



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

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On: Saturday, 22 June 2019

**The Role of Reading Academic Articles in Up-raising EFL Students’
Academic Writing
A Case study of first year EFL Master Students at Mohamed Kheider
University of Biskra**

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Declaration

I, Hafsa SEID, hereby declare that the present research, which is entitled “The Role of Reading Academic Articles in Up-raising EFL Students’ Academic Writing”, has been composed solely by myself and that it has not been submitted, in whole or in part, in support of another degree or qualification from this or any other university or institute of learning, except where states otherwise by reference or acknowledgment, the work presented is entirely my own.

This study was conducted and accomplished at the level of Mohamed Kheider University of
Biskra, Algeria

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(Signature)

Dedication

To my grandfather **Ammar**, who left so early so innocent and whose soul will always stay
with me

Nobody has been more important to me in the pursuit of this project than the members of my
family

I would like to thank my parents to whom my love can never be quantified, my father **Lazhar**
and my mother **Rouina Assia** whose love, guidance and prayers are with me in whatever I
pursue

To my gorgeous and delightful sisters and brothers: **Mouna, Ammar, Soltan, Oum alazze,**
Fares Mahmoud Aljazairi, Nour Amani and my little **Amina**

To my beloved grandmothers, **Rachida** and **Rekaia**

To my dear **Uncles** and my precious **Aunt**

To my intimate friends who I have ever met: **Amoula, Rania, Siham**

To the most beautiful girls who brought me the most beautiful memories: **Salma, Amel,**
Zineb, Fatma, Semia, Leila, Sahar, Samah, Bouchra, Chahra, Sondous Meriem and
Noura

Thank you all

Acknowledgements

First and foremost, this work would not have been possible without the help and enlightenment of Allah. I am extremely and always grateful to Allah for providing me with health, patience and the power of mind in my everyday life in general and to reach this level and to accomplish this work in particular.

I would like to thank my dear supervisor **Dr. Samira BENIDIR** for her infinite support, assistance and her valuable advice that helped me to complete this research.

I would like to express my appreciation to **Dr. Ramdane MEHIRI** and **Mrs. Amina MANSOURI** for their acceptance to evaluate and polish up this work. It was truly an honor for me to be their student and have them as members of the broad of examiners.

I would also like to extend my profound thanks to all the teachers who accepted to be interviewed in this research.

This research would not have been completed without the help of first year master students of the academic year **2018-2019** at Biskra University.

I would like to acknowledge one of the best teachers who I have met during my educational career: **Mr. Barkat TURKI** whose way of teaching really has always inspired me.

I would like to thank **Mr. Brahim DOUIDA** and **Mrs. Fatiha MOUNIB** for their support and guidance.

Abstract

The ability to communicate effectively, appropriately and academically in written form is necessary to gain language proficiency and to reach a considerable educational level. For this reason, there is a great interest in teaching academic writing in EFL classes. The current study attempts to investigate the role of reading academic articles in up raising EFL students' academic written performance. An explanatory approach was employed aiming to answer the research questions, realize the objectives of the study and test the research hypothesis which states that the integration of academic articles may have a significant role in increasing students' written performance. In this respect, we have opted for a mixed methods, including students' questionnaire which was administered with master one students of English at Mohamed kheider Biskra University, and teachers' interview which was directed to teachers of academic writing course. The obtained results from analyzing the gathered data of the two tools have revealed that both teachers and students are aware of the importance of academic reading and writing in developing learner's educational level. Nevertheless, many teachers emphasize that the lack of practice and reading is what creates many writing difficulties. Furthermore, all teachers assert that the use of articles as reading materials affects students' academic writing positively. Accordingly, it is recommended to expose students to different genres of academic readings in order to make them familiar with the academic writing conventions and style.

Key Words: Academic articles, Academic writing, Biskra University, Reading, Master one EFL students.

List of Abbreviations and Acronyms

CDs: Cohesive Devices

EFL: English as a Foreign language

ESL: English as a Second Language

Et al: And others

FVR: Free Voluntary Reading

ICT: Information Communication Technology

IELTS: International English Language Testing System

L1: First language

L2: Second Language

M1: Master one

M2: Master two

(n.d.): No date

Para: Paragraph

Q: Question

SERT: Self-explanation Reading Training

SQ3R: Survey Question (Read, Recall, Review)

TD: Travaux Dirigés (Tutorial Sessions)

TOEFL: Test of English as a Foreign Language

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الملخص

General Introduction

Introduction

Achieving success for EFL students at the university level mainly depends on mastering the four fundamental skills of the language learning which are required for a complete communication; namely, the productive skills which are speaking and writing in addition to the receptive ones listening and reading. This latter is kg as one of the most important skills that has a great effect on the other skills, especially on writing which is the main concern in the present research.

In this respect, since teaching is a formal situation, students and teachers are supposed to opt for the formal form of language in general and on writing in particular. Thus, mastering academic writing is needed for EFL students at tertiary level to express themselves effectively either in the exam or in their research studies at the final phases; this cannot be achieved unless students' and teachers' awareness is raised toward the importance of both academic writing and academic reading. Moreover, due to the fact that reading has a significant role in writing development, reading many academic books, research papers, articles and so on leads students to acquire knowledge, build vocabulary, learn the academic conventions and improve their writing style.

To sum up, although academic writing is considered as one of the most difficult skills to be taught and mastered even for native speakers, it still receives a crucial attention in the learning and the teaching processes. In brief, it is well known that the more we read the more we write better, so reading may be the adequate way to improve students' writing performance.

1. Statement of the Problem

The current study derive from observing that most first year master students of English at Biskra University still present an observable deficiency in academic writing, caused by many reasons, among which is lack of reading academic materials such as, books, scientific papers, academic articles and many others.

In this respect, we opt to investigate the role of reading academic articles in enhancing EFL students' academic writing performance and increasing their awareness toward the importance of these materials in improving their academic achievement, since they will be master two candidates and they are supposed to be engaged in the academic research as final phase of higher educational system where they will be exposed not only to read academic articles but also to adopt the academic conventions used in the aforementioned materials during the research process.

2. Significance of the Study

The present study will be beneficial for both teachers and students by tackling different views concerning academic writing and how it could be developed through the use of academic articles. Generally, it examines the correlation between academic reading and academic writing at the university level.

In this respect, raising students' awareness of the importance of reading academic materials has a great deal in terms of learning different ideas, rich and complex vocabulary, paragraph structure, and different coherent models of writing that would help them to improve their language proficiency level in general, and to be engaged in the academic community in particular.

Moreover, it may help teachers of written expression to encourage EFL students to read academic articles, and to acquire some insights on how to fortify and sharpen learners'

creativity and writing ability. Also, it is expected that this study allows academic writing teachers to provide students with materials that include some specific parts (the abstract, literature review, finding and methodology sections...) which are also included in master dissertation. This would help students to be familiar with the writing of these parts and its academic requirements.

Furthermore, this study gives language teachers and syllabus designers a variety of writing and reading approaches and strategies to support students with the necessary materials to extend their academic knowledge and refine their skills in writing paragraphs, essays and even articles, and to be analytical and critical persons in both skills.

3. Limitations of the Study

We are aware that our research may have a number of limitations, which may affect the results of our study.

- ❖ Conducting a descriptive study is due to the limited period of time devoted to the research despite the nature of the relationship between the variables needs a pre-test and a post-test.
- ❖ Lack of references which is related to academic articles.

4. Research Aims

The general purpose of this research study is to demonstrate that the use of academic materials as a medium in the EFL classroom is useful and an academically flourishing experience that boosts students' writing abilities. Accordingly, mastering writing and reading skills allows students to become effective researchers and critical thinkers.

More specifically, this study aims to:

- Determine students' difficulties in academic writing and the main reasons behind them.
- Seek to develop students' academic writing performance.
- Raise students' motivation to read.
- Addressing teachers' and students' perceptions about the role of reading academic articles in increasing students writing performance.

5. Research Questions

This research seeks to answer the following research questions:

- What are students' main difficulties in academic writing?
- What is the effect of reading academic articles on student's academic writing development?
- Are EFL teachers aware of the necessity of providing their students with academic articles for the sake of enhancing their academic writing?

6. Research Hypothesis

Based on the above research questions, we propose the following research hypothesis:

- Selective reading of academic articles may have a positive role in improving EFL student's academic writing.

7. Research Methodology

Regarding the nature of our study, an explanatory approach will be conducted in order to investigate the role of reading academic articles in up raising EFL students' academic writing performance. Moreover, the present study will depend on a mixed methods approach in order to answer the research questions and test the hypothesis stated previously.

7.1 Population and Sample

The present study is undertaken in the Department of Foreign Languages, Division of English, at Mohammed Kheider University of Biskra. Thirty-five (35) informants are selected as a sample population for the case study from first year master EFL students; it seems, to be the most suitable level since they are more proficient compared to the other levels and they will be concerned with reading academic articles in their M2. Besides, the research is concerned with eight (08) EFL teachers of academic writing course from Mohammed Kheider Biskra University. They are chosen intentionally because they have more experience in the field of academic writing.

7.2 Research Tools

To carry out the present study, two research procedures are used to test the proposed hypothesis. Namely, students' questionnaire and teachers' interview.

7.2.1 Students' Questionnaire

A structured questionnaire is submitted to first year master one students of English, at Biskra University. Students' answers are helpful to gain more understandings concerning the role of reading English academic articles in improving students' writing achievement as well as developing their reading skills.

7.2.2 Teachers' Interview

A semi-structured interview is addressed to academic writing teachers to understand their attitudes and views concerning the use of academic articles as a promising tool in improving EFL students' academic writing that could contribute to answer the research questions and test the research hypothesis.

8. Structure of the Study

For the general layout of the dissertation, this research study will be divided into three main chapters, the first two will be theoretical while the third one obviously will be practical. The first chapter will be devoted to the academic writing, its definitions, processes, approaches and its features in addition to students' writing difficulties and the main strategies used by both teachers and students to overcome these difficulties.

The second one introduces reading concept, it is divided into two sections. The first one addresses the notion of reading, students' engagement in reading, its' benefits, furthermore, students' difficulties concerning this skill in second language and some techniques to develop students reading ability. The second section regards academic articles definitions, their types and how to read them effectively. Finally, a previous studies on the relation between academic writing and reading is provided.

The concluding chapter covers the field work and the results analysis. It attempt to describe and analyze the collected information from the two data gathering tools. It delivers an overall discussion of the obtained findings.

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Introduction

Improving academic writing abilities is an essential part of study at tertiary education since academic writing is the most advanced kind of communication whereby the writer's thought and ideas turned into a high written form. Moreover, the mastery of academic writing requires more effort and practise and being aware of its main characteristics to yield an effective academic written production. In this chapter, a general overview on academic English is briefly discussed in addition to the importance of teaching academic writing. Then, academic writing definitions, approaches, characteristics and difficulties are presented. After that, some strategies to develop academic writing will be highlighted.

1.1. General Overview of Academic English

Language is a system of communication and interaction that is divided into two types: academic and non-academic language. Academic English or English for academic purposes is concerned with the formal form of the language; it is the one that students are expected to learn and to use in higher education. In this respect, Bahrens (2014) believes that academic English is associated with higher education. In her words, “academic English is a dialect of the English language that is considered appropriate, even necessary, to tackle the demands of college work.” (p.5)

Moreover, Wilson (2017) points out:

Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in universities and academic program (...) formal complex English that conveys ideas in a precise and objective manner(...) include the essential skills of literary analysis, the

observance of reference systems, the synthesis of associated scholars and the ability of critical evaluation.(p.1)

Therefore, it is the variety of English that is mostly used in lectures, seminars, research papers, and articles. Besides, Kotnarowski (2015) defines academic English as the kind of language that researchers and professional scholars use to express their ideas and knowledge in thesis papers and academic articles which are mainly directed to the academic audience. Academic English language has two varieties: spoken and written. This latter is the major concern of this study.

1.2. Academic Writing Definition

Academic writing is marketable skill that improves ones' professional qualification, it is a demanding skill especially at the tertiary level. Several definitions have been yielded by scholars to the term of academic writing. These definitions differ in accordance with the context in which they are delivered. Murray (2005) asserts, “ Academic writing is that set of conventions we see in a thesis or a published paper in our disciplines, a definition that becomes more precise once you scrutinize examples of published writing in your target journal.” (p.10)

Academic writing, in contrast to non-academic writing which is personal and does not requires a specific conventions, has its own structure, context and practices. To illustrate more, it is a type of writing that follows some approaches and strategies that makes it done in a systematic way. Accordingly, Bowker (2007.p, 2) says, “academic writing does many of the things that personal writing does not.” he argues that in academic writing some kind of structure and employing a specialized vocabulary are required. In addition to that it concerned with the appropriate use of mechanics such as transitions, connectors and punctuation that helps the reader to interpret the writer's intended meaning.

In the same vein, Aydın and Baysan (2018) define “Academic writing is, first and foremost, an activity to be realized by individual who have gained a high level of language awareness to organize their knowledge and experience through mental processes.” (p.214).

In sum, academic writing is usually used to defend and convince about an idea, or to introduce a research work to high level audience; also it is seen as a type of writing used by university teachers and students that serve as a basis to assess student’s performance.

1.2.1. Academic Writing as Skill

Writing is one of the most important skills in language learning; it refers to the process of transmitting what we speak, read and listen into a piece of writing. Defazio, Jones, Tennant and Hook (2010) in their study that attempts to investigate the importance and impact of writing across the curriculum at Indian university, they conclude that from students perspective writing may be “a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format and grammar.” (p.34). this illustrates that most of EFL students consider writing as difficult skill to achieve since it requires a realization of the language aspects: grammar, organizations and spelling and so on in addition to the academic conventions as citing others works and using the formal style.

Sulisworo, Rahayu and Akhsan (2016) contend:

Writing skill is a special ability that allows writers to express their thoughts in the form of meaningful words and of a mental interaction through written messages writing skills can help learners to improve their independence, fluency and creativity in writing (p.188)

Apparently, writing is the most advanced form of communication. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience and the mastery of these skills will allow students to communicate better in various ways and with different levels of people.

1.3. The Significance of Teaching Academic writing

Academic writing has always played a large and central role for both students and teachers. Because it allows them to inform about particular topic in very professional manner. In addition, it develops the expertise and the understanding of other skills. According to Welty (2017) believes that students who learn academic writing effectively, their intelligence and self-esteem will be increasingly improved. That means academic writing is learned for the benefit of students before the benefits of others.

In line with this, the course of academic writing is one of the major obligatory courses in learning a foreign language that is organized to develop EFL students writing and reading skills. According to Bailey (2003, p.1) “Academic writing is flexible course that allows student to work either with a teachers or by themselves, to practice those areas which are most important for their studies.” This saying illustrates that the course of academic writing is practical course in which the student express his/her knowledge in written form. He further added that academic writing is designed for those who are studying at colleges or universities in order to provide them with strategies and process to implement for being an effective writers in their studies.

Furthermore, Vardi (2000) emphasizes the importance of raising student’ awareness about the role of academic writing on their academic performance and he elucidates:

In all academic courses, students must write and all teachers should encourage them to do it well. Students must be conscious that their final grades will depend, not

only on their knowledge and understanding of the subjects but also on how well they write. Some studies have indicated that if two students are equal in ability and intelligence, the one who is better at conveying thoughts effectively in writing will score the higher marks. (Cited in Cabral and Tavares, 2002, p.2)

All in all, academic writing is significant because it urges students to organize and produce their content of thinking in logical convincing arguments that make them communicate perfectly with experts. Moreover, it helps students to fortify their academic level.

1.4. Academic Writing Processes

Academic writing is a difficult process that even natives of English language still struggle in mastering it because getting a good written end product cannot be done without following several stages. These stages emphasize that writing is process more than final product. McGarrell and Brillinger (2008) note that while the act of writing, following the stages of the writing process is enjoyable and may bring clearer thinking on a topic to the writer. Prewriting, planning, drafting, revising, editing and publishing are the main stages of writing process.

1.4.1. Prewriting stage

The pre-writing stage is the first stage that consists of all the work that is done before the final written production takes place. Kelly (2018) defines the prewriting stage as the most significant stage, where the student is coming up with ideas and organizing them by using a number of techniques; namely: brainstorming, free writing, mind-maps, drawing, asking question and outlining. It is an important and useful strategy that teachers should take into consideration, since engaging students with this stage make writing much easier. Rohman (1965, p.106) emphasizes the importance of the pre-writing stage, and describes it as “the

stage of discovery in the writing process when a person assimilates his 'subject' to himself.” (cited in “the writing process”,para.3)

1.4.2. Planning

Planning is one of the major stages that makes the student organize themselves through the process of writing. Accordingly, Meriam-Webster Dictionary (1828) defines planning regarding to the English language learners as “the act or process of making a plan to achieve or do something”. Through the stage of planning students are required to make an outline. Thus, Wilkinson and Hommes (2010) assert that organizing and presenting ideas in logical order is the aim of planning outline. However, making an outline during the planning stage keeps the student in the same direction in his/her paper; moreover, it prevents him/her from getting distracted into irrelevant information. Stevens (1991, p30) claims that “without planning, [student] will end up with a first draft that lack any clear organization and will need to be heavily rewritten”. Thus, good writers need to make plans before engaging in writing to achieve their setting goals.

1.4.3. Drafting

The second step of the writing process involves drafting, where the writer puts the ideas that s/he combined during the prewriting stage into a form of sentences or paragraphs without taking into account grammar or spelling mistakes. In this sense, Graves (1983) claims, “Drafting is the writer’s first attempt to capture ideas on paper. Quantity here is valued over quality.” (cited in Johnson 2008, p.179). In the same vein, Dymoke (2003) mentions that drafting is considered as purely a technical process that students use to gain a complete final copy. For the teachers’ role in the drafting stage, Dymoke adds that the teachers should encourage the students to develop their writing skills by teaching them how to plan and organize their ideas then discuss the quality of these ideas either with their

colleagues or their teachers. In short, it is the stage where the students write their first draft, based on their notes, without giving attention to the organization and accuracy.

1.4.4. Revising

Revising is the stage that precedes the editing stage, where the student will have a look to his/her writing in other words to re-read it critically in order to remove inappropriate ideas or to change word placement. Parsons (2001) states that “revising is fascinating, problem-solving activity.”(p.19) However, it is the stage where the student read their draft many times in order to add, delete and correct what is not important and what is inappropriate. Skye (2016) holds that Writing is a process, revision is the magic of this process, however, when someone writes knowing that s/he will be able to change everything in the revising stage this itself brings unlimited number of creativity. According to Fulwiler (1988, p.167) “Revision is conceptual work, where [students] reread, rethink, and reconstruct [their] thoughts on paper until they match those in their mind[s]. Revising is reseeing [their] approach, topic, argument, evidence organization, and conclusion, and experimenting with change”. So, revising is the best way to express the right ideas and make them worthier and clearer.

1.4.5. Editing

Editing is the step before the last step in the writing process in which the student prepares his/her writing for publishing. In this stage student should ask himself some questions about the adequate use of punctuation, capitalization and correct tenses to improve a draft and make it more accurate, more interesting and more convincing. To illustrate more, Fulwiler (1988, p.167) indicates, “editing is stylistic work, changing language more than ideas. I usually edit after I know what to say, testing each word or

phrase to see if it is necessary, accurate and correct.” This means that editing stage is concerned with the surface and formatting errors side more than the content side.

Furthermore, Caswell and Mahler (2004) stated that editing is a part of the writing process where making-correction is involved. The students here should be certain that the final written form will leave no question for the reader to wonder about, because errors are forbidden in this stage. They also noted some positive signs that prove students are editing:

- Drafts have empty spaces filled with editing marks.
- Drafts have possible misspelled words circled.
- Students change sentences errors in drafts to complete, accurate sentences.
- Final drafts are error-free.

1.4.6. Publishing

Publishing is the final stage of the writing process in which the students present and share their final written production. According to The Audiopedia (2016), “Publishing is the process of production and dissemination of literature, music, or information, the activity of making information available to the general public”, that means to share the finished text with the intended audience or with teachers. There are many reasons that make students publish what they have written. Murray (2005) lists some of this reasons as follows:

- Career progression.
- Personal satisfaction of completing a new goal.
- Learning how to write to a higher standard.
- Helping students to gain recognition for their work.

