

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid, El-Tarf
Faculty of Letters and Foreign Languages
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الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة الشاذلي بن جديد - الطارف
كلية الآداب واللغات الأجنبية
قسم اللغة الإنجليزية

Investigating the Effects of Extensive Reading on Students' Writing Skills

Case study of Third-year EFL Students of the
Department of English at Chadli Bendjedid
University, El-Tarf

Dissertation Submitted in Partial Fulfilment of the Requirements
for the Master's Degree in *Didactics of English*

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Academic Year
2024/2025

STATEMENT OF ORIGINAL AUTHORSHIP

We hereby declare that this research study entitled “*Investigating the Effects of Extensive Reading on Students’ Writing Skill. Case study of Third-year EFL Students of the Department of English at Chadli Bendjedid University, El-Tarf,*” supervised by Mr. Waheb FERACHE, in the academic year (2024-2025), and submitted to the department of English at Chadli Bendjedid University, El-Tarf, in partial fulfillment of the requirements for the Master degree, has not been partially or fully published previously. The researcher is aware of the university’s policy towards plagiarism that is why the work is so original, and every information, taken from other researchers, is clearly.

Signature:

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Date: June 12th, 2025

ACKNOWLEDGEMENTS

First and for most, I am grateful to Allah, the Almighty, for the good health that Gave me, and well-being that were necessary to complete this work.

I wish to express special acknowledgements and particular gratefulness and sincere appreciation to my respected supervisor, Mr.Waheb Ferache, for his help, his ideal encouragement and his patience with us.

Special thanks also extend to the teachers and students, who gave me a hand along the journey of this research paper.

I, also, would like to praise the jury members, who read and evaluated this humble work.

Finally, I want to express my sense of gratitude to everyone, who directly or indirectly has given a helping hand in this research paper.

DEDICATIONS

I pray and thank Allah the Almighty for granting me the gift of knowledge and blessing me with His everlasting mercy. I dedicate this work

To my dear parents: my mother and my father; for their support which is often the only stable deed when everything else goes into chaos.

To my beloved sister: I would like to express my heartfelt gratitude for her encouragement, consistent motivation and her standing by my side during this academic journey.

To my beloved little angels: my nephews.

For all: Thank you so much, I really appreciate your presence and guidance.

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LIST OF ABBREVIATIONS

FL: Foreign Language

EFL: English as a Foreign Language

EX : Extensive reading

LMD: License. Master, Doctorate.

Vs : Versus.

ABSTRACT

This study investigates the effectiveness of extensive reading in enhancing students' writing skills. Writing is widely recognized as one of the most challenging language skills for learners, often resulting in weak performance due to difficulties in organization, vocabulary, and language use. The research aims to explore the relationship between extensive reading and students' writing development. To collect data, classroom observation was conducted, and two questionnaires were administered to fifty-six third-year LMD students in the Department of English and Foreign Languages at Chadli Bendjedid University of El Tarf, and the other to three teachers of written expression. The findings indicate that extensive reading plays a significant role in improving students' writing competence by providing exposure to language structures, enriching cultural knowledge, and fostering vocabulary acquisition. The results confirm the research hypothesis and underscore the importance of motivating students to read extensively, as reading and writing are interrelated and mutually supportive skills. Furthermore, the study highlights the essential role of teachers in encouraging students to read regularly and in raising their awareness of the interconnection between reading and writing, as both skills complement and reinforce each other.

ABSTRACT IN ARABIC

ملخص بالعربي

تبحث هذه الدراسة في فعالية القراءة المكثفة في تعزيز مهارات الكتابة لدى الطلاب. تُعتبر الكتابة من أكثر المهارات اللغوية تحدياً للمتعلمين، وغالباً ما تؤدي إلى أداء ضعيف بسبب الصعوبات المتعلقة بالتنظيم والمفردات واستخدام اللغة. وتهدف هذه الدراسة إلى استكشاف العلاقة بين القراءة المكثفة وتطور الكتابة لدى الطلاب.

لجمع البيانات، تم إجراء ملاحظة صفية، كما تم توزيع استبيانين: الأول على ستة وخمسين طالباً من طلاب السنة الثالثة في قسم اللغة الإنجليزية واللغات الأجنبية بجامعة الشاذلي بن جديد بالطارف، والثاني على ثلاثة أساتذة لمادة التعبير الكتابي. وتشير النتائج إلى أن القراءة المكثفة تلعب دوراً مهماً في تحسين كفاءة الكتابة لدى الطلاب، من خلال توفير التعرض لبنى اللغة، وإثراء المعرفة الثقافية، وتعزيز اكتساب المفردات. وتؤكد النتائج صحة فرضية البحث وتُبرز أهمية تحفيز الطلاب على القراءة المكثفة، نظراً لكون مهاري القراءة والكتابة مترابطتين وتدعم كل منهما الأخرى.

وعلاوة على ذلك، تسلط الدراسة الضوء على الدور الأساسي الذي يلعبه المعلمون في تشجيع الطلاب على القراءة بانتظام، وفي رفع وعيهم بالعلاقة الوثيقة بين القراءة والكتابة، حيث إن كلا المهارتين متكاملتان وتعززان بعضهما البعض.

الكلمات المفتاحية: القراءة المكثفة - مهارات الكتابة - العلاقة بين القراءة والكتاب - المعرفة

الثقافية - تطور الطلاب - كفاءة الكتابة.

CHAPTER ONE
INTRODUCTORY CHAPTER

1.1 Introduction

Writing is one of the most important skills for students to develop, especially in academic settings. For many learners, improving writing in a second language can be a real challenge, and teachers are always looking for effective ways to help students express themselves more clearly and accurately. One area that has received attention in language learning is the role of reading in supporting writing development. In particular, extensive reading which involves reading a large amount of material for general understanding and enjoyment has been said to help students improve their vocabulary, grammar, and overall language awareness. The idea is that by being exposed to well-written texts in a relaxed, low-pressure environment, learners can pick up language patterns naturally and apply them in their own writing. While there's a fair amount of research on how extensive reading supports reading fluency and vocabulary growth, there seems to be less focus on how it might help students become better writers.

1.2 Statement of the problem

Most of the third year LMD students at Chadli Bendjedid University demonstrate weaknesses in writing, including poor vocabulary, grammar mistakes, and lack of coherence. It is hypothesized that a lack of reading habits may contribute to these issues. Thus, investigating how extensive reading influences writing skill development is both timely and significant.

1.3 Aim of the study

The aim of this study is to investigate the effect of extensive reading on the development of writing skills among EFL students and to promote a deeper awareness of the relationship between reading and writing.

1.4 Significance of the Study

This study aims to investigate how extensive reading can enhance EFL students' writing skills by improving their vocabulary, grammar, and overall text organization. It aims to highlight the importance of integrating reading into writing instruction and to raise learners' awareness of the connection between these two language skills.

1.5 Research Questions

This study seeks to determine if extensive reading genuinely contributes to improving learners' writing skills. Thus, we aim to address the following questions:

1. To what extent does extensive reading improve students' writing skills?
2. What specific writing components (e.g., vocabulary, grammar, organization) are enhanced through extensive reading?

1.6 Hypothesis

1. Extensive reading significantly improves the overall writing skills of EFL students by providing increased language exposure and input.
2. Students who engage in extensive reading demonstrate greater improvement in vocabulary usage, grammatical accuracy, and textual coherence compared to those who do not.

1.7 Structure of the Study

This research is divided into four main chapters. The first chapter provides the background of the study, statement of the problem, aim, significance, research questions, hypothesis, and structure of the study.

The second chapter have two sections that presents a comprehensive review of the literature related to reading, extensive reading, writing skills, and the interrelationship between writing and reading.

The third chapter outlines the research methodology, including research design, the sample of population, data collection tools, description of the data gathering tools.

The forth chapter is for analysing the data collected .It also presents the results of the study and discusses the findings in relation to the research questions.

1.8 Limitation of the study

- This research is limited to the third year students only.
- This research is limited to a few information because of the lack of sources which make it hard to find large amount of information.
- It is limited to one area, the effect of extensive reading in writing developing the writing skill; hence our study will focus on a simple instruction which is the extensive reading and writing relationship.

CHAPTER TWO
LITERATURE REVIEW

Part one: Reading and Extensive Reading

Introduction

Reading constitutes an essential aspect of language acquisition, providing learners with exposure to authentic linguistic input and enhancing their comprehension and analytical skills. It facilitates vocabulary acquisition, grammatical awareness, and textual understanding. In the context of second language learning, reading plays a dual role-serving both as a medium of language input and as a means of cognitive engagement. This part aims to examine various aspects of reading, with a specific focus on extensive reading, its principles, and its pedagogical significance, particularly in relation to improving writing skills. And the second one, we will shed light on the writing skill, its approaches, characteristics and the problems faced in writing.

2.1 Definition of reading

Reading is a sophisticated and highly interactive cognitive process that transcends the mere recognition of written symbols. Fundamentally, it involves the active construction of meaning from text, requiring a dynamic interplay among the reader's existing knowledge, linguistic proficiency, and the contextual cues embedded within the material.

As Grabe and Stoller (2011) articulate in their work, reading is characterized as a "complex, interactive, and problem-solving process" (p. 6). This perspective underscores that reading is not a passive reception of information but an engaged process where the reader contributes significantly to comprehension. They further elaborate that effective reading necessitates the simultaneous engagement of various sub-skills, ranging from lower-level processes, such as rapid word recognition and syntactic parsing, to higher-level cognitive operations, including discourse integration, and critical evaluation. The ultimate goal of this multifaceted process is to achieve comprehension, enabling the reader to understand the intended message, relate it to existing knowledge, and apply it according to their specific purpose (Grabe & Stoller, 2011).

Similarly, Nuttall (1996), posits that the core of reading lies in the "transfer of meaning from mind to mind: the transfer of a message from writer to reader" (p. 2). She emphasizes that meaning is not solely intrinsic to the printed page but is actively generated

by the reader through interaction with the text, drawing upon their background knowledge and the given context. For Nuttall, the reader is therefore not a passive recipient, but an active participant whose objective is to "get out of the text as nearly as possible the message the writer put into it" (p. 2).

Moreover, Brown (2001), highlights the profoundly interactive nature of reading. He explains that readers bring their "information, knowledge, emotion, and culture – that is, schemata" to the printed word (p. 306). Brown contends that reading is "only incidentally visual" and that successful comprehension is largely contingent upon the reader's ability to synthesize textual information with their activated background knowledge. This perspective solidifies the understanding of reading as a meaning-making process where the reader's active contribution is paramount to achieving comprehension.

2.2 The Main Reading Strategies

Effective readers don't just passively absorb text; they actively employ a range of strategies to boost their comprehension and efficiency. These strategies are rarely used in isolation; instead, they often work together, allowing readers to navigate texts strategically based on their goals and the specific nature of the material. Several key reading strategies are widely recognized and discussed in the literature on reading pedagogy:

2.2.1 Skimming

Skimming is a reading method that allows the reader to quickly grasp the general idea or structure of a text without focusing on every word. Instead of reading thoroughly, the reader moves their eyes over key parts such as headings, subheadings, opening sentences, and concluding paragraphs. This technique is helpful when deciding whether a text is worth more detailed reading. Grellet (1981) points out that skimming helps reader identify the main theme or argument of a passage efficiently, which is especially useful when time is limited.

2.2.2 Scanning

Unlike skimming, which gives an overview, scanning is used to locate specific information within a text. The reader searches for particular words, numbers, or phrases

related to a question or purpose. This strategy is often used in everyday reading tasks, such as finding a name in a list or a date in a calendar. Wallace (1992) explains that scanning does not require reading every line but involves swiftly navigating the text to pinpoint targeted data.

2.2.3 Predicting

Prediction is a strategy where readers form expectations about the content of a text before or during reading. This is often done using clues such as the title, illustrations, or prior knowledge of the topic. As Nuttall (2005) explains, prediction encourages readers to stay mentally engaged and helps them connect new ideas with what they already know. Readers may revise their assumptions as they continue reading, which supports better understanding of the text as a whole.

2.2.4 Inferring

Inferring involves making sense of information that is not clearly stated in the text. Rather than taking the content at face value, readers combine details from the text with their own knowledge to understand implied meanings. For example, if a character is described as wearing a coat indoors and shivering, the reader might infer that the setting is cold. According to Grabe and Stoller (2011), inference is essential for deep comprehension because it helps readers uncover meanings that lie beneath the surface of the words.

