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Faculty of Letters and Languages

Department of Letters and English Language



Dissertation

Academic Master

Domain: Letters and foreign languages

Field: English language and literature

Specialty: Linguistics

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Title

**The Role of Intensive Reading in Developing EFL Students'
Writing Skill**

The Case of Second Year LMD students of English at
Ouargla University

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Academic Year: 2019 / 2020

Dedication

I proudly dedicate this work

To the source of light of my eyes..

*To my dear father **Othmane** and my beloved mother **Zineb***

*To the moon, to my companion has shared my dreams and aspirations: **Hind***

*To those whose companions have been a great asset, **Afaf** and **Aouatef***

*To all who took my hands after the fall and stumbling,
those who supported me with their prayers and their trust.*

To every person who inspired me that I can..

«To Myself Above All»

Sellami Wissame

Dedication

I gladly dedicate this work to:

The most precious people to my heart, to the ones who gave me birth and brought meaning to my life, to the persons who gave me strength and hope

*My dear father **Bouzid** and my beloved mother **Fouzia**.*

May Allah bless them.

*To my beloved sisters **Basma** and **Meriem**.*

*To my dear brother **Aymen**.*

*To my dear **Wissame** who encouraged me and helped me, my lovely friend and the best colleague ever*

*To my dearest friends **Douaa**, **Nada** and **Abir**, with whom I shared the most enjoyable moments.*

To all my relatives and friends who sincerely supported me with their prayers, kindness and encouragement.

Helimi Hind

Acknowledgments

First of all, we should be so grateful and thankful for Allah, the Most Gracious the Most Merciful for giving us the patience and power to accomplish this work.

We would like to profoundly express our special thanks to our supervisor Dr. Bjadi Nour El Imane, it is an honor to be supervised by her, whom we would like to express our deepest gratitude for her valuable advice, precious time and mainly her patience guiding us.

Our sincere thanks and gratitude go to the members of the jury: Dr. Benzoukh Halima and Dr. Belarbi Ahmed for accepting evaluating our dissertation.

We are grateful to the second group students of second Year License who participated in this research by answering the questions and giving suggestions.

Abstract

Reading is one of the most important skills that EFL students should properly learn as it is a key element that increases their language learning gains. Therefore, the central goal of this research is to illustrate the roles of IR in enhancing EFL students' writing skill. It attempts to clarify how reading can be used to improve the language skills including writing, vocabulary, and grammar. Moreover, this research tries to reveal and point out difficulties and obstacles that cause students' writing failure and tends to provide IRP to overcome the main obstacles student face as well as to provide successful reading instruction for second year EFL students. To explore this research, a case study was conducted at the Department of English at Ouargla University. The informants of this research are second year EFL students. The results obtained from questionnaires, semi-structured interview and classroom observation. All instruments revealed that reading plays important roles in improving writing skills. The results showed that the lacks of language competence are the main obstacles that cause poor writing. This put great challenges and demands on teachers as they are required to use new effective classroom strategies.

Keywords: Reading, Intensive Reading, writing, extensive reading, cause effect essay.

List of abbreviations

EFL: English Foreign Language

ER: Extensive Reading

ESL: English as a Second Language

FL: Foreign Language

IR: Intensive Reading

IRP: Intensive Reading Program

NL: Native Language

SL: Second Language

WS: Writing Skill

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General Introduction

1. Background to the study

The writing skill has been proved by many researchers as the core of education and has been described as an important path to language learning. It is seen as a crucial skill that learners need to master in both native languages (NL) and second/foreign language (SL/FL) because it is a powerful means of communication by which students learn to better express themselves. Since writing is of a primordial importance for English Foreign Language (EFL) learners, they have to improve their writing performance. The same can be said about reading that is an essential milestone in learning a second language. As mentioned by Salehi, Asgari & Amini (2015), "Reading is not uniquely a single skill but a mixture of several skills and procedures in which the readers interact with printed words for content and pleasure. Writing, speaking, grammar, vocabulary items, spelling and other language sub-skill scan be taught through reading." (p.306)

Recent theories have come to realize the importance of reading and writing skills in achieving language proficiency, yet one of the most challenging aspects is how to teach or learn writing. Therefore, many researchers have investigated the reading-writing connection and the impact that reading has on learners' writing skill and revealed that EFL students can benefit from reading in many ways. In fact, learners who read permanently are better able to read fluently, write skillfully, have a good mastery of grammar, and possess a large vocabulary amount. Rouabah, (2012) state that "choosing the most suitable approach for teaching writing should be considered in light of the contributions that reading could offer to improve the learning process of writing skills".

More importantly, in the past two decades, there has been growing interest in the relationship between reading and writing in which researcher discover that the limit between reading and writing hinders the development of language learning in general and writing ability in specific; moreover, they believe that the more learners read, the more they become proficient in the target language, not only this, but they become good writers. These have been explored by a number of researchers from a variety of cognitive and social perspectives of learning.

2. Statement of the problem

In the context of Learning English as a FL, students face several challenges including limited vocabulary, insufficient knowledge of grammatical structure and deteriorated development of the writing skill in general. More particularly, second year English students need to focus on improving their writing proficiency and also need to be empowered with an expertise that they can use autonomously such as reading. Hence, the problem we are confronted with in this research is the relationship between IR and WS development.

3. Aims of the study

The present study aims at examining the impact of incorporating IR in effort to improve the writing of EFL students in different aspects and enrich their knowledge in addition to reduce their various problems and difficulties. Besides, the present study aims at examining the role of IR in improving EFL students' writing skill and the benefit that may be gained through investing the reading-writing relationship.

4. Research question

To what extent does intensive reading lead eventually to a better development of students' writing skill?

5. Hypothesis

If intensive reading is used in the EFL classroom, the students' writing skill can be enhanced.

6. Significance of the study

Since many researchers stress the importance of developing writing through reading, it is important to investigate students' perceptions regarding the effectiveness of using IR in the writing classroom and its role in leading EFL learners to write good quality essays by improving both skills at the same time.

7. Means of research

The tools of data collection in this study consist of three instruments:

- A questionnaire that includes closed-ended questions in order to collect quantitative data.
- A semi-structured Interview that contains closed and open-ended questions and classroom observation to collect qualitative data.

It is important to mention that the research was carried out in the department of English at the University of Ouargla where a sample of second year students.

8. Structure of the dissertation

This thesis includes three main chapters. The first part provides a literature review of both reading and writing skills. Accordingly, in the two chapters, related studies, theories, and approaches are provided in order to clarify the different concepts and views. More precisely, the first chapter is devoted to reading where definitions, descriptions, types, strategies, skills, and processes of reading are provided. The second chapter is devoted to the writing skill. That is, it deals with definitions, types, major difficulties the students face, and writing in relation with reading.

The third chapter aims to shed light on examining students' perceptions towards the contribution of IR to the enhancement of their WS. It is the empirical phase of the research as it elucidates the research instruments, methodology, and participants. Further, it involves the data collection and analyses, and gives the interpretation of the main results obtained through the quantitative approach using a questionnaire and the qualitative approach to describe the learners' view and attitudes towards Intensive Reading and its contribution to the development of EFL writing proficiency.

Last but not least, the dissertation concludes by a general conclusion which is intended to sum up the final findings of the study as well as some recommendations and proposals about intensive reading and its effects on the development of the writing skill, and finally a hint at the limitations of the present study and suggestions for further research.

9. Definition of key terms

➤ *Reading*

It is cognitive process in which it constructs the meaning of words sentences or texts through decoding visual symbols. According to Toit (2001) "Reading is as a process of thinking, recalling and relating concepts under the functioning of written words."; moreover, this process develop our compression.

➤ *Intensive Reading*

Means reading carefully and focus in details that is to say learners read specific text to obtain a deeper understanding and specific information "Is intensively involved in looking inside the text at the vocabulary, grammar and is concentrating on a 'careful reading' of the text" (Holden, 2007, p159). This kind of reading always has specific learning aims and tasks.

➤ *Writing*

Writing is viewed as "the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes". (Longman, 1985, p592)

Theoretical part

CHAPTER ONE: INTENSIVE READING

Introduction

Reading is fundamental skill that is needed to improve language proficiency. In the past it was neglected in the grammar-translation method as well as in the direct method. It was seen as passive receptive language skill which requires no more than decoding the written language and used only for pleasure, in which the reader just receives a great deal of information and does not produce. Nowadays, reading has witnessed revolution in different fields. Since it was a passive skill, it became an active skill that is involved in the process of teaching. Many researchers pay a particular attention to reading skill in relation to the field of teaching because it has been remarked as the most important skill that could be useful for the teacher in order to teach other relative skills as writing. Lyon et al (2005:209) noted that “reading has become the focal point for education legislation based on scientific research. There are two major reasons for this change in emphasis. First, reading proficiency is the skill most fundamental to academic learning and success in school [...]. In the United States, proficiency in reading also is significantly related to one’s quality of life not only occupational and vocational opportunities but public health outcomes, as well”.

1. Definition of Reading

In general, reading is an active process of understanding print and graphic texts, as well as decoding symbols to derive specific meaning. Many definitions have been suggested by different scholars to explain what is reading; According to Adams (1990: 102) “reading is the act of decoding the words of the text separately to build an overall understanding of the text.”

Another definition by (Rumelhart, 1977; Stanovich, 1980: 06) they said: “Basically reading has to do with a recognition of words, structures, and text types; comprehension, interpretation, inferring, assigning and redefining meaning, and evaluating critically these can be improved through reading models top-down and bottom-up process.”

As well as Keiko and Annetta (2008:04) defined reading “[...]as a complex cognitive process, involves a number of operations, each of which requires diverse sub-skills for its execution at the same time, reading development, as a socially constructed pursuit, is shaped

and constrained by everyday experiences of members in a particular socio-cultural community”.

Reading can be seen as a complex process that involves many skills working simultaneously. In which Grabe (“Reading in a Second Language” 11) affirms that " reading is an interactive process between the reader, the text, and different processes that gradually and flexibly adjust to the reading situation”, that is to say, that the reading process of analyzing the text and words and structure has to use both readings: lower-level processes (Lexical access, Syntactic Parsing, Semantic proposition formation, working memory activation)and higher-level processes contain(Text model of comprehension, Situation model of reader interpretation, Background Knowledge use and inferring, Executive control process.);Moreover, in any reading action the reader should follow the path from a lower-level process which is grammar and vocabulary to the higher-level process which include readers’ schematic knowledge to build general understanding.

Another point of view reported that reading skill is the capability to extract the hidden and obvious sense by linking various complicated components like “our visual, linguistic, and conceptual information-processing systems” this confirms that reading is more than decoding words (Adams and Allans, 1977). In the same sense Goodman(1967) as cited in Carrell and Eisterhold (1983), “contends that successful reading is not based only on simple decoding of script symbols, but it is established on more solid grounds constituted of a number of reading comprehension strategies for extracting meaning from any type of text, including also context cues and linguistic form”.

Reading process goes through different proceeding to reforming the full comprehension sit called “reading comprehension” as (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011), mention “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (the Rand Reading Study Group, 2002, p. 11). Such a skill can be promoted by being able to comprehend information. In this sense, the importance of being able to understand written materials increases significantly in all academic areas as well as students move from less level to high level (Clarke, Truelove, Hulme & Snowling, 2013; Wong, 2011).

Reading comprehension depends on different factors as Adams and Allan (1977:01) stressed that “the reader has successfully read a passage if he understands it both as it was intended by the author and in terms of its impact on himself. This presumes that the reader has

extracted the information provided by the text, which in turn, depends upon his having comprehended the individual sentences, which depends upon his having correctly processed the clauses and phrases of those sentences, which depends upon his having recognized the component words of those units, which depends upon his having recognized their component letters”.

2.The importance of reading for EFL learning

Reading is an important way of gaining information and hence should be effective to achieve the purpose it is set on for. It should not be seen as a passive activity, but as an active process that leads to the development of learning. Moreover; ESL teachers suggested that in order to learn a foreign language, reading should be involved especially in the Beginning-level learners' program, and consider it as the first step that introduces them to different forms of language this will refine their experience with language (Goldberg, 1997).

Many studies highlight the importance of reading in improving the English language in this sense Reading texts can provide one source of comprehensible input. Therefore, many hypothesized have been proposing that reading texts on the second language have a positive effect on the rate of learning vocabulary as well as all aspects of language (Goodman, 1988).

The main goal of reading instruction is to help learners use text decoding skills and background knowledge to comprehend written language as well as they learn passive vocabulary, Better predicting skills, Better use of context for vocabulary understanding, Increased focus on reading for meaning, Increase enjoyment of reading, Improved understanding of L2 oral language and finally Improving writing skill

The act of reading itself exposes us to language that we process as we seek to gain information that is important as well as improve our writing experience by inspiring us and improve the grammatical structure.

3.Purposes of reading

Reading can be seen as a process that enriches our knowledge about the world, moreover; much of it is done for different purposes. Knutson (1997:49) notes “having a purpose means having a reason to read and entertainment” as mentioned before Knutson

proposed two main purposes of reading: reading for pleasure or reading to learn. Some reading purposes can be used for real-life purposes, for instance, English language students need to use English in their professional life. Therefore, providing different texts like articles and stories, poems, maps, and diagrams ...etc. helps the learners to decide their reading purpose and motivate them to read more (Hedge, 2000). Also Elizabeth & Angalukelt (1986:15) stress “The purpose for reading is closely connected to a person’s motivation for reading. It will also affect the way a book is read.”

EFL Students should be aware of their purpose of reading, which will make their reading effective, they should be clear about exactly what they are looking for? This way will able them to select the most important information to the less important; moreover, it helps them to achieve the purpose of reading.

