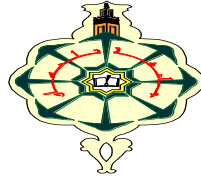


**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**



**Abou-Bakr-Belkaid University of Tlemcen**

**Faculty of Letters and Languages**

**Department of English**

**Identifying**

**The Reading Activities Contributing to the Development of the Writing  
Skill**

**the Case of First Year EFL Students at Tlemcen University**

**Dissertation submitted to the Department of English as a partial  
fulfillment of the requirements for the degree of Master in  
Didactics**

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## **Dedications 1**

Every hard challenge demands self-effort as well as the direction of the elderly, particularly those who are dear to our hearts. This is my humble effort, which I dedicate to my precious and loving father and mother, for their earning an honest living for me for my support and love.

Hidayet, my dearest sister, and Yasser, my most amusing brother

Aya, my little cutest girl.

To my esteemed brother-in-law, Khaled

Khouloud and Nadir, my cousins

To my adorable and kind uncle's wife

My sweetest friend, Chahrazed, who always draws a smile on my face.

To my special person who helped me and supported me during my studies, I thank you for your affection, love and patience with me.

**Selma AMEUR**

## **Dedications 2**

I dedicate this work to:

The sun and the moon of my life; my mother and my father the most precious persons to my heart. May Allah bless them.

My grandparents for their precious prayers.

My brother Sohaib.

My husband who helped me a lot I say thank you for your love and your support "Halim".

My Aunts : Fatima Zahra And Imen.

My Cousins : Aya , Firas , Dérar.

All my dearest friends and relatives.

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## **Abstract**

This study showed how important it is for EFL students to practice reading skills on a regular basis. The examination takes the form of a case study of Tlemcen University's first-year students. Actually, motivating students is a difficult endeavor because most students believe it to be a tedious activity. The goal of this project is to connect reading and writing skills. The questionnaire and interview were given to first-year EFL students and teachers at Tlemcen University, respectively, to collect valuable information. The information gathered was examined qualitatively and quantitatively. The final results revealed that the majority of students want to read; it's only an issue of time and organization. Thus, the researcher's hypothesis was partially confirmed. In a nutshell, the evidence gathered indicated that developing reading habits improves students' motivation to improve their writing skills.

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## **List of Abbreviations**

**ESL:** English as a Second Language.

**EFL:** English as a Foreign Language

**ELT:** English language Teaching.

**SL:** Second Language

**FL:** Foreign Language

**TEFL:** Teaching English as a Foreign Language

# **General Introduction**

Writing is one of the most crucial abilities for students learning English as a second or foreign language (ESL or FSL). For many years, teaching writing was essentially a means of reinforcing students' understanding of grammar rules and vocabulary words. However, at present language teaching and learning models have realized the significance of such a talent for acquiring language proficiency. Reading is a vital skill to have when it comes to written language introduces a variety of facts that could not be covered during the course of the course. The ability to write a part from that, deciding on the best method for teaching writing Teachers should think about how reading might help them enhance their students' writing skills.

Algerian students at Tlemcen University who are learning English as a foreign language are having trouble improving their writing skills; English is rarely used or there is no need to use it, the opportunity to develop such skills outside of the classroom has decreased. In order to be successful, written expression trainers iterate the concept to overcome this restricted writing practice. "Read more" as a corrective action for errors found in students' written assessments. As a result, in order to improve their writing skills, students should be encouraged to read. On the other hand, many factors can influence writing, the most common of which is a lack of foreign language reading. In light of what has already been stated, this research work tries to answer the following questions:

1. Why does reading play an integral role in improving writing skill?
2. How can reading be used to improve the writing skill?
3. Are both teachers and students aware of the reading-writing relationship and its effects on the language learning process?

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

1. The amount of time students spend reading can have a significant impact on their ability to write and develop their potential. As a result, regular reading helps learners improve their writing skills.
2. Reading can be used to improve language skills through a variety of activities.
3. Those who read all the times can express themselves easily and develop social skills. On the other hand; educational scholars have discovered that there is a substantial link between reading and writing and academic success.

By introducing the impact of reading comprehension on learners' written skills, this study adds to the growth of learners' bad writings. Its goal is to investigate the link between reading as a receptive skill and writing as a producing skill. The project also attempts to increase learners' awareness of the reading-writing relationship. Increasing the capacity of students to write by requiring them to read frequently. During the writing session, promoting the value of reading education and the most important is to show the reading activities that helps students in writing

To achieve the aforementioned research goals, we have opted for less time-consuming qualitative and descriptive approaches. They do, however, present a reliable and understandable picture of the problem in question. We will look into the information we have obtained based on the teachers interview and questionnaires for students , in order to collect both perspectives, in addition to documenting the real situation in the classroom with reference to the research problem .

The researchers use a descriptive case study with first-year EFL students at the English Department at Tlemcen University to support or refute the aforementioned claims. In order to address the previous research hypothesis, the investigator uses two well-known research instruments: the interview and the



questionnaire. The data results were quantitatively and qualitatively analyzed. Two chapters make up the lay-out of the present study.

The first chapter discusses the literature on reading and writing, as well as how reading can improve students' writing skills and performance in EFL. It also explains why students should view reading as a crucial component of learning English because it helps students improve their reading skills by drawing on those they already possess from their native tongue.

All of the practical research issues and techniques are covered in the second chapter. The purpose of the first section is to describe the methods and design of the research. Additionally, this chapter is devoted to presenting the research findings and tends to address whether the hypotheses have been confirmed or rejected. Additionally, it presents some ideas and suggestions for improving the EFL student's reading comprehension for first-year EFL students in order to ensure a better understanding of the foreign language and prevent linguistic deficiencies in the future.

# **Chapter One**

## **Literature Review**

## **Chapter One: literature review**

1.1 Introduction

1.2 Definition of Reading

1.3 The process of Reading

1.4 Models of the reading process

1.4.1 BOTTEM-UP MODELS

1.4.2 THE TOP-DOWN MODELS

1.4.3 THE INTERACTIVE MODELS

1.5 Types of Reading

1.5.1 Intensive reading

1.5.2 Extensive reading

1.6 The Importance of Reading

1.7 Definition of writing

1.8 Techniques to develop the writing skill

1.9 Writing in ESL/EFL

1.10 Approaches to teaching writing

1.11 Reading-Writing Relationship

1.12 Conclusion

**1.1 INTRODUCTION:**

Reading and writing are essential for success in school, at work, and at home. Reading has become a highly practical way to aid in the acquisition of a foreign language since English has always been the main language in our educational system. As a result, educationalists argue that a language should be well-mastered from the start. Furthermore, research demonstrates that reading stimulates and increases a learner's drive toward an unknown language, as well as his or her potential to succeed in that language.

The aim of this chapter is to define the reading and writing skills and also their types, techniques, and strategies to develop them the last part shows their impact on writing ability and their significance in EFL (English as a Foreign Language).

**1.2 Definition of Reading:**

Reading is a mental activity that involves the capacity to decode distinct words and grasp their meaning. To explain further this point, reading is a process that is conducted to eliminate confusion about the meanings that a text sends to the audience. In this regard, Wixson, et al (1987) defined that:

Reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

Furthermore, reading is an interactive process between the reader and the writer. Brunan (1989), for instance, defines reading as a two-way interaction in which information is exchanged between the reader and the writer.

As a result, it is also said that reading is a tough activity for readers in the sense that they may find it difficult to discover information from printed pages unless they can pronounce and interpret printed words, signs, letters, and symbols by assigning meaning to them.

### **1.3. The process of Reading:**

Understanding the process of reading is definitely vital to understanding its nature, yet it is clearly a tough thing to achieve. Since reading is: "**a complex organization of patterns of high mental process**" (Gates, 1949, p.3)

The actions that occur during the act of reading are simply referred to as the reading process. Alderson (2000, p. 3) affirms that: "**The process is what we mean by "reading" properly: the interaction between a reader and the text.**"

The reader participates in a variety of tasks when reading the text, such as deciphering the printed symbols on the page, assigning meaning to those symbols, and assuming the link between them. Furthermore, the reader is thinking about what he or she is reading and pondering his or her own opinions. He considers the procedure to be typically silent, internal, and private. Alderson (2000) has characterized the process as: "**being dynamic, variable, and different for the same text at different times or with different purposes in reading**" (p.4). Moreover, he views the process as normally silent, internal, and private.

### **1.4 Models of the Reading Process:**

In an attempt to explore the process by which readers approach the text's meaning, model builders have developed explicit models that tend to describe the method by which readers progress from printing on the page to meaning-building. (Gough, 1972; Goodman, 1976; Rumelhart, 1977; Hudson, 2007).

There are three principal reading models that play an important part in regulating and supporting the comprehension process, as well as aiding readers to better grasp a written piece and overcome their reading comprehension challenges when reading.

These models are: bottom-up models that use the text as a point of departure to arrive at the text's meaning; top-down models that use the reader rather than the text as a point of departure; and hybrid models that combine the two. The interactive models,

as a form of compromise between the two aforementioned models, propose that both the bottom-up and top-down processes collaborate during the reading process in order to reach the meaning of the text.