2.3 Types of Reading

Beyond the specific strategies employed by readers, various approaches to reading exist, distinguished by their purpose, the reader's engagement level, and the desired outcome. Understanding these different types of reading is crucial for both language learners and educators, as each serves distinct pedagogical and practical functions. The primary categories often discussed include extensive reading, intensive reading, close reading, and critical reading.

2.3.1 Extensive Reading

is characterized by reading large quantities of material for general comprehension and pleasure, with the primary goal of developing reading fluency and fostering a positive

attitude towards reading. This approach emphasizes the volume and enjoyment of reading rather than detailed analysis of individual texts. Day and Bamford (1998, define it as an approach where "students read a large quantity of material, at a relatively fast speed, on a wide range of topics, for a general understanding of the text" (p. 7). The materials selected are typically chosen by the reader and are at or below their current language proficiency level, ensuring high comprehensibility and minimizing the need for constant dictionary use. The benefits often cited include vocabulary acquisition, improved reading speed, enhanced general language proficiency, and increased motivation (Krashen, 2004). This type of reading is generally conducted individually and silently, allowing learners to immerse themselves in the text without the pressure of assessment on specific details (Harmer, 2007).

2.3.2 Intensive Reading

In contrast to extensive reading, intensive reading involves a focused and detailed approach to a shorter text, with the objective of achieving precise and thorough comprehension. The purpose is typically to extract specific information, analyze linguistic features, or develop particular reading skills such as grammar recognition, vocabulary acquisition, or discourse analysis. Brown (2001), describes intensive reading as "the careful scrutiny of a text for specific purposes" (p. 313). This form of reading often involves a slower pace, re-reading sections, and potentially using dictionaries or grammar references. It is commonly implemented in classroom settings with teacher guidance, where the text serves as a springboard for language study and skill development. While extensive reading builds fluency and general understanding, intensive reading aims for accuracy and the development of analytical abilities necessary for academic or specific task-oriented reading (Grabe & Stoller, 2011).

2.3.3 Close Reading

is a highly analytical and meticulous examination of a text, focusing on its specific details, language choices, and structural elements to uncover deeper layers of meaning. This approach goes beyond basic comprehension, demanding that readers pay careful attention to word choice, syntax, rhetorical devices, and literary techniques. While often associated with literary analysis, it is also applicable to academic texts where understanding the nuances of an argument is crucial. Wallace (2003), implicitly supports the principles of close reading by emphasizing the need for readers to engage with the text's linguistic and rhetorical features

to understand its underlying messages and assumptions. The goal is to interpret the text thoroughly, identifying how the author's choices contribute to the overall message and potential underlying implications. This process often involves multiple readings, annotation, and detailed discussion to fully appreciate the text's complexities.

2.3.4 Critical Reading

is the most advanced form of reading, involving an evaluative and analytical engagement with a text. It extends beyond merely understanding the author's explicit message to questioning, assessing, and synthesizing information. Critical readers do not passively accept the text's claims but instead analyze the author's arguments, identify biases, evaluate evidence, and consider alternative perspectives. Wallace (2003) explicitly defines critical reading as an approach that "involves questioning the ideology of texts, questioning the language choices writers make to put across their messages, and questioning the relationships of texts with each other" (p. 2). This type of reading often involves examining the author's purpose, audience, and context, and considering the broader implications of the text. It is a cornerstone of academic inquiry, enabling readers to engage deeply with scholarly discourse, form informed opinions, and contribute meaningfully to intellectual conversations (Wallace, 2003).

2.4 Definition of Extensive Reading

Extensive reading is a pedagogical approach characterized by students reading large amounts of relatively easy and engaging texts, with the primary aim of developing general comprehension, fostering enjoyment, and encouraging autonomous reading habits. Day and Bamford (1998) highlight the challenge in providing a universally accepted definition, stating that "just as it is hard to find a name for extensive reading that satisfies everyone, it is hard to reduce it to a dictionary-type definition" (p. 7). Similarly, Hedge (2000) notes there are "conflicting definitions of extensive reading" (p. 202), which reflects the diversity of perspectives surrounding the concept.

Historically, Palmer (1921/1964, 1917/1968, as cited in Day & Bamford, 1998) described extensive reading as reading "rapidly" and progressing through "book after book"

(p. 5). Carrell and Carson (1997, as cited in Renandya & Jacobs, 2002) further defined extensive reading as the quick reading of large quantities of text—often whole books—for the purpose of general understanding, with an emphasis on meaning rather than form.

Bamford and Day (2004) described extensive reading as an instructional method in which learners choose freely from a range of accessible texts for the purpose of enjoyment, comprehension, and information gathering (p. 1). This aligns with Richards and Schmidt's (2002, as cited in Yamashita, 2013) definition, which highlights extensive reading as reading in large volumes for general understanding, while also emphasizing its role in improving reading habits, vocabulary, structural awareness, and attitudes toward reading (p. 248).

2.5 Extensive vs. Intensive Reading

Extensive and intensive reading are two widely recognized approaches in language teaching, each serving different instructional goals and learning outcomes. Extensive reading is generally defined as the practice of reading large amounts of material that is relatively easy and enjoyable for the learner. The focus is on overall understanding rather than close analysis of the text. According to Day and Bamford (1998), this approach emphasizes reading for meaning, fluency, and enjoyment, rather than focusing on form or specific language items. Richards and Schmidt (2002, as cited in Yamashita, 2013, p.248) explain that extensive reading helps learners develop positive reading habits, expand their vocabulary, and improve their overall comprehension skills. Learners are often encouraged to choose texts that interest them, which contributes to increased motivation and greater autonomy in learning. In contrast, intensive reading involves close and detailed examination of shorter, more complex texts. The primary goal is to fully understand the content, structure, and vocabulary, often with the aid of dictionaries or teacher support. Hedge (2000) describes intensive reading as more focused on language analysis, commonly practiced in classroom settings where learners work through texts with tasks such as answering comprehension questions or identifying specific grammatical structures. Brown (2001) adds that intensive reading helps learners improve accuracy and is particularly useful when preparing for academic reading tasks or language exams. While intensive reading supports the development of detailed comprehension and linguistic accuracy; extensive reading allows learners to build fluency, confidence, and enjoyment in reading. Carrell and Carson (1997) point out that both approaches are complementary; while intensive reading develops

deep linguistic competence, extensive reading broadens language exposure and supports natural language acquisition.

The following table shows characteristics of extensive and intensive reading:

Feature	Extensive reading	Intensive reading
Linguistic focus	Fluency ;skill forming	Analysis of the language
Difficulty	Very easy	Usually difficult
Amount	A book a week	Little
Selection	Learner select	Teacher select
What material	All learners read different Thing (something interesting to theme)	All learners study the same Material
Where	Mostly at home	In class
Comprehension	Checked by reports and summeries	Checked by specific questions

Table 2.1 Characteristics of Extensive And Intensive Reading (Welch 1997 Cited in Waring 2003 .p ; 4)

2.6 Basic Principles of Extensive Reading

Day and Bamford (2002) outlined ten core principles that form the foundation of the extensive reading (ER) approach. These principles have been widely accepted in the field of language teaching and serve as essential guidelines for implementing ER successfully in the classroom.

2.6.1 The Easiness of the Reading Material

A fundamental principle of extensive reading is that the reading material should be easy and within the learners' linguistic ability. Texts should be slightly below or at the learner's current proficiency level to ensure smooth and fluent reading without constant

interruption. This supports reading fluency and builds confidence. According to Nation (2009), reading material should include a high percentage of familiar vocabulary—ideally 98%—to enable learners to focus on understanding the text as a whole rather than decoding individual words.

2.6.2 The Availability of Reading Material

Successful extensive reading programs require a wide variety of accessible and interesting materials. The availability of diverse genres, topics, and difficulty levels increases the likelihood that learners will find something they enjoy, encouraging them to read more. Day and Bamford (2002) emphasize the importance of providing rich and varied texts to accommodate learners' different interests and backgrounds.

2.6.3 Learners Choose What They Want to Read

Autonomy is a key element in extensive reading. Students are encouraged to select texts based on their own interests and preferences. This freedom enhances motivation, promotes engagement, and fosters a positive attitude toward reading. Krashen (2004) argues that self-selected reading increases the likelihood of reading success and long-term development of literacy skills.

2.6.4 Learners Read as Much as Possible

Volume is crucial in extensive reading. Learners are expected to read large amounts of material over time. The more a learner reads, the greater the exposure to vocabulary, grammar, and text structure, which leads to overall language development (Renandya & Jacobs, 2002).

2.6.5 Reading Speed Is Usually Faster Rather Than Slower

Extensive reading encourages learners to read quickly and fluently, rather than stopping to analyze every word. The goal is to develop automaticity and the ability to process language in chunks. Grabe and Stoller (2011) note that faster reading contributes to better comprehension and is an important skill for academic and real-world reading tasks.

2.6.6 The Purpose of Reading

Unlike intensive reading, which focuses on linguistic details, extensive reading is goal-oriented toward enjoyment, general understanding, and information gathering. The relaxed purpose reduces reading anxiety and allows learners to experience reading as a pleasurable and valuable activity (Day & Bamford, 2002).

2.6.7 Reading Is Individual and Silent

Extensive reading is typically a private and silent activity, done at the learner's own pace. This promotes focus, personal engagement, and fluency. According to Waring (2006), silent reading helps internalize language patterns and reduces pressure from public performance.

2.6.8 Reading Is Its Own Reward

The act of reading itself is considered sufficient reward. There are usually no tests or comprehension questions following ER tasks, allowing learners to read for the sake of reading. As Day and Bamford (2002) state, comprehension is monitored informally, and the emphasis remains on reading enjoyment and habit-building.

2.6.9 The Teacher Orients and Guides the Students

The role of the teacher in ER is to provide guidance and support. This includes helping students select appropriate texts, explaining the goals of ER, and creating a reading-friendly environment. Teachers also encourage regular reading and help troubleshoot challenges (Bamford & Day, 2004).

2.6.10 The Teacher Is a Model of a Reader

Teachers are encouraged to act as role models by reading alongside their students and sharing their reading experiences. When teachers demonstrate their own engagement with reading, it positively influences student attitudes and reinforces reading as a lifelong habit (Day & Bamford, 2002).

2.7 Benefits of Extensive Reading

2.7.1 Gains in Vocabulary

Extensive reading plays a vital role in helping learners acquire vocabulary naturally. It is designed to support learners in building strong reading habits and expanding their lexical and grammatical knowledge (Richards, Platt, & Platt, 1992, as cited in Day & Bamford, 1998). Engaging with large volumes of reading material allows words to be encountered repeatedly, making their recognition more automatic over time (Day & Bamford, 1998). This continuous exposure is an effective method for learners to internalize vocabulary. According to Jacobs and Renandya (1999), using simple and enjoyable texts encourages learners to read more, which in turn enhances their vocabulary. Nation and Goady (1988, as cited in Day & Bamford, 1998) emphasized that reading is one of the most effective strategies for vocabulary growth, as students who read extensively tend to develop a richer and more diverse word bank.

2.7.2 Gains in Attitude and Motivation

Extensive reading also contributes to shaping positive learner attitudes and boosting motivation. Day and Bamford (1998) suggested that it minimizes stress from constant teacher evaluation and encourages learners to enjoy reading. Yamashita (2013) noted that exposure to a wide range of topics through reading can foster learners' interest in different cultures, thereby shaping more positive attitudes. A key principle of extensive reading is allowing learners the freedom to choose what they read, which fosters autonomy and enjoyment (Day & Bamford, 1998). This self-directed choice helps learners feel more connected to reading and increases their willingness to engage. Motivation is tightly linked to attitude, as learners with a more positive mindset tend to be more driven (Franken, 1988, as cited in Day & Bamford, 1998). Grabe (1991, as cited in Day & Bamford, 1998) observed that reading independently can improve students' confidence and intrinsic motivation. Furthermore, Ray (1986, as cited in Day & Bamford, 1998) emphasized the importance of interesting content, stating that engaging materials are essential for maintaining motivation. Robinson and Hulett (1991, as cited in Day & Bamford, 1998) also highlighted that silent reading strategies can increase learners' desire to read by allowing them to select texts that suit their proficiency. Day and Bamford (1998) even used the metaphor of a "secret garden"

to describe the world of reading, suggesting that learners can only enter it when motivated and positively inclined toward reading.

2.7.3 Gains in Writing

Reading widely also influences learners' writing abilities. Krashen (1993, as cited in Day & Bamford, 1998) strongly advocated for extensive reading as the most effective way to develop not only reading skills but also a good writing style. Hsu and Ying (2009) supported this by stating that regular reading helps learners become more competent writers. Through exposure to various writing structures and vocabulary, learners subconsciously adopt patterns that enhance their writing. Day and Bamford (2004) also noted that extensive reading improves students' abilities in other language areas, such as listening and speaking, while enriching their vocabulary and writing style.

