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**Investigating the Teachers' and Students' Attitudes Towards  
the Importance of Intensive Reading In Developing EFL  
Learners' Writing Skills**

The Case of Second EFL Licence Students at Abdelhamid Ibn Badis  
University  
- Mostaganem-

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# Dedication

*I proudly dedicate this work*

*to the precious person to my heart, to the one who gave birth and meaning to my life, to the person who gave me strength and hope, to the pearl of my life, my beloved mother **Nacira** for her efforts and sacrifices along 23 years. May Allah bless her*

*to the example of my life. To the memory and the soul of my father « **Abdelkader** »*

*To my grandparents for their precious prayers*

*to my fiancé, to my sisters **Zineb, Karima**, to my brothers **Mohamed** and **Houari** for their endless encouragement and support.*

*Without forgetting my little Angles « **Alae, Tassenim, Abd El Allah, Nabil, Abd El Nour, Loubna, Mohamed, Younes..** »*

*To my entire family « **BRAIKIA, MESSAHEL** »*

*For those whose companions have been a great asset : **Malek, Ikram, Cherifa, Amina, Aicha, Malika, Kelthoum, Faiza.***

*To all who took my hands after the fall and stumbling. To every person who believed in me and inspired me that I can*

*« **To Myself Above All** »*

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## **Abstract**

Writing in a foreign language is considered as a challenging and difficult task mostly for all foreign language learners. Due to its productive nature, it demands more practical efforts by the students in order to achieve a best level in the writing performance. Many EFL learners have issues when composing clear, coherent and organized pieces of writing. Therefore, the researcher proposed intensive reading as one of the potential strategies that help students overcome their writing problems and sharpen their writing abilities. In this respect, the present study aims at investigating the students' and teachers' perceptions towards the effectiveness of intensive reading as a means to develop the learners' writing skills. To achieve this aim, a mixed methods research has been adopted in order to collect both qualitative and quantitative data from a sample of 37 second year EFL students and 5 teachers of written expression at the university of Abdel Hamid Ibn Badis. In this case study two data collection instruments have been used ; a questionnaire and an interview. The results revealed a great awareness of both students and teachers about the importance of intensive reading in developing the learners' writing.

**Key words:** writing, intensive reading

## List of abbreviations

EFL : English foreign language

SL : second language

FL : foreign language

IR : intensive reading

WE : written expression

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# **General Introduction**

## **General Introduction**

Nowadays, English has become the most significant universal medium of communication, where a large proportion of learners in the world strive to study it at colleges and universities. Learning English as a second or as a foreign language requires the proficiency of the four fundamental skills; namely listening and reading as receptive skills , speaking and writing as productive ones. Among the aforementioned competencies, writing occupies an essential place in the language learning process. It has been indicated as the core of education and the basic skill of mastering a language. It is a powerful means for students to promote their ability of communicating, expressing, explaining and refining ideas. However, when it comes to the composition of a piece of writing, EFL learners struggle many difficulties in terms of vocabulary, grammar, ideas, organization of the content..etc. Since writing is of an utmost importance it is crucial for EFL learners to work hard in order to overcome their writing obstacles and should develop their writing performance.

On the other side of the coin, reading is an important skill that plays a vital role in improving the readers' language proficiency on one hand and honing the learners' writing skill on the other hand. Therefore, several recent theories have investigated the importance of reading-writing integration and have revealed that reading has a great impact on the learners' writing skills development. Besides, intensive reading is a paramount type of reading that serves better the quality of students' writing. It involves learners reading thoroughly short passages with specific learning aims and tasks. It aims at achieving a deep understanding of the text's meaning and increasing knowledge of the language features as well. In this respect, intensive reading is suggested to be the most suitable approach that would develop the learners' writing skill.

The motivation behind choosing this topic is the fact that writing in a foreign language is seen by many EFL learners as the most challenging area in which it is described as a difficult task to handle, and a complex issue that they are still unable to control. More particularly, a great number of second year EFL students at Abdel Hamid Ibn Badis University of Mostaganem find it harsh to achieve competency in writing and this is due to the lack of motivation, the ignorance of reading strategies in general and intensive reading in particular as active skills inside the classroom, and the lack of practice in writing. Hence, our study attempts to disclose the effectiveness of intensive reading in developing the learners' writing.

The current research work is set up to answer the following questions:

1. What are the students' opinions and attitudes toward the importance of using intensive reading strategy to develop their writing abilities
2. What are the teachers' perceptions about the effectiveness of intensive reading as a means to sharpen students' writing

As tentative answers to the above questions, two main hypotheses can be suggested:

1. Students may have positive opinions and attitudes towards using intensive reading to develop their writing
2. Since intensive reading is academic, teachers may have positive attitudes toward the effectiveness of Intensive Reading as a means to sharpen the learners' performance in writing.

The principal aim of this study is to investigate the role that intensive reading plays to develop EFL learners' writing. Specifically, it attempts to describe the learners' views and attitudes about the improvement of their writing by using intensive reading strategy. Moreover, it targets to spotlight on the benefits students may gain from intensive reading

in order to enhance their written production. In addition to that, it aims to investigate the teachers' perceptions and attitudes towards the use of intensive reading as a stimulating strategy for the development of learners' writing.

This research was conducted with a specific sample that was taken from a large population ; which includes 2<sup>nd</sup> year English students since they have already studied the basics of writing in the first year, in addition to the teachers of written expression at the department of English at Abdel Hamid Ibn Badis University of Mostaganem during the academic year 2021/2022. Concerning the research methodology, mixed methods approach is adopted to collect both qualitative and quantitative data by using two data collection instruments. The first data collection tool utilized is student's questionnaire; as an attempt to have deep insights into the learners' opinions and attitudes toward using intensive reading as a strategy to improve their writing skill. The second data collection tool was undertaking an interview with written expression teachers to know their valuable views towards the implementation of intensive reading as a means to develop the students' writing.

The present dissertation is divided into three chapters ; the first chapter is devoted to provide a theoretical overview about the research topic. At first, it gives an insight into intensive reading including its definitions from different perspectives, presents the stages, strategies and its main characteristics. Then, it tackles the second variable which is the « writing skill » by providing various scholars' definitions, demonstrates the process and the qualities of an effective writing and finally it ends with highlighting the contribution of reading on the learners' writing development. The second chapter is allocated to provide an insightful description of the methodological framework of the research study; including the methods and approaches that followed in undertaking this investigation in addition to the data collection instruments used to examine the impact of intensive reading on developing

the learners' writing. Also, it describes the selected samples and the context in which the research has taken place. The last chapter is considered as the core of what has been studied on the whole research paper. It is allotted to analyze the collected data and interpret the obtained results followed by a set of recommendations and suggestions that may contribute to the learners' writing skill development.

## **Chapter One: Theoretical Background**

## 1.1 Introduction

The present chapter, which is a theoretical background, aims to shed light on the importance of intensive reading on developing learners' writing. It starts with presenting several definitions and understandings about the concept of « intensive reading » from different scholars' perspectives. It demonstrates the stages, strategies and the major features of intensive reading. Additionally, it is devoted to introduce the writing skill, it explains the process of inscribing and attempts to show the qualities of producing powerful and effective writing. Lastly, the chapter illustrates the contribution of reading in general, and intensive reading in particular, in writing development.

## 1.2 Definition of Intensive Reading

Learning English as a foreign language necessitates the mastery of the reading skill . In general, reading is an active procedure built on the ability to draw the meaning from printed and graphic text, which indicates decoding words to reach specific information. Many scholars have suggested various definitions to clarify the notion of 'Reading'. According to Moreillon (2007) « *reading is making meaning from print and from visual information* ». (P10)

Although, Adams & Allan (1977) argue that reading tends to explore the intended and obvious sense ,instead of decoding words. Another point of view believes that reading means comprehension process that requires the reader to understand the information, which the author is attempting to deliver in his or her writing (Grab, 2009) ,in the same sense, Koda (2005) supports the idea that comprehension occurs when the reader's schemata is assimilated as soon as he or she is exposed to new information from the text by linking between the former and the latter.

Typically it is undeniable that reading is a significant activity for earning information, providing directions, expanding knowledge and enriching vocabulary stock , as well as enhancing the writing skill. Therefore based on the definitions above, the field of reading enables learners to promote the use of word recognition process and background knowledge to understand the written form . In fact , it is proved that reading is the most important foreign language skill , and this is where Jeremy Harmer (2007:99) highlights that « *reading is useful for language acquisition[...]*Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing ».

Besides the importance of reading, intensive reading is notable as the most significant type of reading; which is a classroom activity that deals with a detailed understanding of shorter texts under the teacher's supervision. Many definitions present the concept of intensive reading in a precise way, Harmer (2007) states that «*Intensive reading refers to the detailed focus on the construction of reading text that occurs usually (but not always) in the classroom p99* ». Mart (2015) also had the opportunity to add that « *intensive reading allows a reader to carry out a detailed analysis, inside the class , led by the teacher, in which vocabulary and grammar points are studied in a short passage* » ( cited by Andrés 2020 :71). This indicates that, intensive reading aims to emphasize on grammatical structures as well as on content, in order to get a deep and thorough comprehension on one hand, and learning language features on another hand.

The intensive reading is an effective approach that tends to develop the learners' reading strategies, this is in Nutall's view (1996 ) who asserts that « *the intensive reading lesson is intended primarily to train strategies which the student can go on to use with other texts* »(p:38). As a result, the readers may apply certain strategies in an unconscious way so frequently that they become reading habits towards different kinds of texts. Moreover, during the intensive reading process, learners are not going to read only, but

they have to complete some tasks in order to explore and experience the language. There are normally pre-reading and post reading activities in addition to comprehension questions. Therefore, the purpose 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 ,1921/1964 ;as cited in Day & Bamford ,1998 :5 ; cited in Hedgcock & Ferris 2009 :161). Accordingly. Harmer (2007) confirms that intensive reading is often accompanied by learning activities that are studying for certain purposes, where students can identify what kind of the text they read , examine details meanings, analyze specific use of grammar and vocabulary and then use the information to accomplish other activities such as summarizing or paraphrasing the passage. Hence, through this way of analyzing, students will benefit to become critical thinkers.

Nonetheless, most classroom instructors would define intensive reading more broadly, as did Aebersold and Field 1997 (cited by Hedgcock & Ferris 2009 :161) « *Each text read carefully and thoroughly for maximum comprehension* ».

### **1.2.1 Stages of Intensive Reading**

Hedgcock and Ferris (2009) have mentioned that the IR process mainly requires three significant stages called before, during and after reading stage. Due to the fact that reading intensively needs a deep concentration and attention, these three phases are helpful in providing opportunities for students to walk through a reading operation in an organized and detailed way.

Before-Reading stage is a paramount and often ignored step in the reading process. It is such a constructive activity which paves the way for students to establish their interest, confidence and motivation to read the text. Furthermore, pre-reading activities are crucial

to facilitate comprehension and give teachers best opportunities to introduce reading strategies, these activities comprise {1} *surveying the text*, {2} *making predictions*, {3} *asking questions* and {4} *introducing key vocabulary* (163-171).

Although, for decades, ESL/EFL teachers were instructionally dependent on post -reading comprehension, discussion and writing activities ; however over the last two decades ,specialists have focused more intentionally on what readers should do while reading. In the stage of during-reading , the teacher facilitates accurate students' comprehension and interpretation of the text , and then leads students to practice effective reading strategies. Moreover, while-reading activities entail {1} giving the text « *a quick first reading – through the entire text to develop a sense of its main point (s) , and to confirm initial predictions made during pre-reading (172) »*, i.e ,it is a timed reading that focuses on evolving a quick overview of main ideas, in lieu of standing at ,or analyzing every sentence of the text, then {2} «*Re-reading the text intensively through a careful and focused second reading (172)*», {3} *looking closely at the language, and {4} considering text structure* (p 180-183) ».

After students have examined a textual content numerous times for primary ideas, have comprehended its crucial content, and thought about the textual content's language and structure, the very last level of in depth analyzing (intensive reading) is to assess students' progress and assist them to compare what they have discovered about the text and the reading process. Thus, the After-reading stage permits students to summarize, reply on, and evaluate what they have learned. Consequently, Post -reading activities include {1} *summarizing and responding in writing*, {2} *thinking critically about the text*, and {3} *reading-writing connections*. In addition « *Post -reading activities also offer the best opportunities for teacher assessment of student progress, as they make the internal reading process and its outcomes more transparent »* (p 185). The authors make it simply as

« *post- reading activities are a critical part of intensive reading because they help to ensure that lessons learned from the text and from earlier stages of the process will not be passed over too quickly and forgotten as the class moves on to a new text and its challenges* ». Eventually, if designed thoughtfully, post- reading activities can be inventive, interesting and interactive for students.

Based on the discussion of the three stages of intensive reading ,their goals, and their activity types, it is important for EFL teachers to implement these three phases in an intensive reading lesson by considering students' preferable exercises and text genre, as well as confirming the result that students will become active participants and regulated readers, while dealing with interesting text and activities.

### 1.2.2 Strategies of Intensive Reading

According to Siti Hurriyah (2017, p12) who considered that besides to background knowledge, *reading for gist (skimming), and reading for specific information (scanning)*, there are others effective intensive reading strategies.

