The Importance of Reading to Teach Writing

Case Study: Second Year Students of English at Dr. Moulay Taher University of Saida

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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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Dedications

In the Name of God, Most Gracious, Most Merciful

All the praise to HIM alone, the sustainer of the entire world

I dedicate this dissertation:

To my beloved parents, source of my happiness and success in life. May ALLAH bless them.

To my brothers ABD EL KADER, FAISAL, and IMADE who died, I pray GOD for him to be in paradise.

To my dear sister AMEL for her assistance and support

To my Grandmother whom I considered as my second mother, for her prayers for me

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Abstract

It is often known that in the process of learning a language students start with receptive understanding of the new terms. Afterwards, they move to productive use such as building reading skills that can contribute in the development of writing competence. It is also known by many scholars and researchers that good readers turn to competent writers. Therefore, the current research study is an attempt to shed light on the importance of reading to teach writing. This work aims at exploring learners' attitudes towards reading and writing skills. Another significant purpose of this thesis is to investigate the major problems that encounter second-year students during their reading and writing production, and to identify the reasons behind their weaknesses in performing both skills. To achieve those objectives both qualitative and quantitative approaches have been used. In order to gather data, two research instruments have been adopted, the researcher administrated two questionnaires; the first was addressed to forty (40) second-year students of English at Dr. Moulay Taher University of Saida. The second one was addressed to five (5) teachers of written expression who were chosen randomly. Besides, the second research tool was classroom observation in which the target students were observed for the sake of comparing the gathered information with that of the questionnaires. The results obtained reveal that reading has a great impact on writing skill and learners are aware of the significance of extensive and intensive reading in developing their writing competence. Nevertheless, they still face some problems in both skills, which hinder their performance. As the last step, the researcher proposed some suggestions and recommendations to improve the learning and teaching of both skills.

List of Tables

List of Figures

Table of Contents

Chapter Two: Research Methodology, Data Analysis and Interpretation

List of abbreviation

EFL: English as a Foreign Language

L1: first language

L2: second language

General

Introduction

Nowadays foreign language teaching has become very crucial, and a dynamic process within the framework of Algerian education due to the changes around the world, studying and teaching foreign languages in Algeria witnessed other facets of progress at ground. Certainly, learning English needs the mastery of the four essential abilities namely listening, speaking, reading and writing.

Reading is considered as one of the main important skills in learning foreign or second languages. Learners can obtain information, knowledge and various expressions and thoughts in different disciplines via reading. Absolutely, if learners are good in reading skill, they will be good in other language abilities. That is why both instructors and learners should concentrate on this skill.

Writing, on the other hand, is the practiced process of turning perceptions into text; allowing the writer to discover, promote, explain and express feelings and thoughts. It needs the creation of thinking abilities. Besides, writing is one of the most difficult and challenging tasks for language students. It is a complex skill that requires considerable practice and effort on the part of the learners to obtain an appreciate level of writing.

Therefore, the main purpose of this research work is to investigate the importance of reading to teach writing at the tertiary level. It also aims at shedding light on the students' attitudes towards both skills as well as the main challenging problems that encounter learners while reading and writing.

The significance of this study is to propose for students and teachers of English some effective procedures to enhance the reading and writing instructions, it intends to encourage both of them to intensify their efforts and promote the reading and writing abilities.

Based on what have been demonstrated before, the current work seeks to answer the following research questions:

1. To what extent does reading affect the writing competence in the department of English in Dr. Moulay Taher University of Saida?
2. What are the students' attitudes towards reading and writing skills?
3. What are the major problems that EFL students encounter during their reading and writing processes?

In an attempt to answer the research questions and achieve the research aims, the following hypotheses are formulated:

1. If students read extensively and follow certain techniques, their writing production would be developed.
2. Students may need a great exposure to language through extensive/intensive reading in order to develop their writing competence.
3. The lack of vocabulary knowledge and ideas may stand as the major barrier for EFL students to achieve their reading and writing abilities in addition to the lack of practice and training.

To answer these questions, both qualitative and quantitative methods have been done with second year students of English at Dr. Moulay taher University of Saida. The researcher tries to investigate 40 EFL's attitudes and opinions concerning this topic. Besides, the researcher relies on two research instruments for the sake of gathering data: classroom observation and two questionnaires that contain open-ended and close-ended questions were administrated to both students and teachers.

Therefore, this dissertation is divided into three chapters. The first chapter is entitled "literature review" in which it comprises two sections; the first one "reading skill" involves some definitions of reading, its importance and types. Furthermore, it tackles the reading strategies and teaching reading; the second section which is labeled" writing skill" determines the definition of writing skill, its importance and types. It also provides some writing strategies and demonstrates the major problems that face learners while writing as well as the reading and writing connection.

Likewise, the second chapter, which is the practical part that elucidates the research design and various instruments that used for data collection involving a classroom observation and two questionnaires, In addition to data analyses and interpretations of the main results. The third chapter attempts to provide the suggestions, recommendations concerning this research work such as selecting interesting materials and establishing reading programs. Besides, it shed lights the role of reading to improve writing skill.

In this research investigation, the researcher encountered some obstacles, which made this work not take place in his time. The major obstacle is researcher 'sickness, especially with the conditions that the world is witnessing with the corona pandemic.

Chapter One

1. Introduction

Reading and writing are fundamental skills for academic learning. Since learners and specially EFL, students are not aware about the close relationship that combines reading with writing skill. This chapter is divided into two parts. The first part tends to shed light on the reading definition, its importance and the types of reading skill. Likewise, it seeks to provide some strategies of reading skill and tends to emphasize reading comprehension skill in addition to how and why reading skills taught at university.

The second part attempts to provide a definition of writing, its importance and types of writing. Moreover, it also mentions some writing strategies and shed light on the students' writing hindrances. Finally, it finishes with the reading-writing interrelationship. In brief, this chapter is more concerned with two main concepts reading and writing skills.

I.   Section one

The following will deal with the reading skill.

2. Reading definition

Reading is a receptive skill in which the reader interprets and decodes the meaning to comprehend the receptive material. It is the process of understanding the meaning from the printed text (Anderson, 2011). Further, reading is a complex skill that involves an interaction between the readers' prior background knowledge, the information in the text and the reading framework.

Many experts have given their own description concerning the meaning of reading skill. In this respect, Urquhart and weir (1998) described reading as "the process of receiving and interpreting information encoded in language form via the medium of print". This means that the information transmitted by the text, is interpreted and decoded through the grammatical points, vocabulary items, and the figurative language structure of the printed text.

Similarly, Dr. Kimberly in her web site (2014) defined reading as the following: "a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before/ during and after reading".

Day and Bamford (1998, p. 12) defined reading as the construction of meaning from the printed text. Meaning is recreated through a process, which involves an interaction between the text information and the reader background knowledge in order to achieve the comprehension of the text.

Additionally, reading can be considered as a guessing game in which the reader constructs, as best as possible, the information or the message that has been encoded by the writer. Grabe defined reading as follows:

> *Reading is an active process of comprehension in which the*
> *Students need to be taught strategies to read more efficiently, for*
> *instance, define expectations, guess from context, make inference*
> *about the text, skim ahead to fill in the context, etc.* (Grabe, 1991: 377)

In other words, reading is the interactive process that occurs between the reader and the text, which leads to automaticity. In order to comprehend the meaning, the readers need to use strategies for instance, skimming, guessing and inferring. Grabe (p. 379) summarized and listed some of the reading components skills:

➢   *Automatic recognition skills*

➢   *Vocabulary and structural knowledge*

➢   *Formal discourse structure knowledge*

➢   *Content / word background knowledge*

➢   *Synthesis and evaluation strategies and skills*

➢   *Metacognitive knowledge and skills monitoring*

These basic skills, According to Grabe (1991)construct or make together the reading skill process. Thus, based on the definitions that are demonstrated above, the researcher can sum up that reading is one of the basic skills of language learning, which has a great importance in the learning process.

3. The Importance of Reading

Harmer (2007: 99) believed that reading is a useful tool for learning a language, provide that learners more or less understand what they read, the more they read, the better they acquire. Besides, reading has a positive impact on learners' vocabulary

background, on their spelling and on their writing. Holmstron and Glengeninig (2004:32) demonstrated the importance of reading skill as follows:

- Reading improves students' writing competence by making them more capable to write, since they may encounter different rules of grammar, which will support them later in developing a sense for structuring the language, grammar, and extend their vocabulary knowledge.

- Reading enables students to interact and form their own thoughts.

Thus, when we read, we need to have the capacity to:

➢ Recognize different dimensions and formats such as styles, genre, and headlines.
➢ Discriminate letters, words, and phrases.
➢ Deduce style and implication.
➢ Ski1m, scan, predict, guess, and remember.
➢ Link what we read to our prior knowledge.
➢ Be able mentally to criticize or to commend, to agree or disagree.
➢ Be able to survey books.

Moreover, Patel and Jain (2008:113-114) pointed out that reading is an important activity for academic success. It is the most effective tool in any language class. Besides, reading is considered as a way of fostering and expanding individuals' understanding of language and foreign culture. In brief, reading is one of the most fundamental skills that EFL learners should precisely acquire since it contributes to the development of language proficiency.

4. Types of reading

According to Patel and Jain (2008: 117) there are four types of reading:

4.1 Intensive Reading

Generally, intensive reading is considered as a classroom-oriented activity in which learners focus on details and analysis. It requires the students to pay a great attention to the text. The goal of intensive reading is to gain knowledge and achieve the full understanding of the text. In this kind of reading students, need to focus on a small extent of material under their teachers' supervision.

In addition, intensive reading involves four main characteristics (p.117-119):

➢   Understanding implication that involves making deduction and being sensitive to figurative language and emotional tones.

➢   Comprehending the apparent sense or the factual surface meaning in the text.

➢   Relating the reading material to individual's prior knowledge and experience.

➢   Understanding the relation between ideas in the reading text including the linkage between paragraphs.

Furthermore, since intensive reading is an approach that requires dealing with the text under the control of the instructor. Most of second year EFL learners at Dr. Moulay Taher, Saida University do intensive reading. They attempt to read and comprehend the text even if they are still missing some reading strategies and they have lack of linguistic knowledge because they sometimes come across unfamiliar lexical items and different idiomatic expression in which may hinder their reading phase. This indicates that EFL learners are conscious of the important of intensive reading in building their vocabulary bulk and enhancing their reading abilities.

Additionally, the teachers have also a crucial role in the process of intensive reading since they are the dominators of the classroom and they tend to select authentic materials, which fit their students' level and needs. Besides, they tend to create an effective reading activities and give their students the opportunity to ask questions, to use dictionaries and so on. In other words, teachers are totally aware of the benefits and the great impact of reading skill so that they tend to support their learners to read to enhance their language aspects.

4.2 Extensive Reading

It simply refers to the outside reading students make on their own, without taking any guidance or help from their teachers. According to Hedge (2000:202), there is a contradictory definition to describe the term of extensive reading; some associated it to the amount of materials while others use it to mention scanning and skimming activities. Further, Nuttall (1982: 23) illustrated extensive reading as "reading for fluency".

Moreover, the aims of extensive reading are to boost learner confidence and entertainment. In this respect, Hafiz and Tudor (1989: 05) believed that extensive

reading has an extreme valuation in which it confirms the significance of the students' knowledge to large amounts of affecting and expressive L2 material. Therefore, this will make a useful impression on the students' commend of second language.

However, most of second year EFL learners at Dr. Moulay Taher do not use extensive reading and this is one of the causes of reading difficulties. Obviously, they are not interested and motivated to practise reading. Additionally, the lack of vocabulary knowledge, the absence of an extensive reading program, and the lack of teachers' help and guidance can be other reasons behind students' poor reading. Therefore, to read extensively, learners should carry out a positive attitude towards this approach, which makes them motivated to read more materials. Consequently, their vocabulary knowledge will be improved and they become fluent readers. More importantly, they will develop their writing performance and learning abilities.

4.3 Close Reading

Beth Burk website argued that close reading is a critical determination of a text, which focuses on meaningful details or patterns in order to increase a thoughtful, profound comprehending of the text's meanings and framework. It guided the reader's attention to the text itself. Likewise, Brummett (2010: 09) denoted that reading is disciplinary and mindful reading of an object with a range of vision to deeper understanding of its message. Usually, that understanding is joined with others in the shape of critical analysis or criticism.

