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**Integrating Reading to Improve Academic Writing Skills.
The Case of First Year Licence Students at Dr. Moulay Tahar University
of Saida**

Dissertation Submitted as Partial Fulfilment of the Requirements
for the Degree of Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

This research is dedicated to my family with love and thanks for everything they have done for me.

Acknowledgements

This work can not be achieved without the support of my supervisor Mrs. N.GUERROUDJ who guided this research and provided me with her time, efforts , and expertise.

I thank her not only for her advice and comments, but also for her encouragement and understanding.

I want to thank the interviewed teachers and the questioned students of the English department at Saida university.

Abstract:

Several studies reveal that the separation between reading and writing hinders the progression of language learning in general and the writing ability in particular. Therefore, this separation may lead EFL learners to encounter many difficulties in both language and rhetoric when they begin a writing task. Consequently, integrating reading into the writing instruction in one EFL context improves the writing competency that is the knowledge and the skills that the students have obtained through reading can be transmitted to writing. The objectives of this research paper are to prove the inadequacy of teaching reading and writing in isolation and to entail the adoption of an integrated process purposing at promoting the learners' achievements. In addition, to demonstrate the effect of reading on the writing ability of EFL learners and to know their attitudes towards writing. Both quantitative and qualitative approaches have been used to scrutinize this situation. The population of study consist of seven (07) EFL teachers and forty (40) students, at Saida University, who were selected randomly to be taught in this work. To gather data, two research instruments were used which are the students' questionnaire and the teacher's interview. The results obtained from the analysis of the questionnaire and the interview revealed that there is a close relationship between writing and reading. The latter plays an important role in improving writing ability. Finally, all teachers and students are in favor of integrating reading into the writing classes and it should be the goal of both teachers and syllabi designers.

Keywords: reading, writing, integrating, writing ability, EFL learners.

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General introduction

General introduction

One of the causes for writing weaknesses in English is lack of reading-writing connection in the language classroom. The separation between reading and writing in the EFL contexts, which requires a large lack of focus on the reading-writing relationship is the major reason of the failure in the students' writing proficiency. Many researchers argue that teaching writing in isolation of reading possibly prevents the development of the writing skill. Also, they add that when reading is not integrated into writing instruction, the ideas and information that students have acquired through reading can not be shifted to writing.

Integrating reading within writing instruction has a positive effects on the writing performance of the students. However, in English as a foreign language, educational settings, turning up theory into practice and looking for an integrated instruction seems to be a less considered choice.

The aim behind the interest in this research work, is that if writing is instructed by reading texts, learners will acquire new ideas and information through which they may write various topics. Additionally, learners will have a sample for their own writing, consequently the quality of their writing will be improved.

The aim of the study is to explore the effect of using reading into writing approach on promoting the writing ability of the EFL learners and to identify their attitudes towards writing.

To achieve the previous objectives, the researcher introduces the following questions:

1. Is there any relationship between reading and writing?
2. Does reading influences the students' writing ability ?
3. Can reading promote students writing proficiency?

It is hypothesized that :

General introduction

1. Inadequacy of teaching reading and writing in isolation.
2. Integrated reading into the writing skill.
3. The effects of reading on developing the students' writing ability

The participants in this study are EFL teachers and first year students chosen randomly, from the English department at Saida university. The data collection was done through questionnaire and interview. The questionnaire was addressed to forty (40) students and the interview was completed by seven (07) teachers. The data gathered were scrutinized and used to answer the research questions.

To expatiate this research, the present study is organized to enlighten the reader about this work. In this regard, the first chapter discusses the reading skill. It attempts to define reading, elicit strategies and benefits and conclude with reading comprehension strategies. The second chapter devotes to writing. It provides an overview about writing, the main difficulties and end with the reading-writing relationship. The third chapter deals with the practical side of this research. It tackles the types of research and research methodology and design, it presents the analysis of the data collected, moreover it provides the interpretation of the main results. And finishes by some recommendations and suggestions.

To conclude this research, there were a set of limitations for instance,

1. The students do not cooperate to answer the questionnaire.
2. Lack of sources available.
3. Lack of personal material.

Chapter one

Chapter one:Literature review

1.1 Introduction:

Reading is the basis of everyday life. As children learn to read and as adults read to learn. For instance, read to know about the news, read to learn the rules, read to know how to do things, and read to learn a language. Reading is arguably the best means to learn a language. The more reading, the more input the brain will acquire. For instance, it provides a huge amount of knowledge and information upon all the domains. Also, reading is done either for pleasure or for gaining information. Therefore, through reading one can improve vocabulary, grammar and writing skill at the same time. In other words, reading is an important stage for language learning. It helps to improve all parts of the English language. As mentioned earlier (vocabulary, grammar, spelling, and writing). Although, reading is one of the four skills of language learning but it is neglected by most of language learners.

This chapter concerns with the theoretical part of this research. It attempts to shed light on the reading skill. It provides an overview of reading (styles and techniques), the nature of reading, the models of this skill, and its purpose. By eliciting the benefits and the factors that may affect the reading ability. Additionally, it gives a definition of reading comprehension and furnishes the main strategies of reading comprehension.

1.2 Reading: an overview:

Reading is an individual activity, which takes place in several ways from newspaper, magazines and written texts. The capability to read is such a natural part of human being. However, there are still various points of view on the definition of reading skill.

Reading is a process with multiple aspects including word awareness, comprehension, and fluency (readingrockets.org).

1. Recognition of the printed words a process named word awareness.
2. Building a meaning through the printed words a process named comprehension.

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3. Combination of the recognizing words and building meaning so, reading will be spontaneous and achieve a goal called fluency.

Brunan (1989) defines reading as a two way of communication in which the information are transferring between the reader and the author (p.45). Also, Smith (1973) has the same attitude towards reading.He says that reading is an act of interaction where a transmitter transfers a piece of information to the receiver (p.2).

Looking to reading as a product is different to looking reading as a process. Alderson and Urquhart (1984) say that a product view to reading has a relation to what the reader grasp from the text. Whereas, a process view means how the reader interprets a particular text.

Reading means the interaction between the reader and the text. In fact, the reader interacts with the text in order to deduce the meaning. Dutcher (1990) says that the meaningbis built througha series of procedures which include a valid and effective a reciprocal action between the prior knowledge of the reader, the informations in the text, and the reading situation context.

Reading is the process of seeing at a set of printed and written symbols in order to extract meaning. Also, through reading the reader uses his/her eyes to receive the written symbols and convert them into words, sentences, and phrases and use them to communicate or write essays.Inotherwords,readingis a receptive skill that mean while reading the reader receives the informations.Despite, the complexity of the readingprocess,the latter requires the skills of speaking and writing, so that the readercanpronounceandwritethe words tha the/she has read. In this regard, reading is a productive skill in that the one is both receiving the informations then transmit those informations into speech(even if only to themselves)or written forms.

According to Tarigan (1990) in Jaenal (2010), reading is a process in which the readers rely themselves to it in order to get the idea that is expressed by the author via the script language.

Cline et Al(2006) say that reading is decoding and understanding of written texts.

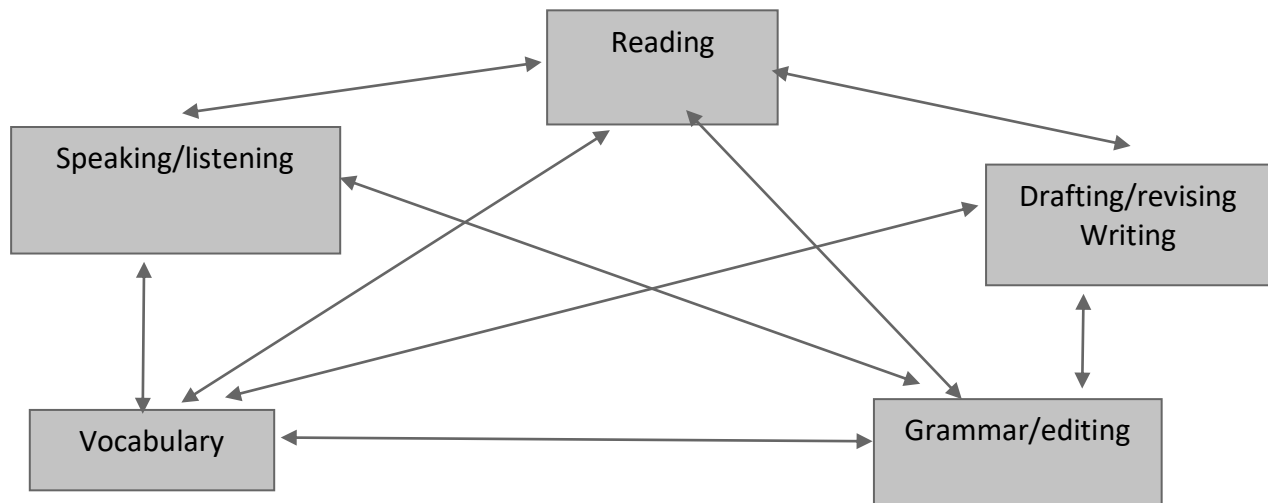
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Decoding depends upon the interpretation of the written symbols in to communication. While, understanding occurs through knowing the aim of the reading and the strategies of the reader and his/her knowledge(P2).

Day and Bamford (1998) say that reading means building of meaning from a written text.In other words, the building of the meaning requires the reader connecting informations from the written texts with the prior knowledge to get at meaning and understanding(p12).

As Essberger mentions in his website(2010)that when read any printed material the reader has to do someor **all** of these:

- Imagine the scene in his/her head.
- Understand properly what the author wants to say.
- Agree or disagree with the author point of view.



The Diagram1.1: language skills connection (adapted from Elder and Lester (1994)).

The diagram above presents the language skills connection according to Elder and Lestler(1994).It is almost when reading,

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the reader enhances speaking and listening skills. He/she will gain new vocabularies and develops grammar structures, which leads to better writing paper. To sum up, all language skills are connected and mutually complement each other.

1.2.1 Reading styles:

In this respect, there are two approaches of reading any material which are intensive and extensive. So, in the coming lines it attempts on how to figure out which one is effective.

1.2.1.1 Intensive reading:

This approach assists the language learner to better understanding of the grammar structures and syntax. Because, the reader focuses on reading a short text, doing some exercises such as answering related questions, ordering sentences or finding specific words. It opens the doors to a sufficient understanding of the text. The reader explains each words he/she cannot understand and assimilate the meaning of what was written. This style of reading is priceless for those who do not enjoy reading. Instead of reading a lot superficially (ER) a deeper engagement in a short text may lead to a great achievement of the language (weareteacherfounder.com).

Whereas, the main limitations or problem is that intensive reading needs the most mental energy for concentration in order to grasp and comprehend the text. Also, it is done in a short period of time (30-35 minutes) to avoid mental exhaustion (lucalamparielo.com).

1.2.1.2 Extensive reading:

Or reading for enjoyment. This style involves reading a lots of material without a limitless of time. Certainly, the exposure to vocabulary will be much more than the one normally learn. The main goal of extensive reading is not only to explain every single word but also to engage in the target language. Concerning, the unfamiliar words the reader decodes them according to the context without refering to

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dictionaries (lucalampariello.com).

Reading texts that interest the reader in order to make the comprehension easier for him/her because the aim is simply to direct himself/herself to more printed words. But, the evidence shows that reading a text without profoundness the reader will neglect the essential details and the acquirement of vocabulary is also suspicious (weareteacherfounder.com).

1.2.2 Reading techniques:

Researchers propose many reading techniques but the two(02) main ones are as follow:

1.2.2.1 Scanning:

It is a technique that is often used when one seek to find keywords or ideas. In most of the time, the reader knows what he/she is looking for, so he/she will concentrate to find a particular answer. Scanning is used when the reader find a resource and he/she wants to decide whether it will answer his/her questions. When scanning, search for the author's use of connectors like numbers, letters, or words such first, second, or next (Academia.edu).

1.2.2.2 Skimming:

It is used to quickly recognize the main ideas of a text.It can be in contrast with scanning.The students skim if they have a lots of texts to read with a limited time. The strategies used for skimming such as read the first and the last paragraph, read the titles, sub-titles (Academia.edu). Skim the text to have a clear idea about the text, this technique works only with non-fiction texts as news papers and long novels.

1.3 The nature of reading:

A controversial debate between the researchers about the nature of reading some of them say it is a product and others say it is a process. After many studies they agree that reading can be viewed as both a process and a product.But there is a difference between them that will be explained as follows:

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1.3.1 As a process:

Alderson (2000) says in his book assessing reading that a process means reading appropriately. It is normally done silent, internal and private. It is an interplay between a reader and a text. During that process, hypothetically many things are happening. The reader looks to scripts, decodes the symbols, recognizes how they connected. But the reader is assumably think about what he/she is reading, what it signifies to him/her how it connects to other things he/she read, discover how usefulis the text, colect the difficulties he/she faces while reading and try to overcome them (p.3).

Alderson (2000) also notes that the process varies to each reader on different texts at different times and with different aims (p.4).

1.3.2 As a product:

Or the result of the process. Alderson (2000) says that recently the focus of the researchers is on the process of reading. Whereas, an earlier study about the product approach has been investigated, the researchers usually propose tests to understand aspecific text. Testing suitable informants using an accurate research designs. Hence, examine the results of the tests and variables of interests. At this level, the researcher desire to understand what characterize one reader from another (boys/girls, the readers in L1/ the readers in L2) might compare the summaries formed by their subjects about particular texts (p5).

According to Alderson (2000), there are two main problems with the product approach of reading which are the variation in the product and the method used to measure the product(p5).

1.4 Reading benefits:

Absolutely, when read any printed material the efforts made to achieve this task will not be wasting neither of time nor of energy because there are some gains and

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benefits derived from it. Consequently, these benefits can be either linguistically or communicatively.

1.4.1 Linguistic benefits:

Criscuolo (1970) mentions that lately many researchers showed their interest in the relationship between linguistics and reading. Because, both the reading specialist and the linguist are interested with the language.

Linguistics is the study of the structure of the English language. So, this study allows the student to discover how spoken language is set down in writing. In this approach, most of the words presented in reading are phonemically regular and fit a particular pattern.

Reading offers an augmentation in the exposure to language and it is very contributive in improving all the language skills (Cigna.com).

Reading reveals to more terminologies within the contextual supply meaning and accurate usage (geryldeer.com). To a certain extent, reading enhances spelling. Additionally, the reader will learn how to use the words according to the situation he/she is in that it will eliminate the sementic mistakes (smartessayrewriter.com).

Through reading, the reader becomes more familiar with the sounds (phonemes) he/she can distinct between them such as d and b in the word bed(cigna.com).

Furthermore, reading any script material provide a huge amount of grammatical structures in which the reader learn them naturally and automatically without any efforts. The reader will see the varied ways the sentences are put together this lead to know syntax (classroom.synonym.com).

1.4.2 Communicative benefits:

Indeed, each time the student reads a new book he/she exposes to new words, thoughts and ideas that he/she may use them while communicating in which he/she helps him/her to express his/her points of views, thoughts, and feelings more clearly and effectively. Also, he/she will speak more confidently and with no fears and

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shyness (ekidstation.com).

Furthermore, studies show that the reader lays automatically his/her ground work for the speaking skill to improve when he/she reads more books (lifesaveressays).

Reading books with different topics always let the speaker find something to talk about because he/she knows lots of subjects. In other words, read an English text, article or newspaper written by authors who not share the same imagination, style and thoughts so it widens the reader's ambit of learning (studymoose.com).

Many researchers and experts claim that reading aloud has its significance in the communication skill because it makes the voice more clear by practicing the vocal cords, throat, lips, and tongue on the various sounds. Also, reading pronunciation may develop and It can act as a practice ground for intonation, pauses, emphasis, and pace of the speech (lemongrad.com).

1.5 Reading models:

Goodman (1975) says; reading is a psycholinguistic process that begins with a linguistic surface representation encoded by a writer and ends with a meaning that is constructed by a reader. In other words, the writer encodes thoughts as language and the reader decodes the language to thoughts.

During the 60s, a controversial debate between the researchers about how the reading process occurs. They say that the reading process involves three(03) parts: the text, the reader, and the interaction between them. Therefore, they propose three (03) major reading models, the botom-up, the top-down, and the interactive model.

