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**Developing the Writing Skills through Reading and  
Writing Workshop Strategy: The Case of First Year LMD  
Students at the University of Bejaia**

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# *Declaration*

I hereby declare that this doctoral thesis entitled:

Developing Students' Writing Skills through Reading/ Writing Workshop

Case of Second Year LMD students Department of English University of Bejaia

and supervised by Professor Zahia Mebarki from the University of Mohamed Lamine Debaghine, Setif 2, is my own work and, to the best of my knowledge, all the sources that I have used and/ or quoted have duly been indicated and acknowledged by complete reference.

Mrs. Fadhila KACI

Date:

(Signature)

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Last but not least, I wish to express my thanks to my dear parents. I am grateful for the education I received from them.

***Dedication***

***To my dear parents***

***To my beloved husband Abdellah***

***To my lovely children: Amina, Dalissia, Elyas***

***To my brother and my sisters***

## LIST OF ABBREVIATIONS

**E F L:** English as a Foreign Language

**E S L:** English as a Second Language

**ESP:** English for Specific Purposes

**L 1:** Mother Tongue / First Language

**L 2:** Second Language

**LMD:** Licence/ Master/ Doctorat

**N:** Number of Teachers / Students

**TL:** Target language

## ABSTRACT

This study investigates the effectiveness of teaching writing through a reading/writing workshop approach to develop students' writing abilities and skills. It is worth mentioning that for practical reasons, the researcher made an adjustment in the choice of the population under study. Thus, the participants are second year LMD students at the department of English, Faculty of Letters and Languages, University of Bejaia. To carry out the research, a quasi experimental design is adopted. For this purpose, two groups displaying similar performance in the writing proficiency pre-test were randomly assigned into an experimental group and a control groups. The experimental group (n=16) was taught writing through a reading/writing workshop approach while the control group (n=16) received no manipulation. The treatment phase took place during the first semester of the academic year: 2013-2014 and lasted 16 weeks. During this period, the experiment group was exposed to different types of texts for which a variety of activities was designed. At the end of the experiment, both groups were administered a writing proficiency post-test. Statistical analysis procedures were applied to the test scores of both groups. The results demonstrated that the treatment group achieved significant progress, which was reflected in post-test scores which were higher than both their pre-test scores and the pre- and post-test scores of the control group. Moreover, in order to test the validity of the obtained results, the researcher relied on a *t* test analysis which demonstrated that they are statistically significant. On the basis of this analysis, the two hypotheses have been confirmed, thus teaching writing through a reading/writing workshop approach can help students develop their writing abilities. Therefore, in the light of the obtained results, pedagogical implications have also been drawn. Finally, the present study concludes with a set of suggestions for further researches.

**Key words:** reading, writing, reading/writing workshop, students' writing abilities, pretest, posttest, experimental and control groups, statistical analysis, pedagogical implications.

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# **GENERAL INTRODUCTION**

## **Introduction**

English language teaching encompasses the teaching/learning of four skills, namely: listening, speaking, reading and writing. Throughout English language teaching history, some skills were given more importance than others. If reading on one hand, reading received the lion's share of attention at the expense of other skills with the advocates of the grammar translation method, on the other hand, the communicative approach put a great emphasis on speaking and listening skills. However, all these skills are in fact interrelated and complementary; a development in one skill consequently fosters the development in another. In this sense, the links between reading and writing for example, have been emphasised to such an extent that it is now normal to see them referred to as "literacy".

Being aware of the importance of reading as a key factor and an effective way to enhance EFL students' language proficiency in general and writing abilities in particular, researchers in the fields of ESL/EFL have recently recognized the importance of reading in developing writing skills, and other language skills. (Carson and Leki, 1994; Flower and Hayes, 1994; Hirvela, 2004). In this respect, Carson and Leki (1993) declared that: *"reading can be, and in academic settings nearly always is, the basis for writing"*.

## **II) Statement of the Problem**

At the university level, writing remains the main medium through which students can express their ideas, answer examinations and write their dissertation. Accordingly, for Salem (2008), writing is the commonest way of assessing students' performance in English especially in the Arab countries. Therefore, developing the writing skill for advanced levels namely at the university is of crucial importance for any academic success. In this context, by the end of second year, students at the department of English, university of Bejaia are required to demonstrate a good command of the writing skill in general and in paragraph writing in particular, since the

second year writing program deals mainly with paragraph writing. Thus, developing students' writing abilities is a key element in EFL classes in general, and at the university in particular, since a good mastery of this skill will pave the way to their academic success.

However, as a teacher at the department, the researcher has observed that second year students encounter difficulties to put down their thoughts on paper. When writing they are confronted to a variety of problems and difficulties which hinder them from expressing themselves. As a result, their written products usually reflect severe deficiencies in the area of writing. Producing broken sentences, using wrong spelling, misusing tenses, even using Arabic or French words are some examples that illustrate this state of fact. This current situation has generated dissatisfaction among teachers at the department of English who consider students' writing level far from being satisfactory as reflected in their results. In order to track the researcher claim, she has explored the scores obtained by the students, constituting the population of this study (158 students) concerning the module of written expression (for their first academic year (2012/2013). The findings demonstrated that the average obtained by all the students is 10.08; this implies that students of second year need help so as to prepare and equip them with solid basis in writing since their academic success depends on this vital skill.

### **III) Aims of the Study**

The motivation for this study stems from the actual situation which second year LMD students encounter at the department of English at Bejaia University. Therefore, the main purposes of this study are to:

- shed light on the major difficulties second year LMD students encounter in writing.
- provide evidence on whether students develop their writing skills through reading.
- provide some suggestions so as to help our students overcome their writing problems.

### III) Research Questions

In order to conduct our research some research questions must be asked to resort the proposed hypotheses. These research questions are as follows:

1. a. To what extent does the reading/writing workshop program approach develop students' writing skills in terms of organization and mechanics?
1. b. To what extent does the reading/writing workshop approach develop students' writing skills in terms of content?
1. c. To what extent does the reading/writing workshop approach develop students' writing skills in terms of grammar accuracy?
- d. To what extent does the reading/writing workshop approach develop students' writing skills in terms of vocabulary?
- Are there any differences in students' achievement scores in paragraph writing between the experimental and the control groups in the post-test?

### IV) Hypotheses

On the research questions basis, we hypothesize:

**1. Hypothesis One:** There may be significant differences in students' scores in writing between the pre and post-tests of the experiment group in terms of:

- Organization and mechanics
- Content
- Grammar accuracy
- Vocabulary

**2. Hypothesis Two:** There may be significant differences between the experimental and control groups achievement score in the posttest due to the treatment.

## **V) Research Design**

According to Mouton (1996: 175) “*the research design serves to plan structure and execute the research to maximize the validity of the findings*”. Therefore, to test the hypotheses stated above, the researcher opted for a quasi-experimental design. This latter is appropriate because it uses “*situations which already exist in the real world and are probably more representative of the conditions found in educational contexts*” (Seliger and Shohamy, 1989: 148). The sample involved in the present study is composed of 32 students, divided into two groups (16 students in each group) an experimental group who was taught writing through the reading/writing workshop approach and a control group who did not receive the aforementioned treatment. Besides, a pre-test and a post-test were given to the control and experimental groups before and after the treatment, then the results were compared so as to gauge the effectiveness of the proposed treatment.

## **Structure of the Thesis**

The present thesis consists of six chapters. The general introduction represents the map road of the researcher. It presents the reader with the following points: the research problem, the research questions guiding the present research, the corresponding hypotheses, the objectives and aims of the study, the method and procedure used to conduct the research in addition to the chapters’ demarcation and division of the thesis.

Chapter one reviews the relevant literature related to the issue under investigation and it includes three sections which are as follows:

Section one is devoted to the dependent variable which is writing. It discusses different theoretical aspects of the writing skill such as its various definitions, its importance as a language skill, the different writing components, the main writing approaches, the difficulties faced by the population under study when writing. This section ends with an overview of how writing is taught at Bejaia University.

Section two deals with general issues about the independent variable which is reading. It discusses the various definitions of reading, the main approaches to reading as well as the types of reading.

Section three sheds light on the reading-writing relationship. It examines some important points as the different models of reading and writing relationship, the writing and reading processes similarities and differences. Furthermore, this section highlights the theoretical background of the reading/writing workshop approach.

Chapter two demonstrates the method used in this research and describes the means and procedure to collect and analyze data.

The third chapter is devoted to the current situation analysis. The researcher's aim through this chapter is of two folds: firstly to depict the situation of writing at the university and the main obstacles encountered by second year students concerning the module of writing, secondly, to gather information concerning the place of reading among university students. This chapter includes the results and a discussion of the findings obtained from the students' survey questionnaire.

Chapter four represents the core of the present research work since it is the experiment implementation. It describes the content of the experiment and includes key elements such as:



the reading/writing workshop goals, the choice of the treatment texts and samples of the reading/writing workshop sessions.

Chapter five presents the readers with the results obtained from the pretest and posttest. It provides the reader with a quantitative and qualitative analysis of the results. Chapter six includes some pedagogical recommendations which may contribute in the improvement of writing among students of English. Furthermore, suggestions for further research are proposed.



# **CHAPTER ONE**

## **LITERATURE REVIEW**

## **SECTION ONE**

### **Review of the Writing skill**

#### **Theoretical views**

*Writing is a music that is not played for the ears, but for the eyes.*

*When an orchestra plays, it speaks an emotional language to the soul through the medium of a rhythm and sound.*

*Writing is similar to music because every word is only an instrument used to affect the tones and rhythms of any and every genre of writing.*

Allan Campbell

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## Introduction

The writing skill is one of the four basic skills of the English language. It is viewed as a productive skill and a communication tool through which students express their thoughts and ideas. According to Harmer (2001:79), writing is a way of communication through which we express our ideas, feelings, and emotions. In this section, some theoretical issues concerning the writing skill are presented to the reader.

### 1.1. Definition of Writing

Drawing upon the abundance of literature on the topic, different views towards the definition of writing could be reported according to various researchers and linguists. On the one hand, there are those who consider writing as translating one's thoughts through the use of graphic symbols. For instance, Rivers (1968) views writing as the act of putting in a conventional form what has been spoken. This view is shared by Byrne (Byrne, 1979:1) who argues that writing is the act of forming graphic symbols. It, therefore, involves the conventional arrangements of letters into words, and words into sentences that need to flow smoothly to form a coherent whole. Widdowson (1978) defined writing as the act of making correct sentences and transmitting them through the visual medium as marks on paper. On the other hand, Troyka (1987) considers that writing involves more than, taking a pen in hand and expecting words to flow perfectly on to paper. It is then much more complex to limit oneself to the above mentioned definitions. Writing is not just a matter of putting graphic symbols together so as to generate words and sentences. It is a deep and demanding process which involves several factors as expressed by Nunan (1989: 36) who claims that: *“Writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate the control of a number of variables simultaneously.”*

This implies that students' should demonstrate an ability to use adequate vocabulary, well formed sentences, consistent content, good punctuation and spelling.

Consequently, producing a piece of writing involves a given competence in a number of connected spheres. Therefore, writing by definition is the logical organization and arrangement of the written sentences within a paragraph and paragraphs within the units of discourse, and the expression of ideas.

According to the above definitions, we can state that the writing skill is not merely limited to the use of graphic symbols; its importance goes beyond one's expectations as depicted in the following points.

## **1.2. General Perspective on the Importance of the Writing Skill in ELT**

Writing is a corner stone in English language teaching since it is the most common medium used to assess students' understanding of their courses. In this respect, Bacha (2002) claims that writing is important in student's academic course since most examination, reports and research work depend on it. This position is supported by Coffin et al (2003) who argue that writing is important since it used as means of assessment, it improves student's communicative skill, and it trains students as future professionals in particular disciplines. Additionally, Bjork and Raisamen (1997: 8) highlight the importance of writing in all university curricula; they consider that writing is a thinking tool. It is a tool for language development, for critical thinking and for learning in all disciplines.

The importance of writing is embedded in the fact that this skill enhances students' language abilities since they experiment with words, sentences and other elements of writing to communicate their ideas effectively, and to reinforce the grammar and vocabulary they are learning in class (Bello, 1997). Vivian Cook (2005) also suggests that writing plays such an important role in language teaching that we cannot afford to neglect it. Clark (2007) identifies

writing as “*an instrument of thinking that allows students to express their thoughts*”. Therefore, the importance of writing is incontestably shared among teachers as well as researchers in the field of language teaching. In the same direction, the following quotation illustrates more the value of this skill:

*Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their affecting change on the environment. Students are often unaware of the power of the written word yet the written word enables the writer perhaps for the first time to sense the power of language to affect another through using, selecting and rejecting arranging and rearranging language, the student comes to understanding how language is used.*

(Greenberg and Rath 1985:12)

Drawing on already existing research and theory in the field of writing, one may assert that this skill is a good way to help students develop their ability of using vocabulary, grammar, and increase the ability of using language. Therefore, it seems judicious to highlight the importance of writing within its main components.

### **1.3. Writing Components and Features**

Writing has been defined by many researchers (Leki, 2001; Zhu, 2004) as a medium through which writers express thoughts and ideas. It is also a very demanding and challenging task, because writers should take into account several parameters such as content, organization, purpose, audience, vocabulary, punctuation and spelling. In 1961, a study was conducted as a first attempt to classify the important features of writing. In this study, 11, 000 readers’

comments on 3557 essays were analyzed and five main components were identified (Diederich, 1974). The first component is related to the ideas expressed, focusing on clarity, development, and relevance to the topic and purpose. The next identified component is mechanics, which includes sentence structure, punctuation, and spelling. The third component is organization and analysis. The choice and arrangement of words is the fourth component including vocabulary. The final component referred to as “style” consists of the personal qualities revealed in the writing such as individuality, originality and interest.

Emphasizing on the importance of the different components, in producing a piece of writing Henry (2000) considers the following steps of a paramount importance.

- use the script, spellings and punctuations correctly;
- apply the accurate words to state the right tense, case and gender;
- make use of major components such as subject, verb and object appropriately which can convey the thought of writer clearly to the reader
- make the text coherent to make the reader understand easily;
- place all parts of speech properly;
- apply the vocabulary and terminologies appropriately;
- use the style of writing suitably to the requirements of the audience;
- clarify the central ideas from the sustaining information;
- avoid from jargon, slang, taboos and keep in mind the standard of language according to the mental level of the reader; and
- judge about the prior knowledge of the audience about the subject.

In the same vein, Raimes (1984:335) categorizes the writing components as content, organization, grammar, syntax, mechanics, word choice, the targeted audience and the writer’s process. Bering these premises in mind, we can conclude that writing combines many interrelated

components. The following diagram shows an array of these components a writer must deal with in order to produce a good piece of writing.

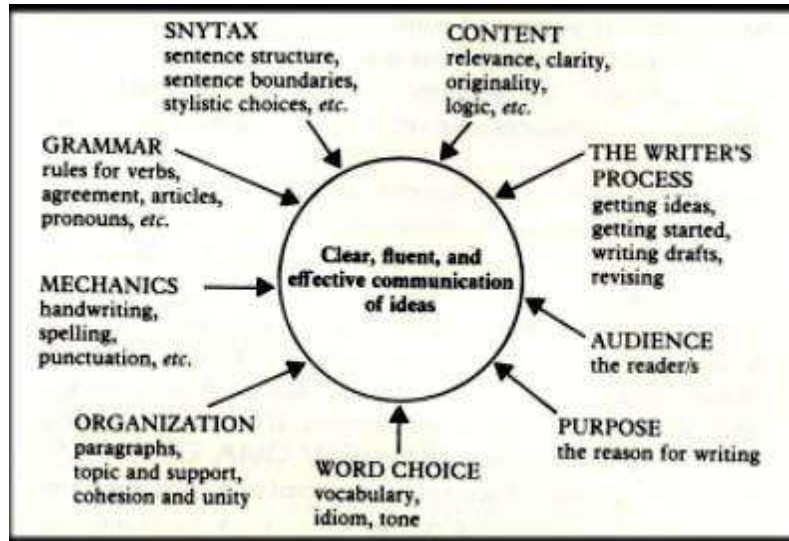


Figure 1: Components of writing (Raimes, 1984:6)

The above interrelated blocks of written languages make of writing a complex skill since it requires a considerable effort from the student who has to coordinate between the different components. In other terms, writing skill is complex requiring the mastery of not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to the subject matter. Heaton (1975:138) focuses on the:

- Grammatical skill: the ability to write correct sentences.
- Stylistic skill: the ability to manipulate sentence and use language effectively.
- Mechanical skill: the ability to use correctly those conventions peculiar to the written language e.g. punctuation and spelling.

- Judgment skill: the ability to write in an appropriate manner for a particular purpose with an ability to select and organize relevant information.

All in all, many researchers (Catanach and Golen, 1996; Gee, 1972, Golberg, Rosswell and Michaels 1996, Huddelston 1954; Lynch and Golen, 1992; Roberston, 1986; Tindal and Parker, 1991; Winter, Neal and Warner, 1996) share the view that proper use of grammar, correct spelling, organization and coherence, sentence structure, punctuation, clarity of ideas, content and style are key components of writing.

As explained above, the mastery of the writing skill requires the coordination of different components. In other terms, writing is a multidimensional process that involves a variety of elements and teachers' role is to help students develop these elements so as to produce good pieces of writing.

## **1.4. Writing under Language Teaching Approaches and**

### **Methods: A Historical Survey**

A plethora of theories about language teaching/learning exist in the literature. These theories were influenced by the different developments that occurred in both fields of linguistics and psychology, giving birth to a variety of teaching approaches and methods. Each teaching method has its priority and therefore treated the writing skill in different ways.

#### **1.4.1. Grammar Translation Method**

Considered as the first method used in language teaching, the Grammar Translation Method dominated the European and foreign language teaching from 1840's to 1940's. The focus point of the grammar translation method was the study of grammatical rules and morphology, doing written exercises, memorizing vocabulary, translating texts. Richards and Rogers (2001) state

that the grammar translation method “*approaches the language first through detailed analysis of its grammatical rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language*”.

However, even though grammar translation proponents considered writing superior to speaking and listening, the learners were neither free nor able to produce a piece of writing. In fact writing was emphasized as back up to grammar, after long and complex grammatical explanations and demonstrations in the native language, students practiced their knowledge of grammar by writing paradigms, constructing sentences in the foreign language, and writing response to highly literary texts (Rivers, 1968). Thus, with the grammar-translation method, learners’ L1 was the main medium through which English was taught. Additionally, teaching writing was under the supervision of the teacher, in other words, it was a teacher-centered approach, where there was no room for free writing. The role of teacher in classroom was authoritative, whereas, students were viewed as passive recipients of knowledge required to write about topics selected by the teacher and follow his/her directives.

#### **1.4.2. The Direct Method**

Because of the weaknesses and the critics addressed to the grammar translation method, a new method labeled “Direct Method” came to existence. Henri Gouin’s *The Art of Learning and Studying Foreign Languages*, published in 1880, can be seen as the precursor of modern language teaching methods with its ‘naturalistic’ approach. The credit for popularizing the Direct Method usually goes to Charles Berlitz, 1878 who marketed it as the Berlitz Method. As a reaction to the Grammar Translation Method, the purpose behind the direct method is to develop the ability to think in the language, whether conversing, reading, or writing (Rivers, 1968). Since the corner stone of the direct method is to communicate orally, listening and speaking naturally take precedence over written skills. In other terms, learners should hear the language first, before

seeing it in written form. Students under the direct method learn to write the language by transcription of what they have discussed orally. Hence, speech primes and writing is, therefore, a way to enhance what has been spoken. Putting it differently, writing reinforces what has already been learnt in the speaking phases of the lessons.

### **1.4.3. The Audio-Lingual Method**

The combination of structuralism as a linguistic trend and behaviorism as a theory of learning gave birth to a new method in language teaching known as the Audio-lingual method. This latter emphasized memorization through pattern drills and conversation practices rather than promoting communicative ability. According to its proponents, supremacy was given to the oral skill therefore; it should first be developed before writing. For Rivers (1981), the introduction of writing has been regarded as a potential threat to the mastery of the sound system and to the development of a near-native accent because the symbols used in writing or printing already have associations with native language pronunciation. According to the proponents of this method, writing is imitative, i.e. learners imitate or manipulate models supplied by the teacher. In other terms, the teacher in the writing course presents a model and the students are required to produce a written product following the same organization patterns of the model. For example, before asking students to write a descriptive paragraph, the teacher presents a model for this type of paragraph so as to show the feature of descriptive writing. Thus, writing in the direct method is under the guidance of the teacher. For advocates of this approach, writing is a product resulting from the writer's command of grammatical and lexical knowledge.

Since the audio-lingual method stems from behaviorism, learning is considered as a result of habit formation. According to this view, i.e. behaviorism, habits are established when reinforcement follows the response, that is why *“negative assessment discourages learning, positive assessment provides reinforcement of correct responses and promotes learning”* (Ur

1984: 243). As a matter of fact, in order to encourage his/her students and promote their writing skill, the teacher has to provide them with positive feedback when responding to their writing. The teacher who is the reader of his/her learners' paper takes the *"role of editor or proof reader, not especially interested in quality of ideas or expression but primarily concerned with formal linguistic features"* (Silva, 1993). So writing, under this method, is considered as a tool for language practice.

#### **1.4.4. The Communicative Approach**

This new trend in language teaching, influenced by Krashen's ideas, emerged during the 1980s and 1990s. It came as a reaction to the previous approaches and methods which neglected the functional and communication dimensions of the language and this consequently resulted in students' inability to communicate whatever their grammatical rules and vocabulary mastery. Therefore, the communicative approach concentrates on the communicative functions of language. So for this approach, the mastery of any language should not be measured only by how well the learner knows about the language, but by how well he/she can use it to communicate appropriately. In other terms, writing was given a high status since it was no longer neglected and relegated to the last steps of language teaching/ learning. As Finocchiaro and Brumfit (1983) argue, writing can be introduced right from the beginning if desired. Moreover, the main principle is that writing is not only a way to practice the language, but it also serves communication. The advent of the communicative approach emphasis on writing shifted from accuracy to fluency; learners are encouraged to put down their ideas not to do language exercises (Byrne, 1979). Learners are encouraged even if they make errors. Indeed, language errors are tolerated and considered as evidence of learners' developing competence in the foreign language, although correction does not involve all the mistakes. The focus is on the mistakes that interfere in the conveying of meaningful messages.

From the aforementioned language teaching approaches and methods, and regarding the place each of them deserved for writing, a range of approaches for teaching this skill emerged. The following section enables us to understand these different approaches.

## **1.5. Approaches to Teaching Writing**

The research literature in L2 writing contains a great range of different methodologies (Belcher & Braine, 1995; Grabe and Kaplan, 1996; Kroll, 1990; Reid, 1993; Silva, 1993; Zamel, 1983, 1992). Over the last twenty years, process and product approaches have dominated much of the teaching of writing that occurs in the EFL/ESL classroom. In the last decade, genre approaches have gained adherents (Swales 1990, Gee 1997). A selection of some of the most relevant approaches in EFL context, are present in this section.

### **1.5.1. The Product Approach**

Writing in the product approach is viewed as a simple linear model of writing. It has been called differently: the controlled-to-free, the text-based, and the guided approach (Raimes, 1984; Silva, 1990). One of the most explicit descriptions of the product approach is provided by Pincas (1982) who considers the linguistic knowledge as the most important element in writing with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.

According to Silva (1990), the product approach of writing highlights the form and syntax emphasizing rhetorical drills. As a matter of fact, adopting a product approach implies students' imitation of a given model with a special focus on the final written product. In this respect, writing itself is viewed as mainly concerned with the knowledge about the structure of language, and writing development is mainly the result of the imitation input, in the form of texts provided by the teacher (Badger & White, 2000:154). The approach is considered as teacher-centered, as each teacher becomes the arbiter of the models used (Brakus, 2003).

As pinpointed above, this approach focuses on the written product rather than on how the learner should approach the process of writing. From this angle, writing concerns the knowledge about the structure of language, and writing development is the result of the imitation of input (Badger and White, 2000). Similarly, Myles (2002) argues that if students are not exposed to written model texts, their errors in writing are more likely to subsist. This may be an important aspect to consider in teaching, in some EFL contexts where learners' contact with English language is often limited to the classroom boundaries.

The basic principle of the product approach to writing is to provide students with a model which they are required to consider when producing a piece of writing. For example, when students are asked to write a comparative paragraph, as a first step before undertaking to write, the teacher presents them, a model of the same type.

For Jordan (1997), the students are required to focus on a model form and duplicate it. In the same context, Badger and White (2000) report that the prime concern of the product approach is how well the writer knows the structures of the language, and writing is limited to an imitation of texts provided by the teacher. Brooks and Grundy (1998) consider that the main objective in this approach is the final product. Nunan (1989:186) also identifies the product approach to teaching writing as an approach that focuses on *"the end result of the learning process, what is it that the learner is expected to do as a fluent and competent user of the language"*.

On the aforementioned principles-based presentations, we can conclude that accuracy of the final output is the corner stone of the product approach. Moreover, accuracy as defined by Parrott (1993:67) is related to the learner's correct use of grammar, vocabulary, phonology and the extent to which the final written product is error-free.

According to Hedge (1988), the final product has to involve the following aspects:

- Getting the grammar right;

- Having a range of vocabulary;
- Inserting punctuation meaningfully;
- Using the conventions of layout correctly;
- Spelling a range of vocabulary;
- Linking ideas and information across to develop a topic; and
- Developing and organizing the content clearly and convincingly

Richards (2003: 3-4) argues that since the focus is on the study of model text in order to make students aware of text features; there are stages in teaching writing using this approach which are as follows:

- Familiarization: Learners are taught certain grammar and vocabulary usually through a text.
- Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
- Guided writing: Learners imitate model texts.
- Free writing: Learners use the patterns they have developed to write an essay, letter, to list just these.

The figure below depicts the stages involved in the product approach.

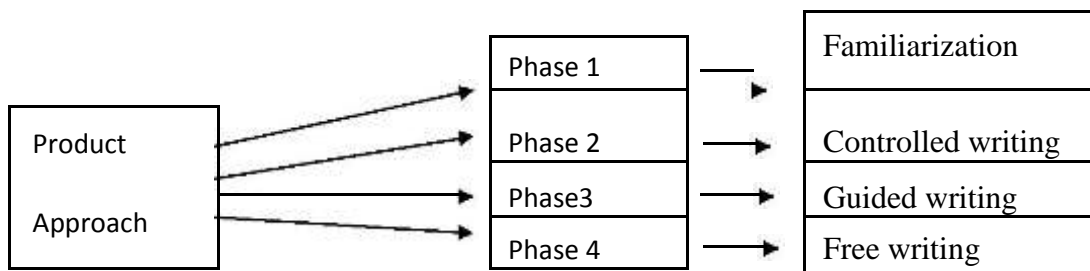


Figure 2: Product Approach Model (Steele, 2004:1)

The product approach was subject to some criticism, so even though Badger and White (2000) for example, recognized some positive aspects as the need for learners to be given linguistic knowledge about texts, and the use of imitation as a learning strategy, they consider that the different processes used by the writer as planning, drafting and revising are not given importance. This point of view is shared by Grundy (1993) who notes that accuracy represents only a limited part of the writing skill. Put differently, error free writing should not be considered as an evidence of improvement in writing. Besides, the mastery of grammatical rules does not imply the capacity of producing a piece of writing. Hyland (2003) argues that there are learners who can build correct sentences but cannot produce an appropriate text. Furthermore, Raimes (1983) denounces the fact that, in the product approach the final written product is evaluated according to the appropriate use of grammar, syntax and mechanics and the process involved in writing is neglected. Put it differently, he considers that the communicative aspect of the product approach is limited to how well grammar, syntax and mechanics are put in use, thus it neglects what writing involves as a meaningful expression of messages.

Generally, many disadvantages are associated with the use of this approach, for example, it over emphasizes the importance of grammar syntax and mechanics. Besides, if on the one hand it focuses on accuracy; on the other one it neglects some aspects as the audience and the writing purpose. Therefore, with the product approach, little attention is given to the strategies and other cognitive operations involved in producing a coherent and meaningful piece of writing. Furthermore, the proponents of the product approach consider writing as a simple linear model of the writing process which proceeds systematically from prewriting to composing and to correcting (Tribble, 1990).

Although the product approach was criticized because of the weaknesses stated above, we can however, acknowledge that most of the principles mentioned can be given much attention since

without these principles which construct a correct and sound language, we cannot write appropriately .

### **1.5.2. The Process Approach**

Because of the aforementioned critics about the product approach, from the 1960's into the 1980's, a major paradigm shift took place in terms of pedagogical focus. As a result, more attention was given to the cognitive process involved in the act of writing. In other terms, the emphasis was more on the different stages the writer goes through when producing a piece of writing rather than the final product. *“Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure”* (Badger and White 2000: 154).

In that sense, Hyland (2003) indicates that the process theory focuses on how a text is written instead of the final outcomes. In this respect, Kroll argues: *“the process approach” serves today as an umbrella term for many types of writing courses... What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than through a single-shot approach”* (2001:220).

As pinpointed in the above quotation, one of the most important principles of the composing process stages is that the different stages the writer goes through do not develop in a straight line. This implies that the process is recursive and the writer does not follow the different stages of the composing process gradually in a chronological order.

To describe this process, Murray(1992; cited in Nemouchi, 2008:74) states that:

*The process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach may include identified stages of the writing process such as: pre-writing writing, and revising. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Finally, editing and publication can follow if the author chooses to publish their writing. (p.16)*

With the process approach, the learner will construct his/her text through several phases in a recursive manner. Thus, at the editing stage he/she may feel the need to go back to the pre-writing stage and think again. Moreover, the learner in the revision stage may generate new ideas and drop old ones and can also reorganize and reformulate his/her ideas. In other words, at any stage even at the final one, the writer can find new ideas, new words, new sentences, and can also revise before writing/ editing.

The advantages in adopting the process approach lies in is in updating the importance of the cyclical and recursive nature of writing that is employed by native writers where ordinarily pre-writing, writing and re-writing frequently seem to be going on simultaneously (Smith, 1983:104). Indeed, at the heart of the process approach, the view that writing is a “*non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning*” (Zamel 1983: 165) is more a sense of a self-approach. This approach views writing as an explanatory generative collaborative process rather than a linear route to a pre-determined product (Weir, 1990). The proponents of this theory are concerned with the writer and the different stages involved in the writing process. Leki’s metaphor summarizes the point claiming that the process approach to writing is the “*wandering path learners use to get the final*

product” (1992: 10). In the following diagram, Harmer (2002:326) compares the recursive nature of writing as a “wheel.” Writers move not only around the circumference of the wheel but also across the spoke, which means, writers revisit a certain stage as well as move from a planning stage to the final draft stage.

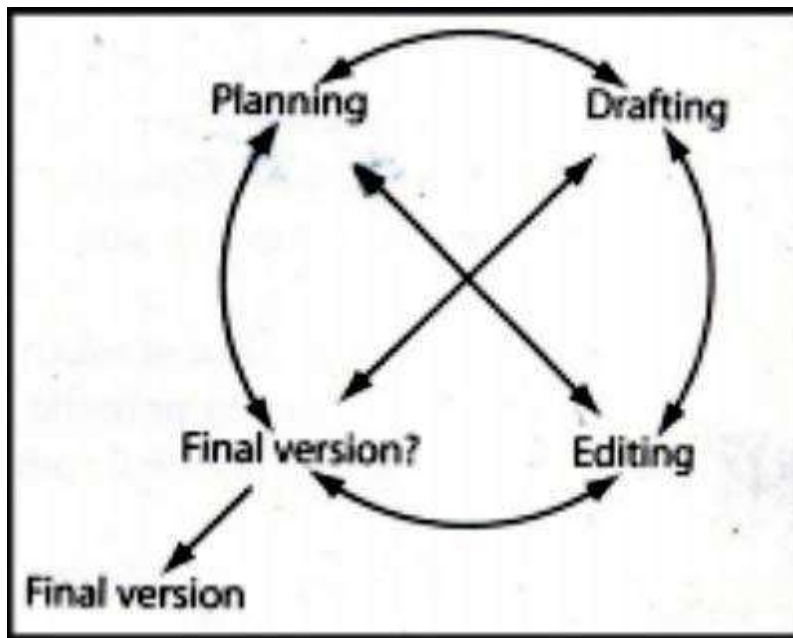


Figure 3: The recursive nature of writing, Harmer (2002: 326)

As justified in the above section, different definitions of the process approach have agreed on giving the priority to the different stages writers goes through in relation to the final product and how accurate this latter must be. These stages are discussed in the following section.

- **The Different Stages of the Writing Process**

There are different views concerning the stages that writers go through in producing a piece of writing, but a typical model identifies five stages: pre-writing, drafting, revising, editing and publishing.

**Pre-writing:** It is the initial stage where writers need to warm up and get ready to write. At this level, the writers decide on a number of points such as: the topic, identification of the audience and data gathering.

Richards and Renandya (2001:316) defined the prewriting stage as:

*an activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page towards generating tentative ideas and gathering information for writing.*

**Drafting:** It corresponds to the phase where the writers get their ideas down without focusing on the mechanics of writing which can hinder their creativity. In few words we can summarize this stage to a free flow of ideas. In this step, students use a variety of strategies in order to organize and develop a well-written piece of writing. There are different views concerning drafting, for example, Hedge (1988) considers it as a phase moving from thinking to writing known as 'composing'. For White and Arndt (1991), it represents a phase of creating and producing. Finally, Harris (1993:55) defines drafting as

*“a point at which the writer begins to translate plans and ideas into provisional text”.*

Tribble (1996:112) made it clear that during the composing stage, writers move towards a text that most closely matches what they want to convey to their reader.

**Revising:** It represents the stage where the writer clarifies and shapes the meaning so as to organize and polish the writing. This phase is well illustrated by Walshe (1981: 40) who states: *“Writing like a potter’s clay, only becomes a thing of usefulness or beauty through repeated smoothing and shaping”*. During this stage, writers can bring changes to their first draft by omitting or adding ideas and words.

**Editing:** It is a crucial step in the writing process. At this level, the piece of writing is ready to be presented to the audience. During this phase, all aspects of writing are checked such as mechanics, grammar, spelling. Mather and Juffe (1899: 507) put it this way: *“In editing, the students proofread for and correct errors in spelling, punctuation, capitalization and usage.”*

Hedge (1988: 23) expresses his opinion about editing as follows: *“Good writers tend to concentrate on getting the content right first and leave the details like correcting spelling, punctuation and grammar until later”*.

**Publishing:** Publishing is the last stage in the writing process in which the writer presents his/her final written product to the audience. There are different ways that writers can use to publish their written product, such as reading aloud reading to a group and more recently with technological advances, using the network for web publishing. Williams (2003: 107) defines publishing as: *“Sharing your finished text with its intended audience, publishing is not limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or an agency”*.

O’Brien (2004) defines the concept of the process approach as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. Bearing these premises in mind, during the writing process, teachers enable learners to explore their thoughts and develop their own writing not in a linear way as in the product approach, but in a recursive one where writers are free to move from one stage to another.

In this context, Tribble (1997: 37-39; cited in Harmer, 2001, p. 258) pointed out *“... and the various stages of drafting, reviewing, redrafting and revising, etc are done in a recursive way: we loop backward and move forward between these various stages”*.

Even if the process approach was popular among many researchers and language teachers, yet it was not universally accepted, it was even criticized. Badger and White (2000), for example, view that not only insufficient importance is given to the text writers produce, and why such texts are produced. Besides, learners are also provided with insufficient linguistic knowledge to write successfully. In this respect, the product approach may be suitable for native learners who have already a considerable linguistic background which is not the case of EFL learners.

Additionally, adopting the process approach requires conditions such as time and small size classes; consequently it is difficult to implement this approach in the Algerian context because of the overcrowded classes and time constraint.

## Differences between the Product Approach and the Process Approach

The Product Approach	The Process Approach
<p>This is a traditional approach, in which students focus on the study of model texts. Accuracy is given priority and conversations are taken from the model. The following stages have been identified:</p> <ol style="list-style-type: none"> <li>1- Model texts are read, and then features of the genre are highlighted. Students focus on where and how the writer employs these techniques.</li> <li>2- This consists of controlled practice of the highlighted features, usually in isolation.</li> <li>3- Organization of ideas: this stage is very important, those who favor this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.</li> <li>4- The end result of the learning process. Students choose from a choice of comparable writing tasks. Individually, they use the skills structures and vocabulary they have been taught to produce the product to show what they can do as competent users of the language.</li> </ol>	<p>This is the new trend teaching writing, in which priority is given to fluency. It is mainly based on the identification of the steps a writer goes through in his act of writing. He should be made aware of them so that he can gain control on them. These steps are:</p> <ol style="list-style-type: none"> <li>1- Generating ideas by brainstorming and Discussion qualities needed to do certain job, or giving reasons as to why people take drugs and gambling. The teacher remains in the backboard during this phase, only providing language support if required, so as not inhibiting students in the production of ideas.</li> <li>2- Students extend ideas into note form and judge quality and usefulness of ideas.</li> <li>3- Students organize ideas into concepts map this stage helps to make the hierarchical relationship of ideas more immediately obvious, which helps the students with their texts.</li> <li>4- Students write the first draft. This is done in class and frequently in pairs or groups.</li> <li>5- Drafts are exchanged, so that students become the readers of each others' work. By responding as readers, students develop an awareness of the fact that a writer is producing something to read by someone else, and thus can impose their own drafts.</li> <li>6- Drafts are returned and improvements are made based upon peer feedback.</li> <li>7- Students once again exchange and read each others' works and perhaps even write a response or reply.</li> </ol>

Table 1: The main differences between the product and process approach  
Nemouchi, (2009: 81-84)

The two above mentioned approaches, namely the product and process approach were subject to criticism. On the one hand, the product approach paid too much attention to the final product with an emphasis on grammar, spelling, punctuation, ignoring other important aspects such as context

and audience. In other terms, this approach highlights the writer's final product and neglects the way this latter is produced. On the other one, the process approach focus point is on the process of writing and , fails to take into account the social and cultural aspects that have an impact on different kinds of writing (Atkinson 2003:49-63).

Because of the shortcomings attributed to these two aforementioned approaches, a new trend called the genre approach emerged.

### **1.5.3. The Genre Approach**

Because of some similarities with the product approach, the genre approach is considered as the extension of the product approach. In this respect, Grami (2009:30) *defines it as* " *the approach that again focuses on writing as a product, and in some ways is an extension to product approach, but with attention being paid to how this product is shaped according to different events and different kinds of writing.*" Like the product approach, the genre approach regards writing as pre-dominantly linguistic. However, for the genre approach, its proponents emphasize the fact that writing varies according to the social context in which it is produced. The genre approach is mainly used in English for Specific Purposes (ESP) classes. For Hammond and Derewianka (2001), the genre-approach is an approach that combines an understanding of genre and genre teaching together in the writing class. This position is supported by Swales (1990: 58) who defines genre as:

*A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for genre. This rationale shapes the schematic structure of the discourse and influence constraints choice of content and style.*

It is worth mentioning that genres are influenced by the features of the situation such as the subject matter, the relationships between the writer and the audience and the pattern of organization.

In terms of development, the genre approach shares many similarities with product approach (Cope & Kalantzis 1993:11) talk of a wheel model of genre literacy. This wheel has three stages: Modeling the target genre where learners are exposed to examples of the genre they have to produce. At this level, the teacher proposes a model which the students are required to imitate when producing their written product.

**The construction of the text by learners and teachers.** It means that the students are guided by the teachers when writing.

**The independent construction of texts by learners.** It is the final phase where students submit the final version of their product.

In EFL, Dudley-Evans (1997:184) also identifies three stages in genre approach to writing:

First, a model of a particular genre is introduced and analyzed;

Second, learners then carry out exercises to manipulate relevant language forms.

Finally, they produce a short text

This process parallels the product approach very closely. In other terms, the genre based approach views writing as essentially concerned with two main parameters: Firstly, knowledge of language, and secondly the social purpose of writing. On the other hand, the development of writing is considered as the analysis and imitation of input provided by the teacher in the form of texts. Put it differently, in ESP courses, before producing a piece of writing, students are introduced to a specific register through a text acting as model. Thus, for example before writing

a scientific report, for example, students are exposed to a specific register through the analysis of a scientific text so as to acquaint them with the features of that text.

Like the product and process approaches, the genre approach was also subject to criticism. For example, learners may not have enough knowledge of appropriate language or vocabulary to express his/her ideas to a specific audience. A learner may face difficulties to write a scientific report if he/she has a limited knowledge about this scientific register. Furthermore, Badger and White (2000) point out the fact that the genre approach undervalues the writing skills which learners need in order to produce a written product and it ignores the writing abilities learners have in other areas.

All in all, despite the differences between the three aforementioned approaches, many researchers consider that they are complementary and teachers should be eclectic in the choice of the approach to teach writing to their students. The aim behind integrating the three approaches is to enable students to transfer the skills they have gained from each approach thus to produce their writing tasks efficiently.

## **1.6. EFL Students' Difficulties in Writing**

A substantial body of research suggests that writing is one of the four skills which needs special attention, especially in foreign language classes because both teachers and students considered it as the most difficult skill to teach and to learn. Accordingly, Bell and Barnaby (1984) pointed out that writing is an extremely cognitive activity in which the writer is required to demonstrate the mastery and control of a number of variables simultaneously. In EFL context, writing is considered very difficult, complex and challenging skill to master (Graham, Harris & Mason, 2005).

For Heaton (1975: 138), the writing skill in a foreign language is complex and difficult to learn not only because it concerns the ability to use the structures but also the conceptual of varied skills such as stylistic and mechanical skill. The stylistic skill is the ability to manipulate sentences and use language effectively; whereas, the mechanical skill is the ability to use correctly conventions peculiar to the written language such as punctuation and spelling.

In this perspective, Weir (1988) provides a list of the problems which face EFL/ESL students in learning the writing:

- High frequency of grammatical errors
- Lack of variety in grammatical structures employed
- Use of inappropriate vocabulary

d) Use of inappropriate grammatical structures

- Limited range of vocabulary
- Poor spelling
- Inadequate understanding of the topic
- Deficiency in clear self-expression
- Poor punctuation
- Poor handwriting
- Untidiness

These aforementioned problems are common to EFL learners; this fact is often reflected in students' writings and remains a common concern among department of English teachers at Bejaia University, where the present investigation is taking place.

## **1.7. Teaching Writing at Bejaia University**

In fact since the implementation of the LMD system, in Bejaia University (2003-2004), more than five different syllabuses concerning the module of written expression have been adopted by

different teachers in charge of this module. Furthermore, there is no continuity between the syllabuses taught from the first to the third year B.A and many courses are repeated each year influencing negatively the teaching of this skill. Besides, the adopted teaching approaches to writing vary from one teacher to another. If on the one hand some teachers opt for the product approach to writing, on the other one, for some teachers, the process and the genre approaches are more appropriate.

The result from this current situation is reflected through the students' written products, mainly when they are required to write their dissertations or training reports. In short, helping students improve their writing abilities is a great challenge among teachers at the department of English at Bejaia University. Indeed, everyone is concerned by this central issue since students' success depends largely on their ability to express themselves through writing.

## **Conclusion**

This section has discussed different theoretical issues related to the writing skill. Because of the central role it plays in learning any language, teaching writing has been a subject of interest among many researchers who have dealt with its various facets which most of the time have appeared very complex whether related to its components or its different teaching approaches. Hence, throughout this chapter, the researcher tried to shed light on the main approaches namely: the product approach, the process approach and the genre approach. In this perspective she came to the conclusion that the three approaches even if they differ in their conception of the writing skill, they are complementary and could be integrated by teachers in their courses so as to teach their students how to produce good pieces of writing.

Having considered in this section some theoretical key issues related to the writing skill, the coming section is devoted for the reading skill which represents the independent variable in this present research.

## **SECTION TWO**

# **Review of the Reading skill**

## **Theoretical views**

*“The best way to improve your knowledge of a foreign language is to go and live among its speakers.*

*The next best way is to read extensively in it”*

*Nuttall (1996:128)*



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## Introduction

Reading is one of the most important skills for ESL/EFL learners to master, as Alderson (2003) states it: “*The mastery of reading skill could help ESL/EFL learners achieve success not only in English learning but also in the content-based classes where English reading proficiency was required.*” For this reason, the importance of reading mainly in a foreign language context is not a new debate and has long been highlighted by a substantial body of research (Krashen, 1983; Alderson, 1984; Carrell, 1988; Grabe, 1996). In this context, reading has played a crucial role in overall development in language skills even in academic success for decades (Cochan, 1993).

This section discusses some theoretical aspects related to reading. It opens with some definitions of this skill, and then discusses various reading models focusing on their advantages as well as their limits. The other aspects of reading include the types of reading, namely intensive and extensive reading and the different reading strategies. Finally, this section sheds light on reading in both L1 and L2 settings, in order to mirror the similarities and differences.

### 1.2.1. Definitions of Reading

A common definition of reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002). For a long time, reading was viewed primarily as a decoding process of reconstructing the author’s intended meaning via recognizing the printed letters and words and building up a meaning for a text from the smallest units i.e. letters and words to larger units i.e. phrases, clauses (Carrell, 1988). For Widowson (1978), reading is the process of getting linguistic information via print. However, at the beginning of the 1970s, there was a shift of attention from decoding to comprehension. To put it another way, researchers agreed on the fact that reading implies more than the superficial decoding of graphic symbols, therefore, they emphasized the importance of comprehension.

Consequently, the definition of reading was no longer limited to decoding but more elements were integrated and taken into consideration. This position is supported by Rumelhart (1977) who argued that reading is a complex cognitive process of constructing meaning that involves the reader, the text and the interaction between the reader and the text. Similarly, Goodman's (1967) psycholinguistic model of reading gave to the reader more importance considering him/her as an active participant in the reading process. This new view of reading is reflected in the different reading models proposed by researchers as Barnett (1989) who divided them into three models namely: The bottom-up process, the top-down and the interactive models, these latter are discussed below.

### **1.2.2. An Overview of the Different Reading Models**

A reading model is a theory of what is going on in the reader's eye and mind during reading and comprehending (or misunderstanding) a text (Davis 1995:59)

According to Sadoski & Paivio "*models characterize theories of reading, providing ways to represent a theory or part of a theory. They explain what reading involves and in more detailed versions and how reading works*" (Sadoski & Paivio as cited in Grabe 2009: 83).

Because of the importance of reading models, a growing body of research explored the reading process. Singhal (1999) writes that various models have been pointed by researchers and they are generally divided into bottom-up, top-down and interactive models of reading.

#### **1.2.2.1. The Bottom-up Model or Decoding Model of Reading (1950-1960)**

Bottom-up theories of reading view reading as an essentially passive process, where the reader decodes the intended message of the writer by moving from the lowest level such as letters and words towards the higher levels of clauses, sentences and paragraphs (Carrell 1998). Accordingly, Nunan (1991) advocates that reading is basically a matter of decoding a series of

written symbols into their aural equivalents in the quest for making sense of the text. He refers to this process as the “bottom-up” view of reading.

*The reader processes each letter as it is encountered. These letters or graphemes are matched with the phonemes of the language, which is assumed the reader already knows. These phonemes the minimal units of meaning in the sound system of the language are blended together to form words. The derivation of meaning is thus the end process in which language is translated from one form of representation to another.*

(Nunan, 1991:64)

The following diagram illustrates the reading process according to the bottom-up approach.

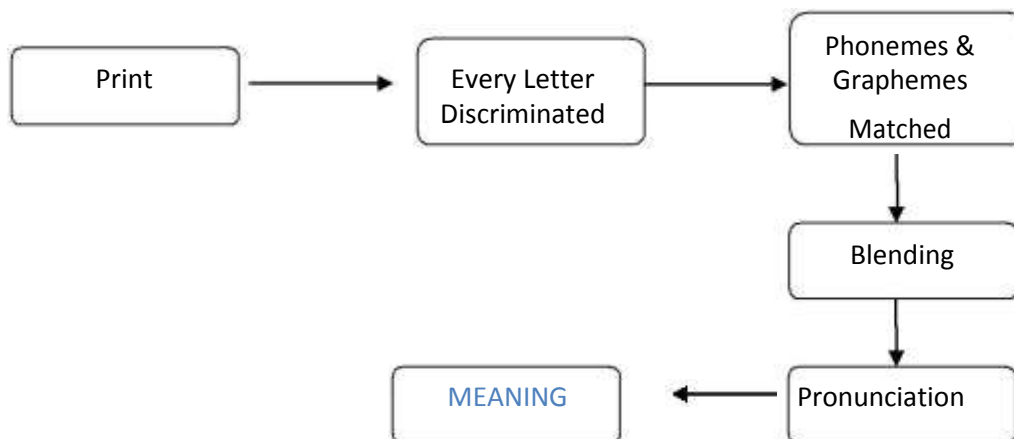


Figure 4: The Bottom-up Model of reading  
(Camburne in Nunan, 1991:63-5)

According to the above diagram, reading is a linear process. Hence, the reader starts with the identification of letters, then moves to the recognition of words, then sentences and the meaning is the final step of the process. It is worth mentioning that decoding is the corner stone of the bottom-up approach to reading since readers are more focusing on the decoding process rather

than the comprehension of the text. In this sense, the learner is not taught how to extract the appropriate meaning from a given text, and interact with it to create meaningful discourse; rather, he is taught how to decode all words without necessarily understanding the text entirely. (Yasmina, Abdat-Hadjadj, 2014:42)

This traditional approach to reading was influenced by behaviorist psychology of 1950's. According to Samuels and Kamil (1988:25) the emphasis on behaviorism treated reading as a word-recognition response to the stimuli of the printed words, where *“little attempt was made to explain what went on within the recesses of the mind that allowed the human mind to make sense of the printed page”*.

The bottom-up position was associated with the audio-lingual method of second language instruction in 1960 and 1970's which considered the decoding of sound symbol relationships as an essential component of the language learning routine. (Lally, 1998) For the proponents of this model, reading is considered as a linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray & Roger 1956).

According to La Berge & Samuel (1974), *“decoding”* and *“comprehension”* are two basic phases in the reading process. The decoding phase, which is the first stage, needs to be carried out by the reader accurately and automatically to be able to move on to the second phase: Comprehension. This suggests that bottom-up model focuses on the decoding process which goes through one direction. In other terms, it is a view, which assumes that a reader first decodes graphic symbols into sounds in order to build up a meaning, and a sense of texts. That is to say, this model refers to the view that reading is a process of building letters into words, words into sentences, phrases and then proceeds to the overall.