Hence, Olson (1987) maintains that publishing is the final instructional strategy that has an important role in encouraging students to revise their works before making them public. Students will be motivated to revise their works if they know that it will be kept in the classroom or library as reference for other students. Furthermore, publishing leads students to announce their thoughts and to confirm that it is their own.

The aforementioned stages are presented with some details in the following figure.

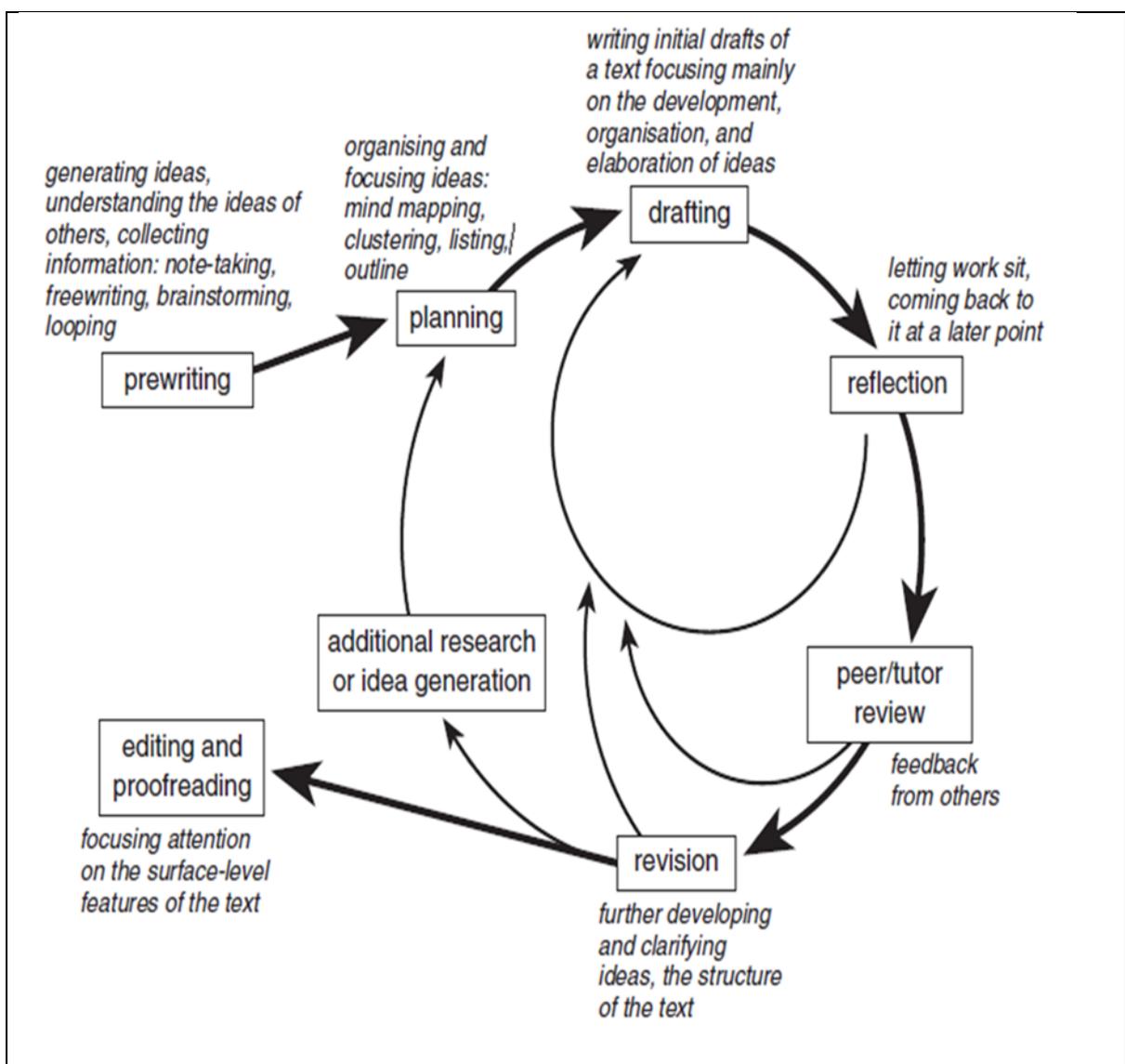


Figure1.1: The Writing Process Approach (Coffin et al. 2005, p.34)

Figure 1.1 shows the main stages of the writing process starting with prewriting stage, where the writer brainstorm his/her ideas and gather relevant information, after that s/he will make an outline, write his/her first draft. Then, the writer should consider others' feedbacks and comments either from his/her teacher or classmate. Revising and editing are the two final steps while publishing is considered more optional.

1.5. Academic Writing Approaches

Teaching academic writing has many approaches, these approaches are used differently according to the students' needs and abilities, and the three main ones that most scholars have tackled are the product approach, process approach and genre approach.

1.5.1. The product approach

The product approach is the approach where the teacher focuses on the final product and on the form more than the content itself and in what way the process of writing is done. In one hand, Wood (1994) states that receiving instructions on the aspects of writing such as: grammar, punctuation and so on will improve student's quality of writing and in this approach the teacher is the only one who has the chance to read the student's piece of writing since the major emphasis is on the termination of the written product.

On the other hand, Tuffs (1993, p.702) mentions some weaknesses of this approach stating that, "one weakness of the product based approach is that it does not demonstrate how the writer arrives at the finished product." This saying illustrates that the product approach has no role in the student's writing progression not like the process approach which focus on the stages that students follow to reach to the desired final production.

1.5.2. The process approach

The process approach has a significant role in the development of teaching and learning writing. Accordingly, Namouchi (2014) admits, “ the major aim of the process approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper”(p.43)

In the same line with thoughts, Tuffs (1993) claims that the process approach pays more attention to the stages that good writers pass through to reach the final work. Furthermore, he investigates the promoting role of the process approach in writing on L2 situation, and he concludes that the process approach highlights the students’ capability to produce comprehensive written text and it used as tool to foster the language development. All in all, opting for the process approach as a tool in teaching and learning writing especially the academic one; which is the kind of writing that requires this type of approach, may be a useful for an effective writing.

1.5.3. The genre approach

The genre approach is the approach in which the writer should have a particular information about the genre that s/he is required to write something similar to. Tuffs (1993, p.706) notes, “genre approach attempts to identify the features of successful writing within a defined genre and then teach these features to student.” Eventually, Hasan and Akhand (2010) claim that genre based approach is concerned with the context where the text is delivered and with the intended audience in the target community, and it deals with writing as sociocultural practise. This means that the focus of this approach is on particular features of the text or the discourse that would be used in piece of writing.

Additionally, eclectic approach is another kind of teaching approaches that allows the teacher to be flexible and use all the three previous approaches depending on the aim of the lesson and the learner's needs.

1.6. Academic Writing Features

As mentioned previously, academic writing has its own characteristics that make it different from other types of writing in many aspects. Passive voice, complex grammar, specific vocabulary and nominalization are some features of academic writing, in addition to fluency and accuracy which makes academic writing objective and easy to be assessed and evaluated. Moreover, academic writing has other various characteristics that were mentioned by many scholars and researchers. The following figure presents some academic writing features:

Academic writing is:

- unnecessarily complicated
- pompous, long-winded, technical
- impersonal, authoritative, humourless
- elitist, and excludes outsiders.

But it can be:

- appropriate in specific circumstances
 - easier for non-native speakers to follow.
-

Figure1.2: Some Characteristic of Academic Writing (Hartley.2008, p.4)

Hartley (2008) in figure 1.2 gives some academic writing characteristic and he believes that academic writing is easier and appropriate for foreign speakers.

1.6.1. Coherence and Cohesion

A piece of academic writing requires a logical order and particular cohesive devices to be efficient. Poudel (2018, p.1) contends, "Cohesion and coherence, which refer to intra-

text connectedness, and the contextual fitness of the ideas, are the essential properties of the texts in academic writing so as to create them (the text) more comprehensible.”. To achieve coherence and cohesion students should ask themselves some questions, for example: are my ideas interconnected? My arguments convey the intended meaning? Asking some kind of these questions may be beneficial for the unity and comprehension of the text.

1.6.2. Cautious and Formal writing

Academic writing is formal implies that idiomatic and colloquial expressions should be avoided. While cautious writing means avoiding judgment and not being overly direct by using hedging verbs and expressions. In line with this, Jordan (1999,p.88) asserts that academic writing, “is formal in an impersonal or objective style (often using impersonal pronouns and phrases...); cautious language is frequently used in reporting research and making claims; vocabulary appropriate for particular academic contexts is used.” that means some technical words and formal expressions should be included and some should not.

1.6.3. Audience and Purpose

Academic writing has specific audience for instance, students or specialists as it has a specific goal to attain. Usually academic writing used to defend, to compare or to introduce a research project or a scientific work. McGarrell and Brillinger (2008) point out that students should take the audience into consideration where their writing should fit the audience expectations; in other words, students need to find out what is known about the subject and what they want from the audience to understand.

1.6.4. Language and Style

Since academic writing has its own audience and purpose, the language that would be used should fit the academic requirements. Hence, Blanpain (2006) holds that students should be aware of the sentences' structure and the specific terminology that is used in authentic English context to avoid using unnatural and translated language. Moreover, concerning the style, Kane (1988) defines style as:

In its broadest sense "style" is the total of all the choices a writer makes concerning words and their arrangements. In this sense style may be good or bad—good if the choices are appropriate to the writer's purpose, bad if they are not. (p.11).

To sum up, the language aspects which are: vocabulary, grammar, mechanisms and origination in addition to the aspects of the academic style; such as avoiding personal pronouns, contradictions and personal adverbs, are required for an efficient academic writing.

1.7. Student's Academic Writing Difficulties

Producing a good piece of writing with regard to the academic requirement is not an easy task, for that most EFL students find many problems whenever they are supposed to write, especially at the tertiary level where the students are forcibly exposed to express their thoughts appropriately and effectively in academic assignment as much as they can. Broadly speaking, EFL students could fail in the writing activity due to two scenarios as Fu-lan (2006) believes; either when students are asked to write about a particular topic or when students think of writing as translating activity. (Cited in Cole & Feng 2005). Thus illustrates that negative language interference and limiting students with specific subjects to writing may make a difficulty for them in their writing.

Chapter One: Academic Writing at Tertiary Education

Accordingly, Steven and Harris (2001) provide the main elements that make writing a sophisticated process. In their words “writing is a complicated process primarily because it requires a combination of skills. Writing relies on good fine motor functions, visual-motor planning, attention, sequencing, thinking, memory, and knowledge of grammar, sentence structure, vocabulary and the purpose of writing.”(cited in Pablo, Candy, & Lasaten,.2018,p.46). Thus, writing requires some cognitive skills and background knowledge about a specific topics and the language aspects. More precisely, academic writing difficulties may reside in that the writer strives to respect several aspects during the act of writing such as: organization, vocabulary, grammar and many others.

a) Organization: (coherence and cohesion)

The difficulty of coherence and cohesion occurs at the level of structure, where students find problems to organize their ideas and to achieve the unity of a text, and at the level of grammar which concerns with the appropriate use of linguistic items “cohesive devices”. Hasanah (2017, p12) asserts, “ Coherence is a linkage between words or sentences within the text so that it becomes a logical thread so that readers can easily understand the message contained within the text.”. He also considers cohesion as semantic relation whereby clauses and phrases are joined together in competent and clear manner.

Ghasemi (2013) investigates the use of cohesive devices in L2 writing and he emphasizes that coherence and cohesion are required to produce an organized and comprehensible written text to the reader. He points out that incorrect or insufficient use of CDs effects on the quality of writing. In addition, teacher’s limited knowledge and experience in teaching cohesion and coherence and learners inability to use syntactic

and lexical items are other factors that affect learner's achievement of the organization aspect.

b) Vocabulary

Measuring student's language development is widely tested by the measures of vocabulary, one of the most difficulties that L2 learners face during the act of writing is the use of straightforward words that express their intended meaning exactly. Rohmatillah (nd, p.70) asserts, "The more people master vocabulary the more they can speak, write, read and listen as they want." This illustrates the crucial role of learning vocabulary in learning other skills. Furthermore, she adds that students who learn English usually find difficulties in vocabulary learning especially in writing since the way of pronouncing words in English is quite different from writing them.

In the same line, Al qahtani (2015) maintains that, either for spoken or a written discourse, a limited vocabulary acquisition in L2 impedes effective communication while rich vocabulary acquisition does not. All in all, as much as students acquire large number of vocabulary as much as they can express their ideas directly and efficiently to the reader, and they will avoid repetition by using synonyms and oppositions.

c) Grammar

Grammar as one of the language aspects is not an easy task to achieve, on one hand, because it requires constructing linguistic forms in particular manner to get a meaningful meaning, on the other hand, students have to deal with some difficult grammar rules and a variety of rules' exceptions. In investigating the grammatical problems facing ESL learners. Bahri and Sugeng (2009) state that students who possess problems in arranging their writing appropriately and correctly are students who have

poor understanding of grammar. According to their findings from analyzing student's compositions, the most common errors relating to basic grammars are:

(a) two kinds of errors were found relating to the use of articles, namely: misuse of preposition and absence of articles, (b) three kinds of the preposition errors were found namely: overuse, misuse, and redundant use, (c) punctuation error consists of two kinds namely: apostrophe and comma, (d) three types of errors were found relating to the capital letter namely: the first word of a sentence, the first letter of proper names, and the names of days, (e) two kinds of errors were found relating to spelling namely: a wrong addition of suffix '*-ed*' to past form of verb and a wrong spelling of a word e.g. wend, lader, Sanday etc.(p.15)

The misuse of prepositions and articles in addition to capitalization and punctuation errors are some problems that impedes student's achievement on the grammar aspect. In line with this, Gulo and Widianingsih (2016) study was about the grammatical difficulties encountered by L2 learners of English in different levels of education, the findings showed that the major kinds of errors made by students are related to plural makers, articles, verbs and tenses. First, they found that many L2 students do not put the plural maker's' with third pronouns in the present form or they use it incorrectly like in '...a useful things'. Second, students do mistakes when they are referring to an object, a parson or an idea that has already been introduced in the discourse which means that they have difficulties in using determiner. Third, the lack of subject verb agreement such as in 'These has the same perspective'. In addition to all the previous difficulties, using tenses correctly is the most repeated mistakes that means students face problems when it comes to the use of tenses and the exceptional rules.

From the above results, we deduce that students encounter many difficulties concerning grammar in their writing among them the use of tenses which is the common one. Accordingly, the majority of EFL/ESL students know the grammar rules but they have difficulties in applying them whenever asked to write because of the complex features of grammar (Elturki, 2014). Consequently, this could be the main obstacle and demotivating aspect for writing.

Lastly, Al Badi (2015) examined Major difficulties encountered by ESL learners when writing assignments and they concluded that selecting a significance topic, relevant references and the use of language in addition to cohesion and coherence are the most frequent difficulties faced by the majority of the participant. They also studied the students' attitude toward academic writing and if they consider academic writing as an easy activity or not. The student's answers are presented in the following figure:

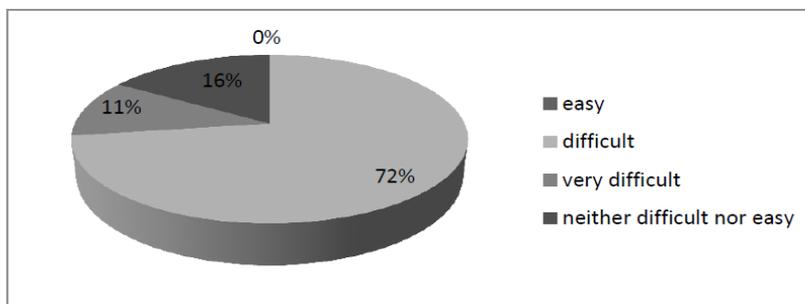


Figure1.3: Attitudes of Participants towards Academic Writing (AL Badi, 2015, p. 68)

Figure1.3 illustrates what the participants think about academic writing. It can be clearly seen that the majority find writing in English difficult and none of them said that it is easy.

1.8. Strategies to develop Academic Writing

Academic writing difficulties concerns both student and teachers, However, teachers face several difficulties in teaching academic writing because of many reasons among them students' linguistic competence and student's cognitive and psychological problems. For these reasons teachers and students should recognize some practices or techniques to develop academic writing.

a) From the teachers perspective

Teachers should create a positive environment for writing and pay attention to the students' needs and students' learning styles. Thus, Al mahrooqi, Thakur and Roscoe (2015) claims, "writing instructors need to design courses that address different contextual factors, such as student's linguistic proficiency, their motivation for writing, institutional demands, student's expectations and the individual teacher's own learning experiences in writing" (p.24), this means that there are many criteria that should be taken into consideration to make progress in the academic writing courses.

In the same sense, Abdulkareem (2013) mentions some instructions that may help teachers to improve student' academic writing achievement:

- ✚ The sufficient exposure to the academic words and clauses, grammar and academic conventions can contribute in minimizing student's problem in academic writing.
- ✚ Brainstorming and mind-mapping are two strategies that can help students to enhance their writing style.
- ✚ Teaching students how to be critical thinker, and how to use different writing styles, in addition to giving them daily practices may increase their motivation toward writing.

Abdellatif (2007) indicates that raising students' self-confidence toward their writing ability, giving the appropriate feedbacks and focusing on the practical aspects of writing as well as the theoretical ones are some factors that account for students' low English writing apprehension. Nevertheless, student's awareness of their writing problems and setting their goals to overcome these difficulties are vital elements to practice writing adequately and professionally.

a) From the students perspective

Hacker and Sommers (2014) provide some instructions for students to be good writers:

- ✚ Students should knock on doors and ask for help whenever necessary to learn from others experiences.
- ✚ Students should writing purposefully on daily basis to become engaged writers.
- ✚ Students should be responsible writers, which means they need to understand the sources that they rely on and avoid plagiarism.
- ✚ Students should be reflective writers by taking time with their teachers after correcting their assignment then make notes to learn from their teacher's feedback.

In general, the following are some strategies or approaches to reduce student's difficulties as cited in Srikrishna, Lin, Lakaisone and Sirinthorn (2016, p.312).

- Preparing an outline of their topics before starting to write using three main stages (planning, writing, and editing) is a good idea (Al Fadda, 2012):
- Giving samples to identify their structures, organizations, cohesive devices and the other key features could help them in their writing (Crosby, 2009).
- Readings such as books, journals, and even some websites are useful sources to enrich learners' lexicon with academic vocabulary and expressions that can

promote ability to express their views and ideas in their own voice effectively (Gordon, 2008).

- Reading helps students acquire language skills unconsciously (Krashen, 1993).

Above all, teachers should be flexible and update their teaching strategies according to their learners' needs. Teachers should never be slaves to the textbook or syllabus, since both are just references (Tamagoult 2018). In deduction, the aforementioned strategies are just some of the great number of techniques that each teacher therefore each student has his/her preferable own to deal with.

1.9. Academic Writing Genres

Previously we have presented different characteristics of academic writing, for instance: audience and purpose which determine the various academic writing genres, among them essays and compositions, theses and dissertations, press and laboratory reports and many others. In tertiary education, the basis genres used by tertiary level students may include essays, research papers, theses and dissertations. Nonetheless, this is not the final list there are other genres depending on specific disciplines and they vary from one university to another.

1.9.1. Essays

Essays tend to be the most commonly used genre of writing at university. They are based on question seeking for answers usually undertaken from what students have learned in their lessons, in order to evaluate and trigger EFL students who write efficaciously and academically either for classroom or exam assignment. by definition, "An essay is a short literary composition of an analytical, interpretive, or reflective kind, dealing with its

subject in a nontechnical, limited, often unsystematic way and, usually, expressive of the author's outlook and personality". (Your Dictionary, 2019).

While, Soles (2009) defines an academic essay as "a written text, rarely fewer than 500 words or more than 5000 words in length, on a topic related to a course taught at a school, college, university".(cited in Saihi, 2015, p.6). This definition sets out the amount of words that are approximately included in the essay and its different topics that related with what have discussed in the lesson. Essays has a defined structure: introduction (where thesis statement is usually necessary), body paragraphs then conclusion. They are written for different purposes to identify, to explore, to inform or even to persuade.