1.5.1 The bottom-up model:

This theory is elaborated by Gough (1972). He describes the reading process as an act in a continual specific way, from alphabet to sounds, to words, to sentences and lastly to meaning and thinking. Taken from this perspective, firstly, the student requires to start reading by learning the letters that commit to the visual operation and are converted at the first stage from letters to phonemes. Secondly, the

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phonemes are combined together and built words. Thirdly, the words are connected together and make sentences and then, they are understood so the meaning is assimilated to the knowledge process.

According to Dechant (1991), the bottom-up model functions on the principle in which the written text is organized hierarchically. The reader processes the small linguistic units then gradually assembling the smaller units to decode and comprehend the higher units.

Therefore, this process begins with attention to small units then moves to the whole meaning can be considered as the traditional approach of teaching reading. For beginners, this model can be very helpful because the learner does not have many schemas about the target language. However, it is not a better method for the skilful reader. Because it will decrease his/her speed in reading and understanding. Since he/she will first pay attention to every single word.

Davies (1995) claims that this process can overload short or working memory. That is, by the time the reader finishing reading an essay, page or paragraph probably he/she will forget what he/she has all ready read.

1.5.2 The top-down model:

The major aim of the top-down model is to think first and then concentrates on the details. It is developed by Goodman (1969,1970,1975,1985), this view stands on the principle that when the eyes come across any printed material there is thinking, next to the predictions about the text focused on the prior knowledge and experience about the language. Then, there is a gradual move to smaller units to analyze the text for confirmation or refutation. As a result, in this model, the reader is not limited with one source of the letter before his/her eyes but the meaning (semantic cues) and the grammar or sentence sense (syntactic cues) which are available at the same time, plus the prior knowledge that the reader brings to the text help him/her in guessing what the upcoming words will be.

Therefore, the top-down model seems to be more applicable and suitable for

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proficient readers in the foreign language program. Since, this student already has a regular schema about the L2. He/she will be able to predict and guess in order to approach the meaning of the text which is the main goal of this view. Understanding and comprehension will proceed more naturally because the reader will not pay attention to the small details that may disturb comprehension and hinder his/her reading speed.

1.5.3 The interactive model:

Rumelhart is the proposer of the interactive model. That is supposed to be the most effective model of the reading process and which is neither bottom-up nor top-down models but a combination between the two. Rumelhart (1977) mentions that reading is a perceptual and cognitive process, in which different sources of interact at the same time. Even though, the model does not explain how the interaction happens between these sources. As reported by Davies (1995), while the reading process the reader begins with the understanding of the graphic cues that are recorded into visual collections. However, once the graphemic information is known as familiar, they seem to interact with the schemata of the reader that are both linguistic knowledge ((syntactic, semantic, orthographic, and lexical) and knowledge of the world.

Dechant (1991) reveals that the interactive model helps the reader to build meaning depending on the selective use of informations from all **sources** of meaning (graphemic, phonemic, morphemic, syntax, semantics) without devotion only to one order. The reader uses all **the** processing levels simultaneously. Although, it may be based on one source of meaning at a given time.

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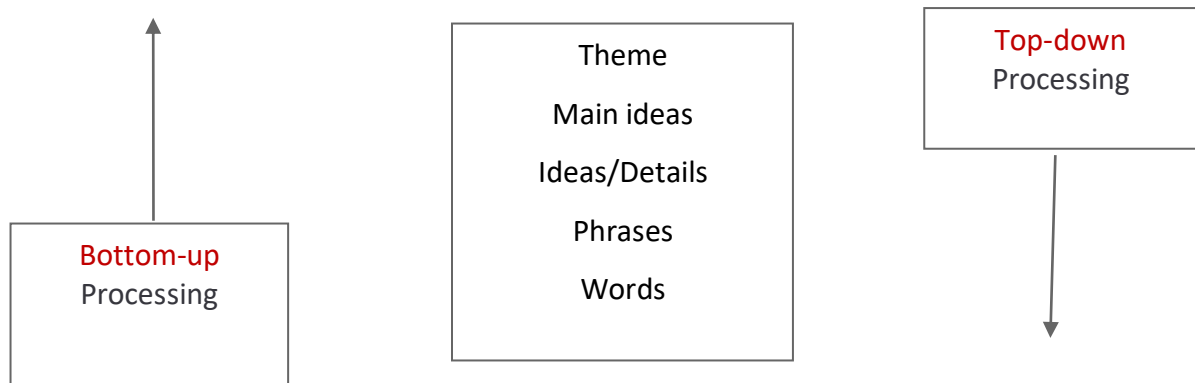


Diagram 1.2: interactive reading model (retrieved from:

<https://www.slideshare.net/mobile/rosieamstutz/interactive-reading-model>).

The diagram above presents the three(03) reading models. The bottom-up model starts by recognizing the smaller units then goes upward to know the higher units. Whereas, the top-down model is a construction of knowledge makes from the whole(theme) to the part(words). And, how these two processing bottom-up and top-down are combined together to reach the interactive reading model.

1.6 Reading comprehension:

The most general definition of reading comprehension demonstrates that it is the skill of constructing meaning through any text is read.

According to Armbruster (2000), comprehension is the aim for reading, if the reader reads the words but without understanding what he/she is reading, he/she is not really reading. Yet, reading comprehension is particularized as an understanding of a text that is read or a process of building meaning through a text (p.41).

Comprehension is the main reason for reading. Without comprehension, reading is a depressing exercise. Friedman mentions that comprehension involves the ability to get the meaning of words in different contexts. For example, being able to recognize satire.

Comprehension is a process that depends on the reader's prior knowledge and in

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the text to build meaning.

Comprehension is clear and apparent if the reader can:

1. Clarify and assess the ideas, the information, the event and relate the information to what he/she already knows.
2. Recognize and remember the most crucial points while reading.
3. Read between the lines to comprehend the meaning.
4. Modify the current knowledge to add new ideas or look to those ideas in varied ways.

When the reader interacts with the written words and exchange ideas between themselves and the message in the text in order to deduce the meaning this means reading comprehension. In other words, to comprehend text, the reader depends upon his/her ability to interpret the printed materials without any difficulties, draw upon his/her extensive vocabulary in addition to the comprehension skills and strategies that help the reader understand the text.

Reading comprehension defines by Vaughn and Bos (2003) as a process of interacting with the text to build meaning by the connection of the reader background knowledge and with the author's information (p.312).

Tiernay (1982) noted that in spite of reading with comprehension, the instructors or the teachers should teach the learners the comprehension strategies in order to read the material with some proficiency (readnaturally.com).

1.6.1 Types of reading comprehension:

There are five (5) types of reading comprehension which are as follow:

1.6.1.1 Lexical comprehension:

That is mean understanding the key vocabulary in the text. knowing what the words mean and review new vocabulary during and after reading the text

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(handinhandhomeschool.com).

1.6.1.2 Literal comprehension:

Answering questions such as what, who, where and when relating to the text (handinhandhomeschool.com).

1.6.1.3 Interpretive comprehension:

Understanding the facts that are not explicitly mentioned in the text through answering the questions what if, why and how. Also, illustrations may help to deduce the meaning (handinhandhomeschool.com).

1.6.1.4 Applied comprehension:

Apply the reader's existing knowledge in the story. That is mean the reader says his point of view about the text and support it with arguments (handinhandhomeschool.com).

1.6.1.5 Affective comprehension:

Understanding of the social and emotional aspects, examining the social texts to ensure understanding plot development (handinhandhomeschool.com).

1.7 The purpose of reading :

It is crucial to recognize the objective of your reading before it is being done. To be acquainted with the purpose it is likely to urge the one to read effectively. In addition to the awareness of the purpose may help the reader to adopt a style of reading which is more appropriate for the purpose. There are two main purposes which are as fellow:

- 1) Pleasure and enjoyment.
- 2) Informations benefits.

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1.7.1 Reading for pleasure and enjoyment:

In other words, reading as a hobby. Clark and Rumbold say that reading for pleasure is an act of a play that exposes the reader to experience the world in his/her imagination. Also, It is the best reason to read anything. the reader selects the material by himself for the sake of enjoying and relaxing. Furthermore, it reduces the symptoms of depression and stress. Margret Atwood says that the moment to learn the most is when reading for pleasure.

1.7.2 Reading for information benefits:

Reading books is considered as a fundamental way to gain knowledge. The information acquired is cumulative and grows exponentially. When reading books the reader will have a strong knowledge base, thus he/she will easily learn new things and solve new problems. Also, it enhances the reader's thoughts, leads to vocabulary expansion and strengthens the writing ability. It keeps the mind of the reader active with endless knowledge.

1.8 Reading and schema theory:

This term "schema theory" is used firstly in the field of psychology by Bartlett. Schemata influence attention and the assimilation of new. The one uses the schemata to systematize the background knowledge and supply a framework for understanding in the future.

Later, Rumelhart (1980), Carell (1981) and Hudson (1982) introduce the term in reading, when debating the crucial role of background knowledge in reading comprehension(p.142). It is all about the reader's background knowledge and how he/she uses it to understand the text.

An (2013) Actions that the main principle of the schema theory deems that the text does not transmit the meaning by itself(p.57). But, the text offers directions to the reader as to how he/she should recapture or build meaning by his/her own prior acquired knowledge. .

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There are three (03) types of schemata that have an effect on reading comprehension :

- 1) **Formal schemata:** It involves the different kinds of expository organizational patterns such as comparison and contrast, cause and effect, problem and solution ... That is background knowledge of conventions and rhetorical structures.
- 2) **Content schemata:** Prior knowledge of the subject of the text, which has a relation with culture-bound.
- 3) **Linguistic schemata:** Deciphering knowledge used to determine the words and recognize their syntax in a sentence. It deals with background knowledge of specific vocabulary and grammar rules.

1.9 Factors affecting reading :

The ability to read any printed material such as journals, magazines, books ... is an innate capacity and natural part in human beings. But, not everyone can read and like to read. There are many factors that may affect the ability to read such as; difficulty to comprehend the text, the environmental factors, motivation and interest, anxiety during reading, and poor comprehension skills that will be explained in detail in the next paragraph (ijel.ccsenet.org).

1.9.1 The difficulty of the text :

If the text is difficult and the reader can not comprehend and understand the words this may affect his/her ability to read because he/she will stop a lot of time in order to explain the unfamiliar words. To avoid that the reader should have prior knowledge about the topic for the sake of making it easier to understand.

1.9.2 The environmental factor :

Dennis (2008) note that the reader will lose his/her focus while reading any printed material if he/she is in a noisy situation (p.66). In this regard, the reader has to avoid reading in a chaotic environment because he will not focus on the reading and the sounds of the TV, radios, and mobiles ...etc will distract the reader's attention.

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1.9.3 Motivation and interests:

Motivation and interests can be considered as an intrinsic factor that may affect the reading. In other words, reading for intrinsic reasons that mean the one read simply because he/she enjoys reading and a desire for knowledge leads to better comprehension and with endless information. EFL teachers should motivate their learners to read by providing them with interesting reading materials during their class.

1.9.4 Anxiety during reading :

Anxiety is another factor that may affect reading negatively. the student feels anxious especially if he/she reads loudly. Eysenck and Derakshan (2011) propose that anxiety hinder performance and consequently student tend to absorb less from the reading material when he/she feels anxious (frontiersin.org).

1.9.5 Poor comprehension skills :

The last factor when the student can not comprehend the text and the inability to decode the words these issues can be caused through the problems of phonetic and fluency also a limited vocabulary in addition to the dyslexia symptoms (soundreading.com).

1.10 Reading comprehension strategies :

Many researchers agree about the five reading comprehension strategies. The later is clearly understandable and effective approaches systematize to promote the comprehensive capacities of the students. when the student uses these techniques he/she will be capable to understand the text and contemplate about the details. It also, aid the students to learn effectively and be able to prepare for any essay or for the test (k12teacherstaffdevelopment.com). The student needs to have a model about the comprehension strategies, then practice them and end with feedback from the teacher. This leads the student to learn comprehension strategies. Which are as follow:

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1.10.1 Activating background knowledge/Previewing:

Or call it schema. Activating background knowledge is the first strategy that should be debated before reading to aid set the phase to what is coming. During the reading, the teacher should encourage the students to make a correlation to the text and their experience. Also, the teacher uses his/her connection as a model process. After reading, the debate should be centralized on how the connections help the students to understand the text and how the text helps them to construct the basis of their existing knowledge (teachervision.com).

When the student activates his /her prior knowledge and makes the connection he /she uses graphic organizers such as concept maps or flow charts in order to map his/her thinking.

Background knowledge plays a crucial role in reading comprehension. When the student reads a new text he relies on himself to his prior knowledge and connects to the new information. A simple question as, what do you know about..... (Specific topic)? (k12teachstaffdevelopments) . This strategy helps the students to understand the text with better comprehension.

1.10.2 Questioning:

It is a strategy used by the student in order to engage in the text. He/she is not only interacting with the text to build meaning but is also checks his/her own comprehension of the text. It can be used by the teacher to cooperate with the student constructs a good vocabulary. It is an instructional strategy that can be yield for the student to improve his/her own reading glossaries and for class debating of words that are unfamiliar to the students (readinghorizons.com).

Help the students to formulate questions before and after the reading session to boost the comprehension. Asking such questions as the nature of the text, what are the main ideas of each paragraph. This strategy of asking and answering questions about the text may enhance the learners to get the meaning easily (k12teachstaffdevelopments)

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1.10.3 Analyzing the text structure:

It is an analytical strategy. The reader uses to scrutinize the structure of the text, he/she sorts out how the ideas are organized and how that organization's accord with the meaning of the text. The student should learn this strategy in order to get a deeper understanding of the ideas in the text (literacyta.com).

In addition, it is considered as a beneficial and helpful strategy that teaches the student how to write standardized and well-organized arguments. When the student study the choices are making by the authors he/she may mimic the mentioned choices in his/her own writing (literacyta.com).

In brief, understand the structure of the text allows the students to get more and may lead the students to a better comprehension of the material (k12teachstaffdevelopments).

1.10.4 Visualization:

Visualizing is a strategy that assists the student to conceive a picture of what he/she is reading in his/herhead. For instance, the student creates such a movie or video in his/her head, **all that** depends on his/her prior knowledge, his/her imagination, and the content of the text(csi-literacy.com).

By designing a rich mental picture. The student **will** be ready to engage directly in the text and makes his/her own visual context that aids to scaffold his/her comprehension as he/she read (csi-literacy.com).

A study shows that the student who builds an effective mental picture has a better recall, a deeper comprehension and conceive more connections(csi-literacy.com).

Pressley (1977) claims that the students who visualize while reading have a good memory rather than those who do not. In other words, the students who create images about the text will involve better comprehension.

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1.10.5 Summarizing:

It is a strategy used after the reading stage. It helps the student know how to determine the most important ideas and combine the essential details that assist them. Also, it demonstrates the student how to take an ample selection of the text and minimize it into the necessary points for more concise understanding (readingrockets.org).

Block and Pressley define summarizing as the ability to connect the main ideas and suppress the irrelevant points and details that may determine the purpose of the reading to the reader. It is considered as the last strategy, the student can summarize the text easily if he/she makes use of **all** the other techniques. He/she may summarize in the form of a diagram, tables or write a piece of paper (k12teachstaffdevelopments).

1.11 Conclusion:

To recapitulate, reading **skill** is very important in language learning. It offers many benefits to the learner. Also, the wide amount of exposure to vocabulary can not be at any other tool. According to much evidence, the reading process has the power to change the person from what he/she is into what he/she **will** be in the future. Comprehension is the main goal of reading, and the comprehension of the text can be achieved through many strategies. The use of prior knowledge, the ability to recognize the words, determine the meaning of the sentence and deduce the gist of the whole text is the most important things to get the comprehension reached. The process of reading deals with the reader, the text and the interaction between them. Consequently, the theorists propose the models of how reading occurs; the bottom-up, the top-down and the interactive models. The latter is an effective one. Lots of what the one knows come from the magazine, newspaper, and texts that he/she has already read. Since, writing is the act of transferring knowledge to manuscript the learner should have more to share before he/she starts the writing activity. Thus, reading plays a great role in the writing process.

Chapter two

Chapter two: Writing skill

2.1 Introduction:

Writing is one of the language skills which is considered as the most complex and difficult task for the learners. It is used in the everyday life, that is, people tend to write messages, brief notes, diaries and etc. A good writing requires vocabulary, correct grammar and spelling also punctuation. It may enhance the one ability to express his/her thoughts and ideas to others. Since, it is a difficult task many students do mistakes while writing. In the EFL contexts, writing is essential for success since student uses it to express his/her knowledge. However, the written expression teachers agree on learners difficulties with this skill which is influences directly the quality of their accomplishments of the foreign language.

