



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Taher University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



**Students' Attitude towards the Impact of Reading on Writing: Case
Study of Second-Year EFL Students at Saida University**

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Didactics.

Presented by:

Miss. LAACHACHI Souhila

Supervised by:

Dr. N.ALI RABAH

Board of Examiners

Dr. H. HICHOIR	(MCA) Chair Person	University of Saida
Dr. N.ALIRABAH	(MCA) Supervisor	University of Saida
Dr. C. MOURI	(MCA) Examiner	University of Saida

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 13/06/2022

Name: LAACHACHI SOUHILA

Signature:

Dedications

I gladly dedicate this work to:

The most precious people to my heart, the ones who gave me birth and brought meaning to my life, to people who gave me strength and hope, My dearest father BACHIR and my beloved mother FATNA.

May Allah bless them

To the person who helped me the most to complete this work step by step, my friend AMINE Wafa... without Her this research would be incomplete.

To my best friend and companion for all those years KHALDI Zohra and to the soul of her father Mohamed.

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And to myself above all

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Abstract

Reading and writing are a part and partial of teaching and learning English as a foreign language. They are considered as the basics of any language due to their important role in improving cognitive and communication skills alike. To this end, the current research which is conducted at Saida University with second-year EFL students is an attempt to discover their attitudes towards the impact of reading on writing skills. The research is also intended to know if this receptive skill plays a role in developing the students' productive skill of writing as to see the correlation between them. To undertake the study, a mixed - method approach was adopted, in which, the researcher opted for a quantitative and a qualitative approaches when she chose a students' questionnaire with sixty EFL students and a teachers' interview with three expert teachers. Findings reveal that the learners have a positive attitude towards the impact of the receptive skill on the productive one. Besides, the results show that reading ameliorates the students' writing style, and thus; the relationship between the two skills is complementary. At the end of the research, some recommendations were suggested by the researcher to fix some aspects related to the subject matter.

Keywords: Attitudes, EFL learners, Impact, Reading, Skill, Writing

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List of Abbreviations

L2: Second Language

EFL: English as a Foreign language

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General Introduction

General Introduction

Learning English as a foreign language is based on learning the four integrative skills that without them learning this language would be impossible. These skills rest on: speaking, listening, reading, and writing. However, learning any of these skills requires previous knowledge of the other skills, for instance, mastering writing cannot be achieved unless the learner masters reading or vice versa.

It was widely noticed that most EFL students do face many difficulties when it comes to writing. These difficulties are faced due to numerous causes like the scarcity of practice, lack of rich vocabulary, interference of the mother tongue, lack of knowledge about the important grammatical rules...etc.

Taking into account the aforementioned information, scholars viewed that there is a strong relationship between reading and writing and that this relationship is complementary, in which students can master and ameliorate their writing style only if they read intensively.

In the light of the above, the current research is an attempt to explore the learners' attitudes towards the influence of reading on writing. It aims also to know if reading can really improve the learners' writing style. Besides, it aims to unravel the correlation between these two integrative skills.

This study is significant in the field of written expression as it is worthy to shed the light on since it paves the way for the student to master the English language as it should be. Additionally, this subject is faced every day among EFL students. Thus, it is critical to investigate the students' perceptions of the effectiveness of using Reading in the writing classroom and its role in guiding EFL learners to write high-quality essays. Furthermore, investigating students' perceptions and attitudes towards this subject will give them insights into the ways that can be adopted to improve their writing style.

To achieve these research objectives, this research targets to answer the following research questions:

1. What are the attitudes of EFL learners towards the impact of reading on writing?
2. To what extent does reading improve writing skills among students?
3. Is there a correlation between reading and writing?

To carry out this research, three research hypotheses were developed:

1. EFL Students may be aware that reading is necessary for good writing skills.
2. Students' writing skills can be improved to a large extent by intensifying reading activities in the EFL classrooms.
3. Yes, the relationship is complementary, the more EFL students read the more they improve their writing.

Concerning the methodology used to gather data, the researcher has relied on a mixed-method approach, where a students' questionnaire and a teachers' interview were chosen. This means that data were analyzed quantitatively and qualitatively. The first research tool which was a questionnaire dealt with 60 second-year EFL students at Saida University, as it sought to know the attitudes of the learners towards reading and writing. The second tool, was an interview addressed to three tutors who have wide experience in teaching written expression. This interview was conducted via email due to the pandemic situation.

This dissertation is divided into three chapters. The first chapter provides a review of the related literature for both reading and writing skills. It is divided into two sections. The first section is about reading, it gives its definitions and importance for EFL learning, its purposes, and what pertains to its styles and techniques. Besides, it targets to tackle the nature of reading along with reading benefits and the models of this skill. On the other hand, the second section is about writing, it aims to introduce this productive skill. Furthermore, the chapter presents the difficulties encountered when learning this integrative skill and finally, the chapter shows the correlation between reading and writing as well as the impression of the former over the latter.

The second chapter is purely descriptive, it dubs the methodology adopted by the researcher to fulfill her investigation, the target population, learners' profile, and the teachers' profile, the research tools, and their description using a questionnaire and an interview. Finally, the third chapter includes two parts; the first one is analytical, in which the researcher has analyzed the findings gained through the students' questionnaire and the teachers' interviews. After that, she gave some recommendations to solve the problem raised and this was the second part which was suggestive.

Research conducting is usually full of obstacles, here, the researcher faced numerous stumbling blocks, the main one was the covid-19 pandemic which made it difficult to reach the target population needed in real life as well as being caught up by the academic studies and exams, but these difficulties did not prevent the researcher from achieving the desired results.

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Chapter One: Literature Review

1.1.Introduction

Reading and writing are two important skills to be tackled in learning English as a foreign language, they are the pillars of it. For this reason, this chapter is divided into two sections. The first section is about reading. It aims to give an overview of it to introduce its nature. Besides, the chapter aims to display its different styles and techniques. Moreover, the chapter also presents the importance of reading for EFL learners, its purpose as well as its models.

The second section is devoted to writing. It aims first to provide an overview of it and to introduce the concept of writing as a productive skill. Furthermore, the chapter presents its styles and the different approaches to teaching this skill. Finally, the chapter also aims to show the Development of writing skills through the receptive skill of reading.

Section One: Reading as A Receptive Skill

1.2. Reading: An Overview

Reading is the process of deciphering meaning from a succession of written symbols. When we read, our eyes acquire written symbols (letters, punctuation marks, and spaces) and our brain converts them into words, sentences, and paragraphs that communicate with us. Reading can be done either silently (in our heads) or vocally (so that other people can hear).

Reading is a receptive ability; we get information via it. However, the intricate acts of reading need the ability to speak to enunciate the words that we read. Reading is a productive ability in this sense since we are both receiving and giving information (even if only to ourselves).

Many experts have given their definitions of what reading means. Mikulecky (2011), for instance, stated that reading is a complicated conscious and unconscious mental process in which the reader employs several tactics to reconstruct the meaning that the author is presumed to have intended, depending on evidence from the text and past knowledge. On the other hand, Tarigan (1990, as cited in, Jaenal 2010) mentioned that reading is a process carried out and employed by readers who desire to receive the author's message through the medium of words or written language.

According to Oka (1983, as cited in, Jaenal 2010), three types of meaning to read may be separated by distinctions in scope: The first is understood in a restricted sense, namely as a method of textual sign recognition. This technique involves the meticulous, broad, and rapid identification of words. Reading, according to Grellet, is an ongoing talent. It continuously includes guessing, forecasting, verifying, and questioning oneself (Khoiriyah, 2010).

This means that reading is the process of deriving meaning from a printed or written message (Richard,1998).This skill begins with the precise, quick, and instinctive visual detection of language, regardless of context.

Despite all of the definitions provided, there is also a definition of reading provided by both teachers and students. Teachers characterize reading as follows. According to Stallfter (1969), a difficult procedure for Readers to read and get knowledge from the written pages. They must be able to speak and interpret printed words, signs, letters, and symbols by giving them meaning.

For the students, reading is when words enter your eyes and exit your lips. They stated that books are written with many experiences and that there are times when they remark, 'I know it!' It is intriguing to them that as they open the books, words pour out and glide over their mind. Other skills are required to help the reader during reading for a person to be able to read. As previously said, reading is a mental activity that requires the integration of other abilities such as listening, speaking, and writing.

According to Chitravelu et al. (1995), reading is not a single ability that we use all the time in the same way, but rather a collection of skills that are employed differently with different types of tests and for different purposes. This was previously mentioned by Thomas and Loving (1979), who said that reading, along with listening, speaking, writing, and thinking, is a communication skill.

1.3.The Nature of Reading

Reading has been viewed both as a product and as a process

1.3.1. As A Process

The process is what we normally imply by reading: the interaction between the reader and the text. Many things occur throughout this procedure. Readers are not only looking at print, decoding the marks on the page, deciding what the marks mean and how they relate to each

other; they are also thinking about what they are reading: what it means to them, how it relates to other things they have read, to things they know, and to what they expect to come next in the text. Evidently, many various things may happen when a reader reads: the process is likely to be dynamic, varied, and different for the same reader on the same text at a different time or with a different intent in reading.

Even more probable, the process will alter for different readers on various texts at different times and for different purposes. Thus, knowing the reading process is critical to understanding the nature of reading. At the same time, it is a challenging task. Normally, the procedure is silent, internal, and private.

1.3.2. As A Product

It is the end product of a procedure. Rachedi (2020, as cited in, Alderson, 2000), scholars have increasingly focused on the reading process. Whereas an earlier study on the production method was explored, the researchers often provide tests to grasp a specific text. Using realistic research designs, test suitable informants. As a consequence, review the test findings and factors of interest. At this level, the researcher may analyze the summaries created by their subjects on certain texts to determine what distinguishes one reader from another (boys/girls, readers in the first language /readers in the second language).

The production approach to reading has two major flaws: product variance and the method employed to measure the product.

1.4. Reading Styles

There are two techniques for reading any content in this regard: intensive and extensive.

1.4.1. Intensive Reading

The readers deliberately and closely study a brief text with to acquire as much detail as possible (Scrivener, 1994).

This suggests that the student is more concerned with the language than with the text. The readers read the text, concentrating on new vocabulary, grammatical forms, the author's goal, and the text's issues. These exercises aid in the development of reading abilities.

As a result, Intensive reading helps students focus on correctness. Furthermore, while the topic level is highly appropriate for the student because it is chosen by the teacher, it may not satisfy their interests.

Furthermore, the advantages of intensive reading include improving reading comprehension, assisting students in comprehending sentence structure, and developing critical thinking skills as students are forced to answer all required questions after reading. It also improves student teamwork because it is frequently done in pairs or groups.

1.4.2. Extensive Reading

Extensive reading is reading broadly but not necessarily focusing on a single text. You may improve your reading abilities by reading from a variety of sources. It is not about discovering layers of meaning, grammatical rules, or other important components of a text.

For beginner-level language learners, extensive reading has been employed. It assists in familiarizing students with reading content and developing cognitive abilities to grasp new words, form sentences, and make sense of the book as a whole. You'll get a general knowledge of the book while also honing your linguistic abilities.

