



Mohamed Khider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

MASTER THESIS

Letters and foreign languages

English Language

Sciences of Language

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**THE IMPACT OF EXTENSIVE READING ON IMPROVING EFL
LEARNERS' ACADEMIC WRITING: CASE STUDY OF MASTER ONE
STUDENTS IN MOHAMED KHIDER UNIVERSITY**

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Academic year: 2019 / 2020

Dedication

To the fond of my grandmother, who left so
early and whose soul will always be with me
To my beloved parents whose enduring love
guided me all along

To my lovely sisters Nabila, Rayene, Nermine
“Bichou” and my lonely cute brother Yahia

To my loyal friends who helped me Akram,
Maroua, Nojoud, Lydia, Rayene, Ines

Acknowledgements

I owe all thanks to Allah who gave me strength to finish this work

All my greatest gratitude to my honorific supervisor, Dr. TrikiManel. I appreciate her patience, guidance, and precious pieces of advice. Without her inspiring guidance and insightful feedback, this work could never be brought to light.

I sincerely thank the members of the jury for their willingness to evaluate this work and provide helpful feedback...

Additional thanks are for Master one students for their aid.

Finally, I would like to express my love and gratitude to my big beloved family for their endless love and unconditioned support.

To all I say thank you

Abstract

Due to the complexity of the writing skill, a great majority of master one students in mohamed khider university find difficulties in academic writing. This research seeks to uncover the relationship between master one students extensive reading and their academic writing. Thus, the current study aims at finding out the positive and negative possible impact of extensive reading on students of english writing skill, in addition to defining how extensive reading can help in enhancing students' academic writing. It is hypothesized that if students of English in Mohamed Khider university will be exposed to extensive reading in and out of the classroom, their writing skills may be greatly improved. a descriptive analytical approach was used through combining both a questionnaire for quantitative data and an interview for qualitative data. The method applied on fifty Master one students of English and five teachers in mohamed khider university. The main results of this study revealed that Master one students face many problems when writing starting from the basic things such as spelling, punctuation, sentences construction, grammar, vocabulary... They stated that ER helps them to reduce their difficulties and enhance their language aspects; furthermore, teachers insisted on reading-writing relationship.

Key words: extensive reading, academic writing, master one students

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List of abbreviation

AW:academic writing

ER:extensive reading

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General Introduction

Writing in a foreign language is one of the most challenging skills both productive (speaking/ writing) and receptive (listening/ reading). Byrne (1979) mentions that writing is a complex skill that makes the writer use both his mental and physical efforts. Interestingly, different studies have found a positive relationship between extensive reading and academic writing as Williams (2003) assumes that good readers are mainly good writers. Moreover, scholars have created various strategies to combine them in order to achieve their goals of producing not only a skillful reader, but also a competent writer.

1. Statement of the Problem

Due to the complexity of the writing skill, a great majority of Master one students in Mohamed Khider university find it difficult to achieve the goal of being competent as academic writers which can be due to the lack of reading or may be the type of their readings. This research seeks to uncover the relationship between master one students' extensive reading and their academic writing. Thus, this research is for students of English language who face problems in writing and want to enhance their academic writing by adopting the extensive reading approach.

3. Aims of the Study

The present study aims at

- Finding out the positive and negative possible impact of extensive reading on students of English writing skill.
- Defining how extensive reading can help in enhancing students' academic writing.
- Determining the impact of extensive reading on students' vocabulary.

4. Research Question

This research aims to answer the following questions:

1. Why is academic writing difficult for master one English students in Mohamed Khider University?
2. How can extensive reading enhance master one students of English academic writing?
3. What are the appropriate strategies to be followed by master one students of English when practicing extensive reading?

5. Research Hypothesis

It is hypothesized that:

If students of English in Mohamed Khideruniversity will be exposed to extensive reading in and out of the classroom, their writing skills may be greatly improved

6. Methodology

6.1. Sample Population

The sample population of this study will be about fifty master one students and four teachers of academic writing in Mohamed khider university.

6.2. Data Gathering Tools

This research includes two data collecting tools, a questionnaire for master one students and an interview with teachers of academic writing. Those tools will help the researcher in the study, also will facilitate getting information.

6.3. Procedure of Analysis

This research conducts a descriptive study as a method to gather information and aims to describe the impact of extensive reading to improve master one learners' academic writing. This research is based on the mixed methods approach which will be used to collect and analyze data.

7. Structure of the Study

This study consists of three chapters.

Chapter 1

The first chapter will deal with the academic writing via definitions of writing skill, its types and processes. After that, it attempts to give some definitions of academic writing and its features. Also, we will discuss techniques that are used to improve AW. Then, it will uncover the relationship between academic writing and extensive reading.

Chapter 2

The second chapter will give a brief overview on reading by providing definitions, process and product, models and types. Then, it will define extensive reading and state its characteristics, benefits, strategies and importance.

Chapter 3

The last chapter is for the field work which will discuss the data analysis of the questionnaire and the interview. This dissertation will conclude with a general conclusion.

Chapter one: Academic Writing

Introduction

Writing is viewed as one of the most important skills compared to other skills listening, speaking, and reading since writing is described as a skill that helps learners to gain proficiency in a foreign language possibly more than the other skills. However, it is considered as the hardest skill because it needs more effort and practice to accomplish the good level of proficiency. This chapter will start by some definitions, significance, processes and types of writing. Then, it will attempt to define academic writing and state its features. Also, it will discuss techniques that are used to improve AW stages and development and mention factors that prevent EFL students from writing correctly. Moreover, the chapter will uncover the relationship between academic writing and extensive reading.

1.1 General overview about writing at University

1.1.1 Definitions and Importance of writing

Writing is a method used to represent a certain language in visual form. It is the symbolic representation of speech. (Emig, 1977) defines writing as “originating and creating a unique verbal construct that is graphically recorded”. (p. 123). In the same path, (Widdowson, 2001) declares that writing is the adoption of the visual means to establish the graphological and grammatical system of the language. In other words, writing is a symbol that is used to express or reproduce speech.

According to (Kress, 1989) the issue of the writing skill is not limited to the meaning of acquiring a set of mechanical orthographic skill, but it extended this meaning to be integrated with another new cognitive and social relations. (Miller, 1989) also agrees on that while the

development of writing is an expression of one's personality and individuality. It is important to note that writing is an effort, a way for people to communicate. This productive skill is one of the communicating means that people use in order to convey their messages, and share their different ways of thinking and believing as well.

Writing is a communication tool that translates thoughts, ideas, and feelings into language at any time and at any place as(Chappell, 2011) mentions that writing helps to express one's personality, make logical and persuasive arguments, give a person a chance to later reflect on his/her ideas and re-evaluate them, and provide/receive feedback.

1.1.2 Process of Writing

The writing process is a series of steps to help students write a paper. It is like using a map to get to an unfamiliar place. The writing process encompasses six steps:

1.2.2.1 Pre-writing Stage

(Murray, 2008) argues that the first step in the writing process is called pre-writing. It accounts for a high percentage of the writing time(Schools, 2007). Pre-writing is the stage during which students transfer their abstract thoughts into more concrete ideas; also, it allows students translate their raw insights into a form that will communicate meaning to audiences (Schmitz, 2012). Before writing, students begin by brainstorming ideas for topics, organizing an outline, and developing a plan using their meaningful ideas (ibid, p.381).

Thus, prewriting exercises may involve drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem solving and decision-making activities, conducting library research.

1.2.2.2 Planning Stage

After generating ideas, the organization of them in outline is the second stage.

According to (Starkey, 2004)asserted that student can arrange his thoughts in form of outline; he categorize them into major and minor sentences, example and detail.(Harmer J. , 2004)agree that“ when students have got their ideas, generated some topic-specific language, and gathered the data they require, they can start to make a plan of how the final project will be set out.”

1.2.2.3 Drafting

It is a transition from planning to writing a first draft. The writer begins to write all of the details which are relevant to his/her topic on a paper. In the drafting stage, since the focus is on ideas, not the structure of the composition, there is no matter to worry about mistakes. It is the stage in which students develop a first version of writing. The students develop an introduction to the topic, main points and supporting details, and write a concluding paragraph (Schmitz, 2012).

1.2.2.4 Revising

This stage involves the student to check his or her draft and make possible changes (Harmer J. , 2001).Students, in this step, begin to evaluate and check out their paper. So, the student determines the different mistakes and corrects them, it may include additions, deletions, and changes in syntax, sentence structure and organization. In this context, (Schmitz, 2012)claimed that writers examine a piece of writing for clarity of ideas. Hence, revising includes adding, deleting, moving, or changing information in order to make the ideas more accurate, more interesting and more convincing.

1.2.2.5 Editing

After finishing writing their ideas down, the writers check their mistakes of grammar, punctuation, and spelling. (Savage, 2005)added that through following the main steps, the editing stage would be a successful one; first, is to make attention on the content and organization, then work on grammar, and punctuation.

The best strategy for writers to do the editing stage is to separate themselves from the text that they have written, or in other words, to forget that they are the producer of the text, but its reader, so that to focus on clarity at the sentence level.

1.2.2.6 Publishing

When writers have completed the final draft, they again make sure that they did not miss any mistake, such as spelling, punctuation, and paragraph indentation. Hence, writers transmit the written text to its expected audience.

1.1.3 Types of Writing

Writing types differ depending on what the writer wants to create. There are great numbers of forms that writing can take, and each one has its own guidelines and its own importance. In this research, we will mention four types that are commonly used.

Personal writing is a writing type that people use mainly for communication or in diaries, portfolios, emails, facebook messages, letters, and invitation cards using casual language(personal-and-impersonal-style-of-writing, 2020). However, journalistic writing is very different than any other form of writing. It informs the public about local, national and global and events in newspapers, magazines, television, and broadcasts(Journalistic Writing: Characteristics & Functions, 2020). This type of writing is featured by short paragraphs and sentences.(Monippally, 2011)define creative writing as “...expressing oneself, one’s experience or imagination or a combination of both through the written word”. In other words, Creative writing is writing that expresses ideas and thoughts in an [imaginative](#) way. This type is found in novels, poetry, stories and plays. Among the various types of writing which one needs to know, there is academic writing, which is the major focus of this chapter.

1.2 Academic Writing

1.2.1 Definition of Academic Writing

(Oshima, 1998) stated that “Academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal, literary, journalistic, or business writing. Its differences can be explained in part by its special audience, tone, and purpose”. This type of writing applied in universities and it is distinguished with other types in terms of people we address and the purpose. Also, (Whitaker, 2009) agrees that “Academic writing is, essentially, the writing you have to do for your university courses”.

Academic writing is the process of presenting ideas in a systematic way and supporting these ideas with examples and evidence. According to (Creme, 2003) and (Borg, 2008) , in academic writing, it is important that when a claim is made it is backed up by reasons based on some form of evidence; it is expected that the author takes a critical approach to the material being explored. Students, professors, and researchers from distinct disciplines use academic writing to convey ideas and communicate arguments which are supported with evidence in an impersonal tone (Valdes, 2009, June 13).

Academic writing appears to be a basic skill that all university students need to develop. Such skill would help them explain or present something in front of the teaching staff including teachers as well as classmates.

1.2.2 Features of Academic Writing

Academic writing is characterized by specific features and requirements concerning grammar, organization, purpose, clarity, word choice, coherence and cohesion, use of evidence.

1.3.2.1 Grammar

Grammar is defined by (Harmer J. , 2007) as “knowledge of what words can go where and what form these words should take”. Besides, it is expressed by (Crystal, 2011)as “the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we use language”. That is to say, grammar is the application of the language rules.

1.3.2.2 Organization

The writer follows different techniques before engaging physical act of writing such as brainstorming and free writing. These techniques help to arrange the written work and to guide readers.(Chelsa, 2006)supported the idea of free writing and brainstorming to be two important tools for shaping learners’ ideas before writing the final draft. These techniques are similar as they fetch many thoughts on the given topic; however, free writing needs to write sentences, phrases on paper whereas, brainstorming includes making a list of separated thoughts related to the topic.

