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Master dissertation

"The Role of Reading Strategies in developing Learners' EFL writing Skill"

The case of first year EFL Students at Biskra University

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Declaration

I Maache Nesrine hereby declare that this work is my own production. I declare that this work is the product of my own effort, and it has never been submitted or published to any institution or university for any degree before.

Mrs. MAACHE NERSINE

Signature: _____

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Dedication

I dedicate this work to my lovely parents and my sisters for their support and encouragement

Also I dedicate this work to my husband who supported me and my little angels who bring joy to my life

To my friends Amira and Amina who were very helpful and the people that I love I dedicate this work to you

Abstract

This study examines the Role of Reading Strategies in developing Learners' EFL writing Skills. The study focuses mainly on exploring the use of reading strategies among first year EFL Students at Biskra University. The study uses sample of twenty five first year students and ten EFL teachers at the department of English at Mohamed Khider University of Biskra. Data is gathered through the use of questionnaires one for students and the other for teachers. The research takes a quantitative method to analyze and interpret research findings. The study attempts to investigate and explore the viewpoints and observations of students and teachers concerning the use of reading strategies in relation with writing skills development. The study finds that learners who use reading strategies witnessed a significant development in their written production. Furthermore, teachers note that learners have some challenges with the application of reading strategies yet those who know the correct way to benefit from reading strategies can develop their writing skill. The study recommends that learners can search and choose ways to apply those strategies. Nevertheless, the study recommends that both teachers and learners could benefit from reading and writing in English which exemplifies the right language learning

Key words: comprehension, EFL students, Reading strategies, teaching writing, , writing in English

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General Introduction

Today's global world requires the mastery of the English language. In academic and professional arenas English has become increasingly crucial and important. Reading is among the four language skills that plays a fundamental role in language acquisition specifically for learners of English as a foreign language (EFL). Reading improves not only comprehension but also other linguistic competencies most particularly writing. Reading provides direct access to a wider range of grammatical structures, vocabularies, and varied styles of writing. Consequently students benefit and gain the ability to express their ideas and thoughts appropriately. The more students read the more they engage with a diversity of written texts that aids their critical thinking and interpretation. The correlation between reading and writing is significant and crucial to research and explore previous and contemporary researches about it.

Background of the study

Learning English as foreign language (FL) is task that many individuals seek to do appropriately and acquire language skills correctly. Reading is one of the crucial elements and skills that require a correct mastery of other language skills. Cline, Johnstone, and King (2006) identified reading as the interpretation and comprehension of written material. Decoding necessitates the transformation of symbols from writing systems, including braille, into their corresponding spoken words. Furthermore, comprehension is influenced by the objectives of reading, the context, the characteristics of the text, and the readers' tactics and knowledge. The accurate reading of any written text is the one that realizes a correct understanding of the text.

Reading strategies are a set of intentional actions and methods employed by the reader to attain a certain objective while engaging with written texts, such as swiftly locating information inside a text (Manoli and Papadopoulou, 2012). Reading is a mental endeavor needed for

effective functioning and acquiring knowledge in contemporary society. Studies on second language reading indicate that learners employ many strategies to facilitate the acquisition, retention, and retrieval of information Comprehension or reading strategies demonstrate how readers approach a task, interpret the material, and respond when faced with confusion. It is prominently stressed in traditional EFL/ESL courses and remains the central focus of English as foreign language (EFL) training in many countries (Abbasi, 2020).

Statement of the problem

FL learners aim to develop and improve their level in English language through focusing on their weaknesses in language skills. Reading comprehension is a crucial part in the development of language. The ability to understand complex linguistic structures and decode the intention of the writer can be considered as a challenging task for learners. Consequently, this could hinder and obstruct their overall language learning process and achieving language proficiency appropriately. Recently, a focus has been shifted to reading strategies as a supporting shield and weapon that can facilitate the correct reading and comprehension of texts. There are several reading strategies used in reading such as inference making, paraphrasing, and contextual guessing. Research on reading strategies has focused on their overall benefits yet, did not invest in extracting their advantages to the development of writing skills in EFL learners. Therefore, the proposed research seeks to explore the role of reading strategies in linguistic development. Furthermore, examine the correlation between FL learners' employment of various reading methods (e.g., inference-making, paraphrasing) and their comprehension of language structure and semantics.

Research questions

From the contextualization above the research probes the following research questions:

- How do reading strategies help at comprehending and decoding a text?

-How do EFL students employ reading skills like inference-making, paraphrasing, and

contextual guessing to improve their knowledge of language structure?

-How do various reading techniques affect the development of writing skills (e.g., vocabulary acquisition, grammar comprehension, sentence construction) in EFL learners?

Hypothesis

Throughout this study, we hypothesize that if learners develop their reading strategies their writing skill will improve.

Research aims

The research at hand seeks to examine the role of reading strategies in enhancing reading comprehension and the overall understanding of English texts. Moreover, the study aims to investigate the existence of relationship between reading strategies and the development of linguistic skills. Also it strives to explore whether the use of certain reading strategies correlate with EFL learners' ability to understand and interpret texts in English.

Research methodology

The research adopts a quantitative approach. Quantitative approach is exemplified through the use of questionnaire for students that tackle reading strategies and whether they use them or not. In addition, the research uses a questionnaire for teachers. The aim is to have abundance of information about the link between reading and the development of writing skills. The use of this approach aids at providing data in which the studies objectives will be met.

The researcher uses a random sampling and targets 25 first year students from the English department of university of Biskra as a sample. A questionnaire is randomly administered to the students with different questions. The questionnaire aims to investigate students' issues with reading and the kind of strategies they use to help them read in English. Teachers' questionnaire is used as the researcher tries to base the study on the views and perspectives of teachers concerned with teaching writing.

The study is crucial as it allows shedding light on reading as one of the crucial skills in

English language learning as second language. Furthermore, it facilitates discovering which set of reading strategies is effective in achieving reading comprehension. Moreover, the study is important as it tries to explore the relationship between reading strategies and the development of linguistic skills. Also the research provides a new perspective to develop writing skills through reading and decoding a written text.

In a research entitled **'**Investigating The Use Of Reading Strategies And Its Impact On Reading Comprehension Among International Students In A Malaysian Public University'. The study aimed to evaluate the extent to which reading methods and English language skills affect reading comprehension among Chinese undergraduates studying abroad. The researchers found that developing efficient methods of reading may be the first step toward improving reading skills in students learning English as a second language (ESL). Students can practice using these strategies if their teachers offer them the chance. Recognizing a correlation between knowledge of the target language, reading techniques, and reading performance can help improve linguistic competence.

Another research titled 'Influence of Reading Strategies on ESL Students' Reading Comprehension in Secondary Schools in Malé, Maldives' indicated that there is a strong positive correlation between ESL learners' use of reading strategies and reading comprehension achievement. The findings were broadly consistent with past studies in the majority of areas. There is a significant positive link between using reading strategies and achieving reading comprehension.

"Reading strategies for college English language learners" another research by Cruz-Zambrano et al. (2023) Found that learners in the control group did not significantly improve, whereas those in the experimental group did. The following skills were developed: vocabulary, interpretation, comprehension, identification of major and subsidiary concepts, fluency, and

summarizing**.** This indicates the significance of reading strategies in English language learning and comprehension.

Structure of the dissertation

The study is organized into three chapters. The first chapter discusses reading. Reading is regarded as a critical component in English language learning. Reading promotes overall language skills. Furthermore, reading encompasses understanding, interpretation, and critical study of written materials.   Reading enhances vocabulary, grammar, writing, and speaking while also encouraging critical thinking and cultural knowledge.   The chapter at hand investigates the importance of reading in EFL learning by providing its definition, types, and purposes, as well as the difficulties that learners frequently face when engaging in reading activities. Reading is a complicated cognitive activity that requires students to critically assess material, develop inferences, and understand the meaning.

The second chapter discusses the writing skill. The chapter attempts to provide definition for writing as term and as a skill. Furthermore, it defines writing in EFL settings and its importance in language learning. Writing is recognized as a skill that makes a substantial contribution to the overall success of educational pursuits. Moreover, the chapter seeks to correlate between writing skill development, the use of reading strategies, and their role in shaping and enhancing learners' writing performance

While the third chapter represents the field work of the study .The examination of the students' questionnaires revealed that pupils understand the importance of reading in EFL learning. Reading is a key resource that helps students build their own writing skills and increase their vocabulary .While teachers' questionnaire revealed that teachers' have knowledge and competence in the effectiveness of reading strategies for enhancing writing skills. First, teachers discovered that students are either not adequately motivated to read or only read when absolutely necessary. Furthermore, the findings of the instructors' perspectives indicate that

learners' difficulties restrict their potential to build and cultivate their language skills.

Chapter one: Reading skill

Chapter One: Reading skill

Introduction

Reading is considered a crucial element in English language learning. Reading assists the overall language proficiency. Moreover, reading includes comprehension, interpretation, and critical analysis or written materials. Reading improves vocabulary, grammar, writing, and speaking as well nurturing critical thinking and cultural awareness. The chapter at hand examines the importance reading in EFL learning by presenting its definition, types, and purposes, as well as the challenges learners often face when engaging in reading activities. The cognitive activity of reading is multifaceted, requiring students to critically evaluate data, draw conclusions, and comprehend the meaning.

Types of reading strategies are varied and their use depends on the students' objectives. Intensive reading is mainly used in short passages and focuses and the comprehension side, whereas extensive reading seeks to enhance fluency and vocabulary. General ideas and specific information are extracted through the use of methods such as skimming and scanning. Critical reading also permits students to involve with texts in a comprehensive manner by evaluating its material, tone, and consequences. The purpose of reading in EFL is not limited to language acquisition; it also increases academic performance, broadens cultural awareness, and cultivates writing skills.

