students of English department at Tlemcen University. To conduct this research the investigator uses two well-known research instruments, the interview and the questionnaire, in order to answer the previous research hypothesis, and the data results were analysed both quantitatively and qualitatively. The present work is divided into two interrelated chapters.

The first chapter is concerned with the literature on reading and writing skills in the foreign language, besides how reading may affect positively student's writing abilities and performance in EFL and how students should see reading as a an important part of learning English since it guides to improve student's reading skills by using skills he uses in his own language.

The second chapter tackles all the practical research issues and methodology. The first part is designed to the description of research design and procedures. Besides, this chapter is also devoted to present the research results and it also tends to answer to the hypothesis whether they have been confirmed or rejected. In addition, it introduces some suggestions and recommendations for increasing the EFL student's knowledge reading for the first year EFL students in as they don't have enough experience in the study of FL to ensure a better understanding of the foreign language and avoid language weaknesses in the coming years.

Chapter One
Literature Review

1.1 Introduction

Nowadays reading becomes a very practical way to help in the acquisition of the foreign language, since English becomes dominant in our educational system. Therefore, educationalists claim that a language should be well mastered from the beginning of the university cycle. Moreover studies show that reading stimulates and increase learner's motivation toward an unknown language and enhance his ability to success in the foreign language.

Consequently, the aim behind this chapter is to define reading and show its influence on writing skill and its importance in EFL (English as a foreign language).In addition, it gives an overview concerning the impact of reading in language learning but also the different techniques and strategies that teachers is supposed to provide in order to raise the EFL student's attention and progress.

1.2 Definition of Reading

The term reading refers to a mental process, that requires the ability to decode different words and understanding its meaning to illustrate this point, reading is a process undertaken to reduce uncertainty about meanings a text conveys to the audience. In this respect,Ariffin (1992:1) claims that:

> **"People define reading as a highly personal activity that is mainly done silently, alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud."**

Furthermore, reading is an interactive process between the reader and the writer. Brunan W.K (1989) for instance defines reading as a two way interaction in which information is exchange between the reader and the author". Smith (1973) also shares the same attitude. This is proved by his line:

"Reading is an act of communication in which information is transferred from a transmitter to a receiver".

Hence, it is also asserted that reading is a complicated activity for the readers in the sense; that they may find it difficult to detect information from the printed pages, unless they are able to pronounce and understand printed words, signs, letters, and symbols by assigning meaning to them.

1.3 The Benefits of Reading Comprehension in Developing Writing Skills

Reading is one of the most important activities any successful student does in any course of study. Brown (2001), for example points out that "reading comprehension is a matter of developing appropriate, efficient comprehension strategies". (ibid P.306).

It is important to mention that reading is an active process since Brown (2007) view the literature on second language acquisition has differentiated between two broad categories of strategies: learning strategies and communication strategies since our main concern is to interact in the foreign language.

Therefore, strategies should be well applied to enable student to make sense of what he/she read. In this respect, Will Rogers argues that 'A man only learn in two ways, one by reading, and the other by association with smarter people'. On the other hand, Mintzberg (2005) claims that 'strategies grow initially like weeds in the garden; they are not cultivated like tomatoes in a hothouse'. This implies that a good reader should determine his goals and above all he is asked to create a stimulating environment that promotes reading. To illustrate this point, there are several ways to improve student's reading, and comprehension is regarded as one of conscious plans that good reader use to make a sense of text. Thus, comprehension strategy instruction help student's to become purposeful; to be aware about his own reading comprehension. As Adler.C.R (2007) suggested in his article, six strategies that may be applied by students in order to help them in improving their writing skills

1.3.1 Monitoring comprehension: students who are able to know how to master their comprehension of texts, indeed, they can make the difference in the opposite case. They may select strategies that guide them to identify problems and remedy. In fact, research shows that instruction is helpful for student in the sense that they become more familiar with texts and competent at monitoring their comprehension. In addition, comprehension monitoring is helpful in :

- ❖ Making a clear distinction about what is necessary to keep in mind and what is not.
- ❖ Identifying what readers miss understand from the whole passage.
- ❖ Employing the suitable strategies that avoid misunderstanding in comprehension.

1.3.2 Metacognition: In fact it can be defined as a mental process "thinking about thinking." That means; students who are good in reading make use of metacognitive factors that enable them to think and have control of their reading. First, before starting reading it is necessary to set their purpose while undertaking a text might fix their purpose for reading and take a deep look to the text. Again, during reading, they are asked to control their comprehension to, planning their reading speed to identify the difficulties in the text in order to solve comprehension problems they face. After finishing reading for instance they are able to use a selection of strategies than can be applied according to their texts.

1.3.3 Graphic and semantic organizers: they are used in order to help students in reading and understanding text books and illustration books easily. However, graphic organizers are put forward in order to:

- ❖ Enable students to concentrate on text format and how readers can make distinction between types of texts.
- ❖ Provide to students instruments that can be used to check and describe relationships in the text.
- ❖ Help students to write summaries in an organized manner.

***1.3.4 Answering questions*:** It is a very important step in understanding what a text means, this relies on student's ability to ask questions that have relation with text, it also gives a purpose for reading and attract student's attention on what they used to learn exactly; questions also help them in monitoring their

comprehension concerning what they learn and to compare it with what they already know. The questions raised helps in transmitting meaning to reader's mind

***1.3.5 Generating questions*:** It enables students to become conscious about his ability to interpret their reading; questions are reformulated according to their meaning. Students are asked to link information from different parts of the text particularly when students meet question that gives answers to the most important information in a text.

1.3.6 *Summarizing*: Constitutes of combining the principal idea into student's own style, encompasses only the essential points that reader find it prominent. Thus, summarizing is provided by student's identification of what is necessary to mention from the text and neglect what is insignificant according to him.

In brief, strategies aims at guiding students to take a deep understanding of what reading implies not only this but also it is useful in helping him to read academic text and provides opportunities in reading activities. However, it is assumed that students is require to use his critical thinking to a better application of comprehension strategies

1.4 Difficulties in Mastering the Reading Skills

Researchers in reading comprehension demonstrate that EFL learners meet some difficulties in reading activities. Indeed; the major problem relies on understanding vocabulary. This problem leads them to dislike reading. In the same line of thoughts, some people are good in reading instruction ;others no that is why it is necessary to give solutions in order to improve their reading activities; that implies that reading in FL requires huge efforts and a selection of instruction is required. Furthermore, lack of knowledge leads the students to feel uncomfortable and thus, they may meet many obstacles in reading comprehension; since knowledge has a very important role for a successful reading. In that case, Montgomery (2018) reformulated in her article steps

that reading experts find it necessary in order to improve reading comprehension they are as follow:

1.4.1 Understand and Reevaluate how you are Currently Reading

This involve remembering what you have read before and try to memorize words, and complex expressions because reading won't do anything more if you don't come back to what you have read it is some kind of filtering information and expression that should be used in daily speech and store it in mind consequently you will be able to enrich your vocabulary. Thus, the reader makes connections to already known concepts and principles and uses this understanding for problem solving in new contexts. This helps him to know where his weaknesses are and what he has discovered.

1.4.2 Improve Student's Vocabulary

Words are the basic blocks of the language, and one of someone's educational levels how reader can expect to communicate in a perfect way in a foreign language if he does not improve his vocabulary. On the other hand, teachers as a part of the instruction their role is to fulfil the needs of the students and help them to speak fluently in the FL this happens only if the teacher provides the learners with tasks and activities that require a set of rules and vocabulary to learn.

1.4.3 Think to Read for Pleasure

Wilhelm (2017) view reading as a source of pleasure and empowerment for future generation. This could not happen unless most of teachers have the goal of promoting students with lifelong love of reading. In this book, Smith (2005) argues that teachers should give their best to guide students in this path, benefit from their own experience in engaging them to read through asking them to choose their favorite books; this help to foster work pleasure.

Moreover, research shows if students choose their book by themself is better than imposing on them, improvement will come naturally and once they develop their imagination and practice their comprehension strategies.