Grabe (2002: 15) affirmed that there are seven purposes for reading such as:

- 1) Reading to search for simple information (typically scan the text for a specific piece of information or specific word).
- 2) Reading to skim quickly (guessing where important information might be in the text).
- 3) Reading to learn from texts (person needs to learn a considerable amount of information from text)
- 4) Reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate).
- 5) Reading to write (or search for information needed for writing).
- 6) Reading to critique texts.
- 7) Reading for general comprehension.

Figure1: Grabe’s Reading Purposes

The figure above provides different purposes of reading and it can be differ from one person to another; Basically those purposes can be decided by readers according to the situation or the type of reading they use. What is important to mention that all the reading activity leads eventually to one specific above purpose or more.

4. Models of the reading process

Some researchers have attempted to explain reading mechanisms and examine the process by which readers construct the meaning of a text; therefore, they create explicit models tend to clarify the process by which readers realize meaning construction. These models are classified into three types where they differ simply in the emphasis, each model focus on certain aspects and their role in the reading process.

4.1. The Top-down Model

The top-down approach is a process used by the reader to derive meaning from the text, using his/her background knowledge (schema knowledge). In other words, while reading the reader process the passage from a higher level to lower level, as Barnett, (1989) confirm that top-down models take the opposite position and consider the reader and his/ her interests, world knowledge, and reading skills as the driving force behind reading comprehension. In top-down models, the learner's prior knowledge is activated, in which they start with making expectations about text data or precisely words' meaning "reading as a psycholinguistic guessing game" (Alderson, 2000:17), this will lead them automatically from predicting the meaning relying on his/her background knowledge and experience (the top) to recognize the down to the text to confirm his/her predictions. Those steps enable them to achieve successful reading comprehension. In the same sense, Smith (1985: 15) argues that "The more you (the reader) already know, the less you need to find out". In other words, the more reader know in advance about the topic and the text to be read, the less they need to use graphic information on the page.

4.2. The Bottom-up Model

The bottom-up model is "serial models", where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes words and decodes

meanings” (Alderson, 2000:16). Therefore, reading is seen as a process of collecting data through different systems that start from the smallest units as letters and sounds, moving to the broader units which is building the meaning of words and sentences, clauses (Burt et al., 2003). Thus, construct the meaning of what s/he read through this process.

While reading, the reader tries to make sense of each word in the text. As it is stated by Grabe and Stoller (2002), bottom-up processing is a process where readers recognize and analyze perceived linguistic information like words and sentences and understand what a text means piece by piece with little interference of background knowledge.

According to Hudson (1998), the bottom-up process is separate from context and poor readers depend heavily on context strategy in order to make sense of the text. In fact, this model recommends that the text should be analyzed and discussed in detail and the learner will cognitively process the text by decoding words, sentences, and paragraphs.

This approach is based on processing the text at grammatical and structural levels and leads them to build comprehensive semantic analyses of the text in order to build up meaning.

4.3. The Interactive Model

The term interaction indicates the connection that happened between the reader and the text; therefore, Goodman (1977) affirms that “reading as a guessing game in which the reader reconstructs, as best as possible, a message that has been encoded by a writer. In addition, he suggests that the reader interacts dynamically with the text and uses primarily schematic knowledge to make sense of the data coming from the text”, in other sense Reading process leads to reading proper in which special relation construct between the reader and the text because of insider processes able the reader to realize the meaning of the text (Alderson, 2000:3).

Reading as an interactive process can be understood in different ways in first hand “as complex organization of patterns of high mental process” (Gates, 1949:3), in another hand, while reading The visual printed words are useless because reading as skill never worked as unitary skill. It is knotted system of different skills and knowledge contains the recognition of each individual printed words structure based on previous experiences (adams, 1994:3)

Another interpretation of the term “interaction” refers to the interactions among various kinds of knowledge that a reader use through processing the text. These types of knowledge such as; linguistic, schematic and systematic knowledge help the reader to decode the language of the text and interpret its meaning (Hedge, 2000).

Richard (1984:255) confirmed that “[...]reading process, beginning with the focusing of the eye on the printed page and ending with the encoding of information into long-term semantic memory or its subsequent retrieval for purposes of demonstrating comprehension to someone in the outer world.”

For EFL learners may find it difficult to interpret while they read since they are not familiar with the foreign language, however; they try to use their schema or their knowledge that already stored in memory, In this sense, EFL learners utilize their schematic knowledge to construct meaning when they read the text, all of these background knowledge are constructed from the previous trial with foreign language and stored in memory (Carrell & Eiterhold, 1983:556).

5. Types of reading

There are two main types of reading.

5.1. Extensive reading

Palmer (as cited in Day & Bamford, 1964:5) defined ER as a “rapidly reading book after book.” That is to say, the reader reads a lot of resources and gets general meaning this has to do with improving their reading ability.

Another definition proposed by Day (1993: 19): ER is: “The teaching of reading through reading... there is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material”. Besides this, extensive reading means reading the given text such as short stories and books, novels for pleasure, and enjoyment, generally, it is fluency reading ends with understanding the general idea of the text (Grellet 1986).

Many studies show the role of extensive reading and it impacts on vocabulary growth, this has been addressed by different scholars:

Harmer (1991) stressed that “Generally extensive reading is done for pleasure and by fluent readers in a relaxed manner. It is very useful for promoting the readers’ vocabulary stock, automatic word identification and knowledge of the language and the world as a whole”. Beatrice (2007) added “...Strong vocabulary is an essential aspect of reading ability. In this part, you will develop strategies for expanding your knowledge of vocabulary, particularly words used often in academic texts.”

This type of reading able readers to cover a large amount of material in a short time and gain a general understanding of what is read instead of analyzing the small detailed information, (Nakanishi 2015; Nation 2015; Day and Prentice 2016), stressed that “[...]this approach encourages learners to read large amounts of long, easy-to-understand material based on each individual learner’s interest and reading level”.

5.2. Intensive reading

IR is an approach to reading that deals with short texts under a teacher’s instruction in the classroom, it focuses on detailed understanding. The appropriate definition can be given by Day and Bamford, (1998: 05) to IR is that “to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains”.

“Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items.” Nation (2004.20)

The process of IR focus in deeper reading in which the learner read to pull out specific information s/he needs “[...]The reader may read shorter texts to extract definite information or may try to recognize and analyze the organization and content of the texts being read” (Abu-Ghararah, 1998; Urquhart & Weir, 1998; Grellet, 1986).

Brown (2007:366) argues that IR is “a classroom-oriented activity” in which students focus on the linguistic or semantic details of a passage. In other words, Most classrooms instructors use IR as reading carefully as result students automatically Maximize their comprehension, the role of teachers can be seen before, And during and after reading by providing direction and helps as well as prepare some exercises that require students to work within a certain text in this sense Hedgcock, et al. (2009) suggest the following significant features of IR activities:

- Pre-reading activities are decisive to facilitate comprehension. These activities include surveying the text, making predictions, asking questions, and introducing key vocabulary.
- While-reading activities include first reading, a “quick read-through the entire text to develop a sense of its main point(s) and to confirm initial predictions made during pre-reading”, re-reading the text: “read the text intensively through a careful and focused second reading”, looking closely at language, and considering the structure of the text.
- Post-reading activities entail summarizing and responding, thinking critically, and reading-writing connections. “Post-reading activities also offer the best opportunities for teacher assessment of student progress, as they make the internal reading process and its outcomes more transparent”.

Nation, (2009) mentioned that, teaching objective of the intensive reading courses in the classroom is to develop learners’ various vocabulary, grammatical, cohesive, formatting, and ideas to finally achieve the communicative purpose of the text”

5.2.1. The types of IR

Since intensive reading means reading carefully, Tarin (1990) stressed “ that Intensive reading is careful study, meticulous study and detailed treatment to a short task that roughly only 2-4 pages each day”(cited inHurriyah2017). It means it can be divided into different types of reading; reading comprehension (reading for understanding), close reading (careful reading),critical reading, and reading for ideas. The division is as follows:

- Reading comprehension: It involves students’ background knowledge, vocabularies, grammar, and reading strategies in process of extracting and constructing the meaning of text or essay. Sheng (2000:18) argues that reading is “the process of recognition, interpretation, and perception of the written or printed material while comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understand”. It means that reading comprehension is understood as a written text means extracting the required information from as efficiently as possible.
- Carefully reading or close reading means to read slowly and understand the details and words, syntax, and the order in which sentences and ideas unfold as they are read. “to take a text, study it line by line, referring at every moment to dictionary and our

grammar, comparing, analyzing, translating, and retaining every expression that it contains” (Day and Bamford, 1998: 05).

- Critical reading: it is the process of analyzing and interpreting complex texts also examine the evidence or arguments presented in the text; Critical reading is an important precursor to critical writing and the more student Practice critical reading they become more good in writing in this sense A. Gilliam (1990) noted that peer reviews benefit both the respondent and the writer in that students, as reading and responding to peers’ papers, develop critical reading skills as well as exercise “different order reading skills” (p. 98)
- Since the text is full of ideas linked to each other to present knowledge, reading ideas means to interface those different ideas in order to make sense, According to Tarin (1986: 116) reading idea is a kind of reading that aims to seek, obtain and utilize the ideas contained in the passage.

5.2.2. The goals of intensive reading

According to Macalister (2011), IR has many goals as follows:

- IR aim is to build more language knowledge rather than simply practice the skill of reading i.e. Encourage the reader to have a new language such as vocabulary and grammar.
- It helps students to build a number of new vocabularies and language compositions that able the student to use the appropriate expression.
- It motivates the student to learn new skills such as identifying and organize the main ideas as well as improving their writing skill.
- It helps the student to have rapid reading anda good transition from one word to another and from sentence to sentence and from paragraph to paragraph.
- It helps the reader to get familiar with thecontent understand the lesson
- Develop students’ reading strategies, such as skimming, scanning, and identifying the main ideas of texts and paragraphs.

5.2.3. The characteristics of intensive reading

Hedgcock and Ferris (2009) provide the following significant characteristics for intensive reading to be successful and useful.

1. The texts are selected by the teacher (based on student needs), present certain reading strategies through whole-class instruction, and student activities.
2. All students read the same text at the same time and may finish it in-class or out-of-class, the exercises and assessments assigned by the teacher, .i.e. students read the same text at the same place and complete several exercises that facilitate understanding.
3. The teacher highlights specific linguistic features and content dimensions of the text, introduces selected reading strategies through whole-class instruction and activities.
4. Assessment of student comprehension, reading development, and reading efficiency is facilitated by the fact that all students work simultaneously with the same text and activities ,i.e. teacher and students have clarity about what to do before, during, and after reading.
5. In IR, students focus on surface structure details such as grammar and discourse markers.

5.2.4. IR Strategies

Reading strategies have been defined by Cohen (1990) “as mental processes that readers consciously select to use to complete reading tasks successfully or as “techniques and methods readers use to make their reading successful” (sited in Baker & Boonkit, 2004, p. 302). Reading strategies are used automatically by the reader before and during, after reading for extracting and constructing the meaning of text or essay. There are sample Reading Strategies that used while reading, it was designed by (Auerbach and Paxton, 1997):

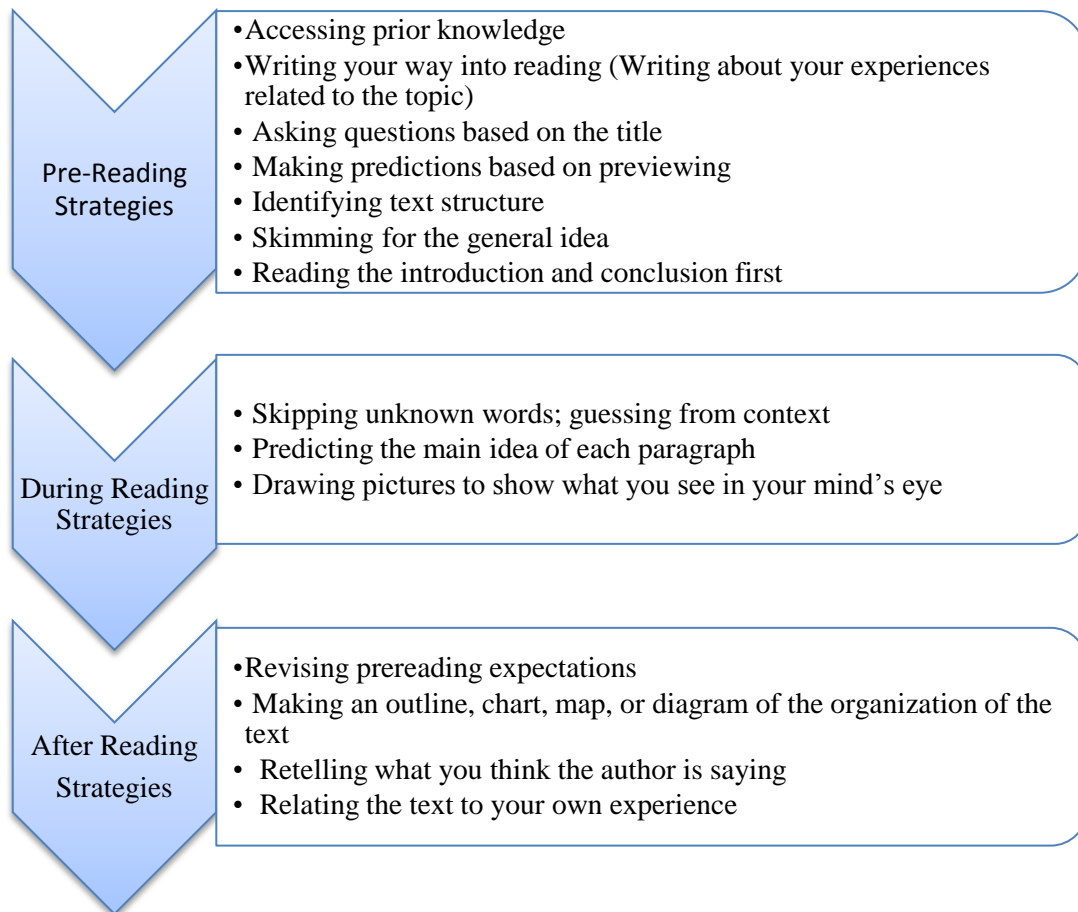


Figure2:Auerbach and Paxton’s Reading Strategies

There are other intensive reading strategies like activating background knowledge, (scanning and scanning) for locating specific information. They are discussed in detail in the following subtopics:

➤ **Background knowledge**

Tierney and Cunningham (1984) discussed the importance of building up and "activating" background knowledge before reading. This is common sense—the more we know about a topic before reading, the more we understand. Learners as readers should have an idea about what they are going to read this will help them to recognize and build up the general meaning of a given text.