1.9.2. Research Papers

A research paper is rarely used compared with the aforementioned genre; it refers to a short piece of research submitted by student to fulfill a particular area of a course, and it may be used as tool of assessment. Serria College (2013) defines a research paper as a long essay where students basically demonstrate what they have learned from the course through their own ideas. In parallel, they may use several sources such as: articles, books...; students should be precise and concise since they are dealing with an assigned length paper.

However, Winkler and Metherell (2010) define it as " (...) a printed paper variously known as a term paper or library paper, usually between five and fifteen pages (...) it is a formal work that must abide by the rules of scholarly writing" (pp.3-4), they assert that although many students hate doing a research paper but it still a useful tool for learning about a subject which is mostly chosen by students. Writing a research paper makes students seek out for information and it exposes them to the rigors of research. Overall it leads them to be familiar with "learning by doing" method.

1.9.3. Thesis and Dissertation

As they move to reach the final stage of their studies, postgraduate students are supposed to submit thesis or dissertation. Kennedy (2014) believes that these two terms are interchangeable since some universities refer to doctorate works as dissertation and to masters one as thesis, as we do in our universities, and others hold the convers notion. Indeed, Merriam Webster dictionary defines thesis as “a dissertation embodying results of original research and especially substantiating a specific view (...) written by a candidate for an academic degree.” while, Fisher (2010, p.3) considers dissertation as:

a report on a major piece of primary research (normally between 15,000 and 20,000 words long) which gives an account of a student’s investigation into a [specific] issue, provides an analysis of the research and presents the conclusions that are drawn from it.

To sum up, each university and program has its own guidelines for what a thesis and dissertation should contain. Although their differences, they nearly have the same basic structure, conventions and purposes.

1.10. Research Ethics and Plagiarism in Academic Writing

The notion of research ethics starts with a desire to protect human works involved in a research project, since it is necessary for all people who conduct a research work to be familiar with basic ethical principle to avoid unethical practices (Thomas, 2003). Plagiarism is one of the elements that brings into question the ethics of research.

Plagiarism denotes, “taking information or ideas from another writer and using them in your own work, without acknowledging the source in an accepted manner. In academic work plagiarism can be a serious offence” (Bailey, 2006, p.7). Accordingly, Wallwork

(2011) criticized each one who plagiarizes, especially non-natives, since nowadays it is very easy to spot plagiarism due to the technological development and he asserted that plagiarism simply means “cutting and pasting from other studies and papers. It also means taking credit for work that others have done (...) it is an unacceptable under any circumstances.”(p.151).

Hence, avoiding plagiarism is a fundamental element in the academic context to achieve honesty and responsibility in writing where students are required to cite the others' ideas even in summaries and paraphrases. EFL students need to know how seriously plagiarism is regarded in the academic community since it is unethical act that must be avoided to achieve academic integrity.

1.11. Paraphrasing and Summarizing in Academic Writing

By definition, paraphrasing means to rewrite what ones understand from written or spoken discourse by his/her own words and style, moreover, students who have the ability to paraphrase are supposed to express themselves effectively at university where paraphrasing is one of the basic steps to conduct a research work and to avoid charge of plagiarism.

Na and Mai (2017) point out “paraphrasing is an important skill in academic writing- it is a cognitive skill that requires high order thinking and high proficiency [in] reading and writing” (p.9). Na and Mai (2017) believe that paraphrasing is difficult process in L2 education for many reasons such as the lack of student's vocabulary to use instead of the original one or a difficulty in transforming words; verbs into nouns, nouns into adverbs and so on ,and changing sentences structure. These later steps are some paraphrasing techniques.

While summarizing concerns more with the length of the text where students are asked to give a short version of a text compared with the original one with regard to many aspects. For instance, distinguishing between important information and less important one, keeping key words and omitting examples, adjectives and statistics. According to Cambridge dictionary to summarize means “to express the most important facts or ideas about something or someone in a short and clear form”.

Aliponga (2013) observed that when teachers teach students to summarize what they have read, they will be able “to analyze, synthesize and evaluate what they read, which are essential steps in critical thinking process” (p.87). Summarizing is a needed strategy in academic setting. It helps students to be good readers and efficient writers.

Conclusion

Through this chapter many areas in relation to academic writing have been addressed. It presented a various definitions of academic writing and its main features. In addition, the chapter highlighted writing processes and approaches, some EFL students’ difficulties in academic writing and a suggested strategies to overcome these difficulties. Moreover, the chapter have dealt with a different academic writing genres. Furthermore, it yields the importance of paraphrasing and summarizing as a way of avoiding plagiarism in the academic setting.

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Introduction

Reading is a vital skill in teaching and learning any language. Reading feeds minds, invites creativity and develops critical thinking. This chapter is divided into two sections. The first section is about reading in EFL context; it will provide different scholars' views toward the notion of reading and its benefits. Then, it will deliver engagement definition and its features on students' reading. After that, it will highlight reading' types and the main variables effecting the nature of reading. At the end of the section L2 student reading' difficulties and some techniques to develop their reading ability will be discussed. The second section is devoted to reading academic articles, its definitions, importance, types and effective ways to read them critically. Eventually, the section will address some of previous studies on the relationship between reading and academic writing.

Section One: Reading in EFL Context

2.1. The Notion of Reading

Through literature, reading has been defined differently by many researchers and has been viewed as a major skill in the language teaching and learning process due to its vital role to develop and expand knowledge and information. Some scholars defined it from the psychological perspective and others defined it from the sociological one. According to Richards and Schmidt (2013), reading is the process of looking and understanding of written passage. It can be done silently or loudly by decoding symbols and recognizing words through the use of different cognitive skills to obtain the target meaning which results in what is called reading comprehension.

In line with this, Gziko, Greenleaf, Hurwitz and Schoenbach (2000) attribute to reading as “a complex process of problem solving in which the reader works to make sense of a text

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not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences” (para.6). This clearly illustrates that reading is not a simple process even though it seems at the beginning as an easy task but during the act of reading the reader may find problems because it requires an implementation of many cognitive skills which are essential to successful reading.

As mentioned earlier, Anderson, Hiebert, Scott and Wilkinson (1985) also believe that the majority of scholars share the same point of view concerning the nature of reading as a sophisticated skill which needs background information to construct meaning from written products. However, skillful and competent readers are those who integrate what the text contain with their previous knowledge. Anderson, Hiebert, Scott and Wilkinson (1985) made the analogy to reading as performing “symphony orchestra”. For instance, like in performing symphony, reading takes place when the discriminating parts are put together; moreover, practicing reading makes perfect which is also needed in playing musical instrument; finally, as interpreting a musical piece differ from one to another, the interpretation of texts differ according to the purpose of reading, the context where it happens and the background of the reader himself/ herself.

Nevertheless, many researchers and scholars have defined reading as purely psycholinguistic phenomenon based only on cognitive comprehension and linguistic competence, Bourdieu (1977, 1996), Bourdieu and Chartier (1985) believes that reading is more than psychological process, they points out, “learning to read is not only a matter of acquiring a set of cognitive skills afforded by neurophysiological maturation, it is also a wider process of literacy socialization through which[students] acquire a reading habit[s].”(cited in Sterponi, 2007, p.2). Reading is considered as a social activity because it is part of

people's daily life where they read a restaurant menu, signboards, newspapers and so on; moreover, it implies the understanding of what is written by whom, how and why.

Through reading we acquire some social habits, for instance, we communicate intellectually and effectively with different social classes. Accordingly, Alderson (2000, p.25) asserted, "reading is usually undertaken for some purpose, in social context, and that social context itself contributes to a reader's notion of what it means to read". To sum up, reading effectively does not occur straightforwardly; linguistic competence, background knowledge, critical thinking ability and using reading strategies in addition to regular reading practice are some necessary aspects to achieve the reading comprehension improvement.

2.2. The Benefits of Reading

Perhaps one of the most important skills in language learning that may improve student's intelligence, literacy and critical thinking and many other skills is reading. As reading has great impact on people's social life it has also a significant effect on their academic success.

Krashen (2004) believes that the more students read the more their grammatical performance, vocabulary acquisition, spelling and cultural knowledge are improved. He asserts that each time a reader read a passage with unfamiliar words and with a difficulty to spell them correctly, s/he will make unconscious progress in his/her reading ability over time. Krashen (2004) also considers that reading itself enhances reading especially free voluntary reading (FVR) which means reading because one likes to, it is the kind of reading that the majority prefer and feel enjoyed to do. FVR tends to be the most effective tool in language learning because it encourages students to read materials with their interest and to develop their actual, intellectual level not only for exams or specific purposes.

On one hand, UNSCO (2012) reported, "pupils who are not able to read do not have the prerequisite skills for successful learning in later grades" (p.46). This apparently denotes;

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first, teaching reading should start from the early ages of the students learning process. Second, lacking the reading ability may cause problems in language learning; however students understand better in the target language if they read more in that language. Additionally, Bouhedjam (2015) mentions that reading is an activity which is important for the benefits of the reader himself/herself as well as for the benefits of the whole society, and he confirms that neglecting this essential activity especially at the first levels of learning may results in many cognitive problems and lowers level of education.

On the other hand, Noor (2006) relates reading with the higher education context and she considers reading as the most outstanding academic skill at the tertiary level, in her words “ it is through reading that these learners will learn new information and are able to synthesize, evaluate and interpret to learn more about their subject matter”(p.66). Reading a wide variety of things make students familiar with various types of reading materials and with different kinds of terminologies and sentences structures; this will increase their positive attitude toward language learning (Albay, 2017).

Despite the crucial role of reading on peoples' professional and social life, EFL students still uninterested with this skill; however, the majority of them do not read in their native language, how we expect from them to read in their target language. For that EFL teachers should raise student's awareness of the importance of reading and motivate them to be engaged readers whatever the circumstances are.

2.3. Engagement in Reading

2.3.1. Students' Engagement Definition

The glossary of education reform (2016) refers to the concept of engagement as the degree of students' involvement and interest throughout the learning environment; in other words, the degree of motivation and curiosity they have toward their education. Additionally,

from the teachers' perspective promoting the term engagement in the classroom involves being aware of its affective, behavioral and cognitive dimensions. Justifiably, affective engagement draws on the idea of belonging to the course and the enthusiasm toward classroom tasks. Behavioral engagement draws on the idea of physical participating in classroom. Finally, the cognitive dimension which refers to student's use of metacognitive skills and self-regulation strategies and being thoughtful in order to be engaged in the learning environment. (Parsons, Nuland and Parsons, 2014)

2.3.2. Features of students Engagement

Engaging students on the learning environment is a beneficial step for the improvement of students' commitment and their academic achievement. Park (2003) focuses on the role of engagement on students' educational performance and he states, "students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned" (p.183). Thus, educators are required to provide students with motivating and interesting activities in order to engage them in the learning process.

In line with this, Gunuc (2014) explores the relationship between students' engagement in higher education and their academic achievement and he concludes that there is a strong correlational relationship between the two variables, where students with high level of engagement have a higher levels of academic achievement while less engaged students have lower levels in their academic performance; furthermore, he find that cognitive engagement have more significant outcomes on students' academic achievement compared with the other two types: emotional and behavioral engagement.

In reading context, since most EFL students ignore this skill and focus more on the writing skill because usually they are examined and assessed based on what they write. EFL

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teachers are expected to support and motivate their students not only to read but also to comprehend what they are reading. According to Getheri et al. (2004, p.403), “(a) Engagement in reading refers to the interaction with text that is simultaneously motivated and strategic, (b) engaged reading correlate with achievement on reading comprehension”. To illustrate more, Wigfield et al. (2008) have investigated the role of reading engagement on reading comprehension and the results have revealed that there is a correlation between reading engagement and reading comprehension and motivation. In their words, “highly engaged readers are both internally motivated and strategic, and less engaged readers show lower motivation and less use of strategies for comprehending text.” (p.432)

Motivation is a key concept in up raising students’ engagement in the classroom. Guthrie et al. (2004) notes that teachers’ motivation indeed to the student’s intrinsic motivation provides an engaged readers which mainly influences the development of reading comprehension as already mentioned; however, engaged students usually tend to understand the text’s content thoroughly and decode information deeply.

2.4. Types of Reading

Reading types are the various behaviors adapted by the reader during the reading activity. Skimming, scanning, intensive and extensive reading are reading styles that a reader may opt for to read critically a given text.

2.4.1. Extensive Reading versus Intensive Reading

This dichotomy refers to two different types of reading. Intensive reading means “reading to learn” while extensive reading denotes “learning to read” (The Extensive Reading Foundation’s, 2011, p.2) .To illustrate more, in intensive reading students read to learn about the language, its grammar, vocabulary and structure which mostly occurs in the classroom with textbook or handouts. However, extensive reading typically occurs outside the

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classroom; it is a kind of free reading where the text is chosen by the reader himself/herself, and its main purpose is to deepen students' knowledge and literacy.

Albady (2017) contends that extensive reading which also known as graded reading exposes students to huge number of texts according to their interest; it helps them to expand their knowledge and to develop their language proficiency due to the multiple exposure to the reading materials. In sum, extensive and intensive reading are two different approaches to teach and learn reading; each one has its own characteristic and both are needed to develop students' educational level.

2.4.2. Skimming versus Scanning

Reading is needed not only for passing an exam, preparing a research paper or accomplishing a dissertation, it is also necessary for the international exams such as TOEFL and IELTS. Accordingly, Albader (2007) reports that skimming and scanning are nearly two similar styles of reading, taught in TOEFL or IELTS courses since they are largely considered with reading comprehension. He points out the small difference between them as “skimming is considered with reading information about the text, and scanning is considered with reading information from the text” (p.4). This definition means that scanning is more in depth technique that aims for more details to get the intended meaning while skimming is just for speed reading to obtain a general overview about the text.

2.5. Students' Reading Difficulties in foreign Language

Generally speaking, the question that is good first language reader also is a good foreign language reader has been posed by many researchers. Many second language teachers; as Alderson (2000, p.23) stated, believe that “poor second-language reading is due to a lack of

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good reading abilities/ skills/ habits in the first language”. This clearly illustrates that reading in foreign is influenced by reading in L1 while other scholars have an opposite point of view.

Many scholars believe that EFL students’ reading difficulties resides mainly in the linguistic and socio-cultural differences between L1 and L2.

- a) Linguistic difficulties: Albader (2007) defines the linguistic difficulties as “difficulties that someone faces in reading in second language and it covers all aspects of linguistic, such as grammar (syntax), pronunciation (phonetics), and meaning of words (semantics).”(p.4; thus, linguistic competence is needed for the comprehension of the text. Albader (2007) concludes that grammar is the most complicated problem that most EFL students encounter at all academic levels where they are supposed to deal with different word order with their L1 and with various meanings of one word or sentence. Furthermore, one of the profound problems that L2 readers might come across is comprehending vocabulary especially technical ones which may found on academic articles and textbooks. Pronouncing words effectively especially long words with silent letters may be also another problem in loud reading.
- b) Sociocultural difficulties: cultural and social differences are regarded as one of the affective factors in second language learning not only on reading but also speaking, listening and writing. However, mastering these skills requires cultural and social background information about the target language. Yang (2010) have studied the influence of students’ cultural difference on L2 reading at China University; the results showed that cultural difference is a complex thing when it comes to reading in L2; besides, EFL students should recognize L2 culture and incorporate themselves with L2 environment to achieve best in language learning.

Reading cannot be considered as an isolated activity since EFL students are reading in different social context to their L1 where the author is a native speaker, they probably find problems in interpreting socioculturally the authors' intended meaning. In line with this, Wawryk-Epp, Harisson and Prentice (2004) maintains "helping students understand who is communicating what to whom, how and why, allows students to understand text."(p.40)

All in all, as students encounter several problems to practice reading; teachers and students' linguistic competence, overcrowded classes and insufficient time may be some of the hurdles and challenges that EFL teachers encounter in teaching reading.

2.6. Techniques to Improve Student's Reading Ability

As mentioned earlier, reading in second language is approximately neglected. Eventually, a collaborative effort from teachers and students is needed to improve this crucial skill which has a significant role to develop many other skills especially writing which is highlighted in this study. Mourtaga (nd) explored some reading problems of Arab EFL Students at Palestinian universities and he suggested the following techniques that might be helpful to increase students reading ability:

- First of all, teachers are supposed to create motivational, active and relaxant teaching/learning environment, and to reduce students' learning problems such as: anxiety and low self-confidence.
- Much practice on reading by for example: reading journals and summarizing or paraphrasing them may enhance students' reading ability as well as writing skills. These two strategies are suggested by several researchers for the sake of developing both previous mentioned skills.

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- Increasing Arab students' exposure to the English materials through extensive reading might be one of the significant solutions to develop students reading comprehension.

In the same sense, The Academic Learning Center (nd) goes further and determines the main reasons that makes reading at tertiary education a challenging task which are: 1) the short period to complete reading tasks, 2) the amount of reading, 3) the difficulty of the assigned reading materials. Then, it suggested the SQ3R as strategy to up raise student's reading efficiency at university. Asiri and Momani (2017) considers SQ3R which stands for (Survey, Question, Read, Recall and Review) as beneficial strategy that teachers may use to make the reading process easier and more interesting.

Additionally, Asiri and Momani (2017) elucidate that survey is the first step where the reader makes an overview about the whole text in general, secondly, s/he is supposed to ask some questions about what information s/he really needs from that text. Thirdly, the reader will read more actively to answer the questions that have been raised. Then, s/he will summarize or reformulate the content on his/her own words. The final step is, reviewing the text deeply with an attempt to recover the key words and complex phrases mentally.

In the same vein, using certain types of strategies to teach reading is increasingly recognized due to their importance to overcome many difficulties. Namara (2009) suggests, self-explanation reading training (SERT) and paraphrasing as two strategies to teach reading. SERT refers to the act of explaining orally or in written form what students understand from written passage, its main purpose is, "to help low-knowledge readers make sense of challenging, unfamiliar text"(p.34). Paraphrasing is also a useful technique that helps the reader to construct a coherent understanding, to build a critical thinking and to improving a writing style.

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Furthermore, the skills and strategies that good readers use according to Klingner, Vaughn and Boardman (2007) are:

- Rapid and accurate word reading, and making inference.
- Setting goals for reading, noting the structure and organization of text.
- Monitoring their understanding while reading and creating mental notes and summaries.
- Making predictions about what will happen, checking them as they go along, revising and evaluating them as needed.
- Capitalizing on what they know about the topic and integrating that with new learning.
- Using mental images such as visualization to assist them in remembering or understanding events and characters.

Furthermore, some of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are presented in the following figure:

Direct instruction, strategy instruction, or a combination of both are associated with the highest effect sizes in reading comprehension for students with learning disabilities. Both direct instruction and strategy instruction have the following components in common:

1. Assessment and evaluation of learning objectives, including orienting students to what they will be learning
2. Daily reviews of material taught to assure mastery
3. Teacher presentation of new material, including giving examples and demonstrating what students need to do
4. Guided instruction, including asking questions to determine understanding
5. Feedback and correction
6. Independent practice and review

The instructional components that contribute the most to improved effect sizes in reading comprehension include:

1. Teacher and students questioning
2. Interactive dialogue between teachers and students and students and students
3. Controlling task difficulty and scaffolding instruction
4. Elaboration of steps or strategies and modeling by the teacher
5. Small group instruction
6. Use of cues to help students remember to use and apply what they learn

Figure 2.1: Key Ideas in Reading Comprehension (Klingner, Vaughn and Boardman, 2007,p.5)

Figure 2.1 shows the key ideas that have a high effect size on students reading comprehension like teachers' evaluation and feedback or group works where students discuss about the reading material and each one gives his/her own understanding and interpretation of the text which give an opportunity for the collaborative learning and effects positively on the students' reading comprehension . Namara (2009) stated, "(...) strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehended." (p.36). In deduction, educators should vary their strategies according to the students' needs and encourage them to read for pleasure

which allows them to acquire new knowledge and interest; furthermore, students should adopt some strategies to make progress on their reading ability and to be more independent in the process of learning.

2.7. Variables Effecting the Nature of Reading

The fact that reading is the act of communication between the reader and the text implies that the reader's skills and the text's type are two variables that highly affect the nature of reading.

