

الجمهورية الجزائرية الديمقراطية الشعبية  
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وزارة التعليم العالي والبحث العلمي  
Ministry of Higher Education and Scientific Research  
جامعة الشاذلي بن جديد الطارف  
University of Chadli Bendjedid El-Taref  
كلية الآداب و اللغات  
Faculty of Literatures and Languages  
قسم اللغة الانجليزية  
Department of English



**Empowering Writing Style Through the Use of Extensive Reading**  
**The Case of Second Year EFL Students at Chadli Benjedid's University in**  
**El Taref**

A thesis

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Candidates:

Miss. Rania Sebbag

Supervisor:

Mr. Sana BOURASS

Board of examiners:

President: Mrs, Nouri, Chadli Benjedid University, El Taref

Supervisor: Mrs. Sana Bourass, Chadli Benjedid University, El Taref

Examiner: Mrs, Ouiss Hannen, Chadli Benjedid University, El Taref

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## DEDICATION

I dedicate my work:

To Allah and of my family and my sweet friends who supported and encouraged me to finish  
this work successfully

Special thanks to my father Sebbag Yousef and my mother Bellahmar Wasila

to my sisters and my beloved brother

Also my best friends Intissar, Manel, imen, samira and sabrin

without forgetting my best and lovely partner Hamel Marwa

Huge thanks for every single person in my life.



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## ABSTRACT

As it is known writing is one of the most difficult skills, especially academic writing which has an interrelationship with reading in which it creates an ease and familiarity with the process of writing because reading develops students writing through obtaining a large amount of grammar and vocabulary, acquiring new knowledge and improving language proficiency. This study is designed to assess the hypotheses and investigates the role of extensive reading in empowering student's writing skills; it aims at developing student's writing abilities through the use of extensive reading. In order to collect the needed data; we've administrated two different questionnaires. The first one was submitted to EFL teachers while the second one was administered to fifteen of their students at the department of English at Chadli Bendjedid's University at El-Taref. The obtained results demonstrate the role of extensive reading in empowering the students' writing abilities. Well the final results and discussions of this study will be presented in the following chapters.

## ملخص

هذه الدراسة تسلط الضوء على تحديد تأثير القراءة المتوسعة على مستوى التلميذ فيما يخص تحسين وتطوير قدراته الكتابية حيث تحتوي على فوائد المطالعة وتضم برنامج متكامل لمساعدة وتحفيز التلاميذ على القراءة للمساهمة في تحسين مهاراتهم الكتابية من خلال توسيع وتطوير الأفكار والتمرن على قواعد اللغة وتعلم مفردات جديدة. أنسب طريقة للتحقق من هذه الفرضية هي توجيه استبيانين مختلفين أحدهما لأساتذة اللغة الانجليزية والاخر لطلاب الصف الثاني لغة انجليزية في جامعة الشاذلي بن جديد في الطارف. يحتوي كل استبيان على أسئلة معتبرة لمعرفة ما ان كان طلاب اللغة الانجليزية في الجزائر يتمتعون بقدرات كتابية عالية أو العكس ولمعرفة ما ان كانوا يعانون من الصعوبات المذكورة في هذا البحث لمحاولة التوصل لحلول لتحسين قدراتهم الكتابية من خلال تكثيف المطالعة. تهدف هذه الدراسة أيضا الى توعية الأساتذة والتلاميذ الى مدى أهمية المطالعة وتفتح فكرة الاعتماد على القراءة المكثفة لخلق جو محفز لهم و مساعدتهم على تحصيل نتائج أفضل في التعابير الكتابية.

## **Chapter One**

### **Introductory Chapter**

### **Introduction**

Reading is considered as an important skill in learning foreign or second languages and it effects on the other skills especially when it comes to writing. The relationship between reading and writing includes the possibility that students read in order to learn how to write. Extensive reading is one of the types of reading that is based on students reading books, articles, and novels according to their needs and interests to obtain a large amount of grammar, spelling, punctuation, to improve language proficiency and to empower their academic writing style. Writing in a foreign language is not easy for EFL learners because they find it hard to think with their mother tongue and write with a foreign language.

This research attempts to elaborate the effects of extensive reading on students' writing skills. This chapter is an introductory chapter to the study; first, it presents the statement of the problem along with the aim of the study. It also covers the research method, research questions and hypothesis population of the study, data gathering tools, structure and limitation of the study.

### **Statement of the Problem**

Writing in a foreign language seems to be so not easy for foreign languages learners. While writing, they face many difficulties such as the misuse of vocabulary, spelling mistakes, grammar mistakes and errors ...etc. Well learners in generally and EFL students in particularly are suffering a lot from such difficulties because they find it hard to think with a language and write with another. We think that students' low writing abilities are due to the lack of extensive reading because extensive reading can help them to overcome all these difficulties. That's why EFL students need to obtain a large amount of grammar and vocabulary, acquire new knowledge and improve language proficiency in order to be capable of producing appropriate academic writing.

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### **Aim of the study**

In order to figure out solutions to the previously given problem this present study has been conducted. The aim behind this study is to figure out whether EFL students find it hard to write a good academic piece of writing or not and to find out ways to enhance students' writing abilities through the use of extensive reading.

### **Research question**

Researches have shown that a good reader is good writer which reveals that extensive reading has a vigorous impact on enhancing students' writing abilities .So in order to investigate the effects of extensive reading on students' writing, it is necessary to ask the following questions:

#### **Question One**

- Do EFL students find it hard to write a good academic piece?

#### **Question Two**

- Does extensive reading help EFL students to develop their academic writing level?

### **Research Hypotheses**

On the light of the above questions, we hypothesize that:

#### **Hypotheses One**

EFL students find it hard to write a good academic writing.

#### **Hypotheses Two**

- Extensive reading has a vigorous impact on developing EFL students' academic writing through providing them with new vocabulary and improving their grammar level.

### **Research design**

The present study will use a qualitative research with questionnaires that will serve as instrument in gathering data. The qualitative research is about addressing series of questions that are asked to respondents to collect the appropriate needed data and figure out the impact of extensive reading on enhancing students' academic writing.

### **Participants**

The population of this study are second year EFL students and their teachers at Chadli Benjedid' University. The sample population is of about ten teachers and 50 students. The students are composed of two groups aged from 20 to 35 years old. However they were selected to prove the research hypothesis and to figure out solutions to overcome writing problems.

### **Data gathering tools**

In order to gather data, we intended to use questionnaires as a data gathering tools, we've addressed two different questionnaires; the first one was designed for EFL teachers while the second one was for their students. The teachers' questionnaire was divided into three sections while the students' questionnaire includes no sections. Both of the questionnaires are intended to know how students improve their writing abilities and to figure out the impact of extensive reading on enhancing students' academic writing abilities.

### **Structure of the study**

This present study embodies five main chapters:

The first one is an introductory chapter that constitutes the statement of the problem, the aims of the study, the research questions, the hypotheses and the method used.

The second chapter discusses some of the literature pertaining to the main areas that provide the core of this study.

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The third chapter introduces the research method; it includes the research design, the target population in addition to the instruments used in collecting data.

The fourth chapter includes the final results and it seeks to analyze the collected data from both teachers' and learners' questionnaires.

The fifth chapter or the concluding chapter includes the discussions of the final results.

### **Conclusion**

This chapter is an important section because it gives a general view about this research. It has introduced our research which is about empowering writing style on the use of extensive reading by presenting its main components such as the research problem, aim of the study, research questions and hypothesis, the structure and the limitation of the study.

**Chapter Two**  
**Literature Review**

### **Introduction**

Reading and writing are both cognitive and social perspectives of learning and competencies that are closely connected. This chapter discusses some of the literature pertaining to the main areas that provide the core of this study.

First, we discussed the skill of writing; including the definition and types of writing, the process that it goes through, the importance and the purpose of teaching it.

Second, we discussed the reading skill that covers the definition of reading, its importance, the process that it goes through and the effective reading strategies.

Third, we focused on extensive reading, its benefits and we mentioned the main distinctions that distinguish extensive reading from intensive reading since they are the two types of the reading and at the end we discussed the major challenges that students face when using extensive reading.

### **Definition of Writing**

Writing is one of the four skills, it is a powerful mean of communication that allows learners to develop, discover, clarify and better express their thoughts and feeling. According to Nunan, 2003 writing is a physical and mental act it is about discovering ideas, thinking about how to communicate and developing them into statements and paragraphs that will be comprehensible to a reader.

The dual purpose of writing is to express and impress. Writers must select the most advantages medium for their writing process and a product. The writer also creates, plans, writers various drafts, revises, edits process and products. The audience reads it as a product. According to Applebee1984 and Emig 1977: writing is the externalization marking of thinking, and to consider writing as separate from the intention and beliefs of the writer is not to address composition as a reflective tool for making meaning.

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Zainal and Husin in 2011 also stressed that writing is the learned process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feeling. It requires the development of thinking skills. According to Tarigam1985 : writing is a productive skills for writing an indirect communication and the nature of the character is very different expressed by speaking directly. P.5. -According to Harmer 200\ writing is a form communication to deliver though or to express feeling through written form.p79.

### **Types of Writing**

Writing is one of the best means of communication that helps us to express who we are. It is a reflection of our personality and knowing how to write in different forms is a great way of expressing thoughts and feeling. One can write a piece of writing for four purposes and these are known as the types of writing that are: expository, descriptive, persuasive, narrative and creative writing.

#### **Expository Writing:**

Expository writing is one of the popular writing styles that seek to explain, expose, inform and describe a concept to the reader. Often used in essays, magazine article, newspapers, instruction manuals, encyclopedia articles, textbooks and other forms of writing. Expository writing disagrees from other forms of writing such as fiction and poetry. In fact, this research itself is a type of expository writing. Five different kinds of expository writing are used to different purposes:

#### **Sequence or Time Order**

In this type the author, present events in numerical or chronological order such as the history of World War 1 or the French and Indian war.

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### **Listing**

Listing or what we call description is used to describe an event, a person, place or an idea with the help of supporting details such as a description of famous sports, persons or the place where you spent the holiday.

### **Compare and Contrast**

This form of writing shows how a thing or more are similar or different. The author here tries to give a thorough knowledge to the reader for example by giving an essay about the modern Olympics game vs. the ancient Olympics game... etc.

### **Cause and Effects**

In this type, the writer lists one or more causes and explains what are its effects or consequences. For instance, what are the causes and effects of the pollution?

### **Problems and Solutions**

The author states a problem and then suggested possible solutions for it; in other word the author in this type poses a question and then answers it. For instance, how can we overcome the fear of public speaking? Most of us suffer from this serious problem. We try to give the possible solutions to this problem like good preparation, well bereaving, look into the audience forehead...etc.

### **Descriptive Writing**

This type of writing provides the readers with the description of people, places, objects, and events with suitable details to paint a picture with words in the readers mind. Teaching students to write descriptively will help their writing to be more interesting, encourage them to read and to use new vocabulary words; also, it can help them to clarify their understanding of new subject matter materials.

Students learn how to write a descriptive piece of writing through many ways. First, develop descriptive writing skill through modeling and the sharing of quality literature full of

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descriptive writing. Second, include lessons such as the ones listed below throughout the years. Third, call students attention to interesting, descriptive word choices in classroom writing.

Descriptive writing shares the following characteristics:

- 1) Good descriptive writing often makes use of figurative language such as analogies, smiles and metaphors to help paint the picture in the readers mind.
- 2) Good research writing include vivid sensory details that paint a picture and appeals to all of the readers senses of sight, hearing, touch, smell and taste when appropriate
- 3) Good descriptive writing uses precise language, general adjectives, nouns and passive verbs do not have a place in good descriptive writing. Use specific adjectives, nouns, and strong action verbs to give life to the picture you are painting in the readers mind.
- 4) Good descriptive writing is organized. Some ways to organize descriptive writing include chronological (time), spatial (location) and order of importance. When describing a person you might begin with a physical description, followed by how that person thinks, feels and acts. (Shrel, G. and Murphy, R. (2000) Drumocanada English profiles. Dublin: educational). Research Centre.

## **Persuasive Writing**

This form of writing is one of the most commonly used writing types in the world, in which the writer uses words to convince readers to take an action, support a cause or change a habit.

Persuasive writing may simply consist of an argument or many arguments to convince the reader that the writer's opinion is correct in specific topic. This type of writing encourages careful word choice, the development of logical arguments and cohesive summary in order to reach its goal.