4.4Critical Reading

Melbourne university website described critical reading as following "it means implementing critical thinking to a printed text by interpreting and analyzing what you read". To put it differently, it is the procedure of making evaluations in reading. The significant basis for critically interpreting or judging a text, is attempting to understand the author's arguments and thoughts, the reader should then examine to recognize the effectiveness and the qualifications in the writer's evidences in order to confront any expectation the author's might have shaped.

5. Some of Reading Strategies

There are many different views concerning the definition of reading strategies. These last are more beneficial and useful techniques, which have a great influence on the

learning process. In this sense, oxford (1990) submitted the following reading strategies: skimming, scanning, predicting, interfering, self-monitoring and guessing the meaning of the new words.

5.1 Skimming

Skimming is the most useful technique used by the readers in order to pick up the main idea rapidly. This strategy involves glancing through the text so as to get an overview of the content (Grellet, 1999, p, 2-25). For instance, one does not want to read the whole passage or article. Consequently, he/she makes a quick glance through the papers to acquire the main information. In other words, skimming is a method of reading in which students are required to move their eyes quickly over the text for a gist. It is an effective way of reading that is useful for getting a general overview of the content (Brown, 2001).

5.2 Scanning

According to Grellet (1981: 58-59) scanning is a reading technique which needs to look for a particular information without reading or comprehending the whole passage, it is simply searching for a certain word or idea. In most cases, you know what you want to look for. So, your focus is located on finding a specific piece of information or an answer that serves your needs. In addition, scanning involves moving your eyes over the text rapidly for the sake of getting the required information (Wood: 1-2). Certainly, scanning is an effective reading strategy that is used to seek for a specific data (Test Wise Word Association, 2006).

5.3 Predicting

According to psychologists, prediction indicates the application of the previous experience about the object and related with the new one in the written text. This means that the reader employs his prior knowledge and combines it with the new material. Greenall and Swan (cited in May 2010: 16) believed that before starting reading any text, the readers' subconsciously inquire themselves about what they know concerning the topic. Similarly, Magiliano et al (1993: 35-53)assumed that prediction technique involves thinking about what will happen in the following text, which implies that they use personal experience, pictures as well as headings to predict before they start to read.

Accordingly, prediction is very functional strategy to expand the readers' activation of their previous knowledge. It plays a crucial role in reading process.

5.4 Inferring

Knowing how to make inference is very significant in reading. (Prezler, 2006: 4) stated that inferences are evidences based on guesses, when reading; the learners are required to guess the meaning of a new word or phrase and use their previous knowledge to make inferences about the text. Furthermore, Zimmerman (2009: 23) reported that inference refers to as what you "read between the lines". That is to say, that the writer wants the reader to draw the same logical conclusion the author has implied. He also demonstrated that inference is a reading technique, which requires the readers to use their previous knowledge and schema in order to draw conclusions and form a unique interpretation from the text.

6. Reading Comprehension

Many experts shared their own point of views concerning the definition of reading comprehension. According to Sayed et al (2010: 376-380) reading comprehension is the ability of the reader to understand the meaning conveyed in the written materials. Besides, Bader (2007:50) pointed out that "without comprehension, reading is a frustrating, pointless activity". In addition, Snow (2002: 11) defined it as the process of constructing the meaning through interacting with the printed text.

In other words, reading comprehension is meaning making guided by the readers' prior experience, vocabulary knowledge and syntactic knowledge, text and strategic knowledge. This implies that comprehension is obligated to other abilities. In the same sense, Katherine Maria (1990: 14-15) stated that reading comprehension is the process of building meaning from the text through the interaction of the knowledge that the reader conveys to the text material including: word knowledge, words recognition competence, and knowledge of linguistic conventions. In addition, the situation in which the text is read, and readers understanding of the language that the author used in building the written text.

7. Teaching Reading

Reading plays a vital role in the development of learners' language skill. Definitely, it involves students with language knowledge in particular and provides

them with words, grammar, and style. According to Nuttal (2005) reading contains the following aspects:

➢   The meaning concept.

➢   The transmission of meaning from the writer to the reader.

➢   How is meaning built through reading.

➢   How the reader, the writer, and the content build the reading procedure.

Moreover, Durkin (1993) viewed reading as the deliberate thinking through which meaning is created by interactions between the reader and the text. Besides, in teaching reading, the teachers should be responsible in helping learners to increase their reading capacities. They need to follow a certain goals to achieve that. Indeed, tutors should motivate their learners to practice reading via choosing or building appropriate activities, creating effective classroom methods, stimulating critical thinking, as well as creating a comfortable environment for practicing reading inside the classroom. According to hedge (2000)any reading components should involve the following goals:

➢   The capacity to read a wide range of text material in English.

➢   The ability to adopt a reading style and purpose.

➢   Building knowledge of language that improve the reading capacities.

➢   Promoting knowledge of the structure of written text.

Additionally, Smith(2004) explained that reading instruction is conveyed throughout an absolute foundation. Certainly, teachers can work in parallel with their students and aid them to use various techniques to comprehend the written text. Likewise, they can devote specific time to describe to them the criteria that effective readers use to select the appropriate material of reading for free reading.

Likewise, reading language classrooms is an engaging practice that is often conducted by instructors. They use various strategies and techniques to make reading task meaningful and hence, it can be done in three phases in order to perform the process in a very proper and sufficient manner. Such three stages are pre-reading, while-reading, and post-reading. Each stage has its own significant position. They are all the important pieces of a reading task. For language classes, these stages must be taken into account in order to improve the reading skills of learners.

In this respect, Carter and long (1991: 16) claimed that the instructor should create easy activities to get knowledge through targeted approaches to enable learners to use successful techniques when reading in a foreign language. "Pre-reading" (warm-up, before reading) tasks introduce learners to a specific text, obtain or provide adequate background knowledge and activate necessary schemes (p. 16). Further, the pre-reading stage helps learners describe selection criteria for story central theme, or the essay's main argument. Pre-reading activities involves discussion of the form of author or text, brainstorming, skimming and scanning, etc.

Additionally, while-reading activities help learners boost reading techniques, strengthen their use of the foreign language, and decipher uncertain text passages. Helping learners, use strategies when reading can be difficult because individual learners use specific strategies and need them. However, the instructor can recognize useful techniques clarify which techniques individuals most need to practise, and provide practical activities in the form of activity sheets "guided reading. These exercises may involve conceiving meanings of words by using contextual clues, cognitive practice or word development clues; considering syntax and sentence structure by considering the grammatical functions of obscure words, predicting text content and learning to make efficient use of dictionary.

Post-reading or follow-up activities first check learners' understanding and then conducting learners to a deeper examination of the text, if warranted (Carter and long, 1991: 16). Foreign language comprehension needs to go beyond depth understanding drills to help learners understand different techniques are suitable with various types of text. Through discussing what they understood in groups; learners focus on information that they did not comprehend, or understood correctly.

Accordingly, discussion of this nature may directly lead the learners to a text interpretation as a class discussion proceeds from the determination of facts to the study of deeper developments of the text. Nevertheless, instructors can use post-reading exercises that involve multiple-choice questions, true-false statements, cloze tasks, and filling the gap tasks to monitor and evaluate learners' comprehension. In short, these kinds of reading tasks create classroom interaction and help learners enhance their comprehension and their reading strategies.

II.   Section Two

The following part deals with writing skill.

1. Definitions of writing

Many researchers and experts explained the concept of writing in very different ways. To start with, Crystal (2006: 257) defined writing as the process of communication which uses the system of representations shaped on certain surface. It is a form of graphic expression. In other words, writing is a medium of communication that interpreted language through the inscription of graphic symbols and signs. Besides, Lado (1983) claimed that writing is a way of exchanging thoughts and ideas via written papers. Obviously, a good writer is the one who has the capacity to select the appropriate vocabularies and sentence structure in order to create clear and good piece of writing. Briefly, writing is a means of transmitting a message through expressing ideas, feelings, and thoughts to other people in a form of written words to make the readers comprehend the meaning conveyed.

Still, writing is more than visible representations; Josef (2001: 05) explained that writing is a complex activity that involves the improvement of thoughts, the experience with subjects, and the acquisition of mental description of knowledge. Furthermore, writing is how to make and build meaning. That is to say, that it is a process of thinking in which the writer constructs meaning. In this respect, Bromley (2007: 244) stated that writing is a way to scrutinize and build new knowledge. It needs to make connections and create message. This means that the writer employs in an activity where he attempts to use his prior background knowledge and works on reconstructing them in order to express and make a comprehensible meaning.

Additionally, it is commonly known that writing is a complex task to be acquired by the students since it is a process that goes on the mind, i.e. it requires profound thinking and entails forming words into sentences. Indeed, writing is a complex process that EFL students do not receive or acquire naturally, it means that it is learnt. In this respect, Byrne (1979) stated that writing is a complex skill in which makes the writer transfers his physical and mental efforts. He also claimed that there are some difficulties, which may encounter any writer; they are classified into three parts. First,

the psychological problems, they appear because of the lack of communication between the writer and the audience. Second, cognitive problems: like the organization of the content and coherence deficits. Third, linguistic problems: that includes absence of certain device like clearness and exactness of ideas and expression.

Furthermore, Pytash and Ferdig (2014: 2) described that written production is a challenging process, which contains a combination of cognitive objectives and tasks. Overall, writing is one of the four basic skills that has a great impact on the students' learning success.

2. The Importance of Writing

Javid and Umer (2014) asserted that writing is the basic means in which learners are able to indicate their academic success and improvement to their teachers.

2.1 Writing as a Help to Communicate

Writing is an essential process in improving the communicative capacity. Concerning that, Uso- Juan et al. (2006: 390) affirmed that writing has a great influence in promoting the acquisition of communicative knowledge. Furthermore, the EFL student will be able to express his ideas and thoughts and to communicate using conversation modes of the English language such as, informing, persuading or arguing, narrating or describing….etc. Indeed, the student will be able to explain himself, his peers, and his learning to his classroom instructor as well as his society. Therefore, the chain of communication will be moved from one generation to another.

2.2 Writing as a Help to Learning and Academic Progress

Writing skill is a very beneficial instrument for EFL learning and academic development. Initially, students practise writing as a tool to gain knowledge in their classroom. For instance, writing can be used as a technique to perform the acquired language or as a way to practice at home (barras, 2005:125). Additionally, writing can foster collaborative learning (elbow, 1998:98). In other words, writing is used to grasp the content of various subject areas, to obtain sub- skills; use the language elements such as words, grammar, spelling, and punctuation….etc. significantly, writing is used to attain in teaching students the strategic communication with peers.

In addition, Graham and Hebert (2010: 2) stated that the national commission on writing declares that writing is an absolute determiner of students' learning. Therefore, the success of an EFL student is persistent by his efficiency of writing since most of the subjects are examined about writing. This means that tests are almost free from writing answers that tend to influence the students' fulfillment and scores. Therefore, writing skill plays a vital role in learning and academic success.

2.3 Writing as a Help to Thinking

Writing is very significant tool in enhancing the students' thinking competencies. Krashen (1989, p, 116) reported that writing improves the learners' intellectual capacities. It enables us to change and examine thoughts, ideas, and experiences that the brain builds. Moreover, writing is substantial for enhancing the ability of sub-mental skills particularly, interpretation, criticism, reflection and summary. From this perspective, Hodges (2010: 64) argued that writing forces learners to focus and adjust their thoughts, and ameliorate their capacity to analyze, criticize, and summarize. This implies that writing enables students to foster and increase profound learning strategies. Certainly, writing is more essential since it is a thinking means and supports in the improvement of a language as Bjork and Raisanen (1997, as quoted in Javid and Umer (2014: 164), indicated that "…from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and extension, for learning in all disciplines". To transmit thoughts and information in a precise and comprehensible manner needs suitable written language (Hashim, 2011).

3. Types of Writing

Exchanging information and ideas with others is generally guided by a various goals or purposes. Writers may want to express their emotions, feelings, and knowledge or want simply to explain ideas and thoughts. Thus, there are four different purposes that lead someone to write a piece and these are known as the four types of writing and Knowing the aspects of each type may help the student to choose the appropriate one in the appropriate situation or context.