Before we go into the details of these models, let's first define what a model is. Davies' definition of the reading process (1995, p.75) is: "**a formalized, usually visually represented theory of what goes on in the eyes and mind when readers are comprehending or misinterpreting text**"

#### **1.4.1 The Bottom-Up Models:**

Bottom-up processing requires readers to perceive a variety of linguistic signals (letters, morphemes, syllables, word, phrases, grammatical cues, discourse markers) and then apply their linguistic data processing mechanism to impose some order on these signals.

These data-driven processes, without a doubt, need an understanding of the language itself. The reader picks the signals that make some sense to what is termed "meaning" from all of the seen data.

#### **1.4.2 The Top-Down Models:**

Top-down reading is a process in which readers use their own brains and experience to comprehend a book.

#### **1.4.3 The Interactive Models:**

Interactive reading combines top-down and bottom-up processing. Because both processes are vital, they are virtually always a major factor in effective teaching methods.

#### **1.5 Types of Reading:**

Reading as a task changes greatly depending on the reason for which it is performed. Some people read to complete a task, while others read for

enjoyment or to gain information. As a result, there are many styles of reading, notably extensive and intensive reading.

### **1.5.1 Intensive Reading:**

This type of reading is distinguished by the reader's desire to recall (events, people, and extended passages) as he or she reads. This might be particularly valuable for language learners since it helps them understand vocabulary by deducing the meaning of words and phrases in real-world contexts based on their meaning. Furthermore, it aids in the long-term storage of information and knowledge.

The purpose of extensive reading is to fully comprehend the text's arguments, rhetorical arrangements, and structural patterns. It also comprises a comprehension of the symbolic and emotional tones, the writer's goals and views, and the language tools used in the work. Intensive reading is often referred to as a creative process in which students attempt to understand every meaning, including arguments and details. It entails the study of complicated grammatical structures as well as discourse analysis tools, which are seen as essential components of the reading process as a whole. Hafiz and Tudor note that: **“In intensive reading activities, learners are, in the main, exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discursal system of L2, or to provide the basis for targeted reading strategy practice. The goal of extensive reading, on the other hand, is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.”**

**1989:5 (Hafiz and Tudor)**

### **1.5.2 Extensive Reading:**

In recent years, scholars have displayed an increasing interest in lengthy reading, inspired by Krashen's Input Hypothesis. This is most evident in the diverse trends chosen by ELT institutes. The phrase "extensive reading" has been defined in several ways. Hafiz and Tudor state that: **“the pedagogical value attributed to**

**extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2". (1989, p. 5)**

It is focused on allowing pupils to choose their own reading materials. Hedge (2003) assumes that:” **extensive reading varies according to learners' motivation and school resources”.**

She also claims that it enables them to achieve their independence by reading either in class or at home. This type of reading is shown to have high academic value. In Timothy (1998), exemplifies the importance of extensive reading and what it offers to readers in terms of linguistic aspects:

- Extensive reading can provide comprehensible input.
- It can enhance a learner's general language competence.
- It can increase the students' exposure to the language.
- It can increase your knowledge of vocabulary.
- It can lead to improvement in writing.
- It can motivate students to read.
- It can consolidate previously learned language.
- It helps to build confidence with extended texts.
- It encourages the exploitation of textual redundancy.
- It facilitates the development of prediction skills.



As a result of extensive reading, students have adequate space and time to engage in pleasure reading, which boosts their linguistic skills, improves their reading fluency, and raises their motivation.

### **1.6 The Importance of Reading:**

Reading is a relaxing and enjoyable activity for many individuals. However, it is not only an intellectual endeavour. Reading may help us build abilities that will help us be more successful in life by allowing us to learn new things. It may educate us about various cultures, customs, and traditions, as well as how they have changed over time. It can also help us build our vocabulary, putting us on a good platform when it comes to verbal thinking in the future.

Reading is not only a fun hobby, but it is also instructive. Hedge (2003) states that any reading component of an English language course may include a set of learning goals for:

- The ability to read a wide range of texts in English .This is the long-range goal most teachers seek to develop through independent reading outside the EFL/ESL classroom according to HS Alyousef · 2006 · Cited by 685 —
- Building knowledge of the language will facilitate reading ability.
- Building on schematic knowledge.
- The ability to adapt the reading style according to the purpose of reading (i.e., skimming, scanning).
- Developing an awareness of the structure of written texts in English
- Taking a critical stance towards the contents of the texts.

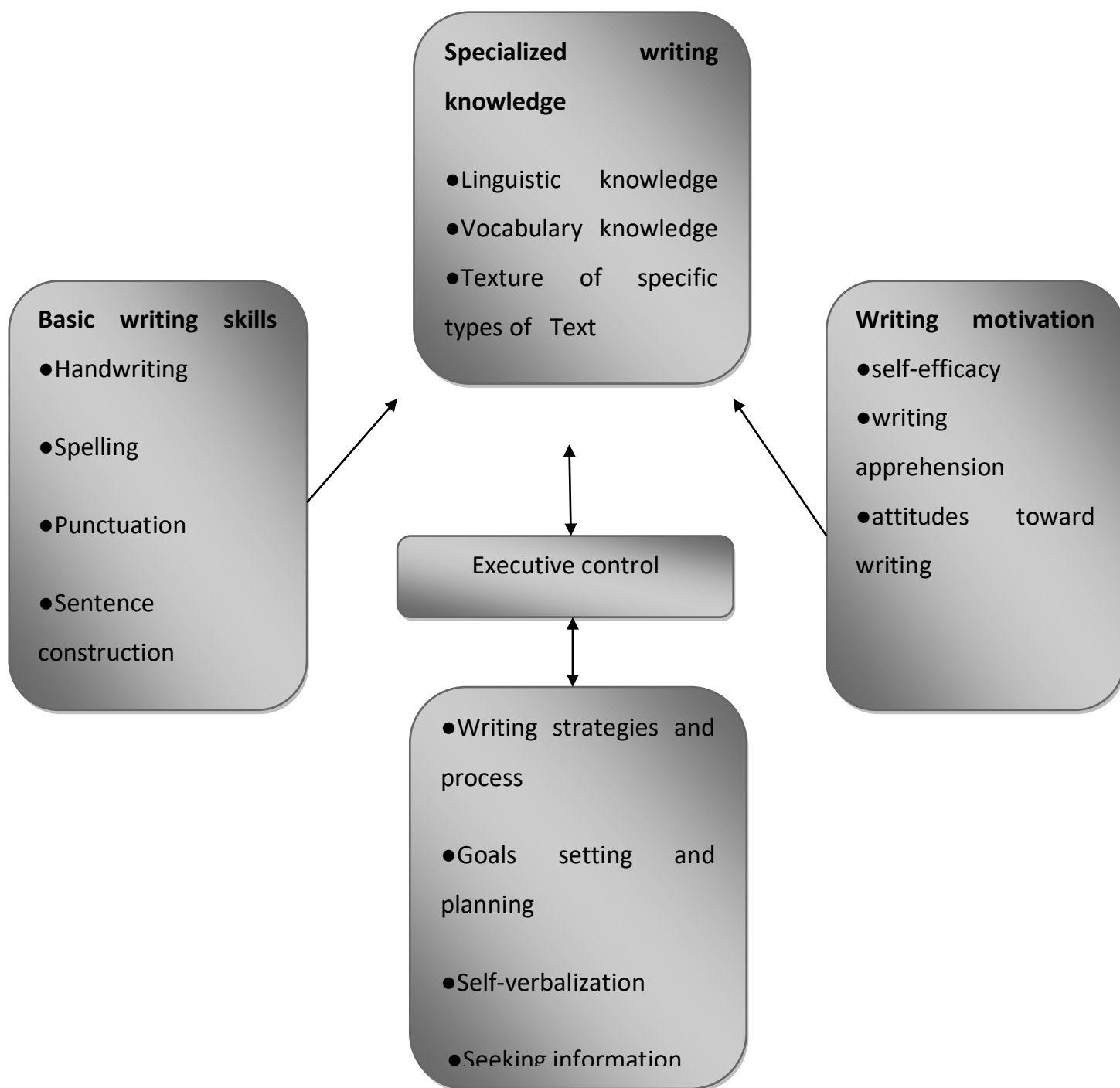
As a result, when compared to a typical brief lecture, TV episode, or song, reading exposes pupils to more sentences, grammar, and vocabulary. Reading, in essence,

supports and feeds the brain with the necessary linguistic structures and provides kids with a broader range of vocabulary, particularly in writing abilities. Furthermore, reading can enhance the listening abilities by growing vocabulary, as one of the primary causes of not understanding listening materials is a lack of word knowledge.

### **1.7 Definition of Writing :**

Writing as an academic skill appears to be the subject of several studies in the learning process. The researcher seeks to characterize writing as an academic activity that necessitates the use of more common terms and expressions in the language. Again, good writing skills are essential for efficient communication; the better you write, the easier it is for readers to understand what you mean, i.e., not everyone has good writing skills. Furthermore, it is claimed that writing is a form of communication that consists of two separate components: the "writer" (also known as an "encoder") and the "reader" (also known as a "decoder"). In fact, good writing is the only way to achieve effective communication.