Extensive reading will help you improve your reading abilities whether you are a novice or an advanced reader. You can read as much and as extensively as you can. It is preferable not to limit oneself to the same types of sources. Newspapers, blogs, and e-magazines are instances of comprehensive reading.

1.5. Reading Techniques

Researchers propose many reading techniques but the two main ones are as follows:

1.5.1. Scanning

Scanning is another important technique for speeding up your reading. When scanning, you seek a specific fact or piece of information rather than reading everything. When you seek at your favorite show in the cable guide, your friend's phone number in a phone book, or the sports scores in the newspaper, you scan. To scan well, you must grasp how your content is arranged as well as comprehend what you read to identify the exact information you want. Scanning also helps you to quickly discover details and other information.

1.5.2. Skimming

Skimming is a reading strategy used to extract the main point of a text. It's all about getting through a piece of material rapidly and less about understanding.

This is not to say that skimming is the same as rapid reading. While speed reading covers a lot of ground rapidly, skimming is just filtering through the material in a short period of time. When you fast read, you read the details; when you skim, you pass over the information. When all you need is the primary concept, skimming is an important reading method. It might be a useful strategy to "survey" a topic before diving into it in depth.

Skimming can also be useful when reviewing previously read material. When you skim a prior read, you move your eyes swiftly over the text to help refresh your memory.

1.6. The Importance of Reading for EFL Learners

Reading is a crucial method of acquiring knowledge and, as such, should be successful in achieving the goal intended for it. It should not be viewed as a passive activity, but rather as an active process that leads to the growth of learning. Furthermore, ESL teachers stated that to learn a foreign language, reading should be included, particularly in the Beginning level learners' program, and view it as the first step that teaches them diverse kinds of language, as this would refine their experience with the language. Helimi and Sellami (2020, as cited in Goldberg, 1997).

They added that many studies emphasize the value of reading in enhancing the English language in this regard. Reading literature can offer one source of understandable input. As a result, several hypotheses have been proposed that reading texts in a second language has a good influence on the rate of acquiring vocabulary as well as all elements of language.

The primary purpose of reading teaching is to assist students to employ text decoding abilities and prior knowledge to comprehend written language while also learning passive vocabulary. Better anticipating abilities, better use of context for vocabulary knowledge, increased emphasis on reading for meaning, increased enjoyment of reading, improved understanding of L2 speaking language, and lastly improved writing skills. The act of reading itself exposes us to language, which we process as we seek crucial information and enhance our writing experience by motivating us and improving the grammatical structure.

1.7. The purpose of Reading

Reading is a purposeful activity. A person may read to learn new information or to confirm existing knowledge. A person may also read for pleasure or to improve their understanding of the language being read. Reading is also very vital in civic life. Reading keeps an individual informed about his country's political, social, economic, and cultural issues. Reading has an impact on our attitudes, beliefs, standards, morality, and overall conduct; it molds our thoughts and behaviors. The goal of reading is to connect the concepts on the page to what you already know. To link the concepts, the reader must grasp the subject being read.

The following purposes for reading are listed by Grabe and Fredrika (2002):

Reading to search for simple information, Reading to skim, Reading to learn from text, Reading to integrate information, Reading to write, reading to critique texts, and Reading for general comprehension.

a. Reading to search for simple information

Reading to search for simple information is a typical reading ability, yet other academics consider it to be a rather autonomous cognitive activity. It is utilized so frequently in reading assignments that it is most likely best seen as a form of reading ability.

b. Reading to Skim

Reading to skim is a typical aspect of many reading tasks and a beneficial skill in and of itself. It entails a variety of tactics for predicting where relevant information could be in the text and then using basic reading comprehension abilities to those portions of the text until a broad notion is formed.

c. Reading to learn from text

Reading to learn is most common in academic and professional circumstances when a person has to learn a significant quantity of knowledge from a book. It demands the ability to retain important concepts, detect and develop rhetorical frameworks, and relate the text to the reader base.

d. Reading to integrate information

Reading to integrate information necessitates further consideration of the relative value of complementary, mutually supportive, or contradictory information, as well as the potential rearrangement of a rhetorical frame to accommodate information from numerous sources.

e. Reading to write and reading to critique texts

Reading to write and reading to analyze texts are two task variations of reading to assimilate knowledge. Both require the ability to produce, choose, and criticize textual content.

f. Reading for General comprehension

Reading for general comprehension requires highly quick and automated word processing, great abilities in constructing a general meaning representation of the core concept, and efficient coordination of various processes under very restricted time constraints.

1.8. Reading Models

Some academics have sought to explain reading processes and investigate the process by which readers construct the meaning of a text; as a result, they develop explicit models that tend to elucidate the method by which readers realize meaning construction. These models are divided into three categories based on their emphasis; each model focuses on a different feature and its importance in the reading process.

1.8.1. The Bottom-up Model

Gough (1972) elaborates on this notion. He depicts the reading process as a continuous particular act, beginning with the alphabet and progressing through sounds, words, sentences, and, finally, meaning and thinking. From this standpoint, the learner must first begin reading by learning the letters that commit to the visual operation and are converted from letters to phonemes in the first stage. . Secondly, the phonemes are joined and words are formed. Third, the words are linked together to form sentences, which are then interpreted so that the meaning is incorporated into the knowledge process.

According to Dechant (1991), the bottom-up paradigm is based on the notion of hierarchical organization of written material. The reader decodes and comprehends the higher units by first processing the lower linguistic units and then gradually combining the smaller units.

As a result, the conventional approach to teaching reading begins with attention to tiny components and progresses to the overall meaning. Because the learner does not have many schemas about the target language, this approach might be particularly useful for novices. It is not, however, a better strategy for the astute reader. Because it will slow his/her reading and comprehension speed. Because he or she will first pay close attention to every single word.

According to Davies (1995), this approach might overburden short or working memory. That is, by the time the reader has finished reading an essay, page, or paragraph, he or she will most likely have forgotten what he or she has already read.

1.8.2. The Top-down Model

The top-down reading approach is founded on the idea that knowledge and success are centered on the brain and reader. This technique contends that readers provide comprehension to the print rather than the print bringing understanding to the reader. In other words, a reader's experiences assist him or her in reading, decoding, and making meaning of material. The Top-down models require readers to deduce meaning from a text; this knowledge is built from the whole (text) to the portion (words). This methodology does not emphasize phonics and decoding, but rather gives children the opportunity to read and comprehend "actual" texts. Finally, the top-down strategy makes use of grammar and text hints to decipher unfamiliar terms.

In other words, Ms. Dobbs explains, a top-down methodology focuses on encouraging pupils to read whole sentences, paragraphs, and novels rather than phonics training. This strategy is based on children learning skills via practice. A top-down paradigm is the whole language method, in which learners are taught to recognize full words rather than combinations of sounds.

1.8.3. The Interactive Model

According to Stanovich (1980), this model combines the elements of the bottom-up and top-down models and provides reading with greater significance. Readers are more engaged in reading here. They generate predictions about the reading material based on their understanding of the topic theme, prior experience with written words, reading, and their expectations. As a result, textual details are the greatest approach to recognizing the words and letters in the text.

The most significant advantage of this model is that it integrates communication activities with reading abilities.

Section Two: Writing as productive Skill

1.9. Writing: An Overview

Writing is the process of communicating ideas legibly by employing symbols (alphabet letters, punctuation, and spaces).

To write clearly, it is necessary to comprehend a language's underlying framework. This covers understanding syntax, punctuation, and sentence structure in English. Correct spelling and formatting are also required, as is vocabulary.

A writer may write for personal pleasure or use, or an audience of one or many people. The target audience may be known or unknown. Taking notes for research purposes is a form of self-writing. Public blogging is an example of writing for an unknown audience. Writing for a specific audience is demonstrated via a letter to a friend. When writing, like with speaking, it is critical to consider your audience. There are several writing styles, ranging from informal to formal.

Some scholars provide distinct meanings of writing. Rivers (1981) defined writing as the sequential transmission of information or the articulation of fresh ideas in a new language. On the other hand, Brown (2001) asserted that writing is a mental activity as well. Furthermore, he claims that writing may be prepared and given a limitless number of modifications before publication. Elbow (1973, as cited in, Brown, 2001) states that writing is a two-step process. The first step is to figure out what the meaning is, and the second step is to put that meaning into language. What we think is represented in writing. Because The writing process reflects things that remain in the mind. Students who are unwilling to write things down frequently suffer as a result of this practice. When children begin seeking reasons to write and developing written sentences, they encounter obstacles.

Urquhart, McIver, and Harmer, described writing ability in another way. According to Urquhart and McIver (2005), writing is a recursive process, which implies that students modify throughout the process, frequently shifting back and forth between phases. Then, students should acquire innovation and discovery skills, and teachers should assist students in creating material and discovering a purpose.

Furthermore, it is noted that all sorts of writing are defined by readers, purpose, and occasion, and good writing fulfills the writer's objective while also meeting the demands of the readers. It implies that writing is a complicated process, and it is logical to suppose that writing instruction is also complex.

Harmer (2004), Similarly, claimed that writing motivates students to focus on correct language use.

It is because students consider language use when they are writing. This practice promotes language development because students answer challenges that writing causes in their thoughts.

A definition of writing skill may be derived from the definitions provided above. Writing is a process that goes through several stages. To begin, I explore and communicate ideas, thoughts, and feelings in textual form. Second, go out a variety of reviewing processes to produce grammatically and orderly writings. The writings are in the form of readable texts that should be relevant to everyone who reads them.

1.10. Writing as productive skill

Writing is a productive skill that demands focus and effort, even for people who have written professionally their whole lives. Like playing a sport or a musical instrument, writing takes consistent practice to be good at. The more frequently pupils write, the more likely they are to progress.

A vital companion to successful writing is good reading. Students can't build excellent writing abilities if they do not read across a variety of literary genres and text types regularly refers to the transfer of information produced by a language user in written form. Productive abilities would not exist in the absence of receptive or passive information, such as listening and reading. Because writing is a complicated skill involving a succession of planned, methodical, and connected processes, second language learners cannot begin studying it from the beginning. To master a foreign language, learners often begin with receptive skills in which they observe the linguistic system, followed by the actual application of productive ones.

As per Olshtain and Cohen (Olshtain& Cohen, 1991), if we wish to master another language, we must become more communicatively competent. Because writing is seen as a

means of communication, EFL students should be proficient in the four domains of communicative competence defined by Canale (1983):

- Grammar, intonation, and other language mechanics
- Strategic competence — how to initiate a discussion, alter subjects, and correct a misconception
- Sociolinguistic competence –situational language conventions, suitable replies
- Discourse competence – organizing, such as an essay, e-mail, lecture, etc

1.11. Writing Styles

The four main types of writing styles are persuasive, narrative, expository, and descriptive

1.11.1 .Descriptive

Descriptive writing is commonly seen in fiction, but it may also exist in nonfiction (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive manner, they are painting a picture in words for their audience of a person, place, or object. The author may use metaphor or other literary strategies to device the author's impressions via their five senses (what they hear, see, smell, taste, or touch). However, the author is not attempting to persuade the audience of anything or to explain the situation - he is simply describing things as they are.