Despite the fact that significant reading in EFL has certain challenges many learners struggle with limited vocabulary, complex sentence forms, and literary intertwined cultural allusions. They find it difficult to go beyond word decoding to understanding deeper ideas. Motivation and reading interest also cause challenges as students could not always be assigned books that meet their skill level or personal preferences. These issues highlight the need of appropriate strategies and tools to help children overcome challenges and correctly develop their reading skill. By looking at these factors, this chapter aims to provide ideas on how reading might be a strong instrument for language acquisition and how teachers can manage the challenges arising

during the process of teaching.

1.1 Definition of reading

Reading is the comprehension of the significance of written or printed words. It is the act of recognizing the letters that comprise words such as the word "knife" and understanding that this combination of symbols represents a tool that is employed to spread peanut butter or slice bread. When you read, you are receiving a message that may have been written specifically for you or may have been printed for millions of people. The process of reading starts with the eye. The reader's eyes repeatedly pause and then continue as they traverse a page from left to right. The eye directly transports the symbols it observes to the brain at each stop where recognition takes place. The subsequent phase involves comprehending the significance of the text. The reader must comprehend the use of words and their interrelations with other words. For instance, the term "train" encompasses a variety of connotations and applications (Eberts and Gisle, 1986).

According to Bedle (2017), reading as a process in which the learner generates meaning by applying their prior knowledge to the text. Their comprehension of the language and its application within the text, or their awareness of the subject matter addressed by the text, may constitute this prior knowledge. The reader can construct inferences about the text and make predictions about it with the assistance of the latter form of knowledge. Based on their order within syntactical structures, the former enables the reader to identify words and process meaning.Reading is a collaborative process. It is the process of integrating textual and reader-provided information. This viewpoint suggests that reading is more than simply obtaining information from a text. Reading stimulates knowledge in the reader's mind for use. Reading is considered a dialogue between the reader and the text. Reading comprehension is an interactive process between the reader and the text (Al-Timimi and Abdul Majeed, 2022).

Reading is commonly defined as the process by which the reader decodes the message

intended by the text writer, whereas a more complex definition emphasizes the reader's active approach to making sense, in which she interacts with the text, converses with the writer, interprets assumptions, and draws inferences not only to understand but also to appreciate the message (Nuttall 2005). Furthermore, Grabe and Stoller (2019) define reading for broad comprehension as the foundational purpose. Accordingly, general reading comprehension simply indicates the capacity for accurately understanding information from a text.

1.2 Purpose of Reading

In the reading activity, the material is used by the teacher and the learners through direct communication. It implies that a single function of reading has been achieved. The reader distinguishes between what is merely enabling and what is intended to be a permanent addition to his or her domain of comprehension and capability. The true objective of reading is not to humbly engage in a communication, but rather to evolve from this communication into something that expands or endures the reader's conceptual universe. A settlement on relative implication will occur if the interaction between the reader and writer is effective, resulting in a close relationship. However, it is always feasible for the reader to ensure that the information they acquire is within their own limitations. The reader may subsequently be accused of omitting the intended message or interpreting the remarks out of context. It is impossible to estimate an interaction in a natural manner if the meanings of the encoder and decoder are not precisely equivalent, as if the abstract worlds are not in alignment (Sangia, 2014).

1.3 Importance of reading

Reading is mainly a method of acquiring information and knowledge for the purpose of personal, academic, and professional growth. Reading is not only a critical skill for foreign language (FL) learners to improve their life prospects, but it also serves as a means of improving target language instruction (Watkins, 2018). Reading is not merely a skill that must be developed; it is also a practical source of input in the target language that introduces learners to

linguistic characteristics. They are likely to have access to cognitive processes that support their language acquisition by reading for meaning (Van Loi and Thanh, 2022).

Mahmood (2022), argues that reading is one of the primary objectives of the teaching-learning process. In fact, it is a valuable source of foreign language learning, as it entails a variety of tasks that offer students the opportunity to enhance their language skills and practice reading for language learning purposes. Language teachers face a unique challenge in the context of teaching reading, as they must develop a comprehensive understanding of theories, methods, and teaching materials. In reality, they are obligated to implement strategies that are both effective and practical in order to achieve greater success. Certainly, the incorporation of numerous processes and approaches that are dictated by the interests and levels of students is a necessary component of high-quality reading instruction. In this regard, researchers have contended that the effective teaching of reading necessitates the allocation of an adequate amount of time to the reading task in order to achieve a multitude of objectives, as the selection of materials and methodology is reliant upon the availability of time.

Moreover, reading can be further regarded as one of the communication instruments that are indispensable for the survival of humanity in the intricate framework of society. In addition, it serves as the mechanism by which all ages are tied together. It enables individuals to view themselves within the framework of history and the dynamic universe that surrounds them. Gilakjani (2016) explains strategies for improving reading comprehension. There are ten reasons why individuals should develop a reading habit today and the benefits of reading.

1.3.1 Reading Enhances cognitive function

In general, reading stimulates the intellect by focusing on the words and the plot. This particular stimulation has the potential to enhance cognitive clarity, particularly in the region of the brain that is responsible for critical analysis and concentration.

1.3.2   It expands one's vocabulary

Readers may encounter a few words that they do not fully comprehend or even recognize while reading. Readers may refer to the word's definition as a result of this ambiguity.

1.3.3   Reduce tension

 The act of reading and concentrating on the written word can be beneficial in alleviating Readers' attention is diverted from the daily stresses. By diverting your attention from the current stressor, you can allow the stress to dissipate.

1.3.4   Reduces symptoms of depression

 Reading, particularly self-help texts, can be beneficial in preventing depressive episodes. Reading also stimulates the region of the brain that regulates depression, similar to how it reduces tension.

1.3.5   Enhances concentration and memory

Focus and memory function can be enhanced by reading at least a small amount each day. In this case, reading also stimulates the brain, particularly the region responsible for memory and attention.

1.3.6   Enhances writing capabilities

The writing skills and abilities can be enhanced through extensive reading. There are numerous methods by which reading can enhance one's writing abilities, and each of these methods occurs without the individual's awareness.

1.3.7   Fosters creativity

 While reading a novel, contemplate the characters and the worlds that are inhabited. The imagination-related region of the brain is stimulated by these worlds and characters, resulting in the ability to visualize the appearance of the places and individuals simply by

visualizing the words.

1.3.8   Enhances sleep quality

Reading can facilitate the relaxation and de-stressing of the reader, which can lead to a deep and peaceful slumber. It may appear to be an overly optimistic claim, but reading can be beneficial for promoting sleep.

1.3.9   Enjoy peace and entertainment.

Reading can bring calm and relaxation to the mind. Reading can help alleviate stress and worry.

1.3.10   Reading can brighten the readers' day

Books may bring delight into your life every day. Reading not only improves mental and physical health, but also adds joy to one's day.

1.4 Reading Comprehension

Reading comprehension is the application of a skill that has been developed for other purposes (listening or oral comprehension) to a new form of input (text).   The human brains have not evolved to accommodate reading comprehension, in contrast to listening comprehension.   Oral comprehension appears to develop "naturally" with minimal deliberate intervention, whereas reading comprehension is more difficult and necessitates deliberate instruction.   Oral comprehension has been a skill that humans have mastered for at least 100,000 years, and nearly all of us are proficient in it. In contrast, reading comprehension has only been practiced for 5,000 years, and for the majority of that time, the majority of humans did not possess it. It is unsurprising that reading comprehension is challenging. The application of comprehension to text enhances the mental capabilities of individuals. It is essential for the present and the foreseeable future in order to fully engage in society (Kirby, 2007). According to

Liou (2021), reading comprehension is a critical skill for navigating the textual environment in which we live. It is a dynamic process that entails the following: the formulation of predictions, the clarification of ambiguous concepts, the summarization of the primary idea, and the questioning of one's predictions.

The process of reading comprehension is not solely the precise identification of letters, words, and sentences, which eventually leads to comprehension that is built from letter to word to phrase to sentence. Readers utilize their existing preexisting knowledge (schemata) to develop predictions regarding the text's subsequent events and the relationship between new, unfamiliar information and the existing body of knowledge. Basic decoding processes are evidently crucial for readers' comprehension and are employed by readers in conjunction with the more intricate processes of meaning generation. At the same time, it is evident that readers indulge in reading to acquire information.

1.5 Models of Reading Process

According to Fitriani (2022) the second-language reading process is based on three models: the interactive model, the top-down model, and the bottom-up model.

1.5.1   The interactive model

Top-down and bottom-up decoding are both necessary for effective reading. The decoding mechanisms are mutually supportive while readers are reading. If they are unable to comprehend texts, they should utilize their prior knowledge to assist them. Textual cues are employed by readers who rely on the top-down model to infer the meaning; however, they must compensate for deficiencies such as a lack of effective bottom-up processing and vulnerabilities in word identification (Pahwin et al., 2020). Interactions between bottom-up and top-down models, it is additionally known as the interactive compensatory model and parallel compensation. Fully integrate the attributes of both models. The crucial component of reading comprehension is the consistency of the background knowledge of the author and the reader

(Razı, 2016).

1.5.2   The Top-down model

Goodman (2012) describes the reading process as a "psycholinguistic guessing game" in which readers incorporate what they already know to establish a connection with a text and to create a connection between this knowledge and the new information in the text in order to comprehend it. The readers do not read every word of a text; rather, they concentrate on identifying the subsequent words. They endeavor to ascertain the meaning of words or phrases .Furthermore, it is a term that alludes to readers who attempt to comprehend the broadest perspective from the outset.

