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**Impact of Extensive Reading on Literacy Perceptions and on
EFL Writing Quality of English Major Students at the Islamic
University of Gaza**

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بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ باسمة عبد العزيز سليمان أبو سليم لنيل درجة الماجستير في كلية التربية/ قسم المناهج وطرق التدريس - اللغة الإنجليزية وموضوعها:

Impact of Extensive Reading on Literacy Perceptions and on EFL Writing Quality of English Major Students at the Islamic University of Gaza

وبعد المناقشة العلنية التي تمت اليوم الاثنين 13 جمادي الأولى 1431هـ الموافق 2010/04/26م

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

عميد الدراسات العليا

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ (1) عَلَّمَ الْقُرْآنَ (2) خَلَقَ الْإِنْسَانَ (3) عَلَّمَهُ الْوَسْقَانَ (4)

صدق الله العظيم

سورة الرحمن

آية (1-4)

In the name of Allah, the Beneficent, the Merciful

The Beneficent (1) Had made known the Qur'an. (2) He had created man. (3) He had taught him utterance. (4)

Dedication

To sad Jerusalem; to its proud walls; to the city of pray,

To my dearest place of birth, Dair El Balah, to its lofty palm trees and living sea,

To the soul of my great parents, and to the soul of my dear brother, who raised me up more than I can be,

To my dearest husband, Moussa, who enlightens my life with his kindness and support,

To my wonderful kids: Odai, Majd, Ghazal, and wa'd, who give me hope to go forward, and be a good example for them in this journey of life,

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To my friends and all people, who help me in many ways,

To those who wholeheartedly devote themselves to serve humanity, especially Dr. Farhan A. Saleem, my brother in law, may Allah have mercy upon his soul, from whom I learned the meaning of success,

To the strivers for freedom, to the forcedly dispelled, to the resistant Palestinian people everywhere,

I dedicate this dissertation.

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Abstract

Impact of Extensive Reading on Literacy Perceptions and on EFL Writing Quality of English Major Students at the Islamic University of Gaza

This study explores the impact of extensive reading (ER) in English language on students' perceptions of literacy activities in terms of their preferences for these activities, expectations of their abilities, and their experiences in writing. This present study also examines and analyzes the influence of ER on writing quality in terms of content knowledge, critical thinking, and language use. The study employed a quantitative and qualitative research design, embracing, to some extent, a program evaluation.

For conducting this study, the researcher taught a college writing course- Writing 2- during the second semester, in the Islamic University (IUG), 2008. Two groups, control and experimental, of 83 participants were involved in the study. The experimental group included 44 participants; the control group consisted of 39 participants. ER was utilized and implemented as a supplementary technique for teaching the essay writing course. The data were obtained from a pre and post treatment questionnaire to investigate their literacy perceptions and pre and post treatment essay writing tests to evaluate their writing. Descriptive analytical approach was used for analyzing the data in the light of the constructivist theory in the scholarly literature.

The findings revealed that the teaching program was successful in many ways. First of all, the students' distorted perceptions were positively changed into the right track to be good ground for literacy behavior. Most importantly, the students' writing skills in English improved in that they achieved enhanced control of the several types of target genres, especially the argumentative genre. They started to employ their writing schemata and to exploit different aspects of qualified writing under the influence of ER as a supplementary approach. More significantly, they wrote at greater length, with clear organized structure and improved use of content knowledge and various linguistic resources to enrich their writing. The improved use of evidence, information, and negotiating of meaning in support of their arguments also indicated their development in critical thinking.

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List of Abbreviations Used in This Research

No.	Abbreviation	Full Form of the Term	Page No.
1	ER	Extensive Reading	3
2	EFL	English Foreign language	3
3	ESL	English Second Language	3
4	ELL	English Language Learning	3
5	IUG	Islamic University of Gaza	7
6	CI	Comprehensible Input	9
7	CT	Critical Thinking	10
8	FVR	Free Voluntary Reading	11
9	ELT	English Language Teaching	12
10	ERP	Extensive Reading Program	14
11	FLT	Foreign Language Teaching	20
12	ZPD	Zone of Proximal Development	24
13	L2	Second Language	25
14	SSR	Sustained Silent Reading	37
15	SLEP	Secondary Level English Proficiency	51
16	SLA	Second Language Acquisition	53

17	FL	Foreign Language	54
18	NSs	Native Speakers	60
19	NCTE	National Council of Teachers of English	65
20	EIC	English for International Communication	84
21	L1	First Language	91
22	TOEFL	Test of English as a Foreign Language	92
23	IEA	International Association for the Evaluation of Educational Achievement	96
24	GBA	Genre-Based Approach	98
25	SFG	Systematic Functional Grammar	98
26	ELSA	English Language Skills Assessment	99
27	PSLE	Placement Spanish Language Exam	101
28	HKERS	Hong Kong Extensive Reading Scheme	102
29	PPS	PowerPoint Show	108
30	SPSS	Statistical Package for Social Science	141

Chapter 1

Introduction

Need for the Study
Statement of the Problem
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Summary

"Read in the Name of Allah Who created. Created man from a clot.

Read and Allah is the Most Honorable, Who taught to write with the pen.

Taught man what he knew not"

(Holy Quran, Al-Alaq, 96; 1-5)

The moral and educational themes of this study have been inspired by these verses in the Holy Quran. Undoubtedly, reading is considered the road to self-improvement, civic competence, pleasure, and critical consciousness. But what about writing? Indeed, writing gains prestige for what it does for readers, not for writers. Equally important, writing can not be confined to rigid rules and limited models; instead, writing can prosper by immersion in several discourse communities. In this respect, reading and writing are cross-linked literacies by nature as mentioned in the Holy Quran "Nun. By the Pen and the Record which men write" (Holy Quran, Nun, 68;1).

Unfortunately, though we are at the gateway of the third millennium, the number of reluctant readers and writers is on increase. This intellectual decline leads to a pressing question about this phenomenon: Is it a matter of educational culture and its deficient impact? Or, is it a matter of disorder in the educational system? And if it is the second case, what can be done to remedy the resulted shortcomings?

It is also observed that English language learners' writing reflect remarkable problems such as awkward content, poor rhetorical organization, vague style, choppy sentences, redundancy, and most importantly shallow thinking. The researcher assumes that the main reason for such problems refers to the fact that writing in English foreign language (EFL) context is a challenging task (Myles, J.2002, Para 1-2) across multi-dimensions:

cultural, social, linguistic, cognitive, and personal. Thereby, this study is commissioned to explore whether and to what extent exploiting extensive reading (ER) can change students writers' perceptions and improve their writing quality.

Need for the Study

Though ER research and practice are essential for English language learning (ELL), they seem to be marginal in the Arab world in general and in the Palestinian context in particular. Most of ER research studies took place in either English native language context or English second language (ESL)/EFL contexts outside the Arab world. Surprisingly enough, and to the knowledge of the researcher, no study has been administrated to investigate this important theory of ER in Palestine except for a recent study conducted by another colleague (Bader Eldin, 2009). Therefore, this study is needed to pinpoint the dynamics of ER approach and to exploit them in positively changing students' literacy perceptions and improving their writing quality.

The need for this study springs of the following assumptions:

1. Faulty perceptions and negative attitudes among students toward EFL reading and writing (Heath, S. B. 1996 ; Ridgway, T. 2003)
2. The predominance of poor writing and passive reading among university students (Kim, Y.& Kim, J. 2005),
3. The new tendency in English language education that focuses on linking reading to writing (Flood, et al 2003; Flower, 1990; Goodman& Goodman, 1990),
4. Absence of conclusive evidence of the positive effect of ER on improving writing (Waring,2001).

In support of this claim, Waring (2001, p. 23) stated:

ER is good for second language learners (especially for affect). The research does not yet support a stronger conclusion , however, reading is probably one way, and only one way we become good readers, it seems that through ER we can develop a good writing style, an adequate vocabulary, advanced grammar, and it may help us to become good spellers.. but we still do not have evidence to be sure.

Statement of the Problem

It has been observed that EFL students have commonly negative literacy perceptions that parallel with weak writing quality. Such ill literacy perceptions may decrease the students' motivation and in turn hinder their improvement in writing. Therefore, this study tries to investigate whether ER as a supplementary approach has any positive impact on cultivating the students' literacy perceptions and improving their writing quality.

Research Questions

This study endeavors to explore the following main questions:

1. Can ER as a supplementary approach change the students' literacy perceptions?
2. Does ER as supplementary approach have any impact on the writing quality?

These two questions can be formulated into a series of sub-questions to fit with the data statistical analysis:

- i. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the participants' literacy perceptions before and after the treatment within the experimental group?

- ii. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the experimental group and the control group participants' perceptions including preferences, expectations, and experiences of literacy activities after the treatment?
- iii. Is there a statistically significant difference at ($\alpha \leq 0.05$) in the writing quality before and after the treatment within the experimental group?
- iv. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the experimental group and the control group participants in their writing quality after the treatment?

Purposes of the Study

This study seeks to explore the impact of ER as a supplementary approach on the students' perceptions of reading and writing activities as overlapping literacies on one hand, and on the writing quality on the other hand. More specifically, to gain in depth insights about the research questions, this current study endeavors to explore the following purposes:

- Exploring as much as possible the participants' literacy perceptions before and after the implementation of ER supplementary approach,
- Examining participants' writing quality before and after the implementation of ER supplementary approach.

Significance of the Study

Reviewing literature, this study is significant in at least three senses. Firstly, it took great challenge to use ER pedagogy with a community of EFL adults during their enrollment in

English writing course, whereas most uses of this pedagogy have been applied with younger learners in their reading classes. Under this premise, it is the first experiment in Palestine to take the challenge of applying ER as a supplementary approach for teaching writing composition not reading comprehension. Secondly, it is the first study conducted in the tertiary education in Palestine to investigate the impact of ER approach on students' literacy perceptions and writing quality. The developed ER approach sought to synthesize principles taken from other learning theories to do with the students' literacy perceptions and writing quality. Thirdly, worldwide in affect experiments, most research looked at whether ER approach has a positive effect on motivation, confidence, and general perceptions of the usefulness of ER not the other way round - the usefulness of ER on shaping students' perceptions.

Concerning the influence of ER on writing, some research asked whether writing ability can be affected by ER (e.g. Elley & Mangubhai, 1983; Hafiz & Tudor, 1990; Hedgcock & Atkinson, 1993 ; Janpoulos, 1986; Mason & Krashen (ms.); Robb & Susser, 1989; Tsang,1996). However, the measurement procedures in the majority of previous writing experiments varied to include statistical data such as the number of words used, the number of clauses, the number of error-free clauses and so on (e.g. Mason & Krashen, ms.). Other studies had holistic evaluation of factors such coherence, cohesion, organization, impression, and so on (e.g.Tsang,1996; Mason & Krashen,1997).

Apparently, the statistical data collected in such studies focused on language use but veered far from other dispositions of writing quality. In support of this claim, Waring (2001) emphasized that the statistical data in writing experiments though they can be easily analyzed, they did not indicate levels of the quality of writing. So, this study took

a further step towards evaluating students' writing from a critical position. Correspondently, the significance of this study came from combining all of the above mentioned factors in the analysis in addition to using a designed criteria of writing quality aspects.

Thus, by paying attention to the drawbacks in the previous research, this study can give intriguing insights. More importantly, the implications of this study can be exploited by writing teachers, language teachers, literature teachers, student-writers, and curriculum designers. Possibly and hopefully, the implications of the study will provide essential hints toward serious rethinking of the curriculum agenda in higher education institutions. It can also provide useful insights for teaching reading and writing at school level. On the whole, this study is assumed to contribute to creating positive social and educational changes.

Methodology

Context of the Study:

This study took place at the English Language Department in the Islamic University of Gaza (IUG). The English Department has three writing courses offered throughout three semesters to be studied by the English major students. The first course, which normally addresses the students in the first year, focuses on paragraph writing. The second course, which is assigned to the students in their second year, teaches essay writing. The third course is *Advanced Writing* which aims at developing research writing skills of the third and fourth year students. This study addressed English major female students who enrolled in their second writing course (Writing-2-) during the second semester of 2007-2008. The English department offered four divisions for the teaching of this course. Two

of them were taught by the researcher. Each class met twice a week throughout a 12-week semester.

Participants :

This experimental study involved 83 English major female students distributed into two groups: control and experimental. The experimental group included 44 participants, and the control group included 39 participants. Most of the participants were in the second level and few of them were in the third level.

Variables of the Study:

In order to answer the research questions, this experimental study examined three variables:

1. Independent variable: ER supplementary approach for teaching writing
2. Dependent variables :
 - i. The participants' perceptions of their preferences, expectations, and experiences of literacy activities;
 - ii. The participants' writing quality.

Instruments :

Two instruments were used to collect data in this study:

- Pre treatment and post treatment questionnaire to investigate the participants' literacy perceptions;
- Pre treatment and post treatment essay writing tests to investigate the participants' writing quality.

Definition of Terms

To prevent ambiguity or misunderstanding, key terms are defined:

1) Comprehensible Input Hypothesis (CI) (Krashen, 1981): It assumes that learners will acquire language best when they are given the appropriate input. The input should be easy enough that they can understand it; it should be just beyond their level of competence. If the learner is at level i , then input should come at level $i+1$. CI is an essential component in Krashen's Input Hypothesis, where regulated input will lead to acquisition so long as the input is challenging, yet easy enough to understand without conscious effort at learning (English second language Glossary). To exemplify, Krashen, quoted in Schütz (2007, Para. 2), indicated that :

The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.

2) Constructivism : It is a philosophical position that views knowledge as the outcome of experience mediated by one's own prior knowledge and the experience of others (Ryder, 2009). According to Hein & College (1991) the term refers to the idea that learners construct knowledge for themselves, each learner individually and socially constructs meaning, as he or she learns. The consequences of this concept on learning are:

- Learning is an active process.
- People learn to learn as they learn.
- The crucial action of constructing meaning is mental .
- Learning involves language.

- Learning is a social activity.
- Learning is contextual.
- One needs knowledge to learn.
- It takes time to learn.
- Motivation is a key component in learning.

3) Critical Thinking (CT) : It is the ability to use reading and writing for inquiry, learning, thinking, and communicating. In other words, it is the ability to integrate three main purposes: write to learn, learn to write, and write to communicate (The Thinking Writing, 2005). Another definition of critical thinking is offered by Lipman (1995,p.146 in Murchú & Muirhead, 2005): “critical thinking is skillful, responsible thinking that facilitates good judgment because it (1) relies upon criteria, (2) is self-correcting, and (3) is sensitive to context”.

As such , a well cultivated critical thinker according to Paul & Elder (2008):

- Raises vital questions and problems, formulates them clearly and precisely;
- Gathers and assesses relevant information, uses abstract ideas to interpret them effectively, comes to well-reasoned conclusions and solutions, tests them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizes and assesses assumptions, implications, and practical consequences; and
- Communicates effectively with others in figuring out solutions to complex problems.

4) ER: Is a reading approach related to quantity and content of reading and the way of understanding what has been read. Concerning quantity, despite the variation as to what it

means to be extensive in reading, Masuhara, et. al (cited in Hickey & Williams, 1996,p.264) concluded that “ER involves reading large quantities of material, authentic or graded, for pleasure in an individualized manner with students having full control over the selection and fulfillment of the reading and the pace of reading with a certain amount of control by the teacher”. In terms of content, ER materials need to be interesting, not too difficult, rich and varied (Yu, 2002,PPT,S.12).

Krashen (1993 a, p. 10) used the term free voluntary reading (FVR), by which he meant “reading because you want to read and putting down a book you do not like and choosing another one instead. It is the kind of reading highly literate people do obsessively all the time”.

For the present purpose, the researcher finds that the most acceptable and comprehensive definition of ER was provided by Davis (1995,p.329 in Richards & Renandya, 2002,p.296). Based on an English language teaching (ELT) classroom implementation, he described ER as follows:

An extensive reading program is a supplementary class library scheme, attached to an English course, in which students are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressure of testing or marks. Thus, students are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available., The books are selected for their attractiveness and relevance to the students' lives, rather than for literary merit.

5) Genre Conventions : The term genre means a particular style or type , especially of works of art or literature (Oxford Word Power Dictionary, 1999,p.317). Genre can affect the form (shape and layout), structure (the sequence of ideas) , and content of a text. In

general, there are two main categories of genres: fictional as drama, poetry and prose; non-fictional as journalistic genre, travel genre, letter genre, biography..., and so forth. The imparting of knowledge involves increasing awareness of the conventions of writing, and teaching students to produce texts that, by following the conventions such as narrative genre with a beginning-middle-end, and journalistic genre with headlines-columns, appear well-formed and suitably structured to native-speaker readers.

6) Literacy : Means the ability to read and write, to understand information, and to express ideas both concretely and abstractly. All of this occur through using language that enables to conceptualize ideas, to abstract information, and to receive and share knowledge (Daley, 2003,p.169). Another definition of literacy is included in Tasmania, School Education Division Web site (2007)

Literacy is the ability to read and write and use written information and to write appropriately in a range of contexts. It also involves the integration of speaking, listening, and critical thinking with reading and writing, and includes the cultural knowledge which enables a speaker, writer or reader to recognize and use appropriate language to different social situations.

Actually, a combination of these two definitions of literacy is relevant in this study.

7) Pedagogy: Is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction (Wikipedia, 2009). This term is also defined as "the art or method of teaching" (The Free Dictionary,2009).

8) Perceptions : Is the process of attaining awareness or understanding of sensory information (Wikipedia, 2009). In Webster New World Dictionary (2009), this concept involves:

- The act of perceiving or the ability to perceive; mental grasp of objects, qualities, concepts by means of the senses, awareness, and comprehension,
- Insight or intuition,
- The understanding and knowledge gotten by perceiving, or a specific idea, concept, impression, and so forth.

In this present study, this term groups together three components: students' preferences of literacy activities, expectations of writing activities, and students' experiences in writing.

9) Writing Quality: Is a concept with numerous characteristics that vary due to the writing context. For example, good writing is much more than just correct writing. It is writing that provokes thinking and responds to the interests and needs of readers. The basic characteristics of good, effective writing are described in (Nordquist, 2009) :

- Good writing has a clearly defined purpose.
- It makes a clear point.
- It supports that point with specific information.
- The information is clearly connected and arranged.
- The words are appropriate, and the sentences are clear, concise, emphatic, and correct.

In addition, Peha (2003,para.2) highlighted the following features of writing quality.

It has:

- Ideas that are interesting and important.
- Organization that is logical and effective.

- Voice that is individual and appropriate.
- Word choice that is specific and memorable.
- Sentence fluency that is smooth and expressive.
- Conventions that are correct and communicative.

In this current study, rich content knowledge, dynamic critical thinking, and effective language use capture the perspectives mentioned above to culminate the concept of writing quality.

Limitations of the Study

This study had some limitations and challenges. First of all, this study took place during an extremely difficult situation. That is to say, one month after the beginning of the course, the political situation riorated dramatically, and the siege on Gaza Strip began to sturdily imposed. Consequently, the fuel crisis started to impact negatively the regularity of the study during that semester. Admittedly, the problem of the fuel shortage caused frequent cut off of electricity and highly frequent absence due to unavailability of transport. So, it was difficult to reach the campus, and thus the absence average was getting higher. In some days, less than half of each class managed to attend. These difficulties of the cruel siege on Gaza strip were apparent on many levels, especially psychological, physical, and cognitive levels. As a result, the administration of the IUG decided to reduce the time period of that semester which was supposed to be three weeks longer.

Subsequently, time duration of the study was relatively short, which affected the management of the ER program (ERP) and its timetable. In other words, the actual

period was less than 12 weeks, which was not enough for the students to read all the versions of varied genres that were already prepared by the teacher. For instance, the teacher prepared 71 texts under 11 different genres, but the students read only two or three types of genres. Hence, the gains of ER as a supplementary approach could be more fruitful if applied throughout longer duration.

Second, ER approach as a new idea and technique was challenging pedagogy in regard to the prevalent educational culture which embraces the instrumental incentives in teaching EFL. This in turn did not financially, logistically, socially or culturally help in innovating rich ground for such theory to flourish.

Third, the gender variable was not considered in this study as this experiment involved only female students for cultural considerations. This could be another limitation toward generalizing the results of the study to other learners and settings.

In brief, these prohibitive circumstances, to some extent, had their shadows on the ER teaching strategy. That is to say, if a prolonged time was available, and the circumstances were smoother, ERP would have been adopted as readily as it might be.

Summary

This chapter provided a preliminary introduction to the issue of ER. In addition, it introduced the potential need for conducting this current study and shed the light on the long-run aims beyond integrating ER approach for ELT in general and English writing in particular. This chapter also presented the questions of the study, the study statement of problem, the purpose, the significance, the outlined methodology, definition of terms, and the limitations of the study.

Chapter 11

Review of Literature

Introduction

Section 1 : Theoretical Framework

Section 11: An Overview of Related Previous Studies

Introduction

This chapter reviews the relevant literature that informs the research work and provides background information on the research questions. On this ground, Nunan (1992,p.216) stated that "the literature review, if carried out systematically, will acquaint you with previous work in the field, and should also alert you to problems and potential pitfalls in the chosen areas".

This chapter is presented into two sections , the theoretical framework and the previous studies. The first section falls into five fundamental areas. The first area is concerned with literacy pedagogy in ESL/EFL contexts. The second area sheds light on the interrelationship between reading and writing. The third area is associated with the ER approach. The fourth area focuses on the effects of ER approach on ESL and EFL education regarding students' literacy perceptions, attitudes, and language learning. The fifth area discusses the writing quality principle, instructional practices, and evaluation of writing quality. Meanwhile, the second section throws light upon the previous studies that are related to the students' perceptions and writing under the premises of the ER approach.

Section 1

Theoretical Framework

An Overview of Literacy Pedagogy

Interrelationship between Reading and Writing

Extensive Reading Approach

- **The Concept of ER**
- **ER Principles and Factors**
- **Rationale and Benefits**
- **ER in Practice: Essential Procedures for ER Programs**
- **Criticism of ER**

Effects of ER Approach on ESL/EFL Education

- **Effects of ER on Literacy Perceptions and Attitudes**
- **Effects of ER on ESL/EFL Language Acquisition and Learning**

Writing Quality

- **Basic Principles**
- **Instructional Practices for Teaching Writing**
- **Evaluating Writing Quality**

Overview of Literacy Pedagogy

For years, traditional literacy, which is intrinsically associated with formal education, has only one basic goal, which is the teaching of reading and writing (Grenoble & Whaley, 2006,p.103). In response to such traditional literacy, some reading and writing classes still embrace the traditional way of building the language skills, grammar, vocabularies as a way for acquiring the EFL. Also, the main interest in teaching reading is to answer the comprehension questions related to any piece of reading.

Likewise, in writing classes the students are supposed to produce correct composition output, where grammar and form are highly estimated. In this field, Richards (1990,pp.100-117) stated that the nature and significance of writing has often been underestimated in language teaching. Besides, in foreign language teaching (FLT), writing has often been synonymous with teaching grammar and sentence structure. In this regard, Kims (2005, para.4) summarized four problems in Korean university writing classes that are closely related to the Palestinian context. These problems are represented in the heavy emphasis on grammatical form, overemphasis on final product, lack of genre-specific writing across the curriculum, and the need for more diverse types of feedback. To deal with these writing weaknesses, different writing approaches have been developed along sequenced eras.

Since teaching writing is concerned here in this present study, let us have an idea about these prevalent writing approaches especially in higher education. Raimes, in this context, (1991,pp.407-430) surveyed the history of writing instruction and research on writing from 1966-1991. She concentrated on four approaches to L2 writing instruction:

(1) The focus is on the form of the text itself.

- (2) The focus is on the writer and the cognitive processes used in the act of writing.
- (3) The focus is on the content of the text.
- (4) The focus is on the reader.

In the same way, Silva (1990,pp.11-23) described the developments of the three most influential approaches to ESL writing instruction:

- (1) Controlled composition where writing is seen as a secondary skill and learning to write as an "exercise in habit formation" .
- (2) Current-traditional rhetoric/genre approach perceives writing as basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns .
- (3) The process approach emphasizes the relationship between the act of composition and thinking.

In what follows, a clear distinction of four writing approaches can be traced historically.

First, *the product-based approach*, which was influenced by the audio-lingual method of language teaching, focuses on writing as a means of reinforcing the appropriate grammatical and syntactic forms of spoken language. Techniques include providing more models and preventing student errors in composition.

Second, *the process-oriented approach* to teaching writing has emerged as a result of extensive research on first-language writing. The attention to the writer as language learner and creator of texts has led to the "process approach," with a new range of classroom tasks characterized by the use of journals, invention, peer collaboration, revision, and attention to content before form (Raimes,1991,pp.407-430). In this approach, writers generate ideas, record them, and refine them in order to form a text. In

other words, the emphasis is on the writer and the cognitive processes used in the act of writing. The process approach to teaching writing emphasizes the writer as an independent producer of texts. In this respect, teachers allow their students' time and opportunity to develop their abilities to plan, define a rhetorical problem, and propose and evaluate solutions. Scaffolding is crucial in assisting learners to move through the stages of the writing process which are planning, writing, and reviewing. Also, various means of providing feedback are used, including teacher-student conferences, peer response, audio taped feedback, and reformulation (Hyland, 2003, pp.1-21).

Third, *the genre approach* focuses more on the reader, and on the conventions that a piece of writing needs to follow in order to be successfully accepted in terms of readership (Muncie, 2002,pp.180-186). Genre instruction according to Hicks (1997,pp.459-485) has emerged as a set of pedagogies rooted in linguistic theory and as critical response to some of the perceptive tenets of whole language instruction. In addition, Hyon (1996,pp.693-722) stated that current genre theories have developed in three research areas: English for specific purposes, north American new rhetoric studies, and Australian systemic functional linguistics. Generally, the philosophy of the genre approach is that all texts conform to certain conventions. For example, if a student is to be successful in joining a particular English-language discourse community, s/he will need to be able to produce texts which fulfill the expectations of its readers in regard to grammar, organization, and content (Muncie,2002).

Fourth, *the whole language approach* has started to affect the teaching processes of reading and writing . Put in another way, the whole language approach assumes that reading, writing, and other language competencies are acquired through integration not

isolation. The advocates of the whole language approach argue that learning becomes easier when writing and reading are taught together. Rigg (1991, p. 522) claimed that, “if language is not kept whole, it is not language anymore”. Hence, the trends now rely heavily on the use of literature and the extended use of writing and integrating reading and writing under the premises of the constructivist and the comprehensible input theories as will be demonstrated below. In this respect, the *personal growth model* (Savvidou,2004,para,12) for teaching literature in general and ER in particular has emerged to bridge culture and language by focusing on the use of language in a text, as well as placing it in a specific context.

Although each approach discussed above looks for the best way for teaching writing, students still encounter writing weaknesses and difficulties. The question that emerges here is: where does the problem root? In the researcher's point of view, it seems that the narrow understanding of literacy has led to dealing with each language skill as an independent entity, which causes such confusion and discrepancy. For years, there was a focus on generating teaching approaches for each language skill. However, there are no clear-cut pedagogical models for adult literacy that incorporate reading and writing as one entity, and regard the contemporary concept of literacy as identified in chapter one (P.12). To cope with the new concept of literacy, **social constructivism** began to be revived as a major literacy pedagogy theory.

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978,p.57) stated:

Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

A second aspect of Vygotsky's theory is that the potential for cognitive development depends upon the *Zone of Proximal Development (ZPD)*. Vygotsky (1978) maintained that the child follows the adult's example and gradually develops the ability to do certain tasks without help or assistance. He called the difference between what a child can do with help and what s/he can do without guidance the (ZPD). In this context, Goodman & Goodman (1990,p.3) believed this social use of language forms the basis for literacy and the activities included in the ZPD reflect the cultural background of the learner.

This bidirectional shift between interpersonal and intrapersonal levels does not only reflect the social use of language but also embraces the concept of Vygotsky's perspective of mental development. In brief, Gibson & McKay (2001, para.4) indicated that curriculum development that proceeds from a constructivist perspective would recognize the centrality of the following four tenets:

- The human mind has the ability to represent through symbols; Language is recognized as having a primary relationship to thinking and learning.
- Constructivist theory focuses on the individual as an active constructor of meaning rather than a passive recipient of knowledge.
- Learning is viewed as a complex process involving the interaction of past experience, personal intentions, and new experience.

- Finally, social context is recognized as a crucial element in the meaning-making process.

Most importantly, the question here is what the above assumptions in constructivist theory have to do with literacy practice? To answer this question, Mmela (2006,pp.16-17) echoed the following implications for classroom teaching:

- Socio-cultural perspective on language instruction suggests that learners must have ample opportunities to interact meaningfully with others while making use of the second language.
- The teacher should provide understandable input in the target language.
- The teacher should create an interactive environment that presents a variety of social, linguistic, and cognitive tools for structuring and interpreting participation and output.
- The teacher should also provide opportunities for learners to negotiate meaning in the target language which is socially constructed and context-dependent.
- Teachers should provide a non-threatening environment that encourages self-expression to facilitate language learning.

In correspondence with vygotsky' theory, Krashen (1982,p.61) suggested that a second language (L2) can be acquired more successfully when the focus of instruction is on the meaning rather than only on the linguistic forms of the target language. The CI hypothesis has emphasized that learners acquire language by understanding messages, where CI is the essential environmental ingredient in language acquisition but it is not sufficient if it does not occur in a *Low Affective Filter*. In this context, *Affective Filter* is the term Krashen (1995,pp.187-202) has used to refer to the complex of negative

emotional and motivational factors that may interfere with the reception and processing of CI. Such factors include: anxiety, self-consciousness, boredom, annoyance, alienation, and so forth.

Related to the input hypothesis, the reading hypothesis is a special case of input hypothesis. The reading hypothesis claims that CI in the form of reading also stimulates acquisition. Supported by content-based instruction, Doughty & Varela (1998,p.137) and Crandall (1994,p.3) cited in (Papai, 2000, p.83) argued that acquisition of language skills can be maximized when there is an integration of linguistic forms within meaningful activities. In the same direction, Grabe & Stoller (1997,p.19) considered that such integration of language and content offers a means through which ESL students can continue their cognitive development while they are developing academic language proficiency.

Influenced by these theoretical perspectives, new trends have emerged. For example, Reyes & Halcón (2001, p143) stressed the potentiality of writing and reading connection, literature based instruction, and writing as a process rather than a product. So, in what follows, it is meriting to take further step towards gaining a full understanding of multiple phases of these practical implications.

The Interrelationship between Reading and Writing

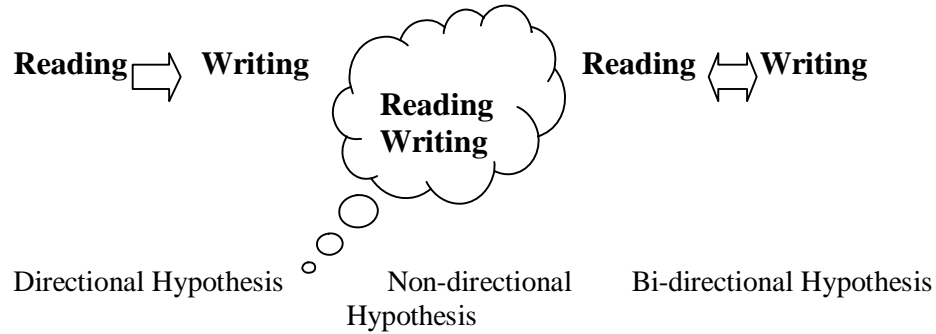
Until the 1970's writing and reading were not conceptualized as being integrated. The 1980's marked a change in focus. Research began to examine the relationships between writing and reading as cognitive and social processes. Throughout the last decade, research has maintained its interest in writing and reading as separate but interdependent

and interrelated acts, while interest in literacy, has grown steadily. Distinction is now made between literacy as the act of writing and reading and literacy as a way of thinking and speaking. In this vein, Langer (1987,p.2) considered language a tool and "literacy, which is culturally based, involves a higher intellectual skill appropriate to the culture, and is learned by children as they interact with families and communities".

In the same manner, Silva & Matsuda (2000,pp.173-174) indicated that research in L2 reading and writing progressed almost independently, yet reading and writing research findings echoed each other over the last 10 to 20 years. Relying heavily on insights from L1 research and on psycholinguistic studies of reading and composing processes , L2 researchers have made extensive use of protocol and think aloud analysis of the reading and writing. These studies revealed that less skilled readers and writers both appear to attend to the same thing, to the text on the page rather than to the meaning potential of the text, and to the forms of the letters and words rather to the overarching connection between them.

In this respect, the empirical findings (e.g.Al-Rajhi, 2004; Cecilia & Ojeda, 2005; Constantino, 1995; Hafiz & Tudor, 1990; Tsang,1996) that point to strong connections between reading ability and writing performance, have led to the conclusion that efficient reading lay a foundation for the growth of writing proficiency in L1 and L2. In this regard, research in L1 and L2 composition offered three models of describing how reading and writing may be related: the directional hypothesis, the nondirectional hypothesis, and the bidirectional hypothesis (Eisterhold, 1990, p. 93 in Ferris & Hedgcock , 1998,p. 34).

Figure (1) The Relationship between Reading and Writing



To elaborate, **the directional hypothesis**, or input-based view, states that reading and writing share structural components that can be applied in the other. For example, the ability to recognize rhetorical structure in reading entails the ability to produce this structure in writing. This hypothesis, or model, is called directional because this transfer of structure occurs in one direction: from reading to writing. Accordingly, this hypothesis or model presupposes that the emergence of composing skills must be preceded by the establishment of sound reading skills, which occurs through practice and frequent contact with print.

Meanwhile, in **the nondirectional hypothesis** the reading-writing link is nondirectional. In other words, the transfer in the nondirectional model can occur at either direction e. g., from reading to writing or from writing to reading. This model presupposes a set of common underlying processes that underlie both reading and writing. What makes this relationship is the cognitive process of constructing meaning that reading and writing share. Therefore, this model pedagogical implication highlights that instruction should focus on constructing meaning in both reading and writing tasks.

Most importantly, **the bidirectional hypothesis** posits that reading and writing are interactive and interdependent as well on knowledge and process bases. This view of the reading-writing relationship has paved the way to the claims later made by several researchers in this section about the common features of both reading and writing. Consistently, practice in writing promotes the development of reading just as improved reading proficiency can enhance writing skills. Thus, this bidirectional model holds two perspectives: read to write, and write to read.

Commenting on the preceding indications, the general stances of reading and writing take pros and cons directions. To illustrate, supporters of the interactive relationship between reading and writing manifested that they are inseparable skills, and they have many features in common on the ground of:

1. The underlying knowledge;
2. The development process.

Considering knowledge, both reading and writing have similar composing activities in which readers and writers use similar kinds of knowledge (Flood & Lapp,1987; Rubin & Hansen,1986; Flower,1990). They use knowledge about language, knowledge about content, knowledge about genre conventions, knowledge about organization and structure, and knowledge about interaction between reader and author. They also use knowledge of purpose that calls for the appropriate use of other certain kinds of knowledge in relation to the activity and individual purposes. In this vein, reading and writing encompass four similar characteristics as will be illustrated below.

1. Reading and Writing Manipulate Similar Cognitive Strategies:

Olson (2003, p.8) designed a model of the cognitive strategies that make up a reader's and writer's mental tool kit. Refer to Appendix (1) to have a full description of these cognitive strategies. These cognitive strategies incorporate:

- Planning and Goal Setting
- Tapping Prior Knowledge
- Asking Questions and Making Predictions
- Constructing the Gist
- Monitoring
- Revising Meaning: Reconstructing the Draft
- Reflecting and Relating
- Evaluating

It has been indicated that “experienced readers and writers go back to go forward and have the knowledge and motivation to access their tool kit of cognitive strategies without being constrained by any fixed order” (Flower & Hayes, 1981b; Paris et al., 1997, and Perl, 1990 cited in Olson & Land, 2007, p. 276).

In support of the above claim, Carrel & Zamel (1983) cited in (Silva & Matsuda,2000,p. 174) pointed that "proficient L2 readers and writers use strategies not linearly, but interactively in reading and recursively in writing". This means that there are unifying characteristics between good readers and good writers in flexibility and the ability to use and reuse different strategies as the moment calls for them.

Similarly, Comstock (1992,pp.261-267); Shanahan & Lomax (1986,pp.116-123); Blatt & Rosen's (1987,p.123) ascertained that reading and writing have interactive and

interdependent phases. This interaction have been perceived on the account of using literary techniques, exploiting content schemata, and exploring possible interpretations.