The coming figure illustrates different components skills and process of writing



**Figure 1.1: Components skills and writing process National Research Council (2012)**

This figure depicts the various talents required and how the writing process is accomplished. It also depicts basic writing skills as well as an incentive to write. Basic writing skills, such as handwriting, spelling, and punctuation, are still important, as is specialized writing knowledge, which refers to what pupils already know, such as

vocabulary, which is important and suggested for students to perform. The final point to consider is writing motivation and student attitudes towards writing abilities. Those abilities are indeed executive in nature when it comes to writing. To summarize, the three previously described components form the foundation for writing strategies and processes.

### **1.8 Techniques to Develop the Writing Skill :**

According to Smith (1994), in order to communicate successfully, both readers and writers must adhere to writing conventions. Spelling, punctuation, grammar, paraphrasing, and conceptualization are all norms that distinguish writing. In order to communicate effectively, several conventions must be considered. Furthermore, the graphic system of the language recognizes a good piece of writing, and not only that, but coherence and cohesion are incredibly significant aspects because they help the reader to grasp. Grammar, vocabulary, punctuation, and tone should all be considered in good writing, as should the rules of the language system and the message.

On the other hand, (Smith 1974; Naveed 2016) lists certain tough characteristics that pupils need to grasp in order to overcome their writing weaknesses:

***Psychological Factors:*** This includes a student's desire to practice specific writing abilities; after all, writing without a goal makes little sense.

***Linguistic Factors:*** Writing is a true test of a person's linguistic talents, whereas speaking allows a speaker to use paralinguistic methods. Similarly, a non-native speaker will not have the same lexical and syntactic options as a native speaker and may find it more difficult to write.

***Cognitive Factors:*** It has to do with a person's desire to complete a given writing activity. Writing without a goal or audience, or the artificiality of the writing assignment, is a tedious endeavour.

### 1.9 Writing in ESL /EFL:

Writing does not grow in a vacuum. It is a talent that requires extra attention from both teachers and students, whether they're learning a native or a foreign language. According to Myles, **"The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing"**(2002,para. 1).

In the classroom, SL writing is by no means an activity that aids in the acquisition of other language abilities; it is **"a worthwhile enterprise in and of itself"** as claimed by Weigle (2002, p. 1). However, Harmer(2004) argued that in some L2 teaching situation writing is treated on equal basis with other skills, it is still used in other context, if at all, for its "writing to learn" purposes where students write for the sake of enhancing other language skills such as reading, grammar, and vocabulary.

In FL/SL, writing has two dimensions: "writing to learn" and "learning to write." The latter implies utilizing an SL/FL to learn how to write, whereas the former entails using writing to learn something else. That learning, however, is either content-area or language learning (Manchón, 2011a). According to Weigle, writing to learn content aims to increase students' knowledge of other topics covered in courses.

**"At the university level in particular, writing is not just as a standardized system of communication but also as an essential tool for learning. At least in the English speaking world, one of the main functions of writing at higher levels of education is to expand one's own knowledge through reflection rather than simply communicating information". (ibid, pp. 4-5)**

Indeed, the use of FL writing as "a medium of discovery and negotiation" is limited in FL contexts, as FL students rarely, if ever, use it outside of FL classes (Hirvela, 2011).

Concerning the notion that writing is merely a means for learning a language, it actually helps pupils enhance their language skills .William (2008, p. 11) stated that" **It is increasingly apparent that the act of writing ... promote [sic] general proficiency in way that have not always been acknowledge**"(as cited in Manchón,2011b, p. 62).

The first dimension of writing that of writing to learn is beyond the scope of this investigation. The majority of our attention is focused on learning to write.

Learning to write in SL differs dramatically from learning to write in L1. In fact, SL students have distinct backgrounds, experiences, needs, and goals for writing compared to L1 students.

### **1.10 Approaches to Teaching Writing:**

Writing is a difficult ability to develop, which means that teaching it is even more difficult. As a result, numerous theorists, researchers, and educators have worked to develop the most effective theories, methodologies, and models for teaching writing.

Existing techniques for teaching writing are thought to be sequential, with each one emerging to address the shortcomings of the last (Raimes, 1991). Another viewpoint, on the other hand, considers these tactics to be ineffective "**complementary and overlapping perspectives, representing compatible means of understanding the complex reality of writing**"(Hyland, 2003). Each method concentrated on a different factor, such as the text, the writer, or the reader. In the classroom, however, using only one strategy is insufficient. As a result, teachers tend to utilize an eclectic approach, combining a range of ways with the chance of one style dominating the others (ibid; Reid, 2001).

**1.11 Reading-Writing Relationship :**

Reading and writing have always been thought of as different language skills in language learning. Recent research, on the other hand, has begun to explain the relationship between the two skills. In comparison to those undertaken in SL, many studies have been done on the link between reading and writing in L1. Thus, in L1, we offered theories of the reading-writing relationship, and then in SL, we showed this relationship. Furthermore, we will investigate this relationship in the classroom, and ultimately, we will offer some research on the role of reading comprehension in the development of writing ability.

**1.12 Conclusion :**

The purpose of this chapter was to provide a quick review of the value of reading in enhancing writing abilities. This chapter covered a variety of theoretical concepts connected to the talents listed. Beginning with a definition of reading and finishing with a discussion of the relationship between reading and writing, 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**



## **Chapter two:**

2.1 Introduction.

2.2 Methodology of the Research.

2.3 Research Questions and Hypotheses.

2.4 Research Objectives

2.5 Description of the Sample Population.

2.5.1 Learners 'Profile.

2.5.2 Teachers 'Profile.

2.6 Sampling Techniques

2.7 Data collection instruments

2.7.1 Student's Questionnaire.

2.7.1.1 Description of the Questionnaire.

2.7.1.2 Analysis of the Questionnaire.

2.7.2 Interview with Teachers.

2.7.2.1 Description of the Interview.

2.7.2.2 Analysis of the Interview.

2.8 Interpretation and Discussion of the Main Results

2.9 Recommendations and Suggestions

2.10 Conclusion.

## **2.1 Introduction:**

So far, we have presented the theoretical background of both the reading and writing skills, as well as their relationship; this one provides an outline of the research methods used in the current dissertation. It sheds light on activities that can develop this approach to EFL learning.

In this study, we describe sampling and research informants as well as the research objectives. Furthermore, it refers to the research instruments, which include the teacher's interview and the student's questionnaire.

## **2.2 Methodology of the Research:**

Research design is a crucial step in any research project because it tries to collect data in order to answer the research questions. As a result, the researcher usually goes over a broad data gathering plan as well as data analysis processes. In this respect, Kothari (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 current work is a case study credited to Tlemcen University's first-year EFL students.

The current research technique (i.e., a case study) is regarded as a good investigative tool because it incorporates a variety of sub-methods for gathering various forms of data.

Finally, a case study can assist researchers in gathering basic information about the problem being researched as well as finding solutions to research questions.

## **2.4 Research Objectives**

The aim behind this research work is to show the capital importance of the reading and writing skills and hybrid approach combining reading and writing with reference to first-year English Department of Tlemcen University. Furthermore the

main objective of this study is to identify the reading activities contributing to the development of the writing skill

In other words; it seeks evidence in order to identify appropriate reading activities for developing to writing skill.

## **2.5 Description of the Sample Population:**

Sampling is regarded as an essential component of any research. It is viewed as an important step because it provides a means of collecting information from the target population. According to Gardner (1974), population is a group of individuals who share common characteristics. Polit (2001) defines population as an aggregation of cases that meet specific criteria.

### **2.5.1 Learners ‘Profile:**

This research focuses on first-year EFL students. The sample size for this study is forty EFL first-year students (males and females). The participants have completed seven years of English language study as a foreign language (four years in middle and three in secondary school).

EFL students are asked to elicit the relevance of reading in their approach and how it affects their ability to write. In addition, the informants are expected to provide a rough overview of their thoughts and feelings about reading.

This sample was chosen since the students do not have enough experience learning the English, language therefore they must understand why they chose English as a major for their future career.

### **2.5.2 Teachers ‘Profile:**

This research focuses on two English teachers who were asked to answer some questions about the underlying research. The teachers are full-time educators with a

range of fifteen (15) to twenty (20) years of experience. They specialize in TEFL (Teaching English as a Foreign Language). They teach a variety of modules, including oral, written, and reading comprehension.

Both teachers are chosen by the researcher based on their previous expertise in teaching reading and writing abilities.

The teachers are worried about the interview. They must respond to 10 questions about the importance of reading in relation to writing in order to develop their language learning abilities. In addition, interview participants are asked to share their perspectives on first-year English students at Tlemcen University.

## **2.6 Sampling Techniques**

In this study the researcher included two different participants: the EFL teachers and the first year EFL students. The first group of informants consists of forty EFL students twenty five of them are females and fifteen are males.

The second group consists of two TEFL teachers at the Department of English University of Tlemcen , one teacher of written expression and one of oral production in order to represent the huge number population .

