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The Role of Extensive Reading in Enhancing EFL Students' Writing Ability

The Case of English Major Second Year Bachelor Students at UKMO

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Dedication

I praise and thank Allah the Almighty for granting me the gift of knowledge and blessing me with His mercy

I dedicate this work

To myself

To myself

To my dear parents (the first and the last love of my life)
May Allah bless them

To my mother Bensayah Oumelkhir and My Father Benze-ghmane Amhammed for their support which is often the only stable thing when everything else goes into chaos

To my sisters and brothers

To my uncle's wife Nadjat Rouabeh for her support

To all my nephews and nieces.

To my dear friends Assia ,Rahma, Mary, Nafissa , Chaima who have stood by my side all the time

I love you all

Thank you so much, I really appreciate that

Ibtissam BEN ZEGHMANE



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IV

Abstract

This dissertation investigates the role of the extensive reading in enhancing the writing ability of second year EFL students at Kasdi Merbah University. It aims at addressing the communicative writing difficulties that encounter the target EFL students. Then, it aims at exploring the role of reading extensively in overcoming those difficulties. Two assumptions underlay this study. First, the communicative writing difficulties that encounter second year EFL students are in both forming complex sentences and writing well coherent paragraphs and essays. Second, reading extensively helps the learners to overcome their writing difficulties by making them aware about the use of the appropriate vocabulary, correct spelling, capitalization, punctuation, grammatical structure, and most importantly coherence. This study was conducted with participants from the aforementioned population; they were given a questionnaire that assesses a variety of factors so as to test the study assumptions. Besides, a sample of teachers of written expression module answered another questionnaire to be analyzed quantitatively.

Keywords: Writing, ability, extensive reading, EFL learning, reading-writing connection

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List of abbreviations

EFL: English as a Foreign language

ESL:English as a Second Language

ER:Extensive Reading

IELTS:International English Language Testing System

L1:First Language

SL:Second Language

FL:Foreign Language

NL:Native Language

FLL:Foreign language and Literature

SPSS:Statistical Package of Social Sciences

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General Introduction

General Introduction

1. Background of the Study

Throughout several findings of researches, about developing teaching and learning process and ameliorating the comprehension and acquiring English as foreign language skills, it is highly observed that students who learn English language find difficulties in mastering its writing in comparison to those of reading comprehension and speaking and the other language abilities. Similarly, EFL teachers of foreign languages also face obstacles in evaluating their students' writing abilities. Hence, they usually allowed freely using several techniques and strategies to facilitate the development of their students' production. However, what really matters is to what extent the extensive reading could affect the EFL learners' achievements and to what extent this used technique is beneficial.

Writing skills are the abilities used by learners to write clearly and effectively. Good writers are those who can clearly and concisely convey their message to their audience while making it easy for the reader to follow. Writing abilities go beyond just the ability to write. Critical elements of the writing process include knowledge of research, planning and outlining, editing and revising, spelling and grammar, and organization.

Mc Lean (2014) stated that there is an approach to language learning known as "Extensive Reading," or simply "ER," encourages students to read a lot of books or

other reading material that is relatively simple for them to understand. In a perfect world, the books would be simpler than what they can read now, allowing them to read quickly without having to look up words in dictionaries. "Graded readers" are books that have been specially created with controlled vocabulary and grammar to make them accessible to the learner. They are used frequently in extensive reading. With the hope that the reading material will capture their imagination, students should ideally select their own reading selections. Complete text comprehension is not as crucial in "extensive reading" as reading.

2. Literature Review

The preliminary literature of this research succeeded to present an attempted correlation between the extensive reading and its contributions on students learning. This work may become a starting point to write more about the EFL students at Kasdi Merbah University.

According to the research made by Thailand at Wilairat Kirin akhon Pathom Rajabhat University (2010), the relationship between reading and writing, as well as the advantages of encouraging students to read as much as they can to improve their writing ability, are supported by theoretical justification and research evidence from L1, ESL, and EFL. The concerned study described a 15-week reading experiment with a group of Thai EFL students who were encouraged to read and later divided into smaller groups for statistical analysis based on how much they had read. They were divided into "high" and "low" groups according to the amount of comprehensible input they were exposed to. Throughout the duration of the engagement with simplified reading books, all subjects had their essay writing skills assessed every

five weeks. Research findings and a discussion of the findings offer both theoretical and distinctive characteristics.

Another research conducted At Mohamed Kheider of Biskra University (2016) asserted that a good writer is a good reader, as the saying goes. The study examined the usefulness of extensive reading in enhancing students' writing abilities. This skill involves a number of challenges that lead to the students' subpar writing output. Additionally, the same study aimed at improving students' writing abilities by having them read a lot of clear material. The investigation has concentrated on how the amount of language input affects the students' writing abilities .This work may become a starting point to write more about the EFL students at Kasdi Merbah University.

3 Statement of the Problem

For the sake of searching the major issues that students may across when learning English language. Based on the mark sheets of written expression module, EFL students at Kasdi Merbah University encounter a number of writing difficulties. Second year learners particularly face some challenges in their writing skills. We observe that most of them get low marks in their quizzes and exams.

4 Objectives of the Study

This research is inspired by two aims. First, it targets to select the writing communicative difficulties that encounter EFL students at Kasdi Merbah University. Then, it aims at exploring the role of reading extensively in overcoming those difficulties.

5 Research Questions

We intend to find answers to two questions in the current study to learn how to enhance writing communicative skills of learners at the department of English language Kasdi Merbah University, these research questions are the following:

1. What are the communicative writing difficulties that encounter EFL students at Kasdi Merbah University?
2. What is the role of the extensive reading in overcoming the writing difficulties that learners of Kasdi Merbah University face?

6 Research Hypotheses

The following research hypotheses were highly expected by researchers:

1. The writing communicative difficulties that encounter EFL students at Kasdi Merbah University are in both forming complex sentences and writing well coherent paragraphs and essays.
2. Reading Extensively helps to overcome the writing communicative difficulties in Kasdi Merbah University learners by making them aware about the use of the appropriate vocabulary, correct spelling, capitalization and most importantly punctuation.

7. Methodology

In order to achieve the study's objectives, the present research employs a descriptive research design, which helps in the identification of answers to the research questions. The method used to analyze the data is quantitative. Two questionnaires will be employed in this dissertation. The first will be distributed to all written expression teachers who have taught or are currently teaching second year EFL at

Kasdi Merbah University, the second questionnaire will be designed for second year bachelor English major students.

7.1. Population and Sampling

To limit the scope of our work on all Kasdi Merbah University EFL students, we opted to focus only on the second year promotion as our population of interest. The sample of our study will be determined through stratified random sampling through which the participants who will be chosen to collect the essential data along with EFL teachers of written expression module.

8. Structure of the Study

The present dissertation aims at investigating the writing communicative skills difficulties in the context of second-year EFL students at Kasdi Merbah University. It is divided into two chapters. The first chapter is theoretical; it reviews the literature including all the research variables. The second chapter is practical; it explains the methodology and gathered data.

The first chapter is split into two sections .The first section focuses on presenting an overview about the role of the extensive reading in enhancing writing skills in EFL learners.

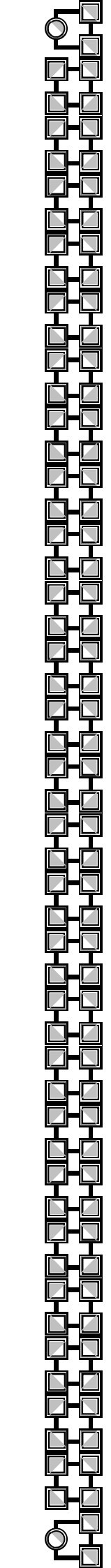
The second section discusses the writing difficulties, including definitions, causes, factors as well as effects and types .

The second chapter is purely practical. The first section explains the research method; the second sheds the light on the collected data, and the final one presents the data interpretation. This chapter is concerned with the analysis of the collected data together with a detailed discussion of the results next to some implications and

limitation of the study. Ending with a conclusion to the whole work and a list of all references cited during the study.

9. Limitations of the Study

One limitation of the present study is that it is descriptive rather than experimental. This is because examining the relationship between extensive reading and writing, and the influence of extensive reading on the development of writing through an experiment that emphasizes on extensive reading during the writing course will come at the expense of writing practice. Therefore, we will limit our study to examining the reading-writing relationship from the perspectives of students and teachers. It is in order to focus on writing proficiency and to identify a number of novel factors that may affect its development that we connected the two variables: writing ability and extensive reading. The study is also restricted to written expression teachers (former and current).



**Chapter One : Extensive
Reading and the Writing
Ability**

Chapter One: Extensive Reading and the Writing Ability

Introduction

Everyone must learn to read because it is a highly complex act and a crucial language skill. Reading is a multifaceted process in which readers interact with written words and context. It is not a single skill in and of itself. It is regarded as, by many people, a fun leisure activity that deepens and broadens one's thinking. Reading is therefore an essential skill, be it in one's first language (L1) or second or foreign language (SL/FL). This chapter emphasizes the main reading viewpoints and the value of in-depth reading for learning SL/FL. It is divided into two sections. The reading skill is briefly introduced in the first one. We will first attempt to define reading by referring to the experts who examined the reading process in light of the findings in this field. Additionally, reading comprehension will be discussed with the goal of illuminating the mental operations that underlie reading. We will also go over the reading strategies that experts in the field have recommended. We will talk about the effectiveness of reading and how it plays a crucial part in learning a SL/FL in this chapter, which also includes phases of reading that represent the main activities to improve reading comprehension. Besides, extensive reading will be clarified along the same section. The second section is devoted to present a full overview about writing ability, its different models and processes.

Section One: A Background about Reading and Extensive Reading

This section presents a detailed overview about extensive reading, including its definitions, process of reading, models of reading, principles of extensive reading, its benefits, in addition to strategies of the topic of interest

1.1.1 Defining Reading

Reading is frequently described simply, such as the way that Urquhart and Weir (1998, p. 22) put it: "Reading is the process of reviewing and interpreting information encoded language from the medium of print." Or, according to Koda (2005, p. 04), reading is a "comprehension occurs when the reader extracts integrates various information from the text and combines it with what is already known".

In his website (2014), Dr. Kimberly describes reading as "a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before, during, and after reading." According to Goodman (1973, p. 162), the learner "interacts with a message encoded by the writer. He focuses on both his acquired language proficiency and his overall body of prior experiential knowledge.

However, it becomes clear that no single statement can adequately express the complexity of reading when we consider the various reasons why reading is done as well as the various processes that are involved.