To exemplify, readers and writers set goals, organize information, utilize existing schemata, identify main ideas, analyze texts, and generate questions regarding topic, author, purpose, theme,.. and so on. Thus, it can be stated that both of good readers and writers are intrinsically strategic learners in the sense of having the aptitude of what, how, when, and why to use cognitive strategies.

Reading and Writing are Meaning-Making Activities:

In addition to using similar cognitive strategies, constructivist theory asserts that writing and reading are both meaning-making activities. Influential body of work from sociolinguistic, sociocultural, and sociohistorical perspective (Halliday,1976; Heath, 1983; Scribner & Cole, 1981; Vygotsky, 1978, 1986) permits consideration of ways in which life's experiences as well as the uses and functions of writing and reading affect not only the acts of writing and reading, but how they relate.

According to Flood (2003,p.350), readers and writers make inferences from print, discuss several aspects of a text, challenge its validity, and process materials further, with reading providing a major source for continued schema and refinement. This means that they think deeply of the ideas they encounter about themes and conflicts discussed in a reading text.

Jacobs (2002, pp.58-61) emphasizes that both reading and writing are meaning making activities that result in understanding a central goal of content-based instruction. To thoroughly explain the interrelation among reading, writing, and meaning-making, Jacobs

(2002) pinpointed the correlation between the processes followed in the reading- to- learn stages and writing- to- learn stages. In the pre-reading stage (p.59), students organize the background knowledge and experience they will use to solve the mystery of a text. In the guided reading stage (p.59), students familiarize themselves with the surface meaning of the text and then probe it for deeper meaning by applying their background knowledge and experience to the "new." In the post reading (p.60), students test their understanding of the text by comparing it with that of their classmates.

In parallel with the above reading-to-learn processes, three stages of writing based inquiry are processed by student writers:

1. Stating specific, relevant details from personal experience;
2. Proposing observations or interpretations of the text;
3. Testing these assertions by predicting and countering potential opposing arguments.

To illustrate, the cognitive processes involved in the stages of reading are virtually the same as the cognitive processes involved in the three inquiry stages in writing. In accordance, the learner is an active problem-solver who is influenced by background knowledge, text, and context.

Reading and Writing Have Reciprocal Relationship:

Reading and writing are not only meaning-making activities, but they are reciprocal acts. In this phase, Kies (1995) indicated that readers and writers alike find a reciprocal relationship between the act of reading and the act of writing at different levels. Analytical reading and writing require students to understand, to interpret, and to evaluate the content of what they read. To illustrate, as students read for understanding, they read

for content. Reading for content, which includes main ideas and key supporting evidence, corresponds to the act of writing abstract, summary, recommendations, and conclusions. Reading for interpretation corresponds to the act of writing an analysis. Finally, reading to evaluate corresponds to the act of writing an argument or critique.

Meeting the same point, (Hayes & Flower,1980 in Plakans, 2008 ,pp. 111-129) believed that during the development of a piece, the writer always does a certain amount of reading. Furthermore, writers often try to place themselves in the shoes of their audience and the readers, in order to check the comprehensibility of their presentation from the reader's perspective. In a similar manner, the reader has also been considered a writer in that the reader's mind races ahead to anticipate not only the message, but also the structure and presentational style of a piece. In this way, words as ideas are thought of as well in ways in which they might appear.

Reading and Writing Have Similar Processes of Development:

The interaction between reading and writing that occurs in the above mentioned phases inevitably leads to experiencing similar process of development. In this direction, influential body of research from a constructivist perspective (Bereiter & Scardamalia, 1982; Hayes & Flower, 1980; Spiro & Bruce, and Brewer,1980) indicated that reading and writing development are characterized by gradually more sophisticated rule-governed representations. To exemplify, writers incorporate what they have learned about language, and readers encounter structure and style from the texts. They also reflect on their knowledge of texts they have read, and experiences they have had as a way of generating and synthesizing ideas for writing. Therefore, researchers encourage

approaching reading and writing as similar related composing processes rather than as isolated skills and behaviors. Hence, the experience and knowledge that is shared between reading and writing can strengthen a writer's ability to read and a reader's ability to write.

Some opponents of such identification between reading and writing like Langer (1986a p. 94); Shanahan's (1987, p.98), and Webster & Ammon (1994, p.,101-104) have pointed to specific differences between reading and writing. They stressed that while reading and writing are cognitively related with regard to meaning making, they are markedly different with regard to activity, strategy and purpose. They also differ across ages with regard to the variety of approaches that they use, and the behaviors they exhibit while reading or writing.

To draw upon these arguments, Langer for example (1986), in her study of 3rd, 6th and 9th graders' reading and writing of stories and reports, revealed that though the dominant concern of readers and writers was found to be with the meanings they were developing, these structures and strategies changed in similar ways as the language user matured. In such study, the author relied on analyzing the knowledge sources, reasoning operations, monitoring behaviors and investigating specific strategies used during the course of meaning construction before, during and after reading and writing. The author stated "underlying this overall focus were such differences as a slightly higher concern with bottom-up issues such as mechanics, syntax, text, and lexical choices when writing as compared to reading" (p.94).

At the same time, Shanahan (1987,p.98) suggested that reading and writing are not totally identical in terms of underlying knowledge. These findings were based on a study conducted to estimate the amount of overlap that exists between the components of writing and reading. Shanahan concluded that, "In fact, the correlations are low enough that it would be unwise to expect automatic improvements to derive from the combination of reading and writing or from the replacement of one with the other".

Like Langer and Shanahan, Webster & Ammon (1994, p.101- 104) reached the point that "facility with the relevant cognitive skill is necessary but not sufficient. The reading and writing differences are more powerful predictors of children's approaches towards meaning development than is genre".

Judging upon the arguments and experimental findings above, the researcher concludes that the interaction of different types of knowledge, including cognitive and content are more important than any other slight differences. This interaction emerges in the creation and interpretation of a text. Additionally, regarding writing and reading processes, writing and reading involve the development of meaning; both are conceptualized as composing activities in the sense that both involve planning, generating and revising meaning. According to Smith (1983, cited in Langer & Flihan, 2000, para.15), reading like a writer allows one to actually become a writer. When reading like a writer, in addition to making meaning of the text, the reader takes in and learns from the author's style and use of conventions and the like. When reading like a writer, the reader uses the author's text as a model for texts that he or she will eventually write.

Admittedly, reading and writing are mutual when they are actively used to learn. One worthy point to consider is the necessity of ER across different genres to stimulate thinking and exploit varied styles, content, and language forms. Interestingly enough, this pedagogical perspective has been supported by (Hanson, et al, 1991, p. 57-63; Rubin & Hansen, 1986; Comstock, 1992) who perceived that students do best with frequent and extended opportunities to read and write. In other words, this exposure to literature including a variety of genres, topics, and styles leads to better achievement in general. Also, providing students with choice in what they read and write and giving them opportunities to write about topics and ideas, that interest them and with which they are familiar, positively affects their attitudes and opportunities to learn. Thus, instead of deepening the gap between reading and writing, bridging such gap is strongly recommended. One way to do so is through using ER as will be discussed below.

Extensive Reading (ER)

The Concept of ER:

Extensive reading is an approach to language teaching which circulates around reading a lot of easy material in the L2. It depends on the students' choice of reading material and their reading pace. Generally speaking , the students can read for information, overall meaning and enjoyment. ER approach could be applied in any context and in any age as long as students have basic knowledge in the foreign or second language.

ER Principles and Factors:

To explain the concept of ER clearly, Prowse (2002) noted down a set of principles for teaching ER .These principles are : choice, ease, texts to engage with and react to, no

comprehension questions, individual silent reading, no dictations, range of genres, use recordings, no tests, and teacher participation.

Later, Bamford & Day (2004,pp.2-3) expanded Prowse's **principles** to include the following:

- The reading material is easy.
- A variety of reading material on a wide range of topics is available.
- Learners choose what they want to read.
- Learners read as much as possible.
- Reading speed is usually faster rather than slower.
- The purpose of reading is related to pleasure.
- Reading is individual and silent.
- Reading is its own reward.
- The teacher orients and guides the students.
- The teacher is a role model of a reader .

Warning (1997,p.9-12) indicated that planning an ERP is based on the following **factors**:

- The students need to know what its aim, goals and objectives are.
- There is often no need to have hard rules for the teachers to follow.
- Individual teachers may decide to require different amount of reading, or different length or types of reading reports or other assessment procedures.
- The most important thing is to start small and think big. This means that students can start with small library that can grow and change along the time.

Building on Warning's perspectives, Pilgreen (2000,p.14) set eight **factors** for sustained silent reading (SSR) success. These factors are: a) access, b) appeal, c) conducive environment, d) encouragement, e) staff training, f) non-accountability, g) follow-up activities, and h) distributed time to read.

Pilgreen (2000) identified how each of these factors needs to be present for the ultimate success of a SSR program with L2 readers. A successful SSR program requires more than just a teacher who sits and quietly models the reading process. For example, a strong staff training component includes "motivating teachers to learn strategies for linking students with books and highlighting the importance of having all of the participating adults 'buy into' the concept of free reading". In order for a SSR program to be of value to the students, the silent reading periods should be between 15 and 30 minutes at least two times a week. This allows reading to become a habit and not just an academic exercise.

But one controversy in ER is concerned with whether or not students should be asked to do follow-up activities when they have finished reading a book. Book reports are among the best-known follow-up activities. In this respect, Krieger (1991/1992,pp.340-341), who has been teaching in an L1 context, presented and then refuted many of the reasons typically given for using book reports. For example, a student, who does not enjoy book reports and related follow-up tasks, was quoted as saying, "Hey, can I just finish the book or do I still have to do more chapter questions? I'm really at the exciting part and I want to finish it." Hence, the author proposed how the use of book reports could be optimized, and also suggested that oral reporting may be an alternative.

Within this general stance, it has been argued that students need to "practice" writing in class in order to learn to communicate in L2. As a result, a current trend in ER is to bring

in extra output-oriented activities because it is felt that "reading is not enough". While this is true, Mason (2005,para.5) considered adding output in the form of writing has not been shown to increase language or literacy development. Additionally, he thought that adding excessive output activities takes time away from reading, which might result in insufficient reading and little progress. When this happens, reading usually gets the blame, and teachers feel they need even more output activities. Mason based his justification on the comprehension input hypothesis. This means CI builds the competence that underlies the ability to speak and write a language fluently. And ER is a wonderful way of building competence ; if students continue to read, they will continue to improve long after their EFL program is over.

Being aware of such intense debate, the researcher assumes that using alternative output-oriented activities can be used at initial stages of implementing ER programs to guarantee the students' commitment to reading. Afterwards, such output activities can be reduced to avoid imposing extra burden on learners. Equally important, varying these activities to include oral reports, drawing sketches, writing stories, or written journals could be of vital benefits for enlivening any ERP and empowering the four language skills.

Why ER : Rationale and Benefits

In agreement with the idea that reading in general is a way of establishing patterns of thinking (Norton & Stein,1995 in Lee,2005, para.3), ER has its evidence of implicating numerous benefits in ESL/EFL learning. In this sense, Powell (2002, para. 13) and Lee (2005, p.4) confirmed that ER not only develops reading skills but that it also benefits a whole range of other language skills, boosts confidence and motivation and improves overall attitude. Furthermore, Krashen (1981, quoted in Harmer,1991,pp. 33-34) held that

the unconscious process of language acquisition, which occurs when reading for pleasure, is more successful and is longer lasting than conscious learning. Thus, ER not only would help students improve their English by exploring a large amount of English texts, establish their reading habits by having a reading culture at school, understand more about other cultures by reading texts from various cultural contexts, it but would also help students become autonomous learners by discovering and manipulating critical reading skills. Therefore, ER has to be seen holistically, as a crucial part of students' total development, not as a separate skill.

In support of this claim, Bell (1998, sec. 3) described the role of ER in language learning as follows:

- (1) ER can provide 'comprehensible input'.
- (2) It can enhance learners' general language competence.
- (3) It increases the students' exposure to the language.
- (4) It can increase knowledge of vocabulary.
- (5) It can lead to improvement in writing.
- (6) It can motivate learners to read.
- (7) It can consolidate previously learned language.
- (8) It helps to build confidence with extended texts.
- (9) It encourages the exploitation of textual redundancy.
- (10) It facilitates the development of prediction skills.

More to the point, Duff & Maley (1990,p.3) stated that "there has been a remarkable revival of interest in literature as one of the resources available for language learning". In this context, Duff & Maley (p.6) identified three main reasons for using literature:

linguistic, methodological, and motivational. Furthermore, literature complies with the major objectives in ELT, namely "linguistic, psychological, cognitive, social and cultural" (Ellis,2002,pp. 6-9).

Though there are different approaches and ways regarding how to exploit literary texts in language learning, Waring (1997,pp. 9-12) stressed that ER approach should become an inseparable part of any language teaching programme because it allows learners not only to consolidate their previously learnt knowledge of linguistic rules but also to get a sense of how the language is used in real situations, which consequently improves their ability to use the language fluently.

Concerning the benefits of ER, many specialists (Koda, 1996; Paran, 1996; Coady, 1997, and Nation,1997 cited in Appleton,2004, para.4) provided us with the theory explaining the benefits of ER. To illustrate, reading begins with the automatic recognition of words. Students become able to do this with lots of practice. In addition, by experiencing language in context, students deepen their knowledge of vocabulary use (Coady, 1997 and Nation, 1997). In addition, Dickenson (1995,p.174) stated that successful individual reading experiences promote learner autonomy that leads to success and enhances motivation. There is also a substantial body of research that supports the claim that ER has significant impact on language learning. In this direction, Grabe (1991,p.380) said that "Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills and promote confidence and motivation".

More specifically, it has been proved through ER studies reviewed by Elley (1991 cited in Nation, 1997), that ER showed striking increases made on measures of language use, language knowledge, and academic performance. An interesting finding in some of the studies was the improvement made in writing, which appeared most dramatically in the tests given two years after the beginning of the book flood. The improvements in reading, listening, and oral language were equally striking but not so unexpected, because the ER approach was used in classes involved learners in listening, reading, and orally joining in with the reading of a story.

Elley (1991,pp.378-379 in Nation 1997,pp. 13-16) attributes the success of ER programs in majority of the empirical studies to five factors:

1. Extensive input of meaningful print.
2. Incidental learning.
3. The integration of oral and written activity.
4. Focus on meaning rather than form.
5. High intrinsic motivation.

Grounded on ideas developed in language theories, Krashen (1993b) and others made a strong case for ER as an effective and efficient path to obtaining input for acquisition. Ellis (1995,p. 409) pointed out that moderate to low frequency words occur much more frequently in written texts than in common speech, thus offering greater opportunity for acquisition. The reader also has time, when needed, to form and confirm hypotheses about meaning and usage. Speech, on the other hand, may pass by too quickly for this to be done.

In short, Maley (2009, 13-41), summarized the benefits of ER as follows:

1. ER offers comprehensible input.
2. ER enhances general language competence.
3. ER helps develop general, world knowledge.
4. It helps improve writing.
5. It creates and sustained motivation to read more.
6. ER develops learner autonomy.

In addition to what mentioned above, the researcher emphasizes that ER could be great tool for developing cognitive strategies especially with adult learners. So, the researcher in this current study tried to deal with the measured gains from critical position.

Essential Procedures for ER Programs

(1) Providing Materials for ER:

The first step in implementing ERP is to consider what type of materials to point the students toward; should it be authentic or simplified materials. This consideration of the type of ER materials has been discussed by many educators. One team claimed the inferiority of non-authentic texts as models of language, as these texts lack the necessary cues for interpretation (Haverson, 1991 cited in Schmidt, 1996,p. 81-92). The other team considered the authentic texts difficult for ESL/EFL who need to read enjoyable and comprehensible texts to get the sense of accomplishment by understanding and finishing real foreign language books (Bamford, 1984; Hafiz & Tudor,1990, and Hill& Thomas, 1988).

The primary resources required are a collection of books and magazines and a place to house them (Susser & Robb,1990). Large quantities are essential for this procedure to be "extensive", but there is no agreement on how much "extensive" is. Hill & Thomas (1988, p.50) proposed thirty pages an hour. Meanwhile Matsumura (1987,p.120) suggested reading three pages an hour. On the other hand, Krashen (1981, p.105) preferred reading an hour per evening . Bowen, Madsen, & Hilferty (1985, p. 239) saw that five hours by a specified date are enough. Some other educators and practitioners suggested the following average of ER:

- An hour of ER for every hour of intensive reading (Williams, 1986, p.44);
- One page per day and three pages per day during summer vacation (for Japanese high school students) (Matsumura, 1987, p. 179);
- Thirty minutes per day for five stories, poems, or essays per week (Dalle, 1988, p. 25);
- At a rate of at least 200 words per minute and up to 250 words or more (Hill, 1986, p.16);
- At least 50 pages per week (Paulston & Bruder, 1976, p.202);
- A chapter per week (Hansen, 1985, p. 161);
- Two hours per week of texts 10-20 pages in length (Newmark, 1971, p. 16);
- One reader per week (Stoller, 1986, p. 65; Eskey, 1973, p. 176; Brumfit, 1979 in Bamford,1984, p. 260);
- At least two books a week (Carroll, 1972, p. 180);
- 60 hours over 3 months (Hafiz & Tudor, 1989, p. 7);

- A minimum of 36 simplified readers per year (Hill, 1983);
- 60 books a year (Bright & McGregor, 1970, p. 69);
- Or a novel per month (Ferris & Kiyochi, and Kowal, 1988).

Nevertheless, the researcher suggests that the quantity of ER and the range of reading depend on the teaching context, the students' language level, the learning objectives, and the availability of sources.

Finding the materials can be difficult, especially where funding is insufficient and variety of resources are not available. Lituai; et al (1997 cited in Renandya, Rajan, & Jacobs, 1999,pp. 39-61) described and suggested how to collect materials from a wider variety of sources. For example, Lituai (1997) described how she collected the material for reading from different resources including fellow teachers, past students, and community groups. Toh and Raja (1997) explained ways that teachers themselves can write ER materials suited to their students' cultural contexts and proficiency levels. Davidson, Ogle, Ross, Tuhaka, & Ng ;Dupuy and McQuillan, in the same resource above (1997) showed ways that students can be involved in creating reading materials for themselves, while Derewianka (1997) gave ideas for finding ER materials on the internet.

(2) Starting ER Program:

According to Schmidt (1996,p.81-92), conducting ERP falls into three categories: **using of reading materials, instant book reports, and evaluation.** For using reading material, books are set out on table, and the last five minutes of class are reserved for book selection. Students choose reading texts and keep track of their own reading on personal reading records (Figure 2). Reading times help students and instructor track how much

(or little) time they had actually invested. A check-out system is used in which students record the books they borrow and return. However, since check-out system consumes extra time, it could be dropped allowing students to freely borrow and return books.

Figure (2) : Personal Reading Record

Title	Level	Borrow Date (mo/day)	Return Date (mo/day)	Reading time (hrs/mins)	1-Too easy 2-good level 3-Too diff.	Rating (G,F,P)	Pages
	1	6/12	19/6	30	2	G	20

For each text read, students complete an **instant book report** form (Figure 3). These are termed instant reports because students are encouraged to spend no more than 15 minutes per report before going on to start their next reading. Hence, the emphasis is directed on input rather than output. These reports consist chiefly of two to three sentence summary and three to four free personal response. The summary gives students an opportunity to review the story mentally and demonstrate general understanding. The free response section encourages students to go beyond simple comprehension and employ this understanding in further analysis or reflection. Responses range from judgments of a story's strengths or weaknesses, to thoughts on how themes arising in a book affected the student personally, to memories elicited by a particular scene, to questions regarding cultural or historical background. In addition, responses give some students, who are hesitant to speak up in class, a chance to express rich thoughts and real ability in English that the instructor might rarely discover.

Figure (3) Instant Book Report

Instant Book Report	Date: _____
Name : _____	
Title: _____	
Briefly summarize the book (2-3 sentences). What is about? What happens?	
Respond to the book in some way (3-4 sentences) How do you like it ? why?	
What did it make you think about? What experiences or memories did it remind you of?	
What comments do you have?	
Book rating : good fair poor	
This book /article was : a) too easy for me b) at a good level for me C) too difficult	
(Optional) Any more notes , questions, comments, new vocabulary, idioms ?	

Chief factors in **evaluating the ERP** are meeting and completing the minimum reading target and quality of instant book reports. In some contexts, one examination each term may also be organized consisting of a one-to-one, teacher-student oral interview regarding a book the student had read.

Similarly, the ERP suggested by Waring, (1997,pp.9-12) focuses on four phases. First, **for preparing the library**, he stated that some schools and colleges are lucky enough to have the graded readers in their libraries. However, in the absence of support from the library, the teacher needs to set up his/her own library management system .This management system depends on getting some graded readers to have at least one reader

per learner. This will give enough books /texts to share between the learners. Later the teacher can try to build the library, so there will be two or three books per learner. At the same time the author proposes to number each book in an easy place to find. After that, grade the books by difficulty in some way (e.g. yellow for 400 word level, blue for the 700 word level , ...)

Second, there is a need to **set up a borrowing system** ; this check-out system has all the learners borrowing and returning books at the same time. Nevertheless, this system security is not 100% guaranteed to avoid losing some books. Like Schmidt, Waring thinks it also takes a long time for the learners to find their names if there are several sheets to look through. So, it is important to ensure that everyone changes book at the same time(e.g. once a week) .

Third, Waring encouraged to prepare **reading summary sheets**, where the teacher needs to monitor or assess the students' reading accomplishment, to know which books each learner has read and how many pages were read. Therefore, the students should keep writing these summary sheets until the end of the course.

Fourth, the author suggested to make a **reading report outline** since it has culminating advantages such as providing writing practice and stimulating critical thinking especially when writing their reaction and personal responses. In such program, students can keep their reading reports in a journal or on individual pieces of paper. The teacher may collect these reports at the end of the course with the students' summary sheets and responses. However, it is advisable to collect these reports once a week to eliminate the fear that the learners will be copying each others' .

Concurrently, Conley (n.d.) reported the procedures of ERP in a Japanese college. The established ERP goes into five components below. Initially, **setting up a library** is the first priority which includes a variety of high interest graded readers and available magazines organized by level. Likewise, a clear check out system exists. Next, expectations for students are very vital where they read 500 pages each semester at the appropriate level. To demonstrate that they have read , there is a **record of the number of pages** read. During the course, expectations for teachers focus on addressing students' motivation, teaching reading strategies, checking reports of student reading, and **doing follow up activities** in class to expand reading. Since it is an ER course dedicated for reading, **the assessment tool** is pre and post tests of level, speed, and enjoyment. To have a successful program, ER coordinator is in charge of books, curriculum, and teacher support. Finally, **environment is another potential element** in such a program where posters, cartoons, book reviews, and students' comments are encouraged to promote reading.

Voicing concern on the preceding employed procedures, the researcher considers that the most important thing is taking into consideration the students' level and interests that outweigh any other factors. Besides, the teacher could be smart enough to regard the individual differences in his/her class to rotate the appropriate material among them. Moreover, whatever texts are appraised, the researcher ascertains that providing reading material is not that easy and reachable because of logistic, financial, cultural, and administrative problems. So, it is the teacher's responsibility and enthusiasm to collect the reading material for his/her students. Actually this opinion is totally supported in a general survey article on ER by Bouchaal (2001,para.33) who concluded that:

I remain fully convinced that poor resources, financial or logistic problems are the main obstacles to implementing an extensive reading project. Reading materials are almost non-existent or are not readily available to students, if they do exist, they are most of the time culturally irrelevant.

(3) The Teaching and Assessment of ER: Models of ER programs

There are several similar approaches to teaching ER. One of these approaches for implementing an ERP and library for adult literacy learners has been demonstrated by Rodrigo, et al (2007) in Georgia State University. This approach is based on three methodological principles: (a) reading as much as possible and about what one likes or wants to read SSR (b) listening to stories one cannot read but would enjoy hearing (reading aloud), and (c) talking and sharing with classmates about what one reads (book talk). In such program, four elements were considered: (a) the purpose of reading (e.g., for enjoyment, information, and one's own personal reward), (b) the reading tactic (e.g., reading for content and general information, individually and silently, and in large quantities), (c) the reading material (e.g., having a library that has a variety of topics and levels of books and that permits easy access to the books), and (d) the teacher's role (e.g., the teacher is a key component of ER programs because he or she becomes a role model in sustained silent reading, guides students in selecting books, and chooses and reads aloud books that are difficult for the class).

Like Rodrigo's, Susser & Robb (1990) described another ERP as implemented in a foreign language context for English majors in a Japanese university. The implemented program is described in terms of (a) tactics used by teachers; (b) exercises and practice activities and (c) resources in terms of time, space, and equipment.

Concerning tactics, the teacher's role is to encourage and help the students with their reading by conferences during or after class time and by checking and commenting on written summaries that students do of their reading. Though the main focus in such approach is reading as its own reward, exercises and practice activities such as writing summaries, standard exercise, and a set of open-ended questions are highly considered.

Regarding resources, the emphasis in ER is on quantity; however in EFL context, financial or logistic problems are the main obstacles to implementing the ER procedure. Furthermore, providing books is not sufficient. So some standard unit of amount is useful for students to measure their own progress, and for teachers to compare students and to assign grades. Because difficulty, format, type size, and number and size of illustrations vary widely, a standard unit "weighted page" is recommended by Susser & Robb (1989, pp.7-9).

Another graded reading program was contributed by school and university teachers in Japan. Those teachers highlighted how they implemented graded reading programs in their schools and what successes and challenges they faced. For instance, Ascough & Stewart, & Varco (2006,pp.4-8) used the Secondary Level English Proficiency (SLEP) test at the start of the year. Then students were assigned a reading level based on their SLEP test scores. They were permitted to read books at their level or at easier levels. After reading 10–15 books within a given level, they could choose to move up a level. In such program, students ought to read at least one book each week for homework. Near the end of the class period, students picked their new book from a trolley containing hundreds of books. As the ERP was part of the English conversation class, so using books in class was exploited in different ways such as book report speech, convincing

others, developing critical skills, and mini-drama. To assess the students, at the end of the program, the students took another SLEP test. The difference in their SLEP test scores made up one part of their final grade. Their classroom work, including their speech and the mini-drama, made up another part of their grades. The remainder of their grades came from listening homework they did every week and tests based on that homework.

In the same token, a grand design for ERP was proposed by Hill (1997). This design uses mainly graded readers classified on a common grading scheme, but moves towards books, magazines, and journals written for native speakers (NSs) of the same age as the students. The students' starting level is provided by tests. The reading course itself has two complementary parts: library reading in which students borrow books from a class library to read on their own, and class reading in which the whole class read the same title with the help of the teacher. Initially, resources are listed, and clear systems are described for the borrowing and returning of books, checking stock, repairing damage, and replacing losses.

Commenting on the previous programs' methods, the big question is related to the students' reluctance to read. Whilst teachers and practitioners talk of a prospected shift toward student motivation to read extensively, this is still in lip service than practice. In other words, it is not an aspect of classroom management widely understood. In this context, Dupuy, Tse, & Cook (1996, pp. 10-15) gave reasons why ESL students are reluctant to read for pleasure in English. First of all, students do not believe that ER is an effective way of learning. They also believe L2 reading should focus on form rather than meaning. The final reason, students find difficulty in choosing appropriate reading material.

The researcher also finds that the cultural factors play crucial role in dettracting students to read extensively. This means that students believe that reading English literature is a waste of time, especially because these texts are culturally irrelevant to their social traditions and beliefs. Most importantly, reading texts are not close at hand where the whole focus is on television and internet. Lastly, ESL/EFL learners may find it difficult to read extensively in the second and foreign language for time pace, semantic , and cultural reasons.

Thereby, Dupuy & Tse, and Cook (1996) suggested some strategic solutions in an ERP to overcome students' reluctance to read for pleasure. First , they maintained the necessity of informing students of the benefits of ER, which based on research, in enhancing second language acquisition (SLA). Next, the authors stressed helping students understand the difference between intensive and extensive reading. The authors also proposed to assist students in choosing books by such means as surveys of student interests, book talks, book displays, and book lists. Furthermore, the authors pointed to a number of activities such as SSR in class, literature circles, reading logs, book reviews, and critic's corner that can enliven the setting of ER programs.

In consequence with the strategies recommended above, the researcher sees that there are still a lot of strategies that can be followed regarding time pace, learner initiative, student interest, and individual differences. For instance, the teacher can assist students participate in oral presentations about texts read, buzz groups to negotiate ER achievements, debate writing, class literary magazine. Thus, such a lively and competitive atmosphere can enlighten the road for flourishing output .

Criticism of ER Approach

Despite varied promising outcome of ER on ESL/EFL learning, there are some specialists who criticized this approach in theory and practice. In other words, the pitfalls of ER approach fall into theoretical and methodological bases. These problems can be summarized as follows:

A. On the Theoretical Base:

- ER could not be an approach for not having a central role but peripheral role; amount of reading is not well defined; ER approach is contradictory in many respects(e.g., emphasizing pleasure but recognizing assessment; emphasizing choice but recognizing class readers) (Bruton, 2002).
- ER has limited number of studies and ER efficacy is small (Garan, 2001).
- Literature of ER does not seem to have clear definition of what ER is, to know the amount of input and duration, and to recognize what the teacher's role is (Hickey, 1996).

B. On the Methodological Base:

- ER approach is not well controlled; it has various methodological weaknesses (e.g. small samples, test formats used for assessing gains from ER) (Bruton, 2002; Hickey, 1996,p.264).
- ER programs have not been adopted and applied as readily as they might have been (Davis, 1995).
- ER studies have narrow population (Garan, 2001).
- L2 studies on ER lack careful control of the research design (Nation, 1999; Coady, 1997).

Acknowledging that, some suggestions have been indicated to control such flaw in ER research and practice. For instance, Bruton (2002) suggested that the most significant dimensions for supervised foreign language (FL) reading are: (a) whether or not everyone is reading the same text, and (b) whether or not the reading is supported by tasks. In addition, Waring (2001) stated that the researchers need to be aware of what problems exist through detailed examination.

What mentioned above could be to some extent true; however, this does not mean that ER research and practice are impeded. In this direction, the researcher confirms that the duration element for applying the experimental studies is a cornerstone in shaping the results. Another important factor that might affect ERPs negatively refers to what Davis mentioned above where ERPs have not been adopted as readily as they might have been. Compatible with Waring (2001), the researcher suggests that detailed examination of any inhibiting factors should be made apparent in the ER research.

In conclusion, the researcher considers the weaknesses of ER approach come from the application not from the theory. Therefore, there should be a balance between theory and practice. In other words, ER theoretical framework should serve the practice of ER approach and vice versa. Most importantly, flexibility is a key term in applying and investigating such approach. This means that it is the teacher who can systematically exploit the appropriate phases of ER theory and eliminate the inhibiting ones.

The Impact of ER on ESL/EFL Education

In EFL/ESL contexts, there has been a growing recognition that reading provides important opportunities for the development of language learners (Day & Bamford,

1998). This is particularly true in EFL settings in which sources of L2 input are limited. A brief look at the research shows that ER is the most successful approach in second and foreign language education at the beginning, intermediate, and advanced levels. The effects of ER approach have two paralleled dimensions represented in literacy perceptions and language learning.

1. Effects of ER on Literacy Perceptions:

Prior to discuss the effects of ER on students' perceptions, it is noteworthy to present the concept of perceptions and the significance of studying students' perceptions. In this vein, the researcher conceptualizes the term perception in this study to be circulated around three components: preferences, expectations, and experiences. This **concept of perception** largely draws upon expectancy-value theory largely stems from achievement motivation theory (Atkinson & Birch's, 1974 in Mathew, 2005), which claimed that behaviour is determined by the expectance of success, the value of incentive, the need for achievement, and the fear of failure. Day & Bamford (1998) proposed an L2 reading motivation model, which is also based on expectancy-value theory. Their model includes expectancy and value components with four major variables: materials, reading ability, attitudes, and sociocultural environment. Expectancy is concerned with constructs regarding materials and reading ability whereas value contains attitudes and socio-cultural environment. Materials and reading ability relate to the expectations of success in reading the second language. And attitudes and sociocultural environment relate to the value attached to reading a second language. Among them, materials and attitudes are considered to be the primary variables; thus, lack of access to the appropriate materials or a negative attitude would result in lowered degrees of motivation to read in the L2.

In this case, the rationale beyond the researcher's concept of perception relies on the perspective that literacy anticipations (expectancy) affects the tendencies and preferences (value), and both components in turn shape the students' experiences in two-directional way. In other words, false perception of literacy behavior including materials and reading and writing ability would not lead to incidental learning. Instead, it would maintain controlled/conditional learning, and it would reinforce only the extrinsic incentive regardless of the intrinsic one. On the other side of the coin, negative tendencies, and low anticipation would shape ill perception of literacy performance. Thus, there is no space to separate between the three components underlying perception for the recursive relationship, that control them, along the process of learning.

Undoubtedly, students' beliefs and perceptions are inseparable from the classroom practices and literacy learning agenda. In this respect, Oldfather (1991,p.1) stated that:

Teachers' responsiveness to and empathic understanding of students' perceptions when they are not motivated are critical in a) promoting students' ownership of the literacy learning agenda; b) in helping students with their motivational difficulties; and c) in establishing classrooms that focus on the enhancement of caring.

These beliefs and perceptions are **significant** for students in one hand, and for teachers, educators, and textbook designers in the other hand. They are beneficial for students because when students articulate their beliefs and attitudes, they develop more cognitive awareness about their achievement (Hasan,1985). Similarly, students' beliefs and attitudes are important for teachers, educators and textbook designers because they can understand what help or obstruct learners during their education. Thesen (1997) and Ruddock, (1993) considered students' voices as channels to bridge the gap between

individuals' expectations and institutional structures. Ruddock (1993, p.8) said "voices remind us of the individuality that lies beneath the institutional structures".

Educators who strive to bring students to the highest level of competency in literacy skills, have haphazardly neglected what students should learn, how they learn, and how they feel about learning. In order to elicit students' perceptions, teachers must give students a chance to speak out their voices that reflect their experience. In this respect, Leki (2001,p.17) pointed to two types of studies: the first type are conducted on the *public transcript*. The second type are concerned with *hidden transcripts*. By *public transcript*, Leki refers to the easily observable behavior that is limited to what and how students do in a given activity. On the other hand, *hidden transcripts* represent the behavior that can describe the problems and success of students, and that seek why changes on the production level did or did not occur. Therefore, Leki (2001,p. 20) claimed that "a great deal occurs in the hidden transcript". Such studies are significant because they seek to know how students perceive and reflect on what they do. In addition, they are likely to reveal the students' understandings of the underway study. This understanding helps researchers view what obstructs or assist the students to carry out the activity at hand.

As a matter of fact, students appeared to have the linguistic proficiency to deal with a text, but are unable to do so because they are approaching it in an inappropriate way. It has been argued by Sanders (2000) and Ridgway (2003) that this problem relates to styles and attitudes and the differing concepts of literacy that exist within and among cultures. In particular, a student's native culture commonly adopts different rhetorical modes of writing. The English writing style, as well as the basic way English language

expresses concepts, differ from the native culture, which shapes an additional obstacle to effective learning. As a result, EFL/ESL students believe they have good ideas to convey, but they acknowledge that they lack the organization skills and knowledge of English grammar to effectively express those ideas. Moreover, the assumption about what literacy is like and what it is like to be literate may inhibit the progress of academic reading and writing courses through affecting styles and attitudes (Ridgway, 2003).

In the light of these assumptions addressed above, students' voices, through hearing their beliefs and attitudes, received increasing attention from teachers and researchers. Equally important, ER has recently been embraced as an innovative strategy for cultivating literacy perceptions. In this phase, there is a substantial amount of research (e.g. Cho & Krashen,1994; Dupuy, 1997; Hayashi,1999; Alshamrani, 2003; Liem, 2005; Lee, 2005;Yau, 2007, and De Margado, 2009), indicating that ER positively influences attitudes towards reading, which in turn leads to L2/FL learning. In other words, ER has positive results in terms of positive feelings towards reading and motivation for learning. Research studies have also shown the potentiality of ER in improving the readers' confidence. In addition, ER helps the readers to fully express themselves personally and emotionally through interchanging of ideas and finding meaningful relationships between the stories and their lives. In this way, the reading practice helps students to cultivate their perceptions of reading and writing activities. In short, ER does promote a positive attitude toward reading when appropriate reading materials are accessible.