## **2.7 Data collection Instruments:**

Seaman notes that: **“Data collection instruments refer to devices used to collect data such as: questionnaire, tests, structured interview schedules and checklists”**. (Seaman, 1990, p.42).

In this research work, two data collection techniques were used: Questionnaire to students which contains multiple types of questions and an interview with teachers. These research tools are simple for using. Our purpose is to identify the reading activities contributing to the development of the writing skill through an involving case study.

### 2.7.1 Student's Questionnaire:

Richards and Chameral (1980) state that: **“Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions”**. (Richards and Chameral, 1980, p. 59). Brown (2001) defines a questionnaire as: **“Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers”**. (Brown, 2001, p.6). In the same line of thoughts, Anderson (1990) notes that: **“Questionnaires allow the gathering of reliable and valid data, relatively in a short time”**. (Anderson, 1990).from this short beginning a questionnaire is a research tool featuring a series of questions used to collect useful information from respondents.

The questionnaire is divided into two parts in order to differentiate between qualitative and quantitative data:

#### ●**Closed questions:**

Closed- ended questions are useful in surveys because they reduce the amount of typing required by respondents. It responses may also be readily statistically examined, which is often what you want to do with survey data. 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:**

Nunan (1992:143) defines it as **“an open item is one which the subject can decide what to say and the way to say it”**

Open-ended questions allow the respondent to provide a free-form response. They allow you to discover more than you expected: people may share reasons you didn't expect, as well as behaviors and issues you were unconscious about.

### **2.7.1.1 Description of the Questionnaire.**

In order to ensure the reliability of this work , the researcher in this study use both closed –ended and open- questions. The questionnaire (see Appendix B); it was admitted to forty EFL first-year students at Tlemcen University during the academic year 2021/2022. The questions are stated in the following order:

The first question: is used to denote the gender of the learner

The second question: is about the number of years students have been learning English.

The third question: the respondents were asked to rate their interest in developing each language skill

The fourth question aims to collect first-year EFL learners' perspectives on reading

The fifth question attempts to determine whether or not students read enough in the foreign language.

In the sixth question students were asked to identify whether their teacher encourages them to read or not.

The seventh question is set to know what they prefer the most in reading.

The eighth question aims to identify the most important aspect of reading comprehension.

The ninth question asks about student's difficulties in constructing sentences

The tenth question if relates to the importance of writing.

The eleventh question respondents' writing level of writing

The twelfth question is about the effects of reading on writing

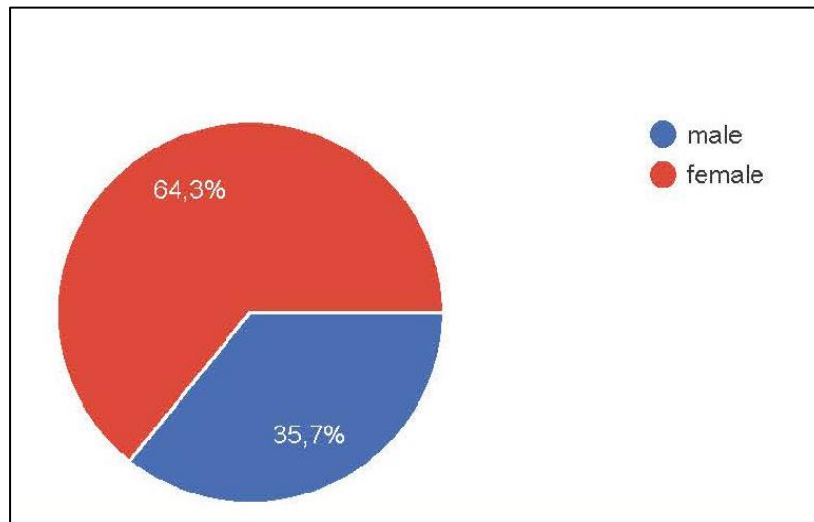
The thirteenth question is designed to see if reading helps with writing development

### **2.7.1.2 Analysis of the Questionnaire.**

This questionnaire is to collect data to answer research questions and test proposed hypotheses.

The thirteen questions from the students' questionnaire are analyzed and discussed as follows:

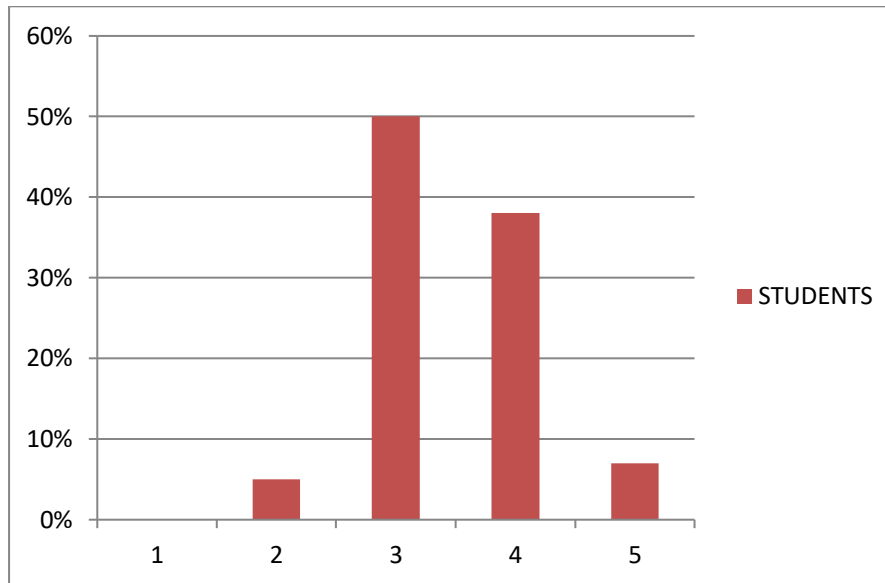
Question One: Gender



**Pie-Chart 2.1: The Students' Gender**

The pie- chart demonstrates that female respondents make up a majority of male respondents. In fact, 35.7 percent of the sample was male respondents, while the remaining 64.3% were female respondents.

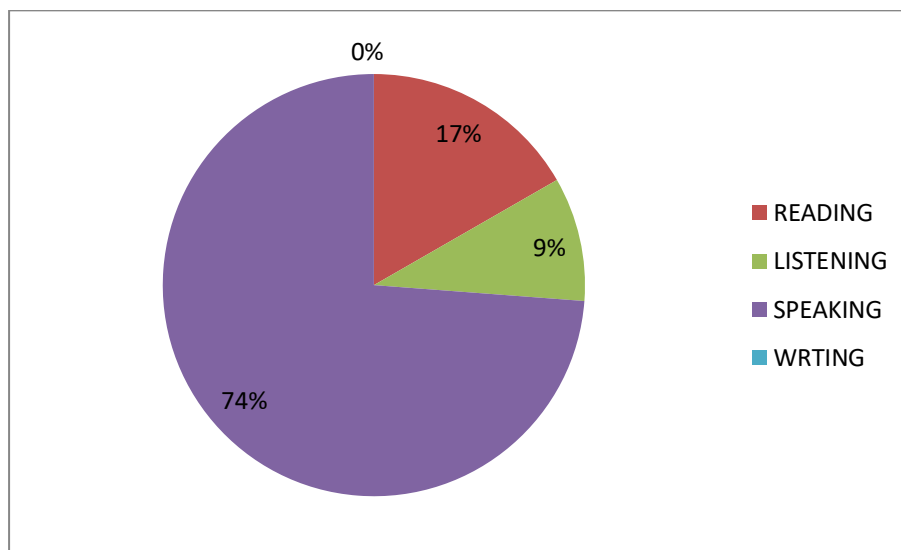
Question Two: How many years have you been learning English?



**Bar-Graph2.1: Students' Experience in Learning English**

The goal of this question is to determine the number of years students have studied English. According to the graph, the majority of respondents have been studying English for eight or nine years

Question Three: Which of the following skills you are intend to develop?



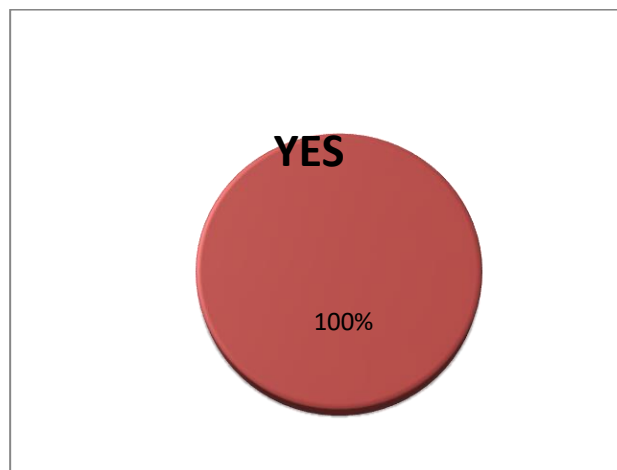
**Pie-Chart 2.2: the most interested skill**



The emphasis in the fourth question is on the abilities or linguistic activities that students need to develop. Learners were questioned about the most interesting skill or the component of the language that they liked the most. The pie-chart indicates that the respondents are more interested in developing their aural-oral skills in learning English (reading 17%, speaking 74%). Whereas, the writing skill holds the last position (0%) after listening to 9%.