➤ **Scanning**

Means to read quickly “vertically or diagonally” used to find specific information like to find single words, facts, dates, names, or details and achieve very specific reading goals; this kind of strategy is used by the reader when he/she wants to detect a particular piece

of information without necessarily understanding the rest of a text or passage. It helps the reader to read silent and realize huge information rapidly.

➤ **Skimming**

Skimming is also to read quickly “horizontally” through the text to get a general understanding of the content and its usefulness; furthermore, moving eyes through the text rapidly forgetting the main ideas and a general overview of the content. Brown (2004, p. 213) argued that skimming is: “The process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of the writer, its ease or difficulty; and/or its usefulness to the reader.”

To summarize, skimming is a time-saving reading technique but it is not always the appropriate strategy to read because not all the texts are the same.

5.2.5. The advantages and disadvantages of IR

Scrivener (1994) proposed advantages and disadvantage of IR:

1) Advantages

- IR provide the learner with a huge amount of vocabulary and grammar stuff, for that it depends on using academic texts to encourage the reader to use a dictionary.
- IR Promote cooperation among students.
- IR is the only method that teaches the learner all basics of reading and reading comprehension.
- It improves learners’ language and provides a powerful expression.
- Able the learners to make inferences about what they read.
- It provides a base to study the structure and helps the student to understand sentence structure.

2) Disadvantages

- There is little actual practice of reading because of the small amount of text.
- Since there is discrepancies in the level of learners, reading the same materials may not be easy for other learners.
- The materials used in intensive reading are designed by the teacher as result learners may not be interested. (Scrivener, 1994)

Conclusion

Through the discussion above, it is obvious to say that IR has an important role in expanding language proficiency. IR aims to develop reading comprehension ability, expanding large amount of vocabulary by creating specific practice for learners. The role of IR is highly supported by different researchers; therefore, it is likely to have IR as a part of the S/FL curriculum.

Chapter two:

Writing skill

Introduction

Writing is one of the most challenging skills that occupies an intrinsic value in language teaching and learning. It is a fundamental skill since the learner has to make considerable effort and to practice many writing activities to reach an acceptable level of writing. In other words, writing has always been a heavy task and a burden over the shoulders of foreign language learners. In this chapter, we will present the reader with the writing skill in general, including different definitions, introducing writing in FL context, as well as criteria relative to different aspects for producing academic piece of writing concerning cause and effect essay methodology. Further, approaches to teaching writing are briefly discussed in this chapter. Later the contribution of reading to the writing skill development in addition to integrated reading and writing instruction.

1. Definition of writing

Writing is an important means of communication that is probably the most needed skill in academic communities. It is communicating a message in an appropriate manner which demands proper thinking and appropriate use of words. As Nunan (2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by people.

In the FL classroom, teachers recognize that their students' production both displays what they have learned and what they are yet to learn. Tribble (1996: p. 3) defines writing as "a language skill which is difficult to acquire" Moreover, Kress (1989; in Tribble, 1996) emphasizes that learning to write is not just a question of developing a set of mechanical 'orthographic' skills but it also involves learning a new set of cognitive and social relations. White and Arndt (1991, p.3) see that: Writing is far from being a simple matter of transcribing language into written symbols, but instead, it is a thinking process in its own right. It demands conscious intellectual effort which usually has to be sustained over a considerable effort of time. This shed the light to a precious thought that represent the writing process as a complex skill involves a series of organized, systematic and interrelated tasks.

Hyland (2003: 3) with another view regards writing as "marks on a page or a screen, a coherent arrangement of words, clauses and sentences structured according to a system of rules". It indicates that the acquisition of writing requires an understanding as well as a

thorough mastery of all the aspects, which make up writing both at the sentence and the discourse levels.

In fact, it is difficult to find a single definition of writing that would encompass all the writing acts that people may be engaged in during their daily life. However, the following definition may encompass different situations “Writing is an act that takes place within a context, that accomplishes a particular purpose and that is appropriately shaped for its intended audience” (Hamp. Lyons and Kroll 1997:8 quoted in Weigle, 2002: 19).

2. Writing as a skill

By far the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements. It is a skill that “...stimulates thinking, compels students to concentrate and organize their ideas and cultivate their ability to summarize, analyze and criticize”. (Rao, 1997. P.2). Farris (2001) highlights that, the most difficult part of the language art to acquire is writing. This is because, the development of the writing skills to be mastered would take years and in fact, some “...professional writers assert that it takes 20 to 30 years to learn to write because of the complexity of writing...it incorporates a large number of skills: grammar, handwriting and spelling.” Farris (2001:13 p.2)

With the many uses of writing skills, it would appear evident that people should be made aware of its importance. Harmer (2001: 80) states that: "We can get beginners to write simple poems, but we probably won't give them an extended report on town planning to do. When we set tasks for elementary students, we will make sure that the students have –or can get – enough language to complete the task". It indicates writing is more than composing linguistic items, that it involves intellectual discussion, and the logical organization of ideas, as well as that it has a particular purpose and targets at an audience of readers. Thus, not only is the nature of the writing activity which makes it demanding, but the features of the written form as well. Widdowson (1978) states:

“Writing is an activity that I am indulging in at the moment is not simply composing. What I am doing (successfully or not) is developing a discussion and arranging points in

such a way to persuade you, the reader, that I have something worthwhile to say. What is involved in this activity? There is certainly more to it than simply putting sentences together in sequence like wagons in train". (p.62)

3. Writing as a productive skill

Writing as productive skill also called active skill means the transmission of information that a language user produces in written form. Productive skills would not exist without the support of receptive skills or Passive knowledge such as listening and reading. In second language learners cannot start learning writing from the first place because the nature of writing is a complex skill which involves a series of organized, systematic, and interrelated tasks. So to master a foreign language, receptive skills usually come first in which the learners observe the system of language then followed by practical application of productive ones. Olshtain and Cohen state (Olshtain& Cohen, 1991, p.154), "If we wish to master another language we need to become more communicatively competent". Since writing is considering as tool of communication EFL should master the four areas of communicative competence proposed by Canale (1983):

- Linguistic competence – grammar, intonation, and other language mechanics
- Strategic competence – how to start a conversation, change topics, fix a misunderstanding
- Sociolinguistic competence –language customs according to the situation, appropriate responses
- Discourse competence – organization, the bigger piece such as an article, e-mail, lecture, etc.

4. Writing English in a Second/ Foreign Language

Writing is a difficult skill that learners need to master in both native language (NL) and second/foreign language (SL/FL). Dixon et al (2002) and Hinkel (2006) believe writing as a highly complex process that proves to be difficult for many second language learners. Despite of its complexity and difficulties, writing is important for many students. It is a means of demonstrating their knowledge in content areas (p.2).

At quick glance, ESL and developmental writing students do share many of the same writing problems. There is often a lack of coherent rhetorical structure, standard sentence construction, punctuation, and control over certain grammatical structures.

Kroll (1990) notes that there is a similar variation in performance in the writing of ESL students themselves and that they operate within a complicated system of language rules to which they have had limited exposure and at best have only partially mastered. (p.2)

Second language writers, while less able in the nuances of the English language, are frequently more sophisticated in terms of talking about language. They need an instructor who understands the second language acquisition process and how to communicate about language in the ways they, the writers, have learned language (Bartholomae, 1979; Bartholomae & Petrosky, 1987:66).

The best way ESL/EFL students should be advised to choose the topics that they are most familiar with or have the most experience in. According to Myles (2002), the capacity of good writing is not a naturally acquired skill rather it is either a learned or culturally skill which must be practiced through experience. Composing is one act of writing that implies the ability to give pieces of information through one of the forms of writing. Second language / foreign language learning (SLL/FLL) may face problems or difficulties when dealing with the act of composing. They may meet certain obstacles in formulating new concepts that involve transforming or reworking information. By putting together concepts and solving problems, the writer engages in a “two-way interaction between continuously developing knowledge and continuously developing text” (Bereiter and Scardamalia, 1987:12).

Myles words imply that not all students are linear thinkers, a skill often required in the way that helps students focus on audience expectations. Basic writers as well as ESL/EFL students might need assistance in organizing and developing their topics. While English faculty can naturally provide this type of instruction, they are not always equipped to deal with ESL/EFL issues of articles, two-word verb combinations, and idiomatic usage. They may also be unaware that ESL students seeming to lack organization may actually be using an organization pattern transferred from their native languages. This is especially likely among ESL students who have been well-educated in their own countries.

5 .Approaches to teaching writing

Teaching writing has witnessed numerous approaches and methods crossing its way since the early eighties. The focus has shifted from sentence structure and grammar drills to usage and text organization. Its understanding and use are largely valued in every discipline, each of which requires a specific method of teaching. Teachers first, students then, have become aware of the fact that writing takes particular conventional forms in different contexts. Consequently, a great number of approaches and methods of teaching have come out. Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another. The immediate consequence is that today there are several approaches which are competing in writing classrooms and in course books.

There is a perennial tension in most aspects of language learning and teaching between language as process and writing as product. Traditionally, in curriculum practice, a distinction has been drawn between the activities of the syllabus designer, which have been focused on products, and the activities of the methodologist, which have been focused on processes. (Nunan 1989).

5.1 Writing as text (Product)

A product approach is “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage. It is concerned with the final result of the writing process and mainly based on activities which require from the learner to be engaged in imitating and transforming model texts. The product or the controlled writing approach was widespread in the mid- 1960’s as “the marriage of structural linguistics and the behaviorist learning theories of second language teaching” (Hyland, 2003:3).

Historically, when writing has been explicitly taught in higher education, the emphasis has been on students’ writing as final texts or ‘products’. Teaching writing – whether in formal writing classes or as an activity within discipline-based courses – often entailed presenting students with ‘models of good writing’, and asking them to imitate these exemplars. Often, little analysis occurred of the various rhetorical aspects of the texts or the social contexts in which the texts functioned. As Nunan (1999) claims, it concentrates on writing tasks in which the learner imitates, copies and transforms teacher supplied modes, it focuses on steps involved in creating a piece of work where the model text is always taken as

the starting point. It is studied and analyzed from all angles: structures of grammar, content, sentences, organizations and rhetorical patterns. After manipulating these features, students are given a new topic and invited for a parallel writing task. In an era in which students may have been more homogenous and shared previous educational experiences and social backgrounds, the assumption was again often made that students could pick up how to do academic writing through this process of imitation.

As the title indicates, focuses on the end result of the learning process - what it is that the learner is expected to be able to do as a fluent and competent user of the language.

Product-oriented approaches to the development of writing favor classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. This usually occurs at the level of the sentence. In course books produced in the 1960s and 1970s, there is the belief that before students can be expected to write coherent paragraphs they should have mastered the language at the level of the sentence. Writing classes should therefore be devoted in the first instance to sentence formation and grammar exercises.

5.2 The process of writing

At the beginning of the 1970's, "the nature of the written discourse as well as the writing process itself have attracted renewed interest from educational researchers, linguists, applied linguists and teachers" (Kroll, 1990:VIII). Attention in process approaches to writing is paid to the steps and stages of writing that an individual writer might work through. Process writing emerged from the individualist, expressivity impulse popular throughout education in the 1960s and 1970s, and parts of it retain much currency today. Following the notion of the discrete, isolated individual, the emphasis in process writing was chiefly on how students could express their identities, rather than on writing as something that occurs in a social context.

The writing process involves a series of steps to follow in producing a finished piece of writing. Nunan (1991) stated that the process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect. However, a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. In this approach as Nunan claimed, the focus in the first instance is on quantity rather than quality, and beginning writers are encouraged to get their

ideas on paper in any shape or form without worrying too much about formal correctness. The approach also encourages collaborative group work between learners as a way of enhancing motivation and developing positive attitudes towards writing. In addition, and more controversially, attention to grammar is played down.

The process approach focuses on the writer instead of the language. It is derived from research on “what happens when writers write” (Tribble 1996: 37). This is because “the process approach focuses on writer as an independent producer of texts”. It highlights SLLs’ needs to become aware of their purposes, audiences, and to communicate meaning.

To reinforce the definition of the process-based approach according to Murray (1992): “The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: prewriting, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing.” (16)

5.3 Writing as Genre

Since the 1980s, the 'genre approach' to teaching writing has taken place under different forms in different parts of the world. It has also had different underlying goals as well as focused on different teaching situations. In Britain and the United States, for example, teachers have been mostly concerned with the use of the genre approach in ESL classes.

The genre approach to teaching writing is mainly concerned, as the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include an emphasis on the content of text as well as the context in which the text is produced. It looks beyond the subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers.

A genre-based approach places a great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). It aims to help students become effective participants in their academic and professional environment as well as in their broader communities (Hammond and Derewianka, 2001). “It is based on examples of a particular genre. By

framework is meant guiding students. The genre framework supports students' writing with guiding principles about how to produce meaningful passages." (Byram, 2004:234)

Traditionally, genres were seen as fixed types of development classified into categories and subcategories. For example, exposition, argument, description, and narratives were considered as the large categories, with sub-types such as definition, cause and contrast, business letter etc (Freedman & Medway, 1994).