- **Activating Background Knowledge:** is the act of bringing the readers' background knowledge of the world to the text, and connecting ideas to elicit the author's meaning. This strategy allows students to relate the information that they have gained from the passage reading to their prior existed knowledge. Furthermore « *the process of activating background knowledge consists three types of connections. These include text-to-self , text- to -text and text to world connections* ». These connections are useful for students to identify the source of their prior knowledge.
- **Skimming :** As mentioned above skimming is the act of reading for gist. It is a method in which a reader quickly moves his eyes over a text with the purpose of

identifying the main ideas, and getting a general overview of the content. Skimming is an important tool for readers to know how the text is structured , and to deduce the writer's intentions through observing his/ her sequential style of listing ideas. However, it is not only about locating meaning and information provided by the author, but rather organizing and remembering them in a way which helps answer questions in the mind.

- **Scanning:** is a speed-reading technique which focuses on achieving very specific information and goals such as: finding a number, year, place, name, date..etc, in the text to satisfy the aims of reading. It is mostly used when the reader knows what he or she is looking for without the necessity of reading the whole text. Thus, the main feature of scanning is that any part of the text which does not contain the pre-selected piece of information is discarded.
- **Monitoring:** it is a process of conversing to oneself about whether the original prediction is coming true. Also, thinking about how and what one is reading, both during and after the act of reading, in order to determine if one is comprehending the text combined with the ability to clarify vague ideas.
- **Questioning :** it is also the act of talking to oneself about whether the meaning makes sense. It is a flexible tool that opens opportunities for students to discuss and debate. The practice of questioning has in touch with linguistic production , cognitive demands and with interactive purpose .
- **Searching-Selecting :** Searching for different sources to gather and select suitable information, answering questions, defining words, clarifying misunderstandings or solving problems. It varies from skimming in the purpose of finding information in certain topic (s).

- **Sequencing** : is a process of putting and classifying ideas in arrangement depending on their occurrence or some conditions in the reading passage. It differs from skimming considering that it is not always remarked in the processing of the text, although it is more likely to be linear than scanning. The periods of closer attention to the text tend to be more frequent and longer than in scanning.
- **Predicting** : is an essential strategy for comprehension. It depends mostly on anticipation of what is thought is discussed in or beyond the lines , by constant verifying the readers' predictions as they read.
- **Monitoring, Questioning And Re- Predicting** : all these three methods ,monitoring , questioning and re-predicting are taught concomitantly , because they are all associated to the process of discussing to oneself about whether the meaning makes sense, that is, the reader is permanently asking.
- **Imaging/ visualizing** : is a mental technique of drawing images or graphics in the mind to export meaning from the text. It requires readers to use prior knowledge and to predict.
- **Inferring** : refers to the ability of reading between the lines or speculating the indirect author's meaning. Therefore, comprehension always requires trying to get inside the writer's head.
- **Main idea** : refers to the most important idea in an expository text. The main idea is often confused with topic. While it is relatively easy to recognize the topic ,it is harder to determine what the author believes is important.
- **Summarizing** : is a process of recapping the text meaning in one's own words, or producing a brief overview that includes key ideas and details of the text.
- **Evaluation** : comprehension does not only mean determining an author's message, but also making judgments by evaluating what the writer is sending.

- **Synthesizing** : the process of collecting information within one source or across various sources is indicated as synthesizing. It is an inventive ability, that allows readers to create a consolidated understanding from multiple sources.

### 1.2.3 Characteristics of Intensive Reading

According to Hedgcock and Ferris (2009, p161) the following important features are desired for intensive reading to be advantageous and successful:

- ❖ Texts to be studied are selected by the teacher (perhaps with input from students).
- ❖ All students read the same text at the same time and complete in- class or out-of – class exercises and assessments designed or assigned by the teacher, i.e. learners read the same text with specific learning aims and tasks.
- ❖ The teacher highlights specific linguistic features and content dimensions of the text , introducing and reinforcing selected reading strategies through whole-class instruction and activities.
- ❖ Assessment of student comprehension, reading development an reading efficiency is facilitated by the fact that all students work simultaneously with the same text and activities. i.e. both teacher and students are aware of what to do before, during and after reading the passage.

### 1.3 Definition of Writing

Writing is a substantial area in the English language acquisition ,that is often described as the most challenging and complex task for teaching and learning. The term writing is defined by many researchers in different ways. According to Nunan(2003) « *writing is both a physical and a mental act. It is about inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be*

*clear to a reader. p88*», in other words, it is a cognitive activity that demands a great mental effort to create ideas, to think about the adequate way of conveying or arranging ideas in a series of sentences. and work on those sentences by reshaping and revising them until they are presented in a manner that is polished and understandable to readers. Regarding this view, Zainal & Husin (2011) explain that writing is « *the learned process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings. It requires the development of thinking skills p01*». Similarly, Smith 1988 opines that we write for two reasons: first writing for communication, and second writing for ourselves to clarify and stimulate our thinking (cited in Krashen, 1993 p30,31).

Byrn (1988) observed writing as a process of combining a chain of letters or symbols to form words, and then arranging them to form correlating sentences in order to produce a coherent text. In this respect, he affirms that writing is the production of « *a sequence of sentences in a particular order and linked together in a certain ways p01*». Thus, the writer is expected to shape his /her thoughts, opinions or feelings in an organized piece of writing.

In addition to that, writing is defined as a complex behavior which involves various closely interrelated variables as Nunan (1991:6) has mentioned that in order to produce a successful writing, it is necessary that writers need to *control the content, format, sentence structure, vocabulary, spelling, punctuation, letter formation, structure and integrate information into cohesive and coherent paragraphs and texts*. This indicates that choosing the right words, structuring ideas in correct sentences, obeying conventions of spelling and punctuation marks, organizing content at the level of paragraph and sentence structure, and maintaining the logical sequence are all required in building a good writing. Besides, Harris (1969) has referred that « there are at least five components of

writing skill that need to be mastered, which are: *content, form, grammar, style and mechanics* (punctuation, capitalisation and spelling) p68». These components will help the writers to construct an effective writing.

Moreover, the purpose behind the act of writing differs from one person to another depending on what the script will be about, according to Kane (2000) the most common effects that the writer may wish to have on his or her readers are to inform by using various kinds of prose such as exposition, description and narration ,to persuade which seeks to alter how readers think or believe , and to entertain by writing personal essays for example. Writing is a very important and demanding skill that is viewed firstly, as a mode of communication among people and communities, secondly ,helps in preserving languages and transmitting its knowledge throughout all generations and cultures , thirdly writing is a powerful means for learning in that it helps in stimulating different skills among which is thinking ( Nasser 2016).

### **1.3.1 The Process of Writing**

For the purpose of producing a vigorous piece of writing, the author needs to go through various stages. According to Harmer (2004 p04-06) these stages are classified as planning, drafting, editing and sharing the final version.

The success of writing depends mostly on the writer's readiness to prepare and plan for the process. Planning as a pre-writing stage is the first step where the writer starts thinking about several aspects before moving to drafting. It mainly implies general decisions about adopting a topic, title and taking notes as well. This requires that, during planning, the author needs to take into account three main issues: First, he has to consider the reason for writing. Thus, students will realize the type of the text and scrutinize the ideas, as well as, the language to be used. Second, the writer has to select the targeted

audience to write for, by which this will influence not only the form of writing, but also the choice of language to be used, whether to write in a formal or in an informal idiom. Third, the writer has to determine the appropriate form for organizing the content, that is how to align the facts, ideas or arguments which have been decided to be included in the text.

After he/she develops a working plan by choosing a subject, generates relevant information, sets the purpose of writing, identifies intended readers, considers the content structure, the next step is to begin writing a first draft. Hence, drafting is to create the temporary initial composition, by putting down all the ideas into some rough order, or in organized paragraphs that can be adjusted later. Thus, a number of drafts may be produced before releasing the final version.

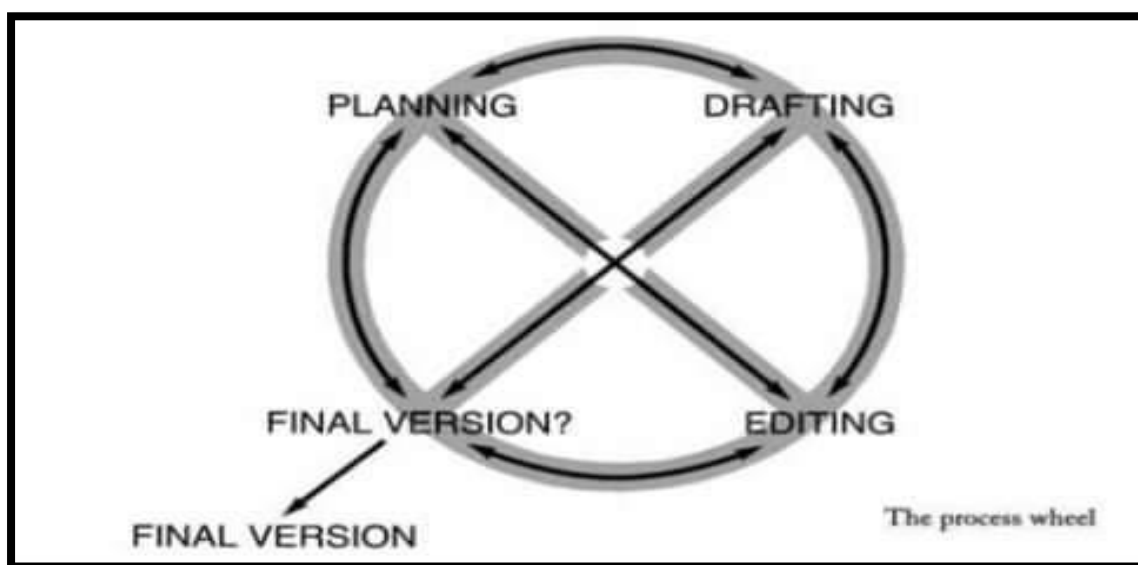
Once the writer produces a draft, it is then time to proofread, check grammar, spelling, punctuation, capitalization, style, word choice, the unity of the content and sentence structure. Editing is sequentially the third step of the writing process, which usually offer best reading chances for the writer to evaluate what has already been written, to eliminate mechanical errors and improve the coherence and readability of the text. Thus, the producer may change some words, re-arrange, exclude sentences or include new parts, in order to transact meaningful information and focus the clarity of the content. Furthermore, reflecting and revising are often supported by other editor's (reader's) reaction, who will take a first view on the product in order to rationally criticize it, for purpose of raising motivation to the author to make appropriate revisions.

At the last stage, the final copy of the writing process is ready to be published. However, the huge modifications that happen in the editing process make the final product relatively vary from the original plan and the first draft. Also, the final version should

always be neat and legible ,by which the writer is required to do some finishing touches, aesthetic and check that the writing is in good format

The act of writing is not linear to follow a straight line, but rather writing is recursive in nature since the writer goes through a process of clustering and processing ideas multiple times before sharing the material. Hence, the following diagram summarized all what has been said above:

**Figure 1 The process Wheel by Harmer (2004 :6)**



### **1.3.2 Qualities of Effective Writing**

Writing in English within an academic setting requires some conditions that make the written pieces more effective and successful. According to Starkey (2004) et al, an effective piece of writing should be based on organization, coherence and clarity.

#### **1.3.2.1 Clarity**

Clarity in writing is the ability to be as clear and lucide as possible for readers to help them understand what the author is intending to say. Clarity is simply making writing

readable and comprehensible to the audience. According to Adedimeji (2017) in order to accomplish clarity « *a good writer should go straight and direct to the point, by avoiding ambiguity, vagueness, redundancy and long windy expressions* ». In the same line, Starkey (2004, p11-19) asserts that an accurate writing will be achieved when the writer takes into his consideration the following criteria :

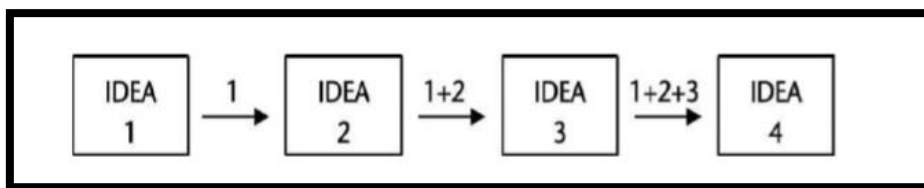
- *Eliminate Ambiguous language* : avoid words and phrases that have more than one meaning, i.e, it has to do with the right choice of words, and staying away from deluded expressions that may cause the readers to misunderstand the message.
- *Use Powerful, precise adjectives and adverbs* : use the technique of « pinpointing » , thus to replace vague words with ones that are specific.
- *Be concise* : means to avoid superfluous words and sentences, use the active (as opposed to passive) voice whenever possible.
- *Use pronouns carefully* : means that pronouns should be used when the antecedent is apparent and meaningful.

### **1.3.2.2 Coherence**

Coherence is an important element in any kind of writing, that is a systematic way of integrating, fastening , weaving and relating a group of sentences, clauses and paragraphs into a connected chain that will communicate ideas to the reader. Thus, an essay or any piece of writing should be organized logically, flow smoothly, and « stick » together. Murray and Hughes (2008 :45) explain that

*« Coherence has to do with arranging ideas in a way that makes them most easily understood by the reader. A good writer 'stricks' his or her ideas together so that they act as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down p45 ».*

**Figure 2** A Sequence of Ideas (Murray and Hughes 2008 :46)



In this vein , Harmer (2004) states that the reader can perceive the writer’s purpose and follow his or her line of thoughts only if the text is coherent . Additionally, Boardman and Frydenberg (2008 : p18) assumed that a paragraph is coherent when all supporting sentences are in a good order. The principles for ordering depend on the type of the paragraph :

- Narrative paragraph requires the chronological order of events.
- the use of spatial ordering while writing a descriptive paragraph
- Expository paragraph is based on logical order of reasons , evidences and arguments.