Moreover, Smith (1974) states that reading for pleasure may provide distinct benefits:

- **Immerse pleasure**: of course when the reader uses his metacognitive factors he tries to develop the capacity to immerse his memory; through visualizing, synthesizing then memorizing.
- **Intellectual pleasure**: When the reader decipher what things and concepts in the text means and how texts are constructed in order to convey meaning, this is useful in developing knowledge and instinct.
- **Social pleasure:** additional experience from social environment is acquired when he tries to get in author's personality and explore his identity; additional information is stored.
- Reading for pleasure is regarded as a source of inspiration and it stimulates student's minds. In addition, it allows students to acquire additional knowledge to perform various tasks.

1.5 Types of Reading

According to (Brown2003-in Peter Chan, 2017) there are several types that may occur in classroom language and thus it can be classified into seven types based on the length, focus, and process.

1.5.1 Perceptive Reading: Is a type of reading involved by giving attention to different components of long discourse such as: letters, words, symbols and punctuation that gives cohesion to the text.

1.5.2 Selective Reading: Is regarded as an assessment of literacy to ensure one's reading recognition of vocabulary, grammatical of language. This type is attributed to the use of various tasks such as: giving the right answer true/false, multiple choice etc. This involves selecting only the most essential part of the text.

1.5.3 Interactive Reading: This implies the use of interaction among readers, that is supposed to draw a design of what he has understand; the main focus in such tasks is to identify relevant features(lexical, symbols, grammatical and discourse) underlying on the main objective of what the text shares and then store information that is processed.

1.5.4 Intensive Reading: This is a type of reading is recognized by the reader's aims in remembering (events, characters, long passages) when he reads. This could be very useful for language learners as it helps them to grasp vocabulary by deducing meaning of words, expressions in real context according to its meaning. Moreover, it helps to store information and knowledge for a long period of time.

1.5.5 Extensive Reading: This one emphasizes on reader's ability to read more than one page, it extends the general understanding of a topic and it is helpful in representing the degree of student's motivation. For instance, they may use to read professional articles, long essays, and books. In that case, reading is referred by long articles and books that are usually read at home or at library by using a variety of materials on a range of topics is available. Thus, extensive reading is always done for the comprehension of main ideas**.**

1.5.6 Skimming: Is something that refers as quickly reading it may be useful in order to know which text is more adapted to basic level For instance, read a magazine or newspaper and would mentally and quickly select the most interesting passage, this is used when you just use it as a break.

1.5.7 Scanning: For example is in travel and he has at his disposal a book and he visits different monuments, he may just scan which is more attractive for him. Hence, scanning involves the ability to quickly choose your favorite sentence to get a simple piece of information**.**

1.6 The Importance of Reading

Reading is important for many reasons, such as learning new things, expanding the mind and boosting imagination. Many people also read for pleasure, which in turn can help the reader relax and better handle the stress in his or her life. However, our interest is based on the importance of reading in relation to foreign language acquisition. On the other hand, reading boost imagination and creativity in both children and adults. It allows the reader to explore new worlds, people and

experiences. Through reading, the reader may begin to see the world in a fresher, more creative side.

For the majority of people reading is regarded as a source of escape from a routinized environment it enables the student to become independent and help to fulfill mental strength with renewed spirits. In the same vein; Levin et al (2001:1) mention that: "reading is 'considered one of the most important skills that University students of English as Second Language need to acquire'. The following figure presents the importance of reading aloud.

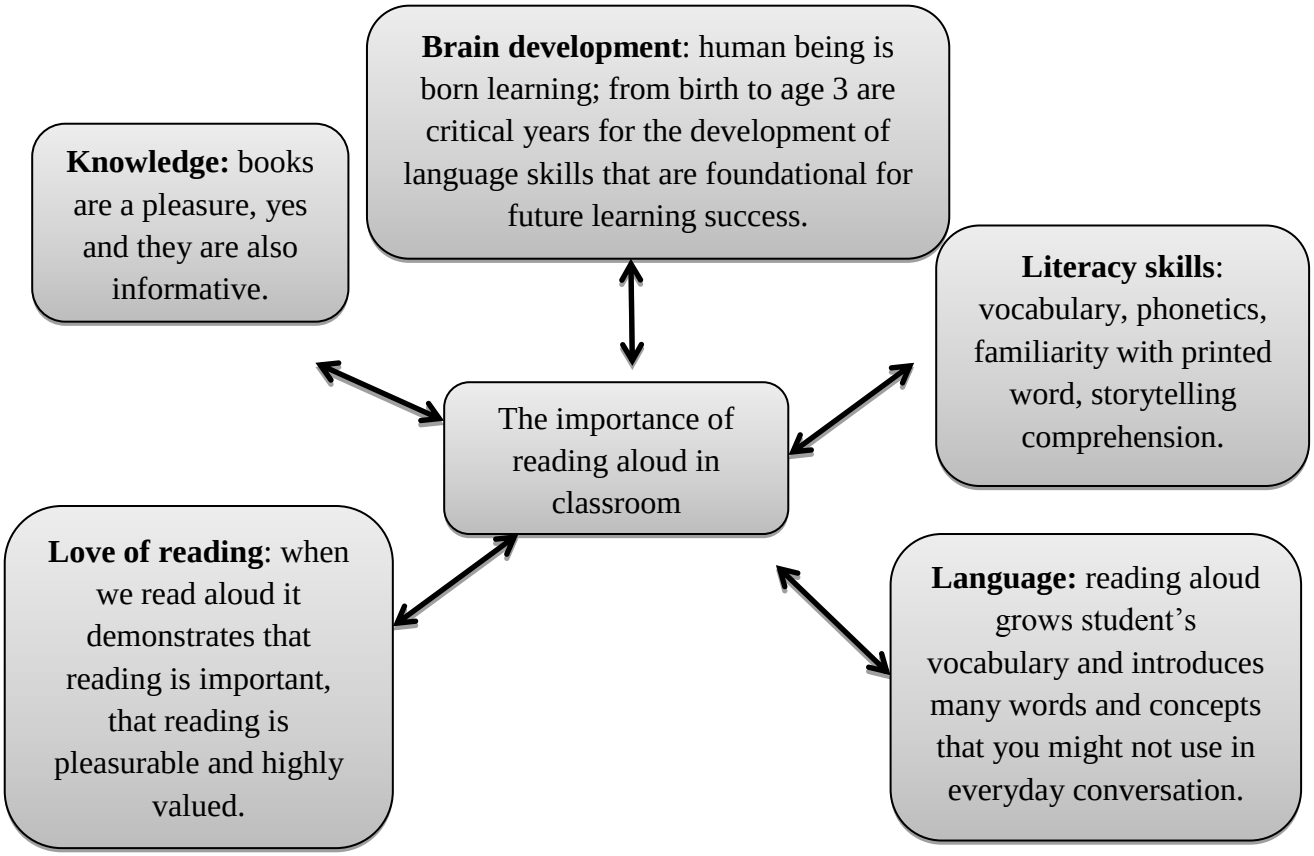

Figure1.1 The importance of reading aloud in classroom (April, Starkey, 2015)

The above figure demonstrates the advantages of practicing reading (aloud) in classroom. As it is described in this figure the stress is on the fact that reading provides benefits in relation to: knowledge, brain development, and language, love of reading and literacy skills. It argues that reading aloud is informative in learning and exploring new words that may be added to student's previous background. In fact, human being

is distinctive from other creatures by his ability to receive information and memorize, for instance from birth to infancy human being uses a cognitive factors that are important for the development of language skills thus, and students can develop it in the future. Again, reading is primordial in improving student's ability to memorize .Indeed, introducing new words and expressions for students are advantageous in enriching his vocabulary. Literacy skills are constructed through reading aloud as it gives a distinction between sounds, and words. On the whole, reading aloud is necessary since it allows the individual to discover his capacities in reading and acquiring self-confidence.

1.7 The role of Reading in Helping to Understand Foreign Language

Foreign language reading comprehension is the most important skill required by students; they should be strategic and follow some instruction in order to make language seem more familiar to break the barriers of difficulty and complexity. Infact, reading is probably one of the most important extensively researched language skills (Bachman, 2000).

In the same vein,Hedge 2008 argues that students should be well supported by teachers who ought to encourage them to be active while reading a text, to help learners become autonomous, critical and strategic readers; teachers can encourage them to ask questions and find appropriate answers to the questions posed.