2.Effects of ER on ESL/EFL Acquisition and Learning:

ER has gained its popularity for its tangible influence on language acquisition and learning. On the acquisition level, Krashen (1994) considered ER an effective and efficient path to obtaining input for acquisition. For instance, Proficient L2 learners appear to acquire much of their vocabulary through reading (Krashen, 1989). In support of Krashen's claim, Ellis (1995) pointed out that moderate to low frequency words occur much more frequently in written texts than in common speech, thus offering greater opportunity for acquisition.

In addition to the acquisition of vocabulary, writing competence is also developed through ER. On his discussion on language acquisition and learning, Krashen (1984,p.20), stated that "writing competence, or the abstract knowledge the proficient writer has about writing, comes only from large amounts of self-motivated reading for interest and /or pleasure" . According to Krashen, as speech results from CI, writing is believed to result from ER. Thus, he believed that writing is not learned but is acquired through comprehensible input through reading where "all the necessary grammatical structures and discourse rules for writing will be automatically presented to the writer in sufficient quantity" (p. 23). Hence, ER in English strongly correlates with English writing proficiency among ESL students (Janopoulos, 1986). This occurs, according to Krashen, if the reader is "open" to the input, if the affective filter and the anxiety of the reader are low, and if the reader entirely focuses on the message he is reading. Krashen (1984) concluded that increasing the time spent reading can help improve writing even more than frequent writing.

Another phase of acquisition through ER is related to the background knowledge. In this respect, Eisterhold (1990), supposed that the lack of exposure and practice in L2 literacy results in a lack of background knowledge, which leads to a major difference between native speakers (NSs) and ESL learners. Thus in order to read with comprehension and write with confidence, one has to have an access to background knowledge of the topic at hand. This background knowledge can be acquired from reading.

Therefore, in an EFL context like Palestine, where there may be little opportunity for interaction in English outside of school, it seems logical to compensate for this by maximizing students' exposure to ER as a CI. In this regard, Schmidt (1996, Para. 8) stressed that "the act of speaking, in and of itself, however, does little to extend one's knowledge of vocabulary, grammar, usage, and discourse, which could then be brought to bear both in production and in making further input interpretable. For this CI is needed."

On the learning level, literary texts "can develop the student's knowledge of language at the levels of vocabulary and structure and at the level of textual organization" (Hedge 1985,p.22). When reading, learners have opportunity to recycle and fix the vocabulary already learnt and meet new expressions. This contributes to the learner's consolidation of language structures and textual organization, namely cohesion and coherence, which may improve their reading and writing.

Literary texts are rich in meanings which may elicit different reactions, understanding and interpretations. This variety of opinions may serve as a springboard for discussions and sharing feelings, which means that literature encourages interaction among students (Duff &Maley,1990:6). In addition, when reading extensively, creativity and imagination

are employed and reading skills and strategies are practised, which contributes to the development of reading fluency and proficiency (Collie & Slater, 1987,p.5).

Springing of the above perspectives, one can imagine how ER with its all benefits leads to shape thinking and drag students minds into analytical visions across numerous horizons. For instance, in content area, responsive writing provides students with opportunities to make connections with reality and think broadly about a topic. Like essay writing, writing responses, summaries, and even short reports, as follow up activities of ER, encourage reasoning operations to occur during writing. Indeed, one merely glance invites one to rethink the potential of ER in creating an area of thinking that can be undertaken to cultivate students' literacy perceptions and improve their writing.

In short, it has been observed that ER has its influence not only on students' perceptions but on language learning in general and writing in particular as a major concern of this study. Notwithstanding, students encounter writing problems that are rooted in ill literacy perceptions. Consequently, these ill perceptions hinder their improvement in writing. So, it is noteworthy to draw upon the basic principles and instructional practices of writing quality as will be discussed below.

Writing Quality

To approach writing quality, there is a need to engage thinking and reading in the process of writing. Alongside, what ought to be emphasized is the reciprocal reading-writing relationships in which reading and writing actively interact with each other and both

construct meanings for language learning. In this perspective Fisher (1990, p.5 in Emilia, 2005, Pp., 41-42) stated:

Literacy, the ability to read and write, encourages a more abstract form of thinking, it brings greater precision to the definition of terms, and it allows us to refer back, to think about our thinking, to weigh arguments, to supplement memory, to communicate with others, and to learn in autonomous ways. No wonder such a powerful form of intelligence provides the key to success in school and beyond.

In general, the writing quality encompasses the following process steps: knowledge, comprehension, application, analysis, synthesis, and evaluation (Park University, 2007). More specifically, writing quality concept can be understood in the light of what Paha, (2003) previously mentioned in (Ch. 1, p. 13).

- **Basic Principles of Writing Quality**

Being opened to the ideas developed above, the basic principles of writing quality circulate around mingling two perspectives:

- (a) Reading and writing are interrelated literacies.
- (b) Writing is a tool of thinking.

Concerning the first perspective, undoubtedly, people who read a lot have a much easier time getting better at writing. For instance, in order to write a particular kind of text, it helps if the writer has read that kind of text. In the same way, writing can also help people become better readers. For example, the experience of writing a short story or organizing a report permits the writer, as a reader, to approach new reading experiences . Since reading is a vital source of information and ideas, writers can fully and effectively contribute to a given topic in a given situation by being familiar with what previous writers have said. For this, one way to help students become better writers is to make sure

that they have lots of extended time to read books and other texts, which they understand and enjoy.

Regarding the second perspective, writing is a tool of thinking because the act of writing generates ideas. The notion that writing is a medium for thought is important in several ways. It suggests a number of important uses for writing: to solve problems, to identify issues, to construct questions, to consider the influence of context, to develop own position, to analyze evidence, to integrate others' perspectives, to identify conclusions, and to communicate effectively. However, for years, it has been observed that EFL students suffer from weaknesses in expressing their original thoughts in writing in a foreign language. This problem seems to be associated with critical thinking, defined as “making reasoned judgments to assess the validity of something”, and as individual voice, defined as “authorial identity” (Beyer,1995; Ivanic,1998; Hirvela & Belcher, 2001 cited in Alagozlu, 2007,para.1). In light of these insights, the question is what do these writing quality principles mean for teaching writing?

- **Instructional Practices for Teaching Writing**

Being opened to the ideas developed in theory underlying this research study, the researcher raises the question : what are the strategies that can be used to correspond to the embraced philosophy of constructivism? To answer this question, let us shed the light on some characteristics of instruction that are assumed to develop the process of learning and improve students' achievement. In this context, Rolheiser & Fullan (2002,sec.4) formed about twelve strategies as the best practices in language arts classroom.

1. Incorporate ER of varied kinds of material.
2. Foster interactive learning.

3. Extend students' background knowledge.
4. Utilize meaning-making skills and strategies such as summarizing, questioning, and interpreting.
5. Organize instruction into broad, thematically-based clusters of work.
6. Teach critical reading/writing skills.
7. Emphasize discussion and analysis.
8. Stress the composing processes.
9. Provide balanced attention to different forms of reading, writing, and speaking.
10. Provide early intervention.
11. Expose students to varied kinds of literature.
12. Provide assessment that reflects the content and complies with the process of instruction.

In line with Rolheiser & Fullan's suggested strategies (2002), Dam & Volman (2004) identified some features of instruction that are supposed to enhance CT. These features are: paying attention to the beliefs of students, promoting active learning, adapting problem-based curriculum, stimulating interaction between students, and learning on the basis of real life situations.

Most importantly, National Council of Teachers of English (NCTE) (November,2004) summed up some standards towards excellence in teaching writing, taking into consideration the connections of writing and reading and teaching writing as thinking. In order to do an excellent job of teaching, in respect of the two mentioned perspectives above, teachers need to understand at least these considerations :

- How writers read in a special way, with an eye toward not just what the text says but how it is put together.
- The psychological and social processes reading and writing have in common.
- The ways writers form and use in their construction for anticipating their intended readers' responses and needs.
- An understanding of text structure that is fluid enough to accommodate frequent disruptions.
- Varied tools for thinking through writing, such as journals, writers' notebooks, blogs, digital portfolios, dialogue journals, and others.
- The kinds of new thinking that occur when writers revise.
- The variety of types of thinking people do when they compose, and what those types of thinking look like when they appear in writing.
- Strategies for getting started with an idea, or finding an idea when one does not occur immediately.

Recently, a report by Graham & Perin (2007, pp.1-77) provided guidance for teachers and policymakers by identifying specific instructional practices that improve the quality of adolescent students' writing. They recommended eleven key elements found to be effective for helping adolescent students learn to write well.

1. Writing strategies : involve teaching students strategies for planning, revising, and editing their compositions.
2. Summarization: involves explicitly and systematically teaching students how to summarize texts.

3. Collaborative writing: uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions.
4. Specific product goals: assign students specific, reachable goals for the writing they are to complete.
5. Word processing: uses computers and word processors as instructional supports for writing assignments.
6. Sentence combining: involves teaching students to construct more complex, sophisticated sentences
7. Prewriting: engages students in activities designed to help them generate or organize ideas for their composition.
8. Inquiry activities: engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task.
9. Process writing approach: interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.
10. Study of models: provides students with opportunities to read, analyze, and emulate models of good writing.
11. Writing for content learning: uses writing as a tool for learning content material.

- **Evaluating Writing Quality**

Eminently, the evaluation criteria should be in accordance with the above principles and teaching practices. So, in a text exploiting CT, students are to recognize the following aspects (Knott, 2005; Kurland, 2000, and Stapleton, 2001 pp. 536-539 cited in Alagozlu , 2007,para. 5):

- The central claims or purpose of the text (its thesis),
- Some judgments about context,
- kinds of reasoning the text employs,
- The evidence (the supporting facts, examples, etc) the text uses,
- The strengths and weaknesses of an argument.

Accordingly, good writing should reflect the aspects of CT and a thinking mind should be reflected in writing. Therefore, a good writer should generate some content, to put forth assumptions, evidence, and arguments that s/he can defend and draw conclusions from. In this vein, Stapleton (2001, pp.536-539 in Alagozlu, 2007,para.5) proposed the following criteria to evaluate a written text in terms of CT elements:

- Arguments are claims supported by a reason.
- Reasons are statements used to support claims and generally answer why the claim should be believed.
- Evidence constitutes statements or assertions serving to strengthen the argument.
- Recognition of opposition and refutation constitute statements that offer alternative interpretations to those expressed in the claim.
- Conclusion is a statement or series of statements in which a writer sets out what s/he wants the reader to believe.

Finally, the center for teaching, learning and technology in Washington State University (2006) developed a guide to rating critical and integrative thinking (Appendix: 2). The designed scaled rubric assesses students' writing according to seven criteria:

1. Identifies , summarizes the problem, question ,or issue.

2. Identifies and considers the influence of context and assumptions.
3. Develops, presents, and communicates own perspectives, hypothesis or position.
4. Presents, assesses ,and analyzes appropriate supporting data/ evidence.
5. Integrates issue using other perspectives and positions.
6. Identifies and assesses conclusions, implications, and consequences.
7. Communicates effectively.

Judging upon the theoretical arguments above, the researcher, in compatible with Ferris & Hedgcock (1998,p.35), suggests that the Eisterhold's directional perspectives outlined above on (figure 1, p. 27) can serve as guidelines for creating balanced literacy pedagogy. This literacy pedagogy calls for providing input, promoting the construction of meaning, and tapping into learners' evolving into the interdependent reading and writing skills. To meet these objectives and to reach the prospected writing criteria, the researcher contends that ER as a supplementary technique can be a rich ground for empowering content, critical thinking, and language use. Therefore, ER as a supplementary approach could be a worthy step to follow in EFL/ESL literacy teaching policy; however, much work and rigorous research are still needed to consolidate the phases of ER programs and the aspects of writing.

Section 11

An Overview of Related Previous Studies

Studies Related to the Influence of ER on the Affective and Cognitive Domains

- **Studies with Positive Results of ER on Literacy Perceptions**
- **Studies Showed Weak Influence of ER on Literacy Perceptions**

Studies Related to the Influence of ER on Literacy Development

- **Studies with Positive Effects of ER on Students' Writing**
- **Studies with Weak and Negative Effects of ER on Students' Writing**

Introduction

In this section, the researcher sheds light on previous studies mainly conducted to investigate the effects of ER approach on students' perceptions on one hand and on writing on the other hand. Surfing the literature, the researcher found that previous research on ER focused on reading comprehension, vocabulary acquisition, and reading motivation. For example, some research identified the positive results of ER on general language proficiency and reading habits (Camiciottoli, 2001; Cecilia & Ojeda, 2005). Other research outlined the principles for teaching ER (e.g., Day & Bamford, 2002; Prowse, 2002). At the same time, other studies highlighted the impact of ER on vocabulary (e.g., Horst, 2000/2005; Hirsh & Nation, 1992). In comparison, very few research studies directly addressed the influence of ER on the writing skill. Even not all those available studies have positive results in regard to writing performance. Perhaps this present study is one among seldom to use the ER as a stand-alone part of a writing course, not a reading program, which to some extent grappled with the time impediment. Most importantly, very few research related ER to critical thinking, and the available resources are in theory not in practice. Therefore, this current research tried to study the included variables from a critical position.

In what follows, the researcher cited **forty empirical studies** distributed as follows:

- Thirty two studies have confirmed the positive effects of ER, but eight studies showed weak and negative results.
- Out of these studies:

- Twenty one have been cited within the affect and cognitive domains to figure out the influence of ER on students' perceptions of literacy skills;
- Nineteen of these studies showed positive results considering ER and literacy perceptions.
- Two studies showed some pitfalls and weak results.

In a related direction, nineteen studies have been cited to review the influence of ER on literacy development in general and on writing in particular distributed like this:

- Thirteen studies gave positive results in favor of the influence of ER on writing, and reflected the necessity of relating reading to writing .
- Six research studies proved that there is little effect, if not neutral, of ER on literacy skills, especially on writing.

In some places, the researcher displays few not recent studies for the following reasons:

a) to trace the progress which has been occurring in this field of study b) to shed the light on some important research which were the corner stone for touching upon this field of research c) and to identify the difference of results, obtained throughout different intervals, whether positive, neutral, or negative. Another practical reason relates the limited availability of substantial body of research of ER and its impact on writing and perceptions.

Studies Related to the Affective and Cognitive Domains

In this area of research, the main concern is focused on investigating students' attitudes, motivation, preferences, and perceptions under the premises of ER approach in literacy teaching . The research of these variables tried to find out the answers to some questions

like: Do students prefer to read at their leisure time? What do they think of composition writing? How do they perceive their writing? In what follows, the researcher presents some relevant studies in terms of their influence on literacy perceptions, either positive or weak. The studies are introduced in thematic order.

Studies with Positive Results of ER on Literacy Perceptions:

In regard to the positive impact of ER approach on students' perceptions, Robb & Susser (1989,pp.239-251) conducted a study in which ER technique was used with classes of first-year university students in Japan. The experiment aimed at encouraging these students to read extensively and to do writing based on this reading. Students read authentic materials written for NSs at levels from elementary school to adult, and not available in Japanese translation. A page weighting system was used to measure quantity of student reading. To encourage students to do the reading, varying strategies were used: points were given for number of weighted pages read; a student record of books read was monitored by teachers; and summaries of texts /books they had read were also written. Based on questionnaire data, the authors reported that students liked the approach. Students also believed that their summary writing improved.

Similar to Robb & Susser (1989) ,Yu (1999,pp.59-74) conducted an empirical study in upper primary and junior secondary levels in Hong Kong schools to investigate whether an ER scheme helped students acquire a reading habit in English and improve their English proficiency. The paper discussed the rationale for ER and outlined the aims and features of the reading scheme. It also evaluated the effectiveness of the scheme. Participants in the study were an experimental group (492 students), a control group (490 students), and 45 teachers from schools taking part in the scheme. All three groups

completed questionnaires. Results suggested that students in the experimental group were more regular readers. However, only 27% included ER in English as a favorite pastime, showing that a reading habit takes a long time to develop and continual structural support is necessary. As for language development, the experimental students were more confident of their reading ability, and evaluation of the scheme by teachers and students suggested that they perceived the program as useful in developing such aspects of English as vocabulary, reading, and writing and in expanding students' knowledge of the world.

Close to the previous studies' aims, Davis, Carbon, Kline, & Hsieh (1992,pp.320-332) reported a questionnaire study of 175 U.S undergraduates' attitudes toward studying L2 literature. These students were enrolled in sixth-semester introductory foreign language literature courses. About two-thirds of respondents reported positive attitudes toward literature study. Variables found to be significantly related to attitude toward literature study were: amount of leisure reading done in the L2, role of literature at home, and preferred learning style. The authors recommend that reading instruction and SSR, in which students select what they read be done once or twice a week, allow students to give their own interpretations of what they read .

Further relevant study was carried out by Powell (2002). Specifically, the author devised a survey to investigate students' attitudes in general and the following questions in particular:

1. Have students' attitudes towards reading changed since starting the special English course?

2. Did students feel the ERP was beneficial?
3. Was ER enjoyable?
4. Did students undertake any other English reading voluntarily?
5. If so, what material did they most enjoy reading outside school? (It is often assumed that reading graded readers is the only way to do ER outside school)
6. Did they feel motivated to carry on reading in English in the future?

The questionnaire was given to a class of thirty-six students during their third and final year at high school. The results were generally very encouraging in many areas such as the total number of books read by the class increased from 153 in the first year to 261 in the second year . This means that, on average, students went from reading just over one book a week per term (the required minimum) in the first year, to reading more than two per term in the second year. Equally encouraging were the apparent changes in attitude where number of students who started to find ER enjoyable increased at the end of the course.

In support of Powell's study findings (2002), Alshamrani (2003) conducted a qualitative study, in which he described 9 ESL students' beliefs and attitudes about ER of authentic texts. Using multiple qualitative methods including interviewing, document analysis, notes, and email follow-ups, this study attempted to answer a group of research questions relevant to the following points: (1) the attitudes and beliefs of ESL students regarding ER of authentic texts; (2) their attitudes and beliefs concerning vocabulary development through ER of authentic texts; (3) the strategies they report they have used when handling unknown words encountered while reading; (4) the difficulties they report they have encountered when reading authentic texts; (5) the benefits they think they gain from ER

of authentic materials in terms of language improvement in general, and vocabulary development in particular; and (6) their attitudes and motivation regarding whether they would continue to do ER and recommend it as a means of language development.

The findings indicated that despite various reading difficulties they encountered, the students had positive attitudes toward ER of authentic texts and were motivated to read after the course has finished. The findings also showed that ER had helped students develop and improve various language skills, including vocabulary, reading for meaning, grammar, listening, speaking, and pronunciation. Students in Alshamrani's study believed that they were familiar with grammatical rules, stylistic forms, and new vocabulary. Accordingly, they believed that this familiarity influenced their writing. However, his study did not detail what difficulties students encountered in writing, and what strategies they employed under the influence of ER. Hence, this present study took further step toward gaining more understanding of the influence of ER on students' perceptions of writing experiences.

In exploring the impact of ER on another FL, Dupuy (1997,pp.253-261) examined the preferences of 49 intermediate-level students of French as a foreign language concerning two classroom activities (grammar instruction and practice, and ER). The author indicated that students in the study overwhelmingly found ER to be not only more pleasurable but also more beneficial for language acquisition than grammar instruction and practice. Students explained that while reading was fun, interesting, and beneficial for language acquisition, grammar instruction and practice was dull and boring, and its effects were small and short-lived.

Like Dupuy's (1997), Leung (2002) demonstrated a diary study to examine the impact of ER on attitudes toward Japanese reading beside its impact on vocabulary acquisition and reading comprehension. To carry out the study, the researcher ,who was the author of the paper, read Japanese on her own for four months and recorded her journey of ER in a diary. The author concluded her findings in the following points:

- The key element in the success of ER is having access to a large quantity of reading materials geared to an individual's level of proficiency and interest.
- Reading extensively played an important role in the learning process.
- If learners are given the opportunity to read extensively for pleasure and to develop a passion for reading, they can become more eager to learn the necessary reading skills and vocabulary they need in order to enjoy what they read.
- In addition, ER also gives learners more control over and confidence in their own learning.
- Language learners, especially those who have never experienced the benefits of ER , may find it challenging to find the time, discipline, and commitment to read extensively at the beginning; however, once a routine is established, with constant encouragement from friends and teachers, reading can become a part of learners' daily activities and provide a nice break from other intensive studies.

Concerning Spanish language, Brantmeier (2005,pp.494-504) conducted a study to examine L2 Spanish learners' self-assessed ability level and enjoyment and the effects of these factors on two different measures of comprehension. The author investigated topic familiarity differences by gender. The study utilized an authentic short story. During

regular class period, 88 participants from advanced grammar courses completed the following: (a) a questionnaire about general L2 reading abilities and enjoyment, (b) a reading passage, (c) a written recall task, (d) multiple-choice questions, and (e) a questionnaire concerning topic familiarity. Propositions in the text were analyzed for pausal units, and recalls were scored for such units .

Results revealed that students believed they were satisfactory readers of Spanish and they generally enjoyed reading in Spanish. As predicted, levels of self-assessed abilities positively correlated with levels of enjoyment. The study yielded significant effects for both self-assessed ability and enjoyment on written recall (an open-ended assessment task), but no such effects were found on the multiple-choice questions (a task including retrieval cues).

The study also revealed that, at the advanced levels of language instruction, learners' self-assessment of their L2 reading ability was quite accurate as shown in the written recall. The findings suggested that the study of self-assessment and enjoyment, in association with other L2 reading factors such as metacognition, anxiety, and motivation, may contribute to a better understanding of L2 reading comprehension.

Similar to the methodology used in Leung's (2002) above, Cecilia & Ojeda (2005) established a study in which reading journals were used as innovative tool within EFL settings. The authors presented the designing of a reading journal where self-perceptions and interests flew smoothly from the reader. The main interest was related to highlighting students' aesthetic and self reflective nature where intrapersonal wishes outweigh extra-textual demands.

The study was applied to six voluntary EFL students with an intermediate level of English. They were studying to become English teachers at the Faculty of educational sciences in the University of Granada. They chose a short story entitled *Her Father's Attic* by Philippa Pearce (2002). Then, they were instructed to complete the reading journal and submit it once done. No deadline was imposed, but they all responded positively within the following twenty days. The authors involved four stages in the reading journal design: contextual stage, pre-textual stage, textual stage, and post-textual stage. The sequence of these stages planned to refresh the readers' mind, to raise student's interest in the text they were about to read, to confer of meaning to the written text, and to state explicitly whether the reading was enriching or not by reacting from a personal level.

The results of their experiment revealed the following important points:

- Reading is an animated process which calls for an active participation from the reader and the development of a sense of critical interaction.
- The text is an essential vehicle to interchange ideas, open cross-cultural dialogues, and relativize readers' own environment.
- More interestingly, the philosophy underlying the ER approach allows the readers to re-emerge much stronger, prioritize their reading interests, and naturalize the reading practice in EFL.
- Reading Journals have shown to be an effective way of motivating students, enlivening the reading process, and raising readers' self-awareness towards reading in a FL.

- Positive attitudes towards reading and writing emerge especially when low filtered atmosphere is considered.
- However, the lexical difficulty of the text imposes obstacles towards reading.

In correspondence to Cecilia & Ojeda study (2005), Al-Ghonaim (2005) in his qualitative study described ESL college students' beliefs, attitudes, and experiences about the issue of reading-to-write during an introductory college writing course in Indiana University of Pennsylvania. The study aimed at exploring and hearing students' beliefs and attitudes regarding the effects of the reading activities on their writing. Multiple research methods of qualitative research design, including interviews, observation, and document analysis had been employed. The research questions that the study answered related to the following areas: the participants' beliefs about the reading-writing connection at the beginning and at the end of the course; their strategies in using reading texts for writing, the difficulties that they might experience during the course when dealing with reading texts; their opinions about their progress in using the rhetorical structures and organizational features covered in the course; and their opinions regarding whether they will pursue the reading-writing connection in the future.

The findings of his study implicated that the students engaged in reading-writing activities for the first time. The findings also showed that the students had positive attitudes toward reading-to write. Moreover, the explicit instruction of rhetorical structures had helped them improve their writing competence. Specifically, the subjects reported that using models along with instruction had resulted in various benefits concerning writing and writing structures and including: rhetorical modes, text organization, specific use of words, sentence patterns, parallelism, run-on sentence,

revision, wordiness, content information, and motivation to use reading-writing related activities in the future. Though the participants experienced some writing problems during the course, they developed more understanding about the reading-writing connection. Those perceptions were expressed and conveyed through their advice to future students and through their metaphors about reading and writing.

In line with the ER research, internet reading was also addressed in the study of Al-Rajhi (2004). The study involved the Arab students of English to explore the experiences of Saudi female and male EFL learners in doing reading through the internet. In his study, Five female and five male Saudi EFL learners were interviewed. A skeptical group of three females and two males was added to the study to learn more about their attitudes towards internet reading. The study attempted to answer three research questions about the attitudes and beliefs of the participants concerning the following issues: (1) the benefits, features, and problems of internet reading; (2) the impact of internet reading on the participants' writing styles; (3) the impact of internet reading on the participants' cultural-awareness. Samples of the participants' writing that were written over a period of time were analyzed. Emails were used for facilitating and arranging the interviews and for demonstrating follow up questions whenever needed. The study showed that the majority of the participants had positive attitudes and successful experiences with internet reading. The participants stated that internet reading has many benefits and some problems. Based on the participants' responses of the study, internet reading has a positive impact on writing styles as well as cultural awareness.

Within this positive stance, Liem (2005) went further by investigating not only the effects of ER on subjects' perceptions of their reading ability but the metacognitive strategies

used while doing ER. The study also looked at the use of cognitive and social-affective strategies during the subjects' involvement in ER .

The subjects involved in the study were six students majoring in computer science at Saigon Institute of Information Technology in Saigon, Vietnam. The instruments used were a set of questionnaires (pre-and post-questionnaire) for both quantitative and qualitative data collection. All the subjects were required to write their reflections on prepared forms about their reading experience and performance during the seven weeks of the study.

The data from the pre-questionnaire and the pre-interview showed that the students had some knowledge about metacognitive and cognitive strategies for reading (Appendix 1) , though they did not have proper or full knowledge about how and when to use those metacognitive strategies to plan and monitor their reading. The data from the post-questionnaire, the post-interview and the reflection forms showed that the ERP brought the subjects a chance to review and understand more about the metacognitive strategies they have acquired before, and to apply these strategies by themselves to manage their reading. It can also be seen that metacognitive and cognitive strategies are interrelated during subjects' ER. From this study, it can be seen that ER might be a prominent trend of reading to help students develop their reading autonomy. The results of the study revealed that ER had a positive effect on enhancing the subjects' perceptions of their reading ability and increasing their motivation in reading English.

Hence, the researcher draws a conclusion that Liem's study has three fold findings. First, students' perceptions of reading ability can be generalized to the writing abilities as well.

Second, the study also stimulated CT through ER by addressing cognitive and social-affective strategies during the subjects' ER. Third, it proved that ER not only enhanced language skills abilities and literacy perceptions, but also empowered the CT capacity.

For determining the relationship between the ER, literacy perceptions, and writing performance, an interesting study by Lee (2005,pp.335–374) presented and tested a hypothesized structural model that attempted to explain the relationship of writing in English as FL by Taiwanese university students to a variety of factors. These factors were classified into: inhibiting (writing apprehension and writer's block), facilitative (free reading and self-initiated writing), and students' beliefs about and attitudes toward the instructional activities they experienced. Structural equation modeling was employed to test the interrelationships among the factors and the impact of each factor on writing performance. Results showed that FVR was the only significant predictor of writing performance.

In another EFL context, a two-dimension study conducted by Renandya, Rajan, & Jacobs (1999,pp.39-61) intended to answer two questions. First, the authors wanted to examine if ER could be successfully implemented with older adult L2 learners. Second, the authors were interested in the relationship between learning gains and a set of ER variables. These variables included the amount of ER material read, the extent to which this material was perceived as interesting, easy/difficult, and comprehensible, and whether or not ER was perceived to be a useful and enjoyable activity.

Participants in the study were 49 Vietnamese government officials who were in Singapore for a two-month intensive English course. They all spoke Vietnamese as their

first language. About an equal number of male (47%) and female (53%) participants were represented in the sample. The youngest participant was 21 and the oldest 55. Participants' proficiency in English ranged from low to high intermediate. On the basis of their pretest scores the 49 course participants were divided into two classes, one more proficient and the other less proficient. Three instruments were used to collect data in this study, pre-post test, book record, and two-part questionnaire to elicit further information from participants.

The course in which participants were enrolled, entitled English for International Communication (EIC) along a period of two months. The course included the following components with certain time pace for each: speaking/listening, reading/writing, presentation skills, business writing, pronunciation, and presentation software skills. Then, students were asked to read fiction and non-fiction graded readers of their own choice. The total number of pages was not less than 800. They were told to choose ER books that they found interesting and were of no more than medium difficulty level. They were also encouraged to read books of different genres, such as romance, adventures, science fiction, action thrillers, and biography. All reading was done out of class. To provide writing practice, students were asked to write short (one or two-paragraph long) summaries of the books they had read. The instructor collected the students' summaries on a regular basis and gave feedback, which focused mainly on the content rather than on the mechanics.

The results of the study revealed the following outstanding points :

- The answer to the first research question--whether ER could be implemented with older adult ESL learners seemed to be in the affirmative. Participants not only quite

enjoyed doing the ER assignments, but also found them very useful in improving their knowledge of English.

- Regarding the second research question asked about the relationship between a set of variables (i.e., prior English study, amount of reading done, perceived usefulness of ER assignments) and learning gain as measured by the difference between posttest and pretest scores. Using a more powerful data analysis procedure (i.e., regression analysis) revealed a very interesting result. Only one variable, amount of ER done in Singapore, was a significant predictor of students' gain scores. The other variables made poor showings on the regression analysis.
- Concerning the third issue whether higher proficiency lead to more reading, results showed that although there was some correlation with the more proficient class reading an average of 774 pages and the less proficient averaging 684 pages. This difference, however, was not significant .

In support of the above results, a study by Deckert (2006,pp.1-15) used self-report data to examine what participants felt was most helpful for gaining a high level of proficiency in English. Participants were 48 non-native English speakers from a variety of countries who were full-time faculty members at U.S. universities. They completed a questionnaire that asked them about their formal and informal experiences in learning English and asked them to rate the utility of the various types of experience and to make recommendations as to what might most help current ESL learners.

The findings were supportive of an emphasis on language use and on participating in experiences that promote unconscious acquisition, rather than a focus on language usage and on working toward conscious learning of English. For example, one Table in the

study was to show respondents' ranking of the usefulness of seven types of exposure to English. The type of exposure ranked least useful was formal ESL classes prior to and during university, while the highest ranked was using English as a teacher or professor, and as a student in regular university classes. In another Table, FVR was ranked as the most helpful out-of-class activity.

Verifying the investigated variables, Yau (2007) established a qualitative study which aimed to: a) investigate the perceptions of students with a range of abilities on ER and the ER scheme at school b) to see if there were any differences among them c) and to compare the views of students and teachers to see if there was any mismatch between their expectations of the current reading scheme. Twelve secondary three students with a range of language abilities and three reading teachers in *Chinese as the Medium of Instruction* secondary school participated in the study. Individual interviews were conducted.

Results showed that students generally had positive views towards ER despite their different language levels. However, differences in students' views on ER and the ER scheme indicated that students of different language abilities had different interests and needs. Differences were particularly evident in their perceived gains in reading comprehension and writing as well as their preferred in-class activities. This implied that the one-size-fits-all approach for conducting the reading lesson may not work for students across the whole form. As revealed from the study, there was also a gap between students and reading teachers in their understandings of ER, and their expectations of the reading scheme. For instance, students and teachers had different interpretations for the role of reading teachers. In light of the findings of the study, the researcher of this current study

shares the author in stressing the need to consider students' views for deriving recommendations and inserting required improvements.

Further relevant study was reported by Fredrick's & Sobko (2008,pp.34-39) .The study involved 11 adult EFL Learners in Tajikistan, where ER and other meaning-based pedagogies were not common. The study investigated whether exposure to culturally relevant texts for ER affected students' attitudes toward reading and their reading habits. Specifically, the researchers explored:

- Challenges faced by Tajikistan students when using authentic English novels for ER.
- How participation in an ERP might impact these students' reading habits and their attitudes toward reading English texts.
- Students' choices of reading materials, particularly whether cultural relevance was a factor.

Discussions and debates about the novels being read were features of the ERP, with some of the discussion being student-led. Furthermore, the instructor guided students to connect the texts to their own lives and the wider world. Data were collected over eight weeks via such means as student's reflections, observations by the instructor and two local observers, interviews with the students, and the connections students had written about. Overall results were positive, and the researchers made recommendations for how similar programs might be implemented.

A recent research such as that demonstrated by De Margado (2009,pp.31-43), confirmed the previous studies' results. In his research study, the author considered two factors, one was related to the effectiveness of ER programs and the other to attitudes. On one hand,

the author examined ER influence on the student's reading comprehension. On the other, the study explored students' perceptions of ER . The study used quantitative as well as qualitative data from the students in the first year of a scientific reading course in a Venezuelan university. Findings revealed that the ERP did seem to positively impact participating students. The ER Group did significantly better in the post-test than in the pre-test. Furthermore, the students' perceptions of ER were very positive. Beside being enjoyable, they felt that ER helped them build vocabulary, reading comprehension, reading skills and confidence.

Identical with De Margado's results, in Al-Homoud' (2009,pp.383-401) comparative study, the gains of ER were very evident. The author compared an ER class against a more traditional class involving intensive reading and vocabulary exercises. The classes were part of a Saudi college professional course, and the classroom setting posed several problems for the ER approach, including relatively weak students, an environment where pleasure reading was atypical, and the course being of short duration. Though ER was carried out in what could be considered challenging conditions, gain scores in reading comprehension ability, reading speed, and vocabulary acquisition showed that the ER approach was just as effective as the intensive approach. Moreover, the ER participants reported much more positive attitudes toward reading, their class, and their learning than the participants in the intensive reading group. Overall, these results indicated that, for the variables studied, the ER approach was as good as, or better than, the more focused intensive reading approach.

Previous research showed that ER and students' perceptions are closely related in literacy pedagogy. Results also revealed that ER has a positive impact on students' perceptions of

literacy activities. Based on the previous research findings, the researcher concludes that ER has its impetus on shaping the students' literacy perceptions. Since these perceptions of preferences, expectations, beliefs, and experiences have an impact on the L2 reading and writing processes, instructors can use ER to enhance the English language abilities and the affective responses to reading and writing as well.

Studies Showed Weak Influence of ER on Literacy Perceptions:

Although the benefits of ER (e.g., linguistic development and improvement of positive attitude toward reading) have been proposed for decades; however, very few empirical studies revealed that ER approach did not have significant influence on nurturing such attitudes and perceptions. In a related direction, Camiciottoli (2002,pp.135-153) highlighted some other variables that might interrelate with students attitudes in ER programs. The study illustrated the findings of a survey of reading frequency and attitudes related to ER in English among EFL students specializing in business studies. A questionnaire administered to 182 Italian EFL students at the University of Florence showed that even if frequency of reading in English was quite low, attitude towards it was clearly favorable. In addition, multiple regression analysis were used to determine potential influential factors. Reading in Italian and experience abroad were significantly correlated with both reading frequency and attitude. The correlation between past access to English books and reading attitude approached the significance level. A negative correlation was found instead between the number of years of past English study and reading attitude. These findings are useful for defining appropriate instructional actions and identifying areas for further research, with the aim of more effective promoting of ER in English.

Another recent relevant study was performed by Shen (2008) to investigate the responses of two groups (n=85) of EFL learners toward their experiences with ER in a three-month EFL college reading class. Two novels (narrative) and fourteen expository texts were the main reading texts. The study attempted to examine (1) the factors attributed to a successful ER program, and (2) the EFL readers' preferences regarding the classroom activities for reading extensively. A three-part survey questionnaire and follow-up interviews were used to collect data. The analysis of frequency of responses indicated that no single factor was chosen by the students and there was a discrepancy between learners with different proficiency levels and learning backgrounds. Different subject groups showed different perspectives and preferences for the influential factors and classroom activities. The study supported the individuality of learning, and it argued that ER was not the major solution for all reading problems.