2.7.1. Reader Variables

The product of reading is relevant to the reader. Alderson (2000) indicates that the reader's motivation, knowledge and strategies are several variables affecting the nature of reading. Hence, personal characteristics such as: personality, gender and age are other influencing aspects of the product of reading. Snow (2002) mentions other reader's capacities namely, "fluency in word recognition, oral language ability, and domain knowledge, along with differences in such dispositions as the reader's motivation, goals, and purposes, are important sources of variability in reading comprehension"(pp.19-20)

2.7.2. Text Variables

Being aware of some information about the text, its structure and purpose, from whom it is written and to which audience may help the student to comprehend the text. Snow (2002) claims that texts are varying in content, genre and reading ability levels; these varieties make a difficulty for students to cover all this varieties of the text and make a difficulty for teachers to choose the adequate text for each reader. Moreover, the knowledge of the subject matter/topic in addition to the knowledge of the text's genre and context are other variables which may affect student's reading ability.

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Apparently, Being familiar with various types of texts is an advantage for recognizing the different variables effecting the nature of reading and being able to trigger the text conventions; moreover, it makes the reader flexible in doing the reading.

Section Two: Reading Academic Articles

2.8. Academic Articles Definition

An article is a written composition in prose, usually nonfiction, on specific topic forming an independent part of book or other publication, as a newspaper or magazine (Dictionary.com). Academic articles are used tools in different setting among them universities, by definition:

The majority of [student's] research will require academic and scholarly articles, many students struggle with trying to determine what an academic source, or article is. Academic articles are written by professionals in a given field. They are edited by authors' peers and often take years to publish. Their language is formal and will contain words and terms typical to the field. The authors name will be presented, as will their credential. There will be a list of references that indicate where the author obtained the information s/he is using in the article. (Mid-Michigan College, 2018, pp.1-2)

From the above definition two main aspects can be deduced; academic articles could not be written by anyone and they comprises specialized vocabularies. In addition to the aforementioned characteristics Hartely (2008) asserts that the article's title, abstract and key words are some features that give an advance overview about the article where the title should be attractive and meaningful; the abstract must summarize what have been done and it is preferable writing it at the end of the work. Similarly, Soule, Whiteley and McInoch (2007) list some other characteristics as follows, "articles and good coursework have similar

characteristics: through, precisely-referenced reading; clear and elegant writing; and original arguments.”(p.15)

Since EFL undergraduate students are supposed to read many academic articles in order to conduct their research project. So, they have to be aware of their importance and to know their types, features and the best way to read them critically. This, may help them to achieve better in the accomplishment of their dissertation and in their academic career as well.

2.9. The Importance of Reading Academic Articles

Reading at the tertiary level is a high priority. However, reaching a high academic level requires reading many academic materials among them academic articles. Reading such articles allows students to write academically and to be familiar with some academic conventions. Furthermore, it enables students to analyze author’s arguments, graphs, tables and search for other relevant references that are available at the end of the article.

Al Murchidi (2014) suggests that reading academic articles may change students’ negative attitude toward writing as well as reading; he states, “reading academic articles that are relevant to their interest and journal writing using the story mapping strategy could help improving students’ attitude toward reading and writing.”(pp.58-59). In his study that sheds light on the significance of reading academic articles of the students’ choice and interest on academic writing and reading, the results reveals that most of students, who have the chance to read academic articles with their interest succeed to develop a positive attitude toward reading and writing. Hence, Sani, Chik, Nik and Rasllee (2001) contends, “ it cannot be denied that diploma students and undergraduates need to read a lot of academic text, journals (...) regularly which require them to use a high level of reading skills and therefore making reading an effortful activity”(p.34). In this respect what can be deduced is that reading

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academic materials is increasingly required at tertiary education to provide a skillful and eligible researcher.

Reading academic articles may help EFL students develop their formal language, academic style and to communicate easily with their educators. Moreover, mastering the academic writing style can encourage students to write for seminars, dissertations and conferences.

2.10. Academic Articles Types

Academic articles' types differ according to their purposes, audience and context. Original article, scientific article, review article, scholarly and quantitative article are the major types.

2.10.1. Original Article

Aslam and Jalalian (2012) defines it as the most discussed type; introduction, methodology, results, discussion and conclusion are the components of this article, and its main characteristics are:

- ✓ The abstract must convey the main points of the research and its implications.
- ✓ A good approach in concluding the introduction of original article is to present the general objective of the research followed by the specific ones.
- ✓ Only the main findings of the study should be presented in the results section. Tables and figures should be used conservatively.
- ✓ Comparing the findings with other works.
- ✓ In the conclusion section, the author should generalize the findings if possible.

2.10.2. Scientific Article

This type of article is written by scientist to share their research's results whereby they

Chapter Two: Theoretical Overview of Reading Skill

are presented in systematic and logical manner. Then it is published in journal, its scientific manuscript known as AIMReDCaR (Abstract, Introduction, Methodology, Results, Discussion, Conclusion, and References).

The abstract section succinctly summarizes the essentials of the whole article in one single paragraph. The aim of studying particular problem is included in the introduction, methodology section introduces the materials and procedures that are used in the study. The findings are presented in the results section while the discussion part aims to relate the findings with other studies. Finally, the author concludes his/her ideas in one paragraph. The list of references is what the manuscript is ended with, bibliography is not acceptable in the scientific article. (Pardede, 2012)

2.10.3. Review Article

Aslam and Jalalian (2012) contend that a review or mini-review article could be written by students who are preparing their doctorate dissertation, it is helpful tool for the researcher to develop his/her writing skills, its main aspects are:

- ✓ Review article usually must have an unstructured abstract that is presented in a short paragraph.
- ✓ Review article usually comprises three sections: introduction, discussion and conclusion.
- ✓ The author should summarize “current knowledge” and provide suggestions for future research that could address the knowledge gaps.

2.10.4. Scholarly Article

According to Meriem Library (2011) scholarly article “is written by experts in academic or professional fields. They are excellent sources for finding out what has been studied or researched on a topic as well as to find a bibliographies that point to other relevant sources.”(para.1). In its words, the author of this kind of article should be a scholar or a researcher who aims to conduct an experiment by giving proofs, evidences and by using charts and graphs for the statistical information. Its constituent elements are: abstract, literature review, methodology, results, conclusion and bibliography. Usually published in black and white journals.

2.10.5. Quantitative Academic Article

Kotzé (2007) refers to the quantitative article as the type of articles in which “the results of an empirical research study are reported (...) articles in most academic journals are roughly 20 to 25 A4 pages or 4000 to 7000 words in length”(p.1-2). A sample of an academic article structure is introduced in the following figure:

Title	8 – 15 words
Abstract	200 – 250 words
Keywords	6 – 8 keywords
Introduction	500 – 1 000 words
Literature review (Alternatively: Background, conceptual development or conceptual framework)	1 000 – 2 000 words
Methods (Alternatively: Methodology)	500 – 1 000 words
<ul style="list-style-type: none"> • Sampling <ul style="list-style-type: none"> ▪ Target population and research context ▪ Sampling ▪ Respondent profile • Data collection <ul style="list-style-type: none"> ▪ Data collection methods • Measures (Alternatively: Measurement) 	
Results (Alternatively: Findings)	1 000 – 1 500 words
<ul style="list-style-type: none"> • Descriptive statistics (Alternatively: Preliminary analysis) • Hypothesis testing (Alternatively: Inferential statistics) 	
Discussion	1 000 – 1 500 words
<ul style="list-style-type: none"> • Summary of findings • Managerial implications • Limitations • Recommendations for future research 	
Total	4 000 – 7 000 words

Figure 2.2: Typical Structure of an Academic Article Reporting the Findings of a Quantitative Study (Kotzé, 2007, p.2)

Figure 2.2 presents the structure of an academic article that deals with quantitative data; abstract, literature review, research methods and the discussion of the results' findings are the main components of the quantitative article that are approximately similar to some parts of dissertations and research proposals.

Along these different types, we can deduce that academic articles nearly have the same conventions and structure; some of these conventions are similar to master dissertations ones. Consequently, reading effectively an academic article may help master students during their research study.

2.11. Ways to Read Academic Articles Critically

There are many strategies to read effectively a given article; accordingly, Kovalchick and Mills (nd) note, “the contents of an academic article cannot be grasped by single reading.”(p.6), this means the more we read the article the more we will understand and discover new things. Reading an article effectively requires some steps as Kovalchick and Mills (nd) suggested. Firstly, students read speedily the whole article to get a general overview (skimming). Then, they will determine the purpose of the article. If the article is given by the teacher, students should ask themselves why their teacher selected this article in particular. After that they focus more on the details (scanning) by:

- Reading the abstract to make sure the article is suitable to the information they are searching.
- Marking and looking up all vocabulary and concepts that they are unfamiliar with.
- Taking notes on the text’s main ideas and adding their own responsive comments.

Barr (2004) gives useful ways to approach reading an article; he stated that the reader should start from the end by reading the title, abstract and discussion sections which are the most important parts in the article. Then s/he will go back to the beginning and starts a deep reading from the introduction to the list of references, Subramanyam (2013) presented some questions that the reader should ask before starting to read the whole article in the following figure:

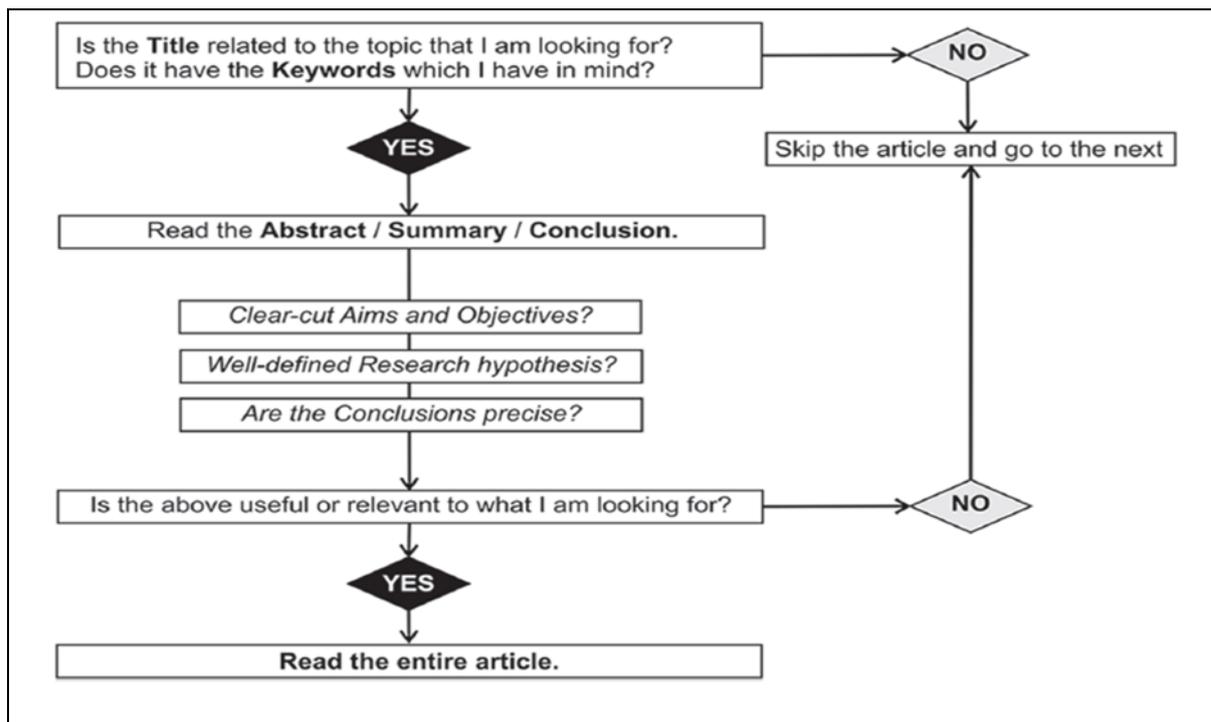


Figure2.3: Decision-making Flowchart to Decide Whether to Read the Chosen Article or not (Subramanyam, 2013, p.67)

Figure 2.3 presents some basic questions that may help the reader to analyze the text and to decide continuing reading or not.

2.12. Previous Studies on the Relationship between Reading and Academic Writing

Reviewing past literature, many scholars have investigated the relationship between EFL students' academic writing and reading. Olness (2005) believes that:

The reading-writing relation is a strong one. Suitable reading material, when used creatively can enhance the writing curriculum. Students who are exposed to many genres and styles of good literature are very likely to transfer these rich experiences to their own writing. (Cited in Al Murchidi, 2014, p.57)

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Safitiri and Koirunnisa (2018) examined the effect of reading habits on the academic writing skills and the case study was master degree students at Indonesia University, their study explored that the students who had good reading habits, had good academic writing achievement because most of them believe that reading habits could build up critical thinking, knowledge and improve their writing quality. Safitri and Koirunnisa (2018) added, “ without reading, the writing process would not run well (...) academic writing skill had integration with reading because reading was the step of writing process which was functioned to collect information” (p.44).

At the end of their study they concluded these points:

- Teachers at advanced level, should give students task to read some journal references to promote their academic writing skills.
- The lecturer should provide a reading log to motivate students practice reading habits.
- Students in higher education should take reading as their habitual activity to make progress in their learning process.

Shanahan and Fitzgerald (2000) contend that according to Tierney and schahan (1991) the research into reading and writing connections has taken three basic approaches, namely: rhetorical relations, procedural connections and shared knowledge. Gaining insights about how communication works between the reader and writer is what the rhetoric approach based on. The procedural approach deals with reading and writing as functional activities; it studies how reading and writing can used together. For instance, “explorations of the impact of note taking on comprehension (Slotte & Lanka, 1999), how students synthesize texts when writing reports (Lenski, 1998), or how reading is used in writing revision (Beal, 1996)” (Shanahan and Fitzgerald, 2000, p.39).

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The third approach is concerned with the analysis of the shared knowledge and the mental processes between writing and reading as presented in the figure:

-
- **Metaknowledge (*Pragmatics*)**
 - Knowing about functions and purposes of reading and writing
 - Knowing that readers and writers interact
 - Monitoring one's own meaning making (metacomprehension) and word identification or production strategies
 - Monitoring one's own knowledge
 - **Domain knowledge about substance and content (prior knowledge, content knowledge gained while reading and writing)**
 - Semantics*
 - Vocabulary meaning
 - Meaning created through context of connected text
 - **Knowledge about universal text attributes**
 - Graphophonics*—Letter and word identification and generation
 - Phonological awareness
 - Grapheme awareness (letter shapes, knowledge of typographical representations such as punctuation and capitalization)
 - Morphology (word structure and orthographic patterns)
 - Syntax*
 - Syntax of sentences
 - Punctuation
 - Text format
 - Syntax of larger chunks of text (e.g., story grammars and expository text structures)
 - Text organization (e.g., sequence of text, graphics)
 - **Procedural knowledge and skill to negotiate reading and writing**
 - Knowing how to access, use, and generate knowledge in any of the previous areas
 - Instantiating smooth integration of various processes
-

Figure 2.4: Categories of Knowledge That Readers and Writers Use (Shanahan and Fitzgerald, 2000, p. 41)

Note. Items in bold represent basic types of knowledge. Items in italics represent the most common divisions of oral language research and theory.

Figure 2.3 introduces some shared knowledge between readers and writers such as: knowing the different text structures, its linguistic and stylistic aspects. Furthermore, the writer should take into consideration the reader background knowledge.

It is commonly known that reading influences writing. Nevertheless, Tavares (nd) claims that in the other way around writing may also effect on reading through the use of

Chapter Two: Theoretical Overview of Reading Skill

writing techniques before, while and after reading. On the one hand, he takes Stotsky (1982) example in which the teacher reads loudly a selected text and explains unfamiliar words, after that students are asked to write a passage similar to the one they listened to. Then they will read their final product. This could help them to read their text in smooth way. On the other hand, summarizing or paraphrasing what have been read is helpful for the reader to comprehend the text more.

Motlaq and Egresh (2016) study was about the relationship between reading ability and academic writing quality among Iranian EFL academic writers, considering three individual items of writing quality; syntactical and organizational structure in addition to the readability of their writing. The results of this study reported that there is a significant relationship between Iranian EFL writers' reading ability and their writing's syntactical structure. While, no relation revealed regarding the reading ability with their writing's organizational structure and the readability as factors effecting the writing quality.

ÜNAL and İŞERİ (2012) investigated the relationship between classroom teacher candidates' reading and writing attitudes and their academic achievements at Niğde University. They suggested that reading and writing should be taught in parallel in order to make a significant progress in the learning process, since they are closely related as they argued, ÜNAL and İŞERİ (2012) pointed out, "Reading and writing are connected, according to such views, because they depend on identical or similar knowledge representations, cognitive processes, and contexts and contextual constraints" (p.1067). Similarly, concerning the importance of both reading and writing on student's academic performance, Lems, Miller and Soro (2010) believes, "writing and reading are the cornerstones of academic success" (cited in Behrens, 2004, p.25)

Conclusion

To conclude, this chapter tackled various issues related to reading in general and academic articles in particular. The different parts of this chapter demonstrated the integral role of reading in students' educational level or even professional life afterwards. Moreover, at the end of this chapter a considerable part was devoted to the relationship between reading and writing to show and validate the correlation between the two variables.

Chapter Three: Field Work and Results Analysis

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Appendices

Appendix A: Students' Questionnaire

Appendix B : Teachers' Interview

الملخص

Introduction

The present chapter is devoted to the practical part of this research. It yields a detailed analysis of the collected data followed by comprehensive discussion of the research findings. We opt for the mixed method study in attempt to provide evidence to support the hypothesis and the research questions. So that, a questionnaire was designed to EFL master students at Biskra University. Additionally, an interview was selected as another data collection tool in order to gain thorough information from both students and teachers' sides toward the current study. This chapter contains the description and the analysis of the research procedures with a discussion to the obtained data.

3.1. Students' Questionnaire

The target aim behind the use of this data collection tool is to obtain the different views and attitudes that M1 students of English language have toward the use of academic articles as reading materials in order to develop their academic writing performance.

3.1.1. Description of the Students' Questionnaire

This questionnaire is mainly conceptualized on the basis of what was dealt with in the theoretical part of the current study. The questionnaire is designed for M1 students of English language at Biskra University since they are required to master the academic writing skills at that level and they are supposed to carry on their research project. It is a structured questionnaire which comprises of three sections including a set of closed questions whereby respondents answer with 'yes' or 'no' with the follow up questions which take the form of 'justify please', 'if yes through what' or 'if yes why'. Such questions allow us to obtain thorough and much clear responses, or to select the appropriate answer (s) among different options. In addition to this type of questions there are closed-ended question that are used to ask the respondents to choose from predetermined answers. The questionnaire consists of

seventeen (17) questions; each one of which is either directly or indirectly related to the research.

3.1.2. Administration of Students' Questionnaire

This questionnaire was posted on M1 students' group on Facebook. And after days we relied on thirty five (35) of the students' responses. The students answered the questionnaire without any difficulty.

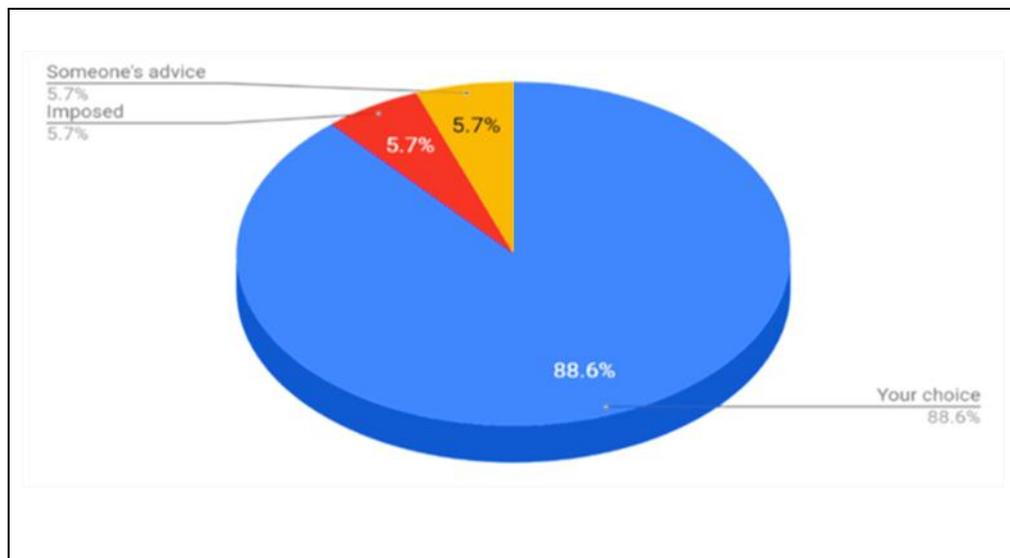
3.1.3. Analyzing Students' Questionnaire

Section One: General Information

Question item1. Studying in master level was:

- a) Your choice
- b) Imposed
- c) Someone's advice

The purpose of this question is to determine if master students are willing to proceed their master studies or just external circumstances obliged them to do so.