The above described process was subject to criticism by some researchers as Smith (1971), Eskey (1973), Rumelhart (1977), Meyer & al (1975), as they believed that reading involves more than

word perceptions. Moreover, Lynch and Hudson (1991), consider that this model slows the readers down in a way that they cannot comprehend larger language units. Furthermore, Eskey (1973) argued that the bottom-up process of reading failed in accounting for the contribution of the reader, whose expectations about the text, were informed by his knowledge of language and were employed as part of the reading process (Carrell 1994). For Smith (1971-1973) adopting the bottom-up model in reading seemed not helpful for the comprehension of the text since it emphasizes a single-direction, part-to-whole processing of text, thus a model that emphasized a process from a higher-level comprehension came in.

#### **1.2.2.2. The Top-down Processing Model or Cognitive View**

As discussed above, the bottom-up reading process is a linear process based on the reader processes of the text letter by letter, word by word. According to Eskey (1973) the decoding model was inadequate as a model of the reading process because it underestimated the contribution of the reader. Consequently, reading researchers began to call for teaching reading in a more active way, taking into account the reader as a part of the reading process. As a result, another model known as the top-down model emerged. Unlike bottom-up model, the top-down model is a view, which assumes that a reader uses a prior knowledge and experience, as well as expectations in relation to the writer's message during reading, in order to process information. Hereby, the top-down model was influenced by different psycholinguistic theories. This view is illustrated by Goodman (1971:135) who described reading as *“a psycholinguistic guessing game in which the reader reconstructs a message which has been encoded by a writer as a graphic display.”* The top-down model of reading focuses on what the readers bring to the process (Goodman 1967, Smith 1971, 1982). The readers read the text for information and contrast it with their world knowledge in order to make sense of what is written.

Goodman (1971) suggested five processes the reader should employ:

- 1- Recognition-initiation: Here the brain recognizes a graphic display in the visual field as a written language and initiates reading;
- 2- Prediction: It includes the anticipation and prediction;
- 3- Confirmation: Since there is a prediction, the brain verifies them; thus, it confirms or disconfirms the predictions;
- 4- Correction: Once the predictions are disconfirmed, the brain corrects the initial predictions;
- 5- Termination: The brain finishes the reading when the reading task is completed.

Like the bottom-up models of reading, the top-down model was also subject to criticism. According to Weber (1984), a top-down model of reading is essentially a model of the fluent reader and does not account for all the needs of students who are acquiring reading skills. Furthermore, Eskey (1988) emphasizes the limitations of the top-down model, pointing out that this model is dependent on the prediction of meaning (by using content clues) and combining contextual clues with background knowledge. So this model is only useful with skillful and fluent readers and does not work well with less proficient readers.

### **1.2.2.3. The Interactive Processing Model of Reading**

Because of the limitations of both bottom-up and top-down models of reading, recent reading researchers suggest that the process of reading needs to employ both models simultaneously and advocate an interactive model of reading (Birch 2007). This model which developed in the late 70's and early 80's combines both the bottom-up and top-down models as an integrative reading process. Thus, in this model, low level bottom-up processes involving the text, such as letters and

words, interact with higher level ‘top-down’ processing including prior knowledge of the text or subject (Hudson 2007)

The proponents of the interactive models, Rumelhart (1977), Stanovich (1986), Eskey (1986) and Grabe (1991) agreed on the main principle of this model which is the combination of the contrasting views of the bottom-up and top-down models for a more comprehensive understanding of the text. So reading is perceived as an active interactive process which involves both the text and the reader. Accordingly, Rumelhart (1977:573) argues that: *Reading is at once a ‘perceptual’ and a ‘cognitive process’ which begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author’s intended message.*

In fact, the interactive process is based on combining textual information with the information a reader brings to a text (Widdowson in Grabe 1988:56)

Grabe shares this view arguing that *“reading involves the interaction of lower level rapid, automatic identification skills and an array of higher level comprehension/interpretation skills”* (Grabe 1991:383)

From what precedes, we can conclude that reading in the interactive model is viewed not as a linear, discrete, sequential series of processes, but as a non-directional process where knowledge from different sources interacts to produce the most appropriate interpretation of a message.

#### **1.2.2.4. Schema Theory and the Reading Process**

Another theory closely related to top-down processing is known as the schema theory. This theory is based on the principle that the background knowledge of the learners interacts with the reading task. Cohen et al (1993: 28) explain schemata as: *“packets of information stored in memory, representing general knowledge about objects, situations, events and actions.”*

Additionally, Ajideh (2003) explains that schema is a hypothetical mental structure for representing generic concepts stored in memory and can be seen as the organized background knowledge, which leads us to expect or predict aspects in our interpretation of discourse.

Moreover, Ajideh (Ibid) clarifies this view in the following way:

*New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or explained. New information can be represented by new mental structures. In this case, in the absence of already existing schemata, new knowledge builds up new schemata.*

For Nunan (1999), schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences.

Anderson (1994:469) presents research showing that recall of information in a text is affected by the reader's schemata and explains that a "*reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message*".

Accordingly, Anderson and Pearson (1988:38) explain that "*comprehension is the interaction between old and new information to say that one has comprehended a text is to say that she has found a mental "home" for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information.*"

Therefore, a learner's schemata will restructure itself to accommodate new information as that information is added to the system (Omaggio 1993). Additionally, Steffensen and C. Joag. D (1979) assert that the schema theory functions in the following way:

- Schemata control text comprehension because readers try to find consistency between the known information which is part of their background knowledge and new information which comes from the text.
- Schemata offer a good basis for filling in the gaps i.e. they enable the reader to interpret the text coherently in spite of all implicit information.
- Schemata limit the interpretation of incomprehensible messages if the reader's schemata differ, the reader will try to interpret the vague parts of information once more and adopt them to his own schema.

## Types of Schema

There are two types of schemata: content and formal schemata. However, Carell and Eisterhold (1988), Devine (1988) and Eskey (1988) divided the types of schema into three distinct categories.

- **Content schemata:** It refers to the message of the text, and if the topic is familiar, the reading task will be more productive and efficient. In other words, content schemata contain knowledge about the content area of texts.
- **Formal schemata:** It refers to the knowledge about the structure of the text. These schemata relate to "*background knowledge of the formal rhetorical organization of structure of the text*" (Carell, 1988:104). This type of schemata includes knowledge of different organizational structures of different genres of writing which may include poetry, short stories and reports.
- **Linguistic schemata:** It includes knowledge about the linguistic system itself syntactic, semantic and orthographic knowledge.

Despite the efforts made by the schema theory to explain how readers integrate new information with existing ones, it still does not explain how completely new information is managed. (Alderson, 2000:46). Although built on logical thinking and comprehension, this theory was also criticized for not being able to explain how readers recognize similarities between the information presented in the text and the existing information, or how false similarities and comparisons or parallels lead readers to misinterpret the text being read. (ibid)

In the light of the aforementioned elements, we can state that learners' schemata are of paramount importance in the reading process. Thus, the role of the teacher is to activate and build these schemata.

### **1.2.3. Types of Reading**

Types of reading depend on the reader's purposes and aims. There are two main categories of reading namely: Intensive reading and extensive reading.

#### **1.2.3.1. Intensive Reading**

Drawing upon the abundance of literature on reading, intensive reading is defined as a reading at low speed that demands a high degree of understanding (Richards & Schmidt, 2002).

According to Nation (2004:20) *intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items.*

Palmer (1921) in turn, argues that the purpose of intensive reading is *"to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating and retaining every expression that it contains"*. (Palmer 1921, cited in Day and Bamford, 1998: 5). Hedgock et al (2009:185) mention the following principles of intensive reading:

- The teacher selects the texts to be studied, introduces and reinforces certain reading strategies by means of whole class instruction and student activities;
- Students read the same text at the same pace and complete several exercises that facilitate understanding;
- Teacher and students have clarity about what to do before, during and after reading;
- Pre-reading activities are decisive to facilitate comprehension, these activities include surveying the text, making predictions, asking questions and introducing key vocabulary;
- While-reading activities include first reading, a quick read-through the entire text to develop a sense of its main point(s) and to confirm initial predictions made during pre-reading, re-reading the text: read the text intensively through a careful and focused second reading, looking closely at language, and considering the structure of the text.
- Post-reading activities entail summarizing and responding, thinking critically and reading writing connections. Post-reading activities also offer the best opportunity for teacher assessment of student progress, as they make the internal reading process and its outcomes more transparent.

According to Nation (2004: 47) intensive reading *is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formulating, and ideas content aspects of a text work together to achieve the communicative purpose of the text.* Waring (1997) shares this view, arguing that intensive reading is very useful for learning vocabulary and understanding how a text is organized. This type of reading is widespread in EFL contexts, for example in the Algerian educational system; learners are introduced to intensive reading right from the middle school as a way to enhance their language proficiency in English.

### 1.2.2.3. Extensive Reading

The term “extensive reading” was originally coined by Palmer (1917) quoted by Day and Bamford (1997) to distinguish it from intensive reading. It is also known under other names as: pleasure reading (Mikuleycky 1990, cited in Day and Bamford 1997), Grabe (1991) uses the term “*sustained silent reading*”, while Mason and Krashen (2004) call it “*free reading*”.

Extensive reading is generally associated with large amounts of reading with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences. (Bamford and Day 1997).

The opportunity for learning which occurs outside the classroom is among the benefits attributed to extensive reading. In this context, Hafiz and Tudor (1989: 5) write: “*the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will in the long run produce a beneficial effect on the learners’ command of L2*”

The characteristics of extensive reading programs are often related to Day and Bamford's (2002: 136-141) top ten principles, as illustrated in the following table.

- The reading materials are easy;
- A variety of reading material on a wide range of topics must be available;
- Learners choose what they want to read;
- Learners read as much as possible;
- The purpose of reading is usually related to pleasure, information, and general understanding;
- Reading is its own reward;
- Reading speed is usually faster than slower;
- Reading is individual and silent;
- Teachers orient and guide their students; and
- The teacher is a role model of a reader.

Table 2: The Ten Principles of Extensive Reading (Day & Bamford, 2002: 136-141)

There is a growing body of evidence which illustrates the benefits of extensive reading. Grabe (1986:36), for example, reports that *“the more reading done, of the greatest informational variety and ranges of purposes, the quicker the reader will achieve the capacity for creating, refining, and connecting diverse arrays of cognitive schemata.”*

Clark and Rumbold (2006) identify several main areas of the benefits attributed to extensive reading:

- reading attainment and writing ability;
- text comprehension and grammar;
- breadth of vocabulary;
- positive reading attitudes;
- greatest self-confidence as a reader;
- pleasure in reading in later life;

- general knowledge;
- a better understanding of other cultures;
- community participation;
- a greater insight into human nature and decision-making.

As justified in the previous section, extensive reading provides learners with opportunities to enhance their language abilities. For instance, the EFL learner may likely be influenced by the writer's style, the language figures used in the text, and mainly the linguistic correctness of the text. These elements can undoubtedly reinforce and enable EFL learners to produce well-written products. Thus, writing proficiency is also considerably impacted by reading extensively (Asraf and Ahmad, 2003).

Besides, since reading represents a window through which EFL learners can learn about other cultures, it consequently contributes in a better understanding of these foreign cultures. Furthermore, it offers EFL learners a good opportunity in enhancing their communicative competence, which implies both linguistic and cultural competences, as pointed out by Peterson and Coltrane (2003: 2) who assert that *“in order for communication to be successful, language use must be associated with other culturally appropriate behavior.”*

### **1.2.3.3. Advantages of Intensive and Extensive Reading**

Notwithstanding the differences between the intensive and extensive reading in terms of methodology and purposes, no one can deny the fact that both are beneficial for learners' language proficiency given that they are properly combined. Loucky (1996) suggests some advantages of intensive and extensive reading as illustrated in the following table.

<b>Extensive Reading</b>	<b>Intensive Reading</b>
Development of faster reading	Development of specific reading skills
Self-chosen material; authentic reading	Teachers-assigned texts with drills
Analytical reading	Focused development of vocabulary, grammar and study skills
Improved motivation to reading	Clearly-focused instruction of grammar
Greater entertainment and enjoyment (lower anxiety and better affective factors)	Positive effects of building up basic language skills in a short time
Wide range reading for pleasure	Understanding author's bias and purpose

Table 3: Advantages of extensive and intensive reading Loucky (1996)

#### **1.2.3.4. Disadvantages of Intensive and Extensive Reading**

Despite the different benefits attributed to reading in language learning in general and in EFL learning in particular, as acknowledged by many researchers (Coady. 1997; Bell;1998, 2001) there are some limitations that need to be highlighted.

- **Intensive Reading**

- Limited reading practice: Intensive reading is mainly based on short texts thus it does not provide students with opportunities to read mainly for advanced learners.
- A teacher-centered methodology: Intensive reading stems from the teacher-centered approach since students are under the guidance of their teacher. Moreover, the teacher's role is also to select the reading material and this later may not meet students' interest.
- The post reading activities: The students are more concerned and concentrated on answering the post-reading activities thus they cannot

enjoy reading as Alderson (2000:54) argues: “*It is very difficult to induce intrinsic motivation- it has come from the readers undisturbed by an externally imposed task-who are reading for their enjoyment or satisfaction...it is the learner’s intrinsic motivation that helps them achieve higher level of understanding.*”

Reading in details: Intensive reading involves reading in detail; therefore students are required to skim the text so as to perform a set of tasks and this may impede the development of the students’ general reading skills. This view is shared by Gilner and Morales (2010:14)

*Intensive approaches simply do not prepare students to use the language purposefully. Students spend too much time and energy trying to understand the individual words (that is, they have not developed a large sight vocabulary) and are unable to move beyond word-level analysis. Word-by-word processing inhibits the ability to see the conditions between and across ideas, to understand how the information is organized, to grasp the intention of the author.*

- **Extensive Reading**

- Literature of extensive reading does not seem to have clear definition of what extensive reading is, to know the amount of input and duration and to recognize what the teacher’s role is. (Hickey, 1991)
- Many students have no prior extensive reading experiences; neither in their L1 nor in English, consequently this may affect negatively their view about reading for pleasure.

- For an effective extensive reading class, a large number of books is required and in some setting teachers face difficulties in obtaining the required material.
- The evaluation of reading through the extensive approach is problematic since the teacher cannot check if the reading was really done since the students are not required to perform post reading activities. Moreover, in some cases when the teacher asks his/hers students to fill a book-report sheet for example or to provide a summary of a book, some students rely on readymade answers they can easily get from internet.

- **Reading Strategies**

Researchers agree that comprehension is vital in reading. To comprehend a text, learners rely on different strategies, therefore, these latter is key element in the reading process as highlighted by Olshavsky who claims that reading strategies are “*purposeful means of comprehending the author’s message*” (Olshavsky, 1997 cited in Hull, 2000: 68).

#### **1.2.4.1. Definition of Reading Strategies**

Although a variety of definitions of reading strategies have been suggested by different researchers, there is no clear cut definition. Gardner (1987 cited in Kletzein, 1991: 69), in defining reading strategies, states that: “*a reading strategy is an action (or series of actions) that is employed in order to construct meaning*”. For Barnett (1989, cited in Mebarki, 2008:69), the concepts strategies refers to:

*The word strategy refers to the mental operations involved when readers purposefully approach a text to make sense of what they read. They may be either conscious techniques controlled by the reader or unconscious processes applied automatically. Both 'good' and successful and poor (unsuccessful) strategies exist, yet the term strategy as used in pedagogical material often implies those which are successful.*

#### **1.2.4.2 Types of Reading Strategies**

The reading strategies have been classified as: pre-reading strategies, during reading strategies and post-reading strategies (Mokhatari and Reichard 2002; Yang 2000).

Pre-reading or Before Reading strategies aim at activating the students' prior knowledge about the topic and introducing necessary language needed for coping with the passage to be read, and also the anticipation of meaning. At this stage, readers preview the text to identify its type and to set a purpose for their reading. Readers use their personal knowledge about the subject to have a global prediction about it. Accordingly, Magliano (1993: 35-53) *stated that "prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read"*.

While-Reading or During Reading strategies aim to help students understand the context of the text and to perceive its structure. Readers start by assessing and revising their initial predictions. The final stage is the After-Reading or Post-Reading strategies. It is the stage where readers are expected to reconstruct and extend meaning. Readers should be able to retell what was read, summarize and evaluate it. The most important point here is to integrate the new acquired information from the text with what the students have in their background knowledge.

Brown (1990:3) provides strategies that can help students read more quickly and effectively:

- **Previewing:** reviewing titles, sections headings and photo captions to get a sense of the structure and content of a reading section.
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary and content.
- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead of stopping to look them up.
- **Paraphrasing:** stopping at the end of a selection to check comprehension by restating the information and ideas on the text.

Previewing and predicting are pre-reading strategies, skimming, scanning and guessing from context belong to while-reading strategies and paraphrasing represents after reading strategies.

Different scholars in the field of reading comprehension, drawing upon findings of multiple research studies in both L1 and L2 contexts, have proposed different taxonomies of reading strategies which support comprehension most (e.g., Duke & Pearson, 2002; Grabe, 2009; Graesser, 2007; Phakiti, 2006). For example, Grabe (2009) lists twenty reading strategies which are as follows:

- Empirically validated reading comprehension strategies
- Activating prior knowledge
- Answering questions and Elaborative Interrogations
- Constructing mental images
- Forming questions
- Making associations (mnemonic support)
- Monitoring
- Previewing
- Summarization
- Text-structure awareness and story grammars
- Using graphic organizers
- Indirectly supported reading strategies used in validated multiple-strategy instruction
- Clarifying
- Establishing goals for reading
- Inferencing (using context)
- (Mental) translating
- Paraphrasing
- Predicting
- Rereading
- Reading aloud (for modeling, for fluency)
- Synthesizing information
- Taking notes.

Table 4 Twenty Major Reading Strategies (Grabe 2009: 218,219)

### 1.2.5. The Relationship between L1 and L2 Reading Settings

Alderson (1984) has highlighted the crucial connection between L1 and L2 reading by questioning whether poor reading was due to poor reading ability in L1 or due to inadequate L2 language knowledge. There are two hypotheses which tried to answer that question: The ‘*Language Threshold Hypothesis*’ which derived from Clarkes’s (1980) short-circuit hypothesis and the ‘*Linguistic Interdependence Hypothesis*’

The Threshold Hypothesis: It argues that a sufficient amount of L2 knowledge must be attained before L1 reading skills and strategies can be transferred to help the reader comprehend the L2 text. This claim implies that L2 knowledge has greater importance than L1 reading ability in L2 reading (Alderson, 1984).



In other terms, this hypothesis suggests that students with low proficiency in L2 could not use effective strategies when confronted with an L2 text. Due to the insufficient level of proficiency in L2, the top-down processing in their L1 reading changes to a bottom-up processing in their L2. To sum up, a certain threshold proficiency level in the second language is required from good L1 readers to transfer their reading strategies to reading in L2. Clapham (1996) illustrates the point. He states that: *“Before L1 reading skills can be transferred to the L2 reading situation, a threshold of L2 linguistic knowledge must be obtained.”*

Linguistic Interdependence Hypothesis: Lee (1991) suggests that good L1 readers with low proficiency in L2 can simultaneously combine both bottom-up and top-down knowledge. According to this hypothesis good L1 readers can transfer their effective L1 reading strategies to reading in the L2 whatever their linguistic proficiency in L2 is. This hypothesis predicts that general L1 reading abilities will be used during L2 reading comprehension (Cummins, 1983). Thus, if one is a good L1 reader, he/she will automatically be a good L2 reader (Alderson, 2000). On a similar vein, Aebersold and Field (1997) observe that some of the basic processes of reading seem to be similar in all languages, and thus, readers, especially L2 are prepared to capitalize in some of these similarities. Goodman (1982) shares this view. He argues that some physiological, psychological and strategic processes in reading are common to all readers. He believes that reading strategies such as sampling, predicting, confirming are universal to all forms of reading. Consequently, these processes and strategies could transfer from L1 to L2. ( Aarts and Verhoeven (1999), Francis (2000), Genese and Riches (2006)).

To sum up, the two above mentioned hypotheses, namely, threshold hypothesis and the linguistic interdependence hypothesis are evidences about the importance of both L1 reading ability and L2 proficiency in L2 reading setting. As Parry (1996) points out that different language backgrounds and different experiences with literacy may be an important factor in influencing one's strategy use in the sense-making process of written texts.

## **Conclusion**

Throughout this second section, the researcher has tried to provide the reader with some key notions and concepts for the reading skill, shedding light on the widely recognized reading models, reading types and reading strategies.

Furthermore, reading has been long believed to be one of the mediums through which students can develop their language abilities. Researchers have thus revealed the benefits gained through reading, not only in expanding students' vocabulary, but also in furthering development of other aspects such as organization, spelling, punctuation and grammar. In fact reading is a key tool for improving foreign language skills literacy. In this context, reading and writing researchers (Trosky and Wood, 1982; Tierney, Soter, O'Flahavour and Mc Ginley, 1989; Bell, 1998) have acknowledged the important connection that exists between the reading and writing processes. The following section is devoted to the reading/writing connection. It also lays the theoretical ground for the reading/writing workshop approach.

**SECTION THREE**

**The Reading-Writing Relationship**

**and**

**the Reading/Writing**

**Workshop**

*Read, read, read. Read  
everything, trash, classics, good and bad, and see how they  
do it. Just like a carpenter who works as an apprentice  
and studies the master. Read! You will absorb it. Then write.*

*William Faulkner*

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## **Introduction**

This section provides a review of literature relevant to the reading-writing connection. It is composed of two parts. The first one presents the major approaches devoted to the reading - writing relationship both in L1 and L2 context. It also highlights the different approaches to reading-writing connection as well as the cognitive strategies that underlie the reading and writing processes and how can these two skills be integrated in language classes so as to develop students' abilities in both skills. The second part discusses the theoretical background of the reading/writing workshop approach, emphasizing on the main advantages this approach could provide for students.

### **1.3.1. The Reading and Writing Relationships in L1 Context**

A growing body of literature suggests that aspects of writing can be acquired through reading (Calkins, 1980). To put it another way, students' exposure to written language may for example, help them learn about language structures and this may influence their writing. Accordingly, Smith (1983) proposes that a great part of writing conventions enter into our memory without awareness of the learning that is taking place. In fact, most studies find that reading and writing are highly related (Jenkins et al, 2004. Berninger et al, 2000; Langer and Filhan, 2000; Abbott and Berninger, 1983; Tierney and Shanahan, 1991; Loban, 1963). Moreover, empirical evidence from research in L1 provides interesting insights into the reading-writing relationship.

Three main statements have been made from research findings (Grabe, 2000:246, Carson, 1990:88)

- Better readers are better writers
- Better writers read more than poorer writers

- Learners exposed to more models of print text tend to produce better texts in syntactic and rhetorical terms.

### 1.3.1.1. Eisterhold's Model of Reading and Writing Relationship (1990)

Based on the standpoint that reading and writing are similar and mutually supportive processes (Butler and Furbil, 1984), Eisterhold viewed the relationship between these two skills from three perspectives:

- **The Directional Perspective**

According to this first perspective, both reading and writing share structural components which can be applied from one modality to the other. For Eisterhold: (1990:89) "*this transfer of structural information can proceed only one direction*", that is reading provides input for writing or writing provides input for reading.

#### 1.3.1.1.2. The Non-Directional Perspective

This means that reading and writing derive from "*a single underlying proficiency*". According to this model, transfer between skills can move in both directions, rather than just one, as in the directional model, thus improvement in one domain will result in improvement in the other. This position is supported by Shanahan (1984: 467) who suggests that, "*if reading and writing involve analogous cognitive structures and processes; it is possible that instruction in one would lead to increased ability in the other*".

#### 1.3.1.1.3. The Bidirectional Perspective

Eisterhold (1990: 92) viewed this bidirectional hypothesis as the most complex model, "*which includes the claim that reading and writing are interactive, [and the] claim that they are*

*interdependent as well*". This means that reading and writing are interactive and interdependent skills.

### **1.3.2. The Reading-Writing Relationships in L2 and EFL Contexts**

Reading-writing relationships have been a topic of concern in L2 and EFL academic settings. Carson (1990), Langer and Flihan (2000), among others, conducted researches and reached the following conclusion: The fundamental phenomenon in L2 literacy development is transfer. Transfer occurs in two modalities:

- From L1 literacy to L2 literacy
- From L2 reading to L2 writing
- **Reading-Writing Relationship from L1 literacy to L2 Literacy:**

#### **Grabe's Approaches to Reading-Writing Relationship**

Grabe (2003) advocates three dominant approaches to explain the reading-writing relationship from L1 Literacy to L2 Literacy. These three approaches are as follows:

##### **1.3.2.1.1. The Interdependence Hypothesis**

Studies on L1 reading comprehension suggest that reading skills such as cognitive and meta-cognitive skills are transferable to other reading contexts (e.g., Palinscar & Brown, 1984; Guthrie, 1988). That is to say, learners who have developed good reading habits and skills in L1 can transfer these abilities into L2.

In this respect, this hypothesis is concerned with how learners transfer their literacy abilities from the L1 to the L2. For Cummins (1979) the interdependence hypothesis is complicated by the

fact that L2 learners must attain a reasonable proficiency to allow the transfer of their literacy abilities from the L1 to the L2

#### **1.3.2.1.2. The Language Threshold Hypothesis**

According to this second hypothesis, ESL/EFL learners should demonstrate a reasonable L2 proficiency which is vital to the transfer of L1 literacy skills to the L2. Thus, learners need to achieve a threshold level of L2 language skills for their L1 literacy to be transferred.

#### **1.3.2.2. Reading-Writing Relationship from L2 Reading to L2 Writing**

##### **3.2.2.1. The Extensive Reading Hypothesis**

This hypothesis assumes that extensive reading can improve writing skills (Grabe, 2003) Hafiz and Tudor (1985:5) support this view: “ *the pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will in the long run produce a beneficial effect on the learners’ command of the L2*”

Research on extensive reading has been undertaken to demonstrate that language gains of many types occur from exposure to second language texts. Research by Elley (1991), Hafiz and Tudor (1990), Krashen and Cho, (1994), Lai (1993), Lithuanas Jacobs and Renandya (1990) among others, reported linguistic gains as a result of extensive reading. Furthermore, Tsang (1996) found that extensive reading contributes to improving writing ability even more than extended writing practice. In this context, Willis (1996:8) states that

*Teachers and many successful learners feel that extensive reading is a very good means to learn another language. They find that reading is an excellent way of expanding vocabulary, learning new phrases, and consolidate grammar. Reading provides rich exposure to language*

*in use. It has the advantage that students can read at their pace, read things over again, look up new words in the dictionary and record new words and useful phrases.*

Bearing in mind the main principles of extensive reading and its positive effects in EFL context, this hypothesis presupposes that the emergence of composing skills must be preceded by the establishment of sound reading skills which occurs through practice and exposure to print. Accordingly, Grabe (2003) views the reading-writing relationship in ESL/EFL contexts in terms of directionality (i.e. the directional hypothesis proposed by Eisterhold). This view implies that the transfer of structure occurs in one direction: from reading to writing. Many researchers share Gabe's position, for example: Spivey and King, 1989; Carson and Leki, 1993; Tierney and Pearson, 1994; Flower and Hayes, 1994; Hivela, 2004, agree on the influence of reading on writing. In the light of these studies, it has been acknowledged that reading has actually become the basis of writing because the information acquired through reading contains print encoded messages as well as clues about how messages grammatical, lexical, semantic, pragmatic and rhetorical constitute and combine to make the message meaningful (Feris and Hedgcok, 2005:31).

### **1.3.2. Writing and Reading Processes: Similarities and Differences**

The relationship between learning to read and learning to write is well established (Mc Gingley, 1992; Tierney, 1989; Trosky and Wood, 1982) Research during the 1980s and 1990s showed reading and writing as parallel processes (Tierney and Pearson, 1983; Trosky and Wood, 1982). Both acts call for establishing a purpose deriving and creating meaning activating prior knowledge and constructing mental images (Smith, 1983) Furthermore, research asserts that writing and reading are both meaning-making activities. (Anderson, Spiro and Montagne, 1978, Gregg and Steinberg, 1980) In both processes i.e. reading and writing, the mind anticipates, looks

back, and forms momentary impressions that change and grow as meaning develops (Fillmore, 1981; Langer, 1984). Because the development of meaning is at the core of reading and writing processes, these two skills are considered as composing activities since they both involve planning, generating and revising meaning which occur recursively throughout the meaning building process.

Squire (1983) explained that reading and writing processes are similar before, during and after reading and writing. Setting a purpose, activating existing knowledge and writing determining a point of view occur before reading and writing.

In the same vein, Tierney and Pearson (1983) also proposed that both good readers and good writers plan before, compose during and revise after reading and writing. So, both reading and writing are constructive processes (Tierney and Pearson, 1984). A similar, if not the same level of intellectual activity underlies both reading and writing. Interaction between the reader or writer and the text lead to new knowledge and interpretations of text (Langer, 1986; Martin, 1987). This implies that the cognitive strategies learners use in reading are similar to those they use when writing. This view has received a widespread acceptance within the education community. Tierney and Pearson (1983) were among the first researchers to propose that reading and writing are both acts of composing. According to them, a reader moves through the same stages as the writer does, these stages include: planning, drafting aligning, revising and monitoring. Thus, readers create “drafts” of readings, refinements of meaning that evolves as the person continues reading or rereads in much the same way as writers produce a first and second draft of a text.

### 1.3.3.1. The Cognitive Strategies underlying the Reading and Writing

#### Processes

It is generally agreed among researchers that reading and writing are both complex acts which rely on cognitive strategies. These latter are plans that readers or writers may use to accomplish their purpose for reading or writing. On the one hand, Laberge and Samuels (1974) argue that reading is probably one of the most complex skills to develop, on the other one; Flower and Hayes (1981:39) consider writing as among the most complex of all human mental activities. Hence, the complexity of these two skills relies on the cognitive strategies that are used by readers and writers in order to construct meaning. The following strategies are commonly used by readers or writers, who select, implement, monitor and regulate their use in order to construct meaning.

- **Planning goal setting:** This represents the first step in the process. Before taking any task, both readers and writers begin to plan, they generally develop two types of plan: Procedural and substantive plans (Flowers and Hayes, 1981, Tierney and Pearson, 1983)
  - **Procedural plans:** These are known to be content free since they are just related to the way to accomplish a task. It is the “how to” and includes plans for generating ideas, brainstorming, outlining.
  - **Substantive plans:** This second category deals with the topic at hand. In other terms, it represents the knowledge learners have about the topic of the text they read or the text they are required to produce. Therefore, it is concerned with the content.

Both procedural and substantive plans are complementary since they firstly guide the reader or the writer in setting goals and purposes for either reading or writing. Secondly, these plans help the reader or the writer in determining priorities. In this context, researchers observed that

experienced readers or writers in comparison with less experienced ones, are more flexible about modifying their plans and goals and more apt to elaborate on and revise them as the text evolves ( Faigley, Jorliffe and Skinner, 1985, Flower and Hayes, 1981). The following points highlight the common strategies for both reading and writing.

Using prior knowledge: This implies that both readers and writers use their prior knowledge to construct meaning from a text. That is, they draw on long-term memory to access a vast storehouse of background information. Knowledge is usually a resource; however it can be a limiting factor when there is little information to mobilize (Flowers and Hayes, 1989). Tompkins (2008:12) illustrates this point stating that: *“schemata are like mental files cabinets, and new information is organized with prior knowledge in the filing system.”*

Asking questions, making predictions: These questions may be related to the topic, the purpose, the genre. Through these questions, the reader or writer makes predictions throughout the reading/writing process and this guides them in revising or confirming the meaning. Harvey and Goudvis (2000:22) support this idea, according to them: *“questions open the door to understanding.”*

Constructing the gist: At this stage, the reader or writer identifies main ideas, organizes information, and makes distinction between main and supporting details. In fact, this phase represents the first draft of the text the reader or writer makes in his/her mind.

Monitoring: It refers to a meta-cognitive process which guides readers or writers in their search for meaning. In other words, research suggests that experienced readers/writers are able to select and implement appropriate cognitive strategies as well as to monitor and regulate their use.

However, less experienced readers or writers are not able to monitor

their own cognitive abilities, thus they fail to use the appropriate cognitive strategies.

(Paris, Wasik and Turner, 1991: 368)

Revising meaning: During the composing process, whenever there is a breakdown in the construction of meaning, the reader or writer will stop in order to reread his/her texts so as to revise the meaning of the text, by doing so, the reader/writer reconstructs the draft. If on one hand less experienced reader/writer tend to proceed in a linear fashion that is to say from start to finish, however on the other hand, experienced readers/writers revise their understanding recursively (Paris, Wasik, Turner, 1991: 614). Furthermore, strategic readers or writers may also make several passes through the text to seek validation for their interpretations (Langer, 1981; Paris, Wasik, Turner, 1991).

To put it in a nutshell, we can state that developing students' ability to select and implement appropriate strategies as well as to monitor and regulate their use is a great endeavor. In this respect, research suggests that when reading and writing are taught together, they engage students in a greater use of variety of cognitive strategies than do reading and writing taught separately (Tierney and Shanahan, 1991)

The following table summarizes the main cognitive strategies used by both readers and writers.

<p><b>Planning and Goal Setting</b></p> <ul style="list-style-type: none"> <li>• Developing procedural and substantive plans</li> <li>• Creating and setting goals</li> <li>• Establishing a purpose</li> <li>• Determining priorities</li> </ul> <p><b>Tapping Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>• Mobilizing knowledge</li> <li>• Searching existing schemata</li> </ul> <p><b>Asking Questions and Making Predictions</b></p> <ul style="list-style-type: none"> <li>• Generating questions re: topic, genre, author/audience, purpose, etc.</li> <li>• Finding a focus/directing attention</li> <li>• Predicting what will happen next</li> <li>• Fostering forward momentum</li> <li>• Establishing focal points for confirming or revising meaning</li> </ul> <p><b>Constructing the Gist</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Making connections</li> <li>• Forming preliminary interpretations</li> <li>• Identifying main ideas</li> <li>• Organizing information</li> <li>• Expanding schemata</li> <li>• Adopting an alignment</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Directing the cognitive process</li> <li>• Regulating the kind and duration of activities</li> <li>• Confirming reader/writer is on track</li> <li>• Signaling the need for fix up strategies</li> </ul> <p><b>Revising Meaning: Reconstructing the Draft</b></p> <ul style="list-style-type: none"> <li>• Backtracking</li> <li>• Revising meaning</li> <li>• Seeking validation for interpretations</li> <li>• Analyzing text closely/digging deeper</li> <li>• Analyzing author's craft</li> </ul> <p><b>Reflecting and Relating</b></p> <ul style="list-style-type: none"> <li>• Stepping back</li> <li>• Taking stock</li> <li>• Rethinking what one knows</li> <li>• Formulating guidelines for personal ways of living</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Reviewing</li> <li>• Asking questions</li> <li>• Evaluating/assessing quality</li> <li>• Forming criticisms</li> </ul>
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Table 5: Cognitive strategies of reading and writing.  
 Note: From Olson, 2003 : 8. Adapted from Flower and Hayes (1981); Langer (1989); Paris, Wasik and Turner (1991); Tierney and Pearson (1983); and Tompkins (1997).



### **1.3.4. Integrated Approach in Teaching Reading and Writing**

When we write we read; when we read we compose meaning. A wide body of research documents the reading-writing connection (Fitzgerald and Shanahan 2000; Pearson, 1990; Shanahan, 1980; Tierney and Pearson, 1983). Drawing upon the abundance of literature on the topic, reading and writing relationship can be apprehended from two angles: writing to read and reading to write.

#### **1.3.4.1. Writing to Read**

Researchers such as Edelsky, 1982; Hudelson, 1984; Spack, 1985; Harsen, 1987 (cited in Zamel, 1992) believe that writing is what makes it possible for us to read rather than the other way around. These researches show that familiarity with genre and text structures, gained when practicing writing, helps students comprehend texts, since they have already been exposed to the features of these texts. Writing helps readers recognize and understand genres when they read them. (Langer, 1986) In this context, Beach and Bridwell (1984), Flower (1979), Kintsch and Van Dijk (1978) and others argue that, when combined with reading, writing fosters identification of significant information in a text and encourages reflection on that information as it is organized into coherent written response.

To illustrate this view, Graham and Hebert (2010: 11) conducted studies and their results revealed that certain writing practices lead to greater reading achievements. Their rapport entitled: *Writing to Read; Evidence for How Writing can Improve Reading*, included some recommendations that could be used as instructional practices:

- Improve reading skills and comprehension by teaching students the writing skills and processes that go into creating text. More specifically improve comprehension by teaching the process of writing, the text structures for writing and the skills needed for sentence and paragraph construction.

- Improve reading fluency by teaching spelling and sentence construction skills; and improve reading skills by teaching spelling skills.
- Improve reading comprehension by increasing how much students write and how often they produce their own texts.

In this regard, Langer and Applebee (1987) indicate three kinds of writing tasks that develop and shape the reader's ideas: note-taking, short answer comprehension questions and summary writing. Ultimately, Zamel (1992:463) explains how writing can reinforce reading:

*In order to give students experiences with reading that demonstrate the ways in which readers engage, contribute to, and make connections with texts, writing needs to be fully integrated with reading. Writing, because of its heuristic, generative and recursive nature, allows students to write their way into reading and to discover that reading shares much in common with writing, that reading, too is an act of composing.*

In the light of the researches mentioned above, writing to read includes:

- Writing margin notes while reading (Hirvela, 2004)
- Writing critical thoughts about the reading after reading (Zamel, 1992)
- Writing about the topic before reading to activate schema (Leki, 1993);

Furthermore, researchers agree that writing can enhance reading in three ways:

Reading and writing are both functional activities that can be combined to accomplish specific goals, such as learning new ideas presented in a text (Fitzgerald and Shanahan, 2000)

Reading and writing are both communication activities and writers should gain insight about reading by creating their own texts leading to better comprehension of texts produced by others. (Tierney and Shanahan, 1991). Reading and writing are connected as they draw upon common knowledge and cognitive processes (Shanahan, 2006)

### 1.3.4.2. Reading to Write

From a pedagogical perspective, Delarrey (2008: 140) defined reading to write as “*instructional tasks that combine reading and writing for various education purposes*”. For Flower and al (1990: 6) reading-into-writing is “*the process of a person who reads a relevant book, an article, a letter, knowing he or she needs to write.*” Hence, a substantial body of research highlights the relevance of reading in the development of writing skills (e.g. Tsang, 1996) Similarly, Weigle (2002: 27) states that reading is a central process in writing, for Cassany (1989:52), reading comprehension is the language skill most closely linked to writing, and it is the pedagogical task that seems most effect acquiring the written mode. Moreover, Carson (1990:88) argues that

*“reading passages will somehow function as primary models from which writing skills can be learned, or at least inferred.”* Therefore, he believes that reading exercises or reading practice can be understood as the appropriate input for the acquisition of writing skills.

On the basis of the literature reviewed, one of the most common forms of integrated instruction occurs when students increase their knowledge by reading and then use the newly learned information when they write.

Finally, both reading and writing are considered as processes in which students interact with texts meaningfully. Researchers and specialists in the field of ESL/EFL acknowledged the value of an integrative language teaching approach in language learning.

### 1.3.5. The Importance of Connecting Reading and Writing

Studies that examined correlations between reading and writing (Carson, 1990; Eisterhold, 1990; Kennedy, 1994; Tierney and Pearson, 1983; Olson, 2003) agreed on the view that combining reading and writing activities in the language classroom can be a means of enhancing both skills. This perspective is supported by the fact that reading and writing share the same strategies; therefore, learning these strategies through one of the two skills should transfer to the other (Petrosky, 1982; Trosky and Wood, 1982). Consequently, to have an effective literacy curriculum, reading and writing need to be taught in an integrated manner. J. David Cooper (2000) identified five major reasons for teaching reading and writing together:

- Both reading and writing are constructive processes
- Reading and writing share similar processes and kinds of knowledge
- Writing and reading, when taught together, improve students' achievements
- Reading and writing together foster communication
- Combining reading and writing promotes critical thinking

Most researchers think that when reading and writing are combined, this creates a synergy effect. Tierney and Person (1983:568) state that “*at the heart of understanding reading and writing connections one must begin to view reading and writing as essentially similar processes of meaning construction. Both are acts of composing*”.

According to Stotsky (1983:636) writers who read a lot are likely to be better writers as well as better readers than those who do not, and good readers are also more likely to produce grammatically well-formed writing than poorer ones.

Similarly, Fordhan, Wellaman and Sandmann (2002:151) argue that *“combining writing with reading enhances comprehension, because the two reciprocal processes. Considering a topic under study and then writing about it requires deeper processing than reading alone entails.”*

Furthermore, by focusing on the commonalities in the reading and writing process, teachers can not only develop these two skills, but stimulate critical thinking skills (Tierney, Sotter, O’Flahawan and Mc Ginley, 1989). In the light of these studies, research findings are consistent with the principle that reading and writing skills are interrelated, They are *“interconnected like two sides of the same coin”* (Cullinan, 1990). Laflamme (1997:373) argues that: *“reading and writing are two analogous and complementary processes in that both involve generating ideas, organizing ideas into logical order, drafting them as number of times to achieve cohesion, and revising the ideas as is appropriate.”*

In the same context, Squire (1983:28) states that reading and writing are processes which supplement each other. He illustrates the process in the following table:

<b>a) Before writing</b>	Securing ideas
	Organizing ideas
	Determining point of view
	Considering audience
<b>b) Before reading</b>	Preparing to comprehend
	Relating to prior experience
	Establishing purpose
<b>c) During reading and writing</b>	Composing or comprehending
	Actively engaged emotionally and intellectually
<b>d) After writing</b>	Evaluating
	Editing and revising
	Applying outside standards of correctness
<b>e) After reading</b>	Evaluating
	Studying parts in relation to whole

Analyzing how effects are achieved  
Applying independent judgments (preferences,  
ethics, aesthetics)

In order to put into practice the principle of connecting reading with writing, Shanahan (1986) provides the following instructional guide lines:

- Involving students in daily reading and writing experiences
- Expect students' reading and writing to reflect their stage of literacy development
- Make the reading and writing connection explicit to students
- Emphasize both the processes and products of reading and writing
- Emphasizes the functions for which students use reading and writing
- Teaching reading and writing through authentic literacy.

All in all, theoretical rationale and research evidence from L1, ESL and EFL support the relationships between reading and writing as well as the advantages of encouraging students to read as much as possible to enhance their writing ability. In this respect, modern researchers have acknowledged that reading has actually become the basis of writing because the information acquired through reading contains print encoded messages as well as clues about how the messages' grammatical, lexical, semantic, pragmatic, and rhetorical constitutes combine to make the message meaningful (Ferris and Hedgcock, 2005: 31). Additionally, Hirvela (2004) argued that reading supports writing through "*meaningful input*". Bearing these premises in mind, implement a reading and writing workshop model for teaching writing constitutes a way through which teachers can put into practice the principles underlying the reading writing connection.

### **1.3.6. The Reading/Writing Workshop Approach**

The workshop approach to language arts represents a way of organizing meaningful instruction with balanced literacy that can meet a variety of student needs (Frey & Fisher, 2006).

#### **1.3.6.1.1. The Writing Workshop**

Writing workshops (or writer's workshops) developed out of the process approach to writing, a paradigm which became dominant in mainstream elementary education in the 1970's and 1980s according to its proponents. (Zemelman & Daniels, 1988:5). The writing workshop is an interactive approach to writing instruction, which takes students through the significance of drafting, revising, editing, sharing and publication (Calkins, 1994).

#### **1.3.6.1.2. The Components of the Writing Workshop**

According to Calkins (Ibid) a writing workshop consists of four key elements:

- A mini-lesson (5-10 Minutes): The teacher teaches strategies and skills for the students to use in their writing. These strategies may focus on a variety of topics including usage, mechanics, and genre, for example.
- Frequent writing time
- A conference
- Self-evaluation

#### **1.3.6.1.3. Benefits of Writing Workshop**

The writing workshop promotes a more active role of the learners on the learning process: When students participate in a writing workshop, they learn to share ideas, to review and to comment on each other's writing. (Attwell, 1987) The writing workshop fosters attitude towards ESL/EFL learning:

The writing workshop presents writing as a social act and makes it a more appealing experience because of the positive classroom experience (Montgomery, 1992). Accordingly, Adams, Power, Reis and Romaniak (1996) conducted a study to examine the effect of a writing workshop on second and fifth grade students. The results of this research indicate that *“the high level of student involvement presented a positive outcome of the intervention. Students were actively engaged in writing what was meaningful to them.”* (Adams et al; 1995:45)

Learners are more confident:

Conroy, Marchant and Webster (2009) researched the effect of writing workshop on students’ motivation to write, they observed that *“the overall attitude and motivation of the students increased”*. The results of their studies imply that using the writing workshop increases motivation among students to write since it encourages them to experiment with various types of writing styles and strategies.

Enhances content area learning by using writing activities to explore new information.

### **1.3.6.2. The Reading Workshop**

The reader’s workshop approach is an instructional model that engages students in an authentic reading experience. Atwell (1987) introduced the concept of the reading approach as an alternative to traditional reading instruction organization (Reutzel and Cooter, 1991:54). In a reader’s workshop classroom, the goal of reading instruction is to create lifelong readers who are skilled and passionate (Atwell, 2007). In other terms, reader’s workshop is framework of instruction for teaching and experiencing reading.

### **1.3.6.2.1. Components of a Reading Workshop**

The reading workshop consists of three main components: mini-lesson, reading time and share time. These are often parallel to a writing workshop, as two leading figures in reading workshop, Nancie Atwell and Lucy Mc Cormick Calkins, come from a writing workshop background (Atwell 1998, 35-36; Clakins 2001: 66)

The reading workshop three main components:

- Mini-lesson: A mini lesson is short lesson at the beginning of the Reader's Workshop in which the teacher demonstrates a reading skill or reading strategy (Calkins & Tolan, 2010).
- Student reading and conferences
- Sharing

### **1.3.6.2.2. Advantages of Reading Workshop**

There are many advantages attributed to reading workshop:

- Builds an effective reading process
- Increases the amount student read
- Increases ownership of the commitment to reading
- Broadens reader's literary experiences
- Develops responsibility for reading
- Encourages personal connections
- Teaches collaboration

(Fountas and Pinnell, 2001)

### 1.3.7. The Reading /Writing workshop Approach

A growing body of literature in language teaching advocates combining writing with reading as a beneficial tool for developing students' language abilities. In this respect, Hirvela (2004) argues that reading supports writing through "*meaningful input*". This combination of reading and writing skills is embedded in the reading/writing workshop model. This latter is a reading instructional model that includes instruction of reading and writing skills together. As discussed by Lucy Calkins (1991: 23), "*Teachers of writing and reading throughout the world have come to care passionately about workshop teaching, in part because reading and writing are ways in which human beings find significance and direction, beauty and intimacy, in their lives*".

### Conclusion

A substantial body of research documents the reading-writing connection (Harste, 1988; Shanahan, 1980; Tierney and Pearson, 1983) Furthermore, modern empirical research (Hefferman, 2006; Al-Ghamari, 2004; Faydi, 2003; Bose, 2003) indicated the significance of integrated skill presentation for improving students' language abilities. In the light of the literature relevant to reading- writing relationship, few would deny the view that reading and writing are mutually reinforcing processes. In EFL context, if on the one hand reading input, affects positively the development of students' writing abilities, on the other hand, writing provides students with opportunities to learn more about writing genres, convention, and structures. Moreover, adopting a reading/writing workshop approach is a significant way to put into practice the principles underlying the reading/ writing connection.

In the light of the theoretical background discussed in this third section, the researcher designed a reading/writing workshop so as to test the effect of this teaching model on second year students writing abilities.

**CHAPTER TWO**

**RESEARCH DESIGN**

**AND**

**METHODOLOGY**



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## **Introduction**

This chapter describes the methodology used to investigate the effect of teaching writing through the reading/ writing workshop approach on students' writing abilities. It represents the practical part of the current study. It presents the reader with the research design and methodology adopted by the researcher to collect the necessary data.

### **2.1. Research Design**

Yin (2003: 19) states that: *“colloquially a research design is an action plan for getting from here to there, where here may be defined as the initial set of (conclusions) answers”*. In the same vein, Kothari (1984) provided us with an appropriate definition of research design: *“decisions regarding What?, Where?, When?, How Much?, by What means concerning an enquiry or a research study constitute research design”*.

In the present study, the researcher opted for an experimental design to answer the research questions and test the corresponding hypotheses.

#### **2.1.2. The Experimental Design**

It has been proved that experimental designs are especially useful in addressing evaluation questions about the effectiveness and impact of teaching programs in educational settings. Experimental research: *“Had a long tradition in psychology and education”* (Ross & Morrison, 2004: 1021). So in order to investigate the impact of the reading/ writing workshop approach on the population sample, the researcher believes that the experimental design is the most appropriate approach that meets the aims and objectives of her study.

To cement this idea, Gay, L, R (1992: 298) states that:

*The experiment method is the only method of research that can truly test hypotheses concerning cause-and-effect relationships. It represents the most valid approach to the solution of educational problems both practical and theoretical, and the advancement of education as a science.*

To put it another way, an experiment is a scientific investigation in which the researcher deliberately introduces change and then observes the consequence of that change.

According to Cook and Campbell (1979: 5)

*All experiments involve at least a treatment, an outcome measure, units of assignments, and some comparison from which change can be inferred and hopefully attributed to the treatment.*

A treatment is something the research does, often language teachers want to evaluate the results of an innovation they have done in their classes. In that case, the innovation is the treatment.

A unit of assignment represents the persons or things the researcher studies.

An outcome measure is typically a test that provides numerical data.

### **2.1.2.1. Key Components of Experimental Design**

The core of the experimental design is the comparison of two groups which are the same on all important aspects except the variable being investigated. Thus the experiment could be divided into several components:

- **Variables**

Every experiment has at least two types of variables:

Treatment or independent variable: it is the treatment; i.e. the variable that the researcher suspects may relate to or influence the dependent variable. In a sense, the dependent variable “*depends*” on the independent variable. (Hatch & Lazaraton 1991: 64). As far as our research is concerned, the independent variable is **reading**.

The dependent variable is the major variable that will be measured. (ibid). In our case, **writing** is considered as the dependent variable.

### **Pre and post tests**

- Pre-test: is the measurement of the dependent variable prior to the introduction of the treatment to check on the equivalence of the groups.
- Post-test: is the measurement of the dependent variable after the treatment has been introduced into the experimental situation.

### **Experimental and control group**

In an experimental design, the subjects under study are often divided into two or more groups for purpose of comparison.

The experimental group: is the group who receives the treatment or in whom the treatment is present.