However, asking questions is claimed to be a successful strategy to improve students reading comprehension. Furthermore, teachers are asked to become more familiar with efficient strategies deemed important in reading; without suitable reading comprehension skills students can struggle in many subject areas.

Reading comprehension is something rational and needed for all areas of university.Therefore, students use to learn literature in the foreign language. On the other hand, reading can be set up as an approach or a suggested module and is known to be the most attractive way to raise student's motivation in the foreign language learning and known as the most practical tool to develop their language proficiency.

1.8 The Interrelationship between Reading and Writing

In Baiche (2015) claims that reading and writing are taught separately as two different academic skills. However, writing cannot be improved without developing good reading habits. Writing skills is an academic activity that requires the most complex activities for foreign language students to master; they usually meet difficulties in writing activities especially at university, since most teachers tend to give handouts for students rather than dictating to them exercises this can be helpful in identifying spelling and grammar mistakes. In addition, there are methods and ways to ensure student's good writing. For instance, those who start to read in the English language at the beginning of the Academic year , have no problems when they comes to 'writing skills' and can manage any activity be it simple or complex in the foreign language.

Recently, teachers tend to give a considerable value to reading and writing as they detected student's lack of knowledge in the FL. Thus, they claim that those two academic skills are complementary to each other; they recommend to "read in order to write" In fact, the best way for an effective writing is to develop reading habits even if motivating students towards reading is not a simple task. In such case, the role of the teachers is to provide them with a variety of reading materials that offers opportunities to better practice writing. In this context and for writing purposes, Ourghi(2001-2002:242) mentions that **"** by choosing a topic that involves the teacher is providing a context within which effective learning on the target writing aspect can be undertaken".

Therefore, it is asserted that student's interest is increased only by the ability to deal with usual things, in the sense that they find it more comfortable and enables them to feel more at ease in reading and thus they can write independently.

To illustrate this point, teachers provide them with portfolios as a technique to keep information about their reading for their writing purposes; as a result, writing activities will not be such difficult task.

Briefly, reading gives landmarks to writing and as result students have more freedom to interact and thus become autonomous learners. With respect to reading and writing, classroom environment is also important in learning foreign language in the sense that it fosters appropriate reading and learning situation, with the support of appropriate resources and teacher's guidance.

1.9 Definition of Writing

There seems to be a considerable amount of research on writing as academic skills within the learning process. The researcher attempts to define writing as an academic process that requires using words, expressions that are more frequent in the language. Again, good writing abilities are fundamental for effective communication; the better you write the more you easily readers know what you mean i.e.; good writing skills are not mastered by everyone. Furthermore, it is argued that writing is a means of communication that encompasses two different components the first is "writer" known as "encoder" and the second is "reader" known as "decoder". In fact, effective communication is reached only with good writing

The coming figure illustrates different components skills and process of writing

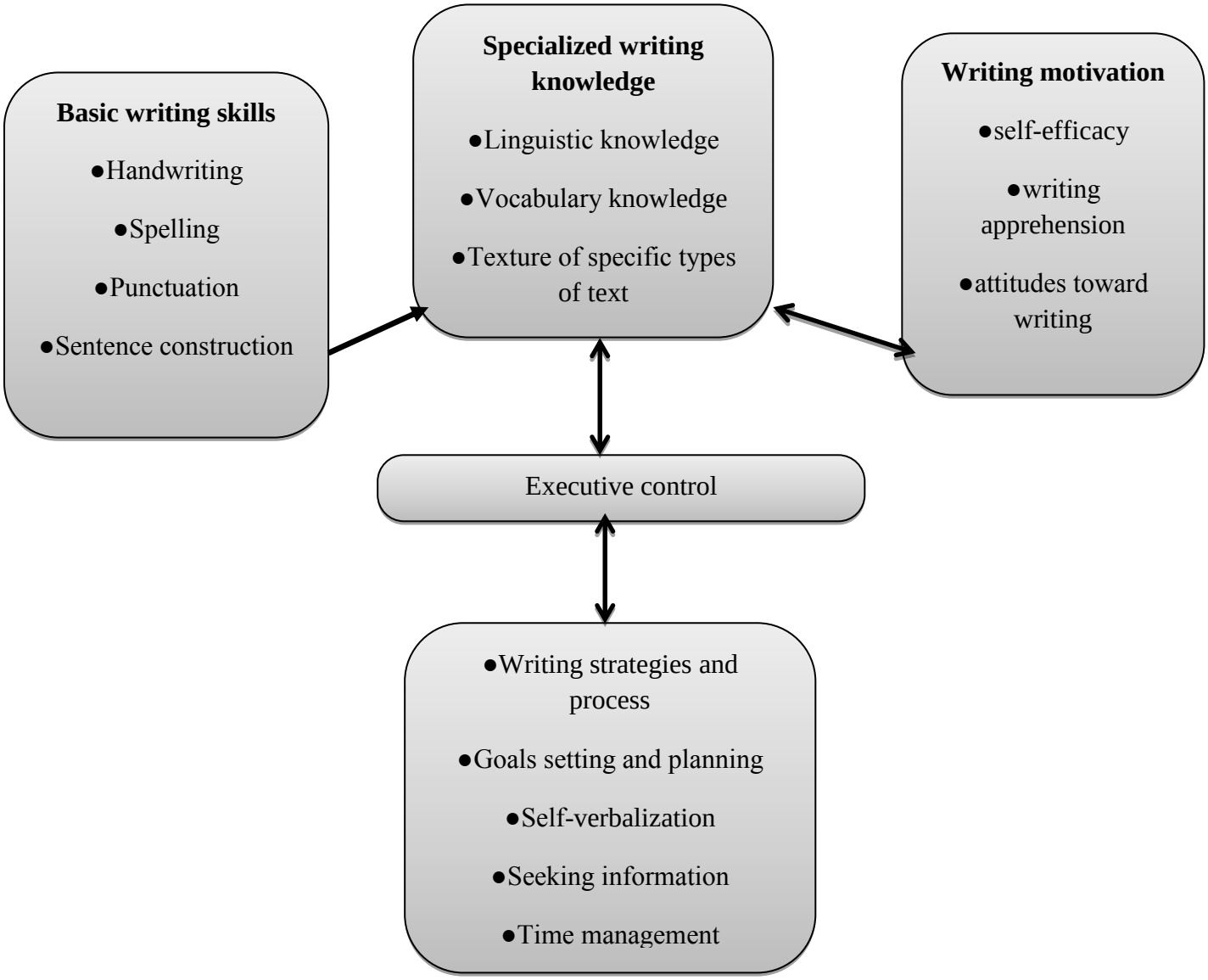

Figure 3: components skills and writing process National Research Council (2012)

This figure explains different components skills and how writing process is reached. This figure includes: basic writing knowledge and writing motivation. It describes that basic writing skills are essential as it remains: handwriting, spelling, punctuation and the second one specialized writing knowledge that refers to what the students already master such as: vocabulary which is essential and recommended skills for students to perform. The last one is writing motivation and student's behaviour

towards writing skills. Indeed, those competences are executive to the writing. To sum up, the three components mentioned before are the core for the writing strategies and process.

1.10 Techniques of Good Writing

Smith (1994) suggests that both readers and writers are required to respect writing conventions in order to communicate effectively. In addition, writing is recognized by it conventions which are: spelling, punctuation, grammar,
Paraphrasing and conceptualization. These conventions must be taken into consideration in order to communicate effectively. Furthermore, an effective piece of writing is recognized by the graphic system of the language, and not only this but also coherence and cohesion are extremely important features as it allows the reader to understand. Good writing should also respect rules of language system and respect meaning and must take into consideration grammar, vocabulary, punctuation and intonation. In other words, the best way to communicate in a meaningful way is to read as much as possible; through practice students identify their weaknesses and solve their problem easily thus, these weaknesses play a critical step in changing their way of learning. Besides, effective writing includes lexis, orthography, syntax and semantics.

On the other hand, (Smith 1974-in Fakhar Naveed 2016) states some difficult features that should be mastered by students in order to overcome writing weaknesses they are as follow:

- **Psychological Factors**: This includes student's interest in performing specific writing skills; indeed writing without purpose in mind has no sense.
- **Linguistic Factors:** writing reflect one's linguistic abilities of the languages system, students may imitate native speakers as they have much more available lexical and syntactic choice.
- **Process of Writing**: people find writing a needless and boring task, however it requires a number of operations including: generating ideas,

planning, outlining. Besides, modification is allowed if necessary to enable the writer to identify mistakes.