This chapter discusses the writing skill. It gives an overview about writing, the types, the writing phases, and the main approaches to teaching writing. Additionally, it illustrates the major difficulties that the student may face while writing. And the last thing is the relationship between reading and writing.

2.2 Writing overview:

Writing skill is a way of communication, this definition has been agreed by most of the researchers.

Arguably, writing is similar to listening necessitates a writer (producer) and a reader (receiver). Writing is an exchanging procedure between the writer and the reader. Communicative writing indicates the adoption of orthography to build up sentences that are grammatically correct which communicates meaning to the reader (masscommunicationtalk.com,2016).

According to Harmer (2001), writing is a system of communication to transfer speculation or to express ideas, views, feelings through scripts form (p.79). While Tarigan (1985) and Jonah (2006) have the same attitude toward writing skills. They claim that writing is an indirect tool of communication in which the writer(encoder) tries to convert a message to the reader (decoder) by producing something written such ideas, information, or feelings. Consequently, writing is a productive skill (p5-29).

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Nation (2009) declares that writing is an activity that can successfully be elaborated by the usage of other skills listening, speaking, and reading. This elaboration may make it possible for words that have been used receptively to come into productive use (p.112).

Suparno and Jonah (2006) assert that writing is a set of activities that involve numerous stages. For instance, the preparatory stage, the content development, and review in addition to the vision phase (p.79). In fact, the one has to know how to manage the writing stages and aspects involved to achieve producing a good piece of writing.

Another definition of writing is proposed by Widdowson (1978) is that writing is an act of constructing accurate and correct sentences and imparting them into paper, which usually involves the usage of the graphic language (p.93).

Hyland (2003) affirms that achievement in language development is subject to enhancement in writing skills. A writer must produce an effective text that involves to be cohesive, clearly structured, interesting, logical and organized with full of vocabulary and mastery of conventions in mechanics.

Kellogg (2001) declares that writing is a cognitive process that tests memory, thinking ability, and verbal command to successfully formulate ideas, because skillful composition of a text signifies to a better learning of a second language (p.112).

Troyka and Nudelman (1994, as cited in Singleton-Jackson, 2003) say that writing is not taking a pen in hand and waiting for the words to flow in the paper, it is a sophisticated process and there are some steps that the author needs to conform. So, the writer has to deliver his/her ideas, which needs to be controlled, chosen, and prioritized, to transfer the ordered ideas into text, applying the appropriate lexicon, grammar, and to revise his/her writing in order to make the meaning clear and to prevent the mistakes (p.60).

The website of the Blackwell encyclopedia of writing systems (1999) defines

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writing as a series of visual or tactile symbols used to express the units of language in a systematic method, with a purpose of reporting a message that can be restored by everyone who knows the language and the rules through its units which are encoded in the writing system(p560).

In other words, writing is an activity to form words which in turn are arranged to form sentences, the sentences are logically and grammatically connected in order to produce a piece of writing(masscommunicationtalk.com,2016).

Absolutely, writing is a complicated process with the control of the language both of the sentence level(grammar, structure, vocabulary, punctuation, spelling and then the information) as well as the sentence rank(organization, arrangement and integrating the information into a cohesive and coherent paragraph or text) the writer should write something with meaning(englishforthesis.blogspot.com,2012).

2.3 Types of writing:

There are four main types of writing expository, descriptive, persuasive, and narrative. Each style is used for a specific aim. One text can be written in more than one style.

2.3.1 Expository:

The author uses this style in order to explain, inform or define a subject to the reader. It is often adopted in the academic world. As the author tries to explain a concept without any defend or support and avoid to mention his/her point of view or opinion but the emphasis on logic facts about the topic involving statistics and other evidence. The duty of the author is to give the reader much more about a certain topic in which the reader after finishing reading he/she feels that he/she learns something. This type is the most common that is used on textbooks, how-to articles, recipes, business, technical or scientific subjects.

2.3.2 Descriptive:

Generally, this style finds in fiction however it can be presented some times in

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non-fiction such as memoirs or travel guides. When the author writes descriptively he/she is designed a portrait by using words about person, thing, or place for his/her audience. The author applies the usage of figurative language like metaphor, allegory, personification and similes in order to describe the author's reaction via the five senses (sight, hearing, taste, smell, and touch). The writer describes the things as they are without trying to convince or explain to the readers.

2.3.3 Persuasive:

It means to convince the reader to believe an idea or an opinion. It is a form of non-fiction writing, the author uses his/her opinions and biases as well as logic arguments and reasons as evidence of the correctness of his/her attitude. Concrete and reasonable examples can promote the writer's opinion. Some authors include counterpoint reasons in order to present both sides negative and positive points to the audience. Additionally, the author tries to appeal to the reader's emotions, it aims at convincing the reader by appealing to human feelings (sympathy, anger, and sadness) that may enhance the reader to be affected emotionally about the subject.

2.3.4 Narrative:

It is any form of writing which tells a story. Usually, it is characterized as fiction that is focused on creative and imaginative events and stories that did not actually happen. It is almost used when writes longer pieces. When the writer narrates a story he/she should take into account the five elements that are; the plot (the thread of events that occur in a story), the setting (the location of the events in time and place), the character (the people in the story), the conflict (the problem that is being resolved), and the theme (What is the moral of the story). The narrative can be a sequence of events that ordered chronologically or an imagined story with flashbacks or multiple time lines. This style can be essays, fairy-tale, movies, or jokes.

2.4 The writing phases:

2.4.1 Pre-writing:

Pre-writing, the planning or the preparatory phase is the first stage of the writing

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process. It is all about what the writer does before actually start writing his/her rough draft. It involves such a set of strategies as clustering, freewriting, and outlining.

1) Clustering:

Diagramming or mind-mapping. It is a graphic way to put the ideas on paper and exhibiting how each idea connected to the other. Clustering is so useful and helpful because the one can not think in a consecutive and direct way. The mind launches in one path but one thought covers another in which the writer likes to write them down before returning to the original and the basic idea.

This phase is typically done by using a pen and paper. The author starts by putting down the topic in the center of the page and circles it. Next, writes down any word, sentence or idea that comes to mind in which has a relation with the topic circle and connects them with the most enclosed ideas. Additionally, the writer has to keep back to the original topic to avoid deviation.

2) Freewriting

It is free. Since it is writing in which the correctness and the quality are out of the writer's attention. Writing with no interest in grammar, spelling or punctuation. Its goal is to withdraw the ideas out of the head and put them onto paper. Freewriting is a terrific tool for opening the road to unleash the creativity of the author. It has the main slogan "do not stop" that is the writer does not think and then writing, he/she is thinking and writing simultaneously.

3) Outlining:

It may be considered as the last step a writer can do in the pre-writing stage. An outline permits the author to classify the prominent points and rearrange the paragraph into an order that creates sense and to be sure that each paragraph can be completely improved. Almost, creating an outline assists the writer to avoid getting stuck when conducting the actual writing of the essay.

The outline furnishes a map of where to go with the manuscript. A well-

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developed outline will indicate what the central idea of each body paragraph is and the argument that will be delivered in each paragraph to validate the main points.

2.4.2 Writing:

Namely drafting is the second stage. During this phase, the student uses the information and the ideas depending on his/her plans and outlines from the first stage (pre-writing) and put them down onto the rough draft. Indeed, the major aim for the student is to take the disorganized thoughts and ideas that he/she has brainstormed and try to build actual sentences even if the grammar structures, spelling, and punctuation are incorrect because it is the student first rough draft he/she does not need to worry about them. So, he/she expands his/her thoughts freely into fluent sentences that have sense. In this stage, the teacher starts helping the students and gives them about their writing. Additionally, if the student writes a lot of rough drafts, it is not a problem to worry about, even the celebrated writers produce multiple drafts before they produce their finished manuscript.

2.4.3 Revising:

It is an imperative stage. Through revision the writer significantly changes his/her writing piece. During this process, the student scrutinizes carefully his/her draft and tries to apply the A.R.R.R (add, rearrange, remove, replace) approach that many writers naturally adopt it.

✓ Add:

When it comes to adding. Automatically, the writer relies on himself/herself and returns to his/her pre-writing outline and checks if he/she uses all the ideas. Additionally, he/she should ask himself/herself the questions; does the reader need to know more about the topic? Is the word count adequate?

✓ Rearrange:

It is the step where the writer considers the flow, pacing, and sequence of his/her writing. Looking at whether all the paragraphs in the writing piece follow each other

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in a logical way and does one paragraph flow smoothly into the next one.

✓ **Remove:**

The writer checks if there are some redundant words, phrases, or sentences. Are the readers experiencing overload that leads the text to have unnecessary details? So, he/she removes them. Also, eliminate some passages that do not quite fit and if the text seems to be difficult to read.

✓ **Replace:**

Rewriting phrases, sentences, or a particular paragraph that do not make sense to the text. In brief, the writer may replace the over used and unclear words with stronger and clearer expressions. Finally, the author should read his/her writing loudly to be sure that it flows smoothly.

2.4.4 Editing:

It is a different phase from revising. During this stage, the author edits his/her manuscript by taking into consideration the structure of writing. He/she focuses only on grammar, spelling, punctuation and sentence structure. In other words, the writer simply fixes the mistakes he/she has made while writing such as typos, grammar errors and spelling mistakes. When editing, the writer shapes his/her writing and prepares it to be published. In addition, it is a step that preferably done by another person who has a fine eye for details and is a stickler for grammar and punctuation.

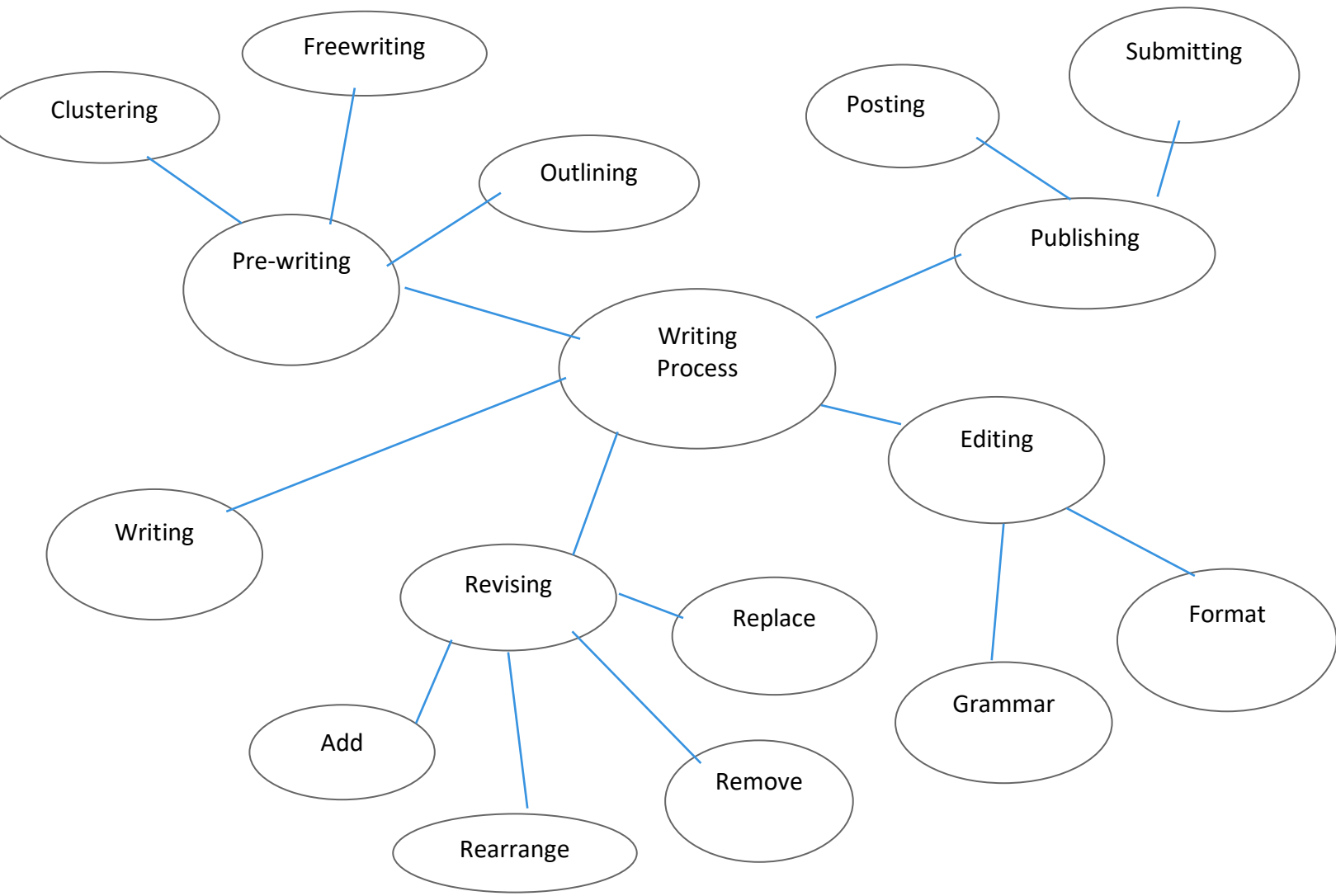
2.4.5 Publishing:

It is the last stage of the writing process. After all, the hard work and the efforts are making by the author, it is time to share his/her manuscript with the audience which is the main goal from the beginning. The publisher should think FLASH to assist him/her for publishing.

- **F:Format:** the writing piece should contain the three(03)parts which are: the introduction, the body, and the conclusion.

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- **L:Looks:** use of illustrations or a title page to attract the reader to look to.
- **A:Accuracy:** accurately revising and editing the work before submitting or publishing.
- **S:Spacing:** the spacing should be respected(between the words and the margin on both sides).
- **H:Hand writing:** the hand writing should be neatest with the usage of the appropriate letter sizes and shapes.



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Diagram2.3: The writing process adapted from
(<http://blog.writeathome.com/index.php/2011/08/3-prewriting-strategies-for-any-writing-project/>).

The diagram above presents a picture of the writing process by using the clustering strategy. The topics circled in the center and linked to other topics that have a relationship with the main idea.

2.5 Approaches to teach writing:

Researchers focus on three main approaches to teach writing which are:

2.5.1 The product approach:

It is a traditional approach to teach writing in which focuses on imitation. The student is supported to mimic a model text that is usually introduced and examined at an early stage. The major characteristics of this approach are:

- The writing difficulties are minimized since the student begins his/her writing from a very controlled basis.
- of the model text.
- The arrangement of ideas is more important than the ideas themselves.
- Ample emphasis is at the end of the product.

1. Familiarization:

This stage is done by reading the model text and next highlighting the features of the genre. These features might be related to content, lexis, organization, grammar, and style. For instance, if the student studies a formal letter he/she tends most attention to the significance of paragraphing and the language used to build formal requests. Or, if he/she examines a story possibly the focus will be on the methods used to construct an interesting story. Also, the student focuses on where and how the author applies these methods.

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2. Controlled writing:

The student does the controlled practice of the highlighted features from the examination of the model text. Usually, it is done in isolation. In other words, after recognizing the key generic features the student practices them to feel more confident to produce his/her work. This stage involves such activities as gap-fill, true or false, finding the mistakes in a text, etc. Which is mostly depend on the student's needs. As an example of the formal letter, in this step, the student may be asked to apply the language used to build formal requests.

3. Guided writing:

It may be considered an imperative stage since it deals with the organization of ideas. The students can work collectively and start thinking about the text that they are supposed to write. From this perspective, the students generate ideas and take notes on what they would like to entail in the text and the language that might be helpful for them to demonstrate their work. As an example, if the students are required to write a CV. They start to write down ideas related to their education, work experience, qualifications, etc. During this stage, the teacher's role is a provider that is giving feedbacks and help the students with emergent language.

4. Freewriting:

It is the final stage, the result of the learning process. The student produces his/her work individually, by using the skills, the structure, and the vocabulary that he/she has been taught from the beginning.

2.5.2 The process approach:

This approach emerges as a reaction to the product approach. Harmer (2001) claims that the process approach necessitates the learners to think seriously about the procedure to come through a satisfactory written work(p.260). The same view is suggested by Brown (2001, as cited in Onozawa p.160), by saying that if the author undergoes a process of thinking he/she will succeed in the final written work.

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Goldstein and Carr (1996) state that the process writing involves a wide-ranging strategies that encompasses pre-writing tasks, planning the work, as well as revising and editing. These activities collectively relate to as process-oriented instructions, approachi writing as problem-solving.