Graph 3.1: Students' Reasons towards Continuing their Master Studies

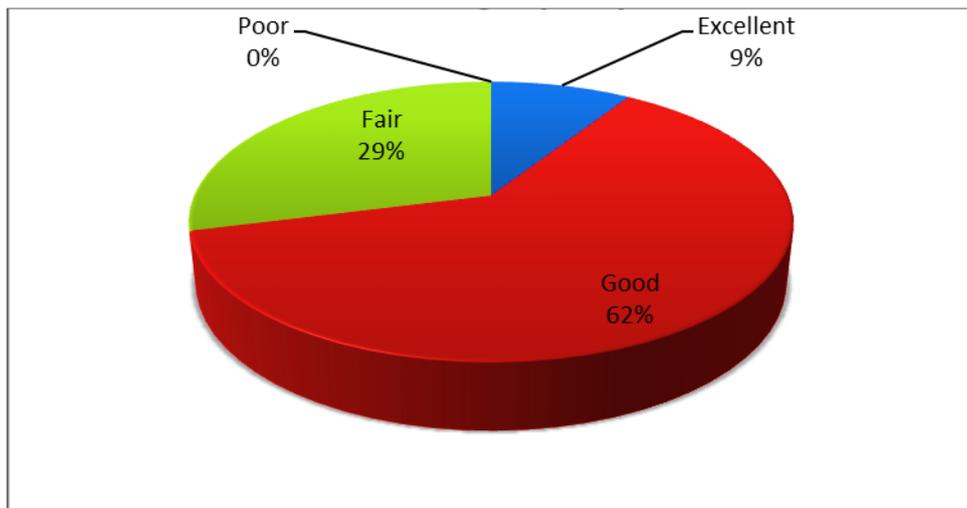
It is clear from the information given in graph 3.1 that studying at master level is a personal choice for most of students (88.6%) this will affect in a way or another their

performance at that level. However, the other two percentages are divided equally with (5.7%) for both students who were not free to complete their master studies and for those who took someone's advice.

Question item 2. How is your written performance in English?

This question aims to elicit the respondents' views toward how their performance in English is.

- a) Excellent
- b) Good
- c) Average
- d) poor



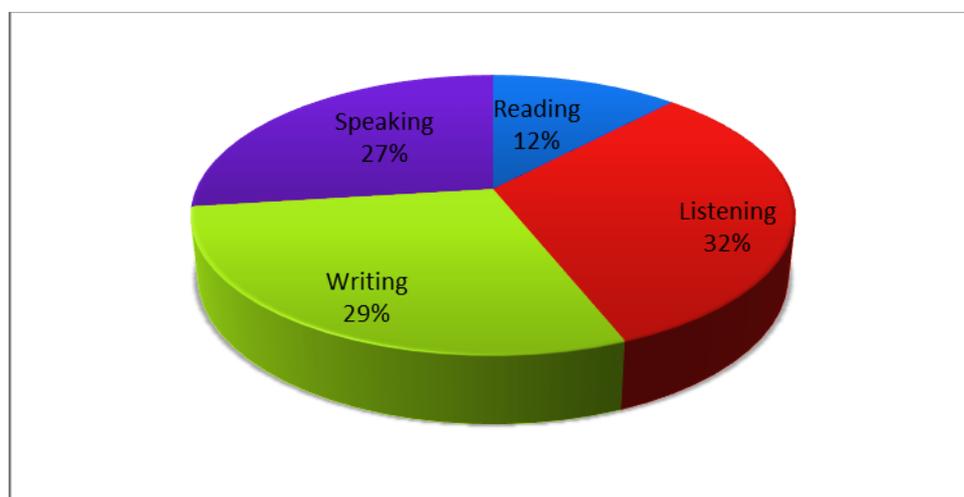
Graph 3.2: Respondents' Opinions towards their written Performance in English

According to the results shown in graph 3.2, the majority of students (62.0%) admit that their performance in writing is good. while, (29.0%) of students believe that their level is fair (average) and (09.0%) state that their written performance in English is excellent who represents a minority regarding the whole population. However, none of the respondents consider that their writing level is poor.

Question item3. Which language skill do you focus on more?

- a) Reading
- b) listening
- c) Writing
- d) speaking

The question aims to explore students' attitude toward which language skill they give more focus on in order to develop their level in English.



Graph 3.3: Students' Emphasis on language skills

It is noticeable that the frequency of each element according to students' selection differs. The highest percentage (32.0%) rated for the listening skill. The second identifiable percentages for both writing and speaking with the frequency of (29.0%) for the first and (27.0%) for the second. And the last percentage with (12.0%) is for reading skill. Thus, it can be deduced that students' main focus is on the listening, writing and speaking skills in close degrees while reading skill receives less degree which means that reading is nearly neglected by many students regarding the other skills.

Section Two: Academic Writing at Tertiary Education

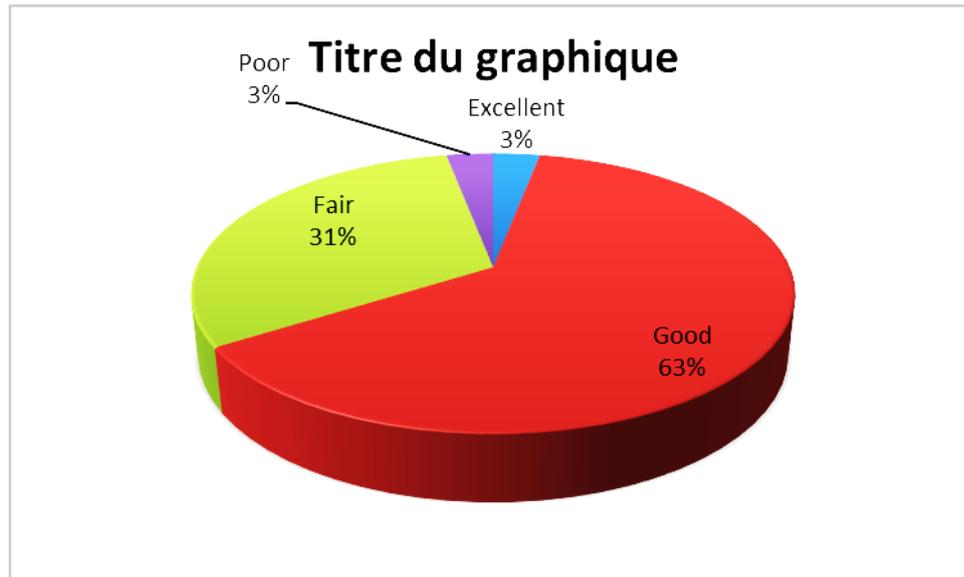
Question item 4. How do your teachers evaluate your academic written performance?

- a) Excellent

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- b) Good
- c) Average
- d) poor

The purpose of this question is to test students' perceptions about teacher's evaluation of their academic writing performance.



Graph 3.4: Respondents' Attitudes towards their Teachers' Evaluation

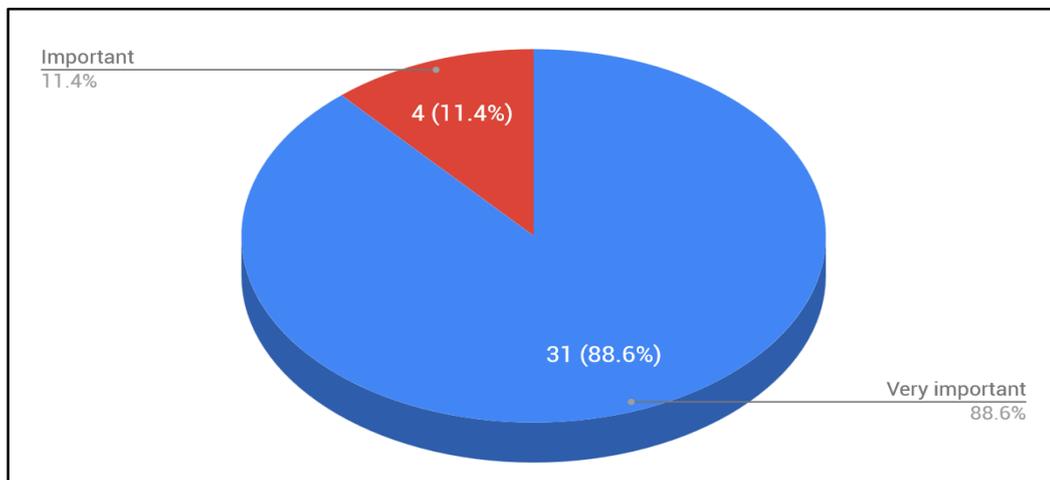
According to the data above, the majority of students with the rate of (63.0%) indicate that their teachers evaluate their pieces of writing as good ones. so, this question is corresponds to (Q2) where the majority of students have answered that their performance in English is good. While (31.0%) of the students have asserted that average was the predominating provided scores for their written productions. The rest with the frequency of (3.0%) for each poor and excellent level and they represent a few category from the whole population.

Question item 5. As a master student, to what extent learning academic writing is important in your level? Whatever your answer please justify it.

- a) Very important
- b) Important

c) Less important

This question aims to examine if students are aware of the importance of learning academic writing; especially at their level and they are asked to justify their answers.



Graph 3.5: Students' Opinions towards the Importance of Learning Academic Writing

As far as the importance of academic writing is concerned, a significant number of students which represent (88.6%) admit that academic writing is very important; whereas, (11.4%) agree that it is important. However, none of the respondents has indicated that academic writing is less important. Justifiably, students are quite aware of the importance of academic writing and some of their justifications were stated as follow: Student (1) argues that academic writing helps students to accomplish writing their dissertations according to the academic requirements.

Additionally, Student (2) claims that it is very important to write academically and correctly, especially at master level because the learner is going to become a researcher and his/her writing is going to be read and evaluated by highly educated people. Student (3) justifies his/her answer stating that it is the most important skill because it needs a highly language mastery and proficiency. Student (4) notes that academic writing is the core of learning and it is very important for master level studies because its formal and serious tone

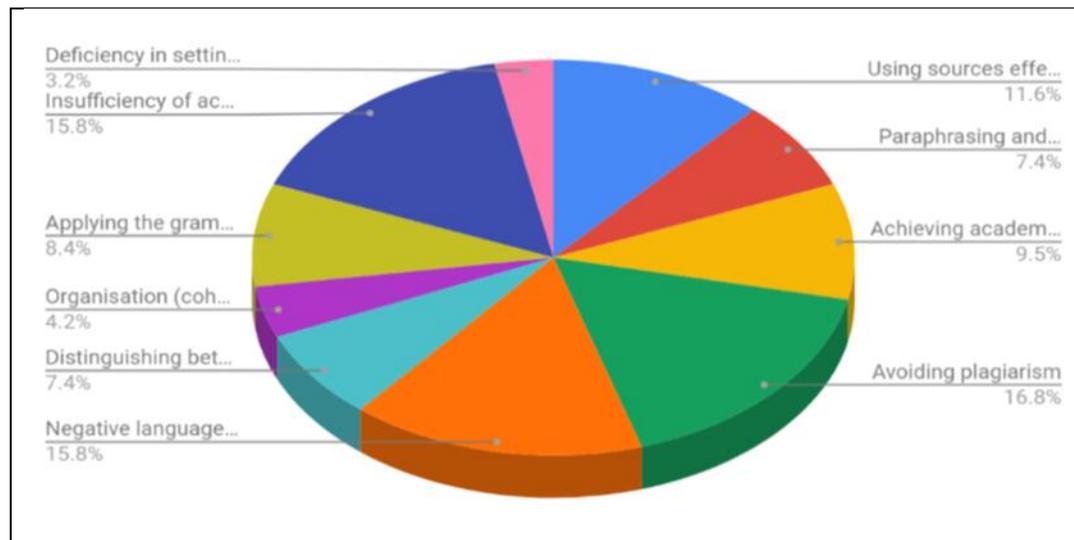
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helps students through both master years to develop their critical thinking and to report researches which they conduct in a direct objective, precise and concise manner. Student (5) maintains that learning academic writing is very important due to the fact that it reflects his/her position as a student; besides, it is a way to make his/her written productions meaningful and worth reading . Moreover, we tend to write academically in order to make our ideas seem logical and tied to one main idea for the purpose of facilitating comprehension for the reader.

Question item 6. What are the difficulties that you face with academic writing? (You may choose more than one option)

- a) Using sources effectively
- b) Paraphrasing and quoting others' work
- c) Achieving academic writing features(objectivity, cautious language, accuracy, form)
- d) Avoiding plagiarism
- e) Negative language interference (translation or thinking in Arabic)
- f) Distinguishing between spoken and written language
- g) Organization (coherence and cohesion)
- h) Applying the grammar rules correctly
- i) Lack of academic vocabulary
- j) Deficiency in setting mechanics of writing (punctuation and spelling)
- k) others

This question highlights the major difficulties that students are confronted with during their academic writing.



Graph 3.6: Students' Academic Writing Difficulties

The results in graph 3.6 show that the three main difficulties that represent a high percentage in the pie chart refer to avoiding plagiarism with (16.8%), which denotes that many students have serious problems when it comes to avoid plagiarism in their academic works. (15.8%) is rated for both insufficiency of the academic vocabulary as well as the negative language interference since they are not native speakers undoubtedly they will be effected by their mother tongue. However, (11.6%) of the respondents find difficulties in using sources effectively. For the achievement of the academic writing features (objectivity, cautious language, accuracy, form...); (9.5%) of students claim that they have difficulties to fulfil the aforementioned features in their writing. It may be because of the lack of practice on these features or their teachers do not pay attention to them when correcting their academic writing' productions. For the other three options they have nearly the same rate (8.4%) for the implementation of grammar rules, 7.4% for each paraphrasing and quoting others works and distinguishing between spoken and written form).

The remaining students (3.2%) note that they have difficulty in setting mechanisms (punctuation, capitalization and spelling) through their writing. Moreover, only one (1) student suggested that s/he has storage of the good ideas to build the essay this is an appreciated suggestion in terms of the lack of background knowledge that may really cause

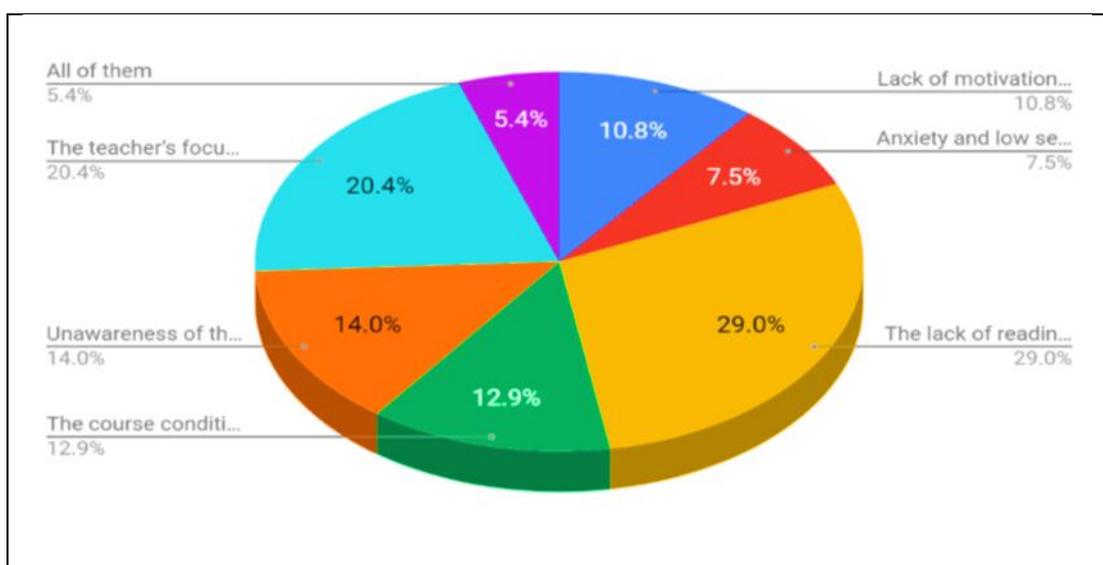
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difficulty for many students because at the end even someone has none of the previous difficulties s/he cannot produce piece of writing unless s/he has good background knowledge about the topic.

Question item 7. In your opinion, what are the reasons behind these difficulties? (You may choose more than one option)

- a) Lack of motivation to write academically
- b) Anxiety and low self-confidence
- c) The lack of reading academic materials
- d) The academic writing course conditions (time allocated, way of teaching, materials provided)
- e) Unawareness of the academic writing conventions
- f) The teacher's focus is more on teaching the module theoretically
- g) All of them

Further, by asking this question we aim to determine the main reasons and factors behind the aforementioned difficulties that affects negatively on the students' academic writing level



Graph 3.7: The main Reasons behind Students' Difficulties in Academic Writing

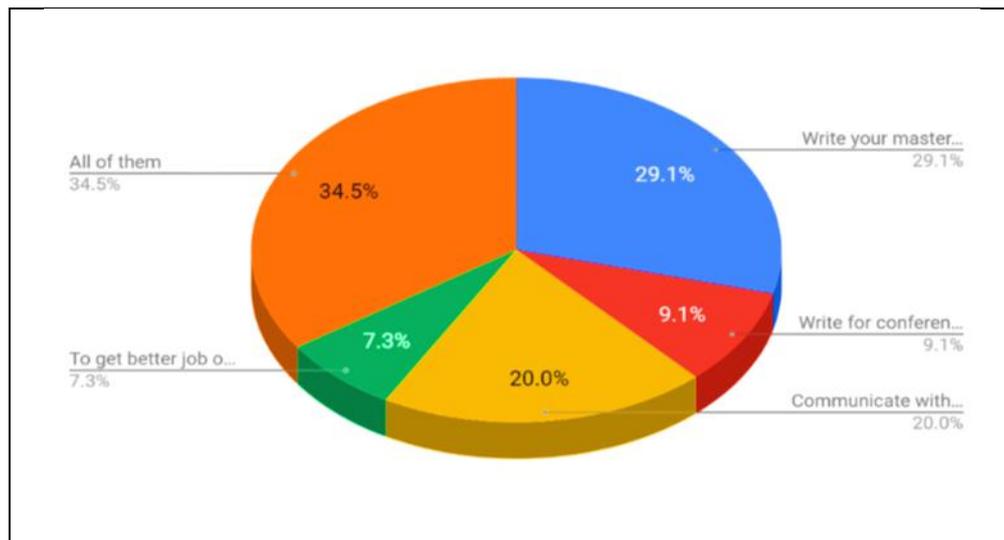
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As presented in graph 3.7; the majority of students (29.0%) believe that the main reason behind the difficulties that they are facing in their academic writing is the lack of reading academic materials. So, many students are aware of the role of reading academic materials in reducing their academic writing difficulties but in the same time they have argued that they do not practice that kind of readings. (20.4%) of students elucidates that the teacher's focusing on teaching academic writing more theoretically is what brings difficulties when they come to practice, and that was noted by many teachers who state that insufficient time and overcrowded classes are the main disabling factors for practice or even giving feedback. The three main other reasons which nearly have the same rates are: 1) unawareness of the academic writing conventions with (14.0%), 2) the course conditions (time allocated, way of teaching, materials provided) with (12.9%) and 3) (10.8%) for the lack of motivation to write academically. While the less percentage is given to anxiety and low self-confidence with (7.5%) and the remaining percentage (5.4%) is given to all of the previous mentioned reasons.

Question item 8. Mastering academic writing may help you to: (You may choose more than one option)

- a) Write your master dissertation and doctorate thesis
- b) Write for conferences and seminars
- c) Communicate with experts
- d) To get better job opportunities
- e) All of them

In what way mastering academic writing may help students in the tertiary level is the aim of this question.