1.11.2. Expository

Expository writing is one of the most common styles of writing. When an author writes in an expository manner, all they are trying to do is clarify a subject to a larger audience. Expository writing does not incorporate the author's ideas but instead concentrates on recognized facts about a topic, such as statistics or other proof.

1.11.3. Narrative

Narrative writing includes several of the most popular components of narrative, such as plot, character, place, conflict, emotion, and a central message. You may also mold your narrative writing with tried-and-true tale motifs or narrative frameworks like coming of age, rags to riches, or the hero's journey.

While narrative writing can take many forms, one constant is that it should take the reader on a trip with a beginning, middle, and finish. Even if you're just narrating the narrative

about a hilarious occurrence that occurred to you yesterday, your character should begin someplace, encounter some form of struggle or fascinating experience, and then come to a conclusion.

1.11.4. Persuasive

The goal of persuasive writing is to get your idea across. The objective is to convey your thoughts in a meaningful manner—or, even better, to persuade the reader of a point of view or notion. If you have a strong opinion on an issue or want to motivate people to take action for a cause, persuasive writing is the way to go.

1.12. Approaches to teach writing

There are three well-known approaches to teaching writing, they are: Product-based approach, Process-based approach, and Genre-based approach.

1.12.1. Product-based approach

This approach is based on behaviorist concepts and connects language training to linguistic form, discrete linguistics abilities, and habit development. Language, it is argued, is made up of pieces that must be taught and mastered sequentially. The learner's duty is to accept and follow the teacher's instructions; one of these techniques is the audio-lingual approach (Turuk, 2008). According to this technique, writing instruction emphasizes individual student development of texts, typically under time limits and usually in silence.

Tribble (2009) claims that the product approach in which the focus is on the form is a traditional, text-based approach that is still used in many materials today. In this approach, the teacher often presents authoritative texts for students to imitate or adapt. Errors are considered as something that should be corrected, or, if possible, eliminated. The teacher's main role is to instill notions of correctness and conformity. Pincas (1982) sees writing in product approach as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices.

Steele (2004, as cited in, Hasan and Muhammad 2010) and Pincas (1982, as cited in White and Richard, 2000) defined the Product Approach as having four stages. Stage one (Familiarization) is the stage in which students examine model texts and then emphasize the elements of the genre. When studying a formal letter, for example, students' attention may be brought to the significance of paragraphing and the language used to make formal demands.

Stage two (Controlled writing): This stage consists of the isolated controlled practice of the emphasized elements. If students are studying a formal letter, they may be instructed to practice making formal requests. Step three (Guided writing): This is the most significant stage since it organizes the thoughts.

1.12.2. process-based approach

The process approach stresses the cognitive part of learning and recognizes the learner's contributions to the learning setting. According to these approaches, pupils should be taught "systematic thinking skills." As a result, planning, goal setting, drafting, and idea generation became part of L2 classroom teaching practices, notably in the field of writing.

The process approach is based on Vygotsky's (1896-1934) sociocultural theory (SCT), a Russian psychologist whose theories had a significant impact on educational psychology and education. This hypothesis is based on L.S. Vygotsky's psychological theory of human consciousness (in Lantolf, 2011). The hypothesis explains how people learn and use a second language. His most notable contribution to the world of education and learning is the notion of Zone Proximal Development (ZPD), which is recognized as a significant addition to the field of education and learning (Turuk 2008). Vygotsky defined ZPD as the difference between what a person can do when acting alone and what the same person can achieve when acting with the assistance of others and/or cultural objects (Turuk 2008).

Before generating their completed piece, good writers prepare and modify, rearrange and eliminate language, and re-read and create numerous drafts. This is what a process writing method entails (Stanley 2003). In recent years, process writing has been considered an advance over traditional techniques of writing education. According to Leki (1991), the process approach is a method of teaching writing that focuses on the steps of the writing process rather than the finished output. It is interpretive, learner-centered, and not directly tied to exams (Pennington 1995).

As a result of the shortcomings of the production method, the presence of the process approach might be seen as an innovation in academic writing. Because the product approach places too much emphasis on language information, the process approach places more emphasis on linguistic abilities. The use of collaborative writing, as well as the growth of the authors' writing skills, will be dominating. These actions form the approach's main strength.

Alwasilah (2005) backs this viewpoint, claiming that process approach activities like collaborative writing, peer editing, drafting, and teacher-student conferencing are ways of enabling students to be autonomous learners and writers.

Despite its popularity, the process approach has limits. The fundamental issue is that it pays less attention to language and structure and places less emphasis on the end results (Onozawa 2010). The third flaw is that because of too much focus on the process, writing in class can become impractical and long. The concentration on several versions might make students' labor on a specific piece tedious, especially when they know the audience is still the teacher. Furthermore, the method may imply that writing is invariably a lengthy process in which a document is continuously polished. Finally, the processing technology is not appropriate for writing examination essays and is not suited to all authors and assignments (Caudery 1995, Horowitz 1986, as cited in Cahyono 2001). Badger and White (2000) also discuss the disadvantages of process approaches, which view all writing as being produced by the same set of processes, place less emphasis on the types of texts writers produce and why such texts are produced, and provide learners with insufficient input, particularly about linguistic knowledge, to write successfully. On the other hand, they argue about the key benefits of process methods, namely the importance of the skills involved in writing, and acknowledge the background knowledge that learners bring to the writing classroom that contributes to the growth of writing ability.

1.12.3. Genre-based approach

Among the three approaches, the genre approach is seen to be the most recent, having significant parallels to the product approach (Harmer 2007). In some respects, the genre approach may be seen as an extension of the product strategy (Badger and White 2000). According to Paltridge (2004), the genre approach to teaching writing focuses on teaching certain genres such as essays, assignments, and other types of writing that students must be able to produce in academic settings. This might involve an emphasis on textual language and discourse aspects, as well as the context in which the work is generated.

According to Badger and White (2000), proponents of genre techniques are rarely transparent about their learning theory. The usage of model texts, however, and the concept of analysis imply that learning involves a combination of imitation and actively following norms. Thus, genre-based methods regard writing as primarily concerned with language

knowledge and strongly related to a social purpose, whereas writing development is mostly viewed as the analysis and imitation of input in the form of texts supplied by the teacher.

When it comes to literary development, genre approaches and production methods have many commonalities. Cope and Kalantzis (1993) suggest a genre literacy wheel model.

This wheel is divided into three phases: modeling the target genre, in which learners are exposed to samples of the genre they must generate; text building by learners and instructor; and, ultimately, independent text construction by learners. In theory, the cycle can be repeated as needed, yet it appears that each phase appears just once.

The genre approach in teaching has also been criticized for restricting innovation by forcing templates on pupils (Hyland, 2008). However, he stresses that the genre does not require pupils to write in a specific manner or select what to write; rather, it allows them to make choices to generate meaning. This statement may be correct in some aspects, however, pupils are naturally driven to copy since they are given relatively little experience in acquiring verbal abilities. According to Badger and White (2000), the disadvantage of genre methods is that they undervalue the abilities required to generate a work and view learners as mostly passive.

1.13. Developing Writing Skills through Reading

Writing competence depends on linguistic fluency in that language. Students cannot succeed in foreign language study unless they have a command of the language.

Reading is an effective learning technique for closing this gap. Written texts are excellent sources of linguistic input. Reading, as one of the four fundamental abilities, is an activity that necessitates comprehension. Reading is defined as the act of seeing, perceiving, comprehending, and making meaning of all words, phrases, or writing with all of its constituents (Durmuş, 2013). In other terms, reading is the action of obtaining meaning from written symbols by combining cognitive and psychomotor skills (Demirel, 2016).

This activity requires the synchronization of mind and vision, as well as an understanding of written language. Reading is a vital source of knowledge (Fletcher & Portalupi, 2001).

Wilber (2021) views that reading as one of the most effective strategies to enhance writing and that reading exposes students to diverse writing styles and fresh ideas.

Text is a meaningful structure made up of sequential phrases, words, and pictures. This structure has a logical arrangement of all types of information, feelings, and ideas (Gargiulo, 2007). According to Elhabiri (2012), the text is defined in several ways based on everyday and scientific language. It is a written whole made up of numerous phrases, as the term "text" is understood in ordinary English. The Text refers to both written and spoken words within the context of linguistics.

It is obvious that oral skills development, which is one of the communicative approach's needs, is vital for learners, as is the capacity to express oneself in writing and transform thoughts into writing in the target language (Mart, 2018). According to Berninger and Winn (2006), "writing is the process of transcribing structured information in the brain into symbols." Writing is regarded to have a vital function in cognitive development. In this sense, writing activity refers to the process of gathering and conveying knowledge. Writing, as one of the learner's most powerful communication expressions, is also critical to the learner's success. To accomplish this goal, the teacher who uses the story as a teaching material must activate the students' prior knowledge during the reading process, organize the students' thoughts and assist them in preparing a draft, teach the learner the writing process by reviewing and evaluating the drafts, and ensure the continuity of this chain of action.

Writing ability is viewed as the final step of language skills and ideas in foreign language training. The most challenging skill needs the use of a foreign language in writing accurately and in compliance with the standards (Demirel, 2016). This talent can only be enhanced via practice. Reading, which is regarded to be paired with writing in practice, is supposed to increase writing skills by giving thinking growth. As stated by oz (2011), writing skills are intimately tied to reading skills. It is intended that learners in foreign language instruction actively employ the material they have received in the classroom with writing exercises and express their views in a foreign language through writing (Güzel & Barn, 2013). These objectives can be met through a variety of writing exercises.

Reading and writing abilities in a foreign language can be only developed in a classroom setting when the activities and exercises that draw the students' attention are carried out. The Reading practice may help enhance reading abilities, while writing practice can help improve writing skills. However, a combination of these two skills in one activity helps the learners to be good readers and writers. In this context, Antara (2020) claimed that when

English is our second language, reading may help us improve our writing abilities significantly.

These practices comprise tasks that should be completed before, during, and after the main activity. The Story as one of the literary genres written in the target language for the development of reading skills is also highly appropriate to employ since it is brief and more acceptable for the educational setting.

Students will receive language input while they read. Reading allows students to learn from what others have written (Hudson, 2007). Well-written reading materials will serve as an example for learners to understand the structure and word use, and learners will use the text structures they have learned in their writing. Reading allows students to absorb how terminology and structures work in the text. Students are also introduced to language patterns, which help them see the numerous and intricate ways in which sentences and paragraphs can be assembled (Vandrick, 2003). A solid understanding of grammatical structures appears to assist pupils to improve their writing skills.

In brief, writing and reading are intertwined, the more people read the more they develop their writing skills. In this vein, Stokes (2019) said that If you just read the same sort of work or only texts produced by one author, your writing talents will be limited in comparison to someone who reads a wider range of works.

1.14. Conclusion

This chapter was a theoretical framework for the study. The chapter was divided into two sections. The first one was about reading. It aimed to give an overview of it to introduce its nature. Besides, the chapter aimed to display its different styles and techniques. Moreover, the chapter also presented the importance of reading for EFL learners, its purpose as well as its models.