There are many features of the best persuasive writing, which are the following:

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- 1) Open your writing with statement of the problem that you attempting to present.
- 2) Clearly state your stance on the issue that you present.
- 3) Support your stance with strong arguments, which detailed with evidence and reasons.
- 4) Writers have to do some research to gather fundamental facts or examples that support their reasons and this includes quotes, statistics and dates, names...
- 5) Make sure to finish with logical summary.

## **Narrative Writing**

This type of writing can be defined as a story writing, which contains specific elements that work together to create interesting, significant or entertaining activity or experience. There are two key features of literary narratives, which are fictional and true here Daniel Defoe (1719) defined narratives writing as “lying like the truth.”

Teaching students how to write narrative writing pieces is one of the best strategies that gives them the opportunity to express their personal experiences and to create their own stories, thoughts and their point of view.

## **Creative Writing**

Creative writing is the art of writing literary in which the writer express his feeling, emotions, thoughts, and experiences. This type of writing goes outside the bounds of normal, it is so important for students to learn how to write creative piece because it helps them learn to use their brains and get in touch with their creativity and imagination. In this sense, creative writing is good opportunity and specific way for students to improve their writing style.

## **The Process of Writing**

Writing is known as a complex combination of skills that includes numerous stages. The writing process involves a series of steps that a good writer goes through which leads to a successful piece of writing work.

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It is so important for students to focusing on the process of writing and breaking down it step by step in order to master and even enjoy writing. Writing process divided into five steps, Flower (1980) has identified the following stages:

### **Planning**

Planning is the step of the writing process. It is also known as pre-writing stage, in this stage the writer choose a topic and generates ideas, in other words, in this stage the writer qualifies his focus, explore and evaluate the topic.

### **Drafting**

This stage regarded as the initial efforts of the students, where the major interest of his first draft is to help students to get their thoughts written down on papers. The writer decides which ideas to take into consideration and what neglected. Their major focus will be on the message and the mechanics of writing. However, if they are not satisfied with their draft they can go back to the first stage and begin again.

### **Revision**

This stage is more thoughtful and critical, it allows students to examine and revise their piece of writing effectively. They should also take into account style of their writing including spelling, vocabulary, paragraph, and development....And so on so forth. However, if their pieces of writing need some significant changes, they can produce a second draft or return to earlier stage.

### **Editing**

By this stage, learners are satisfied with their production, since they can get the result of writing, this characterized by their success in reading their target audience as well as addressing the goal of writing and above all, they can edit their work after checking the major aspects involving in the writing activity( diction, grammatical structures and punctuation).

**Publishing**

Publishing is a series of strategies designed to present in the final version of writing to the purposed audience. These strategies illustrate the fact that writing is recursive not linear in nature, since it allows the writer to return to earlier stages whenever he feels unsatisfied with his product and enable him to broaden their ideas and make significant changes to improve their writing.

**The Importance of Writing for College Students**

Writing is considered as a crucial mean of communication that everyone should master in order to be successful at both academic and professional levels. Most of the time students need to learn how to write because they need it in their collegiate career. Good writing skills are important for college students because of the following reasons:

- 1) Writing skills forces students to think better, they become more capable of analyzing what they read, interpreting data, and thinking critically.
- 2) Students with good writing abilities are able to accomplish their research paper, which should be free from spelling and grammar errors because a well writing paper will always look better than a poorly writing one even if the latter has better ideas in it.
- 3) Students after completing college automatically, they look for job and every profession requires effective communication and good writing skills are necessary.

**The Purposes of Teaching the Skill of Writing**

Teaching students to become better writers is a complex task; it is the most difficult and one of the most important of all the language abilities to acquire. There are many reasons for teaching writing:

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### **Awareness of Audience, Context and Purpose**

Students demonstrate an awareness of the role of audience, context and purpose in determining rhetorical choices, for example, students completing a writing proposal in business class would depend on the target audience (e.g. . The CED); demonstrate the ability to make appropriate rhetorical choices regarding format, tone and organization. (Hedges Harbrace hand book 733).

### **Thesis Statement and Development**

Students will demonstrate the ability and clearly articulate a thesis, a main point or controlling idea. Further, students will demonstrate the ability to develop thesis through adequate support for example, a sociology student completing a research project would demonstrate the ability to report relevant, representative and sufficient data to support the result of his or her study.

### **Unity and Coherence**

Students will demonstrate the ability to write unified and coherent paragraphs. Unity refers to all the elements in a document that contribute to developing a single idea or thesis. A paragraph unified when each sentence contributes to developing a central thought (Hodges Harbrace handbook 795). Coherence refers to the principal that all the parts of a piece of writing should stick together, one sentence leading to the next, each idea evolving from the previous one. (Hodges Harbrace handbook 769).

Coherence greatly enhanced by the use of transitional words or phrases. For example, if a student completing a play review in a drama course refers to set design in particular paragraph, the rest of the sentences in this paragraph would be expected to deal with this topic

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or interior, further, sentences in this paragraph would be expected to be organized in such a way that effect is of one sentence leading to the next sentence.

### **Correct Grammar, Punctuation, Usage and Mechanics**

Students will demonstrate in their writing, no matter what the disciplinary field, an ability to write following standards English with respect to grammar, punctuation, usage and mechanics. Instructors teaching courses coded for the writing skill area should refer to the latest edition of the handbook currently adopted by the faculty (or equivalent text for a foreign language) for questions regarding these areas.

### **Definition of Reading**

Reading is a mental process which integrated with other skills listening, speaking, and writing. According to Chitavelu ET. Al (1995, Reading is not a single skill that we use all the time in the same way but it is multiple skill that used different with kind of text and fulfilling different purpose. Reading is an interactive process between the reader and the writer. Burnan W.K (1989) for instance defines reading as “two way interaction in which information is exchange between the reader and the author”.

Smith (1973) also shares the same attitude. This is proved by his line : “Reading is an act of communication in which information transferred from a transmitter to a receiver” . According to William (1984), he defines reading as a process whereby one looks at and understands what has been written

### **The Importance of Reading**

According to Holmstion and Glengening (2004, p.32) The importance of reading abbreviated in the following points:

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- Reading develops students writing by making them better writers , since they may face different rules of grammar which will help them later in developing a sense for structure of the language , grammar , and increase their vocabulary .
- Reading enables students to have a kind of interaction and form their own thoughts. Thus, when we read, we need to be able to:
  - Recognize different formats such as headlines or faxes and different styles and genre.
  - Know letter , words and phrases.
  - Understand implication and style.
  - Skim, scan, predict, guess, and remember.
  - Match what we read to our own experience.
  - Be able mentally to agree or disagree, to criticize or to commend.
  - Be able to survey books.

### **The Process of Reading**

Reading is a complex process that involves words leading to the development of Comprehension .It is an interaction between the text and the reader. Cognitive process goes through five important stages which are the following:

#### **Pre-reading**

In this stage the teacher activates background knowledge, sets purposes, introduces key vocabulary terms, and previews the text with the students.

Key features of the stage

- Activate or build background knowledge and related vocabulary.
- Set purposes.
- Introduce key vocabulary words.
- Preview the text.

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### **Reading**

In this stage the students begin reading the materials through any type of reading.

Key features of the stage

- Read independently with a buddy, or using shared or guided reading, or listen to the text read aloud.
- Apply reading strategies and skills
- Examine illustrations, charts and diagrams.
- Read the text from beginning to end.
- Read one more sections of text to learn specific information.
- Take notes.

### **Responding**

Responding is the stage where the students respond to what they read. It deals with what a child has learned after reading a book. This might involve reading logs where the students writes about what they read and connects it to real life or through discussions that can be either whole group or small group.

Key features of the stage:

- Write in reading logs.
- Participate in grand conversations or other discussions.

### **Expository**

Is a stage where the students go back and reread certain things in the text.

Key features of the stage:

- Reread all part of the text.

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- Learn new vocabulary words.
- Participate in mini lessons on reading strategies and skills.
- Examine the author's craft.
- Identify memorable quotes.

### **Applying**

The applying stage is where the students create projects, read similar or related materials, evaluate their experiences while reading or use information learned in thematic units.

Key features of the stage:

- Construct projects.
- Read related books.
- Use information in thematic units.
- Evaluate the reading experience.

### **Effective Reading Strategies**

Many students enjoy reading as a way to relax and enrich their minds. But most of them have trouble with this skill, and all what they look for is an effective strategy to help them to improve their reading in a deeper way. By gathering the right materials, employing a few strategies to increase the reading skill, and maintaining a positive attitude, students can improve their reading skill and became a better reader so here are some effective strategies if they follow them everything will be easy:

### **Pre-reading**

Pre-reading is the process that encourage students to access background knowledge that is relevant to the text they will read or have students preview text features to get a sense of the structure and content of reading selection. Michael Austin, reading the world: Ideas that

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Matter .w .w. Northern 2007). Claimed that “if you build the big picture before you start, you begin reading the text with a conceptual framework already in place. Then, when you encounter a new detail or a new bit of evidence in your reading, you mind will know what to do with it.”

### **Skimming**

Skimming is a reading technique that can be used to look through a text quickly to get the gist (general idea). Grallet (cited in May, 2010, p.16) defined skimming as “glancing through written materials quickly in order to get an overview of the content or, the intention of the writer or, how a material is organized.”

### **Scanning**

Scanning is one of the type of fast reading unlike skimming, when scanning , you look only for specific fact or piece of information without reading everything. In most cases readers know what they are looking for; therefore, they focused only on finding the answer that serves their needs. Grellet; (1996, p.19) claimed that: “when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for it is a name, a date, or a less specific piece of information.”

### **Inferring**

It often described as making a logical guess or reading between the lines to get the author’s message. Teaching students how to make inference is very important in reading; the following steps might be so helpful to implement inferences:

- 1) Ask yourself a question, wonder about something in the text.
- 2) Consider textual evidence left by the author that may represent important clues.
- 3) Think about what you know about the evidence. What does your background knowledge tell you about these clues?

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- 4) Using the clues in the text and your background knowledge about the topic, try to answer the original question.

### **Definition of Extensive Reading**

Extensive reading is the independent reading where learners are supposed to read a large quantities of material for information or pleasure the principal aims of extensive reading is to build reader confidence and enjoyment West (1995, p.1980), while creating supplementary readers, referred to the aim of reading extensively, «to confer greater facility in the use of the vocabulary already gained, to give a child a sense of achievement.»

Palmer (1917) in Britain and Michael West (1926) in India where the first two opioneer the theory of extensive reading as an approach to foreign language teaching and to reading in particular. Palmer chose the term “extensive reading to distinguish from intensive reading.”

The term of “Extensive reading” has other terms used to refer to it such as “supplementary reading”, “uninterrupted sustained silent reading”, “book flood”, “free voluntary reading” and “pleasure reading”. According to Krashen(1993) free voluntary reading or FVR, is a system for encouraging silent, self-selected reading of enjoyable books written at the student’s independent level. Logmman Dictionary of language teaching and applied linguistics defines extensive reading as a skill that is “intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading.”Richard, Platt, 1992, P.133).

Susser and Robb (1990) give the definition to extensive reading using criteria. Extensive reading is reading “(a) of a large quantities of material or long texts;(b) for global or general understanding; (c) with intention of obtaining pleasure from the text.” Which is important for language learning.

## Empowering Writing Style Through the Use of Extensive Reading

Williams(1998,p.13), define ER as “ an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence.”

### **The Benefits of Extensive Reading**

Extensive reading is an approach that plays an important role on language learning. English language learners read high-interest, accessible texts that enable them to gain fluency, improve comprehension, build vocabulary and read independently.

Day and Bumford (1998, p.33\_38), claim that “students who engage in extensive reading increase their reading speed, comprehension, vocabulary knowledge, motivation and positive reading attitudes.” Furthermore, Hill and Holden (1990,p.92) emphasize that students may make better progress in reading comprehension and vocabulary development through extensive reading than in traditional instructional reading, if they are encouraged to read whatever they want in “self-selected reading.”

There are many benefits of extensive reading in language learning and here is the most important benefits:

#### **Students Become Better Reader**

Student become good readers through reading ,and learning how to read should mean a primary focus of attention on the meaning rather than the language of the text .Extensive reading helps students read the better readers they become.

#### **Students Learn More Vocabulary**

Probably the most cited benefit of extensive reading is that it can extent and sustain student’s vocabulary growth by providing them with many meaningful encounters with new words and phrases in a variety of context.