### **1.3.2.3 Organization**

Organization is the internal structure or design of a piece of writing. It deals with the logical arrangement and order of ideas and thoughts, for purpose of skillfully guide readers from one point to another. Ammar (2017) defines organization as following :

*« the progression, relatedness ,and completeness of ideas. The writer establish the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end . The response demonstrates a clear progression of related ideas or events and is unified and complete »(p:12).*

Thus, the reader will benefit from organization as Starkey (2004) said *« by following [an organized method of writing] , you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing]*

*work together and how they support your thesis p02*». Moreover, a certain number of techniques that precedes the actual act of writing determine how will the action of writing be organized . Shannon (2011) asserts that the writer decides to use either informal or formal techniques to organize his or her written material. The informal techniques include brainstorming, free writing and mind mapping ,while the formal approach is the classic outline which contains a well-developed main idea , along with its detail points.

#### **1.4 contribution of reading in developing learner's writing skill**

Traditionally reading and writing were considered as separate language skills either in L1 or in SL context, that is each of them stands in isolation and cannot be taught together ; however, many recent works come to highlight the wide agreement between the two skills ,despite the dissimilarity in their description, reading as a receptive skill and writing as a productive one. According to Ferris& Hedgcock (2005) « *writing cannot and should not be isolated as a cognitive or academic activity because it fundamentally depends on writers' purposeful interactions with print p31*». That is teaching writing should be based on the reading ability.

The impact of reading on mastering the writing skill has been printed on numerous researches. Reading is recognized as the basis to develop good writers, especially in educational settings, as Johnson (2008) writes in this sense « *reading helps students become better writers. Through reading students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary p07*». Similarly, concerning **intensive reading**, Macalister (2011) assumed that this method contributes to build language knowledge such as vocabulary and grammar. It provides students with opportunities to achieve a great number of new vocabularies and language composition that helps the student to use the useful

expression. In addition, it concentrates on helping students expand their lexical and grammatical knowledge. In addition, it concentrates on helping students expand their lexical and grammatical knowledge. He states also that intensive reading stimulates students to learn new skills such as making inferences, identify the main idea, and improving learners' ideas, consequently, it contributes widely to improve the student writing skill.(Cited in Edhan Numan khazaal, 2019, p:185). Moreover, to prove the importance of intensive reading in developing the writing skill, an empirical study conducted by Simonton (1988) who found that *intensive reading in childhood tends to make one a prolific writer throughout one's life* ».(cited in Jeng-yih 2004, p:05).

The usage of reading in SL or FL context provides the appropriate input for the acquisition of writing skill , because it is thought that « *reading passages will somehow function as primary models from which writing skill can be learned, or at least inferred* » Eisterhold (1990 :p:88). Harmer (2007:99) also stresses that reading texts provide good models for English writing. Thus, according to Alghonaim (2018) « *Students can use a model to identify the different rhetorical patterns and linguistics forms and infer the underlying meaning to procede on with composition . They feel supported and gain confidence in writing through this strategy* » (cited in Alhujaylan 2020). Furthermore, Tierney and Leys (1984 :14) also argue that « *the type and amount of reading materials to which writers are exposed may influence their choice of topic, genre, writing style and vocabulary* ». Meaning that , both the quantity and the quality of what students read does indeed effect their production of writing. Additionally, Krashen (1993 :27) assumed that the writing style is acquired through reading, not through writing or instructions. Furthermore , writing as a productive skill needs reading as a receptive skill , as Harmer (2001 :251) claims that « *productive work need not always to be imitative. But students are greatly helped by being exposed to examples of writing and speaking which show*

*certain conventions for them to draw upon* ». In the same sense, Plakans & Gebril (2012) show the advantages of integrating reading with writing, which include the following steps : reading to gain ideas about the topic, shaping opinion on the topic, using source texts for evidence and for language support (cited by Li & Yang 2014). Thus, Lopes (1991) explains that when we read we extract information according to the purpose of our reading, interests and motivations or even for other purposes ; this kind of information we restore them in our mind and it can be considerate as a previous experience, this former enables us to understand concepts, points of view and integrate them in our experience and the latter enables us to identify and understand cohesion, coherence , rhetorical organization, and conventions of the written language .

To sum up , many researchers have proved that reading and writing are two complementary skills that could be integrated in one circle . The former plays a great role in enhancing the learner's ability to express ideas in a powerful piece of writing ,and the latter benefits from another writer's thoughts, style and use of conventions. In Escribano's view (1999) reading contributes to enrich the learner's knowledge of vocabulary and increase their language proficiency . He states that :

*« Through reading we have the opportunity of being exposed to well-organized and well-written pieces of writing which help us to improve our language abilities and to build writing schemata. Through writing we acquire the habit of expressing our ideas in a clear , correct and coherent way , fulfilling a double purpose : to be a medium of communication with others and a means of personal intellectual growth ».(p60)*

## **1.5 conclusion**

this theoretical part have been discussed the main points of the research topic, it provided us with a detailed description of intensive reading by providing multiple understandings, it explained the three significant stages, it classified the strategies of intensive reading that facilitates the readers' comprehension. Besides, it highlighted the

main characteristics of IR. In addition, it concerned to highlight the writing skill, it presented the three paramount steps that the students need to follow in order to produce effective writing. It elucidated the great contribution of reading in developing the students' writing, as well as it focused on the way intensive reading contributes to develop the learners' writing. Thus, the next chapter will describe the practical part of this research to investigate the teachers' and students' perceptions and attitudes towards the importance of intensive reading on developing the learners' writing.

## **Chapter two: research methodology**

## 2.1 Introduction

So far , the previous chapter presented a theoretical background about the importance of intensive reading on developing the learners' writing skills. However , the present chapter will present the practical part of the our study . It will provide a detailed description of the methodological framework that we have relied on to gather information , concerning ; the approaches, context , participants , instruments that the researcher conducted throughout her inquiry. This part of research strives to test the suggested hypothesis and to gain insights from the collected data in order to draw answers to the research question .

## 2.2 Research Approaches

Before treating and discussing the research approaches , it is crucial to present an overview of the meaning of research and bring the fact behind its importance . According to Creswell (2012 :3) « *Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue* ». This indicates that, research is an organized and systematic attempt which follows certain steps that aim at gathering , analyzing and interpreting data in order to gain new insights and reach a better understanding about a particular phenomenon related to a specific subject or field of study.

Besides, Dornyei ( 2007 : 13) assumes that research is simply an endeavor of finding answers to the posed questions. As an illustration , the researcher raises questions that make him / her curious to work on them until reaching reliable, valid and authentic responses . Therefore , the foremost objective of doing a research is to discover the hidden truth that is not explored yet , and build on to shape new conception and knowledge about different topics ( khotari 2004) . Actually , research is the most

valuable tool that fills gaps in knowledge and draws pictures to the unknown things and perceptions by the aid of certain scientific methods and procedures . Furthermore, undertaking a research study does not occur in random way, but rather it should be underpinned on relying a proper methodology. This latter operation defined by Leedy and Ormrod ( 2015 :26 ) as « *the general approach the researcher takes in carrying out the research project ; to some extent , this approach dectates the particular tools the researcher selects* ». In another view, research methodology is characterized as a science of examining how research is done systematically. In it we analyze the various steps that are embraced in studying the stated problem along with justifying the rationale behind them (khotari 2004); hence, the methodological section of any academic study is such the reflected mirror which shows and throws light on the methods and the frameworks that the research has been adopted .

Accordingly, to meet the research conducting aims and objectives it is important for the researcher to adopt the appropriate tools and approaches according to the nature of the study or the research question , in order to identify, collect, process , and analyze or interpret information about the examined topic . Concerning this regard , Walliman (2011 :01) pointed out that research methods are *the tools and techniques for doing research*, which can provide ways to uncover new information from the respondents' interests and claims. As stated previously, the research case and nature are two on the top factors that help the researcher determining the right methods for processing the research work, as well as, they will lead to drive valid , trustworthy and meaningful conclusions to the questions of the study. In addition to that, there are mainly three common research approaches: qualitative, quantitative and mixed methods. Our research falls into the third category.

The quantitative research is concerned to deal with numbers, statistics and measurable data collected through surveys, polls and mostly in terms of questionnaires. Khotari (2004) contends that quantitative approach involves the collection of data in quantitative form, so that the information can be quantified and subjected to statistical analysis in « *a formal and rigid fashion* ». According to Burns and Grove (2005) quantitative research is « *a formal, objective, rigorous, deductive approach, and systematic strategies for generating and refining knowledge to problem-solving* » (cited by Mohajan 2021 p50). As another similar clarification, Creswell (2009) asserts that quantitative approach is such « *a means for testing objective theories, by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbers data can be analyzed, using statistical procedures* ». Thereby, the quantitative results are often arranged in tables, figures, charts, or in any other non-textual form.

In contrast, qualitative research, is characterized to be inductive, descriptive, nominal and exploratory in its nature, where the investigator attempts to gain insights into the meanings and experienced behaviours in a certain situation. According to Creswell (2009) « *qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem* ». Thus, the qualitative study is a function of the researcher's insights and impressions, whereby he gives his subjective assessment of attitudes, opinions and behaviors (Khotari 2004). Punch (2013) states that qualitative research is « *a type of social science research that collects and works with non-numerical data that seeks to interpret meaning from these data that help us to understand social life through the study of targeted populations or places* » (Cited in Mohajan 2018 :24). This definition indicates that, the data collected from this approach take the form of words and sentences rather than numbers (non-numerical), and the

analysis of the data provides insights about a certain phenomena through subjective experiences of the targeted participants and environments. Furthermore, Berg and Howard (2012) characterise qualitative research as « *meanings, a concept, a definition, metaphors, symbols and a description of things. Qualitative data instruments such as observation, open-ended questions, in-depth interview (audio or video) and field notes* » gives an overall description of the research from participants in their « *natural setting* », and « *it creates a wider understanding of individuals' behavior and interaction.* » ( Cited by Daniel 2016 ,p:92) .

Therefore, since the nature of the current study needs to be undertaken comprehensively and in an in-depth analysis , the researcher decided to process this educational project with the aid of using the form of mixed methods approach by combining of both qualitative and quantitative paradigms. Dörnyei (2007 :44) defines mixed methods research as « *some sort of a combination of qualitative and quantitative methods within a single research project* » . This means that the strategy of mixed methods « incorporates » and « blends » several elements from two different forms of data \_ qualitative and quantitative \_ in one investigation . In addition to that, Creswell and plano Clark (2007) believe that mixed methods research focuses on gathering , analyzing and mixing qualitative and quantitative data iteratively , concurrently and in a « tandem » way , so that it creates stronger research outcomes than either stand-alone on methods individually (cited in Creswell 2009). In this respect Sandelwoski (2003) expresses that there are two major purposes for merging methods « *(a) to achieve a fuller understanding of the target phenomenon and (b) to verify one set of findings against the other* » ( quoted by Dörnyei & Ushioda 2011p240). Indeed, applying the mixed methods approach is expected to provide a broader comprehension of the complex issues , and gives a more complete vision by looking at various sides and angles of the research

problem, as well as, it contributes to strengthens the quality of conclusions since it converges and corroborates the outcomes which are obtained from different methods (qual & quan). Moreover, Jick (1979) stated that the rationale for this incorporation is to compensate the weaknesses of each individual method by the counter- balancing strengths of the other (cited in Mahama et all, 2011 p:11) .

Despite, it is important to note that ; conducting a mixed methods research has some barriers that may obstacle the inquirer . According to Johnson and Onwueghbuzie (2004) this form of research is difficult for a single researcher to deal with both qualitative and quantitative methods simultaneously [ time consuming ] , it may require a team research . They assume that mixed methods also require the researcher to learn a set of methodological skills about multiple methods and approaches ( qual – quan ) , and to be familiar with the way how to handle the mixture appropriately and effectively .

Finally, the analysis above of both methods comes up that, quantitative is restrictive to study only the variables , and qualitative may lead to unclear and subjective answers . Consequently, the decision that the researcher take for mixing qualitative and quantitative methods bring fruiting results and outcomes to this research investigation.

## **2.3 Procedures**

The current study is undertaken in the department of English language at Abdel Hamid Ibn Badis University of Mostaganem . The principal purpose behind conducting this research is to highlight the role that intensive reading plays in enhancing the EFL learners' writing skills. In order to give more credibility to our project and obtain optimal conclusions we used two different research instruments (questionnaire and interview). The researcher employed a questionnaire as the first instrument in present investigation, which was distributed randomly among 37 second year License (LMD) students. It was divided

into four sections where students were asked to provide their opinions and attitudes toward the importance of using intensive reading to develop their written production. Students were asked to tick the right options in the corresponding boxes, or write full explanations whenever necessary. The next phase of this research project is conducting an interview with five (5) teachers who are experienced in teaching written expression. They were asked to enrich our research with their valuable perceptions towards the use of intensive reading strategy to improve students' writing.