The second section was devoted to writing. It aimed first to provide an overview of it and to introduce the concept of writing as a productive skill. Furthermore, the chapter presented its styles and the different approaches to teaching this skill. Finally, the chapter also aimed to show the Development of writing skill through the receptive skill of reading.

Chapter Two: Research Methodology

2.1. Introduction

The previous chapter dealt with the theoretical part of this work. The Current Chapter is devoted to the description of the study. It aims to give a thorough Description of the research methodology used to analyze the main difficulties that face second-year EFL students at Saida University in Reading and writing. It also aims to outline the population who contributes to The accomplishment of this work. Furthermore, it displays the research tools that the investigator used to gather the required data. Finally, the Chapter highlights the constraints that impede the researcher's study trip, as well as the Ethical considerations that must be taken into account and the qualities of accepted investigation.

2.2. Methodology

Any researcher needs to follow specific procedures to undertake his research. In this context, Sarantakos (1998) defines research methodology as "the theory of techniques", it is the process by which one makes sense of the topic of inquiry. For Robson (2002), it is the theoretical, political, and philosophical foundations of social research, as well as their consequences for research practice and the employment of specific research methodologies.

Besides, Leedy (2000) noted that research methodology is a set of procedures utilized to identify, select, process, and analyze data about a particular topic. Morvaridi (2005) said that quantitative and qualitative research approaches are the most commonly used in social sciences and humanities research. Saranatokos (2005) adds that social science may be undertaken in either a quantitative or qualitative setting.

2.2.1. *Mixed Methods Research*

This study has been conducted through mixed- method approaches, in which quantitative and qualitative data collection tools were used to obtain numerical and descriptive information. Researchers that conduct such studies claimed that employing both methodologies provides a more complete understanding of the study problems than using only one strategy. The combination of quantitative and qualitative approaches enable more relevant data, resulting in a better understanding of study challenges and complex phenomena than either approach alone (Fetters & Freshwater, 2015).

As a result, its application enhances the validity of conclusions. Conducting mixed methods research, on the other hand, is challenging and loaded with complications (Creswell & Clark, 2011). This is because the quantitative and qualitative components of the study need more effort and take longer to perform. Furthermore, researchers must construct a larger facility. Furthermore, researchers must develop a broader range of skills that includes both quantitative and qualitative descriptions, which is often difficult. For this vein, the investigator has chosen a mixed methods research that will serve her to answer the three research questions that have been raised.

2.2.1.1. Qualitative Research

The qualitative method focuses mostly on words and observations to portray reality and attempts to explain individuals and investigate phenomena in natural settings (Amaratunga, 2002). Although quantitative and qualitative methodological methods differ, opposing them as two competing techniques are incorrect (Morvaridi 2005). This study contends that qualitative research helps and exemplifies quantitative research and that quantitative research does the same. Both methodologies contribute to the existing accumulative knowledge. This is consistent with Bryman's (1989) and Clark's (1989) arguments (1998). In this perspective, Bryman (1989) contended that quantitative and qualitative research are two distinct methods of knowing, Furthermore, Clark (1998) contends that, theoretically, the qualitative and quantitative perspectives are not as distinct or mutually incompatible as is commonly assumed.

Lincoln and Denzin (2002), on the other hand, summarized many features of qualitative research as follows: “Qualitative research involves many things at once”. The emphasis is multi-paradigmatic. Its practitioners understand the importance of a multi-method approach. They adhere to a naturalistic viewpoint and an interpretative interpretation of human experience. At the same time, the sector is fundamentally political, with diverse ethical and political allegiances shaping it.

The major objective of qualitative research is the emphasis on the ‘why’ and ‘how’ of a phenomenon and not on its numbers. In other terms, qualitative research is gathering and evaluating non-numerical data (such as text, video, audio....etc) to better comprehend concepts, views, or experiences (Bhandari, 2020).

2.2.1.2. Quantitative Research

The quantitative approach is one of the most often utilized methods for doing social research. It is based on a strong intellectual conviction that places a great amount of faith in numbers that reflect various ideas and/or notions. As a consequence, quantitative research may be carried out by emphasizing quantification in data gathering and analysis.

It is based mostly on a hypothesis formed deductively from theory; the goal is to verify the theory by observation and data gathering, the results of which, after analysis, would either corroborate or reject the theory (Morvaridi, 2005).

According to Bryman (1989), the quantitative approach is imbued with positivism, which is an approach to the study of people that encourages the use of scientific methods.

The goal of quantitative research is to get a better understanding of the social environment. Quantitative approaches are used by researchers to observe conditions or events that have an impact on individuals. It generates objective facts that can be expressed effectively using statistics and figures. Qualitative research is utilized to comprehend ideas, thoughts, or experiences. This form of study allows you to gain in-depth knowledge about issues that are not generally known.

As mentioned before, the researcher focuses on mixed methodologies study to obtain effectively and enough data that will reveal the subject's ambiguity. Furthermore, it aids her in making the research more academically credible.

2.3. Sample population

A population can be characterized by any number of characteristics within a group that statisticians use to derive conclusions about study subjects. The Population is defined by Michael Newman (1995) as “a group of individuals of a species inhabiting a given space at a specific moment or a collective group of creatures of the same species (or some other group within which individuals may exchange genetic information)” (p. 205).

This study has taken place at Dr. Moulay Taher Saida University, at the level of the second-year students in the English department during the academic year 2021/2022.

The participants in this study are a mixture of second-year EFL students and written expression EFL teachers. For the students, they were chosen based on the case study. Hence, the teachers were chosen based on their involvement in the field of written expression. From this wide range, the researcher has chosen three (03) teachers and sixty (60) learners to represent the whole population to conduct the research. The researcher has opted for a simple random sampling since every individual from the populace has an equivalent shot at being chosen (Thomas, 2020).

2.3.1. Description of the students' profile

To complete the study, Sixty (60) students were chosen randomly to answer an online questionnaire which was designed by the researcher. These students were second- year EFL learners belonging to Saida university.

2.3.2. Description of the Teachers' profile

Three EFL teachers from the department of English language were selected to answer the Interview which was submitted virtually (online) via email because of the pandemic period of Covid 19.

All of them were females who teach written expression for many years, the thing that implies their competence in the field of writing. Thus, the investigator has picked them to discover and unfold the different aspects related to the students' issues concerning writing and reading as two major integrative skills in English.

2.4. Research instruments

No one can deny the fact that any research needs research tools to be relevant and academically valid. To undertake this research, the researcher has relied on quantitative and qualitative research approaches. This means that two research tools were employed in data collection, the first tool is a semi- structured questionnaire for second-year EFL Students (see Appendix A), and an interview with three EFL teachers (see Appendix B).

2.4.1. Questionnaire

A questionnaire is a means of collecting quantitative data that is often recognized as one of the most important tools for getting information. It is frequently used as a tool to respond to a series of questions. According to Kothari (2004), a questionnaire is sent to

respondents who are supposed to read and comprehend the questions and jot down the response in the area provided in the questionnaire itself. Thus, students read and comprehend the questions -which must be basic and unambiguous-, then they answer these questions frankly according to their own opinions and experiences.

As previously said, a questionnaire is regarded as the most successful technique of data collection, it allows learners to react freely and express their thoughts and attitudes as it helps the research to deal with a large population easily.

The questionnaire intends to assist the examiner in clarifying numerous concerns concerning the subject matter under inquiry; hence, the questionnaire serves to raise awareness so that additional research may be conducted.

2.4.1.1 The Description of Students' Questionnaire

In the present research, the questionnaire is addressed to sixty (60) EFL license students in their second-year at Saida University. The researcher employed both open and closed-ended questions. Open-ended questions do not restrict the answers while closed-ended questions typically restrict the answer in a specific way which sometimes requires a justification. The questions which are designed in this questionnaire aim to gather students' answers, worries, and views on the topic investigated.

The questionnaire is segmented into three sections. Each one has certain objectives. The first section is related to personal background. There are Six (06) questions reserved in section one which aims to collect general information.

The first two questions attempt to know how much they like reading and how much time do they read in their free time. The third and the fourth questions are about the frequent time students spend in reading out of school and their preferring types of reading. Questions five and six seek to discover if reading enhances the writing skill of EFL learners and the reason behind neglecting the importance of book strategies.

The second section consists of four questions that aim to gain information about the students' attitude towards writing and the way they write, the main problems facing them in writing, and their opinions on the last two questions. The last part includes the correlation between the two skills and Likert scale questions.

2.4.3. Interview

An interview is a qualitative data collection tool. It consists of asking a series of questions to the participants. It is purely a conversational method that helps the researcher to gather required data about the participants' beliefs, motivations, attitudes, experiences, etc.

Interviews are research methods that assist researchers to comprehend and investigate study behaviors and phenomena. Structured, unstructured, and semi-structured interviews are the three most common forms of interviews.

The interview may be a useful complement to any research since it expands both the interviewer's and the interviewees' knowledge. It also improves mutual understanding and collaboration as it is a good addition to the research since it enhances the researcher's knowledge about the subject matter and assists her to confirm the veracity of the students' answers to the questionnaire. However, the researchers continue to face constraints in the interview procedure, such as a lack of attention and time-consuming.

2.4.3.1. Description of The teachers' interview

The interview was conducted via email due to the Covid-19 pandemic, it was addressed to two well-experienced written expression EFL teachers and one teaches subjects related to written expression subject (at Saida University).

The interview contains eight questions, a mixture of dichotomous questions (yes/no questions) and WH questions whose they aim is to reach the needed knowledge to fulfill the investigation launched by the researcher.

Furthermore, each researcher needs to verify that the participants in his/her inquiry are not subjected to any discomfort, injury, or danger, and this is what is most important.

2.6. Limitation of the study

Research conducting is usually full of obstacles especially if the researcher is a novice. Numerous amount of stumbling blocks were faced by the investigators, the main one was the Covid-19 pandemic which made it difficult to reach out to people required in real life as well as being caught up in the academic studies and exams, however, these difficulties did not prevent the researcher from achieving the desired results.

2.7. Ethical Issues

Any research paper insists on his or her writer to respect some criteria as well as to take into consideration the ethical issues which are crucial in the academic world. Without these ethical conditions, the research will lose its value and may get rejected academically. Thus, any researcher should ask himself if it is 'right' to undertake specific research work or not and whether he has respected the ethical conditions or not, otherwise, he may fall into research misconduct.

Research misconduct means any attempt to fake, falsify, alter or plagiarize the results of the research, as it entails a deliberate deviation from the recognized procedures of doing research. It comprises:

- Plagiarism: is defined as the intentional copying of ideas, thoughts, information, or other work without accreditation.
- Piracy is the intentional use of another's ideas without recognition.
- Defamation is the violation of appropriate legal rules controlling slander.
- Misinterpretation: it is the deliberate attempt to convey another's ideas or work incorrectly or unjustly, whether for personal advantage or enhancement.
- Fabrication and fraud: are defined as the distortion of data, information, or citations in any formal academic endeavor.

Additionally, any researcher needs to ensure that the participants of his investigation are not subjected to any kind of discomfort, harm, or danger and that is what matters the most.