3.1 Expository Writing

Usually this type of writing is used to explain things, place, people, relationship or an idea. Besides, expository writing is used to provide information about different subjects. In this type of writing, the writer gives real information concerning a certain topic instead of expressing his or her personal opinion orally. Actually, it is one of the most common types of writing and is used in textbooks and how- to cite an article.

3.2 Narrative Writing

The main purpose of narrative writing is to tell a story but in a written form. The story could be either real story or fictional story. It is considered as one of the easiest writing types for reading and the most complicated types of writing to write since it needs many skills to write a story in such a way in which it involves the reader in the world of the story. Writing stories require writing skills and creative thoughts to transmit it to the reader.

3.3 Persuasive Writing

The main purpose of this type of writing is to convince the reader. It involves opinions and personal point of views of the writer. In addition, Persuasive writing provides airtight proofs of what the writers believe and what they think. The writer should have known about the other side of the subject or topic so that he can present the strongest information and ideas to counter it. He should also be able to improve a well- described and debatable topic.

3.4 Descriptive Writing

The descriptive essay means to describe things such as places, events, characters etc. in details. It is like creating or drawing a vivid picture in the minds of readers to enable them sharing the writer's sensory knowledge. Through words, the writer tells you how it feels like, looks like, smells like, and sounds like. Descriptive writing does the job of relating the outer world with the inner worlds.

4. Strategies for Improving the Writing Skill

According to Hedge (2005:95), having a good piece of writing requires making a clear and meaningful sentences; seeing that students must be helped to create and express their thoughts within a comprehensible and suitable manner. With this regard,

there are some techniques that must be taken into consideration to enhance the learners writing performance, and they can be named as follows:

4.1 Selecting the Appropriate Type and Topic

Perks (2010) argued that teachers must assist their learners in choosing kinds of writing and topics that make their students attentive. Indeed, providing learners with topics and giving them the opportunity to select and create their own subjects this works with them. He can support learners to write about whatever they want in order to make them feel free to express their thoughts.

4.2 Generating Ideas

The teacher must give reasons for his learners that collecting and noting down their knowledge concerning the topic without carry about spelling, grammar and sentence structure will be an effective strategy to free students' minds and more importantly, to boost fluency in producing thoughts.

4.3 Write more than One Draft

The instructor needs to show his students that draft considered as a basic step in writing and by repeating and working on this stage more than one time; learners will achieve a good piece of writing. Moreover, teachers should inform clearly that through writing more than one draft aids them to check or edit spelling words, grammar, and punctuation, to aid clarifications and to omit unnecessary thoughts. Therefore, by doing this step effectively students will obtain a clear and good piece of writing.

4.4 Note Taking

Cohen et al (2013) suggested that teachers should tell their learners that they need to note any information or idea the teachers have explained in the classroom that maybe included in the exam. Since most of the information introduced inside, the class includes the important key words or ideas, which might be definitely involved in the final test. Additionally, the teacher should make certain that students are attentive and that through paying attention to the significant of this step and asking them some questions to answer such as "what did and did not understand? What did you already know about?"This technique may also help them in quick writing.

4.5 Encourage Quiet Students

The teacher should help his learners to build self-confident and defeat their fears by motivating his shy learners to express their thoughts and ideas because they have negative expectations and poor self- image. Besides, the tutor might create or make a small groups and engaging those quiet students in activities, which present them to other learners 'ideas. Thus, this cooperative strategy will help them to find answers by themselves.

5. Writing Difficulties

Most EFL students find various challenges when they come to writing production phase. These problems have many reasons and they belong to the topic itself or to the student vocabulary knowledge and level. There are several problems among them vocabulary, spelling, grammar, punctuation, organization, content and first language interference.

5.1Vocabulary Problems

The use of adequate and rich vocabulary is considered as one of the major difficulties in the writing process. Seely (1998: 185-186) noted the main aspects in vocabulary problems and they are as follows:

- Active vocabulary: it means the words that students employ in their writing.

- Passive vocabulary: are about the words that students know or comprehend, but not mandatory to employ them in their writing.

- Vocabulary words, we have dealt with, but their meaning is inapprehensible

- Vocabulary that is seen to be passive.

- Vocabulary that we dealt with.

5.2Spelling

LSPNation (2009:18) explained that if students are not skilled in spelling, they will certainly avoid writing tasks, and when writing will avoid words, they will face spelling problems. Indeed, English is a language that needs consistency between letter system and the sound as to other languages. This implies that many English sounds are pronounced in the same way but they are spelled in a different manner. This creates

confusion for EFL students when spelling words and prevents them to complete the writing tasks.

5.3 Problems of Grammar

The majority of EFL learners consider grammar as the one of the major problems that stands as a barrier and handicaps their writing production. Certainly, grammar is considered as the essential feature, which characterizes any language and without it, there is no language. Seely (1998: 159-160) considered grammar as a combination of rules which determines how language works, and interprets things in a specific manner. It belongs to morphology and syntax. That is to say, that grammar is the mechanism of the language. It works through morphology that is the form of words, then syntax which means the arrangement of these words to transmit particular message or meaning in a form of phrases, clauses and sentences. Seely explained problems in grammar that may influence the learners writing production as follows:

a- **The sentence:** kenndy (2003: 259) described the sentence as the group of words, which involves a subject, verb and sometimes complement and maybe one or more adverbial. It begins with capitalized letter and finishes with punctuation marks and it conveys information or a message. Further, Seely (1998: 161)gave the main components of sentence which make it clear and correct; these components are the major hurdles in a sentence that hinder the students' writing performance and they are mention as follows:

b- **The verb:** is the word that expresses an action or state. The issue with the verb is when the sentence includes infinite verb, also if there is no subject- verb agreement that may create misunderstanding of the sentence meaning by the reader.

c- **The object:** is a noun, noun phrase, or pronoun that determines the receiver of the action of the subject. The frequent problem is when some pronouns change according to whether the word is the subject or the object of the sentence.

d- **Adverbials:** the issue that may encounter the learners is that they do not know where exactly to put the adverbials.

e- **Coordinating conjunction:** learners usually find problem with conjunctions. They could misuse these conjunctions or do not use them at all which causes misconnection between clauses and sentences and this will create a problem.

f- Word order: the way in which words are coordinated in a sentence can be a challenging task for learners and it may change the meaning of the sentence and result a mess.

5.4 Problems of Punctuation

According to carol and Wilson (1995: 191) learners have difficulties in punctuation when they write since there are no general fixed standards of punctuation, thus, it is a questionable problem. In very similar view, Seely (1998) stated that punctuation is an important step in reading as well as in writing process. Applying punctuation marks considered as a challenging task for the students because they have no permanent rules, and the way of applying them, differs from one to another.

5.5 Organization

Building a well-organized piece of writing is considered as one of the major hindrances for EFL students. Nevertheless, organization is an essential feature that the writer should take into consideration. According to Starkey (2004: 2), the writer should present his work in a clear and well-structured format in order to guide the reader and make the task of reading easy. He also claimed that EFL learners face many hurdles when they start writing since they just begin in writing and note down whatever comes into their minds.

5.6 Content

Clifford (1987) believed that learners of English either as second or as a foreign language have writing problems, which related to the way of expressing thoughts and ideas in order to interact or communicate with others. In this respect, Leki (1991) stated that these problems are the consequence of the traditional methods that used by teachers to teach writing. They concentrate on mastering grammar, spelling, and punctuation. Due to that, Clifford (1987) viewed that instructors must employ other approaches where they inquire from learners to concentrate more on the idea or message to convey the meaning or the message in a clear way, instead of grammar, punctuation, and spelling.

5.7 First Language Interference

Writing in English involves particular identity and way of communicating. (Weigle, 2002: 37) claims that in order to write a good piece of writing, English foreign language students can write using English identity rather than their own or construct a current English self-identity. Moreover, the interference of the first language is one of the major problems that can hamper EFL learners' writing. In this respect, Daulay (1982, p,02) considered interference as the transmission of structures of L1 to the surface of L2. That is to say, that English foreign language students employ linguistic element, phonological, grammatical, orthographic and lexical rules of their mother language in writing in the second language and this way will prevent them to acquire English.

6. Reading and Writing Interrelationship

A large number of researchers agreed that reading and writing are factually connected and interrelated skills, according to Olness (2005) Tsai (2006) who considered both of reading and writing as similar processes through which the reader or the writer interact with a text. As it has been observed in the classroom experience, the good readers tend to be the good writers (Williams, 2003). Besides, these two language skills are intertwined and strictly correlated. Graham and Herbert (2010:9) believed that writing is usually recommended as a means for developing reading. Indeed, the relationship between reading and writing is a very strong one and people who are generally good at one will be good at the other.

Further, both disciplines are essential for acquiring or learning a new language. Tierney and Pearson (1983 cited in Tsai, 2006:5) stated that in order to understand the relationship between reading and writing, one must view writing and reading as building one meaning construction. Moreover, Stotsky (1983) made her exploratory study concerning reading and writing, this study stated that there is a strong relation between these two skills. It concluded that there are connections between reading and writing skill. Better writers are better readers and better writers read more than poorer readers as well as better readers tend to construct good and well-developed sentences rather than poorer readers.

Actually, writing is considered as the result of reading since writers compose about the bases of what they have read before. Indeed, through reading, students can grasp

new words, new ideas as well as acquire new language styles in which enables them later to produce a good piece of writing and enhance their language abilities.

7. Conclusion

This theoretical chapter aimed at focusing on the key concepts relating to reading and writing skills. In the first part, it tried to define the reading skill relying on different scholars' point of views and the importance of this skill as well as its types. Besides, it attempted to identify reading comprehension and strategies of reading. In addition, it tends to shed light on teaching reading skill (how and why).

The second part of this chapter was devoted to provide a definition of the writing skill, its importance and the types of this skill. Moreover, it mentioned some writing strategies and demonstrated the students' writing difficulties. At last, it finished with the relationship between reading and writing. In short, reading and writing are important language skills in which they require both students and learners to have some necessary knowledge and interest that would enhance and make the learning and the teaching of these skills easier.

Chapter Two

1. Introduction

This chapter demonstrates the research aims and the instruments that are included in this work. The researcher tends to describe the main objectives of the field and the steps of this study and attempts to give clear arguments of her options and choices in conducting and designing this research.

Additionally, this chapter gives reasons for the use of the two questionnaires, which were submitted for both students and teachers and displayed the classroom observation. It involves explanations of the data collection analyses and the interpretation of the results. Furthermore, this practical part of the current research work defines the participants of this work and discloses their answers and attitudes concerning the reading and writing skills as well as the importance of reading skill in enhancing students' writing performance. In brief, the main purpose of this chapter is to investigate the research hypotheses and to clarify the research objectives, to show the data collection techniques and to analyse results.

2. Research Aims

This study is determined to highlight the importance of reading in teaching writing skill according to second year students of the English department at Dr. Moulay Taher of Saida University. In fact, the main objective of this research work is to show how reading can affect in improving students' writing skill. Likewise, the difficulties that encounter them during the writing process further, their reading and writing strategies. Besides, this work aims to illuminate the teachers 'views about the significance of reading in developing students' abilities in writing.

3. Research Design and Methodology

This research work is conducted in the form of a case study and used both qualitative and quantitative research methods. Further, two major research instruments were used: students' questionnaire, teachers' questionnaire and classroom observation.

3.1 Case Study

The use of case study helps the researcher to analyse, interpret the collected data from different sources. It allows the researcher to explore individuals or organisation, communities or groups. In this respect, Yen(1984) described the case study as the experimental investigation which examines contemporary phenomena within its real-life context. It is condensed investigation that supplies information and facts concerning a given context.

3.2 Research Methods

Two research methods have been used to investigate this study, quantitative and qualitative approaches. Concerning qualitative research method, it is considered as the experimental research which is used to have a general understanding about the underlying opinions, reasons and motivation. Qualitative data collection diversifies using semi-structured and unstructured approach. It involves key informant interviews, focus group discussion, in depth interviews and participation observations. For the sample, it usually has a small size.

Moreover, Berg and Howard (2012)viewed qualitative research as metaphors, meanings, symbols and description of things. Indeed; it includes the essential instruments that help problem solving. These various instruments are like observation, in depth interview (video or audio), open ended questions and field notes which are used to gather information from participants in their real life situations.