In this approach there are three (03) stages will be mentioned which are pre-writing, composing/drafting, revising/editing. Furthermore, the last step is not cited for the reason that Terrible (1996) says in the last stage the writer is simply stop writing, for the work he/she is supposed to be accomplished.

1. Pre-writing:

This phase refers to the section when the learner looks for ideas to start his/her writing. The writer generates thoughts and ideas via strategies as freewriting and brainstorming. Since, the students are variables and not full of ideas, the teacher role is a facilitator, he/she tries to facilitate this stage from time to time by initiating debates, discussions or providing a text about a particular topic.

Hyland (2003) lists some of the strategies and techniques of pre-writing such as:

- **Listing:** list details for writing a specific topic (people,place,feelings,objects...).
- **Freewriting:** fast writing with the ignorance of grammar,spelling, punctuation.
- **Looping:** enlargea freewriting idea via reflection and further freewriting -limited time.
- **Clustering:** pattern of circled idea connected by arrows showing the combination between them.
- **Cubing:** six (06) methods explorations: description, comparison, analysis, association, application, and argument.

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- **Questioning:** ideas for writing produce by who,what,when,where,how,and why questions.

Hyland (2003) explains the use of these techniques. For instance, the two (02) first activities; listing and freewriting are supposed to be used at the very beginning of this stage briefly and with the ideas which are found, it is better to go forward with discussions or plans. Besides, due to the fact that the other strategies as cubing and clustering may depend upon a carefully planning, working cooperatively can assist the learners more in achieving these tasks. Hedges (1988,as cited in Tribble 1996) strengthens this view by saying that writing collectively in the class generates discussions and activities which enhances an effective process of writing.

2. Composing/Drafting :

In this phase, the author has already determined what to write about and moves on with elements of his/her work. In spite of its considering as a separate stage. Tribble(1996) asserts that composing and Pre-writing have not necessarily fine line between them. Since, making it possible to go back and forth between these two phases. Thus, this phase should not be estimated as a separated one from the others. He also mentions that successful composing only occurs after an author has constructed an extensive experience of written texts, has improved a set of skills as an author, then has done the work in particular preparation of the text in hand.

Hyland (2003) mentions a range of benefits of the extended writing tasks, similar term he uses to name the composing tasks. The benefits are:

- Provides opportunities for the learners to build a piece of discourse to the audience which is textually cohesive, ideationally coherent, and stylistically appropriate.
- Offers chances to the learners to develop and express ideas that are in response to other's ideas or to real-world/realistic situation.
- Provides students with an experience of the independent performance, they combine the knowledge of the language, process, content, context , and genre.

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3. Revising/Editing:

Before defining the stage, it is better to clarify the difference between revising and editing. Tribble (1996) quotes Hedge's (1988) saying about the difference between them, he says that revising is getting the content right first while editing is leaving details as correcting spelling, grammar, and punctuation. Again, to regard them as homogeneous stages to be applied consecutively. Kim (2006) denotes that they are the final stage before publishing, the teacher or peers feedback or comment is essential during this stage. Since, the learner tries to modify his/her work according to that.

Nolasco (1987, as cited in Tribble 1996) classifies some the writing features to be checked in this stage :

- The layout.
- Spelling.
- Punctuation.
- Grammar.
- Handwriting.
- Word order.
- Choice of words.

Also, Tribble (1996) lists some of questions to be answered in which they have relation to the organization of the written work.

- Check if the written text makes sense?
- Does the page is correctly organized?
- Is the information put in clear and logical order?
- Does the unnecessary information removed?
- Does the information presented fit the needs of the reader?

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2.5.3 The genre based approach:

This approach focuses on one basic idea that is making the students scrutinize as many as texts as they can, which have a relation to a specific genre before they begin the preparation of their works on that genre. Usually, this approach is tied up with the field of ESP (English for specific purposes). However, the application of it in any English class is useful as well. According to Harmer (2001) the student needs to take into account the essential features which are the topic, the style, the context, and the reader while writing in a specific genre.

Halliday (1978,1994) is the first one who developed the genre based approach, and then is investigated by Martin (1992), Christie (1999), and Macken-Horarick (2001)(pp.11-23). Halliday's approach encompasses three essential (03) stages that stand on a cycle of teaching-learning. These stages have not a particular order, rather in any case the teacher gives support that has to be utmost level. These stages are as follow:

- Modelling a text.
- Joint construction of a text.
- Independent construction of a text.

Modelling a text phase needs to be guided by the teacher that is guided the students to recognize the language features (tenses, pronouns,...) of a model text of a specific genre. During this stage, paying attention to the moves (writer intentions) in the text is essential for the learners. For instance, the moves can involve introducing an argument, promoting the argument, and expecting a result.

The goal of the joint construction phase is to enhance the features that the students recognized at the first stage.

In the last stage, the independent construction, the students write their text with encouragement from the teacher it is needful. In this phase, the learners can apply

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the process approach to writing.

In addition, there is another version of the genre approach that is not spoken of earlier is Swales' model. Swales (1990) defines the genre as a communicative events happen in a class in which the members share a collection of communicative goals. From his definition, the inference that can be deduced is there are some agreements regarded to the purpose the author has in mind. For example, writing reports to offer information or statistics about a particular issue. As its goal sets its agreement for any written text. Its agreement differs from writing a personal letter to a friend. Furthermore, Swales (1990, as cited in Kim, 2006) says that in addition to the conventions there are some structural characteristics for every genre connects to its goal(p.29). These characteristics are the standards of organization structures and linguistic features, also have an influence on the sequence of the manuscript.

2.6 Writing difficulties:

Mostly, the writing difficulties relate to such aspects as grammar, cohesion, and vocabulary. The student encounters these difficulties because of many factors. As Arago, Baires and Rodriguez (2013) indicate that not only the self strategies affect the performance of the student, but also the effectiveness of the techniques that are used by the teachers in the English classes (p01). Also, they say that lack of interest of the student in writing and learning to write leads to a low writing proficiency. From this perspective, a study is conducted about the main problems that the student may face while writing and the result is that they may face problems with grammar, vocabulary, spelling and punctuation.

2.6.1 Grammar:

Grammar is the study of words, how they are combined to get a meaningful sentence and how they change in various situations. It is the system and the structure of a language. Seely (1998) claims that the structure of the sentence, the conjunction, the object and the word order are mostly the main problems that the learners encounter while writing (p.161). There are some repeated mistakes that are made by the learners. For instance, the student oftentimes does not pick up the accurate verb

Chapter two:Writing skill

tense for formulating an idea or does not apply it in its appropriate form. Also, he/she may fail in using the articles (A/The) perfectly. Or, he/she puts the words in a disorganized manner in a sentence. Lack of parallelism is another mistake. It is accomplished when similar grammar components, phrase, words, or clauses used in a sentence with grammatically similar structure. Parallelism boosts the clarity of the manuscript and makes it easy to read.

2.6.2 Vocabulary:

Nation (1990, as cited in Mehring, 2005) suggests that the major aspect in the language skills is vocabulary. The latter is defined by Cambridge dictionary as all the words and terminologies that a person knows and uses. A rich vocabulary facilitates all the language skills listening, speaking, reading and writing in one hand. In the other hand, lack of vocabulary makes a negative impact on the language skills. For example, writing, if the student has poor vocabulary he can not convey his/her message while writing. As Wilkins (1972) says that a very little can be conveyed without grammar, while nothing can be conveyed without vocabulary(p.47). The student may fail to recall the words or he/she does not know their meaning. Also, he/she may have a problem with applying the appropriate word in the appropriate place. Consequently, vocabulary has a great significance in the writing process in which can be indirectly improved either by listening or by reading.

2.6.3 Spelling:

Spelling words in English is irregular and yet many native speakers have problems with it. Spelling errors do not normally arrest the readers to get the meaning that the writer wants to say, but they may take a negative impression. Consequently, it is suitable and advisable to attempt to take off the mistakes from the important pieces of writing. Perhaps, writing on the computer and use a spellcheck it is the best way to avoid these kinds of errors. Or, using a dictionary diligently is a good substitutional. Banacha (2013) indicates that the spelling errors may appear due to the fact of less concentration, tiredness and carelessness that are showed by the students about the correctness of the terminologies(P.4).

Chapter two: Writing skill

According to Harmer (2001) the agreement between the sound of the word and the form it is spelt is not consistently apparent (p256). Additionally, he states that the reason of the difficulty in spelling for the students is actually that not all the varieties of English spell the same word in the same manner. As an example, the American English enunciate the word "behavior" varies from "behaviour" in the British English. In this regard, Harmer(2001) suggests reading extensively as a remedy for the learners to take control of the spelling difficulties.

2.6.4 Punctuation:

It can stand as another problem and difficulty to the learners. Carroll and Wilson (1993) present three main problems that are linked to punctuation. Firstly, the punctuation rules are not exact, it is complex and it relies on the writer's style. The manner the student punctuates his/her text can completely change the meaning. Because, the punctuation marks vary and each mark is a different way to interpret the meaning. As a result, the student is required to pay more attention when he/she punctuates his/her text because it is a huge problem. It may affect his/her transferred message because the reader will build another meaning depending on how does the writer punctuates.

2.7 The relationship between reading and writing :

Reading and writing are two disciplines that have a vital role in the language learning and the key thing which links them together is that both are about the written word. Thus, reading is the interpretation of the written language by someone whereas writing is the creation of a language by someone for others to read. Basically, reading influences writing and writing influences reading. That is, reading instruction is mostly effective when rolled with writing instruction and vice versa. In other words, when the student picks up the writing instruction, his/her reading fluency and comprehension develop. If the student read any material he/she will learn more about the language. Reading is an important skill need to be mastered. Because, it brings a lots to the learner, grammar, vocabulary and understanding of the language works. In brief, reading teaches the learner many language aspects that will later become helpful in

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writing. Without reading the student can not know how and where apply the words and the manner sentences are built. Without reading the writer will be practically powerless, even if he/she has the material needed, letters and words he/she will not have the knowledge to practice them.

Rosenblatt (1988) says that reading and writing vary in that the writer begins with a blank page and he/she should produce text. In the other hand, the reader begins with a full page and he/she should produce meaning. Krashen (1985) states that the EFL teachers need to give their learners some texts to read before they actually start writing in order to use them as an input(p.62). Since, reading and writing are concerned as a part of the language learning with a mutual relationship.

2.8 Conclusion:

This chapter seeks to give a detailed understanding of the writing skill. To sum up, learning to write is at the core of learning English as a foreign language. That is to say, more efforts should be given from the part of the teachers and the students to be managed towards finding out successful classroom and outside classroom tools to enhance this language skill. Being aware about how the one reach to produce a piece of writing is important in appraising and getting over disappointment while- in the process. It is necessary to deem the writing levels by both the teachers as well as the learners to advance smoothly in its acquisition. Thinking about improvement at the beginning is the cause of anxiety and failure and omitting a deep reflective style at advanced levels arises in incompleteness in writing. Moreover, combining reading and writing may have a deep effect on the students writing ability. The essential benefits of teaching reading and writing together is to expose the learners to different sample of texts and then practice them and allow the students to acquire new vocabulary and new ideas.

Chapter three

Chapter three: Data analysis and interpretations. .

3.1.Introduction:

This chapter is devoted to the practical side of this research. After conducting the questionnaire, interviewing the teachers about the reading skill, the researcher will interpret and analyze his/her findings qualitatively and quantitatively, using bargraphs and pie charts. In data analysis, the researcher wants to look into students and teachers views on integrating reading in the English curricula. Also, the researcher aim is to know teachers opinions and their awareness about the role of reading in promoting the writing ability of the students.

3.2 Types of research:

3.2.1 Quantitative research:

Quantitative research collects data in a numerical form which can be put together in to categories, rank order or standardize in units of measurements. This kind of data can be used to build tables, graphs of raw data. It aims to set up general laws of such a phenomenon over various settings and contexts. Research is applied to examine a theory and eventually reject or support it. Typically, quantitative data yielded by experiments because it is concerned with measuring things. Whereas, other research tools such as the questionnaire which is one of the main tools in gathering quantitative data. In this approach, the sample size is larger. The questionnaire is a research tools. It comprises a set of questions for the sake of collecting data from respondents. It can be taught as a type of written interview. Also, it is more useful for large population and can be accomplished by mobiles, emails or face to face. While, the prominent problem with the questionnaire is that the respondents may lie when answering the questions or may bend the truth to create a positive image about themselves.

3.2.2 Qualitative research:

Punch(1998) says that qualitative research in an empirical research that is the data are not in the form of numbers(P4). It has one goal which is understand the social reality of individuals and groups approximately as its participants live it or feel it. Consequently, individuals and groups are studied in their natural setting. Qualitative approach is considered as exploratory and pursue to analyze "how" and

Chapter three: Data analysis and interpretations

"why" a specific phenomenon functions as it does in a certain context. The researcher in this approach has a mixture of methods to improve a deep understanding of how individuals and group notice their social realities and as a result, how they act in the social world. Shohamy(1989) indicates that usually the qualitative approach is in the form of words either orally or written modes. In this sense, qualitative research emphasizes on two methods which are interview and class observation. In this approach the sample size is usually small and the respondents are picked to accomplish a given quota.

Besides, the interview involves to administer thorough individual interviews with a small sample size of respondents to investigate their views about a particular issue. Consequently, the interviewer seeks to build a friendly, non-threatening environment. Also, he/she needs to provide the interviewees with a brief introduction to the study, the latter involves the interview content and the duration, and confirm anonymity and confidentiality to the respondents. The interview is viewed as more useful and practiced method, since it gathers data by recording **all** what have been said, which means it allows the interviewer to come back again to the information for the sake of checking or scrutinizing.

3.3 Research methodology and design:

The research design is purposed to supply a suitable framework for a study. A very considerable decision in research design process is the selection to be made concerning research approach since it specifies how relevant information for are search **will** be gained. This study involves a diverse type of methods, which are the questionnaire and semi-structured interview. Both tools are adopted to carry out the study quantitatively and qualitatively.

3.3.1 Sampling and population:

To achieve the current study, the researcher selects two major tools for data collection. On one hand, the questionnaire was shared by the students of Dr Moulay Tahar in University of Saida, they represent forty(40) students. On the other hand, the semi-structured interview that was submitted to the teachers at the English department in the pre-mentioned university. The results of the gained data are produced in forms of tables and graphs. This, tools are presented in very detailed way, by numbering the tables, entitling them, and followed by the analysis.

3.3.2 Data analysis:

3.3.2.1 Students' questionnaire presentation:

The questionnaire was addressed to the first year English students. The researcher selects her population randomly, which is estimated to be forty (40) learners. The questionnaire covers sixteen (16) questions which are organized in a logical order. The questions are either closed-ended questions, demanding from the students to pick "yes" or "no" answers or to choose from multiple choices, or open-ended questions, asking the students about their opinions or to justify.

General information:

Item1:Age

| Age | Number | Percentage |
|-------------|--------|------------|
| Under20 | 27 | 67% |
| More than20 | 13 | 33% |
| Total | 40 | 100% |

Table3.1: Student's age

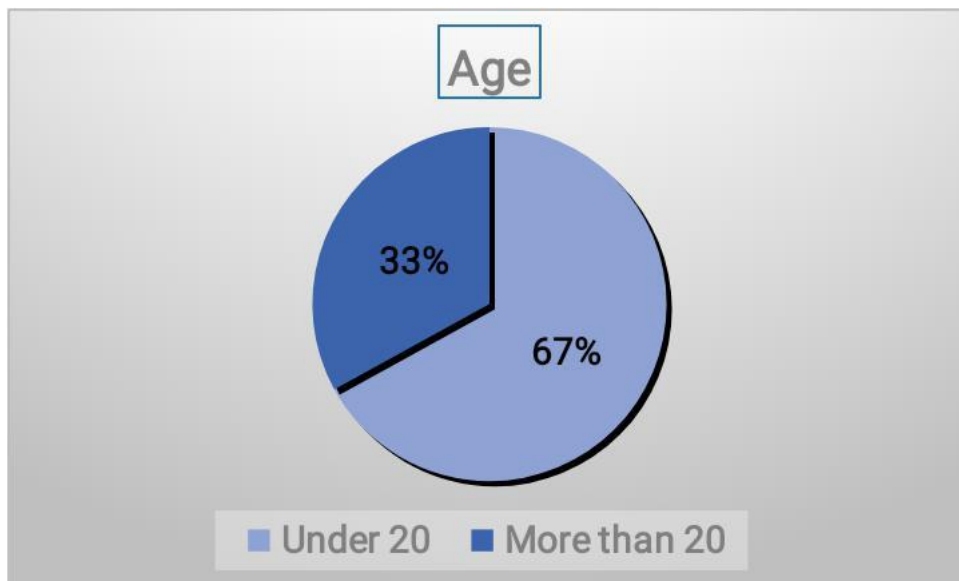


Figure3.1: students' age.