1.3.2.3 Purpose

Academic writing tends to demonstrate knowledge generally, and to explain, inform and persuade specifically.(Monippally, 2010)argue that this type of writing is also used to document research findings. In fact, the purpose depends on the chosen topic; the way in which it is going to be developed as well as the target audience. Also, it may include analyzing, revising and evaluating a subject under study.

1.3.2.4 Clarity

Academic writing needs to be clear enough for the readers to help them get the ideas easily. (Murray, 2008)explain how clarity is essential in writing essays and how it makes them

readable. According to them, achieving clarity is to write clear, short sentences, relevant, and not ambiguous.

Moreover, (Starkey, 2004) suggested how the writer can clarify his/her writing as follows:

- Eliminate Ambiguity: Ambiguity means having two or more possible meanings.

Ambiguous language can either be words and phrases that have more than one meaning, or word order that conveys a meaning different from the one intended by the writer.

- Modifiers add precision: Clarity in any piece of writing also involves the thoughtful use of modifiers, which make the idea clear and add meaning and originality.

- Powerful, Precise Adjectives and Adverbs: One way to accomplish clarity is to use powerful, precise adjectives and adverbs.

- Be Concise: The writer will not score points with his reader by using five sentences that express an idea that could have been stated in one. Wordiness is boring, and it takes up valuable time and space.

1.3.2.5 Word Choice

Since academic writing aims to address a specific audience in an academic setting, language needs to be used carefully in order to successfully convey the message. (Shannon, 2011) notes: “Authors should always aim for the most precise language possible in writing. In academic and scholarly writing, that principle is even more important”. Correct use of words ensures the understanding of the written work and is the best way to convey the ideas accurately.

1.3.2.6 Cohesion and Coherence

Cohesion and coherence are important elements in any kind of writing. They are particularly crucial in academic writing, where success or failure may depend on how clearly the learner has managed to communicate his ideas to the reader. Cohesion is the grammatical and lexical linking

within a text or sentence that holds a text together and gives it meaning. However, coherence is a quality of a piece of text that makes it meaningful in the minds of the reader. As (Murray, 2008)said, “coherencies perhaps the single most important element in any kind of writing”.

1.3.2.7 Use of Evidence

Evidence is another feature that distinguishes academic writing from other forms of writing. Writers need to support their claims and arguments through relevant strong evidence which comes in a form of facts, statistics, empirical research findings and expert opinions as well (Ng, 2003) . Consequently, ideas and paragraphs need to be connected so that arguments flow smoothly with the appropriate tone.

1.2.3 Techniques Used to Improve Academic Writing

1.3.3.1 Using Pictures Technique

Teaching the academic writing via using pictures is a technique in which students observe a given material, after that they will need common language forms and vocabulary in order to discuss and interpret the visual object into graphic symbols. Furthermore, a picture can be used for a variety of tasks. At the end, picture use, inside classroom, arouses students' concentration and establish actuality (Raimes, 1994).

1.3.3.2 Using Reading technique

Reading is a useful technique in raising students' cultural awareness as well as new vocabulary, new ideas, and other benefits.

Students can realize this awareness either by imitating the writers’ ways of choosing particular grammatical and logical features, or developing a text of their own by summarizing, completing, speculating, or reacting. Lastly, this technique can solve students' problems of writing if it is repeatedly utilized by the teacher (Raimes, 1994) .

1.2.4 Factors that prevent EFL students from writing correctly

Students' academic writing is influenced by various factors interfering to inhibit writing proficiency. In this study three main factors are going to be studied;

1.3.4.1 Lack of motivation to write

Motivation inside classroom has been regarded as an important factor to achieve success; it helps students reach the objectives they desire in whatever situations they study (Harmer, 2006) . That is to say, motivation inside classroom is an important factor to achieve success. According to (Boscolo, 2008), "There are two questions that language skill teachers frequently pose to writing. First, why are students so often not motivated to write? Second, how can their motivation to write increase?"

(Harmer, 2006)answered by considering many obstacles that reduce the students' motivation to accomplish specific writing level through: fear of failure is the first obstacle which makes students thinks that they are unable to achieve certain goals in a given context of skill or performance. The former obstacle is accomplished with fear of rejection which means that students think that their writing achievements will be rejected, because of the mistakes they made. Accordingly, teachers should help students to write by making writing enjoyable and letting them express their ideas and feelings without restrictions as it is declared by (Byrne, 1991)who states that learners appreciate writing, if only they feel more at comfort and easy going atmosphere.

1.3.4.2 Influence of first language on writing in English

According to (Freidlander, 1997), "writers do any of their work in their first language". (p.109). In other words, students may incorrectly transfer the structures specific to their first language writing, which affects their L2 writing.

(Blanchard, 2004)added that:

It is like driving a car, if you have ever driven in another country, you know that some of the rules of the road may be different. Just as the rules of driving differ from country to another (p. 1).

This means, writing strategies vary from one language to another which makes it difficult to be experienced by anyone. Writing is a difficult and complex skill to acquire.

1.3.4.3 Lack of reading

According to (Byrne, 1991) , reading is more important than writing, but the two skills are interrelated; there is a great relationship between them. Good writers are always good readers, and finally better readers have a tendency to compose a desirable piece of writing (Eisterhold, 1997).

As mentioned above, there are many factors that may prevent EFL learners from writing accurately. These factors can be summarized into: lack of reading; a lot of students are not interested in reading activities, lack of motivation; students cannot be bothered to write, and the influence of the first language; students think in the L1 and then translate in their second language. So, writing is a very important skill that should be developed and improved by reducing the factors mentioned before.

1.2.5 The Relationship between Academic Writing and Extensive Reading

Despite that reading is a receptive skill and writing is a productive one, they seem as two completed activities. Additionally, writing and reading are two of the most essential academic skills which have a very close relationship.(Williams J. D., 2003)supportedthe previous idea by claiming that “good writers usually are good readers and good readers are good writers”.

(Krashen, 1982)reveals that voluntary pleasurable reading contributes to the development of writing ability more than frequent writing does, and practicing writing leads to improvement of writing. In addition, good writers tend to plan, draft and revise more than poor writers. Further, he applies his theory of comprehensible input to the learning of writing. Therefore,

writing is acquired rather than learned, by exposure to reading. Hence, reading develops the students writing competence, the underlying knowledge of the written language, but it cannot improve the writing performance, the ability to put the acquired knowledge into practice. In order to develop the performance practicing writing is needed.

(Menzo, 1995)also describe the relationships between writing and reading as an interrelated skill, and they describe it as “Two-way relationship between reading writing”, and they are presented in the following table:

Reading to write	Writing to read
<ul style="list-style-type: none"> • Reading increases the knowledge individuals have to write about, • Reading instills knowledge of linguistic pattern and form, • Reading builds vocabulary and familiarity with writer craft. 	<ul style="list-style-type: none"> • Understanding of subjects, making subsequent reading easier, • Writing helps one to read like a writer, hence, speaking insights into writer mechanism and enhancing comprehension, • Revision in writing or making changes at various point in the process, involves many of the same high order thinking strategies involves in critical reading.

Table 1 : Reading and Writing Connection. (Menzo, 1995)

In general, it is apparent that reading and writing are interrelated in terms of processes, and the tight impact which reading has on writing. Moreover, drawing on the fact that reading is a contributing factor in developing students' writing ability, this can also imply that reading may inhibit writing ability if not practiced often. Furthermore, reading is encouraged to be integrated when teaching writing, without neglecting the effective instruction from the part of the teacher.

Conclusion

From what has been previously mentioned, we come to conclude that the mastery of writing is a complex task that needs a lot of effort. Thus, both learners and teachers need the necessary information that makes the teaching/learning of the writing skill easier and important. Throughout this chapter, we have seen the general overview, significance, process and types of writing skill. We have discussed the basic features of academic writing. Also, we mentioned the types of AW. Therefore, we have stated two techniques used to improve academic writing. Then, we have emphasized on factors that prevent EFL students from writing correctly. Moreover, we have uncovered the relationship between academic writing and extensive reading. The next chapter will deal with extensive reading.

Chapter Two:

Extensive reading

Introduction

Reading is a very important skill; it allows us to develop and expand our knowledge. In addition, reading is one of the outstanding skills that allow language users to gain language proficiency. Thus, it plays a large role in ameliorating the other language skills such as writing. This chapter is divided into two parts. In the first part it is attempted to introduce the term “reading” by providing different definitions, process and product, models and types. The second part is devoted to extensive reading in which it is given various definitions of ER then, we state its principles, benefits, strategies and importance.

2.1 What is Reading

In general terms, reading ability can be defined as the act of interpreting graphic symbols. Many linguists are convinced that it is a cognitive process which involves strategies. (WILLIAMS, 1984)describes reading as the mechanism by which one sees what was written and understands it . He states that "understands" is the main word in this definition; since understanding or comprehension is the central point in reading. This does not mean that comprehension during the act of reading is a method of “everything or nothing”; the reader has to pick only the portion he is concerned with in order to get sense. Williams (ibid) compares the cognitive reading process to the meta-cognitive act of understanding or comprehension.

Reading is perceived as an interactive process between the reader and the writer in which the former must understand and then decipher the meaning of the text. Moreover, it is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable him to construct meaning before, during and after reading.(Goodman, 1973)notes in this

regard that the learner interacts with a message encoded by the author. He concentrates his overall prior knowledge and ideas, as well as the language skills that he has acquired.

2.2 Process and Product of Reading

It is important to make a distinction between the process of reading, and the result of that process: the product.

2.2.1 Process of Reading

(Alderson, 2000) affirms the process is what we mean by reading proper the interaction between a reader and a text. According to him, several operations may occur during this cognitive task, including looking at the document, decoding the symbols, recognizing the words and determining what their meaning might be and how they relate to each other, as well as how they relate to the context in which they occur. (Alderson, 2000) adds also that the process of reading is silent, internal and private, and at the same time is dynamic, variable and different not only for the same reader on different texts at different times, but also for different readers, on different texts at different times and with different purposes.

2.2.2 Product of Reading

The reading result refers to the interpretation, or comprehension obtained by the reader from the text. In other words, it is the product of the cycle of reading. (Alderson, 2000) states that various readers may acquire some of the different understanding of what a text means because first, the text does not have a predetermined meaning waiting to be discovered by a powerful reader. Second, the outcomes of the readers contact with a text will be highly affected by the different schemes and experiences that readers may have. In another way, the understanding is affected by what the reader brings to the text. As a consequence, the products of reading will necessarily differ.

2.3 Models of Reading

Views about the nature of the reading process with regard to the text- variables like vocabulary, syntax and rhetorical structure, as well as, reader-based variables like cognitive development, background knowledge and purpose from reading resulted in three models: bottom-up model, top-down model, and interactive model to reading.

2.3.1 The Bottom-up Model

According to this model, as (Carrell P. L., 1988) clarify, reading is seen as a decoding phase in which the reader first recognizes the letters on the page; i.e. deciphering the smallest linguistic units, then the syntactic features of the sentences, and thus identifying the different cohesive ties next to their functions across sentences. From this sequential decoding of the text, the reader's goal is to identify the textual meaning and attain a reasonable understanding from the piece of the written discourse.

So, within the bottom-up model, reading is referred to as the ability to decode written words, which includes essentially the mechanics of reading such as visual processing, eye movements, letter shape, and perception of meaning through preliminary units and relationships between sentences.

2.3.2 The Top-down Model

In top-down model, the previous experience of the learner is enabled, which is capable of improving language learning for the learner and facilitating reading comprehension. (Carrell P. L., 1988) argues that a lack of content schemata activation would lead to insurmountable processing difficulties with second language readers. (Grabe W. &, 2002) also argue that a high level of background knowledge would overcome linguistic deficiency. Thus, the reader is no

longer seen as a passive participant who is heavily dependent on the linguistic information provided on the page but instead as someone who is actively engaged in reading.

The top-down model suppose that the reader begins by predicting the meaning relying on his/her background knowledge and experience (the top) and moves down to the text to confirm his/her predictions.