## Empowering Writing Style Through the Use of Extensive Reading

### **Students Improve Writing**

Extensive reading help students make gains in writing proficiency and this because students when they read extensively they encounter more language, more frequently through extensive reading their language acquisition mechanism is primed to produce it in writing.

### **Students Develop Learner Autonomy**

Extensive reading should be a student-managed activity, that is to say that students can read anywhere, at any time so they should decide what, when, where and how often they read and reading extensively helps them become more autonomous learners.

### **Students Become More Empathic**

Neuroscientific and social science studies have shown that people who read literary fiction extensively are more empathic. People who read novels about other people who are very different from themselves and their backgrounds are particularly empathic.

### **Extensive vs. Intensive Reading**

Both of Extensive and intensive reading were named after a detailed study by Harold Palmer, Both of them are two distinct methods of reading that can be useful for learning a second language..

The first one means that you have a lot of books to read, or it can also mean that you have read a lot of things about a specific subject. It is treated as a mean to an end. While reading extensively it is not vital to understand every single word in order to get the general idea of a particular passage because fluency and total comprehension aren't necessary for extensive reading. It may include reading simply for pleasure or reading technical, scientific or professional material. Moreover, reading aims to build the reader's confidence, enjoyment and to simply immerse him in his target language.

## Empowering Writing Style Through the Use of Extensive Reading

Intensive reading, on the other hand, refers to reading short texts thoroughly and with clear goals, such as to answer reading comprehension questions or to identify how sentences are linked. It involves learners reading in detail with specific learning aims and tasks. In intensive reading, it's vital to read with concentration and great care in order to understand exactly the meaning of what you read. This is particularly necessary for legal documents, financial documents, academic reports and anything to do with business.

### **The Main Distinctions Between Extensive and Intensive Reading**

There are three main differences between extensive and intensive reading:

#### **Extensive Reading**

- Extensive reading is like reading widely i.e you read as many different kinds of books/journals/papers as you can, chiefly for pleasure, and only needing a general understanding of the content.
- Extensive reading covers large area, it means that students are given freedom to choose their own topic which they think are interested to be discussed. In this case, the students also have to find supported articles related to the topic in order to give them background knowledge, so that they know more about the topic they have chosen.
- Extensive Reading will discourage the over- use of dictionary. It is true that dictionary have an important place in reading activity, but as stated by Bell (1998) that the students will focus only on the language if they always consult the dictionary every time they find an unfamiliar word. They will not pay attention to the message conveyed.

#### **Intensive Reading**

- Intensive reading is like reading deeply i.e. Reading deeply with concentration and great care in order to understand exactly the meaning of what you read. And it's

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more than reading slow and taking notes. It's reading that leads to more articles, books, or interviews on the same topic.

- Intensive Reading covers narrower area, its means that intensive reading does not allow the students to find a topic they like. The topics are given by the teacher. The students also do not necessarily have to look for supported articles because the topic which is chosen by the teacher is usually short and easy to understand.
- Dictionary is a must in Intensive Reading. students have to find unfamiliar words while they are reading, so they have to know the meaning of all words in the text because this text will be used to answer their questions.

Basically, we can say that through doing complex activities, extensive reading can broaden students' knowledge more than intensive reading. Extensive reading motivates learners to read because in which students write summary and do presentation which lead them to minimize the use of dictionary and as well will enhance learners' general language competence. However, in intensive reading student's activities are more limited and guided by the teacher and this kind of activities will discourage students to explore their abilities and will not motivate them to learn.

### **Challenges Faced When Using Extensive Reading**

The implementation of extensive reading involves different challenges from various areas. First of all, if materials are not already available the extensive reading program may be costly and time-consuming to set up when the teacher reads each student's journals and reports and the time spent on extensive reading will take away from time that could be spent on learning skills. And this could be unsupported from the administration. In addition, students may place too much emphasis on the number of pages read instead of the understanding achieved since they neglect the importance of using the dictionary. Moreover,

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extensive reading can be uncomfortable for teachers because they prefer a skill based program. Furthermore, Students who come from a culture in which literacy is not valued may be unwilling to participate in pleasure reading or may not get support at home. Thus, Extensive Reading program is easiest to establish when the students have a high level of second language proficiency so, for intermediate levels; students require a specialized library within their language proficiency range. They need texts they can read without great use of a dictionary.

### **Conclusion**

This chapter gave us a general overview of both reading and writing skills, from the previous data we can notice that writing is not an easy skill to achieve and both students and teachers are in need to this effective skill which demands great amount of knowledge and developed ideas that would reinforce and make the teaching and learning of writing easier as well as prepare students to become good writers.

**Chapter Three**  
**Research Method**

### **Introduction**

This chapter introduces the research methodology that aims to prove the research hypotheses and find out solutions to overcome students writing problems through the use of extensive reading.

It gives a brief insight about the research design including: participants, data gathering tool and the description of both teachers and students questionnaire.

### **Research Design**

The present study uses a quantitative research with questionnaires that serve as instruments in gathering data. This will determine the place of extensive reading in developing student's academic writing. Quantitative research is about a series of questions asked to respondents, and designed to extract specific information its main purpose is to collect the appropriate data and make it comparable and amenable to analysis.

### **Aim of the Questionnaire**

The questionnaires aim at investigating the importance of extensive reading on enhancing EFL learner's writing skills. For this reason the teachers' questionnaire was designed to figure out their own point of view about their students' writing abilities and the role of extensive reading in developing students' writing style from their experience as professional EFL teachers.

While the students' questionnaire was devoted to diagnose their points of views towards this subject and to find out the big role of extensive reading in enhancing students' writing abilities.

### **Research Population**

In order to reach the aim of our study two different questionnaires were administrated to both English teachers and their students at English department at Chadli ben jdid's University in El-Taref.

The first questionnaire was made to fifty second year EFL students aged from 19 years old to 25 years old. Well 35 of them were females while only 15 of them were males.

The second questionnaire was made to only ten EFL teachers with different degrees; eight of them have a magister degree while 2 of them have a doctorate degree.

### **Data Gathering Tools**

Concerning data collection we will administrate two questionnaires as a data gathering tools in order to gather data; the first one was designed for EFL teachers while the second one was for their students. The purpose behind teachers' questionnaire is to determine the value of extensive reading in empowering students written style, while the students' questionnaire is devoted to diagnose the students' points of views towards the importance of extensive reading on enhancing EFL learners writing skill . Both of the questionnaires are intended to know how students improve their writing abilities and to figure out the impact of extensive reading on enhancing students' academic writing abilities.

### **Description of the questionnaires**

Both of the teacher' and students questionnaires were carried out during the second semester of the academic year 2017/2018 in 08<sup>th</sup> of April 2018.

#### **Description of Teachers' Questionnaire**

This questionnaire consists of 14 questions and it is divided into three main sections.

## Empowering Writing Style Through the Use of Extensive Reading

The first section contains general information about the teacher it includes their qualifications, years of teaching at the university, and if they ever taught the written expressions' course.

The Second section is about the skill of writing it is divided into five questions, this section aims to collect some information about the teachers' opinions concerning this skill.

Whereas the last Section, is designed to teachers' opinions about reading skill and it aims to give some suggestion for students to improve their writing.

### **Description of Students' Questionnaire**

This questionnaire does not include sections it consists of 11 questions that are addressed to collect data about reading and writing skill and students' opinions about how extensive reading can enhance their writing abilities.

### **Conclusion**

We intentionally used the quantitative research with both of teachers' and students' questionnaires to lend depth and clarity, to develop theories, to pertain the previously discussed problem, to reach the aim of our study and prove the hypotheses. We seek to figure out whether Algerian EFL students are capable of writing appropriate pieces of writing and figure out solutions to help students to develop their writing abilities through extensive reading .The results and the analyses of this study will help us reach the aim of our study through understanding what is happening as viewed by the participants.

## **Chapter Four**

### **Results**

### Introduction

This chapter is devoted to the analysis of both teachers' and students' questionnaires which has been conducted with EFL students at the English department in Chadli Benjedid's university in El-Taref.

It includes the results of the collected data with tables and figures for each one of the finding.

### Results of the questionnaire

#### Teachers' questionnaire

##### Section one: General information

Table 01:

*Teachers' qualification*

Teachers answer	Number	%
License	0	0
Magister	8	80
Doctorate	2	20
Total	10	100

This question is concerns teacher's qualification. The aim of this question is to show the variation of the teacher's qualification we noticed that 80% of the participants have the magister degree. While 20% have the doctorate degree.

However, none of the teachers have the license degree. These degrees focus on the teachers experiences.



**Figure 4.1:** *Teachers' qualification*

Table 02:

*Teachers' experience*

Teachers answer	Number	%
From 1 to 5 years	6	60
From 6 to 10 years	3	30
From 11 to ...years	1	10
<b>Total</b>	<b>10</b>	<b>100</b>

The table shows the variation of teachers experience concerning teaching English at the university level. 60% of participants have from 1 to 5 years; while 30% of them have from 6 to 10 years and the rest (10%) have from 11 to .... Years.



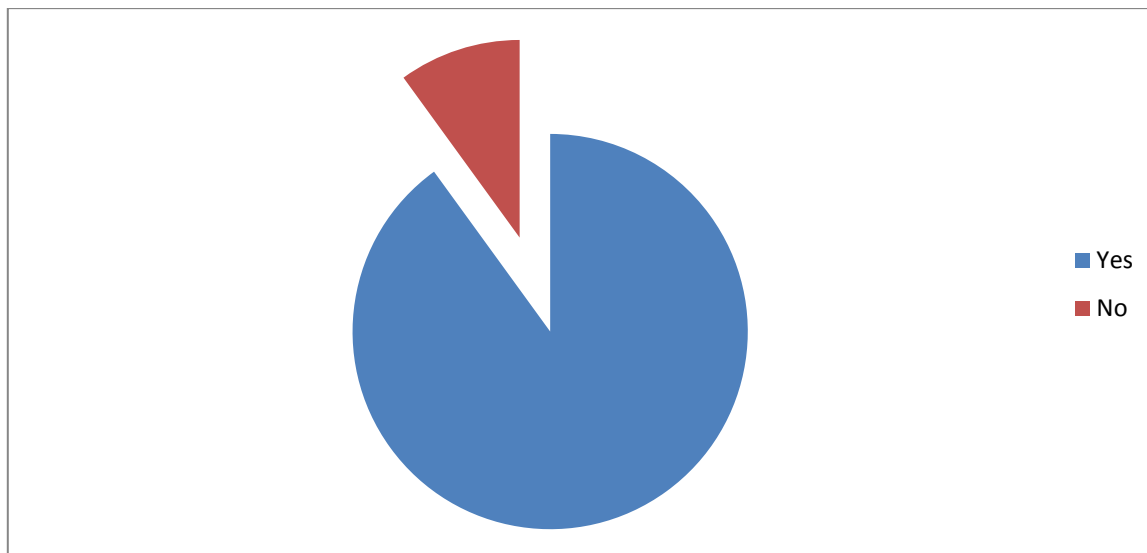
**Figure 4.2:** *Teachers' experience*

Table 03:

*Teaching writing*

Teachers' answer	Number	%
<b>Yes</b>	9	90
<b>No</b>	1	10
<b>Total</b>	10	100

The aim of this question is to figure out the percentage of teachers that they taught writing. From the above table we can see that the majority of the participants (90%) have been teaching writing. However, only few of them (10%) do not do so.