2.8. Qualities of Good Academic Research

Academic research entails much more than simply selecting a topic and gathering and evaluating data. Certain conditions must be met for research to be judged good. It has to respect the following points:

- A good research question is the foundation of a good investigation.
- A methodical, proper research approach is followed by good research.
- The Previous study on the issue is required for good research.
- Good research employs relevant, empirical data as well as appropriate data analysis methodologies.
- Good research recognizes its limits and makes recommendations for further study.

2.9. Conclusion

This chapter was purely descriptive. Its goal was to present the methods used to examine the key challenges that second-year EFL students at Saida University have faced when acquiring English writing and reading. The chapter's goal was also to label the participants of this study. Furthermore, it highlighted the research instruments that were utilized to complete this academic project. Finally, the chapter discussed several ethical issues that affect researchers, as well as the qualities of good research along with the restrictions that hampered the researcher's path.

Chapter Three: Data Analysis, and interpretation

3.1. Introduction

The previous chapter was purely descriptive. The current chapter is analytical and suggestive. First, the chapter analyzes the data gained from the students' questionnaire along with the teachers' interviews as it aims to discuss and interpret them to get the desired results. In the end, the researcher gives some recommendations in an attempt to solve the problems related to the subject matter.

3.2. Findings

As mentioned, the researcher opted for a teachers' interview and a students' questionnaire. The former was discussed qualitatively while the latter was carried out quantitatively.

3.2.1. *Students' Questionnaire*

The questionnaire was addressed to second-year EFL students. The researcher selected her population randomly, in which, sixty (60) learners were involved. The questionnaire covers fifteen (14) questions that are organized logically. The questions vary between closed-ended, dichotomous questions, multiple choice questions, open-ended questions, and likert scale questions.

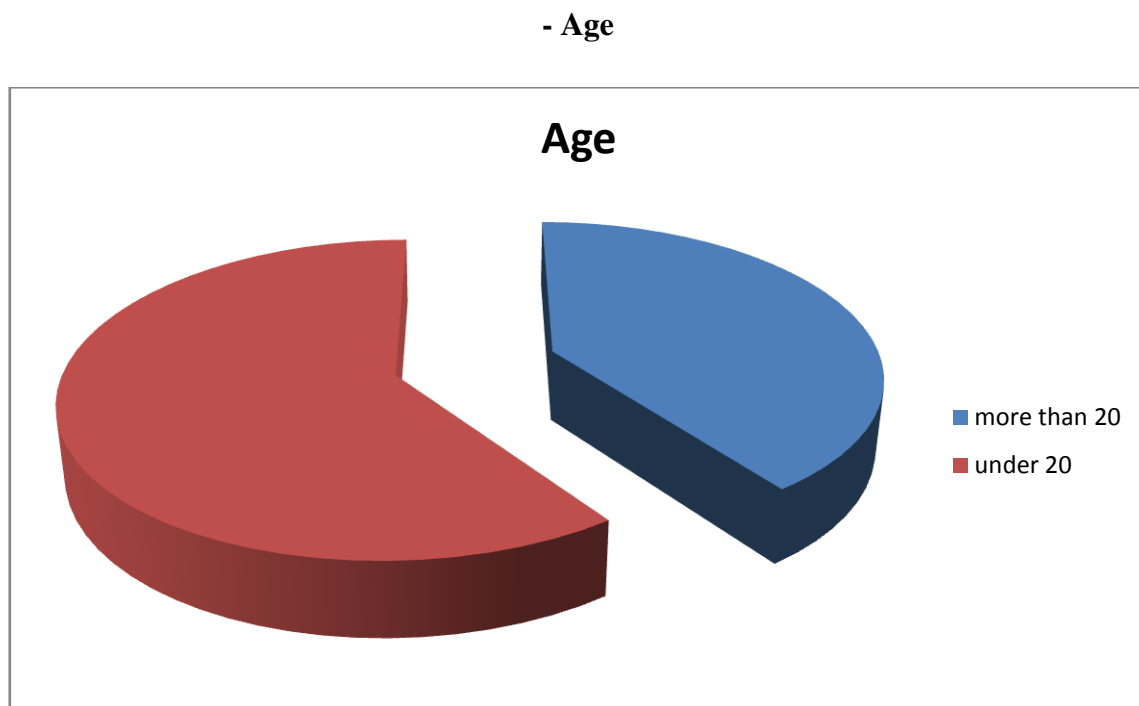


Figure 3.1. Students' Age

The purpose behind this question is to know the age of the participants that the investigator is dealing with . According to the figure, 36 participants (representing 60%) are under 20. Whereas, 24 students(representing 40%) are More than 20. This means that the majority are teenagers, which implies that they are still unaware about the importance of the different aspects related to learning a foreign language .

-Gender

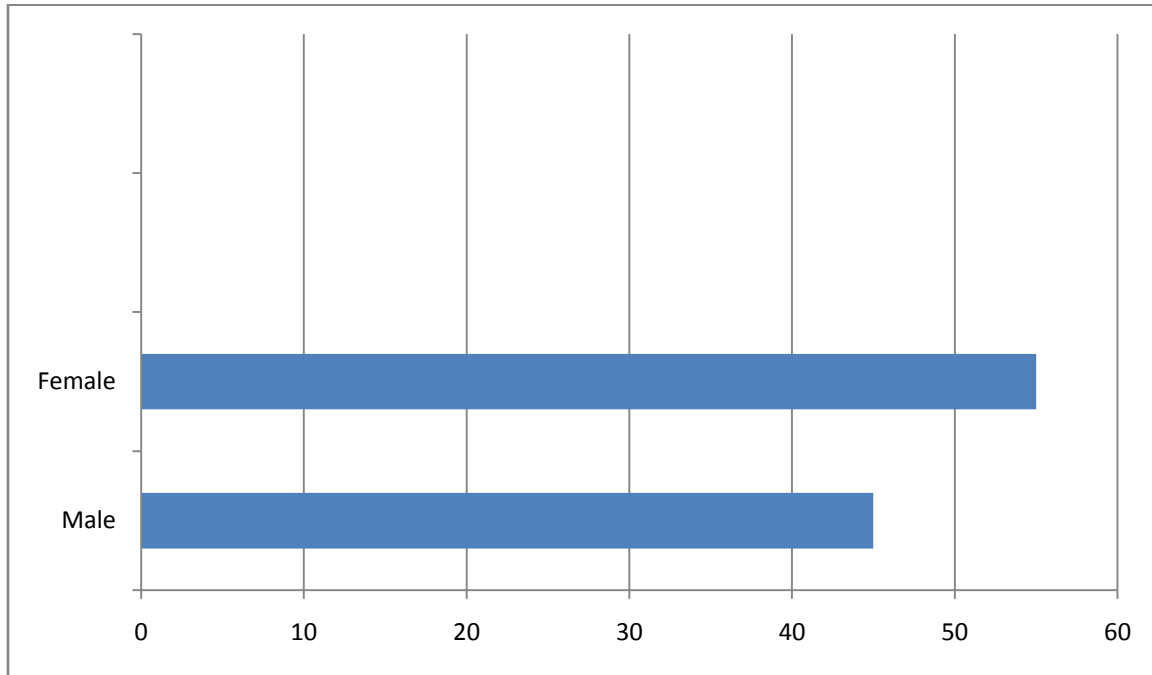


Figure 3.2. Students' Gender

The researcher asked this question to know the dominant gender of her participants. As shown in The figure, the majority of the respondents are females who form 55%. On the other hand, males represent 45%. This means that females were more collaborative with the researcher unlike males who were a minority.

- Writing Proficiency

Table 3.1. Students' level in Writing

Option	Number	Percentage
Good	24	40%
Average	36	60%
poor	00	00%

Total	60	100%
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The table above demonstrates the various levels of the students in writing. As seen, the majority of the students -who form 36 students- claimed that they have an average level in writing compositions. However, the minority -who form 24 students of the wide range- revealed that their level in writing is so far good. This implies that these students are either daily writers or good readers. On the other hand, none of the students divulged that they have a poor level of writing.

Section one: Students Attitude Towards Reading

Question one : Do you like Reading ?

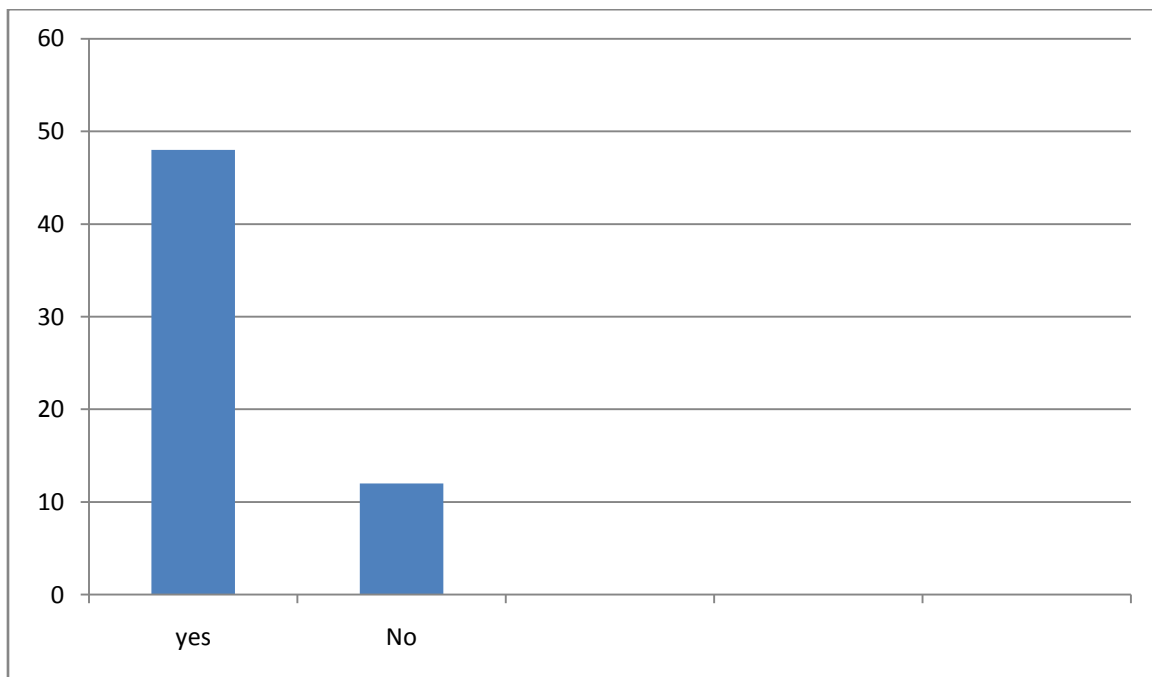


Figure 3.3. Students' Attitude Towards Reading

Reading is an important skill that serves the learner in growing their cultural knowledge and even in developing a good writing style. To this end, this figure shows that 48 students (80%) like reading. This unravels that those students are aware of the importance of reading as a means to develop their productive skills (writing) . However, the rest of the students who

were 12 (20%) do not like this habit of reading. This implies the lousy writing style of these students that is reflected in their compositions.

Question two: Do you read on your free time?