These concepts are regarded as necessary in order to allow students to perform the writing skills for effective communication.

1.11 The Advantages of Good Writing

There are plenty of benefits that good writing provides to students; it is asserted that most of them give less consideration to their way of writing. Infact, the quality of written work reflect student' language proficiency need and writing requires a set of competences to be highly judged. In addition, a well-written work in language learning is an important discipline that students are required to engage in; students engage in extensive and meaningful writing tasks during the Academic year.

In the same way, Walter (1982) assured that writing encompasses a vital component in language learning as it is helpful in achieving one's potential. Good writing for instance, enables the writer to understand and reflect what he has read in an abstract ideas and to "connect the dots in their knowledge", a research of Klein and Boals (2001) demonstrated that students when they used to write about significant life events they are more ready to write properly and as a result, their memory is improved and events are stored in mind.

Last but not least, it is asserted that good writing is an important literacy activity in our social life that enables students to recognize his mistakes but also to show him how to express himself. Moreover, it helps to better focus on how to write and improve writing abilities, this activity through practice leads to a better performance.

1.12 The Role of Reading and Writing in Understanding English Language

In English language learning, there is always a deficiency in student's performance and for these reasons, educationalists tried to find solutions to the issue raised "how can learners improve their abilities in the foreign language?" With this in

mind, developing reading and writing are the key for a successful learning. Initially, literacy development gives an overview concerning how instructional practice is applied in order to help students to learn and write in the Foreign Language. In addition, due to the lack of reading and writing and the lack of practice also, our EFL students meet many difficulties as new specialized language; they need to practice more in order to recognize their weaknesses. Therefore, the struggle about the two skills have been for the sake of identifying reading and writing needs, as a new approach for EFL students. Not only this but also questions how we can improve teachers are asked to adapt them with situations that help them to overcome reading and writing difficulties. Last but not least, teachers should provide them with a set of materials that ensure good instruction quality at the level of challenge and with appropriate feedback provided while learning and break the barriers of difficulties, to illustrate this point, Graham (1978) suggests some implications concerning both reading and writing in helping to understand foreign language they are stated as follow:

In relation to Reading Skills:

- Make use of explicit and systematic reading instruction, according to the asserted needs of individual learners, in order to develop the principal components of reading: decoding, fluency, vocabulary.
- Written language structure should be explicitly mastered by students to allow them to easily decode words and understand a text.
- Longer text and words should be involved in reading activity to facilitate the development of reading fluency.

In relation to Writing Skills:

- Before, teachers should explain strategies, skills and knowledge required to become a professional writer.

- Identify to students the relationships between reading and writing, so they can develop an integrated system of skills used for both skills.
- Provide students with extended experience in writing for a purpose, this leads them to combine explicit and systematic writing instruction.

To conclude, it is agreed on the fact that reading and writing play a pivotal role in understanding foreign language if they accustomed themselves to practice reading and writing permanently.

1.13 Conclusion:

The present chapter presented a brief overview about the importance of reading in improving writing skills. Various theoretical notions related to the mentioned skills were discussed in this chapter. Starting from the definition of reading, ending with the role of both reading and writing in understanding foreign language. In the following chapter these concepts which are theoretical will be put into practical terms using two research instruments to examine the validity of the proposed hypotheses.

Chapter two:
Data collection and analysis with suggestions

2.1 Introduction

Unlike the previous chapter, this one gives an outline of the research methods followed in the present dissertation to increase student's motivation towards the importance of reading and its advantages on writing skills. It sheds light in causes on their low level of involvement and solutions suggested to have better view of reading and propose further recommendations to increase their degree of motivation.

Respectively, researcher in this chapter tends to set forth the research objectives and describing sampling and research informants. Moreover, it points out to the research instruments including the teacher's interview and student's questionnaire. Furthermore, the investigator based in his analysis on both quantitative and qualitative approaches.

2.2 Research Objectives

The purpose behind this research work is to enhance student's awareness in adopting reading as a tool to improve their writing skills in the FL.In addition, the investigator aims at proving that reading and writing can be developed simultaneously; in order to write effectively students have to read as much as possible in the target language. Furthermore, teachers play a principal role in guiding students to adopt such activity.

2.3 Research Design and Methodology

In any research work, the research design is considered as an important step; that aims at gathering data in order to answer the proposed research questions. Thus, the researcher usually goes through a general plan of data collection and procedures used in data analysis. In this respect,Khotari,2004 defines it as *"…. a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to the questions, it's the heart of any study".* The present work is a case of study attributed to first year EFL students at Tlemcen University.

The current research method (i.e.; a case study is regarded as a useful tool of investigation as it includes a range of sub methods that are used to collect various types of data.

In sum, a case study can help the researcher to gather the basic information about the issue studied and find answers to the research questions.

2.4 Sample Population

Sampling is considered as a vital component in any research. It is considered as a fundamental step as it provides a source for gathering information from the target population. But also, it provides a source of evidence to the work. Consequently, there are various types of sampling that can be selected and justified according to the purpose of the case studied.

2.4.1 Sampling Techniques

The current study deals with first year EFL students and two TEFL teachers, one teacher of oral production and the second one of written production. However, it is not easy to obtain data from the entire population. Thus, the researcher works with a medium-scale including (40) forty students and (2) teachers in order to represent the huge number population, taking into account the above highlighted facts; the researcher chooses in random sampling. It is the suitable choice according to the investigator because all individuals are equally likely to be included in the sample. And especially due to time management this sample is the best choice as in practice we use a computer

2.4.2 Student's Profile

This investigation concerns first year EFL students involved in this study the sample consists of forty (40) EFL first year learners (male and female). The participants have completed seven years studying English as a second foreign language (four years in middle and three at secondary school).

The EFL students are asked to elicit the importance of reading in their process and its impact on their writing abilities. In addition, the informants are required to give a general idea about their opinions, impressions towards reading.

The choice of this sample is justified since the students don't have enough experience in the learning of English language, so they must be aware why they decided to choose English as a specialty for their future work.

2.4.3 Teacher's Profile

This study is concerned with two English teachers, who have been requested to answer some questions concerning the underlying research. The teachers are full-time teachers and their experience varies between fifteen (15) and twenty (20) years. They are specialized in TEFL. They teach different modules such as oral, written expression, and reading comprehension.

The researcher chooses both teachers according to their experience in teaching the reading and writing skills.

Those teachers are concerned with the interview. They are asked to answer ten questions concerning the importance of reading in relation to writing to improve language learning skills. Furthermore; the participants in the interview are requested to give their points of view about first year English students at Tlemcen University.

2.5 Data Collection Instruments

As it is mentioned earlier, our purpose is teacher's and learner's awareness of the importance of practicing reading and this can be achieved through an exploratory case study. it is necessary to include more than one research tool to ensure validity of the work. In this study the investigator relied on two research tools: student's questionnaire and teacher's interview. The reason underlying this choice is to collect a variety of data and to give reliability to the work. Above all, these research instruments are easy to handle.

2.5.1 Student's Questionnaire

The questionnaire is the most used research instrument for collecting data in form of series of questions about particular subject ;it is also useful in the sense that it doesn't takes too much time and money and above all it is easy to handle. In this respect, Nunan (1992:143) defines the questionnaire as follow:

"The questionnaire is relatively popular means of collecting data. It enables the researcher to collect data in field setting, and the data themselves are more amenable to quantification than discursive data such as free-form field notes, participant observers' journals, and the transcript of oral language."

Respectively, the questionnaire is divided into two types (Nunan, 1992):

●**closed questions:** involves a set of answers or alternatives in which the participants has to select one of them. Nunan (1992:143) defines it as *"a closed item is one in which the range of possible responses is determined by the researcher".*

●**open-ended questions:** requires long answers and it requires the informant's point of view. This type of questionnaire gives totally freedom to the respondants.In the same vein; Nunan (1992:143) defines this type of questions as follow "*an open item is one which the subject can decide what to say and the way to say it"*

However, the first type contains quantitative data analysis and the questions are answered quickly and analyzed easily. Whereas the second type of questionnaire requires qualitative data analysis. Moreover, the open-ended questions require too many efforts and time to be answered and analyzed

Furthermore, the investigator in this study uses both close-ended and open-ended questions in order to ensure reliability to this work. Thus, the major objective behind this research instrument is to shed light on the importance of reading skills on EFL learners for the sake of language learning improvement.