2.7.4 Gains in Spelling

Another area positively impacted by extensive reading is spelling. Research by Polak and Krashen (1989, as cited in Day & Bamford, 1998) found that learners who frequently engage in free reading tend to demonstrate improved spelling skills. Krashen (1993, as cited in Day & Bamford, 1998) claimed that reading is a key tool for becoming a proficient speller. Regular interaction with written language helps learners internalize the correct spelling of words. He further argued that free voluntary reading enhances several language domains, including grammar, vocabulary, writing, and especially spelling (Day & Bamford, 1998).

2.8 The Importance of Extensive Reading and Its Impact on Writing

Extensive reading plays a vital role in enhancing writing skills by providing continuous exposure to varied and authentic language use. Through reading large amounts of well-written texts, individuals naturally absorb vocabulary, grammar, sentence structures, and stylistic patterns, which form the foundation of effective writing. Krashen (1993) emphasized that reading is the most reliable method for developing writing ability, claiming that “reading is the only way; the only way we become good writers” (p. 23). This strong

link exists because regular readers encounter consistent models of how ideas are structured, paragraphs are developed, and arguments are made.

Reading extensively enriches a person's vocabulary and improves their ability to organize thoughts coherently in writing. According to Hsu and Yang (2009), individuals who engage in extensive reading tend to write with greater fluency and accuracy. Their writing often reflects the patterns and expressions they have encountered frequently in texts. This input helps writers develop a more natural and versatile writing style without direct instruction.

Day and Bamford (2004) further support the idea that extensive reading contributes to better writing, pointing out that individuals who read regularly often demonstrate improved grammar usage, sentence fluency, and idea development in their written work. This improvement stems from internalizing the features of good writing over time. Furthermore, the process encourages self-confidence in writing, as individuals become more comfortable experimenting with words and structures they have seen in context.

Conclusion

Extensive reading is an approach where students can choose what they want to read, move forward at their own pace, or switch to different materials. For students to benefit from extensive reading, they need to have a positive attitude towards it, which helps them stay motivated. When they are motivated, they are more likely to read more, leading to improvements in their vocabulary, reading fluency, and even their writing and spelling. While this approach has many benefits, it is not always easy to put into practice. There are several reasons that may prevent it from being used widely in schools.

Part Two: The writing Skill

2.9 Definition of Writing

Writing skill is regarded as one of the most complex and essential language abilities, requiring a synthesis of cognitive, linguistic, and motor processes. According to Hyland (2016), writing involves more than the mere transcription of spoken language; it demands the organization of ideas, the appropriate selection of vocabulary, grammatical accuracy, coherence, cohesion, and a keen sense of audience awareness. A proficient writer must be able to structure information logically, link ideas seamlessly, and present arguments persuasively while adhering to the norms and conventions of the intended discourse community. Effective writing necessitates the writer's ability to adjust their language use depending on the communicative purpose and the expectations of the audience (Hyland, 2016). Thus, writing is not a spontaneous act but a highly controlled and goal-oriented process. It requires mastery over mechanics (such as punctuation and spelling), organizational patterns (such as cause-effect or comparison-contrast structures), and stylistic features (such as tone and register). As Nunan (1991) explains, writing is "an extremely complex, cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation." Therefore, writing skill is multi-dimensional, encompassing technical proficiency, critical thinking, and communicative effectiveness.

2.10 Approaches of Writing

Over the past few decades, numerous pedagogical approaches have been proposed to enhance the teaching and learning of writing. Each approach reflects differing understandings of language acquisition, cognitive development, and the social nature of writing. These approaches include the product approach, the genre approach, the process approach, the creative writing approach, and the cooperative writing approach. Each method offers distinct insights into how writing can be best taught and learned, emphasizing various aspects of the writing act, such as form, process, social context, creativity, or collaboration.

2.10.1 The product approach

The product writing approach is characterized by a strong emphasis on the final written product, focusing on accuracy, organization, and adherence to established linguistic conventions. It regards writing as the production of a correct linguistic output based on models provided to learners. According to Nunan (1991), the product approach stresses grammatical structures, rhetorical organization, and mechanical accuracy such as spelling and punctuation.

Instruction within the product approach typically follows a structured sequence of stages, which can be summarized in the following table:

Stage	Description
Familiarization	Students are exposed to model texts and analyze key linguistic and rhetorical features.
Controlled Practice	Learners complete exercises focusing on specific language structures or stylistic elements observed in the model.
Organization of Ideas	Students plan and organize information following the patterns found in the model text.
Production	Students independently produce a text applying the linguistic and organizational features practiced.

Table 2.2 Stages in the Product Writing Approach

2.10.2 The Genre Approach

The genre approach situates writing within its broader social and cultural contexts. Hyland (2003) argues that writing is a form of social interaction where writers must understand and produce texts that conform to the conventions of particular genres. In this view, writing is not only a linguistic activity but also a socially-situated act that reflects particular purposes, audiences, and institutional expectations. In genre-based instruction, learners analyze the typical structures, language features, and communicative purposes of specific genres, such as narrative, expository, or argumentative texts. Teaching focuses on raising students' awareness of these features and helping them to replicate them in their own writing (Hyland, 2003). For instance, students studying the argumentative essay genre would be taught to structure their writing into introduction, thesis statement, supporting arguments, counterarguments, and conclusion. One of the main strengths of the genre

approach is that it prepares learners for the real-world writing demands they are likely to encounter in academic, professional, and public domains. However, some scholars, such as Tribble (1996), caution that an overemphasis on form might lead students to prioritize rigid structure over genuine content development or personal expression.

2.10.3 The Process Approach

The process writing approach views writing not as a static product but as a dynamic, evolving activity. It emphasizes the stages that writers go through in order to produce coherent and meaningful texts. White and Arndt (1991) describe writing as a complex, recursive process that involves multiple, interconnected stages, including planning, drafting, revising, editing, and publishing. The process approach gives priority to the writer's development over time. Zamel (1982) highlights that through multiple drafts and ongoing reflection, writers can discover meaning, clarify ideas, and improve the organization and language of their texts.

The process approach typically includes the following stages:

- **Pre-writing:** Activities such as brainstorming, free-writing, mind-mapping, and discussion to generate ideas.
- **Drafting:** Translating ideas into sentences and paragraphs, focusing on meaning rather than correctness.
- **Revising:** Reorganizing content, refining ideas, enhancing coherence and cohesion.
- **Editing:** Correcting grammatical, spelling, punctuation, and stylistic errors.
- **Publishing:** Sharing the final draft with peers, teachers, or a broader audience.

The relationship among these stages can be visualized as follows:

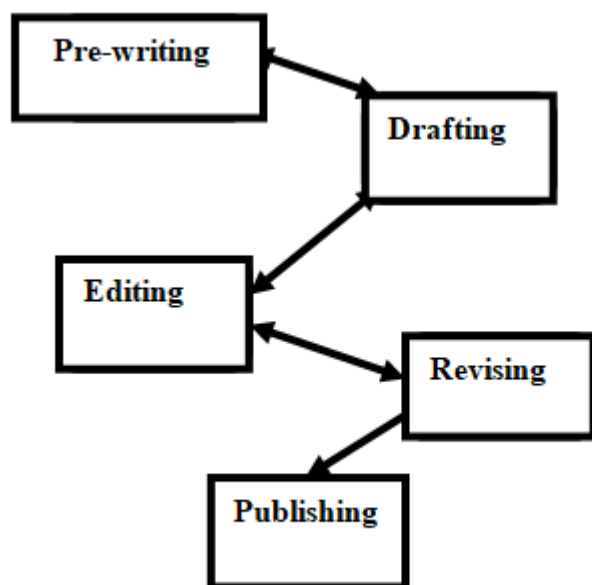


Figure 2.1 The writing process White and Arndt (1991).

2.10.4 The Creative Approach

Creative writing encourages learners to explore and express their imaginations, emotions, and individual voices through writing. Unlike more formal academic writing, creative writing allows for a freer manipulation of language forms and stylistic features. Spencer (1983) defines creative writing as an artistic endeavor that emphasizes originality, aesthetic quality, and personal meaning-making. In this approach, students are often invited to compose stories, poems, plays, and personal reflections, using literary devices such as metaphor, simile, dialogue, and narrative voice. Creative writing fosters not only linguistic dexterity but also emotional intelligence, as students learn to articulate complex feelings and experiences through words (Spencer, 1983). A key advantage of the creative writing approach is its ability to motivate students and cultivate a positive attitude toward writing. It can also help build self-confidence, as students experience writing as a personal and fulfilling act. However, critics point out that without sufficient attention to grammatical and structural conventions, students' creative outputs may lack clarity and communicative effectiveness (Carter, 2007).

2.10.5 The Cooperative Approach

The cooperative writing approach involves learners working collaboratively to plan, draft, revise, and edit texts. Rooted in the principles of social constructivism, this approach

views writing as a socially-mediated activity where meaning is co-constructed through interaction and negotiation. Storch (2013) emphasizes that cooperative writing tasks facilitate the development of linguistic accuracy, coherence, and idea elaboration by enabling peer scaffolding and immediate feedback. In cooperative writing activities, students may jointly compose a text, divide sections of a text among group members, or review and critique each other's work. Such collaboration encourages discussion about language use, text structure, and content development, enhancing both the linguistic and metacognitive aspects of writing (Storch, 2013). The cooperative writing can reduce writing anxiety, foster a sense of community, and develop important skills such as negotiation, problem-solving, and critical thinking (Wigglesworth & Storch, 2012). However, the effectiveness of this approach is heavily dependent on the dynamics of the group. Issues such as unequal participation, dominance of stronger members, or lack of motivation among group members can undermine the potential benefits.

2.11 Process of Academic Writing

Academic writing is a complex, recursive process involving a series of stages that guide writers from initial idea generation to the final polished product. Understanding and effectively engaging in each stage is critical for producing high-quality academic work (Murray, 2011).

2.11.1 Pre-writing Stage

The pre-writing stage lays the foundation for successful writing by encouraging idea development and topic exploration. Activities at this stage include brainstorming, freewriting, clustering, researching, and discussing ideas with peers or mentors. According to Richards and Schmidt (2010), the purpose of pre-writing is to activate background knowledge, define a purpose, and plan strategies for approaching the writing task. Effective pre-writing reduces anxiety and writer's block by providing a clear sense of direction (Murray, 2011).

During this stage, writers also conduct preliminary research to gather necessary information, ensuring that their arguments are grounded in scholarly evidence. Careful reading of source materials and critical note-taking help writers avoid plagiarism and support their claims effectively.

2.11.2 Outlining Stage

Once sufficient ideas have been generated, outlining organizes these ideas logically and hierarchically. A comprehensive outline includes the thesis statement, main points, supporting details, and examples. It ensures coherence and provides a map for the writing process. According to Oshima and Hogue (2006), well-structured outlines enable writers to maintain focus, avoid digressions, and develop balanced arguments. There are various types of outlines, including topic outlines, sentence outlines, and mind maps, each suitable for different writing tasks and preferences. Regardless of the method used, outlining clarifies the relationships between ideas, facilitating a logical flow of arguments.

2.11.3 Writing Draft Paper

The drafting phase involves transforming ideas from the outline into a full-length text. The focus at this stage is on content development rather than grammatical or stylistic perfection. As Flower and Hayes (1981) explain in their cognitive process model, drafting is inherently messy; writers often discover new ideas while writing, requiring flexibility and adaptation. Writers should concentrate on expressing their arguments clearly, providing evidence, and expanding on key points. It is common to produce several drafts, with each iteration refining and strengthening the argument. Drafting also fosters creativity, as it encourages writers to explore different angles and solutions to problems.

2.11.4 Drafting Stage

The drafting stage is iterative and recursive. Writers continuously move back and forth between composing, revising, and reflecting on their text. According to Raimes (1983), writing is not a linear process but involves constant reshaping and rethinking of ideas. At this stage, writers assess the organization of paragraphs, the strength of transitions, and the clarity of arguments. They seek to eliminate redundancy, clarify complex ideas, and ensure that each section of the text contributes meaningfully to the overall thesis. Collaboration with peers and instructors for feedback is highly beneficial in refining the drafts.