Studies Related to the Effects of ER on L2/FL Literacy Development

Despite the persistent interventions toward effective changes of English language learning (ELL) status, the dilemmas have been repeatedly stated, especially in writing. Consequently, many specialists have been integrating ER as an innovative approach for teaching reading and writing for not only affecting learners' perceptions but also their practices and gains in ELL. In fact, substantial body of research have discussed this issue in terms of reading comprehension, oral proficiency, spelling, vocabulary, and writing. Since the main concern of this study is exploring the impact of ER on writing, the researcher below presents some relevant studies on the influence of ER on students' writing.

Studies with Positive Effect of ER on L2/FL Students' Writing

Concerning the impact of ER approach on ESL/EFL writing, some empirical studies proved that different positive gains in writing usually occur in language use, content knowledge, and (CT). For instance, in the study of Janopoulos (1986,pp.763-768), the aim was to investigate whether L1 or L2 pleasure reading was positively correlated with L2 writing proficiency. The study addressed 79 non-native graduate students at a university in U.S.A. Data were collected by asking students to write a composition on one of three open-ended topics. They were then asked to provide data on their age, sex, first language (L1) , years of English study, and time spent weekly on pleasure reading in their L1 and in English. Writing proficiency was found to positively correlate with quantity of time spent on L2 pleasure reading but not on L1 pleasure reading or a combination of L1 and L2 pleasure reading.

Similar procedures were followed by (Hafiz & Tudor, 1990,pp.31-42) in two experiments established in two different contexts. One experiment addressed L2 learners in England for a maximum of 60 hours; the other one included learners in Pakistan for a maximum of 90 hours. The authors looked at the effect of ER of graded readers on learners' language use. Specifically, the authors investigated whether a three-month ERP, using graded readers' could improve learners' L2 competence. In both studies, one experimental group and two control groups were involved. The program, inspired by Krashern's input hypothesis, was designed to investigate whether ER for pleasure had influence on subjects' linguistic skills, with particular reference to reading and writing. The study in England used reading and writing measures and analyses of the students' writing, while the study in Pakistan used only analyses of students' writing. In spite of limited and

indirect measures, the results showed a marked improvement in the performance of the experimental subjects, especially in terms of their language skills in writing.

In this perspective, Gradman & Hanania (1991,pp.39-51) reported a study in which 101 students in an ESL program at a U.S. university were individually interviewed. The authors collected data on 44 variables concerning the students' language learning background prior to entry into the program. These data were analyzed for relationships between the variables and students' scores in the test of English as a foreign language (TOEFL). The authors highlighted the relatively high correlation between extracurricular reading and TOEFL score. Meanwhile, they pointed to the lack of a direct correlation between TOEFL scores, hours of formal instruction, and quantity of oral language use. When multiple regression analysis was conducted, they found out that outside reading emerged as the most important, indeed the only, factor with a significant effect on TOEFL scores.

Complying with the above results, Tsang (1996,pp.210-233) compared the effects of an enriched syllabus which included ER and frequent writing assignments on English descriptive writing performance at different form levels. It examined a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programs: (A) regular plus unrelated (mathematics) enrichment program, (B) regular plus ER, and (C) regular plus frequent writing practice. Results demonstrated that the regular plus ERP was overall significantly effective in the area of content and language use, while both the regular plus mathematics program and the regular plus frequent writing practice were not.

Benson's (1991,pp.75-88) is an additional study which aimed at investigating the influence of ER on an ESL student's writing at an American university. Written texts were analyzed for their content and use of authorship. Furthermore, the student's writing was examined to figure out to what extent and through what processes learning from reading had taken place. The finding ascertained the transfer of knowledge from reading to writing. Also, it was revealed that the learning achieved by the student occurred through tuning the incoming ideas to fit the existing structure rather than the whole sale adoption of new concepts. Thus, these findings supported the idea that ER has its positive impact on enriching the content of writing.

In support of the above premise, this transfer and sharing of knowledge is also demonstrated in a study of fifth graders sharing their poetry (Comstock,1992,pp.261-267). The study showed promising results as students began borrowing literary techniques, like the use of imagery and repetition, from each other. They also began to look to their surroundings for ideas that might prompt them to write.

Similarly, in the direction of relating reading to writing Esmaeili (2002,pp.599-620) conducted a study based on the premise that content knowledge from reading has its impact on L2 performance. Thirty-four first year engineering students with intermediate levels of English proficiency at two universities (thirty-one from one university and three from another one) participated in the study. The study examined two dependent variables, writing performance and reading performance. The study investigated how content knowledge from reading affected both the processes and the products of adult ESL students' writing performance. The author used a simulated English language test, that made use of reading and writing modules, interview questions and a retrospective

checklist to measure the variables of the study. It also sought to determine if ESL students' reading performance was affected in such circumstances. Therefore, the participants did two reading and writing tasks in two conditions. One when the reading passage was related thematically to the writing task, and the other when the reading passage was not. They also answered some interview questions and filled out a retrospective checklist of the writing strategies they used when their writing task was related thematically to their reading task.

It was reached that in the thematically-related condition participants (a) achieved significantly higher scores on their written compositions, writing profiles, and summary recall protocols for reading comprehension than in the thematically-unrelated condition; (b) recalled more idea-units within a reading passage in their summary recall protocols than in the thematically-unrelated condition (c) applied more than 8 types of writing strategies in doing their writing task; and (d) mostly (65% of them) had positive attitudes towards the use of reading and writing modules in their test. The key finding was that the present adult ESL students benefited from reading and writing modules in doing their reading and their writing tasks. The thematic connection between reading and writing enhanced both the processes and the products of their writing tasks. Voicing some concern, Esmaeili's study, as Benson's (1991), gave rich results considering the role of reading on enriching content knowledge, language, and thinking in writing performance.

Close to the previous studies' aims, Constantino (1995) described a one semester reading class of adult, ESL lower intermediate level students in the U.S. The class emphasized student-selected pleasure reading, supplemented with teacher-supplied magazine articles. Students began the course wishing to use traditional methods to improve their reading,

such as looking up unknown words and asking about grammar. However, with the author's guidance, such practices decreased dramatically or vanished. Students were not tested on their reading nor were they asked to write book reports. Instead, students wrote and responded to questions about the texts they had read, or, optionally wrote journal entries. As the course progressed, more and more students wrote journal entries and the length of these entries increased. The author concluded that pleasure reading gave positive results in terms of language development in reading, writing, comprehension, and confidence. As such, the goal was accomplished in an environment that was fun, relaxing, and interesting for all involved. These findings, on contrary with the instruction hypothesis, provided full support of Krashen's reading hypothesis (1995) that FVR, is the major source of literacy development.

Under the umbrella of Krashen's reading hypothesis and in addition to inspecting the instruction hypothesis in Constantino' (1995), Mason (2004,pp.2-16) tested the writing hypothesis (Krashen, 1995). The study aimed at finding out whether output practice, with and without correction, enhances the effects of comprehensible input. Based on the premise that FVR alone leads to increase L2 competence, especially the development of grammatical accuracy, Mason addressed three groups of 104 Japanese female college learners of English who were participants in an ERP. The Japanese summary group (n=34) wrote summaries in Japanese; the English summary group (n=34) wrote summaries in English; and the correction group (n=36) wrote summaries in English and received corrective feedback. They also rewrote their corrected summaries. All participants read an average of 2300 pages (about 500,000 words) in three semesters with a range of 800 pages per semester. The correction group's summaries were corrected 25

times. The results revealed that all three groups improved significantly, and there were no statistically significant differences among the groups on three tests. The questionnaire revealed that the Japanese summary group spent 150 hours reading while the other groups spent about 300 hours reading, writing and rewriting. The conclusion was that adding supplementary writing did not lead to greater accuracy and that it was inefficient.

The above results suggested that proper management of ER should be part of the curriculum where teachers and students play a crucial role in improving students' language proficiency. There seems to be a need for a shift in schools towards a reading pedagogy that appreciates the spirit of the ER approach with its focus on reading for pleasure and information.

Confirming the above results, Elley (1996,pp.39-54) reported findings from a study organized by the International Association for the Evaluation of Educational Achievement (IEA). Data were collected in 1990 and 1991, involving 210,000 students and 10,000 teachers from 32 education systems from all over the world. The author focused on those findings of particular relevance to developing countries, where the language of school is not the native language of many of the students. Among the author's conclusions "is that instructional programs that stress teacher-directed drills and skills are less beneficial in raising literacy levels than programs that try to capture students' interest and encourage them to read independently."

Beside the language use and content gains, stimulating CT in writing was another important advantage of ER. On this ground, in the study of Lau (2000), ER was related to the use of the learner strategies in writing and reading under the umbrella of

metacognitive knowledge. For this purpose, the author investigated the use of learner strategies with different exposure to ER in English. The primary purposes of the study were to (a) identify the range and frequency of using learner strategies, employed by two secondary six students with different exposure to ER of English, in writing and reading tasks; (b) compare if there is a difference in the use of learner strategies between the students in the two language tasks and (c) explore whether the difference is attributable to the difference in the students' metacognitive knowledge. Students' language proficiency was determined by the exposure to ER in English. There were two student participants, one of high English proficiency and the other of low English proficiency. Writing and reading tasks were given to the students to perform and they were invited to think-aloud their mental processing when attempting the tasks. At the end of the study, a semi-structured interview was conducted with the students to explore their metacognitive knowledge.

It was found that the range and frequency of using learner strategies of the student with high English proficiency (higher exposure to ER) was wider and greater than those of the student with low English proficiency (lower exposure to ER). The metacognitive knowledge of the student with higher exposure to ER was relatively more comprehensive than that of the student with lower exposure to ER. The researcher emphasized that the findings of Lau implied that there is positive impact of ER not only on language ability but also in the meta-cognitive knowledge , which is another coin face of CT ability.

Similar to Lau's (2002) ultimate goal, Emilia (2005) employed a critical genre-based approach (GBA), which stemmed from ER approach, in teaching academic English writing to student teachers. The study explored the effectiveness of using such approach

in improving critical writing. The data were obtained from several sources, including a questionnaire prior to an 11 week teaching program; classroom observations by the researcher and her colleague, collection of samples of students' texts in various stages of the teaching program. The data were then analyzed using systemic functional grammar (SFG); students' journals written after each teaching session; and two stages of interviews with the student participants, immediately after the program and eight months after the program.

The findings revealed that despite some limitations, the teaching program was successful in many ways in the Indonesian EFL tertiary teaching context. Most significantly, the students' argumentative writing skills in English improved in that they achieved enhanced control of the target argumentative genre. This control of the target genre appeared in providing clear structure, using of evidence, and using various linguistic resources. Moreover, data from classroom observations, students' journals and interviews showed that the students were aware of having made progress in terms of metalanguage for discussing critical reading and writing. Admittedly, this study by Emilia (2005) proved that there was real development in CT and students' perceptions as well.

The final recent study developed by Lee & Hsu (2009) came to culminate the preceding findings. This one-year study examined the impact of in-class ER or SSR on writing with a group of Taiwanese vocational college students. These students had been less successful in academics, including English. While many researchers and practitioners believe that less proficient ESL/EFL students need more direct instruction, SSR has been gaining support from research. The design attempted to avoid the weaknesses in the design of previous studies by having a longer duration, an appropriate comparison group,

providing more access to books, and requiring less accountability. Subjects devoted part of the class time to in-class reading and followed the same writing curriculum as the comparison group did. Pre and post essays were graded following five subscales: content, organization, vocabulary, language use, and mechanics. Results showed significant differences in gains on all subscales in favor of the experimental group.

Apparently, research indicated that language learners benefit from reading extensively in the L2. In addition to being exposed to a large amount of language input, learners have the opportunity to engage in academic discourse. Though the benefits for the academic learners seem evident, few studies showed ER in the negative side.

Studies with Weak and Negative Results:

Skeptical of Krashen's Input Hypothesis, Coll, et al. (1991) investigated the application of Krashen's CI hypothesis by studying the relationship between exposure to the target language and language acquisition within the context of English-as-a-foreign -language of a secondary classroom in Spain. The project studied the effect of additional reading instruction with emphasis on reading for pleasure. Series of graded readers were made available to students in the experimental group who were asked to turn in short reports on which they received teacher feedback. An average of 15 hours of after school reading was completed by students in the experimental group. Student achievement was evaluated via the short form of the English Language Skills Assessment (ELSA), a multiple-choice cloze test, a dictation test, the vocabulary test, and a self-assessment measure. The results revealed that reading did not correlate with greater achievement in a L2 as the difference between control and experimental groups was not significant.

In additional relevant study developed by Lai (1993a, pp.87-100), Krashen's theory was only partially supported. It examined Krashen's theory of L2 acquisition through the implementation of an ER scheme. The author allowed learners to choose books at their level of language proficiency, and gave them time to read on their own. It was assumed that CI was provided in a low affective filter environment, thus satisfying the two essential factors in Krashen's CI hypothesis. In his study, 1351 secondary students were involved as subjects either in a year-long reading scheme or in a summer reading program. Results revealed that Krashen's theory was only partially supported. There were significant gains in the experimental group in vocabulary recognition, listening comprehension and reading speed, but no superior comparison over the control group in reading comprehension and writing .

Stressing the above results of his study, Lai (1993b,pp.23-36) reported the effects of a 4-week summer reading program on learners' reading comprehension, reading speed and writing development. Graded readers and short passages were used to supply CI to 226 subject (grades 7-9) from Hong Kong secondary schools. Results identified that there was improvement in all three areas tested for those subjects who had reached a certain level of proficiency. Depending on teacher's emphasis and the quantity of reading done, there was a significant relationship with reading comprehension gains in one course and with reading speed in another course. However, writing development was slightly below the significant level.

In parallel, Caruso (1994) attempted to: (a) determine the effects of ER on reading comprehension, (b) on writing complexity, (c) to assess subjects' views of ER, (d) and to determine if demography would affect pre and posttest reading and writing.

During the 1992-93 academic year at West Virginia University, eight Spanish classes of 177 students were involved in the study. Experimental group students were tested to see if reading extensively for main meaning would affect reading and writing skills. Experimental and control groups contained subjects of various ages, with varying degrees of experience in Spanish. Two different graduate assistants taught each semester; each assistant taught one experimental and control group. For the nine week treatment period, experimental students read and summarized a variety of interesting material during the first 15 minutes of each class. Control groups spent the first 15 minutes of class practicing productive skills involving speaking or writing. Reading comprehension was measured using the advanced Placement Spanish Language Exam (PSLE), which has a twenty-six item multiple-choice format. Writing complexity was evaluated by comparing pre and post test mean T-Unit lengths. A seventeen-item Likert questionnaire measured subjects' views of ER.

Results revealed that there was significant difference between the experimental and control groups in reading comprehension and views of ER, but there were no significant differences in writing scores. Also, age, sex, education, and language background did not affect subjects' scores. There were no significant differences in relevance to these variables. Therefore, it was recommended that more research is needed to determine if a prolonged treatment period would yield better results in favor of ER.

Conforming to the above results, Lightbown, Halter, White, & Horst (2002,pp.427-464.) carried out a longitudinal experiment to investigate skills of ESL students. Those students had learned ESL in an experimental comprehension-based program consisting of a combination of ER activities and extensive listening activities. They compared the

performance of grade 4 and 5 students with two or three years of reading and listening to that of students with three years of audio-lingual instruction. After six years of an essentially comprehension-based program in ESL, the same students, who were in grade 8, performed as well as comparison groups of students on measures of comprehension and some measures of oral production but not on measures of written production. This study showed some particular gaps in the written language of students in the comprehension-based program. The authors concluded with a discussion of the need for pedagogical guidance for the development of writing skills.

In further relevant study, Yamashita (2008,pp.661-672) investigated the differential effects of ER on different aspects of ESL/EFL ability. Development of general reading ability and linguistic ability were examined. Improvement from a pretest to a posttest was found to be significant for reading ability, but not for linguistic ability. The results suggested that the effects of ER might be manifested more quickly in general reading skills than in L2 linguistic ability, at least for adult L2 learners.

Most disappointing results, which were reported by Wong (2001), were evident in Hong Kong ER Scheme in English (HKERS) in 1991. Unexpectedly, the introduction of the HKERS, which aimed to motivate the students to read and thus enhance their English proficiency, gave very negative results. According to Wong, having introduced ER scheme in Hong Kong for one decade failed to motivate students to read more English, to change the attitude towards English reading among the students of Hong Kong, or to promote English proficiency. Thus, achieving the expected aims of ER approach is still a daunting job. In his paper, Wong attempted to look into the reasons why the English proficiency level has not changed much since the introduction of the HKERS. Therefore,

the author suggested the following tips: reading skills should be strengthened, a favorable environment for reading should be created, the connection between reading and writing should be more effectively understood, and a wide selection of authentic and relevant reading materials should be made available.

Commentary on the Previous Studies

The cited previous research studies provided rich insights in theory and practice for designing this present study. An overview of the included previous studies gave clear picture of the issue of ER and its impact on EFL/ESL education in general and ELL in particular. This influence goes into two parallel lines: literacy perceptions and literacy development.

Most empirical studies have shown ER approach as influential factor in nurturing ESL/EFL students' beliefs, preferences, attitudes, and experiences in literacy learning. What is more, some studies have confirmed the recursive relationship between literacy development and attitudes. Nonetheless, what have been previously (p.100) indicated in Caruso (1994) suggested that good attitudes do not necessarily lead to good performance and vice versa. This implies that there is a need to research this area in more depth to find an answer to the question: are students with good literacy attitudes have better literacy learning?

In addition, majority of previous studies on foreign language (FL)/ L2 have pointed to the positive gains of ER on language learning including writing. Actually, the previous studies revealed that the progress occur in two elements of writing: content, language use. However, worldwide, the entity of empirical studies, conducted on ER and its impact on

writing, is somehow small in comparison with other studies of ER and its impact on reading comprehension and language competence as prominent measured parameters. Meanwhile, at the local level and to the knowledge of the researcher, no research studies in Palestine were sought to discuss the influence of ER on students' perceptions or on writing. The only one, that was set by Bader Eldin (2009), detailed the influence of ER on reading strategies. Acknowledging that, there is a lack of research on this issue, which calls for the urgent need of more research in the Palestinian context.

Most importantly, what have been searched till now have not directly related ER to CT gains in writing. In this vein, three studies set by Lau (2000), Emilia's (2005), Liem (2005), and Emilia (2005) have touched upon ER approach from a critical position. These studies implicitly showed ER approach as a stimulating factor of critical thinking.

Although ER is now recognized as an important element of language learning, it appears that EFL students even those specializing in English do little reading beyond course requirements. This negative correlation, that was found between the number of years of past English study and reading attitudes (Comiciottoli, 2002), implicates the necessity of embodying ER in the primary EFL classes to build attitudes toward reading as a cultural aspect. Furthermore, the empirical findings, that pointed to strong connection between reading and writing performance such as Esmaili's (2002), lead to the conclusion that efficient reading lay a foundation for the growth of writing quality in L1 and L2.

In regard to the weak results, it was found that ER has weak impact on students' reading attitudes (Camiciottoli, 2002) and literacy perceptions (Shen, 2008). Moreover, some studies (e.g., Coll et al, 1991) concluded that there is weak correlation between ER

approach and achievement in L2 especially in writing. These negative findings can be referred to some factors such as : availability of ER resources is difficult, needs of students are not addressed, the treatments provide either inadequate or insufficient input to support Krashen's hypothesis, the length of these studies is insufficient to show significant results, or the measurement tools used are inadequate to capture differences. At any rate, the contradictory results of ER research invite educators and specialists to take further steps in dealing with the implementation and investigation of ER approach in literacy pedagogy.

Finally, It is also worthy mentioning that ER impacts not only ESL /EFL literacies but also many second languages other than English as indicated in Dupuy (1997); Leung (2002), and Brantmeier (2005). This encourages to carry out some other empirical studies to investigate the impact of ER approach on Arabic literacy development as a L1 and L2 language.

Being opened to these perspectives, the researcher in this present study argues that considering students' perceptions and attitudes is a prior need in any literacy program. Moreover, ER is a vital method for cultivating these perceptions and attitudes to maintain better literacy performance.

Summary

Reviewing the literature, the researcher found that ER as a supplementary tool or technique for teaching EFL/ESL is very beneficial if it is administrated systematically along enough period of time. In other words, ER seems to be a good tool for enhancing grammar, vocabulary, reading comprehension, reading speed, English learners'

confidence, and writing performance as well. Equally important, it has been argued that ER has its impact on the students' attitudes, and perceptions of reading and writing as interrelated skills. This influence seems to be bidirectional where ER can positively change the literacy perceptions ; at the same time these perceptions can influence the tendency toward ER and the performance in writing.

Nevertheless, the gains of ERPs vary in the degrees and size effects due to the context in which they are applied, and the methodology used for constructing such programs. Notably, the ER research have not been stabled yet where the type of ER materials and the follow up activities are controversial matters. Therefore, there is a pressing need for more further research especially in concern with ER and its impact on writing.

Chapter 111

Methodology

Introduction

The Course Design

Extensive Reading

Essay Writing

Research Design

Population of the Study

Participants

Instruments

Levels of Measurement

Controlling the Variables

Statistical Analysis Procedures

Summary

Introduction

This chapter starts with a detailed description of the teaching course in this study. Then, it introduces the research design. Underlying the research design , this chapter presents the population and sampling, instruments, and procedures of the study, levels of measurements, data analysis procedures, and controlling of variables. Finally, it ends up with the statistical analysis styles used in this present study.

The Course Design

The researcher designed the course syllabus (Appendix 3) by referring to the textbook for the target writing course *College Writing Skills* by Lagan (2000). The ultimate goal of the course was to help the students to grow as academic writers and readers. The course also aimed at getting the students ready to undertake the writing tasks demanded of English major students by mastering essential skills of essay writing such as conceptualizing, organizing, analyzing and commenting .

The researcher utilized the textbook and other additional materials including handouts and ER sources for teaching the course. The textbook consists of four parts: essay writing, patterns of essay development, special skills, and handbook of sentence skills. However, the researcher partially depended on the textbook as some other valuable resources had been exploited and presented in about 28 handouts, 11 work sheets, 9 model essays other than the ones in the textbook, and 4 PowerPoint shows (PPS). A list of this extra material is displayed in Appendix (4).

To implement ER approach in the designed writing course, the following steps covered two parallel components:

A. ER as a supplementary approach (stand-alone part method)

B. Essay writing

For planning and implementing the first component, the following steps were followed:

- (1) Getting and compiling reading materials,
- (2) Setting up a check out system,
- (3) Weekly follow up writing tasks,
- (4) Assessment

For the second component, the following steps were followed:

- (1) Explicit teaching of essay related features,
- (2) Application of the processes of writing,
- (3) Manipulation of the writing skills,
- (4) Teaching to write different essay types,
- (5) The assessment cycle.

A. ER as a Supplementary Approach for Teaching Writing (Stand-Alone Part Method)

1. Compiling the Reading Materials

Selecting and compiling the ER texts were done prior to the beginning of the course. The collection included simplified texts and authentic ones (Appendix 5). These texts were varied in length and difficulty. The collection was classified into 11 categories in terms of genres : anecdotes, short stories, news and magazines articles, plays, non-fiction

passages, poems, novels, tales from Shakespeare, prose, essays, biographies, and autobiographies. Specifically, the teacher collected 71 ER texts including 26 stories, 6 newspaper and magazines' articles, 7 essays, 7 non-fiction passages, 3 prose texts, 5 poems, 2 plays, 7 tales from Shakespeare, 3 autobiographies, 1 biography, and 4 novels.

2. Setting up a Check out System

In order to monitor students' readings, the teacher distributed a sign-out form (Renandya ,Rajan, & Jacobs,1999) with five columns as follows:

Figure (4):Sign out Form

Student name	Title of item	Date borrowed	Date returned	Comments (optional)

Each student chose one story to read at home and then exchanged it with another colleague. Students who stayed behind were continually reminded to keep up with their reading. It is worth mentioning that the average reading pace of most students was about 2 texts a week. In this case, it took them two months to finish with the first reading genre (26 stories). Then they read 7 tales from Shakespeare within one month.

3. Weekly Follow up Writing Tasks

To provide writing practice, participants were asked to write **quick reading reports** of the texts they had read as a post-reading activity. Writing quick reading report by filling a prepared form, when they finished reading, had two fold goals. First, it helped the teacher to check whether students had actually done the reading they reported. Second, it gave a chance for extra writing practice. The instructor collected the participants' reports on a

regular basis (once a week) and gave feedback which focused mainly on the content rather than on the mechanics. Below is the form of the book report (Bamford & Day,2004,pp. 139):

Figure (5):The Quick Written Reading Report Form

Name _____	Date _____
Title _____	
Author _____	
1.Summarize the reading text in 1-2 sentences ? What is it about ? What happens ?	

2.Respond to the text in some way, in 3-4 sentences (For example, how did you like it ? Why ? What did it make you think about ? What experiences or memories did it remind you of ? What comments do you have ?	

3.Text Rating (circle one) : Good Fair Poor	
This text was (circle one) : too easy at a good level too difficult	

Another post-reading activity that participants enjoyed was based on **writing responses** "The Story and Me" generated again by Bamford & Day (2004,pp.100) . This form " The Story and Me" was mainly designed as an oral reading report for any level but most useful at lower levels; however, the teacher in this study utilized it as a writing activity to be more beneficial in terms of developing writing skill and stimulating CT. This two-tasks activity required the participants to write their responses to the tales from Shakespeare. The teacher familiarized her students with the questions on the prepared form, and asked them to use the questions in writing an essay of 4 to 5 paragraphs.

Through this activity the students expressed their opinions freely and critically about these tales, practiced writing, and succeeded in establishing connection between reading, reality, and their personal experiences.

Figure (6):Written Response Form

<p>The Story and Me Title of the book: _____ <u>Task 1. The Facts</u> The setting 1. When does the story take place? 2. Where does it take place? The characters 1. Who are they ? 2. What are they like? The action What happened? <u>Task 2. Personal Response</u> Your impressions 1. What did you like best (or least)? 2. What would you change in the story ? Your feelings and experiences 1. Have you ever experienced something similar to what happens in the story? 2. Did you identify with any of the characters? 3. Did you find any interesting cultural information? 4. What did you learn from the reading ?</p>

4. Assessment

No tests of ER activities were done. The researcher allocated 10% of the total grade to writing reports and responses. These reports and responses sheets were evaluated by their quality of content. The researcher gave higher grades to more that was read and lower grades for not meeting the minimum reading goals. The focus was on content rather than language. The reading reports and responses were regularly collected once a week and constructive feedback was provided by the researcher.

Starting ERP:

First class :

Familiarizing Participants with ER Approach

During the initial contact with the participants, the researcher explained the course syllabus. The difference between the two groups' syllabuses was the ER activities. The teacher introduced the term of ER to the treatment group in four ways:

- Oral informal focus interview to know how they feel about reading extensively;
- Reading an anecdote (The Drowned City) aloud by the teacher to drag their attention and motivate their interest in reading extensively;
- Administrating a debate between two teams of four students about the potentiality of ER;
- Presenting the ER definition and benefits through a handout.

To illustrate, in the first meeting after distributing the course syllabus, the researcher asked the participants about their opinion of reading in English language. To elicit their beliefs and attitudes, the researcher asked series of questions like:

- Do you like to read extra English texts outside the curriculum?
- How often do you read extra curriculum texts in your spare time?
- What kind of texts do you prefer to read?
- What do you think of reading ?

Then , the researcher read aloud a short story to increase the students' awareness of the ER as an interesting supplementary approach. Afterwards, the students gave their comments and expressed their feelings freely.

Second class:

The researcher introduced the ER approach through debate discussion between two teams of four students. The audience participated by filling in a debate rubric of pro-con (Appendix 6). Through this rubric, the students evaluated the two teams in terms of the opening statements, remarks to the audience, and clarity of the assumption. After the rebuttal finished, the students participated in a whole class discussion to add some points and comments.

During this stage, the researcher explained the aims, goals, and objectives to the students. Thus, the students were familiarized with the reading material that the researcher prepared for them, and the strategy she used in compiling such material in terms of their difficulty, length, and types. The researcher also explained what was expected from the students when doing the reading tasks. For instance, starting with the first genre, short stories, the researcher photocopied twenty six stories and made three copies of each to make the reading texts available for each student. Thus, a number of seventy eight texts were ready to be distributed among them. This strategy was of much help to give a chance for every student to have a text to read. They were also encouraged to read books of different genres and of their choice, such as romance, adventures, science fiction, action thrillers, and biographies. All reading was done out of class. Then, the students rotated the texts among them. Since each text varied in length, the main concern was to encourage students to read different types of texts; therefore, the amount of reading students were required to do was weighed by the number of texts they read. The researcher chose number of texts rather than pages to measure the amount of reading because it was easier to monitor. This means that it would be time consuming to count

number of pages for each student. In addition, there would be no space for students to cheat by claiming inaccurate amount of reading. Nevertheless, if the amount of reading was compared in pages, the total number of pages due to the intended plan was supposed to be not less than 700 pages (71 texts). However, it was reduced to 300-500 pages (33 texts) in the middle of the course due to the transportation problem and its consequences where it was not easy for many students to regularly reach the campus.

For the control group, the researcher assigned team work of two pairs to prepare and introduce their oral presentations in each session throughout the course. The presentations addressed subtopics in their textbook. The teacher adopted this strategy to control the time variable between the control group and the experimental group. In other words, the teacher aimed to maintain balance between the time consumed in reading and writing the follow up tasks by participants in the experimental group and the time consumed in preparing and presenting oral presentations by participants in the control group. Every two students worked together on specified topic related to essay writing, process of writing, drafting, revising, steps in essay writing, summary, types of essays such description, comparison and contrast, and cause and effect.

Subsequent classes:

- The students started reading the collection of the first genre. The genre readers consisted of twenty six stories, arranged into three piles according to their length. The teacher put them on a table in the front of the classroom.
- The students selected their reading tests out of the compiled material.
- They returned their copies or rotated them between each other.
- They selected another book(s).

- When time allowed, students reported their readings to the class.
- The researcher collected their writing sheets for checking once a week.

At home:

- Students read their books
- They wrote reports and responses.

B. Essay Writing

The researcher taught the students for twelve weeks. After each session the researcher wrote field notes on what happened in the class. For the whole teaching program, a pre-established outline was provided as a guide for the teacher and the learners. The researcher was meeting the participants twice a week, with each session lasting one hour and a half. In what follows, the researcher introduces the steps followed chronologically for teaching this course.

Step 1 : Explicit Teaching of Essay Related Features

Explicit teaching of essay-related features was conducted to make it easier for students to acquire the knowledge and skills of writing an essay. The major points that were focused included:

- Definition of an essay as a collection of paragraphs;
- Purpose and importance of essay writing (practical reasons and intellectual reasons) ;
- Essential components and notions of essay writing (topic, sense of audience, purpose, catchy introduction, thesis, support, satisfying conclusion, clear organization, unity coherence , conformity to the rules of standard English) ;
- Choosing a topic for the essay ;

- Organizing the ideas;
- Composing a thesis statement;
- Writing the body paragraphs ;
- Writing the introduction and conclusion ;
- Adding the finishing touches.

After the teaching of each feature of essay, some exercises in the textbook were done by the students to consolidate their understanding about what they had learnt. In addition, the researcher distributed a model essays to read and discuss their components with the students.

Step 2: Application of the Processes of Writing

At this stage, the researcher started to infuse the processes of writing in the teaching of essay writing to enable the students to understand the stages they can follow in their writing. These stages included:

- Prewriting techniques (free writing- questioning- diagramming- outlining/listing)
- Drafting (writing the thesis- writing the introduction- writing body paragraphs and conclusion)
- Revising (rereading the text- organizing the content- peer evaluation- correcting any mechanical mistakes)
- Editing (making the needed changes- typing the final version/copy)

Step 3: Manipulation of the Writing Skills

At this stage, the researcher started to raise the students' awareness of some writing skills such as paraphrasing, reporting, quoting , and summarizing. The students in the

experimental group were frequently utilizing these skills in the book reports and responses; however, the teacher explained these skills explicitly. Focusing on the first three skills in general and the summary skill in particular helped the students to achieve the following goals:

- Repeat someone else's idea by using their own words.
- Provide a version that is very small part of a larger body of writing.
- Combine an idea and its source with their own voice.

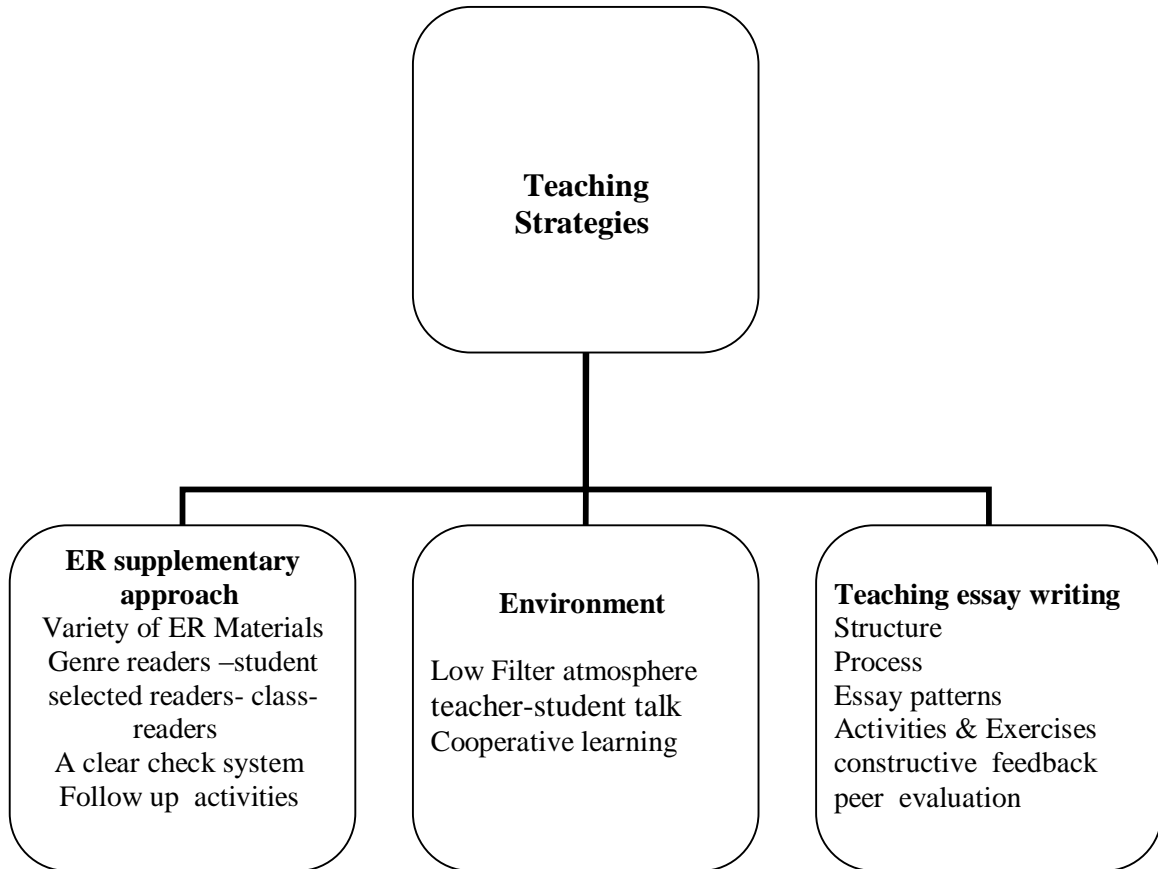
Step 4: Teaching to Write Different Essay Types

Moving to part two in the textbook, the researcher and the students together interrogated four patterns of essay development. These four types of essays were: descriptive, narrative, argumentative, and compare and contrast essay. At this stage, students moved on to a higher level of exercises, which involved more cognition, in which they read model essays in their textbooks and related each aspect of essay writing to these models. Afterwards, they created their own essays. In general, for teaching these essay patterns, the teacher employed these strategies:

- Explaining the definition, purpose, features, and conventions of each essay type;
- Engaging the students in reading the models in the textbook and doing the activities ;
- Distributing extra essay models to read at home and to discuss together with the teacher in a class discussion,
- Displaying PPS for more elaboration on each essay organization,
- Handing in some relevant handouts,
- Engaging the students in doing literacy activities on worksheets,
- Assigning the students to produce their own versions .

In general, the instruction framework can be described in the diagram below.