1.5.3   The bottom-up model

According to Carrell (2012), the primary focus of this paradigm, is the smaller units of a text, such as letters, words, phrases, and sentences. Before comprehending a sentence or phrase, the reader reads all of the words. This paradigm initiates the process of decoding the smallest linguistic units, including phonemes, graphemes, and words. It then constructs meaning from the smallest to the largest units. The reader applies their prior knowledge to the information they discover in the text. This model presents certain challenges. One of the disadvantages is that the reader is effective in reading when they comprehend the relationship between words and decode the linguistic units. The reader is unable to retain the meaning of each word in their memory. The additional challenge is that it is impossible to establish a connection between one term and the others.

1.6 Types of reading

According to Rashid, Hui, and Islam, (2021) there exists two kinds of reading:

1.6.1   Extensive reading

Extensive reading is a language teaching tool that requires learners to read a substantial quantity of text in order to develop global comprehension.   The objective is to derive pleasure from the texts for educational purposes; comprehensive reading has been defined in a variety of ways by scholars, educators, and reading specialists. In the context of language instruction, the term "intensive reading" refers to a particular type of reading.   Therefore, in order to acquire a comprehensive understanding of a language, it is necessary to engage in a significant amount of reading (Rashid, Hui, and Islam, 2021). The activities of skimming and perusing are considered extensive reading. Extensive reading activities can be useful in assisting learners in developing into self-directed individuals who are exploring meaning, provided that they are founded on student-selected texts that stimulate their interest (Pourhosein Gilakjani and Sabouri, 2016).

1.6.2   Intensive reading

Intensive reading is beneficial for the improvement of reading comprehension. Waring (1997) asserts that intensive reading is crucial for the acquisition of vocabulary and the comprehension of the composition of text. Pourhosein Gilakjani and Sabouri (2016) stated that there is a correlation between language proficiency and intensive reading activities. Consequently, teachers require intensive reading to enhance the three phases of learning, which are pre-reading, during-reading, and post-reading, in order to develop more effective language readiness, retention, and activation strategies. Intensive reading is regarded as a substantial tool for enhancing reading comprehension. This method of reading is beneficial to language learners, as it assists them in the acquisition of vocabulary by allowing them to deduce the meaning of words in context.   Additionally, intense reading highlights the structure of the text, discourse

markers, and grammatical forms to understand the literal meaning, ambiguity of interactions, and retention over an extended time frame (Rashid, Hui, and Islam, 2021).

1.7 Reading strategies

Brown (2007, p.119) cited in Karami, H. (2008) about reading strategies, defines strategies as "specific methods of approaching a problem or task, modes of operation for achieving a particular end, and planned designs for controlling and manipulating certain information." He distinguishes between strategies and approaches. Styles are "consistent and rather enduring tendencies and preferences within an individual." Your personal style is what sets you apart from others; it is characterized by its consistency and resistance to change. However, strategies are subject to change as the specific problems and contexts alter within individuals from moment to moment. Reading strategies are essential for the professional development of teachers and the development of English language proficiency among learners. The reading comprehension strategies are acquired, taught, and innovated to facilitate effective and enriching learning from the designated text. They are influenced by the knowledge and skills of the readers/learners, as well as cross-linguistic, cultural, and monolingual, bilingual, or multilingual differences (Farid al., 2020).

1.7.1 Skimming strategies

The skimming approach is a reading technique employed to ascertain the major concepts from a passage. Skimming is crucial for grasping the overall meaning of a chapter, analyzing its structure, and discerning the author's objectives. The reader must systematically arrange the information and retain a portion of it, as mere location is insufficient. It serves as a writing instrument. The researcher asserts that readers employ skimming tactics to glean a general understanding of the content in printed items through text scanning (Richards and Rodgers, 2001).

Fauzi (2018) posits that Skimming entails a comprehensive examination of a text and signifies a level of reading proficiency. A reader must comprehend every word in the text while reading. Certain words may lack significance for comprehension, leading the reader to overlook them, as they often do not directly relate to the concept being explored. Skimming is a strategy that necessitates rapid reading to obtain an overview or the general understanding of a part. Djuwarsih (2006) defines skimming as the ability to grasp the general idea of a text. It indicates that we require only a brief period to read the material. The general theme of the work is typically found in specific lines or sentences within it. In other words, we merely need to swiftly peruse specific sections or lines of the text. Djuharie (2008) asserts that skimming involves rapidly reviewing the material to extract its core idea. It is possible that skimming allows readers to avoid reading the entire material. They merely need to scan the material swiftly and identify its core theme. Thus, they would not squander their time when reading the material.

1.7.2 Scanning strategies

In general terms, scanning is the process of swiftly reading to locate a specific piece of information .Scanning is a method employed to identify specific information that may be requested at the conclusion of an assignment, as per Casey (2003). Consequently, scanning is a highly beneficial tool for students to locate specific information in order to find the answers to the questions in the assignment or exam, and to reduce the time required to answer the questions in the text. According to Brown (2001), scanning involves the rapid search for specific elements of information within a text. It is asserted that scanning allows the reader to derive specific information without having to read the entire text. Scanning is typically employed to identify names or dates, or to compile a specific number of supporting details .Scanning is a method that is employed to locate specific parts of information within the text. This is an approach that involves a bird's-eye view of the information in order to identify specific truths.

1.7.3 Predicting Strategies

In this approach, readers are capable of extracting meaning from a text by formulating educated assumptions. Successful readers employ forecasting to connect their existing knowledge with new information from a text in order to derive meaning from the text. Readers may utilize their knowledge of a writer to anticipate the subject matter of a text prior to perusing. The title of a text can trigger memories of texts with similar content, allowing readers to infer the content of a new text. Successful readers are capable of predicting the next events or the opinions that the author will present to bolster a discussion while reading. Readers endeavor to continuously evaluate these predictions and modify any prediction that is not deemed appropriate by the reading (Gillet and Temple, 1994). The initial approach to enhancing reading comprehension is to predict, which assists the reader in establishing a reading objective. Good readers employ their experiences and knowledge to form ideas and make predictions as they read, according to research. In addition, this approach facilitates increased student engagement, which enhances their comprehension of the text. In order to enhance the learner's comprehension, it is crucial to compare the actual text's outcome with the prediction process (Sari, Pratiwi, and Theriana, 2020).

1.7.4 Summarization Strategies

The summarization technique is a reading technique that involves re-establishing the context of the original text using one's own words. The critical point is typically contained in the findings, which are usually brief and conveniently summarizes the text. It is adequate for the initial stages of secondary school. This method involves consistently eliminating irrelevant material in order to provide a concise summary of the remaining content. Consequently, it is the sole strategy that users possess. The reader's type must be used to organize or preserve the fundamental concepts or details of a given text (Rashid, Hui, and Islam, 2021).Readers integrates the information contained in a text to generate a personal interpretation of the text. A

substantial approach that enables readers to recall text swiftly is summarizing. Readers can be cognizant of the structure of a text, the significance of its content, and the connection between opinions in this approach. The condensing of the steps in a scientific process, the development of an art movement, or the episodes that lead to certain significant historical events are all examples of effective summarizing of explanatory text. The effective summarization of narrative text involves identifying the elements that motivate a character's actions and behavior, as well as connecting the events in a storyline (Pourhosein Gilakjani and Sabouri, 2016).

1.7.5 Inferencing strategies

According to Abbas (2018), the Inferencing reading strategy is the process of estimating the meaning of unfamiliar language by utilizing contextual clues, the content, the language, and the knowledge of the individual to infer the meaning and relevance of the instruction. It involves the use of available information to infer the meanings of new items, predict outcomes, and fill in lacking information based on the student's prior knowledge. Reading between the lines is frequently used to describe the process of drawing an inference. It is the process of forming an educated estimate about an unknown subject, utilizing the information at hand. For instance, you observe Aidan bite into a piece of fruit and exhibit a joyful expression. This observation suggests that Aidan is relishing the fruit's flavor. Inferences are also drawn when we read. We interpret the text, make judgments, and draw conclusions by combining information from the text with previous knowledge (Casey, 2022).

1.8 Reading and writing

No one can deny the fact that reading and writing are interconnected, as they rely on same or similar information representations, cognitive processes, and environmental factors and restrictions. Consequently, it should be anticipated that reading and writing will exhibit considerable similarity, their evolution will closely align, and a pedagogical integration may prove beneficial in enhancing learning efficiency. The most significant research focus in the

field of reading–writing relations has been on the topic of shared text knowledge. Fitzgerald and Shanahan (2000) noted that this area comprises three subcategories, each of which contains two or more types of knowledge. Initially, there is graphophonics, which encompasses phonological awareness, grapheme awareness, and morphology, which involves the identification and generation of letters and words. In order to discern words, readers must acquire the ability to manipulate phonemes and letters and their combinations. In order to spell accurately, writers must also acquire knowledge of letters and noises. In order to comprehend graphophonics, readers and writers must cultivate both phonological awareness (the capacity to identify and manipulate individual phonemes or sounds within words, as well as separate words, word parts, and individual words) and the capacity to identify and differentiate letter shapes and various typographical representations, such as punctuation.

The process of development from reader to writer is unique to each student's experience; however, it is evident that students must continue to read in order to enhance their writing abilities. Writing is nourished by reading. The most effective method of revitalizing writing when it becomes stagnant or unproductive is to provide your brain with additional reading material. Reading can be likened to the act of consuming the nutrients necessary for the energy required to write. The writer is provided with ideas for structure, rich language, literary moves, and compelling methods to illuminate their purpose through reading. Typically, returning to writing provides the vitality necessary to continue after spending time reading to fill our brains. This is one of the reasons why it is crucial to write to read in the early stages, and it gradually becomes just as essential as reading to write. Students' capacity to perceive the text as both a reader and a writer is enhanced as they acquire confidence and competence as readers as the content and vocabulary become increasingly complex (Douma, 2023).