Likewise, quantitative research methods are characterised by the collection of data which can be analysed numerically and transformed into useable statistics. In other words, (Bryman, 2001) described quantitative research method as the research which places emphasis on figures and numbers in the collection and examination of data.

3.3 Research Instruments

Commonly, there are different procedures of gathering information. The predominant instruments used in mixed method researches contains of questionnaires (closed-ended, open-ended), classroom observation and interview. Indeed, in this research work a multiple research tools have been used. Definitely, the diversity of research instruments indicates the

dependability and validity of the research data. Furthermore, in this study, two research tools have been used: two questionnaires and observation.

3.3.1 The Questionnaire

The questionnaire is defined as a research instrument, which contains a series of questions that are either closed ended or open ended. Its main purpose is to gather information from respondents. In this regard, Brown (2001: p. 6) defines a questionnaire as "any written instruments that present respondent with a series questions or statements to which they react either by writing out their answers or selecting from among existing answers». The questionnaire is specifically effective tool for collecting data on a large scale. Besides, the researcher has selected the structured questionnaire in order to conduct this research work. This later comes under quantitative research. The questionnaire is prepared and determined for collecting accurate data. Further, two questionnaires were designed to accomplish this study; one was administrated for the students and the other was for the teachers.

3.3.2 The Observation

It considered as a useful research instrument in teaching a foreign language. In fact, it is commonly used as a tool to gather information or to record evidence. Generally, the concept of observation is known by researchers as the term "watching". However, this kind of watching is expected to involve interpretations and specific analysis. Whereas, for Sanger (1996: p. 22) believes that observation can be through looking on the gathered evidence and separate the important form the unimportant within that evidence. There are different kinds of observation for instance, formal and informal, structured and unstructured, systematic and participant, are used to describe the features of observation approaches.

In this study, the researcher selected non-participant observation in which the researcher take a seat at the back during the class activity and observes the behaviour of both teachers and learners without being verbally participated or involved in the classroom. Additionally, the investigator should be attentive and paying attention to any interaction or behaviour .besides, the researcher should remarks and notes down everything happen. Likewise; by conducting the observation, the researcher obtain the information more precisely since he was witnessed and observing the real phenomena in the classroom.

4. Data Analyses and Interpretation of the Results

4.1 Description of the Classroom Observation

The investigator conducted this observation tool to inquire and attain real information as much as possible with reference to the second year students and teachers of English language at Dr. Moulay Taher University of Saida concerning the importance of reading skill in teaching writing.

The researcher attended some sessions for the sake of gaining as much response as it is possible .additionally; in order to achieve the observation objectives, the researcher had to take everything into consideration, the students and teacher's behaviours, interactions, involvements and so on. Additionally, the investigator attended with second year during the written expression module. The investigator made five observational sessions, three for reading sessions and two for writing sessions.

During the reading sessions, the teachers were providing the students with texts materials and giving them enough time to read and comprehend the text in order to discuss it later. The investigator observed that some of the students did not show interest at all. They were discussing other issues in the classroom. Whereas, for the rest of students were really engaged in reading extensively and intensively. They were concentrating and focusing while reading. These remarks helped the investigator to gather a lot of data.

The researcher noticed that only those who were reading the text, they were participating and interacting with the teacher unlike others who were not interested. In addition, the researcher remarked that most of second year students are still encountering problems in reading. They had limited vocabulary knowledge. Also, they had a bad pronunciation and spelling. Even though, the teacher was interrupting time to time to correct their pronunciation. This led the researcher to realise that the lack of vocabulary in general and lack of reading techniques in particular affect the students' abilities to deal with text materials.

Concerning the writing sessions which were totally linked to reading activities, the teacher asked them to summarise what they have read before in their own style and words. The researcher observed that those who were interacting and following a certain reading

strategies; they were better in writing production since they were reading intensively and interested. Whereas, the rest of them they had troubles in writing. However, the obtained results confirmed the research work hypothesis which is represented in that students need a great exposure to language through intensive and extensive reading in order to develop their writing competence. Further, the main deficit that students are encounter is the lack of vocabulary knowledge and ideas which stands as a barrier to their writing production.Moreover, the researcher conducted this observation and two other questionnaires for both students and teachers as a research instruments to accomplish and reach her goal of this study efficiently.

4.2 Observation Data Analysis and Discussion

In order to achieve the observational side, the researcher took a period of time and practise to shift from description to detailed examination and interpretation. The researcher attempted to observe certain elements concerning the reading and writing skills and how can reading skills affect the students 'writing production. Besides, the investigator observed and noticed the classroom activities without any involvements. She conducted observation for the sake of investigating and gathering data by observing carefully, Taking attention to students' behaviours, and interaction inside the classroom in addition to their involvement in reading and writing activities and tasks.

Furthermore, the teachers' performances and practices inside the classroom, to see whether teachers are providing their students with writing and reading strategies. Also to investigate whether teachers are integrating reading with writing sessions or not. The use of classroom observation has a great importance in which the researcher may obtain various data.

The observation was done with second year students at Dr. Moulay Taher University of saida .The researcher attended different English classes to examine how can reading skill influences students' writing performance and to explore the major difficulties that students face while reading and writing. Nevertheless, the researcher took into consideration the whole and each individual student's interaction toward reading and writing activities, without neglecting the teacher's role in teaching such skills.

Moreover, the investigator concentrated primarily on the nature of the classroom, the situation available and the setting. Further, this work measured academic engagement including time engaged in meaningful activities and tasks. The procedures were used to scrutinize the impact of classroom interaction and activities structures on the students' academic reading and writing achievement.

As for the reading to writing activities, the investigator observed that students were required to answer question concerning comprehension and most of the time, they were asked to summarise the text in their own words or to write essay about their own experiences which have related to the texts' topic. Surely, these activities lead students to practice reading and writing.

Additionally, the researcher noted that the limited language knowledge such as vocabulary, syntactic competence and decoding skill created different issues for learners to reach full texts' understanding. The majority of them were relying on dictionaries to check the meaning of words. Absolutely, this hinders fluency and leads to poor comprehension. This was clear in their written responses to the reading activities.

5. The Students' Questionnaire

5.1 The Aim of the Students' Questionnaire

The aim of this questionnaire is to give the students a chance to express their attitudes and opinions towards the research topic. This questionnaire was designed to know to what extent EFL learners are aware of the effect of reading in improving their writing competence.

5.2 Administration of the Questionnaire

The questionnaire was handed out to forty (40) students of second year LMD students who were chosen randomly from the department of English language at Moulay Taher university of Saida. The questionnaire was answered in the same day that is given to them.

5.3 Description of the Questionnaire

The reason behind choosing the questionnaires rather than any other research procedure is that questionnaires are anonymous in addition; students feel comfortable and free to answer and express their ideas about the given questions concerning the research topic.

The students structured questionnaire includes fifteen (15) questions that are either closed questions requiring from students to choose yes / no answers or to pick up the appropriate answer from the number of choices and justify their answers .The questionnaire is divided into three main parts. The first part contains three questions (1-3)it is concerned with general information about the learners. The second part consists of six (6) questions (4-9) which are devoted for collecting data about the reading skill and its impact on their writing ability. The third part consisted of six questions (10-15) which is designed for gathering data about the writing skill and the students' writing issues.

5.4 Analysis of the Questionnaire

Part One: General Information

Question01: do you prefer reading in**:**

Options	Number	Percentage
Arabic	09	22%
French	05	12%
English	26	65%
Total	40	100%

Table 01: The Language that Students Prefer to Read

As shown in the table above that the highest percentage of students (65%) stated that they prefer to read in English, whereas (22.5%) which represents nine(9)students presumed that they admire to read in Arabic and the last percentage (12.5%) of students prefer reading in French language.

Question 02: how do you consider your level in English?

Options	Number	Percentage
Very skilled	01	2.5%
Skilled	11	27.5%
Average	25	62.5%
Poor	03	7.5%
Total	40	100%

Table 02: Students' English level

The results show that the majority of the respondents (62.5%) claim to have an average level in English. Others (27.5%) show that they are skilled in English. Some others (7.5%) affirmed that they are poor in English. While the least percentage (2.5%) state that their level in English is very skilled. This means that the students' English level is good in general.

Question03: which skill you are attentive in?

Options	Number	Percentage
1.Listening	12	30%
2.Reading	04	10%
3.Speaking	11	27.5%
4.Writing	04	10%
1+3	06	15%
All skills	03	7.5%

Table 03: the Skills that the Students are Interested in

According to the results shown in the table above, (30%) of the informants are attentive in the listening skill. Besides,(27.5%)answered that it was speaking .While for reading(10%) it was the same percentage as writing (10%). 15percent go for both listening and speaking .Moreover, the percentage (7.5%)which is around three (3) students reported that they are attentive in all the skills.

Part two: Reading Skills

Question04: do you enjoy reading?
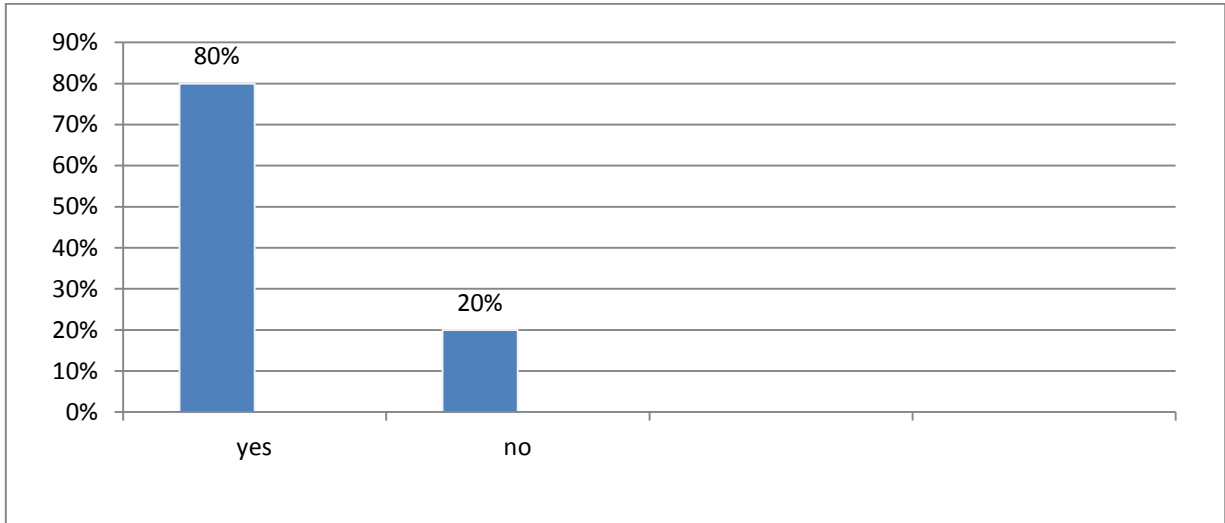
Figure 01: The Students' Attitude towards Reading

According to the figure above, it is noticed that the overwhelming majority of participants are thirty two (32), i.e. (80%) state that they enjoy reading. While (20%) of them indicate that they do not like reading

Question5: do you practise reading inside the class?
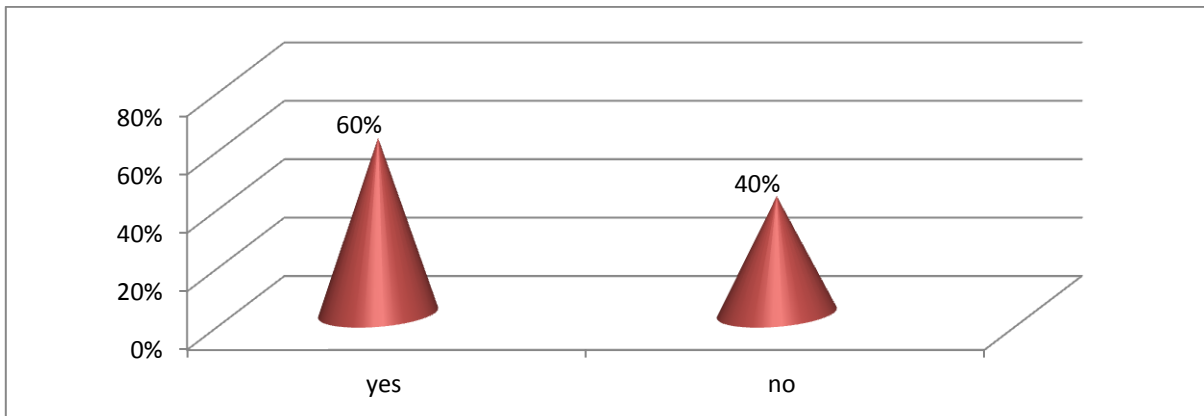
Figure 02: The Students Attitude towards Reading Intensively

Among the forty respondents, twenty-four of them (60%) reported that they practise reading inside the classroom, i.e. they read intensively .While (40%) which is around sixteen

(16)informants claimed that they do not practise reading inside the classroom, which implies that they are not interested in reading.