**Figure 4.3:** *Teaching writing*

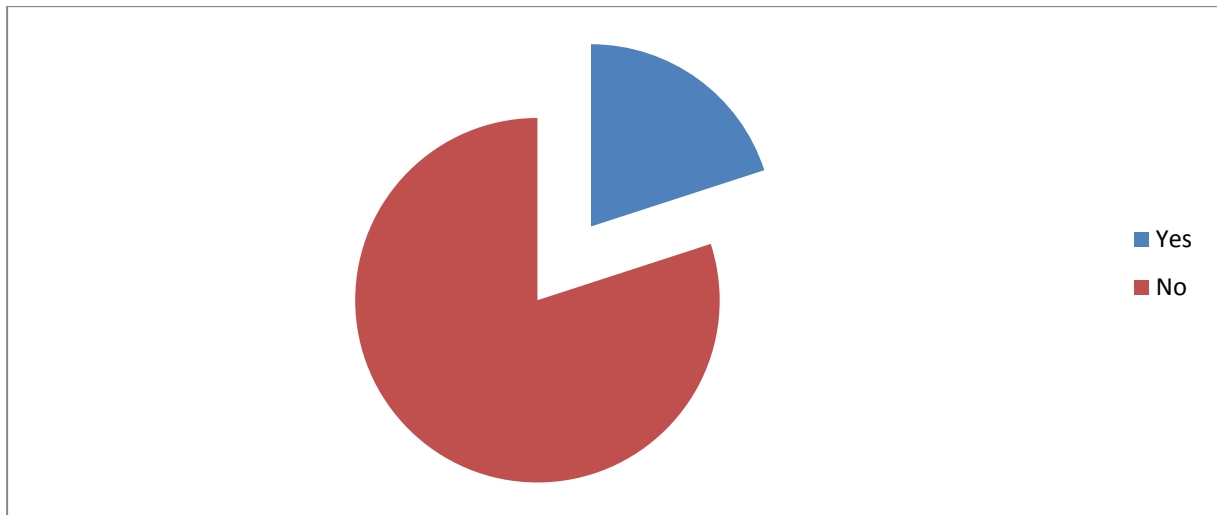
### Section Two: The skill of writing

Table 04:

*The difficulty of teaching writing*

Teachers' answer	Number	%
Yes	2	20
No	8	80
<b>Total</b>	10	100

The table above indicates the difficulties that face teachers while teaching writing 20% find it difficult to teach writing skill. But 80% of them claimed that they do not face any difficulties to teach this skill.



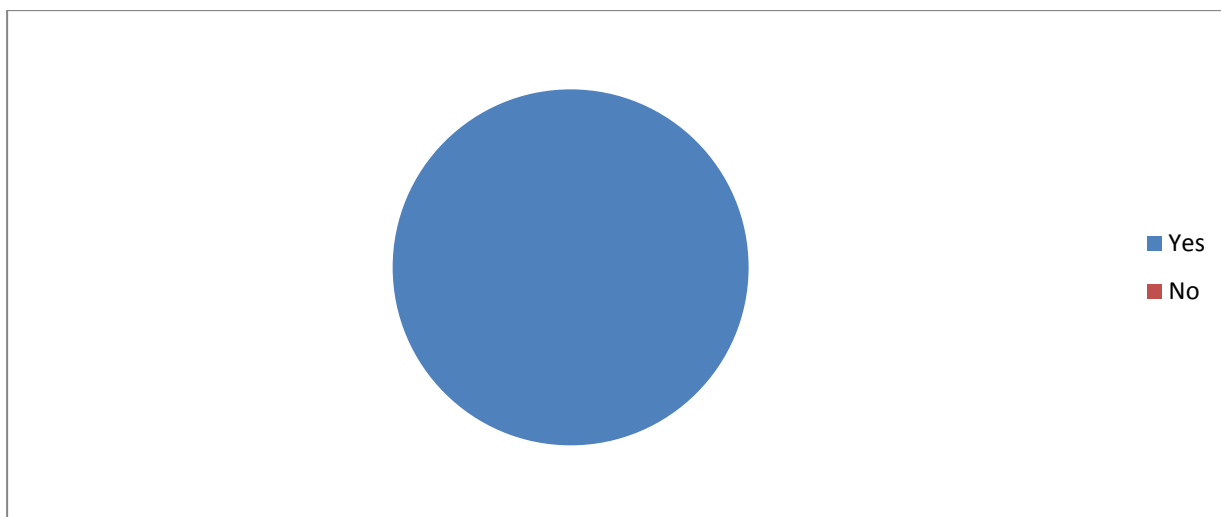
**Figure 4.4:** *The difficulty of teaching writing*

Table 05:

*The difficulty of mastering writing*

<b>Teachers' answer</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	10	100
<b>No</b>	0	0
<b>Total</b>	10	100

The purpose of this question is to see whether it is difficult for learners to master writing or not. From the table above we find that all the participants argue that learners find difficulties in mastering writing skill.



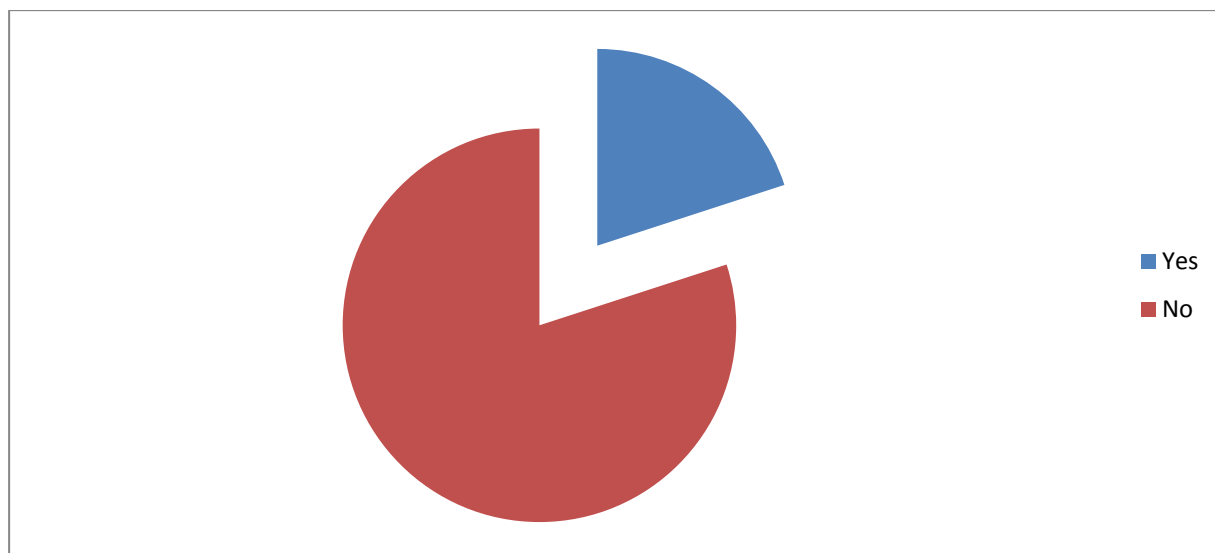
**Figure 4.5:** *The difficulty of mastering writing*

Table 06:

*Written expressions' time*

Teachers' answer	Number	%
Yes	2	20
No	8	80
<b>Total</b>	10	100

This question is concerned of written expressions time, we want to know if it is enough or not. From the table above we find that only 20% of the participants claimed that it is enough however, the majority of them (80%) states that it is not.



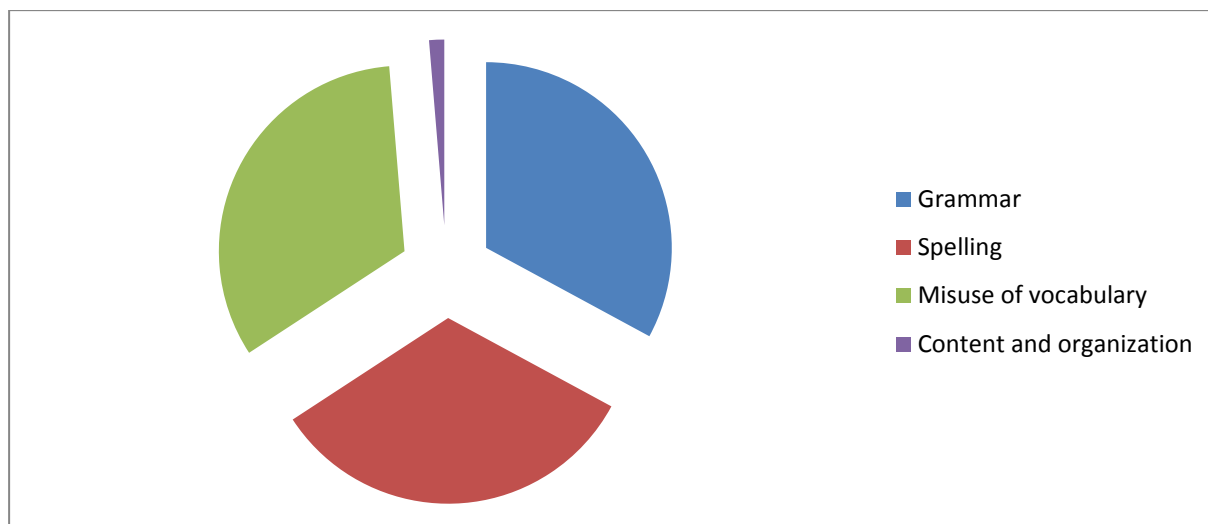
**Figure 4.6:** *Written expressions' time*

Table 07:

*The problems that students face while writing*

<b>Teachers' answer</b>	<b>Number</b>	<b>%</b>
<b>Grammar</b>	3	30
<b>Spelling</b>	3	30
<b>Misuse of vocabulary</b>	3	30
<b>Content and organization</b>	1	10
<b>Total</b>	10	100

The reason behind this question is to figure out the main problem that students face while writing. The collected data shows that 30% of the teachers argue that grammar, spelling and misuse of vocabulary are the main problems that students face while writing and just 10% of them state that the content and organization is the principal problem here.



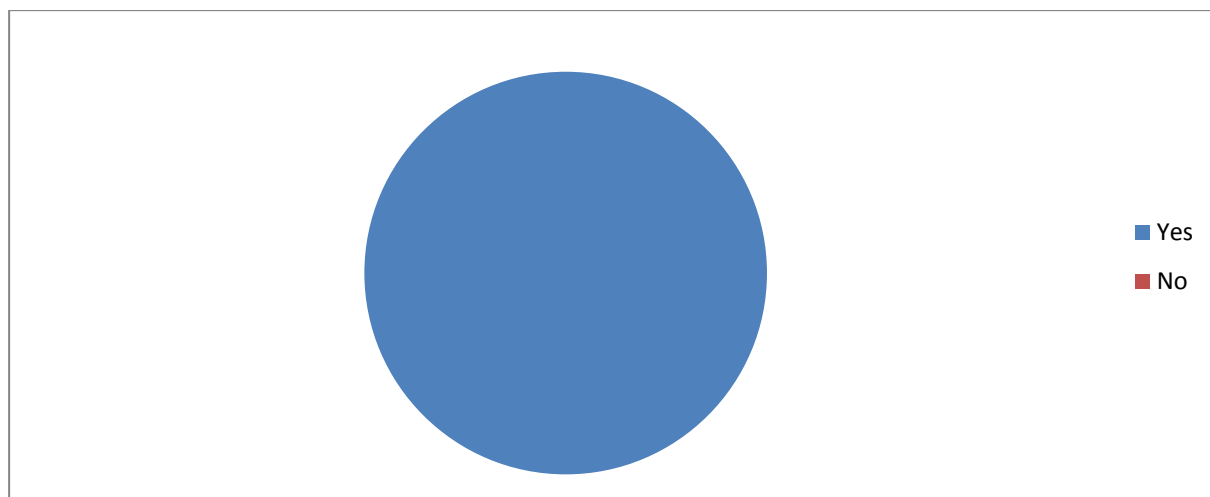
**Figure 4.7:** *The problems that students face while writing*

Table 08:

*The difficulty of writing in English*

Teachers' answer	Number	%
Yes	10	100
No	0	0
<b>Total</b>	10	100

When we asked teachers if their students find difficulties of writing in English all of them (100%) agree that they face different problems while writing in English and none of them (0%) disagree.



**Figure 4.8:** *The difficulty of writing in English*

### Section three: The skill of reading

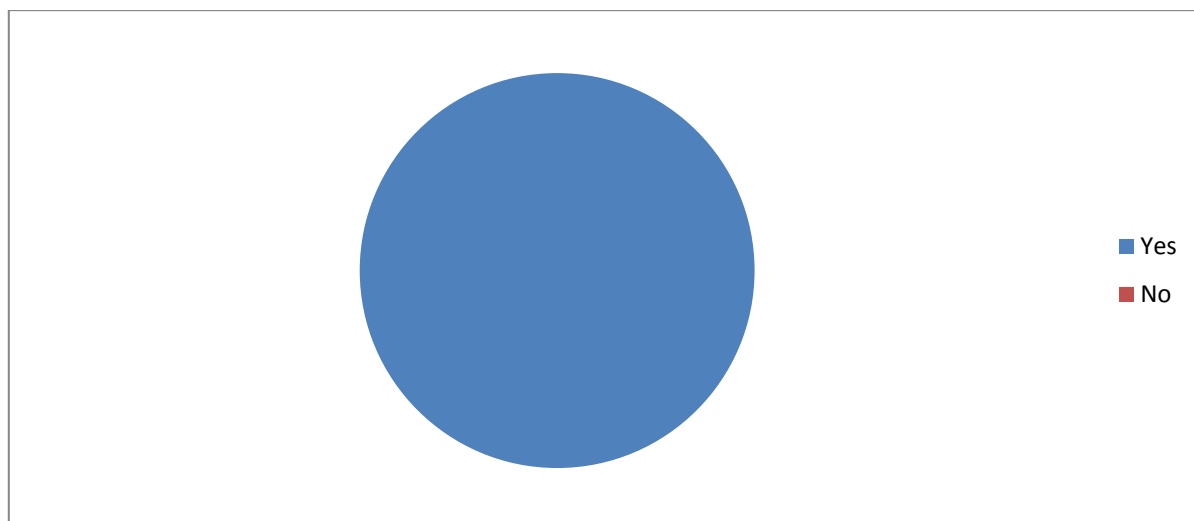
Table 09:

*Reading as an important skill for EFL learners*

Teachers answer	Number	%
<b>Yes</b>	10	100
<b>No</b>	0	0
<b>Total</b>	10	100

This question is about the importance of reading skill for EFL learners, the reason behind this question is to know the value of this skill according to teachers. The table above indicates that all the participants (100%) agree that reading skill is crucial for EFL learners. It means that reading skill plays an effective role on EFL learners and they have to develop it to improve their levels.