The purpose of this question is to know whether the students are aware about reading books and its role in learning a foreign language. According to the data obtained from the table and figure3.1. 27 participants representing 67% are under 20 years old (eg.19). Whereas, 13 students representing 33% are over 20years.

Chapter three: Data analysis and interpretations. .

Item2: Gender.

| Gender | Number | Percentage |
|--------|--------|------------|
| Female | 23 | 57% |
| Male | 17 | 43% |
| Total | 40 | 100% |

Table3.2: Student's gender

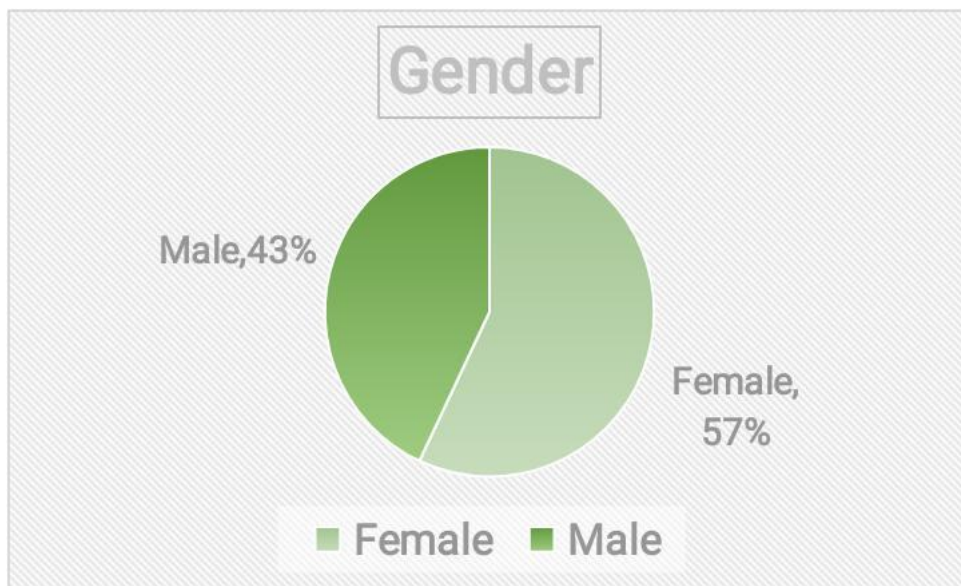


Figure3.2:students gender.

The researcher asked this question to know the gender of his/her participants. As shown in the table and figure 3.2. There were 17 males while 23 of them out of 40 were females. The results of this question revealed that the majority of the respondents are females with percentage of 57%. While, the males representing 43%. This means that the females are more interested in learning the English language.

Section one:Reading skill.

Q01:students' level.

Chapter three: Data analysis and interpretations

| Option | Number | Percentage |
|---------|--------|------------|
| Good | 09 | 23% |
| Average | 31 | 77% |
| Poor | 00 | 00% |
| Total | 40 | 100% |

Table3.3: Student's level in English

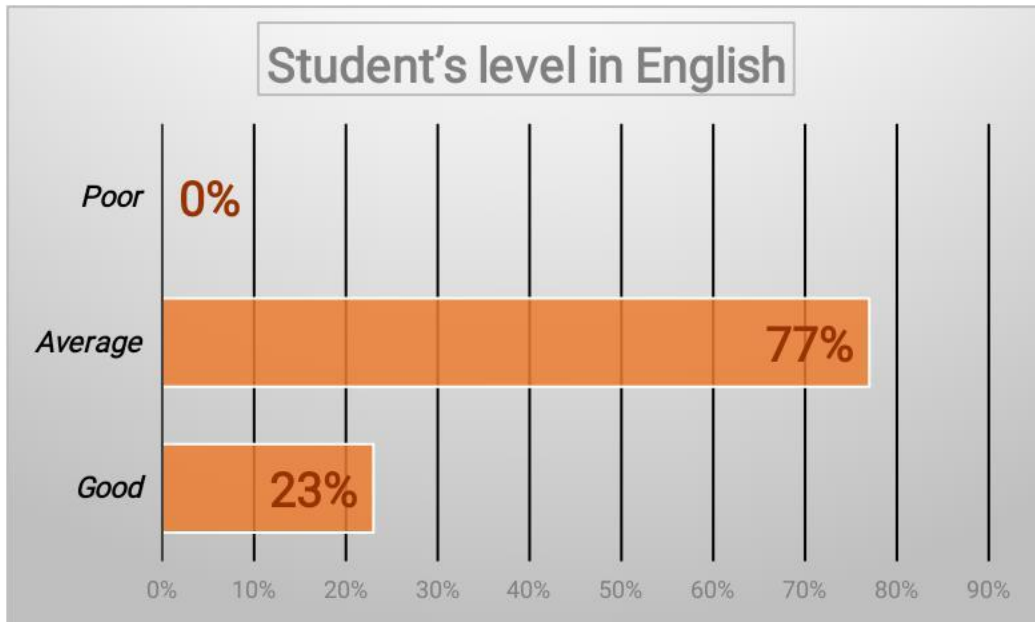


Figure3.3: students' level in English.

The students are required to evaluate their level in English from good to poor. As shown in the table and figure3.3, most of the students have an average level in English which was about 31 (77%). While, 09 students (27%) claimed that they have a good level. And no one say that he/she has poor level, they all place themselves in an intermediate level relying on the number of years they were studying English.

Q02:Students'atitudes towards reading.

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 34 | 85% |
| No | 06 | 15% |
| Total | 40 | 100% |

Table3.4: Reading preference

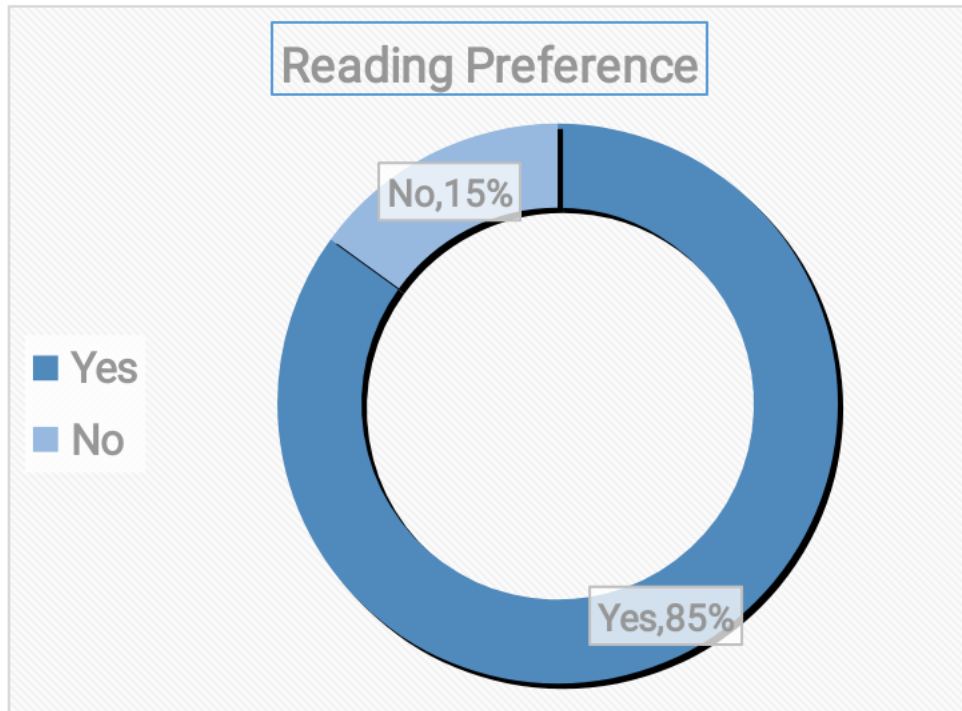


Figure3.4:Reading preference.

This question aims to investigate whether the students like reading or not. According to the table and figure3.4 all the respondents 34 (85%) like reading. Six (06) students representing 15% dislike reading. The results indicate that the majority of the students are aware about the importance of reading in learning foreign language.

Q03: Reading frequency :

| Option | Number | Percentage |
|------------|--------|------------|
| Frequently | 04 | 10% |
| Sometimes | 25 | 62% |
| Rarely | 11 | 28% |
| Total | 40 | 100% |

Table3.5: Reading frequency

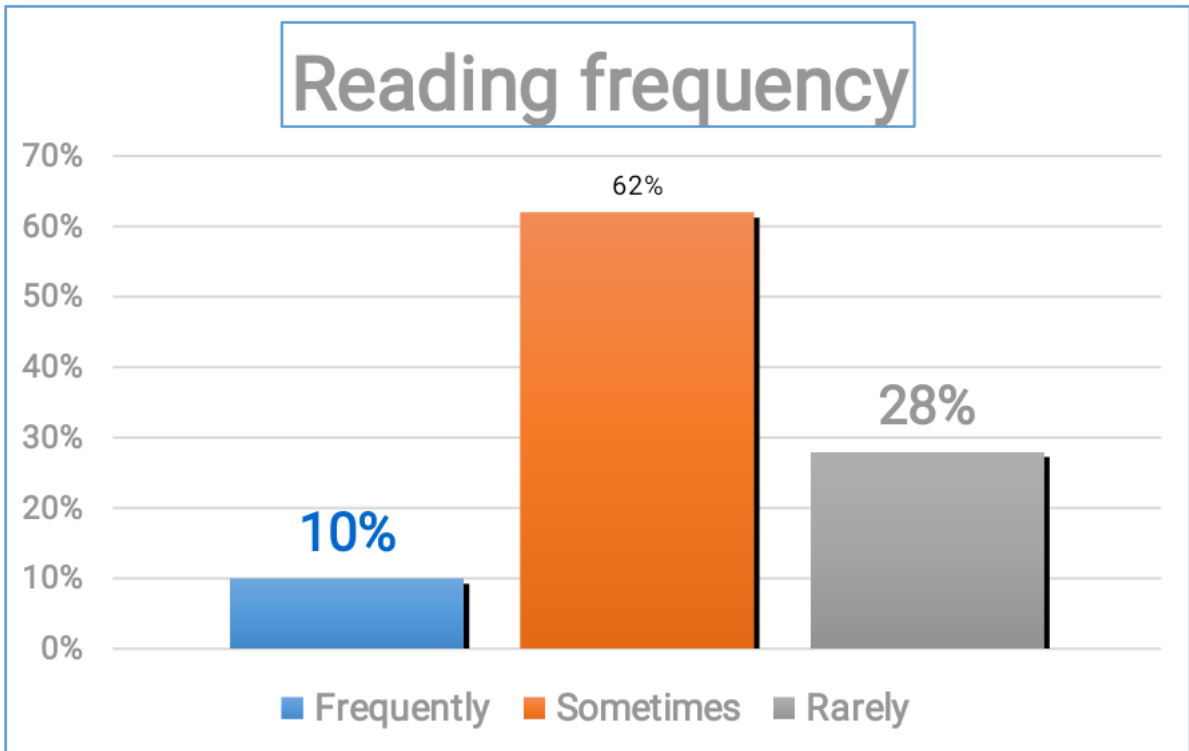


Figure3.5: Reading frequency.

This question aims to know whether the students practice reading as a daily activity or not. The above table and figure3.5 illustrated that few students 04 (10%) do frequently reading. And more than the half of the respondents 25 representing (62%) tend to sometimes attempt to read. While, eleven (11) students (28%) do rarely engaged in a reading task. The results stated that the most of the students usually read and few of them rarely do it.

Q04:Reading benefits:

| Option | Number | Percentage |
|---------------------------------|--------|------------|
| Newideas | 12 | 30% |
| New terminologies | 12 | 30% |
| Know more about target language | 16 | 40% |
| Total | 40 | 100 % |

Table3.6: Reading benefits.

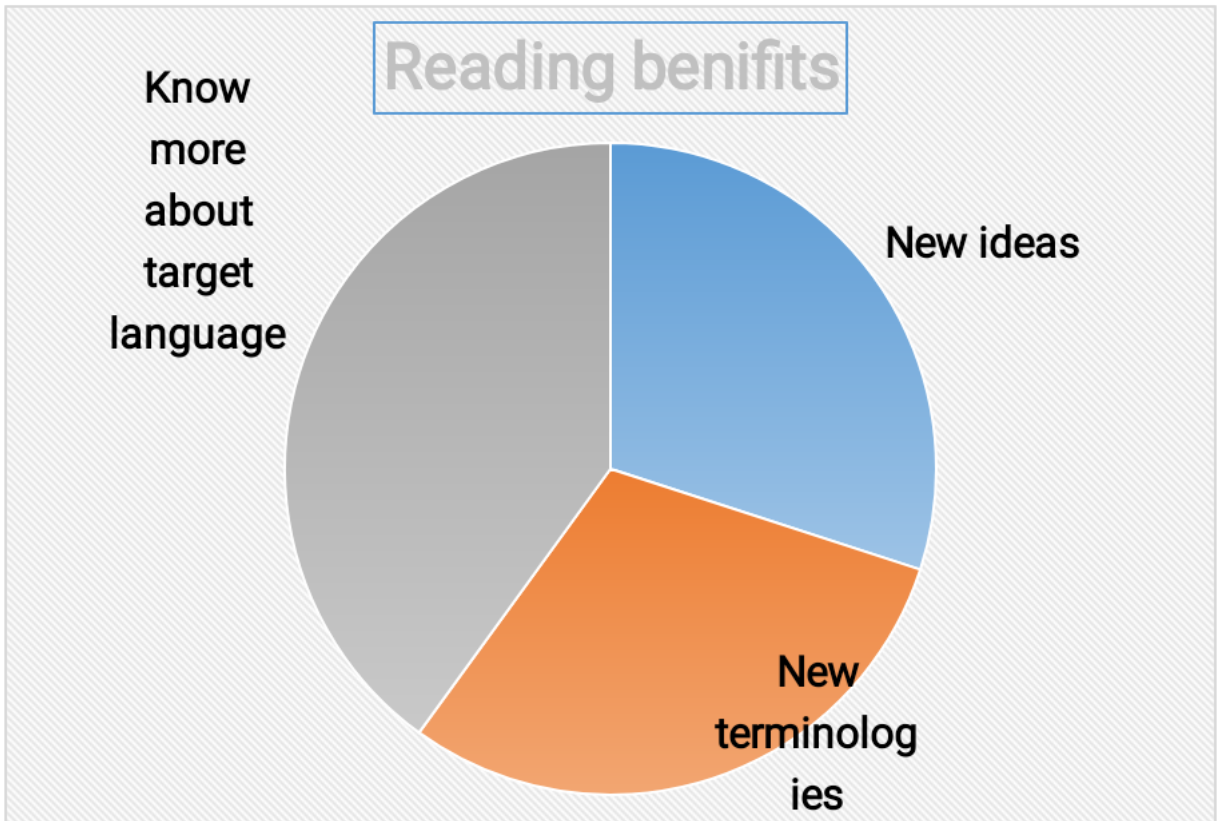


Figure3.6: Reading benefits.

The reason behind formulating this question was to recognize what the students obtain after reading a new material. As presented in the table and figure3.6. Some students 12 representing (30%) say that they retrieve new ideas and the same number of students (30%) state that they learn new terminologies. While, the others 16 students about (40%) indicate that after reading a new text they know more about the target language. The results demonstrate that all the students are conscious about the reading benefits.