That is, people are more interested in developing their speaking skills in language learning and their visual skills.

Question Four: Do you think that reading is an important skill? Why?



**Pie-Chart 2.3: Teachers Attitudes towards the Importance of Reading.**

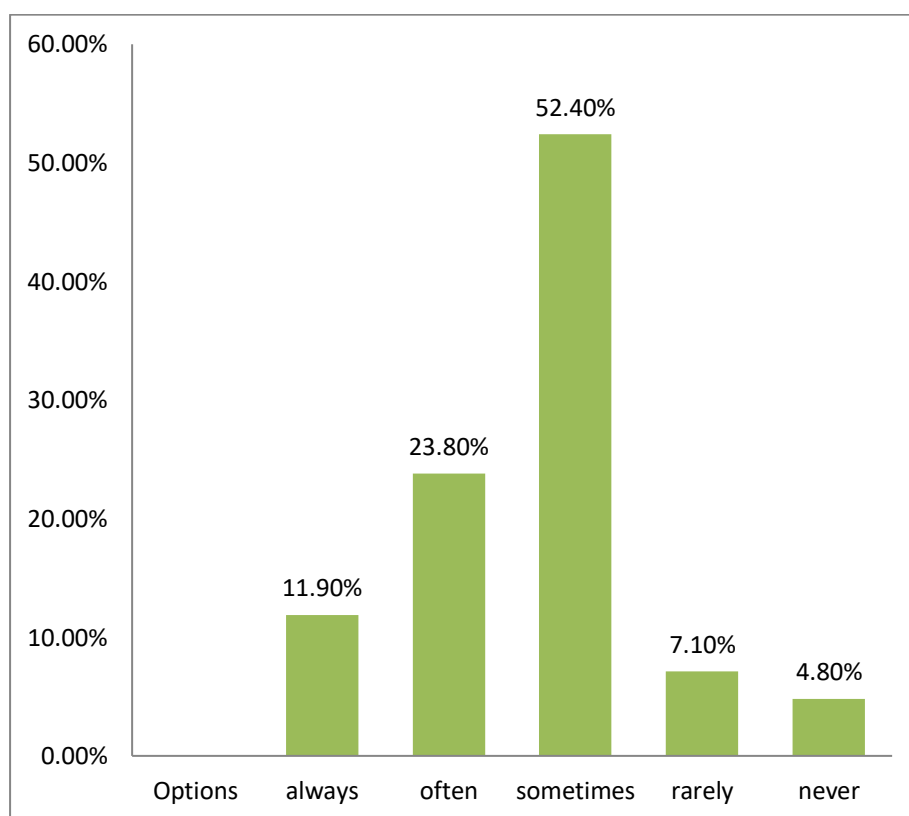
Students' replies to this question show that they are all aware of the significance of reading as a tool for developing their general language knowledge since it exposes them to a foreign culture and helps them strengthen their language skills.

They justify their answers as follows:

- it is the basis of learning the English language
- it develops other skills
- it gives a person knowledge, a culture of mind growth

- the more you read the more you get more information
- reading help us to developed others skills (when you read you can speak , write and listen)
- By reading we can discover new vocabulary and we will have access to learn English quickly
- Reading allows creative thinking and develops the mind
- reading is important because it develops a person’s thought and makes them acquire linguistic credit and several ideas that help them develop themselves
- it's a part of learning any new language
- It is important because it can help enhance all the skills that we need to master a language that is speaking reading and writing

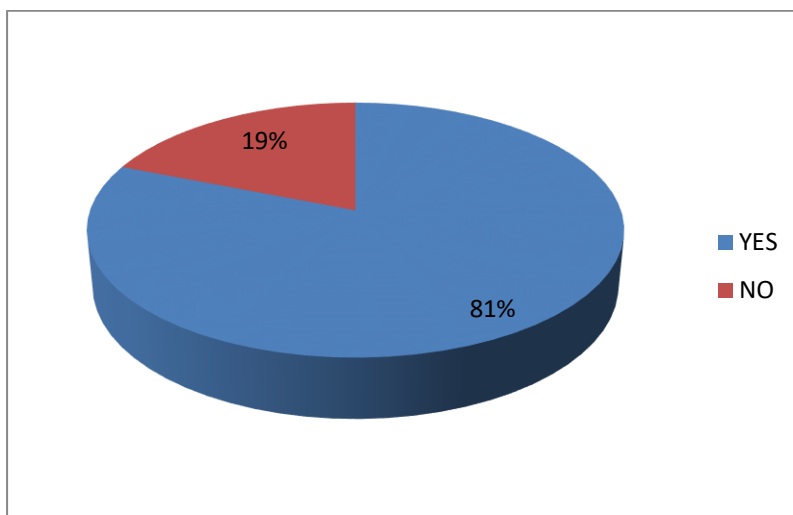
Question Five: How often do you read in English?



**Bar-Graph2.2: Frequency of Reading in English**

The bar graph shows that the majority of respondents said they sometimes read in English. These findings highlight the learners' lack of reading habit.

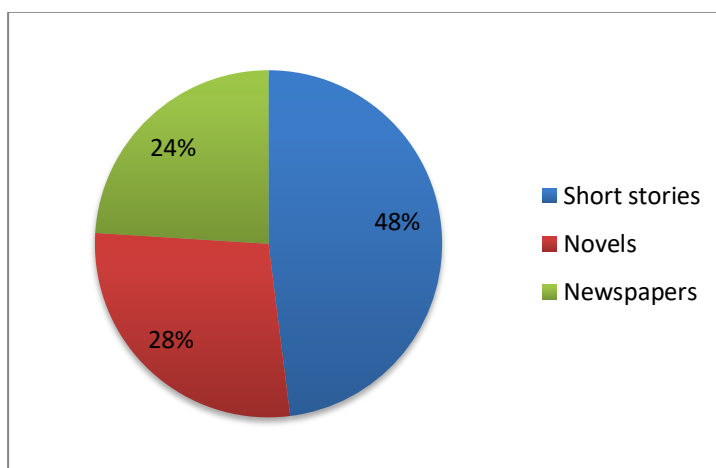
Question Six: Does your teacher encourage you to do extensive reading?



**Pie-Chart 2.4: Teacher's encouragement for Students to Read**

The pie-chart shows the nearly all respondents, (81 %) believe their teachers encourage them to read, while just (19 %) claimed their teacher does not. This demonstrates teachers' understanding of the value of reading in EFL education.

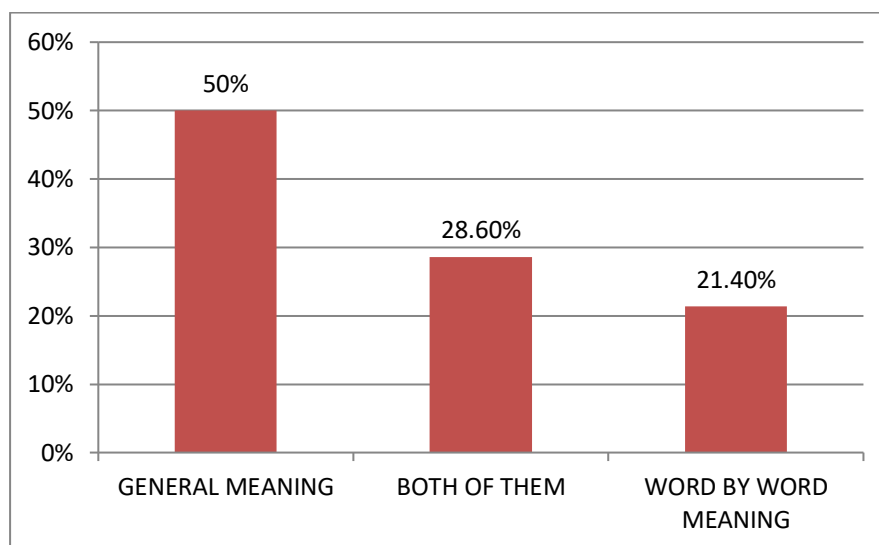
Question seven: What reading materials do you prefer?



**Pie-Chart 2.5: student's preference in reading materials**

According to the data, 48 % of the respondents believe that short stories are the most useful aspects for developing their language learning. This is clearly attributable to the fact that stories provide amusement and delight. Around 28% of students like novels because they are rich in linguistic styles, rhetorical expressions, vocabulary, and figurative language. Newspapers were picked by 24% of those polled because they give information on current trends and happenings.