## Empowering Writing Style Through the Use of Extensive Reading



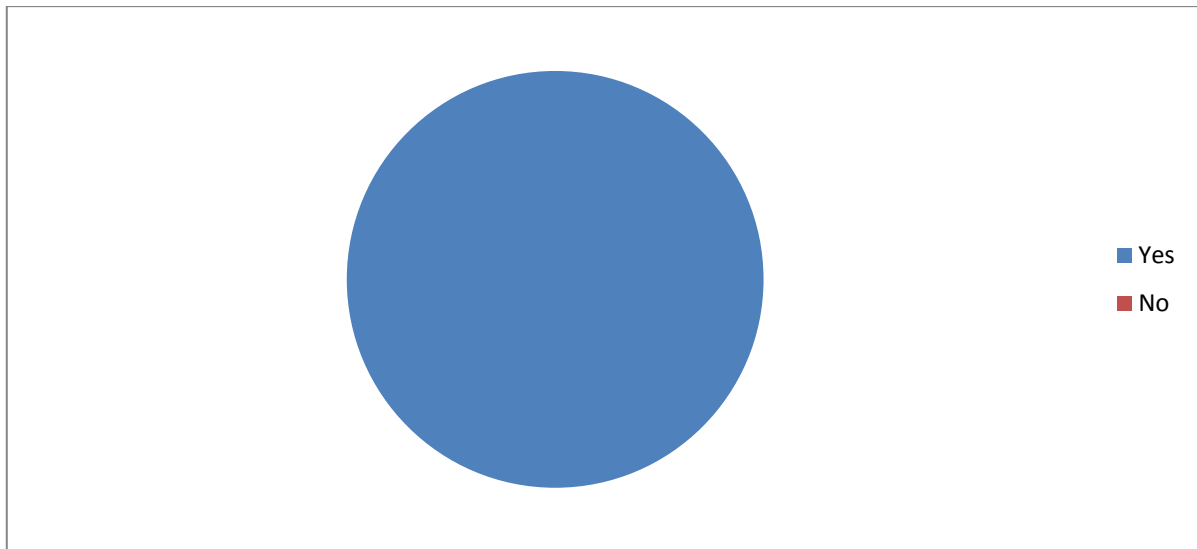
**Figure 4.9:** *Reading as an important skill for EFL learners*

Table 10:

*Extensive reading helps to develop students' writing*

Teachers' answer	Number	%
Yes	10	100
No	0	0
Total	10	100

This question is designed to figure out whether extensive reading helps to enhance students writing or not. From the table above all the participants (100%) agree that extensive reading is the reason behind the improvement that appeared on students writing skill.



**Figure 4.10:** *Extensive reading helps to develop students' writing*

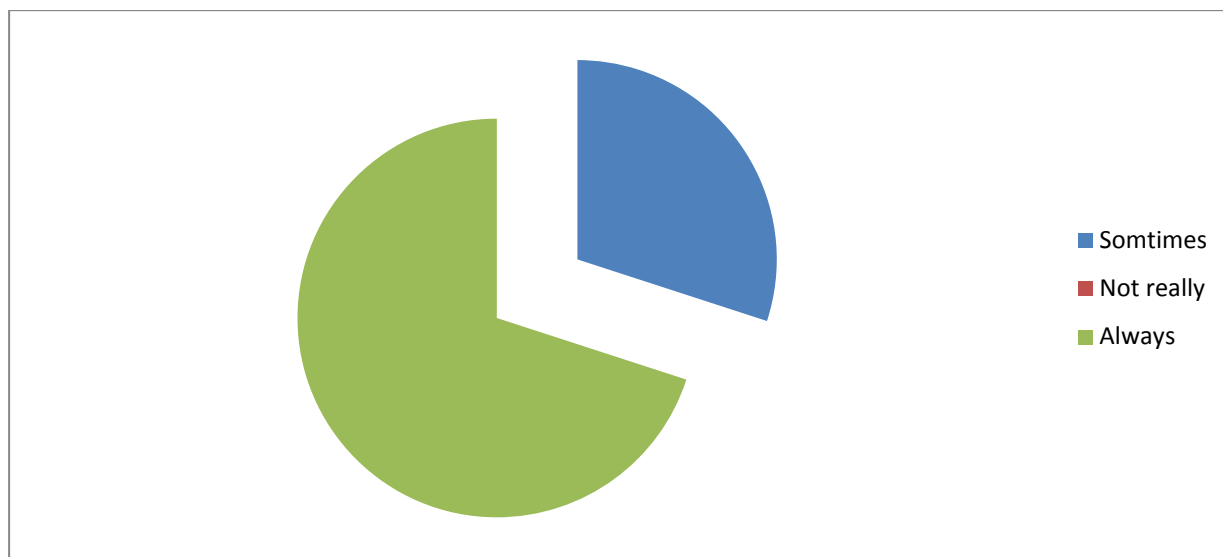
Table 11:

*Providing students with reading strategies*

<b>Teachers' answer</b>	<b>Number</b>	<b>%</b>
<b>Sometimes</b>	3	30
<b>Not really</b>	0	0
<b>Always</b>	7	70
<b>Total</b>	10	100

This question seeks to give a complete answer about if the teacher provides their students with some reading strategies or not. From the table we notice that 30% of them sometimes give their students some ways to read with, and 70% of them state that they always provide students with some reading strategies.

This means that the majority of our teachers supply their students with strategies that enable them to read effectively.



**Figure 4.11:** *Providing students with reading strategies*

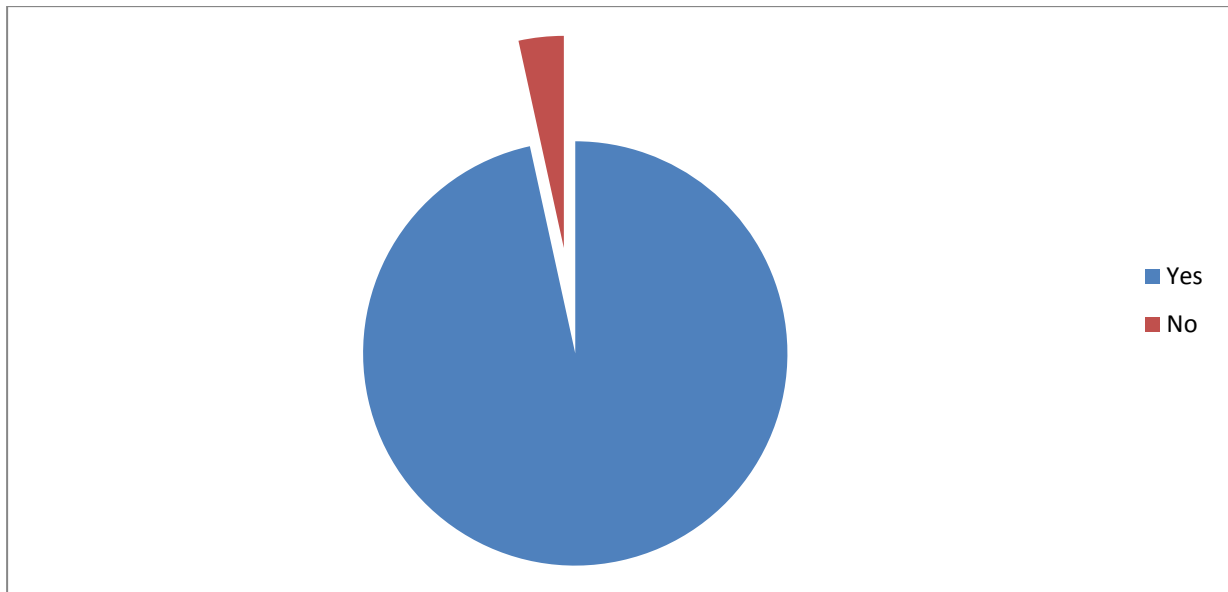
Table 12:

*Encouraging students to read extensively*

Teachers' answer	Number	%
Yes	9	90
No	1	10
<b>Total</b>	10	100

The aim behind this question is to check if the teacher encourages the students to read extensively or not. According to their answers we have seen that a great deal of them (90%) select the positive answer and only 10% select the negative one.

It is obvious from the answers that the majority of our teachers encourage their students to read in their free times not only confined in classrooms because it affects good on them on getting new ideas and develop their language aspects.



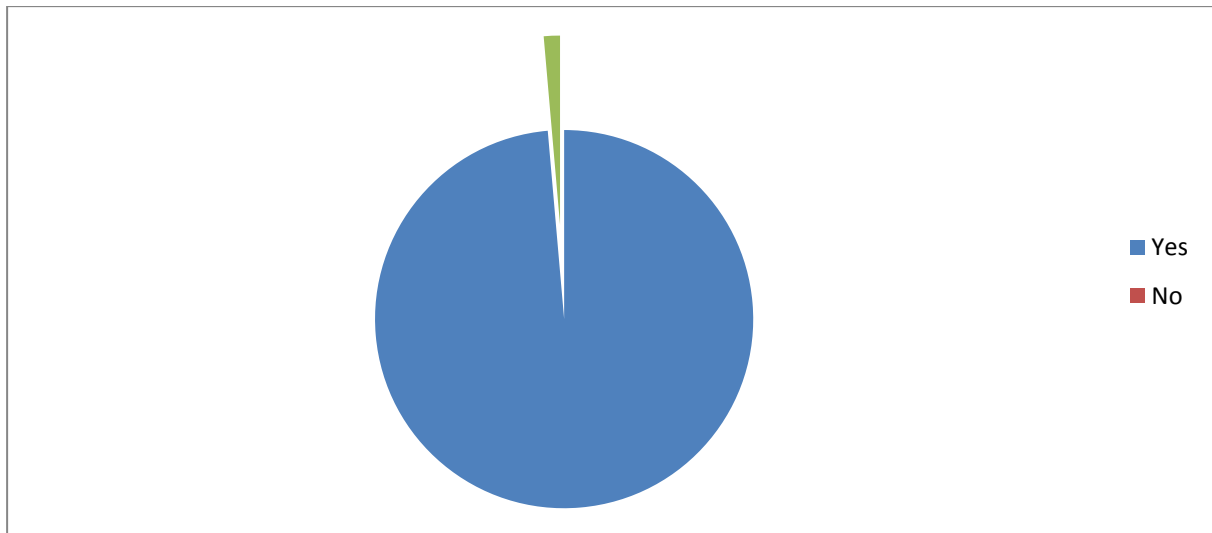
**Figure 4.12:** *Encouraging students to read extensively*

Table 13:

*Teachers' suggestions to improve students' writing abilities*

<b>Teachers' answer</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	10	100
<b>No</b>	0	0
<b>Total</b>	10	100

This question is designed to collect if the teachers have the possible suggestions that can give to improve students writing abilities. It is obvious from the table that all the participants (100%) agree that they have suggestion in order to make achievements in writing skill.