Table 3.2. *Students' Reading on Free Times*

option	Number	percentage
yes	33	55%
No	27	45%
Total	60	100%

No one can deny the fact that reading feeds the souls and minds as it raises awareness among people. For this reason, the researcher aimed to explore if EFL learners read on their free times or not. Fortunately, the statistics reveal that the majority of the respondents read in their free times virtually (E-books) or traditionally (printed versions). This means that the students have that culture of reading to form their own 'repertoire' as to enrich their vocabulary. On the other hand, 27 students frankly denounced that they do not read when they are free. This means they have no aptitude to bother themselves with reading as they prefer to surf social media in their free time.

Question three: How often do you read out of school?

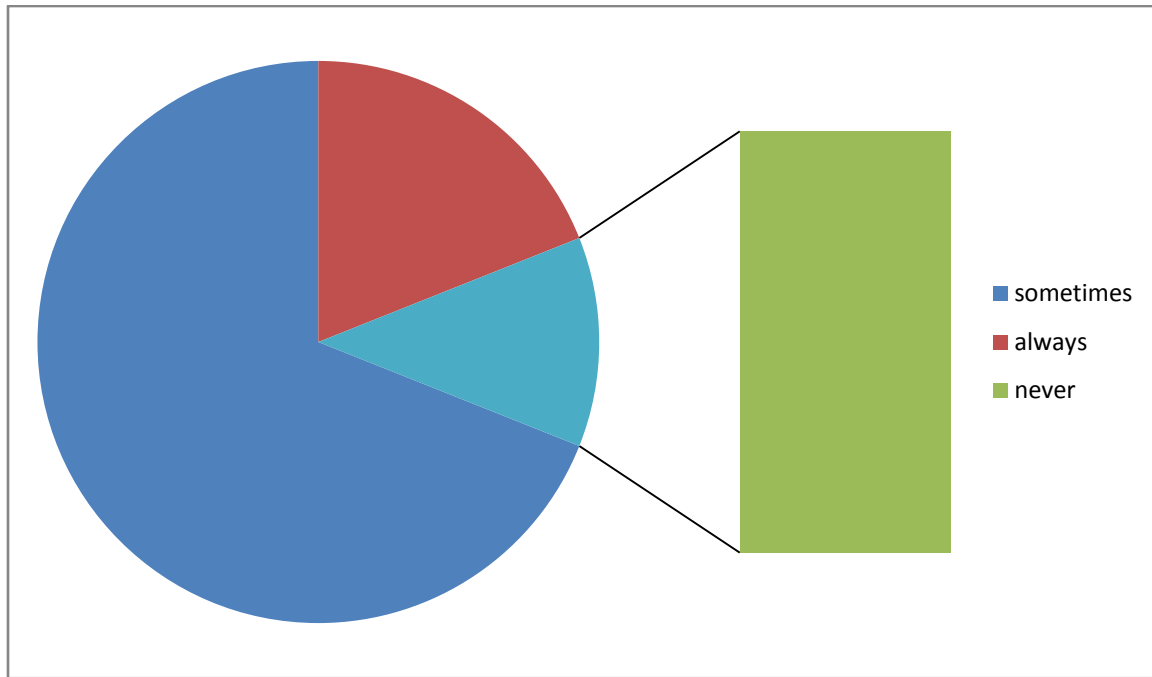


figure 3.4.The Frequency of Students' Reading Out of School

As cited in the figure, 68% of the participants said that they sometimes read out of school , this may imply that those students seek for knowledge from time to time . Eleven students (19%) do all the time read which implies that they are hard workers as they always seek for new knowledge . Besides, seven students (13%) revealed that they have never read out of school. This means, they are far away from being in touch with books as they are unfamiliar with them.

Question four : What do you like reading exactly?

Table.3.3. *Students' Tendencies in Reading*

option	Number	percentage
Short stories	30	50%
Books	24	40%
Magazines	6	10%
Total	60	100%

The students' answers are classified through the above three categories (as cited in the table). It is apparent that the majority of the students (50%) prefer to read short stories so that they can improve their vocabulary, grammar, and even pronunciation . Twenty-four (24) learners like to read books to be more cultivated and to gain more knowledge. The rest who form six

students (10%) read magazines for the sake of having fun and being aware of daily life news in the different domains (beauty, science, physics, history..etc).

Question five: Do you think that people are not giving importance to books?

Table 3.4. *Students' Perspectives*

option	Number	percentage
Books take too much time	30	50%
Books are expensive	27	46%
Books are Tedious	3	4%
Total	60	100%

In the table above, the students show their different reasons behind neglecting the reading of books. thirty students (50%) think that books absorb a lot of time and that we are in the speed era where everything is available on the internet. Twenty-seven students (46%) see that books are much more expensive to be bought and that everything is available on the internet as mentioned before. However, three students (4%) claimed frankly that books are tedious to read.

Question six: In your opinions, Does Reading enhance the writing skills of EFL learners?

All the students gave their opinions about the role of Reading in the enhancement of writing among EFL learners. These answers can be summarized as follows:

- ✓ Yes of course reading helps the learner to grasp many important things like the writing style and it enhances their vocabulary level.
- ✓ of course it does, the more you read the more you grasp a vocabulary that helps you write.
- ✓ it does, but sometimes to write you need only motivation.
- ✓ No.
- ✓ Yes,it enriches vocabulary.
- ✓ Yes, it helps them to improve the target language since books comprise a huge vocabulary.
- ✓ For sure, it enriches vocabulary.

Section two: writing skill

Question one : How is your writing skill?

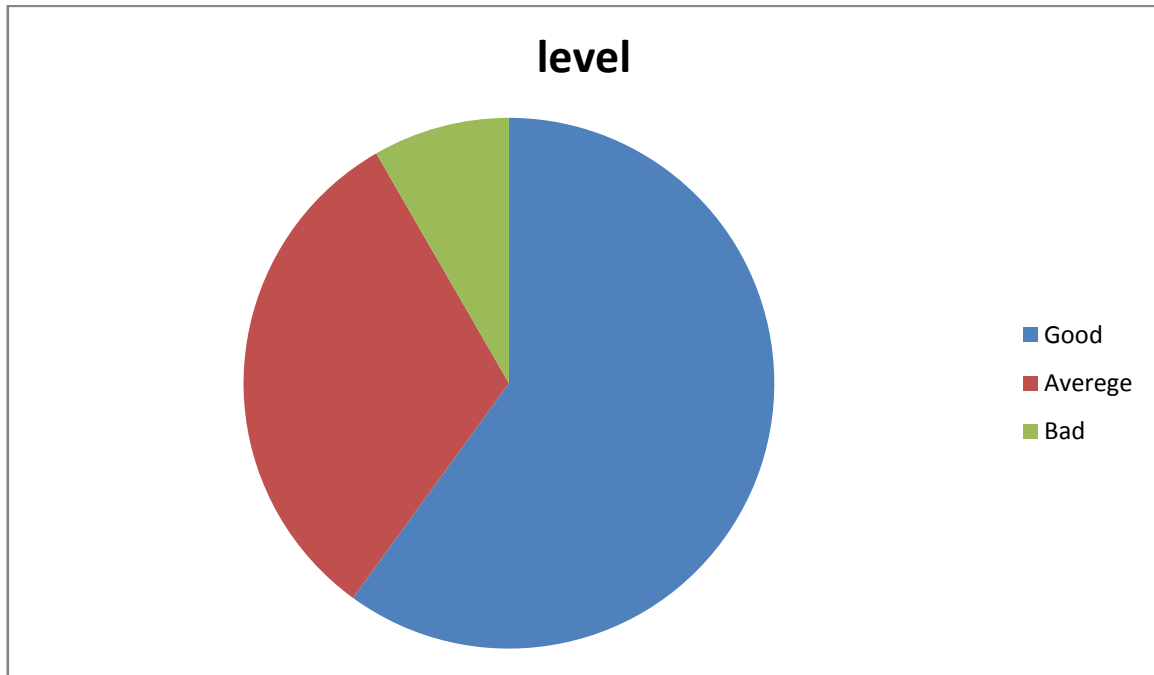


Figure 3.5. Students' Rate Level in Writing

This question was designed to discover the students' writing levels. Table 3.1 registered that most of the students (60%) have a good level of writing and this table proves the same result which implies that those learners are daily readers or writers. On the other hand, 19 students (31%) revealed that they have an average level of writing. Besides, the rest of the learners- who forms five (5) students- divulged the fact that have a bad level of writing. This implies that those students do not practice or they do not read to ameliorate their writing style.

Question two : what are the main problems facing you in writing?

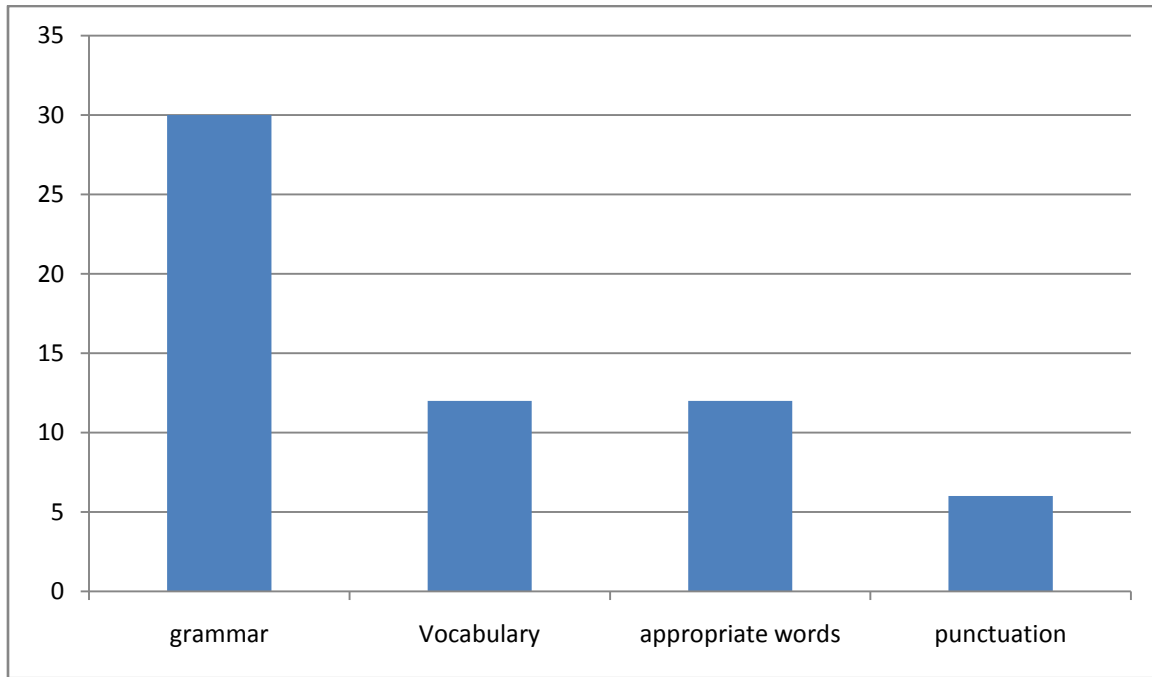


Figure 3.6. Students' Major Problems in Writing

EFL learners face numerous challenges while writing a given piece of writing. The table above shows these problems faced by the learners. Half of the wide range (30 students) declared that they have grammatical issues while writing like the use of tenses, active and passive voice...etc. Twelve students divulged that their vocabulary is not adequate to write good pieces of writing. This implies that they do not read to enrich their vocabulary. On the other hand, six students do face problems in punctuation, in which they do not know where to put a comma, a semi-colon, hyphens or full stops. Finally, twelve of the participants denounced that they do not know how to pick the appropriate words for their writings. Generally, these students resort to their mother tongue to write.