The genre approach is based on a view of language teaching which involves, according to Richards (2006: 32):

- Teaching explicitly about the structures and grammatical features of spoken and written texts.
- Linking spoken and written texts to the cultural context of their use.
- Designing units of work which focus on developing skills in relation to whole texts
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts

The positive sides of the genre approach are that it acknowledges that writing takes place in a social situation and is a reflection of a particular purpose, and it understands that learning can happen consciously through imitation and analysis. It is important for writing teachers to connect these two elements in order to help students understand how and why linguistic conventions are used for particular rhetorical effects. Moreover, because genres reflect a cultural ideology, the study of genres additionally opens for students an awareness of the assumption of groups who use specific genres for specific ends.

6 .Academic writing

Student academic writing is at the heart of teaching and learning in higher education. Students are assessed largely by what they write, and need to learn both general academic conventions as well as disciplinary writing requirements in order to be successful in higher education. Most international students need to write essays and reports for exams and coursework. Yet writing good academic English is one of the most demanding tasks students face. It presents a challenge to most L2 learners, even students who have a good command of

the oral form of the TL. First and foremost, it requires considerable knowledge of linguistic elements (vocabulary, morphology, syntax, mechanics, and punctuation). In addition, academic writing involves awareness of style features and rhetorical organization appropriate to a particular genre. Knowledge of register and relevant content is also very important. Unlike informal writing which usually involves merely “putting down ideas on a paper as they come to mind” (Davies & Pearson, 2000: p.97)

What distinguishes academic writing from other forms of writing is its “rules and practices” (Bowker, 2007). These rules and practices are mainly related to a formal structure of ideas, referencing and citation techniques, writing mechanics (grammar, punctuation, and spelling) and argumentative and persuasive nature of composition. Therefore, to write a good academic paper you need to follow certain steps which constitute the writing process. (Mennens Msc and Wilkinson Msc. 2002).

6.1 . Essay writing

Writing essays can be a major concern for overseas students studying at English-medium colleges and universities. An essay is a piece of writing several paragraphs long. It is about one topic, just as a paragraph is; however, because the topic of an essay is too complex to discuss in one paragraph, you need to divide it into several paragraphs, one for each major point. Then you need to tie the paragraphs together by adding an introduction and a conclusion. Writing an essay is no more difficult than writing a paragraph except that an essay is longer. The principles of organization are the same for both, so if you can write a good paragraph, you can write a good essay.

Essay is a short of writing about particular subject, especially one written by a student and writing itself. It is the skill or activity of producing words on a surface (Cambridge Learners Dictionary: 2007). It means that essay writing is the activity of producing short of written text that can be understood by the readers.

Zemach (2005) asserts that an essay is a group of paragraph written about single topic and central main idea. It must have at least three paragraphs, but a five paragraphs essay is common length for academic writing. Therefore, creating an essay which there is overall thesis statement consist of three supporting paragraphs begin with a topic sentence is required for making an essay. In conclusion, essay writing is an activity to produce a group of

paragraph written about single topic consists of thesis statement and supporting paragraph that can be understood by the readers.

❖ **Parts of an essay**

According to Longman, an essay has three main parts: an **introduction** (introductory paragraph), a **body** (at least one, but usually two or more paragraphs), and a **conclusion** (concluding paragraph). The following chart shows you how the parts of a paragraph correspond to the parts of an essay.

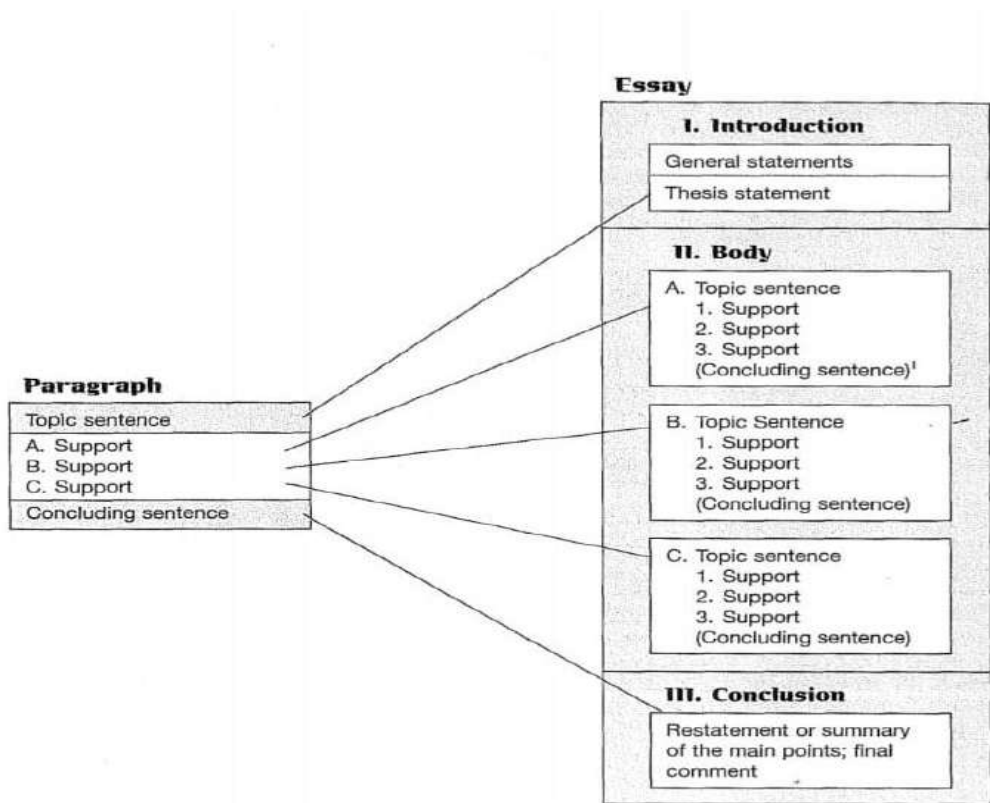


Figure 3: The parts of an essay.

The introduction

An essay introduction consists of two parts: **a few general statements** to attract your reader's attention and **a thesis statement** to state the main idea of the essay. **A thesis statement** for an essay is like a topic sentence for a paragraph: It names the specific topic and gives the reader a general idea of the contents of the essay. **The body** consists of one or more paragraphs. Each paragraph develops a subdivision of the topic, so the number of paragraphs

in the body will vary with the number of subdivisions or subtopics. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in the body. An essay has unity and coherence, just as a paragraph does. Transition signals and the repetition of key nouns link the paragraphs into a cohesive whole.

The Introductory Paragraph

An introductory paragraph has two parts, general statements and the thesis statement.

➤ **General Statements**

- Introduce the general topic of the essay.
- Capture the reader's interest.

➤ **The Thesis Statement**

- States the specific topic.
- May list subtopics or subdivisions of the main topic or subtopics.
- May indicate the pattern of organization of the essay.

Is normally the last sentence in the introductory paragraph.

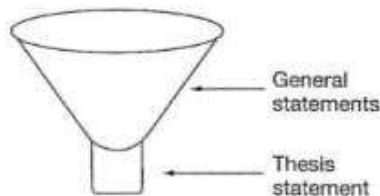


Figure 4: The parts of Introductory Paragraph of an essay

Body Paragraphs

The body paragraphs in an essay are like the supporting sentences in a paragraph. They are the place to develop your topic and prove your points. You should organize body paragraphs according to some sort of pattern, such as chronological order or comparison/contrast. Sometimes, depending on your topic, you will need to use a combination of patterns.

The Concluding Paragraph

The conclusion is the final paragraph in an essay. It has three purposes:

- 1- It signals the end of the essay.
- 2- It reminds your reader of your main points, which you can do in one of two ways, you can :
 - * Summarize your subtopics.
 - * Paraphrase your thesis.
- 3- It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

6.2 The Cause and effect essay

Cause and effect essays explore the reasons for something and examine the results of events or actions ,the best essays are often written about a topic that the students care about in the classroom. There are many actions do not occur without causes. It is realized that those actions have good or bad effect. When constructing an explanation text it may be necessary to show a cause and effect relationship. By examining the causes or effects of an action, it explains someone to understand things that happened. In academic writing, event and actions are frequently linked with their cause and effect, look at the following diagram

Cause and effect essay can take one form from the following forms: It can analyze the ways in which one or more effects result from a particular cause the form of essay pattern will be like an effect essay begins with an introduction describing the cause and the rest of the paper discusses the effects (Focus-on-Effects Method). Or it can analyze the ways in which one or more causes lead to a particular effect in which the Organization of the essay pattern will be in the form of a cause essay begins with an introduction which briefly describe the effect and then the entire body of the essay analysis the causes (Focus-on-Causes Method) . Your essay may focus more on the effects of a cause or more on the causes of one effect. Either approach provides a useful means of discussing the possible relationship between the two events. It is not a good idea to mix several causes and several effects in an essay because your focus may become unclear.

In cause-effect essays, it is easy to suggest that because one event preceded another event, the former event caused the latter. Simply because one event follows another one sequentially does not mean that the two actions are related.

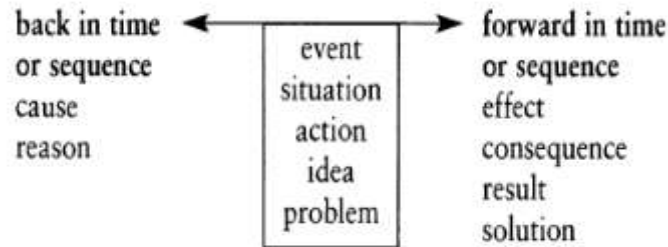


Figure 5: The cause-effect events in sequence

7 .The Contribution of Reading in the Writing Skill Development

For many years reading and writing were dealing with them as separately skills, that is reading skill was seen as receptive skill in other hand writing as productive skill cannot be taught together ;however; this principle are no more a certified. So far many researchers agree that reading and writing should work in circle despite their dissimilarity in their description in this sense “Writing was no longer perceived as an individual task taught separately from other language learning skills. It was instead viewed as a process of pedagogy (prewriting, drafting and post writing) through which students learned to make a relationship between what they read and what they tend to write”. (Kennedy, 1994.1116)

In other side one specific definition of reading was proposed by (Alderson, 1984) in his saying that reading is interactive or socio-cognitive process that ends up with establishing meaning from the printed text. Moreover, meaning creation is the production of a close negotiation between reading on one hand and writing on the other. These kinds of theories were like a revolution in the area of teaching writing in relation to reading.

More theories suggest that reading has a strong touched in learning to write as Eisterhold (1990: 88) writes in this sense:" Good writers are always good readers and better writers read more than poor writers." (Quoted in Nemouchi, 2008:44) in other word who writes better means s/he uses his/her prior information from reading to construct a perfect piece of writing ; furthermore, writing as a productive skill needs reading as a receptive skill

as Harmer (2001: 251) claims, "productive work need not always to be imitative. But students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon" Similarly, Plakans and Gebril(2012) demonstrated some advantages of linking reading to writing the following steps were suggested. First, the reading sources used tend to help students gain ideas about the topic. Next, the reading sources used also shape opinions related the topic. Finally, the texts in the resources can be used for evidence and language support. Thus, when we read we extract information according to the purpose of our reading, interests and motivations or even for other proposes; this kind of information we restore them in our mind and it can be considerate as previous experience, this former enables us to understand concepts, points of view and integrate them in our experience and the latter enables us to identify and understand cohesion, coherence, rhetorical organization, and conventions of written language (Lopes, 1991).

To sum up, researchers have increasingly noted the connection between reading and writing, identifying them as integral processes of meaning construction involving the use of similar cognitive strategies, as Jolliffe (2007, p.473),stressed that reading is a concept that is largely absent from the theory and practice of college composition. Subsequently, the study discusses the merits of connecting reading to writing to develop the writing performance of EFL students.

8 .Integrated Reading and Writing Instruction

The natural order of second language learning is listening, speaking, reading and writing; reading and writing are considered the advanced stage of language development (Brown, 1987).There is general agreement that there is a connection between reading and writing, yet we know surprisingly little about the nature of this connection or the interactions between reading and writing with regard to development and student achievement (Graham & Hebert, 2010, in press; Fitzgerald & Shanahan, 2000).For example, how does learning in one influence or alter learning in the other, and how does the instructional process for reading relate to instruction in writing or the instructional process in writing relate to reading instruction?

Some interesting similarities and differences can be noted between reading and writing. Both involve knowledge of vocabulary (words, their internal morphology, and their meanings in context) and syntax (sentence structure, complex sentences, and how usage can

change the intended message). At their higher levels all of these require reasoning, critical thinking, and analytic ability, and all draw upon background knowledge. Both skilled writing and reading are complex, requiring extensive self-regulation of flexible, goal-directed, problem-solving activities; both require genre knowledge and effective use of strategies (Harris&Sandmel 2009).

Although the correlation between reading and writing has been adopted by most researchers, it is infrequent to make out this association practiced in second language writing classrooms. It can be probably explained that research has not provided a straightforward performance of this relationship. The researcher, after studying the researches related to reading-writing connection, found that in order to exploit reading in writing classes, teachers have to (1) let students know how their writing pieces are evaluated and (2) guide them to read like writer to acquire writers' ideas and crafts so that they can improve their writing proficiency and get higher writing scores. Based on this standpoint, some scholars claim the writer as a reader and the reader as a writer (Smith, 1983). He agrees that reading like a writer allows one to actually become a writer. When reading like a writer, other than making meaning of the text, the reader takes in and learns from the author's style, use of conventions and the like. When reading like a writer, the reader uses the author's text as a model for the texts that he or she reader will ultimately write.

In order to make the read-like-a-writer approach be more apparently understood, Spandel (1996) shares that if the teacher truly want their students to read in order to write, they must make certain that our reading instruction promotes them to focus on those fundamentals of a written piece that make writing valuable. Reading trait-based writing, a confirmed method for helping students grow to be stronger writers, is relied heavily upon this thought: identifying the qualities that skilled, experienced readers believe make writing successful.