**Figure 4.13:** *Teachers' suggestions to improve students' writing abilities*

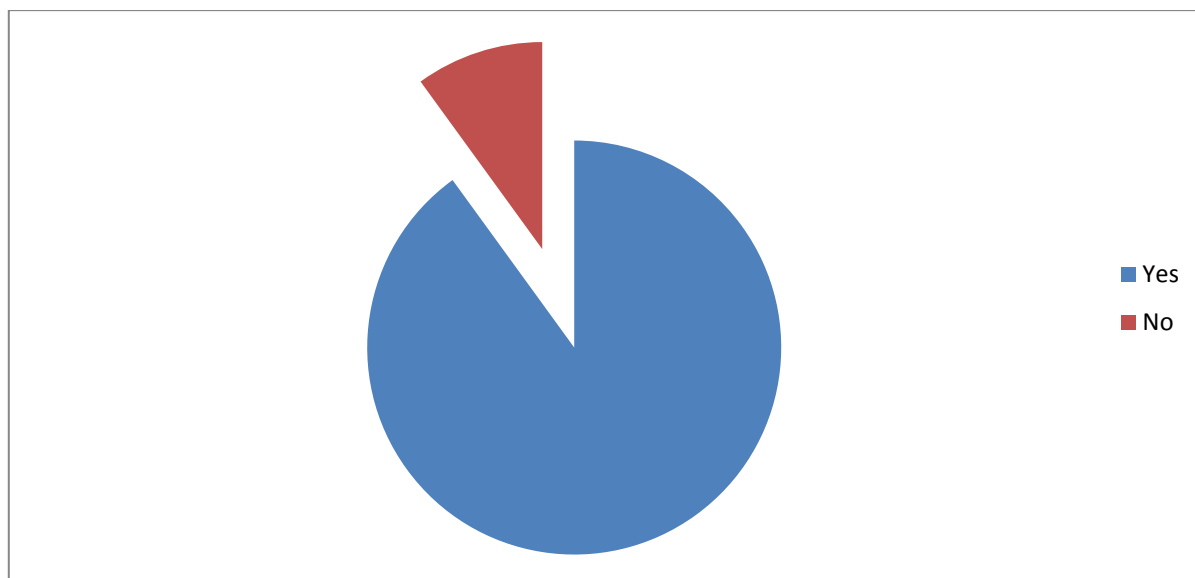
### Students' questionnaire

Table 14:

*Students' advertency in writing*

Students' answer	Number	%
Yes	45	90
No	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

The reasons behind asking this question are to check student's advertency in writing. From the table above we can notice that the majority of the participants (90%) agree that they are interested in writing but, only 10% of them answered that they are not interested in this skill.



**Figure 4.14:** *Students advertency in writing*

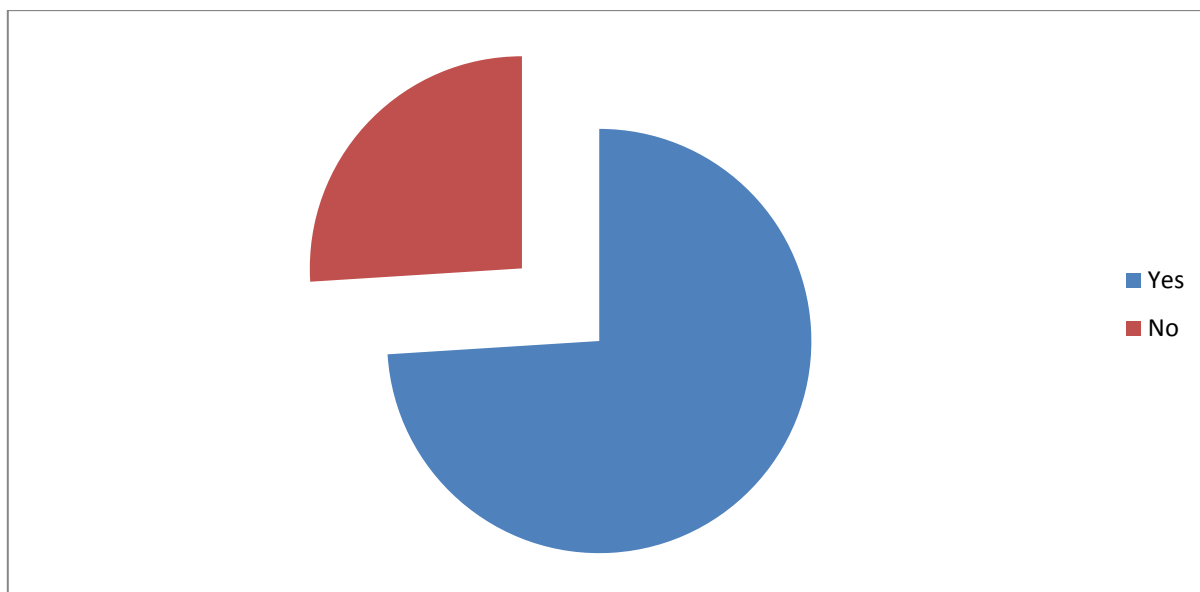
Table 15:

*Writing a good academic piece of writing*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	37	74
<b>No</b>	13	26
<b>Total</b>	50	100

This question aims to investigate whether student can actually write a good academic piece of writing or not. From the table we found that 74% of them can write good academic piece of writing however, 26% state that they cannot.

Since the majority of students are capable of producing appropriate pieces of writing; this indicates that the majority of EFL students are capable of being successful writers and that they have high writing abilities.



**Figure 4.15:** *Writing a good academic piece of writing*

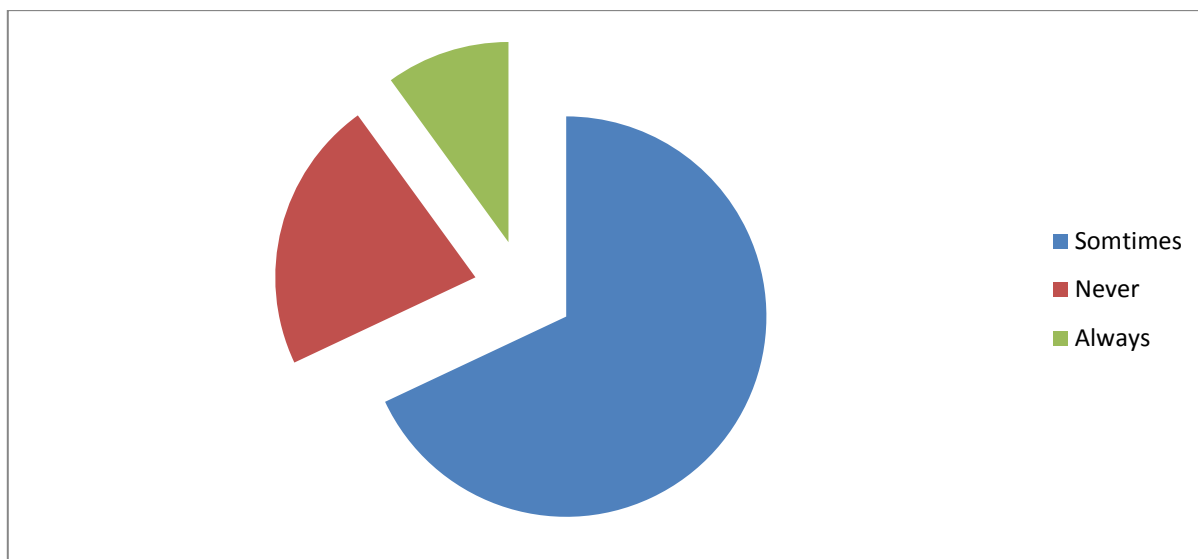
Table 16:

*Making plans before going into writing*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Sometimes</b>	34	68
<b>Never</b>	11	22
<b>Always</b>	5	10
<b>Total</b>	50	100

The table above exposes that 68% of the students sometimes make plans before going into writing. While 22% answered that they always make this plans, and only 10% of learner states that they never do so.

From the analysis we can notice that the majority of students use plans while writing because it is considered as a successful way to organize student's thoughts and ideas.



**Figure 4.16:** *Making plans before going into writing*

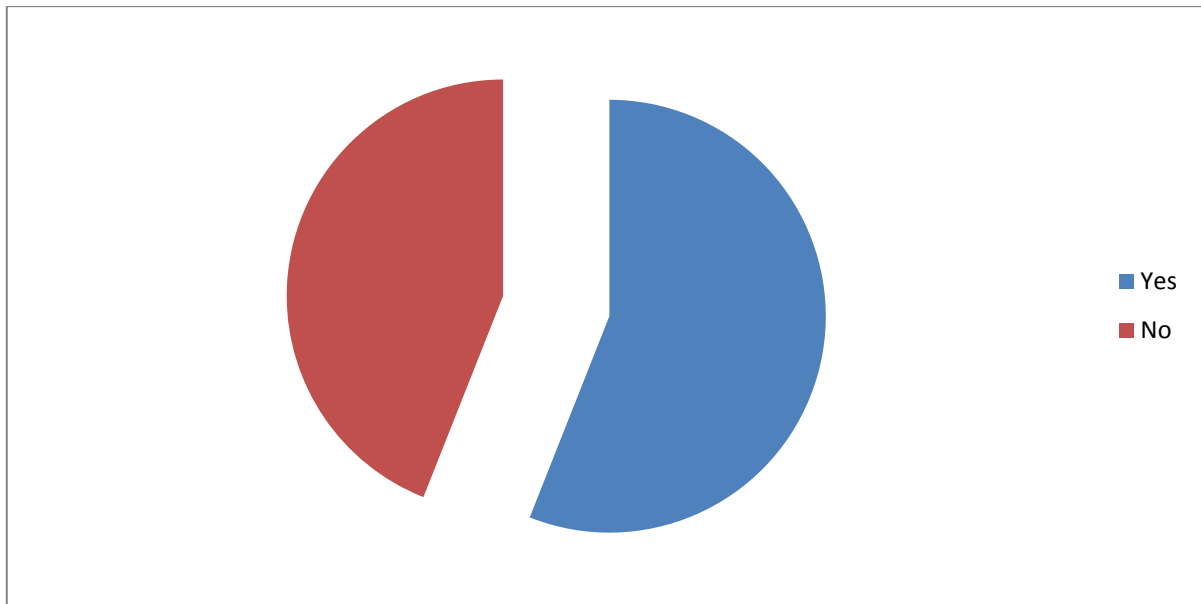
Table 17:

*Combining sentences and ideas when writing*

Students' answer	Number	%
Yes	28	56
No	22	44
<b>Total</b>	<b>50</b>	<b>100</b>

This question aims to investigate whether the students find it difficult to combine ideas and sentences while writing or not. From the above table 56% indicates that they face difficulties when they combine sentences and ideas during writing.

However, 44% of them state that they do not face these problems. From the analysis of the above question we can notice that the majority of the students make mistakes while writing and this goes back to the lack of reading.



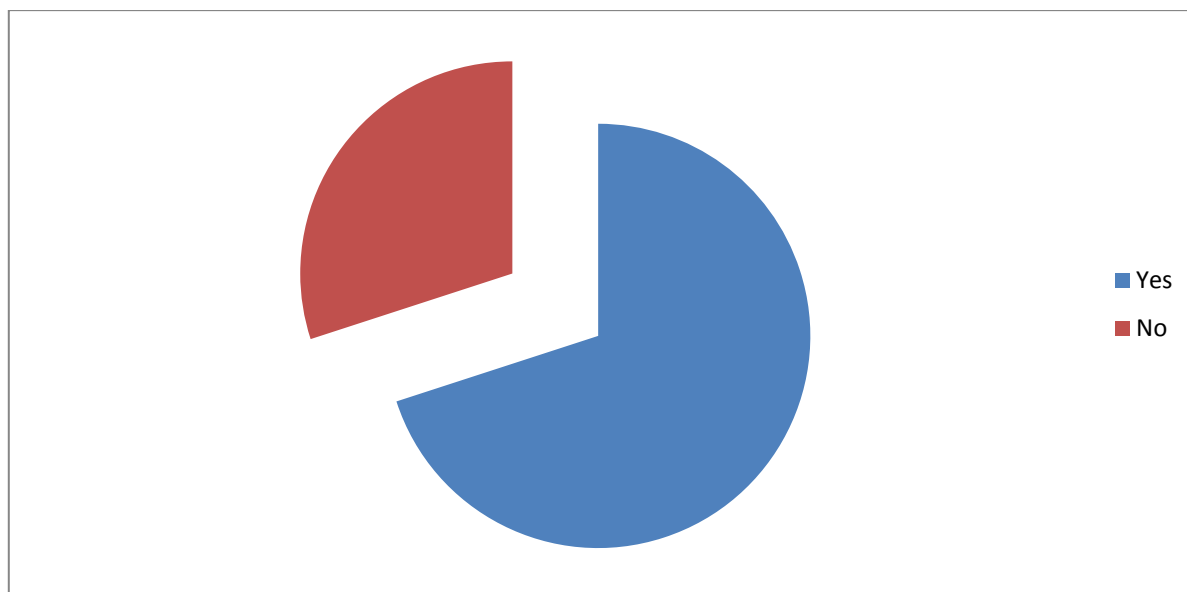
**Figure 4.17:** *Combining sentences and ideas when writing*

Table 18:

*Enjoying reading*

Students' answer	Number	%
Yes	35	70
No	15	30
<b>Total</b>	50	100

This question investigate students attitude towards reading, from the table above 70% of the students enjoy reading, and 30% of them do not enjoy this skill. This means that the majority of the students like the reading habits and the reason behind this is that this skill enrich their knowledge and improve their levels.