1.1.2 The Process of Reading

Understanding the mechanics of reading is probably crucial to comprehending its nature, but it is also undoubtedly challenging. Given that reading is "a complex organization of patterns of high mental process" (Gates, 1949,p.3); therefore, under-

standing how it works necessitates an understanding of many of the most complex mental processes (Huey, 1968, p.8). The actions taken while reading are simply referred to as the reading process. The interaction between a reader and the text is what Alderson (2000.p.3) refers to as "the process," which is what we mean by "reading properly." The reader performs a variety of tasks while reading the text, such as deciphering the written symbols on the page, giving those symbols meaning, and assuming the relationships between them. Additionally, the reader is considering what they are reading and considering their own opinions. The process is dynamic, variable, and different for the same order on the same text at different times or with different reading purposes, according to Alderson. Additionally, he thinks the process is typically internal, quiet, and private.

1.1.3 Reading Comprehension

The primary goal of reading, according to academics and reading instructors is to comprehend printed materials. Reading is viewed as an active activity that involves the cognitive process of decoding symbols to create meaning. The reader's prior knowledge, experiences, and attitude all influence the complex interaction between the text and the reader. No matter whether they are reading in their native language (NL), a second language (SL), or a foreign language (FL), readers aim to understand the text's meaning, even though reading comprehension can be defined in a variety of ways. According to Nuttal (1982, p.22), "understanding is central to the process of reading... It must be the focus of our teaching," understanding is the fundamental component of the reading process. Deciphering the print on the page is therefore insufficient to understand the text. According to Smith (1985), comprehension is

the outcome of the interaction between the reader's prior knowledge and the text, or "schemas," which are "networks of information stored in the brain which act as filters of incoming information" (Alderson, 2000, p.17). Additionally, Smith (1985) argues that rather than being the logical conclusion of successful reading, comprehension should be seen as its foundation. According to Smith (1985, p.83), comprehension "is not a quantity, it is a state - a state of not having any unanswered questions" (Smith, 1985, p. 83), which connects comprehension to his principle of prediction as a prerequisite for successful reading comprehension. Reading comprehension is also defined by Snow (2002, p.11) as the act of "simultaneously extracting and constructing meaning through interaction and involvement with written language." This definition conveys the importance of the text while also highlighting how difficult it is for readers to understand the text on its own because the meaning is not present on the page.

The reader, the text, and the activity are the three elements that make up comprehension, according to Snow (2002), these three components interact actively in order to facilitate successful understanding. The reader first employs his or her cognitive abilities, motivation, and various types of knowledge. According to Snow (2002, p.14), the reader "constructs different representations of the text that are important for comprehension." Second, the text that has a surface encoding refers to the words in the text, meaning representations, and models of implanted mental representations. A passage could be simple or complex. These two ideas are influenced by the genre, the linguistic and discourse structure, the vocabulary used, and the text's content (Snow, 2002).

Finally, there is the reading activity that is done to fulfill a specific goal and is influenced by various motivational factors like interest. Along with decoding, the reader uses some linguistic and semantic processes during this activity.

1.1.4 Models of the Reading Process

In an effort to examine how readers approach text meaning and explain reading mechanisms, some researchers have developed explicit models that aim to make readers' realization of meaning construction more clear. "A systematic set of guesses or predictions about a hidden process" is how the term "model" is defined. (Davies, 1995, p.57). These models are categorized into three types, which differ only in the emphasis placed by each model on different facets and how they function during the reading process. The bottom-up models, which use the text as a starting point to arrive at text meaning and consider readers to be passive decoders, the top-down models, which start with the reader and consider readers to be active encoders, and the interactive model, which combines the two previous models.

1.1.4.1 The Bottom-up Models. Reading is therefore viewed as a process of precisely identifying letters, words, and ultimately sentences. According to bottom-up processing, the emphasis is on how the reader builds the meaning of what has been decoded by beginning at the bottom and working their way up. Teachers who see reading as a set of sub skills that must be mastered by students and integrated to the point where kids use them naturally advocate for bottom-up models. They must gradually develop their ability to recognize letters, then words, and finally words in context. Children are exhibiting automatically when they read aloud with good expression while maintaining a high level of accuracy and speed (Samuels, 1994).

Grabe (1991) asserts that readers are merely passive consumers of textual information. Understanding the hierarchical linguistic structures of the language during the decoding process ensures reading comprehension. The emphasis is always on specific linguistic forms, from the phoneme to the lexical-syntactical levels, rather than the overall meaning of the text. They are also known as text-driven models of comprehension, and they are based on the reader's ability to quickly process text, identify words, and recognize words on their own by directly mapping the input onto some independent representational form in the mental lexicon. Additionally, Gough (1972), cited in Hudson (2007: 35), makes the assumption that bottom-up models concentrate on how readers extract information from the printed page, asserting that readers deal with letters and words in a relatively thorough and orderly manner. The emphasis is placed on word recognition rather than comprehension as he describes the reading process as a letter-by-letter series where readers are expected to treat all letters in their visual field and decode them into phonemic units before assigning meaning to any stretch of these letters. Thus, viewing reading from the bottom up entails translating written symbols into their aural counterparts. It is a text-focused strategy in which texts serve as the carriers of rules and codes that must be cracked. Consequently, bottom-up processes are fundamental requirements for reading because the capacity to begin reading is correlated with the precise identification of letters. These models, however, disregard the reader's prior knowledge and experiences, which are integral to the reading process and play a big part in meaning construction. As a result, top-down models start to develop in an effort to address the shortcomings of bottom-up models.

1.1.4.2 The Top-down Models. In top-down models, which operate in the reverse direction of bottom-up processing, readers translate higher-level conceptual encoding into lower-level perceptual information. Reading was therefore seen as an active activity in which the reader is the main subject (Alderson, 2000). The learner's prior knowledge is activated in top-down models, which can improve language learning and make reading comprehension possible. According to Carrell (1988), readers of second languages would experience insurmountable processing challenges if their content schemata were not activated. He has even made the case that linguistic limitations can be overcome by extensive background knowledge. As a result, the reader is now perceived as an active participant who actively engages in the reading process rather than as a passive participant who heavily relies on the linguistic input provided on the page (Grabe and Stoller, 2002). According to the top-down model, the reader starts by making predictions about the meaning based on his or her prior knowledge and experience (the top) and then moves down to the text to confirm those predictions.

Reading is "a psycholinguistic game, involving an interaction between thought and language," according to Goodman (1976,p.498). Expectations and anticipations of the reader "Depending on textual cues that support, clarify, or contradict the text's meaning; the meaning of the text is shaped". As a result, according to Alderson (2000), "readers guess or predict the text's meaning on the basis of minimal textual information and maximum use of existing, activated knowledge." Additionally, he sees the process of constructing a text's meaning as a "cyclical process of sampling, predicting, testing, and confirming." Smith (1994), in addition to Goodman, supports

the top-down nature of reading. Reading, in his opinion, is the process of interpreting written material. There is no passive here. Reading is not a mechanical activity in which the reader simply matches written symbols to sounds; rather, it is a purposeful, logical process that depends on the reader's prior knowledge and expectations (Smith, 1994:2). He emphasizes how the visual system is limited in how much information it can process while reading. Instead, he emphasizes the importance of using the reader's schemata as well as the context when constructing meaning. However, because bottom-up and top-down models, which are strictly serial, lack interaction between the various processing stages, interactive models - which see reading as a byproduct of both bottom-up and top-down processing- emerge as an immediate remedy.

1.1.4.3 The Interactive Models. The term "interactive models" refers to the dynamic interaction between reader and text, decoding and interpretation, and top-down and bottom-up models. Rumelhart (1977) was the first to make this assertion, asserting that the reading process begins with the eyes picking up meaning cues from the page and ends with the production of meaning. He believes that adept readers can make use of both sensory and semantic data. These ideas hypothesized that reading is cyclical in nature as opposed to serial (linear). Reading is a receptive language activity, according to Carrell (1988), in that it begins with a linguistic surface representation encoded by a writer and ends with meaning that the reader creates. With such a cognitive perspective on reading, the reader and the text are both at the center of the activity. Readers decode the message that has been encoded into a text after performing automatic word decoding, which is the first step in reading. Successful word decod-

ing advances readers to the point where they can relate new information to past knowledge in order to interpret literature. (Bamford & Day, 2004).

1.1.5 Defining Extensive Reading

Nuttall (1982) considers extensive reading as reading for fluency. Additionally, here are a lot of contradictory definitions. Some associate it with "skimming and scanning activities," while others link it to the volume of information.

According to Hafiz and Tudor (1989, p. 5), this type of reading has significant pedagogical value and emphasizes the significance of the learners' exposure to significant amounts of engaging L2 content. The learners' appreciation of L2 would increase as a result. If a sustained silent reading program is "based on student-selected texts so that the students will be interested in what they are reading," according to Carrel and Eisterhold (1983, p. 567), it can be effective in assisting students in becoming self-directed agents seeking meaning. Students choose their own reading material based on its subject matter, degree of difficulty, and length.

Extensive reading is a language teaching method in which students are instructed to read lengthy texts or large amounts of material for global comprehension, with the primary objective being to enjoy the text (Bamford, 2004). Palmer (1917) first used the term "Extensive Reading"; since then, other terms have been used, including "Supplementary Reading," "Book Flood," "Uninterrupted Silent Reading," "Substained Silent Reading," "Reading because you want to," "free Voluntary Reading," and "free reading." One of the two types is extensive reading, in which language learners read for meaning and concentrate on input. Reading for fluency development is the second kind.

Hafiz and Tudor (1989) asserted that extensive reading is also the reading of large amounts of material in the second language over time for pleasure or interest, and without the addition of productive tasks. For example, students can take a book or newspaper and enjoy it without being interrupted by questions for assessments; they can simply read for pleasure. This means that students do self-selected reading with little accountability and write brief summaries or comments on what they read.

Grabe and Stoller (2002), stated that extensive reading is reading that exposes students to large quantities of material within their linguistic competence and involves lengthy texts. ER is described as an approach to the teaching and learning of second language reading in which learners read a great deal of books and other materials that are well within their linguistic competence (Day and Bamford, 1998).

1.1.6. Extensive Reading Principles

There are several resources available on a wide range of subjects to promote reading for various purposes and in various methods. Students have the choice to choose what they want to read and to stop when something doesn't appeal to them. The following is a summary of the several principles that Bamford and Day (1997) offer that help to appreciate the complexity of extensive reading:

1.1.6.1 The Reading Material is Easy. Less or no words and nouns that are foreign to learners are present in the reading content. For pupils to enjoy reading there has to be a wide variety of books available at their reading level. Based on their interests, students choose the books they want to read. A student has the option to switch out a book if they find it uninteresting or too challenging. If students had to

battle with challenging content, they would not be successful in reading widely (Bamford and Day, 1997).