1.9 Issues Faced by EFL Learners in Reading

1.9.1   Insufficient Linguistic Competence

Bouafia (2016) asserts that Language competence denotes the inherent language knowledge enabling an individual to associate sounds with meanings, especially phrases previously encountered. Numerous English as a Foreign Language (EFL) students encounter challenges in attaining linguistic competency, particularly due to insufficient vocabulary knowledge, which impedes reading comprehension. Acquiring vocabulary entails comprehending pronunciation, spelling, morphological characteristics, syntactic attributes, collocations, semantics, register, and frequency. Syntactic issues, including lengthy phrases and complex grammar, might impede comprehension for EFL students. These issues may result in confusion, diminished concentration, and challenges in retaining introduced reading materials.

1.9.2   Absence of prior Knowledge

Stevens (1980) defines background knowledge as the pre-existing information one possesses regarding a subject. It is referred to as schema, pertinent prior information, or just experience. When children establish connections to the text they are reading, their comprehension improves. Proficient readers consistently endeavor to comprehend their reading by correlating it with their existing knowledge. Students are not prompted to engage their existing knowledge, resulting in significant challenges in text comprehension. The submitted material is rejected due to its content, which includes unfamiliar information. Furthermore, the cultural context may pose understanding challenges for numerous students. Reading comprehension is influenced by cultural factors and exhibits cultural bias. This indicates that learners comprehend culturally familiar materials more effectively than those that are culturally

unfamiliar**.**

1.9.3   Selection of Materials

Various definitions of authentic materials exist, although they share common characteristics. All definitions emphasize that authentic materials entail contact to real language and its use within its own community.   Although incorporating authentic materials into the classroom can enhance motivation by introducing real-life contexts to the learning process, many students struggle to engage with such materials due to their potential cultural bias, which may hinder comprehension.   Moreover, authentic writings encompass numerous intricate structures, rendering it challenging for lower-level students to decode the material. This type of material necessitates specialized preparation, which can be time-consuming**.** Selecting reading materials carefully also entails evaluating the text itself. The topic, the genre of the text, and the information it conveys render the piece pertinent.   Students must ascertain that the course reading content is pertinent to their professional lives. Richards asserts that the readings ought to be pertinent to practical reading objectives. Consequently, it is essential to engage the learners in the book selection process. Allowing pupils to contribute will undoubtedly benefit the educator as well (Bouafia 2016)**.**

1.9.4   Preliminary Linguistic Development

There is a strong correlation between reading and language; some children's inability to attain reading proficiency appears to stem from insufficient exposure to language patterns and literacy-related interactions and resources in their formative years. Author Jane Healy asserts that an excessive number of children are being reared in a linguistically impoverished environment, characterized by little reading and conversation, while spending excessive time passively engaging with television or video games. Consequently, any student exposed to such an environment fails to develop linguistic competence and language abilities that will be crucial when formal instruction begins. The development of an individual's reading proficiency is

contingent upon the environment in which they are nurtured (Healy 2010).

Conclusion

English language learning is a long process that needs time and dedication to acquire its skills appropriately. Reading is a crucial tool that represents the actual application of language instruments. The chapter at hand presented reading definition as a process in which the learner generates meaning by applying their prior knowledge to the text. Their comprehension of the language and its application within the text, or their awareness of the subject matter addressed by the text, may constitute this prior knowledge. Moreover, the research discussed the purpose of reading that is not to humbly engage in a communication, but rather to evolve from communication into something that expands or endures the reader's conceptual universe.

The chapter also looked at different types of readings emphasizing on the common purpose of all those types which is improving and developing students' learning and level. The researcher aimed to examine the interconnection between reading and writing. As they rely on same or similar information representations, cognitive processes, and environmental factors and restrictions. Finally the study discussed issues that learners face with reading such as Insufficient Linguistic Competence, absence of prior knowledge, selection of the material, and Preliminary Linguistic Development.

Chapter Two: The Writing Skill

Chapter Two: The Writing Skill

Introduction

Language learning has gained attention recently specifically English language. Any language learning requires acquiring its four skills reading, writing, speaking, and listening. Writing skill is a very crucial element in academic settings. Having a good writing skill means balancing and achieving competency in other language aspects. Writing is one of four language skills that must be mastered with proficiency in order to succeed in school, university, or any other writing-related endeavor.

This chapter attempts to provide definition for writing as term and as a skill. Furthermore, it defines writing in EFL settings and its importance in language learning. Writing is recognized as a skill that makes a substantial contribution to the overall success of educational pursuits. Moreover, the chapter seeks to correlate between writing skill development, the use of reading strategies, and their role in shaping and enhancing learners' writing performance.

2.1.Definition of Writing

Brown (2001) defines writing as a cognitive process, as it involves the act of articulating ideas on paper to convert them into words and provide them with structure and coherence. Writing is a challenging skill for both native and non-native speakers, as writers must be able to address a variety of factors, including content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, grammar, and capitalization (Rass, 2001). Furthermore, Writing is one of the instruments of communication, and it has the potential to foster social relationships and social expectations (Husna, 2017).

Writing is one of four skills in English that must be proficiently mastered in order to succeed in school, university, or any other writing-related attempt. Writing is a diverse endeavor that requires a variety of abilities. Nevertheless, it is possible to enhance one's writing skills by following to specific strategies and utilizing a variety of patterns. Additionally, writing is a method of communication that enables individuals to convey their thoughts or emotions in written form(Sa'adah, 2020). Writing is a productive talent as it allows for indirect communication and character expression that differs from direct speech.

Fareed et al. (2016) note that the most difficult aspect of acquiring a second language is writing. It is founded on the strategic and appropriate use of language, which has the potential to communicate as well as structural accuracy. Additionally, writing is a cognitive process that assesses the ability to recollect, reflect, and articulate ideas effectively. This is because the effective composition of a text is indicative of the successful acquisition of a second language. Nevertheless, writing is frequently dismissed as a trivial component of the teaching and learning of grammar and syntax, which ultimately diminishes the nature and significance of writing and impedes its development. Consequently, the acquisition and instruction of this skill garner significant attention from the outset of language education.

In general,writing is tailored to reading, thus authors create content in a format that is

convenient and useful to readers. Writing's structure allows for more linguistic and grammatical alternatives, as well as an internal system for organizing and integrating thoughts. Another distinguishing element of written text is the presence of coherence markers.Writing is a private and isolated activity, and the writer usually has no means of knowing whether the intended meaning matches the meaning expressed. As a result, writing becomes more difficult due to the audience's distance. This challenge stems in part from the amount of information that the receiver can manage (Horning, 1986).

2.2.Purpose of writing

According to Ur (1991),the primary objective of writing is to convey a message to the reader through the expression of ideas; therefore, the ideas themselves should be considered the most significant aspect of the writing. This implies that it is not sufficient to only write; rather, it is necessary to consider a variety of writing elements in order to ensure that the intended audience can comprehend the ideas or messages. The act of writing is inherently intricate, as it involves the consideration of a variety of factors, including the content, form, grammar, style, and coherence. It is the individual capability of articulating his thoughts in a sentence that is both grammatically correct and effective. McMahan, Day, & Funk,(1996) provide a detailed explanation of the purpose of writing. They posit that written language is employed to convey the writer's emotions, to captivate the reader through aesthetic materials, and to persuade the reader of the writer's opinions, concepts, and ideas.

Writing, as a diverse producing skill, necessitates several psycho-physical actions and their internally harmonious coordination. To delineate these foundational procedures, numerous academics have conducted various investigations from multiple perspectives and presented distinctly innovative recommendations for identifying the goals of writing proficiency. Initially, it involves transcribing internally formed concepts (from cognition) or externally articulated ideas (from reading and listening) using standard visual symbols. Furthermore, it sustains

coordination between internally created or externally stimulated mental concepts and the hands and fingers, mediated by the neurological system. Additionally, to articulate concepts, ideas, beliefs, and information based on learning and intuition. Additionally, to elicit self-reflection regarding personal events, experiences, and lived life (autobiography). It allows the systematical arrangement of a sequence of ideas, information, messages, and facts in a coherent order (into subjects, subtopics, paragraphs, and units). It is essential to maintain progressive maturity in the utilization of vocabulary, orthography, syntactic structures, grammatical conventions, and organization throughout various stages of learning. Another part is to provide information, amusement, persuasion, and arguments. Ultimately, to engage with literary materials through book reviews, report writing, critical analysis, and article composition (Siti, 2024).

2.3.Writing in EFL Learning

In the EFL context, the writing skill is employed as a convenient instrument to engage with other aspects of language in the context of foreign language courses, rather than as an independent skill. In other words, writing is employed to encourage students to focus on and practice a language aspect. In other instances, as an evaluation technique to offer information about the text to which something has been acquired. It is the type of activity that integrates the acquisition or practice of other skills or content with the purposeful writing(Ur 1991).Gautam (2019) noted that every university student, teacher, researcher, and freelance writer must possess a high level of writing proficiency. Advanced skills are necessary for all of these positions, as their proficiency is evaluated by the quality of their writing. Institutions of this nature frequently prioritize their writing style over their content. Writing is regarded as a skill that significantly contributes to the overall advancement of educational endeavors.