**Figure 4.18:** *Enjoying reading*

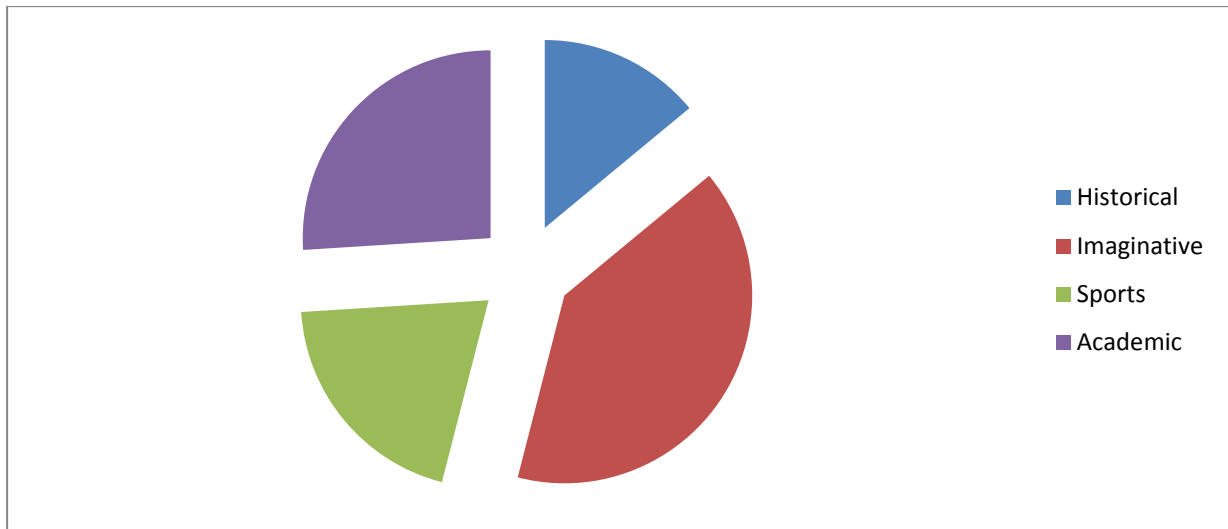
Table 19:

*The preferred type of reading*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Historical</b>	7	14
<b>Imaginative</b>	20	40
<b>Sports</b>	10	20
<b>Academic</b>	13	26
<b>Total</b>	50	100

A very interesting data gathered from this question, because it tells us about students preferred type of book, well 14% of the students prefer to read historical materials, 40% are interested in imaginative one , 20% of them prefer to read about sports while the rest of them are intended to read only for academic reasons.

This means that the majority of the students are interested in reading about imagination because they find it cool and unfamiliar.



**Figure 4.19:** *The preferred type of reading*

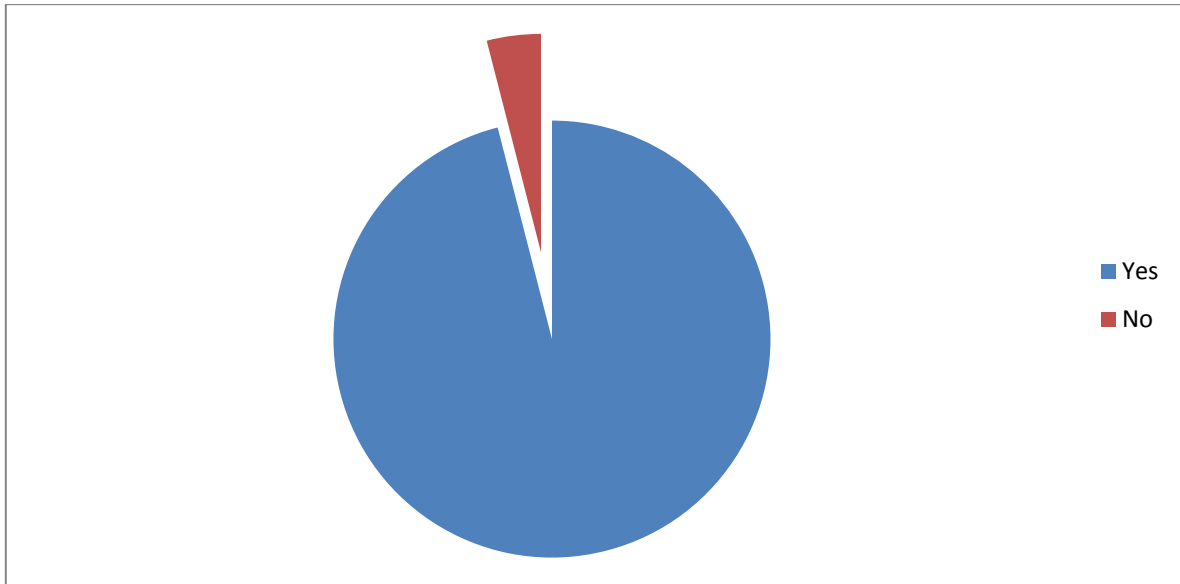
Table 20:

*Extensive reading helps to develop students' writing abilities*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	48	96
<b>No</b>	2	4
<b>Total</b>	50	100

From this table it is clear that a great deal of students 96% agree that extensive reading help them to develop students writing abilities, and only 4% of them think that extensive reading have no benefits on enhancing writing skill.

Well the majority of the students are certain that their writing achievements is due to extensive reading, they read for the sake of obtaining new ideas to explore it during the writing process and to enrich their general knowledge.



**Figure 4.20:** *Extensive reading helps to develop students' writing abilities*

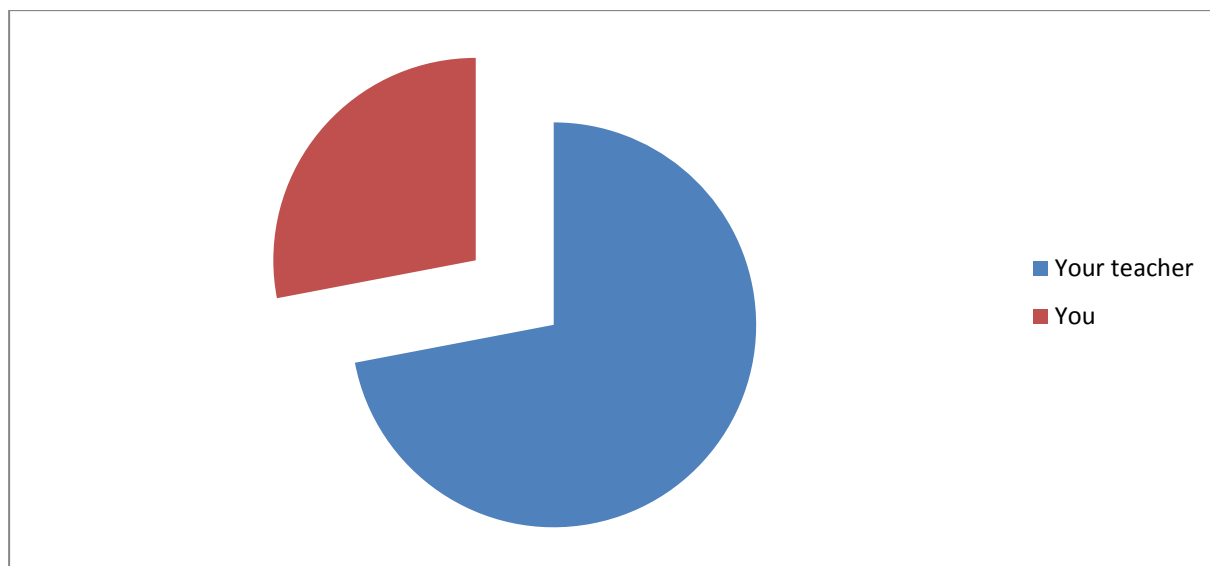
Table 21:

*Reading choice*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Your teacher</b>	36	72
<b>You</b>	14	28
<b>Total</b>	50	100

This table present whether the reading choice is decided by the teacher or by students. It appeared that the majority of them (82%) read only what the teacher selects for them to read.

however, only 28% state that they decide what they read with their owns according to their needs and interest.



**Figure 4.21:** *Reading choice*

Table 22:

*The frequency of reading*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Frequently</b>	5	10
<b>Sometimes</b>	35	70
<b>Rarely</b>	10	20
<b>Total</b>	50	100

The above table reveals that only 10% of the students read frequently, 70% of them read sometimes and the rest of the participants read rarely. Well, we can notice that our EFL learners lack of reading habits.



**Figure 4.22:** *The frequency of reading*

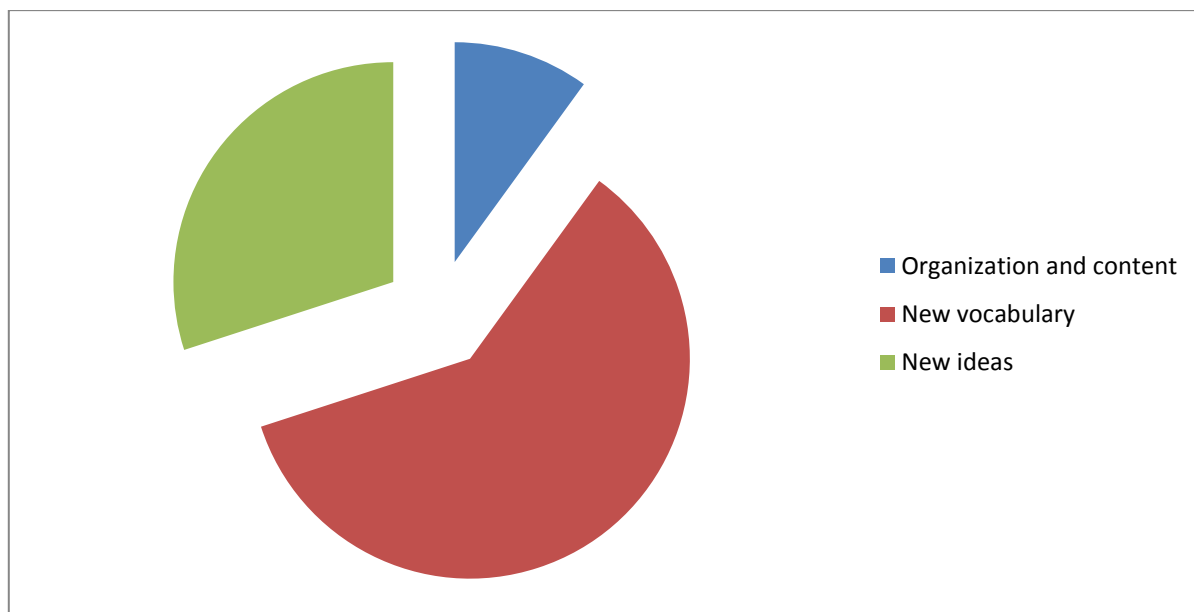
Table 23:

*Reading improves writing*

Students' answer	Number	%
Organization and content	5	10
New vocabulary	30	60
New ideas	15	30
<b>Total</b>	<b>50</b>	<b>100</b>

This question aims to shed the light on student's opinion about how reading improves writing.

Well 10% of the students stated that through organization and content because it provides them with some strategies to organize and present their ideas and develop their content, while 60% of them answered through new vocabulary and this appeared when they get into writing they explore new vocabulary and new lexis, whereas the rest (30%) devoted that reading enhance writing through open their minded to new ideas that can develop their writing style.



