People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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Faculty of Letters and Languages

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The Impact of Extensive Reading on Academic Writing

Case Study of Second Year Master English Students at Biskra University.

A Dissertation Submitted to the Department of Foreign Languages
As Partial Fulfilment for the Master's Degree in Sciences of Language

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2016/2017

Dedication

I dedicate this dissertation:

    To my parents

    To my step mother

    To my brothers and my sisters

    To all my family without exception

    To all my teachers

    To all my friends especially Amina TOUNSI

    To all postgraduate students 2015

Acknowledgements

I would like to thank **ALLAH** who gave me strength to achieve this dissertation.

I would like to express my special thanks to my supervisor **Dr.Nadia BETKA** for her guidance, support and patience.

I would like to give my great thanks to the members of the jury who accept to examine this research.

I would like to thank all the teachers of English Department of Biskra and my special thank to **Mrs. Hassina NACHWA** who helped me in the field work.

I would like to express all my thanks to my loving **parents**

I would like to thank all my friends and colleagues who helped me to complete my work.

Abstract

Writing is one of the most difficult skills, especially academic writing. This later, which is applied in universities, is considered difficult because it demands more effort and practice than writing, therefore; often students' academic writing is not well structured also it may also carry out mistakes in grammar, spelling, punctuation.....therefore, this study aims to present the benefits of extensive reading especially on academic writing promotion. For this, we hypothesize that if students rely on extensive reading , they will be able to improve their academic writing proficiency .In order to test this hypothesis , we conducted a descriptive study based on a comparison between students 'exams and their dissertations of the year of 2014/2015.Simply, we compared between the exam papers of written expression and the introductions of their first chapter in order to see whether extensive reading affects writing or not. In other words, students can make progress in their academic writing when they practice reading and what are the areas that students improved after following this reading. The analysis of the paper's outcomes demonstrated the positive influence of extensive reading on academic writing especially in vocabulary and grammatical level, spelling, punctuation, the coherence and the clarity and words' economy.

List of Abbreviations

ESL: English as a Second Language

L2: Second Language

ER: Extensive Reading

IR: Intensive Reading

ERF: Extensive Reading Foundation

E: Exam

I: Introduction

V: Variable

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General Introduction

Introduction

English language consists of the productive skills which are speaking and writing also it has the receptive ones that include listening and reading .This latter is considered as an important skill because it affects on the other skills. Reading, as any skill, has different types and approach among which is extensive reading approach as researchers assumed. This approach refers to reading books, articles.....as much as students can according to their interest and needs in order to acquire knowledge, build their vocabulary and improve their writing style especially academic writing due to they are required to write academically. This type of writing, that applied in universities, is characterized by the coherence, the unity, the correctness of grammatical rules and spelling words ……Most of English students' academic writing is not good but it may be improved by reading extensively since the more English students read, the more they will be good writers.

Statement of the Problem

I noticed that most English students at University of Biskra present an observable deficiency in writing, caused by many reasons, among which is the lack of reading.

This research attempts to elaborate the correlation between   second year master English foreign language students' extensive reading of documents (books, articles…..)and their academic writing proficiency.

Significance of the Study

This study aims to offer the advantages of extensive reading especially on writing. We select the writing skill because it is the practical part where teachers can evaluate English learners 'level.

Research Questions

In this research, we many address the following questions:

1. What is the relation between students' extensive reading and their academic writing level?

2. Does extensive reading assist second year master students in increasing their academic writing level?

Hypothesis

We hypothesize that if second year master English students rely on extensive reading, they will be able to promote their academic writing proficiency.

Methodology

In order to test the hypothesis stated previously, we conducted a descriptive study in which we made a comparison between exam papers of written expression of Second Year Master English Students and their dissertations in order to see whether their academic writing proficiency improved or not.

Tools of Collecting Data

In this research, we compared between the students' exam papers of written expression i.e. before they read and their introductions which students wrote after they practiced reading .In other words, we used those papers as a tool in this research in order to see the writing level of students before and after they extensively read documents to prepare their dissertations.

Sample

From the whole population, we have been selected randomly, from group three, a thirteen of second year Master English students' exam papers of written expression and the introductions of their dissertations of the year 2014/2015in the department of languages in Mohamed Kheider University .

Limitation of the Study

This study contained some limitations. The first limitation was about the other meaning of extensive reading .For this, we exclude extensive reading which means "reading as much as possible for your own pleasure" (Extensive Reading Foundation's: Guide to Extensive Reading). In other words, students who read extensively for enjoyment are not measured. The second limitation related to the exam; the affective factors for example, anxiety, afraid…….and the short time provided in doing the exam. The third limitation concerned the teacher's gaudiness while preparing the dissertation. The other limitation is connected to the sample that was 48 exam papers and introductions o the students, it decreased to 20 papers. Finally, we analyzed 13 papers because we did not find the dissertations of six students in internet. The final limitation related to the nature of variable that can be seen from different angles.

Structure of the Study

This dissertation is divided into three chapters. The first chapter introduced the historical perspective of extensive reading, definitions, the benefits, the differences between ER and IR, graded readers and the planning of extensive reading program.

The second chapter devoted to the academic writing, its definition, characteristics, approaches, processes, the relationship between academic writing and other skills, the teacher's tasks in writing and students 'writing problems.

The third chapter, which is the practical part, focused on the analysis of both students' exams and their dissertations.

CHAPTER ONE
EXTENSIVE READING

Introduction

Reading is one of the most important skills in learning foreign or second languages. Learners can acquire knowledge, information and different ideas in different disciplines through reading. For this, it is an essential skill learners have to learn. But the problem is that most English learners do not like reading even if they recognise its benefits, however some of them wish to practice the reading skill but there are internal and external variables which hinder this process. For instance, they are not motivated or the environment does not allow them to read. So, they should challenge themselves and their circumstances as much as they can.

In this chapter, we will introduce a type of reading which is extensive reading, which students are free to read what they want, and its historical background, definitions, principles, benefits and the differences between extensive reading and intensive reading. Then, we move to the graded readers. Finally, we will discuss the planning and the implementation of extensive reading program.

1.1 Historical Perspectives of Extensive Reading

Palmer (1917) and West (1926) are the pioneers of extensive reading as an approach to foreign language teaching and learning. Palmer selected the term of extensive reading (ER) in order to differ it from intensive reading (IR).

- In 1929, Coleman distinguished extensive reading from inclusive reading; he stated that in extensive reading:

    - Students did not translate words while they read a material.

    - Students focused on improving their silent reading.

    - The basic of extensive reading was developed the quantity of reading.

- In 1978, Broughton agreed on the importance of extensive reading in second language programs.

- In 1982, Nuttall's slogan was: "the best way to improve your knowledge of a foreign language is to go and live among the speakers. The next best way is to read extensively." (p .168)

- In 1984, Krashen stated that extensive reading improve competence in writing. In 1993, he named it "free voluntary reading". In 1995, he considered extensive reading as bridge from communicative language competence to academic language competence.

- David Eskey (1995) made the analogy to reading instruction and teaching swimming to people who hated the water. Those people would gain the benefits through doing it were like learners who hated reading .Through doing reading, they would discover the benefits.

- Elley (1996) conducted study with students and teachers in 32 educational systems around the World and the finding indicted that programs which were

relied on teacher's direction are less beneficial than programs that focused on student's voluntary reading.

- In French, Dupre's research (1997) agreed with the idea of language acquisition in which learners acquire language by extensive reading more than by grammar instruction.

- Nuttal(1998) supported the positive influence of research studies about extensive reading programs in terms of reading , motivation, attitude, linguistic competence, vocabulary and spelling. (Types of Reading.2005)

1.2. Definition of Extensive Reading

Day & Bamford (1998, p.07) stated that " Just as it is hard to find a name for extensive reading that satisfies everyone, It is hard to reduce it to a dictionary type definition". Also Hedge (2000, p.202) Points out that "There have been conflicting definitions of extensive reading".

Palmer defined extensive reading is "Rapidly" (1921/1964, p.111) reading "Book after book" (Ibid, 1917/1968, p.137) (Cited in Day and Bamford1998, p.5). Carrell and Carson (1997, 49-50) stated that "extensive reading … generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language". (Cited in Renandya, W. A., & Jacobs, G. M. 2002) . Extensive reading is an approach to teach language in which students are free to choose a quantity of easier materials .Their aims are to enjoy while reading, to grasp general meaning and to gain information. (Bamford and Day 2004, p.1) . Richards & Schmidt (2002, pp. 193–194) agree that extensive reading "means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up

knowledge of vocabulary and structure, and to encourage liking for reading." (Cited in Yamashita 2013, p.248). Students who read extensively they READ:

Read quickly and

Enjoyably with

Adequate comprehension so they

Don't need a dictionary

(ERF's: Guide to ER 2011, p, 1)

1.3. Basic Principles of Extensive Reading

In order to read extensively, students follow these ten principles according to their interests. The first two principles indicated what students red and the other principles rely on these two principles.

1.3.1. Students Choose the Easy Material

It is considered as the basic principle. Students prefer to deal with easier material because it assists them to progress in their reading rather than difficult one; in which they face unfamiliar words and they may stop reading .