2.11.5 Writing the Final Draft Stage

The final draft stage entails comprehensive revision, focusing on micro- and macro-level concerns. At the macro-level, writers reassess thesis coherence, paragraph unity,

logical flow, and the strength of evidence. At the micro-level, they scrutinize grammar, punctuation, spelling, word choice, and citation accuracy (Bailey, 2018). Proofreading is critical at this stage to catch minor errors that could undermine the professionalism of the work. Attention must also be paid to formatting guidelines (APA, MLA, Chicago, etc.) to ensure compliance with academic standards. A well-executed final draft demonstrates critical thinking, scholarly rigor, and effective communication.

2.12 Characteristics of Academic Writing

Academic writing is defined by several distinctive features that differentiate it from other types of writing, such as creative writing or journalistic writing. It emphasizes objectivity, formality, precision, and evidence-based reasoning (Swales & Feak, 2012).

2.12.1 Organization

Organization refers to the logical arrangement of ideas within the academic text. Effective organization ensures that readers can easily follow the writer's line of reasoning. Each section of a paper—from the introduction, literature review, methodology, to the conclusion—serves a specific purpose and follows a systematic structure. According to Swales (1990), the standard structure in academic writing follows the CARS model (Create a Research Space), where writers establish a territory, identify a niche, and occupy the niche through their research. Clear topic sentences, well-developed paragraphs, and smooth transitions between ideas are hallmarks of organized writing.

2.12.2 Clarity

Clarity in academic writing means presenting ideas in a straightforward, unambiguous manner. Writers achieve clarity by using precise language, avoiding jargon, and constructing simple, direct sentences (Sword, 2012). Complex ideas must be broken down into manageable parts, and technical terms should be explained when necessary. Research by Hartley (2008) highlights that unclear writing can hinder reader comprehension and diminish the perceived credibility of the writer. Therefore, clarity enhances not only understanding but also persuasiveness.

2.12.3 Coherence

Coherence refers to the logical and consistent relationship among ideas within a text. Coherent writing enables readers to move smoothly from one point to the next, perceiving the text as a unified whole. Devices such as transition words ("therefore," "however," "consequently") and techniques like thematic progression help maintain coherence (Halliday & Hasan, 1976). Paragraphs must link logically to each other, and sentences within paragraphs should build upon each other. A lack of coherence often results in fragmented writing that confuses the reader.

2.12.4 Word Choice

Word choice in academic writing demands precision, formality, and appropriateness to the academic context. Vague, colloquial, or emotionally charged language must be avoided.

Specific terminology appropriate to the discipline must be employed carefully and accurately (Bailey, 2018). Additionally, academic writing tends to favor nominalizations (e.g., "investigation" instead of "investigate") and passive constructions, although overuse can reduce readability (Swales & Feak, 2012). Striking a balance between technical specificity and readability is essential.

2.13 Students' Writing Problems

Despite training and instruction, students frequently encounter persistent difficulties in academic writing, often categorized into linguistic, cognitive, and psychological domains.

2.13.1 Linguistic Problems

Students, particularly second-language learners, struggle with grammar, syntax, and vocabulary. Common errors include subject-verb agreement, incorrect use of articles, faulty tense usage, and improper sentence structure (Hinkel, 2004). According to Ferris (2009), linguistic difficulties can impede the clarity of arguments and distract readers from the content. Additionally, inadequate vocabulary limits students' ability to express complex ideas succinctly and accurately, leading to vagueness or oversimplification.

2.13.2 Cognitive Problems

Cognitive problems stem from challenges in organizing ideas, constructing arguments, and developing logical reasoning. Students often find it difficult to generate thesis statements, develop coherent paragraphs, and maintain argumentative consistency throughout their texts (Zamel, 1983). Bereiter and Scardamalia (1987) describe novice writers as "knowledge-tellers," who simply list facts without organizing them into a coherent argument. In contrast, expert writers are "knowledge-transformers," engaging in higher-order thinking to shape their writing purposefully. Many students fail to make this transition, leading to shallow or disjointed writing.

2.13.3 Psychological Problems

Psychological factors such as writing anxiety, low self-confidence, and fear of criticism significantly affect students' writing performance. Horwitz et al. (1986) introduced the concept of "writing apprehension," a specific form of anxiety that inhibits students' willingness to write and revise. Bandura's (1997) theory of self-efficacy suggests that students' belief in their writing abilities influences their actual performance. Students with low writing self-efficacy are less likely to persist through the difficult stages of drafting and revision, leading to lower-quality outcomes.

2.14 The Relationship between Reading and Writing Skill

Reading and writing are reciprocal processes that support and enhance each other. Researchers have long recognized the interconnected nature of these two literacy skills (Grabe & Zhang, 2013). Reading exposes students to a variety of text structures, vocabulary, argumentation styles, and rhetorical devices. Through extensive reading, students internalize models of good writing and develop a sense of genre conventions, audience expectations, and discourse patterns (Hirvela, 2004). Moreover, research by Tierney and Pearson (1983) proposes the Reading-Writing Connection model, suggesting that both skills involve similar cognitive processes such as predicting, organizing, summarizing, and evaluating. Consequently, improvements in reading comprehension often parallel improvements in writing proficiency. Additionally, Grabe and Zhang (2013) emphasize that critical reading practices, such as analyzing authors' arguments, identifying biases, and assessing evidence, directly inform students' ability to construct persuasive, well-supported written

arguments. Thus, promoting reading for academic purposes is essential for developing students' writing skills, particularly in contexts where English is a second or foreign language.

Conclusion

Academic writing is a structured, recursive process that demands rigorous attention to organization, clarity, coherence, and linguistic accuracy. Each stage of writing, from pre-writing to final draft, plays an indispensable role in producing scholarly, high-quality work. Despite the support provided, students often face linguistic, cognitive, and psychological barriers that hinder their writing development. However, fostering students' reading abilities can significantly enhance their writing skills, as reading models good writing practices and strengthens critical thinking. An integrated approach to literacy, emphasizing both reading and writing, is thus essential for promoting academic success in higher education settings.

CHAPTER THREE
RESEARCH DESIGN
AND METHODOLOGY

Introduction

In this chapter we will investigate the methodological framework used to conduct the current study. It outlines the research design, describes the sample population, and details the data collection tools. The aim is to present a clear and systematic explanation of how the research was conducted in order to ensure its validity and reliability

3.1 Research Design:

This study is mainly built on a descriptive type of research to investigate on how ER improve EFL learners writing skill.. To support this study, a mixed-methods approach was employed, combining both quantitative data (through structured questionnaires) and qualitative insights (through classroom observation). This combination ensures a more comprehensive understanding of the phenomenon under investigation.

3.2 Sample Population:

The population of this study comprises third-year LMD students of English as a FL and their written expression teachers at Chadli Bendjedid University. A total number of fifty-six students who are chosen randomly and three teachers participated in the study. Their responses offer varied perspectives on how reading activities influence writing performance.

3.3 Data Gathering Tools

To collect the necessary data, we used two main instruments which are two questionnaires ,students 'questionnaire and teachers' questionnaire and classroom observation. The use of multiple tools allowed for triangulation of data, enhancing the validity and depth of the findings.

3.4 Description of the Classroom observation

Classroom observation was used as a qualitative tool to collect data and gain insight into the process of teaching and learning writing skills. The primary aim of the observation was to examine how writing is taught, how students engage with writing tasks, and what difficulties they encounter. Special attention was given to the role of extensive reading in supporting students' writing performance.

The observation took place at Chadli Bendjedid University, within the Department of English and Foreign Languages. The focus was on third-year LMD students, who are divided into four groups. However, due to schedule limitations, only Group 3 and Group 4 were observed. Each group was observed for two sessions, totaling four classroom sessions overall. All observed sessions were conducted by the same teacher, which allowed for a consistent view of the teaching strategies used.

Across the observed sessions, the teacher actively guided students through the stages of writing. Each session typically began with a brief warm-up task or a discussion question to prepare students for the writing activity. The teacher provided clear and structured instructions on how to write coherent and meaningful paragraphs. Various writing strategies were introduced, such as brainstorming, outlining, and drafting and the writing topics were often connected to previously assigned or recommended reading materials.

Students were given time to write during class, and in some cases, they were assigned follow-up writing homework. The teacher collected the assignments and returned them with personalized feedback, highlighting the strengths and pointing out areas for improvement.

3.5 Description of Students ‘Questionnaire

The student questionnaire was developed to collect data on learners’ reading habits, their exposure to extensive reading practices, and the perceived impact of reading on their writing performance. It consists of fourteen, Reading is one of the most essential and increasingly emphasized skills in language learning, playing a crucial role in the development of various language competencies, particularly writing. This study aims to demonstrate the impact of extensive reading on enhancing the writing proficiency of EFL learners. Questions, combining both closed-ended and open-ended questions. The questionnaire is divided into three main themes: general background information, reading behavior and attitudes and perceptions of the link between reading and writing.

3.6 Description Teacher’s Questionnaire

The teacher questionnaire was designed to complement the data collected from students by capturing the educators’ perspectives on the relationship between reading and

writing skills. It includes eleven questions, combining closed-ended items for structured data and open-ended questions that address several key areas including teachers' professional background, their perceptions and observations on their students performance and practices, how often and in what ways they encourage extensive reading and their evaluation of student's writing competence and common challenges.

Conclusion:

In this chapter, the researcher outlined the methodological framework used to conduct the study. The chapter presented the research design, sample population, and data collection tools, including the student and teacher questionnaires and a classroom observation. This mixed-method, case study approach provides both quantitative breadth and qualitative depth, enabling a more holistic understanding of the relationship between extensive reading and the development of writing skills among EFL learners.

CHAPTER FOUR
ANALYSIS OF
DATA COLLECTION

Introduction:

This chapter presents the results of the study conducted to investigate the effects of extensive reading on students' writing skills. It aims to provide a detailed analysis of the data collected from the classroom observation and the two questionnaires.

4.1 Classroom Observation Analysis

During the sessions I observed, it was clear that the teacher played a key role in guiding the classroom. They consistently fostered student participation by creating a welcoming atmosphere where learners felt at ease sharing their thoughts and diving into writing tasks. The instruction was well-organized, focusing on helping students craft coherent and meaningful paragraphs. There was a strong emphasis not just on the technical aspects of writing, but also on weaving in new information, which encouraged a deeper understanding and richer content development.

When it comes to student performance, there was quite a bit of variation between the two groups we observed. Some students really stood out with their engagement, actively participating in discussions and taking the initiative with their writing tasks. On the flip side, others seemed to struggle with ongoing challenges that hindered their writing abilities. Here are some of the key issues that were particularly noticeable:

Limited Vocabulary

Students often struggle to find the right words to clearly express their ideas. As a result, their ability to communicate effectively in writing becomes restricted, leading to discomfort and a lack of confidence. This limitation in vocabulary directly impacts their performance and participation in writing tasks.

Grammatical Errors

Many students frequently encounter difficulties with grammar. They strive to follow grammatical rules but still make mistakes, which makes writing a challenging task. For some, achieving grammatical accuracy becomes a major obstacle. These errors are a significant barrier that hinders foreign language learners from developing strong writing skills.

Lack of coherence

A lot of students found it tough to put together coherent arguments. Their writing often missed clear introductions, logical flow of ideas, and strong conclusions. This lack of organization made it hard for their texts to be clear and convincing.

Lack of self-confidence

Some students hesitated to share their work openly, mainly because they were afraid of making mistakes in front of their classmates. This reluctance limited their participation and slowed down their progress. To address this, the teacher consistently emphasized that making mistakes is a normal and important part of learning, encouraging students to see feedback as a chance to grow.

To tackle these challenges and spark interest, the teacher used a variety of effective strategies. Students were often given open-ended writing prompts that encouraged them to dive into topics that mattered to them, whether personally or academically. The teacher also made good use of positive reinforcement like giving verbal praise or extra marks to motivate students and acknowledge their hard work. This approach seemed to boost students' eagerness to engage with the writing process.

In many cases, students who read more outside of class showed stronger writing skills. Their work was not only better structured but also richer in language, indicating a clear connection between extensive reading and improved writing ability. This finding supports the broader educational understanding that reading enhances vocabulary and grammar while also providing learners with valuable examples of academic writing.

Each session was thoughtfully crafted to include a warm-up activity designed to activate prior knowledge and mentally prepare students for the writing task ahead. The classroom atmosphere encouraged lively interactions between the teacher and students. Learners were invited to share their thoughts, ask questions, and even critique each other's ideas in a constructive way. This dialogic approach helped many students feel more autonomous and confident.

The observation underscores that incorporating extensive reading into the writing curriculum is a vital tool for helping learners build fluency, coherence, and confidence in

their writing. The teacher's strategies and classroom management played a crucial role in fostering student growth, although tailored instruction is still essential to meet the diverse levels of writing proficiency found in the classroom.