Q05: The purpose of reading.

| Option | Number | Percentage |
|-----------------------|--------|------------|
| For yourselfknowledge | 16 | 40% |
| To pass the tests | 00 | 00% |
| Vocabulary expansion | 18 | 45% |
| For pleasure | 06 | 15% |
| Total | 40 | 100 % |

Table3.7: The purpose of reading

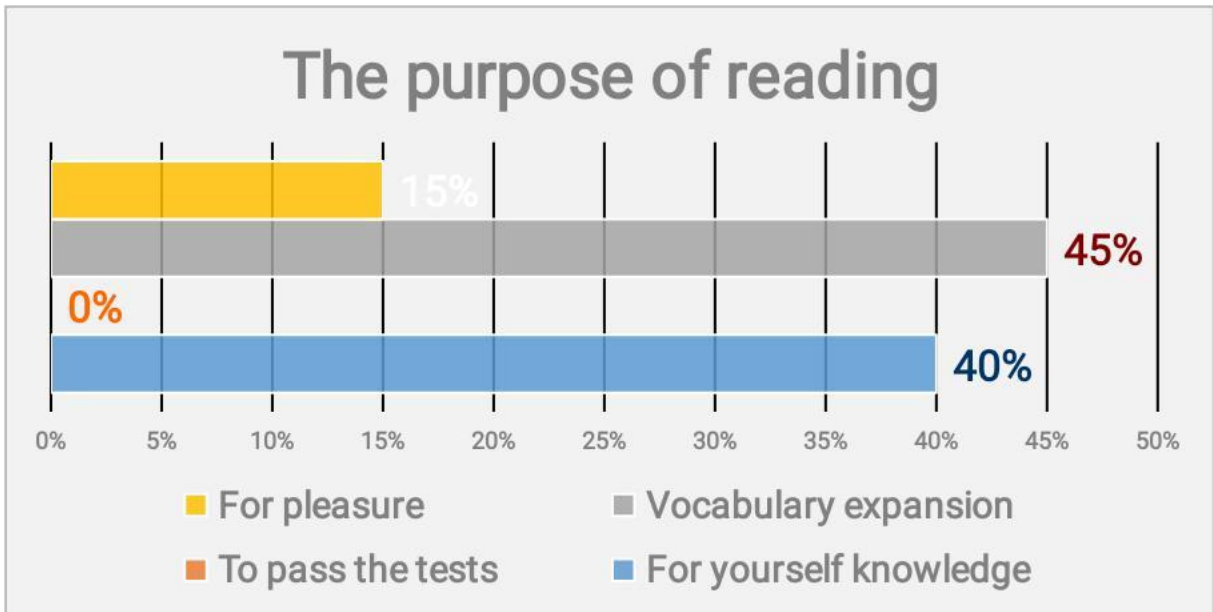


Figure3.7: the purpose of reading.

The present question intended to know the purpose of reading. As shown in the table and figure3.7 sixteen (16) students (40%) affirmed that that read just for their selves knowledge. While, eighteen (18) participants (45%) read for vocabulary expansion. And few students (15%) say that they read for pleasure. The results reveal that all the students have certain reason before actually start reading.

Q06:Reading strategies :

| Option | Number | Percentage |
|---------------------|--------|------------|
| Take notes | 29 | 72% |
| Skin the text first | 03 | 08% |
| Summarize the text | 08 | 20% |
| Total | 40 | 100 % |

Table3.8:Reading strategies.

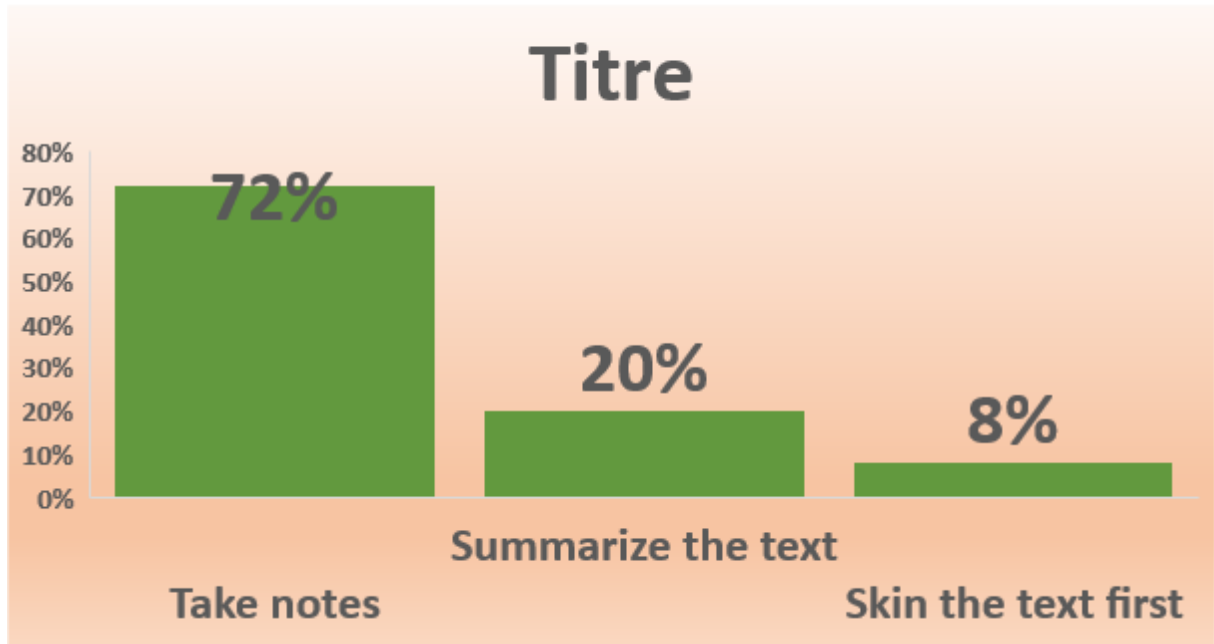


Figure3.8: Reading strategies

Concerning this question, it deals with the reading strategies that are used by the students in order to not forget what they read. Due to the data presented in the table and figure3.8 more than half of the respondents 29 (72%) state that they took notes about the text while reading. 08 students (20%) say that they summarize the text after finishing reading. While, the rest 03 students (08%) claim that they skim the text first. Henceforth, the results affirm that all the students use the reading strategies in order to remember what they read.

Section two: Writing skill.

Q07: students' writing level.

| Option | Number | Percentage |
|-----------|--------|------------|
| Very good | 03 | 08% |
| Good | 09 | 22% |
| Average | 28 | 70% |
| Poor | 00 | 00% |
| Total | 40 | 100 % |

Table3.9: The students' Writing level.

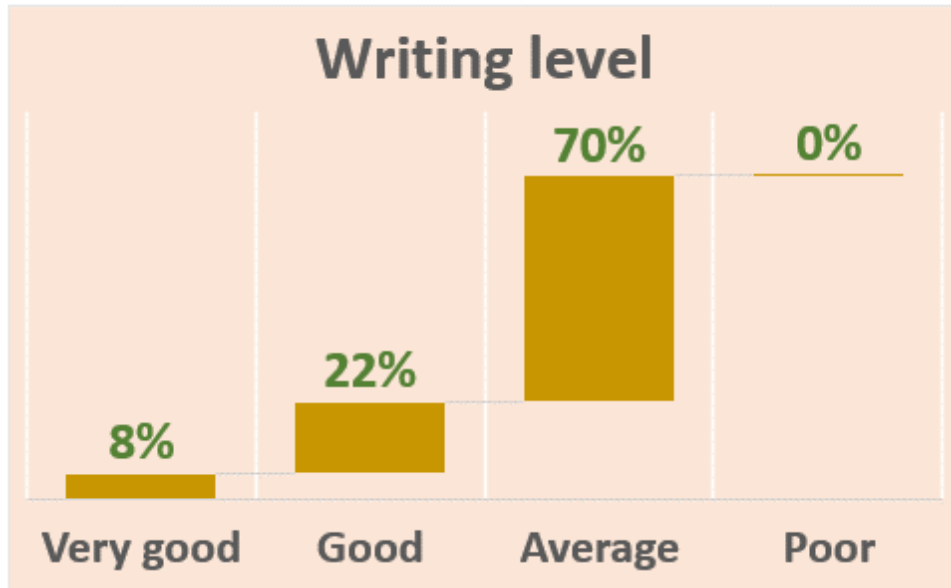


Figure3.9: The students' writing level.

This question planned to assess the students' writing level. The data in the precedent table and figure3.10 registered that most of the students (70%) have an average level in writing. While, 09 students (22%) are good in writing. Three (03) students representing 08% taught they have very good level. The results revealed that the students have some basis in the writing skill, since they are all intermediate.

Q08: The satisfactions of students with their writing's level.

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 18 | 45% |
| No | 22 | 55% |
| Total | 40 | 100 % |

Table3.10: The satisfactions of students with their writing's level.

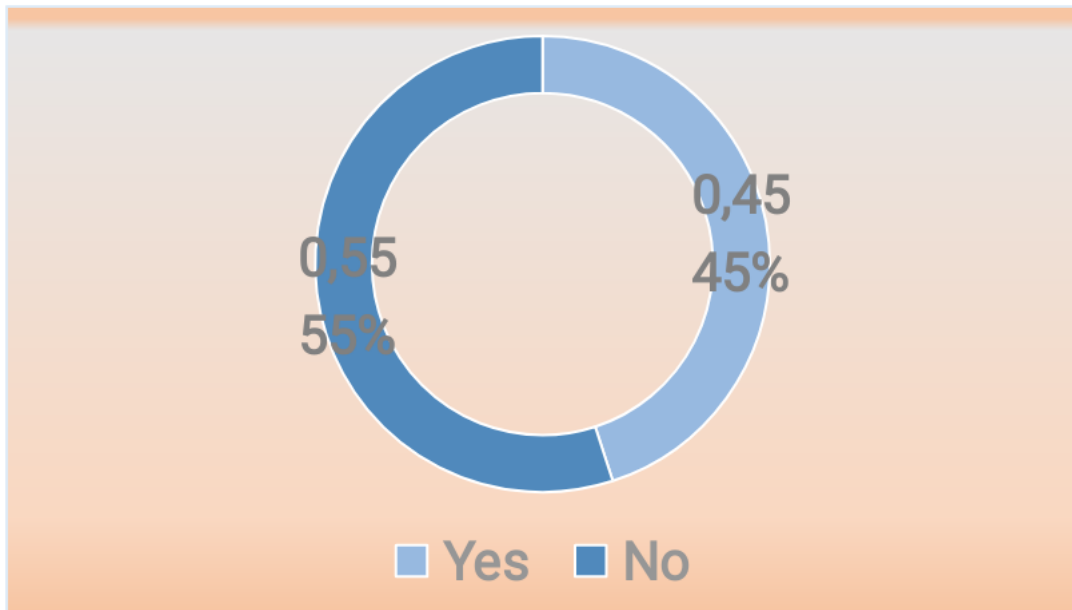


Figure3.10: The satisfactions of students with their writing's level.

The current question aimed to know if the students are satisfied with their level in writing. As shown in the table and figure most of the students about 55% are not satisfied with their level. While, the rest (18) representing 45% claimed that they are convinced with their level. The results affirmed that the students still encounter difficulties during writing tasks.

If "no" please explain why?

The participants who state that they are not satisfied with their level. They elicit the following reasons:

- Poor choice of words.
- Lack of information.
- Lack of vocabulary.
- Grammar issues.
- Lack of strategies.

Chapter three: Data analysis and interpretations. .

Q09:Students' emphasis during writing.

| Option | Number | Percentage |
|-------------|--------|------------|
| Vocabulary | 11 | 27% |
| Grammar | 20 | 50% |
| Punctuation | 09 | 23% |
| Spelling | 00 | 00% |
| Total | 40 | 100 % |

Table3.11::Students' emphasis is during writing.

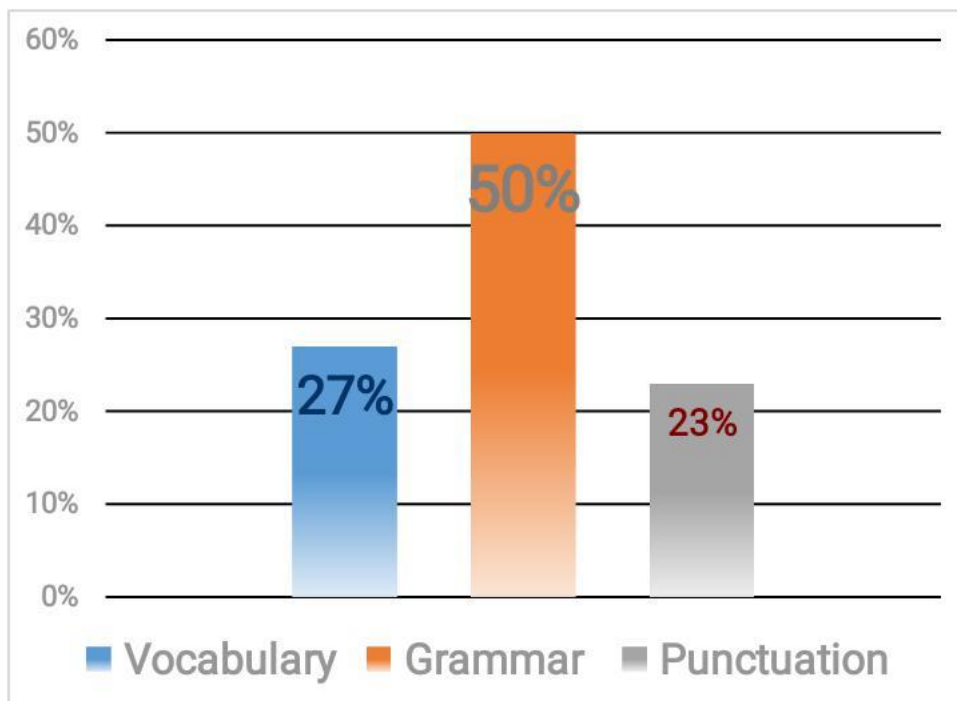


Figure3.11:Students'emphasisduringwriting.

This question asked to identify the Students'central emphasis when writing. From the table and figure3.11, the answers varied from one student to another. The half of the respondents (20) representing 50% declare that they pay attention to grammatical aspects. And, 11 students about 27% tend to focus on the suitable use of items and vocabulary. Moreover, 09 students representing 23% give more importance to punctuation. The results showed that the students have various views, but they are still not aware that they have to focus on all the aspects to achieve a good piece of writing.

Chapter three:Data analysis and interpretations. .

Q10:Requirements of good piece of writing.

| Option | Number | Percentage |
|---------------------|--------|------------|
| Grammer correctness | 08 | 20% |
| Precisevocabulary | 19 | 47% |
| Good ideas | 13 | 33% |
| Total | 40 | 100 % |

Table3.12: Requirements of good piece of writing.

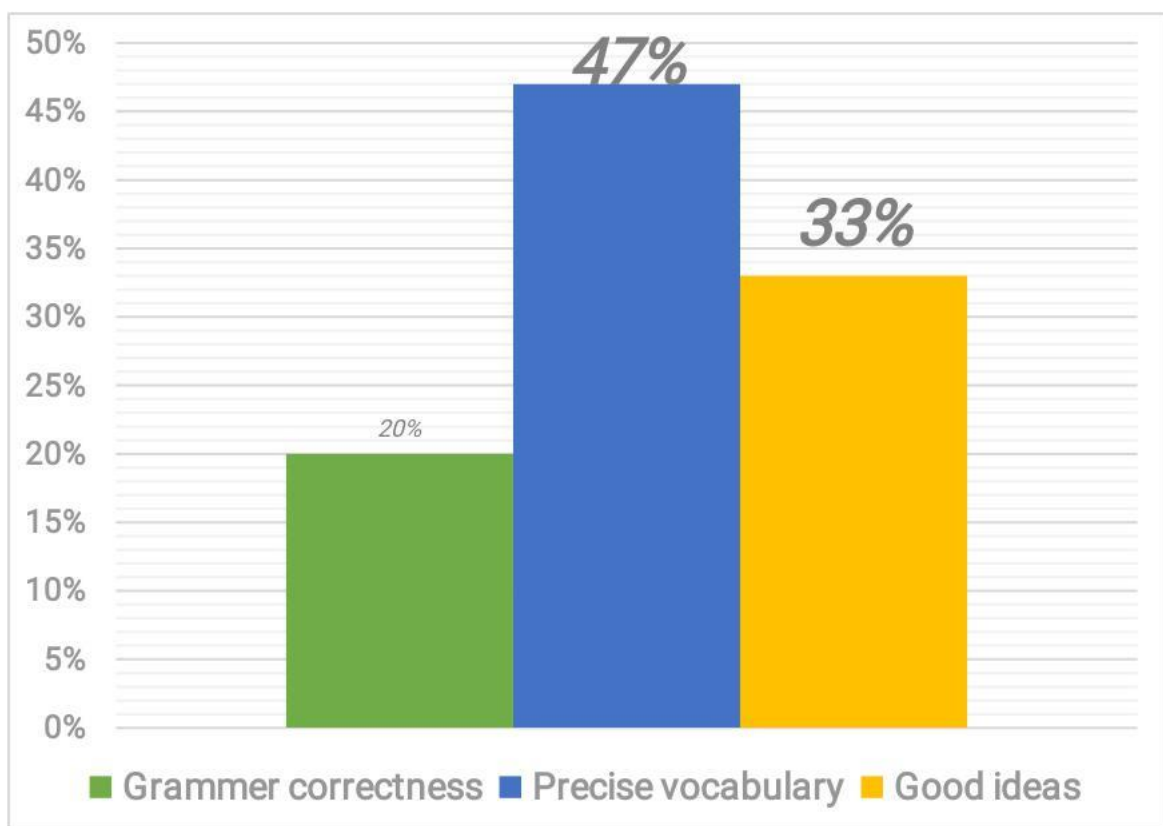


Figure3.12: Requirements of good piece of writing.