1.3.2. A Variety and Different Materials

Variety means students are free to read what they want depend on their needs and interests .Also, they can deal with different kinds of materials. Furthermore, their reasons (e.g. read for pleasure, information ...) and ways (e.g. skimming, scanning ...) are varied from one student to another.

1.3.3. The Self-Selection of Material

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

1.3.4. Reading a Large Quantity of Material

The focus of extensive reading is reading a lot of materials. The more students read, the more they can benefit. Bamford and Day assert that the benefits of extensive reading get from reading one book per week.

1.3.5. Faster Reading rather than Slower

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

1.3.6. The Aims of Extensive Reading

To enjoy reading, to gain information and to arrive at overall meaning are the aims of students who read extensively, however; intensive and academic readers focus on the detailed meaning.

1.3.7. Students Read Individually and Silently

In some schools, since learners select what they want to read, they read individually and silently inside classes. In their own times, they can also read outside.

1.3.8. Students Read in the Sense of Reading

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

1.3.9. Teacher as a Guide

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

1.3.10. Teacher as a Model

Example is the significant strategy. If both the teacher and the student red the same material, this strategy is encouraged students to read because on one hand they consider teacher as a model and the other hand they do not find any difficulty. Furthermore, the teacher can recommend reading material and become as informal reading community. (Bamford& Day, 2004, p.1-2) .

1.4. Extensive Reading Benefits

1.4.1. Gains in Vocabulary

As the Longman dictionary of language teaching and applied linguistics, extensive reading is "intended to develop good reading habits, to build up knowledge of vocabulary and structure" (Richards,Platt, and Platt,1992,p.133 Cited in Day & Bamford1998,p.6) .It has believed that extensive reading aims to increase both the students' level of liking reading and to develop their reading habits . Consequently, their vocabularies will be improved. Day & Bamford(1998,p.16) stated that "the developments of a large sight of vocabulary can be seen as overlearning words to the point that they are automatically recognized in their printed forms, the best and easiest way to accomplish this is to read a great deal." It means that students 'written achievement proved that students have a large quantity of vocabularies because of more reading. Jacobs and Renandya(1999,p.299) agreed that reading interest and easy materials lead to the improvement of vocabularies, also students able to read without stopping and to guess rapidly the meaning of words in context. As Nation and Goady (1988, p.108) concluded that "... the value of reading as a means of increasing vocabulary". They have considered reading as a way cause the growth of vocabulary. As we notice that students who read a lot of books and documents their vocabularies are vary and different. (Cited in Day & Bamford, 1998, p.18) .

1.4.2. Gains in Attitude and Motivation

Day & Bamford (1998, p.26) argued that extensive reading decrease the area of teacher's evaluation, it offers positive attitudes toward reading also students can benefit from it. Yamashita (2013, p.250) agrees that "Extensive reading is likely to influence L2 learner's attitudes towards the culture and people if reading materials cover a wide range of topics". Extensive reading has an impact on students 'attitudes in terms of culture and people since the second principle of extensive reading is reading available material on a wide range of topics. Day & Bamford (1998, p.27) stated that "...to establish positive attitudes toward second language reading. Students read material well within their linguistic ability, they have a choice of what to read, and they are not forced to read about topics in which they have. no interest In addition they have the freedom to stop reading when they want to, with no questions asked .They read when and where they want to." The self selection of interesting materials according to the students level can assist them to build positive attitudes toward their second reading and they are free about what, where and when to read. Extensive reading is considered as a powerful tool that teachers use to build and remain positive attitude among their students. Teachers focus more on the attitude because it effects on another variable which is motivation. For this, the more students have positive attitude, the more they are motivated. Franken (1988, p.3) defined motivation as "what makes people do (or not do) something" (Cited in Day & Bamford 1998, p.27).The self selection of material motivate students to read .for this, motivation is more related with extensive reading. Grabe (1991, p.396) indicated some of the benefits of silent reading among which is promote students' confidence and motivation (Cited in Day & Bamford 1998,p.6). Ray (1986, p.42) agreed that "In the absence of interesting texts, very little is possible. An obvious principle, but one which is often forgotten. Interest is vital, for it increase motivation, which in turn is a significant factor in the development of

reading speed and fluency". (Cited in Day & Bamford 1998, p.29) . He believed that motivation has a significant role in extensive reading because the selection of interesting material depends on students' linguistic levels which motivate them to read. For this, the first principle in his top ten principles is students choose what they want to read. Robinson & Hulett (1991,p.106) considered silent reading as motivational approach due to it encourages students to read what suit their levels (Cited in Day & Bamford 1998,p.128). In sum up, Burnett's the secret garden indicated a metaphor about the role of extensive reading. He stated that students can enter that garden if they possess positive attitudes and motivation to read. So, students must use extensive reading as the key to enter that garden. (Cited in Day & Bamford1998, p.31) .

1.4.3. Gains in Writing

Krashen(1993,p.23) stated that "...reading is the only way , the only way we become good readers , develop a good writing style" . He emphasized more on extensive reading as if the only way that students use to become good writers. (Cited in Day & Bamford1998, p.38). Also Hsu & Ying (2009, p.19) agree that "Extensive reading is the only source of competence in writing; they concluded that the source of good writing style is reading". They directly claimed the strong relation between extensive reading and writing; to be competent in writing should read extensively and to improve your writing style is through reading. Day & Bamford (2004,p.01) believed that research studies point out the students , who often practice extensive reading in a new language, can make improvements at reading , listening and speaking skill. As well as they write better. In addition, this approach motivates students to read and to enrich their vocabularies.

1.4.4. Gains in Spelling

Extensive reading can promote students language in different aspects, spelling is one of them in which they make mistakes through writing their paragraphs. Polak & Krashen

(1989) showed the reading habits of community college ESL students in the United States related more with spelling and the more students engaged in free reading , the more their spelling is better. (Cited in Day & Bamford 1998, p.38). Krashen (1993; p.23) agreed that "reading is good for you ....and the only way we become good spellers". Extensive reading can solve the problem of students' spelling; since students often read materials, they face new words and vocabularies and the more they use these words, the more they write them correctly. (Cited in Day & Bamford 1998, p.38).Also he considered extensive reading as "powerful means of developing reading comprehension ability, writing style, vocabulary, grammar and spelling" .Free Voluntary Reading can be seen as the means that has positive effect on students' reading comprehension, writing....In other words, this approach able to improve both reading and writing also students will be good spellers. (Cited in Day & Bamford 1998, p.37).

1.5. Extensive Reading versus Intensive Reading

Although extensive and intensive readings are approaches to teach reading, they carry out some differences. Extensive reading means read easy materials in order to arrive at overall understanding however intensive reading refers to read difficult materials with concentration on each item. Extensive reading means read a text which contains not more than ten unfamiliar word per page but in intensive reading students attempt to read and understand a text that consist of difficult words. Students who read extensively, they are free to select what they want to read according to their interest also they have freedom to stop reading whereas students who read intensively are not free because they must read the same material that depends on teacher 'choice. Palmer (1921/1964, p.111) stated that extensive reading is reading many books with concentration on the meaning of the text in contrast to intensive reading which means that: "take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analysing, translating, and

retaining every expression that it contains" (Cited in Day & Bamford 1998, p.5). In extensive reading (learn to read), students read for enjoyment and general comprehension. In addition, their aim is to become fluent readers at the same time they learn unconsciously through reading. However, intensive reading (read to learn) students read to learn a language itself. For example, grammar; therefore, they are engaged in pre-and post-activities and comprehension questions. (ERF's: Guide to ER 2011.p, 2). Renandya & Jacobs(2002,p.2) state that " Unlike in intensive reading where the material is typically above students' linguistic level, in ER the material should be near or even below their current level" . Carrell & Carson .(1997); Nuttall. (1996) believed that students, who read intensively, focused on detailed meaning in order to improve their grammar rules also to recognise both the main ideas and the transition signals; therefore, they deal with short texts under the guidelines of teacher. They believe that these two approaches are not opposite as well as they have complementary purposes. (Cited in Renandya & Jacobs 2002, p.2) . As mentioned in (ERF's: Guide to ER. 2011,p .2) that these two forms of readings are complementary; intensive reading provides student with new language items whereas extensive reading allows student to practice them. It summarizes that "the former can be compared with doing driving lessons at a school, the latter with actually driving on the road. Both are necessary." The following table shows some differences between extensive and intensive reading.

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

Table 1 (welch 1997 Cited in Waring 2003 .p ; 4)

The table shows some differences between extensive reading and intensive reading in terms of linguistic side, the level of difficulty , the amount of books that are read it , the selection , the kind and the place where learners read a material and finally learner 's way that use to comprehend a material.