1.1.6.2 Learners Choose What They Want to Read. Bamford and Day (1997) stated that in contrast to traditional classrooms, where the teacher selects or the textbook provides reading material, self-selection places students in a different role. Students really enjoy this aspect of in-depth reading. Additionally, they are advised to put down any reading that they find boring or challenging.

1.1.6.3 Learners read as much as possible. The advantages of extensive reading for language learning come from reading volume. Teachers have a lot of options for encouraging students to read extensively outside of the classroom. They could, for instance, regularly encourage students to take out books from the library to read at home (Bamford and Day, 1997).

1.1.6.4 Reading speed is usually faster rather than slower. The vocabulary and grammar of the reading materials are well within the range of the pupils' linguistic proficiency. The book that kids are reading shouldn't present any problems with the vocabulary or grammar. Students shouldn't frequently stop reading because they don't understand a text because the goal of an intensive reading program is to promote reading fluency. Dictionaries are rarely used when reading because it is difficult to read fluently when you have to constantly stop to look up words. Students should be encouraged to take notes on words they come across in a vocabulary notebook so they may check them up after they have done reading rather than disrupting their flow.

Bamford and Day (1997) added that the purpose of reading is usually related to pleasure, information and general understanding. The objectives are determined by the subject matter and the student's interests. In an extensive reading program, where teachers rarely or never assign follow-up activities after reading, students read primarily for the texts' content. Teachers can ask students informal questions about the books they are reading and encourage sporadic, brief presentations of the book, which seem optional to students rather than required. In order to get students involved in the task, extensive reading should be a student-centered and student-managed activity. The teacher serves as a guide and monitor.

1.1.6.5 Reading is individual and silent. The reading speed of students varies. When students read the books they chose on their own during class, silent reading periods may occasionally be scheduled. But most of the reading is assigned reading. When and where they choose, students read outside of the classroom on their own schedule. A teacher can allocate a regular fifteen-minute period for silent reading in class when it comes to reading in class. It has been suggested that doing this silent reading will improve vocabulary development and structural awareness (Bamford and Day, 1997).

1.1.6.6 Reading is its own Reward. Questions about comprehension are not typically asked after extensive reading. The enjoyment and experience of reading are the purposes of reading. However, after reading, teachers might assign students follow-up tasks. These are not meant to reflect comprehension but rather the reading experience of the students (Bamford and Day, 1997).

1.1.6.7 The Teacher Orients and Guides the Students. Bamford and Day (1997) believed that the teacher introduces students to the program's objectives, goes over its methodology, keeps track of what each student reads, and provides instruction on how to get the most out of it. Students enjoy reading materials that are interesting and appropriate for their academic level. Students are spared the frustration of struggling to understand the texts. Students' positive experiences encourage them to read more, which increases their motivation, enjoyment, and desire for reading.

The teacher is a role model of a reader. The teacher serves as an example of a reader for the students by participating actively in the reading community in the classroom and by exemplifying what it means to be a reader as well as the benefits of reading. The teacher supports and encourages the students' reading, which they do in class and/or outside of it. He can read aloud to students in order to introduce them to various genres or specific books, as well as discuss books that he or she has been reading in class. Additionally, a teacher can quiz students on their reading experiences from time to time during summaries. In order to get students involved in the task, extensive reading should be a student-centered and student-managed activity. The teacher serves as a guide and monitor (Bamford and Day, 1997).

1.1.7 Benefits of Extensive Reading

Grabe (1991) believed that extensive reading is a task that the student can complete independently outside of the classroom and is crucial to foreign language learning (FLL). It might be the only means for a student to stay in touch with the FL outside of the classroom. Additionally, it offers helpful reinforcement for the language and structures that have already been taught in the classroom. A thorough reading sug-

gests reading for general language improvement and enjoyment on subjects that the learner is interested in. He becomes more motivated and has a better outlook on the TL as a result. Numerous advantages come from extensive reading for language development, especially when students are reading materials written at their level.

The views and theories that place a high priority on input in the learning of a SL/FL provide conceptual support for the extensive reading approach. The more reading students do, the more information they learn. With reading being the most accessible and comprehensible form of written input, Krashen's (1982) well-known input hypothesis focuses on the advantages of written input. It exemplifies the most robust theoretical link between the need for and sufficiency of comprehensible input and many language learning outcomes, such as improved vocabulary, grammar, spelling, and linguistic proficiency. Reading for pleasure can provide learners with repeated exposure to language elements they have already encountered if it is carefully chosen to match their level. Due to the fact that it exemplifies a trustworthy method of learning a language through extensive and repeated exposure to it in context, it aids them in consolidating and extending what they already know. Free reading can also improve readers' general language proficiency. Longer concentrated periods of silent reading, according to Grabe (1991), develop automaticity, enhance background knowledge, improve comprehension skills, and foster motivation and confidence.

Based on Elley's claims (1991), the benefits of extensive reading go beyond just reading i.e., proficiency has a spread of effect to other language skills, including writing, speaking, and control over syntax. In his opinion, closing the exposure gap

between NL and SL/FL students requires giving them access to a lot of reading material. Our language acquisition mechanism is prepared to produce language in writing or speech when necessary as we encounter more language more frequently through reading (Hoey, 2005). Reading a lot helps to maintain and build vocabulary. It makes it possible for words and phrases to be encountered multiple times in context, allowing meanings to gradually accumulate. Additionally, according to Davies (1995), a program of extensive reading will increase students' positive attitudes toward reading, improve their general comprehension abilities, and give them a wider range of passive and active words. Fluency, comprehension, vocabulary building, and independent reading are all aided by it. Independent readers go on to become more avid readers, better writers, and ultimately lifelong readers. Extensive reading is praised for its ability to increase motivation because, according to Bamford and Day (2004), it helps people develop positive attitudes toward foreign languages and grow their desire to learn them.

Therefore, it can be said that incorporating extensive reading into the teaching and learning of foreign languages benefits both reading proficiency and overall language proficiency.

1.1.8 Extensive Reading and Intensive Reading

Everyone needs to learn how to read because it is both a crucial language skill and a very difficult activity. The way readers interact with printed words and texts for information and enjoyment involves a variety of skills and processes rather than just one. Reading is an activity we all do on a daily basis, and it is an activity that can increase a person's knowledge of important news as well as introduce them to new

vocabulary words. There are two recognized methods for teaching and learning foreign languages: intensive reading and extensive reading (Brown, 2007).

Intensive reading is a reading strategy that focuses on reading brief texts in-class with a teacher's direction for in-depth comprehension. Intensive reading is defined as reading with a high level of comprehension and paying great attention to the definition of certain words or phrases. According to Brown (2007), intensive reading is an activity focused on the classroom in which students concentrate on the grammatical or semantic elements of a passage. For the objective of deciphering literal meaning, intensive reading draws students' attention to grammatical forms, discourse markers, and other surface structure features. When a student concentrates on the language rather than the text, including skimming activities, this happens. For instance, the student might be studying the grammar and expressions in the text, responding to comprehension questions, learning new vocabulary, or studying them while the teacher serves as a facilitator who directs classroom activities and reads. The majority of the time, challenging texts with lots of unfamiliar words is read intensively, necessitating the use of a dictionary by the learner. Despite the value of intensive reading, students rarely have the chance to read fluently or with confidence because they must pause every time to clarify what they do not understand. Therefore, learning SL/FL requires a comprehensive reading approach.

A reading strategy known as extensive reading involves reading relatively lengthy texts for general comprehension, information, and enjoyment. The meaning of the entire text is more important to readers than the meaning of any particular words or sentences. The majority of the time outside of class, students read a lot of

highly engaging material while focusing on meaning, reading for gist, and skipping unknown words. Extensive reading, according to Carrell and Carson (1997), generally involves reading large amounts of material quickly or longer readings for general understanding, with the focus usually being on the meaning of what is being read rather than on the language. It uses reading strategies that call for a relatively quick read while taking the reader's comfort into account, similar to those used by highly literate readers in L1. It implies that students have the freedom to select the topics they find most interesting for discussion. Its objective is to increase readers' enjoyment and confidence. The teacher serves as an example of a reader for the students during extensive reading, which is an individual and silent reading that may include reading novels, magazines, and newspapers.

1.1.9 Strategies of Extensive Reading

Williams (1986) concluded that since there are few opportunities for SL/FL use outside of the classroom for EFL students, lengthy reading assignments will greatly increase exposure to the target language. Therefore, extensive reading is a great way to develop schema. As a result, teachers can anticipate that their students will learn to read SL/FL not only proficiently but also with enjoyment. A teacher can help his students increase their receptive vocabulary base through extensive reading so they can feel some measurable success when reading a SL/FL.

Since it increases motivation, which is a significant factor in the development of reading speed and fluency (Williams, 1986), choosing appropriate and interesting texts appears to be essential for the success of extensive reading. Brumfit (1986, p.189) mentions the following general selection criteria for texts: "Linguistic level,

cultural level, length, pedagogical role, genre representation, and classic states" in support of this viewpoint. Choosing a piece of writing for lengthy reading requires "skimming over a few pages to see if it is understandable and likely to be interesting to read, in addition to looking through a variety of books and titles. Students establish internal judgment standards that they use to evaluate language input when accepting or rejecting reading material (Gilner & Morales, 2010).

In order to improve reading comprehension and have fun, reading extensively is necessary. For instance, a teacher might read a short story to the class without assigning any follow-up comprehension exercises. Setting up a class library, encouraging review writing, incorporating reading of books into the syllabus, and designating some class time to finish reading are all ways to encourage learners to read widely. In-depth reading activities help students stay motivated and turn reading into a tool for vocabulary development, reading, listening, speaking, and writing practice (Gilner & Morales, 2010).

The primary task for students in an extensive reading approach is reading, but summaries can also be written because doing so helps students understand what they have read better (Smith, 1998). Additionally, this exercise helps students become better writers (Robb & succer, 1989). Another assignment that can be used for in-depth reading is the Standard exercise, a collection of open-ended questions that can be modified to fit most books that students have access to in a course. (Scott et al., 1984). In the extensive reading procedure, the teacher's job is to support and encourage students to read during or after class, as well as to check and comment on the written summaries that they produce of their reading. These summaries give students

the chance to show off their reading skills and enable teachers to assess whether or not their students comprehend their books at an acceptable level. If not, the teacher's job is to direct the students toward books that are more suitable.

