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# Investigating the Influence of Strategic

# Reading on Advancing Students' Writing Skill

## The Case Study of Master One EFL students

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
**Didactics of Foreign Languages**

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"Good readers tend to produce more syntactically mature writing than poorer readers"

Eisterhold (1990, p. 88)

# *Dedications*

*In the Name of ALLAH, the most Gracious, the most Merciful*

*I, Ms. Nardjess ZAID, dedicate this humble work to all my family, friends and relatives.*

*To the source of my happiness, success and encouragement, my dear parents Abdalsalam and NOUARA Samia.*

*To my beloved sisters: Nessrine, Lina, Malak and Nada*

*Thank you for being wonderful sisters.*

*To my precious brothers: Imad and Mohammed Wassim.*

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# Abstract

The role of strategic reading in improving learners writing skill has been a center of attention in language learning/teaching field. The present study intends to investigate the effect of strategic reading on advancing foreign language (FL) learners' writing skills. First and foremost, the investigation aims at highlighting the impact of reading strategies on ameliorating students' productive skill with a special focus on writing skill. Furthermore, this query focuses on raising both teachers and students' awareness about the existing tie between reading strategies and writing advancements. In order to confirm or disconfirm the research hypothesis which indicates that if Master one LMD (License, Master and Doctorate) use reading strategies appropriately, they would improve their writing skill consequently, two questionnaires are opted for in this study. The first questionnaire is addressed to sixty (60) Master one students of English from different universities and the second questionnaire is designed for ten (10) EFL teachers at the department of foreign languages at Mila University. The results indicate that there is a great awareness among learners and teachers concerning the beneficial influence of strategic reading and it also reveals a strong link between the use of reading strategies and the improvement of students' writing proficiencies. On this basis, few recommendations are provided for both students and teachers for the sake of integrating reading strategies as a key factor to advance writing skills in the future.

**Key Words:** Strategic reading, writing skills, advancements, reading strategies.

## List of Abbreviations and Symbols

**EFL**: **E**nglish as a **F**oreign **L**anguage

**ESL**: **E**nglish as a **S**econd **L**anguage

**ESL**: **E**nglish as a **S**econd **L**anguage

**ESP**: **E**nglish for **S**pecific **P**urposes

**FL**:    **F**oreign **L**anguage

**FRS**:  **F**ree **R**esponse **S**trategy

**LMD**: **L**icense, **M**aster, **D**octorate

**L2**:    **S**econd **L**anguage

**Q**:    **Q**uestion

**SBI:**  **S**trategy **B**ased **I**nstruction

**SL**:    **S**econd **L**anguage

**TEFL**: **T**eaching **E**nglish as a **F**oreign **L**anguage

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## General Introduction

In the field of foreign language (FL), reading, writing, speaking and listening are the four basic skills that learners need to develop in order to reach the aspired language proficiency. Throughout years, researchers wrote books, articles and reports about the relation between the four skills and their positive effect on the learners' outcomes such as Eisterhold (1990), Harmer (2001) and others.

Apparently, reading strategies are crucial in the reading realm that learners use in order to overcome certain reading difficulties or to facilitate reading tasks. Nowadays, reading strategies are used as a tool to boost writing skills since most reading strategies are deeply based on the off products of some writing tasks.

In fact, a great deal of studies shows the positive relation between strategic reading and the development of learners writing skills. In his work, Harmer declares that: "Productive work need not always to be imitative. But students are greatly helped by being exposed to examples of writing and speaking which show certain conversation for them to draw upon" (2001, p. 251). This shows the extent to which reading is useful for learners on different language layers (grammar rules, structures, vocabulary and expressions) as well as in the improvement of other skills.

In a nutshell, this dissertation sheds light on investigating the effect of strategic reading on advancing foreign/second language learners' writing skills. In addition, it focuses on raising learners/teachers awareness toward the use of reading strategies and strategy-based instruction as being the key to developing learners' abilities and skills.

# 1. ` Background to the Study

Reading skill is seen as a fundamental ability that is needed to achieve academic learning progress. Learners of English as a foreign language (EFL) are required to have analytical and critical abilities to sculpt their language, overcome reading comprehension difficulties. However, not all university learners are able to comprehend all types of academic texts.

Numbers of studies (Rumelhart, 1977; Cook, 1990; Mikulecky& Jeffries, 1996; Snow, 2002; Grabe&Stoller, 2002; Nuttal, 2005; Hudson, 2007; National Reading Panel, 2008) have maintained that reading strategies have positive and strong effect on students' reading comprehension. This means that over years reading strategies become an essential tool for developing and improving learners reading skills.

On the other side, reading strategies have also been related to the development of other skills such as writing. Some researchers conducted some studies on the relation between reading abilities and writing qualities (Eisterhold, 1990; Manzo & Manzo, 1995) and presented many aspects of this relation and its effect on learners' language acquisition. Those studies have launched several of researches including this research that might be a starting point of incoming inquiries.

# 2. Statement of the Problem

Reading is one of the four macro skills that enable learners to explore a great amount of knowledge; linguistic or cultural. Reading strategies are one of the tools that can facilitate comprehension of the text and improve learners' writing skills. The absence of the reading module has prevented Algerian students of English as foreign language at, Mila university center, from appreciating the reading strategies and its importance in enhancing learners' writing skills.

A great number of students seem to be handicapped by their reading lacunas especially ways of adapting to the text exigencies which might influence their full comprehension potential. At later stages, this deficiency might result in a lack of understanding what is being read, a lack of orchestrating the cognitive treatment of the text and notably a lack in proffering a critical transfer to the related skills. When FL students are well trained to read properly, they will transfer this to their writing style simply because reading ameliorates writing just as listening enhances speaking.

## 3. Aims of the Study

This study aims at:

➢ Highlighting the importance of strategic reading on learners' writing quality.

➢ Raising learners' awareness toward the relation between reading and writing.

## 4. Research Questions

This study raises the following questions:

➢ Are students aware of the importance of strategic reading?

➢Do teachers apply some reading strategies to improve their learners' writing skills?

## 5. Research Hypothesis

➢ In conducting the present study, it is hypothesized that if Master one LMD students of English learn more about strategic reading, they would improve their writing skills.

## 6. Research Methodology

### 6.1 Research Methods

In order for the above hypothesis to be confirmed, the study relies on the use of the quantitative research method.

### 6.2 Research Tools

This study relies on following tool to gather the needed data:

➢ **A semi-Structured Questionnaire**

The questionnaire is a research tool that consists of series of questions that are asked to the selected sample in order to gather information to support this study. It was directed to both students and teachers.

### 6.3 Research Sample

The target population of this study consists of both; first year master LMD students of English at many universities, and teachers from the department of English, at (Mila university). The selection of first year master LMD students was decided for two main reasons. The first reason is that master one LMD students are competent enough than the other levels and they have a good background concerning learning English language. The second reason is that they have been exposed to many reading materials and they have long experience in reading.

## 7. Structure of the Dissertation

This dissertation consists of three main chapters; two theoretical chapters that deal with literature review and some perspectives related to both reading and writing skills. The third chapter presents the obtained data from both students and teachers questionnaires with a discussion of the main findings.

The first chapter is devoted to the reading skill. This chapter presents different definitions concerning both reading and reading comprehension. It also accounts for reading models and reading types as different ways that go in harmony with learners' individual differences to learn reading and benefit from it as much as they can. Besides, it defines the term "reading strategies", skilled vs. less-skilled learners, strategy based instruction and introduces some reading strategies such as; skimming, scanning, summarizing, predicting and paraphrasing. Finally, it presents a relationship between reading abilities and writing qualities which highlights the effect of reading and its shade on writing and vice-versa.

The second chapter sheds light on the writing skills; it examines the most important perspectives to develop students' writing production. Furthermore, the chapter highlights the theoretical background of writing skills, starting with some definitions, its importance as a language skill, the different writing types, approaches and forms. Furthermore, this chapter discusses the properties of a well written text and the process of academic writing. To end up with the major difficulties that faced by the population through this study.

The third chapter focuses on students and teachers' questionnaires, its descriptions, aims, and analysis to end up with a discussion of the main findings and recommendations for both teachers and students.

**Chapter One:  An Overview of Strategic Reading**

**Introduction**

Reading is one of the four skills in which students must develop proficiency and consider throughout their academic path. It is considered as a constructive process that can help learners to broaden their scope of knowledge and deepen their thinking skills, ideas, and thoughts.Reading is very important in learning English as a Foreign Language (EFL) because it enables students to obtain a large amount of input. At the university level, learners are required to read a great deal of materials in different domains. Researchers agree that reading strategies facilitate comprehension and improve the learners' writing qualities. This chapter highlights various insights and definitions of reading, its importance as well as the definition of reading comprehension. It also accounts for some models of reading, its types and some reading strategies.  The last part of this chapter will be devoted to the relation between reading abilities and writing qualities.

## 1.1    Views and Assumptions about Reading Skill

It is obvious that the concept of reading is still an evolutionary one in the field of academia just as all other educational concepts. Basically learners do not share the same aims of reading. While some learners read to receive information about second/foreign language SL/FL, others may read for pleasure. Reading specialists give multiple explanations and definitions of reading. According to Day and Bamford reading is: "The construction of meaning from a printed or written message" (1998, p.12). This means that reading is the ability to understand the message that the writer tries to transmit to the readers. A first trial on the part of the reader is to simply fathom the printed manuscript in view of shaping a first image of its content.

Oxford Dictionary (2008) defines reading as: "A way in which something is understood". That is, reading is a matter of understanding sentences, paragraphs, or essays. It can also mean the process of looking at a printed text and getting information or meaning from it.

Some researchers in the field consider the reader as one of the most important elements in reading process. Rumelhart claims that: "Reading involves the reader, the text" (1977, p. 5). That is to say, the reader has to combine his background knowledge and new receptive knowledge in order to decode the written passage and interact with the text effectively. Furthermore, the reader's engagement with the process of reading is based on his previous experiences, environment, family, sociocultural grounding and other factors. In addition to the reader, the selected text is as important as the reader; learners must read different types of texts because each type has its own characteristics, and its own linguistic features. Also, reading enables us to imagine and experience what it is like to be in a different world, place, culture or even gender. Reading also enables us to explore other cultures, religions and the life styles of other people.

More importantly, while reading, the focus is shifted towards the interaction between the reader and the text. Aebersold and Field mention that: "The interaction between the text and the reader that constitutes actual reading" (1997, p. 15). In other words, the function of the reader is not only to decode the printed text, but there has to be interaction between the reader and the meaning the author of the text wished to convey. For instance, the meaning that one reader receives from a text might be different from that of other readers due to multiple variations in the example of the existing sociocultural discrepancies, and the religious affiliations.

Conversely, some researchers consider reading as a psycholinguistic process. Vecca et al. assert that: "Reading is not a passive activity it is an active thinking process that takes

place behind the eyes" (2000, p.265). This definition shows that reading is a mental and imaginative process; it is an active process that requires concentration in order for the reader to understand and comprehend the text and extract the meaning.

## 1.2 Reading Comprehension (One Reading Application)

Reading comprehension requires a great deal of attention to the printed text. Some researchers consider reading comprehension as the main step to become an active reader. Roe states that: "Reading comprehension is to make meaning of what we read" (2014, p. 24). In other words, reading comprehension is a mixture of processes of both reading and figuring out the meaning of a written text.

Grellet declares that: "Understanding the written text means extracting the required information from it as efficiently as possible" (1981, p. 3). That is to say, reading comprehension is more about obtaining the essential information from a certain text by using the appropriate strategies. In the same line, Smith states that: "Comprehension and learning are fundamentally the same, relating the new to the already known" (2004, p. 13). That is to say, comprehension is a learning tool in which the learners link their previous knowledge with the new one in order to create a successful reading process.

Moreover, snow (2002) says that reading comprehension consists of three important elements; the reader who is monitoring the comprehension process, the text that is to be comprehended, and the activity in which comprehension takes place. He also considers reading comprehension as a multi-dimensional process that demands both extraction and construction to highlight the importance and the insufficiency of the text as a determinant of the reading comprehension. The reader usually tries to develop his cognitive abilities through challenging texts. Those challenging texts will make him increase his experiences.

The reader generally "Constructs different representations of the text that are important for comprehension" (Snow, 2002, p. 14). According to Snow's definition, reading

comprehension requires not only the ability to decode the text, but it relies on other aspects such as ; cognitive abilities, mental abilities and motivational factors.

## 1.3 Significance of Reading

One of the basic reasons why reading is important is that it helps the reader to improve his mental, emotional and cultural state. In addition, reading has a crucial role in learning English as a foreign language (EFL) because it increases the learners' vocabulary, sharpens their minds, strengthens their writing abilities and enhances their imaginations.

Wallace states that: "An important feature which reading also shares with other modes of language use is its role in social interaction" (1992, p. 6). That is to say, reading can also improve and strengthen the learners' relation with their environment because reading will enable them to be patient and focused; they will be able to give their full attention and be active while having a conversation.

Vacca et al. (2000) assert that good language readers are usually considered good writers as well. In the same line, Harmer states that: "The benefits of reading are echoed by the benefits of the listening" (2001, p. 204). That is to say, learners who read will build analytical thinking skills in addition to other skills such as: writing, listening and speaking. Reading is a multi-beneficial skill that teachers ought to resort often to advance their students' overall proficiency.

## 1.4 Models of Reading

Reading models are explanations of reading that depict what is going on in the reader's mind and how he receives the printed words. According to Davies, the term model is defined as a: "Systematic set of guesses or predictions about the hidden process" (1995, p. 17). That is to say, models of reading processes are meant to explain and predict the readers' reading behaviour.

Many specialists in the field have tried to explain the mechanism of reading. For that, understanding the reading process was the main concern of researchers. In order to understand this process, scholars have proposed three basic models of how reading occurs and show how readers process the printed text to construct meaning.

## 1.4.1 The Bottom-up Model

The bottom-up model is also called the data-driven model (reading is driven by a process that results in meaning or in other words reading is driven by text). In this model, the reader decodes the printed text word by word and transforms it into sounds in order to get the literal meaning across.

Furthermore, according to Alderson the bottom-up model approaches are: "Serial models where the reader begins with the printed word, recognizes graphic stimuli, decodes them to sound, recognizes sounds and decodes meaning" (2000, p. 16). Therefore, the reader must realize the graphic symbols to be able to produce the sounds and decipher the meaning of words, phrases and sentences.

In this model the reader can reach the appropriate meaning of each text through decoding its graphemes. Nuttal states that:

> In bottom-up processing, the reader builds up a meaning from the blacks marks on the page: recognizing letters and words, working out sentence structure. We can make conscious use of it when an initial reading leaves us confused. Perhaps we cannot believe that the apparent message was really what the writer intended. (2005, p. 17)

In brief words, the reader's vision and background can be an obstacle throughout the way of understanding the intended message of the writer. Therefore, the reader must figure out the vocabulary and the syntax to be sure of the correctness and the exact meaning of a particular text.

## 1.4.2 The Top-down Model

Till recently, reading scholars have been studying the connection between reading and its accompanying processes (what goes on in the brain and how to teach reading). Depending on their interpretation of reading process, they have developed a model of reading called the top-down model.

Richard defines the top-down model as: "The use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous knowledge about a topic, situational or contextual knowledge, or knowledge stored in long term memory in the form of "schemata" and "script"(1990, pp. 50-51). Moreover, the schema is a mental structure that organizes and categorizes information and the obtained knowledge in the reader's minds. The processed information helps readers to interpret the texts according to their situations and contexts. As a result, this process relies on the interpretation of assumptions and implied suppositions.

However, this top-down model focuses on linguistics clues and builds a rather literal comprehension of the text, in order to guess the meaning of what is heard or read the reader must be aware of the target language functions, aspects and characteristic. He also needs to make a link of what he already knows about that language and his thoughts and ideas. Goodman looks at reading as: "Psycholinguistic guessing game" (cited in Alderson 2000, p. 17). This is to say, readers can guess and predict the meaning with reference to their linguistic competence that they have acquired before in a first attempt.

In top-down model Nuttal claims that: "We draw on our own intelligence and experiences the predictions we can make, based on the schemata we have acquired to understand the text" (2005, p. 16). Probably, understanding the meaning helps in interpreting the different parts of the text; hence, the reader tries to make sense of the text in terms of his own schemata. In order to get a well-reasoned prediction, the reader must interpret the writer's own perspective and argument.

### 1.4.3 The Interactive Model

In fact, neither the bottom-up nor top-down model is sufficient to characterize the reading process. The interactive model comes as a connection that links both models, the top-down model to interpret the appropriate meaning, whereas, the bottom-up model is meant to check if that is really what the writer partly intends.

Concerning the interactive model Rumelhart(1977) proposes the first nonlinear representation of the reading process in which four cognitive processors (orthographic, semantic, syntactic and lexical) are used to cover the most likely interpretations of text. Rumelhart explains those processors as: "The simultaneous processing of syntactic information (referring to word order within sentences), semantic information (related to message construction), orthographic information (related to visual input), and lexical information (referring to word knowledge)" (Cited in Tracey & Morrow 2006, pp138-139). In other words, the interactive model consists of three main parts: the word order, the message construction and relates those words to the visual input. The main purpose of this model is to provide learners with some strategies that help them become more fluent and independent to control their thoughts while reading.

In brief, all the three models have different views concerning reading and the following table shows the characteristics of each model:

|  | Bottom-up Beliefs About Reading | Top-down Beliefs About Reading | Interactive Beliefs About Reading |
|---|---|---|---|
| **Relationship of word recognition to comprehension** | Believe students must recognize each word in a selection to be able to comprehend the selection. | Believe students can comprehend a selection even when they are not able to identify each word. | Believe students can comprehend by identifying words quickly and accurately. |
| **Use of information** | Believe students | Believe students | Believe students process |

| cues | should use word and letter-sound cues exclusively to identify unrecognized words. | should use meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words. | letter-sound and meaning cues simultaneously to identify unrecognized words. |
|---|---|---|---|
| **Views of reading** | Believe reading requires mastering and integrating a series of word identification skills. | Believe students learn to read through meaningful and authentic activities in which they read, write, speak, and listen. | Believe students learn to read by developing skills and strategies in meaningful contexts. |
| **Units of language emphasized instructionally** | Emphasize letters, letter-sound relationships, and words. | Emphasize sentences, paragraphs, and text selection. | Emphasize letters, letter-sound relationships, words sentences, paragraphs and text selection. |
| **Where importance is placed instructionally** | View accuracy in identifying words as important. | View reading for meaning as important. | View accurate and word identification as contributing to meaningful reading. |
| **Assessment** | Think students need to be assessed on discrete skills. | Think students need to be assessed on the kind of knowledge constructed through reading. | Think students need to be assessed on the basis of their performance in meaningful context. Assessment informs instruction. |

**Table1.1: Defining Bottom-up, Top-down and Interactive Beliefs about Reading**

**(Vacca et al, 2006, p. 39)**

The table above summarizes the three models and shows how each model considers the process of reading. There is a clear comparison between the models concerning the relationship of word recognition to comprehension. It also accounts for the use of information

cues and view of reading. To summarize, units of language emphasized instructionally in the three models and some assessment.

## 1.5 Types of Reading

## 1.5.1 Intensive Reading

Intensive reading involves learners to read for specific learning aims. They might be preparing for a test or a given task that involve some types of information that is derived from a meticulous text reading. It generally focuses on the grammar forms, pronunciation and vocabulary items. This type of reading is usually done inside the classroom with the teacher and in an academic environment.

According to brown "Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literature implication" (2000, p. 312). From this explanation, it is clear that intensive reading engages learners in the details of the text, including both grammatical forms and literal meaning.

Furthermore, intensive reading "Reflects teacher authority, which tends to make learners passive followers and take no responsibility for their own learning" (Pan, 2009, p. 116). That is to say, the teacher plays an important role in this process, because he is supposed to choose short passages to his learners in order for them to analyze them carefully by using syntactic, semantic and even translation tips from and to the mother tongue where necessary.

Some researchers give a great importance to intensive reading because this type of reading "will provide a basis for explaining difficulties of structure and for expanding the knowledge of vocabulary and idioms. It will also, provide material for developing greater control of the language in speech and writing" (Rivers, 1981, p .278). That is, intensive reading helps learners to improve their knowledge about language and enables them to control it. Since intensive reading focuses more on the structure, learners will acquire more

vocabulary, they will be fluent in their communication, and they will strengthen their writing abilities as well.

While reading intensively, learners concentrate and put their full attention on the text or the passage. The main aim of this process is to make the learner able to analyze and examine the passage proposed by the teacher. For Mmikulecky and Jeffries "Intensive reading is an activity in which students (usually in class group, led by the teacher carefully read and examine together a reading passage assigned by the teacher) many times" (2004, p. 257). That is to say, intensive reading is usually located inside the classroom, guided by the teacher and assessed in the end

On the other hand, some scholars claim that intensive reading is not sufficient for university learners since they are required to polish their communicative abilities, word-by-word processing prevents the learners to be able to understand the relation between ideas and the intended meaning of the text. In Gliner and Morales' words: "Word-by-word processing inhibits the ability to see the conditions between and across ideas, to understand how the information is organized, to grasp the intention of the author" (2010, p. 14). This means, learners must digest ideas not only with minor focus on the meaning of each word in order to reach the author's intended message.

## 1.5.2 Extensive reading

Extensive reading involves learners to read a huge amount of reading materials mostly outside the classroom and without guidance. It is meant to consolidate classroom competences and ascribed as extra curricula reading. Unlike intensive reading, extensive reading does not require neither a full attention nor a dictionary to detect every difficult word.

Extensive reading is the process of dealing with long passages, anywhere, and at any time in order to understand the text as a whole without getting into details, as Richards and

Schmidt states: "Extensive reading means reading in quantity and in order to gain a general understanding of what is read" (2002, p.193).

Moreover, some specialists in the field emphasize the benefits of extensive reading, and consider it as a way of improving the learners' knowledge of a foreign language. For instance, Nuttall says that: "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it" (1982, p. 168). It is clear from this definition that extensive reading is one of the great tools or ways of learning foreign language.

Improving reading skill is one of the most important objectives for EFL learners. During extensive reading, learners will benefit more in advancing their reading abilities rather than studying the aspects of the language. According to Grellet "Reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding" (1981, p. 04). Long texts enable readers to perfect their reading abilities and reading comprehension. In the same line, Harmer (2007) states that extensive reading is an activity that learners practice often outside the classroom in their free time for the sake of pleasure.