Figure (7): The Instruction Framework



Coping with the perspectives of the underlying theories of this study (pp.22-25), the researcher employed the teaching strategies titled in figure (7). For applying these teaching strategies, the researcher utilized *the process approach* (p.20) for teaching writing and the *personal growth model* (p.22) for practicing ER. The personal growth model (Savvidou,2004,para,12) supports the directional perspectives earlier made by Eisterhold (1990) on (p. 27) and Jacobs (2002) on (p.30) for considering the text a

stimulus for personal growth activities including interpreting text and constructing meaning. To illustrate, personal growth model is characterized by the following aspects:

1. It focuses on introducing language in its specific cultural context,
2. Encourages learners to express their opinions and feelings.
3. Invites students to make connections between their own personal and cultural experiences and those expressed in a text.
4. Helps learners develop knowledge of ideas and language through different themes and topics.
5. Emphasizes the interaction of the reader with the text.

In consistence with the proposed strategies previously mentioned by Rolheiser & Fullan (2002), Dam & Volman (2004), and Graham & Perin (2007) on (pp.63-64), the adopted teaching strategies above tried to foster CT and qualified writing features. Though the researcher did not explicitly introduce the terms of CT and critical writing, these skills were implicitly embodied and applied in the assigned writing tasks. For instance, when the students wrote about topics such as polygamy, they were so enthusiastic to discuss this social relevant subject. That is to say, the students started to defend their viewpoints and display some others' perspectives in adequate rhetorical style. They also used the appropriate language that served the context. Most importantly, they exhibited rich content background in discussing the claims of this topic. Besides, another phase of CT was expressed through writing their responses to tales from Shakespeare. Excerpts of students' writings are included in Appendix (7).

Step 5: The Assessment Cycle

The assessment techniques were compatible with the activities involved in the teaching cycle. For instance, the researcher asked the students to write reading reports and responses to achieve three objectives. First, the students were involved in constructing meaning and building up their content knowledge by focusing primarily on the “content” of the topics they read. Second, students also learned the language of the field since “we cannot know the field unless we know the language of the field” (Rothery,1996,p.103). Third, students were exposed to different topics which allowed them to analyze the representations of a text, and invited analysis and discussions about how and why examples of a particular genre were organized to make meaning. Such modeling, that was introduced through ER practice and essay samples, stimulated CT as one of the study’s main concerns.

To conclude, the teacher regulated the following assessment techniques :

A. The assessment techniques

- Written reading reports and responses (experimental group)
- Oral presentations (control group)
- Assignments
- Tests
- Quizzes

As the materials were ample, the students in the treatment group started to write reading instant reports and literary responses after each reading. Most participants submitted 33 reports and responses. They represented 10% of the total grade.

The participants in the control group worked in pairs to introduce their oral presentations on specific sub-topics such as thesis statement, supporting paragraphs, and components of standard essay. This assessment technique in parallel with the reading reports of the treatment group counted for 10% of the total grade.

For the assignments given to both groups, the researcher asked the students to independently construct five different essays regarding cause/effect, description, narration, argumentation, and comparison /contrast. They also wrote a summary of an authentic text. The teacher gave 30% of the total grade for these assignments.

Two quizzes were demonstrated at the beginning of the semester and at the end (Appendix 8). Only one quiz which students did better was counted. This strategy gave the students another chance to work harder and get better scores. The quiz counted for 10% of the total grade. In addition, the students did a final term exam (Appendix 9) which consisted of four parts ; each part aimed to assess certain teaching goal (e.g. identifying and using appropriate thesis statements).

B. The grading system

Five essays plus the summary = $60/2= 30$

1 quiz = 10

reports and responses = 10

Final exam 50

Control group: Five essays plus the summary = $60/2= 30$

One quiz= 10

Presentations = 10

Final exam 50

Research Design

To carry out this experimental study, two approaches were utilized. First, the experimental approach in which two groups of students were involved, experimental group and a control one. The experimental group was taught by using ER as a supplementary technique, and the control group participants were taught in the conventional way for teaching this writing course. Second, the descriptive analytical approach was used for analyzing the compiled data and formulating hypotheses and results. Brown & Rodgers (2002,p.117) defined the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They maintained that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion". The utilization of both approaches was justified by the nature of the research questions mentioned earlier in chapter one (P.4).

Accordingly, this study sought to gain in-depth insights about the research questions. In the first place, the researcher aimed at providing a holistic picture of the participants' perceptions before and after engaging in the course. Besides, writing quality was investigated in the light of the critical and integrative thinking rubric (Appendix 2). In correspondence with the two approaches mentioned above, quantitative and qualitative methods were used for compiling and analyzing data to gain in depth insights of the research questions. In this regard, the results of the first main question were introduced in numbers and words. Additionally, adjusted to the scores of the essays, analytic evaluation was also used to provide informative description of the obtained results of the second major question. Thus, the use of both methods in this study was appropriate since it

served the purpose of the study and helped to grasp balanced and accurate results. Newman & Benz (1998) emphasized that research questions should determine what research methods are used.

Actually, the present study took advantage of the natural setting. It depended heavily on natural resources to collect data that helped in giving rational answers to the research questions. The researcher carried out the study in connection with real classrooms during a regular academic term and with students taking the writing course as a requirement for their English major. The researcher was the teacher of the two classes, which did not in any way obligate them to artificially participate in a constrained setting.

Population of the Study

In this study, the addressed community were EFL undergraduate female students enrolled in the composition course (Writing-2-) as a part of their major in the English Department of the IUG. The students were simultaneously taking other courses to meet the university requirements and the core courses of their majors. The population of the study involved 214 female students distributed in four classes. Most of the students were in their second level and a few of them were in their third level.

Participants : Representative Sample

Out of the whole population, two groups were allocated by the English Department in the IUG to be taught by the researcher. The experimental group included 44 participants while the control group included 39 participants. This study took place in a natural setting since whole students with individual differences ranging from excellent to fair in both groups were involved. Besides, there was no significant difference between the two

groups in term of their cumulative average when they enrolled in the course (Table 13, p.137). Also, the participants in the experimental group were not engaged in the study due to their voluntary choice or preference of ER. This means that this realistic setting and sampling would offer a space for more rationale and reliable findings.

Instruments

Two tools for collecting data were used. These data resources included pre teaching and post teaching literacy questionnaire, and pre teaching and post teaching essay writing tests.

1. The Questionnaire

In the present study, a three-part questionnaire was used at the beginning and at the end of the course to see any change in students' perceptions under the premises of ER. To illustrate, the three-part questionnaire intended to identify how the participants perceived their preferences of literacy activities at the personal and instructional levels, and how they perceived their expectations of and experiences in writing. This literacy perceptions questionnaire included three domains : preferences of literacy activities, expectations of writing activities, and experiences in writing. The first domain is concerned with the participants' preferences of their personal and instructional writing activities. The second domain is concerned with the students' stances of their integration in the act of writing (authorship). This second domain involves three sub-domains: positive expectations, negative expectations of their writing, and their awareness of the audience. The third domain is related to the students' perceptions of their experiences in writing. In this study, the term experiences means the students' awareness and distinction of their writing abilities including strategies and skills of writing. As one entity, the questionnaire

encompasses six sub-domains/categories including forty seven items. Participants were asked to complete this questionnaire (Appendix10) aiming at probing: (a) their involvement in and preferences of different literacy activities, (b) their expectations of writing, (c) and their experiences in writing before and after the implementation of ER method. All the questionnaire was originally written in English.

The first part of the questionnaire was generated and modified by the researcher by referring to Lee (2005,pp.344); Al-Ghonaim (2005,pp.232-236), and Bamford & Day (2004, pp.10-17). The purpose of the items in the first domain was to probe participants' involvement in and preferences of personal literacy activities (items1-5) and their preferences of the instructional activities that may or may not be helpful for their writing (items 6 -12) .

The second domain of the questionnaire was related to the participants' expectations and attitudes. It consisted of 21 items categorized under three sub-domains: positive perceptions (items 1-5) , negative perceptions (items 6-16), and writing to the audience (items 17 -21). This anticipation scale was derived from the apprehension scale generated by (Daly & Miller, 1975a, pp. 242–249 cited in Lee 2005,pp. 373-374).

The third part assessed the participants' perceptions of their writing experiences. It included 14 items related to writing ability. The researcher referred to the writer's block scale firstly generated by (Rose,1980,pp. 389–401 cited in Lee 2005,pp. 372-373) .

Table (1) : The Questionnaire Domains
Participants' Perceptions of Their Preferences, Expectations, Experiences

Domains	No. of items.
1- Preferences of Literacy Activities	
A. Reading and writing you do at leisure time	5
B. Activities that help improve your writing	7
2- Expectations of Writing Activities	
A. Positive perceptions	5
B. Negative perceptions	11
C. Writing to the audience	5
3- Experiences in Writing	
Your stance of your writing ability	14
The total of the items	47

The Pilot Study :

To maintain the validity and reliability of the questionnaire, a pilot study was conducted. The survey was administrated on a random group consisted of (30) students at IUG other than the experimental group. After statistical investigation of the participants' perceptions, the questionnaire and the essay tests were chosen as valid and reliable versions to collect the data relevant to the study.

The Validity of the Questionnaire:

In order to test the validity of the questionnaire, the researcher used the referee validity and the internal consistency validity.

(a) The Referee Validity

The questionnaire was introduced to a six-member jury of specialists in English language and methodology in Gaza universities (Appendix 11) the items of the questionnaire were modified according to their recommendations.

(b) The Internal Consistency Validity

It has been indicated by Al-Agha (1996,p.121) that the internal consistency validity indicates the correlation of the degree of each item with the total degree of the domains by using Pearson Formula.

The Internal Consistency Validity

The First Domain : Preferences of Literacy Activities

Table (2) :Correlation Coefficient of the Participants' Preferences of Personal Reading and Writing Activities at Leisure Time Items

n	Reading and writing you do at leisure time	Pearson Correlation	Sig
1	I practice English writing for my own interest	0.494	sig. at 0.01
2	I have e-mail exchanges in English even with my Palestinian friends	0.453	sig. at 0.01
3	I read stories in English for pleasure	0.743	sig. at 0.01
4	I visit the library or check out books in English (for outside reading).	0.403	sig. at 0.05
5	I read English newspapers and magazines	0.546	sig. at 0.01

Table (3) : Correlation Coefficient of the Participants' Preferences of Instructional Literacy Activities Items

n	Activities that help improve your writing	Pearson Correlation	Sig
1	Conference(talk) with the instructor about my writing	0.613	sig. at 0.01
2	Draft writing required by the instructor	0.482	sig. at 0.01
3	Peer evaluation	0.589	sig. at 0.01
4	Interpreting critically the meaning of a reading text	0.568	sig. at 0.01
5	Extensive reading activities related to the text	0.613	sig. at 0.01
6	Analyzing a text in order to show how a good composition is done	0.608	sig. at 0.01
7	Teacher's comments and error correction	0.460	sig. at 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

The Second Domain: Expectations of Writing Activities

Table (4) : Correlation Coefficient of the Participants' Positive Expectations Items

Positive	Positive perceptions	Pearson Correlation	Sig
1	I look forward to writing my ideas.	0.634	sig. at 0.01
2	I feel confident in my ability to clearly express my ideas in writing.	0.720	sig. at 0.01
3	Writing is a lot of fun.	0.496	sig. at 0.01
4	It is easy for me to write a good composition.	0.841	sig. at 0.01
5	I prefer reading about a text before writing about it.	0.671	sig. at 0.01

Table (5) : Correlation Coefficient of the Participants' Negative Expectations Items

n	Negative perceptions	Pearson Correlation	Sig
1	I avoid writing	0.682	sig. at 0.01
2	Taking composition course is a frightening experience	0.466	sig. at 0.01
3	My mind seems to go blank when I start to work on a composition	0.449	sig. at 0.01
4	Expressing ideas through writing seems to be a waste of time	0.821	sig. at 0.01
5	I am nervous about writing	0.667	sig. at 0.01
6	I never seem to be able to clearly write down my ideas	0.534	sig. at 0.01
7	I expect to do poorly in composition classes even before I enter them	0.713	sig. at 0.01
8	I have a terrible time organizing my ideas in a composition course	0.475	sig. at 0.01
9	I do not think I write as well as other people.	0.715	sig. at 0.01
10	I do not like my compositions to be evaluated.	0.749	sig. at 0.01
11	I am not good at writing.	0.767	sig. at 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

Table (6) :Correlation Coefficient of the Expectations of Writing to the Audience Items

n	Your writing and the audience	Pearson Correlation	Sig
1	I have no fear of my writing being evaluated.	0.878	sig. at 0.01
2	I like to have my friends read what I have written.	0.397	sig. at 0.05
3	People seem to enjoy what I write.	0.860	sig. at 0.01
4	I think my instructors are reacting positively to my writing.	0.787	sig. at 0.01
5	Discussing my writing with others is an enjoyable experience.	0.846	sig. at 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

The Third Domain: Experiences in Writing

Table (7): Correlation Coefficient of the Participants' Perceptions of Their Experiences in Writing Items

n	Your stance of your writing ability	Pearson Correlation	Sig
1	I am not sure ,at times, of how to organize all the information I have collected for a paper.	0.591	sig. at 0.01
2	I have trouble deciding how to write on issues that have many interpretations .	0.460	sig. at 0.01
3	To write essays on books and articles that are very complex is difficult for me.	0.602	sig. at 0.01
4	I have trouble with assignments that ask me to compare or contrast or to analyze.	0.591	sig. at 0.01
5	I run over deadlines because I get stuck while trying to write my paper.	0.702	sig. at 0.01
6	Each sentence I write has to be just right before I go on to the next.	0.625	sig. at 0.01
7	When I write , I will wait until I have found just the right phrase.	0.573	sig. at 0.01
8	I find myself writing a sentence then erasing it and trying another sentence.	0.646	sig. at 0.01
9	My first paragraph has to be perfect before going on.	0.599	sig. at 0.01
10	A times, I find it hard to write what I mean.	0.727	sig. at 0.01
11	At times, my first paragraph takes me over two hours to write.	0.641	sig. at 0.01
12	Starting a paper is very hard for me.	0.574	sig. at 0.01
13	At times, I sit for hours unable to write a thing.	0.603	sig. at 0.01
14	Some people experience periods when no matter how hard they try, they can produce little, if any, writing . When these periods last for a considerable amount of time, we say the person has a writing block. Estimate how often you experience writer's block.	0.629	sig. at 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

According to the tables (2 to 7), the coefficient correlation of each item within its domains is significant at levels (0.01) and (0.05) .

Reliability of the Questionnaire Items :

The test is reliable when it gives the same results if it is reapplied in the same conditions.

In this study, the reliability of the questionnaire was measured by Alpha Cronbach and the split-half technique.

Table (8): Reliability Coefficient Alpha Cronbach Technique

Domains	No. of items.	Alpha
1-Preferences of Literacy Activities		
A. Reading and writing you do at leisure time	5	0.556
B. Activities that help improve your writing	7	0.638
Total of first domain	12	0.622
2- Expectations of Writing Activities		
A. Positive perceptions	5	0.689
B. Negative perceptions	11	0.860
C. Your writing and the audience	5	0.819
Total of the second domain	21	0.503
3- Experiences in Writing (total)		
Your Stance of Your Writing Ability	14	0.865
The total of whole questionnaire	47	0.726

Table (9) Reliability Coefficient Spilt Half Technique

Domains	No. of items.	Correlation	Spilt half
1- Preferences of literacy activities			
A. Reading and writing you do at leisure time	5	0.589	0.627
B. Activities that help improve your writing	7	0.731	0.745
Total of first domain	12	0.334	0.501
2- Expectations of writing activities			
A. Positive perceptions	5	0.606	0.628
B. Negative perceptions	11	0.745	0.747
C. Your writing and the audience	5	0.715	0.753
Total of second domain	21	0.525	0.688
3- Experiences in Writing (total)			
B. Your Stance of Your Writing Ability	14	0.758	0.862
The whole questionnaire	47	0.566	0.722

Referring to the tables (8) & (9), the questionnaire domains proved to be reliable.

2. The Pre and Post Treatment Essay Writing Test

After completing the three-part questionnaire, the participants were asked to write an argumentative essay within a 40-min time limit. The task was completed in the classroom and was done at the beginning and at the end of the course. The researcher aimed to assess the participants' writing quality in these pre treatment and post treatment tests according to a critical and integrative thinking rating scale (Appendix 2). The researcher borrowed this standardized scoring scale, which is used in Washington State University (2006), to evaluate the students' writing. After slight modification by the researcher, the seven criteria items were grouped under three dimensions: content knowledge, critical thinking, and language use. Table (10) below shows the Analytic Scoring Scale used in this study:

Table (10): The Analytic Scoring Scale Used in this Study

n.	Criteria	Score (1-6)
A.	First dimension: Content knowledge	
1.	Identify problem	
2.	Consider context and assumptions	
B.	Second Dimension: Critical Thinking	
3.	Develop own position or hypothesis	
4.	Present and analyze supporting data	
5.	Integrate other perspectives	
6.	Identify conclusions and implications	
C.	Third Dimension: Language Use	
7.	Communicate effectively	(1-4)
		Total

Participants wrote these pre and post treatment tests in response to two argumentative topics:

- Extending high school to five years (pre- treatment test),
- The world would be a better place without television (post- treatment test).

The structure of the essays is supposed to have the essential elements of an argumentative genre. These elements include:

- Preview of issue, which introduces the concerned problem or question.
- The argument, which supports the thesis and involves appropriate pros and cons.
- Recommendations, which presents the writer's position, conclusion, and comments regarding the issue discussed.

These essays represented instances of argumentation genres. The social purpose is to persuade readers to accept particular position about the assigned topics by considering more than one perspective. The reason behind choosing the argumentative pattern was to provide wider domains for answering the second major question of the study. Normally, the argumentative essays would elicit and stimulate the participants' writing abilities in manipulating their content background, critical thinking, and language use. In this regard, Derewianka (1990,p.75); Ennis (1987), and Kurfiss (1988,p.13) cited in (Emilia 2005,p.95) pointed out that argumentative genre involves arguments, facts, evidence, reasons, description and evaluation of the world around us. Thus, skills in argumentation have been characterized and considered as key components of CT disposition.

The Validity of the Test:

(a) The Referee Validity

The researcher introduced the pre and post treatment tests to a jury (Appendix 11) of specialists in English language and methodology in the universities of Gaza to evaluate

the included essay questions in terms of the objectives, content, and language. The two essay questions were modified according to their recommendations.

(b) The Internal Consistency Validity

Again, Alagha (1996,p.121) assured that the internal consistency validity indicates the correlation of the degree of each criterion with the total degree of the test by using Pearson Formula. A pilot study of thirty versions of the test was conducted to test the internal consistency validity of each item in the rating criteria with the total degree of the test. Table (11) below shows Pearson Correlation of the seven criteria items used for evaluating the tests.

Table (11) : Correlation Coefficient of all Criteria with the Total Degree of the Test

n	Criteria of the test analysis	Pearson Correlation of each item with the total degree of the test	Sig
1	Identify problem	0.561	Sig. at 0.01
2	Consider context and assumptions	0.786	Sig. at 0.01
	First dimension	0.851	Sig. at 0.01
3	Develop own position or hypothesis	0.747	Sig. at 0.01
4	Present and analyze supporting data	0.800	Sig. at 0.01
5	Integrate other perspectives	0.770	Sig. at 0.01
6	Identify conclusions and implications	0.875	Sig. at 0.01
	Second dimension	0.964	Sig. at 0.01
7	Communicate effectively	0.488	Sig. at 0.01
	Third dimension	0.488	Sig. at 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

As apparent in Table (11), the coefficient correlation of each criterion with the total degree of the test is significant at levels (0.01) and (0.05).

Reliability of the Test Analysis/ Rating:

The reliability of the analysis was measured by Alpha Cronbach and the Spilt-half techniques, the test is proved to be reliable where Alpha Cronbach coefficient is (0.840) and in Spilt half technique is (0.841). Since it was not possible to get another independent rater and the researcher was the only rater of the test, the reliability of the rated scores was also measured by Cyber/Holisty equation agreement test. To test the reliability of the analysis, the researcher asked five students at the same level but outside the sample to do the test. The researcher graded the papers and kept them aside. One week later, the researcher re-rated the essays and assigned grades again for each criterion. These two grades, composed of the score-total of the five students in each criterion, were treated in this equation: $\text{first analysis} / \text{second analysis} \times 100 = \dots \%$

Table (12) : Holisty Equation Agreement of Test Rating

Criteria	First analysis	Second analysis	Holisty
Identify problem	12	15	80.00%
Consider context and assumptions	13	15	86.70%
First dimension	25	30	83.33%
Develop own position or hypothesis	10	11	90.90%
Present and analyze supporting data	11	13	84.60%
Integrate other perspectives	10	11	90.90%
Identify conclusions and implications	13	14	92.90%
Second dimension	44	49	89.80%
Communicate effectively	14	15	93.30%
Third dimension	14	15	93.33%
Total of the of the test	83	94	88.30%

So, according to the percentages shown in the table above, Holisty coefficient is (88.3%). Thus, the reliability of the test rating was high.

Levels of Measurement

Descriptive analysis was employed in dealing with the questionnaire responses and the essay scores before and after the inclusion of ER approach as the major independent variable of the experiment. To describe the questionnaire responses, on items (1-12) concerning preferences, participants responded by ticking *yes or no*. In regard to the expectations' scale and on items (1-21), participants rated their stances toward the writing activities by circling options from *strongly agree to strongly disagree*. The responses were scored from 1 to 5. Likewise, on items underlying experiences, they rated their writing ability by circling options from *almost always to almost never*. The responses were scored from 1 to 5. To calculate the results of the questionnaires, means and standard deviations were used.

To measure the writing quality, analytic scoring scale was utilized to benefit from this measure in deciding the development and promotion in participants' writing. The researcher carried out the grading task. Following the guide to rating critical and integrative thinking, the researcher relied on holistic judgments corresponding to seven levels/criteria of writing quality, ranging from clearly competent to clearly incompetent. The first five items in the criteria were rated by assigning a score from 1 to 6 on the analytic scoring scale. While the last item in the criteria was assigned a score from 1 to 4 for mathematical purposes.

It is worthy to mention that the researcher's observation notes and the total achievement of both groups throughout the course were used as a backup for the results of the study. In the first place, the observation notes gave valuable insights of the teaching and learning processes that occurred during the course. These notes took the form of observing the class in general and any salient incidents that came up in the classroom. The researcher followed the mode of field notes or reflection. Having the advantage of being the teacher, the researcher exploited this advantage in a way that helped to observe naturalistic behaviors in a natural setting. For instance, in the first day, the researcher reported general information about the class, such as the setting, equipment, number of students, atmosphere in both classes and so on.

Although the researcher did not follow certain checklist for observing her classes, some observational elements were taken into consideration such as: the setting, the participants, activities and interactions. For insightful observations, the procedures below were considered such as:

- Placing the seat at any angle that enabled to observe the whole class,
- Being as spontaneous as possible, yet attending to important and less important events,
- Attending the classes from the very beginning, sometimes arriving before the students; therefore, the researcher had the chance to chat with them about their interests, needs, attitudes and so forth which paved the way for low filter atmosphere.
- Since any delay in taking such notes might lead to inferences, which are subject to bias, regular and simultaneous recording of the field notes helped much when analyzing the data.

- Jotting down any ideas that came to mind as a result of comments by the participants helped the researcher find similarities and differences with data collected in the questionnaire and the essay tasks .

In the second place, comparing the two groups' achievement scores by using T-test independent sample helped to figure out whether there were any significant differences between the two groups in their general achievement or not. Hence, this level of measurement was a valuable back up for the pre and post treatment test results.

Controlling the Variables

To ensure the results accuracy and avoid any marginal interference, the researcher tried to control some variables before conducting the study. These variables are: participants' cumulative average in previous courses, previous literacy perceptions, and the pre teaching test results .

1. Participants' Cumulative Average in Previous Courses:

The researcher used T-Test independent samples to measure the statistical differences between the two groups due to their cumulative average obtained in their first academic year. The subjects' results were recorded and analyzed.

Table (13): T-Test Results of Controlling Cumulative Average Variable

groups	N	Mean	Std. Deviation	t. value	sig. value	sig. level
control	39	83.103	4.717	1.160	0.250	not sig.
Experimental	44	84.475	5.906			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

Table (13) shows that there were no statistical significant differences at (0.05) between the experimental and control group due to the cumulative average variable.

2. Previous Literacy Perceptions:

To make sure that the sample subjects were equivalent in their previous perceptions variable of literacy activities, the researcher compared the two groups' responses of the pre teaching questionnaire. The results of the subjects were recorded and statistically analyzed by using T-Test independent samples.

Table (14)
T-Test Results of Controlling Previous Perceptions' Variable

Domains	GROUPS	N	Mean	Std. Deviation	t	Sig. value	Sig. level
A. Reading and writing you do at leisure time	Control	39	2.205	1.151	0.532	0.596	not sig.
	Experimental	44	2.068	1.189			
B. Activities that help improve your writing	Control	39	5.256	1.208	1.591	0.116	not sig.
	Experimental	44	4.796	1.407			
Total of First domain in general	Control	39	7.462	1.931	1.375	0.173	not sig.
	Experimental	44	6.864	2.018			
Positive perceptions	Control	39	11.846	5.373	0.823	0.413	not sig.
	Experimental	44	11.136	1.850			
Negative perceptions	Control	39	30.846	9.184	0.759	0.450	not sig.
	Experimental	44	29.500	6.937			
Your writing and the audience	Control	39	10.410	3.985	0.223	0.824	not sig.
	Experimental	44	10.250	2.479			
Total of Second domain in general	Control	39	53.103	13.852	0.896	0.373	not sig.
	Experimental	44	50.886	8.295			
Third domain: experiences in writing	Control	39	40.897	6.189	1.166	0.247	not sig.
	Experimental	44	42.614	7.111			
Whole total degree	Control	39	101.4615	13.56824	0.459	0.648	Not sig.
	Experimental	44	100.3636	7.77620			

Table (14) indicates that there were no statistical significant differences between the experimental and the control group at (0.05) level in their previous literacy perceptions.

That is to say, both groups had similar perceptions in respect to their preferences of literacy activities, expectations of writing activities, and experiences in writing before applying the treatment.

3. Pre- Treatment Test Results:

To make sure that the sample subjects were equivalent in their previous writing quality variable, the researcher applied the pre teaching writing test and compared the two groups' writings. The results of the subjects were recorded and statistically analyzed by using T. test independent samples.

Table (15): T-Test Results of Controlling Previous Writing Quality Variable

Criteria	GROUPS	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Identify problem	Control	39	1.590	1.141	0.421	0.675	not sig.
	Experimental	44	1.705	1.322			
Consider context and assumptions	Control	39	1.846	1.479	0.246	0.806	not sig.
	Experimental	44	1.773	1.236			
First dimension	Control	39	3.436	2.210	0.079	0.937	Not sig.
	Experimental	44	3.477	2.520			
Develop own position or hypothesis	Control	39	1.821	1.073	0.901	0.370	not sig.
	Experimental	44	1.636	0.780			
Present and analyze supporting data	Control	39	1.974	1.581	0.781	0.437	not sig.
	Experimental	44	1.727	1.301			
Integrate other perspectives	Control	39	1.705	1.255	0.089	0.929	not sig.
	Experimental	44	1.682	1.137			
Identify conclusions and implications	Control	39	1.615	1.042	0.994	0.323	not sig.
	Experimental	44	1.864	1.212			
Second dimension	Control	39	7.115	4.211	0.243	0.809	not sig.
	Experimental	44	6.909	3.529			
Communicate effectively	Control	39	1.539	0.720	0.490	0.626	not sig.
	Experimental	44	1.659	1.380			
Third dimension	Control	39	1.539	0.720	0.490	0.626	not sig.
	Experimental	44	1.659	1.380			
Total of the test	Control	39	12.090	6.194	0.033	0.974	
	Experimental	44	12.046	6.104			

"t" table value at (81) d f. at (0.05) sig. level equal 2.00

"t" table value at (81) d f. at (0.01) sig. level equal 2.66

Table (15) shows that there were no statistical significant differences at (0.05) between the experiment and control group due to the pre-writing quality variable.

Statistical Analysis Procedures

The questionnaire responses and the pre and post treatment essay tests were collected, computed, and analyzed by using Statistical Package for Social Science (SPSS). The significance level used was 0.05. The following statistical styles were used:

1. Spearman correlation: to determine the internal consistency validity of the questionnaire items and the evaluation criteria of the test.
2. Alpha cronbach technique: to measure the reliability of the questionnaire items.
3. Split-half technique: to test the reliability of the questionnaire items.
4. Holisty equation agreement test: to confirm the reliability of the rating/ analysis process.
5. T. Test independent samples: to control the interferential variables and to measure the statistical differences in means between the two groups due to the study variables.
6. T. Test paired sample : to figure out any statistical differences within the experimental group respondents regarding their literacy perceptions and writing quality before and after the treatment.
7. Effect size level by using T value, Eta square, and Cohen's d: to check the effect volume (extent) of the evident significant differences between the two groups and within the experimental group.

The raw data that emerged from the participants' perceptions of their literacy preferences, expectations, and experiences were reduced into 'units of analysis' on the basis of common themes. In other words, these units were codified by giving them suitable headings/ sub-domains like: activities at leisure time, activities that help improve writing, positive perceptions, negative perceptions, writing and the audience, and stance of writing ability.

In addition, participants' essays were graded, analyzed, and interpreted following analytic scoring scale to develop an inductively derived grounded theory about the participants' writing quality. For example, a score of 1 or 2 for each item in the criteria represented emerging competence, a score of 3 or 4 represented developing competence, and a score of 5 or 6 represented mastering level. These scores in turn were interpreted in terms of the ability to manipulate the content knowledge, CT, and language use. The primary objective in this respect is to expand upon an explanation of the second dependent variable of the study .

Summary

This chapter presented the methods and approaches used in the course and the research design. In this phase, it described the components of the course. Then, description of the population and the representative sample was given. Afterwards, the researcher provided detailed information of the instruments used. Next, in advance of conducting the study, the validity and the reliability of the instruments were tested. Finally, the researcher pointed to the statistical data analysis styles used in this study as a premier step for obtaining results that will be discussed in the next chapter.

Chapter 1V

The Study Results

Introduction

Differences in Literacy Perceptions before and after the Treatment within the Experimental Group

First Domain: Perceptions Related to the Students' Preferences of Literacy Activities

Second Domain: Perceptions Related to the Expectations of Writing Activities

Third Domain: Perceptions Related to the Experiences in Writing

The Effect Size of the Differences within the Experimental Group in the Three Domains

2. Differences in Literacy Perceptions between the Experimental Group and the Control group after the Treatment

First Domain: Perceptions Related to the Students' Preferences of Literacy Activities

Second Domain: Perceptions Related to the Expectations of Writing Activities

Third Domain: Perceptions Related to the Experiences in Writing

The Effect Size of the Differences between the Two Groups in the Three Domains

3. Difference in Writing Quality before and after the Treatment within the Experimental Group

First Dimension: Content Knowledge

Second Dimension: Critical Thinking

Third Dimension: Language Use

The Effect Size of the Difference in the Three Dimensions within the

Experimental Group

4. Difference in Writing Quality between the Two Groups' Participants after the Treatment

First Dimension: Content Knowledge

Second Dimension: Critical Thinking

Third Dimension: Language Use

The Effect Size of the Differences in the Three Dimensions between the Two Groups

Introduction

This chapter offers detailed analysis of the data collected as a cornerstone of the experiment. The data grouped by the researcher were represented in the pre and post treatment questionnaire responses, and pre and post treatment test written by the participants without any overt intervention from the researcher. In this chapter, the researcher is concerned with answering and interpreting the questions of the study.

To answer the first two questions of the study, the researcher computed and interpreted the questionnaire responses under three broad domains. These three domains included:

- Perceptions related to the preferences of literacy activities,
- Perceptions related to the expectations of writing activities,
- Perceptions related to the experiences in writing.

Then, the responses of each domain were identified numerically and the quantitative results of the total score of each domain were recorded.

For answering the last two questions, the researcher assessed the pre and post treatment tests according to relevant evaluative criteria (p.131). The researcher followed the analytic scoring scale to provide useful diagnostic information and full impression of the students' development in writing. The scores obtained from the analytic scoring scale were statistically identified and explicated under three dimensions of writing quality: content knowledge, CT, and effective language use.

It should be noted that the results of the questionnaire were reinforced by the researchers' observation notes. In addition, the scores of both groups in their general achievement in writing throughout the course were compared and used as a back up for the pre and post

teaching test results. For analyzing the data regarding the four questions of the study, T-test paired sample, T-test independent sample, and effect size tests were used for comparison purposes within the experimental group and between the two groups.

Answering the Questions of the Study

This study investigated the following two main questions:

1. Can ER as a supplementary approach change the students' literacy perceptions?
2. Does ER as supplementary approach have any impact on the quality of writing?

These major questions of the study were divided into four sub-questions to fit with the data statistical analysis as will be demonstrated below.

1. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the participants' literacy perceptions before and after the treatment within the experimental group?

To answer this question, the researcher used T.test paired samples to show the difference between the participants' responses in the pre and post treatment questionnaire. Table (16) below displays the results of these differences across three domains (Table 1, p.125).

Table (16)

T-Test Paired Sample Results of Differences between Pre and Post questionnaire within the Experimental Group for All of the Sub Domains and Total Degree of Each Domain

Domain	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
A. Reading and writing at leisure time	pre	44	2.068	1.189	8.177	0.000	sig. at 0.01
	post	44	3.909	0.802			
B. Activities that help improve writing	pre	44	4.796	1.407	3.930	0.000	sig. at 0.01
	post	44	5.841	1.098			
First domain (total)	pre	44	6.864	2.018	7.551	0.000	sig. at 0.01
	post	44	9.750	1.296			
A. Positive expectations	pre	44	11.136	1.850	8.364	0.000	sig. at 0.01
	post	44	15.296	2.548			
B. Negative expectations	pre	44	29.500	6.937	3.823	0.000	sig. at 0.01
	post	44	34.977	7.614			
C. Your writing and the audience	pre	44	10.250	2.479	4.948	0.000	sig. at 0.01
	post	44	14.046	4.176			
Second domain (total)	pre	44	50.886	8.295	7.079	0.000	sig. at 0.01
	post	44	64.318	9.486			
Third domain (total)	pre	44	42.614	7.111	5.587	0.000	sig. at 0.01
	post	44	50.636	5.657			
Whole Total degree	pre	44	100.364	7.776	10.443	0.000	sig. at 0.01
	post	44	124.705	12.530			

“t” table value at (43) d f. at (0.05) sig. level equal 2.02

“t” table value at (43) d f. at (0.01) sig. level equal 2.70

Table (16) above shows that there were statistical significant differences between pre and post treatment questionnaire responses in all three domains and the whole total degree in favor of the post questionnaire.

First: Perceptions Related to the Students' Preferences of Literacy Activities:

A close look at the results of the first domain in Table (16) above revealed that the participants' preferences were positively changed and cultivated at two levels. First, at the personal level, after the treatment, participants reported more interest in reading stories, magazines, and newspapers than before the treatment. Careful examination of the questionnaire responses explicates that students admitted practicing free reading more than free writing as around 82% reported reading stories at their leisure time. These results implied that those who were reluctant readers and writers before the treatment reported more embarking upon reading at leisure time.

Second, at the instructional level, they became more aware of the appropriate activities that helped improve their writing. The results in the above Table also showed that they tended to agree that class activities including ER were of help. Scanning the pre and post teaching questionnaire responses across the items under this sub-domain, it was found that, after the treatment, the percentage of their responses to the fifth item, concerning ER activities, increased from 57% to 80%. This means that participants recorded higher consideration of the viability of ER activities for teaching writing.

Second: Perceptions Related to the Expectations of Writing Activities:

Based on the results of the second domain on Table (16), it is clear that there were significant differences between the participants' expectations of the writing activities before and after the treatment in each sub-domain and the total degree of the second domain. So, there was a great deal of evidence confirming that, after indulging in ER, the participants' negative expectations of writing decreased while their positive stances increased. They also started to get rid of their fear of having their writing being evaluated

by others. This means that participants developed better stances towards writing, became less worried, and gained more confidence in expressing themselves in writing.

Third : Perceptions Related to the Experiences in Writing:

As evident from the calculated T-value and the Sig. value in Table (16), the participants recorded better stances of their writing abilities and experiences after being involved in the ER treatment. Their responses showed how they improved in perceiving their writing. For instance, they indicated that they had less problems in starting a paper, organizing their ideas, or analyzing other's thoughts. They also reported that they had less trouble in missing deadlines or committing immature editing in the composing process.