Additionally, there are a variety of vocabulary exercises that complement in-depth reading. One of them is the Vocabulary Journal (Day, 2004), which can assist students in acquiring new vocabulary and broadening their existing vocabulary knowledge. After reading a chapter or the entire book, a teacher assigns his students to scan it. He then selects 5–10 new or unfamiliar words that he feels are significant and records them in a vocabulary journal. The latter can be completed manually in a notebook or on a computer.

In conclusion, a teacher should exercise caution when selecting activities for a lengthy reading procedure. He must stay away from tedious exercises that require students to recall details from their reading or that put them to the test with comprehension tests. In contrast, a teacher should put their attention on in-depth reading activities that let students respond to their books in a way that makes them want to read more and allows them to enjoy what they have read.

To sum up, reading is an important skill that helps in supporting writing ability. Specifically, extensive reading is a fundamental tip used to enhance learners' writing ability. It is totally different from the intensive reading due to the specific strategies, processes. The following section is devoted to present a background about writing ability.

1.2 Section Two: An Overview of Writing Ability

This section tends to presents a description for EFL writing ability; it includes the different definitions of writing and other related concepts. In addition to a detailed presentation of its models, significance, the written production processes in L2 as long as the different writing difficulties.

1.2.1. Defining the Writing Ability

Writing is a useful English skill that is given special consideration within the context of the competency-based approach. It is the visual representation of ideas, emotions, and facts that a writer wants to convey to a reader in order to inform, narrate, or persuade them. The fact that writing is based on rigid and established academic rules makes it challenging for many EFL students to master. According to Collins and Gentner (1980, p 62): “Much of the difficulty of writing stems from the large number of constraints that must be satisfied at the same time. In expressing an idea the writer must consider at least four structural levels: Overall text structure paragraph structure sentence structure (syntax), and word structure ... clearly the attempt to coordinate all these requirements is a staggering job” (Collins and Gentner, 1980, p. 62).

Many academics have attempted to define writing. Writing is best understood as a collection of unique thought processes that authors orchestrate or organize while they are writing, according to Flower and Hyes (1981). Thus, writing cannot be considered a spontaneous activity. It is actually a whole system made up of a variety of skills that are broken down into macro level skills like organization, coherence, clarity, layout, and mechanics as well as micro level skills like spelling, punctuation,

grammar, vocabulary, and word choice. Writing is a complex skill that requires learners to generate their ideas, which must be monitored, selected, and prioritized; to translate the ordered ideas into text, using proper lexicon, grammar, and genre rules; and to review the text in order to clarify meaning and eliminate errors. Writing requires both mental and physical efforts as well as time on the part of the writer (Singleton and Jackson, 2003).

1.2.2 Importance of Writing

Chappell (2011) stated that if the current situation is taken into account, developing a certain level of mastery in English writing skills has become essential. International tests, such as the two EFL and IELTS, provide students with an essay and paragraph assignments are a staple of brilliant career. In addition, having a strong writing style is a prerequisite for admission to prestigious universities in addition to the workplace and business. For instance, a lot of people who rose to fame and prominence around the world, whether they are bloggers, social media activists, news reporters, journalists, scenarists, or novelists, all have one thing in common: they are all masters of English writing.

Writing is highly valued in the educational environment of Algeria, both in schools and universities. Teachers frequently grade students based on their written work. Even end-of-course exams which typically transfer students from one level to another are administered in writing. Similar to this, students in universities must submit written projects for each module in addition to being required to write a dissertation in order to graduate and earn a diploma from the institution (Chappell, 2011).

Writing is important because it is used so frequently in higher education and the workplace, according to Walsh (2010). Students who lack the ability to communicate effectively in writing will find it difficult to interact effectively with peers, professors, employers, or anyone else. Proposals, memos, reports, applications, first interviews, emails, and more are all common forms of professional communication that college students and successful graduates use on a daily basis.

Language learning heavily relies on writing as an essential skill in foreign language learning (FLL) contexts. In this regard, Alfaki (2015) argued that writing is frequently used in English language classrooms as a learning tool, such as to reinforce the learning of new vocabulary or grammatical structures or to aid students in remembering language learning. In this situation, writing enables students to track their development and receive teacher feedback, as well as for teachers to keep an eye on their progress and identify any issues that may arise. As a result, EFL students should master the written form of the language and learn specific grammar points that are crucial for clear written communication.

The development of EFL writing has received more attention as a result, and much revived writing research has been done to identify the factors that could either positively or negatively influence this development. Quintero (2008), for instance, noted that issues with grammar, punctuation, and lexical choice have a detrimental effect on the content and overall comprehension of a text. Additionally, he says that writing is a difficult skill to master because it calls for using mental processes in addition to language structures. According to Urrutia and Medina (2011), many language learners struggle to express themselves in a foreign language because they lack the lin-

guistic tools necessary. This indicates that they are not learning information properly, which prevents them from writing effectively in English.

On the other hand, other research is directly focused on improving EFL writers' abilities through a variety of methods and strategies. Ismail (2001) used the integrated product-process model to develop his creative writing abilities. The results of Hasan and Akhand (2010) confirmed that the combination of product and process enhance the writing proficiency of EFL learners and it presents corroborating evidence to support the view that the blend of both approaches tends to facilitate the learners to undertake a writing task to be developed. Lastly, the benefits of using a product-process approach to gauge the effects of writing tasks are evaluated.

1.2.3 Models of Writing

1.2.3.1 Hayes and Flower Model of Writing. The Hayes and Flower model of writing (1980) places equal emphasis on the writer's internal influences and the writing process. It breaks down writing into three main parts: the task environment, the writer's long-term memory, and the writing process. The planning, translating, and reviewing stages make up the entire writing process. First, they separate the planning phase into three sections: idea generation, organization, and goal-setting. The writer accesses the pertinent information from their long-term memory during the generating sub-stage. The organizing sub-stage focuses on selecting the most crucial information from the items that were retrieved and organizing it into a preliminary plan. Last but not least, the goal-setting sub-stage develops criteria that will aid in assessing the retrieved information in light of the purpose and audience criteria.

According to Flower and Hayes' (1981) model, the drafting stage is actually a "translating" stage in which the writer converts information created and transformed during the planning stage into appropriate written discourse. Last but not least, revision for them entails polishing writing in accordance with predetermined goals. In Flower and Hayes' (1981) model, reviewing is the phase that aims to improve the text's quality in relation to the established objective.

A similar emphasis on problem-facing and problem-solving issues in the writing process was made by Flower and Hayes in 1981. They believe that EFL writers encounter numerous difficulties when writing essays; these difficulties can be attributed to a lack of knowledge and a problem with language proficiency. Students might possess the necessary knowledge, but they lack the language skills to communicate it. To address these issues, Flower and Hayes proposed a different model of talk-aloud protocol writing that would allow students to speak aloud and discuss issues with their peers.

1.2.3.2 Bereiter and Scardamalia Model. It followed the model created by Flower and Hayes in 1981. It makes an effort to highlight the differences between inexperienced writers' methods and experienced writers' methods. Less experienced writers engage in knowledge telling, while more experienced writers engage in knowledge transforming, according to Bereiter and Scardamalia (1987). This is primarily because knowledge transforming necessitates more expertise and experience than merely putting thoughts on paper. In other words, it is much more complicated than knowledge telling.

According to Bereiter and Scardamalia (1987), writing is a problem-solving task where writers must deal with issues relating to the creation of relevant and appropriate knowledge and the use of this knowledge to achieve the goals of the writing, which entails addressing both the content problem space and the rhetorical problem space. Thus, knowledge telling is more or less comparable to the spontaneous act of speaking, which does not require much preparation or revision. The primary concern of inexperienced writers, according to Grabe and Kaplan (1996), is to put their ideas into words. As a result, they will convert oral language experiences into written form without having to worry about issues that will confound the process.

In actuality, studies reveal that the first model's focus is on distinguishing between mature and immature writing. Knowledge-telling was described as immature writing. It is widely known among beginning writers. The writing that is expected of children serves as the best illustration of knowledge-telling.

1.2.4 Writing Process in L2

The act of writing itself serves as the foundation for teaching writing in a foreign language. Without describing the writing process, one cannot discuss teaching writing. Yes, the procedure writing in a foreign language is fueled by the love of writing. While the main goal of writing an essay is to fully express oneself using words, this technique is primarily used to examine the techniques and procedures used by native speakers when writing and developing an essay. To be denied the opportunity to learn to write is. "To be excluded from a wide range of social roles, including those that the majority of people in industrialized societies associate with power and pres-

tige," according to Harmer (2004, p.15). This highlights the connection between the learner's society and culture and the writing instruction.

Many writers have expressed how important and difficult writing is, in particular. According to Richards (1990), writing has frequently been equated with grammar and sentence structure in the teaching of foreign languages; despite the fact that writing itself and learning to write are among the most difficult language skills. Regardless of whether it is a first or second language, Nunan (1989, p. 12) concurred that "it is easier to learn to speak than to write.

Writing became more significant and was seen as being essential in the context of language learning after the 1960s. Its comprehension and application became highly valued in every discipline, each of which calls for a particular teaching strategy.

1.2.4.1 Process-Oriented Approach and Genre Approach .Writing is a recursive process rather than a linear one, according to many researchers like Raimes (1987), Chenowith (1987), Hedge (1988), Kroll (1990), and Harmer (2004). They also noted that writers rarely adhere to preconceived plans or models when they write, and that the act of writing itself generates its own form and meaning. From the perspective of writing as a process, ideas are created, placed in a first draft, organized and set forth as a whole, revised and corrected, and then written in a final draft.

Harmer's (2004) is presented below for further explanation:



Figure 1: Process of Writing. (Harmer, 2004,p.5)

This diagram is insufficient, according to Harmer (2004: 5-6), because "the process of writing is not linear, as indicated above, but rather recursive. In other words, writers not only plan, draft, and edit, but frequently re-plan, re-draft, and re-edit. That is why Harmer used a different method to present the writing process, which he refers to as the "process wheel."

Figure 2: Process Wheel. (Harmer, 2004, p.6)

Figure 1.2 demonstrates that writers do not always follow a strict order of planning, drafting, and revising; instead, they may go back and forth until the process is complete and the final draft is produced. Ideas are generated, put into a first draft, organized and arranged, revised and corrected, and then written in a final draft during the writing process. However, it should be remembered that when teaching the writing process, students will always adopt strategies that they discover on their own. However, it must be ensured that each student has a thorough understanding of the fundamental procedures they will need to use in some capacity, such as the following techniques:

They discover what they have to say through prewriting, drafting, and self-revision, and when they come to revise, they come to confirm the meaning they have discovered. According to S. Kane (1988), the writing process entails: editing, publishing, and peer/adult revision.