2.3.3 The Interactive Model

Interactive model to reading is another perspective on reading. According to (Grabe W. , 1991), the term interactive model can refer to two different conceptions:

First, the term ‘interactive model’ refers to the general interaction which takes place between the reader and the text. The reader constructs the text information partly based on the knowledge from the text and partly based on the previous knowledge available to them (Barnette, 1989), (Carrell P. L., 1983).

Second, the term ‘interactive model’ refers to the involvement of multiple component skills theoretically in simultaneous operation; the interaction of the cognitive skills leads to fluent reading comprehension.

According to this model, the bottom- up and top-down models can work together interactively as parts of the reading process. The reader can make use of the textual clues on the page as he can rely on his pre-existing linguistic knowledge, otherwise known as schemata. Hence, reading in this model, as explained by (Alderson, 2000) , means that the reader is able to “synthesize a final hypothesis from the text from multiple knowledge sources interacting continuously and simultaneously.”

2.4 Types of Reading

Reading types are the different which the reader adapts during the reader practice. They are characterized according to the speed and concentration that, in effect, are determined by the purpose of the individual when approaching a piece of writing (Davies, 1995) . Broadly speaking, four reading styles are delineated in the literature: skimming, scanning, intensive and extensive reading.

2.4.1 Skimming

To get the gist of a range, skimming is a fast-selective read. The reader is concerned here with figuring out what the text is about; for this reason, he quickly shifts his eyes across the page choosing only a few parts to read(Grellet, 1981) . The above are the beginnings and the endings of passages where the key points are generally summarized (Baudoin, 1997).

2.4.2 Scanning

Scanning is a quick unfocused reading where the reader looks for a specific detail such as a name, a date, a number ...etc. (Wallace, 1980). (Baudoin, 1997), (op.cit. 22) advice to follow some steps when scanning a text for a specific bit of information:

- the reader limits the targeted datum clearly, before starting looking for it
- he uses an appropriate source
- he lets his eyes run over the print skipping all unnecessary words
- he stops only at the information needed and picks it up without going beyond.

2.4.3 Intensive Reading

Intensive reading is concentrated and less relaxed. It concerns shorter texts and aims at attaining learning goals (Harmer J. , 2001). This means that attention is applied to the material and its contents in order to achieve detailed understanding and meet the predetermined study goals.

The fourth type is extensive reading that is the focus of this chapter.

2.5 Extensive Reading

There is a great deal of evidence found that extensive reading has a powerful impact on language learning. The definition of extensive reading has been presented in many ways over the past years. According to one definition, Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language (Bamford, 2004). Extensive reading is also defined as “the reading of large amounts of material in the second language over time for pleasure or interest, and without the addition of productive tasks” (Hafiz, 1990). This means that students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they read, for example to take a book or newspaper and enjoy with no interruptions for questions as assessments; just read for pleasure.

Extensive reading is a slow careful reading of long choices such as books or novels for global understanding (Davies, 1995) . It is performed for entertainment in a comfortable way. It is very helpful in promoting the reader’s vocabulary stock, automatic wordidentification and knowledge of the language and world in general (Harmer J. , 1991).(Nuttall, 1996)suggests that, the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it (as cited in (Lien, 2010) . (Lien, 2010)also mentions that many scholars have discussed about the benefits of implementing extensive reading in second language learning.

While scholars give different definitions to ER, the main idea behind their opinions is that students read for pleasure in large quantities from a wide variety of self-selected interesting, pleasurable and challenging materials.

2.6 Basic Principles of Extensive Reading

There are ten characteristics or principles of extensive reading as an approach or a language teaching/learning procedure that have been identified as key factors in effective extensive reading programs (Bamford, 1997) .

2.6.1 Students Choose the Easy Material

It is considered as the basic principle. Students tend to use easy content as it allows them to improve with their reading rather than challenging one; where they are faced with new words and may avoid reading.

(Hitosugi, 2004) mention that text becomes easier to read when the learners do not find more than one or two unfamiliar words on a page. These kinds of materials are well within the learners' reading comfort zone. Moreover, reading easy materials helps the learners to read. Learners realize that they are able to read foreign language materials. So, when they read more books, they can notice themselves as becoming a reader in the target language (Hitosugi, 2004) .

2.6.2 A Variety of Different Materials

Variety means students are able to read what they want based on their needs and desires. They can also handle different types of materials. Additionally, their motives (e.g. reading for fun, information...) and forms (e.g. skimming, scanning ...) vary from student to student.

Having a variety in materials allows students to find their desired material that they want to read. (Hitosugi, 2004) suggest that "different kinds of reading material also encourage a flexible approach to reading. Students learn to read in different ways (e.g., skimming, scanning, and more careful reading) and for different reasons (e.g., entertainment, information, passing the time)".

A successful ER highly depends on attracting students to read. (Day R. &, 2002) say that there should be some diversity in materials available in the library so that students can choose what they want to read. The range of materials should contain books, magazines, newspapers, fiction, non-fiction, text that inform, text that entertain, general, specialized, light, serious.

2.6.3 The Self-Selection of Material

The basic of extensive reading is the own selection of reading materials. For this reason, students feel pleasure also they are free to stop reading when the material is not interest or it is too difficult.

Self-selection enables students to be in a different role from that in a traditional classroom where reading materials are chosen by the teachers. The students find this method of ER really enjoyable as it gives them the opportunity to choose their own material (Tomkova, 2008) .

(Day R. &, 2002) state that having freedom to choose means the students can pick texts they expect to understand, learn and enjoy from. They further added that learners are free or more likely encouraged to stop reading any material which they find difficult or is not suitable to their taste.

2.6.4 Reading a Large Quantity of Material

The focus of extensive reading is reading a lot of materials. The more students read, the more they can benefit. (Day R. &, 2002) assert that the benefits of extensive reading get from reading one book per week. Also, (Hitosugi, 2004) affirm that the benefit of ER in language learning comes from the quantity of reading. The more one reads, the greater the benefits become.

2.6.5 Faster Reading rather than Slower

In extensive reading learners read material that they can easily understand, as a result they begin to read faster. As time passes, learners become fluent readers (Hitosugi, 2004) suggest that

students should not use dictionaries as it interrupts the reading process. It makes fluent reading impossible to achieve.

Since ER discourages learners from using dictionaries when they come across any unknown words, it gives the students the opportunity to practice strategies as guessing or ignoring unknown words or passages and to go for understanding the general meaning. This also makes students comfortable with a certain level of ambiguity (Day R. &, 2002).

Reading books that can easily understand and do not rely on dictionaries assist students to become fluent readers. If students face difficult words, they try to guess their meaning from the context.

2.6.6 The Aims of Extensive Reading

According to (Day R. &, 2002) in terms of an ER approach the reading outcomes focus shifts away from comprehension achieved or knowledge gained to reader's personal experience. They also stated that a learner's goal in ER is to have sufficient understanding to fulfill reading purpose like gathering information, enjoyment of a story or passing of time. This separates extensive reading from traditional classroom purposes.

All in all, to enjoy reading, to gain information and to arrive at overall meaning are the aims of students who read extensively.

2.6.7 Students Read Individually and Silently

Extensive reading means learners read at their own speed. students can do it in their own pace when and where they choose or it can be done inside the classroom when part or all of a class period is set aside for silent and self-selected reading. This allows the students to read silently (Day R. &, 2002). So, since learners select what they want to read, they read individually and silently inside classes. In their own times, they can also read outside.

2.6.8 Students Read in the Sense of Reading

(Hitosugi, 2004) mentions that the goal for learners is to experience reading of which they are not required to demonstrate their understanding by answering comprehension questions. However, the teacher might need to ask the students to complete follow-up activities after reading for several reasons. The reasons are: to find out students understanding and experience from reading; to keep track of what students read; to monitor the student's attitude towards reading; and to link reading with other aspects of the curriculum. (Hitosugi, 2004).

In another words, students do not read in order to answer some comprehension questions; however, teachers sometimes investigate what students understood from reading, recognize what is the students' opinions about reading also relate what they read with a point in the syllabus.

2.6.9 Teacher as a Guide

The role of the teacher is to guide students by giving them more explanation about (ER), explaining the reason why they read extensively and providing the way they follow during their reading. To know the quality and the quantity of what students read is the responsibility of the teacher as well.

The student needs to be carefully instructed about ER and its benefits. Teachers can explain to the students that reading extensively not only leads to gain in reading proficiency but it also brings overall gains in language learning (Day R. &, 2002). The students will gain vocabulary knowledge, reading, writing, and oral fluency (Hitosugi, 2004).

2.6.10 Teacher as a Model

Example is the significant strategy. If both the teacher and the student red the same material, this strategy is encouraged students to read because on one hand they consider **teacher** as a model and the other hand they do not find any difficulty. Furthermore, the teacher can recommend reading material and become as informal reading community (Bamford, 2004) .

Based on the above characteristics, it is clear that ER can be an effective approach to encourage the students to learn the target language.

2.7 The benefits of extensive reading

Extensive reading is an activity that can be carried out by the learner on his own outside the classroom, it plays an important role in foreign language learning.

Extensive reading is seen as a beneficial means for enhancing the skills of reading comprehension, reading speed, and word meaning guessing (Bamford, 1997) . Another benefit of free reading is that it allows learners to develop a deep interaction with the material (Day R. &., 2002), which can increase their confidence in their ability to individually read and comprehend(Hopkins, 1997) .

(Nation, 1997)mentions three simple reasons that make ER an effective way of learning. First, in extensive reading, learners read according to their will, reading takes place without the support of the teacher, they read independently and they pick the material at their own level. Second, since they choose what to read on their own, without any kind of imposition, their motivation for reading will increase gradually. Third, ER offers a great deal of opportunities for language learning to occur out of school. This makes ER appropriate for learners who have limited target language input outside of the class.

Although, it is stated above that ER occurs out of school, in some cases the effects of in-school free reading were also measured. According to (Hafiz, 1990), the learners who participated in a sustained silent reading program made better progress compared to the ones who were in a traditional program.(Elley, 1991)posits that free voluntary reading had a profound effect on second language learners.

2.8 Strategies of Extensive Reading

The selection of appropriate and interesting texts seems to be crucial for the success of extensive reading because “It increases motivation, which is a significant factor in the development of reading speed and fluency” (Williams R. , 1986) . Supporting this view, (Brumfit, 1986)mentions the general criteria of texts’ selection: “Linguistic level, cultural level, length, pedagogical role, genre representation, and classic states”. Choosing a material for ER involves also: Looking through various titles, scanning through books, and, skimming over a few pages to check to see if it is accessible and likely to be interesting to read. In accepting or rejecting reading material, students develop internal judgment criteria that they use to assess language input. (Gilner, 2010) .

In an extensive reading approach, the students’ main task is reading. Writing summaries is available not only to provide a means for teachers to check but also to improve comprehension (Smith, 1988). In addition, this practice helps students to improve their writing ability (Robb, 1989) . Another task can be adopted for ER is the Standard exercise, a set of open-ended questions that can be designed to suit most books available to students in a course (Scott, 1984). The teacher’s role in the ER procedure is to encourage and help students with their reading during or after class time and by checking and commenting on written summaries that students do of their reading. These summaries give students the opportunity to demonstrate their ability in reading and allow teachers to determine if students understand their books at an acceptable level. If not, the teacher’s task is to guide them to books that are more appropriate.

To sum up, a teacher should be careful while choosing activities for an ER procedure. He has to avoid boring activities that require from students to remember things from their reading or that test them through comprehension questions. In contrast, a teacher should focus on ER activities

that allow students to respond on a personal level to their books which encourage them to read and allow them to enjoy what they have read.

2.9 The importance of extensive reading

Extensive reading plays a major role in the development of language proficiency. It has a positive effect on vocabulary, reading, writing improvement and development of knowledge which contributes to comprehension., (HILL, 1995)emphasize that students may make better progress in reading comprehension and vocabulary development through ER than in traditional instructional reading, if they are encouraged to read whatever they want in “self-selected reading”.In addition,(Day R. R., 1998), claim that “students who engage in extensive reading increase their reading speed, comprehension, vocabulary knowledge, motivation and positive reading attitudes”. Furthermore(Nation, 1997)claims that over the years, numerous studies have reported that extensive reading plays an important role on language learners in a variety of ways. These studies claim that prolific readers noticeably improve their reading proficiency, reading habits, reading fluency, and vocabulary retention, as well as writing and spelling.