Question 06: how often do you read?
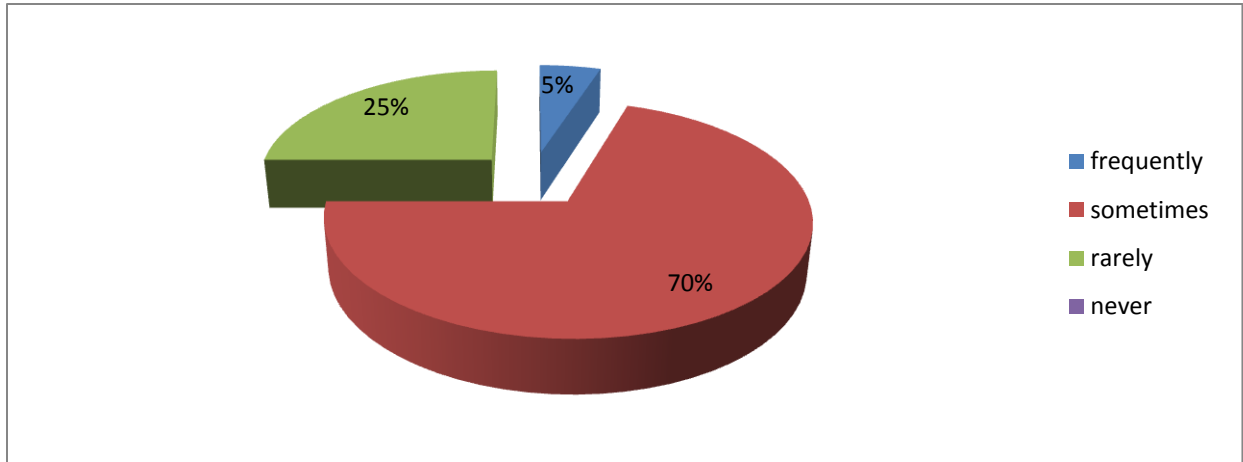
Figure 03: The Degree of Reading

The results tabulated above revealed that most of the candidates (70%) sometimes read in English and (25%) of them states that they rarely read. While (5%) is for those who are frequent readers.

Question 07: How can reading be helpful for improving your writing ability?
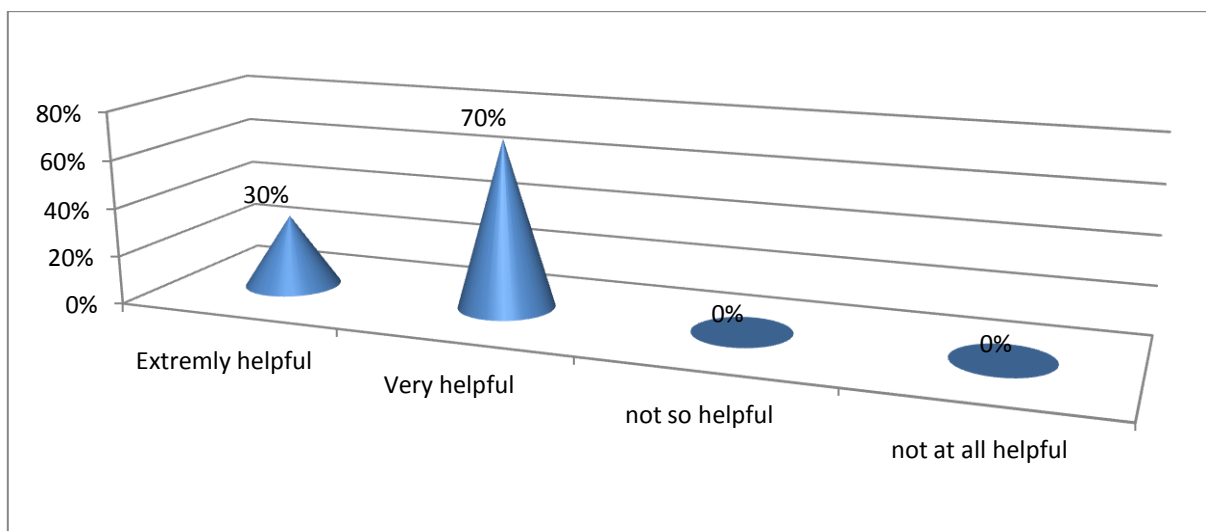
Figure 04: Reading Extent in helping Students to improve their Writing

From the analysis of this question, it is noticed that (70%) of the students consider reading as very helpful for improving their writing ability. Moreover, (30%) of the informants state that reading is extremely helpful for them to enhance their writing ability. In addition, no view was given to «not so helpful" or "not at all helpful "

Question08: what do you prefer to read?
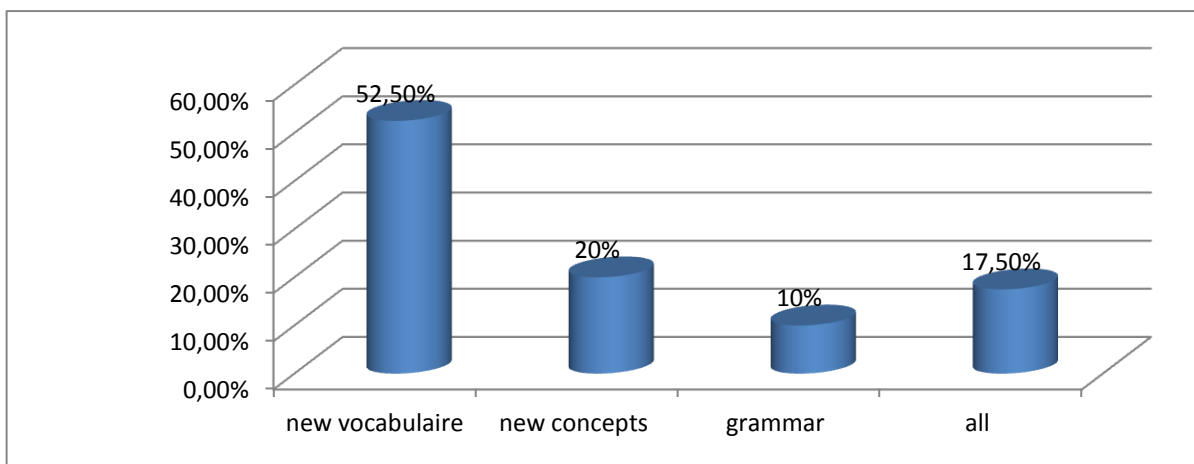
Figure 05:The Material that Students prefer to Read

From the figure above, it is observed that half (50%)of the participants who were around twenty (20)prefer reading short stories and fourteen (14) of them(35%) like to read novels. While four learners (10%) declared that, they are interested in reading newspapers and only two students (5%) like to read poetry.

Question 09: what do you acquire from reading a book?

Options	Number	Percentage
New vocabulary	21	52%
New concepts	08	20%
Grammar	04	10%
All	07	17.5%

Table 04: The Purpose behind Reading a Text Material

The table shows that (52.5%) of the students who were around (21) said that they acquire new vocabulary while reading and (20%) of them state that they get new concepts when they

read a book. Whereas, (17.5%) of students indicate that they acquire all of the new vocabulary, new concepts and grammar while reading a text material.

Part03: Writing Skill

Question 10: are you satisfied with your writing level?

Options	Number	Percentage
Yes	17	42.5%
No	23	57.5%

Table 05: The Students Satisfaction towards their Writing Level

According to the table above, the majority of the learners (57.5%) are not satisfied with their level in writing. However, (42.5%) of them assert that they are satisfied with their level in writing.

Question 11: to which extent do you consider your level in writing skill?
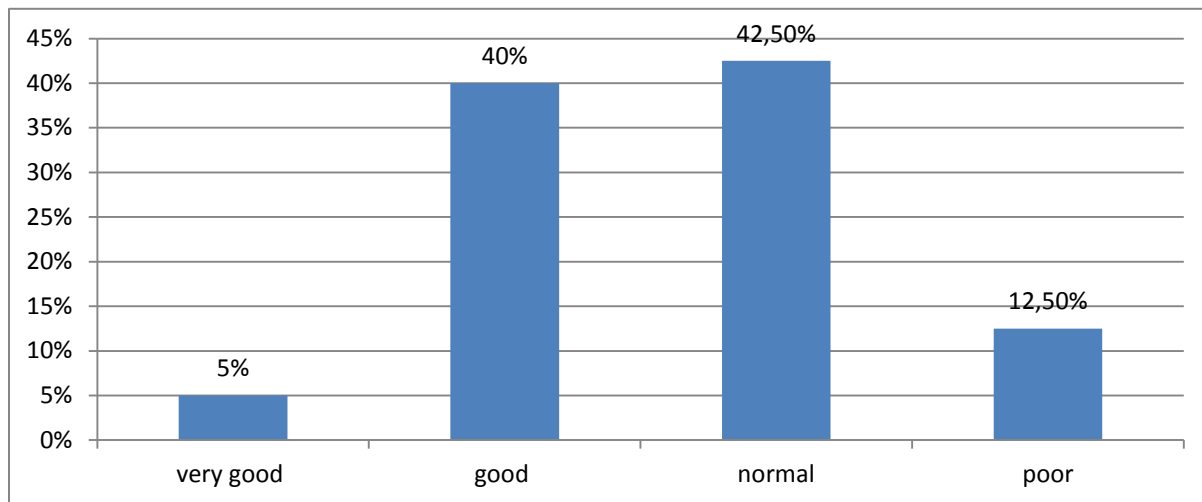
Figure 06: The Students' Writing Level

From figure3.6, the data show that 17 of the candidates (42.5%) considered their level in writing as normal .While (40%) stands for learners who are (16), state that they are good in writing. Moreover, (12.5%) of the students state that they have poor level in writing. Only (05%) of them consider their level in writing as very good.

Question 12: what is required to have a good piece of writing?

Options	Number	Percentage
Good ideas	09	22.5%
Good style	06	15%
Good vocabulary	02	05%
Good grammar	03	7.5%
Accurate punctuation	01	2.5%
All	19	47.5%
Total	40	100%

Table 06:Students' Attitudes towards what a Good Piece of Writing is

The informants' opinions differ from one student to another. The results show that the majority of the participants (47.5%) state that a good piece of writing is the one that includes all these characteristics (correct grammar, good style good vocabulary selection and ideas in addition to accurate punctuation. While (22.5%) of them believe that a good piece of writing requires good ideas. In addition (15%) of the informants, claim that in order to have a good piece of writing you need to have a good style. However (07.5%)of them declare that good grammar is required to have a good piece of writing. The last percentage of the students (2.5%) think that a good writing requires accurate punctuation.

Question13: when you are writing, do you focus on?

Options	Number	Percentage
Vocabulary	14	35%
Grammar	12	30%
Punctuation	03	7.5%
1+2	11	27.5%

Table 07:The students Focus while Writing.

From the table above, (35%) of the informants' responses indicate that they focus on the use of vocabulary and items. And(30%) of participants state that they give a great attention to the grammatical aspects when writing .While (27.5%) of the learners assert that they

concentrate on both of vocabulary and grammar. The remaining percentages (7.5%) of them declare that they focus on punctuation.