## **2.4 context**

The present study was conducted with second year students in the Department of English, at Abdel Hamid Ibn Badis University of Mostaganem, during the academic year 2021-2022. The fact that the study concerns with investigating the importance of intensive reading in whetting students' writing skill, second year EFL classes is one of the rationale reasons that has best corresponded to the parameters of our inquiry, and this motivated the researcher to decide this particular setting to carry out her research. In other words, according to the written expression programme of second year; intensive reading has a huge possibility to be implemented as an effective strategy by teachers at this level to reinforce their students' writing.

## **2.5 participants**

According to Fraenkel , Wallen and Hyun ( 2012 ) , the first crucial step in conducting a research study requires the careful selection of the sample of individuals that is aimed to be questioned and interviewed , in order to provide information that will aid in answering the reseach question . Thus , choosing the group of participants from the large population under the study must be on the first flight of the reseach process , due to its importance in achieving aims and objectives of the study . They define the sample in

a research study as « *the group on which information is obtained* »(p91) . Meaning that , it is important to choose the most suitable group of participants that serves the research investigation . To prove this view, Vanderstoep and Johnston (2009 ) also argue that « *sampling means trying to select participants who are best suited for your study and will allow you most effectively to accomplish your research goal* »( p: 126).

In this study , the first group of informants that we have investigated constitutes of (37) second year English students ( they were both males and females ) , who were randomly chosen as a sample population for the present case study, at the department of English, Abdel Hamid Ibn Badis University of Mostaganem . The main reason behind choosing these selected group is that it deemed as the most suitable level that suits better this study , in which second year students had already studied the basic writing elements and have experienced English writing during the first year (L1) . Moreover , they are lacking in terms of vocabulaires , grammatical structures, and writing styles which are important for producing better writing.

The second target group of participants involves (5) ( they were all females) EFL teachers from the department of English , University of Mostaganem. These selected teachers have a particular sublime level of experience in teaching the module of written expression to EFL classes. Each one of these teachers has been teaching WE for at least four years. Wherefore , this appointed sample of teachers was intentionally chosen for the pupose of providing us with their experience, beliefs and their valuable feedback about intensive reading and its effect on students' writing development .

## **2.6 Data collection instruments**

According to Kabir ( 2016 : 202 ) « *data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that*

*enables one to answer stated research questions, test hypotheses and evaluate outcomes ».*

Furthermore, he believes that the main objective for all data collection is to capture qualitative evidence that can be translated into a rich data analysis in order to build a persuasive and credible answer to all the questions that have been proposed. In this regard, research instruments are an essential element to data collection , which refers to the devices and the tools that enables one to generate information from the participants such as ; questionnaires, observations, surveys , interviews .. etc .

We selected questionnaire as the first instrument for the collection of data from the participants. According to Kumar ( 2011 ) a questionnaire is a series of written questions in which the respondents read and interpret what is expected from this questions and then they record their answers by themselves . Another detailed definition was given by Nunan (1992 : 231) « *a questionnaire is an instrument for the collection of data, usually in written form, consisting of open and / or closed ended questions and other probs requiring a response from subjects »* . Namely that , the questionnaire can gather either qualitative, quantitative or both data ; as in this study , our questionnaire is designed for generating both qual & quan information. In a more precise vision, Richard (2001 :60) presents an overall simplified definition that « *questionnaires are one of the most common instruments used . They are relatively easy to prepare, they can be used with large numbers of subjects, and they obtain information that is relatively easy to tabulate and analyze »* . Meaning that, most researchers choose the questionnaire for its easiness in construction, for its large datasets that can enrich their research, and for its easiness in the process of data analysis.

Interview was the second data collection instrument used in this study . It is the most popular tool for gathering qualitative information, which is known as an interactive way that involves exchanging views about a particular topic between an interviewer and

an interviewee . This is proved in Burns's (1997 ) definition that « *an interview is a verbal interchange, often face to face, though the telephone may be used in which an interviewer tries to elicit information, beliefs or opinions from another person* » (quoted by khotari, 2004, p :329) . Thus , Cohen et all (2007 : 349 ) state that :

*« The interview is a flexible tool for data collection, enabling multi-sensory channels to be used : verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues »*

Therefore, the usage of binary instruments (questionnaire- interview) was best for the purpose of gathering valid, truthful and reliable data. Firstly , the researcher addresses a questionnaire to second year students because of their big number. Secondly, a structured interview was devoted for written expression teachers because of their small listing. We used this two instruments as investigative ways for the sake of obtaining a large amount of information from the learners , and gaining insights and an in-depth understanding about the important points of our research from the teachers ; concerning their views and attitudes towards the significance of intensive reading on the enhancement of students' writing performance.

## **2.7 Students' Questionnaire**

The present formal standardized questionnaire was distributed to 37 ( male and female) second year EFL students, who study with LMD system at Abdel Hamid Ibn Badis University of Mostaganem. This significant tool is mainly designed to investigate students' awareness of their writing weaknesses and to know their points of view and their attitudes towards the importance of using intensive reading as strategy to develop their writing skill . In addition, we aim to identify the way intensive reading helps students to develop their writing skills according to their experience. It is

worth to mention that (10) questionnaires were administered on April 14th 2022 , it takes around thirty minutes to be answered and the questionnaires were taken back on the same day. However, for the other (27) questionnaires were conducted through an online medium in which we sent it via Facebook group of L2 students [we used Google-doc forms when structuring this online questionnaire].

### **2.7.1 Description of students' questionnaire**

The questionnaire consists of sixteen (16) detailed questions carefully selected and simplified in order to familiarize students with the research topic . The majority of questions are closed – ended questions ; which aim at obtaining exact answers by providing participants with « yes » « no » questions , or a series of suggested options to choose the right answer through ticking the appropriate box . However, there are some open-ended questions which requires participants to add further explanations or to provide other options , thus, open ended questions do not restrict the answer , but rather it opens the door for informants to express their personal opinions. This data instrument was intentionally segmented into four sections in order to be presented in an organized structure, so that each section comprises of several questions that is intended to achieve certain objectives. (See appendix 1).

The first section is devoted to collect general information about participants' personal background knowledge. There are three questions (from Q1 to Q3) reserved in this section.

**Question 1 :** was it a personal choice to study English at University ?

**Aime :** aims to determine if the choice of English is from students' own choice or not.

**Question 2 :** how do you assess your level in English language ?

**Aim :** seeks to know students' level in English.

**Question 3 :** which of the following skills you are willing to improve ?

**Aim :** to identify which skills students are interested to improve .

The second section targets the issue of writing skill. The primary objective of this section is to investigate students' perspectives toward writing. It contains six questions (from Q4 to Q9) and each question has specific aim to reach .

**Question 4 :**how do you rate your proficiency level in English writing ?

**Aim :** attempts to determine how students estimate their proficiency level of writing .

**Question 5 :** how do you consider the module of written expression ?

**Aim :** is intended to see students' perceptions about the module of written expression ; whether they consider it as a very interesting course, interesting or not interesting at all.

**Question 6 :** is the time devoted according to the program or syllabus to practice written expression is adequate enough to sharpen your writing abilities ?

**Aim :** intended to explore students' opinions about the time allocated to practice writing if it is sufficient to improve their written production or not.

**Question 7 :** when composing a piece of writing, do you follow planning, drafting and editing steps to complete the writing tasks ?

**Aim :** attempts to see whether or not students apply all the steps of the writing process.

**Question 8 :** what are the main issues you mostly face concerning the writing process ?

**Aim :** seeks to unveil the writing difficulties that students face in writing.

**Question 9 :** do you think it is necessary to improve the writing skill ?

**Aim :** tries to elicit students' point of view about the necessity of developing writing ; thus , we gave space (an open-ended question) for the participants to explain and to justify their answers freely .

The third section is tackles for intensive reading. This section is concerned to collect data about students' attitudes, awareness, preferences, perspectives and their perceptions towards intensive reading. It includes four questions (from Q10 to Q13) ,

**Question 10 :** do you like intensive reading ?

**Aim :** it endeavors to show students' lovingness of intensive reading

**Question 11 :** according to your experience, how do you find intensive reading ?

**Aim :** aims to know how students describe intensive reading according to their experience in practicing it; either they enjoy the time in reading intensively or they feel bored and find it a difficult task.

**Question 12 :** which of the following intensive reading strategies do you prefer using when processing a text in order to collect information about the it?

**Aim:** is intended to reveal the intensive reading strategies that students adopt when processing a text in order to collect information from it.

**Question 13 :** what do you do when you find an unfamiliar or new word you do not understand in the text ?

**Aim :** the researcher aims to see whether students are accustomed to use dictionary while reading intensively.

The last section of the present questionnaire is concerned as the heart of this research topic, which aims to have insight about the importance of intensive reading on

ameliorating the learners' writing skill. The fourth section comprises of three questions (from Q14 to Q16) which are put forward to determine students' awareness of the significance of reading in general and intensive reading in particular on developing their writing achievements.

**Question 14 :** do you think that reading contributes in the development of writing ?

**Aim :** tries to figure out whether students are aware of the contribution of reading on developing their writing ,

**Question 15 :** do you think it is important to use intensive reading as a strategy to develop your writing skills ?

**Aim :** tries to investigate whether or not students believe that the usage of Intensive reading is an important strategy for developing their writing skill.

**Question 16 :** in what way intensive reading can help you enhance your writing skills ?

**Aim :** is an attempt to uncover and to discover the way in which intensive reading can help students to enhance their writing skill.

## **2.7.2 Advantages of the Questionnaire**

The questionnaire is one of the significant, helpful and beneficial methods that used by most researchers when conducting a quantitative research. In this study, the questionnaire was used as the first data collection tool, through which; we have obtained a large amount of information from a large sample of population \_ students \_ that we have contacted easily in less time. The primer advantages of submitting a questionnaire is that it can gather standardized and quantifiable data that can be quickly , simply and accurately measured by the researcher. Moreover, a questionnaire ensures confidentiality and anonymity to its respondents, and this makes our informants feel more comfortable and

encourages them to provide truthful answers. There is no doubt that questionnaire is the most flexible tool that provides qualitative and quantitative information.

### **2.7.3 Limitations**

Concerning the limitations that hurdles us in doing our questionnaire are that there were some students who have had difficulties to understand the concept of « intensive reading », so as a preventive way we had to clarify and define our topic and give some examples and illustrations in order to avoid any bias and misunderstandings. It is unfortunately that, a lot of students were reluctant to provide us with complete answers about the necessity of developing the writing skill (question 9), and some of them even left the given space/ boxes empty without any expressions or explanations.

## **2.8 Teachers' Interview**

Conducting an interview for the teachers was necessary and crucial for better comprehending some significant points and for obtaining thorough and accurate information about the present study. The current interview was addressed for five (5) EFL teachers, who teach the module of written expression at the department of English, Abdel Hamid Ibn Badis University of Mostaganem. This data collection tool aims at exploring teachers' views towards the effectiveness of intensive reading as means for honing their students' writing skill. The process of scheduling this interview took almost three weeks in order to reach the teachers who are concerned in this study.

### **2.8.1 Description of Teachers' Interview**

Teachers' interview is a set of **six (6) questions**, which are intended to examine whether intensive reading is a supported strategy during the written expression course

, and to what extent teachers believe in it as a useful means for improving their students' writing.

**Question 1 :** how many years have you been teaching written expression ?

**Aim :** is to know the years spent in teaching written expression by the teachers, to what extent they are experienced in teaching writing.

**Question 2 :** do you think the time allocated for teaching « written expression program » is sufficient to sharpen your students' writing proficiency ?

**Aim :** is designed to check teachers' opinion about whether or not the time allocated to teaching « written expression program » is sufficient to sharpen their students' writing competency .

**Question 3 :** what are the main writing problems you noticed in your students' writing ?

**Aim :** its main objective is to examine students' writing problems based on teachers' points of view.

**Question 4 :** do you think that reading contributes in the development of writing ? How ?

**Aim :** it aims to know teachers' perspectives about the way reading contributes to develop writing.

**Question 5 :** do you use the strategy of intensive reading in the class to accomplish some writing tasks ? please explain in detail concerning the texts' genres, activities' types and reading strategies do you adopt ?

**Aim :** it aims to see whether or not intensive reading is implemented by teachers inside the classroom. It requires teachers to provide texts' genres, activities' types and intensive reading strategies that they adopt.

**Question 6 :** in your opinion, how does intensive reading help students' develop their written production ?

**Aim :** tends to extract teachers' attitudes about how intensive reading help students develop their written production.

### **2.8.2 Advantages of Interview**

It is likely that the greatest benefit derived from an interview is in-depth and deep details and views , in which it opens channels for the participants to discuss and provide further information and supplementary explanations whenever they feel it is necessary . Therefore, Vanderstoep and Johnston (2009) note that, a structured interview tends to follows a set of prescribed questions, however the interviewer has the opportunity to ask follow-up questions that guarantee a lot of extra clarifications and can add more value to the study. This is supported by Kabir's (2016 :221) view that « *Researchers can tailor the questions they ask to the respondents in order to get rich , full stories and the information they need for their project* ». Consequently, the researcher is free to manage his/her interview the way he believes that it fits the research objectives and investigations.

The function of conducting an interview in any academic project is to grow perceptions, attitudes and opinions from experienced group of informants about a particular theme. Therefore , this current data collection instrument allowed us to dig deeper in teachers' views and attitudes towards the importance of intensive reading on developing students' writing skill ; it also helps us to get different views about the way intensive reading contributes in sharpening the writing . Thus, the ambiguity of this topic was eliminated by interviewing teachers of written expression, due to their greater experience in the field and their valuable knowledge about this phenomenon. Another

benefit is that, the researcher was able to receive honest and natural responses when probing.