Moreover, (Bamford, 2004)state that “students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening, speaking abilities and their vocabularies will get richer”.They also raise the motivational aspects of ER, seeing how necessary it is to build positive attitudes towards the foreign language and increase the desire to learn that language.

By and large, extensive reading is important within writing tasks, it gives learners tools to make reading more meaningful; and through writing to enhance their overall language skills.

Conclusion

In this theoretical chapter, we have given an overview of extensive reading and it is divided into two sections. The first section is meant to define the reading skill relying on various

scholars' views. Then, we moved to the nature of reading, including the process and product of reading. Also, we tried to identify types and models of reading. In the second section, we tried to collect some definitions of extensive reading. In addition, we tried to shed light on the basic principles of extensive reading. Then, we moved to its benefits and strategies. At last, we have shown the importance of Extensive reading.

Chapter Three:

Field work

Introduction

The previous chapters presented an overview of academic writing and the importance of using extensive reading as a solution to overcome learners' writing difficulties. The third chapter is devoted to the analysis of the students' questionnaire and the teachers' interview. The aim of these tools is to understand how students perceive Academic Writing and how they perceive benefits of extensive reading in improving one's Academic Writing. The method that is selected to conduct this research is the descriptive method. In this chapter, we will discuss the results of the students' questionnaire and teachers' interview in order to check the validity of the research hypothesis.

3.1 Students' Questionnaire and teachers' Interview

3.1.1 Administration of the Questionnaire

The questionnaire was given to fifty Master 1 students chosen at random from the Department of English at Mohammed Khider University. The conducted questionnaire answers a question shared by almost all Master 1 candidates; the majority of them face the same difficulties in Academic Writing in that they attempt to improve it through the reading skill in general and through extensive reading in particular.

3.1.2 Teachers' interview

Teachers' data collection process began by distributing 5 copies of the interview to non-randomly chosen teachers of academic writing. During each interview. Teachers' answers have been divided into two parts: general background information and teachers' attitudes towards the impact of extensive reading on improving Master one students' academic writing.

3.2 Description of the questionnaire

The questionnaire consists of fourteen (14) open-ended and multiple-choice questions divided into three sections as follow:

Section One: General Information (Q1-Q2):

It contains two questions and tries to obtain personal information about participants such as: gender, and whether studying for the Master degree was a personal choice or imposed.

Section Two: Academic Writing (Q3-Q6):

It is about describing academic writing. It aims at exploring how students deal with writing, the difficulties they face while writing.

Section three: Extensive Reading (Q7-Q14)

This part is about how extensive reading help to enhance your writing proficiency.

3.3 The Analysis of the Questionnaire

Section one: General information

Gender	Number	Percentage
Male	4	8%
Female	46	92%

Table 2 : Student's gender distribution

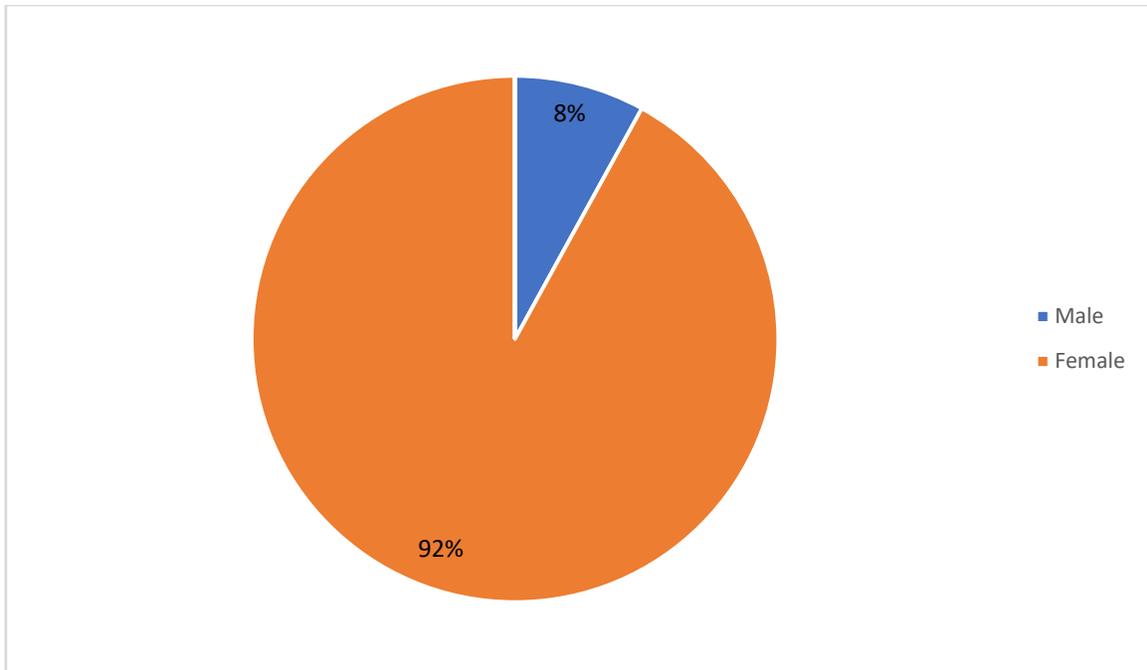


Figure 1 : Student’s gender distribution

Table (02) reveals that 46 out of 50 participants were females this is about (92%) which consolidates the females are more interested towards studying foreign languages and English in particular; for that, females are dominate on language teaching. Males in general tend to prefer scientific and technical branches. Therefore, we found only 4 males out of 50 with a percentage of (8%) prefer to study English.

Choosing to learn English in Master studies is:

Choice to learn English	Number	Percentage
Yourownchoice	46	92%
Imposed on you	4	8%

Table 3 : Student’s choice to learn English in Master studies.

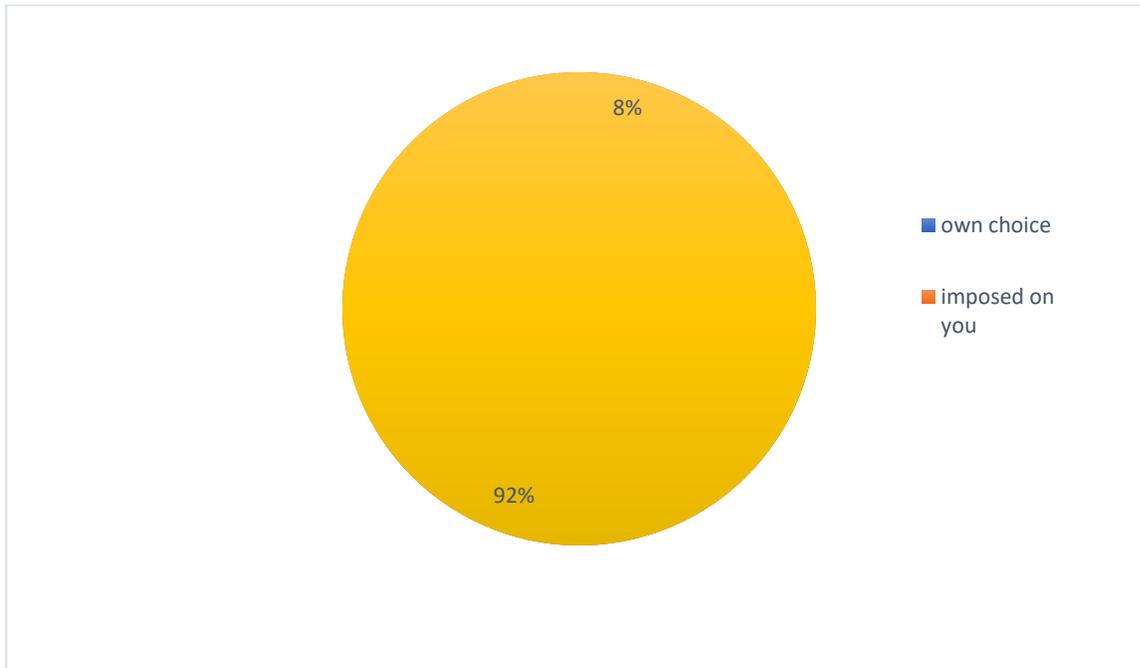


Figure 2 : Student's choice to learn English in Master studies

According to Table (03), it was notice that (92%) of the participants have chosen to study Master level as a free choice because they like the English language and they want to develop their level. While (8%) of students did not choose freely and were obliged to study Master level because of some reasons that can be parents' pressure as they see English more appropriate for their future or for some other various reasons.

Section two: Academic Writing

1- How do you define writing from your perspective?

From the analysis of this question, it is noticed that most of the participants define writing as the action of noting ideas, thoughts, information...etc.

2- Facing difficulties while writing

Difficulty in writing	Number	Percentage
Yes	20	40%
No	30	60%

Table 4 :Student’s difficulty in writing

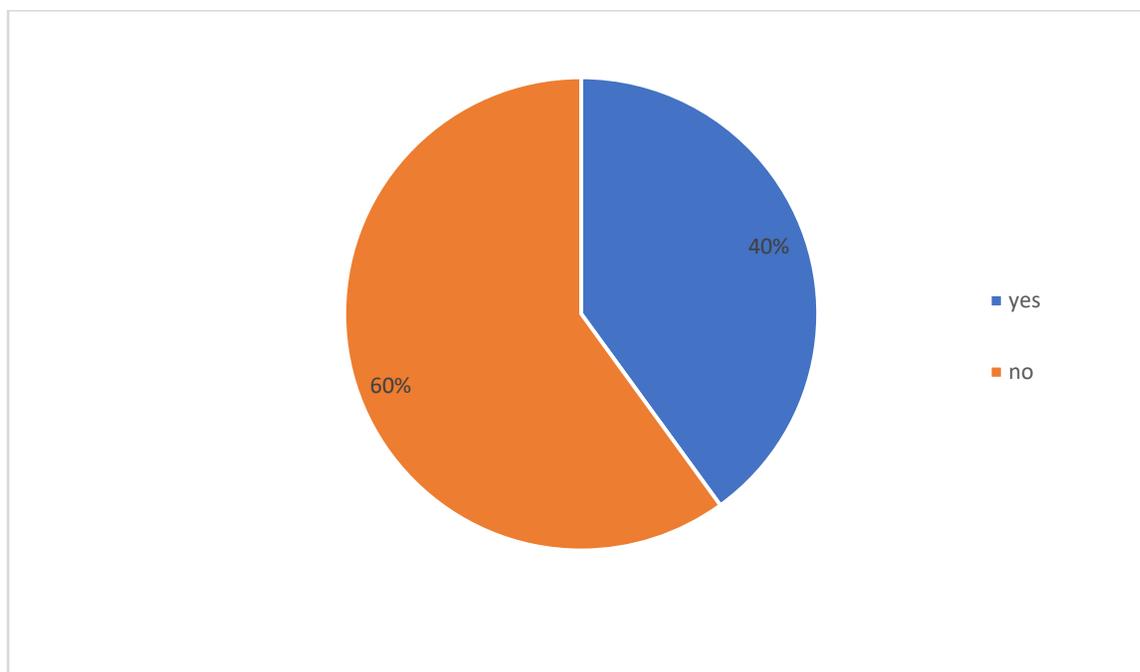


Figure 3 : Student’s difficulty in writing

Results in table (04) show that (40%) of participants face difficulties in writing. However, few students (60%) do not face these difficulties.

- If yes, what are they?

Most of participants face difficulties in trying to think in English and do not find the appropriate vocabulary while others see the difficulty in the structure of the sentence. Others find it in Grammar.