Question 14: According to you, how does reading enhance the writing skill?
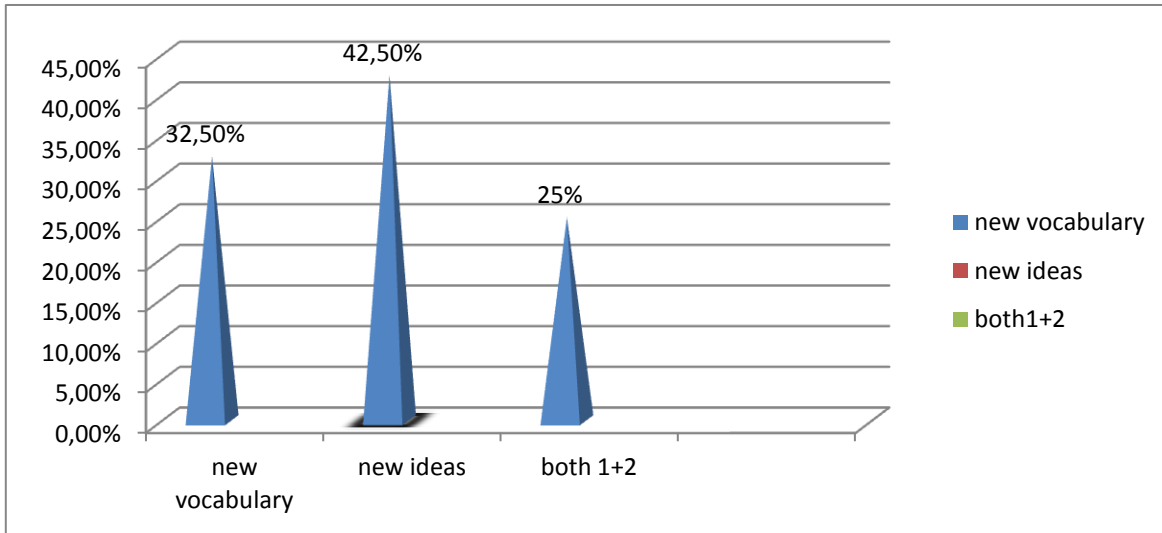
Figure 07: How Reading enhances the writing skills

   From the figure number 8,most of the students who were around 17, i.e.(42.5%) state that reading enables them to acquire new ideas, while (32.5%) of them indicate that reading make them acquire new vocabulary to enhance their writing performance. (25%) of the learners demonstrate that reading makes them acquire new vocabulary and ideas to improve their writing style.

Question 15: What are the major hindrances that you face while writing?
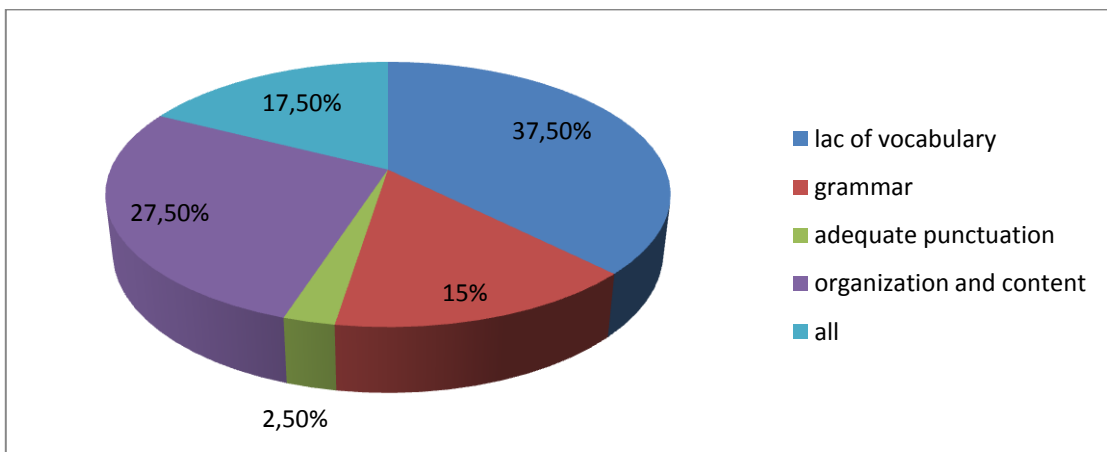
Figure 08: Students' Difficulties in Writing

According to the last question in the questionnaire, the overwhelming majority of participants who are around 15, i.e. (37.5%) demonstrate that they have difficulties in writing in terms of acquiring few vocabularies, which indicate that they do not have the suitable words to express their ideas and thoughts. In addition, (27.5%)of the students declare that they have problem in organizing their ideas and content. While (17.5%)of learners claim that they face difficulties concerning the lack of vocabulary, grammar, adequate punctuation and organization.(15%) of them have problems with grammar and the last percentage(2.5%)of the students announce that they have difficulties with punctuation**.**

5.5The Interpretation of the Results

The results obtained from the students' questionnaire reveal that the majority of second year EFL students were interested to read in English (65%) that is to say, that they are interesting to learn foreign languages and English language in general to improve their skills and enrich their linguistic repertoire. The current level of the students also allows us to rely on them in investigating this study since more than the half of them indicates that their level in English is between average and skilled (25+11) as shown in question 02. In addition, the third question of the students' questionnaire shows that most of the participants were interested in listening skills (30%) since it extended their knowledge and enables them to discriminate between sounds. On the other hand, (27.5%) of the informants have declared that they are attentive in speaking skills because they use it to communicate and express their ideas and thoughts.

In the second part, (80%) of the learners argue that they enjoy reading. It implies that they are aware of its importance indeed; it leads them to better writing and expand their vocabulary bulk. Whereas, for the rest (20%) state that they dislike reading this result leads to view that students are not pushed and motivated to read even though they are aware of its significance in developing their language capacities.

Therefore, students argue that they are practicing reading inside the classroom because it develops their reading strategies and skills while some of them claim that they do not practice reading inside the classroom since they believe that reading sessions are almost complicated

and boring this maybe due to their learning disabilities and their teachers' instruction methods.

Moreover, concerning the frequency of reading, most of the participants (70%) have stated that they sometimes read, this indicates the lack of reading habits among EFL learners. Whereas (25%) of them demonstrate that, they are rarely reading because they are not motivated to read at all. Furthermore, the data shows in question 07that the overwhelming majority of the informants have the same view that reading has a great impact in boosting writing abilities. Krashen (1984) pointed out, " Reading is the appropriate input for acquisition of writing skills because it is generally assumed that reading passages will somehow function as primary models which writing skills can be learned ". A considerable percentage of learners (50%.20+35%.14) in question 08 believe that short stories and novels are the most effective aspects that progress their language learning, surely this is due to the fact that literary books are full of language styles ,vocabulary and figurative language .

Additionally, many students claim that they use reading as a tool to develop their vocabulary since they have deficits with vocabulary and its appropriate use. While others indicate that through reading, they can learn grammar and acquire new vocabulary and concepts because reading enriches their background and enhances their language skills. In question 10, (42.5%) of the participants state that they are satisfied with their writing level; that is to say, they have enough linguistic background and they are capable of using writing mechanics. However, the majority of them (57.5%) declare that they are not satisfied with their writing performance this is pointing out to the improper development of analytical and cognitive skills or the lack of writing practice.

Most of the learners (42.5%+40%) in question eleven state that their level in writing is between good and normal. This result indicates that they show some interest towards writing skills. A small percentage of students (12.5%) claim that their level in writing is poor .this clearly shows that they are still encounter difficulties in writing production at this level.

Having a good piece of writing is a combination of all language aspects. That what most of the participants have answered on. According to them, all aspects are essential to have a good piece of writing and the omission of one-factor may influence negatively on the features of

writing. In question (13) the majority of the students focus on vocabulary while writing, since having a great amount of words enable them to write better in any context.

In addition (30%) of the participants, emphasize the importance of grammar in writing since it plays a fundamental role in making a good piece of writing. As Johnson (2008) believed, «the relation between these two skills is that reading helps learners become better writer. By making them in contact with the rules of grammar and increase their vocabulary». When inquiring about the aspects of deficits that learners may encounter in writing , the results indicated four main difficulties; the limitation of vocabulary knowledge as the most frequent factor (37.5%) , organization (27.5%) and grammar (15%) which also hindrance their writing production.

Ultimately, the questionnaire displays to the researcher the participants' responses concerning the attitudes and the importance of reading in enhancing students' writing skill as well as the major difficulties that EFL learners encounter during their reading and writing performance. The results attained give a full picture that affirms the previous hypothesis of this research work and the classroom observation results.

6. The Teachers' Questionnaire

6.1The Aim of the Questionnaire

This questionnaire aimed to shed light on the teachers' point of views and attitudes towards the importance of reading to teach writing skill.

6.2 The Administration of the Questionnaire

This questionnaire was addressed to written expression teachers at the department of English branch at the University of Dr. Moulay Taher Saida. The researcher has chosen five (5) teachers to answer the questionnaire and all of them were interested in it.

6.3 The Description of the Questionnaire

The teachers' questionnaire includes thirteen (13) questions and it is divided into three major parts. The first part contains personal information about the teachers, their degree and

years of teaching written expression at university. The second part is about reading skills and the last part is about writing skill.

6.4 Analysis of the Questionnaire

Part one: General Information

Question16: Are you?

Options	Number	Percentage
Part time teacher	**0**	**00%**
Full time teacher	**5**	**100%**

Table 08: Teachers' Frequency of Working

It is obvious from the table above that all the teachers (100%) are full time workers which may indicates that they are better qualified and experienced to teach written expression.

Question 17:what is your degree?
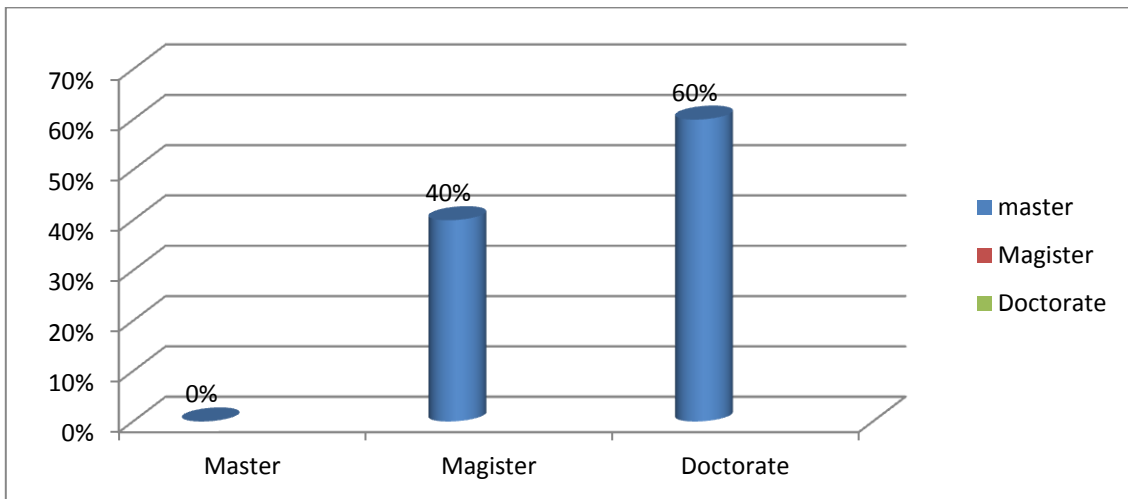
Figure 09: Teachers' Degree

The figure above shows that (60%) of the teachers have the doctorate degrees, while 40% of them have magister degree.

Question 18: how long have you been teaching written expression?

Options	Number	Percentage
1year_3years	03	60%
3years_6years	00	00%
6years_9years	02	40%

Table 09: Teachers' Experience in Teaching Written Expression

The results show that three teachers (60%) are experiencing teaching written expression at the university for three years. While, two (2) of them (40%) have from six to nine years of experience in teaching written expression**.**

Part two: Reading Skill

Question 19: do you encourage your students to read?

Options	Number	Percentage
Yes	05	100%
No	00	00%

Table 10: Teachers 'Encouragement for Students

As the figure shows above that all teachers, (100%) indicate that they encourage their students to read.