The questionnaire (see appendix B) contains 10 questions, it is distributed to forty (40) EFL first year students at Tlemcen University, and during the academic year 2018-2019.The questions are organized as follow:

The first question: aims at gathering EFL first year learner's point of view concerning reading.

The second question: aims at identifying whether students read enough in the foreign language or not.

The third question: is set to know what they prefer the most in reading

The fourth question: investigates learner's level of reading

The fifth question: is designed to know reading's benefits in achieving some purposes in language learning.

The sixth question: asks about student's difficulties in constructing sentences.

The seventh question: is asked if reading can improve writing skills.

The eighth question: is designed to see if students meet difficulties in understanding vocabulary

The ninth question: designed to see if teachers ask students to practice dictation at home

The tenth question: is designed to see whether reading has an impact on their way of learning

2.5.2 Teacher's Interview

The existing research uses a structured interview. This instrument is a fixed format interview in which all questions are planned in advance, and are put in the same order to each interviewee. Therefore, structured interview looks like questionnaire in which researcher has to prepare a number of useful and meaningful written questions to use and ask during the conversation. In this type of interview, the researcher must use formal style (Dornyei, 2007).

Furthermore, the structured interview aims at investigating the EFL teacher's techniques and strategies and exploring the extent to which they should support reading at university of tlemcen. Accordingly, the teacher's interview contains twelve questions organized as follow:

The first question: concern with the EFL teacher's academic degree

The second question: interests with EFL teaching experience

The third question: seeks at investigating whether teachers support reading activities in classroom

The fourth question: seeks to investigate whether teacher are approving on the fact that reading is helpful in perfecting English language.

The fifth question: asks about the availability of reading materials in classroom

The sixth question: is designed to ask about teacher's opinion concerning advantages of practicing dictation.

The seventh question: is asked to know what kinds reading materials are provided to the readers.

The eighth question: asks the teacher opinion about the benefits that provides reading in FL.

The ninth question: asks the teachers about how they classify learner's attitudes.

The tenth question: aims at eliciting piece of information about how teacher tends to motivate their students.

The eleven and twelve questions: aims at investigating the degree to which teachers are motivating their students towards reading.

2.6. Methods of Data Analysis

The process of measuring data referred as to data analysis. Thus, to achieve the wanted results, the researcher opted for the use of two types of analysis namely the qualitative analysis and the quantitative analysis. In this respect Dornyei (2007:45) asserts that, "the main attraction of mixed methods research has been the fact that by using both qualitative and quantitative approaches researches can bring out the best of both paradigms...."

The two methods of data analysis can help the researcher to ensure reliability and accuracy to this investigation.

2.6.1 Quantitative Data Analysis

Quantitative method excludes the collection of statistics and numerical items in favor of natural data in the form of researcher's notes. In the current study the use of such method is helpful to analyses the research findings in a short time. As far as quantitative data analysis is concerned Kothari (2004:30) defines this later as follow:" quantitative research is based on the measurement of quantity".

2.6.2 Qualitative Data Analysis

On the other hand, this technique is used to analyse student's questionnaire and teacher's interview; that information can be represented in the form of figures or tables. Again, this method requires coding, paraphrasing, summarizing.

The respondent's answers is stated in forms of paragraph; in the same vein Kothari (2004:30) defines qualitative data analysis as "qualitative research, on the other hand is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind".

Furthermore, the combination of these two types of method is advantageous in the sense that it ensures reliability and the use of mixed approach is valuable; it gives alternatives to further proposal.

The investigator summarizes the research design used in the study in the following figure 2.1

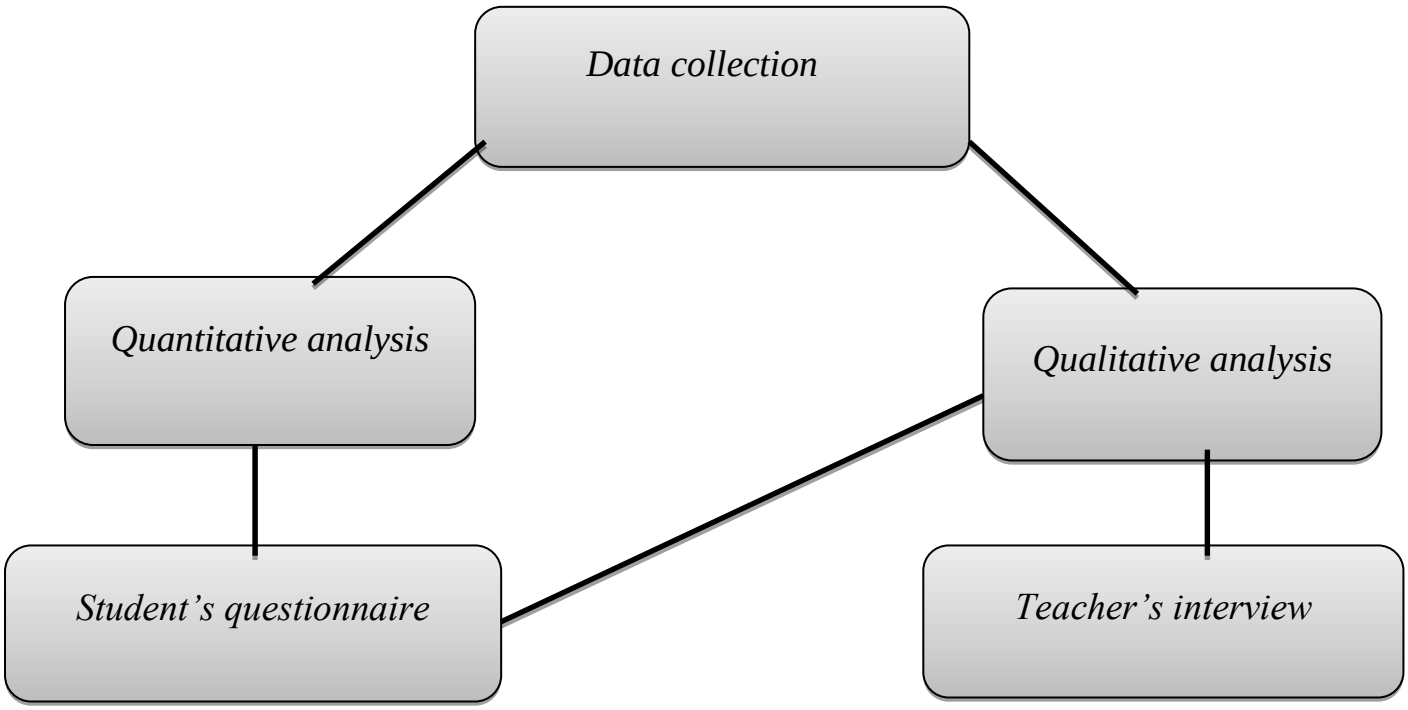

Figure 2.1 Data collection procedure

2.7 Limitations of the Study

When the researcher prepared the current research, she faced many obstacles, which are considered as part of the work. Initially, it is necessary to state that not all EFL students answered to the questions, so there is a miss in the expected results, and this turn to affect the research findings. The investigator had fought the time limitation; otherwise all the work will not be of any use. Therefore, she could not tackle all the aspects of academic skills.

2.8 Data Analysis

In this section the researcher treats the analysis of data collected from teacher's interview and student's questionnaire.

2.8.1 Results of Student's Questionnaire

The questionnaire in this exploratory case study was distributed to forty (40) first year EFL student in the department of foreign languages; respectively in the 6th January 2019 in the same session. However, the collected data indicated that only 38 students answered. It should be mentioned that this questionnaire contains eleven questions and the data gathered were quantitatively and qualitatively analyzed. For this reason this questionnaire was constructed to obtain data about the implementation of reading as a routine practice in the classroom. The questionnaire also evaluates student's expectations from reading skill.

The results obtained through the questionnaire are analyzed in this section.