4- Factors that affects EFL academic writing

Factors	Number	Percentage
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a/Lack of reading	16	32%
b/Miss of vocabulary	8	16%
c/Lack of motivation to write	26	52%

Table 5: Factors that affects EFL academic writing

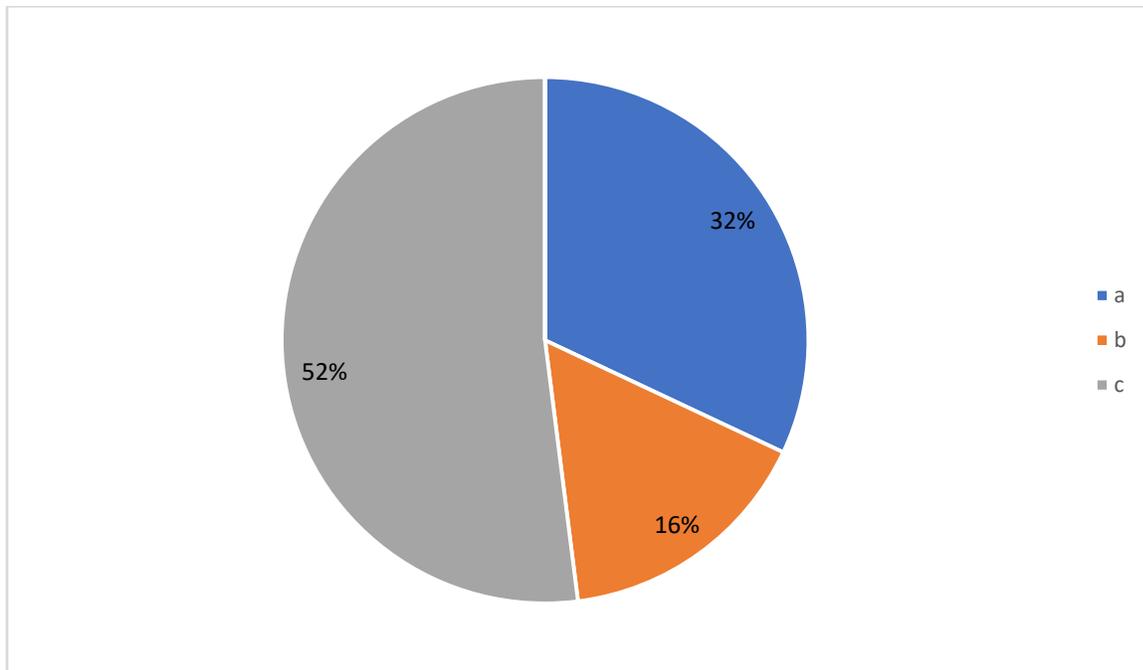


Figure 4 : Factors that affects EFL academic writing

Table (05) shows that the majority of students (52%) answered that lack of motivation affects academic writing. Then, Lack of reading comes with a percentage of (32%), miss of vocabulary (16%)

- What is the solution in your opinion?

Solution	Number	Percentage
a/Additional session	5	10%
b/Readings	45	90%

Table 6 : Student's proposed solutions

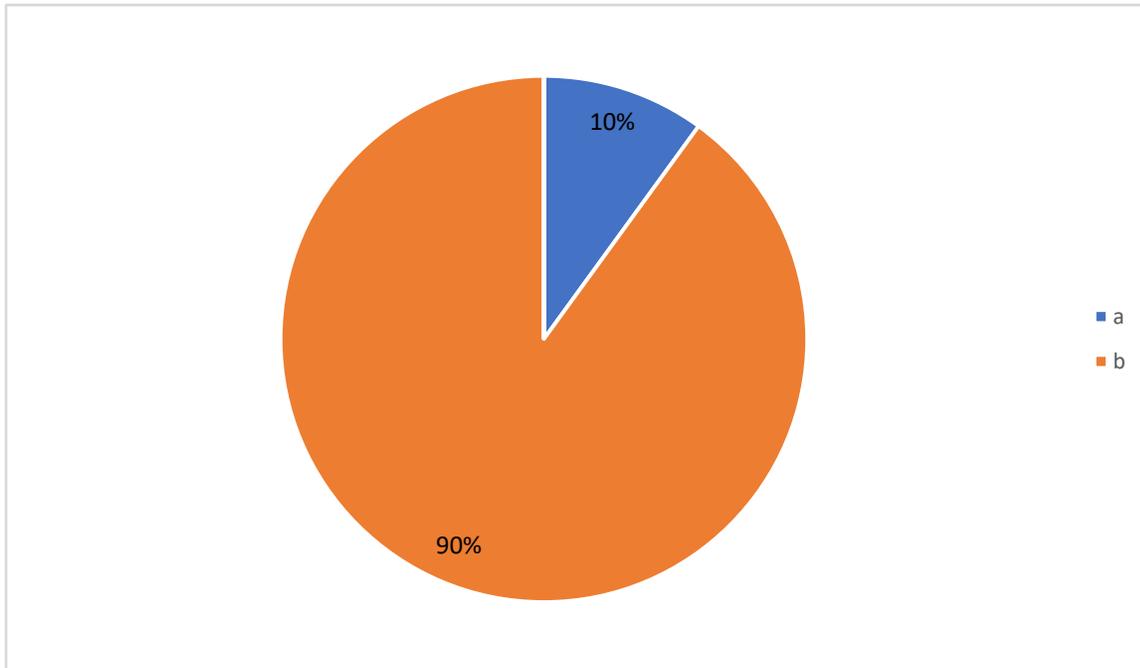


Figure 5 : Student's proposed solutions

According to table (06), only (10%) of the sample chose Additional Session as a solution. However, (90%) of students see Reading as the appropriate solution, may be the student are more comfortable far a way of the obligation of the teacher during the session or it could be that they like to read titles depending to their owns style.

- Do you use all stages of writing? (Pre writing,Drafting,Revising and editing)

Stages of writing	Number	Percentage
Yes	12	24%
No	38	76%

Table 7 : students' use of stages of writing

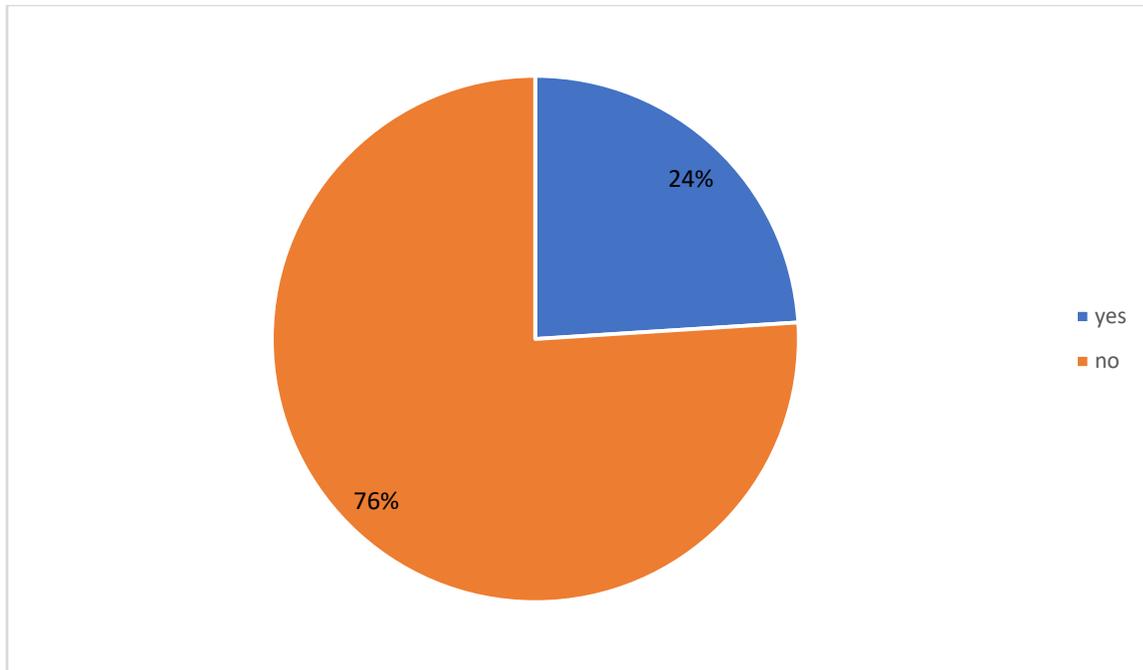


Figure 6 : students' use of stages of writing

Results in table (07) show that (76%) of participants do not use the stages of writing. However, few students (24%) use the stages. Students take into consideration many steps before writing which are: prewriting, drafting, revising, editing, publishing; in order to construct a relevant composition and creative expression. The reasons that make the students choose to use a formal writing process are :1/reduce anxiety and stress.2/increase quality.3/learn more.

- In your opinion, what is the most important component of academic writing?

most important component of academic writing	Number	Percentage
a/ Organization	11	22%
b/ Spelling	4	8%
c/ Punctuation	4	8%

d/ Grammar	16	32%
e/ Sentence structure	15	30%

Table 8 : Student’s opinion about the most important components of academic writing

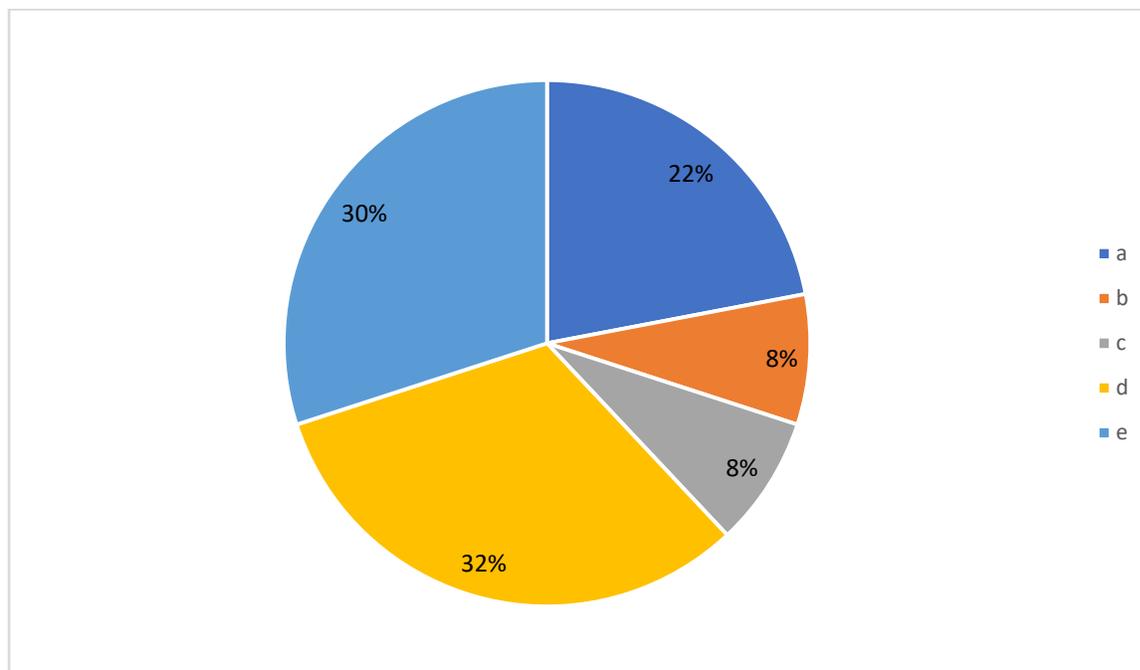


Figure 7 : Student’s opinion about the most important components of academic writing

According to the above table, (22%) of the respondents see that the important component is organization, (08%) opt for spelling, (08%) chose punctuation, (32%) select grammar and (30%) see sentence structure as the most important component. This probably because the majority of teachers while correcting the academic writing they focus in the first place on the sentence structure.