Reid (1993) believes that writing skills are of paramount importance in order to facilitate students' comprehension of the harmonious interaction between the various

components of a language. The significance of writing is derived from its ability to facilitate the development of language skills, such as fluency, accuracy, and the appropriateness of messages and meanings, which are essential for students to learn and communicate. Consequently, writing is a critical assessment method in our educational system. Written performance analysis is a component of the majority of assessments and evaluations. Students must enhance and refine their writing abilities due to the fact that writing serves as the foundation for student evaluations (Siti, 2024).

2.4. Stages of Writing Process

Good writing can be regarded as possessing desirable qualities. The writing that is deemed to be of high quality is characterized by its ability to captivate the attention and knowledge of the audience, as well as its clear and logical structure. Additionally, it is free of errors or omissions in terms of mechanics, such as diction, usage, or grammar .Harmer (2008) delineates the writing process as a series of steps, including planning, drafting, revising, redrafting, and publishing.

2.4.1. Planning

It is essential to plan in order to concentrate on both your investigation and writing. It enables you to assess and arrange concepts, identify the most compelling evidence to substantiate them, and establish a logical, cohesive framework for your writing. In addition, it enables you to efficiently organize your time (Flinders University Student Learning Support Service, 2022). During the planning process; the writers must consider the three primary concerns. Initially, they must take into account the purpose of their writing, as this will dictate the type of text they wish to create, the language they use, and the information they choose to include, among other factors. Planning is the initial phase of the writing process, which enables the writer to take into account the purpose, content structure, language usage, consumers, and

the topic they have selected, thus preventing the writer from writing outside of it(Harmer 2008).

2.4.2. Drafting

Drafting is the process of composing assignments and the subsequent editing and evaluation of the work to ensure that it is accurate. There is no specific number of drafts that must be completed before your work is prepared for submission; this is primarily determined by your writing style and personal preferences. Nevertheless, the subsequent guide will guide you through the initial and subsequent drafts, as well as the revision process that you will perform when you complete your assignments*(*Plymouth Marjon University, 2019).The writer's initial endeavor to record ideas on paper is known as drafting. The objective is to merely generate a large number of words on the page. Nevertheless, this is a challenging step for students who are concerned about the accuracy of their grammar, punctuation, and orthography. The potter's wheel is analogized to a large mass of clay being thrown by a potter. The objective is to merely place the clay on the wheel, allowing the maker to commence the shaping of the vessel. You are merely attempting to accumulate a substantial quantity of ideas on the pager in order to begin modifying them. Writers who become ensnared in this situation frequently attempt to mold the pot prior to placing it on the wheel (Johnson, A. P.2024).

2.4.3. Revising

Revising is the process of rewriting and reorganizing the ideas that have already been written in the previous draft to make it stronger. This process involves correcting spelling mistakes, adding missing information, and ensuring that the content is logically organized, coherent, and well-written. The writer may also alter, reorganize, add, or remove ideas until they achieve a clear and effective effect. Typically, writers review their drafts to determine where they are successful and where they are not. Potentially, the information is not presented in an obvious order. The manner in which an item is written may be ambiguous or perplexing

(Sa'adah, 2020).

The writer's initial endeavor to record ideas on paper is known as drafting. The objective is to merely generate a large number of words on the page. Nevertheless, this is a challenging step for students who are concerned about the accuracy of their grammar, punctuation, and orthography. I employ the analogy of a potter casting a substantial mass of clay onto the potter's wheel. The objective is to merely place the clay on the wheel, allowing the potter to commence the shaping of the vessel. In this instance, your objective is to accumulate a substantial quantity of ideas on the pager in order to commence the process of modifying them (Johnson, A. P. 2024).

2.4.4. Redrafting

Redrafting is the term used to describe the process of creating a new draft. The writer should anticipate the necessity of revising his work at least once, and more likely multiple times, in response to feedback or as he identifies areas that require further development(Smith, 2020).Many drafts are generated by writers, who progressively refine their ideas and information from the pre-writing phase. Due to potential confusion regarding the content and its organization, this stage may prove to be difficult. Initial manuscripts frequently necessitate significant refinement due to their roughness (Chhabra & Babu, 2024).

2.4.5. Publishing

It is the accomplishment of making a final paper publicly available. Thus, the final version marks the completion of the writing process. The writer is prepared to begin writing. Publishing is more than just having a text printed in a journal. It entails submitting a paper to an instructor, a supervisor, or an organization. It's distributing the completed text to its designated audience(Abas& Aziz, 2016).Publishing can be as easy as creating a final copy of a class report to send to a teacher for evaluation, or as sophisticated as arranging for a work to be

printed and disseminated by a major publishing house. Writers have numerous publication options and chances. Online publishing and self-publishing have grown in popularity as methods of disseminating literary works in recent years(Dziak, 2024).

2.5. Types of Writing

Johnson, A. (2024) identifies that writing is a higher order productive talent that includes numerous kinds of writing. These types of writing are often known as purposeful writing. These compositions are very reflective of topic, purpose, time, audience, context, and genre.

2.5.1   Persuasive writing

Persuasive writing seeks to persuade readers to adopt a certain point of view or perform a specified action. It is commonly employed in advertising, politics, and social media to shape individuals' ideas and attitudes. The goal of this form of writing is to present a case for or against a topic, or to develop an argument using short, objective language and sound reasoning (Xu, 2023).

2.5.2   Expository Writing

Gautam, (2019) noted that this sort of writing aims to bring a subject or issue to the attention of the readers. In general, a topic of novelty, curiosity, or amazement is chosen, and plenty of material is offered to satisfy the readers' appetite for knowledge and interest. The writing should have a brilliant tone that can captivate the audience. This sort of writing aims to convey knowledge through explanations, descriptions, and information.

2.5.3   Narrative writing

This form of writing presents a narrative or report about a specific topic. Examples of suitable topics include stories, autobiographies, science fiction, and historical occurrences. The

writer maintains a consistent chronological order throughout the writing. The content should be organized naturally to create a realistic experience (Smalzer, 1996).

2.5.4 Descriptive Writing

This type of writing discusses a specific thing, person, event, process, institution, argument, etc. Writers frequently compose such essays based on their personal experiences. This form of writing does not allow for personal intuitions or prejudices (Smalzer, 1996).Descriptive writing illustrates people, locations, events, situations, ideas, and emotions. Description conveys sensory information that brings text to life. It expresses an experience in which the reader may actively engage utilizing their imagination (Bucks County Community College, 2010).

2.5.5 Reflective writing

This style of writing is primarily personal in character. The individual writer mostly focuses on past events, issues, or experiences and conducts in-depth analysis of the benefits and drawbacks. Such writing demonstrates the writer's current viewpoint on the subject, whether it confirms or contradicts previous ideas and standpoints. Regardless of the audience's statement and dissertation, there must be a reflection of the writer's uniqueness in writing (Gautam, 2019).

2.5.6 Scientific writing

This type of writing aims to describe the entire inquiry process. Inquiry is the process of asking a question, acquiring facts, and then applying that information to answer the question. Inquiry is another term for research. Primary sources for data collection include direct observation, surveys, interviews, and other methods. Secondary sources, including books and articles, can also be used to gather data (Johnson, A. 2024). Each form of writing has its own unique tone or style. In science writing, the tone is often formal, impartial, and instructive. Lab reports, journal article summaries, research proposals, theses, and grant applications are all

examples of scientific writing.

2.6.Characteristics of a Good Writing

Writing is the creative and purposeful expression of ideas using a person's mental creativity. In the competitive arena, hardly everyone who writes can claim to be a proficient writer. To meet these criteria, writers should combine the following qualities into their writing. Rajkumar (2013):

❖ Illustration: Writers must clarify the topic's meaning, dimensions, and purpose to provide valuable information.

❖ Order: A well-written article requires accurate measurements. Inter-sentential or inter-paragraphic difficulties that are abrupt might negatively impact the text's overall semantics. Writing about a certain topic requires proper organization to convey logical sense to readers.

❖ Relevance: A well-written content should only include materials directly connected to the title.

❖ Simplicity: A skilled writer prioritizes simplicity in their writing. Excessive language might confuse readers.

❖ Completeness: Written statements must be complete to convey meaning. Missing important points or concepts can disrupt the flow of meaning. Writers must prioritize comprehensiveness when writing.

❖ Accuracy: Writers should base their thoughts on facts and truths that readers can trust. Nothing should be written down on the basis of fancy or personal whim

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2.7.The role of reading strategies in writing development

There is widespread consensus that there is a correlation between reading and writing; however, the nature of this connection and the interactions between reading and writing in relation to student performance and development are not well understood. Although there is a strong correlation between reading and writing, it is far from ideal. There is a scarcity of research on the relationship between reading and writing at varying levels of proficiency in each(Miller, McCardle, & Long, 2012).The function of reading strategies in integrated writing assignments has been investigated by Cohen (1994). Cohen examined the reading strategies employed by five Portuguese speakers of English when they composed summary assignments. He discovered that the two writers with higher proficiency employed a greater number of strategies, whereas the two writers with intermediate proficiency employed fewer strategies and those that were more detrimental. The writer with the lowest proficiency level employed the most strategies, but they were not implemented effectively. It appears that the proficiency levels of writers influence the reading strategies they employ when composing integrated assignments. The strategies employed by young L1 learners undergo developmental changes in numerous ways. As they mature, their strategies become more efficient, effective, flexible, less reliant, and qualitatively distinct, resulting in an increase in the use of deeper processing. Additional research is required to investigate the differences in score levels among L2 writers(Plakans, 2009).