4.2 Analysis of Students 'Questionnaire

Section one: General information

Q1. Gender

Gender	Number	Percentage
Male	11	20 %
Female	45	80 %

Table 4.1 Students 'Gender

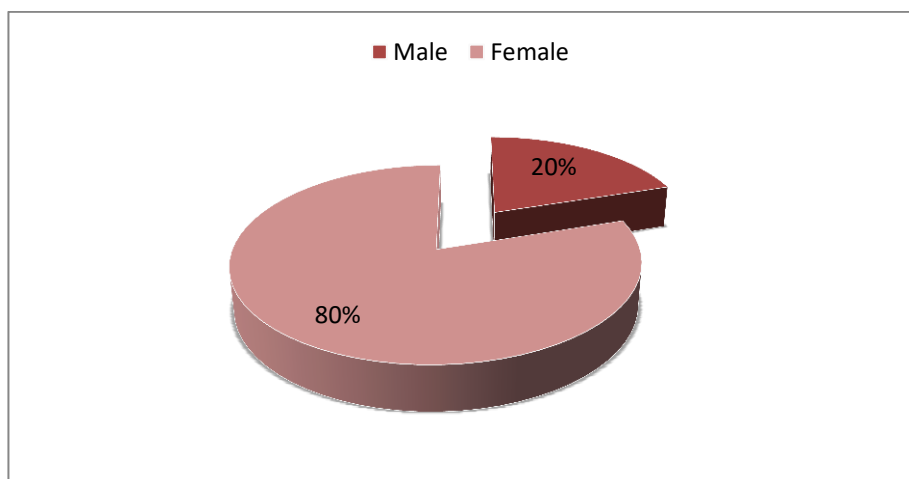


Figure 4.1 Students' Gender

As shown in the table, a significant majority of the participants are female, making up 80% of the group, while only 20% are male. This noticeable gender gap indicates that female students are more prevalent in this study, which could point to a greater interest or involvement in learning the English language among female learners.

Q2.How do you assess your overall level in English?

Option	Number	Percentage
Very good	6	11%
Good	41	73%
Average	9	16%
Poor	0	0%

Table 4.2 Students' level in English

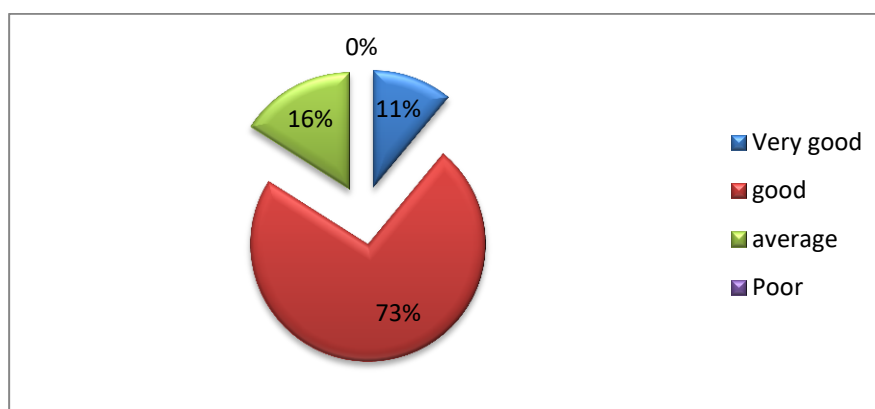


Figure 4.2 Student's level in English

The table reveals that 11% of the participants rated their English skills as very good, while a significant 73% considered their level to be good. 16% described their level as average and none of the students claimed to have a poor level in English.

Section two: Reading and Extensive Reading

Q3. Do you enjoy reading in English?

Option	Number	Percentage
Yes	49	87%
No	7	13%

Table 4.3 Student Perceptions of Enjoyment in Reading English

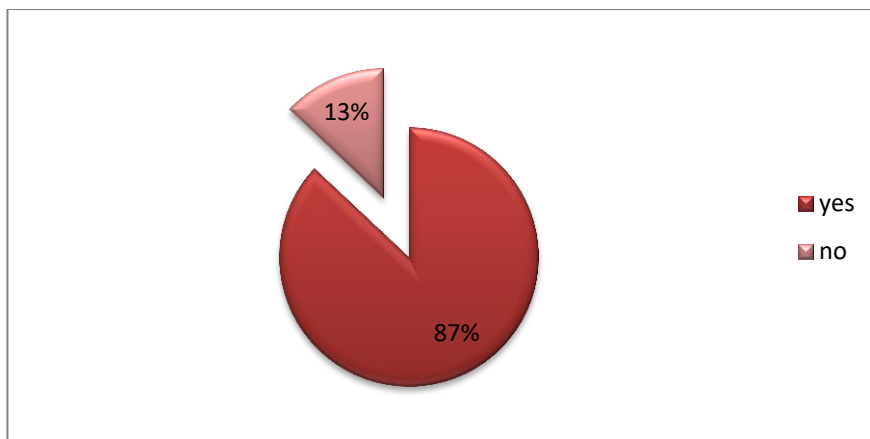


Figure 4.3 Student Perceptions of Enjoyment in Reading English

The table shows that the majority of the students 87% enjoy reading , while only 13% students claim that they do not enjoy reading.this means most of them have the culture of reading.

Q4.How frequently do you read in English ?

Option	number	percentage
Always	10	18%
Often	14	25%
Sometimes	21	38%
Rarely	11	20%

Table 4.4 Students' Consistency in Reading

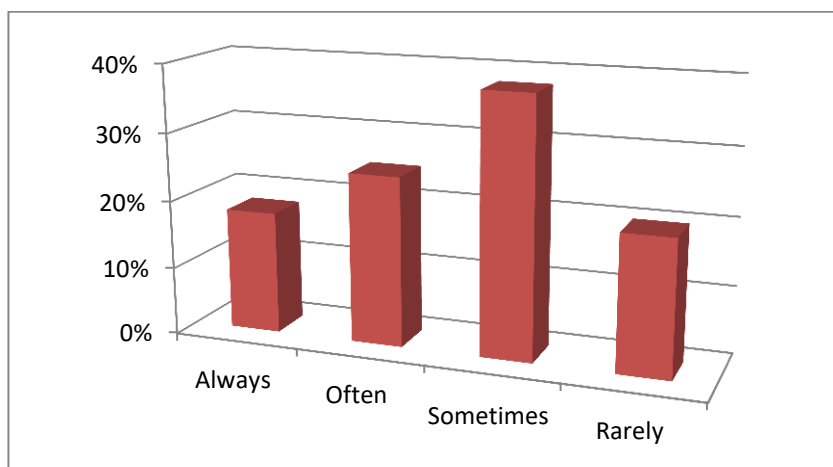


Figure 4.4 Students' Consistency in Reading

The table indicates that the majority of students 38% read sometimes, while 25% of them read often, 20% read rarely but few of them 18% read always. This shows that they have a lack of reading.

Q5. What type of English reading materials do you prefer ?

Option	Number	Percentage
Articles	0	0%
Books	30	53%
Short stories	22	39%
Novels	4	8%

Table 4.5 Materials students read

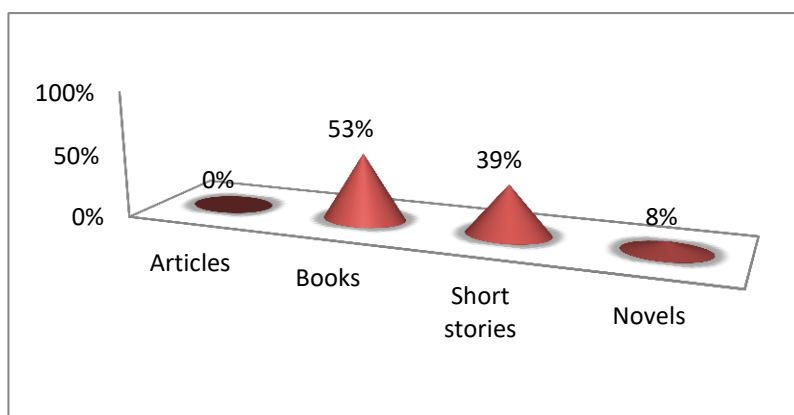


Figure 4.5 Materials students read

The table reveals that a large number of students, 53%, like reading books, while some of them, 39%, prefer short stories. Few of them, 8%, like novels, and none of the students read articles. This means that most of the students enjoy reading books more than the other ones.

Q6. What is your primary purpose for reading in English ?

Option	Number	percentage
To get new ideas	8	14%
To improve language skills	31	55%
For enjoyment	2	4%
To learn new vocabulary	15	27%

Table 4.6 Students' Purpose for Reading

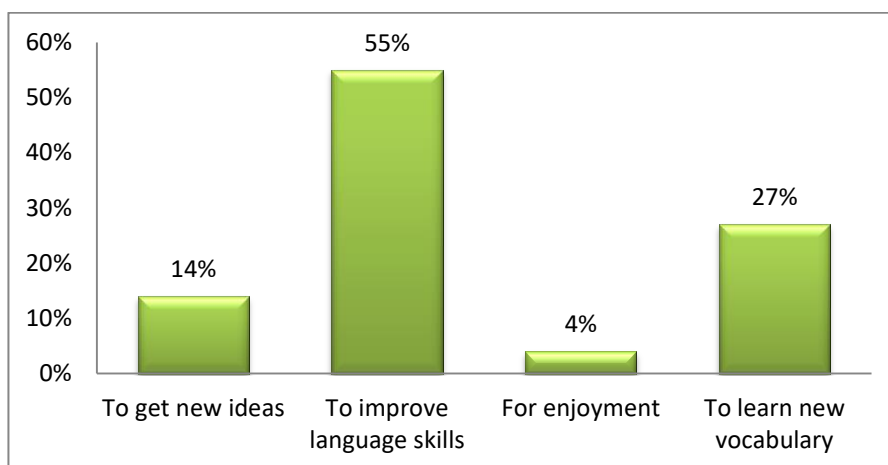


Figure 4.6 Students' Purpose for Reading

Q7. Do you think that applying reading strategies helps you write ?

Option	Number	Percentage
Yes	49	87%
No	7	13%

Table 4.7 The application of reading strategies to write

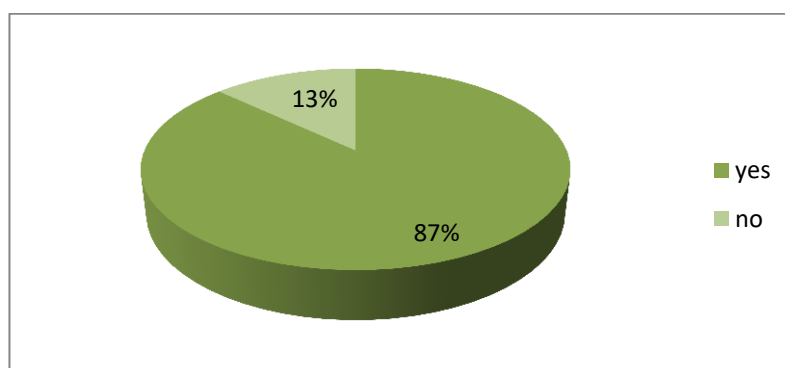


Figure 4.7 The application of reading strategies to write better

The table show that big number of students 87 % agree that applying reading strategies help In better writing, while some students 13 % do not see this connection, it's clear that for most, being a good reader helps a lot with becoming a better writer.

Q8.do extensive reading have strong effects on improving your writing skills ?

Option	Number	Percentage
Yes	52	92 %
No	4	8%

Table 4.8 the role of extensive reading in improving writing skills

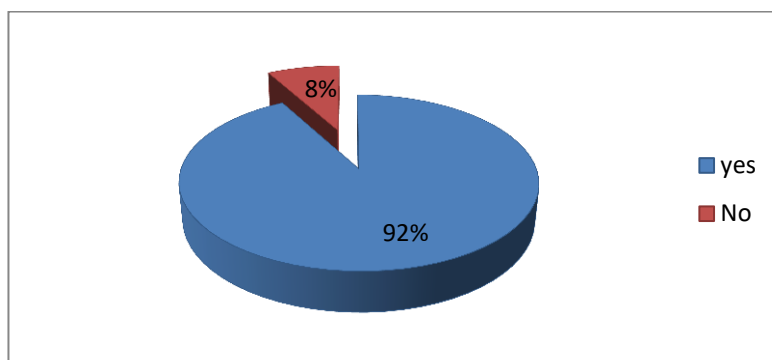


Figure 4.8 the role of extensive reading in improving writing skills

The table indicates that 92 % of students believe that extensive reading play a crucial role in enhancing their writing skills, while 8 % of the students disagree on this point and seems like they are not aware about the effectiveness of extensive reading on improving their writing skills.