Level evaluation in academic writing	Number	Percentage
a/Good	6	7%
b/Weak	16	17%

c/Average	28	76 %
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Table 9 : Student's level in academic writing

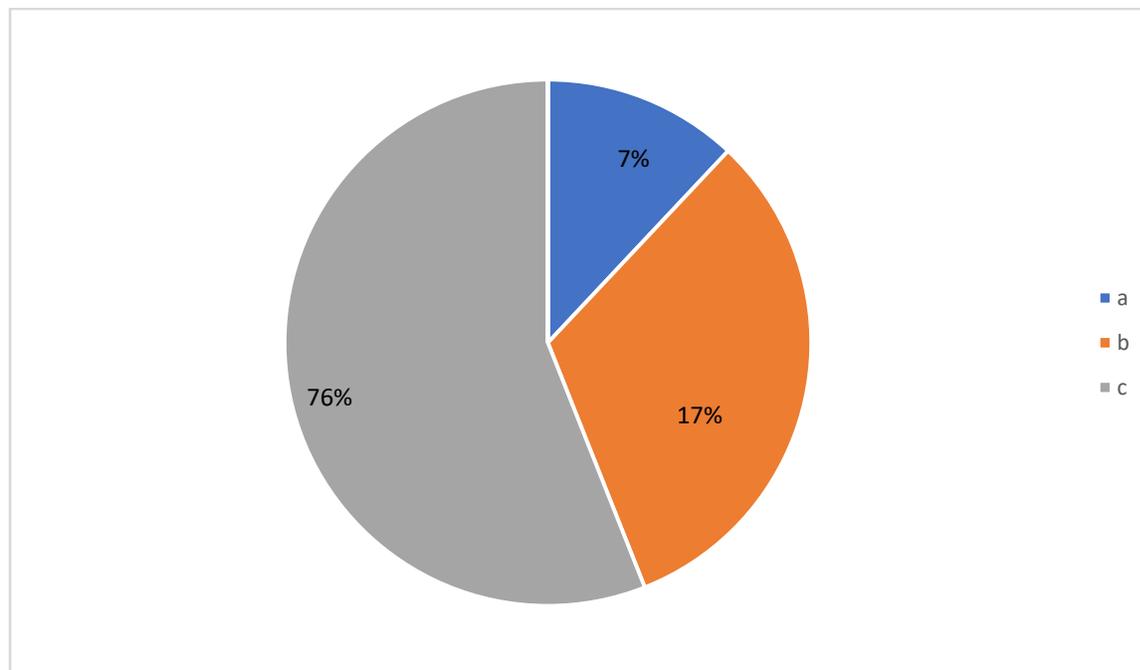


Figure 8 : Student's level in academic writing

It can be observed that the table (09) that (07%) from the whole population are sure to have a good level in Academic writing; however, the percentage is upper in average level which is (76%); then, the percentage is (17%) in weak level in Academic writing, this indicates that students are aware of their weakness in academic writing.

Section three:Extensive reading

Reading extensively	Number	Percentage
Yes	23	46%
No	27	54%

Table 10 : Reading extensively

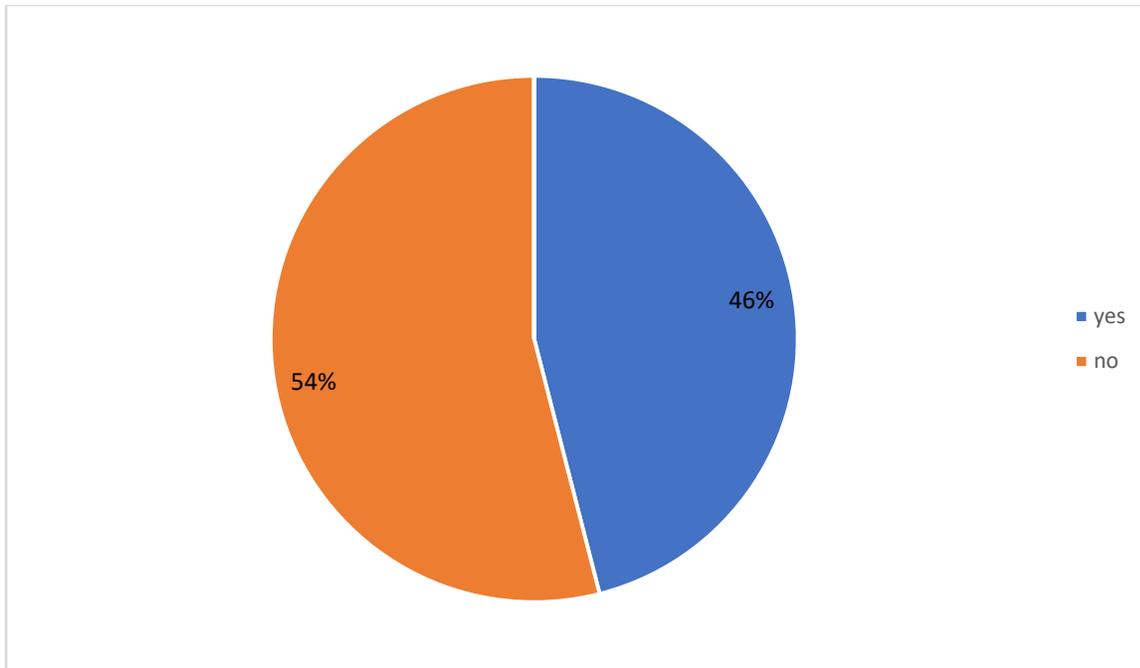


Figure 9 : Reading Extensively

Table (010) shows that the majority of asked students (46%) do read extensively, while (54%) from them do not read extensively.

- If yes, how often do you read?

How often do you red	Number	Percentage
Daily	7	14%
Weakly	36	72%
Monthly	7	14%

Table 11 : Student's frequency of reading

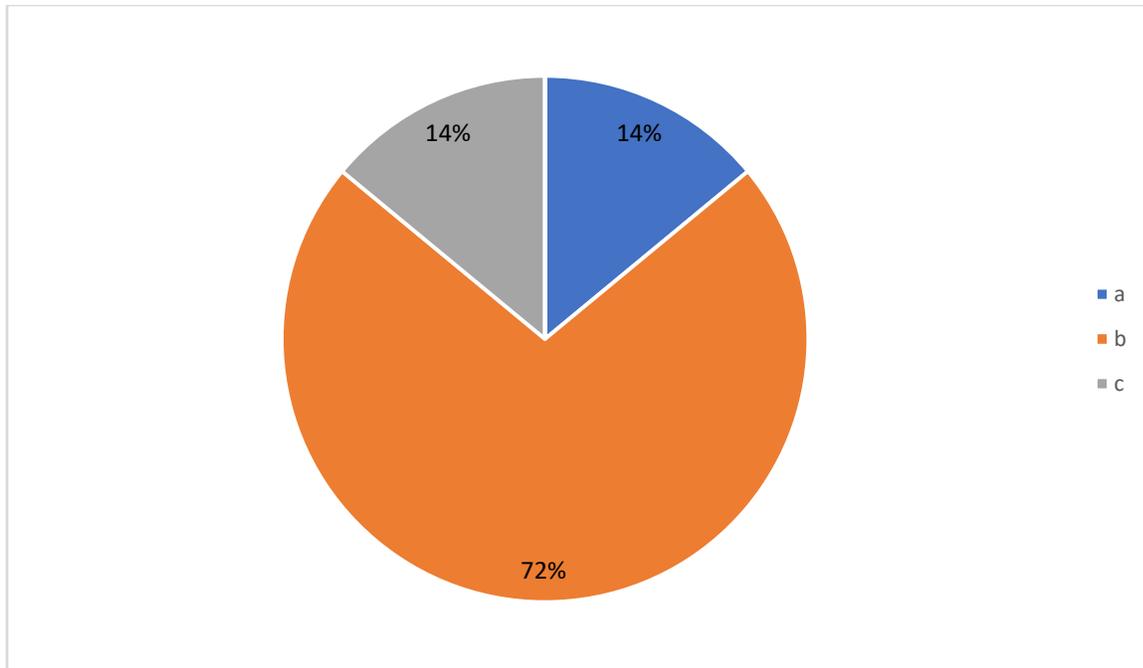


Figure 10 : Student's frequency of reading

According to the results obtained from table (11), (14%) of the respondents indicate that they read daily. In addition, a significant number of informants (72%) report that they spend reading weekly. Whereas, (14%) of students declared that they monthly practice reading.

- What kinds of materials do you enjoy reading?

Kinds of materials	Number	Percentage
Books	15	30%
Magazines	13	26%
Articles	15	30%
Other	7	14%

Table 12 : Student's materials enjoyment

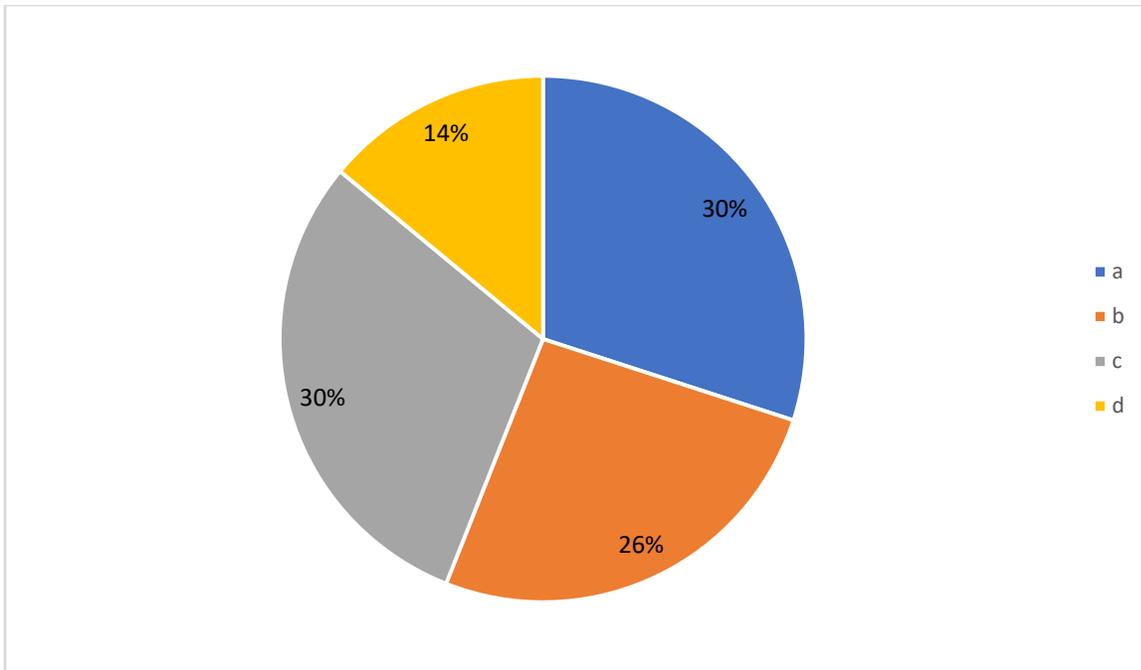


Figure 11 : Students' materials enjoyment

According to table (12), (30%) of our respondents enjoy reading books, (26%) opt for magazines, (30%) chose articles, while (14%) of students prefer to read other types of materials, which indicates here that there is a variety of reading materials among master students.

15. Do your teachers motivate you to read extensively?

Teacher's motivation to read extensively	Number	Percentage
Yes	45	90%
No	5	10%

Table 13 : Teachers' motivation to read extensively

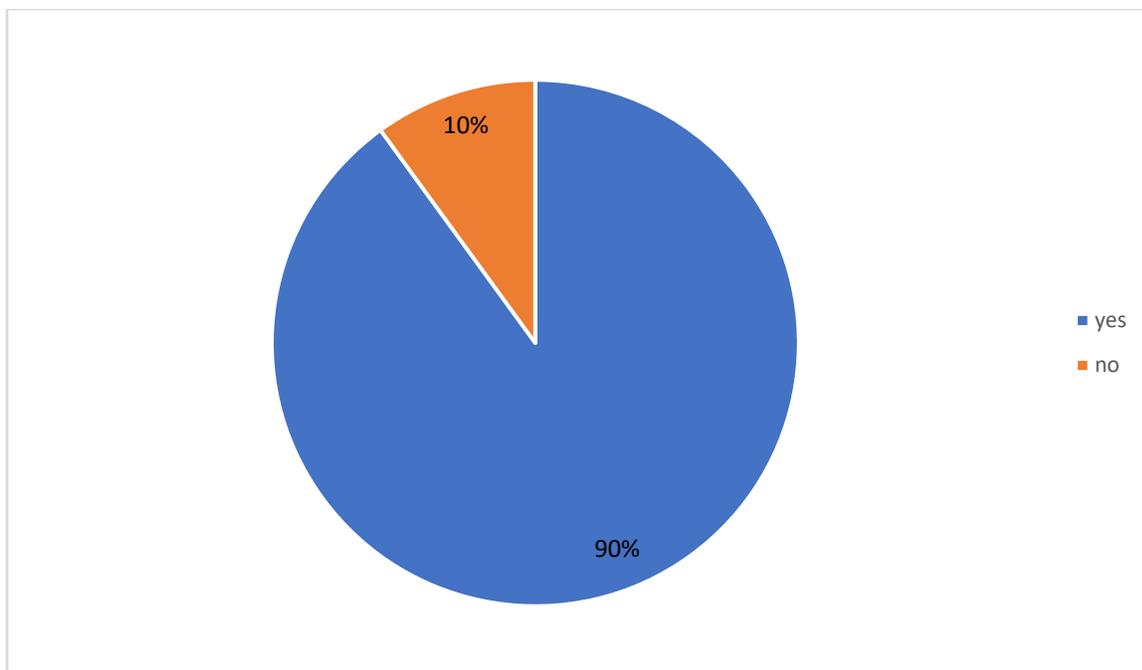


Figure 12 : Teacher's motivation to read extensively

Table (13) demonstrates that (90%) of students answered 'yes': they are motivated to read extensively in English. Whereas (10%) of participants are not motivated to read extensively.