Conclusion

To sum up this chapter attempted to present writing as skill that is necessary for language learners its importance, types and forms. Moreover, the chapter observed writing in EFL learning as a crucial element in language development.Therefore,L2 writing teaching should aim to increase both language learning and learners' written expression skills. Furthermore, the

researcher attempted to relate between reading strategies and writing skill to indicate the correlation between these two interrelated language skills. Research on the correlation between reading and writing across different competency levels is limited. Thus, the study aims to establish the interconnection between them.

Chapter Three: Field Work: Data Analysis and interpretation of the results

Introduction

The chapter at hand represents the interpretation and analysis of the research findings. This chapter represents an examination of field work of study conducted currently at the University of Mohamed Khider Biskra. The study aims to investigate the views and intakes of learners and teachers about the effectiveness of Reading Strategies in developing Learners' EFL writing Skills. In addition, the research aimed to investigate to grasp teachers' perspectives about reading strategies and writing and their interconnection. This chapter discusses the research methods, demographic and sample employed in the study, and data collection tools used to answer research questions. It then evaluates and discusses the findings of the students' and teachers' questionnaires.

3.1 Research Methodology

The study seeks to have clear ideas and data about reading strategies and their role in enhancing writing skills. Therefore, the study employs a quantitative approach. The research uses two questionnaires one for students to assess their usage of reading strategies. On the other hand, the second questionnaire is directed for teachers to discover their views about reading and writing and the efficacy of reading strategies. The use of quantitative research allows the researcher to analyze and examine the questionnaires appropriately.

3.2 Population and sampling

The study uses a sample of twenty five first year students and Ten EFL teachers at the English department of Mohamed Khider University of Biskra. The research used a sample of first year EFL students from Mohamed Khider University of Biskra to fill out a questionnaire. The purpose was to investigate their ideas and observations concerning the use of reading

strategies and whether they enhance their writing performance. Moreover, the teachers' questionnaire aimed to grasp teachers' ideas and views about reading strategies and their own interpretation about the right methods that can enhance writing skills for EFL learners.

3.3 The Questionnaire

According to Caduff and Ranganathan (2023), a research questionnaire is a data collection tool that consists of a series of inquiries or questions that are used to collect information from respondents and thereby learn about their knowledge, opinions, attitudes, beliefs, and behavior. It is informed by a positivist philosophy of the natural sciences, which refers to methods primarily as a set of rules for the production of knowledge. Questionnaires are frequently employed as a standardized and standardizing tool to ask a set of questions to participants. In the absence of a positivist philosophy, questionnaires can be interpreted as a dialogue between the researcher and the subject of the research, in which knowledge is not merely collected but rather exchanged through a unique form of communication known as the questionnaire.

It is predicated on a series of inquiries that are designed to collect data from respondents. Questions are the translated form of the information that researchers require for their study, and they can be addressed by the responses of the respondents. The process of data collection is standardized and comparable as a result of the primary and most dominant method of collecting primary and quantitative data, which is a questionnaire. Therefore, it can guarantee a more rapid and precise data collection process, as well as streamlining the data processing process (Taherdoost, 2022).

3.3.1 Description of the students questionnaire

This questionnaire is used as primary data collection tool for first year English students. Its primary goal is to investigate students' use of reading strategies and gather information about

the kind of strategies they employ to read correctly. Furthermore, the stud seeks to examine learners' perceptions about the correlation between reading strategies and the development of writing skill. In addition, the questionnaire is structured and organized from general to specific to familiarize students with research topic. The questionnaire is divided into three parts from general to specific. General information part from (Q1-Q3) it aims to summarize a kind of profile on respondents. The second part of the questionnaire (Q4-Q8) is about reading and aims extract views about the use of reading strategies and the kind of techniques learners use to decode a text. The third part (Q9-Q15) it is the crucial part to realize and achieve research objective and examine the way learners relate between reading strategies and writing skill progress.

3.3.2   Administration of Students' Questionnaire

The questionnaire has been directed towards twenty five (25) first year English students at the department of English university Mohamed Khider Biskra. The questionnaire was submitted via hard copies to learners.

3.4 Analysis of the students' Questionnaire

1. Gender

Table 1:

Gender

Gender	Number of respondents	Percentage
Male	05	20%
Female	20	80%

According to the results of this inquiry, the majority of respondents are females that consist of twenty respondents which equals eighty percent of the sample studied. On the other hand, among the responses males represent 20% percent which is only five males. Research results suggest that females are more likely to pursue English studies comparing to males.

2. Level in English

Table 2:

Level in English

Level in English	Respondents	Percentage
Excellent	07	28%
Good	12	48%
Average	06	24%
Weak	00	00

Students were asked about their level in English. According to the results, twelve participants said their level is good (48%) other seven (28%) said their level is excellent. On the other hand six respondents (24%) noted that they have average level in English. For the option weak none of the participants chose it. The findings suggest that learners have noteworthy levels. This indicates that students have confidence in their level in English.

3. The choice to study English

Table 3:

The choice to study English

The choice to study English	Number of participants	Percentage
Personal choice	20	80%
Parental recommendation	02	8%
Administrative choice	03	12%

The learners were asked about their choice to pursue English language studies in University. The majority of the learners indicated that it was their own personal choice to study English. This majority represented in twenty respondents which equals (80%) of the population. Three learners (12%) noted that it was an administrative decision to study English. This means that English was not their chosen branch to study. Two other respondents on the other hand, expressed that it was a parental recommendation. This suggests that their parents advised them to study English as branch in university.

4. The difficult skill in English language learning

Table 4 :

The difficult skill in English language learning

The difficult skill in English language learning	Number of respondents	Percentage
Reading	04	16%
Writing	11	44%
Speaking	03	12%
Listening	07	28%

Based on the results, learners have different views to the skills they find difficult. Eleven students (44%) expressed that they find writing in English difficult; seven others (28%) said their problem is with listening skill. Four respondents (16%) said they have issues with reading g in English while three others said that speaking in English is hard. It is suggested from the responses that learners face variety of difficulties in language skills mainly writing and listening. Only few Learners have difficulty in reading and speaking. The results indicate that first year students face different issues in learning English.

5. Reading in English

Table 5:

Reading in English

Reading in English	Respondents	Percentage
Very easy	19	76%
Difficult	00	00
Moderate	06	24%
Somewhat difficult	00	00

According to the results of this inquiry, reading is very easy for the majority of learners of this sample. It is evident through the responses of nineteen students which equals (76%) said that reading in English is very easy. While six students (24%) said it is moderate which means they do read but sometimes they struggle to grasp the meaning. The findings suggest that reading is easy for the majority which can suppose that they have good reading skill and may use techniques that help them read. On the other hand, learners that struggle with reading and said it is moderate may suggest that they do not use methods or strategies that assist with reading in English.

6. Reading strategies importance in reading

Table 6:

Reading strategies importance in reading

Reading strategies importance in reading	Number of respondents	Percentage
Yes	21	84%
No	04	16%

Learners were asked if they believe that reading strategies are crucial in reading in English. Twenty one responded answered yes which equals (84%) of the sample. Whereas only four students said that reading strategies are not crucial in reading. The results suggest that the majority of learners are aware about the significant role that reading strategies play in English language learning.

7. The Use of Reading Strategies When Attempting To Read

Table 7:

Reading strategies use

Reading strategies use	Number of respondents	Percentage
Yes	16	64%
No	09	36%

According to the results, a good proportion of learners said that they use reading strategies when they attempt to read in English. Sixteen student said yes which equals (64%)of the sample. On the other hand, nine learners (36%) said that they do not use reading strategies. The findings suggest that reading strategies are efficient tool that facilitates the process of reading. It also suggest that few learners are not acquainted with reading strategies and do not use them.

8. techniques employed when reading in English

Table 8:

Techniques employed when reading in English

techniques employed when reading in English	Number of the respondents	Percentage
Skimming	08	32%
Scanning	10	40%
Annotating	04	16%
Contextual clues	01	4%
Rereading	00	00
Summarizing	00	00
None of the aforementioned	02	08%

Learners were asked about the reading strategies they employ while reading in English. The results marked that there are four major strategies used by students. Ten students which equal (40%) note that they scan the texts they read. Eight others (32%) say that skimming works best when they read in English. Four respondents (16%) chose Annotation, learner say that they either take notes or emphasize important points. On the other hand one student say that he uses contextual clues and sees it fit when reading. Nevertheless, the results marked that two learners (04%) do not use any reading strategies. The results suggest that leaners use reading strategies and their choice of the strategy used is based on their need and goal from reading.

9. Reading in English influence writing skills

Table 9:

Reading in English influence writing skills

Reading in English influence writing skills	Number of respondents	Percentage
Yes	20	80%

No	05	20%

Learners were asked about whether reading influence writing skill. The majority of responses answered positively and indicated that reading has significant influence on writing. Twenty learners say yes which equals eighty percent of the sample. On the other hand, five students say that it does not impact their writing skill. It is suggested that these learners do not read to improve their learning performance and the aim of reading is limited for them. The results of the research inquiry stress that students benefit from reading and it is represented in their performance in writing.

10. The way reading in English affects writing

Table 10:

The ways reading in English affect writing

The way reading in English affect writing	Number of respondents	Percentage
Positively	18	72%
Somehow	07	28%
Negatively	00	00
No impact	00	00

Learners were asked the ways that reading affects their writing. Based on the results, eighteen learners (72%)indicated that it affects positively their writing. On the other hand, seven respondents note that it somehow affect their writing. The results suggest that learners observed a development and improvement in their writing thanks to the usefulness of reading. Learner who said that it somehow affect their writing, this suppose that learners do not focus while reading or the content they read is not for the purpose of learning and developing the level.