However, the amount of reading in this type remains unknown due to the conflicts between the researchers' views. Bright and McGregor (1970) for example, suggest that the learner should read sixty books a year. Krashen (1981) states that five hours per day are enough for the reader. By contrast, the quantity of reading materials was not the prime concern of other researchers. For instance, Day and Bamford (2002, pp. 13-14) suggest ten principles for teaching extensive reading professionally as follows:

1- The reading material should be more or less easy to process.

2- A variety of reading materials on a wide range of topics must be available.

3- Learners choose what they want to read.

4- Learners read as much as possible.

5- Reading for pleasure, information and general understanding.

6- Reading is its own reward.

7- Reading speed is usually faster than slower.

8- Reading is individual and silent.

9- Teachers orient and guide their students.

10- The teacher is a role model of a reader.

To cut it short, extensive reading enhances learners' proficiency, enriches their vocabulary, improves their writing skills, and at the same time makes them autonomous. Extensive reading is an important factor in education because it facilitates language acquisition, helps in acquiring vocabulary and increases motivational factors.

## 1.6 Definition of Reading strategies

Strategies of reading are defined according to the national reading panel as the set of: "International actions that a reader can take to increase the chances of understanding the information in the text" (2008, pp. 28). Reading strategies are ways that the readers tend to use for a better understanding and comprehending of the text that they try to decode. Grabe and stoller (2002) state that reading strategies are a group of abilities that the reader can control in order to facilitate the comprehension of the text. Those strategies provide both the ability to tackle some reading problems, and the ability to improve learners' comprehension of the written texts.

Many researchers claim that each strategy has its own importance because readers are in need to use different reading strategies to achieve reading goals and they need to possess the ability to interpret the text as a whole.

Reading strategies help the reader to get the meaning and to achieve the main goals of reading process. Every reader should use the strategy that suits him. The teacher as a primal

source of information should introduce and give instructions concerning reading strategies to help his learners to become strategic and effective readers. For instance, active readers should determine which strategy to use according to their reading purpose (survival, pleasure, or learning).

In the same line, Snow states that: "…Students are unlikely to learn the strategies fully, may not perceive the strategies as valuable tools, and are less likely to use them in new learning situations with new text" (2002, p. 39). That is to say, the comprehension of the term 'strategy' and its importance is as necessary as the teacher's instructions for the learners to appreciate and apply those strategies with different types of text.

## 1.6.1 Reading Strategies of skilled Vs. Less-Skilled Readers

Reading researchers made some investigations concerning the use of different reading strategies among SL learners and its influence on good and poor readers. They also want to know how readers can alter the whole reading process by using reading strategies.

Anderson states that the question is: "Not simply a matter of knowing what strategy to use, but the reader must also know how to use it successfully and knows how to orchestrate its use with other strategies. It is not sufficient to know about strategies, but a reader must also be able to apply them strategically" (1991, p. 19). That is to say, it is not sufficient for the reader to know different reading strategies, but they must be able to apply them successfully in their reading process. Full comprehension can be achieved through strategic use of those strategies and vice-versa. Other researchers consider reading strategies very important to achieve language goals. For Hudson: "Procedures used in learning, thinking which serve as a way of reaching goal in learning language, learning strategies and communication strategies" (2007, p. 105). That is to say, reading strategies are plans that learners use to solve their reading difficulties and to facilitate their comprehension. In addition, reading strategies regulate learning since they are considered as learning tools.

The difference between skilled and less-skilled readers can be due to the lack of teachers' instructions. Those instructions must be taught explicitly in order to attract learners' attention towards the importance of reading strategies. Learners' awareness and consciousness about the strategies cannot be enough for learners for a full appropriate application. So, there should be practice on how to use those strategies and when in order to perfect learners' performance in reading.

Metacognitive predispositions can also be one of the differences between successful and unsuccessful readers. The table below reveals and summarizes cook's (1990) beliefs:

| | Good or Mature Readers | Poor or Immature Readers |
|---|---|---|
| **Before Reading** | <ul><li>Activate prior knowledge.</li><li>Understand task and set purpose.</li><li>Choose appropriate strategies.</li></ul> | <ul><li>Start reading without preparation.</li><li>Reading without knowing why.</li><li>Read without considering how to approach the material.</li></ul> |
| **During Reading** | <ul><li>Focus attention.</li><li>Anticipate and predict.</li><li>Use fix-up strategies when lack of understanding occurs.</li><li>Use contextual analysis to understand new terms.</li><li>Use text structure to assist.</li><li>Organize and integrate new information.</li><li>Self-monitor comprehension by:</li><li>Knowing comprehension is occurring.</li><li>Knowing what is being</li></ul> | <ul><li>Are easily distracted.</li><li>Read to get done.</li><li>Do not know what to do when lack of understanding occurs.</li><li>Do not recognize important vocabulary.</li><li>Do not see any organization.</li><li>Add on, rather than integrate new information.</li><li>Do not realize they do not understand.</li></ul> |

| | | |
|---|---|---|
| | understood. | |
| **After Reading** | • Reflect on what was read.<br>• Feel success is a result of efforts.<br>• Summarize major ideas.<br>• Seek additional information outside sources. | • Stop reading and thinking.<br>• Feel success is a result of luck. |

**Table.2  Metacognitive Behaviours of Good and Poor Readers (Cook, 1990, P. 116)**

The table above shows some differences between good and poor readers concerning metacognitive behaviours. Before reading, good readers determine their purpose and they choose the appropriate strategies. Whereas, poor readers start reading without any reading goal or preparation (they do not select any strategy).

During reading, good readers are considered good organizers, they give their full attention to reading process, integrate  information and whenever they face reading difficulties they use fix-up strategies. As well, poor readers lack concentration and they do not recognize relevant from irrelevant ideas.

After reading, good readers feel successful, summarize the most important ideas and they seek additional information from other sources. Quitting the reading act, failure is what poor readers gain at the end of reading process.

## 1.6.2    Strategy-Based Instruction (Theoretical Perspective)

Strategy-based instruction (SBI) is a very effective method that enables learners to learn reading strategies explicitly and to help those becoming strategic readers. Usually when ESL/ EFL learners read, they face some reading difficulties since reading is a complex process that requires a great amount of focus and guidance. The role of the teacher in this

situation is to teach his learners how to use reading strategies in order to facilitate the comprehension process.

Furthermore, lack of instructions is the main problem of less successful students; teachers must use SBI activities in order to make ESL/EFL learners use those strategies more tactically. For instance, some scholars like Williams suggest "three phase" procedure which consists of three stages; pre-, while-, and post stages (Cited in Hedge 2000, p. 209):

- The pre-reading stage leads the learners to activate what they know about a topic and anticipate what they will read.

- The while-reading stage aims at encouraging learners to be active as they read.

- The post-reading stage aims at checking the learners' comprehension as well as developing their metacognitive awareness.

That is to say, the three phases are very important stages that both teachers and students must take it into consideration. The first stage enables learners to recheck their previous information about a certain topic in order to link it with the text in hand. The second stage intends to motivate readers to be active enough and to use different strategies. The third stage is kind of final evaluation; the teacher tries to check his learner' level of comprehension.

In a nutshell, the effectiveness of reading strategies is relies on the appropriate guidance of the teacher and the strategic application of those strategies by learners.

## 1.7    Some reading strategies

### 1.7.1 Skimming

Skimming is a speed-reading strategy that enables the learners to get the general picture or to get the gist without getting into details. Richard and Weverka state that: "Skimming is taking the most important information from the page without reading all the

words" (2002, p. 167). That is to say, in order for the readers to skim faster, they should precise their purpose of reading. In the same quote, the researchers explain that the reader should be selective in what he reads; the reader should know where to concentrate or to skip.

Furthermore, Grellet explains skimming as: "A more thorough activity which requires an overall view of the text and implies a definite reading competence" (1981, p. 19). It is clear in this definition that skimming is an inclusive process that students should master in order to achieve reading purpose (understanding the general picture) without reading unnecessary sentences or ideas.

Harmer confirms that: "Whether readers scan or skim depends on what kind of text they are reading and what they want or need to go out of it" (2007, p. 101). In other words, both scanning and skimming are effective and beneficial strategies for the learners especially in their studies. For this reason Harmer advises learners in the previous definition to use one of the strategies to achieve better results. In the same regard, Jeffries and Mikulecky claim that skimming: "Allow you to look quickly through lots of materials to get a general idea of the content and to decide if it is relevant for your purpose" (2007, p. 174). That is to say, skimming does not rely only on quick reading, but it requires great amount of concentration to decide whether the idea is related to what the reader is looking for or not. The same researchers declare that readers: "Should usually read the last paragraph more carefully. The author often summarizes the main idea at the end" (1996, p. 132). Besides the title and the subtitles, the conclusion is another source of knowledge in the skimming process since the writer always restates the main idea of the whole text.

## 1.7.2 Scanning

Unlike skimming, scanning is the process of reading texts or passages quickly and searching for specific information. Usually learners when they scan a certain text, they have a

question in their minds which they try to find answers to. It is necessary for the learners to choose the appropriate strategy that serves their reading purpose.

According to Grellet scanning is the process where "We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information" (1986, p. 19). Scanning simply means the attempt to find out a specific piece of information without reading word-by-word. It is also considered a very beneficial strategy especially for the learners who rely on the net while trying to do their researches or dissertations.

Richard and Weverka argue that: "Scanning is a quick scouring of the text for specific information...scanning involves moving your eyes quickly down the page seeking to find specific words or phrases" (2009, p. 166). From this definition, it is clear that when learners scan a text or a passage, they are trying to find key words, names, or ideas. Also, scanning requires a great amount of attention and cognitive abilities since the reader is going to search for specific details. In the same regard, Mikulecky and Jeffries state that scanning: "Is a skill that you often use in daily life. For example, you might scan the list of names in a telephone directory in order to find a phone number" (1996, p. 16). In other words, scanning is a strategy that readers can master not only inside the classroom but in daily life as well.

Moreover, EFL learners are expected to learn and master at least two strategies because they will help them in different aspects. First, learners will be able to comprehend the text in less time and less efforts. Second, most of learners tend to use "scanning" in order to improve their reading abilities. Richards and Schmidt, for example; declare that the learner during the scanning process "May read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born" (2010, p. 508). Usually, when EFL learners read any text, they may face some difficulties at comprehension level. The role of the teacher here is to help his learners by introducing and

presenting some reading comprehension strategies that can facilitate the process of reading. And since scanning is one of the most known strategies to EFL learners, teachers must emphasize on its importance and motivate the learner to use them more.

### 1.7.3 Summarizing

Summarizing is defined as one of the most effective strategies that the learners should use in order to see whether they have comprehended the text or not. The most known definition of the term summarizing is the ability to compress a large amount of information into fewer sentences; by omitting the sub ideas and keeping the most essential ones.

According to Mikulecky and Jeffries "Summarizing is the retelling of the important parts of a passage in much shorter forms" (1996, p. 167). That is to say, summarizing is the process of rewriting the passage in smaller versions using one's own style and writing scheme without losing the meaning of the text. Learners should summarize by taking out the unnecessary words and use other words that can replace group of word in order to achieve successful summarizing.

Dole et al. give clear definition to the term summarizing by stating that it is: "The ability to summarize information requires readers to sift through large units of text differentiate important from unimportant ideas, and then synthesize those ideas and create a new coherent text that stands for, by substantives criteria, the original." (1999, p. 244). That is to say, summarizing is no easy strategy for all readers because it is somehow complicated; it requires a thorough reading, demands selection of the main ideas and generates into restating the text.

So, in order for the poor readers to facilitate the summarizing process, teachers should offer more instructions on what concerns this strategy. Also, readers must practice more for the sake of improving their summarizing. For instance, Mikulecky and Jeffries (1996, p. 175)

suggest adhere to the following instructions to achieve successful summarizing when reading long passages:

1. Read the passage all the way through.

2. Go back to the beginning and number the paragraphs in the text.

3. Divide the text into parts. Notice which paragraphs focus on the same idea.

4. For each part, write a sentence which summarizes all the paragraphs in it.

5. Tie all those sentences together to form a summary, using signal words and other function words.

Furthermore, summarizing is considered as an after reading strategy that learners use to examine their comprehension of the whole text. This strategy is beneficial for learners because it enables them to rate their understanding skills and strengthen their writing abilities. It also teaches them to differentiate between relevant and irrelevant information, activates their memories and enables them to manipulate words.

## 1.7.4 Predicting

Predicting or smart guessing, this term is used to describe an important reading strategy. Predicting allows learners to anticipate what will happen in the text by using sources of information such as: the title, the writer's name, or the cover of the book. This strategy is mostly used by good readers because their reading experiences will enable them to predict the text's events. According to some researchers, readers must attach predicting with another strategy which is previewing because: "When you gather information about a book by examining its cover, you are previewing. The aim of previewing is to help you to predict or make some "educated guesses" about what is in the book. You should develop the habit of applying these skills whenever you read" (Mikulecky& Jeffries, 1996, p. 35).

Indeed, the use of previewing along with predicting raises the chances of making accurate guesses. The researchers emphasize on the importance of prediction and advise learners to use these skills more in their reading process.

Just like the other strategies, making predictions is a crucial strategy for EFL learners because it activates their minds by making them think and link previous events with their predictions. Also, the learner should focus on the text in order to follow the logical sequence of the ideas in the text.

The teachers' instructions are very important for learners in order to master the use of this strategy on their reading skills. And since the reading skill is very essential for EFL learners, there should be more practice and activities about reading strategies because predicting in general engages the learners and connects them with the text which leads to a better understanding.

### 1.7.5 Paraphrasing

Paraphrasing is one of the strategies that help learners to enhance their reading comprehension and writing qualities. Paraphrasing, in general; is the process of restating a passage or a text in the learners' own words while keeping both the meaning and the quantity of the text (the same length as the original). This strategy is commonly used among EFL learners in their reports, researches and dissertations, especially university students who normally are aware of this strategy.

Bullock and Weinberg discuss how learners can paraphrase correctly:

> When you paraphrase, you restate information from a source in your own words, using your sentence structures. Paraphrase when the source material is important but the original wording is not. Because it includes all the main points of the source, a paraphrase is usually about the same length as the original. (2009, p. 413)

The first step to paraphrase a text or a passage, is to read it carefully and understand its whole meaning. The second step is to restate the same text in different wording and in different structure (using one's style). Finally, the reader should keep the main ideas and maintain the text's quantity because it is one of the principals of paraphrasing. Some researchers give some guidelines for successful paraphrasing (ibid, 2009).

- Use your own words and sentence structure. It is acceptable to use some words from the original, but the phrasing and sentence structures should be your own.

- Put in quotation marks any of the source's original phrasing that you use. Quotation marks distinguish the source phrases from your own.

- Indicate the source of your paraphrase. Although the wording may be yours, the ideas and information come from another source; be sure to name the author and include an **IN-TEXT CITATION** to avoid the possibility of **PLAGIARISM**.

In basic terms, learners should take into consideration those pieces of advice in order to avoid plagiarism and use their writing abilities more. Teachers must emphasize on the individual work and make sure that learners are making efforts, and give instructions to their learners for the sake of motivating them to write and use their style without stealing someone's work.

## 1.8    The Relation between Reading Ability and Writing Quality

Reading and writing are very crucial elements in any FL/SL learning process and both skills share a great amount of benefits, especially when they are taught together because reading impacts writing and via-versa. The relation between the two skills is direct and interwoven.

There are two sides of reading-writing connection. The first side is how reading enhances writing skills. The second side is how writing promotes reading. The relation

between reading and writing is summarized briefly by Fitzgerald (Cited in Manzo & Manzo, 1995, pp. 339-340).

The first relation is reading to writing:

- Reading increases the knowledge individuals have to write about.

- Reading instills knowledge of linguistic patterns and forms.

- Reading builds vocabulary and familiarity with writer craft.

The second relation is writing to reading:

- Writing clarifies understanding of subjects, making subsequent reading easier.

- Writing helps one to read like a writer; hence, sparking insights into writer mechanism, and enhancing comprehension.

- Revision in writing, or making changes at the various points in the process, involves many of the same higher-order thinking strategies involved in critical reading.

According to Eisterhold: "Reading passages will somehow function as primary modals from which writing skills can be learned, or at least inferred" (1990, p. 88). This means that reading allows learners to explore different structures and functions of the language and transforms this competence (reading) into performance (writing).

In the same regard, Harmer points out that: "Productive work need not always to be imitative. But students are greatly helped by being exposed to examples of writing and speaking which show certain conversation for them to draw upon" (2001, p. 251). From this definition, the productive skill (writing) should be creative and unique. For this to be realized, learners are expected to read and interact with written passages in order to broaden their linguistic knowledge. Receptive skill (reading) can help learners to integrate what they have acquired from reading with their writing abilities.

The difficulties that the learners face in writing are due to their lack of reading or the lack of teacher's instruction about the importance of strategic reading on advancing learners writing qualities. For that reason there should be more focus on the relation between reading and writing and they can impact learners' academic success.

## Conclusion

On the basis of what has been said so far, one may come to the conclusion that reading strategies are very important tools that can develop not only reading comprehension but general language learning as well. Reading strategies can also be used by learners to advance their writing skills if they receive the appropriate instruction from their teachers. Learners' awareness about the use of strategic reading cannot be sufficient enough accordingly they must receive the proper training.

**Chapter Two: An Overview of Writing Skill**

**Introduction**

     The ability to write well, correctly and impressively is something that everyone would expect to accomplish at the end of a language course. Writing is one of the four basic skills of English language. It is a productive skill and a communication tool that is probably considered as the most important skill for learners to master any particular language. According to Harmer (2001) writing is a way of communication through which writers express their ideas, feelings and emotions. It is viewed as the most complex task. Consequently, it is a difficult activity that requires more efforts to reach higher level of competency. Furthermore, writing is a multistage process, so being skillful in writing depends on passing through various steps that allow learners to develop themselves effectively and appropriately in the foreign language. In this chapter, some theoretical overview concerning the writing skill is presented to the reader, set of definitions according to some specialists and scholars in the field , as well as importance of writing skill in SL\ FL,  types  and approaches of writing skill. Moreover, we will mention forms and properties of academic writing. The chapter ends with some difficulties encountered by the learner during the writing process.

## 1.   Definition of Writing

     Drawing upon the abundance of literature on the topic, there were different views about the definition of writing could be reported according to different scholars. First, according to what is given in dictionaries, writing refers to the act of making symbols and marks on the surface which can be understood by other person. Although this definition is straightforward, it ignores the hints involved in our everyday use of the term. On the contrary, Nunan asserts that: "Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people" (cited in Komariyah, 2015, p. 1). It indicates that the writer should be enough

sophisticate and has the ability to express the exact meaning through translating his knowledge and beliefs into a well-structured and organized composition. Besides that, Tarigan claims that: "Writing is an activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented" (cited in Khasanah, 2015, p. 7). This means, writing can be said to be the act of forming the symbols, in which those symbols have to be arranged according to a certain conventions to form words, and words have to be arranged to form sentences. Therefore, the graphic symbols lend a hand to translate the ones thoughts into a cohesive structured manner that contains comprehensible statements for the reader.

Ferris and Hedgcock propose an operational definition of writing as: "A type of system that combines semiotic, communicative, cognitive, and creative functions" (2014, p. 5). Briefly, during the process of writing the writer should pay attention to the use of sings because it communicates the meaning, also writing is a mental act that discovers the ideas and transmits them in a well creative written paper.

Coulmas characterizes a written system as: "A set of visible or tactile sings used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system" (cited in Farris and Hedgcock, ibid, 2014). That is to say, the writing system is a group of visual sings that is used to form well- ordered parts of the language, that can be understood by everyone knows the language rules. According to Kane (2000) the writing process has three steps; the first one is "thinking," which involves selecting the topic, paying attention to the content and organizing the ideas that are related to the subject. The second step is "doing," called as well drafting. After finishing writing down their ideas the writers verify the mistakes, for example, the work of grammar patterns and punctuation. The third step is "doing again" or "revising", the writers

add or remove inappropriate elements of the text. For Oshima and Hogue "The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it making revision" (2007, p. 15). This assumes that, writing process engages distinct moves: producing, arranging, drafting and revising before publishing. It is much needed for the writer to pass over those steps in order to form a well complete paper.

## 2. General Perspectives on the Importance of Writing Skill in EFL

The importance of writing is indubitably shared along with teachers and scholars in the field of EFL. Therefore, it cannot be achieved in vacuum; it demands both students and teachers curiosity and attention. For that, it is the mainly used activity to evaluate students' understanding their lessons. The subsequent quotation points up the importance of this skill:

> Writing is a powerful instrument of thinking it provides students with a way of gaining control over their thoughts. Writing shapes the perspectives of themselves and the world. It aids in their personal growth and in their affecting change on the environment. Student are often unaware of the power of the written word yet the written word enables the writer perhaps for the first time to tense the power of language to affect another through using, selecting and rejecting arranging and rearranging languages, the student comes to understanding how language is used.(Greenberg &Rath, 1985, p. 12)

This indicates that, writing is a tool of thinking that helps students to organize their ideas and present their views. Writing develops learner's critical thinking and helps him to process, analyze, gather and evaluate his ideas, and the most important thing is to understand how language is used.

The written language has, for sure, social and educational value. Since it has a unique position in language teaching, its acquirement involves mastering the other three skills. Maley states that (cited in Klimova, 2013, p. 9) there are benefits of completing creative writing:

- It aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meaning.

- It requires a willingness to play with the language.

- It concentrates more on the right side of the brain, with a focus on feelings, physical sensation, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at disadvantage.

According to Harmer (2004, pp. 31-33):

- Writing encourages students to focus accurately on language use because they think as they write; it may provoke well development as they resolve problems which writing puts in their mind.

- Writing is often used as a means of reinforcing language that has been thought. Learners use the writing skill to make a note about what they have learnt while learning process happens.

- Writing is frequently useful as a preparation for some other activities.

- Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

- Writing is also used in questionnaire-type of activities.

As a result, developing written skills will enable students to learn how to compose ideas, organize their thoughts and arguments. In addition, it develops the critical thinking to build a well written text, supports key points and share information. Acquiring these skills will also prepare students for their future academic and professional endeavors. Urbanova & Oakland affirm that: "The written language has nowadays an important social and educational function and its status has a high social prestige" (cited in Klimova, 2013, p. 9). Simply,

writing allows significant social purposes like communicating with others in terms of educational aspirations, it allows students to expand their ideas and discuss different topics in a foreign language. For these reasons, it is a valuable skill.

## 3.      What are the Different Types in English Writing?

Writing has different types based on the purpose and the manner in which an author prefers to write to his addressees in order to provide them with valid information. Writing types are related to the various effects the writer may wish to have on the reader, to inform, to persuade, to entertain, or to describe. Amongst other, writing has four general purposes that lead someone to write. Those types are descriptive, persuasive, expository and narrative. Knowing all four different types and their usage is important for any writer.