Questions one and two: *the student's opinion towards reading*

The researcher designed the two questions to show the student's opinions concerning reading and how many time they read

Both question results that there are (60%) of students who like and use to practice reading and (40%) claimed that they dislike reading and they never used to read. However, the majority claimed that they support reading; this indicates that they used to read during the 7years of learning English.

Question 3: *student's preference in reading materials*

This question aims at describing student's preferences in reading. The results obtained show that the majority opted for stories rather than the other propositions, however among the thirty students there are (75%) who said that they advantage stories and (25%) varies between novels and newspapers as a source of increasing motivation towards practicing reading.

Question 4: *student's proficiency level of English*

This question is designed to know the student's level proficiency in the English language. The results revealed that the majority of student's level of proficiency in English is between good and average, that means (70%) students with

good level, (20%) with average level and (10%) with weak level. Thus; these results can be represented in the following figure.

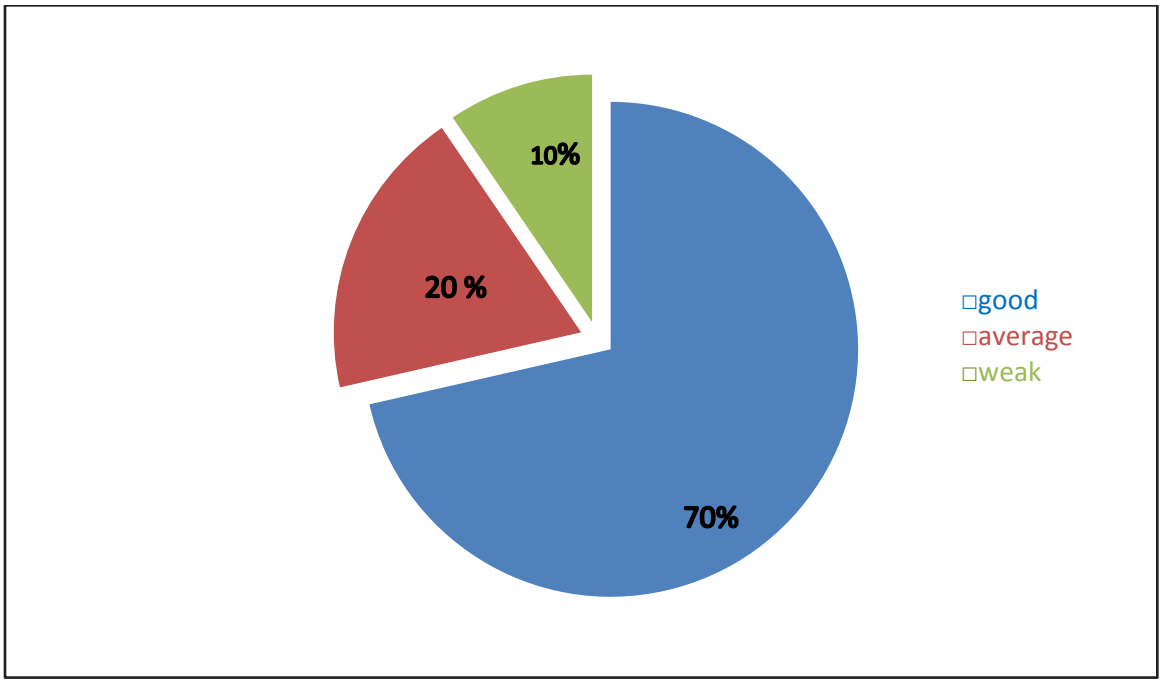

Figure 2.2 student's proficiency level of English

Question 5: *student's point of view concerning benefits of reading*

The purpose behind asking this question was to determine if reading is successful to achieve various tasks in language learning. In fact, the results revealed that (80%) of the EFL students agree with this fact and (20%) of EFL learners have voted no for unknown reasons.

Question 6: *student's difficulties in constructing sentences*

The following figure describes the student's point of view about the grammar tasks

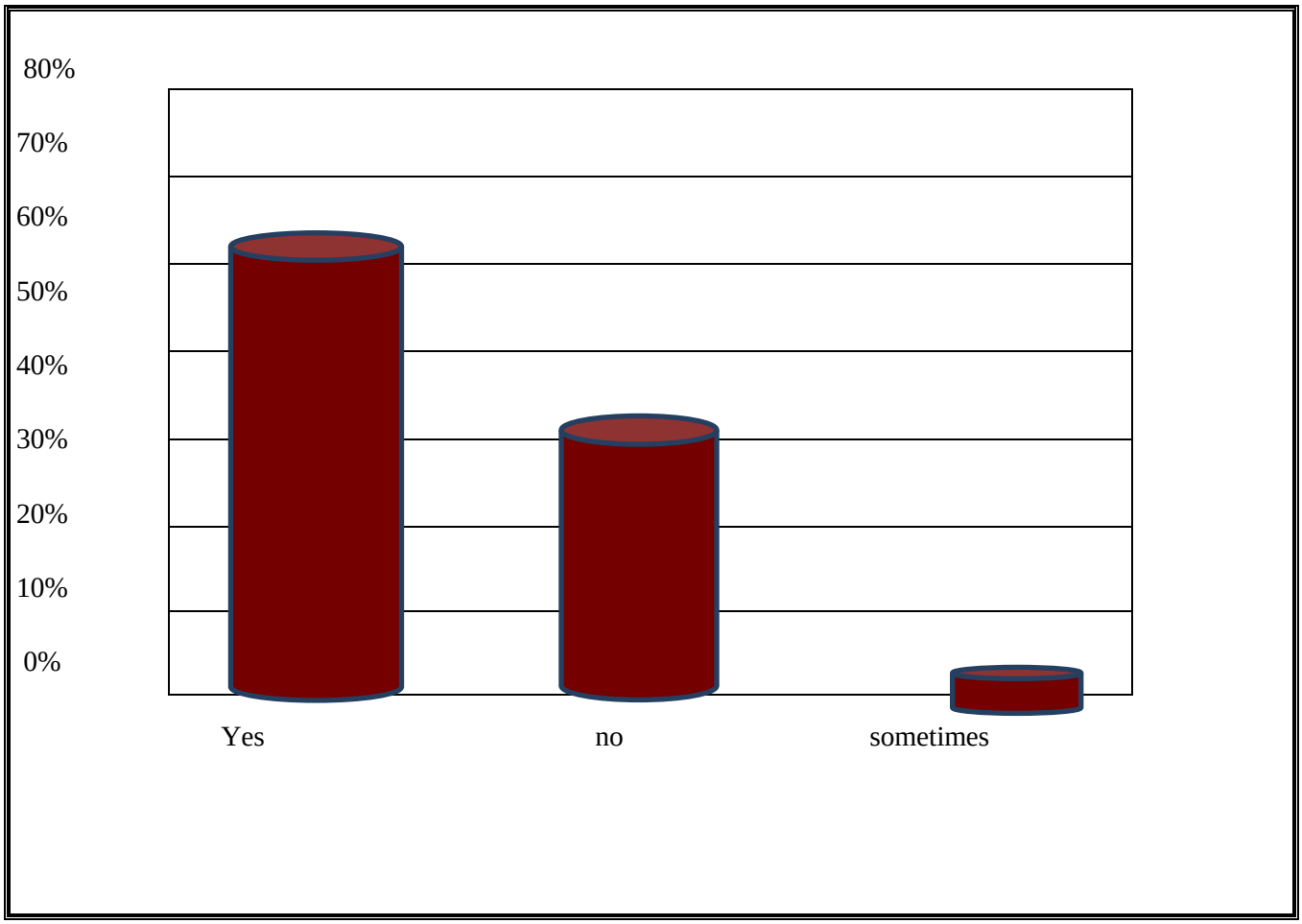

Figure 2.3 student's opinion concerning the grammar tasks.

Concerning this question, the informants were given this question to identify type of weaknesses. In other words, it is very important to know if the students have some difficulties in the grammar of the English language. Consequently, the majority of the respondents representing (75%) claimed that in fact they had some ambiguities in language. On the other hand,(25%) of students claimed that it is not difficult for them to construct sentences.