Section three : the relation between reading and writing

Q9.Do you think that writing is an important skill as Reading ?

Option	Number	Percentage
Yes	45	80 %
No	11	20 %

Table 4.9 The importance of The Writing Skill

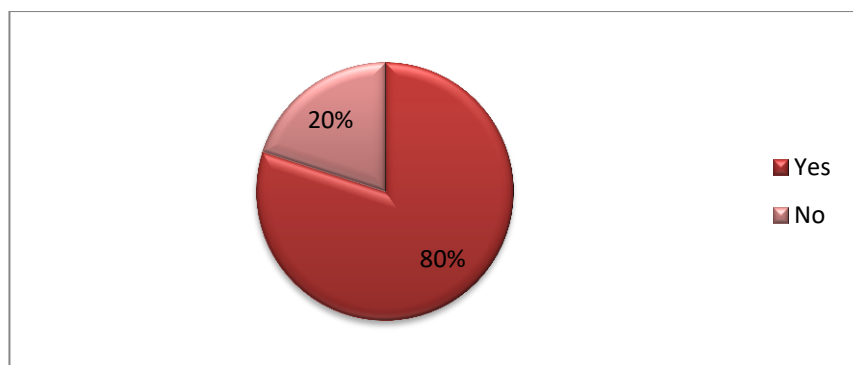


Figure 4.9 The importance of The Writing Skill

The table illustrate that a large majority of students 80 % view that writing is a really important skill, while few of them 20 % disagree with that .and this show that a large variety aware that writing is a helpful tool to learn English as reading.

Q10. Do your teachers encourage you to write outside of the class?

Option	Number	Percentage
Yes	52	92 %
No	4	8 %

Table 4.10 Teachers’ Role in Inspiring Out-of-Class Writing

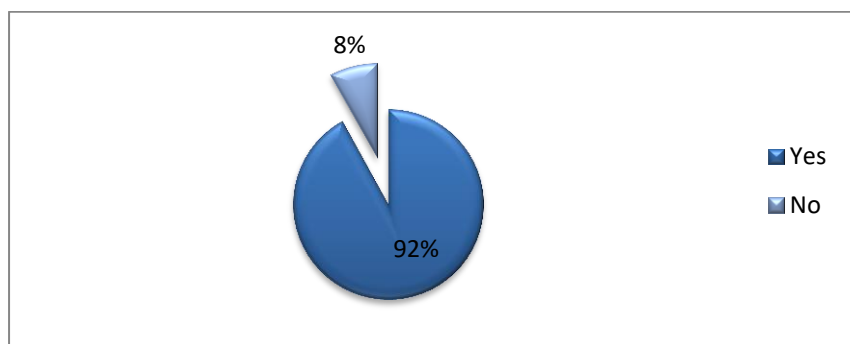


Figure 4.10 Teachers' Role in Inspiring Out-of-Class Writing

The result indicates that a significant majority of students 92 % claim that they got encouraged by their teachers to write more , and 8 % of students does not got the courage from their teachers to write and maybe from other sources , this suggest that teachers play a vital role in helping their students to write better.

Q11. What is your main focus when you write?

Option	Number	Percentage
Grammar	15	26%
Vocabulary	39	70%
Punctuation	0	0%
Spelling	2	4%

Table 4.11 The main focus in writing

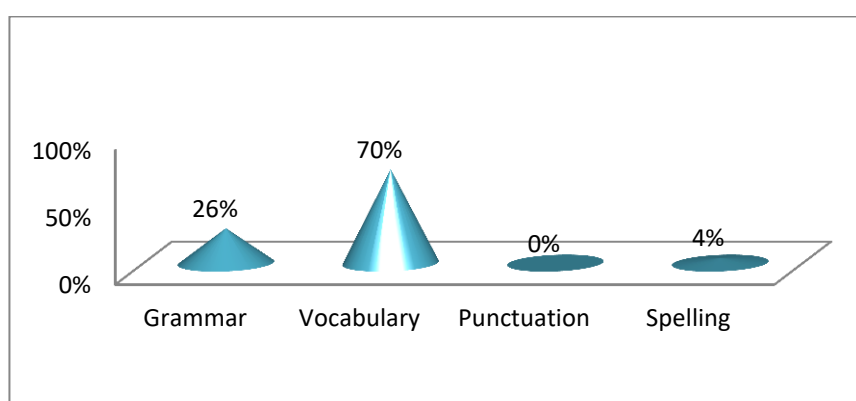


Figure 4.11 The main focus in writing

This result reveals that large majority 70% of the students focus on vocabulary , few of them 26% focus on grammar and 4% on spelling , which mean most of the students neglecting punctuation and spelling .this suggest that large variety of students view that a good writing need strong vocabulary and grammar.

Q12. Do you use new vocabulary or expressions from your reading in your writing ?

Option	Number	Percentage
Yes	29	52%
No	27	48%

Table 4.12 The use of vocabulary and expressions gained from reading

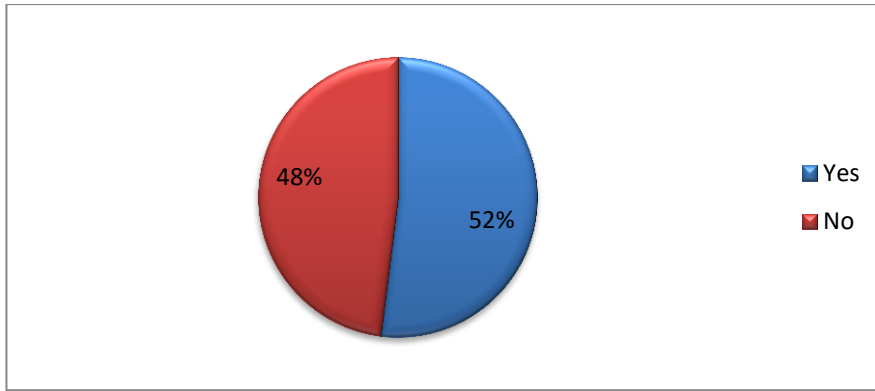


Figure 4.12 The use of vocabulary and expressions gained from reading

This result show that most of the students 52% get advantages from reading by gaining new vocabulary and expressions that help them to write better, while other students 48% maybe have not took much vocabulary . This show that reading effects on their writing.

Q13. What are the main hardships you struggle with when writing?

Option	Number	Percentage
Lack of vocabulary	24	43%
Grammar mistakes	20	36%
poor organization of ideas	12	21%
Spelling problems	0	0%

Table 4.13 hardships students face when writing

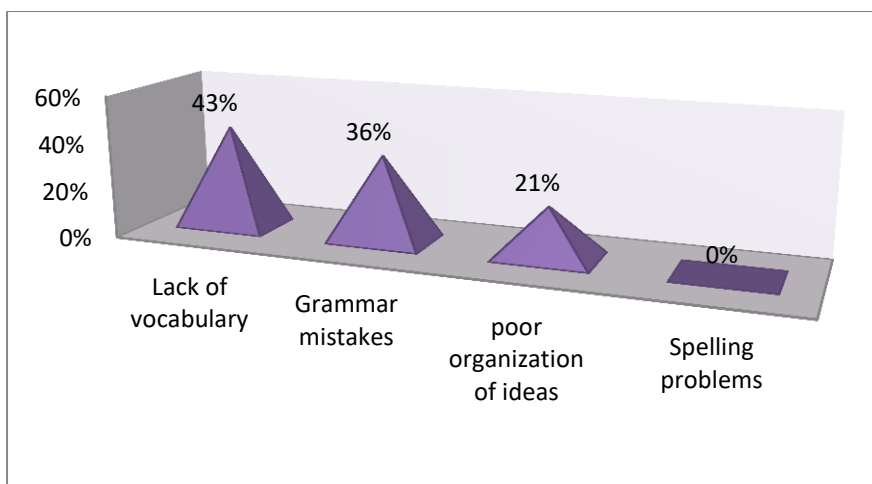


Figure 4.13 hardships students face when writing

Q14. In what ways has extensive reading improved your writing?

In this question we notice that 95% answers were approximately the same, a large variety their answers were as follow:

- gaining new vocabularies and expressions.
- grasping new ideas .
- taking an idea how to make a well written tasks .
- Helping in writing coherently .
- Avoiding grammar mistakes.

This show that most of students agree on some points that reading can improve writing through gaining vocabularies and enhancing their grammar ,which mean that extensive reading have good impact on their writing.

4.3 Analysis of Teachers ‘Questionnaire

Section one: General Background

Q1.Gender

Gender	Number	Percentage
Male	0	0%
Female	3	100%

Table 4.14 Teachers’ Gender

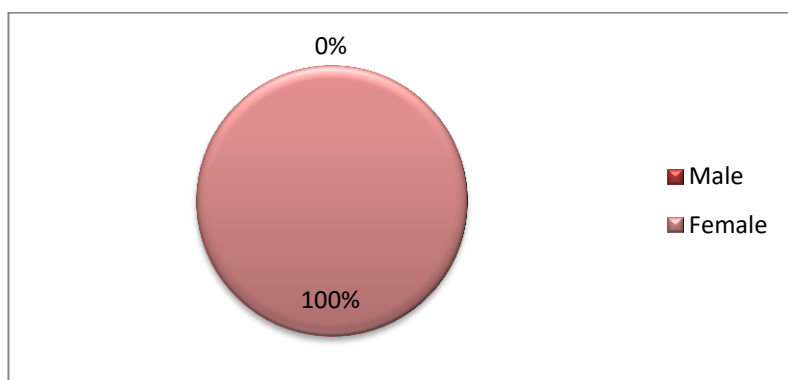


Figure 4.14 Teachers’ Gender

The table show that the teachers who answered this questionnaire are 100 % females,which mean that the variety of teachers in the department of English at Chadli Bendjedid University are mostly females.

Q2. For how many years have you been teaching?

Option	Number	Percentage
2-5 years	1	33%
6-15 years	2	66%
16-20 years	0	0%

Table 4.15 Years of Teaching Experience.

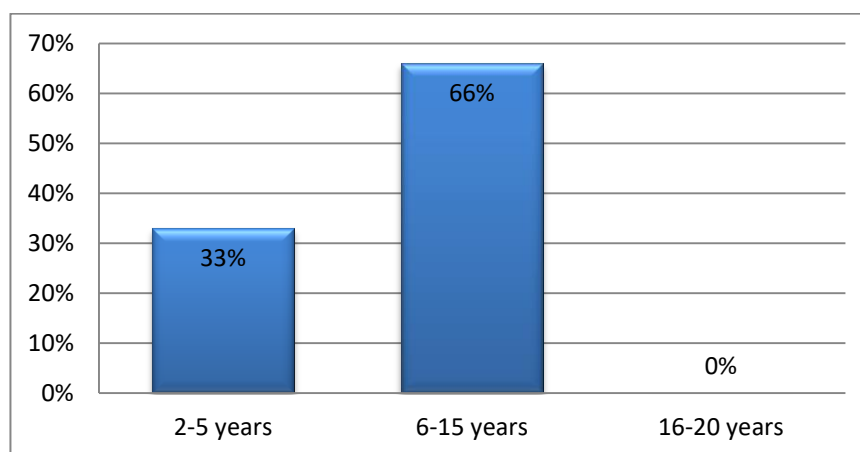


Figure 4.15 Years of Teaching Experience.

The result show that 66% of the teachers have a noticeable years of experience in teaching, while 33% a small experience in teaching.

Section two: perceptions and observation

Q3. In your current teaching context, how much emphasis is placed on extensive reading activities?

Option	Number	percentage
Very little	0	0%
Some	1	33%
A moderate amount	0	0%
A significant amount	2	66%

Table 4.16 Integration of Extensive Reading in Classroom Practice

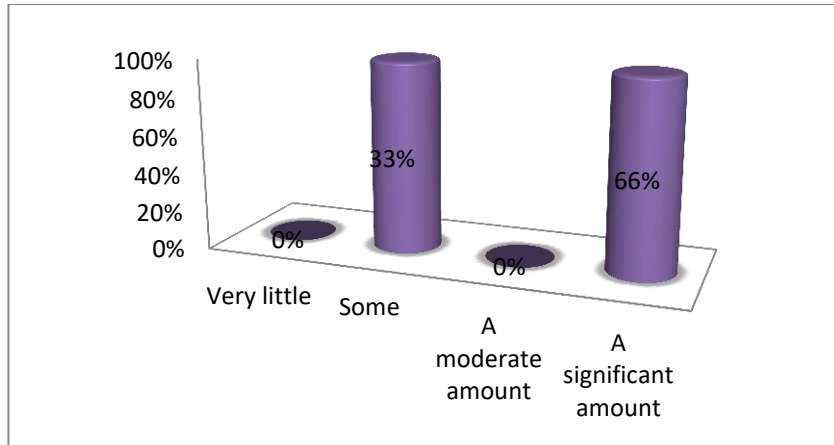


Figure 4.16 Integration of Extensive Reading in Classroom Practice

The results show that 66% of teachers integrate a significant amount of extensive reading for their students which mean that they care about improving students reading and writing skills.