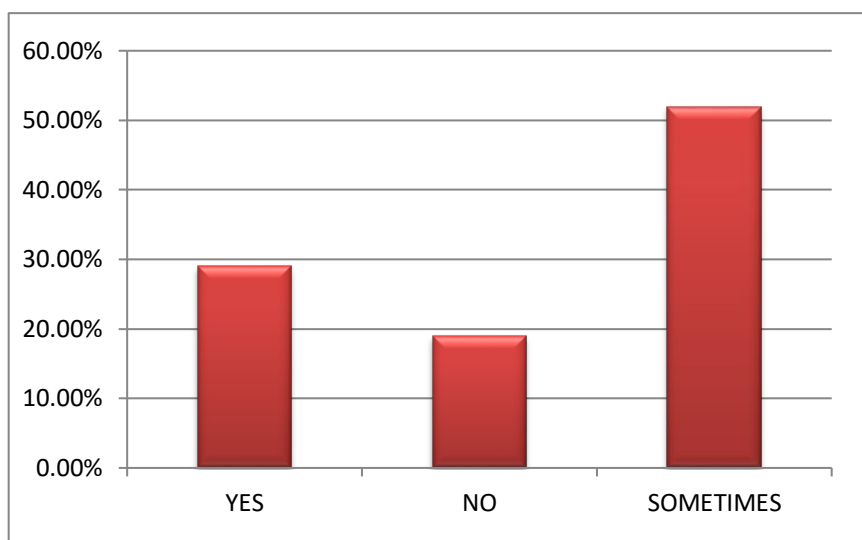
Question Eight: While reading, do you understand the text?



**Bar-Graph2.3: The Text Understanding**

The figure shows that the majority of respondents (50%) achieve a general understanding of what they read; these findings highlight the importance of the readers' prior knowledge in gaining text meaning. Furthermore, it implies that the students have less developed reading abilities which prevents them from reaching more thorough understandings.

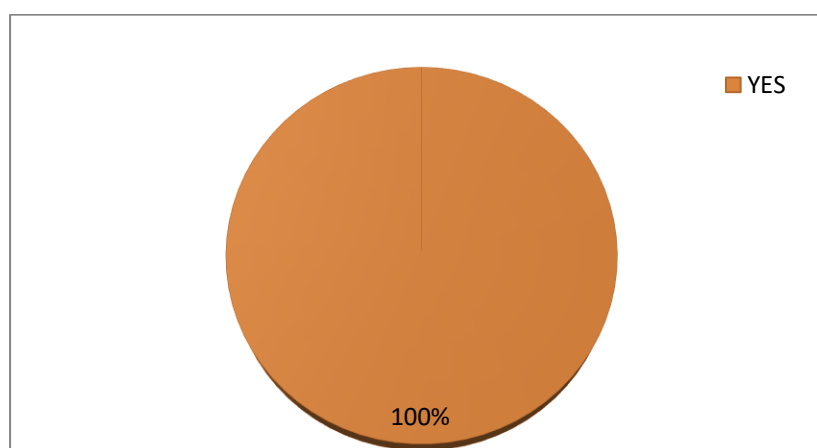
Question Nine: Do you meet difficulties in constructing sentences?



**Bar-Graph2.4: student's opinion concerning the grammar tasks.**

This question was presented to the informants in order for them to determine the kind of weaknesses. In other words, it is critical to determine whether or not the learners are struggling with English grammar. As a result, the majority of respondents (52%) stated that they occasionally had difficulty contracting sentences. However, (19%) of students stated that it is not difficult for them to form sentences.

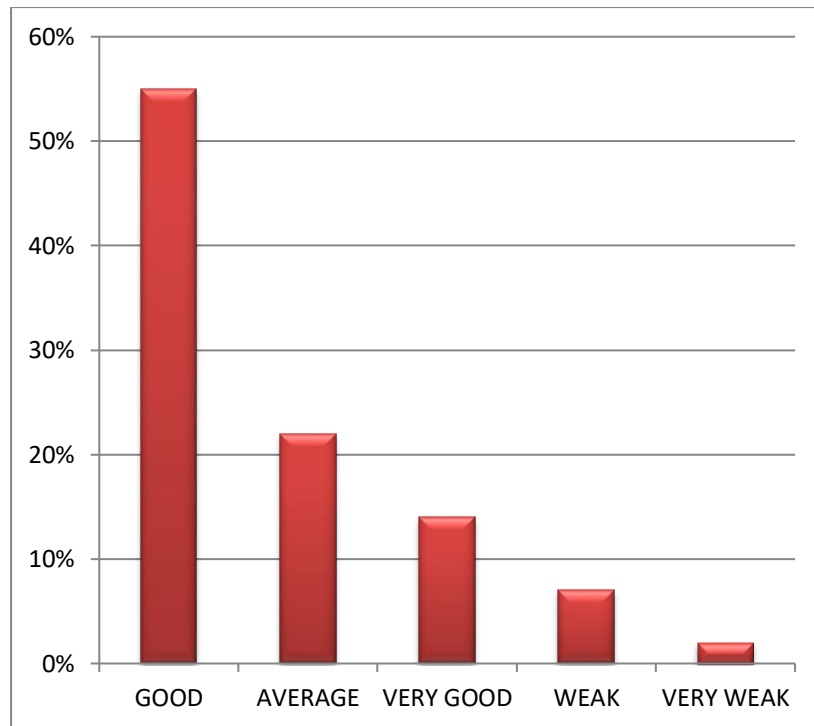
Question Ten: According to you is writing a necessary skill to develop?



**Pie-Chart 2.6: Students' necessity to develop the writing skill**

According to the pie-chart below, all students (100%) agree that writing is an important skill for them to learn. this suggests that they are aware of the importance of writing ability.

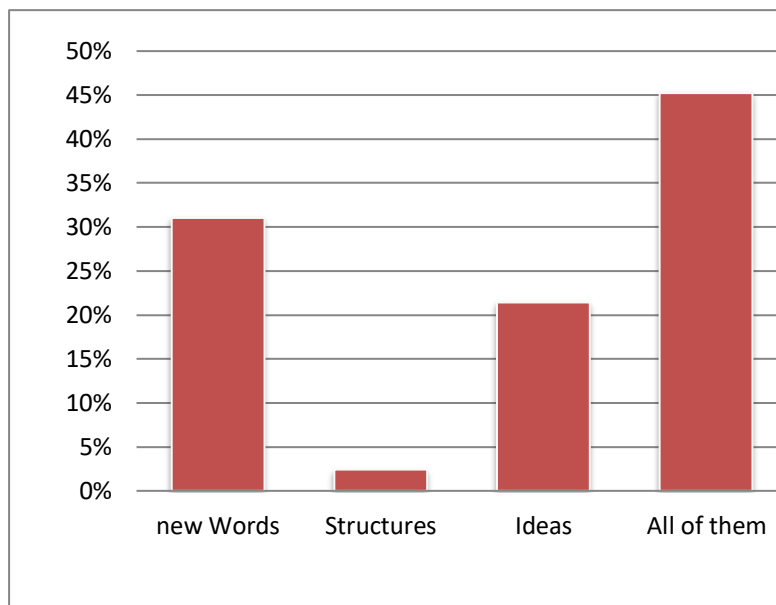
Question Eleven: Assess your level in writing (according to obtained mark)



**Bar-Graph2.5: Students' level in Writing**

According to the graph more over half of the respondents (55 %) thought their writing skill was good. However, 22% believe they have an average degree of writing ability. 14 % thought it was very good, 7 % said it was weak, and 2 % said it was very weak.

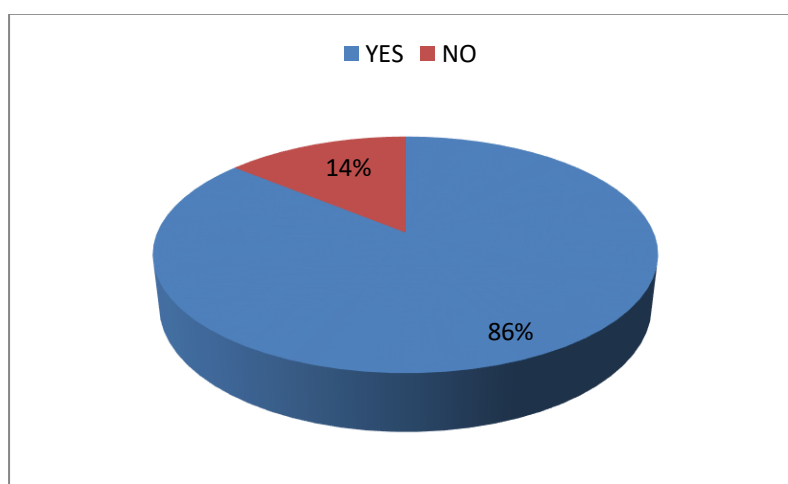
Question Twelve: Reading improves writing through the acquisition of new words/structures / ideas/ all of them?



**Bar-Graph2.6: How Reading improves writing**

According to the statistics presented in this graph, (45 %) of respondents say that reading helps they add new words, structures, and ideas to their work. This study's findings support notions that reading provides new vocabulary and information, but it also provides more. It can develop even the writing processes. However (31 %) claimed that reading improve writing by new words and (21 %) of the respondents said that it improve by new ideas

Question Thirteen: Do you think that reading contributes to the writing skill development?



### **Pie-Chart 2.7: The Contribution of Reading to the Writing Skill Development**

The data shown in the pie-chart suggest that respondents are completely aware of the reading-writing link and demonstrate that respondents truly understand the benefits of their writing skill, while 14% believe that reading has no effect on their writing ability.