1.6. Graded Readers

Graded readers are both fiction and non-fiction books that are planned for learners to make them fluent readers by practicing real reading. They are named graded readers because their content according to a pedagogical syllabus which aimed to improve the grades of difficulty in terms of vocabulary , grammar and the use of images ; therefore, graded readers go in parallel with books of school year grades. Graded readers ranged from six to eight level of difficulty; the starter level books characterized by limited vocabulary and simple grammar rules, elementary level books include slightly more difficult vocabulary and grammar ,however; the more difficult books are in intermediate level; therefore, learners have the ability to improve their learning by reading graded readers books. (ERF's: Guide to ER. 2011, p.2). Waring (the 'Why' and 'How' of Using Graded Readers, p.8-9) asserted that Graded readers (Basal Readers) are books that aimed to develop learners 'reading ability. The level of vocabulary and grammar is according to learners' level in order to understand easily what they read. Generally, graded readers point out for adults. Also he stated that Learners move from the easiest level to difficult one because if they use difficult texts, they will not be able to move another page. Hamer (2001,p.210) agrees that"Such books succeed because the writers work within specific lists of grammar and allowed words; this means that students at the appropriate level can read them with ease and confidence". Graded readers are recognized as a stimuls that motivate students to read more and more.Students do not face difficulties since these books accordinace to their level . Graded readers help students to enrich thier vocabularies, to improve thier reading skill and to make them more confident.

1.7. Extensive Reading Program

Davis (1995,p.329) defined extensive reading as an extra class library related to English course in which students are motivated to read for pleasure as much as possible.

For this, they are provided by time, encouragement and materials which are according to their level. The role of teacher is to monitor and encourage them to read their book in specific time rather than test or give them marks. Students focus more on the quantity and variety of books. Hence, they select what they want to read. (Cited in Renandya and Jacobs 2002, p.1).

The implementation of the extensive reading program is not hard to do but it requires much time and commitment, extensive reading program should addresses clear objectives and should be well structured to demonstrate the importance of reading. Some of the characteristics of a successful program are: students, teachers and maybe parents are engaged in this program, it can be seen as a part of the curricular, the contribution of students, appropriate materials with appropriate level. (ERF's: Guide to ER 2011, p.5). Waring (the 'Why' and 'How' of Using Graded Readers p.14-15) believed that the key of successful reading program is balance; the more emphasis on intensive reading hinders the development of reading fluency, the more emphasis on extensive reading leads to no concentration on language, the more emphasis on reading skill will reduce the area of reading fluency and not enough vocabulary leads to not enough reading fast.

1.7.1. Planning Extensive Reading Program

Step One: Planning your Library 'Think Big, Start Small'

This step means what is the incoming result of extensive reading program in five years, therefore; we will have to answer these questions: how much and how often students need to read? Should we integrate extensive reading into an existing class? When and how often students change their books?...Teachers advice students to increase their amount of time by reading out of class and in class. Some teachers assign a whole class or part of class for silent reading to control students' reading .if class time is not enough, students can read at home. But we need little time specified for students to change their books and

For teachers to control reading .teachers should assign a specific time when the library is open in order to allow students to borrow another book. The starting point of extensive reading is that teachers be sure that students read and learn how to read. To answer the question of how many books does we need? We should follow this equation: "Number of ER classes × number of students per class × number of books per students = the number of books needed." (ERF 's: Guide to ER 2011, p. 5) . For example, a school consists of three extensive reading classes each class has 20 students, and each student needs 2 books. So we need 120 books. These books should cover all the students level .If money is not too much, we can at least start with one book per student. As Day & Bamford(1998,p.109) asserted that "In an extensive reading program, it is easy to accommodate everyone because   reading materials appropriate for a wide variety of levels can and should be ordered ".To achieve successful program, teachers pay attention to the different level of their students ,therefore ; the materials which have chosen by a teacher should be ranged from easy , average and hard. Here student will be autonomous due to reading without the aid of teacher or dictionary. Discovering student's interest, teachers can observe the speech and the action of them also he can make questionnaire to answer it.

Step Two: Setting up the Library 'Be Practical and Realistic'

1 .Choosing Books

In order to satisfy all the needs of students, we should select interest books. Hence, the library should contain: both fiction and non-fiction graded readers, a wide range of topics like romance, drama...a wide range of books at different levels of difficulty...

2. Cataloging Books

"The publishers of graded readers use different leveling systems for each series of graded readers so you will need to make your own leveling system. Your program will need a level system of about 6-8 levels from easy to difficult."(ERF 's: Guide to ER 2011, p.6). Since teachers bring materials which written by different publishers. In this case, teachers try to make their own system according to their student's level. To recognize the level of a book; teachers can color the code of each book. For example, books of level 1colered by red, books of level 2 cohered by blue...or they can only use numbers like level 1.2.3 and so on. These strategies assist students in finding a book in shorted time on the other hand these books were arranged in a good way. Students borrow books by using one card, each book numbered inside the front for instant 3-067 means that book is at level 3, book number 67.Also Day & Bamford (1998,p.112) agreed that " It is essential that students have a way of knowing which books are linguistically suitable for them". By cataloging a graded reader, students do not spend much time and effort in finding a book that relevant to their level. So, they borrow a material in very easy and quick way which encourages them to go forward in their reading.

3. Organizing a Book's Borrowing System

The borrowing systems ranged from a very open system to a very controlled system. In very open system, when students finish reading a book, they return it. However, the second system, which is often used, students borrow and return a material at the same week. (ERF's: Guide to ER 2011, p.112).

Step Three: Introducing Extensive Reading 'Step by Step'

Teachers should introduce well extensive reading program .Although students know the benefits of reading, many of them whether they do not read at all or they do not finish reading a book. Introducing extensive reading involves two main steps

First Step: Whole Class Reading

In this stage, all students practice some reading as a whole, teachers should put in their minds that there is a low, mediate and high level .For this, in the beginning; they should select the easy book for the weak students, teachers make many copies of that book in order to give chance to all students to read. The aim is to arrive at easy, rapid and enjoyment reading which leads students clearly notices the difference between their reading and other reading types.

Second Step: Self –Selected Reading

When students practice easy reading as a class, they must move to the next step which is self-selected reading

Stage 1: Student's Orientation

Teacher explore this stage to explain the importance of this kind of reading to their students, to remember them that they should link extensive reading with text book and to focus on the aim of reading which is for enjoyment.

Stage 2: Student's First Book

The selection of books by students from the library and put them on the table, students can select any book that they want to read but this book should at their linguistic level.

After selecting a book, students will read silently from ten to fifth teen minutes whereas the teacher goes around the class and ask them some questions like: Is it easy for you? Is it enjoyable? Do you understand it? Students can change the book if it not meets their needs.

Stage 3: Out of Class Reading

Students can read some books in class and out of class .For example, twenty minutes per week .So, the amount of reading will be increased .For this, they finish their reading, if they succeed to read a whole book, they should discuss it with other students and choose another one.

1.7.3. Extensive Reading Program is not implemented...Why?

Day & Bamford(1998,p.47) stated that teachers consider that intensive reading assists students to become fluent readers without relying on extensive reading . When students read intensively, they analyse short text with close guidance of a teacher because their aim is to improve their reading skill as well as their vocabulary and grammar. Renandya & Jacobs (2002, p.6) assert that the practical reason why extensive reading is not implemented; teachers claimed that they do not have enough time because they forced by administration to finish the syllabus. Since extensive reading does not include the area of assessment, they prefer to practice such activities or exercises in which they are able to assess or examine their students. Grabe (2009, p.312) agrees that there are many reasons why extensive reading is not implemented in the English curricula. First, the quantity of money that needed in extensive reading program. Second, teachers prefer to teach their students grammatical rules and structures rather than wasting time in extensive reading activity. Also, he adds that although extensive reading is valid for students to speak fluently, but it is not implemented yet in the curricula.

Conclusion

Extensive reading is an approach in which students are free to read what they want, to go forward or to change a material .To read extensively, students should carry out a positive attitude about this approach which leads them to be motivated. And when they are motivated, they will read as they can. So, their vocabulary will be increased, they become fluent readers and the observable improvement is in writing and spelling, these are the advantages of free reading. Implementing extensive reading program is not hard but there are many reasons which hinder this program .for this, it is not implemented.

CHAPTER TWO
ACADEMIC WRITING SKILL

Introduction

Writing is one of the most important skills in language learning; it is a process of transmitting what we speak, read and listen into a form of writing. Also, writing is one of the most difficult skills; it requires more efforts and practise especially academic writing which is used in universities and it differs from writing in terms of style, vocabulary, structure...

This chapter is divided into two types: In first one, we will discuss briefly the definition of academic writing and its characteristics. Then, we move to the writing approaches (product, process , genre and creative approach) then academic writing processes and the relationship between academic writing and other language skills. The second part focuses on the teacher' s tasks in writing and students' writing problems.

2.1. Definition of Academic Writing

Oshima & Hogue (1998, p.2) stated that "Academic writing, as the name implies. is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal. Literary. Journalistic. or business writing. Its differences can be explained in part by its special audience. tone. and purpose". This type of writing applied in universities and it is distinguish with other types in terms of people we address and the purpose. Also Whitaker (2009, p.2) agrees that "Academic writing is, essentially, the writing you have to do for your university courses". In Teaching and learning development (introduction to academic writing p.1) stated that "Academic writing is based on a critical judgement of complex ideas and information, rather than an appeal to emotions. Your writing should be based on things which can be seen or measured, rather than on personal beliefs."It means that academic writing deals with ideas and thoughts and there is no room for emotions. Furthermore, it relies on facts not assumptions. University of Wolverhampton "Academic writing is a style of writing that makes your work easier to read and understand. There are rules and guidelines that you can follow. These rules and guidelines will cover the way you write, the language you use and the format of your assignment."In this type of writing, students have rules that they should follow, these rules help them to know how they write, what words they used and what the physical shape of their writing is.