Conclusion

In conclusion, writing in FL is essential and difficult at the same time. It requires attention and knowledge from both teachers and learners that would reinforce and facilitate learning this skill.

Practical Part

Chapter three

Methodology, Results, & Discussion

Introduction

This chapter illustrates the research aims, procedures and instruments that are included in this study. In fact, the researcher describes objectives, steps and fields. He tries to provide clear arguments by using different analytical instruments used to collect data such as questionnaire, semi-structured interview in addition to classroom observation.

The students' questionnaire and interview are administered to find out how much students are aware of the significance of IRP in addition to what extent they consider it an important way to improve their writing skills awareness. In the other part, classroom observation is addressed to investigate students' classroom interactions; besides, it examines whether they liked reading practices and activities inside writing field. The detailed analysis and the interpretation of the gathered data from the used instruments will be presented in this chapter in a form of descriptive texts.

The results of this study investigated as:

- A crucial step toward diagnosis of problems.
- Groundwork of the IRP's effectiveness.

1. Research design

Stake (2010) stated that the research questions is very important in selecting the most appropriate research methodology; Therefore, a mixed-method approach of both quantitative and qualitative research is the appropriate method in this study. Dörnyei (2001) believed that the combination eliminates the weaknesses of each approach and can also create best outcomes in research study. The quantitative approach consisted of a questionnaire while the qualitative approach includes a semi-structured interview and classroom observation.

In first hand, the quantitative research method deals with quantifying and analyzing variables to get results. It involves the utilization and analysis of numerical data using specific statistical techniques. Leedy & Ormrod(2001) claimed that: "Quantitative research involves the collection of data, so that information can be quantified and subjected to statistical treatment in order to support or refute alternative knowledge claims"

In other hand, the qualitative approach is a method that focuses on obtaining data through open-ended and conversational communication. Creswell (2013)defined qualitative

research as studies involves small number of participants whose share similar perceptions of specific experience, thus qualitative research based on describing the natural setting as it is by words rather than a statistics. In this sense, Glossner (1990) believed that:“the richness and complexity of students’ attitudes towards learning might be better understood through qualitative research techniques.” (16).

In the following sections, we provide a brief discussion of the research instruments and the setting of the study in detail.

2.Participants

The participants of this study are students of second year license at Kasdi Merbah University of Ouargla (KMUO) at the Department of Letters and English Language. Most students are native speakers of Arabic and they learn English as FL. The reason behind choosing the second year students as subjects to engage them with IR courses they need to raise their writing skills' awareness in order to meet academic requirements. These courses have been taken in the second semester.

3.Research instruments

After we selected the research method and design that fit well the aims of the study. The following step is collecting data through variety of instruments.

- *Questionnaire*: This instrument is utilized to obtain students' awareness about their writing skills' developments through IR. Nunan(1992) stated that the questionnaire consist of open and closed questions distributed in written form and designed for particular participants to gather the answers from them about specific study.
- *Interview*: The interview is used to collect data about students’ attitudes towards IR. Semi-structured interview was chosen instead of unstructured interview as Corbetta (2003) explained it:“The order in which the various topics are dealt with and the wording of the questions are left to the interviewer’s discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give an explanation and ask for clarification if the answer is not

clear, to prompt the respondent to elucidate further if necessary and to establish his own style of conversation”.

-Classroom Observation: Due to the nature of our study, this instrument was a powerful way to provide data relevant to students’ classroom interactions.

According to Lincoln and Guba (1985: 273) claims that **“Observation maximizes the inquirer’s ability to grasp motives, beliefs, concerns, interest, unconscious behavior, custom, and the like; observation allows the inquirer to see the world as his subjects see it, to live in their timeframes, to capture the phenomenon in and on its own terms, and to grasp the culture in its own natural, ongoing environment”**.(Cited in ESL College Students' Beliefs and Attitudes about Reading-to-Write in an Introductory Composition Course: A Qualitative Study by Ali S. Al-Ghonaim)

3.1. Students’ questionnaire

It is a multiple choice questionnaire used to collect a large amount of information from a large number of subjects (to get reliable results) in a short period of time and in a relatively cost-effective way. It helps to obtain information that is easy to classify and analyze. It is widely used in educational and descriptive research. The findings can usually be quickly and easily quantified. (See Appendix A)

3.1.1. Administration of the Questionnaire

It was administered to second year students of English at KasdiMerbah University-Ouargla. This was during the academic year 2019/2020. Twenty-seven students voluntarily took the questionnaire.

3.1.2. Description of the questionnaire

This questionnaire consists of questions to be answered through selecting the appropriate options. It is divided into three parts the first part contains seven questions about reading in general tends to elicit students preferences, difficulties and strategies, while the second consists of five questions aims to gain information related to the importance of reading in learning to write. The last part includes five questions concerning students’

awareness about reading-writing connection and their opinions whether they accept IR to be included in their program.

3.1.3. Data analysis

Students' awareness about writing skills development through IR

Section one : IR

1- Do you like reading in English?

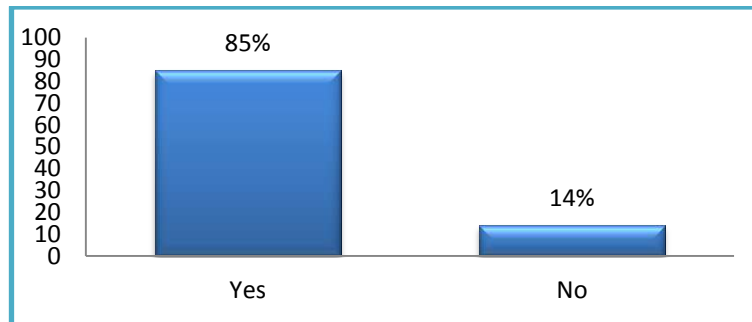


Figure 6: Students' motivation for reading

This question aims to know if the students are consistently interested in reading. According to students' responses, 85% (the majority) like to read in English and 14% they do not like to read specifically in English. This indicates that this methodology will be better implemented.

2- What kind of texts do you prefer reading?

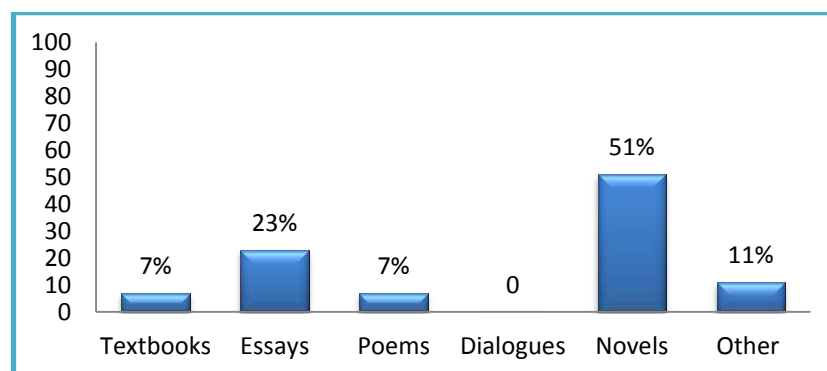


Figure 7: Students' Reading preferences

For this question we tried to check what students like to read so we proposed a list of different materials used for reading, 51% they like to read novels, 23% prefer essays and 11% chose other options (ex: short stories, articles... etc). For poem and textbook are mainly the same percent which is 7%, no one prefer to read dialogues.

There is a significant percentage of students and a good response, indicating that choosing essays as a model in this study is successful and desirable.

For the majority that prefer reading novels, textbooks and poems, this is something expected from them, because it does not require a highly command of features that can be used to improve writing skills. In other side, dialogues were not selected by students no one of them prefer to read dialogues because somehow they consider it as poor resource to collect data from, as well as they prefer to watch people presenting the dialogue in front of them rather than just reading it.

Which of the following **strategies** do you adopt to get information about **the content** and **the language** of the text?

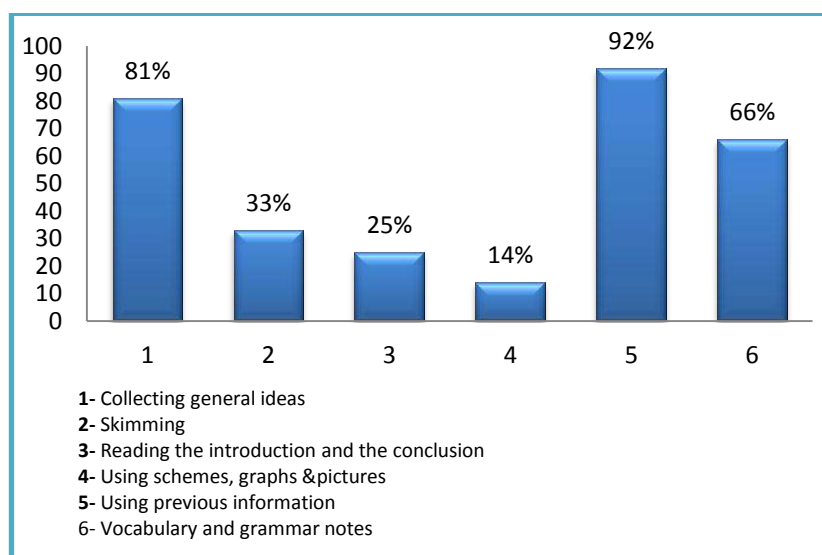


Figure8: The use of Intensive reading strategies

Since this question is (multiple-choice question) so they have the chance to choose more than one strategy, as a result, the answers reveal that 92% voted for using their previous knowledge to comprehend what they are reading, 81% rely on collecting general ideas of the text to make sense, further 66% use their vocabulary (looking for synonym of words) and grammar notes, 33% use skimming to gather data. For Reading the introduction and the conclusion 25% prefer to use it, the last 14% use schemes, graphs and pictures.

The most used strategies for students are those related to how to collect general information in the text in addition to using their previous knowledge to make sense of the text as well some of them based on explaining the vocabulary and its meanings, and this

considered as a positive point that makes us sure to include these strategies in the IR activities presented to them to be used and employed in their writings.

3- Do you think it is important to intensively read different modal essays?

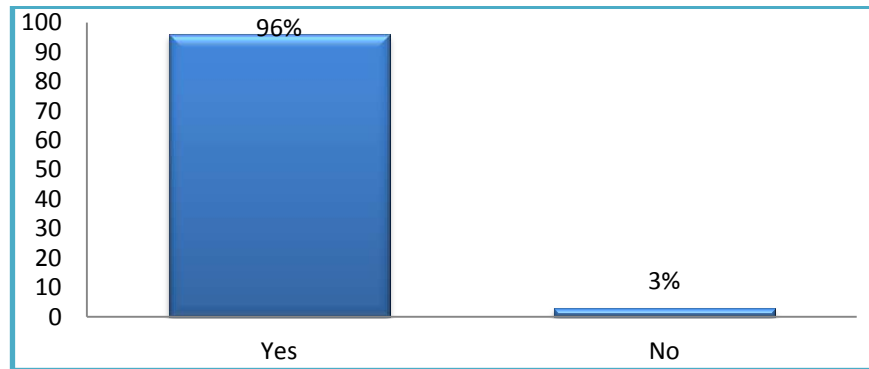


Figure9: the importance of intensive reading

According to the results shown above, 96% of the students confirm that reading different essays modal is very important, they believe that reading specific essay module can teach them better than given direct rules, they confirmed that cause effect essays helped them to improve their writing (See Q3 of interview, p:47). Whereas 3% said no.

4- Do you think IR can help you develop your proficiency in English language skills?

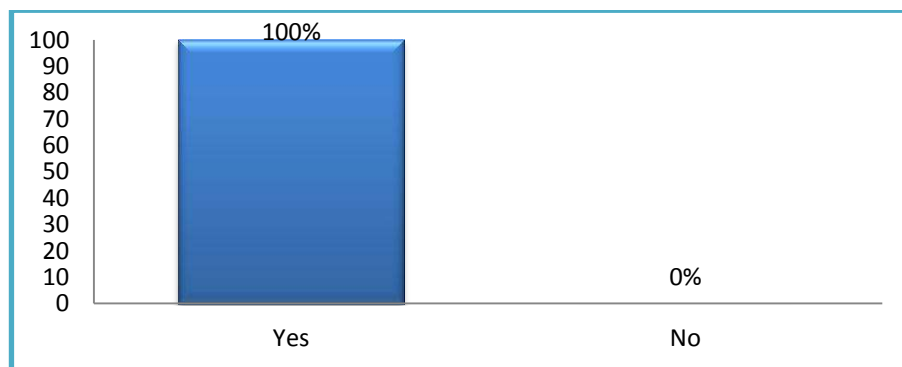


Figure10: Usefulness of intensive reading

All students agree that reading can improve their EL proficiency; the students justify their answers that reading helped them to improve several aspects of language such as vocabulary and grammar. This is clearly evident through the description of the classroom observation (see p49), where we found that the majority of students benefited greatly from

activities related to acquiring new vocabulary and controlling grammar. This in turn reflected on their writing style well.

5- During IR, do you find difficulties in understanding the text?

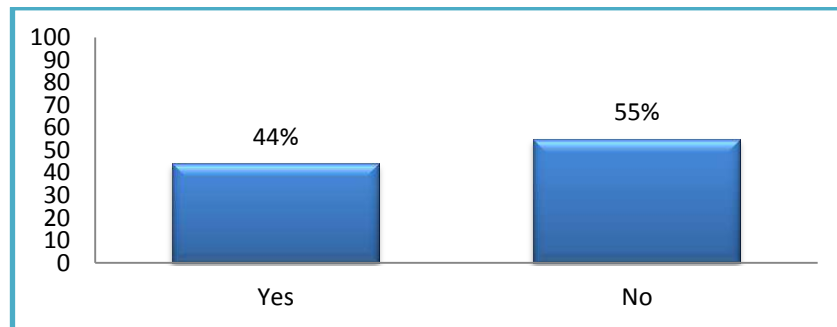


Figure11:Students' attitudes towards intensive reading

According to the students experience with IRP, 55% find the cause-effect essay models somehow easy to understand, however; 44% faced some problems, and this is due to the high complexity of academic texts. Some of those difficulties shown in the next figure.