## 1.3.1 Descriptive Writing

Descriptive writing is the simplest type of academic writing provides the reader with vivid information. It describes the features and characteristics of someone, something, or a certain place. This kind of writing is a reflection of the author's visualization towards how things look like, feel like, or ever test like in a highly detailed manner (Zemach and Rumisek, 2003). Descriptive writing is a style of writing which focuses on describing in great details. That one may lead to feel as if he is there and can actually picture in his mind what the writer is describing. In additionally, it is sometimes poetic in nature when the reader takes the time to be very specific in the description process. Metaphor and symbols are often used there. Kane contends that: "Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/after, right/left, and so on" (2000, p. 7). That is to say, description process is the contrary of exposition process in which transforms a sequence of observable events to fictional words in order to create a clear image for the reader.

## 1.3.2 Expository writing

It is the most common type of writing. Identically, it is considered as a subject oriented writing style, its main purpose is explaining relevant facts and figures about a given subject such as to do something. To accomplish that, it would be better to build it up using clear reasons, facts and statistical information. For this reason, Guzzetti defines expository writing saying that: "Is to inform, to explain, or to persuade, Examples of expository texts include textbooks, newspaper and magazines, articles, dairies" (2002, p. 385). It can include topics such as historical, scientific or economic information. Kane asserts that:

> Exposition reveals what a particular mind thinks or knows or believer, Exposition is constructed logically. It organizes around causes/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.
> (2000, p. 7)

That is to say, exposition deals with logical thinking that exhibits real facts, there are some aspects found in expository texts for example, cause/ effect which provides realistic information about any particular issue. In spite of that, expository writing called also information writing because it gives information about persons, things and ideas. Indeed, the focus here is on external objects and situations, and neutral explanations, rather than personal feeling and opinions. In which the writer leaves out his personal relevant facts and figures and does not include his points of view.

### 1.3.3 Persuasive Writing

This type is the most used one at the university level. It is called argumentative in which the author gives arguments to convince the reader that the given ideas and opinions are correct in regard to an issue. Indeed, a well written persuasive piece is supported by a series and facts that equipped with reasons, arguments and justifications. Gullain (2016) mentions that persuasive writing is a transcript that aims to convince the reader to have the same opinion with a convinced point of view; the writer introduces his arguments to persuade the reader to agree with him in some ideas or the whole.

By appealing to credibility, in academic writing the writer employs many techniques to develop his argument and support his claim. For example, he can include arguments, recommendations, and interpretation of the findings or evaluating the work of other, According to Spences claims that: "When you are writing persuasively, your aim is to convince the reader of your point of view. By expressing your opinion, which is based on feelings but supported by facts, your audience reads your interpretation of a specific subject or event" (2005, p. 6). It portrays that persuasive writing expresses a personal knowledge and tries to convince the reader by using emotional strategies.

### 1.3.4 Narrative Writing

In fact, narrative writing deals with telling stories. According to Guzzetti states that: "Narrative text, broadly defined, tells a story.  Examples of narrative texts include short stories, novels, folktales, tall tales, myths, fables, legends, fantasies and stories fiction" (2002, p. 385). In simple words, the purpose of narrative writing is to tell a story rather than relying series of events.

 According to Kane (2000) narrative writing deals with an understandable series of incidents that put in words, and in ordered manner, not in a random one. Nevertheless, there should be a straightforward movement from the beginning to the end of the events, the writer

must comprehend the function of the story to grab the reader's intention, by using a chronologically order that helps to link the happened actions.

Narrative writing is one of the four modes that writers utilize to introduce information. According to Savage and Mayer states that: "In narrative writing, the writer tells a story that sets background for an event, describes the event, and often comments on the event" (2007, p. 122). That is to say, making the audience moves by the story through laughter, sympathy, fear, anger and so on.

Briefly, these are the four different types of English academic writing that are generally used. Therefore, writers must know all these styles in order to identify the purpose of their writing, and make sure it is something the readers want to read.

## 1.4 Approaches to Teaching Writing

In the early 1960's, writing was an abandoned skill; they saw that language is centered on the spoken form, rather than the written one. Later on, researchers describe the main theoretical frameworks accessible to teach writing. Now, there are many approaches to teaching writing skills that are used in and inside the classroom by ESL teachers. In fact, as Harmer (2001) says there is a variety of approaches as regards to teaching writing practices. The most important approaches he mentioned are: product approach, process approach, and genre approach. Hence, teachers need to choose and decide which one is appropriate for students.

## 1.4.1 The Product Writing Approach

Authentically, the product approach is considered as traditional approach in terms of aims and processes. Gebrielatos affirms that (cited in Hassan and Akhand 2011) a product approach is a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage. This means, this approach is easy to use

because difficulties in writing are reduced since students start writing from controlled basis. For example, students are provided with a standard model of text and they have to imitate it to construct a new piece of writing. Therefore, the main interest of product approach is to acquire linguistics knowledge, and gives consideration to the use of vocabulary, syntax, and cohesive device. Thus, it principally focuses on the correctness and form of the final product.

Silva says that (cited in Hyland, 2003) this approach is emerged from the combination of structural linguistics and the behaviourist learning theories of Second Language Teaching in 1960's. Hyland indicates that writing, in this approach "Is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher" (ibid, 3). Therefore, he views writing as a feasible product of imitating grammatical and linguistic models of native authors in which the writer proves his control over the basic language competencies. In addition to that, he explains also the way to develop students writing skills; it is through manipulating and imitating a given text throughout exercises such as filling the gaps, completing the sentences, transforming the tenses and other activities.

Similarly, Hyland (ibid, 2003) holds that the product approach has four-stage process that emphasizes on language structure: familiarization in which learners study model texts and focus on its features like organization of ideas, for example, if they read a story their attention may be drown on the techniques used to develop that story. Controlled writing in which the learner analyses the given text using controlled activities in a skillful way "Fixed patterns from substitution table" (ibid, 2003, p. 4). Guided writing in which learner prepares to imitate the model text through organizing ideas to fit the given text. Free writing is the end product, where the learners apply what they have practiced before such as vocabulary, grammar to produce the expected written product.

The table below depicts the stages involved in the product approach:

| Familiarization | Controlled writing | Guided writing | Free writing |
|---|---|---|---|
| Encourages the students to be acquainted with certain text features | Students practice the skill with increasing freedom until they are ready for the free writing | | Uses the writing skill as a part genuine activities such as writing a story or essay |

**Table 03: The Stages of the Product Approach. (Richard, 2003, pp. 3-4)**

## 1.4.2 The Process Writing Approach

The process approach is a new approach that comes as a reaction to the product approach. Scholars have different views about the process approach. Kroll states that:

> This approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with sample time and minimal interference, can work through their composing processes. The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for adding (attending to vocabulary, sentence, structure, grammar and mechanic. (1990, p. 15)

Basically, the process approach is characterized by four stages that help learners to produce an effective piece of writing. In this approach teachers spend more time and efforts with students; they aim to develop student's writing skills through these composing processes. Kroll (ibid, 1990) emphases that the teacher's role is to guide students through the writing process, by avoiding the emphasis on form to help them to develop writing strategies for generating, drafting, and refining ideas. So, the teacher gives activities to students to apply those techniques during the writing process to construct a well formed production; pre-writing (brainstorming ideas), drafting (organizing ideas in the first draft), editing (correcting errors), publishing (the final draft).

Trupe notes that (cited in Hassan and Akhand 2011) in order to incorporate process instruction in our class, we may remember the following points:

- Ask students to do a lot of writing, but don't make every assignment count for grade.

- Give students some class time to start brainstorming on a writing topic after you have given an assignment. As little as five minutes can be effective.

- Encourage a variety of prewriting and planning strategies. Students sometimes need to do some writing before they know what their thesis will be about.

- Assign students to peer groups to give each other focused feedback on drafts.

- When students produce multiple drafts of an essay, you can hold them to very rigorous standards for the final product.

- Introducing of portfolio in case of final assessment.

## 1.4.3 The Genre Writing Approach

Since the mid-1980s, researchers show interest towards the genre approach in teaching English language. It is considered as an extension to product approach, due to a number of the shared similarities. In this respect, scholars in the field of genre, Henry and Roseberry have pictured genre as: "A text, either spoken or written, that serves a particular purpose in a society and is composed of a series of segments, called moves" (1998, p. 147). Therefore, this approach studies the relation among different types of text and its background by parting the text into unites or moves; each move has its own communicative purpose or functions. Swales refers to genre as: "A class of communicative event in which its communicative purpose is shared by specific discourse community members" (cited in Muangsamai 2018, p. 237).

Hyland (cited in Shan Chen and Wen Su 2011) sees genre as a set of texts that have similar features that are identifiable by members of a community. Furthermore, the genre can be categorized into different types of text that are mentioned by Sidaway (ibid, 2011), he calls

them 'The magnificent seven', which are: recount, narrative, explanation, information report, procedure, discussion and exposition. That is to say, every genre presents its text form; for example, narrative can be found in articles, newspapers and novels. On the other hand, movies and films can be categorized as an exposition. In addition, Halliday and Hassan state an idea:

> This theory addresses the relationship between language and its social functions and sets out to show how language is a system from which users make choices to express meaning. Halliday argues that the language users have to use and develop the specific ways of using language to accomplish goals, which means that texts are related to social context and the other texts. Broadly, when a set of texts share the same structure and thus, they belong to the same genre. (cited in Hyland, 2003, p. 19)

In simple, genre is a style of communication event by social context in which how people use language to interact in a social setting, also, language is used to express and evoke ideas to deliver the needed message.

## 1.5 Forms of Academic Writing

Academic writing is a style of expression that is used by researchers based on evidence and arguments. Murray states that academic writing "Is that set of conventions we see in a thesis or a published paper in our disciplines" (2005, p. 10). However, it can picture various forms as Harmer (2004) declares that writing is used for many purposes, for that reason it represents various forms. The most frequent ones are:

## 1.5.1 The Paragraph

The paragraph is made up of a group of sentences that discusses, expounds, extends, and explains only one single topic. Oshima and Hogue define a paragraph as: "A group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of sentences in the paragraph support that point" (2007, p.

3). On top of that, the paragraph must show coherence, in which allows the reader to follow the ideas smoothly from the first to the end.

Every paragraph has three main elements:

- The topic sentence: In which the writer introduces to the reader what the paragraph is going to talk about.

- Supporting sentences: Give more details and information concerning the subject, through providing examples, descriptions, and explanations.

- The concluding sentence: Summarizes and paraphrases the content's ideas in a full understandable idea.

According to Savage and Mayer (2007) the paragraph is a set of sentences about a subject matter. There are many kinds of paragraphs, the most common ones are:

- Descriptive paragraph: The writer describes a person, a place, a thing.

- Example paragraph: The writer uses examples to explain the ideas.

- Process paragraph: The writer clarifies how something is processed step by step.

- Opinion paragraph: The writer explains his points of view towards the topic.

- Narrative paragraph: The writer tells a story.

## 1.5.2 The Essay

The essay is a style of academic writing, mostly used in universities. Hence, the academic essay can be defined as a document that has a defined structure, an introduction, a body and a conclusion. In other words, an essay is a piece of writing, in which the writer discusses a point of view. Palmer has identified the essay as: "A formal, coherent and usually quite lengthy piece of informative and argumentative writing" (2005, p. 153). Similarly, the essay is approximating the paragraph, because it discusses and develops one single idea, except that the essay is more difficult and longer.

Oshima and Hogue mention the three main parts of an essay:

> An essay introduction stimulates the reader's interest and tells what the essay is about. The last sentence of an introduction is the thesis statements. Like the topic sentence of the paragraph, a thesis statement names the specific topic of the essay. The body consists of one or more paragraphs. Each paragraph develops a subdivision of the topic. The conclusion, like the concluding sentence in a paragraph, is a summary or review of the main points discussed in a body. (2007, p. 148)

Simply, to write a formal essay the writer must engage the main parts of the essay which are: the introductory paragraph contains the thesis statement; the body paragraphs discussed the topic, and the concluding paragraph.

### 1.5.3  The Dissertation

The Dissertation is probably the most important assignment that student work on. Furthermore, a dissertation is a lengthy formal piece of writing on a particular topic. Also, it is a research assignment that is done to receive a degree at college. Nonetheless, a dissertation is the project that intends to show research skills of the students, and the knowledge that has been conducted through the learning process.

All in all, a dissertation is an effective way to indicate the level and the capacities of the student as a researcher. It shows that a student has obtained a new position in the academic world.

### 1.5.4  The Report

Some academic assignments ask for a report, rather than an essay, students are often worried about the writing style, the language use, the length, and other factors. Essentially, a report is a concise document that is written for a specific purpose and audience in an organized format. It generally discusses, investigates and analyses a particular problem, in order to make recommendations and decisions.

Usually, reports follow a practically standardized structure. Hunter (cited in Ghadiri & Larner, 2014) considers the basic elements to arise a report; the title is the initial point the reader takes into consideration. The abstract helps the reader to find out the paper's purpose. The introduction initiates the background of the case study. The case report presents the gathered information chronologically. The discussion summarizes the case in the form of recommendation. At last, the references are the citations.

## 1.6    Properties of a Well-Written Text

An effectual academic writing requires a number of criteria of adequacy that includes various aspects, for helping readers in constructing meanings from the text. Therefore, a well-written text needs properties to make it readable and clear which are: organization, coherence and cohesion, language use and mechanics.

### 1.6.1 Organization

Basically, in compositions the organization is the collection of ideas, events, or details in a perceptible order. Indeed, organization is the structure of writing that sets the flow of ideas, and let the writer introduces information in a recognizable model.

Organization is used throughout an entire piece regardless of what the kind of writing is; such as in individual sentences, types of paragraphs, through entire essays and projects, and connective transitions.

### 1.6.2 Coherence and Cohesion

Coherence is a crucial constituent in any particular written text. Specifically, it is the contextual form of the utterances in the text; that contributes and permits understanding the meaning. Carrell et al say that: "Coherence can also refer to the organization of discourse with all elements present and fitting logically" (as Cited in Hinkel, 2004, p. 280). Coherence,

therefore, is attained when the writer orders information that is related to a specific genre in an appropriate construction.

Cohesion is the connection of meanings of one item with other items in the discourse. Hinkel views that: "Cohesion refers to the connectivity of ideas in discourse and sentences to one another in text, thus creating the flow of information in a unified way" (2004, p. 279). That is to say, cohesion attaches the tone of the piece of writing that allows the reader to follow the most important ideas in the text.

Similarly, Tanskanen claims that: "Cohesion deals with using grammatical and lexical aspects in the text, in order to obtain connection among the different parts of the text" (2006, p. 7). In simple, a coherent text should contain grammatical features across sentences, such as substitution, references, conjunction. In addition to lexis that are finding structure and unites of the text.

## 1.6.3 Language Use

Writing in a foreign language needs a correct use of language that has a direct effect on the quality of the composition, and ensures the understanding of the written work. Furthermore, it is not enough having organized, coherent, expressed sentences, but the writer must also pay attention to clarity to make the work readable. Moreover, the writer needs to take into consideration his audience through dealing with interesting topics. Also, effective writing can be improved by combining purposes in the presenting written work. In a word, the writer must consider the objectives, the context in the written paper, and to know who the piece of writing is intended to.

## 1.6.4 Mechanics

In composition, mechanics refers to the appearance of words, to how they are spelled or arranged on paper. The fact that the first word of a paragraph is usually indented, for

example, is a matter of mechanics (Kane, 2000). Equally important, it is the use of graphic conventional of the language, which refers to know punctuation, capitalization and spelling accompanied with the proper use of them. Furthermore, it requires having a good knowledge of language structure 'grammar' and how to manipulate those rules in a comprehensible written form.

### 1.6.4.1 Weights and Measures of Punctuation

Punctuation marks are symbols used to help the writer as well as the reader during the reading process. Moreover, they can help the writer to create meaningful and well-formed ideas. Obviously, the correct use of punctuation helps the reader to appreciate and realize the written message. Palmer (2005) mentions some measures which are:

- The comma (,) is a pause used to separate individual words and phrases.

- The dash (=) is near to strong comma, it is used when the writer would like to stress an extra point.

- Brackets \ a pair of dashes ( ) \ (==): the brackets are used to detach or isolate an idea or piece of information, neither for the pair of dashes.

- The semi-colon (;) is a full stop above a comma used to separate two independent clauses.

- The colon (:) is used to separate two clauses that are interconnect, in which each one depends on the other one to complete the full sense.

- The full stop (.) is the major pause, used to separate the meaningful ideas to allow the reader to pause significantly,

- The question and the exclamation marks (?) \ (!): the question mark is used when the question is raised or asked by the end of the statement of the question. Whereas, the exclamation mark is used to highlight the feeling of surprising.

### 1.6.4.2 Capitalization

Straus et al (2014, p. 70-71) mentions some rules concerning capitalization:

- Capitalize the first word of quoted sentence.

- Capitalize a proper noun.

- Capitalize the person's title when it follows the name on the address or signature line.

- Capitalize the titles of higher-ranking government officials when used with or before their names.

- Capitalize any title when used as a direct address.

### 1.6.4.3  Spelling

Dissimilar to punctuation, English spelling is not systematic. Even though, students need to take into consideration spelling while dealing with a piece of writing, because the correct spelling gives credibility to the work and helps EFL teachers to evaluate students. Ismail & Kareema (2013) state that spelling is a significant feature of writing that requires a good knowledge of interrelated skills such as reading and writing.

### 1.6.4.4 Grammar

In linguistics, Grammar is a set of structural rules of both spoken and written language. Furthermore, grammar deals with the study of how words and their components parts are combined to form sentences, and how they change in different situations. Additionally, grammar is not a fundamental element merely in writing, but in language as a system of communication. Brooks and Penn state that: "For one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean, the rules of grammar and punctuation" (1970, p. 20). That is to say, in the writing process the writer should pay attention to the use of grammar rules, sentence structure, punctuation and different parts of speech like nouns, pronouns, verbs and adjectives.

## 1.7    The Process of Academic Writing

There are many procedures that should be taken into account before constructing any academic piece of paper, hence; proficient writers consider a set of requirements to attain successful writing.

## 1.7.1 Pre-writing

Pre-writing is considered as the first step to form any writing paper. Oshima and Hogue consider pre-writing as: "A way to get ideas. In this step, you choose a topic and collect ideas to explain the topic" (2007, p. 16). However, Pre-writing is a technique of managing ideas and thoughts in well formed paper. It helps writers to generate ideas using various ways that could be useful in this step such as brainstorming, mind mapping, WH question, freewriting, and listing.

- **Brainstorming** is a method for improving critical thinking and problem solving. In other words, it is used to gather a list of ideas and explanations about a certain field.

- **Mind Mapping** also called clustering. Oshima and Hogue defines mind mapping as: " Another brainstorming activity you can use it to generate ideas, to use this technique, first, write your topic in the center of your paper and draw a "balloon" around it" (2006, p. 269). In order to create a mind map, you start with the central of theme/ main idea, from that point you find the direction to build a diagram collected of keywords, phrases, concepts, fact and figures.

- **WH questions** are useful before starting to write any topic, the author should first ask some questions that may help him during the writing process. Such as (what, when, where, how, who and why) throughout these question the writer would develop his ideas successfully, and catch the reader's intention.

- **Freewriting** is aimed to free the writer's thoughts without paying attention to the form and the mistakes, throwing ideas on the paper as fast as he can. According to Bullock and Weinberg consider freewriting as: "An informal method of exploring a subject by writing about it, freewriting ("writing freely") can help you generate ideas and come up with materials for your draft" (2009, p. 219). That is to say, freewriting is an academic technique that aids the writer to write down his thoughts consciously without regard to grammar or any other rule of writing.

- **Listing** is a helpful tool in pre-writing that narrow down the writer's leadership. Bullock and Weinberg (2009) states that the writer finds it useful to make a list of words and phrases quickly. Therefore, this process of gathering data increases efficiency by helping the writer map, plan or brainstorm about their writing before start to write.

## 1.7.2 The First Draft

In writing, the first draft is trying to get as many ideas down on paper as quickly as can, and try out a plan of organization for those ideas. Concerning the drafting stage Galko assumes that:

> Drafting means writing a rough, or scratch, from of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you do not need to worry about grammar, spelling, or punctuation, You will have time to refine these mechanical parts of your paper at a later stage. (2002, p. 49)

Hence, in this stage the writer just writes an enhanced version without taking into consideration the linguistic aspects such as grammar, spelling, punctuation, and repetition, only the content.

According to Kane "A draft is an early version of a piece of writing. Most of us cannot compose anything well at the first try. They must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better the result" (2000, p. 34). This idea explains that the learner cannot achieve well organized thoughts in the first trying; he should repeat it as many times as possible until reaching a better draft for publishing.

### 1.7.3 Editing

Unlike the drafting stage, the editing stage gives attention to the mechanical aspects. That means, the writer reads again his draft paper to advance his work by adding, omitting, or changing the information to get an effective piece of writing. To shed lights on the editing stage Johnson asserts that:

> At the editing stage students fix grammar, spelling, and punctuation errors. Two important points to reinforce at this stage; First, continue to reinforce the idea that good writing is not writing without errors. Good writing is having good ideas and then communicating them. Grammar, spelling, and punctuation are used to help students communicate their ideas. Second let your students know that all writers need and use editors. (2008, p. 196)

Generally, editing is the process of selecting and preparing writing that contains correction, organization, and adaptation for the text to achieve a complete work. Bullock and Weinberg define editing as: "The stage when you work on details of your paragraphs, sentences, words, and punctuation to make your writing as clear, precise, correct and effective as possible" (2009, p. 242). However, it is an essential part of the writing process because when editing the writer is spotlighting to find the errors to correct them. Obviously, editing engages a careful testing of the content to guarantee that there are no mistakes.

### 1.7.4 Writing the Final Draft and Submitting the Work

The final draft is the last of the four stages of writing process. Harmer (2004) states that the writers after editing their draft, they will create the final version. It is noticeable that the final draft is totally dissimilar from what have been made before. The end result of writing is all sets to be sent out to the reader.

As a result it is assumed that writing is not an easy task instead, it is a complex process that involves various methods to go through and each step has different features and consequences. Furthermore, all the writers have to generate, organize, write, and revise their ideas to format them for publication

## 4.8.   Writing Difficulties

Writing difficulties are considered as one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. Writing in second language turns out to be even the most difficult task for learners. Hedge (1988) sees that if the writer compensates the lack of prosodic features in writing, he has to write with a potency of organization, an attentive choice of vocabulary and engaging complex grammatical devices. Similarly on the difficulty of writing skill, Abu states that (cited in Alfaki 2015) writing is a complex skill for both native and non-native speakers, for that reason writers must balance issues like content, organization, vocabulary, punctuation, spelling and mechanics.