The control group: it shows similar characteristics with the experimental group but to whom no treatment is administered.

### **Advantages and Limitations of Experimental Research**

Experiment research is generally recognized as the most appropriate method for drawing causal conclusions. So this method is well indicated if we want to check the effectiveness of any intervention program on the improvement of students learning.

In this context, Mayer (2005:75) states that “*when properly implemented, they allow for drawing causal conclusions, such as the conclusion that a particular instructional method causes better learning outcomes.*”

Although recognized as being a powerful method to gauge the effectiveness of an instructional intervention, the experimental method has its limitations. To state only few examples, it is difficult to control all involved variables and conditions. In other terms, a researcher cannot perfectly control all the surrounding conditions in the educational environment. Besides, working with human beings implies many other variables over which the researcher has no control such as feelings, emotions, motivations etc. In the present study, a truly experimental design was not possible, thus the researcher opted for a quasi-experimental design so as not to disturb the groups which were already formed by the administration.

### **2.3. Method of the Study and Procedure**

As stated above, the research method employed in this study is a quasi-experimental design. Quasi-experimental designs are constructed from situations which already exist in the real world, and are probably more representative of the conditions found in educational contexts (Campbell and Stanley 1963). This category of designs is frequently used in the evaluation of teaching programs when random assignment is not possible or practical. This method involves three basic components of experiments as presented by Selinger & Shohamy (1989: 136) that is the population (2<sup>nd</sup> year L.M.D), the treatment (the reading/writing workshop) and the measurement of the treatment (posttest).

### **2.3.1. The Experiment Implementation**

As stated in the general introduction, this study is an endeavor to examine the extent to which the reading/workshop approach would be beneficial to students' writing abilities. Therefore, the experimental phase represents the core of the present study. The proposed treatment was administered to 16 second year students from the department of English, representing the experimental group.

The treatment phase ran for 16 weeks during the first semester of the academic year: 2014-2015. The first two weeks were devoted for pre-testing the experiment and control groups, distributing a pre-experiment questionnaire for the population under investigation and conducting a needs analysis in regard to the experimental group students' interest, needs and proficiency level. . At the end of the treatment phase, both the experiment and control groups were tested.

### **2.3.2. Population**

In any research, the selected group represents the population the researcher would like to generalize the results of the study on. In this study, the population is second year LMD students, registered in the academic year 2014/2015. The population is composed of 210 students, their age varies from 21 to 24 years old, and they have been taught English for at least seven years (three years at the middle school, three year at the secondary school and one year at the university). They share the same academic background, having taken the same academic course during their first year as far as written expression credit is concerned.

#### **2.3.2.1. The Sample**

Sampling is an important step in conducting any research; it refers to the selection of individuals from a given population. The present study explored the performance of two groups of 2<sup>nd</sup> year LMD students. The experimental group (n= 16) was taught the reading and writing skills in an

integrated approach of instruction through a reading/writing approach. The control group (n=16) completed their ordinary written expression course.

### **2.3.3. The Setting**

The educational setting in which this study took place is the department of English, faculty of letters and languages, university of Bejaia. The study took place during the academic year 2014-2015. The treatment was administered to the experimental group during the first semester of the academic year.

## **2.4. Data Collection Tools**

Necessary data can be collected through various ways depending on the type of research design and the questions the researcher attempts to answer. Put it differently, each research tool is appropriate to a given situation to answer the research questions; however it can be used in combination so as to complement each other.

- A pre-experiment questionnaire: This questionnaire was designed and administered to second year LMD students before the implementation of the treatment. The aim of the questionnaire is to analyze the current situation with an emphasis on the place of reading and writing among second year students.
- Tests: Writing proficiency
  - Pre-test: The aim of this test is to evaluate the students' writing proficiency before implementing the reading/writing workshop.
  - Post- test: The aim is to measure the students' writing ability and progress after the implementation of the workshop.

## 2.4.1. Questionnaire

Because we believe that they are considered as the most common methods used to collect data, the popularity of questionnaires is linked to the fact that it permits us to gather a large amount of information in a relatively short period of time. Creswell (2002: 421) states that:

*A questionnaire is an appropriate instrument for collecting data on what your students think or believe about certain issues. For this reason, a questionnaire is a stand and data-gathering instrument for needs analysis.*

### 2.4.1.1. Advantages and Limitations of Questionnaires

Appropriately developed, a questionnaire can offer many advantages. The following statements are some of advantages of questionnaires (Seliger & Shohamy 1989, Robinson, 1991, Lynch 1996; Nunan 1999; Gillham, 2000; Brown 2001)

- They are of the efficient means of collecting data on a large scale basis.
- They can be sent simultaneously to a great number of people.
- Respondent's anonymity makes them to share information more easily.
- When similar questions are administered simultaneously to a large number of people the acquired data are more identical, correct and standard.
- Closed-ended questionnaires can be analyzed in a straightforward way.
- They are cost-efficient.

Despite all the advantages attributed to questionnaires, however they are subject to some limitations.

- Sometimes the answers are inaccurate and questionable.
- There is usually low return rate.
- Ambiguity and unclarity of some questions might lead to inaccurate and unrelated responses.
- Some questions may cause misunderstanding.

- Wording of the questions might affect the respondents' responses.

## **2.4.2. The Pre-test and Post-tests**

For the experimental design, pretest and post-test designs are the most appropriate method to comparing participant groups and measuring the degree of change occurring as a result of treatments or interventions. Accordingly, in educational research, in order to compare groups or measure any change resulting from experimental treatment, pretest-post-test designs are the most advised and indicated tools.

### **2.4.2.1. The Pre-test**

The researcher pre-tested both the control and experimental groups under the same conditions. They were required to write a paragraph about “the importance of learning a foreign language”. The choice of paragraph writing is justified by the fact that second year written expression syllabus is based on paragraph writing with its different types: narrative, descriptive, comparing, etc (see appendix N°A) Furthermore, as claimed by a number of researchers (Singer 1990; Grabe & Kaplan 1996; Ducan 2007) paragraph writing is a very important aspect of written production that EFL learners have to acquire. Indeed, the paragraph is considered as a basic unit in producing a piece of writing through which a writer presents his/her ideas in a coherent way. Moreover, for many researchers it represents the fundamental unit of any written discourse.

### **2.4.2.2. The Post-Test**

The same test format (pretest) was administered as a post test after the treatment, to measure the effectiveness of the treatment in improving students' writing. The results of the post-test in the two groups were compared using statistical procedure.

### **2.4.2.3. Validity and Reliability of the Composition Test**

#### **2.4.2.3.1. Validity of the Composition Test**

According to Assamawi (2002: 69), research instrument can be validated via three ways:

- 1- Self-validation: This involves asking oneself whether each topic given in the instrument measures what it is intended to measure.
- 2- Expert-validation: Experts approved that the given topics are taken from materials appropriate to students' standard and suit their age, and that the rubric set are very clear.
- 3- Pilot-validation: (The pilot-study) The composition test was subjected to a pilot study to check whether the given topics would yield the samples which represent the students ability in free writing and that the resulted samples could and would be scored reliably.

For the validity of the tests used by the researcher, expert-validation has been used since they have been submitted to experienced colleagues who have been teaching writing for long years. Besides, the test was piloted with five volunteer students so as to check some parameters such as: students' interest in the topic, the duration of the task and the scoring rubrics.

#### **2.4.2.4. Reliability of the Composition Test**

To ensure the reliability of scoring the pre and post tests, an inter-rater scoring procedure was used. Inter-rater reliability indicates how consistent test scores are likely to be if the test is scored by two or more raters. For this purpose, two raters scored the students' writings based on the aforementioned categories assigning each one a mark out of five. The full score for each participant was twenty and the marks attributed by the two raters were convergent.

#### 2.4.2.4. The Method of Scoring Students' Paragraph

The students' paragraphs were scored on four essential dimensions of writing which are:

- Content
- Vocabulary choice
- Grammatical accuracy
- Organization and Mechanics

Each dimension is scored using a four point scale; as illustrated in the following table:

Aspects of writing	Level	Score	Criteria
Vocabulary	Excellent	5	Excellent choice of vocabulary
	very good	4	Demonstrates a very good command of Vocabulary Make use of a wide and varied range of Vocabulary
	Good to average	3	Use appropriate vocabulary Good vocabulary knowledge
	Fair to poor	2	Limited vocabulary Inappropriate use of vocabulary
	Very poor	1	Very limited vocabulary Irrelevant vocabulary
Organization And Mechanics	Excellent to	5	Excellent organization of ideas
	Very good	4	Demonstrates a very good command of the writing conventions, the student presents his/her ideas in a logical sequence
	Good to average	3	Well organized
	Fair to poor	2	Appropriate organization
	Very poor	1	Lack of coherence in ideas Poor organization
Content	Excellent	5	Rich ideas and details
	Very good	4	Information related to the topic A well written topic sentence

	Good to average	3	The content is generally accurate but incomplete
	Fair to poor	2	Some ideas are not well stated
	Very poor	1	Ideas on the topic are very limited
Grammatical Accuracy	Excellent	5	No mistake at all
	Very good	4	Very few grammatical errors
	Good to average	3	Few grammatical errors
	Fair to poor	2	Demonstrates a minimal control of grammatical conventions Many errors Use of incomplete sentences
	Very poor	1	Demonstrates a poor control of grammatical conventions

Table N° 6 Scoring Students' Paragraph

The following table summarizes the different steps of the present research work.

Phase	Tools of research	Aims
Phase 1	Questionnaire	The questionnaire was handed to all 2 <sup>nd</sup> LMD students enrolled for the academic year 2014/2015. It explores students' general background information and aims at eliciting information about students' opinion concerning the writing and reading skills.
Phase 2	Diagnostic test (pre-test)	In order to know more about 2 <sup>nd</sup> LMD students' writing level, we have designed a diagnostic test for both groups (the experimental and control group.) The topic: Write a paragraph about the importance of learning English. The time allotted was 1H30
Phase 3	Implementing the Treatment	Teaching reading and writing together, through a reading/writing workshop is the core of our treatment; it was used only with the experiment group.
Phase 4	Post-test	A post-test has been assigned for both groups (experimental and control).

Table N° 7: Procedures for collecting data before, during and after the manipulation.

## **Conclusion**

This chapter sheds light on different elements: the methodology used to conduct the research at hand, the design adopted for conducting this research work and the data collection tools used for answering the research questions and testing the hypotheses.

**CHAPTER THREE**

**THE CURRENT SITUATION ANALYSIS**

**RESULTS FROM THE STUDENTS'**

**QUESTIONNAIRE**



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## **Introduction**

This chapter provides the reader with a current situation analysis concerning the writing skill and the difficulties encountered by second year students when producing a piece of writing. Furthermore, it sheds light on students' view point concerning reading and writing skills. The research instrument used to collect the necessary data is a questionnaire designed and distributed to second year students at the department of English, Bejaia University.

### **3.1.1. Aim of the Questionnaire**

The purpose of this questionnaire is designed to shed light on the students' views concerning the writing skill, the way it is dealt with at Bejaia University and the main difficulties second year students of English encounter when writing trying to express their ideas. Besides, the questionnaire can hopefully help us to gain insights into the students' reading habits as well as their opinions concerning this skill. Thus, the questionnaire provided the research with useful insights concerning:

- The learners' profile and background
- Their writing proficiency
- Their difficulties in writing
- Their evaluation of their writing curriculum
- Their reading habits
- Their perception concerning the role of reading in developing their writing abilities

### **3.1.2. Pilot Study of the Questionnaire**

Piloting any research instrument is an important step and a golden rule for a good study design. It can provide valuable insights to the researcher as far as his/her research tools are concerned. According to Baker (1994: 182-3): A pilot study can also be the pre-testing or trying out of a

particular research instrument. The importance of piloting the questionnaire is supported by many researchers as Zoltan Doinyei who argues that piloting the questionnaire on a sample of people who are similar to the target population of our research is an important step because the pilot test can highlight questions:

- Whose wording may be ambiguous.
- Which are too difficult for the respondents to answer.
- Which may or should be eliminated because, contrary to the initial expectations they do not provide any information or because they turn out to measure something irrelevant.
- Which- in the case of open-ended questions- are problematic to code into small set of meaningful categories

Piloting can also indicate problems or potential pitfalls concerning:

- The administration of the questionnaire.
- The scoring and processing of the answers.
- The clarity of the instructions.
- The appropriateness of the cover letters (if there is one)
- The length of time necessary to complete the instrument.

The researcher tested the clarity of the questionnaire items through piloting it with 12 students from the target population so as to avoid any pitfall. All the questionnaires were handed back and the following observations were made.

- How long did it take you to complete the questionnaire?

Time for completing the questionnaire items

Time	Number	%
1 hour	00	00
30'	02	16.67
25'	04	33.33
20'	05	41.67
15'	01	8.33
No answer	00	00
Total	12	100%

Table N° 8 Time for completing the questionnaire items.

From previous experiences, we have noticed that the length of a questionnaire affects the willingness of respondents to participate. In other terms, people are generally reluctant to answer long questionnaires. So in order to know if the length of the present questionnaire is appropriate, during the piloting phase, the researcher has asked the students how much time they took to answer all the items and the answers revealed that:

The above table indicates that 20' is the amount of time a majority of the participant needed to complete the questionnaire and they represent 41.67%, , for 33.33% the time needed is 25'. Among the 12 respondents, two of them (16. 67%) declared that they took 30' to answer all the items and finally, one participant (8. 33%) said that he managed to complete the questionnaire in 15'. From the recorded results, the researcher judged the length of the present questionnaire appropriate.

1) Are the questions clear?

Item	Number	%
Yes	05	41.67
No	07	58.33
Total	12	100%

Table N° 9: Clarity of the questions

The wording of a survey question can influence the answers that respondents provide, thus unclear questions may affect data quality. To avoid such a situation, when piloting the present questionnaire the researcher asked the respondents about the clarity of the questions. From the recorded answers she noticed that 58.33% of them did not find difficulties or ambiguities which may hinder them from answering the questions however, for 41.67% some questions need to be reformulated.

2) If no, would you please indicate which ones

- Question N° 4: the question was reformulated from:
- Rank the four skills according to their difficulties.  
To:
- How would you classify the four skills in terms of the difficulty?
- Question N°7: The researcher has added an observation which explains to the participants that they are allowed to tick more than one option.
- Do you have any comment or suggestion concerning the present questionnaire?

Item	Number	%
Yes	00	00
No	12	100
Total	12	100%

Table N° 10: Comment or suggestion concerning the present questionnaire

Concerning the above question, the researcher has recorded no suggestion or comment from the part of the participants.

### **3.1.3. General Description of the Questionnaire**

The students' questionnaire comprises five sections and 25 questions. The questionnaire uses a combination of question forms (multiple choice questions, open-ended questions and closed ended questions).

#### **Section one: Background knowledge (Q1-Q3)**

This first section is designed to identify the participants' profile. This section includes, therefore, three questions about the participants' age, their choice for English studies and the classification of the four skills according to the difficulties they encounter in each of them.

#### **Section two: Students' view about writing (Q4-Q17)**

This section encompasses fourteen questions. The respondents are required to answer both closed-ended questions and multiple choice questions. The aim of this section is to gather data about students' view concerning writing in general, their opinion concerning their written expression courses and the main difficulties they encounter in writing.

#### **Section- Three: Students' views about reading (Q18-20)**

It concerns the reading skills and includes three questions. It is designed to elicit information on students' reading skills and habits.

#### **Section Four: Reading/ Writing relationship (Q21-24)**

This section of the questionnaire depicts students' views about reading/writing relationship. It aims at exploring students' opinion concerning how can reading be linked to writing thus how this interrelation plays a crucial role to improve the learners' writing skills.

### Section Five: Further suggestions (Q25)

This last section is a space provided to the respondents to express themselves about the topic under discussion. They are kindly asked to give personal suggestions that they think can contribute to make their written expression courses more interesting thus develop their abilities to write.

#### 3.1.4. Questionnaire Administration

The final version of the students' questionnaire was handed by the researcher on October 2014, to all second year LMD students of English at the University of Bejaia. As stated above, a first version of the questionnaire was submitted to a group of students in the piloting phase and some slight changes were made so as to avoid any misunderstanding. The number of the handed questionnaires is 150 and the number of returned ones is 94.

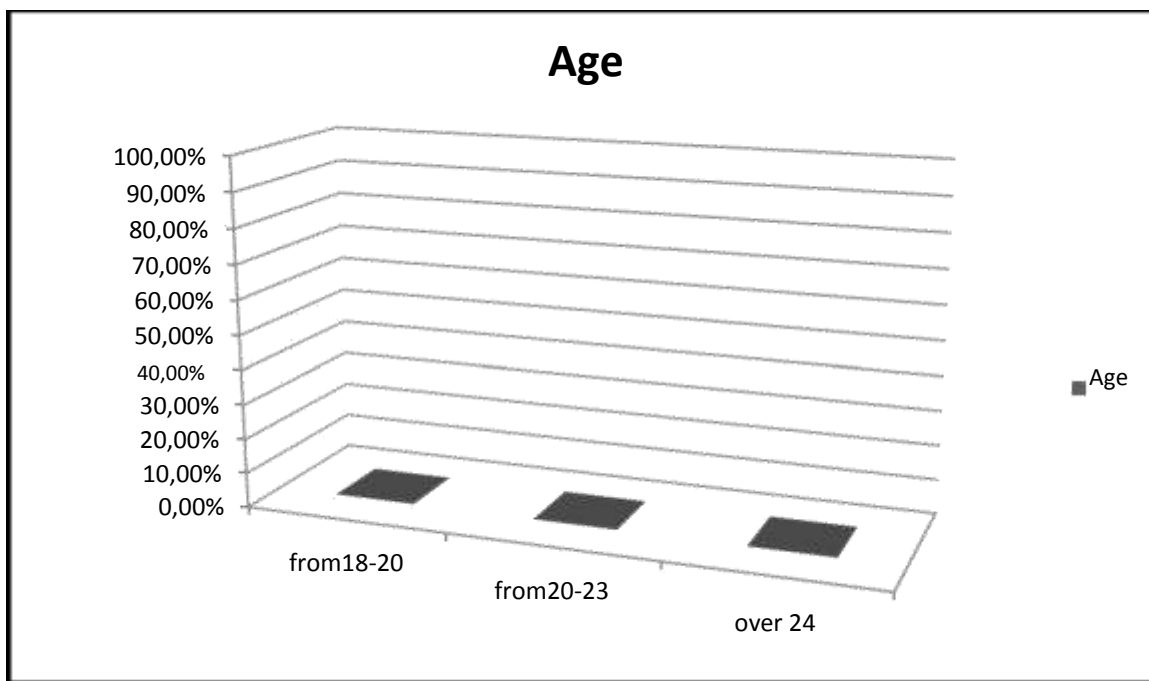
#### 3.1.5. Results from the Questionnaire

##### SECTION I: Background knowledge

##### *Q1: Age*

<i>Option</i>	<i>Number</i>	<i>%</i>
From 18-20	08	8.51
From 20-23	81	86.17
Over 24	05	5.32
<i>Total</i>	94	100%

Table N°11 Students' Age



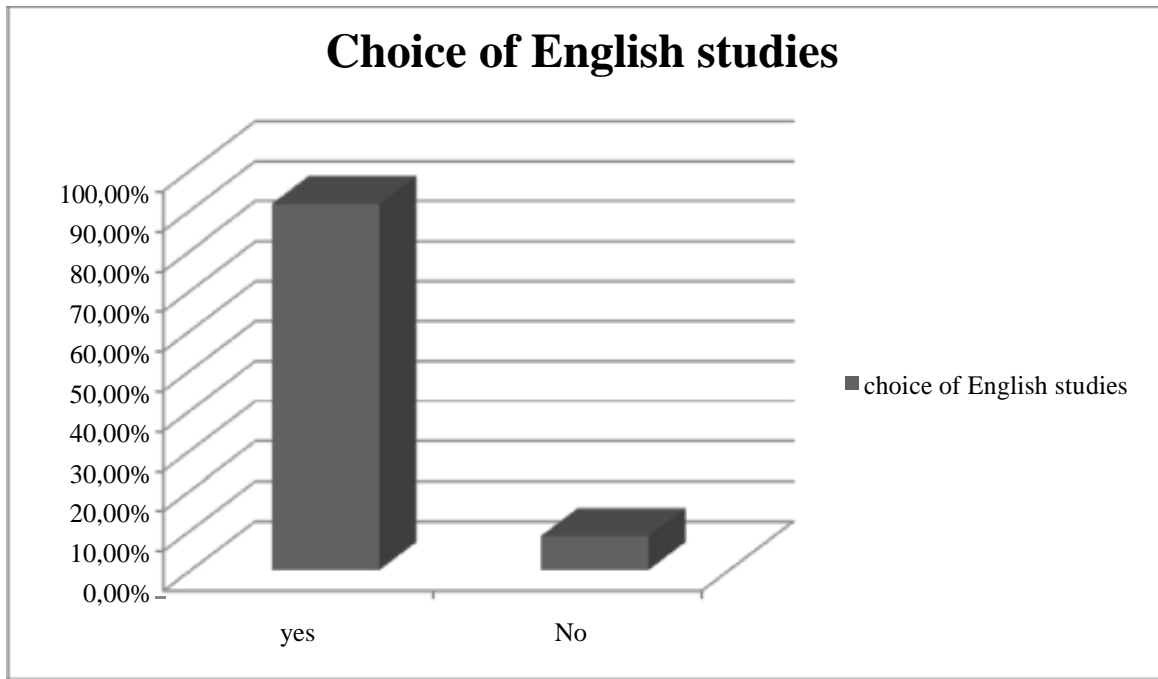
Graph N°1 Students' Age

Table N°11 represents the age distribution of the respondents. The age of eight subjects corresponding to 8.51% who took part in the completion of the questionnaire varies between 18 and 20 years old, for the majority which represents 86.17%, their ages vary between 20 and 23 years old and only five of them, 5.32% have more than 24 years.

***Q2: Are English studies your own choice***

<b><i>Option</i></b>	<b><i>Number</i></b>	<b><i>%</i></b>
Yes	86	91.49
No	08	8.51
<b><i>Total</i></b>	<b>94</b>	<b>100%</b>

Table N°12 Students' choice of English studies



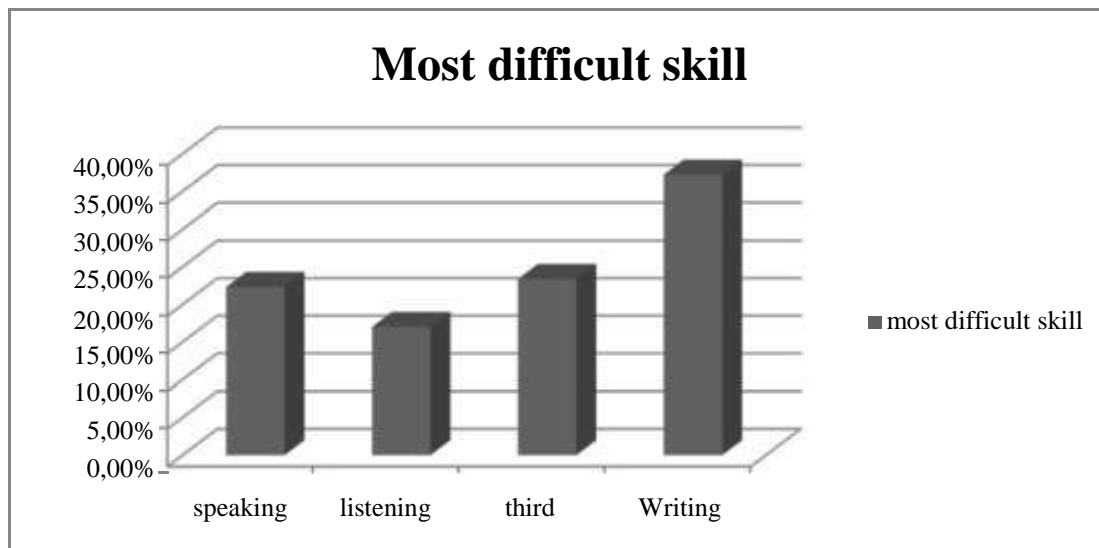
Graph N°2 Students' choice of English studies

Graphically, the majority of the students declared that an English language study was their own choice and they represent 91.49% of the total respondents and only 8.51% of them answered “no”. From these results the researcher assumes that respondents are motivated and eager to learn this language.

**Q3: How do you classify the four skills in terms of difficulty?**

<b>Rank</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Total</b>
<b>Skills</b>	<i>Speaking</i>	<i>Listening</i>	<i>Reading</i>	<i>Writing</i>	/
<i>Participants</i>	21	16	22	35	94
<i>Percentages</i>	22.34	17.02	23.40	37.24	100%

Table N°13 The most difficult skill.



Graph N°3 Students' classification of the four skills in terms of difficulty.

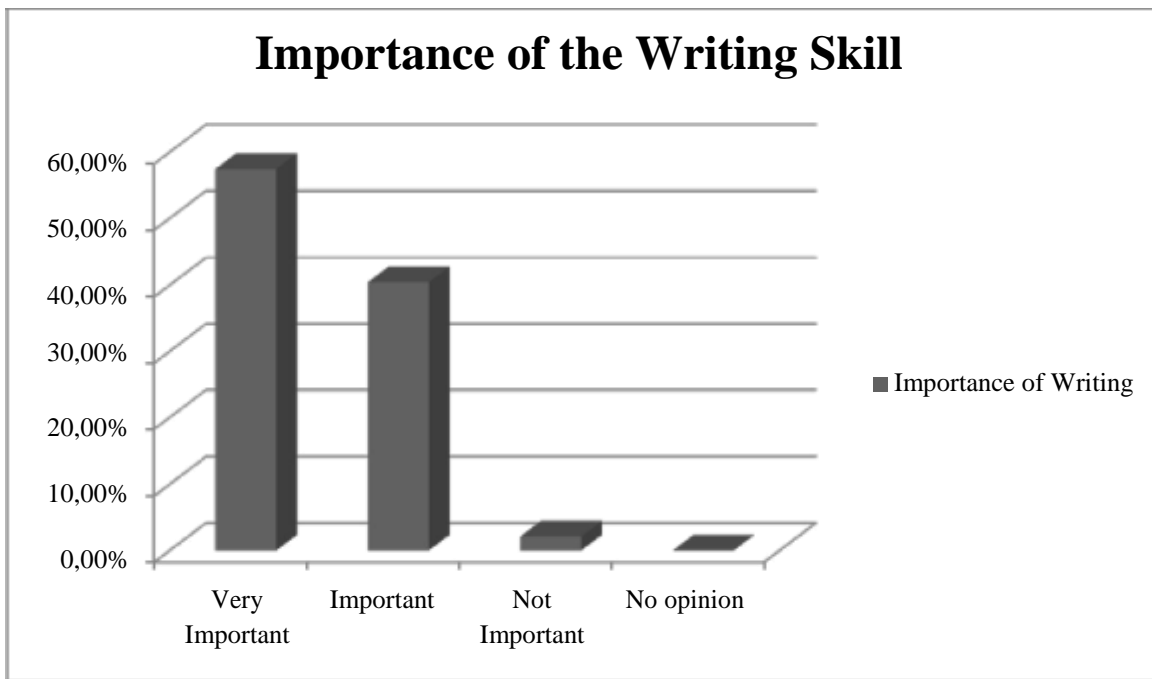
This question seeks the identification of the four skills students consider as being the most difficult. In their response, the majority 37.24% has ranked writing as the most difficult skill, followed by reading with 23.40%, then speaking with 22.34% and finally listening with 17.02%.

## SECTION II: Students' views about writing.

**Q4: How importance writing for you?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Very important	54	57.45
Important	38	40.43
Not important	02	02.12
No opinion	00	00
<b><i>Total</i></b>	<b>94</b>	<b>100%</b>

Table N°14 Importance of writing



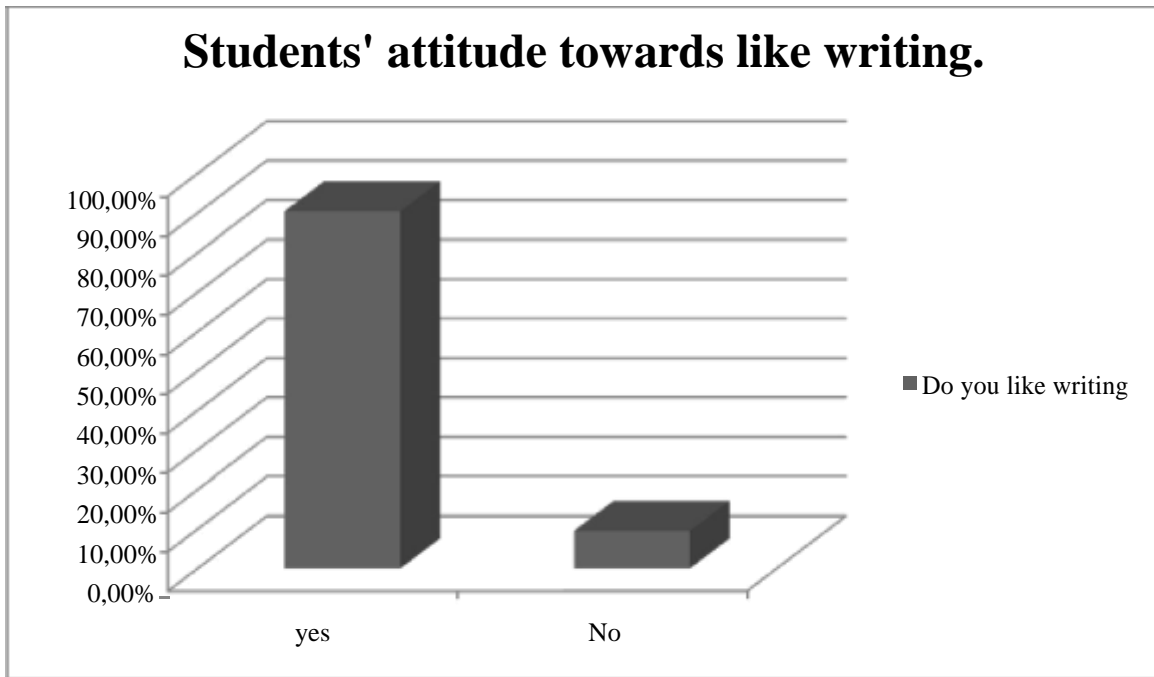
Graph N°4 Importance of writing

We can observe from the recorded results that a high percentage of subjects 57.47% recognized the importance of writing. Furthermore, it has been considered as the corner stone in EFL classes since EFL learners consider this skill as very important for 38 participants, representing 40.43% writing is important, however two subjects 2.12% consider that writing is not important representing thus a very low percentage.

***Q5: Do you like writing?***

<b><i>Option</i></b>	<b><i>Number</i></b>	<b><i>%</i></b>
Yes	85	90,43
No	09	09,57
<b><i>Total</i></b>	94	100%

Table N°15 Students' attitude towards writing



Graph N°5 Students' attitude towards writing

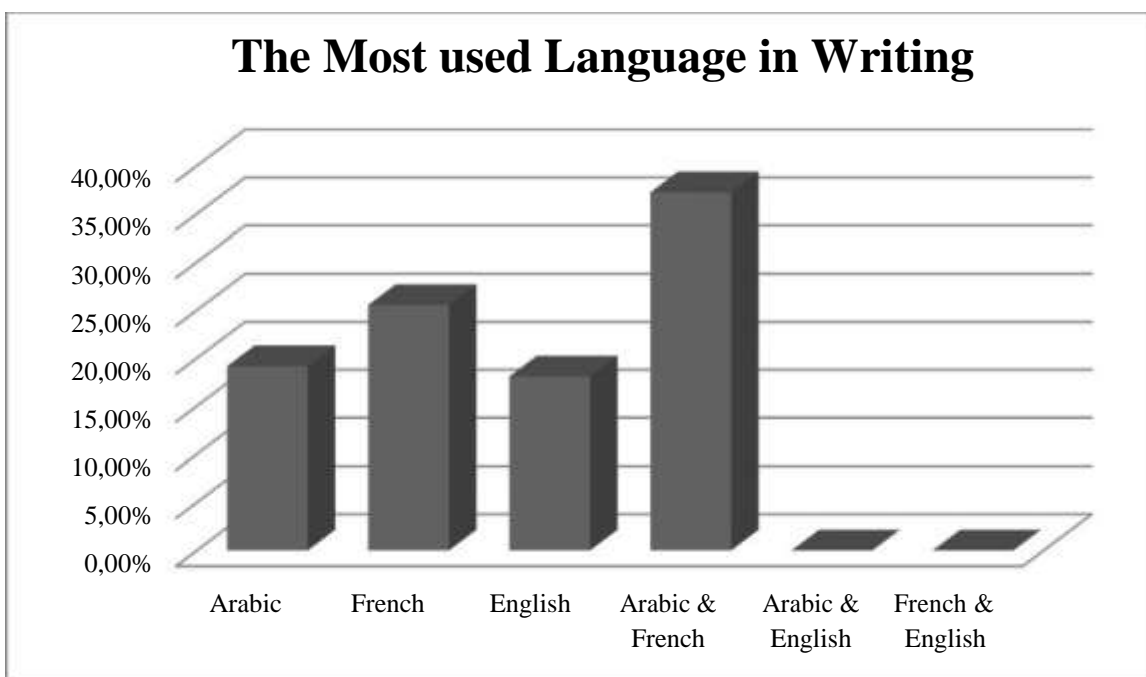
The response to this question, as reflected in table N°5, reveals that out of the total of 94 subjects, eighty five (85) of them 90.43% claim that they like writing. So one may assume that they are aware of the importance of this skill by which they can express their thoughts and ideas. However nine of the respondents representing 9.57% indicate that they do not like writing. So this may imply that these students are not motivated enough as far as this skill is concerned. This state of fact maybe due to the difficulties these students encounter when writing and this hinders them from appreciating this skill.

***Q6: In which language do you like to write?***

- Arabic
- French
- English
- Other (s)

Option	Number	%
A	18	19.15
B	24	25.54
C	17	18.08
A B	35	37.23
AC	00	00
B C	00	00
Other (s)	00	00
<b>Total</b>	<b>94</b>	<b>100%</b>

Table N°16 The most used language in writing



Graph N°6 The most used language in writing

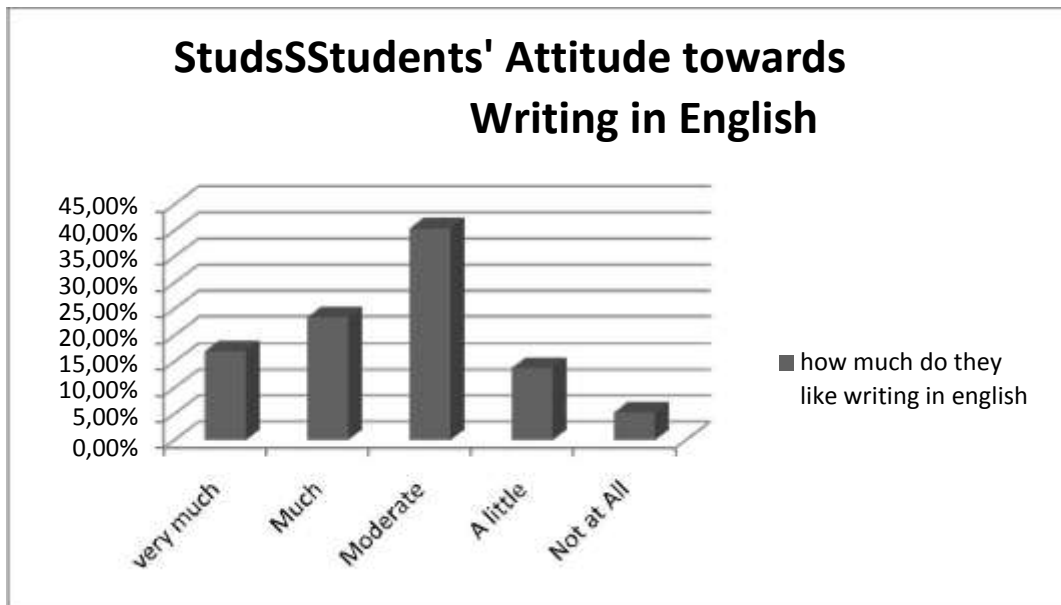
It is observed from table N° 16 that the language in which students write more is French. This is reflected in the participants' answer 25.54%. This may be due to the status of French in Algeria since it is considered as a second language and it is taught starting from the primary school. Besides, it is widely used in Algeria for historical reasons since Algeria was a former

French colony. Adding to that, most of the participants are from Bejaia, a region, where French occupies an important space in the linguistic landscape. For 19. 15%, the language they use in writing is Arabic, since this latter represents the official language in Algeria and students are accustomed to write in Arabic. English language choice comes in the third position as 18. 08% of the participants declared that they use this language when writing and this represents a low percentage since they are students at the department of English and are supposed to write in the language they study. Finally, 37.23% of the participants declared that they use more than one language in writing outside the academic context.

***Q7: How much do you like to write in English?***

<i>Option</i>	<i>Number</i>	<i>%</i>
Very much	16	17.03
Much	22	23.40
Moderate	38	40.43
A little	13	13.82
Not at all	05	5.32
<b><i>Total</i></b>	94	100%

Table N° 17 Students' attitude towards writing in English.



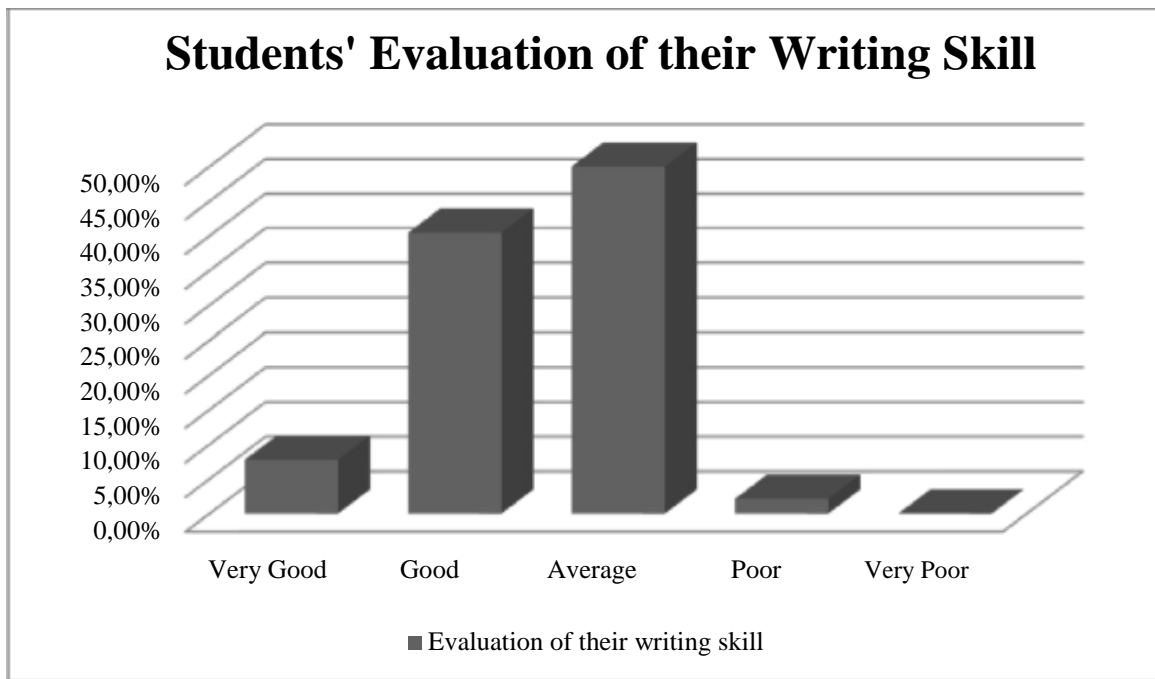
Graph N°7 Students' attitude towards writing in English.

Table N°17 shows that many students 40.43% like writing in English only moderately although English is the language they have chosen to study and be specialized in. 17.03% of them answered “very much, 23.40% of the subjects declared that they like “much” writing in English. On the opposite, 13.82 % opted for “a little” and finally 5.32% said not at all.

**Q8: How would you evaluate your writing skill?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Very good	07	7.45
Good	38	40.43
Average	47	50
Poor	02	2.12
Very poor	00	00
<b>Total</b>	94	100%

Table N°18 Students' evaluation of their writing skill.



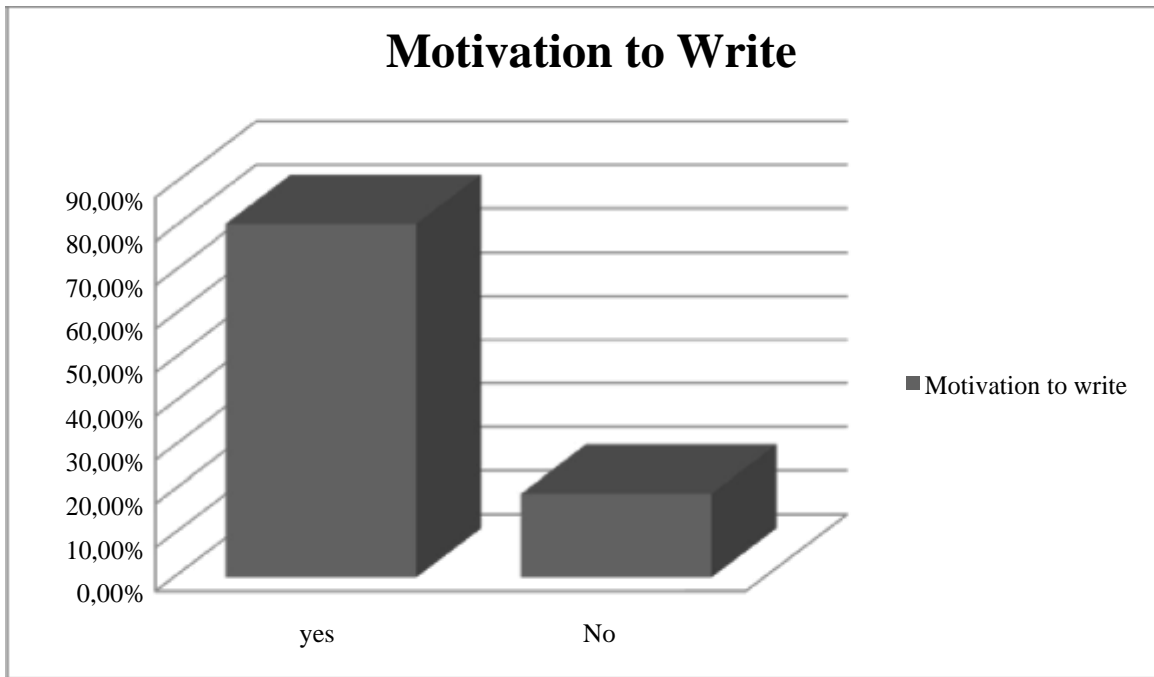
Graph N°8 Students' evaluation of their writing skill.

Through this question, the researcher aims at determining the participants' self evaluation of their writing. In their responses, 50% of the respondents rated their level as average. 40.43% consider their level as good and only 7.45% of the participants viewed their level as 'very good'. The researcher has also recorded 2.12 % who judged their level as 'poor'. So from these results, we may deduce that second year students need more practice so as to improve their level because the majority ranked their level as average and for English language students, correctness and significance of writing is of paramount importance since the subjects are evaluated in a written form.

***Q9: Are you motivated to write?***

<i>Option</i>	<i>Number</i>	<i>%</i>
Yes	76	80.86
No	18	19.14
<b><i>Total</i></b>	94	100%

Table N°19 Students' motivation to write.



Graph N°9 Students' motivation to write

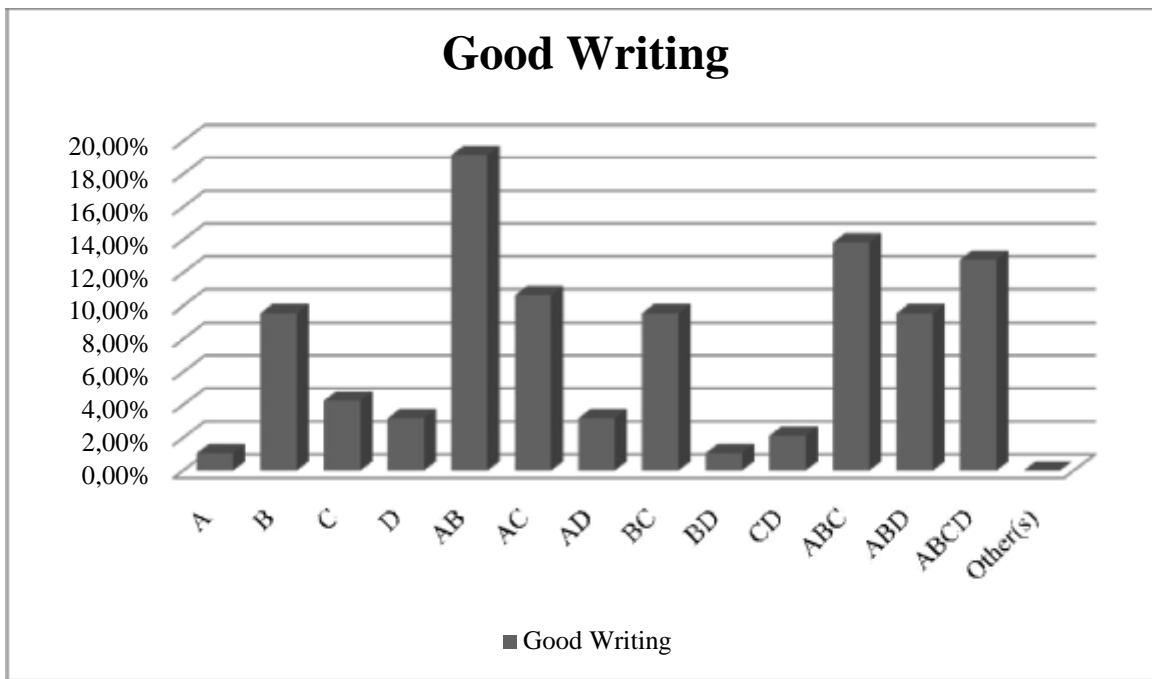
We observe from the above table that almost all the participants 80.86% declared that they are motivated to write. This is a positive point since motivation is a basic element in learning. Thus a possible deduction is that the participants are not only aware of the importance of the writing skill but they value it too. Yet, 19.14% of the respondents gave a negative answer.

***Q10: According to you good writing is (you can choose more than one option):***

- Correct grammar
- Good ideas
- Precise vocabulary
- Good spelling

<i>Option</i>	<i>Number</i>	<i>%</i>
A	1	1.06
B	9	9.57
C	4	4.26
D	3	3.19
AB	18	19.15
AC	10	10.63
AD	3	3.19
BC	9	9.57
BD	1	1.06
CD	2	2.12
ABC	13	13.84
ABD	9	9.57
ABCD	12	12.79
Other(s)	00	00
<b><i>Total</i></b>	94	100%

Table N°20 Students' view about good writing



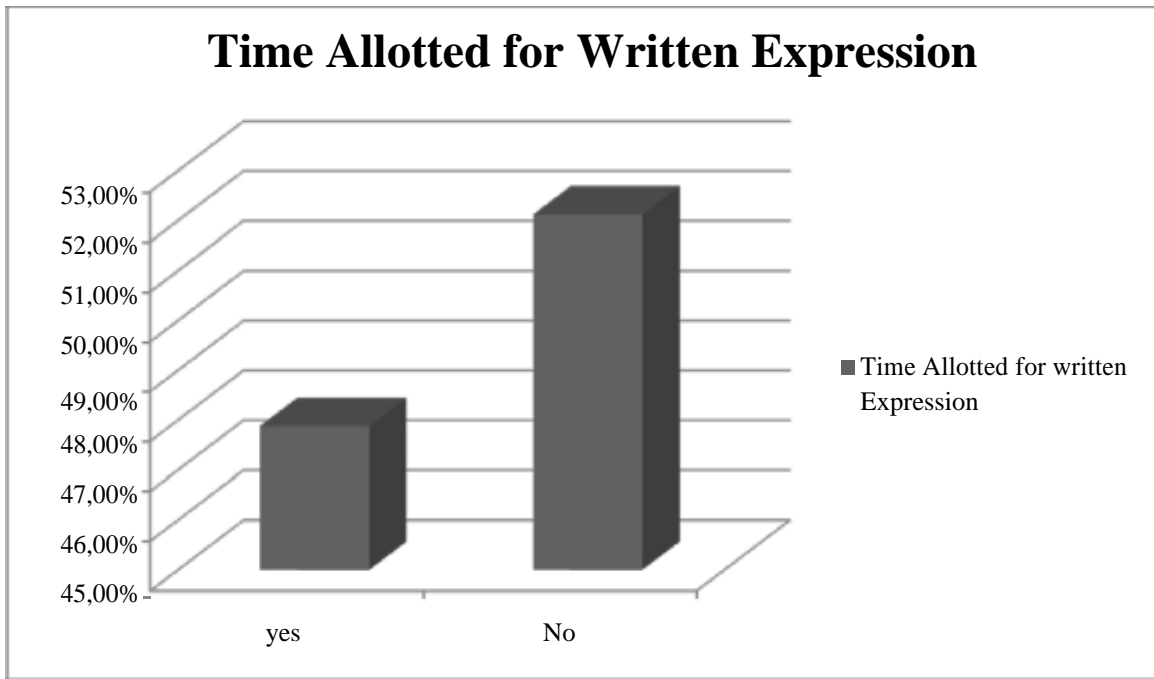
Graph N° 10 Students' view about good writing

This question seeks the identification of the students' views about the elements which generate good writing. The results summed up in table N°11 state that: For 06.38% grammar is viewed as the most important component; 11.70% of the recorded results are attributed to “good ideas”, vocabulary is the option chosen by 06.38% whereas 04.26% of the participants opted for good spelling. However, for this question, 71.28% of the participants selected more than one option. For them good writing should not be limited to one aspect since it is the combination of all of these components which makes good pieces of writing.

***Q11: Is the time allotted for written expression enough to develop your writing abilities?***

<b><i>Option</i></b>	<b><i>Number</i></b>	<b><i>%</i></b>
Yes	45	47.88
No	49	52.12
<b><i>Total</i></b>	94	100%

Table N°21 Time allotted for writing.