6- If the answer is yes, do you think the difficulties are due to?

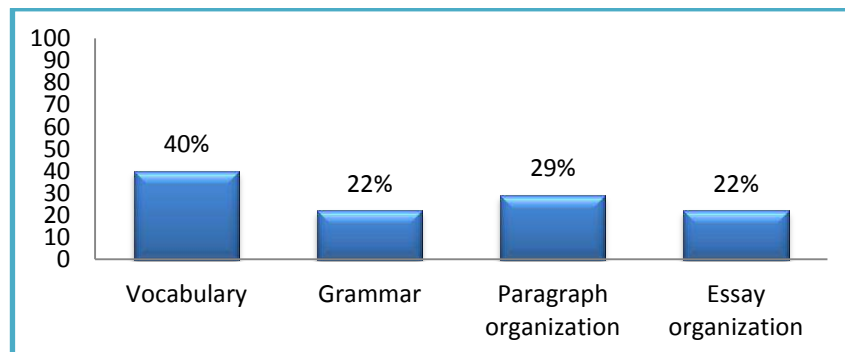


Figure12:The Difficulties in intensive reading

Students confront different difficulties that hamper in understanding the text. 40% state that the main difficult aspect in the essay is the part of vocabulary, 29% saw that the organization of the paragraphs was not clear as result they find it difficult to detect the theses statement and topic sentence as an example; moreover, 22% consider their ability to recognize both grammar and essay organization difficult. This completely corresponds to what was included in the previous chapters concerning the difficulties that students face (See chapter2).

Section two: EFL Writing Skill

7- How would you rate your level in English writing?

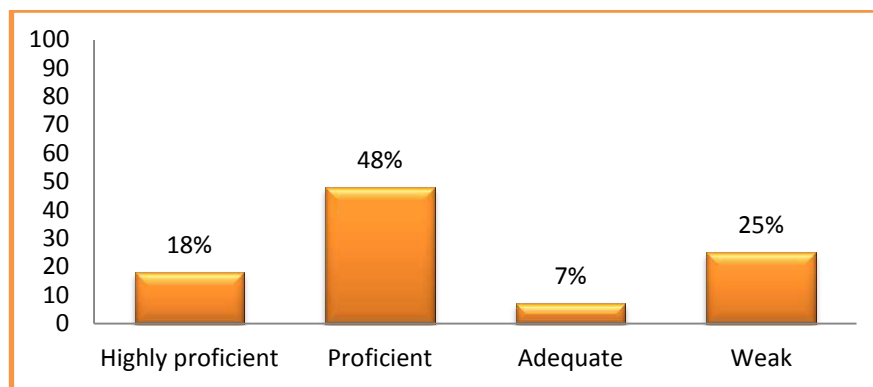


Figure13:students'level in English writing

The aim of this question is to know the level of the students. The statistics show that 48% have a good level in writing; however, 25% count themselves from lower level, 18% consider themselves highly proficient and 7% said they are adequate.

Statistics show that there is diversity in levels from weak to good, and this is a good indication that the results obtained from this study afterwards can be continued by choosing samples of various levels. Also, according to our opinion, introducing other investigations by adopting this model becomes easy to implement.

8- Do you understand why reading is required in the written expression module?

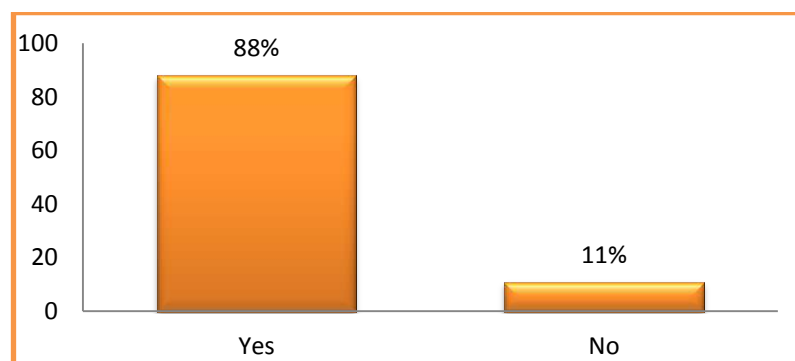


Figure14 : The importance of reading in learning to write

The figure reveals to what extent reading is important in the written expression module. 88% (the majority) are aware of the goal, some of the questions that were asked to the students in the interview indicate that they are well aware of the necessity to adopt IR in the writing module, considering the fourth, sixth and seventh questions of the interview. Many of the answers included the students' benefit from the program and their conviction in its effectiveness in their development.

On the other hand, few of them did not know the real reason for applying this program in the writing module.

9- Have you completed all the assigned readings in the written expression module?

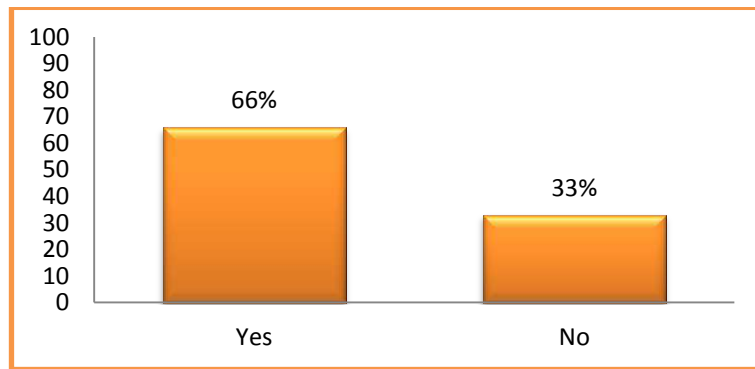


Figure 15:Students' reading assignments completion

The results in the figure indicate that 66% completed their assigned readings in the written expression module whereas 33% said no. The majority are interested to finish them unlike the rest.

10- When you write, do you try to use words and sentence patterns that you have previously read in a text?

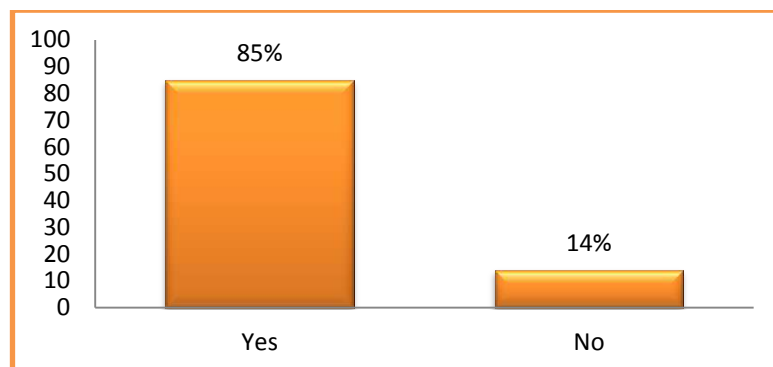


Figure 16:the use of language features from the reading texts

The results illustrated in the figure above signify that 85% of the students said yes, they illustrate the previous patterns from reading to use it in writing. This answer expressed in the interview, many of them gained benefits concerning vocabulary and learning in general..(See Q4 in interview, p 48).

11- Which of the following activities can help you improve your writing skills?

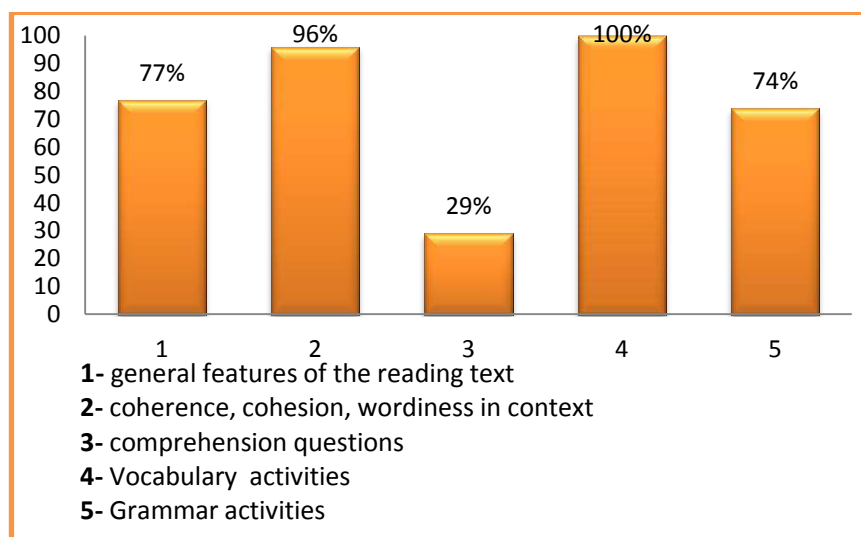


Figure 17: The usefulness of intensive reading activities for writing development

The figure illustrates that most respondents see that vocabulary and coherence, cohesion are the main elements they need to improve their writing in which they got the highest percent, this show that students face difficulties in structuring a good essay. Moreover, 77% voted for general features of the reading text and grammar activities, while comprehension questions are not interested for students, it was 29% without forgetting to mention that the students have the right to choose more than one option. However, this question was proposed for two main goals; 1) to know what students like to practice more. 2) to design lessons according to their needs.

Section Three: The Reading-Writing Connection

12- Do you expect that intensive reading can help you write better?

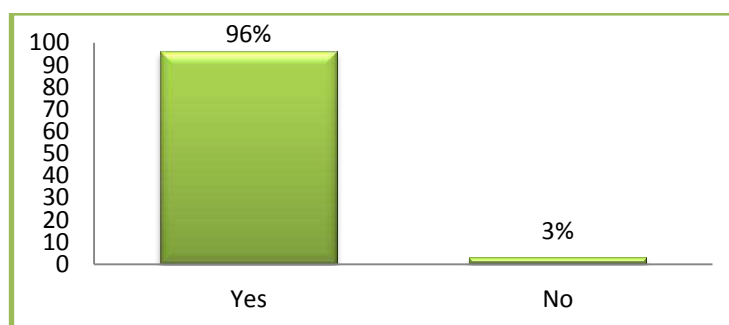


Figure 18: The use of intensive reading texts to improve writing

Students' responses to this question display that they are all aware of the significant importance of reading in developing their writing achievements. They argued that intensive reading leads them to better writing and expands their vocabulary bulk.

13- Which of the following difficulties do you think IR can help you overcome?

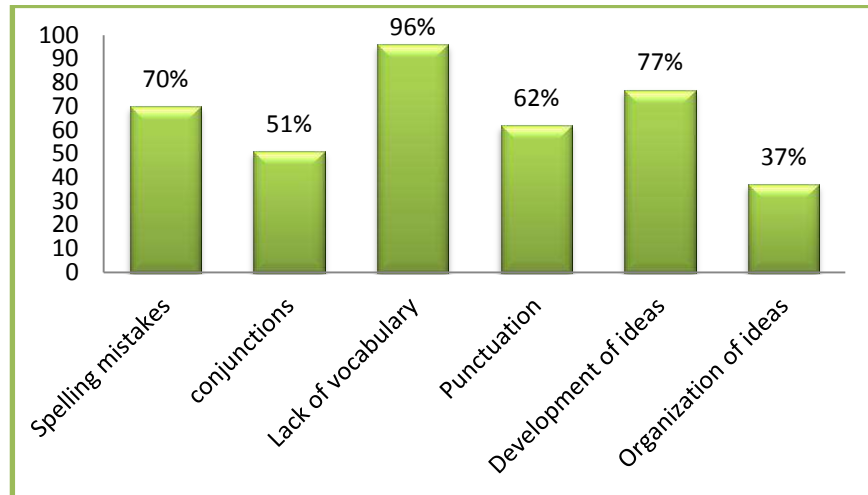


Figure 19: The usefulness of intensive reading to overcome writing difficulties

This figure shows that 96 % of students think that through reading lecture they can improve their vocabulary, 77% of them believe that the reading course develops their ideas. Besides, 70% think that classroom reading helps them to avoid making spelling mistakes, while 62% say they will learn more about punctuation through reading. For the rest, 51% think that reading provides them with the use of conjunctions and 37% said that it may help them to organize their ideas.

14- Which aspects of your writing have been positively affected by IR?

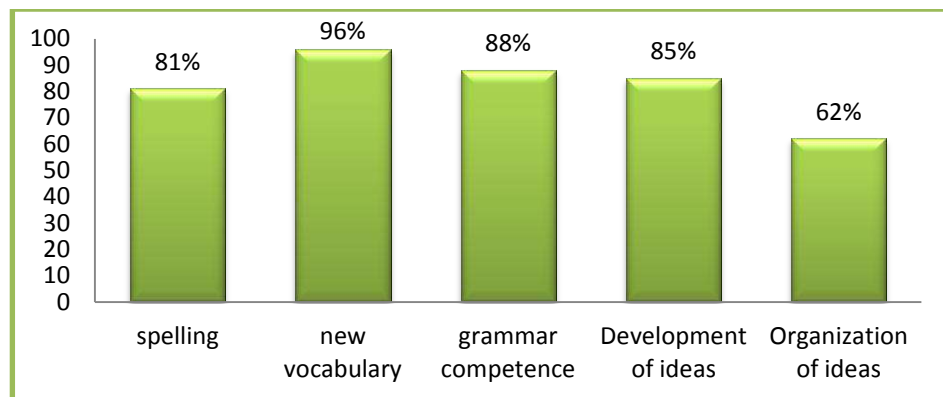


Figure 20: the Aspects of writing affected by intensive reading

We see that the majority (96%) notice huge development on their vocabulary aspect, while 88% saw an acceptable improvement in grammar aspect, in another hand, many of them agree that IR provided them with well concentration concerning ideas development (85%) and organization (62%). For the rest, 81% pay attention to spelling. in general, this indicates the program successful.