Question 7: *the impact of reading in improving writing skills*

This question aim at showing if students approved on the fact that reading is beneficial in achieving some writing purposes. The results obtained show that they all have agreed on this fact

Question 8*: the EFL learner's opinion about the English vocabulary*

This question aims at identifying learner's opinions concerning the difficulties in understanding the English lexis. Indeed; most of the participants (75%) asserted that they find difficulties whereas (25%) of the EFL learners asserted that sometimes they are confused in understanding English vocabulary.

Question 9:*teacher's writing practices in classroom*

The aim behind this question is to ask students about classroom practices, mainly dictation as it is helpful on identifying students writing proficiency.

The use of dictation	Absolute frequency of students	Relative frequency of students
Approved	10	40%
Disapproved	10	40%
Sometimes	8	20%

Table2.1Teacher's dictation activities during the course

The results show that (40%) of the students claimed that EFL teachers used to dictate during the course and they try to identify student's language proficiency. While(40%)among the thirty students say that they do not use dictation .On the other hand, only(20%) of the participants declared that the EFL teachers sometimes use to dictate.

Question 10: as far this question is concerned, the students were asked to give their opinion in proposing some suggestions to collect information about EFL learner's expectations about reading at university. Thus, the majority of students give their opinion in adding some explanations to justify their answers. The suggestion can be summarized in the following points:

- ✓ Reading helps to understand different words and expressions that we use in everyday speech.
- ✓ Reading enrich vocabulary of English
- ✓ Increase student's motivation towards exploring new things.
- ✓ Reading allows student to master the writing skills.
- ✓ Reading is a source of pleasure for individual

2.8.2 Results of Teacher's Interview

The interview conducted in this case study takes place at Tlemcen University and it is concerned with 2 EFL teachers. The teacher's experience varies from (15) to (20) years. The interview contains twelve questions (see appendix A).It is used principally to examine the degree of supporting reading and writing practices in the classroom.

Question one and two: *aims at identifying teacher's experience*

The first and second question aims at knowing EFL teacher's academic degree. The teacher's responses showed that both of them had doctorate degree. Besides, the most important thing behind this question is to know how many years EFL teachers teach. The teacher's responses showed that their experience varies from fifteen to twenty years. The following table summarizes the teacher's answers.

Teacher	Year of experience
1	15
2	20

Table2.2 Teacher's experience in ELT

Question three: *EFL teacher's implementation of reading in classroom*

The aim of this question is to elicit the teacher's implementation of "reading" as a source of understanding foreign language. The teacher's answers reveal that the teacher's do not practice reading all the time because of lack of time.

Question four: *reading's impact in perfecting the English language*

Concerning this question, the teachers were asked about the impact of reading in English language. The findings show that the two teachers were for this cause. Additionally, they always search for better ways that go hand on hand with learner's needs. They also support to add extra hours and encourage them to read.

Question five: *the application of reading techniques in classroom*

The two EFL teachers claimed that it is very difficult to implement reading techniques and strategies in classroom, since it is not included in the EFL syllabus. One of them asserted that the implementation of reading in classroom depends on student's motivation and attitude towards this interesting activity.

Question six: *teacher's reading practices in the classroom*

This question is designed to ask the teacher about student's reading comprehension in the classroom as a tool to help student's increasing their knowledge about the target language. Thus, both teachers have to plan and organize session specialized in reading comprehension to overcome language problems.

Question seven: *EFL teacher's dictation point of view*

Teacher's point of view concerning the writing activities in the classroom to improve their knowledge. Thus, the two teachers agree on the fact that the time devoted to writing activities is not sufficient.

Question eight: *types of reading texts*

This question aims at identifying types reading materials available in classroom in devoted to the reading comprehension. One of them argued that teacher gives texts to read that has relationship with the topic that they are dealing with. Thus

they can even understand the lesson and then understand different words and expression.

Question nine: *advantages of reading in the foreign language*

For this question, the two EFL teachers claimed that there are plenty of advantages dedicated to reading as a means to construct knowledge in the foreign language. However, the teachers agreed on the fact that students are lazy and they need more training to get motivated.

Question ten: *students learning style*

This question aims at identifying the types of learners whether they are passive or active, the two teachers claimed that it depends on the content of the lecture that qualify their behaviour and in addition they revealed that most of time they are active learners.

Question eleven and twelve: *the role of teachers in motivating their students to read enough in order to improve their mastery of language*

These two questions aim at eliciting information about how the teacher tries to motivate his students what are the suggestions proposed to increase student's motivation. While the two teachers share the same idea that the teacher should develop student's positive attitude toward reading and writing skills, besides, the teacher should first know his learners (learning environment).Furthermore, the two teachers insisted on the fact that the teacher plays an integral role in increasing learner's motivation in searching for alternatives to learn the English language.

2.9 Interpretation and Discussion of the Main Results

After the analysis of the results at our disposal from the two research instruments namely; the student's questionnaire, teacher's interview that were used for the sake of collecting information from informant's opinions and teacher's experiences. However, it is necessary to interpret the final results and discuss them.

In the same line of thoughts, it is necessary to interpret the main results obtained in the student's questionnaire. The results obtained show that the EFL students are motivated in practicing reading. Since the majority had positive attitudes towards such habit and claimed that it could be beneficial for their learning, in addition the two teachers consider their students as active learners. Thus, the suggested hypotheses arguing the EFL student's adopt reading were confirmed.

Regarding teachers viewpoints about their role in motivating their students towards reading they claimed that it depends on type of learner's style, time management and classroom environment. Whereas the students answer that they can enjoy reading and this indicates that the EFL students have a positive attitude towards reading on learning English. Hence, the results gathered from the two research instruments reveal that the majority of students have a good level of language proficiency, and the time devoted to reading session is not allowed since they had many modules and this is not sufficient to practice reading neither at classroom nor at home. Besides, the students consider the curriculum overcrowded and there are no available reading materials in classroom. Moreover, the results obtained from the two research tools indicate that the use of reading as a tool in helping student's to improve foreign language should be highly valued since it is rarely used in learning. As a conclusion, the second hypothesis was rejected since the time devoted to reading is insufficient as it requires time management and providing extra hours.

Therefore, from the highlighted data, it is clear that the third hypothesis arguing that student's motivation towards reading can be increased only with teacher's assistance by introducing activities related to reading. Thus, the hypothesis was partially confirmed since the students have positive attitude towards the implementation of reading in learning English.

Thus, the teaching of EFL should follow a suitable methodology that provides a successful understanding of the target language. In addition, the teacher should give his time in asking students to read and make the learning of English more attractive.

2.10 Recommendations and Suggestions

Collecting information concerning the importance that reading provides to student's language abilities highlighted two main issues including: teacher's adopting reading in classroom to increase student's motivation and awareness concerning the benefits that it dissimulates but also the implementation of dictation in classroom to improve student's writing performance. As an attempt to find solutions to the problems that students may face in learning a FL.This section is devoted especially to suggest some recommendations that seek to overcome language weaknesses.

- ✓ **The Role of Teachers as a Source of Motivation**: teachers are asked to encourage students to read enough and add extra hours devoted to reading. In addition, teachers may provide them suitable reading texts that should be adapted according to the level of the target students i.e.; a complex linguistically text do not encourage them to read and thus they may find reading a boring task. Therefore, in order to develop student's motivation and interest; it is important to give a total independence to students to understand the text; this is beneficial for them to become autonomous learners. It is also recommended to allow students to read aloud since «research has shown that reading aloud is the best way to prepare children for learning to read and keep them reading as they learn and grow" (Cormier, 2008:1).He also asserted that reading provides a spiritual blessing for readers and increase their motivation perform various tasks and activities in the target language.
- ✓ **The implementation of Dictation in Classroom**: adding hours of dictation in classroom can be useful in identifying student's language failure; it can be applied as a diagnostic assessment during the academic year. It is pointed out that dictation is an old practice belonging to past decades. Furthermore, it is helpful to avoid spelling and grammar mistakes especially that we deal with first year EFL students and they don't have enough knowledge concerning the English language since they do not use to learn only this language and now it is regarded as their language speciality, so it is

important to mention that dictation is the successful key in improving writing abilities.

- ✓ **Introducing Extra Hours Devoting to Reading**: Indeed due to the lack of reading practice in English, there should be a change in classroom activities; teacher should introduce to students reading activities, that increase their knowledge about the language for instance, he may give them text comprehension they read it silently than he ask them questions to answer in relation with the text, this will improve their memory and they can easily concentrate in the classroom. In addition, this will lead them be more motivated in learning and increase their awareness concerning the language.