According to Perl (1979), writing is a form of discovery in and of itself, and writers create or learn the specific words, details, and syntactic structures as they write. Murray (1978) makes a similar point, stating that when drafting, writers should think about what they are doing, do it, and then do it again. The selection of the topic and the planning of the methods of investigation are all included in thinking about it. The writing process is based on these three crucial steps: prewriting, drafting, and editing. Drafting is when the writer begins writing, and revising includes going back and checking for errors.

Furthermore, many people are afraid of starting with a blank sheet of paper because they worry that even though they have ideas for what they want to say, they won't know what to write (Rothman, 2012). Students themselves have noted a gap between the way they were prepared in high school and what was expected of them when they arrived at college. Most high school graduates are not prepared for college-level writing.

In fact, writing is an academic literacy skill that must be mastered and should be incorporated into first-year curricula (Brady, 2013; Wingate, 2007). Students are largely expected to acquire this literacy as they go along. Unfortunately, intensive courses have not been successful in improving students' writing skills beyond the required writing (Bartlett, 2003).

According to Stark (2005), we shouldn't put ourselves under pressure by expecting to write a flawless first draft. It is impossible for anyone to sit down and compose polished reports, letters, essays, and paragraphs without making at least minor

changes. It takes time to write. The first time you draft something, it does not matter if it reads incorrectly or sounds foolish to you because you can edit it as many times as you like. You can go over it as many times as necessary or until you are completely satisfied. Before making it public, you can show your draft to friends or family and get feedback (Stark, 2005).

The successful writer begins by selecting a topic, particularly if he is given a free topic to write about or has a variety to choose from. The topic chosen depends on the writer, whether he finds it interesting or not, or whether he has enough knowledge about it to elaborate on it later or not (Oshima and Hogue, 1999). Although choosing a topic may seem simple, it is entirely possible to make crucial errors at this early stage, undermining the final result. Many students start out by making poor decisions, decisions that, in the case of a dissertation, can figuratively waste years of work. A wise decision will not only be superior from a scholarly standpoint, but it will also give the writer a more manageable, enjoyable, and satisfying creative activity (Garson, 2002). It is well known that instructors occasionally ask students to select a broad topic and then focus on a particular aspect of it. It begins with thinking and idea generation, which enables them to identify a very broad topic that they are interested in, and then work to hone into a specific one. After that, students can begin writing; however, most writers tend to plan their writings carefully before they actually begin (Garson, 2002).

1.2.4.2 Prewriting Strategies. The Prewriting is the first stage of the writing process, during which authors organize their thoughts and generate ideas. Prewriting

techniques are thought processes that precede writing. They are primarily used to generate ideas after selecting and refining a topic. During the prewriting phase, the writer gathers data, generates ideas, and experiments with concepts. Many researchers, including Matsuhashi (1981), have discovered that experienced writers also need more time to plan their writing because writing tasks become more complex and call for more abstract thought (Sundem, 2006).

There are numerous ways to express ideas in writing, allowing authors to approach a subject simply and effectively. These techniques include outlining, clustering, webbing, planning, free writing, and brainstorming (Starkey, 2004). According to Parson (1985), prewriting is a crucial step in the writing process because: "...students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation." (Parson, p.105).

In this stage, the teacher's job is to help students write by avoiding placing too much emphasis on form, which is something that most students pay close attention to. This will assist them in creating plans for coming up with, drafting, and honing ideas. This can be accomplished by establishing prewriting tasks to generate concepts for the text's structure and content, encouraging brainstorming and outlining, requiring multiple drafts, providing in-depth feedback, looking for text-level revisions, and delaying surface corrections until the final editing (Raimes, 1992). According to Murray (1988: 16), "writing practice, no matter how brief the exercise will make students confident in your writing and will improve your skills. Murray (1988) asserted that prewriting activities give students the chance to come up with ideas,

practice writing, and gain confidence, which in turn helps them find something to say about a particular subject and enhance their writing abilities.

Students must be made aware of the value of the prewriting phase in the writing class. If the prewriting exercise is a group project, the entire class may participate. If the writing assignment is an individual one, the prewriting exercise may be practiced alone. Teachers are advised to encourage students to spend more time in this stage because it helps them remember the various steps of the process and results in a better product.

Prewriting, the first stage of writing, is when authors come up with ideas and organize their thoughts. In this stage, a variety of techniques are employed, including the following:

1.2.4.3 Free Writing .A long period of uninterrupted, spontaneous, and continuous sentence generation is known as free writing. Since the main goal of this tactic is to reveal the entire text's structure, it is relevant to schema knowledge. According to Cooper and Patton (2007), free writing is predicated on the idea that writing for no particular reason can help us become better writers. By encouraging them to put content and fluency first, it refers to students writing independently of their teachers. (Raimes, 1983).

Free writing, according to Golka (2001, p. 21), is "writing down your thoughts as they come to you... When writing in free verse, you don't stop to consider whether your ideas are sound or your grammar is impeccable; you just start writing. This claim leads to the conclusion that it is simply jotting down ideas quickly and without considering anything besides the ideas themselves. It does not take much time, and

for some, it's the simplest method because all we have to do is write down whatever comes to mind. This method helps us come up with more ideas for the subject because the chained thought process encourages us to do so. Because the writer receives a flow of ideas as he processes his ideas, free writing is also known as flow writing. A productive technique like this one allows the writer to produce a lot of information, even though the majority of it is useless. This is where the advantage of the technique lies. When they have few ideas about the subject that cannot be developed, students often turn to free writing.

The goal of free writing, which is also referred to as brainstorming, is to narrow the focus of the topic. The more the writer free writes, the more narrow and specific the topic becomes, and the more clearly and specifically the topic's boundaries emerge. The emphasis in this method is on quantity rather than quality; in fact, the emphasis is on content and fluency rather than accuracy and form (Ghaith, 2002). Teachers use minimal correction in this method. The teacher's role in this situation is limited to reading the students' productions and occasionally giving instructions on the ideas they have expressed; writing should not be corrected, but rather read aloud and the content should be discussed.

1.2.5 Writing Difficulties in L2

One of the most crucial skills that require special attention in foreign language classes is writing. It is also emphasized as being among the hardest skills to master. Writing has been defined as the activity of transforming thoughts into language, which makes it a difficult skill, according to Hamzaoui (2006, p. 12). Due to its complexity, writing presents a number of challenges for students to develop and mas-

ter. Writing is frequently a difficult skill for any language user, according to Kroll (1990, p. 140).

In conclusion, academic writing is one of the hardest skills to teach and learn. Researchers like Harmer (2001), Banchara (2013), Frith (1980), and others have listed the most frequent difficulties EFL students have when learning to write, which are further described as follows:

1.2.5.1 Difficulties in Grammar. The foundation of every language in the world is grammar. As stated on page 12 of Harmer's definition from 2001, grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. One of the most frequent reasons why so many students struggle with the writing assignment is grammar errors. As a result, EFL students frequently struggle with sentence construction, specifically how to join words into a coherent sentence. They frequently err when using pronouns, prepositions, tenses, subject-verb agreement, etc. Thus, being aware of grammar rules aids students in producing clear writing and avoiding errors.

1.2.5.2 Difficulties in Vocabulary. One of the most serious challenges that the EFL learners face when writing is the lack of vocabulary. These issues stem from the students' failure to choose the right words for the assignment. According to Seely (2013, p. 224), there are two different categories of vocabulary. Each person who speaks a language has an active and passive vocabulary:

- A person's active vocabulary is made up of all the words that they are comfortable using in speech and/or writing.

-Passive vocabulary consists of words that a reader or listener can comprehend. The transition from being passive to being active is made possible through vocabulary.

In other words, choosing the right vocabulary for writing is a challenging task. In order to improve their writing, students must learn words as part of the context in which they are expected to have a positive attitude toward learning new vocabulary.

1.2.5.3 Difficulties in Mechanics. The ability to use convention correctly when writing in any language is known as mechanics. Starkey (2004) discusses mechanics using a variety of terms, including capitalization, punctuation, and spelling. These linguistic rules and conventions are crucial for creating writing of high quality. Since spelling and punctuation are two key mechanics that contribute to good writing, EFL students may encounter some challenges in determining the appropriate spelling words and punctuation.

1.2.5.4 Difficulties in Spelling. One of the most challenging aspects of writing is spelling. Learning to spell in a language like English is not an easy task, and many students struggle to come up with the right spellings for the words they want to use in their writing, according to Saddlen (2006), Tomas and Snow (2002) (As cited in Westwood, 2008). Spelling errors can occur for a variety of reasons, and as Frith (1980) noted, "learning to read should imply learning to spell, and learning to spell should imply learning to read" (p. 496), this may be related to reading. They may also be the result of a lack of correspondence between the word and its spelling. The correspondence between a word's sound and its spelling is not always obvious, according to Harmer (2001, p. 256). Furthermore, Banha (2013) demonstrated that "a lot of spelling errors may happen when students are not focused due to fatigue or

carelessness to the correctness of the words." (p.4). Another factor is the difference in how words in American and British English are spelled, such as color (in British English) and colour (in American English). In this regard, Harmer (2001) recommended a lot of reading as a way to get over spelling issues.

1.2.5.5 Difficulties in Punctuation. Punctuation is a challenge when writing. There are no universal punctuation rules, so learners run into punctuation issues, claim Carroll and Wilson (1993). Students often use complex and compound sentences, which can sometimes be a sign that they do not understand the meaning of the sentences and ideas they're using. Therefore, ESL/EFL students should be aware of this skill and pay close attention to how they punctuate because it can completely alter the meaning. Punctuation, according to Grelot (1996), makes writing understandable and simple to read. However, poor punctuation can make it very difficult to understand a text and even result in misinterpretation.

To sum up, studying writing difficulties are important that needs to be investigated. It has its own definitions, models, cognitive processes and difficulties. The following section is devoted to present an overview about both brainstorming and mind mapping, and to highlight their contribution in developing students writing ability.

Conclusion

In this chapter, I have first presented some theoretical background on reading ability before presenting the reading process, reading comprehension, and talking about the main reading strategies. The extensive reading approach is the second thing we've introduced. With reference to its function in increasing learners' proficiency, it at-

tempted to define in-depth reading as a language skill. Additionally, the work has attempted to cover the broad topic of extensive reading while highlighting its crucial role in language learning and teaching through the presentation of its principles, advantages, and strategies. Although the study's goal is to examine how reading extensively can help students become better writers, it is still important to understand the value of reading extensively. It is a method that simultaneously increases vocabulary knowledge and general language proficiency in a fun way. Extensive reading is a task that the learner completes independently outside of the classroom with the goal of maintaining contact with English as a SL/FL. As a result, it offers beneficial language reinforcement through reading on one side for general language improvement and on the other side to improve the learners' writing skills based on topics that the learners are interested in..