2.2. Characteristics of Academic Writing

Hartley (2008, p.3) asserts that "Scientific text is precise, impersonal and objective. It typically uses the third person, the passive tense, complex terminology" .So, academic writing is less personal and more objective, it is specific and it consists of complex items. When students write academically, they utilize third person and passive voice.

According to Heady (2007) good academic writing should be correct at grammar and spelling, it is structured, academic paragraph should be coherent and unified and it is point out for particular audience.(Cited in Meddour & Nachoua, 2015-2016,p.4). Hemlin (1996, p. 2–3) point out that" Good scientific writing is characterised by objectivity. This means that a paper must present a balanced discussion of arrange of views...Moreover, value judgements, which involve moral beliefs of what 'right' or 'wrong' must be avoided . . The use of personal pronouns is unnecessary". (Cited in Hartley 2008, p.3). In the sense that the writer should be neutral it means that he tries to be far from judgements. The following table demonstrates the differences between academic and non academic writing.

	Academic	Non academic
Reader	Academics	Family and friends
Content	Serious thought	Conversational
Style	Complex sentence Showing considerable Variety in construction	Mostly simple and compound Sentences joined by conjunctions Such as and or but
Organization	Clear and wellpllanned	Less likely to be as Clear and as organized
Grammar	Likely to be error free	May not always use complete Sentences
Vocabulary	Technical and academic Language used accurately	Use of short forms, idioms and slang

Table: 2 Distinguishing between academic and non academic writing.

(Lyons & Heasley 2006, p.1)

Lyons & Heasley differianciate between academic and non academic writing in terms of reader, content, style, organization, grammar and vocabulary. The differences between them are clear and obvious. Also from this table, we can notice the characteristics of each type .For example, in academic writing, we use complex sentences however in non academic writing, and we use simple ones and so on.

2.3. Academic Writing Approaches

2.3.1. The Product Approach

The term" product" is indicated that students focus on final outcome. Harmer (2001, p.257) asserts that "when concentrating on the product we are only interested in the aim of task and in the end product." For him, students focused on the goal and the final. Gabrielators (2004, p.5) "the product approach is a traditional approach in which students are encouraged to mimic a model text usually is presented and analyzed at an early stage" (Cited in Kamrul 2010, p.78).In this approach, students are imitate and manipulate a sample which provided by a teacher, students read a text and then they try to write another one which is like the previous one .Nunan (1991,p.86) Indicated that the product approach is emphasised on "The end result of the learning process. What is it that the learner is expected to do as a fluent and component user of the language".

2.3.2. The Process Approach

Harmer (2001, p.257-258) asserts that in process approach, students spent time because they go through stages of writing which are pre-writing, editing, redrafting and publishing. As a result, students who follow this approach will practice a lot of skills in their writing. In other words, students consume time in generating ideas , in drafting phase, in which teacher may help their students, in redrafting and re-editing....In some cases like

the shortness of classroom time or in individual work here teachers can not apply this approach. Hedge (1988: 20) asserts that:

> The process of composition is not a linear one, moving
> from planning to composing to revising and to editing.
> It would be more accurate to characterize writing as a
> recursive activity in which the writer moves backwards
> and forwards between drafting and revising with stages
> of replanning and between.

In other words, this approach sees writing as a process in which students write, plan, draft, revise and edit .Furthermore, writing is seen as a recursive activity which means that students can move to the next stage also they may return to previous stage.

2.3.3. The Genre Approach

Harmer (2001, p.258-259) agrees that before students write, they should have many information about a genre that they will write like it .For instance, if students want to write a letter, first they should look at a model. Dudley-Evans (1997, p. 154) stated that "three stages in genre approaches to writing. First, a model of a particular genre is introduced and analysed. Learners then carry out exercises which manipulate relevant language forms and, finally, produce a short text". To analyse a given genre, to manipulate and to produce another one are the phases of genre approach that students go through. (Cited in Badger & White 2000, p.156). Although the genre approach is the extension of the product approach, the later sees writing from social context, however; genre approaches 'writing focuses on linguistic side. (Flowerdew. 1993, p. 307).

2.3.4. The Creative Approach

UR (1996, p.169) asserted that "most people feel pride in their work and want it to be read". This approach refers to imagination activities like: poetry, stories and plays. Teacher gives a chance to their students in order to express their ideas and they will more confident because of their achievement, they hope all people read their work .For this, they feel pride. (Cited in Harmer 2001, 259). Gaffield (1998, p.31) defined creative approach as "a journey of self-discovery, and self-discovery promotes effective learning" students can discover their abilities by imaginative tasks moreover these activities motivate and assist them to write correctly. Teachers and whole class recognized as audience to read what students write, also teachers provide their students class magazines or web sites to set students 'work.(Cited in Harmer 2001,p.259-260)

2.4. Academic Writing Processes

2.4. 1. Prewriting

Murray (2001) defines invention as "anything a writer does before beginning a draft" (Cited in Richards & Miller 2005, p.63) .Oshema &Hogue (1998, p.2) agreed that "prewriting is the first step in the writing process. In this step, you gather ideas to write about .One way to gather ideas are to discuss a topic with your classmates and take notes". Writing is a process that consists of many steps, the first step is prewriting in which students generate ideas about given topic. In generating ideas, students can use a lot of techniques. According to Galko (2001, p.19) stated some of them. For example: *Brainstorming* "let your ideas flow without judging them", Freewriting "write down your thoughts as they come to you", Asking questions" make a list of questions about your topic", Mapping (clustering or webbing) "make a visual diagram of your ideas about a topic", Listing "make a list of your ideas about a topic"....

2. 4.2. Planning

After generating ideas, the organization of them in outline is the second stage. According to Starkey (2004, p.7) asserted that student can arrange his thoughts in form of outline; he categorize them into major and minor sentences, example and detail. Harmer (2004,p.104) agree that" when students have got their ideas, generated some topic-specific language, and gathered the data they require, they can start to make a plan of how the final project will be set out." For this Harmer (2004, p.4-5) stated different ways of plan; experienced writers determine their ideas before they write. However others think that this needs more details. Some writers just write some words but others do not write at all because they plan their ideas in their heads. Also he agrees that while planning, writers put in their minds three issues are: the purpose of their writing, the audience and the content structure of a piece.

2.4.3. Drafting

Harmer (2004, p.5) points out that draft is the first image of a text which reflects the final piece of writing. In order to arrive at this passage, students produce many drafts. Galko (2001, p.49) claims that draft is "writing a rough, or scratch, form of your paper '' In this stage, students concentrate on what they are going to say rather than grammatical spelling mistakes or punctuation .Also, when student writes his first draft, he makes notes that indicate whether student will be add new ideas or return or check things later on. This rough draft is neither good not final paper .So, student should consider it the basic of the final result even if it is a start.

2.4.4. Revising

Starkey (2004, p.56) states that revision derived from Latin word " revisere" which means " to visit" or " look at again" .Making a general investigation , looking at with fresh eyes and ears and developing some ideas are the roles of student in this stage. Fulwiler (1988, p.167) claimed that "Revision is conceptual work, where I reread, rethink, and reconstruct my thoughts on paper until they match those in my mind. Revising is reseeing my approach, topic, argument, evidence, organization, and conclusion, and experimenting with change."

Revising is deals with ideas. Students read their draft many times, change, think and construct until their ideas will exactly express what they mean. Leki (1998, p.140) defined that "Revising is not a punishment for writing a bad text. All experienced Writers revise. In fact, revising can be quite pleasurable, even easier and more interesting than writing the first draft." We should not link revision with bad draft. He thought that any writing should be revised. Revising is easy and important than drafting.

2.4. 5. Editing

Fulwiler (1988, p.167) states that "editing is stylistic work, changing language more than ideas. I usually edit after I know what to say, testing each word or phrase to see if it is necessary, accurate and correct." Editing is works on sentence level, if students finished their writing, now they must look at the words, the sentences and the style .Also he (1988, p.178) asserts that "Editing is finishing. Editing is making a text convey precisely what you intend in the clearest way possible. Editing is sentence-level work..... Editing is polishing to make the paragraphs, the sentences, and the individual words communicate carefully......".Editing focuses on sentence, while editing, students examine the purpose

that must be clear, the appropriateness of style and the flexibility of their writing. He thinks that editing is more students 'choices than guidelines they should follow.

2.4.6. Publishing

When students finished their edit, they arrive at final step which is publishing stage. Harmer (2004, p.5) agrees that publishing is the final version and it can be done orally by reading loudly or written for instance, in form of letters or visual. The role of teacher is evaluating students 'writing then students can evaluate their achievement and put in their mind the comments of their teacher. Williams (2003, p.107) sees publishing as "sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal; it includes turning a paper into a teacher, a boss or agency." Publication is not only to share your writing product with specific audience but also to return final writing into a teacher.

2.5. Academic Writing and Other Language Skills

2.5.1. Writing and Reading

English language consists of four skills. The receptive skill of reading and the productive skill of writing are related due to the more students read, the more they write. As Stosky(1983,p.636) agrees that "better writers tend to read more than poorer writers, and that better readers tend to produce more systematically mature writing than poorer readers." Good writing refers to more reading, students' writing is better because they read a lot in contrast to those who do not read. Also good readers will become good writers. So, reading and writing are related.