2.11 Conclusion

The current chapter provided an overview of the data collection its results and it stated some suggestions and recommendations that may help in increasing student's motivation in reading to improve language learning. The researcher used two research tools namely; the student's questionnaire, the teacher's interview in order to provide a reliable and valid date to give a better understanding of the concept of 'reading'. This chapter adopts both qualitative and quantitative methods. Besides, the investigator gives a detail description of the analysis of the results.

Furthermore, this chapter discussed the interpretation of the main results. For the purpose of answering the research questions. Therefore the analysis of the results at our disposal confirms the first and second hypothesis, whereas the third one was partially confirmed.

On the other hand, the chapter ends with suggestions and recommendation stated as points to offer solutions on how to enhance student's motivation in regarding to reading habits among EFL learners. In addition, the researcher proposes some activities in order to be implemented in EFL first year process. Since, those activities will enhance student's attention for better acquisition of FL. On the other hand, reading may raise student's awareness of the language and improve writing skills.

General Conclusion

English is the most widespread language in the world. It is considered as an international language. Thus, there are different methods that were put forward by educationalists in order to help students to understand in an easy way the foreign language. However, students may face difficulties in the language learning. Hence the teacher's role is to facilitate it and make their students grasp information in an easy manner.

Thus, this research work sought to investigate student's interest in reading and how they can be involved in such task; but also to link reading with writing can be developed simultaneously and cannot be separated since, in order to have a good writing you have to read as much as possible. Undertaking this research was based on mainly three research questions that emphasized on the benefits that reading can provide to writing skills and the different reading strategies and techniques applied in classroom and finally how can students be involved in reading activities.

Consequently, the present dissertation is composed of two chapters. The first gave an overview concerning the importance of practicing reading among first year EFL students, followed by the definition of reading and what it implies in learning process. Then, it dealt with the importance of reading its types and strategies and then it explains the relationship between reading and writing by giving an overview about how writing can be improved as an academic process then it ended with the role of reading and writing in understanding foreign language namely; English .The second chapter is more concerned with data collection research tools namely; questionnaire and interview and it results plus suggestions and recommendations to ensure a better learning of the English language. In addition, it talks about data collection and analysis of the main results.

The results obtained from the current study confirm the first and second hypotheses put forward by the researcher, however the third hypothesis was not confirmed; since time devoted to reading is limited and thus they cannot practice reading in the classroom due to the crowded class and the series of EFL modules, as a

result it is impossible to combine between them.Furthermore,the researcher proposes some activities that should be taken into consideration for further research

It should be stated that the researcher conducted this study because she believes that language can be improved only if students develop reading habits In other words, one can assume that ensuring an enjoyable atmosphere that support reading is successful only if teachers push students in implementing such a practice.

As a whole, one may say that even though it would be difficult to apply reading and writing activities for EFL students at Tlemcen University, but we cannot neglect the importance of those two academic skills for a better achievement of foreign language However, the current research can be considered as a step forward, for more in depth-investigations that may improve English language in the Algerian educational context.

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Appendices

Appendix A: Teacher's Interview

Dear teachers,

We are actually presenting a research on EFL teacher's opinion and consideration concerning the use of reading in improving student's level , and implementing it as a routine practice for first year EFL learners and its impact on learning and teaching process.

Consequently you are kindly invited to answer to the questions.

1-What is your academic degree (master/doctorate)

2-How long have you been teaching English?

3-Do you support the implementation of "reading" as a powerful tool in understanding second language?

4- Do you agree that reading can help to perfect the English language?

5-Do you apply enough reading techniques and strategies in the classroom? Andwhy?

6-Do you usually ask your student's to read a passage to understand difficult words and expressions?

7-Are you with or against practicing dictation in the classroom as a tool to help student's to increase their knowledge about the language?

8- What kinds of texts do you address to your students to read?

9-what are the benefits of reading that can contribute to a better understanding of the foreign language?

10_ relying on your experience, how you classify your students? Active or passive learners

11_ Have you even encourage your students to read?

12_relying on your own experience, how language can be improved?

Appendix B: Student's Questionnaire

University of Tlemcen: **Date**:

□□□□□**Gender**:

Note:

This questionnaire is made by master 2 DAELE for research purposes, it is addressed to EFL learners and it is designed to gather information concerning student's opinion about reading and writing I hope that your answers will be helpful in conducting my research.

1_ Do you like reading?

□Yes □ No

2_ how many times do you read?

□All the times

□ Often

□Rarely

□Never

3_What do you prefer in reading?

□ Newspapers

□Novels

□ Stories

4_How do you describe your level of English?

□ Good

□Average

□Weak

5_ Reading can help you to achieve some purposes in language learning?

□Agree □Disagree

6_Do you meet difficulties in constructing sentences?

□Yes □No □sometimes

7_Reading a lot can help you to improve your writing skills?

□Agree □Disagree

8_ Do you have difficulties to understand meaning when they spell words for you?

□Yes □No □sometimes

9_Does teacher use dictation activities during the course?

□Yes □No □sometimes

10_Do you think readingcan increase your motivation to learn English language? And why?

……
……..

……
……
……

Thank you for your time

الملخص

تعتبر القراءة نشاطًا أساسيًا في فهم اللغة الإنجليزية، وينبغي تقديرها جدًا في عملية التعليم والتعلم الخاصة باللغات الأجنبية. تزيد القراءة من دوافع المتعلم تجاه التعلم ، وتساعد الطلاب على استكشاف مفردات اللغة الإنجليزية بنفسه وإتقان أنشطة الكتابة. وفي النهاية ، يعد هذا البحث دراسة حالة تستكشف أهمية استخدام القراءة في تحسين مهارات الكتابة. كشفت النتائج التي تم الحصول عليها أن القراءة يمكن أن توفر للطلاب الكثير من الفوائد إذا كانوا يستخدمون القراءة بشكل متكرر، و بالتالي تكون قادرة على الكتابة بشكل كامل. بمعنى آخر، القراءة هي مفتاح التعلم الناجح. ولذلك؛ يجب أن تؤخذ بين الاعتبار و دلك بتحفيز الطلاب على ضرورة ممارسة القراءة. على أساس هذه النتائج ، تم اقتراح بعض الحلول والاقتراحات لتعزيز وتشجيع القراءة بين طلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: مهارات القراءة ، مهارات الكتابة ، التحفيز ، الإملاء ، اللغة الأجنبية

Résumé

La lecture est considérée comme une activité essentielle à la compréhension de la langue anglaise. Elle devrait être très valorisée dans le processus d'enseignement et d'apprentissage des langues étrangères. La lecture augmente la motivation de l'apprenant vis-à-vis de l'apprentissage, et aide les étudiants à explorer par eux-mêmes le vocabulaire anglais et à maîtriser les activités d'écriture. Toutefois, cette recherche explore l'importance de l'utilisation de la lecture pour améliorer les compétences en écriture. Les résultats obtenus ont révélés que la lecture peut procurer aux élèves de nombreux avantages s'ils lisent fréquemment, ils seront en mesure d'écrire convenablement. En d'autres termes, la lecture est la clé d'un apprentissage réussi. Toutefois, la lecture ne peut être prise en compte si les enseignants ne motivent pas leurs étudiants à pratiquer la lecture. Sur le terrain de ces résultats, des solutions et suggestions ont été proposées pour promouvoir et encourager la lecture parmi les étudiants d'Anglais.

Mots clés : la lecture,l'ecriture, langue étrangère, activités d'écriture, Motivation.

Summary

Reading is considered as an essential activity in understanding the English language; it should be very valued in the teaching and learning process of foreign languages. Reading increases the learner's motivation towards concerning learning, and it helps the students to explore by himself the English vocabulary and master the writing activities.Accordingly, this research is a case study that explored the importance of using reading in improving writing skills. The results obtained revealed that reading can provide to students a lot of benefits if they use to read frequently, they will be able to write perfectly. In other words, reading is the key of successful learning. However; it cannot be taken into account if teachers do not motivate their students in practicing reading. On the ground of these findings, some solutions and suggestions were proposed to promote and encourage reading among EFL students.

Keys words: reading skills, writing activities , motivation, successful learning, foreign language