Q4. Have you observed a connection between the amount of extensive reading students engage in and their writing skills?

Option	Number	Percentage
Yes	3	100%
No	0	0%

Table 4.17 Observations on Student Performance

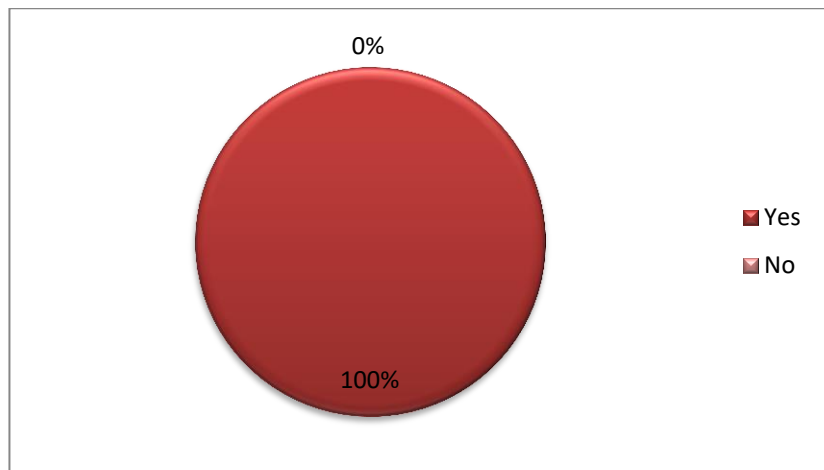


Figure 4.17 Observations on Student Performance

The table indicates that 100% of the teachers observe a clear connection between the amount of extensive reading students engage in and their writing skills. This unanimous agreement

strongly suggests that teachers perceive extensive reading as a significant contributor to writing development.

Q5. In what specific areas of writing have you noticed improvements in students who engage in extensive reading?

Option	Number	Percentage
Vocabulary acquisition and usage	2	66%
Grammar and sentence structure	1	33%
Spelling and punctuation	0	0%
Organization and coherence	0	0%

Table 4.18 Writing Aspects Improved by Students' Reading Habits

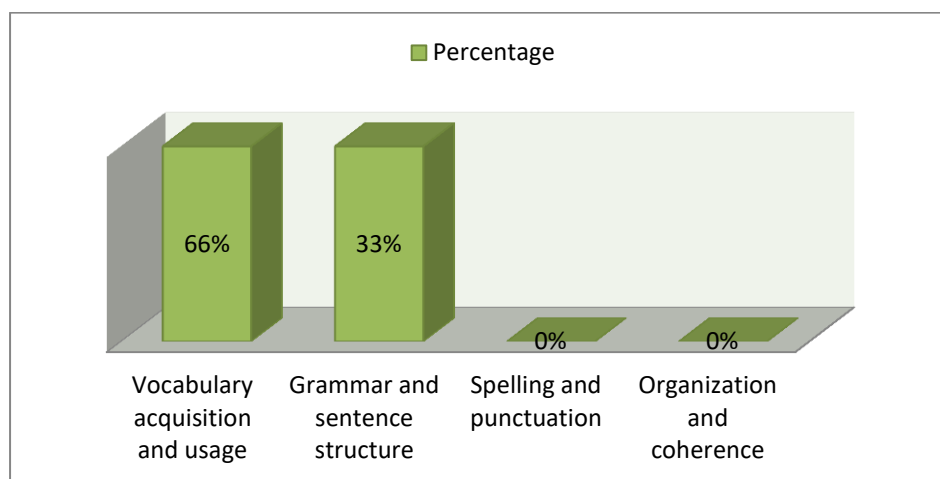


Figure 4.18 Writing Aspects Improved by Students' Reading Habits

The result reveals that the most commonly observed improvement area linked to extensive reading is vocabulary acquisition and usage, with 66% of teachers selecting this option. This suggests that exposure to a wide range of texts helps students internalize and apply new words effectively in their writing. 33% of teachers identified improvements in grammar and sentence structure, indicating that extensive reading may also contribute to syntactic development.

Q6. Have you noticed differences in the writing skills of students who read widely across different genres compared to those who primarily read within a single genre?

Option	Number	Percentage
Yes	3	100%
No	0	0%

Table 4.19 Effect of Genre Variety in Reading on Student Writing

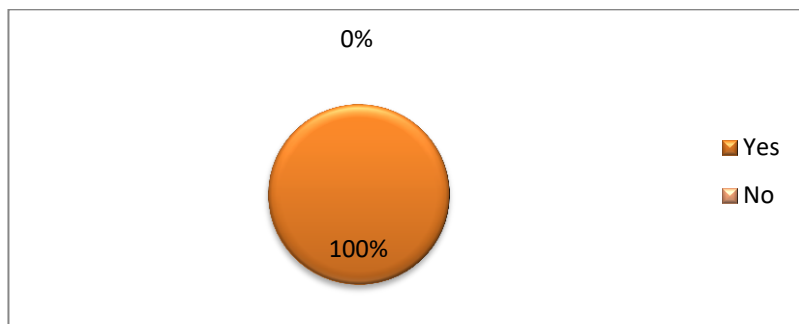


Figure 4.19 Effect of Genre Variety in Reading on Student Writing

The data shows that 100% of the teachers have noticed differences in the writing skills of students who read widely across different genres compared to those who limit themselves to a single genre.

Q7. Do you believe that the type of reading material influences the impact on writing skills differently?

Option	Number	Percentage
Yes	3	100%
No	0	0%

Table 4.20 Impact of Reading Material Types on Students' Writing

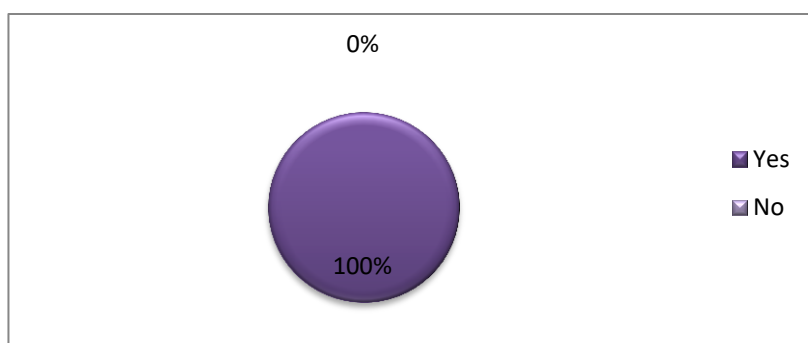


Figure 4.20 Impact of Reading Material Types on Students' Writing

the result illustrates that 100% of teachers agreed that the type of reading material influences how reading affects writing skills. This unanimous response indicates a shared professional belief that not all texts contribute equally to writing development.

Section three : students performance and teachers practices

Q8. Based on your experience, how often do students who engage in a lot of extensive reading demonstrate strong writing skills?

Option	Number	Percentage
Always	0	0%
Frequently	3	100%
Sometimes	0	0%
Rarely	0	0%

Table 4.21 Teacher Perceptions on the Writing Outcomes of Extensive Readers

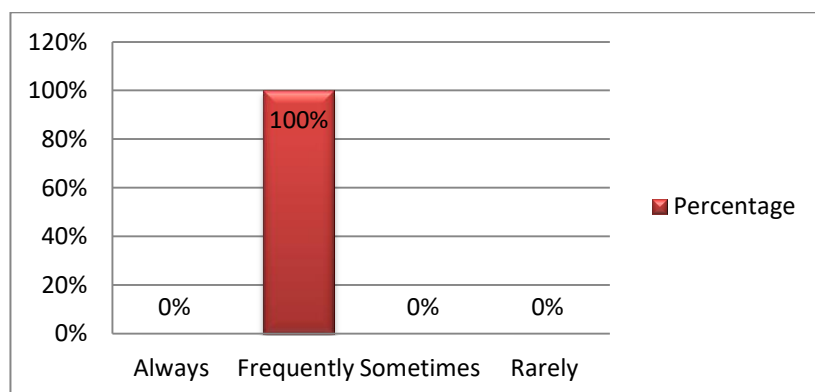


Figure 4.21 Teacher Perceptions on the Writing Outcomes of Extensive Readers

The result indicates that all teachers 100% believe that students who engage extensively in reading frequently demonstrate strong writing skills, though none selected “always.” This suggests that while extensive reading is consistently linked to improved writing, it may not be the sole factor in achieving excellence.

Q9. how often do students who engage in limited reading struggle with writing skills?

Option	Number	Percentage
Always	3	100%
Frequently	0	0%
Sometimes	0	0%
Rarely	0	0%

Table 4.22 Impact of Limited Reading on Writing Proficiency

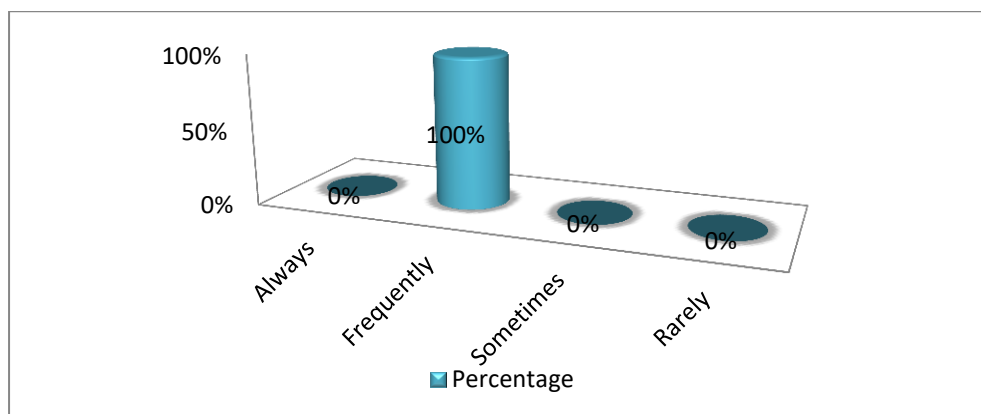


Figure 4.22 Impact of Limited Reading on Writing Proficiency

The result indicates that 100% of teachers consistently observe writing difficulties among students who engage in limited reading. This suggests a strong correlation between low reading exposure and weak writing performance. Students who rarely read may lack sufficient input in terms of vocabulary, sentence structure, and genre familiarity key components needed to produce effective written work.

Q10. How often do you use strategies to encourage extensive reading among your students?

Option	Number	Percentage
Very often	0	0%
Often	2	66%
Sometimes	1	33%
Rarely	0	0%

Table 4.23 Teacher Practices in Encouraging Extensive Reading

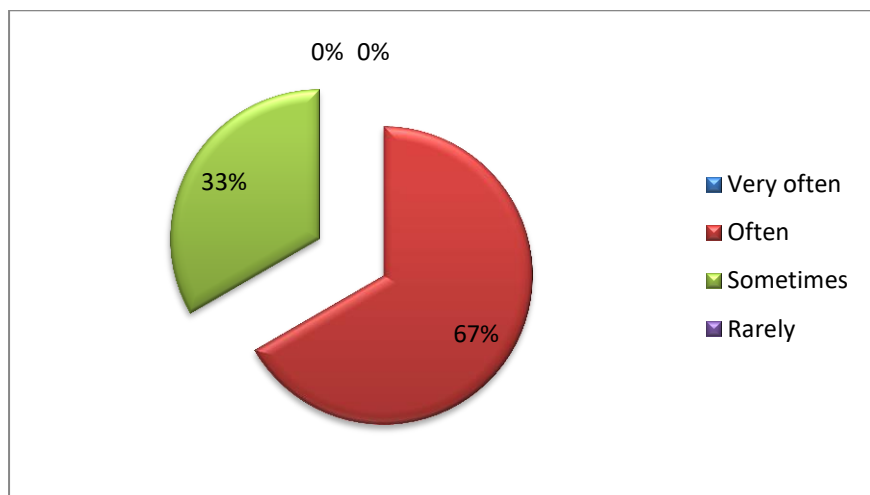


Figure 4.23 Teacher Practices in Encouraging Extensive Reading

The table shows that 66% of the teachers reported often using strategies to encourage extensive reading, while 33% selected sometimes. This means teachers generally support reading, but none do it very often. There is still room to encourage more frequent use of reading strategies to better support students' writing skills.