### **2.8.3 Limitations**

As any other qualitative data collection tool, this interview has faced off some issues and obstacles that slowed down the process of studying and analyzing the research. At the very first flies of undertaking interviewing, the investigator confronts some difficulties in accessing available teachers to interchange the few questions of the interview with them because most of them were busy. This hurdle leads us to face another problem, in which it consumes time and required more efforts to reach teachers that can help us in the fulfillment of this project. Also, since the nature of the study is limited only on written expression teachers, so the number of teachers was not sufficient. As another big problem, the researcher discovered that most of the teachers do not implement Intensive reading inside the classroom, therefore, the fifth question of the interview shows the ignorance of this strategy by written expression teachers, and then this does not fit our objectives and aims of the research.

## **2.9 Conclusion**

Through the present chapter, we have presented the research approaches adopted in conducting this research study. Also, we have provided a detailed description of the research procedures, the context in which the investigation took place, and the involved participants that took part in the accomplishment of the current research project. In this chapter, we highlighted the data collection instruments that were used to gather information; a quantitative and a qualitative data collection instruments (questionnaire for EFL second year learners , and interview for written expression teachers) . We followed this by a description of both students' questionnaire and description of teachers' interview;

considering the advantages of both used tools and the limitations that obstacle the process of collecting data from the sample under the study. The coming chapter will be devoted to the data analysis, the discussion of the findings, and recommendations.

**Chapter three: data analysis and  
recommendations**

### **3.1 Introduction**

In the previous chapters, the researcher devoted a theoretical part to provide insights about intensive reading, writing skill and the contribution of reading on developing EFL students' writing followed by a description of the research methodology and the different instruments that were used to collect data from the participants. The present chapter aims at analyzing and discussing the data obtained through student's questionnaire and teacher's interview to answer the previously stated research questions. Finally, the chapter ends with some suggestions and recommendations that could be efficient for students and teachers concerning the significance of using intensive reading on the writing skill development.

### **3.2 Data analysis**

Two data collection instruments were used in this research to generate information from the participants, namely a questionnaire for students and an interview for teachers. At this stage, we endeavor to analyze and discuss the provided data by putting more emphasis on the intrinsic items that will direct us to answer the research questions in addition to validate or invalidate the suggested hypotheses.

### **3.3 Analysis of the Students' Questionnaire**

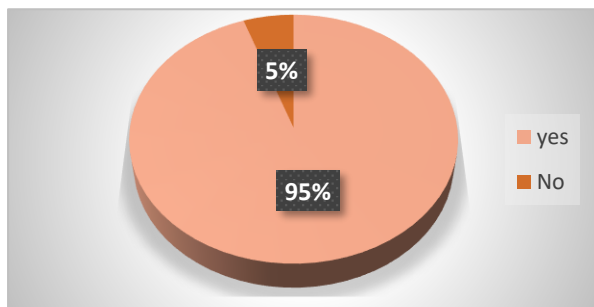
The analysis of students' questionnaire aims to diagnose the learners writing weaknesses and to investigate their points of view and their attitudes toward the importance of Intensive Reading in developing their writing skill. In addition to that, this analysis is intended to identify the way intensive reading can help students enhance their written production.

#### **Section one: general information**

**Question 1:** was it a personal choice to study English at University?

**Table 1** Students' choice to study English at University

**Figure 3** Students' choice to study English at University



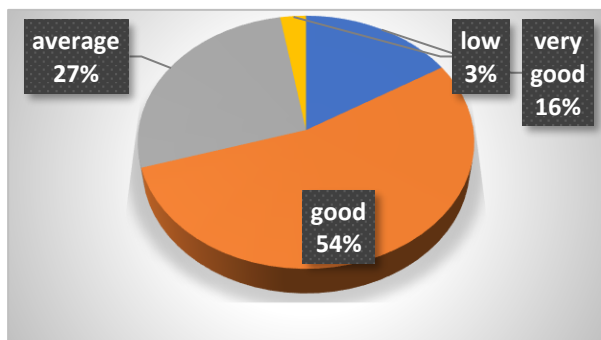
Choices	Respondents	Percentage
<b>Yes</b>	<b>35</b>	<b>95%</b>
<b>No</b>	<b>2</b>	<b>5%</b>
<b>Total</b>	<b>37</b>	<b>100%</b>

The table above demonstrates that a (95%) of participants answering the first inquiry giving a positive answer, stating that they chose English out of desire and willingness. Consequently, they are supposed to be more open and motivated to the improvements concerning their English skills. However, the rest (5%), have answered stating that they chose it unwillingly (is not their personal choice). This implies that, they need more support and encouragement.

**Question 2 :** How do you assess your level in English language ?

**Table 2** students' proficiency level in English language

**Figure 4** students' proficiency level in English language



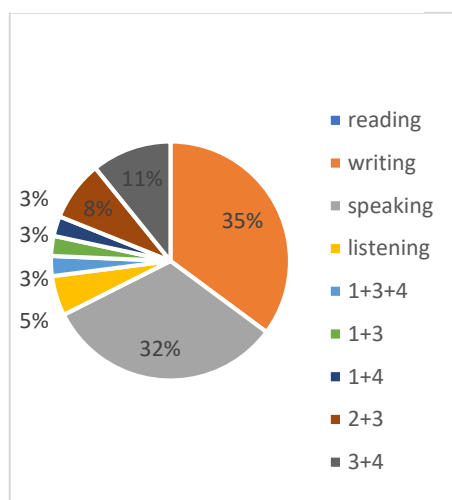
Choices	Respondents	Percentage
Very good	<b>6</b>	<b>16%</b>
Good	<b>20</b>	<b>54%</b>
Average	<b>10</b>	<b>27%</b>
Low	<b>1</b>	<b>3%</b>
<b>Total</b>	<b>37</b>	<b>100%</b>

This item requires students to estimate their English level from very good to low. From the above table's findings, it is shown that more than half (54%) of the participants acknowledge that their proficiency level of English is « good ». However ten respondents of about (27%) confessed that they have an average level, while (16%) of them perceive themselves as getting a highly proficient degree in English language « very good ». The only remain answer revealed that about (3%) of students have a low level in English. This result translates that students ' level in English en general is acceptable and adequate.

**Question 3 :** which of the following skills you are willing to improve ?

**Table 3** the skills that the students are willing to improve

**Figure 5** the skills that the students are willing to improve



Choices	Respondents	Percentage
Reading	0	0%
Writing	13	35%
Speaking	12	32%
Listening	2	5%
1+3+4	1	3%
1+3	1	3%
1+4	1	3%
2+3	3	8%
3+4	4	11%
<b>Total</b>	<b>37</b>	<b>100%</b>

The table and diagram above show the skills that students are interested in to improve. It is noticed that the majority (35%) of students are willing to improve their writing skills. (32%) of respondents express that speaking is their interest and they seek to improve it. Also, (11%) of participants correspond that they are willing to improve speaking and listening, (8%) of them express that they are wishing to develop their speaking and their writing. Two students of about (5%) claim that they are interested in

listening. (3%) answered that they are interested in reading, speaking and listening. Further (3%) said they are motivated to improve both reading and speaking, the last (3%) prefer reading and listening. From the analysis of this question the majority of students give more emphasise to writing and speaking. We find also that reading is an ignored skill among students where none of them voted for reading.

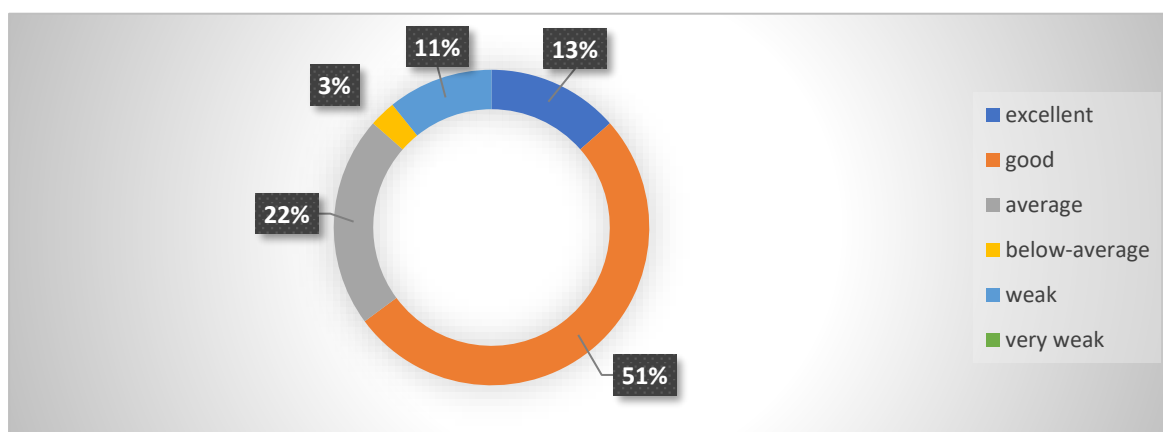
## Section two: writing skill

**Question 4 :** How do you rate your proficiency level in English writing ?

**Table 4** students' proficiency level in English writing

Choices	Respondents	Percentage
Excellent	5	13%
Good	19	51%
Average	8	22%
Below-average	1	3%
Weak	4	11%
Very weak	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 6** students' proficiency level in English writing



This question strives to see how students assess their own writing skills. The results obtained from the above table demonstrates that a large group of informants (51%) estimated that they have a good level in writing. Also, it is obvious from the presented

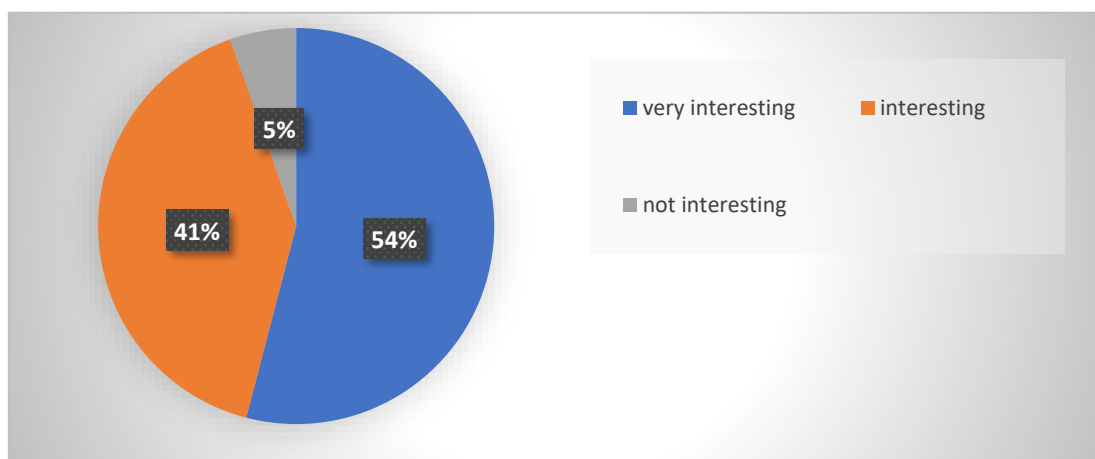
graph that (22%) of students considered their level in writing as average. Moreover, (13%) thought that they have reached a high level in English writing where they voted for « excellent ». While four students of about (11%) admitted that they are weak in writing since they face many difficulties and issues concerning the process of inscribing such as « vocabulary, grammar, organization of content, ideas ....etc. However, only one respondent (3%) indicates that his/her level is worse than average. None of them answered with the option of « very weak ».

**Question 5 :** how do you consider the module of written expression ?

**Table 5** students' attitudes towards the module of written expression

Choices	Respondents	Percentage
Very interesting	20	54%
Interesting	15	41%
Not interesting	2	5%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 7** students' attitudes towards the module of written expression



The table above presents how students' consideration of the module of « written expression ». The graph above shows that most of the participants (54%) find this module

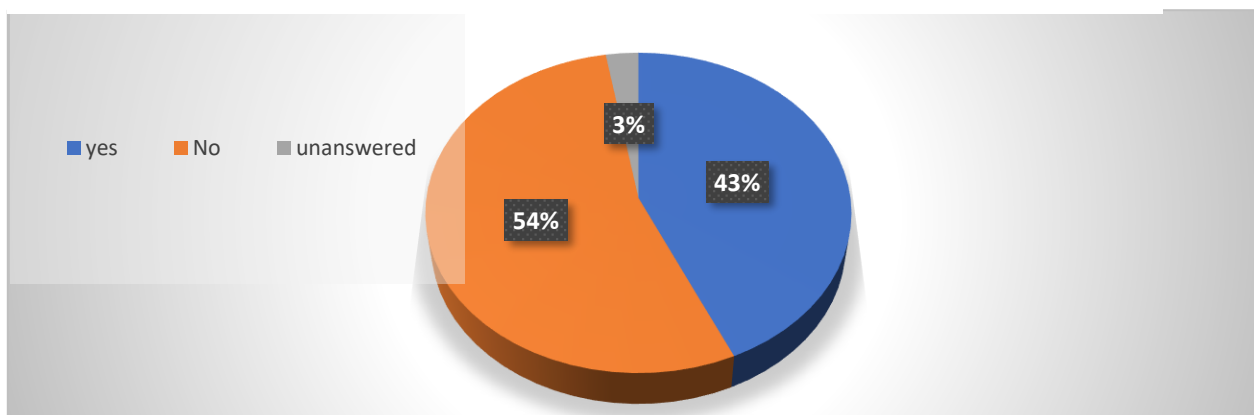
as very interesting , and some of them (41%) consider it as interesting. This indicates that students are aware of the utmost significance of writing in learning English as a foreign language. On the other hand , two of about (5%) respondents deem « written expression » as not interesting module , this may due to their careless and their demotivation to write or even to acquire the basic elements of writing.