Question Fourteen: If yes, explain how?

This question is closely linked to question 13 and seeks to separate out the contributions of reading to the development of writing skills.

"Reading can help me decrease faults in my writing that have already occurred."

"Reading diverse books give us varied perspectives that we may utilize while writing."

"Being able to select more suitable terminology that corresponds to the writing topic"

"Finding out more about word order"

"Refreshing our writing style" by demanding new idioms, phrases, and ideas, as well as the process of organizing them, reading contributes to the growth of writing.

"As previously said, reading provides us with linguistic balance as well as numerous concepts that we may and employ in our articles or works."

The majority of students failed to give reformulate explanations to the question.

#### **2.7.2 Interview with Teachers.**

Different scholars have defined 'interview' differently. According to Scott and others, **"an interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons"**. Bingham and others define an



interview as a ‘**conversation with a purpose**’. Polit and Beck (2006) define an interview as: “**A method of data collection in which one person asks questions to another person interviews are conducted either face to face or by telephone** “.In the same line of thoughts, Kothari (2004) posits that: “**Interview involves the presentation of an oral verbal response replied by the interviewee** “. (Kothari, 2004)

The interview is one of the most effective data collection tools. There are three sorts of interviews in general: structured, semi-structured and unstructured.

**a)Structured interview:**

According Berg (1989, p.32) Structured interview “**designed to elicit the subjects, thoughts, opinions and attitudes about study-related issues** “. It is delivered orally and takes the same form as a questionnaire. It offers both quantitative and qualitative data. It entails the use of a preprepared set of questions that are delivered to all respondents in the same order and manner.

**b) Semi-structured interview:**

It is based on the usage of an outline. They are commonly employed as an experimental tool. It gives qualitative data.

**C) Unstructured interview:**

It is presented in the style of a broad conversation. Since the researchers discuss the issue to the interviewer, who is required to express his comments. As a result, gathering qualitative data is beneficial. This form of interview does not use preplanned interview questions, but rather chooses participants based on their expertise or function in a certain context or circumstance.

**2.7.2.1 Description of the Interview:**

The current study used a structured interview. This tool is a fixed-format interview in which all questions are pre-planned and assigned to each interviewee in the same sequence.

As a result, the structured interview resembles a questionnaire. The researchers have prepared a set of helpful and meaningful written questions to be utilized and asked during the talk.

The researchers must employ the formal procedure in this sort of interview (Dornyei, 2007).

Furthermore, the structured interview seeks to evaluate EFL instructor practices and strategies, as well as the amount to which they should assist reading at Tlemcen University.

As a result, the teacher interview includes the following questions:

Question one: It's about the academic degree of the EFL teacher

The second question is concern with teachers 'experience.

The third question seeks at investigating whether reading is important or not according to teachers

Fourth and fifth questions stresses on the most important goals of reading activities in class

The sixth question specifies the relationship between reading and language areas areas in the classroom

The seventh question relates to reading as a tool for teaching and improving language skills.

The eighth question is concerned with the recommendation of writing activities that may be utilized to improve each skill.

The ninth question asks teachers how they define learner's attitudes

The tenth question is concerned with teachers' support" Extensive Reading Instruction.

### **2.7.2.2 Analysis of the Interview.**

The interview in this case study takes place at Tlemcen University and involves two EFL teachers. The teacher's experience ranges from ten to fifteen years.

There are 10 questions in the interview (see Appendix A). The primary goal of the teachers' interview is to highlight the benefits that reading can provide for students' writing. It is used primarily to examine the degree of supporting reading and writing practices in the classroom, as well as the recommended reading activities to improve students' proficiency. Furthermore, it aims to report the extent to which the writing expression teachers support the reading-writing relationship.

Furthermore, the questionnaire tries to ascertain the instructors' perspectives regarding both reading and writing abilities.

Question One: What is your educational level (Master's or doctorate)?

The first question is to determine the academic degree of the EFL teacher. The replies of the teachers revealed that each of them held a PhD degree.

Question Two: Have you been teaching English for a long time?

The most crucial aspect of this issue is to know how long EFL teachers have been teaching. The replies of the teachers revealed that their experience ranged from ten to fifteen years. The table below shows the teacher's responses.

Teacher	Years of experience
1	10
2	15

**Table2.1: Teacher's experience in ELT**

Question Three: Do you think that reading is an important skill for language teaching? Why?

According to the graph, all of the teachers who participated believe that reading is an important skill in language training. Some argue that reading improves students' language and communication abilities. In other words, without this competence, it is impossible to gain complete language proficiency.

Question Four and Five: What are the most important goals of reading activities in class? Why do you assess the reading skill?

The purpose of these questions is to extract the most significant goals of classroom reading activities. According to teachers, reading is defined as any reader engagement with a text. On the other hand, they believe that most essential purpose is to detect students' problems with reading activities.

Question Six: How does reading relate to the following areas of language vocabulary, grammar, speaking, writing, and listening?

The majority of teachers responded in the same way, mentioning the connection between classroom reading and language areas. Reading is the most efficient way to introduce kids to new words and expressions in terms of vocabulary. In terms of grammar, students can study about the many forms, uses, and functions of tenses, adjectives, articles, and other contextual components. Another ability that might be best fostered through reading activities is writing. Teachers feel that reading helps children reduce spelling errors, and vocabulary is another advantage for writing production.

Furthermore, summarizing is seen as a post-reading action actually connects reading to writing. Speaking and listening have obtained the same responses because instructors believe that reading aloud in the classroom is a good strategy for improving pronunciation

Question Seven:

A. Do you think that reading in the classroom can be used to teach and improve writing skill?

B. If yes, what reading activities would you recommend to do so?

The teachers believe that reading activities can help students to improve their language skills. Teacher's suggestions below summarizes the proposed reading activities that can be used to develop writing skills

Language Areas	Reading Activities
Writing	<ul style="list-style-type: none"> <li>-Filling gaps.</li> <li>-Completion of sentences and paragraphs</li> <li>-Writing an essay or paragraph about a specific topic.</li> <li>-instructing students to write summaries and comments on what they have read.</li> </ul>

**Table 2.2: Reading Activities to develop writing skill**

Question Eight: What are the advantages of reading that can help you acquire a foreign language better?

According to the teachers, there are many benefits to reading as a method of acquiring foreign language skills. Teachers, on the other hand, agree that students are lazy and need more motivational instruction.

- Question Nine:                   A. Do you recommend extensive reading to your students?  
                                          B. If so, what material do you focus on?

Teachers understand the value of this style of reading in the classroom. In fact, they state they normally suggest short stories as a beginning point for increasing all aspects of language skill. Short stories are certainly rich in learning advantages since they incorporate language, culture, and expertise. Short stories, unlike novels and books, are a read stimulation since they suggest magazines and newspapers, yet they do involve other language types such as politics, science, culture, and sports.

Certainly, this would enhance the students' understanding in a variety of subjects and expose them to new words and idioms.

Question Ten: What types of texts do you recommend to your students?

This question tries to identify the different sorts of reading materials that are provided in the classroom for reading comprehension. One of them claimed that the teacher assigns texts to read that are related to the subject at hand. As a result, students may understand the lesson and then comprehend various terms and expressions.

## **2.8 Interpretation and Discussion of the Main Results:**

Following the analysis of the data collected from the two study instruments, namely the questionnaire and the interview with teachers, which were utilized to gather information from informant perspectives and teacher experiences. However, it is required to understand and discuss the final results.

The results have revealed many facts about both of the skills, reading and writing, in addition to the reading-writing relation and how can reading contributes to the developments of the writing skill. Despite the fact that writing and reading are both crucial to language learning abilities, EFL learners are average writers and unskilled readers, according to their teachers' assessments. Additionally, the majority of teachers have chosen the process approach to writing instruction because they believe

it is effective in helping students develop their writing. In this method, students write as part of a process and receive feedback on their work frequently.

Furthermore, writing activities are inextricably linked to all reading activities. In fact, students are usually asked to respond to questions in writing, using full sentences and paragraphs. This activity necessitates and improves their writing abilities. Furthermore, when students are asked to read and summarize a text or write an essay about it, they are actually practicing writing. As a result, one can say that classroom reading lectures have a positive impact on writing skills because students are required to write answers, express their opinions, paraphrase the authors' ideas, and summarize the texts. This would almost certainly lead to them learning about spelling and word format, coherence and cohesion, the use of topic sentences and paragraphs, and punctuation.

The teachers propose a variety of activities, including the use of texts with activities related to the reading topic. Students can definitely extract ideas from text and write about them. To demonstrate how to write a coherent essay, the writing teacher can choose an interesting text, assign students to read it, and work on the content. So the suggested hypotheses the EFL student's reading were confirmed.

## **2.9 Recommendations and Suggestions:**

Collecting data on the importance of reading to students' language abilities revealed two main issues: teachers' adoption of reading in the classroom to increase student motivation and awareness of the benefits it provides, as well as the implementation of activities in the classroom to improve student writing performance.