Question20: Does reading enhance the students' writing competence?
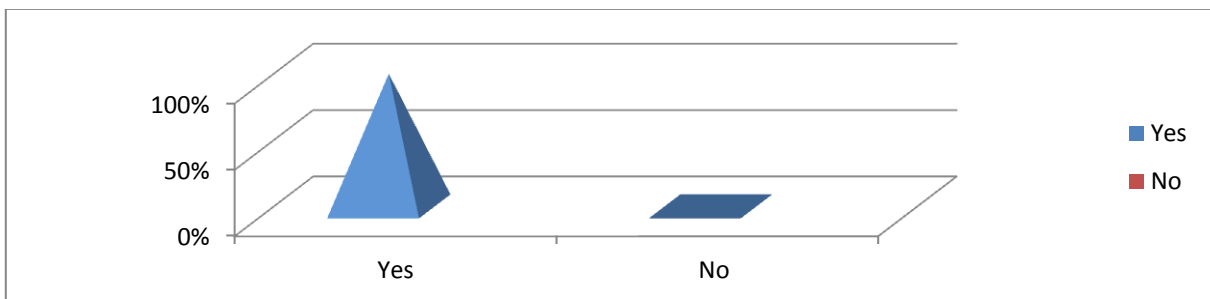
Figure 10: Teachers' Views towards the Importance of Reading in enhancing Students' Writing Abilities

Concerning the table above, it is clear that all teachers (100%) agreed that reading enhances the students' writing competence.

Question 21: do you combine reading with writing tasks?

Options	Number	Percentage
Yes	04	80%
No	01	20%

Table 11: The Combination of Reading with Writing Tasks

From this analysis, we find that (80%) which represents four (4) teachers who state that they combine reading with writing tasks while (20%) of them indicate that they do not integrate reading with writing tasks.

Question 22: do you provide your learners with some reading strategies?

Options	Number	Percentage
Yes	04	80%
No	01	20%

Table 12: Providing Students with Reading Strategies

According to the table above, the results show that (80%) of the teachers' states that they provide their students with some reading strategies .Whereas (20%) of them declare that they do not provide students with reading strategies.

Part three: writing skill

Question 23: how do you classify your student's level in writing?
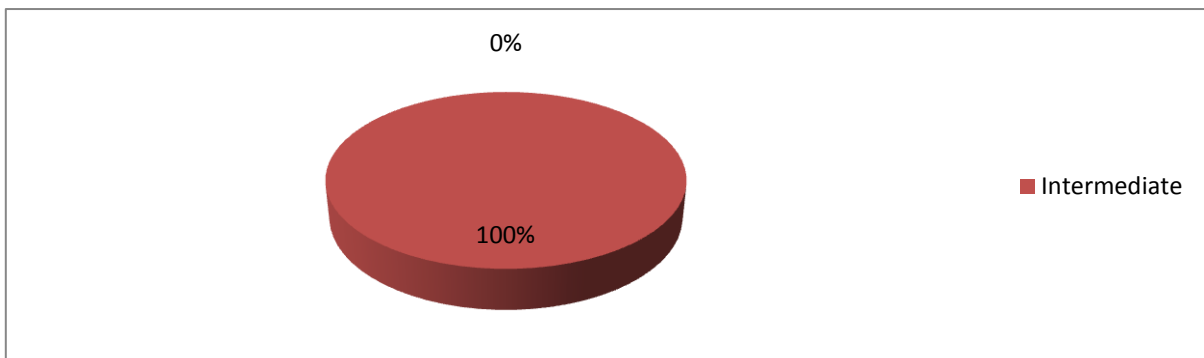
Figure 11: Teachers' Classification of Students Writing Level

It is clear from the figure above, that all teachers (100%) classify their students' level as intermediate.

Question 24: are you satisfied with your students' writing level?

Options	Number	Percentage
Yes	03	60%
No	02	40%

Table 13: Teachers Satisfaction towards their Students' Writing Level

According to the results obtained, most of the teachers that is three (3) out of five (5) questioned teachers stated that they are satisfied with their students' writing level. While (40%) of them are not satisfied with the second year students' level of writing performance.

Question 25: according to you what are the major difficulties that the students face during the writing tasks?

Most of the teachers agree that students lack of vocabulary and that due to the absence of reading; moreover, they have poor grammatical competence .While others reported that they rely on their bilingual dictionaries in writing which make their writing performance meaningless.

Question 26: do you provide your students with some writing strategies?

Options	Number	Percentage
Yes	5	100%
No	0	00%

Table 14: Teachers' Equipment of Students with some writing Strategies

According to the data displayed above, all the teachers (100%) state that they provide their students with some writing strategies.

Question 27: according to you, what is the appropriate method that can be used in teaching writing skill?

According to the analysis of this question, the participants provide us with some writing strategies that they use during teaching writing which are as follows:

- Teaching grammar through context.
- Correcting the students' written assignment on the whiteboard and let them correct their own mistake.
- Using communicative language teaching which provides learners with tasks from real life situations in addition to practice writing persistently using reading writing methods.

Question28: do your students revise their piece of writing?

Options	Number	Percentage
Yes	01	20%
No	04	80%
Total	05	100%

Table 15: Teachers' Attitudes towards their Students' Writing Revision

As the results show above (20%) that is only one (1) teacher declared that their students revise their piece of writing while (80%) which represents the sweeping majority of them state that their students do not revise their piece of writing.

6.5 Interpretation of the Results

The results reveal that all teachers are full time workers. These indicate that they are better qualified and more experienced to teach written expression. Moreover, the teachers' degree varied from one to another. (60%) of them have the doctorate degrees whereas (40%) have the magister degree. This gradation displays the diversity of experiences among teachers. Concerning the third question, the result shows that most of the participants (60%) have been teaching written expression for one to three years .Only two teachers (40%) have been teaching written expression from six to nine years. Obviously, more experienced teachers in teaching written are more effective in increasing students' writing performances. Further, (100%) of teachers declare that they encourage their students to read this means that they are

aware of the great effectiveness of reading skill on their language development that is why they tend to support their learners to read.

Therefore, teachers argue that reading enhances the students' writing competence. According to them reading expands vocabulary volume and instills new ideas for writing. In addition, it makes students attentive to grammatical, semantic and stylistic structures, which will later influence on their writing production concerning the combination of reading with writing tasks. Eighty percent (80%) of teachers state that they integrate reading with writing tasks. As reported by them, both skills are extremely interrelated and profoundly intertwined. In fact, by reading extensively, students become able to write. They also indicate that reading and summarizing or paraphrasing lead students into mastering the language.

The results obtained from the teachers questionnaire show that (80%) of participants indicate that they provide their learners with some reading strategies. Students are always equipped with reading strategies and skills in order to facilitate their reading comprehension faster. While (20%) claim that, they do not provide them. Teachers classified their students' level in writing as intermediate this may be due to the lack of practice and motivation.

Moreover, (40%) of teachers demonstrate that they are satisfied with their students' level in writing. Surely, they still have problems with writing because they are unable to write a good piece of writing .Whereas (60%) of the informants agree that their students have a good level in writing production this means that they are satisfied with their level.

According to the teachers' answers, most of the writing difficulties emerge from the lack of reading. Students do not have appropriate vocabulary to use. In addition, they have poor grammatical competence .The teaching of writing also occurs with the help of certain strategies that tend to develop students' writing productions. This is what most of the teachers have stated that they provide their students with writing strategies because of its significance in raising their writing abilities.

Various methods are used in teaching writing. Some teachers argue that the most appropriate approach is communicative language teaching because it provides learners with tasks from real life situation while for others state that they prefer using some writing skills such as brainstorming topics to write about or rereading and editing writing. Further, they

prefer to teach grammar through context. The majority of teachers state that students do not revise their piece of writing even though it is an important part of writing process. Students do not check or redraft their writing papers. This may be due to their limited knowledge of writing strategies and skills.

7. Conclusion

Throughout this chapter, the investigator attempted to confirm the previous research hypotheses and that with the reliance on some research methods for data collection. This part of the research provided qualitative and quantitative approaches. Actually, it detailed the observation and both students and teachers' questionnaires.

Moreover, the researcher was determined from the analysis of the two questionnaires and the classroom observation that students are aware of the importance of reading skill and its impact on their writing performance. However, they still encounter some obstacles and problems that prevent or hinder their writing production.

Otherwise, teachers' answers indicated that they are aware of great significance of reading skills, which influence their learners' writing skills. In addition, they are conscious of their students' shortcomings as well as their precious role in developing their learners reading and writing competence through the employment of various teaching strategies and techniques.

Chapter Three

1. Introduction

There is no doubt on the fact that reading skill has a great influence on the learners' writing production. Indeed, better readers tend to be good writer. Both skills stand to equip EFL students' needs to involve actively in the learning process and to develop their skills and acquisition of the English foreign language.

This last chapter tends to provide the readers with suggestions and recommendations concerning this research study. It also tried to suggest some procedures that may help second year students or at least facilitate the reading and writing instructions such as selecting interesting text materials for classroom reading and establishing extensive reading programs for EFL learners and state its role in improving learners' knowledge.

Additionally, this chapter attempts to demonstrate the role of reading in improving writing performance more importantly, it demonstrates the extensive/ intensive reading for writing. Then, it shows the academic writing and the role of both teachers and students in writing. Still this chapter displays the importance of reading in developing students' writing achievement.

2. Selecting Authentic Materials for Classroom Reading

The good selection of reading material has great impact on the learning process especially on the reading phase. In this sense, Spratt, Pulverness et al (2011) demonstrated that teachers need to select the appropriate texts for their students. Texts should be interesting in order to raise the learners' motivation. Besides, the selections of the reading materials need to go beyond the students need, interest, and level. Texts should be also at the right level of difficulty. The reading material may be hard since it involves complex language or because it is about a topic that students know much about.

Teachers can make hard text material easier for students to read by providing them an easier comprehension activity. Likewise, they can make an easier text more difficult by giving a complex comprehension task. That is to say, the complexity of a text material depends incompletely on the level of the comprehension task that they give to students.

Moreover, teachers may ask learners to read passages that are particularly written or uncomplicated for language students. At other times, they may read storybooks, articles,

brochures, etc. that are what a language native speakers would read. This is called authentic material. The language in authentic texts is more different and richer than the language in simplified texts.

3. Establishing an Extensive Reading Programs

Extensive reading is a crucial element for the improvement of language skills that is why it should make part of the reading process. The researcher advises a supplementary program that involves suitable texts, activities, and aids. Moreover, reading extensively helps students enhance language literacy, and gain cultural knowledge. According to Day and Bamford (1998), the extensive reading has several benefits among them:

> ➢ Motivating learners to read as much as possible and leading them to learn by reading.
> ➢ The aim of reading is sometimes linked to pleasure and no academic objectives imposed on learners.
> ➢ The learners' advantage from their support and counseling.
> ➢ Different topics and authentic reading material is accessible.

Extensive reading is typically performed while learners are alone whereas intensive reading is usually taught inside the classroom under the supervision and direction of the instructor. Collin (1995) stated that any classroom would be fortuneless for the lack of extensive reading programs. Unquestionably, extensive reading helps to expose EFL learners to English significantly, particularly when the time for class is limited. Motivating and requiring students to read are two productive and effective elements for the success of this program. So, in order to set an extensive reading program, the researcher suggests the following techniques to make students to keep reading extensively.

3.1 Organizing a Classroom Library

The class library should not be that large, but it can be simply a box with different titles suitable for the language skills of second- year students. The instructors can make a small research in the class about the learners' preferences. Teachers may think about questions when organizing a class library such as; how to select student's appropriate books? Andhow to

encourage students in their extensive reading. More importantly, the library should involve a variety of books with different topics to suit the interests and needs of different students

Simenson (1987) divided materials into three categories for extensive reading: authentic, pedagogical, and adaptable. For instructors of learners with more advanced levels particularly those who work with EFL learners, they should employ authentic materials. It is definitely advisable for university learners to have books, articles, and magazine written for native speakers in the library.

Furthermore, it is significant to choose the most interesting books that suit the students learning subjects, level, and preferences. For instance, fiction books are advantageous in speeding and reaching the reader along as plot develops. whereas non- fiction requires a close attention that can result in" a stop and start" style of reading. Also, in order to be successful in extensive reading program; learners need to select and read materials that they can comprehend to maintain pleasure and motivation in reading. In short, it is advisable for second- year student to read much more authentic materials, which make them better readers and raise their language knowledge.

3.2 Motivating Learners to Read

Undoubtedly, motivation is a significant factor to engage learners in being actively involved in second language learning and the greatest gift that instructors can offer their students is making them motivated and having a great love for reading. Additionally, the more students are encouraged the more they will put efforts to read. In this vein, Teachers should raise their learners' awareness about reading, they are advised to provide them with appropriate reading materials taking into account their interest and proficiency level. Besides, they should teach them the effective strategies for instance skimming, summarizing, and thinking aloud.