**Question 6 :** Is the time devoted according to the program or syllabus to practice written expression is adequate enough to develop your writing abilities ?

**Table 6** students' perceptions about the time devoted to practice writing

Choices	Respondents	Percentage
Yes	16	43%
No	20	54%
Unanswered	01	3%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 8** students' perceptions about the time devoted to practice writing



The stated inquiry seeks to catch students' views about the time allocated for studying « written expression » , weather is it adequate enough to sharpen their writing abilities or not . It is noticed that, a large number of students (54%) consider the hours allotted to practice 'written expression' is insufficient to develop their level in writing. On

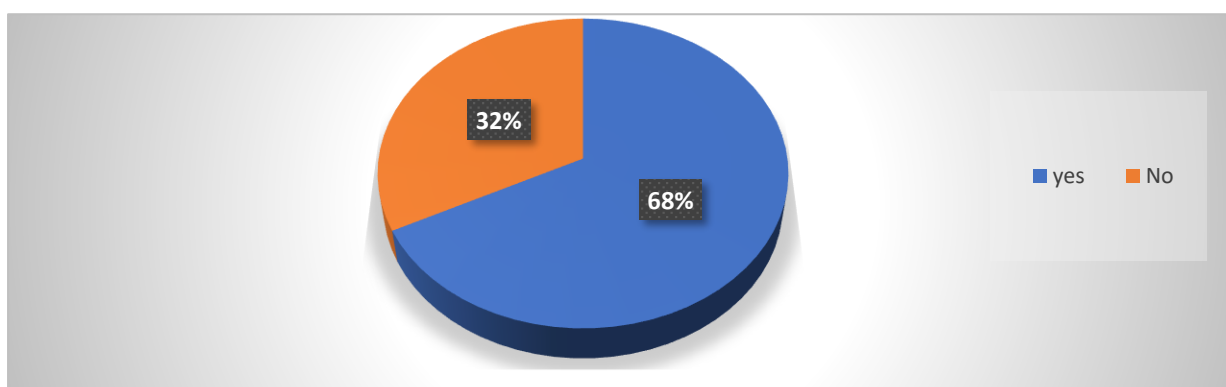
the other side, (43%) of the informants are satisfied with this devoted time, they thought it is sufficient to help them improve their writing skills. The third part in the pie chart (3%) demonstrates the students who do not provide any answer.

**Question 7 :** when composing a piece of writing , do you follow planning, drafting and editing steps to complete the writing task ?

**Table 7** students’ application of the steps of the writing process

Choices	Respondents	Percentage
Yes	25	68%
No	12	32%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 9** students’ application of the steps of the writing process



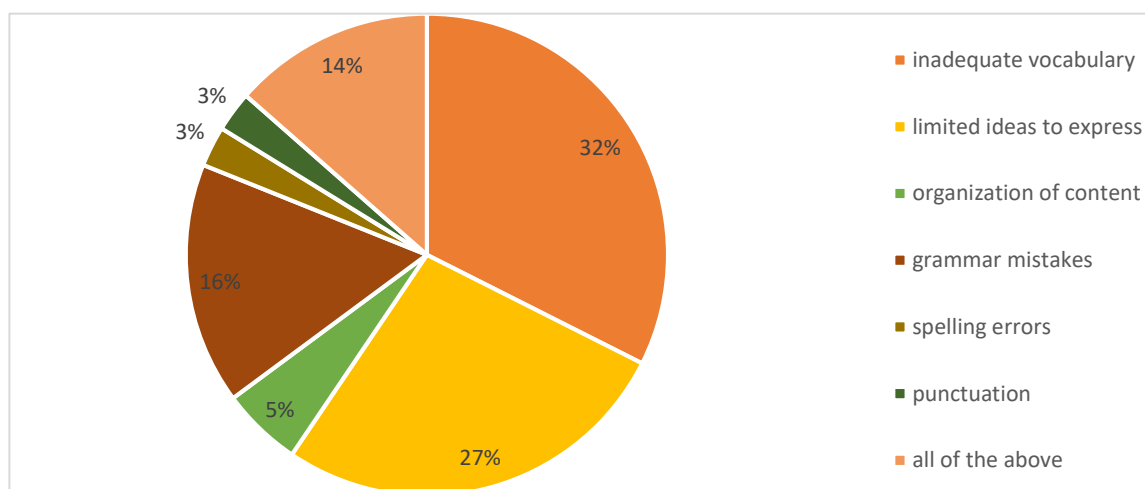
The pie chart above displays students' use of the three paramount steps of writing . It is clearly noticed that the majority (68%) of students follow the process of writing ; while (32%) of them authorize that they do not follow any of this stages. This means that those students do not implement what they have learned about the writing process in an appropriate way.

**Question 8 :** what are the main issues you mostly face concerning the writing process ?

**Table 8** students' awareness of their writing difficulties

Choices	Respondents	Percentages
Inadequate vocabulary	12	32%
Limited ideas to express	10	27%
Lack of knowledge about how to organize your ideas	2	5%
Grammar mistakes	6	16%
Spelling mistakes	1	3%
Punctuation	1	3%
All of the above	5	14%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 10** students' awareness of their writing difficulties



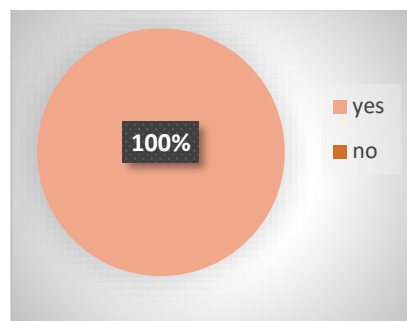
The table above shows the difficulties faced by the learners concerning the writing process. It is shown that the majority of respondents (32%) have no adequate vocabulary to write, (27%) stated that « limited ideas to express » is their main problem, (16%) of them said that what hinders their writing is grammar mistakes. However (14%) of students claim they face all the above difficulties, (5%) answered that they do not have knowledge about how to organize their ideas. Whereas, an equal proportion (3%) given to spelling and punctuation errors.

**Question 9 :** do you think it is necessary to improve the writing skill ?

**Table 9** The necessity of developing writing

Choices	Respondents	Percentage
Yes	37	100%
No	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 11** The necessity of developing writing



As shown in the table and the diagram above , (100%) of respondents believe that writing is a necessary skill to be improved and polished. This indicates that all students are conscious of the great necessity of writing in learning English as a foreign language.

When we asked students to provide their explanations and justifications, out of 37 students, only 9 of them provide us with their ideas that can be classified as follow :

*« It is a basic language skill, obviously it should be enhanced and mastered fully, plus, it was the first skill to be mastered by ancient language scholars » (1 student)*

*« Writing is important because it expresses who we are as persons, and fosters our ability to explain and refine our ideas to others and ourselves . It is a part of identity» (5 students)*

*«students claimed that writing paves the way to master other skills, so they need to improve writing to reach English proficiency » (2 students )*

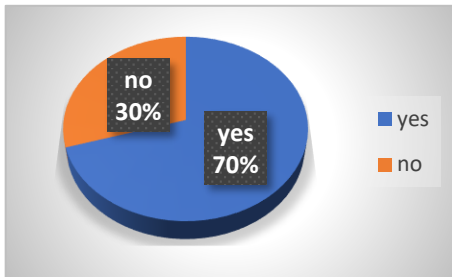
*« students claimed that it is necessary to develop writing because they need it in dissertation » (1 student).*

### **Section three : intensive reading**

**Question 10 :** do you like intensive reading ?

**Table 10** students' lovingness of intensive reading

**Figure 12** students' lovingness of intensive reading



Options	Respondents	Percentage
Yes	26	70%
No	11	30%
<b>Total</b>	<b>37</b>	<b>100%</b>

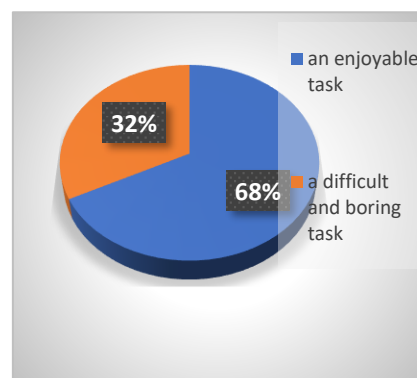
As it is evident from the previous table , (70%) of participants voted for « yes » , which indicates that intensive reading is a beloved strategy to them. However , (30%) of informants state that they do not like it . This results concludes that the majority of students give a wide interest to intensive reading strategy .

**Question 11 :** according to your experience , how do you describe intensive reading ?

**Table 11** students' perceptions about intensive reading

Choices	Respondents	Percentage
An enjoyable task	25	68%
A difficult and boring task	12	32%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 13** students' perceptions about intensive reading

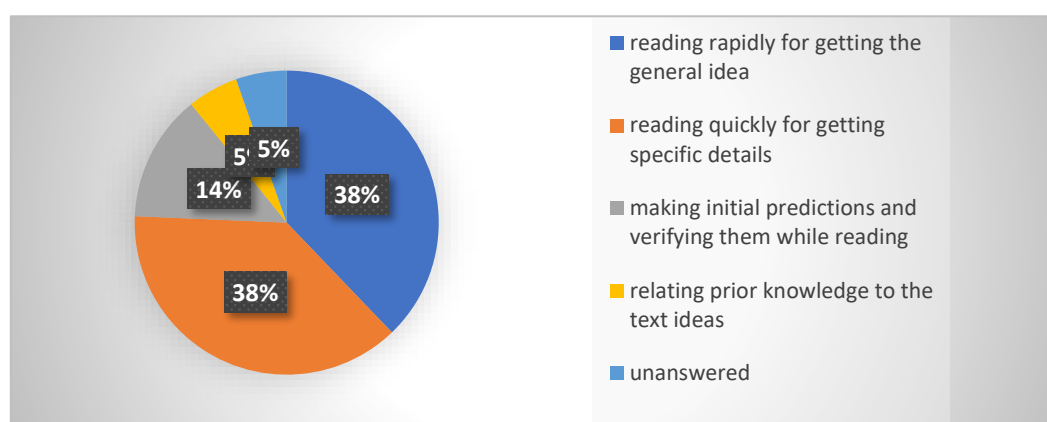


The scores obtained from the previous table demonstrates students' experience with IR. The results revealed that a great majority (68%) of participants stated that they enjoy the time when reading intensively . However twelve of about (32%) respondents described

that intensive reading is a hard and boring activity . This findings confirm the results obtained from the previous question , in which the majority of second year EFL students have a positive view about intensive reading.

**Question 12 :** which of the following intensive reading strategies do you prefer using when processing a text in order to collect information about it

**Figure 14** students' use of intensive reading strategies



**Table 12** students' use of intensive reading strategies

Choices	Respondents	Percentage
Reading rapidly for getting the general idea	14	38%
Reading quickly for getting specific details	14	38%
Making initial predictions and verifying them while reading	5	14%
Relating prior knowledge to the text ideas	2	5%
Unanswered	2	5%
<b>Total</b>	<b>37</b>	<b>100%</b>

As it is shown , students’ responses show that (38%) of them voted for using the strategy of reading rapidly in order to collect the main ideas of the text (skimming), while the same percentage (38%) represents fourteen students, who claim that they prefer to use a quick reading for getting appropriate details (scanning). Furthermore, (14%) of students assert that they make initial predictions about the text meaning , then they check their

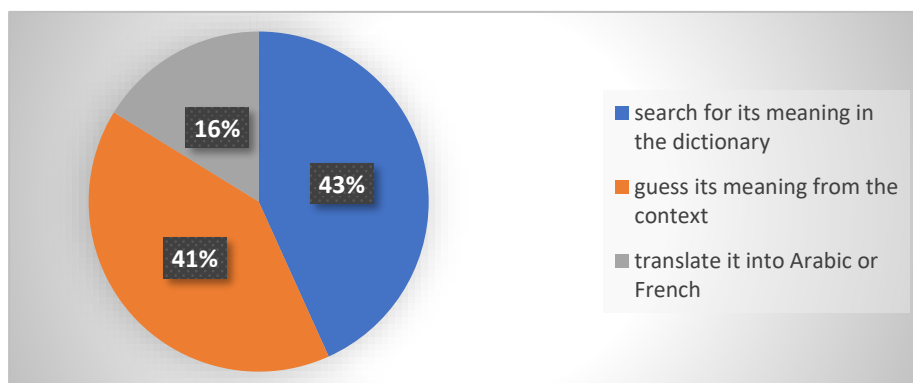
anticipations simultaneously while reading. (5%) elected for relating their prior knowledge to the text ideas in order to understand the text meaning. The last (5%) represents students who did not provide us with their preferable strategy. The results indicate that students read texts with specific purposes and aims.