The Effect Size of the Differences within the Experimental Group:

To calculate the effect size and quantify the strength and extent of the difference between the pre-treatment perceptions and post-treatment perceptions, the researcher used both of Cohen's d (Thalheimer & Cook, 2002,p.5) and Eta squared " η^2 " (Afannah,2000,p.42).

Due to the figures in Table (17) below, the effect size is determined by three levels: small, medium, and large. The greater the effect size is, the greater is the difference of the measured variables.

Cohen's d Equation

$$D = \frac{2\sqrt{\eta^2}}{\sqrt{1-\eta^2}}$$

Eta Squared Equation

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Table (17)

The References Table to Determine the Level of Effect Size Due to (η^2) and (d)

Test	Effect volume		
	Small	Medium	Large
η^2	0.01	0.06	0.14
d	0.2	0.5	0.8

Table (18)

"T" Value, Eta Squared " η^2 ", and "D" for Each Domain and the Whole Total Degree

Within the Experimental Group

Domain	t value	η^2	d	Effect volume
A. Reading and writing at leisure time	8.177	0.609	2.494	large
B. Activities that help improve writing	3.930	0.264	1.199	large
Total of the first domain	7.551	0.570	2.303	large
A. Positive expectations	8.364	0.619	2.551	large
B. Negative expectations	3.823	0.254	1.166	large
C. Your writing and the audience	4.948	0.363	1.509	large
Total of the second domain	7.079	0.538	2.159	large
Third domain: Experiences	5.587	0.421	1.704	large
Whole total degree	10.443	0.717	3.185	large

A quick look at Table (18) shows that the effect size was large for each sub-domain, for the total degree of each domain, and the whole total degree of the questionnaire. This means that the participants' literacy perceptions regarding their preferences, expectations, and experiences changed largely in the post treatment questionnaire. The size of this change, as apparent from the total degree of each domain, took a descending order. Such order indicated that the change in the perceptions of literacy preferences took the highest position where the effect size on d equals (2.303) and (0.570) on " η^2 ". The second

domain related to the expectations came next on the rank where the effect size on $d = (2.159)$ and on " η^2 " equals (0.538) . The third domain of the experiences in writing was the last on rank where d equals (1.704) and η^2 equals (0.421) . Nevertheless, the effect size of the differences between the pre-treatment and post-treatment responses vary among the sub-domains. For example, the increase of the positive expectations was the largest in volume (2.551) while the change in their negative expectations was the lowest (1.166) .

Summing up the results, it can be stated that despite the significant and large differences between the participants' responses before and after the treatment, there was slight variation among these differences across the total of the three domains and the sub-domains items. This variation indicated that participants' perceptions best improved at the personal level in regard to preferences of reading and writing activities done at leisure time. On the other hand, less difference between pre and post treatment questionnaire responses was realized under the third domain regarding participants' perceptions of their writing abilities.

2. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the experimental group and the control group in perceiving their preferences, expectations, and experiences of literacy activities after the treatment?

Having showed the above results, it is important to determine if the difference in the participants' perceptions was real and evident due to ER as the only indicator of such results. For this purpose, the researcher compared the responses of the two groups by using T.test independent sample (Table 19).

Table (19)

T.test Independent Sample Results of Differences between Experimental and Control Group for All domains and the Whole Total Degree

Domain	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
A. Reading & writing at leisure time	Control	39	2.282	1.025	8.102	0.000	sig. at 0.01
	Experimental	44	3.909	0.802			
B.Activities improve writing	Control	39	5.359	1.063	2.025	0.046	sig. at 0.05
	Experimental	44	5.841	1.098			
Total of the first domain	Control	39	7.641	1.442	7.018	0.000	sig. at 0.01
	Experimental	44	9.750	1.296			
A. Positive expectation	Control	39	12.769	4.880	3.004	0.004	sig. at 0.01
	Experimental	44	15.296	2.548			
B.Negative expectation	Control	39	31.410	7.283	2.174	0.033	sig. at 0.05
	Experimental	44	34.977	7.614			
C. Your writing and audience	Control	39	12.051	3.940	2.229	0.029	sig. at 0.05
	Experimental	44	14.046	4.176			
Total of the second domain	Control	39	56.231	9.702	3.835	0.000	sig. at 0.01
	Experimental	44	64.318	9.486			
Third domain	Control	39	42.256	8.629	5.288	0.000	sig. at 0.01
	Experimental	44	50.636	5.657			
Whole Total degree	Control	39	106.128	11.16192	7.093	0.000	sig. at 0.01
	Experimental	44	124.704	12.53011			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

Table (19) shows that there were statistical significant differences between control and experimental group in favor of the experimental group. These differences were significant in all sub domains, the total degree of each domain, and the whole degree of the questionnaire items. This means that the experimental group participants had more dynamic literacy perceptions than the participants in the control group.

First: Perceptions Related to the Participants' Preferences of Literacy Activities:

Examining the results of the first domain in Table (19) confirmed that the participants in the experimental group developed better perceptions of their preferences of literacy activities than the control group participants. In other words, they reported better involvement in literacy activities at leisure time. Scanning the two groups' responses regarding each activity in the post treatment questionnaire, it was found that about 45% of the participants in the experimental group preferred practicing English writing, meanwhile 61% of the control group participants did. In addition, 30% preferred email exchanges, whereas 17% of the control group did. Interestingly enough, 82% reported their preference of reading English stories in comparison to 66% in the control group.

Moreover, around 45% reported visiting libraries for outside reading but 41% of the control group had the same tendency. Finally, 59% compared to 36% of the control group participants preferred reading English newspapers and magazines. These results indicated that experimental group were more involved in doing extra curriculum literacy activities. In spite of admitting practicing reading more than writing, they showed more embarking upon literacy activities at their free time in general and ER in particular.

Regarding attentively the participants' preferences of the instructional activities in writing classes, significant difference was apparent between the two groups as shown in table (19) above. Further examination of the questionnaire responses in this regard revealed that the most preferred activities were peer evaluation (93%), ER activities (80%), analyzing texts (84%), and teachers comments (95%). Though both groups tended to agree that the instructional activities were of help, the control group preferences were to some extent less matching with the other group's where they lent some

consideration to conference talk with the instructor (54%) and teachers comments (71%). Most importantly, 80% of the experimental group paid considerable preference to ER activities, whereas 56% of the other group did. This means that experimental group participants recorded better understanding and appreciation of the activities that help improve their writing including the indicated activities above.

Though the difference between the two groups was significant in each sub-domain, it was more indicating in regard to the preferences of reading and writing they do at leisure time than the preferences of instructional activities. That is to say, the way the participants perceived their personal literacy activities widely changed in comparison with the control group.

Second: Perceptions Related to the Expectations of Writing Activities:

Moving to the second domain in Table (19) above, the participants in the experimental group, in comparison with the control group, appeared to have more positive expectations of writing, less negative expectations, better awareness of writing to the audience. But it should be noticed that the three sub-domains did not look the same; they told different stories. For example, the two groups differences appeared most distinctive in the first sub-domain regarding "positive expectations" where T-calculated value equals 3.004 at sig. level 0.01. Meanwhile, the two groups differences appeared least striking in the second sub-domain "negative expectations" where the T-calculated value equals 2.174 at the sig level 0.05. Thus, these findings revealed that though there was significant difference between the two groups' expectations, their responses seemed close and convergent in regard to their willingness, knowledge of how to organize a piece of writing, and their awareness of the audience.

Third: Perceptions Related to the Experiences in Writing:

According to the results of the third domain related to the experiences in writing in Table (19) above, a large divergence was realized between the two groups' perceptions of their experiences in writing. To illustrate, the participants in the experimental group nurtured better perceptions of their writing skills and abilities where the rated means of this difference ranged from 42.256 to 50.636 and the calculated T-value equals 5.288. In this regard, they tended to agree that they had less difficulties in the skills of organizing, interpreting, comparing, contrasting, and analyzing. They also exceeded the control group participants in reporting more confidence in starting and editing a piece of writing.

The Effect Size of the Differences in the Three Domains between the Two Groups:

Again, to calculate the effect size of the significant differences between the two groups, the researcher used "Cohen's "d" and eta squared " η^2 " measurements.

Table (20)
"T" Value, Eta Squared " η^2 ", and "D" for Each Domain and the Whole Total Degree between the Two Groups

Domain	t value	η^2	d	Effect volume
A. Preferences of leisure time activities	8.102	0.448	1.800	large
B. Preferences of instructional activities	2.025	0.048	0.450	small
Total degree of the first domain	7.018	0.378	1.560	large
A. Positive expectations	3.004	0.100	0.668	medium
B. Negative expectations	2.174	0.055	0.483	small
C. Your writing and the audience	2.229	0.058	0.495	small
Total degree of the second domain	3.835	0.154	0.852	large
Third domain	5.288	0.257	1.175	large
The whole total degree	7.093	0.383	1.576	large

Examining the results on Table (20) above, large differences can be noticed between the two groups' literacy perceptions across the three domains and the whole total degree of the three domains ; however, these differences varied between large, medium, and small across the sub-domains. For example, the effect size was large between the two groups' perceptions in regard to their preferences of the personal literacy activities they did at leisure time. Meanwhile, the size of difference between the two groups' perceptions of their preferences of the instructional writing activities was small. At the same time, the effect size between the two groups' perceptions in respect with positive expectations of writing activities was medium. On contrary, the size of difference between the two groups regarding their negative expectations and writing to audience was small.

This variability across the sub-domains indicated that there was much convergence between the responses of the two groups (small effect size) in three sub-domains regarding preferences of instructional activities, negative expectations, writing to the audience. Meanwhile, the two groups appeared most different (large effect size) in perceiving their personal preferences of reading and writing done at leisure time. Considering the effect size of the third domain, it is obvious that the difference between the two groups in regard to perceiving their experiences in writing occupied the second position after the first domain related to literacy preferences.

In summary, by referring to Tables (18 & 20), it can be stated that the differences between the participants' literacy perceptions before and after the treatment took a descending order starting with perceptions of preferences and ending up with perceptions of experiences. Meanwhile, when comparing between the two groups' responses after the

treatment, it was found that perceptions of preferences maintained the same position at the top of the rank but there was a kind of switching of order between the two domains of expectations and experiences. In other words, the difference between the two groups in regard to their expectations got smaller but this difference got larger between the two groups' experiences in writing. This means that both groups tended to have many expectations in common; however, the experimental group felt that their writing improved much more than the control group did.

Beyond any statistical evidence, the most encouraging results of all came in the spontaneous comments participants used to express either formally or informally. These comments were jotted down by the researcher in her observation notes (Appendix 17).

Here are small selections:

" It is enjoyable to read English books, but it is difficult to find enough time" (S. 1)

"I think reading in English is a very good way to improve our English language ability"(S.2)

"I hate reading, even Arabic too! But now I like to read English stories better than before". (S. 3)

" I am really eager to read more and more interesting texts in English" (S.4)

These results, confirmed that the participants who practiced ER recorded more improved perceptions than participants in the control group who received the conventional method for teaching writing.

3. Is there a statistically significant difference at ($\alpha \leq 0.05$) in the writing quality before and after the treatment within the experimental group?

In line with the participants' literacy perceptions, the writing quality aspects were investigated too under the premises of ER supplementary approach. For this purpose, the researcher asked the students to write a pre and post treatment essay writing test (p.133). The researcher used an analytic scoring scale (Table 10,p.132) for evaluating the pre and post treatment tests of the argumentative essays.

The researcher used T.test paired samples to figure out the differences in the writing quality within the experimental group before and after the treatment. It has been found, as shown in Table (21) below, that there were statistical significant differences between pre and post treatment tests in all criteria and the total degree of the test in favor of the post treatment test. Not only this but the effect size was large in regard to each criterion and the total degree as shown in Table (22) below.

Table (21)

T.test Paired Sample Results of Differences between Pre and Post Teaching Test of the Experimental Group for All Dimensions and the Total Degree of the Test

criteria	applied	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Identify problem	pre	44	1.705	1.322	16.7	0.000	sig. at 0.01
	post	44	5.296	0.878	81		
Consider context and assumptions	pre	44	1.773	1.236	11.2	0.000	sig. at 0.01
	post	44	3.773	0.774	31		
First dimension	pre	44	3.477	2.520	15.6	0.000	sig. at 0.01
	post	44	9.068	1.336	12		
Develop own position or hypothesis	pre	44	1.636	0.780	8.65	0.000	sig. at 0.01
	post	44	3.796	1.407	0		
Present and analyze supporting data	pre	44	1.727	1.301	7.10	0.000	sig. at 0.01
	post	44	3.500	1.650	7		
Integrate other perspectives	pre	44	1.682	1.137	16.8	0.000	sig. at 0.01
	post	44	5.659	1.033	85		
Identify conclusions and implications	pre	44	1.864	1.212	5.11	0.000	sig. at 0.01
	post	44	2.841	0.834	8		
Second dimension	pre	44	6.909	3.529	14.1	0.000	sig. at 0.01
	post	44	15.795	3.676	86		
Communicate effectively	pre	44	1.659	1.380	4.96	0.000	sig. at 0.01
	post	44	2.886	1.017	2		
Third dimension	pre	44	1.659	1.380	4.96	0.000	sig. at 0.01
	post	44	2.886	1.017	2		
Total degree of the test	pre	44	12.046	6.104	17.2	0.000	sig. at 0.01
	post	44	27.750	4.494	56		

“t” table value at (43) d f. at (0.05) sig. level equal 2.02

“t” table value at (43) d f. at (0.01) sig. level equal 2.70

The First Dimension: Content Knowledge

Content knowledge in this study includes concepts, vocabulary, facts, opinions, relationships and context assumptions. The analysis of the results under this dimension

addressed the first two items in the criteria that contributed directly to the content knowledge. These two items evaluated:

- Identifying the problem, question, or issue;
- Considering context and assumptions.

Identifying the issue of the essay is a good indication of the improvement of content knowledge. The results in Table (21) above indicated that after the treatment the participants showed obvious progress in approaching the issue which was apparent in the T-value (16.781), and the rated means of the difference ranged from 1.705 to 5.296. This means that they succeeded in clearly identifying the challenge and the integral relationships that are essential to analyzing the problem in hand. To grasp these indicated differences between the pre and post treatment tests, consider the illustrative examples, taken from the participants essays, in the diagram below:

Pre-treatment test	Post-treatment test
<p>In fact, I respect their point of view, but I do not have the same belief. [unfocused claim]</p> <p>Every student when finishes the prep school feels that he will go to a new stage that is completely different. Since the high school is very important and students represent the new generation of the society, high school should be more than three years for a lot of reasons.</p> <p>[failing to accurately summarize the problem; approaching the issue in socio-centric terms]</p>	<p>We should not ignore the importance of TV in our life for many considerations. [more focused claim]</p> <p>Have you ever imagined life without TV? Have you ever thought of what will happen if TV is not existent? Some people think that life will be better and happier without TV; however, TV is a good invention that has affected our life. Since it has many advantages, TV is the most important invention for many considerations.</p> <p>[clear identification of the problem and clear sense of context]</p>

Referring to the given results of the second item in the above table, it is apparent that **considering the influence of context** was clearly improved after being involved in reading different topics. The participants proved to have clearer sense of cultural, social, educational, and ethical assumptions after indulging in the treatment than before. Though it was noticed that some other implicated assumptions underlying the discussed issue were not fully addressed, they succeeded to relate the discussion to reality in a way that showed originality and freshness. Consider the examples below:

Pre treatment test	Post treatment test
It is not acceptable to have differences in the secondary stage years. [flaw relevance to the educational context]	Some programs may lead to success in your career. [educational benefits]

The Second Dimension: Critical Thinking

Four items in the overall rating rubric (Washington State University,2006), which attributed to CT, are concerned:

- Develop own position or hypothesis.
- Present and analyze supporting data.
- Integrate other perspectives.
- Identify conclusions and implications.

Close examination of the results given in Table (21) above, it can be stated that majority of the participants in the post treatment test realized remarkable progress in clarifying their **established positions**. In other words, the participants managed to clearly justify their own views while respecting views of others. They introduced three marked and concise reasons to convince the readers of their points of view. Developing their position

provided clear organizational signal of the argumentative genre, which was simple and lacked elaborate details in the pre-treatment test. Representative examples are presented below:

Pre-treatment test	Post-treatment test
Extending high school will affect the universities' plans. [simplistic and inherited hypothesis]	Television does not waste time, but sometimes it serves time. [own view drawn from experience]

Providing evidence and relevant details is another aspect of CT in writing. Analyzing the data, tangible improvement appeared in supporting the claimed position; though, some participants did not supply enough details. Careful examination of the results of this item in Table (21) revealed that supplying supporting evidence came on the third rank under this dimension where T-value was (7.107) and the difference of means ranged from 1.727 to 3.500. Consider the following instances:

Pre treatment test	Post treatment test
University life completes the role of schools. [repetition of general ideas]	Television gives the chance to know about others' culture and recent events in many aspects of life. [specific supporting idea]

Regarding the results related to the third item under this dimension, it is clear that **addressing others' perspectives** and positions had the highest T-value (16.885) where the scored difference in means between the pre and post treatment tests was 1.682 to 5.659. This means that the participants' writing presented more competency in expanding the assessment of evidence. As integrating and respecting views of others require high level of thinking, the valuable advancement occurred in this item is a strong indicator of

CT competency after the inclusion of ER supplementary approach for teaching writing.

Examples are:

Pre treatment test	Post treatment test
Extending high school for five years is a big problem in our society. [alternatives are not integrated]	Opponents claim that TV can cause many health problems such as the weakness of sight. On the other hand, if you keep a distance while watching TV, you will not face any health problems. [own and others' ideas are integrated]

In relevance to **identifying conclusions and implications**, the results proved that though there was a significant difference between the participants' writing in pre and post tests, this difference rated the least T-value (5.118) and the least difference in means (1.864 to 2.841). Analyzing the collected data also showed that, in the pre-treatment test, instead of directing the conclusion forward, the participants closed up their arguments early without giving sufficient evidence for their positions. Meanwhile, in the post-treatment test, the participants seemed to successfully consider consequences by drawing conclusions from what have been described in the previous stages (introduction and arguments), e.g. the possible disadvantages and negative impact of television at the ethical and educational levels. The following examples may represent these differences:

Pre treatment test	Post treatment test
<p>In conclusion, I believe extending high school to five years is a wrong decision for the above mentioned reasons.</p> <p>[absolute conclusion without considering consequences and implications]</p>	<p>In conclusion, television is a very useful mean to know about other cultures and civilizations. Moreover, if it is used appropriately, people will gain a lot of benefits.</p> <p>[consequences and implications are considered within the context]</p>

The Third Dimension: Language Use

The last dimension in the analytic scoring scale involved one item which concerned with the aspects of effective communication including clear language, appropriate style and format, and well structured writing.

- **Communicate effectively.**

The participants' ability to communicate effectively was considered since it addresses the students' language competence and their rhetorical knowledge. In this context, though language did not obscure meaning in the pre-treatment test, a lot of repetition, unfocused sequence, and long sentences were found. For instance, the participants frequently used first pronouns which reflected their unawareness of whom the texts have been constructed to. Another feature, related to rhetorical knowledge, appeared in misusing the appropriate transitions for contrast purposes and less toned language for emphasizing respect to others' opinions.

On the contrary, in the post-treatment test, there was clear promotion of the of the relevance and clarity of the texts. For example, participants showed more thoughtful and respectful analysis of others' positions by employing adequate signposts as in " they are

to some extent right". In addition, various markers were used , e.g. "that, and, such as" to show coherence and consistency. The participants also manipulated some instances of modality to reflect possibility. The post-treatment tests involved less usage of first and plural personal pronouns which were replaced by nouns and nominal phrases such as people, the supporters, the opponents, the writer, and so forth. For more grasping of the differences in language use, consider the instances below:

Pre-treatment test	Post-treatment test
<p>Furthermore, they are prepared to a <u>larger unite</u> which is university.</p> <p>[awkward& wrong word choice]</p>	<p>The time they spend doing so can be invested in other beneficial activities such as reading.</p> <p>[language clearly communicates ideas]</p>

The Effect Size of the Difference in the Three Dimensions within the Experimental Group:

Table (22) below shows that the differences between the participants' writing in pre and post treatment tests were large in size in all items and dimensions. Though these differences were large in size in the three dimensions; however, there was obvious variance in the effect size among the three dimensions. Obviously, the rated differences took a descending order. On the basis of these results from the Table below, it can be stated that the participants' writing overwhelmingly improved after practicing ER especially in the dimensions of content knowledge and CT. This means that content knowledge came at the top of the rank, followed by CT, and then the language use.

Table (22)

"T" Value, Eta Square " η^2 ", and "D" for Each Dimension and the Total Degree of the Test within the Experimental Group

Criteria	t value	η^2	d	Effect volume
Identify problem	16.781	0.868	5.118	large
Consider context and assumptions	11.231	0.746	3.425	large
First dimension	15.612	0.850	4.762	large
Develop own position or hypothesis	8.650	0.635	2.638	large
Present and analyze supporting data	7.107	0.540	2.168	large
Integrate other perspectives	16.885	0.869	5.150	large
Identify conclusions and implications	5.118	0.379	1.561	large
Second dimension	14.186	0.824	4.327	large
Communicate effectively	4.962	0.364	1.513	large
Third dimension	4.962	0.364	1.513	large
The total degree of the test	17.256	0.874	5.263	large

Based on the results given in Tables (21) and (22), it can be concluded that the content knowledge was markedly developed which was revealed in the participants' ability to identify the issue of the essay and to relate their writing to the context in regard to the cultural and social assumptions.

Regarding the participants' position and perspectives, they integrated original thinking that acknowledged other assertions. In presenting and analyzing appropriate supporting data, the participants achieved notable progress in the post-treatment test. Interestingly enough, the tangible improvement occurred in integrating others' perspectives (item 5), which is a clear disposition of CT. To illustrate, the participants in the pre-treatment test adopted limited ideas with little question, and they failed to discuss others' perspectives. However, in the post-treatment test, they began to show competency in relating the

argument to alternative views. Furthermore, though conclusion implicated the least distinctive difference under the dimension of CT, the participants improved in extending evidence of consequences beyond the issue. They also presented implications that may impact readers.

In the third dimension related to language use, considerable improvement was noticed in structuring the argument in favor of the adopted position and against the opponent position. The researcher also found that the post-treatment test was logically combined and more precise sentences were used. The participants managed to express their ideas more clearly and smoothly by choosing the appropriate words and by organizing the essential elements of the argumentation genre. In addition, grammar errors were few and minor ones in comparison with the pre-treatment test.

4. Is there a statistically significant difference at ($\alpha \leq 0.05$) between the two groups' participants in writing quality after the treatment?

The fourth question aimed at exploring the differences between the two groups in regard to writing quality after the ER treatment. The significance of these differences are shown in Table (23) below.

Table (23)
T.Test Independent Sample Results of Differences between Control and Experimental Group for All Dimensions and the Total Degree of the Test

Criteria	GROUPS	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Identify problem	Control	39	2.564	1.373	10.921	0.000	sig. at 0.01
	Experimental	44	5.296	0.878			
Consider context and assumptions	Control	39	2.769	1.307	4.313	0.000	sig. at 0.01
	Experimental	44	3.773	0.774			
First dimension	Control pre	39	5.333	2.548	8.498	0.000	sig. at 0.01
	Experimental	44	9.068	1.336			
Develop own position or hypothesis	Control	39	1.949	0.759	7.304	0.000	sig. at 0.01
	Experimental	44	3.796	1.407			
Present and analyze supporting data	Control	39	2.462	1.430	3.046	0.003	sig. at 0.01
	Experimental	44	3.500	1.650			
Integrate other perspectives	Control	39	2.487	0.997	14.194	0.000	sig. at 0.01
	Experimental	44	5.659	1.033			
Identify conclusions and implications	Control	39	2.256	1.312	2.450	0.016	sig. at 0.05
	Experimental	44	2.841	0.834			
Second dimension	Control pre	39	9.154	3.483	8.419	0.000	sig. at 0.01
	Experimental	44	15.795	3.676			
Communicate effectively	Control	39	1.590	1.019	5.794	0.000	sig. at 0.01
	Experimental	44	2.886	1.017			
Third dimension	Control	39	1.590	1.019	5.794	0.000	sig. at 0.01
	Experimental	44	2.886	1.017			
Total degree of the test	Control	39	16.077	6.326	9.773	0.000	sig. at 0.01
	Experimental	44	27.750	4.494			

“t” table value at (81) d f. at (0.05) sig. level equal 2.00

“t” table value at (81) d f. at (0.01) sig. level equal 2.66

The results in Table (23) above show that there were statistical significant differences between the two groups in each criterion and the total degree of the test, even at alpha = 0.01. This significant difference was in favor of the experimental group. To exemplify the differences between the two groups' writing quality across each item in the criteria, some instances are presented below. In addition, to provide an idea about the scoring process, a tabulation model is added in Appendix (12).

The First Dimension: Content Knowledge

- Identifying the problem, question, or issue;
- Considering context and assumptions.

The analysis of the post treatment test revealed that though participants in both groups tried to use different methods for **introducing the issue** such as quotations and questions, control group participants manipulated some confusing sentences. They also missed and glossed over some key details. Meanwhile, most participants in the experimental group clearly identified the aspects of the issue and used more appropriate opening sentences that helped to identify the issue under discussion. They used more focused thesis statements to summarize the problem. The chart below includes some relevant examples:

Control group	Experimental group
<p>The world would be a happier and better place if television had never existed. Some people think that television is bad, but I think that television has some advantages like news, general information, education programs.</p> <p>[plain and confused claims]</p> <p>Television is a modern invention in the world. Now every house has a television. Existence of TV in every house is important for several reasons. [repetition of general information]</p>	<p>Television like any other invention has double side weapon; it can be used negatively or positively. Some people said that the world be a happier and better place if television had never existed. However, television is very important for widening knowledge, having enjoyment, and improving languages' skills. [problem presented clearly]</p>

Considering **the influence of context**, both groups attempted to relate the TV issue to cultural, political, and educational assumptions. Nevertheless, participants in control group superficially recognized and integrated such contexts. On the other hand, experimental group participants showed more awareness of the other contexts and their

relevance to the TV issue. They included some interesting verification drawn from real life and their own experiences . Consider the following examples:

Control group	Experimental group
<p>... spending our spare time by watching ... sport programs, women programs, and social programs.</p> <p>[glossed over assumptions]</p>	<p>TV programs do not always waste time because they are enjoyable when people are bored. People can also enjoy doing some daily hard work while watching TV. For example, my mother usually watches her favorite program while cooking.</p> <p>[clear sense of integral contexts]</p>

The Second Dimension: Critical Thinking

- Develop own position or hypothesis.
- Present and analyze supporting data.
- Integrate other perspectives.
- Identify conclusions and implications.

Further examination of data revealed that many control group participants presented unclear **position** without addressing others' views. On the contrary, the majority of the experimental group developed the central idea of the essay through well chosen topical themes that reflected ownership for constructing knowledge. Examples are:

Control group	Experimental group
<p>News is important in our life. General information can be (given) from different channels. Educational programs help children to be better in their study. [weak established positions]</p>	<p>Television has a great role in education. Television is necessary for press. TV is a major source for entertainment. [clear topic ideas that help further the thesis]</p>

In regard to **supporting data**, the exploration of evidence by some control group participants appeared to be routine and redundant. Meanwhile, the experimental group achieved more progress by exhibiting selective information to enrich the topic sentences.

Examples are:

Control group	Experimental group
<p>Television is considered one of different ways of education. Students can learn by watching educational channels on TV at home.</p> <p style="text-align: center;">[limited justification]</p>	<p>Some people argue that TV programs are full of immoral scenes and actions. these people are to some extent right, but why we should look at the negative side. We cannot pass over the useful programs shown on TV screen. For example, people know what is happening in other places in this world by watching news. Documentary programs also provide a wide scope of various aspects of life such as scientific, social, cultural, and economical aspects.</p> <p style="text-align: center;">[clear presentation of own view against the contrary ones]</p>

Poring over the given results in Table (23, p.167) above, it was noticed that the largest difference between the two groups under this dimension was realized in **integrating others' positions** as the rated difference of means ranged from 2.487 to 5.659. In this phase, the control group participants seemed encountering problems in manipulating pro and cons hypotheses; their papers involved little integrating of and attending to alternative views. On the other hand, the experimental group, in most cases, managed to integrate own and others' ideas and clearly defended own views in front of others'. Instances below pinpoint these differences:

Control group	Experimental group
<p>Supporters of TV say that television teach people bad morals and violence....</p> <p>Allah has forbidden the bad scenes in Islam.....</p> <p>TV teaches habits that are against our culture.</p> <p>[vague single perspective without discussing others']</p>	<p>Supporters of television claim that it has a lot of educational benefits. ... but TV bad effects are concrete in reality...</p> <p>Proponents of television argue that it provides them with news all over the world... However, there are many other sources of news such as newspapers, radio, and magazines.</p> <p>Some people still think that television help have fun. Although television is enjoying in free time, it may waste our time.</p> <p>[clearly addressing own and others' perspectives, using appropriate analogies]</p>

Examining carefully the two groups' skills in deriving **conclusions and implications**, the results in the above Table show significant difference between the two groups at the sig. level (0.05). It was apparent that participants in the experimental group tended to summarize the issue and to present implications but in a limited way. On the other hand, the control group in many cases failed to identify conclusions or to develop implications. Regard these examples:

Control group	Experimental group
<p>In conclusion, there are many other reasons which motivate me to be against television, so I advice parents to be careful when their children watch TV.</p> <p>[no evidence of consequences is provided, implications are flatly introduced]</p>	<p>In conclusion, television is a very useful way to know other cultures and civilizations. Moreover, if it is used in the right way, people can gain a lot of information. I believe that with the supervision of parents, people can overcome the disadvantages of the television.</p> <p>[consequences and implications are clearly developed]</p>

The Third Dimension: Language Use

- Communicate effectively.

Evaluating the **communication skills** of the participants in both groups, it was found that language did not interfere with communication in general. Both groups exhibited appropriate format by writing introductory paragraphs, three body paragraphs, and a concluding paragraph. However, frequent grammar errors were made by some control group participants, especially in agreement, fused sentences, punctuation, and verb forms. Moreover, immature style was apparent in inappropriate word choice, repetition, the lack of transitions and clear strategy for persuasion and pattern of development. There was also little original consideration of tone appropriate to the audience. Examples can be referred to in the diagram below. On the contrary, basic organization and appropriate patterns of development were evident in the experimental group writing. Besides, using transitions helped their writing to flow smoothly and ideas to be more connected. It was also noticed that grammar errors were minimal and words were better chosen. So, significant difference at sig. level (0.01) was also found between the two groups in this area.

Control group	Experimental group
<ul style="list-style-type: none"> • Can () given [verb form] • <u>Children</u> who <u>does</u> not know [agreement] • TV has advantages and disadvantages and you can <u>limit</u> what you <u>want</u>, if you <u>want</u> TV for... [word choice, repetition, comma splice] • I think ; but I can use; I can stay. [inappropriate tone to the audience] 	<p>TV offers nice and beneficial programs which could be constructive to the new generation. [clear voice and effective word choice]</p> <p>Opponents claim that television is a very bad media device. Moreover, it shows bad movies with embarrassing scenes which can harm and ruin children.</p> <p>[appropriate transitions, well connected ideas]</p>

The Effect Size of the Differences in the Three Dimensions between the Two Groups:

Table (24) below emphasizes that the size of difference between the two groups was large in the three dimensions of the criteria despite the slight differences among the seven items. For instance, addressing and integrating other's perspectives in a complex process of judgment occupied the highest rank. And yet, the effect size was medium in regard to providing accurate evidence and qualified conclusion.

Table (24)
"T" Value, Eta Square " η^2 ", and "D" for Each Domain and the Total Degree of the Test between the two groups in their writing Quality

Criteria	t value	η^2	d	Effect volume
Identify problem	10.921	0.596	2.427	large
Consider context and assumptions	4.313	0.187	0.958	large
First dimension	8.498	0.471	1.888	large
Develop own position or hypothesis	7.304	0.397	1.623	large
Present and analyze supporting data	3.046	0.103	0.677	medium
Integrate other perspectives	14.194	0.713	3.154	large
Identify conclusions and implications	2.450	0.069	0.544	medium
Second dimension	8.419	0.467	1.871	large
Communicate effectively	5.794	0.293	1.288	large
Third dimension	5.794	0.293	1.288	large
Total of the test	9.773	0.541	2.172	large

Clearly enough, the results of the Tables (23 & 24) above regarding the differences between the two groups in writing quality, after the treatment, revealed that the experimental group achieved remarkable progress in the three dimensions, especially in content knowledge and CT dimensions. In other words, the largest differences took place in these two dimensions where d-value for content knowledge equals 1.888, and equals 1.871 for the CT. Meanwhile, the results indicated that, though the difference between the two groups in regard to their communication skills was significant and large, it was less indicating; it was not that large in effect size, compared to the other dimensions, where d-value equals 1.288. Considering the total mark of the test, there were significant and large differences too between the two groups. It was found that about 20.% of the control group maintained the same level in pre and post treatment tests. In general, the

control group participants achieved slight progress in their writing compared to the experimental group.

In support of the above results, the researcher compared the scores record obtained throughout the course of both groups including the final exam. The researcher found out that both groups have achieved notable progress; however, the participants in the experimental group gained higher marks in comparison with the other group. This means that their general achievement in writing was also better and compatible with their post treatment test results. T-Test independent sample for general achievement in writing throughout the course showed means and T-Value in favor of the experimental group.

Table (25)

T-Test Independent Sample Results of Differences between Control and Experimental Group for General Achievement in Writing throughout the Course

criteria	GROUPS	N	Mean	Std. Deviation	t	Sig. value	Sig. level
Total Marks	Control	39	63.180	14.453	2.062	0.042	sig. at 0.05
	Experimental	44	68.909	10.774			

Scrutinizing the provided results in Tables (22 & 24), some insightful findings can be concluded:

1. The differences within the experimental group across the three criteria dimensions were larger in volume than the differences between the two groups.
2. The differences within the experimental group and the differences between the two groups across the three dimensions of the criteria maintained the same descending order.
3. The results of the rated means and the effect size values underlying content knowledge and CT dimensions were very close to each other.

Summary

This study sought answers to two major questions regarding literacy perceptions and writing quality under the influence of ER supplementary approach in 12-week writing composition course. Hence, this chapter presented the results obtained through implementing the pre-post treatment questionnaire and the pre-post treatment writing tests on the English major students at IUG. Full discussion and interpretation of these results will be provided in the next chapter.

Chapter V

Discussion, Conclusions, and Suggestions

Introduction

Impact of ER on the Students' Literacy Perceptions

- First Domain: Perceptions Related to the Preferences of Literacy Activities
- Second Domain: Perceptions Related to the Expectations of Writing Activities
- Third Domain: Perceptions Related to the Experiences in Writing

Impact of ER on the Students' Writing Quality

- First Dimension: Content Knowledge
- Second Dimension: Critical Thinking
- Third Dimension: Language Use

Conclusions

Suggestions and Recommendations

- Suggestions for English Writing Teachers
- Suggestions for Education Policy Makers, Academics, Educationalists, Schools and English Departments
- Recommendations for Further Studies

Introduction

In this chapter, the researcher discusses the results of the study in details and in relevance to the results of the previous studies. Next, the findings of the study are concluded. Finally, the researcher provides practical suggestions and relevant recommendations for further research .

Impact of ER on the Students' Literacy Perceptions:

Referring to Table (18, p.149), it was found that the differences of the perceptions within the experimental group before and after the inclusion of ER were totally significant and large where the whole total degree of T value equals 10.443 at sig. level equals 0.01. Moreover, as indicated in Table (20, p.154), the differences between the two groups in regard to their literacy perceptions were large in size and the whole total degree of T. value equals 7.093 at sig. level equals 0.01. This means that ER approach had its distinctive impact on changing the students' literacy perceptions including their preferences, expectations, and experiences.

It was noticed that the differences within the experimental group were larger in volume than the differences occurred between the two groups. These results can be explained in the light of the following uncontrolled factors that might in some way caused the convergence of the two groups' perceptions across some sub-domains:

- i. Some of the control group participants admitted borrowing some readers from the other group to read.
- ii. The number of the participants in the control group was a few less than the other group.

- iii. The control group worked under less pressure than the other group who used to do the same tasks required from the two groups along with the ER and writing tasks.