## 1.8.1  Grammatical Difficulties

In pursuing writing comprehensively, the learner should have satisfactory knowledge of parts of speech and linguistics devices. Brooks and Penn state that: "For one thing in writing, we must understand the structure of language, what the parts of speech do, how the words related to one another, what the individual words mean, the rules of grammar and punctuation" (1970, p. 20). To illustrate, some grammar problems can be as follow: the

sentence, the verb, the object, word order. Grammatical deficiencies affect negatively students' writing for this reason they must work on correcting them via their readings.

## 1.8.2 Vocabulary:

Writing in SL using the suitable words in suitable place is the main difficult task for learners. So, a good writing needs a varied range of vocabularies applies with a proper grammar. Seely (1998, pp. 185-186) lists the main vocabulary difficulties.

- Active vocabulary: are the words that the learner use in writing

- Passive vocabulary: are the words the learner understand , but do not use them in writing

- Words that we have seen before, but their meaning is not understandable.

## 1.8.3 Spelling:

Spelling is the key element in written communication; it causes a big irritation for learners because errors give a negative intuition to the reader and everyone can notice the spelling mistakes. Consequently, spelling aids the learners to realize the rules of English language and observe the patterns of that language to understand how words set together. Galko (2001) proposes an effective means that helps the writer spell appropriately which is using computer spell check or dictionary.

## 1.8.5 Sentence Structure

In English writing, sentence structure deals with the physical nature of a sentence and the way of presenting the elements of that sentence. Therefore, it serves to deliver a message that is contained in a series of ideas. Nordquist (2019) states that sentence structure is the combination of words, phrases and clauses in a sentence with an organized grammatical structure  Moreover, wrong written sentences leads to misinterpreting the piece of writing

because when students express their thoughts in an unstructured sentences the ambiguity will occur and the reader cannot catch the exact meaning.

## Conclusion

In brief, writing is one of the most complex skills that require both instructors and students to master on equal measures. Writing academically is not an easy task to obtain neither for natives nor for FL learners. Moreover, Writing is a vital competency to push forward one's academic as well as professional future career. It is not only needed in the realm of educational settings but it extends to the social sphere since a university graduate is supposed to be able to delineate his ideas in manuscript form.

**Chapter Three: Field Work**

**Introduction**

This chapter is devoted to the empirical phase and the data obtained from the two questionnaires which seek to give answers to the research hypothesis of whether strategic reading would advance students' writing skills or not. The questionnaires are addressed for both teachers in the department of English at Mila University and Master one LMD students from different Universities. The main aim of those questionnaires is to assess teachers and students' awareness toward the effect of strategic reading on developing EFL learners' writing skills. This chapter includes the description of questionnaires, their aims, their analysis, interpretation of the results to end up with some pedagogical implementations and conclusion.

## 1. Description of the Students' Questionnaire

The students' questionnaire consists of 25 questions grouped in three sections. The first section (Q1-Q2) 'Background Information' presents basic information about students such as; their age, the certificate that they hold and how many years they have been learning English. The second section (Q3-Q13) 'Strategic Reading' is set to measure the awareness of using strategic reading to better their writing abilities. The third section (Q14-24)' Writing skills' is designed to find out the main difficulties that learners face during the writing process and how can reading help them overcome those problems. The questions are a mixture of close-ended questions which respondents are required to answer with (yes or no) or to tick the appropriate answer(s) and open-ended questions in which they explain or they give further suggestions.

## 1.1 Aim of the Students' Questionnaire

The major aim behind this questionnaire is to check the students' awareness of reading strategies, its effect on their writing abilities and whether they apply them during their reading or not .

This questionnaire also aims at finding out the most effective reading strategies that would improve students' writing skills in their viewpoints and their recommendations of how can reading boost writing abilities.

## 2.    Description of the Teachers' Questionnaire

Teachers' questionnaire consists of three sections. The first section (Q1-Q3) 'Background Information' includes general information about the informants, their grades, years of teaching experience and the modules that they have taught. The second section (Q4-Q8) 'Viewpoints about Reading, its Skills, and Shades upon Writing' is designed to gather information about reading skills and its effect on writing. The third section (Q9-Q17) 'Reading/Writing Nexus' is devoted to discuss EFL students' writing skills and investigating teachers' opinions about the aspects of this skill. The questions are a combination of close-ended (the teacher is required to tick on the box(s) of the appropriate answer(s) or to responds with yes or no) and open-ended questions (in case of explanations or further suggestions).

## 2.1    Aim of the Teachers' Questionnaire

The teachers' questionnaire is intended to investigate the influence of strategic reading on advancing students' writing skills. Besides that, the questionnaire is formulated to be directed to written expression teachers at Mila University center in order to see to what extent reading strategies are being applied in classroom to develop students' writing abilities.

## 3. Analysis of the Students' Questionnaire

## Section One: Background Information

**Question 1: How old are you?**

| Options | Participants | Percentage |
|---|---|---|
| 20-25 | 44 | 73.3% |
| More than 25 Years | 16 | 26.7% |
| Total | 60 | 100% |

**Table 04: Students' Age**
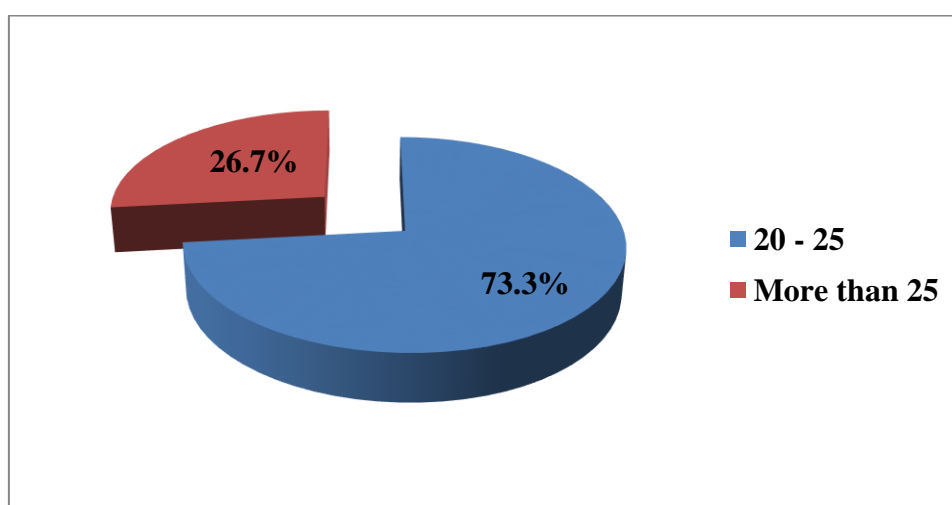


**Figure 01: Students' Age**

The results show that the average age of most of Master one LMD students are between (20-25) years. This means that the majority of students (73.3%) are young learners and this might affect positively language learning and facilitate it. On the other hand, (26.7%) of them are more than 25 years. This could be due to some reasons like repeating the academic year or their demand to enroll in a master degree was refused at the first time.

**Question 2: How long have you been learning English?**

| Options | Participants | Percentage |
|---|---|---|
| **11 years** | 40 | 66.7% |
| **More than 11years** | 20 | 33.3% |
| **Total** | 60 | 100% |

**Table 05: Students' Learning Experience of English Language**
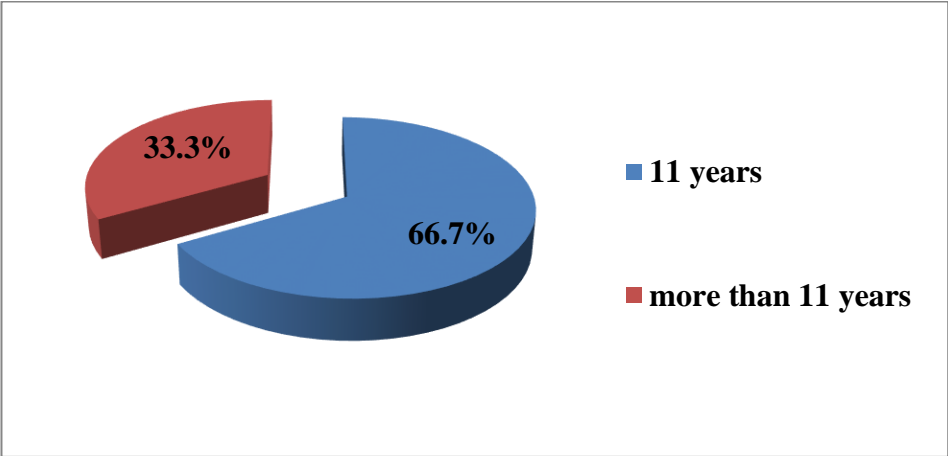


**Figure 02: Students' Learning Experience of English Language**

Table 5 illustrates that (83.3%) of participants have been studying English for 11 years; four years at middle school, three years at secondary school and four years at university. That is to say, most of students are competent enough to give their opinions about the influence of strategic reading on advancing their writing skills since they have a long experience in learning English. (33.3%) of students have been studying English for more than 11 years.

## Section Two: Strategic Reading

**Question 3: How often do you read in English?**

| Options | Participants | Percentage |
|---|---|---|
| **Frequently** | 17 | 28.3% |
| **Sometimes** | 33 | 55% |
| **Rarely** | 10 | 16.7% |
| **Total** | 60 | 100% |

**Table 06: Frequency of Reading in English**
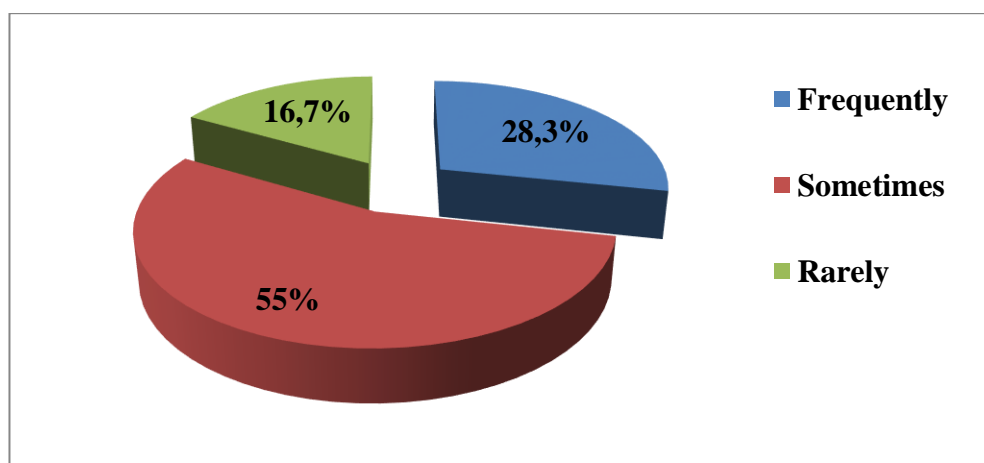


**Figure 03: Frequency of Reading in English**

More than half of participants (55%) said that they read from time to time in English and they say that it is due to lack of time and because most of them are employees and they do not have free time. (28.3%) of them said that read frequently because they want to build a well formed language, and to improve other skills such as writing and speaking as Archer say: "reading improves students' vocabulary knowledge in their spelling and writing" (2012, p.173). The lowest percentage is (16.7%) of students who declared that they read rarely because most of them are not motivated, lack of time, they are not reading fans, or they only read when the teacher give them tasks in which they are obliged to read.

**Question 4: What type of genre do you like?**

| Options | Participants | Percentages |
|---|---|---|

| | | |
|---|---|---|
| **Novels** | 39 | 65% |
| **Short Stories** | 5 | 8.3% |
| **Motivational Books** | 7 | 11.7% |
| **All Genres** | 9 | 15% |
| **Total** | 60 | 100% |

**Table 7: Students' favorable types of Genres**
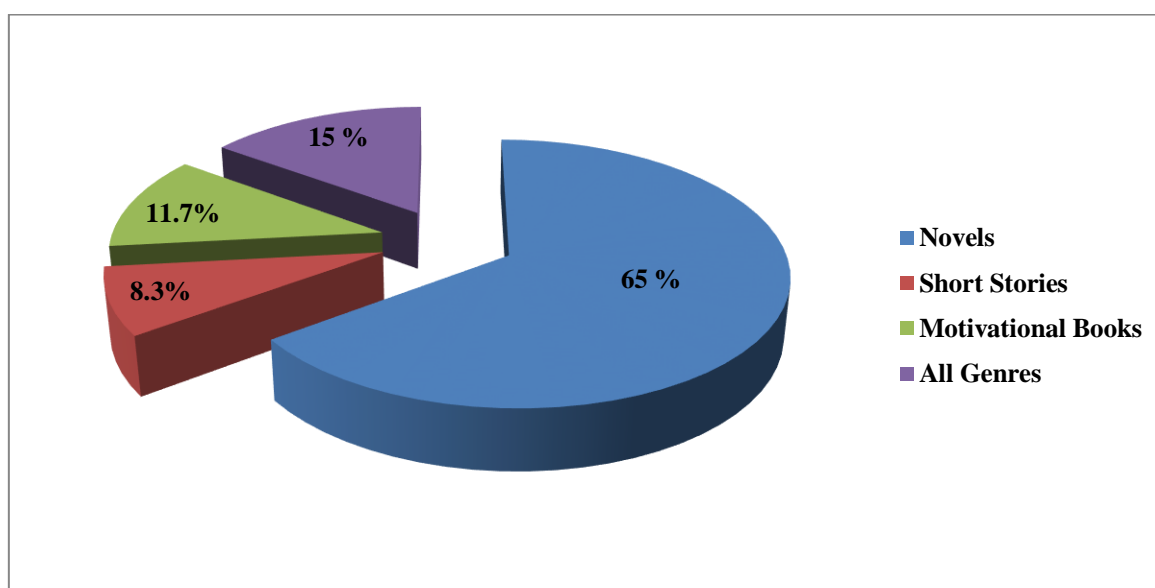


**Figure04: Students' Favorable Types of Genres**

While analyzing students answers, (65%) of them stated that novels are the most preferred genre. Most of them explain that novels allow them to experience different situations, help them to improve their visualization and to enrich their vocabulary. Other participants confessed that they read all genres because they do not like to get restricted to one genre of books. They said that reading different genres can expand their imaginative scope. Motivational books are also one of the learners' preferred genres that they enjoy reading because they want to get motivated inside/outside the classroom (building and gathering competence in different domains).

**Question 5: How do you evaluate your reading ability?**

| Options | Participants | Percentage |
|---|---|---|
| Weak | 4 | 6.6% |
| Average | 28 | 46.7% |
| Very Good | 28 | 46.7% |
| Total | 60 | 100% |

**Table 8: Students' Perception about their Mastery of Reading Skill**
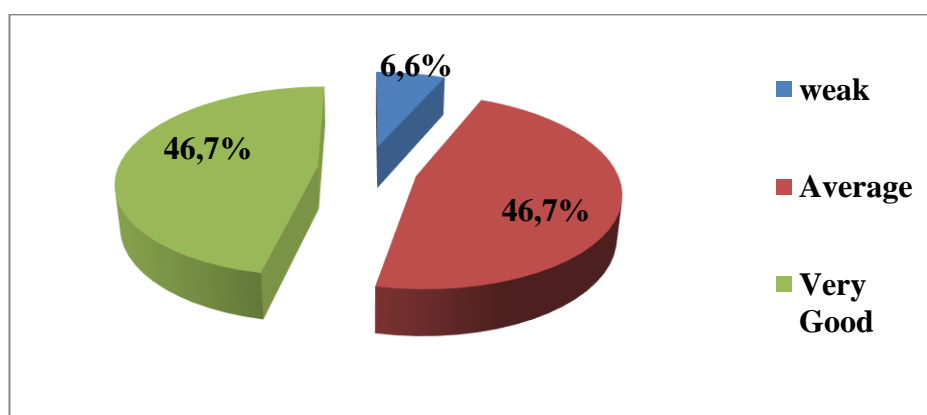


**Figure 05: Students' Perception about their Mastery of Reading Skill**

(46.7%) of participants considered themselves as very good readers; this could be due to frequent practice of reading. (46.7%) of participants said that they are average readers. Whereas, weak readers are only (6.6%). The results indicate that the majority of students are average readers.

**Question 6: What causes would you give for your reading deficiencies?**

| Options | Participants | Percentages |
|---|---|---|
| Lack of Time | 15 | 25% |
| Lack of Motivation | 13 | 21.7% |
| Lack of Reading | 22 | 36.7% |
| Other causes | 10 | 16.6% |
| Total | 60 | 100% |

| | | |
|---|---|---|

**Table 9: Causes of Students' Reading Deficiencies**
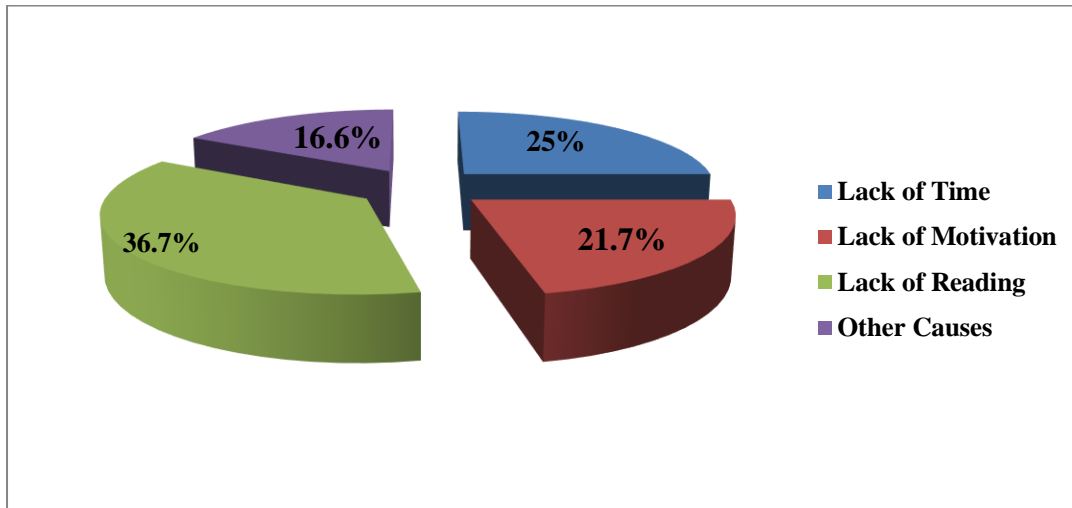


**Figure06: Causes of Students' Reading Difficulties**

Students' answers show diversity of reasons toward reading deficiencies. The most common reason is lack of reading. (36.7%) of learners confessed that they read only inside the classroom when they have tasks or if they have reports to deliver. That is to say, students read only when they are obliged, otherwise they do not read. Moreover, (25%) of participants said that they don't have time to read and to develop their reading skills because they work and study at the same time. They also declare that if there is a real application of "written expression and comprehension" module they would not face difficulties toward this skill and they would develop other skills as well. (21.7%) admitted that lack of motivation is the main cause behind their reading deficiencies. They considered the exclusion of reading module in Master' program makes students give less attention to reading compared to other skills. Teachers should motivate learners to read outside classroom by encouraging them and reminding them of the influence of reading on their academic achievement. Few students (16.6%) said that their reading deficiencies are related to other causes and they did not

mention it. According to Brown (2007) reading strategies are set to help learners achieve a certain goal. He also considered reading strategies as planned designs for controlling certain information.

**Question 7: Do you apply some reading strategies to facilitate your understanding of the text?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 47 | 78.3% |
| **No** | 13 | 21.7% |
| **Total** | 60 | 100% |

**Table 10: Students' Application of Some Reading Strategies**
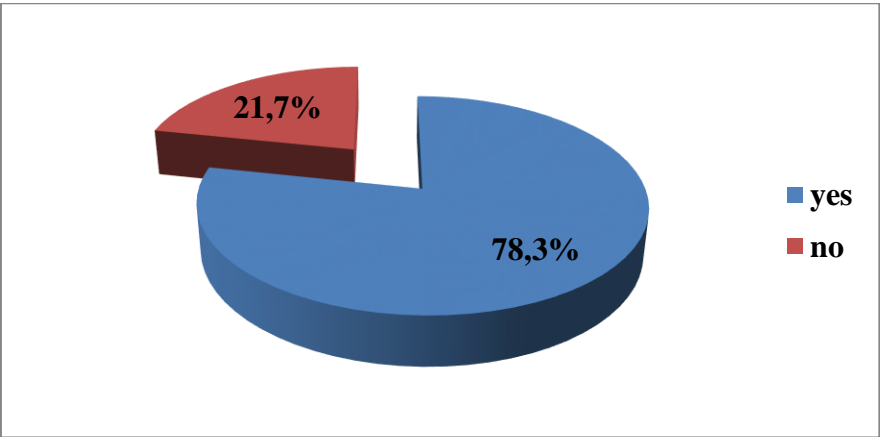


**Figure 07: Students' Application of Some Reading Strategies**

This question aims at finding out if students use reading strategies in their language learning process or not. The table above shows that (78.3%) of participants apply some reading strategies this shows the amount of learners' awareness toward the use of reading strategies. The other participants (21.7%) said that they do not use reading strategies. This could mean that the students who do not use reading strategies are less aware of its importance as Pani (2004) stated that good readers are the ones who use different strategies.