**Chapter Two : The
Methodology, Results, and
Discussion**

Chapter Two: The Methodology, Results, and Discussion

Introduction

This chapter is devoted to presenting the practical part of the study that puts the data found in the literature into practice. It introduces a detailed explanation of the effect of extensive reading on enhancing second year EFL students' writing ability at Kasdi Merbah University. The chapter includes three sections; the first one begins with the research methodology under which the study design, the sample, the setting, and the research instruments are explained. In addition to the procedures followed during the data collection and analysis. The second section presents the analysis of gathered data and the last section presents the discussion of the findings in light of the research questions and hypotheses. This chapter ends with a summary of the research results in addition to the limitations of the study, the implications, and recommendations for further research.

2.1 Section One: Research Methodology

The following is an account of the methodological frame that underlies the study.

2.1.1 Study Design

This study follows a descriptive research design with quantitative and qualitative method of data analysis. The descriptive design is constructed to describe the distribution of one or more variables, together with the naturally occurring relation-

ship between them without regard to any causal relationship or manipulation of the variables. Accordingly, this research is designed to systematically describe the extensive reading strategy and its contribution in developing learners writing ability through following the patterns that are previously indicated in the literature. Additionally, the mixed-method approach is used to provide reliable data about this phenomenon. Kemper et al. (2003) define the mixed methods approach as an approach that includes both qualitative and quantitative data collection and analysis in parallel form. Similarly, O'Leary (2017) sees that the mixed-method approach has different advantages, such as offering a larger view through adding depth and insights to numerical data, then adding accuracy to words through the inclusion of numbers and statistics. These will help researchers in generalizing results. O'Leary (2017) further advocates that mixed method approach may prevent the bias and limitations of each single approach and it permits methodological multiplicity to various data collection instruments.

2.1.2 Sample and Setting

The sample of this research is second year EFL students at Kasdi Merbah University which consists of six groups in the academic year 2022/2023. The reason behind targeting this particular portion is that second year students were the only available participants during the data collection phase that were willing to help us achieve the aims of the study. For example, first year students are not totally familiar with the subject of research, thus they were reluctant to getting involved. In addition, second year students became more aware about the importance of filling in questionnaires fully and honestly .The study was intended to cover the whole 220 students;

however, the sample of the study included only 50 participants, as they were the only accessible and cooperative ones. Besides, 15 teachers of written expression module were selected to get more data about my topic of interest. Some of these teachers taught the concerned module during their career, others are still teaching it.

2.1.3 Research Instruments

This study is based on one data collection tool that is explained below in details.

2.1.3.1 The Questionnaire. Questionnaires are defined by the Online Oxford Dictionary (1984) a set of printed or written questions with a choice of answers which are used either in surveys or in statistical studies. According to O'Leary (2017), a questionnaire involves asking individuals about their attitudes, characteristics, and opinions. Questionnaires are notoriously tough to get properly and frequently do not proceed as anticipated; he suggested the following strengths for this research tool. First, administering a questionnaire allows the researchers to generate data which is specific to their own research and provides insights that might otherwise be unavailable. Second, O'Leary (2014) implies that this type of research tools may help researchers obtain a great number of responses, maintaining confidentiality, anonymity, and representing greater proportion of the population.

The aim of the students' questionnaire is to investigate the role of extensive reading on second year EFL students at Kasdi Merbah University .I designed this data collection tool with English written sections .It contains three sections. The first section is devoted to students' general information. The second section was devoted to the participants to know a general background about reading. The last section is

entitled writing; it consists of a number of questions through which the respondents were asked about their writing ability.

The objective of the teachers' questionnaire is to get more reliable data about the subject of interest. It includes also three parts the same as the students' questionnaire.

2.1.4 Data Collection Procedures

The data collection process was guided by the list of procedures from the English language Department of Kasdi Merbah University that helped effectively in the success of the administration of both questionnaires.

When the questionnaire was first designed, the draft was piloted with 20 participants from the whole population. The analysis of their responses helped us to modify some questions to well gather the data I need. Then, I distributed the copies to 50 student selected randomly from the six classes. The respondents were asked to answer the questionnaire immediately in their classrooms by providing them with individual written copies. They were given more than enough time of round 20 minutes to answer carefully the questions. The distribution of the questionnaire took time in my presence where I exposed the aim of my questionnaire and raised their awareness about how important it is to honestly and carefully fill them in.

Section Two: Data Analysis

2.2.1 The Data Analysis Procedures

Most of the questions in both questionnaires are analyzed in terms of frequencies and percentages, which are presented in tables; they are calculated through

thev Statistical Package of Social Sciences (SPSS) 25.0. Additionally, the analysis of the other questions is analyzed qualitatively.

2.2.2 The Analysis of Students' Questionnaire

The responses gathered from the students' questionnaires are presented below. The analysis of three sections led to the identification of the participants' general information and the other data about extensive reading and writing ability .The data of this research instrument is analyzed quantitatively and qualitatively; the results are presented in what follows.

2.2.2.1 The Analysis of Section One: General Information

Question1. What is your age in years?

Option	Frequency	Percentage
19-25	41	82%
25-40	6	12%
40-50	3	6%

Table 1 : The Respondents' Age

This question aims at testing whether the students' age relates to their writing ability . It is worth noting that the age ranges were not used in the questionnaire; they are adopted due to the requirements of the statistical test. Based on Table 1, (n = 41, 82%) students are between 19 and 25 years old which is the youngest age group and the majority group in the whole sample. The total number of the respondents whose ages are between 25 and 40 is (n = 6, 12%), and the ones who are aged 40-50 years old are (n=3, 6%).

Question2. What is your gender?

Option	Frequency	Percentage
♂ Male	18	36%
♀ Female	32	64%

Table 2: The Respondents' Gender

The second question is asked to investigate whether students' gender is related to their writing ability. As it was mentioned in table 2, the sample of the study consists of (n= 50, 18 males and 32 females).

Question3: How do you consider your level in English?

Option	Frequency	Percentage
Very Good	8	16%
Good	24	48%
Average	18	36%
Poor	0	0 %

Table 3: The Respondents' level in English

This question is raised to discover the students' assessment of their level in English. Table 3 shows that most of the respondents assume that they have a good level and (n=18, 36 %) have an average level. Whereas only (n= 8, 16 %) claim that they have a very good level.

Question 4: In which skill you are interested in? You can tick ✓more than one

Option	Frequency	Percentage
Speaking	13	26%
Listening	10	20%
Reading	11	22%
Writing	16	32%

Table 4: The Respondents' Skills Interests

This question seeks to identify the students' skills they are most interested in English language. A, (n16, 32%) of the participants chose writing as their favourite language skill, while (n=13, 26%) of them declare that prefer speaking skills. Listening skills are chosen by (n= 11,22%) students and only 20% of the participants are keen on listening.

Question5. Please, justify your choices

Some of the participants claim that they are interested in writing because it expresses their ideas freely, and makes them learn every single detail about English.

2.2.2.2 The Analysis of Section Two: Reading

Question6. Do you like reading?

Option	Frequency	Percentage
Yes	30	60%
No	20	40%

Table 5 : The Respondents' Reading Attitudes

This question is asked to examine how much the participants are interested in reading. Table 6 shows that (60%) of the students like reading while only (40 %) have do not.

Question7: How often do you read?

Option	Frequency	Percentage
Always	6	12%
Often	12	24%
Sometimes	22	44%
Rarely	10	20%

Never	0	0%
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Table 6 :The Respondents' Reading Frequency

Based on Table 6, the majority of the respondents are reading sometimes (n=22, 44%) others read often. Ten (20%) students read rarely and only 12% are always reading in English.

Question 8: Where do you usually read?

Option	Frequency	Percentage
Only in the class	9	18%
During your free time	22	44%
Others	19	38%

Table 7 : The Respondents' Reading Situations

The aim behind asking this question is to know how effective is the place where students' read in English language. Table 7 presents that most of them (n=22, 44%) read during their free time English and only (n=9, 18%) read them only in class.

Question9.What do you often read?

Option	Frequency	Percentage
Newspapers	2	4 %
Short Stories	17	34 %
Novels	13	26 %
Books	16	32 %
Others	2	4 %

Table 8 : The Respondents' Reading Genre

Table 8 shows that among the 50 participants, (n=17 ,34%) of them are reading short stories, (n=16, 32%) read books, while the remaining are reading novels , and newspapers .

Question9. When you read a text or a book outside the classroom, what do you expect to get from it?

Option	Frequency	Percentage
Acquire new vocabulary	21	42%
Acquire new ideas	15	30%
Know more about the target language	5	10 %
Others	9	18 %

Table 9 : The Respondents' Reading Motives

This question aims to know the motives of the respondents' reading. The collected answers revealed that (42%) of the students are motivated by acquiring new vocabulary, (30%) of them declared that they read to acquire new ideas. The students who are courage knowing more about the language are (10 %).

Question10. By whom the choice of materials you read is decided?

Option	Frequency	Percentage
Your Teacher	20	40%
Yourself	30	60%

Table 10 : The Respondents' Materials Choice of Reading

Table 10 shows that only twenty participants read what their teachers recommend, while (6%) chose what they read by themselves.

Question11. Do you think that the material you read can develop your writing ability by developing?

Option	Frequency	Percentage
◆ Spelling	11	22 %
◆ Grammar	11	22 %
◆ vocabulary	23	46%
◆ Content and organization	5	10%

Table 11 : The Respondents' Opinions about the importance of reading**2.2.2.3 The Analysis of Section Three: Writing**

Question12. Do you believe that writing is important as a language skill?

Option	Frequency	Percentage
Yes	48	96 %
No	2	4 %

Table 12 : The Respondents' Attitudes about Writing

As can be noticed from Table 11, (96%) of the respondents think that writing is an important skill in learning English. While (2%) asserted that writing is not important.

Question13. Are you satisfied with your level in writing?

Option	Frequency	Percentage
Yes	32	64%
• No	18	36%

Table 13 : The Respondents' Satisfaction in their writing

The scores shown in Table 13 confirm that only (n=18, 36%) participants are satisfied in their writing while (n=32, 64%) do.

Question 14:If no, explain why

Question14. How do you consider your level in writing?

Option	Frequency	Percentage
◆ Very Good	5	10%
◆ Good	23	46 %
◆ Average	22	44%
◆ Poor	0	0%

Table 14 : The Respondents' Writing Assessment

Table 14 presents that (n=23, 46 %) students think that their English writing is good while, (n=22, 44%) others that they have an average level and only (n=5, 10%) claim that they reached a very good level in writing.

Question15. Are you motivated to write academically in English?