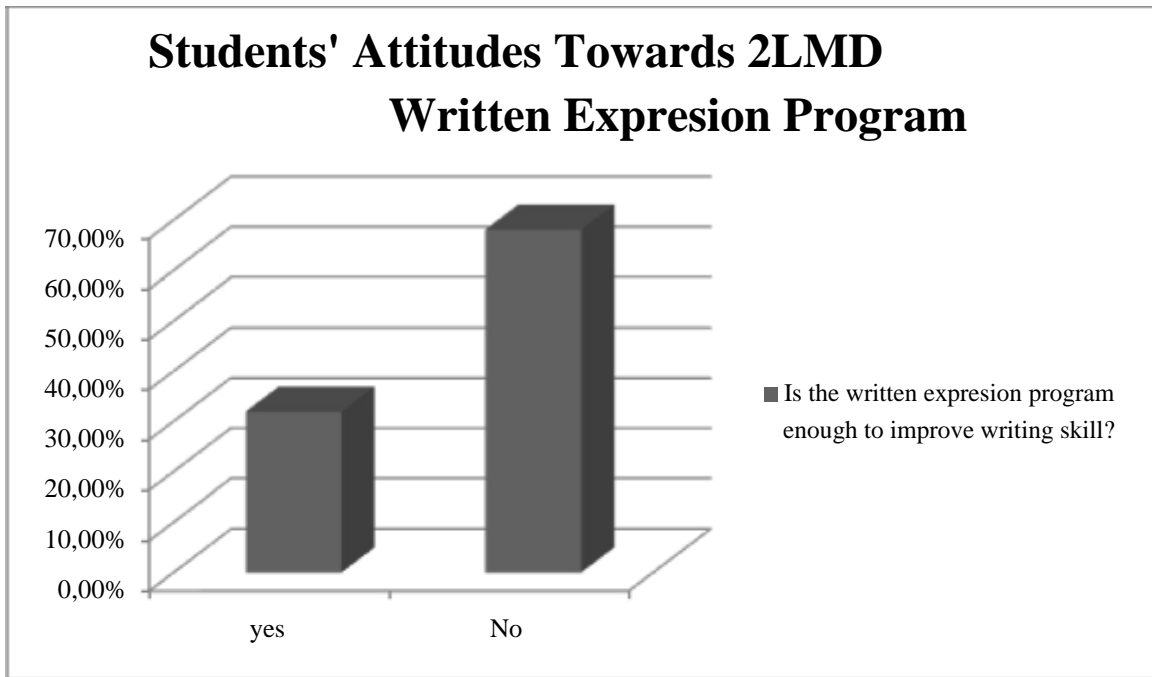
Graph N°11 Time allotted for writing.

Practice is needed to enable the students develop their writing skill. So we believe that enough time should be devoted to this skill. Accordingly, Kroll (1990) suggested that because non-native speakers have particular difficulty with the code of English, extending the amount of time allotted to write may affect the level of mastery over the different text levels. Yet, from the students' answer we observe that 49 of them representing 52.12% are not satisfied by the amount of time allotted to written expression; whereas 47.88% are satisfied.

***Q12: Do you think that that written expression program you are studying is enough to improve your writing skill?***

<b><i>Option</i></b>	<b><i>Number</i></b>	<b><i>%</i></b>
Yes	30	31.92
No	64	68.08
<b><i>Total</i></b>	94	100%

Table N°22 Students' view about second year writing program



Graph N°12 Students' view about second year writing program

The data recorded in table N°22, revealed that the majority of the respondents 68.08% consider that second year written expression program is not enough to improve their writing proficiency whereas only 31.92% expressed their satisfaction. This implies that the program should be reviewed and readjusted, taking into account different parameters such as students' needs, level and interests.

***Q13: If your answer is “no” please explain why:***

The justification of the 64 students who reported that they are not satisfied with their structured writing program can be summed up in the following points.

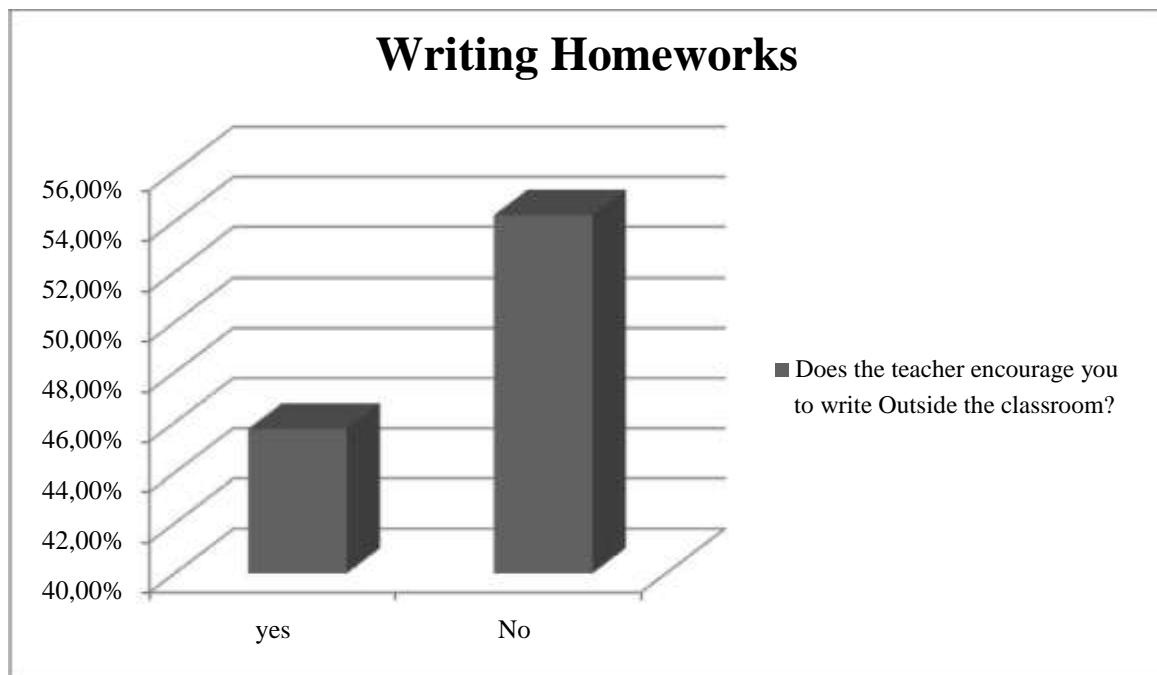
- There is lack of coordination between the teachers of the same subject i.e. writing this leads to different exams elaboration. Therefore homogeneity, progress cannot be reliably measured.
- Large class size: this prevents our teacher to mentor learners individually.
- Time pressure: teachers are required to cover a program in a very limited period of time yet, each academic year starts late in addition to various extraneous constraints.
- Sometimes we feel that we are just repeating the same courses that we had during our first year: No refreshment, no level adjustments.
- Some courses are more grammar like than writing techniques.

- Written expression courses are too theoretical in comparison with the practical side of writing.
- We are not provided with reading materials which can help us improve our writing.
- Sometimes we are writing on the same topics and this is very boring.
- Absence of designed level programs.

**Q14: Does your written expression teacher encourage you to write outside the classroom?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Yes	43	45.75
No	51	54.25
<b>Total</b>	94	100%

Table N°23 Writing homework.



Graph N°13 Writing homework.

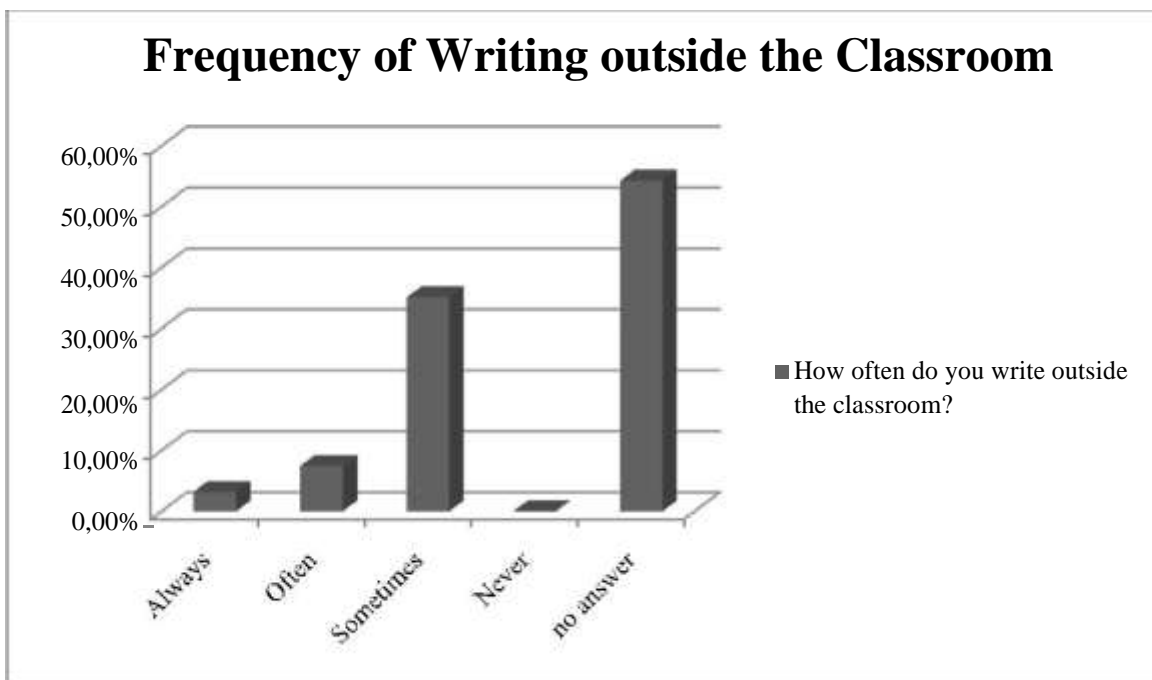
In Algeria, English is considered as a foreign language and the contact with this language is generally limited to the educational context. As a matter of fact, Algerian students do not have enough opportunities to practice this language outside this context. Yet, for developing any language skill, one needs to practice it. This question focuses on the importance of practicing English outside the classroom. The results summed up in the above table state that 45.75% of the

participants are encouraged by their teachers to write outside the classroom. This is generally done through different homework and research projects. Unfortunately a considerable percentage 54.25% has answered “no”. So their teachers limit the writing skill mainly to the courses inside the classroom which is really insufficient for developing their students’ abilities.

**Q15: If yes, how often do you write outside the classroom?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Always	03	3.19
Often	07	7.44
Sometimes	33	35.10
Never	00	00
No answer	51	54.27%
<b>Total</b>	<b>94</b>	<b>100%</b>

Table N°24 Students’ writing frequency



Graph N°14 Students’ writing frequency

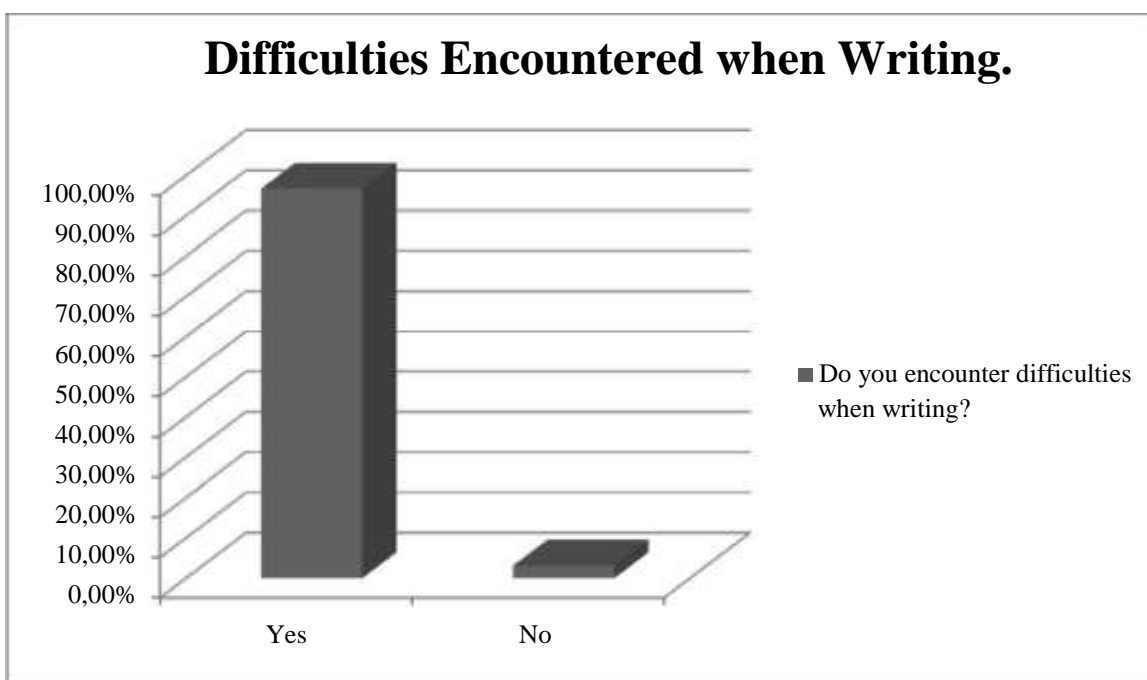
This question is addressed to the respondents who answered “yes”. The data in table N°24 revealed that statistically, the majority of the students 76.74% sometimes write outside the

classroom, this percentage represents the students who limit themselves to the teachers' assignments, 16.28 % reported that they often write, and only 6.98% declared that they always practice writing outside the classroom, this very small percentage represents students who are aware of the importance of practice in order to develop their writing they have developed a kind of autonomy that should be a principal characteristic among university students.

**Q16: Do you encounter difficulties when writing?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Yes	91	96.80
No	03	3.20
<b>Total</b>	<b>94</b>	<b>100%</b>

Table 25 Students' difficulties in writing



Graph N°15 Students' difficulties in writing

From the answers recorded to determine whether there are truly difficulties when writing, we can observe that a great majority representing 96.80% of the participants admitted the existence of difficulties. The results also revealed that only 3.20% of the respondents declared that they do not have problems in writing. On the basis of the most important percentage, we may conclude that 2<sup>nd</sup> year LMD students need help and guidance so as to overcome these difficulties.

**Q17: According to you, what are the aspects that you consider as the most difficult in writing?**

- A) Vocabulary choice      B) Difficulties to get ideas    C) Organizing your ideas  
 B) D) Grammar    E) Writing conventions

<i>Option</i>	<i>Number</i>	<i>%</i>
A	15	15.95
B	9	9.57
C	6	6.38
D	4	4.25
E	2	2.12
AB	9	9.57
AC	6	6.38
AD	9	9.57
AE	5	5.31
BC	2	2.12
BD	3	3.19
BE	2	2.12
CD	1	1.06
CE	3	3.19
DE	3	3.19
ADE	1	1.06
ABD	4	4.25
ACD	1	1.06
BCD	1	1.06
ABCDE	5	5.31
No answer	3	3.19
<b>Total</b>	<b>94</b>	<b>100%</b>

Table N°26 The most difficult aspect in writing.

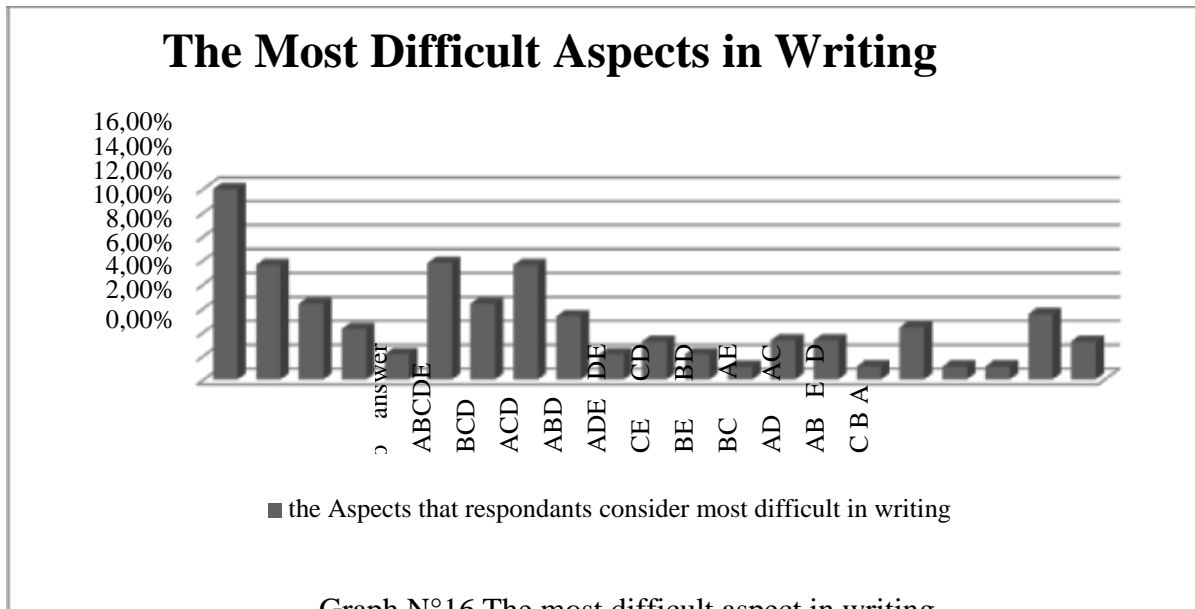


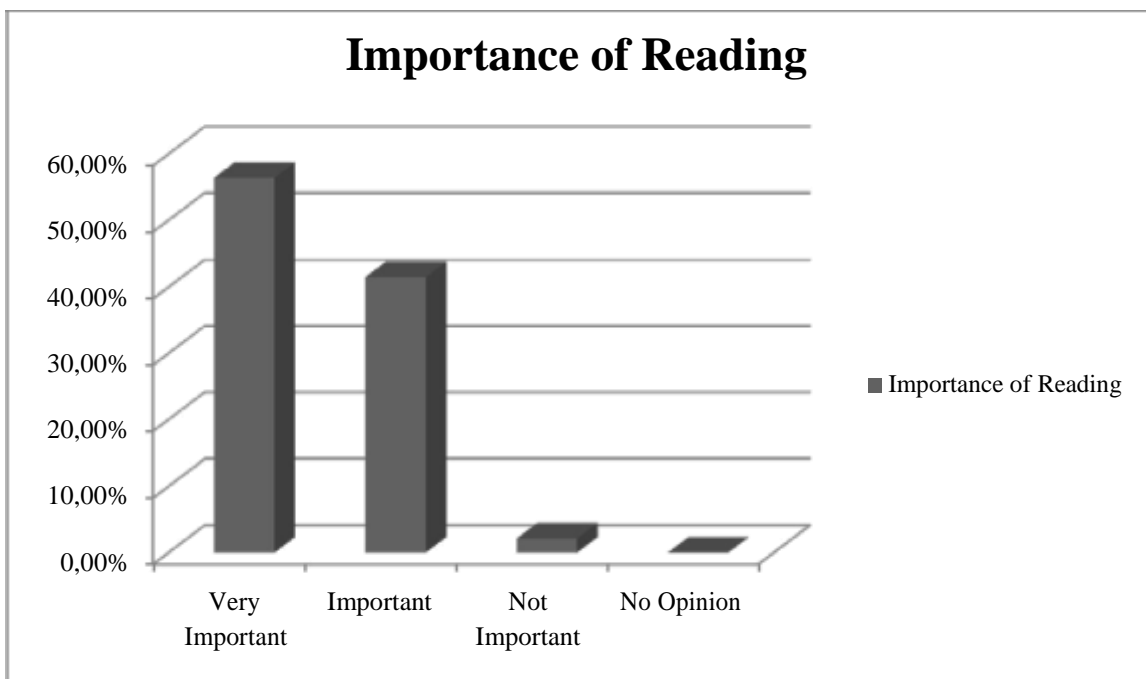
Table N°26 sums up the answers to the question related to the sources of difficulties that students encounter when writing. For the 19.79%, their limited vocabulary stands as the most important obstacle that hinders them from expressing themselves appropriately, difficulties to get idea represent for 8.79% of the respondents the second problematic area. For the others 04.40% even if they have ideas about any given topic they are unable to organize them. Expressing oneself accurately, thus using the English grammatical rules appropriately remains difficult for 03.29% and 02.20% are however more concerned with punctuation. Furthermore, it should be stated that for the majority of the participants 61.53, their difficulties are not limited to one aspect, but they encompass many different areas. This implies that tremendous efforts should be done so as to overcome all these difficulties.

### SECTION III: Student's views about reading

**Q 18: How much important is reading for you?**

<i>Option</i>	<i>Number</i>	<i>%</i>
1. Very important	53	56.39
2. Important	39	41.49
3. Not important	02	2.12
4. No opinion	00	00
<b>Total</b>	94	100

Table N° 27 Importance of Reading



Graph N°17 Importance of reading

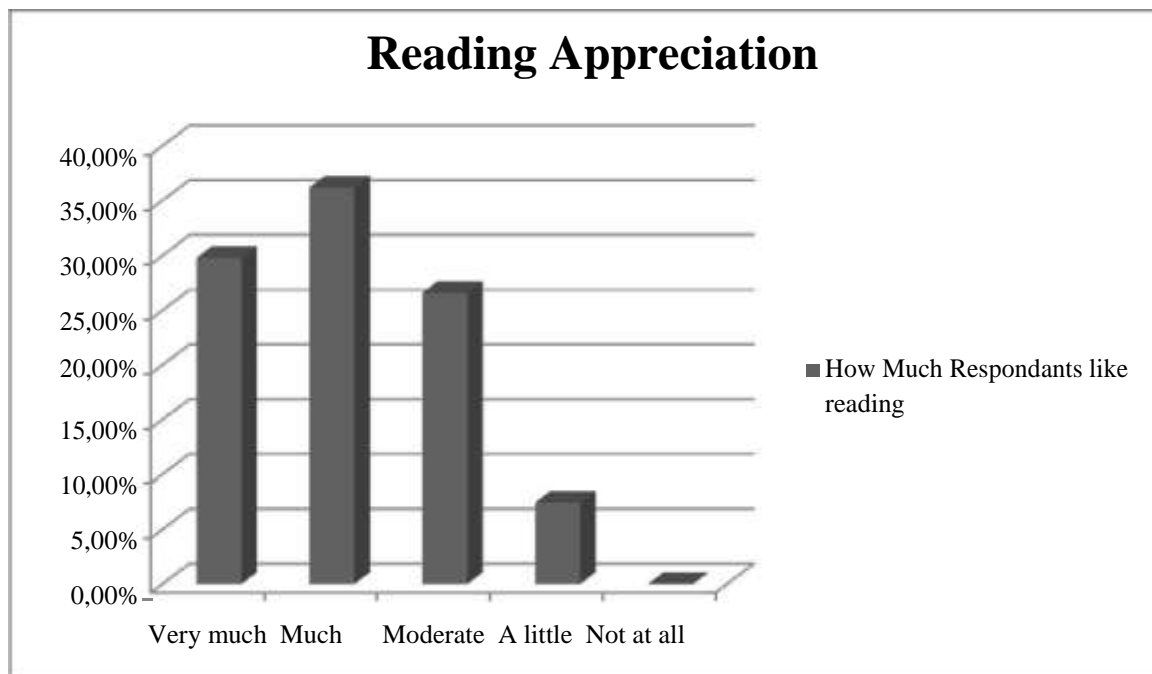
The question was designed to gauge whether second year LMD students are aware of the importance of the reading skill. As indicated in table N°27, the first option “very important” received the participants’ highest percentage of answers 56.39%. The second option “important” involved 41.49% of the respondents and this represents also a high percentage; but for only 2.12% reading is not important. Therefore, this implies that the students are aware of the importance of reading so according to the positive attitude expressed toward this skill.

***Q 19: How much do you like reading?***

<i>Option</i>	<i>Number</i>	<i>%</i>
<b>1.</b> Very much	28	29.79
<b>2.</b> Much	34	36.17
<b>3.</b> Moderate	25	26.59
<b>4.</b> A little	07	7.45
<b>5.</b> Not at all	00	00
<b>Total</b>	94	100

Table N°28 Students’ attitude towards reading.

It is widely recognized by researchers that reading habits in L1 may transfer to L2 in case of EFL/ESL learners. Thus, if students have developed good reading habits in their own language we may assume that they have already a positive attitude towards reading in general. From the recorded answers, we can observe that an important percentage of the participants expressed a positive attitude toward reading since 36.17% of them opted for the second option i.e. “Much”, for 29.70% they like “very much” reading. However, 26.59% of the respondents declared that they are just “moderate”, for 7.45% of them they answered “a little” but no one opted for the last option “not at all”.



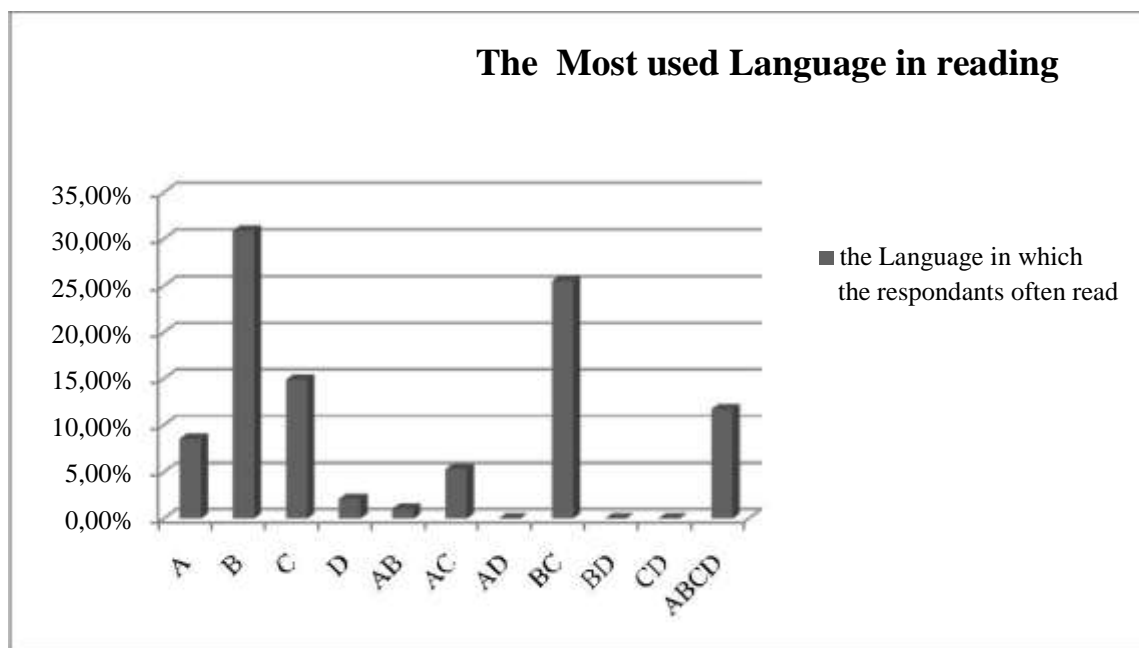
Graph N°18 Students' attitude towards reading.

**Q 20: In which language do you often read?**

- Arabic
- French
- English
- Others

Option	Number	%
A	08	8.52
B	29	30.86
C	14	14.89
D	02	2.12
AB	01	1.06
AC	05	5.32
AD	00	00
BC	24	25.53
BD	00	00
CD	00	00
ABDC	11	11.70
<b>Total</b>	<b>94</b>	<b>100</b>

Table N°29 The most used language in reading.



Graph N°19 The most used language in reading

The respondents are students at the department of English, University of Bejaia and are supposed to read in English. Yet, the results displayed on the above table, indicate that second year students

prefer to read in French (30.86%) and only 14.89% of the respondents declared that they prefer reading in English. For 8.52%, the most used language is Arabic and 2.12% opted for another language. However, it is worth mentioning that some students opted for more than one language:

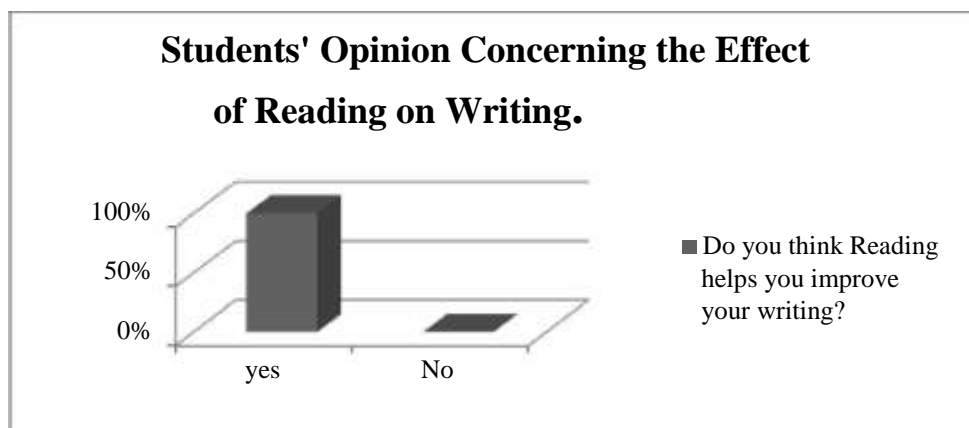
- 1.06% respondents opted for: Arabic and French.
- 5.32% respondents opted for: Arabic and English.
- 25.53% respondents opted for: French and English.
- 11.70% respondents opted for: Arabic, French, English and another language.

#### Section IV: Students' views about the reading/writing relationship

**Q21: Do you think that reading helps you improve your writing?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Yes	94	100
No	00	00
<b>Total</b>	<b>94</b>	<b>100</b>

Table N°30 Students view about reading/writing relationship.



Graph N°20 Students view about reading/writing relationship.

The aim of this question is to find out whether the participants are aware of the reading-writing relationship and the benefit they can get from reading so as to develop their writing abilities. For this question 100% all of them opted to the first option. They all acknowledged the importance of reading in developing their writing skills. So the results obtained from the above question

confirm that reading illustrates models of truly correct and meaningful writing, thereby offering to students' instruction in voice, organization, syntax, and language (Matsuda, 2003).

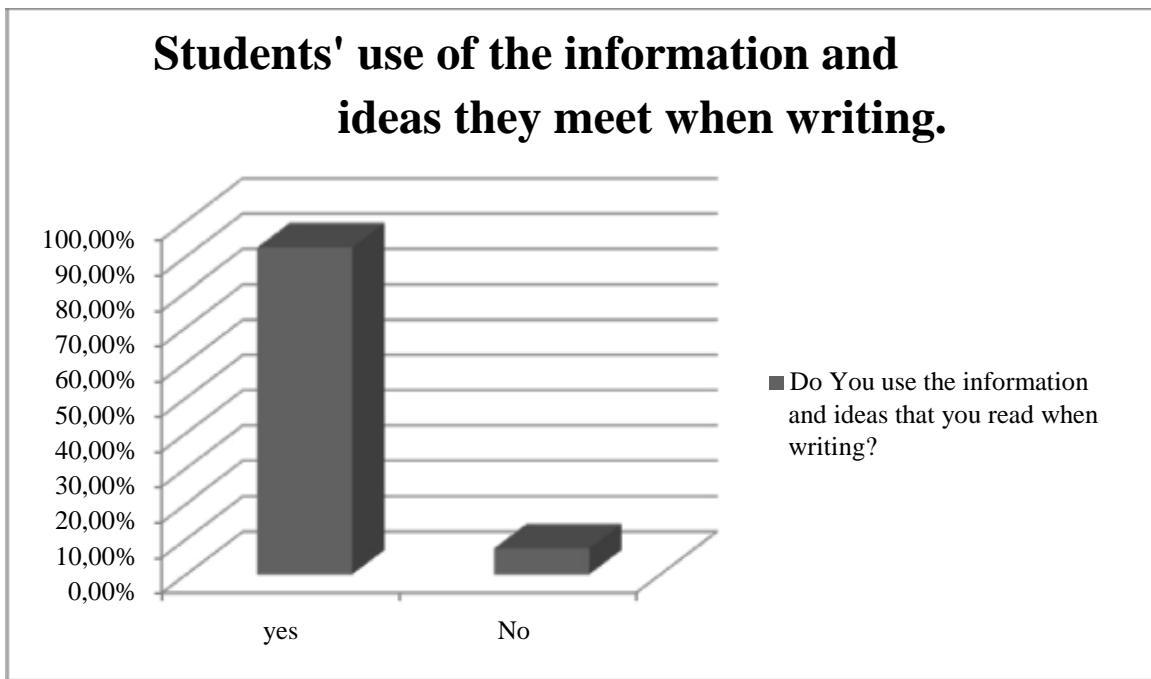
**Q22: If yes, please explain how?**

- Reading English can improve my English skills.
- Reading English can widen my knowledge about different topics
- It can increase knowledge of vocabulary.
- Reading provides us with opportunity to learn idioms that may be used in our writings.
- Reading generates new ideas and stimulates our awareness related to language correctness.
- Reading motivates us especially when developed topics are close to our daily concerns.
- Reading can be considered as a therapy for anxious language learners.

**Q 23: When writing about any given topic, do you re-use information, ideas and expressions that you have encountered in your previous readings?**

<i>Option</i>	<i>Number</i>	<i>%</i>
Yes	87	92.56
No	07	7.44
<b>Total</b>	<b>94</b>	<b>100%</b>

Table N°31 Students' use of their reading schemata.



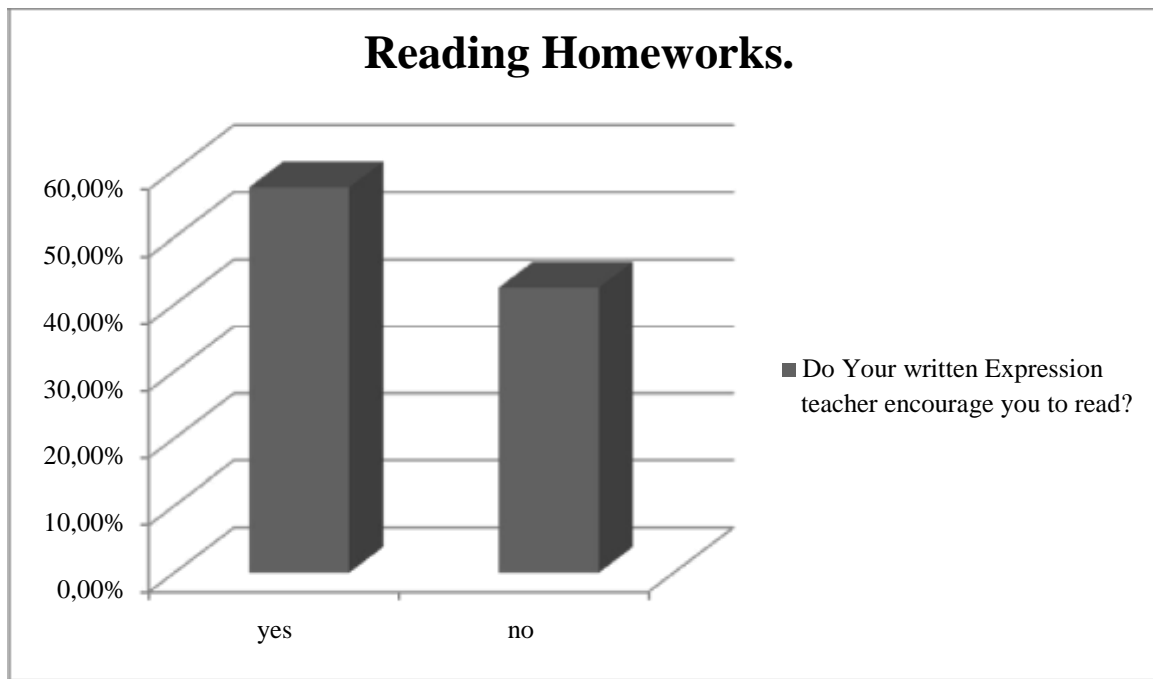
Graph N°21 Students' use of their reading schemata.

Building writing schemata skills is one of the benefits attributed to the reading skill. So through reading, information are stored in the learners' memory and retrieved when necessary. The response to this question as reflected in table n° reveals 92.56% of the respondents use the information and ideas encountered in their previous readings. This implies that they are aware of the contribution of reading in widening their knowledge in general. However, 7.44% gave negative responses.

***Q 24: Does your written expression teacher encourage you to read?***

<b><i>Option</i></b>	<b><i>Number</i></b>	<b><i>%</i></b>
Yes	54	57.45
No	40	42.55
<b><i>Total</i></b>	<b><i>94</i></b>	<b><i>100%</i></b>

Table N°32 Encouraging students to read



Graph N°22 Encouraging students to read

We believe that by encouraging students to read at home we give them the opportunity to develop their language abilities in general and their knowledge of the language in particular. Bearing in mind that in the Algerian context the English language is limited to the classroom boundaries, reading represents an invaluable alternative. It is observed from table n° that 57.45% of the students declared that they are encouraged to read by their teachers and 42.55% of them answered that none did or acted in such a sort.

#### **SECTION V: Q 25 Further suggestions**

In this space, the respondents provided for further suggestions us with some suggestions that will be taken into consideration by the researcher when formulating the pedagogical recommendations.

#### **3.1.6. Questionnaire Results and Discussion**

In the present section, the findings obtained from the students' questionnaire are interpreted and discussed.

The aim of this first section is to determine the personal profile of the respondents. Therefore, the collected data provides us with necessary information about the population under study, who are

students of English aged between 18 to 24 years old and for the majority of them English language study is a personal choice.

The recorded answers also indicate that for second year students, writing is considered as the most difficult skill to acquire because when writing, they have to consider many issues such as organization, purpose, target audience, appropriate vocabulary, correct spelling and mechanics (Atkinson, 2003, and Kim and Kim, 2005). Furthermore, the situation is more complicated in EFL/ESL contexts where students are required to express their ideas and thoughts in a foreign language. Thus, out of the four basic skills (listening, speaking, reading and writing), writing has often been regarded by teachers and learners alike as the most difficult and tedious skill to teach, learn or acquire for non-native (Azizah, 2002)

The second section of the present questionnaire is devoted to the students' views concerning the writing skill and the way it is taught at the department of English, at the University of Bejaia.

This section revealed that:

Second year students are aware of the importance of the writing skill. Thus they openly acknowledged its importance; furthermore, the respondents' answers indicate that they like writing and this emphasizes their positive attitude towards this skill. It also demonstrates that the majority of the participants find writing interesting and worthy to be studied as a basic skill. However, despite the fact that they are students at the department of English, they recognized that the most used language when writing is French. Surprisingly, the English language comes at the third position, after French and Arabic. This state of fact is mainly due to the status of English in Algeria, as it is not only considered as a foreign language, but is limited to classroom boundaries too. Consequently, second year students have little contact with English outside the academic setting. As a matter of fact, students generally prefer to write in a language in which they feel at ease and in which they have a more or less solid background basis. One consequence of this

limited use of English, when writing, is reflected in the students' level concerning this skill. Also, for most students, the results obtained in the writing structured exams reveal their needs to improve in this skill. From the obtained results, we can observe that a majority of the respondents acknowledged that they have an average level in writing. This implies that writing for them remains a great challenge and efforts should be done so as to better their level.

Another important element in EFL classes related to the main discussed skill is motivation. Indeed, this latter is essential to success and achievement. Accordingly, Harmer (2006) stressed on the point and claimed that:

*People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success.*

Concerning this issue, the students' answers indicate that the majority of the respondents are motivated to write and this constitutes an important starting point. It is clear that being motivated can help students develop their writing abilities, thus it paves the way to better results in writing. Hence, the teachers' role is to generate students' motivation through implementing appropriate strategies. In this context, Dörnyei (1994) claimed that teacher-associated components that influence learners are language learners' affiliation (i.e learners' desire to please teachers), teacher's style of teaching and the use of particular teaching strategies, including modeling, task-presentation and feedback.

Concerning good writing, opinions on the matter vary from one student to another. However, they all agree on the fact that producing a good piece of writing is bounded to the mastery of different aspects such as vocabulary, grammar and good ideas about any given topic. Thus for a

good writing, the writer should present his/her ideas in a clear and well organized way, demonstrate a good command of the grammatical rules and make an appropriate word choice. This makes of writing a very challenging task mainly if we take into account the respondents' view concerning their written expression courses and the way this skill is taught at the department of English, University of Bejaia. In this context, the majority of the participants confessed that second year LMD written expression courses do not meet their needs. They argued by the fact that their courses were too theoretical, based mainly on grammar teaching, and that the topic dealt with were generally the same and this is very boring for them. Moreover, they deplored the lack of coordination between teachers of writing at different levels. As a matter of fact, the same courses are repeated each year. This reality means that the students' writing problems may also generate from the content of the written expression syllabus. These results are in line with Bouhadiba's (2000:104) point of view when arguing that *one of the reasons for students' low achievements is that: No adequate responsive educational or pedagogical programs have been suggested this far. The B.A curriculum dates back to the 1980s (perhaps prior to this date) and no substantial change has been brought about in spite of the drastic changes in the social-economic environment.*

Another issue which is worth mentioning is the amount of time students devote for writing outside the classroom. Indeed, from the informants' answers we can deduce that they do not write very often outside the academic context, thus what they write is classroom bound activities.

It has been demonstrated in the theoretical chapters of the study at hand, that writing is a complex activity that EFL learners do not acquire easily. Accordingly, Tzulukava and al, (2004) assert that: *"Most empirical studies indicate that writing continues to pose challenge for EFL learners"*

Concerning the respondents, the majority of them recognized that writing remains a very difficult

skill to develop since they encounter a variety of difficulties when they translate their ideas into written form. These difficulties are mainly linked to the following aspects:

- Vocabulary: This sub-skill is considered as a key unit in building up the final written product. Therefore, having a wide and rich vocabulary is of paramount importance in writing. Yet, many students struggle in finding the appropriate words that would best express their ideas. In this context, Wilkins (1972: 97) stated that:

*There is not much value in being able to produce  
grammatical sentences if one has not got the vocabulary  
that is needed to convey what one wishes to say ...  
While without grammar very little can be conveyed,  
without vocabulary nothing can be conveyed*

In the same vein, Rabab'ah (2003) claims that students could not give voice to their thoughts because they lack the adequate stock of vocabulary. In other terms, adequate vocabulary is the critical premise and guarantee of effective writing. Vocabulary is the most important features that determine writing quality (Raimes, 1985: 248)

- Difficulties to get ideas: Generating ideas for writing is another problematic aspect which hinders students from producing good pieces of writing. This state of fact is may be due to limited schemata from which students can draw ideas when writing about any given topic.
- Grammatical issues: Nunan (1991:297) argued that grammar helps learners to perform in the target languages better. He also reported that students cannot communicate well if they did not have a fundamental level of grammar. However, the results from the questionnaire revealed that second year students have grammatical difficulties when writing such as the use of the appropriate tenses. This current situation is shared by many EFL/ ESL learners. According to Leki and al (2008) many researchers found that for L2 writers, grammatical errors are the most common problems in L2 writing.

- Writing conventions: Punctuation is one of the most problematic issues for second year students and it goes without saying that a misuse of punctuation may lead to problems. In this context, Harmer (2001) affirms that if capital letters, full stops, commas, sentence and paragraph margins are not used in the right way, they can bring a negative comprehension and difficulty of trying to understand a text.
- Organization: Simply put, it refers to the logical progression of ideas in a text. This aspect represents another obstacle that hinders students from producing appropriate pieces of writing. In this respect, a high percentage of the respondents confessed their inability to organize their ideas into a coherent composition. In other terms, second year students encounter difficulties in presenting their ideas in a logically organized and coherent manner, thus organization remains one of the serious problem area. The results obtained from the present research are consistent with a number of researches conducted in the Arab world which revealed students' coherence problems in writing (Atari, 1983; Elkhatb 1983; Taher, 1999). For example, Arab students written products revealed that repetition, parallelism, sentence length, lack of variation and misuse of certain cohesive devices are major sources of incoherence and textual deviation (Qaddumi,1995). These aspects are also common to students at the department of English in Bejaia.

The third section of the students' questionnaire deals with reading and the results revealed that: The majority of the students focalized on the importance of reading and most of them have a positive attitude towards this skill. However, in spite the fact that the respondents are students at the department of English, they confessed that they prefer reading in French and Arabic. This paradoxical situation is due to their reading habits that they developed in either French or Arabic since these two languages are taught at the early educational stages (primary school).

The fourth section of the present questionnaire focuses on the reading/writing relationship. The present results indicate that all the respondents are aware of the strong connection between reading and writing. Indeed, all of them share the same view concerning the positive effects reading could have on writing. They provided us with the following arguments:

- Reading English can improve the writing abilities
- Reading in English can widen the knowledge about different topics
- It can increase the target language vocabulary
- It provides opportunities to familiarize with idioms and expressions to probably use in our writings activities and tasks.

Moreover, through the participants' answers we can deduce that they are aware of the role of reading in cementing their background knowledge about different topics. In other terms, building schemata is one of the benefits attributed to the reading skill since the students store information that would be used later when producing a piece of writing. Therefore, teachers' role is to provide learners with opportunities and resources to read in English. However, the findings revealed that not all written expression teachers encourage their students to read since only 54 students of the population gave a positive answer.

## **Conclusion**

The data collected from the students' questionnaire revealed that writing is perceived as a difficult skill to develop. These findings confirmed the existence of writing problems among second year students who acknowledge their weak abilities in expressing their ideas and thoughts in a written form. Another important finding from the questionnaire is the students' view point concerning their reading habits, since most of them confessed that they seldom read in English



even if they all agree on the importance and the role reading plays in developing their language abilities in general and their writing in particular.

# **Chapter Four**

## **Experiment Implementation**



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## The Experimental Study

### Introduction

The aim of this chapter is to describe the experimental study and gauge whether or not students can improve their writing abilities by adopting a reading/writing workshop approach for teaching writing.

### 4.1. Restating the Research Questions and Hypotheses

This experiment is designed to shed light on the following questions and tests the corresponding hypotheses.

#### 4.1.1. Research Questions

1. a. To what extent does the reading/writing workshop program approach develop students' writing skills in terms of organization and mechanics?
1. b. To what extent does the reading/writing workshop approach develop students' writing skills in terms of content?
1. c. To what extent does the reading/writing workshop approach develop students' writing skills in terms of grammar accuracy?
- d. To what extent does the reading/writing workshop approach develop students' writing skills in terms of vocabulary?
- Are there any differences in students' achievement scores in paragraph writing between the experimental and the control groups in the post-test?

Besides, the researcher tested the validity of the hypotheses which state that:

- **Hypotheses**

- **Hypothesis One** There may be significant differences in students' scores in writing between the pre and post tests of the experiment group in terms of :

Organization and Mechanics

Content

Grammar Accuracy

Vocabulary

- **Hypothesis Two:** There may be significant differences between the experimental and control groups achievement scores in the posttest due to the treatment.

#### **4.2. The Reading-Writing Workshop: Experimental Intervention**

This present research is an endeavor to examine the extent to which reading integration would be beneficial to students' writing abilities. In other words, this part of the study investigates the effectiveness of the proposed treatment i.e. teaching writing through reading on students' writing skills.

The first stage of the experiment was the selection of different texts: narrative, descriptive, argumentative etc. The selection of texts and tasks was guided by both the content of 2LMD written expression program (Appendix N°D1) and students' level. In other words, this selection is related to the aim of the writing course itself and the students' proficiency level. Therefore, the first step before the implementation of the reading/writing workshop concerns the students' needs analysis. The aim of this initial phase is to inform the researcher about the needs, interest and the academic level of the participants so as select reading texts and writing activities appropriate to the aforementioned aspects.

The second phase of the treatment: The workshop started by the end of October, 2014 and lasted 16 weeks, from October 2014 to February 2015. The time allotted for each session is 03h00 divided into three steps: First, a warm-up or mini-session, where the students are introduced to the topic, then as a second step, they are required to read the selected reading material and do some follow-up activities as to answer comprehension questions, practice new vocabulary, punctuate some passages and identify the main ideas of the text. As a last step, the participants are asked to write about the topic they have discussed during the session.

#### **4.2.1. The Reading / Writing Workshop Goals**

The proposed reading-writing workshop aims to enable the students to:

- Acquire a wide and varied vocabulary;
- Develop their linguistic knowledge;
- Write clearly, accurately and coherently;
- Translate their thoughts into written form;
- Develop their command of English grammar; spelling and punctuation;
- Read widely different texts from various fields so as to get familiarized with different styles and genres;
- Use graphic organizers to identify the structure of the different texts.

#### **4.2.2. Principles Underlying the Choice of Materials**

Many criteria should be taken into account for selecting the appropriate reading materials. In this context, Krashen and Terrell (1983) recommended two criteria for determining whether reading materials are appropriate for ESL/EFL learners: the reading must be at a comprehensible level of complexity and interesting for the reader.

Furthermore, Nuttal (1996) gives three main criteria to consider when choosing texts to be used in the classroom: Suitability of content, exploitability and readability.

- **Suitability of the content:** The reading materials should interest the students as well as be relevant to their needs in order to motivate them.
- **Exploitability:** It refers to the different ways a text can be used to develop the students' competencies. In our case, we are concerned with developing students' writing competences.
- **Readability:** It is used to describe the combination of structural and lexical difficulty of a text as well as referring to the amount of new vocabulary and any new grammatical forms.

In the present study, the researcher has taken into account the three aforementioned criteria in the choice of the readings and the design of the different writing activities, since the three criteria are complementary. Thus, the proposed workshop program is based on reading to write activities, where the readers use text(s) they read, or have read as a basis for text(s) they would write. (Carson, 1993: 85). This idea of using reading as a springboard for writing courses was advocated by many researchers who acknowledged the value of reading as a valuable input from which students can get different knowledge. Cassany (1989: 63) claims that “*reading has been shown to be the only viable way to acquire writing because it relates the learners with the texts that contain all the passage they require*”. As a matter of fact, the researcher selected literary tasks that require readers to extract, understand and interpret textual content while also drawing their attention to texts' formal features (eg: rhetorical arrangement, prototypical grammatical patterns, lexical choices and so on) (Hedgock and Ferris 2009, Hinkel, 2004, Hyland, 2004). It is worth mentioning, that the proposed program is composed of both extensive and intensive readings: the first type of reading which is intensive was conducted under the guidance of the researcher, the

participants were required to read texts and perform writing activities such as answering comprehension questions, finding synonyms, completing graphic organizer. For the second type which is extensive reading, the aim of the researcher was to provide the students of the experimental group with opportunities to read even outside the classroom boundaries and complete writing tasks related to what they have read. In this context, the participants were required to read novels and short stories of their choice during the winter holidays and complete a book-report sheet (Appendix E) so as to keep record of what they read. After the winter holidays, the participants were invited to share their readings with their mates.