Williams (2003, p.165) argues that writing can be developed by reading and this latter is the only way in which students can make improvement in their writing. Furthermore, he

stated that "teachers have a long speculated on the relation between people's reading habits and their ability to write, perhaps because classroom experience shows us that good writers are good readers" (2003, p.165) .Teachers recognise the relationship between reading and writing .For this, they are always convey the idea that reading and writing are not isolated, the more students read, the more their writing will improved. To sum up, although reading is receptive skill and writing is productive one, they complete each other. From theoretical side, we see both of them as isolated skills but from practical side they are more connected.

Lamott asserts that "Reading and writing decrease our sense of isolation, they deepen and widen and expand our sense of life, they feed the soul." (Cited in Harmer 2004, p.15).He linked these skills with life, if students read, they realise expansion in their life either in study or in their daily life or in both. He makes a simile in which human being eat to feed his body also soul nourished by reading and writing.

2.5.2. Writing and Speaking

Harmer (2004,p.6-11) differentiates between writing and speaking in terms of time and space, participants, process, organisation and language, singe and symbols and product although in some cases these skills are related.

1 -Time and Space: He agrees that "whereas spoken communication operates in the here-and-now world of immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent". In other words, spoken language is immediate but written language across time and space. Speaking is transitory, however; writing is permanent. Even this difference, people focus more on speech rather than writing for example, in internet chatting as if they speak by using written words.

2-Participants: he asserts that "this audience may often be general rather than specific, and may be represented as a type(.....rather than as an individual addressee....In the case of speaking ,however ,our addressee is often known to us) in a much specific way". In writing, the audience are general and we address them as a group however in conversation the addressee is specific and known, although it recognised as a difference but "there are no clear-cut boundaries between speaking and writing" .For example, in a lecture, a speaker talks a large number of students.

3 - Process: According to him, process is one of the most differences between writing and speaking. Since speakers have little time, they make rapid discussion about what they are going to say while writing involves process in which they plan, draft, revise, edit and publish. Also, he notices that "carful speakers involves themselves in planning and drafting in their heads before they start to speak" i.e. intelligent speakers make the stages of writing in their heads.

4 - Organisation and Language: He asserts that "two of the most noticeable dissimilarities between speaking and writing are the level of correctness and the issue of well-formedness."In the case of correctness, mispronounce of words does not reflect students 'level of education but in writing three is no room for spelling mistakes. In the sense of the form, writing products involves an organisation. For example, academic writing paragraph contains topic sentence, main ideas, supporting ideas and concluding sentence also it involves complete sentences, however; in speaking we use one word or phrases.

5-Sings and Symbols: each skill has its own symbols. In face-to-face speech, students use gestures, stress and intonation to convey what they want to say i.e. they use body language whereas writing has fewer symbols than speech ; students use punctuation

(question mark / exclamation mark), change the order of clauses or underline what is important.

6-Product: According to him, conversation is work in progress i.e.it can change or reformulate because asking questions or interruption while writing seem as a final product in sense that written product is already planned, drafted, revised and edited.

2.6. Teacher's tasks in writing

Harmer (2004, p.41-42) points out that during assisting students to become better writers, teacher has takes to do before, during and after students' writing. The tasks are:

2.6.1. Demonstrating: the teacher should know that his students are aware about conventions like: punctuation, grammar, spelling in order to write correctly, to improve their writing and to become good writers.

2.6.2. Motivating and provoking: the teacher should lead their students in tasks. For example, in creative writing activities, students suffer from the lake of ideas and words, here a teacher intervene to engage them in a task, to motivate them by showing the value of this activity and to explain to them what is fun they going to get. In this activity, teacher can bring with him suggestions, thoughts and ideas to help their student's one hand and to save time in the other hand. Before students start to write, teacher must first engage them by asking questions, give them words which belong to this activity or discussing their ideas.

2.6.3. Supporting: This role is linked to the previous one which is motivator and provoker. Students need someone who encourages them especially in classroom. To provide them with ideas and means is the example of supporting not only that but also the teacher must assist them to overcome their difficulties.

2.6.4. Responding: If the teacher responds students 'work, he should examine its content and form and write his remarks. If the teacher read a draft paper of his student, he should not counter it as the final product. Furthermore, when he read student's journal, it is good to make comments for instance, the teacher asks his students to add specific information in the next journal or he can comment about the use of language like:(Be careful with your past tense).These comments considered as process not as evaluation.

2.6.5. Evaluating: Teacher evaluates students' tests in which they write better and they make mistakes. From this test, he can grade them to know their level and they try as much as possible to improve it. Showing mistakes of students is good in order to avoid it.

2.7. Students' Writing Problems

Writing is not an easy task and students have problems on it. Byrne classified these problems into linguistic, cognitive and psychological problems.

2.7.1. Linguistic Problems

Byrne (1988,p.4) asserted that writing is not a matter of producing graphic words , it is also the knowledge about the way how to organize your ideas and the ability to address your thoughts .For him, writing can be better by selecting few words carry out enough information and writing by good style as skilled writers do.

Hedge (2000, p.14)agrees that "every writer, whether native speaker or second language writer experiences situations in which they are unable to think of the right words or feel dissatisfied with the sentence structure they have written". Students have problems with the acquisition of vocabulary and sentence structure. In other words, when students write for example a paragraph, they do not know how to build their sentences and how to

select the appropriate words .Consequently; their sentences have not succeeded to express their ideas.

2.7.2. Cognitive Problems

Most of English students have a problem with organization. They take a sheet of paper and they start to write directly without any plan .However, organization is the step that students should follow in order to achieve well structured piece of writing both in form and content, not only that but also the reader feel that students' ideas are arranged in a good way . Starkey (2004, p.2) stated that "you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your essay work together and how they support your thesis." i.e. A reader read different thoughts in an organised form of essay and all of them support thesis statement. Also, he agrees that "it is important to recognize that in order to do it well, you must commit yourself to a process."(2004, p.1). Writing is a process in which students should follow its steps. There are some students who make an outline but they do not pursue it.

Also, Byrne (1988, p.4) is considered writing as a process in which students show their abilities. Students are able to know the rules of this process. Moreover, they must know the writing' stages which are planning, drafting and revising .During writing, students must go through these stages and they put every word in its appropriate position. As a result, students feel that writing is hard work due to its steps and the questions like how they write without mistakes and how they can achieve a final product make them frightened from writing.

2.7.3. Psychological Problems

Byrne (1988, p.4) agreed that "writing is a task which is often imposed on us. This not only has a psychological effect, it may cause loss for ideas" .The majority of students considered writing as difficult task and it is hard to master it. Some of them have bad experience with writing; this later will has negative influence on their psychological side not only that but also they will unable to write because they are anxious and this leads to the lake of ideas.

Another psychological problem is afraid to make mistakes; students will never improve their writing because they do not practice writing skill. The role of teacher should convince them that making mistakes is a part of learning process and the more students make mistakes, the more they learn.

Self-confidence is one of the most factors to achieve good writing product. Confident student always expect that his or her writing will be good while unconfident student often suppose that his or her writing will be bad, good or bad writing refer to students 'thinking. Neman (1995, p.5) asserted that "students who are convinced that they write badly will write badly; students who are convinced that they have nothing worthwhile to offer will probably not offer anything worthwhile".

Conclusion

To master writing skill is difficult but it is not impossible; it means that English students are able to master it by making effort and practice. Before that, students must have a desire to learn and to improve their writing, then they must read as much as possible because researchers claimed that the more students read the more, the more they become good writers. Furthermore, they should go step by step to achieve a good piece of writing; they must follow the stages of writing which guide and assist them to get a correct product both in form and content. They will logically face problems and they should deal with them by intelligent way. The role of teacher is fundamental in classroom; he can motivate, encourage, support, and evaluate his or her students and solve students' problems.

CHAPTER THREE

FIELD WORK

Introduction

   This chapter is specified to the analysis of both students 'exams and their introductions. First, we started to introduce the sample of the study, the method of research, and the tools of data collection. Also, we will describe, interpret, analyse and discuss the results which assist us to confirm or nullify our hypothesis.

3.1. Sample of Research

   The population of this study is second year Master English students at Biskra University. We dealt with a sample of thirteen students' exam papers of written expression and the introductions of their dissertations which have been chosen randomly from group three of the year 2014/2015.

3.2. Method of Research

   In this research, we conducted a descriptive study in which we made a comparison between exam papers of written expression of second year Master English students and their dissertations of the academic year 2014/2015.Specificly, since the exam consisted of three activities, we selected the paraphrasing activity and we compared it with students' introductions of their first chapter by following seven variables to find out outcomes which will be interpreted and analyzed. We have selected this method because we want to describe the relationship between extensive reading and academic writing since those students practiced reading, we want to see whether their academic writing improved or not.

3.3. Tool of Research

   We compared between the students' exam papers of written expression i.e. before they read and their introductions which students wrote after they practiced reading; In other words, we used those papers as a tool in this research in order to see the writing level of

students before and after they extensively read documents to prepare their dissertations, the reading was performed, as we can assume, in a relatively short period of time and that's why we consider that it was extensive.