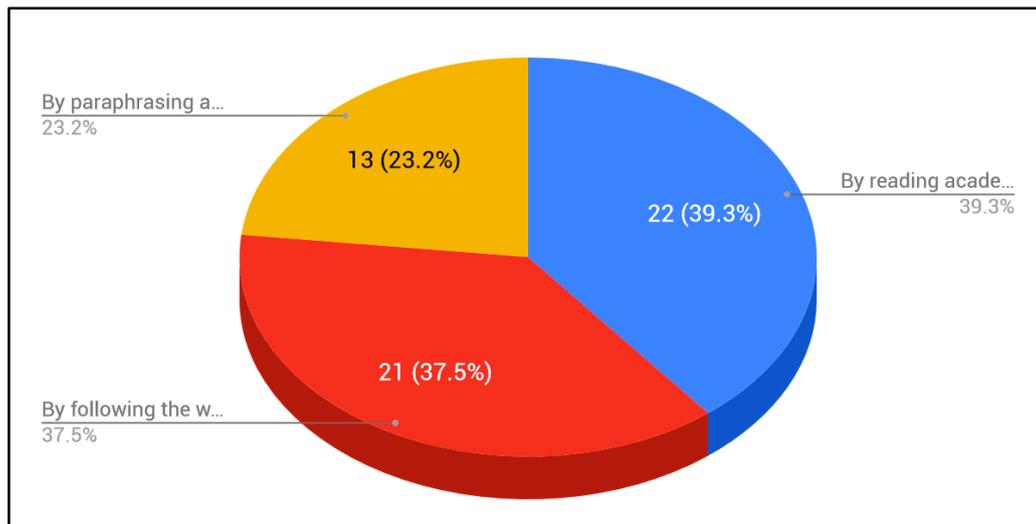
Graph 3.8: Students' Opinions about Academic Writing Advantages

Apparently, (29.1%) of students believe that mastering academic writing may help them to write their master dissertation and doctorate thesis. (20.0%) is rated for communicating with experts since writing is an advanced form of communication. (9.1%) of the respondents have answered that academic writing may help them to write for conferences and seminars. The lesser degree (7.3%) referred to get better job opportunities later on. Moreover, (34.5%) of students have confirmed that academic writing helps them to fulfil all the aforementioned aspects.

Question item 9. How do you practice to improve your academic writing?

- a) By reading academic materials
- b) By following the writing's processes (prewriting, planning, drafting, revising...)
- c) By paraphrasing and summarizing other's works
- d) others

The aim from asking this question is to see in what way students practice their academic writing in order to enhance it.

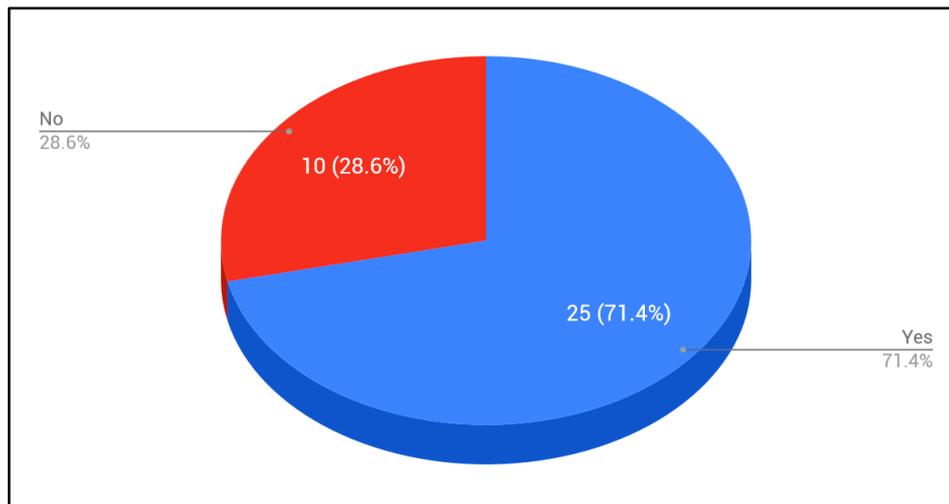


Graph 3.9: Students' Strategies to Enhance Academic Writing

From the students' answers, it can be deduced that most of students (39.3%) read academic materials in order to improve their academic writing which mainly contradicts with (Q7) where the most of them have answered that their main difficulties was because of the lack of reading; this denotes that either they may be misunderstood the question or they think that they should practice reading more enough. While (37.5%) of students' answers was by following the writing's stages (prewriting, planning, drafting, revising and so on) this may be helpful for producing well end-product. The rest of students argue that they paraphrase and summarize others' works in order to ameliorate their academic writing. Only two (2) students claim that they follow all the above mentioned steps and they watch tutorial videos for the purpose of improving their academic writing.

Question item 10. Do your teachers motivate you to write academically? If yes, through what?

This question designed to check whether teachers motivate their students to write in academic way or not. Students here are asked to identify in what way their teachers motivate them if they answer by (Yes).



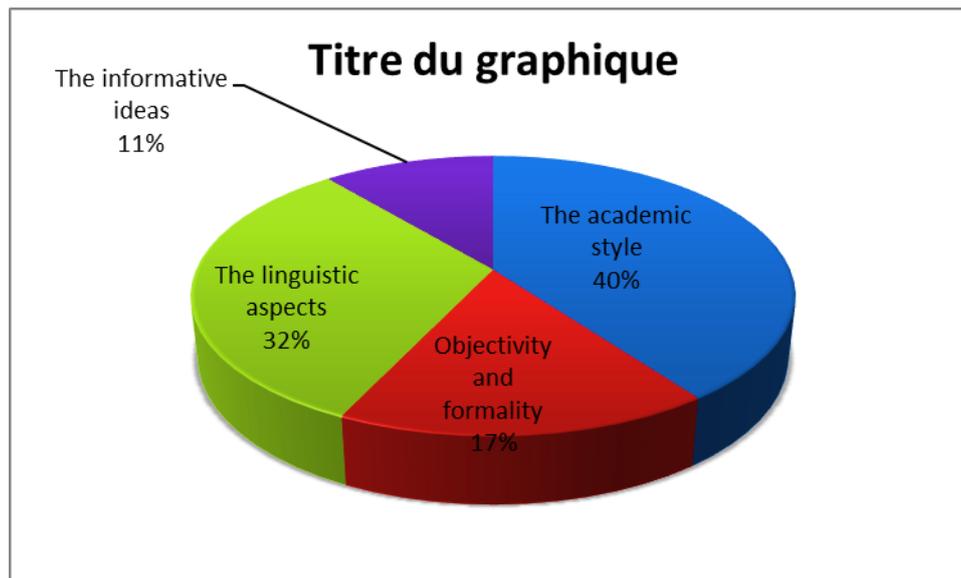
Graph 3.10: Students' Attitudes towards Teachers' Motivation in Academic Writing

As indicated in graph 3.10, the majority of students with (71.4%) reply by (Yes). The rest with a frequency of (28.6%) answer by (No). It can be said that a fair number of students are aware of their teachers' effort to motivate them in the process of writing; Concerning in what way their teachers motivate them , only three (3) student notes that their teachers ask them to write a different types of essays and to read book chapter then paraphrase it.

Question item 11. When correcting your written productions, your teachers focus more on: (you may choose more than one option)

- a) The academic style
- b) Objectivity and formality
- c) The linguistic aspects (vocabulary, grammar, organization, mechanisms)
- d) the content/ideas

Since teachers' assessment has an effect on the students' writing achievement, we proposed this question to gain information about the main aspects that teachers take into consideration when they correct students' written assignments.



Graph 3.11: Students' Attitudes towards the main Aspect that Teachers take into Consideration when correcting their Written Productions

The above results illustrates that, the highest rates were given to the academic style with (40.0%) and (32.0%) to the linguistic aspects in terms of vocabulary, grammar, organization and mechanisms. While only (17.0%) of the respondents mentioned that their teachers focus more on the objectivity and formality which are the main aspects of academic writing. Thus, the focus of teachers' correction is more on the language use and form. Consequently, students will be more aware to these elements to produce well-organized written productions with a good language which is the main aim of teaching foreign languages. The lowest percentage with (11.0%) is rated for the informative ideas; in deduction, teachers pay more attention to the academic style and the linguistic aspects as basic elements to build a good final product; while, they give less emphasis to the content in their correction according to the students' views.

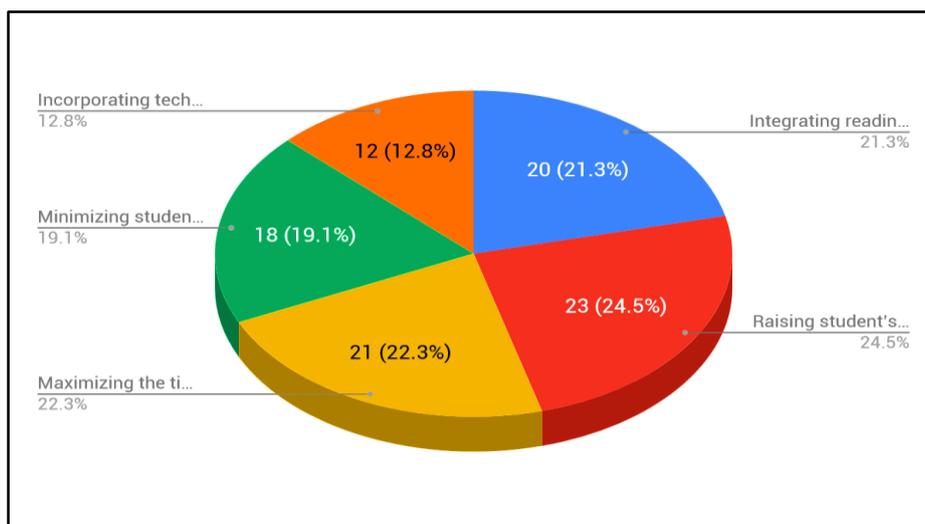
Question item 12. In your opinion, what are the most effective ways to promote your academic writing performance? You may choose more than one option

- a) Integrating reading module at university
- b) Raising student's awareness of the importance of academic writing

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- c) Maximizing the time allocated to the academic writing sessions for practice
- d) Minimizing student's number in the classroom
- e) Incorporating technology in teaching academic writing
- f) others

This question was designed to see what would be the best solutions to develop the academic writing performance in our university from the students' perspectives.



Graph 3.12: Respondent' Attitudes towards the Efficient Ways to Improve their Academic Writing

Graph 3.12 indicates that most of the students with (24.5%) believe that their awareness of the importance of academic writing should be raised at first. Then, a considerable percentage with (22.3%) asserts that maximizing the time allocated to the academic writing sessions for practice could be one of the best solutions to promote their academic writing level. So, students agree with their teachers in the point that the time allocated to academic writing sessions at their level is not enough. While, (20.3%) which also represents a significant percentage of the respondents who admitted that integrating reading module at university may affect directly or indirectly their academic writing development. In addition, (19.1%) is rated for students who believe that minimizing student's number in the classroom should be discussed in order to pave the way for more classroom practice and interaction.

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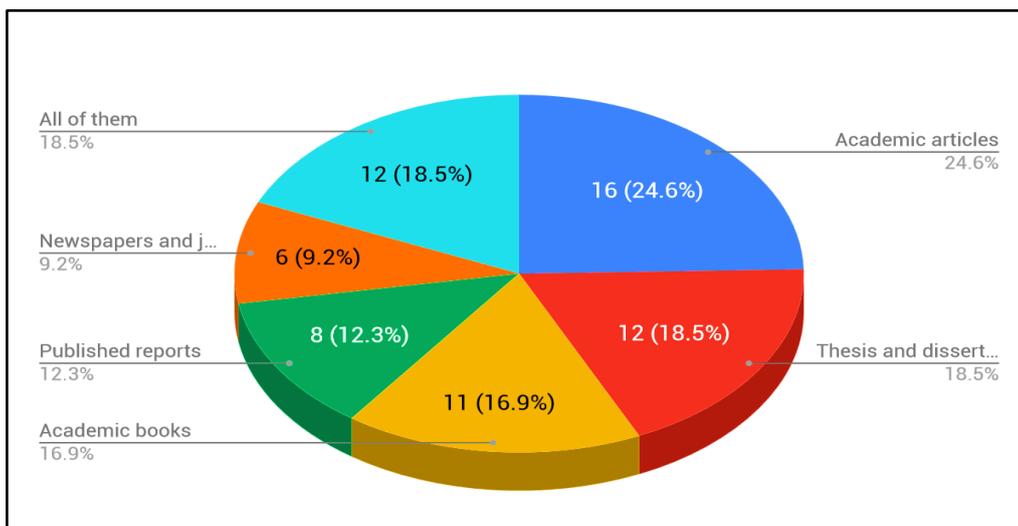
while only (12.8%) of the students believe that promoting academic writing has to do with technology. For further suggestions, student (1) claims that asking students to write research papers during the whole five years not only for master students and taking into consideration the academic conventions may be among the effective solutions to develop students' academic writing. Student (2) asserts that simply practice is what makes writing perfect either in the classroom or outside.

Section Three: Students' Views and Perception towards Using Academic Articles to Foster their Academic Writing Performance

Question item13. What do you appreciate to read in order to enhance your academic writing?

- a) Academic articles
- b) Academic books
- c) Published reports
- d) Newspapers and journals
- e) All of them

In this question, respondents were asked to give their viewpoints toward their preferable academic reading genres for the purpose of enhancing their academic writing



Graph 3.13: Students' Preference for Reading Academic Materials

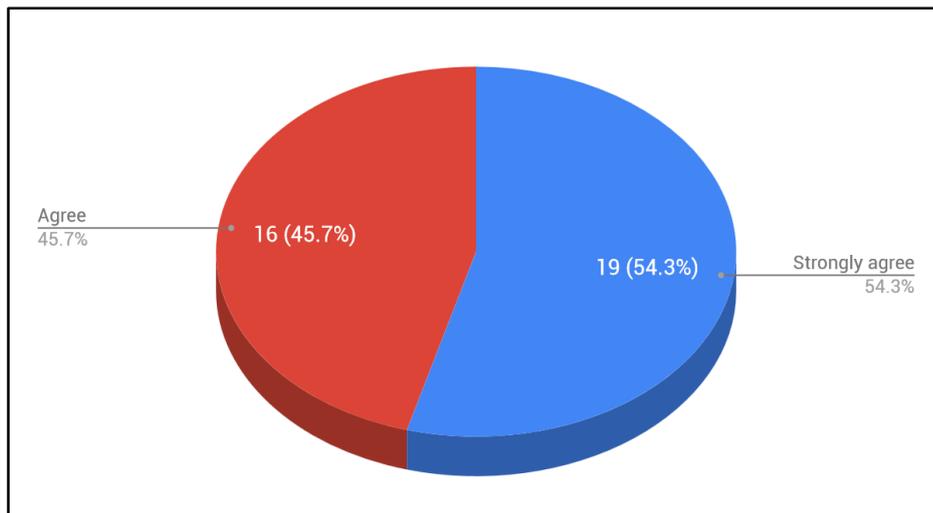
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What can be seen from the results that are represented above is that rates are almost similar. The first preferable tool with (24.6%) is academic articles in order to up raise their academic writing performance; this illustrates that a considerable number of students prefer to read academic articles more than the other academic materials; while (18.5%) of students appreciate thesis and dissertations and others with (16.9%) like to read academic books. The lowest percentage was given to both the published reports with (12.3%), newspapers and journal with (9.2%). However, (18.5%) of students believe that all of the previous materials are useful tools to foster students' academic writing level and to make them familiar with the academic writing conventions and style.

Question item 14. To what extent do you agree with the use of academic articles in academic writing sessions?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) disagree

The objective here is to know students' agreement or disagreement concerning the use of academic articles as reading materials in the academic writing module.

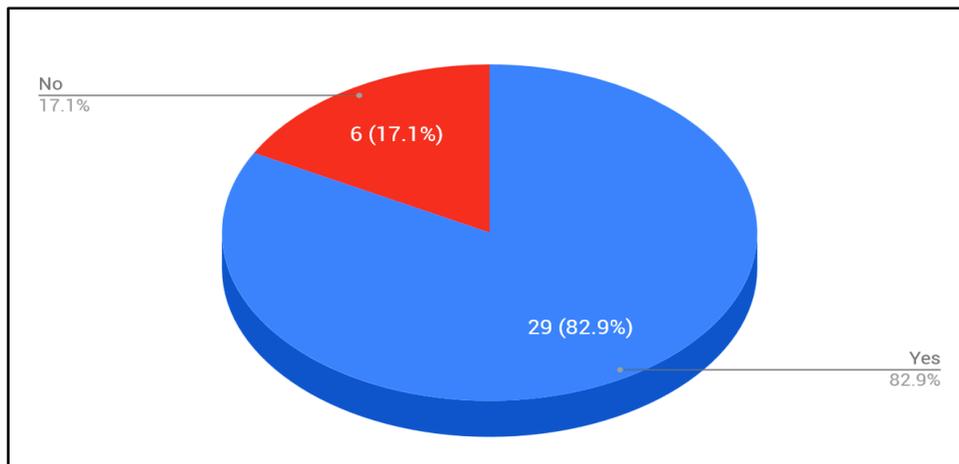


Graph 3.14: Students' Opinions towards the Use of Academic Articles in Academic Writing Sessions

It is noticeable that the total number of students agree with the use academic articles in the academic writing sessions; (54.3%) strongly agree and (45.7%) agree. However, there is no disagreement with the use of academic articles (strongly disagree 00.0%, disagree 00.0%). By the end, students are aware of the importance of the integration of the academic articles in the EFL academic writing sessions.

Question item 15. Do you consider academic articles a useful source that may promote your academic writing performance? If yes why?

In this question, we are aiming to explore students' attitudes towards the integration of academic articles as a reading materials and its role in the improvement of students' academic writing performance.



Graph 3.15: Students' Perceptions towards the Usefulness of Academic Articles

As illustrated in graph 3.15, the highest percentage with (82.9%) is rated for (Yes), which indicates that the vast majority of the respondents consider academic articles as a useful source that may promote their academic writing performance. The other students reply by (No), which represents (17.1%) from the total percentage. The results of this question appear to confirm the idea that academic articles are a useful source that may promote students' academic writing performance since the majority of students assert that academic articles have an effective role in realizing students' academic writing improvement. Students were asked to explain in what way academic articles are useful; the following are the most precise, concise and clear justifications, student (1) states that articles are much better in terms of the size, they are not lengthy unlike books which make the learner feel boredom.

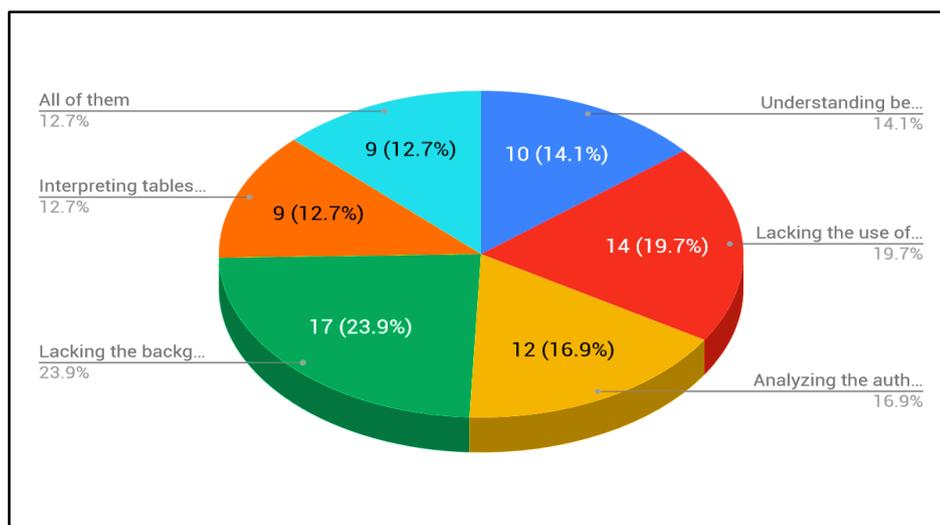
In the same line of thought, Student (2) mentions that academic articles are the production of researchers and scholars who are skillful enough in writing; academic articles are written in academic style, organized structure and with formal vocabulary. So, they act as a great example for students to learn and to detect pertinently academic style of writing. Moreover, student (3) asserts that academic articles give students the methodology of academic writing in brief form; furthermore, they enhance students' critical thinking and exposes them to a variety of academic vocabulary. Finally, it can be concluded that most students are aware of

the positive role of reading academic articles in developing their academic writing and that mainly supports the postulated hypothesis.