15- Do you think it is beneficial to use IR for your future writing assignments?

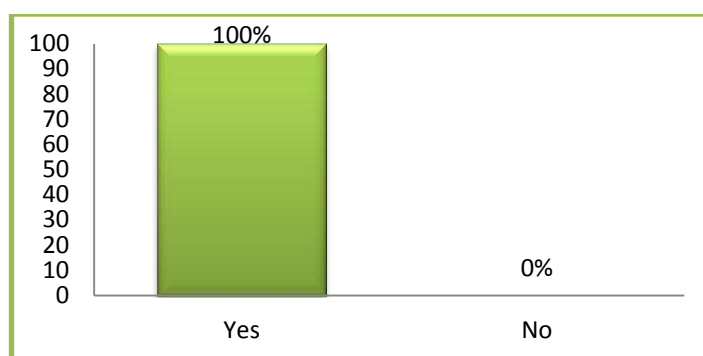


Figure 21: The potential use of intensive reading to solve future writing assignments

The results shown on the figure denote that all participants agree upon the use of IR for their future writing assignments. In fact, their opinion expressed well during the interview.

3.2. Administration of the interview

The interview was done after many sessions of implementing IRP in the classroom. The semi-structured interview (see appendix B) was done with a small number of participants (10 persons in one group). We approached face to face interview. It was more organized and preplanned questions. The ten interviewed students answered nearly in the same way for the eight questions of the interview. Their comments and suggestions as well as their answers were similar.

3.2.1. Results and discussion

Students' Attitudes towards Intensive Reading

In the first question, all students showed positive attitudes towards IR and expressed their likes for the IRP. This was deeply confirmed by their answers to the second question of the interview, they said that they lived a new experience which they felt good, self-confidence, joy discovering and they became more motivated. One of the students spontaneously expressed: *“We use to feel boring in writing expression session but now we feel the opposite”*. Another student pointed out that her English teacher only taught students the principles of writing and she rarely used reading materials in writing class *“It is good and better than what we were leaning before”*.

Fortunately, in the second question, six students have mentioned that material selection was the most relaxing step in the program. One of them for example said: “*I like the topics*”. Another two students mentioned that they liked most the discussion after reading. One of them stated: “*I like the discussion part after reading*”, for the rest, they liked the way teacher explain the lesson, they said: “*I like the way the teacher explain*”.

The third question aimed to explore students’ reaction toward choosing cause-effect essay as a model to be questioned intensively, since they were going to write later in cause-effect essays during their exams and coursework's. The idea was well welcomed by them. One said: “*I prefer my teacher to show me a modal, then I will learn from it*”. The reason behind this good impression was the positive effect of the program, as mentioned by another student: “*now I have clear image about the cause-effect structure and with this kind of practices I learned many things I was confused about them before*”

The fourth question shows what benefits students gain from the program, their results were very satisfactory. All of them reflected the success of IR in improving their writing skill. The benefits were in the linguistic aspect which expressed in two categories:

➤ **Benefits on vocabulary**

The majority notice impressed progress in their language proficiency: “*intensive reading enriched my vocabulary*”

“*There are words we just heard about them for the first time, but since we read a lot this able us to learn how to write correctly*”.

➤ **Benefits for Learning**

“*I learn a lot about cause-effect essay*”

“*Now I have a clear image about the cause-effect structure and with this kind of practice I learned many things I was confused about them before*”

“*Intensive reading enrich my knowledge I think am ready to write cause effect essay*”

“*I learned how to organize my ideas*”.

Results obtained from the fifth question related to the difficulties that students faced through IRP application, which related chiefly to the number of essays they have red. All

comments revolve around the vocabulary building section: *“Looking for synonym and antonym was the difficult part”* (one said).

In the sixth question, we assessed students' perceptions of whether the IRM useful more than ERM. All students answered: *“we do not read a lot to decide which one is beneficial”*, their experience with IR changed their views towards reading and they prefer to use it more than ER. The rest comments: *“we use to read novels or books but they are not related to what we are learning, it has some positive effect in our writing but IR is more effective because it provides us with information we need”*.

The results of the last question indicate that students will definitely agree to the inclusion of IR in the program. This was to be expected after classroom observation period, especially when they appeared to be a great response to the material presented to them. One of the students answered and stating the following: *“Yes, of course. IR improved our writing assignments, reduced mistakes and increased our writing skills”*. Another one mentioned: *“Yes, very well. Because the reading program can help the students solve their problems especially in writing, spelling, reorder their ideas, how to write essays ..etc”*.

3.3. Description of classroom observation

Observation in the study focused on individual students when engaging in reading-writing tasks. Their awareness, interaction and development with answers. In fact, we followed the checklist for observational elements that Erlandson, Harris, Skipper and Allen (1993) have provided. These elements are :

- a- The setting:** This includes the physical environment of the EFL writing classroom, the context, and the behavior associated with writing tasks in the particular setting.
- b- The participants:** This includes a description of who is the contextual site of the study, and their roles.

Activities and interactions: This includes a description of what are going on in the reading-writing classroom and how the activities are performed sequentially.

3.3.1. Results and discussion

- a- Having the advantage of being present regularly, we utilized this advantage in any way that helped us observe naturalistic context. For instance, in our first observation, we just documented general information about the class, such as **the setting, equipment, number of students** and so on. We found that the fixed number of students in the class is totally 27 (about 24 females and 3 males). They sit in pairs and help each other in understanding the applications and exercises directed to them if required.

In the beginning, our presence as observers was a distraction, but while we were teaching them they got used to the matter, this enabled us to gain their confidence and communicate with them in an effective and comfortable manner better than being present at specific times in order to interrogate them or ask questions.

As for the physical environment of writing classroom, the students were calm and focused, and this matter is due to the nature of the material itself. The writing session always depends on the teacher's explanation at the beginning of the lesson and completing some exercises directed to students individually in addition to discussing them in the last part of the session (usually it's a printed documents with activities attached).

- b- The participants in this study are:

Supervising teacher: She is the one who directs and helps us in preparing lessons appropriate to the nature of the session and the objectives of the program. Since the psychological and technical aspect of the students is very important, she is very keen to provide advices regarding these aspects to ensure a proper interaction and a smooth presentation of the lesson content or the presented material. The primary role of supervising teacher according to her competence is correcting various linguistic, grammatical, methodological and technical errors committed by applied teacher.

Applied teacher: (we are concerned with this study) and our role lies in applying the content of the study and observing the progress and the results that students gain from the program in addition to the development of their writing skills by observing their response to the exercises presented to them, accurately, observing certain parts such as : 1) IR reflection in cohesion and coherence aspects during writing. 2) Their digestion of the cause-effect methodology. 3) Their acquisition of new vocabulary. 4) Their ability to enrich essay, expand ideas; In addition to other objectives established in this study.

Students: They are the target sample on which the results of this study appear. Their role is to receive the lesson content, and interact with the activities directed to them each time.

- c- The program for which students are concerned includes some activities to raise their awareness of writing and develop their skills.
- **Texts :** Cause and Effect essays modals.
- **Activities:** The activities were varied and different according to the needs of the students' level: **Text comprehension** (such as structural issues, text organization ...), **Building vocabulary, Focus on details** (such as grammatical and lexical issues), **Developing ideas** (such as Coherence and expansion of cause and effect ideas ..etc).
- **Time :** 1h and 35m

❖ *Lesson plan*

<i>Time</i>	<i>Activities</i>
15 m	<p><u>Reading</u></p> <ul style="list-style-type: none"> - We (applied teacher) were reading the text (essay modal) out loud. - We asked the students to read it silently. - We tried to outline difficult vocabulary and explain the content of the text.
50m	<p><u>Discussing and Answering</u></p> <ul style="list-style-type: none"> - We would read the questions in order and give the students an opportunity to answer in writing and then discuss them.
20m	<p><u>Correction</u></p> <ul style="list-style-type: none"> - We used to dedicate this time to the last activity, which contains a set of questions that are answered in paragraphs, often an expansion of idea, or a mention of causes and consequences... - The main object of this part is to train the students in coherence, clarity, and choosing appropriate words..etc - We would receive all the answers and discussed with the supervising teacher.

- | | |
|--|--|
| | - We would leave some of these questions as homework to be corrected by teacher later. |
|--|--|

Table 1: Lesson Plan during Classroom Observation

❖ **Students Interaction and Development**

Student's interaction with these activities was great and effective. During discussions, they expressed their views concerning the problems in professional writing. Some mistakes they made clarified to us by answering the various activities and questions posed and others through presentation of various ideas. We have noticed some changes at the end of the implementation period of this program, which will be briefly mentioned.

Students interacted well in questions related to the linguistic and grammatical features of the text; in contrast, their interaction was weak with regard to the parts of the vocabulary and the cohesion at the level of sentences that are presented in paragraphs commensurate with the methodology of cause and effect.

Regarding the students' level, half of them are of intermediate levels and their language style is acceptable, of whom about 8 are excellent and the rest are weak. The types of activities were accessible to all students. With the development of time, we used to notice that the various texts presented to them greatly benefit them in acquiring the methodology they need to develop their writing skills. Most of the students praised it at the end of the lesson as they agreed that repeating this methodology periodically would help them remember the correct uses of words, sentences and various formulas in building essays. (The same was clarified during the interview)

- Most students now distinguish between the different statements and sentences of the cause and effect essay.
- Their improvement in the optimal grammatical and linguistic use of sentences and vocabulary.
- Learn clarity and how to organize present ideas and arrange paragraphs.
- Their awareness of how important to build coherence and cohesion.

Chapter four: General conclusion

This chapter introduces the summary of major findings, the limitations of the present study and suggestions for further research.

1. Summary of the major findings

In this study, we presented the importance roles of intensive reading in enhancing EFL Writing Skills' Awareness. In fact, this research has attempted to uncover the links between reading skills and writing as well as tends to clarify the tasks and activities that can be used to develop both reading and writing. Moreover, the research focused on explored the main obstacles and difficulties facing learners of English as a foreign language.

The findings reveal that second year EFL students face a variety of difficulties which hamper their writing achievements. The main obstacles are the lack of language knowledge comprehension problems, topic unfamiliarity, insufficient vocabulary storage, and diminutive syntactic knowledge. In other hand show the benefits of reading in reducing the writing difficulties

In sum, the interpretation of questionnaire, interview and classroom observation indicated that reading is essential for the improvement of writing and a valuable source of foreign language learning. In the classroom, it can be used to teach and develop all language skills by using intensive reading activities. Truly, it provides contextualized grammar and vocabulary, develops writing and reading proficiency.

Unquestionably, adopting the IR program in the classroom at university level showed satisfactory results and strongly support our hypothesis that intensive reading lead eventually to a better development of students' writing skill. As a matter of fact and with reference to the outcomes already mentioned it seems that IR answers positively to our research questions since significant improvements are noticed in students' answers. The study made some recommendations for adequate reading instruction.

2. Limitations and suggestions for further research

This study must be conducted in short time and should require only a small sample to be included in this program with highly assessment corps. A number of obstacles encountered the researchers while conducting the present research. To begin with; time was not sufficient to collect data from a large sample of students in the class; besides, the researchers were able to conduct an interview just with ten students which is not enough. On the other hand, the questionnaire was administered in difficult conditions and after a long time. In addition to the sudden circumstances, the emergence of the Corona virus, this completely changed the course of our research

Also, the lack of references that tackle IR researches and in particular the ones concerned with its implementation in EFL departments, latter forced the researchers to find out external sources which somehow and time-consuming.

These limitations led to suggestions for further studies. Future research has to:

- Consider time limitation.
- Choose a small sample for this type of researches.
- Analyzing data needs a high assessment system.
- Pre-test / post-test are very important in this study it able the researcher to collect more valid data.

These limitations led for further studies, future research should conduct the research on other aspects of language as well as take in consideration the possibility of Applying ERP in the Algerian universities and schools. Also expand the idea of using intensive reading to develop other skills.

3. Pedagogical implications

Based on the research results, the researchers suggest some recommendation that should be taken in consideration.

First, a reading class should be allocated at all levels and included in the EFL curriculum of the university to raise the EFL students' awareness of the important of reading

Second, the researchers suggest the idea of using reading intensively or extensively to improve EFL learners' writing that is to say link reading to writing.

Third, provide the necessary materials and books to encourage students to read, as well as motivate teachers to include reading as an essential part of teaching the English language and facilitate their work.

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Appendices

Appendix (A)

Dear student

We are pleased to put in your hands this questionnaire on research related to "The Role of Intensive Reading in Developing EFL Students' Writing Skill", after a period of training that applied this method to Second Year English Students.

This questionnaire is very important in studying the result that we will obtain. So we would be very grateful if you accept to fill in the following answers.

Please, tick (✓) the appropriate answer or give a full statement whenever it is.

Section one: Intensive reading

1- Do you like to read in English?

Yes No

2- What kind of texts do you prefer to read?

- Textbooks
- Essays
- Poems
- Dialogues
- Novels
- Other

Please

specify

3- During doing reading, which of the following **strategies** you adopt in order to get information about **the content** and **the language** of the text?

- Reading the whole text in order to the general idea.
- Going quickly through the text in order to get the appropriate information.
- Reading only the introduction and the conclusion.
- Trying to understand the text in relation to schemes, graphs and pictures.
- Using the previous information to collect some information in relation to the text.

- Analyzing the text and taking notes about grammar and vocabulary.
- Studying the text-overall structure (how ideas are organized and linked).
- Other.....

Please specify.....

4- Do you think it is important to intensively read different modal essays?

Yes No

5- Do you think that intensive reading can help you to develop your proficiency in English language skills?

Yes No

Justify.....

6- During doing intensive reading, do you find difficulties in understanding the text?

Yes No

7- If the answer is yes, do you think your difficulties are due to?