3.3.1. The Interpretation and the Analysis of the Results

variables		Student 01		Student 02
Clarity	I	Ideas are clear	I	Ideas are clear
	E	Ideas are not clear	E	Ideas are not clear
Punctuation	I	The correct use of punctuation	I	The correct use of punctuation
	E	The correct use of Punctuation	E	The misuse of punctuation in two places
Language economy	I	It is concise and prices	I	It is concise and prices
	E	There is no repetition of words	E	The use of necessary words
Spelling mistakes	I	There are no spelling mistakes	I	There are no spelling mistakes
	E	the student made five mistakes in nine lines	E I	There are no spelling mistakes
Grammar mistakes	I	the student does not make grammatical mistakes		There are no grammatical mistakes
	E	the student does not make grammatical mistakes	E	the student made one mistake in grammar
coherence	I	The paragraphs are Coherent	I	The paragraphs are coherent
	E	There is no coherence between sentences	E	The paragraphs are coherent
Lexicon	I	Academic vocabulary	I	Academic vocabulary
	E	The use of simple and informal vocabulary	E	The use of simple and informal words

Table 3.1. Achievement's criteria of difference of student one & student two.

Student One:

V1. Her introduction is clear because it is easy to understand while the exam paper is not clear because the wrong chosen vocabulary and some sentences are not correct in their structure. For example, is the technology language /we need it in another areas.

V2. The student used punctuation correctly in the introduction, she wrote: Consequently, it needs.....but her exam showed the over use of comma due to the lake of linking words. For instance, there are several circumstances....., is the technology language, it is democracy language.

V3. The introduction was concise and prices due to student's introduction consisted of five lines but her exam had repeated words maybe because the student could not use other strategies like using synonyms.

V4. There is a big difference between the introduction and the exam. In the introduction, there are no spelling mistakes however; in the exam, the student made five mistakes in nine lines, (curcumctences, peoples, exelent, crasy....) student may know the meaning of words but she do not know how to write them due to the lake practice of writing.

V5. The student did not make grammatical mistakes whether in the introduction or in the exam because she used simple tenses.

V6. The introduction was coherent due to the use of transition signals like: consequently, hence. In the exam, student used commas instead of using linked words.
V7. In the exam, the student used informal vocabulary like: English speared by crasy way. While she used formal words: competency, theoretical overview, aspects of academic writing in introduction.

Student Two:

V1. The student's exam and introduction were completely different. In the exam, the structure of sentences not correct (native speakers consider it is their first language).however, in introduction, the sentences are correctly structured.

V2.In the introduction, the student used punctuation correctly whereas he misused punctuation in one place in the exam: people try to learn it as a second language, whereas native speakers...Because the student did not know the appropriate position of punctuation.

V5.No grammatical mistakes in the introduction because it was too short but when the student paraphrased, he made one mistake (English language is may develop...) due to student did not concentrate well.

V7. In the introduction, the student used formal vocabularies for example, ever-changing, re-evaluate.and in exam, he used simple words not only that but also student utilized informal word which is (to touch half of would) because the lake of academic vocabulary.

Variables		Student 03		Student 04
Clarity	I	The text is clear	I	The text is clear
	E	The text is clear	E	The text is not clear
Punctuation	I	The correct use of punctuation	I	The correct use of punctuation
	E	The correct use of punctuation	E	The misuse of punctuation in two places
Language Economy	I	It is concise and prices	I	The use of necessary and specific words
	E	The use of specific items	E	Additional words
Spelling mistakes	I	no spelling mistakes	I	No spelling mistakes
	E	no spelling mistakes	E	The student made two spelling mistakes
Grammar Mistakes	I	no grammatical mistakes	I	No grammatical mistakes
	E	no grammatical mistakes	E	It had mistakes in grammar
Coherence	I	The introduction is coherent	I	The introduction is coherent
	E	The exam is coherent	E	The exam is not coherent
Lexicon	I	Academic vocabulary	I	Academic vocabulary
	E	Academic vocabulary	E	Simple vocabulary

Table 3.2. Achievement's criteria of difference of student three & student four.

Student Three:

Both of them (introduction and exam) are clear, there are no mistakes in punctuation, grammar and spelling. Also, the student's exam and introduction are coherent and they are characterized by the use of academic vocabulary for example (in the exam, student wrote: this article published some updates statistics, the truth... (In introduction, student utilize: motivation, demotivationit, amotivation, performance, achievement...An observable remark shows in the language economy; student used specific items in exam but she wrote concisely and precisely in the introduction, this improvement is a result of reading.

Student Four:

V1. In general, there is a big difference between the introduction and the exam especially at the sentence structure level. His introduction is clear due to the arrangement of ideas. However, some sentences were not correct in their structure for example, it's universality can be seen in ... Student had an idea but he/she failed to express it because did not practice more writing. Moreover, he used informal style; it's

V2. When the student introduces his thoughts; he did not make any mistake in punctuation because the student might have revised what he wrote many times. For instance, the classroom, of course, is a suitable place for providing information and developing education skills. In contrast, the student made mistakes in examination due to he probably because did not know the rules of punctuation in the case of using transition signals. Like, it's universality can be seen in ....listen to it in pop songs in Tokyo and in India radio. Although, it can be seen in.....

V3. The student's introduction is composed meaningful words because the student assigned some points to talk about and he used words which were related to the spoken

form .In the exam,the student implemented words to express one idea due to student's concentration on what he want to say not on what and how to write. For example, there is about a third of world's habitants are in some way of interaction by this language.

V4. The student did not make spelling mistakes in the introduction because the time that he had. In the exam, student wrote billion and Englande incorrectly due to he did not concentration.

Variables		Student 05		Student 06
Clarity	I	Ideas are clear	I	Ideas are clear
	E	Ideas are clear	E	Ideas are clear
Punctuation	I	The correct use of Punctuation	I	The correct use of punctuation
	E	The misuse of punctuation	E	The misuse of punctuation (No use of comma in two places)
Language Economy	I	The use of necessary words	I	It is good at concision level
	E	The use of necessary words	E	The use of word instead of sentence
Spelling mistakes	I	No spelling mistakes	I	No spelling mistakes
	E	One spelling mistake	E	One spelling mistake
Grammar Mistakes	I	No grammatical mistakes	I	No grammatical mistakes
	E	No grammatical mistakes	E	One grammatical mistake
coherence	I	The paragraphs are coherent	I	The paragraphs are coherent
	E	The paragraphs are Coherent	E	The paragraphs are coherent
Lexicon	I	Academic vocabulary	I	Academic vocabulary
	E	Academic vocabulary	E	Academic vocabulary

Table 3.3. Achievement's criteria of difference of student five & student six

Student Five:

They are easy to understand, the use of specific words, there are no grammatical mistakes, the success to achieve coherence (this student is the only one who used five transition signals in her exam) and the good chosen of vocabulary are the characteristics of the introduction and the exam. However, student made one spelling mistake (technologie) because the interference of languages. Also, student made mistake in punctuation due to student did not concentrate well. For example, individuals adopt English language as their mother tongue, while others use it as......

Student Six:

V1. The introduction is characterised by the logic order of ideas .First, the student spoke about English on general then she moved to writing skill. Finally, she introduced her topic. The use of own words is the characteristic of the exam paper so, the student had more linguistic vocabularies.

V2. The introduction had not mistakes in punctuation. For instance. (Moreover, for many researchers, teaching writing is often about teaching grammar).In the exam, the student forgot to put comma in two places for examples :(In the educational field English is the second language...).Also, (By few coming years this language seems....)

V3.the introduction was concise because the use of meaningful sentences. In the exam, when the student paraphrased the text, she used one sentence instead of many words because she red and understood the passage then she re-wrote it. Student's example is:(it embraces all the human domains and dexiplines .)

V5.When the student wrote her introduction, she did not make grammatical mistakes while in the exam, the student made grammatical mistake in this sentence :(we will exposed to it...).this mistake is unconsciously made.

Variables		Student 07		Student 08
Clarity	I	The text is clear	I	The text is clear
	E	The text is not clear	E	The text is not clear
Punctuation	I	The correct use of punctuation	I	The correct use of punctuation
	E	The correct use of punctuation	E	The misuse of punctuation (The over use of comma)
Language Economy	I	Specific words	I	Necessary words
	E	Many sentences instead of words	E	Additional words
Spelling mistakes	I	No spelling mistakes	I	No spelling mistakes
	E	No spelling mistakes	E	Five spelling mistakes
Grammar Mistakes	I	No grammatical mistakes	I	No grammatical mistakes
	E	No grammatical mistakes	E	No grammatical mistakes
Coherence	I	The introduction is coherent	I	The introduction is coherent
	E	The exam is not coherent	E	The exam is not coherent
Lexicon	I	Academic vocabulary	I	Academic vocabulary
	E	Simple words	E	Simple words

Table 3.4. Achievement's criteria of difference of student seven & student eight.

Student Seven:

V1. The introduction as far as sense is concerned. The exam is not clear because of the incorrect structure of some sentences like: (Human communicate through language However, because there are some many languages in the world.)

V2. The student did not make mistakes in punctuation in both introduction and exam due to she is competent.