Option	Frequency	Percentage
Yes	45	90%
• No	5	10%

Table 15 : The Respondents' Motivation in writing

Table 14 presents that (n=45, 90%) students think they motivated enough to write academically in English while, (n=5, 10%) are not.

Question16. In your opinion, what does a good writing require?

Option	Frequency	Percentage
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◆ Correct Grammar	15	30%
◆ Good ideas	12	24%
◆ Precise Vocabulary	9	18%
◆ Correct Spelling	14	28%

Table 16 : The Respondents opinions about the Good Writing Requirements

This question aims to know the opinions of the respondents about what does a good writing require. The collected answers revealed that (30%) of the them think that it needs a correct grammar, (24%) of the participants declared that they it requires good ideas .The students who assume that correct spelling is needed (28 %).Additionally, (18%) of them believe that correct spelling is needed in English writing.

Question17. What is your primary focus when writing?

Option	Frequency	Percentage
Vocabulary	13	26%
Grammar	15	30%
Punctuation	5	10%
Spelling	17	34%

Table 17 : The Primary Focus in Writing

As can be noticed from Table 17, (34%) of the respondents think that the primary focus in writing is spelling. While (30 %) asserted writing needs grammar. (26%) of the whole sample believe that writing starts with enough vocabulary.

Question 18.In your opinion, how can reading improve the writing ability?

Option	Frequency	Percentage
◆ Organization and Content	11	22%
◆ New Vocabulary	23	46%
◆ New Ideas	16	32%

Table 18 : The Contribution of Reading on Writing Development

The scores shown in Table 18 confirm that only (n=11, 22%) participants believe that reading can improve writing through organization and content. While (n=23, 46%) assume that reading helps in adopting new vocabulary in writing. The remaining students see that having new ideas is inspired by reading extensively.

Question 19: What are the main difficulties that face you during the writing tasks?

Option	Frequency	Percentage
Grammar	13	26 %
Spelling	16	32%
Misuse Vocabulary	14	28%

Organization and Content	7	14%
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Table 19 : The Difficulties Faced during Writing

As can be noticed from Table 19, (32%) of the respondents face spelling mistakes during their writing .While (28%) asserted that they face a misuse vocabulary. (26%) of the whole sample declare that grammar is their obstacle when it comes to writing.

Question20. Do you think that extensive reading can help with overcoming writing difficulties?

Option	Frequency	Percentage
Yes	48	96%
No	2	4%

Table 20 : The Role of Extensive Reading

The scores shown in Table 20 confirm that only (n=2, 4%) participants think that extensive reading is not important in writing .While (n=48, 96%) believe the opposite.

2.2:3 The Analysis of Teachers' Questionnaire

2.2.3.1 The Analysis of Section One: General Information

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Question 1. What is your gender?

Option	Frequency	Percentage
Male	7	46.67%
Female	8	53.33%

Table21: The Teachers' Gender

The first question is asked to investigate the teachers' gender. As it was mentioned in table 1, the sample of the study consists of (n= 15, 7 males and 8 females).

Question 2. What is your qualification?

Option	Frequency	Percentage
◆ License	1	6.7 %
◆ Magistry	3	20 %
◆ Doctorate	11	73.33 %

Table 22 :The Teachers' Qualification

This question seeks to identify the teachers' qualification. A, (n11, 73.33%) have Doctorate degree, while (n=3, 20%) of them declare that they have Magistry.

Question3. How long have you been teaching English at the University?

Option	Frequency	Percentage
1-5	7	46.67%
5-15	4	26.67%
15-...	4	26.67%

Table23 : The Teachers' Career

Based on Table 23, the majority of the respondents have taught English for 5 years (n=7, 46.6%). Four (26.67%) teachers are started teaching at University before for years.

Question4. How long have you been teaching written expression?

Option	Frequency	Percentage
1-5	5	33.33%
5-15	3	20%
More than 15	2	13.33 %

Table 24 : The Teachers' Experience in Teaching Written Expression

The aim behind asking this question is to know how effective the experience in teaching written expression module is can help in enhancing students' writing ability. Table 24 presents that most of them (n=5, 33.33%) are teaching English five years ago. Whereas, 20% are between five to fifteen years.

2.2.3.2 The Section Two: Reading

Question 5. Do you consider reading as an important ability for EFL learners?

Option	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table 24: The Respondents' Attitudes about the Importance of Reading Ability

Based on table 24, all teachers assume that reading is a fundamental skill to develop writing ability.

Question 6. How often do you encourage your students to read?

Option	Frequency	Percentage
Always	13	86.67 %
Often	2	13.33%
Sometimes	0	0 %
Rarely	0	0 %
Never	0	0 %

Table 25 : The Teachers' Encouragements frequency

This question aims to know the frequency of the respondents about their encouragements of their students. The collected answers revealed that (86.67 %) of them always encourage the students to read, (13.33%) of the participants declared that they often insist on the importance of reading in their classes.

Question 7. According to you, does reading improve the students' writing ability?

Option	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table26 : The Respondents' Attitudes about Reading

According to table26, all the teachers agree on the great role that reading plays in improving students' writing ability.

Question 8: If "yes", please, explain why?

Most of the teachers state that reading escapes students to a variety of writing styles, vocabulary and grammar structures which help them develop their own writing skill.

Question 9. Do you integrate reading with writing tasks?

Option	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table 27: Reading Integration

As can be noticed from table 27, all teachers integrate reading in their writing tasks.

Question 10. Please explain?

All teachers argue that they integrate reading through growing their interests. Whenever they have a free time, they provide a variety of interesting reading material and create a positive reading environment.

Question 11. Do you encourage your students to read extensively?

Option	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table 28 : Encouraging Extensive Reading

The scores shown in Table 28 confirm that all teachers encourage their students to read extensively for the sake of enhancing their writing ability.

Question 12. In your opinion, what are the benefits that students may gain from extensive reading?

Teachers claim that extensive reading helps in get more writing proficiency, improving students 'reading fluency, vocabulary, comprehension critical thinking and writing skills.

Additionally, the extensive reading makes learners know more about the cultural knowledge through discovering colorful and new expressions.

2.2.3.3 The Analysis Section Three: Writing

Question11. Do you think that time allotted for written expression is enough?

Option	Frequency	Percentage
Yes	6	40 %
No	9	60 %

Table 29: Attitudes about the Time Allotted for Written Expression

As can be noticed from Table 29, (40%) of the respondents claim that the time allotted for written expression is enough while the rest assert the opposite.

Question12. Are your students able to write in an adequate way?

Option	Frequency	Percentage
Yes	6	40 %
No	9	60 %

Table 30 .Attitudes about Students' ability in Writing

Question 13. Please, justify

The respondents conclude that their students suffer from poor language skills, lack of practice, inadequate instruction. In addition to limited vocabulary difficulties in organizing ideas.

Question14. Are you satisfied with their level in writing?

Option	Frequency	Percentage
Yes	8	53.33 %
No	7	46.66 %

Table 31: Satisfaction about Students' Writing Level

Table 31 shows that among the 15 participants, (n=8, 53.33%) of them are satisfied with their students' level in writing , while the remaining are not .

Question 15. If "no", please, explain why?

Teachers who are not satisfied with their students' level in writing claim that they are still novice, they suffer from a lack of motivation , limited support, grammar mistakes, spelling mistakes, etc....

Question16. What are the main difficulties that students face during the writing tasks?

Option	Frequency	Percentage
◆ Spelling	4	26.67 %
◆ Grammar	2	13.33 %
◆ Misuse of vocabulary	2	13.33 %
◆ Content and organization	4	26.67 %
◆Others	3	20 %

Table32: The Difficulties made during Writing Tasks

The collected answers revealed that (26.67 %) of teachers declare that their students face a difficulty in their spelling,(13.33%) of the participants claim that they have grammar and misuse of vocabulary problems.

Question17. Do you help your students when writing?

Option	Frequency	Percentage
Yes	14	93.33 %
No	1	6.67 %

Table 33: Students' Writing Support

Question 18. if yes , please , explain do you encourage your students to read

Option	Frequency	Percentage
Before writing	12	80 %
While writing	0	0 %
After writing	0	0 %
In all of the above	3	20 %

Table 34: Students' Encouragements during Writing

This question aims to know the frequency of the respondents about their encouragements of their students reading. The collected answers revealed that (80 %) of them always encourage the students to read before writing, (20%) of them declared that they often insist on the importance of reading in their classes before, while, and after writing.

Question 19. Please , Explain how

The results gathered from this question reveal that the respondents expose their students to a wide range of writing styles, vocabulary which can emulate and incorporate into their own writing. Others declare that books and articles are a valuable resource, students and learners discover new phrases and new idioms.

Question 20. Do you think that integrating extensive reading within the course that you are teaching can improve your students' writing ability?

Option	Frequency	Percentage
Yes	15	100 %
No	0	0 %

Table35: Attitudes about Integrating Extensive Reading

Table 35 presents that all the (n=15, 100%) teachers think that integrating extensive reading within the course that you are teaching can improve your students' writing ability.

Section Three: Discussion of the Results

Under this title, the results obtained from the questionnaires are discussed. The questionnaires results answer the research questions. The findings of this study either confirm or reject our research hypotheses.

2.3.1 Discussion of the Questionnaire

The findings obtained from the questionnaires help in answering the research questions which are: What are the writing communicative difficulties that encounter EFL students at Kasdi Merbah University? What is the role of the extensive reading in overcoming the writing difficulties that learners of Kasdi Merbah University face?

The obtained answers to these questions show that students at Kasdi Merbah University face writing difficulties because of the lack of rich, vocabulary, grammar. Thus, the first research hypothesis is partially approved. Additionally, the extensive reading plays a great role in enhancing students' writing ability through providing them with the different writing styles and making them adopt new vocabulary. Thus, the second research hypothesis is partially approved.

My investigation concludes that the results do not contradict with the scholars who tackled the same topic in the literature.

In short, the assumptions of the role of extensive reading on students' writing ability are approved. Thus, the complete answer for the first research question is that writing communicative difficulties that encounter EFL students at Kasdi Merbah University is the poor vocabulary they have, misuse of grammar rules and punctuation. Besides, the second research ques-

tion is answered by concluding that the extensive reading provides learners with a rich vocabulary, new English grammar structure and writing styles.

2.3.2 Summary of the result

This research ends with a number of significant results which answer the research questions; they also approve most of the assumptions of my study. The findings of this study conclude that extensive reading helps in improving students' writing ability through orienting them to the correct grammar, vocabulary, and any needed writing style. My subject of interest becomes helpful through raising the importance of extensive reading.