**Question 08: If yes, which of the following strategies do you apply?**

| Options | Participants | Percentage |
|---|---|---|
| **Skimming** | 21 | 45% |
| **Scanning** | 8 | 17% |
| **Summarizing** | 8 | 17% |
| **Predicting** | 5 | 10% |
| **Paraphrasing** | 5 | 10% |
| **Total** | 47 | 100% |

**Table 11: Reading Strategies that Students Use**
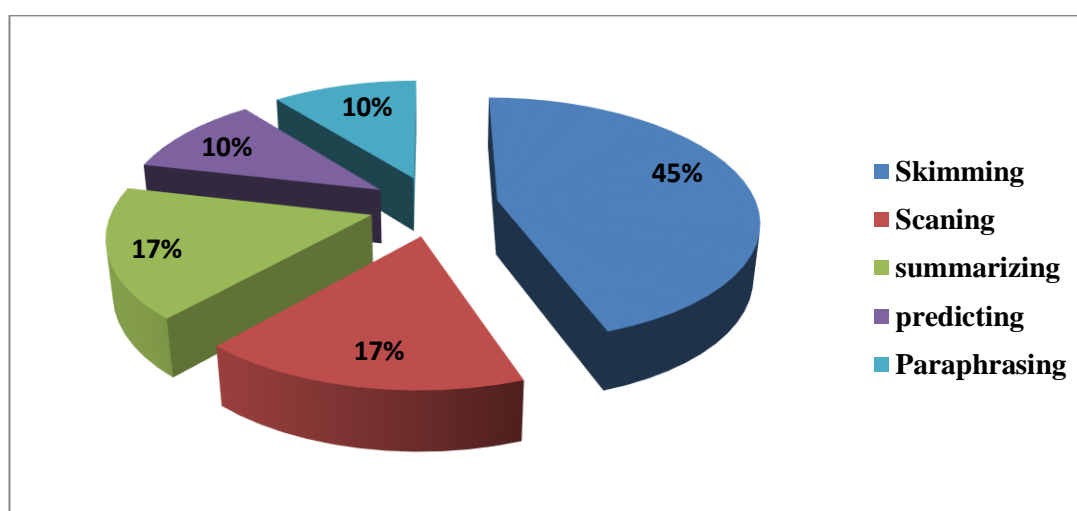


**Figure 08: Reading Strategies that Students Use**

The results show that students who say that they use reading strategies are using skimming more than the other strategies (45%) because it enables them to get the general idea of the text without any efforts and to save time as well since most of students declared previously that lack of time is one of the major causes of their reading deficiencies. Both scanning (17%) and summarizing (17%) are second most used strategies after skimming. The reason behind using those strategies might be due to the types of questions that the teacher gives for example they use scanning to search for specific information and they use

summarizing in order to extract to most important ideas from a passage and to rewrite those points in their own style. The least used strategies according to students' answers are paraphrasing (10%) and predicting (10%). According to He' investigation (2008), the results showed that participants who used reading strategies perform better than the others.

**Question 09: Do you make some reference to some reading strategies to interpret the text differently?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 45 | 75% |
| **No** | 15 | 25% |
| **Total** | 60 | 100% |

**Table 12: Making Reference to some Reading Strategies to Interpret the Text Differently**
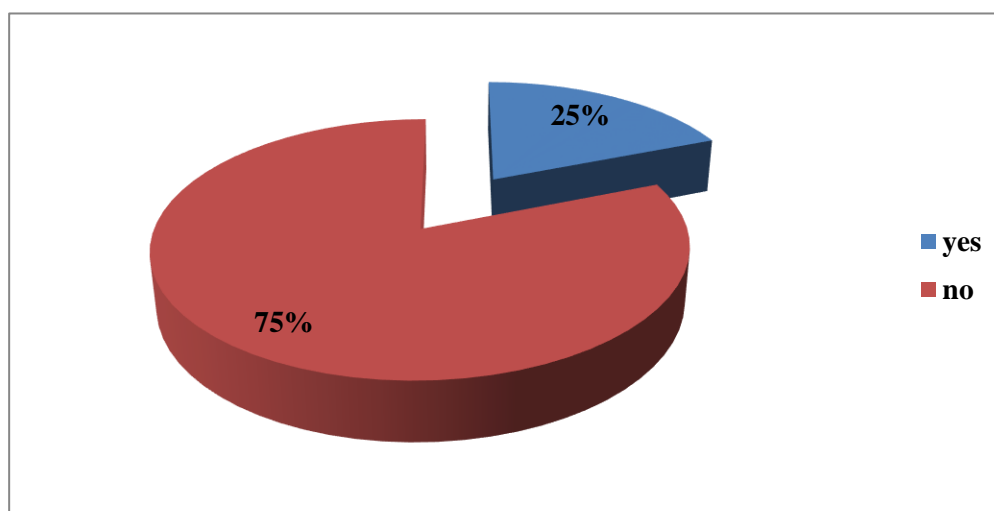


**Figure 09: Making Reference to some Reading Strategies to Interpret the Text Differently**

The table above shows that (75%) of students do refer to some reading strategies in order to interpret the text differently. That is to say, this percentage shows that most of

students have the ability to use different strategies to achieve different reading goals. On the other side, (25%) of them said that they do not refer to any reading strategies.

**Question 10: Do you think that the use of reading strategies advances your reading qualities? Which strategy and justify.**

| Options | Participants | Percentage |
|---------|-------------|------------|
| **Yes** | 56 | 93.3% |
| **No** | 4 | 6.7% |
| **Total** | 60 | 100% |

**Table 13: Effectiveness of   Reading Strategies on Students' Writing Skill**
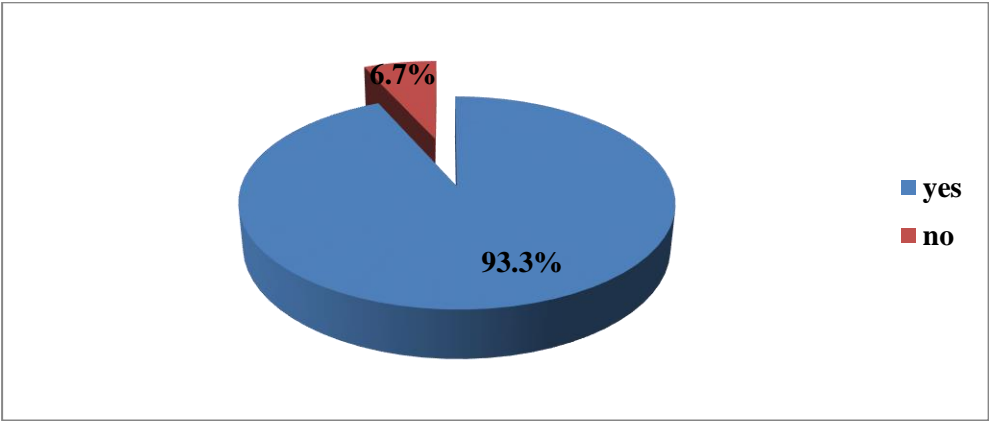


**Figure 10: Effectiveness of   Reading Strategies on Students' Writing Skills**

This is one of the most important questions because it assesses students' attitudes toward the influence of reading strategies on advancing their writing qualities. The table shows that (93.3%) of students said that reading strategies can affect their writing skills. Only (6.7%) of students reacted negatively toward the effect of strategic reading on their writing quality because they think that each skill is separated than the other skills. The most repeated explanations were stated below.

**Explain in Either Case:**

- Reading strategies can advance writing quality because both skills enrich students' vocabulary.

- Scanning because it gives learners ideas about what they are going to write about.

- Summarizing helps to optimize learners' writing skills.

- Summarizing make students use synonyms, new style and different structures.

- If students summarize a book, they will improve their ideas and thoughts.

- Skimming develops learners' critical thinking.

- Paraphrasing teaches learners how to restate a text by using their own styles.

- Scanning helps learners to concentrate on the word structure and its meaning and this will improves their spelling and writing as well.

- Skimming helps learners build a high quality image and perception of the product, so to ameliorate writing quality.

**Question 11: Do you think that reading has less value than the other skills?**

| Options | Participants | Percentage |
|---------|-------------|------------|
| **Yes** | 14 | 23.3% |
| **No** | 46 | 76.7% |
| **Total** | 60 | 100% |

**Table 14: Students' Beliefs about the Value of Reading**
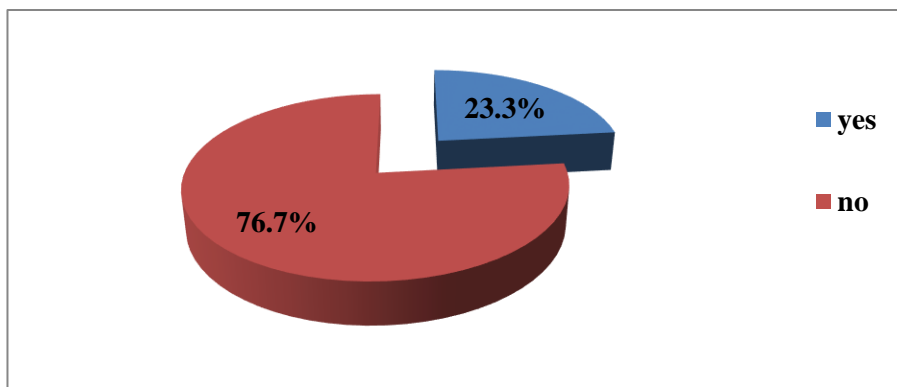
**Figure 11: Students' Beliefs about the Value of Reading**

(76.7%) of participants said that the reading skill is equal to all the skills and that each skill is important in EFL learning process. Most of students complain from the fact that reading is neglected from the program. While, (23.3%) of them considered reading less valuable compared to the other skills. This response can be a result of the instructional deficiencies and students' motivation.

**Explain in Either Case:**

The most repeated answers are summarized in few points:

- Reading helps enhancing writing and speaking skills.

- All skills are interrelated.

- Reading has more value than other skills because it will help learners advance other skills.

- Reading improves learners' fluency and proficiency.

- Reading is a major step before writing.

- In order to reach mastery of a language, learners must read.

- Among the four skills, reading has less value because it has been neglected from the program.

- Listening and writing are more valuable than reading.

**Question 12: Do you think that reading strategies are essential to develop writing strategies?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 57 | 95% |
| No | 3 | 5% |
| Total | 60 | 100% |

**Table 15: Effectiveness of Reading Strategies in Developing Writing Strategies**
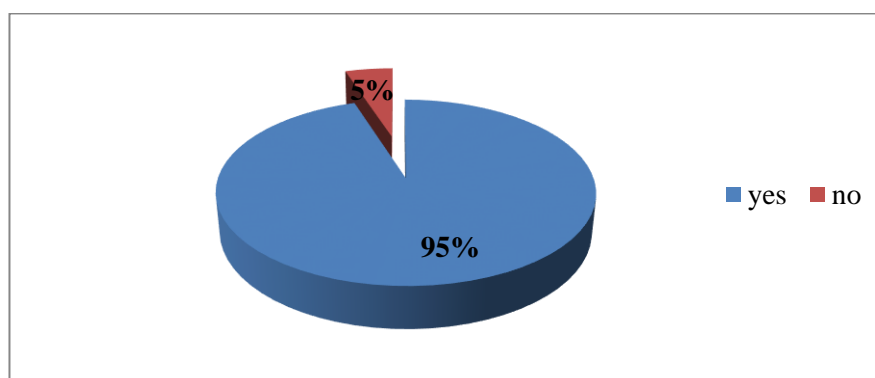


**Figure 12: Effectiveness of Reading Strategies in Developing Writing Strategies**

The table above shows the extent to which students are aware of the importance of reading strategies on developing writing strategies. (95%) of students reacted positively and consider reading strategies as an effective way to develop their writing strategies. Three students out of sixty (5%) said that reading strategies do not contribute on developing their writing strategies.

**Question 13: Which type of reading do you prefer?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Extensive Reading | 34 | 56.7% |
| Intensive Reading | 26 | 43.3% |

| Total | 60 | 100% |
|-------|----|----|

**Table 16: Students' Preferred Type of Reading**
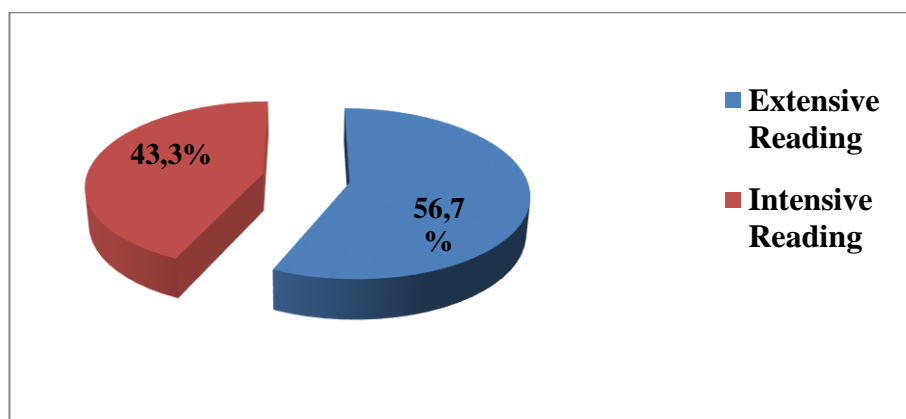


**Figure 13:  Students' Preferred Type of Reading**

(56.7%) of participants declared that they prefer extensive reading because when they read extensively they feel free (reading at anytime and anywhere) , they do not make much efforts (they are not obliged to understand each word of the text) and they are not restricted to specific genre of books (academic books). Some students state that the more you read the more you learn  In contrast, (43.3%) of students said that they prefer intensive reading because it aims at teaching learners specific skills and they do not like to read long passages. Since they do not have much time to practice reading, they prefer reading inside classroom.

**Explain in Either Case:**

- Intensive reading involves technical and specific terms.

- Intensive reading allows learning better than extensive reading.

- Intensive reading is more beneficial than extensive reading because it is guided by the teacher.

- Reading for pleasure is the learners' favorite type of reading.

-  Extensive reading makes learners enjoy better than reading to answer a task.

- Intensive reading develops learners reading skills.

Those are the most repeated explanations of learners' proffered types of reading. Some learners did not explain.

## Section Three: Writing Skill

**Question14: How do you consider your writing skills?**

| Options | Participants | Percentage |
| --- | --- | --- |
| **Weak** | 10 | 16.7% |
| **Average** | 45 | 75% |
| **Very good** | 05 | 8.3% |
| **Total** | 60 | 100% |

**Table 17: Students' Level in Writing**
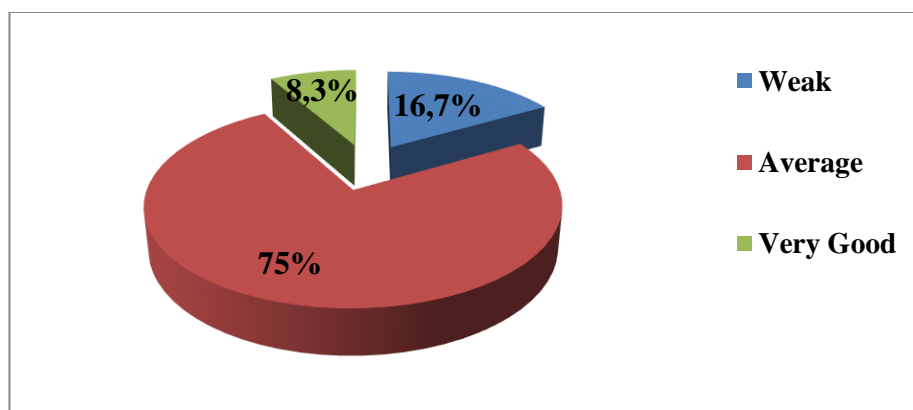


**Figure14: Students' Level in Writing**

This question focuses on students' proficiency levels in EFL writing. The table above demonstrates that the majority of the students with (75%) considered themselves as average students. While, (16, 7%) of them opted for 'weak' option. The rest percentage represented the very good students with (8.3%). The results show that the students' level in writing is average or standard and that refers to the lack of reading (question 3) which causes lack of vocabulary, weak argumentation, poor grammar and syntax or negative teacher attitudes. In

fact, students have to achieve their writing proficiency through practice, revision, preparation and effective feedback.

**Question15: Which step in writing takes more time?**

| Options | Participants | Percentage |
|---|---|---|
| **Prewriting** | 26 | 43.3% |
| **Drafting** | 24 | 40% |
| **Editing** | 10 | 16.7% |
| **Total** | 60 | 100% |

**Table18: Time Allocated to Writing Parts**
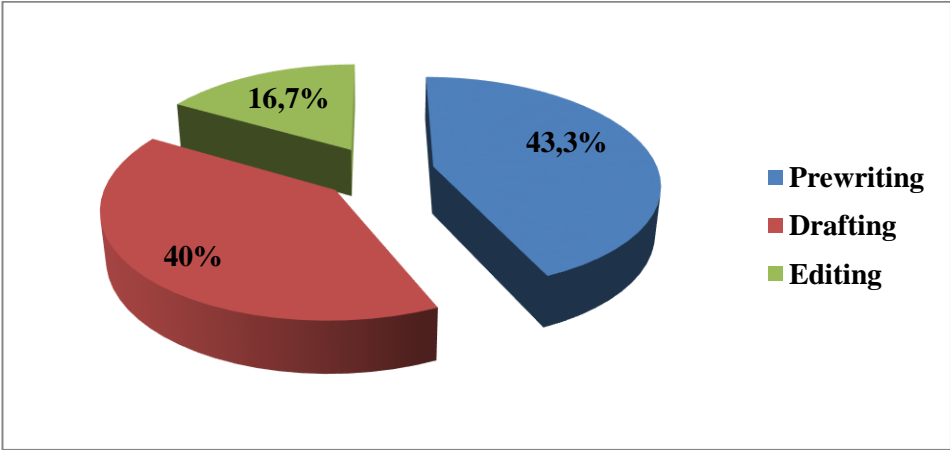


**Figure15: Time Allocated to Writing Parts**

This table exposes the responses to the question about the time given to each step in writing. First, (43.3%) of respondents declared that the prewriting step requires necessary time to be done, followed by the drafting stage (40%). The remaining percentage (16.7%) obtained for editing. These answers point up clearly that the majority of the participants offered more time for the prewriting stage to form a plan and develop an outline to arrange materials for their final product. So, the time allocated for the prewriting stage will make the

writing process effortless. Moreover, the drafting and the editing steps are not less value than the prewriting; they also help in the writing process.

**Question16: Which forms (s) of academic writing do you write often?**

| Options | Participants | Percentage |
|---|---|---|
| Paragraph | 20 | 33.3% |
| Essay | 39 | 65% |
| Report | 01 | 1,7% |
| Dissertation | 00 | 00% |
| Total | 60 | 100% |

**Table19: Frequency of Using Academic Writing Forms**
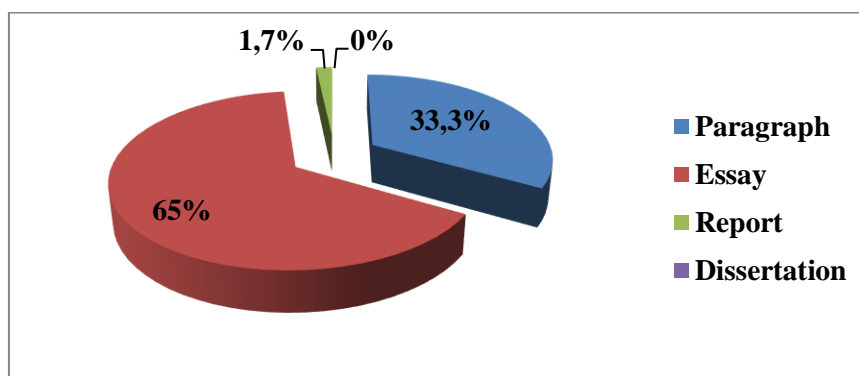


**Figure16: Frequency of Using Academic Writing**

From The analysis of the question, it appears that the students opt for different writing styles. The essay is the most familiar form to students with (65%). The next used form is the paragraph (33.3%). While, (1.7%) of the participants picked the 'Report' option; where none of them chose the dissertation form because they did not graduate yet. This means that, from the gathered results essay is the common used form by universities applications. Also, it has become a major part of a formal education, in which students are invited to give details, comments, judge and evaluation to a certain topic in the form of an essay. Writing an essay is

probably one of the best ways of improving thinking skills. Furthermore, the paragraph helps the student to express and develop ideas; it is mostly form by beginners (first grade students). Report for universities use to draw attention on a certain research or study.

**Question17: When you write academically, which of these do you find difficulties with?**

| Options | Participants | Percentage |
|---|---|---|
| **Grammar** | 10 | 16.7% |
| **Punctuation** | 22 | 36.7 |
| **Spelling** | 12 | 20% |
| **Vocabulary** | 30 | 50% |
| **Sentence Structure** | 14 | 23.3% |
| **Total** | 88 | 100% |

**Table 20: Students' Difficulties in Writing**
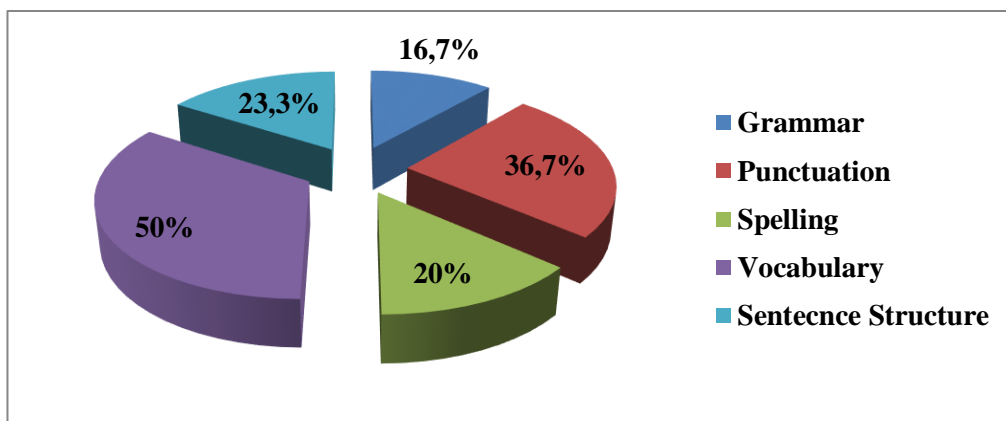


**Figure17: Students' Difficulties in Writing**

Some students face difficulties in acquiring efficient writing skills. As the table above shows, (50%) of the participants had difficulties in vocabulary, (36.7%) of them faced the problem of punctuation use. While, others had difficulties with sentence structure (23.3%) and the remaining percentage is divided between spelling (20%) and grammar (16.7%). The results indicate that when students write, the first obstacle they face the lack of adequate

vocabulary knowledge, poor vocabulary can be the cause of poor reading which influences students' linguistics background. The second obstacle is punctuation use; this problem is due to the effect of the learners' mother tongue and the ignorance of punctuation marks. Regarding sentence structure is the frame for clear written thoughts, but some students form ambiguous sentences that make the written paper unreadable. Spelling and grammar are also on the students' list of difficulties; they influence on students' performance in writing. Students' responses showed that they are aware of their difficulties in English writing; this may help in identifying the problem early on and find out effectual strategies.

**Others:**

- Developing ideas: They face difficulties in generating and elaborating ideas.

- Organizational problems.

- Lack of transitions.

- Lack of creativity and critical thinking.