15- If yes, how?

According to the result of this question, most of students see their teacher's motivation is by providing titles of books, sources, articles and novels to read outside the class which means that the great motivation source for students to read is their teachers since most of them depend highly on their teachers suggestion about what to read.

- Which type of dictionaries do you use?

Dictionaries' type using	Number	Percentage
Monolingual	13	26%
Bilingual	5	10%
Specialized	23	46%

Other	9	18%
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Table 14 : Dictionaries' type using

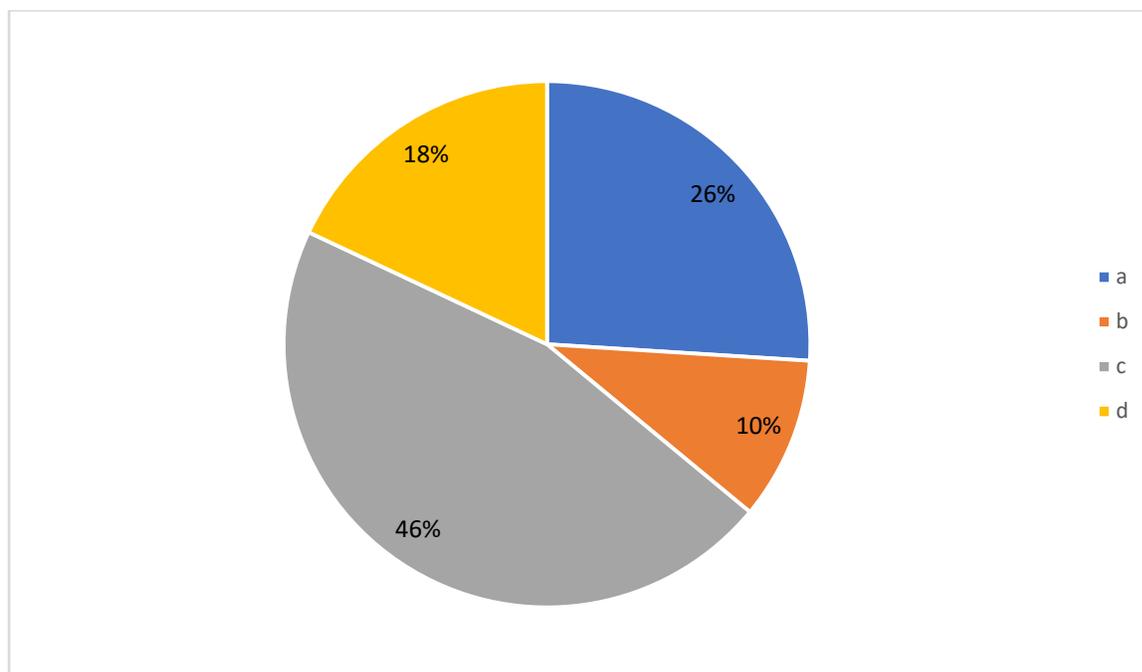


Figure 13 : dictionaries' types using

According to table (14), (46%) of respondents see that the appropriate use of dictionary is specialized dictionary, (26%) opt for Monolingual dictionary, (10%) chose Bilingual dictionary and (18%) use other type.

- Does extensive reading help you to enhance your academic writing?

Extensive reading helping	Number	Percentage
Yes	50	100 %
No	0	0 %

Table 15 : The enhancement of reading extensively

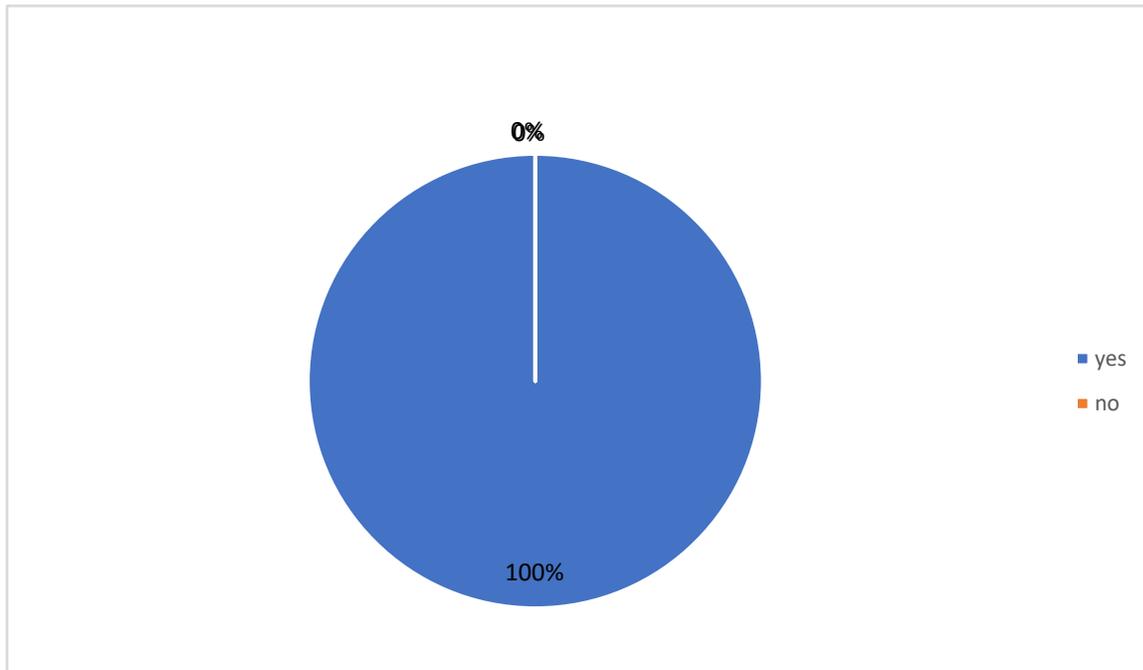


Figure 14 : The enhancement of reading extensively

Table (15) reveals that (100%) of the sample says that reading extensively improves their information.

- “Good readers are mainly good writers” Explain.

From the analysis of this quotation, the participants agree that the more you read the more you improve your level in writing and enrich your vocabulary. It may be explained that whatever they read sure they will learn new vocabulary and information which will be added to their language baggage and that will be reflected in their writing style and its value.

3.4 The Teachers’ Answer

Number of the interview	Educationaldegree	Teachingexperience
Teacher 01	Magister degree	08 years

Teacher 02	Doctoral degree	15 years
Teacher 03	Doctoral degree	15 years
Teacher 04	Magister degree	08 years
Teacher 05	Doctoral degree	12 years

Table 16 : Teachers' background information

According to the results, teachers' experience ranges between eight to fifteen years of teaching English. Moreover, most of the participants held a Doctoral degree while the other two held Magister degree.

Q3: What kind of activities do you use to teach academic writing?

Teacher 01

“Different activities are used either individually, in pairs or in groups”

Teacher 02

“Using authentic texts as models of good style, correct syntax, lexis as well as good coherence. (Connecting ideas appropriately using linking words and transitional signals)”

Teacher 03

“Focus on summarizing and synthesizing, using mainly the product approach and the genre approach”

Teacher 04

“Making students use formal / academic language including formal vocabulary and complex grammar structures. Using group work for students to interact, share ideas and correct one another (Peer assessment and peer feedback)”

Teacher 05

“Show students the pattern of organization then I give them an example and then out of these ideas, I ask students whether in pairs, individually or in groups on a particular topic, we discuss in class. Sometimes I give them free choice, they chose the topic. Sometimes I ask them to write essays at home”

Q4: What is the main role of the teacher in academic writing?

Teacher 01

“Teach students how to write academically, avoiding any informal utterances of course with a lot of practice”

Teacher 02

“It is to instruct the students how English writing should fit the academic purposes”

Teacher 03

“His / her main role is enable learners to know what academic rules he / she needs to consider and follow while writing”

Teacher 04

“To assure that students master all steps of writing (from the pre-writing stage till publishing stage). To assure that students master the form and structure of an essay (thesis statement, ...). Make students practice as much as possible by writing on diverse topics in order to vary vocabulary and style. Correcting students’ productions (as frequently as possible) and delivering appropriate feedback for the student to know his/her strengths and weaknesses. Raising students’ awareness about the necessity to use formal language and organizing well their ideas. Raising their self-confidence showing that making mistakes is a part of the learning process and telling them that the more they make mistakes, the more they learn”

Teacher 05

“Teacher as monitor first; I monitor and students work. I even stimulate students to write about certain topics, I evaluate, I guide as well and I assess their whole production”

Q5: What are the difficulties that you face while teaching academic writing?

Teacher 01

“Teaching crowded classes prevents the teacher from individual tutoring. Thus, we tend to rely on peer evaluation to cope with the situation”

Teacher 02

“The level of students in writing, they do not read enough English texts that enable them avoid the spelling and grammar mistakes”

Teacher 03

“I think the main problem is that: students are poor in writing; students are not motivated to write”

Teacher 04

“Difficulty to motivate all students to write (it can be a boring task for some students) Difficulty to find topics that fit all students’ likes and interest. Difficulty to make students practice in class because of time and large number. Difficulty to correct all papers because of the large number. Difficulty to deliver feedback for all the class. Not enough time to practice reading in class Difficulty to make students follow correctly all the stages of writing (many students do not revise and proofread)”

Teacher 05

“I face difficulties with students who have poor linguistic level, sometimes I ask students to write an advanced essay and I found that many of them are struggling with word choice, sentence structure, vocabulary, grammar, so instead of focusing on the content I focus on the form”

Q6: When assessing your students, do you focus more on form, content or language and style?

Teacher 01

“I personally focus on all of them because all of them guarantee effective academic writing”

Teacher 02

“All of them should be considered”

Teacher 03

“All of them are crucial”

Teacher 04

“Actually, I focus on all of them because they are all part of academic writing”

Teacher 05

“All of them should be focused”

Q7: What are the common problems that Master one’s students face in their written production?

Teacher 01

“Grammar, punctuation, the mastery of some cognitive skills such as summarizing, paraphrasing...”

Teacher 02

“In addition to grammar and spelling, students do not know how cohesions and coherence should be elaborated in a written text”

Teacher 03

“Poor writing, they do not write. They ignore the academic writing requirements / rules”

Teacher 04

“Students tend not to follow all the steps/stages of writing: some students do not pass by the prewriting stage (brainstorming; they start directly drafting without any plan) or do not proofread their compositions. Consequently, there are a lot of mistakes. Students produce poor written

products in terms of style, grammar, vocabulary use, punctuation and poor ideas. Moreover, some compositions may lack unity or coherence. Negative language transfer (students think in their mother tongue then translate ideas into English). This results in errors, misunderstandings, wrong structures,”

Teacher 05

“They produce good and correct sentences but when it comes to coherence or cohesion within the ideas many of them struggle with these”

Q8: Which skill do you think students should Master before they write?