Reading efficiently requires being able to concentrate on a text's themes rather than specific words. Teachers should encourage students to utilize the context of the text to guess and grasp the meaning of words rather than using the dictionary every time they read in class. Furthermore, students should

practice reading for a variety of objectives, including employing prior knowledge to gain a better grasp of the text, recognizing main concepts, extracting specific information, and determining the writer's intentions and attitudes. Because learners must know how to read and create meaning, a reading comprehension course in the classroom normally attempts to increase students' reading fluency and learn and practice reading skills. As a result, first-year students should be taught a set of reading skills and activities. We recommend that reading teachers take the following activities to improve their students' performance:

**Incorporating Dictation into the Classroom:** Adding time to dictation in the classroom can help identify students who are experiencing linguistic difficulties. It is beneficial to prevent spelling and grammatical errors, especially when dealing with first-year EFL students who lack sufficient knowledge of the English language because they did not previously learn exclusively this language and now it is considered their linguistic expertise. As a result, dictation is the most effective way to improve writing skills.

**Introducing Extra Hours Devoting to Reading:** Teacher should introduce to students reading activities that will improve their language knowledge, such as giving them text comprehension to read silently before asking them questions to answer in relation to the text. This will improve their memory and allow them to concentrate more easily in the classroom. As a result, they will be more driven to learn and will have a greater understanding of the language.

**The Importance of Teachers as Motivators:** Teachers are being advised to encourage students to read more and to devote additional time to reading. Additionally, teachers may offer them appropriate reading materials that are tailored to the level of the target students. It is critical to provide students complete autonomy in order to increase their enthusiasm and interest in the text; this is beneficial for them to become independent learners.



**2.10 Conclusion:**

The present chapter has given an overview of the data collection and its findings, as well as some suggestions and recommendations for improving students' motivation to read in order to improve their language acquisition. In order to produce a reliable and valid data to give a better understanding of the notion of "reading," the researchers used two research tools: a questionnaire addressed to students and an interview with teachers. Both qualitative and quantitative methodologies are used in this chapter. In addition, the investigator provides a detailed summary of the outcomes analyzed.

In addition, the interpretation of the main findings was discussed in this chapter. In order to respond to the research questions. As a consequence, the examination of the data we have confirms the research hypotheses.

The chapter, on the other hand, concludes with suggestions and recommendations presented as points to provide solutions for improving student motivation in regards to reading habits among EFL students. Furthermore, the researcher suggests certain exercises for use in the EFL first-year process. Since those activities will increase students' attention span, they will be better able to learn EFL.

**GENERAL  
CONCLUSION**

The most widely used language in the world is English. It is regarded as a universal tongue. Thus, educationalists have proposed a variety of approaches to assist students in easily comprehending a foreign language. However, acquiring a language might be challenging for some students. The teacher's job is to make learning easier for their students by facilitating this process.

The researchers attempted to demonstrate the critical role of reading in the development of language proficiency in this study. In reality, this study aimed to show the connections between reading and language skills, as well as the tasks and activities that may be employed to help each reading-writing improve. As well as how reading and writing can be developed concurrently and cannot be separated as you must read as much as possible to have good writing. The major three research topics that guided the development of this study focused on the advantages that reading can have for writing abilities; the various reading strategies and approaches used in the classroom; and how to get students involved in reading activities.

The present work consists of two chapters. The first one provided an literature review of the value of reading practice for first-year EFL students before defining reading and outlining its role in the educational process. It then discussed the value of reading, its various forms, and reading strategies before explaining the connection between reading and writing by providing an outline of how writing can be improved as an academic process.

The second chapter focuses more on data collection methods, such as questionnaires and interviews the research was conducted in the Department of English at University of Tlemcen where first-year EFL students and teachers were involved, along with their findings, recommendations, and tips for improving English language instruction. Additionally, it discusses gathering data and analyzing the key findings In order to objectively gain useful results the primary

goal of this project is to answer the research questions. So the results obtained have confirmed our hypotheses.

All in all, reading is regarded as a necessary part of life. It is central to learning in school. The more they read the more proficient they become in the target language. In fact, they become good readers, writers. The current research can be considered as a step forward, for more in depth-investigations that are likely to improve English language education.

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# Appendices

**Appendix A**

**Teachers' Interview:**

Dear teachers,

We are actually presenting a study on EFL teachers' perspectives and considerations on the use of reading to improve students' levels, as well as establishing it as a normal practice for first-year EFL students and its impact on the learning and teaching process.

As a result, you are cordially invited to respond to the questions.

1-What is your educational level (master's or doctorate)?

2-Have you taught English for a long time?

3-Do you think that reading is an important skill for language teaching? Why?

4-What are the most important goals of reading activities in class?

5 Why do you assess the reading skill?

6- How does reading relate to the following areas of language?

Grammar .....

Speaking.....

Writing.....

Listening .....

Vocabulary.....

7.A. Do you think that reading in the classroom can be used to teach and improve writing skill?

B.If yes, what reading activities would you recommend to improve your proficiency in writing?

8-What are the advantages of reading that can help you grasp a foreign language better?

9-A. Do you recommend extensive reading to your students?

Yes

No

B. If so, what material do you focus on?

10- What types of texts do you recommend to your students?

**Thank you for your contribution-**

## Appendix B

### Questionnaire for students:

**Dear students,**

This questionnaire is part of a master research in TEFL. It aims at gathering information on the learners' reading and writing abilities, as well as how reading might help them enhance their writing abilities.

Please, tick ( ) the appropriate box (es) or give full answer(s) whenever it is necessary.

I'd want to thank you for your cooperation and the time you took to complete the questionnaire.

Section one:

1. Gender

Male

Female

2. How many years have you been learning English?

..... years.

3. Which of the following skills you are intend to develop?

<input type="checkbox"/>	Listening
<input type="checkbox"/>	Speaking
<input type="checkbox"/>	Reading
<input type="checkbox"/>	Writing

4. Do You Think That Reading Is An Important Skill?

Yes

No

Why?.....

5. How often do you read in English?

- Always       Sometimes       Often       Rarely       Never

6. Does your teacher encourage you to do extensive reading?

- Yes       No

7. What reading materials do you prefer?

Newspapers

Novels

Stories

8. While reading, do you understand the text?

Word by word meaning

General meaning

Both of them

9. Do you meet difficulties in constructing sentences?

- Yes       No       sometimes

10. According to you is writing a necessary skill to develop?

- Yes       No

11. Assess your level in writing (according to obtained mark)

- Very good       Good       Average       Weak       Very weak

12. Reading improves writing through the acquisition of :

- Words
- Structures
- Ideas
- All of them

13. Do you think that reading contributes to the writing skill development?

- Yes                       No

14. If yes, explain how?

**Thank you for your answers**



## الملخص:

تعتبر القراءة نشاطا أساسيا في فهم اللغة الانجليزية, وينبغي تقديرها جدا في عملية التعليم و التعلم الخاصة باللغات الأجنبية.تزيد القراءة من دوافع المتعلم تجاه التعلم, و تساعد الطلاب على استكشاف مفردات اللغة الانجليزية بنفسه و إتقان أنشطة الكتابة . و في النهاية, يعد هذا البحث دراسة حالة تستكشف أهم الأنشطة المستخدمة للقراءة 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 بعين الاعتبار وذلك بتحفيز الطلاب على ضرورة ممارسة القراءة .على أساس هذه النتائج, تم الاقتراح بعض الأنشطة لتعزيز و تطوير الكتابة بين طلاب اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية :** أنشطة القراءة ,مهارات الكتابة ,اللغة الإنجليزية,تطوير

## Résumé :

La lecture est une activité essentielle dans la compréhension de la langue anglaise et devrait être très appréciée dans le processus d'enseignement et d'apprentissage des langues étrangères. La lecture augmente la motivation de l'apprenant à apprendre et aide les étudiants à explorer le vocabulaire anglais par eux-mêmes et à maîtriser les activités d'écriture. Enfin, cette recherche est une étude de cas qui explore les activités les plus importantes utilisées en lecture pour améliorer les compétences en écriture. Les résultats obtenus ont révélé que la lecture peut apporter beaucoup d'avantages aux élèves s'ils l'utilisent fréquemment, et donc être capables d'écrire pleinement, autrement dit, la lecture est la clé d'un apprentissage réussi, il faut donc en tenir compte en motivant étudiants Sur la nécessité de la pratique de la lecture Sur la base de ces résultats, des activités ont été proposées pour améliorer et développer l'écriture chez les étudiants EFL.

**Mots-clés :** activités de lecture, compétences en écriture, langue anglaise, développement

**Summary :**

Reading is an essential activity in understanding the English language and should be highly valued in the process of teaching and learning foreign languages. Reading increases learner motivation to learn and helps students explore English vocabulary on their own and master writing activities. Finally, this research is a case study that explores the most important activities used in reading to improve writing skills. The results obtained revealed that reading can bring a lot of benefits to students if they use it frequently, and therefore be able to write fully, in other words, reading is the key to successful learning, so it is necessary take this into account when motivating students On the need for reading practice Based on these results, activities have been proposed to improve and develop writing in EFL students.

**Keywords:** reading activities, writing skills, English language, development