11. The application of information read when writing in English

Table 11:

The application of information read when writing in English

The application of information read when writing in English	Number of respondents	Percentage
I copy the sentence structures and vocabulary of texts.	08	32%
I incorporate ideas from readings to construct my own arguments.	17	68%
I utilize reading to enhance my grammar and organization	00	00
I do not consciously incorporate reading strategies into my writing	00	00

According to the results, learners benefit from reading based on their needs. Seventeen learners (68%) say that reading is crucial for them as they incorporate ideas from the texts they read to form and create their own arguments when they write. Eight others (32%)use read as source that helps in copying sentence structures and vocabulary of texts. The other two options were not chosen by the respondents. From the findings, it suggests that reading is a very important source that helps learners to develop their own writings and enhance vocabulary used in writing. The use of reading complements and improves style, content, and the way learners write to express a certain idea.

12. Notes Taking While Reading To Help With Writing
Table 12:

Notes Taking While Reading To Help With Writing

Notes Taking While Reading To Help With Writing	Number of respondents	Percentage
Yes	16	64%
No	09	36%

Learners were asked if they take notes while reading. Based on the results, sixteen learner (64%) said yes and indicated that note taking procedure is present during their readings. On the other hand, nine learners (36%) said that they do not take notes while reading. The results suggest that learners take notes while reading to help them improve themselves and enhance their comprehension.

13. Frequency of note taking to help with writing
Table 13:

Frequency of note taking to help with writing

Frequency of note taking to help with writing	Number of respondents	Percentage
Always	07	28%
Sometimes	16	64%
Rarely	02	08%
Never	00	00

Learners were asked how often they take notes to help with writing. Sixteen learners (64%) said that they take notes sometimes to assist them with writing. On the other hand, seven students (28%) answered that they always take notes and it helps with writing. Two students said that they never take notes. The results indicate that a good proportion of learners take notes as a way to improve their writing skill.

14. The most effective reading strategy when writing in English
Table 14:

The most effective reading strategy for you when writing in English

the most effective reading strategy for you when writing in English	Number of respondents	Percentage
Identifying main ideas	09	36%
Analyzing text structures	02	8%
I don't use specific readingstrategies for writing	01	04%
Paraphrasing	06	24%
Summarizing	07	28%

According to the results, students mainly identified a number of major strategies which are identifying main ideas, summarizing, and paraphrasing. Nine learners (36%) chose identifying main ideas as a strategy used in reading. Another proportion of seven participants (28%) said that summarizing is the strategy that works for them. On the other hand, six learners (24%) chose paraphrasing strategy while other two (8%) focus on analyzing text structure. Only one respondent said that he does not use any specific reading strategies. The results indicate that reading strategies are commonly used among EFL learners.

15. The impact of reading on the writing process

Learners were asked about the effect that reading has on the writing process. Among the answers that the researcher received is that reading activates memorization of words and the way they are written which benefits during writing. Furthermore, it assists with providing learner with vocabulary and understanding different writing styles. Another participant noted that it allows them to express their thoughts in written form. Additionally, another view point marked that the more the individual reads the easier it becomes for him to write accurately. Learners'

responses mainly stressed the importance of reading in enriching vocabulary and that good readers become good writers. Learner said that reading is very crucial in helping them organize their ideas and correct their grammar use. Moreover, reading helping fostering critical thinking and facilitates writing paragraphs and essays.

3.5 Analysis of the teachers' Questionnaire

1) Gender

Table 15:

Gender

Gender	Number of respondents	Percentage
Male	04	40%
Female	06	60%

Based on the results the female respondents are more than male respondents. The inquiry recorded six female EFL teachers which equals sixty percent of the sample of ten teachers used; whereas male teachers were only four which equals forty percent. The results suggest that there is difference between the genders of EFL teachers.

2) Teaching experience

Table 16:

Teaching experience

Teaching experience	Number of respondents	Percentage
1-3 years	02	20%
3-6 years	04	40%
More than six years	04	40%

Teachers were asked about the period that they have been teaching English. Responses show that teachers' experience in the educational field is varied. Four respondents (40%) answered that their teaching experience from three to six years while other four chose the last option which more than six years. On the other hand, two teachers say that their teaching from

one to three years. The results indicate that teachers of English have adequate experience with teaching English and that they present suitable sample to study their perceptions and opinions.

3) Level of teaching

Table 17:

Level of teaching

Level of teaching	Number of respondents	Percentage
First year	06	60%
Second year	04	40%
Third year	00	00

Teachers were asked about the levels they teach at the university. Six teachers noted that they teach first year students while other four teachers said that they teach second year students. Furthermore, the researcher received from teachers responses were two answers were choses specifically first and second year. This suggests that there are teachers who teach different levels. The results indicate that as EFL teachers they experience teaching different levels.

4) Frequency of incorporating reading strategies during writing lessons

Frequency of incorporating reading strategies during writing lessons	Number of respondents	Percentage
Always	06	60%
Sometimes	02	20%
Rarely	02	20%

According to the results, Six Teachers (60%) noted that they always incorporate reading strategies during writing lessons. Two teachers (20%) said that they sometimes incorporate them. Another two said they rarely do so. The results suggest that teachers utilize reading strategies and attempt to familiarize learners with them. Small portion of respondents say that they rarely integrate reading strategies in writing lessons.

5) Preferred approach to teaching reading and writing skills

Teachers were asked about the approaches they use to teach reading and writing skills. Teachers responded with different methods. First, some say that reading aloud is their favorite approach. Another noted that they focus on extensive and intensive reading. A teacher said that they encourage learners to bring their own experiences and rely on their own prior knowledge when writing. One of the notions a teacher mentioned and said that teaching to write for him is urging learners to read the text and establish thematic ties when reading. Teachers agreed on the aspect that reading and writing are interconnected skills and learning one enhances and develops the other one. Teachers said that they keep pushing learners to active reading mind mapping, and reading literary books to discover different modes and styles of writing and expression of thought. Furthermore, writing is not just putting words in paper teachers say that it is a smooth construction and transition of ideas in learners' writings.

6) Which reading strategies that encourage students to use to improve their writing skills

Table 18:

Reading strategies that encourage students to use to improve their writing skills

Reading strategies that encourage students to use to improve their writing skills	Number of respondents	Percentage
Skimming	04	40%
Scanning	03	30%
Annotating	00	00
Summarizing	03	30%
Inferring meaning from context	00	00
Predicting content	00	00

Teachers encourage learners to improve their writing through the use of strategies to improve their writing skills. Four teachers say that they urge their students to using skimming strategies (40%) while three respondents (30%) prefer scanning strategies. Three Teachers say that they encourage learners to summarize while reading. The results suggest that teachers have experience and awareness about reading strategies and their effectiveness in enhancing writing skills.

7) The type of reading material teachers find most effective for improving students' writing skills

Table 19:

The type of reading material teachers find most effective for improving students' writing skills

The type of reading material teachers find most effective for improving students' writing skills	Number of respondents	Percentage
Academic articles and essays	03	30%
Fiction (novels, short stories)	02	20%
Newspapers and magazines	01	10%
Online blogs and discussion forums	04	40%

Teachers use different materials as researchers and instructors too. Teachers were asked about the most effective reading material that could improve students' writing skills. Four teachers (40%) say that online blogs and discussion forums are suitable materials to be use and can enhance writing skills. Three respondents (30%) chose academic articles and essays and see that these materials fit academic context in learning. Two teachers (20%) say that reading fictional novels and short stories is great way to foster good writing skills. Only one teacher chose newspapers and magazines as materials to be used. Results suggest that teachers have different views to the materials fit to improve learners' writing skills yet they all agree that reading materials with different types is helpful to develop learners' abilities and capacities in

language learning.

8) challenges do students face when trying to apply reading strategies to their writing

Teachers responded to this research inquiry with providing number of challenges. First learners lack the application or do not know the appropriate ways to use and benefit from reading strategies. Also, students do not apply these strategies correctly and do not have enough background knowledge of its usefulness. Furthermore, students have issues with grammar mastery, lack of vocabulary and other language structure deficiencies. Teachers noted that learners are not motivated enough to read or they do not read unless they have to. The results of teachers' views indicate that learners' challenges hinder their ability to enhance and develop their language competencies.

9) Professional development training on integrating reading and writing instruction

Table 20:

Professional development training on integrating reading and writing instruction

Training reception	Number of respondents	Percentage
Yes, regularly	00	00
Occasionally	01	10%
No, I don't	09	90%

Teachers were asked if they have received or still receive any type of training on integrating reading and writing instruction. The majority of teachers do not receive professional development that assist in integrating reading and writing instruction. Only one teacher said that he occasionally do so. Results suggest that teachers training do not address the correlation between skills and do not emphasize the significance of reading strategies.

10) The impact of reading on students' writing development

Teachers assessed the impact of reading on students writing development in several ways. First, reading improves vocabulary and writing style. It also enhances accuracy and organization

of ideas when writing. Moreover, it develops level of words and discourse used which results in good written productions. A teacher expressed the relationship between reading and writing in unique way. The respondent said that reading strategies are the tree that students take fruits from to construct their pieces of writing. The responses of teachers represent the objective of the study which clarifies that reading strategies significantly enhance and facilitate writing skill.

Discussion of the results

The analysis of the students' questionnaire expressed that learners are aware of the significance of reading in EFL Learning. Reading is a critical resource that assists students in the development of their own writing and the improvement of their vocabulary. The utilization of reading enhances and complements the manner in which learners express a specific idea, as well as the content and style of their writing. Moreover, the usefulness of reading enabled learners to observe a development and advancement in their writing. Furthermore, Students employ reading strategies, which they select according to their objectives and requirements. The significance of reading in expanding vocabulary and the fact that proficient readers are also proficient writers were the primary themes of the learners' responses.