Teacher 01

“Reading first because good writers are good readers and vice versa”

Teacher 02

“The reading skill”

Teacher 03

“Reading skill because reading makes you good writers”

Teacher 04

“Reading skill”

Teacher 05

“Reading comes first, the more you read the better you become exposed to different texts, different styles, and different structures, learn more vocabulary. Listening also helps, when you listen to authentic passages you learn vocabulary and you learn also sentence structure”

Q9: Do you motivate your students to read extensively? How?

Teacher 01

“Yes, I do, this year I have introduced a new lecture about reading critically via both extensive and intensive reading”

Teacher 02

“Yes, I do, by giving them some titles of books to read outside the class”

Teacher 03

“Of course, yes, I advise, guide and motivate them to read”

Teacher 04

“Yes, by assigning books to read and make book reviews to be discussed in class, by advising some titles of books/sources/websites to read outside the class”

Teacher 05

“Apart of my classroom policy is reading I always advise them to read a lot at home because reading helps them to develop their writing, I ask them to read whatever comes to their hands, I told them to read everything (essays, articles from internet, books if they have) at least to develop the habit of reading specially extensive reading”

Q10: Do you use reading techniques within your classroom? State them

Teacher 01

“Yes, I do, students skim any given text, and they also have pre-reading, during reading and post reading activities”

Teacher 02

“For the time being, I do not use them”

Teacher 03

“Namely extensive and intensive readings”

Teacher 04

“I rarely use reading because of time. But skimming and scanning are the two most used techniques”

Teacher 05

“I sometimes do, I bring text to them as stimulus or as reference, we read together a story or a text we discuss about them and ask them to write something about that”

Q11: in your opinion, does extensive reading contribute to the development of the academic writing? Please explain.

Teacher 01

“Yes, it does, since it helps learners to have more information, to know more vocabulary and identify new writing styles. I encourage my learners to read a lot”

Teacher 02

“Sure, through reading we gain a prior knowledge and store information about grammar, spelling and even about coherence and cohesion”

Teacher 03

“Yes, it is obvious. The more learners read the better they can handle the writing skill”

Teacher 04

“Yes. Through reading, students become more competent in writing: they can check correct vocabulary use (in context) or gain new vocabulary, correct grammar, spelling, formal style, correct cohesion and coherence, correct form and structure, elaborated ideas. They can also discover cultural insights and see how language varies (in form and content according to specific contexts) they can check how the read set a specific purpose of writing and how he/she developed his/her ideas accordingly. Extensive reading enhances motivation

as students have at their disposal plenty of materials (that they can select themselves) that fit their likes, needs and interest; i.e. they can read for pleasure+ learning”

Teacher 05

“Good readers are often good writers, when you read you learn more about the language, more about sentence structure, vocabulary, grammar, coherence, and get familiar with the topics”

3.5. The analysis of the interview:

Based on the analysis of the third question of the interview, teachers view where varied, but most of the teachers use group work as an activity group work as an activity to teach academic writing.

Maybe it is preferable for teachers to construct text based on the different ideas of students that's why they use group work.

Q4:

From the analysis of this question all the teachers agreed that to assess academic writing as a good work during the correction when they find a good content and language with correspondent style which means all teachers have the same opinion and they are focusing on all of them.

Q5:

This question entails that all teachers agreed that the reading skill is the one the students should master before they write. They confirmed that to master writing you have to be a very good reader (good readers are good writers) without forgetting to be good listener too

Q6:

From the analysis of this question, majority of students confirmed that they read whatever their teachers suggest, may be because they trust on their choices due to their experiences at the same time it is a strategy followed by the professors to motivate their student and develop the habit of reading especially extensive .

Q7:

From the analysis of this question, the teachers' views were varied may be because each teacher prefers a different way to teach academic writing. Some of them use extensive and intensive readings and because of the limited time of the session, the teacher use skimming and scanning techniques.

Concerning this question, the main role of the teacher in academic writing is: a guide.

It was noticed that all teacher agree that guide students is even more important than giving them formal information about the lesson .in other words, as master students in addition to classroom information and knowledge students need to be guided towards how to read outside the classroom and how to write in formal way.

Q9:

This question entails that most teachers face problems related to the level of their students and how to motivate them to write.

Q10:

Concerning this question, teachers' views were varied, they were divided into two categories; some of them noticed that common problems were in grammar and style. Others observed that learners 'common problems were in coherence and cohesion. Both categories represent the core of academic writing which means that according to teachers answers students face difficulties in writing.

Q11:

This is crucial point in this work, all teachers agreed on the contribution of extensive reading in improving academic writing. All teachers see that good writers are good readers.

It is assumed that the main goal of this study is the impact of extensive reading on writing skill because all teachers support the idea (good readers are mainly good writers) and applied it in their works by motivating students to read a lot.

Conclusion

In the third chapter, the researcher focused on finding out how students perceive Academic Writing and seek out their own opinion about the benefits of extensive reading in improving their Academic Writing. So, this chapter is divided into two parts. The first part is a questionnaire directed to master one student and few interviews with teachers of Mohamed Khider university. The second part contains a discussion of the results obtained from the students' questionnaire and teachers' interview in order to confirm how far the research hypothesis is validated.

General conclusion

Writing is one of the essential skills that plays a crucial role for students to communicate and to achieve a global success in all domains of life. It attains a considerable interest in language teaching and learning. Concerning EFL students, writing is an important skill that needs to be developed what urges us to think of an effective solution that might help our students to read, improve their writing skill and develop their vocabulary. Extensive reading is thought to be the most appropriate cure to the problem. The present study attempts to provide the role that extensive reading plays in improving EFL students' writing skill.

The first chapter introduces the theoretical overview of the writing skill and is divided into two sections. The first section has provided definitions and importance of writing, its significance, processes and types. The second section has identified academic writing and state its features. After that, it has introduced techniques that are used to improve AW stages and development; also, we presented factors that prevent master one student from writing correctly and academically. Finally, it uncovered the relationship between AW and ER.

The second chapter is concerned with the reading skill. The first part of this chapter introduced the term reading by providing deferent definitions, process and product, models and types. In the second part, we mentioned ER in which we gave various definitions of ER, then we state its basic principles, benefits, strategies and importance.

The third chapter is a practical part; it aims to test the research hypothesis. It investigated improving students' academic writing via extensive reading through the analysis of the students' questionnaire and the teachers' interview. The main goal of these tools was to understand how Master one students perceive benefits of extensive reading in improving their academic writing.

The results of the study revealed that Master one students face many problems when writing such as: organization, grammar, vocabulary, spelling, punctuation and other aspects that affects their writing production. They stated that ER helps them to reduce their difficulties and enhance their language aspects. Also, teachers have shown their awareness of the reading-writing relationship. They claimed that the two skills have a complementary function and they work in parallel.

Recommendations

Based on the different theoretical and empirical findings which emphasize the impact of extensive reading on improving Master one students' academic writing, some suggestions and recommendations are addressed to students and teachers in the following.

For students

- Students must be aware of the relation between reading and writing and how they complete each other.
- Students should be exposed to different topics, genres, and styles of writing. This will give them the chance to learn the different linguistic features that create cohesion.
- We recommend students to read everything written academically in order to write academically.

For teachers

- Teachers should train learners how to choose suitable reading material and how to read it.
- Teachers have to convince the students to see reading from pleasurable side rather than from boring side.
- We recommend teachers to focus more on practicing extensive reading inside the class and motivate students to read outside the class.

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Appendences

1 Questionnaire

Dear students, you are kindly requested to answer this questionnaire, which is a part of my master dissertation. This latter is about the impact of extensive reading on improving master one students' academic writing. Your contribution will be very important for the success of the study. Please tick the appropriate answer and write full statement whenever necessary. Thank you for time effort and collaboration.

Section one: General information

1. Gender:

a) Male

b) Female

2. Choosing to learn English in master studies is:

a) Your own choice

b) Imposed on you

Section two: Academic Writing

1. How do you define writing from your perspective?

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

2. Do you face difficulties when writing?

Yes No

- If yes, what are they?

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

3. In your opinion, what are the factors that affect EFL academic writing?

a) Lack of reading

b) Miss of vocabulary

c) Lack of motivation to write

- What is the solution in your opinion?

a) Additional sessions

b) Readings

4. Do you use all the stages of writing (Pre-writing, Drafting, Revising and Editing)?

Yes No

- In your opinion, which stage is more difficult? Explain.

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

5. What is the most important component in academic writing?

- a) Organization
- b) Spelling
- c) Punctuation

- d) Grammar
- e) Sentence structure

6. How do you evaluate your level in academic writing?

- a) Good
- b) Weak
- c) Average

Section three: Extensive Reading

1. Do you read extensively?

Yes No

- If yes, how often do you read?

- a) Daily
- b) Weakly
- c) Monthly

2. What kinds of materials do you enjoy reading?

- a) Books
- b) Magazines
- c) Articles
- d) Others

3. Do your teachers motivate you to read extensively?

Yes No

- If yes, how?

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

4. Which kind of dictionaries do you use?

- a) Monolingual
- b) Bilingual

c) Specialized

d) Others

5. Does extensive reading help you to enhance your writing skill?

Yes

6. "Good readers are mainly good writers". Explain.

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

2 Teachers' interview

Dear teacher,

The present study aims at investigating the impact of extensive reading on improving students' academic writing. We would appreciate you in taking time to answer the following questions based on your own experience. Thank you so much for your cooperation.

General background

- Which kind of diplomat do you have?

.....

- How many years have you been teaching English language at the university?

.....

Teachers' approach to teaching AW

- 1- What kind of strategies do you use to teach academic writing?

.....
.....

2- When assessing your students, do you focus more on form, content or language and style?

.....
.....

3- Which skill do you think students should master before they write?

.....
.....

4- Do you motivate your students to read extensively? How?

.....
.....

5- Do you use reading techniques within your classroom? State them please.

.....
.....

Difficulties faced by students in AW, according to teachers

6- What are the difficulties that you face while teaching academic writing?

.....
.....

7- What are the common problems that the Master one students face in their written production?

.....
.....

Teachers' opinion

8- What is the main role of the teacher in academic writing?

.....
.....

9- In your opinion, does extensive reading contribute to the development of the academic writing? Please explain.

.....
.....

الملخص

نظر الوجود تعقيدات في الكتابة، فإن الغالبية العظمى من طلاب أولى ماستر في جامعة محمد خيضر تجد صعوبة في الكتابة الأكاديمية. وتتبع هذه الدراسة للكشف عن العلاقة بين القراءة المكثفة والكتابة الأكاديمية لدى طلاب أولى ماستر. وبالتالي فإن هدف الدراسة الحالية: معرفة الآثار الإيجابية والسلبية المحتملة لـ قراءة المكثفة على الطلاب ومهارة الكتابة الإنجليزية، وتحديد كيفية يمكن أن تساعد القراءة المكثفة في تعزيز الكتابة الأكاديمية للطلاب، تحديد تأثير القراءة المكثفة على نطاق المفردات لديهم لتأكيد من الفرضيات المقترحة: إذا تعرض طلاب من اللغة الإنجليزية في جامعة محمد خيضر للقراءة المكثفة داخل والخارج من الحصص الدراسية، مهاراتهم في الكتابة قد تتحسن كثيرا. وقد تبيننا المقاربة الوصفية التحليلية من أجل الوصول لمبتغى دراستنا. فقمنا بمزاوجة الاستبيان ذي المعطيات الكمية مع المقابلة ذات المعطيات النوعية، والطريقة تم تطبيقها على 50 طالب أولى ماستر في اللغة الإنجليزية وخمسة أساتذة في جامعة محمد خيضر، وكانت النتائج الرئيسية لهذه الدراسة: أن طلاب أولى ماستر يواجهون العديد من المشاكل عند الكتابة بدءا من الأشياء الأساسية مثل التدقيق الإملائي، علامات الترقيم، تركيب جمل، النحو، و نقص في المفردات وقالوا إن القراءة المكثفة تساعدهم على الحد من مصاعبهم وتعزيز جوانبها اللغوية، كما أصر المدرسون على العلاقة الوطيدة بين القراءة والكتابة.

الكلمات المفتاحية: القراءة المكثفة، والكتابة الأكاديمية