Q11. What other thoughts or observations do you have on the relationship between extensive reading and writing that you would like to share ?

In this questions teachers provide us with some other thoughts by giving some points as follow and some of them are the same:

- Extensive reading helps students develop richer vocabulary, which improves the quality of their writing.
- Students who read more tend to write more fluently and confidently.
- Reading a variety of texts exposes students to different writing styles and formats.
- Extensive reading improves grammar and sentence structure through repeated exposure to correct language.
- Students become better at organizing their ideas in writing after reading well-structured texts.
- Reading boosts students' creativity and imagination, which reflects in their writing.

This answers reveals that all teachers agree in some points that extensive reading play a main role and have multiple good effects in enhancing students writing skills .

4.4 Discussion of The Results

• **Students' Questionnaire**

The aim of this study is to investigate the effectiveness of extensive reading in improving students' writing skills. To achieve this, a questionnaire was administered to a randomly selected sample of fifty-six third year students. The questionnaire consisted of fourteen questions designed to gather their perspectives on the role of extensive reading in

improving writing proficiency. It was divided into three sections, each intended to uncover specific aspects of students' views, and the responses revealed the following results:

The findings from the general information section reveal that the majority of third-year students in the Department of English at Chadli Bendjedid University are female. As shown in Table 4.1, the number of female students exceeds that of male students, suggesting that female students may show a greater interest in learning English. Furthermore, according to Table 4.2, a significant proportion of students (73%) reported having a "good" level of English, while 11% indicated a "very good" level and 16% reported an "average" level. This distribution indicates that most students possess relatively similar and competent levels of English proficiency.

In the second section reading and extensive reading, The data presented in Table 4.3 shows that a large majority of students (87%) enjoy reading in English, whereas only 13% expressed a lack of interest. However, reading is not a daily habit for all students. As reflected in Table 4.4, most students reported that they read "sometimes" or "always," while a smaller group stated that they read "rarely." This suggests a general awareness among students of the importance of reading in language development.

When it comes to preferred reading materials, Table 4.5 shows that 53% of students prefer reading books, while some of them favor short stories and novels. This indicates that books are considered a valuable resource for enhancing reading skills. Furthermore, the students' main motivations for reading, as presented in Table 4.6, are to improve their language skills (55%) and to acquire new vocabulary. Only a small percentage reported reading for enjoyment or to gain new ideas. These findings highlight that students recognize reading as an essential means of language improvement and vocabulary enrichment.

Importantly, Table 4.7 reveals that 87% of students believe that applying reading strategies helps them write more effectively. Additionally, Table 4.8 shows that 92% are aware of the positive impact reading have on their writing skills. These results confirm that reading is perceived as a critical tool for improving writing ability.

The third section of the results addresses the link between reading and writing. According to Table 4.11, 80% of students believe that writing is just as important as reading. When writing, they tend to focus on grammar and vocabulary, and many of them

incorporate vocabulary and expressions they have encountered during extensive reading. However, despite this, some students still face difficulties, including a limited vocabulary, grammatical errors, and challenges in organizing their ideas coherently. Nevertheless, they are aware that reading supports overcoming these challenges, particularly in expanding vocabulary and improving grammatical accuracy and coherence in writing.

- **Teachers 'Questionnaire**

It was done with three teachers two of them were written expression teachers in the department of English and Foreign languages at Chadli Ben djedid University in el teref in order to investigate teacher's opinions and attitudes toward the effectiveness of extensive reading in improving students writing skills. It is divided into three sections which reveal the following results :

The first section is about the general professional information, the demographic data indicate that all participating teachers in the Department of English at Chadli Bendjedid University are female. This uniformity suggests a gender imbalance within the department, potentially reflecting broader trends in language education professions. Such homogeneity may influence pedagogical approaches and interactions within the academic environment. Regarding teaching experience, the majority of respondents possess substantial experience in the field, while a smaller proportion have relatively less. This distribution implies that most participants bring a wealth of practical knowledge to their teaching practices, enhancing the reliability of their insights into the relationship between extensive reading and writing skills.

The second section is about teacher's perceptions and observation, the findings reveal a unanimous agreement among teachers on the existence of a clear connection between the extent of students' engagement in extensive reading and their writing proficiency. This consensus underscores the perceived importance of extensive reading in developing writing skills. Teachers identified vocabulary acquisition and usage as the most significant improvement area linked to extensive reading, with others noting enhancements in grammar and sentence structure. These observations suggest that exposure to a variety of texts through extensive reading facilitates the internalization and application of new vocabulary and syntactic structures in students' writing. This aligns with existing literature emphasizing the role of extensive reading in vocabulary development and grammatical accuracy.

Furthermore, educators have observed differences in the writing skills of students who read across diverse genres compared to those who limit themselves to a single genre. This suggests that exposure to various textual styles and structures through extensive reading can enhance students' writing versatility and adaptability. Additionally, there is a shared belief among teachers that the type of reading material influences how reading affects writing skills. This finding highlights the importance of selecting appropriate and varied reading materials to maximize the benefits of extensive reading on writing development.

The third section is about students' performance and teacher's practices, teachers concur that students who engage extensively in reading frequently demonstrate strong writing skills, though none assert this outcome occurs invariably. This suggests that while extensive reading is consistently linked to improved writing, it may not be the sole factor in achieving writing excellence. Other elements, such as explicit writing instruction and practice, likely also play crucial roles. Teachers consistently observe writing difficulties among students who engage in limited reading. This observation supports the notion that insufficient reading exposure can hinder vocabulary development, sentence structure familiarity, and overall writing proficiency. Regarding instructional practices, a majority of teachers often use strategies to encourage extensive reading, while others do so occasionally. Notably, none reported promoting extensive reading "very often," suggesting room for increased emphasis on integrating extensive reading strategies into teaching practices to further support students' writing development.

The analysis of both teachers and students underscores the pivotal role of extensive reading in improving students' writing skills. Teachers' observations and practices reflect a commitment to make reading as a tool for writing development. To further support this objective, it is recommended that curriculum designers and educators continue to integrate extensive reading strategies into language instruction, thereby fostering a more comprehensive approach to language learning. and students are totally convinced that extensive reading have powerful effects in improving their writing skills.

Conclusion

The analysis of the collected questionnaires shows that students generally recognize the importance of writing skills, but many still face challenges that hinder their writing performance. To tackle these issues, they often turn to reading especially extensive reading as a way to enhance their abilities. On the flip side, teachers are also aware of the writing

difficulties their students encounter and understand their role in helping them improve. They strive to motivate and support students by employing effective methods, including encouraging extensive reading. both students and teachers agree that extensive reading can play a crucial role in achieving better writing results, highlighting the need for a stronger and more consistent focus on reading practices in educational environments.

GENERAL CONCLUSION

Reading is one of the most essential skill in language learning, playing a crucial role in the development of various language competencies, especially writing. This study aims to investigate the effects of extensive reading on improving the writing proficiency of EFL learners. It is based on investigating on the hypothesis that are introduced in the first chapter; we divided our work into four chapters.

The first chapter is the introductory chapter, it is about giving a background about the study, giving the statements of the problem and to what this study aim, its significance, providing research questions and hypotheses to clarify what we intend to investigate and give an overview on how this study structured.

The second chapter is the literature review chapter which is the theoretical part that is divided into two part, the first part is about reading and extensive reading, it consist of series of definitions of reading and its strategies and its basic principles, differences between extensive and intensive reading and mentioning the importance and benefits of extensive reading. For the second part is about the writing skill and its connection with extensive reading, started by defining what is writing, its approaches, characteristics and the process of writing, then tackling the problems that students face when writing and finally seeks about the relation that connect the two language aspects reading and writing

The third chapter is concerned with the research design and methodology, it aims to investigate the effects of extensive reading on students writing skills through data gathering tools which are classroom observation and two questionnaires from a specific population.

The fourth chapter is about analysing the data collected through the questionnaires and the classroom observation then discussing the results, the main findings and giving recommendations.

The results shows that most of the students face difficulties specifically in vocabulary and grammar that affect their writing production. Besides that it ensure that students who engage in extensive reading see a progress in their writing.

To sum up, reading and writing are two language skills who complete each other, the more you read the better you write which lead to master any language using the later two skills.

The Main Findings

Concerning students

- Through the analysis of data , we realized that extensive reading is really important and play a vital role in improving students 'writing skills.
- This research claim that the third year students face a lot of difficulties in writing because of the lack of vocabulary and grammar mistakes.
- Students agree that extensive reading have powerful effects in improving their writing skills, and enhance learners effective domain such as the motivation to write.
- Through extensive reading ,students acquired their vocabularies and help them to organise their ideas when writing.

Concerning teachers

- Teachers are totally aware of ER influence to develop writing and other language aspects for that they use it as a technique to increase the students' level.
- Teachers claim that students who do not read struggle to write unlike the the students who read a lot .
- All teachers confirm that extensive reading and writing complement each other, thus integrating ER for students will help them to develop and improve their writing skill.

Recommendations

- Students should understand the interrelated nature of reading and writing and to recognize that these skills complete and reinforce each other.
- Students should be encouraged to explore and adopt other various strategies of reading that aims to improve their level.
- Students need to read different types reading materials.
- Teachers should use funny and different method to motivate their students for reading.
- Teachers should observe their students writing and reading skills.
- Teachers need to comfort their students when they make mistakes to boost their confidence.

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APPENDIX

APPENDIX 01: Students' Questionnaire

Dear student,

This questionnaire is part of a master's research study in foreign language education. It aims to investigate the effects of extensive reading skills in students' writing skills. Your responses are highly valuable and will be used strictly for academic purposes. Please tick the appropriate answer or make a full statement when necessary. Thank you for your time and for your collaboration.

Section one : General Information

1. Gender

Male

Female

2. How do you assess your overall level in English?

Very good

Good

Average

Poor

Section two : Reading And Extensive Reading

3. Do you enjoy reading in English?

Yes

No

4. How frequently do you read in English?

Always

Often

Sometimes

Rarely

5. What type of English reading materials do you prefer?

Articles

Books

Short stories

Novels

6. What is your primary purpose for reading in English?

To get new ideas

To improve language skills

For enjoyment

To learn new vocabulary

7. Do you think that applying reading strategies helps you write?

Yes

No

8. Do extensive reading have strong effects on improving your writing skills?

Yes

No

Section three : The Relation Between Reading And Writing

9. Do you think that writing is an important skill as Reading?

Yes

No

10. Do your teachers encourage you to write outside of the class?

Yes

No



11. What is your main focus when you write?

- Grammar
- Vocabulary
- Punctuation
- Spelling

12. Do you use new vocabulary or expressions from your reading in your writing?

- Yes
- No

13. What are the main hardships you struggle with when writing?

- Lack of vocabulary
- Grammar mistakes
- Poor organization of ideas
- Spelling problems

14. In what ways has extensive reading improved your writing?

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APPENDIX 02 : Teachers' Questionnaire

Dear Teacher,

Thank you for taking the time to share your valuable insights on the relationship between extensive reading and your students' writing development. Your experiences and observations are crucial to understanding this important connection. Please answer the following questions by selecting the most appropriate option or providing a brief response.

Section one : General professional background

1. Gender

Male

Female

2. For how many years have you been teaching?

2-5 years

6-15 years

16-20 years

Section two: perceptions and observation

3. In your current teaching context, how much emphasis is placed on extensive reading activities?

Very little

Some

A moderate amount

A significant amount

4. Have you observed a connection between the amount of extensive reading students engage in and their writing skills?

Yes

No

5. In what specific areas of writing have you noticed improvements in students who engage in extensive reading?

Vocabulary acquisition and usage

Grammar and sentence structure

Spelling and punctuation

Organization and coherence

6. Have you noticed differences in the writing skills of students who read widely across different genres compared to those who primarily read within a single genre?

Yes

No

7. Do you believe that the type of reading material influences the impact on writing skills differently?

Yes

No

Section three : students performance and teachers practices

8. Based on your experience, how often do students who engage in a lot of extensive reading demonstrate strong writing skills?

always

Frequently

Sometimes

Rarely

9. how often do students who engage in limited reading struggle with writing skills?

always

Frequently

Sometimes

Rarely

10. How often do you use strategies to encourage extensive reading among your students?

Very often

Often

Sometimes

Rarely



11. What other thoughts or observations do you have on the relationship between extensive reading and writing that you would like to share ?

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