V3. The introduction had some specific words but also it had repeated ones because the student did not use the strategy of substitution like the use of pronounces to avoid repetition .In the exam, student did not paraphrase all the ideas. Furthermore, she wrote many sentences that had the same idea. So, the student did not understand the real text.

V4. The student did not make spelling mistakes in both introduction and exam. In this later, she used very simple words in contrast to the introduction in which the student was familiar with good vocabularies.

V5.No grammatical mistakes in both introduction and exam because the use of simple tenses.

V6. The introduction was coherent because the use of transition signals like:(as far as, then, in addition to, finally) whereas the sentences of paraphrased activity were isolated because the student did not use linked words.

Student Eight :

V1. The introduction was clear because the logic order of sentences while the exam was not clear due to the wrong structure of sentences for instance,(it is as mother tongue for about a third of would, and for the remains people.....).

V2. The introduction characterised by the correct use of punctuation because student might have revised them many times while the exam is characterized by the over use of comma due to the lack of substitution strategies.

V4. In the introduction, there are no spelling mistakes because the student might checked the spelling of words in dictionary .In the exam, the student made five spelling mistakes which are: considred, excpectation ,several, spread, unxpected due to the student did not know how to write them.

V5.No grammatical mistakes in both introduction and exam because the use of simple tenses like: (English is an international language / English language will be.....)

Variables		Student 09		Student 10
Clarity	I	Ideas are clear	I	Ideas are clear
	E	Ideas are clear	E	Ideas are clear
Punctuation	I	The correct use of punctuation	I	The correct use of punctuation
	E	The misuse of punctuation (The misuse of comma)	E	The correct use of punctuation
Language Economy	I	It is concise and prices	I	It is concise and prices
	E	Many words address one idea	E	Necessary words
Spelling mistakes	I	No spelling mistakes	I	No spelling mistakes
	E	Two spelling mistakes	E	No spelling mistakes
Grammar Mistakes	I	One grammatical mistake	I	No grammatical mistakes
	E	Two fragments	E	No grammatical mistakes
Coherence	I	The introduction is coherent	I	The introduction is coherent
	E	The exam is not coherent(no subordinate/coordinate conjunctions)	E	The exam is not coherent (no subordinate/coordinate conjunctions)
Lexicon	I	Academic vocabulary	I	Academic vocabulary
	E	Simple words	E	Simple words

Table 3.5. Achievement's criteria of difference of student nine & student ten.

Student Nine:

V1.The introduction is clear because it is easy to understand (six lines).Also the exam is clear due to the organization of ideas.

V3. The introduction is too short and it is concise and prices because the student want to address general idea about her first chapter in contrast to the activity of the exam which was too long and the student exaggerated to use short sentences in which carry out one idea. For example (... is the <u>global</u> language and <u>international</u> language as it is <u>known</u>...)

V4. No spelling mistakes in the introduction because the few quantity of words while the exam consisted of two spelling mistakes which are(pridict ,bublished)because the student can not differentiate between(I and e) also(p and b).

V5.In this example,(we introduces some background information) she made this mistake unconsciously while, in the exam, the student made two fragments are: Is the global language /Is the language of computer...

V6. The student used linked words like Firstly, then and finally. for this, the introduction was coherent while she wrote isolated sentences in the exam because she could not rabidly realize the relation between sentences.

Student Ten:

The introduction is clear and had not complicated vocabulary. The exam was clear because the order of ideas. There were no mistakes in the exam and the introduction in terms of spelling, punctuation and grammar. In the case of language economy, the student used necessary words in the exam and the introduction was concise and prices. Furthermore, the introduction consisted of good vocabulary than the exam.

Variables		Student 11		Student 12
Clarity	**I**	Ideas are clear	**I**	Ideas are clear
	E	Ideas are clear	**E**	Ideas are not clear
Punctuation	**I**	The correct use of punctuation	**I**	The correct use of punctuation
	E	The correct use of punctuation	**E**	The misuse of punctuation (The over use of comma and semi colon)
Language Economy	**I**	It is concise and prices	**I**	Necessary words
	E	Necessary words	**E**	Many sentences instead of words
Spelling mistakes	**I**	No spelling mistakes	**I**	No spelling mistakes
	E	One spelling mistake	**E**	One spelling mistake
Grammar Mistakes	**I**	Sentence error	**I**	No grammatical mistakes
	E	Sentence error	**E**	No grammatical mistakes
Coherence	**I**	paragraphs are coherent	**I**	paragraphs are coherent
	E	The paragraph is not coherent (No transition signals)	**E**	The paragraph is not coherent (No transition signals)
Lexicon	**I**	Academic vocabulary	**I**	Academic vocabulary
	E	Simple words		Simple words

Table 3.6 . Achievement's criteria of difference of student eleven & student twelve.

Student Eleven:

V1. The introduction is clear because it is well formed like the exam which is easy to understand and it did not have complicated ideas. For example, English language is an international language. It is the first language of more than 380 million people.

V3.Since the student talk about C P H in the introduction, he limited his ideas.For example,(this is called critical period hypothesis one area in particular is that of language acquisition.). Similar tothe exam in which the student used necessary and own words :It is the main language of many fields.

V5. The introduction had fragment (researchers have been conducting studies to see if these same sort of maturational....). Similarly, in the exam, the student made sentence error in this example :(learned around the globe in formal and informal setting). Furthermore, the student made mistake by putting definite article in incorrect position (The English language is an international language /We can find the English language....)

V6.the introduction was coherent because the smooth of ideas, however, the exam did not include subordinate or coordinate conjunctions because the student had not much time to realize which appropriate transition word that connect between two sentences. For instance, English is an international language. It is the first language of more than 380 billion.

Student Twelve:

V1. Sentences of the introduction are correct at structure level, therefore; the introduction is clear while the exam is not clear because the student focused on what he/she want to say not how to say it.

V2.The correct use of punctuation in the introduction for example: This issue,(as it is known under the umbrella of classroom management, has become a popular topic in EFL studies). However, the exam characterized by the over use of use of comma and semi colon due to the short of time for instance, (English learners as well people exposed to it are around a billion and third of the world population ;Thus, it can be found in so many diffirent countries in the world, an example mention in the article;)

V4.No spelling mistakes in the introduction due to the student know how to write correctly while in the exam she made one mistake that is: diffirent.

V5.No grammatical mistakes in the introduction and the exam because the student mustered the rules of grammar.

V7.The most of vocabularies,that are used in the introduction, are academic like: overcrowded classes /dixipline problem...because the student has much linguistic vocabulary while the exam was include simple words due to student had not much time to think about the good words.

Variables		Student 13
Clarity	I	Ideas are clear
	E	Ideas are clear
Punctuation	I	The correct use of punctuation
	E	The misuse of punctuation (The over use of fill stop)
Language Economy	I	Necessary words
	E	Necessary words
Spelling mistakes	I	No spelling mistakes
	E	Spelling mistake (Problem of capitalization)
Grammar Mistakes	I	No grammatical mistakes
	E	No grammatical mistakes
Coherence	I	The paragraphs are coherent
	E	The paragraphs are coherent
Lexicon	I	Academic vocabulary
	E	Simple words

Table 3.7. Achievement's criteria of difference of student thirteen.

Student Thirteen.

V2. The student did not make mistakes in the introduction in terms of punctuation because she checked her punctuation more than one time. The exam characterised by the over use of fill stop which indicated that the student wrote many short sentences .For example, English is an international language /A billion are studying it.

V4. No spelling mistakes in the introduction but in the exam the student had a problem with capitalization because the focus on speech not on writing .For instance, people will master it . it is the language of.... trade , politics and diplomacy.it is considered as the language of technology. You can observe.....

V6. Both the introduction and the exam were coherent due to the smooth of ideas and the use of linked words.

V7. The student used good vocabulary that under her topic because the impacts of reading while the exam consisted of simple words due to the student did not read about a topic that is paraphrased.

3.3.2. Discussion of the Results

1- It is noticeable that 46% of students their exam was not clear while their introduction was clear. 53% of students their exams and introductions are clear.

2- We can observe that 38% of students did not make any punctuation mistakes .61% of students who miss use of them in their exams whereas their introduction characterized by the correct use of them.

3- We can deduce that 46% of students who were concise and prices in writing the introduction and they used necessary words in the exam. However, 53% of students who made improvement from the exam to the introduction in terms of words 'economy.

4- We can view that 69% of students who improved their spelling level i.e.in the exam, there were one, two and five mistakes while the introduction had not spelling mistakes .In other hand, 30% of students did not make these mistakes in both introduction and exam..

5 - 61% of students did not make grammatical mistakes in the exam and the introduction.

- 23% of students improved their level in grammar because they did not make mistakes in their introduction whereas they made mistakes in the exam activity.

-15% of students made mistakes in both introduction and exam.

6- 38% of students were achieve coherence in their introduction and exam; however,

61% of students 'exam were not consistent but their introductions were coherent.

7-76% of students made progress in their vocabulary from simple to academic.23% of students were already write by using academic vocabulary.