Question item 16. What are the main difficulties that you confront while reading academic articles?

- a) Understanding beyond the text
- b) Lacking the use of reading strategies to read critically
- c) Analyzing the author's arguments and understanding the key words
- d) Lacking the necessary background knowledge in the academic disciplines
- e) Analyzing and interpreting tables, graphs, charts and diagrams

This question aims to demonstrate the main difficulties that students face during reading academic articles which could be a causing factors for avoiding reading them.



Graph 3.16: Students' Difficulties while Reading Academic Articles

As for students' answers to this question, the majority of them face difficulties when they read such academic materials. These difficulties differ from one to another according to their abilities. The largest number of the respondents (23.9%) admit that the main problem they have is the lack of background knowledge of the academic disciplines, whereas, (19.7%) states that they do not know how to adopt effective strategies to read critically which makes them confused during the process of reading. Accordingly, the other difficulties which nearly

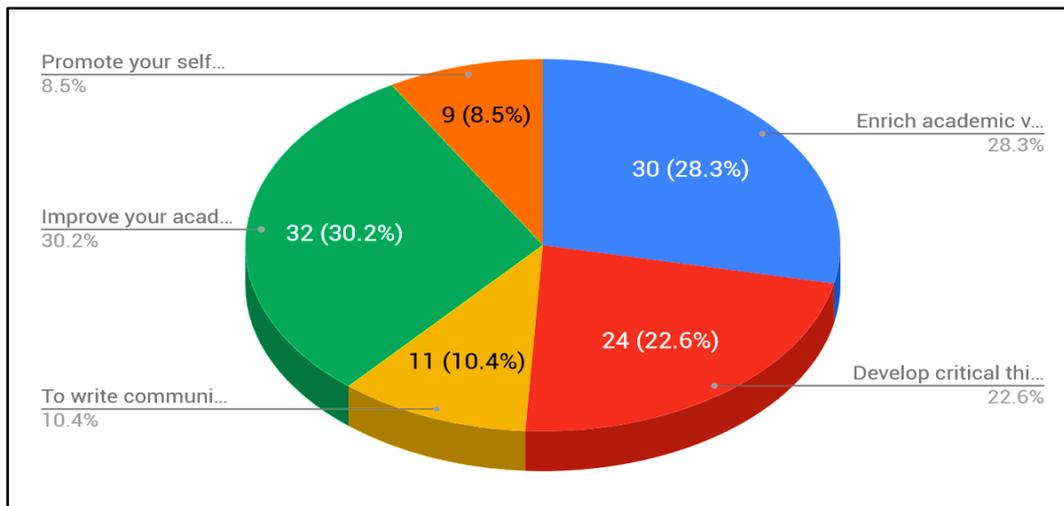
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have the same rates refer to analyzing the author's arguments and understanding the key words with frequency of (16.9%) and understanding beyond the text with percentage of (14.1%). The rest of the percentage (25.4%) is divided equally: (12.7%) for the students who have difficulties in interpreting tables, graphs, charts and diagrams and (12.7%) also for those who face all of the previously mentioned difficulties. These problems may be a preventing factors for students to engage with reading. For other options, no one adds other hurdles that they are facing during the reading process, it may be because these are the main ones.

Question item 17. In your opinion, reading academic articles may help you to: (You may choose more than one option)

- a) Enrich academic vocabulary
- b) Develop critical thinking
- c) To write communicatively
- d) Improve your academic style
- e) Promote your self-confidence
- f) Others

This question tests the students' awareness of the positive outcomes of reading academic articles at their level and in what way they may affect their academic writing.



Graph 3.17: Students' Views towards the Advantages of Reading Academic Articles

The results illustrate that the highest percentages are divided between the improvement of the academic style with (30.2%), the enrichment of the academic vocabulary with (28.3%) and (22.6%) for the development of the critical thinking. This means, the majority of students believe that reading academic articles enriches their vocabulary storage, precisely the technical and specialized one in addition to improving their academic style which highly foster their academic writing. Moreover, they consider that academic reading builds their critical thinking in terms of reinforcing their ability to analyze, criticize and evaluate the author's arguments and ideas.

Besides, (10.4%) declare that reading academic materials assists them to write communicatively. The rest of students (8.5%) believe that their self-confidence will be raised when they read academic materials because they tend to reduce their anxiety when they read or write in academic way, so, they will express themselves effectively in the academic setting. This category of students usually face personal problems like shyness or fear from being assessed.

Also in this question we have asked them to give other suggestions; two students (2) report that reading academic articles helps them to present their views and ideas objectively,

precisely and concisely. Additionally, they claim that this kind of reading helps them to build convincing arguments and boosts their academic writing. Another student on the other hand states that reading academic articles helps him/her to develop all of the earlier mentioned elements.

3.1.4 Discussion of the Results of Students' Questionnaire

The analysis of the different questions in this questionnaire provides us with valuable information that has given us the opportunity to answer a part of the research. Regarding all the results that we have obtained, most of the students have stressed the fact that they do not practice reading and that they confront many difficulties whenever they read academic materials. Nevertheless, all of them are aware of the benefits of reading and they strongly agree on the integration of academic materials in EFL classes because of the essential role they play, especially the way they develop and improve their academic writing.

The questionnaire results have revealed that the majority of the students believe that academic writing has high importance, especially at their level, where they are going to conduct a research work or doctorate thesis at the advanced phases. According to their justification, they believe that mastering academic writing is required at university since they are assessed on the basis of to what they write. Additionally, it allows them to be professional on that language. At the end, students who are motivated to write necessarily they are motivated to read. Indeed, most of them believe that maximizing time allocated to academic writing sessions and integrating a reading course are some of the best solutions that may foster their academic writing performance.

Moreover, the results of the study also demonstrate that most of students are aware of the essential role that academic articles play in improving academic vocabulary knowledge, writing style and the methodology in terms of form and coherence. Expectedly, the majority of respondents have shown their positive outlook for academic articles reading and its

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indispensable role in enhancing their academic writing in many aspects. However, a small portion of the students expressed their disfavor about reading academic articles due to the difficulty of the technical terms that will not enable them to appreciate the academic language, or because they may prefer literary texts.

To sum up, this questionnaire was a useful tool for gathering data from students. The results obtained were valuable in answering crucial research questions. Furthermore, the questionnaire has given us the opportunity to know students' perceptions and attitudes towards academic writing as well as the utility of academic articles. Apparently, through the analysis of students' answers, it can be deduced that they have attributed the benefits of developing academic writing to academic reading. This tends to adhere the postulated hypothesis at the beginning of the present study. In brief, involving students in such tasks will certainly contribute to their academic writing development.

3.2 Teachers' Interview

The interview was selected as qualitative data collection tool in order to gain more insights from teachers' different perspectives about the use of academic articles in EFL classes and its role in up raising students' academic writing performance.

3.2.1 The Description of Teachers Interview

The interview is designed based on the main constituents of the two chapters in the theoretical parts. It is addressed to teachers of academic writing courses in the English Division at Biskra University. The semi structured interview took place in the second semester of the academic year 2018-2019. It consists of thirteen (13) questions that were selected in an attempt to obtain precise and concise data from teachers. The interview was carried out with eight (8) teachers of academic writing as previously mentioned, and it was recorded in order to be analyzed later on. The duration of each interview was around 15 to 25 minutes.

3.2.2 Analysis of Teachers' Interview

In this analysis just teachers' main ideas were provided in order to be precise and concise.

Item 1. How can you evaluate master one students' academic writing level?

Teacher 1: has noted that master one students are a mixture of abilities; in one class there are 2, 3 till 5 students who write very good pieces of writing. But the majority are intermediate, they have an average level.

Teacher 2 and Teacher 3: have stated that they have some students at good level who express themselves freely with good language; nevertheless, there are others who fail to do so, but for the majority they have an average level.

Teacher 4: has claimed that there are varieties of levels. He estimated that 60% of the students are below the average, 30% have an average level and 10% have a good level.

Teacher 5 and Teacher 6: have indicated that generally speaking they have an average level, they are not at the level to produce effective essays or dissertations.

Teacher 7: has replied that master one students' level is less than average, since they still cannot handle the simplest elements in writing such as the use of articles: the, a and an.

Teacher 8: according to him master students generally can be divided into two categories 70% have an average and the 30% are good; while there are few excellent students.

For the first question that concerns teachers' evaluation to their M1 student's level in academic writing, nearly all teachers have asserted that the majority of students have an average level, with some few excellent students who have very well written productions. However, two teachers (T4) and (T5) believe that the majority of them still have less than average or a poor level; they believe that many of them do not master even the simplest elements of academic writing. So, it is a serious problem regarding their current level.

Item 2. What are the difficulties you face in teaching academic writing?

Teacher 1: believes that when it comes to teaching, the major problems is the lack of classroom practice, insufficient time and the overcrowded classes. When it comes to students' productions, according to him the major difficulties that he faces are the lack of students' linguistic competence, the lack of vocabulary and the deficiency in writing mechanics like: indentation, capitalization and punctuation in addition to the type of the syllabus itself in term of the programmed sequences where sometimes we may find some parts important parts are neglected.

Teacher 2: She asserts that the most difficult steps are practicing the given theoretical aspects of the lecture; Furthermore, it is very difficult to meet the students' different learning styles and abilities. While the shortage of vocabulary, the mother tongue interference and the unorganized ideas are the main problems that hinder the process of correcting their end products.

Teacher 3: has answered that the main difficulty that he faces is that students do not take into consideration the instructions and points which he gives in order to write accurately and academically.

Teacher 4: He has also stated that he confronts many difficulties in correcting his students' written productions among them: the students' non-stop spelling mistakes, the inappropriate use of vocabulary and their way of generating ideas. Moreover, he notes that students are not serious in practicing writing and most of the time refer to the internet which really decreases their level and hinders their creativity.

Teacher 5: has noted that she finds "large classes" a challenge, especially in modules that need practice and a continues informative assessment such as academic writing where

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the time would be insufficient to cover the number of students. In addition, students' lack of linguistic competence which is the main aspect that should be mastered by EFL students.

Teacher 6: for her the major problem is the lack of practice and the overcrowded classes that make it difficult for her to provide feedback all the time.

Teacher 7: according to her the main problem she faces in teaching academic writing is pushing students to write. She argues that students are not really motivated; they are kind of lazy and she emphasizes on the idea that the majority of students do not show any responsibility to the given tasks.

Teacher 8: claims that students lack of vocabulary, lack of reading and the absence of the students' response to the given feedback are some difficulties that encounter him in the process of teaching.

The responses to this question were similar in some points where the vast majority of teachers believe that the overcrowded classes, the insufficient time and students' lack of vocabulary are the most disabling factors in teaching academic writing. Other teachers have claimed that the major difficulties they face in teaching academic writing are the students' lack of practice either in classroom or outside also their different linguistic competences which oblige teachers to use different approaches and strategies that fit the students' needs and learning styles.

Item 3. When evaluating your students' written productions, what are the main aspects that you focus on?

Teacher 1: according to him, writing cannot be corrected from one side stating that he takes into consideration spelling, punctuation, parallelism, grammar also the quality of the academic style and the level of vocabulary, moreover, the content in terms of the quality of

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ideas; eventually, coherence and cohesion. The way that student arguing and proving his/her essay or assignment are also needed aspects for fair evaluation.

Teacher 2: has indicated that at first she focuses on the words choice, then much more attention is given to the grammar use and punctuation.

Teacher 3: believes that in any assessment both content and form should be considered but since they are master students, form is less considered than the content which concerns the quality of ideas, their organization, the fact of analyzing, comparing and contrasting and so on.

Teacher 4: has admitted that his main focus is given to the gradual development of ideas (introduction, body and conclusion) and the logical order of paragraphs.

Teacher 5: has stated that she relies on certain analytical rubrics in order to evaluate students' works in terms of the organization of content (coherence and cohesion) and the content itself, at the level of the whole assignment she focuses on the academic vocabulary choice, mechanisms and how grammar is used.

Teacher 6: first, he focuses on the form including mechanics, punctuation, capitalization and grammar rules. Second, he take into consideration the content including the relevant ideas and coherence.

Teacher 7: has noted that in academic writing she gives less consideration to the content, adding that she focuses on the choice of the academic vocabulary, the objectivity and formality and other academic writing aspects.

Teacher 8: has answered that number one he concentrates more on the language use. Then the criteria of writing any type of essay and the vocabulary choice.

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This reveals that both content and form are significantly considered when correcting students' written productions, so according to the previous responses these two elements (form and content) are required in order to have a satisfactory written production. However, at a certain level the focus of teachers' correction would be more on the form or the content according to the course objectives.

Item 4. To what extent is learning academic writing important for master students?

Explain.

Teacher 1: has reported that there is no doubt that at the master level writing could be the most important skill as it is integral in many areas: exams, dissertation, research papers and so on.

Teacher 2: has responded that learning academic writing is quite important since it is a medium of communication and this is the main purpose of language.

Teacher 3: has stated that academic writing is very important and it is one of the major modules that students have to master because at the end they have to write a master dissertation.

Teacher 4: believes that academic writing is the final and the ultimate objective of all students' studies since it is related to different fields of language; literature, grammar and many others which are directly or indirectly related to academic writing.

Teacher 5: claims that academic writing is of great importance since master student will produce dissertation; this dissertation will decide their future and in a way or another it affects their marks.

Teacher 6 and 7: have indicated that academic writing is really important; otherwise, students will be confronted with a lot of difficulties when writing their research papers.

Teacher 8: It is so important. As students at university everything is built on academic writing. Students need to master academic writing since it is needed in M2 dissertation as in the research field.

According to participants' responses, all teachers agree on the high importance of learning academic writing especially at the master level where it is increasingly needed for providing postgraduate students with good writing level in general and for conducting a research work in particular. Hence, academic writing is related to all other modules.

Item 5. From your experience, what are the main difficulties that students face in academic writing?

Teacher 1: has reported that some students face problems with the language itself; poor vocabulary and grammar misuse. While others master these issues but their problem with the ideas themselves which means they do not have background knowledge; adding that both M1 and M2 students face problems in summarizing, paraphrasing and analyzing information. In addition to commenting on the quotation, interpreting and discussing the results when it comes to their dissertation that should be considered from M1 level.

Teacher 2: according to him the shortage of vocabulary, the disorganization of ideas, the lack of knowledge itself and the mother tongue interference are the main difficulties that students encounter in their academic writing.

Teacher 3: claims that master students still suffer from common mistakes and errors since they are effected by the messaging style that they use in chatting on Facebook "the informal style".

Teacher 4: has stated that most students face difficulty in using the appropriate vocabularies also the inability to come up with the logical order of ideas.

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Teacher 5: has reported that when correcting master students' written productions, grammar mistakes, vocabulary miss choice and lack of punctuation are the major observed problems. Besides, there is a deficiency in coherence, cohesion and usually the absence of topic sentences.

Teacher 6: asserted that most of students do not succeed to develop their own writing style because they face difficulties to apply what they have studied in the academic writing course.

Teacher 7: in her view, students' difficulties in writing are mainly the choice of vocabulary; then, the academic style where most of them use movies and songs style "the spoken form". She maintains that even they are at master level they still use structures as: "wanna, ganna..."

Teacher 8: has replied that not only M1 but also M2 students face many difficulties in their writing such as: the way of generating ideas, the miss use of punctuation, capitalization and also the mother tongue interference.

All teachers gave approximately the same responses that their students encounter many writing difficulties namely: students' lack of vocabulary, misuse of grammar rules and mechanisms; in addition to those there are; mother tongue interference, social media influence and the lack of background knowledge.

Item 6. In your opinion, what are the reasons behind these difficulties?

Teacher 1: states that everything could be summed up in the lack of practice.

Teacher 2: believes that the main reasons behind students' writing difficulties is the lack of reading and shortage of vocabulary.

Teacher 3: has pointed out that the social media is the main reason that affects students' academic writing performance negatively.

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Teacher 4: attributes the students' academic writing difficulties to the lack of the academic reading and practice in addition to the total dependence on the web.

Teacher 5: claims that it is matter of the curriculum itself which does not give students chance for reading, normally modules for reading and vocabulary should be included for the sake of intensifying student's vocabulary acquisition, developing writing style and fostering students' reading literacy .

Teachers 6: also has asserted that EFL students are not motivated toward reading which may enable them to be aware of different writing styles, vocabulary and structures that are used by different writers.

Teachers 7: notes that students' lack of motivation toward writing and relying on the internet, generally speaking Wikipedia, are what impedes students' writing development.

Teachers 8: believes that all students' writing difficulties fall on the swamp of the lack of reading, in other words the absence of "reading culture" in the Algerian society.

From the teachers' answers, it can be deduced that the major reason behind students' difficulties in academic writing is the lack of reading which fundamentally agree with what students have confirmed in the questionnaire, and lack of practice at first, then the negative influence of the social media which based on the informal and spontaneous form of writing.

Item 7. What are the main strategies that you use to develop student's academic writing?

Teacher 1: has reported that he always gives students some readings to reflect on. Then, he asks them to imitate but with their own style. For him, reading is the key process because the more they read the better they write.

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Teacher 2: has stated that she asks students to read and summarize what they have read in which they gain benefits from both skills, or even to consult a dictionary where they will learn new vocabularies.

Teacher 3: has indicated that one of the main strategies is to make students write intensively. Also encouraging them to read a book, after that making a book review about it.

Teacher 4: asserts that the best way to develop students' academic writing is giving them different written models to observe and construct the main constituent. Then they will be asked to imitate the model for many times till they move to the stage of creativity.

Teacher 5: notes that teachers should be eclectic and choose the appropriate approach for the case of students. She claims that making a diagnostic test at the very beginning of the lecture helps teachers to grasp students' common mistakes and needs. Consequently, they will design the course according to the students' needs.

Teacher 6: admits that she gives students a sample to study and analyze, then asking them to produce something parallel in order to enhance their writing style.

Teacher 7: believes that giving students written tasks inside and outside the classroom whenever they study a new element; and make a note that it will be counted as TD mark, is a good strategy to engage students in writing. More than that, asking students to write their works manually not by computers since it will correct spelling and grammar mistakes and this is not helpful for them. Hence, giving students instructions about avoiding plagiarism and asking them to provide sources at the end of any task is beneficial for achieving credibility and transparency which are needed in academic writing.

Teacher 8: claims that he uses different teaching approaches (process, product, genre and eclectic approaches), or asks students to read a given text written in a good style, criticize it by thinking outside the box. This help them to be critical thinkers. Also pushing them to

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read by evaluating them with marks is an effective strategy to encourage students to read as well as to write.

To conclude, teachers' strategies for the purpose of developing students' writing differ according to the students' needs, abilities and learning style but reading is still the common element that all teachers have highlighted in order to make progress in the writing process.

Item 8. What is the kind of relationship between academic writing and academic reading?

Teacher 1: according to him both are interrelated. Reading exposes students to a variety of genres, styles and a wide range of vocabulary. It allows them to see different ways of developing an essay, a research paper or a dissertation.

Teacher 2: states that there is a mutual effect; if students read a lot they will write well and if they rehearse writing continuously they will not find problems when they read any passage.

Teacher 3: believes that they are totally related; developing academic writing entails passing through academic reading. She asserts that the reader will get inspired with the authors stylistic expressions, the way of giving arguments and how to support them, how to be always objective and so on.

Teacher 4: considers academic reading as a source of academic writing that should be adopted by students instead of the informal sources of language such as: movies, songs and many others.

Teacher 5: notes that they complete each other; a good writer equals a good reader.

Teacher 6: answers that it cannot be denied that when students read academic books they will learn how to write academically.

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Teacher 7: replies that she strongly believes that as students are influenced by the informal English of movies and social media in their writing, reading academic articles and books obviously will affect positively students' academic writing.

Teacher 8: have reported that without the former we cannot do the later. So, one cannot write in academic way without reading academic materials where s/he will borrow the style and observe the academic writing, how it is structured and constructed.

From the answers provided above, all teachers believe that both academic reading and writing are interrelated. Furthermore; they have stated that academic materials are the effective source for making students distinguish between the academic style and the non-academic one.

Item 9. Do you think that teaching academic writing through academic reading is useful or not? Please, explain.

Teacher 1: states that it is useful since they are interrelated as it was mentioned before.