The teachers' questionnaire on the other hand, Teachers possess knowledge and expertise regarding the efficacy of reading strategies in improving writing abilities. First, teachers observed that learners are either not sufficiently motivated to read or only read when it is necessary. Furthermore, the findings of the instructors' perspectives suggest that learners' obstacles impede their capacity to improve and cultivate their language skills. The teachers stated that they continue to encourage students to engage in active reading, mind mapping, and the reading of literary works in order to explore various modalities and styles of writing and thought expression. Additionally, teachers assert that writing is not merely the act of composing words on paper; rather, it is the seamless integration and progression of concepts in the writing of students. The study's objective is portrayed by the responses of the teachers, which demonstrate that reading strategies substantially improve and facilitate the writing skill.

Recommendations of the study

From the research and the study conducted the research recommends the following

- ❖ Students ought to discover more reading strategies to improve their writing.

- ❖ Learners should learn how to use reading strategies and apply them accordingly.

- ❖ Learners can benefit and read more materials in English

- ❖ Students should write drafts and apply the aspects of the language that they have learned

- ❖ Teachers can encourage learners to write more in English

- ❖ Teachers can guide learn to apply reading strategies and use them correctly

- ❖ Teachers should help their learners apply the aspects of language from their readings in written productions.

General conclusion

The acquisition of language skills, particularly the English language, has garnered recent attention. Learning any language necessitates the acquisition of its four skills: reading, writing, speaking, and listening... In academic environments, the ability to write is an essential component. Good writing skills necessitate the ability to balance and achieve proficiency in other language aspects. In order to achieve success in school, university, or any other writing-related endeavor, writing is one of four language skills that must be mastered with proficiency. The investigation is structured into three chapters.

Reading is the subject of the initial chapter. Reading is considered an indispensable aspect of the acquisition of the English language. Reading enhances one's comprehensive language abilities. Additionally, reading involves the critical examination, interpretation, and comprehension of written materials. Reading fosters critical thinking and cultural awareness, in addition to improving vocabulary, grammar, writing, and speaking. The first chapter examines the significance of reading in the acquisition of English as a foreign language (EFL) by defining its categories, purposes, and definitions, as well as the challenges that learners frequently encounter when participating in reading activities. Reading is a complex cognitive activity that necessitates students to critically evaluate the material, form inferences, and comprehend the meaning.

Writings are the subject of the second chapter. The second chapter undertakes to define writing as both a term and a skill. Additionally, it establishes the significance of writing in EFL environments and its role in language acquisition. Writing is acknowledged as a skill that significantly contributes to the success of educational endeavors. Additionally, the chapter endeavors to establish a correlation between the development of writing skills, the utilization of reading strategies, and their influence on the improved writing performance of learners.

The fieldwork of the study is represented in the third chapter. The students' questionnaires indicated that they comprehend the significance of reading in the acquisition of English as a foreign language. Reading is a critical resource that assists students in the development of their own writing abilities and the expansion of their vocabulary. The questionnaire completed by teachers indicated that they possess a high level of knowledge and proficiency regarding the efficacy of reading strategies in improving writing abilities. Initially, educators found that students are either inadequately motivated to read or only read when it is absolutely necessary. Additionally, the instructors' perspectives suggest that learners' potential to develop and refine their language abilities is limited by their challenges.

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Appendix

Students' Questionnaire

Dear students,

We are conducting a research about 'The Role of Reading Strategies in developing Learners' EFL writing Skills'. The case of our study is first year students from the English department of university of Biskra. We kindly ask of you to answer this set of questions to the best of your knowledge and share your own intakes and experience about it. Rest assured that the responses you provide will be kept confidential and used solely for the purpose of research. Your contribution will not be forgotten. We are grateful for your cooperation and the time you have dedicated in advance.

1. **Gender**

☐ Male ☐ Female

2. **Your level in English is:**

☐ Excellent ☐ good ☐ average ☐ weak

3. **Choosing to study English was:**

☐ Personal choice ☐ Parental Recommendation ☐ Administrative choice

Part Two: Reading

4. **What are the skills that you find difficult in English learning?**

☐ Reading ☐ Writing ☐ Speaking ☐ Listening

5. **How do you find reading in English?**

☐ Very easy

☐ Difficult

☐ Moderate (I can read in English, but sometimes I struggle)

☐ **Somewhat difficult** (I often need help or extra time to understand)

6. **Do you believe that reading strategies are crucial in reading English?**

☐ **Yes**

☐ **No**

7. **Do You Use Reading Strategies When You Attempt To Read In English?**

☐ **Yes**

☐ **No**

8. **Which techniques do you employ when reading in English?**

☐ Skimming (I quickly read to identify the primary concept).

☐ Scanning (I am in search of particular details or keywords).

☐ Annotating (I either take notes or emphasize important points).

☐ Contextual clues (I derive meaning from the words that surround them).

☐ Rereading (I review the text on multiple occasions to ensure that it is clear).

☐ Summarizing

☐ None of the aforementioned (I do not employ any particular reading strategies).

Part Three: The Role of Reading in Writing in English

9. **Does reading in English influence your writing skills?**

☐ **Yes**

☐ **No**

10. **How does reading in English affect your writing?**

☐ Positively (I learn new vocabulary, sentence structures, and ideas)

☐ Somehow (I acquire some valuable words and grammar, which somewhat enhances my writing)

☐ Negatively (it increases my confusion regarding grammar and structure)

☐ No impact (I don't notice a direct impact)

11. **How do you apply the information you have read when writing in English?**

☐ I copy the sentence structures and vocabulary of texts.

☐ I incorporate ideas from readings to construct my own arguments.

☐ I utilize reading to enhance my grammar and organization.

☐ I do not consciously incorporate reading strategies into my writing.

12. **Do You Take Notes While Reading To Help With Writing**?

☐ **Yes**

☐ **No**

13. **How often do you use note taking to help your writing?**

☐Always

☐Sometimes

☐Rarely

☐Never

14. What is the most effective reading strategy for you when writing in English?

☐Paraphrasing

☐Summarizing

☐Identifying main ideas

☐Analyzing text structures

☐I don't use specific reading strategies for writing

15. Explain the impact of reading on your writing process?

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THANK YOU FOR YOUR CONTRIBUTION

Teachers' Questionnaire

Dear respected teachers,
Our research seeks to study 'The Role of Reading Strategies in developing Learners' EFL writing Skills' The Case of first Year EFL Students at the department of English at Mohamed Kheider University of Biskra. Your responses and information gathered will only be used for academic purposes only.

Section One: General Information

1. **Gender**

☐ Male

☐ Female

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

1-3 years ☐

3-6 years ☐

More than six years ☐

Section Two: Reading Strategies and Writing

3. **What level do you currently teach?**

☐ **First year**

☐ **Second year**

☐ **Third year**

Other………………………………..

4. **How often do you incorporate reading strategies into your writing lessons?**

☐ **Always**

☐ **Sometimes**

☐ **Rarely**

☐ **Never**

5. What is your preferred approach to teaching reading and writing skills?

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6. Which reading strategies do you encourage your students to use to improve their writing skills? (Select all that apply)

☐ Skimming

☐ Scanning

☐ Annotating

☐ Summarizing

☐ Inferring meaning from context

☐ Predicting content

☐ Other

7. What type of reading material do you find most effective for improving students' writing skills?

☐ Academic articles and essays

☐ Fiction (novels, short stories)

☐ Newspapers and magazines

☐ Online blogs and discussion forums

☐ Other…………………………………….

8. What challenges do students face when trying to apply reading strategies to their writing?

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9. Do you receive any professional development training on integrating reading and writing instruction?

☐Yes, regularly

☐Occasionally

☐No, I don't

10. How do you assess the impact of reading on students' writing development?

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الملخص

تبحث هذه الدراسة في دور استراتيجيات القراءة في تطوير مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ركزت الدراسة بشكل أساسي على استكشاف استخدام استراتيجيات القراءة بين طلاب السنة الأولى في جامعة بسكرة. استخدمت الدراسة عينة من خمسة وعشرين طالبًا في السنة الأولى وعشرة مدرسين للغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. تم جمع البيانات من خلال استخدام استبيان واحد للطلاب والآخر للمعلمين. يتخذ البحث منهجًا نوعيًا لتحليل وتفسير نتائج البحث. تحاول الدراسة التحقيق في وجهات نظر وملاحظات الطلاب والمعلمين واستكشافها فيما يتعلق باستخدام استراتيجيات القراءة فيما يتعلق بتنمية مهارات الكتابة. وجدت الدراسة أن المتعلمين الذين يستخدمون استراتيجيات القراءة شهدوا تطورًا كبيرًا في إنتاجهم الكتابي. علاوة على ذلك، لاحظ المعلمون أن المتعلمين يواجهون بعض التحديات في تطبيق استراتيجيات القراءة، ومع ذلك فإن أولئك الذين يعرفون الطريقة الصحيحة للاستفادة من استراتيجيات القراءة يمكنهم تطوير مهارة الكتابة لديهم. توصي الدراسة بأن يتمكن المتعلمون من البحث واختيار طرق لتطبيق هذه الاستراتيجيات. ومع ذلك، توصي الدراسة بأن يستفيد كل من المعلمين والمتعلمين من القراءة والكتابة باللغة الإنجليزية، مما يُجسد التعلم اللغوي الصحيح.

الكلمات المفتاحية: الفهم، طلاب اللغة الإنجليزية كلغة أجنبية، استراتيجيات القراءة، تعليم الكتابة، الكتابة باللغة الإنجليزية.