The First Domain: Perceptions Related to the Preferences of Literacy Activities

On the personal level, it was found that participants' preferences of reading and writing activities done at leisure time significantly and largely varied within the experimental group and between the two groups. This means that ER was conducive to the change of students' choices and tendencies of literacy practices. It was apparent that the students who practiced reading extensively at leisure time started to enjoy this experience. This large change of preferences can be explained in the light of the following considerations. ER gave learners a freedom of choice to read independently for pleasure, which was a reward by itself. Accordingly, reading was done anywhere and at any time of day or night. Readers started and stopped whenever they wanted. They also interpreted what they read in their own way. This sense of freedom and autonomy encouraged students to read more, which was apparent in their responses of the first five items in the questionnaire. Thus, they realized that reading for pleasure and practicing writing for their own interest, without being under the burden of strict accountability, were not that tough tasks.

On the instructional level, though the differences between the two groups in regard to their preferences of the activities that help improve writing were significant, the differences were small in size. This small effect size, in this area, might refer to the students' exposure to the same instructional writing activities and assignments by the same teacher in both groups. The participants in both groups; therefore, managed to highlight what they actually need in processing their writing tasks. Yet, interestingly

enough, the participants in the experimental group highly appreciated these types of activities: ER , draft writing, peer evaluation, analyzing texts, and teachers' comments. Consequently, preferring these activities not only reflected the changing attitude towards ER, but also gave clear evidence of the vital role of ER on bridging the gap between reading and writing, cultivating CT, nurturing cooperative learning as one of the important factors in learning process, and reinforcing the role of the knowledgeable teacher.

The Second Domain: Perceptions Related to the Expectations of Writing Activities

Considering the results underlying the negative expectations and writing to the audience, the results revealed an obvious overlap between the two groups' responses as they seemed to have many expectations in common. This small effect size might refer to the participants' striving to write native like texts as those they read extensively. Subsequently, this craving to keep up with these texts probably caused some kind of inferiority. Another reason seemed to be the incompleteness of reading all the assigned ER material due to the relatively limited duration of time invested for this study. So, this feeling of being slightly behind in their authorship, in comparison with the texts they read, led to improper stances of their writing. This in turn affected the perceptions of their expectations. This convergence between the two groups' perceptions of their expectations is justifiable in the light of the dominant culture where expecting the worst may lead to get the best. Another reason could be psychological as the two groups were ambitious to upgrade their writing to better levels, so they expressed their dissatisfaction of their writing.

The Third Domain: Perceptions Related to the Experiences in Writing

Due to the results under this cognitively oriented domain, it was revealed that participants in the experimental group had less difficulties in getting the words on paper and fewer chances of being stuck when writing. The attended divergence between the two groups' perceptions of their writing experiences can be explained in the light of the valuable reading opportunities experimental group participants had. This means that unlike the control group, experimental group participants gained more confidence, and they got familiar with a lot of writing strategies (e.g. planning, tapping prior knowledge, revising) through delving in reading different stories and plays, and doing many follow up ER activities including reports and responses. Undoubtedly, carrying out such reading and writing tasks played a significant role in alleviating the way the students think of their writing experiences.

In a broadest sense, there was a substantial correlation between the three domains of preferences, expectations, and experiences in writing under the influence of ER approach. Put it another way, those students who reported interest in practicing extra literacy activities in their free time, and who expected enjoyment and confidence in writing, had less trouble in expressing their ideas in writing. These findings are compatible with Lee's (2005) in terms of the significant relationship between free reading in one hand and literacy perceptions and writing quality on the other hand.

Apparently, the large effect size of the differences between the two groups in regard to the perceptions of their preferences of the personal literacy activities and the experiences in writing reflects two insights:

1. Strong correlation between these two sub-domains,
2. Substantial influence of ER on these two sub-domains.

These results, in comply with Alshamrani, 2003; Yau, 2007; YU, 1999; Dupuy, 1997; Cho& Krashen,1994; Powell,2002; De Margado, 2009; Lee, 2005), indicated that those who reported more embarking upon reading stories and magazines at leisure time, visiting libraries, and exchanging e-mails had better writing strategies and experienced less writing block. Meanwhile, the medium and small effect size of the differences between the two groups' negative expectations, and awareness of the audience indicated:

1. Modest correlation between these expectations on one side and the preferences and experiences in writing on the other side.
2. Modest impact of ER on the perceptions of literacy expectations.

Due to the above findings, it can be noted that despite the traced impact of ER on the participants' expectations, this impact was less striking in comparison with the other domains. This leads to the assumption that this affectively-oriented domain needs more time to flourish under the premises of ER. Exhibiting such variation of ER impact on the participants' literacy perceptions in general conforms with what has been argued by Yamashita (2004), who manifested that “merely thinking of reading as beneficial to oneself did not represent a strong enough motivation”.

Nonetheless, in general and according to the questionnaire results, it can be concluded that ER seemed to be logical predictor of the participants' literacy perceptions. This notion here fosters the findings of Liem (2005) which proved that ER had positive effects on cultivating learners' perceptions of their writing abilities. In consistent with Leung

(2002), and Almashtarani (2003), the present study results also proved that ER gave learners more control over and confidence in their own learning.

In support of these implications, according to the researcher's observation notes, the participants in the experimental group showed positive attitudes towards ER. In fact, it was observed that many participants were keen on reading extensively and always asked the researcher to give them extra versions to read. Actually, they read some texts of their choice other than the ones collected for them. Particularly, out of 44 participants, the researcher can say that 28 were working hard and submitting their reading reports and responses without lateness, which reflected the students' enjoyment in practicing reading and writing for interest.

This enthusiasm to work harder can be referred to two reasons: the sense of accomplishment, and learning benefits. To illustrate, as students read successfully in the FL, they were encouraged to read more. The effect on self-esteem and motivation of reading one's first book in the FL is undeniable. It is what Krashen (1993b) calls a *home run book, my first*. It is this that fuels the compulsion to read more and more. Additionally, they seemed to realize some direct learning benefits through reading extensively (e.g. reading for content; getting familiar with different structures and styles). In the light of these findings, the researcher relates back to the point of the need to make a wide variety of interesting and compelling ER material available for the students to freely choose from.

Impact of ER on the Students' Writing Quality:

Based on the given results in Tables (21& 23,pp.158 &167), ER seemed to have its potential impact on enhancing writing quality. These results are consistent with the previous studies of Renandya, Rajan, & Jacobs (1999); Janopoulos (1986); Hafiz & Tudor (1990), and Lee (2005). More to the point, results were much remarkable in favor of the experimental group who achieved progress in all concerned aspects of writing quality under content knowledge, CT, and language use dimensions after the inclusion of ER approach. Notably, there were significant differences in the means of the post treatment test scores in favor of the experimental group, which means that ER was strong indicator of the progress achieved in writing by the experimental group participants.

To elaborate, considering the effect size of the scores difference within the experimental group and between the two groups in Tables (22 & 24,pp 165 &174), the following three notions merit mentioning. First, the size of difference of the total degree of the test before and after applying ER approach (within the experimental group) was more substantial than the difference of the total degree of the post treatment test between the two groups. This first notion can be justified by referring to different reasons. One reason could be the low concentration and carelessness committed by some participants because of the extremely difficult political, security, and economic situation at that time towards the end of the course, May, 2008 . Next, competition factor also might play important role as the control group participants also did their best in writing their essays. Another important reason is the amount of reading done along the course which is an important factor beyond the success of any ER program. This amount of reading was to some extent limited due to the conditions mentioned earlier in the limitation of the study (pp.14&15).

Thus, these conditions colored the results of the study, which would have been more rigorous if the conditions were smoother and better.

The second notion is concerned with the differences between the two groups in providing evidence and identifying conclusion. In this vein, effect size was large in all items of the criteria but medium in providing evidence and identifying conclusion. To explain this, the researcher thinks that the balanced and similar teaching strategies used for teaching the two groups had their impact on the control group participants' writing.

Third, the rated differences within the experimental group and the differences between the two groups regarding writing quality dimensions maintained the same descending order. This means that there was a systematic and sequential impact of ER approach on developing content knowledge, CT, and then language use. Furthermore, there was clear progression between the first two dimensions as essential aspects of writing quality. On the same track, the effect size values of the first two dimensions in Table (24, p.174) were very close to each other where η^2 equals 0.471 & d equals 1.888 (first dimension) and η^2 equals 0.467 & d equals 1.871 (the second dimension). In fact, the large significant differences and the close results of the rated means and effect size values underlying content knowledge and CT dimensions indicated that:

- Content knowledge and CT are the most dimensions to be overwhelmingly empowered by the ER approach.
- Content knowledge and CT are essential and interactive aspects of writing quality.
- These two dimensions are mutually related.

These above notions lend support to Emilia's research study (2005) in which the author manifested that content knowledge and CT capacity are complementary. This means that ER not only develops writing quality in terms of language and rhetoric but also in terms of CT ability and content knowledge. This may explain the interactive progression of these two variables in the writings of the experimental group participants under the influence of the ER approach.

The First Dimension: Content Knowledge

One of the first things to notice in the examples previously introduced on pages (159 &168) is the considerable variability between the two groups in previewing the issue of TV. In this vein, the participants in the experimental group succeeded in using appropriate relevant opening sentences to identify the field under discussion. Employing such opening sentences is very crucial as it serves to signal and establish for the kind of text that will be discussed. This coincides with the suggestion from McCarthy & Carter (1994,p.63) that "genres become quickly established in their opening phases". There was obvious difference between the two groups in regard to the efficiency of the thesis statements in favor of the experimental group. To illustrate, the thesis statements gave clear account of the following supporting data. They also served to carry the discussion forward in a manner, whose function was to clearly identify the challenge and embed aspects of the issue in hand.

Considering context, approaching the TV issue by the control group seemed egocentric in many cases in general (examples,pp160 &169). Whereas, the experimental group showed more awareness and clearer sense of context (e.g. cultural, educational, and ethical

assumptions) in their writing. Common sources were the participants' own thoughts, feelings, and experiences.

As such, the content knowledge was markedly developed in post treatment test, which was reflected in the participants' ability to consider the issue of the essay. When dealing with the context and assumptions, the writers presented and explored context, especially in regard to cultural and social assumptions. This evident, positive impact of ER on content knowledge can be explained in the light of what have been mentioned earlier on (pp.26-32) by Grabe & Stoller (1997), Kies (1995), and Flood (2003). In this vein, enriching the content knowledge came as a result of the students' exposure to the ER materials in which language and content are completely integrated. In other words, ER exposed the participants to new experiences and points of view that can then be shared and discussed. ER, therefore, contributes directly to knowledge development by providing content for meaningful interaction in the classroom. These findings are compatible with Benson (1991), Tsang (1996), and Lee & Hsu (2009). Most importantly, these results lend support to Krashen's CI hypothesis, and they highlight the constructivist theory principles as the relevant cultural orientation is necessary for communicating thoughts in any meaning-negotiation tasks.

The Second Dimension: Critical Thinking

In general, as far as CT was mainly concerned, it can be argued that the structure of argumentative genre showed more clarity, precision and relevance at text level. This also indicated the participants' capacity in information-organizing skill or discussing ideas in an organized way. The presence of the arguments for and against, revealing various arguments from different perspectives, also suggested sufficiency and breadth as two key

aspects of CT standards. The balanced arguments also signaled the writers' endeavor to provide fair presentation in treating various arguments as equal. This reflected objectivity with which a good critical thinker would have conformed to think about an issue. Finally, the presence of adequate recommendation, which calls for deciding on an action, proved participants' CT ability.

The findings under this dimension are justifiable because the participants in the experimental group did not only read but reacted to what they read in their written reports and responses which offered them more experience in identifying their positions and commenting on others' ideas. This claim is consistent with what have been argued above (pp.25-31) by Flood, et al (2003) about the mutual relationship between reading and writing at the cognitive level. On the other hand, it conflicts with Mason's (2004) who documented that assigning supplementary written output is inefficient for fulfilling the merited goals of ER. Anyway, these findings of this current study like Lau (2000), Cecilia & Ojedia (2005), Liem (2005), and Emilia (2005), proved that ER contributes to the enhancement of CT.

The Third Dimension: Language Use

On the language use dimension, students' language competence improved through ER at both of the structural and textual levels. This improvement, which conformed with Hedge (1985) in chapter (2, p.60), occurred because readers encountered structure and style from the texts they read. Linguistically, despite minor weaknesses, the participants' writing after the treatment showed significant development which suggested participants' improvement in their competence to exploit various linguistic resources. On this ground, the participants learned to make effective use of modality in expression of judgment and

opinion, which showed the participants' care in expressing their ideas. The use of third person pronouns indicated their attempt to foreground objectivity in their arguments and their awareness of the distant readers. This progress in language use is justifiable because ER as the most readily available form of CI offered students repeated encounters with language items which helped them proceed from understanding goals to demonstrating understanding.

Textually, students learned to make better and more effective use of organizational patterns of thesis progressions. This led to the creation of more coherent and cohesive texts, which was not present in texts produced prior to ER treatment. This advancement on the textual level can be referred to the similarity between reading and writing in the processes of development (p.32). Thus, the ability to make communication with the readers worked effectively which is compatible with considerable number of previous studies (e.g. Hafiz& Tudor, 1990; Gradman & Hanania, 1991; Tsang, 1996; Mason, 2004).

Referring to Table (24, p.174), it was noticed that the difference between the two groups in manipulating effective language and rhetorical structures was significant and large but less large than the other dimensions as η^2 equals 0.293 and d equals 1.288. Consistently, in the first place, this means that the two groups' writing in the post treatment test showed more convergence in relevance to this aspect of writing quality. This convergence can be explained in the light of Al-Ghonaim's study (2005) in which it was confirmed that explicit instruction of rhetorical structures had helped both groups improve their writing competence. Similarly the explicit teaching of essay writing and the

skills underlying the writing process in this empirical study might, to some extent, help improve the control group performance linguistically and rhetorically.

In the second place, language use was the last dimension to be influenced by ER approach, which implicated that ER had least influence on language use in comparison with its substantial impact on empowering content knowledge and CT in writing. In the light of what have been previously (p.101) argued by Yamashita (2008), it can be said that ER effects might be manifested more quickly in empowering content knowledge and CT than L2 linguistic ability, especially for adult L2 learners. In this case, the researcher assumes that such results can be referred to the following factors:

- The contrastive rhetoric between Arabic and English (e.g. in connective devices, subordination, prepositional and adverbial phrases).
- Students' dependence on the English language teachers to explain the rhetorical devices explicitly,
- The short duration of the ERP which did not give enough chance for participants to reach the utmost exploitation of the CI in order to get rid of the fossilized language forms and styles they were accustomed to use.

One last issue that came up as a backup for emphasizing the results of this study was concerned with the general achievement of the participants throughout the writing course. As mentioned earlier on page (174) and due to the given results in Table (25), it can be concluded that ER led to the development of not only writing quality in the post treatment test but also the general achievement in writing by extending the opportunities to learn through exposing to a body of literature including a variety of genres, topics, and

styles. In fact, these results that are related to the general achievement came to profoundly emphasize the findings of the former studies (Hanson, et.al.,1991; Rubin & Hansen ,1986, and Comstock,1992) in general and to culminate this current study in particular.

As such, this current study confirmed that ER supplementary approach was strong predictor of literacy perceptions and writing quality, which is consistent with Lee's findings (2005) but is contradicted with Shanahan's (1987) for finding low correlation between reading and writing. Moreover, what have been revealed by this current research study may be enough refuting to Bruton's claim (2002) that ER is flawed and contradictory approach . That is to say, the gains at the perception scale and at the writing quality criteria were well supported by this study.

Conclusions:

In spite of the problems of competition for time and teacher resources, this study gave positive results and succeeded in bringing out ER to be affirmative, potential, and beneficial with multi-fold gains. Drawing upon the results of this study, many insightful implications and substantial gains can be briefly concluded below in numerical form for reader convenience:

1. Utilizing ER as a supplementary approach for teaching writing composition has significant correlation with shaping and cultivating the students' perceptions in regard to their preferences of personal and instructional literacy activities, expectations of their writing, and their experiences in writing.

2. Involvement in ER practice nurtures the habit of reading during leisure time, and it increases the students' beliefs of the viability of ER activities for teaching writing.
3. Providing enough time for practising ER activities can lead to growth in learners' confidence, willingness to write, and readiness to write to the audience.
4. Embarking upon ER activities improves the students' stances of their writing abilities where ER develops the strategies used for writing.
5. Using ER approach in writing classes enhances the interrelationship between reading and writing.
6. The results of this current study confirms that exploiting ER as a supplementary approach for teaching writing has its remarkable influence on enhancing writing quality in different dimensions. For instance, ER approach has its overwhelming impact on activating content knowledge and CT as mutual complementary aspects of qualified writing. In this vein, ER proves to be good fuel for generating ideas and provoking thinking.
7. The results of this study emphasizes the efficiency of ER on enhancing the learners' abilities to communicate effectively through manipulating appropriate language and style, especially when it is applied in prolonged programs.
8. There is spontaneous correlation between the inclusion of ER supplementary approach and the improvement of the general achievement in writing.
9. The results of this study indicates that:
 - i. the perceptions of preferences, expectations, and experience of literacy activities are reciprocally related.

- ii. there is a forward relationship between literacy perceptions and writing quality under the premises of ER approach.

Practical Suggestions:

Based on the findings and conclusions of this study, some practical suggestions are presented to meet the concerns of English writing teachers, education policy makers, academics, and educationalists. Relevant recommendations are also introduced for further research studies. These suggestions focus on two main themes:

1. Integration of the literacy skills of reading and writing across the subjects of the curriculum.
2. ER activity should be a cultural aspect in the Palestinian society.

Suggestions for Integration of Reading and Writing across the Subjects of the Curriculum

A clear implication of the study results is that ER should be emphasized as essential factor for developing writing ability. If it is the case that ER was an important factor beyond cultivating students' perceptions and improving writing, it follows that encouraging wide reading besides teaching the composing process are crucial aspects of writing instruction. A program emphasizing these strategies will greatly put students' literacy perceptions on the right track and help develop knowledge of the written language. In what follows, the researcher suggests some important factors for implementing successful ERPs in writing courses.

Suggestions for the English Writing Teachers:

1. Providing and Using of ER Materials

It should be emphasized that it may not be sufficient to simply provide books and ask students to read them. The success of any ERP requires a **careful planning and systematic implementation**. First of all, choosing the **appropriate material** for the learners' language level is very important step towards the success of any ERP. A list of useful websites, displaying materials for ER, are added in (Appendix 13). Normally, for young learners graded readers will be great. While genre readers are more suitable for adults where they can read different types of texts such as magazines, novels, short stories,.. and so forth. In this direction and in EFL context, it would be practical to start with **simplified versions** written for children then move to authentic texts. Some sources are listed in (Appendix 13). This technique will help involve the readers in building a habit of reading on one hand, and will help bridge the gap between two teams of educators in considering authentic and non-authentic texts on the other hand.

Equally important, careful choice not only the quantity of the provided ER materials is very important. In correspondence, when choosing ER materials, **nurturing and affirming cultural identities**, as illuminating perspective of the constructivist theory, is the sound pedagogical literacy (Reyes & Halcon, 2001,p.245), especially in EFL contexts in general and in Palestine in particular where ER and other meaning-based pedagogies are not common, and where English education can be viewed as contributing to the influence of western Christian or secular pedagogy (Fredricks,2007). So, the question here is how to apply the preceding perspective ? For this purpose, the researcher in what follows offers some suggestions on two levels.

First of all, **on the logistic level**, the researcher suggests providing translated versions of Arabic literature (e.g. Najuib Mahfouz novels, Mahmoud Darwish poems, Al-Tayyib Salih novels, and Edward Saed political writings), and sources of the Islamic culture (e.g. Holy Quran, Sunnah, and Islamic heritage) in addition to universal literature by famous writers (e.g. William Shakespeare, Oscar Wild, Jean Austin) instead of the full dependence on English and American literature. By doing so, literacy will ideally come from within the community itself, and will interact with other cultural values (Grenoble&Whaley,2006,p.105). Many, if not most, students have limited experience and knowledge of the world they inhabit both cognitively and affectively. Therefore, they may develop offensive attitudes toward the other western culture. However, through wise combination of Arabic and English literature, ER opens windows on the world seen through different eyes. In this way, students will have multiple paths to knowledge, will be culturally oriented, and will respect diversity. Most importantly, they will be meaning-negotiators who are proud of their cultural identity.

Second, **on the pedagogical level**, it would be beneficial to adopt and employ a variety of inventive writing activities such as creating group stories and sharing personal narratives (Laliberity in Reyes & Halcon, 2001,p.143) to hook students in writing. For example, in the first method of group story, the teacher is supposed to be the editor to help students (the writers) select the who (characters), where (setting) , and what (plot) of a group story. The teacher then gets students to brainstorm some ideas for the who . A voting for three ideas is selected. The same procedure continues with the setting and the plot. Through this strategy, collaborative learning is fostered, CT is stimulated, and

teacher's scaffolding as an editor is capitalized. Thus, literacy could be manipulated as an activity that is grounded in promoting critical reflection on relevant cultural identity.

Equally important, when ER is used as a stand-alone part of the teaching program, the researcher suggests verifying the **follow up writing activities**, especially with adult learners. However, with young learners it is preferable to conduct ER programs without output to nurture and consolidate the habit of reading, away of any other demands. Some useful and interesting ER follow up activities are displayed with full description for each in (Bamford & Day, 2004, 139-148). These activities include:

Quick Book Reports,
The Story and Me,
Reading Journals,
Critic's Corner,
The Best of Books and the Worst of Books, and
Getting Personal.

Such activities beside fostering students' identities, they give students a chance to internalize what they read to produce it later in writing, and to interact with the text, peers, and teacher. For more accessibility of other ER activities, a list of extra activities and useful websites are added in Appendix (14-A,B,C).

The above suggestions implies that the ER approach is not a remote or blocked one. Modification maybe made in applying every stage of the approach to be more relevant to the situation and conditions of the students and the socio-cultural conditions of the teaching-learning process. Correspondently, the researcher strongly recommends to apply

ER technique within every writing and reading course in tertiary education to enable students to build long life reading habit; thus enrich their communicative competence in writing.

2. Specific Suggestions Related to the Teaching of Writing :

This study showed how ER as a supplementary approach for teaching writing changed students' literacy perceptions, and how it improved their writing. Therefore, teachers might find the implications of this study useful for teaching writing and promoting their students' success. Some specific suggestions, based on the findings of this present study, are presented below.

First, an important pedagogical implication in the present study suggests that teachers should attempt to understand learners' internal affective reactions to literacy programs and tasks to avoid wrong assumptions in terms of text difficulty, material selection, teaching methodologies, and course design. For instance, participants of this study encountered some negative expectations about their writing; therefore, teachers might consider holding conferences and ongoing dialogue with their students to discuss their recent **concerns about writing and reading** (e.g. common difficulties in language fluency, comprehension, organization, and familiarity with the rhetorical patterns of academic writing in English).

Second, good writers are aware of their audience (Krashen, 1984). To raise the students' awareness of audience, writing teachers need to frequently engage students in **peer review activities**. Since responding to others' papers is not common activity in EFL context, teachers, accordingly, need to introduce and discuss this activity with their

students as it is unfamiliar to many. In *Peer review* activities, students take the role of teachers by reading and evaluating a fellow student's work. The process of peer review is usually done by using specific scoring criteria. The peer review activities can be demonstrated through (a) having students write essays, reports, or other papers, submit them for review, and make revisions based on weaknesses identified and comments made by their peers (b) having students critique one another's work and justify their critique with the established criteria. Thus, the student whose work is reviewed by others receives the benefit of comments and recommendations from multiple teachers, which may lead, in turn, to increased sensitivity to the needs and expectations of diverse audiences (Alonso & McCabe, 2003,p.19). Models of *peer review rubrics* are introduced in (Appendix 15).

Third, teachers need to maintain **low affective filters** by caring about their students, showing support, advice, and kindness. Specifically, low affective filters in ER programs, can be maintained in the following ways:

- To eliminate a major source of anxiety, teachers do not test students on the material they are working with. Instead, teachers give constructive comments for students' work, where the content is the main concern.
- Give students the freedom of choosing whatever they want to read at their own time pace. For those who are behind in doing the literacy tasks, the teacher can remind them to keep up with their peers without putting them on the spot.
- In ER programs, there is no space for artificial exercises and drills that have no purpose other than language practice. Instead, interesting activities like the ones

above (pp.195-196) and the activities in Appendix (14:A,B,C) can help in stimulating meaningful language about people, places, things, ideas, stories, and so on.

- Teachers need to closely monitor their roles and methods of interacting with their students. Simultaneously, teachers function as partners and mentors but not as testers and judges.

Fourth, since participants' writing, in this study, did not show enough **consideration of the influence of context**, a probable recommendation is to raise their cultural orientation through more reading in different genres to be able to address and interact with different contexts in writing. Moreover, the teaching of English reading and writing should focus on foregrounding the relationship between the reading and writing tasks and ordinary life (reality) by activating the background knowledge. In this case, **prereading and prewriting activities** would be beneficial to help learners generate information on the topic based on their own experience and knowledge. Two examples of prereading and prewriting activities are available in Appendix (16). Some other activities that can enhance the content knowledge are listed in Appendix (14-A).

Fifth, ER in this study was conducive to **activating CT** in writing. In order to strengthen the proclaimed gains in this dimension, some ER follow up **creative writing activities** can be used. For these activities be successfully applied, thinking-democratic environment with emphasis on reasoning, self correction, group work, and constructive feedback from the teacher should be corner stones in the teaching-learning process. Some interesting activities are introduced in Appendix (14-B).

Sixth, it was apparent that **language competence** was the last dimension to be influenced by ER; hence, there is a need to increase this influence. Accordingly, the researcher recommends reviewing the teaching strategies of reading and writing in order to build the learners' language competence and increase their awareness of different cohesion devices, grammar, and mechanics. For this purpose the researcher suggests the following strategies:

- Intensifying the students' **exposure to language in context** through constant reading,
- Exploiting ER for **implicit teaching of different grammatical forms and rhetorical devices** by encouraging students trace these devices in the reading texts and invest them in their writing.
- For increasing the accountability of ER on language use, teachers are encouraged to Invite students to integrate between their readings and language use by doing some **grammar, vocabulary, and translation activities** to refresh the retention of different grammatical forms and styles. Some examples of these exercises are included in Appendix (14-C).

These strategies will help in reinforcing what have been previously learned, fostering effective communication in writing, narrowing the gap of the contrastive rhetoric between English and Arabic in many aspects (e.g. connective devices, subordination and coordination, adverbial and prepositional phrases), and reducing the time assigned for explicitly teaching these devices.

Finally, this study emphasizes that time is undeniable barrier to implementing integrated literacy approaches. Therefore, infusing ER approach in the writing syllabus instead of implementing it as a stand-alone part of the teaching course could be pragmatic

alternative especially in ER programs with short time duration. In this regard, the researcher suggests the following strategies for the connection between the reading and writing tasks in ER programs:

1. Outside-class reading of 8 short novels throughout the course, of 50-70 pages per each
2. Reading one novel a week
3. Carrying out in class writing tasks –mainly essays- in relevance to what have been read.
4. Two sessions between out-class reading and in-class writing can be devoted for explicitly teaching the patterns of essays and the required writing tasks.

The writing tasks may include:

- Writing letters to published authors discussing the purpose of writing his/ her novel.
- Writing summary of one of the novels
- Cause and effect essay about why yes or why not they like the essay.
- Descriptive essay about any character from one of the novels.
- Critique essay about one of the novels they read.
- Argumentative essay negotiating the theme of one of the assigned reading novels.
- Compare and contrast essay on any character in one of the novels and a real character in life.

Thus, infusing ER in the syllabus of the writing course would be of multi-fold benefits. For instance, students would have the chance to practice writing several essay patterns in parallel with and in response to what they read. Furthermore, these strategies will help in saving the time spent for doing extra follow up writing activities. In addition, exploiting the structure, language, and content of the novels would enrich students' writing. They

would be writing about something that they are familiar with. In other words, they would have rich content background to display, contextualized language to manipulate, and different themes to negotiate in a critical way. In such integrated process of reading and writing, the researcher expects that there would be no space for pitfalls.

Suggestions for Education Policy Makers, Academics, Educationalists, Schools and English Departments

1. Integrating Reading and Writing Across the Subjects of the Curriculum

The findings of this study, lend support to interrelationship between reading and writing in many phases as previously indicated by (Flood et. al. 2003; Rubin & Hansen,1986; Flower,1990). Therefore, the researcher emphasizes the necessity to integrate both of reading and writing across the subjects of the curriculum. Claiming that the number of years of past English study can compensate any exposure to ER is completely wrong. In correspondence, course designers might consider integrating reading as a regular part of writing curricula. Likewise, writing can be used in reading classes, especially in EFL context to give learners wide opportunity to learn through reading extensively. On this track, to have ER programs fully operational, they should be major components of English language syllabuses in schools and colleges. Nevertheless, without adequate Teacher Education, English Departments and school management support, such approach is unlikely to succeed.

In the first place, implementation of integrated literacy approaches will be impossible without adequate **teacher education**. Therefore, in agreement with Pilgreen (2000, p. 14), a strong staff, that includes motivating teachers who have learned strategies for linking students with books and helping them buy into the concept of free reading, is

required. To achieve this goal, teacher education must provide better models for teaching English writing and reading than in the past. Next, teacher training in both of the tertiary and elementary levels should provide models of classroom practices that encompass ER principles to provide English teachers with a practical guidance on the application of the approach in their classes.

Nevertheless, teachers cannot depend only on training for all their needs in the teaching career. Hence, the researcher encourages teacher educators to create learning experiences that will incorporate learning through reflective practice and inquiry. Reflective practice provides immediate feedback which helps in making appropriate actions and modifications of teaching strategies for the benefit of learners.

In the second place, the **support of English Departments and school management** is crucial for applying the integration of literacy skills across the curriculum subjects. Therefore, there is a need for these administrations to be involved in: (a) encouraging and motivating teachers to integrate both of reading and writing in their English language (EL) classes (b) facilitating collaboration between teachers and between teachers, teacher educators and advisors, (c) helping teachers to get teaching and learning materials, and (d) allowing teachers' flexibility with the fixed structures of time and practices.

2. ER Should Be a Cultural Aspect in the Society

Acknowledging the essential role of reading materials in building communicative competence and developing critical writers and competent readers, it is recommended that **ER activity should be a cultural aspect in the Palestinian society** and a part of the centralized curriculum. However, ER approach is difficult to be implemented

successfully and smoothly without a kind of movement coming from the community itself and involving community participation in all phases of development. So, it is the time to rethink the curriculum to adapt with the contemporary growth in English literacy. In this phase, it is the responsibility of all community members, including policy makers, university teachers, and academics to have their role in:

- Making great access to multiple authentic and simplified reading material widely available both in libraries and the world wide web.
- Activating the role of school libraries.
- Holding frequent public symposia to discuss and highlight the ER benefits and practices.
- Establishing reading conventions and competitions in schools and universities to encourage reading and reward the best ER readers.
- Building public libraries in each district for the convenient reach by children and adults.
- Starting *Reading for All Project* like the one has been held in Egypt.
- Publishing materials written by students themselves (e.g. stories, diaries) in the form of 'small books', or in local magazines, and newspapers to encourage the practice of more reading and writing.

Recommendations for Further Research Studies:

While conducting this study, the researcher came across several ideas that she would recommend be investigated in future research. In the light of the findings of this study, it becomes clear that though a lot of research worldwide have investigated ER, the findings up to this point are more proactive than substantive. Therefore, the door is widely opened

for more serious research, intervention, and adequate proposals. The established recommendations below can be good guide for future research in similar areas.

1. To the knowledge of the researcher, no research studies on ER except for this current one in tertiary level and Bader Eden's (2009) in school level, have been conducted in Palestine. So, this fact motivates the researcher to strongly recommend further research regarding this potential approach in both levels.
2. As this study emphasized the new trend of integrating reading and writing across different courses and school subjects for the revitalization of literacy, it would be valuable to consider a study investigating the reading-writing relationship and its effect on students' writing performance by allowing students' voices to be heard.
3. It would be interesting to devise a further study on the impact of free writing technique on writing performance to have its results compared with the results of this one.
4. Having proved that ER had positive impact on EFL writing quality and literacy perceptions, a follow-up study could be built on this research study in order to see whether ER has the same influence on the other language skills (reading, listening, and speaking).

Summary

This chapter presented a full discussion of the study results followed by brief, solid conclusion. It also drew upon the findings of this research study and previous literature as well to generate some insightful implications and suggestions to help teachers and practitioners to follow for classroom practices, and designers to consider in curriculum planning. In addition, a group of relevant recommendations for future research were included.

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Appendices

Appendix 1

Cognitive Strategies Model to Reading and Writing

<p>Planning and Goal Setting</p> <ul style="list-style-type: none">• Developing procedural and substantive plans• Creating and setting goals• Establishing a purpose• Determining priorities <p>Tapping Prior Knowledge</p> <ul style="list-style-type: none">• Mobilizing knowledge• Searching existing schemata <p>Asking Questions and Making Predictions</p> <ul style="list-style-type: none">• Generating questions re: topic, genre, author/audience, purpose, etc.• Finding a focus/directing attention• Predicting what will happen next• Fostering forward momentum• Establishing focal points for confirming or revising meaning <p>Constructing the Gist</p> <ul style="list-style-type: none">• Visualizing• Making connections• Forming preliminary interpretations• Identifying main ideas• Organizing information• Expanding schemata• Adopting an alignment	<p>Monitoring</p> <ul style="list-style-type: none">• Directing the cognitive process• Regulating the kind and duration of activities• Confirming reader/writer is on track• Signaling the need for fix up strategies <p>Revising Meaning: Reconstructing the Draft</p> <ul style="list-style-type: none">• Backtracking• Revising meaning• Seeking validation for interpretations• Analyzing text closely/ digging deeper• Analyzing author's craft <p>Reflecting and Relating</p> <ul style="list-style-type: none">• Stepping back• Taking stock• Rethinking what one knows• Formulating guidelines for personal ways of living <p>Evaluating</p> <ul style="list-style-type: none">• Reviewing• Asking questions• Evaluating/assessing quality• Forming criticisms
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Appendix 2

A Guide to Critical and Integrative Thinking Rubric

n.	Criteria	Score (1-6)
1.	Identify problem,	
2.	Consider context and assumptions	
3.	Develop own position or hypothesis	
4.	Present and analyze supporting data	
5.	Integrate other perspectives	
6.	Identify conclusions and implications	
7.	Communicate effectively	
		Total
Comments :		

Appendix 3

Course Syllabus & Outline

Islamic University of Gaza
English Department
English Writing 2325
Second Semester 2007/2008
Instructor: Basema A. Saleem
Class: Sunday and Tuesday
Time : 8 :00- 9 : 30 ; 12: 00- 13: 30

1. Course Goals :

" However great a person's natural talent may be,
the art of writing cannot be learned all at once. "

Jean Jacques Rousseau

This course aims to help you to grow significantly as a lively and engaged academic writer and reader - in your ability to understand and grapple with arguments, to integrate both life experience and outside research, to experiment with different voices and styles and to craft creative, well-reasoned and vibrant essays. Our approach within the course is to strive for a sense of "public scholarship" in our writing. "Public scholarship" can be defined as writing that engages with the complexity of ethical and social issues by addressing a more general readership of citizens through dynamic and accessible prose.

The ultimate goal of the course is to get you ready to undertake the writing tasks demanded of English major students . Specifically, the course should help you master the following skills:

- Analyzing and conceptualizing literary texts.
- Organizing strategies (outlining, diagramming , free- writing , questioning)
- Using core writing techniques, including unity, clarity, cohesion, concision, and sentence skills)
- Writing strong introductions and conclusions.
- Using revising and editing techniques.
- Sharpening efficient writing of different genres and for different purposes using timed assignments.

11. Course Materials

A. Textbook

The textbook is : Langan ,J. (2000) (5th ed.). *College writing skills*. The McGraw Hill Companies

Additional Materials

In order to give you as much writing practice as possible, the course will not be confined to the textbook as the only significant resource. In this course, additional material (handouts & worksheets) in class and additional readings are the primary resources.

111. Course Requirements

Extensive Reading (Group B Only)

During the semester , you are encouraged to read extensively and critically either in class or most of the time outside classroom. In class reading is encouraged to be done for either the first or the last ten minutes of the class period. You are supposed to read short stories, literary passages, magazines articles, some other fellow students' writings. In so doing, you will be exposed to different genres, styles, and rhetorical devices. You are supposed to write book reports of and responses to what you read to hand in every class . Also, some of the assignments will be based on the texts you critically read.