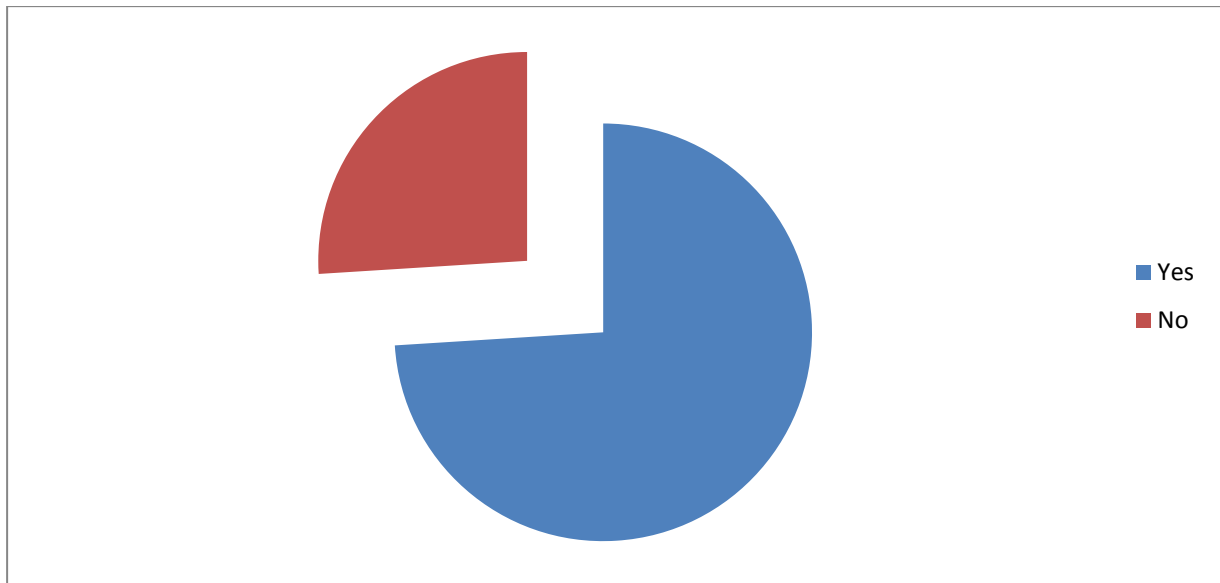
**Figure 4.23:** *Reading improves writing*

Table 24:

*Suggestions to improve students' writing abilities*

<b>Students' answer</b>	<b>Number</b>	<b>%</b>
<b>Yes</b>	37	74
<b>No</b>	13	26
<b>Total</b>	50	100

The purpose behind this question is to figure out whether the participants have some suggestion to improve students writing abilities or not. From the above table the majority of them(74%) stated that they have however, only 26% of them devoted that they have not.



**Figure 4.24:** *Suggestions to improve students' writing abilities*

### **Conclusion**

Since the majority of EFL teachers and students agreed about the positive impact of reading; it is unavoidable that extensive reading has an apparent touch in empowering the readers' writing style through acquiring new vocabulary, correcting grammarian mistakes and errors, developing new ideas and becoming proficient in organizing the content of a specific piece of writing.

## **Chapter Five**

### **Discussion**

### **Introduction**

This final chapter provides a deep discussion for the obtained results from both teachers and students' questionnaires in relation to the hypotheses and previous theories and research. It also provides recommendations for future research directions that are related to the theme of this thesis. The last section of the chapter includes the limitations of the study

### **Implication of Research Findings**

From the analysis of both teachers' and students' questionnaires it was evident that the majority of students are facing major difficulties that stand as a barrier that affect on their writing performance.

According to the results of the students questionnaire we have noticed that Algerian EFL students are truly facing different vocabulary, grammar and spelling mistakes otherwise from the previously given results it is obvious that the majority of students sometimes prefer to read imaginative books and stories because they find it cool and enjoyable, also most of males prefer to read sports magazines and stories because as it is known most of boys like anything that is related to sports! This means that their choice of reading is according to what they like and not to what they find useful or beneficial to their writing. Furthermore, a significant percentage of students only read academic writings which reveal that a big deal of Algerian learners only read because their teachers ask them to read; they have read and they have no interest or passions to develop their writing capabilities through reading. It seems that extensive reading improves the readers' writing skills through obtaining new vocabulary then developing new ideas rather than organizing and strengthening the content of writing.

The findings of the teachers' questionnaire conformed that EFL Algerian teachers find it difficult to teach written expression's course concerning it as a complicated task since their students have low writing capacities. From their experience they deduced that most of students are facing major difficulties to master this skill concerning grammar, content and

## Empowering Writing Style Through the Use of Extensive Reading

organization, spelling and misuse of vocabulary. Furthermore, according to the given suggestions they emphasize the good use of extensive reading considering it as a typical solution to all the problems that harm the students' writing performance and to develop the readers' writing production. In other words, extensive reading facilitates the teaching learning process and highlights its quality.

Well, although a significant percentage of Algerian students are not doing their best to improve their academic writing but it is convenient that they appreciate its value and that they are aware of the importance of extensive reading in empowering their writing abilities.

### **Discussions of the Hypotheses and the Research Questions**

Undoubtedly, reading and writing are two interactional skills that come together. Students need to express their ideas and thoughts through writing and this latter need to be developed by the use of extensive reading.

This study aimed at figuring out the impact of extensive reading on empowering EFL students' writing abilities. To accomplish the objective of our study, we divided it into five chapters; the first one is an introductory chapter that gives a general view about our research which is about empowering writing style on the use of extensive reading by presenting its main components. The second chapter is the review of literature in which it discusses some of the literature pertaining to the main areas that provide the core of this research study.

Concerning the next chapter it introduces the research method that aims to prove the research hypothesis and find out solutions to overcome students writing problems through the use of extensive reading, it gives a brief insight about the research design including: participants, data gathering tool and the description of both teachers and students questionnaire. After that we gave the results and discussions of the collected data of both teachers' and students' questionnaires which has been conducted with EFL students at the English department in Chadli Benjedid's university in El-Taref in the fourth chapter.

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Finally, we must say that the results of the field work indicated that our study has reached its aim and that it proved the previously given hypotheses. In other words, it is unavoidable that EFL Algerian students are facing lots of problems while writing. Extensive reading has a vigorous impact on developing EFL students' academic writing through providing them with new vocabulary and improving their grammar level. Also, the relationship between reading and writing is an interdependent relationship in which both of them are means of communication that complete and support each other; because reading is a mean of discovering new ideas while writing is a mean of developing and expressing those ideas.

### **Recommendation and Suggestions for Further Research**

The researchers suggest that EFL students need to read extensively more than they usually do in school, libraries and even at home in order to empower their writing. Extensive reading will help learners acquire new vocabulary, develop their linguistic background, avoid grammar mistakes and errors, be able to organize and develop their thoughts in the language they write with. This will help students to learn how to express their thoughts and feeling in another language and to take their vocabulary and grammar mistakes as a part of the process of writing so they can eventually learn how to avoid these mistakes through extensive reading.

From the obtained results from the relationship between EFL students reading and writing it turned up that extensive reading has a vigorous impact on developing EFL students writing abilities. Overcoming writing problems and developing students' writing abilities recommend the help of the English department of Chadli Bendjedid University; English foreign language students, and English writing teachers.

**Recommendations for EFL Students**

Students suffering from writing difficulties must do their best to prevent its damages:

- EFL students are required to contain their writing problems outside and inside the classroom in order to read and write with the target language as much as possible.
- The learners should be aware about the difficulties that they face while, and they need to seriously think about some solutions.
- The students should be open-minded, read as much as they can, have a positive attitude, high self confidence and self-esteem.
- learners must accept their teachers' criticism and evaluation and follow their instructions.
- Learners should not laugh on their classmates' writing errors and mistakes, instead of that they should encourage each other to do their best.
- They should not be afraid of making mistakes while writing because it is a part of the learning process and they need make mistakes in order to learn how to correct them.
- Students need to be aware of the importance of extensive reading in empowering their writing.

**Recommendations for Written Expression's Teachers**

Written expression's teachers have a vital role in helping their students who suffer from writing difficulties to prevent its damages:

- Teachers must be aware and make their students aware about the importance of reading in developing their writing skills
- They should encourage them to write freely, express themselves and their learning problems, and help them try to find the appropriate solutions for them.
- EFL teachers should encourage group work activities in the class in order to create interaction between students to help them to enhance their writing skills.

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- Teachers should create a relaxed, competitive, and comfortable climate in the classroom in order to make students engaged in the reading and writing process all the time..
- Teachers must appreciate the students' writing performances to encourage them to show their strengths and weaknesses and be more comfortable in the class.
- They have to provide more opportunities for the students to write through giving them the chance to choose the topic and only express themselves using the target language.

### **Limitation of the Study**

Even though we've made our best to prepare this research so it would reach its aim, it still includes some limitations and shortcomings:

Firstly, the first questionnaire was conducted only with ten teachers; ten teacher doesn't actually represent most of Algerian EFL teachers.

Secondly, the population of the second questionnaire was small (50 students), it doesn't represent the majority of Algerian EFL students so it would've been better if we chosen a larger population.

Thirdly, working only with second year EFL students wasn't enough; it would've been better if it was done with different students, with different levels and from different universities,

Moreover, even though this study includes some limitations; it is unavoidable that this research has reached its aim.

### **Conclusion**

In this chapter the research questions and hypotheses were discussed in relation to the results of the study. Also this study included the benefits of being aware about the vigorous impact of extensive reading in developing students' writing skills. In addition, it also contains

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suggestions and recommendations for written expressions teachers and EFL students and the limitation of the study.

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## **Appendices**

### **Appendix 1: Teachers' Questionnaire**

### **Appendix 2: Learners' Questionnaire**

**Appendix 1****Teachers' Questionnaire**

This questionnaire is a part of our dissertation that aims at investigating empowering writing style through the use of extensive reading and your feedback is needed to reach the aim of our dissertation. We kindly request your help in answering the following questions: Please put a cross (×) in front of the right choice.

**Section one: general information**

1. What is your qualification?

- License

- Magister

- Doctorate

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

- From 1 to 5years

- From 6 to 10 years

- From 11 to ....years

3. Did you ever teach writing?

- Yes

- No

**Section Two: The Skill of Writing**

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4. Do you think that it is difficult to teach writing skill?

- Yes

- No

5. Do you think that it is difficult for learners to master writing?

-Yes

-No

6. Do you think that the time specified for written expression is enough?

- Yes

- No

• Please justify.

.....  
.....

7. What is the main problem that your students face while writing?

- Grammar

- Spelling

- Misuse of vocabulary

- Content and organization

• Other problems: .....

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.....

.....

8. Do your students find it difficult when they write in English?

- Yes

- No

### Section Three: Reading Skill

9. Do you consider reading as an important skill for EFL learners?

- Yes

- No

- Please explain why? .....

.....

.....

10. Does extensive reading help to develop students writing skill?

- Yes

- No

11. Do you usually provide your students with some reading strategies?

- Sometimes

- Not really

- Always

12. Do you encourage your students to read extensively?

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- Yes

- No

- Please explain how? .....

.....  
.....

13. Do you encourage your students to read extensively?

- Yes

- No

- Please **explain** .....

.....  
.....

14. Do you have some suggestions that can be useful to improve students writing abilities?

- Yes

- No

- If you have please feel free to mention them. ....

.....

**Thanks for your cooperation**

**Appendix 2**  
**Students' Questionnaire**

This questionnaire is a part of our dissertation that aims at investigating empowering writing style through the use of extensive reading. We kindly request your help in answering the following questions: Please put a cross (×) in front of the right choice.

**1. Are you interested in writing?**

- Yes

- No

**2. Can you write a good academic piece of writing?**

- Yes

- No

**3. Do you usually make plans before going into writing?**

- Sometimes

- Never

- Always

**4. Do you find it difficult to combine ideas and sentences when you write?**

- Yes

- No

**5. Do you enjoy reading?**

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- Yes

- No

6. What type of books, magazines, stories and newspapers do prefer to read?

- Historical

- Imaginative

- Sports

- Academic

• Do you think that they are of help to your study? Please explain!

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

7. Do you think that extensive reading can actually enhance your writing abilities? If yes please explain how?

- Yes

- No

• Please explain! .....

.....  
.....

8. The choice of materials you read is decided by:

## Empowering Writing Style Through the Use of Extensive Reading

- Your teacher

- You

### 9. How often do you read?

- Frequently

- Sometimes

- Rarely

### 10. In your opinion, how does reading improve the writing skill?

- Organization and content

- New vocabulary

- New ideas

### 11. Do you have some suggestions that can be useful to improve students writing abilities?

- Yes

- No

- If you have please feel free to mention them .....

.....

.....

**Thanks for your cooperation**