Conclusion

The analysis of students 'examination and introduction point out that the high progress occurs in lexicon level in which students enrich their vocabularies. Moreover, the majority of students enhance their spelling by practicing extensive reading .Furthermore, the most of students be familiar with the rules of punctuation. Also, they have the ability to write a coherent and clear piece of writing which is concise and prices because they read many documents .In terms of grammar, there are a number of students who improve their grammatical level.

General Conclusion

Reading and writing are closely connected skills. It is well known that the more we read, the more we achieve better in writing. Unfortunately, English students do not read books or articles even if what interest them. So, reading is considered an important receptive skill but it is totally ignored. The present study was conducted to investigate the impact of extensive reading on academic writing proficiency. This later is one of the most challenging activities that students faced because their mechanics, strategies and ways which make it more difficult than informal writing.

The study findings showed that extensive reading assists students to make developments in many aspects of language; students will have the ability to write a clear piece of writing and the majority of them become able to use punctuation correctly. A big development demonstrated on the variety of academic linguistic vocabulary and the correctly writing it. After practicing extensive reading, students are able to write a coherent passage of academic writing that is characterized by the order of ideas, the use of transitions signals and language economy. In terms of grammar, students made a little improvement in grammatical rules. So, these outcomes confirm our hypothesis that extensive reading positively influences the academic writing proficiency.

Recommendations

1. Teachers should correct the idea that reading and writing are not difficult to master.

2. Teachers have to convince the students to see reading from pleasurable side rather than from boring side.

3. Teachers can assign an extra session for reading books, documents or articles that satisfy all the needs of their students then they ask them to summarize it.

4. Students should make reading as a habit.

5. Teachers should teach reading strategies to make reading a pleasurable process.

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Appendices

Students' Introductions and Exams

Introduction:

Teachers in the classes' room should focus on how English Language Learners be able to communicate effectively through oral language. They concerned with teaching the spoken language must address this question: why is it so difficult to teach learning oral skill?

Largely, it is because teachers are trying very hard to teach in the classroom what best learned outside it. The classroom, of course, is a suitable place for providing information and developing education skills. However, teachers concern is not only to inform but also to develop learner's ability to use the target language for communicative purposes.

In this chapter, we deal with general issues about speaking; definitions of speaking, the nature of oral communication, and the sub-skills. The relationship between speaking and the other skills. Then, we discuss the reasons of student's inability to speak in English and some techniques for teaching speaking. The roles of the teacher in the process of teaching and assessing speaking are also considered.

Task 2:

English is an international language that is used everywhere such as in the international business, politic diplomacy, computers and the internet. Nowadays, a number of bilions are acquiring it in schools and universities like in French business schools. Also, there is about a third of world's habitants are in some way of interaction by this language. It found out that the half of world will be more or less proficient in it by the year 2050. Its universality can be seen in posters in Cote d'ivoire, listen to it in pop songs in Tokyo, and in Indian radios. Although, It can be seen in the official documents in Fichein and the Icelander singer Bjork's songs. Correctly, the language used in the 1300 by the low people of England has explode to reach all world's areas.

Introduction

It is obvious that the different sciences and studies are developing over time and are continuing to progress in an enduring process. Such development has occurred in the tools, technologies of investigation, and even in the issues. Despite this development, the issues which have concerned human beings remain the core of most studies. One attractive theme which received a large turnout by the researchers is the theme of attitudes.

This chapter is divided into two main parts. The first one includes the definition of attitudes, its construction, its types, its measurement, its function, and learning of attitudes. These elements will be more detailed according to the social psychology findings. While in the second part, there will be general information about language attitudes.

XXXXXXXXXXXX

2 paraphrasing:

English is a common language. According to (statics) statistics, many individuals in the world adopt English language as their mother tongue, while others use it as an additional to their first language. The international exposure to this language increases the amount of learning it. Thus, there is a suggestion that there will be a high English proficiency among people in the globe in 2050. Moreover, English language is considered as the language of different fields and technologies. Indeed, it is the most heard, seen, read, and teachible language in the various countries. Although, the minority people spoke English around 1300s in England, it is currently obtains the highest popularity ("A world empire by other means" 2001).

Introduction

The writing skill is not only a difficult task but it is a sophisticated one as compared to other skills. Consequently, it needs more effort and practice to achieve the good level of competency. Hence, this chapter will provide a theoretical overview of the writing skill: Series of definitions, aspects of academic writing, main approaches of writing skill, teaching writing methodology, and main difficulties encountered by learners and the place of vocabulary within academic writing.

2.) Paraphrasing:

According to the internet article " A world empire by... (2001). English language is the universal language. There are several circumstances make it as top one language, such as is the technology language, it is democracy language and we need it in another areas, such as advertising. As well as, this article argued that English speaked by crazy many peoples, encouraged to study it and develope it by a profument, exelent. Why, as mentioned in that article aspect number speak 380 million. English is first language and Two thirds as second language.

Introduction

For most educators, it is almost intuitive that creating an environment where students share ideas cannot help, but at least foster a better understanding of course material and an appreciation for what it means to be a mature learner. Today's teachers must be aware of the ever-changing nature of the classroom and the wide diversity of learners. We must continuously re-evaluate what we know to be the truth about education.

Associated Pala

English becomes an international language. I'm everywhere people try to learn it as a second language, whereas native speakers consider it is their first one. It is the official in all domains of life such as business and politics, in addition it is used in media and computer devices. English language is may develop to touch half of world, furthermore, several business school around world teach it such as French, so it is the most popular language.

Introduction

Nowadays, learning English language to communicate is the central goal of many people allover the world. The reasons behind learning that language vary from one person to another. Learners have to acquire English skills to establish their abilities to receive and produce that language. As far as, speaking is considered as fundamental skill in which it displays the proficiency of the target language, it's regarded as the major skill to be developed because it is necessary for displaying the language proficiency ; learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. Speaking is the more favorable skill by students than any other language skill. But in teaching speaking, learners are confronted with many obtacles which prevent them from communicating using this favorable skill.

In the following chapter, we shall tackle speaking as a productive skill, including some definitions to speaking in order to make it more understandable. Then, we deal with the main characteristicss of good speaker and the importance of speaking in classroom. Later on; we will describe the relationship between speaking and listening, by focusing on the differences between speaking and writing. Also, we will deal the definition of teaching speaking and how to teach it, in addition to some activities used to teach speaking, types of classroom speaking performance, and finally we will show what makes speaking difficult.

Task -2-

Paraphrasing:-

As the author (2001) points out. Human Communicate through language. However, because there are so many languages in the world. English is one of the most languages in the world. Half of people speak it as first language and the s speak it as second language. It is language of an obtacle rather than aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. English is now the global language. A universal language would certainly build culture and economic. It would also create better feelings among countries .

Introduction

Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. Nearly all of the learners express their fears and a feeling of uneasiness against learning English as a foreign language. Many problems can be provoked by the feeling of anxiety in construction, possession, and reservation of the language which eventually affects their scores. Foreign language classroom anxiety is quite possibly the affective factor that most widespread obstructs the learning process. As a result, most of researchers posited that in order to have a holistic understanding of the learning process and to gain a better academic achievement, learners' affective variables need to be taken into consideration due to anxiety seems to be inherent in students foreign language and reducing language apprehension should be integral part of any language teaching program. In this Chapter we will have some insights into what anxiety are in general its types and theories.

2) Paraphrasing:

English is an international language, it is as Mother tongue for about a third of World, and for the remains people it is might be considered as second language huge number of the World take it in formal way, and the exposure in it is by many people, there is exceptation that the mastry of English language will be and the proficiency will increase or decrease. English dominates on several domains over World this is what we called the internationality of it, and the spread of this language will be very remarkable, every where you will find it in the songs of pop In tokyo, in india and other countries, it will be officially a language of communication in unxpected World such as Dubai, even the European Schools will engage it in their learning programs, the popularity of English was few since 1300 years ago, but it is a language of the World Nowadays.

ملخص

تعتبر الكتابة الأكاديمية واحدة من أصعب المهارات لأنها تتطلب العديد من الممارسات والمجهودات لهذا اغلب كتابات الطلبة ليست صحيحة من ناحية التركيب لأنها تحتوي على أخطاء إملائية و نحوية كما تخلو من علامات الوقف. فالهدف من وراء هذه المذكرة هو ذكر فوائد القراءة الموسعة لترقية مهارة الكتابة. فاعتمدنا على الدراسة الوصفية لإثبات فرضية أن القراءة الموسعة قد تؤدي إلى تحسين المستوى الكتابي عند الطلبة. فجوهر الدراسة يقوم على المقارنة بين أوراق الامتحان لمقياس التعبير الكتابي و مقدمات الفصل الأول لمذكرات الطلبة السنة الثانية ماستر لغة انجليزية 2014– 2015 بجامعة محمد خيضر– بسكرة . بعد المقارنة والتحليل، أكدّت النتائج صحة هذه الفرضية التي تقوم على أن القراءة الموسعة لها دور كبير في تحسين مهارة الكتابة و خاصة من ناحية الثروة اللغوية و القواعد النحوية، الأسلوب، الاستعمال السليم لعلامات الوقف. و من فوائد هذه القراءة هي قدرة الطالب على تحرير نص أكاديمي متسق منسجم و جدُّ مختصر. فدور المعلمين هو تشجيع و تحفيز الطلبة على إتباع هذه الطريقة .