General Conclusion

General Conclusion

Extensive reading is an important strategy for helping to improve writing ability by supporting them to learn new words, grammar rules and writing styles. It is a source of inspiration among foreign language learners. Extensive reading is one of the creative techniques to easily learn the English writing styles.

This dissertation discusses extensive reading as an important strategy used to improve students' writing ability at Kasdi Merbah University Ouergla. The dissertation includes two chapters. A theoretical chapter is devoted to reviewing the related literature to the central concepts of the study. Thus, it consists of two sections. The first section covers the study of the reading skills definition, history, types, features, and importance of extensive reading. The second section includes a general background about the writing ability.

The practical chapter presents the field work of this research. It gives an account about the descriptive study conducted by the researchers on 50 second year students at .The participants have been randomly assigned, since the researchers selected them using a simple stratified random sampling strategy. Besides, 15 teachers of written expression module were also asked to fill in another questionnaire to get more reliable data .The data collection tool is the written and online questionnaires. The gathered data from the instrument is analyzed quantitatively and qualitatively.

The analysis of the data shows that extensive reading plays a significant role in EFL writing ability.

Limitation of the study

This study faced a variety of obstacles that affected negatively the results and the validity of data; I mention most them in what follows:

- 1- There was lack of resources related to this topic, which made the step of writing the theoretical part time consuming.
- 2- The questionnaire was planned to be administered to all second year students at Kasdi Merbah University. However, only 50 participants were found to fill in the papers. Consequently, this may affect the generalization of the results.

Implications of the study

Since the findings of this research give an important overview about the role of extensive reading in enhancing writing ability, the literature of this research succeeded to present an attempted relationship between both. This work may become a starting point to write more about the reading materials read by the EFL students in Algeria.


Recommendation for further Research

The future propositions that stem from this research are the following:

- 1-This quantitative study can be re-conducted on a larger sample to get more reliable results and to have a high validity when generalizing them.
- 2-This research was conducted on extensive reading. Therefore, future researchers may continue in working on my topic through investigating the other reading types and the exact reading materials develop easier the writing ability.

3-I recommend changing my population of interest by another taking the same research variables and study design. This may give new interesting data different from the ones of Kasdi Merbah University.

4 - In order to have more accurate results, this study can be re-conducted through investigating both genders separately under a causal comparative method of research. This will increase the validity and reliability and insures having more valid correlations between gender, reading extensively, and writing ability.



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Appendices

Teachers' Questionnaire

Hi! I am Ibtissem Benzeghmane , I would like to invite you to participate in my research which aims at collecting data concerning the use of extensive reading as a tool to develop students' writing proficiency in English. Your participation will take a few minutes only. I will be grateful if you could kindly fill in this questionnaire as accurately as possible, bearing in mind that your answers are the essence of our research.

There is no risk in mentioning your name, as it will only be used for coding the data and it will not be reported in the dissertation. Your responses will be analyzed anonymously.

◆Section One: General Information

We will appreciate it if you read and answer the following questions, by placing a check mark (✓) where appropriate or providing a full answer when required.

1. What is your gender?

Male

Female

2. What is your qualification?

◆ License

◆ Magister degree

◆ Doctorate

3. How long have you been teaching English at the university ?.....years

4. How long have you been teaching written expression ?.....years

◆Section Two: Reading

5. Do you consider reading as an important ability for EFL learners?

◆Yes

◆No

◆Justify

please:.....6.

How often do you encourage your students to read?

◆ Always

◆ Often

◆ Sometimes

◆ Rarely

◆ Never

7. According to you, does reading improve the students' writing ability?

◆Yes

◆No

◆Please justify.....

.....

.....

.....

8. Do you integrate reading with writing tasks?

◆Yes

◆No

Please justify.....

.....

9. Do you encourage your students to read extensively?

◆Yes

◆No

If yes, Please explain

how.....

10. In your opinion, what are the benefits that students may gain from extensive reading?

.....

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.....

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◆Section Three: Writing

11. Do you think that time allotted for written expression is enough?

• Yes

• No

12. Are your students able to write in an adequate way?

• Yes

• No

◆ Please justify

.....

.....

13. Are you satisfied with their level in writing?

• Yes

• No

◆ If "no", please, explain why ?

14. What are the main difficulties that students face during the writing tasks?

◆ Spelling

◆ Grammar

◆ Misuse of vocabulary

◆ Content and organization

◆ Others

15. Do you help your students when writing by providing reading support?

◆ Yes

◆ No

◆16. ◆ If "yes", please, explain when do you encourage your students to read?

◆ Before writing

◆ While writing

◆ After writing

◆ In all of the above

Please explain how

.....
.....
.....

17. Do you think that integrating extensive reading within the course that you are teaching can improve your students' writing ability?

• Yes

• No

◆ Please justify.....,

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.....
.....

The Students ' Questionnaire

Hello! I am Ibtissem Benzeghmane , I would like to invite you to participate in my research which aims at collecting data concerning the use of extensive reading as a tool to develop your writing proficiency in English. Your participation will take a few minutes only. You are required to kindly fill in this questionnaire as accurately as possible, bearing in mind that your answers are the essence of our research.

There is no risk in mentioning your name, as it will only be used for coding the data and it will not be reported in the dissertation. Your responses will be analyzed anonymously.

Thank you for your collaboration

Full Name:**Group:** (optional)

Key Terms : *Extensive ,Reading, Ability*

Extensive Reading : The process of reading long texts such as books and novels for an extended period of time

◆Section One: General Information

We will appreciate it if you read and answer the following questions, by placing a check mark (✓) where appropriate or providing a full answer when required.

1. What is your age in years?

.....Years old

2. What is your gender?

Male

Female

3. How do you consider your level in English?

◆ Very Good

◆ Good

◆ Average

◆ Poor

4. In which skill you are most interested? You can tick ✓more than one

◆ Speaking

◆ Listening

◆ Reading

◆ Writing

ⓂPlease, Justify your choices

◆Section Two: Reading

5. Do you like reading?

•Yes

•No

6. How often do you read?

◆ Always

◆ Often

◆ Sometimes

◆ Rarely

◆ Never

7. Where do you usually read?

◆Only in the class

◆During your free time

◆ Others

8. What do you often read?

- ◆ Newspapers
- ◆ Short Stories
- ◆ Novels
- ◆ Books

◆ Others

9. When you read a text or a book outside the classroom, what do you expect to get from it?

- ◆ Acquire new vocab
- ◆ Acquire new ideas
- ◆ Develop target lang abilities

◆ Others

10. By whom The choice of materials you read is decided?

- ◆ Your Teacher
- ◆ Yourself

11. Do you think that the material you read can develop your writing ability by developing?

- ◆ Spelling
- ◆ Grammar
- ◆ vocabulary
- ◆ Content and organiz

◆Section Three: Writing

12. Do you believe that writing is important as a language skill?

- Yes
- No

◆ Justify your choice.....

13. Are you satisfied with your level in writing?

- Yes
- No

☞ If no, explain why

14. How do you consider your level in writing?

- ◆ Very Good
- ◆ Good
- ◆ Average
- ◆ Poor

15. Are you motivated to write academically in English?

- Yes
- No

16. In your opinion, what does a good writing require?

- ◆ Correct Grammar
- ◆ Good ideas
- ◆ Precise Vocabulary
- ◆ Correct Spelling

◆ Others

17. What is your primary focus when writing?

- ◆ Vocabulary
- ◆ Grammar
- ◆ Punctuation
- ◆ Spelling

◆ Others

18. In your opinion, how can reading improve the writing ability?

- ◆ Organization and Content
- ◆ New Vocabulary
- ◆ New Ideas

◆ Others

19. What are the main difficulties that face you during the writing tasks?

- ◆ Grammar
- ◆ Spelling
- ◆ Misuse Vocabulary
- ◆ Organization and Content

◆ Other difficulties

20. Do you think that extensive reading can help with overcoming writing difficulties?

- Yes
- No

◆ Justify please

.....
.....

Résumé

Cette thèse étudie le rôle de la lecture approfondie dans l'amélioration de la capacité d'écriture des étudiants EFL de deuxième année à l'Université Kasdi Merbah ; il vise à sélectionner les difficultés de communication écrite rencontrées par les étudiants EFL concernés à l'Université Kasdi Merbah. Ensuite, il vise à explorer de manière approfondie le rôle de la lecture pour surmonter ces difficultés. Deux hypothèses sous-tendent cette étude. Premièrement, les difficultés de communication écrite rencontrées par les étudiants EFL de l'Université Kasdi Merbah sont à la fois la formation de phrases complexes et la rédaction de paragraphes et d'essais bien cohérents. Deuxièmement, la lecture aide largement à surmonter les difficultés de communication écrite des apprenants de l'Université Kasdi Merbah en les sensibilisant à l'utilisation du vocabulaire approprié, à l'orthographe correcte, à la capitalisation et surtout à la ponctuation. Cette étude a été menée sur des participants de la population susmentionnée ; un questionnaire ciblant divers facteurs leur a été remis afin de tester la première hypothèse. Par ailleurs, tous les enseignants de deuxième année du module d'expression écrite ont été sélectionnés pour répondre à un autre questionnaire qui sera analysé quantitativement.

Mots-clés: Ecriture, capacité, lecture approfondie et enrichissement

الملخص

تدرس هذه الأطروحة دور القراءة المكثفة في تعزيز قدرة طلاب السنة الثانية ليسانس انجليزية على الكتابة في جامعة قاصدي مرباح. تهدف إلى اختيار صعوبات الكتابة التواصلية التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية المعنيين في جامعة قاصدي مرباح. بالإضافة إلى استكشاف دور القراءة على نطاق واسع في التغلب على تلك الصعوبات. تقوم هذه الدراسة على فرضيتين . أولاً ، تتمثل صعوبات التواصل الكتابي التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية في جامعة قاصدي مرباح في تكوين جمل معقدة وكتابة فقرات ومقالات متماسكة جيداً. ثانياً ، تساعد القراءة المكثفة في التغلب على صعوبات التواصل الكتابي لدى طلاب جامعة قاصدي مرباح من خلال توعيتهم باستخدام المفردات المناسبة ، والتهجئة الصحيحة ، والكتابة بالأحرف الكبيرة ، والأهم من ذلك علامات الترقيم. أجريت هذه الدراسة على العينة المذكورة أعلاه. تم إعطاؤهم استبياناً يستهدف مجموعة متنوعة من العوامل لاختبار الفرضية الأولى . إلى جانب ذلك، تم اختيار جميع مدرسي السنة الثانية لوحدة التعبير الكتابي للإجابة على استبيان آخر سيتم تحليله كميًا.

الكلمات المفتاحية: الكتابة ، القدرة ، القراءة المكثفة ، التحسين