Question three: Do you think that writing is crucial to foster English competency?

Table 3.5. Students' Views

option	Number	Percentage
yes	40	66%
No	20	34%
Total	60	100%

Students' opinions towards the spindle role that writing play in boost English competency vary between approval and refuse. As cited in the table, 66% of the participants –who were 40 students- do agree that writing is crucial since it reflects the extent to which the student master the language. On the other side, 33% of the respondents said that writing is not crucial to fostering the competency of the language. These students are not aware about the paramount importance that writing plays in mastering English.

Question four: According to you what are the best ways to enhance this integrative skill?

The students had different opinions about the best ways to be adopted for the sake of improving this integrative skill. These opinions were summarized as follows:

- ✓ Reading .
- ✓ Reading there is no other activity that can enhance learners writing skill.
- ✓ Practicing.
- ✓ Reading academic documents.
- ✓ Chatting.
- ✓ Summarizing stories or texts.
- ✓ Writing as a daily activity.

These answers imply that the students are aware about the role of reading in enhancing this productive skill.

Section three: Reading & writing relationship

This section aims to develop the correlation between the receptive skill of reading and the productive skill of writing.

Question One: Rate your level of agreement with each statement

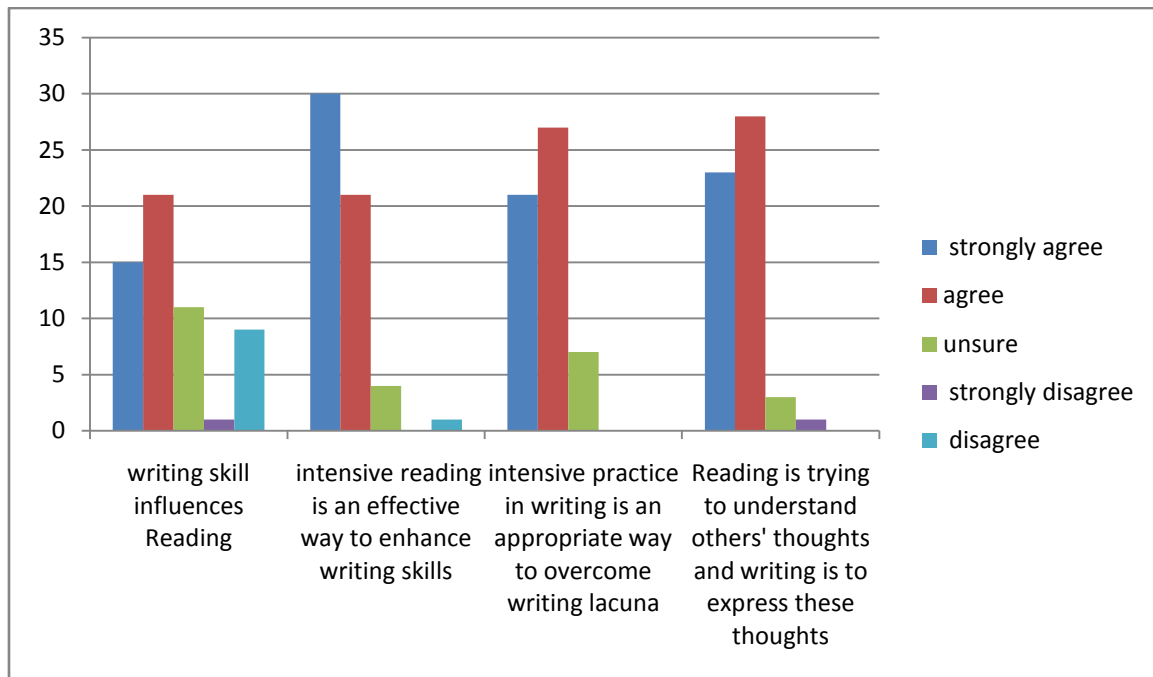


Figure 3.7. Students' Rate Towards The Combination of Writing and Reading

This figure demonstrates the extent to which learners agree about the four statements shown in the graphic. Concerning the first statement 15 -out of 60 students- strongly agreed about it, 21 students agreed and 11 were unsure. Besides, one of them strongly disagreed and 9 disagreed. In what concern the second statement, 30 students –out of 60 students- strongly agreed about it, 21 students agreed, 4 of them were unsure and only one disagreed. In the third statement, 21 of the wide range strongly agreed, 27 agreed and 7 of them were unsure. In the last statement 23 students strongly agreed, 28 students agreed, 5 students were unsure and only one disagreed. These means that each student view the relationship between reading and writing in different ways.

Question two: In your opinion, what are the possible suggestions to make a balance between Reading and Writing for the EFL learners?

All the students gave their suggestions to make a balance between reading and writing. These suggestions were summarized as follows:

- ✓ Practicing both/ making enough time to read then summarize what you read as it helps to build new vocabulary and new ways of writing/ Always read and write what you find yourself interested in as it helps you to be much more motivated and enthused to read and write.
- ✓ Reading books and trying to write them with your style.

- ✓ To blend these two skills in one session.
- ✓ Writing down general ideas about what you read.
- ✓ Focus on reading first to improve and have an idea first of how to proceed while writing.

3.2.2. Teachers' Interview

Question one: How do you teach reading?

And what about writing?

Teacher (A) said: “I give my students a short piece of writing with questions. I ask everyone to read in a loud voice. I ask them to talk about what they have read, retell the story and make inferences and, draw conclusions from the context. Most of the time they read passages related to what they study in written expression. For writing, I teach them the basics of writing using a deductive method, i.e.: I give them the rules first, for example, punctuation and capitalization rules, then they are exposed to different examples, and last they practice what they have learned in several exercises”.

Teacher (B) said: “I read for my students out loud for them to hear well, and then I allow them to read by themselves. This might be time- consuming but it is effective and helpful. On the other hand, I teach writing to my students by giving them essays and correcting their mistakes by allowing them to share their writing work with me”.

Teacher (C) said: “I teach reading through the use of the Reader-Response Theory. [efferent and aesthetic reading]. For the writing skill, teaching Theory , then practice”.

Question two: Which methods do you adopt to teach these skills?

Teacher (A) said that: “As mentioned above, reading comprehension is most of the time taught through a product method, they read and answer questions, draw inferences, ect While writing is taught via a deductive method, to have the rules, examples , and practice”.

Teacher (B) said: “I follow the learner-centered method in teaching both skills writing and reading”.

Teacher (C) said: “Asking comprehension questions. For the written assignment, I ask the students to follow the different essay steps”.

Question three:Can we say that there is an integrative relationship Between reading and writing? in other terms, can we teach each skill in isolation?

Teacher (A) said: “Writing and reading are related, they cannot be taught separately because reading helps students improve they writing and writing increases their comprehension; good writers read a lot”.

Teacher (B) said: “Absolutely, all readers tend to have a rich vocabulary and might produce great pieces of writings”.

Teacher (C) said: “yes, we can teach each skill isolated. Reading and writing are interrelated skills; they can be taught separately or integrate”.

Question four : What kind of problems do your EFL learners confront in learning these skills, especially writing?

Teacher (A) said : “When writing, EFL students have problems with applying the rules they are learning especially punctuation and capitalization, as well as the use of the appropriate tense and markers, they focus only on the ideas they want to covey in whatever way even thinking in the mother language and translating”.

Teacher (B) said: “In writing most of the students have problems with the lack of vocabulary and grammatical rules as well as the interference of the mother tongue language and the punctuation problems. In reading it is mostly about the spelling”.

Teacher (C) said: “For Writing, they have hurdles at the level of grammar, spelling, writing mechanics...etc. Students are not used to reading”.

Question five:Do you urge your learners to read in order to improve their writing skills?

Teacher (A) said that : “Of course, I always insist on the idea that the more you read the better you write, mainly when they ask for help and to correct their mistakes, I invite them to read and read and read, it is the best way to improve their writing abilities”.

Teacher (B) and (C) simply answered with yes.

Question six: Do you think that learners who read are good writers ?

Teacher (A) said that : “Yes of course, this is a fact, I have some students who are good writers, and the impact of reading is clear in their language, they have a good style and a rich vocabulary and they have an intellectual growth”.

Teacher B and C agree that good readers are good writers.

Question seven : what are the recommendations you suggest to make a balance between reading and writing? or what do you advise your learners in general ?

Teacher (A) said that : “Students should study all the skills in parallel mainly reading and writing, to be successful in writing they need to read extensively and to practise writing at the same time, I frequently give them a task of free writing and encourage them to do it time to time”.

Teacher (B) said that: ‘ I advise them in general to practice writing after reading to write down what have you grasped from previous reading’.

Teacher (C)said that:

“I always do encourage my students to read extensively. And I always advise them to proof-read their written production because when they revise their work, they would refine and edit it”.

Question eight : Do you provide your learners with activities that mix Reading with writing ?

Teacher (A) said: “Yes, I usually do”.

Teacher (B) said: “Yes they read passages then they write about what they have read, they are also asked to answer some questions in a written form then in the correction they read aloud what they produced”.

Teacher (C) said that: “Sure, I give them text or paragraphs to read and then give them questions about it or make them do a resume for what have the read”.

3.3. Discussion of The Findings

As was mentioned in the general introduction, the aim behind undertaking this study is to explore the learners’ attitudes towards the influence of reading on writing , to know if reading can really improve the learners’ writing style, as to unravel the correlation between these two integrative skills.

To achieve these aims, the researcher has raised three research questions. The first one is: What are the attitudes of EFL learners towards the impact of reading on writing? The second one is : To what extent does reading improve writing skills among students? And the last one is : Is there a correlation between reading and writing?

These questions helped the researcher to find convincing answers for her investigation after analyzing the data collected from the two research tools she has used; the students’ questionnaire and the teachers’ interview.

In fact, the students’ questionnaire and the teachers’ interview were incorporated to answer the three research questions together, which means: they were pouring in the same vessel.

Starting with the questionnaire which played a paramount role in collecting valuable data that the examiner needed to find the reality.eighty percent (80%) of the participants denounced that they like reading (see answer to question one, section one) ,as 55% of the participants claimed that they read on their free times (see answer to question two, section one) .This implies that most of EFL students are aware about the importance of this receptive skill in improving their vocabulary repertoire and writing skill, and that what they confirmed in question six (section one) when they did agree that reading is the best way to enhance their writing skill. This means that the students hold a positive attitude towards the impact of reading on writing. At the same time, they believe that reading paves the way for a good writing style and this was proved through question four (section two) , the first and second statements from question one (section three) when they view the intensive reading as an effective solution to improve this productive skill. This finding was identical to the teachers’

interview, when they reveal that they urge their students to read convinced that good readers are good writers (see answer to question five and six).