The current question aimed to know what a good piece of writing require. According to the table and figure3.12 there were 19 participants (47%) indicated that good writing depend on the use of precise vocabulary. And, 13 students (33%) affirmed that good ideas is the basis of good writing. While, 08 students (20%) considered that grammar correctness is what good writing require. The results confirm that the participants have different opinions about this question, since each participant pick up one option. But, no one determined that good writing required all the language aspects.

Section three:Reading/writing relationship.

Q11:The influence of reading on students' writing ability.

| Option | Number | Percentage |
|--------|--------|------------|
| Yes | 37 | 92% |
| No | 03 | 08% |
| Total | 40 | 100% |

Table3.13:The influence of reading on students' writing ability.

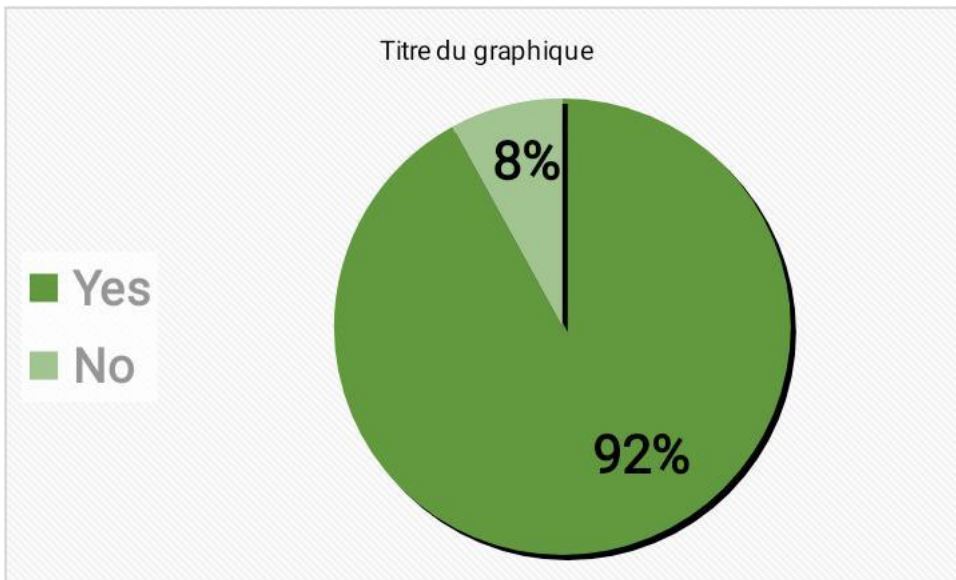


Figure3.13:The influence of reading on students' writing ability.

This question dealt with the students opinions about whether reading may affect their writing ability or not. Due to the data obtained from the table and figure3.13 most of the students (37) representing 92% say "yes" that is reading enhanced their writing proficiency. The rest(03) students about 08% choose "no"that is reading may not promote their writing. The results displayed that the majority of the students are conscious about the role of reading in improving their writing ability.

Chapter three: Data analysis and interpretations. .

Q12: The way reading improve the writing proficiency.

| Option | Number | Percentage |
|-----------------------------|--------|------------|
| Acquire new vocabulary | 14 | 35% |
| Improve grammar/Spelling | 10 | 25% |
| Improve all language skills | 16 | 40% |
| Total | 40 | 100% |

Table3.14: The way reading improve the writing proficiency.

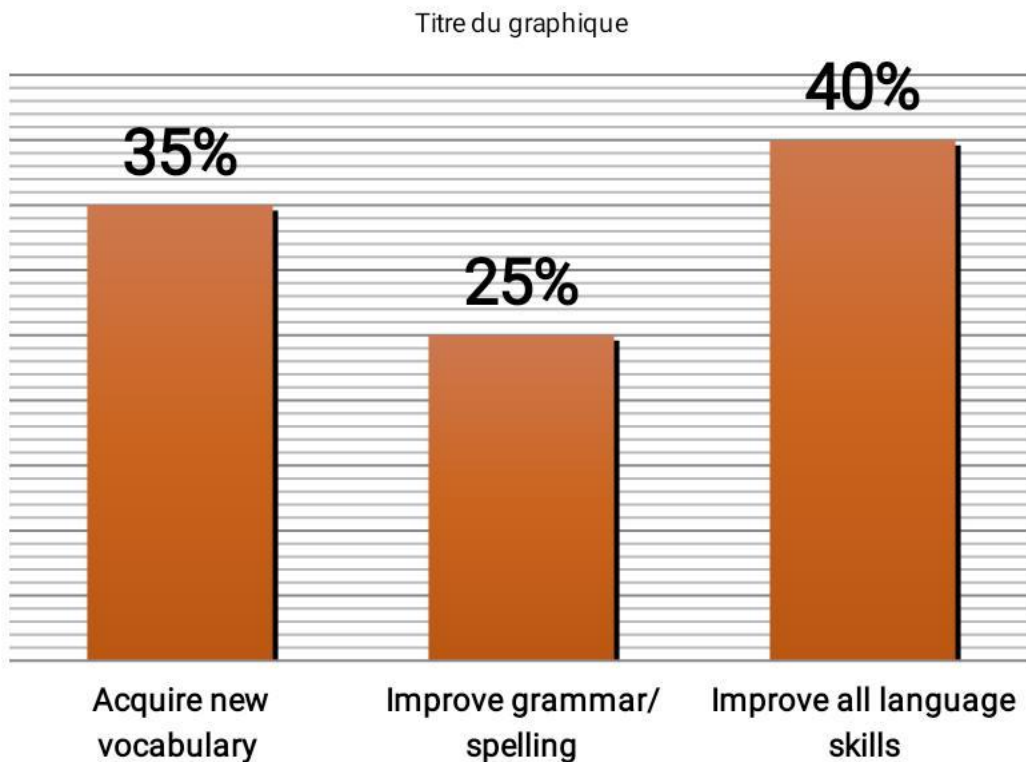


Figure3.14: The way reading improve the writing proficiency

This question is intended to identify how reading enhanced the writing ability. The table and figure 3.14 showed the participants different responses. 16 students (40%) indicated that through reading they improved all the language skills. 14 respondents (35%) say that they acquire new vocabulary. The others (10) representing (25%) stated that they can learn grammar rules and improve spelling. The results showed that all the students agreed that reading exposed them to more vocabulary

Chapter three: Data analysis and interpretations. .

and grammar also they can improve all the language aspects.

Q13: Students' comments and suggestions for the books they have been read.

In this question, the students did not mention anything. Maybe, they did not understand the question or they did not read any books and the main reason is lack of interest. Also, the majority of the participants did not answer honestly and they feel tired to answer the questionnaire.

Section four: Reading/writing difficulties.

Q14: Reading difficulties.

| Option | Number | Percentage |
|-------------------------|---------------|-------------------|
| Linguistic difficulties | 13 | 32,5% |
| Complex structure | 14 | 35% |
| Hidden meaning | 13 | 32,5% |
| Total | 40 | 100% |

Table3.15::Reading difficulties

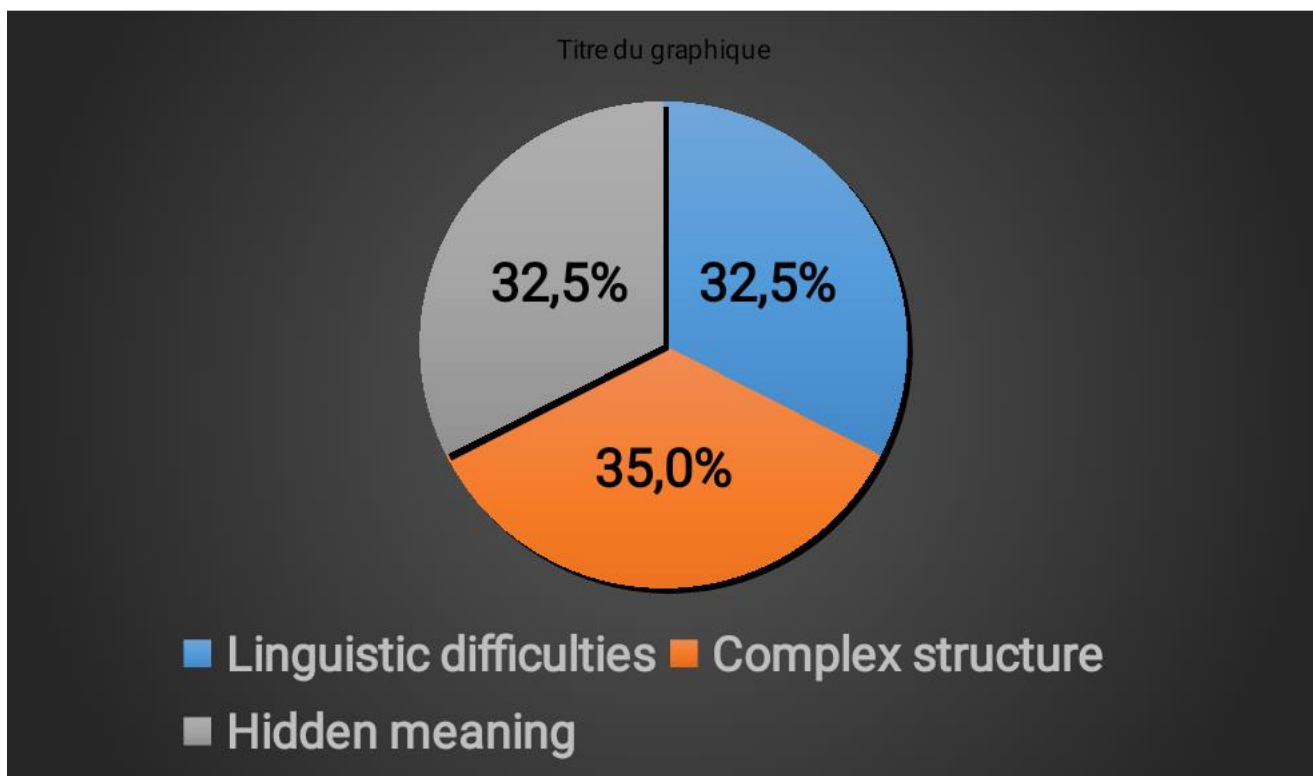


Figure3.15:Reading difficulties

This question aimed to gather data about the obstacles that students encountered while reading. 14 students about 35% stated that the complex structure of the text is one of the major hindrances. Others, 13 students about 32,5% be are confronted by linguistic difficulties. And, the same percentage (32,5%) claimed that the hidden meaning prevented them to read adequately. The results demonstrated that all the students encounter difficulties when reading a new material.

Q15: Writing hindrances.

| Option | Number | Percentage |
|---------------------------|--------|------------|
| Poor grammar | 11 | 28% |
| Mis-use of vocabulary | 15 | 37% |
| Lack of ideas/information | 14 | 35% |
| Total | 40 | 100% |

Table3.16:Writing hindrances.

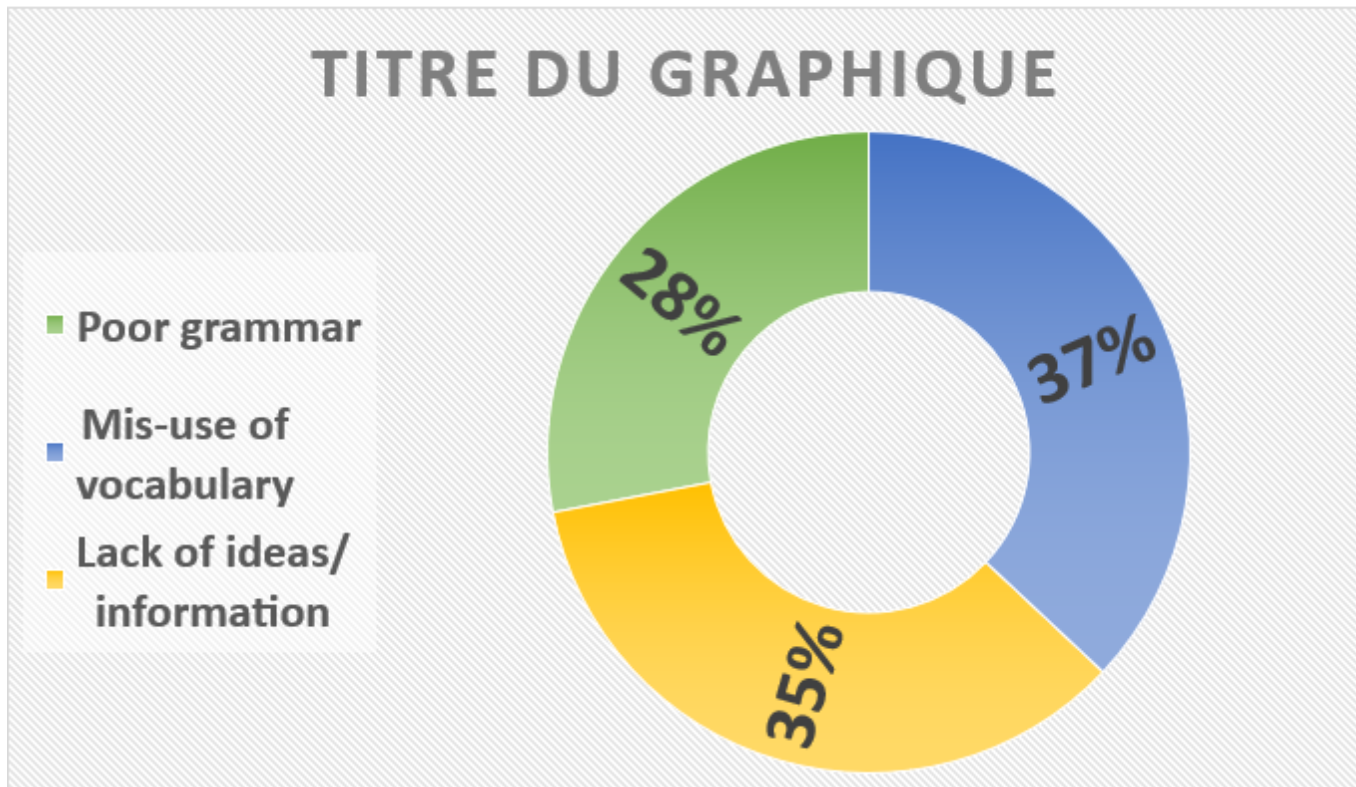


Figure3.16:Writing hindrances.

The goal of asking this question was to know the different difficulties that the students faced during writing. As shown in the table and figure3.16. 15 students representing 37% have problems in vocabulary they can not find the accurate word. While, 14 respondents representing 35% stated that lack of ideas and information prevent them to write effectively. Moreover, 11 students about 28% have problems with grammar which is tenses, sentence structure... The results displayed that all the students found themselves unable to produce a good piece of writing.