### **4.3. Designing the Reading/Writing Workshop Program**

In designing the reading/writing workshop program, the researcher followed the steps described below:

- Defining the objectives of the workshop
- Identifying the writing sub-skills
- Selection of texts for reading and designing activities for writing practice: The choice of the researcher is based on the following criteria:
  - Students' interest: It is considered as the most important factor in selecting a reading material. Williams (1986:42) claims that "*in the absence of interesting texts, very little is possible.*" Researchers agree that interest is the backbone of any learning process because of its relation with motivation. In this respect, if the students are not interested in the selected text, they would not be motivated to read it.
  - Linguistic appropriateness: The proposed activities fall within or little above the students' linguistic level.

- Cultural suitability: The proposed texts are appropriate to the socio-cultural values of the participants.
- Text length: Since the time allotted for each session is 03h00, the researcher took into consideration this parameter in the selection of texts with an appropriate length.
  - Instructions: The instructions were carefully stated by the researcher who clearly explained what should the participants do in every activity.

### 4.3.1. The Treatment Texts

The researcher selected 16 texts on the basis of the data collected in the initial needs analysis phase where students proposed different topics of their interest. The selected texts are self contained.

#### Types of texts

The proposed texts represent different genres: narration, argumentative, comparative, scientific reports. It is worth mentioning that the researcher's choice was guided by the content of 2LMD written expression syllabus.

The following table displays the texts used by the researcher in the reading/writing workshop

N°	TITLE	TEXT-TYPE
01	From a book to a movement: <i>The story of Silent Spring</i>	Cause-effect
02	Heart disease and changing attitudes	
03	Brain imaging study reveals Placebo's effect	
04	Reading	Argumentative
05	The right to die	
06	Early navigation	

07	They attended their own funeral	Narrative
08	A round-up	
09	The capture	
10	Who are today's immigrants	Comparison and Contrast
11	Okonkwo	
12	The Price of Mobility	
13	Fasting may led to health benefits	Descriptive
14	Sari of Gods	
15	Thomas Jefferson, the Architect	
16	The Gift of the Magi	Extensive reading

Table N° 33 Text-types selected for the reading/writing workshop

### Length and difficulty of the texts

The proposed program includes both extensive and intensive reading therefore, the length of the texts varies according to the purpose of reading. Thus in the researcher's selection, both longer texts (about 2000 words) and shorter texts (about 500 words) are included. Another important issue that should be considered is the level of difficulty of the reading materials. Because the researcher selected texts from a wide range of sources, a key consideration is their level of difficulty in relation to the participants' level of proficiency. Thus, the selected texts were

submitted to experienced teachers of written expression at the department of English who provided the researcher with some useful insights.

#### **4.3.2. The Workshop Activities**

The reading/writing workshop is based on different activities. Therefore, the researcher designed three types of activities, namely: pre-reading, while reading and post-reading activities.

- Pre-reading activities: the purpose of these activities is to prepare students for reading by activating the relevant schemata about the topic dealt with in the text. There is a variety of activities the teacher can use, some of them are: brainstorming the theme, discussion where the teacher initiate a mini debate about a topic, using pictures, and videos.
- While reading activities: this second type of activities requires from the students to read and focus on different aspects of the text. The aim of while reading activities is to help students better understand what they are reading. The following activities are generally used while reading: reading comprehension question, true or false statements, complete graphic organizers, drawing inferences, identify the main ideas of the text.
- Post-reading activities: the aim of these activities is to provide students with the opportunity to put into practice what they have learned from during the session. Just as it is useful to prepare students for what they read through pre-reading activities, students need to follow up on what they have read through post-reading exercises (Moore et al. 1982). The teacher can draw from a large variety of activities such as: summary writing, outlining, and retelling, writing a paragraph using the same organization patterns of the text they have read.

### 4.3.3. Samples of the Reading/Writing Workshop Program Sessions

The following samples represent models of the reading/writing workshop sessions.

#### Sample N°1

**Target population:** Second year LMD students

**Time allocation:** 03 hours

**Language Skills:** Reading and Writing

**Topic:** Cause and Effect

**Materials:** Reading texts and handouts

**Source:** North Star 5: Reading and Writing (3<sup>rd</sup> ed.) by Judy L. Miller and Robert F. Cohen

**Title of the reading text: From a book to a movement: *The story of Silent Spring***

By Rachel Carson

**Overview:** This work workshop gives an introduction to the elements of cause and effects. The students will read the selected text, answer the comprehension questions and do a set of activities (grammar, vocabulary, punctuation)

**Objective (s):** At the end of the workshop, the students will be able to:

- Identify and understand the cause and effect text structure.
- Use graphic organizers to illustrate the cause and effect relationship.
- Select adequate, appropriate and topic's matching ideas.
- Use signal words to identify cause and effect.
- Use correct punctuation.

#### Procedure

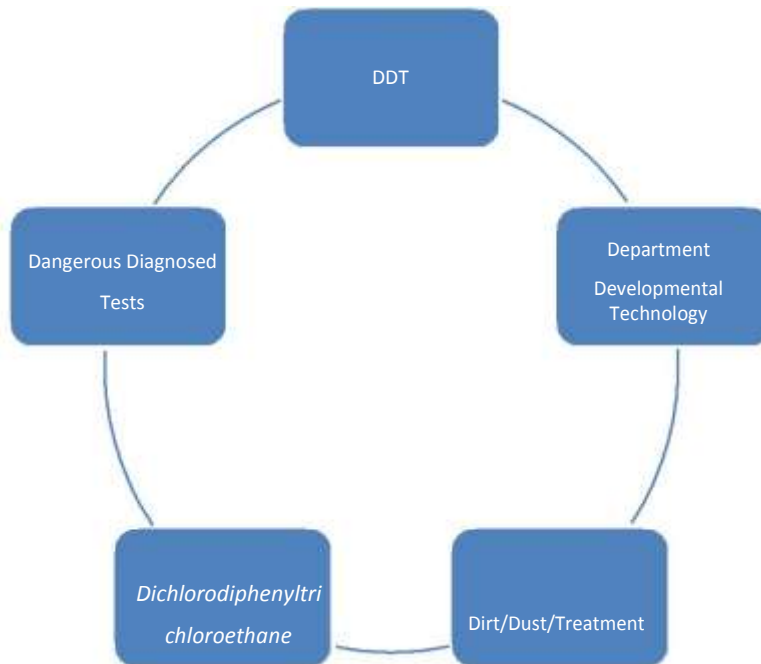
##### Pre-reading activities

###### ❖ Sequence 1

**Warming Up:** 2 pre-reading activities to introduce the theme, familiarize the learners with the target vocabulary and function, and enable them to gather necessary and useful items for the final aim: paragraph writing

## Activity one

What do the initials DDT make you think of?



### ❖ Sequence 2

Reading for scanning: main idea, sub-ideas, text function

Intensive Reading: read the text then do the activities set

### ❖ Sequence 3

Reading for writing: using the information gathered in activity one, the learners are required to reconstruct the passage using their own words.

Activity two however, seeks clues to enable the learners to summarize the passage giving the main ideas.

Activity three enables the learners to insert appropriate punctuations in order to construct a meaningful paragraph.

### ❖ Sequence 4

Cause Effect activity through gap filling drill: to cement the main function of the reading text

## ❖ Sequence 5

Paragraph writing on the target theme using learnt items, and functions

## ❖ Evaluation

Self-evaluation through revision/ Peer evaluation/tutor evaluation

### **From a book to a movement: *The story of Silent Spring*** By Rachel Carson

Developed in 1939, DDT was the most powerful pesticide the world had even known. It was used throughout the 1940s and 1950s to clear regions of mosquitoes carrying malaria. Its inventor was awarded the Nobel Prize. When DDT became available for purely commercial use and was sprayed over crops, only a few people, like Rachel Carson, felt that there was some danger. When she finally published her book, *Silent Spring*, her fears were heard loud and clear. The impact of *Silent Spring* was great; with this book, Rachel Carson laid the foundation for the modern environmental protection movement.

Carson did not originally intend to write a book about the harmful effect of DDT. Her interest in the subject was sparked by a letter from old friends telling about the damage that aerial spraying had done to the ecological system on their land. Although Rachel Carson was a best-selling author, no magazine would agree to her idea for an article investigating the negative effects of DDT. She decided to go ahead and deal with the issue in a book, *Silent Spring*, which took her four years to complete. It described how DDT entered the food chain and accumulated in the fatty tissues of animals, including human beings and caused cancer and genetic damage. The book's most famous chapter, "A Fable of Tomorrow", depicted a nameless American town where all life –from fish to birds to apple blossoms to children-had been "silenced" by the insidious effects of DDT.

First serialized in *The New Yorker* magazine in June 1962, the book alarmed readers across the country and, not surprisingly, brought howls of anger from the chemical industry. "If man were to faithfully follow the teachings of Miss Carson," complained an executive of the American Cyanamid Company, "we would return to Dark Ages, and the insects and diseases would once again inherit the earth". Some of the attacks were more personal, questioning Carson's integrity and even her sanity.

Her careful preparation, however, had paid off. Foreseeing the reaction of the chemical industry, she had written *Silent Spring* like a lawyer's brief, with no fewer than 55 pages of notes and a list of experts who had read and approved the manuscript. Many well-known and respected

scientists rose to her defense, and when President John F. Kennedy ordered the President's Science Advisory Committee to examine the issues the book raised, its report supported both *Silent Spring* and its author. As a result, DDT came under much closer government supervision and was eventually banned.

Conservation had never attracted much public interest before Rachel Carson's book, but the dangers she analyzed were too frightening to ignore.

For the first time, the need to regulate industry in order to protect the environment became widely accepted, and environmentalism was born. Carson was well aware of the implications of her book. Appearing on a CBS documentary about her work shortly before her death from breast cancer in 1964, she remarked:

The public must decide whether it wishes to continue on the present road, and it can only do so when in full possession of the facts. We still talk in terms of conquest. We haven't become mature enough to think of ourselves as only a tiny part a vast and incredible universe. Man's attitude toward nature is today critically important simply because we have now acquired a fateful power to alter and destroy nature. But man is part of nature, and his war against nature is inevitable a war against himself.

One of the landmark books of the twentieth century, *Silent Spring* still speaks to us today, many years after its publication. Equally inspiring is the example of Rachel Carson herself. Against over-whelming difficulties and hardship, despite her own shyness and reserve, and motivated only by her love of nature, she rose like a gladiator in its defense.

"The Story of *Silent Spring*" is adapted from a Natural Resources Defense Council Publication.

## Activities 1

**Working with a partner, answer the following questions:**

- According to Rachel Carson, why is DDT so dangerous?
- What did Carson do to prepare for the criticism that her book would receive?
- According to Carson, how should people think of themselves in relation to nature?

- At first, no magazine would agree to publish an article on DDT. Why do you think magazine editors were so reluctant?
- “If man were to faithfully follow the teachings of Miss Carson, we would return to the Dark Ages, and the insects and diseases would once again inherit the earth.” What did the executive of the American Cyanamid Company mean here?

## Activity 2

Read the selection below. Fill in each blank with the word from the box that matches the definition between brackets. Not all the words are used.

abundance	damage	insidious	puzzled
alter	depicted	misfortune	stricken
countless	harmful	prosperous	surroundings

The struggle to save the food supply from (harm).....did not end with *Silent Spring*. The need to maintain a (successful).....agricultural economy has led to many difficulties. For example, in order to increase the protein in cattle feed, people began to (change).....the diet of cows. Cows do not eat meat in their natural (environment)....., but farm industries in many countries began feeding cows the ground-parts of dead sheep. Many scientists believe that some cows’ nervous systems were (attacked).....by a sheep disease called scrapie. According to them, this (gradual and harmful).....process, begun by humans for greater profits, led to outbreaks of “mad cow disease” in several countries of Europe and Asia. This was a (disaster) .....for the beef industry.

Farmers also often feed large amounts of antibiotics and hormones to their animals to make them stronger. These large doses accumulate in animal organs and are eaten by humans. This is (damaging) .....to us all because human diseases are becoming less responsive to antibiotics, and hormones are not good for children.

Recently, food manufacturers in the United States have developed a new method of irradiating food to kill bacteria. Many people want to ban irradiated food because they are not sure such food is safe. The dangers to the food supply (described).....by the environmental movement have led many people to buy only natural products from organic farms, which do not use chemical pesticides. But organic foods are expensive and hard to find. People in many

countries are (unsure).....about how to carry on the legacy of being responsible for the environment, which is the message of *Silent Spring*.

**Punctuate the following passage.**

there was once in the heart of America where all life seemed to live in harmony with its surroundings the town lay in the midst of a checkerboard of prosperous farms with fields of grain and hillsides of orchards where in spring white clouds of bloom drifted above the green fields in autumn oak and maple and birch trees set up a blaze of color that flamed and flickered across a backdrop of pines then foxes barked in the hills and deer silently crossed the fields half hidden in the mists of the fall mornings

**Complete the paragraphs by filling in the blanks with the cause-and-effect structure (because, since, consequently, therefore, thus, so, such, so...that)**

Silent Spring .....an impact in America at the time it was published-----  
 ----- people's general thinking about nature changed dramatically from that point on.-----  
 ----- .the book made people see that whatever they did to nature they were also doing to themselves, their blind faith in science and industry was shaken.-----  
 -----, our modern era of environmental awareness was launched. In the years immediately following the book's publication, people became----- interested in their connections with the natural world----- TV shows such as Marlin Perkins's Kingdom became very popular in the early 1960s. By 1979s, the United States had celebrated its first Earth Day.

Within the first year of Silent Spring's publication, over 40 state laws were proposed to regulate pesticide use-----government scientists had backed Rachel Carson fully after their researchers supported all her claims. The pressure of the legislation passed was ----  
 -----great.

-----many national laws were created afterwards to protect the environment: The National Environment Act (1969), the Clean Air Act (1970), the Clean Water Act (1972), and the Endangered Species Act (1973) are just a few of them.

**Homework**

Write a paragraph about the effect of industry development on the environment.

## Sample N°2

**Target population:** Second year LMD students

**Time allocation:** 03 hours

**Language Skills:** Reading and Writing

**Topic:** Argumentation

**Materials:** Reading texts and handouts

**Source:** online source: web site for English Teachers

**Title of the reading text:** Reading.

**Overview:** This work workshop gives an introduction to argumentative writing. The students will read the selected text, answer the comprehension questions and do a set of activities (grammar, vocabulary, punctuation)

**Objective (s):** At the end of the workshop, the students will be able to:

- distinguish between the main idea and the supporting details
- express one's opinion through argumentation
- able to support positions with well-developed arguments

## Procedure

### Pre-reading activities

#### ❖ Sequence 1

### Warming Up: Mini-Debates

The researcher initiated a debate among students about the following statement:

People are less and less reading because of their over connection to internet in general and the social networks in particular.

### While reading activities

#### ❖ Sequence 2

**Activity1:** Reading for scanning: main idea, sub-ideas, text function

### Post-reading activities

#### ❖ Sequence 3

## Activity 2

Draw a distinction between a positive opinion and a negative one.

## Reading

**Directions:** Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one

## Activity 1

1. Which best expresses the main idea of the second paragraph?  
a. Reading is exciting.  
b. Reading strengthens your mind.  
c. Age affects the body in many ways.  
d. Working out keeps your body in shape.

- Why does the author think that you should read books that are boring? a. You will eventually grow to love them if you read them enough. b. You will get better grades in reading class. c. You will make your teacher very happy. d. You will learn new words.

- Which best expresses the main idea of the third paragraph?
- Reading can benefit you.
- You can learn to program video games or design clothing by reading.
- You can learn amazing things and become a better person by reading.
- Knowledge is power.

Which is **not** a reason given by the author why students fail to complete reading assignments?

- a. Students may be bored. b. Students may be distracted. c. Students may be unwilling to focus. d. Students may be tired.

- Which best expresses the author's main purpose in writing this text? a. He is trying to persuade students to do their reading work. b. He is teaching people how to become better readers. c. He is explaining why people don't do their reading work. d. He is entertaining readers with facts about the mind and body.

- Which is **not** one of the author's arguments in the fifth paragraph? a. Reading gives you a broader perspective on the world. b. Reading changes the way that you understand the world. c. Reading helps prepare you for your job in the real world. d. Reading teaches you about distant lands and cultures.

- Why does the author believe that reading is good for your mind state? a. It has a calming effect. b. It can lower your stress levels. c. It can help you relax. d. All of these

- Which title best expresses the main idea of this text? a. *Reading: Good for the Mind in Many Ways* b. *Reading: The Key to a Successful Academic Future* c. *Reading: Improve Your Vocabulary While Being Entertained* d. *Reading: The Best Way to Improve Your Writing Skills*

- Why does the author believe that reading boring or unfamiliar books can be helpful for readers? Use the text in your response.

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10. Why does the author describe reading as a "positive escape"? In what ways is reading positive? Use evidence from the text to support your response.

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### Sample N°3

**Target population:** Second year LMD students

**Time allocation:** 03 hours

**Language Skills:** Reading and Writing

**Topic:** Narrative writing

**Materials:** Reading texts and handouts

**Source:** Bridging the Gap: Language, Culture and Literature, an Integrated Course by Members of English Faculty and of the Literary Didactics Research Group of the University of Algiers.

**Title of the reading text:**

**Overview:** This work workshop gives an introduction to narrative writing. The students will read the selected text, answer the comprehension questions and do a set of activities (grammar, vocabulary, punctuation)

**Objective (s):** At the end of the workshop, the students will be able to:

- identify the narrative organization pattern and the conventions of narrative writing.
- showing order of events in narrative paragraphs.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- use correct tenses: simple past, past continuous.
- reinforce punctuation
- use time transitions.

### Procedure

#### ❖ Sequence 1

#### Warming Up:

The teacher invites the students to share with their mates an experience they had when they were young.

#### While reading activities

- **Sequence 2**
- : Reading for scanning: main idea, sub-ideas, text function
- Intensive Reading: read the text then do the activities set.

## Post-reading activities

- **Sequence 3**

- Complete the following diagram
- **COMPOSITION**

Using the above diagram, write a paragraph about the passage by answering the questions.

### THEY ATTEND THEIR OWN FUNERAL SERVICE

Tom Sawyer and his friend Huck Finn, together with another boy Joe Harper have been away from home for several days, and thus are believed to be dead...

When the Sunday-school hour was finished, the next morning, the bell began to toll, instead of ringing in the usual way. It was a very still Sabbath, and the mournful sound seemed in keeping with musing hush that lay upon nature. The villagers began to gather, loitering a moment in the vestibule to converse in whispers about the sad event. But there was no whispering in the house; only the funeral rustling of dresses as the women gathered to their seats, disturbed the silence there. None could remember when the little church had been so full before. There was finally a waiting pause an expectant dumbness, and the Aunt Polly entered, followed by Sid and Mary, and they by the Harper family, all in deep black, and the whole congregation, the old minister as well, rose reverently and stood, until the mourners were seated in the front pew. There was another communing silence, broken at intervals by muffled sobs, and then the minister spread his hands abroad and prayed. A moving hymn was sung, and the text followed : ‘I am the Resurrection and the Life.’

As the service proceeded, the clergyman drew such pictures of the graces, the winning ways, and the rare promise of the lost lads, that every soul there, thinking he recognized these pictures, felt a pang in remembering that he had persistently blinded himself to them, always before, and had as persistently seen only faults and flaws in the poor boys. The minister related many touching incident in the lives of the departed , too, which illustrated their sweet, generous natures, and the people could easily see, now, how noble and beautiful those episodes were, and remembered with grief that at the time they occurred they had seemed rank rascality, well deserving of the cowhide. The congregation became more and more moved, as the pathetic tale went on, till at last the whole company broke down and joined the weeping mourners in a chorus of anguished sobs, the preacher himself giving way to his feelings, and crying in the pulpit.

There was a rustle in the gallery, which nobody noticed; a moment later the church door creaked; the minister raised his streaming eyes above his handkerchief, and stood transfixed! First on and then another pair of eyes followed the minister’s, and then almost with one impulse the congregation rose and stared while the three dead boys came marching up the aisle, Tom in the lead, Joe next, and Huck, a ruin of drooping rags, sneaking sheepishly in the rear! They had been hid in the unused gallery listening to their own funeral sermon!

Aunt Polly, Mary, and the Harpers threw themselves upon their restored ones, smothered them with kisses and poured out thanksgivings, while poor Huck stood abashed and uncomfortable, not knowing exactly what to do or where to hide from so many unwelcoming eyes. He wavered, and started to slink away, but Tom seized him and said: "Aunt Polly, it ain't fair. Somebody's got to be glad to see Huck."

"And so they shall! I'm glad to see him, poor motherless thing!"

And the loving attentions Aunt Polly lavished upon him were the one thing capable of making him more uncomfortable than he was before.

Suddenly the minister shouted at the top of his voice: "Praise God from whom all blessing flow-SING!- and put your hearts in it."

And they did.

Mark Twain The Adventure of Tom Sawyer.

### Activity: 1

Look up in the dictionary the following words and use them in meaningful sentences:

Congregation/ minister/ pew/ clergyman/ chorus/ aisle/ vestibule/ loitering/ transfixed/ abashed/ wavered/ to lavish.

### Activity: 2

Use the appropriate punctuation

meanwhile, tom runs off into the dense woods somewhere far away from the schoolhouse where becky is the woods are still adding to tom's lonely and melancholy state tom sits and begins to consider what it would be like to die and at this point the only thing that makes him hesitate is his bad sunday school record becky would be sorry he thinks to himself about the way she treated him if only he were dead "Ah, if only he could die temporarily!"

### Activity: 3

The following narrative paragraph lacks time transitions. Fill in the blanks with the appropriate transitions to give the paragraph coherence. (*glues* the structure together)

first                      After                      eventually                      today                      before                      when                      then  
  
in the meantime      afterwards      later when      then

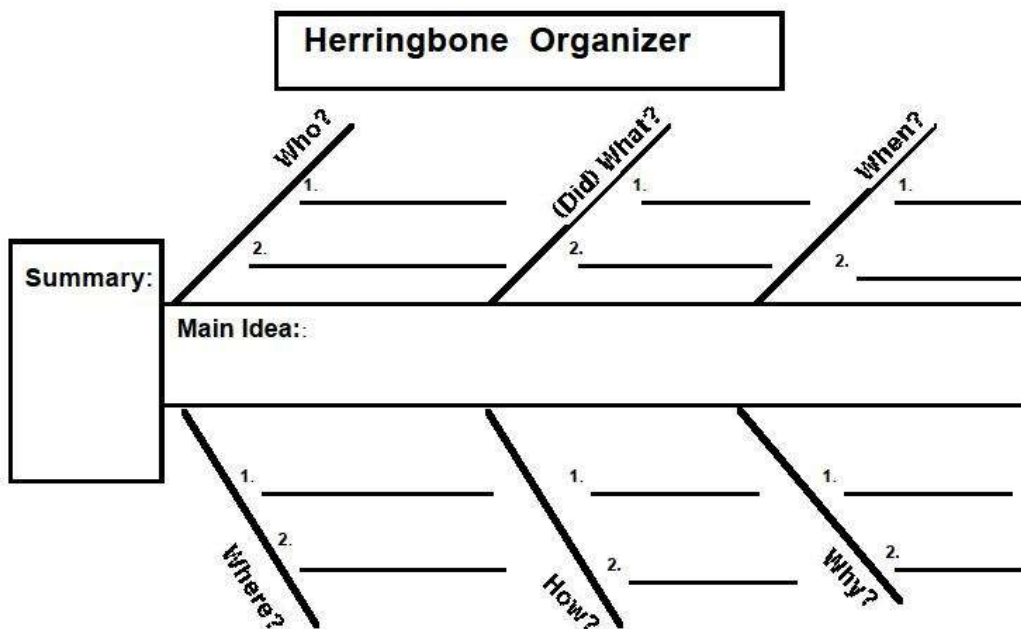
### Jyll and Jack

Let me tell you the story about a woman named Jyll and a friend of hers called Jack. – The 1. \_\_\_\_\_ thing that happened was that Jyll was running out of fresh water at her cabin. She decided she would have to walk into town to pick up some fresh spring water. 2. \_\_\_\_\_ she left she wanted to contact her neighbour, Jack, to let him know she would be out of the area for the day. 3. \_\_\_\_\_ she left the cabin, she grabbed the old wooden pail. 4. \_\_\_\_\_ she would use it as a signal to Jack that she was absent from the cabin. She tied a rope around the

handle of the pail and 5. \_\_\_\_\_ was able to toss the pail up into the air and over the giant arbutus tree next to the cabin. High up there it could be seen by Jack while he stood on the porch of his cabin down the road. He would know she was away from the cabin. This was a safety measure. Jyll 6. \_\_\_\_\_ went off to town for the spring water not knowing that Jack had gone tumbling down. 7. \_\_\_\_\_ that day, it was discovered what had happened. 8. \_\_\_\_\_ Jyll had gone to fetch the pail for water, she hadn't noticed Jack coming around the bend in the forest path. 9. \_\_\_\_\_ the doctor and police were able to reconstruct the scene of the crime. It seems that when Jyll threw the pail up in the tree, it hit Jack's crown on its way down. 10. \_\_\_\_\_ Jack has had his nob patched, but he hasn't seemed the same fellow. 11. \_\_\_\_\_ Jyll has been known to giggle at Jack's disaster which sometimes gets her in trouble with his mother. 12. \_\_\_\_\_ Jack and Jyll still play at being neighbors, but Jack won't go near the water pail.

**Activity: 4**

Complete the following diagram:



**COMPOSITION**

Using the above diagram, write a paragraph about the passage by answering the questions.

## Sample N°4

**Target population:** Second year LMD students

**Time allocation:** 03 hours

**Language Skills:** Reading and Writing

**Topic:** Comparative and Contrast

**Materials:** Reading texts and handouts

**Source:** Bridging the Gap: Language, Culture and Literature, an Integrated Course by Members of English Faculty and of the Literary Didactics Research Group of the University of Algiers.

**Title of the reading text:** OKONKWO by CHINUA ACHEBE

**Overview:** This work workshop gives an introduction to comparative and contrast. The students will read the selected text, answer the comprehension questions and do a set of activities (grammar, vocabulary, punctuation)

**Objective (s):** At the end of the workshop, the students will be able to:

- Identify and understand the comparative and contrast text structure.
- Use graphic organizers to compare and contrast between two elements, objects, persons.
- use appropriately the terms related to comparing and contrasting (like, unlike, similar, different from, both, neither, whereas, but)
- use appropriate punctuation.

## Procedure

### ❖ Sequence 1

#### Warming Up:

#### T-Chart

Students compare and contrast two subjects by listing details in a T-chart, following these steps:

- List details about one subject on the left side.
- List details about a second subject on the right side.
- Place check marks next to similarities.
- Underline any differences.

## While reading activities

### ❖ Sequence 2

**Activity 1:** skimming for a general comprehension of the text

**Activity 2:** using a diagram to compare between two persons

## Post-reading activities

### ❖ Sequence 3

**Activity 3:** Filling the gaps with the appropriate conjunctions.

**Activity 4:** Use the diagram to write a paragraph to describe the difference between father and son.

## OKONKWO

This passage opens *Things Fall Apart*, the first novel by the well-known African writer, Chinua Achebe. It introduces the main character, Okonkwo, and draws the distinction between this man's fame and success, and his father's poor and undistinguished life.

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honor to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time, Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their out-houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had no patience with his father.

Unoka, for that was his father's name had died ten years ago. In this day he was lazy and improvident and was quite incapable of thinking about tomorrow. If any money came his way, and it seldom did, he immediately bought gourds of palm-wine, called round his neighbors and

made merry. He always said that whenever he saw a dead man’s mouth he saw the folly of not eating what one had in one’s lifetime. Unoka was, of course, a debtor, and he owed every neighbor some money, from a few cowries to quite substantial amounts;

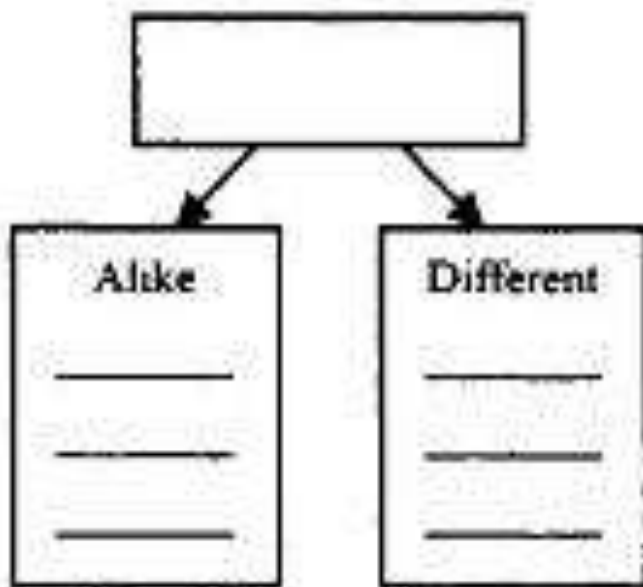
He was tall but very thin and had a slight stoop. He wore a haggard and mournful look except when he was drinking or playing on his flute. He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung above the fireplace. Unoka would play with them, his face beaming with blessedness and peace. Sometimes another village would ask Unoka’s band and their dancing egwugwu to come and stay with them and teach them their tunes. They would go to such hosts for as long as three or four markets, making music and feasting. Unoka loved the good fare and the good fellowship, and he loved this season of the year, when the rains had stopped and the sun rose every morning with dazzling beauty.

Chinua Achebe, *Things Fall Apart*.

**Activity 1**

**Skimming and understanding**

- What other title could be given to this text?
- What is Okonkwo’s success based on?
- Why is Amalinze a fearful opponent?
- What characterizes Okonkwo? How do people regard him?



**Activity 2**

Fill in the following diagram to compare between the father and the son.

### Activity 3

Fill in the gaps in following paragraph with the appropriate conjunction from the box.

however	likewise	another difference	similarly	whereas
also	while	but	on the other hand	

Even though Arizona and Rhode Island are both states of the U.S., they are different in many ways. For example, the physical size of each state is different. Arizona is large, having an area of 114,000 square miles; ----- Rhode Island is only about a tenth the size, having an area of only 1,214 square miles. ----- is in the size of the population of each state. Arizona has about four million people living in it, ----- Rhode Island has less than one million. The two states also differ in the kinds of natural environments that each has. For example, Arizona is a very dry state, consisting of large desert areas that do not receive much rainfall every year. ----- Rhode Island is located in a temperate zone and receives an average of 44 inches of rain per year. In addition, ----- Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

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### Activity 4

#### COMPOSITION

Use this diagram to write a paragraph to describe the difference between father and son.

## Sample 5

**Target population:** Second year LMD students

**Time allocation:** 03 hours

**Language Skills:** Reading and Writing

**Topic:** Descriptive writing

**Materials:** Reading texts and handouts

**Sources:** Effective Academic Writing 1 by Alice Savage and Masoud Shafiei.

**Title of the reading text:** Sari of the Gods

**Overview:** This work workshop gives an introduction to descriptive writing. The students will read the selected text, answer the comprehension questions and do a set of activities (grammar, vocabulary, punctuation)

**Objective (s):** At the end of the workshop, the students will be able to:

- identify descriptive writing
- distinguish between general and specific ideas
- produce coherent paragraphs
- use specific language
- use adjectives in descriptive writing
- use appropriate punctuation

## Procedure

### ❖ Sequence 1

**Warming Up:** stimulating ideas: describing a picture

**Activity 1:** discuss the picture:

- How is the woman dressed?
- Have you ever seen someone dressed this way? If? if so, where?

## While reading activities

### ❖ Sequence 2

#### Activity 1

Write T for true and F for false for each statement.

## Activity 2

Responding to the text

### Post-reading activities

#### ❖ Sequence 3

### Activity 1

#### Free writing

Write for ten minutes on the topic below. Express yourself as well as you can, don't worry about mistakes.

### Activity 2

#### Composition

Write a short paragraph that describes an Algerian traditional clothe.

### Sari of Gods

Prapulla is a young Indian bride. She and her husband, Shekar, are moving to New York, where he has a job with a U.S company. Prapulla must decide how she will dress in her new country: in western pants and skirts, or in a sari, the traditional dress for Indian woman. Why is the sari so special to Prapulla?

En route to New York on the jumbo, Shekar had discreetly opened up the conversation about what she would wear once they were in America. At the mention of skirts she had flared up so defiantly he had to leave the seat. For Prapulla, it was not convenience but convention that made the difference. She had always prized her saris, especially on the occasions when she wore her wedding sari with its blue, hand-spun silk and its silver border on which images of the gods, had been embroidered.

She remembered the day she had shopped for the sari. It had been a week before her wedding. The entire family had gone to the silk bazaar and spent the day looking for the perfect one. They had at last found it in the only hand-spun sari shop in the market. The merchant had explained that the weaver who had knitted the gods into its border had died soon after, taking his craft with him. This was his last sari, his parting gift to some lucky bride.

*Sharat Chandra, S.G. Sari of the Gods. Minneapolis: Coffee House Press, 1989.*

### Activity one

**Understanding the text:** Write T for true and F for false for each statement.

- Prapulla went shopping for her wedding sari with her family.
- Prapulla's wedding sari was made by hand.
- Prapulla's wedding sari was white.
- The man who wove Prapulla's wedding sari told her she was lucky.
- The sari was the last on in the store.

### Activity two

#### Responding to the text

Write your answers for each question in full sentences.

- Prapulla is going to live in New York with her husband. How does her husband want her to dress? Why do you think so?
- What do you think Prapulla will wear in New York? Why do you think so?
- Why is Prapulla's wedding sari important to her?

### Activity three

#### Free writing

Write for ten minutes on the topic below. Express yourself as well as you can, don't worry about mistakes.

Prapulla has special memories and feelings about her wedding sari. On a separate piece of paper, write about a piece of clothing that is special to you.

- What does it look like?
- How did you get it?
- Why is it important to you?
- How does it make you feel?

#### Topics for writing

Write a descriptive paragraph on an Algerian traditional clothe.

Bearing in mind the advantages of intensive and extensive reading the researcher included in the reading/writing workshop both types of reading. The aim behind this eclectic choice is justified by the fact that the researcher wanted to provide the participants with a variety of activities and readings so as to create a motivational atmosphere far from monotonous and boring classes which may have negative effects on students' motivation.

The following sample represents a model of a session of the reading/writing workshop based on extensive reading.

### **Sample: 6**

**Target population:** Second year LMD students

**Language Skills:** Reading and Writing

**Materials:** Reading texts and handouts

**Type of reading:** Extensive reading

**Title of the reading text:** The Gift of the Magi by O. Henry

**Overview:** The aim of this session is to initiate students to extensive reading. In other term, students are exposed to long texts and books, so as to develop their reading habits. In other terms, the purpose behind this session is to arouse students' motivation to read and make of them life-long readers.

**Objective (s):** the objectives of extensive reading are long-term objectives; some of them are as follows:

- to develop students' ability to guess words from context
- develop students' reading confidence
- complete reading reports
- develop students' language abilities

## The Gift of the Magi

by O. Henry

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*This story was originally published on Dec 10, 1905 in The New York Sunday World as "Gifts of the Magi." It was subsequently published as The Gift of the Magi in O. Henry's 1906 short story collection The Four Million.*

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ONE DOLLAR AND EIGHTY-SEVEN CENTS. That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty-seven cents. And the next day would be Christmas. There was nothing to do but fall on the bed and cry. So Della did it. While the lady of the home is slowly growing quieter, we can look at the home. Furnished rooms at a cost of \$8 a week. There is little more to say about it. In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make a sound. Also there was a name beside the door: "Mr. James Dillingham Young."

When the name was placed there, Mr. James Dillingham Young was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and important. It should perhaps have been "Mr. James D. Young." But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim." You have already met her. She is Della. Della finished her crying and cleaned the marks of it from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a gift. She had put aside as much as she could for months, with this result. Twenty dollars a week is not much. Everything had cost more than she had expected. It always happened like that. Only \$ 1.87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly good enough. Something almost worth the honor of belonging to Jim. There was a looking-glass between the windows of the room. Perhaps you have seen the kind of looking-glass that is placed in \$8 furnished rooms. It was very narrow. A person could see only a little of himself at a time. However, if he was very thin and moved very quickly, he might be able to get a good view of himself. Della, being quite thin, had mastered this art. Suddenly she turned from the window and stood before the glass. Her eyes were shining brightly, but her face had lost its color. Quickly she pulled down her hair and let it

fall to its complete length. The James Dillingham Youngs were very proud of two things which they owned. One thing was Jim's gold watch. It had once belonged to his father. And, long ago, it had belonged to his father's father. The other thing was Della's hair. If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen's jewels and gifts. If a king had lived in the same house, with all his riches, Jim would have looked at his watch every time they met. Jim knew that no king had anything so valuable. So now Della's beautiful hair fell about her, shining like a falling stream of brown water. It reached below her knee. It almost made itself into a dress for her. And then she put it up on her head again, nervously and quickly. Once she stopped for a moment and stood still while a tear or two ran down her face. She put on her old brown coat. She put on her old brown hat. With the bright light still in her eyes, she moved quickly out the door and down to the street. Where she stopped, the sign said: "Mrs. Sofronie. Hair Articles of all Kinds." Up to the second floor Della ran, and stopped to get her breath. Mrs. Sofronie, large, too white, cold-eyed, looked at her. "Will you buy my hair?" asked Della. "I buy hair," said Mrs. Sofronie. "Take your hat off and let me look at it." Down fell the brown waterfall. "Twenty dollars," said Mrs. Sofronie, lifting the hair to feel its weight. "Give it to me quick," said Della. Oh, and the next two hours seemed to fly. She was going from one shop to another, to find a gift for Jim. She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the shops, and she had looked in every shop in the city. It was a gold watch chain, very simply made. Its value was in its rich and pure material. Because it was so plain and simple, you knew that it was very valuable. All good things are like this. It was good enough for The Watch. As soon as she saw it, she knew that Jim must have it. It was like him. Quietness and value—Jim and the chain both had quietness and value. She paid twenty-one dollars for it. And she hurried home with the chain and eighty-seven cents. With that chain on his watch, Jim could look at his watch and learn the time anywhere he might be. Though the watch was so fine, it had never had a fine chain. He sometimes took it out and looked at it only when no one could see him do it. When Della arrived home, her mind quieted a little. She began to think more reasonably. She started to try to cover the sad marks of what she had done. Love and large-hearted giving, when added together, can leave deep marks. It is never easy to cover these marks, dear friends—never easy. Within forty minutes her head looked a little better. With her short hair, she looked wonderfully like a schoolboy. She stood at the looking-glass for a long time. "If Jim doesn't kill me," she said to herself, "before he looks at me a second time, he'll say I look like a girl who

sings and dances for money. But what could I do—oh! What could I do with a dollar and eighty seven cents?” At seven, Jim’s dinner was ready for him. Jim was never late. Della held the watch chain in her hand and sat near the door where he always entered. Then she heard his step in the hall and her face lost color for a moment. She often said little prayers quietly, about simple everyday things. And now she said: “Please God, make him think I’m still pretty.” The door opened and Jim stepped in. He looked very thin and he was not smiling. Poor fellow, he was only twenty-two—and with a family to take care of! He needed a new coat and he had nothing to cover his cold hands. Jim stopped inside the door. He was as quiet as a hunting dog when it is near a bird. His eyes looked strangely at Della, and there was an expression in them that she could not understand. It filled her with fear. It was not anger, nor surprise, nor anything she had been ready for. He simply looked at her with that strange expression on his face. Della went to him. “Jim, dear,” she cried, “don’t look at me like that. I had my hair cut off and sold it. I couldn’t live through Christmas without giving you a gift. My hair will grow again. You won’t care, will you? My hair grows very fast. It’s Christmas, Jim. Let’s be happy. You don’t know what a nice—what a beautiful nice gift I got for you.” “You’ve cut off your hair?” asked Jim slowly. He seemed to labor to understand what had happened. He seemed not to feel sure he knew. “Cut it off and sold it,” said Della. “Don’t you like me now? I’m me, Jim. I’m the same without my hair.” Jim looked around the room. “You say your hair is gone?” he said. “You don’t have to look for it,” said Della. “It’s sold, I tell you— sold and gone, too. It’s the night before Christmas, boy. Be good to me, because I sold it for you. Maybe the hairs of my head could be counted,” she said, “but no one could ever count my love for you. Shall we eat dinner, Jim?” Jim put his arms around his Della. For ten seconds let us look in another direction. Eight dollars a week or a million dollars a year— how different are they? Someone may give you an answer, but it will be wrong. The magi brought valuable gifts, but that was not among them. My meaning will be explained soon. From inside the coat, Jim took something tied in paper. He threw it upon the table. “I want you to understand me, Dell,” he said. “Nothing like a haircut could make me love you any less. But if you’ll open that, you may know what I felt when I came in.” White fingers pulled off the paper. And then a cry of joy; and then a change to tears. For there lay The Combs—the combs that Della had seen in a shop window and loved for a long time. Beautiful combs, with jewels, perfect for her beautiful hair. She had known they cost too much for her to buy them. She had looked at them without the least hope of owning them. And now they were

hers, but her hair was gone. But she held them to her heart, and at last was able to look up and say: “My hair grows so fast, Jim!”

And then she jumped up and cried, “Oh, oh!” Jim had not yet seen his beautiful gift. She held it out to him in her open hand. The gold seemed to shine softly as if with her own warm and loving spirit. “Isn’t it perfect, Jim? I hunted all over town to find it. You’ll have to look at your watch a hundred times a day now. Give me your watch. I want to see how they look together.” Jim sat down and smiled. “Della,” said he, “let’s put our Christmas gifts away and keep them a while. They’re too nice to use now. I sold the watch to get the money to buy the combs. And now I think we should have our dinner.” The magi, as you know, were wise men—wonderfully wise men— who brought gifts to the newborn Christ-child. They were the first to give Christmas gifts. Being wise, their gifts were doubtless wise ones. And here I have told you the story of two children who were not wise. Each sold the most valuable thing he owned in order to buy a gift for the other. But let me speak a last word to the wise of these days: Of all who give gifts, these two were the most wise. Of all who give and receive gifts, such as they are the most wise. Everywhere they are the wise ones. They are the magi.

**Exercise: Read the story and complete the following diagram**

## Story Map

<b>Setting:</b> Time _____ Place _____ _____	<b>Main Characters:</b> _____ _____
<div style="border: 1px solid black; border-radius: 50%; width: 60%; margin: 0 auto; padding: 10px;">         _____          _____          _____          _____       </div>	
<b>Problem:</b> _____ _____ _____	<div style="text-align: right; margin-bottom: 10px;"> <b>Name of author</b> <span style="border: 1px solid black; padding: 2px 10px;"> </span> </div> <b>Solution</b> _____ _____ _____

## **Conclusion**

This chapter sheds light on the different steps involved in the experiment. It includes key elements related to the treatment phase such as: the goals of the reading/writing workshop, the choice of the materials, the selected reading texts and samples of teaching sessions from the reading/writing workshop. During the workshop, the experimental group was exposed to different types of texts: cause and effect, argumentative, narrative, comparison and contrast, and descriptive. This selection was made on the basis of the official content of second year written expression syllabus. Moreover, the researcher designed activities which include: pre-reading, while reading and post reading activities.

**CHAPTER FIVE**

**RESEARCH FINDINGS:**

**ANALYSIS**

**and**

**DISCUSSION OF THE RESULTS**



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## Introduction

This chapter is devoted to the analysis and discussion of the results obtained from the pretest and posttest. It involves both a quantitative and qualitative analysis followed by a discussion of the results.

### 5.1. Quantitative Results (Descriptive Statistics)

#### The Results from the pretest and posttests

The results described below have been obtained by applying formulas, and symbols are used to refer to key items in this experimental phase.

**Calculating the mean:**

$$\bar{X} = \frac{1}{N} (X_1 + X_2 + X_3 + \dots + X_N)$$

Where:

$\bar{X}$  is the mean's symbol

$N$  is number of the participants

$x$  represents each value in the sample

#### **Calculating the Std. Deviation (in case of a sample):**

$$s = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

$S$  is the standard deviations' symbol

$\bar{X}$  is the mean's symbol

$X$  represents each value in the sample

$\Sigma$  is the summation (or total),

$N$  is number of the participants.

### Methods for calculating the Independent t-test Formulas:

T-test is: A T- t-test or statistical procedure for testing hypotheses concerning the difference between two means (Ary et al, 2006)

- **The t-test Formulas:** here we have different element to calculate:
- **a. t-ratio or t-value:** it is calculated using this formula

$$t = \frac{M_X - M_Y}{\sqrt{\left[ \frac{\left( \sum X^2 - \frac{(\sum x)^2}{N_x} \right) + \left( \sum Y^2 - \frac{(\sum Y)^2}{N_Y} \right)}{N_x + N_x - 2} \right] \cdot \left[ \frac{1}{N_x} + \frac{1}{N_Y} \right]}}$$

- *Where:*

- $\Sigma$  = sum the following scores
- $M_x$  = mean for Group 1
- $M_y$  = mean for Group 2
- $X$  = score in Group 1
- $Y$  = score in Group 2
- $N_x$  = number of scores in Group 1
- $N_y$  = number of scores in Group 2

### 5.1.1. Descriptive statistics of the Experimental and Control Group in the t-test

This section presents descriptive statistics of the t-test in order to have an overall view of our results:

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Experimental pre-test scores	16	9,00	5,00	14,00	8,7188	2,63292
Control pre-test scores	16	10,00	4,00	14,00	8,7500	3,15172
Experimental post-test scores	16	6,00	9,00	15,00	11,9688	1,93622
Control posttest scores	16	8,00	6,00	14,00	9,3750	2,39096
Valid N (list-wise)	16					

Table N°34 Descriptive Statistics

The scores of the pre-test for the experimental group are between 5 (Min score) and 14 (max score) with a range (difference between the largest and the lowest scores) of 9. The central tendency or the average of their marks are 8.71 (mean score) with the dispersion degree of 2.63 (Std. Deviation).

The scores of the pre-test for the control group are between 4 (Min score) and 14 (max score) with a range (difference between the largest and the lowest scores) of 10. The central tendency average of their marks are 8.75 (the mean score) with the dispersion degree of 3.15 (Std. Deviation).

The above results obtained from the pretest, indicate that there is no significant difference between the experimental group and the control one. In other words, the students of both groups have the same level in writing.

The scores of the post-test of experimental group are between 9 and 15 with a range of 6. The average of their marks is 11.96 (the mean score) with the dispersion degree of 1.93 (Std. Deviation).

The scores of the post-test for the control group are between 6 and 14 with a range of 8. The average of their marks is 9.37 (the mean score) with the dispersion degree of 2.39 (Std. Deviation).

The results obtained from the posttest with both groups indicate that there is a difference in the scores in favor of the experimental group since the average of their marks is 11.96, whereas the average of the control group is 9.37.

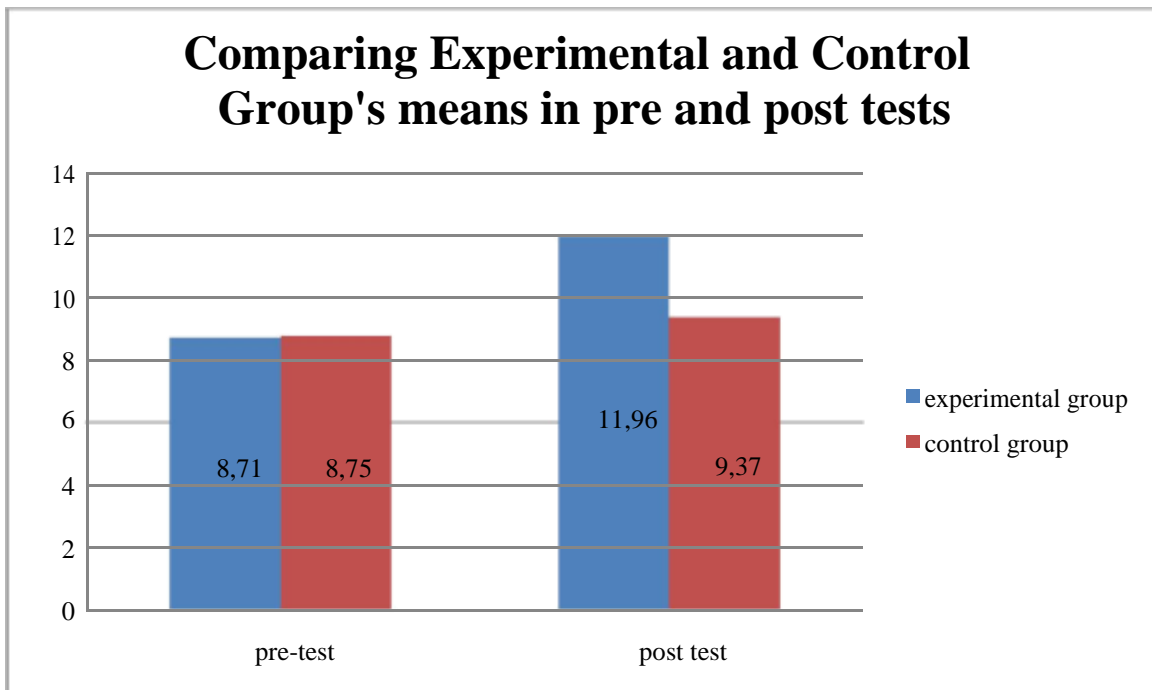
**The Paired t-test Results: Comparing pre- and post t-test results of both groups**

A paired t-test was conducted to compare the experimental group and control groups' mean scores (between the pre and post tests).

The results are shown in table:

	Pre-test		Post-test		N	95% CI For mean difference	T	df	Sig. (2tailed)
	Mean	SD	Mean	SD					
Experimental group	8,7188	2,63292	11,9688	1,93622	16	[-4.676, -1.823]	.776	15	.000
Control group	8,7500	3,15172	9,3750	2,39096	16	[-2.026, 0.776]	-.950	15	.357

TableN°35: the Paired t-test results for both experimental and control groups



Graph 23: Mean difference between the control and experimental groups in pre and post tests.

The graph above shows the mean score differences between the pretest and posttest of the experimental group and pretest and posttest of the control group. We can observe through figure and table that the mean score of the post experimental group ( $M=11.96$ ;  $SD=1.93$ ) is higher than the of pre experimental group mean ( $M=8.71$ ;  $SD=2.63$ ).

So through the t-test we can see that there is a statistically significant difference in the scores of the posttest for the experimental group ( $M=11.96$ ;  $SD=1.93$ ) and the pretest for the experimental group ( $M=8.71$ ;  $SD=2.63$ );  $t(15)= .776$ ,  $p= .000$ . We observe that  $p < .05$ .

Consequently, there is a statistically significant difference in the scores of pretest and posttest for the experimental group scores in the post-test. Therefore, we found a strong evidence ( $t = .776$ ,  $p = .000$ ) that the independent variable which is reading improved our independent variable which is writing.