These findings are similar to Wilber (2021) study when she said that reading is one of the most effective strategies to enhance our writing and that reading more exposes us to diverse writing styles and fresh ideas. In the same way, Antara (2020) claimed that when English is our second language, reading may help us improve our writing abilities significantly. And finally, Stokes (2019) said that If you just read the same sort of work or only texts produced by one author, your writing talents will be limited in comparison to someone who reads a wider range of works. Thus, the first and second hypotheses that the researcher has raised are confirmed.

Moving to the teachers' interview which was designed to answer the last research question, the teachers claimed-through the third question- that they writing and reading are inextricably linked; they cannot be taught separately since reading ameliorates students' writing and writing enhances their understanding. Moreover, they recommendate –through question seven- their students to practice writing after reading to put down what they have learned from prior reading. These answers were similar to the students' questionnaire answer to question one (section three) when they agreed through the two first statements that reading and writing are correlated. In this context, Maugham (2011)see that whether students are professional writers or write for a specific purpose, their reading level will shape their own writing style. Shakespeare, for example, never wrote like Jane Austen, and Sir Arthur Conan Doyle never wrote like Sidney Sheldon, since each established their own writing styles that continue to captivate readers today. Reading and writing are therefore correlated together. This means that the relationship between reading and writing is complementary. Hence, the third research hypothesis is proved as well.

In a nutshell, the students' questionnaire and the teachers' interview assisted the researcher to answer the suggested hypothesis that she supposed, as it contributes to unravel the reality that was the main reason behind conducting this research.

3.4. Recommendations

Recommendations are made to provide possible solutions to a given issue. To this end, these recommendations were suggested by the investigator to provide the academic members with some suggestions.

For policymaker

Modifying the curriculum of teaching reading

It is known that the remaining integrative skills are taught in isolation unless reading which is involved in the written expression sessions. For this reason, the policymakers are called to add another module merely to teach students reading in good ways.

For Teachers

Making workshops to motivate students to read

Teachers need to create some workshops to stimulate the learners to read different types of pieces of writing for the sake of boosting them to develop their cognitive skills as to make them able to communicate.

Organizing competitions for learners to write and read

Teachers can make some competitions in which they ask their learners to write poems, process, songs, scenarios...etc. At the same time, they need to reward them for their productions to be more keen to read and write.

Resorting to literature in EFL classrooms

Written expression teachers can bring some works of literature like those of Shakespear, Jane Austen, Gibran Khalil Gibranetc. To stimulate the learners' imagination as to convey them the beauty of those writings' words to make them captivated by reading, especially that the language used by those writers is rich in terms of vocabulary.

For EFL learners

- ✓ *Devoting one hour each day to read.*
- ✓ *Writing small pieces through the books they have read to test their style as to ameliorate it.*
- ✓ *Reciprocating ideas about the different books that the students have already read for the sake of making the others reading them .*
- ✓ *Before beginning writing projects, students need to familiarize themselves with various themes and sorts of resources.*

3.5. Conclusion

This was the last chapter of the dissertation. It has analyzed the data collected from the students' questionnaire and the teachers' interview. Finally, It provided some recommendations to spread awareness among EFL learners about the impact of reading on

learning. The results of the tools were fruitful. Findings revealed that EFL learners hold a positive attitude towards the impact of reading on writing. Besides, they revealed that reading is the best way and the most effective one that can ameliorate the learners' writing style. Moreover, the relationship between those two skills is complementary, in which writing is enhanced through reading and the latter helps the learners to develop a unique style of writing.

General Conclusion

General Conclusion

Reading and writing are important skills in learning any foreign language for the sake of good production and effective communication. However, learning these skills requires previous knowledge of the other skills which means: mastering writing cannot be achieved unless the learner masters reading. At the same time, reading is the gate that paves the way to a good way of writing.

In this vein, this study aimed to investigate students' opinions and attitudes towards the impact of reading on writing. The sample population was EFL students at Saida University. Besides, the study aimed to know if reading can improve the learner's writing style.

This subject matter is faced every day among EFL students. Thus, it is critical to investigate the students' perceptions of the effectiveness of using reading in the writing classroom and its role in guiding EFL learners to write high-quality essays. Furthermore, investigating students' perceptions and attitudes towards this subject will give them insights into the ways that can be adopted to improve their writing style.

The objective of this study is to find appropriate solutions to the three research questions that have been raised by the research at the beginning of the investigation. To reach valid results, the researcher employed both qualitative and quantitative research methodologies to gather valuable data. The student's questionnaire and the teacher's interview were used as research techniques. The research was dedicated to second-year EFL students and teachers who participated in this endeavor.

After analyzing and discussing the data collected, findings showed that students are aware of the importance of reading in ameliorating their writing style. Additionally, reading is the best and most effective way that enhances this productive skill among them, and finally, findings revealed that the relationship between reading and writing is complementary. Thus, these findings validate the previously stated premise that reading and writing should be taught jointly to improve students' writing performance and affect their progress.

At the end of the research, the investigator gave a series of recommendations based on her findings. In which the researcher suggested that: teachers need to create some workshops to stimulate the learners to read different types of pieces of writing, as they can make some competitions in which they ask their learners to write poems, process, songs, scenarios...etc. At the same time, they need to reward them for their productions to be keener to read and

write. For EFL learners, she suggested that they need to devote one hour each day to read to write small pieces through the books they have read to test their style to ameliorate it....etc.

Like any other researcher, the investigator of this study faced some difficulties. The main one was the covid-19 pandemic which made it difficult to reach out to people needed in real life to collaborate as well as being caught up in the academic studies and exams.

This research can pave the way for other studies to be tackled in the future namely: “Dyslexia among students and its impact on their writing style” and “improving writing skills through literature”.

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Appendices

Appendix A:

Students' Questionnaire

Dear participants,

I'm inviting you to answer my Questionnaire which is a part of my investigation under the title "Students Attitudes towards the impact of Reading on Writing" that is conducted at saida university. This Questionnaire will take no more than 10min as your answers will be anonymous.

PS: Don't mentions your names

Thank you for your collaboration

Section one: General information

Student's age:

- Under 20 ☐
- More than 20 ☐

Gender:

- Male ☐
- Female ☐

English level:

- Good ☐
- Average ☐
- Poor ☐

Section one: Students Attitude Towards Reading

1.Do you like Reading?

- Yes ☐
- No ☐

2.Do you read on your free time?

- Yes ☐
- No ☐

3. How often do you read out of school?

- Sometimes ☐
- Always ☐
- Never ☐

4. What do you like reading exactly?

- Short stories ☐
- Books ☐
- Magazines ☐

5.Do you think that people are not giving importance to Books?

- Books take too much time ☐
- Books are expensive ☐
- Books are Tedious ☐

6. In your opinions, Does Reading enhance writing skill of EFL learners?

.....

.....

.....

Section Two: writing skill

7. How is your writing skill?

- Good ☐
- Average ☐
- Bad ☐

8. What are the main problems facing you in writing?

- Grammar ☐
- Vocabulary ☐
- Punctuation ☐
- Choosing words ☐

9. Do you think that writing is crucial to foster English competence?

- Yes ☐
- No ☐

10. According to you what are the best ways to enhance this integrative skill?

.....

.....

.....

Section three: Reading writing relationship

Question One: Rate your level of agreement with each statement

	Strongly agree	Agree	unsure	Strongly disagree	Disagree
1. Writing skill influences Reading					
2. Intensive reading is an effective way to enhance Writing skills					
3. intensive practice in writing is an					

appropriate way to overcome writing lacuna					
4. Reading is trying to understand the others thoughts and Writing is to express these thoughts					

Question Two: In your opinions, what are the possible suggestions to make a balance between Reading and Writing for the EFL learners?

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

Teachers 'interview

1- How do you teach reading? What about writing?

2- Which methods do you adopt to teach these skills?

3- Can we say that there is an integrative relationship between reading and writing? in other terms, can we teach each skill in isolation?

4- What kind of problems do your EFL learners confront in learning these skills, especially writing?

5- Do you urge your learners to read in order to improve their writing skills?

6- Do you think that learners who read are good writers?

7- What are the recommendations you suggest to make a balance between reading and writing? or what do you advise your learners in general ?

8- Do you provide your learners with activities that mix Reading with writing?

المستخلص

القراءة والكتابة جزء لا يتجزأ من تعليم وتعلم اللغة الإنجليزية كلغة أجنبية ، فهما من أساسيات أي لغة بسبب دورهما المهم في تحسين المهارات المعرفية والتواصلية على حد سواء. في هذا السياق ، فإن البحث الحالي -الذي يتم إجراؤه في جامعة سعيدة مع طلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية- هو محاولة لاكتشاف مواقفهم تجاه تأثير القراءة على مهارات الكتابة ، كما يهدف البحث أيضًا إلى معرفة ما إذا كانت هذه المهارة الاستقبالية تلعب دورًا في تطوير مهارة الطلاب الإنتاجية في الكتابة وكذا لمعرفة العلاقة بينهم. لإجراء الدراسة ، تم اعتماد نهج متعدد الأساليب ، حيث اختارت الباحثة نهجًا كميًا ونوعيًا عندما اختارت استبيانًا للطلاب مع ستين طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية ومقابلة للمعلمين مع ثلاثة أساتذة خبراء. تظهر النتائج أن المتعلمين لديهم موقف إيجابي تجاه تأثير مهارة الاستيعاب على المهارة الإنتاجية. إلى جانب ذلك ، أظهرت النتائج أن القراءة تحسن أسلوب كتابة الطلاب ، وبالتالي ؛ العلاقة بين المهارتين تكاملية. وفي نهاية البحث اقترحت الباحثة بعض التوصيات لإصلاح بعض الجوانب المتعلقة بالموضوع.

الكلمات المفتاحية : مواقف، متعلمي اللغة الإنجليزية كلغة أجنبية ،أثر، القراءة، المهارة، الكتابة

Résumé

La lecture et l'écriture fait partie de l'enseignement et de l'apprentissage de l'anglais comme langue étrangère. Ils sont considéré comme des bases de toute langue pour ses rôle important dans l'amélioration des compétences cognitives et communicatives. À cette fin, la recherche actuelle menée à l'université de Saida avec d'étudiants de deuxième année d'EFL est une tentative de découvrir leurs attitudes concernant l'effet de la lecture sur les compétences en écriture. La recherche vise également à savoir si cette compétence de compréhension joue un rôle dans le développement de la compétence d'écriture productive des élèves pour connaître la relation entre eux. Pour mener l'étude, une approche multi-méthodes a été adoptée, où la chercheuse a choisi une approche quantitative et qualitative lorsqu'elle a choisi un questionnaire étudiant avec soixante étudiants et un entretien avec trois enseignants experts. Les résultats montrent que les apprenants ont une attitude positive envers l'effet de la compétence de compréhension sur la compétence productive. En outre, les résultats ont montré que la lecture améliore le style d'écriture des élèves, donc ; La relation entre les deux compétences est complémentaire. À la fin de la recherche, le chercheur a suggéré quelques recommandations pour corriger certains aspects liés au sujet.

Mots-clés : attitude, apprenants, influence, lecture, compétence, écriture