**Qoestion18: Does your teachers ask you to follow the writing steps?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 55 | 91.7% |
| **No** | 05 | 8.3% |
| **Total** | 60 | 100% |

**Table21: Rate of Teachers' Demand on the Application of Writing Steps**
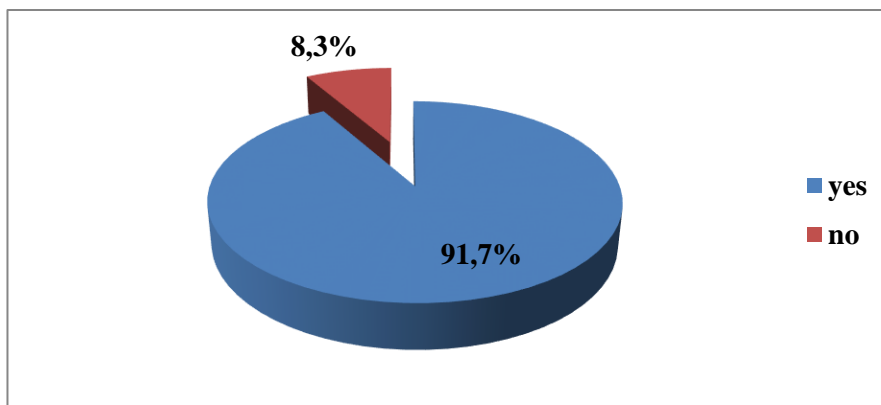
**Figure18: Rate of Teachers' Demand on the Application of Writing Steps**

The writing process involves a formula that consists of a series of steps. The table above indicates that most of the respondents (91.7%) are asked to follow the writing steps while (8.3%) of students did not. This results show that teachers coach their students in writing by identifying difficulties and assisting them to encourage creativity. Kamal &Faraj (2015) confirmed that since teachers provide the right instruction to their learners in the writing process, they will develop their proficiency in writing. Teachers who ask the students to follow the writing steps are aimed to enable them to write flexibly and effectively through applying the writing process.

**Question19: Do you think that the materials you read can develop your writing proficiency?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 58 | 96.7% |
| No | 02 | 3.3% |
| Total | 60 | 100% |

**Table22: Reading Materials that Develop Writing Proficiency**
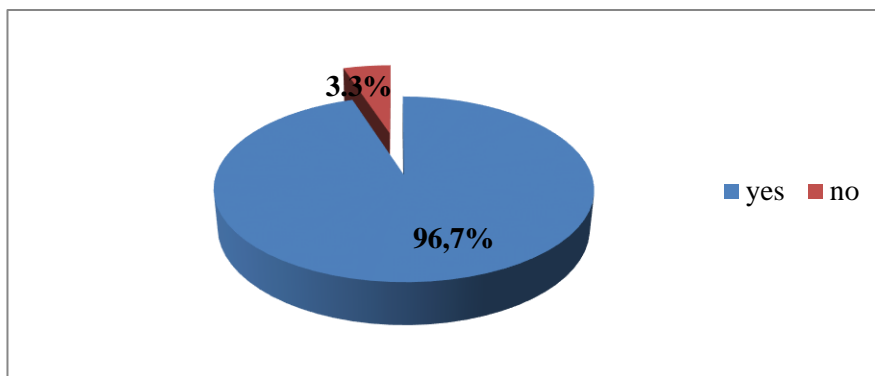
**Figure19: Reading Materials that Develop Writing Proficiency**

The respondents' answers aimed to investigate the effects of reading materials in developing writing proficiency. Mostly, all the students agree with the materials that they use (96.7%) and only a few classes (3.3%) do not find their reading materials satisfactory. The results show that the students should select the appropriate reading materials and do not read randomly, for example reading scientific articles and classical novels which contains formal English would develop the writing proficiency effectively. Besides that, some students read under the pressure of their teachers; so, the teachers should always motivate their students and push them to read constantly. Moss (2017) affirmed that the materials that students read affect their level of writing for example students who read academic journals and literacy fiction gained high writing complexity than who read popular fiction,

**Question20: In which modules do your teachers apply strategies of reading in writing?**

| Options | Participants | Percentage |
|---|---|---|
| **Written expression** | **25** | **41.6%** |
| **Literature** | **07** | **11.7%** |
| **Didactics** | **10** | **16.7%** |
| **Methodology of academic writing** | **07** | **11.7%** |
| **Reading skill strategies** | **11** | **18.3%** |

| Total | 60 | 100% |
|-------|-----|------|

**Table 23: Modules that Require Applying Strategies of Reading in Writing**
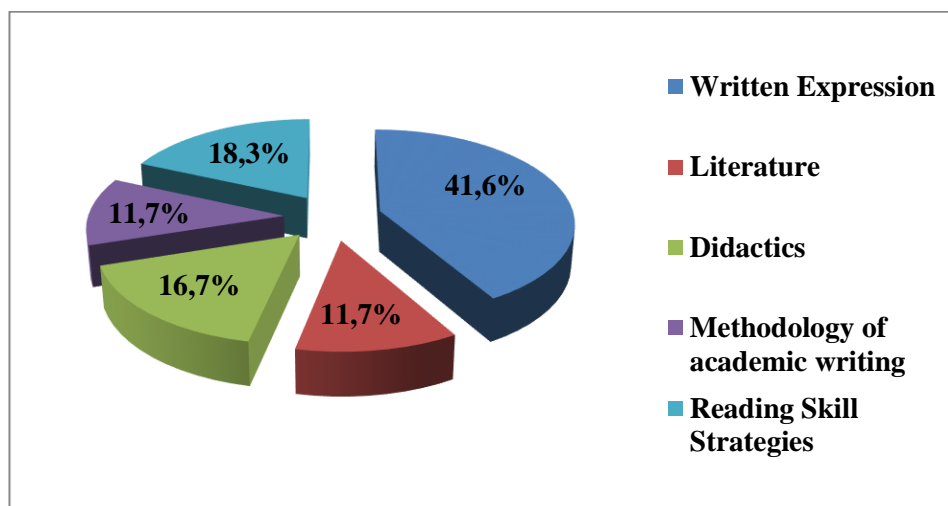


**Figure20: Modules that Require Applying Strategies of Reading in Writing**

The table illustrates a number of modules that involve the use of reading strategies during the writing process. The responses show that (41.7%) of the teachers applied strategies of reading in the written expression module followed by the reading skill strategies (18.3%). Other students (16.7%) mentioned the didactics module, where the rest percentages divided between literature (11.7%) and methodology of academic writing (11.7%). From the table, it is obvious that a large number of participants agree that the strategies of reading are mostly used in the written expression module in which teachers integrate the strategies of reading during the writing process which helps students to write efficiently. Teachers should increase the awareness of reading strategies, since the use of them is a crucial factor that enhances student's comprehension, most important thing they need to recognize how to apply those strategies in all the modules.

**Question 21: Does reading help you to advice a new perspective as how to perfect your writing skills?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 56 | 93.3% |
| **No** | 4 | 6.7% |
| **Total** | 60 | 100% |

**Table24: Acquiring a New Perspective through Reading**
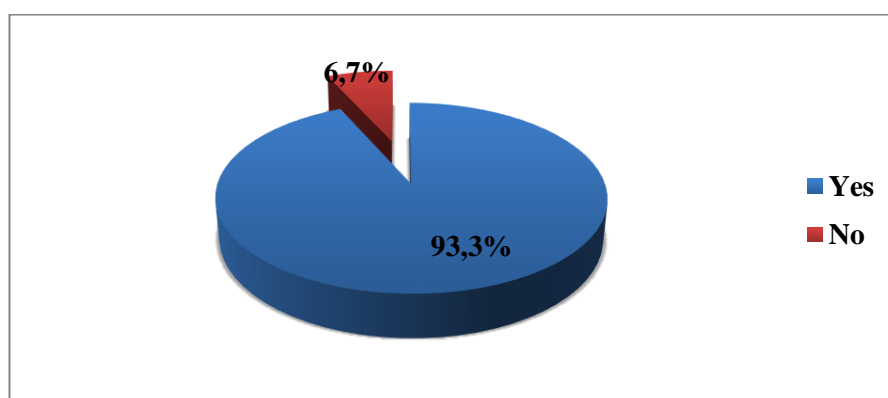


**Figure21: Acquiring a New Perspective through Reading**

The table intends to look into a new perspective that can be acquired by reading. The great part of the students (93.3%) agrees that reading develops new outlook such as writing skills. While,(6.7%) of the participants do not agree. The results indicate that reading is the fundamental resource of knowledge for students, in which writing competency appears from the forceful reading curiosity. Moreover, writing and reading skills are highly related in L2 and EFL in term of better readers are better writers because reading is an appropriate way for expending vocabulary, learning grammar rules and sentence structure that are facilitate the writing product.

**Question 22: Do your teachers offer you the possibility of selecting the reading materials?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 21 | 35% |

| No | 39 | 65% |
|---|---|---|
| **Total** | 60 | 100% |

**Table25: Frequency of Offering Students the Selection of Reading Materials**
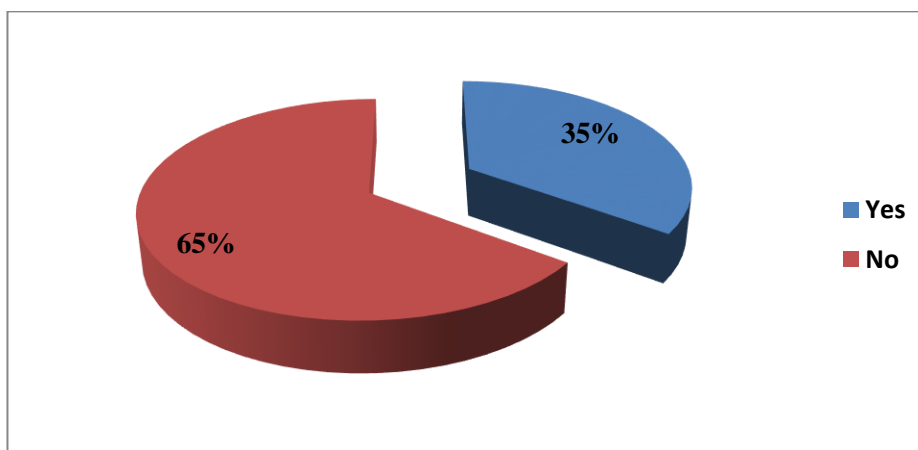


**Figure22: Frequency of Offering Students the Selection of Reading Materials**

The table aims to discuss whether teachers offer the selection of reading materials to students. Most of the respondents (65%) declared that their teachers do not allow them to choose the reading material. While, (35%) asserted that they have the possibility to select. The results show that teachers control the classroom environment and they are responsible for the reading materials because in EFL teachers should raise the cultural awareness of the students through choosing the materials that suit their teaching process. Besides that, teachers can encourage students' self-learning by giving them a chance to choose the reading materials according to their favorites. Arias (2007) noted that selecting reading materials for ESL/EFL class needs some factors related to the students such as students' level, interests, Needs and aspects related to the text like relevance, content and authenticity.

**Question 23: When writing, are you allowed to gather pieces of information from all the readings you had had before to frame a good line of thought?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 53 | 88.3% |
| No | 07 | 11.7% |
| Total | 60 | 100% |

**Table26: Gathering Information from the Previous Readings**
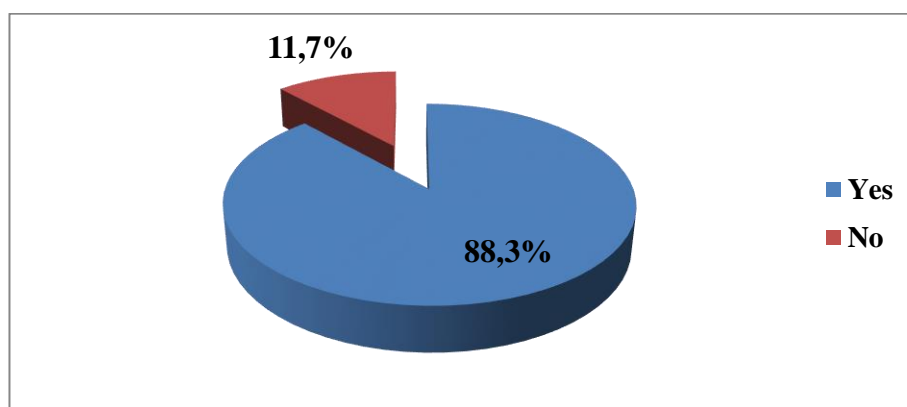


**Figure 23: Gathering Information from the Previous Readings**

The table demonstrates the regularity of applying the previous readings when writing a piece of information. The data shows that (88.3%) of the students are allowed to utilize the previous knowledge to form the written paper. The rest percentage (11.7%) represents the respondents who declared that they do not use what had had read before in their writing. The results prove that reading frequently helps to collect a huge number of vocabulary, phrases, grammar rules and linguistics knowledge. Furthermore, Students who read habitually are always having a background about any topic provided by the teacher, they can write fluently without any difficulties or mistakes.

**Question 24: According to you, how can reading boost students' writing abilities?**

Krashan(cited in Eisterhold, 1990) noted that the development of writing abilities comes from the large amount of self-motivated reading concern. Essentially, reading is an effective material that can boost students' writing abilities, reading a variety of genres

exposes students to different writing styles that help to expand their thoughts and develop their critical thinking. Reading can play a major role in writing which enriches students' lexical and grammatical repertoire to allow them to write comfortably without the fear of making mistakes and deliver a higher value piece of writing.

## 4. Analysis of The teachers' Questionnaire

## Section One: Background Information

**Question 1: What is your qualification?**

| Options | Participants | Percentage |
|---------|-------------|------------|
| Bachelor | 0 | 0% |
| Master | 6 | 60% |
| Doctorate | 4 | 40% |
| Total | 10 | 100% |

**Table27: Teachers' Degrees**
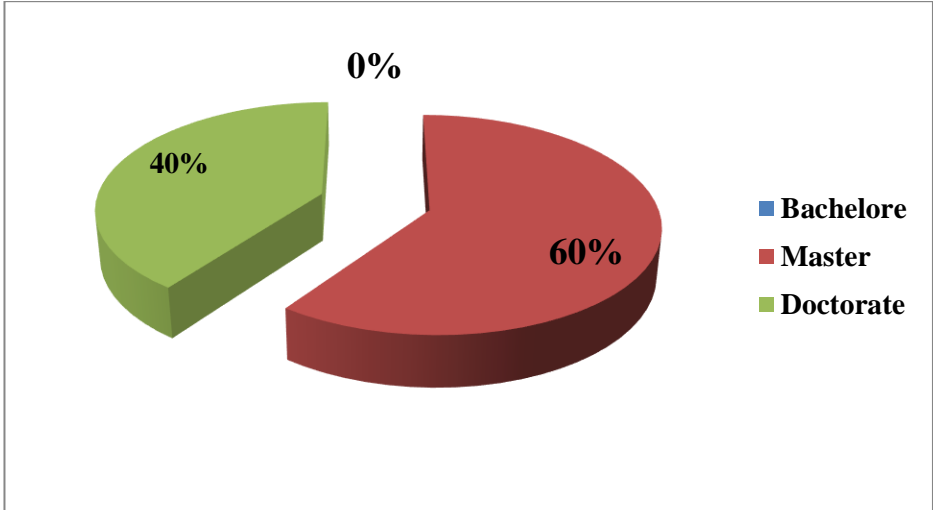


**Figure24: Teachers' Degrees**

As it is shown in the table there is diversity in teachers 'qualification. (60%) of the participants have the master degree and forty percent (40%) of the participants have the doctorate degree. While (0%) of them have the bachelor degree. The results show that teacher

qualification determines the ability, the knowledge and the experience of each teacher also it is varied from one to another.

**Question 2: How long have you been teaching English?**

| Options | Participants | Percentage |
|---|---|---|
| **2years-8years** | 04 | 40% |
| **8years-14years** | 05 | 50% |
| **14years-26years** | 01 | 10% |
| **Total** | 10 | 100% |

**Table 28: Teachers' Experiences**
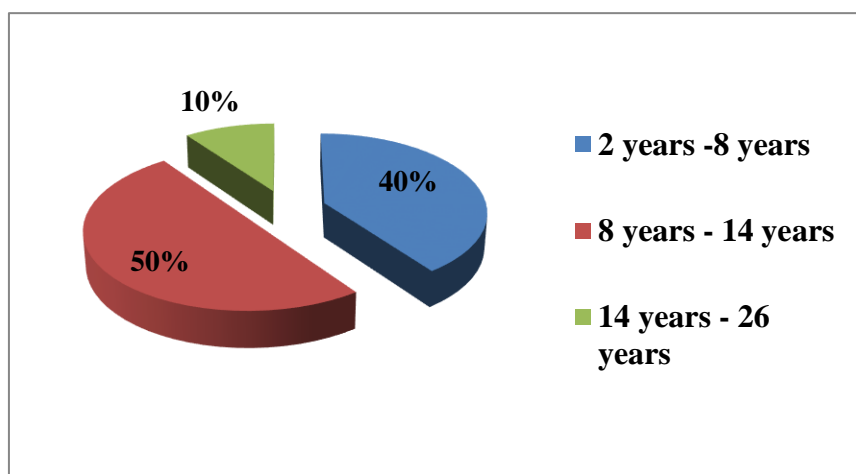


**Figure25:Teachers' Experiences**

This question intends to verify the teachers' experience in teaching at university. The results indicate that (50%) of the teachers have been teaching English for 8 to 14 years, and (40%) of them have been teaching English for 2 to 8 years. The rest is only one teacher (10%) have 26 years in teaching at the university. In higher education teachers commonly aim to develop students' needs and to overcome the challenges and problems in teaching English.

**Question 3: What are the modules you have taught so far?**

| Options | Participants | Percentage |
|---|---|---|
| Written expression | 09 | 90% |
| Oral expression | 09 | 90% |
| Linguistics | 06 | 60% |
| Methodology | 03 | 30% |
| Grammar | 03 | 30% |
| Didactics | 03 | 30% |
| Psychology | 03 | 30% |
| TEFL | 02 | 20% |
| ESP | 02 | 20% |
| Pedagogical trends | 02 | 20% |
| Neuroscience | 01 | 10% |
| American civilization | 01 | 10% |

**Table 29: The Teaching Modules**
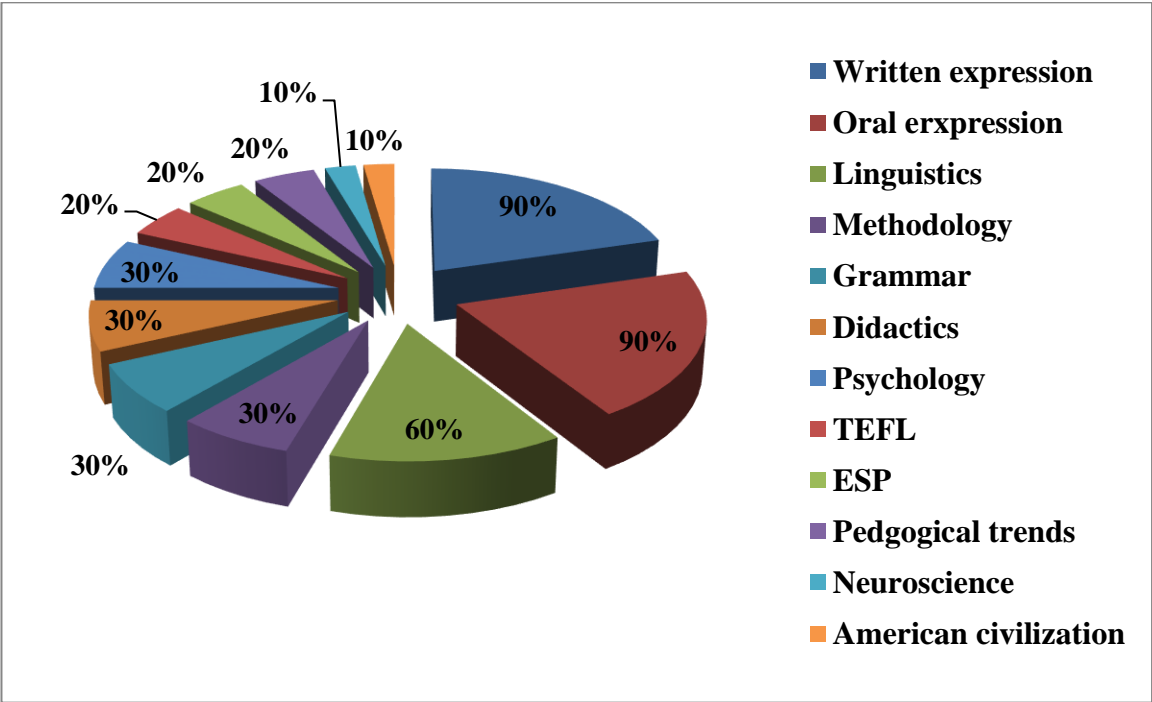
The table above presents the teaching modules. (90%) of the teachers have taught "Written Expression" and "Oral Expression" modules, while (60%)have taught linguistics, (30%) of the teachers have taught "Methodology", "Grammar, "Didactics" and "psychology" modules and (20%) have taught "TEFL", "ESP", and "Pedagogical Trends". Whereas, (10%) of the teachers have taught "Neuroscience" and "American Civilization" modules. The results show that teachers are experienced to a various modules which help them to increase their educational knowledge and proficiency. Also students are presented to numerous modules at university that are processed to accomplish their learning carriers and performance.

## Section Two: Viewpoints about reading, its skills, and shades upon writing

**Question04: Do you consider reading as an important skill for EFL learners?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 10 | 100% |
| No | 00 | 00% |
| Total | 10 | 100% |

**Table 30: Importance of Reading Skill for EFL Learners from a Teacher's**

**Perspective**
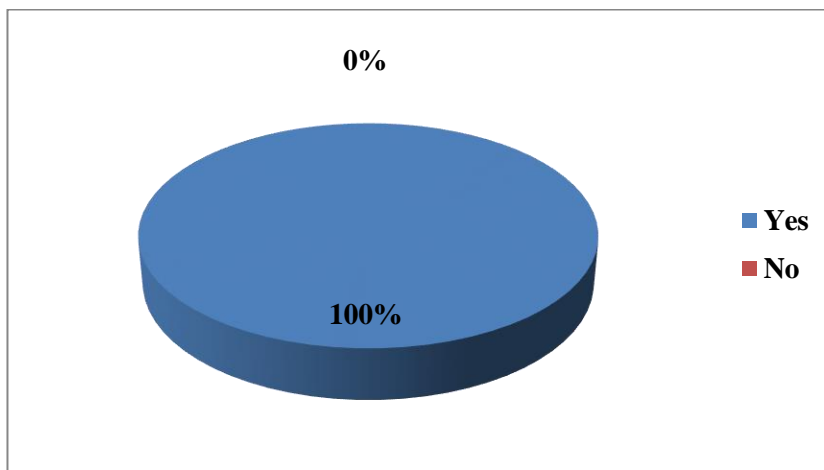
**Figure27: The Importance of Reading Skill for EFL Learners from a Teacher perspective**

This question is very important and aims at figuring out the amount of teachers' awareness toward reading skill. The results show that (100%) of teachers react positively toward the importance of reading for EFL learners since it is an effective skill of learning vocabulary, gathering information and improving other linguistics aspects.