In addition, another comparison is shown in the first table where we can see that the mean score of the posttest of the control group ( $M=9.37$ ;  $SD=2.39$ ) is higher than the pretest for the control group mean ( $M= 8.75$ ;  $SD=3.15$ ) in the post test.

This table shows that there is not a significant difference in the scores of the posttest of the control group ( $M=9.37$ ;  $SD=2.39$ ) and the pretest of the control group ( $M= 8.75$ ;  $SD=3.15$ );  $t(15)= -.950$ ,  $p= .357$ . We observe that  $p > .05$ ; it means we fail to reject the Null hypothesis.

Consequently, there is no statistically significant difference in the scores of pretest and posttest for the control group scores in the post-test.

To conclude, the T-test suggests that our dependent variable: writing has been developed through the treatment which represents our independent variable: reading

### **Independent t-test: Comparing Control and Experimental group's results**

An independent t-test was conducted to examine the effectiveness of teaching writing through reading on the experimental group and to compare the results with the control groups' mean scores. Our hypothesis suggests that teaching writing through reading would have positive effects on students writing abilities.

The results are shown in the following tables:

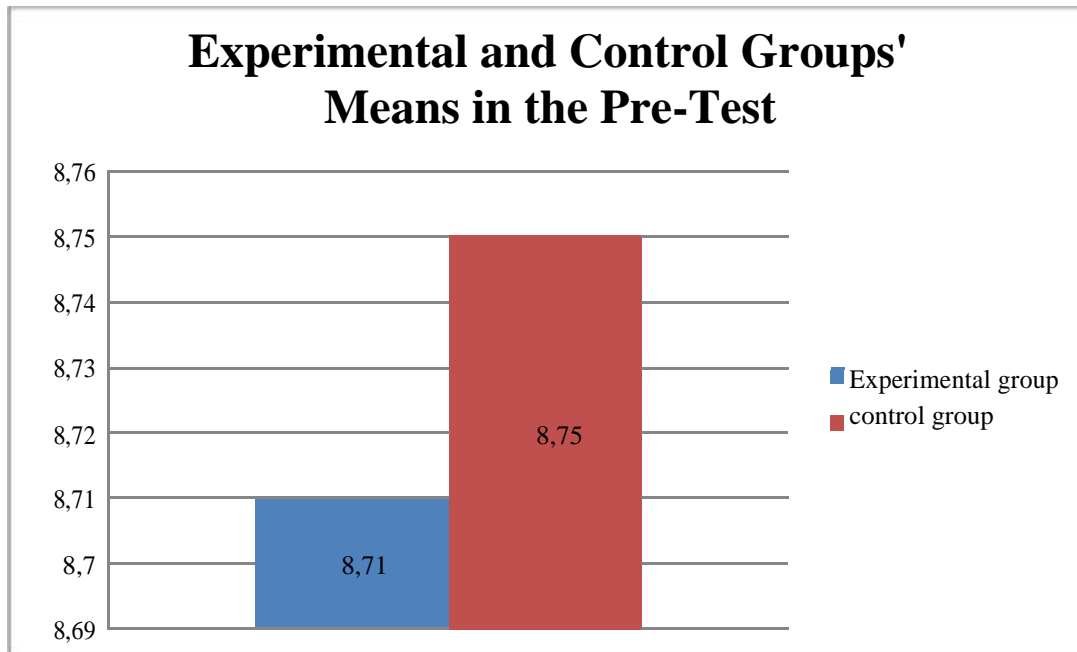
#### **5.1.2.1. Comparing Experimental and Control group in the pre-test**

The aim of the pretest is to compare students' writing abilities in both groups (experimental and control group) and ensure the homogeneity of the groups so as to avoid bias in the results after conducting our experiment. Therefore, the results are shown in following table:

	Experimental group			Control group			95% CI For mean difference	t	Df	Sig. (2 tailed)
	M	SD	N	M	SD	N				
Pre test in Writing	8.71875	2.6330	16	8.7500	3.1517	16	[-2.128, 2.065]	-.030	30	.976

Table N°36: the Independent t-test results for both experimental and control groups in the pre test

- M means the Mean, \*SD means Standard deviation, \*N =the number of participants, \*CI=the confidence Interval, \*T =the t-test value, \*df =degree of freedom, \*sig.= significance value.



Graph 24: Mean difference between the control and experimental groups in pre test.

If we observe the above table and graph 25, we can see that the mean score of the experimental group ( $M=8.71$ ) is lower than the one of the control group ( $M=8.75$ ) in the pre test. So through the t-test we can see whether the difference is statistically significant or not.

The table shows that there is not a statistically significant difference in the scores of the experimental group ( $M = 8.71$ ;  $SD = 2.63$ ) and the control group ( $M = 8.75$ ;  $SD = 3.15$ );  $t(30) = -0.030$ ,  $p = .976$ . We observe that  $p > .05$ .

Consequently, there is no statistically significant difference in the scores of control and experimental group in the pre-test.

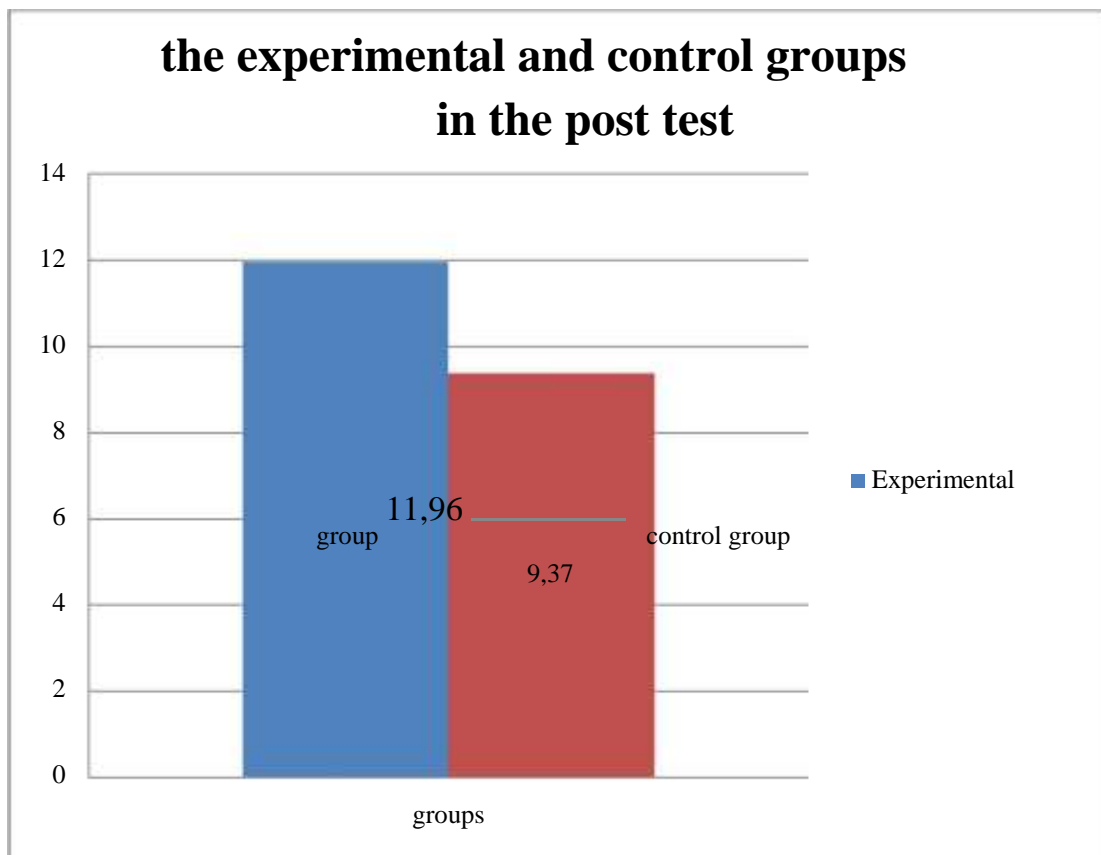
### 5.1.2.2. Comparing Experimental group and Control group in the Post test

The purpose of the post-test is to know if there is any difference in the scores obtained by the students of both the control and experimental group. Therefore, the results are shown in following table:

Post test in	Experimental group			Control group			95% CI For mean difference	t	df	Sig. (2tailed)
	M	SD	N	M	SD	N				
Writing	11.9687	1.9362	16	9.375	2.3909	16	[1.022, 4.164]	3.372	30	.002

Table N°37: the Independent t-test results for the experimental and control groups in the post test

- M means the Mean, \*SD means Standard deviation, \*N =the number of participants, \*CI=the confidence Interval, \*T =the t-test value, \*Df =degree of freedom, \*sig.= significance value.



Graph 25: Mean difference between the control and experimental groups in post test.

Graph 26 shows the mean score of the experimental group ( $M=11.96$ ) that is higher than the one of the control group ( $M=9.37$ ) in the post test. .

The table shows that there is a significant difference in the scores of the experimental group ( $M = 11.96$ ;  $SD = 1.93$ ) and the control group ( $M = 9.37$ ;  $SD = 2.39$ );  $t(30) = 3.372$ ,  $p = .002$ . We observe that  $p < .05$ , it means we reject the Null hypothesis.

Consequently, there is a statistically significant difference in the scores of control and experimental group in the post-test. Therefore, we have found strong evidence ( $t = 2.824$ ,  $p = .002$ ) that the treatment we have suggested i.e. teaching writing through reading which represents our independent variable, has positive effects on the dependent variable which is writing.

### 5.1.3. The ANCOVA results

Since there was a difference between the experimental and control group in the pre-study, we conducted an ANCOVA to empower the results of the independent t-test of the post study. The ANCOVA analyzes the variance between the **control group** and **experimental group** in the **post-study** without accounting for the **pre-study** scores (covariate).

Therefore, our hypothesis suggests that teaching writing through reading is the source of the difference between the two groups in the post study. The main results of the ANCOVA are shown in the following tables:

tested groups	Mean	Std. Deviation	N
experimental group	11,9688	1,93622	16
control group	09,3550	2,39096	16
Total	10,6719	2,51322	32

Table 38: Descriptive statistics for the experimental and control group in the posttest.

This table shows the descriptive statistics (mean, standard deviation and number of participants) in the post test scores for the experimental and control groups.

As we can observe, the mean score of the experimental group ( $M=11.96$ ) is higher than the one of the control group ( $M=9.37$ ) in the post test.

The main results of the ANCOVA are presented in the following table:

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	87,175 <sup>a</sup>	2	43,587	11,636	,000	,445
Intercept	169,035	1	169,035	45,126	,000	,609
Stud_scores_pre	33,354	1	33,354	8,904	,006	,235
Groups	54,291	1	54,291	14,493	,001	,333
Error	108,630	29	3,746			
Total	3840,250	32				
Corrected Total	195,805	31				

Table N° 39 Tests of Between-Subjects

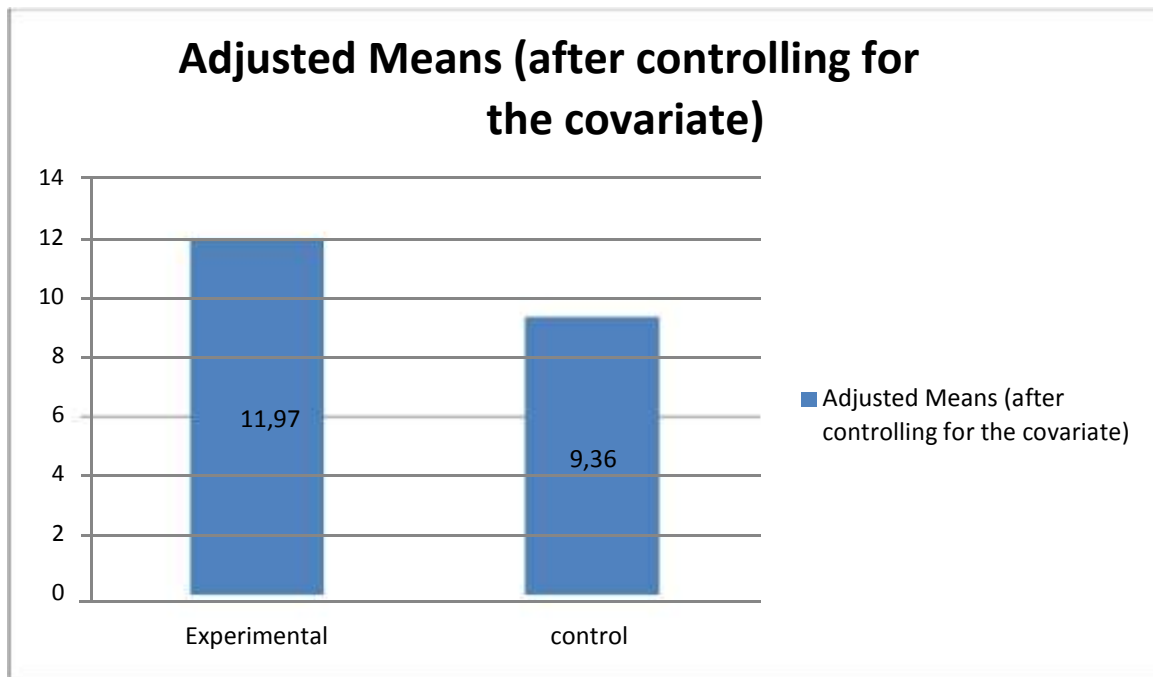
Effects a. R Squared = ,445 (Adjusted R Squared = ,407)

We observe here that there is a *statistically significant difference* between the control and experimental group in the post test of writing when adjusted for the covariate. If we go back to the descriptive statistics table we will see that the mean of the experimental group (11.96) is higher than the control group mean (9.37) and this difference in the means is statistically significant at the level of ( $\alpha=.05$ ) where the  $f$  value is 14.493 and  $p = .001$  which means that  $p < 0.05$ . This difference is due to our treatment, i.e. teaching writing through reading.

Therefore, the ANCOVA revealed that:  $f(1, 29) = 14.493$ ;  $p = .001$ ;  $p < .05$ . This means that there is a statistically significant difference between the control and experimental groups' adjusted means at the level of writing. The adjusted means are presented in the following table and figure 4:

Groups	Adjusted means
Experimental group	
Control Group	

Table N°40: the adjusted post test means after controlling for the covariate (pre-test scores)

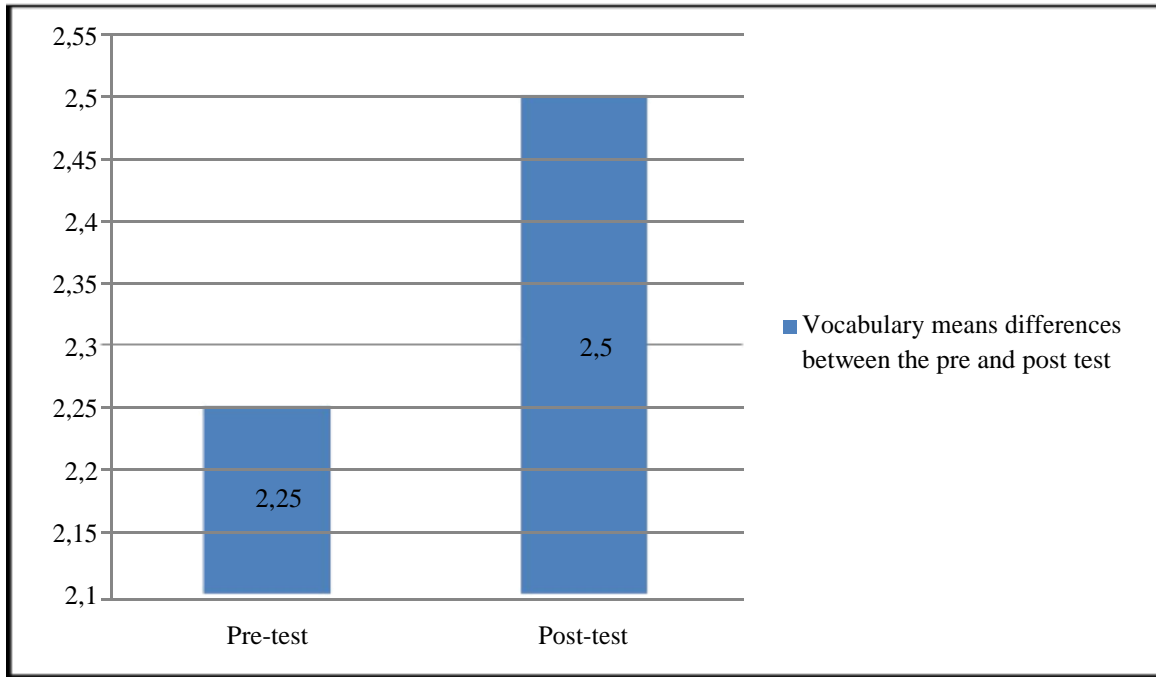


Graph26: the Adjusted Mean difference between the control and experimental groups in pre post test.

#### 5.1.4. Dependent t-test results for Vocabulary

	Pre-test		Post-test		N	95% CI For mean difference	T	Df	Sig. (2tailed)
	Mean	SD	Mean	SD					
<b>Vocabulary</b>	2.25	.6831	3.125	.5	16	[-1.2049, -0.54508]	-5.653	15	.000

Table N°41 Results of the dependent t-test results for Vocabulary



Graph: 27 Mean difference at the vocabulary level in experimental group in the post test.

The above graph presents the mean difference between the pre-test and posttest at the vocabulary level and the above table shows whether this difference is significant or not.

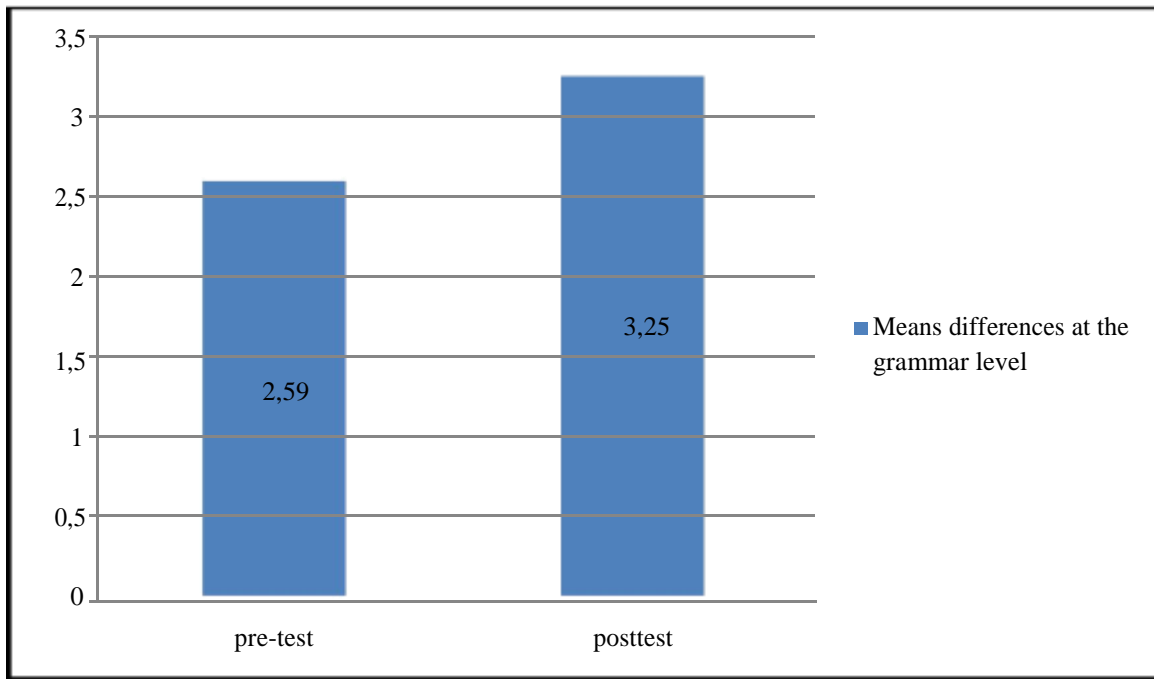
If we observe the table, we can see that the mean score of the posttest experimental group's vocabulary ( $M= 3.12$ ;  $SD=.5$ ) is higher than the of pretest experimental group's vocabulary mean ( $M= 2.25$ ;  $SD=.68$ ).

The above table shows that there is a significant difference in the scores of the posttest experimental group's vocabulary ( $M= 3.12$ ;  $SD=.5$ ) and the pretest experimental group's vocabulary ( $M= 2.25$ ;  $SD=.68$ );  $t(15)= -5.653$ ,  $p= .000$  thus,  $p < .05$ .

### 5.1.5. Dependent t-test results for grammar:

	Pre-test		Post-test		N	95% CI For mean difference	t	df	Sig. (2tailed)
	Mean	SD	Mean	SD					
<b>Grammar</b>	2.5937	.8797	3.25	.577	16	[-1.177, -.1348]	-2.683	15	.017

Table N° 42 Results of dependent t-test results for grammar



Graph 28: Mean difference at the Grammar level in experimental group in the post test.

Graph 29 presents the mean difference between the pre-test and posttest at the Grammar level and the above table shows whether this difference is significant or not.

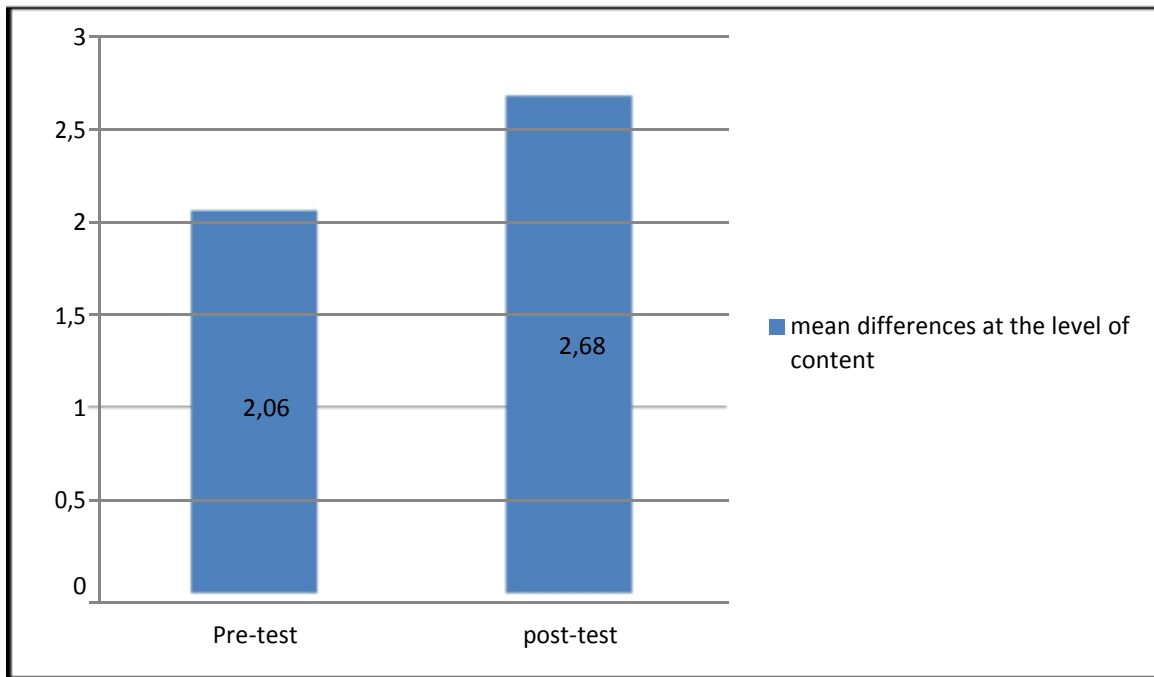
If we observe the above table, we can see that the mean score of the posttest experimental group's grammar (M=3.25; SD=.57) is higher than the of pretest experimental group's grammar mean (M= 2.59; SD=.87).

The table shows that there is significant difference in the scores of the posttest experimental group's grammar (M=3.25; SD=.577) and the pretest experimental group's grammar (M= 2.59; SD=.87);  $t(15) = -2.683$ ,  $p = .017$ , We observe that  $p < .05$ .

### 5.1.6. Dependent t-test results for content

	Pre-test		Post-test		N	95% CI For mean difference	t	df	Sig. (2tailed)
	Mean	SD	Mean	SD					
<b>Content</b>	2.0625	1.062	2.6875	.7932	16	[-1.0966, -.15338]	-2.824	15	.012

Table N°43 dependent t-test results for content



Graph 29: Mean difference at the Content level in experimental group in the post test.

Graph 30 presents the mean difference between the pre-test and posttest at the content level and the above table shows whether this difference is significant or not.

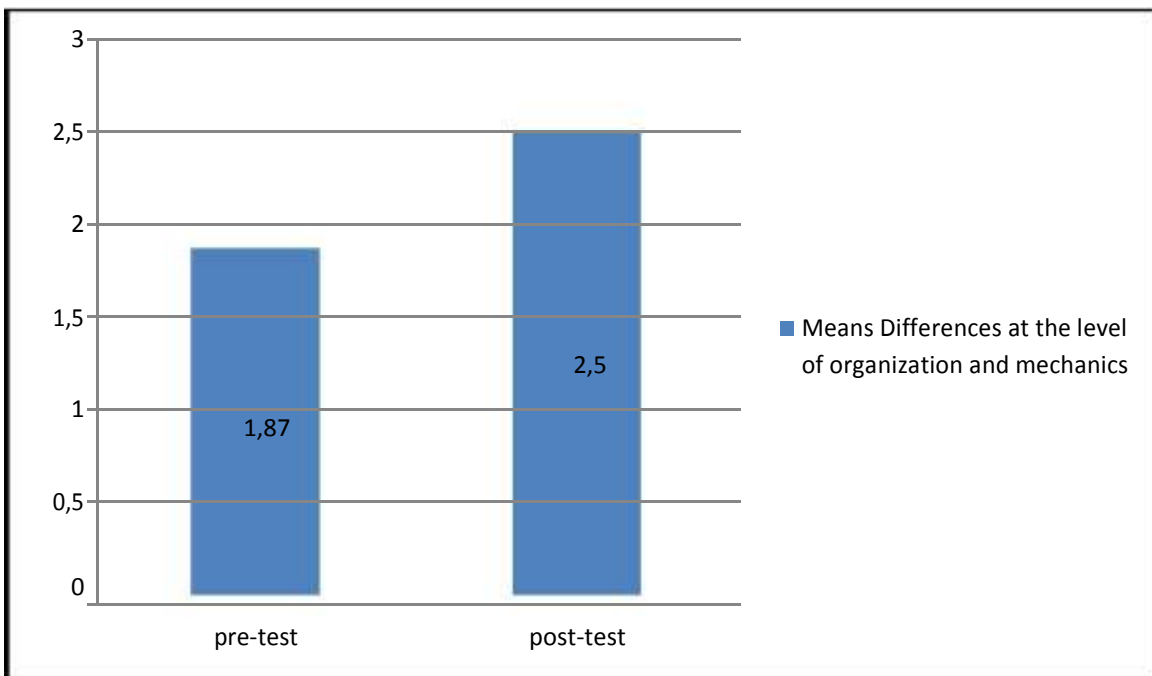
If we observe table n°42, we can see that the mean score of the posttest experimental group's content ( $M=2.68$ ;  $SD=.79$ ) is higher than the of pretest experimental group's content mean ( $M= 2.06$ ;  $SD=1.06$ ). So through the paired t-test we can see that this difference is statistically significant.

The above table shows that there is significant difference in the scores of the posttest experimental group's content ( $M=2.68$ ;  $SD=.79$ ) and the pretest experimental group's content ( $M= 2.06$ ;  $SD=1.06$ );  $t(15)= -2.824$ ,  $p= .012$ , We observe that  $p < .05$ .

### 5.1.7. Dependent t-test results for organization and mechanics

	Pre-test		Post-test		N	95% CI For mean difference	T	Df	Sig. (2tailed)
	Mean	SD	Mean	SD					
<b>Organization and mechanics</b>	1.875	.9574	2.9062	1.0987	16	[-1.6944, -.3680]	-3.31	15	.005

Table N°44 Results of the dependent t-test results for organization and mechanics



Graph: 30 Mean difference at the Organization and mechanics level in experimental group in the post test.

The above graph presents the mean difference between the pre-test and posttest at the organization and mechanics' level and the above table shows whether this difference is significant or not.

If we observe the first table, we can see that the mean score of the post experimental group's organization and mechanics (M=2.9; SD=1.09) is higher than the of pre experimental group's organization and mechanics mean (M= 1.87; SD=.95).

This table shows that there is significant difference in the scores of the posttest experimental group's organization and mechanics (M=2.9; SD=1.09) and the pretest experimental group's organization and mechanics (M= 1.87; SD=.95);  $t(15) = -3.31$ ,  $p = .005$ , We observe that  $p < .05$ .

## 5.2. Qualitative Results: Analysis of the data from the pretest of both the experimental and control groups.

To evaluate students' writing before the implementation of the experiment, the researcher conducted a pretest and the results revealed that there is no difference in regard to the writing level of the students from both groups, control and experimental. Furthermore, the analysis of students' written products confirms the existence of writing problems among second year students at the department of English. The following table summarizes the main writing difficulties of second year students.

Writing evaluation criteria	Evaluation	Examples from the students' written product (pretest)
Vocabulary	Basic expressions Very limited vocabulary Repetition of the same words	"...learning foreign language is to study one language that is not first language or a language of any other country."
Organization and Mechanics	Unorganized paragraphs	

	<p>Repetitions</p> <p>Unclear</p> <p>Sentence fragment</p> <p>Misuse of punctuation</p> <p>A whole paragraph with no punctuation</p> <p>Wrong spelling of words</p>	<p>“...So we must use language for adding things from it...”</p> <p>“...to speak with people fluently without problems of speaking...”</p> <p>“Finally, It is.....”</p> <p>“...peopls...”</p> <p>“...wich...”</p> <p>“...inaf...”instead of enough</p> <p>“...thier...” instead of their</p>
Content	<p>Poor content</p> <p>Confused ideas</p>	<p>“.....If you learn a foreign language you will feel special from the others that you have a more benefit to get the job.”</p>
Grammatical accuracy	<p>Incorrect use of grammatical rules</p> <p>Verb conjugation</p> <p>Article agreement</p> <p>Misuse of pronouns</p> <p>Subject/verb agreement</p>	<p>“...since it help us....”</p> <p>“...to travelling other countries...”</p> <p>“...other new generation do not.....”</p> <p>“.....to learn a foreign language because of the importance it have .....</p> <p>“.....I think that all languages is important....”</p> <p>“...This foreign languages...”</p> <p>“...these life.....”</p>

Table N° 45 Qualitative analysis of the pretest results

- **The Qualitative Analysis of the data from the posttest of both the experimental and control groups.**

After the treatment phase, a pretest was administered to the students of both the control and the experimental group. The qualitative analysis of the students' written product revealed that:

- The students of the experimental group produced better written products in comparison with the control group students' writings.
- The students from the experimental group paid more attention in their writings in term of punctuation, organization, use of tenses, choice of words.
- The content of the written products of the experimental group students was more elaborated.

Sample from the pretest control group: Copy N°7

Foreign language is very important it helps learners to master different languages especially English because it is an universal language and it is everywhere, all the world speak English but not as a mother tongue just for some countries like U.S, London etc... It helps to know a new words. When someone travel to any countries, he can talk with others and this thanks to learning foreign languages we can consider learning foreign languages as a culture we can use foreign languages in tourism, business.

## WRITING EVALUATION SHEET

Copy N°7 from the Control Group

Evaluation  Criteria	Excellent	Good	Average	Poor
<b>Content/Ideas</b>	<input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Well-developed	<input type="checkbox"/> Lacks details	<input type="checkbox"/> Insufficient Ideas	<input checked="" type="checkbox"/> Confused ideas
<b>Organization and Mechanics</b>	<input type="checkbox"/> Well-organized <input type="checkbox"/> Few errors	<input type="checkbox"/> Loosely organized <input type="checkbox"/> Occasional errors	<input checked="" type="checkbox"/> Unorganized <input type="checkbox"/> Frequent errors	<input type="checkbox"/> Absence of organization <input type="checkbox"/> Misunderstanding of mechanics
<b>Grammar (sentence structure, verb agreement, articles, pronouns prepositions)</b>	<input type="checkbox"/> Use of complex structures with few errors <input type="checkbox"/> Correct use of simple structures <input type="checkbox"/> Correct use of tenses <input type="checkbox"/> Good command of grammatical rules	<input type="checkbox"/> Use of complex structures with occasional errors <input type="checkbox"/> use of simple structures with few errors <input type="checkbox"/> Few errors of tenses <input type="checkbox"/> Few grammatical errors	<input type="checkbox"/> Use of simple structures with occasional errors	<input checked="" type="checkbox"/> Incorrect use of simple structures <input type="checkbox"/> Errors in tenses <input checked="" type="checkbox"/> Many grammatical Errors
<b>Vocabulary (word choice)</b>	<input type="checkbox"/> Variety of expressions <input type="checkbox"/> Use of idioms <input type="checkbox"/> Rich and varied vocabulary	Variety of <input type="checkbox"/> Expressions with occasional errors	<input type="checkbox"/> Basic expressions <input type="checkbox"/> Limited use of English	<input checked="" type="checkbox"/> Repetition of the same words which denotes the limited vocabulary <input type="checkbox"/> Use of words from other languages as French and Arabic

Table N°46 Pretest Control Group: Copy N°7

Sample from the posttest control group: Copy N°7

It is not easy to learn a foreign language and the goal or the target of learners depend on their interest, their interest <sup>repeating</sup> differ from one learner to another but, learning a specific language is very important why?

First, because it helps us to communicate with foreigners; when someone masters English for example, it will be easy for him to travel anywhere he wants because English is considered to be the first international language, so it is understandable by approximately everyone.

Second, learning a foreign language allows us to learn and get more information about foreign cultures, traditions, customs etc then, when we study a foreign language we are going to have minimally an idea of each field that a specific language is consisted of. Finally it enriches our knowledge and and develop an awareness about many things we ignore before.

Learning a foreign language is important, and specializing in the study of a particular language is a successful path for the one who decided to do that?

## WRITING EVALUATION SHEET

Copy N°7 from the Control Group

Evaluation  Criteria	Excellent	Good	Average	Poor
<b>Content/Ideas</b>	<input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Well-developed	<input checked="" type="checkbox"/> Lacks details	<input type="checkbox"/> Insufficient Ideas	<input type="checkbox"/> Confused ideas
<b>Organization and Mechanics</b>	<input type="checkbox"/> Well-organized <input type="checkbox"/> Few errors	<input type="checkbox"/> Loosely organized <input type="checkbox"/> Occasional errors	<input type="checkbox"/> Unorganized <input checked="" type="checkbox"/> Frequent errors	<input type="checkbox"/> Absence of organization <input type="checkbox"/> Misunderstanding of mechanics
<b>Grammar (sentence structure, verb agreement, articles, pronouns prepositions)</b>	<input type="checkbox"/> Use of complex structures with few errors <input type="checkbox"/> Correct use of simple structures <input type="checkbox"/> Correct use of tenses <input type="checkbox"/> Good command of grammatical rules	<input type="checkbox"/> Use of complex structures with occasional errors <input type="checkbox"/> use of simple structures with few errors <input type="checkbox"/> Few errors of tenses <input type="checkbox"/> Few grammatical errors	<input checked="" type="checkbox"/> Use of simple structures with occasional errors	<input type="checkbox"/> Incorrect use of simple structures <input type="checkbox"/> Errors in tenses <input type="checkbox"/> Many grammatical Errors
<b>Vocabulary (word choice)</b>	<input type="checkbox"/> Variety of expressions <input type="checkbox"/> Use of idioms <input type="checkbox"/> Rich and varied vocabulary	<input type="checkbox"/> Variety of Expressions with occasional errors	<input checked="" type="checkbox"/> Basic expressions <input type="checkbox"/> Limited use of English	<input type="checkbox"/> Repetition of the same words which denotes the limited vocabulary <input type="checkbox"/> Use of words from other languages as French and Arabic

Table N°47 Posttest Control Group: Copy N°7

Learning English has become the first and most important in the world? English is a useful language since it is a lingua franca and considered an international language regardless to the pleasure that gives to its speakers. for example many speakers find a pleasure when they speak English. Learning English can help us in many things and purposes for example we can use it in business science... since business is an international issue which have many countries in common?

In addition to all this things, English facilitates the life in the other countries with the native speakers since it gives us an effective communication? for example a person who learn English can go abroad and have a good life there, find a work. Now there are a lot of people who learn English since there are different schools and ways of learning and all people know the importance of learning English repetition!

## WRITING EVALUATION SHEET

Copy N°9 from the Experimental Group

Evaluation  Criteria	Excellent	Good	Average	Poor
<b>Content/Ideas</b>	<input type="checkbox"/> Relevant to the topic  <input type="checkbox"/> Well-developed	<input type="checkbox"/> Lacks details	<input checked="" type="checkbox"/> Insufficient Ideas	<input type="checkbox"/> Confused ideas
<b>Organization and Mechanics</b>	<input type="checkbox"/> Well-organized  <input type="checkbox"/> Few errors	<input type="checkbox"/> Loosely organized  <input type="checkbox"/> Occasional errors	<input checked="" type="checkbox"/> Unorganized  <input type="checkbox"/> Frequent errors	<input type="checkbox"/> Absence of organization  <input checked="" type="checkbox"/> Misunderstanding of mechanics
<b>Grammar (sentence structure, verb agreement, articles, pronouns prepositions)</b>	<input type="checkbox"/> Use of complex structures with few errors  <input type="checkbox"/> Correct use of simple structures  <input type="checkbox"/> Correct use of tenses  <input type="checkbox"/> Good command of grammatical rules	<input type="checkbox"/> Use of complex structures with occasional errors  <input type="checkbox"/> use of simple structures with few errors  <input type="checkbox"/> Few errors of tenses  <input type="checkbox"/> Few grammatical errors	<input type="checkbox"/> Use of simple structures with occasional errors	<input checked="" type="checkbox"/> Incorrect use of simple structures  <input type="checkbox"/> Errors in tenses  <input checked="" type="checkbox"/> Many grammatical Errors
<b>Vocabulary (word choice)</b>	<input type="checkbox"/> Variety of expressions  <input type="checkbox"/> Use of idioms  <input type="checkbox"/> Rich and varied vocabulary	Variety of <input type="checkbox"/> Expressions with occasional errors	<input type="checkbox"/> Basic expressions  <input checked="" type="checkbox"/> Limited use of English	<input checked="" type="checkbox"/> Repetition of the same words which denotes the limited vocabulary  <input type="checkbox"/> Use of words from other languages as French and Arabic

Table N° 48 Pretest Experimental Group: Copy 9

A language is a mean of communicating and transmitting ideas [between people]. It allows them to express themselves in different fields of life. We can have many advantages when we learn English.

First, we can use it to learn about ~~the~~ culture of other people. It is also useful for work especially in business because English is an international ~~and~~ and it is used in many places as hotels, companies...

Secondly, English is used in many countries, so if we want to visit these countries we must know how to speak with native people.

Next, since many books are written in English so in order to read them we must learn English fluently.

It is very important for students of English to make efforts in order to be good future teachers.

Finally, I think that I made a key decision when I decided to study English in the university.

## WRITING EVALUATION SHEET

Copy N°9 posttest from the Experimental Group

<b>Evaluation</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>
<b>Criteria</b>				
<b>Content/Ideas</b>	<input type="checkbox"/> Relevant to the topic <input checked="" type="checkbox"/> Well-developed	<input type="checkbox"/> Lacks details	<input type="checkbox"/> Insufficient ideas	<input type="checkbox"/> Confused ideas
<b>Organization and Mechanics</b>	<input type="checkbox"/> Well-organized <input type="checkbox"/> Few errors	<input type="checkbox"/> Loosely organized <input checked="" type="checkbox"/> Occasional errors	<input type="checkbox"/> Unorganized <input type="checkbox"/> Frequent errors	<input type="checkbox"/> Absence of organization <input type="checkbox"/> Misunderstanding of mechanics
<b>Grammar (sentence structure, verb agreement, articles, pronouns prepositions)</b>	<input type="checkbox"/> Use of complex structures with few errors <input type="checkbox"/> Correct use of simple structures <input type="checkbox"/> Correct use of tenses <input type="checkbox"/> Good command of grammatical rules	<input type="checkbox"/> Use of complex structures with occasional errors <input type="checkbox"/> use of simple structures with few errors <input type="checkbox"/> Few errors of tenses <input checked="" type="checkbox"/> Few grammatical errors	<input type="checkbox"/> Use of simple structures with occasional errors	<input type="checkbox"/> Incorrect use of simple structures <input type="checkbox"/> Errors in tenses <input type="checkbox"/> Many grammatical Errors
<b>Vocabulary (word choice)</b>	<input type="checkbox"/> Variety of expressions <input checked="" type="checkbox"/> Use of idioms <input type="checkbox"/> Rich and varied vocabulary	<input checked="" type="checkbox"/> Variety of Expressions with occasional errors	<input type="checkbox"/> Basic expressions <input type="checkbox"/> Limited use of English	<input type="checkbox"/> Repetition of the same words which denotes the limited vocabulary <input type="checkbox"/> Use of words from other languages as French and Arabic

Table N° 49 Posttest Experimental Group: Copy 9

- **Qualitative analysis of the results of the experimental group pretest and posttest**

In order to conduct a qualitative analysis of the participants' writing tests, the researcher selected a copy (copy N°9) and compared between the two paragraphs written by the same student in the pretest before the treatment phase and in the posttest after the treatment.

### **5.2.2.1. Pretest/ Posttest experimental group results: Content/ideas**

#### **Pretest**

The researcher's choice of the topic for the test was motivated by the fact that the participants are students at the department of English, thus they are supposed to have ideas about the importance of learning foreign language. In other terms, the topic is considered familiar to the students who could activate their schemata and produce a good paragraph. However, from the analysis of the paragraph produced in the pretest, we have noticed that the student did not succeed in writing a good paragraph since there are insufficient ideas and those which are provided are confused and superficial.

#### **Posttest**

The content of the paragraph produced in the posttest is more elaborated with ideas relevant to the topic. The student illustrated her writing with examples and arguments about the importance of learning a foreign language as:

- “.....a way to express themselves in different fields.....”
- “.....it is an international language.....”
- “.....in hotels, compagnies.....” (for the word companies, the student confused the spelling since he wrote the word in French)

- **Pretest/ Posttest experimental group results: Organization and Mechanics.**
  - **Organization**

### **Pretest**

Developing ideas into a good paragraph depends on its unity and how sentences are organized; Reep (2009:82) states that: *“a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transactional, or connecting words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences.”*

Concerning the organization of paragraph N°9, the researcher has recorded a total absence of cohesive markers. Therefore, the paragraph is lacking unity and there is no logical transition from one idea to another. The paragraph is more a patchwork of ideas because the writer failed to related between her ideas, for example she starts her paragraph by the idea that English is important because it is a lingua franca, then she argues that English is a source of pleasure and comes back to the first idea that this language is important in many other issues. When reading the paragraph, the reader is confused because of the absence of logical organization of ideas.

### **Posttest**

The organization of the paragraph produced in the posttest revealed an improvement in the way the student presented her ideas. In other words, the student paid more attention in organizing her ideas. She started her paragraph with a general idea then she moved in her argumentation using transition words such as: first, then, in addition, finally. The result demonstrates a better organization reflected in a coherent and well-organized paragraph.

### ❖ Mechanics

The analysis of the pretest revealed problems concerning an important aspect of writing which is mechanics. The student's paragraph reflected her misunderstanding of mechanics. She failed to use the right punctuation, for example she did not use capital letters after the full stop: "regardless". Besides, the student committed some spelling errors as in writing: business.

### Posttest

The paragraph written in the posttest reflected less error concerning mechanics. The student made few errors and this may be due to her exposure to the reading material and the different post reading tasks related to punctuation.

### 5.2.2.3. Pretest/ Posttest experimental group results: Grammar.

### Pretest

The analysis of the pretest reveals many grammar problems. It indicates that the student's paragraph was constructed with an important number of grammatical errors, some of them are cited below:

- Fragment and run-on sentences:  
" for example many speakers find a pleasure when they speak English"
- Subject-verb agreement: The final "s" or "es" has been left off a verb in the third person singular in the present tense:  
"... it give..."  
"...a person who learn..."  
"...business is an international issue which have...."

- Confusion in the use of the possessive form “its” and the verb to be with third person singular present tense:  
“...that gives to it’s speakers...”
- Misuse of articles:  
“...many speakers find a pleasure when they speak English.”  
“...the life in the other countries...”
- Misuse of the demonstrative pronouns: “...all this things...”

All in all, the students’ grammar inaccuracy revealed her great difficulties in writing an effective paragraph and this state of fact impacts negatively the reader’s understanding of the message.

### **Posttest**

For grammar, the researcher noticed an overall improvement since the number of errors decreased significantly in the paragraph produced in the posttest. The student used simple sentences with occasional errors.

#### **5.2.2.4. Pretest/ Posttest experimental group results: Vocabulary.**

### **Pretest**

The choice of words is very important in order to transmit thoughts and ideas, besides using idioms and other expressions adds to the written product value and strength. Corona, Spangenberg, and Venet (1998:26) argue: "*At any level, written communication is more effective when a depth of vocabulary and command of language is evident*". Yet, the student’s copy reflected her very limited vocabulary since the same words are repeated throughout the paragraph.

## Posttest

The analysis of the paragraph N°9 produced in the posttest reflects a variety of vocabulary. In other terms, the student has improved her writing by the choice of different words to express her ideas. The other point which is worth mentioning is the use of idiomatic expressions such as: “.....I made a **key decision**.....”

## 5.3. Results Discussion

In the present section, the results of the experimental phase are interpreted and discussed in the light of some previous studies.

The results of the pretest and posttest provided answers to the following research questions besides the researcher tested the corresponding hypotheses through the collected data.

- **Hypothesis One** There may significant differences in students’ scores in writing between the pre and post tests of the experiment group in terms of organization and mechanics, vocabulary, grammar accuracy and content.
- To what extent does the suggested reading/writing workshop develop students’ performance in paragraph writing in the experimental group in terms of organization and mechanics, content, grammar accuracy and choice of vocabulary?
  - **Hypothesis Two:** There may significant differences between the experimental and control groups achievement score in the posttest due to the treatment.
- Are there any differences in students’ achievement scores in paragraph writing between the experimental and the control groups in the posttest?

After conducting a quasi-experimental study with the control group and the experimental group and analyzing the results of the pre-test and the post-test through the t-Test, it is evident that reading positively impacts the students' writing skills since significant improvement have been observed in favor of the experimental group. In other terms, the achievement of the experimental group measured by the difference between the pretest and the posttest was significantly better than that of the control group.

The findings of this part of the study are consistent with studies conducted by Beach (1984), Schneider (1985), Janopoulous (1986), Hafiz and Tudor (1990), Zaher (1990), Grabe and Kaplan (1996), Mason and Krashen (1997), Bell (1998), Ferris and Hadgcock (1998), Wong (2001), Erhan (2011). All these studies showed that using reading in EFL classes can improve students' language proficiency in general and improve their writing skill in particular.

The findings of the present study corroborated the efficacy of using reading in written expression courses as a feasible tool and an appropriate strategy for enhancing the writing ability of second year students of English at the University of Bejaia. Therefore, these results confirm the researcher's hypothesis which states that: There may significant differences between the experimental and control groups achievement score in the posttest due to the treatment.

Concerning the different writing sub-skills and the potential improvement engendered by the treatment, the results from the pretest and posttest revealed:

#### ❖ **Vocabulary**

Because vocabulary acquisition depends crucially on repeated and extensive exposure, and because classroom instruction cannot provide sufficient encounters with new words, the argument has been advanced that much vocabulary learning may occur from reading (Eckert and Tavakoli, 2012 and Smith, 2008) In this regard, several researchers agree that students learn

many words through extensive and guided reading which provide learners with important input (McKeown, Beck, Omanson, & Perfetti, 1983; McKeown, Beck, Omanson, & Pople, 1985). Accordingly, reading in an EFL context offers good opportunities for the learners to acquire a wide range of vocabulary which could be used when producing a piece of writing.

### ❖ **Grammar**

Grammar is considered to be a determinant factor in the mastery of any language being learnt (Kao, 1998). Accordingly, Rodby and Winterowd (2005) assert that knowledge and competency of English grammar can help language learners use language effectively and think about how language structures are used to get meaning across. Therefore, good writing requires knowledge of grammatical rules and how to apply them. In this respect, through diverse readings and different types of text students are exposed to which provide them with rich examples of how grammatical items are used. The results of our present study are in line with studies conducted in the same context. For example, Chuenchaichon (2011) investigated the development of paragraph-writing skills in EFL writers through the use of a reading-into-writing method. The study's results showed that this latter had a positive impact on students' writing since they produced more compound sentences and more complex sentences in their paragraphs. The results obtained in the present study are in line with the aforementioned study. When comparing the scores obtained by the students of the experimental group, related to grammar in their pretest and posttest, the researcher observed that the participants paid more attention to grammar since their errors decreased.

### ❖ **Content**

The lack of ideas is a major obstacle that hinders students from producing a good piece of writing. This fact is mainly due to their limited knowledge about the different topics that are dealt

with in written expression course. In this vein, Al Murshidi (2014) claims that generating ideas about their topics could be also a barrier that hinders students to move on in their writing. Therefore, building content knowledge is of paramount importance for developing students' writings and reading offers a good opportunity for that purpose. Accordingly, Hedgcock and Ferris (2009) suggest that extensive reading promotes various types of the needed schemata necessary for writing. They believe that having the types of background knowledge through reading is not only helpful to L2 production but it is indispensable. In other words, reading is idea generating, and considered as an important pre-writing stage in the writing process. Accordingly, Tabatabaei and Ali (2012) found that reading-based pre-writing activities significantly improved the writing performance of EFL learners in their study sample. Consequently, providing students with opportunities to read about a variety of topics would hopefully widen their knowledge and build their schemata and consequently impact positively their writing abilities. Through the reading/writing approach the researcher exposed the participants to a variety of readings in different fields (sciences, history, fiction) and this was very beneficial for them since they were provided by different background knowledge which they used when producing pieces of writing.