Teacher 2: answered that of course it is useful, for sure.

Teacher 3: asserts that one hundred percent it is useful because students will really get inspired, copy the author' style and how language works. Then, they will apply all these rules that they implicitly have discovered.

Teacher 4: notes that it is a must. Academic writing cannot be taught depending on movies or songs. However, teachers should select the appropriate materials that suit students' level.

Teacher 5: responds that it can be useful if we integrate a module for reading where its main purpose would be reading for writing.

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Teacher 6: yes, it is an opportunity for students to see how professional academic writers write; this was the answer of the sixth teacher.

Teacher 7: clarifies that it is so useful in many ways; students will learn the appropriate vocabulary to use in the adequate part or situation, the academic style and even the academic thinking.

Teacher 8: according to him it is surely useful but it should not be solely done because students have not the background knowledge of writing in academic way, so they are going to imitate.

In brief, all teachers agreed with the usefulness of academic reading in teaching academic writing.

Item 10. In your courses of academic writing, do you provide your students with reading materials? If yes, what are they? If no why?

Teacher 1: have claimed that he keeps asking them to read outside the classroom because reading is time consuming.

Teacher 2: states that she generally asks students to read chapters of books and short stories then to reproduce what they have read in their own style.

Teacher 3: answers sometimes; he argues that because time is not enough to cover all the theoretical points of the lesson, he asks them to analyze and depict an article or book' chapter. However, the most important strategy is by encouraging them to read extensively "the autonomous learning".

Teacher 4: replies that he uses the strategy of dictation in which he brings a paragraphs or even essays to dictate in order to reinforce students' writing. Also, practicing the

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theoretical lessons in light of paragraphs by analyzing them in order to see how sequencers are used and how sentences are related.

Teacher 5: notes that frankly speaking she does not provide her students with reading materials because of two reasons; the insufficient time allocated to this session and because it is not programmed.

Teacher 6: reports that she generally gives them authentic texts to consider as sample to start from.

Teacher 7: indicates that most of the time, she gives them articles and sometimes parts of books since some books are not available.

Teacher 8: responds that he always gives students something to read either books or articles or even to watch a documentary with an academic language.

All in all, the vast majority of teachers have attested that they do provide their students with materials to read. While two teachers (T1) and (T5) do not use reading materials because of the lack of time as a main reason.

Item 11. In your opinion, integrating reading items such as “academic articles” in academic writing sessions is preferable, optional or compulsory? Please, justify your answer?

Teacher 1: for him it is preferable. He states that he likes sessions of writing accompanied with sessions of reading.

Teacher 2: according to her it is optional, it depends on the students' ability where the teacher may find it preferable for one class and optional or compulsory for the other one.

Teacher 3: for the third teacher it is compulsory because it is good as it has proved to be effective to study academic articles in class to see how students can obtain specific

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information and how to reference an article because all these steps are going to be used for their M2 dissertation. So it is advised to do it.

Teacher 4: notes that it is compulsory and he gave an example of Douzeriaa University where they have a module called “reading and writing”. He further adds students should be taught paraphrasing and summarizing techniques from the early stages of learning for the sake of mastering writing and reading.

Teacher 5: responds that it is optional but as a teachers it is not programmed for them to teach how to analyze and criticize an academic article. She adds that normally there is another module which is called “documentary research” works in parallel with research methodology in which students are taught how to select, read and criticize scientific materials such as: articles, books and so on.

Teacher 6: asserts that integrating academic articles in writing sessions is optional because they are not the only way to learn how to write academically.

Teacher 7: states that as a teacher of academic writing, it is supposed to give students’ academic materials to summarize and paraphrase among them articles in order to be familiar with these processes that they will use in their dissertations, so that it is compulsory.

Teacher 8: replies that it is compulsory, because academic writing cannot be taught without including certain academic samples.

Regarding the previous responses, many teachers believe that integrating academic articles with their different types is compulsory because it is a necessary tool that the majority of students will incorporate in their research studies. However, others have mentioned that it could be preferable or optional according to students’ abilities and learning styles.

Item 12. Is the time allocated to teaching academic writing sufficient to cover most of the aspects needed to develop students' writing skills?

Teacher 1: for him it is not sufficient especially with master students. Nevertheless, students should not wait for teachers to provide them with everything in the session since the recent pedagogy of writing and reading or even other skills depends on autonomous learning. Thus, the teacher gives them resources and references and students should read extensively with an intrinsic motivation.

Teacher 2: believes that as far as the importance of the course is concerned the time allocated is not enough. She suggests in that case to flip the classroom “flipped classroom” where the class time devoted for practice and the theory is given to students via ICT tools days before delivering the lesson.

Teacher 3: replied that unfortunately the time allocated is not enough because it needs a presentation of instructions, presenting materials, practicing and giving feedback, so one session per week is really insufficient to cover all the necessary aspects.

Teacher 4: the time allocated to academic writing sessions at university level is sufficient if we use technology. Moreover, students must be autonomous, this was the answer of the fourth teacher.

Teacher 5: according to her, for M1 students one session per week is not sufficient.

Teacher 6: has asserted that one lecture and one TD per week is not enough for master students. It should be at least two TDs for students to practice more and for teachers to give suitable feedback.

Teacher 7: answers that as far as master students are considered, the time allocated is sufficient. But it is the fault of students because they do not apply what they have studied for academic writing in the other modules.

Teacher 8: also agrees with other teachers and indicates that it is not totally enough.

In sum, the vast majority of teachers consider that the allocated time for academic writing sessions is not sufficient. While, there are two teachers (T4) and (T7) who believe that it is not matter of time but it is matter of the lack of using technology and the students' practice.

Item 13. From your experience, how could both academic writing and academic reading affect the development of students' research skills?

Teacher 1: according to him, there is no doubt that a research for academic purposes depends on the two pillars: reading and writing. Accordingly, the researcher will read books, documents and articles in order to conduct his/her own research.

Teacher 2: mentions that it cannot be denied that academic writing and reading affect the students' research skills. Thus, if students are not able to write and read effectively in their license and M1 level they will find great difficulty in the process of research.

Teacher 3: replies that a good reader is a good writer. Hence, reading for the sake of learning how to analyze the content or to reference an article, book or websites will help students to develop their research skills.

Teacher 4: states that the more students read, the more they observe, the more they analyze and reason information, the more they will be efficient writers and it is a must not only to be a superficial reading but it should be an analytical one. Consequently, they will acquire some research skills as interpreting and processing data, critical thinking and so on.

Teacher 5: clarifies that if students do not train themselves to read and write at the very beginning of their study, their writing style will be affected as well as their research skills.

Teacher 6: admits that both academic writing and academic reading help in improving students' research skills. Academic reading enhances the students' knowledge and introduces them with materials to use in their research.

Teacher 7: believes that the process of research needs academic readings combined together into an academic research through academic writing. Undoubtedly, they are very important to develop students' research skills.

Teacher 8: for him, a good research necessitates a good reader as well as a good writer. So, academic writing and reading are essentials for developing research skills.

In response to this question, all teachers have affirmed that the mastery of the aforementioned skills: academic writing and academic reading, provides a skillful researcher.

3.2.3 Discussion of the Results of Teachers' Interview

The experience of our respondents in teaching academic writing was the element that contributed to the reliability and the validity of their answers. In this interview, it has been attempted to describe and analyze teachers' feedback about students' academic writing level, their weaknesses and to what extent learning academic writing is important at university level. Moreover, we have tried to explore teachers' attitudes towards the use of the academic articles in EFL classes for students to master the language aspects in general and to be aware of the common academic conventions in particular.

The interview revealed that the majority of teachers believe that M1 students still have an average level even if it is a crucial skill in the tertiary education; their responses affirmed

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the fact that students still have not control on the writing aspects namely vocabulary, grammar, organization and mechanisms and they attribute that to two main reasons: lack of practice and lack of reading.

According to the answers provided by teachers, the academic writing course necessitates a continuous assessment and practice. So, the insufficiency of the time allocated to academic writing sessions, especially at the master level, overcrowded classes and students' differences in linguistic competence are the main obstacles that teachers and students encounter in relation to teaching or learning writing.

In this respect, teachers' strategies to overcome students' difficulties in academic writing were highlighted through the interview as important aspects of the study. It can be deduced that teachers depend on reading as a main strategy to reinforce students' performance in academic writing either by reading a model in the classroom and imitating the style or by asking them to read extensively and summarize or paraphrase what has been read, but teachers attested that usually students are unserious toward the given tasks and the taught elements unless the tasks are scored.

To conclude, the interview was beneficial in giving a deeper view about the subject study. It was a useful qualitative instrument to gain information from experienced teachers. In line with this, teachers have welcomed the idea of using academic articles for the enrichment of students' academic writing performance. Hence, this clearly tends to confirm a part of the postulated hypothesis.

Conclusion

This chapter was devoted to the field work of the current study. It has dealt with two data collection methods; namely, students' questionnaire and teachers' interview. The data gathered through the former are presented in form of graphs; moreover, each question is

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analyzed statistically and at the end a discussion of the results is provided. Concerning the latter, it is analyzed using descriptive analysis where teachers' answers for each item were analyzed in isolation; then, the final findings were discussed.

Recommendations

Regarding research findings, the following recommendations are put forward:

For syllabus designers

- Maximizing time allocated for academic writing module in order to provide more opportunities for teachers to fulfill the requirements of this module, and for students to practice more.
- Minimizing students' number per class for teachers to give a continuous assessment which is highly needed in that kind of modules.
- Integrating a reading module at university; where it will be reading for writing and for developing mainly the summarizing and paraphrasing processes, to engage students with reading as well as searching process.
- The curriculum should create space for intensive academic reading and writing activities which allow for experimentation with different writing challenges.

For teachers

- Raising students' awareness about the academic writing as a process and product.
- Raising students' awareness about the academic reading and its role on developing the specialized language in general and the writing aspects in particular.
- Exposing students to different genres of academic readings in order to make them familiar with the academic conventions.
- Training students to follow the writing stages in order to attain a well-organized and comprehensible end product.
- Asking students to reference their tasks and to respect the academic writing conventions whenever they submit an academic work.
- Giving the appropriate feedback to students to motivate and guide them.

For students

- Devoting their time to practice writing using formal academic English in order to be familiar with academic conventions and techniques.
- Employing different strategies such as (SQ3R, synthesizing, note taking...) to read critically and analytically the academic materials.
- Following the writing stages to achieve a satisfactory final product.
- Reading extensively in order to make reading as a habitual activity and to develop their academic literacy.

General Conclusion

It is worth noting that writing is a complex skill; producing an effective written production is not an easy task not only for EFL undergraduate students but also for postgraduates. This impedes them from making progress in their educational level since they are supposed to write in the academic writing sessions as well as in other modules where they have to write essays for their exams or for their research papers and dissertations.

Throughout this study, it has been attempted to shed light on the role of reading academic articles on students' academic writing. For this, the ultimate aim to the current research is to answer the research questions and to confirm the research hypotheses which state that if EFL students are exposed to a variety of academic articles their academic writing will be positively influenced. Indeed, raising teachers' awareness about providing students with academic articles for the sake of reducing their academic writing difficulties.

In the same line of thought, students' writing difficulties could be summarized in the following: first, EFL master students still show inability to achieve adequately the four writing aspects; namely: vocabulary, grammar, organization and mechanisms. Second, students appear to have deficiency in the background knowledge which comes mainly from reading. Third, they fail to meet the requirements of academia such as, cautious and formal language, accuracy and objectivity, integrating source information and other methodological issues as citing and referencing.

The sum of research findings has revealed that teachers encounter various challenges in teaching writing; the main ones are: the overcrowded classes, insufficiency in the time allocated to this session and students different linguistic competence which means mixed abilities classes. Furthermore, students also face many hurdles in academic writing mostly with the aforementioned writing aspects, avoiding plagiarism, achieving the academic

writing features and mother tongues interference. As proved by teachers' replies, the main reasons behind these difficulties is the lack of reading as well as the lack of writing practice in addition to the total dependence on the internet.

To conclude, as acknowledged by both students and teachers, the integration of academic articles in EFL classes allows students to be aware of the academic language used by professional writers, the academic style and even the methodology which may help them in the research process.

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Appendices

Appendix A

Student's Questionnaire

Dear student

The present study is conducted to investigate “**the Role of Reading Academic Articles in Up-raising EFL Students' Academic Writing**”. You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We would be so grateful if you could sincerely answer the following questions, so please, give a clear, precise and complete answers.

Put a tick (√) in the corresponding box (es), and give a full answer (s) whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for the research purposes.

Prepared by:

Miss. SEID Hafsa

Supervised by:

Dr. BENIDIR Samira

Academic Year: 2018/2019

Section One: General Information

Q.1 Studying master level was:

- a) Your choice b) Imposed c) Someone's advice

Q.2 How is your written performance in English?

- a) Excellent
b) Good
c) Average
d) Poor

Q.3 Which language skill do you more focus on?

- a) Reading
b) Listening
c) Writing
d) Speaking

Section Two: Academic Writing at Tertiary Education

Q.4 How do your teachers evaluate your academic written performance?

- a) Excellent
b) Good
c) Average
d) Poor

Q.5 As a master student, to what extent learning academic writing is important in your level?

- a) Very important
b) Important
c) Less important

Whatever your answer is, please justify it

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Q.6 What are the difficulties that you face with academic writing? (You may choose more than one option)

Options	Yes	No
Using sources effectively		
Paraphrasing and quoting others' work		
Achieving academic writing features (objectivity, cautious language, accuracy, form)		
Avoiding plagiarism		
Negative language interference (translation or thinking in Arabic)		
Distinguishing between spoken and written language		
Organization (coherence and cohesion)		
Applying the grammar rules correctly		
Lack of academic vocabulary		
Deficiency in setting mechanics of writing (punctuation, capitalization and spelling)		
Others		

Q.7 In your opinion, what are the reasons behind these difficulties? (You may choose more than one option)

- a) Lack of motivation to write academically
- b) Anxiety and low self-confidence
- c) The lack of reading academic materials
- d) The academic writing course conditions (time allocated, way of teaching, materials provided)
- e) Unawareness of the academic writing conventions
- f) The teacher's focus is more one teaching the module theoretically
- g) All of them

Q.8 Mastering academic writing may help you to: (You may choose more than one option).

- a) Write your master dissertation and PhD thesis
- b) Write for conferences and seminars
- c) Communicate with experts
- d) To get better job opportunities
- e) All of them

Q.9 How do you practice to improve your academic writing?

- a) By reading academic materials
- b) By following the writing's processes (prewriting, planning, drafting, revising)
- c) By paraphrasing and summarizing other's works
- d) Others

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Q.10 Do your teachers motivate you to write academically?

- a) Yes
- b) No

If yes, through what?

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Q.11 When correcting your written productions, your teachers focus more on: (you may choose more than one option).

- a) The academic style
- b) Objectivity and formality
- c) The linguistic aspects (vocabulary, grammar, organization, mechanisms)
- d) The content/ideas

Q.12 What are the most effective ways to promote your academic writing performance? (You may choose more than one option).

- a) Integrating reading module at university
- b) Raising student's awareness of the importance of academic writing
- c) Maximizing the time allocated to the academic writing sessions for practice
- d) Minimizing student's number in the classroom
- e) Incorporating technology in teaching academic writing
- f) Others

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Section Three: Students' Views and Perception Towards Using Academic Articles to Foster their Academic Writing Performance

Q.13 What do you appreciate to read in order to enhance your academic writing?

- a) Academic articles
- b) Thesis and dissertation
- c) Academic books
- d) Published reports
- e) Newspapers and journals
- f) All of them

Q.14 To what extent do you agree with the use of academic articles in academic writing sessions?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

Q.15 Do you consider academic articles a useful source to promote your academic writing performance?

- a) Yes
- b) No

If yes, why

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Q.16 What are the main difficulties that you experience while reading academic articles?

- a) Understanding beyond the text
- b) Lacking the use of reading strategies to read critically
- c) Analyzing the author's arguments and understanding the key words
- d) Lacking the necessary background knowledge in the academic disciplines
- e) Analyzing and interpreting tables, graphs, charts and diagrams
- g) All of them
- f) Others

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Q.17 in your opinion, reading academic articles may help you to: (You may choose more than one option)

- a) Enrich academic vocabulary
- b) Develop critical thinking
- c) To write communicatively
- d) Improve your academic style
- e) Promote your self-confidence
- f) Others

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We would really appreciate any suggestions or comments from your part. Please feel free

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“Thank you for your time, your efforts and for your collaboration”

Appendix B
Teachers' Interview

Dear teachers,

We would appreciate if you could take the time and the energy to share your experience by answering the questions related to our current study which aims to investigate “**The Role of Reading Academic Articles to Up-raise EFL Students' Academic writing**”. Your answers will be very important to the validity of this research we are undertaking.

We extremely appreciate your collaboration.

Prepared by:

SEID Hafsa

Supervised by:

Dr.BENIDIRE Samira

Academic Year: 2018 / 2019

Teachers' interview:

1. How can you evaluate master one students' academic writing level?

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2. What are the difficulties you face in teaching academic writing?

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3. When evaluating your students' written productions, what are the main aspects that you focus on?

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4. To what extent is learning academic writing important for master students? Explain.

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5. From your experience, what are the main difficulties that students face in academic writing?

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6. In your opinion, what are the reasons behind these difficulties?

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7. What are the main strategies that you use to develop student’s academic writing?

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8. What is the kind of relationship between academic writing and academic reading?

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9. Do you think that teaching academic writing through academic reading is useful or not?
Please, explain.

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10. In your courses of academic writing, do you provide your students with reading materials?

If yes, what are they? If no why?

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11. In your opinion, integrating reading items such as “academic articles” in academic writing sessions is preferable, optional or compulsory? Please, justify your answer?

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12. Is the time allocated to teaching academic writing sufficient to cover most of the aspects needed to develop students' writing skills?

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13. From your experience, how could both academic writing and academic reading affect the development of students' research skills?

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We would really appreciate any suggestions or comments from your part.

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Thank you for your time and for your effort

المخلص

تعتبر القدرة على التواصل بشكل فعال ومناسب وأكاديمي في شكل مكتوب ضرورية لاكتساب الكفاءة اللغوية والوصول إلى مستوى تعليمي عالٍ. لهذا السبب، هناك اهتمام كبير بتدريس الكتابة الأكاديمية في فصول اللغة الإنجليزية كلغة أجنبية. تحاول الدراسة الحالية التحقيق في دور قراءة المقالات الأكاديمية في رفع مستوى الأداء الأكاديمي لطلاب اللغة الإنجليزية كلغة أجنبية. تم إتباع نهج توضيحي يهدف إلى الإجابة عن أسئلة البحث وتحقيق أهداف الدراسة والتأكد من مدى صحة الفرضية المقترحة لهذه الدراسة التي تنص على أن دمج المقالات الأكاديمية له دور مهم في تطوير الأداء الكتابي للطلاب. في هذا الصدد تم اعتماد المنهج المختلط لإنجاز هذا العمل ومنه اخترنا وسيلتين لجمع المعلومات للتحقق من صحة الفرضيات. الأدوات المعتمدة في هذا البحث تتلخص في استبيان موجه لطلاب سنة أولى ماستر لغة إنجليزية بجامعة محمد خيضر بسكرة كذلك تم إجراء مقابلة مع أساتذة وحدة الكتابة الأكاديمية. كشفت النتائج التي تم الحصول عليها من تحليل البيانات المجمعة للأداتين أن كلا من الأساتذة والطلاب يدركون أهمية الكتابة الأكاديمية في تطوير المستوى التعليمي للطلاب. ومع ذلك، فإن أغلب الأساتذة يؤكدون أن قلة الممارسة وكذلك قلة القراءة هي ما يخلق العديد من الصعوبات في الكتابة بالنسبة للطلبة. زيادة على ذلك، يؤكد المعلمون أن استخدام المقالات كوسائل للقراءة يؤثر بشكل إيجابي على الكتابة الأكاديمية للطلاب ومنه ينصح باعتماد أشكال مختلفة من القراءات الأكاديمية لتعويد الطلاب على أساليب الكتابة الأكاديمية.

الكلمات المفتاحية: المقالات الأكاديمية، الكتابة الأكاديمية، جامعة بسكرة، القراءة، طلاب أولى ماستر لغة إنجليزية.