- Vocabulary
- Grammatical structure
- Paragraph organization
- Essay organization

Section two: EFL writing skill

8- How would you rate your level in English writing?

- Highly proficient
- Proficient
- Adequate
- Weak

9- Do you understand why reading is required in the written expression module?

Yes No

10- Have you completed all the assigned readings in the written expression module?

Yes No

11- When you write, do you try to use words and sentence patterns that you have previously read in a text?

Yes No

12- Which of the following activities can help you to improve your writing skills?

- general features of the reading text
- coherence, cohesion, wordiness in context
- comprehension questions
- Vocabulary activities
- Grammar activities

Section Three: The Reading-Writing Connection

13- Do you expect that intensive reading can help you to write better?

Yes No

Explain.....
.....
.....

14- Which of the following difficulties you think intensive reading can help you overcome?

- Spelling mistake
- Using the correct conjunction
- Lack of vocabulary
- Punctuation
- Development of ideas
- Organize your ideas

15- Which aspects of your writing have been positively affected by intensive reading?

- Learning new vocabulary
- Improving grammar
- Improving spelling
- Using reading to improve other skills
- Learning to organization your ideas
- Enriching your ideas by adding details and examples
- Other

16- Do you think it is beneficial to use intensive reading for your future writing assignments?

Yes No

17- Do you agree that intensive reading must be added in the program as an essential part of written expression module?

Yes No

Appendix (B)
STUDENTS' INTERVIEW

Dear students,

The present interview aims to collect information about your participation in the IR program and your suggestions for future programs. Please answer briefly the following questions:

- 1- Did you like the IR program?
- 2- What do you like most in the ER program?
- 3- How do you find the idea of giving you the cause-effect essay as a model?
- 4- What are the benefits you gained from using IR in a writing session?
- 5- Did you face any difficulties during doing intensive reading?
- 6- Do you find IR (it means provide you with materials are more related to what you are learning) more effective than reading for pleasure in developing your writing?
- 7- Will you accept IR to take part from you learning program in the future?

Appendix (C)

Cause-effect essays model

Happiness

What makes a person happy? 1 (If / so) people want to be happy—and few people proclaim their desire to be sad—should they seek money and professional success? Many experts in fields such as sociology, psychology, and public policy are attempting to answer this seemingly simple question of what makes people happy and how communities, social organizations, and employers can facilitate happiness by implementing a few simple strategies. In this new field of happiness studies, some intriguing answers are beginning to emerge about what makes people happy. Surprisingly, they support the longstanding hypothesis that money cannot buy happiness.

One of the chief obstacles to happiness is referred to as social comparison. When people compare themselves to other people, they prefer to see themselves as in some way superior. In an experiment, social scientists asked whether people would prefer earning \$50,000 per year while their peers earned \$25,000 per year, or whether they would prefer earning \$100,000 per year while their peers averaged \$250,000 per year. Even though people would earn more in the latter scenario, most chose the former as a consequence of their desire to see themselves as more successful than others (Layard, 2005). 2 (In addition / Thus), a simple way to increase happiness is for people to reject the urge to compare themselves to others based on their finances and to live within their means.

3 (Another / Other) way to increase people's sense of personal happiness is for them to be true to themselves and keep their personal sense of integrity. While this advice may seem rather trite, people who respect and follow their authentic desires generally report being happier than people who do not. As Martin (2012) explains, "At its core, authenticity implies discovering and pursuing what we care about most deeply." He further explains the reciprocal relationship between happiness and authenticity: "As much as authenticity contributes to the pursuit of happiness, then, happiness in turn contributes to identifying our authentic selves" (p. 55). When people limit their personal desires 4 (in order / in spite) to obtain certain goals, they may achieve greater financial success but actually end up unhappier.

5 (Finally / Therefore), sometimes people benefit from social rules that encourage them to improve their lives, even when these laws cost more money. While few people enjoy

paying taxes, some taxes make people happier 6 (although / because) they improve the overall quality of people's lives. In their study of smoking and cigarette taxes, Gruber and Mullainathan (2006) conclude that "taxes may affect the happiness of former smokers (by making it easier to resist the temptation to resume smoking) or prospective smokers (by making it easier to never start smoking in the first place)" (p. 139). This example demonstrates how a society's rules can 7 (cause / lead) to the general happiness of its populations, even though the apparently negative practice of increased taxation. Taxes also contribute to the funds available for other social purposes, which prove further justification for their use.

These are merely three ways that scholars of happiness studies have determined that people can employ to enhance their personal happiness. People should avoid comparing themselves to others financially. They should seek to live as their authentic selves in their personal and professional lives. 8 (Furthermore / In contrast), they should welcome rules, laws, and even taxes that increase the general happiness of the population. Everyone says they want to be happy, and happiness studies are helping people learn how to lead happier lives rather than to passively expect happiness to find them.

To proclaim: to state loudly or clearly for the record

•Theses statement:

Activity one:

1- After reading "Happiness", circle transition words or phrases.

1. 2. 3..... 4. 5.....

6. 7. 8.

2- Building Better Vocabulary: Give the Synonyms of the following words

- Trite: - intriguing:

- To pursue: - chief:

3- Find the Antonyms of the following words:

- the former:
- hinder:

4- Answer the following questions:

1. What are the three ways that scholars of happiness studies have determined that people can employ to feel happier? (Agree/ disagree)
2. There is a saying that “Money can’t buy happiness.” Explain the effects of materialism on individuals and societies?
3. What are the causes that make people unhappy in your opinion? Explain.
4. What was the happiest time in your life? Describe what happened. Why were you so happy?
5. What makes person happy according to you?

Appendix (D)

Social Anxiety

People are exposed to huge amounts of stress each day. Problems at work, dysfunctional relationships, insurance issues, taxes, children's misbehavior, and so on—these typical misfortunes can upset anyone. However, there is a psychological problem which can make one's life excessively complicated even on its own, without adding up the aforementioned factors. This problem is social anxiety; unfortunately, the modern world is permeated with these factors, which contribute to the development of this psychological disorder.

Although the environment we live in definitely has an effect on how people feel, it is important to consider the biological factors leading to social anxiety disorder (SAD). In particular, biologists believe that SAD is related to a dysfunction of brain circuits responsible for regulating emotions and the “fight or flight” response center. In particular, there is a brain structure called amygdala; it is known to play a role in controlling the fear response. If a person has an overactive amygdala, they often display an excessive “fear” type of emotional response; therefore, whenever a situation occurs that can be interpreted as even slightly uncomfortable, a person with SAD will overreact in terms of fear. In addition, genetic factors should also be considered when studying the causes of SAD, because social anxiety may occur when it was also present in a first-degree relative: parent, sibling, or child.

Another significant group of factors responsible for the development of SAD is a group of environmental factors, including psychological climates. The first social interactions people make in their lives are usually connected to parents; from them, people learn basic social rules, what is acceptable and what is not, how it is like to be loved and to be ignored, and so on. Based on what happened in their childhood, people construct their personal systems of beliefs, including assumptions on what other people think about them. Commonly, if a child is loved and respected by parents, he or she later assumes that other people treat them in the same way; however, if a child is often criticized, it prevents him or her from developing a sense of personal value, and for such people, it is more difficult to become socially confident.

In addition, the way parents deal with different life situations also influences children's personality. According to Cheryl Carmin, a psychiatrist and director of the clinical psychology training program at the Ohio State University Wexner Medical Center, parents are often responsible for developing social anxiety in a child. “A parent or a significant adult figure may model that it's appropriate to be anxious in situations where your performance will be evaluated [...]. For example, a parent who is commenting on being nervous about a performance review or who tells their child to not be anxious before their first “show and tell” may be priming the child to, in fact, be anxious in that situation. It's also quite possible that any number of these factors interact,” says Dr. Carmin (Live Science).

The reasons why people develop social anxiety are different, but generally they can be divided into two categories: biological and environmental. A biological group of reasons includes dysfunctions in brain work, as well as excessive “fight or flight” reactions. Environmental factors include psychological influences caused by parents on their children, as well as role models which parents provide a form of teaching to their children consciously or unconsciously.

Amygdala: a roughly almond-shaped mass of gray matter inside each cerebral hemisphere, involved with the experiencing of emotions

- Make an outline to the text and include (**the thesis statement , topic sentence to each paragraph, supporting sentences ...**)

Vocabulary: look for the following definitions from the text

- Abnormality or impairment in the function of specified bodily organ or system (.....) N.(p2)
- A thing that is accepted as true or as certain to happen, without proof (.....) N(3p)
- A feeling of worry, nervousness... Typically about an imminent event or something with an uncertain outcome (.....)N.(p4)

Reading comprehension: answer the following questions:

1. What are the reasons that lead to social anxiety?
2. How environmental factors can affect person's psychological? (discuss)
3. Did you ever experience anxiety? And what were the reasons?

Part 3: fill in the blanks with a suitable contrast connector:

(WHEREAS, BUT, ALTHOUGH, HOWEVER, DESPITE, IN SPITE OF, ON THE OTHER HAND)

1. Although.. Andrew was warned of the risks, he decided to travel alone to South America.
2. Maria did not get a promotion despite/ in spite her qualifications.
3. Zambia is a land- locked country, whereas Kenya has a coastline.
4. On the one hand, you could rent a flat instead of buying one On the other hand you are always at the mercy of landlords.
5. This restaurant has a good reputation, whereas that one does not.
6. The city has a 50 kph limit however people are often caught speeding.
7. We couldn't find a house to buy although we looked at quite a few.
8. He always looks so lonely and sad despite/ in spite of his popularity.
9. He is quiet and shy, whereas his sister is lovely and talkative.

Abstract

Reading is one of the most important skills that EFL students should properly learn as it is a key element that increases their language learning gains. Therefore, the central goal of this research is to illustrate the roles of IR in enhancing EFL students' writing skill. It attempts to clarify how reading can be used to improve the language skills including writing, vocabulary, and grammar. Moreover, this research tries to reveal and point out difficulties and obstacles that cause students' writing failure and tends to provide IRP to overcome the main obstacles student face as well as to provide successful reading instruction for second year EFL students. To explore this research, a case study was conducted at the Department of English at Ouargla University. The informants of this research are second year EFL students. The results obtained from questionnaires, semi-structured interview and classroom observation. All instruments revealed that reading plays important roles in improving writing skills. The results showed that the lacks of language competence are the main obstacles that cause poor writing. This put great challenges and demands on teachers as they are required to use new effective classroom strategies.

Keywords: Reading, Intensive Reading, writing, extensive reading, cause effect essay.

Résumé

La lecture est l'une des compétences les plus importantes que les étudiants EFL devraient apprendre correctement, car c'est un élément clé qui augmente leurs gains d'apprentissage des langues. Par conséquent, l'objectif central de cette recherche est d'illustrer les rôles de la RI dans l'amélioration des compétences en écriture des élèves de langue anglaise. Il tente de clarifier comment la lecture peut être utilisée pour améliorer les compétences linguistiques, notamment l'écriture, le vocabulaire et la grammaire. De plus, cette recherche tente de révéler et de mettre en évidence les difficultés et les obstacles qui causent l'échec des élèves en écriture et tend à fournir un IRP pour surmonter les principaux obstacles auxquels les élèves sont confrontés ainsi que pour fournir un enseignement de lecture réussi pour les élèves de deuxième année d'EFL. Pour explorer cette recherche, une étude de cas a été menée au Département d'anglais de l'Université de Ouargla. Les informateurs de cette recherche sont des étudiants EFL de deuxième année. Les résultats obtenus à partir de questionnaires, d'entretien semi-structuré et d'observation en classe. Tous les instruments ont révélé que la lecture joue un rôle important dans l'amélioration des compétences en écriture. Les résultats ont montré que le manque de compétences linguistiques est le principal obstacle à une mauvaise écriture. Cela pose des défis et des exigences considérables aux enseignants, car ils doivent utiliser de nouvelles stratégies de classe efficaces.

Mots clés: lecture, lecture intensive, écriture, lecture approfondie, essai de cause à effet.

المخلص

تعتبر القراءة من أهم المهارات التي يجب أن يتعلمها طلاب اللغة الإنجليزية بشكل صحيح لأنها عنصر أساسي يزيد من مكاسبهم في تعلم اللغة. لذلك فإن الهدف الأساسي لهذا البحث هو توضيح دور القراءة المكثفة في تعزيز مهارات الكتابة لدى الطلاب. من خلال هذا البحث نوضح كيفية استخدام القراءة بغية تعزيز الجانب اللغوي والنحوي في ميدان الكتابة. علاوة على ذلك يحاول هذا البحث الكشف عن الصعوبات والعقبات التي تسبب فشل الطلاب في كتابة المقال بهدف تشكيل برنامج خاص بالقراءة المكثفة يتماشى مع متطلبات طلاب السنة الثانية جامعي للتغلب على العقبات الرئيسية التي يواجهونها. لاستكشاف هذا البحث تم إجراء دراسة حالة في قسم اللغة الإنجليزية بجامعة ورقلة. العينة التي أجري عليها البحث هم طلاب السنة الثانية تخصص لغة إنجليزية. بحيث تم الحصول على النتائج من الأدوات التالية: الاستبيان والمقابلة ومراقبة الفصل الدراسي. بالنسبة لنتائج البحث، كشفت جميع الأدوات أن القراءة تلعب دورا أساسيا في تحسين مهارات الكتابة. لأن معظم النتائج أظهرت أن نقص الكفاءة اللغوية هو العقبة الرئيسية التي تسبب ضعف الكتابة مما أدى ذلك إلى استخدام إستراتيجية جديدة فعالة تتضمن برنامج قراءة مكثفة مع الكتابة من قبل الأستاذ لتحسين من مستوى الطلاب مع معرفة البأي مدى تعتبر هذه الإستراتيجية فعالة.

الكلمات المفتاحية: القراءة ، القراءة المكثفة ، الكتابة