**Explain in case the answer is yes:**

- Reading is a gate for the other skills and source of knowledge, vocabulary and style.

- Reading helps students acquire vocabulary and style enough necessary for mastering the FL.

- Reading is important because it is a receptive skill that helps students in developing the language.

- Enriches students' dictionary with a variety of words and expressions that enable them to continuously improve other aspects of their linguistic productivity.

- Polishes learners' writing and speaking style at different levels.

- Reading improves learners' thinking skill to detail facts and ideas critically and builds a bridge between their background knowledge and the text in hand.


**Question05: Do you believe that the reading skill is marginalized under the LMD system realm?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 07 | 70% |
| **No** | 03 | 30% |
| **Total** | 10 | 100% |

**Table31: Marginalization of Reading Skill under the LMD System Realm.**
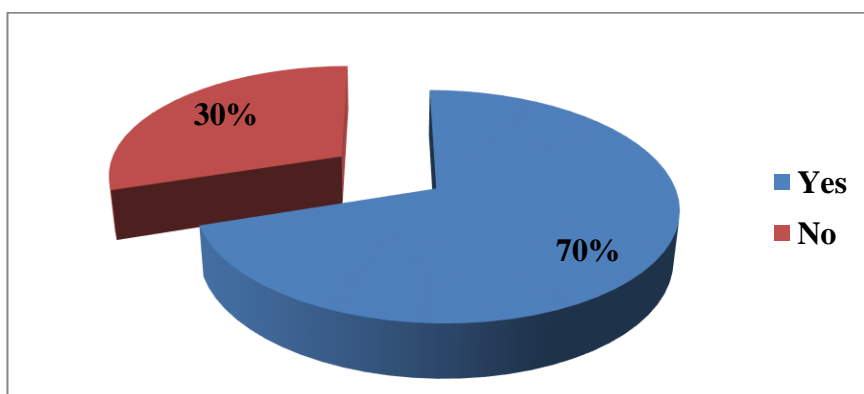


**Figure28: Marginalization of Reading Skill under the LMD System Realm.**

The table above shows that (70%) of the informants are considering reading skill as a marginalized skill. However, (30%) of them say that reading is not excluded from the LMD system but it is taught implicitly. Teachers' explanations show disagreement and different perspectives on reading skill and its place in the educational realm.

**Explain in either case:**

- There should a module devoted only for coaching students on reading strategies to help them in their master one dissertation writing since they will be focusing the huge task of reading and paraphrasing.

- There is no module in Mila University devoted for reading but still students do some reading in English classes especially in literature (novels and books), civilization and linguistics (articles and handouts).

- Reading cannot be taught regularly because it is time consuming and learners can practice it at home. However, some reading strategies are being taught in the subject of 'Methodology'.

- Teaching under the LMD system is more quantitative than qualitative and the overloaded curriculum has negatively affected the teachers' productivity and students' output.

- Reading is ignored in both systems because reading is not one of the modules in the curriculum of them both.

**Question06: Do you coach your learners on some\any reading strategies?**

| Options | Participants | Percentage |
|---------|-------------|------------|
| **Yes** | 10 | 100% |
| **No** | 00 | 00% |
| **Total** | 10 | 100% |

**Table32: Coaching Learners on some Reading Strategies.**
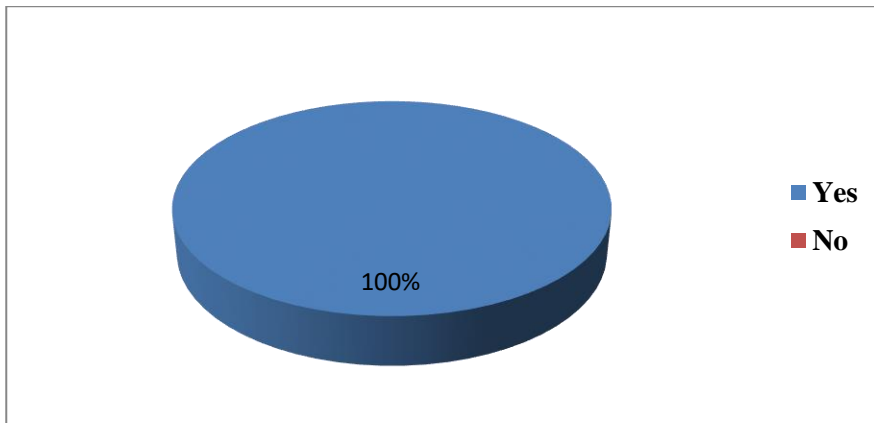


**Figure 29: Coaching Learners on some Reading Strategies.**

This question is very important in this research because it aims at knowing if Mila University teachers give instructions and coach their learners how to use some reading strategies or not. The results show that (100%) of teachers do coach some reading strategies in their modules because there are some certain strategies that are deeply related to some types

of tasks. This high percentage confirms the awareness of teachers toward the use of reading strategies and its importance on the learners' level. According to Wright and Brown's (2006)'investigation of the effect of strategy instruction on learners' comprehension, the results showed that the learners reading ability increases.

**Question07: What are the strategies that you consider as an important for developing learners' writing skills?**

| Options | Participants | Percentage |
|---|---|---|
| **Skimming** | 04 | 40% |
| **Scanning** | 04 | 40% |
| **Summarizing** | 08 | 80% |
| **Predicting** | 06 | 60% |
| **Paraphrasing** | 09 | 90% |

**Table33: The Most Effective Reading Strategies that can Develop Learners'**
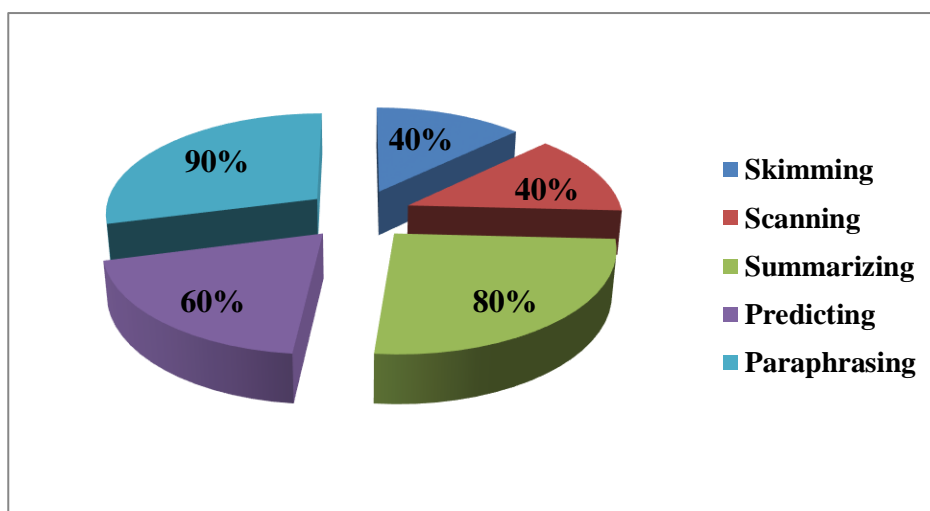
**Writing Skills**



**Figure 30: The Most Effective Reading Strategies that can Develop Learners' Writing Skills.**

This is an important question that intends to find out the most effective reading strategies that can help learners to develop their writing skills. Teachers are free to choose more than one strategy. The results show that according to Mila University teachers paraphrasing is considered as one of most effective reading strategies (90%) that can advance students' writing skill because paraphrasing require students to read a text then they restate it with their own style and different grammatical structures.

- The second most effective strategy is summarizing, (80%) of teachers consider summarizing as one of the strategies that can develop learners' writing skills since this strategy involves students to read and rewrite a small version of a text by excluding irrelevant ideas and keeping the most important one, let alone that they are using their own style and using different vocabulary.

- Predicting is another effective reading strategy because it activates learners thinking skills and broadens their imaginative scope which is necessary in the pre-writing stage.

- Finally, both skimming (40%) and scanning (40%) are the least effective strategies compared to the other reading strategies. Those strategies help learners to save time, be active readers and making them focusing on the important ideas to enrich their pieces of writing.

**Question08: Do you integrate reading strategies with writing tasks?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 10 | 100% |
| **No** | 00 | 00% |
| **Total** | 10 | 100% |

**Table34: Integrating Reading Strategies with Writing Tasks**
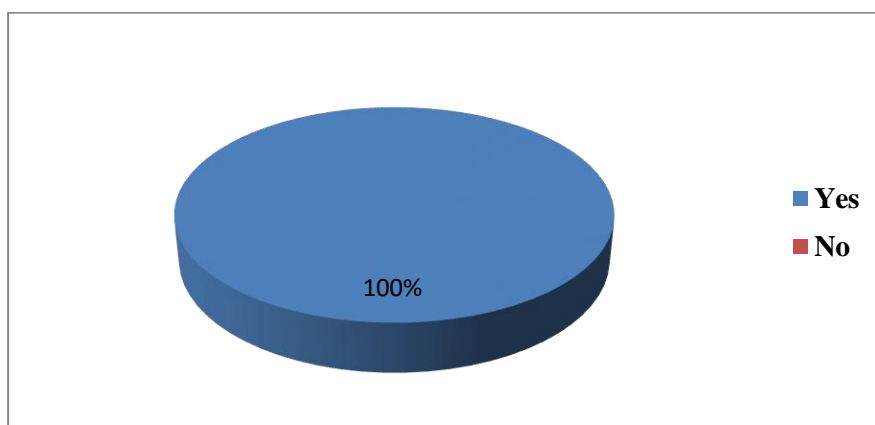
**Figure 31: Integrating Reading Strategies with Writing Tasks**

The results show that (100%) of teachers do integrate reading strategies with writing tasks. The teachers' explanations show that all of them are aware of the effectiveness of reading strategies on making students better writers. According to teachers, reading and writing are interrelated skills that should be taught together.

**Explain in Either Case:**

- Some strategies may be used in both skills; the use of dictionary, summarizing, diagramming and monitoring.

- Most ideas in writing come from reading.

- In some writing tasks, teachers ask their students to skim or paraphrase the basic ideas to enhance their writing skills.

- Some teachers assign specific tasks that would help learners use those strategies.

- Writing as a productive skill depends to a large extent on reading.

- Reading Strategies provide a model for learners to imitate or follow.

- Giving them samples of essays to read and analyze. For example, students highlight the thesis statement, the topic sentence, how paragraphs are organized because through skimming and scanning, they will learn how to write.

90

## Section Three: Reading/ writing nexus

**Question 09: How long have you been teaching the module of "Written Expression"?**

| Options | Participants | Percentage |
|---|---|---|
| 2years-4years | 07 | 70% |
| 4years- 8years | 02 | 20% |
| 8years-16 years | 01 | 10% |
| Total | 10 | 100% |

**Table35: Years of Teaching "Written Expression"**
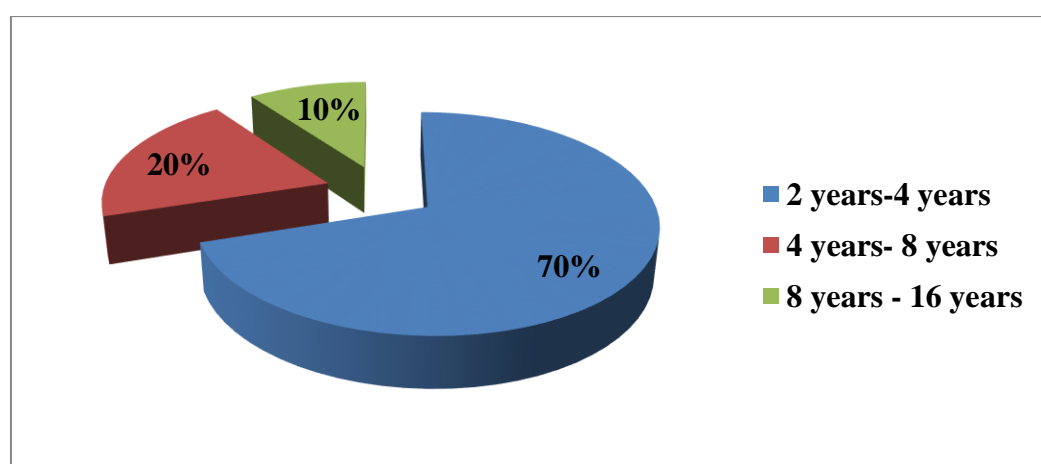


**Figure 32: Years of Teaching "Written Expression"**

The table shows that (70%) of the informants have been teaching the module of written expression for 2 to 4 years, (20%) of them have been teaching writing for 4 to 8 years. Whereas, only one teacher (10%) have been teaching this module for 16 years. The results here determine that most of the teachers have been teaching writing and that allows them to acquire and expand their experiences and attitudes to support effective writing instruction for learners.

**Question10: Do you think that the "Written Expression" program that you are teaching is enough to improve your students' level in writing?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| Yes | 05 | 50% |
| No | 05 | 50% |
| Total | 10 | 100% |

**Table36: Teachers' Outlook Regarding Written Expression Program**
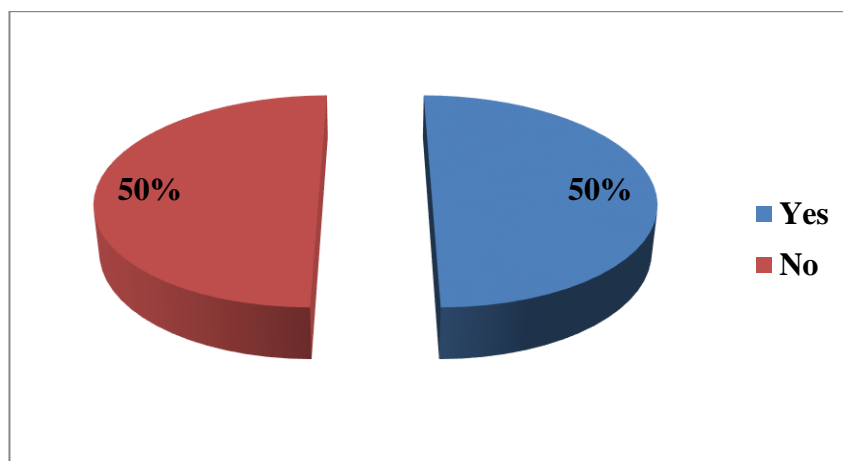


**Figure33: Teachers' Outlook Regarding Written Expression Program**

The analysis illustrates that (50%) of the teachers believed that the written expression module is sufficient and qualified for the learners to enhance their level in writing. Dissimilarity, 50% of them said that the program is not sufficient to accomplish the students' writing needs. The results above distinguish that teachers' attitude towards the Written Expression Program varies from one teacher to another due to many reasons like experience, knowledge and time designing.

**Explain in either case:**

The written expression program is sufficient because it supplies most of the essential elements starting from how to construct a phase till how to write a paragraph and essay, with

regard to a large number of exercises and practices. That helps to reinforce the improvement of students' writing products. In construct, teachers who see that the program is not enough because two sessions per week are not sufficient, besides writing courses, it requires extensive and free reading to develop a language repertoire with which to write. Writing is a complex task which requires time, and lots of practice and being an experienced writer is a lifelong process.

**Question11: Do you help your students when writing?**

| Options | Participants | Percentage |
|---------|--------------|------------|
| **Yes** | 10 | 100% |
| **No** | 00 | 00% |
| **Total** | 10 | 100% |

**Table37: Teachers' Help in writing**
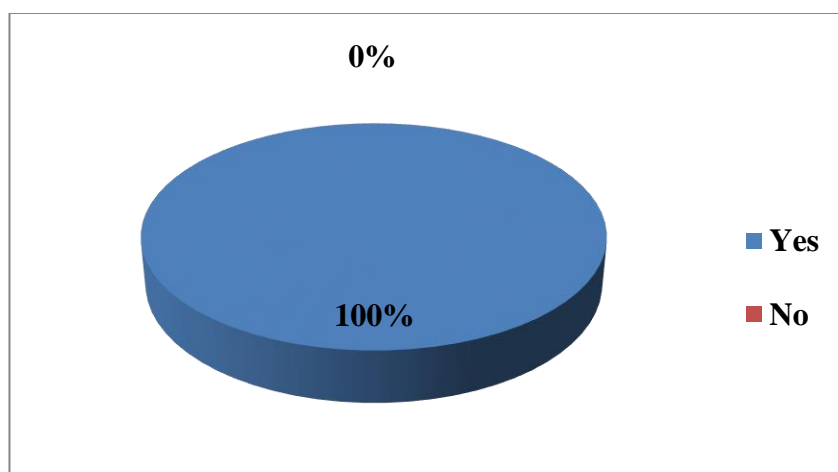


**Figure 34: Teachers' Help in writing**

The collected answer shows that (100%) of the informants help their students during the writing process. The results claim that writing is a hard work that needs both learners and teachers collaboration. Therefore, according to Baggott (2012) teachers can find some ways to

support their students, especially when it comes to writing they need to vary writing methods and correct their mistakes to ensure accuracy.

**Explain in either case:**

All the teachers who answered this question said that their students need help when it comes to techniques of writing; they provide them with unlimited instructions, suggestions, guidance, advices and strategies for better writing. Also the feedback is an indispensible part in the written process in general.

**Question 12: When you correct your student work, what are the main difficulties they face?**

| Options | Participants | Percentage |
|---|---|---|
| **Spelling** | 08 | 80% |
| **Grammar** | 09 | 90% |
| **Content\ Organization** | 09 | 90% |
| **Vocabulary** | 07 | 70% |

**Table38: Students' difficulties in writing**
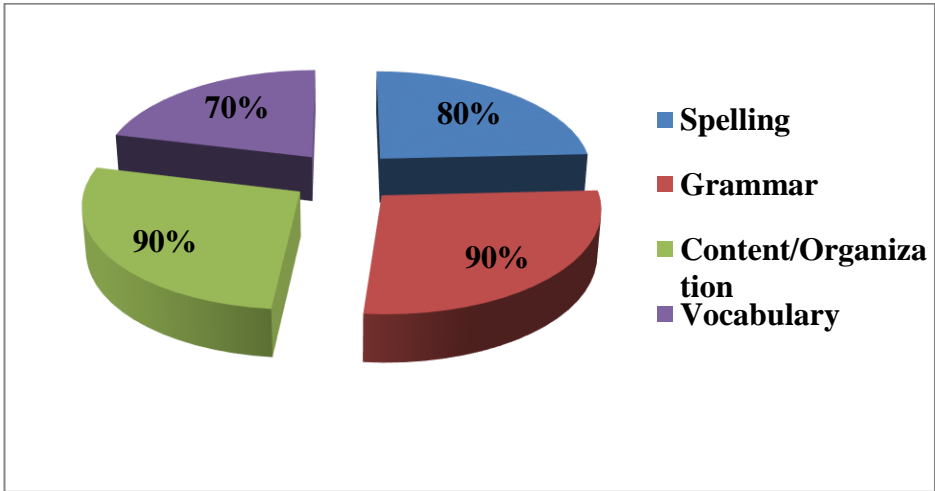


**Figure35: Students' difficulties in writing**

According to the obtained results, teachers claimed that (90%) of the students have difficulties in grammar, content and organization. (80%) of the informants declared that students meet difficulties with spelling. While (70%) of them asserted that students have difficulties in vocabulary. The results show that students face a lot of problems during the writing process and that is due to the lack of reading and practicing. According to Fareed et al. (2016) asserted that students delineated many problems in writing such as grammar, vocabulary, punctuation, spelling, word form, word order, capitalization and syntax. Furthermore, reading and writing are complementary skills, achieving one skill means achieving both skills.

**Other difficulties:**

- Thinking in Arabic causes many problems such as forming ambiguous sentences and issues in using the tenses.

- The level of sentence structure including fragments and ran-on, that means that, most of the students face such problem which causes incomplete sentence with unclear thoughts.   .

- Cohesion and coherence:  some students do not focus on the grammatical and lexical structure when they write which leads to incomprehensible sentence.

- Use translation as the source to write, where most of the time it ends up with a non-professional writing, usually machine translation do not give the appropriate meaning.

- Lack of creative ideas and critical thinking due to many reasons like lack of reading.

- Capitalization and punctuation: most of the students do not know how to use capitalization and punctuation in their right position.

- Topic knowledge is always a problematic issue for student in writing because it describes to what extent the student is aware and understands that topic.

**Question 13: What approach do you use in teaching writing?**

| Options | Participants | Percentage |
|---|---|---|
| **The product approach** | 01 | 10% |
| **The process approach** | 01 | 10% |
| **The genre approach** | 01 | 10% |
| **All of them** | 08 | 80% |

**Table39: Approaches Used by Teachers in Writing**
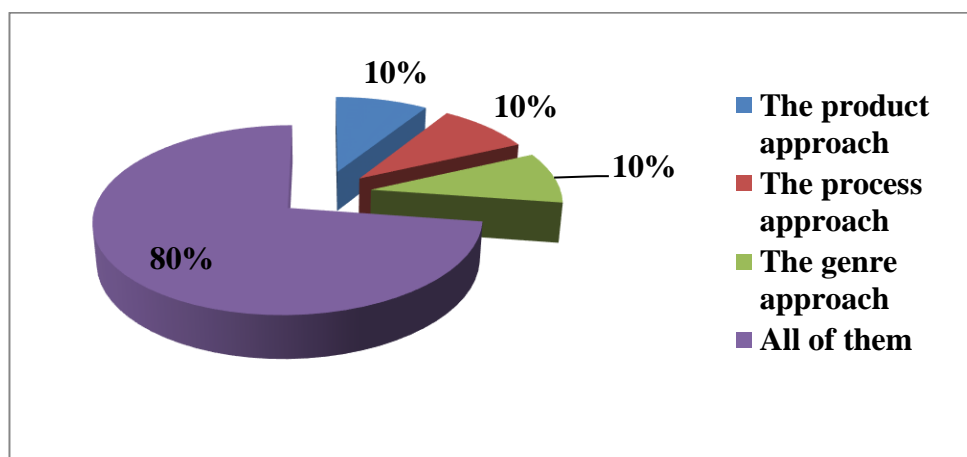


**Figure36: Approaches Used by Teachers in Writing**

The table above illustrates that the majority of the teachers (80%) use all the approaches in teaching writing. While (10%) use the product, the process and the genre approaches. The results show that teachers who choose all the approaches viewing that mixing various approaches can be efficient and help to meet students' needs to be proficient in writing. Whereas, the product approach interests are mastering linguistic features and focusing on the final result of the writing process. The process approach includes different stages that the student must follow during the writing process. Finally, the genre approach attempts to categorize the features of successful writing and relate them to social function of the text.