#### ❖ **Organization and Mechanics**

Paragraph coherence is achieved when sentences are ordered in a logical manner and when clear transitions link sentences. However, the ability to organize ideas into a coherent paragraph is one of the most common problems students face when writing. So, even if they have good ideas about any given topic, they fail to organize them into a coherent paragraph. Indeed, when a paragraph is well organized and the ideas are coherent, the writer can transmit his/her message avoiding misunderstanding. In this respect, Oshima and Hogue (2007:22) state that coherence means that writer paragraph is easy to read and understand because:

- a) writer's supporting sentences are in some kind of logical order;

- ideas are connected by the use of appropriate transition signals;
- pronoun references clearly point at the intended antecedent and are consistent with repeated or substituted key nouns.

Consequently, the organization of ideas is undeniably one of the aspects that should be taken into account when producing a piece of writing.

Concerning the mechanics such as spelling and punctuation, to list just these, reading provides the students with good opportunities from which they can learn. In this context, Smith (1983) proposed that a great part of the writing conventions enter into our memory without awareness of the learning that is taking place. In the same vein, Clakins (1980) observed that children learned about punctuation from their reading and the exposure to written language might help them learn about print and language structures which may in turn influence writing.

The results obtained from the pre and posttests revealed that students' competence concerning these sub skills (i.e. organization and mechanics) have improved after the implementation of our reading/ writing program. Therefore, the researcher's hypothesis about the benefit of reading on the students' writing abilities in relation to organization and mechanics is confirmed.

In other terms, writing conventions can be learned without deliberate efforts through reading activities.

## **Conclusion**

This fifth chapter represents the results obtained from the pretest and posttest, for testing the effect of teaching writing through a reading/writing workshop approach. The results revealed a difference in the scores in favor of the experimental group. Furthermore, the comparison of the pretest and posttest scores of the experimental group concerning the following aspects:

vocabulary, organization and mechanics and grammatical accuracy indicate that the participants' abilities in these sub skills improved as highlighted in the discussion of the results.

Thus, on the basis of the results obtained in the present chapter, the next chapter will be devoted to suggestions and recommendations which we hope will contribute to improve students' writing proficiency.

**CHAPTER SIX**

**RECOMMENDATIONS**

**LIMITATIONS**

**and**

**FURTHER SUGGESTIONS**



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## Introduction

This last chapter of this study comprises implications for writing teaching, limitations and recommendations for future research.

In the light of the results obtained from this present research and drawing from the theoretical background of this study included in the literature review, the following pedagogical recommendations are made:

### 5.1. Pedagogical Implications

The results of this research work indicate that teaching writing through a reading/writing approach can help students improve their writing abilities. In this respect, implications and recommendations are provided in the following section.

- **Reading into writing method:** The results of the study at hand suggest that the reading into writing method had positive impact on students' writing abilities. In this context, Squire (1983: 581-582) based this argument that reading is essential to write on five demonstrable principles.
  - a) Basic to all reading and writing is skill in processing language
  - b) Classroom strategies for regenerating ideas are essential to teaching comprehending. Because language learning and processing involve cognitive processes basic to every discipline, application to the discipline is critical if children are to learn to think in the discipline.
  - c) Students require instructional experience in all important modes of rhetoric if they are to comprehend and compose using these varied forms and functions.

d) Instruction in comprehending and composing must concentrate on coping with the total process of constructing and reconstructing ideas.

e) A critical factor in shaping the quality of both composing and comprehending is the prior knowledge the student brings to reading and writing.

**Read to write activities:** Since reading provides the learners with interesting and meaningful input, texts could be used as springboard in writing classes. Moreover, read to write activities are valuable opportunities in which readers/writers use texts that they read, or have read, as basis for texts that they write (Carson, 1993: 85). In other words, to take into account the texts' value as sources of knowledge or input. (Hirvela, 2004:113). Teachers should thus devise tasks that require readers to extract, understand and interpret textual content while also drawing their attention to texts' formal features (eg. Rhetorical arrangement prototype, grammatical patterns, lexical choices. (Hedgock & Ferris, 2009, Bawarshin & Reiff, 2010, Hinkel, 2004, Hyland 2004). Furthermore, using reading activities as pre-writing task, as suggested by Grabe and Kaplan (1996) will be of a great assistance to improve and promote writing activities because the outcome of a reading activity may serve as input for writing as advocated by Krashen. Accordingly, Ferris and Hedgcock (1998) argued that: Integrating reading and writing and encouraging students to read and write extensively in and outside the classroom can provide opportunities for practice, help raise students' awareness about the conventions of L2 texts, and compensate for the often short time of instruction. There are different ways through which reading and writing could be connected so that students get benefit from both skills, some of them are:

**Open-Ended Responses:** For this activity, the students are required to write a response to a passage they have read. The possibilities for responding to a reading are many. Students

can be asked to respond in a perceptive (noticing) mode, in an affective (feeling) mode, or in an associative (relating) mode (Beach 1993). For example, students can:

Explore their thoughts or feelings about the reading

Relate the reading to their own experience

Agree or disagree with the text

**Summarizing:** This activity allows students to identify the main ideas of a text, thus make the difference between main and supporting ideas.

**Retelling:** This activity is mainly based on reading short and the students are required to retell the story from their point of view or imagine another end for the story.

**Reconsider the status of the reading skill at the university:** As teachers at the department of English we have always been interpellated by the fact that the reading skill was totally absent from the curricula, whether at the B.A or Master level. Indeed, all the skills namely: speaking listening and writing are taught mainly during the three first years, but surprisingly reading is the only skill which has no place in the programs. Bearing in mind all the benefits it provides for EFL learners, it is high time to acknowledge the real value of the reading skill and reconsider its status in the EFL landscape. Moreover, reading should be incorporated into the syllabi of English courses at all levels for university students.

**Develop students' awareness about the importance of the writing skill in EFL context:**

As teachers at the department of English, the researcher has noticed that many students consider that learning English is just limited to speaking and using the right pronunciation, yet learning a foreign language is more than this superficial conception. Indeed, writing is also crucial in EFL settings where students are required to express themselves in a written form, thus it should be treated as the three other skills in terms

of importance. In this respect, workshops, conferences and seminars should be organized so as to raise students' awareness about the importance of the writing skill in their studies and for their future careers, since learning any language implies developing both the oral and written competencies.

**Reevaluate the present writing curriculum:** Written expression teachers need to make some adjustments so as to reevaluate the present curriculum thought from the first year until the third year B.A, taking into accounts the needs and interests of their students, as Hyland (2002) emphasizes, teachers need to attend both cognitive and motivational factors in the L2 writing classroom. For this purpose, it is highly recommended that before designing any writing program, a rigorous needs analysis should be conducted in regards to students' level of proficiency, interest and needs. Needs analysis can be conducted through a variety of tools such as questionnaires designed for the students, classroom observation and diagnostic tests. On the basis of the data gathered trough this initial phase, the teacher is going to decide on the different courses to include in the syllabus, the teaching material, the topics and the teaching and evaluation methods to adopt in his/her class.

**Provide students with more opportunities to practice writing:** Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as driving, typing, or cooking. It means that a lot of practice will make a better writing. In other words, because good writing requires practice, it is crucial that the students practice writing even outside the classroom boundaries. Thus, it is recommended for students to practice free writing even outside the scheduled sessions of written expression.

**Use of electronic resources:** The use of computers in English language classroom is useful because there are resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters (Kenworthy, 2004).

Browsing these resources and sites will obviously enhance students' reading and writing abilities. Therefore, English language teachers should encourage their students to use technology in developing the language skills.

**Promote extensive reading:** Proponents of extensive reading believe that extensive reading is effective in increasing the number of second/foreign language vocabularies or in supporting general language improvement (Harmer, 2001: 210). Thus, extensive reading programs should be implemented in Algerian universities. Furthermore, students and teachers should be supported by adequate materials.

**Appropriate choice of the reading material:** Selecting texts for students is of highly importance because the success of a reading/writing workshop depends upon an appropriate selection of the reading materials. To achieve this aim, teachers should involve the learners in text selection. In this context, Ellis (1991:2) claims that "*being involved in such decision making, will give pupils a sense of ownership and responsibility*". Like pupils, at an advanced proficiency level, students can also be involved in the choice of the reading material so as to motivate them and create a good learning atmosphere.

**Help students develop their reading strategies:** Good learners use a variety of comprehension strategies simultaneously, according to Pressey (2002), they know how to deliberately apply specific strategies to aid their comprehension, particularly with regard to challenging texts/information. Teachers should help students develop their reading strategies because what differentiate poor and good readers are reading strategies as Brown (2001: 306), points out "*reading comprehension is a matter of developing appropriate, efficient comprehension strategies*". In other terms, teachers' role is to raise their students' awareness to the range of strategies that facilitate reading.

**Use Graphic Organizers:** Graphic organizers are visuals that help students organize concepts and ideas. They aid in the development of knowledge of text structure. They also aid in the summarization of text, as well as the visual representation of information. In other words, graphic organizers are pictorial or graphical ways to organize information and thoughts for understanding, remembering or writing. As a matter of fact, they are powerful tools that can be used to enhance learning and create foundation for developing students' writing skills. Through graphic organizers, students can make the difference between the organization patterns of comparative and narrative paragraph for example. These include flow, tree, diagrams, compare/contrast maps, and matrices (Donoghue, 2009:179).

**Motivate students:** Motivation is the corner stone in any learning process. Thus, teacher's role is to help students develop positive attitudes and interest towards the writing skill by taking into account the different factors that may contribute in creating a positive classroom environment which is of paramount importance in the learning process. In this context, Jones (1988:340) argues that: *An important challenge for the ESL/EFL writing teacher is to interest and challenge students enough with the course curriculum for them to want to learn write well.*

**Involve students in the choice of the different writing topics.** Indeed, students feel more confident when they have ideas about the topic and in the same way this increases their motivation to write since they actively engage in the learning process. According to Imscher,(1979) assigning students appropriate writing topics increases learner motivation and leads to an exciting writing classroom experience .

**An eclectic approach in teaching writing.** Since a single writing approach is inadequate to cope with the diversified needs of EFL students in the writing class, an eclectic approach, which is a combination of the product, process and genre approaches, is a possible

alternative. The basic principle of eclecticism is the “*desirable, coherent, and pluralistic*” approach which entails diverse learning activities depending on learner needs (Mellow, 2002).

**Adopt reading/ writing portfolio:** This assessing method aims at helping students become more confident in their reading and writing ability. In fact adopting an appropriate way to evaluate students’ progress is at the heart of the teaching/learning process because it provides both teachers and learners with valuable data concerning the effectiveness of the teaching method and the material used in the classroom. Among the different forms for assessing students’ progress, portfolio stands as an innovative one, since it enables learners to participate in the evaluation of their own works as they can decide on the content of the portfolio through the given directions of the instructor. Therefore, Shohamy and Walton (1992:14) express that the portfolio assessment in language teaching “*is a device used to assess various language samples that the learner compiles*”. In this context, Johns (1997: 132-134) recommends two types of portfolios: one is a selection of favorite reading texts and the other is for one’s own writing.

<b>A Reading Portfolio</b>	<b>A Writing Portfolio</b>
Two texts from the same genre  Two textbook entries  Summaries  A reader’s choice  A difficult (or easy) reading  Each entry is followed by reflection	A timed piece: argumentative, expository, or reflective.  A research based-project  A summary  A writer’s choice  Overall reflection  Each entry is followed by reflection

Table N°50: Literacy portfolios basic features (Based on Johns 1997: 149)

So, using a reading/writing portfolio may be beneficial on two folds; on the one hand it helps EFL teacher make appropriate decisions and choices in the classroom and on the other one, it contributes to a greater student involvement in the teaching-learning process, and to more autonomous learners of English.

**Reading/writing workshops:** The workshop approach in writing sessions is a learner-centered approach, since students are active participants in their learning. Educators implementing the reading/writing workshop approach had the belief that the students learn to read and write by actively and purposefully engaging in these behaviors. Furthermore, the curriculum is driven by the students' interests and they have the freedom to choose what they wish to read and write (Attwell, 1998). Thus, during the experimental phase, the choice of the different texts was determined by the participants' needs and interest, since before designing the content of the reading/writing workshop, the researcher devoted a session for discussing with the participants about their fields of interest, topics and their expectation from the experience.

### **Limitations of the Study**

As with most research studies, there are some limitations that need to be acknowledged.

The sample size is limited to only 32 students (16 for the control group and 16 for the experimental one). In addition, only female students participated in this study. Consequently, our findings may not be generalized to EFL population. So, this study could be replicated with a larger sample including both female and male students.

The results might also change at different levels of proficiency since our participants are second year university students who are considered as advanced EFL learners.

The findings of the present research work are bound by the time limit for the period in which the present study took place was limited to one semester. Thus, in future studies,

researchers could conduct the study for a longer duration to enhance more significantly the effects of reading on writing.

The rating scale of the pre and post test is limited to four rubrics, namely: vocabulary, ideas, grammar, organization and mechanics, other aspects in respect with the writing process could be included such as planning, drafting, editing to cite only these.

For the methodological issues, the limitation of the present study is its quasi-experimental design. Since the two groups, (experimental and control groups) were already designed by the administration, it was not possible to use a random assignment therefore, the quasi experimental design was the only alternative for the researcher to test the different hypotheses.

### **Suggestions for Further Research**

From the discussion of the study findings and the above limitations that were identified in the design of the present study, some suggestions can be made for future research.

It is worthwhile to consider carrying out more extensive research with a wider range of students involved in the project, including both male and female participants.

Researchers could conduct the study for longer duration in future studies to enhance the effects of reading on students' writing abilities.

It would also be interesting to examine how writing can be used to develop students' reading abilities i.e. to adopt a writing to read approach.

# **GENERAL CONCLUSION**

## GENERAL CONCLUSION

This research at hand is an endeavor to investigate the effect of integrating reading into writing courses. In other terms, adopting a reading to write workshop approach to help second year students at the department of English, university of Bejaia develop their writing skills.

This study is therefore aimed at providing the students with opportunities for reading a large variety of texts that combine between extensive and intensive reading accompanied with writing practice.

This thesis is divided into main parts: a theoretical part and a practical one.

The theoretical part encompasses three sections that constitute the literature review and a theoretical background about the two variables namely: reading and writing.

The first section of this theoretical part deals with the writing skill which is the dependent variable of this research.

The second section is devoted to the independent variable which is reading.

The third and last section highlights the relationship between reading and reading and presents the theoretical background of the reading/writing workshop approach.

The second part of the thesis represents the practical side of the study where the researcher tried to answer the research questions and test the corresponding hypotheses stated in the introduction.

To conduct the research, two main tools have been used:

- A pre-experiment questionnaire: the aim of the students' questionnaire is of two folds: to confirm the existence of the problem (i.e. second year students' writing difficulties), and to gather data about the students' viewpoints and attitudes concerning the two main variables: reading and writing. In other terms, this research instrument was used to depict and analyze

the current situation of teaching writing at the department of English, University of Bejaia, emphasizing on the difficulties second year students encounter when producing a piece of writing.

- Pre and post-test: These tests aim to compare participant groups and measure the degree of change occurring as a result of the proposed treatment.
- An experiment: This element represents the core of the present study. The researcher adopted a reading/writing workshop approach with the experimental group as a treatment to help students overcome their writing difficulties.

The thesis posed the following questions:

- To what extent does the suggested reading/writing workshop develop second year students' writing abilities in the experimental group in terms of organization and mechanics, content, grammar accuracy and choice of vocabulary?
- Are there any differences in students' achievement scores in the posttest between the experimental and the control groups in the post-test?

The hypotheses to be tested were:

- **Hypothesis One:** There may be significant differences in students' scores in writing between the pre and post-tests of the experiment group in terms of organization and mechanics, vocabulary, grammar accuracy and content.
- **Hypothesis Two:** There may be significant differences between the experimental and control groups achievement scores in the posttest due to the treatment.

The following conclusions are drawn from the present study:

According to the data gathered through the research instruments, the difficulties to which second year students are confronted in the department of English, University of Bejaia are mainly related to the writing sub-skills as vocabulary, grammar, coherence as well as lack of ideas and knowledge about the different topics dealt with in written expression courses. These difficulties hinder the students from expressing their ideas and thoughts; this state of fact is often reflected in their exam copies and written products.

Findings of the study indicated a significant difference in the performance of the students of the experimental group in comparison with the control group. In other terms, the achievement of the experimental group, measured by the difference between the pretest and post-test was significantly better than that of the control group.

Based on the results of this study, the participants of the experimental group made an improvement in their post-test writing. These indicate that teaching writing through reading to second year university students has a positive effect on students' writing achievements.

Furthermore, the results obtained from this study enabled the researcher to draw the following conclusions concerning the research hypotheses.

For the first research hypothesis:

- There are significant differences in students' scores in writing between the pre and post-tests of the experiment group in terms of
  - Organization and mechanics
  - Content
  - Grammar accuracy
  - Vocabulary

The results obtained from our experiment confirmed the hypothesis since the comparison of the experiment group scores in pretest and post-test revealed an improvement in the writing sub-skills. As a matter of fact reading to writing approach could be an interesting alternative and remedial solution for written expression teachers to improve their students' writing abilities at the department of English, University of Bejaia.

With regard to the second hypothesis:

- There are significant differences between the experimental and control groups achievement score in the posttest due to the treatment.

The results from the experience indicate a significant difference between the scores obtained by the experimental group and the control group on the post-test in favor of the experimental one.

The current research study investigated the effect of reading on the writing skills of second year LMD students at the department of English, University of Bejaia. The results suggest that the reading into – writing method, or exposure to different types of texts, had a positive impact on the students' writing abilities. Therefore, as the results point to the positive impact of reading on the development of students' writing skill, the researcher emphasizes the necessity to integrate both of reading and writing as a regular part of writing curricula. Furthermore, the results of the present study are consistent with a number of studies which confirmed that writing style, the special language of writing, is acquired, or subconsciously absorbed, through reading (Krashen, 1984, 2004; Smith, 1998, 2004).

Moreover, drawing upon the results of this study, some recommendations are made for teaching writing and thus promote students' abilities in this skill.

Nevertheless, the researcher acknowledged that there are some limitations in her study, thus some suggestions for further researches are made. In other terms, this study will stimulate further investigation in the field of reading-writing connection.

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# APPENDICES

## **Appendix A**

### **Course Content: 2LMD**

#### **The English sentence**

- The simple sentence
- The compound sentence
- The complex sentence
- The compound-complex sentence
- Internal punctuation
- Conjunctions/ Link words (coordinators and subordinators)
- Run-on-sentences (comma, splice and fused)
- Fragments (phrases and subordinates/ adverbial clauses)
- Modifiers (dangling/misplaced/squinting)
- Parallelism and faulty parallelism

#### **Pre-writing techniques**

- Brainstorming
- Clustering and diagramming
- Outlining

#### **Post-writing techniques**

- Proof-reading
- Editing
- Peer-editing

## **The paragraph**

- Structure of a paragraph
- Topic sentence
- Supporting details (coordinate and subordinate)
- Concluding sentence
- Cohesion for the sake of coherence
- Cohesion devices
- Paragraph development (space, chronology, logical order and order of importance)
- Paragraph types: narrative, descriptive, cause-effect, comparison-contrast, process, etc.

## **The traditional five-paragraph essay**

- The structure of an essay
- The introductory paragraph
- The thesis statement
- The body paragraphs
- Transition between the body paragraphs
- Transition devices
- The concluding paragraph
- The concluding sentence and afterthought
- Essay types
- The outline



## Appendix B

### Students' Questionnaire

Dear student

The present questionnaire is a part of a research for a doctoral degree on teaching writing through reading. Be certain that your answer will remain confidential and will not serve any other purpose than the one stated above. Thank you for your cooperation.

Mrs. KACI Fadhila  
Department of English  
Faculty of Arts and Languages  
Abderrahmane Mira University-Bejaia

#### SECTION I: Background Information

1) How old are you?

18-20  20-23  Over 24

2) Are English studies your own choice?

Yes  No

3) Rank the four skills from the most difficult to the less difficult

A) Listening   
B) Speaking   
C) Reading   
D) Writing

#### SECTION II: Students' View about Writing

4) How important is writing for you?

A) Very important   
B) Important

C) Not important

D) No opinion

5) Do you like writing?

Yes  No

6) If yes, in which language do you like to write most?

A) Arabic

B) French

C) English

D) Other, please specify

7) How much do you like writing in English

A) Very much

B) Much

C) Moderately

D) A little

E) Not at all

8) How would you evaluate your writing skills?

A) Very good

B) Good

C) Average

D) Poor

9) Are you motivated to write?

Yes  No

10) According to you, good writing is: (You can choose more than one

option) A) Correct grammar |

B) Good ideas

- C) Precise vocabulary
- D) Spelling
- E) Other (s)

11) Is the time allotted to written expression enough to develop your writing abilities?

Yes  No

- Do you think that the written expression program you are studying is enough to improve your writing abilities?

Yes  No

- If, no please justify your answer

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

- Does your written expression teacher encourage you to write outside the classroom?

Yes  No

15) If, yes how often do you write outside the

- classroom? A) Always
- B) Often
- C) Sometimes
- Never

- Do you encounter difficulties when writing?

Yes  No

- If yes, according to you, what are the aspects that you consider as the most difficult in writing? (You can choose more than one option)

- Limited vocabulary

- Difficulties to get ideas

- Lack of knowledge about how to organize your ideas

- Problems in applying grammatical rules

- Punctuation

- Other, please specify

### SECTION III: Students' Views about Reading

- How much important is reading for you?

- Very important

- Important

- Not important

- No opinion

- How much do you like reading?

A) Very much

B) Much

C) Moderate

D) A little

E) Not at all

20) In which language do you often

read? A) Arabic

B) French

C) English

D) Other(s)

**SECTION IV: Reading/ Writing Relationship**

21) Do you think that reading helps you improve your writing?

Yes  No

- If, yes please explain how?

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

- When writing about any topic, do you re-use information, ideas and expressions that you have encountered in your previous readings?

Yes  No

24) Does your written expression teacher encourage you to read?

Yes  No

**SECTION V: Further Suggestions.**

**Q25** : In the space below, please feel free to add any comment or suggestion concerning the topic under study.

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

***THANK YOU FOR YOUR HELP.***

## Appendix C

### The Rating Scale and the Writing Assessment Criteria used to Assess Writing.

Aspects of writing	Level	Score	Criteria
Vocabulary	Excellent	5	Excellent choice of vocabulary
	very good	4	Demonstrates a very good command of vocabulary Make use of a wide and varied range of vocabulary
	Good to average	3	Use appropriate vocabulary Good vocabulary knowledge
	Fair to poor	2	Limited vocabulary Inappropriate use of vocabulary
	Very poor	1	Very limited vocabulary Irrelevant vocabulary
Organization And Mechanics	Excellent to	5	Excellent organization of ideas
	Very good	4	Demonstrates a very good command of the writing conventions, the student presents his/her ideas in a logical sequence
	Good to average	3	Well organized
	Fair to poor	2	Appropriate organization
	Very poor	1	Lack of coherence in ideas Poor organization
Content	Excellent	5	Rich ideas and details
	Very good	4	Information related to the topic A well written topic sentence
	Good to average	3	The content is generally accurate but incomplete
	Fair to poor	2	Some ideas are not well stated

	Very poor	1	Ideas on the topic are very limited
Grammatical Accuracy	Excellent		No mistake at all
	Very good	4	Very few grammatical errors
	Good to average	3	Few grammatical errors
	Fair to poor	2	Demonstrates a minimal control of grammatical conventions Many errors Use of incomplete sentences
	Very poor	1	Demonstrates a poor control of grammatical conventions

Scoring Students' Paragraph

## Appendix D1

### The Reading/ Writing Workshop Program for the Experimental Group. Level: 2LMD

N°	TITLE	TEXT- TYPE
01	From a book to a movement: <i>The story of Silent Spring</i>	Cause-effect
02	Heart disease and changing attitudes	
03	Brain imaging study reveals Placebo's effect	
04	The importance of English	Argumentative
05	The right to die	
06	Early navigation	
07	They attended their own funeral	Narrative
08	A round-up	
09	The capture	
10	Who are today's immigrants	Comparison and Contrast
11	Okonkwo	
12	The Price of Mobility	
13	Fasting may led to health benefits	Descriptive
14	Sari of Gods	
15	Thomas Jefferson, the Architect	
16	The Gift of the Magi	Extensive Reading

Text-Type Selected for the reading/writing workshop

## Appendix D2

### Heart disease and changing attitudes.

In the last decades of the twentieth century, medical researchers showed that heart disease associated with certain factors in our daily lives: stress, smoking, poor nutrition, and lack of exercise. Doctors and other heart experts began to emphasize the fact that we can reduce the risk of heart disease by paying attention to these factors. As a result, many people realize that there is a connection between heart disease and lifestyle.

This new awareness is changing public attitudes about heart. In the past, people tended to think that it was sufficient to have access to doctors on whose expertise they could rely. Now people understand that merely receiving the best treatment for illness or injury is not enough. They have learned to take more responsibility for maintaining and improving their own health.

The shift in attitude can be seen in some behavioral changes that have occurred since the 1970s. In the United States today, many smokers have broken the habit and fewer people take it up. The percentage of smokers is far below the level of the 1960s and the 1970s. People are becoming more serious about reducing stress. Many have changed their diets and are eating food with less fat and cholesterol. More people are aware of the benefits of regular and frequent exercise like walking, running, and swimming, some even walk or bicycle to work instead of driving or using public transportation.

The health effects of these changes in attitude and behavior are clear. Since the 1950s, the number of deaths from heart disease has fallen. A partial explanation for this is that better diagnosis and treatment is helping people avoid or survive heart attacks. However, heart experts have no doubt that much of the improvement has occurred because a better-educated public has become aware of the benefits of prevention.

#### Main idea check:

Identify the sentence that best expresses the main idea of the article.

- Better methods of diagnosis and treatment have reduced the number of deaths from heart disease in the United States.
- Medical research has shown that people should reduce the amount of fat they eat.
- As a result of information about the causes of heart disease, people are changing the way they think about health care and are leading healthier lives.
- The percentage of Americans who smoke today is much lower than it was in the 1970s.

#### Vocabulary study: synonyms.

Find words in the article that are similar in the meaning to the following.

- A period of ten years.
- To be connected with something or someone.
- Pressure
- The food the body needs

- To give special importance to something
- Realization
- Enough
- To depend on someone or something
- Only
- To keep something in good condition
- The food a person eats
- Happening often
- The way people think and feel about something
- A feeling of not being sure
- Helpful effect

### **Written Expression**

Smoking is one of the main reasons for cancer which kills thousands of people all over the world. Write a paragraph about the effect of smoking on our health.

## Appendix D3

### From a book to a movement: *The story of Silent Spring*

By Rachel Carson

Developed in 1939, DDT was the most powerful pesticide the world had even known. It was used throughout the 1940s and 1950s to clear regions of mosquitoes carrying malaria. Its inventor was awarded the Nobel Prize. When DDT became available for purely commercial use and was sprayed over crops, only a few people, like Rachel Carson, felt that there was some danger. When she finally published her book, *Silent Spring*, her fears were heard loud and clear. The impact of *Silent Spring* was great; with this book, Rachel Carson laid the foundation for the modern environmental protection movement.

Carson did not originally intend to write a book about the harmful effect of DDT. Her interest in the subject was sparked by a letter from old friends telling about the damage that aerial spraying had done to the ecological system on their land. Although Rachel Carson was a best-selling author, no magazine would agree to her idea for an article investigating the negative effects of DDT. She decided to go ahead and deal with the issue in a book, *Silent Spring*, which took her four years to complete. It described how DDT entered the food chain and accumulated in the fatty tissues of animals, including human beings and caused cancer and genetic damage. The book's most famous chapter, "A Fable of Tomorrow", depicted a nameless American town where all life –from fish to birds to apple blossoms to children-had been "silenced" by the insidious effects of DDT.

First serialized in *The New Yorker* magazine in June 1962, the book alarmed readers across the country and, not surprisingly, brought howls of anger from the chemical industry. "If man were to faithfully follow the teachings of Miss Carson," complained an executive of the American Cyanamid Company, "we would return to Dark Ages, and the insects and diseases would once again inherit the earth". Some of the attacks were more personal, questioning Carson's integrity and even her sanity.

Her careful preparation, however, had paid off. Foreseeing the reaction of the chemical industry, she had written *Silent Spring* like a lawyer's brief, with no fewer than 55 pages of notes and a list of experts who had read and approved the manuscript. Many well-known and respected scientists rose to her defense, and when President John F. Kennedy ordered the President's Science Advisory Committee to examine the issues the book raised, its report supported both *Silent Spring* and its author. As a result, DDT came under much closer government supervision and was eventually banned.

Conservation had never attracted much public interest before Rachel Carson's book, but the dangers she analyzed were too frightening to ignore.

For the first time, the need to regulate industry in order to protect the environment became widely accepted, and environmentalism was born. Carson was well aware of the implications of her book. Appearing on a CBS documentary about her work shortly before her death from breast cancer in 1964, she remarked:

The public must decide whether it wishes to continue on the present road,

and it can only do so when in full possession of the facts. We still talk in terms of conquest. We haven't become mature enough to think of ourselves as only a tiny part a vast and incredible universe. Man's attitude toward nature is today critically important simply because we have now acquired a fateful power to alter and destroy nature. But man is part of nature, and his war against nature is inevitable a war against himself.

One of the landmark books of the twentieth century, *Silent Spring* still speaks to us today, many years after its publication. Equally inspiring is the example of Rachel Carson herself. Against over-whelming difficulties and hardship, despite her own shyness and reserve, and motivated only by her love of nature, she rose like a gladiator in its defense.

"The Story of *Silent Spring*" is adapted from a Natural Resources Defense Council Publication.

### Activities 1

**Working with a partner, answer the following questions:**

- According to Rachel Carson, why is DDT so dangerous?
- What did Carson do to prepare for the criticism that her book would receive?
- According to Carson, how should people think of themselves in relation to nature?
- At first, no magazine would agree to publish an article on DDT. Why do you think magazine editors were so reluctant?
- "If man were to faithfully follow the teachings of Miss Carson, we would return to the Dark Ages, and the insects and diseases would once again inherit the earth." What did the executive of the American Cyanamid Company mean here?

### Activity 2

**Read the selection below. Fill in each blank with the word from the box that matches the definition between brackets. Not all the words are used.**

abundance	damage	insidious	puzzled	alter	depicted
misfortune	stricken	countless	harmful	prosperous	surrounding

The struggle to save the food supply from (harm).....did not end with *Silent Spring*. The need to maintain a (successful).....agricultural economy has led to many difficulties. For example, in order to increase the protein in cattle feed, people began to (change).....the diet of cows. Cows do not eat meat in their natural (environment)....., but farm industries in many countries began feeding cows the ground-parts f dead sheep. Many scientists believe that some cows' nervous systems were (attacked).....by a sheep disease called scrapie. According to them, this (gradual and harmful).....process, begun by humans for greater profits, led to outbreaks of "mad cow



disease” in several countries of Europe and Asia. This was a (disaster) .....for the beef industry.

Farmers also often feed large amounts of antibiotics and hormones to their animals to make them stronger. These large doses accumulate in animal organs and are eaten by humans. This is (damaging) .....to us all because human diseases are becoming less responsive to antibiotics, and hormones are not good for children.

Recently, food manufacturers in the United States have developed a new method of irradiating food to kill bacteria. Many people want to ban irradiated food because they are not sure such food is safe. The dangers to the food supply (described).....by the environmental movement have led many people to buy only natural products from organic farms, which do not use chemical pesticides. But organic foods are expensive and hard to find. People in many countries are (unsure).....about how to carry on the legacy of being responsible for the environment, which is the message of *Silent Spring*.

**Punctuate the following passage.**

there was once in the heart of America where all life seemed to live in harmony with its surroundings the town lay in the midst of a checkerboard of prosperous farms with fields of grain and hillsides of orchards where in spring white clouds of bloom drifted above the green fields in autumn oak and maple and birch trees set up a blaze of color that flamed and flickered across a backdrop of pines then foxes barked in the hills and deer silently crossed the fields half hidden in the mists of the fall mornings

**Complete the paragraphs by filling in the blanks with the cause-and-effect structure (because, since, consequently, therefore, thus, so, such, so...that)**

Silent Spring----- an impact in America at the time it was published-----  
 ----- people’s general thinking about nature changed dramatically from that  
 point on.----- .the book made people see that whatever they did to nature  
 they were also doing to themselves, their blind faith in science and industry was shaken.-----  
 -----, our modern era of environmental awareness was launched. In the years  
 immediately following the book’s publication, people became----- interested in their  
 connections with the natural world----- TV shows such as Marlin Perkins’s  
 Kingdom became very popular in the early 1960s. By 1979s, the United States had celebrated  
 its first Earth Day.

Within the first year of Silent Spring’s publication, over 40 state laws were proposed to regulate pesticide use-----government scientists had backed Rachel Carson fully after their researchers supported all her claims. The pressure of the legislation passed was ----  
 -----great.

-----many national laws were created afterwards to protect the environment: The National Environment Act (1969), the Clean Air Act (1970), the Clean Water Act (1972), and the Endangered Species Act (1973) are just a few of them.

**Homework :** Write a paragraph about the effect of industry development on the environment.

## Appendix D4

### Brain Imaging Study Reveals Placebo's Effect

Scientists have recognized for some time that people suffering from depression often experience a substantial reduction in symptoms when given a **placebo**. In fact, this observation has **led** some researchers to propose that up to 75 percent of the apparent efficacy of antidepressant medicine may actually be attributable to the placebo effect. Determining the cause of a patient's improvement under such circumstances is no easy task. But the results of a new study may **shed light on** the matter. According to a report in the January **issue** of the American Journal of Psychiatry, depressed patients who respond to placebo treatment do exhibit a change in brain function, but one that differs from that seen in patients who respond to medication.

Using so-called quantitative electroencephalography imaging, a team of researchers at the University of California at Los Angeles studied electrical activity in the brains of 51 depressed patients receiving **either** placebo treatment **or** active medication. Patients who responded favorably to the placebo, the investigators found, showed increased activity in a region of the brain known as the prefrontal cortex. Those who responded to medication, in contrast, exhibited suppressed activity in that area. The image shown here illustrates changes in prefrontal cortex activity over time in the placebo responders group (top row) and the medication responders group (bottom row), with red indicating an increase in activity and blue-green representing a decrease. "Both treatments affect prefrontal brain function," the researchers write, "but they have **distinct** effects and time courses."

These results "show us that there are different **pathways** to improvement for people suffering from depression," team member Andrew Leuchter notes. "Medications are effective, but **there may be** other ways to help people get better," he adds. "If we can identify what some of the mechanisms are that help people get better with placebo, we may be able to make treatments more effective."

Kate Wong

### Activity 1

Write the meaning of the following words according to the context:

Words	Meaning
Placebo	
led	
shed light on	
issue	
either ....or	
distinct	
Pathway	
there may be	

### Activity 2

Find the referents for the following words (underlined):

Words	Referents
this	
that	
Those	
they	
Us	

### Activity 3

Find the prefix or suffix contained in the following words (over dotted lines) and state what is the meaning of the prefix or suffix.

Word	Prefix or Suffix	Meaning of prefix or suffix
antidepressant		
improvement		
Activity		
Prefrontal		

### Activity 4

Write the Main idea of the text

## Appendix D5

### The Right to Die

A difficult problem that is facing society is euthanasia, another word for mercy killing. Thousands of young people are mortally ill because of incurable disease. They are all kept alive in artificial ways. They have no chance to recover completely, but most of the legal systems do not allow doctors to end their lives. However, fatally ill patients should be allowed to die for several reasons.

The first reason is that medical costs are very high. The cost of a hospital room can be as much as a hundred dollars per day and even more. The costs of medicines and medical tests are also high. The family of the patient is responsible for these expenses. Consequently, they would be a terrible financial burden for them for a long time.

The second reason is that the family suffers. The nurses can only give the terminally ill patient minimum –care. The family must spend time to care for the special needs of their loved one. They should talk, touch, and hold the patient even though he or she may be in a coma. For example, Karen Quinlan’s parents visited her every day even though she was unable to speak or to see. Also, it is very difficult to watch a loved one in a coma because his or her condition does not improve.

The third and most important reason is that the patients have no chance of recovery. They can never lead normal lives and must be kept alive by life – support machines. They may need a machine to breathe and a feeding tube to take in food. They are more dead than alive and will never get better. For example, in 1975, Karen Quinlan became unconscious after she swallowed some drugs and drank alcohol. She was kept alive by machines. Her parents knew that her body and brain would never be normal. Therefore, they asked the court to allow their daughter to die. The judge agreed, and Karen’s breathing machine was turned off. She was able to breathe on her own, but she died nine years later in June of 1985.

In conclusion, because terminally ill patients have no chance to live normal lives, they should be allowed to die with dignity. Therefore, the family should have the right to ask to turn off the life-support machines or to stop further medical treatment

**Exercise 1 :**

- Underline the topic sentences that give reasons.
- Circle the transition signals
- What words begin each of the topic sentences?

**Comprehension :**

- What is euthanasia ?
- What would be a terrible financial burden for the family? (burden: problem) 7 How does the family suffer?
- 8 Which sentence expresses the writer's opinion about the right to die?

**Written expression:**

Are you for or against euthanasia? Write a short paragraph to give your own point of view.

## Appendix D6

### Reading

**Directions:** Read the following passage and answer the questions that follow.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can

learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

## EXERCISES

- Which best expresses the main idea of the second paragraph? a. Reading is exciting. b. Reading strengthens your mind. c. Age affects the body in many ways. d. Working out keeps your body in shape.
  
- Why does the author think that you should read books that are boring?
  - You will eventually grow to love them if you read them enough.
  - You will get better grades in reading class.
  - You will make your teacher very happy.
  - You will learn new words.
  
- Which best expresses the main idea of the third paragraph? a. Reading can benefit you. b. You can learn to program video games or design clothing by reading. c. You can learn amazing things and become a better person by reading. d. Knowledge is power.
  
- Which is **not** a reason given by the author why students fail to complete reading assignments?
  - a. Students may be bored. b. Students may be distracted.
  - c. Students may be unwilling to focus. d. Students may be tired.
  
- Which best expresses the author's main purpose in writing this text? a. He is trying to persuade students to do their reading work. b. He is teaching people how to become better readers. c. He is explaining why people don't do their reading work. d. He is entertaining readers with facts about the mind and body.
  
- Which is **not** one of the author's arguments in the fifth paragraph? a. Reading gives you a broader perspective on the world. b. Reading changes the way that you understand the world. c. Reading helps prepare you for your job in the real world. d. Reading teaches you about distant lands and cultures.

- Why does the author believe that reading is good for your mind state? a. It has a calming effect. b. It can lower your stress levels. c. It can help you relax. d. All of these

- Which title best expresses the main idea of this text?
- *Reading: Good for the Mind in Many Ways*
- *Reading: The Key to a Successful Academic Future*
- *Reading: Improve Your Vocabulary While Being Entertained*
- *Reading: The Best Way to Improve Your Writing Skills*

- Why does the author believe that reading boring or unfamiliar books can be helpful for readers? Use the text in your response.

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- Why does the author describe reading as a "positive escape"? In what ways is reading positive? Use evidence from the text to support your response.

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## Appendix D7

### Early Navigation

Early mariners had to estimate their position and direction from observing the positions of the sun, moon, stars, and planets (celestial navigation). During the day, though, the stars, moon, and planets were not visible, which limited the sailors' control over their course. The invention of the magnetic compass and the sextant, however, made sea travel and exploration safer and more accessible.

The invention of the compass in the twelfth century was an enormously important addition to navigation technology. It enabled sailors to chart a course and hold the ship steadily on that course no matter what the conditions at sea. In the early eighteenth century, the sextant emerged to help navigators figure out their *latitude*—their position north or south of the equator. Sailors used the sextant to measure the angle of elevation above the horizon of any celestial body, which told them their north-south position.

Despite these advances, seafaring navigation faced a significant obstacle. Mariners still had to rely on classic methods of celestial navigation to determine their *longitude*—their position east or west of a given point. In 1764, John Harrison solved that problem.

The clock had been invented centuries earlier, and the idea that an accurate clock would be a perfect solution for longitude calculation had been known for over 100 years. But the clocks of the day operated on pendulums—swinging appendages that maintained the consistency of the timing mechanism. At sea, the rolling and swaying of the ship threw off a clock's pendulum, making accurate time-keeping impossible.

John Harrison assembled a device he called a chronometer, which had internal working parts and so kept accurate London time. To test the device, his son carried it on a ship to Barbados and calculated longitude along the way. The chronometer worked. The secret lay in knowing the precise time of day in London while doing longitude calculations. From that day on, it has been easy to calculate longitude, simply by counting the difference in hours between local time and London time (now referred to as Greenwich Mean Time, or GMT).

For a long time, these devices—the compass, sextant, and chronometer—were the main tools of navigation. In the early 1900s, radio navigation systems were developed to replace them. These systems, however, had two problems. First, the complicated geometric calculations they required had to be done manually—there were no computers or even

calculators yet. Second, radio signals could get lost in storms. The most significant advancement in navigation occurred when people learned how to send high frequency transmitters into space. Use of this satellite-based system has proven to be extremely accurate. This technology is a key element of today's GPS systems.

Travelers no longer use celestial bodies to chart their course, but, because of satellite technology, we still look to the heavens to find our way across the globe.

### Reading Comprehension: True/False

Mark each statement as *T* (true) or *F* (false) according to the information in the reading passage.

- Modern navigation systems rely on transmitters in space.
- John Harrison solved the mystery of accurate longitude calculation with his development of radio navigation.

### Vocabulary: Fill in the blank

Use the words in the box to complete the sentences. Use each word one time.

Charts	manual	target
Disassemble	precisely	variable
Enabled	significant	vary

- One \_\_\_\_\_ that is often overlooked when diagnosing the problem is whether the person traveled to a rural area during the previous year.
- The explorers relied on ancient \_\_\_\_\_ that listed the position of the planets, stars, sun, and moon on each day of the year.
- Not even the residents in the town would drink the water because it contained \_\_\_\_\_ amounts of pollution.
- For each segment of his bicycle trip from Kentucky to California, Thomas \_\_\_\_\_ calculated the amount of food and water he would need to carry with him.

- The boxer needed to lose twenty pounds in order to reach his \_\_\_\_\_ weight of 210 pounds by the day of the big fight.
- Extensive training at high altitudes \_\_\_\_\_ the climbers to complete the final thousand feet of their climb without suffering any ill effects.
- The inventor had to completely \_\_\_\_\_ the intricate chronometer in order to find the problem in the timing mechanism.
- To our eyes, the positions of the stars in the sky \_\_\_\_\_ depending on the season.
- Although physical strength is important in \_\_\_\_\_ labor, many positions also require a substantial amount of skill and background knowledge.

### **Written expression**

Do you feel that traveling is a good thing? What are some of the benefits of exploring other cultures? What are some of the possible downsides? Give examples to explain your answer in a paragraph.

## Appendix D8

### A ROUND UP

Simeon is a Black American journalist who found himself caught up in a French police raid during the October 1961 Algerian nationalist demonstrations in Paris, thrown into a police van and deported to a stadium for screening.

Simeon woke up in the early morning stiff, aching and cold, his head throbbing. An old Algerian with a beard waved to him and he waved back. Most of the Algerians were already awake and talking in Arabic among themselves. Police with guns slung over their shoulders passed among them, serving a watery black liquid and chunks of dry bread.

The loudspeaker blared: “stand up”. They divided the men into small groups which they placed in designated parts of the stadium and began calling them individually into rooms or to desks that had been lined up along the walls. Simeon was in a group of some two hundred men and women who were seated in a corner of the room. A man next to Simeon smiled and spoke to him in Arabic. Simeon said in French, “I don’t speak Arabic.”

“Are you an African?”

“No. American.”

The man pursed his lips and arched his brows in surprise. For a moment, he seemed skeptical. Then he said, “Good”.

They sat for hours on the damp, cold floor, changing positions frequently to relieve their aching muscles. From time to time the women raised their voices in the shrill you-you wail again. Simeon thought of what Ahmed had told him, of how he had never felt as happy as when he found himself with a guerilla unit fighting against parachutists. Simeon understood now what Ahmed meant.

At around on o’clock police came to them with pots of stiff, lukewarm mashed potatoes with ground meat mixed in it which served as lunch.

There were no plates or forks and each man was served in his cupped hands. They all ate hungrily.

A man in civilian clothes wove in and out among the prisoners, looking at the faces. He paused and frowned when he saw Simeon. He walked over to him. “Are you an Arab?” he asked.

Simeon shook his head. The Algerians looked at him.

“what are you? African?”

Simeon hesitated a moment, then said “American”

Still frowning, the man turned and walked away.

William Gardner Smith, *The Stone Face*.

### **About the author**

William Gardner Smith is an African-American writer, born in 1927 in Philadelphia. As a result of racial discrimination, he emigrated to Paris where he worked as a journalist and covered the Algerian Liberation War. He died in 1974. He is the author of : *The Stone Face* (1963), *Return to Black America* (1970).

### **EXERCISE:**

- Look up the following verbs in the dictionary and use them in sentences of your own:

To ache/ To throb/ To sling/ To blare/ To relieve/ To wail/ To mean/ To frown.

- To depict a vivid picture of the scene, the writer used adjectives and adverbs list some of them.

### **Composition:**

Imagine an old Algerian soldier telling the story of an event (a battle) he witnessed during the Algerian revolutionary war.

## Appendix D9

### THEY ATTEND THEIR OWN FUNERAL SERVICE

Tom Sawyer and his friend Huck Finn, together with another boy Joe Harper have been away from home for several days, and thus are believed to be dead...

When the Sunday-school hour was finished, the next morning, the bell began to toll, instead of ringing in the usual way. It was a very still Sabbath, and the mournful sound seemed in keeping with musing hush that lay upon nature. The villagers began to gather, loitering a moment in the vestibule to converse in whispers about the sad event. But there was no whispering in the house; only the funeral rustling of dresses as the women gathered to their seats, disturbed the silence there. None could remember when the little church had been so full before. There was finally a waiting pause an expectant dumbness, and the Aunt Polly entered, followed by Sid and Mary, and they by the Harper family, all in deep black, and the whole congregation, the old minister as well, rose reverently and stood, until the mourners were seated in the front pew. There was another communing silence, broken at intervals by muffled sobs, and then the minister spread his hands abroad and prayed. A moving hymn was sung, and the text followed : 'I am the Resurrection and the Life.'

As the service proceeded, the clergyman drew such pictures of the graces, the winning ways, and the rare promise of the lost lads, that every soul there, thinking he recognized these pictures, felt a pang in remembering that he had persistently blinded himself to them, always before, and had as persistently seen only faults and flaws in the poor boys. The minister related many touching incident in the lives of the departed , too, which illustrated their sweet, generous natures, and the people could easily see, now, how noble and beautiful those episodes were, and remembered with grief that at the time they occurred they had seemed rank rascality, well deserving of the cowhide. The congregation became more and more moved, as the pathetic tale went on, till at last the whole company broke down and joined the weeping mourners in a chorus of anguished sobs, the preacher himself giving way to his feelings, and crying in the pulpit.

There was a rustle in the gallery, which nobody noticed; a moment later the church door creaked; the minister raised his streaming eyes above his handkerchief, and stood transfixed! First on and then another pair of eyes followed the minister's, and then almost with one impulse the congregation rose and stared while the three dead boys came marching up the aisle, Tom in the lead, Joe next, and Huck, a ruin of drooping rags, sneaking sheepishly in the rear! They had been hid in the unused gallery listening to their own funeral sermon!

Aunt Polly, Mary, and the Harpers threw themselves upon their restored ones, smothered them with kisses and poured out thanksgivings, while poor Huck stood abashed and uncomfortable, not knowing exactly what to do or where to hide from so many unwelcoming eyes. He wavered, and started to slink away, but Tom seized him and said: "Aunt Polly, it ain't fair. Somebody's got to be glad to see Huck."

"And so they shall! I'm glad to see him, poor motherless thing!"

And the loving attentions Aunt Polly lavished upon him were the one thing capable of making him more uncomfortable than he was before.

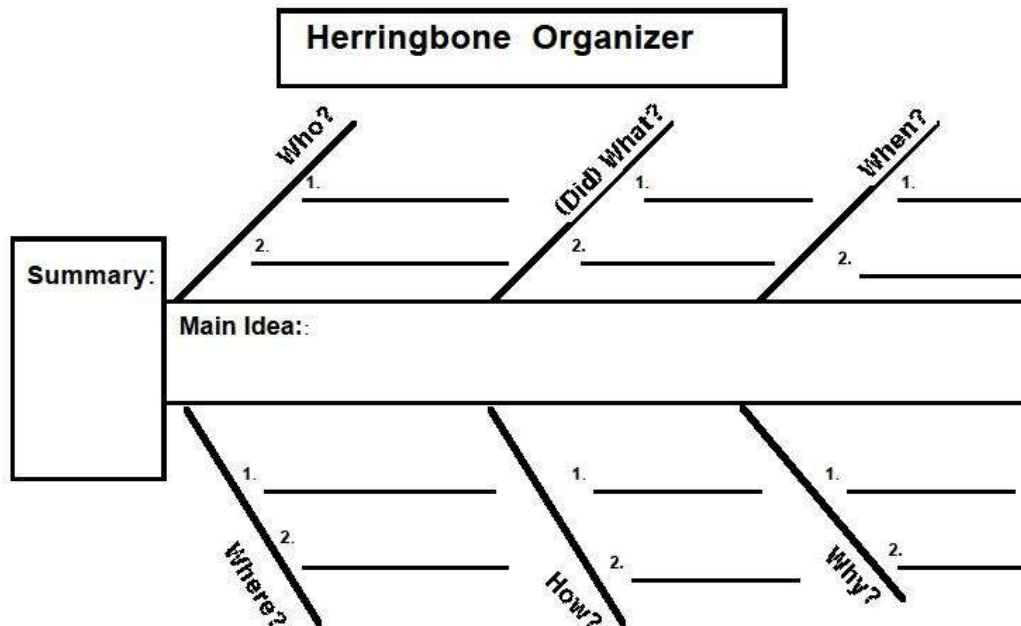
Suddenly the minister shouted at the top of his voice: “Praise God from whom all blessing flow-SING!- and put your hearts in it.”And they did.

Mark Twain The Adventure of Tom Sawyer

**EXERCISE**

Look up in the dictionary the following words and use them in meaningful sentences: Congregation/ minister/ pew/ clergyman/ chorus/ aisle/ vestibule/ loitering/ transfixed/ abashed/ wavered/ to lavish.

Complete the following diagram:



**COMPOSITION:**

Using the above diagram, write a paragraph about the passage by answering the questions.