Q16: The reasons behind the reading/writing difficulties.

| Option | Number | Percentage |
|------------------------------------|--------|------------|
| Lack of interests(reading/writing) | 10 | 25% |
| Lack of strategies | 03 | 08% |
| The difficulty of the material | 14 | 35% |
| Lack of practice | 13 | 32% |
| Total | 40 | 100% |

Table3.17: The reasons behind the reading/writing difficulties

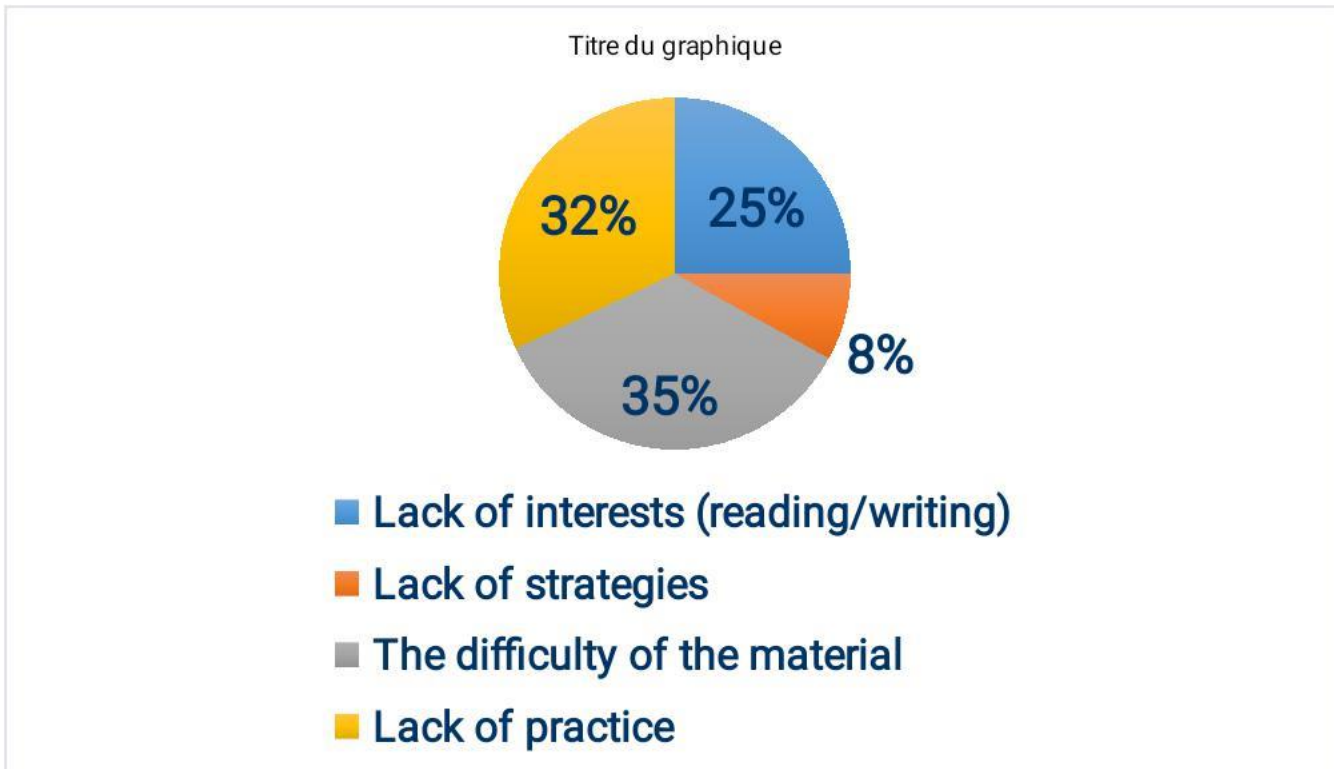


Figure3.17: The reasons behind the reading/writing difficulties.

Concerning the last question, the students were required to state to reasons behind these hindrances. The table and figure3.17 revealed that 14 respondents representing 35% say that the difficulty of the material is one of these obstacles. While, 13 students representing 32% stated they are lacking practice. And, 10 participants representing 25% answered that they are not interested in these two skills. Additionally, 03 students representing 08% claimed that they need strategies to prevent these problems. Through, this analyses can be concluded that most of students are aware about their problems in reading and writing. Therefore, they expressed their willing to prevent these obstacles by providing them with strategies and more practices.

3.3.2.2. Teachers' interview presentation.

Q01: Teachers' encouragement their students to read.

This question was about whether the teachers encouraged their students to read. All the teachers stated that they always encourage their students to read . They all mentioned that reading is a fundamental skill and it influenced their language skills and learning pursuit.

:
Q02: Teachers' attitudes towards the effects of reading on the students' writing ability.

This question aimed to collect the teachers opinions about the impact of reading on students writing ability. All the teachers are agreed that the reading skill enhanced the students' writing proficiency. Moreover, they say that through reading the students enrich their linguistic repertoire and construct a solid ground of vocabulary, grammar, spelling, cohesion and everything which writing require to be achieved. Additionally, they affirmed about the reading-writing relationship that are two interrelated and intertwined skills.

Q03 : Teachers integration of reading in the writing tasks.

The purpose of asking this question was to know whether the teachers integrated reading into the writing activities. The whole quantity of the participants integrated these two skills. Since, both are interrelated and go hand in hand. They indicated that exposing students to sample of texts or essays to understand them before they engaged in writing tasks they will do better work. Also, many experts say that reading and writing instructions may give better results when they are used together.

Q04 : The adequacy of the written expression program.

This question aimed to scrutinize the adequacy of the written expression program in the English department. According to the data obtained through the teachers interview, the interviewees confirmed this utterance, they say that it is appropriate and adequate for the students level. Also, they mentioned that it is suitable in a way that fulfilled the students' needs. But, they suggested to include reading for specific information so that learners can rebuild the text they read and determinated the type and the style of writing.

Q05: Students obstacles during writing tasks.

The current question designed to figure out the major difficulties that the students encounter during writing. Due to the teachers responses the main hindrances that the students meet during writing tasks are as follow :

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- Spelling mistakes.
- Cohesion and coherence.
- Structure parallelism.
- Lack of vocabulary.
- Grammar errors.
- Mis-placed dangling modifiers.
- The teachers came to an agreement on the reason behind these weaknesses which is lack of reading.

Q06: The students writing improvement after reading a text.

The last question concerned with the description of the students amendment in writing after reading a text. The teachers indicated that after reading a text, the students gained back their self-confidence looking at the text as linguistic support. They will express their selves better using proper vocabulary and grammar. Also, the quality of ideas will develop. Moreover, they will know what to include in the introduction, what to mention in the body and how to conclude. Hence, they can adopt new styles. Ultimately, this question required a complete research work.

3.4 Results discussions and interpretations:

To achieve this research, three hypotheses were proposed. The first hypothesis concerned with the inadequacy of teaching reading and writing in isolation. After scrutinizing the results of the questionnaire and the interview, the present study proves this hypothesis since the teachers confirm that teaching reading and writing together is beneficial for the students; because reading material serves as a model for the students. It allowed the students to do better work and they will construct a solid ground for rich vocabulary. The teachers indicated that writing cannot be taught without reading. On the other hand, the students seemed to be more interested in reading and writing relationship, they were agreed that reading and writing go hand in hand and reading instructions and writing instructions can provide better results when they are used together.

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.The second hypothesis was about integrating reading into the writing skill. The obtained results shown that most of the teachers and the students are in favor of incorporating reading into writing approach will attract their attention and make them involved in writing assignments. And the teacher will be the monitor of knowledge base. In this regard, the results obtained confirm the second hypothesis.

The last and the foremost important hypothesis, it dealt with the effects of reading on developing the students' writing ability. Due to the results gathered from the questionnaire and the interview, the participants supported this hypothesis. The majority of the students approved that reading has a positive effect on promoting their writing ability. In this context, they say that reading brings a lot of chances to develop their ability to write, by making them exposed to a lot of language. Also, reading enhances vocabulary, grammar, spelling , almost everything which writing require to be achieved. On the other hand, the teachers supported this idea. They indicated that reading promotes the students' critical thinking then their writing ability. Additionally, it enriches their linguistic repertoire.

Finally, most of the teachers and the students sustained that integrating reading in the EFL classes promote the writing proficiency of the students. They identify the importance of reading inside and outside the classroom.

3.5 Recommendations:

In the light of the findings of this research, the researcher proposes some suggestions for the improvement of the integrating reading in promoting the students' writing ability. Hence, based on the analysis, it is considered very important to make the following recommendations:

- Reading is an important skill and it has a great role in promoting the learners' writing proficiency.
- The students are agreed that reading enhances their motivation and attitude to write.
- The students need to be conscious about the reading/writing relationship.
- The students should rely themselves materials with different topics and types in order to be more familiar with these types before they engage in writing assignments.

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- All the teachers confirm that reading and writing go hand in hand and complete each other. Thus, integrating reading in the EFL classes will assist the learners to improve their writing ability
- Most of the teachers indicate that the majority of the students are unable to produce a good piece of writing because, lack of reading.
- The teachers need to be motivators for the learners, encourage them to read and serve them with instructions and strategies.

3.6 Conclusion:

The present chapter presents the data collection gathered through two research tools: the students' questionnaire and the teachers' interview. Both approaches were used qualitative and quantitative. In addition to a discussion of the main findings from all the results of the research tools which led to confirm the hypotheses. Therefore, this chapter provides an explanation about some suggestions that have been recommended by the researcher which support the successful integrating reading into the writing skill to develop the students' writing ability.

General conclusion

General conclusion

This research paper is undertaken a common shared goal among all EFL teachers which is to find appropriate instructional tools to enhance the students' academic performance, with a specific emphasis on two key of language skills that are reading and writing. Departing from a questionable situation in the English department at Saida university, where the learners' level in reading and writing seemed to form a hinder. Therefore, the challenge was to attempt the implementation of integrating reading to develop the students' writing ability.

In order to impartially obtain results, the researcher used both research approaches qualitative and quantitative to collect and analyze data. Two research tools were applied: the students' questionnaire and the teachers' interview. The research was devoted to first year EFL students and teachers to involve in this work. The goal of this study is to find suitable answers to the research questions. That is to say, the effects of reading on promoting the writing proficiency of the students.

As for the thesis structure, this research paper included three (03) chapters, the first chapter was the literature review of the reading skill, indeed previous studies and theories were about this skill were presented. The second (02) chapter was about the writing skill, in fact previous scholars' studies were mentioned. The third (03) chapter dealt with the research methodology and design and the sample. Moreover, it described the research instruments, interpreted the results and provided some suggestions.

The findings stated that reading is crucial for the development of the students' writing ability. In fact, it offers an ample chances for students to go cross different texts with various styles and structures. Truly, it supplies contextualised vocabulary and grammar. Therefore, the EFL department should include reading within the written expression program.

Absolutely, the results confirmed the pre-mentioned hypothesis which says that reading and writing need to be taught together to get better results on the writing performance of the students and adoption for an integrated process of reading into the writing to influence its improvement.

General conclusion

In sum, reading is at the heart of language learning, as it allows the students to gain vocabulary, identify grammar use and acquire new ideas which help to develop the students' writing proficiency. This can be achieved through continued exposure to language that is introduced by reading.

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Appendices

Students' questionnaire

Dear students'

This questionnaire aims at gathering your opinions and views about the role of reading skill in improving your writing's ability. Hoping that you will answer honestly.

Please, tick(✓) the choice that suits to your answer and justify whenever it possible.

General informations:

age:

Gender:

Section one: Reading skill

1. Your level in English is:

- Good.
- Average
- Poor

2. Do you like reading?

- Yes
- No

3. How often do you read?

- Frequently
- Sometimes
- Rarely

4.What do you retrieve after reading a new book?

- New ideas
- New terminologies
- Know more about the foreign language

5.What are the main reasons of your reading?

- For yourself knowledge
- To pass the test
- Vocabulary expansion
- For pleasure

6.How can you remember what you read?

1. Take notes
2. Skim the text first
3. Summarize the text

Section two: Writing skill

7.Your writing level is:

1. Verygood
2. Good
3. Average
4. Poor

8.Are you satisfied with your level of writing?

1. Yes
2. No

If 'no' please explain why
?

9. When you write you focus on:

- Vocabulary
- Grammar
- Punctuation
- Spelling

10. According to you, good writing requires?

1. Grammar correctness
2. Precise vocabulary
3. Good ideas

Section three: Reading & writing relationship:

11. Does reading may enhance your writing ability?

- 2) Yes
- 3) No

12. How does reading promote your writing proficiency?

- 1) Acquire new vocabulary
- 2) Improve grammar and spelling
- 3) Improve all language skills

13. Do you have other suggestions on the books you have used to develop your writing ability?

Section four: Reading/ writing difficulties:

14. What are the major obstacles when reading a book?

1. Linguistics difficulties
2. Complex structure
3. Hidden meaning

15. What are the hindrances you encounter when writing an essay?

1. Poor grammar
2. Mis-use of vocabulary
3. Lack of ideas and informations

16. What are the reasons behind these hindrances?

- ✓ Lack of interest(reading&writing)
- ✓ Lack of strategies
- ✓ The difficulty of the material
- ✓ Lack of practice

Thank you

Teacher's interview questions:

Dear Teachers,

I would be very grateful if you could answer the following questions meticulously.

1.How often do you encourage your students to read?

- .
- .

2.In your opinion, reading skill may enhance the student's writing ability?

- .
- .

3.Do you integrate reading with writing tasks?

- .
- .

4.Do you think that written expression program is adequate to improve the students writing ability?

- .
- .

5.What are the major hindrances that students encounter during writing tasks?

- .
- .

6.Describe the students' improvement when writing after reading a text?

- .

Summary

Résumé:

Plusieurs études révèlent que la séparation entre la lecture et l'écriture entrave la progression de l'apprentissage des langues en général et la capacité d'écriture en particulier. Par conséquent, cette séparation peut conduire les apprenants à rencontrer de nombreuses difficultés à la fois linguistiques et rhétoriques lorsqu'ils commencent une tâche d'écriture. Par conséquent, l'intégration de la lecture dans l'enseignement de l'écriture dans la même contexte améliore la compétence en écriture, c'est-à-dire que les connaissances et les compétences que les élèves ont acquises en lecture peuvent être transmises à l'écriture. Les objectifs de ce document de recherche sont de prouver l'insuffisance de l'enseignement de la lecture et de l'écriture dans l'isolement et d'entraîner l'adoption d'un processus intégré visant à promouvoir les acquis des apprenants. En outre, pour démontrer l'effet de la lecture sur la capacité d'écriture des apprenants et connaître leurs attitudes à l'égard de l'écriture. Les résultats obtenus ont révélé qu'il existe une relation étroite entre l'écriture et la lecture. Ce dernier joue un rôle important dans l'amélioration de la capacité d'écriture. Enfin, tous les enseignants et les élèves sont favorables à l'intégration de la lecture dans les cours d'écriture et ce devrait être l'objectif des enseignants et des concepteurs de programmes.

Summary:

Several studies show that the separation between reading and writing hinders the progression of language learning in general and the ability to write in particular. Consequently, this separation can lead learners to encounter many difficulties, both linguistic and rhetorical, when they begin a writing task. Therefore, integrating reading into teaching writing in the same context improves writing competence, i.e. the knowledge and skills that students have acquired in reading can be transmitted to writing. The objectives of this research document are to prove the insufficiency of the teaching of reading and writing in isolation and to lead to the adoption of an integrated process aimed at promoting the learning outcomes. In addition, to

demonstrate the effect of reading on learners' writing skills and to know their attitudes towards writing. The results obtained revealed that there is a close relationship between writing and reading. . The latter plays an important role in improving writing skills. Finally, all teachers and students are in favor of integrating reading into writing lessons and this should be the goal of teachers and program designers.

ملخص:

تظهر العديد من الدراسات أن الفصل في تعليم القراءة والكتابة يعوق تقدم تعلم اللغة بشكل عام و القدرة على الكتابة بشكل خاص و قد يؤدي هذا الفصل اللغة الإنجليزية كلغة أجنبية إلى مواجهة جملة من الصعوبات في كل من اللغة و البلاغة عندما يبدأون الكتابة و بالتالي فإن دمج القراءة في تعليمات الكتابة في قسم واحد يحسن من كفاءة الكتابة لدى الطلاب لان المعرفة و المهارات التي اكتسبوها من خلال القراءة يمكنهم تحويلها إلى كتابة إن اهداف هذه الورقة البحثية هي إثبات عدم كفاية تدريس القراءة و الكتابة منفصلين و يجب العمل على دمجهم لتعزيز إنجازات الطلاب كتابيا بالإضافة إلى إثبات أن القراءة تؤثر على كتابة الطلاب و معرفة مواقفهم اتجاه هذا الموضوع و لقد أظهرت النتائج أن هناك علاقة وطيدة بين الكتابة و القراءة بحيث يلعب هذا الأخير دورا مهما في تحسين القدرة على الكتابة لدى الطلاب و اخيرا يؤيد جميع الأساتذة و الطلاب فكرة دمج القراءة في برنامج الكتابة الدراسي و يجب أن يهدف كل من المعلمين و مصممي المناهج الدراسية على تحقيق هذا الأمر.