**Question 14: Do your students follow all the writing stages?**

| Options | Number | Percentage |
|---------|--------|------------|
| **Yes** | 03 | 30% |
| **No** | 07 | 70% |
| **Total** | 10 | 100% |

**Table 40: Students Following all the Writing Process**
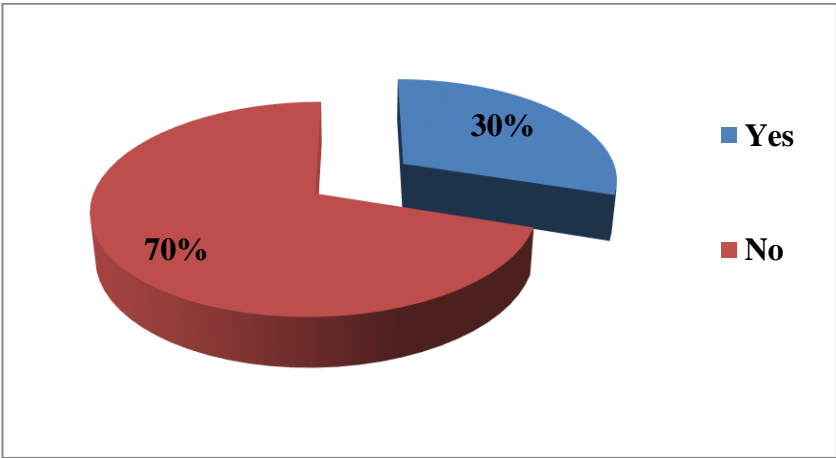


**Figure37: Students Following all the Writing Stages**

The majority of the teachers claimed that (70%) of their students do not follow all the stages when they write, and just (30%) of students follow them. The result shows that although all the teachers have claimed that they are helping their students in writing (Question eleven), but most of the students do not take into consideration the teachers advices. In this case, the teachers should discuss the learners' excuses and the reasons in evaluation to push the learners to apply and take into consideration what the teachers have said before.

**-If "No" please specify the stages your students processed through (you can tick more than one box)**

| Options | Number | Percentage |
|---|---|---|
| Prewriting | 02 | 20% |
| Drafting | 06 | 60% |
| Revising | 02 | 20% |
| Editing | 04 | 40% |

**Table41: The Stages that Students Processed through in Writing**
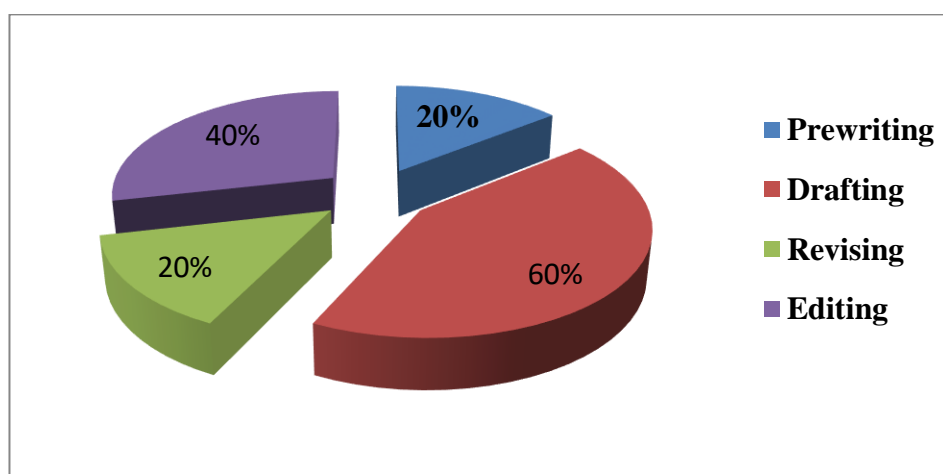


**Figure38: The Stages that Students Processed Through in Writing**

The result shows that students are more familiar with the drafting stage (60%). Next the editing stage with (40%) followed by the prewriting (20%) and the revising stages (20%). Since the drafting stage is the common used one by students, it is an effective stage where the student expands his ideas freely into sentences and paragraphs in a well-structured manner. Though, other responses say that editing stage is almost the final step in writing where the writer makes careful checking of using an appropriate grammar, punctuation, paraphrasing to publish a readable piece of writing. Despite of the prewriting stage do not take much consideration from the students, but still an important phase in the writing process that reinforces and ensures a more acceptable product. Revising is an ongoing process that deals with reviewing, recognizing and checking back the text to make significant changes.

Moreover, students should follow all the stages; they cannot neglect or give less value to any particular phase to advance their writing.

**Question15: What would you suggest as an appropriate method to achieve guaranteed results to improve writing skills?**

The purpose of this question is to distinguish the different methods that are used by teachers to promote the students writing skills. The results show that the methods used here are varied according to each teacher. The asked informants supply us some methods to help their students:

- The process and the genre approaches, in which mixed methods may work better than a single one.

- Guidance: teachers should guide their students and supports them to achieve goals and develop their abilities in writing. Positive guidance can make a difference in students' academic performance because those who obtain positive guidance generally have a sense of efficacy to learn and carry out.

- Students should use more appropriate techniques like paraphrasing and summarizing. These techniques are very beneficial both in generating the content or organizing it.

- Despite that each teacher has its own methods, but they all agree with two main techniques which are reading and practicing since the results are perfect.

**Question16: How can reading help EFL learners in advancing their writing skills?**

This question is designed to see teachers' attitudes toward the influence of strategic reading on advancing learners' writing skills and to give answers to the research questions and hypothesis.

The following points summarize teachers' answers:

- Reading exemplifies paragraph and essay writing.

- Students must read both intensively and extensively in order to master the language skills.

- Reading provides learners with huge amount of vocabulary and enhances their writing style.

- Reading and writing are inseparable because active process in one domain may lead to the activation of the other domain.

- Through reading, learners will absorb the English language which will lead to a better writing (without using direct translation).

- Reading enables them to produce a variety of grammar structures.

All those ideas show the importance of strategic reading on enhancing learners' writing quality and help them at many linguistics aspects. Habibi, Salleh&Sarjit Singh (2015) Confirmed that EFL learners can enhance their ability to write through employing more reading in writing a text, also teachers should encourage their students to read by giving them their favorite topics and interests passages.

**Question17: How can the free response strategy train EFL learners to be good and proficient readers?**

During the analysis of teachers' responses on this question, the same idea was repeated. Most of them declare that:

- In free response strategy, teachers set a purpose for reading and provide opportunities for discussion, reflection and summarize.

- This method targets higher order thinking skills.

- FRS helps learners achieve comprehension.

- FRS makes students acquire more grammar rules.

Some teachers state they do not have any idea about the effect of free response strategy on advancing students reading abilities and developing their proficiency. However, teachers' explanations above show the impact of FRS on students' performance.

## 5. Discussion of the Main Findings

This dissertation discusses the influence of strategic reading on advancing Master one LMD students' writing skills. This part actually links the three chapters together because it sheds light on the results obtained from both teachers and students' questionnaires; it gives answers to the research questions. Also, this part aims at confirming or disconfirming the hypothesis. After analyzing the questionnaires important concerns are clarified.

First of all, the results show that (93.3%) of learners are aware of the role of reading strategies on advancing their writing qualities which proves and answers one of the research questions of weather Master one LMD students are aware of the effect of reading strategies or not. Also, (78.3 %) of them apply some reading strategies for a better comprehension and they are very aware of reading-writing relationship. Question 12 reveals that learners are very conscious of the fact that reading strategies can improve their writing strategies because according to their answers in question 11 reading is very beneficial in the pre-writing process; reading enriches their vocabulary, makes them explore different structures, broadens their visualization and improves their thinking skills as well.

The analysis of teachers' questionnaire clarified that strategic reading is very advantageous for learners and can help them improve their writing abilities. It was apparent from the teachers' explanations that reading strategies such as; summarizing and paraphrasing can help learners use existing vocabulary and grammar rules in different structures which means that they will be able to manipulate words to discover new writing styles and to reach language proficiency. The data shows that 100% of teachers give a great importance to reading and consider it as a gate to learn all linguistics aspects of the FL such as; vocabulary,

grammar and they state that reading as a receptive skill helps a lot in developing productive skills like writing. Also, questions 6 and 8 reveal that (100%) of teachers coach their students on how to use some reading strategies and that they do integrate some reading strategies in some writing tasks. That is to say, teachers are motivating their learners to use reading strategies like paraphrasing and summarizing to boost their writing production which means the second research question "the teachers' use of reading strategies to improve learners' writing skills" is answered.

In a nutshell, the results confirm that using reading strategies can help Master one LMD students enhance their writing skills, and the teachers' motivation is very important in order to guide them reach the language proficiency and fluency.

## 6.    Pedagogical Implementations

The main aim of this study is to investigate the influence of strategic reading on advancing students' writing skills. Depending on the analyses of the attained results so the coming recommendations are planned to bring light for both teachers and learners to take them into consideration.

The first portion is devoted to the learner:

- Students should be conscious of reading strategies and be able to apply them in an appropriate manner to increase intellectual capacities and comprehension when reading.

- Students should read frequently and read variant types of genre to achieve heavy background knowledge and promote the critical thinking.

-  Students should know that reading and writing skills are complementary in which each skill works to raise the proficiency of the other.

- Writing is a complex task that requires the awareness of writing stages, academic forms, language use; achieving these aspects helps to write in a higher academic context.

- Students should be provided by enough time concerning "Written Expression" module to accomplish an effective writing approach.

The following notes are addressed to the instructors:

- Teachers should provide their students with techniques and strategies to advance their proficiency in both reading and writing skills.

- Teachers should pay attention to students' difficulties and help them to prevail over these complexities.

- Teachers should motivate the students to read and write through giving them suitable instruction and support to use multiple activities, which leads to develop language skills and proficiency.

- In the case of teaching "Written Expression" module, for instance teachers should create concern in the subject matter because it is an important factor to raise students' interest in the topic.

- Teachers should work to develop reading and writing through using cognitive strategies for example: monitoring, planning goals, asking questions and making prediction, evaluation. Engaging these strategies to teach reading and writing can develop students' language proficiency.

## 7. Limitations of the Study:

This study has some limitations that are summarized in the following notes:

- The world pandemic "COVID-19" which is a new infectious disease prevents us to meet and work as a team in addition to the quarantine.

- Changing the research' tool from experiment to questionnaire due to the lack of time.

- Changing the sample in order to reach more reliable results. (We decided to change the sample because only few students answer on the questionnaire, for this reason we tried to contact with students from different universities in order to reach a sufficient number).

- Sending Questionnaire via emails made the analysis somehow difficult.

## Conclusion:

This chapter aims to test the research hypothesis. The finding results from the analysis of students' questionnaire reveal that students are aware of strategic reading and apply these strategies when they read. Moreover, the analysis shows that most of students do not read regularly just from time to time due to many reasons. Concerning writing skills, students face many difficulties when write such as grammar, spelling, punctuation, sentence structure and other aspects which influence negatively their written construction. Consequently, students know the importance of integrating reading and writing skills and they assumed that both skills have a complementary function. Teachers' questionnaire analysis shows that teachers do their best to help and encourage students to overcome their reading and writing obstacles and improve their language skilled. Thus, the affirmed hypothesis is confirmed through these study lines, in which strategic reading plays a major role in influencing the students' writing skills improvements.

## General Conclusion

This research is an endeavour to investigate the influence of strategic reading on advancing students' writing skills. In other words, the current study intends to confirm the stated hypothesis, and increases the awareness of reading strategies and the importance of this skill for improving students' writing proficiency.

This thesis is divided into two major parts: a theoretical part and a practical one. The theoretical part includes two chapters that indicate the theoretical background information about the two variables strategic reading and writing skill.

According to this study, reading and writing are two skills that are tightly connected to each other. So, in order to achieve writing proficiency students need to be aware of some reading strategies and apply them when they read to facilitate process of reading and develop their critical thinking. Therefore, many learners are conscious of reading strategies, and declared that their teachers push them to use those strategies inside classroom, in fact that teachers are varying reading strategies to their learners in order to achieve the individual needs. Put simply, achieving reading comprehension or developing reading/writing skills is mainly related with the suitable strategy and its appropriate application such as integrate some reading strategies in writing tasks to expend the students' conviction toward the massive role of reading strategies in developing writing skills.

According to the data collected via the research instruments, the results show that strategic reading has positive effects on improving students' writing skills. In fact, students' answers indicate that they face difficulties in writing which cause problems in their writing productions such as grammar, spelling and punctuation. While, the teachers confirm that their students do not follow all stages of writing which obliged them to take a certain procedures to

guide their students to proficiency. Therefore, the researchers in this field point to integrate reading skill as an essential element of writing curricula.

The present study does not make up to be comprehensive; it remains a challenge to investigate the major role of reading strategies in enhancing students' level of writing. Therefore, this dissertation addresses the issue of using reading strategies and how reading is treated among the students, The reading instruction should contain useful techniques to overcome students' obstacles , in fact we suggested some strategies for classroom instruction such as: skimming, scanning, paraphrasing and predicting that teachers should deal with.

More importantly, the results guide us to state that extensive reading is required for a successful reading instruction. Indeed, this type of reading seen to be the most effective means to develop writing proficiency in which students are able to read whatever they want and that may serve as a crucial element to foster their competence in writing.

As a conclusion, we may articulate that the process of teaching and learning reading and writing skills is an educational objective that needs both teachers' experiences and students' abilities to achieve the needed results.

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**Appendices**

**Appendix Ⅰ:**

**Students' Questionnaire**

Dear students

This questionnaire is part of a study which seeks to investigate the effect of strategic reading on advancing students' writing skills. We would be so grateful if you could answer the following questions. Please put a tick (√) in the appropriate box that corresponds to your answer. Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

## <u>Section One: Background Information:</u>

**1- How old are you?**

……………………………………………………………………………………

……………………………………………………………………………………

**3- How long have you been learning English?**

…………………………………………………………………………………..

## <u>Section Two: Strategic Reading:</u>

**4- How often do you read in English?**

- Frequently ☐

- Sometimes ☐

- Rarely ☐

**5- What type of genres do you like?**

……………………………………………………………………………………………

……………………………………………………………………………………………

**6- How do you evaluate your reading ability?**

- Weak ☐

- Average ☐

- Very good ☐

**7- What causes would you give for your reading deficiencies?**

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**8- Do you apply some reading strategies to facilitate your understanding of the text?**……………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
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**9- If yes, which of the following strategies do you apply?**

- Skimming ☐

- Scanning ☐

- Summarizing ☐

- Predicting ☐

- Paraphrasing ☐

**10- Do you make some reference to some reading strategies to interpret the text differently?**

- Yes ☐

- No ☐

**11-Do you think that the use of reading strategies can advance your writing quality?**

- Yes ☐

- No ☐

Which strategy and justify how?

………………………………………………………………………………………………

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**12- Do you think that reading has less value than the other skills?**

- Yes ☐

- No ☐

Explain:

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**13- Do you think that reading strategies are essential to developing writing strategies?**

- Yes ☐

- No ☐

**14- Which type of reading do you prefer?**

- Extensive reading ☐

- Intensive reading ☐

Explain:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

## **Section Two: Writing Skills:**

**15- How do you consider your writing level?**

- Weak ☐

- Average ☐

- Very good ☐

**16- Which step in writing takes more time?**

- Pre-writing ☐

- Drafting ☐

- Editing ☐

**17- Which form(s) of academic writing do you write often?**

- Paragraph ☐

- Essay ☐

- Report ☐

- Dissertation ☐

**18- When writing academically, which of these do you find difficulties with:**

- Grammar ☐

- Punctuation ☐

- Spelling ☐

- Vocabulary ☐

- Sentence structure

Others…………………………………………………………………………………………….

…………………………………………………………………………………………………

**19- Does your teacher ask you to follow the writing steps?**

- Yes ☐

- No ☐

**20-Do you think that the materials you read can develop your writing proficiency?**

- Yes ☐

- No ☐

Explain……………………………………………………………………………………

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**21- In which modules do your teachers apply strategies of reading to writing?**

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**22- Does reading help you to device a new perspective as how to perfect your writing skills?**

- Yes ☐

- No ☐

**23- Do your teachers offer you the possibility of selecting the reading materials?**

- Yes ☐

- No ☐

**24- When writing, are you allowed to gather pieces of information from all the readings you had had before to frame a good line of thought?**

- Yes                              ☐

- No                                 ☐

**25- According to you, how can reading boost students' writing abilities?**

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**Appendix Ⅱ:**

# Teacher's Questionnaire

Dear teacher,

The research is undertaken to investigate about the influence of strategic reading on advancing students' writing skill. Your feedback is required to attain the teacher's points of view and attitudes towards the use of strategic reading in the writing field. We will be so appreciative for your cooperation.

Please, mark (√) the appropriate box (es) or give full answer (s) when necessary.

## Section one: Background Information

**1-What is your qualification?**

- Bachelor ☐

- Master\ Magistére ☐

- Doctorate ☐

**2- How long have you been teaching English?**

**…………………..**year (s).

**3- What are the modules you have taught so far?**

**…………………………………………………………………………………………**

**…………………………………………………………………………………………**

## Section Two: Viewpoints about reading, its skills, and shades upon writing

**4- Do you consider reading as an important skill for EFL learners?**

- Yes ☐
- No ☐

**-If "yes", please explain**

……………………………………………………………………………………………………
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**5- Do you believe that the reading skill is marginalized under the LMD system realm?**

- Yes ☐
- No ☐

- **Please justify in either case.**

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**6- Do you coach your learners on some/ any reading strategies?**

- Yes ☐
- No ☐

**7- What are the strategies that you consider as important for developing learners writing skills?**

- Skimming ☐
- Scanning ☐
- Summarizing ☐
- Predicting ☐
- Paraphrasing ☐

**8- Do you integrate reading strategies with writing tasks?**

- Yes ☐

- No ☐

**-Explain in either case.**

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## Section Three: Reading/ writing nexus

**9- How long have you been teaching the module of "Writing Expression"?**

**………………..**year(s)**.**

**10- Do you think that the "written expression" program that you are teaching is enough to improve your students' level in writing?**

- Yes ☐

- No ☐

**-Explain in either case.**

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**11- Do you help your students when writing?**

- Yes ☐

- No ☐

**-Explain in either case.**

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**12- When you correct your student work, what are the main difficulties they face?**

- Spelling ☐

- Grammar ☐

- Content\ organization ☐

- Vocabulary ☐

- **Please indicate other difficulties you might have noticed.**

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**13- What approach do you use in teaching writing?**

- The product approach ☐

- The process approach ☐

- The genre approach ☐

- All of them ☐

**14- Do your students follow all the writing stages?**

- Yes ☐

- No ☐

**-If "No", please specify the stages your students processed through (you can tick more than one box)**

- Prewriting ☐

- Drafting ☐

- Revising ☐

- Editing ☐

**15-What would you suggest as an appropriate method to achieve guaranteed results to improve writing skills?**

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**16- How can reading help EFL learners in advancing their writing skills?**

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**17- How can the free response strategy train EFL learners to be good and proficient readers?**

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الملخص

تهدف هذه الدراسة إلى التحقق من تأثير القراءة الإستراتجية على تطوير المهارات الكتابية لطلبة اللغة الأجنبية، حيث يسعى هذا البحث في المقام الأول إلى تسليط الضوء على أهمية استراتجيات القراءة في تحسين المهارات الإنتاجية خاصة المهارة الكتابية. يقوم البحث علاوة على ذلك بالتركيز على زيادة وعي كل من الأساتذة و الطلبة فيما يخص العلاقة القائمة بين استراتجيات القراءة و تحسن المهارة الكتابية و بناءا على ذلك تم اختيار استبيانين من اجل إثبات صحة الفرضية القائمة في هذا البحث و التي تشير انه في حال قام طلبة السنة أولى ماستر نضام (ليسانس، ماستر ودكتوراه) بالاستخدام المناسب لاستراتجيات القراءة فمهارتهم الكتابية ستتحسن. وزع الاستبيان الأول لستين طالبا سنة أولى ماستر من عدة جامعات والاستبيان الثاني وجه لعشر أساتذة من قسم اللغات الأجنبية في جامعة ميلة الذين يدرسوناللغة الانجليزية كلغة أجنبية ،و منه أشارت النتائج إلى كمية الوعي الكبير لدى كل من الأساتذة و الطلبة بخصوص تأثير استراتجيات القراءة الكبير على المهارة الكتابية وكذلك العلاقة القائمة بينهما و على هذا الأساس تم إعطاء بعض التوصيات للطلبة و الأساتذة من اجل دمج استراتجيات القراءة كعامل رئيسي في تحسين مهارة الطلاب الكتابية مستقبلا.

**الكلمات المفتاحية:** القراءة الإستراتجية، تحسين، المهارة الكتابية،استراتجيات القراءة.

# Résumé

Cette étude vise à vérifier l'effet de la lecture stratégique sur le développement des compétences écrites des étudiants en langues étrangères. La recherche vise principalement à faire la lumière sur l'importance des stratégies de lecture pour améliorer les compétences productives, en particulier les compétences écrites. La recherche vise également à accroître la sensibilisation des enseignants et des élèves à la relation entre les stratégies de lecture et l'amélioration des compétences en écriture. Deux questionnaires ont été choisis afin de prouver la validité de l'hypothèse existante dans cette recherche, ce qui indique que si les étudiants de première année de Master font un usage approprié des stratégies de lecture, leurs compétences en écriture s'amélioreront. Le premier questionnaire a été distribué à 60 étudiants de première année, Master de plusieurs universités, et le deuxième questionnaire a été remis à dix professeurs du Département des langues étrangères de l'Université de Mila qui étudient l'anglais comme langue étrangère. Les résultats ont indiqué la grande sensibilisation des enseignants et des élèves vis-à-vis de l'impact des stratégies de lecture sur les compétences écrites et la relation entre euxet certaines recommandations ont également été données aux étudiants et aux professeurs afin d'intégrer les stratégies de lecture comme facteur majeur d'amélioration des compétences en écriture des étudiants à l'avenir.

**Mots clés :** la lecture stratégique, améliorer, les compétences écrites, les stratégies de lecture.