Assignments

The writing assignments include writing “from scratch,” editing your work and colleagues’ writing, and rewriting. The lessons from the short assignments contribute to the work on longer, full documents. The course involves some writing assignments to be completed outside of class and others in class, some assignments completed individually, and some with a partner.

Assignments receive written evaluation, and they serve as the basis for class discussion as well. You are to type and double-space all writing assignments (but not short answers to in-class exercises) unless otherwise instructed in class. Bring two copies of each assignment to class on the date due, one to turn in and the other to keep and have available during class discussion.

You are assigned to write 5 essays and summary along the semester. Consider the types of these essays below:

- Free writing of cause and effect essay
- Descriptive essay
- Narrative essay
- Compare and contrast essay
- Argumentative essay
- Summary writing

Some of the above topics of these essays could be changed due to the students' needs, interest, and the teacher's vision of the course plan.

C. Midterm Exam

This midway assessment is required to evaluate your progress in the course. The assigned essay will stimulate your background knowledge, your voice, and your writing devices as well.

D.Final Exam

The final exam to be done at the end of the course.

Throughout the course and in responding to different writing exercises, you will write five different essays. In writing your essays, I encourage you to:

- Address an intelligent, public audience in a graceful style, providing key information necessary to understand your argument;
- Develop your ideas in an interesting, original and coherent manner;
- Support your arguments with evidence and use sources thoughtfully and appropriately;
- Express yourself in clear, concise language that uses the conventions of grammar, punctuation, word usage and source citation;
- Structure your arguments carefully with clear introductions, transitions, middle and conclusion;
- Title your work in a thoughtful and entertaining fashion.

Each essay will be submitted first, in draft and later in revised form. By draft, I mean a readable, completely written first version of an essay that could be submitted to fulfill the requirements of the assignment. A draft is not an outline, half-written essay or set of notes. Only the revisions of each essay (not drafts) are graded. Pre-draft exercises will be acknowledged with a check and brief comments. It is important that you submit work on the due date. In case of emergency, each student has a single one day extension on a draft or revision that she or he can take. Please save your extension until you really need it! Late submission of work without an extension may result in a lowered final grade.

You are encouraged to visit the following websites:

Ten steps to writing an essay :

<http://www1.aucegypt.edu/academic/writers/>

Guide to writing a basic essay: <http://members.tripod.com/~lklivingston/essay/links.html>

<http://web.mit.edu/writing/NEW/>

<http://web.mit.edu/humanistic/www/>

1V. The Assessment Techniques

- Written reading reports and responses (Group B)
- Oral presentations (Group A)
- Assignments
- Tests
- Quizzes

The grading system

Five essays plus the summary = 60/2= 30

1 quiz + reports and responses = 20

Final exam 50

Control group: Five essays plus the summary = 60/2= 30

One quiz= 10

Class Presentations = 10

Final exam 5

The Course Outline

Week I : Introduction and Orientation

Familiarizing the students in both groups with the course syllabus and the course outline.

Guide to writing a basic essay (handouts : 1, 2,)

Areas to cover:

What is an essay

Why it is important to write an essay

For what purpose do we write essays

The components of a standard essay

How do we write an essay.

Week 2: Essay Writing

Chapter one : An Introduction to Writing ,P. 3

Use a sample basic essay as a model (h # 3)

Brain storming essay topics (worksheet # 1)

Assignment 1: free writing (the first draft)

Pre-assessment (questionnaire & essay writing)

Week 3 : The Process of Writing (h # 4,5,6)

Chapter two: The Writing Process , p. 23

Choose any topic you are interested in and familiar with to apply the following strategies of the writing process

Prewriting Techniques: free writing , questioning , diagramming , outlining /listing

Drafting: writing the thesis -writing the introduction -writing 3/4 paragraphs to support the thesis -writing the concluding paragraph

Revising : rereading the text -organizing the content - peer evaluation -correcting any mechanical mistakes

Editing: making the needed changes and typing the final version /copy

Week 4 : Steps in essay writing (h #:7,8,9)

Chapter three : The First and Second Steps in Essay Writing , p. 51&

Chapter four: The Third Step in Essay Writing , p. 77

Develop a thesis and support it

Organize and connect specific evidence

Revising and editing

Week 5 : Implementation of ER

Exploring reading : reading and you questionnaire & teacher reads aloud
Distribute handout (10 & 11) about extensive reading to prepare for the next meeting
Prepare a debate on the advantages and disadvantages of ER.
Discussing the goals and benefits of ER.
Debate writing based on an extensive reading debate rubric (h. 12)
Introducing the ER collection
Distribute the book report forms
Read a text at the last 10 minutes of the class period
Essay structure and components (h #: 12,13)

Week 6: Revising Stage (h #: 14,15, 16, 17)

The first quiz
Chapter five : The Fourth Step in Essay Writing , p. 103
Style and grammar worksheet #2
Chapter six : Four Bases for Revising Essays, p. 139
Writing activity: essay evaluation (worksheet # 3)

Week 7: Patterns of Essay Development (h #19, 20, 21, 22, 23)

Descriptive writing p.175
Writing activity: the features of descriptive paragraph (worksheet #4)
Assignment 2 : descriptive essay
Peer editing of the descriptive essay
Writing activity : the view of my window (worksheet #5)

Week 8 : The Writing Skills (h #: 24, 25, 26)

Summary writing: achieving a short summary (worksheet #6)
Paraphrasing , reporting, quoting (worksheet # 7)
Assignment 3: write a summary of a long essay .
Essay grading rubric (handout # 18)

Week 9:

Chapter 9 : Narration , p. 195
Writing activity: methods and techniques of the narrative essay (worksheet # 8)
The second quiz
Assignment 4 : narrative essay

Week 10

Chapter 13 : compare contrast essays. p. 265
Organize and rewrite a compare and contrast essay using point by point arrangement of details. (worksheet # 9)
Assignment 5: compare and contrast essay

Week 11

Write to argue p 319 (h # 27 & 28)
Writing activity: argumentative essay structure (worksheet # 10)

Week 12

Negotiation of meaning activity: the right to die (worksheet # 11)
Assignment 6 : write an argumentative essay on an assigned topic
Complete the same literacy questionnaire & the post writing task

Week 13

The final exam

This syllabus is the general plan that was modified as needed due to the teacher's vision and the coinciding circumstances.

Appendix 4

Supplementary Material Used for Teaching the Course

A. Handouts:

1. What is an essay? And the importance of writing
2. Guide to writing a basic essay
3. Sample basic essay as a model (Cats)
4. The writing Process
5. Peer edit form
6. Transitions cues
7. Tips for writing your thesis statement
8. Thesis statement
9. Checklist for revising thesis statement
10. Extensive reading
11. Glossary of terms for ER
12. Introduction and summary paragraphs
13. The structure of concluding and introductory paragraphs
14. Revising sentences for conciseness
15. Finding common errors
16. Parallel structure
17. Intensifier, qualifier, and modifier
18. Essay grading rubric
19. Types of essays
20. Descriptive writing
21. Descriptive essay samples (the beautiful beach- my apartment- my favorite place – the hospital)
22. The order of adjectives in a series
23. Sensory language
24. How to write a summary
25. Sample summary
26. Writing skills (paraphrasing, reporting, quoting)

27. Format for argumentative essay

28. Argumentative essay (definition, organization, supporting ideas, refuting , language)

B. Power Point Shows:

Revising sentences

Varying sentence structure

Writing comparison/ contrast essays

Argumentative essays

C. Worksheets:

1. Brainstorming essay topics

2. Style and grammar

3. Essay evaluation (the use of mobile phones)

4. Features of descriptive paragraphs

5. The view from my window

6. The short summary (looking after old people)

7. Reducing text by paraphrasing, reporting, and quoting

8. Methods and techniques of the narrative essay : my swimming lessons

9. Organize and rewrite a compare and contrast essay : vacationing at the beach or in the mountains.

10. Argumentative essay structure : health and healing at your fingertips

11. Negotiation of meaning : the right to die

Appendix 5

The Researcher Collection of ER Material

No. of Genres	Reading Material	Number of Pages
1.	Anecdotes	
	The Donkey's Shadow	3
	A lesson in Politeness	2
	Th' Drowned City	4
	Famous Anecdote	5

2.	Short Stories	
	The Gifts by O.Henry	7
	The Terror by Guy De Maupassant	6
	Song of the Trees by Mildred D. Taylor	10
	A Day's Wait	3
	The Last Dinosaur by Jim Murp'y	5
	Antaeus by Borden Deal	6
	User Friendly by Ernesto Bethancourt	8
	The King's Disease	3
	The Girl Who Wanted Too Muc'	2
	The Farmer and His Sons	2
	The Open Window	5
	The Return by Fernando Sorrentino	4
	The Signal Man by Chares Dickens	7
	Cinderella	5
	The Face on the Wall	4
	German Shopkeepers by Jerome K. Jerome	3
	Second Thoughts by Carol Moore	9
	A Story and a Poem for Fun	3
	The Speckled Band by Arthur Doyle	17
	Journey to the Centre of the Earth by Jules Verne	21
	After Twenty Years by O. Henry	4
	The Wisest Man	2
	Shooting an Elephant by George Orwell	8
	An Impossible Story	3

3.	<p style="text-align: center;">News and Magazines Articles</p> <p>The influence of the Muslim Religion in Humanitarian Aid by Jamal Krafess (International Review of the Red Cross) 15</p> <p>Titanic's Passengers All Rescued (The Syracuse Herald) 3</p> <p>What Makes a Successful Business Person? By Murray Raphel (Art Business News) 4</p> <p>Buddies Bare Their Affection for 111 Classmate 1</p> <p>Discovering Uganda –The Pearl of Africa by Renee Pattle (Travel Magazine Article) 3</p> <p>Fleeing Palestinian Children Speak of Horror by Weedah Hamza (May, 2007) 2</p> <p>International Herald Tribune (Friday September 8, 2006) 15</p> <p>Haaretz (Thursday, January 4, 2007) 10</p>	
4.	<p style="text-align: center;">Plays</p> <p>The Dream of good Fortune (from the Arabian Nights, dramatized by Paul Sills) 3</p> <p>The Pen of My Aunt by Gordon Daviot 16</p>	
5.	<p style="text-align: center;">Non-Fiction Passages</p> <p>The Glory That Was Bagdad 3</p> <p>The Arabs in Spain : The Conquest of Spain 4</p> <p>The Arabs in Spain : The Heritage of Islam 3</p> <p>Arab Nationalism 4</p> <p>Falcons and Hawks 3</p> <p>Dolphins 1</p> <p>London 1</p> <p>Accidents in the Home 1</p> <p>Why Do Birds Sing? 1</p> <p>How to Clean an Apartment Before Moving Out 4</p>	
6.	<p style="text-align: center;">Poems</p> <p>Virtue by George Herbert 1</p> <p>ember by Christina Rossetti 1</p> <p>The Road not Taken by Robert Frost 2</p>	

	The Run Away by Robert Frost I am Nobody by Emily Dickinson	1 1
	Novels	
7.	The Old Man and the Sea by Ernest Hemingway Great Expectations by Charles Dickens Wuthering Heights by Emily Bronte The Mayor of Casterbridge by Thomas hardy	70 79 100 117
8.	Tales From Shakespeare	
	The Tempest A Midsummer Night's Dream Much Ado About Nothing As 'You Like It The Merchant of Venice Macbeth Twelfth Night , or What You Will	12 12 13 15 12 10 13
9.	Prose	
	Early Morning in January by Mark Rutherford A Career by George Eliot Impersonal Interests from "The Conquest of Happiness" by Bertrand Russell	1 2 3
10	Essays	
	Can Life Exist on the Planets by James Jeans What Science Can Do? By Sherwood Appendix 17 Protection of the Body The Individual, Society, and culture	3 2 3 5
11	Biographies & Autobiographies	
	Charles Dickens (Biography) by Angus Wilson The Story of My Life (Autobiography) by Helen Keller Homesickness (Autobiography) by Jean Fritz	4 3 11

Appendix 6

Models of Peer Review Rubrics

A: Debate Rubric

Name: _____ Date: _____ Period: _____
 Subject of Debate: _____
 Pro or Con (Circle one) Which Side Won: _____

Criteria	Rate: 1-10	Comments
Appearance of Team (Professionally dressed.)		
Opening statements were well organized.		
Team members addressed remarks to the audience.		
Opening statements were not read from cards.		
Both team members participated equally in opening statement.		
Students spoke loud enough to be heard.		
Rebuttal was specific to arguments made in the opposing team's opening statement.		
Both team me'bers participated equally in the rebuttal.		
Answers to audience questions were well thought out.		
Respect was shown throughout the debate for the opposing team. (No name calling, interruptions, etc.)		

Points Earned: _____ /100 Points

Appendix 7

Sample Excerpts of Students' Writing

A: Essays

(1) Polygamy

' Marriage is the only legitimate relation in Islam between man and woman in order to establish a successful family life. In Islam, it is allowed for a man to get married to one up to four wives, which is called polygamy. Polygamy is considered natural for some reasons such as protecting youth from illegal sexual relations, avoiding divorce, and solving some social problems.

In Islam, man is eager to have another spouse through getting married again. As Allah says in Quran "Marry women of your choice , two or three, or four, but if you fear you shall not be able to deal justly with them, then only one that your right hand possess". So, polygamy gives man a chance to "et married again without committing any illegal sexual relations. Such relations have dangerous side effects as causing a miserable life for those illegitimate children. In addition, the illegal wife will be deprived from her rights of living adequate life.

(2) The Siege on Gaza Strip

The siege is one of the procedures that the occupation used to defeat people. Israel has imposed cruel siege on Gaza Strip. This siege has many bad effects on many fields . To compare and contrast the differences between the life in Gaza before and after the siege, the three main differences occurred in the transport system, economical system, and the health system.

The most notable difference between life in Gaza before and after the siege is the transport system. Before the siege, the fuel was available , so people were able to move freely from one place to another by cars. However, after the siege, thousands of people stream on feet to reach their work, or colleges. The streets seem abnormally empty of cars because of the sever fuel shortage. One also can smell very bad oil that some drivers use instead of gaz. This of course has its bad effects on health.

B: Reader 's Response

(1) Much Ado About Nothing'

I liked the story very much because it was so interesting and funny. The best thing I liked was Beatrice. She was really a kind lady. I felt sorry for the hero who suffered a lot. Also, I did not identify with Cloudio because he always suspected people. In fact, love is blind. I believed that a person may think that s/she hates another person , but might discover lately that they love each other.

(2) Macbeth

I greatly appreciate this work for Shakespeare, especially the way in which lady Macbeth's died. I like Macduff's character and his insistence to get his rights back and cleaning the country from treachery. The interesting cultural information which I liked in the story is that many kings and high status people used to go to witches to ask them about their fate and destiny. The story has many lessons to be learnt. The most important thing is that fortune tells and witches are liars. Allah only knows what will happen in the future.

(3) As You Like It

In this play, Shakespeare discussed a very important issue related to the relationship between brothers. In this play, the brothers fought with each other in seek of their own benefits which could happen in our real life. But our prophet Mohammad -peace upon him- has recommended us to love each other and to wish good to our brothers as we wish to our selves.

(4) The Tempest

This interesting story has many values if we extract the wisdom behind it. I liked the conflict between good and evil and the victory of good against evil. I had never experienced such incidents in my life, but the only similarity is the love story that normally occur among lovers at any time. Prospero was the most affective character for being wise. I have leaned good moral lesson that treachery can never be a good way for reaching our goals. Briefly, every time I read any of Shakespeare's , I become strongly convinced that he was the greatest author of his time .

Appendix 8

The Quizzes Taken During the Course

Quiz -1-

Read the thesis statement below and write an **appropriate title, catchy introductory paragraph , and conclusive concluding paragraph** applying any of the methods for writing these paragraphs.

The life of the typical college student is characterized by the time spent studying , attending classes , and socializing with peers.

Quiz-2-

Locate and correct the ten sentence-skills mistakes in the following passage. The mistakes are listed in the box below. As you locate mistakes, place checks in the spaces provided.

- Sentence fragment _____
- Run-on _____
- Mistake in verb tense _____
- Nonparallel structure _____
- Dangling Modifier _____
- Mistake in pronoun point of view _____
- Missing comma after introductory material _____
- Missing quotation marks _____
- missing quotation marks _____
- Missing apostrophe _____

The greatest of my everyday fears is technology. Beginning when I could not master bike riding and extending to the present day . Fear kept me from learning to operate a jigsaw, start an outboard motor , or even using a simple tape recorder. I almost did not learn to drive a car. At age sixteen, Dad left the hood of our Chevy and said , All right, you're going to start learning to drive. Now , this is the distributor... When my eyes glazed over he shouted, : " well , I'm not going to bother if yo're not in'ereded!". Fortunately, the friend who later t'ught me to drive skipped what goes under the hood. My most recent frustration is the 35 mm camera, I would love to take professional-quality pictures. But all the numbers and dials and meters confuse me. As a result, my unused camera is hidden away on a shelf in my closet. Just last week, my sister gives me a beautiful digital watch for my birthday. I may have to put it on the shelf with the camera __ the alarm keeps going off , and you can't figure out how to stop it.

Appendix 9

The Final Exam

1.1. The following thesis statements are weak for indicating common errors. Rewrite each statement to be more effective and specific in previewing the paper's main ideas.

a. The thesis of this paper is the difficulty of solving our environmental problems.

b. Helen Keller's physical disability has not prevented her from becoming a world-renowned author, and her life is the subject of a movie.

1.11. Complete the following thesis statement by adding two supporting points that will parallel the one already provided.

A television hinders rather than help in the socializing process of our children because it loosens the relationships in family, _____, and _____.

2.1. Read the following introductory paragraph . Write the thesis statement and three main points supporting the thesis.

Today science and technology has come to pervade every aspect of our lives. Computer, television and radio have almost replaced the newspaper and letter once dominated our lives. Accordingly, the issue about whether the ability to read and write is more important today may attract our attentions. It is clear that classified views have converged into two: some think reading and writing ability is more important today than in the past, while others deny its importance. As I see it, I agree with the former view without any hesitation and my choice is based on a careful consideration of the following reasons.

Thesis statement _____.

First topic sentence _____.

Second topic sentence _____.

Third topic sentence _____.

2.2 Provide three details that logically support each of the following points. your details can be drawn from your own experience , or they can be invented. State your details briefly in several words rather than in complete.

a. There are several reasons why I put off my studying.

_____.

b. Friday evening, I did not sit still for a minute.

_____.

3. Rewrite the sentences to illustrate the use of good grammar and style.

a. There's nothing I like better than finding a good trout stream, setting up camp, and to spend a couple of days fishing. (use parallel construction)

b. I swept aside the things on my desk in order to spread the road map. (use specific words)

c. In general, I am the sort of person who tends to be shy , especially in large crowds or with strangers I do not know well. (use concise words)

d. The vet's office was noisy and confusing. It was crowded with nervous pets. (combine the two sentences by using appropriate opening phrase)

e. Many people are ignorant of side effects that diets can have on your health. (use a consistent point of view)

4. Choose one topic to write about.

a. You have a present that was really memorable. It could have been given for an important occasion. Tell us about the present and why it was memorable. Include the reason it was given, a description of it, and how you felt when you got it.

The subject is a memorable present. The three main subtopics are:

- The reason it was given;
- A description of it ;
- And how you felt when you got it.

b. The disciplining of children by smacking is often in the news. Write an essay arguing for or against smacking by parents.

c. Your parents are going to move to the country . You strongly object to it. For this purpose you make the comparative and contrast analysis of living in the city with living in the country.

Appendix 10

The Three-Part Literacy Questionnaire Items

Course code & title : _____
Teacher's name : _____
Student's year of study: _____
Student's cumulative average in English language courses _____
Parents' education : mother _____ father _____

Instructions for students completing this questionnaire

- This questionnaire aims at assessing your perceptions of reading and writing, so honesty is required.
- Please complete this questionnaire so that teaching can be improved in the light of your constructive and confidential answers .
- Use the agreement and rating scales provided to indicate the extent of your agreement and disagreement in the multiple choice questions. Choose only one response for each question.

1.Preferences of Literacy Activities

A. Reading and writing you do at leisure time

Please put a tick only beside the relevant statements and activities that correspond to your opinion :

The Statement	Yes	No
1. I practice English writing for my own interest.		
2. I have e-mail exchanges in English even with my Palestinian friends.		
3. I read stories in English for pleasure.		
4. I visit the library or check out books in English (for outside reading).		
5.I read English newspapers and magazines.		

B. Activities that Help Improve Your Writing

The activity	Yes	No
1. Conference(talk) with the instructor about my writing		
2. Draft writing required by the instructor		
3. Peer evaluation		
4. Interpreting critically the meaning of a reading text		
5. Extensive reading activities related to the text		
6. Analyzing a text in order to show how a good composition is done		
7. Teacher's comments and error correction		

2. Expectations of Writing Activities

To what extent do you agree with each of the following statements? Put a tick ,under your choice, by each sentence:

The Statement	(5) Strongly agree	(4) agree	(3) Uncertain	(2) disagree	(1) Strongly disagree
A. Positive Perceptions					
1. I look forward to writing my ideas.					
2. I feel confident in my ability to clearly express my ideas in writing.					
3. Writing is a lot of fun.					
4. It is easy for me to write a good composition.					

5. I prefer reading about a text before writing about it.					
B. Negative Perceptions	(5) Strongly agree	(4) agree	(3) Uncertain	(2) disagree	(1) Strongly disagree
6. I avoid writing.					
8. My mind seems to go blank when I start to work on a composition.					
9. Expressing ideas through writing seems to be a waste of time.					
10. I am nervous about writing					
11. I never seem to be able to clearly write down my ideas.					
12. I expect to do poorly in composition classes even before I enter them.					
13. I have a terrible time organizing my ideas in a composition course.					
14. I do not think I write as well as other people.					
15. I do not like my compositions to be evaluated.					

16.I am not good at writing.					
C. Your Writing and the Audience	(5) Strongly agree	(4) agree	3) Uncertain	(2) disagree	1) Strongly disagree
17.I have no fear of my writing being evaluated.					
18.I like to have my friends read what I have written.					
19.People seem to enjoy what I write.					
20 . I think my instructors are reacting positively to my writing.					
21. Discussing my writing with others is an enjoyable experience.					

3. Experiences in Writing

How would you rate your writing ability :

Your Stance of Your Writing Ability	(5) Almost always	(4) Always	(3) Sometimes	(2) Seldom	(1) Almost never
1.I am not sure ,at times, of how to organize all the information I have collected for a paper.					
2.I have trouble deciding how to write on issues that have many interpretations .					
3.To write essays on books and articles that are very complex is difficult for me.					

4. I have trouble with assignments that ask me to compare or contrast or to analyze.					
5. I run over deadlines because I get stuck while trying to write my paper.					
6. Each sentence I write has to be just right before I go on to the next.					
7. When I write, I will wait until I have found just the right phrase.					
8. I find myself writing a sentence then erasing it and trying another sentence.					
9. My first paragraph has to be perfect before going on.					
10. A times, I find it hard to write what I mean.					
11. At times, my first paragraph takes me over two hours to write.					
12. Starting a paper is very hard for me.					
13. At times, I sit for hours unable to write a thing.					
14. Some people experience periods when no matter how hard they try, they can produce little, if any, writing. When these periods last for a considerable amount of time, we say the person has a writing block. Estimate how often you experience writer's block.					

Appendix 11

The List of Juries

Dr. Nazmi El Masri,
Dr. Waleed Ajmer
Dr Adwa Keshta
Dr. Akram Habeeb
Dr. Kamal Murtaja
Dr. Jaber Abu Shaweesh

Appendix 12

Tabulation Model of the Holistic Overrating of the Pre-Post treatment Tests

Group	No	Issue		Context		Position		Evidence		Perspectives			Conclusion		Communication		Total (40)
		pre	post	pre	post	pre	post	pre	post	pre	post	pre	post	pre	post		
control	5	1	5	1	4	1	4	1	3	1	3	1	5	1	2	7	26
	13	1	2	1	2	1	2	1	1	1	1	1	1	1	1	7	10
	21	1	1	1	1	1	1	1	1	1	3	4	3	1	1	10	9
	29	1	1	2	2	2	2	2	2	1	1	1	1	1	1	10	10
	37	3	6	3	4	2	5	2	5	1	4	2	5	2	3	15	32
Experi mental	45	1	3	1	4	1	4	1	4	1	5	1	5	1	3	7	28
	53	1	1	3	3	3	3	1	3	1	3	2.5	3	1	2	13.5	18
	61	2	2	1	3	1	4	1	3	1	3	1	2	2	2	9	19
	69	2	1	3	3	4	4	3	4	1	4	2	3	2	2.5	17	21
	77	3	6	4	6	4	6	3	5	1	4	3	4	2	3.5	20	34.5

Appendix 13

Recommended Useful Websites for ER Materials

<http://www.readprint.com/>

<http://web.hku.hk/~sbapro/journal.html>

<http://www.tumblebooks.com/>

<http://www.bygosh.com/thebestnovels.htm>

Cambridge English Readers : <http://www.cambridge.org/elt/readers/>

Black cat publishing: <http://www.blackcat-cideb.com/2-english-catalogue>

Penguin Readers: <http://www.penguinreaders.com/pr/resources/index.html>

Arabic Literature:

http://www.egyptgiftshop.com/books_naguib_mahfouz.html

<http://famouspoetsandpoems.com/poets/mahmouddarwish>

Islamic culture publications:

<http://www.isesco.org.ma/English/publications/Islamtoday/14/p2.php>

<http://www.islamicsciencesbooks.com>

<http://www.lamp.ac.uk/cis/pathways/pathways.html>

Sources of Simplified Versions:

<http://www.childrenslibrary.org/icdl/SimpleSearchCategory?ids=&langid=&pnum=1&cn um=1&text=Haskins&lang=English&search=Search>

<http://www.magickeys.com/books/#ya>

<http://en.childrenslibrary.org/books/>

Appendix (14)

ER Follow up Activities

(A)

List of ER Activities Suitable for Enhancing Content Knowledge

1. Write a Letter to the Author. After reading a book, each student shares reactions to the book in a letter written to its author. If you write to an author who is still alive, you might actually mail the letter.
2. Thumbs Up, Thumbs Down! Each student writes a review of the book he or she just finished reading – in the style of a movie review. The student concludes by awarding a thumbs up or thumbs down on the book.
3. Interview a Character. Each student composes six to eight questions to ask a main character in a book just completed. The student also writes the character's response to each question. The questions and answers should provide information that shows the student read the book without giving away the most significant details.
4. Script It! Write a movie script for a favorite scene in a book just read. At the top of the script, the student can assign real-life TV or movie stars to play each role. The student might also work with classmates to perform the favorite scene.
5. What Did You Learn? Write a summary of what he or she learned from a book just completed. The summary might include factual information, something learned about people in general, or something the student learned about himself or herself.
6. Characters Come to Life! Create life-size "portraits" of one of the characters from a book just read. The portrait should include a written piece that tells about the character. The piece might also include information about events, traits, or conflicts in the that book .
7. Book Jackets. On the 'cover' they illustrate a cover for their report. On the inside flap they write a description of the main character. On the inside back flap they write a description of either the setting or the problem (she switches it every now and again). On the back 'cover' they write a summary of their story.
8. Resume Writing. Create a resume for a book character. The student should include in the resume a statement of the applicant's goals and a detailed account of his or her experience and outside interests.
9. Setting. Write a one-page report explaining how that setting was important to the story.

10. Retell the Story. Retell part of the story from a different point of view.
11. Letter to the Character. Write a letter to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. This must be done in the correct letter format.
12. Character Description/Portrait. Write a full (physical, emotional, relational) description of three of the characters in the book.
13. Summary. Write a one sentence summary of each chapter and illustrate the sentence
14. Book Talk. Do a book talk. Present it to the class.
15. Venn Diagram. Make a Venn diagram on the ways you are like and unlike one of the characters in your story.

These activities are taken and modified from:

(Bamford &Day, 2004)

Reading Extension Activities:

<http://oldwebsites.ltschools.org/schools/craig/teachers/jennifersmitley/pdf/ext>

(B)

ER Activities for Stimulating Critical Thinking

1. Sell It. Each student pretends to be a publicist for the book that's just been read. The student writes and then delivers a two- minutes speech that will persuade other students that they should read the book.
2. Imagine that you are the author of the book you have just read, write a letter to a movie producer trying to get that person interested in making your book into a movie.
3. Create a Comic Book. Turn a book, or part of it, into a comic book, complete with comic-style illustrations and dialogue bubbles.
4. Change the Climax. Choose one part of the story that reached a climax. If something different had happened then, how would it have affected the outcome?
5. Compare this book with another you have read on a similar subject.
6. Looking Ahead. Write about one of the character's life twenty years from now.
7. Different Ending. Students write new endings for stories they have read.
8. My Own Story. Students write stories for their peers to read.

These activities are taken from:
(Bamford & Day, 2004, pp.155-168)

Reading Extension Activities:

<http://oldwebsites.ltschools.org/schools/craig/teachers/jennifersmitley/pdf/ext>

Other recommended websites for ER activities:

<http://www.readingrockets.org/article/392>

<http://www.teachingideas.co.uk/english/contents.htm>

(C)

ER Activities for Empowering Language Use

1. List of lexical item for the story in alphabetical order with Arabic translation.
2. Gap-fill exercise of each targeted lexical item blanked out for students to fill in.
3. Students use targeted words in their own true sentences to understand better how the words function grammatically and collocationally.
4. Grouping items according to parts of speech and according to rhyming.
5. Transformation (rewriting) stories into present tense or future tense.
6. Choose ten affirmative sentences from a book you read and negate them.
7. Write ten questions about a story you read and answer them.
8. Choose ten or more different sentences from a text you read to begin with appropriate adverbial or prepositional phrases.
9. Substitute ten connective devices in a story by other suitable ones.
10. Verifying structure of ten or more different sentences in a reading text into compound, complex, or simple sentences.

Appendix 15

Models of Peer Review Rubrics

-1-

Peer Edit Form

Your name: -----

Author's name: -----

You are being asked to look at the criteria for scoring a paper on the student friendly guide to writing with traits . you need to assign a score from one (worst) to six (best) on each of the six traits about the paper. Read the criteria for each trait as you score the paper on those traits.

Ideas and content	1	2	3	4	5	6
Organization	1	2	3	4	5	6
Voice	1	2	3	4	5	6
Sentence Fluency	1	2	3	4	5	6
Word Choice	1	2	3	4	5	6
Conventions	1	2	3	4	5	6

Finish the following statements as best you can . Remember , your job is to help the writer .

1. One thing I really like about the writing is.....
2. One thing I think the author can improve upon is
3. Something I would like the author tell me about is
4. One last comment is

General Essay Rubric

Name _____	Essay # _____	
Criteria		Point 1-5
Thesis and Content (Development) The essay has a thesis- a single , central point that is interesting, original, striking and substantial. The central idea is developed in the essay through well –chosen, appropriate, concrete details that show originality and freshness. Author shows rather than merely tells. Generalizations and assertions are defended . Arguments are logical.		
Organization The essay is organized and well structured(there is a beginning, a body, and a conclusion) . The essay exhibits a clear strategy and pattern of development. The organization works with the thesis to serve the purpose of the essay. Essay does not digress from central point. Transitions help the paper flow smoothly. Introductory paragraph(s) are interesting and appropriate. Concluding paragraph is satisfying.		
Paragraphs Paragraphs are organized, unified and coherent. Each supporting paragraph has a controlling idea. In supporting paragraphs, topic ideas help further the thesis.		
Style Sentences are mature and parallel. Writer avoids modifier problems. Sentences show variety of pattern and are rhetorically effective. The essay is written in a style and tone appropriate to the audience, topic and purpose. Words are appropriate and well chosen. Writer seems to be speaking in an authentic voice. Paper is enjoyable and interesting.		
Subtotal		
Grammar, Spelling, Mechanics Subtract points for errors in grammar (comma splices, fragments, fused sentences, agreement, etc.) and mechanics (margins, format, layout, etc.)		
Total		

Appendix 16

Examples of Prereading and Prewriting Activities

Example One

You are going to read a passage about a woman whose house was completely destroyed during the war on Gaza.

Before reading, answer the following questions:

- (a) How would you feel if you had the same experience.
- (b) What do you think we should do if your house was destroyed?

Example Two

You are going to write a narrative essay about a man's bad experience in a terrible winter night.

Before writing, do the following exercises:

- (a) Write down five problems the man could have had when he was driving back home
- (b) What do you think might have happened after that?

These examples are adapted from:

Aebersold, J.A. & Field, M.L. (1997) *From Reader to Reading Teacher*. Cambridge: CUP

Appendix 17

Samples of the Researcher's Field Notes

(1)

Two weeks passed, and today was the first day for implanting ER approach. The teacher tried to figure out how the students feel towards reading ; therefore she started to ask some questions in a form of informal oral interview. After that, two teams of four students debated about extensive reading, its viability and benefits . The audience participated through adding some points and comments. Next, the teacher read “the Drowned City” aloud to drag their attention and increase their interest in reading extensively.

(2)

Today, it was the 12th of February. The students in the treatment group worked in groups to use one of the pre-writing techniques to apply for writing their first draft essay. They were enthusiastic and interested in their cooperative learning. Each group had a representative. Those representatives came in front of class and illustrated either their lists, diagrams, questions, .. etc.

(3)

Since ER method was implemented as a stand-alone part, the teacher distributed the first two collection of genre. These genres were about twenty eight anecdotes and short, three copies of each composing 78 versions. Each student had the chance to choose one text to read and rotate with others. The teacher told her students to read about 50 pages a week , of an average of 7 pages a day to have a successful ER program. They started to write instant reading reports to be collected by the teacher every week. The good thing was that the students in the treatment group read some texts of their choice other than the ones collected by the teacher. This means that ERP was working well where students are supposed to choose whatever they want to read due to their interest and level. These 39 student-readers were children stories, poems, stories for adults, and classics.

(4)

Today , it has been one month and ten days since the beginning of this semester. It is enough time to identify the problems the teacher faced. At the beginning of the course, the number of treatment group was not stable. For instance, some students transferred from other divisions to join this class. Some others newly registered while some others from the control group preferred to be in the treatment group for the conflict in time with the other group class. Unexpectedly, the treatment group started to expand to have 80 students while there were 70 students in the control group. Normally, a large class deficiencies emerged such as noise, homogeneity among students, and communication with the teacher. As a result, there was disparity in the number of the texts they read during the first month . For example, out of 80 students , about 40 students (participants in the study) were working hard as they usually submitted their reading reports and response' papers without any delay.

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ملخص الدراسة

أثر القراءة الموسعة على رؤية و مفهوم القراءة و الكتابة و على جودة الكتابة باللغة الانجليزية كلغة أجنبية لطالبات تخصص اللغة الانجليزية في الجامعة الإسلامية في غزة

تقوم هذه الدراسة بفحص أثر القراءة الموسعة باللغة الانجليزية علي رؤية و مفهوم الطلاب و الطالبات لأنشطة القراءة و الكتابة من حيث تفضيلهم لهذه الأنشطة و توقعاتهم لقدراتهم و خبراتهم في الكتابة. كما و تقوم الدراسة بفحص و تحليل اثر القراءة الموسعة على جودة الكتابة من حيث معرفة المحتوي، التفكير الناقد، و استخدام اللغة. هذه الدراسة تضم مجموعتين، ضابطة و تجريبية، من 83 طالبة، تخصص اللغة الانجليزية في الجامعة الإسلامية في غزة. من أجل إجراء هذه الدراسة قامت الباحثة بتدريس مساق كتابة (2) مع القراءة الموسعة كطريقة مساعدة لتدريس الكتابة خلال الفصل الدراسي الثاني من عام 2008 . من أجل جمع البيانات تم استخدام أداتين هما: استبيان قبلي و بعدي و اختبار قبلي و بعدي للكتابة. نتائج الدراسة أثبتت أن ممارسة القراء الموسعة من قبل الطالبات كان لها اثر ايجابي واضح و كبير على تغيير و صقل رؤية الطالبات لأنشطة القراءة و الكتابة حيث زاد الإقبال على القراءة في أوقات الفراغ و ازدادت الثقة في القدرة على الكتابة. كما و أظهرت النتائج أن القراءة الموسعة كان لها اثر واضح و كبير على تحسين جودة الكتابة من حيث المحتوي، التفكير الناقد، و المقدرة اللغوية.