Moreover, teachers can build an enjoyable and supportive learning environment. Indeed, the friendly and supportive atmosphere will motivate the learners to enhance their fill potential and reach the goals that they need. Teachers can also provide extra- marks as a reward for extensive reading to encourage students to read. These marks can be examined in the ongoing evaluation tasks. For that sake, the researcher suggests that extensive reading within the

reading ability module should be assessed and marked. Hence, students will give much interest to the reading module in general.

4. The Role of Reading in Improving Students' Writing Skills

Reading is considered as an effective language skill that is necessary to learn for students. It has also a great impact on teaching the writing process. In fact, the integration of reading with writing process helps learners enhance positive attitudes not only on writing performance but also to the language learning. Absolutely, there is a close relationship between reading and writing. In this regard, the researcher suggests the following procedures that may help in expanding the writing ability:

4.1 Extensive Reading for Writing

Many researchers have been investigated the connection between reading and writing and explored the role of reading in enhancing writing abilities and bettering learners achievements. In addition, several studies claim that the extensive reading affects writing skill positively. For Taylor and Beach (19984), reading increase the expository writing of learners and helps them create structured and meaningful paragraphs as they go through reading new vocabulary, new concepts, and new types of expression.

In other terms, students who read books, newspapers, and magazines intentionally outside the classroom can develop their writing styles and competences. Writers write on the bases of what they have read, because writing is considered as reading results. Moreover, teachers can offer a monthly program to their students in which they are obliged to read and carry out projects about what they have read and present them in the classroom. Such projects can be useful to involve summaries or review and lead through reading to writing performance.

To sum up, through reading, students can develop their language skills, which push them to have a good writing performance. That is why it is advisable to engage extensive reading program for EFL learners.

4.2 Intensive Reading for Writing

Intensive reading is a significant and essential approach in the teaching of reading skill since its main focus is on the vocabulary awareness, texts genres and styles, and structure of the texts patterns. Therefore, it is necessary for teachers to give much more interest and focus in teaching intensive reading. In fact, it helps EFL learners understand written materials, use reading strategies, and enhance their vocabulary that may lead them to better writing. Further, teachers should provide students with interesting materials that go beyond their interest to motivate and involve them in the reading process. In addition, teachers could provide them with time to read and allow them to use dictionaries to deal with difficult words and complex expressions when they come across unfamiliar vocabularies. Indeed, the use of dictionaries helps the learners to progress in their language process.

In brief, reading intensively has a great impact on the students learning achievement and makes them better readers as well as better writers.

5. Academic Reading within the Classroom

Academic writing is cognitive and a mental activity and a product of the mind. It is required that academic writing reflects an intellectual community in which learners involve in active learning. Irvin (2010) described academic writing as "...a form of assessment that asks you to show awareness and determine proficiency with particular disciplinary abilities of thinking, interpreting, and presenting" (p.8). Further, learners and teachers play an essential role in the process of learning and teaching writing skill. Indeed, both of them need to follow certain methods to make the academic writing successfully.

5.1 The Students' Role

Whitaker (2009) stated that academic writing is highly necessary for university progress. He explained that learners are mainly expected to ask questions during academic writing assignments, to analyze their responses, as well as to demonstrate clear and thorough understanding of the key subject they are addressing and to establish arguments about it. Moreover, there are abundant approaches that simplify and facilitate learners' achievement in academic writing and among them the following examples:

➢ Writing an outline before writing a draft.

➢ Involving each of the three steps (planning, writing, and revision)in their writing performance.

➢ Studying what they have written before submission.

In other words, academic writing is a method for higher- educational success if learners practise it completely. Thus, following the writing aspects such as organization, clarity, coherence, mechanics and the effective word choice will lead student to achieve good academic writing.

5.2The Role of the Teachers

According to Flower, Aaron and Okoomain(2007) learners need to be active in the writing process, they can engage with the written activities in order to enjoy the learning experience. Firstly, through motivating the participation of learners, as well as expanding and refining the writing skills that need a specific pragmatic approach. Therefore, instructors should be clear about the skills to be improved, and then they need to decide what is necessary to customize and promote the target area. Usually, the task of teachers become crucial to direct the work of their learners, then practice in the aspects of language and structure, various texts and explanations and offer them opportunities, then give feedback and freedom. In fact, instructors are responsible in writing essay, reporting, or other piece of writing for the learners' production.

Additionally, teachers can help their learners to develop their writing performance through providing them with the appropriate feedback. Ferris (1995, p, 49) claimed that Teachers should not abandon criticism, but they should change it by support and comments of praise to their learners when they write. That is to say that, the feedback of the teachers should be used in the positive manner in order to influence the learners' writing as well as to support them to become good writers.

6. Further Suggestions and Recommendations

The following recommendations are offered for expanding reading and writing skills:

• Integrating reading module at university, where it will be reading for writing skill.

- Developing the learners' knowledge concerning the academic reading and its importance on enhancing learning achievements in general and the writing ability in specific.

- Selecting the suitable reading texts for the students in which the texts go beyond the learners' needs and interest to engage them in reading.

- Providing the suitable feedback to learners to support and guide them.

- Organizing appropriate activities that link reading and writing together. These activities should be effective in which learners improve their reading skills and strategies as well as gain vocabulary knowledge that help them in their writing production.

- Students should read intensively and extensively in order to master reading strategies and to increase their academic literacy.

- Learners should change their view about reading skill and give it more interest since it is the main skill that boosts the language ability.

7. Conclusion

This concluding part of the current research work provided some useful, helpful suggestions and recommendations about the role of reading instruction on enhancing students' writing performance. In fact, it gave some suggestions and procedures in which instructors and learners may apply them in order to get better results and achievements in the learning process.

Additionally, it aimed to give recommendations and proposals such as selecting interesting materials, establishing reading programs as well as motivating learners for reading instruction. Besides, this chapter shed lighted the role of reading to improve writing skill. Accordingly, it emphasized the influence of extensive and intensive reading on writing. Furthermore, it displayed the academic writing and demonstrated the role of teachers and students in the process of production. Then, it provided further recommendations and suggestions that were formulated on the basics of the research findings.

General Conclusion

Building the learners' writing capacities is an importance step at the university level that enables learners to communicate and express their ideas and thoughts. Likewise, there is a strong agreement among researchers that reading and writing are mutually connected as they improve each other. In this vein, EFL teachers should choose interesting reading materials, and use effective strategies to implement them in their classes in order to boost learners' vocabulary knowledge that will help them later to increase their writing performance.

In this research paper, the researcher tried to investigate the importance of reading to teach writing. In fact, this study attempted to explore how the reading skill affects the students' writing performance and aimed at demonstrating the students' attitudes towards reading and writing skills. In addition to that, this research tended to shed light on the major difficulties that hinder EFL learners to achieve their reading and writing phases.

As for the dissertation layout, this research involved three chapters; the first one started with a theoretical framework, which dealt with the main concepts related to reading skill in the first section and to the writing in the second section. The second chapter is the practical side in which it explained the research aims, instruments, and methods. It also elucidated the research design, data analyses and the interpretations of the main results. As for the third chapter, it intended to provide some suggestions and recommendations for EFL teachers and students to develop and facilitate the teaching/learning instruction of reading and writing skills.

Moreover, the researcher used two research instruments for the sake of collecting data. The researcher used classroom observation and two questionnaires one was submitted for EFL students and the second was for the teachers. This data collecting instruments was addressed to second-year English students at the department of Dr. Moulay Taher University of Said. Therefore, these tools were examined and interpreted to prove or disapprove the research hypotheses, which proposed by the researcher.

The obtained results confirmed the hypotheses that were designed by the researcher. Indeed, the findings revealed that through extensive reading learners improve their writing performance; they will have the ability to write a clear piece of writing. Moreover, both teachers and students showed their awareness of reading and writing connection and they expressed positive attitudes towards the importance of the two skills since they influence each

other and leads to better language developments. In addition to that, students need a great exposure to language through extensive and intensive reading to boost their writing achievements. The findings also revealed that the major problems that hinder the students writing are the lack of vocabulary knowledge, grammar, spelling, punctuation, and other features that influence their writing competence. The study also displayed that the absence of training and practice created considerable problems among EFL learners and decreases their language enhancement.

Finally, the researcher confronted some limitations while doing her investigation and accomplishing her study. These limitations such as the researcher's illness, and the lack of the internet recently in addition to that the practical side took a long time to examine it.

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Appendices

Appendix 1: Students' Questionnaire

Dear students,

In this questionnaire we are conducting the importance of reading to teach writing. Your answer is very important for the validity of this research. We would be very grateful if you would complete it. Please note that you may complete the questionnaire anonymously and that all individuals responses will be treated confidentially thank you very much.

Please, tick (√)for the appropriate answer

Part one: Personal information

Question 01: Do you prefer to read in:

- Arabic ☐
- French ☐
- English ☐

Question 02: How do you consider your level in English?

- Very skilled ☐
- Skilled ☐
- Average ☐
- Poor ☐

Question03:which skill you are attentive in?

- Listening ☐
- Reading ☐
- Speaking ☐
- Writing ☐

Please explain why..

Part Two: Reading Skill

Question 04: Do you enjoy reading?

- Yes ☐
- No ☐

Question 05: Do you practice reading inside the class?

- Yes ☐
- No ☐

Question 06: How often do you read?

- Frequently ☐
- Sometimes ☐
- Rarely ☐
- Never ☐

Question07: Is reading helpful for improving your writing ability?

- Extremely helpful ☐
- Very helpful ☐
- Not so helpful ☐
- Not at all helpful ☐

Question08: what do you prefer to read?

- Novels ☐
- Short stories ☐
- Poetry ☐
- Newspapers ☐

Question 09: what do you acquire from reading a book?

- New vocabulary ☐
- New concepts ☐
- Grammar ☐

Others...

Part three: writing skill

Question 10: Are you satisfied with your writing level?

- Yes ☐
- No ☐

Question11:to which extent you consider your level in writing skill?

- Very good ☐
- Good ☐
- Normal ☐
- Poor ☐

Question 12: what is required to have a good piece of writing?(you can tick more than one)

- Good ideas ☐
- Good style ☐
- Good vocabulary selection ☐
- Correct grammar ☐
- Accurate punctuation ☐

Question 13: When you are writing**,** do you focus on?

- Vocabulary ☐
- Grammar ☐
- Punctuation ☐

Others..

Question 14: According to you, how does reading enhance the writing skill?

- New vocabulary ☐
- New ideas ☐

Others..

Question15: What are the major hindrances that you face while writing?

- Lack of vocabulary ☐
- Grammar ☐
- Adequate punctuation ☐
- Organization and content ☐

Others..

Thank you for your collaboration

Appendix 2: Teachers' Questionnaire

The research is carrying out a study about the impact of reading on the students' writing performance. Your feedback is needed to obtain the teachers' point of view and their attitude toward that research work

Please; tick (V) for the appropriate answer.

Part One: Personal Information

Question01: Are you?

- Part time teacher ☐
- Full time teacher ☐

Question 02: What is your degree?

- license ☐
- Master ☐
- Doctorate ☐

Question03: How long have you been teaching written expression?........... Years

Part two: Reading skill

Question 04: Do you encourage your students to read?

- Yes ☐
- No ☐

Question 05: Does Reading enhance the students' writing competence?

- Yes ☐
- No ☐

If yes, please explain how?..

Question 06: Do you combine reading with writing tasks?

- Yes ☐
- No ☐

Please explain why?..

Question07: Do you provide your learners with some reading strategies?

- Yes ☐
- No ☐

Please elaborate more..

Part Three: Writing Skill

Question08: How do you classify your students' level in writing?

- Very good ☐
- Intermediate ☐
- poor ☐

Question09: Are you satisfied with your students writing level?

- Yes ☐
- No ☐

If no please explain why..

Question 10: In your opinion what are the major difficulties that students face during the writing tasks?

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…………………………………………………………………………………………
…………………………………………………………………………………………..

Question 11: Do you provide your students with some writing strategies?

- Yes ☐
- No ☐

Question 12: According to you, what is the appropriate method that can be used in teaching writing skill?..

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Question 13: Do your students revise their piece of writing?

- Yes ☐
- No ☐

Thank you for your collaboration