**Question 13 :** what do you do when you find an unfamiliar or new word you do not understand in the text ?

**Table 13** students' used strategy to understand the meaning of unclear words

Options	Respondents	Percentage
Search for its meaning in the dictionary	16	43%
Guess its meaning from the context	15	41%
Translate it into Arabic or French	6	16%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 15** students' used strategy to understand the meaning of unclear words



The table above shows that (43%) of the respondents rely on the dictionary to search for the meaning of unclear and unfamiliar words that hinder them while reading. This results corresponded with the requirements of Intensive Reading , in which it urges students to use their dictionary consistently. Whereas ,(41%) answered that they try to guess the word's meaning based on it context. Further (16%) state that when they do not understand a word in the text , they translate it into Arabic or French language.

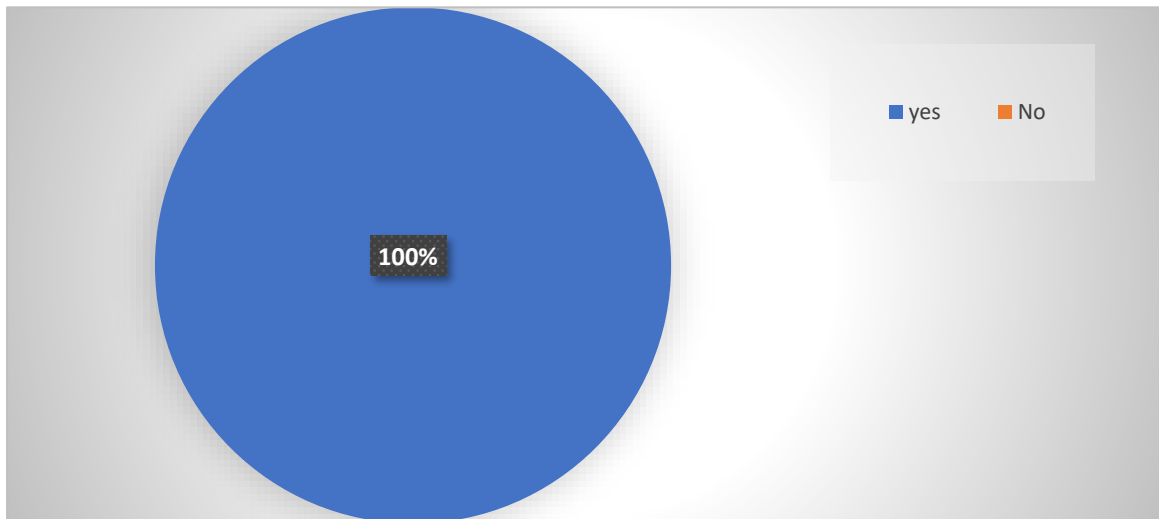
#### Section four : contribution of reading on the development of writing

**Question 14 :** do you think that reading contributes in the development of writing ?

**Table 14** students' attitudes about the contribution of reading on the writing development

Choices	Respondents	Percentage
Yes	37	100%
No	0	0%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 16** students' attitudes about the contribution of reading on the writing development



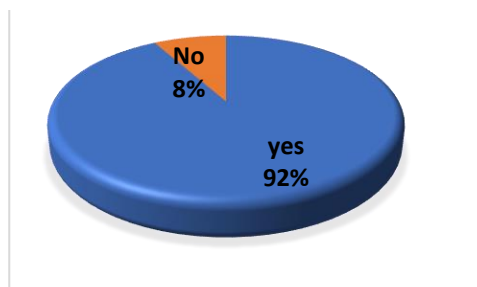
The results in the pie chart above confirmed that all students (37) are aware of the contribution of reading on the writing skills development. As it is shown (100%) of respondents believed that reading contributes vastly to refine their written production yet none of them said « no ».

**Question 15 :** do you think it is important to use intensive reading as a strategy to develop your writing ?

**Table 15** students' attitudes towards the use of IR strategy to develop their writing

Choices	Respondents	Percentage
Yes	34	92%
No	3	8%
<b>Total</b>	<b>37</b>	<b>100%</b>

**Figure 17** students' attitudes towards the use of IR strategy to develop their writing



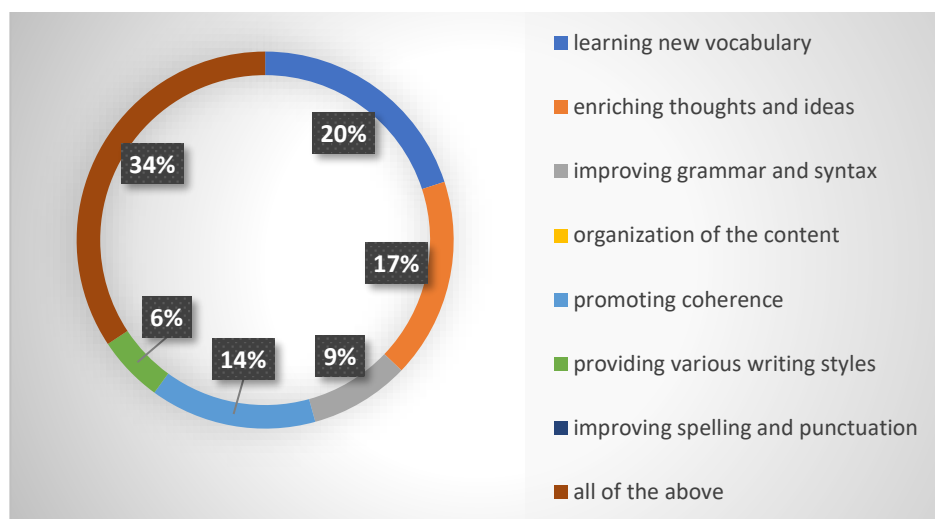
This question aimed to investigate students' attitudes towards using intensive reading as an effective strategy to improve their writing. From the table above, we can see that almost (92%) students answered « yes » which denotes that they are aware of the great importance of intensive reading as a useful strategy to improve their writing. While (8%) of them voted for « no » which means that they do not believe in it as a strategy to enhance their writing.

**Question 16 :** in what way intensive reading can help you enhance your writing skills ?

**Table 16** students' awareness about the way intensive reading can help them enhance their writing

Choices	Numbers	Percentages
Learning new vocabulary	7	20%
Enriching thoughts and ideas	6	17%
Improving grammar and syntax	3	9%
Organization of the content	0	0%
Promoting coherence	5	14%
Providing various writing styles	2	6%
Improving spelling and punctuation	0	0%
All of the above	12	34%
<b>Totale</b>	<b>37</b>	<b>100%</b>

**Figure 18** students' awareness about the way intensive reading can help them enhance their writing



The table above demonstrates the way that intensive reading can help students enhance their writing. It is shown that the majority of the respondents (34%) voted « all of the above », (20%) of students answered that intensive reading helps in learning new vocabulary. However 6 students of about (17%) said « enriching thoughts and ideas », (14%) of them said that IR helps in promoting coherence . While (9%) of respondents claim that IR helps them to improve grammar and syntax. The other (11%) assumes that intensive reading is a useful way that provides them with various writing styles.

### 3.4 Discussion of the questionnaire

The results obtained from students' questionnaire revealed that most of them have opted to study English at university out of their desire and willingness. Therefore, they are more open and motivated concerning the improvements of their English language skills. Besides, the vast majority of students have an acceptable level in English language. Moreover, the findings indicate that students are more interested in developing their productive skills (writing , speaking), than in receptive skills (listening, reading). In addition, most students evaluated their level in writing as being good , however there are

some learners who are not satisfied with their level in writing ; stating that they are average and weak students in inscribing , and this might be due to the difficulties that hurdle them when composing a piece of writing. This confirms students' willingness to improve their writing proficiency as founded through the analysis of question 3.

Furthermore, most of the learners consider « written expression » as a very interesting module ; this is due to its importance in providing them the opportunity to learn how to write. However, the majority of students are not satisfied with the time allocated according to the programme to practice writing. In addition, the analysis of question 7 revealed that the application of the stages of the writing process is ignored by some students. The results obtained from question 8 demonstrate all the issues and the problems that hamper students' writing success; most of them have no adequate vocabulary, have limited ideas, and they have no knowledge about the way to organize the ideas in addition to grammatical, spelling mistakes and punctuation.

The outcomes obtained from the analysis of section three indicate that the greater number of students present a positive view about intensive reading ; they state that they like to read intensively and they enjoy the time in doing this activity. Additionally, students use variety of intensive reading strategies when processing a text such as ; skimming, scanning, making predictions and using previous knowledge. This means that students read texts with specific purposes and aims. The researcher's analysis of the last question in the third section denote that most students use dictionary and rely on the context in order to extract the words' meanings. Thus, intensive reading boosts the habit of using dictionary

The findings gained from the analysis of the last section strongly support the outcomes of the previous section, the majority of students show positive attitudes towards the importance of using IR to develop their writing. All of them agreed the idea of the

contribution of reading on developing their writing. They are aware that reading is the main source that contributes on the writing enhancement. The main point is that the majority of them are aware of the importance of intensive reading as a useful strategy to develop their writing and they are acquainted how intensive reading strengthens to sharpen a good writer.

### **3.5 Analysis of teachers' interview**

The analysis of the teachers' interview aim at exploring teachers' views towards the effectiveness of intensive reading as means for honing their students' writing skill.

#### **Question one : How many years have you been teaching written expression ?**

Based on the data collection and from the teachers' interview responses , the results revealed that the respondents possess quite sufficient experience in teaching the module of « written expression ». Their experience ranges from 4 to 20 years, only one teacher has experienced teaching written expression for 4 years. However, two teachers have the experience of seven and eight years. The remaining two participants have been teaching written expression for more than 15 years (15/20).

#### **Question two : Do you think that the time allocated to teaching « written expression » is sufficient to sharpen your students' writing competence ?**

According to the data obtained from the teachers' replies, the results demonstrate that the majority (4) of teachers assumed that the scheduled time for written expression sessions is not enough to sharpen their students' writing skills. Although, as a contradictory answer, one teacher reckoned that the time devoted for learners to practice writing is sufficient comparing to other subjects' time. The teachers' answers were as follow:

*« I would say it is not enough, there are some students who are talented writers by nature, others need much more practice »*

*« No, I think that it is not enough to study written expression twice a week. It necessitates more time, maybe thrice a week will do the job »*

*« No, time is the most needed and we lack it »*

*« No, it is not enough, for students need more activities to solidify their skills »*

*« yes, comparing to the other subjects, the sessions devoted to written expression are enough »*

**Question three : What are the main writing problems you noticed in your students' writing ?**

Teachers unveiled the most common issues that they have noticed in their students' writing production. Most teachers agreed that students have no sufficient vocabulary stockage, also they may encounter grammar, spelling, and punctuation mistakes. In addition to that, they struggle difficulty in formulating sentences, coherence, and accuracy. Teachers state the following answers:

*« Coherence and accuracy »*

*« The main problem is vocabulary; they do not have a large or rich linguistic repertoire »*

*« Direct translation from Arabic to English, accuracy, coherence, grammar, spelling, vocabulary, cohesion... »*

*« Grammar use (grammar mistakes for example: tenses), spelling mistakes, syntax, formed sentences »*

*« Grammatical problems, punctuation, cohesion, coherence »*

**Question four : Do you think that reading contributes in the development of writing ?**

**How ?**

All teachers believed that reading is considered as the main source for developing the students' writing abilities. The respondents' answers were greatly convergent, in which they provide their views concerning the way reading contributes to the improvement of writing. Their answers were as follow:

*« Certainly, the more they read, the more they learn, as a result, they get familiar with the new words, expressions.... »*

*« yes sure, it helps them learn new vocabularies, it also help them write correctly because when they read a lot , they will unconsciously write correctly »*

*« Yes a lot , reading enhances their writing performances, style and vocabulary »*

*« Yes of course, reading helps enrich students' repertoire, learn grammar.. »*

*« Reading is the first main source of writing »*

**Question five: Do you use the strategy of intensive reading in the class to accomplish some writing tasks? If yes please explain in detail concerning the texts' genres, activities' types and reading strategies do you adopt?**

This question strived to see whether teachers use the strategy of intensive reading in the classroom or not. Three teachers revealed that they do not adopt intensive reading as a strategy during the written expression session. However, only two participants declare that intensive reading is implemented in their classes, and concerning the details, one teacher provided an example of using PPP (presenting- practice- production) , in which the students practice reading and then in the stage of production they are required to produce or write something. Another teacher reports that it is better to choose texts that interests students, and the texts should be selected from different genres as well as it is important to use diverse activities.