## Appendix D10

### The capture

*The passage reports the capture of Kunta Kinte, the African ancestor of Alex Haley; young Kunta, son of Omoro and Binta Kinte and Lamin's older brother, was captured in Gambia in 1767. The black American writer contrasts purposefully the youth's respect and enjoyment of the peaceful world of Nature with the brutal intrusion of the slave hunters.*

The familiar perfumes of wild flowers filled Kunta's nostrils as he ran, wetting his legs, through grass glistening with dew in the first rays of sunshine. Hawks circled overhead looking for prey, and the ditches beside the fields were alive with the croaking of frogs. He veered away from a tree to avoid disturbing a flock of blackbirds that filled its branches like shiny black leaves. But he might have saved himself the trouble, for no sooner had he passed by than an angry, raucous, cawing made him turn his head in time to see hundreds of crows bullying the blackbirds from their roost.

Breathing deeply as he ran, but still not out of breath, he began to smell the musky aroma of the mangroves as he neared the low, thick underbrush that extended far back from the banks of bolong. At the first sight of him, a sudden snorting spread among the wild pigs, which in turn set off a barking and snarling among the baboons, whose big males quickly pushed their females and babies behind them. When he was younger, he would have stopped to imitate them, grunting and jumping up and down, since this never failed to annoy the baboons, who would always shake their fists and sometimes throw rocks. But he was no longer a boy, and he had learned to treat all of Allah's creatures as he himself wished to be treated: with respect.

Fluttering white waves of egrets, cranes, storks, and pelicans rose from their sleeping places as he picked his way through the tangled mangrove down to the bolong. Kunta's wuolo dog raced ahead chasing watersnakes and big brown turtles down their mudslides into the water, where they left not even a ripple.

As he always did whenever he felt some need to come here after a night's lookout duty, Kunta stood awhile at the edge of the bolong, today watching a gray heron trailing its long, thin legs as it flew at about a spear's height above the pale green water, rippling the surface with each downbeat of its wings. Though the heron was looking for smaller game, he knew that this was the best spot along the bolong for kujalo, a big, powerful fish that Kunta loved to catch for Binta, who would stew it for him with onions, rice, and bitter tomatoes. With his stomach already rumbling for breakfast, it made him hungry just to think of it.

A little farther downstream, Kunta turned away from the water's edge along a path he himself had made to an ancient mangrove tree that he thought must know him, after countless visits, as well as he knew it. Pulling himself up on to the lowest branch, he climbed all the way to his favorite perch near the top. From here, in the clear morning, with the sun warm on

his back, he could see all the way to the next bend in the bolong, still carpeted with sleeping waterfowl, and beyond them to the women's rice plots, dotted with their bamboo shelters for nursing babies. In which one of them, he wondered, had his mother put him when he was little? This place in the early morning would always fill Kunta with a greater sense of calm, and wonder, than anywhere else he knew of. Even more than the village mosque, he felt here how totally were everyone and everything in the hands of Allah; and how everything he could see and hear and smell from the top of this tree had been here for longer than men's memories, and would be here long after he and his sons and his sons' sons had joined their ancestors.

Trotting away from the bolong towards the sun for a little while, Kunta finally reached the head-high grass surrounding the grove where he was going to pick out and chop a section of tree trunk just the right size for the body of his drum. If the green wood started drying and curing today, he figured it would be ready to hollow out and work on in a moon and a half, about the time he and Lamin would be returning from their trip to Mali. As he stepped into the grove, Kunta saw a sudden movement out of the corner of his eye. It was a hare, and the wuolo dog was after it in a flash as it raced for cover in the tall grass. He was obviously chasing it for sport rather than for food, since was barking furiously; Kunta knew that a hunting wuolo never made noise if he was really hungry. The two of them were soon out of earshot, but Kunta knew that his dog would come back when he lost interest in the chase.

Kunta headed forward to the center of the grove, where he would find more trees from which to choose a trunk of the size, smoothness and roundness that he wanted. The soft, mossy earth felt good under his feet as he walked deeper into the dark grove, but the air here was damp and cold, he noticed, the sun not being high enough or hot enough yet to penetrate the thick foliage overhead. Learning his weapons and ax against a warped tree, he wandered here and there, occasionally stooping, his eyes and fingers examining for just the right trunk, one just a little bit larger- to allow for drying shrinkage- than he wanted his drum to be.

He was bending over a likely prospect when he heard the sharp crack of twig, followed quickly by the squawk of a parrot overhead. It was probably the dog returning, he thought in instant. In a blur, rushing at him, he saw a white face, a club upraised; heard heavy footfalls behind him. **Toubob!** His foot lashed up and caught the man in the belly –it was soft and he heard a grunt- just as something hard and heavy grazed the back of Kunta's head and landed like a tree trunk on his shoulder. Sagging under the pain, Kunta spun- turning his back on the man who lay doubled over on the ground at his feet- and pounded with his fists on the faces of two black men who were lunging at him with a big sack, and at another toubob swinging a short, thick club, which missed him this time as he sprang aside.

Alex HALEY, *Roots*

### **Skimming and understanding:**

- What made the big baboons push their females and babies behind them?
- What, in Kunta's behavior showed that he was no longer a little boy?
- What made Kunta think of the kujalo fish?
- For what reason did he enjoy to perch on top of the ancient mangrove tree?
- Why was Binta's rice plot of special importance to Kunta?
- What does the passage reveal about Kunta's relationship with his younger brother Lamin?
- What could explain the fact that Kunta felt soft, mossy earth as he walked toward the center of the grove?
- Why was Kunta taken off guard by the sudden attack of the "toubob"? Could he defend himself successfully?
- How many people attacked him?
- Why did they want to kidnap him?

### **Composition: Idiomatic expressions**

Use the following expressions in sentences of your own.

- To save oneself the trouble
- To be out of breath
- At first sight
- To be out of earshot
- To be within earshot

### **Paragraph:**

Write a paragraph about the transportation of African slaves to slave-holding countries in the Americas.

## Appendix D11

### OKONKWO

This passage opens *Things Fall Apart*, the first novel by the well-known African writer, Chinua Achebe. It introduces the main character, Okonkwo, and draws the distinction between this man's fame and success, and his father's poor and undistinguished life.

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honor to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time, Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their out-houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had no patience with his father.

Unoka, for that was his father's name had died ten years ago. In this day he was lazy and improvident and was quite incapable of thinking about tomorrow. If any money came his way, and it seldom did, he immediately bought gourds of palm-wine, called round his neighbors and made merry. He always said that whenever he saw a dead man's mouth he saw the folly of not eating what one had in one's lifetime. Unoka was, of course, a debtor, and he owed every neighbor some money, from a few cowries to quite substantial amounts;

He was tall but very thin and had a slight stoop. He wore a haggard and mournful look except when he was drinking or playing on his flute. He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung above the fireplace. Unoka would play with them, his face beaming with blessedness and peace. Sometimes another village would ask Unoka's band and their dancing egwugwu to come and stay with them and teach them their tunes. They would go to such hosts for as long as three or four markets, making music and feasting. Unoka loved the good fare and the good fellowship, and he loved this season of the year, when the rains had stopped and the sun rose every morning with dazzling beauty.

Chinua Achebe, *Things Fall Apart*.

**Exercises:**

**Find synonyms for the following words and use them in meaningful sentences.**

To stammer

To be wily

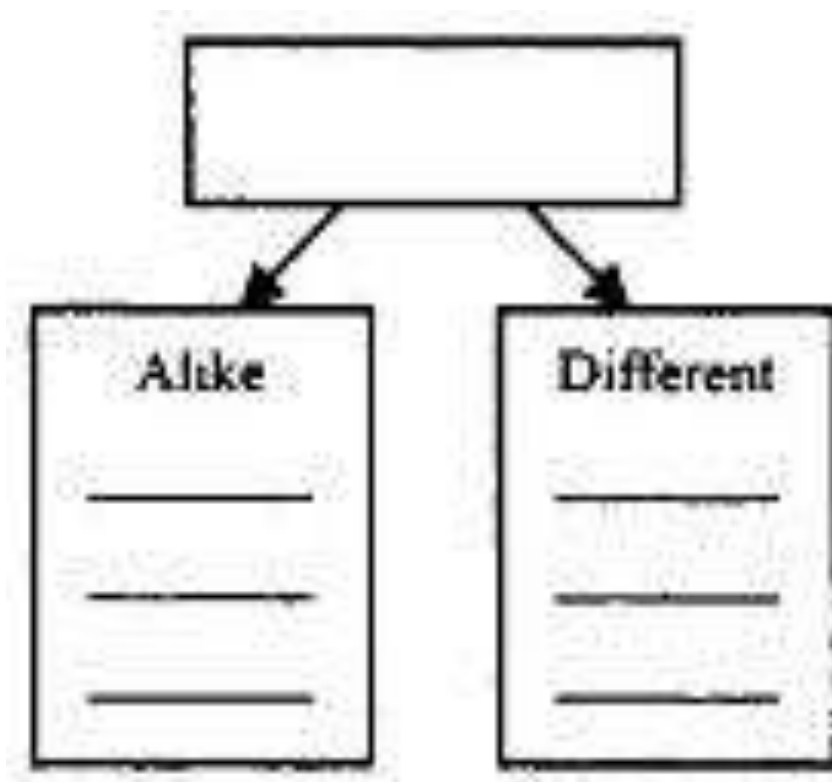
To pounce

To be improvident

**Skimming and understanding**

- What other title could be given to this text?
- What is Okonkwo's success based on?
- Why is Amalinze a fearful opponent?
- What characterizes Okonkwo? How do people regard him?

Fill in the following diagram so as to compare between the father and the son.



## Appendix D12

### Who are Today's Immigrants

Today a new first generation of immigrants is pursuing its dreams of a new life in the United States. The backgrounds and experiences of these immigrants are in some ways different from those of the typical European immigrant of the nineteenth and early twentieth centuries. Although Europeans are still arriving, the majority of contemporary immigrants come from Asia and Latin America and include refugees from war-torn parts of the world. In addition, some writers have claimed that a greater proportion of the new immigrants are well-educated, but this claim has been challenged and remains unproven. However, it is clear that many of the better-trained, more prosperous immigrants are not moving into ethnic neighborhoods but instead favor middle-class suburbs. Lastly, the United States of the twenty-first century is no longer expanding its industrial base. Nor is it creating the number of factory jobs that were available for the earlier immigrants.

The difference between modern immigrants and earlier European immigrants cannot be ignored in any thorough analysis of the topic. The difference, however, should not be interpreted to mean that the lives and attitudes of modern immigrants are completely different from those of the Europeans who preceded them. In fact, today's immigrants in many ways are following the patterns that were established by earlier immigrants.

Although some new immigrants live in middle-class suburbs, Asian and Latin ethnic neighborhoods are alive and well in cities across the United States. For many of today's immigrants, these neighborhoods function in the same way as immigrant neighborhoods traditionally functioned for Europeans- as the place to find employment or start a business that serves the ethnic community-

For immigrants who don't live in ethnic neighborhoods, the immigrant community remains an important part of their working and social lives. Although its members may not live near each other, the community provides a network of connections and contacts like those in ethnic neighborhoods. Thus, although an ethnic community may not be identified with a specific neighborhood, for the new immigrants, it functions as ethnic neighborhoods have traditionally functioned. It supports them by providing opportunities to socialize and attend religious services with people who know their language and culture. Further, for more recent immigrants wishing to establish business, it is a source of both financing and labor. Besides, through the ethnic community, new immigrants can find employers who are willing to hire non-English speakers.

Finally, the new immigrants are also like those of a hundred years ago in their willingness to make sacrifices. In their business, they work long hours to compete with economically stronger businesses. Some workers accept jobs of lower status than the jobs they had at home. Some, especially those who open stores in neighborhoods that are populated mainly by other ethnic groups, face the hostility of people who may resent their economic success or their mere presence in the neighborhood. For today's new immigrants, as it was for the generations of Europeans who preceded them, adjusting to life in their new country has its own challenges and hardships.

## Activity One

### Main idea check

Here are the main ideas of each paragraph in the article. Match each paragraph to its main idea. Write the number of the paragraph in the blank.

- A The ethnic community is as important for the new immigrants as it was for earlier European immigrants.
- B New ethnic neighborhoods are functioning the way the earlier European neighborhood once did.
- C Today's immigrants to the United States are somewhat different from the European immigrants of many years ago.
- D Modern immigrants make sacrifices to live in the United States.
- E The lives of today's immigrants are similar in many ways to those of the European immigrants who came to the United States in the nineteenth and early twentieth centuries.

## Activity Two

### Vocabulary study: Synonyms

Find words in the article that are similar in meaning to the following:

- to try to reach (v) Par.1
- existing today (adj) Par.1
- to say or write that something is true without proving it (v)Par.1
- to question if something is really true (v) Par.1
- an examination of something in order to understand it (n) Par.2
- to explain the meaning f something (v)Par.2
- to be before someone or something (v) Par.2
- a group of people with something in common (n) Par.3
- a group of connected things or people (n)Par.4
- workers (n) Par.4
- to employ, to give someone a job (v) Par.4
- importance in society (n)Par.5
- strong feelings of dislike (n) Par.5
- to feel angry because of being treated unfairly (v) Par.5
- to change in order to fit new circumstances (v) Par.5

## Activity Three

### Grammar

Choose the correct answer: who, whom, which or whose

1. He bought all the tools.....are required to repair his old car.

- This is the doctor.....helped Sara to recover from her illness.
- This girl .....had an accident last week.
- These are the kids.....parents were arrested.
- Give me the plate.....is on the table.
- I don't know.....did it.
- The police identified the murderer.....fingerprints were on the knife.
- I know the candidate.....I am going to support in the next election.

#### Activity Four

##### Idiomatic expressions

##### Exercise one:

Choose the appropriate idiomatic expression: a piece of cake, odds and ends, pros and cons, ups and downs

- The teacher asked us to talk about .....of industrial revolution.
- The police found nothing special in the house of the criminal as he had taken all the important documents with him, leaving just.....
- Don't worry about the problems you have in business. You know there are always .....in business.
- If you think that doing this math problem is.....just try it.

##### Exercise two:

Choose from the list the appropriate word to complete the meaning of the idiom: use, ocean, music, rags, shoulder, pie.

- All the premises these politicians make are just.....in the sky.
- The small amount of money donated is just a drop of water in the.....compared to the large sum of money needed.
- I had to face the.....all by myself although I was not the only responsible for the problem.
- They had a dispute yesterday. That's why she gave him the cold.....
- He has been successful in his life. He went from .....to riches.
- He spends his time drinking and watching TV. He's no.....to man or beast.

#### Activity Five: Homework

Write a paragraph to compare between the first-generation of Algerian immigrants and the new generation of Algerian immigrants

## Appendix D13

### The Price of Mobility

In The United States, the four major economic regions are the areas encompassing New York, Chicago, Houston, and Los Angeles. There are many benefits to these “megalopolises,” but there is one very important drawback—traffic. From the perspective of the city planners, it is more logical to focus on “management of” rather than “solutions to” this problem. Management includes a variety of suggestions, each with its own drawbacks.

The mega-region of Los Angeles, for example, consists of a network of freeways connecting outlying cities and providing transportation routes for over 10 million residents. The population, however, is expected to grow to over 27 million by 2030. As yet, no solution has been derived for the already overcrowded transportation routes.

Despite the fact that much of the Los Angeles landscape is already covered by freeways, many have suggested that adding lanes and levels to existing freeways may ease some of the congestion. Others suggest that more people should utilize public transportation to remove some of the cars from the freeways and ease crowding. Still others suggest that the only real solution is to get people to drive less by either working from home or by sharing space in one vehicle. These suggestions have been discussed for decades.

Let's take a look at something that is being implemented in the Los Angeles area now. Private companies are contracting with the government to build toll roads. The idea of a toll road is not new, but because there are times when a clear lane is more valuable to drivers than at other times, new toll roads rely on adjustable pricing. For example, if you want to use a toll road in the Los Angeles area during a busy time, it will cost at least \$5.00. If traffic is light, it is more likely to cost \$1.00 to \$3.00.

What these companies are finding is that people will pay for a quicker trip. People budget it into their expenses in the same way that they budget gas, insurance, and repair costs. The reason they are willing to pay for this and reluctant to pay for higher taxes for road upgrades is that they see the immediate benefit. “If I pay \$5.50, I can get home an hour and a half sooner than if I don't.” With the money earned, the company can fund the construction of the roads, pay the government, and also make a profit. What is yet to be seen is whether this reduces traffic for the non-paying drivers or merely allows the rich a way out of what was previously assumed to be a shared fate.

Either way, it is one more attempt at a solution for an ongoing problem. The fact is that people migrate to megacities and their surrounding areas and these people need to get around somehow.

#### Reading Comprehension: True/False

Mark each statement as *T* (true) or *F* (false) according to the information in the reading passage.

- From the author's perspective, there is only one true solution to the problem of traffic congestion.
- Owners of toll roads rely on the fact that people are willing to pay to drive in clearer lanes during busy times.

### Reading Comprehension: Multiple Choice

Choose the option that best completes each sentence.

The main idea of the reading is \_\_\_\_

- toll roads are the solution to traffic problems across the globe
- people should preserve the environment by driving less and sharing rides
- megacities like Los Angeles struggle with ways to manage traffic
- increased taxes are required to improve driving conditions in megacities

The author gives the following as possible traffic solutions **except** \_\_\_\_.

- expanding public transportation systems
- adding more lanes on freeways
- residents driving less or sharing rides
- collecting donations to improve public transportation

Toll roads make more money during busy hours because \_\_\_\_.

- drivers are willing to pay more during busy hours
- people driving during busy hours have more money
- there are more lanes open during busy hours
- companies pay employees' toll fees

The author suggests that the solution to the problem of traffic \_\_\_\_.

- will be discovered soon
- is ongoing
- has been solved
- is not that important

### Vocabulary: Multiple Choice

Choose the word that best completes each sentence.

Representatives from the construction firm \_\_\_\_ their concerns directly to the head of the city planning office.

- survived
- communicated
- extracted
- defined

It was difficult to \_\_\_\_ meaning from the complicated business plan.

- communicate
- define
- remove
- extract

The \_\_\_\_ of the project was changed from “pending” to “in progress” after the funds were secured.

- source
- status
- network
- perspective

If the proposal \_\_\_\_ the review process, the board of directors will consider it.

- communicates
- survives

- relies
- removes

Conference attendees felt that the speaker needed to \_\_\_\_ his terminology better, since many of the words he used meant different things to different people.

- define
- remove
- survive
- rely

The city official approved the plans for the new megastore \_\_\_\_ ongoing opposition from the residents in the surrounding neighborhoods.

- define
- remove
- despite
- migrate

One \_\_\_\_ obstacle to the project was the inability of the architect to meet his deadlines.

- source
- globe
- extract
- major

The plan consists of a \_\_\_\_ of intersecting bus routes.

- globe
- perspective
- network
- status

### **Written expression:**

Compare between life in a big city and life in a small village.

## Appendix D14

### Fasting may lead to health benefits.

Scientists have conducted tests on mice showing that fasting could have many health benefits. Fasting is eating or drinking very little or nothing for a short period of time. It is usually around 24 hours but can be for a few days. The tests were carried out by scientists at universities in the USA and Italy. They found that occasional fasting in mice could reduce the risk of diabetes, heart disease, cancer and other diseases. The scientists fed mice for four days on a low-calorie, low-protein and lowcarbohydrate but high-fat diet. They then gave the mice just 10% of their normal calorie intake for three days. The scientists found this diet made the pancreas in the mice work better. The pancreas is an organ in the body that uses special cells called beta cells to produce the hormone insulin. The body uses insulin to break down glucose (a kind of sugar) in the blood. People with diabetes have trouble producing enough insulin so they have health problems because there is too much sugar in their blood. This can cause death. In type 1 diabetes, the pancreas stops producing insulin. In type 2 diabetes, either not enough insulin is produced or the insulin that is produced has no effect. Scientists said the mice on the fasting diet produced increased amounts of beta cells and insulin. They said their results were very promising and that tests now need to be done on humans.

#### Activity I

**SYNONYM MATCH:** Match the following synonyms. The words in bold are from the news article.

- |               |               |
|---------------|---------------|
| 1. conducted  | a. quantities |
| 2. short      | b. usual      |
| 3. occasional | c. discovered |
| 4. normal     | d. brief      |
| 5. found      | e. problems   |
| 6. produce    | f. done       |
| 7. trouble    | g. good       |
| 8. cause      | h. periodic   |
| 9. amounts    | i. lead to    |
| 10. promising | j. make       |

#### Activity II

Scientists have (1) \_\_\_\_ tests on mice showing that fasting could have many health benefits. Fasting is eating or drinking very (2) \_\_\_\_ or nothing for a short period of time. It is usually around 24 hours but can be for a (3) \_\_\_\_ days. The tests were carried out by scientists at universities in the USA and Italy. They found that occasional fasting in mice could reduce the risk (4) \_\_\_\_ diabetes, heart disease, cancer and other diseases. The scientists (5) \_\_\_\_ mice for four days on a lowcalorie, low-protein and low-carbohydrate but high-fat diet. They then gave the mice just 10% of their (6) \_\_\_\_ calorie intake for three days. The scientists found this diet made the pancreas in the mice work better. The pancreas is an (7) \_\_\_\_ in the body that uses special cells called beta cells to produce the hormone insulin. The body uses insulin to break down glucose (a kind of sugar) (8) \_\_\_\_ the blood. People with diabetes have trouble producing enough insulin so they have health problems because there is too much sugar in their blood. This can (9) \_\_\_\_ death. In type 1 diabetes, the pancreas stops producing insulin. In type 2 diabetes, (10) \_\_\_\_ not enough insulin is produced or the insulin that is produced has (11) \_\_\_\_ effect. Scientists said the mice on the fasting diet produced increased amounts of beta cells and insulin. They said their results were very promising and that tests now need to be (12) \_\_\_\_ on humans.

Put the correct words from the table below in the above article.

- (a) contracted (b) constricted (c) conducted (d) combated
- (a) little (b) few (c) small (d) less
- (a) few (b) various (c) numerous (d) four
- (a) of (b) off (c) by (d) at
- (a) feeds (b) feeding (c) feed (d) fed
- (a) normally (b) normalize (c) normality (d) normal
- (a) organ (b) origin (c) original (d) organic
- (a) by (b) at (c) on (d) in
- (a) cause (b) effect (c) do (d) have
- (a) or (b) either (c) nor (d) both
- (a) not (b) no (c) non (d) now
- (a) done (b) been (c) had (d) gone

#### Activity IV

#### PUT THE TEXT BACK TOGETHER

Number these lines in the correct order.

( ) effect. Scientists said the mice on the fasting diet produced increased amounts of beta

( ) The pancreas is an organ in the body that uses special cells called beta cells to produce the hormone ( ) diabetes, either not enough insulin is produced or the insulin that is produced has no

( ) fat diet. They then gave the mice just 10% of their normal calorie intake for three

( ) cells and insulin. They said their results were very promising and that tests now need to be done on humans.

( ) be for a few days. The tests were carried out by scientists at universities in the USA and

( ) diseases. The scientists fed mice for four days on a low-calorie, low-protein and low-carbohydrate but high-

( ) benefits. Fasting is eating or drinking very little or nothing for a short period of time. It is usually around 24 hours but can

( ) producing enough insulin so they have health problems because there is too much sugar in their

( ) insulin. The body uses insulin to break down glucose (a kind of sugar) in the blood. People with diabetes have trouble

( ) Italy. They found that occasional fasting in mice could reduce the risk of diabetes, heart disease, cancer and other ( ) days. The scientists found this diet made the pancreas in the mice work better.

( ) blood. This can cause death. In type 1 diabetes, the pancreas stops producing insulin. In type 2

( ) Scientists have conducted tests on mice showing that fasting could have many health

## Activity V

### PUNCTUATE THE TEXT AND ADD CAPITALS

scientists have conducted tests on mice showing that fasting could have many health benefits fasting is eating or drinking very little or nothing for a short period of time it is usually around 24 hours but can be for a few days the tests were carried out by scientists at universities in the usa and italy they found that occasional fasting in mice could reduce the risk of diabetes heart disease cancer and other diseases the scientists fed mice for four days on a low-calorie low-protein and low-carbohydrate but high-fat diet they then gave the mice just 10% of their normal calorie intake for three days the scientists found this diet made the pancreas in the mice work better the pancreas is an organ in the body that uses special cells called beta cells to produce the hormone insulin the body uses insulin to break down glucose (a kind of sugar) in the blood people with diabetes have trouble producing enough insulin so they have health problems because there is too much sugar in their blood this can cause death in type 1



## Appendix D15

### Sari of Gods

Prapulla is a young Indian bride. She and her husband, Shekar, are moving to New York, where he has a job with a U.S company. Prapulla must decide how she will dress in her new country: in western pants and skirts, or in a sari, the traditional dress for Indian woman. Why is the sari so special to Prapulla?

En route to New York on the jumbo, Shekar had discreetly opened up the conversation about what she would wear once they were in America. At the mention of skirts she had flared up so defiantly he had to leave the seat. For Prapulla, it was not convenience but convention that made the difference. She had always prized her saris, especially on the occasions when she wore her wedding sari with its blue, hand-spun silk and its silver border on which images of the gods, had been embroidered.

She remembered the day she had shopped for the sari. It had been a week before her wedding. The entire family had gone to the silk bazaar and spent the day looking for the perfect one. They had at last found it in the only hand-spun sari shop in the market. The merchant had explained that the weaver who had knitted the gods into its border had died soon after, taking his craft with him. This was his last sari, his parting gift to some lucky bride.

*Sharat Chandra, S.G. Sari of the Gods. Minneapolis: Coffee House Press, 1989.*

#### Activity one

##### Understanding the text

Write T for true and F for false for each statement.

- Prapulla went shopping for her wedding sari with her family.
- Prapulla's wedding sari was made by hand.
- Prapulla's wedding sari was white.
- The man who wove Prapulla's wedding sari told her she was lucky.
- The sari was the last on in the store.

## Activity two

### Responding to the text

Write your answers for each question in full sentences.

- Prapulla is going to live in New York with her husband. How does her husband want her to dress? Why do you think so?
- What do you think Prapulla will wear in New York? Why do you think so?
- Why is Prapulla's wedding sari important to her?

## Activity three

### Free writing

Write for ten minutes on the topic below. Express yourself as well as you can, don't worry about mistakes.

Prapulla has special memories and feelings about her wedding sari. On a separate piece of paper, write about a piece of clothing that is special to you.

- What does it look like?
- How did you get it?
- Why is it important to you?
- How does it make you feel?

### Topics for future writing

Write a descriptive paragraph on one of the following topics.

- A person that you admire (outside of your family)
- A favorite piece of art or music.
- Your favorite room in your home.
- A way to travel that interests you (by train, plane)

## Appendix D16

### Thomas Jefferson, the Architect

Thomas Jefferson's political contributions to the United States by his drafting of the Declaration of Independence (in 1776) and in his presidency (1801-1809) are well known. Less known is his contribution to American architecture, the most significant of which was designing the buildings of the University of Virginia when the college was first established.

Jefferson did not see his contribution to the United States as ending when his presidency ended. Rather, he felt that by carefully constructing the University of Virginia, he could continue to influence the nation positively. His concept was that there should be a partnership between the classical architecture of Europe and the spirit and vitality of the United States to create an "academic village" that would represent the region (his beloved Virginia) and the nation well.

Jefferson was not a fan of American architecture (although he did say that neither London nor Paris could compare with Philadelphia). For the most part he lamented the use of wood, which was common in buildings in the United States. He preferred brick structures more typical of Europe. Wood proved more susceptible to damage and wear while brick seemed to last. He wanted to find a way to design the campus at the University of Virginia so that it would make use of techniques and design that were famous throughout history while also capturing the function and spirit needed in a university setting in an emerging nation.

As he approached this project, Jefferson felt that it was crucial to design dwellings for faculty and students and to arrange buildings in a way that enhanced their education. He felt that there was an opportunity for students to learn about history and architecture by living and studying in his buildings much the way a culinary student might learn from eating at a wonderful restaurant.

Many have said that Jefferson succeeded splendidly. Academies and universities that followed may have been influenced by Jefferson's dedication to preserving the best of the past and combining that with the necessity of change for the future. The university has gone to great lengths to preserve the structures designed by Jefferson, and his contribution to the education system has been praised in various publications.

Thomas Jefferson admits that when writing the Declaration of Independence, he was not aiming at "originality of principle or sentiment." He was attempting to honestly represent the American spirit by creating a document that was clear and succinct and utilized the great social concepts that already existed. He shows that he carried that philosophy with him when he took on the daunting task of designing a university campus that would combine the great artistry and reliable techniques of the past with the emerging American spirit.

#### Reading Comprehension: Multiple Choice

Choose the option that best completes each sentence.

Thomas Jefferson was involved in \_\_\_\_\_.

- the writing of the constitution of the University of Virginia
- architectural planning for the United States of America

- the designing of the buildings of the University of Virginia
- the designing of the buildings of the University of Virginia

Thomas Jefferson preferred brick structures to wood because \_\_\_\_\_.

- wood was hard to find
- brick was more durable
- brick was more attractive than wood
- brick was more typical of Europe

When designing the buildings at the University of Virginia, Jefferson focused mainly on \_\_\_\_\_.

- copying the architecture of Philadelphia
- showing Europe that American architecture is better
- creating dormitories that students could be comfortable in
- balancing traditional design with contemporary function

The author probably believes that \_\_\_\_\_.

- Jefferson did not contribute to American architecture
- Jefferson's architectural philosophy is reflected in the Declaration of Independence
- Jefferson's use of European style and technique detracted from American architecture
- Jefferson's architectural work is more important to American history than his political contributions

### **Vocabulary: Word Families**

Choose the word form that correctly completes each sentence.

Unofficially, the professors' dormitory \_\_\_\_\_ as guest housing when the professors are on vacation.

- functions
- functioning
- function
- functional

The \_\_\_\_\_ of the university bus system is to transport students quickly.

- functions
- functioning
- function
- functional

Although the building is \_\_\_\_\_, the reconstruction work is making it difficult to use.

- functions
- functioning
- function
- functional

Professor Robinson \_\_\_\_\_ teaching in a different way from most teachers. He chooses to let the students make the major decisions about what they want to study.

- approach
- approaches
- approachable

d) approachably

Although a famous professor and author, Mr. King was well known for being \_\_\_\_.

- approach
- approaches
- approachable
- approachably

The \_\_\_\_ that was taken by the designer turned out to be very expensive and time-consuming.

- approach
- approaches
- approachable
- approachably

**Vocabulary: Fill in the blank**

Use the words in the box to complete the sentences. Use each word one time.

concept	Posed	selected
construct	publication	simulate
enhanced	Region	uniform

- The sunlight \_\_\_\_\_ the beauty of the classical sculpture by showing off the intricate details.
- Although the professor \_\_\_\_\_ the question to the class, she didn't really expect them to be able to answer it.
- Mario was asked to \_\_\_\_\_ a final design project out of wood and plaster to show his teachers what he had learned.
- In order to ensure consistency, the administrators insisted that the rules be \_\_\_\_\_ throughout the various departments in the college.
- Once the \_\_\_\_\_ was released, several people mentioned in the article were angry.
- This \_\_\_\_\_ is known for its rich agriculture and friendly people.
- The committee advised that the \_\_\_\_\_ of "form and function" should lead them as they design their new shopping center.
- The new restaurant is meant to \_\_\_\_\_ a jungle. The waiters and waitresses wear safari uniforms, and fake animals hang from the ceiling.
- Once the funding was secure, the owners of the property \_\_\_\_\_ the architect who would design the new shopping mall.

## Appendix D17

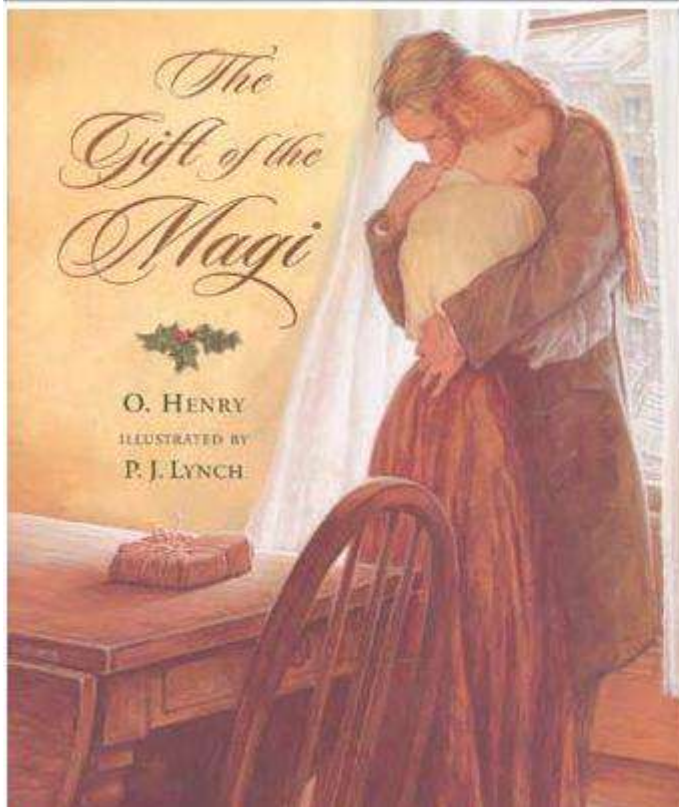
### The Gift of the Magi

by O. Henry

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*This story was originally published on Dec 10, 1905 in The New York Sunday World as "Gifts of the Magi." It was subsequently published as The Gift of the Magi in O. Henry's 1906 short story collection The Four Million.*

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ONE DOLLAR AND EIGHTY-SEVEN CENTS. THAT WAS ALL. AND SIXTY CENTS of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing left to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the look-out for the mendicancy squad.

In the vestibule below was a letter- box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, the letters of "Dillingham" looked blurred, as though they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a grey cat walking a grey fence in a grey backyard. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honour of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 Bat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the Queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out of the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she cluttered out of the door and down the stairs to the street.

Where she stopped the sign read: "Mme Sofronie. Hair Goods of All Kinds." One Eight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick" said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 78 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task dear friends--a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do--oh! what could I do with a dollar and eighty-seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: "Please, God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty- two--and to be burdened with a family! He needed a new overcoat and he was with out gloves.

Jim stepped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice-what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet, even after the hardest mental labour.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with a sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. I his dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs--the set of combs, side and back, that Della had worshipped for long in a Broadway window. Beautiful combs, pure tortoise-shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Dell," said he, "let's put our Christmas presents away and keep them a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

**Exercise: Read the story and complete the following diagram**

## Story Map

<b>Setting:</b> <b>Time</b> _____ <b>Place</b> _____ _____	<b>Main Characters:</b> _____ _____
_____ _____ _____ _____	
<b>Problem:</b> _____ _____ _____ _____	<b>Solution</b> _____ _____ _____

**Name of author**



## Appendix E

### Book Report

Name of student:.....

Form :.....Adm N°.....

Author:.....

Title of book: .....

Main character(s) : .....

Other characters: .....

What is the story about? .....

What happens in the end? .....

Did you like the story? Why or why not? (This could be even a book of poems, etc.).....

List 10 new, interesting words you learned from the story or article

List (3,4 or 5) new words in your own sentences.

Copy out what struck you most in the article/story.

Reading Form (Based on Kembo, 1993,p.37)

## Appendix F

### STUDENTS' SELECTED MATERIALS FOR EXTENSIVE READING

Selected material Students	Title	Author
Student 1	Rip Van Winkle	Washington Irving
Student 2	The Idiots	Joseph Conrad
Student 3	A Little Cloud	James Joyce
Student 4	Animal Farm	George Orwell
Student 5	Tom Sawyer	Mark Twain
Student 6	Huckleberryfine	Mark Twain
Student 7	The Old Man and the Sea	Ernest Hemingway
Student 8	The Fall of the House of Usher	Edgar Allan Poe
Student 9	Young Goodman Brown	Nathaniel Hawthorne
Student 10	Things Fall Apart	Chinua Achebe
Student 11	Heart of Darkness	Joseph Conrad
Student 12	A Grain of Wheat	Ngugi Wa Thiong'o
Student 13	The Legend of Sleepy Hollow	Washington Irving
Student 14	Alice's Adventures in Wonderland	Lewis Carroll
Student 15	Robinson Crusoe	Daniel Defoe
Student 16	The Hound of the Bashervilles	Sir Arthur Conan Doyle

## Appendix G1

### Results of the Pretest

#### Results of the Pretest Experimental Group Results

Student	Teacher 1	Teacher 2	SCORE
S1	11	12	11,5
S2	12	12	12
S3	13	11	12
S4	7	7	7
S5	7,5	8,5	8
S6	6	8	7
S7	10	8	9
S8	8	8	8
S9	6	8	7
S10	6	6	6
S11	5	5	5
S12	8	6	7
S13	6,5	5,5	6
S14	11	11	11
S15	14,5	13,5	14
S16	9	9	9

**Pretest Experimental Group Results**

## Appendix G2

### Results of the Pretest Control Group Results

Student	Teacher 1	Teacher 2	SCORE
S1	7	7	7
S2	8	6	7
S3	8	10	9
S4	9,5	10,5	10
S5	10	10	10
S6	5	3	4
S7	5,5	6,5	6
S8	6	6	6
S9	7	7	7
S10	6	8	7
S11	15	13	14
S12	14	14	14
S13	14,5	13,5	14
S14	11	11	11
S15	9	7	8
S16	5,5	6,5	6

Pretest Control Group Results

### Appendix G3

#### Results of the Posttest Control Group Results

Student	Teacher 1	Teacher 2	SCORE
S1	10,5	9,5	10
S2	8	8	8
S3	10	10	10
S4	8	6	7
S5	7,5	6,5	7
S6	7	7	7
S7	11	9	10
S8	6	6	6
S9	10	10	10
S10	5,5	6,5	6
S11	12	10	11
S12	14	14	14
S13	12	12	12
S14	7	5	6
S15	7	9	8
S16	12	12	12

#### Posttest Control Group Results

## Appendix G4

### Results of the Posttest Experimental Group Results

Student	Teacher 1	Teacher 2	SCORE
S1	12,5	13,5	13
S2	13	13	13
S3	11	13	12
S4	12	10	11
S5	10	8	9
S6	14	14	14
S7	14,5	15,5	15
S8	9	9	9
S9	11	13	12
S10	12	12	12
S11	9,5	10,5	10
S12	12	10	11
S13	13	13	13
S14	10	9	9,5
S15	15,5	14,5	15
S16	13	13	13

### Posttest Experimental Group Results

## Appendix H1

### Pretest results analytic scoring: Experimental Group

Student	Vocabulary /5	Grammar /5	Content /5	Organization and mechanics /5	Final score/20
S1	3	2,5	3	3	11,5
S2	2	3	4	3	12
S3	2	4	3	3	12
S4	2	2	1	2	7
S5	2	2	2	2	8
S6	2	3	1	1	7
S7	3	2	2	2	9
S8	3	3	1	1	8
S9	2	3	1	1	7
S10	2	2	1	1	6
S11	1	1	2	1	5
S12	2	3	1	1	7
S13	2	1	2	1	6
S14	2	3	3	3	11
S15	4	4	4	2	14
S16	2	3	2	2	9

## Appendix H2

### Posttest results analytic scoring: Experimental Group

Student	Vocabulary /5	Grammar /5	Content /5	Orgnization and mechanics /5	Final score/20
S1	3	2	4	4	13
S2	3	3	3	4	13
S3	3	3	2	4	12
S4	3	3	2	3	11
S5	3	3	2	1	9
S6	4	3	3	4	14
S7	4	4	3	4	15
S8	3	3	1	2	9
S9	3	3	3	3	12
S10	3	4	2	3	12
S11	3	3	3	1	10
S12	3	4	2	2	11
S13	3	3	3	4	13
S14	2	3	3	1,5	9,5
S15	4	4	4	3	15
S16	3	4	3	3	13

## Appendix I

### WRITING EVALUATION SHEET

Evaluation Criteria	Excellent	Good	Average	Poor
<b>Content/Ideas</b>	<input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Well-developed	<input type="checkbox"/> Lacks details	<input type="checkbox"/> Insufficient ideas	<input type="checkbox"/> Confused ideas
<b>Organization and Mechanics</b>	<input type="checkbox"/> Well-organized <input type="checkbox"/> Few errors	<input type="checkbox"/> Loosely organized <input type="checkbox"/> Occasional errors	<input type="checkbox"/> Unorganized <input type="checkbox"/> Frequent errors	<input type="checkbox"/> Absence of organization <input type="checkbox"/> Misunderstanding of mechanics
<b>Grammar (sentence structure, verb agreement, articles, pronouns prepositions)</b>	<input type="checkbox"/> Use of complex structures with few errors <input type="checkbox"/> Correct use of simple structures <input type="checkbox"/> Correct use of tenses <input type="checkbox"/> Good command of grammatical rules	<input type="checkbox"/> Use of complex structures with occasional errors <input type="checkbox"/> use of simple structures with few errors <input type="checkbox"/> Few errors of tenses <input type="checkbox"/> Few grammatical errors	<input type="checkbox"/> Use of simple structures with occasional errors	<input type="checkbox"/> Incorrect use of simple structures <input type="checkbox"/> Errors in tenses <input type="checkbox"/> Many grammatical Errors
<b>Vocabulary (word choice)</b>	<input type="checkbox"/> Variety of expressions <input type="checkbox"/> Use of idioms <input type="checkbox"/> Rich and varied vocabulary	<input type="checkbox"/> Variety of Expressions with occasional errors	<input type="checkbox"/> Basic expressions <input type="checkbox"/> Limited use of English	<input type="checkbox"/> Repetition of the same words which denotes the limited vocabulary <input type="checkbox"/> Use of words from other languages as French and Arabic

## Appendix J: Samples from the Pretest and Posttest.

### J1 Samples from Experimental Group Pretest

Learning a foreign language is very important for the people who want to know about its tradition and other things related to this language.

So, the one must read and search to get the knowledge that he needs, in condition that he finishes his work otherwise he will never have the complete idea. Also to acquire a certain thoughts and if the others have ideas about your own language, so, you must have a curiosity and make a self challenge with other to be the one th to know about foreign language not you!!

Many learners love learning the different languages, especially foreign languages <sup>which</sup> are always their first choice, because of its importance.

Learning a foreign language has a big importance. First, ~~learning~~ foreign language can help ~~to be~~ used as a mean for communication, ~~then~~ learners can communicate with other learners or professors in prestigious universities.

Secondly, learning a foreign language can be a great way for getting a job, for example for those who want to work in a big companies.

Moreover, by learning this languages learners can know well about this languages, and can communicate with foreign people in their countries or in other countries.

Finally, learning a foreign language has a big importance in our days. *ne pottan*

any thing has its importance in the world (getting a good job, becoming a start) but learning a foreign language has also its importance.

I thing think that learning a foreign language helps us to communicate with other despite the distance, and also to exchange products or services between lands needs a translation, to understand the others and to transmit a message (ideas, opinions, feelings) to the others needs to know their language, for these reasons learning a foreign language has its importance.

To conclude, learning a foreign language become a way to build a develop land and to have a good relationship between people all over the world.

## J.2 Samples for Control Group Pretest

The importance of learning a foreign language for me, learning <sup>repetition</sup> foreign languages it's a discovery for new cultures, new traditions, when I have chosen the foreign language, I thought that it was easy but when I <sup>???</sup> arrived at the university it was something else, it becomes more difficult, but I'm trying to be as the other student. So I have ~~the~~ chosen this because I don't know anything else than language. I'm not good for eg: Maths, Physics or anything else in the Scientific domain.

I think that it's <sup>repetition</sup> when we are child that we have ever chosen our world. it's when you're child that you discover in what you are good or in what you're not.

So it's important to choose what you like because in the future when you go to work if you work in a domain that you dislike you will not be happy and Motivated in this work, however, if you are in your domain it's better for you to succeed, you will be more enthusiastic and positive in your life and motivated.

The learning of ~~a~~ foreign language has a great importance in our everyday life. By learning foreign language we can understand the language! That gives us the possibility of reading (books, newspaper magazines... etc), watching TV and listening music radio and other media. It helps us to communicate with foreign people, to exchange thoughts with them.

Also ~~it~~ gives the ability to speak this language easily.

The importance of learning a foreign language is to know different languages in the world, for me I like learning a foreign language in order to reach my vocabulary, and also for example when we travel or go abroad we can speak easily with others I mean foreign people and also when they speak with us we can understand what they said or what they want, and other importance is when we learn foreign languages we know things about their culture and also we can learn many things about their civilization.

punctuation!!!

### J.3 Samples from the Experimental Group Posttest

A language is social phenomena, first of all it is a human language that we you use in our every day life, it is a mean of communication that we use in order to express our selves and solve problems in a social context.

It is necessary to learn foreign languages; for example for us as we are students at Abderrahman Moin University. If we want to carry on our studies out side, we must learn how to speak and how to use their language in order to succeed in our studies, and not only just for this reason but also for our future occupation, If we want to have a job their we must master their language.

Now a days, it is necessary to learn foreign languages in order to be able to communicate and have a contact and build a strong relations with the natives. In order to speak with your neighbour you must speak learn foreign languages in order to be able to speak with him, not for the sake of knowledge but for the sake of curiosity in order to do so, you must face the challenge and nothing is difficult. If you want you can.

As we are students in university, specially in the department of foreign languages, the purpose of each one is to have a powerful knowledge and learning different languages that gather the whole world.

According to this, learning foreign languages is very important in our studies because it helps us to see things more easier so that we can travel to carry on in our studies in other countries without difficulties and communicate with those people and being familiar with them. Next, as English students, if we want to choose translation as a branch of study, we need ~~to~~ to know different languages in order to succeed. Finally, the most important one is that this lead us to have a powerful vocabulary and manipulate the different skills, so that we can't be worry <sup>not down</sup> about our future projects and to be not only interesting in enriching our mother language.

In conclusion, learning foreign languages is not only important in our daily life, but also in our professional life. So, we have to be more interested to develop it and teach it for our future generations.

#### J.4 Sample from the Control Group Posttest

As we are a foreign languages student we have the virtue to talk about learning a foreign language and its importance no matter which is ~~not~~ it is!

Once you learn a foreign language or more, you have the advantage to access to another cultures, traditions, principles. in the first place, we learn it in order to communicate and facilitate us to get in touch with other people and other societies in the world wide, which is the main reason. Second, since the world of the developed countries dominate the world's economy, industry, they use their language in every domain such as advertising, the data on products... we have to reach to translate those data in another language in order to get understand them. Third, ~~the~~ learning another language different from your mother tongue language has many benefits also on your skills and your disciplines. Because you're going to get many things new and important, so you'll increase your capacities of learning and you'll receive knowledge. Finally, no one can see the value of a foreign language unless he learns it or gets deeper in its sphere.

but de cette présente recherche est en premier lieu d'examiner les effets de la lecture sur le développement des compétences écrites chez les étudiants de deuxième année, département d'Anglais, Faculté des Lettres et des Langues, Université Abderrahmane Mira de Bejaia.

Notre but est également de mettre en relief les différentes difficultés auxquelles sont confrontés les étudiants dans le module d'expression écrite.

Notre échantillon se compose de 32 étudiants, repartis en deux groupes à savoir un groupe témoin et un groupe expérimental. Les outils de recherche utilisés sont :

En premier lieu, un questionnaire destiné aux étudiants de deuxième année qui nous a permis de cerner les difficultés de ces étudiants liées au module d'expression écrite et aussi d'avoir une idée sur leurs habitudes en matière de lecture.

En deuxième lieu, nous avons utilisés deux tests avec les deux groupes suscités, à savoir un pré-test et un pos-test. Le pré-test a été réalisé afin de tester le niveau des étudiants des deux groupes avant la phase expérimentale. Le groupe témoin a suivi les cours du module d'expression écrite sans aucun changement en matière de méthodologie d'enseignement. En revanche, le groupe expérimental à quand à lui suivi un programme basé sur l'enseignement de l'écrit à travers des ateliers où l'écrit et la lecture sont enseignés en tandem.

A l'issue de la phase expérimentale, un deuxième test (Post-test) a été effectué avec les deux groupes. Afin de confirmer la validité de nos résultats, nous avons utilisé un test statistique, en l'occurrence le t.test.

Les résultats de notre étude indiquent que l'hypothèse proposée à la problématique est confirmée puisque nous avons constaté à travers l'analyse des résultats obtenus par les étudiants du groupe expérimental une amélioration en termes de contenu et de forme. Nous avons également constaté que les résultats des étudiants du groupe expérimental sont supérieurs à ceux obtenus par le groupe témoin.

**Mots clés :** compétence écrite, lecture, enseignement de l'écrit, atelier de lecture/écriture.

## الملخص:

الهدف من هذا البحث هو دراسة تأثير القراءة على تنمية مهارات الكتابة لدى طلبة السنة الثانية، قسم اللغة الإنجليزية، كلية الآداب واللغات، جامعة عبد الرحمان ميرة بجاية.

وتتكون عينة الدراسة من 32 طالبا موزعين على فوجين فوج شاهد وفوج تجريبي. تتمثل آليات البحث الموظفة كالتالي:

أولا، استبيان موجه لطلبة السنة الثانية، وبه تمكنا من الإحاطة بالصعوبات التي يواجهها الطلبة والمتعلقة بمادة التعبير الكتابي، بالإضافة إلى أخذ فكرة عن عاداتهم في القراءة.

ثانيا، أجرينا اختبارين مع الفوجين، اختبار قبلي واختبار بعدي، كان الهدف من الاختبار القبلي هو اختبار مستوى طلبة الفوجين قبل مرحلة التجريب.

أجرينا فوج الشاهد دروسا في مادة التعبير الكتابي من دون تغيير في منهجية تدريس المادة، في حين تابع الفوج التجريبي برنامجا مبنيا على تعليم الكتابة عبر ورشات عمل، أين يتم فيها تعليم الكتابة والقراءة في وقت واحد.

في نهاية مرحلة التجريب، أجرينا اختبارا ثانيا ( اختبار بعدي) للفوجين للتأكد من صحة نتائجنا، وقد استخدمنا اختبارا إحصائيا يتمثل في (t.test).

وتشير نتائج دراستنا إلى أن الفرضية المقترحة في الإشكالية قد تأكدت، إذ أننا أثناء تحليلنا للنتائج المتحصل عليها من قبل طلبة الفوج التجريبي لاحظنا تحسنا على مستوي الشكل والمضمون. ولاحظنا أيضا بأن نتائج طلبة الفوج التجريبي كانت أحسن من تلك التي تحصل عليها طلبة الفوج الشاهد.

**الكلمات المفاتيح:** الكتابة/مهارات الكتابة، القراءة/ الربط بين(الكتابة/القراءة)، برنامج القراءة كتابة، التقييم القبلي/ التقييم البعدي.