*« yes, for example when teaching a lesson via the framework PPP the students practice reading in the presentation, then they will be given something to write in the last stage, which if freer practice »*

*« No, because I teach L1 students. We just teach them basic elements like parts of speech and sentence patterns »*

*« No , we do not . I simply give them writing samples of each type of paragraph to follow it »*

*« yes, reading should be wide in scope, I mean depending on students' profiles, texts can be suggested from literary to scientific, and typology and activities should vary »*

*« No, I do not; I count on students' own initiative »*

**Question six : In your opinion, how does intensive reading help students develop their written production ?**

All teachers agree that intensive reading is the key to developing the learners' written production ; because through intensive reading students have the chance to differentiate between different genres, they can learn new vocabularies, expressions and ideas, it helps them to eliminate the grammatical, spelling and punctuation mistakes. It also plays an essential role in broadening the learners' general knowledge. The teachers' answers were as follow :

*« Because it is academic, selected from useful topics compared to extensive one »*

*« Intensive reading is vital to writing. It enriches the students linguistic repertoire. It helps students not to do grammatical and spelling mistakes. Last , but not least, it widens the students' general knowledge ».*

*« It helps them differentiate between different genres and especially developing their vocabulary repertoire »*

*« Intensive reading makes students do better at the level of grammar use , sentence formulation, paragraph coherence »*

*« Intensive reading makes the learner acquire expressions, vocabulary and ideas »*

### **3.6 Discussion of teacher's interview**

After analyzing the data obtained from the teachers' interview, we can conclude that the majority of them agreed that the allotted time to teach « written expression » is insufficient to sharpen students' writing skill. This is a direct announcement that , students need more time to practice and do activities in order to solidate their writing abilities. Thus, teachers are in front of responsibility of searching for a technique that can do the job of improving students' writing as well as increasing their productive yields. Moreover, teachers' replies to the third inquiry portrait their students' weaknesses in writing; in which the main difficulty students face when writing is that they have no large or rich linguistic stock, they have problems with grammar (tenses), syntax (formulation of sentences), coherence, cohesion, accuracy, spelling, punctuation. In addition, direct translation from mother tongue is one of the big issues that hurdle students' writing achievements. This implies that an effective writing should be based on correct grammar, good ideas,

coherence, clarity, meaningful sentences, sufficient amount of vocabularies, spelling, and punctuation.

Furthermore, the analysis of the fourth question revealed that all teachers agreed about the contribution of reading on the writing development. They displayed that reading has an enormous impact ; in which it enriches students' vocabulary repertoire, it provides new words and expressions, positively influences their writing style, learning grammar, it helps in expanding their ideas, and consequently reading is considered the first main source for enhancing the learners' writing performances. The fifth question aimed to explore teachers' attitudes concerning the implementation of intensive reading as a useful strategy to accomplish some writing tasks. The findings obtained indicate that intensive reading is adopted by very few teachers during written expression courses, in which the first teacher presents his way of using IR by providing a strong argument and a clear example ; he illustrates that when teaching a lesson via PPP framework, students are provided with a passage to practice reading in the (presentation stage), accompanying the text with some tasks and activities to do (practice) and then in the last phase (production) learners are given the opportunity to write freely. In addition, the other teacher assumes that reading should be wide in a scope ; stating that, texts should be suggested from literary to scientific and typology, this indicates that the teachers should select texts from different genres, appending them with various activities ,such as comprehension questions, grammar and vocabulary tasks.

The focal point in this discussion is the enhancements that intensive reading offer for students' written production. The analysis obtained from the last question, teachers show positive views as it was expected, intensive reading is a beneficial strategy to develop the writing skill; it is vital to writing where it adds more to students' linguistic repertoire, expands their knowledge, helps them to eliminate the grammatical and spelling

stumbles. Also, it is a key that helps students differentiate between different text genres, because it built on the principal of choosing texts from various kinds and useful topics compared to extensive reading.

Based on the analysis of teachers' interview and the discussion above, we arrived at the fact that most of the teachers are aware of the great effectiveness of intensive reading in helping the learners overcome their difficulties and develop their writing skills.

### **3.7 General discussion of the results**

Our study, according to the analysis and the discussion of student's questionnaire and teacher's interview, has led as to approach some interested findings that are listed as follow :

Primarily, regarding the first research question, which aims to identify the students' opinions towards the importance of using intensive reading as a strategy to develop their writing skills. Our participants (students) strongly support the use of intensive reading as tool for language development and its benefits in improving and enhancing their writing abilities. It was found from the results of the study that 2<sup>nd</sup> year EFL students like to read intensively and find it pleasant activity. We discovered that most students are aware of the way intensive reading helps them develop their writing. They believe that, through intensive reading they can memorize a large amount of vocabulary, enrich their thoughts and ideas and learn how to organize the content; because it provides well- organized texts and essays. In addition to that, intensive reading assists to develop their writing style; due to the different models and text's genres that it provides. Also, students assert that intensive reading improves grammar syntax spelling, punctuation and promotes coherence.

Secondly, the teachers share positive views and attitudes toward the effectiveness of Intensive Reading as a means to sharpen students' writing skill and this has been

predicted in the second hypothesis. The results revealed that they are all aware of the significance of this strategy in sharpening the learners' writing; the majority use this means inside the classroom for the purpose of accomplishing certain writing activities. Furthermore, all of them highlighted the benefits that IR offer to the students to develop their writing. They assert that intensive reading contributes to expand and widen students' knowledge, enriches their linguistic repertoire, helps them to absorb correct grammar, syntax, spelling, and punctuation in a subconscious way. It was discovered that, through intensive reading, learners can differentiate between different texts' genres. Consequently, through teachers' and students' responses, we can draw a general conclusion that intensive reading plays a grateful role on developing learners' writing and students' can rely on it to be good writers.

### **3.8 Recommendations**

Based on the analysis of the present study which was about investigating teachers' and students' attitudes towards the importance of intensive reading on developing EFL learners' writing skill, it is helpful to add some recommendations and suggestions for teachers and students to take into account :

- Teachers and educators should make students aware of the importance of writing and encourage them to write frequently.
- Teachers should invest a great deal of time and effort in order to make students aware of the significance and the effectiveness of intensive reading and explain how it should be applied in the classroom to be beneficial.
- Since teachers showed positive attitudes towards the importance of intensive reading, they should devote enough time for implementing it as an effective means in the writing classes to help students diagnose their writing weaknesses, as well as,

improve their written production. Moreover, they have to be careful in selecting the reading materials in order to activate students' interest and motivation. They have to present IR strategies and lead students to practice them while reading. Furthermore, teachers should vary the topics and activities such as comprehension questions, grammar and vocabulary practices, summarising, paraphrasing..

- Since English is a foreign language in Algeria, students should feel the responsibility of developing their level in the four language competencies and writing in particular.
- Students' should be aware of their weaknesses and needs in writing. They should do more efforts to improve their writing performance.
- students should be aware of the reading-writing integration and how the former contributes to develop the latter.
- Students should be aware of the benefits that intensive reading offer to their writing.

### **3.9 Conclusion**

The last chapter of this dissertation was concerned with analyzing and discussing the provided data that were collected from our participants. The results obtained throughout the analysis and interpretation of the respondents' answers enable us to answer the main research questions and to prove the suggested hypotheses. The findings gained from the questionnaire and the interview revealed that students are aware of the importance of using intensive reading to develop their writing. Teachers share positive perceptions towards the effectiveness of using IR as a means to sharpen their learners' writing. At the final part of this dissertation, we provided a set of recommendations that would be beneficial for both teachers and students, they should take it into account.

**General conclusion**

## **General conclusion**

Learning how to write is crucial and an important part in achieving the mastery of a foreign language. However, writing in a clear, coherent and organized manner is something that most EFL learner are still unable to control. This failure is a result of the difficulties and the obstacles that face students' when composing a piece of writing. Moreover, it is proved by many linguists and several studies that reading and writing are interrelated skills and they complete each other. Therefore, reading is one of the most important sources that have great contribution on developing the writing. Thus, intensive reading was recommended in this work as an effective strategy that can stimulates students and participates in their writing development.

The foremost purpose of this study was to investigate the role of intensive reading strategy for developing the learners' writing. Specifically, the first aim was to explore students' opinions' towards the importance of using intensive reading strategy to improve their writing performance. In addition, the second utmost objective was to investigate the teachers' of written expression perceptions about the effectiveness intensive reading as a means to sharpen their students' writing.

The present dissertation comprised of three main chapters. The first chapter covered the theoretical background of the research topic, and it started with highlighting the concept of intensive reading, its stages, strategies as well as its main characteristics. Then, it presented the meaning of the writing skill, the process of writing,, in addition to the qualities of an effective writing as well. Finally, it gave insight about the contribution of reading on the writing development.

As for the methodology, that was followed in conducting this research, it was described in the second chapter. As for the methods, mixed methods was chosen to collect

qualitative and quantitative data from the selected participants who included second year EFL students in addition to teachers of written expression at Abdel Hamid Ibn Badis University of Mostaganem. First, a questionnaire was handed to students for the purpose of obtaining their awareness about the way intensive reading help them improve their writing skill. Second, we conducted an interview with written expression teachers in order to obtain their attitudes towards the effectiveness of intensive reading in developing students writing.

The last chapter of this research was devoted to the analysis and interpretation of the results. First, we analyzed the provided data from students' questionnaire in demonstrative figures followed by a discussion of the findings obtained. Next, we analyzed and discussed the teachers' interview. Finally, a general discussion of all the results were provided followed by a set of recommendations and suggestions.

The findings of this research project allowed us to highlight the great importance of intensive reading strategy to develop the learners' writing. The results revealed that both teachers and students have positive attitudes and perceptions towards the use of this method to sharpen the writing skill. The outcomes obtained from students' questionnaire indicated that they like intensive reading and they enjoy the time during this activity. Moreover, we discovered that almost of them are aware of the importance of using IR to develop their writing abilities and they are acquainted about the way this strategy help them become good writers. Furthermore, the teachers' responses revealed that intensive reading plays a vital role in enhancing learners' writing ; it contributes in enriching students' vocabulary repertoire, helps them to write with correct grammar, syntax, spelling, coherence and punctuation. Therefore, according to the results of this investigation, the two hypotheses that were expected by the researcher ; including that both teachers' and

students' have positive perceptions and attitudes towards the effectiveness of using intensive reading as a means to develop learners' writing, were validated and approved.

Last but not least, it should be noted that investigating the teachers' and students' perceptions towards the importance of intensive reading in developing the students' writing, remains as an attempt to theorize the concept of intensive reading that hopefully would be implemented in real situations (classroom) in the future. Thus, I wish more research will be conducted in the field to examine the role of intensive reading as a strategy to improve EFL learners' writing. Furthermore, this study hopes to open new horizons and doors for further research about the importance of intensive reading on developing other language aspects such as vocabulary, speaking, critical thinking.

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# Appendices

## 1. Appendix 1: Students' questionnaire

Dear Students, The present questionnaire is a part of research designed as a data collection tool for the accomplishment of a Master dissertation in Didactics of foreign languages. It seeks to investigate “ The importance of intensive reading ( reading in detail and carefully with specific learning aims and tasks) on developing EFL learners’ writing skill “. Thus, you are kindly invited to answer the following questions. Please tick (✓) for the appropriate box or write full statements whenever it is necessary. Be sure your answers will be anonymous and will use for the research purpose only . **Thank you for your cooperation.**

### Section one : general information

1. Was it a personal choice to study English at university?

Yes  No

2. How do you assess your level in English language?

Very good  Good  average  low

3. Which of the following skills you are willing to improve?

Reading  writing  Speaking  listening

### Section two : writing skill

4. How do you rate your proficiency level in English writing?

Excellent  good

Bellow-average  Weak

Average

Very weak

5. How do you consider the module of written expression?

Very iInteresting

Interesting

Not interesting

6. Is the time devoted according to the program or syllabus to practice written expression is adequate enough to develop your writing abilities?

Yes  No

7. When composing a piece of writing, do you follow planning, drafting and editing steps to complete the writing task?

Yes  No

8. What are the main issues you mostly face concerning the writing process?

Inadequate vocabulary

Limited ideas to express

Lack of knowledge about how to organize your ideas

Grammar mistakes

Spelling errors

Punctuation

Others.....

9. Do you think it is important to improve the writing skill?

Yes  No

If yes , please explain why.....

### Section three : Intensive reading

10. Do you like Intensive reading ?

Yes  No

11. According to your experience, how do you find intensive reading?

An enjoyable task  A difficult and boring task

Other.....

12. Which of the following intensive reading strategies do you prefer using when processing a text in order to collect information about the text?

Reading rapidly for getting the general idea

Reading quickly for getting specific details

Making initial predictions and verifying them while reading

Relating prior knowledge to the text ideas

Others.....

13. What do you do when you find an unfamiliar or new word you do not understand in the text?

Search for its meaning in the dictionary

Translate it into Arabic or French

Guess its meaning from the context

**Section Four**

Part four intensive reading and writing

14. Do you think that reading contributes in the development of writing?

Yes

No

15. Do you think it is important to use intensive reading as a strategy to develop your writing skills?

Yes

No

16. In what way Intensive reading helps you enhance your writing skills?

Learning new vocabulary

Enriching your thoughts and ideas

Improving grammar and syntax

Organization of the content

Promoting coherence

Providing various writing styles

Improving spelling and punctuation

All of the above

## **2. Appendix 2: Teacher's interview**

Dear teachers, the present interview is a part of a research designed as a data collection tool for the accomplishment of a Master dissertation in didactics of foreign languages. The main purpose of this interview is to investigate “The importance of intensive reading [ reading in detail and carefully with specific learning aims and tasks] in developing EFL learners writing skill”. Thus, I would be so grateful if you could accept answering the following questions. Your completion of this interview will be of great help to bring fruition to the present reseach.

**Thank you very much in advance for collaboration**

1. How many years have you been teaching written expression ?
2. Do you think that the time allocated for teaching “ the written expression program” is sufficient to sharpen your students’ writing competence ? Please Explain
3. What are the main writing problems you noticed in your students’ writing ?
4. Do you think that reading contributes in the development of writing ? How ?
5. Do you use the strategy of intensive reading in the class to accomplish some writing tasks ? If yes, Please explain in detail concerning the texts’ genres, activities’ types and reading strategies do you adopt ?
6. In your opinion, how does intensive reading help students’ develop their written production ?